Implementing Holistic Review in Graduate Medical Education: Increasing Diversity in Alignment with Your Mission

Sessions on Medical Education
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Session Plan: Medical institutions have long struggled to train a physician workforce that reflects the racial and ethnic diversity of the US population and the patients they serve. This disparity is more pronounced at academic institutions: the percentage of trainees from racial and ethnic groups traditionally underrepresented in medicine (UIM) sharply declines in the transition from medical school to academic residency programs, and again in the residency/fellowship to academic faculty transition (AAMC, 2017).

While the AAMC has taken the lead in proposing initiatives to increase diversity in undergraduate medical education (Conrad, 2016), all levels of training need to be intentional in recruiting and developing a diverse physician workforce. Due to large numbers of applicants, many residency programs rely on applicants academic metrics as a primary factor in selecting who to interview. However, academic metrics reflect only a fraction of the qualities that programs desire in their trainees. The holistic review framework - developed for use in undergraduate medical education by the AAMC - gives equal weight to a candidates experiences, attributes and academic metrics (Addams, 2010). Holistic review is a highly individualized process that facilitates the evaluation of the strengths, skills and growth potential each candidate has to offer through the lens of the individual residency programs mission and values. By adapting the holistic review framework to graduate medical education and implementing it during the applicant screening phase of intern selection, our institutions have successfully enhanced the racial and ethnic diversity of our residency classes.

In this workshop we will review the principles of holistic review and discuss two different programs models for how to apply the experiences, attributes and academic metrics framework in intern selection. Participants will work in small groups to define specific applicant experiences and attributes that align with their program and institutional missions, and then reconvene to discuss as a large group. In small groups participants will then discuss potential institutional enablers and brainstorm approaches to overcoming barriers to implementing holistic review. Later as a large group we debrief these discussions. We will end with take home points and lessons learned.

Session Agenda:
0:00-0:05 Presenter introductions and review learning objectives and session goals
0:05-0:20 Introduce holistic review framework and two institutions models for applying it to intern selection
0:20-0:32 Small group work define applicant experiences and attributes that align with your institutional/program mission and goals
0:32-0:42 Large group debrief
0:42-0:57 Small group work discussion of institutional barriers/enablers to holistic review implementation
0:57-0:70 Large group debrief
0:70-0:75 Take home points/lessons learned
**Learning Objectives:** At the end of the workshop, participants will be able to:

1) Describe the importance of racial and ethnic diversity in the physician workforce and how holistic review can increase diversity in alignment with an institution's mission.

2) Develop an institution-specific, mission-aligned holistic review rubric that can be applied in the intern selection process.

3) Distinguish institutional enablers and outline potential strategies to overcome barriers to the implementation of holistic review.