



NATIONAL NURSE PRACTITIONER RESIDENCY & FELLOWSHIP TRAINING CONSORTIUM

TRACK TWO:

Established Fellowship/Residency Programs:
Expansion and Sharing Best Practices

Workshop 2:

Best Practices in Recruitment of Diverse APP Fellows and
Residents

Presenters: **Vasco Deon Kidd**, DHSc, MPH, MS, PA-C, Director of Advanced Practice Providers, University of California Irvine;
Husayn Bin-bilal, PA-C, University of New Mexico, Department of Surgery

Moderator: **Radha Denmark**, MSN, FNP-C, Director of Advanced Practice Education and Professional Development,
University of New Mexico

Time: 2:30-3:45pm

Best Practices in Recruitment of Diverse APP Fellows and Residents: Where we stand today?

Vasco Deon Kidd, DHSc, MPH, MS, PA-C
Associate Clinical Professor
Dept of Orthopaedic Surgery
Director of Advanced Practice Providers
University of California Irvine (UCI Health)

Husayn Bin Bilal, MS, PA-C
Health Subcommittee Chair for the Racial Justice Advisory Committee
for the Governor of The State of New Mexico

Objectives

- Describe the challenges and opportunities faced by APP postgraduate programs in recruiting diverse applicants.
- Describe a clear, intentional, and personalized strategy for advancing and measuring diversity and equity initiatives in APP postgraduate education.
- Describe, identify, and analyze the ways in which adopting a holistic admission process may help improve racial and ethnic diversity in APP postgraduate education.

AMSA Diversity Statement

- The lack of diversity of medical students, coupled with ineffective cultural competency education, continues to produce training and treatment environments that are biased, intolerant and contributory to health disparities (AMSA).

Diversity in Healthcare

- Underrepresented minority physicians are more likely to serve in areas with a physician-shortage and serve underserved groups, including minorities, low-income individuals, and the uninsured.

Research Studies

- African-American women with breast cancer are **67 percent** more likely to die from the disease than are Caucasian women.
- The mortality rate for African-American infants is almost **2.5 times greater** than it is for white children.
- Hispanic and African American youth are **substantially more likely** to die from diabetes than white populations.
- Even when controlling for access-related factors, such as patients' insurance status and income, some racial and ethnic minority groups are still more likely to receive lower-quality health care.

Medical School Acceptance Rates

- Asian - **Accepted:** 44% (Matriculated: 43%)
- African American - **Accepted:** 41% (Matriculated: 40%)
- Latinx - **Accepted:** 47% (Matriculated: 46%)
- White - **Accepted:** 45% (Matriculated: 43%)
 - Asian, Latinx, and White—who were accepted at higher rates whereas African American students have a markedly lower acceptance rate.

Diversity in Physician Assistant Education

According to the PAEA (2017):

- 75.5% of first-year PA students are Caucasian compared to 63.7% of the U.S. general population
- 3.4% of first-year PA students are African American compared to 12.2% of the U.S. general population.
- 7.4% of first-year PA students are Hispanic compared to 16.3% of the U.S. general population.

State of Diversity Among Applicants and Matriculates

STATE OF DIVERSITY AMONG PA FACULTY AND MATRICULANTS (Comparison report)

- When compared to the national population, both faculty and matriculants are less diverse, as both populations are overwhelmingly white and non-Hispanic. These findings may suggest a need for PA programs to assess their recruitment, admissions, and hiring practices and the impact of these practices on the profession's diversity.

Racial and Ethnic Breakdown of APRNs

	US population	NPs and NMS
White	73.3%	85.7%
Latinx	17.3%	3.4%
Black	12.6%	6.6%
Asian	5.2%	5.8%
Multi-ethnic	3.1%	1.2%
Native American	0.8%	0.3%

