

WHAT DOES INCLUSIVITY IN PROFESSIONAL EDUCATION MEAN TO YOU?

DIMAH Conference
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Organised by:
Dr Valerie Farnsworth
University of Leeds



Diversity and inclusion

A workshop to map out this complex terrain

(physical and cultural difference)

to support strategic planning and action

(so diversity is a resource in education)

First exploration in groups is unpacking inclusivity:

In what ways, if any, have you seen your curriculum to be inclusive?

What do you see as key the challenges in inclusion?

Next agree some possible ‘branches’ or headings for your ‘leaves’

- For example
 - *norms/practices*
 - *structures/rules*
 - *cultural competence/behaviours*
 - *Course-based*
 - *Work-place based/placement*
 - *Societal*

- Are there areas you have not yet addressed – new ‘branches’
 - *Student engagement: Are students enabled to contribute to the curriculum?*
Does the curriculum engage with our various differences?

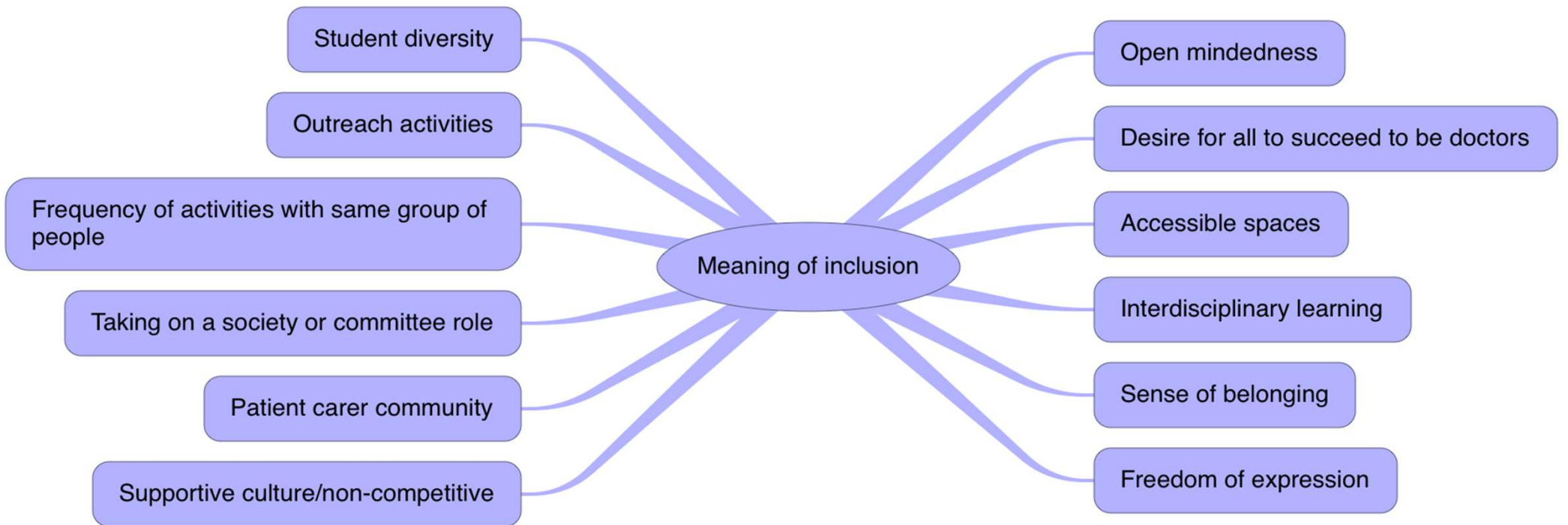
Add more leaves....

