

Recruitment Mentoring

Guiding Underrepresented in Medicine Students into Your Residency Program

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OhioHealth, Columbus, OH

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AIAMC Best Practices Webinar Series



Today's Presenters



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Disclosures

Nanette Lacuesta, MD

I have no actual or potential conflict of interest in relation to this program/presentation.

Alexandra Blood, DO

I have no actual or potential conflict of interest in relation to this program/presentation.

I wish my teachers knew...

...when I start a rotation at a new clinical site, I look around to see if there are other black students or physicians.

I wish my teachers knew...

...when I start a new rotation, I wait a few weeks before wearing my natural hair. I have to test out if the learning environment is safe to be myself.

...I've been told my natural hair is unprofessional, and I have to work hard to manage it every morning before work.

I wish my teachers knew...

...there isn't a day that goes by, that I am not affected by one of these forms of racism [implicit bias, microaggressions].

I wish my teachers knew...

...I am distracted and overwhelmed by current events in our country.

Objectives

Complete a self-assessment of your programs ethnic and racial diversity, support systems for underrepresented in medicine (URM) learners, and recruiting strategies (Reflection exercise)

Identify gaps in your residency program to recruit and meet the needs of URM learners

Create strategies to recruit URM students into your residency program through mentoring

WE BELIEVE

COMPASSION means recognizing and responding to the emotional, physical and spiritual needs of others as if they were our own. Expressing genuine concern for another person's well-being is the gateway to healing and wholeness.

EXCELLENCE means challenging ourselves not to settle for good, but to reach for great. It's the continuous cycle of embracing risk, learning from failure, building on success, and teaching others to become the leaders who carry us forward.

INCLUSION means openly welcoming and respecting what makes each of us unique. When we seek diverse perspectives with positive intention and curiosity, and give people a voice in the decisions that affect their lives, we honor the dignity and worth of each person.

INTEGRITY means living our values through our honest words and honorable actions. We set high moral standards for ourselves and each other, and reflect the best of who we are when we achieve them together.

STEWARDSHIP means being thoughtful but charitable with our time, talent and resources, so we can deliver the very best care to all in need. When we pursue sustainability, we fulfill our duty to protect the health of our communities, and preserve our mission for generations to come.

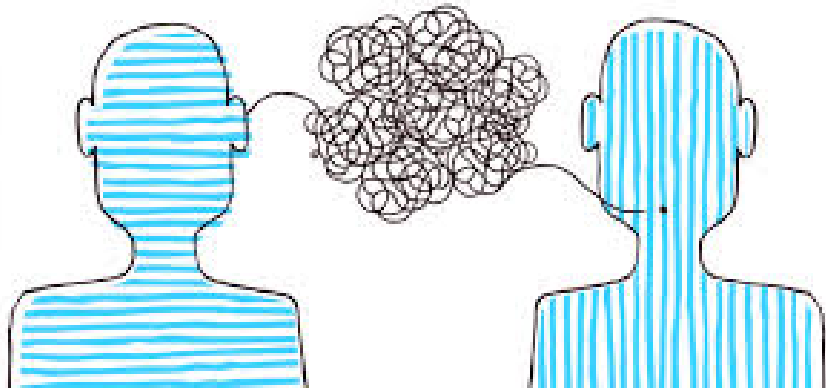
AT OHIOHEALTH, WE EXPECT YOU TO:

- + Seek diverse perspectives with intention and curiosity.
- + Promote diversity, equality and mutual respect.
- + Address personal biases that influence our behaviors.
- + Give people a voice in the decisions that affect their lives.
- + Challenge each other to grow, even when it's uncomfortable.
- + Take pride in our differences as well as our similarities.

So that
EVERYONE
feels they belong.

Case for Diversity

Racial concordance between physicians and patients is associated with increase in:



Issues related to cultural medicine can be taught in didactic ***but there is no substitute for learning through direct interaction and affiliation*** with colleagues, mentors, and patients from diverse backgroups.

Pierre JM et al., *Acad. Psychiatry* 2017, 41: 226-232

Everyone benefits from diversity.

White trainees from more racially diverse training programs are more likely to rate themselves as ***highly prepared to care for minority populations*** and have strong attitudes ***endorsing equitable access to care.***

Saha S, et al. *JAMA* 2008; 300: 1135-45

Physicians from racial minority groups are ***more likely to serve underserved and uninsured patients*** in their eventual practice.

Komaromy, et al. *N Engl J Med* 1996; 334: 1305-10

Reflection Exercise

What is the diversity of the **patient population** you serve?

Do the **residents** in your program reflect the diversity of those you serve?

