



SCHOOL OF
MEDICINE

DIVERSITY, EQUITY
& INCLUSION



BeAJEDI Newsletter

for the UNM School of Medicine | Spring 2024

FROM THE OFFICE FOR DIVERSITY, EQUITY & INCLUSION

Quarterly Updates on all things DEI in the School of Medicine

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Volume 2 Issue 1
May 2024

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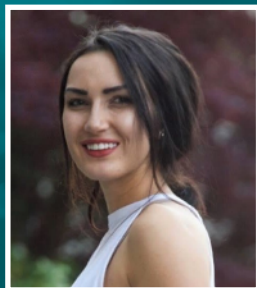
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THE UNIVERSITY OF NEW MEXICO SCHOOL OF MEDICINE
OFFICE FOR DIVERSITY, EQUITY & INCLUSION

MEET OUR TEAM



René A. Smith, B.S.
Admin Assistant III



**Kathleen Reyes,
M.D., MSCR**
Assistant Dean for DEI



Anita Fernander, Ph.D.
Executive Diversity
Officer



**Verónica Plaza,
M.D., MPH**
Director of Language
Equity Initiatives



**Anthony Fleg,
M.D., MPH**
Co-Director, DEI
Curricular Development,
HPP & REO



Jessica Goodkind, Ph.D.
Co-Director, DEI Curricular
Development, UME



Charity L. Bishop M.D.
Co-Director, DEI Curricular
Development, UME



Miranda Aragón, M.D.
GME Director of DEI
Curricular Development



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DEPARTMENT REPRESENTATIVES | BEAJEDI VICE CHAIRS & DIRECTORS



Vice Chair
Elizabeth B. Baker MD, JD, CHC
Anesthesiology & Critical Care Medicine
EBBaker@salud.unm.edu



Director
Tyrel Bryan, MD
Biochemistry & Molecular Biology
TLBryan@salud.unm.edu



Director
Laura Gonzalez Bosc, PhD
Cell Biology & Physiology
LGonzalezBosc@salud.unm.edu



Vice Chair
Jason Flores, DDS
Dental Medicine
JFlores77@salud.unm.edu



Director
Aimee Smidt, MD, FAAD, FAAP
Dermatology
ASmidt@salud.unm.edu



Director
Romeo E. Morales, MD, FAAD
Dermatology
ReMorales@salud.unm.edu



Vice Chair
Linda J Hodes Villamar MD, MPH
Emergency Medicine
LHodesVillamar@salud.unm.edu



Director
Sahaj S Khalsa BS, NRP, NM I/C
Emergency Medicine
SAKHALSA@salud.unm.edu



Vice Chair
Marlene Ballejos, PhD
Family & Community Medicine
MBallejos@salud.unm.edu



Vice Chair
Lana Melendres-Groves, MD
Internal Medicine
LMelendres@salud.unm.edu



Director
Michelle Ozbun, PhD
Molecular Genetics & Microbiology
mozbun@salud.unm.edu



Department Chair
Michel Torbey MD, MPH
Neurology
MTorbey@salud.unm.edu



Director
Nora Perrone-Bizzozero, PhD
Neurosciences
nbizzozero@salud.unm.edu



Director
James Botros, MD
Neurosurgery
jbotros@salud.unm.edu



Associate Director
Carlos Abeyta, MBA
Neurosurgery
IAbeyta@salud.unm.edu



Director
Maria Montoya, MD
Ob-Gyn
mcmontoya@salud.unm.edu



Department Chair
James Chodosh, MD, MPH
Ophthalmology & Visual Sciences
jchodosh@salud.unm.edu



Vice Chair
Selina Silva, MD
Orthopedics
ssilva@salud.unm.edu



Co-Director
Ruth Kief
Pathology
rkief@salud.unm.edu



Vice Chair
Sylvia Negrete, MD, FAAP
Pediatrics
SNegrete@salud.unm.edu



Co-Director
Lindsay Smart, PhD
Psychiatry & Behavioral Sciences
lsmart@salud.unm.edu



Co-Director
Thomas A Chavez, PhD
Psychiatry & Behavioral Sciences
ThAChavez@salud.unm.edu



