



February 2023

Celebrating February as



BLACK
HEALTH STORY
MONTH

Awareness Months

February | **Black History Month**

February | **Heart Health Month**

Upcoming Events

2/1 | **Gender Equity Education Series: Women's Empowerment Self Defense Workshop.**
The Safety Team

3/2 | **Gender Equity Education Series: Celebration of Gender Equity.** *Diana Lautenberger*
Missed an event? [Visit our video library](#)

Learn More About Race and Medicine

Racism, bias, and segregation in the healthcare system have impacted the health of African Americans throughout history and to the present day. The complex history of race in medicine is not always understood and acknowledged.

To learn more about the role that race has and continues to play in medicine, be sure to check out the following articles and past health equity lectures from our video library.

Related Articles

- [Race Blind University Admissions Means Fewer Black Doctors and a Sicker Nation](#), Michael Mensah, M.D.
- [A Deadly Epidural, Delivered By a Doctor With a History of Mistakes](#), Joseph Goldstein
- [Risk Factors for Incident CKD In Black and White Americans: The REGARDS Study](#), Katharine Cheung, M.D., Ph.D., ...Mary Cushman, M.D., MSc...et al.
- [Widely Used Test Kept Black People from Getting Kidney Transplants Sooner. Now That's Changing](#), Nada Hassanein

Videos

- [The Role of Race in Lung Function Interpretation – A Modern View](#), David Kaminsky, M.D.
- [Risk, Race and Resilience: Three Dimensions of Health Disparities](#), Herman Taylor Jr, M.D. (2019)
- [Racial Segregation and Obesity: An Unhealthy Connection](#), Mercedes Carnethon, Ph.D., FAHA (2020)
- [What's Race Got to Do with Medicine?](#), Dorothy Roberts, J.D., (2018)

Office of Diversity, Equity and Inclusion (ODEI) News

MLK Health Equity Lecture Presented



Quinn Capers IV, M.D., Rody P. Cox professor of internal medicine, cardiology, and associate dean of faculty diversity at the University of Texas Southwestern School of Medicine, presented the 2023 Rev. Dr. Martin Luther King Jr. Health Equity Lecture on January 18 entitled "Why We Can't Wait: A Conversation About How Diversity in Medicine Will Save Lives and How to Get There."

[Watch the Recording →](#)

Announcements

Faculty Mentors Needed!

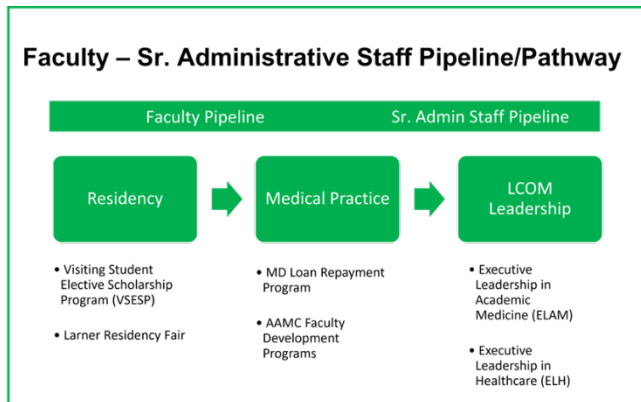


The [LCOM Mentors Program](#) pairs medical students who are members of groups underrepresented in medicine with faculty

members and/or residents who have common interests and goals. Contact [Eileen CichoskiKelly](#) to sign up.

Join the Gender Equity Listserv!

Want to keep up to date on Gender Equity events and initiatives? Join the [Gender Equity Listserv](#)



Larner DEI Planning Updates

Building a Path to Faculty and Leadership: Visiting Student Elective Scholarship Program (VSESP)

The Larner College of Medicine believes that a strategic investment in diversifying and mentoring the pool of potential residents will help build a strong pipeline for future residents, fellows, faculty, and senior administrative staff. The **Visiting Student Elective Scholarship Program (VSESP)**, sponsored by the Larner College of Medicine, Office of Diversity, Equity & Inclusion and the University of Vermont Medical Center (UVMCC) provide scholarships for fourth-year medical students from groups underrepresented and under-served in the field of medicine.

