

Diversity and Wellness in Undergraduate Medical Education

February 13, 2023

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Goals

1. Community
2. Information
3. Inspiration

Who's Sitting Next to You?

1. Where are you?
2. What do you do?
3. Problem you're working on
4. Feel free to exchange contact information 😊



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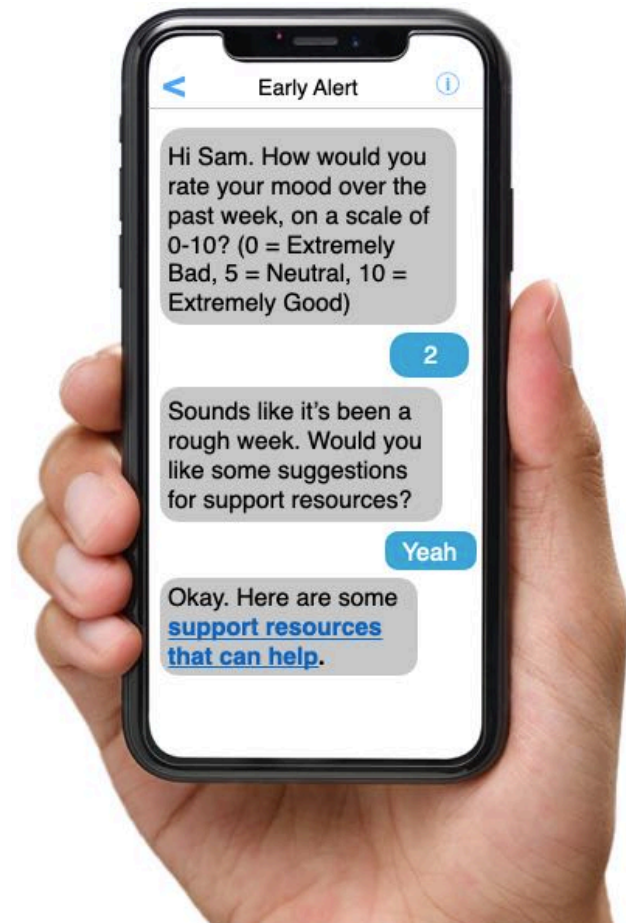


<http://EarlyAlert.me>



- ✓ Weekly Check-Ins
- ✓ Micro-Interventions
- ✓ Live Counseling
- ✓ Live Crisis Intervention
- ✓ Wellness Dashboard
- ✓ Scholarship Opportunities

Demo Check-In:



EARLY ALERT

64.7% Not admin's radar

62.5% Prevented crisis



<http://EarlyAlert.me>



<http://EarlyAlert.me>



<http://MyMDtoBe.me>



- ☑ Weekly email updates
- ☑ Support givers of students' choice
- ☑ Explanation of common student experiences
- ☑ Suggestions for ways to support
- ☑ Customized to school's curriculum
- ☑ Customized to individual rotation schedule



Topic Examples

MS-1

- Anatomy Lab
- The MSK-Skin Block
- Small Learning Groups
- Standardized Patients
- Imposter Syndrome

MS-2

- Psych/Neuro Block
- Studying for Step 1
- Free Clinic
- “Medical Student Disease”
- Personal Crisis in Med School

MS-3

- Start of OB/GYN Rotation
- Start of Surgical Rotation
- First Patient Death
- Clerkships: Culture Shock
- Choosing a Specialty

MS-4

- Residency Interviews
- Start of ED Rotation
- Missing Friends’ Weddings
- The Away Rotation
- Match Week & SOAP



Year 1: Starting Anatomy Lab



Sam is studying human anatomy by dissecting cadavers

WHAT IS THE ANATOMY LAB?

Medical students dissect (cut apart and separate) cadavers (dead bodies) in order to study human anatomy in detail. Students build a foundation of understanding how the human body is put together by identifying muscles, nerves, and blood vessels, as well as by examining major organs (such as the liver and the heart) within a human body. Students are divided into small groups and each group is assigned a single cadaver.

Each session begins with a lecture from the anatomy faculty, detailing the "roadmap" for that day's dissection. Following the lecture, students prepare for the dissection and relocate to the anatomy lab, where they dissect the cadaver along with their group members, under the guidance of teaching assistants. Each anatomy lab session lasts several hours.

