



Neurological Sciences Education Retreat Residency Program Initiative

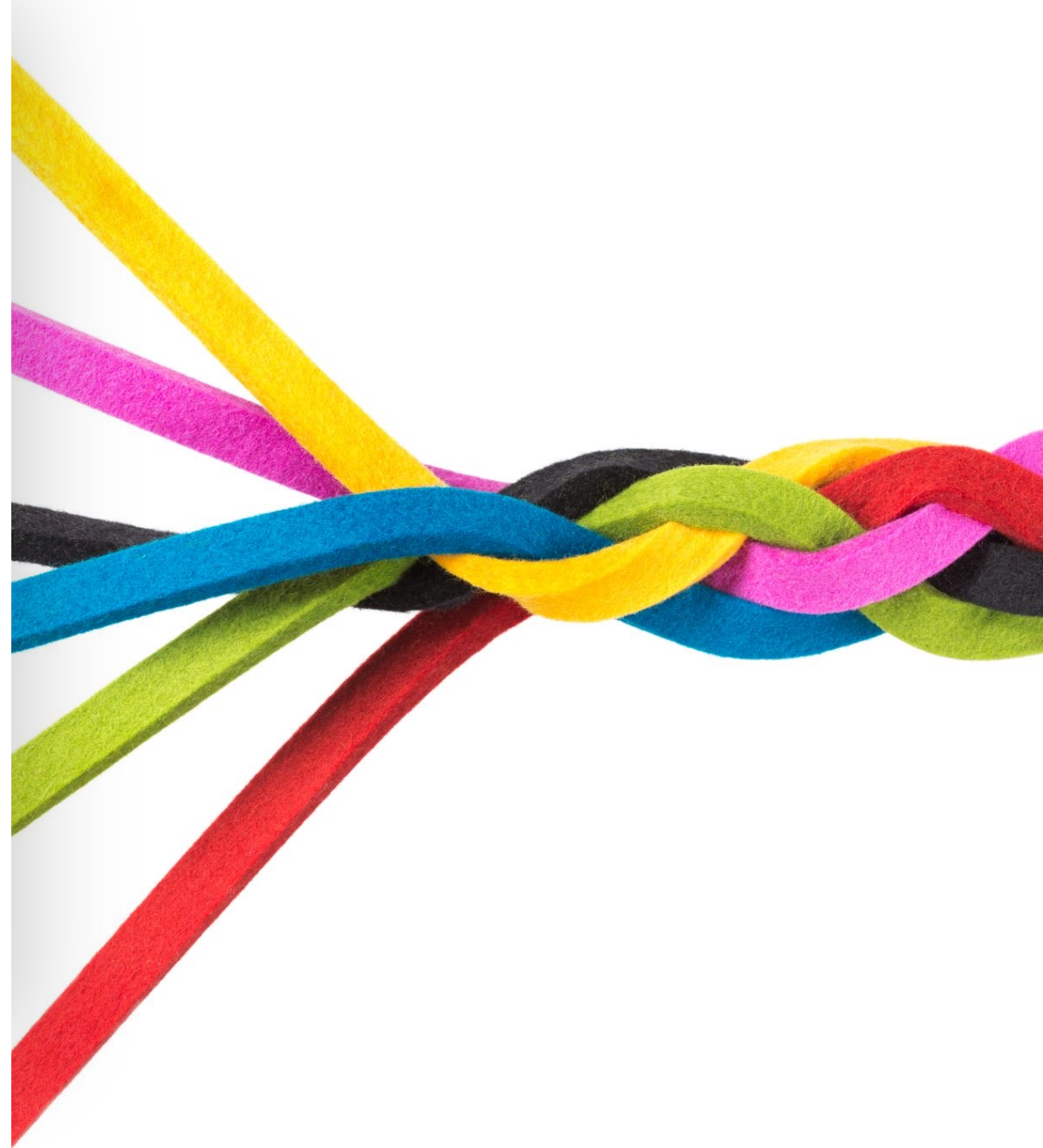
Alissa Thomas, MD

October 6, 2023

Neurology Residency Program—Our work to fulfill the NSCI DEI Mission

NSCI DEI MISSION STATEMENT

- The Neurological Sciences department acknowledges that diversity is central to creating a culturally responsive and inclusive community. Embracing each other's unique identities, backgrounds and life experiences fosters a supportive environment of acceptance, inclusion and equitable regard for diverse perspectives. To achieve our goal of creating a department committed to diversity, equity, inclusion, and cultural humility dedicated to academic and clinical excellence, the department shall:
 - Commit to being advocates for eliminating bias and discrimination in patient care, education and research.
 - Create a diverse, equitable, and inclusive environment that promotes and rewards excellence in clinical care, education, and scholarship.
 - Recruit, retain, and promote a diverse and inclusive workforce and leadership that are responsive to our respective constituents.
 - Create an environment that promotes professional and personal development.