Do the **faculty** in your program reflect the diversity of those you serve?



What programs do your **local medical schools** have in place to support URM students?

What are you doing to recruit URM students into your program?

To recruit URM faculty?

What support systems do you have in place for URM residents?

For Faculty?



Homework: Where are we now?

How does your program fare in terms of resident and faculty diversity compared with

GME

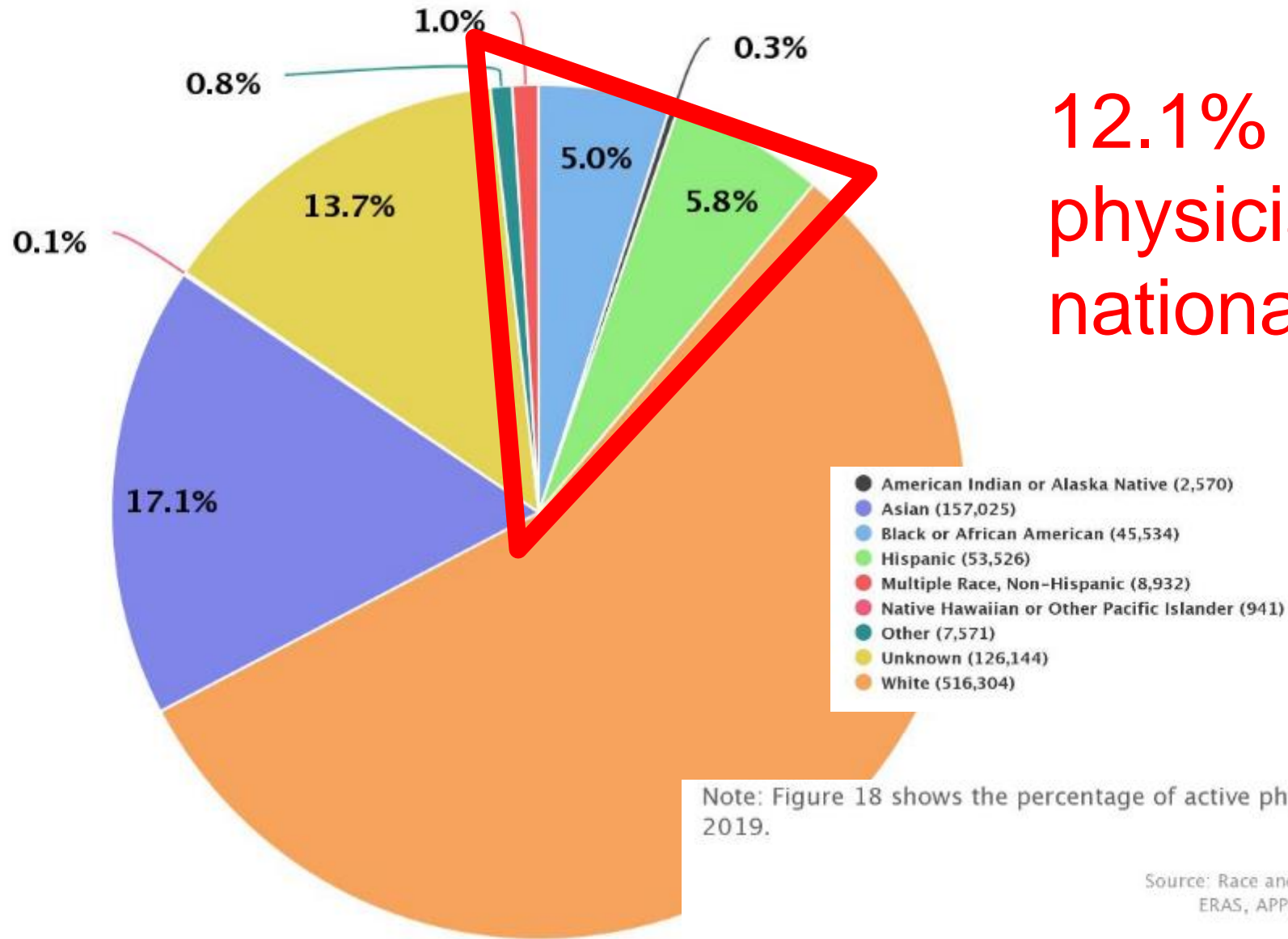
Hospital system

Community

State

National Data?

Figure 18. Percentage of all active physicians by race/ethnicity, 2018.



12.1% of active physicians are URM nationally

Note: Figure 18 shows the percentage of active physicians by race and ethnicity as of July 1, 2019.

