



Weill Cornell Medicine

Improving the Clinician, Health Care Worker, and Researcher Diversity Pathway

Susana Morales, MD
Diversity Center of Excellence,
Cornell Center for Health Equity
Weill Cornell Medicine

presented at
Advancing Equity in Diagnostic Excellence to Reduce Health Disparities: A Workshop
Board on Health Care Services
Forum on Enhancing Diagnostic Excellence
National Academy of Sciences
September 2024

Strategies to enhance diagnostic excellence

- Engage clinicians
- Partner with community advocates
- Community health workers

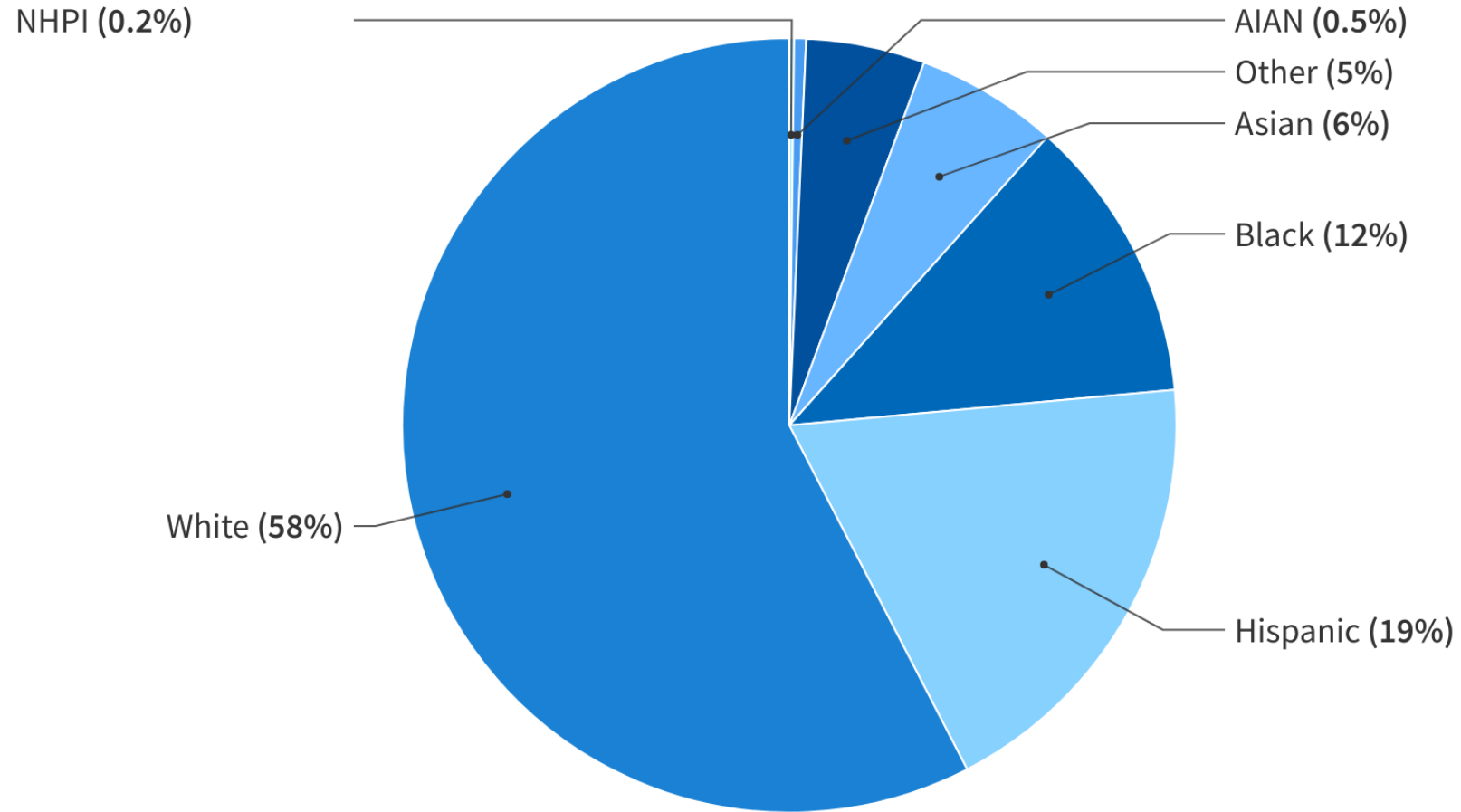
Giardina et al. Advancing Diagnostic Equity Through Clinician Engagement, Community Partnerships, and Connected Care. JGIM 38(5): 1293-5.

