Learning to LEAD (Leadership Education in Advancing Diversity): Building Leadership and Scholarship Capacity in Diversity and Inclusion

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• The authors do not have anything to disclose

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  – Department of Pediatrics
Background

- Medical leadership needs more diverse representation of people with disabilities, racial/ethnic, sexual orientation and gender minorities

- Building leadership and scholarship capacity for improving diversity and inclusion efforts should begin early during residency and fellowship training
  - Strengthen faculty pipeline in academic medicine

- Ultimate goal: ensure our core values of diversity and inclusion are reflected in our medical programs, leadership, and culture
Background

Background (Stanford SOM 2019 Diversity Dashboard)

- Can be accessed online via the Office of Faculty Development and Diversity (OFDD)
ACGME Requirement (Effective July 1, 2019)

I.C. The program, in partnership with its Sponsoring Institution, must engage in practices that focus on mission-driven, ongoing, systematic recruitment and retention of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community. (Core)

Background and Intent: It is expected that the Sponsoring Institution has, and programs implement, policies and procedures related to recruitment and retention of minorities underrepresented in medicine and medical leadership in accordance with the Sponsoring Institution’s mission and aims. The program’s annual evaluation must include an assessment of the program’s efforts to recruit and retain a diverse workforce, as noted in V.C.1.c).(5).(c).
Vision of the LEAD Program

Educate and empower the next generation of medical leaders to carry forward the mission of diversity and inclusion
Curriculum

• Voluntary, 10-month longitudinal program for residents and fellows
  – Monthly, 2-hr evening sessions

• Provide leadership training and mentorship in creating scholarly works around diversity and inclusion topics

• Dissemination: Annual Diversity and Inclusion Forum at Stanford and workshops submitted to regional and national conferences
Conceptual Model

Interactive Teaching Session on Leadership and Diversity & Inclusion Topics

Small Group Workshop Creation & Planning

Self-Determination Theory

Competence

Autonomy

Relatedness

Small Group Discussion & Reflections
Participants

▪ Application: CV, targeted questions, approval from PD (trainees)
  – Residents and fellows = Scholars
  – Faculty, program coordinators, educational administrators =
    ▪ Mentors
    ▪ Steering Committee member (also mentors)

▪ Mentored Small Groups
  – Created to maximize cross-collaboration
## Curriculum

### 2017-2018
- Introduction to LEAD Program and Current State of Diversity and Inclusion in the Medical Workforce
- Leadership Challenge and Workshop Development
- Privilege in our Practice
- Emotional Intelligence and Cross-cultural Communication
- Understanding Growth Mindset/Belonging
- Unconscious Bias and Microaggressions
- Social Justice: Where Do We Go From Here?
- Building Effective Networks/Enhancing the Pipeline

### 2018-2019
- Introduction to LEAD Program and Current State of Diversity and Inclusion in the Medical Workforce
- How to Create a Workshop
- **Unconscious Bias and Microaggressions (led by former LEAD scholars)**
- Addressing Privilege and **Allyship**
- **Stereotype Threat in Medicine**
- Compassionate Leadership
- **How We Work: Leading with Mindfulness**
- Social Justice in Medicine: How to Activate Change
- Building Effective Networks/Enhancing the Pipeline
Study Aims: Program Evaluation

- To evaluate the effectiveness of a diversity and inclusion program for residents and fellows, including:
  - Knowledge, confidence and attitudes of participants on diversity and inclusion topics
  - Participants’ satisfaction with the LEAD Program and individual sessions
  - Impact of the LEAD Program on participants’ residency and fellowship experience

- Anticipated Outcomes
  - # of workshops, posters, oral presentations at national meetings
  - Long term: follow career outcomes of LEAD Scholar participants
Methods

• IRB approved, de-identified study assessed learner pre/post knowledge, confidence and attitudes and program satisfaction through Likert scale and open-ended prompts

• Descriptive statistics were used to examine satisfaction

• Two-tailed t-tests were used to evaluate retrospective pre-/post-confidence with the learning objectives
Results: Participants

LEAD 1.0: Pediatrics
- 2017-2018:
  - Scholars: 13
  - Mentors: 6
  - Steering: 5

LEAD 2.0: Pediatrics, Internal Medicine, Surgery, Emergency Medicine, Psychiatry, Obstetrics and Gynecology, Anesthesiology
- 2018-2019:
  - Scholars: 28*
  - Mentors: 14*
  - Steering: 10

* Denotes statistical significance.
Results: Workshops 2017-2018

Death By A Thousand Papercuts: Microaggressions and Their Effects on the Learning Climate

