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2023 **ACG IBD SCHOOL & SOUTHERN REGIONAL POSTGRADUATE COURSE**
DECEMBER 1-3, 2023 | RENAISSANCE NASHVILLE HOTEL
NASHVILLE, TENNESSEE


Register online: meetings.gi.org




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ACG Virtual Grand Rounds universe.gi.org

Participating in the Webinar




Moderator:
Victor Chedid, MD

All attendees will be muted and will remain in "Listen Only Mode"

Type your questions here so that the moderator can see them.
Not all questions will be answered but we will get to as many as possible.

A handout with the slides and room to take notes can be downloaded from your control panel.



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ACG Virtual Grand Rounds universe.gi.org

ACG Virtual Grand Rounds

Join us for upcoming Virtual Grand Rounds!









Week 38 – Thursday, September 21, 2023
 AGA-ACG Clinical Practice Guideline: Pharmacological Management of Chronic Idiopathic Constipation
 Faculty: Lin Chang, MD, FACP
 Moderator: William D. Chey, MD, FACP
At Noon and 8pm Eastern

Week 39 – Thursday, September 28, 2023
 Identification & Management of Hereditary Pancreatic Cancer Risk
 Faculty: Bryson Katona, MD, PhD, CGAF, Beth Dudley Yurkovich, MS, MPH, CGC, CGAF
 Moderator: Thomas Slavin Jr., MD, FACMGG, DABCC, Veroushka Ballester, MD, MS
At Noon and 8pm Eastern

Visit gi.org/ACGVGR to Register

4



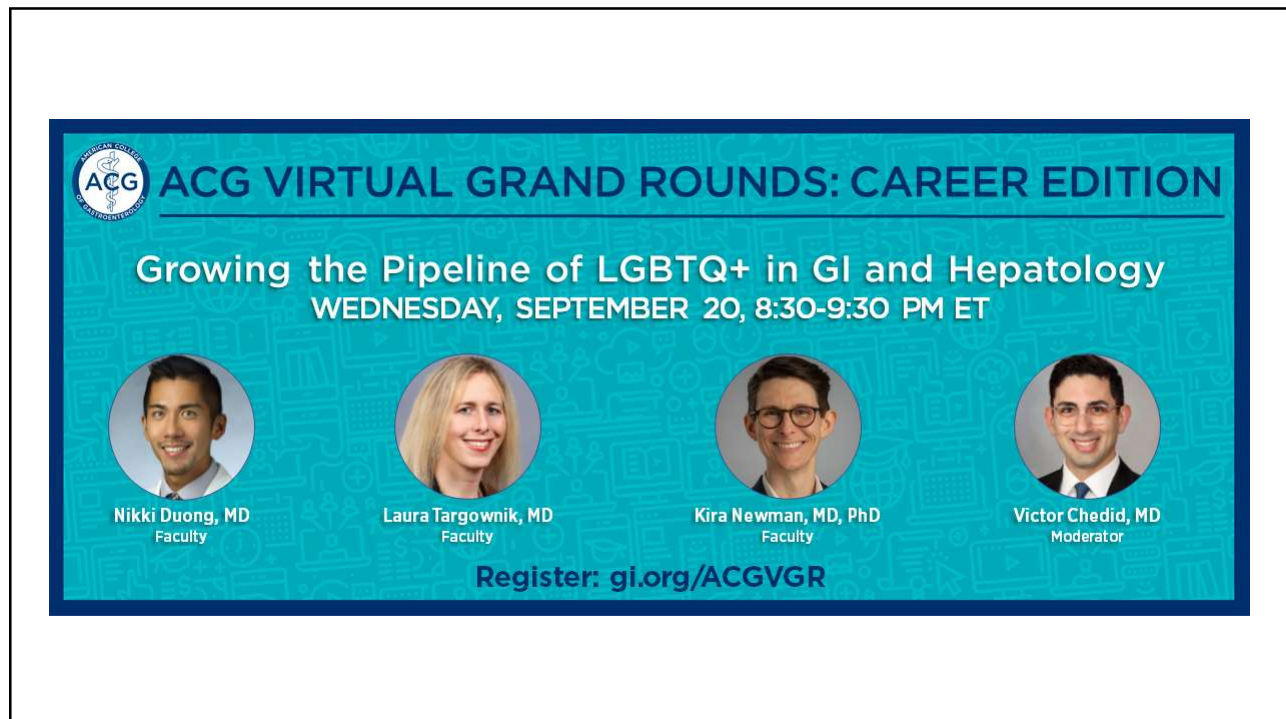
**REGISTRATION
IS OPEN!**

➤ REGISTER ONLINE: ACGMEETINGS.GI.ORG

VANCOUVER


ACG 2023
OCTOBER 20-25, 2023 | VANCOUVER, CANADA

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ACG VIRTUAL GRAND ROUNDS: CAREER EDITION


Growing the Pipeline of LGBTQ+ in GI and Hepatology
WEDNESDAY, SEPTEMBER 20, 8:30-9:30 PM ET




Nikki Duong, MD
Faculty



Laura Targownik, MD
Faculty




Kira Newman, MD, PhD
Faculty



Victor Chedid, MD
Moderator

Register: gi.org/ACGVGR

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Navigating the Fellowship Experience


From the trainee lens

Nikki Duong, MD
Clinical Assistant Professor of Medicine
Stanford University

 @doctornikkid

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Objectives

- Understand the unique challenges that LGBTQ+ trainees face
- Recognize the multiple factors that influence a trainees' experience
- Gain an understanding of actionable steps to increase inclusivity of LGBTQ+ trainees

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“Be the best gastroenterologist
you can be... who is gay, but not
the gay gastroenterologist”

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PubMed Search:

