WHAT DOES INCLUSIVITY IN PROFESSIONAL EDUCATION MEAN TO YOU?

DIMAH Conference 09 May 2019 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?

Student diversity

Open mindedness

Desire for all to succeed to be doctors

Frequency of activities with same group of people

Meaning of inclusion

Taking on a society or committee role

Patient carer community

Sense of belonging

Freedom of expression

Mentoring (e.g. clinical, academic, research, peer)

Areas for improvement - University-based teaching

More use of traffic light system in lecture slides, reduce number of slides

Accommodate timetable to union and university-led mental health activities

More peer teaching / peer counselling?

Opportunities to work on projects if lecturers posted information about opportunities

Areas for improvement - community and placement learning

More standardization or common structure to placement teaching

Address parking and travel costs

Limit feeling of being in the way or talked over

Social media (e.g. Facebook) for events not used by all

Society events cost too much money

After hours events difficult for commenting students

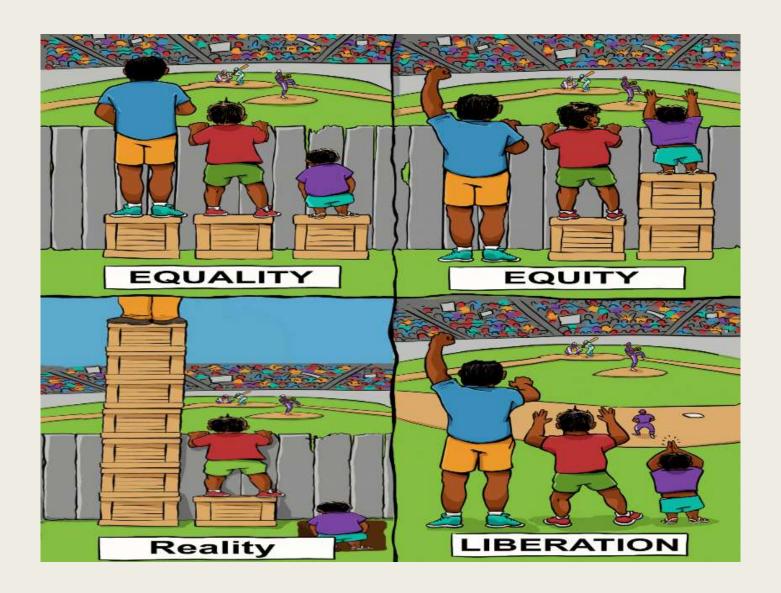
Timetables isolate students from other activities in university

Cliques formed in years 1 and 2

Drinking culture

Rooms to book close too early

Areas for improvement - student-led activities



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 healthrelated 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?