2017 census data

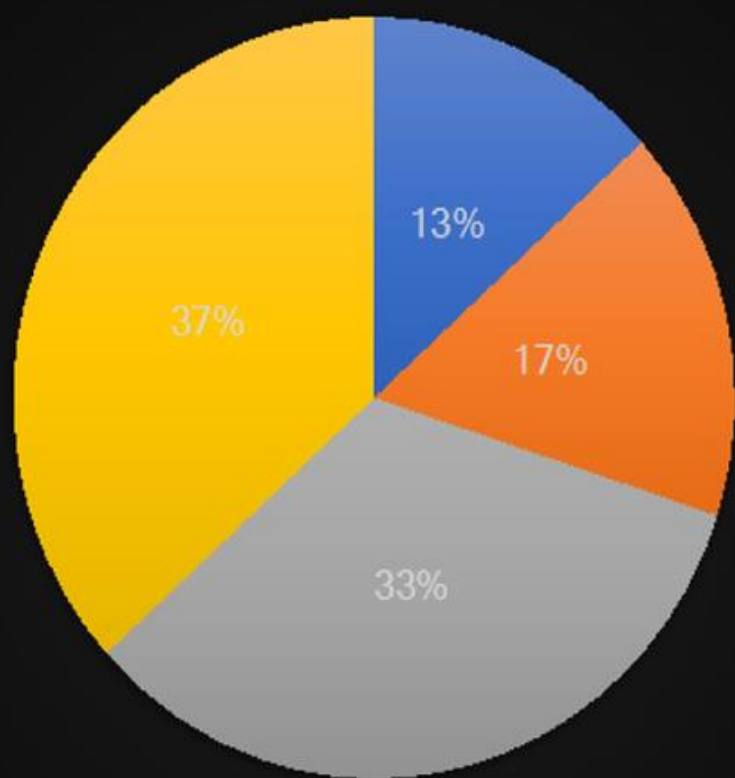
Diversity in Postgraduate APP Education

- There is NO research on diversity and inclusion efforts in APP postgraduate education
- There is NO consensus data on interview, selection, and admission best practices for APP postgraduate education programs
- There still remains a lack of understanding about the utility of APP postgraduate programs within organized medicine.
- Most programs are small in number (some accepting 1-3 residents per class)
- Less than 1% of PA graduates in any year attend a postgraduate program.
- To date, very few formal APRN residency or fellowship transition programs exist.

Competency framework in Postgraduate APP Education

- Despite published studies, there is no standard competency framework in use for PA/NP residency and fellowship programs in the United States.

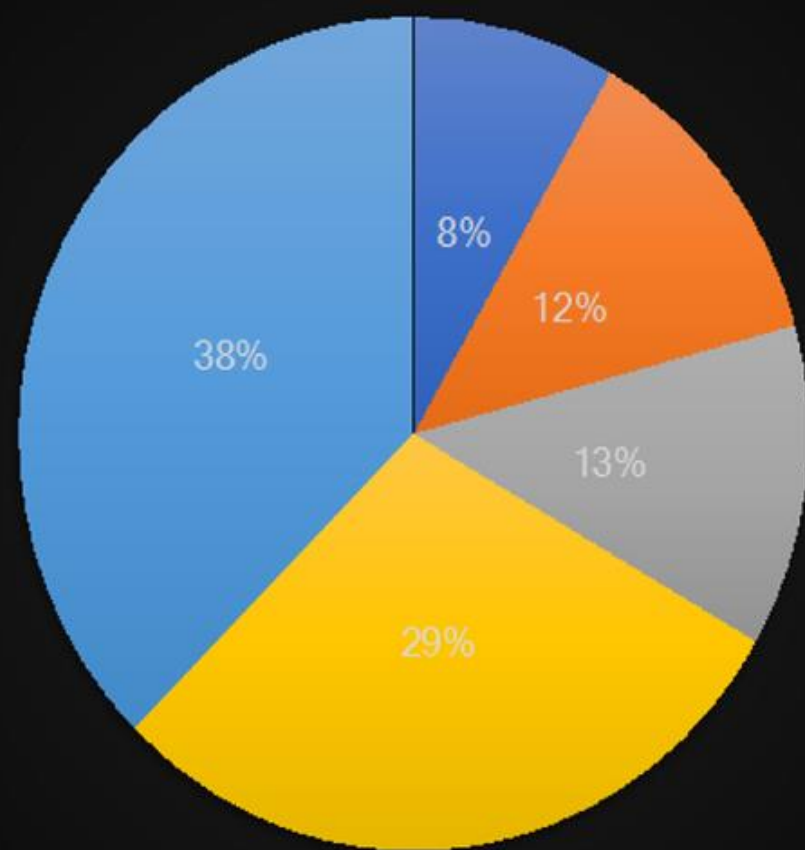
PA Postgraduate Program Administrative Support



