Doctors, Dreamers and Muslims
HMS Academy Cross Cultural Care Interest Group Co-Chairs:
Daniele Olveczky, MD & Clyde Lanford Smith, MD

The following faculty and trainees also moderated and presented at this workshop:
Martha Cesena, MD, Jason Carr JD, Michael C. Payne, MD MPH, Mohammad Hussain Dar, MD, Carlos Estrada Alamo, MD/MBA Class of 2018, Majo José Acosta Robayo, Harvard Class of 2020, Edelva Williams, MD, and Adebola Yakubu-Owlewa, MD.

On May 24th at 7:30 am the Cross Cultural Interest Group held its annual workshop. It was entitled: Doctors, Dreamers and Muslims-working toward the highest possible quality healthcare in the current sociopolitical climate. The aim of the workshop was to empower clinicians to advocate for patients and trainees affected by the recent executive immigration orders, as well as to gather tools to understand our own human tendency toward bias, and to heal and teach through those biases. It began with an interactive game designed and moderated by Dr. Michael Payne. The aim of the game was to demonstrate that inequality and prejudice are an unfortunate part of the human condition and that they have often surfaced in our history targeting multiple different groups. Their current reiteration of xenophobia is simply another form of the same underlying "disease" of ethnocentrism and racism.

Dr. Mohammad Dar presented data about undocumented immigrants in the US. The Pew Center and Migration Policy Institute estimates that there are about 11 million undocumented immigrants in the US, sixty per cent of whom have been in the country for at least 10 years. In contrast to misconceptions about the criminality of undocumented immigrants, only 2.7% have committed a felony whereas that rate for the native US population is more than double that. The majority of undocumented immigrants pay taxes and rare forms of Medicaid have offered basic coverage, but they often do not qualify for other sources of relief. The purpose of the recent executive orders is to hire thousands more ICE (Immigration and Customs Enforcement) officers focusing on expedited removals without a full trial, with the aim of deporting 2-3 million immigrants during this administration. The fear of deportation makes patients more
reluctant to seek care. Clinicians should reassure patients that they are not working for the government and are solely present to care for them. One important resource for patients is the Boston Mayor's Office for Immigrant Advancement.

Dr. Martha Cesena presented the data about the violence in Central America that compels thousands of families and unaccompanied children to flee. Undocumented immigrants face rejection, but have also received support. The Deferred Action for Childhood Arrivals (DACA) act has allowed Dreamers (young undocumented immigrants who were brought to the United States as children, who have lived and gone to school here, and who, in many cases identify as American) to work. Moreover, institutional support like that at the Loyola University School of Medicine has provided scholarships for 26 Dreamer medical students.

Carlos Estrada Almo (HMS) and Maria José Acosta Robayo (HC) both shared their stories of how they came to be in the US and the difficulties they faced and continued to face along with the legacy of their traumatic experiences. They also explained how the advent of DACA has enhanced the mental health of those affected, and their families, as well as by extension all of our communities within the USA. Carlos then described how we as clinicians can create a trauma informed environment in our practices.

Jason Corral, JD of the Harvard University Law School Refugee and Immigration Clinic then answered questions about the resources available at Harvard University to help undocumented and "DACA-mented" students.

The workshop drew to a close with a group reflection on solutions that we as clinicians can implement in our everyday practices. As an indication of this commitment participants were asked to write down two things that they would do differently as a result of attending the workshop. A listing of resources (available at https://www.dropbox.com/sh/qkza0yf64vrzatb/AAADTo4IMQot8qA7xXpyBj3oa?dl=0) was part of the tool kit made available for use in daily practice. Ninety percent of attendees who completed the workshop evaluations rated the workshop as excellent (5/5 on a scale of 1 to 5), and the other 10% rated the workshop as very good (4 out of 5 on a scale of 1 to 5). Attendees commented that they will be more likely to focus on unconscious bias as it affects clinical care, use Harvard resources for legal issues and support learners who are impacted by the new immigration law better. Another attendee commented: "I will be more attuned to challenges faced by students from marginalized groups". The Workshop also helped build the foundation for the upcoming Cross Cultural Interest Group Symposium which will focus on interpretation and other structural considerations of cross cultural care in education and healing!

---

**Nine Faculty Members Selected as HMS Academy Fellows in Medical Education**

Nine faculty members have been awarded the Harvard Medical School Academy Medical Education Fellowship for academic year 2016-2017. This endowed, competitive program seeks to develop and enhance the fellows’ analytical skills as medical education researchers and teaching skills as medical educators. The Fellowship is designed to contribute to the quality of medical student education at HMS and to drive HMS's leadership in the field of medical education.

Academy Medical Education Fellowships are made possible through generous contributions to the Morgan-Zinsser, Curtis Prout, Eisenberg Family, and Susan and James Jackson Academy Fellowship Funds. The Harvard School of Dental Medicine is also sponsoring an Academy Fellows.

