

# Breaking The Barriers on the Road to Diversity in an Academic Medical Center

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Drexel University College of Medicine

Institutional Climate  
Know yourself

Invite Input

Institute Programs

# Drexel University College of Medicine

## *Our Story*



DREXEL UNIVERSITY  
College of  
Medicine

# Institutional DNA - Historical



## **Drexel University (1891)**

- First U.S. co-op university
- Working class students

## **Hahnemann Medical College (1848)**

- Working class students

## **Women's Medical College (1850)**

- Women
- Women of color



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**Medicine**

# Holistic Review Pilot Project

- 2008
- Gruter/Gratz & now Fisher
- Pilot with U of Arizona
- 
- Mission Statement
- Assess Curriculum
- Survey literature
- Your Web-Site
- Stakeholders – Faculty, Staff, Students, PR, Legal

# Institutional Climate Survey

## Faculty/Staff/Students

- Anonymous
- From the Dean
- Keep it Simple (20?)

## Survey Climate

- Race
- Ethnicity
- LGBTQ
  - Other
- Religion
- Military Service
- Disability

# Climate Questions

- The climate in my department is welcoming to individuals from under-represented groups
- Acceptance of diversity in my department or program has improved in the last two years
- Leaders in my department or program demonstrate behaviors that foster diversity
- My department or program accepts perspectives from people like me.

# What We Found

## Demographics

- 35% Response rate
- Matched national numbers
  - Gender, LGBT
- Not the right questions
  - Gender
  - Religion
  - NA

## Climate

- Needed to modify questions for faculty/staff
- Overall good
- Areas for Improvement
- Issues of safety/anonymity



# Drexel Outcome

## Drexel Climate

- Advertisement
- Web Site
- Climate of Inclusiveness
- Continued Work

## LCME

- Self-Study
- Accreditation

# AAMC

## MS 2 Questionnaire

- The first time AAMC Asked LGBTQ status
- Multiple Barriers
  - Within AAMC
  - External to AAMC
- 35% Response
- Moving Forward

## MSQ & GQ

- Moving Forward
- National Data
- Issues of School Data

# AAMC Guidelines

- The AAMC now has released the **first guidelines** for training physicians to care for people who are lesbian, gay, bisexual, transgender (LGBT), gender nonconforming, or born with differences of sex development (DSD).
- Until now, there have been no formal comprehensive standards to help medical schools and health care organizations train providers in the health care needs of these patients.
- The report identifies 30 competencies that physicians must master. This competency-based framework will allow medical educators to integrate the new guidelines into existing curricula.
- **AAMC Medical Education Guidelines to Improve Health Care for People Who Are LGBT, Gender Nonconforming, or Born with Differences of Sex Development**