- Partner with patients and families
- Improve provider education in diagnostic skills
- Address primary care workforce shortage
- Address issues in the clinical setting: clinician burnout, chaotic and overwhelmed clinical settings
- Address clinician continuing education and well being
- INCREASE HEALTHCARE WORKFORCE DIVERSITY

Figure 2

Total United States Population by Race and Ethnicity, 2022

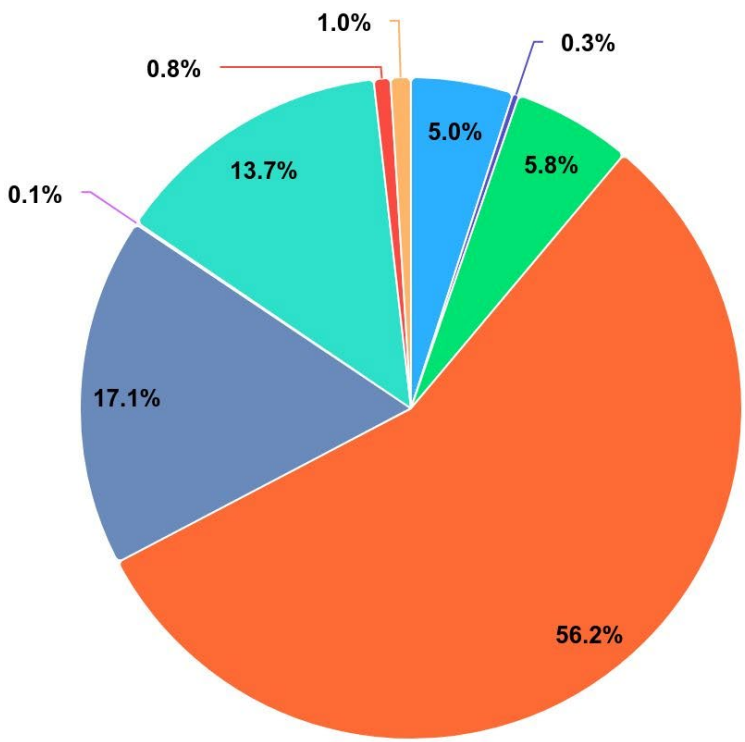
Total population: 324.5 million people



Note: Persons of Hispanic origin may be of any race but are categorized as Hispanic for this analysis; other groups are non-Hispanic. AIAN refers to American Indian or Alaska Native. NHPI refers to Native Hawaiian or Pacific Islander. Other includes people with more than one race. Total may not sum to 100% due to rounding.

Source: KFF analysis of 2022 American Community Survey, 1-Year Estimates.

Figure 18. Percentage of all active physicians by race/ethnicity, 2018.



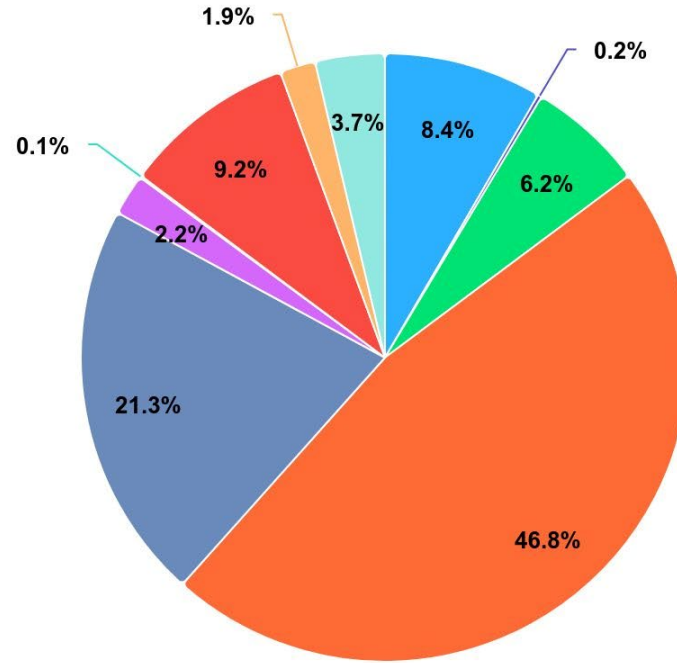
Click on legend item below to add or remove a section from the report.

- American Indian or Alaska Native (2,570)
- Asian (157,025)
- Black or African American (45,534)
- Hispanic (53,526)
- Multiple Race, Non-Hispanic (8,932)
- Native Hawaiian or Other Pacific Islander (941)
- Other (7,571)
- Unknown (126,144)
- White (516,304)

Note: Figure 18 shows the percentage of active physicians by race and ethnicity as of July 1, 2019.

Source: Race and ethnicity are obtained from a variety of sources including DBS, ERAS, APP, MCAT, SMDEP, GQ, MSQ, PMQ, FACULTY, GME, STUDENT with

Figure 2. Percentage of applicants to U.S. medical schools by race/ethnicity (alone), academic year 2018-2019.