Source: Race and ethnicity are obtained from a variety of sources including DBS, ERAS, APP, MCAT, SMDEP, GQ, MSQ, PMQ, FACULTY, GME, STUDENT with priority given to the most recent self-reported source.

About this Report

Section I: Cultivating a Health Care
Workforce

Section II: Current Status of U.S.
Physician Workforce

Section III: Geographic Distribution of
the Physician Workforce by Race and
Ethnicity

Section IV: Addressing the
Workforce Shortage

Section V: Addressing the
Workforce Shortage

Association of A

Race and Ethnicity of Direct Care Physicians by State

The map below shows the concentration of select race or ethnicity of physicians per state. Roll over each state to ethnicity. County-level data can be seen by clicking on a state on the map.

Select Race/Ethnicity: Black or African-American

Click on a state to view county data

OHIO

Black or African-American physicians

855 (3.2%)

Total physicians

26, 281

Black or African-American population

1, 414, 464 (12.2%)

Total population

11,750,808

Total Physicians in Ohio

Show percentages

| County | Asian | Black or African-American | Hispanic or Latino | White | American Indian or Alaska Native |
|-----------|-------|---------------------------|--------------------|-------|----------------------------------|
| Delaware | 35 | 7 | 7 | 241 | 1 |
| Erie | 12 | 5 | 1 | 91 | 1 |
| Fairfield | 12 | 9 | 2 | 146 | 0 |
| Fayette | 2 | 0 | 0 | 14 | 0 |
| Franklin | 347 | 145 | 58 | 2,168 | 3 |
| Fulton | 1 | 2 | 1 | 28 | 0 |
| Gallia | 1 | 4 | 0 | 40 | 1 |

VT
MA
RI
CT
NJ
DE
MD
DC
PR

2019 United States Census Bureau: Franklin County, OH and State of Ohio

| | | | |
|---|---|---------------------------|------------|
| Race and Hispanic Origin ▼ | | Q Franklin County, Ohio ✕ | Q Ohio ✕ |
| i Population estimates, July 1, 2019, (V2019) | | NA | 11,689,100 |
| PEOPLE | | | |
| Race and Hispanic Origin | | | |
| i White alone, percent | URM 30% Central Ohio Central OH is more diverse compared to the entire state | ⚠ 67.2% | ⚠ 81.9% |
| i Black or African American alone, percent (a) | | ⚠ 23.5% | ⚠ 13.0% |
| i American Indian and Alaska Native alone, percent (a) | | ⚠ 0.3% | ⚠ 0.3% |
| i Asian alone, percent (a) | | ⚠ 5.7% | ⚠ 2.5% |
| i Native Hawaiian and Other Pacific Islander alone, percent | | ⚠ 0.1% | ⚠ 0.1% |
| i Two or More Races, percent | | ⚠ 3.3% | ⚠ 2.3% |
| i Hispanic or Latino, percent (b) | | ⚠ 5.7% | ⚠ 3.9% |
| i White alone, not Hispanic or Latino, percent | | ⚠ 62.6% | ⚠ 78.7% |