- No administrative support
- Full time
- Part-time (<1 FTE)
- Shared support with other education programs

Total respondents = 30

PA Postgraduate Program Organizational Alignment



- Office of Education
- Medical Group
- Office of Advanced Practice
- Graduate Medical Education/ACGME
- Clinical Department

Total respondents = 24

Diversity Gap in Medical Education

- Medical residency programs lack institutionalized systems to promote diversity and rely on minority residents to fulfill these tasks.
- Minority residents routinely experience racial/ethnic bias at work and are reluctant to report it to their programs.
- There remains a significant minority population-education gap in terms of URM learner presence in all health professional programs.

Closing the Diversity Gap

- Expanding awareness of career opportunities to populations underrepresented in the field.
- Recruiting a diverse pool of applicants, and providing training that equips future PAs/NPs to provide care with consideration for patient diversity.
- Increasing diversity among the faculty in postgraduate education
- Marketing to HBCUs-(There are over 220,000 students enrolled at HBCUs from 107 institutions, around half of which are made up of public colleges and universities).

DEI: DO's and DON'T's

- Articulate your vision for inclusive excellence to all internal and external stakeholders
- **DON'T** Assume every person of color is an expert or wants to be an ambassador for diversity. Some people of color believe that having conversations about **race**, **racism**, and **implicit bias** will put them at risk for possible termination, alienation, or loss of future opportunities.
- Faculty diversity is just as important as trainee diversity
- **WATCH OUT** for covert acts of microaggressions and biases among selection committee members.
- Align your programmatic and institutional DEI goals.

Helping to improve the Diversity Gap

- Getting buy-in from PA and NP program faculty
- Providing preceptorship opportunities for PA/NP students
- Fellow/resident town halls
- Capstone community projects
- Post professional doctorate degree options
- Website testimonials

Helping to improve the Diversity Gap

- Diversity Pipeline: There remains a minority population-education gap in medical schools and residency programs.
- How would APP postgraduate programs incorporate a diversity pipeline in their admission process?
- Is there enough diverse applicants applying to your program?

Helping to improve the Diversity Gap

- Most programs (88%) draw on a national applicant pool with the remainder relying on regional or local applicants.
- Arrowhead Regional Medical Center recruits diverse applicants. Lessons learned!



ARC-PA Diversity Standard (3rd edition standards-Postgraduate PA Programs)

- Increasing Diversity in PA Postgraduate PA Programs
- **B1.11-** The curriculum must include instruction to prepare the PA trainee to provide medical care to patients from diverse populations
- **B1.12-** The curriculum must include instruction that addresses disparities in the health status of people from diverse racial, ethnic, and culture background.

Setting Diversity Goals

- What are your programmatic diversity goals & how are you working to achieve them?
- Is there PA/NP fellows involved in the admission process?
- How is success being measured?
- What challenges has your program faced in implementing changes aimed at promoting greater ethnic and racial diversity?
- What results have been achieved so far?
- What can you do better?

Holistic Selection Process

- Mission/vision statement that discusses your approach to diversity
- Implicit/explicit bias training
- Diversify the selection committee and ensure equity in the selection of candidates
- Diversity advisory committee (internal and external stakeholders)
- Office of Equal Opportunity and Diversity (OEOD) and human resource business partner
- Developing an APP Admission Dashboard

Medical School Admission Dashboard- Duke University (example)



Making The Business Case For Diversity in APP Postgraduate Education

- PA/NP post-graduate training programs may provide value to the sponsoring institution in terms of diversified recruitment, retention of staff, interprofessional collaboration, and professional development opportunities, including teaching and assessment of postgraduate PA trainees.
- Student pipeline and internship programs that enhance recruitment of underrepresented minorities can support culturally competent care and facilitate access to care.

Questions????

