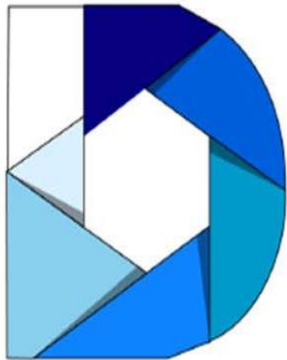




2021 ANNUAL REPORT



DRIVE

Diversity, Representation and Inclusion for Value in Education



UMass Chan
MEDICAL SCHOOL

OVERVIEW

Diversity, Representation, and Inclusion for Value in Education

DRIVE is a collaborative UMass Chan initiative that incorporates members and initiatives across the Morningside Graduate School of Biomedical Sciences, Tan Chingfen Graduate School of Nursing, T.H Chan School of Medicine, Diversity and Inclusion Office, Lamar Soutter Library, Office of Faculty Affairs and Graduate Medical Education.

The goals of DRIVE are:

1. To promote a representative and bias-free curriculum across our learning environments.
2. To enhance the accuracy, representation, and inclusion of diverse populations in all our educational activities.
3. To make space for critical conversations about diversity in teaching and learning across our community.

DRIVE offers resources and support to achieve these goals including our curriculum appraisal tool, workshops, and DRIVE-in cafés.

The DRIVE curriculum appraisal tool (CAT) assists faculty in preparing and assessing their educational materials and learning environment to identify and mitigate the impact of bias, increase diversity and inclusion in their teaching. The CAT is divided into six sections aligned with recognized components of teaching and learning. Each section includes key questions with relevant probing questions and examples, as well as best practice and thought exercises. The Lamar Soutter library hosts an interactive library guide with expanded appraisal tools and linked resources.

DRIVE members offer twice-weekly drop-in sessions and twice monthly core-skills workshops as well as grand rounds presentations, and direct consultations with individuals. The team launched and manages an anonymous feedback tool to encourage community input and promote institutional learning. Topical workshops are currently in development to further faculty success in applying skills to small group, individual, laboratory, and bedside teaching.

DRIVE TEAM

DRIVE Committee Members

Students: *SOM = T.H Chan School of Medicine; GSN = Tan Chingfen Graduate School of Nursing; GSBS = Morningside Graduate School of Biomedical Sciences*

Carly Herbert (SOM), Omar Taweh (SOM), Emily Gentile (SOM), Iha Kaul (SOM), Adrian Fanucci-Kiss (SOM), Christine Grech (SOM), Nepantla Canizzo (GSN), Haley Schachter (SOM), Talia Campbell (SOM), Richa Chhaya (SOM), Jannifer Ho (SOM), Benedikt Mortzfeld (GSBS), Alexander Kaplan (SOM), Milo Vantine (GSBS), and Ethan Loew (SOM)

Faculty and Staff (DRIVE leadership titles in parenthesis):

T.H Chan School of Medicine: Yasmin Carter PhD (Director of Scholarship and Impact), Suzanne Cashman MS, ScD, Maria Danna, Melissa Fischer MD MEd (Convener), Heather-Lyn Haley PhD (Consultation Director), Arnaldo Machado and Christine MacGinnis DO.

Tan Chingfen Graduate School of Nursing: Grace Schierberl BSN, Rachel Niemiec FNP, Omanand Koul PhD, and Kenneth Peterson PhD, MS, FNP-BC (Diversity Task Force Liaison)

Graduate Medical Education: Jojo Yeboa MD, Reid Evans PhD, and Deborah DeMarco MD

Morningside Graduate School of Biomedical Sciences: Daryl Bosco PhD (Diversity Task Force Liaison), Rachel Gerstein PhD, Allison Keeler PhD, and Auralyd Padilla PhD

Diversity and Inclusion Office: Marlina Duncan EdD, Tiffany Cook MA, Jules Trobaugh MFA, and Angela Printy

Lamar Soutter Library: Amy Reyes MLIS (Library Liaison)

