

# Anti Racism for Medical Educators

## Are people of different races represented?

Representation matters! Note who is represented and how in your case examples, images, and questions. Consider implicit and explicit representations of race and intersecting identities such as gender, class, etc.

yes

no

Hello!



Use this tool to review your materials. Start at the top and progress down the pathway to the bottom.

## When mentioned, is race contextualized?

Race is a social construct often conflated with biology. However, race is not a risk factor for disease, but a proxy for the risk conferred by exposure to racism and structural inequity. Race represents a social determinant of health; it does not signal genetic predisposition to disease.

**Tip!** 🌟🌟🌟

When discussing race, unlearn “the patient is [race]” and use humanizing language: “they identify as [race]” or “they are of [origin] descent.”

yes

no

## Stop, Reflect, Correct.

What biases are present in your choice of representation? Adjust representation or contextualize the lack of representation.



## Stop, Reflect, Correct.

When/why is race mentioned? Distinguish race from biology, and contextualize it as a social determinant. Use geographic ancestral origin to discuss genetic risk.



## Have you eliminated inadvertent stereotypes?

Stereotypes dehumanize and dangerously narrow clinical reasoning. They are conveyed through the physical traits, abilities, code words, linguistic patterns, roles, experiences, behaviors, and illnesses you’ve associated with race.

Your sensitivity to stereotypes will depend on your experience and blindspots.

yes

no

## Stop, Reflect, Correct.

How does your portrayal sound if you swap races? How would a loved one feel if your portrayal described them? Create dignity-driven content.



## Have you addressed health disparities?

Identify structural racism as a cause of health disparities. Discuss their origins and impact, strides made, and opportunities for agency and change.

yes

no

## Stop, Reflect, Correct.

Are there data on structural causes of health disparities related to your topic? If not, discuss why.



## Do your materials disrupt oppression?

Who benefits from or is burdened by the content, message, and perspectives represented? Consider learners, patients, communities, and coworkers.

yes

no

## Stop, Reflect, Correct.

How do your materials perpetuate or undermine a racist status quo? Leverage your pedagogy to uplift/unburden patients, learners, and exploited communities.



**Congratulations!** 🎉🎉🎉

Now, invite feedback from others!



Differences Matter at UCSF

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