Being advocates for eliminating bias and discrimination

ANTI-RACISM EDUCATION PROGRAM



<https://www.aan.com/membership/anti-racism-education-program>

Neurology® Blogs

Creating an Anti-Racist Neurologist: Perspective of a Third-Year Neurology Resident

Posted on April 5, 2023 Gitanjali Das, MD

I am a third-year neurology resident at the University of Utah. I started residency in the midst of the COVID-19 pandemic, two months after the murder of George Floyd. With these historic catalysts for change at the start of my medical career, I expected to witness a shift in the landscape of healthcare. Was I entering a healthcare system that truly valued inclusion, equity, and possibly even anti-racism? Unfortunately, I was disheartened by the ongoing inequity in healthcare and saw limited improvement due to looming structures in place that maintained anti-blackness. I saw how patients of color couldn't access healthcare due to lack of translators and differences in level of care that could be afforded. I also observed implicit biases that reduced chief complaints in Black and Brown patients to consequences of drugs or mental health issues.

For these reasons, we need dedicated anti-racism education in neurology residency programs. Spearheaded by residents and program directors at 5 different neurology programs (University of Pittsburgh Medical Center, University of Vermont, University of Rochester, Mount Sinai, and University of Utah), and Dr. Nimish Mohile, the Chair of the AAN's Anti-racism Curriculum Work group, we are creating a program that implements the AAN's anti-racism education modules into residency didactic series.

<https://blogs.neurology.org/dei/creating-an-anti-racist-neurologist-perspective-of-a-third-year-neurology-resident/>

Residency Pilot Program



Resident and Faculty lead from the program met with AAN DEI Chair and resident-faculty pairs monthly via zoom



16 Residency Program Nationally



UVM IRB Approval for Education Research to survey all participants at the end of curriculum implementation pilot



Programs designed their own implementation plan

Protected time to complete the modules

Planned discussion sessions for each module

Feedback survey

THE
FACILITATOR
ROLE
CONSIDERATIONS
ANTI-RACISM EDUCATION PROGRAM

AAN Anti-Racism Curriculum

Module 1: Setting the Stage: Reflections on Race, Identity, and Socialization

Module 2: The History of Racism in Neurology: Member Experiences with Bias and Racism

Module 3: Patient Care Stories: Vignettes in Clinical and Academic Neurology

Module 4: Institutional Structures: Racism in Training and Anti-racism Leadership