Michael Sweeney MS, Project Manager

PROGRAM HIGHLIGHTS (Resources Linked Below)

WORKSHOPS:

- Initial DRIVE Workshop (*one-hour interactive session focusing on DRIVE objectives, foundations of bias and using the curriculum appraisal tool*)
- Updated Core Skills Workshop (*Launched October 2021 - incorporated an Independent Learning Module (ILM), increased interactivity; ability to focus on specific courses or disciplines as needed*)
- Standardized Patient Workshop: (*includes DRIVE objectives, foundations of bias, empowering SPs to identify and report concerns regarding bias in their work*)

INDEPENDENT LEARNING MODULE:

- Twenty-minute interactive online module focusing on the foundations of bias, alignment of DRIVE with our strategic plan and impact on the learning environment. Incorporates voices and examples from learners, faculty and linked resources for further exploration and learning.

INVITED PRESENTATIONS:

- Grand Rounds Presentations:
 - Endocrinology (January 2021)
 - Psychiatry Residency (August 2021)
 - Geriatrics (September 2021)
 - Division of Rheumatology (December 2021),
- Junior Faculty Development Program (January 2021)
- DRIVE Café hosted student-led session for reflection on diversity teaching (30+ attendees) (January 2021)
- BERST (Baystate Education Research and Scholarship of Teaching) Workshop (March 2021)
- Doctoring and Clinical Skills - DRIVE Small Group Training (November 2021)

Consultations and Anonymous Feedback

- Number of consults requested: 5
- Number of anonymous feedback comments received: 12

Student Electives - XX-410 DRIVE Supporting Diversity

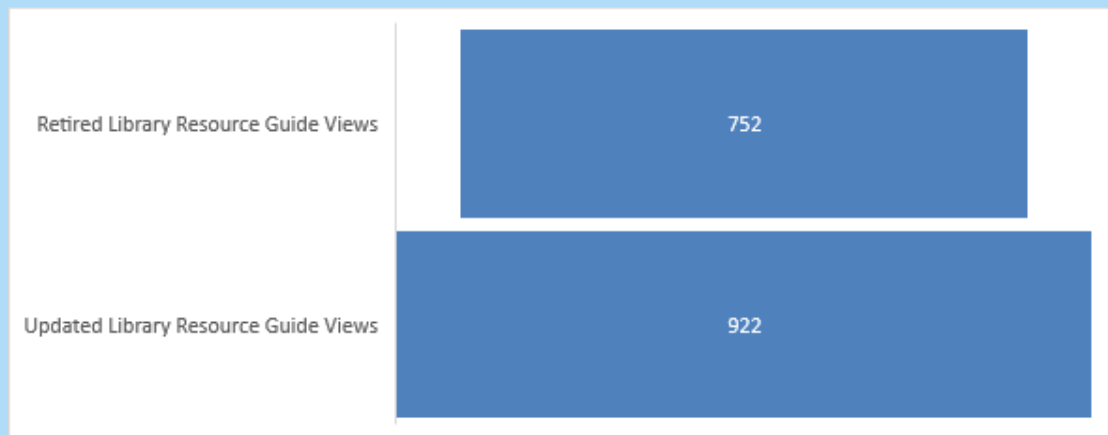
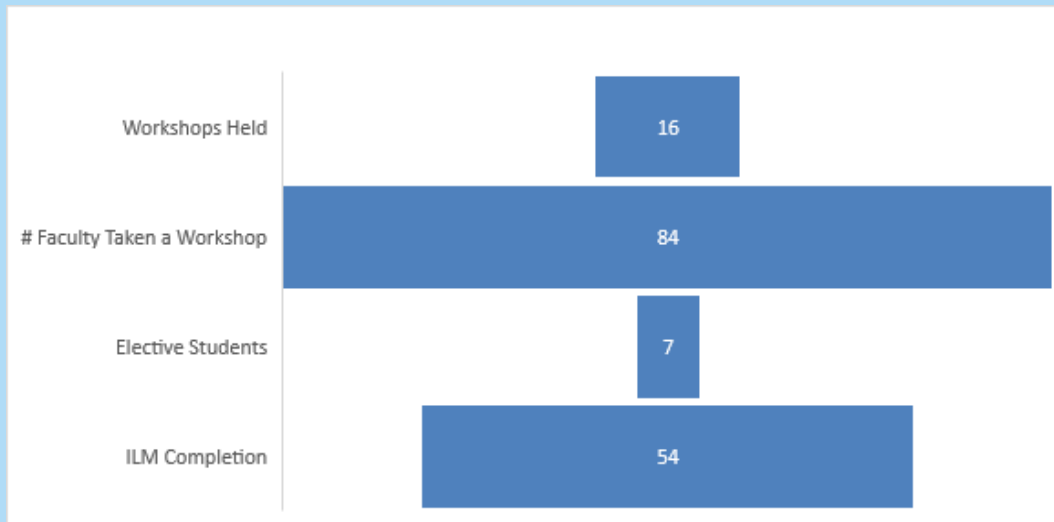
Amanda Whitehouse SOM'21 - Project Title: Appraisal Tool and Slide Updates	February
Emily Gentile SOM'22 - Project Title: Student Leader One-Pagers	September
Iha Kaul SOM'22 - Project Title: Student Leader One-Pagers	September
Christine Grech SOM'22 - Project Title: Patient Care in a Diverse Society	October
Adrian Fanucci-Kiss SOM'22 - Project Title: DRIVE Small Group Workshop	October

