5-Minute Equity and Diversity Checklist for Classroom Didactics

As a final review of your lecture, please make sure of the following:

	In my classroom...	Avoid using...	Because...	Instead consider...	Reference
☐	**Race and ethnicity are presented as a social construct- a social category that reflects the health impacts of unjust experiences, rather than as a biologic category reflecting innate differences.**	*Simplistic statistics of disease incidence based on race alone (i.e., 5% of U.S. children who are Black vs. 3% of U.S. children who are white have...)*	*Statistics based on race alonemay incorrectly imply that the differences are genetic in origin, rather than driven by unjust sociopolitical differences that then cause inequities in health outcomes.*	*Explaining the historical and ongoing social, economic, political factors that have contributed to differences in disease burden between people of different races/ethnicities.*	https://www.nejm.org/doi/full/10.1056/NEJMms2025768
☐	**Stereotypes are not used.**	*Bias-generating examples in clinical vignettes, such as the "A 23 yo gay male with HIV..."; "52yo African American woman..."*	*Leads to overrepresentation of people holding minoritized identities as "high-risk" and limits understanding of disease risk factors; promotes racial essentialism and may worsen biases*	*Avoid naming gender, age, race, sexuality unless truly clinically relevant. Introduce social constructs such as race in the Social History, if at all.*	https://www.nejm.org/doi/full/10.1056/NEJMms2025768
☐	**Images and clinical examples are diverse and inclusive.**	*Pictures of dermatologic lesions only on fair skin.*	*It is important that we provide a wide array of images and clinical examples that reflect the diversity of individuals that students will be seeing in their practices.*	*Pictures of dermatologic lesions on both fair and darker skin so that clinicians can equally identify and diagnose disease occurring on any skin tone.*	https://www.visualdx.com/about-visualdx/diversity/ https://libguides.ohsu.edu/diverse-images

☐	**Diagnostic bias based on race or ethnicity is avoided.**	*1) Sickle cell disease predominantly impacts Black patients.* *2) MDRD, CKD-EPI equations for calculation of GFR.*	*Race-based diagnosis and race-based calculations use race as a biologic marker for disease and perpetuate the notion that race is a biologic category.*	*1)Sickle cell disease impacts populations who are at higher risk for malaria.* *2)Non-race-based equations for GFR (e.g., CKD-EPI, cystatin C), PFTs and ASCVD risk scoring*	https://jamanetwork.com/journals/jama/article-abstract/2735726
☐	**Referenced studies are inclusive and/or limitations are acknowledged.**	*1) Citations of experiments conducted by J Marion Sims on enslaved women* *2) Studies with limited study populations*	*"Lack of diversity in clinical research participation can obscure the safety and efficacy of drug therapies and limits the collective ability to develop effective treatments for all patients, leading to even wider health disparities."*	*1) Share historical contexts that raise awareness of outdated and/or exclusionary medical practices* *2) Include inclusive studies*	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9568895/
☐	**Outdated medical terminology guide has been reviewed.**				https://www.ohsu.edu/sites/default/files/2023-01/OutdatedMedTerminology_2023Updated.pdf
☐	**Inclusive language guide has been reviewed.**				https://www.ohsu.edu/inclusive-language-guide
☐	**Inclusive curriculum guidelines have been reviewed (Universal Design for Learning).**				https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10939519/

References and definitions

Definitions

1) Sociopolitical: relating to or involving social and political factors.2) Stereotypes: a widely held but fixed and oversimplified image or idea of a particular type of person or group that is inaccurate and over/under generalized.
2) Stereotypes can be based on age, nationality, race, ethnicity, nationality, socioeconomic status, language etc.,
3) Race based diagnostic bias: Race-based diagnostic bias is using racial terms to describe epidemiologic data.

References

School of Medicine DEIB Resources for Educators
https://www.ohsu.edu/school-of-medicine/diversity-equity/diversity-resources

School of Public Health Reflexive Tool

https://o2.ohsu.edu/ohsu-psu-school-of-public-health-sph/reflexive-tool-sph-courses.cfm

Upstate Bias Checklist
https://redcap.upstate.edu/surveys/?s=KADLRXK8WE

Physician's Assistant Program Guidance
https://www.ohsu.edu/school-of-medicine/physician-assistant/diversity-equity-and-inclusion
https://www.ohsu.edu/sites/default/files/2022-10/OHSU%20PA%20AntiRacism%20Lecture%20Guidance.pdf

UCSF Anti-Racism & Race Literacy: A Primer & Toolkit for Medical Educators: A living & iterative resource
https://ucsf.app.box.com/s/27h19kd597ii66473parki15u0cgochd

Exemplary lectures (DEVH 2022)

Marshall- https://echo360.org/media/68abf482-1ebe-44dc-b5d9-ecce47be6a5b/public

Khaki- https://echo360.org/media/dcc525d3-63fb-422d-8fe4-18fcd9b3c03e/public

Benson- https://echo360.org/media/1cad996b-b50b-42e1-be7a-38256bf28cb2/public

Small Group Discussion

The 10R's of Talking about Race: How to Have Meaningful Conversations

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