HOW DO MEDICAL STUDENTS EXPERIENCE THE ANATOMY LAB?

For many students, dissecting a cadaver is their first encounter with a deceased human body. Many students experience a sense of awe and humility at the privilege of looking inside a human body, while simultaneously experiencing an unsettling feeling of depersonalization as they grow comfortable performing invasive procedures on their cadaver.

Perhaps more than any other early experience in medical school, cadaver dissection is a time when medical students learn to look at the human body as a clinician would, rather than as a layperson. As they prepare for their first session, students are often nervous about how they will react to their cadaver, and occasionally students will feel faint or uncomfortable. As sessions progress, students find the experience to be manageable and even exciting or fascinating, although intense and somewhat surreal.

HOW CAN I SUPPORT SAM WITH THE ANATOMY LAB?

- If you speak to Sam before her first dissection session, you can ask Sam about how she feels regarding the upcoming first anatomy lab.
- When you speak after her first session, ask Sam to share her experience of anatomy class with you.
- Keep in mind that feelings of anxiety, excitement, awe, and discomfort may be expressed. Students normally experience a broad range of feelings associated with cadaver dissection, a situation that most students have never encountered in the past.
- Remember that, at times, Sam will probably feel excited or fascinated by her experience in the anatomy lab. This fascination is normal and, for a medical student, this is an important part of forming a professional identity.
- Keep in mind that students can't always anticipate their feelings, and that feelings may shift from day to day and week to week.

HOW WAS THIS RESOURCE?



[Helpful](#)



[Not Helpful](#)

<http://MyMDtoBe.me>



Family Feedback

"I learned not to downplay her fears and anxiety, but to be empathetic and supportive. I wait for her to contact us rather than intrude on what may be a very busy time for her. I don't ask for medical advice either!"

"I absolutely love My MD-to-Be. My husband and I are posted overseas, so our contact with our daughter is even more remote, due to the time difference. These emails, with interesting and relevant info and really spot-on tips about how to engage with our daughter, are wonderful. Instead of having to labor to understand her med school experience, we can understand it, and in a way which respects her adulthood and professionalism. THANK YOU!!!!"

Student Feedback

"These are things I have never been able to tell my family and I appreciate it coming from someone else. Thank you!"

"My family absolutely loves this program and understands so much more about what I do."

"It allows my family to start a conversation about what I'm learning and doing. I'm always happy to talk them about it, they just don't always know what to ask."

Diversity and Wellness in UME

Horace DeLisser, MD

Associate Dean for Diversity and Inclusion

Perelman School of Medicine, University of Pennsylvania



Challenges for URiM/FGLI Medical Students

1. Not “knowing”
2. Lack of accessible and visible identity-concordant role models and mentors
3. Isolation; feelings of not belonging
4. Minority/Identity-related stress
 - Microaggressions
 - “Minority tax”
5. Destabilizing psychological Processes
 - Performing to dispel racial stereotypes
 - Stereotype threat
 - Imposter syndrome
6. Families, partners and friends

Approaches for Supporting URiM/FGLI Medical Students

1. DEI offices
2. Pre-matriculation programing
3. Support of cultural affinity groups
4. Mentoring programing
 - Peer & Near-peer
 - Resident/faculty
5. Fostering an inclusive culture and climate
 - Required training and student curricula
 - Anonymous reporting
 - Non-discriminatory policies
6. Families, partners and friends

New/Recent Initiatives for Supporting URiM/FGLI Students at Perelman

1. Technology-based approaches
 - My MD-to-Be
 - Early Alert
2. Medical student-focused, University support
 - Learning specialist from the Academic Support Center
 - Therapist from the Student Health and Counseling
3. Establishment of **S**tudents for **I**nclusion, **D**iversity and **E**quity (SIDE)
4. Understanding the psychological/emotional experiences of students who matriculate through a non-MACT pathway program
5. “Spaces of Color”

Spaces of Color - Overview

A formal pre-clerkship, 18-month seminar series that will address issues of UIM identity

The goals of the seminar series are to:

