

WEBVTT

1

00:00:03.080 --> 00:00:09.270

Matt Amundson, MEd (he/him): Alright, we will get this started. Good morning, everyone. Thank you all for being here. Welcome to..

2

00:00:09.270 --> 00:00:29.339

Matt Amundson, MEd (he/him): another installment of the Dean's Lecture Series. My name is Matt Amundson, I'm a Learning Development Manager here in the Office of Diversity, Equity, and Inclusion here at the Medical School. This session is being recorded. It'll be shared out within 2 days to all who registered for the event, and otherwise, the recording can be found under the Education and Training tab of the ODEI website.

3

00:00:29.680 --> 00:00:41.309

Matt Amundson, MEd (he/him): Live transcription is enabled, but please note that the live transcript is not perfect, as it is an auto-transcript, and we invite you to take care of yourselves as necessary during today's session, as we will not be taking a break.

4

00:00:41.310 --> 00:00:50.580

Matt Amundson, MEd (he/him): If you have any issues or any feedback, for us, any issues with accessibility or anything else, please feel free to email us at DLS-ODEI at,

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00:00:50.580 --> 00:00:55.290

Matt Amundson, MEd (he/him): DLS-ODI at umn.edu, which I dropped in the chat.

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00:00:55.290 --> 00:01:12.389

Matt Amundson, MEd (he/him): We ask that participants please use the Q&A function instead of the chat in order to ask questions of our presenter. We will do our best to respond, but please understand that we are working within a set window of time, so should we not get to your question, we will work with our presenter to get any unanswered questions posted on our Dean's Lecture Series archive webpage.

7

00:01:12.480 --> 00:01:27.020

Matt Amundson, MEd (he/him): Paste in the chat, you'll find links to the Dean's Lecture Series website, the slides to our presenter's lecture, you'll see some additional resources that Dr. Weatherspoon shared with us that he wanted to share with you as well, and you'll also find the Dean's Lecture Series email address.

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00:01:27.200 --> 00:01:31.710

Matt Amundson, MEd (he/him): And with that, I'll now turn it over to Dr. Nunez to introduce today's guest lecturer.

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00:01:32.790 --> 00:01:34.040

Ana Nunez MD: Good morning, everybody.

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00:01:34.770 --> 00:01:40.260

Ana Nunez MD: We're not quite, exactly moving towards our springtime thing with snow out there, but, you know.

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00:01:40.270 --> 00:01:59.320

Ana Nunez MD: It is what it is, in terms of, sort of, longer days, and so we will move forward. I'm delighted to be able to have this opportunity to have a very interesting conversation. You know, when we talk about, sort of, equity and inclusion, we sort of have to look at, sort of, who all's here, and how do they move forward.

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00:01:59.470 --> 00:02:07.289

Ana Nunez MD: When we look in terms of professional identity formation, there's kind of the saying, if you've never seen it, how can you be it? How do you dream it?

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00:02:07.290 --> 00:02:25.169

Ana Nunez MD: So we need both, sort of, to address issues about community and inclusion as we form, sort of, professional identity. And so I think it's important to sort of have these conversations in terms of saying, how does this go? How do we create systems that support people to thrive and grow?

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00:02:25.440 --> 00:02:41.339

Ana Nunez MD: regardless of, sort of, some of the challenges that they've faced, and what can we learn about, sort of, how we address some of these challenges, so that we can, sort of, have everybody be where we want to be, where we have, sort of, all the talent, all the time in terms of joining us. So, some of these very deep.

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00:02:41.340 --> 00:02:57.310

Ana Nunez MD: sort of conversations for an early Wednesday. We have an opportunity to kind of get in the weeds with one of our sort of local experts. And so I have the opportunity to introduce to you Dr. Cedric Witherspoon, who is a marriage and family therapist and a professional identity coach.

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00:02:57.310 --> 00:03:01.379

Ana Nunez MD: Committed to supporting whole person development in medical education.

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00:03:01.380 --> 00:03:12.120

Ana Nunez MD: Drawing on his work from underrepresented populations, he developed an Afrocentric systemic Leadership Program, ASL, a culturally responsive framework that integrates culture.

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00:03:12.120 --> 00:03:22.000

Ana Nunez MD: Calling global leadership to support medical students and professional coaches throughout the journey of becoming physicians. Dr. Weatherspoon?

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00:03:22.090 --> 00:03:24.010

Ana Nunez MD: Thanks for being here. Take it away.

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00:03:32.210 --> 00:03:37.769

Matt Amundson, MEd (he/him): We somehow seem to have lost Dr. Weatherspoon. We've been hanging out with him the last half hour or so. Oh, here he is!

21

00:03:37.770 --> 00:03:39.420

Ana Nunez MD: Okay.

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00:03:39.420 --> 00:03:40.080

Matt Amundson, MEd (he/him): No.

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00:03:40.080 --> 00:03:45.009

Ana Nunez MD: Making the entrance, come on!

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00:03:47.290 --> 00:03:49.179

Dr. Cedric Weatherspoon: Okay, I'm back.

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00:03:49.180 --> 00:03:51.550

Matt Amundson, MEd (he/him): You're back, okay, well...

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00:03:51.880 --> 00:03:52.740

Dr. Cedric Weatherspoon: Wow.

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00:03:53.170 --> 00:03:58.500

Dr. Cedric Weatherspoon: I don't know what happened. I was trying to go through on my desktop, and I got booted.

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00:04:00.390 --> 00:04:02.729

Dr. Cedric Weatherspoon: And I'm still having problems, to be honest.

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00:04:03.100 --> 00:04:03.870

Ana Nunez MD: Okay.

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00:04:03.870 --> 00:04:07.230

Dr. Cedric Weatherspoon: It's not picking up on my... Chris, okay.

31

00:04:07.230 --> 00:04:22.989

Ana Nunez MD: We'll have you do that troubleshooting. Usually, whenever I log on to a time-sensitive Zoom, that's when my computer said, hey, all those updates we didn't do, we'd like to do it now, rather than overnight when it would make sense. And so, that is the world of our Zoom world.

32

00:04:23.920 --> 00:04:32.610

Dr. Cedric Weatherspoon: Okay, so I am going to... because it won't let me use my camera, I'm gonna log out of this one, because now my desktop is starting to kick in.

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00:04:33.000 --> 00:04:33.340

Ana Nunez MD: Okay.

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00:04:33.340 --> 00:04:35.020

Dr. Cedric Weatherspoon: So, it's getting confused.

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00:04:35.320 --> 00:04:35.670

Ana Nunez MD: Alright.

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00:04:35.670 --> 00:04:36.779

Dr. Cedric Weatherspoon: So, I will cl...

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00:04:39.390 --> 00:04:40.419

Ana Nunez MD: Well, while Dr. Weathers.

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00:04:40.420 --> 00:04:41.780

Dr. Cedric Weatherspoon: an experience.

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00:04:44.420 --> 00:04:47.640

Matt Amundson, MEd (he/him): Well, glad we have you back. If you want to share your screen.

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00:04:48.660 --> 00:04:50.619

Matt Amundson, MEd (he/him): Make sure we can see that again.

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00:05:01.220 --> 00:05:03.400

Matt Amundson, MEd (he/him): Zoom never makes it easy, I swear.

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00:05:04.650 --> 00:05:05.419

Dr. Cedric Weatherspoon: But it doesn't.

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00:05:05.420 --> 00:05:06.550

Ana Nunez MD: Okay.

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00:05:09.240 --> 00:05:19.270

Matt Amundson, MEd (he/him): And you were already saying this morning, Dr. Weatherspoon, that talking about all this in 30 minutes is going to be tight, and here we are, but it's fine. It'll all be great, no doubt. All right, it looks good, we can see it.

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00:05:19.270 --> 00:05:21.140

Ana Nunez MD: Excellent, yep. Take it away.

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00:05:22.940 --> 00:05:24.790

Dr. Cedric Weatherspoon: Hi, everyone.

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00:05:25.000 --> 00:05:37.059

Dr. Cedric Weatherspoon: First, I would like to just give some acknowledgements, just to start out. I would like to thank Dr. Nunes, for the... for inviting me to

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00:05:37.320 --> 00:05:46.819

Dr. Cedric Weatherspoon: To... in this create... space that... for creating space for... for creating space for conversation about

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00:05:47.010 --> 00:05:53.480

Dr. Cedric Weatherspoon: A topic that I'm so passionate about, professional identity formation in medicine.

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00:05:53.810 --> 00:06:03.869

Dr. Cedric Weatherspoon: I also want to acknowledge Dr. Adina Khaled, and Dr. Werner Monson, and Dr. Hu Pham.

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00:06:04.020 --> 00:06:13.600

Dr. Cedric Weatherspoon: And so many others who walked alongside me as a mentor, colleague, and thought partner as we explore

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00:06:13.730 --> 00:06:19.299

Dr. Cedric Weatherspoon: Ways to transform systems that support our future positions.

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00:06:20.040 --> 00:06:24.150

Dr. Cedric Weatherspoon: this collaboration is, like I said, is deeply..

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00:06:24.260 --> 00:06:34.940

Dr. Cedric Weatherspoon: is deeply collaborative, and I'm so grateful to be a part of this community committed.. that's committed to reimagining medical education through leadership.