Flexible Clinical Experience - XX-3006

Oghomwen Ogbeide-Latario SOM'23 - Project Title: <i>Medical students' experiences with bias in the clinical and non-clinical setting.</i> Supervisor Yasmin Carter.	June
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2021 IMPACT - BY THE NUMBERS



BROADENING OUR IMPACT:

Submissions:

Prepared language for a potential Medscape article on antiracism principles. December 2021.

Development and Implementation of Tools to Strengthen Diversity, Representation, and Inclusion for Value in Education at the University of Massachusetts Medical School .

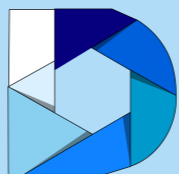
Workshop proposal submitted to the 2021 Group on Educational Affairs (GEA) Spring Regional Conference.

UMass Chan Medical School Curriculum Appraisal Tool. [Lighting talk]. North Atlantic Health Sciences Libraries 2021 Conference - Starting from Scratch: Taking Charge of Change, Virtual.

Media Activities:

Dr. Yasmin Carter: 3D Female Anatomy Teaching Model:

<https://www.umassmed.edu/news/news-archives/2022/02/umass-chan-anatomist-involved-in-design-of-3d-female-anatomy-teaching-model/>



DRIVE

Selected Success Stories -

- TH Chan SOM LInC and Vista curricula - DRIVE workshop requirement
 - In support of our institutional values and ongoing curriculum improvement, course leaders are required to attend a DRIVE skills workshop. This is an AY 21-22 benchmark for these faculty members.
 - Workshops are highly recommended for all faculty that teach in courses throughout the curriculum and across the institution.
- In response to a DRIVE workshop the child life department expanded their dolls to represent the diversity of all the children who visit them.



RESOURCES

[NEW DRIVE Website \(www.umassmed.edu/DRIVE\)](http://www.umassmed.edu/DRIVE)

Curriculum Appraisal Tool (CAT)

This tool was designed to help support some of the primary goals of the DRIVE initiative including:

1. To Promote a representative and bias-free curriculum across our learning environments and
2. To enhance the accuracy, representation, and inclusion of diverse populations in all our educational environments and activities.

Updated from 4 to 6 categories. The new version was launched in October 2021.

