



# Experiences of Mistreatment and Discrimination Among Diverse PA Students

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# Disclosures

No relevant commercial relationships to disclose.

# Learning Objectives

At the conclusion of the session, participants should be able to:

- Identify examples of mistreatment experiences in PA school
- Understand how the likelihood of experiencing mistreatment varies for students of minoritized backgrounds

# Negative Experiences in Health Professions Education

**35.4%** of health professions students report **negative experiences** and mistreatment during their training<sup>1</sup>

Student mistreatment has been linked to **low academic performance**<sup>2-5; 18</sup>

- Influences career path and specialty choices

Intimidation tactics used during training create **negative learning environments**, which exacerbate student **stress**<sup>6-7</sup>

# Defining Mistreatment

“**Mistreatment**, either intentional or unintentional, occurs when behavior shows **disrespect** for the dignity of others and unreasonably **interferes with the learning process**.<sup>8</sup>”

# Mistreatment Experienced by Medical Students of Minoritized Backgrounds

- **Female** and **underrepresented minority** (URM) students are disproportionately mistreated<sup>1</sup>
- Students of **diverse backgrounds** are more likely to report racist or sexist acts and other forms of microaggressions<sup>1-2;10-11</sup>
- These stressors, that are unique to minoritized students, can affect a student's **sense of value** and **educational persistence**<sup>1-2;10-11</sup>

# PA Students and Mistreatment

PA education has recognized these occurrences<sup>13-14</sup>, but the **data must be disaggregated** to better understand **if and how** and **students of minoritized backgrounds** are **disproportionality affected**.

# Purpose

Though some studies have documented the prevalence of mistreatment among PA students, none have investigated whether these **negative experiences vary among students of differing demographic backgrounds**. This study addresses that gap, which is key to creating inclusive and equitable spaces in PA education.



# Participants



**2019 PAEA End of Program  
Survey**



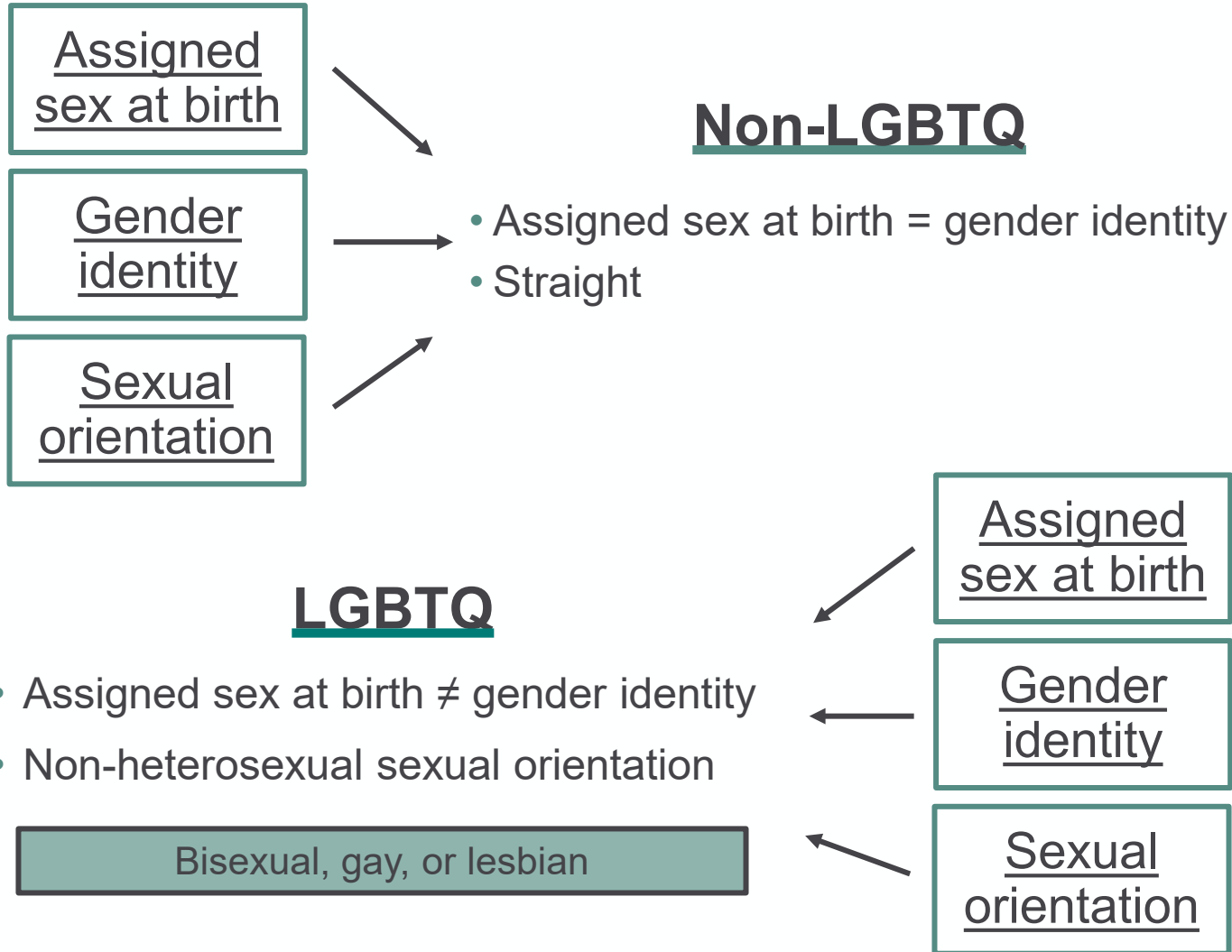
***N* = 2,716 graduating PA  
students**

78% accredited PA programs were  
represented

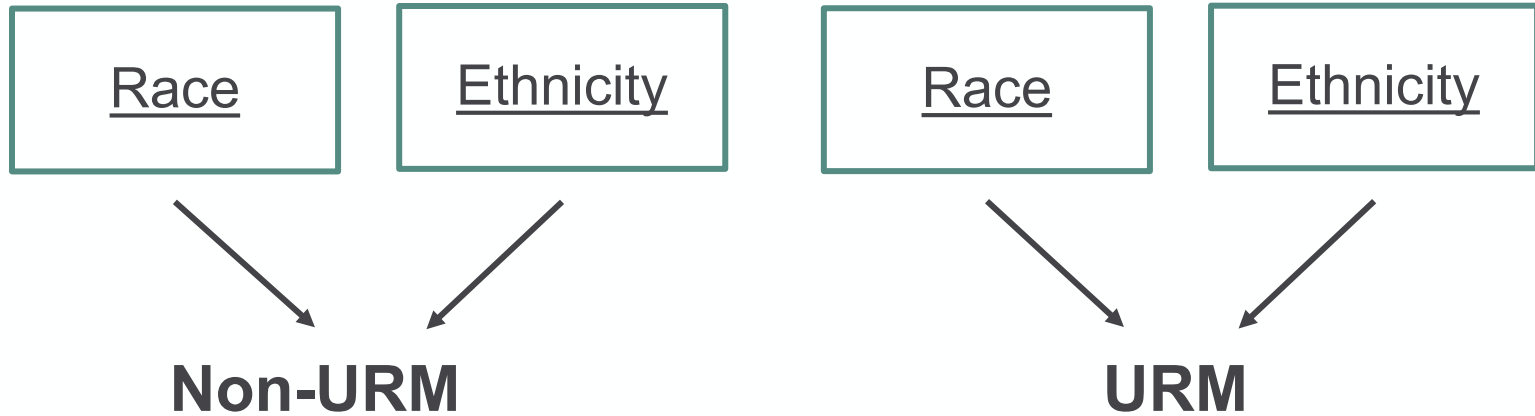
# Demographics

- Sex assigned at birth
- Gender identity
- Sexual orientation
- Race
- Hispanic origin
- Middle Eastern (ME) origin