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00:06:35.040 --> 00:06:37.559

Dr. Cedric Weatherspoon: Identity and equity.

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00:06:40.180 --> 00:06:43.669

Dr. Cedric Weatherspoon: So, I would like to begin with just talking about

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00:06:44.100 --> 00:07:01.380

Dr. Cedric Weatherspoon: how did I come to this space? I started out as a therapist.. well, I started out as a basketball player in the early.. in the 80s and 90s, and turned into a therapist, and now I'm very passionate about working with medical students.

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00:07:01.860 --> 00:07:15.719

Dr. Cedric Weatherspoon: So, I want to just highlight my passion. Out of many things that really fueled my passion, I was reflecting about my passion as a... when I was a basketball player.

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00:07:16.150 --> 00:07:17.510

Dr. Cedric Weatherspoon: And so...

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00:07:17.660 --> 00:07:34.479

Dr. Cedric Weatherspoon: my passion for coaching was developed by somewhat default through that lens. Before entering this work, I was a professional athlete. I played 10 years overseas in Germany, Malta.

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00:07:34.710 --> 00:07:40.800

Dr. Cedric Weatherspoon: Egypt and London, and I also played in some semi-pro leagues here in America.

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00:07:42.560 --> 00:08:00.419

Dr. Cedric Weatherspoon: Through this experience, I saw firsthand how great coaching transformed players. So, if you can imagine, being a professional athlete is a very intense environment. You can get traded, just by just sitting on the bench. You can be off to another team, so it's a very...

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00:08:00.590 --> 00:08:02.310

Dr. Cedric Weatherspoon: intense environment.

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00:08:02.590 --> 00:08:12.970

Dr. Cedric Weatherspoon: So what I've seen is, like, coaches were... played a crucial part in helping players to get stability through learning these technical skills.

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00:08:13.530 --> 00:08:28.880

Dr. Cedric Weatherspoon: And the great coaching, the great coaching did not just improve my performance, it also shaped my identity, who I was as a professional. And it influenced my confidence, and my resiliency, and my leadership that was on the team.

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00:08:29.060 --> 00:08:36.630

Dr. Cedric Weatherspoon: So through that, experience, it's like, wow, this is a great experience in an intense environment.

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00:08:36.940 --> 00:08:44.909

Dr. Cedric Weatherspoon: I was just thinking, like, what other applications can I take this experience that I had and apply to? And so...

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00:08:45.060 --> 00:08:48.840

Dr. Cedric Weatherspoon: The first thought came into my mind is high-stress professionals.

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00:08:48.970 --> 00:09:06.790

Dr. Cedric Weatherspoon: And then the second tier of that thought was, how about medical education? Because medical education has seen... appeared as an intense environment, just like athletes. The stress is tremendous. Learners are expected to hold and maintain a

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00:09:06.850 --> 00:09:14.910

Dr. Cedric Weatherspoon: Stance of excellence, and while under immense, you know, responsibility, and also

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00:09:15.270 --> 00:09:17.540

Dr. Cedric Weatherspoon: Develop a strong sense of purpose.

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00:09:18.210 --> 00:09:26.189

Dr. Cedric Weatherspoon: So that really kind of fueled my thoughts, and just like, okay, let's look at, professional identity formation.

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00:09:29.530 --> 00:09:43.129

Dr. Cedric Weatherspoon: So, in this session, what I would like to discuss today, our conversation will focus on integrating four key components to coaching and professional identity development.

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00:09:43.780 --> 00:09:53.660

Dr. Cedric Weatherspoon: So, one of those components is the coaching piece, just like I described, how do coaches inspire students to, you know.

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00:09:53.930 --> 00:09:55.949

Dr. Cedric Weatherspoon: Move toward their purpose.

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00:09:56.100 --> 00:09:58.199

Dr. Cedric Weatherspoon: The second piece is culture.

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00:09:58.340 --> 00:10:03.010

Dr. Cedric Weatherspoon: How does culture play in at professional identity formation?

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00:10:03.410 --> 00:10:19.789

Dr. Cedric Weatherspoon: And what's the role of coaches in promoting and supporting a student's culture, and how they help them to be able to incorporate their culture into their... their learning, into the... their development as professional?

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00:10:20.230 --> 00:10:28.350

Dr. Cedric Weatherspoon: And the second piece is calling. How do you connect? So, the question is, how do you connect folks to their calling?

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00:10:28.520 --> 00:10:33.270

Dr. Cedric Weatherspoon: That's a major piece. And then also, the bigger picture is.

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00:10:33.370 --> 00:10:41.879

Dr. Cedric Weatherspoon: Just the global leadership, and how do we connect folks to They're, becoming global leaders.

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00:10:42.490 --> 00:10:49.220

Dr. Cedric Weatherspoon: Together, these forms, what I describe a three-tier system, for,

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00:10:49.400 --> 00:10:53.400

Dr. Cedric Weatherspoon: It's a three-tier system of coaching that I would talk about.

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00:10:56.750 --> 00:11:06.610

Dr. Cedric Weatherspoon: All right, so... so I hopefully, throughout this, my goal is to, you know, inform faculty and professional coaches to leave

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00:11:06.760 --> 00:11:17.509

Dr. Cedric Weatherspoon: And help them lead with some practical skill to develop the whole student. And not just academic performance, but identity integration through leadership development.

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00:11:20.010 --> 00:11:30.360

Dr. Cedric Weatherspoon: So, let's talk a little bit, slow things down a bit. I know we only have 30 minutes, but I would love to talk about professional identity as a cultural construct.

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00:11:31.490 --> 00:11:36.910

Dr. Cedric Weatherspoon: When we talk about professionalism in medicine, we often refer to

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00:11:37.040 --> 00:11:42.699

Dr. Cedric Weatherspoon: refer to a standard of practice rooted in the Hippocratic Oath.

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00:11:43.580 --> 00:11:54.710

Dr. Cedric Weatherspoon: A framework that is largely shaped by Western and Eurocentric perspectives on what it means to become a physician.

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00:11:55.240 --> 00:12:00.179

Dr. Cedric Weatherspoon: While these standards promote ethical care and accountability.

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00:12:00.720 --> 00:12:13.709

Dr. Cedric Weatherspoon: Scholars all have noted that they can unintentionally exclude other healing traditions that emphasize relationality, community connection.

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00:12:13.820 --> 00:12:17.050

Dr. Cedric Weatherspoon: And also, cultural context.

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00:12:17.860 --> 00:12:20.209

Dr. Cedric Weatherspoon: Many Western approaches.

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00:12:20.590 --> 00:12:28.069

Dr. Cedric Weatherspoon: Approaches to healing view relational care not as a secondary, like what we call soft skills.

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00:12:28.310 --> 00:12:32.209

Dr. Cedric Weatherspoon: But it's central to the healing process itself.

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00:12:33.210 --> 00:12:40.400

Dr. Cedric Weatherspoon: When professionalism... when professionalism is defined... defined too narrowly.

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00:12:40.600 --> 00:12:56.060

Dr. Cedric Weatherspoon: We... we risked, we risked developing physicians that, physicians through isolation, isolationist framework, and undervalued these relational dimension... dimensions.

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00:12:56.120 --> 00:13:11.960

Dr. Cedric Weatherspoon: This is especially important supporting Afro-descendant and globally diverse learners whose cultural approaches may naturally gravitate toward relational and community-centered

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00:13:12.100 --> 00:13:15.200

Dr. Cedric Weatherspoon: Practices in their professional identity.

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00:13:15.890 --> 00:13:19.169

Dr. Cedric Weatherspoon: So the question it becomes is...

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00:13:19.640 --> 00:13:28.140

Dr. Cedric Weatherspoon: How can we expand professional identity formation that includes rather than suppress?

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00:13:28.890 --> 00:13:32.110

Dr. Cedric Weatherspoon: And suppress cultural healing.

103

00:13:37.830 --> 00:13:43.580

Dr. Cedric Weatherspoon: So, professional identity, developmental as a developmental process.

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00:13:43.690 --> 00:13:47.170

Dr. Cedric Weatherspoon: So we looked at it as from a cult... through a cultural lens.

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00:13:47.350 --> 00:13:50.429

Dr. Cedric Weatherspoon: And then now we're looking at the developmental process.

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00:13:51.310 --> 00:14:00.269

Dr. Cedric Weatherspoon: So, you know, like I said before, I honored a lot of work I've done with Adina Khaled, who's at NYU.

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00:14:00.410 --> 00:14:03.970

Dr. Cedric Weatherspoon: City. She's a program director over there.

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00:14:04.430 --> 00:14:10.679

Dr. Cedric Weatherspoon: And Dr. Verna Mansa, who has done a lot of work around professional identity development.

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00:14:10.880 --> 00:14:22.829

Dr. Cedric Weatherspoon: And through my work with these colleagues, I was able to explore, like, a reflective coaching approach to supporting medical students' development.

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00:14:23.450 --> 00:14:31.099

Dr. Cedric Weatherspoon: One process that we use to support that reflective process is what we call pie.

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00:14:31.250 --> 00:14:41.320

Dr. Cedric Weatherspoon: It's a professional identity essay exercise. It's a structured exercise, that helps students reflect.

