Workforce and Cultural Diversity: A Public Health Forum

Diversifying Medical Education

E. Albert Reece, MD, PhD, MBA
Vice President for Medical Affairs, University of Maryland
John Z. and Akiko K. Bowers Distinguished Professor and
Dean, School of Medicine

April 24, 2007
Martin’s West
Baltimore, Maryland
University of Maryland School of Medicine

1807-2007
University of Maryland School of Medicine is Committed to Diversity

Faculty, staff and students developed these clear statements on diversity as part of the School of Medicine’s Strategic Plan, which is widely disseminated.

SOM Vision

We will seek excellence and innovation in Education, Research and Patient Care through the recruitment, development and retention of talented, culturally diverse faculty, staff, trainees and students.

SOM Values

The school will ensure diversity of faculty, trainees, staff and students.
December 11, 2000
Dear Colleagues, Students, Alumni and Friends:

I am pleased with the initial reception of my first two open letters on our research and patient care missions. I am energized by the challenges and believe the opportunities that lie ahead for the school and the university, and am grateful to each of you for your support, collaboration and guidance.

In this third letter, I wish to address the mission of medical education, on which this great institution was founded 200 years ago. Since we train the vast majority of physicians practicing in the state, the impact of our educational mission on the health of Maryland and the region is enormous. Therefore, as we prepare the physicians and biomedical scientists of the future, it must always be our commitment to provide medical education of the highest caliber at every level.

As you know, medical education is under intense pressure nationwide, particularly in the clinical years when patient care increasingly competes for faculty time. Unfortunately, this occurs at a time when the demands of preparing future physicians for the complexities and ambiguities of modern medical practice have never been greater. The impact of these pressures has been enormous, and education has become the sore spot of our triple-threat mission: patient care, education, and research. The University of Maryland School of Medicine has not escaped these trends.

At a time when more and more is expected of medical educators, time and resources for teaching grow scarcer. The shift of focus is now toward ancillary care settings where many patients must be seen in a shorter period of time and the economic necessity of decreasing length of hospital stay complicate the teaching process. In addition, the ever-expanding expansion of medical knowledge remains a fundamental challenge.

Despite these challenges, both in the basic sciences and in clinical programs, our gifted and committed teachers and academic programs in the School of Medicine under the leadership of Dr. Wayne Jennings, vice dean for Research and Academic Affairs, are making extraordinary contributions to the future of medicine in Maryland and the nation. Their work is invaluable to our students and our society, and their commitment is inspirational. In order for our excellence in medical education to continue to thrive, I will ask department chairs to create and nurture a culture in which superb teaching is honored and exceptional teachers are rewarded. The curriculum, comprehensive enough to address the variable career paths of our graduates, is one of the most important components of the student body; therefore we must pay particular attention to the quality and diversity of applicants.

The quality of the educational experience is enriched by the composition of the student body; therefore we must pay particular attention to the quality and diversity of applicants.
SOM Underrepresented (URM) Full-Time Faculty 1992 – 2006

SOM has consistently performed above the national average.
SOM Underrepresented (URM) Medical Students
1st Year Class, 1996-2006

SOM Average: 14%  National Average: 12%

SOM has consistently performed above the national average.

AAMC Data Book, April 2006
Why have we been successful and what are we doing?
University of Maryland School of Medicine

The Institutional Climate
Medical School Leadership is sensitive and committed to the need for increased diversity.

- 12% Department Chairs
- 19% Assistant/Associate Dean
SOM has a welcoming environment for all students, faculty and postdoctoral fellows.

- Minority students and faculty serve on SOM governance bodies and committees.
- Student National Medical Association: established in 1964 and focuses on the needs, concerns and issues of URM students.
- Opportunities for minority students and faculty to network through the Minorities in Medicine Series.
- Other venues.
University of Maryland School of Medicine

The Admissions Process
University of Maryland School of Medicine

SOM Admissions Committee

• Diverse membership.
• Strong efforts to sensitize faculty and student interviewers by conducting seminars on importance of diversity in the education process.
University of Maryland School of Medicine
Reducing the Financial Barriers is a Priority

• SOM Diversity Scholarship: Average was $21,600/year, for four years.
• SOM Development Office is working to increase student scholarship funding.
• A Scholarship Committee oversees the award process for talented disadvantaged and minority students.

