

Implicit Bias Cohort

Mitigating Implicit Biases in Clinical Clerkship Evaluations



Project Leaders: British Fields and Adriana Perez

PI: Kris Saudek, MD

Team Members: Sara Lauck, MD; Michael Levas, MD, MS; Malika Siker, MD; and Peter Wolfgram, MD

Our project, “Mitigating Implicit Bias in Clerkship Evaluations,” was developed after Drs. Brandy Norman and Malika Siker conducted a literature review and found that students that are underrepresented in medicine (URM) are frequently at a disadvantage due to biases when receiving clerkship evaluations. After doing more research, we found that URM students are more likely to be described using personal attributes, as opposed to competency descriptors, like their white counterparts. As you can see, this uncovered that evaluator biases are negatively impacting URM students. Seeing this discrepancy fueled us to create a project that would be geared toward mitigating implicit biases in clerkship evaluations.

This workshop includes a robust, two-part curriculum that includes a breakdown of the data to understand how implicit bias impacts URM students, how to write bias free narratives, and ways for everyone to acknowledge that we all have biases. Additionally, our workshop includes a few activities to give participants the opportunity to see how biases can have negative implications when writing evaluations and to write their own narratives after going through the presentation. The success of the project is being measured by pre- and post-curriculum surveys, where participants will assign grades to students based on a narrative created from real clerkship evaluations. At the end, they

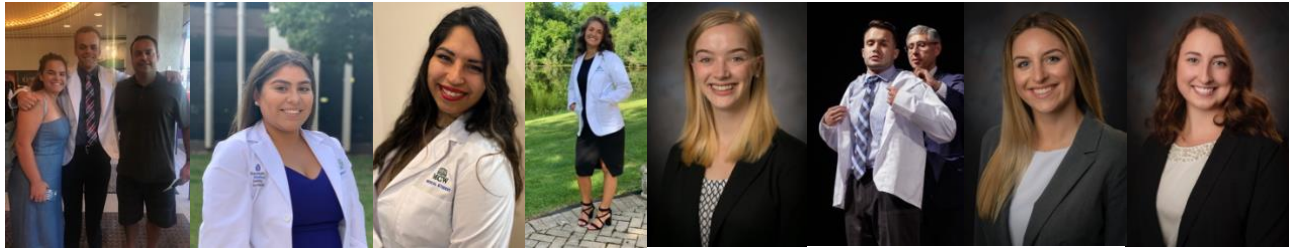
will receive a tool that we have created that evaluators can have close by while they are writing narratives to help guide them in checking their own biases.

The workshop will be piloted in the Pediatrics Clerkship, which is the second largest department at MCW consisting of about 760 faculty and staff members. There has also been interest from Family and OBGYN clerkships for our rollout next academic year. It is our goal to have this be a mandatory component of faculty members who will be evaluating medical students, making this a step forward in eradicating racial injustices from medical education.

Project launch link:

<https://mcw.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=8607f1dc-1b98-4b20-a07c-ac5a00e05543>

Challenging Implicit Bias



Project Leader: Kyle Wellhouse, M3,

Team Members: Krystal Almazan, M2; Morgan Lockhart, M2; Sasha Nuhn, M2; Amelia Schurke, M2; Enrique Avila, M1; Lauren Sikora, M1; and Allison Carlisle, M1

The goal of our project is centered on introducing first year medical students to the concept of implicit bias and challenging them to think about how individual bias shapes interactions with others, specifically in the context of patient-provider relationships. Over the past several months, our vision has become a reality and it has been a humbling and transformative experience for each of us as we have worked to create content and facilitate small group sessions.

We have hosted a series of virtual small groups via Zoom with M1 students from all three campuses! The small group sessions are case-based and we spend most of our time facilitating group discussion where students share their perspective and insight on how and why biases can emerge in the context of the specific example cases (centered on individual themes such as race, gender, language and culture). While we have had incredibly insightful and fruitful discussions, the most enriching part of our sessions by far has been the contributions of various community members who have openly shared the impact of physician and healthcare bias through their personal experiences.

So far, participant feedback has been very positive and encouraging. The overwhelming takeaway from our survey data suggests that students feel ill-equipped to navigate bias in medicine and are eager to receive more formal training in our medical school curriculum that addresses the role of bias in patient-physician encounters. One student reported learning how to “pay more