# Demographics



# Demographics



- Non-Hispanic
- Single race White

- Hispanic
- Single Non-White race
- Non-White race + White race

American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander

# Mistreatment Behaviors

- Students reported on the **frequency** and **type** of mistreatment behaviors they had experienced
- Four demographic characteristics **gender**, **race**, **sexual orientation**, or **religion**
- **Three types of mistreatment behaviors**

# Four Domains of Mistreatment

Been denied opportunities for training or rewards based on my \_\_\_

Been subjected to offensive remarks/names based on my \_\_\_

Received lower evaluations or grades solely because of my \_\_\_ rather than performance

**Gender**

**Race**

**Sexual  
Orientation**

**Religion**

# Gender-related Mistreatment

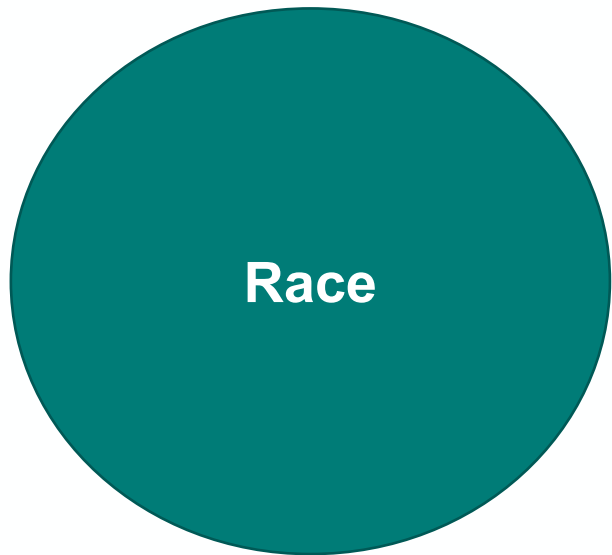
**Mistreatment  
due to Gender**

Been denied opportunities for training or rewards based on my \_\_\_

Been subjected to offensive remarks/names based on my \_\_\_

Received lower evaluations or grades solely because of my \_\_\_ rather than performance

# Race-related Mistreatment



Been denied opportunities for training or rewards based on my \_\_\_

Been subjected to offensive remarks/names based on my \_\_\_

Received lower evaluations or grades solely because of my \_\_\_ rather than performance



# Sexual Orientation-related Mistreatment



**Sexual  
Orientation**

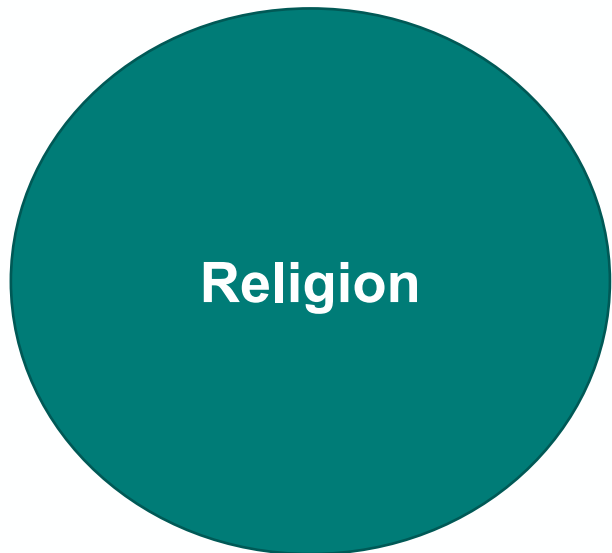


Been denied opportunities for training  
or rewards based on my \_\_\_

Been subjected to offensive  
remarks/names based on my \_\_\_

Received lower evaluations or  
grades solely because of my \_\_\_  
rather than performance

# Religious-related Mistreatment



Been denied opportunities for training or rewards based on my \_\_\_

Been subjected to offensive remarks/names based on my \_\_\_

Received lower evaluations or grades solely because of my \_\_\_ rather than performance

# Any Type of Mistreatment

Mistreatment due to  
**Gender**

Mistreatment due to **Race**

Mistreatment due to  
**Sexual Orientation**

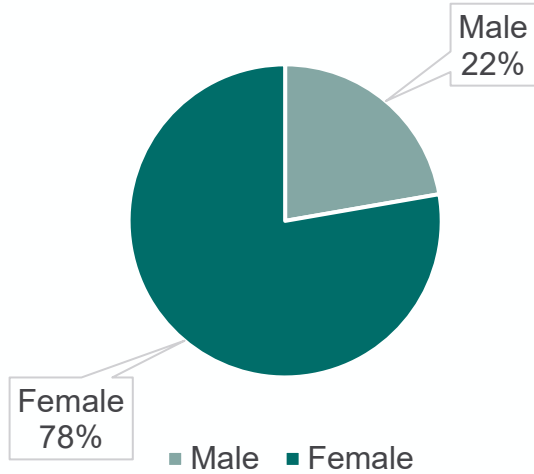
Mistreatment due to  
**Religion**



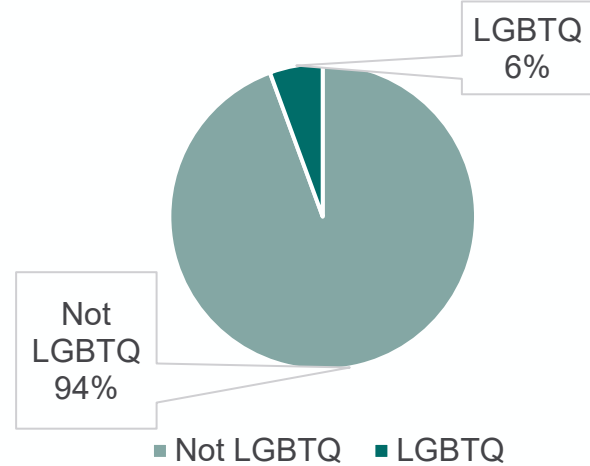
# Any Type of Mistreatment

# All Responding Students

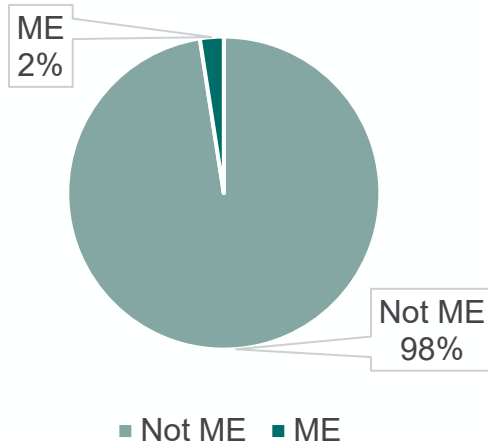
## Gender



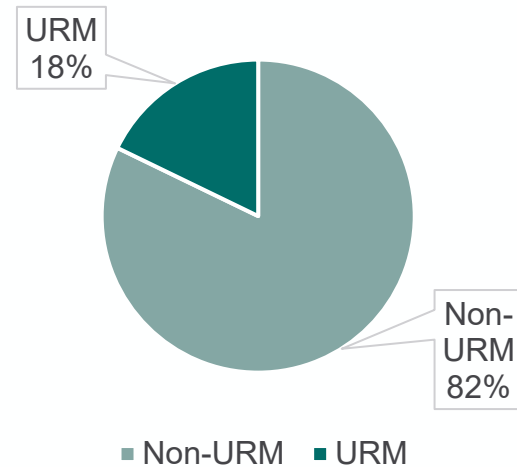
## LGBTQ



## ME Descent




## URM




# Analyses

What are the **frequencies** of each **domain** of mistreatment among all students?



Does the **likelihood** of experiencing mistreatment differ based on student **demographic characteristics**?