# Sexual Orientation, Access to Care and Patient-Provider Communications

- Michael J. Dill
- Senior Data Analyst  
Center for Workforce Studies
- AAMC

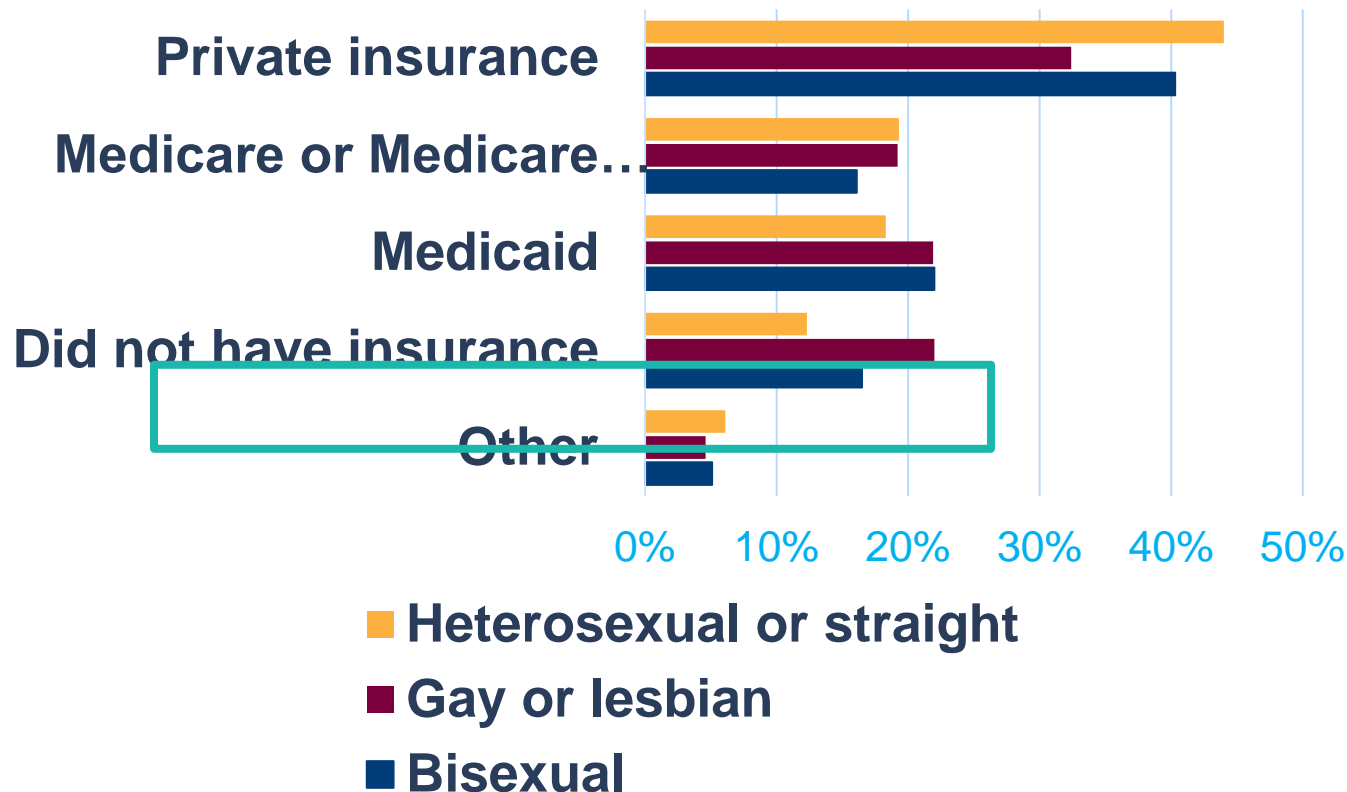
Building an LGBT Competent Health Workforce  
December 11, 2014

# AAMC Consumer Survey Data

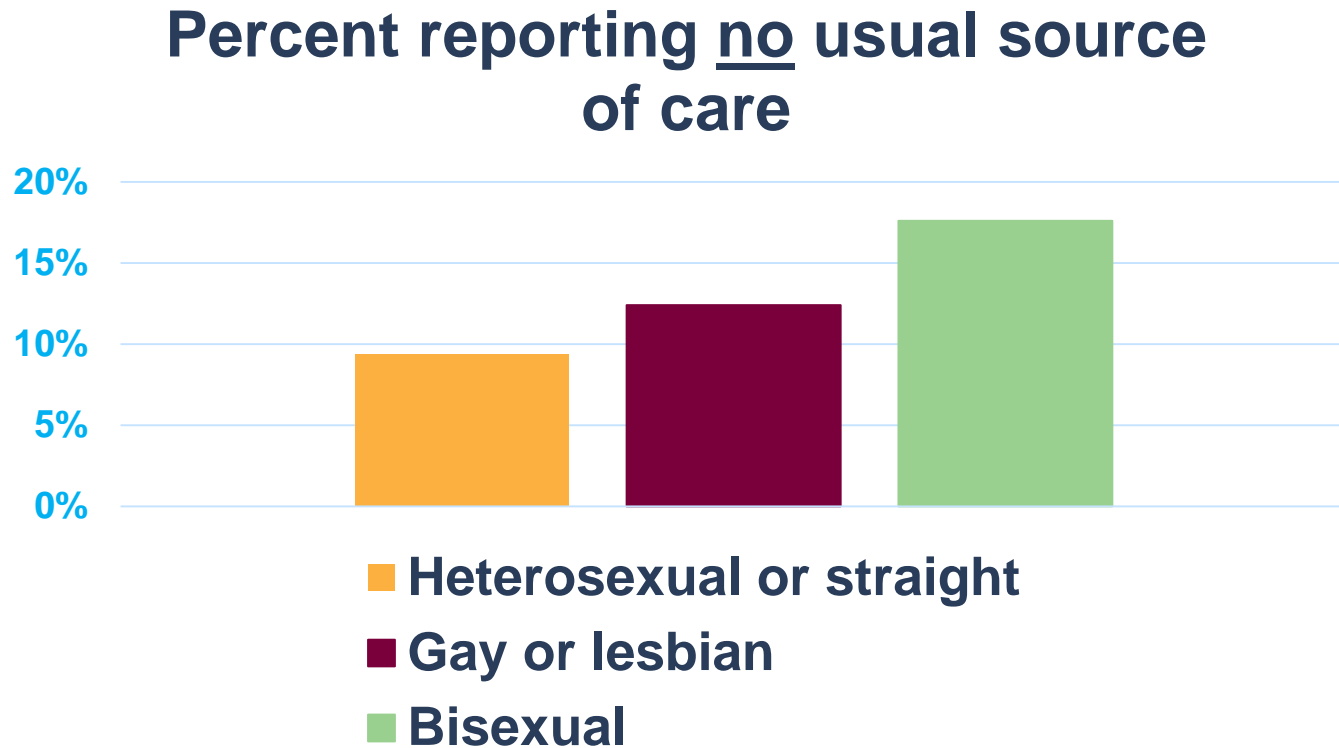
- AAMC Bi-Annual Survey – Online
- Respondents who needed care during the prior 12 months