- Foster resilience and agency (Fall M1)
- Explore UIM identity (Spring M1)
- Manage the challenges of UIM identity (Fall M2)

Spaces of Color - Topics

Semester	Session	Topics
Fall MS1	1	Connecting with your resilience and strength
	2	Fostering a growth mindset
	3	Developing your mentoring network
	4	The “Minority Tax”: turning tax into currency
Spring MS1	5	Imposter syndrome
	6	Exploring Identity Pt. 1 What does it mean to be “Black” or “Latino/Hispanic”?
	7	Exploring Identity Pt. 2 Negotiating the intersections of race, class, gender and sexuality
Fall MS2	8	Advancing my community versus advancing my career
	9	Managing microaggressions
	10	Being one’s authentic self while being one’s professional self





Diversity and Wellness in UME

Violet Perez Siwik, MD

University of Arizona College of Medicine Tucson

February 13, 2023

Resources for our students, staff, and faculty

Office of Diversity,
Equity and Inclusion

Vice Chair, Dr. Celia
Valenzuela

Diversity
Champions

Shared Shelf book
club

Diversity Climate
Survey

Pre-Medical
Admissions
Pathway Program

Medical Students

Early Alert

My MD-to-Be
Program



COLLEGE OF MEDICINE TUCSON

Office of Diversity,
Equity & Inclusion



COMT SHARED SHELF BOOK CLUB

We are thrilled to announce the 2022 schedule for the Shared Shelf Book Club. Please consider joining us for an opportunity to deepen your understanding of and advocacy for diversity, equity, & inclusion.

Meeting Time: **3rd Monday of every month, 6:30 – 8 pm, via Zoom**

Opportunity: Build fellowship and discuss current books and movies

Register: email COM-Diversity@arizona.edu

2022 Schedule

January - Dying of Whiteness (Metzel)

February - The Warmth of Other Suns (Wilkerson)

March - The Warmth of Other Suns (Wilkerson)

April - We're not Broken: Changing the Autism Conversation (Garcia)

May - Beautiful Country: A Memoir of an Undocumented Childhood (Wang)

June - In the Shadows of the Freeway: Growing Up Brown & Queer (Otero)

Barrios and Barriers: The Tucson Civil Rights Era (PBS documentary)

July - Crip Camp: A Disability Revolution (Netflix film)

August - The Devil's Highway (Urrea)

September - We Share the Same Sky—The Podcast

October - Call her Ganda (Film)

November - (TBD)

December - The Sum of Us: What Racism Costs Everyone and How we Can Prosper Together (McGhee)

DEI CREDIT ELIGIBLE

PMAF Program Overview

Began in 2014 and
admitted 10 Cohorts to
date



Thirteen-month, full-time,
medical school program
for students who
demonstrate, aptitude
and tenacity, yet had
fewer opportunities to
become competitive
medical school applicants
due to challenges
including educational
inequity, language
barriers, and/or family
and work commitments.



The program includes
coursework towards a
Master of Science in
Cellular & Molecular
Medicine, professional
and clinical development,
and success
seminars. Those who
complete the program
receive admission to the
UA COM-T.

PMAP Criteria and Academic Requirements

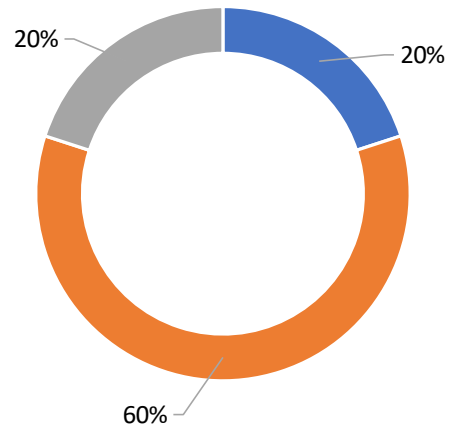
Basic Eligibility Criteria

- Consideration will be given to applicants who among other things:
- Are **Arizona Residents**
- Have faced socioeconomic disadvantages, first generation college attendees, grew up in either a rural or US/Mexico border region, OR are enrolled members in federally recognized American Indian tribes
- Demonstrate principles of cultural competence in healthcare
- Demonstrate attributes such as altruism and social accountability
- Are fluent in English and conversant in languages commonly spoken in Arizona (e.g., Spanish, Navajo)

