

Fall 2020

12-15-20 NSU MD Diversity Newsletter

Diversity Newsletter



Dr. Kiran C. Patel College
of Allopathic Medicine
**NOVA SOUTHEASTERN
UNIVERSITY**

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DR KIRAN C. PATEL COLLEGE OF ALLOPATHIC MEDICINE

Mentorship in Academic Medicine

The word “mentoring” originates from the ancient Greek poem “Odyssey” by Homer, where Mentor is the name of the teacher who Odysseus trusted more than anyone to watch and teach his son. Indeed, mentorship in its ideal form describes a selfless relationship guided by a more experienced person where an exchange of wisdom leads to the growth and development of a mentee. In academic medicine, a culture of mentorship is a powerful tool that helps to generate a diverse body of leaders with diverse thoughts and skills. Mentorship plays a crucial role in the training and career development of medical students, residents, and faculty. Several studies have clearly shown that mentorship positively impacts the mentee, the mentor, and the academic institution they belong to. Through mentoring by more experienced physicians, mentees gain valuable clinical skills, high standards of professionalism and ethical behavior, increased research productivity, and an overall increase in career satisfaction. Mentors gain a renewed sense of purpose in contributing to the development of the next generation of physicians. A culture of mentorship consisting of a diverse body of leaders is not only important to achieve vertical transmission of knowledge to accelerate learning and invigorate the medical workforce, but also to increase the number of underrepresented in medicine (URM) candidates that are recruited and retained in medical schools. For example, roughly 6% of medical students in the United States are African American (AA), while 12% of the general population is AA. This highlights that there is a deficit in the number of AAs in the physician workforce. Mentorship of AA students is therefore crucial to bridge this gap. Finally, mentorship benefits medical schools and teaching hospitals by resulting in greater faculty retention and productivity.

Breaking Barriers for URMs in Medicine

Despite increasing efforts to create a more diverse physician workforce in the United States, Black, Hispanic, and American Indian students especially remain significantly underrepresented in medical schools. Multiple factors contribute to this including the cost of education, lack of academic preparation, admissions requirements, lack of mentorship, bias, limited exposure to health careers and poor advising.

At NSU MD we have employed focused strategies to reduce barriers to URM matriculation and retention. These include peer to peer mentorship of incoming classes, holistic admissions practices, tailored academic support to enable students to maximize their potential, interprofessional activities with other health professions students, financial support mechanisms for URM candidates, and the implementation of pipeline programs such as Journey into Medicine to engage URM students at the high school level and equip them with tools and skills to help them strengthen their chances of being accepted into medical schools. Most importantly, we are intentional about building and maintaining a culture of inclusion in our college.

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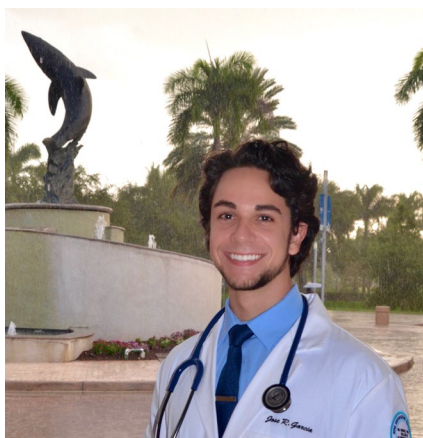
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Four key steps in mentoring:

1. Building the relationship
2. Setting clear expectations
3. Monitoring results
4. Providing feedback

The AAMC defines URM status applicants as “those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.” These are:

- African Americans and/or Black
- Hispanic/Latino
- Native American
- Pacific Islander
- Mainland Puerto Rican



Jose R. Garcia, NSU MD Class of 2024

With the right combination of ambition, skill, dedication, and intellect, success is inevitable. Right?

I'd be willing to bet that some sort of variant of this 'formula' has been repeated throughout our lives. While this thinking is undoubtedly important, the recognition of its shortcomings is equally significant. Experience, mentorship, and contacts are highly influential variables that, when present, illuminate a vastly different path. These silent variables are oftentimes overlooked, but their impact cannot be overstated, especially in a competitive field such as ours. Students who lack these influential assets face an added obstacle, as they must blindly navigate the fast-paced and cutthroat path to medical school. Of course, this is not to say that those who did have such advantages experienced an easy journey, as everyone faces their own unique challenges.

This occurrence underscores the importance of mentorship for minority students who oftentimes are children of immigrants, or immigrants themselves, who do not have connections to physicians or mentors who may help them throughout their journey. The clubs that actively help guide younger students and fill the role of a mentor are contributing to the future of medicine. I'm excited to see current clubs, such as Shark Pals, and new clubs, such as LMSA, continue to expand this mission and increase mentorship for minority students to help bring about a diverse and representative group of future physicians.

Mentoring for Inclusion in Research

It has been widely reported that involvement of undergraduate students in research activities is beneficial to their overall educational growth and development. Research experience is also viewed as a strength by medical school admissions committees as it helps to build skills in scientific reasoning and thinking which are critical in healthcare decision-making and evidence-based medicine.

Because such research activities depend on the mutual commitment of students and mentors, successful outcomes require the fostering of positive attitudes among diverse medical students towards scientific research.