“Internal Medicine” AND “training” AND “LGBT” **61
results**

“Surgery” AND “training” AND “LGBT” **38 results**

“**Gastroenterology**” AND “training” AND “LGBT” **0
results**

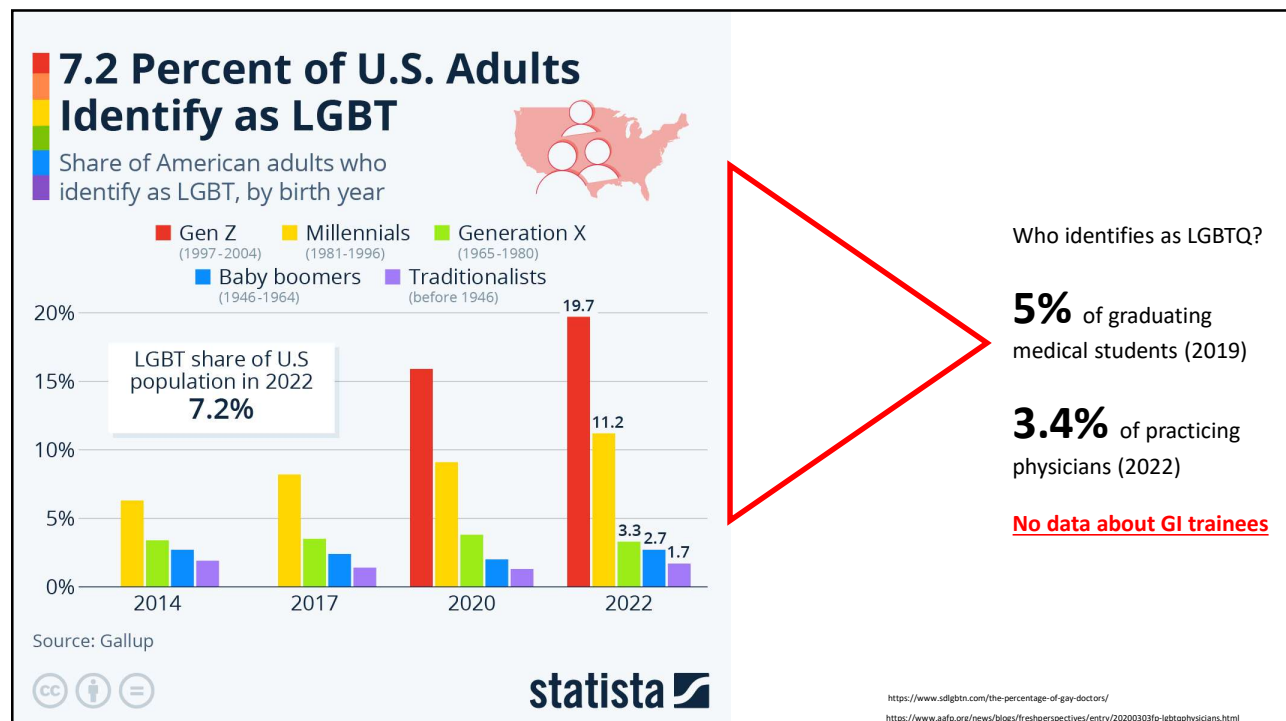
10

Why this matters?

ACGME 2022 Gastroenterology Program Requirements:

“Programs, in partnership with their Sponsoring Institutions, must provide a professional, **equitable, respectful**, and civil environment that is **free from discrimination, sexual** and other forms of **harassment, mistreatment**, abuse, or coercion of students, fellows, faculty, and staff.”

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THE RED SECTION 827

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On a Need to Know Basis: Being “Out” in Medical Training

Nikki Duong, MD¹ and Jasmine Barrow, MD²

Am J Gastroenterol 2022;117:827–830. <https://doi.org/10.14309/ajg.0000000000001817>; published online May 4, 2022

INTRODUCTION
Individuals identifying as lesbian, gay, bisexual, transgender, queer, or plus (LGBTQ+) are underrepresented in medicine. Although outward appearances and neither required explanation nor could be concealed. However, their sexual orientations were an additional level of minority status that required vulnerability to live

MY OWN VOICE

30% of LGBTQ+ students concealed their identity during training

2/3rds of SGM physicians have heard a disparaging remark at work

Applying to medical school

Applying to residency

Applying to fellowship

Applying to an early career position

Participation in national societies, editorial boards, and local leadership positions

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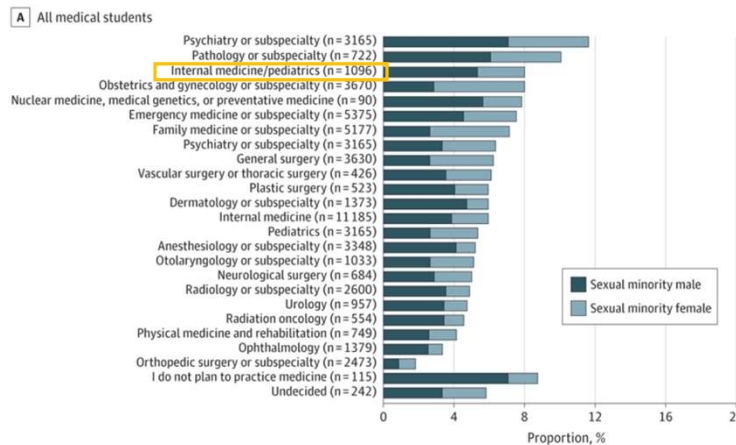
universe.gi.org

