

## Family Medicine for America's Health Workforce Diversity Resource

### Providing useful tools to work towards the diverse workforce America needs

In order to eliminate health inequities and appropriately care for all patients in the United States, we need a diverse health professional workforce. Currently, we lack the level of diversity we need in medical schools and residencies, both among learners and faculty. Medical students and residents are not graduating with the cultural competency and unconscious bias training needed to care for a diverse community. A more diverse workforce will benefit our patients, ourselves, and everyone around us. As a specialty, we need to take the lead in addressing this important issue.

FMAHealth has compiled resources from a variety of sources that can help your institution determine the needs of your community, develop a plan to improve diversity, and effectively educate all learners on cultural competency and unconscious bias. Included in this document are links to resources that will help increase awareness of the importance of workforce diversity and will empower individuals to have a discussion about workforce diversity at their institution. The resources also provide information about recruiting practices, strategic planning, and effective educational methods to teach all learners cultural competency and unconscious bias.

### I. How to have a discussion at your institution on workforce diversity

**Discussions with leaders, administrators, faculty, residents, medical students, and staff at your institution about the need to improve diversity and inclusion will allow everyone to understand the benefits for patients, themselves, and the community.**

#### Understanding the current status of underrepresented minorities in the health professions and health professions schools:

- ▶ AAMC Data: [Diversity in the Physician Workforce: Facts & Figures 2014](#)
- ▶ Important Articles
  - ["Addressing health care disparities and increasing workforce diversity: the next step for the dental, medical, and public health professions."](#)
  - ["Strategies for managing human resource diversity: From resistance to learning."](#)
  - ["Disparities in human resources: addressing the lack of diversity in the health professions."](#)
  - ["Missing persons: minorities in the health professions, a report of the Sullivan Commission on Diversity in the Healthcare Workforce."](#)
- ▶ Classic Workforce Diversity Books
  - Thomas, R. Roosevelt. *Beyond Race and Gender: Unleashing the Power of Your Total Workforce by Managing Diversity*. October 8, 1992
  - Loden, M and Rosener, J. *Workforce America!: Managing Employee Diversity as a Vital Resource*. November 22, 1990

#### Tips on how to have a discussion on diversity and inclusion at your institution:

1. Start with groups that are already formed and have responsibility for diversity – diversity councils, departments, programs, etc. The conversation can become part of required curriculum at different points in time or remain separate.
2. Set guidelines for the discussion to facilitate a willingness to share. Some examples include:
  - ▶ Have respect for differing viewpoints and perspectives
  - ▶ Tell your truth, invite others to do the same, and acknowledge multiple truths
  - ▶ Be open to discomfort and risk
  - ▶ Focus on building understanding
3. Consider these useful elements in the following sequence:

- ▶ Understand the difference between the following actions taken to address diversity issues: EEO/Affirmative Action, understanding/valuing differences, and managing diversity
- ▶ Broaden the definition of diversity beyond race and gender
- ▶ Identify the key diversity dimensions that exist within med schools
- ▶ Identify the tensions surrounding those dimensions within your institution and understand the impact of those tensions
- ▶ Identify what your institution has done already to address those tensions and the effect of those actions
- ▶ Do some problem solving – including serious causal analysis
- ▶ Develop some possible solutions on a personal level, program level, med school level, etc.
- ▶ Build a case for increasing diversity that addresses the concerns of the institution.