Co-Director
Daniel Sandoval, PhD, DABR
Radiology
DJSandoval@salud.unm.edu



Co-Director
Joanna Fair, MD, PhD
Radiology
jfair@salud.unm.edu



Associate Vice Chair
Baila Maqbool, MD
Surgery
bmaqbool@salud.unm.edu



Vice Chair
Ming-Li Wang, MD
Surgery
mlwang@salud.unm.edu



Urology Division Director
Jessica M. Ming, MD
Surgery
JMing@salud.unm.edu



**DOWNLOAD
a copy**



AS OF APRIL 2024



SPRING 2024 | DIVERSITY, EQUITY & INCLUSION FUNDING & TRAINING OPPORTUNITIES FOR LEARNERS

SPRING 2024 BEAJEDI FUNDING

UConn School of Medicine
Visiting Externship for
Students Underrepresented
in Medicine

DEADLINE: MAY 6
APPLY NOW

Jefferson Emergency
Medicine: Visiting
Medical Student
Diversity Scholarship

DEADLINE: MAY 10
APPLY NOW

Visiting Student
Diversity Scholarship for
General Surgery

DEADLINE: JUNE 1
APPLY NOW

The Joycelyn Johnson GME
Scholarship for Visiting
Medical Students

DEADLINE: JUNE 1
APPLY NOW

MUSC Achieving Health
Equity by Advancing
Diversity (AHEAD) Visiting
Student Program

DEADLINE: JUNE 30
APPLY NOW

SPRING 2024 BEAJEDI TRAINING

UNM Lecture & Reception:
'Dreamstorming &
Institutional Courage:
Centering Black Women in
Addressing Cultural
Betrayal & Sexual Violence
at the University'

MAY 2
REGISTER NOW

UNM School of Medicine's
'From Bystander
to UPSTANDER'
Virtual Training

MAY 13 & 20
REGISTER NOW

National Academies -
Disrupting Ableism and
Advancing STEM:
A Year of Reflections and
Actions - Virtual

JUNE 10
REGISTER NOW

UNM School of Medicine's
BeAJEDI Beloved
Community Brown Bag
Lunch & Learn Series:

Restorative Justice in
Academic Medicine
(In-Person OR Zoom)

JUNE 11
REGISTER NOW

U.S. Department of Veteran
Affairs Center of Excellence
for Suicide Prevention
Research Experience for
Diverse Medical and
Graduate Students

ACCESS ANYTIME
REGISTER NOW

National Hispanic Medical
Association College
Health Scholars Program
for Pre-Health and
Pre-Medical Students

ACCESS ANYTIME
REGISTER NOW



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SPRING 2024 | DIVERSITY, EQUITY & INCLUSION FUNDING & TRAINING OPPORTUNITIES FOR FACULTY & STAFF

SPRING 2024 BEAJEDI FUNDING

Winn Career Development
Award for Early Stage
Physician Investigators

DEADLINE: MAY 13
APPLY NOW

Robert Wood Johnson
Foundation Culture of
Health Prize

DEADLINE: JUNE 3
APPLY NOW

Evidence for Action:
Innovative Research to
Advance Racial Equity

DEADLINE: NONE
LEARN MORE

Pioneering Ideas:
Exploring the Future to
Build a Culture of Health

DEADLINE: NONE
LEARN MORE

UNITE Continues to Drive
Systematic Change

DEADLINE: NONE
LEARN MORE

SPRING 2024 BEAJEDI TRAINING

UNM Lecture & Reception:
'Dreamstorming &
Institutional Courage:
Centering Black Women
in Addressing Cultural
Betrayal & Sexual Violence
at the University'

MAY 2
REGISTER NOW

CommUNITYten Conference
The Big Ten Academic
Alliance Women in Medicine
and

Biomedical Science -
Registration Deadline

MAY 7
REGISTER NOW

UNM School of Medicine's
'From Bystander to
UPSTANDER' Virtual
Training

MAY 13 & 20
REGISTER NOW

National Academies -
Disrupting Ableism and
Advancing STEM: A Year
of Reflections and
Actions - Virtual

JUNE 10
REGISTER NOW

UNM School of Medicine's
BeAJEDI Beloved
Community Brown Bag
Lunch & Learn Series:
Restorative Justice in
Academic Medicine
(In-Person OR Zoom)

