

ΑΑΜΜC

The image features the Greek letters ΑΑΜΜC in a bold, golden, serif font. The letters are set against a solid blue background. The second 'Μ' is intricately designed as a caduceus, with two snakes entwined around its central staff. The first 'Α' has a bright, glowing light source at its top, creating a lens flare effect. The overall aesthetic is that of a medical or pharmaceutical logo.

**“Find the problem,  
not the blame,  
and fix it.”**

Sean Connery, “Rising Sun”



**RFK used to quote Dante as saying,**

**“The hottest places in Hell are reserved for those who in time of moral crisis preserve their neutrality.”**



# **Improving Diversity in the Health Care Workforce**

**RWJF Southern Rural Access Program Meeting  
Austin, Texas  
October 30, 2003**

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Association of American Medical Colleges





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# Association of American Medical Colleges

## Represents:

- 126 accredited medical schools
- 400 major teaching hospitals
- 105,000 faculty
- 66,000 medical students
- 97,000 residents





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# Association of American Medical Colleges

## Our Missions:

- Medical Education
- Health Care
- Research
- **Diversity**



# Benefits of Diversity

*“In order to cultivate a set of leaders with legitimacy in the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity. All members of our heterogeneous society must have confidence in the openness and integrity of the educational institutions that provide this training.”*

*– Justice O’Connor, June 23, 2003*



# Importance of Diversity

- Shapes education for all students
- Increases access to high-quality health-care services
- Broadens the medical research agenda
- Advances cultural competence
- Ensures equal opportunity for all interested in a medical career





