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Development and Evaluation of a Longitudinal Diversity Curriculum for Trainees: Applied Behaviors to Confront Unconscious Bias

Abstract

While equity and inclusion training in academic medicine has recently focused on providing foundational diversity knowledge, few programs provide a synchronous curriculum to address structural racism and microaggression across all marginalized identities which pose detrimental effects with regard to retention of a diverse workforce. Faculty and trainees still report difficulty in applying these insights throughout clinical, educational, and academic settings. For institutions to effectively engage anti-racist pedagogy, they must create space to discuss and address structural and interpersonal harm that occur in healthcare and academic medicine. The proposed Diversity, Equity, and Inclusion (DEI) curriculum centers around three core concepts including unconscious bias, microaggressions, and allyship. The series' objective is to facilitate spaces that will support faculty and residents to effectively engage in difficult dialogues and take action to support each other as upstanders within healthcare and society. After providing this foundation, the curriculum will then expand to focus on health equity which encompasses health disparities, social determinants of health, structural competence, cultural humility, safety net systems, and structural racism.