



# Two Cohorts of Champions: Evaluation of the Diversity, Equity & Inclusion Champion Program

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## Introduction

There are few programs like the OUWB Diversity, Equity & Inclusion Council (DEIC) Champions program described in the literature<sup>1</sup>. Many medical schools in Michigan offer extracurricular lecture series on DEI topics, but do not offer hands-on training programs<sup>2,3</sup>. The DEIC Champions program at OUWB is a novel program. Evaluation of this program will allow thoughtful refinement of the program for future iterations. Additionally, publication of our findings may lead to implementation of similar programs at medical schools across the country.

## Aims and Objectives

- This study aims to evaluate the efficacy of the DEIC Champion program.
- Champions will be involved with training future champions and also help to implement changes in medicine in the fight against structural racism and other DEI concerns.
- This program will help to foster a more inclusive and equitable environment in the medical community.
- Disseminating the results of this study may stimulate other medical schools across the country to create similar programs.

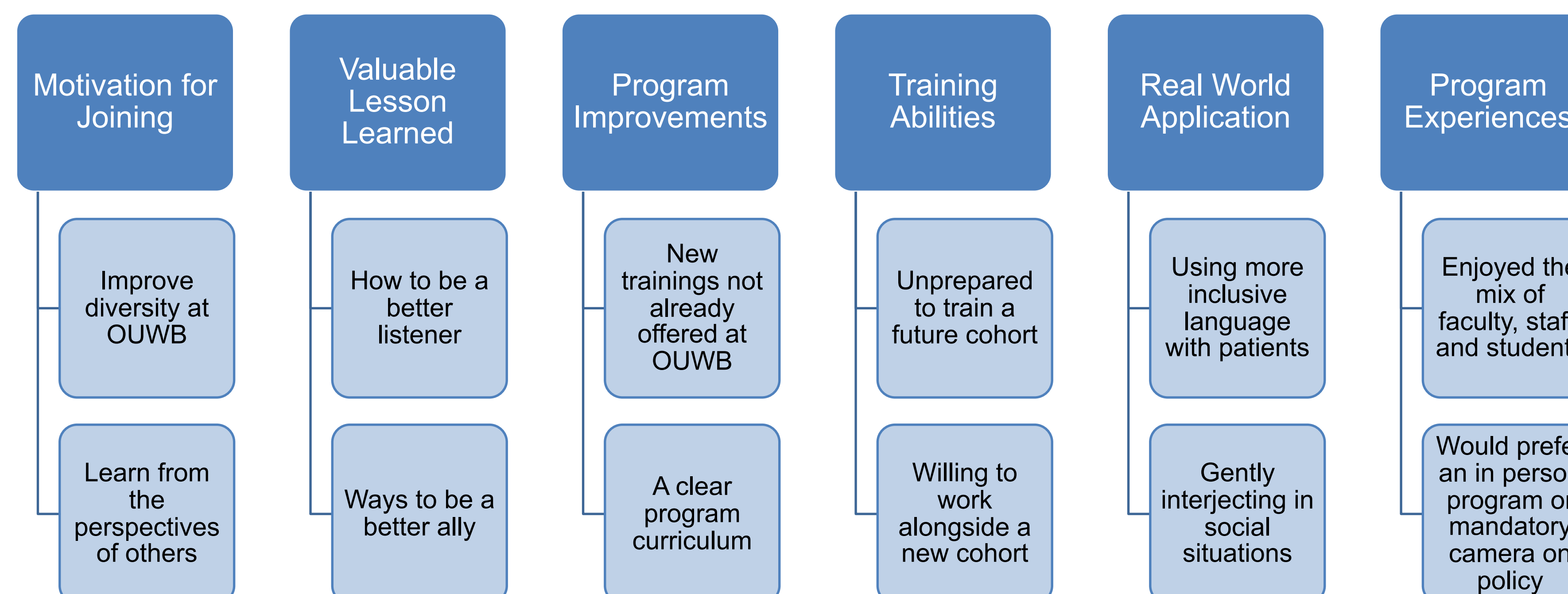
## Approach & Evaluation Plan

- This research project was approved by the OU IRB
- Champions were recruited and trained during the fall of 2020 and 2021.
- Before and after the program is implemented, participants completed a survey consisting of qualitative and quantitative questions.
- In addition, individual interviews with a representative sample of champions are performed. These interviews consist of qualitative semi-structured questions and cover a variety of aspects related to DEI.
- Data from the survey responses and the thematic analysis will be analyzed with the help of an OUWB statistician.

## Preliminary Results

**Table 1:** Participants, Consents, & Interviews to Date for Each Cohort of Diversity Champions

	Number of Participants	Consents Received	Interviews Conducted
Cohort 1	22	12	4
Cohort 2	14	8	4



**Figure 1:** Preliminary Thematic Analysis of Diversity Champion Interviews. Codes are represented in the top row of dark blue and themes from each code are below in the lighter blue boxes.

