Reframing a JEDI Milestone for Faculty Self-Assessment
Justice, Equity, Diversity, & Inclusion

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INTRODUCTION/BACKGROUND

- **The Evidence is Clear**: Achieving Justice, Diversity, Equity, and Inclusion (JEDI) improves education, care for patients and the communities we serve
- **As Medical Educators Leaders**: We are accountable for addressing structural "isms" in all forms (e.g., race, gender-identity, religion) and preparing our faculty to learn in this area
- **A Continuous Data Driven Approach**: Essential for all JEDI initiatives; focus on processes/outcomes

METHODS

- Reframed our existing JEDI milestone as a needs assessment tool
- Tool format is consistent with ACGME’s core competency model
- 6 competency domains: medical knowledge, patient care, IPC, SBP, PBL&I, professionalism
- Each domain has a uniquely annotated rating scale (Level 1 Novice to Level 5 Proficient) consistent with ACGME competency rating scale
- Teaching faculty received an e-mail in late summer - early fall 2021 directly from SurveyMonkey to facilitate reminders to non-respondents
- Respondents checked the milestone level consistent with their perceived competence in each of the 6 competency domains

RESULTS

- 70% Response Rate (126/179) across 16 GME programs

<table>
<thead>
<tr>
<th>JEDI Competency Domain</th>
<th>Mean Milestone Level</th>
<th>SD</th>
<th>% at Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Knowledge</td>
<td>3.8</td>
<td>1.1</td>
<td>73%</td>
</tr>
<tr>
<td>Patient Care</td>
<td>4.0</td>
<td>1.2</td>
<td>75%</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>4.0</td>
<td>1.1</td>
<td>70%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>3.8</td>
<td>1.0</td>
<td>70%</td>
</tr>
<tr>
<td>Practice Based Improvement</td>
<td>3.8</td>
<td>1.6</td>
<td>83%</td>
</tr>
<tr>
<td>Systems Based Care</td>
<td>3.7</td>
<td>1.1</td>
<td>70%</td>
</tr>
</tbody>
</table>

% Faculty by Domain x Level on JEDI Milestone

- Utilizing our JEDI competency = ACGME milestone framework yielded needs assessment data to focus faculty development + long-term CME efforts
- Use gaps between ≤ Level 3 & ≤ Level 4 to target faculty development efforts
- Ex: Professionalism
  - Designing and implementing Upstander Training with scripting to support faculty to “speak up in the moment…”
  - Initial focus is microaggressions by patients
  - Aligned with system policies on patient verbal and physician assault
- Repeat needs assessment on annual basis to track faculty JEDI competence longitudinally

Selected References

1. Elkins H, Timmer T, Kountz D, Bensoloch I. Implementing systematic culture change to improve diversity in GME. JGME. 2022;14(2).
4. Simpson D, Bidwell J, La Fratta T, Agard K. Using a Milestone Framework for Assessing Resident, Fellow and Faculty Competence in Diversity, Equity, and Inclusion. JGME. 2022;14(3).

SIGNIFICANCE

- Repeat needs assessment on annual basis to track faculty JEDI competence longitudinally

AIAMC 2022 Annual Meeting – NOLA & Virtual
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