Preliminary Survey Results: Participation

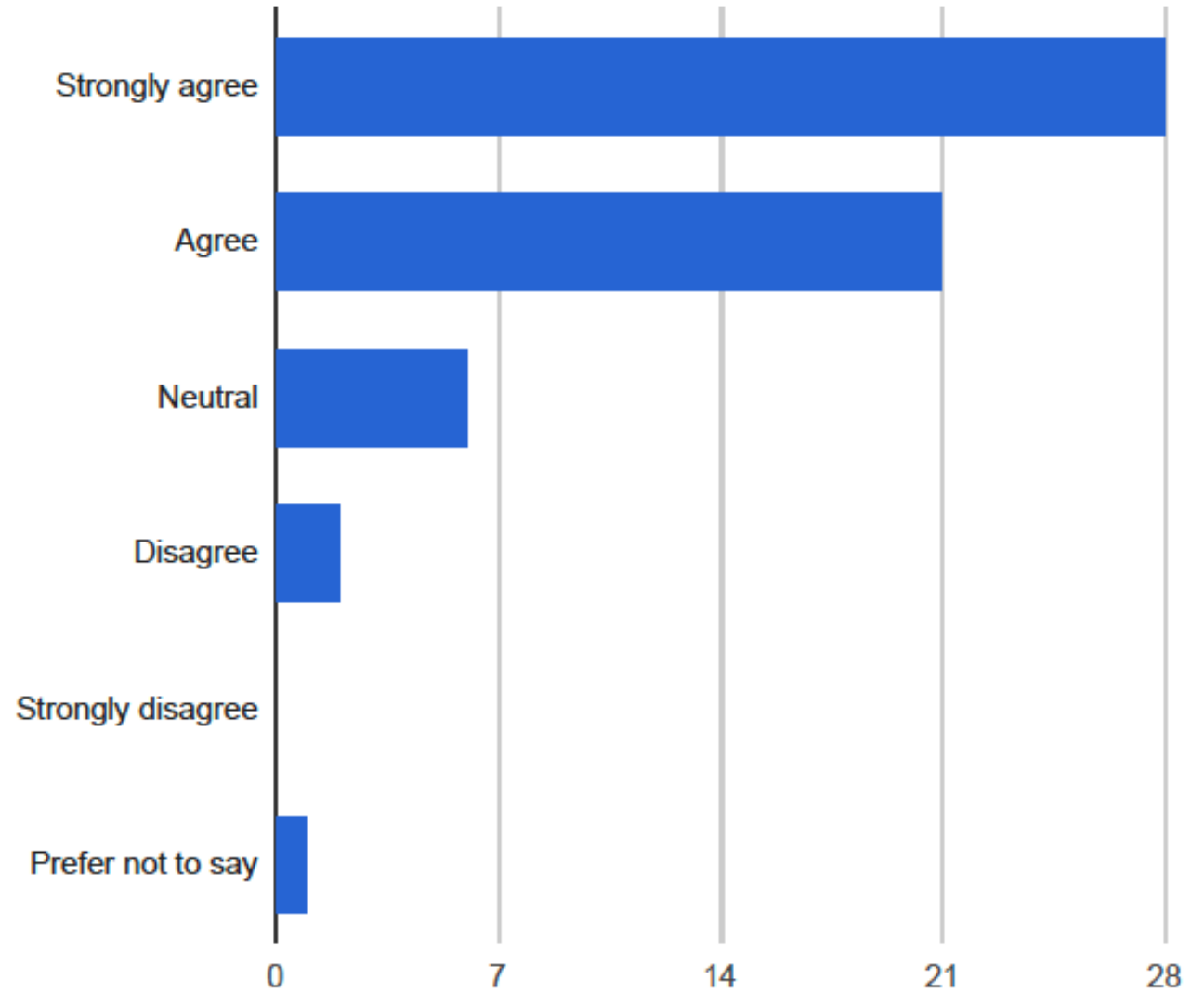
- Survey sent to residents and program faculty at 16 participating residency program
- 58 responses (40 Residents, 18 Faculty)
- 86% reported they tried the online curriculum modules
- 62% of those who did the modules spent between 30 and 120 minutes on each module
- At least half of the respondents did all or part each of the four modules

Preliminary Survey Results: Curriculum Structure

- 34.5% of respondents reported that their residency program offer protected time to complete the modules
- 41.4% reported the residency program offered discussion sessions
- 50% offered protected time for discussion sessions
- Discussion were led by residents (27.6%), faculty (17.2%) or both (50%)



I would recommend
this program to
other residents and
residency programs



Qualitative Feedback from our residents

- Positive experience, important use of education time
- Would like to go through the modules each year
- For future iterations of the curriculum
 - Consider going through the modules together during academic half day
 - Be interactive as a group with the module materials
 - Have the chief residents be more active in a facilitator role
 - Consider going through a module or having a session with an expert discussant

Resident Suggestions for Continuing DEI and Anti-Racism Efforts

- Consider collecting stories in an anonymous way to use for future teaching case studies
- Teaching focus from faculty on debunking racial medical myths
- Consider an open discussion with faculty and residents about the anti-racism curriculum
- Emphasize grand rounds Time Out for health disparities highlights
- Consider implicit bias testing along with this curriculum to help individuals recognize where they may have unconscious bias
- Continue to work to increase diversity on the faculty and in residency program

Resident Program Efforts for 2023-2024

- Second year of the AAN Anti-Racism Curriculum with key changes
 - More resident-led discussion
 - Group time to work through modules together
 - Academic half day session with UVMMC DEI Committee Leadership
 - Unconscious bias training through AAMC for all faculty interviewers for recruitment season
 - Revised form for application review and interview evaluations to better encompass holistic application review and values-based assessment
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