

Initiatives to Achieve Racial Equity at the Perelman School of Medicine in Undergraduate Medical Education

Key
UME: Undergraduate Medical Education **OID:** Office of Inclusion and Diversity at PSOM
JDI: Just Do It Projects **ACT:** Action for Cultural Transformation

UME JDIs: Support for Underrepresented in Medicine (UiM) Students

UME JDIs: Community Advocacy

UME JDIs: Education and Scholarship

ACT Initiatives Overseen by OID

OID Directed Projects to Just Do Its (JDIs) for UME

UPDATED August 2, 2021

Support for Underrepresented in Medicine (UiM) Students

Group	Plan	Finished	Current	Future	Notes
SNMA, SiORM, LMSA & APAMSA	Plan 1: Annual Meetings Between SNMA, LMSA, APASMA, and UMELT	X 7/2020			<ul style="list-style-type: none"> • 2X/semester meetings are scheduled • Meetings will be scheduled annually in October, December, February, and April or as convenient for students
SNMA, SiORM, LMSA & APAMSA	Plan 2: New PDI Staff Member with Expertise in Race and Social Justice	X			<ul style="list-style-type: none"> • We will continue to employ content experts through our PDI and curriculum affairs office. <ul style="list-style-type: none"> ▪ Dr. Palmer was engaged for the elective last fall and Dr. Lane-Fall participated in the Leadership Elective on Diversifying Leadership. ▪ Dr. Bennett was selected to be a Fellow in the AMA's consortium project in Health Systems Sciences which includes health disparities training.
		X 7/2021			<ul style="list-style-type: none"> • Dr. Renée Betancourt is the Faculty Director of the Healthcare Equity Curriculum. • Dr. Peter Vasquez is the Faculty Director of the Gender and Sexuality Curriculum.
SNMA, SiORM, LMSA & APAMSA	Plan 3: Counseling for Students Impacted by Racial Trauma		X		<ul style="list-style-type: none"> • Dr. Brown in CAPS is working with Dr. Albright to discuss and offer options to address this gap. • Drs. Albright and DeLisser completed training to facilitate Spaces of Color as place for UIM students to meet to discuss and process their experiences. They host a similar program for residents of color, which has been extend to UME students and occurs Wednesday evenings. • New program offerings in COBALT to address these issues. • Training will be conducted this spring for UMELT, PDI, and Advisory Deans to enhance their knowledge and competence in supporting our minority students in <i>Transformative Conversations</i>, a program facilitated by experts. • Leadership is working on ways to transition to more effective methods of supporting student affinity groups in times of crisis. Drs. DeLisser and Albright are working on letters of support as opposed to statements of solidarity.
SNMA, SiORM, LMSA & APAMSA	Plan 4: Restructure Medical Student Government (MSG) Operations	X			<ul style="list-style-type: none"> • Student-led effort within MSG to reorganize meetings and representation at meetings. • Student-led initiative to reconfigure DISAC • Affinity group representatives will be invited to all MSG meetings on a rotating basis.
		X			<ul style="list-style-type: none"> • Establish a student liaison between APAMSA and MSG (<i>plan pending</i>). • Establish a Student Liaison within Diversity & Inclusion Student Advisory Committee (DISAC).
SNMA, SiORM, & LMSA	Plan 5: Increase Financial Support for Conference Travel for UiM and FGLI Students		X		<ul style="list-style-type: none"> • The funding has been identified, but it is not an unlimited resource. • Leadership will work with students to identify an application and selection process through the PDI which is defined and equitable.
SNMA, SiORM, LMSA & APAMSA	Plan 6: Stratify Annual Class Demographics		X		<ul style="list-style-type: none"> • Self-reported data has been compiled for entering classes 2016-2020. Click here to see the graph.

