ACGME and Diversity
Prepping for the new CPR

A discussion on how to use the new program requirements to achieve your aims with respect to diversity
ACGME
Common Program Requirements (Residency)
• Residents are expected to demonstrate: IV.A.5.e).
• (1) compassion, integrity, and respect for others; (Outcome) IV.A.5.e).
• (2) responsiveness to patient needs that supersedes self interest; (Outcome) IV.A.5.e).
• (3) respect for patient privacy and autonomy; (Outcome) IV.A.5.e).
• (4) accountability to patients, society and the profession; and, (Outcome) IV.A.5.e).
• (5) sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
NEW

• IV.B.1.a) Professionalism
• Residents must demonstrate a commitment to professionalism and an adherence to ethical principles. (Core) IV.B.1.a).

• (1) Residents must demonstrate competence in:
  • IV.B.1.a).(1).(a) compassion, integrity, and respect for others; (Core)
  • IV.B.1.a).(1).(b) responsiveness to patient needs that supersedes self-interest;
  • (Core) Background and Intent: This includes the recognition that under certain circumstances, the interests of the patient may be best served by transitioning care to another provider. Examples include fatigue, conflict or duality of interest, not connecting well with a patient, or when another physician would be better for the situation based on skill set or knowledge base.
  • IV.B.1.a).(1).(c) respect for patient privacy and autonomy; (Core) Common Program Requirements (Residency) ©2018 Accreditation Council for Graduate Medical Education (ACGME) Page 19 of 52
  • IV.B.1.a).(1).(d) accountability to patients, society, and the profession; (Core)
  • IV.B.1.a).(1).(e) respect and responsiveness to diverse patient populations, including but not limited to diversity in gender, age, culture, race, religion, disabilities, national origin, socioeconomic status, and sexual orientation; (Core)
  • IV.B.1.a).(1).(f) ability to recognize and develop a plan for one’s own personal and professional well-being; and, (Core)
  • IV.B.1.a).(1).(g) appropriately disclosing and addressing conflict or duality of interest. (Core)
Respect

• Essentially unchanged
I.C. The program, in partnership with its Sponsoring Institution, must engage in practices that focus on mission-driven, ongoing, systematic recruitment and retention of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community. (Core)

Background and Intent: It is expected that the Sponsoring Institution has, and programs implement, policies and procedures related to recruitment and retention of minorities underrepresented in medicine and medical leadership in accordance with the Sponsoring Institution’s mission and aims. The program’s annual evaluation must include an assessment of the program’s efforts to recruit and retain a diverse workforce, as noted in V.C.1.c).(5).(c).
Recruitment and Retention

Recruitment and retention of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community.

in partnership with its Sponsoring Institution

on mission-driven, ongoing, systematic

The program’s annual evaluation must include an assessment of the program’s efforts to recruit and retain a diverse workforce
The Program Evaluation Committee should consider the following elements in its assessment of the program: V.C.1.c).

1. curriculum; (Core) V.C.1.c).

2. outcomes from prior Annual Program Evaluation(s); (Core) V.C.1.c).

3. ACGME letters of notification, including citations, Areas for Improvement, and comments; (Core) V.C.1.c).

4. quality and safety of patient care; (Core) V.C.1.c).

5. aggregate resident and faculty: V.C.1.c).
   - (a) well-being; (Core) V.C.1.c).
   - (b) recruitment and retention; (Core) V.C.1.c).
   - (c) workforce diversity;
<table>
<thead>
<tr>
<th>V. Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Common Program Requirements in Section V will be subject to citation</td>
</tr>
<tr>
<td>on July 1, 2019.</td>
</tr>
</tbody>
</table>
### Public Health

**Distrust Of Health Care System May Keep Black Men Away From Prostate Cancer Research**

October 17, 2018 - 11:30 AM ET

[Rachel D. Cohen](#)

---

**Subpopulations: Maternal Mortality, United States**

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>Mothers Mortality Rate (per 100,000 live births)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternal Mortality - Hispanic</td>
<td>12.2</td>
</tr>
<tr>
<td>Maternal Mortality - Black</td>
<td>47.2</td>
</tr>
<tr>
<td>Maternal Mortality - Asian/Pacific Islander</td>
<td>11.6</td>
</tr>
<tr>
<td>Maternal Mortality - White</td>
<td>18.1</td>
</tr>
<tr>
<td>Maternal Mortality - AIAN</td>
<td>38.8</td>
</tr>
</tbody>
</table>

Deaths per 100,000 live births

Data suppression rules are as defined by the original source.

