

Emory University School of Medicine's Diversity, Equity, Inclusion and Racial Advocacy (DEIRA) Curriculum Thread Year in Review Report

Born from Emory student advocacy and a response to reckoning with persistent systemic racism and bias in medicine, the **Diversity, Equity, Inclusion and Racial Advocacy (DEIRA) thread** was implemented in 2021 to ensure the MD curriculum reflects the School of Medicine's mission for diversity, equity, inclusion and racial advocacy in all aspects of patient care and the medical profession equipping students to become not only effective physicians but leaders and advocates.

As future physicians, it is imperative that students understand both the history and presence of systemic racism in medicine and how it affects our current healthcare delivery, policy and outcomes of our patients and communities.

As we believe it is important to deliver a strong message to incoming and current students that racism in medicine is a salient issue that EUSOM deeply cares about and is committed to working against, we will lay a foundation of anti-racism that starts during orientation through required readings and implicit bias awareness, education and training. Our goal is to foster a culture of racial awareness among students starting from day one of your medical training.

The importance of training students to become more aware and understanding of the values, beliefs and views of people from different cultures other than their own is also paramount. This thread will be woven into all phases of the existing School of Medicine curriculum from the foundations of medicine phase throughout the translation of medical sciences phases.

Approach

This thread is still in its infancy and will be iterative. We are currently reviewing the entire EUSOM curriculum, small group materials, cases, workshops and exam questions from M1- M4 for evidence of bias as it relates to (race, ethnicity, sexual orientation and gender identity, socio-economic status (SES), disability, age, religion, weight, etc.) and removing all instances. We are notating areas in the course/clerkships where these topics could have appropriately been incorporated. When discussing disparities/inequities in health and healthcare, we aim to ensure to provide the proper context, evidence based, if applicable and essential to learning. We are ensuring that the exam questions, cases, lecture content are diverse and without any unnecessary use of race, ethnicity, sexual orientation and gender identity, SES, disability, etc.

We are also making recommendations to course and clerkship directors to be intentional about inclusion of DEI and anti-racism in their curricular content beginning with their learning objectives. Our goal is for all relevant DEI and anti-racism content to be included throughout each course/clerkship as opposed to separate one-off lectures/workshops/courses that are not tested upon. We have also curated standards mitigating bias in the clinical clerkship environments and a DEIRA Bias in the Curriculum checklist for mitigating bias clinical evaluations of students.

DEIRA is one of the four pillars of the SOM DEI Actionable Educational Initiatives. In this regard, we support course and clerkship directors in the development of their related curricular content. Ongoing

faculty development is a **separate** but related initiative. Although not the work of this committee, faculty development is in alignment of DEIRA and what is expected going forward.

Phase 1 Actions Items- Creating infrastructure and curriculum review

Created a faculty advisory committee.

Created a student representative committee.

Developed thread syllabus and learning objectives.

Adapted a Curriculum Checklist for mitigating bias in the curriculum

Created a new Student Physicians Activity (SPA) or learning outcome that learners are required to demonstrate prior to graduation related to DEI and anti-racism along with updated the other SPAs with an equity lens.

Conducted foundations and applications curriculum review for bias. **See appendix A for results**

Provided feedback to course/clerkship directors with the results of curriculum review for bias and recommendations to address the bias. **See appendix B for results**

Developed and implemented Patient Interview Recommendations. **See appendix C for results**

Decided metrics for evaluation of thread.

Tracking DEIRA Student Concerns

Developed and administered a DEIRA Student Curriculum Survey to assess students' attitudes about DEI and antiracism curricula at EUSOM and strengths and areas of opportunities. - **See appendix D for results**

Created and administered DEIRA Course/Clerkship Survey to assess how they are addressing or adding educational initiatives related to DEI and antiracism in their respective courses and/or plans for updating curricular content and /or implementation- **See appendix E for results**

Suggested DEI and antiracism educational initiatives are considered when courses and clerkships are reviewed by the relevant Executive Curriculum Committee Subcommittee

- For the Foundations Subcommittee- adding to A3, question on how is the course is addressing or incorporating DEI and anti-racism into their curriculum
- For the Transitions and Integrations Subcommittee - adding to A3, question on how the thread is addressing or incorporating DEI and anti-racism into their curriculum

Established Point person (Champion) for each DEIRA Thread Foci

- Race- Francois Rollin, MD, MPH and Marshall Fleurant, MD, MPH
- Disability- Karen Clarke, MD
- LGBTQ+- Jason Schneider MD, FACP
- Immigrant health- Marian Axente, PhD, DAPR
- History of Medicine- Jamal Taha, MD

- Antiracism Book Discussion- Amy Miller MD and Francois Rollin, MD, MPH
- Exam review- Francois Rollin, MD, MPH
- CLSM conversion to Courses/Clerkship- Amy Zeiden, MD

Addressing and incorporated DEIRA concerns from student evaluations, bias in the curriculum reporting system, bias in the curriculum and exams from the curriculum inventory and DEIRA concerns directly reported from learners.