AAMC FACTS & FIGURES 2016

Diversity in Medical Education



DATA-DRIVEN DIVERSITY AND
INCLUSION CHANGE

EXPLORE



CURRENT TRENDS IN MEDICAL
EDUCATION

EXPLORE

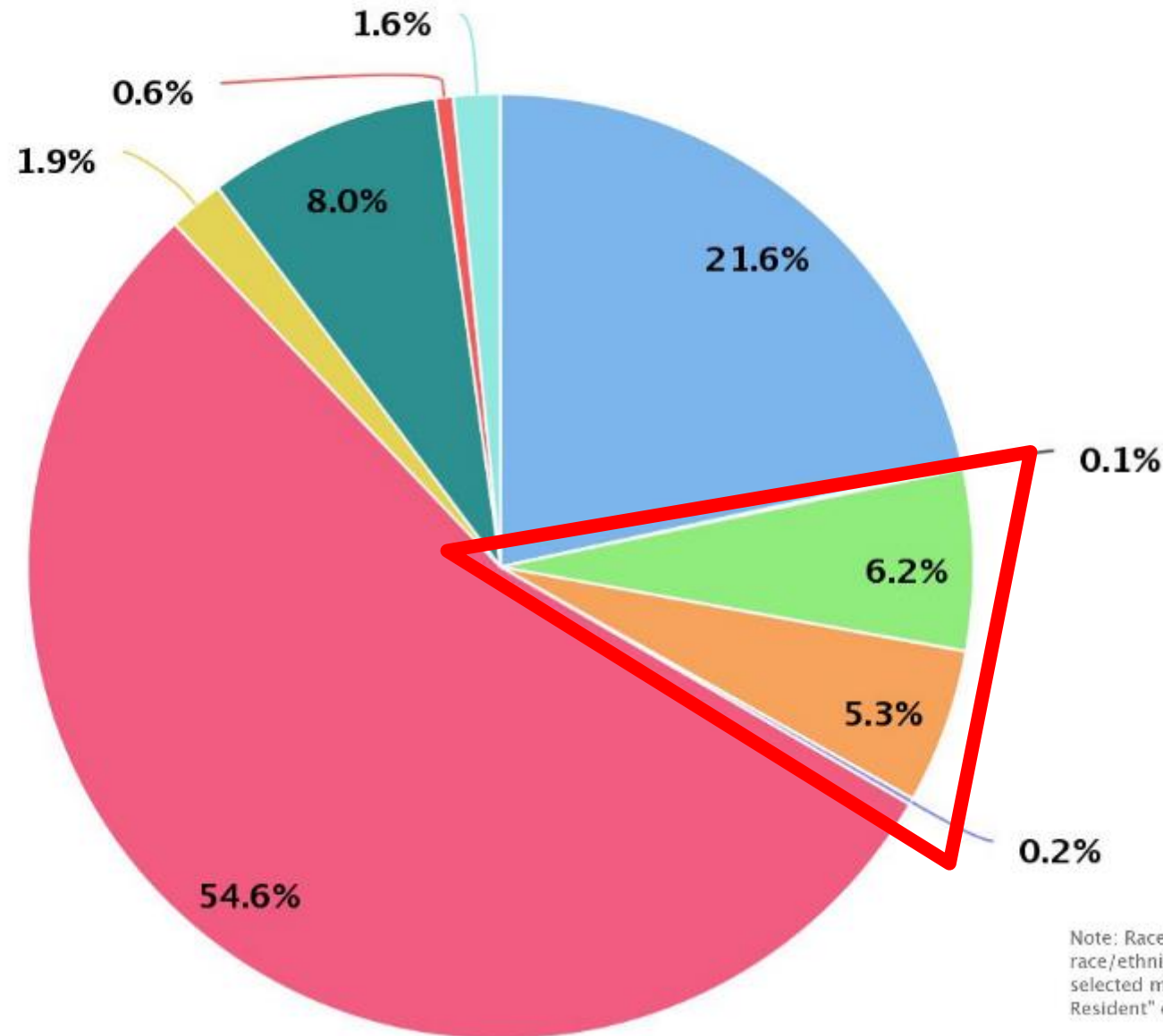


GEOGRAPHIC DISTRIBUTION OF
STUDENT POPULATION BY RACE
AND ETHNICITY

EXPLORE



Figure 13. Percentage of U.S. medical school graduates by race/ethnicity (alone), academic year 2018–2019.



- American Indian or Alaska Native (38)
- Asian (4,299)
- Black or African American (1,238)
- Hispanic, Latino, or of Spanish Origin (1,063)
- Multiple Race/Ethnicity (1,598)
- Native Hawaiian or Other Pacific Islander (9)
- Non-U.S. Citizen or Nonpermanent Resident (309)
- Other (380)
- Unknown Race/Ethnicity (124)
- White (10,879)

