Somewhere Over the Rainbow: Diversity, Equity, and Inclusion of Podiatric Residency Programs

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Presenter Disclosures

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Ensuring Diversity, Equity, and Inclusivity in Your Residency Program

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  • ACFAS Residency Directors Forum
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What is DEI?

• Diversity - presence of differences that enrich the workplace, including race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective.

• Equity - ensuring that access, resources, and opportunities are provided for all to succeed and grow, especially for those who are underrepresented and have been historically disadvantaged.

• Inclusion - workplace culture that is welcoming to all people regardless of race, ethnicity, sex, gender identity, age, abilities, and religion and everyone is valued, respected and able to reach their full potential.

Look to Your Institution

• Familiarize yourself with their definitions, how they promote DEI, and what resources are available
  • Temple
    • IDEAL
    • Office of Health Equity, Diversity, and Inclusion
    • Hospital Diversity Council
    • Resources
      • Mandatory Competencies
      • HR Learning and Development Modules
      • Center for the Advancement of Teaching
ACGME & DEI

Diversity, Equity, and Inclusion

The ACGME recognizes how increasing diversity in the physician workforce positively impacts health care access and patient outcomes, a key part of the organization’s Mission.

The ACGME’s push to contribute to the elimination of health care inequities is focused on the physician workforce.

Through its Department of Diversity, Equity and Inclusion (DEI), the ACGME engages in work to provide knowledge and tools for the graduate medical education (GME) community to advance physician workforce diversity and build safe, inclusive, and equitable learning environments for patients.

The Department of DEI focuses on four key areas: education, outreach, research, and accreditation.

- Education
  - ACGME Equity Matters

- Outreach
  - Monthly DEI Officers Forum

- Research
  - Updating data collection to reflect GME populations
  - Work with AAMC, AMA, Physician Data Summit

- Accreditation
  - Common Program Requirements addressing DEI in clinical learning

ACGME Requirements

- Residents must demonstrate competence in respect and responsiveness to diverse patient populations, including but not limited to diversity in gender, age, culture, race, religion, disabilities, national origin, socioeconomic status, and sexual orientation.

- Program Evaluation Committee should consider...aggregate resident and faculty...workforce diversity.

- The program, in partnership with its Sponsoring Institution, must engage in practices that focus on education, ongoing, systematic, recruitment, and retention of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community.

- Programs, in partnership with their Sponsoring Institutions, must provide a professional, equitably, respectful, and civil environment that is free from discrimination, sexual and other forms of harassment, mistreatment, abuse, or coercion of students, residents, faculty, and staff.

CPME 320 Requirements

- 6.1 – B – 5. Participate actively in medicine and medical subspecialties rotations that include medical evaluation and management of patients from diverse populations, including variations in age, gender, psychosocial status, and socioeconomic status.

- 6.7 - Didactic activities that complement and supplement the curriculum shall be available.

  - Training in the following must be provided to the resident at least once per year of training: Cultural humility (e.g., training in implicit bias, diversity, inclusion, and culturally effective components particularly regarding access to care and health outcomes).

ACGME Equity Matters

- Framework for continuous learning and process improvement in the areas of DEI and antiracism practices

- Aims to drive change within GME by increasing physician workforce diversity, and building safe and inclusive learning environments, while promoting health equity by addressing racial disparities in health care and overall population health.

Learn at ACGME

- CME Learning Path and Video Library

- Self-paced

- Trained facilitator recommended for large group participation

- Equity Practice Toolkit – tools and resources necessary to achieve/enhance cultures of equity

- Can create a free account to access resources!
CME Learning Path Content

• Trauma-Responsive Cultures
• History of Race in Medicine: Interaction of Race in Medicine
• Building Safe and Courageous Spaces in GME
• Federal Regulations
• Steps Leaders Can Take to Increase Diversity, Enhance Inclusion, and Achieve Equity
• Patient Safety, Value, and Healthcare Equity
• Using a Structured Approach to Recruit Diverse Residents, Fellows and Faculty
• Exposing Inequities and Operationalizing Racial Justice: Power and Privilege in the Context of US Racism
• Nursing Racism and Moving to Action
• Women in Medicine: Gender Disparities/Equity
• History of Race in Medicine
• Asian, Pacific Islander, and API American Experience, Latino, Hispanic, or of Spanish Origin
• Non-Traditional-Age, Disability Inclusion and Accommodation, Language
• First-Generation & Low-Income, Geography, Immigration, Undocumented Students
• Creating an Inclusive Environment for Muslim and Sikh Trainees
• Creating an Inclusive Environment for Jewish Orthodox Trainees
• Correctional Medicine and the Justice Involved Population
• Black Experience in Medicine, American Indian and Alaska Native
• Asian, Pacific Islander, and API American Experience, Latino, Hispanic, or of Spanish Origin
• Non-Traditional-Age, Disability Inclusion and Accommodation, Language
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The Role of Standardized Patient Programs in Promoting Equity, Diversity, and Inclusion: A Narrative Review

• Systematic Review
• Nursing/Medical Students, Residents
• 3 consistent themes
  • Improving Cultural Competence
  • Effective Communication with Diverse Patients
  • Highlighting Health Inequalities

• SPP may improve cultural sensitivity, communication skills, critical thinking and confidence in patient encounters

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A Blueprint for Increasing Ethnic and Racial Diversity in U.S. Residency Training Programs

• 4-pronged approach employed at UPHS to improve the representation of populations that are UIM throughout residency training programs
  • Alliance of Minority Physicians
  • UIM-focused 4-week VCP
  • GME Symposia/Workshops
  • Targeted Outreach to Candidates

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The development of a diversity, equity, and inclusion committee in a neurology department and residency program

