

Promoting Medical Student Equity and Inclusion through Curriculum and Support of Faculty Teachers



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Background

- Current efforts towards enhancing diversity, equity, and inclusion (DEI) for medical students focus on:
 - recruitment
 - admissions
 - support for under-represented in medicine students
 - enhanced curriculum content
- Student, staff, and faculty satisfaction with our environment and DEI efforts as measured on both internal and external surveys are suboptimal and do not meet our internal goals.
- Standardized interviews of faculty educator leaders (N=15) demonstrated the desire and need for increased knowledge, skills, and comfort with teaching about DEI and antiracism.

Goal

Create a more equitable and inclusive learning environment for our medical students.

Objective

- Further develop equity, inclusion and antiracism curricular content
- Direct new efforts to enhance instructors' knowledge, skills, and ability to implement change related to DEI and antiracism in their teaching and assessments.

Approach

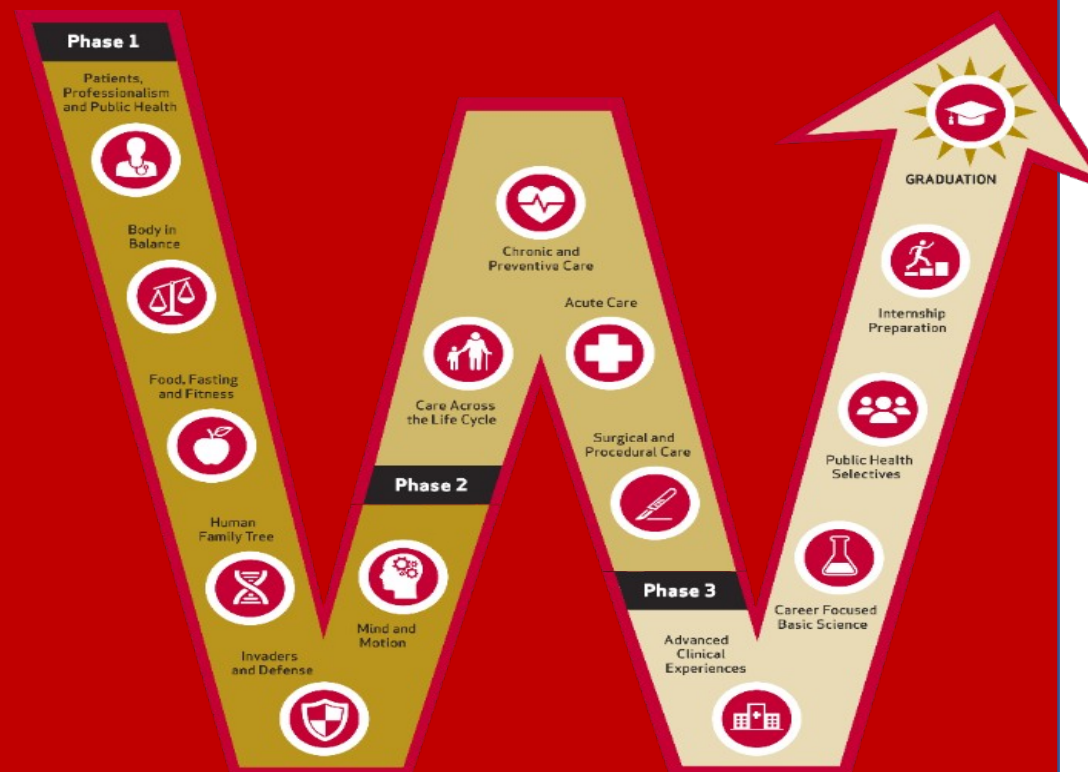
1 Engage in personal development related to equity, inclusion and antiracism

2 Equity, Inclusion and Antiracism Curriculum Content

Recruit a Director of Diversity and Inclusion Curriculum

Enhance composition of the Medical Education Office Health Equity Activation Team

Map curriculum content to new AAMC DEI competencies (in progress)



3 Faculty development and support for equitable and inclusive teaching and assessment

Survey existing resources for DEI training and equitable and inclusive teaching

Implement systematic approach for curriculum directors to establish DEI goals for faculty leads

Revise faculty teacher guidance documents

Elevate DEI faculty efforts in promotion process (in progress)

Implement a Learning for Teaching self-directed learning activity by which faculty receive continuing education (CE) credit for didactic curricular revisions related to DEI (in progress)

Develop a strategy and timeline to address bias in student assessment (in progress)

Outcomes

- UWSMPH ForWard curriculum will align with new AAMC DEI competencies.
- Identified multiple institutional resources and venues outside of medical education where equity and inclusion are being addressed.
- Identified gaps in resources specific to clinical teaching and assessment.