2015 Medical School Graduates



6%

Black or African
American



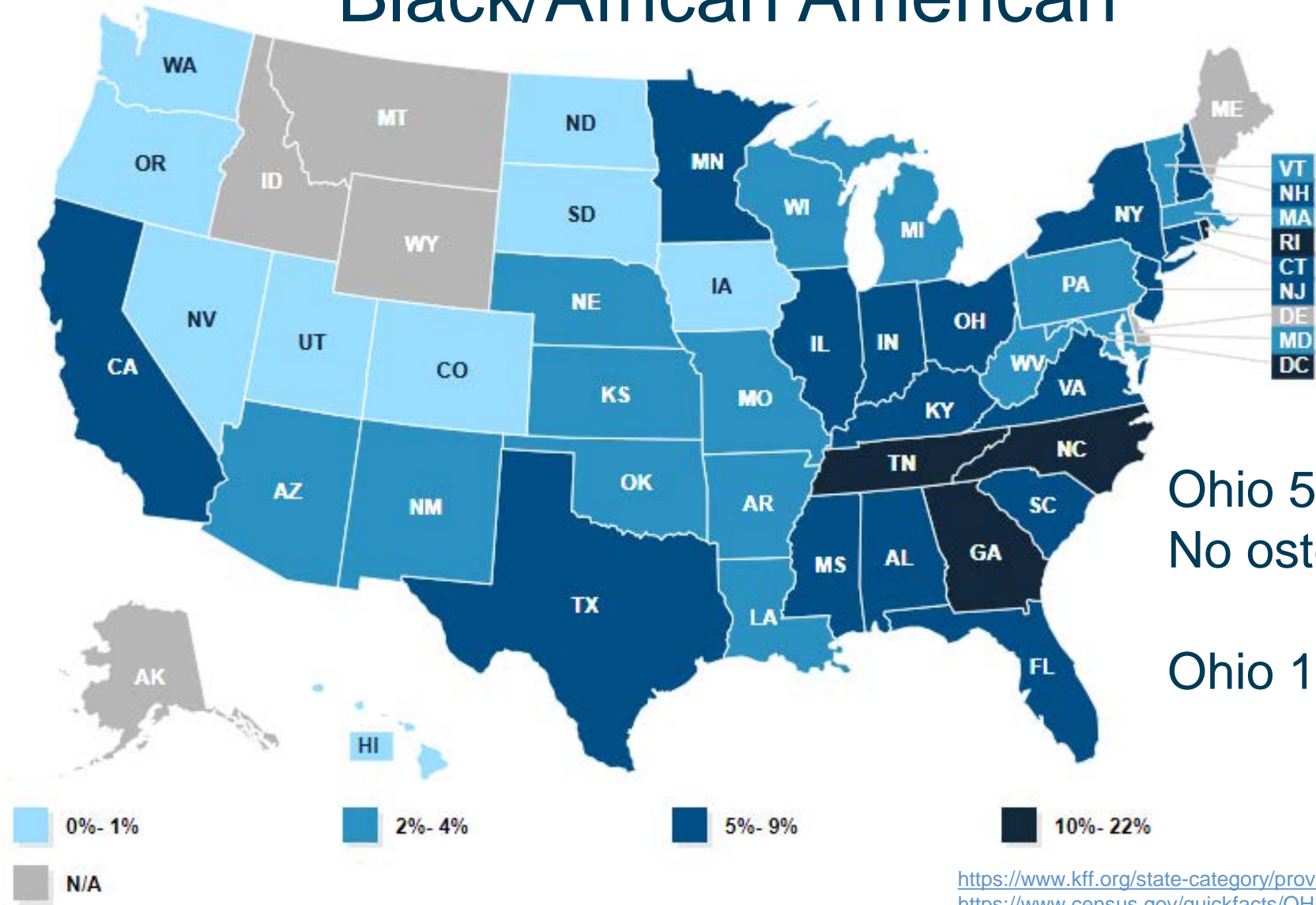
5%

Hispanic
or Latino

No change in URM graduates since 2015

Note: Race/ethnicity "alone" indicates that an individual is reported in only one race/ethnicity category. The "Multiple Race/Ethnicity" category includes individuals who selected more than one race/ethnicity response. The "Non-U.S. Citizen or Nonpermanent Resident" category may include individuals with unknown citizenship.

2018 Distribution of Allopathic Medical School Graduates Black/African American



Ohio 5% = 42 graduates
No osteopathic data

Ohio 13% population

Latinx



Ohio 3.9% population

<https://www.kff.org/state-category/providers-service-use/medical-school-graduates/>
<https://www.census.gov/quickfacts/OH>

ACGME Data Resource Book 2018-19

C.23

Number of Active Residents by Specialty and Subspecialty and Ethnicity

| Specialty | Ethnicity | | | | | | |
|----------------|---------------------|---------------------------|----------|---------------------|-------------------------|-------|---------|
| | White, Non-Hispanic | Asian or Pacific Islander | Hispanic | Black, Non-Hispanic | Native American/Alaskan | Other | Unknown |
| ALL | 59,359 | 25,029 | 7,395 | 6,184 | 276 | 7,594 | 34,554 |
| ACGME PIPELINE | 48,057 | 19,109 | 5,996 | 5,079 | | | 9,668 |

2015 Medical School Graduates

Active Hispanic/Latinx Residents 5.2%

Active Black/African American Residents 4.4%



6%

Black or African American



5%

Hispanic or Latino

Reflection exercise

What programs do your local medical schools have in place to support URM students?