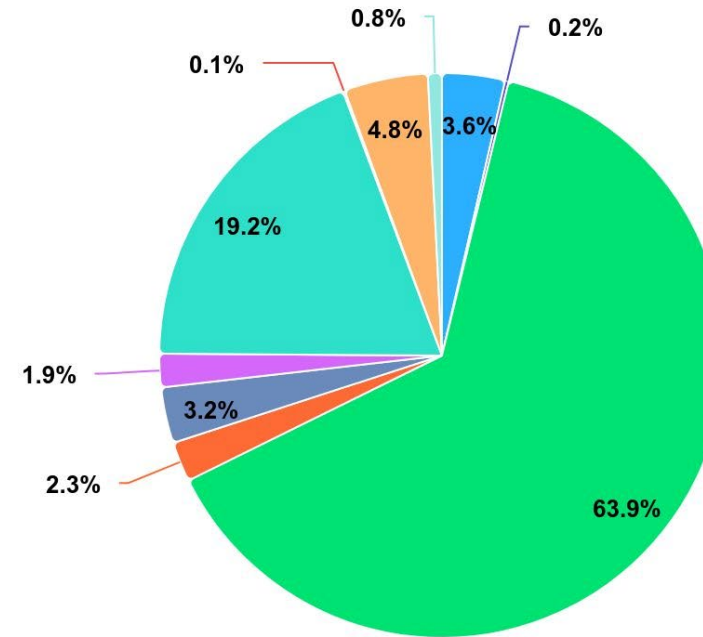


Click on legend item below to add or remove a section from the report.

- ☐ American Indian or Alaska Native (109)
- ☐ Asian (11,218)
- ☐ Black or African American (4,430)
- ☐ Hispanic, Latino, or of Spanish Origin (3,297)
- ☐ Multiple Race/Ethnicity (4,856)
- ☐ Native Hawaiian or Other Pacific Islander (53)
- ☐ Non-U.S. Citizen or Nonpermanent Resident (1,948)
- ☐ Other (1,167)
- ☐ Unknown Race/Ethnicity (1,013)
- ☐ White (24,686)

Note: Race/ethnicity "alone" indicates that an individual is reported in only one race/ethnicity category. The "Multiple Race/Ethnicity" category includes individuals who selected more than one race/ethnicity response. The "Non-U.S. Citizen or Nonpermanent Resident" category may include individuals with unknown citizenship.

Figure 15. Percentage of full-time U.S. medical school faculty by race/ethnicity, 2018.



Click on legend item below to add or remove a section from the report.

- American Indian or Alaska Native (274)
- Asian (34,015)
- Black or African American (6,288)
- Hispanic, Latino, or of Spanish Origin (5,734)
- Multiple Race - Hispanic (3,978)
- Multiple Race - Non-Hispanic (3,441)
- Native Hawaiian or Other Pacific Islander (141)
- Other (1,456)
- White (112,894)
- Unknown (8,511)

Note: To allow for unduplicated counts of faculty, "Multiple Race - Hispanic" includes all faculty who were reported as Hispanic and at least one other race/ethnicity. "Multiple Race - Non-Hispanic" includes all faculty who were reported as more than one race/ethnicity but who were not reported as Hispanic.

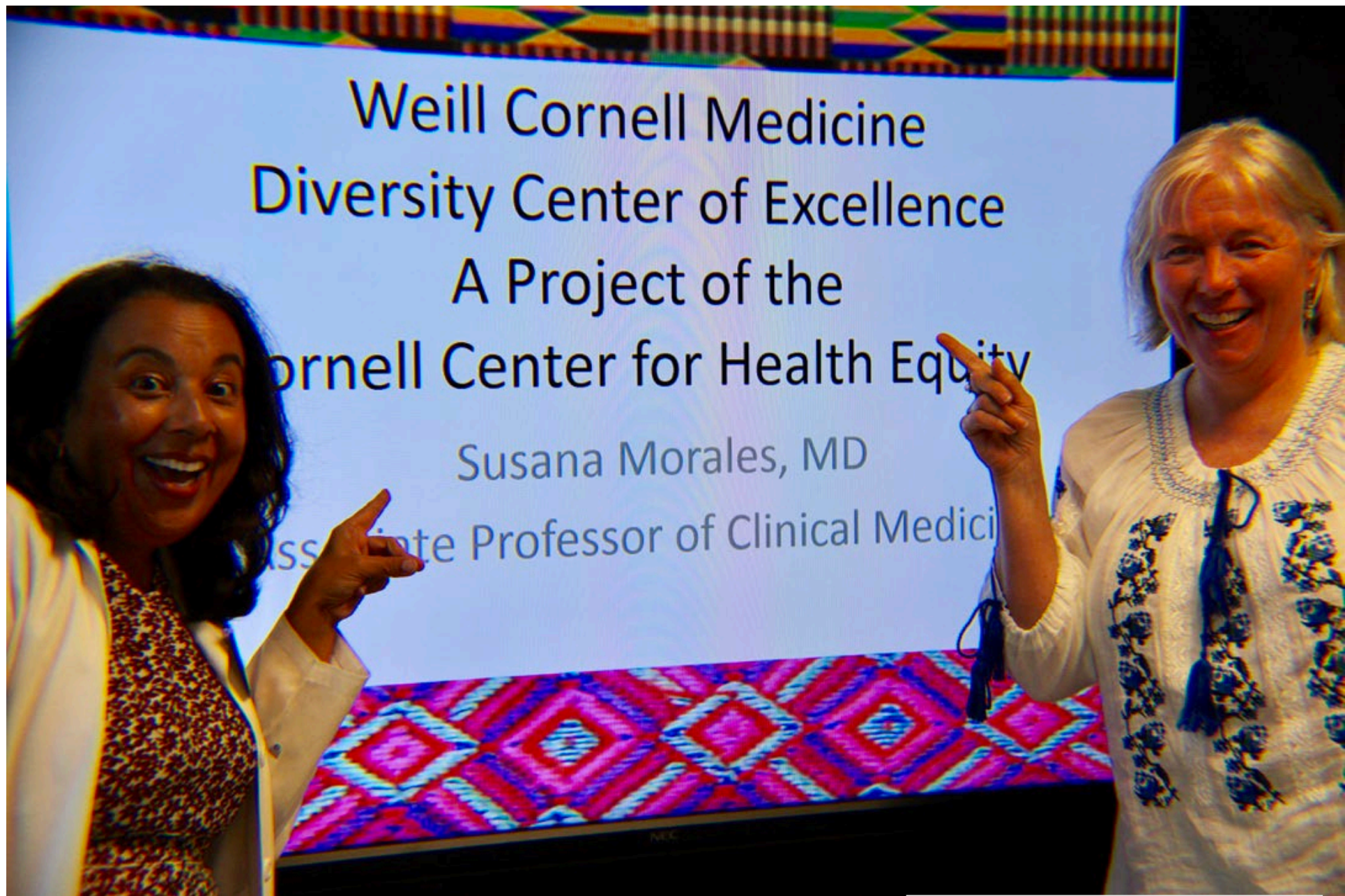
Challenges to healthcare workforce diversity