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00:14:41.430 --> 00:14:46.820

Dr. Cedric Weatherspoon: And examine the develop... their developmental journey of becoming a physician.

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00:14:47.890 --> 00:14:55.800

Dr. Cedric Weatherspoon: I encourage learners to reflect on their own identity, their values, and their professional growth. Over time.

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00:14:55.800 --> 00:15:08.349

Dr. Cedric Weatherspoon: Rather than a single right or wrong answer. Just to pause that, you know, when we are administering the pies to... we administer them to students and also to coaches.

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00:15:08.370 --> 00:15:18.969

Dr. Cedric Weatherspoon: Usually, folks, first answer is, like, I want to see if I can get the right answer. How are we measuring this? It's all about measuring. So, we're looking at development over time.

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00:15:19.330 --> 00:15:30.290

Dr. Cedric Weatherspoon: And this aligns with, with the research that shows that professional identity formation is developmental and nonlinear, and it shapes

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00:15:30.400 --> 00:15:44.469

Dr. Cedric Weatherspoon: It shapes through reflection and mentorship and experience. And this is done by Khaled 2017, through her research in 2018 and Cruz, 2019.

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00:15:51.340 --> 00:15:55.260

Dr. Cedric Weatherspoon: So... I... I want to talk a little bit about...

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00:15:55.390 --> 00:16:11.889

Dr. Cedric Weatherspoon: programming. And so, I am a big, huge proponent of culturally responsive, mentorship programs, coaching, and, and different methods. And through my applied doctoral,

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00:16:12.230 --> 00:16:13.560

Dr. Cedric Weatherspoon: research.

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00:16:13.710 --> 00:16:28.320

Dr. Cedric Weatherspoon: I develop a program called the Afro Systemic Leadership Program. So, if you notice, I've been talking about Afrocentric. One of the things through my research that I've done.

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00:16:28.440 --> 00:16:43.919

Dr. Cedric Weatherspoon: by applied research, it allowed me to explore what does it mean to be, quote-unquote Black, and... or a person of color. All of these different labels that we have.

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00:16:44.280 --> 00:16:51.520

Dr. Cedric Weatherspoon: We developed, over time, these cultural levels, labels.

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00:16:51.860 --> 00:17:02.999

Dr. Cedric Weatherspoon: And, you know, through reflection and talking to Dr. Munson and having a conversation with Adina Khaled, I wanted me to explore my own

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00:17:03.200 --> 00:17:09.720

Dr. Cedric Weatherspoon: identity, as a person, my personal identity, my cultural identity. And what I found is..

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00:17:09.880 --> 00:17:22.920

Dr. Cedric Weatherspoon: you know, although I am connected to the Black culture, but it really doesn't speak to my family's experience and where we come from. And so, really looking, talking about

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00:17:22.920 --> 00:17:30.820

Dr. Cedric Weatherspoon: you know, exploring the organizations of Americas, and so they had defined being, you know, a descendant of

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00:17:30.900 --> 00:17:37.119

Dr. Cedric Weatherspoon: of Africa beyond the slave narrative, being a slavery in America.

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00:17:37.270 --> 00:17:46.360

Dr. Cedric Weatherspoon: I'm an Afro... is Afro-descendant, and I thought it captures the whole diaspora. And there's a movement in...

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00:17:46.900 --> 00:18:05.650

Dr. Cedric Weatherspoon: in the... on the continent of Africa, amongst a bunch of countries that they're interested in bringing that Afro-descendant and people from the Ashebora back to Africa and do... in those countries, and surprise... and be a part of coming home.

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00:18:05.870 --> 00:18:13.809

Dr. Cedric Weatherspoon: And so... so I got deeply embedded in the Afro... Afro-descendant language. So when I speak of Afro-descendants, I mean...

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00:18:13.810 --> 00:18:28.020

Dr. Cedric Weatherspoon: you know, I'm talking about that diaspora. So, this particular program is the Afrocentric systemic leadership program that I developed. This framework builds on the scholarship,

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00:18:28.270 --> 00:18:31.000

Dr. Cedric Weatherspoon: Introduced by the app...

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00:18:31.090 --> 00:18:41.390

Dr. Cedric Weatherspoon: From an Afro-systemic lens, which is, we look at... if you know about systemic leadership or systemic, thinking.

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00:18:41.390 --> 00:18:56.330

Dr. Cedric Weatherspoon: You look at the whole person, everything that the person experienced, like, we call it intra-personal, interpersonal, social context, all of that makes up that person, their understanding of how leadership developed.

136

00:18:56.660 --> 00:19:03.979

Dr. Cedric Weatherspoon: And it integrates that cultural piece and also integrates calling as a part of this leadership.

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00:19:04.630 --> 00:19:19.630

Dr. Cedric Weatherspoon: And shifting this identity formation from a simple adaptation to a system toward preparation to help them transform. And that's what this particular program

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00:19:19.890 --> 00:19:21.730

Dr. Cedric Weatherspoon: I developed what's about.

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00:19:22.050 --> 00:19:27.030

Dr. Cedric Weatherspoon: And there's... and other pieces that... from that... this program that I've developed.

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00:19:27.510 --> 00:19:31.479

Dr. Cedric Weatherspoon: Through my applied doctoral program is...

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00:19:31.490 --> 00:19:49.489

Dr. Cedric Weatherspoon: It draws from Keegan's human development model. If you know anything about Keegan, he's had a human development model that he's integrated into professional identity development, which guides learners towards self-authorship.

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00:19:49.570 --> 00:20:00.310

Dr. Cedric Weatherspoon: to transformation, and I thought that was important to incorporate this in such a program like this that universities can potentially use or contract with others to use.

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00:20:00.510 --> 00:20:12.629

Dr. Cedric Weatherspoon: And then I also integrated cross-racial Identity Framework, which grounds the program in cultural relevance, and identity development.

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00:20:13.490 --> 00:20:18.350

Dr. Cedric Weatherspoon: Through the systemic leadership, leadership principles.

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00:20:19.160 --> 00:20:26.579

Dr. Cedric Weatherspoon: peer mentorship and engagement with BIPOP positions and community organizations.

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00:20:27.030 --> 00:20:37.389

Dr. Cedric Weatherspoon: ASLP supports both individual growth, Broader efforts to address structural challenges in medical education.

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00:20:39.490 --> 00:20:46.739

Dr. Cedric Weatherspoon: My next slide, I will talk about... more about the signature model of ASLP.

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00:20:47.710 --> 00:20:57.890

Dr. Cedric Weatherspoon: Culture, we also integrate culture. Culture represents grounding Grounding in racial identity.

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00:20:58.630 --> 00:21:16.600

Dr. Cedric Weatherspoon: The calling that is embedded in this... in this model, it represents calling... calling represents... represents purpose and professional identity and integration, and global leadership represents outward impact.

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00:21:17.980 --> 00:21:20.860

Dr. Cedric Weatherspoon: The ribbon below, it talks about

151

00:21:21.230 --> 00:21:40.050

Dr. Cedric Weatherspoon: the research that informs the structure of a program like this. I wish I had more time. I would talk more about this program, because it's... it's great. And if anybody wanted to learn more about the program, I included that in the reading. You can access that document. But it also talks about

152

00:21:40.070 --> 00:21:51.190

Dr. Cedric Weatherspoon: Isolation. The research around isolation, those things around isolation, imposter syndrome, and the need for more mentorship, culturally responsive mentorship.

153

00:21:51.360 --> 00:21:53.019

Dr. Cedric Weatherspoon: And support.

154

00:21:58.580 --> 00:22:06.270

Dr. Cedric Weatherspoon: So, let's break it down a little bit more, because I want to make sure that everyone gets... get the concepts.

155

00:22:06.910 --> 00:22:11.539

Dr. Cedric Weatherspoon: When we talk about culture rooted in identity.

156

00:22:11.800 --> 00:22:17.319

Dr. Cedric Weatherspoon: The biggest question that we talk about is, who am I? Who am I before the white coat?

157

00:22:19.320 --> 00:22:30.569

Dr. Cedric Weatherspoon: I'm speaking at, you know, their culture. We're talking about their racial identity and their community values and lived experiences are very powerful.

158

00:22:30.700 --> 00:22:39.380

Dr. Cedric Weatherspoon: Professional identity formation does not begin at medical schools. We've been developing identities all our lives.

159

00:22:39.780 --> 00:22:44.979

Dr. Cedric Weatherspoon: Students are shaped by their family, their culture, their history.

160

00:22:45.710 --> 00:23:00.339

Dr. Cedric Weatherspoon: Traditional medical education has often treated culture as something to manage, rather than... or minimize, rather than recognize it as a foundation for professional growth.

161

00:23:00.940 --> 00:23:06.069

Dr. Cedric Weatherspoon: Yet, research has shown that identity development

162

00:23:06.340 --> 00:23:19.439

Dr. Cedric Weatherspoon: is relational, contextual, and not just a simple adoption of institutional norms. This research was done by Cruz, Cruz, and Steinhardt in 2019.

163

00:23:20.180 --> 00:23:30.140

Dr. Cedric Weatherspoon: For many Afro-descendants, And global, diverse learners, culture, Includes relational care.

