



## ***Creating Inclusive Clinical Learning Environments through DEI&B - Informed Practices***

*Presented by:*

***Sarah Caston, PT, DPT & Anjanette C. Nuñez, PT, DPT***

**2 Contact Hours/.2 CEUs**

*Presented live and recorded:*

**March 2, 2021**

**6pm-8pm**

### **Course Links**

#### **Registration & Pretest:**

<https://form.jotform.com/EmoryDPT/1401-rec-creat-incl-clin-env-pre>

#### **Video Course:**

<https://emory.instructuremedia.com/embed/8da09885-6474-49c8-a494-7c531a38e4d0>

#### **Verification of Attendance, Posttest & Evaluations:**

<https://form.jotform.com/EmoryDPT/1401-rec-creat-inclusive-clin-post>

### **Course Description**

Clinical education is an integral part of preparation for students of Physical Therapy and Doctor of Physical Therapy (DPT) education programs recognize the enormous responsibility of Clinical Instructors (CIs) to effectively instruct and evaluate the performance of students during clinical rotations. Research has shown that implicit bias is pervasive among healthcare providers, contributing to healthcare disparities, and affecting Clinical Instructor judgments on student performance.<sup>1,2,3</sup> Increasingly diverse cohorts of student physical therapists require Clinical Instructors to create inclusive learning environments, with skills to effectively instruct and evaluate with diversity, equity, inclusion and belonging (DEI&B)-informed practices. However, current DPT program curricula and formal clinical instructor credentialing and training often contain minimal content in the realm of DEI&B-informed clinical instruction and clinical practice. Physical Therapy CIs who actively seek training in DEI&B-informed clinical instruction often face barriers, such as a limited number of subject matter experts who can provide instruction.<sup>4</sup> Furthermore, Physical

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Therapy Clinical Instructors often lack opportunities to learn and practice strategies to mitigate implicit bias in clinical settings.<sup>4,5</sup>

This course is designed to introduce to the concepts of DEI&B-informed clinical instruction and to provide an engaging safe environment where Physical Therapy CIs can interact with one another to share experiences of encountering issues of DEI&B in clinical settings. Concepts of implicit bias in healthcare are discussed to explain how filters of identity often create barriers to inclusive clinical treatment and learning environments. Through discussion of the research and neuroscience of implicit bias, self-assessment activities, small group dialogue, review of PT-clinic case-scenarios and exploration of bias-busting strategies, this course provides practical guidance for DEI&B-informed clinical instruction, and will enable participants to understand how to bring the content into their own unique clinical environments.

**Course Format:** This 2-hour live broadcast webinar with didactic sessions, applied case studies, small group reflective discussion. This course will be recorded and available as CE. material.

## Objectives

- Define diversity, equity, inclusion and belonging as they pertain to clinical education settings and the PT profession.
- Gain awareness about implicit biases among ourselves and all members in the clinical setting.
- Develop awareness of types of implicit bias in the clinical setting.
- Examine how individual and collective biases affect clinical education environments.
- Discuss common microaggressions in the clinic.
- Develop resources for moderating the negative effects of implicit bias and microaggressions on provision of care and student teaching/learning/evaluation.
- Discuss the role of the Clinical Instructor in providing inclusive clinical environments for patients and inclusive learning environments for DPT students.
- Collectively work through case studies of DEI&B scenarios in the clinical settings
- Differentiate between cultural awareness, cultural competence and cultural humility.
- Discuss practices, behaviors and actions that may enhance cultural humility in the clinical education setting.
- Integrate concepts and tenets of cultural humility in creating an inclusive environment for learners.

## Instructor Biographies

### **Sarah Caston, PT, DPT**

Dr. Sarah Caston is an Assistant Professor and Assistant Director of Clinical Education in Emory's Division of Physical Therapy, Department of Rehabilitation Medicine. She received her BS in Rehabilitation Science from the University of Pittsburgh in 2008, and her Doctor of Physical Therapy degree from Emory University in 2011. She completed a neurologic residency through Mercer University and the Shepherd Center, where she then worked as a clinician and served as a clinical instructor, before joining the Emory DPT faculty in 2017. Dr. Caston is board certified in neurologic and geriatric rehabilitation.

In addition to her teaching responsibilities in these areas, she serves in a mentorship role within clinical education as it relates to ethics, diversity, equity, inclusion, well-being and self-care, and professionalism. As a clinical educator, Dr. Caston weaves a humanities-focus and narrative

reflections into her teaching methods. She has a deep interest in helping students explore their perspectives and challenge biases, through the incorporation of narrative reflections and humanities-based creative work. Additionally, her role as co-chair of the Division's Diversity, Equity, and Inclusion committee, as well as her position on the editorial board for the Journal of Humanities in Rehabilitation, underscore her passion for elevating standards of rehabilitation care through valuing and respecting the lived experiences of students, patients, and clinicians.