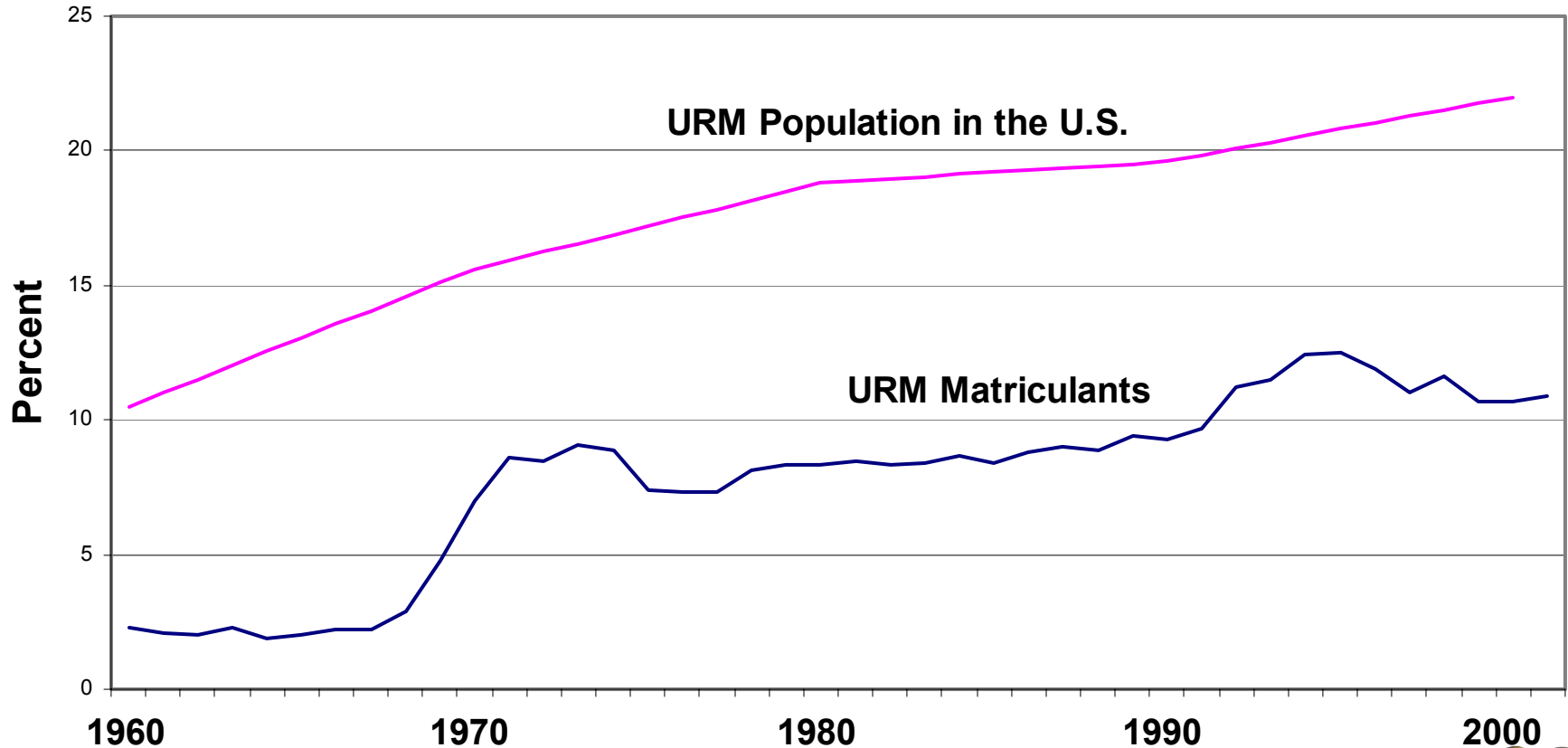
# Need for Diversity

- America is becoming more diverse, but its medical schools are not...
  - 1 in 4 Americans are black, Hispanic, or Native American
  - However, in medical schools these groups comprise only
    - 1 in 10 medical students
    - 1 in 100 full professors



# Need for Diversity

Comparison of the percent of underrepresented minorities (URMs) in medical school and the general U.S. population:



# AAMC's Project 3000 by 2000

GOAL: Created in 1991, to increase the number of underrepresented minority students matriculating into medical schools from about 1,500 in 1990 to 3,000 by the year 2000

## OUTCOMES:

- ✓ Did not make numerical goal
- ✓ Did engage medical school deans and create new partnerships with medical schools, K-12 school systems, and neighboring colleges



# Importance of Diversity

- **Proven:** URMs are much more likely than whites to provide medical care to underserved populations
- **Postulated:** Physicians from diverse backgrounds might bring special cultural awareness or research sensitivity to the practice of medicine



# **The Reality: Racial/Ethnic Health-Care Disparities Continue to Exist**



# **IOM Study, *Unequal Treatment* (2002), reported racial disparities in health care**

- **across a wide range of disease areas  
and clinical services**
- **even when clinical factors are taken  
into account**
- **across a range of clinical settings**



# *Unequal Treatment Findings*

- White patients were more likely to undergo revascularization for lower limbs
- Minority patients (black and Hispanic) were more likely to undergo amputation.



# ***The Right to Equal Treatment: An Action Plan to End Racial and Ethnic Disparities in Clinical Diagnosis and Treatment in the United States (2003)***

- Just released this fall
- Produced by panel convened by Physicians for Human Rights (PHR)
- Funded by the Commonwealth Fund





# ***The Right to Equal Treatment***

“Racial and ethnic minorities live sicker and die younger. Disparities in health status are the consequences of environmental factors, behavioral risk factors, and lack of access to medical care. A significant contribution is also made by racial and ethnic disparities in medical care.”



# ***The Right to Equal Treatment***

- Outlines 24 policy recommendations and 11 research recommendations
- Contains annotated bibliography of key articles in the peer-reviewed literature on racial and ethnic disparities in health care in 17 specific disease categories
- Provides 400 detailed summaries of the most important evidence

Available at <http://www.cmwf.org>



# ***The Right to Equal Treatment***

Examples from studies in the cancer bibliography database:

- Blacks are more likely than whites to be diagnosed at advanced states of screenable oral cancers. (*J. Pub Health Dent, 1996*)
- Minority patients are three times more likely than whites to be undermedicated for cancer-related pain. (*Ann Intern Med, 1997*)

Available at <http://www.cmwf.org>



**AAMC's**  
**Division of Community**  
**and Minority Programs**  
**(DCMP)**



# Two Major Missions of the Division

## 1. Increasing Diversity in Medical Education

- **Graduating from** health-professions schools those who are underrepresented in medicine
- **Increasing those who are underrepresented in medicine** among medical school faculty and administration



# Two Major Missions of the Division

## 2. Participating in Community Health Issues

- Advancing health-care equity
- Promoting community-oriented public health concerns
- Remedying racial and ethnic disparities in health
- Promoting cultural competence in medical care



# DCMP Activities



# Pipeline Projects

## ✓ Health Professions Partnership Initiative (HPPI)

26 partnerships of health-professions schools and their neighboring K-12 school districts and colleges

## ✓ Minority Medical Education Program (MMEP)

Summer residency program at 11 medical-school sites for college students and post-baccalaureates





# Programs



- ✓ Joint annual meeting of HPPI-MMEP pipeline projects
- ✓ Student Career Awareness Workshop
- ✓ Minority Faculty Career Development Seminar



# Publications

- ✓ Program-related newsletters
- ✓ Registry for medical applicants
- ✓ Statistical reports