## Expected Results

With continued analysis of survey data and future interviews, we expect more data and further themes to emerge to allow for thoughtful refinement of the program for future iterations.

## Discussion

- With an evaluation of the Diversity Champion program we will be able to make tangible changes to improve the program. We are in the process of receiving consents from all champions so that pre-survey and post-survey data can be analyzed.
- By publishing our data, we hope that the program will be adopted by many medical schools.
- Limitations of the study include a small sample size, is only over a two-year time period, and that this is data from a single institution.

## References

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- (2) Thew D, Smith SR, Chang C, Starr M. The deaf strong hospital program: a model of diversity and inclusion training for first-year medical students. *Acad Med*. 2012;87(11):1496-1500. doi:10.1097/ACM.0b013e31826d322d
- (3) University of Michigan Medical School. 2019. *Strategic Plan (2019-2024)*. [online] Available at: <<https://medicine.umich.edu/medschool/about/strategic-plan-2019-2024>> [Accessed 28 September 2021].

## Acknowledgements:

Thank you to the Diversity Champion committee (in particular Robin Rivest) & all Diversity Champions.  
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# Enhancing Medical Student Clinical Preparedness through Street Medicine Oakland

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## Introduction

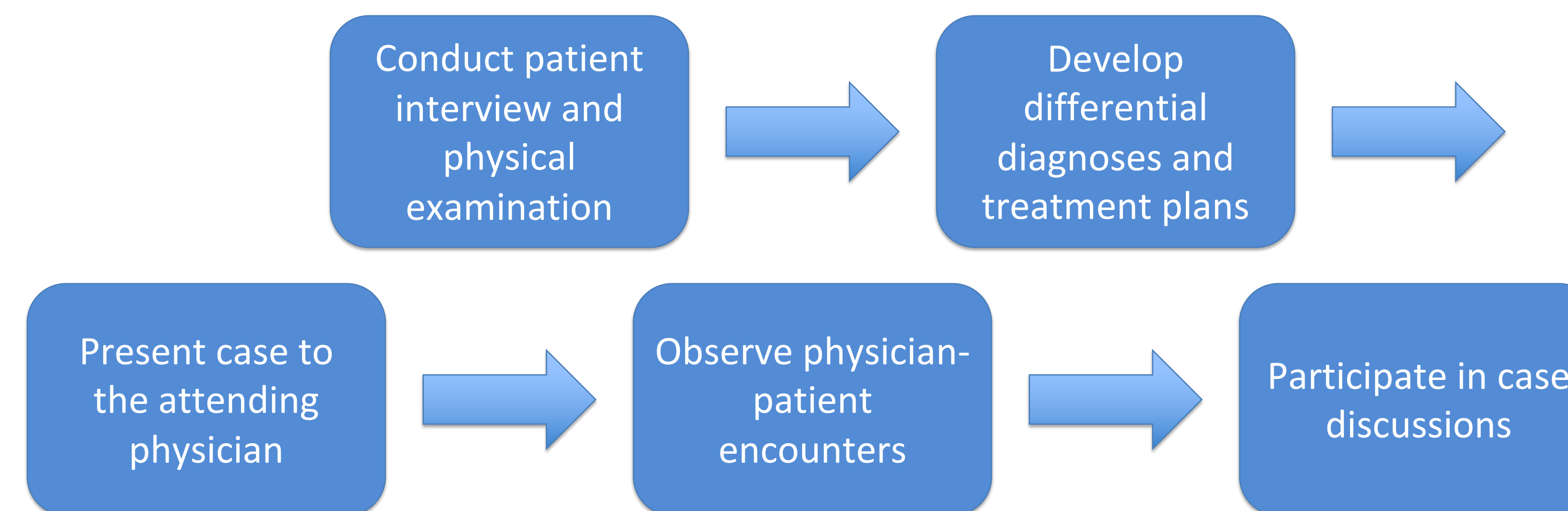
- Street Medicine Oakland is a student-run program that provides medical care to populations facing homelessness in Oakland County, Michigan. Physicians, residents, and students conduct outreaches at HOPE Warming Shelter to provide short and long-term care
- During shelter outreaches medical students reinforce many skills that are learned during preclinical “doctoring” classes but not applied in real-world settings until the third and fourth years of their medical school training
- Many medical students do not feel sufficiently prepared for clinical practice in the clerkships<sup>1</sup>
- Practical clinical experiences are likely to help alleviate stress and increase preparedness<sup>2</sup>

## Aims and Objectives

- To assess how participation in street medicine clinic outreaches impacts student perceptions of their preparedness for clinical encounters
- To assess how participation in street medicine clinic outreaches impacts student confidence in coordinating various aspects of patient care

## Approach/Process

- Shelter clinic outreaches have been designed to emulate a normal patient encounter. During each patient encounter, students will:



- Other skills practiced may include patient counseling, interpreting ultrasounds, coordinating referrals to outside clinics, and collaborating with community partners and interpersonal team members

