



# INCORPORATING IMPLICIT BIAS EDUCATION AND MITIGATION INTO CULTURAL COMPETENCE CURRICULUM FOR FIRST-YEAR MEDICAL STUDENTS

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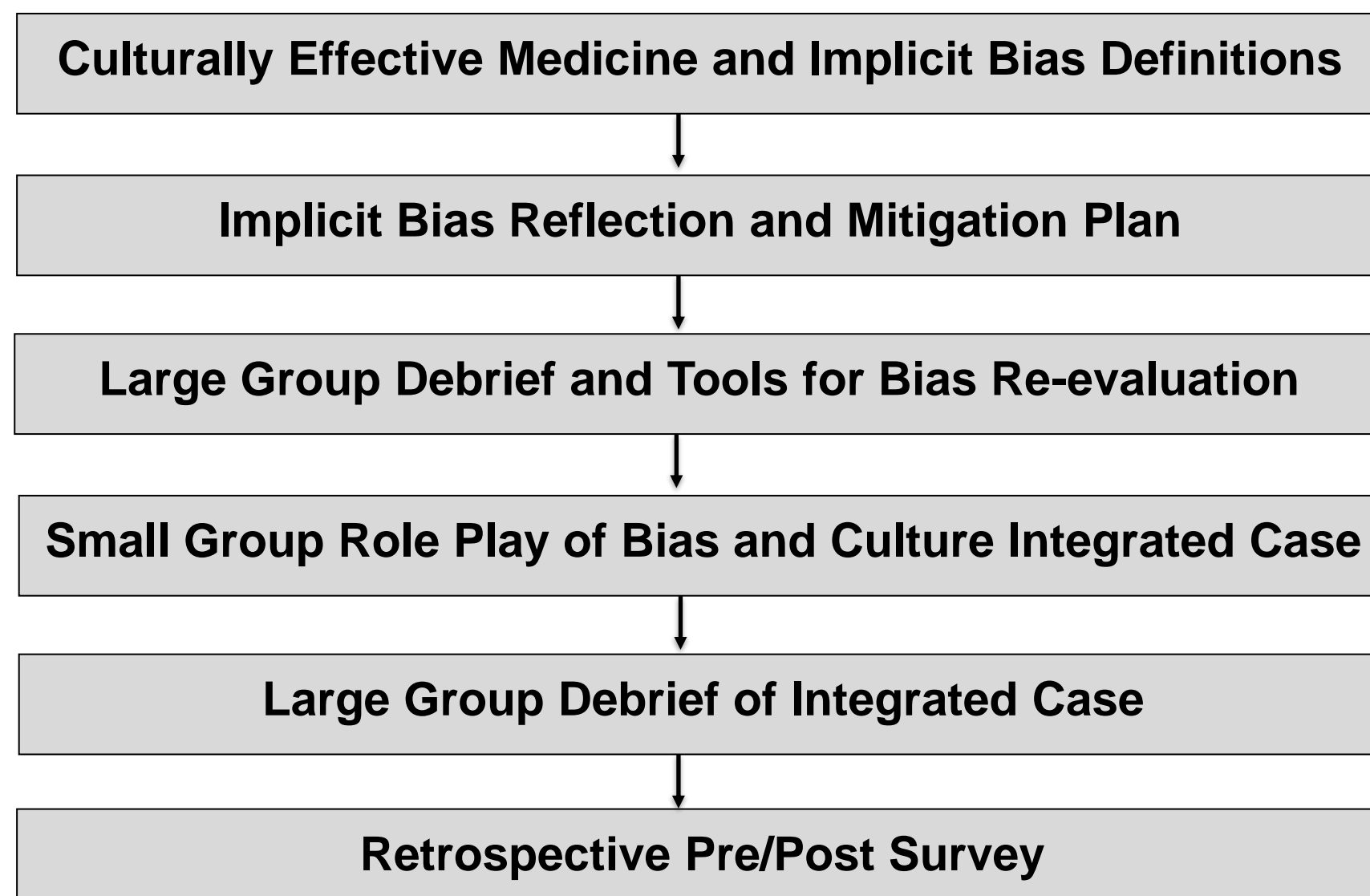
## Introduction and Learning Objectives

- The LCME and ACGME agree that education in cultural competence is essential at all levels of medical education.
- There has been recent attention to the role that implicit bias plays in patient care and how mitigation of such bias is critical to ensuring equitable healthcare
- The aim of this innovation is to integrate cultural competence training and implicit bias education and mitigation.

## Methods

- 107 first-year medical students completed the optional retrospective pre-/post survey
- Evaluation questions addressed knowledge and skills based on learning objectives
- Measured using Likert Scale (1 –strongly disagree, 3- neutral, 5- strongly agree)

## Figure 1: Session Curricular Map



## Figure 2: Culturally Effective Medicine Framework



## Learning Objectives

- 1) Define culturally effective medicine and name at least four aspects of culture
- 2) Identify a personal bias that may potentially impact the way one cares for patients and create a management plan for the identified bias.

## Importance of the Study

- **There is a need for implicit bias education and mitigation in medical education**
- **This study seeks to integrate implicit bias management with cultural competence training**
- **Results indicate that students:**
  - **Have an improved understanding of culturally effective medicine**
  - **Can enumerate aspects of culture**
  - **Can identify a personal implicit bias which may impact their patient interactions**

## Results

| Evaluation Question  | Mean difference | Standard Deviation | P-Value    |
|--|-----------------|--------------------|------------|
| I can define Culturally Effective Medicine   | 0.596154        | 0.8421             | P < 0.001* |
| I can name at least four aspects that make up culture  | 0.509615        | 0.7632             | P < 0.001* |
| I can identify a bias within myself that could potentially impact the way I care for particular patients | 0.336538        | 0.6326             | P < 0.001* |

\*Significant

## Conclusions and Further Direction

- The intervention was effective in improving student knowledge of cultural competence using the CEM framework
- Students were successfully able to identify a personal implicit bias that may impact patient care
- Students were taught strategies for bias mitigation and future self-evaluation of mitigation success
- Limitations: Single Institution; did not explore the long-term retention of knowledge; need for evaluation of performance in clinical settings
- Further study should work to determine most appropriate methods for reflection and mitigation planning

## References and COI

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- The authors have no conflicts of interest