Still A Significant Factor
Recruitment Visits

• Regional Summer Enrichment Programs for underrepresented and disadvantaged students to encourage careers in science.
• Historically Black Colleges and Universities (HBCUs).
• Regional colleges and universities producing the highest number of URM students going to medical school.
Minority & Disadvantaged Student Recruitment Activities

• **Meyerhof Summer Bridge Program**
  - Designed to highlight the strengths at the SOM and encourage careers as physicians and scientists

• **Summer Research Programs**
  - Interaction and follow up with students from SOM summer program which includes a number of minority and disadvantaged students
Program Initiatives to Support Diversity:

1. Career Fairs
2. Tours of Schools
3. Summer Research
4. SNMA
5. Pre-Matriculation Summer Program
6. Mini-Medical Schools
University of Maryland School of Medicine

• **Attend Careers Fairs**
  - elementary
  - middle school
  - high school
  - college and university graduate and professional schools

• **Host Tours** for elementary, middle and junior high school students to provide opportunities to learn about careers in the health professions

• **Summer Research Program**
  - Vivian Thomas Medical Arts Academy

Places 30 students with SOM faculty to provide research and lab experience
• Student National Medical Association (SNMA)
  – Host minority applicants during their interview visits
  – Works with the Student Research Office to encourage youth in Baltimore to access the following programs:
    ➢ Youth Scientist Enrichment Program
    ➢ Health Professions Recruitment and Exposure Program
• Prematriculation Summers Program (PSP)
  – Assist incoming students gain a head start in course work
  – Recruits URM students as teachers in the program
  – Recruits African-American teachers for the program
University of Maryland SOM Mini-Med
New High School Mini-Medical School

Provides high school students with interactive classroom instruction on medical subjects. The classes are taught by SOM medical students.

Participants learn:
– Different health subject that can impact families and communities
– How to break cycles of health care disparities and create positive change in their families and communities
– How to take an active role in maintaining their own health

University of Maryland School of Medicine
University of Maryland School of Medicine
Mini-Med School

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>80</td>
<td>120</td>
<td>150</td>
<td>160</td>
<td>165</td>
<td>150</td>
</tr>
</tbody>
</table>

Baltimore: Fall 2000 – Fall 2007
Western Maryland: Spring 2005 & 2006
Montgomery County: Mini-Med in Spanish – Fall 2005
Southern Maryland: Fall 2006
   --Mini-Med for Kids – August
   --Mini-Med for high school students - 2007

More students are participating from elementary, middle, high schools and colleges
Enhancing Cultural Competency in the Medical School Curriculum

• We addressed cultural competency in SOM curriculum revision of 1994-1998
• During orientation medical students receive lectures and exercises which address:
  – cultural diversity
  – minority health
  – health disparities
• During the 1st year:
  – students focus on how to interview patients
  – directly address cultural issues and the need for competence in this area
Enhancing Cultural Competency in the Medical School Curriculum (cont.)

• **During the 2nd year**
  – students learn the fundamentals of disease entities
  – information on emerging disparities in the literature is imparted

• **During the 4th year**
  – students rotate in Area Health Education Center (AHEC) in underserved areas where minority health and health disparities are a primary concern.
  – Eastern Shore
  – Western Maryland
  – Baltimore City
SOM Program in Minority Health and Health Disparities Education and Research (PMHHD) Est. 2006

- Directed by Donald E. Wilson, MD, MACP, dean emeritus
- Built upon the existing Center for Health Disparities, directed by:
  
  *Claudia Baquet, MD, MPH*
  
  **Professor of Medicine**
  
  **Associate Dean for Policy and Planning**
Why Have We Been Successful?

Summary:

• Commitment to diversity from leadership and the SOM organization
• Emphasis on diversity in SOM Strategic Plan
• Meaningful representation of minorities in leadership positions and on policy making committees
• Revised curriculum includes cultural competency segments throughout the curriculum
Why Have We Been Successful?

Summary:

• Support for special training programs for minorities and disadvantages students who are interested in careers in science and medicine

• Faculty serve as mentors and role models for students

• Development of support program for students who are having academic difficulties, including individual counseling, tutorial programs etc.

• Development of Program in Minority Health and Health Disparities Education and Research
Are We There Yet?

The Future of Our Nation Depends on a Diverse, Multi-Cultural Workforce
Thank you!

America’s Oldest Public Medical School
Bicentennial Celebration 1807-2007
Where Discoveries Make Better
Medicine

University of Maryland School of Medicine