Program Directors Meeting

December 8, 2016
Spectrum KL2 and TL1
  - Presented by Steven Goodman, MD, MHS, PhD

Teaching Academy
  - Presented by Lars Osterberg, MD

GME Diversity
  - Presented by Wendy Caceres, MD
Spectrum: A Stanford University Independent Center to Support Clinical and Translational Research

Spectrum research training programs: KL2 and TL1

Steven Goodman, MD, MHS, PhD
Associate Dean, Clinical and Translational Research
Professor, Medicine and Health Research & Policy
Director, Spectrum Education and Training
Spectrum Education

Educational Core of Spectrum

To provide intensive, supervised, high-quality clinical and translational training toward producing the next generation of clinical and translational researchers and teams.

- KL2 (K12) Mentored Career Development Component
- TL1 (T32) Institutional Research Training
- Multiple new research education programs designed for workforce development open to staff and faculty in the SoM.
Spectrum Education Leadership

Spectrum director:
Harry Greenberg, MD → Mark Cullen

Faculty:
Steve Goodman, MD, MHS, PhD  Director
Steve Asch, MD, MPH  Director
Rita Popat, MS, PhD  Director

Staff:
Lisa Jackson – Spectrum Exec. Director
Veronica Haight – Education Program Manager
Jessica Meyer – Education Program Coordinator

Program/Career Mentors - 30+ faculty
Methods Advisors – 10+ faculty and QSU members
Training Programs Supported

- KL2 (5 per year, for 2 years)
- TL1 (6 per year)
- Biodesign (2 per year)
- Clinical Excellence Research Center (2 per year)

**Total:** 20/year
**Supported since 2013:** 48
2016 KL2 Projects

**T3:** Natural history of aortic dissection with and without intervention

**T3:** Comparative Effectiveness of New Radiation Technologies for Locally Advanced Pancreatic Cancer

**T4:** Use of Non-Subspecialty Care by AYAs with Cancer: Implications for End-of-Life Care

**T4:** Use of a Novel Mobile-Health, Family-Centered Care Plan: Supporting Outpatient Parent-Provider Communication in the Management of Children with Medical Complexity

**T4:** Use of the Lives Saved Tool (LiST) to Estimate the Impact of Emergency Medical Services in India on Maternal and Neonatal Survival
## Key Features of the Spectrum KL2 & TL1 Awards

<table>
<thead>
<tr>
<th>KL2</th>
<th>TL1</th>
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</thead>
<tbody>
<tr>
<td><strong>75% effort/salary for</strong> min. 2 years</td>
<td><strong>100% dedicated effort/salary for</strong></td>
</tr>
<tr>
<td><strong>Full tuition for optional degree in a</strong></td>
<td><strong>minimum of 1 year</strong></td>
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<tr>
<td><strong>CTR competency</strong></td>
<td><strong>$16K for tuition</strong></td>
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<tr>
<td><strong>Advanced Didactic Training</strong></td>
<td><strong>Required degree in a CTR competency if</strong></td>
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<tr>
<td><strong>Research and Academic/Career Mentors</strong></td>
<td><strong>pre-doc. Optional post-doc.</strong></td>
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<td><strong>Assigned methods advisor</strong></td>
<td><strong>Advanced Didactic Training</strong></td>
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<tr>
<td><strong>Didactic CTR seminar</strong></td>
<td><strong>Research and Academic/Career Mentors</strong></td>
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<td></td>
<td><strong>Spectrum Biostat consultants</strong></td>
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<td></td>
<td><strong>Didactic CTR seminar</strong></td>
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## Specialty Distribution of Trainees

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<tr>
<th>Specialty</th>
<th>Count</th>
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<td>Anesthesia - Crit Care</td>
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</tr>
<tr>
<td>Bioengineering</td>
<td>1</td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>1</td>
</tr>
<tr>
<td>Biomedical Informatics</td>
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</tr>
<tr>
<td>Cardiology</td>
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</tr>
<tr>
<td>Cardiothoracic Surgery</td>
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<tr>
<td>CERC</td>
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<tr>
<td>Electrical Engineering</td>
<td>2</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>1</td>
</tr>
<tr>
<td>Heme-Onc</td>
<td>2</td>
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<tr>
<td>Hospitalist</td>
<td>1</td>
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<tr>
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</tr>
<tr>
<td>METRICS</td>
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</tr>
<tr>
<td>Neurology</td>
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</tr>
<tr>
<td>Oncology</td>
<td>3</td>
</tr>
<tr>
<td>Ortho. Surgery</td>
<td>1</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>1</td>
</tr>
</tbody>
</table>
Trainee Characteristics