## II. How institutions can recruit from their community into medical school and residency

**Increasing the number of students entering medical school from the community and who choose primary care will allow the community to be served by a diverse physician workforce that is reflective of its population.**

### Information on why a physician workforce should reflect the community it is caring for:

- ▶ [AAFP Policy on Workforce Reform](#)
  - “The demographics of the US population will continue to change ... Cultural and ethnic changes will continue as the population becomes increasingly diverse. The US physician workforce must be prepared to care for a larger, increasingly diverse... population.”
  - “Medical schools should develop programs that focus on the recruitment and training of URM medical students. It is known that these students are more likely to provide a disproportionate share of health care to the growing minority and underserved populations in this country.”
- ▶ [Minority doctors are more likely to work with underserved and indigent populations](#)
- ▶ [The more underrepresented minorities there are in a medical school’s student body, the more likely it is that students from that medical school will, “rate themselves as highly prepared to care for minority population.”](#)
- ▶ [Failing to increase minority representation in medicine risks exacerbating health disparities because minority populations are growing much faster than the population as a whole.](#)
- ▶ [Interventions to improve the racial and ethnic diversity of the US medical workforce should begin well before medical school.](#)
- ▶ [Graduate Medical Education that Meets the Nation’s Health Needs](#)

### Diversity program and project examples that can be used to develop ideas for your institution:

- ▶ AAMC with the RWBF and the WK Kellogg Foundation launched the [Health Professions Partnership Initiative](#) (1995 - 2005) to fund local educational partnerships between health professions schools and K-12 schools around the country.
- ▶ [Increasing Diversity in Residency Training at McGaw Medical Center](#)
- ▶ [Underrepresented sub-internship at the University of Washington](#)
- ▶ [Tour4Diversity](#) – resources and they have a [link](#) to become a mentor
- ▶ [Aspirnaut](#) program at Vanderbilt University
- ▶ [Summer Medical and Dental Education Program](#)
- ▶ [Boston University School of Medicine](#)
- ▶ [Mentoring in Medicine](#)
- ▶ [AMA Commission to End Health Care Disparities](#)
- ▶ Article on [Pipeline Programs Try to Steer Minority Students to Careers in Medicine](#)

### Examples of what can be done at your institution to recruit from the community to your medical school or residency:

- ▶ Outreach to the communities your institution serves – health fairs, lectures on health topics, workshops to the youth about the health care field, involvement at youth camps
- ▶ Leadership Development – have specific training on what leadership skills are needed to engage and build trust with your patients and your communities

- ▶ Evaluate the current process for recruitment to residency programs and consider changes that would increase diversity (e.g., establish a diversity committee as part of the recruitment committee; take into account applicants' background, involvement, and letters of recommendations, not just test scores; and consider the use of rubrics to help with the application review process along with specific questions to get a feel for the applicants' views on diversity and desire to serve their community)
- ▶ Conduct research on the effect of residency programs efforts and outcomes in recruiting people in their own communities.

**III. How to develop a strategic plan to increase diversity—Strategic plans on diversity and inclusion will enable institutions to develop a vision for increasing diversity, provide strategies to enhance their activities, and establish the infrastructures and resources necessary for success.**

**Look at examples at other institutions:**

- ▶ [UTHSCSA Diversity Strategic Plan for Medical School 2014-2018](#)
- ▶ [UC Berkley Strategic Plan for Equity, Inclusion and Diversity](#)
- ▶ [Medical University of South Carolina Diversity and Inclusion Strategic Plan 2014](#)
- ▶ [Diversity and the Strategic Plan at Duke](#)
- ▶ [Diversity at the University of Washington: A Blueprint for the Future](#)

**Prepare with currently existing resources:**

- ▶ [American Council on Education Syllabus for Diversity Programs at Colleges and Universities](#)
- ▶ [Diversity Inc. Best Practices](#)
- ▶ [Building the Next Generation of Physicians - useful short videos for members \(free membership\)](#)

**Determine the steps needed to create the strategic plan:**

[AAMC Nine Essential Tasks to Creating a Diversity and Inclusion Strategic Plan \(Full report \\$50\)](#)

1. Solicit buy-in and commitment from key stakeholders
2. Build a strong foundation for the initiative by assessing the existing landscape
3. Identify leverage points and challenges
4. Set diversity and inclusion goals that align with organization mission, vision, and values
5. Set clear and realistic objectives, supporting tasks, and action steps required to achieve goals
6. Develop accountability methods and metrics to measure achievement of each objective
7. Establish roles, responsibilities, and decision-making channels
8. Develop a realistic timeline for executing all action steps
9. Prepare the written plan