# Gays, lesbians and bisexuals face insurance-based barriers

What type of health insurance did you have the most recent time you needed medical care?



# Gays, lesbians and bisexuals less likely to have a usual source of care



# Conclusions

- AAMC's Consumer Survey
  - Document current health care access disparities based on sexual orientation
  - Provide a baseline for tracking any changes in access to care
- Disparities in basic access
  - Lack of equal access to insurance and a usual source of care represents a fundamental inequity
- Preparing an LGBT Competent Workforce
  - Poorer communications may lead LGBT individuals to be less likely to seek needed care
  - Need greater emphasis on LGBT-related cultural competency



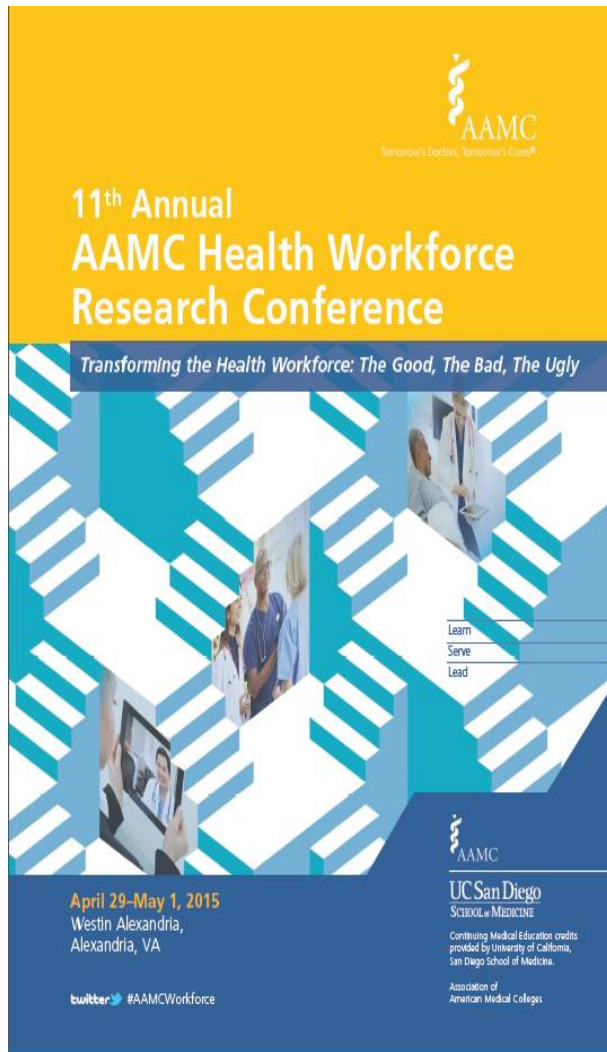
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## 2015 Health Workforce Research Conference

April 29 - May 1, 2015

Washington, DC

<https://www.aamc.org/data/workforce/meetings/>



# Building an LGBT Competent Health Workforce: Facilitators & Barriers

**Nelson F. Sánchez, M.D.**  
Chair, LGBT Committee  
Assistant Professor, Medicine  
Weill Cornell Medical College

December 11, 2014



Tomorrow's Doctors, Tomorrow's Cures®

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Learn

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Serve

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Lead



Association of  
American Medical Colleges

# Drivers FOR and AGAINST Academic Career Interest

PRO	CON
Teaching opportunities	No campus LGBT visibility
Research opportunities	No support for LGBT scholarship
Community service opportunities	LGBT discrimination
Leadership opportunities	No networking opportunities
Mentorship	Lack of mentorship
Collaborative environment	Feeling of isolation
Opportunity to effect change	Institutions slow or resistant to change

