



IDEAS Learning Series

Inclusion, Diversity,
Equity, and Anti-racism

A monthly webinar series that brings in experts from across academic medicine to help:

- Foster inclusive environments
- Create equitable advancement, promotion, and tenure policies
- Promote anti-racist policies, education, and institutional practices

www.aamc.org/ideas



Welcome

- All participants' audio and video are muted
- If you need assistance, please email aamc@commpartners.com
- This webinar is being recorded. It will be available in 3-5 business days on www.aamc.org/ideas

Welcome

- You can submit a question at any time using the Q&A panel at the bottom of your screen
- If you have unanswered questions at the close of the webinar, please email ideas@aamc.org

Get Involved!

Visit www.aamc.org/ideas to:

- View past webinars
- Join the mailing list
- Register for upcoming webinars
- Contact us about presenting a future webinar

Upcoming IDEAS Webinar

October 11

Transforming Medical Education
to Advance Equity and Inclusion

October 18

Addressing Microaggressions in Academic Health:
A Workshop for Inclusive Excellence

more info at www.aamc.org/ideas

IDEAS Learning Series
Inclusion, Diversity,
Equity, and Anti-racism



DEI, Anti-Racism Competencies and the Clinical Learning Environment

IDEAS 2022 Webinar Series

Alison Whelan, MD
Chief Academic Officer
AAMC



Webinar Objectives

Describe

Describe the newly released Diversity, Equity, and Inclusion (DEI) competencies for students, residents, and faculty with a specific focus on some of the less understood concepts;

Review

Review exemplary curricula and educational practices designed to address racism in medical education; and

Identify

Identify practical strategies to use the DEI competencies to identify gaps in local curricula and educational programs.

Panelists



Jann Murray-García, MD, MPH
*Associate Health Sciences Clinical Professor, UC Davis Betty Irene Moore School of Nursing
Director for Social Justice and Immersive Learning, Office of Health Equity, Diversity and Inclusion, UC Davis Health*



David McIntosh, PhD, MA
Vice Dean for Justice, Equity, Diversity, and Inclusion, University of California, Los Angeles David Geffen School of Medicine



Mai Pham, MD, MPH
Founder and CEO, Institute for Exceptional Care

The Education Environment is Changing and Moving Towards a Competency Based Education (CBE) Model

- Relentless focus on **needs of patients** and the current and emerging health and health care needs of the public
- Translation of those needs into descriptions of what health care professionals must **do know and value** in relation to these areas
- Design of educational programs that support the achievement of these competencies and accepts that **time varies for individual learners** in achievement of these competencies
- Application of a **growth mindset** to how we understand learning – there is not end to the cycle of learning across our life spans.

Health Care is Changing

Increased Costs
and High Value
Care

Patient Safety &
Quality
Improvement

Equity, Diversity,
Inclusion

Precision
Medicine &
Genomics

Public &
Population
Health

Technology incl
Augmented
Reality

Preventive Care

Telehealth &
Virtual Care

Community-
Based Care

Interprofessional
Practice

New
Therapeutics

Big Data &
Artificial
Intelligence

A CBE Series from the AAMC...

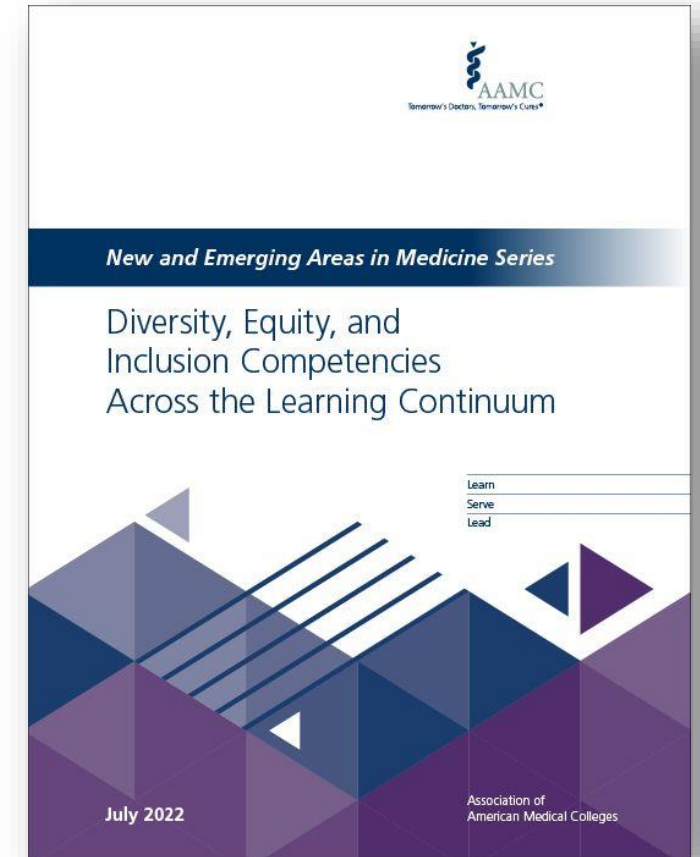
The competencies in new and emerging areas in medicine are designed to help educators and individual physicians consider outcomes expected across the developmental spectrum in several contemporary areas, including:

