



## June 2024

### Observances

06/1-06/30 | [LGBTQ+ Pride Month](#), [Alzheimer's Awareness Month](#), [Children's Awareness Month](#), [Men's Health Month](#), [Caribbean-American Heritage Month](#)

06/07 | **Gun Violence Awareness Day** ([learn more](#))

06/07 | **Tourette's Awareness Day** ([learn more](#))

06/11-13 | **Shavuot** ([learn more](#))

06/16-20 | **Eid al-Adha** ([learn more](#))

06/19 | **Juneteenth** (University Closed- [learn more](#))

06/19 | **World Sickle Cell Day** ([learn more](#))

06/21 | **Litha/Midsummer/Alban Hefin/Summer Solstice** ([learn more](#))

### Events

06/03 | **Family Medicine Grand Rounds** – *Inclusive Healthcare Partnership Project: How an Equity-Centered Approach to Healthcare can Best Serve People with Intellectual and Developmental Disabilities* – Dr. Kirsten Isgro – 8:00 am-9:00 am, [Zoom](#)

06/05 | **Pediatrics Grand Rounds** – *Beyond the Binary: Updates in Caring for Transgender and Gender Diverse Youth* – Dr. Jason R. Rafferty – 8:00 am-9:00 am, [Zoom](#) (password: pedsgr)

06/06 | **Restorative Justice and Healthcare Discussion** – Dr. Abigail Crocker & Impact for Incarceration SIG – 12:00 pm-1:00 pm, MedEd 200

06/07 | **Neuroscience Grand Rounds** – *Dismantling Inequity in Academic Neurology* – Dr. Nimish Mohile – 12:00 pm-1:00 pm – [More information here](#)

06/14 | **2<sup>nd</sup> Annual LCOM Blood Drive** – 10:00 am-3:00 pm, MedEd100 ([Register here](#))

## ODEI Announcements

### New Larner Diversity Policy Approved

The College of Medicine Advisory Committee (COMAC) recently updated the “Policy to Achieve Mission Aligned Recruitment, Retention and Outreach Activities”. This policy is a requirement of LCME Element 3.3 and articulates the College’s focus on recruitment, retention and outreach activities to achieve mission aligned diversity outcomes among its medical students, faculty, and senior administrative staff. Admissions and hiring decisions are explicitly excluded from this policy.

The Larner College of Medicine currently supports recruitment, retention and outreach activities designed to reach the students, faculty and senior administrative staff identified in the policy and the Office of Diversity, Equity and Inclusion (ODEI) monitors outcomes to ensure the efficacy of these activities. Programs that ODEI supports include:

#### Recruitment Programs

- Visiting Student Elective Scholarship Program (VSESP)

#### Retention Programs

- Gender Equity Initiative
- Academic support services
- LCOM Mentors
- Jumpstart the VIC
- Affinity Student Interest Groups
- AAMC-sponsored faculty professional development seminars

[Read the policy→](#)

**DEI@Larner**

## Larner Faculty Selected for National Professional Development Seminars

Several Larner faculty members will be attending national professional development programs.



**Sherrie Khadanga, MD**, Assistant Professor of Medicine in Cardiovascular Medicine, will attend the [AAMC Early Career Women Faculty Leadership Development Seminar](#) in July. This seminar provides women at the assistant professor level with foundational leadership knowledge and skills that will enable them to achieve their career goals, advance, and thrive as a successful leader in academic medicine and science.



**Rebecca A. Aslakson, MD, PhD**, Professor and Department Chair of Anesthesiology and **Kristen Pierce, MD**, Professor of Medicine in Infectious Disease will both attend the [AAMC Executive Leadership in Academic Medicine \(ELAM\) Program](#). Established in 1995, the program offers an intensive one-year fellowship of leadership

training with extensive coaching, networking and mentoring opportunities aimed at expanding the national pool of qualified women candidates for leadership in academic medicine, dentistry, public health and pharmacy.



**Danielle E. Ehret, MD, MPH**, Associate Professor of Pediatrics in Neonatal-Perinatal Medicine, will attend Drexel University's [Executive Leadership in Healthcare \(ELH\) Program](#). The program is targeted to rising women at the equivalent of the associate or full professor level who are established experts in their domain and have a track record of achievement in clinical program development.

## Kaminsky Contemplates New Race-Blind Assessment of Lung Health in Reuters Story

By Lucy Gardner Carson



**David Kaminsky, MD**, professor of medicine, commented in a Reuters article on a new guideline for U.S. doctors to ignore race in assessing lung health.

A guideline for U.S. doctors to ignore race in assessing lung health will likely have profound effects beyond the intended improvements in medical care, such as increasing disability payments and disease diagnoses for Black patients while boosting their job disqualifications, a study found on Sunday.

Asian and Black patients will move forward on U.S. lung transplant waiting lists, with 4.3 fewer days of expected wait time, while Hispanic and white candidates will move back, having to wait 1.1 days longer on average, according to a [report of the study](#) in the New England Journal of Medicine.