# Institutional Support for Diversity

## Is there LGBT Inclusion?

12.6% of LGBT-identified HCP and trainees rated their institutional climate negative or very negative for LGBT people

Our health system has an Office of Diversity, which also has ties with our medical school, but it's really a system-wide program. They're very good with cultural diversity training, but when it comes to LGBT concerns it's kind of like they don't talk about it. It's like a brick wall. [Asian lesbian female HCP]

# Institutional Support for Diversity

## Is there LGBT Inclusion?

The office of diversity enhancement is very involved. The academic office is very involved, so there are multiple departments at my institution that are working to make the climate at my institution much more welcoming both of students and faculty that are LGBT and also to increase awareness of how we treat patients that are LGBT.



Weill Cornell Medical College

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**OFFICE OF  
FACULTY  
DIVERSITY  
IN MEDICINE AND SCIENCE**



| [Office of Faculty Diversity in Medicine and Science](#) > [Communities](#) > [Lgbt Communities](#)

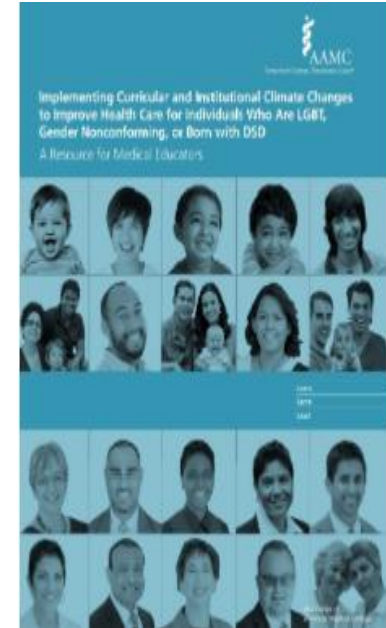
## LGBT Communities

We are so pleased to field your interest in the LGBT community and its activities at Weill Cornell Medical College. So welcome to our website! Here, we hope to give you a taste of who we are, what we do, and how we aim to help our patients and each other.

We welcome members and participants at our monthly open committee meetings and maintain an active roster of events at

# LGBT Identification Should I Be Out?

- Half of our participants were not OUT to professional colleagues
- Nearly half avoided disclosing their sexual orientation.
- 9% avoided disclosing their gender identity
- Hostile workplace



Recommendations for Enhancing  
the Climate for LGBT Students  
and Employees in  
Health Professional Schools

A GLMA White Paper

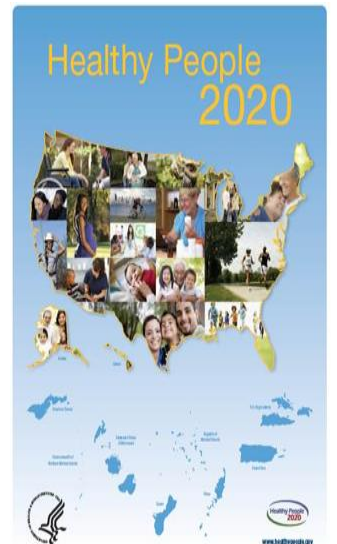
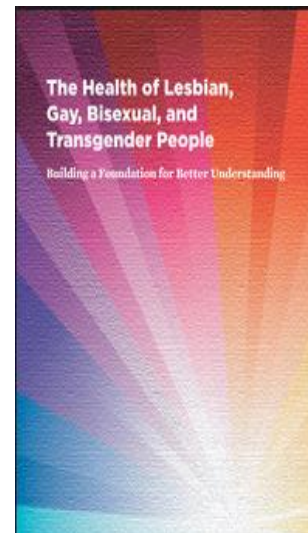
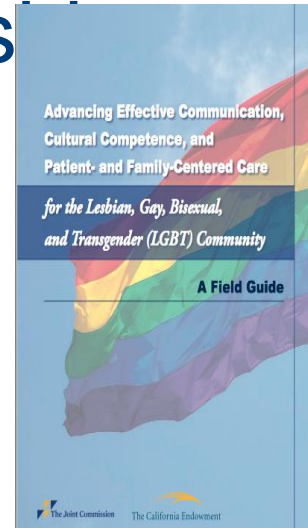
AUTHOR  
Shane Snowden, MA