It is also critical to recognize that although URM candidates would stand to benefit most from the dedicated encouragement of research mentors, more limitations often exist for URM students to pursue research when compared to their non-URM counterparts. Therefore, it is important that faculty within medical schools intentionally encourage the participation of URM students in research. So how can we aid in the process? A good first step is to reach out and volunteer to mentor a student. Secondly, when seeking funding for research, consider applying for diversity supplements to support research by minority students. Finally, we should also aim to design research projects to facilitate long-term involvement of students while being mindful of other aspects of their curriculum, and to provide socioemotional and culturally relevant mentoring along with research-specific mentoring to your mentees.

Mentorship for URM Faculty

Academic medical centers with a robust mentorship culture experience higher rates of faculty productivity, promotion and retention. As a new innovative medical college our focus on a culture of mentorship is essential to not only enhance the experience of our students but also our faculty.

It is well established that faculty who enjoy a healthy mentoring relationship are more productive, confident, and successful than those who do not have such guidance and support from a senior colleague. Studies show that URM faculty either do not understand the importance of finding a mentor or have difficulty doing so, and this lack of mentorship can lead to unfulfilled goals, job dissatisfaction, disparities in academic promotions, and high attrition rates. According to a 2017 report from Kaplan et al, URM faculty had fewer publications and were less likely to be promoted and retained in academic careers.¹ A paucity of URM in positions of leadership at American academic health centers perpetuates the broader healthcare disparities minorities experience in access and treatment. Academic health centers are therefore encouraged to foster URM mentor/mentee relationships and programs. These programs must be comprehensive and be able to demonstrate a measurable decrease in URM faculty representation disparities. Mentorship should begin at the department level, especially for new faculty, and should be integrated into the strategic plan of the institution to ensure that URM faculty have adequate resources and opportunities to develop professionally.

1. Kaplan SE, et. al. Race/Ethnicity and Success in Academic Medicine: Findings From a Longitudinal Multi-Institutional Study. *Acad Med.* 2018 Apr;93(4):616-622.

Journey into Medicine Part 2

We have successfully launched the second part of our Journey into Medicine mentorship program. Our Blanche Ely High Schoolers have so far enjoyed sessions in cardiopulmonary resuscitation and radiology delivered by Dr. Stephen Ely and Dr. James Banks. A special thank you to all our wonderful Mentors who continue to commit their time and expertise to help our High School students learn and expand their knowledge in the field of medicine. It was indeed heartening to hear the feedback from the students and to see their level of engagement in the sessions. The full schedule for Journey into Medicine Part 2 is below.

Journey into Medicine Part 2 Schedule

Month	Topic	Faculty
November 2020	CPR training	Dr. Stephen Ely
December 2020	Radiography active learning session	Dr. James Banks
January 2021	Day in the life of a Physician	Dr. John Ogunlade
February 2021	The COVID 19 Pandemic: masks vaccines and medications	Dr. Vijay Rajput
March 2021	Medical Movie	Dr. Miriam Zylberglait Lisigurski
April 2021	Prescription Vs. OTC drugs	Dr. Vijay Rajput
May 2021	MD or PhD or MD/PhD?	Dr. Stephen Ely & Dr. James Banks
June 2021	Wrap up game activity	Everyone

Journey into Medicine Part 2 Mentors



Dr. James Banks, MD
Clinical Assistant Professor
Affiliated, Radiology
NSU MD



Stephen Ely, MD, PhD
Associate Professor
Medical Education
NSU MD



John Ogunlade, DO
RUHS Medical Center,
Neurological Surgery
Chief Resident



Vijay Rajput, MD
Chair and Professor,
Medical Education
NSU MD



Miriam Zylberglait Lisigurski, MD
Medicine Clerkship Director/
Clinical Assistant Professor,
Affiliated, Medicine, NSU MD

*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge" –
Albert Einstein*

Virtual Dash for Diversity spotlight

Congratulations to the winners of the inaugural NSU MD Virtual Dash for Diversity 5K!!!!!! Thank you all for supporting the event. We are looking forward to next year with plans for more interesting activities. Below are our winners!! You can also visit our results page at: <https://md.nova.edu/diversity/dash4diversity5k/results/index.html> Funds raised from the event will be used to fund our mentorship program by providing the necessary resources to our students to help them excel.

Student		Non-Student			
Female	Min:Sec	Male	Min:Sec	Female	Min:Sec
1st Rama Bhat	31	1st James Kwong	27.03	1st Amanda Chase	33
		2nd Bob Gillan	33.02	1st Michelle Zhao	33
		3rd Rick Perrine	35.37	2nd Algevis Wrench	35
				3rd Jaime Shlimbaum	35.37

Special thanks to our sponsors Acure, Glotech and Sackrin & Tolchinsky for your generous donations.



Faculty Development

Below please find some useful resources on mentorship in medicine:

- AAMC Mentoring Toolkit For Mentors: <https://www.aamc.org/media/23586/download>
- Creating a Culture of Inclusion in Academic Medicine-Perspectives from the Field: <https://events1.social27.com/aamc/agenda/player/85099> / <https://vimeo.com/489555481>
- Developing a Culture of Mentorship to Strengthen Academic Medical Centers: https://journals.lww.com/academicmedicine/Fulltext/2019/05000/Developing_a_Culture_of_Mentorship_to_Strengthen.25.aspx
- Building Equity, Inclusion, and Diversity Into the Fabric of a New Medical School: Early Experiences of the Kaiser Permanente Bernard J. Tyson School of Medicine: https://journals.lww.com/academicmedicine/Fulltext/2020/12001/Building_Equity_Inclusion_and_Diversity_Into_the.11.aspx

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