

DIVERSITY AND INCLUSION PLAN PEDIATRICS

I. People

Describe current efforts and plans to recruit, support, and promote housestaff, faculty and administration to create and maintain a diverse clinical, research and educational community.

Examples:

- Enhance support for the Brown Minority Housestaff Association
- Support faculty development via AAMC Minority Faculty Development Seminars
- Create a Diversity in Medicine Visiting Student Scholarship Program for Under-represented in Medicine (URM) students
- Sign-on incentives to retain graduating URM residents/fellows

○ **Support faculty development:**

- The Department of Pediatrics has sponsored 3 faculty to attend the AAMC Minority Faculty Leadership Seminar in collaboration with the Office of Diversity and Multicultural Affairs since 2016
- We have promoted 2 URM faculty to Division Director positions and one to Medical Director.
- We have recruited 5 URM faculty since 2015. One will serve as Program Director for the residency program.

○ **Support of residents:**

- The Department has created a Pediatric Diversity in Medicine Visiting Student Scholarship Program and have had 3 medical students participate in the last year. This program provided a stipend and housing as well as mentorship during a one month visit where the students take an elective in Pediatrics. This is hopefully creating a pipeline for prospective residents. In fact, this year we have recruited 6 URM residents out of the class of 16 for categorical Pediatrics.
- Incentives for Spanish speaking residents are being considered.
- We have designated a Diversity Officer for the Department of Pediatrics, Dr Sabina Holland who will:
- Promote diversity within the Department initially focusing on the graduate medical education program and faculty development
- Develop a mentoring program for students who are traditionally underrepresented in medicine (URM)
- Support the activities and initiative of the Brown Minority Housestaff Association (BMHA).

II. Academic Excellence

- Describe department's commitment and efforts focusing on diversity and inclusion in research and medical education

Examples:

- Apply for NIH Minority Supplements on active grants
- Highlight research examining/addressing health disparities/health equity
- Provide resources to support education and research on issues of diversity and inclusion, especially as they relate to health disparities research

Apply for NIH Minority Supplements on active grants

- Sabina Holland, a junior faculty member applied for Diversity Supplement with mentor Rami Kantor (co-PI Rachel Vreeman).
- Dr Carol Lewis in General Academic Pediatrics has received several foundation grants for her work with refugee populations.

Support faculty/housestaff participation in health disparities/health equity research

- Angela Martinez, a pediatric resident, received Dean's Diversity Award for implicit bias curriculum.

- Several residents are engaged in advocacy projects that have received Community Access to Children's Health Grant funding from the American Academy of Pediatrics.

III. Curriculum

Describe plans to develop or refine resident/fellowship curricula and faculty programming that addresses diversity and inclusion as well as race in medicine

Examples:

- *Include topics on diversity and inclusion in Grand Rounds and other department-specific faculty and resident development programs*
- *Review resident/fellow curricula for areas where important content on diversity and inclusion, and social determinants of health, can be added*
- *Review how race is discussed/presented on rounds, in case conferences, etc.*

Continue to incorporate topics on diversity and inclusion into Pediatric Grand Rounds

Examples from 2017-2018:

- Dr. David Michael Washington- Underrepresented minorities in Medicine and Academia
- Dr. Ranna Parekh- Microaggressions
- Dr. Beverley Shears- Sleep Disparities in Urban and Minority-school Aged Children
- Dr. Maria Trent- Building Resilience in African American Youth

Review resident/fellow curricula for areas where important content on diversity and inclusion, and social determinants of health, can be added

- Create a quarterly faculty development series focused on Diversity, Inclusion, and Race in Medicine
- Refine and expand existing implicit bias curriculum for pediatric housestaff.

IV. Community

- Describe ongoing and planned departmental community engagement efforts such as community-based partnerships, research, and outreach initiatives

Examples:

- *Assess and monitor department-specific community engagement activities*
- *Develop events and programming (e.g., community targeted lectures/symposia) that focus on the health needs of RI's diverse populations*

The Department of Pediatrics is involved in many activities targeting underserved patients and their families.

- 1) Many of our physicians do **outreach work in the community** such as our eating disorders group working with high school coaches and PTO groups to educate them about Eating Disorders, Dr Forcier meets regularly with a wide range of community organizations to discuss transgender issues, most recently, Dr Amy Goldberg met with RI Public Safety and DOH regarding the creation of a public campaign teaching safe sleep practices for newborns and infants.
- 2) **Advocating for Child Health in the Community** is a required 1-month rotation for all pediatric interns during which they learn about community resources and neighborhood strengths and challenges. We partner with numerous community organizations and state agencies to bring residents into the community to meet our partners and experience our neighborhoods. They work with community members and agencies to plan an advocacy project.
- 3) Examples of our **community partners** include RI Kids Count, Providence Libraries, The Institute for the Study and Practice of Nonviolence, The Providence After School Alliance, RI DOH Home Visiting Programs, Early Intervention, HeadStart, Children's Friend and Service, RI Department of Human services, NICHQ

