

LEADERSHIP AND WORKFORCE DIVERSITY

Books

Case Studies in Diversity: Managing and Educating a Diverse Healthcare Workforce. Washington, DC: Association of University Programs in Health Administration, 2002.
Compilation of articles on various aspects of health care workforce diversity.

Galanti, G. *Orienting Foreign-born Nurses to Work Effectively in American Hospitals: A Training Manual for Health Educators.* Oakland, CA: SupportForNurses.com, 2007.
Tool to train foreign-born nurses to work and adapt successfully to an American health care environment.
<http://www.supportfornurses.com/orienting-foreign-born-nurses-to-work-effectively-in-american-hospitals-a-training-manual-for-health-educators/>

Smedley, B. D., Butler, A. S., and Bristow, L. R., eds. *In the Nation's Compelling Interest: Ensuring Diversity in the Health Care Workforce.* Washington, DC: National Academies Press, 2004.
Institute of Medicine report explores the benefits of greater racial and ethnic diversity in the health professionals workforce and identifies institutional and policy-level mechanisms to implement strategies that address current disparities.
<http://www.nap.edu/openbook.php?isbn=030909125X>

Reports

10 Years of Race/Ethnicity Data. Washington, DC: American Association of Colleges of Nursing, 2010.
Race/ethnicity data from AACN's annual survey on enrollment and graduation in baccalaureate and graduate degree programs in nursing is available online.
<http://www.aacn.nche.edu/IDS/pdf/EthnicityTbl.pdf>

Access Transformed. Building a Primary Care Workforce for the 21st Century. Bethesda, MD: National Association of Community Health Centers, Washington, DC: The George Washington University School of Public Health and Health Services, and Washington, DC: Robert Graham Center, Aug. 2008.
Discusses the importance of strengthening the primary care workforce as part of a strategy for reducing disparities.
<http://www.nachc.org/client/documents/ACCESS%20Transformed%20full%20report.pdf>

Addams, A. N., and others. *Roadmap to Diversity: Integrating Holistic Review Practices into Medical School Admission Processes.* Washington, DC: Association of American Medical Colleges, 2010.
Guidance for medical school admission staff and committees interested in integrating holistic review into their admission policies and processes with a goal of shaping a diverse medical school class.
https://services.aamc.org/publications/showfile.cfm?file=version157.pdf&prd_id=294&prv_id=365&pdf_id=157

Anti-Equal Opportunity Initiatives: Compromising Health and Diversity. Washington, DC: Association of American Medical Colleges, Health Professionals for Diversity Coalition, Jun. 2008
Issue brief on ballot initiatives aimed at eliminating race and gender-conscious programming for public, state-funded programs.
http://www.hpd-coalition.org/history/publications/issuebrief_june2008.pdf

Assessing Medical School Admissions Policies: Implications of the U.S. Supreme Court's Affirmative Action Decisions. Washington, DC: Association of American Medical Colleges, Sep. 2003.
Guidance for medical schools in implementing race-conscious/ethnicity-conscious admissions policies in response to U.S. Supreme Court rulings related to affirmative-action admissions policies.
https://services.aamc.org/publications/index.cfm?fuseaction=Product.displayForm&prd_id=75&prv_id=65

Castillo-Page, L. *Diversity in the Physician Workforce: Facts & Figures 2006.* Washington, DC: Association of American Medical Colleges, Summer 2006.
Detailed statistical information on the demographics and practice patterns of the physician workforce that has graduated from U.S. allopathic medical schools by age, race/ethnicity, and gender.
https://services.aamc.org/Publications/showfile.cfm?file=version79.pdf&prd_id=161&prv_id=191&pdf_id=79

Chapman, S., Waneka, R., and Bates, T. *Diversity in California's health professions: registered nursing.* San Francisco: UCSF Center for the Health Professions, Sep. 2008.
http://futurehealth.ucsf.edu/Content/29/2008-09_Diversity_in_Californias_Health_Professions_Registered_Nursing.pdf

Cohen, J. J. *Revisiting the Medical School Educational Mission at a Time of Expansion. Chairman's Summary of the Conference.* Charleston, SC: Josiah Macy, Jr. Foundation, 2008.
Report of a conference urges reform in medical school's educational model to give new physicians the right mix of competencies and experiences to practice medicine effectively. Increasing the diversity of the applicant pool is one of the top priorities identified.
http://www.josiahmacyfoundation.org/documents/Macy_MedSchoolMission_10_08.pdf

Coleman, A. L., and others. *Roadmap to Diversity: Key Legal and Educational Policy Foundations for Medical Schools.* Washington, DC: Association of American Medical Colleges, Mar. 2008.
Guidance to help medical schools establish and implement institution-specific, diversity-related policies that will advance their core educational goals with minimal legal risk.
https://services.aamc.org/Publications/showfile.cfm?file=version109.pdf&prd_id=219&prv_id=275&pdf_id=109

Dill, M. J., and Salsberg, E. S. *The Complexities of Physician Supply and Demand: Projections through 2025.* Washington, DC: Association of American Medical Colleges, Center for Workforce Studies, Nov. 2008.

