

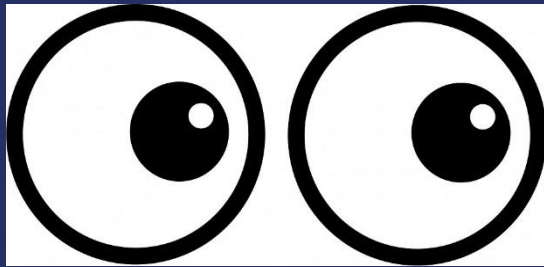
The relevance of diversity and reflection for healthcare educators

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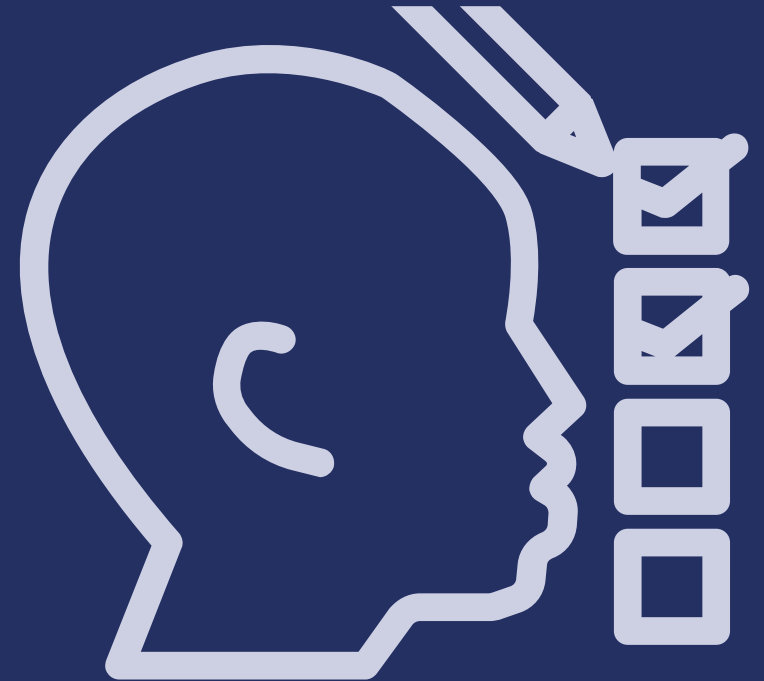
Just By Looking At Someone

- Write three statements you think you can make about your neighbour just by looking at them (remember this is not about judging you!)



What Can Or Can't We Say About Someone Just By Looking At Them?

- On what basis are you making your judgements?
- Can you say something about ethnicity? Religion?
- When have you felt judgements have been made about you based on your appearance?
- How did that make you feel?
- How often do you make judgements about others?



We All Do It!

- We all do it all the time!
- It is the not thinking that you are doing it that is the issue
- If you know you do it, you can account for that bias



Aims of presentation

- Define culture, diversity, and inclusion
- Describe the relevance of attending to diversity and inclusion in medical education
- Consider how our own perspectives influence the teaching we develop and deliver
- Identify how we can make our educational practice more inclusive and attend to student diversity
- Consider ways in which we can integrate diversity into the curriculum

Exercise:

- As a teacher how do you view culture?
- How might this influence the kind of course you develop?
- How do you try and incorporate diversity into your teaching?



Some Context

- "Woke supremacy is as bad as white supremacy. We need to take that seriously," Senator Scott (March 2021)
- "What I really want to do as prime minister is change the narrative, so we stop the sense of victimisation and discrimination." (Johnson, June 2020)
- The discussion on equalities has in the past been dominated by 'fashion' and a 'small number of unrepresentative voices' rather than 'facts'...there ought to be a shift in focus from the protected characteristics of certain groups to a focus on the individual and individual character. (Truss Dec 2020)

Positive perspectives

Deverell (Director of Kew, March 2021)

- “Like so many other organisations, parts of Kew’s history shamefully draw from a legacy that has deep roots in colonialism and racism,...There is no acceptable neutral position on this subject; to stay silent is to be complicit. Each of us needs to step up to tackle injustices in our society and our organisations.”