	by Specific Racial and Ethnic Categories				<ul style="list-style-type: none"> • The MD and MD/PhD Admissions Committees approved questions to be added to the secondary entrance application that try to better address applicants’ potential contributions to our mission of growing and fostering a diverse and inclusive environment. • Stratifying further will require consideration by ACT for consistency across the institution for all learners, staff and faculty. This has been brought to the ACT Pillar leaders for consideration.
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Community Advocacy

Group	Plan	Finished	Current	Future	Notes
SNMA, SiORM, & LMSA	Plan 7: Increase Funding Toward UiM Pipeline Programs for Philadelphia Students		X		<ul style="list-style-type: none"> • Dr. Rose and Dr. Lewis met with Development and a donor family, and recently secured new funds. We will apply ongoing efforts for additional funding. • Funds were secured to hire a dedicated program coordinator for the Education Pipeline Program (EPP). Additional donor support is currently being secured to pilot a life sciences and management track in the EPP.
			X		<ul style="list-style-type: none"> • We are completing our 5 MOU’s with 5 HBCU’s to enhance our PASS program, which goes beyond the Philadelphia region. • The University of Pennsylvania participates in a number of summer programs for URiM students.
		X			<ul style="list-style-type: none"> • We suggest that SNMA partners with the Netter Center for Community Partnerships for Philadelphia-specific programming. Dr. Christian can work with students to make these connections. • Funding secured to provide administrative support to broaden and enhance pipelines with the Netter Center.
SNMA, SiORM, & LMSA	Plan 8: Increase Black and Latinx-owned PennMed Contracted Vendors		X		<ul style="list-style-type: none"> • The University is currently working on a “dashboard” and has engaged student volunteer participants to provide input. <ul style="list-style-type: none"> ▪ Updated vendors are listed here as announced on August 11, 2020 • The call for nominations for the Penn Supplier Diversity and Economic Inclusion Impact Awards closes July 30th. award recognizes the leading actions of any individual or team that drives intentional impact in the area of supplier diversity and economic inclusion at Penn. This award program is a chance to spotlight those who are championing diversity and inclusion across campus, as well as to celebrate projects that are driving economic impact with diversity-owned businesses.
SNMA, SiORM, LMSA & APAMSA	Plan 9: Release an Official Statement Recognizing Racism as a Public Health Crisis	X 7/17/2020 2/25/2021			<ul style="list-style-type: none"> • Click here for the official statement • Official statement of solidarity with students of Asian ancestry sent to student body on 2/25/21.
SNMA, SiORM, & LMSA	Plan 10: Establish Grants for Health Disparities Research and/or Coursework		X		<ul style="list-style-type: none"> • Grants have been identified and internal funding established. No applications were received for FY21 and the process will be reevaluated for FY22 to be more encouraging for student applications. • We were able to transition funding for an MS1 project to a more senior student for an approved project.
SNMA, SiORM, & LMSA	Plan 11: Invited Speaker Fund Development: Local, Activist, and Grassroots Organization Speakers		X		<ul style="list-style-type: none"> • We have been supporting, and will continue to support, the following: <ul style="list-style-type: none"> ▪ Nathan Mossell lecture on Health Equity ▪ Helen O. Dickens lecture celebrating pioneering women in medicine ▪ John E. Fryer Lecture on LGBTQ Health • Drs. Christian and DeLisser are working with Dr. Hermon Beavers from Penn’s Civic House to develop an during orientation in which the incoming students will be able to have facilitated conversations with leaders of community organizations and programs in the community about the intersections of race, class, and health engagement. • Local, Activist, and Grassroots Organization Speakers were integrated into the “Intersections of Social Systems, Race, and Health” course.