DRIVE Curriculum Appraisal Tool

This tool is applicable across educational settings. For probing questions and links to more information, use the online version at: <https://curriculumappraisal.umassmed.edu/drive>

Section 1: Setting the context
Best Practice: Create a learning environment that welcomes engagement of people from diverse backgrounds and promotes inclusion and representation.
Q1.1: Do I anticipate, appreciate and acknowledge that learners may have a personal experience with the content?
Probing question: Might the content be upsetting or offensive to someone with personal experience?
Example: "As we discuss this topic I recognize that some of you may have personal experience that impacts your comfort, response, and discussions with classmates and others?"
Q1.2: Have I anticipated challenging questions related to the intersection of sex, gender, race, cultural and other biases with my content area?
Probing question: Am I aware of recent scholarship or advocacy addressing these topics?
Example: A learner asks you to explain the reason for race-based differences in frequency of disease.
Q1.3: Am I prepared to recognize and address microaggressions that arise in the learning space?
Probing question: Do I have a plan for interrupting or responding to verbalized microaggressions that includes supporting the target and resetting the learning environment?
Example: A small group member addresses a peer using the wrong pronouns despite clarification.

Section 2: Language and terminology
Best Practice: Words matter; terminology changes -- Look for updates in your field before presenting, welcome learner input and respond respectfully to feedback.
Q2.1: Do I use people-first language and terminology when appropriate in my written materials and discussions, and remain open to change based on expressed preferences?
Probing question: Am I considering the impact of terms used in my workspaces or daily practice?
Example: Person with diabetes rather than diabetic, person experiencing homelessness
Q2.2: Do I use appropriate and inclusive language and terminology?
Probing question: Do the words I use carry assumptions that may not apply? Am I asking patients how they prefer to be addressed and modeling the sharing of pronouns as a welcome practice?
Example: Partner instead of husband/wife, living with diabetes instead of suffering from; volunteers instead of human subjects

Section 3: Images & Media
Drive Best Practice: Utilize images and videos that invite connection, promote recognition, increase representation and improve diagnosis across physical features and abilities.
Q3.1: Do the images or media in my materials represent a range of characteristics?
Probing question: Do I ensure that tables, graphs, and images do not reinforce unintended bias 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: Incorporate research that reflects a wide range of populations and individuals in all levels of study design and acknowledge existing limitations in representation.
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 sociopolitics 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 and assumptions.
Q5.1: Am I intentional in my inclusion of 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 pathway?
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 social racism.

SECTION 6: CLOSING THE LOOP
Drive Best Practice: Recognize that change is iterative; utilize evaluation data and feedback to drive continuous quality improvement.
Q6.1: 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 improvement.

Suggestion Box:
Scan or download suggestion box to identify opportunities for improvement in representation and inclusion in our learning environments.

Library Guide: (Revised)

This DRIVE resource Guide includes the fully revised, updated, and expanded curriculum appraisal tool and additional (linked) resources.

Lamar Soutter Library | Resource Guides | DRIVE: Expanded Curriculum Appraisal Tool & Resources | DRIVE Curriculum Appraisal Tool

DRIVE: Expanded Curriculum Appraisal Tool & Resources

DRIVE is an initiative to create a representative and bias-free curriculum across all domains of research and clinical education. This DRIVE Resource Guide includes the fully revised, updated and expanded curriculum appraisal tool and additional resources

DRIVE Curriculum Appraisal Tool

Section 1: Setting the Context

Section 2: Language and Terminology

Section 3: Images and Media

Section 4: Research and References

Section 5: Population and Patient Cases

Section 6: Closing the Loop

About DRIVE

About the Curriculum Appraisal Tool

This tool is designed to support the primary goals of the DRIVE initiative:

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

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.

