APGO DEI Checklist for Faculty Development Seminar Speakers

Medical educators often receive feedback regarding diversity, inclusion, and justice aspects of an educational experience that can be improved upon after the material has been delivered. We aim for a more proactive approach towards heightened inclusivity of APGO Faculty Development Seminar sessions.

Checklists have been shown to be an effective strategy to change behavior and increase safety in healthcare settings. Checklists have also been used in medical education to allow for a proactive approach to reducing bias within medical curricular materials. This approach has been shown to be well-received by learners and faculty, to increase perception of inclusivity, and to reduce reports of bias within educational materials.

The following checklist is a modification of the APGO DEI Checklist specifically for use by speakers at the APGO Faculty Development Seminar. This checklist is not meant to simplify the difficult work of reducing racism nor to substitute for personal and organizational efforts to recognize and reduce bias. Instead, the checklist is intended to be used as a tool in creating, editing, or reviewing materials that will be presented at the APGO Faculty Development Seminar to ensure that key tenets of reducing racism and promoting inclusion are reflected in educational sessions endorsed by APGO.

Modified APGO DEI Checklist:

Please ensure that:

☐ Person-first language* used throughout
☐ Cases and/or conditions are communicated without judgment
☐ Patient characteristics and other details are critical to the diagnostic reasoning process
☐ Patient characteristics and other details are culturally sensitive and do not contribute to harmful stereotypes
☐ Materials are anti-racist:
  ☐ Diverse identities are represented in cases, images, and/or questions
  ☐ Race is contextualized and distinguished from biology or genetics

*Person-first language puts the individual before the descriptor, whether related to race, gender, medical diagnosis, social circumstance, or disability. Examples of person-first language include “person with a disability” rather than “disabled person,” “individual experiencing homelessness” rather than “homeless person,” or “person with diabetes” rather than “diabetic.”

References

AAMC Creating Action to Eliminate Racism in Medical Education, Medical Education Senior Leaders’ Rapid Action Team to Combat Racism in Medical Education, 2021.