164

00:23:30.830 --> 00:23:36.859

Dr. Cedric Weatherspoon: And collective... in... in collective responsibility, and a strong community connection.

165

00:23:36.860 --> 00:23:57.890

Dr. Cedric Weatherspoon: these aren't just merely soft skills that, hey, these are soft skills, it'll be good you have them, but we need to know that you're making the grade academically, you know what you're talking about. Yet, that still is important, but, you know, when you're saying soft skills, these are... it kind of minimizes the role of the relational contact.

166

00:23:58.090 --> 00:24:00.889

Dr. Cedric Weatherspoon: And these are essential to

167

00:24:01.000 --> 00:24:09.259

Dr. Cedric Weatherspoon: Building trust with patients, and in the future, and... and healing, and through clen... in your clinical practice.

168

00:24:10.740 --> 00:24:17.059

Dr. Cedric Weatherspoon: program like ASLP begins with culture because identity

169

00:24:17.370 --> 00:24:23.620

Dr. Cedric Weatherspoon: Identity grounding must be... must come before purpose and leadership.

170

00:24:24.210 --> 00:24:29.410

Dr. Cedric Weatherspoon: When learners are rooted in who they are.

171

00:24:29.800 --> 00:24:34.270

Dr. Cedric Weatherspoon: They are better... they are better able to navigate trainings.

172

00:24:34.510 --> 00:24:40.010

Dr. Cedric Weatherspoon: Sustain well-being, and lead... and lead authentically.

173

00:24:40.650 --> 00:24:45.930

Dr. Cedric Weatherspoon: This foundation then opened the doors to the next stage.

174

00:24:46.730 --> 00:24:50.209

Dr. Cedric Weatherspoon: Of development of this model is calling.

175

00:24:50.440 --> 00:24:56.479

Dr. Cedric Weatherspoon: Where there are... where identities connects to purpose and professional mission.

176

00:24:59.440 --> 00:25:02.590

Dr. Cedric Weatherspoon: So one's identity is culturally grounded.

177

00:25:03.390 --> 00:25:08.020

Dr. Cedric Weatherspoon: The next developmental question is... becomes calling.

178

00:25:08.370 --> 00:25:09.909

Dr. Cedric Weatherspoon: Why am I here?

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00:25:10.490 --> 00:25:18.270

Dr. Cedric Weatherspoon: I think a lot of medical students can relate to that question. It's like, why am I here? Who am I becoming through this work?

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00:25:18.880 --> 00:25:24.679

Dr. Cedric Weatherspoon: Colin is the bridge between identity and professional roles.

181

00:25:24.900 --> 00:25:34.600

Dr. Cedric Weatherspoon: In medical education, we often assume that purpose is fixed at a mission, and we know that. And it begins with your personal statement.

182

00:25:35.090 --> 00:25:50.920

Dr. Cedric Weatherspoon: That students enter into medical school with a stable motivation, and that they will simply carry them... would simply carry them through their training. But research and lived experience tells us otherwise.

183

00:25:51.060 --> 00:25:59.010

Dr. Cedric Weatherspoon: Professional identity formation literature shows that calling is developed Developed, not presumed.

184

00:25:59.590 --> 00:26:11.000

Dr. Cedric Weatherspoon: It shapes... it is shaped through reflection, challenges, mentorship, meaning... meaning-making over time.

185

00:26:11.170 --> 00:26:18.019

Dr. Cedric Weatherspoon: And that's back to Crew S for Cruise 2019, and CALT 2017.

186

00:26:18.680 --> 00:26:31.840

Dr. Cedric Weatherspoon: for Afro-descended, Afro-descendant and diverse learner, Colin is deeply connected to responsive... community responsibility, justice, healing.

187

00:26:32.010 --> 00:26:33.649

Dr. Cedric Weatherspoon: In relational care.

188

00:26:33.980 --> 00:26:42.490

Dr. Cedric Weatherspoon: When these motivations are not named, supported, students may encounter imposter phenomena.

189

00:26:43.520 --> 00:26:58.579

Dr. Cedric Weatherspoon: Not because they lack the ability, but because their purpose does not mirror, mirror the dominant narrative of success in medicine, sorry.

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00:26:59.360 --> 00:27:08.759

Dr. Cedric Weatherspoon: The ASLP program that I developed is treat this calling as a... a coaching... as a coaching process.

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00:27:08.900 --> 00:27:12.850

Dr. Cedric Weatherspoon: Not a personal... not a personal struggle.

192

00:27:13.420 --> 00:27:32.229

Dr. Cedric Weatherspoon: Through reflection, such professional... such as professional identity essays, like I described, students are invited to examine how their values, experiences, and aspiration intersect with their role as becoming a physician.

193

00:27:32.660 --> 00:27:38.610

Dr. Cedric Weatherspoon: Importantly, the goal is not to arrive to the right answer again.

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00:27:38.770 --> 00:27:41.229

Dr. Cedric Weatherspoon: But it's to observe growth.

195

00:27:41.510 --> 00:27:44.530

Dr. Cedric Weatherspoon: Tension in the evolution over time.

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00:27:51.490 --> 00:27:54.790

Dr. Cedric Weatherspoon: So, in this context, leadership..

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00:27:54.910 --> 00:28:01.919

Dr. Cedric Weatherspoon: We're talking about global leadership. Leadership is not defined by a title or a position.

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00:28:02.480 --> 00:28:09.010

Dr. Cedric Weatherspoon: It is defined by influence, responsibility, and system awareness.

199

00:28:09.870 --> 00:28:17.179

Dr. Cedric Weatherspoon: Medical education has traditionally prepared students to function within an existing system.

200

00:28:17.990 --> 00:28:28.370

Dr. Cedric Weatherspoon: However, The ASLP program invites learners to also consider how they are shaped challenged and improved

201

00:28:28.880 --> 00:28:33.110

Dr. Cedric Weatherspoon: How they can shape, challenge, and improve those systems.

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00:28:33.790 --> 00:28:40.179

Dr. Cedric Weatherspoon: Professional identity formation suggests that when... when identity

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00:28:40.650 --> 00:28:48.159

Dr. Cedric Weatherspoon: and purpose are integrated. Learners move from survival to performance.

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00:28:48.270 --> 00:28:54.239

Dr. Cedric Weatherspoon: Toward agency, toward steward... stewardship. Stewardship.

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00:28:55.430 --> 00:28:58.859

Dr. Cedric Weatherspoon: This shift... this shift, essentially.

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00:28:59.090 --> 00:29:08.270

Dr. Cedric Weatherspoon: Decision is essential for development of physicians who can respond to global health inequities.

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00:29:09.710 --> 00:29:10.600

Dr. Cedric Weatherspoon: Okay.

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00:29:11.910 --> 00:29:22.140

Dr. Cedric Weatherspoon: And structural, and structural barriers and context, complex community, complex community needs.

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00:29:23.130 --> 00:29:31.340

Dr. Cedric Weatherspoon: for Afro-descendants, And global learners, leadership often emerged from lived experiences.

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00:29:32.060 --> 00:29:35.509

Dr. Cedric Weatherspoon: From navigating inequitable systems.

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00:29:35.630 --> 00:29:39.859

Dr. Cedric Weatherspoon: And for maintaining connections to community.

212

00:29:40.650 --> 00:29:54.310

Dr. Cedric Weatherspoon: This ASLP framework that these... that... that these experience... ASLP frames these experiences as leadership, as assets, rather than liability.

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00:29:54.870 --> 00:29:59.250

Dr. Cedric Weatherspoon: Global leadership also expands the scope of care.

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00:29:59.480 --> 00:30:08.130

Dr. Cedric Weatherspoon: It recognized that health is shaped by social, Cultural, economic, and political contexts.

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00:30:08.850 --> 00:30:10.560

Dr. Cedric Weatherspoon: As we all know.

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00:30:10.800 --> 00:30:20.239

Dr. Cedric Weatherspoon: And that physicians must be prepared to lead across disciplines and communities, and even across borders.

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00:30:21.240 --> 00:30:24.590

Dr. Cedric Weatherspoon: In ASLP, coaching is...

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00:30:24.900 --> 00:30:35.830

Dr. Cedric Weatherspoon: Coaching at this stage focuses on helping the learners identify where their influences can matter most.

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00:30:36.430 --> 00:30:49.920

Dr. Cedric Weatherspoon: We're... whether through clinical leadership, educational leadership, advocacy, policy research, or community engagement.

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00:30:50.050 --> 00:30:54.340

Dr. Cedric Weatherspoon: The goal is not to prescribe a single leadership path.

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00:30:54.630 --> 00:31:05.750

Dr. Cedric Weatherspoon: But to support the learner in acting from, in acting from an integrated sense of identity and calling.

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00:31:06.260 --> 00:31:19.669

Dr. Cedric Weatherspoon: Ultimately, global leadership represents a shift from how do I succeed in medicine to how do I use medicine in service of the work?

223

00:31:25.730 --> 00:31:30.350

Dr. Cedric Weatherspoon: So, with this, I want to do just a brief case study.