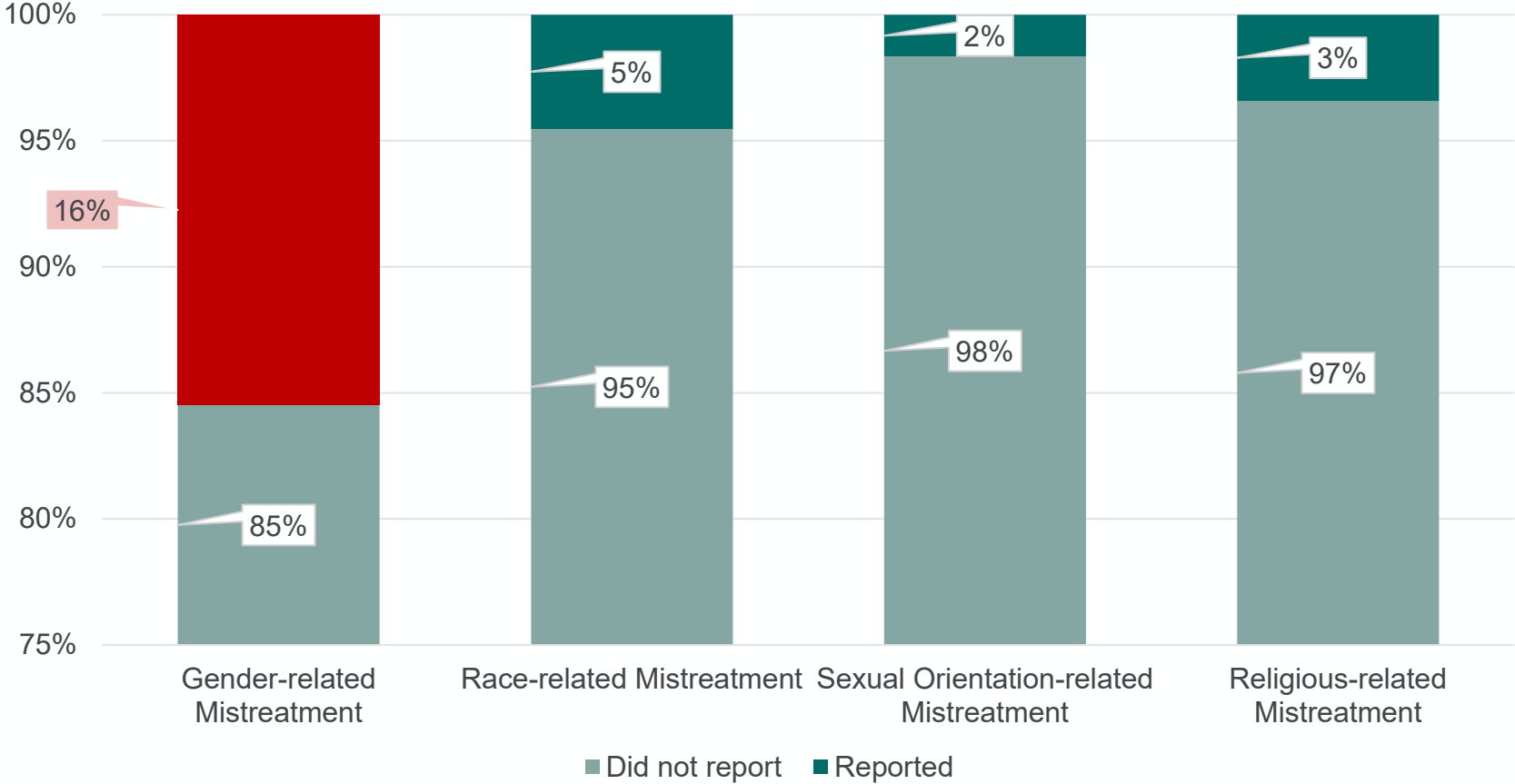


How many students, **within each demographic group**, report mistreatment across all domains?

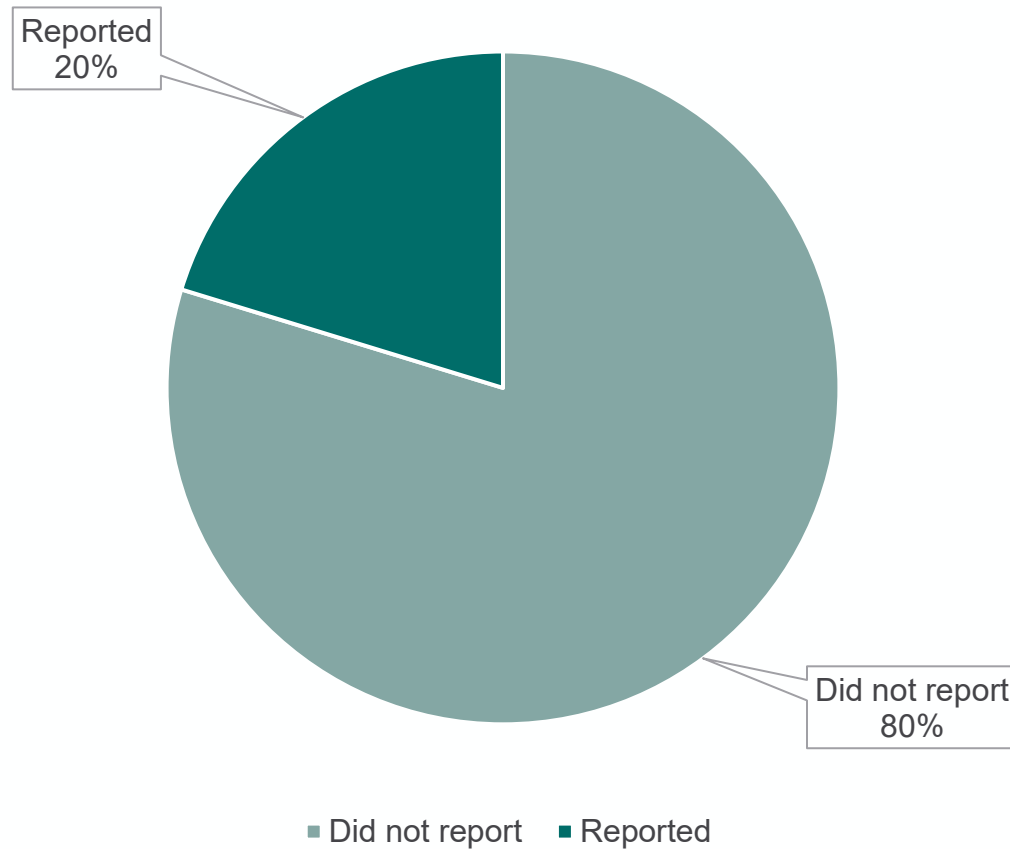
# Analyses Part One

What are the **frequencies** of **each domain** of mistreatment among all students?

# Experiences of Mistreatment by all Responding Students



# Experiences of Any Type of Mistreatment by all Responding Students





# Analyses Part Two

Does the **likelihood** of experiencing mistreatment differ based on student **demographic characteristics**?