40% of physicians do not receive formal/adequate training in LGBT health

82% of 1st-year medical students had an implicit bias against gay/lesbian people

14

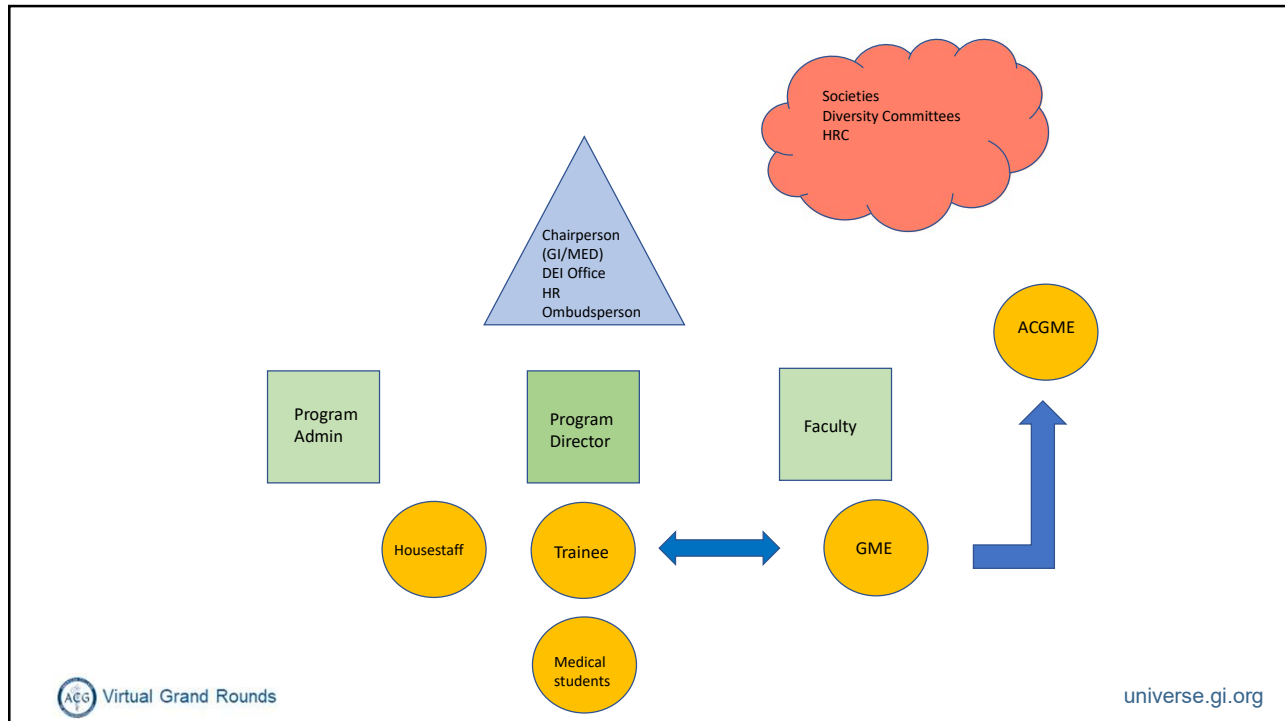
Specialty choice amongst sexual minority students (Psychiatry vs. Orthopedics)



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Culture Recruitment Retention

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Culture shift

Departmental culture

- Promotion of LGBTQ+ faculty
- Recruitment of LGBTQ+ faculty
- Visibility
- Allyship
- Welcoming social events

Institutional culture

- Human Rights Campaign Healthcare Equality Index
- Partnerships are critical
- Allow for training
- Out list
- Glossary for cultural transformation

Chugh et al. *Journal of Surgical Ed.* 2023.

19

Recruitment

- **“Culture begins at the first click”**
- Easily visible on homepage
- Mission statement
- Welcome message from GI Women’s committee
- Link to trainee resources within DOM

Education and Training Fellowship Programs Gastroenterology Fellowship
Our Commitment to Diversity and Inclusion in GI Training

Program Welcome >
Program Overview
Duke Gastroenterology Training Sites
Educational Curriculum >
Research Opportunities
Our Commitment to Diversity and Inclusion in GI Training
Duke Resources for GI Fellows
Program Fellows >
Program Faculty
How To Apply

Our Commitment to Diversity and Inclusion in GI Training



A Welcome Message from the Duke GI Diversity Committee!

The Duke GI Diversity Committee (DGDC) comprises fellows, faculty, and staff. The mission of this committee is to foster an environment that embraces and supports diversity of all types within the Duke Division of

<https://medicine.duke.edu/education-and-training/fellowship-programs/gastroenterology-fellowship>

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Deliberate and intentional recruitment

- <https://www.tomforth.co.uk/genderbias/>
- Virtual town halls
- Recruitment literature displaying a welcoming culture
- Holistic review of applications
 - Mitigate implicit bias
 - Diverse selection committee
- Specific recruitment events for diverse applicants
- Encourage pronouns during zoom interview



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A need for ERAS overhaul

* Indicates required fields

Name

First Name *

Middle Name

Last Name *

Generational Suffix

Contact

Email *

Gender

Gender *

Man

Woman

Another gender identity

Decline to answer

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Experience

First, identify and describe **up to 10 experiences** that communicate who you are, what you are passionate about, and what is most important to you.

After saving, then identify and describe **up to 3 experiences** that you found the most meaningful.

* Indicates required field.

Education/training
Military service
Other extracurricular activity, club, hobby
Professional organization
Research
Teaching/mentoring

Position Title*

Country*

State/Province

City*

Postal Code

Participation Frequency

Setting

Primary Focus

Key Characteristic

Context, Roles & Responsibilities

336 characters left of 1020

Other extracurricular activity, club, hobby

The following examples can help you decide whether you should respond to the question and what kinds of experiences are appropriate to share on the MyERAS application. Please keep in mind that this is not a fully inclusive list:

Family background (e.g., first generation to graduate college)

Financial background (e.g., low-income family, worked to support family growing up, work-study to pay for college)

Community setting (e.g., food scarcity, poverty or crime rate, lack of access to medical care)

Educational experiences (e.g., limited educational opportunities, limited access to advisors or mentors)

Other general life circumstances (e.g., loss of a family member, serving as a caregiver while working or in school)

Please describe any financial background.

Please consider who applicants who have experienced may not fit.

How do I know if I should respond to this question?

Please describe any challenges or hardships that influenced your journey.

750 characters left of 750

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Recognizing microaggressions and eliminating them from the training environment

“That’s so gay”

“What does your wife do?”

“Are you so dramatic because you’re gay?”

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What can I do as an ally?

Listen

Be open-minded

Stand up for your LGBTQ+ colleagues against discrimination

Be willing to talk

Be cognizant that your peers may represent the full spectrum of SGM

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Retention

How to increase the pipeline?

- **Mentorship**
- Create a Housestaff council on DEI, Task Force
- Community organizations/Affinity groups (GLMA)
- Prioritize LGBTQ+ research
- Professional development courses
- Support from national societies
 - Podcast, editorials, promotion to committees and society leadership, Grand Rounds, ACG Visiting Scholar in Equity, Diversity and Ethical Care

The screenshot displays the ACG website's 'Teaching LGBTQ+ Health' section. It features a navigation bar with links like 'Home', 'Course', and 'Teaching LGBTQ+ Health'. Below the navigation is a video player titled 'Teaching LGBTQ+ Health'. Underneath the video are buttons for 'Current Status', 'Price', and 'Get Started'. The page also includes the ACG logo and the text 'AMERICAN COLLEGE OF GASTROENTEROLOGY'. At the bottom, there is a section titled 'LGBTQ+ Resources for GI Physicians' with a date 'Posted on June 24, 2022 by ACG News Team'. The text below this section states: 'The American College of Gastroenterology proudly supports LGBTQ+ physicians and patients and strives to provide education for GI trainees and physicians to create an environment of allyship and promote the highest quality care for LGBTQ+ patients. Explore these resources to gain a greater understanding of how you can help advance the GI field through inclusivity.'

