

ACFAS 2023
SCIENTIFIC CONFERENCE


**STEP
IT UP**

LOS ANGELES
FEBRUARY 9-12

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

Aimee Lipkis, Esq. and
Laura Sansosti, DPM, FACFAS

Samantha Figas, DPM, AACFAS, Moderator

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Presenter Disclosures

Samantha Figas, DPM, AACFAS
Nothing to disclose

Aimee Lipkis, Esq.
Nothing to disclose

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TUSPM Representative; AACPM Council of Faculties
ABFAS Case Reviewer, Item Writer
APMA CPAC and Education Committees
Editor-in-Chief: Compendium of Podiatric Medicine and Surgery

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**Ensuring Diversity, Equity, and Inclusivity
in Your Residency Program**

- Laura Sansosti, DPM, FACFAS
- Clinical Associate Professor, Departments of Surgery and Biomechanics, Temple University School of Podiatric Medicine, Philadelphia, PA
- Clerkship Director, Temple University Hospital Podiatric Medicine and Surgery Residency Program
- Chair, ACFAS Membership Committee and Leadership Task Force
- ACFAS Residency Directors Forum
- February 8, 2023




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What is DEI?

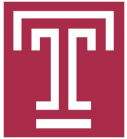
- **Diversity** - presence of differences that enrich the workplace, including race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective.
- **Equity** - ensuring that access, resources, and opportunities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


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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



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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 goal is to contribute to the elimination of health care inequities by focusing 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 physicians.

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

• <https://www.acgme.org/what-we-do/diversity-equity-and-inclusion/>



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ACGME & DEI

• 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

• <https://www.acgme.org/what-we-do/diversity-equity-and-inclusion/>



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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 mission-driven, 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, equitable, 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.**

<https://www.acgme.org/what-we-do/accreditation/common-program-requirements/>



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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).**



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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

<https://www.acgme.org/what-we-do/diversity-equity-and-inclusion/ACGME-Equity-Matters/>



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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!



<https://dl.acgme.org/>



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CME Learning Path Content

- Trauma-Responsive Cultures
- History of Race in Medicine; Intersection 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; Whiteness: Power and Privilege in the Context of US Racism
- Naming Racism and Moving to Action
- Women in Medicine; Gender Disparities/Equity
- Sexual Minorities; Gender Minorities
- Black Experience in Medicine, American Indian and Alaskan Natives
- 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



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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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J J Neurol Sci. 2021 Sep;10428:117572. doi: 10.1016/j.jns.2021.117572. Epub 2021 Jul 6.

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

Jasmin M Harje¹, Joseph E Safarik², Susan Brown³, Greta Strong⁴, Matthew S Robbins⁵

Domain	Objective	Action (Initiatives)
Education	To develop curriculum for neurology residents, fellows, and continuing medical education efforts that directly address DEI in neurology.	<ul style="list-style-type: none"> Development of a training manual including didactic for UIM students to teach in neurology (diversity, equity, inclusion) Develop curriculum and presentation over social media of institutional diversity (DEI) curriculum (diversity) Program knowledge incorporating presentation of UIM students in application review and interview selection including implicit application review, use of institutional diversity (DEI) curriculum (diversity) Program knowledge incorporating presentation of UIM students in application review and interview selection including implicit application review, use of institutional diversity (DEI) curriculum (diversity)
Engagement	To participate in opportunities to explore diversity, equity, and inclusion initiatives.	<ul style="list-style-type: none"> Participation in opportunities to explore diversity, equity, and inclusion initiatives Participation in opportunities to explore diversity, equity, and inclusion initiatives Participation in opportunities to explore diversity, equity, and inclusion initiatives