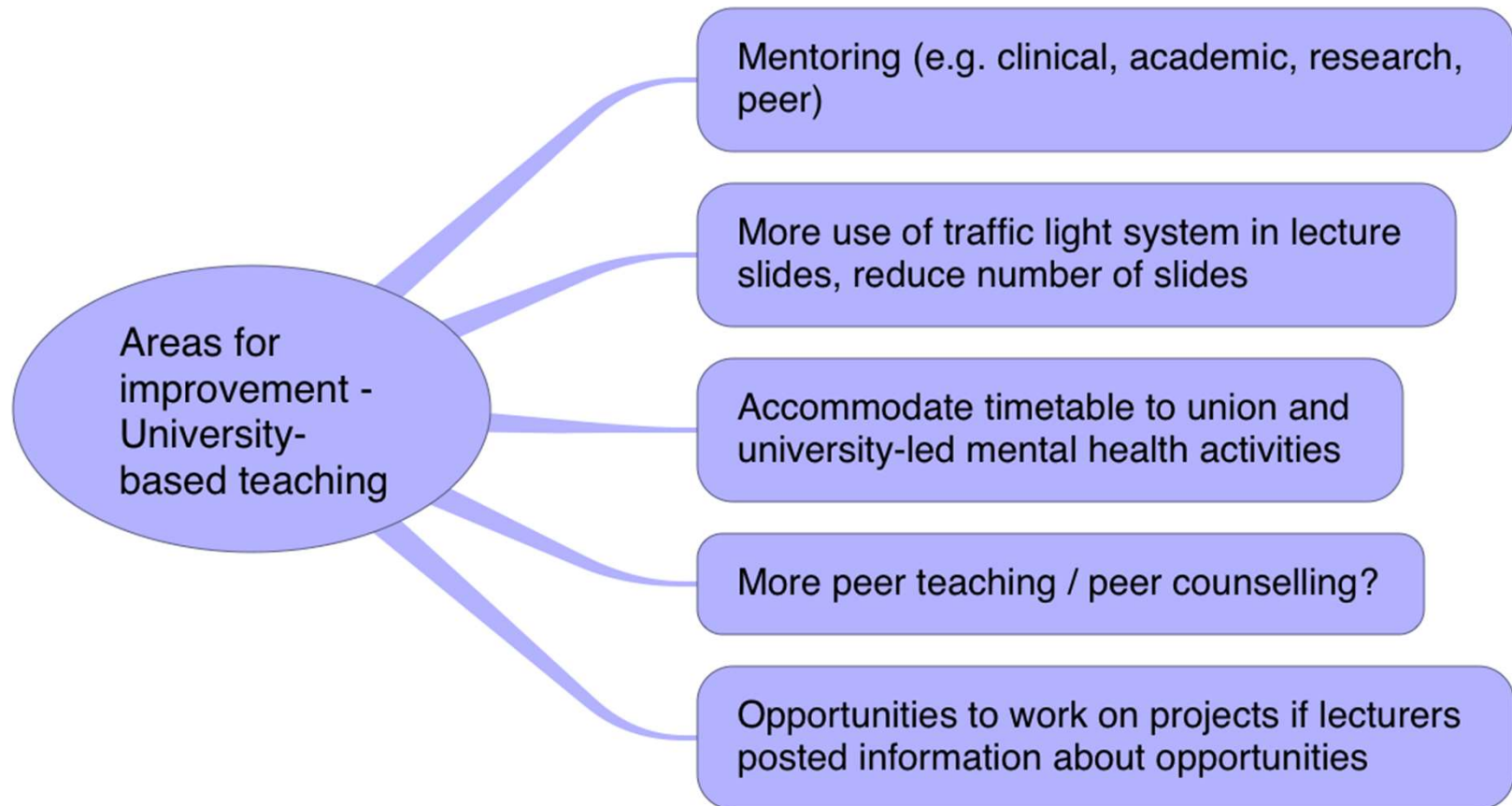
What are the barriers to inclusivity?

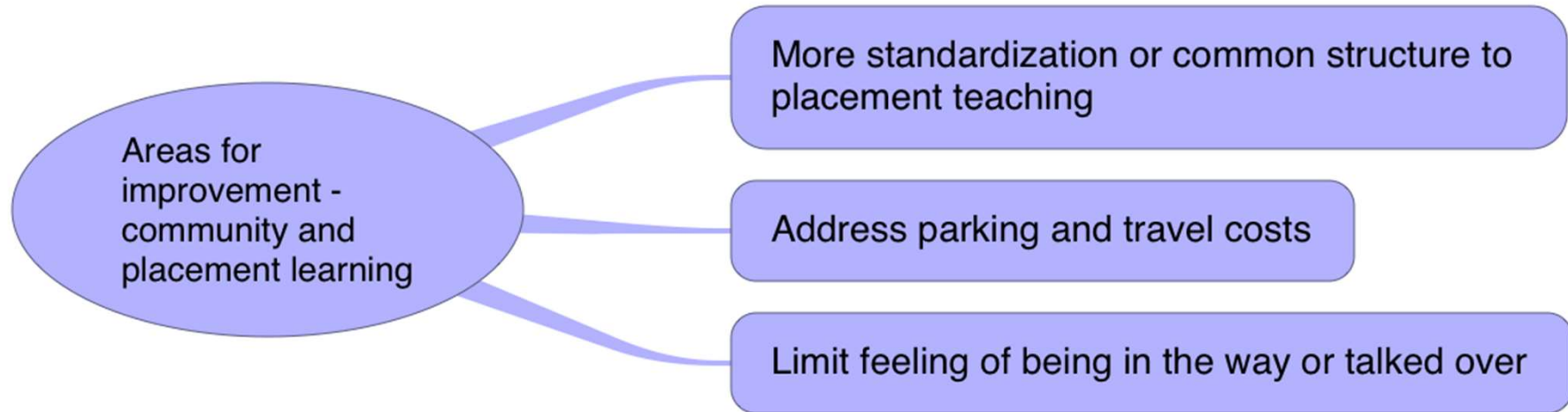
- Sociologists use this term *hegemonic* to characterise a context where there is a dominant set of practices or behaviours that go unquestioned. Other views, ideas, values or beliefs are not voiced or heard.

