

Hackensack Meridian Health/Jersey Shore University Medical Center, Neptune, NJ

A Panel Discussion by Community Members is an Effective Strategy to Increase Residents' Knowledge of Cultural Competency

David Kountz, MD; Kristi Kosarin, DO; Ashleigh Clair, DO; Cecilia Phong, MD; Neel Patel, MD; Laura Frank; Darryl Hughes; Yen Hong Kuo, PhD; Asa Dewan

Background: Inequity in health and healthcare is a critical issue that will not likely be solved without adequate physician knowledge about underserved populations. The ACGME and medical schools have begun to address this by expecting competency in systems-based practice which embraces the greater systems issues that influence health inequities. In our residency programs—and we suspect in many others—there is no baseline knowledge of issues affecting the communities residents serve. Previous studies have emphasized the importance of working with key stakeholders and experts to develop effective curricula and obtain needs assessments.

Methods: Through discussion with representatives of our Offices of Cultural Diversity and Community Outreach and Engagement, as well as review of the literature and our health system's most recent CHNA, we modeled a survey to assess resident knowledge of 4 underserved groups in our community: African Americans, Latinos, LGBTQ, and Orthodox Jews. All incoming residents to our institution in June 2016 attended a panel discussion as part of orientation. Community members representing the 4 underserved groups served on the panel and introduced incoming residents to the needs and issues of the communities that they will serve during their residency. All residents (n=46) were encouraged to take pre- and post-panel surveys to assess the change in their cultural competency. Thirty-eight surveys were available for analysis.

Results: Resident knowledge was greatest (highest pretest scores) in the customs and issues involving African Americans and Latinos and poorest regarding cultural competency pertaining to LGBTQ and Orthodox Jews. There was a significant difference in the pre- and post-panel survey responses ($P < 0.001$), indicating an increase in cultural competency. The panel discussion format was well received by residents (compared to standard lecture); the panel session was the most highly rated during orientation.

Conclusion: Use of a community member panel is an effective method to teach residents about cultural competency. Panelists, more effectively than administrators or faculty, provide clinical pearls to improve patient interactions in addition to medical knowledge. Results of pre- and post-survey findings can guide resident education for the systems-based practice ACGME competency.

PROJECT MANAGEMENT PLAN – A Panel Discussion by Community Members Will Increase Residents' Knowledge of Cultural Competency

Vision Statement	We will demonstrate that the panel discussion format is effective at increasing resident knowledge regarding cultural competency.
Team Objectives	Findings from pre- and post-panel surveys will inform and influence systems-based presentations for residents for the remainder of the academic year. Year-to-year improvement in resident knowledge regarding how best to serve residents from these communities will be tracked through surveys. Key stakeholders include incoming residents and residency programs, the Meridian Health (MH) Office of Community Outreach, and the MH Office of Cultural Diversity.
Success Factors	The most successful part of our work was the engagement of the residents with community members. We were inspired by how community members spoke with pride about their cultures and were enthusiastic about the prospect of residents better understanding the needs of their communities.

Barriers	The largest barrier encountered was identifying community members willing to sit in front of 40 residents for 90 minutes! We overcame this challenge by working with our Offices of Community Outreach and Cultural Diversity to identify panelists and by having the project principal investigator meet with them in advance of the panel session.
Lessons Learned	The single most important piece of advice to provide another team embarking on a similar initiative is to pilot the pre- and post-panel surveys with residents.

HealthPartners Institute, Minneapolis, MN Equitable Care Educational Strategy

Julie Cole, MPP; Allison Rengel; Miguel Ruiz, MD

Background: The HealthPartners organization is a health plan and a health system comprised of several hospitals and clinics in the Twin Cities area. Equitable care has long been a priority of the organization, but most work has been done through individual departments, training programs, or individual entities within the larger organization. In 2015, leadership from Regions Hospital, a HealthPartners hospital, participated in the Disparities Leadership Program. Their work focused on creating an equitable care infrastructure at the hospital, with a goal of reducing healthcare disparities. As a result, the Regions Equitable Care Committee was formed. This committee meets monthly to continue work on identifying and reducing disparities. Members of this group also participate in the health system’s larger group, the Equitable Care Sponsors Group. NI V provided the perfect opportunity to create an equitable care educational strategy that aligned with the equitable care work of these committees.

Methods: To align GME with HealthPartners’ equitable care priorities, we partnered with leadership from the Regions Hospital Equitable Care Committee and the HealthPartners Equitable Care Sponsors Group, using their 4 main strategy areas to guide our work: (1) reduce disparities with information and best clinical practices; (2) support language preferences; (3) partnerships and engagement; and (4) knowledge, cultural humility, diversity, and inclusion.

Results: The Regions Hospital Equitable Care Video describes the Regions Hospital patient population and HealthPartners’ equitable care priorities. The video will be shown at new resident orientation and potentially at all other trainee orientations. The HealthPartners Institute Equitable Care Graduate Education Toolkit is a website of equitable care resources for educators. The toolkit is grouped by the HealthPartners Equitable Care priority areas and is organized in a manner that guides the user’s progression through each strategy area.

Conclusion: Both the Equitable Care Video and Toolkit will help give our residents and program directors a solid foundation in understanding healthcare disparities and in how to identify and reduce them. Future work involves identifying resident champions to lead from within their programs and working with the health system to further their community engagement priorities.

PROJECT MANAGEMENT PLAN – Equitable Care Educational Strategy

Vision Statement	Residents are champions of change in reducing healthcare disparities.
Team Objectives	Our objective was to improve health and reduce healthcare disparities by aligning GME with HealthPartners’ equitable care and community engagement priorities through development of an institutional equitable care educational strategy and incorporation of residents into the equitable care work of HealthPartners and Regions Hospital.
Success Factors	The most successful part of our work was a deliverable that was truly aligned with our hospital’s priorities and that will lay a solid foundation for our continued equitable care work. We were inspired by the interest throughout the larger health system in this project. Many are seeing uses for our Toolkit in their areas.