2019 Quality Improvement and Patient Safety

2020 Telehealth

2022 Diversity, Equity and Inclusion

2023 Refresh/Revisit QIPS (Underway)



To learn more:

www.aamc.org/initiatives/quality/qips/

Competencies Across the Learning Continuum: *Guiding Development Questions*

What are the expected competencies* (in a new or emerging focus area) of entering residents, new physicians, and experienced faculty in academic medicine?

What does a physician, progressing towards attainment of expertise in a particular topic do, know, and value?

**“An observable ability of a health professional related to a specific activity that integrates knowledge, skills, values and attitudes.” –Frank 2010*

Why DEI competencies?



The Health Care Environment is Changing

- More racially and ethnically diverse population
- Increased aging patient population
- Women now represent the majority of entering medical students nationwide
- Increasing calls for action to improve diversity, equity, inclusion and address racism
- Increased social science evidence revealing health inequities and value of diverse teams

DEI in Practice:

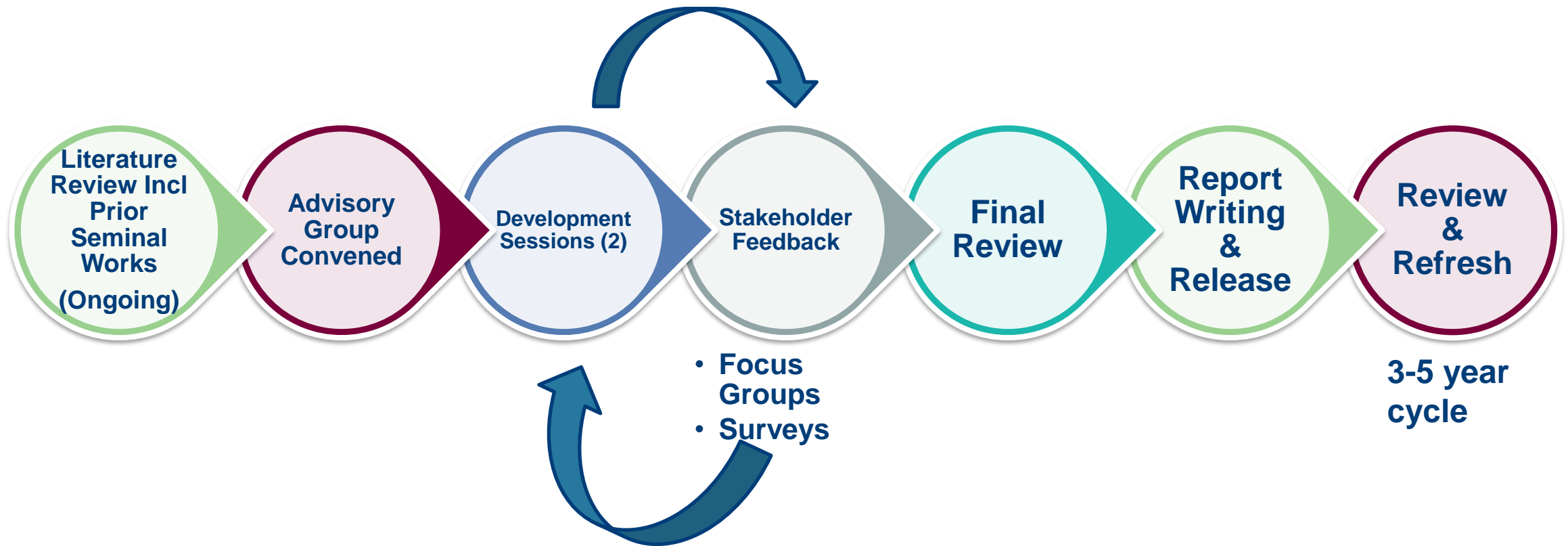
- **Medical knowledge** – False beliefs about biological differences between white and black individuals which leads to bias in treatment of pain
- **Communication (with Patients)** – Physicians use different communication skills when having end-of-life conversations which leads to higher incidence of ICU (vs home) deaths
- **Interprofessional Communication** - Over half of women surgeons experience sexual harassment in a single year alone. Women trainees were more than twice as likely to experience harassment as compared to attending surgeons