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Top 5 tips to optimize the LGBTQ+ trainee experience

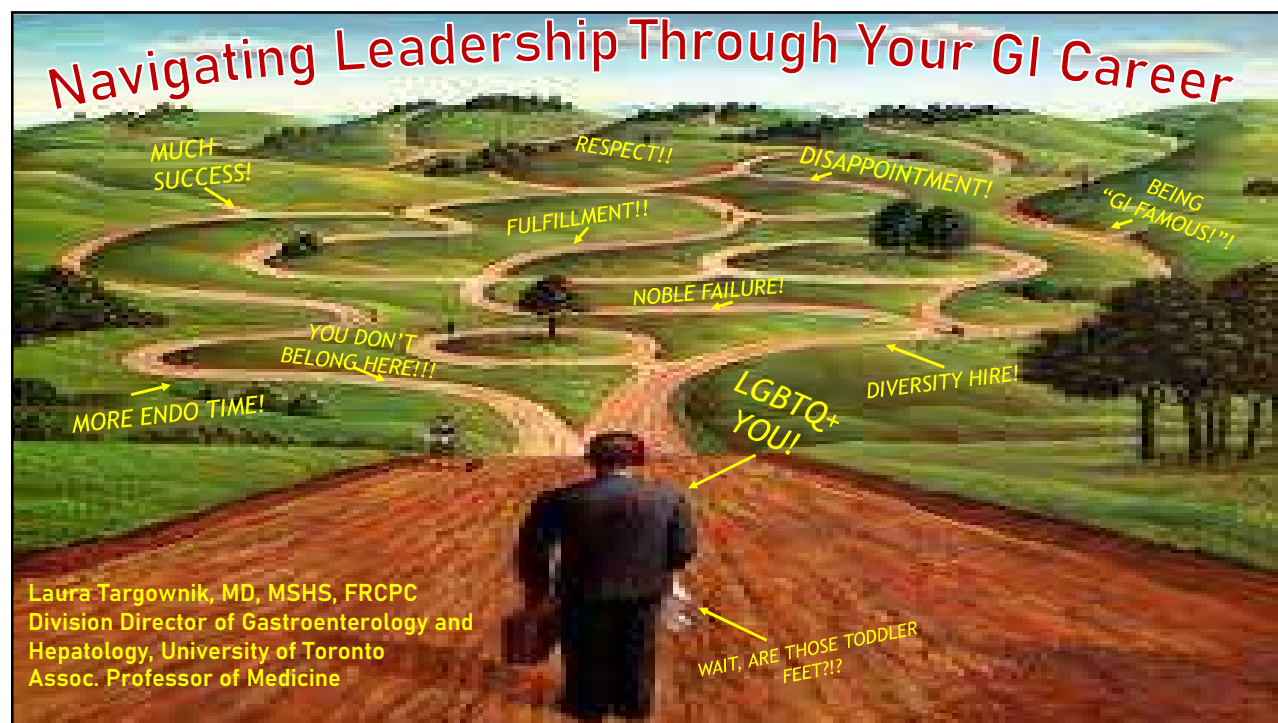
1. A culture of **inclusivity** starts well before you interact with the applicant
2. Ensure a **holistic** review of applications; encourage openness and invite, but do not demand self-disclosure
3. Zero tolerance policies; encourage **professional development**
4. Offer **mentorship**
5. **Promote** locally and nationally



Not a top-down approach, but a well-rounded, holistic, inclusive approach

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Financial and Cognitive COIs

- Financial COIs
 - I have exchanged insights for money with:
 - Abbvie, Janssen, Takeda, Viartis, Amgen, Fresenius Kabi, Pfizer, Organon. Lilly, Bristol Myers Squibb
 - I have received grant support from:
 - Abbvie, Janssen,
 - I have received infrastructural support from:
 - Abbvie, Takeda, Pfizer, Amgen. Roche
 - I have served on authorship panels for
 - Abbvie, Takeda, Pfizer, Bristol Myers Squibb
 - I am on the Scientific Advisory Board for
 - GoodCap Pharmaceuticals
- Cognitive COIs
 - I am a heteronormative, queer-allied trans woman, and very engaged in current discourse around gender and its role in society
 - My lived experience informs my interpretation of the evidence, and in how I weight
 - imperfections in the data
 - Absence of data
 - My lived experience informs my views on this talk
 - YMMV

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Who am I?

- Graduate of UCLA Fellowship in Digestive Diseases 2003
- First Career Award in 2006
- First CIHR Project Grant 2009
- Associate Professor in 2010
- Associate Director of IBD Program at 2012
- Head of GI at University of Manitoba in 2017
- Lead for DEI for Canadian Association of Gastroenterology 2019
- 200+ peer reviewed publications
- Over 2.5M of funding over career as investigator
- Member of Steering Committee for Rainbows in Gastroenterology
- Mother of 3, and soon-to-be Bubbie of 1



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Who was I in 2000?



- 27 years old
- First year of GI Fellowship
- Recently married, and new parent
- Money in pocket from winning twice on Jeopardy
- Suffering from mentally crippling gender dysphoria
- Coming to accept who I was....