JUNE 11
REGISTER NOW

AAMC Early Career Women
Faculty Leadership
Development Seminar

JULY 16 - 19
REGISTER NOW

AMA Ed Hub
Misconceptions of Race,
Ancestry and Genetics

ACCESS ANYTIME
REGISTER NOW



**SCHOOL OF
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UPCOMING EVENTS



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From Bystander to UPSTANDER Virtual Training



Action Tools to Create a Safe
Empowering Environment

Brought to you by the
University of Pittsburgh's School of Medicine

QUESTIONS? CONTACT: reasmith@salud.unm.edu

**BECOME AN ALLY WHILE OVERCOMING
PITFALLS OF ALLYSHIP TO HELP
CREATE A MORE EQUITABLE AND
INCLUSIVE ENVIRONMENT**

Training is relevant for all environments
including clinical, classroom and other
work environments. All UNM School of
Medicine learners, staff and faculty are
invited to attend!

— **UPSTANDER WORKSHOP I** —
(SOM trainees, staff & faculty)

Mon, May 13th 12 - 2 PM (MST)

— **UPSTANDER WORKSHOP II** —
(SOM trainees, staff & faculty)

Mon, May 20th 12 - 2 PM (MST)

REGISTRANTS MUST BE ABLE TO
PARTICIPATE IN TRAINING ON **BOTH DATES**
IN ORDER TO RECEIVE CERTIFICATE.

REGISTER



**SCHOOL OF
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**Mondays
MAY 13 & 20
2024**
12 - 2 PM (MST)
Via Zoom

**Tuesday
JUNE 11, 2024**
12 - 1 PM (MST)
IN-PERSON:
DCNW Room# 3740
VIRTUALLY:
Via Zoom

RESTORATIVE JUSTICE In Academic Medicine

PEDRO FLORES, PHD, MAS, CCRP

Professor, Restorative Justice Practitioner & Trainer
Center for Restorative Justice
University of San Diego
Founder, RJdoctor.com



LEARN MORE



BeAJEDI Beloved Community
Brown Bag Lunch & Learn Series
JOIN US! | 12 PM (NOON) | TUESDAY, JUNE 11, 2024

Attend In-Person or Virtually on Zoom

DOMENICI CENTER FOR HEALTH SCIENCES EDUCATION

ALL UNM SCHOOL OF MEDICINE FACULTY, STAFF & TRAINEES ARE INVITED
Practical application of restorative justice practices for clinical, educational, and
work environments will be introduced.



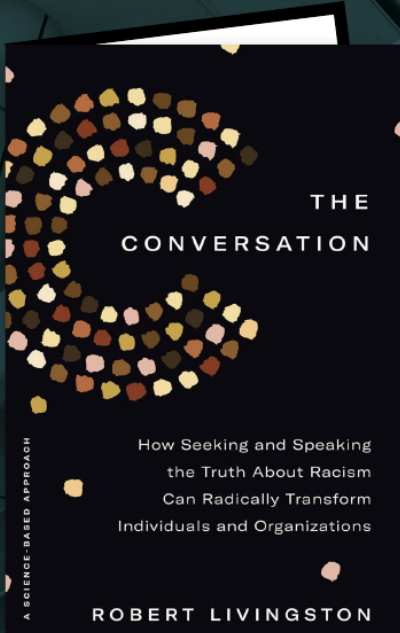
CLICK HERE TO REGISTER

BeAJEDI Book Club Series



FALL/WINTER 2024

ALL SCHOOL OF MEDICINE FACULTY, STAFF AND TRAINEES ARE INVITED



In anticipation of Dr. Robert W. Livingston's visit to campus Spring 2025 for the Annual BeJEDI Speaker Series, **The Office for DEI has opened registration for our collaborative BeJEDI Book Club Series!**

THE CONVERSATION

How Seeking and Speaking the Truth About Racism Can Radically Transform Individuals and Organizations

BY: Robert W. Livingston Ph.D.

First 30 people to sign-up will receive a free copy, courtesy of our Executive Diversity Officer. Reading the book is **NOT A REQUIREMENT** to participate/ be a member in this book club.



