

Description

Vision Statement:

Through a longitudinal health equity track, we hope to *educate* family medicine residents on the principles of health equity; *engage* residents in meaningful health equity work in the Waco community; and *elevate* the ideals of health equity in their primary care peer community.

Overview:

The Waco Family Medicine faculty designed the Health Equity Leadership track to cultivate future healthcare leaders in Diversity, Equity, and Inclusion (DEI). This experience is longitudinal, incorporating regular mentorship, education sessions, and on-the-ground community engagement. While all residents will participate in the foundational pieces of the track, they will individually determine the components of their community engagement, culminating in a capstone activity during their final year of training.

Personnel

Track Directors:

Zachary Sartor, MD | Zach.Sartor@wacofamilymedicine.org

Rachel Rube, DO | Rachel.Rube@wacofamilymedicine.org

Track Faculty:

Alex Jones Adesina, MD, MPH | Alex.Jones.Adесina@wacofamilymedicine.org

Jose Pena, DO | Jose.Pena@wacofamilymedicine.org

Goals & Objectives

Goals:

- Understand the Social Determinants of Health (SDOH).
- Model culturally competent care for vulnerable patients and work to foster these skills in others.
- Engage in community partnerships focused on health equity.
- Develop a capstone project in a focus area (i.e., health policy, community organizing, etc.) to enact the principles of health equity in the community.

Objectives:

Through completion of the Health Equity Leadership Track, residents will:

- Understand the **SDOH** and how they influence individual and population health outcomes and then use this knowledge in collaboration with community partners to organize community and/or organizational-level interventions.
- **Facilitate scholarly activity** to enhance understanding of health disparities and advance the causes of health equity among their faculty and peers.
- Learn the standards for **culturally competent care** and model them for their peers.
- Undertake personalized **professional development** with faculty mentors focused on leadership skills, including skills in communication, coalition building, and strategic planning.
- **Engage with community partners** focused on health equity to understand how the intersection of the healthcare system with such partners advances the health and well-being of vulnerable populations.
- Complete a **capstone experience** under the direction of a faculty mentor, which could include a scholarly activity or research project, a health policy or health program proposal, or a community engagement activity, among others.

Educational Program

Residents will apply for participation in the track during the fall of their PGY1 and track activities will commence in the following spring. All residents are welcome to apply, but final approval for participation will be at the discretion of the track director.

The educational program for the track will be individualized to the needs of the resident learner. In the spring of PGY1, the resident will pair with a faculty mentor in the track. The track faculty will work with the resident to design an individualized learning plan (IEP). While the implementation of the IEP is individualized, the track faculty expects the following educational components:

Program	Timeline for Completion	Assessment	Additional Info.
Leadership and DEI independent learning	Beginning of PGY3	Completion	USF School of Business program
REI workshop	End of PGY2	Completion	
Facilitate grand rounds during PGY2 and/or PGY3 on a healthcare topic related to health equity	At least one Grand Rounds during PGY2 or 3 (may be both)	Completion	Chose topic with faculty mentor
Regular small group discussions with other track participants and track faculty at least quarterly	End of PGY3; assessed quarterly	Participate in at least 50% during residency	Journal and/or book club
Regular professional development time with a track faculty mentor at least quarterly	End of PGY3; assessed quarterly	Participate in at least 50% during residency	
Capstone experience	End of PGY3; progress assessed quarterly	Completion of project; dissemination at Annual Research Day (poster or presentation)	Developed with faculty mentor; may focus on health education, community program development, policy initiatives, etc.

Educational resources, books, videos, etc.

- REI training
- USF School of Business Training
 - <https://www.usf.edu/business/certificates/diversity-equity-inclusion/>
 - Approximately 16-20 hours of online material

Evaluation

Residents will complete formative evaluation sessions with faculty mentors quarterly. The formal evaluation will occur with the track director annually to review progress, and an exit interview before graduation will occur with the track director. The individual components of the evaluation mirror the education components and are listed above.

Educational Resources

We will attempt to maintain a database of community partners, including a list of ongoing projects, to ensure the sustainability of collaborative efforts to advance health equity.

List of community partners:

- Hispanic Leaders Network
- NAACP
- United Way
- Transformation Waco
- Charles Williams, BSWH
- Nicole Wynter (Waco Foundation/REI)
- Anali Looper (American Gateways)
- Grassroots Community Organizing, Josh Caballero
- Sherry Williams, WFM Board
- Inspiracion, Early Childhood Education
- Rosy Bautista, ESL teacher
- Baylor Humanities, Dr. Lauren Barron

We will attempt to maintain some brief overviews of faculty work to assist in assigning mentors):

Zach Sartor, MD

- Curriculum design and implementation, specifically focusing on community-oriented programs and population-level interventions.
- Behavioral health (mental health and substance use disorders) treatment

Rachel Rube, DO

- DEI champion for WFM Residency
- Champion for implicit association training for WFM staff
- Community-facing education on important health issues (e.g., vaping in adolescents)

Alex Jones Adesina, MD, MPH

- CHAMPS (Careers in Health and Medical Professionals): a week-long camp for rising high school sophomore and juniors who have a stated interest in health careers, Dr. Jones-Adesina helps to plan the camp by developing and evaluating the camp curriculum
- Health equity policy assessment at WFM that improves organizational policies to promote increased equity for both staff and patients.
- Working with Dr. Emilie Cunningham to curb low-birth weight baby delivery rate, a research project with publication potential attempting to determine any potential factors lending themselves toward high-impact interventions

Jose Pena, DO

- Mentorship for underrepresented individuals in healthcare, coordinates shadowing opportunities through AHEC for minority pre-med Baylor students
- Advancing outcomes for high-risk pregnancy care for Black/Hispanic/CHIP patients
- HIV care equity
- LGBTQIA+ health issues
- Substance use disorder treatment