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00:31:30.730 --> 00:31:32.479

Dr. Cedric Weatherspoon: This,

225

00:31:32.630 --> 00:31:42.999

Dr. Cedric Weatherspoon: This person, so this is not... this is based on my experience with working with multiple students, and some of the research that

226

00:31:43.000 --> 00:31:55.669

Dr. Cedric Weatherspoon: I've done throughout my, learning more about medical education and learning more about some of the challenges that Afro-descended students and BIPOC students face,

227

00:31:55.970 --> 00:31:59.890

Dr. Cedric Weatherspoon: When they're going through this journey of becoming a physician.

228

00:32:01.600 --> 00:32:09.900

Dr. Cedric Weatherspoon: So, the subject I'm talking about, is... her name is... I would like to introduce you to Amina.

229

00:32:11.390 --> 00:32:13.890
Dr. Cedric Weatherspoon: Amina.

230
00:32:14.080 --> 00:32:26.670
Dr. Cedric Weatherspoon: Amina entered medical education with a clear mission to improve healthcare outcomes in her community by becoming a primary care physician.

231
00:32:27.190 --> 00:32:29.859
Dr. Cedric Weatherspoon: Her calling was deeply personal.

232
00:32:30.060 --> 00:32:37.970
Dr. Cedric Weatherspoon: It shaped... it was shaped by her family's experience in navigating healthcare disparities and mistrust.

233
00:32:39.980 --> 00:32:52.500
Dr. Cedric Weatherspoon: Her family, like other Afro-descendants' families, hesitates to engage in preventative care due to historical harm inflicted upon the Black community.

234
00:32:52.960 --> 00:32:58.210
Dr. Cedric Weatherspoon: An example of this harm was the Tuskegee Syphilis Study.

235
00:32:58.520 --> 00:33:03.530
Dr. Cedric Weatherspoon: Which took place in 1932 to 1972.

236
00:33:04.220 --> 00:33:11.020
Dr. Cedric Weatherspoon: Although there has been significant reform, to reshape research

237
00:33:11.260 --> 00:33:27.410
Dr. Cedric Weatherspoon: research ethics and clinical trials, the generational impact of harm remains present in many communities. As first generations... a first-generation medical student, Amina saw herself as a bridge

238
00:33:28.330 --> 00:33:38.170
Dr. Cedric Weatherspoon: Someone who could bring education, could bring trust and cultural responsibility care back to her community.

239
00:33:38.650 --> 00:33:43.539
Dr. Cedric Weatherspoon: She envisioned herself being a vessel for healing. However.

240

00:33:43.710 --> 00:33:49.910

Dr. Cedric Weatherspoon: When she arrived at medical school, the environment did not reflect her vision.

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00:33:50.590 --> 00:33:56.659

Dr. Cedric Weatherspoon: She was one of only three Afro-descendant students in her cohort.

242

00:33:57.080 --> 00:34:01.719

Dr. Cedric Weatherspoon: There were no faculty members who shared racial identity.

243

00:34:02.020 --> 00:34:05.149

Dr. Cedric Weatherspoon: She struggled with... to find a mentor.

244

00:34:05.290 --> 00:34:10.369

Dr. Cedric Weatherspoon: Who understood her cultural lens, through which she viewed medicine.

245

00:34:11.040 --> 00:34:20.000

Dr. Cedric Weatherspoon: Without visible models, affirming spaces, Amina began to question whether she belonged.

246

00:34:20.790 --> 00:34:29.860

Dr. Cedric Weatherspoon: The gaps... the gaps... The gap between her calling and institutional culture created identity tension.

247

00:34:30.190 --> 00:34:32.850

Dr. Cedric Weatherspoon: During this fir- during the first year.

248

00:34:33.610 --> 00:34:41.339

Dr. Cedric Weatherspoon: This stress affected her academic performance and contributed to her symptoms of mild depression.

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00:34:45.900 --> 00:34:49.350

Dr. Cedric Weatherspoon: So, as a case, so as before.

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00:34:49.850 --> 00:34:56.979

Dr. Cedric Weatherspoon: we talk about this case. One of the first steps we want to look at, I'm proposing coaches look at.

251

00:34:57.240 --> 00:35:10.389

Dr. Cedric Weatherspoon: Is, before we get to calling and leadership, we must understand the cultural foundation that shapes how the students entered, entered the profession.

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00:35:10.800 --> 00:35:18.070

Dr. Cedric Weatherspoon: Culture includes identity, family history, and community values, and lived experience.

253

00:35:18.190 --> 00:35:37.699

Dr. Cedric Weatherspoon: The ways... the way individuals understand healing and service. For Amina, this is central for her motivation for entering medical school. Her desire to become a physician is deeply connected to her family experience with healthcare and historical mistrust of the medical system.

254

00:35:37.700 --> 00:35:44.519

Dr. Cedric Weatherspoon: These experiences are not separate of her professional development. They are a part of the lens

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00:35:44.560 --> 00:35:57.900

Dr. Cedric Weatherspoon: through which she understands medicine. However, when Amina entered into medical school, the institutional culture does not always affirm these experiences, and she finds herself

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00:35:57.900 --> 00:36:05.279

Dr. Cedric Weatherspoon: In an environment where very few people share her cultural background, and

257

00:36:05.600 --> 00:36:10.900

Dr. Cedric Weatherspoon: There are limited role models and... who reflect her identity.

258

00:36:11.310 --> 00:36:16.470

Dr. Cedric Weatherspoon: This can create a sense of isolation and identity tension.

259

00:36:21.190 --> 00:36:24.560

Dr. Cedric Weatherspoon: So, coaching... the next phase is coaching with the calling.

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00:36:25.920 --> 00:36:39.589

Dr. Cedric Weatherspoon: Coaching plays a critical role in helping Amina integrate her sense of purpose with... with her developing... her sense of purpose with developing her professional identity.

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00:36:39.900 --> 00:36:55.129

Dr. Cedric Weatherspoon: The first task for a coach is to establish a strong working alliance. Yes, building... creating a safe psychological space so Amina can feel secure enough to explore both personal and professional challenges.

262

00:36:55.420 --> 00:37:08.669

Dr. Cedric Weatherspoon: Research in professional identity formation reminds us that development occurs with trust... within a trusted relationship, not in isolation.

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00:37:09.940 --> 00:37:18.099

Dr. Cedric Weatherspoon: Once this foundation is established, we introduce a structure standard with some pre-assessment tools.

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00:37:18.600 --> 00:37:22.690

Dr. Cedric Weatherspoon: I've developed some of those in the ASLP process.

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00:37:23.010 --> 00:37:31.549

Dr. Cedric Weatherspoon: Amina can reconnect... Amina reconnects with her original sense of calling.

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00:37:31.550 --> 00:37:45.530

Dr. Cedric Weatherspoon: For example, reinvesting in her personal statement. So, revisiting her... not reinvesting, but revisiting her personal statement. This is an activity that I use a lot in my coaching process, because I think a lot of times.

267

00:37:45.930 --> 00:38:01.619

Dr. Cedric Weatherspoon: With the intensity of the environment and the curriculum, looking at trying to make the mark and establish yourself in the culture of the institution, some people forget about the personal statement that they work.

268

00:38:02.060 --> 00:38:07.339

Dr. Cedric Weatherspoon: This is a way to connect them to their sense of purposes.

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00:38:07.550 --> 00:38:15.389

Dr. Cedric Weatherspoon: And then another intervention would be administering the client's imposter Phenomenon scale.

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00:38:15.750 --> 00:38:32.220

Dr. Cedric Weatherspoon: I use this at the class a lot when I'm working with Afro-descendant students, because I want to know how intense, if and how intense the imposter syndrome is, is, is, not syndrome, but phenomenon is, present.

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00:38:32.900 --> 00:38:42.599

Dr. Cedric Weatherspoon: This, helps me to, like, understand this self-doubt and the disconnection that kind of gets in the way of their feeling competence.

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00:38:42.750 --> 00:38:57.919

Dr. Cedric Weatherspoon: And then the next stage, next tool I use is we engage in a solution-focused coaching process, which shifts the narrative to what is wrong, to what is working, to what is possible.

273

00:38:58.170 --> 00:39:01.849

Dr. Cedric Weatherspoon: Rather than centering deficit.

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00:39:01.890 --> 00:39:13.999

Dr. Cedric Weatherspoon: This approach, emphasizes strengths, growth, and future orientation. Amina begins to move, question... from questioning who she is.

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00:39:14.000 --> 00:39:22.559

Dr. Cedric Weatherspoon: Whether she belongs in medical education and reconnection to a... her purpose and her... her calling and her mission.

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00:39:27.540 --> 00:39:37.440

Dr. Cedric Weatherspoon: Once students are... have grounded themselves in their cultural identity, reconnected to their calling, the next step is translating

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00:39:37.770 --> 00:39:46.249

Dr. Cedric Weatherspoon: Translating that integrated identity Integrated identity into impact and leadership.

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00:39:46.420 --> 00:39:52.610

Dr. Cedric Weatherspoon: At this stage, students begin to see themselves not only as learners.

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00:39:52.750 --> 00:39:56.320

Dr. Cedric Weatherspoon: Within a system, but future physicians.

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00:39:57.340 --> 00:40:12.860

Dr. Cedric Weatherspoon: who are... who can influence and improve systems in their... in which they work. For Amina, global leadership means expanding her vision beyond simply surviving medical school.