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34



35



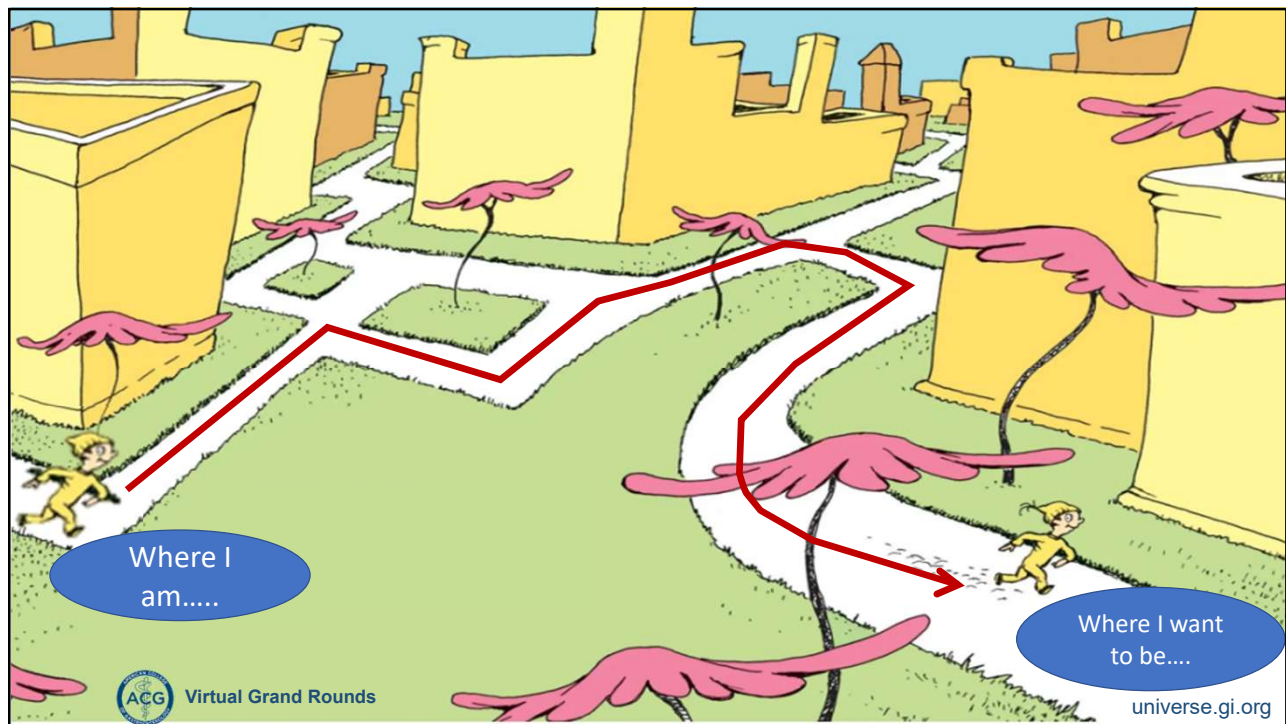
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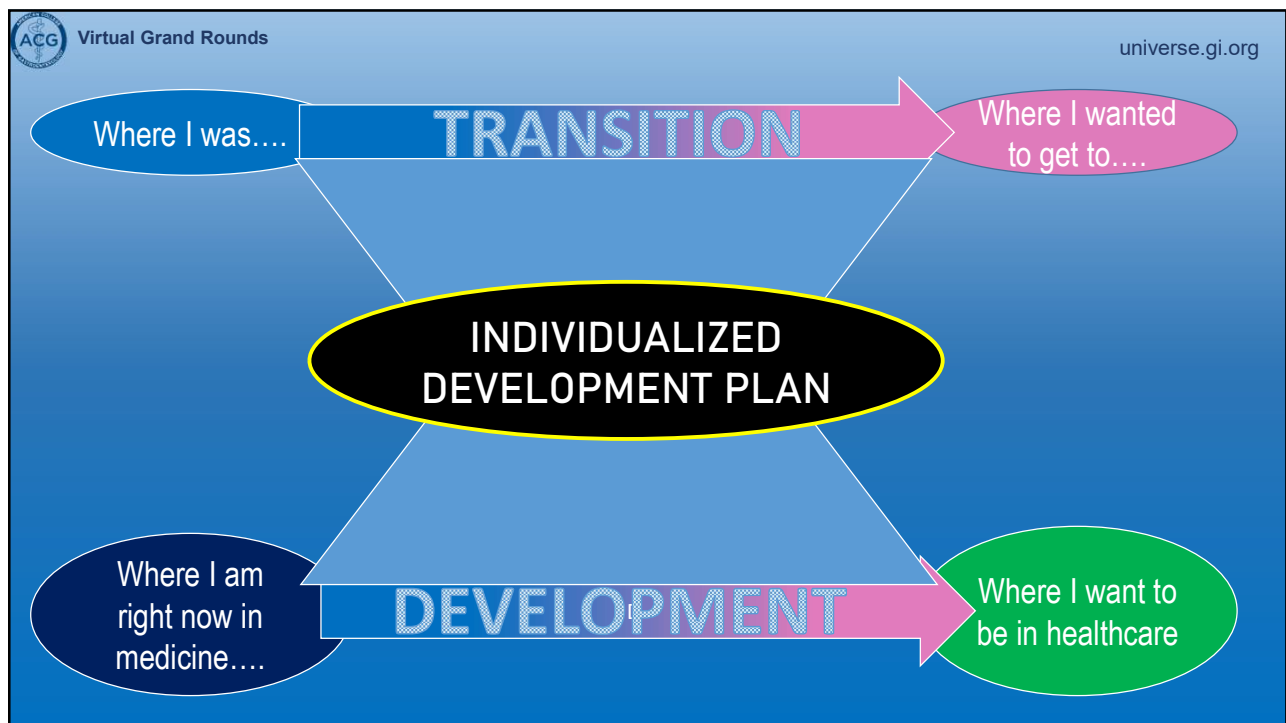
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