For a print version of the Curriculum Appraisal Tool, [click here \(PDF\)](#)

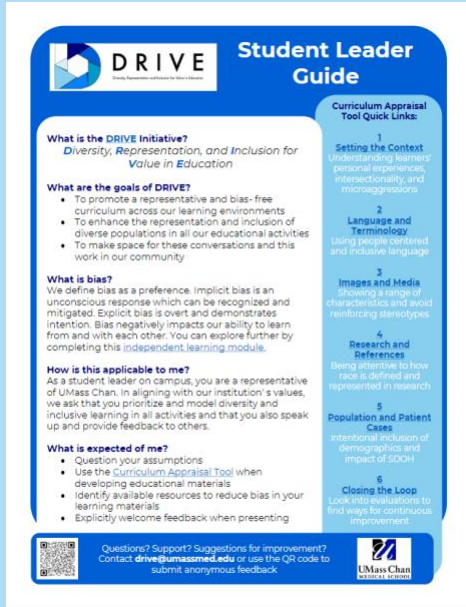
DRIVE Best Practice: Creating a Learning Environment that Welcomes Feedback

Ask yourself, "Do I create a learning environment that welcomes feedback related to diversity, inclusion and representation?" We recommend you place a slide or include a written or oral note at the beginning of each session that shares the following message:

"My intent is to promote inclusive learning while avoiding bias. I welcome feedback regarding areas for improvement."

DRIVE Disclosure Slides:

One-Pager (Student Leader Guide):



DRIVE
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Student Leader Guide

Curriculum Appraisal Tool Quick Links:

1. **Setting the Context**
Understanding learners' personal experiences, interactivity, and microaggressions.
2. **Language and Terminology**
Using language that is respectful and inclusive language.
3. **Images and Media**
Showing a range of characteristics and avoid reinforcing stereotypes.
4. **Research and References**
Being attentive to how race is defined and represented in research.
5. **Population and Patient Cases**
Intentional inclusion of demographics and impact of SDOH.
6. **Closing the Loop**
Looking backwards to find ways for continuous improvement.

What is the DRIVE Initiative?
Diversity, Representation, and Inclusion for Value in Education

What are the goals of DRIVE?

- To promote a representative and bias-free curriculum across our learning environments
- To enhance the representation and inclusion of diverse populations in all our educational activities
- To make space for these conversations and this work in our community.

What is bias?
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. Bias negatively impacts our ability to learn from and with each other. You can explore further by completing this independent learning module.

How is this applicable to me?
As a student leader on campus, you are a representative of UMass Chan. In aligning with our institution's values, we ask that you prioritize and model diversity and inclusive learning in all activities and that you also speak up and provide feedback to others.

What is expected of me?

- Question your assumptions
- Use the Curriculum Appraisal Tool when developing educational materials
- Identify available resources to reduce bias in your learning materials
- Explicitly welcome feedback when presenting

Questions? Support? Suggestions for improvement? Contact drive@umassmed.edu or use the QR code to submit anonymous feedback.

UMass Chan
UNIVERSITY OF MASSACHUSETTS
MEDICAL CENTER



DRIVE
Diversity, Representation and Inclusion for Value in Education

My 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:

- Your course faculty or leadership
- The Drive Initiative at DRIVE@umassmed.edu or you can scan the QR code to send feedback **anonymously** to DRIVE

I have taken a DRIVE core skills workshop

QR Code for Anonymous Feedback:



DRIVE [Independent Learning Module](#) (ILM): Launched in June 2021, with the support of academic technology.



Continuing Medical Education Credits - created and approved for DRIVE Core skills workshops



2022 Objectives

- Build and promote new DRIVE Website
- Engage learners across all-schools
- Update DRIVE consultation process
- Complete and implement advanced workshops
 - Small group; Bedside teaching; GSN, GSBS, GME specific
- Explore methods to track longitudinal student comments on diversity in various evaluation and feedback reports
- Enhance connection with Graduate Medical Education (GME)
- Increase collaboration with the Diversity and Inclusion Office (DIO) to implement new strategic plan pillars
- Continue to renew CME Credits for DRIVE Workshops, expanding to include ILM
- Implement a model for collecting data/ DRIVE impact more consistently
- Re-design the weekly café engaging co-sponsors from all 3 schools, GME and the library
- Develop new ILMs focused on each component of the curriculum appraisal tool