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00:40:13.610 --> 00:40:20.909

Dr. Cedric Weatherspoon: She begins to recognize that her lived experience and, experience.

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00:40:21.230 --> 00:40:32.839

Dr. Cedric Weatherspoon: Growing up in a community affected by healthcare disparities provides her with a unique perspective that can shape how healthcare is delivered.

283

00:40:34.350 --> 00:40:42.360

Dr. Cedric Weatherspoon: What was once felt as a burden or a barrier now becomes a source of leadership and advocacy.

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00:40:43.310 --> 00:40:49.460

Dr. Cedric Weatherspoon: Global leadership does not necessarily mean practicing medicine internationally.

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00:40:49.880 --> 00:40:54.670

Dr. Cedric Weatherspoon: Instead, it refers to developing physicians who understand

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00:40:54.890 --> 00:40:59.459

Dr. Cedric Weatherspoon: That health is influenced by broader social.

287

00:40:59.580 --> 00:41:10.610

Dr. Cedric Weatherspoon: social, cultural, and systemic factors. These physicians are able to lead across communities, across institutions, and across systems.

288

00:41:10.760 --> 00:41:16.120

Dr. Cedric Weatherspoon: With the... with cultural awareness and ethical responsibility.

289

00:41:16.540 --> 00:41:20.580

Dr. Cedric Weatherspoon: At this phase of co... at this phase of coaching.

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00:41:21.200 --> 00:41:32.289

Dr. Cedric Weatherspoon: At this phase, the role of the coach is to help the student translate their identity into purpose... identity and purpose into action.

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00:41:32.510 --> 00:41:50.119

Dr. Cedric Weatherspoon: Coaches support learners in identifying leadership opportunities, building networks... networks of mentorship, collaborations, and developing the confidence needed to... needed to influence change. For a media... a MENA,

292

00:41:50.590 --> 00:42:04.829

Dr. Cedric Weatherspoon: This means recognizing that she is not only becoming a physician, she is becoming a leader who helps build trust between healthcare institutions and the community that they serve.

293

00:42:05.530 --> 00:42:17.809

Dr. Cedric Weatherspoon: Ultimately, the goal is global leadership, of the global leadership phase is to move the students from asking, do I belong here? To asking.

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00:42:17.920 --> 00:42:26.889

Dr. Cedric Weatherspoon: how I can use this profession to serve others and to transform systems around me.

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00:42:30.450 --> 00:42:43.260

Dr. Cedric Weatherspoon: So faculty... often faculties get put in the role of identity culture mentors, or, our advocates,

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00:42:43.490 --> 00:42:45.950

Dr. Cedric Weatherspoon: Professional identity,

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00:42:46.100 --> 00:42:55.479

Dr. Cedric Weatherspoon: it's just a reminder that, it's a few tiers that I want to kind of put out there, as takeaways.

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00:42:55.920 --> 00:43:00.030

Dr. Cedric Weatherspoon: Professional identity formation does not occur in isolation.

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00:43:00.420 --> 00:43:08.519

Dr. Cedric Weatherspoon: It shapes the relationships and the feed... feedback modeling and... and everything that,

300

00:43:09.250 --> 00:43:13.210

Dr. Cedric Weatherspoon: Everyday interaction between student and faculty.

301

00:43:15.680 --> 00:43:28.670

Dr. Cedric Weatherspoon: This does not require faculty to become therapists, so we're not going to give you another role, or abandon standards, because a lot of times when we talk about professional identity development, a lot of faculty

302

00:43:28.710 --> 00:43:37.140

Dr. Cedric Weatherspoon: that I've worked with in the past, and they say, well, we gotta keep these standards. We're not trying to abandon standards, we're trying to enhance those,

303

00:43:37.260 --> 00:43:43.949

Dr. Cedric Weatherspoon: We're just trying to color the picture more. Those standards still are required by student.

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00:43:44.550 --> 00:43:54.989

Dr. Cedric Weatherspoon: Instead of, you know, instead, it involves, like, we need to focus on reflecting, and naming growth, and helping students to make meaning.

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00:43:55.020 --> 00:44:10.620

Dr. Cedric Weatherspoon: Of their experiences over time. Coaching practices such as reflective questioning, longitudinal feedback, and narrative assessments includes tools like the Professional Identity Essay.

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00:44:11.190 --> 00:44:18.819

Dr. Cedric Weatherspoon: That... which allows, staff to support the student, rather than simply judge them.

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00:44:20.060 --> 00:44:23.720

Dr. Cedric Weatherspoon: Ultimately, when faculty embrace this role.

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00:44:24.230 --> 00:44:39.759

Dr. Cedric Weatherspoon: This contributes not only to the individual learner's growth, but it's... it's... but it helps the student in their learning environment and cultivate leadership, resiliency, and professional identity integrity.

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00:44:41.610 --> 00:44:44.830

Dr. Cedric Weatherspoon: So, yes, there is some works by institution.

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00:44:45.350 --> 00:44:55.659

Dr. Cedric Weatherspoon: While individual coaching and relationship matters, and professional identity formation, institutional culture is critical also.

311

00:44:56.090 --> 00:45:00.090

Dr. Cedric Weatherspoon: If students want to develop students.

312

00:45:00.240 --> 00:45:18.540

Dr. Cedric Weatherspoon: If we want to develop students through this integrated process, and to become authentic in their professional identity development, our system must support that development. An institution has to be committed to

313

00:45:18.950 --> 00:45:30.640

Dr. Cedric Weatherspoon: Committed to the development, and development of, means beyond isolated DEI initiatives that embed

314

00:45:31.000 --> 00:45:34.080

Dr. Cedric Weatherspoon: Toward embedding longitudinal structure.

315

00:45:34.420 --> 00:45:40.390

Dr. Cedric Weatherspoon: This includes integrating culturally responsive coaches in the curricula.

316

00:45:40.920 --> 00:45:47.910

Dr. Cedric Weatherspoon: And faculty development and assessment, rather than relying on individual champions alone.

317

00:45:49.730 --> 00:45:52.589

Dr. Cedric Weatherspoon: Institution must address their hidden curriculum.

318

00:45:53.570 --> 00:46:03.569

Dr. Cedric Weatherspoon: The informal messages to learners are receiving... receive through cultural and hierarchy and power dynamics.

319

00:46:09.270 --> 00:46:19.499

Dr. Cedric Weatherspoon: And so, we have a little bit of time. I want to throw out here a few reflection... reflective questions before we get into the Q&A.

320

00:46:20.320 --> 00:46:30.670

Dr. Cedric Weatherspoon: Where is... one of them is, where is identity supported in your institution? Or in your... if you're a student, how is your identity supported?

321

00:46:30.980 --> 00:46:33.080

Dr. Cedric Weatherspoon: Where is it suppressed?

322

00:46:34.810 --> 00:46:40.669

Dr. Cedric Weatherspoon: And then the third question is, What will you change tomorrow?

323

00:46:45.470 --> 00:46:50.549

Dr. Cedric Weatherspoon: So I want to open it up for a Q&A, and then we can talk a little bit

324

00:46:50.760 --> 00:46:52.780

Dr. Cedric Weatherspoon: I can answer some questions.

325

00:47:05.240 --> 00:47:08.929

Ana Nunez MD: So, Dr. Witherspoon, why don't you take down your slides so we can see you better, as we.

326

00:47:08.930 --> 00:47:09.320

Dr. Cedric Weatherspoon: Oh!

327

00:47:09.320 --> 00:47:10.480

Ana Nunez MD: to our Q&A.

328

00:47:10.480 --> 00:47:11.039

Dr. Cedric Weatherspoon: Here I am.

329

00:47:11.040 --> 00:47:11.970

Ana Nunez MD: Beautiful, there you are.

330

00:47:12.850 --> 00:47:29.229

Ana Nunez MD: So, you know, it's interesting in terms of, when you said, what do you, you know, how's it suppressed, and how do we affirm? And, you know, the first thing that came to my mind is, well, we suppress by microaggressions, by some of the unconscious things of sort of who is here, and we uplift.

331

00:47:29.270 --> 00:47:40.060

Ana Nunez MD: by micro-affirmations, and it certainly feels like, from my perspective, in terms of medical culture, we tend to not be very generous about the microaffirmations. Like, good job!

332

00:47:40.060 --> 00:47:40.470

Dr. Cedric Weatherspoon: Boom.

333

00:47:40.470 --> 00:47:57.640

Ana Nunez MD: Way to go. You know, I think we've gotten better, certainly than, you know, in Days of Dragon when I was trained. But, you know, where you'd never, it's like, if they didn't, if they didn't yell at you, you must be doing a good job, sort of back... back in the old days. So I think we've gotten better, but I think in general, sort of doing that, hey, that was great.

334

00:47:57.640 --> 00:48:14.139

Ana Nunez MD: you know, in terms of being part of medical culture, lands differentially on individuals, in terms of sort of belonging. And so I think that that's sort of a culture change for all of us, in terms of how do we sort of uplift folks in identifying sort of the good stuff.

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00:48:14.140 --> 00:48:18.550

Ana Nunez MD: But those are the things that sort of just jumped out when you sort of, put those questions there.

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00:48:21.670 --> 00:48:29.420

Dr. Cedric Weatherspoon: One of the... And now, as I was putting this presentation together, I cannot help to think about

337

00:48:29.550 --> 00:48:32.659

Dr. Cedric Weatherspoon: This next generation of physicians.

