



Innovative Learning Environments: Stories from Mentorship on the Road

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**TOUR FOR
DIVERSITY
IN MEDICINE**
TO EDUCATE, INSPIRE AND CULTIVATE

Our Mentorship Stories

Think about the role of mentorship in your career trajectory

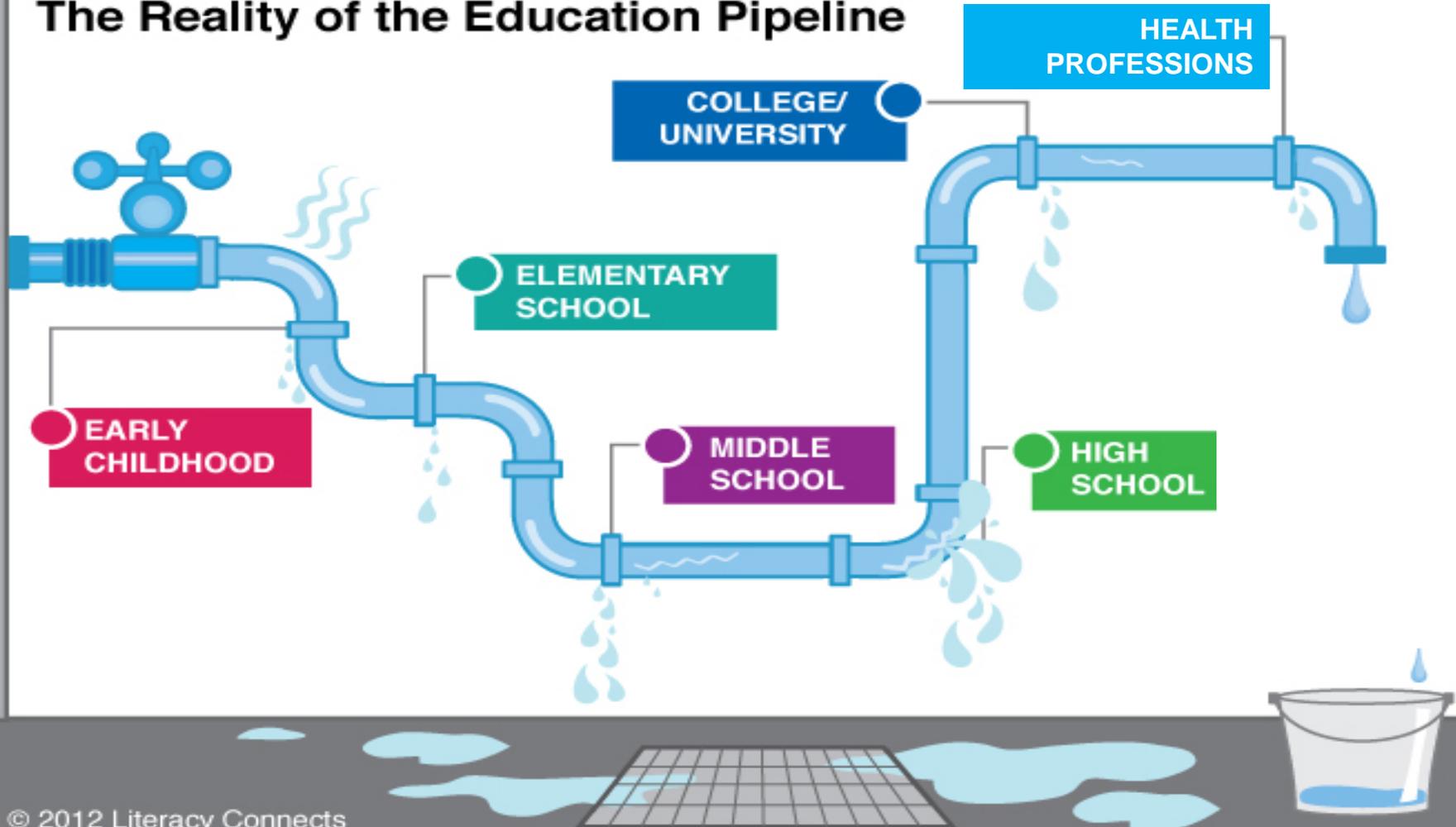
- My mentorship story through college, teaching, research, and medicine

The Leaky Pipeline

Access to pre-K services
School suspensions
Access to gifted learning programs
Access to technology

Access to SAT/ ACT/ AP test prep
College mentorship
College STEM major “survival”
Career pathway mentorship