References

- **Kidd VD**, Vanderlinden S, Hooker RS. A National Survey of postgraduate physician assistant fellowship and residency programs. *BMC Med Educ.* 2021;21(1):212. Published 2021 Apr 14. doi:10.1186/s12909-021-02613-y
- **Kidd VD**, Hooker RS. Postgraduate Programs in Orthopaedic Surgery for Physician Assistants and Nurse Practitioners. *Orthop Nurs.* 2021 Jul 2. doi: 10.1097/NOR.0000000000000772. Epub ahead of print. PMID: 34269325.
- Osseo-Asare A, Balasuriya L, Huot SJ, et al. Minority Resident Physicians' Views on the Role of Race/Ethnicity in Their Training Experiences in the Workplace. *JAMA Netw Open.* 2018;1(5):e182723. Published 2018 Sep 7. doi:10.1001/jamanetworkopen.2018.2723

References

- Marrast LM, Zallman L, Woolhandler S, Bor DH, McCormick D. Minority physicians' role in the care of underserved patients: diversifying the physician workforce may be key in addressing health disparities. *JAMA Intern Med.* 2014 Feb 01;174(2):289-91. [[PubMed](#)]
- Laurencin CT, Murray M. An American Crisis: the Lack of Black Men in Medicine. *J Racial Ethn Health Disparities.* 2017 Jun;4(3):317-321. [[PMC free article](#)] [[PubMed](#)]
- Moy E, Bartman BA. Physician race and care of minority and medically indigent patients. *JAMA.* 1995 May 17;273(19):1515-20. [[PubMed](#)]

References

- Urbanowicz J. APRN transition to practice: Program development tips. *Nurse Pract.* 2019;44(12):50-55. doi:10.1097/01.NPR.0000605520.88939.d1
- Kesten KS, Beebe SL. Competency frameworks for nurse practitioner residency and fellowship programs: Comparison, analysis, and recommendations [published online ahead of print, 2021 Mar 19]. *J Am Assoc Nurse Pract.* 2021;10.1097/JXX.0000000000000591. doi:10.1097/JXX.0000000000000591
- Clayborne EP, Martin DR, Goett RR, Chandrasekaran EB, McGreevy J. Diversity pipelines: The rationale to recruit and support minority physicians. *J Am Coll Emerg Physicians Open.* 2021;2(1):e12343. Published 2021 Jan 2. doi:10.1002/emp2.12343
- <https://medschool.duke.edu/education/student-services/office-admissions/admissions-process/admissions-statistics>

References

- <https://www.shemmassianconsulting.com/blog/medical-school-acceptance-rates-by-race>
- <https://www.nursepractitionerschools.com/resources/diversity-in-advanced-nursing/>
- http://www.arc-pa.org/wp-content/uploads/2020/11/Postgrad-Standards-3rd-ed_FINAL7.20.pdf
- [Diversity in PA Education, 2017: https://paeaonline.org/wp-content/uploads/imported-files/GR-diversity.pdf](https://paeaonline.org/wp-content/uploads/imported-files/GR-diversity.pdf)

Holistic Admissions Review

4 principles

- 1. Selection criteria are broad-based, clearly link to school-specific mission and goals, and promote diversity as essential to achieving institutional excellence.
- 2. A balance of Experiences, Attributes, Competences, and Metrics assessment is applied across the applicant pool.
- 3. Admissions staff and committee members give individualized consideration to how each applicant may contribute to the medical school learning environment AND practice of medicine, weighing and balancing the range of criteria needed in a class to achieve the outcomes desired by the school.
- 4. Race and ethnicity may be considered as factors when making admission-related decisions only when aligned with mission-related educational interests and goals associated with student diversity AND when considered among a broader mix of factors, which may include personal attributes, experiential factors, demographics, and other considerations.

Principle 1

1. Selection criteria are broad-based, clearly linked to school-specific mission and goals, and promote diversity as essential to achieving institutional excellence.

