

National and Chapter news

AΩA Announces 2019 Recipients of its Award for Excellence in Inclusion, Diversity, and Equity in Medical Education and Patient Care; Professionalism Award; and Moser Award

Award for Excellence in Inclusion, Diversity, and Equity in Medical Education and Patient Care

Alpha Omega Alpha Honor Medical Society is proud to announce the first-ever recipients of its Award for Excellence in Inclusion, Diversity, and Equity in Medical Education and Patient Care. The 2019 awards were presented to:

Meharry Medical College School of Medicine for its pipeline programs that feature comprehensive social and academic enrichment toward encouraging young minority students to pursue careers in the health sciences.



State University of New York Upstate Medical University College of Medicine for its development of a series of innovative programs to enhance the recruitment of a diverse student body, and efforts to advance the campus culture to be more inclusive.



The Johns Hopkins University School of Medicine for its Bayview Internal Medicine Residency Program with its deliberate and thoughtful approach to improving the recruitment of students underrepresented in medicine. Over the past two years, this program attracted the most diverse class of interns in its history, and more than any residency program within the school.



University of North Dakota School of Medicine and Health Sciences for its Indians into Medicine program that seeks out, nurtures, and supports American Indian and Alaskan Native students throughout their medical school experience and beyond. The program ensures that nearly 10 percent of each year's class identify as American Indian or Alaskan Native.



Renaissance School of Medicine
Stony Brook University

Professionalism Award

Recognizing best practices in medical professionalism education, the 2019 Alpha Omega Alpha Honor Medical Society Professionalism Award has been awarded to the **Renaissance School of Medicine at Stony Brook University** for their Professional Identity Formation curriculum.

Professional socialization and the development of reflective capacity are critical elements that shape a medical student's professional identity with a goal to develop physicians who can bring their whole person to provide whole person care. The professional identity of an excellent doctor embraces empathy, mindful attention to patient care, integrity, self-awareness, teamwork, beneficence, respect, and equal regard for all, as well as an eagerness to learn, resilience, and attention to self-care. Personal Identity Formation is a lifelong endeavor achieved through critical reflection and exposure to role models who pass the torch from generation to generation.

The primary objective of this curriculum is to integrate evidence-based approaches to enhance personal identity formation among trainees and faculty across the medical education continuum. In a time of increasing burnout among physicians and trainees, integration of myriad approaches into an institution's learning processes helps to enhance resilience and develop a sense of belonging and well-being within a community of practice.

Robert H. Moser Essay Award

The 2019 recipient of the Robert H. Moser Essay Award is **Cinnamon Bradley, MD** (AΩA, University of Illinois College of Medicine, 1998), Assistant Professor of Medicine and Program Director of the Medicine Residency Program at Morehouse School of Medicine, for her essay "A Giant Upon Whose Shoulders Thousands Stand: The Life and Times of Dr. James W. Reed." Dr. Bradley's essay will be published in the Spring 2020 issue of *The Pharos*.