

# Checklist for Sessions

## Incorporating Anti-Racist Principles in Teaching

Apply this series of questions to your teaching sessions to see where you can include additional context and anti-racism content.

### Are Different Races Represented?

- 1.Cases include a variety of the human difference (not limited to race or culture) representations (or none stated at all)
- 2.Race is not mentioned in the summary statement; it can be part of a social history, but should rarely be part of the initial summary
- 3.Names are varied to represent different identities
- 4.Images include varying skin tones, features, body types

### When Mentioned, is Race Contextualized?

- 1.When discussing race as a descriptor in epidemiological data, distinguish observation from causation.
- 2.Consider and identify structural and social determinants of disease when discussing the causes of unequal disease burden.
- 3.Carefully consider whether the population categories used in a study or lecture represent true genetic differences due to ancestry. Avoid the use of race as the sole reason for differences in disease burden between populations.
- 4.Direct students to literature or studies that are working to challenge/clarify generally accepted guidelines

### Have You Eliminated Stereotypes?

- 1.Written, oral, and graphic materials used in the classroom, online, and for reference do not present a given sociodemographic group as they may have been historically typecast (i.e., as “lazy,” “smart,” “tall,” “skinny”).
- 2.Intentionally present patients of different races with positive characteristics
- 3.Review national clinical medical guidelines to ensure that you are teaching the most up-to-date medically accepted standard of care.
- 4.Pay attention to names, linguistic patterns, physical traits, or (other potentially stigmatizing language)

### Have you Addressed Health Disparities/ Inequities?

- 1.Include discussions about how health disparities/inequities manifest in the patient population. Who bears the burden of disease? What structural or societal policies or practices potentially contribute to the disparate impact?
- 2.Consider and identify structural and social determinants of disease when discussing the causes of unequal disease burden.
- 3.Consider the socioeconomic and political differences between population categories and trends over time of the disease burden in the context of historical insults such as slavery and residential segregation, as well as the environmental influences of migration

### Do your materials intentionally seek to combat and overcome bias in medicine?

- 1.Include empirical studies/research/readings from a wide range of journals, authors and texts that systematically explore and review the health care experiences and realities of diverse populations (age, gender, race/ethnicity, ability, sexual orientation, underserved populations...).
- 2.Include case studies that seek to explore the factors that contribute to the variability of population health including, but not limited to, the impact of education, culture, socioeconomic status, housing, and employment.
- 3.Discuss how social determinants of health impact realities within specific block area.
- 4.Reflective questions that direct students to explore how personally held beliefs and life experiences can affect interaction with patients and communities.
- 5.Reflective questions that identify patterns of health-care disparities that may result, in part, from physician bias and strategies to reduce such bias.
- 6.Theory-to-practice exercises that require students to explore local communities to realize the impact of what is learned in the classroom.

For more information or detail, visit the Anti-Racism Coalition to view the full Checklist and Resource Guide