DEI in Practice:

- **(Access to) Patient Care** – Low SES, racial and ethnic minorities, unemployed individuals spend more time waiting for medical care than white individuals
- **Professionalism** - Discrimination from health care providers and denial of health care altogether are common experiences among LGBTQ patients and have been identified as contributing factors to health disparities
- **Systems-Based Practice** – Although patients from racial and ethnic minority groups are more likely to experience adverse events while in the hospital, clinicians are significantly less likely to report harmful events for patients from minority groups than for white patients. (2022 ECRI)

Diversity, Equity and Inclusion Competencies

DEI Competencies: Development Process



DEI Competencies: Broad Feedback From Diverse Communities

- Published Literature
- Reports, Guidance Documents
- Existing Competencies Other Professions, Countries, etc

Landscape Review



- 9 Total
- Across U.S.
- Across Diverse Affinity Groups
- Pre + Drafts 1-2

Focus Groups



- Modified Delphi Survey
- 30+ organizations
- 255+301 individuals provided iterative feedback on two draft sets of competencies
- Feedback on all items was more favorable on round 2

Reactor Survey Mult Rounds



DEI Competencies: Scope & Approach



Tiered based on level of learner – student, resident, and attending physician



Integrate and build from existing milestones, EPAs, competencies in specialized areas



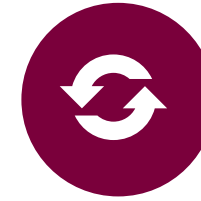
Aligned with the six core domains of competence by ACGME/ABMS



Physician—level competencies that are applicable to all physicians regardless of specialty



Engage diverse stakeholders throughout development process



Continuous enhancement model

DEI Competencies: Background and Context

Academic medicine has a responsibility to prepare physicians to provide the best care for all patients – care that is culturally responsive, equitable, and confronts factors that drive racism, hate, and bias in health care.

Diversity, equity, and inclusion competencies recognize the important impact physicians have at the individual patient, health care team, health system, and community levels.

The competencies aim to strike a balance between what some subject matter experts may consider below expectations and what others may consider aspirational.

The competencies are not intended to be used for high-stakes assessments or accreditation of schools, programs, or institutions.

DEI Competencies: Intended Uses

Engage diverse health professionals in DEI discussions, including cross-continuum and cross-discipline colleagues.

Conduct gap analyses of local curricula and training programs. Consider whether existing comps, EPAs, milestones align.

Proactively seek out and plan individual professional development opportunities to improve competence.

For new curricula, use to develop targeted learning objectives or align existing LOs to the competencies

Use as evidence to support the validity of assessment tools that measure LOs – remember multiple methods are needed to measure complex competencies