Military Medicine & Veteran's Association (MMVA)



Language and
Cultural Exchange

Non-traditional and
Older Students



SOCIETY OF PHYSICIANS WITH DISABILITIES



BLACK MEN IN WHITE COATS

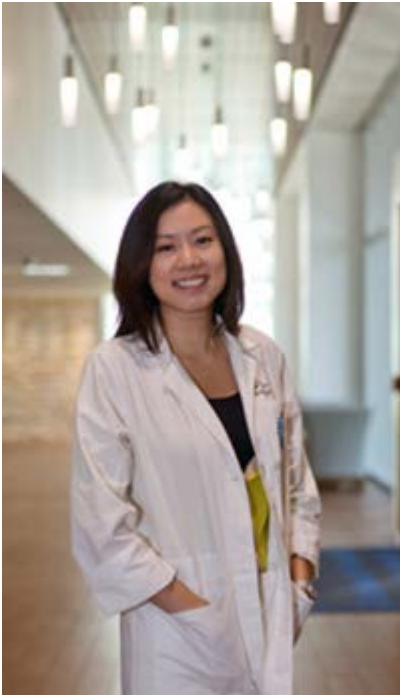
Reflection exercise

What support systems do you have in place for URM residents?

For faculty?

Diversity and Inclusion at OhioHealth

Honoring the dignity and worth of every person.
This is our Cardinal Value. This is who we are.



WE L.E.A.D

Women
Empowering
Leaders Educators
Administrators
Doctors

Business Resource Groups (BRGs) to support and develop beyond medical education



Veterans



PRIDE BRG



WE
D.R.E.A.M.
Develop Recognize,
Elevate, Aspire, Mentor

Diversity and Inclusion at OhioHealth

Honoring the dignity and worth of every person.
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Medical Education Inclusion

- Partnership with BRGS and **PDS**
- URM support and networking
- Inclusive recruitment goals
- Population Health and QI Projects
- Faculty Development
- Partnership with Physician Recruiting
- Care Site Diversity Councils
- Inclusive Leadership Training
- Unconscious Bias Training
- Mission-driven Holistic Review



OhioHealth Self-Assessment

| | |
|---|--------------------------|
| Ohio URM Physicians 2013 | 1,273 (4.8%) |
| OhioHealth URM Physicians 2017 | 106/3600 (3%) |
| OhioHealth Physicians did not identify/no data 2017 | 48% |
| FY19 New URM Physician hires | 15 (11%) 2 are part time |
| FY 20 YTD New URM Physician hires | 8 (9.4%) |

Prior to 2017 we were not measuring the number of URM physicians in our system

Accuracy of data is complicated by the nature of self-reporting

OhioHealth Self-Assessment

| | |
|--|---------------|
| Ohio URM medical school graduates 2018 | 7% |
| OhioHealth URM Residents/Fellows 2019 | 32/414 (7.7%) |
| OhioHealth URM Residents/Fellows 2020 | 35/406 (8.6%) |

OhioHealth match rate is similar to the URM grad rate in Ohio

OhioHealth has a goal to be above the URM grad rate in Ohio

Objectives

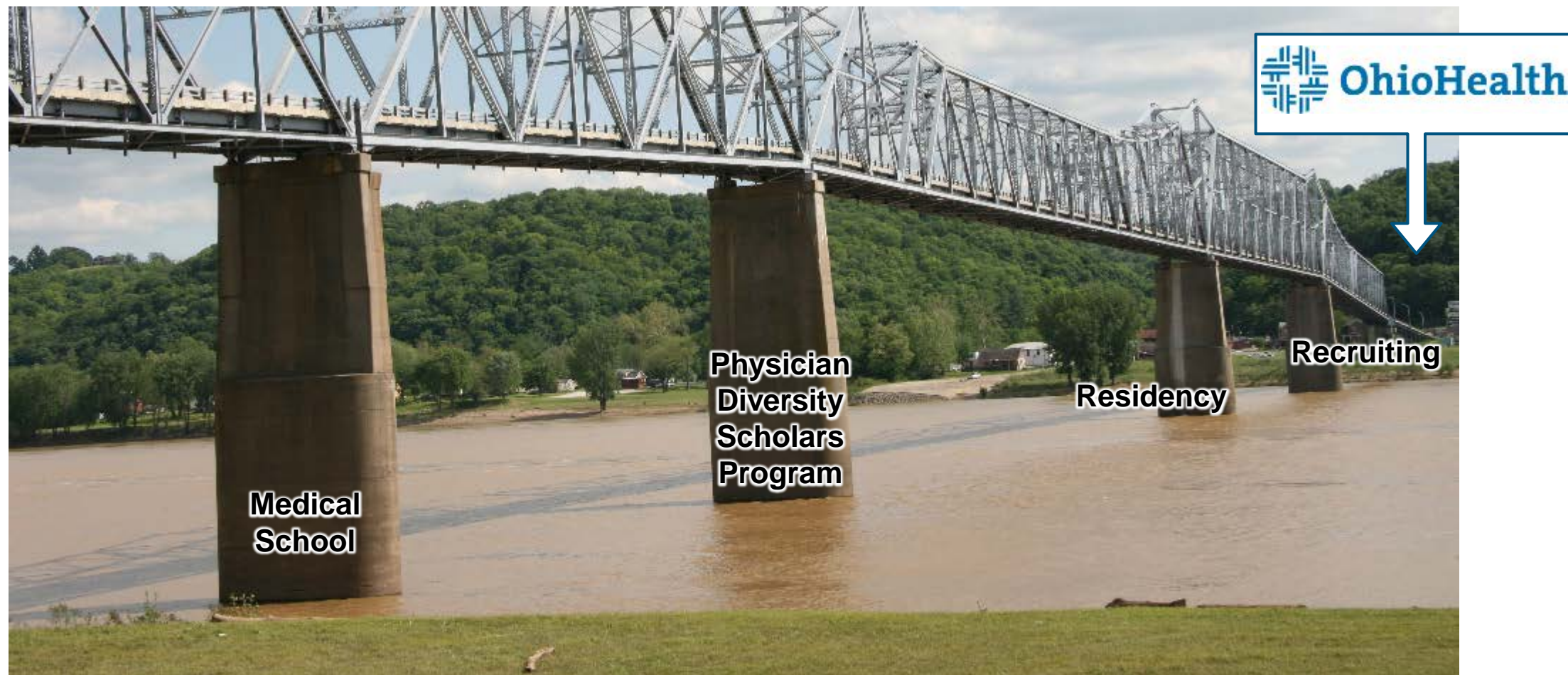
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Identify gaps in your residency program to recruit and meet the needs of URM learners