**Congratulation to the following Academy Medical Education Fellowship Recipients:**
<table>
<thead>
<tr>
<th>Name</th>
<th>Academy/Fellowship</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nadaa Ali, MD, M. Ed</td>
<td>Curtis Prout Academy Fellowship in Medical Education</td>
<td>Teaching and Assessing Advanced Communication Skills with a Muslim Healthcare-based curriculum</td>
</tr>
<tr>
<td>Rachel Hathaway, MD</td>
<td>Morgan-Zinsser Academy Fellowship in Medical Education</td>
<td>Adapting Case-Based, Collaborative Learning to the clinical year: Promoting self-directed learning and clinical reasoning in the Cambridge Principal Clinical Experience</td>
</tr>
<tr>
<td>Rebecca Karp, MD</td>
<td>Morgan-Zinsser Academy Fellowship in Medical Education</td>
<td>The Imposter Phenomenon: A Study in Transitions.</td>
</tr>
<tr>
<td>Marcelo Matiello, MD MSc</td>
<td>Morgan-Zinsser Academy Fellowship in Medical Education</td>
<td>Education outcomes of an innovative neurology online learning system</td>
</tr>
<tr>
<td>Hiroe Ohyama DMD, MMSc, PhD</td>
<td>Jackson Academy Fellowship in Medical Education</td>
<td>Integration of digital 3D technologies into dental curriculum for improvement of students self assessment abilities</td>
</tr>
<tr>
<td>Daniele Olveczky, MD, MS</td>
<td>Curtis Prout Academy Fellowship in Medical Education</td>
<td>Standardizing in the inclusion of race, religion, gender, sexual orientation and ethnicity undergraduate medical education curricula</td>
</tr>
<tr>
<td>Leah Rosenberg, MD</td>
<td>Curtis Prout Academy Fellowship in Medical Education</td>
<td>Creating a palliative care curriculum for the MGH PCE internal medicine clerkship</td>
</tr>
<tr>
<td>Andrea Schwartz, MD, MPH</td>
<td>Curtis Prout Academy Fellowship in Medical Education</td>
<td>Development and assessment of a longitudinal integrated curriculum in Geriatrics for Harvard Medical School students</td>
</tr>
</tbody>
</table>
Bianca Shagrin, MD

Curtis Prout Academy Fellowship in Medical Education

Project Title: Teaching the Practice of Longitudinal Care for Patients in Undergraduate Medical Education

Recent Academy Events

Medical Education Grand Rounds:
The Mission to Create and Nurture a Culture of Continuous Educational Quality Improvement at HMS
Friday, June 16, 2017 // 7:30-9:00 AM // TMEC 227

Edward Hundert, MD
Dean for Medical Education, Harvard Medical School
Daniel D. Federman, MD Professor in Residence of Global Health and Social Medicine and Medical Education

Holly R. Khachadoorian-Elia MD, MBA
Assistant Professor of Obstetrics, Gynecology and Reproductive Biology, Harvard Medical School

Click here for more information

Faculty Development Symposium sponsored by the Communication, Compassion and Empathy and Hidden Curriculum Academy Interest Group:
Creating and maintaining a positive learning environment: Strategies for faculty in the classroom and clinic
Monday, June 19, 2017 // 2:00-5:00 PM // TMEC 128

Faculty Planning Committee:
Jason Fogler, PhD; Amy Sullivan, EdD; Elizabeth Rider, MD; Robert Cohen, MD; Rusell Nauta, MD; Alan Woof, MD; Beth Lown, MD; Kristin Schaefer, MD; Jennifer Kesselheim, MD; Patrick Lee, MD; Darshan Mehta, MD

Click here for more information
**Who's who in the Harvard Medical School Academy**

**Siripanth Nippita, MD, MS** is a gynecologist at Beth Israel Deaconess Medical Center. She is an instructor of Obstetrics, Gynecology and Reproductive Biology at Harvard Medical School. She graduated from Harvard College with an AB in Social Studies, and earned a medical degree from Tufts University School of Medicine. She then completed residency training in obstetrics and gynecology as well as a Fellowship in Family Planning at Columbia University Medical Center. She also earned Master of Science in Biostatistics from the Mailman School of Public Health at Columbia.

Dr. Nippita is the Director of the Kenneth J. Ryan Residency Training Program in Abortion and Family Planning, and advises Harvard Medical School's chapter of Medical Students for Choice. She especially enjoys interacting with residents and medical students who are having their initial exposure to family planning. She enjoys bedside teaching of residents in the provision of contraception, particularly for medically complex patients, as well as abortion care for women in the first and second trimesters. She has a special interest in residents who partially participate in abortion training. She is currently developing a comprehensive simulation-based curriculum in family planning for medical students.

