CEDI Update:
2019 UWSOM Leadership Retreat

Leo S. Morales, M.D., Ph.D., M.P.H.
Professor and Chief Diversity Officer
Center for Health Equity, Diversity and Inclusion
School of Medicine
UW Medicine acknowledges the land we occupy today as the traditional home of the Tulalip, Muckleshoot, Duwamish and Suquamish tribal nations. Without them we would not have access to this working, teaching and learning environment. We humbly take the opportunity to thank the original caretakers of this land who are still here.
CEDI Strategic Framework

Increase diversity among medical students, trainees and faculty to better reflect and serve our state and region’s communities.

Promote cultural humility as a cornerstone for excellence in our teaching, research and patient care programs.

Promote a climate of inclusion and belonging throughout the School of Medicine.
I. Diversity

Pre-Medical Programs
- Pre-Mat Program
- UW HPA (college)
- SHPEP (college)
- UPREP (college)
- DFAD (6-12)

GME Programs
- NURF: Recruitment at National Conferences
- Diversity Sub-Internships

Faculty Programs
- CMFA: URM Faculty Development; Mentoring Award
- Search Committee Training
- Diversity Symposium
Programs Offering Diversity Sub-Internships

• Anesthesia
• Emergency Medicine
• Family Medicine
• Internal Medicine
• Neurology
• OB/GYN
• Orthopedics
• Otolaryngology

• Pediatrics
• Psychiatry
• Radiology
• Surgery
• Urology
• Infectious Diseases (fellowship)
GME Diversity
(2018 Survey, 40% Response Rate)

Sexual Orientation
- Straight or Heterosexual, 88
- Gay or Lesbian, 7
- Bisexual, 2
- Other, 1
- Decline, 3

Sex at Birth
- Male, 46
- Female, 52
- Decline, 2

Birth Place
- US-Born, 81
- Foreign-Born, 14
- Decline, 5

Race/Ethnicity
- White, 57
- Asian, 19
- Black, 5
- AIAN, 0.4
- Pacific Islander, 0.2
- Declined, 4

Gender
- Female, 52
- Male, 45
- Trans male, 0.2
- Gender Non-Binary, 0.2
- Decline, 2

URM=13%
GME Learning Environment Survey
(2018 Survey, 40% Response Rate)

- Sexual Advances (Once or more): 8.1% Women, 0.8% Men
- Physically Harmed (Once): 2.0% Women, 3.0% Men
- Personal Services (Once or more): 8.1% Women, 0.8% Men
- Negative Offensive Remarks Personally Directed (Once or more): 22.0% Women
- Exposed to Microaggressions (Once or more): 45.8% Women, 20.4% Men
GME Learning Environment Survey
(2018 Survey, 40% Response Rate)

I have known of concerns that have been reported but not adequately addressed

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<tr>
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<th>Men</th>
<th>Women</th>
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<tbody>
<tr>
<td>Unsure</td>
<td>11%</td>
<td>14%</td>
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<tr>
<td>No</td>
<td>8%</td>
<td>14%</td>
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<tr>
<td>Yes</td>
<td>82%</td>
<td>72%</td>
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If I had a problem with inequitable or unprofessional treatment, I would know where to turn

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<tr>
<td>Strongly Disagree</td>
<td>24% Strongly Agree/Agree, 76%</td>
<td>33% Strongly Agree/Agree, 67%</td>
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<tr>
<td>Disagree/Strongly Disagree</td>
<td>24% Strongly Agree/Agree, 76%</td>
<td>33% Strongly Agree/Agree, 67%</td>
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<td>Neutral/Disagree</td>
<td>24% Strongly Agree/Agree, 76%</td>
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II. Cultural Humility

• Faculty Development Collaborative (Kritek and Morales)
  • Non-binary gender identities/expression (Jen Self) ✓
  • History of race and racism in medicine (Edwin Lindo et al.) ✓
  • Identifying and responding to microaggressions (Houston, Dawson et al.) ✓
  • Colonialism and historical trauma (Donald Warne) ✓

• CEDI-sponsored student affinity group events:
  • LMSA Lecture: Caring for Latino/Latinx Communities: The Impact of Culture and Identity on Health (Drs. Ornelas, Lucero and Montenegro)
  • APAMSA Lecture: Model Minority Myth (Dr. Jessica Guh)
  • SNMA Black History Month Panel: Community Advocacy in Medicine: Past, Present, and Future (Drs. Terry, Williams, Danielson, Bell, Egawatu)
  • Q-Med Movie Screening: “The Most Dangerous Year”
  • Medicine Wheel Society: Traditional Medicine Event