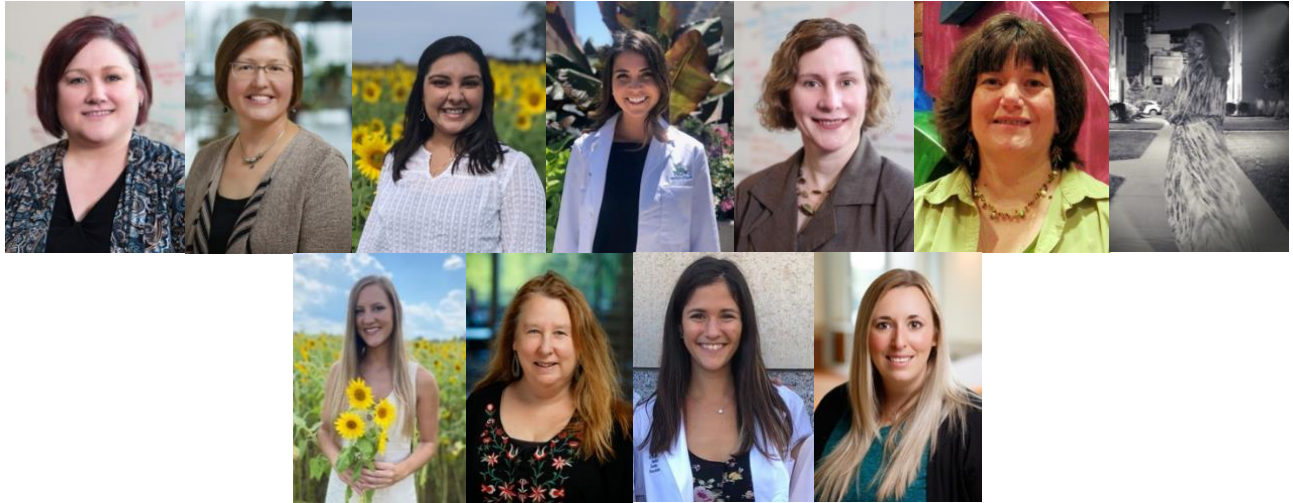
attention to situations where bias can emerge so that you can be intentional to confront those biases” from the small group session. Another student offered that “this is a really, really important topic and research project and I’m so glad I can be a part of hopefully adding onto our curriculum.”

We are excited to continue facilitating small group sessions with M1s this spring and are hopeful that our project will plant seeds that might grow into meaningful, lasting change!

Project Launch Link:

<https://mcw.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=c0eb1f1c-1261-464d-8ee2-ac5a00e0426f>

Identifying Bias in Classroom Clinical Cases: A Structured Approach to Make Clinical Cases More Diverse and Inclusive



Project Leader: Kerrie Quirk, MEd

Team Members: Mindy Dwinell, PhD; Neehal Shukla, M3 Milwaukee; Sarah Bennett, M3 Milwaukee; Amy Bingenheimer; Lisa Cirillo, PhD; Toni Gray; Elizabeth Moore, M3 Milwaukee; Sandra Pfister, PhD; Jess Sachs, M3 Milwaukee; and Ashley Zeidler

Students are exceptionally passionate about diversity and inclusiveness. Specifically, they want to be represented in the curriculum, they want to be prepared to care for a diverse group of patients, and they want to communicate their concerns in a constructive and meaningful way. In Fall 2018, a student representative on the Curriculum and Evaluation Committee (CEC) suggested an audit of the curriculum for bias in clinical cases. Concerns were raised by first and second year medical students regarding cases using non medically relevant patient identifiers, cases lacking breadth of diversity (gender, sexual orientation, race, religion, age, marital status, employment status, etc.), and cases that perpetuated negative stereotypes and negative representations of certain populations. Studies have shown the negative impact bias has played in the healthcare system, resulting in poor health care outcomes, specifically for people of color. The aim of this project is to shift the medical learning

experience to address these biases and properly prepare future physicians to deliver equitable and effective patient care without the barriers of biases.

The CEC presented the student concerns and recommendations to the Office of Diversity and Inclusion (ODI) and the Office of Educational Improvement (OEI). OEI created a task force in April 2019 to review what resources exist at MCW and other schools that address unconscious bias, identify a sustainable solution that could be implemented at MCW, and develop additional trainings for teaching faculty to identify their own bias and find ways to reduce it in clinical cases. In Spring 2020, the task force applied to participate in the Transformative Ideas Initiative (TI2).

As a part of the TI2 initiative, a minimum viable pilot was created to address the project's goals. A three-tiered approach was designed to address bias in the curriculum from multiple perspectives. The pilot included 1) mandatory unconscious bias training for teaching faculty, 2) a reflection checklist for faculty to self-identify bias in their clinical cases, and 3) an anonymous, non-punitive reporting mechanism for students to voice concerns with subsequent action taken based on the data reported. These individualized components are intended to raise awareness and engage faculty in constructive dialogue regarding bias, understanding what biases they may carry, effective tools to mitigate their impact, and provide them with tools to begin the process of revising clinical cases. Additionally, they aim to provide a voice to students to share their thoughts and opinions on classroom materials with a streamlined system for data review and action.

Significant progress has been made to transform the minimum viable pilot into a classroom reality. The Office of Diversity and Inclusion developed a training workshop on unconscious bias training that will be offered for teaching faculty beginning in the Fall of 2021. A reflection checklist was created and modified for faculty to foster honest reflection in the review and creation of unbiased classroom materials. To date, it has been disseminated to select course directors with the intention that it be passed along to colleagues as they prepare for the upcoming academic year. Finally, the MCW Compliance "Ethics

Point” reporting website was created and is now accessible for student anonymous reporting of concerns.

Next steps for the project include meeting with course leadership and teaching faculty to share the project, provide appropriate training, and introduce the reflection checklist to a broader cohort. We also plan to market the Ethics Point reporting line more widely. Finally, we know this project is one of many early steps towards creating a more diverse and inclusive curriculum, and we hope to continue to engage in meaningful dialogue, process refinement, and program improvement with various colleagues throughout the MCW community.

Resources:

<https://www.aamc.org/news-insights/race-and-bias-classroom-exam-room>

https://www.hsph.harvard.edu/magazine/magazine_article/america-is-failing-its-black-mothers/

Project Launch Link:

<https://mcw.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=a6ea1196-9424-4f96-86cf-ac5a00e0454c>