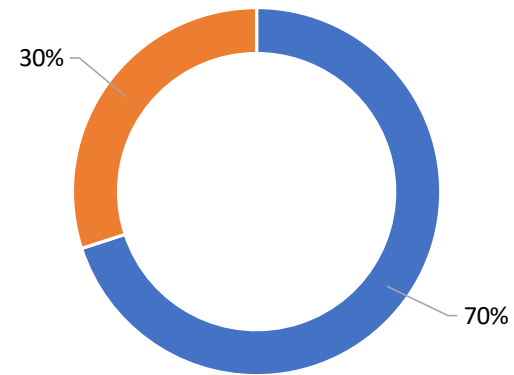
Academic Requirements

- Have a minimum 3.0 overall undergraduate GPA and overall undergraduate BCPM GPA of 3.0
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- COM-T **core academic prerequisite coursework.**
- Have completed a bachelor's degree prior to starting the program
- 3 Letters of Recommendation are required, one letter must be from a clinical setting.
- MCAT score of 498 or higher

P-MAP C9 Demographics Ethnicity & Gender

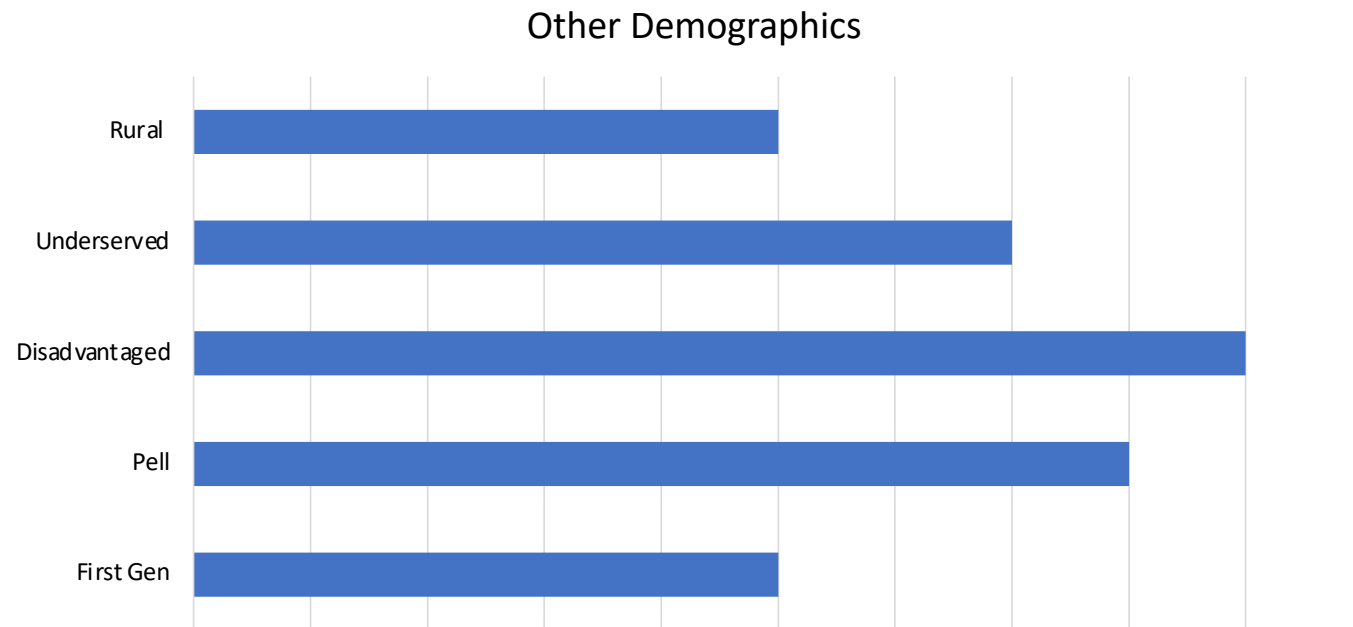


■ African American ■ Hispanic ■ White



■ Female ■ Male

P-MAP C9 Demographics



My MD-to-Be

- Began a one-year pilot for M1 students, focusing on the outcome measure of perceived student social support and perceived support provider connectedness.
- As of May 2022, 211 students subscribed to receive My MD-to-Be support resources
 - These students added 260 support-giver accounts.
 - Support givers include parents , spouses, romantic partners, and friends, among others.
- *Since the start of the academic year, the University of Arizona College of Medicine – Tucson received kudos 69 times for My MD-to-Be resources that were sent out, including:*
 - *55 kudos from parents of medical students*