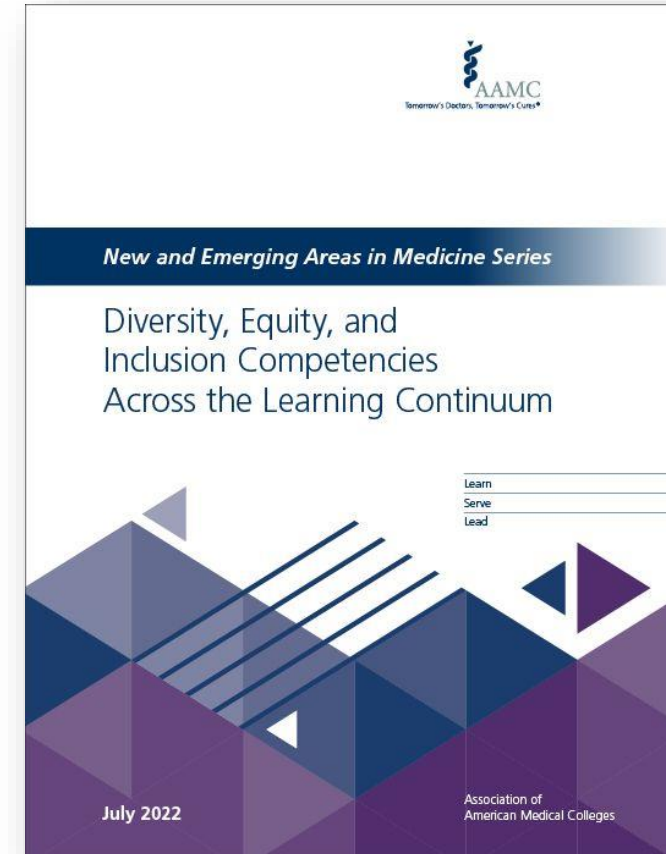
Conduct research and scholarship in CBME.

FIRST OPINION

New competencies on diversity, equity, and inclusion for medical education across the continuum

By David J. Skorton and Henri R. Ford July 14, 2022

[Reprints](#)



**Report released on July 14th and promoted
via First Opinion article in *STAT***

Diversity (n=5)


SAMPLE

Diversity refers to the varied identities based on socioeconomic status, race, ethnicity, language, nationality, gender identity, sex, sexual orientation, disability and other personal or demographic characteristics.



Panel Discussion

DEI+AR Resources: Scholarship Supporting Anti-Racism in Medicine



Association of American Medical Colleges

Search Publications

MedEdPORTAL® The Journal of Teaching and Learning Resources

AUTHORS

Anti-racism in Medicine Collection

Racism is discrimination based in an ideology of racial hierarchy that facilitates inequities between groups of people. Sociopolitically constructed racial categories are necessary precursors to global systems of racist oppression, including slavery, and continue to fuel the systemic disenfranchisement of minoritized individuals and communities in the United States. The police killings of George Floyd and Breonna Taylor are symbolic of the myriad of racial injustices that Black people have endured throughout history, while also underscoring the physical, political, socioeconomic, and existential assaults continually experienced by all Black and Brown communities.


Structural and interpersonal expressions of racism also afflict health care, whether manifesting as social determinants of health, policies that create health disparities, or diagnostic algorithms that bias treatment decisions. Racism also underlies discriminatory mistreatment of students, trainees, and physicians and the intentional and historical exclusion of minoritized identities in medicine.

As a journal of health professions educational resources, it is our responsibility to name racism as a barrier to equity and to work toward dismantling systems of oppression within our profession through training and education. The new Anti-racism in Medicine Collection within *MedEdPORTAL* provides educators with practice-based, peer-reviewed resources to teach anti-racist knowledge and clinical skills, elevates the educational scholarship of anti-racist curricula,

Call for Submission

MedEdPORTAL invites contributors to submit their work for consideration and inclusion in the Anti-racism in Medicine Collection.

[VIEW PDF](#)

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Journal of the Association of American Medical Colleges

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Home > Collections > Addressing Race and Racism in Medical Education

Addressing Race and Racism in Medical Education

Creator: Journal Staff
Updated: 9/1/2020
Contains: 14 items

Academic Medicine is committed to assisting medical schools and teaching hospitals, their faculty and trainees, and the public in dismantling racism. This collection of articles was curated with the intent to help readers engage in necessary conversations about race and to inform strategies to eliminate structural racism in their institutions. Read more about the collection's creation at <http://academicmedicineblog.org/new-collection-of-articles-on-addressing-race-and-racism-in-medical-education/>.

Changing How Race Is Portrayed in Medical Education: Recommendations From Medical Students

Nieblas-Bedolla, Edwin; Christophers, Briana; Nkinsi, Naomi T.; [More](#)


Academic Medicine. 95(12):1802-1806, December 2020.

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What Does Context Have to Do With Anything? A Study of Professional Identity Formation in Physician-Trainees Considered Underrepresented in Medicine

Wyatt, Tasha R.; Rockich-Winston, Nicole; Taylor, Taryn R.; [More](#)





Thank you for joining us! To learn more, email DEICompetencies@aamc.org