Education and Scholarship

Group	Plan	Finished	Current	Future	Notes
SNMA, SiORM, LMSA & APAMSA	Plan 12: Increase Number of Black, Asian, Indigenous, and Latinx Preclinical Faculty and Lecturers, Course Directors, and Advisory Deans		X		<ul style="list-style-type: none"> • Self-reported faculty demographics show 202+ faculty of color (African-American and Latinx) at Penn Medicine and CHOP, and these numbers continue to increase. • Members of UMELT and the Advisory Deans are intentionally diverse. All efforts are being made to engage more UIM teaching faculty to be involved in our educational programs. Students have expressed concern about the “minority tax”, which also extends to our UIM faculty. • Recruitment efforts of UIM faculty are continuous and intentional. • A list of preclinical faculty lecturers with demographic information has been compiled to better inform efforts to diversify curricular faculty. An accurate list of clinical faculty is more complex and is a work in progress. • Administrators are developing a list of faculty who self-identify as first generation low-income (FGLI).
		X			<ul style="list-style-type: none"> • A list of UIM self-reported faculty is available in the PDI, and the PDI Deans will facilitate connections for students seeking mentors and/or for other needs. • We are compiling a list of all faculty teaching our students, and will work with OIDE to enhance diversity, perhaps engaging University faculty in some of the pre-clerkship offerings.
SNMA, SiORM, LMSA & APAMSA	Plan 13: Restructure the “Difficult Patient” (ICM First Course) Standardized Patient (SP) Session; Implement a Patient Bias Preparation Program for Students of Color	X			<ul style="list-style-type: none"> • The ICM FIRST SP case has been revised.
			X		<ul style="list-style-type: none"> • Patient bias preparation programs will be under the purview of ACT as they are necessary across the continuum of education and for faculty; the CME office will support this programming as necessary for appropriate accreditation for faculty learners.
SNMA, SiORM, LMSA & APAMSA	Plan 14: Provide additional support for clerkship grading grieving processes to address and eliminate bias		X		<ul style="list-style-type: none"> • The Office of Assessment will continue to evaluate clerkship narratives to evaluate for racial bias. The project plan is in place and the initial organization of the materials is in progress. • Dr. Bennett will work with faculty and departmental Vice Chairs for Diversity to offer an additional outlet for review of students’ grades, ensuring a diverse committee for clerkship grade appeals.
SNMA, SiORM, & LMSA	Plan 15: Restructure PSOM Curriculum and Operations to Emphasize Anti-Racist Education		X		<ul style="list-style-type: none"> • Updated Medical Education Program Objectives are nearing completion. The committee began this work in January 2021 and we expect the project will be available for review beginning Fall 2021. • Faculty Directors of Health Equity Curriculum and Gender/Sexuality Curriculum are in place as of July 1, 2021 and are working with Curriculum Deans and Course/Clerkship Directors. • Pre-clerkship curriculum: <ul style="list-style-type: none"> ▪ Mod 2 Brain and Behavior course: a new case-based session was added addressing the intersection of socioeconomic factors with medical care, and influence of bias in generating a differential diagnosis. ▪ Course directors have received guidance on best practices for presenting data that, after careful review, are considered scientifically valid and clinically important. Data should be carefully framed and placed in context, use of any older terminology should be addressed, and the self-reported nature of the data should be made clear. ▪ The use of current CDC categories for race and ethnicity are preferred. ▪ A tool kit of resources was provided to the course directors. • Several of the clerkship directors (including pediatrics, internal medicine, surgery and OB/Gyn clerkships) have incorporated new didactic and small group sessions related to Race, Health Disparities and/or Social Justice in their 2021 curriculum. • A clerkship intersession related to Health Disparities and Social Determinants of Health was implemented in 2021 and will continue to run next year.

