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The logo for the Shared Discovery Curriculum. It features a green circle divided into three segments: "STUDENTS" at the top, "FACULTY" on the right, and "PATIENTS" at the bottom. In the center of the circle is a white Spartan helmet. Below the circle, the text "SHARED DISCOVERY CURRICULUM" is written in a bold, sans-serif font.

Strategies for Promoting  
Positive Educational  
Environment Free from  
Discrimination

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## » Agenda

2 minutes	Summary of the problem and existing research
6 minutes	Overview of the strategies employed
15 minutes	Interactive experience
2 minutes	Wrap-up

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## » The Successes

The work of our colleagues in admissions

- 50.1% of matriculants national report as something other than “white, only”
- 52% of matriculants are women (AAMC Matriculant data)

Students come to us expecting a healthy, supportive learning environment.

- More and more institutions recognize the importance of a supportive working and learning environment

AAMC. Applicants and Matriculants Data - Table A-12 and A-9: Applicants, First-Time Applicants, Acceptees, and Matriculants to U.S. Medical Schools by Race/Ethnicity 2015-2016 through 2018-2019.  
<https://www.aamc.org/data/facts/applicantmatriculant/>. Accessed March 28, 2019.

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## ► The Challenge – we have to deliver

Students have bad experiences

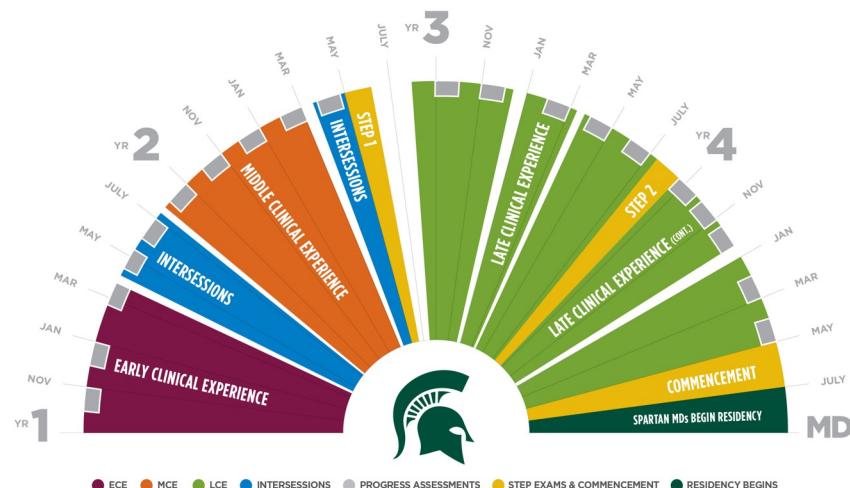
- Question 41 of the AAMC Graduate Questionnaire has a list of negative behaviors ranging from offensive remarks to denied opportunities to solicitation. (Does not include public embarrassment as a behavior.)
- 40.3% of 15,638 graduates experienced at least one of these negative behaviors.
- 21% of graduates witnessed these behaviors happening to others.
- Most of these experiences are in the clinical setting

CHANGE Study - The vast majority of students witness discrimination and negative role modeling, all of which is associated with depressive symptoms (Hardeman, et al)

Hardeman R, Przedworski J, Burke S, Burgess D, Perry S, Phelan S, Dovidio J, van Ryn M. Association between perceived medical school diversity climate and change in depressive symptoms among medical students: A Report from the Medical Student CHANGE Study. *J Natl Med Assoc.* 2016; 108(4):225-235.

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## ► At the MSU College of Human Medicine



<https://www.justintimemedicine.com/>

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## ► At the MSU College of Human Medicine

In our new Shared Discovery Curriculum, our students are in clinic starting in week 8 of medical school and they start in the hospitals in week 40.

All content is integrated in one course per semester and uses progress testing for grades and promotion.

We have a curriculum designed to make the students safe for clinic and to support diverse students:

- Expanded Diversity and Inclusion Office with Everyday Bias Training Team, Unconscious Bias Training
- M1 and M2 Orientation with sessions designed to support diversity
- Chief Complaints and Concerns (C3) using the biopsychosocial model, the social includes determinants of health, public health, and controversies and complexities. for all 100 C3s in the curriculum <https://www.justintimedmedicine.com/CurriculumContent.aspx?p=1805>
- Required Intersession PATIENT VULNERABILITIES & HEALTH SYSTEMS <https://www.justintimedmedicine.com/CurriculumContent/p/5786> uses Intercultural Development Inventory <https://idiinventory.com/>.

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## ► Strategies at the MSU College of Human

### Strategy 1 - Council on Diversity in Education

- Membership is half students and half faculty – including course and curriculum leaders
- Monthly discussion of the student's experiences and curricular support of diversity
- The feedback is uncomfortable, often raw, sometimes overwhelming.