New, race-neutral equations for determining lung function—taking into account height, age, and gender but not race—aim to help correct such inequities.

The impact on medical outcomes and whether the advantages outweigh the disadvantages will not be known for years, said Kaminsky, who co-authored the editorial. “We’re going to have to wait and see,” he said.

## Announcements

### Join the Gender Equity Listserv

Want to keep up to date on Gender Equity events and initiatives? Join the [Gender Equity Listserv](#).



### Become a Faculty Mentor to a Medical Student

The LCOM Mentors program pairs medical students who are members of groups underrepresented in medicine with faculty members and/or residents who have common interests and goals. This relationship can support the medical student (the mentee) to become

familiar with institutional expectations, networks, and practices that are relevant to productivity and advancement at the Larner College of Medicine (LCOM).

For more information contact [Eileen CichoskiKelly](#) or to sign up, please [fill out this short form](#).

## **Personalized Academic Support is Here for You**

Need academic support? Eileen CichoskiKelly, PhD, is ODEI's Academic Excellence Liaison and can meet one-on-one with you to teach test-taking strategies and design study plans and schedules for courses, exams, Step and MCQ exams, and more. Make an appointment with Eileen at [eileen.cichoskikelly@med.uvm.edu](mailto:eileen.cichoskikelly@med.uvm.edu) or **(802) 656-6177**.

## **DEI@UVM**

### **Looking for First-Year Learning Community Read Facilitators for 8/23**

As we begin preparations to welcome the incoming Class of 2028, the Division of Academic Affairs and Student Success, in partnership with the Residential Life Learning Communities team, is seeking eighty UVM faculty and professional staff to serve as facilitators for a one-hour, small group book discussion during New Student Orientation on Friday, August 23. Sessions will take place in classrooms and meeting spaces across campus.

Each Learning Community has adopted a book that will be sent to students during the summer. These “Learning Community Readings” will be incorporated into programming throughout the year and are intended to get students started early on building skills that will help them develop community within the residence halls and succeed in the classroom. If you would like to sign up to lead a session yourself, follow [this link](#). We'd love to have you!

## **From the AAMC**

### **AAMC endorses resolution recognizing the importance of DEI in medical education**

Congresswoman Joyce Beatty (D-Ohio), co-chair of the Congressional Black Caucus' Diversity, Equity, and Inclusion (DEI) Task Force, and Congresswoman Kathy Castor (D-Fla.), co-chair of the Congressional Academic Medicine Caucus, introduced a resolution recognizing the importance of DEI in medical education. In support of the resolution, David J. Skorton, MD, president and CEO of the AAMC, said, “Medical schools are in the best position to identify how

to prepare their students to meet the needs of the physician workforce and must have the autonomy and flexibility to do so. When a medical school recognizes the benefits associated with cultivating student belonging—fostering educational benefits associated with all types of diversity, ensuring equal educational opportunities for their students, and providing instruction on evidence-based knowledge they deem to be fundamental—it is within their purview and their responsibility to pursue those efforts.”

[Read More from Congresswoman Joyce Beatty→](#)

[Read More from Congresswoman Kathy Castor→](#)

### **New ‘Academic Medicine Podcast’ episode on building meaningful relationships with patients**

On a new episode of the “Academic Medicine Podcast,” Katherine Chretien, MD, Grant Wilson, MD, and Michelle York, MD, join host Toni Gallo to discuss the small but impactful ways they show their patients they care and the important role that learners play in connecting with patients and contributing to their care. The episode is available on Apple Podcasts, Spotify, and anywhere podcasts are available.

[Listen Now→](#)

### **9 Great Summer Reads for Doctors – Or Anyone Interested in Medicine**

From a Black doctor’s reckoning with racism in medicine to a history of the human heart, this year’s list of summer reads captures the sometimes disturbing, often uplifting, and always fascinating world of medicine.

[Read More →](#)

### **STEMM Opportunity Alliance releases national strategy to diversify and expand STEMM workforce by 2050**

The STEMM Opportunity Alliance (SOA) has announced STEMM Equity and Excellence 2050: A National Strategy for Progress and Prosperity, a national strategy to help 20 million people from historically excluded and marginalized communities enter, contribute to, and thrive in Science, Technology, Engineering, Mathematics and Medical (STEMM) fields. The initiative, of which the AAMC is an alliance partner, was announced at the 2024 White House Summit on STEMM Equity and Excellence, co-hosted by the White House Office of Science and Technology Policy.