Empowering Providers to Improve Care of Families with Limited English Proficiency

Code Bias: A Novel Tool for Trainees to Debrief Biases
Results: Workshops 2018 - 2019

Do I belong here? Imposter syndrome and its impact on diversity of the medical workforce

John is confident, Jada is too assertive: How to recognize and minimize bias in written trainee

Mentoring a Movement from Diversity to Inclusion

They Say, Therefore I Am: Stereotype Threat and Its Impact on Medical Trainees

Words Hurt: Identifying and removing stigmatizing language from clinical settings
# Results: Dissemination of Workshops

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
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<tbody>
<tr>
<td><strong>Local</strong></td>
<td>• Diversity &amp; Inclusion Forum (3)</td>
<td>• Diversity and Inclusion Forum (5)</td>
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<tr>
<td></td>
<td>• SIMEC (1)</td>
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<td></td>
<td>• LPCH Interpreter Week (1)</td>
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<td>• Pediatrics Fellows College (1)</td>
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<td></td>
<td>• LEAD 2.0 (1)*</td>
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<tr>
<td><strong>Regional</strong></td>
<td>• Regional APA (2)</td>
<td></td>
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<tr>
<td><strong>National</strong></td>
<td>• SNMA AMEC (2)</td>
<td>• SAEM (3)</td>
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<td></td>
<td>• APPD (2)</td>
<td>• APPD (1)</td>
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<td></td>
<td>• PAS (2)*</td>
<td>• APHC (1)</td>
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<td></td>
<td></td>
<td>• AAP (1)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15 workshops</strong></td>
<td><strong>11 workshops</strong></td>
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Results: Additional Scholarship 2018-2019

- Publications
- Curriculum
- Research
Dissemination from LEAD Steering Group

- Workshops
  - ACGME
  - AADPRT
- APPD: platform and poster
- Research
  - Long-term outcomes
# Results: Knowledge, Self-Efficacy, Attitudes

<table>
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<tr>
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<th>2017-2018 (N=13 Scholars)</th>
<th>2018-2019 (N=20/26 Scholars, 12/12 Mentors)</th>
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<tbody>
<tr>
<td>Should LEAD continue?</td>
<td>100% yes</td>
<td>100% yes</td>
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<tr>
<td>Should it continue to include residents and fellows?</td>
<td>100% yes</td>
<td>100% yes</td>
</tr>
<tr>
<td>Should it spread to all GME Programs at Stanford?</td>
<td>100% yes</td>
<td>100% yes</td>
</tr>
<tr>
<td>Self-efficacy re: learning objectives</td>
<td>Statistically significant improvement in participants’ self-efficacy for all learning objectives.</td>
<td></td>
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Scholar and Mentor Experience

“I always felt I had something to say, but part of me thought my voice shouldn’t be so loud. The mentors in this program helped elevate my voice and told me my ideas mattered as much as everyone else’s. They helped me have a sense of belonging among a world of accomplished doctors and scholars I once felt distant from. Now, I can see myself tapping into my potential for leadership, and it’s exhilarating.”

- LEAD Scholar, Psychiatry resident, 2018-2019
Lessons Learned

• There is tremendous value in collaborating across residents, fellows, faculty, educational administrators, and staff.
  – Created a stronger sense of community

• There is a need and huge excitement around programs like this!

• Challenges:
  – Administratively intensive, especially across departments
  – Enthusiasm for scholarship balanced with funding and scheduling
  – Multi-disciplinary, but strategically selecting conferences for submission
Next steps: LEAD 3.0

• **Spread LEAD** (across all Stanford GME, 2019-2020)

• **Audience** (expand Diversity and Inclusion Forum)

• **Scholarship** (publish curriculum and continue studying outcomes, present nationally)

• **Collaborations** (explore opportunities to spread LEAD beyond Stanford GME)

• **Sustainability** (academic support and funding)
What Do We Need From You?

- Encourage those in your training programs to apply to participate in LEAD as scholars
- Encourage those in your department to apply to participate as mentors, steering committee members
- Support your trainees involvement in the program
  - Flexibility to attend monthly sessions (min: 8 of 10 sessions)
  - Funding to attend conferences to present work
- Program funding: covered for 2019-2020, but will need to explore further options for future years
Invited to attend…
Acknowledgements

LEAD Steering Committee, Mentors, and Scholars

Office of Pediatric Education

Department of Pediatrics

Stanford Vice Provost for Faculty Development and Diversity

Stanford Medicine Teaching and Mentoring Academy