REGISTER



**SCHOOL OF
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**FALL/
WINTER
2024**
Via Zoom

BeAJEDI Speaker Series: *Dr. Robert W. Livingston*

UNM SCHOOL OF MEDICINE OFFICE FOR DIVERSITY, EQUITY AND INCLUSION

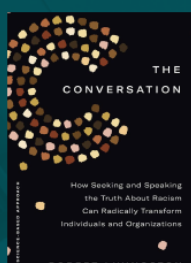
SAVE THE DATE! FEBRUARY 12, 2025



**OUR 2025 SPEAKER
ROBERT W. LIVINGSTON PH.D.**

IS CURRENTLY ON THE FACULTY OF HARVARD UNIVERSITY'S JOHN F. KENNEDY SCHOOL OF GOVERNMENT. HE IS A SOCIAL PSYCHOLOGIST AND ONE OF THE NATION'S LEADING EXPERTS ON THE SCIENCE UNDERLYING BIAS AND RACISM IN ORGANIZATIONS. FOR TWO DECADES, HE HAS SERVED AS A DIVERSITY CONSULTANT TO SCORES OF FORTUNE 500 COMPANIES, PUBLIC-SECTOR AGENCIES, AND NON-PROFIT ORGANIZATIONS.

THE CONVERSATION:
How Seeking and Speaking the Truth About Racism Can Radically Transform Individuals and Organizations



BOOK SIGNING
to follow - copies will be available to purchase.

REGISTRATION OPENS:

Fall 2024 - UNM School of Medicine Community will receive priority registration. Keep an eye out for the registration email and additional announcements regarding our upcoming events.



**SAVE
THE
DATE**

**Wednesday
FEB, 12 2025**

IN-PERSON:
Domenici Auditorium



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& INCLUSION



THANK YOU FOR JOINING US!

BeAJEDI Inaugural Speaker: *Valarie Kaur*

UNM SCHOOL OF MEDICINE'S OFFICE FOR DIVERSITY, EQUITY AND INCLUSION

CELEBRATING the Inaugural Event!

FRI, FEBRUARY 23, 2024

The UNM School of Medicine's Office for Diversity, Equity and Inclusion welcomed UNM Health Sciences and Main campus faculty, staff, trainees and New Mexico community members for Valarie Kaur's powerful message of: *'Building A Beloved Community with Revolutionary Love'*.



BeAJEDI Inaugural Speaker: Valarie Kaur

Building Beloved Community with Revolutionary Love
Excerpt

WATCH

THE KEYNOTE
EXCERPT
HERE



VIEW MORE >

CONTACT US: reasmith@salud.unm.edu



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Group on Women in Medicine & Science

GWIMS

EDUCATE • ADVOCATE • MENTOR • NETWORK

'**GWIMS** mission is to advance the professional development, career progression, and leadership of women faculty, staff and trainees in medicine and science. Through education, advocacy, mentorship, and networking, we aim to create a supportive environment that benefits everyone within the School of Medicine community, regardless of gender or background. '

SCAN or CLICK
the QR Code to
become a
GWIMS Member



MEET OUR OFFICERS



PRESIDENT

Dr. Ming-Li Wang

Associate Professor of Surgery, Vice Chair of Diversity, Equity, and Inclusion of Department of Surgery



SECRETARY

Dr. Kathryn M. Fietze

Assistant Professor, Department of Molecular Genetics and Microbiology



TREASURER

Dr. Sylvia Negrete

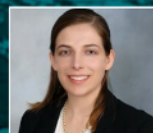
Professor of Pediatrics, Clinical Educator Track, Vice Chair of Diversity, Equity and Inclusion, Department of Pediatrics



STUDENT REPRESENTATIVE

Olivia Heath

PhD student, UNM Biomedical Sciences Graduate Program



RESIDENT/ FELLOW/ POST-DOC REPRESENTATIVE

Dr. Shannon L. Clay

Cardiovascular Disease Fellow, Department of Cardiology



DEI OFFICER (EX-OFFICIO)

Dr. Selina R. Silva

Associate Professor of Orthopedics, Vice Chair of Diversity, Equity and Inclusion, Department of Orthopedics



COMMUNICATION CHAIR/PERSONNEL

Dr. Carolina Ponce

Interventional Cardiologist, Department of Cardiology

- As of October 2023



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Group on Women in Medicine & Science

GWIMS

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CELEBRATING the Inaugural Event!