## Evaluation Plan

- Outcomes will be evaluated via questionnaires that will be given to all students who volunteered at a shelter outreach during their preclinical years and have completed at least one of their clinical rotations and/or an Objective Structured Clinical Examination (OSCE)<sup>3</sup>
- Students will get a pre-survey and a post-survey so perceptions of preparedness can be evaluated
- The survey will assess students' perceptions of the influence of HOPE Clinic outreach in preparing them for OSCEs, clinical rotations, and coordinating care services

## Expected Results

- We expect a positive correlation between volunteering at street medicine outreaches and student perceptions of preparedness in clinical encounters and coordinating patient care
- We expect that these experiences will increase student success in clinical examinations and confidence during patient encounters and further empower students to actively engage in the coordination of services and care for their patients

## Discussion

- The outreach efforts of Street Medicine Oakland are one of the earliest hands-on, real-world clinical experiences that medical students can participate in
- Determination of which aspects of street medicine outreaches are promoting medical education will allow for interventions to increase the availability of those key outreach experiences
- A potential challenge of this study is that preparedness may be analogous to confidence, as a sense of ‘feeling prepared’, although this may be contaminated by respondents’ anxiety<sup>4</sup>
- Future studies should aim to control for student perceptions of clinical anxiety and determine if there is only a significant increase in preparedness after a certain number of volunteer experiences are achieved

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# A Novel Hybrid Operative Anatomy Course for a Resident Preparatory Curriculum

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## INTRODUCTION

- COVID-19 significantly altered in-person medical education.
- This required curricular innovation to facilitate learning and preparation of medical students for residency.
- Surgical residency preparatory courses often incorporate anatomy sessions demonstrating intern level general surgery cases.
- These anatomy courses are traditionally held in-person with hands-on demonstrations by faculty.
- Four intern level cases of open appendectomy, stapled small bowel anastomosis, open cholecystectomy and open G-tube were chosen for the course which represent not only common cases but ones reproducible on a cadaver with good fidelity.

## AIMS AND OBJECTIVES

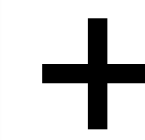
- Provide a comprehensive anatomy education on four intern level cases for fourth-year OUWB students who matched into general surgery.
- The course was designed to facilitate social distancing while allowing for learner-teacher interactions.
- These objectives were to be accomplished over the course of 3 sessions.
- IRB #2020-050

## APPROACH/PROCESS

### Day 1

#### Virtual didactic

- Four attendings gave instructions on key operative steps



#### In-person simulated operative component in the anatomy lab

- Students were divided into teams of two
- Students completed key steps with pictures taken

