

Internal Medicine Education Advisory Board (IMEAB) Meeting
Tuesday, January 31, 2023
3:00 p.m. - 4:30 p.m. EST
Virtual Meeting

Participants

John Andrews, MD	Christopher A. Feddock, MD, MS	Jerry Vasiliadis, PhD
Eric B. Bass, MD, MPH, FACP	Leonard S. Feldman, MD, FACP,	Tracy Wallowicz, MLS
Alfred Paul Burger, MD, MS,	FAAP, SFHM	
FACP, SFHM	Beth Gallagher	<i>AAIM Staff:</i>
Robert Cain, DO, FACOI, FAODME	John R. Gimpel, DO, M.Ed.,	Hanan Abdulahi, MPH
Karen Caruth, MBA	FACOF, FAFAP	Margaret A. Breida, MS
Davoren A. Chick, MD, FACP	Lisa Howley, PhD, M.Ed.	Michael Kisielewski, MA
Antoinette Crockrell	Daniel Jurich, PhD	Valerie O
Bergitta E. Cotroneo, FACMPE	Furman McDonald, MD, MPH	
Kristan Davis	Cheryl W. O'Malley, MD	
Laura Edgar, EdD, CAE	Polly E. Parsons, MD	
Susan M. Enright, DO	William W. Pinsky, MD	

Welcome and Introductions

Polly E. Parsons, MD, welcomed participants. Robert Cain, DO, FACOI, FAODME, President and CEO of the American Association of Colleges and Osteopathic Medicine (AACOM), and John R. Gimpel, DO, M.Ed., FACOF, FAFAP, President and CEO of the National Board of Osteopathic Medical Examiners (NBOME), were introduced.

Edits or comments to the September 13, 2022 meeting draft minutes should be sent to Valerie O. Moved and seconded to approve the draft minutes. Approved.

The Coalition for Physician Accountability (CoPA) recommendations adhered to a set of guiding principles that gave primacy to the public good and championed diversity, equity, and inclusion (DEI). In today's social, economic, political, and wellness landscape, it is imperative that tenets of DEI are imbedded into the framework all current and future initiatives. Five organizations were invited to share projects, programs, and other initiatives being undertaken in their respective organization to address these important topics.

National Board of Medical Examiners (NBME)

- Developing learning opportunities and resources for staff and maintaining a positive organizational culture. Some highlights:
 - Increasing staff diversity through broadening recruitment candidate pool.
 - DEI listening sessions through one-on-one sessions between employee and DEI Director.
 - DEI Mentoring Program Pilot for women and under-represented racial and ethnic staff members.
- Demonstrating commitment to DEI through efforts that impact the Philadelphia community, medical education, and the assessment communities. Some highlights:

- The Equity in Measurement and Assessment Conference's goal is to promote equity in measurement practices and drive sustained change in medical education assessment.
- The Patient Characteristics in USMLE Advisory Panel reviews representation across exams and evaluates specific items.
- Deepening relationships with various communities to advance education and research in assessment science and medical education, provide resources to support traditionally underserved learners, and by supporting capacity building and resources for pathway programs and initiatives.

Accreditation Council for Graduate Medical Education (ACGME)

- The *ACGME Equity Matters* Program includes modules, learning communities, an online resource library, and a textbook. The program last 18 months and is comprised of monthly meeting and ends with a Capstone project. It provides educational and professional development tools to enact change in the clinical learning environment.
- The *History of Racism in US Health Care* took place on February 7, 2023 and is part of the National Health Equity Grand Rounds series. The root causes of present-day health inequities were highlighted by tracing the social, economic, political, geographic, and environmental forces that shape opportunities for health in the US.
- The Barbara Ross-Lee, DO, DEI Award was established to recognize accredited sponsoring institutions, programs, and specialty organizations working to diversify the under-represented physician workforce and create inclusive workplaces.

American Board of Internal Medicine (ABIM)

- In 2020, ABIM pledged to oppose systems and policies that cause harm to patients and disproportionately affect communities of color.
- ABIM's *DEI Strategy* shares the organization's commitment to address disparities in healthcare, fostering inclusivity in the workplace, and developing metrics to gauge success. ABIM has several initiatives in place, spanning the course of three years, to address the goals outlined in the document.
- A dedicated webpage has been developed for diplomats to learn more about their work. The site complies with the American Disabilities Act and will undergo updates to meet the needs of the visually impaired community.
- ABIM is taking strides to integrate health equity content in its exams and in its assessment blueprints (i.e., health care disparities and social determinants of health that cause differences in morbidity and mortality).
- Research on race and ethnicity identifiers are ongoing.

Association of American Medical Colleges (AAMC)

- The *Constructing an Equitable Learning Environment* is a web-based compendium of resources that support an anti-racist, inclusive, and equity-centered learning environment.
- A national study was recently completed in collaboration with the AAMC's Council of Deans (CoD) that assessed DEI in medical schools. The [report](#) details the results of AAMC-member medical schools that completed the *Diversity, Inclusion, Culture, and Equity (DICE) Inventory*.
- Resources were developed to help members address systemic racism and advance gender equity: [DICE Inventory](#) and the [Foundational Principles of Inclusion Excellence \(FPIE\) Toolkit](#).

Intealth/Educational Commission for Foreign Medical Graduates (ECFMG)

- IMGs are active residents in specialty training programs and subspecialty programs. Further, they comprise a quarter of the US physician workforce.

- The diversity of IMGs contributes to US GME because they hail from and understand various cultures and religious backgrounds, which are particularly impactful in palliative care; have experience with global disease and treatment modalities; and broaden the cultural competencies of their US peers.
- Studies have shown that IMGs performed best overall, with the lowest rate of patient mortality.
- IMGs fill specialty and geographic gaps, practicing in under-served areas of the US.
- ECFMG Certification assists IMGs to study and practice in the US. Its pathways ensure that IMGs meet the clinical skills and language proficiency requirements for certification, following the suspension of the Step 2 CS.
- IMGs experience unique well-being challenges. It is important to recognize their value and contributions, create inclusive environments, provide leadership opportunities, and create a platform through which they can share and teach.

Open Discussion Highlights

- Consider how ranking systems impact the medical education community. Is this fair or does it escalate “academic privilege”? To note, ACGME does not comment on *US News and World Report’s* rankings.
- How do we ensure that other groups are universally recognized? If we consider self-identification as the answer, does this mean open text or increased options to select gender, race, ethnicity, etc.?
- Reconsider how we develop job descriptions. Perhaps using “and” as opposed to “or” could help. People are multi-dimensional, hailing from diverse backgrounds and experiences.
- As we examine what success looks like in the DEI space, we may want to consider disaggregating data to really understand the full depth of diversity (or lack thereof) and if we are cultivating the proper environment for future physicians to thrive.
- Mental health cannot be understated. More work needs to be undertaken to ensure equitable treatment for all.