• ARAC Town Hall (May 22, 2019)
• Bias Reduction in Internal Medicine (BRIM) Study (Fall 2019)
III. Inclusion and Belonging

- CEDI Co-Sponsored Speakers:
  - America Bracho, MD (LCH/CEDI)
  - Rachel Hardeman, PhD and Eduardo Medina, MD (CLIME/Surgery/CEDI/Healthcare Equity)
  - Alicia Fernandez, MD (DOM/CEDI)
  - Toi Blakley-Harris, MD (CEDI)

- URM community building events:
  - Second Look breakfast
  - MS1 welcome reception
  - CMFA welcome reception
  - NURF speed mentoring
  - CEDI Multicultural Graduation Celebration
Pathway Programs Honored

The UWSOM Pathway Programs received the 2019 Seattle Business Magazine Silver Award for Achievement in Community Outreach

Indian Health (Jason Deen, MD)
Hispanic Health (Daniel Cabrera, MD)
LGBTQ Health (Corinne Heinen, MD)
Underserved Care (Kim Kardonsky, MD)
Global Health (Susan Graham, MD, PhD)

Ted Gobillot and Alec Gibson were awarded the Husky 100 recognition for their work creating the LBGTQ Pathway
UWSOM Implicit Bias Module

Participation (6/2017-2/2019)

N=1297 pre test, N=885 post test, N=754 request certificate of completion
Pre/Post Bias Awareness
(significant change)

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<tr>
<td><strong>PRE</strong></td>
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<tr>
<td>PRE-TEST (N=473)</td>
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<tr>
<td>(Scale 1-5 = strongly disagree)</td>
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<tr>
<td>I am objective in my decision-making</td>
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<tr>
<td>Biases do not influence my decision-making</td>
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<tr>
<td>People in today’s society tend to treat people of different social groups equally</td>
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<td>Society has reached the point where all people, regardless of background, have equal opportunities for achievement</td>
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<td>In medicine, bias against others is no longer a problem in:</td>
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<tr>
<td>Patient care</td>
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<tr>
<td>Area of training</td>
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<td>Area of diverse workforce</td>
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Data analysis 6/2018

UW Center for Health Equity, Diversity and Inclusion
Evolving AGCME Requirements
Effective July 1, 2019

• Common Program Requirements
  • Programs must understand the social determinants of health of the populations they serve and incorporate them in the design and implementation of the program curriculum, with the ultimate goal of addressing these needs and health disparities.
  • Education in Quality Improvement. Residents must receive training and experience in quality improvement processes, including an understanding of health care disparities.
  • Engagement in Quality Improvement Activities. This should include activities aimed at reducing health care disparities.
CLER Pathways to Excellence
Focus Area: Quality Improvement

• *Pathway 5*: Resident/fellow and faculty member education on reducing health care disparities
  
  • 5.1 Residents/fellows and faculty members receive *education on identifying and reducing health care disparities* relevant to the patient population served by the clinical site.
  
  • 5.2 Residents/fellows and faculty members receive *training in cultural competency* relevant to the patient population served by the clinical site.
  
  • 5.3 Residents/fellows and faculty members know the *clinical site’s priorities for addressing health care disparities*. 
CLER Pathways …

• *Pathway 6:* Resident/fellow engagement in clinical site initiatives to address health care disparities.
  • 6.1 Residents/fellows are engaged in QI activities addressing health care disparities for the vulnerable populations served by the clinical site.
Student Mistreatment

“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

- James Baldwin
Element 3.6. Student Mistreatment

Finding: The school has implemented a variety of initiatives to address high reported rates of medical student mistreatment, but with no improvement to date.

*LCME - Liaison Committee on Medical Education*
AAMC GQ Items – Mistreatment Types

Mistreatment Students Experienced At Least Once (2018 AAMC National Benchmark Percentile Included)

- UW is > 90th percentile
- UW is ≠ 90th percentile
- UW is > 50th percentile

Offensive sexist remarks
Public Humiliation
Lower evaluations or grades/gender
Lower evaluations or grades/race & ethnicity

UWSOM
National
Potential Risk Areas: GQ vs. Y2Q

- Been Physically Harmed
- Been Required to Perform Personal Services
- Denied Opportunities Because of Gender
- Denied Opportunities Because of Race/Ethnicity
- Subjected to Racially/Ethnically Offensive Remarks/Names
A medical student’s experience with racism
Discussion Questions

• What are your thoughts on the learning environment and possible causes of student mistreatment?
• Can you identify strategies for improving the learning environment?
• What forms are training would be most effective and feasible within your unit?