IVs

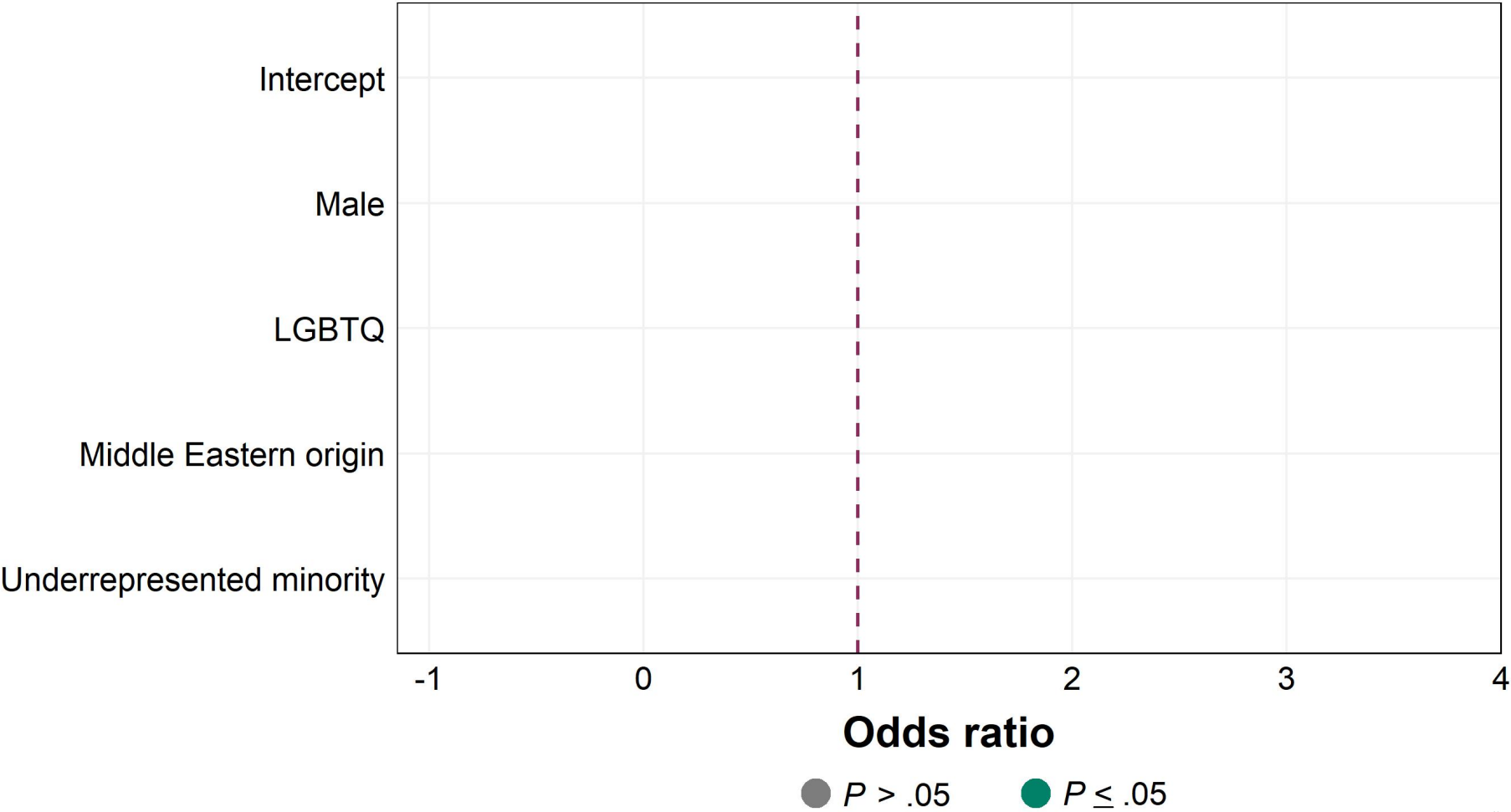
- Gender
  - Male = 0
  - Female = 1
- LGBTQ
  - Not LGBTQ = 0
  - LGBTQ = 1
- ME in Origin
  - Not ME in Origin = 0
  - ME in Origin = 1
- URM Status
  - Non-URM = 0
  - URM = 1

DV

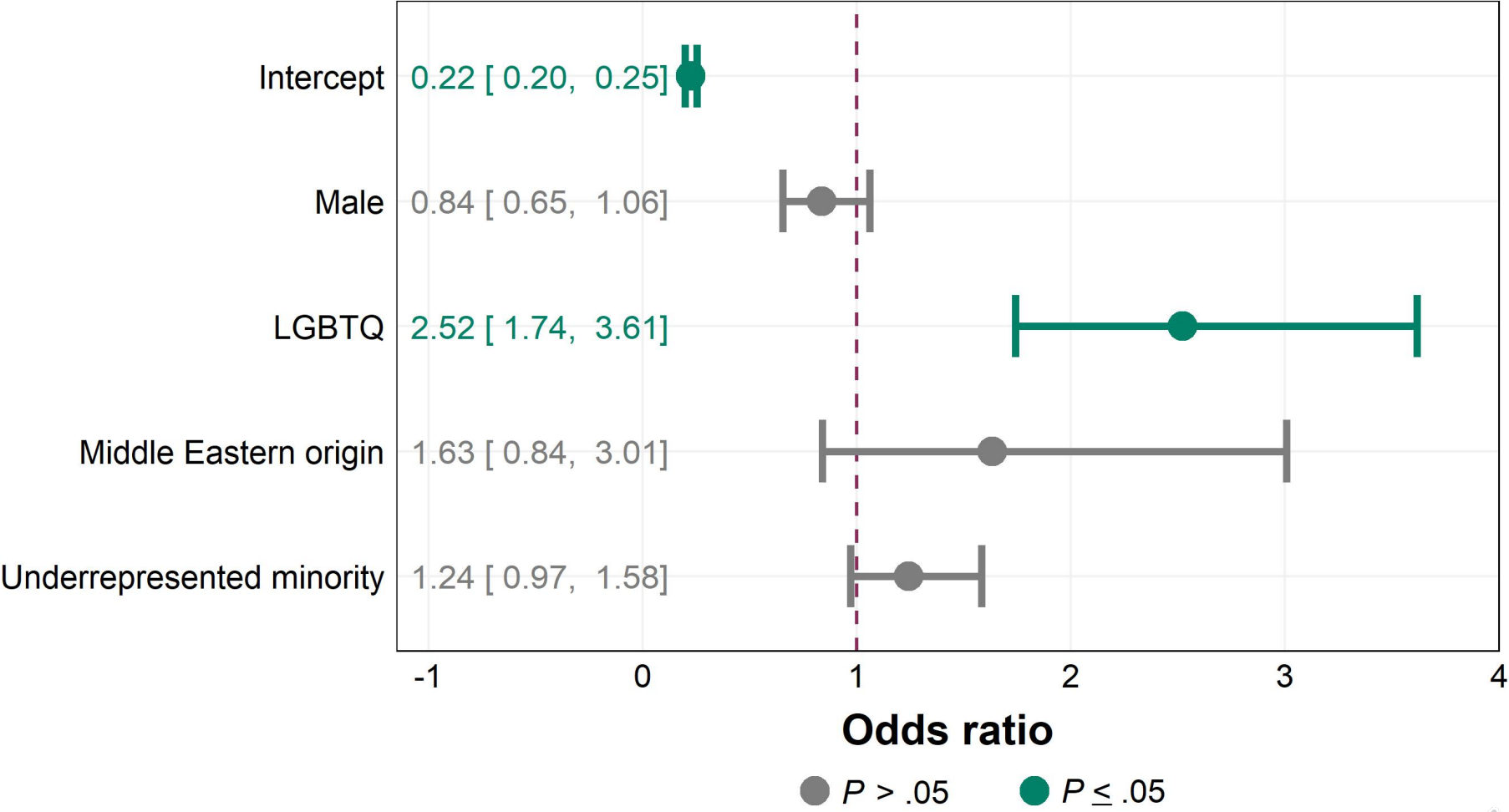
Odds of reporting mistreatment  
per domain

- Did not report mistreatment = 0
- Reported = 1

# Likelihood of Reporting Mistreatment, Regardless of Type



# Likelihood of Reporting Mistreatment, Regardless of Type



# Likelihood of Reporting Mistreatment Across Each Domain

Model	Intercept	Male	LGBTQ	Middle Eastern origin	Underrepresented minority
Mistreatment due to <u>gender</u>	<b>0.19</b>	<b>0.70</b>	<b>1.99</b>	1.60	<b>0.72</b>
Mistreatment due to race	<b>0.02</b>	1.17	1.10	1.58	<b>7.55</b>
Mistreatment due to sexual orientation	<b>0.00</b>	<b>2.83</b>	<b>31.98</b>	1.74	<b>2.14</b>
Mistreatment due to religion	<b>0.03</b>	1.11	1.19	2.13	0.81

Less likely

More likely

- Gender-related mistreatment - Males (**30%**) and URM (**28%**)
- Gender-related mistreatment - LGBTQ (**99%**)

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- Sexual Orientation-related mistreatment - Male (**183%**), LGBTQ (**3,098%**), and URMs (**114%**)

