

Apply

Candidates can be nominated or self-nominated.

Candidate eligibility is faculty that are involved in the pre-medical curriculum, clinical curriculum at the medical school, and postgraduate level curriculum throughout the NewYork-Presbyterian sphere.

Interested faculty are required to submit a completed application, which includes:

- a statement of teaching philosophy,
- CV,
- statement of interest, and
- letter of support from their division or department chair.

Application deadline is August 14.

Reflection

I wanted to participate because the goal of the Faculty Scholars in Health Equity program would strengthen my ability to teach learners about health equity and cultural competence. I have been "teaching" for many years without any formal training in the area.

The Faculty Scholars program has awarded me the opportunity to receive education and guidance from experts in the field from the Weill Cornell Diversity Center of Excellence.

As a Faculty Scholar I have been introduced to adult learning principles, curriculum development, and logic model development, to name of few. I can use this skills and tools to better educate the learners that will come across my path.

~Dr. Leslie Hayes, MD

Reflection

I applied to the FSHE Program to strengthen my skills as an educator and connect with a diverse group of scholars across the University and hospital system. I feel lucky to have connected with colleagues in other departments and hospitals working on health equity from various angles. I've developed useful pedagogical techniques and a cohort of colleagues to consult with about the challenges and successes as we all try to reach learners on health equity issues.

~Dr. David Scales, MD, PhD

Program Leadership

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Faculty Scholars in Health Equity

A program of the
Cornell Center for Health Equity
and
Diversity Center of Excellence

Program Details

The Cornell Center for Health Equity and the Diversity Center of Excellence launched a health equity education training program for faculty called the “Faculty Scholars in Health Equity” in 2019. The goal of this program is to generate a cadre of teaching faculty as institutional leaders in the development, implementation, and evaluation of curricula designed to improve the integration of training in health equity and cultural competence across the entire spectrum of medical education at Weill Cornell Medicine.

Program Aims:

- 1) Provide education and training on leading, teaching and providing culturally responsive patient care in order to eliminate health disparities.
- 2) Develop knowledge and skills related to curricular design and innovation focused on enhancing the provision of culturally responsive care in learners.
- 3) Promote leadership and career development in medical education through scholarly productivity such as publications, creating durable teaching materials, and leading training initiatives for health care providers at all stages of training and clinical practice.

Format

- Two-hour once a month group didactic meeting for one year.
- Guest lecturers.
- Curriculum topics: research based adult learning, overview of Social Determinants of Health, teaching cultural awareness, health equity and cultural knowledge, understanding race and oppression, and much more.

Cohort 1



Kemi Babagbemi, MD

Department of Radiology
Project: A survey amongst radiology faculty and staff that measures implicit bias and microaggressions then develop an education series about how this plays out in radiology and impacts return visit for screening and studies.



Andrea Card, MD

Department of Medicine
Division of General Internal Medicine
Project: Evaluating a psychosocial curriculum for first year medical residents.



Gwendolyn Jack, MD

Department of Medicine
Division of Endocrinology, Diabetes, & Metabolism
Project: A community advocacy program for medical students.



Laura Kim, MD

Department of Obstetrics & Gynecology
Urogynecology & Pelvic Reconstructive Surgery: NewYork-Presbyterian Queens
Project: Understanding implicit biases and their impact on differences in surgical episiotomy rates.



Leslie Hayes, MD

Department of Pediatrics
Division of Adolescent Medicine:
NewYork-Presbyterian Brooklyn Methodist Hospital
Project: Educating pediatric residents about implicit bias and their interactions in the clinical setting.

Cohort 1

(continued)



Oyinkan Marquis, MD

Department of Pediatrics
Division of Pediatric Neurology & Epilepsy
Project: Develop awareness and foundational knowledge regarding health disparities in the clinical setting using a Theater of the oppressed learning model for faculty.



Amanda Ramsdell, MD

Department of Medicine
Division of General Internal Medicine, Hospital Medicine
Project: Evaluating an inpatient Social Determinants Of Health medical student elective.



David Scales, MD, PhD

Department of Medicine
Division of General Internal Medicine, Hospital Medicine
Project: Developing a three series workshop for fellow hospital attendings focused on 1) raising the learner's own self-awareness about implicit bias awareness 2) increase their knowledge about health inequities and 3) develop skills for them incorporating the topic in their teachings.



Jessica Zonana, MD

Department of Psychiatry
Project: Developing four-year psychiatry residency curriculum addressing integrating health equity and culturally responsive care.