# Support for LGBT Scholars

- Participants reported high levels of participation in LGBT-related scholarship
- 1 out of 5 faculty described their academic health campus as unsupportive of LGBT-related scholarship
- Focus group themes (bias against LGBT research, advancement uncertainty)



# Mentorship

- 42% of participants reported working with an LGBT-identified mentor
- 27.2% reported unsupportive institutional climate for LGBT networking
- In focus groups, concordancy valued



Perspectives on Mentoring LGBT Students  
BNGAP Video  
Access on <http://vimeo.com/105500410>.  
Password - lgbt



# Summary



- Mentorship needed for personal and professional development of LGBT health professionals.
- Academic health centers need to identify ways to promote and recognize LGBT-related scholarship completed by trainees and faculty. (eg: institutional awards, research funding)
- Academic health centers need to develop programming that promote LGBT identification and inclusivity. (eg: LGBT steering committee, safe zone trainings)

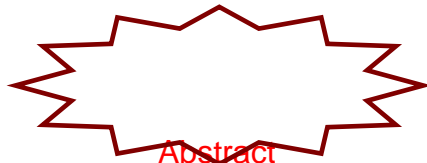
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## 2015 LGBT Health Workforce Conference *Building a Caring Community in the Electronic Age*

May 1-3, 2015

New York City, NY

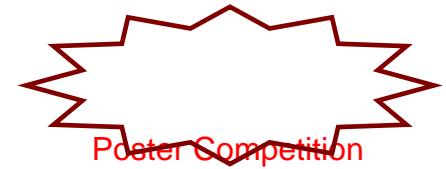
<http://bngap.org/lgbthwfconf/>



Abstract  
Submissions  
Accepted 12/1-1/15

Career Fair

LGBT Trainee  
Leadership Summit



Poster Competition

Consultation  
Services on Best  
Practices

Inter-professional  
Networking

# Institutional Issues

- Domestic Partnership Benefits
- Transgender benefits (pharmaceutical and/or surgical)
- City of Philadelphia Tax Relief Ordinance
- Same Sex Marriage now Legal in PA
- HR Workings
- “Legal Barriers” – don’t let these stop you.

# Other Issues

- How Out is Everyone
- The last legal/acceptable group to discriminate against
- Learner Harassment
- Legal Protections vary by region/state
- Hate Speech

# Drexel Activities

## Holistic Review

- Renewed interest, reinforced mission, helped re-define mission

## Faculty/Staff/Student Survey

- Publicized the issue
- Led to the AAMC work, MS2Q and MSQ & soon GQ
- Currently in the process of repeating the Survey

## Gender Neutral Bathrooms

# Faculty Development

- Identify and mentor LGBT Faculty
  - Both formal and informal
- Implicit Bias Test as part of all Faculty Searches
- Consortium of Diversity Affairs in Philadelphia
- MINFAC – AAMC Minority Faculty

Development Conference September 18 - 21, 2015, The  
Westin Buckhead Atlanta, Georgia

# Web Site & Inter-School Activities

- Prominent on DU and DUCOM Web Sites
- Drexel School of Public Health
  - Program for LGBT Health