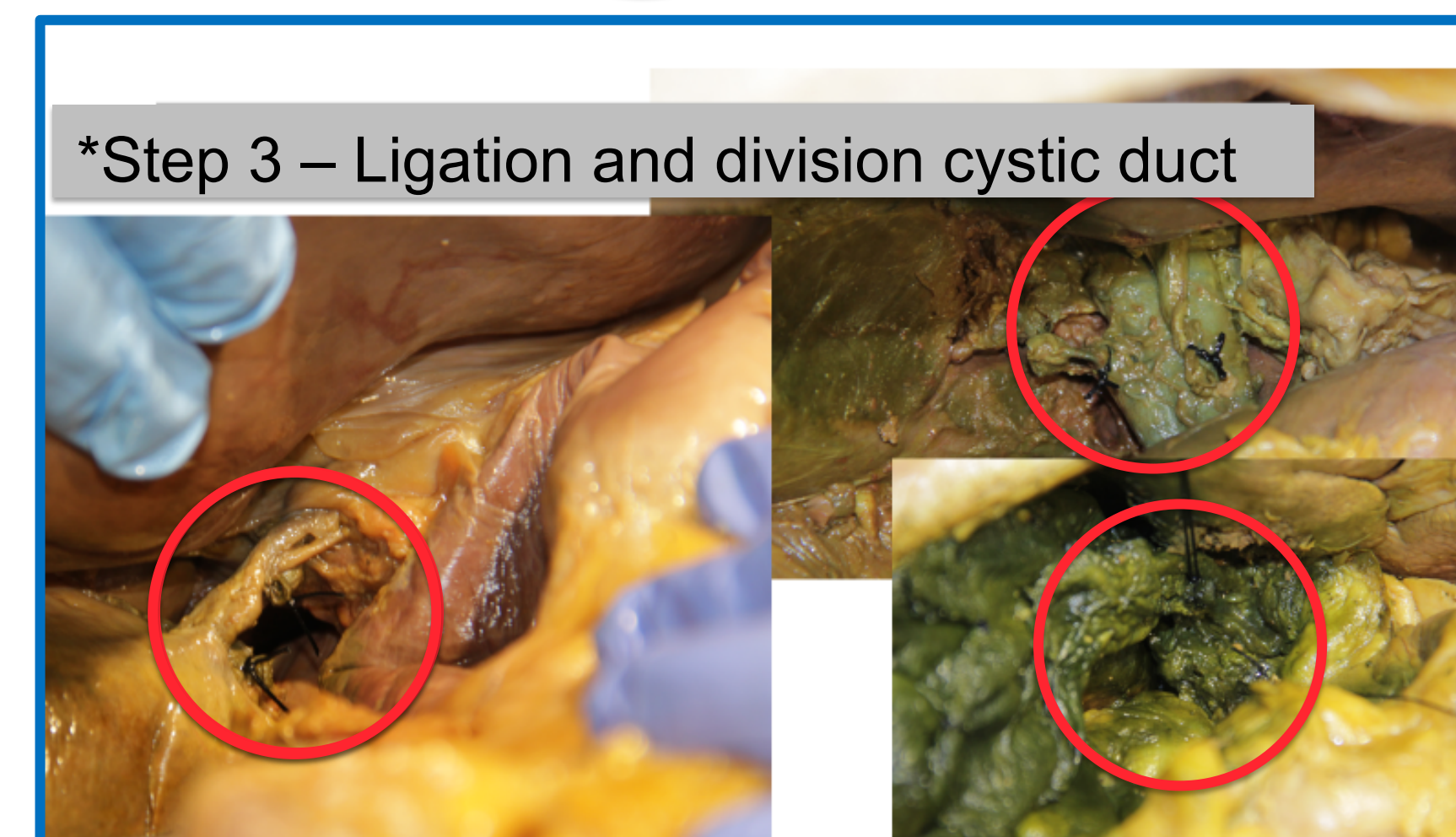
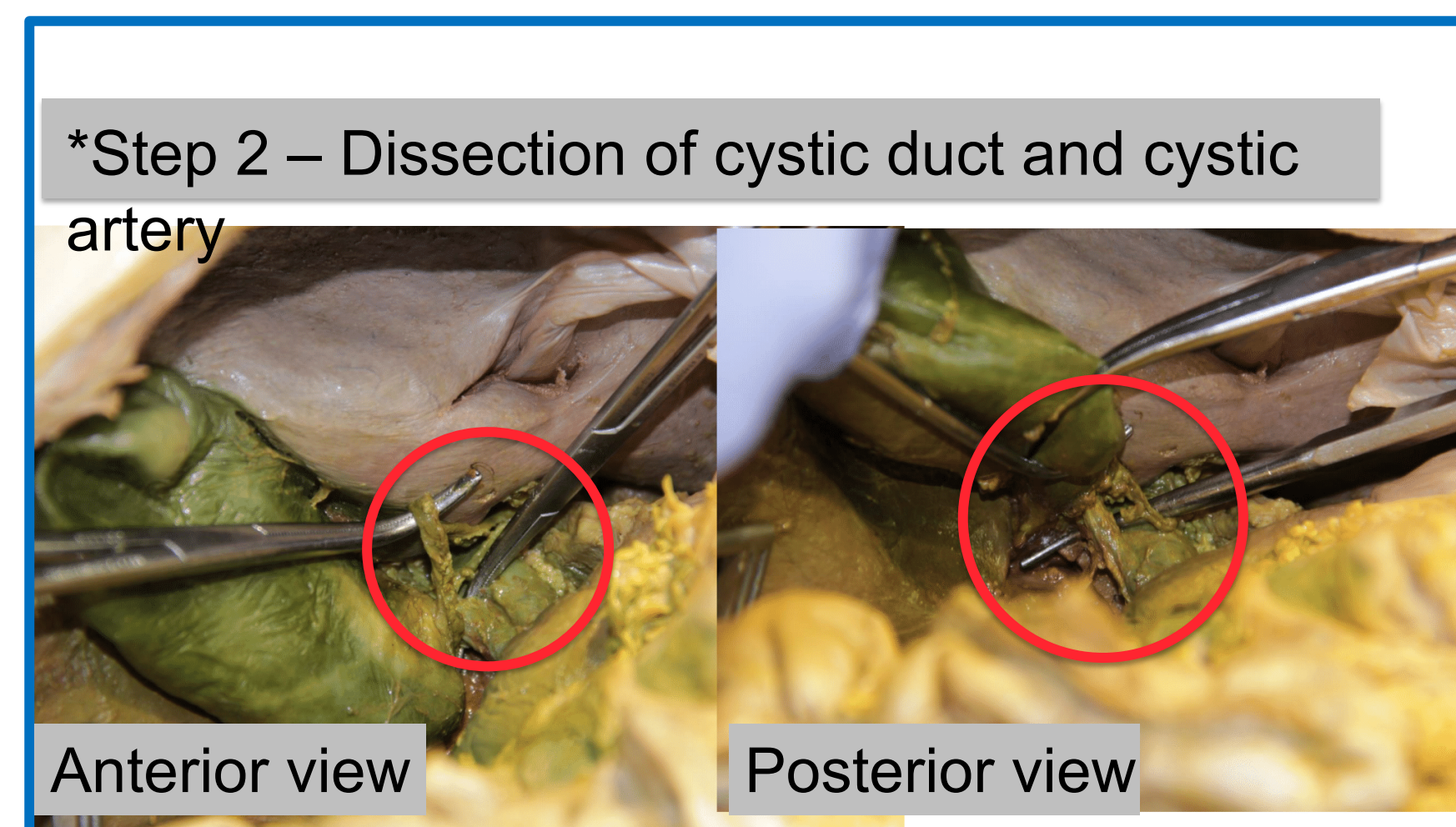