Adult:
Pediatrics:
Students:
2016 KL2 Projects

**T0-T1:** Prevention of the Late Stage Adverse Effects of Radiation on the Bladder using Human Induced Pluripotent Stem Cells in a Rat Model of Radiation Cystitis

**T1:** Cortical Excitability, Synaptic Plasticity and Learning in Benign Epilepsy with Centrottemporal Spikes

**T2:** Plasmodium falciparum infection enhances acute dengue disease severity

**T2:** Point-of-care testing for HIV-1 drug-resistance mutations: assay development and validation

**T3:** Effect of alendronate therapy on avascular necrosis in sickle cell disorder
Workforce Development

**Intensive Course in Clinical Research** (ICCR, N=60), (Annually)

**Short Courses, Complementing Spectrum Innovation Programs**
1. 2014 - Evaluation of diagnostic and predictive technologies (N=70) [SPADA]
2. 2015 - Translational research (N=80) [Biodesign and SPARK]
3. “K-Fest” - Half-day symposium on K-grant preparation. (N=100) [KL2 & TL1]

**Courses for MD researchers and non-MD staff**
1. **New:** Essentials of Clinical Research (2016-17, 13 3-hr sessions, N=50, 80% research staff).
2. **New:** Certificate program in clinical research operations (2017)

**Online Courses**
1. Biostatistics (Sainani)
2. Critical review of the literature (Popat)
3. Eval of Dx Tests (Goodman)
KL2 & TL1 “Yield” of Graduates

**KL2**

- Only 2 KL2 cohorts (N=10) have finished since 2013.
- 9/10 are in academic medicine
- 1 in research-oriented clinical group (PAMF)

**TL1**

- 3 TL1 cohorts (N=15) have finished since 2013.
- 8/15 are in academic medicine
- 7/15 are students
How to apply

- **Deadline, March 1, 2017**
- **Spectrum website**
Questions??
Stanford Medicine
Teaching and Mentoring Academy
The Academy promotes excellence in teaching and mentoring by developing, supporting, and recognizing dedicated educators and mentors in order to ensure world-class training for the next generation of physicians, researchers, and educators.
Goals of the Academy

- **Coach, educate, and support** faculty in the art of mentoring, course design, evaluation, and teaching, particularly in the context of the evolving role of faculty as career mentors and as teachers and facilitators in interactive learning.

- **Reward, acknowledge, and inspire** researchers and clinicians to be excellent educators and mentors.

- **Underscore the importance** of the School of Medicine’s teaching and mentoring mission, and elevate the status of educators across the School of Medicine.

- **Foster a community** of educators and mentors.

- **Solicit, review, and make recommendations** for curriculum innovation and change within the School of Medicine.
Teaching and Mentoring Academy Programs

- Junior Faculty Teaching Workshop
- Mentoring Workshop Series
- Peer Coaching
- Innovations Grants
- Medical & Bioscience Education Education Day
- Medical & Bioscience Education Seminar Series
Primary goal: To introduce junior faculty to pedagogical and methodologies that improve teaching through the School of Medicine and to encourage faculty to learn new skills that will support their development as effective educators.

Clinical Faculty Session:
January 30, 2016
9am-11am
LKSC 203/204


Facilitated by Kelley Skeff and Georgette Stratos of the Stanford Faculty Development Center.
Mentoring Workshop Series

- Three part series on principles of mentoring-
  90 minute sessions once per week over 3 weeks
- Mixture of content and skills
  - Introduction to mentoring and giving feedback
  - Relationship management, communication and resolving challenges
  - Diversity, bias, and developing your mentoring philosophy
Peer coaching is a professional development process in which educators voluntarily work together to improve their teaching and/or mentoring skills. It offers a collaborative, non-judgmental and non-evaluative approach to refining professional knowledge and skills.