# Speaker Series



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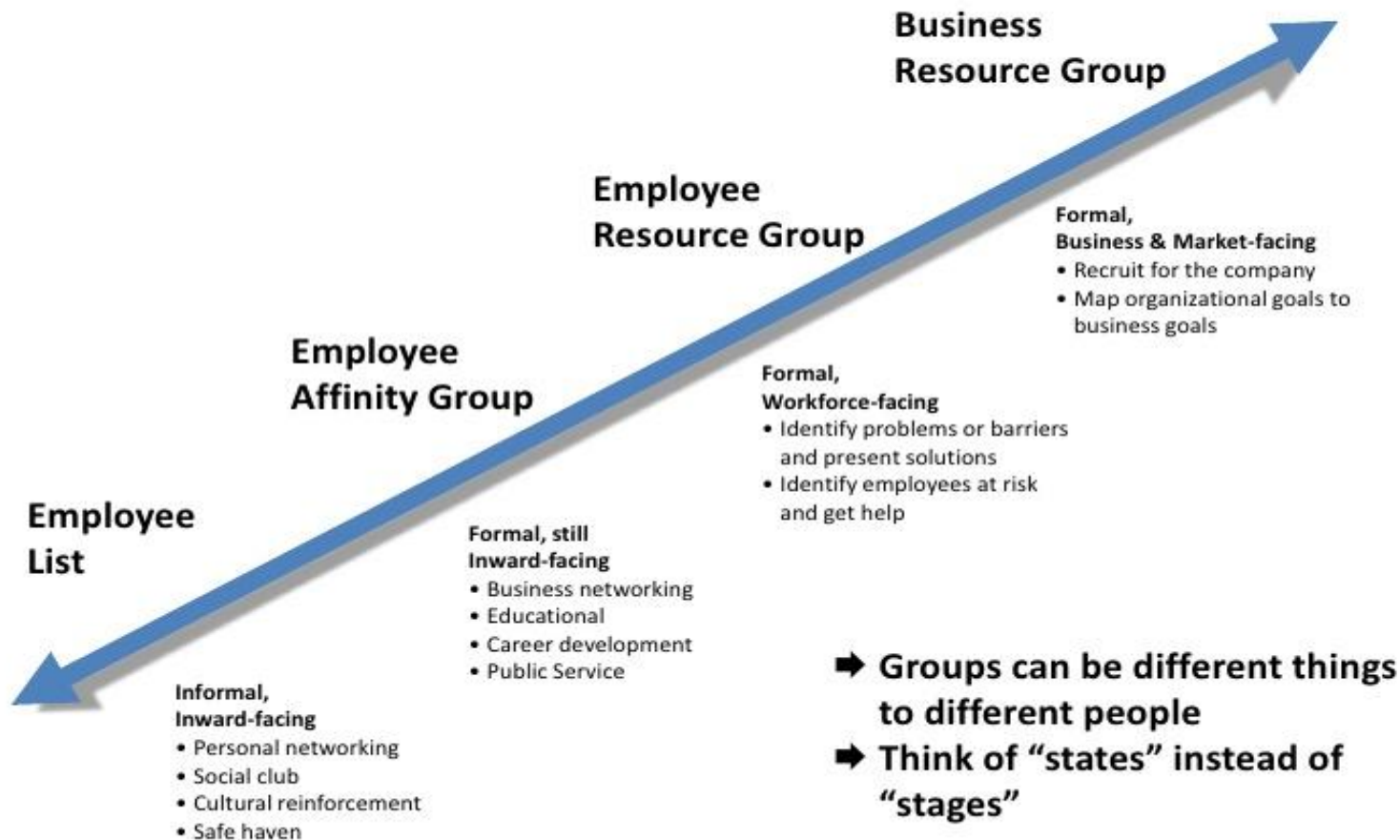
# Student Groups & Student Support

- Safe Zone Training
- Year 1 – 10, Year 2- 18, Year 3-35
- Gay Caduceus Pins



# Providing supportive environment

## Employee Group States



Adapted from "Organizational Frame of Reference for Employee Groups" by Louise Young, Ph.D., Raytheon Company  
<http://www.hrc.org/issues/employee-groups.htm>

# Partner With Other Groups

- Faculty, Staff & Student Affinity Groups
- Partner across other affinity groups.
  - SNMA, LMSA, AMWA

# Bridging the Gaps

- Summer Preceptor ship with other students from other schools & disciplines
  - The Attic – LGBT Youth Center – Students from Temple, Drexel School of Public Health, Music Therapist

# The Mazzoni Center

- LGBT Health Center
  - Opportunities for students to gain clinical experience in a unique setting.
- Some schools are founding their own clinic
  - Start small (STI Screening, Hep A & B vaccine, smoking cessation, weight loss specific for LGBT)



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# Moving Forward

## *Diversity & Inclusive Excellence Committee*

Standing Committee

Regular Meetings

Empowered by the Dean

Funding

Publicity



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# Summary

- Assess Climate & Culture
- Find the Stakeholders
  - Leaders
  - Student participation
- Structure – both formal (Cmte) and informal (culture)
- Activities – Both large & small
- Publicity



# Questions & Discussion

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AAMC – Group on Diversity & Inclusion

AAMC – Committee on Student Diversity Affairs

Joint AAMC LGBT Survey & Database

GLMA – Gay & Lesbian Medical Association

BNGAP – Building the Next Generation of

Academic Physicians.



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