Next Steps

Continue collaborations with offices of continuing professional development and office of diversity and equity transformation

Disseminate Learning for Teaching self-directed learning activity to UME didactic teaching faculty

Develop and disseminated resources for clinical teaching and assessment

Follow student key performance indicators on internal surveys and Graduation Questionnaire (GQ)

ABSTRACT: 2022 ELAM Institutional Action Project

Project Title: Promoting Medical Student Equity and Inclusion through Curriculum and Support of Faculty Teachers

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Topic Category: Medical Education /Faculty Development

Background, Significance of project: Our current efforts towards enhancing diversity, equity, and inclusion (DEI) for medical students focus on recruitment, admissions, support for under-represented in medicine students and enhanced curriculum content. Student, staff, and faculty satisfaction with our DEI efforts as measured on both internal and external surveys, such as the 2021 AAMC Graduation Questionnaire (GQ), are suboptimal and do not meet our internal goals. A recent set of standardized interviews of fifteen of our faculty educator leaders demonstrated the desire and need for increased knowledge, skills, and comfort with teaching about DEI and antiracism. Many departments and our health system have initiated efforts to educate faculty and staff about these important topics, however, to date, no mandatory uniform trainings have been adopted, nor is there systematic assistance for faculty to implement changes such as such as revisions in didactic talks, use of inclusive language while teaching and use of strategies to impact implicit bias while completing assessments. Efforts to further incorporate best practices for faculty educators to incorporate inclusive teaching and assessment strategies and update curricular content within the domains of DEI and antiracism, are needed.

Purpose/Objectives:

Our goal is to create a more equitable and inclusive learning environment for our medical students and demonstrate corresponding improved ratings on relevant GQ elements, internal surveys, and school metrics. This will be accomplished through further development of curricular content and new efforts directed to enhancing instructors' knowledge, skills, and ability to implement change related to DEI and antiracism in their teaching and assessments.

Methods/Approach/Evaluation Strategy:

- Engage in personal development related to antiracism, equity, and inclusion (in progress)

Equity and Inclusion Curriculum Content

- Recruit a Director of Diversity and Inclusion Curriculum (complete)
- Enhance composition of the Medical Education Office Health Equity Activation Team (complete)
- Map curriculum content to new AAMC DEI competencies (in progress)

Faculty development and support for equitable and inclusive teaching and assessment

- Survey existing resources for DEI training and equitable and inclusive teaching (complete)
- Implement systematic approach for curriculum directors to establish DEI goals for faculty leads (complete)
- Revise faculty teacher guidance documents (in progress)
- Work with key stakeholders to map current departmental and health system faculty and staff DEI activities (in progress)
- Elevate DEI faculty efforts in promotion process (in progress)
- Develop process by which faculty receive CME/credit for didactic curricular revisions (in progress)
- Develop a strategy and timeline to address bias in student assessment (in progress)

ABSTRACT: 2022 ELAM Institutional Action Project

Outcomes/Results: Our work in curricular content has us well-positioned to align with new AAMC DEI competencies. Preliminary work on faculty development demonstrated multiple institutional venues outside of medical education where equity and inclusion are being addressed. Though there are an abundance of available relevant resources, few are specific to clinical teaching and assessment. Coordination between the medical education office, the office of continuous professional development and our new office for DEI, which crosses our health system and school, are necessary for successful support of faculty and staff.

Discussion/Conclusion with Statement of Impact/Potential Impact: Enhancing curricular content related to equity, inclusion, and antiracism, while co-addressing the needs for faculty and staff development within these areas will facilitate improved education and experience for all medical students. This will ideally be reflected in improved ratings by our students on relevant key performance indicators.