

A Repair Kit to Address Racism and Implicit Bias in Medical School Case Vignettes

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BACKGROUND

- Case-based learning (CBL) is a learner-centered, guided inquiry pedagogy increasingly used in medical education.
 - Centerpiece of new SKMC curriculum launched in 2018
- Race, ethnicity, gender, sexual orientation, occupation and education are important predictors of health, and are frequently embedded in CBL vignettes, however they are often proxy variables that can reinforce problematic stereotypes
 - For example, there is no scientific evidence to support use of race as a surrogate for genetic predisposition to a condition
- Efforts to address racism and bias have been undertaken at other medical schools^{1,2}
- SKMC students raised concerns about reinforcement of racial and ethnic stereotypes in cases, and faculty sought to address these concerns in collaboration with students

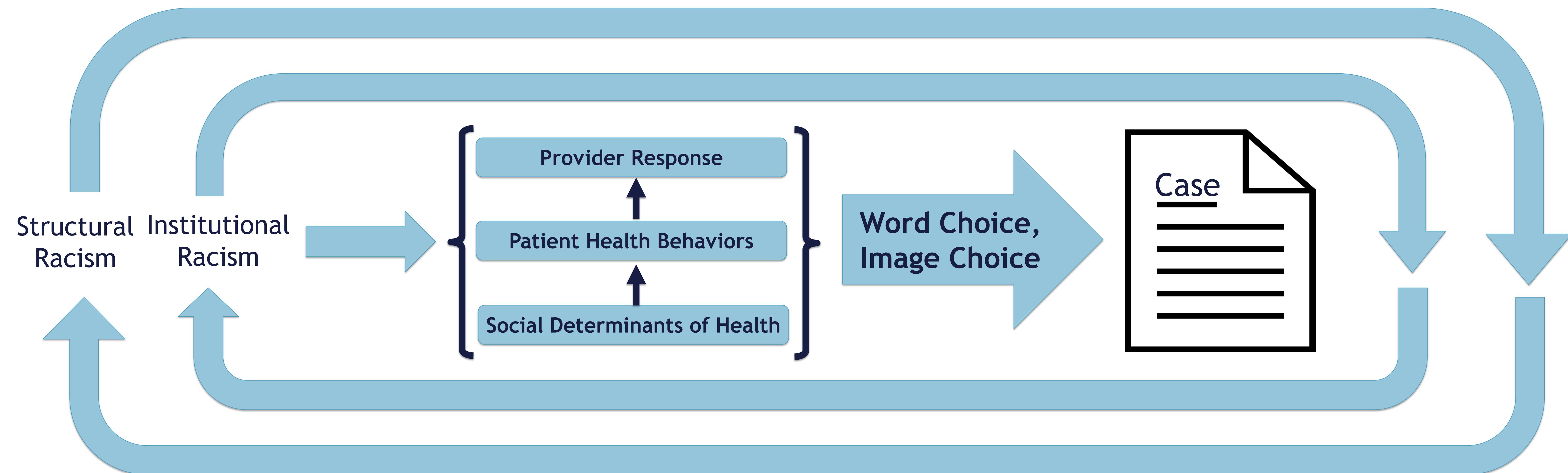


Figure 1. Explanatory Model

PROJECT GOALS

- Develop an approach to critically analyze case vignettes to identify implicit bias regarding race, ethnicity, gender, and sexual orientation
- Create a guide for case revision

APPROACH

- Literature review
 - Critical Race Theory as theoretical framework
- Formation of diverse, multidisciplinary team
- Codebook development
- Coding of first-year cases using NVivo
- Findings organized into themes
- Repair kit development
- Application of repair kit to revise cases
- Student feedback sessions
 - Comments incorporated into repair kit

	Problem	Solution
Language	Use of the phrase “illicit drugs” vs. “recreational drugs” mentioned especially with Black patients	Use either “illicit” or “recreational” in all cases
Race	Diseases commonly associated with Black people as an initial assumption in clinical assessment	Do not assume only diseases commonly associated with Black people when performing clinical assessments of Black people
Sex, Sexuality, Gender	Assumption of sexuality and gender. Sexuality is specific when patient is not heterosexual	Do not assume sex, sexuality, or gender of patients despite marital or current relationship status. Ask patients how they self-identify and their preferred pronouns of choice.

Figure 2. Repair Kit Examples

OUTCOMES

- Repair kit organized into five topics: language; race; sex, sexuality, and gender; immigrant population; images
 - Includes problems encountered, examples of problem, and solutions with literature-based rationale
- All CBL cases (n=54) revised using repair kit and put into circulation for current SKMC students

NEXT STEPS

- Apply repair kit to other aspects of medical school curriculum (lectures, clinical skills sessions, assessment items)
- Elicit and incorporate further student and faculty feedback

REFERENCES

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