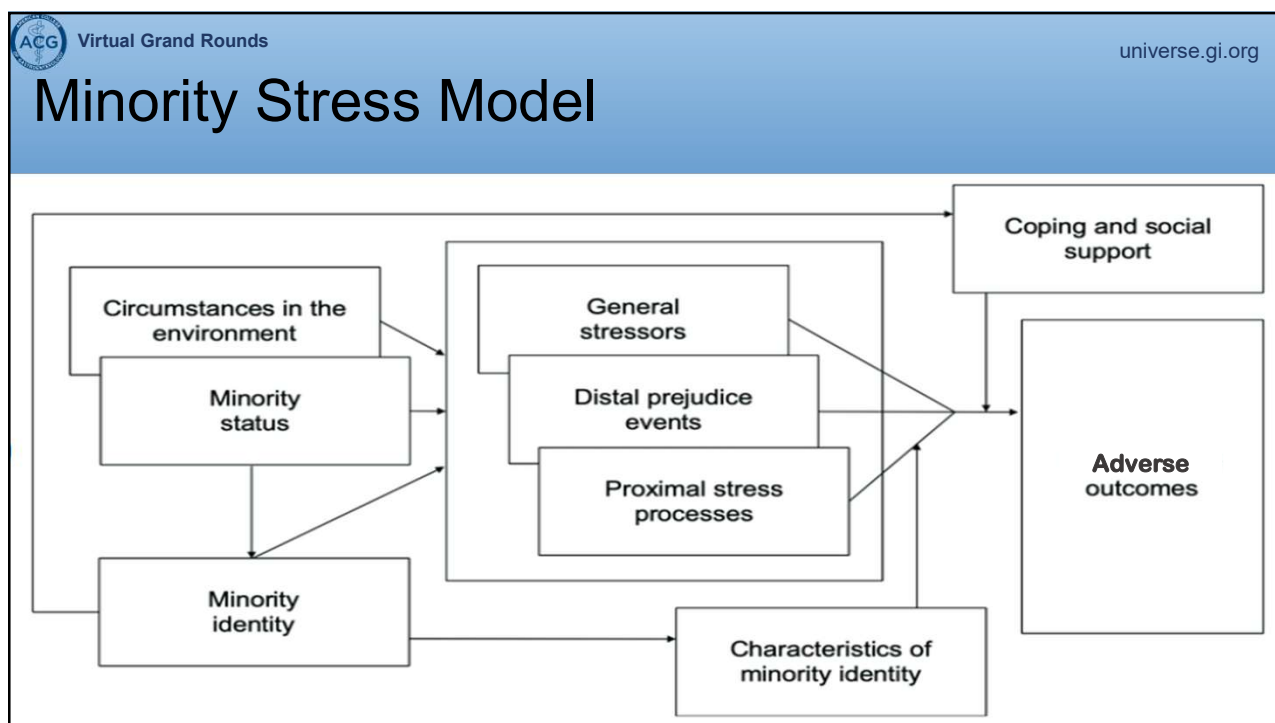
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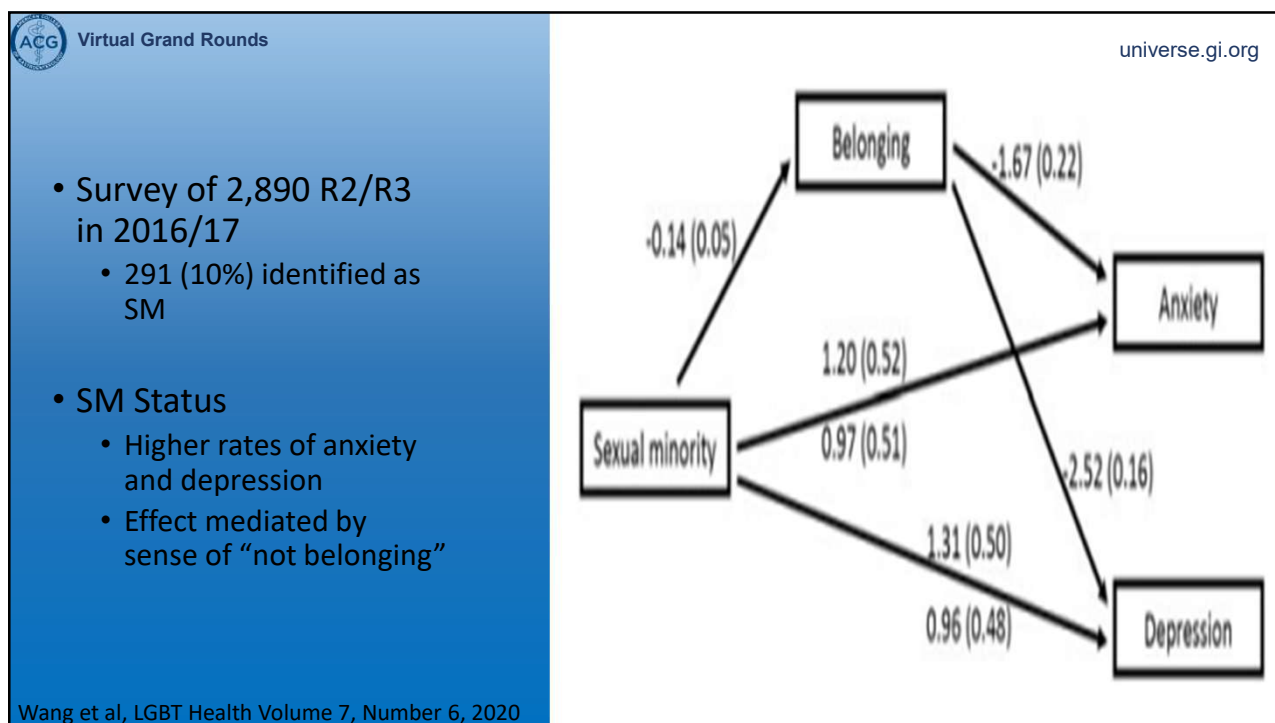
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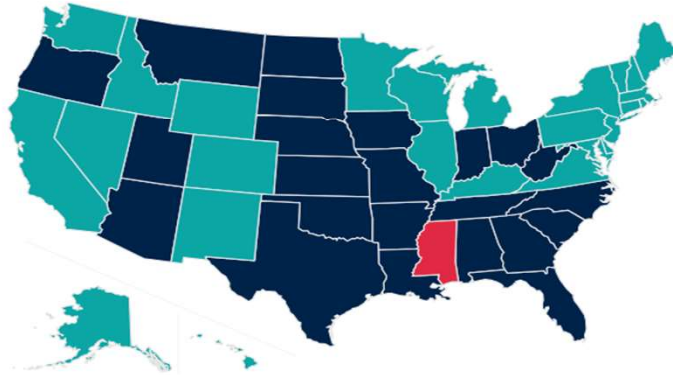