[Read More→](#)

## **New study examines experience of burnout among physicians with disabilities**

A new study co-authored by the AAMC and published in *JAMA Network Open* examines data from the 2022 National Sample Survey of Physicians to determine respondents' experiences with burnout. The sample included 5,917 physicians, 3% of whom reported having a disability, and burnout is measured as depersonalization (callousness towards people) and emotional exhaustion (feeling burned out from work). The findings illustrated that physicians with disabilities had significantly higher odds of reporting daily depersonalization than their nondisabled peers. Physicians with disabilities were also slightly more likely to experience daily emotional exhaustion than nondisabled physicians. The authors call on health care systems to consider a multifaceted approach to decreasing mistreatment, increasing a sense of belonging, promoting pay equity, and ensuring psychological and physical safety for physicians with disabilities.

[Read More→](#)

## **Register for AAMC Center for Health Justice interactive discussion on public perspectives on reparations in America**

Registration is now open for an interactive discussion on June 5 with the AAMC Center for Health Justice to explore public perspectives on reparations in America. The virtual discussion will provide an overview of [2024 reparations polling data](#), as well as how it impacts the work of health justice. Registration is free but required.

[Register Now→](#)

## **Register for AAMC IDEAS webinar series on safe and inclusive environments**

Join the AAMC throughout June for a webinar series highlighting ways in which AAMC-member institutions are implementing equity-focused interventions to cultivate safe and inclusive environments for their learners, faculty, staff, patients, and communities. Speakers will present strategies that help foster cultural awareness and belonging in academic medicine, such as relationship-centered skill building, nonpartisan voter education, and more. The first webinar, "Achieving Inclusivity in Medicine Beginning Day 1: Experiences of Learners and Faculty Facilitators," will take place on June 5 at noon ET. This series was developed in partnership with the AAMC Group on Diversity and Inclusion and the Group on Women in Medicine and Science and is part of the [AAMC Inclusion, Diversity, Equity, Anti-racism \(IDEAS\) Learning Series](#), which provides actionable information about diversity, equity, and inclusion strategies that members of the academic medicine community can put into practice.

[Register Now→](#)

## **AAMC webinar on exploring the integration of arts and humanities for teaching health equity**

On June 12, the AAMC will host a webinar on integrating arts and humanities into medical education to promote awareness and understanding of concepts in health equity as part of its [Fundamental Role of Arts and Humanities in Medical Education \(FRAHME\)](#) initiative. Medical educators will present innovative pedagogical approaches using history and performing arts to foster critical thinking, empathy, and humility in their students. In recognition of Juneteenth, speakers will also share ways they have empowered learners to provide and advocate for equitable health care access and outcomes for Black patients.

[Register Now→](#)

## **Articles of Interest**

### **Beyond Diagnostics — Removing Race from Lung-Function Test Interpretation**

By Meredith McCormack, M.D., and David A. Kaminsky, M.D.

“In 2020, the Journal published a Medicine and Society article, “Hidden in Plain Sight — Reconsidering the Use of Race Correction in Clinical Algorithms,” which was inspired by the authors’ observations during their time as medical students. They asserted that as our understanding of race has advanced, clinical tools should reflect new insights, remain scientifically rigorous, and make medicine a more antiracist field. In the field of pulmonary medicine, the American Thoracic Society (ATS) has made recommendations to move to a race-neutral approach to interpreting pulmonary-function test results.”

[Read More→](#)

### **Failure to Thrive, Or a Failure to Investigate?**

By Rachel E. Gross

“The word “failure” is rampant in medicine. Hearts, livers, lungs, and kidneys all “fail,” which simply means they cease to do their job. But the failures that patients tend to remember are the ones that seem to indict not an organ but an entire person. Just ask anyone who has been told that they have “failed” vaginal delivery (meaning that labor was slow or the cervix didn’t



dilate) or “failed” chemotherapy (meaning that the tumor didn’t respond to treatment). Worst among these phrases, many doctors say, is a common diagnosis for both infants and older adults: “failure to thrive.”

[Read More→](#)

## **Lesbian and Bisexual Women Live Shorter Lives than Straight Women. Here’s Why.**

By Ryan Adamczeski

“Lesbian and bisexual women are dying much younger than their straight peers, according to a new study. During the survey, recently published in JAMA, Harvard researchers pulled from a previous study of women who worked as nurses and were born between 1945 and 1964, 90,833 of whom had disclosed their sexuality. When compared with heterosexual participants, LGB participants showed earlier mortality. Bisexual women had the shortest life expectancy, dying 37 percent sooner than heterosexual women. Lesbian women died 20 percent sooner, with LGB women overall dying 26 percent sooner than straight women.”

[Read More→](#)

## **A Monk Showed Me that Spirituality Needs More Space in Medicine**

By Michael P. H. Stanley

“I had found myself on unfamiliar ground: doctors are poorly instructed in medicine’s spiritual dimensions. We pronounce patients dead but are little involved in the worries of their afterlives. Yet a person’s spirituality can be injured, as their body can. Sometimes, a person’s only support system is their religion. Other times, it’s how they reconcile their illness. If doctors cannot tap into that support and perspective, we do our patients a disservice.”

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