338

00:48:33.230 --> 00:48:39.489

Dr. Cedric Weatherspoon: I am so excited about Them... their transition into the work.

339

00:48:40.250 --> 00:48:51.960

Dr. Cedric Weatherspoon: they have a different mindset. These cultural piece and this professional identity development, Develop professional identity formation.

340

00:48:52.490 --> 00:49:09.490

Dr. Cedric Weatherspoon: It's different because they have access to a... like, we... I grew up when the internet just started. I'm not telling my

age, by the way, but it's... I was on the first end of the internet, and now people have access to...

341

00:49:10.000 --> 00:49:26.580

Dr. Cedric Weatherspoon: countries, like, different countries, like, you can have access to students who are studying in Norway, students studying in Africa, or wherever, across the globe, and so that worldview is different.

342

00:49:26.640 --> 00:49:30.600

Dr. Cedric Weatherspoon: About, like, healthcare and how to become a physician.

343

00:49:31.040 --> 00:49:38.080

Dr. Cedric Weatherspoon: And as a coach, understanding that some of these students coming in with a large mission.

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00:49:38.190 --> 00:49:55.979

Dr. Cedric Weatherspoon: And, you know, they want to expand who they are as physicians and their impact. And I think that's one of the things that I get really excited about, and nervous about, because some people can be very rigid in their roles and not support that type of thinking.

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00:49:56.070 --> 00:50:00.559

Dr. Cedric Weatherspoon: And don't know how to develop students who have that broader

346

00:50:00.790 --> 00:50:03.509

Dr. Cedric Weatherspoon: Scope of what it means to be a physician.

347

00:50:04.300 --> 00:50:23.010

Ana Nunez MD: sort of that dynamic of, sort of, you need to be able to be socialized to work within the organization, rather than do the 60,000 feet, right? Sort of, how do you... how do you, you know, make it through the rotation, but also ideate the future, right? How do you balance those two things? Because if you're just walking in the clouds and you're not making it through your expectations.

348

00:50:23.020 --> 00:50:24.380

Ana Nunez MD: It's not gonna work.

349

00:50:24.380 --> 00:50:46.269

Ana Nunez MD: And if you're just left foot, right foot, and you're somebody who is, you know, affirmed and sort of empowered in terms of thinking about sort of that bigger picture. We do have a question here,

speaking of bigger picture, and you talked about sort of institutional perspective. What recommendations would you have for leadership in reformation of the federal government to promote and value diversity so everyone can thrive?

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00:50:46.270 --> 00:50:56.080

Ana Nunez MD: a very tiny and easy question. Thank you, Dr. Backman. So, poor Dr. Weatherspoon, so... but that's what we have for you. We have another one after that.

351

00:50:56.600 --> 00:51:02.030

Dr. Cedric Weatherspoon: Well, I... you know what, I always believe, I... like, I...

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00:51:02.320 --> 00:51:09.359

Dr. Cedric Weatherspoon: my own personal work is trying to unlearn what I've learned, and I think that's the biggest challenge for a lot of folks.

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00:51:09.840 --> 00:51:13.519

Dr. Cedric Weatherspoon: And then also understanding what's your level of influence.

354

00:51:13.890 --> 00:51:16.019

Dr. Cedric Weatherspoon: You know, like, we live...

355

00:51:16.390 --> 00:51:27.330

Dr. Cedric Weatherspoon: in Minnesota, we live in a pretty solid state. And I've known, like, just the work in Minnesota has transcended and made

356

00:51:27.780 --> 00:51:46.919

Dr. Cedric Weatherspoon: changed, like, across the country, and some of the things that we do here in edu... in medicine really influence some of the folks across the country. So, my question is, is, like, are we focused? So, institution needs to stand on their...

357

00:51:47.190 --> 00:51:56.259

Dr. Cedric Weatherspoon: Their values and what they believe in, while at the same time understanding how to negotiate

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00:51:56.300 --> 00:52:11.089

Dr. Cedric Weatherspoon: stay true to what we do in our state. And then, on a micro level, physicians can stay... if we have a collective of physicians that are consistent and really,

359

00:52:11.140 --> 00:52:20.390

Dr. Cedric Weatherspoon: You know, pushing the agenda forward and advocating for my more diversity as a practice to support better healthcare outcomes.

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00:52:20.800 --> 00:52:38.440

Dr. Cedric Weatherspoon: then we could definitely make a movement. I think about the Civil Rights Movement. You know, you look at it as a small group, as far as, you know, people getting together in their churches and having conversation about change and what we need to do to make change.

361

00:52:38.490 --> 00:52:44.729

Dr. Cedric Weatherspoon: And people talking about the sacrifices that comes with making changes.

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00:52:44.930 --> 00:52:46.909

Dr. Cedric Weatherspoon: I think we're in this season.

363

00:52:47.910 --> 00:53:02.999

Dr. Cedric Weatherspoon: It happens in these small groups of students having conversation, bringing a small group of students together to have a conversation about disparities and the challenges that we face in healthcare.

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00:53:03.420 --> 00:53:11.029

Dr. Cedric Weatherspoon: It starts with me having coffee with your colleagues, talking about how you can support these students.

365

00:53:11.030 --> 00:53:25.050

Dr. Cedric Weatherspoon: movement, and what do you need to do as colleagues, and then just keep climbing up the ladder. And you might hit a bump in the road, because at the end of the day, it's about dollars. It's like, if I have your dollars, I can, you know, control you.

366

00:53:25.180 --> 00:53:44.449

Dr. Cedric Weatherspoon: But technically, you can't. It depends on where your value lies. And so, that can be on an individual level, an institutional level, as a faculty. I would say engage in that process and develop processes around that, versus saying, like, hey, we gotta go to the Capitol and

367

00:53:44.500 --> 00:53:59.409

Dr. Cedric Weatherspoon: and tell them our... tell them about how dissatisfied we are. They know that. And so... but we can take the... the bull by the horns and just start to create our own movement within our...

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00:53:59.500 --> 00:54:10.400

Dr. Cedric Weatherspoon: our scope, and I think that's the way I would address this, the change that they're doing at the national level with institutions.

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00:54:10.540 --> 00:54:12.789

Ana Nunez MD: Harvard is fighting back, though.

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00:54:12.960 --> 00:54:14.060

Dr. Cedric Weatherspoon: I like that.

371

00:54:14.060 --> 00:54:18.309

Ana Nunez MD: We have two fabulous questions, but we're getting close to the end.

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00:54:18.310 --> 00:54:19.890

Dr. Cedric Weatherspoon: Come on, let's go, we can go over time.

373

00:54:19.890 --> 00:54:38.730

Ana Nunez MD: the culture of gossip, and sort of how do we encourage students to talk about historical trauma. But I want to be mindful in terms of people's time, and so for those who are able to hang for a minute, we'll give it a go, and otherwise, maybe we'll just capture the answers and sort of post them.

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00:54:38.730 --> 00:54:40.509

Ana Nunez MD: What do you think, Matt?

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00:54:42.120 --> 00:54:44.969

Matt Amundson, MEd (he/him): Yeah, that sounds great. Works for me, if it works for you, Dr. Weatherspoon.

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00:54:45.370 --> 00:54:46.889

Dr. Cedric Weatherspoon: Okay, yes, it does, I have that.

377

00:54:46.890 --> 00:55:10.179

Ana Nunez MD: So, so Dr. Oka says, what about microaggressions toward trainees that aren't directed at them explicitly, rather than emerge through a culture of gossip? In these situations, one person's perception or comments about a trainee can quickly become the narrative that others

accept as truth within a program. How do we effectively counteract this with... especially when many are simply trying to navigate and survive within the system themselves?

378

00:55:11.140 --> 00:55:12.520

Ana Nunez MD: Culture of Gossip.

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00:55:12.780 --> 00:55:27.340

Dr. Cedric Weatherspoon: Oh, that's, that is an interesting topic. I would think... first of all, gossip is toxic, and it definitely does not support the learning of anyone, and it doesn't definitely..

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00:55:27.590 --> 00:55:34.730

Dr. Cedric Weatherspoon: It definitely doesn't, help when you're building team cohesiveness.

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00:55:35.030 --> 00:55:42.179

Dr. Cedric Weatherspoon: So, I always look at gossip. I worked many years, I worked for 13 years at the state, for the state of Minnesota.

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00:55:42.580 --> 00:55:45.590

Dr. Cedric Weatherspoon: And one of the trainings that we had was..

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00:55:45.700 --> 00:55:52.119

Dr. Cedric Weatherspoon: How do we address toxic work environment... environments, and how do we address gossip?

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00:55:52.850 --> 00:56:03.629

Dr. Cedric Weatherspoon: The first step has to come from the leadership and the institution, and saying, like, hey, gossip is not something that we support, and it does not build teams.

385

00:56:03.710 --> 00:56:15.810

Dr. Cedric Weatherspoon: So, really embedding that we are a team, and we all have our function, and we should not be talking about our team members. The other piece on the individual level.

386

00:56:16.010 --> 00:56:22.340

Dr. Cedric Weatherspoon: When you... when someone is gossiping, it's difficult to gossip with someone who's not participating.