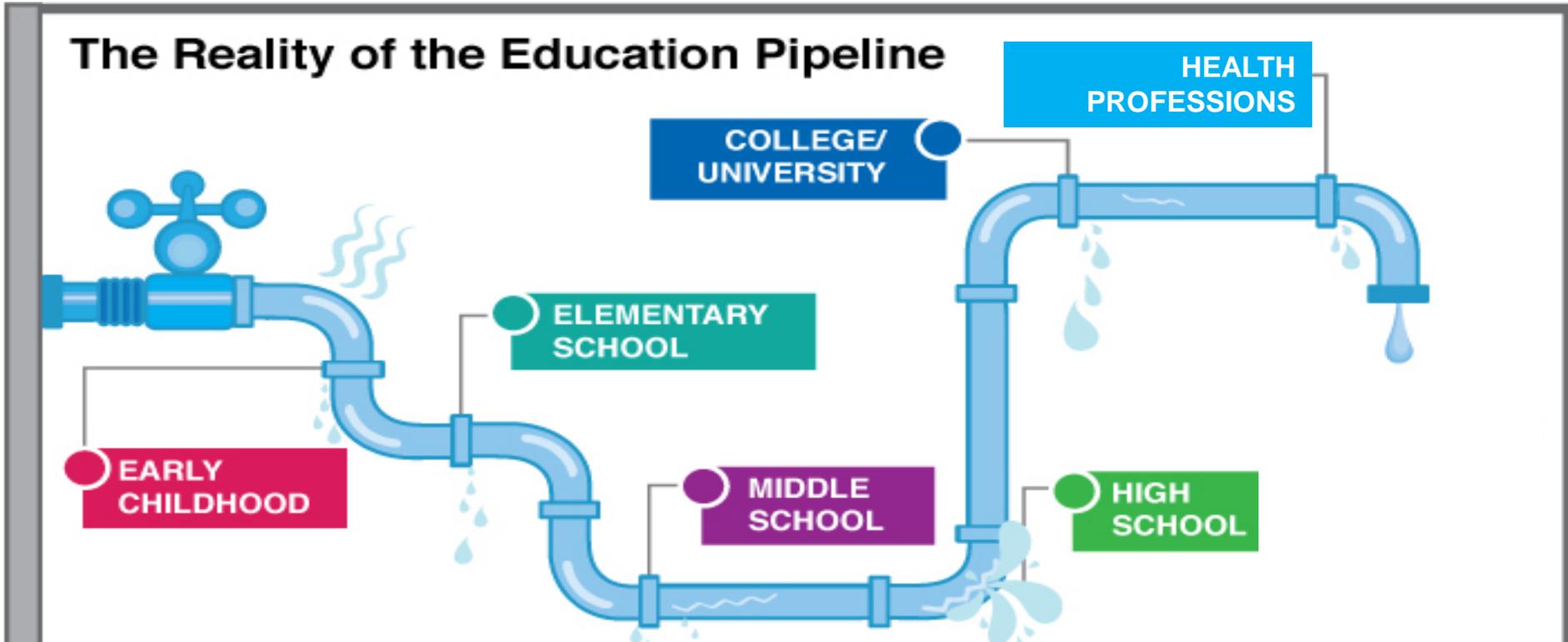
The Reality of the Education Pipeline



The Leaky Pipeline

Access to pre-K services
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Many problems at many spots with many different potential solutions

Negative cycle of education gaps, opportunity gaps, & health gaps

Highlighted by necessity of programs at Morehouse School of Medicine



The Tour for Diversity in Medicine

www.tour4diversity.org

Facebook, Twitter,
Youtube, Instagram:
@Tour4Diversity



An Obvious Need

“Unless the current trend is reversed, our country will see a growing ethnic and racial disconnect between those who receive care and those who provide that care”

---Former U.S. Surgeon General Regina Benjamin, MD

Tour for Diversity Mission

To educate, cultivate and inspire future physicians and dentists of diverse racial and ethnic backgrounds by forming local connections in order to fulfill a national need.

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The Numbers about Tour for Diversity

- Tours & Students

- 9 tours: 40 campus sites, 28 states, >3,000 students (80% identify as underrepresented in medicine)

- Mentors

- 37: students (medicine, pharmacy), residents (50% started as students), early career health professionals (medicine, dentistry, podiatry, research, advising) → all URiM
- 68% participate in multiple tours
- 70% participate in >4 T4D activities

Snapshot of Three Tours

T4D is more likely to visit **public** schools **outside of the city** with undergraduate populations **under 10,000** that serve primarily **Black** or **Hispanic** students and where more students receive **Pell grants** than the national average. These schools also tend to have student bodies with **lower SAT/ ACT** scores (even at or below the national average in most cases).

Data compiled from various sources: Pell grant percentage (Pope Center for Higher Education Policy), National SAT/ ACT average scores from respective organizations, School demographics (College Navigator provided by the National Center for Education Statistics)