VSESP is the first faculty pipeline/pathway program developed by the Larner College of Medicine and builds upon existing recruitment and leadership development initiatives in place at the University of Vermont Health Network (MD Loan Repayment Program), the Association of American Medical Colleges and Drexel University (ELAM/ELH).

The goal is that each residency program at the Larner College of Medicine accept at least one 4th year VSESP scholar each year, and then track if the recipient matches into the residency and if so, tracks whether they stay on to join the faculty of the College. The Office of Diversity, Equity and Inclusion provides marketing support to each department as well as program data analysis and to serve in an advisory capacity.

[Read More about VSESP →](#)

Department of Orthopaedics and Rehabilitation VSESP

By Monika Donlevy, Department of Orthopaedics and Rehabilitation



From left to right: Monika Donlevy, Orthopaedic Medical Student Education Coordinator; Naomi Kelly, MS4 and first VSESP recipient; Dr. Jennifer Lisle, Director of Orthopaedic Medical Student Education Advising.

Orthopaedics has historically been one of the least diverse specialty in medicine, from the student level to leadership roles. This is a complex problem with no simple solution, but over the past two years, our department has used a focused, action-based approach to dismantle barriers, and increase diversity. One of the most significant strides we made was the establishment of our Visiting Elective Scholarship Program (VSESP), three \$2,500 scholarships for visiting fourth year medical students that we predict will lead to more URiM students choosing Larner for their residencies.

In March of 2021 we laid the groundwork for DEI improvements when LCOM asked our department to develop a diversity plan. To do this, we formed a diversity committee chaired by Michael Blankstein, MD. We identified some DEI challenges we face: small program, lack of diversity, higher cost to become an applicant, metrics that have historically not favored URiM, and a high proportion of URiM leaving Orthopaedic residency programs. Then, we focused on our strengths: collaborative program between residents and faculty, local refugee community, desire to become more diversified, collaboration among specialties at LCOM with Emergency Medicine, Orthopaedics and Pediatrics.

When the Visiting Student Learning Opportunities (VSLO), the organization that manages away rotations for 4th year students, notified us that they were informing students about DEI scholarships, we realized offering a scholarship for visiting students could mitigate some barriers for applicants to our program. Because students in Orthopaedics do comparatively more rotations than other specialties, which can easily add a financial burden of \$10,000+, we felt that offsetting the cost of an away at UVM would be a great first step. We also thought it would be a great way to attract students to our residency program. Away rotations are testing grounds for students and programs and have the potential to be significant pipelines to residency. It also signals to students that we welcome and support URiM, which research shows is attractive to students.

Through the end of 2021 we worked with the department of Emergency Medicine, who had created a similar scholarship program, to build one for Orthopaedics. This included drafting scholarship criteria, building a webpage and identifying funding sources. We were able to commit to three scholarships of \$2,500 a year.

The process wasn't without setbacks. In March 2022, we received close to 50 rotation applications, but no one applied for the scholarship. On to plan B! We notified students selected to rotate with us of the scholarship and invited them to apply. This worked! We

received three applications, and upon review of their application and completion of their rotation, we awarded each of them a scholarship. We met our goal of awarding three scholarships in our first year and had the distinction of being the first LCOM department to award the VSESP.

We discussed our success story at the National Residency Match Program annual conference, "Transition to Residency". There, Dr. Jennifer Lisle, director of orthopaedic medical student education advising, and Monika Donlevy, orthopaedic medical student education coordinator, gave a presentation titled "Building a Visiting Student Education Scholarship Program for URiM and Create a Pipeline to Residency" which discussed the improvements UVM's Orthopaedics department is making.

The Forerunners

BY ED NEUERT



We believe that This model builds on itself over time as students seek out programs that have mentors, faculty, that “look” like themselves. Our eventual goal is to have this pipeline extend into faculty appointments, thus addressing DEI at a student, resident, and faculty level. Our message to others trying to start similar programs is that DEI

efforts are unique to institutions, and even medical specialties, and that to build stronger programs we need sustainable initiatives and collaboration among departments, institutions, societies, and industry.

