Stanford School of Medicine Pipeline Programs

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An institution that offers a medical education program must have policies and practices to achieve appropriate diversity among its students, faculty, staff, and other members of its academic community, and must engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds.
The LCME and the CACMS believe that aspiring future physicians will be best prepared for medical practice in a diverse society if they learn in an environment characterized by, and supportive of, diversity and inclusion. Such an environment will facilitate physician training in:

• Basic principles of culturally competent health care.
• Recognition of health care disparities and the development of solutions to such burdens.
• The importance of meeting the health care needs of medically underserved populations.
• The development of core professional attributes (e.g., altruism, social accountability) needed to provide effective care in a multidimensionally diverse society.
The institution should articulate its expectations regarding diversity across its academic community in the context of local and national responsibilities, and regularly assess how well such expectations are being achieved. The institution should consider in its planning elements of diversity including, but not limited to, gender, racial, cultural, and economic factors. The institution should establish focused, significant, and sustained programs to recruit and retain suitably diverse students, faculty members, staff, and others.
San Francisco Bay Area HCOP

Stanford School of Medicine
U.C. Berkeley School of Public Health
San Francisco State University
San Francisco City College
Canada Community College
Health Careers Connections
San Francisco General Hospital
Cardinal Free Clinics
Stanford Pipeline Programs

• Stanford Medical Youth Science Program
• Stanford Summer HCOP
• Stanford Summer Science Research Program
Educational Context
“Distance Traveled”

Interpret the scholastic record taking into account:

• Parental income, education and occupation
• Pre-college education
• Hours per week of work while attending college for financial support
• Cultural barriers
• Geographic location where applicant was raised
• Prior experiences with any type of prejudice
• Impact of stereotype threat
• Special family circumstances
Lessons Learned

Beliefs: Hard Work + Talent = Success
Expectations: Will I succeed?
Social Affinity: How do I fit here?
Identity: Do I belong here?
Trauma of “Isms”: Fight, Flight, Freeze, Disassociate
Preparing for Medical School

**PASSION**
- Health Interest
- Service/Activism
- Scientific Curiosity
- Life Experience

**CARING**
- Personal
- Community
- Clinical

**IDENTITY**
- Involvement
- Role Model
- Identification

**SCHOLARSHIP**
- Policy
- Research
- Academic Potential
- Interests
- Leadership

**GOALS**
- “FIT”
- Career in Medicine

**ACADEMIC**
- GPA
- MCAT
- Educational Pursuits

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