Race and ethnicity populations are as defined by the original source.

**Source:**
- CDC WONDER Online Database, Mortality files, 2011-2015
Research: Having a Black Doctor Led Black Men to Receive More-Effective Care

by Nicole Torres
AUGUST 10, 2018

Dimensions of Having a Black Doctor: Different Barometers of Importance

Emory Morrison, PhD,

Patient Community

| Rachel L. Johnson

HERO IMAGE/GETTY IMAGES
recruitment and retention

Not just getting people there

- Mission based selection
- Diversity externships
- Second look days

Keeping people there

- Assuring success
  - Mentoring
  - Opportunities
- Early and frequent assessments
Impact of holistic review on student interview pool diversity

Christina J. Grabowski

Holistic Review in Medical School Admissions and Selection: A Strategic, Mission-Driven Response to Shifting Societal Needs
Sarah S. Conrad, MS, Amy N. Addams, and Geoffrey H. Young, PhD

Abstract
recruitment and retention

Not just getting people there

- Mission based selection
- Diversity externships
- Second look days

Keeping people there

- Assuring success
  - Mentoring
  - Opportunities
- Early and frequent assessments
of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community.

Must be all levels

Faculty recruitment is different than resident recruitment

The easiest source of faculty recruitment is residents

Retention strategies can be parallel
Recruitment and Retention

recruitment and retention of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community.

in partnership with its Sponsoring Institution

on mission-driven, ongoing, systematic

The program’s annual evaluation must include an assessment of the program’s efforts to recruit and retain a diverse workforce
in partnership with its Sponsoring Institution

• They must be on board, or risk citation
  • Funding
  • Advertising
  • Programs for retention
on mission-driven, ongoing, systematic

- Systematic, ongoing
  - Requires assessment (see next slide)
  - Needs overall coordination
  - Allows for linking
Mission Driven

Our mission – Caring, Healing, Teaching, Serving All – concisely conveys our vital role, and our heartfelt responsibility to promote wellness, eliminate disparities, and optimize the health of our communities.

For Alameda Health System, every day is a New Day in health care.
Our Mission

We improve lives. In big ways through learning, healing, and discovery. In small, personal ways through human connection. But in all ways, we improve lives.
The program’s annual evaluation must include an assessment of the program’s efforts to recruit and retain a diverse workforce

- Assessment
  - Recruitment
    - Number applied
    - Number offered interviews
    - Number accepting interviews
    - Number in a matchable range
    - Number matched
    - Number of externship candidates who match
    - Number of second look candidates who match
Document how you shape experiences for URMs

While there were many similarities, of the 21 factors inquired about 8 were more important to URM applicants compared to their non-URM counterparts.

- Serving patients of a similar ethnic background
- Availability of public transportation
- Diversity statement on website
- Residency involvement with pipeline programs
- Diversity of the faculty
- Resident class size
- Diversity of the residents
- Research opportunities
- Availability of community outreach programs
- Opportunity to speak foreign language
- Program affirming commitment to diversity
- Program length (3 year vs 4 year)
- Global health opportunities
- Mentorship program for residents
- Location - proximity to friends/family/spouse
- Working with underserved population
- Diversity of patient population
- Program reputation
- Location - geographic
- Interview day experience
- Interaction with residents

URM (n=101)  Non-URM (n=135)

Percentage of applicants by URM status who (strongly) agree each factor is important in selecting an emergency medicine residency program.
The program’s annual evaluation must include an assessment of the program’s efforts to recruit and retain a diverse workforce

- Assessment
  - Retention
    - Number matched
    - Number making it through without issues
      - Residents with issues are less likely to have positive thoughts of a program, and less likely to stay as faculty
    - Number offered faculty positions
    - Number accepting faculty positions
Faculty recruitment and assessment should be similar (systematic, ongoing, multi-level).

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number applied</td>
</tr>
<tr>
<td>2</td>
<td>Number offered interviews</td>
</tr>
<tr>
<td>3</td>
<td>Number interviewed</td>
</tr>
<tr>
<td>4</td>
<td>Number offered positions</td>
</tr>
<tr>
<td>5</td>
<td>Number accepting positions</td>
</tr>
<tr>
<td>6</td>
<td>Number staying at 2 years</td>
</tr>
<tr>
<td>7</td>
<td>Number staying at 5 years</td>
</tr>
<tr>
<td>8</td>
<td>Number in leadership positions</td>
</tr>
</tbody>
</table>