

# Keck School of Medicine of the University of Southern California

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# Topics

- Recruitment of underrepresented minority students
- Cultural competence education

# Cultural Competence Definition

- Effectively identify the health practices and behaviors of diverse populations
- Intervene and educate across cultural and language barriers

# Keck Initiatives

- Increase the diversity of the physician workforce
- Implement curricular content to enhance cultural competence in all physicians

# Recruitment & Outreach of Underrepresented Minority Students

# Pre-Medical Recruitment

- Admissions outreach in historically underserved and minority areas
  - Forums and free info sessions throughout Central California counties
  - Face-to-face recruiting at CSU Fresno, UC Riverside, UC Merced, CSU San Bernardino
  - Recruitment events and workshops aimed at minority students in local community colleges

# Pre-Medical Recruitment (cont'd)

- Alhambra High School Mentorship Program
  - 1<sup>st</sup> & 2<sup>nd</sup> year medical students mentor high school MESA and URM students
- Minority Association of Pre-Health Students (MAPS)
  - Mentor program and events for URM undergraduates at USC
  - Forums on admissions, MCATs, and minorities in healthcare
  - Sponsored by Student National Medical Assn.

# Pre-Medical Recruitment (cont'd)

- Minority Medical Student Conference
  - Over 300 pre-medical undergraduates & high school students
  - Panels on Community Medicine, Latino & African-American physician experiences
  - Small group workshops on Admissions, AMCAS, Financial Aid & MCAT preparation
  - Joint effort with UCLA/Drew & sponsored by LMSA & SNMA

# Profile – Class of 2010

- Male: 83 (49%)
- Female: 85 (51%)
- Approximately 20% URMs
- Students representing 21 of the United States
- 62 Colleges and Universities

# Enhancing Cultural Competence Education

A grant from the California Endowment and the  
Association of American Medical Colleges

# Rationale for Instruction

- Diverse patient populations
- Improved health care outcomes
- Decrease health care disparities
- Accreditation standards

# LCME Standards

- The LCME accreditation standards for a medical degree state, “the faculty and students must demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments. Medical students should learn to recognize and deal with gender and cultural biases in health care delivery”.

# Proposed Program at KSOM

- Longitudinal four-year integrated program
- Based on theoretical models
- Critically evaluated

# Year I

- Professionalism and the Practice of Medicine
  - Culturally focused autobiography
  - Define culture/personal culture
  - “The Spirit Catches You”
  - Spiritual beliefs around death and dying
  - Health beliefs standardized patient workshop
- Introduction to Clinical Medicine
  - Culture added to the interview questions
  - Sociocultural components of disease
  - Workshop on family violence
  - Focus experience at the Emperor’s College

# Year 2

- Professionalism and the Practice of Medicine
  - Health care disparities
  - Use of interpreters
  - Health care economics and legislation
  - Health care for LGB patients
  - Spirituality in Medicine
- Introduction to Clinical Medicine
  - Insurance history
- Required Student Project
  - Students will be encouraged to incorporate issues related to cultural competence into community-based projects

# Year 3

- Family Medicine – revised current activities
  - “Cultural Competency as a Tool”
  - Population health
  - Community medicine
  - End-of-clerkship OSCE
- Pediatrics – health care disparities/access
- Ob/gyn – cultural models of health beliefs and interpretation skills
- Surgery – spiritual needs of patients

# Pediatrics – Healthcare Disparities and Access to Healthcare

## Learning Assignment:

As part of literature based clinical write up, incorporate a *short reflective discussion of your experience with the patient, family and health care team as an advocate for access. Include how you might relate this experience or incorporate what you have learned when caring for other patients*

# Pediatrics - Reflections

- “The family didn’t have a refrigerator for the insulin, they were living in a garage...”
- “I helped them connect with these resources and they were appreciative...However, as I was leaving, it seemed possible that these children could be returned to the perpetrator...as a future physician I should play a role in decreasing this as much as possible.”

# Pediatrics - Reflections

“The patient and his mother are dirt poor. They live in someone’s garage....They live only with each other. ....for an unknown reason he did not get the medicine he needed ...his disease is now being treated, but not before many thousands of dollars and hundreds of hours worth of top-level health care has been spent restoring the health of a child who should never have been this sick to begin with.

# Year 3

## Planned Implementation for 2007-08

- Internal Medicine – parallel chart entry
- Psychiatry – stereotyping and bias

# Year 4

## Planned Implementation for 2007-08

- Neurology –family centered care
- Elective in community health care:  
Policy, Activism and Access
- Increased coordination with the senior seminar in Ethics

# Future Plans

- Full implementation of the longitudinal integrated curriculum by fall of 2008
- Completion of formative and summative assessment
- Dissemination of all curricular materials via MedEdPortal (AAMC)



# Continuing URM Medical Students

- Chicano/Latino Medical Student Assn.
  - Olvera Street Health Fair
  - Regular peer support, mentoring & counseling
- Student National Medical Association
  - Formal & informal mentor opportunities
  - Vital URM network for career enhancement
  - KSOM funding assistance for all local, regional & national URM conferences

# Workforce Diversity and Cultural Competence

- By 2050 racial and ethnic minorities will represent half of the US population
- Physician diversity contributes to
  - Increased access to health care services for the underserved
  - Satisfaction in patient care
  - Expanded options for patient care
- Racial and ethnic minority and female physicians are more likely to care for low SES patients and uninsured patients
- Racial and ethnic minority physicians are more likely practice in underserved communities

# New URM Medical Students

- Four-week Summer Bridge Program for minority medical students
  - Immediately prior to beginning first year
  - Orientation to campus, community & curriculum
- Minority New Student Reception
  - “Second Look” for accepted URM students
  - Informal Q&A and discussions with current URM medical students
  - Easy access to KSOM clubs & projects geared toward promoting health education to underserved areas
  - Hosted by the Office of Diversity