The Importance of Diversity

Diversity in medical education:
- Enhances students’ educational experience
- Influences perspectives about culture, health, and about social issues

Diversity in clinical practice:
- Decreases health disparities and improves outcomes
- Increases patient satisfaction
- Increases access for underserved

The Need to Focus on Diversity

Our Students

SKMC Graduating Students, 2013

- White: 70%
- Asian: 10%
- Hispanic, Latino, or of Spanish Origin: 6%
- Non-U.S. Citizen and Non-Permanent Resident: 3%
- Other: 13%

Our Faculty

- Black or African American: 5%
- Black or African American: 5%
- American Indian or Alaska Native: 1%
- Native Hawaiian or Other Pacific Islander: 1%
- Other: 8%

Our Patients

THUJ Patient Population

- Hispanic: 21%
- Asian: 10%
- African American: 9%
- White: 48%
- Other: 9%

SKMC Current Diversity Education

Introduction to Clinical Medicine (ICM) 1: first-year longitudinal curriculum
- Summer Reading
  - "The Immortal Life of Henrietta Lacks" by Rebecca Skloot
  - "Culture and Bias in Medicine Module (seven hours of lecture)
  - Racism and medicine
  - The Tuskegee Syphilis experiment
  - Multiculturalism and diversity
  - Health disparities in Philadelphia
  - African-American healthcare provider panel
  - Patients with disabilities
  - Small Group Sessions (2 two-hour sessions)
- Culture and diversity events
  - Must attend at least 3 "out of your comfort zone"
  - Reflection paper based on experiences

Methods

Qualitative analysis of student responses to reflection prompt using NVivo 9 software

“Identify and describe an idea or method to increase diversity training in health care settings. How might JMC implement this?”
- 69 of 259 student responses to “diversity training” prompt
- Each response was de-identified and analyzed with coding panel and NVivo software
- Coding panel:
  - second year medical student
  - ICM 1 course director
  - ICM 1 education coordinator
- Grounded theory for qualitative analysis
  - open coding: line to line analysis & comparative method
  - axial coding: themes, subthemes
  - sorting: final organization for implementation

Student Quotes

“The best way to engage students with diversity is to send them out into the communities (both in clinic and out of clinic) so they can meet people from different cultures and work with them on a mutual project.”
- Direct experiential: community volunteer project

“I think we should have more patients of different traditional backgrounds and orientations tell us about their past experiences with doctors. Hearing the good and bad experiences by the eyes of the patient puts us, as first year medical students, in a good position to begin practicing tolerant routines at an early stage in our training.”
- Direct experiential: narratives

“Actual engagement and knowledge comes from direct experiences and interpersonal relationships between people with different backgrounds, not from lectures and speed-dating type diversity events.”
- Direct experiential: narratives

“...to increase participation in these events, a week (such as during small group) can be devoted to an assortment of cultural events in which students share their own traditions and cultures with one another.”
- Extracurricular: Diversity Week

Results

Major Themes by Frequency

- 31%
- 17%
- 19%
- 23%

Conclusions and Future Directions

Students feel passionately about the importance of both diversity and diversity training at SKMC. They offer their many ideas for expanding our current program and implementing new initiatives at varying levels in our institution. We have presented these ideas to SKMC leadership and anticipate additional action(s) in this academic year and possibly expanded university-wide programs offered by the Office of Diversity and Inclusion Initiatives.

Limitations

- Defining "diversity"
- Self-selection of response from students
- Inherent subjectivity of qualitative work

References

10. AAMC, 7 July 2014.

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