

Self-Reflection Worksheet for Health Professions Educators

This is a worksheet for educators to consider their own educational practice and environment when preparing to implement a humanities-based anti-racism curriculum. This worksheet focuses on identifying tangible goals, exploring potential barriers, identifying necessary partners, leveraging preexisting strengths, and addressing areas for development.

Part 1: Reflection on Self

What does anti-racism mean to you?

What motivates you to make anti-racism a part of your educational mission?

What biases might you bring to the table as an individual? As an educator?

Please refer to the diagram on page 2 - where do you think you are situated? Does it change with topic or circumstance?

Diagram 1 | Becoming anti-racist

Fear zone

- I think racism is not a problem.
- I tend to avoid hard questions.
- Comfort is what I strive for.
- I talk to others who think and look like me.

Learning zone

- I recognize racism is a present and current problem.
- I seek out questions that make me uncomfortable.
- I understand my own privilege in ignoring racism.
- I educate myself about race and structural racism.
- I am vulnerable about my own biases & knowledge gaps.
- I listen to others who think and look differently than me.

Growth zone

- I identify how I may unknowingly benefit from racism.
- I promote and advocate for policies and leaders that are anti-racist.
- I sit with my discomfort.
- I speak out when I see racism in action.
- I educate my peers how racism harms our profession.
- I don't let mistakes deter me from being better.
- I yield positions of power to those otherwise marginalized.
- I surround myself with others who think and look differently than me.

adapted from a diagram from surgeryredesign.com

In thinking about the humanities and anti-racism in medical education, what sources of personal discomfort do you anticipate in leading such sessions?

In thinking about the humanities and anti-racism in medical education, please identify any areas for personal development or knowledge deficits

Part 2 : Reflection on Learners

How do you think your learners will respond to this curriculum?

How might you overcome any challenges to engagement or buy-in?

Challenges	Ideas or opportunities

How can you include your learners as design partners?

Please refer to the diagram on page 2 again - where do you think your learners are situated? Describe why you think this.

How will you meet them where they are, yet challenge them to progress?

Think about the makeup of your cohort of educators and learners - what, if any, challenges or advantages do you anticipate based on how representative your educational environment is of the community you serve?

<p>Challenges</p>

<p>Advantages</p>

Part 3: Reflection on teaching and learning environment

Who will be your partners in this process?

Consider partners from your department, learners, educators from other medical specialties, other health professionals or health professions educators, patients and caregivers, community members



Using a different color pen or coding system (circle, underline, star) Which of these partners do you already have access to? Using a different identifier, mark or write in who would you need to recruit?

How will you obtain engagement and support from leadership?

What barriers might you face? How will you overcome them?

Barriers	Ideas to overcome

Please refer to the diagram on page 2 again - what do you think best describes your department or organization's overall culture?