- Structural racism and lack of educational opportunity
- Financial barriers
- Traditional metrics of “ability” may be flawed
- Lack of diverse faculty; higher attrition; lower promotion rates
- Biased evaluation methods for trainees
- Lack of support and mentoring for trainees and faculty of color
- Recent Supreme Court decision on affirmative action

**Weill Cornell
Medicine**

Diversity Center of Excellence of the Cornell Center for Health Equity





Mission

The Diversity Center of Excellence's mission is to enhance diversity in medicine and health care and to promote health equity through research, education, and advocacy, all in partnership with the community.





DCOE support

- **HRSA grant of \$2.7 million over 4 years**
- **Dean's office and Department of Medicine**
- **Division of General Internal Medicine**
- **NY Presbyterian for GME recruitment**
- **Philanthropy**
- **Donations of time and effort from many individuals!**

**Weill Cornell
Medicine**

Premedical programs



Dining with Doctors



BLACK AND LATINO MEN IN MEDICINE TRIP TO AFRICAN AMERICAN MUS



College students

- **Premedical Diversity Initiative linkage program**
- **Added slots to the Traveler's Summer Research Fellowship**

Careers in Medicine Enhancement Program (CMEP)

CMEP enrolled college students
and recent graduates interested in
medicine and health careers

8-10 week virtual program with
health equity and career
development sessions and
capstone presentations

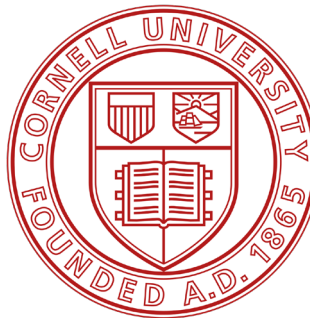


DCOE Careers in Medicine
Enhancement Program

The City College
of New York



 **COLUMBIA UNIVERSITY**
IN THE CITY OF NEW YORK



FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK





Weill Cornell
Medicine

Medical student programs

**We're
Changing
Medicine.**



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Mentoring Cascade





Expansion of cultural competence and health equity training for medical students

- **Worked with WCM antiracism task force to review and reform curriculum**
- **Health Equity Area of Concentration mentoring**

Work with SNMA, LMSA

Support medical student research and community engagement projects

Community engagement-WHEDco Charter School, South Bronx, 2022





**Weill Cornell
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Graduate medical education



**We're
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Medicine.**

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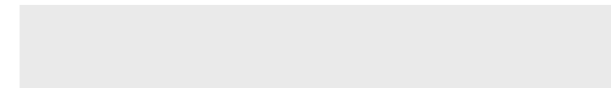
Faculty development



Weill Cornell Medicine-Hunter College Health Equity Research Fellowship



Faculty Development Mentoring Circles



Scholars in Health Equity Program

- **Education Scholars**
- **Research Scholars**
- **Participants competitively selected**

Education Scholars in Health Equity Program Format

- Monthly two-hour group didactic meeting/workshop over one year.
- Guest expert lecturers
- Written work
- Mentored Capstone Project

Participants

- interdisciplinary, multiracial
- participants over 5 cohorts



Research Scholars in Health Equity

- 16 faculty participants
- Multiracial
- Multidisciplinary
- Mentored research projects with seed funding
- Monthly research in progress meetings

