The Initiative: Diversity, Representation, and Inclusion for Value in Education

Addressing Bias in the Curriculum
Our intent is to promote inclusive learning while avoiding bias.

If you identify opportunities for addressing bias or improving representation in the course content or instructional delivery, we encourage you to share them with either:

• Any of us
• The Drive Initiative at DRIVE@umassmed.edu or you can scan the QR code to send feedback anonymously to DRIVE
Learning objectives

By the end of this session, learners will be able to

• **Describe** the UMass Chan Medical School’s DRIVE Initiative

• Recognize **six categories for improvement** of diversity, representation and inclusion in our teaching as comprises the DRIVE Appraisal tool

• **Sign up** for the DRIVE independent learning module and workshop
The goals of DRIVE

- To promote a representative and bias-free curriculum across our learning environments
- To enhance the accuracy, representation, and inclusion of diverse populations in our educational activities (UME and GME)

IMPACT 2025

Education

Nurturing a diverse and inclusive learning environment:

“Providing curricula and learning environments that effectively address bias”
What anti-bias or DEI training have you taken in the past?

What words might describe your experience with that training?
In the chat: How has bias impacted your own learning?
We all have bias, and bias has many dimensions.

For the purpose of DRIVE, we define bias as a preference. **Implicit bias** is an unconscious response which can be recognized and mitigated. **Explicit bias** is overt and demonstrates intention.
Our students report bias and marginalization in their learning environments.

Bias in our curricula perpetuates bias and disparities in healthcare.

Published in 2003, still true in 2020...
The **DRIVE** Initiative is here to help by....

Providing *tools* and *information* to increase awareness of and sensitivity to bias in educational activities and materials

Offering *resources* and *education* for faculty to help align teaching materials and the learning environment with our values of diversity and inclusion

Engaging faculty and learners in the *assessment* of teaching and education to promote bias-free and representative educational experiences for all
The DRIVE Appraisal Tool

- Organized into 6 sections each with a best practice
- 12 primary questions, each with probing Qs and examples
- List of attributes that often prompt bias and stereotypes
- Online extended version includes guided exercises, and links to resources for deeper exploration and growth
- QR code for anonymous suggestions for DRIVE team
Organized into 6 sections each with a best practice

Setting the context

Language and terminology

Printable 2-sided worksheet OR Online extended guide with resource links

New Faculty Orientation 1/11/22
Section 3: Images & Media
Drive Best Practice: Utilize images and videos that invite connection, promote recognition and improve diagnosis across skin tones and physical features.

Q3.1: Do the images or media in my materials represent a range of characteristics?
Probing question: Have I illustrated the ways in which the condition may present differently in patients with a variety of characteristics such as skin tone, body habitus, hair?
Example: Provide more than one illustrative image.

Q3.2: Could the images or media that I am using be perceived as promoting a stereotype?
Probing question: Do I ensure that tables, graphs, and images do not reinforce unintended bias?
Example: Using multiple images when discussing specific conditions may reduce stereotypes.

Section 4: Research and References
Drive Best Practice: Select research that is inclusive in the populations being studied and the individuals directing the research.

Q4.1. Is race defined in the paper appropriately as a social construct?
Probing question: Am I able to describe the role of genetics versus socioeconomic factors?
Example: Recognition of race as a surrogate for socio/politics and not differences in biology has many rethinking the use of race in clinical calculators and the role it should play when we share demographic data.

Q4.2. Who are the researchers whose work I am citing?
Probing question: Am I including a variety of perspectives, research traditions and the full international literature on the topic? How are the people being studied represented in the research design process and authorship?
Example: Citing literature from global journals advances the state of the science, while use of local data can advance understanding.

Section 5: Population and Patient Cases
DRIVE Best Practice: Ensure that cases lead the learner to question rather than reinforce bias/assumptions.

Q5.1. Do I include demographic characteristics (like race or ethnicity) for social context instead of as biological factors or physical findings? Am I clear on how inclusion of relevant social variables supports my learning objectives?
Probing question: Do my teaching examples encompass and normalize a range of patient characteristics similar to the mix in a diverse community like ours in Worcester?
Example: Including demographic or social data only when medically relevant may lead to over-association.

Q5.2. Do I include relative impact of cultural or socioeconomic determinants of health on case pathology?
Probing question: If I connect a demographic with a medical outcome, am I explaining the causal pathway?
Example: When presenting a case associating asthma rates with racial categories, do we explain the social and environmental factors contributing to this association? A woman of color with high blood pressure may be suffering from chronic stress from structural racism.

SECTION 6: CLOSING THE LOOP
DRIVE Best Practice: Recognize that change is iterative; utilize evaluation data and feedback to drive continuous quality improvement.

Q12. Am I gathering and examining evaluation data from all sources for evidence of improvement?
Probing question: Am I aware of all the sources of feedback available to me? Reach out to DRIVE if you don’t know how to address the feedback. Content experts are available to help.
Example: Contact course or program leaders to request formal evaluation data and informal feedback relevant to diversity and inclusion; incorporate feedback in ongoing development and implementation.
“Utilize images and videos that invite connection, promote recognition and improve diagnosis across skin tones and physical features.”
Expanded Library Guide

https://libraryguides.umassmed.edu/drive

New Faculty Orientation 1/11/22
The DRIVE principle:

“Teaching is an iterative process”

Example from a UMMS learner

“Honestly...what’s the point in feedback, it doesn’t seem to be anybody’s responsibility to make sure changes are made”
Available training

Diversity Training Map

Drive

Watch: CEO/D Pronouns
Lunch and Learn

Inclusive Leadership:
Leading with Intention

Addressing Unconscious Bias at UMass Chan

Watch: Best Practices
Supporting the LGBT Community

Inclusive Communication:
The Language of Belonging

One Pagers:
Student Leaders
Visiting Faculty
Departmental Chairs
Carter 2022- V2

Explanation of Zones
1. Core skills
2. Learning environment-specific skills
3. Conceptual skills
4. Specialist topic skills

- Express Route – Visiting faculty
- Clinical Route
- GSBS/Lab Route
- Nursing Route
- SUM Educator Route
- Topical Path
- Anti-Racism
- LGBT

Drive Bedside Teaching (under construction)
Drive Small Groups Workshop (under construction)
C-FIT (Communities focused on inclusive teaching) GSBS Workshop

Addressing Bias in the Curriculum Independent Learning Module

New Faculty Orientation 1/11/22
How do you see this being valuable to your work at UMass Chan?
INDIVIDUAL CHARGE

• All course leaders and key faculty in the T.H. Chan School of Medicine teaching in the new Vista curriculum are required to take a DRIVE workshop; all other faculty are highly encouraged.

• Start by taking the DRIVE Independent learning module (ILM) available at: https://www.umassmed.edu/oume/initiatives/drive

• Continue building your skills by visiting the DRIVE expanded library guide for additional resources
How can you get involved with DRIVE?

Reach out via email:
DRIVE@umassmed.edu

Or visit the DRIVE Café
Thursdays at 3, Fridays at 4
https://umassmed.zoom.us/my/ummsdrive
(PW= 2020)

Thank you for your engagement