Redistributing current health equity, SDOH, antiracist, etc. content to appropriate Courses/Clerkships.

Adding new DEI and anti-racism content based on identified gaps.

Conducted Implicit Bias Recognition and Management Training for all MD learners beginning with c/o 2025 and subsequent classes.

Adapted, created and facilitated a book discussion (lecture, handouts, discussion question, trained co-facilitators for small groups) Fatal Invention by Dorothy Roberts on the misuse of race in medicine for the c/o 2026.

Upstander Training for all MD learners beginning with c/o 2026

Faculty Development

Delivered workshop on use of race for course and clerkship directors

Delivered workshop to course directors on bias in medical education and how to mitigate bias with the DEIRA Bias in the Curriculum Checklist

Developed and implemented framework for mitigating bias in medical education. **See appendix F for results**

Developed framework for mitigating bias in clinical evaluations. **See appendix G for results**

Recommendations

As a result of the curriculum inventory and DEIRA related concerns from student evaluations, the DEIRA Faculty Advisory Committee and DEIRA Student Representatives committee devised the following recommendations for the SOM to implement for a more antiracist curriculum with an equity lens:

Curriculum

- Encourage diversity in lecturers
- At least one course and clerkship learning objective maps to new “DEIRA” SPA
- Need clear policy on what to do with DEIRA recommendations, if not addressed, disputes?
 - Should a disclaimer be given to students? Leave out information entirely
 - What happens if not addressed? Provide assistance to course/clerkship directors/lecturers in updating curriculum content? Provide targeted faculty development?

- DEIRA standards should be for all curricular content both required and elective given the SOM's DEI mission.
 - Rather a course is required or an elective, bias/microaggressions/racism affects our students, the institutional culture and psychological safety in the classroom
- All formal curricula in any course or clerkship in the MD program should be reviewed using the DEIRA Bias in the Curriculum checklist
- Course/clerkship directors should submit an annual self-assessment review
 - *Describe the changes you have made to your course to ensure a more culturally responsive, antiracist inclusive curriculum in your course/clerkship/thread?*
 - Aid in tracking response to prior DEIRA recommendation, were they implemented?
- Need a Bias in the curriculum online reporting system
 - Form ready to be used
 - Needed to track number, frequency and type of DEIRA student concerns.
 - Oasis course evaluations are open to a random selection of students
 - The other mechanism for student reporting is via a student google form not accessible by faculty and limits accountability of faculty making adjustments to the curriculum when warranted
- Include related historical cases of racism and health inequities throughout curriculum e.g. Infectious Disease- syphilis, Tuskegee; reproductive health- experimentation of black women

Faculty Development

- Ensure each SOM Course/Clerkship/Thread Director, Small Group Advisor, lecturer has undergone
 - Implicit Bias Education and Awareness training
 - Bystander training
 - Faculty development on curriculum building with antiracist and equity lens

Submitted:

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Inaugural Diversity, Equity, Inclusion and Racial Advocacy
(DEIRA) Thread Director

DEIRA Faculty Advocacy Committee:

Marian Axente, PhD, DAPR
Karen Clarke, MD, MD, MPH
Marshall Fleurant, MD, MPH
Mackenzie Garcia, MD
Brianna Glover, MD
Brittney Gordon, MD
Christopher Hillhouse, MD
Amy Miller, MD
Francois Rollin, MD, MPH

Jason Schneider, MD, FACP
Randi Smith, MD, MPH
Jamal Taha, MD
TaRessa Wills, MD
Sheryl Heron, MD, MPH, FACEP ex officio member

DEIRA Student Committee:

C/o 2026 Olivia Veira and Molly Lavaud
C/o 2025 Jenny Nguyen and Charita Veerapaneeni
C/o 2024 Luwi Shamambo, Mariam Torres Soto, Michaela Whitelaw and Ore Olakunle
C/o 2023 Gregory Darville and Katie Jackson
MD/PhD Grace Chung