- 4) **Refugee Clinic** - Hasbro Primary Care in partnership with Dorcas International Institute and DOH works with newly arrived refugee families. Drs. Carol Lewis and Delma Jean Watts run Hasbro Children's Refugee Health Clinic
- 5) **BRYTE**-Brown Refugee Youth Tutoring and Enrichment. Carol Lewis is a faculty mentor with Nicole Nugent for medical students and undergrads at Brown who volunteer their time to provide in home tutoring for refugee children.
- 6) **Connect for Health** is a partnership between Hasbro, Lifespan Community Health Institute, and the Swearer Center at Brown. Connect for Health (formerly known as Health Leads) is an organization that envisions a different kind of health care system: one that addresses basic resource needs, such as food, heat, and clothing, among others, as a standard part of quality care. Brown undergraduate students are recruited, trained and supported to assist families in our clinics and in-patient units connect with community resources to access food, transportation, diapers, child care, and other resources.
- 7) **Medical Legal Partnership**: Hasbro Children's Hospital partners with MLPB to bring legal services to our families to address the nonmedical barriers to health.
- 8) **Patient-Centered Medical Homes for Kids** (PCMH-kids) is a multi-payer, primary care payment and delivery system reform initiative that was convened in 2013 to extend the transformation of primary care to practices that serve children across Rhode Island. .It is under the organizational umbrella of CTC-RI (The Care Transformation Collaborative) Convened by Medicaid and OHIC, PCMH-Kids supports pediatric practices with transformation coaching, data aggregation, common contracting, and learning collaborative support. Drs. Elizabeth Lang and Pat Flanagan are the co-directors of this statewide project. Drs. Carol Lewis and Susanne McLaughlin are practice champions and Hasbro Primary Care and the Medical Pediatrics Primary Care Center are participating practices. The clinic officially opened in 2007 to standardize and streamline the initial health exam and follow-up care of refugee children arriving in Rhode Island. The clinic is a medical home for refugee families, and a place where they can receive care that is comprehensive, collaborative and culturally effective.
- 9) **Reach out Read RI Board membership** - Drs. Golova and DerMaderosian have served on this Board for many years.
- 10) **Sail to Prevail**-Pediatric residents chaperone children with disabilities or chronic disease on a day of sailing out of Newport Harbor:
http://sailtoprevail.net/sail_away_from_cancer.html
- 11) **Asthma Camp**-Led by asthma and/or pulmonary division with many volunteers from other divisions as camp doctors so children can sleep away at RI camp with Asthma education and care provided while having fun camp experience
- 12) **Committee on Foster Care, Chair, for RI chapter AAP.** Carol Lewis.
- 13) **Nowell Academy Charter School**: Pat Flanagan serves on board of Nowell Academy. The Nowell Leadership Academy is a public charter high school founded to serve pregnant and parenting young adults. We serve 160 students in campuses located in Providence and Central Falls, Rhode Island.
- 14) **The RI Alliance** to Prevent Teen Pregnancy and support young families is a statewide collective impact consortium with YWCA serving as its backbone organization. It is a cross-sector effort to reduce teen births in RI. Pat Flanagan co-leads the RI Alliance.
- 15) **Power Lunch Reading Program**- This program matches Lifespan employees with three Providence elementary schools- Martin Luther King, Jr., Carl G. Lauro and Robert L. Bailey, in need of reading volunteers. Students are referred to the program based on low reading levels, low confidence in their reading skills and/or low self-esteem. Volunteers read to students during their lunch period on a weekly basis from October to June.
- 16) **Providence Youth Lacrosse Board Member for community engagement**- Dr Jennifer Friedman's capacity on the Board is to extend engagement to Providence youth who cannot afford equipment or registration to provide an experience that promotes fitness, personal growth, and team work. She wrote a grant for "soft stix" which was donated to Vartan Gregorian school to introduce the sport to kids there during PE and after school programs. They waive registration and provide free equipment through a separate RI Public Schools grant.

V. Knowledge

- Describe methods to improve data collection to assess and monitor demographic trends and assess department's culture/climate with regards to diversity and inclusion

Examples:

- Improve department level data collection on medical trainees, faculty, administration and staff (e.g., standardize format for collecting demographic data)
- Encourage department participation in AMS-sponsored AAMC's Diversity Engagement Survey and University's campus-wide surveys

Improve department level data collection on medical trainees, faculty, administration and staff (e.g., standardize format for collecting demographic data)

We have increased the number of URM medical students that choose HCH for post-graduate training by 2.5-fold (5 vs 2 in 2016-17) for the 2017-2018 interview season. We will work on sustaining a URM class size of at least 25-30% of the total in future years by various activities:

- Improve data collection on the number of URM applicants, interviewees, and candidates "ranked to match"
- Update the pediatric residency website to reflect diversity & inclusion initiatives
- Assess successes/failures of prior interview season by interviewing current URM housestaff.
- Develop and distribute "Multicultural Guidebook to Rhode Island"
- Develop and distribute post-residency interview survey to assess
- Attend regional/national meetings of URM student organizations, historically black colleges and universities and Hispanic-serving institutions to increase the number of residency applicants
- Promote BMHA second look experience for URM applicants
- Provide travel grant to support URM applicant attendance at the BMHA second look
- Develop and implement holistic review and ranking of all URM applicants
- Review implicit bias and diversity agenda with faculty selected to interview URM candidates
- Develop and distribute "Diversity Talking Points" to all faculty in the Department of Pediatrics
- Encourage URM faculty and housestaff to meet URM applicants during interview day
- Ensure URM housestaff are available during pre-interview social events, tours, & conferences
- Highlight Diversity and Inclusion efforts and inform applicants of second look opportunity
- Review results of post-match survey conducted by the Office of Diversity and Multicultural Affairs

VI. Accountability

- Submit initial Department Diversity and Inclusion Action Plan and annual progress reports to the Dean of Medicine and Biological Sciences as part of regular reviews

Submission is completed and provided above.