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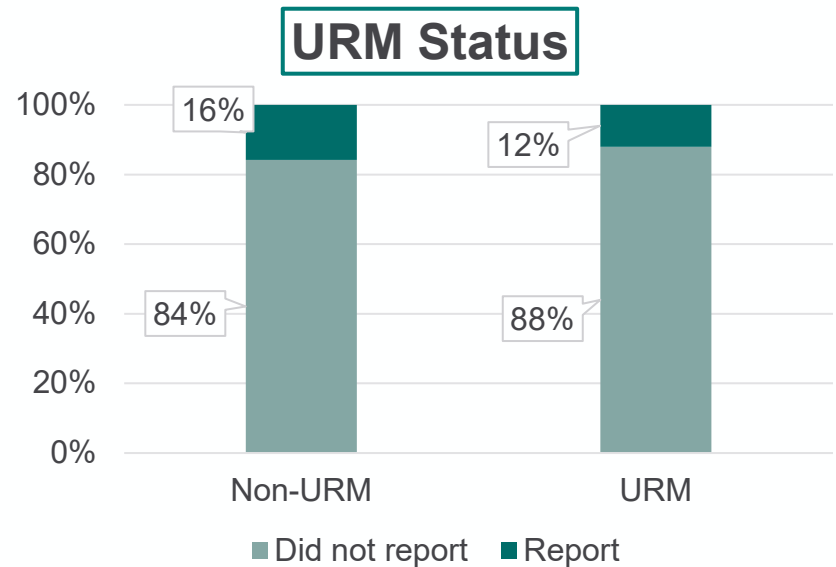
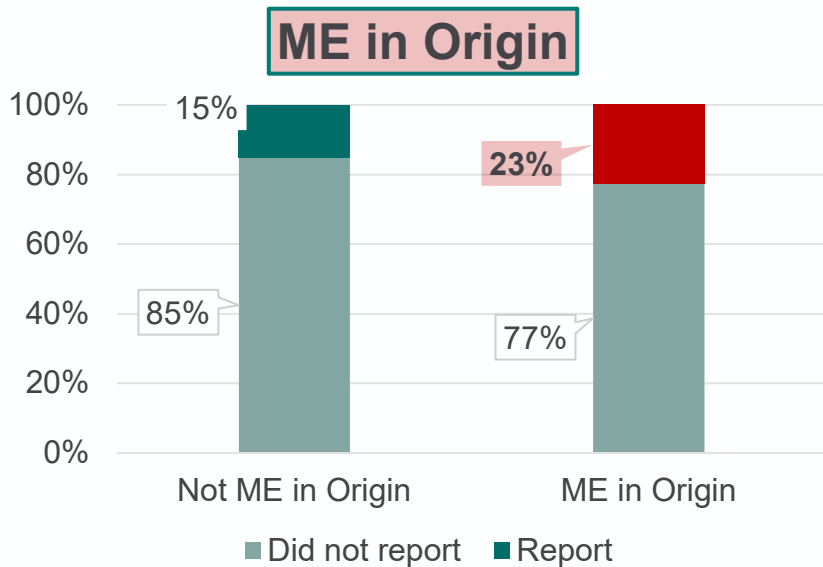
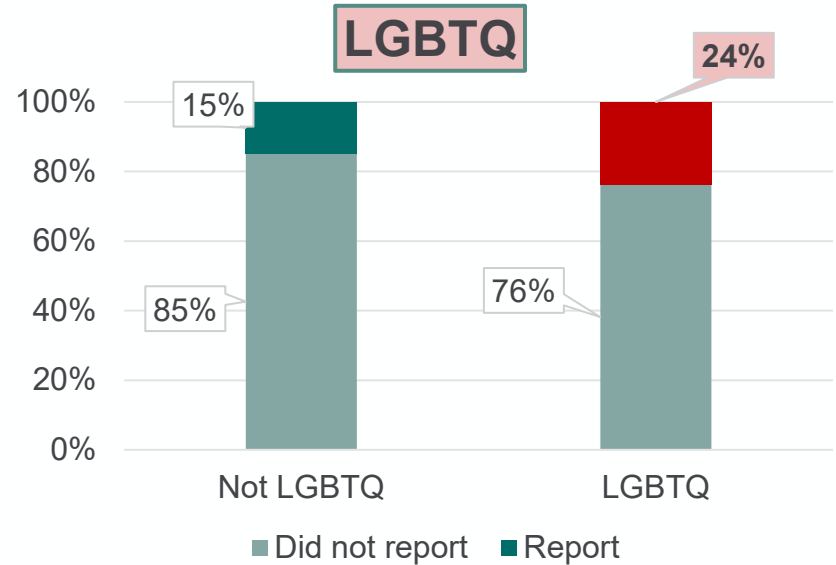
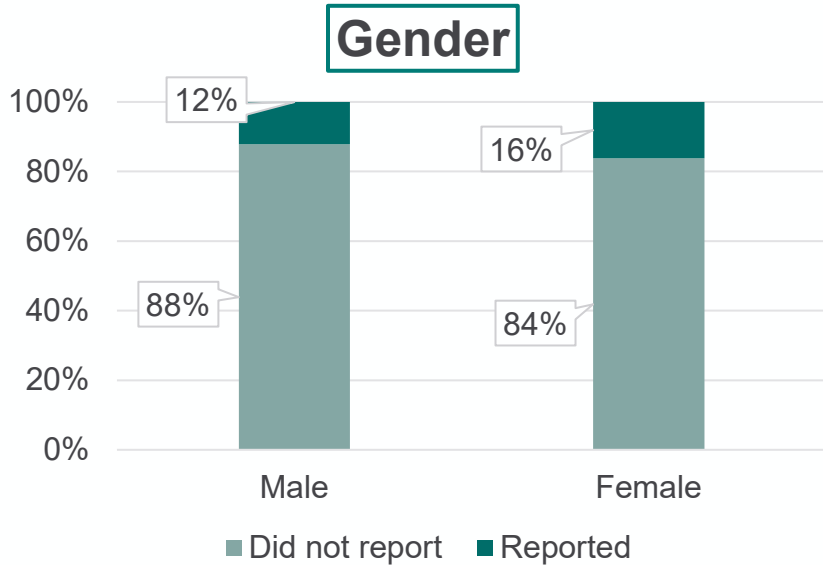
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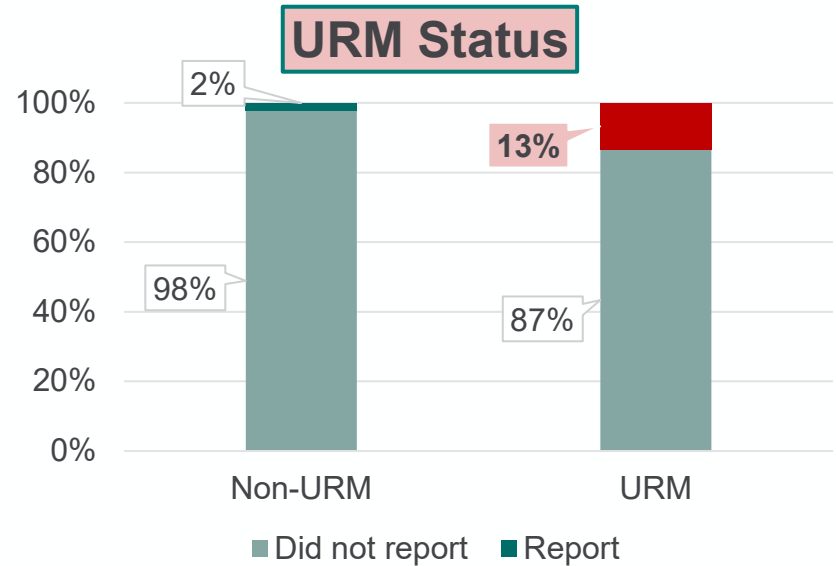
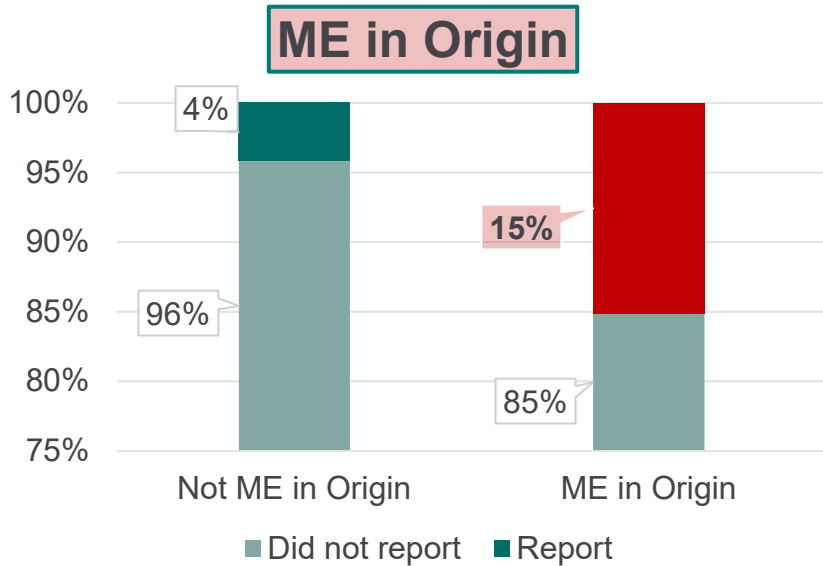