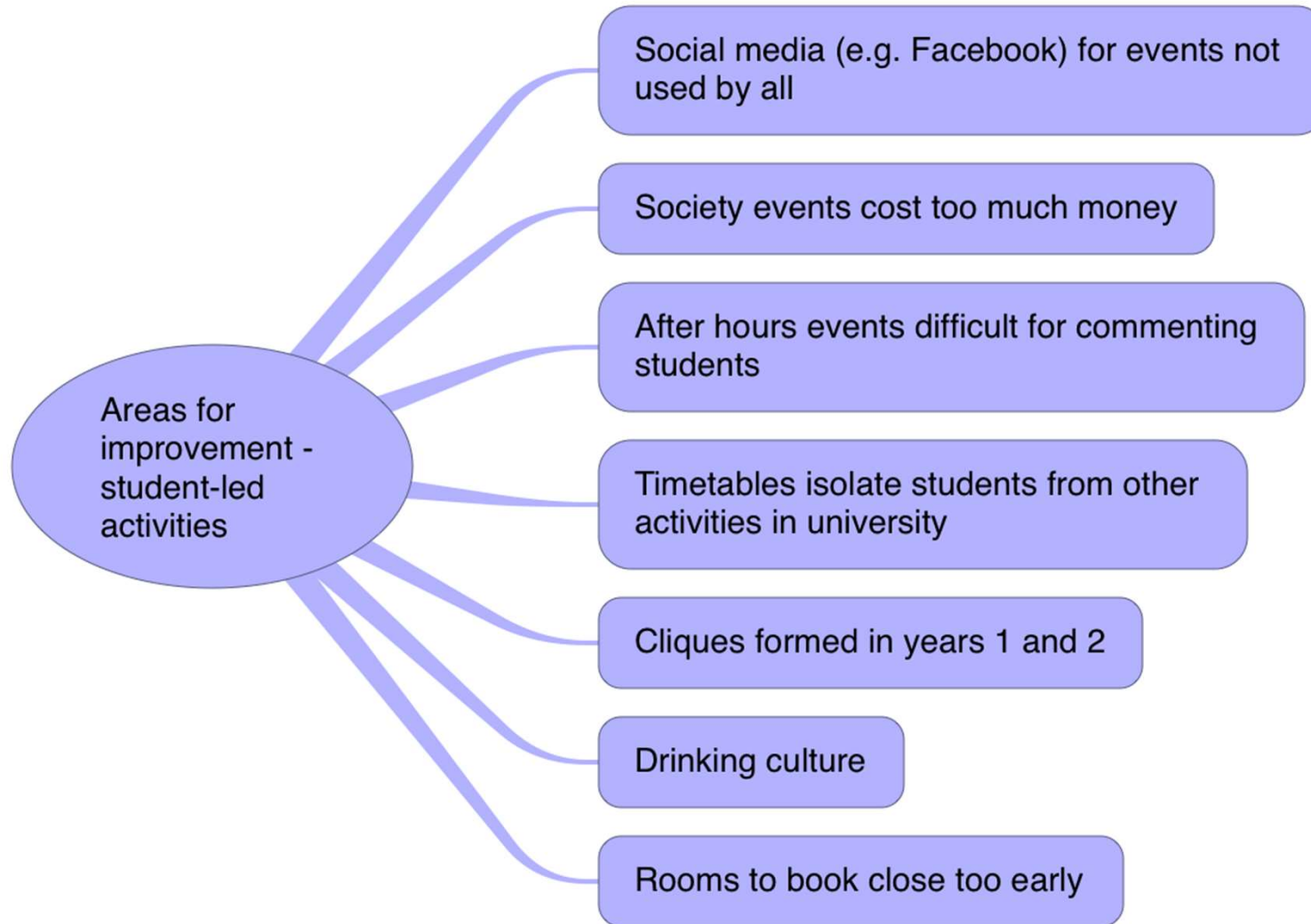
Are there aspects of your curriculum that could be hegemonic and therefore are the opposite of inclusive?

