



## Strategies for Increasing Diversity and Supporting URM Trainees

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### Outline

- Strategies for Increasing Diversity in Residency Programs
- The URM resident experience
- How to support URM trainees

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### Strategies for Increasing Diversity in Residency Programs



- Diversity oriented recruitment strategies
  - Preparing faculty and residents for recruitment
    - Implicit bias training for program leadership, recruitment committee members and interviewers
  - Holistic review
  - Strategic visibility on interview day
    - Plan for continued mentorship

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### What does this mean for current trainees?

- Recognize that the burden of increasing diversity often falls disproportionately on URM residents and faculty



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### Minority Tax



- Minority Tax
  - Encompasses disparities in the areas of isolation, mentorship, diversity efforts, and clinical assignments
- Gratitude tax
  - Feeling of obligation that URM physicians have to the academic institution and to future generations of URM for being given the opportunity to be a physician

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### Resident Experience

- Isolation
- Support Systems and Community
- Expectations
- Imposter Syndrome
- Microaggressions and bias

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• “You don’t want to give anyone a reason to think that you are not up to par. You always want to be better. It’s not the same if your peers are better. Not allowing anyone to say or think that you are less than what you actually are capable of because of your race. I have always had high expectations of myself...because of this added pressure.”

• I think [city] is kind of isolating...and so when we go to restaurants or out to do whatever we don’t see a lot of... UJM and that is why my husband and I will not stay here...we don’t want to feel isolated. We don’t want our kids to feel isolated.

• ...If we had like a support system, somebody that we can fall back on, yes people say we should be accepted, but we do face discrimination. But if you had someone at the higher level that you can talk to that puts checks in place and can help you, you don’t feel like you are just out there on your own...

• “To have mentorship from someone of a similar background...you can have good rapport with your colleagues, but if you can’t see someone who has made it through that journey and represents that similar background to your own, then I think that’s part of what’s needed for under represented residents in general.”

Harris R et al. J Grad Med Educ. 2021

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Table 3. Total Number of Resident Physicians in Program Year 1 Positions and in Postgraduate Year 1 (PGY-1) Positions on Duty as of December 31, 2020, in ACGME-Accredited Programs and in Combined Specialty Programs

Specialty/subspecialty	Total No. of residents <sup>a</sup>	No. of residents in program year 1 positions <sup>b</sup>	No. of residents in PGY-1 positions <sup>c</sup>	
			With prior US GME	Without prior US GME
Allergy and immunology	316	152	0	0
Anesthesiology	6388	1514	123	1167
Adult cardiothoracic anesthesiology	200	199	0	0
Clinical informatics	1	0	0	0
Critical care medicine	204	178	0	0
Obstetric anesthesiology	43	42	0	0
Pediatric anesthesiology	166	164	0	0
Regional anesthesiology and acute pain medicine	74	74	0	0

Brotherton S, Etzel S. JAMA. 2021

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Table 8. Race and Ethnicity of Resident Physicians in ACGME-Accredited and in Combined Specialty Graduate Medical Education (GME) Programs on Duty as of December 31, 2020, by Specialty

Specialty/subspecialty	No. of resident physicians <sup>a,b</sup>								
	American Indian/ Alaska Native	Asian	Black	Hispanic ethnicity	Native Hawaiian/ Pacific Islander	White	Multiracial	Other/ unknown	Total
Allergy and immunology	0	105	7	27	2	138	12	52	316
Anesthesiology	13	1606	346	514	6	3587	249	581	6388
Adult cardiothoracic anesthesiology	0	32	7	12	2	108	1	50	200
Clinical informatics	0	0	0	0	0	1	0	0	1
Critical care medicine	1	34	9	17	1	107	0	52	204
Obstetric anesthesiology	1	6	2	1	0	21	1	12	43
Pediatric anesthesiology	0	30	5	16	1	68	0	62	166
Regional anesthesiology and acute pain medicine	0	13	5	5	1	35	2	18	74

Brotherton S, Etzel S. JAMA. 2021

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How do we support URM trainees



- Support mechanisms, confidential peer reporting and counseling
- Mentorship
  - Early and ongoing
  - URM faculty and other trainees
  - Single mentor may not be enough
- Department and institutional commitment to creation of an inclusive and equitable learning environment
  - Commitment to anti-racism

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