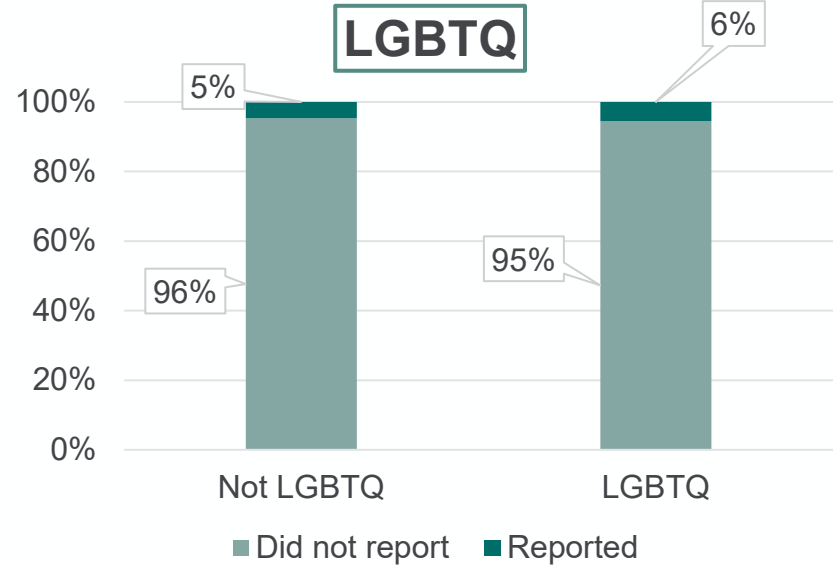
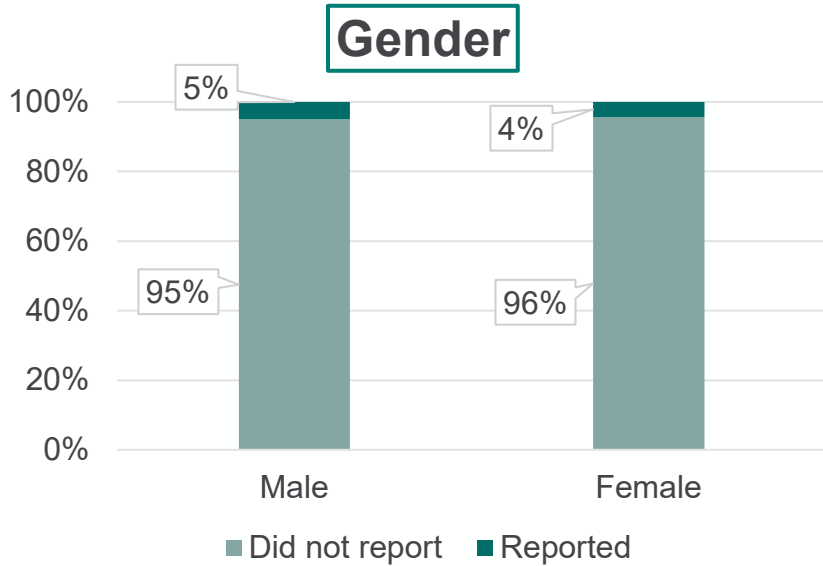
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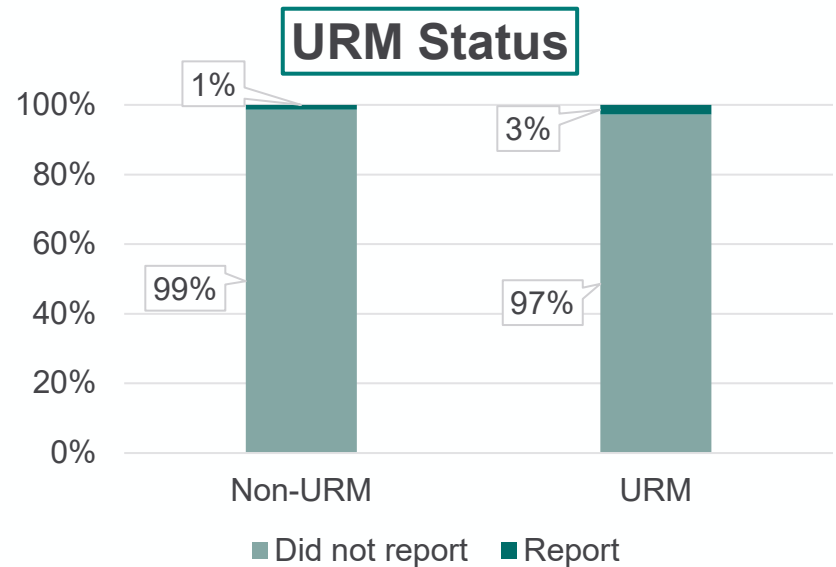
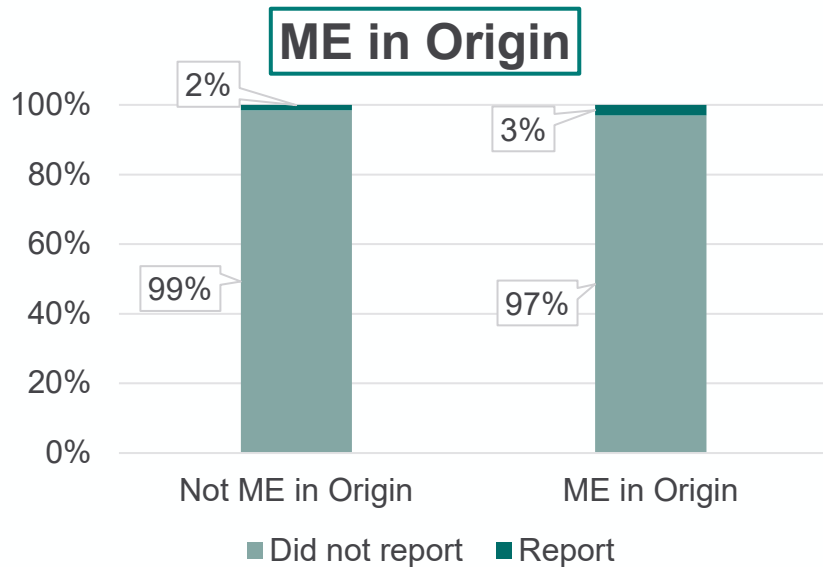
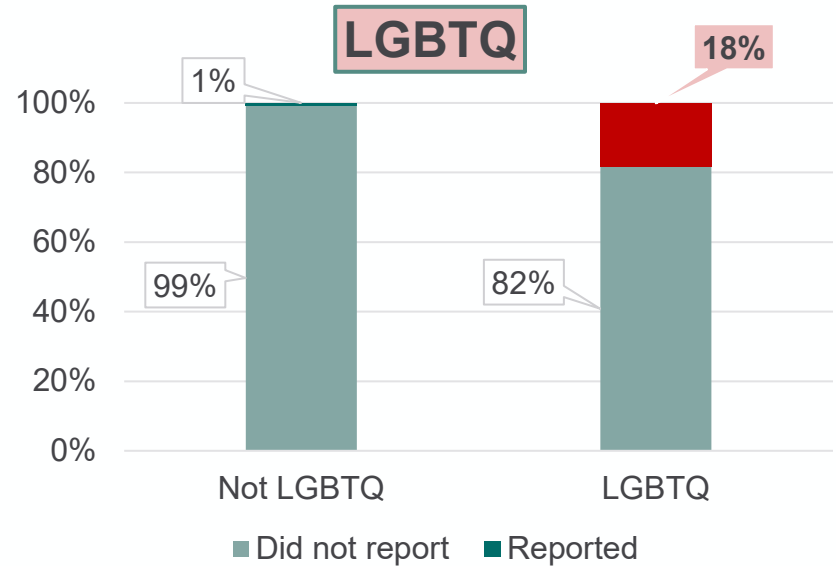
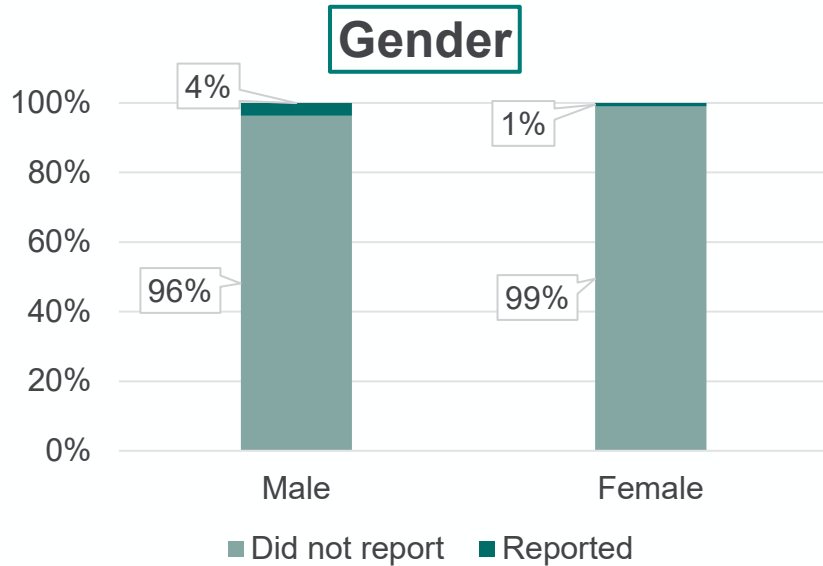
# Gender-related Mistreatment Reported by all Groups