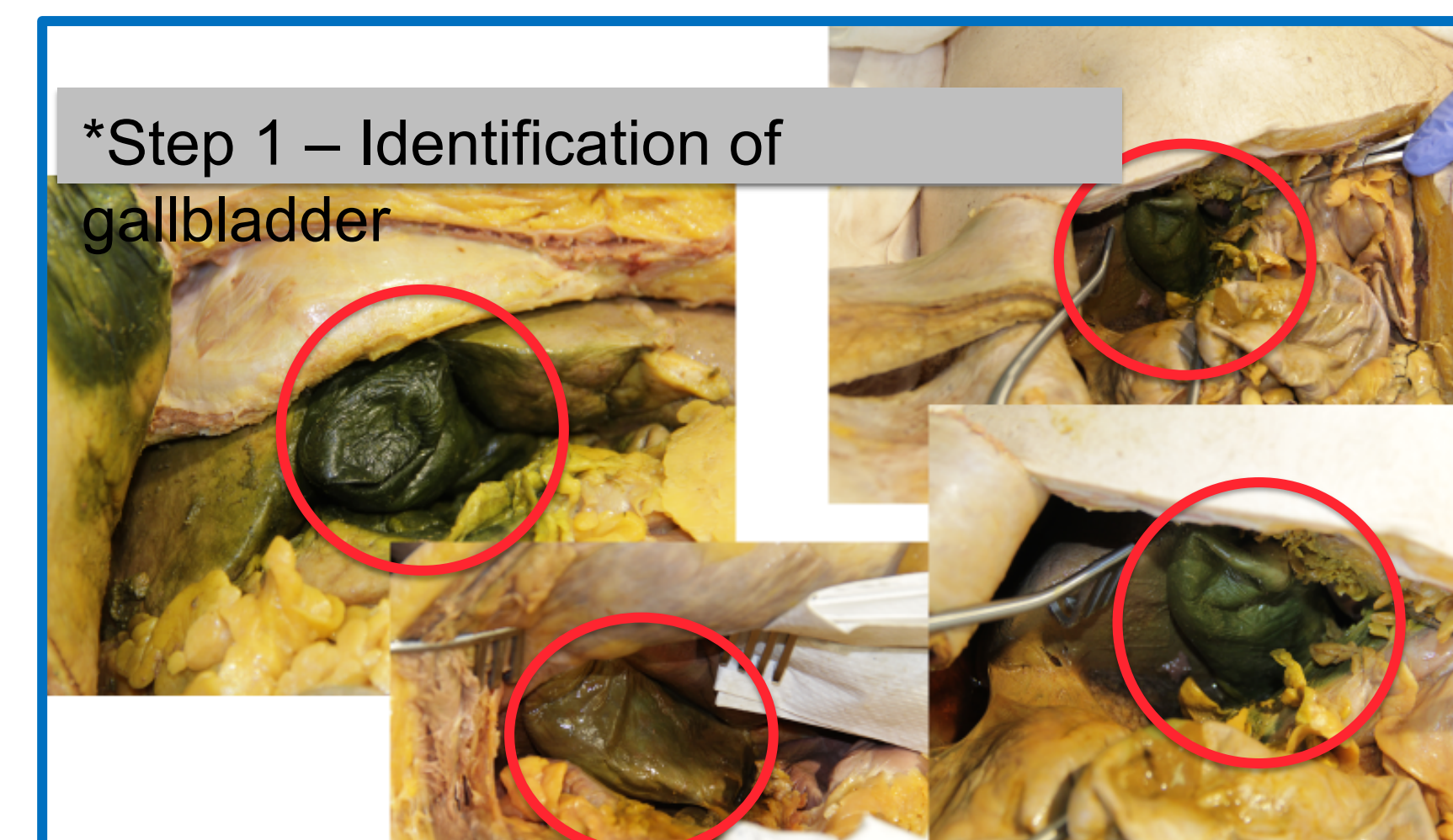
### Day 2