FRI, MARCH 15, 2024

The UNM School of Medicine's new chapter, the Group on Women in Medicine and Science (**GWIMS**) hosted UNM Health Sciences Faculty, Staff and Trainees for a day of programming with visiting professors and panels.



WATCH

THE RECORDED GRAND ROUNDS

*"Envisioning Your Future:
Your Personal Mission Statement"*

Kimberly Lumpkins, M.D., FACS, FRCS(ENG)

PASSCODE TO STREAM: **iv6Y7##G**

KEYNOTE

GWIMS NATIONAL
PRESIDENT:
**DR. AMY S.
GOTTLIEB**



PANELS:
PROMOTION &
TENURE
MENTORING



**SEE YOU
NEXT YEAR!**



VISITS —

Dr. Tori Bundrant (PGY2 in Internal Medicine) and Dr. Miranda Aragón (faculty in Family Medicine) participated in a residency recruitment fair hosted by Howard University. Dr. Bundrant is passionate about health equity and workforce diversity and as a Howard alum, feels UNM is well-positioned to partner with students from the historically Black medical school.



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JOSIAH MACY JR. FOUNDATION AWARD FOR EXCELLENCE IN SOCIAL MISSION IN HEALTH PROFESSIONS EDUCATION

On April 8, 2024 at the Social Mission Alliance Conference in Durham, North Carolina with several of his fellow colleagues and trainees present, Dr. Arthur Kaufman received the Josiah Macy Jr. Award recognizing the University of New Mexico for Institutional Excellence. The award program announcement stated “The University of New Mexico provides a learning environment that builds on the assets of its rural, majority-minority state. This is reflected in the diversity of the student body it recruits and the service-learning opportunities offered. It is also reflected in its strategic plan:



‘To transform health professions education across the Health Sciences Center to meet the needs of our diverse learners, our professions, and our state.’ Learners gain unique insights into their multi-ethnic communities through service-learning opportunities supported by a decentralized network of Health Extension Regional Officers (HEROs) and Community Health Workers (CHWs). Finally, UNM programs in education, service, and research are increasingly driven by community-identified health and social priorities with UNM Health programs brought to the front door of communities via face-to-face or telehealth modes. One consequence is that UNM has one of the highest percentages of health science graduates remaining in the state and working in rural and underserved communities.’



CELEBRATING
OUR DEI-
DEPARTMENTAL
REPRESENTATIVES

UNM HEALTH SCIENCES
OFFICE FOR DIVERSITY, EQUITY & INCLUSION
EXCELLENCE AWARD FOR BLACK



HISTORY MONTH

RECIPIENT

Ruth Kief

*Senior Medical Practice Specialist
UNM School of Medicine,
Department of Pathology*



COMMUNITY



LOVE



JOY



CULTURE





CELEBRATING
OUR DEI-
DEPARTMENTAL
REPRESENTATIVES

UNM HEALTH SCIENCES
OFFICE FOR DIVERSITY, EQUITY & INCLUSION
EXCELLENCE AWARD FOR BLACK



HISTORY MONTH

RECIPIENT

Lindsay Smart, Ph.D.

*Associate Professor
UNM School of Medicine,
Department of Psychiatry and
Behavioral Sciences*



LINDSAY SMART



COMMUNITY



LOVE



JOY



CULTURE



Humility as a Key Element to Professionalism in Health Care

by Barret Michalec and Frederic W. Hafferty



Recent Health Equity: IN THE NEWS

Professionalism in health care encompasses a multitude of attributes, with humility standing out as a key element that not only defines the character of health care practitioners but also plays a pivotal role in enhancing the quality of patient care. Humility, often misunderstood as a sign of weakness is, in fact, an indicator of confidence and self-awareness that distinguishes exceptional health care professionals. In the dynamic and complex world of health care, the ability to embrace and practice humility is crucial for fostering a culture of continuous learning, collaboration, and patient-centered, team-based care.

