

Community as Open and Just: Being More Inclusive and Welcoming Within and Beyond our Walls



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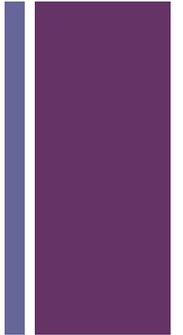
+ **Session timeline**

Welcome / Overview (10 min)

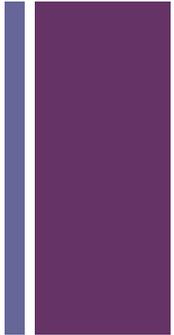
Sharing Challenges / Best Practices (25 min)

Cases / Pearls in Mentoring (30 min)

Closing(15 min)

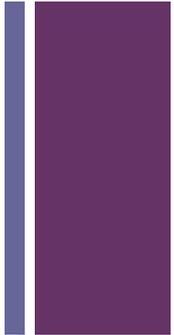


+ Objectives



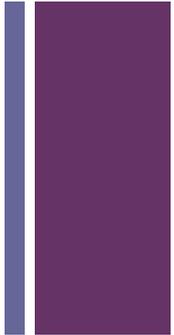
- List successes and areas of challenge for LCs in creating a welcoming and inclusive medical school community
- Describe at least one specific effort that can be used within LCs to support an open and just culture
- Share ways in which mentoring relationships across identity difference has enriched career / school satisfaction for faculty, staff and students.

+ Purpose / Framing



- Learning communities play a major role in creating and nurturing the ‘ecology’ of many medical schools
- LC mentors are seen as leaders and role models, often hold power and ability to impact student experience and culture of the school – we can strive to create an environment where all students feel known, welcomed, supported
- All mentorship relationships are ‘across identity’ – AND increasing diversity among medical students (with more sluggish improvement in faculty diversity) means that we will all experience more cross identity professional relationships

+ LC Challenges / Best Practices: A Tale of Two Schools



University of Arkansas: Only medical school in the state, 170+ students, 7 learning communities across two sites, urban/rural, predominantly conservative culture/political climate, large health/racial disparities, largely white learning community faculty mentors (with few Asian), Black students are few in numbers, report isolation, experience consistent microaggressions across campus

Challenge: Building trust, faculty have little idea/vocabulary about how to be inclusive, leadership is largely silent

Best practice: ??

University of Washington: Large regional medical school, 260+ students per class, 8 learning communities across 5 states, urban/rural, wide political spectrum in faculty and students, largely white LC faculty mentors, increasing diversity in student body.

Challenge: Building trust / strong community within LCs to enable productive faculty training across region

Best practice: Faculty development on mentoring across identity with cases, discussion and expert facilitators; interrupting bias cards for lanyards

+ LC Challenges / Best Practices:



Pair share - 10 min

- Introductions
- Share LC challenges and best practices at your own institution

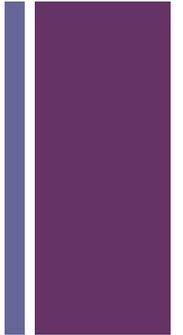
Large group debrief - 10 min

+ **Mentoring Cases: Learning Communities Faculty Development**

Introduction – 5 min

Case discussion (in small groups) – 15 min

Debrief (all) – 10 min



+ Closing

What one thing will you take home from today?

How have relationships with students or colleagues that bridge identity difference enriched your own career (or med school experience)?