CARES Act – COVID-19 Health Equity Grants

Weill Health Equity Covid-19 Grantees Medi

Faculty-Student Research Collaborative

Christopher Gonzalez, MD MS, HRSA Health Equity Fellow, Division of General Internal Medicine

“Social distancing among Hispanic communities during the COVID-19 pandemic”

Eloise Chapman-Davis, MD, Associate Professor of Obstetrics and Gynecology, Chief, Division of Gynecologic Oncology, “Patient and provider experiences with telemedicine utilization among underserved women seeking gynecologic care in the era of COVID-19”

Telehealth COVID-19 Innovation Program

Maria Lame, MD, Assistant Professor of Clinical Emergency Medicine, Division of Pediatric Emergency Medicine

“Curriculum expansion of telemedicine training through the Center for Virtual Care and patient-centered education”

Peggy Bk. Leung, MD, Assistant Professor of Medicine, Division of General Internal Medicine

“Identifying and outreaching to high risk ambulatory patients during the COVID-19 pandemic”

Academic-Community Partnership

Anyanate Gwendolyne Jack, MD, Assistant Professor of Clinical Medicine, Division of Endocrinology

“Tele-REACH: Leveraging teleservices to Recognize, Empower, and Advocate for Community Health(REACH) partnership”

Tracy Paul, MD, Assistant Professor of Clinical Medicine, Division of Cardiology

“Hypertension control in the age of COVID-19: Utilizing Telemedicine for Hypertension Treatment Lifestyle Modification”



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COVID-19 VACCINE PROJECT



COVID-19 Vaccine Project

- **Community and provider education**
- **Collaboration with NYC DOH and NYC medical schools, providers, advocacy groups**
- **COVID-19 STEM Community Education and Empowerment Internship**

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Medicine



Vaccine Education Ambassador Training:

*Training for Informed Vaccine Decision Making**

*(Modified from the CDC)



Dr. Susana Morales, Dr. Marcus Lambert, Dr. Linnie Golightly,
Dr. Kevin Holcomb, and Dr. Avelino Amado

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WCM

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Community COVID-19 vaccine education

- Provider training, Weill Cornell
- St Gabriel's Episcopal Church, Brooklyn, NY
- Elim Restoration Church of God, Brooklyn, NY
- Timothy Baptist Church, Brooklyn, NY
- The House of the Lord Churches (Brooklyn, NY and Oberlin, OH)
- Women's Housing and Economic Development Corporation (*WHEDco*)
- Town Hall with Congresswoman Nydia Velazquez
- Old Girls Association of Queens College, Nigeria
- The Ministry of Health and Well Being of the House of the Lord Churches, Brooklyn, NY
- Christ Temple Church
- The Equity Project Charter School, New York, NY
- Cornell University: eCornell Covid-19 training course (available at <https://ecornell.cornell.edu/keynotes/overview/K021121b/>)
- Church of Jesus Christ of Latter Day Saints, Jamaica, Queens, NY
- Northeast/Caribbean AIDS Education and Training Center
- Association to Benefit Children, New York, NY
- Neighborhood Coalition for Shelter, Inc., New York, NY
- Brooklyn Dreams Charter School, Brooklyn, NY
- Community Board 1, Quality of Life, Health and Human Resources Subcommittee, Queens, NY
- Nu Beta Sigma Alumni Chapter, Queens, NY
- Pace University
- Sisters Network: African American Breast Cancer Survivors Network, Brooklyn, NY
- Brooklyn Public Library
- Latino Commission on AIDS (Covid panel)
- NY Public Library



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METROFOCUS

METROFOCUS: Marc

03/16/2021 | 28m 26s | CC

+ My List

Tonight our Chasing the Dream initiative opportunity in America takes us to the B nonprofits and the medical community a and provide accurate information about

Aired: 03/16/21 | Rating: NR

MetroFocus is a local public television program presented by THIRTEEN.

More Episodes >

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The Conversation/ La conversacion





COVID-19 Community Education Empowerment Program

A Virtual Internship for STEM
College Students



The COVID-19 Community Education Empowerment Program, a collaboration of New York City medical schools, will recruit underrepresented in medicine, first generation, and disadvantaged college and gap year students interested in medical and health careers to learn about COVID-19 and disparities, vaccine science, the roles of medicine and public health, and strategies for community education and empowerment.