Education	Training	Conflict Resolution	Recognition
<ul style="list-style-type: none"> To develop curriculum for neurology residents, fellows, and continuing medical education efforts that directly address DEI in neurology. Development of a training manual including didactic for UIM students to teach in neurology (diversity, equity, inclusion) Develop curriculum and presentation over social media of institutional diversity (DEI) curriculum (diversity) Program knowledge incorporating presentation of UIM students in application review and interview selection including implicit application review, use of institutional diversity (DEI) curriculum (diversity) 	<ul style="list-style-type: none"> To provide regular DEI training to all of department members including efforts in integrating neuroscience that and advancing neuroscience and neuroscience. To appoint an ombudsman each for faculty and staff to help to direct issues for DEI issues within the department. 	<ul style="list-style-type: none"> To appoint an ombudsman each for faculty and staff to help to direct issues for DEI issues within the department. To appoint an ombudsman each for faculty and staff to help to direct issues for DEI issues within the department. 	<ul style="list-style-type: none"> To review and celebrate the contributions made by department members to address a commitment to DEI. To review and celebrate the contributions made by department members to address a commitment to DEI.



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

Paul A Raveena¹, Sandra Wheat², Fatima El Rayes³, Leon McCrea 2nd⁴, A Hilko Martonoff⁵, Cara Marshall⁶, Suki Tepperberg⁷, Rachel S C Friedman⁸, Wendy B Ban⁹

- 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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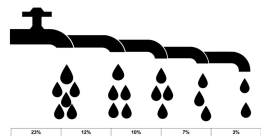
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J Acad Med. 2022 Nov;197(11):1032-1036. doi: 10.1093/acmed/0000000000000447. Epub 2022 Jul 19.

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

Paul D Butler¹, Jessica C Fowler², Elena Meier³, Benji M Rosen⁴, Iris M Reyes⁵, Jeffrey S Burns⁶

- 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 Symposiums/Workshops
 - Targeted Outreach to Candidates



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J Bone Joint Surg Am. 2022 Aug;104(8):e21777. doi: 10.2196/2022.07.01000. Epub 2022 May 2.

An Introduction to the Orthopaedic Diversity Leadership Consortium: Advancement of Our Orthopaedic Leaders of Diversity, Equity, and Inclusion Through Networking, Strategy, and Innovation

Ellen Taylor¹, A Richard Dwyer², John Choi³, Linda Solomon⁴

- Gap Analysis – lack of diversity leaders on departmental level, shortage of solution-based resources with strategies to guide recruitment/retention, lack of interprofessional collaboration in multidisciplinary environment (like OR)
- Optimize the sustainability of diversity efforts in academic departments and health organizations



The Orthopaedic Diversity Leadership Consortium is a national organization that provides a platform for orthopaedic leaders to share their experiences and develop strategies to advance diversity, equity, and inclusion in the field of orthopaedics.

<https://orthodiversity.org/>



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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 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

<https://www.aamc.org/about-us/equity-diversity-inclusion/engagement-survey>



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Measuring Diversity and Inclusion in Academic Medicine: The Diversity Engagement Survey

Survey by Thomas H. E. G. Jones, PhD, MBA, Jean J. Allen, MD, MS, Liza H. H. Jones, PhD, MS, Chae Seon Cho, PhD, MS, Scott M. Miller, PhD, MS, Ed. MEd, EdD, and Christopher J. Palmer, PhD, MEd

Version 2018 (Oct 2018)
URL: <https://www.aamc.org/about-us/equity-diversity-inclusion/engagement-survey>

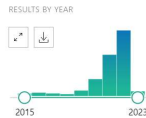
Factor	Item no.	Item	Trust	Item no.	Item
Common purpose	4	I feel that my work or studies contribute to the mission of the institution.	1	1	I trust my institution to be fair to all employees and students.
	17	I feel connected to the vision, mission and values of this institution.	13	13	If I raised a concern about discrimination, I am confident my institution would do what is right.
Access to opportunity	5	The last year, I have had opportunities at work/school to develop professionally.	19	19	I believe that in my institution harassment is not tolerated.
	9	There is someone at work/school who encourages my development.	6	6	At work/school, my opinions matter.
Equitable reward and recognition	10	I receive recognition and praise for my good work similar to others who do good work at this institution.	14	14	I consider at least one of my co-workers or fellow students to be a mentor friend.
	16	In my institution, I am confident that my accomplishments are compensated similar to others who have achieved their goals.	21	21	I feel that I am an integral part of my department or school.
Cultural competence	7	In this institution, I have opportunities to work successfully in settings with diverse colleagues.	3	3	I am valued as an individual by my institution.
	11	I believe my institution manages diversity effectively.	8	8	Someone at work/school seems to care about me as an individual.
	15	In my institution, I receive support for working with diverse groups and working in cross-cultural situations.	22	22	The culture of my institution is accepting of people with different ideas.
	20	In this institution, there are opportunities for me to engage in service and community outreach.	2	2	The leadership of my institution is committed to treating people respectfully.
			12	12	In my institution, I experience respect among individuals and groups with various cultural differences.
			18	18	I believe that my institution reflects a culture of unity.