**IV. How to develop a teaching plan to teach diversity of thought, culture and ethnicity**

**Faculty can use teach plans to create inclusive learning environments and approach race, gender equality, and empathy throughout all aspects of undergraduate and graduate medical education. Medical students and residents can understand and appreciate where our diversity comes from and the benefits it brings to everyone's lives.**

**Ensure faculty know how to respond to ethnic, gender, and cultural diversity in the classroom:**

- ▶ [Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender](#)
- ▶ [Cultural Medicine in Training - Faculty Development Resources](#)

**Review current models for higher level education:**

- ▶ [Vanderbilt University Center for Teaching - Diversity and Inclusive Teaching](#)
- ▶ [American Nurses Association Article - Many Faces: Addressing Diversity in Health Care](#)

## V. How to care for a diverse community

All healthcare professionals and team members must be appropriately trained to care for the community they serve. Learning how to assess their community's health and develop plans to improve it, as well as receiving effective training on health literacy, cultural competency and unconscious bias are essential parts of that training.

### Perform a community health assessment (CHA) at your institution with these useful resources:

- ▶ [CDC Resource on Community Health Assessments and Health Improvement Plans](#)
- ▶ [NACHO Community Health Assessment and Improvement Processes](#)
- ▶ [NACHO Definitions of CHA and Community Health Improvement Plans \(CHIPs\)](#)
- ▶ [Public Health Institute's Best Practices for CHA and Implementation Strategy Development](#)
- ▶ [IHI - Cross-Cultural Challenges: Improving the Quality of Care for Diverse Populations](#)

### Focus on effective teaching of cultural competency to medical students and family medicine residents with these useful resources:

- ▶ [Office of Minority Health - Teaching Cultural Competence in Health Care](#)
- ▶ [Common Wealth Fund - Cultural Competence in HealthCare](#)
- ▶ [Diversity Rx Cultural Competence 101](#)
- ▶ [Curriculum for culturally responsive health care: Step-by-step guide for cultural competence training](#)
- ▶ [STFM Core Curriculum Guidelines on Culturally Sensitive and Competent Health Care](#)

### Learn about Health Literacy with these useful resources:

- ▶ [AAFP Policy on Health Literacy](#)
- ▶ [CDC - Resource on Health Literacy](#)
- ▶ [National Institute of Health - Clear Communication Initiative](#)
- ▶ [AHRQ Health Literacy Universal Precautions Toolkit](#)
- ▶ [World Health Organization - Health Literacy: The Solid Facts](#)
- ▶ [AFP Article - Health Literacy: The Gap Between Physicians and Patients](#)
- ▶ [AFP Article - Health Literacy in Primary Care Practice](#)

### Acknowledge unconscious bias and perform self-assessments to address it with these useful resources:

- ▶ [Harvard's Project Implicit - Information about the Project and Self-Assessment Test](#)
- ▶ [Southern Poverty Law Center - Teach Tolerance Project](#)
- ▶ [AAMC 2010 PowerPoint presentation on Unconscious Bias](#)
- ▶ [Cook Ross Inc's Unconscious Bias Workbook](#)
- ▶ [AAMC Article on Unconscious Bias](#)
- ▶ [Abstract for "Unconscious \(Implicit\) Bias and Health Disparities: Where do we go from here?"](#)
- ▶ [TED Talk - Mellody Hobson - Color Blind or Color Brave?](#)
- ▶ [TED Talk - Howard Ross - Unconscious Bias](#)

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Family Medicine for America's Health (FMAHealth) is a collaboration between the eight leading family medicine organizations in the United States to drive continued improvement of the U.S. health care system and demonstrate the value of true primary care. More information is available at <http://fmahealth.org/>

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