

Supplemental digital content for Green K-A, Wolinsky R, Parnell SJ, et al. Deconstructing racism, hierarchy, and power in medical education: Guiding principles on inclusive curriculum design. Acad Med.

## **Supplemental Digital Appendix 1**

### **Racism in Medicine Curriculum Review Data Mining Instructions and Tip Sheet**

Thank you for your help in this major undertaking to review and improve our curriculum. Please use this tip sheet to guide your research in the module(s) you have signed up for.

#### **Please review the following resource to prime your thinking before you get started:**

1. 8 minute video: The Warren Alpert Medical School of Brown University Program in Educational Faculty Development- Reviewing Didactics for Inclusivity: Practical Tips for Faculty.<sup>1</sup> <https://www.youtube.com/watch?v=KfDdqDBedx0&t=3s>.

#### **We suggest the following order for your systematic review:**

##### **1. Slides/Lecture:**

- a. Download all the slides from the module.
- b. Do a key-word search (see below) and identify relevant slides
- c. Skim slides for associated images and text missed from key-word search
- d. (Optional) Review the part of the Echo lecture recording for the aforementioned identified slides, review how the material was presented.
  - i. While this is optional, this step will help to bring out the *hidden curriculum* that exists in our education. The hidden curriculum cannot be identified in any other way.

##### **2. Syllabus:**

- a. Do a key-word search (see below)
- b. Skim text by lecture (especially, look at the key sections you identified from the lecture slides above)
- c. Review any images presented in the syllabus for inclusivity.

##### **3. Practice questions:**

- a. Look specifically at clinical vignettes for mentions of race/ethnicity

##### **4. Supporting articles/text for evidence**

- a. After the initial curricular data mining is finished and is catalogued; a subsequent review of the data will be conducted to identify areas that require a more thorough search of the literature (e.g., new clinical trial data, review cited studies for bias, review newly published studies).
- b. Please identify and provide any articles or resources for additional supporting or refuting evidence. The more the better!

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### **Key-Word Search:**

- Plug the following terms into a ctrl-F search to help direct you to certain sections of the syllabus/slides. These terms are designed to pick up multiple variations of words.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Black     | <input type="checkbox"/> Incidence  |
| <input type="checkbox"/> Africa    | <input type="checkbox"/> Genetic    |
| <input type="checkbox"/> America   | <input type="checkbox"/> Predispose |
| <input type="checkbox"/> Asia      | <input type="checkbox"/> Geograp    |
| <input type="checkbox"/> Pacific   | <input type="checkbox"/> Countrcou  |
| <input type="checkbox"/> Native    | <input type="checkbox"/> Ancestry   |
| <input type="checkbox"/> White     | <input type="checkbox"/> Descend    |
| <input type="checkbox"/> Caucasian | <input type="checkbox"/> Ethni      |
| <input type="checkbox"/> Europe    | <input type="checkbox"/> Race       |
| <input type="checkbox"/> Hispanic  | <input type="checkbox"/> Population |
| <input type="checkbox"/> Latin     | <input type="checkbox"/> North      |
| <input type="checkbox"/> India     | <input type="checkbox"/> South      |
| <input type="checkbox"/> Prevalen  | <input type="checkbox"/> East       |
|                                    | <input type="checkbox"/> West       |

- Note: This search will not identify all sections as some text (especially on prevalence results from studies) has been copied as images into the lectures/syllabus.

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## Supplemental Digital Appendix 2

### Tips and Data-Mining Tool for Talking About Race in the Preclinical Curriculum

The following section has been adapted from The Warren Alpert Medical School “Creating Inclusive Curricula: Considerations for review of curricular materials for inclusivity, diversity, and bias-free instruction” (2018).<sup>2</sup>

[https://facultydev.med.brown.edu/sites/g/files/dprerj596/files/CREATING%20INCLUSIVE%20CURRICULA.AMS\\_.pdf](https://facultydev.med.brown.edu/sites/g/files/dprerj596/files/CREATING%20INCLUSIVE%20CURRICULA.AMS_.pdf)