Principle 1

School name	Mission statement
Morehouse School of Medicine	With emphasis on people of color and the underserved urban and rural populations in Georgia, the nation, and the world, Morehouse School of Medicine exists to: improve the health and well-being of individuals and communities; increase the diversity of the health professional and scientific workforce, and; address primary healthcare needs through programs in education, research, and service.
Meharry Medical College	Meharry Medical College is an academic health sciences center that exists to improve the health and health care of minority and underserved communities by offering excellent education and training programs in the health sciences. True to its heritage, Meharry places special emphasis on providing opportunities for people of color, individuals from disadvantaged backgrounds, and others regardless of race or ethnicity; delivering high quality health services; and conducting research that fosters the elimination of health disparities.
Howard University	Howard University College of Medicine provides students of high academic potential with a medical education of exceptional quality and prepares physicians and other health care professionals to serve the underserved. Particular focus is on the education of disadvantaged students for careers in medicine. Emphasis is placed on developing skills and habits of life-long learning and producing world leaders in medicine. Special attention is directed to teaching and research activities that address health care disparities. The College also seeks to improve the health of America and the global community through public health training programs and initiatives. Our mission also includes the discovery of new knowledge through research. Lastly, the College supports the education and training of postgraduate physicians, other health care providers, and graduate students in the biomedical sciences.
East Carolina University	To increase the supply of primary care physicians to serve the state; to improve the health status of citizens in eastern North Carolina; to enhance the access of minority and disadvantaged students to a medical education.
University of New Mexico	The mission of The University of New Mexico School of Medicine is to advance the health of all New Mexicans by educating and increasing the diversity of health professionals, leaders and scientists; providing outstanding and compassionate medical care; advocating for the health of all New Mexicans and pursuing new knowledge and excellence of practice.

Mission Statement

- Mission statements mean something.
- A Study sought to compare how increasing minority student representation factored into mission statements, statements of values, and strategic action plans at top research-oriented US medical schools and US medical schools with a social mission. A Web search was performed to locate three documents for each medical school: the mission statement; a statement of values; and a strategic plan.
- Schools with a mission statement that addressed increasing representation of underrepresented minority students in the medical schools had a higher proportion of those graduates during 2015–2019 (median 66%; IQR 28%, 68%) compared to schools that did not address this in their mission statement (median 10%; IQR 6%, 13%; $p = 0.003$)

Principle 2

2. A balance assessment of Experiences, Attributes, Competences, and Metrics is applied across the applicant pool by:

- assessing applicants with the intent of creating a richly diverse interview, selection pool, and student body.
- grounded in *data* that provides evidence supporting the use of *selection criteria* beyond grades and test scores.
- This requires determining what qualities make an ideal candidate, why these qualities matter (evidence based), how you plan to measure these qualities, and has this change in admission process lead to desired outcome (data driven)?
- Begin with the end in mind

Attributes, Experience, Competencies, and Metrics

Attributes

When considering demographic attributes, consider those that might result in more diverse perspectives, contribute to educational excellence, and help the school fulfill its mission and goals.

① Criteria	② Importance of criteria to interview invitation			
	Not important	Somewhat important	Important	Very important
Geography				
Ethnicity				
Gender identity				
Faith				
Problem solving				
Critical reasoning				
Written communication				
Citizenship or residency status				
Sex				
Age				
Reliability and dependability				
Race				
Sexual orientation				
Initiative				
Socioeconomic status				
Compassion				
Teamwork				
Cultural competence				
Service orientation				
Motivation for medical career				
Resilience and adaptability				
First generation college student				
Personal interests				
Intellectual curiosity				
Maturity				
Languages spoken				
Perspectives				
Leadership				
Values and beliefs				
Integrity and ethics				

Attributes, Experience, Competencies, and Metrics

Metrics

① Criteria	② Importance of criteria to interview invitation			
	Not important	Somewhat important	Important	Very important
MCAT scores				
Cumulative undergraduate GPA				
Undergraduate BCPM GPA				
Grade trends				
Post-baccalaureate GPA				
Letters of recommendation				

Attributes, Experience, Competencies, and Metrics

Experiences

① Criteria	② Importance of criteria to interview invitation			
	Not important	Somewhat important	Important	Very important
Life experiences				
Community service				
Educational background				
Experience with medically underserved communities				
Research experience				
Experience in medically underserved areas				
Healthcare experience				
Leadership roles				
Distance traveled				

Attributes, Experience, Competencies, and Metrics

Selection Criteria

EXPERIENCES

1. Criterion:

Definition: *How do you define it?*

Assess: *What evidence will satisfy this requirement? Do my current recruitment and selection materials allow me to assess this criterion? What, if any, changes are needed?*

2. Criterion:

Definition: *How do you define it?*

Assess: *What evidence will satisfy this requirement? Do my current recruitment and selection materials allow me to assess this criterion? What, if any, changes are needed?*

Data for selection criteria

- The literatures supports the benefits of diversity in learning environments.
- Using local or institutional data to illustrate how your institution/community might benefit from greater diversity.
- Support use of selection criteria with this data, the mission statement, intuitional values, and goals.