Create strategies to recruit URM students into your residency program through mentoring



OhioHealth Physician Diversity Scholars Program



Mentorship
Longitudinal Curriculum
Service opportunities
Exposure to OH culture
and GME programs



Provide pathways leading to the creation of a physician community
reflecting the rich diversity of those we serve

Longitudinal curriculum

M2

Study Skills
Learning Styles

M3

Hidden Curriculum
Of clinical Years

M4

Applying to Residency
Interviewing for Residency

Ongoing

Generational differences
Responding to Racism
Financial Advising
Networking and Social events
Becoming a competitive applicant to residency
Shadowing opportunities/choosing the right specialty

OH PDS has been featured at National Conferences as an Innovative Program for addressing the diversity of the physician workforce



SNMA
THE STUDENT NATIONAL MEDICAL ASSOCIATION

FAMILY MEDICINE
EDUCATION CONSORTIUM, INC.



ENGAGING EACH OTHER:
**TRANSFORMATION
THROUGH COLLABORATION**

2018 ACGME ANNUAL
EDUCATIONAL CONFERENCE

March 1-4 | Orlando, Florida | Rosen Shingle Creek

#ACGME2018

BELIEVE IN WE™  **OhioHealth**

Educational Partners



Boonshoft
School of Medicine

WRIGHT STATE UNIVERSITY

OHIO
UNIVERSITY



**Heritage
College of
Osteopathic
Medicine**



THE OHIO STATE UNIVERSITY


COLLEGE OF MEDICINE

OhioHealth Physician Diversity Scholars Program



Mentor Recruitment

woke adjective

 Save Word

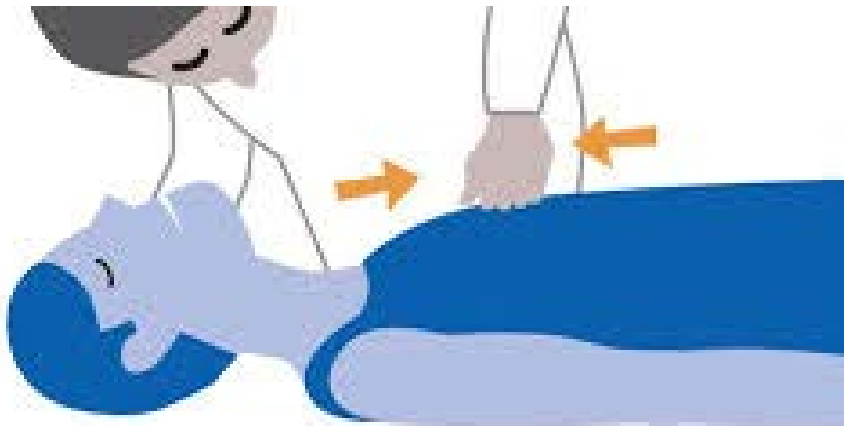
\ 'wōk  \

woker; wokest

Definition of *woke* (Entry 1 of 2)

chiefly US slang

: aware of and actively attentive to important facts and issues (especially issues of racial and social justice)



fineart
america

Mentoring relationship

Expectations for mentors and mentees (scholars)