	Plan 15 (cont.)		X	<ul style="list-style-type: none"> • We have asked the Curriculum office to do a curriculum map on Race, Health Disparities, and Social Justice and Advocacy in our curriculum; we will establish goals/objectives and ascertain where our gaps are and revise our curriculum with content expertise as required. • New medical education program objectives have been drafted and are in the process of being approved by UMEC and Medical Faculty Senate. One of the four pillars focuses on an anti-racist education. • A faculty development course focused on anti-racism in medicine and gender and sexual orientation inclusivity is being developed and is planned to launch in the spring of 2022.
		X		<ul style="list-style-type: none"> • We've acquired the honorarium for an expert in race and social justice to oversee an elective in the fall. Dr. Rose identified \$6,000 for this academic year and, moving forward, has committed \$5,000 annual funding to support a speaker for an enduring elective.
SNMA, SiORM, & LMSA	Plan 16: Expand Mandatory Implicit Bias Training (also for Medical Students)	X 9/23/2020		<ul style="list-style-type: none"> • Workshops have been developed and announced to the student body, reach out to Anna Delaney with questions. • Trainings are required to be members of certain committees, including MD and MD/PhD Admissions and external faculty recruitment.
SNMA, SiORM, & LMSA	Plan 17: Require Current Students to Read "Fatal Invention" and Permanently Embed in the MS1 Curriculum	X 8/12/2020		<ul style="list-style-type: none"> • This book was adopted for MS1 reading this summer. • Dr. Roberts spoke to the MS1 students in the fall and delivered a recorded message to the MS1s to introduce the book discussion sessions for orientation. A planned video recording for August 2021 followed by Dr. Roberts' continued involvement in the Doctoring course is in place; along with incorporating the feedback from last year's book club meetings for improvement. • The Curriculum from Wash U has been adapted for our Orientation Week with their permission. • Two book clubs (March 2021 and April 2021) for course directors to discuss Fatal Invention and how the book will continue to influence teaching at PSOM.
APAMSA	Plan 21: Hold a Town Hall to Educate Students and UMELT on Asian Experiences and to Debunk the Model Minority Myth		X	<ul style="list-style-type: none"> • The PDI will work with students to organize opportunities to learn about the Asian American experience and for dialogue about supporting the community.
APAMSA	Plan 22: Fully Fund Medical Mandarin Class	X 7/1/2021		<ul style="list-style-type: none"> • Funding has been identified for the Medical Mandarin course
APAMSA	Plan 23: Establish and Strengthen Communication Guidelines for Small Group and Doctoring Preceptors		X	<ul style="list-style-type: none"> • This is under the purview of the curricular deans working with the appropriate course reps, and reporting to educational governance.

OID Directed Projects to Just Do Its (JDIs) for UME *

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LMSA	Plan 18: DACA Support	X			<ul style="list-style-type: none"> • PSOM reaffirms their support of DACA applicants/students with a statement communicated to the Penn community internally as well as published to the website for prospective applicants and are following the changing federal guidelines as we support our DACA students. • PSOM includes an entry on the FAQs section of the PSOM Admissions website directly stating that DACA/DACA-eligible students can apply to PSOM. • PSOM includes a statement on the “How to Apply for Aid” section of the Financial Aid tab of the PSOM Admissions website that directly states the financial aid options for DACA/DACA-eligible students
				X	<ul style="list-style-type: none"> • PSOM lists a separate percentage for DACA/DACA-eligible students when stratifying annual class demographics. • Moving forward, we will add this to our demographic statement.
LMSA	Plan 19: Consider Reinstating Diversity Breakfast on Interview Day	X			<ul style="list-style-type: none"> • The plans for Interview Day were determined last year by a diverse student committee, and the decision for the breakfast was with the support of the students involved. Evaluations of last year’s Interview Day was highly rated. We will review another year’s evaluation and apply our continuous quality improvement process to determine any gaps that need to be addressed.
LMSA	Plan 20: UIM Inclusion in AOA Discussions			X	<ul style="list-style-type: none"> • All students will be involved in discussions related to AOA along with other stakeholders in AOA, which include not only students, but faculty, housestaff, and alumni. • A survey for student input was distributed, analyzed and presented to UMEC with plans to review and make a decision about AOA at Penn. • Educational governance, UMELT, PDI, and the AOA Committee have representative, diverse members. • Decisions about transparency and definitions of academic excellence will be determined by educational governance, which involves both students and faculty.