Principle 3

- Admissions staff and committee members give individualized consideration to how each applicant may contribute to the medical school learning environment AND practice of medicine, weighing and balancing the range of criteria needed in a class to achieve the outcomes desired by the school.

Diversity

- In this study, white students within the highest quintile for proportion of underrepresented minority (URM) students, were more likely to rate themselves as highly prepared to care for minority populations than those in the lowest diversity quintile (61.1% vs 53.9%, respectively; $P < .001$; adjusted odds ratio [OR], 1.33; 95% confidence interval [CI], 1.13-1.57).
- White students in the highest URM quintile were also more likely to have strong attitudes endorsing equitable access to care (54.8% vs 44.2%, respectively; $P < .001$; adjusted OR, 1.42; 95% CI, 1.15-1.74).

Principle 4

- Race and ethnicity may be considered as factors when making admission-related decisions only when aligned with mission-related educational interests and goals associated with student diversity **AND** when considered among a broader mix of factors, which may include personal attributes, experiential factors, demographics, and other considerations.

Supreme Court Cases

- The use of race as factor has been upheld several times in the supreme court.
- Regents v Bakke, Grutter v Bollinger, Fisher v University of Texas.
- Race does have to be used in a narrow context AND among other factors.
- Race does have to have a Compelling Indication for use.
- Use of race as a factor is prohibited in some states (Washington, New Hampshire, Arizona, Nebraska, Michigan, California, and Florida)

Scoring System Data

- In one study, a Holistic Review Scoring Model was used to determine how many factors were being used by schools that self identified as using holistic admissions review.
- 1. Does the institution evaluate applicant criteria related to specific mission or goals of the school (e.g. primary care, research mission, global health, urban or rural focus) 2. Does the institution have a mission statement for admissions that includes diversity. 3. Does the institution consider non-academic criteria as well as academic metrics such as GPA and test scores in the initial screening process. 4. By what means and to what extent does the institution evaluate non-academic criteria related to student background or experience in the initial screening (e.g. first-generation status, socioeconomic status, gender, race, foreign language ability, community of origin). 5. Does the institution select students from the waitlist by characteristics related to school's mission or goals. 6. Does the institution provide training for the admissions committee related to school mission and/or diversity
- Many Elements 8-10, Some elements 4-7, Few or none 0-3.
- Many Elements Increased Diversity by 81%, Some elements by 67%, few to none 60%. Was unchanged in 16%, 32%, and 40% respectively.

In conclusion

- Holistic admissions process should be: 1. Mission-driven 2. Strategically focused 3. Acknowledges diversity as essential to institutional excellence 4. Informed by local/institutional data.
- Only part of the process! Process needs to be integrated across outreach, recruitment, financial, Faculty, retention, and curriculum.
- I encourage you to review AAMC Site for further information [Holistic Review | AAMC](#).

Further Resources

- [Holistic Admissions Tool Kit \(aacnnursing.org\)](http://aacnnursing.org)
- [Holistic Admissions | UW Graduate School \(washington.edu\)](http://washington.edu)
- [Practicing Holistic Review in Medical Education 102220.pdf \(ucsf.edu\)](http://ucsf.edu)

Questions???

References

- Addams AN, Association of American Medical Colleges. *Roadmap to Excellence: Key Concepts for Evaluating the Impact of Medical School Holistic Admissions*. Association of American Medical Colleges; 2013.
<https://books.google.com/books?id=PqGrwwEACAAJ>
- Addams AN, Association of American Medical Colleges. *Roadmap to Excellence: Key Concepts for Evaluating the Impact of Medical School Holistic Admissions*. Association of American Medical Colleges; 2013.
- Campbell KM, Tumin D (2021) Mission matters: *Association between a medical school's mission and minority student representation*. PLoS ONE 16(2): e0247154.
<https://doi.org/10.1371/journal.pone.0247154>

References

- Saha S, Guiton G, Wimmers PF, Wilkerson L. *Student Body Racial and Ethnic Composition and Diversity-Related Outcomes in US Medical Schools*. *JAMA*. 2008;300(10):1135–1145.
doi:10.1001/jama.300.10.1135
- Urban Universities for HEALTH. *Holistic Admissions in the Health Professions: Findings from a National Survey*. Washington, DC: Urban Universities for HEALTH; 2014.