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Diversity, Equity, and Inclusion Milestones: Creation of a Tool to Evaluate Graduate Medical Education Programs

• AFMRD Board - Diversity and Health Equity (DHE) Task Force, 2019
• Creation of milestones guide - evaluate and track progress toward longitudinal DEI goals
• 5 Domains – Institution, Curriculum, Evaluation, Resident Personnel, Faculty Personnel

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AFMRD Board - Diversity and Health Equity (DHE) Task Force, 2019

• Creation of milestones guide - evaluate and track progress toward longitudinal DEI goals
• 5 Domains – Institution, Curriculum, Evaluation, Resident Personnel, Faculty Personnel

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https://orthodiversity.org/
AAMC Diversity Engagement Survey

- 22-item survey that can be administered to students, faculty, and staff.
- Option to add customized, institution-specific questions.
- Report provides validated inclusion metrics scores by 11 demographic categories, along with comparison benchmarking data.

Why use the DES?

- Assess baseline strengths and areas for improvement related to DEI.
- Measure the level of workplace engagement among specific demographic groups.
- Identify data-driven strategic directions for inclusion and diversity change efforts.
- Determine progress toward inclusion goals.


Additional Reading


ACFAS DEI Task Force

1. To define diversity and inclusion in the context of ACFAS
2. To create a draft value statement for the College
3. To review the College’s current strategic planning goals in regard to diversity
4. To create recommended initiatives for the Board to consider for implementation

ACFAS & DEI

- Integration into the College’s Strategic Compass and Value Statements
- Board and staff are committed to fostering a community that promotes respect for diversity of opinion, inclusive of all origins with transparent and open communication
- Board Diversity Training
- Internal Data: membership applications/Member Survey now seek member diversity data points
- DEI Sessions at the Residency Directors Forum

ACFAS DEI Scholarship Program

- $1500 scholarship per Resident to attend ASC

ACFAS Leadership Development Program

- $1500 scholarship to attend ASC
- Open to students, residents, practitioners
- DEI-specific social media postings and Update Newsletter articles
- Leadership discussions with industry regarding support for DEI initiatives within the organization
- DEI TF initiative providing tools for local outreach and promotion of the profession
- More equitable/inclusionary process for speaker and volunteer/leader selection
Questions?

Please do not hesitate to contact me if I can be of any further assistance.
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The Legal Perspective

ACGME DATA

2017-2018: 245 residents dismissed.
- 30.6% White
- 19.2% Asian
- 17.6% Race unknown
- 16.7% Black
- 9.4% Other

ACGME DATA- 2018-2019

140,391 residents
- 53.1% male/ 43.8% female
- 42.3% White
- 24.6% Race unknown
- 17.8% Asian
- 5.3% Hispanic
- 11.9% Black
- 0.2% Native American

231 residents dismissed
- 42.9% White
- 15.1% Asian
- 12.8% Race unknown
- 11.9% Black

ACGME DATA- 2021-2022

153,843 residents
- 53.0% male/ 46.8% female
- 48.9% White
- 26.8% Asian
- 9.2% Hispanic
- 6.0% Black
- 5.2% Race unknown/Other
- 0.04% Native American

Racial/Ethnic Discrimination in Surgical Residency Programs- April 15, 2020

- 6956 clinically active residents from 301 programs took survey
- 1346 (23.7%) reported experiencing discrimination based on race/ethnicity or religion.
- Discrimination rates were higher in black respondents (171 of 242 [70.7%]), Asian respondents (442 of 963 [45.9%]), Hispanic respondents (122 of 482 [25.3%]), and other nonwhite respondents (175 of 526 [33.3%]) compared with white respondents (435 of 3455 [12.6%])
Kasuri v. St. Elizabeth Med Center- 1990

Residency applicant alleged program would hire only “one Indian per year” into program. Hospital denied the charge and the case was tried by a judge who found the witnesses for the hospital more credible; Plaintiff was unsuccessful at trial.

DR. ROP V. ADVENT HEALTH- 2021

- First African American to be accepted to the program
- He became ill & requested 2 weeks off. He offered to do a rotation in Kenya while on leave.
- Program director told him to finish his residency in Kenya.
- Dep program director told him he didn’t have resources to fight hosp
- Filed complaint and received letter indicating mtg to develop solution for him to remain in the residency.
- During mtg, he was fired.

Jury awards doctor $2.75 million for racial discrimination.

Dr. Haack v. East 2022

- Required lactation breaks which she was given but the breaks were not long enough to clean equipment, pump & clean.
- Supervisors placed additional work on her that other employees did not have placed on them.
- Federal Civil Rights Act prohibits firing someone who is lactating.
- Lawsuit filed against Hospital recently filed.

DISCRIMINATORY QUESTIONS

- In California, Residents have been deemed employees
- Do you have plans to have a family? Are you currently pregnant?
- Employers and potential employers NOT prohibited from asking if you are pregnant or whether you intend to have a family.

US Equal Employment Opportunity Commission: “Federal law does not prohibit employers from asking you whether you are or intend to become pregnant. However, because such questions may indicate a possible intent to discriminate based on pregnancy, we recommend that employers avoid these types of questions.”

https://www.eeoc.gov/youth/pregnancy-discrimination-faqs

CASES

- When to disclose pregnancy?
- They can’t discriminate once you are pregnant
- They may not treat male employees with children differently than it treats female employees with children. For example, an employer may not refuse to provide a man time-off for child activities when they allow women to do so.
### DIVERSITY IMPROVES HEALTH

- Black patients more likely to talk with a black doc about their health problems.
- Black docs more likely than non-black docs to write more about black patients.
- Diabetes, cholesterol screening & invasive testing up 20%
- CV disease reduced by 19% in black-white male gap.
- Flu shots more likely

### CONTACT INFO

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