Tips successful relationship/mentoring across generations

Mentoring development

e-resources, social media posts
mentor/mentee manuals

Group Social events

Annual program review/Mentorship awards



Professional development “Bootcamps”



Community service opportunities

Campus specific and whole group activities

Introduce and connect scholars to community

Offer activities to do with mentor and meet other mentors

Build CV



Financial support

Scholars receive \$500 annual stipend

If scholars match into hospital system residency program, will receive \$10,000 annual loan repayment per year of training program

**Socioeconomic
Stressors**

**Performance
issues**

“Red Flags”

**Rotation access
Unintentional
effect of filters**

Social Isolation

PDS

GMEC

Scholar reflection: Alexandra Blood, DO



Scholar reflection: Alexandra Blood, DO





PDS Plus!

Initiative to engage URM residents who did not participate in PDS during medical school

Stipend

Mentoring to PDS alternate



Mission
and Brand

Holistic
Review

Scholar
Selection





63 students have
completed PDS

17 have matched into
OhioHealth residency or
fellowship (27%)

8 residents eligible for
conversion to attending

5 residents retained (62%)

**Socioeconomic
Stressors**

**Performance
issues**

“Red Flags”

**Rotation access
Unintentional
effect of filters**

Social Isolation

PDS

GMEC

Rotation Access

PDS Priority Scheduling
Permission scheduling
URM rotation offerings
Housing
Travel
Scholarships/stipends
Food Allowance

Unintentional effect of Filters

Holistic Review
IAT
Re-Evaluate first pass filters
Re-Evaluate “weight” of application components
Inclusive metrics
Blinding to board scores
Consult D/I for inclusion recs

Social Isolation

Housestaff Diversity Council
Inclusive Holiday Schedule
PDS plus
SNMA/LMSA sponsorship
BRG involvement
Denouncing racism
Zero Tolerance Policies
Responding to Racism Training
Visibility of diverse residents
Recruiting diverse faculty
Faculty PDS Mentors
[Social] media
Inclusive messaging
Cultural competency training

Aspirational

Unlimited mentors
Longer pipeline
Targeted intervention for test taking for all at-risk students/residents/Learning specialist
Partnership with Wellness on Wheels, OHRI, Office of Minority Health,
Physician Recruiting
Social Worker
HBCU recruitment

Build your Personalized Proposal for Intentional URM Recruitment

Who is underrepresented in your program?

Who could be your academic or organizational partners?

What opportunities could you offer to URM students? Residents? Faculty?

Where is the leak in your pipeline?

What could
be your
FIRST next
step?

Rotation Access

PDS Priority Scheduling
Permission scheduling
URM rotation offerings
Housing
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Longer pipeline
Targeted intervention for test taking for all at-risk students/residents/Learning specialist
Partnership with mobile unit, research institute, Office of Minority Health,
Physician Recruiting
Social Worker
HBCU recruitment

Sources

<https://www.aamc.org/data-reports/workforce/report/diversity-facts-figures>

https://development.ohio.gov/reports/reports_countytrends_map.htm

JAMA Network Open. 2019;2(9):e1910490. doi:10.1001/jamanetworkopen.2019.10490 (Rep

Department of Health and Human Services: Action Plan to Reduce Racial and Ethnic Health Disparities

https://www.minorityhealth.hhs.gov/npa/files/Plans/HHS/HHS_Plan_complete.pdf

<https://www.kff.org/state-category/providers-service-use/medical-school-graduates/>

<https://www.census.gov/quickfacts/OH>

Questions?

Nanette Lacuesta, MD

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Program Director, Physician Diversity Initiatives

Associate Program Director, Riverside Methodist Hospital FM Residency

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Alexandra Blood, DO

PGY3 Grant Medical Center FM

Annual Investment FY2018

| Item | Annual cost |
|--|-----------------|
| Student stipends (24 students x \$500) | \$16,000 |
| Events (catering, rentals) | \$9,500 |
| Supplies | \$500 |
| Travel (Conferences, recruiting) | \$8,000 |
| Estimated total | \$34,000 |

Annual Investment FY 2021

| Item | Annual cost |
|--|-----------------|
| Student stipends (56 students x \$500) | \$28,000 |
| Events (catering, rentals) | \$13,900 |
| Supplies | \$2,200 |
| Travel (Conferences, recruiting) | \$10,200 |
| Estimated total | \$54,300 |