DEI Articles of Interest

The Forerunners *(from Vermont Medicine, Fall 2022 Issue)*

By Ed Neuert

They came, for the most part, from points far away from the farmland and hills of the Green Mountain State. They came from other shores, and from cities and towns across the American South. They were the first few African American students to study medicine at the University of Vermont...

[Read More →](#)

From the AAMC

Nominations Open

The AAMC annually recognizes and celebrates members of the academic medicine community who make significant advances in medical education, patient care, research, community engagement, and diversity in health care. There is still time to submit nominations for the following AAMC awards:

Herbert W. Nickens Award

Annually recognizes an individual who has made outstanding contributions in promoting justice in medical education and the health care of the American people.

[Read More →](#)

[Herbert W. Nickens Faculty Fellowship](#)

Recognizes an outstanding junior faculty member who holds the rank of assistant professor in a LCME-accredited U.S. medical school department.

[Read More →](#)

New AAMC data show diversity increases at medical schools in 2022

The number of Black, Hispanic, and women applicants and enrollees continued to increase at U.S. medical schools in the 2022-23 academic year, according to data released by the AAMC. This year, the number of medical school applicants returned to pre-pandemic levels, after the 2021-2022 academic year data revealed a record-setting and atypical 18% increase of medical school applicants during the early months of the COVID-19 pandemic. Due to this unprecedented increase during the onset of the public health crisis, the AAMC compared data from the 2022-23 academic year with the 2020-21 academic year for this annual data release. Using this comparison, the data shows that total enrollment grew by 3%. Specifically, the number of students applying to medical school increased by 4% from 2020-21 to 2022-23, and the number of first-year enrollees (matriculants) was up 2% from 2020-21.

[Read More: Press Release →](#)

[Read More: AAMCNews →](#)

AAMCNews: How recognizing diversity among Hispanics could improve health outcomes

Hispanic people differ widely in their genetic, cultural, and socioeconomic backgrounds. Now researchers say more precise data collection could help identify distinct risk factors for disease in certain populations.

[Read More →](#)

AAMC responds to *Washington Post* opinion piece on standardized testing in medical school admissions

In a letter to the editor of *The Washington Post*, David J. Skorton, MD, AAMC president and CEO, and Gabrielle V. Campbell, AAMC chief services officer, address inaccuracies in a recent [opinion piece](#) examining the use of the MCAT exam in medical school admissions. “Every medical school sets its own criteria for selecting the students who will contribute to its mission and successfully complete rigorous medical school curriculums. The AAMC does not — and cannot — mandate whether or how medical schools use the MCAT exam in their admissions processes,” they write. “A ‘pass/fail’ score would disproportionately affect disadvantaged applicants who have strong qualifications but lower MCAT scores, and it would undermine the unique admissions priorities of different medical schools.”

[Read More →](#)

Restorative Justice in Academic Medicine (RJAM) Facilitator Training

This in-person program welcomes faculty and staff from medical schools, teaching hospitals, and allied health professionals who would like to learn a relational framework that can help them navigate difficult issues (e.g., academic integrity, campus climate, Title IX, DEI, misconduct). They will also learn how to respond to instances of individual or communal harm in ways that support active accountability, deeper understanding, shared decision making, and the prevention of future harms. Additionally, this workshop will help practitioners develop the skills to create more supportive, inclusive, and resilient learning communities while fostering a sense of belonging for all stakeholders. The training is scheduled for February 22 – 24, 2023 at AAMC Headquarters in Washington, DC.

[Read More →](#)

AAMC welcomes new cohort of MOSAIC Scholars

The AAMC welcomes 18 postdoctoral researchers to its 2022 cohort of the AAMC Career Development Program for Maximizing Opportunities for Scientific and Academic Independent Careers (MOSAIC) scholars. MOSAIC is a [National Institutes of Health \(NIH\)-funded program](#) to facilitate the transition of promising postdoctoral researchers from diverse backgrounds into new careers as independent faculty members at research-intensive institutions. The newest cohort joins the [eight 2021 cohort scholars](#). The NIH accepts applications from postdoctoral researchers for the MOSAIC program three times per year, and applications for the next cycle are due on Feb. 12, 2023.

[Read More →](#)