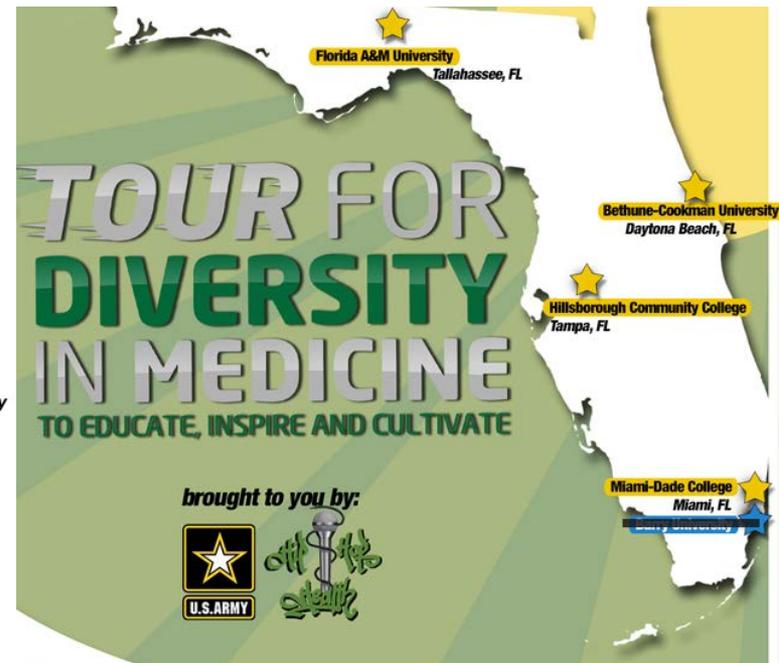
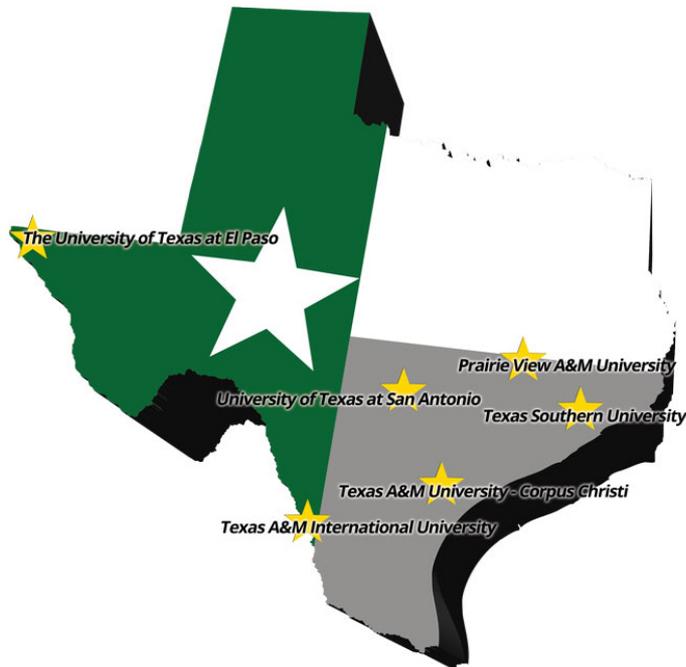
Outcomes

- Perceived barriers to pursuing a health professional career Freeman BK, Acad Med 2016
 - Qualitative focus groups through two tours (12 schools, 92% students Black or Hispanic, majority interest in medicine)
 - Themes: Inadequate institutional support and resources, limited personal resources and social/ family conflict, lack of access to information/ mentoring/ advising, societal barriers
 - Similar challenges described at different points in the STEM and health professional pipeline
- Ongoing research
 - Focus groups of student-driven solutions
 - Long-term follow-up with attendees

Innovation I

Pre-Tour: Site Selection

- School considerations
 - Minority serving institutes (HBCU, HSI), community college, rural location, lack of proximity/ affiliation to medical school



Innovation II

During Tour: Storytelling

- “I have a story...”
- Can’t become what you can’t see
 - 15-20 minority health professionals in a room at a time
- Secret to success has been failure
 - Our adversity resembles the students’ adversity
 - Embrace stories as positive motivation

Innovation III

Post-Tour: Connection

- Programming outside of the bus
 - Expansion into high school programming
 - Web presence
 - Webinars
 - Voices of Diversity blog
 - Videos
 - Resource guides
- Tiered mentorship
 - Mentorship tree example: college student → medical student → resident → fellow → early career faculty

The Tour & Expanding Social Mission

- Single program's approach
 - Visit student population on their home turf
 - Embrace the failure in your story
 - Continue mentorship past the first engagement
 - Document the evidence
- Need continued innovation to plug leaks in pipeline and strengthen for future
 - Think about education as a public health crisis
 - Invest early and often
 - Community engagement and pipeline needs assessment
 - Partnerships



Acknowledgements

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- Rush University Medical Center

Academic Snapshot of Schools

School Profiles	Results (n=18)
Public	72% (13)
Non-city campus	33% (6)
Undergrad population <9,000	72% (13)
HBCU/ High Latino population	61% (11)/ 22% (4)
Pell grants recipients (above national average)	61% (11)
SAT/ ACT less than national average	50% (9)
1 st to 2 nd year retention rate >80%	17% (3)
Graduation rate (4 years) > 60%	0% (0)
Graduation rate (6 years) > 60%	6% (1)
Black 6 year grad rate >60%	0% (0)
Hispanic 6 year grad rate >60%	13% (2)
Assumed proximity to LCME school	28% (5)