### **Anjanette C. Nuñez, PT, DPT**

Dr. Nuñez joined Emory University's Division of Physical Therapy faculty as an Assistant Professor and Director of Clinical Education. She received her Doctor of Physical Therapy (DPT) degree from Georgia State University and her B.A. from Vassar College. Dr. Nuñez has a longstanding record of professional and educational service in outpatient orthopedics. Her clinical expertise focuses on pain neuroscience education for diverse populations through interdisciplinary collaboration. Dr. Nuñez holds advanced certifications as a Board-Certified Orthopaedic Clinical Specialist and as a Therapeutic Pain Specialist. She completed an Orthopaedic Physical Therapy Residency program in 2016 and has presented research on pain neuroscience education at national and state conferences. Dedicated to continuous learning, she will complete a Fellowship in Pain Sciences in May 2021. Dr. Nuñez received the 2017-2018 Outstanding Clinical Instructor Award from GSU Department of Physical Therapy. She is an active member of APTA and served on the 2017-2018 Nominating Committee for APTA-GA. Dr. Nuñez is passionate about the promotion of diversity, equity, inclusion and belonging-informed physical therapy practice and education, and has consulted nationally on the topic of implicit bias in physical therapy and interdisciplinary clinical settings. She is committed to the development of current and future DPT clinicians through inclusive clinical education, advocacy, leadership development and mentorship.

### **References:**

1. FitzGerald, C. and Hurst, S., 2017. Implicit bias in healthcare professionals: a systematic review. *BMC Medical Ethics*, 18(1).
2. Clouten, N., Homma, M., Clouten, N., Homma, M., Shimada, R., Clouten, N., Homma, M. and Shimada, R., 2006. Clinical education and cultural diversity in physical therapy: Clinical performance of minority student physical therapists and the expectations of clinical instructors. *Physiotherapy Theory and Practice*, 22(1), pp.1-15.
3. Awilda R Haskins, Colleen Rose-St Prix, Leonard Elbaum, 1997. Covert Bias in Evaluation of Physical Therapist Students' Clinical Performance, *Physical Therapy*, Volume 77, (2), 155–163.
4. Sukhera J, Watling C., 2018. A framework for integrating implicit bias recognition into health professions education. *Acad Med*. 93(1):35-40.
5. Gonzalez CM, Garba RJ, Liquori A, Marantz PR, McKee MD, Lypson ML., 2018. How to make or break implicit bias instruction: implications for curriculum development. *Acad Med*. 2018;93 (11S Association of American Medical Colleges Learn Serve Lead: Proceedings of the 57th Annual Research in Medical Education Sessions):S74-S81
6. Burton L. What is unconscious bias in recruitment? Accessed September 12, 2019. <https://www.highspeedtraining.co.uk/hub/types-of-unconscious-bias/>
7. Burgess DJ, Beach MC, Saha S., 2017. Mindfulness practice: a promising approach to reducing the effects of clinician implicit bias on patients. *Patient Educ Couns.*;100(2):372-376.
8. Holm AL, Rowe Gorosh M, Brady M, White-Perkins D. Recognizing privilege and bias: an interactive exercise to expand health care providers' personal awareness. *Acad Med*. 2017;92(3):360-364.
9. Hagiwara, Nao et al. "A call for grounding implicit bias training in clinical and translational frameworks." *Lancet* (London, England) vol. 395,10234 (2020): 1457-1460.

## Thank You:

Thank you for registering for the “Creating Inclusive Clinical Learning Environments through DEI&B - Informed Practices” course on Tuesday 3/22/21 at 6pm.

Emory DPT traditionally offers CEU courses for our clinical partners as a “Thank You” for supporting our students in clinical rotations. We are excited and honored to extend this course to those beyond current or previous Clinical Instructors/SCCEs of Emory DPT students.

We strongly believe in embracing diversity, equity, inclusion and belonging as educational values, and intentionally make space for positive professional outcomes for current and future PT educators and clinicians.

**If you are not a current or previous Emory DPT Clinical Instructor or SCCE, we ask that you consider an optional \$25 donation to the following DEI&B initiatives:**

- **Emory *Journal of Humanities and Rehabilitation Underrepresented Minority Graduate Student fund***- focusing on DEI&B-specific projects with the journal, including areas of critical race theory in PT and mentorship from section editors:  
<https://securelb.imodules.com/s/1705/giving/index.aspx?sid=1705&gid=3&pgid=600&cid=1358&dids=9911&bledit=1&appealcode=W5MJH>
- **National Association of Black Physical Therapists** - nonprofit organization with the primary focus of increasing opportunities for the African Diaspora in the physical therapy network: <https://nabpt.org/donate/>
- **APTA-GA, supporting Minority Mentoring Physical Therapy Network** - for APTA-GA, supporting Minority Mentoring Physical Therapy Network – for PTs and PTAs interested in mentoring students to succeed and promote diversity, equity and inclusion. APTA-GA PT PAC donation site: <https://aptageorgia.org/donations/donate.asp?id=20687>
- **APTA Minority Scholarship Fund:** <https://www.apta.org/celebration-of-diversity/donate>
- **APTA Dimensions of Diversity Fund:** <https://app.mobilecause.com/form/AknVpQ?vid=gvs28>

The Emory DPT Program appreciates your dedication to the work along the continuum of DEI&B initiatives in the PT profession. If you are interested in becoming a Clinical Instructor for our students, please contact course presenter Anjanette Nunez, Director of Clinical Education:  
[Anjanette.nunez@emory.edu](mailto:Anjanette.nunez@emory.edu)