



# Mentoring Professionalism in Training (MAP-IT) 2.0: Antiracism and Allyship

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## BACKGROUND

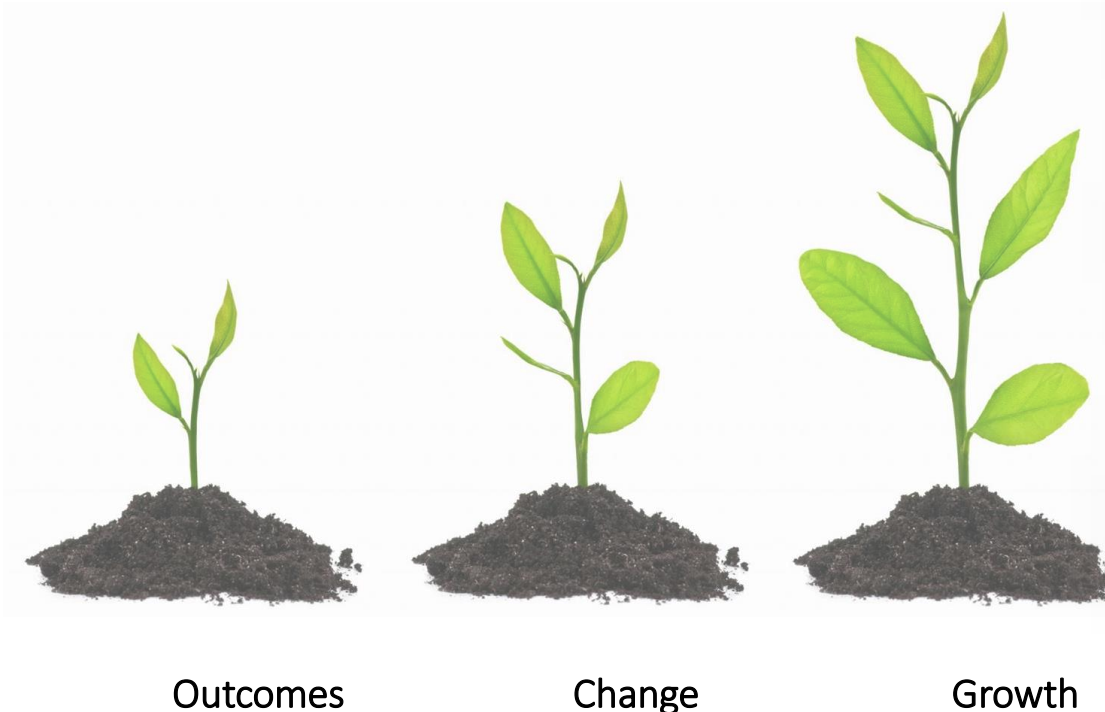
In response to the twin pandemics of COVID-19 and racial inequity, our health professions have awakened to the impact of structural racism on healthcare. While the current generation of trainees is facile with cultural humility, the generation of faculty lags.

Faculty development programs aimed at closing this gap are essential. Building on a successful interprofessional faculty development program Mentoring and Professionalism in Training (MAP-IT), we are piloting a unique professional development program for faculty and staff at both the Zucker School of Medicine at Hofstra/Northwell (ZSOM) and Northwell Health entitled MAP-IT 2.0 for Anti-Racism and Allyship.

## OBJECTIVES

By the end of the program, participants will be able to...

Use location of self in cross-racial conversation	Validate, respond with curiosity & empathy, and apologize for impact.
Establish a brave space using ground rules and principles of psychological safety	Speak up and leverage privilege as an ally
Call attention to historical racism and its impact on trust	Recognize and repeal the minority tax
Acknowledge the sociopolitical construct of race	
Recognize and mitigate stereotype threat	
Recognize and coach students with imposter syndrome	
Manage guilt and shame in cross-racial conversation	
Understand the difference between impact & intent	



