Expanding and Integrating the Diversity Frame: Development of a Comprehensive DEI Psychiatry Curriculum

Karlene Cunningham, PhD
Irma Corral, PhD, MPH
Brandon Kyle, PhD

Department of Psychiatry & Behavioral Medicine

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Background
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• Very few diversity, equity, and inclusion-based psychiatry curriculums available

• Those currently used, focused on concepts or modalities that were not evidence based or outdated in their approach

• Increased adoption in the use of the concepts “anti-racism,” “structural racism,” and “social justice” in undergraduate and graduate medical education
Current Curriculum

- 52 topics over 4 years
- 4 specific DEI related topics
- Taught by subject matter expert
- Limited reinforcement in other didactics
Method

**Plan**
- Create REC subcommittee
- Define goals
- Literature review
- Developing core modules

**Do**
- Initiate faculty training
- Summer introduction to all residents
- Use updated materials during didactics

**Study**
- Use of pre-post assessment data for key concepts
- Assess acceptability of content from faculty and residents
- Feedback from residents at the retreat

**Act**
- Revisit growing literature base
- Update assessment targets
- Update summer training
Goals and Objectives

To develop culturally and structurally aware residents who appropriately integrate these frameworks in their clinical, research, and academic work by:

• Identifying the separate influences of cultural, social, and structural determinants of health and understanding intersectionality

• Understanding systems of power and oppression that operate in society, thereby recognizing the structures that shape clinical encounters

• Developing cultural and structural humility in patient and peer interactions

• Using available tools to develop treatment plans that mitigate inequities
Integrated DEI Curriculum at ECU Dept of Psychiatry & Behavioral Medicine

*Image adapted from Brody Spiral Curriculum Model*
Feedback Requests

• Use of PGY-1s as the first group to go through the entire curriculum
  • May have been exposed to these topics in medical school
  • How different are they from previous resident groups, thoughts of best ways to measure differences

• Assessment after each lecture vs after didactic sequence

• Assessing clinical/patient impacts of curriculum
  • What are the best targets?
    • clinical conceptualization, plan/recommendation, chart narratives

• Best ways to collaborate and disseminate this work (traditional and non-traditional avenues)
  • Curriculum development paper
  • Initial results
  • Longitudinal results end of year 4
Questions

Karlene Cunningham, PhD cunninghamsam16@ecu.edu
Clinical Assistant Professor | Vice-Chair of Diversity and Inclusion

Irma Corral, PhD, MPH corrali@ecu.edu
Assistant Dean for Diversity & Inclusion | Associate Professor and Director, Division of Behavioral Medicine

Brandon Kyle, PhD kyleb@ecu.edu
Associate Professor | Co-Director of Medical Student Education

Department of Psychiatry & Behavioral Medicine