



## **March-April 2023 *Residency Times*** **From your DIO**

In 2021, GME and its primary clinical partner, Ascension Providence Rochester Hospital, were among the cohort of institutions selected for AIAMC's 18-month National Initiative VIII – JEDI because of our demonstrated commitment to better understanding and improving justice, equity, diversity and inclusion in clinical learning environments. GME's participation in this initiative enhanced our programs' already strong emphasis on this dimension to ensure that our trainees and faculty continue to provide the best care to their patients and that the settings in which they are trained remain diverse and inclusive.

At the AIAMC meeting, GME Director of Education Brent Stansfield presented the three posters on JEDI activities:

- “The relationship of inclusiveness with resident clinical engagement and wellness,” RB Stansfield, H Kenaga, A Messman
- “Creating a health disparities curriculum and resources for multiple residency specialties,” H Kenaga, RB Stansfield, A Messman
- “Institutional initiatives to enhance residency, inclusivity, and equity,” A Messman, H Kenaga, S Kumar, E King, S Wissman, RB Stansfield

The **first poster** detailed our statistical analysis of survey data to test a hypothesis that residents' sense of inclusion (personal and environmental) was related to their perception of the learning environment and to their well-being. Residents who are underrepresented in medicine may feel less accepted in work settings, which can impact both their ability to provide safe, effective patient care and cope with the stressors of clinical education. GME found that residents' sense of personal inclusion was strongly related to both their perception of environmental inclusion and to their wellness ratings, suggesting that personal inclusion, in particular, is crucial for resident

wellbeing and clinical engagement. I am pleased to report that AIAMC selected this poster for PPT presentation to all meeting attendees.

The **second poster** summarized GME's initiative to implement a standardized health disparities curriculum across all programs by the start of the AY 2021-22, after internal survey data indicated that revision of the HD curricula was needed. Although on average trainees were aware of the impact of HD on their patients and felt their HD education was effective in delivering care, at the same time a majority reported that their program's provision of educational experiences on barriers to providing equal care and efforts to overcome them was less than satisfactory. This initiative garnered a heightened impetus when in 2020 Michigan Governor Gretchen Whitmer mandated implicit bias training by June 2022 for all healthcare providers as a condition of licensure or renewal.

The **third poster** outlined the DEI activities undertaken by GME during 2021-22 to improve inclusivity and equity, under the auspices of the CLER Council and the Resident Council. Holding online diversity recruitment sessions, co-hosting Balint groups at APRH, implementing a health disparities curriculum, and conducting a Professional Development Symposium on *Diversity, Equity, and Inclusion: Becoming a Catalyst for Change* were the four main GME accomplishments during this time. Successful as they were, these were all "top-down" efforts led by GME or Program Directors, so GME has encouraged the Resident Council to form a DEI Subcommittee to foster "bottom-up" activity, designed and implemented by residents. GME will fold these DEI efforts into our larger campaign to ensure resident well-being by fostering meaningful work, social support, and self-care. These activities demonstrate that our residency programs value inclusiveness and are working to increase diversity in the service of better patient care.

The **fourth poster** on "Objective tracking of professionalism during residency training," co-authored by IM Associate Program Director Vesna Tegeltija (also the presenter) and Program Director Sarwan Kumar, addressed a core ACGME competency for the successful practicing physician. IM undertook an initiative to define prioritized professional behaviors, set professionalism expectations, and enhance the professional culture of the IM program. What was required was an assessment instrument that could provide feedback to learners in an

objective manner, a challenge faced by many residency programs. IM adopted a scoring system tool by which all program leadership, residents, and core faculty could report both negative and positive behaviors, responding to failed professionalism goals as well as rewarding model practices. The two-year study revealed that PGY-1 and PGY-2 residents rather than senior residents achieved the highest scores, an unexpected result but an outcome that Dr. Tegeltija and Dr. Kumar are now investigating further.

I expect that GME's ongoing research on crucial topics such as DEI and resident professionalism will be presented at subsequent AIAMC meetings or other professional conferences, culminating in publications in medical education journals. Watch this space!

*Anne*

Anne Messman, MD, MHPE, FACEP  
Associate Dean and DIO, Office of Graduate Medical Education  
Associate Professor, Dept. of Emergency Medicine  
[Amessman@med.wayne.edu](mailto:Amessman@med.wayne.edu)  
313.282.6577 (cell)



*GME Director of Education Brent Stansfield, PhD, and IM Associate Program Director Vesna Tegeltija, MD, at the 2023 AIAMC Annual Meeting in Nashville*

To view the presentations at the 2023 Annual Meeting and National Initiative VIII Meeting Four, visit <https://aiamc.org/event/44/presentations> for the Annual Meeting and <https://aiamc.org/event/48/presentations> for the National Initiative Meeting.

Internal Medicine – Ascension website:  
<https://intmed.med.wayne.edu/ascension-rochester>