Broadly speaking, key elements of humility include accurate self-assessment, recognition of limitations, low self-focus, appreciation of others, and awareness of being part of a larger system and universe. While practitioners undergo rigorous training and education, the field is vast and ever-evolving. In turn, humble health care practitioners understand that no individual can master every nuance of clinical knowledge and practice and that professionalism involves ongoing learning and development.

A humble practitioner is more likely to seek out new information, accept feedback, listen attentively to their colleagues (of any professional background), stay abreast of the latest research, and engage in continuous education.

In a profession where advancements occur rapidly, humility ensures that practitioners remain open-minded, and adaptable.

Humility is a bridge to effective collaboration in the health care setting. In a multidisciplinary inter professional environment where diverse specialties converge for the benefit of the patient, the ability to work harmoniously with colleagues is paramount. A humble health care professional values the contributions of others, recognizing that each member of the health care team brings unique expertise to the table. Our research indicates that humility fosters an inclusive and respectful atmosphere, a collaborative spirit that cultivates a supportive work environment where professionals can learn from one another and collectively address complex medical challenges in producing better patient outcomes.

At the heart of professionalism is a commitment to patient-centered care and humility is the compass that guides health care providers in achieving this goal. Humble practitioners understand that health care is a shared journey where the expertise of the provider and that of the patient converge. In fact, studies have shown that patients are more likely to trust and engage with health care providers who approach the care relationship with humility. A humble clinician actively listens to patients,

respects their autonomy, and involves them in decision-making processes. This approach not only facilitates effective communication but also contributes to improved treatment adherence and overall patient satisfaction.

Humility is also a critical factor in mitigating medical errors and fostering a culture of safety within health care institutions. In a recent study, we found that tenets of humility appear to buffer the potential noxious aspects of uncertainty in clinical decision making. The ability to seek others' insights, acknowledge limitations, and learn from missteps are hallmarks of humility and essential for mitigating situations of uncertainty. In a profession where the consequences of errors can be profound, a humble health care professional prioritizes patient safety over ego.

We are now investigating if and how humility is taught (formally and informally) in health professions education, as well as examining the possible barriers and facilitators to the cultivation and practice of humility that may be nested within clinical and non-clinical learning environments. Also, given findings from our previous studies and the connections between humility and status, we are exploring the concept of professional humility - the consistent ability and willingness to: a.) evaluate, account for, and respond to the

occupational status hierarchy within health professions, and beyond, b.) understand the strengths and limitations of one's own profession, and c.) accept and acknowledge the qualities, skills, knowledge, and aptitudes of other health professions and health care team members, including patients and caregivers, in decision-making and care delivery processes. We are currently untangling professional humility from other prominent conceptual cousins such as intellectual humility and cultural humility, as well as showcasing explicit connections to professional identity formation and professionalism in general.

In the demanding and ever-evolving field of health care, humility emerges as a key element of professionalism, shaping the character of health care providers and influencing the quality of patient care. The ability to acknowledge one's limitations, embrace continuous learning, facilitate effective collaboration, prioritize patient-centered care, and contribute to a culture of safety are all manifestations of humility in action. As the health care landscape continues to evolve, the integration of humility into the fabric of professionalism will remain essential for the well-being of patients and the advancement of the noble mission of healing.

Barret Michalec, PhD, is an Associate Professor and Director of the Center for Advancing Interprofessional Practice, Education and Research (CAIPER) at the Edson College at Arizona State University. Frederic W. Hafferty, PhD, is Emeritus Professor at the Mayo Clinic and the University of Minnesota School of Medicine, Adjunct Professor Yale University Medical School, and Senior Fellow Accreditation Council for Graduate Medical Education.

Dissection and Reflection: Humility in the Gross Anatomy Lab

by Michelle B. Titunick



**Recent Health Equity:
IN THE NEWS**



Current literature has attempted to define humility as it relates to the practice of medicine¹. Acknowledgement of one's own limitations, as well as the limitations of current collective knowledge and readiness to admit mistakes are commonly cited as important contributors to humility¹⁻³. Medical humility includes recognition of one's place in a service-oriented profession and the ability to relate to and work with patients^{2,3}. The literature suggests the use of narrative experiences to instill humility in student physicians¹. One area primed to encourage these characteristics is the gross anatomy laboratory, which offers an unparalleled experience. Few individuals are fortunate enough to see life from this perspective and take advantage of this unique learning opportunity. For many students this is their first time in close contact with the deceased. In my opinion, this experience is a catalyst for students to redefine their identity and view of the world in four ways: 1) confronting their own mortality, 2) acknowledging the life that was lived in front of them and the generous gift that was bequeathed them, 3) acknowledging human variation, making predictions about their own anatomy and looking at others in a new light, 4) the

uncomfortable process of doing something new as a learning experience. This experience leaves a lasting impression on individuals that they later reflect on throughout their lives.