Some benefits:

- Allows participants to create stronger ties with colleagues and enhances the community of educators in Stanford Medicine
- Enhances sense of professional skill and efficacy
- Provides participants a deeper understanding of best practices in teaching and learning
- Encourages reflection and analysis of teaching practice
- Mutual learning and development for both the coach and the participant educator

Teaching and Mentoring Innovation Grants

- Grants to fund projects that aim at innovation and improvement in teaching, learning and mentoring throughout Stanford Medicine and in the larger field.
- 29 projects funded with small grants $10k and larger $20k
## Examples of Project Proposals Accepted

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Project Title</th>
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<tbody>
<tr>
<td>Simon Conti, Urology</td>
<td>Crowd Sourced Validation of a Global Assessment Tool for Endourology</td>
</tr>
<tr>
<td>Victoria Cosgrove, Psychiatry &amp; Behavioral Sciences</td>
<td>An Interdisciplinary Training Program for Child Psychiatry and Pediatric Oncology Fellows: Communication and Intervention with Complicated Family Systems</td>
</tr>
<tr>
<td>Fernando Mendoza, Pediatrics</td>
<td>An Education Intervention Design to Decrease Implicit Bias in the Practice of Medicine</td>
</tr>
<tr>
<td>Ian Nelligan, General Medical Disciplines</td>
<td>Virtual Health: Developing a Curriculum for Virtual Care Delivery</td>
</tr>
<tr>
<td>David Schneider, Microbiology &amp; Immunology</td>
<td>Teaching Students How to Design and Produce Storytelling Props</td>
</tr>
<tr>
<td>Julie Weitlauf &amp; Ellie Williams, Psychiatry &amp; Behavioral Sciences</td>
<td>Training in Cognitive Behavioral Therapy for Vaginismus: Phase I</td>
</tr>
<tr>
<td>Katherine Williams, Psychiatry &amp; Behavioral Sciences</td>
<td>&quot;Next Steps After Screening:&quot; Development of a Perinatal Psychiatry Curriculum in Order to Improve Clinical Outcomes and Access to Care</td>
</tr>
</tbody>
</table>
Resident Grant Recipients

- **Kiran Kumar, Resident, Radiation**: Oncology Formalized, Targeted Curriculum for Incoming Radiation Oncology Residents
- **Matthew Pesko, Resident, Psychiatry**: Online Modules and Mini-Workshops for Stanford Pre-clinical and Psychiatry Clerkship Students Regarding Effective Communication Skills for Challenging Patient Encounters
- **Danielle Shin, Resident, Pediatrics**: Assess Whether Introversion (defined by Meyers-Briggs) Affects Evaluation of Resident Competencies
- **Louise Wen, Senior Resident, Anesthesiology**: Evidence-based Wellness Interventions via Online-Based Video Curriculum
TMA Medical & Bioscience Education Day

An annual, day-long conference that offers skills workshops and discussion of educational scholarship.
Education Day Schedule of Events

- **8:00am-9:00am**: Grand Rounds
  Motivation & Engagement in Teaching (*David Irby, University of California, San Francisco*)

- **9:00am-9:15am**: Networking Break

- **9:15am-12:00pm**: Morning Sessions

- **12:00pm-1:30pm**: Networking Lunch

- **12:30pm-1:30pm**: Plenary
  Mentoring Skills, *Emma (Meagher, Perleman School of Medicine, University of Pennsylvania)*

- **1:45pm-2:45pm**: Plenary
  Creating Inclusive Classroom Environments (*Gloriana Trujillo, VPTL, Stanford*)

- **3:00pm-4:30pm**: Poster Session and Open Bar Reception
Medical Education Seminar Series

An opportunity for the Stanford Medicine community to share work on educational innovations or scholarship in a collegial environment.

Once per month typically on 2nd Wednesday at 12:30

Medical Education Seminar Series

Upcoming 2017 Seminar Dates

- January 18
- February 15
- March 15
- April 12
- May 10
- June 7
Academy Website

med.stanford.edu/academy
GME Diversity Committee

Wendy Caceres, MD
Acting faculty advisor to committee

December 2016
Who We Are

• Made up of residents and fellows

• Started by Miquell Miller, 3\textsuperscript{rd} year Surgery resident and former Stanford Medical Student

• Broad definition of diversity

• Galvanized by the living experience of the numbers you have discussed in this room
2016 Percent Ethnic Group Among Residents/Fellows (N=1185)

- Caucasian: 57%
- Asian American: 35%
- African American: 3%
- Native American: 1%
- Other: 4%

