Developing Competencies for Teaching Diverse Learners in Medical Education

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No conflicts to disclose
Agenda

3:15-3:30pm  Welcome and Introduction
3:30-3:50pm  Overview of the UCSF Differences Matter Initiative and Competency Development
3:50-4:10pm  Small Group Exercise
4:10-4:20pm  Report out & Share
4:20-4:30pm  Wrap-up

Session Objectives

By the end of the workshop, participants will be able to:

1. Describe factors that facilitated diversity and inclusion initiatives at UCSF

2. Create an action plan for developing competencies for teaching diverse learners at your institution
Background

- Challenges in creating an inclusive learning environment:
  - Demographic reality
  - "Climate" for students as reported by students in UC wide survey
  - Stereotypes in presentation of underrepresented patients
  - Articulation of concepts of racism in a science environment

- Need
  - Develop competencies in teaching diverse learners
  - Improving learning outcomes and engagement for ALL students

Demographic breakdown – Faculty and students at UCSF
Who teaches our learners?

Prologue (2015-16)
- non-URM: 85%
- URM: 9%
- Unknown: 6%

Foundations of Patient Care Year 1 (2014-15)
- non-URM: 77%
- URM: 9%
- Unknown: 14%

Foundations of Patient Care Year 2 (2015-16)
- non-URM: 90%
- URM: 6%
- Unknown: 4%
Results from UCSF 2012-2013 Climate Survey
Exclusionary Behavior by Race/Ethnicity (SOM)

Minority patients typically stereotyped negatively in cases
Events Leading to the Differences Matter Initiative

- UC Climate Survey
- LCME Accreditation
- White Coats 4 Black Lives
- Dean's Leadership Retreat

Events Following SOM Differences Matter

- **October 2015**
  - SOM launches Differences matters

- **February 2016**
  - Chancellor Hawgood's First Teach In on "Injustice and Health"

- **May 2016**
  - No Harm Coalition (DNHC) formed by UCSF
  - UCSF physicians, nurses, students and staff
UCSF Differences Matter Initiative

Leadership
- Faculty, Staff, Residents
- Clinical Care Providers
- Educational Programs
- Research Community
- Community

Increase diversity and enhance culture of diversity, equity, and inclusion competencies
- Increase diversity and enhance culture of diversity, equity, and inclusion competencies
- Identify and address health care inequities
- Optimize the culture of diversity, inclusion, and equity and the conduct of educational programs
- Diversify research portfolios and clinical trials strategies
- Create strategic & sustainable alliances to advance equity

Education Program Objectives

Optimize SOM learning environment to make sure it is inclusive and welcoming to all learners

Optimize curriculum to ensure inclusive teaching and integration of issues of race, racism, exclusion and health disparities relevant competencies

Identify and begin to address barriers for students who are underrepresented in medicine

Develop faculty competencies for teaching diverse learners
Methods

Multi-step approach included

**Scoping review** of literature on teaching diverse learners for medical and health professions faculty to identify existing competencies

**Interviews** with 12 key stakeholders to identify perceived needs and existing programs

**Review of learning objectives** for 7 existing diversity and inclusion curricula at UCSF targeting faculty, trainees, or staff

**Thematic analysis** of the objectives and mapped themes to the domains of the multi-contextual model for diverse learning environments (MMDLE)
Multi-Contextual Model for Diverse Learning Environments

Results

- 3 Domains
- 7 Competencies

<table>
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<tr>
<th>Domain 1: Instructor Identity</th>
<th>Domain 2: Pedagogy and Teaching Methods</th>
<th>Domain 3: Course Content</th>
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<tr>
<td>• Build foundational knowledge of key concepts such as privilege, power, unconscious bias, cultural humility, microaggressions, intersectionality</td>
<td>• Communicate effectively across racial, ethnic, gender, social other differences for learners and for patients</td>
<td>• Apply curriculum development skills to include diversity in course and curricular design and content.</td>
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<td>• Establish awareness of one's own identity(ies)</td>
<td>• Develop educational skills for creating an inclusive learning environment for learners and for patients</td>
<td>• Represent and invite diverse perspectives in the structure of learning opportunities</td>
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<td>• Develop ability to recognize, remedy and monitor conscious and unconscious bias and discrimination</td>
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Further Research and Next Steps

- Development of objectives
- Implementation
  - Workshop for training 200 “high intensity” faculty with 20 coaches responsible for training other faculty
- Maintaining momentum and developing a plan for sustainability
- Evaluation
Challenges

- Must have supportive leadership and students organized around diversity and inclusion
- Implementation
- Maintaining momentum

Implications/Significance

- Methodology can be used in other contexts
- Institution-wide competencies helps with measurement and accountability
- Ultimately, an improved learning climate and future physicians that are prepared to work with an increasingly diverse population
Small Group Exercise

Lessons Learned

- How did you go about finding existing programs at your institution?
- What significant barriers will you face in creating competencies?
- Who will you rely on for support?
Wrap-Up

Resources – Faculty Development Video for Bridges

UCSF Bridges Curriculum
Faculty Development
Education on the Principles of Health Equity
Andrea V. Joobsen, MD MAS
Alejandra Rincon, PhD

http://meded.ucsf.edu/bridges/faculty-development#Diversity
Thank you!

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