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Within a broader discussion of the current and projected supply and demand for physicians, this report addresses racial and ethnic issues.

https://services.aamc.org/Publications/showfile.cfm?file=version122.pdf&prd_id=244&prv_id=299&pdf_id=122

Diversity in Medical Education: Facts and Figures 2008.

Washington, DC: Association of American Medical Colleges, Sep. 2008.

Provides detailed statistical information on race, ethnicity, and gender in medical education in the United States for the 2007 academic year. Also includes data related to the pre-college component of the education pipeline leading to the M.D. degree and other health sciences and health professions careers.

https://services.aamc.org/Publications/showfile.cfm?file=version120.pdf&prd_id=239&prv_id=295&pdf_id=120

The Diversity Research Forum: Exploring Diversity in the Physician Workforce: Benefits, Challenges, and Future Directions. Washington, DC: Association of American Medical Colleges, 2007. Presentations by a panel of researchers and funders on the impact of diversity in medicine and the implications of public policy on the ability of these efforts to create change.

https://services.aamc.org/Publications/showfile.cfm?file=version85.pdf&prd_id=190&prv_id=231&pdf_id=85

The Diversity Research Forum: Successfully Evaluating Diversity Efforts in Medical Education. Washington, DC: Association of American Medical Colleges, Oct. 2008.

Examines ways to successfully evaluate diversity efforts in medical education and the importance of evaluation design, implementation, and data collection.

https://services.aamc.org/Publications/showfile.cfm?file=version119.pdf&prd_id=240&prv_id=297&pdf_id=119

The Diversity Research Forum: Tools for Assessing and Measuring Diversity in Medical Education. Washington, DC: Association of American Medical Colleges, June 2006

Presentations by a panel of researchers on how diversity is assessed and measured in education research and how diversity may be measured in the future.

https://services.aamc.org/Publications/showfile.cfm?file=version61.pdf&prd_id=157&prv_id=187&pdf_id=61

Enhancing Diversity in the Nursing Workforce. Washington, DC: American Association of Colleges of Nursing, Mar. 17, 2010. Fact sheet on diversity in nursing.

<http://www.aacn.nche.edu/media/pdf/diversityFS.pdf>

Establishing a Culturally Competent Master's and Doctorally Prepared Nursing Workforce. Washington, DC: American Association of Colleges of Nursing, n.d.

Cultural competencies developed specifically for master's and doctoral nursing graduates.

<http://www.aacn.nche.edu/Education/pdf/CulturalComp.pdf>

Lee, P. R., and Franks, P. E. *Diversity in U.S. Medical Schools: Revitalizing Efforts to Increase Diversity in a Changing Context, 1960s-2000s.* San Francisco: Philip R. Lee Institute for Health Policy Studies, Mar. 2010.

Explores the changing policy context within the federal and state governments, and in selected medical schools, and how racial/ethnic diversity in medical schools was affected by these changes.

http://ihps.medschool.ucsf.edu/Research/diversity_report.aspx

Minorities in Medicine: An Ethnic and Cultural Challenge for Physician Training. Rockville, MD: Council on Graduate Medical Education, 2005.

Assesses the progress made in increasing the number and proportion of underrepresented minorities in medicine and strengthening cultural competency in physicians.

<http://www.cogme.gov/17thReport/17.pdf>

Minority Student Opportunities in United States Medical Schools. Washington, DC: Association of American Medical Colleges, Oct. 2009.

Provides data on the number of applicants, first-time applicants, matriculants, and graduates for each medical school by gender and race/ethnicity.

https://services.aamc.org/publications/index.cfm?fuseaction=Product.displayForm&prd_id=276&prv_id=337&cfid=1&cftoken=F9D01C10-E73F-1CFD-40FBFF444A662FA0

Missing Persons: Minorities in the Health Professions. Durham, NC: Duke University School of Medicine, Sullivan Commission on Diversity in the Healthcare Workforce, 2004.

Report of a commission established to make policy recommendations for systemic change to address the scarcity of minorities in health professions. Presents 37 separate recommendations.

<http://www.jointcenter.org/healthpolicy/docs/SullivanExecutiveSummary.pdf>

A Racial/Ethnic Comparison of Career Attainments in Healthcare Management: 2008. Chicago: American College of Healthcare Executives, 2009.

Updates data from surveys conducted in 1992, 1997, and 2002 to compare the career attainments of health care executives in various race/ethnic groups.

http://www.ache.org/PUBS/research/Report_Tables.pdf

The Registered Nurse Population: Initial Findings from the 2008 National Sample Survey of Registered Nurses. Rockville, MD: U.S. Department of Health and Human Services, Health Resources and Services Administration, 2010.