For younger medical students, in particular, who may have just entered adulthood at the age of 224, the thought of their own mortality may have never entered their mind. Increased risk-taking behavior in adolescence lends itself to ignoring negative outcomes, particularly death. Students are faced with examining their futures as both physician and human. They may reflect on what they wish to accomplish in their careers and how they would like to live the rest of their lives.

Students then come to terms with the fact that the donor lying in front of them once lived a life of their own. They had emotions, family, friends, and goals. Students may reflect on what this person may have accomplished during their life or who they left behind. Basic human similarities between the donors and the students can be jarring. When there is a pathology or hardware visible in the donor, students may reflect on the rehabilitation that person underwent or the hardships they had to live with. At the

Hackensack Meridian School of Medicine, where I teach, students spend quality time with their donors, making observations and creating inferences based on what is observed. This not only mirrors the initial intakes they will do as practicing physicians, but gives students time to become acquainted with the individual they will be spending hours with over the coming months. Students can begin to practice respect for patients and appreciation for the trust donors have for them as student physicians.

Once students see the inner structures of the human body, it can be difficult to not project that image on the living. Looking in the mirror, a medical student might begin to visualize the bones of the skull and their own overlying muscles. They may start to take time to appreciate the muscles needed to hold their significant other's hand. Students may reflect on which variations exist within themselves. Gym days begin to hold more meaning for students beyond the benefits of physical activity.

As new dissectors, first year medical students are required to perform a new skill and utilize the time effectively to enhance content learning. Students often

feel as though they should not be dissecting until they have a full comprehension of the content and have practiced making incisions. However, this is a time for discovery and exploring to understand the structural relationships that make up the human body. They are responsible for identifying their own limitations in content knowledge and putting in the time and effort as a learner.

There is no experience quite like dissection-based labs. This experience develops not only skills and content knowledge, but a new sense of self and understanding of their place amongst the human population. Many schools, my own included, celebrate the donors with a Gratitude Ceremony, which gives students an opportunity to express their thanks and reflect on this humbling and empowering experience.

Michelle B. Titunick, PhD, is Assistant Professor in the Department of Medical Sciences at the Hackensack Meridian School of Medicine.

References

1. Coulehan J. "A Gentle and Humane Temper": Humility in Medicine. *Perspectives in Biology and Medicine*. 2011;54(2):206-216. doi:10.1353/pbm.2011.0017
2. Li JYC. Humility and the Practice of Medicine. *Mayo Clinic Proceedings*. 1999;74(5):529-530. doi:10.4065/74.5.529
3. Reynolds CW, Shen MR, Englesbe MJ, Kwakye G. Humility: A Revised Definition and Techniques for Integration into Surgical Education. *Journal of the American College of Surgeons*. 2023;236(6):1261-1264. doi:10.1097/XCS.0000000000000640. Cohen AO, Breiner K, Steinberg L, et al. When Is an Adolescent an Adult? Assessing Cognitive Control in Emotional and Nonemotional Contexts. *Psychol Sci*. 2016;27(4):549-562. doi:10.1177/0956797615627625



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Our Mission

The mission of the UNM School of Medicine, Office of Diversity, Equity & Inclusion is to foster a just, equitable, diverse, and inclusive environment within which every member of the School of Medicine community is provided opportunities to achieve their full potential.



Be **A** **J** **E** **D** **I** - *Be about*
l **i** **u** **i** **n**
o **d** **q** **v** **c**
n **v** **s** **e** **r**
g **i** **t** **s** **i**
i **n** **c** **l**
n **y** **e** **u** **s**
g **i** **t** **o**
y **n**



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CONTACT US:

Rene A Smith
Administrative Support
reasmith@salud.unm.edu