When the curriculum does not address student concerns, the curriculum and its leaders are a part of the problem rather than a part of the solution. Our best laid plans have unintended consequences.

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## ► Strategies at the College of Human Medicine

- Work groups
  - AAMC Tool for Assessing Cultural Competency Training (TACCT)
  - LGBTQIA environment
  - Small Group Cases Analysis

### Strategy 2 – Move material earlier in the curriculum

- Based on TACCT analysis we moved material up to orientation and the first weeks of the curriculum. For example:
  - Intercultural Development Inventory moved to orientation
  - Definition of race, ethnicity, culture moved to orientation and week 1

### Strategy 3 – Move the some of our admission's team's work to orientation particularly around LGBTQIA

- Better include LGBTQIA in the small group work and simulation cases

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## ► Strategies at the MSU College of Human

### Strategy 4

- We reviewed and overhauled each small group case to minimize accidental stereotypes, and...
  - Create intersectionality in the small group and simulation cases.
  - Presenting Intersectionality
    - Pictures that accompany cases
    - More complete social history to include sexual orientation, occupation, veteran status, education level, etc.
    - Eco-mapping exercises

Now our interactive exercise

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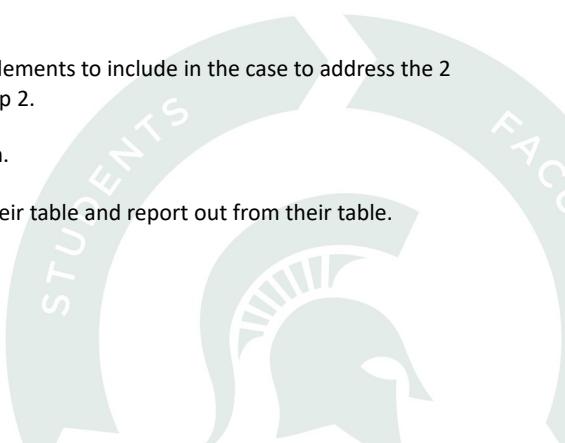
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### Activity Instructions

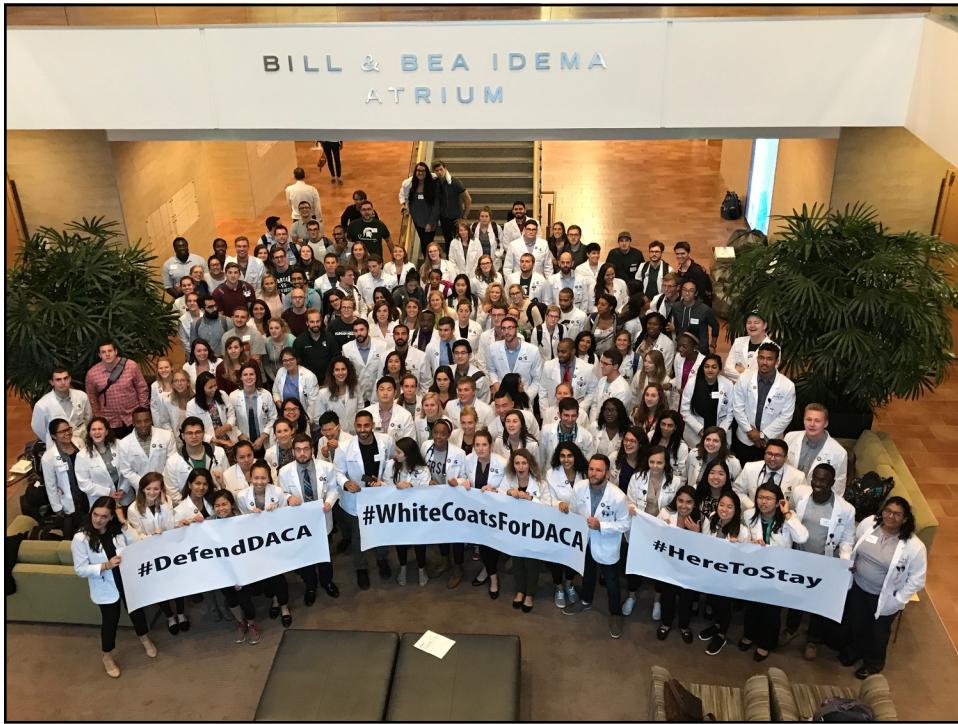
#### Creating Intersectionality in cases

We've shared copies of a simulation case used in one of our curricular offerings.

- 1) Write 2 objectives for how they can use this case or something similar in their curriculum.
- 2) Strategize on what additional elements to include in the case to address the 2 objectives they wrote down in step 2.
- 3) Share with person next to them.
- 4) Pick the top 2 for all pairs at their table and report out from their table.



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