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States Where DEI Legislation Has Been Introduced, Been Approved, or Failed

Hover over states for Bill details.

■ On watch ■ Bills Introduced or Approved ■ No Bills



**Note: States that are "on watch" have not formally introduced or proposed DEI bills as of April 2023, but have begun digging into the allocation of state funds on DEI programs at public institutions.*

© Natural Earth

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2023 LEGISLATIVE SESSION

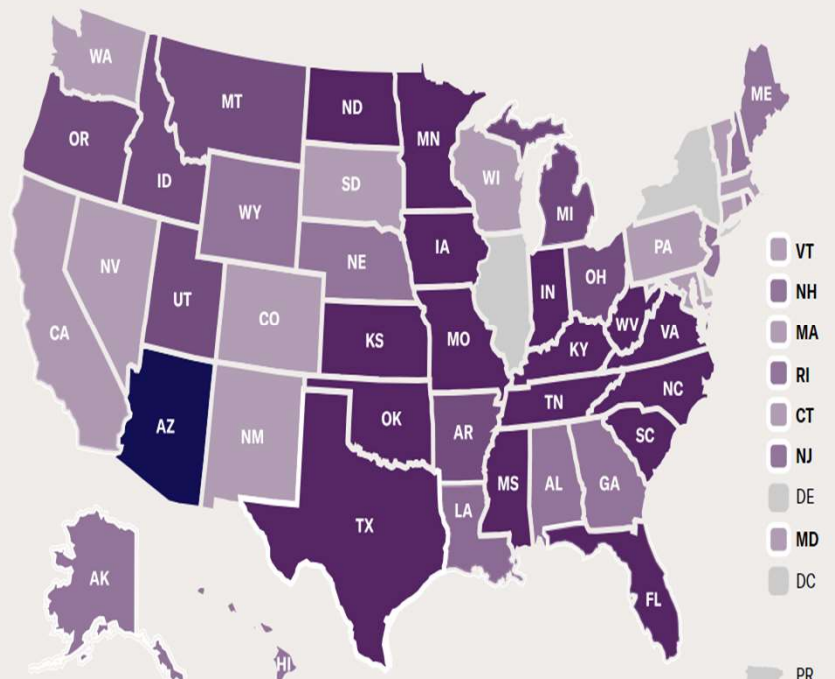
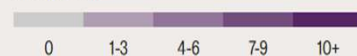
The ACLU is tracking **496** anti-LGBTQ bills in the U.S.

Choose a state on the map to show the different bills targeting LGBTQ rights and take action.

While not all of these bills will become law, they all cause harm for LGBTQ people.

[View past legislative sessions.](#)

Bills per state



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Growing the pipeline of LGBTQ+ in GIH: Navigating Research and Grants as a Physician Scientist



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September 20, 2023

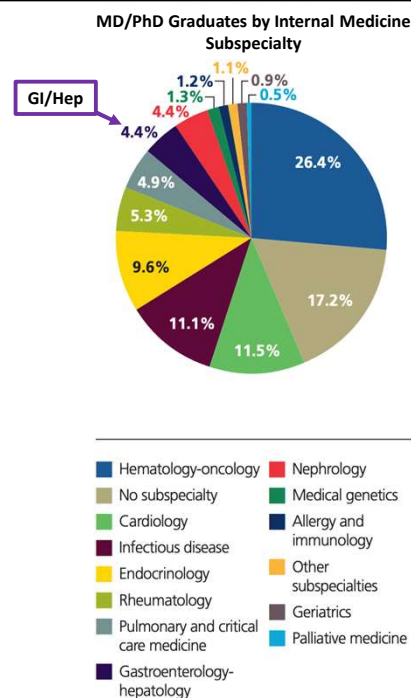
Kira Newman, MD, PhD
Clinical Assistant Professor
University of Michigan



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Disclosures

- Early career investigator
- Large academic institution
- US-born and US-educated MD/PhD grad
- Doctor for adults



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Objectives

- Recognize challenges faced by LGBTQ+ trainees in STEM and Medicine
- Describe individual and institutional strategies to help navigate the physician-scientist pathway
- Identify grant opportunities for early-career LGBTQ+ physician-scientists in GI/Hep



Image: FamilyPracticePride <https://www.etsy.com/listing/707132519/pin-lgbtq-medical-pride-pin-from-the>

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Challenges for LGBTQ+ in STEM and Medicine

- LGBTQ+ STEM researchers:
 - Fewer career opportunities
 - Less resources
 - More social exclusion by colleagues
 - More harassment
 - More likely to leave STEM
- LGBTQ+ medical trainees:
 - More burnout
 - More discrimination
 - More depression/anxiety

SCIENCE ADVANCES | RESEARCH ARTICLE

SCIENTIFIC COMMUNITY

Systemic inequalities for LGBTQ professionals in STEM

E. A. Cech^{1*} and T. J. Waidunas²

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American Association
for the Advancement

JAMA Network | Open.

Original Investigation | Medical Education

Association Between Sexual Orientation, Mistreatment, and Burnout Among US Medical Students

Elizabeth A. Samuels, MD, MPH, MHS; Dorian H. Boatright, MD, MBA, MHS; Ambrose H. Wong, MD, MEd; Laura D. Cramer, PhD, SCM; Mayur M. Desai, PhD, MPH; Michael T. Solotke, BS; Darin Latimore, MD; Cary P. Gross, MD

RESEARCH REPORTS

A Comparison of the Mental Health and Well-Being of Sexual Minority and Heterosexual First-Year Medical Students

A Report From the Medical Student CHANGE Study

Przedworski, Julia M.; Dovidio, John F. PhD; Hardeman, Rachel R. PhD, MPH; Phelan, Sean M. PhD, MPH; Burke, Sara E. MPH; Ruben, Mollie A. PhD; Perry, Sylvia P. PhD; Burgess, Diana J. PhD; Nelson, David B. PhD; Yeazel, Mark W. MD, MPH; Knudsen, John M. MD; van Ryn, Michelle PhD, MPH

Author Information

Academic Medicine 90(5):p 652-659, May 2015. | DOI: 10.1097/ACM.0000000000000658

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LGBTQ+ Physician Scientists

- LGBTQ+ MD/PhD trainees:
 - Greater interest in academic careers, education, advocacy
 - More likely to report past lack of opportunities/funding
 - High value placed of the role of mentors in professional advancement

Marr et al. BMC Medical Education (2022) 22:304
<https://doi.org/10.1186/s12909-022-03378-8>