Steering committee:

Dr. Susana Morales, Weill Cornell
Dr. Lynne Holden, Einstein and Mentoring in Medicine
Dr. Gary Butts, Mount Sinai
Dr. Joseph Osborne, Weill Cornell
Dr. Carla Boutin-Foster, SUNY Downstate
Dr. Joseph Ravenell, NYU
Dr. Hilda Hutcherson, Columbia

Curriculum will include

- ✓ Virology and Pandemics
- ✓ COVID Biology and Prevention
- ✓ COVID 19, Disparities and Ripple Effects
- ✓ Effects of COVID
- ✓ How the Immune System Works
- ✓ How Vaccines Work
- ✓ COVID 19 Vaccine
- ✓ Vaccine Hesitancy
- ✓ Communication with Role Playing
- ✓ Reliable Resources/Public Health and Access
- ✓ Capstone Presentation

Two cohorts

Saturdays in March-May 2021, 10am-3pm EST

- ✓ Cohort 1: 3/27, 4/10, 4/17, 4/24
- ✓ Cohort 2: 5/1, 5/8, 5/15, 5/22

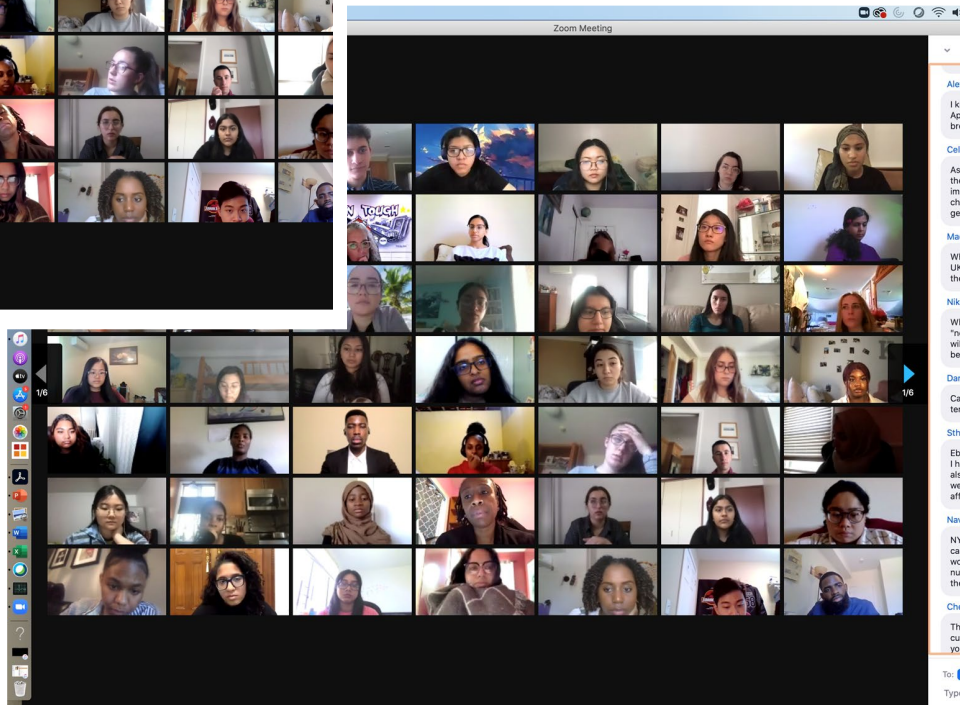
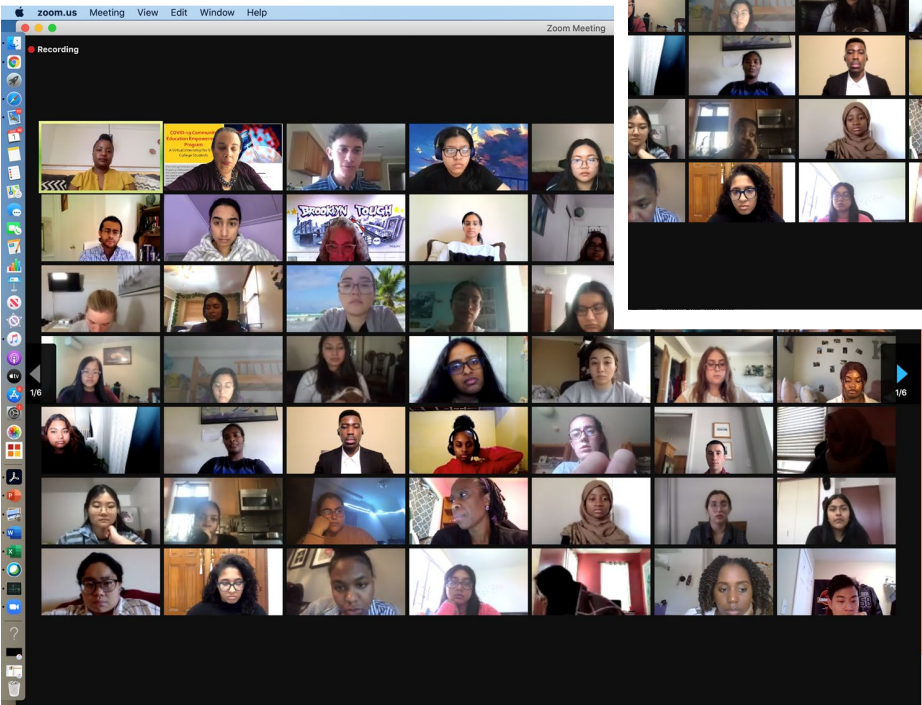
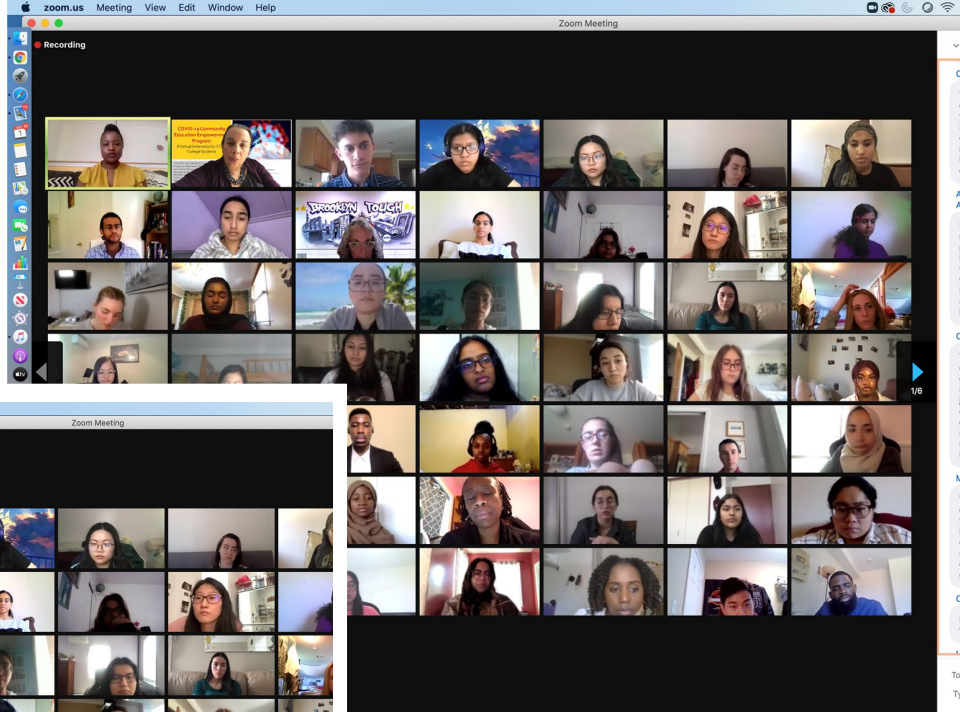
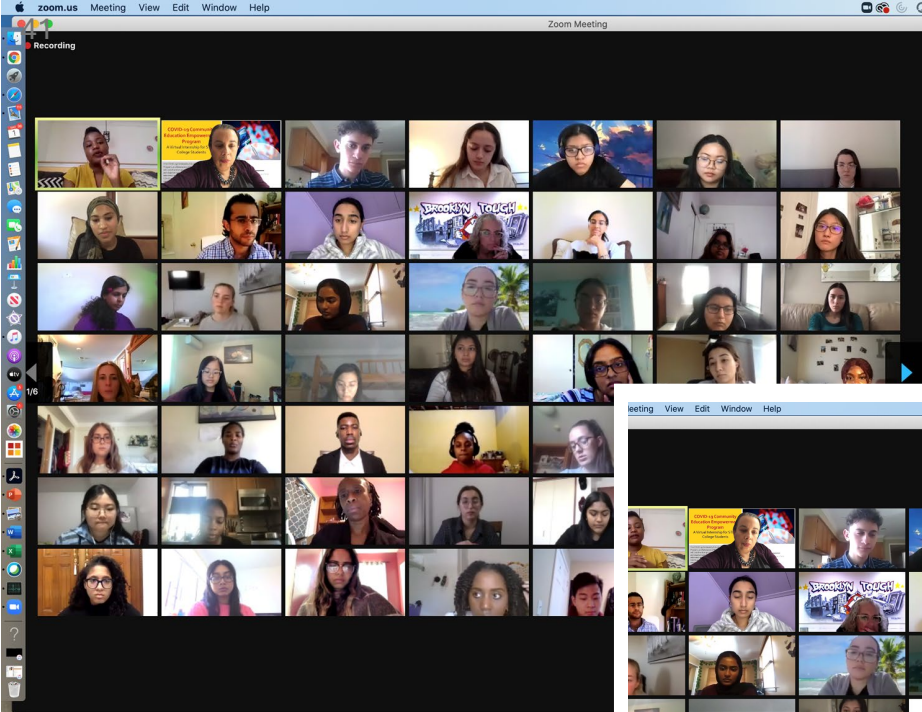
Apply now!