- The Charity Commission found “no grounds for regulatory action” against the trust after claims it breached charity law by examining slavery and its colonial history
- Hilary McGrady wrote: “It is surely a sign of confidence, integrity and pride that while we can celebrate and enjoy history we can also explore and acknowledge all aspects of it. The National Trust is at its best when we capture this complexity—when we present facts and material evidence in ways that inspire curiosity, inquiry, learning and sharing.”

- Changing socio political context – slow changes but increasingly more people see the value in it
- Difficult to ignore change in a world that is much smaller and more visible

Culture as defined by the Association of Am Med Colleges

Culture is defined by each person in relationship to the group or groups with whom he, she or they identify. An individual's cultural identity may be based on heritage as well as individual circumstances and personal choice.

Cultural identity may be affected by such factors as race, ethnicity, age, language, country of origin, acculturation, sexual orientation, gender, socioeconomic status, religious/spiritual beliefs, physical abilities, occupation, *among others*.

These factors may impact behaviours such as communication styles, diet preferences, health beliefs, family roles, lifestyle, rituals and decision-making processes.

All these beliefs and practices, in turn can influence how patients and health care professionals perceive health and illness and how they interact with one another”
(AAMC, 1999: 25).”

Why This Definition?



Individual-centred



Through interplay of external and internal meanings construct a sense



The individual defines which aspect of their sense of self is relevant at any particular point



Dynamic definition allowing for change in contexts, at different life stages and on the nature of presentations



Both or all parties of the interaction acknowledged



Diversity

- Diversity – imprecise and inconsistent use
- For some means diversity of ethnicity for which the term ‘multiculturalism’ is often used
- Definitions which say it means valuing difference
- Much broader range of difference relating to individual characteristics beyond ethnicity.
- Expression of culture by individuals leads to diversity

Inclusion



Inclusion attends to the interactions and relationships among individuals and the extent to which people feel valued and respected for who they are and what they contribute to a group or organisation



In inclusive cultures, people are engaged and feel valued as being essential to the success of the organisation

Inclusion

The Global Diversity Practice (2017) defines inclusion as 'organisational efforts and practices in which different groups or individuals having different backgrounds are culturally and socially accepted and welcomed, and equally treated'.

An inclusive culture often requires organisational changes in mind-set, practice, and physical space. In short, 'diversity is the mix and inclusion is getting the mix to work well

Teaching students about culture and diversity

- Need to develop a way of thinking about diversity that is not based on *information about different groups*, but more on a process about how we manage difference
- Many different factors makes people who they are and each of these may play a part in the way individuals choose to identify themselves
- There is tremendous heterogeneity within groups



What does an open
and inclusive culture
look like and feel like
to you?



Educational systems



How are they set up?

How are diversity factors considered in terms of the way educational services are set up?

Are some staff and/or students better catered for than others and what might that be about?

Why Is diversity important to training and educators?

There are several reasons, which include:

- Increasing understanding of the relevance of diversity factors on expectations of self and others
- Our perspectives are coloured by our own cultures and experiences
- Increasing diversity of trainees and students
- Increasing demands of trainees and students
- Disparities in performance of trainees and students from different backgrounds (differential attainment)
- Legislative frameworks (changed Oct 2010)
- We may think we are being fair to all but we may be subtly different with those trainees and students with whom we more easily identify

Why are inclusion and diversity important?

People feel respected and that they belong somewhere when they have the:

- Feeling that communications among peers are honest and transparent,
- Feeling appropriately involved in decisions that affect their work,
- Feeling that they can count on their peers when they need help,
- Satisfaction with the level of autonomy they have at work, and
- Feeling that seniors care about their opinions.



How you view yourself:

Consider the following questions for a few minutes:

- Where were you born?
- Where were your parents born?
- What is your nationality?
- Do you feel you belong to an ethnic group?
- If yes which group do you feel you belong to?
- If not, can you give your reasons as to why you do not feel you belong to an ethnic group?
- Do you feel you belong exclusively to one culture?
- If yes which one?
- If no, what cultures do you feel you belong to?