BMC Medical Education

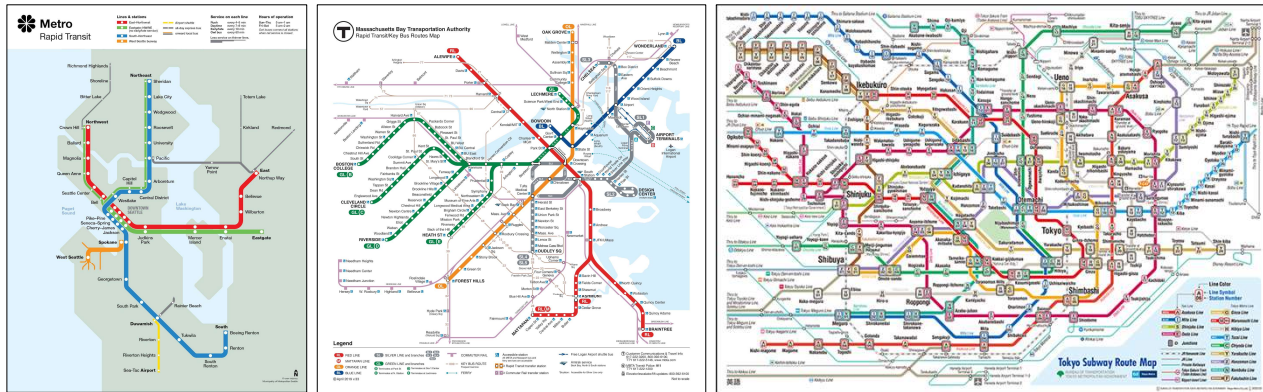
RESEARCH Open Access

Characteristics, barriers, and career intentions of a national cohort of LGBTQ+ MD/PhD and DO/PhD trainees

Mollie C. Marr¹, Anna S. Heffron² and Jennifer M. Kwan^{3*}

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Navigating the System



Images: Seattle Metro Rapid Transit; Massachusetts Bay Transportation Authority; Tokyo Metro

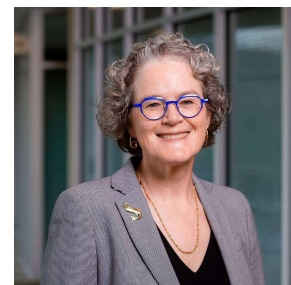
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General Guidance

- Role Models
- Mentors
- Sponsors



ADM. Rachel Levine, MD,
Assistant Secretary for Health,
DHHS



Dr. Jeanne Marazzo, MD, MPH
Incoming NIH-NIAID Director

“You can’t be what you can’t see.”

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Resources and Pitfalls



- Supportive environment
 - Nondisclosure of queer identity associated with lower publication rates in STEM
 - Need for institutions to be supportive
- Supportive mentorship
- Networks
 - Rainbows in Gastro
 - GI trainee and early career researcher groups
- Heteroprofessionalism and norms of impersonality
- Intersectionality

Nelson J, Mattheis A, Yoder JB (2022) Nondisclosure of queer identities is associated with reduced scholarly publication rates. PLOS ONE 17(3): e0263728. <https://doi.org/10.1371/journal.pone.0263728>

Mizzi, R.C. (2013). "There aren't any gays here": Encountering heteroprofessionalism in an international development workplace. *Journal of Homosexuality*, 60, 1602-1624. <https://doi.org/10.1080/00918369.2013.824341>

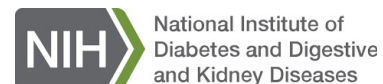
Freeman, J.B. (2020). Measuring and resolving LGBTQ disparities in STEM. *Policy Insights from the Behavioral and Brain Sciences*, 7, 141-148. <https://doi.org/10.1177/237273222094323>

Image: Hokusai. The Great Wave Off Kanagawa

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Grant Opportunities

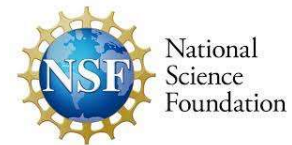
- Society grants (ACG, AGA, ASGE, AASLD)
 - Career development
 - DEI-focused
 - Pilot projects
- NIH
 - NIDDK
 - NIMHD
 - NIH Sexual and Gender Minority Research Office
- Foundations
 - Doris Duke Foundation
 - Crohn's and Colitis Foundation
 - Point Foundation
- Institutional/Internal



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NIH URM definitions

- Underrepresented Populations in US research enterprise
 - Individuals from some racial/ethnic minority groups
 - Individuals with disabilities
 - Individuals from disadvantaged backgrounds (2 or more)
 - Homelessness
 - Foster care
 - Federal Free and Reduced Lunch Program
 - No parents/guardians with bachelor's degree
 - Eligible for Federal Pell grants
 - Received WIC as parent or child
 - Grew up in US rural area or CMS-designated low-income and health professional shortage area
 - Women from above backgrounds



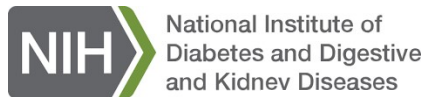
61

Summary

- LGBTQ+ physician-scientist trainees may face additional challenges
- Concealment, discrimination, and heteroprophessionalism sap resources
- Environment, mentorship, and network matter
- Many grant options are available, but most are not LGBTQ+-specific

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Thank you!



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Questions?



Dr. Kira Newman



Dr. Nikki Duong



Dr. Laura Targownik

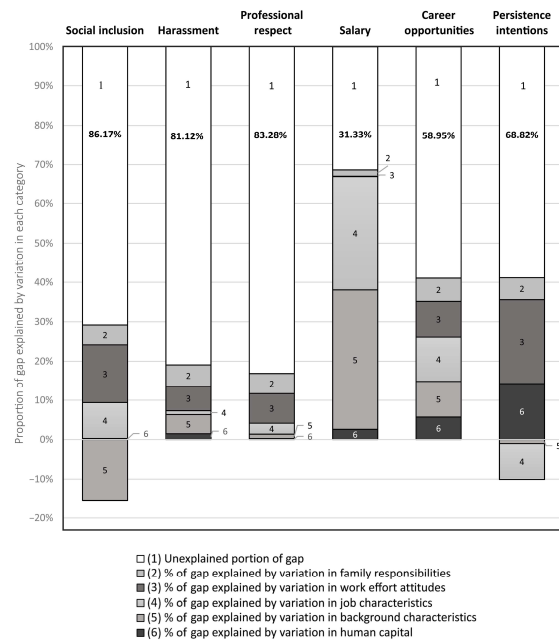


Dr. Victor Chedid

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Unexplained advantages

- White, able-bodied, heterosexual men in STEM have advantages not explained by:
 - Family responsibilities
 - Work attitudes
 - Job characteristics
 - Background
 - Human capital



Erin A. Cech, The intersectional privilege of white able-bodied heterosexual men in STEM. *Sci. Adv.* **8**,eabo1558(2022). DOI:10.1126/sciadv.abo1558