Brief application link here! Deadline: March 19th at 11:59 PM EST
For more information, contact us at vaccineempowermentprogram@gmail.com.



COVID-19 STEM COMMUNITY EDUCATION AND EMPOWERMENT INTERNSHIP STEERING COMMITTEE





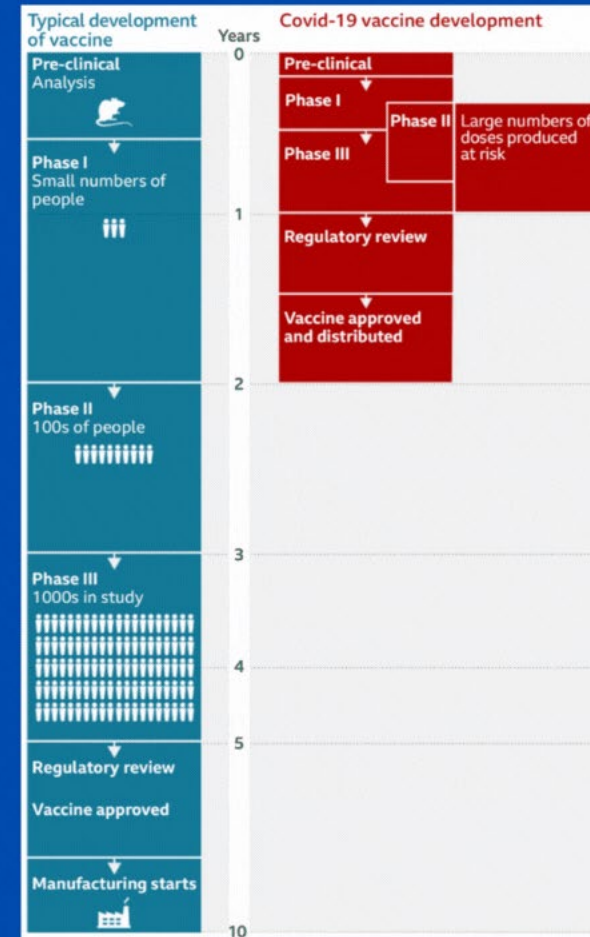
The vaccines were definitely tested and continue to be tested

The COVID-19 vaccines still went through the **three phases** in clinical trials that vaccines go through to receive approval.

Many volunteers were **recruited** to participate in different phases of the clinical trials.

Some phases overlapped or took place at the same time as others but **still covered the same questions of effectiveness.**

Development also took a shorter amount of time due to the declared **state of emergency** of the pandemic!



When 700,000 people lost their jobs in March 2020 in the US, 60 percent were women, nearly half being Black and Hispanic.

70 percent of healthcare workers globally are women, and 73 percent of them have been infected COVID-19.

WE CAN DO IT



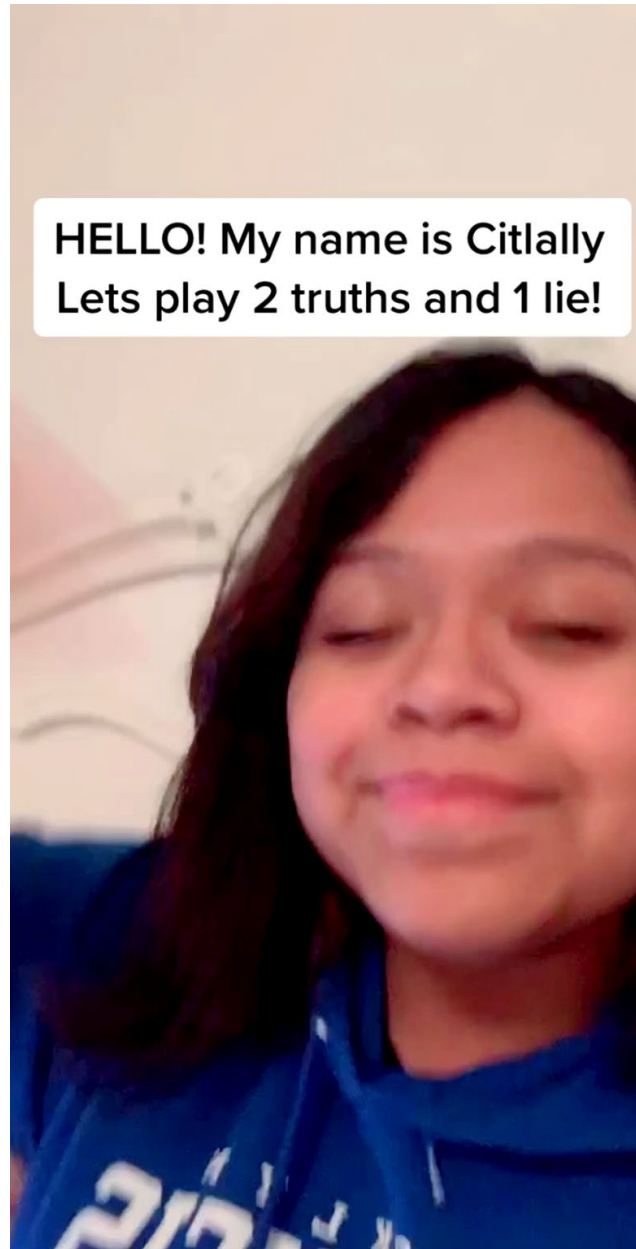
**LET'S BEAT
COVID-19
TOGETHER**

63 percent of those vaccinated are women, yet 60 percent of those women are white

As access issues are addressed, let's prioritize our future and protect ALL women!

**GET YOUR
COVID-19
VACCINE NOW!**

HELLO! My name is Citlally
Lets play 2 truths and 1 lie!





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**Closing thoughts
and thanks**