While we are waiting to begin...

Describe a situation in 2-3 sentences, in which there was an issue with either inclusion, diversity, or equity in the learning and work environment, from your own context of educational practice in PGME.

E-mail your response to saleem.razack@mcgill.ca

Responses will be made into slides for discussion later in the workshop
Equity, Diversity, and Inclusion in the Learning and Work Environment in PGME

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Conflicts of Interest

The presenter has no conflicts of interest to declare
Setting the Stage....

• Introductions
• Inclusion, diversity, and equity and the learning environment.
• Notes will be taken of proceedings/posterboard created
• Will help inform a paper for a special series
• All participants will be acknowledged (sign-in sheet)
Inclusion, Diversity, and Equity: Moving Beyond Platitudes

Worksheet 1:
- 3 groups: Inclusion, Diversity, Equity
- Develop a working definition for your assigned term, contextually specific to PGME
- Fill out worksheet 1 (10 minutes)
- Assign a reporter for report back (10 minutes)
Defining Diversity

• Human variability—all the ways we differ as individuals.
• Surface Diversity: visible differences such as age, gender, ethnicity and physical appearance;
• Deep Diversity: underlying differences such as thought styles, religion, nationality, socio-economic status, belief systems, sexual orientation and education.
Many definitions of diversity imply that there is a “standard” or “norm” that we can use to identify differences. For instance, anatomy and medical textbooks have traditionally used illustrations of male bodies to explain every system in the human body, with the exception of the female reproductive system. In this case, the male body is treated as the norm while the female body is treated as different from the norm. Defining diversity in this way – as deviation from a norm – is harmful: at best, it results in neglect; at worst, it leads to discrimination.

Sources: Atlantic, BC, and Prairie Centres of Excellence for Women’s Health
Defining Equity

• Recognition of historic/ongoing injustices and commitment to address them

• Systemic discrimination

• Crucial point: Medicine and its institutions must be constructed (taught about, understood as) as integral to the injustices, not separate from them
Defining Inclusion

Defining inclusion in organizational settings: the degree to which a member perceives that he or she is an esteemed part of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness. (Shore, Randel, Chung, et al., 2011)

Diversity tends to be characterized as a series of “problems” (discrimination, bias, affirmative action, tokenism etc.)

Inclusion seeks to define what is legitimate participation and mutual relational expectations for diverse individuals within organizational spaces, and what is the value added
### Framework for Inclusion

<table>
<thead>
<tr>
<th>Low Value in Uniqueness</th>
<th>Low Belongingness</th>
<th>High Belongingness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exclusion:</strong></td>
<td>Individual is not treated as an organizational insider with unique value in the work group but there are other employees or groups who are insiders.</td>
<td><strong>Assimilation:</strong> Individual is treated as an insider in the work group when they conform to organizational/dominant culture norms and downplay uniqueness</td>
</tr>
<tr>
<td><strong>High Value in Uniqueness</strong></td>
<td><strong>Differentiation:</strong> Individual is not treated as an organizational insider in the work group but their unique characteristics are seen as valuable and required for group/organization success</td>
<td><strong>Inclusion:</strong> Individual is treated as an insider and also allowed/encouraged to retain uniqueness within the work group.</td>
</tr>
</tbody>
</table>
Minority Academic Physician Experiences:

• Day to day interactions as cross cultural communication
• Feelings of isolation
• Feeling Invisible
• Lack of mentoring, role models and social capital
• Disrespect, prejudice, bias, and racism
• Devaluing of professional interests
Inclusive Leadership


Leadership as:

• A process, not a position (constructivism)
• Collaborative, service-oriented, values-based, and on behalf of society
• Promoting of equity, social justice, self-knowledge, service, and collaborations in individuals
Inclusion Best Practices

Best Practices:

• Mentorship
• Respect for work-life integration
• Minimize informal decision-making in the assignment of merit and opportunity
• Question constructs of excellence for hidden biases and exclusions
• Attend to representativeness.
Inclusion in the Learning and Work Environment

• Everyone is “us” (sense of belongingness, no tolerance for micro- or macroaggressions)

• Diversity is treated as a strength or fundamental property of populations and not as a “problem” to be dealt with (recognition and valuing of uniqueness)
Curricular Model for Analyzing Diversity, Equity and Inclusion in the Learning Environment

**Formal Curriculum:**
- Stated, intended, formally offered.
- “This is what we do”

**Informal Curriculum:**
- Unscripted, ad hoc, highly interpersonal between faculty and students

**Hidden Curriculum:**
- A set of influences at the level of organizational structure and culture

“Informal” and “Hidden” Curriculum are strictly separate concepts, but are often grouped together colloquially as the “hidden curriculum”. A useful term might also be “the learning environment”.

Hafferty 1998
Analysis of Cases:

Worksheet 2 (a,b,c):

• Group split into 3
• 3 cases
  • Urology Protected Teaching
  • Rounding on Indigenous Patients with an Indigenous Resident
  • OB/GYN RPC: Queer family building in IVF as an educational objective
• Analyze each case using worksheet (20 minutes)
• Choose a reporter for report back (10 minutes)
Your Cases
Wrap-up/Pearls/Lessons Learned

Worksheet 3

• What got you thinking?
• Insights?
• Lessons learned?
• Next steps for us a community in PGME?
Thank you!
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