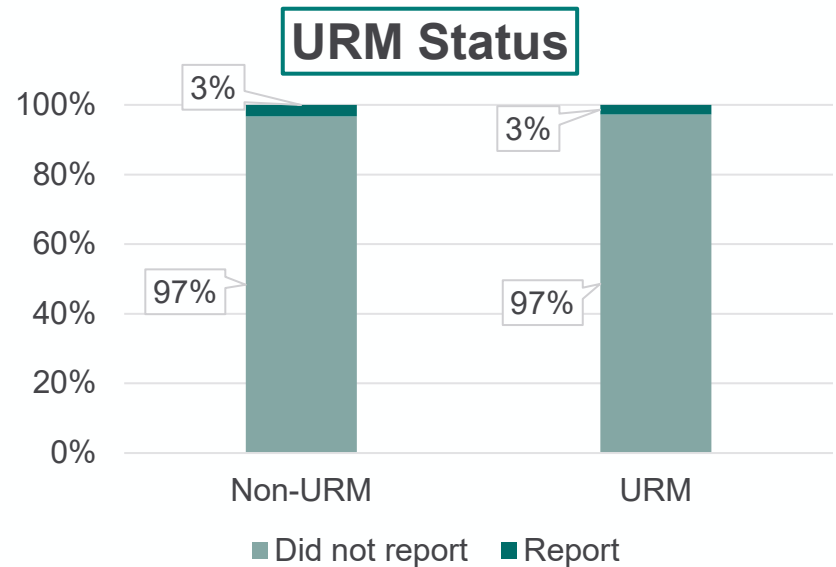
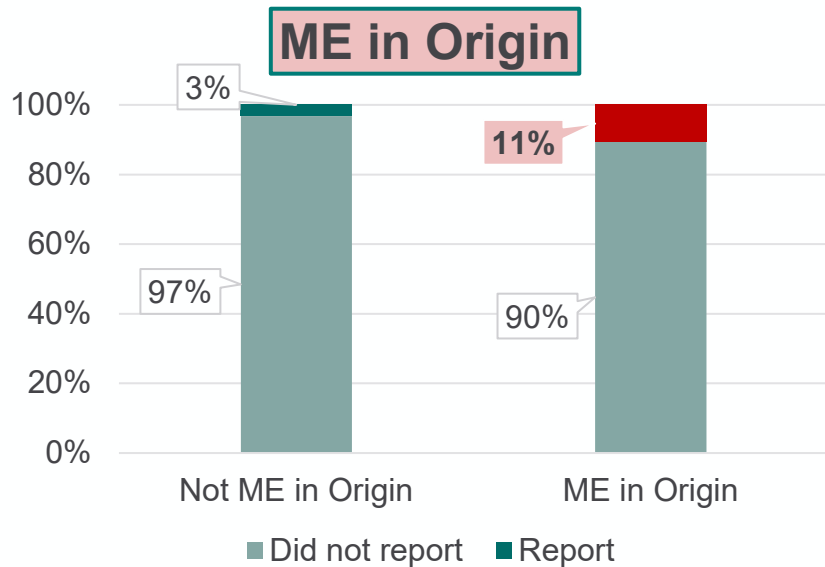
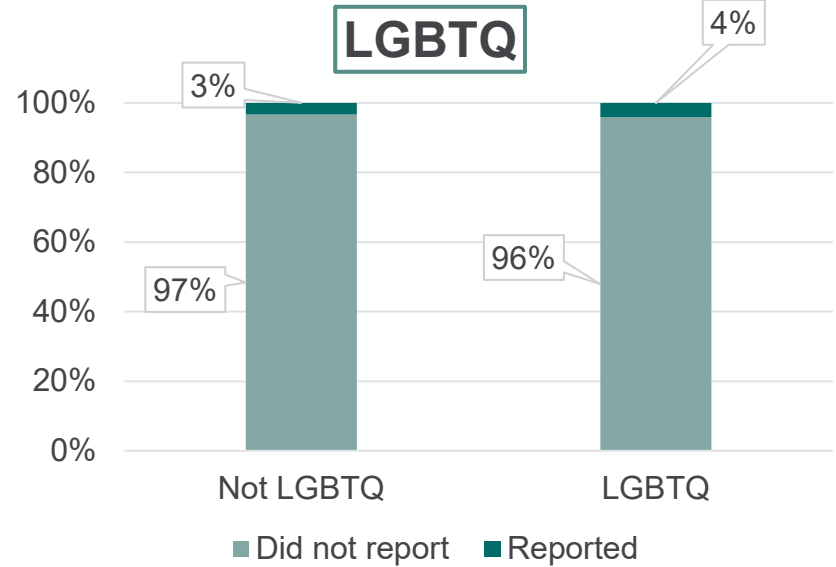
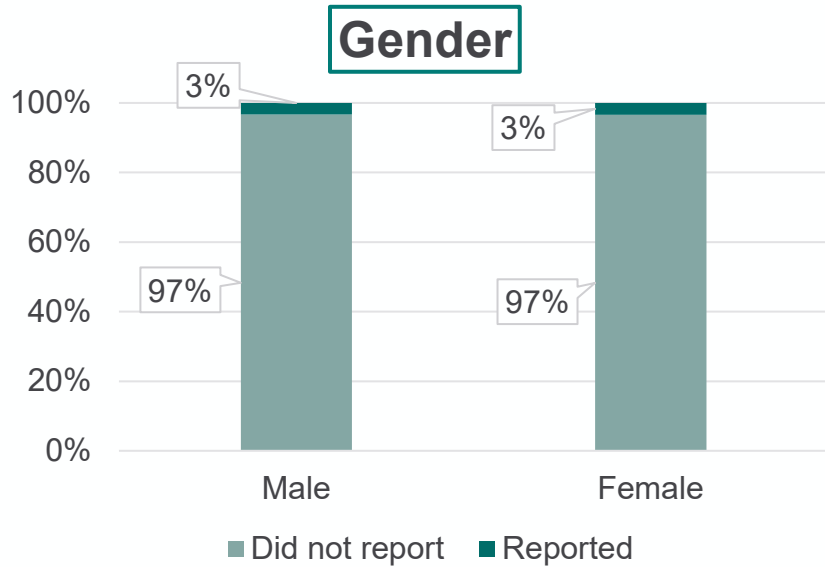
# Race-related Mistreatment Reported by all Groups