What factors in your own cultural makeup impact on your educational practice – how has your own experience of the educational process influenced the kind of teacher you are?



Medical Educator Awareness

- Medical educators may not recognise how their underlying beliefs about approaches in education and diversity itself influence the choices they make re course development
- Even staff with awareness may be concerned about how to incorporate diversity into their teaching
- Unless these issues are addressed diversity can never be fully incorporated into medical curriculum design





Assessment of Teacher Needs In This Area

- Findings from a study specific survey were used to develop face to face and online training
- Around 1100 teachers completed survey across the 14 partner countries.
- Significant needs identified
- Consistent with findings from other studies that faculty development remains largely unaddressed.

Diversity and everyday life

#ME
TOO

Heard/Depp trial



Addressing slavery



Windrush
immigration



Transgender athletes
Women and sport



Culture “wars”
Being liberal



Being “woke”
“Snowflakes”



How do these words and similar words instinctively make you feel?

How comfortable are you in talking about these issues with peers and students?

What makes them potentially difficult topics?

Who is responsible for inclusion in a diverse workforce?

- Ultimately, every individual in a workforce is responsible for making the people around them feel safe and valued
- It is not something that can be delegated to a diversity officer
- When values of equity and respect are firmly established, they become something that each employee feels personally responsible to uphold and part of our everyday conversation



Making inclusion an everyday business



When you hear stereotypes being used, how do you respond?
Do you only respond if it impacts on you?



Do we have the courage to confront bias and reduce the use of non-inclusive language by calling it out?



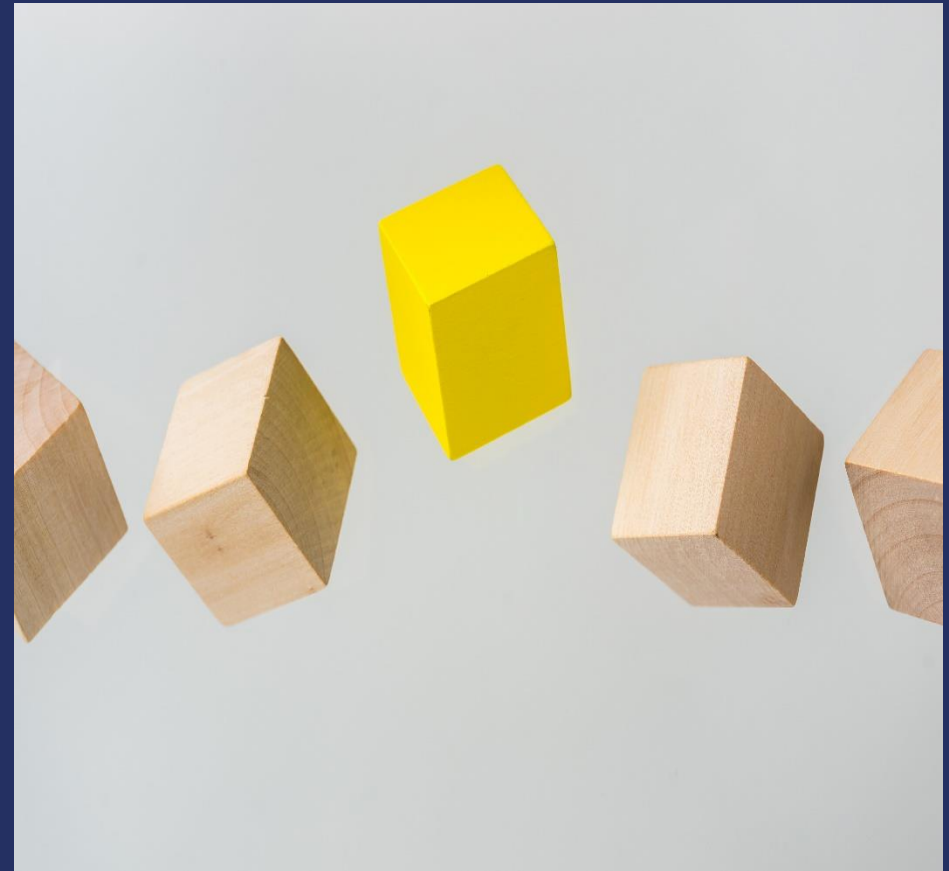
Do we encourage others to do the same? And, how can we do this safely and make an impact?