#### Virtual feedback

- Faculty gave feedback over zoom to improve students' anatomical knowledge and operative skills

#### Key steps for cholecystectomy given to students during the virtual didactic:

1. Identification of gallbladder\*
2. Dissection of cystic duct and cystic artery\*
3. Ligation and division of cystic duct\*
4. Ligation and division of cystic artery
5. Two photos: Gallbladder specimen and gallbladder fossa



Figures 1, 2 and 3: Representative slides from the live virtual faculty feedback session (Day 2) showing pictures taken by the medical students at key steps in the open cholecystectomy on Day 1. Attending physicians would use these slides to guide feedback to the medical students.

## EVALUATION PLAN

- Students provided narrative feedback in standardized course reviews held via zoom and transcribed.
- Faculty were sent an electronic survey with questions on course satisfaction based on a 5-

## RESULTS

- Positive responses received from medical students and faculty.
- 3 out of 4 faculty responded. All stated they “strongly agree” to willingness to participate in future operative anatomy courses and that the students were engaged.
- Positive responses in narrative form were recorded from medical students:

*“I found the operative anatomy sessions to be particularly helpful”*

- Student A

*“What I will say about the anatomy sessions was that, like with the pictures that were taken, and then the dedicated feedback that was really, really useful”*

- Student B

## DISCUSSION

A virtual anatomy session was feasible, productive and enjoyed by both the medical students and faculty. Using this innovative, three-part system, anatomy sessions can be held virtually or in the traditional in-person format. The virtual system cannot only be applied in a pandemic setting but also to supply expert education for students in more remote and underserved areas.

## REFERENCES

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# Promoting Community Engagement and Activism in High School Students

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## Introduction

Service learning has been shown to promote cultural and racial understanding and foster a sense of social responsibility amongst students<sup>1</sup>. Additionally, social responsibility is an important facet of community engagement and vital to improving outcomes for marginalized and disenfranchised populations, such as unhoused individuals. Street Medicine Oakland (SMO), a student-run program that provides medical care to unhoused individuals, has partnered with Avondale High School to develop an educational series on homelessness in Oakland County. This project will provide opportunities for high school students to engage in discussions surrounding homelessness in Oakland County and participate in service with medical student leaders from the SMO organization.

