**Title:** Leadership education for aspiring doctors (LEAD): creating the next generation of minority leaders in health systems management

**Abstract:**

**Problem Statement:** Despite significant efforts over the past 30 years, there continues to be a shortage of underrepresented minorities (URN) in medicine and in leadership positions within the medical community. In 2006, URNs composed 28.8% of the American population but only 6% of practicing physicians and 7.2% of full-time medical school faculty. In order to prepare the next generation of minority leader in healthcare, we must equip early career, pre-medical students with the tools necessary to succeed in evolving medical systems.

**Innovation Objectives:** In the summer of 2015, we launched the Leadership Education for Aspiring Doctors (LEAD) program, a 4-week summer intensive for URM undergraduate students interested in becoming physician leaders and healthcare innovators. This program is specifically designed to: 1) enhance leadership skills through participation in didactics, workshops, and shadowing experiences, 2) expose students to leaders, including URM faculty, within the health professions, 3) provide longitudinal mentorship to students who are historically underrepresented in the healthcare field, and 4) provide opportunities for networking and future career advancement.

**Program Description:** Pre-medical, undergraduate students from around Colorado were invited to apply for the program. Applicants had to be in excellent academic standing to be eligible for the program. The LEAD curriculum covered hospital medicine topics such as healthcare finance, business drivers, Quality Improvement (QI), patient safety, patient experience, and transitions in care. Participants attended writing and interview workshops and practiced skills pertaining to conflict management and negotiation. They also met with leaders on campus, both physicians, and non-physicians, to learn about their paths to medicine and acquisition of leadership positions. Students had the opportunity to shadow in the Operating Room (OR) and round with multiple hospital medicine services and specialty services. They were also required to attend hospital medicine journal club and present an article at the meeting.

**Outcomes:** Five students applied to the program. Two students were selected to participate. Both students felt more knowledgeable about hospital medicine topics, the healthcare system, and medical training. The students are still very interested in pursuing a career as a physician and expressed a continued interest in a career as a hospitalist. As part of the program evaluation, we plan to track medical school admission rates, successful completion of medical training, and acquisition of leadership positions.

**Key Lessons Learned:** Many strategies are used to recruit and retain URMs in medicine. Preliminary results from LEAD suggest that a combination of longitudinal mentorship, real-life experiences, and role modeling is an effective way to prepare URNs for medical training and leadership positions.