Caucasian: 57%
Asian American: 35%
African American: 3%
Native American: 1%
Other: 4%
Core Participants

- Miquell Miller – Surgery
- Sandy Tun – Palliative Care
- Brandon Baird – ENT
- Rachel Goldstein – Adolescent Medicine
- Brian Nuyen – ENT
- Maria Castellanos – Pediatrics
- Carmin Powell – Pediatrics Chief Resident
- Ezinne Emeruwa – Pediatrics
- Kenneth Ike – Anesthesia
- Mike Galvez – Plastic Surgery

- Representation from: pediatrics, general surgery, internal medicine, psychiatry, neurology, pathology, orthopedics, anesthesia, ENT, plastic surgery
Goals

- Create an environment to foster diversity and inclusion in our training programs
  - Recruitment
  - Inclusion
  - Community events
Recruitment

• Plan for events during interview season (receptions and dinners, help with housing)

• Welcoming letter to UIM applicants in all programs

• PDF profiles of current residents who identify as UIM to go to all UIM applicants in all programs

• Individual outreach to applicants
Recruitment: Diversity Receptions and Dinners

• GME- wide
  – Sought dates where a few programs were interviewing at once (paired with Peds Diversity Days) with support from GME

• Surgery
  – Dinners organized evening before interview by Miquell Miller with support of surgery department
December 5th 4:30pm-5:30pm in LKSC 209

- First GME wide diversity reception
- ~20 applicants (mostly pediatrics), also medicine, child neuro, anesthesiology
- ~10 residents and fellows, ~5 faculty

- Ideally in future will be in the Bing
Challenges

• Different program interview dates and too few UIM applicants (for visibility)

• Not everyone sent us their interview dates

• Already planned interview day events – not wanting to conflict with 6pm dinners but needs to be after 5pm start (residents and fellows cannot make it before 5pm)

• Funding
<table>
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<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>04</td>
<td>05</td>
<td>06</td>
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<tr>
<td></td>
<td></td>
<td>Adult Neurology</td>
<td>Psychiatry</td>
<td>Internal Medicine, Orthopedic Surgery</td>
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<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Internal Medicine, Child neurology</td>
<td>Adult Neurology</td>
<td>Psychiatry, radiation oncology</td>
<td>Internal Medicine</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Internal Medicine</td>
<td>Pediatrics Diversity Day</td>
<td>Psychiatry</td>
<td></td>
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Recommendations

• Diversity Days
  – Pediatrics does this and we organized our GME events around their diversity day (December 6\textsuperscript{th}) for increased visibility
  – Done coordinated across GME at Stanford >15 years ago with great success

• SCORE program – investment and recruitment

• Recruitment at national events – coordinated Stanford presence

• Toolkit modeled from Pediatrics
Future Plans

• Model diversity committees in more training programs similar to what is currently done in Pediatrics

• Be involved in SCORE program mentoring

• Work with program directors for a sustainable recruitment model for UIMs across all residencies/fellowships at Stanford

• Career development for academic careers
Needed: Administrative support from Residency Program Coordinators

• Interview Dates ➔ Send to GME
  – Next proposed reception date 1/17

• Emailing applicants to invite to events organized

• Working with liaison to GME Diversity Committee for applicant contact information for individualized outreach
Acknowledgements

• Ann Dohn and Larry Katzenelson – GME for their support
• Becky Blankenburg – Pediatrics
• Bonnie Maldonado – OFDD
• Fernando Mendoza – COE for diversity
• Iris Gibbs- Dean of Admissions, Medical School
• Sherry Wren and Tamara Dunn for supporting the residents and fellows
Discussion and Questions
Following for Reference if needed:
2016 Diversity in Core Training Programs

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<th></th>
<th>Female</th>
<th>African American</th>
<th>Asian American</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Other</th>
<th>Diversity</th>
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## Stanford Medical Center 2015
### All Residents, Fellows, Post doc, Faculty

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<th>Residents</th>
<th>Clinical Fellows</th>
<th>Post doctoral</th>
<th>Faculty</th>
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<td>137</td>
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<td>26</td>
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<table>
<thead>
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<tbody>
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</table>
Recruitment of Diverse Trainees

• Recruitment techniques
  – Sense of community
  – Engage faculty, alumni as role models
  – SCORE program: recruit medical students to rotations here

• As we increase diversity in faculty, we will likely facilitate recruitment