<http://www.aamc.org/data/facts/start.htm>



# HPPI Digest

- Weekly electronic newsletter of health education pipeline news
- Highlights interesting articles, scholarship information, reports
- To subscribe, email [ecleveland@aamc.org](mailto:ecleveland@aamc.org)



# Initiatives

- ✓ Medical School Admissions Workshop
- ✓ Cultural Competence Curriculum Survey Instrument
- ✓ Affirmative-Action Operational Analysis
- ✓ URM Definition Transition



# Collaborations



- ✓ Health Professionals for Diversity (HPD)
- ✓ Federation of Associations of Schools of the Health Professions (FASHP)
- ✓ Leadership Conference on Civil Rights (LCCR)



# Other Efforts to Improve K-16 Minority Achievement



# What is Being Done To Advance Minority Achievement?

- Encourage resilience
- Improve access to gifted and talented programs
- Increase interaction with student peers who share an achievement ideology
- Improve funding for school resources
- Encourage racial integration
- Keep parents engaged



# Successful K-12 Programs

- Comer's School Development Model
- Success for All
- Paideia
- Core Knowledge Curriculum

[http://www.goodschools.gwu.edu/csrm/  
contact.htm](http://www.goodschools.gwu.edu/csrm/contact.htm)





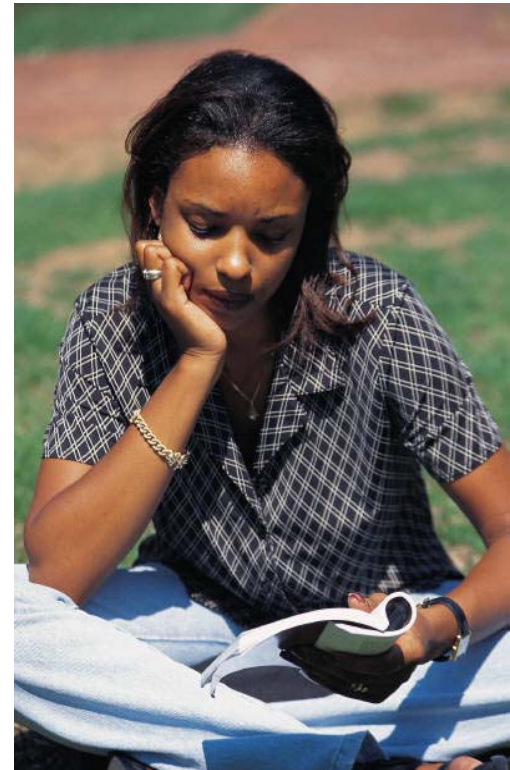
# Successful Undergraduate Strategies

- Mentoring
- Financial assistance
- Academic supports—study groups, tutoring, workshops, and seminars
- Psychological supports—peers, counseling, behavior modeling
- Professional opportunities—research, internships



# Prototype Programs

- **Alliance for Minority Participation—  
National Science Foundation**
- **Biomedical Honor Corps—  
Xavier University, New Orleans**
- **Emerging Scholars Program—  
nationwide**
- **McNair Scholarship—  
U.S. Dept. of Education**
- **Minority Access to Research Careers  
(MARC)—National Institutes of Health**
- **Minority Biomedical Research Support  
(MBRS)—NIH**
- **Minority Medical Education Program**



# Reasons Pipeline Programs Succeed

## Carefully designed with

- Clear goals
- Expected outcomes
- Appropriate project design
- Savvy, experienced pipeline partners



# Reasons Pipeline Programs Fail

- Little oversight, assessment, outcomes
- Little commitment from top administrators
- Vague or unrealistic goals
- Started too late (in college vs. junior high or even elementary school)
- Didn't pay attention to subtle things such as teacher expectations



# Traits of Successful Pipeline Programs

- Begin early (elementary school)
- Are intense and sustained
- Address academic and social barriers
- Recognize strengths and contributions of all partners
- Get support from “the top”



# Conclusions

- ✓ The AAMC is deeply committed to increasing diversity in the health professions
  
- ✓ DCMP works to increase and build diversity in the health professions by:
  - Operating pipeline programs
  - Communicating information and material to constituents
  - Holding meetings, seminars, workshops

## ➤ Next Steps

- **Help create a national dialogue on diversity**
- Learn more about successful programs that advance minority achievement
- Form partnerships with your educational organizations and community groups
- Start pilot programs and build ones that work
- Encourage resilience, perseverance, and academic achievement

***To every complex problem, there is a simple solution – and it is almost always wrong!***

--H.L. Mencken





**Thank you!**

