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
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
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?

Private insurance
Medicare or Medicare...
Medicaid
Did not have insurance
Other

Heterosexual or straight
Gay or lesbian
Bisexual
Gays, lesbians and bisexuals less likely to have a usual source of care

Percent reporting no usual source of care

- Heterosexual or straight
- Gay or lesbian
- Bisexual
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
Save the Date

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
Drivers FOR and AGAINST Academic Career Interest

<table>
<thead>
<tr>
<th>PRO</th>
<th>CON</th>
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<tbody>
<tr>
<td>Teaching opportunities</td>
<td>No campus LGBT visibility</td>
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<tr>
<td>Research opportunities</td>
<td>No support for LGBT scholarship</td>
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<tr>
<td>Community service opportunities</td>
<td>LGBT discrimination</td>
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<tr>
<td>Leadership opportunities</td>
<td>No networking opportunities</td>
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<tr>
<td>Mentorship</td>
<td>Lack of mentorship</td>
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<tr>
<td>Collaborative environment</td>
<td>Feeling of isolation</td>
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<td>Opportunity to effect change</td>
<td>Institutions slow or resistant to change</td>
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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.
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
Support for LGBT Scholarship

• 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
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)
Save the Date

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

"Once the law starts permitting exceptions based on "sincerely held religious beliefs" there's no end to the mischief and discrimination that will ensue."

- George Takei

cooljessmom.com
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

- Employee List
- Employee Affinity Group
- Employee Resource Group
- Business Resource Group

- Informal, Inward-facing
  - Personal networking
  - Social club
  - Cultural reinforcement
  - Safe haven
- Formal, Inward-facing
  - Business networking
  - Educational
  - Career development
  - Public Service
- Formal, Workforce-facing
  - Identify problems or barriers and present solutions
  - Identify employees at risk and get help
- Formal, Business & Market-facing
  - Recruit for the company
  - Map organizational goals to business goals

Groups can be different things to different people
Think of “states” instead of “stages”

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

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Partner With Other Groups

• Faculty, Staff & Student Affinity Groups
• Partner across other affinity groups.
  – SNMA, LMSA, AMWA
Bridging the Gaps

• Summer Preceptorship 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)
Moving Forward

Diversity & Inclusive Excellence Committee
Standing Committee
Regular Meetings
Empowered by the Dean
Funding
Publicity
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.