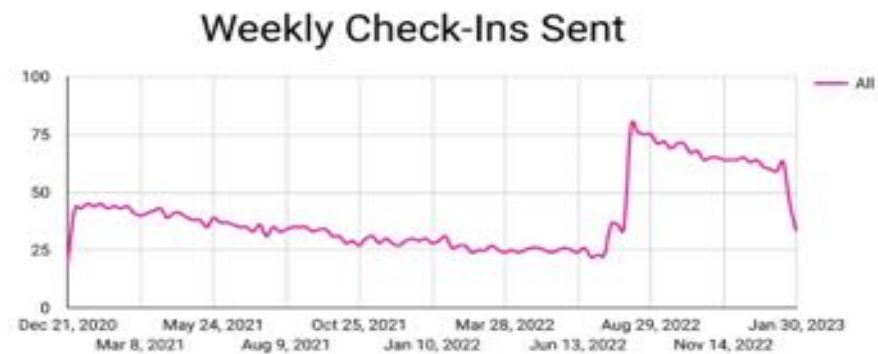
Utilization of My MD-to-Be Program as of May 23, 2022

	Students	Support Givers
	Subscribers	Subscribers
Class of 2025	103	114
Class of 2024	108	146
OVERALL	211	260

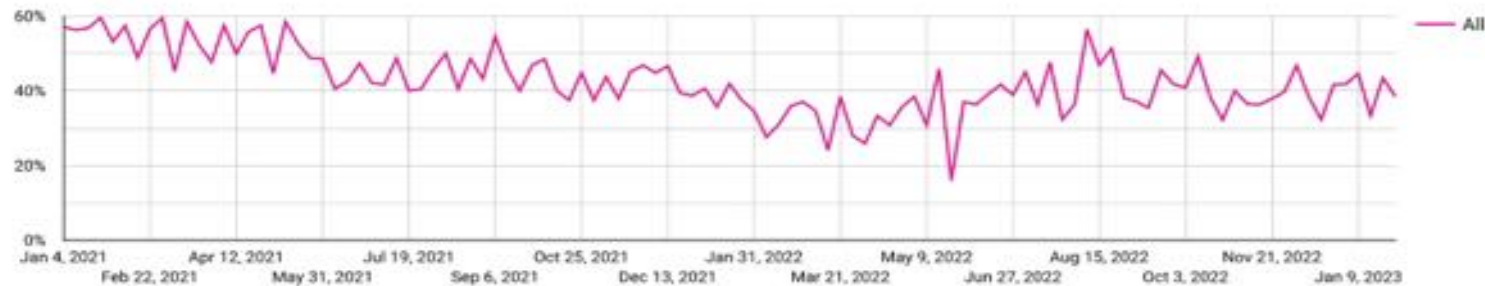
Early Alert Dashboard

Subscribers

Cohort ▲	Subscribers
2024	26
2025	28
2026	9
Grand total	63



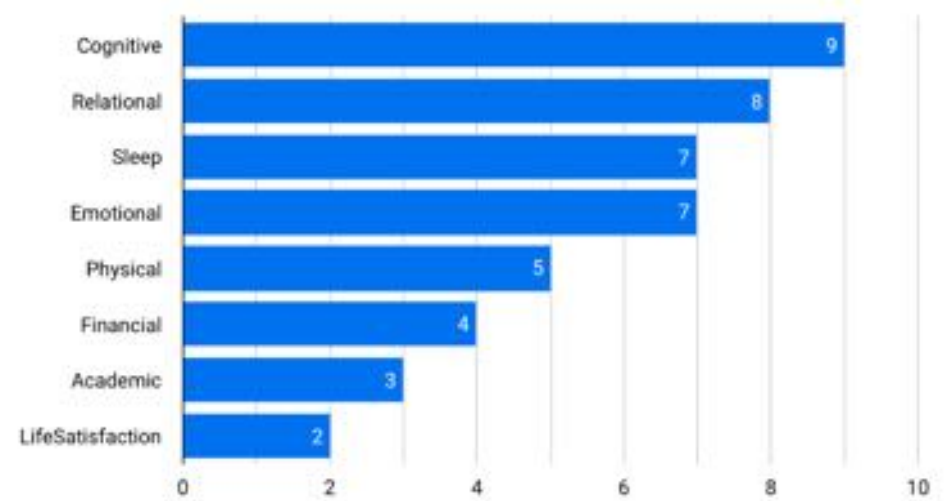
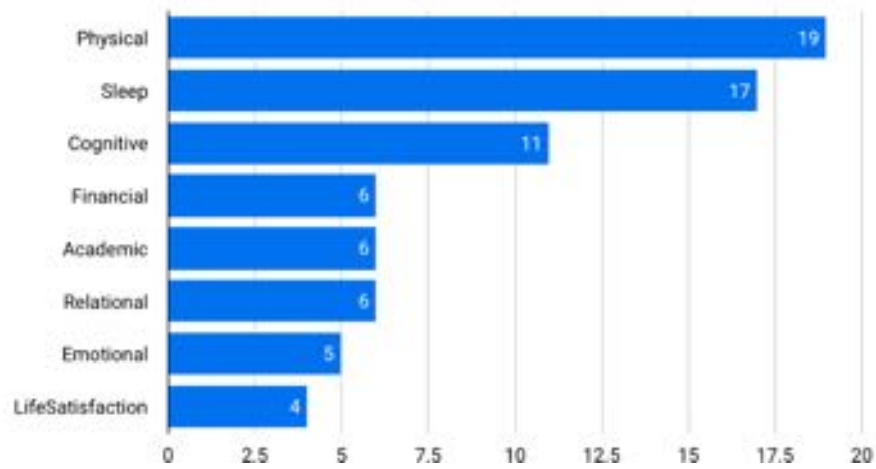
