

INCORPORATING TECHNOLOGY INTO A BIAS RESPONSE UPSTANDER CURRICULUM

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Scan the QR code to view one of the upstander video scenarios created for this project.

INTRODUCTION

- Medical students commonly experience bias (up to 75%)¹
- Bias can impair learning, self-esteem and team functioning²
- Upstander skills to support patients and colleagues who experience discrimination are needed and align with educational priority areas of feedback, conflict resolution and professionalism

DESCRIPTION OF INTERVENTION

- Create videos demonstrating bias response skills
- Faculty Development
- Pre/Post Surveys for students and faculty
- Bias response curriculum
 - Pre-reading
 - Interactive lecture incorporating videos
 - Facilitated small group practice skills sessions

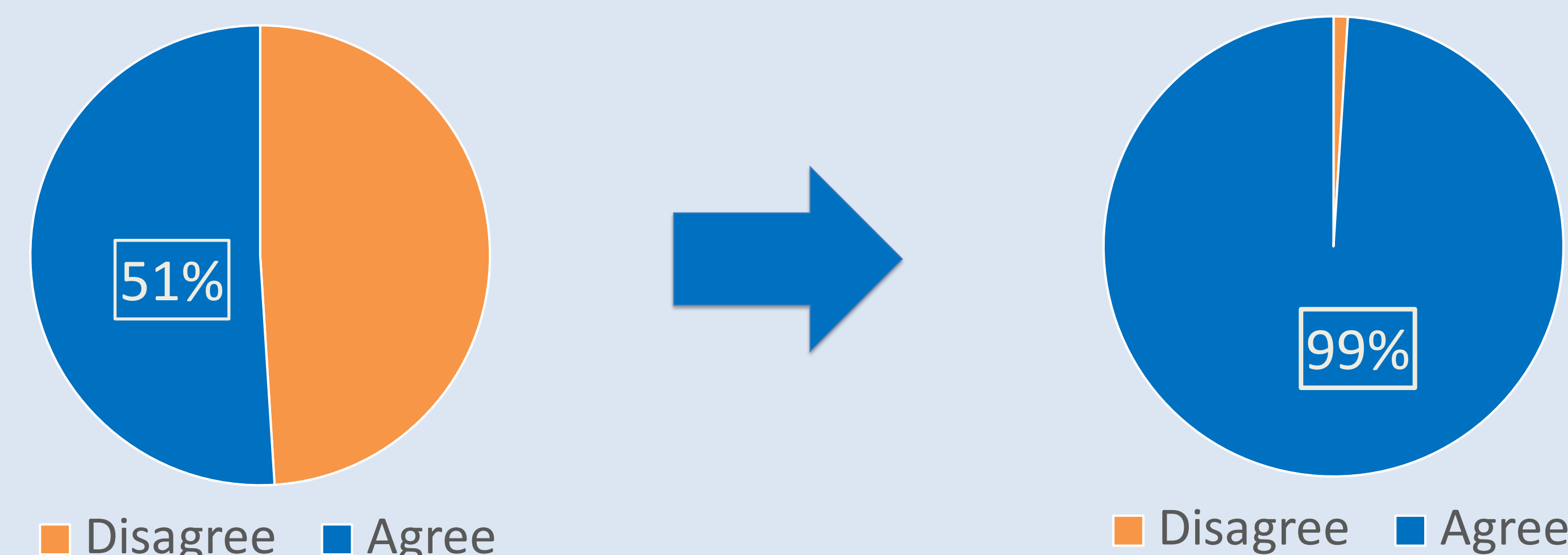
Curricular Learning Objectives

- Recognize discrimination in healthcare settings
- Describe impacts of bias on learning and care
- Explain challenges of responding to bias
- Listen to and view experiences of bias with respect

RESULTS

Student Feedback

"I feel confident identifying bias response strategies to intervene in examples of bias in medical settings"



Pre-Training

Post-Training

N=116, 83% response rate



Student Feedback Post-Training Includes...

"I've been taught certain phrases/responses I can use in the moment to respond to bias. I previously often felt like I didn't know what to say..."

"I have more concrete strategies of addressing bias and microaggressions in ways that are non-combative and restorative."

"I have a better set of tools to deal with a variety of situations related to microaggressions"

Faculty Feedback

100% faculty...

- **Felt comfortable** facilitating the session
- **Felt prepared** leading the small group session
- **Improved knowledge**
 - in identifying strategies to respond to bias
- **Improved skills** in
 - Fostering brave spaces
 - Validating learner viewpoints
 - Navigating racial tension in small groups.

Key Lessons Learned

- Videos are well received method of demonstrating bias response skills
- Bias response skills can effectively be taught to both students and faculty with improvements in knowledge skills and attitudes

NEXT STEPS

- Expand training throughout the 4-year curriculum
- Expand training to GME
- Expand training to Clinical teams

REFERENCES

1. Sandoval RS, et al. Building a Toolkit for Medical and Dental Students: Addressing Microaggressions and Discrimination on the wards. MedEdPortal2020; 16:10893. doi:10.15766/mep_2374-8265.10893
2. Ackerman Barger K, et al. Seeking Inclusion Excellence: Understanding Racial Microaggressions as Experienced by Underrepresented Medical and Nursing Students. Academic Medicine 2020;95:758-763