**Ariel Winn, MD** is a pediatric hospitalist at Boston Children's Hospital. She currently holds many roles in health care education at Boston Children's Hospital (BCH). She is the Associate Program Director (APD) for the Boston Combined Residency Program (BCRP) in Pediatrics. She is one of the Medical Educators within the Graduate Medical Education Committee at BCH and is also the new Associate Director for Faculty Development of the BCH Academy. She is also on the national Associate Program Directors’ Executive Committee. She completed her undergraduate studies at Tufts University and is a graduate of New York University School of Medicine. She completed her residency in the BCRP and subsequently served as a chief resident. This past year, she completed the Rabkin Fellowship in Medical Education. Through her role as an APD in the BCRP, she has developed and now leads two novel programs. The first is the BCRP Academies, a program that focuses on driving resident academic and professional development by forming scholarly homes with built-in mentoring and scholarship support. The second is a clinically based boot camp to better prepare interns for starting intern year by intentionally coaching them on the AAMC EPAs for graduating medical students. Through her roles on the GME Committee and the BCH Academy, she focuses on faculty development in teaching and is excited to launch a teaching certificate program this year. She is excited by all things related to medical education but is especially interested in faculty development and trainee professional development.
Upcoming Medical Education events & announcements that might interest you
(Listed in order of occurrence or deadline)

The Arnold P. Gold foundation Research Institute is excited to announce their 2017 Request for Proposals for the "Mapping the Landscape, Journeying Together" Initiative.

"Mapping the Landscape, Journeying Together" is a community of practice that engages in research and advocacy to advance humanism in healthcare. We aim to:

- promote widespread understanding of the state of research on humanism in healthcare;
- catalyze further research in this area; and
- promote the integration of humanistic principles into health professions education, clinical learning environments, accreditation standards and healthcare policy.

Mapping the Landscape, Journeying Together Literature Review Grants
(proposals due July 14, 2017)

A rigorous review of the literature is foundational to any effort to advance practice, theory, or research in a given field of inquiry. We are seeking rigorous reviews on topics related to humanism in healthcare. Acceptances are issued by August and teams receive a $5,000 grant to complete a submission-ready manuscript within 18 months. Sixty-nine percent of our first cohort of teams have published their papers in peer-reviewed journals. Grantees have commented that this external funding provided an impetus for them, and in turn, their institutions, to prioritize humanism-focused projects.

Please click here for more information

Mapping the Landscape, Journeying Together Advocacy and Discovery Grants
(proposal due July 14, 2017)

Previous Mapping the Landscape Literature Review grantees are invited to apply for $15,000 to engage in a project or study that builds on their literature review. Priority will be given to teams whose literature reviews have been published. Advocacy Grants support projects where a team uses information or evidence derived from their literature review to advocate for change. Discovery Grants support studies designed to fill a research gap identified in their literature review. Grantees have told us that these grants provide a viable way to move research into practice-based projects.

Please click here for more information

Podcast of Past Academy Events:
Medical Education Grand Rounds

Curriculum reform: Plus ça change?
Wednesday, September 14, 2016

Brian Hodges, MD, PhD, FRCPC
Executive Vice-President Education, University Health Network; Professor, Department of Psychiatry, University of Toronto; Scientist, Wilson Centre for Research in Education; Richard and Elizabeth Currie Chair in Health Professions Education

For the podcast of this event click here
The Use of Virtual Team-based Learning in Global Education  
Friday, October 28, 2016  

Ajay Singh, MBBS, FRCP, MBA  
Senior Associate Dean for Global and Continuing Education  
Director, Master in Medical Sciences in Clinical Investigation (MMSCI) program  
Harvard Medical School

For the podcast of this event [click here](#).

Breaking Down the Barriers to Diversity and Inclusion  
Friday, November 18, 2016

Joan Reede, MD  
Dean for Diversity and Community Partnership, Professor of Medicine  
Harvard Medical School

For the podcast of this event [click here](#).

A system-based Vision for Medical Education in the 21st Century  
Friday, December 16, 2016

Robert Englander, MD MPH  
Associate Dean for Undergraduate Medical Education, University of Minnesota Medical School

For the podcast of this event [click here](#).

Addressing Student Learning Challenges in the Context of Case Based Collaborative Learning and Clerkship Environments  
Monday, February 6, 2017

Richard Goldhammer, EdM  
Learning Specialist and Educational Consultant, Harvard Medical School

For the podcast of this event [click here](#).
Teaching how to Teach: The Growing Expansion of “student-as-teacher” Programs
Wednesday, March 15, 2017

Taylor Freret, BA (HMS 2017)
Jasmine Rana, BA (HMS 2017)

For the podcast of this event click here

How can physician training be transformed to meet 21st century healthcare needs?
Monday, April 24, 2017 4:00-5:30 PM

Eric Holmboe, MD FACP FRCP
Senior Vice President, Milestone Development and Evaluation Accreditation Council for Graduate Medical Education

For the podcast of this event click here

New Medical Education Pubmed Citations from Academy Members

Please note that we use an automated search system to identify new pubmed-cited medical education literature. If we have missed a medical education paper you have published, please let us know. Also, please let us know if you have published medical education materials on MedEdPortal or other sites.


| --- | --- |