Response Rates



URM/FGLI

Non URM/FGLI

Causes of Distress: Wellness Domains



Comments

FGLI

- Emotional: Just a little tired from rotations, I feel like I need a vacation
- Financial: I have to pay for my exam prep or food, I choose food

Non FGLI

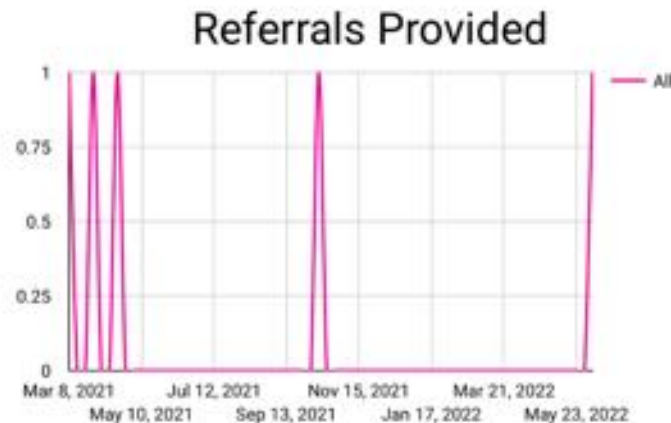
- Cognitive: Sad
- Relational: In a depressive bout and my support systems are shaken up due to relationship issues