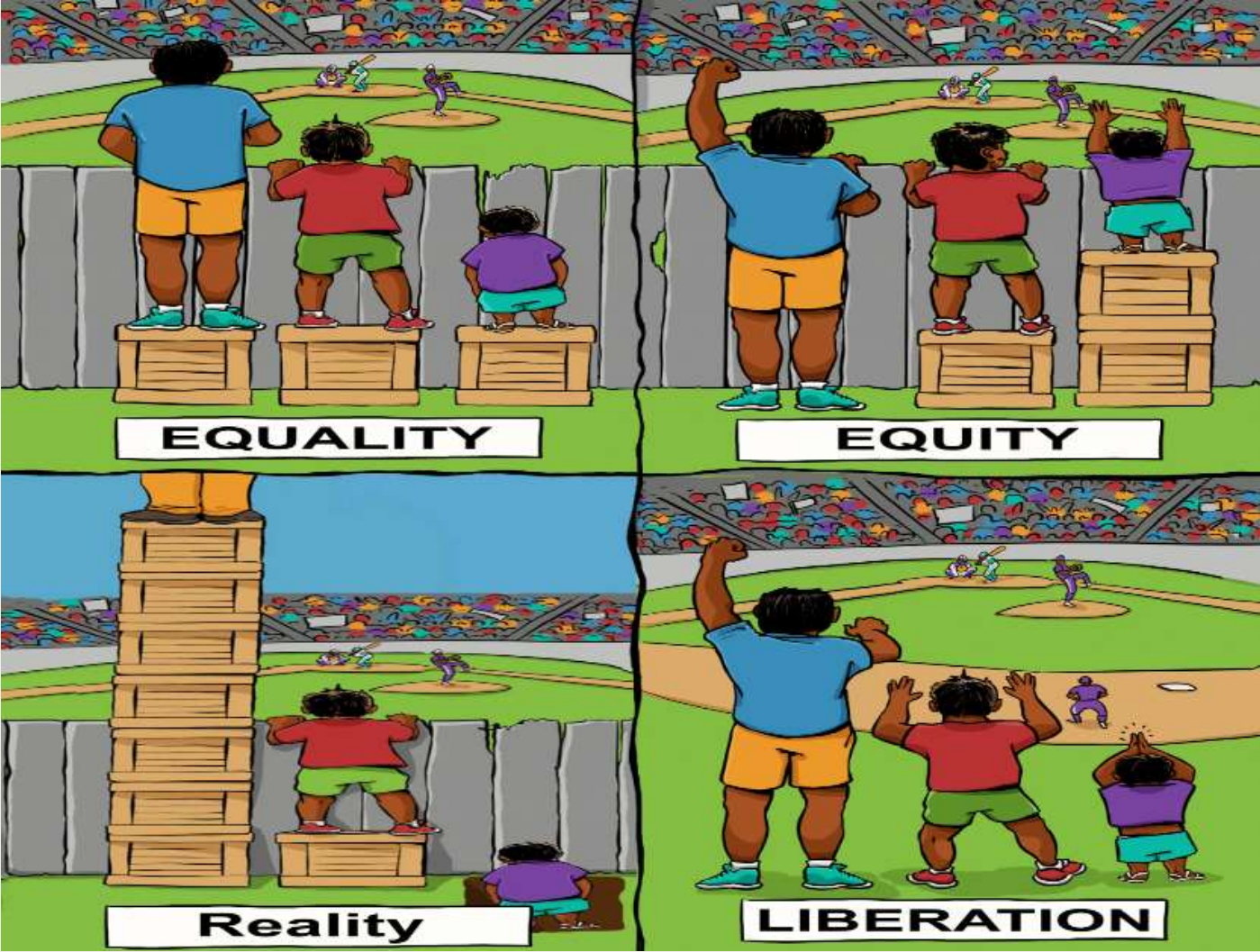
- Looking at the barriers identified, consider: barriers to what? What do you want to see happening that is not happening?











Finally, explore actions and possible changes

Are the barriers like 'fences'?

Consider ways your schools works to promote equality or equity.
Could the fence be removed instead?

What promotes and enables inclusivity in medicine and health-related educational contexts?

Action planning

Who do you need to work with you on this?

What will you do next?

How can you be strategic?

How will success be measured?