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## Background

- Structural racism occurs unintentionally and is fueled by unconscious stereotypes and prejudice.
- Equity and inclusion training in academic medicine has recently focused on providing foundational diversity knowledge.
- Few programs deal with the issues of unconscious bias and racial microaggression which pose detrimental effects with regard to retention of a diverse workforce.
- For institutions to effectively engage anti-racist pedagogy, they must create space to discuss and address structural and interpersonal harm.
- **The objective of the proposed Diversity, Equity, and Inclusion (DEI) curriculum is to facilitate spaces that will support faculty and residents to effectively engage in difficult dialogues and take action to support the lives of people who have long been marginalized within healthcare and society.**

- **Using Kern's six steps, we have developed a longitudinal diversity curriculum**

- **Four 2-hr Workshops:**

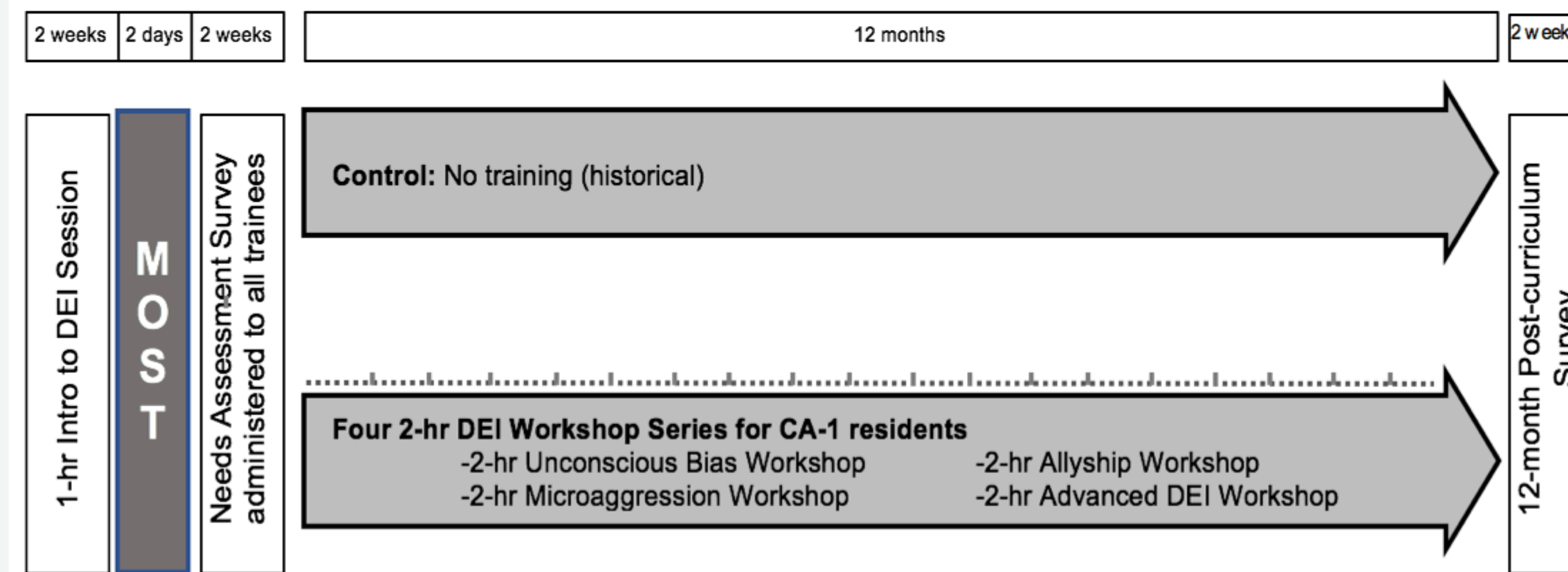
- Unconscious Bias
- Allyship
- Microaggression
- Booster DEI Session



## Experimental Design and Methods

- This study is a pretest-posttest design utilizing activities to enhance competence and performance around unconscious bias.
- A post-curriculum survey was designed to be administered after each 2-hour workshop, 6 months later immediately after the fourth 2-hour (DEI) workshop to the participating residents as well as 12-months later (Figure 1).

Figure 1. Project design and timeline. Preceding project initiation will be three months of material preparation, scheduling and training of co-facilitators. Given the variability in clinician availability, MOST will be scheduled during a project six- to nine-month window allowing intervention and follow-up to proceed on a rolling basis. The project will conclude with three months for analysis.



- For the needs assessment survey that was used, pretest cognitive interviews were conducted with anesthesia fellows and 4<sup>th</sup>-year medical students to assess the overall clarity, coherence, and balance of each survey question.

- **Workshop Development and Content:** Utilizing the Kirkpatrick Evaluation Model framework, we focused on transferring DEI knowledge (level 2) into applied behaviors (level 3).

- **The critical race theory was used to inform content and develop learning objectives.**

- **Facilitator Selection and Training: "Train the Trainer":** Facilitators were selected on the basis of prior experience with at least one other involvement with DEI training sessions. One week prior to the workshop, a 1-hr preparation session was administered to facilitators.

## 1-hr Introductory DEI Session

- **The development of the pilot curriculum was informed by a needs assessment survey that was administered to CA-1 residents at the end of a 1-hr introductory DEI session**, which highlighted national data regarding mistreatment and discrimination of residents and each workshop session's goals and objectives.
- Resident physicians received 1 total hour of instruction consisting of a didactic PowerPoint presentation (15 minutes), facilitated discussion of experiences with microaggressions (20 minutes), and a debrief/closing session (10 minutes).

## Discussion

- Twenty-four residents attended the introductory DEI session and completed the needs assessment online survey, giving us a response rate of 100% from twenty first-year clinical anesthesia residents.

Table 1. Post-workshop survey for 1-hr Intro to DEI Session for n=20 CA-1s.

Statement	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
This introductory workshop showed me that a DEI curriculum is important to my training.	0%	4%	8%	38%	50%
I believe this workshop is relevant to my workplace.	0%	0%	12%	21%	67%
I would recommend this workshop to my peers.	0%	0%	12%	42%	46%

- When asked what they would want in an ideal DEI training, residents commented, "learning how to respond to/take action against bias and microaggressions," "skills acquisition around recognizing and responding to microaggression and other forms of racism," and "an iterative curriculum that continued over an extended period of time (years)."

## References