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Additional Reading

- Parsons M, Caldwell MT, Alvarez A, et al. Physician Pipeline and Pathway Programs: An Evidence-based Guide to Best Practices for Diversity, Equity, and Inclusion from the Council of Residency Directors in Emergency Medicine. *West J Emerg Med.* 2022;23(4):514-524. Published 2022 Jul 1. doi:10.5811/westjem.2022.5.54875
- Kearse LE, Jensen RM, Schmiedeler IS, et al. Diversity, Equity, and Inclusion: A Current Analysis of General Surgery Residency Programs. *Am Surg.* 2022;88(3):414-418. doi:10.1177/00031348211048824
- Karvonen KL, Menjivar-López JS, Brissett D, et al. A Resident-Led Initiative to Advance Diversity, Equity, Inclusion, and Antiracism in a Pediatrics Residency Program. *Acad Pediatr.* 2022;22(3):360-364. doi:10.1016/j.acap.2021.09.020
- Lam JTH, Giroix RJP. Resident Equity, Diversity, and Inclusion Committee: A Mechanism for Programmatic Change. *Acad Med.* 2022;97(6):770. doi:10.1097/ACM.0000000000000476
- Mulien TA, Rodolakis SM, Gilliam C, McPhillips H, Gross HM. Description of a novel curriculum on equity, diversity and inclusion for pediatric residents. *J Natl Med Assoc.* 2022;113(6):616-625. doi:10.1016/j.jnma.2021.05.014
- Taylor E, Dacus AR, Ooi J, Saleman LI. An Introduction to the Orthopaedic Diversity Leadership Consortium: Advancement of Our Orthopaedic Leaders of Diversity, Equity, and Inclusion Through Networking, Strategy, and Innovation. *J Bone Joint Surg Am.* 2022;104(16):e72. doi:10.2106/JBJS.21.01330



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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



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ACFAS & DEI

- Integration into the College's Strategic Compass and Values Statements
 - Diversity and Inclusion: We 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
- 2022 ASC Women Physicians-Led Track of sessions
- 2023 ACFAS Women's Virtual Symposium
- 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



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ACFAS & DEI

- ACFAS Resident Scholarship Program
 - \$1500 scholarship per Resident to attend ASC
- ACFAS DEI Scholarship Program
 - \$1500 scholarship to attend ASC
 - Open to students, residents, practitioners
- ACFAS Leadership Development Program



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Questions?



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

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The Legal Perspective



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ACGME DATA

2017-2018: 245 residents dismissed.

- 30.6% White
- 19.2% Asian
- 17.6% Race unknown
- 16.7% Black
- 9.4% Other



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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

219 residents dismissed

- 42.9% White
- 15.1% Asian
- 12.8% Race unknown
- 11.9% Black



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ACGME DATA- 2021-2022

153,843 residents

53.0% male/ 46.8% female

- 48.9% White
- 26.6% Asian
- 9.2% Hispanic
- 6.0% Black
- 5.2% Race unknown/Other
- 0.04% Native American

231 residents dismissed

No breakdown on percentages of dismissed residents



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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%])



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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.



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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.



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DR. ROP V. ADVENT HEALTH- 2021

Jury awards doctor \$2.75 million for racial discrimination.



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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.



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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>



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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.



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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



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QUESTIONS?



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