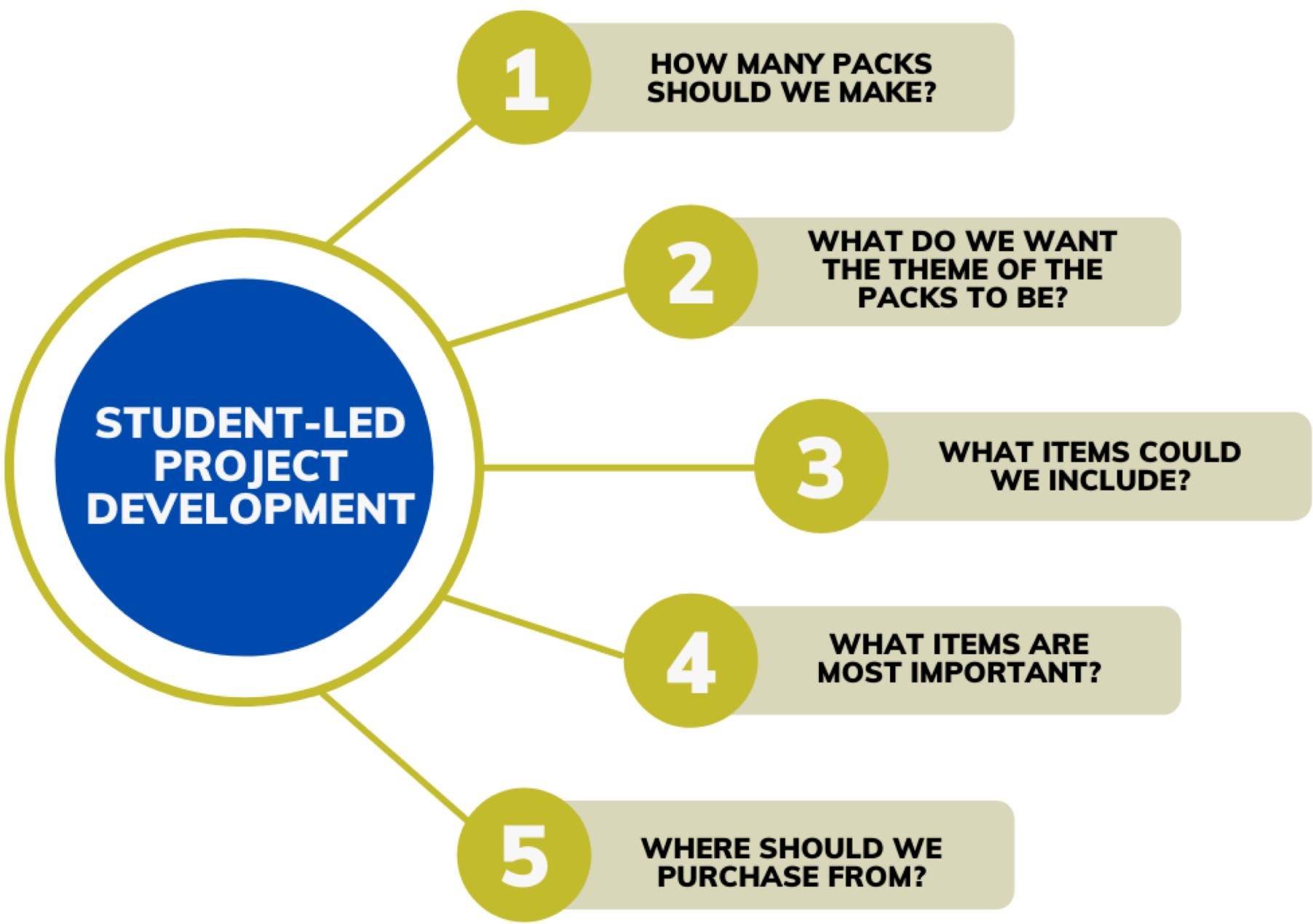
## Aims and Objectives

- To provide a model for **community engagement** and collaboration with students in secondary education institutions
- To **foster discussions** on homelessness and street medicine
- To collaborate with high school students as they **develop and execute a service project** to provide essential supply kits to patients seen at SMO outreach events

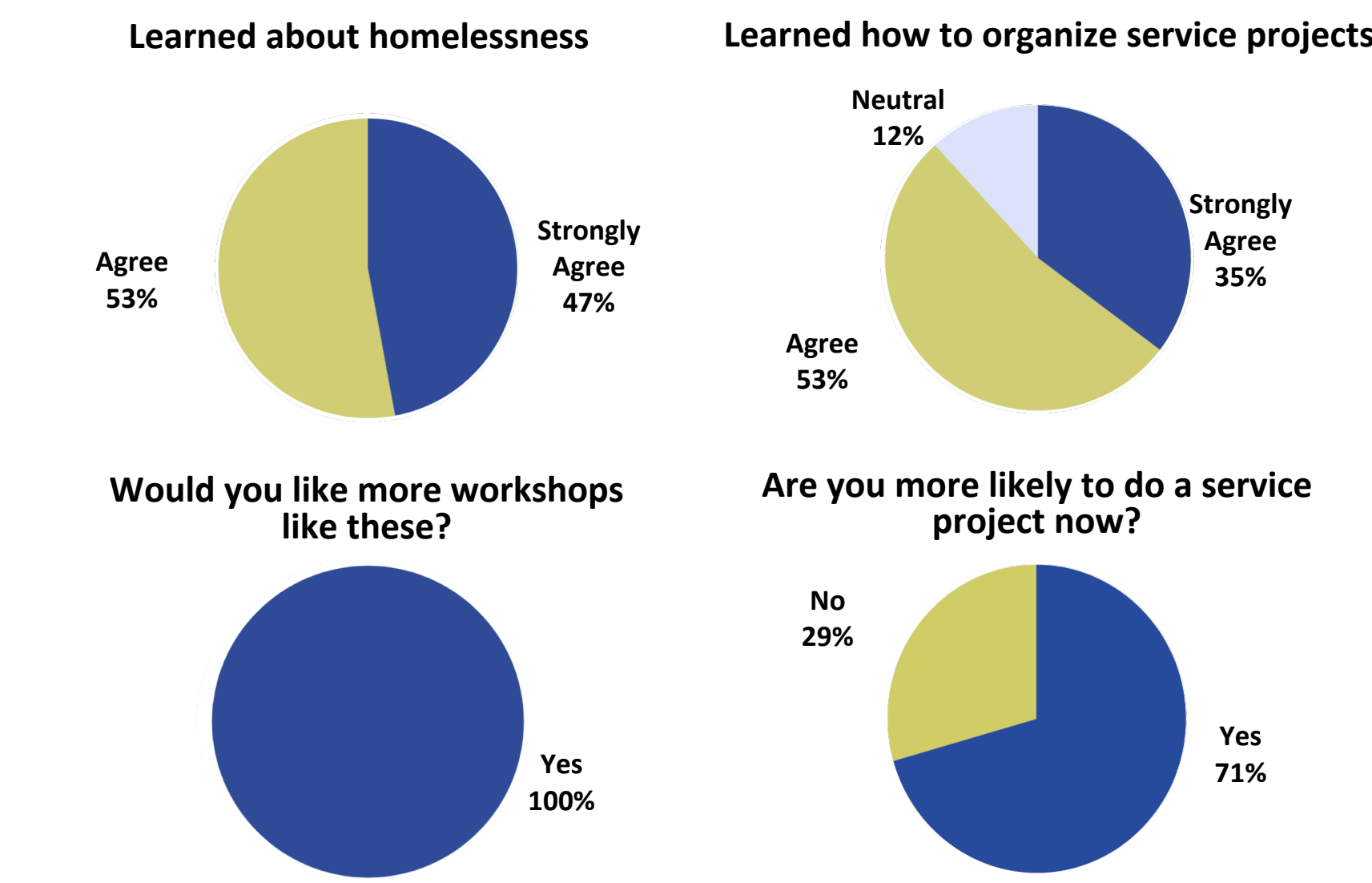
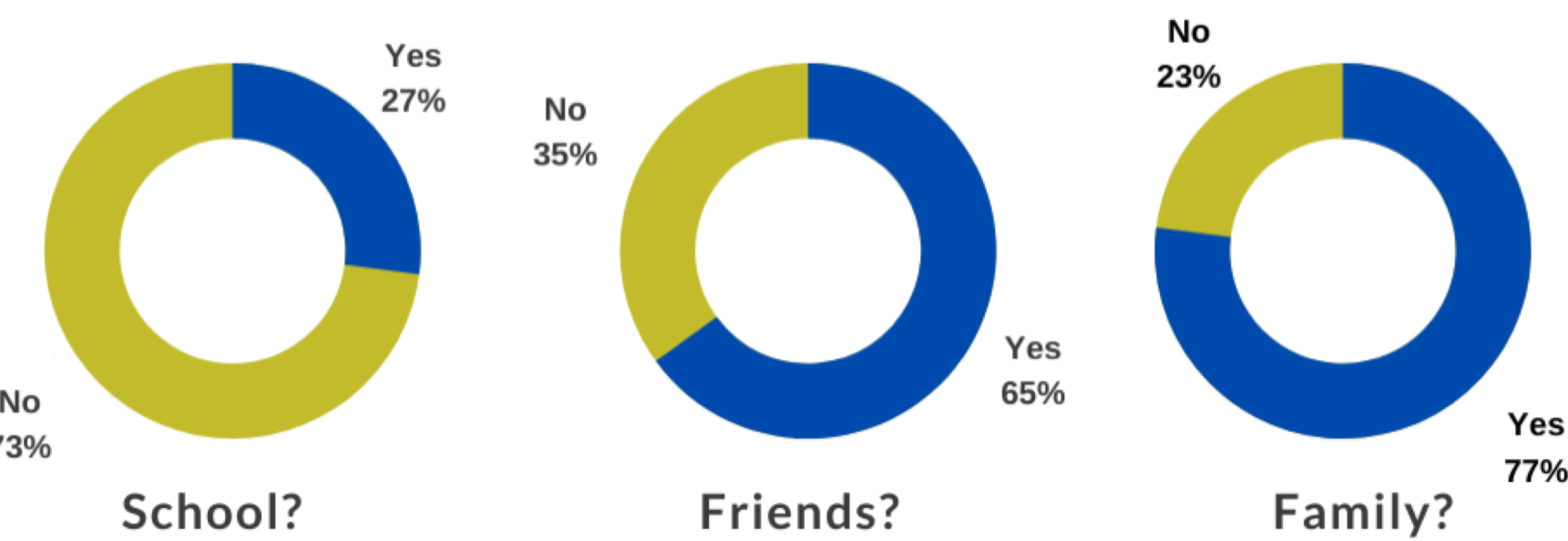
## Approach/Process