# Sexual Orientation-related Mistreatment Reported by all Groups

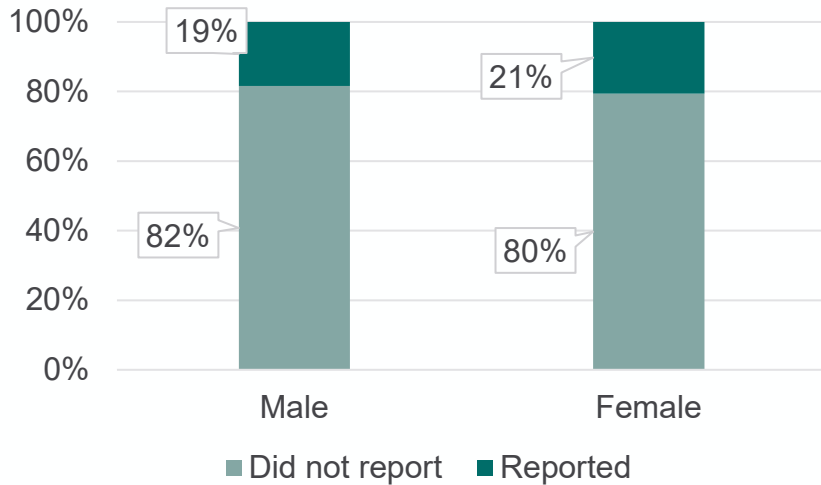


# Religious-related Mistreatment Reported by all Groups

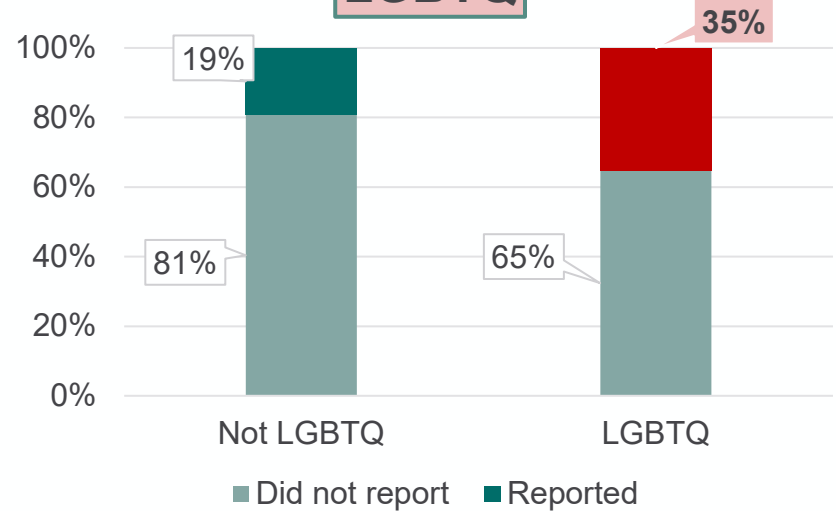


# Mistreatment Reported by all Groups, Regardless of Type

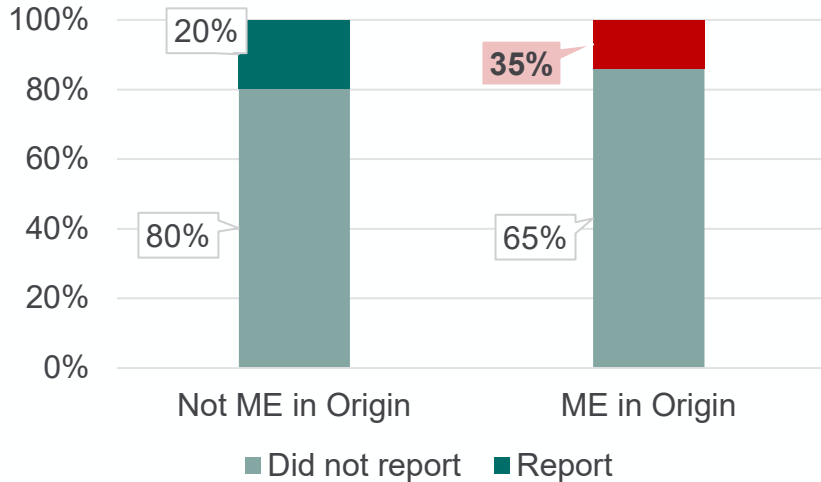
## Gender



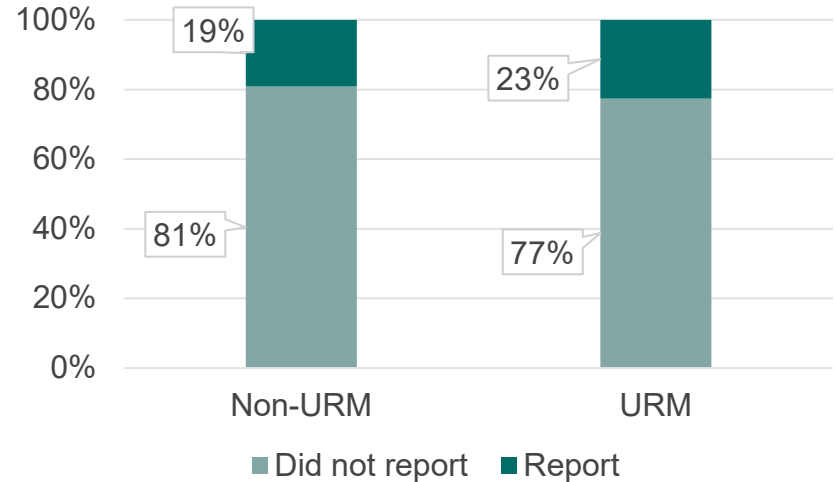
## LGBTQ



## ME in Origin



## URM Status



## In Summary...

Students that belong to minoritized groups are more frequently subject to experiencing mistreatment than their peers.

# Take Home Points

- Broadening the diversity of the PA workforce has been a priority, but it is predicated on increasing the **recruitment and retention of diverse students**.
  - Cultivating inclusive academic environments are essential to combating recruitment and retention issues. Doing so may inform efforts towards increasing inclusivity and diversity in PA programs.



# Suggestions for Improving DEI in PA Education

- **Fostering environments with optimal learning conditions<sup>5</sup>:**
  - Diverse faculty, staff, and student population
  - Curricula that address the experiences of minoritized individuals and their influence on an individual's role as patient or practitioner
  - Processes that support the recruitment and retention of minority students
  - Institutional commitment to diversity, equity, and inclusion

More suggestions on how to implement DEI efforts can be found in the [PAEA Diversity, Equity, and Inclusion Toolkit](#).

# Limitations

- Consequential to low frequencies in the demographic minority groups, our results were limited
- Results may not be as representative due to fear associated with reporting these behaviors or the differences in visibility of multiple aspects of a person's identity<sup>10</sup>

# Future Directions

- Obtain a better understanding of the impact of mistreatment on PA students
- Examine the sources by which these behaviors are performed
- Investigate whether students' demographic characteristics are associated with their likelihood of reporting mistreatment to an official/designated person

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