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00:56:23.040 --> 00:56:28.259

Dr. Cedric Weatherspoon: So, if the culture of the team does not believe in gossiping.

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00:56:28.500 --> 00:56:30.559

Ana Nunez MD: Then, that should be...

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00:56:30.680 --> 00:56:45.080

Dr. Cedric Weatherspoon: embedded on the... people aren't gossiping on the individual levels. They're given the tools to say, hey, you know, sounds like you have a problem with this person. You probably need to go to that person and talk to them about it, because I'm not...

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00:56:45.330 --> 00:56:47.960

Dr. Cedric Weatherspoon: I support a healthy work environment.

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00:56:48.150 --> 00:56:56.960

Dr. Cedric Weatherspoon: So really standing, putting your foot forward, and not gossiping. Do your part, because at the end of the day, that's what you can control.

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00:56:57.370 --> 00:56:58.520

Dr. Cedric Weatherspoon: And...

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00:56:58.660 --> 00:57:15.490

Dr. Cedric Weatherspoon: And in healthcare, working together as a team is the most important part in addressing some of our community healthcare needs. Gossiping just, like, it just keeps the separation and keeps chaos going amongst the team.

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00:57:15.700 --> 00:57:21.800

Dr. Cedric Weatherspoon: The other things that, institutions can do, or supervisors can do, is

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00:57:21.950 --> 00:57:30.780

Dr. Cedric Weatherspoon: provide a space where people can problem-solve around different conflicts or things that they have. I mean, put it out there, let's have a conversation.

396

00:57:30.780 --> 00:57:46.870

Dr. Cedric Weatherspoon: Let's have an open conversation about some of the challenges that the team is having, instead of, like, oh, we're not going to talk about stuff. And we... it's just Minnesota nice. Do not do the Minnesota Nice thing. It's like, oh, okay, things are wrong, but I'm not going to say they're wrong.

397

00:57:46.920 --> 00:58:02.749

Dr. Cedric Weatherspoon: We can't, we can't operate like that on teams that are... especially, you think, if you're in a, you're a resident for a trauma unit, and you're kind of being passive-aggressive, that does not help team cohesiveness.

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00:58:03.700 --> 00:58:09.170

Ana Nunez MD: Leaders have to have courage to be able to sort of... sort of call it out, in terms of saying.

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00:58:09.210 --> 00:58:11.670

Ana Nunez MD: This conversation makes me uncomfortable.

400

00:58:11.670 --> 00:58:34.940

Ana Nunez MD: And I don't think that really supports us, you know, doing things. Maybe we need to sort of have a, you know, mismatched conversation in terms of what's working and what's not working, but this doesn't make me comfortable in terms of having this kind of conversation, because it's not productive. And sort of calling it out, which is... takes courage, because that isn't necessarily the norm in all groups, but you need sort of leaders to sort of say, this doesn't make me feel comfortable.

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00:58:34.940 --> 00:58:42.009

Ana Nunez MD: Let's... there's a problem here, let's figure out how we can address it in a way that's more productive, in terms of doing that, right?

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00:58:42.550 --> 00:58:51.669

Dr. Cedric Weatherspoon: Yeah, and I have a lot of colleagues who are into organizational conflict management and workplace bullying. Dr. Asia King is...

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00:58:51.770 --> 00:59:05.049

Dr. Cedric Weatherspoon: is one of those folks who are... who specialize in, like, high conflict and conflict management, and part of it is gossiping occurs when teams aren't well, and people aren't being validated most of the time, so...

404

00:59:06.230 --> 00:59:20.319

Ana Nunez MD: So, and then our other question, Dr. Field, says, how to get students to speak about research, historical trauma of Afro-descendant students, is that important in research cooperation of their communities?

405

00:59:21.660 --> 00:59:33.920

Dr. Cedric Weatherspoon: Well, one thing I wanted to say through my work, I found that there's just tons of research out there around, like, Afro-descendant, issues in medical education.

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00:59:34.490 --> 00:59:36.159

Dr. Cedric Weatherspoon: You know, I think it's...

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00:59:36.720 --> 00:59:44.570

Dr. Cedric Weatherspoon: You know, everything is about, like, opportunity, and, like, we talked a lot about, in my session, we talked about mentorship and coaching.

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00:59:44.670 --> 01:00:01.670

Dr. Cedric Weatherspoon: coaching plays a critical part to leading folks to becoming interested in research and in historical trauma and generational trauma. It's definitely meaningful work.

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01:00:01.930 --> 01:00:12.480

Dr. Cedric Weatherspoon: Sometimes folks say, well, that don't pay the bills, but, you know, purpose does not always equal to paying the bill. But it is definitely...

410

01:00:12.570 --> 01:00:26.640

Dr. Cedric Weatherspoon: fuels passion and, your calling. And so, I would say integrating, making sure that coaches really understand, you know, their students and... and what's their,

411

01:00:26.770 --> 01:00:37.180

Dr. Cedric Weatherspoon: you know, their mission and where they're looking to grow. Just a brief suggestion, and just talking to people, connecting them to people who are actually doing the work.

412

01:00:37.630 --> 01:00:41.240

Dr. Cedric Weatherspoon: Also, faculty plays a critical role in this, too.

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01:00:41.380 --> 01:00:45.040

Dr. Cedric Weatherspoon: what I hear a lot from students, especially students of color.

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01:00:45.260 --> 01:00:48.150

Dr. Cedric Weatherspoon: They often sit back and watch their...

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01:00:48.380 --> 01:00:56.280

Dr. Cedric Weatherspoon: White counterpart students get these... offered these opportunities to do research, and they get paid for it.

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01:00:56.620 --> 01:01:07.029

Dr. Cedric Weatherspoon: But when we're talking about, you know, hey, we're gonna do some work around culture or historical trauma, then it's like, well, we don't have no money for that. And so...

417

01:01:08.020 --> 01:01:22.229

Dr. Cedric Weatherspoon: students are like, well, you just paid my other... the person from the dominant coach, you gave them all these perks, and now I want to explore historical trauma. It's no money, then the money back has dried up.

418

01:01:22.330 --> 01:01:41.089

Dr. Cedric Weatherspoon: And so, that is very discouraging to students of color, and I think it just perpetuates that... that imposter syndrome, I don't belong here, I'm not valued. Providing those same equal opportunities is, I think, is a way to get people into research.

419

01:01:44.310 --> 01:01:55.880

Ana Nunez MD: Great. Well, thank you so much. This has been a fabulous conversation. I appreciate, sort of, all the hard work that you do, and all the interesting insights. And I'll turn it over to Matt.

420

01:01:56.280 --> 01:02:12.529

Matt Amundson, MEd (he/him): Yeah, thanks so much, and thank you so much, Dr. Weatherspoon, for being here. Agreed, really thoughtful, thought-provoking. Well, actually, thank you so much. I see there's a comment in the Q&A asking for your contact info, Dr. Weatherspoon, so if you're comfortable with that, if you want to share that real quick before we log off today.

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01:02:13.400 --> 01:02:28.240

Matt Amundson, MEd (he/him): Yeah, no rush. And for everyone else, thank you so much for being here. You'll see a one-question survey that will appear in your web browser immediately after this Zoom session ends. We appreciate it if you took the time to complete the survey to inform us of future presentation topics.

422

01:02:28.380 --> 01:02:46.479

Matt Amundson, MEd (he/him): And a reminder that this session was recorded, and it will be shared within 2 days to all who registered for the event. And otherwise, the recording can be found under the Education and Training tab of the ODEI website. And another reminder that folks need to re-register for the 2026 lectures, I will, one more time, do a quick

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01:02:46.650 --> 01:02:58.110

Matt Amundson, MEd (he/him): share in the chat, just so you have access to that, if you've not... I'm assuming if you're here, you registered, but even so, if you could share that out, that'd be really helpful for us as well, as we get that information out.

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01:02:58.280 --> 01:03:01.170

Matt Amundson, MEd (he/him): And then please save the dates. Oh, go ahead, Dr. Rosen.

425

01:03:01.170 --> 01:03:03.589

Dr. Cedric Weatherspoon: Oh, Matt, I've put up my QR code, so...

426

01:03:03.590 --> 01:03:04.100

Matt Amundson, MEd (he/him): Perfect.

427

01:03:04.100 --> 01:03:06.479

Dr. Cedric Weatherspoon: want to contact me on LinkedIn.

428

01:03:07.570 --> 01:03:12.249

Matt Amundson, MEd (he/him): Perfect, thank you. Like, we can hang on a minute, just to allow folks to do that as well.

429

01:03:12.630 --> 01:03:25.590

Matt Amundson, MEd (he/him): And, quick save the date, our next Dean's Lecture Series session will be on Wednesday, April 8th, with Dr. Christopher Warlick, Department Chair and Professor in the Department of Urology. So, we look forward to seeing you in... seeing you then. Thank you all so much for being here today.

430

01:03:26.170 --> 01:03:28.040

Ana Nunez MD: Have a great day, take care, everybody.

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01:03:28.400 --> 01:03:29.100

Matt Amundson, MEd (he/him): Yeah.

432

01:03:29.330 --> 01:03:30.030

Ana Nunez MD: Thank you.