SMO hosted a series of interactive workshops to discuss the challenges faced by individuals experiencing poverty and homelessness, explain the importance of street medicine efforts, and create opportunities for students to actively engage in community service.

Workshop 1: Discussion on poverty and homelessness in Oakland County; student-led development of supply kit project (kit quantity, item list, and theme), and budget planning  
Workshop 2: Medical student facilitated small group discussions about homelessness in addition to high school students’ interests and goals while making scarves for supply kits  
Workshop 3: Packing of supply kits and large group discussion about the intrinsic value and importance of community engagement and the impact individuals can have



Have you talked about homelessness before with your...



### The Avondale Kindness Kit:

- 25 packs valued at \$20 each
- Items identified as most important:
  - Underwear
  - Toothbrush/ Toothpaste
  - Reusable water bottle
  - Feminine hygiene products
  - Soap
  - Wipes
  - Deodorant
  - Socks

## Evaluation Plan

Students will participate in polls to initiate conversations and gauge past exposure to these topics. Program effectiveness will be evaluated based on student feedback regarding the quality of the workshops and suggestions for future initiatives.

## Expected Results

Following completion of these workshops and analysis of feedback, we expect that students will have learned about homelessness, the significance of street medicine, and the process of organizing service projects.

## Discussion

By the end of the series, students will be better equipped to discuss homelessness with peers and community members. A more widespread implementation of this program will help students feel more empowered to take action and advocate for the community.

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## References

<sup>1</sup> Buch, K., & Harden, S. (2011). The impact of a service-learning project on student awareness of homelessness, civic attitudes, and stereotypes toward the homeless. *Journal of Higher Education Outreach and Engagement*, 15(3), 45-61.

This project was reviewed by the Oakland University IRB: IRB-FY2022-321.