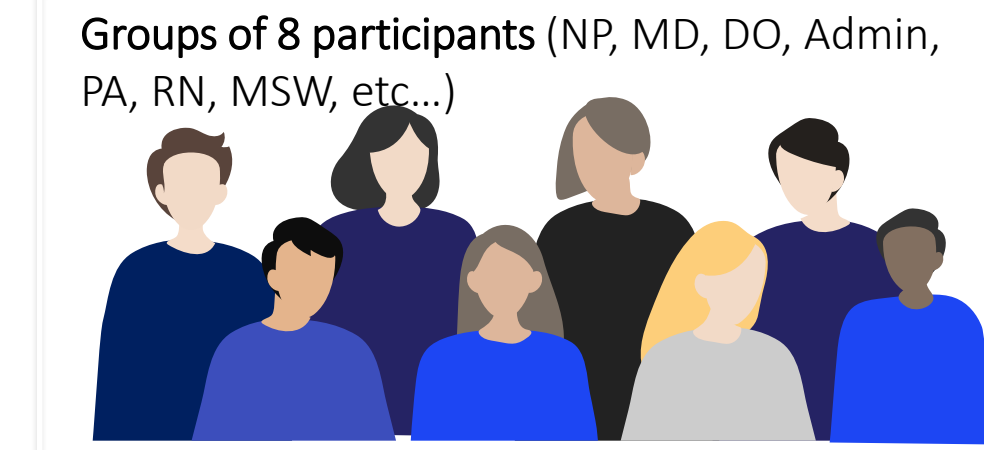
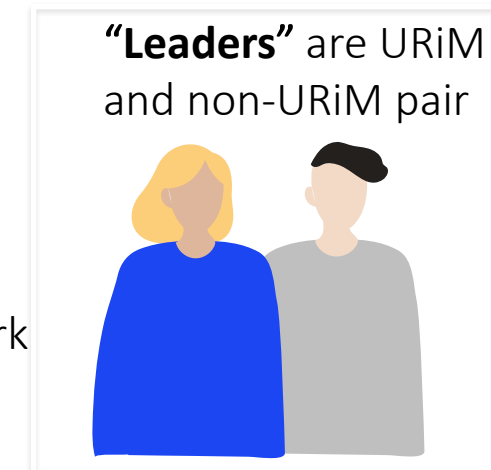
## EDUCATIONAL STRATEGIES

Groups meet once a month for 90 minutes for 12 months

12 MONTH CURRICULUM (per month)											
Self-Identity	Brave Spaces	Historical Racism	Race as a Construct	Stereotype Threat	Imposter Syndrome	Shame Resilience- Intent/Impact	Shame Resilience Apology	Up-standing	Bystander Intervention	Allyship	Putting It all Together

### GROUP PROCESS

- Longitudinal
- Supportive
- Experiential skill development: role plays
- Allows for critical reflection
- Utilizes Appreciative Inquiry as a framework



## OUTCOME MEASURES

Pre and Post Self-Assessment

Post session evaluation

OSCE/OSTE

Racialized Teaching Efficacy Scale  
Racial Fragility Scale

One minute paper

Mid-point and end-point to assess skills learned during sessions

## CHALLENGES

- Recruitment of URiM facilitators
- OSTE and OSCE inter-rater reliability
- Recruitment of standardized learners
- Time for practice of skills in sessions

### TAKEAWAY

Faculty and staff across a medical school and health system will commit to a small group longitudinal professional development program to enhance their DEI knowledge and skills and move to *brave* spaces with peers.

## RESULTS

Achievement of learning objectives Average = 4.4/ 5

Rating with 0 (strongly disagree) to 5 (strongly agree)

Confidence in the ability to use the skills Average = 3.4/ 5

Rating with 0 (not at all confident) to 5 (extremely confident)

OSCE Results (Advising a URiM trainee)

- 50% of faculty elicited a personal narrative from the learner
- 58% of faculty inquired about experiences of bias
- 67% of faculty were able to disclose their own "location of self"
- 100% of faculty implemented one strategy to mitigate stereotype threat

OSTE results (teaching vaccine hesitancy)

- 67% of faculty created ground rules distinguishing safe from brave spaces
- 75% of faculty used one core skill of establishing psychological safety
- 83% of faculty connected historical racism to vaccine hesitancy
- 92% of faculty taught the sociopolitical construct of race

100% of faculty and standardized learners agreed that

- the OSCE/OSTE was valuable
- the logistics went smoothly
- the stations were relevant and appropriate
- they were able to identify strengths and weaknesses, and
- the experience made them feel positive about efforts to improve the learning environment.