Discussing these matters regularly as part of everyday education practice is more likely to bring about change

Making inclusion an everyday business

- Do we think about what's shaped students/trainees/peers and how they present themselves?
- Do we try to learn what's shaped the people we come across?
- Do we create safe spaces to enable such learning?



Action That Can be Taken at Individual and Team Level



To be sensitive and respectful, acknowledging cultural need and belief but also being aware of the context we work in



To respect individuality whilst maintaining curiosity and respectfully challenge



How: Thinking about the impact of culture at every stage of the process – from planning to delivering and evaluating a service and our interactions with colleagues and students



Need to review our systems and actively ask have we really applied principles of EDI?



Being reflective in the ways discussed above

Modify teaching materials to reflect diversity and ensure inclusion

- How can you do this in your educational practice?



Reflection and discussions with students is an important teaching strategy for many aspects of the medical curriculum

- Examining stereotypes so they begin to understand their biases own and values
- Ask students about their values regarding a specific issue relating to the subject you are teaching and challenge them to consider other perspectives
- Ask them to identify specific values and how these might cause conflict regarding their professional roles (with respect to your subject)





Including diversity in case vignettes:

Range of case vignettes which incorporate diversity or supplement existing scenarios with questions which encourage students to consider the diversity of their patients and how these factors may interact with their health presentations and how these may influence communication and the consultation

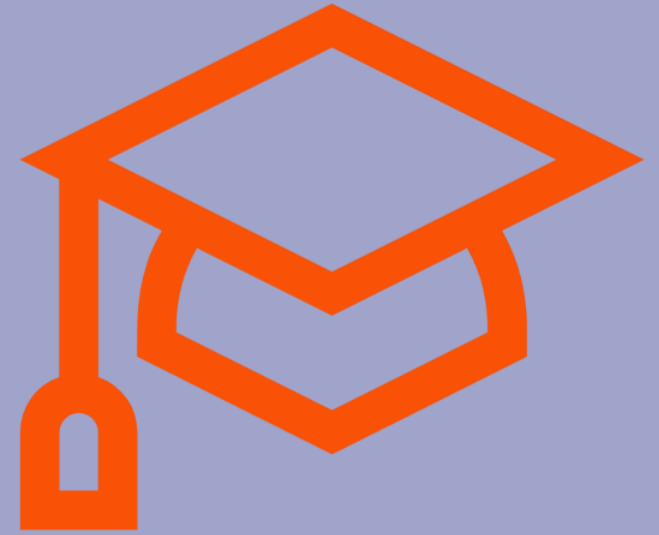


Enhancing student participation by increasing your own awareness of diversity and inclusion

- What do you think students engage with best?
- When in your experience do you find that they become motivated to learn?

Students are more likely to engage with the teaching:

- If it helps them better understand themselves in much the same way as we asked you to review earlier
- When clinical examples can be a useful way to illustrate what they need to understand about themselves and how their views influence the care they provide
- If the teaching resonates with their experience and does not alienate them. As teachers we need to avoid making assumptions about students and their experiences
- When we model what we want them to learn





- Can you think of an example when you made assumptions about students/trainees and got it wrong?
- How did that make you feel?
- With hindsight and reflection what might you have done differently?





- As a teacher tapping into the student/trainee experiences of diversity may be a great way of getting them to engage with diversity
- How might you do this as educators?



Self-evaluation

- How, as teachers/course organisers, do you quality assure your course for aspects related to diversity?



Summary

Our perspectives are coloured by our own cultures and experiences so influence most, if not all, of what we do...

So we need to think about how every interaction we have (in person and in systems) addresses this possibility to ensure we play our part in creating an open, supportive and inclusive culture for our students

Credits

- <https://officevibe.com/blog/diversity-and-inclusion-activities>
- Jan van der Wolf for seat image
- Anete Lusina for bulb image