Referrals Provided

20

Referrals Utilized

9



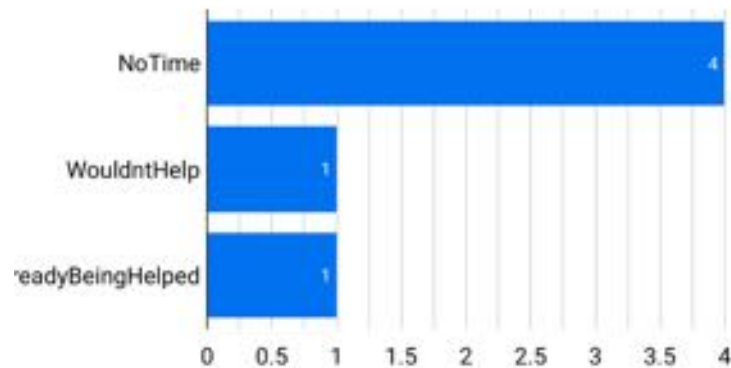
Individuals Referred

13

Individuals Utilized

7

Reasons for Non-Utilization:
Multiple Choice



Reasons for Non-Utilization:
Comments

Date ▼	Wellness Domain	Comment
Nov 7, 2022	Physical	☐☐I'm struggling to find time to exercise, and you're giving me a referral to mental health, which will take even more time and won't do much for my physical health. Bad referral.
Oct 29, 2022	Academic	☐☐No thank you. Will get to it
Oct 18, 2022	Cognitive	☐☐I'm a medical student. I don't feel that I have time between classes and studying for exams to read multiple

URM / First-Gen: ... (1) ▼

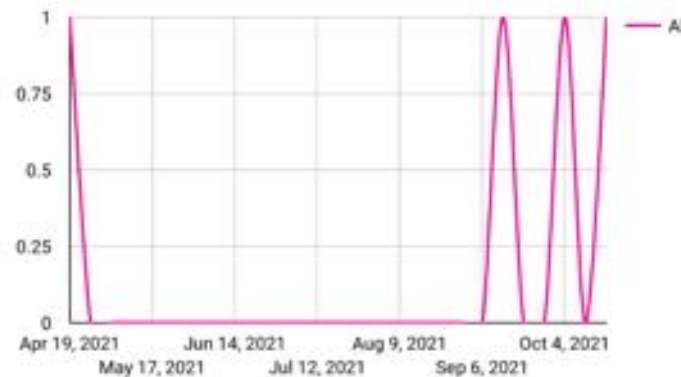
Referrals Provided

10

Referrals Utilized

5

Referrals Provided



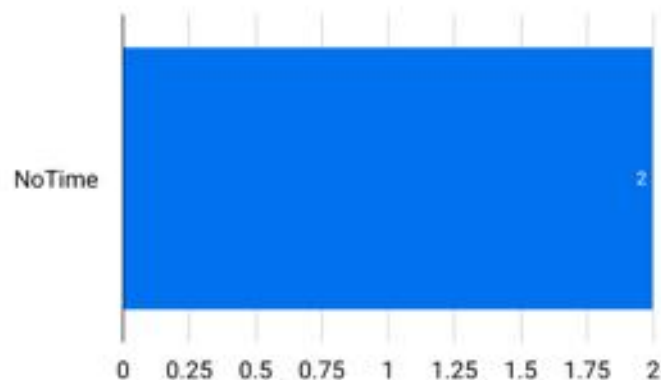
Individuals Referred

5

Individuals Utilized

3

Reasons for Non-Utilization:
Multiple Choice



Reasons for Non-Utilization:
Comments

Date ▼	Wellness Domain	Comment
No data		



Additional Opportunities to enhance Diversity and Wellness

- My MD-to-Be
 - Translate topics into other languages, including Spanish
- Early Alert Program
 - Continue to discuss potential ways to enhance referrals and enhance support to all students including URIM students

Diversity & Wellness in UME

Annie Weisman, P.h.D., M.P.H.,L.M.T.

Director of Well-Being & Integrative Medicine
Assistant Professor of Medical Education

Student Population

- 30% First generation
- 15-20% Underrepresented in medicine
- Highest URM Hispanic
- 50% female & 50% male
- Average age 24-27 years old
- 30-35% Socioeconomic indication
- EO1 & EO2 AMCAS
- Traditional & non-traditional

Universal Challenges

FGLI/URiM & Non

- Time
- Stress
- Financial
- Isolation

Unique Challenges

- FGLI/URiM & non
- Support systems
- Understanding
- Familial pressure

Remedies to address Unique Challenges

FGLI/URiM & non

- My-MD-to-Be/Early Alert
- Debriefs
- Student organizations
- Mind/Body Medicine Small Groups
- Whole Person Health

Well-Being