#### **Images:**

- Do the images included portray individuals of varied skin color?
- If “typical” images are used to portray pathology, are there diverse examples?
  - Important to prevent pathology associated with social stigma
    - Example: Skin rash is only shown on white skin → we do not know how it looks different otherwise
    - Example: Images associated with a disease is of a person with one skin color → false impression that it only affects one population

#### **Text:**

- Look for precise language
  - Example: talking about a patient, is there a generalization across diverse populations? “Asia”/“Africa”
  - In general, look for the most precise language
  - Best practices employ the use of prevalence-based language based on *ancestry***
    - However, sometimes there are limitations in the language used due to the design of the research study from which the data was collected.
    - Wherever appropriate, look back at the study cited to see how race/ethnicity was collected. In this case, the data could be presented with the appropriate caveat
      - Example: “This could be improved if the lecturer added a note to address that race was collected as a self-identified variable and that the trends found could be due to multifactorial causes”
  - If a self-identified race is used as a category, it should be stated as such to be as precise as possible.
  - Including details about race:
    - Is race conflated with ethnicity, country of origin, or skin color?
- Are the cases/examples of “typical” patient presentations diverse enough to prevent stereotyping? Especially important for pathology associated with social stigma.
- Race As A Risk Factor:

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- Significant harm results from casual bullet points that equate race as a risk factor for a disease. Consider race as a risk marker for socioeconomic factors and other social determinants of health
- Is there bias present in the studies?
  - Example: Discussion of increased preterm birth for African American women - is it clear that other factors may play a role in this? (e.g., chronic stress related to structural racism)
- Race vs. Genetics:
  - Is it clear that race is truly a relevant influence? Can a difference be explained by another variable like socioeconomic factors?
    - Example: Discussing the influence of diabetes in certain populations, is the difference in the roles of genetics vs. socioeconomic factors clearly portrayed?
  - Is race being used as a stand-in for more proximal causes of disease (whether genetic, environmental, social, or other) until those proximal causes can be understood in greater detail?
  - Is race identified as genetic or biological? Is it implied or is it specifically stated?

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### Supplemental Digital Appendix 3

#### Sample Data Mining Charts for Pre-Clerkship and Clerkship Lectures and Practice Questions

##### Pre-Clerkship & Clerkship Lectures (Sample Chart)

Lecture # and Title	Slide Number or Syllabus Page and Paragraph #	Copied text from slide or syllabus, or refer to an image if it's about a non-diverse/diverse image	What Was Said on Recording With Times (optional but very helpful)	What was appropriate/positive about how race was used (if anything)	What needs improvement and why? (if anything)	Ideas for how this be improved/changed (if wrote yes to Column F)	List of Supporting Articles and Texts for Evidence

##### Pre-Clerkship & Clerkship Practice Questions (Sample Chart)

Supporting Articles/Texts for Evidence	Supporting Articles/Texts for Evidence	Supporting Articles/Texts for Evidence	Supporting Articles/Texts for Evidence	Supporting Articles/Texts for Evidence	Supporting Articles/Texts for Evidence	Supporting Articles/Texts for Evidence	Supporting Articles/Texts for Evidence

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## Reference for Supplemental Digital Content

1. Green, E. (2018). *Reviewing Didactics For Inclusivity: Practical Tips For Faculty, On Behalf Of Alpert Medical School Program In Educational Faculty Development* [Video].  
<https://facultydev.med.brown.edu/resources/inclusive-teaching>.
2. Green E. Creating Inclusive Curricula: Considerations for review of curricular materials for inclusivity, diversity, and bias-free instruction.  
[https://facultydev.med.brown.edu/sites/g/files/dprerj596/files/CREATING%20INCLUSIVE%20CURRICULA.AMS\\_.pdf](https://facultydev.med.brown.edu/sites/g/files/dprerj596/files/CREATING%20INCLUSIVE%20CURRICULA.AMS_.pdf). Accessed November 12, 2021.