Cites data on the racial and ethnic distribution of the registered nurse population.

<http://bhpr.hrsa.gov/healthworkforce/rnsurvey/initialfindings2008.pdf>

Sequist, T. D. *Addressing Racial Disparities in Health Care: A Targeted Action Plan for Academic Medical Centers.* Washington, DC: Association of American Medical Colleges, Oct. 2009.

Report focuses on how academic health centers in the United States should commit to the goal of eliminating racial disparities in health care as part of their mission to preparing future generations of physicians to provide the highest quality care for the U.S. population.

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https://services.aamc.org/publications/showfile.cfm?file=version141.pdf&prd_id=272&prv_id=333&pdf_id=141

Smith, M. N. *Diversity and Discrimination in Healthcare: Results of a National Physician Survey*. Washington, DC: Association of American Medical Colleges, 2007.

Examines data related to the prevalence of perceived workplace discrimination personally experienced and witnessed by practicing physicians.

<https://www.aamc.org/workforce/pwrc07/2007annualmtgpdfs/panel/nunez%20smith.pdf>

Other Key Resources

AcademyHealth Minority Scholars Program.

Supports the professional development of underrepresented minorities in the field of health services research by underwriting the cost of travel and attendance to relevant meetings of AcademyHealth.

<http://www.academyhealth.org/Training/content.cfm?ItemNumber=4228&navItemNumber=1987>

AONE Guiding Principles for Diversity in Health Care Organizations. Chicago: American Organization of Nurse Executives, 2007.

Essential principles of diversity to build a healthful practice/work environment.

http://www.aone.org/aone/resource/PDF/AONE_GP_Diversity.pdf

Aspiringdocs.org. Washington, DC: Association for American Medical Colleges, n.d.

Outreach campaign to encourage more minority students to choose medicine as a career. Provides ideas, tools, and resources to help institutions or organizations join the campaign.

<http://www.aamc.org/diversity/aspiringdocs/toolkit/start.htm>

Certificate in Diversity Management program.

The Certificate in Diversity Management Program is a partnership between the AHA's Institute for Diversity in Health Management and Simmons College in Boston. The 12-month program seeks to lessen health disparities and improve health care workforce diversity by providing skill, leadership, and career development opportunities for practitioners in diversity management. The primarily on-line curriculum includes three on-site residencies, online forums and opportunities to interact with experienced practitioners.

<http://www.simmons.edu/shs/execed/diversity-management/index.shtml>

Diversity Toolkit. New York: National League for Nursing, Sep. 15, 2009.

Resources for the expansion of diversity within schools of nursing.

http://www.nln.org/facultydevelopment/Diversity_Toolkit/diversity_toolkit.pdf

Doctors Back to School.

This program of the American Medical Association sends physicians and medical students into their communities to

accomplish two primary goals: to pique young minority students' interest in medicine by introducing them to "real-life" role models, and to raise awareness of the need for more minority physicians.

<http://www.ama-assn.org/ama/pub/physician-resources/public-health/eliminating-health-disparities/doctors-back-school/doctors-back-school-kit.shtml>

Minority Nurse Educator Database. Trenton, NJ: Thomas Edison State College, n.d.

A tool for locating certified minority nurse educators.

<http://tesc.edu/minorityeducator/index.php/main/introduction>

National Center for Healthcare Leadership Diversity Leadership Demonstration Project.

A multi-year study to measure the impact of improved diversity and culturally competent leadership on patient safety and other balanced scorecard measures.

<http://www.nchl.org/static.asp?path=2851,3224>

Project Diversity: Partners in Nursing. [video] Santa Fe, NM and Albuquerque, NM: New Mexico Community Foundation, Con Alma Health Foundation, the University of New Mexico Office of Diversity, and UNM Hospitals Nursing Division, 2010.

Describes a collaborative outreach project to underrepresented middle- and high-school students with an interest in joining the health care workforce.

<http://www.rwjf.org/humancapital/product.jsp?id=58629>

Articles

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Acosta, D., and Olsen, P. Meeting the needs of regional minority groups: the University of Washington's programs to increase the American Indian and Alaskan native physician workforce. *Academic Medicine*. 81(10):863-870, Oct. 2006.

Afzal, K. I., and others. Primary language and cultural background as factors in resident burnout in medical specialties: a study in a bilingual U. S. city. *Southern Medical Journal*. 103(7):607-615, July 2010.

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Agrawal, J., Vlaicu, S., and Carrasquillo, O. Progress and pitfalls in underrepresented minority recruitment: perspectives from the medical schools. *Journal of the National Medical Association*. 97(9):1226-1231, Sept. 2005.

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<http://www.nurseeducationtoday.com/article/PIIS0260691709001634/abstract>

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