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ABOUT DRIVE

Diversity, Representation, and Inclusion for Value in Education.

The DRIVE Initiative is a shared effort across the [Morningside Graduate School of Biomedical Sciences](#), [Tan Chingfen Graduate School of Nursing](#), [T.H. Chan School of Medicine](#), [Diversity and Inclusion Office](#), [Lamar Soutter Library](#), [Continuing Medical Education](#), and [Graduate Medical Education](#). Contact us at DRIVE@umassmed.edu to get involved!

DRIVE Goals

- To promote a representative and bias-free curriculum across our learning environments
- To enhance the accuracy, representation, and inclusion of diverse populations in all our educational activities
- To make space for critical conversations about diversity in teaching and learning across our community

DRIVE members offer regularly scheduled core-skills **workshops**, **grand rounds** presentations, and direct **consultations** with individuals to achieve these goals. Topical workshops are currently in development to further faculty's success in applying skills to small group, individual, laboratory, and bedside teaching. Workshops can be tailored to meet group, team, or departmental needs.

The DRIVE **Curriculum Appraisal Tool (CAT)** supports faculty to review and create inclusive and appropriate educational materials in a supportive learning environment. The CAT is divided into six sections which align with institutional objectives and address several key concepts with relevant probing questions and examples, as well as best practice and thought exercises. Working with learners, we have a **DRIVE one-pager** which outlines our philosophy and resources for those invited to teach from outside the institution, or limited teaching roles.

The Lamar Soutter Library curates an **interactive library guide** with expanded appraisal tools and linked resources for deeper exploration and to provide support to faculty making these improvements in their curricula.

The **anonymous feedback tool** to encourage all members of our community to share feedback and promote institutional learning.

* DRIVE resources are available on our website: <https://www.umassmed.edu/drive>

from faculty "This was really enlightening, and I will take advantage of other DRIVE forums/workshops."

Core Leadership Team

- **Melissa Augustine, MLIS**; DRIVE Liaison from the Lamar Soutter Library, UMass Chan Medical School
- **Yasmin Carter, PhD**; DRIVE Director of Scholarship and Impact; Associate Professor of Translational Anatomy, TH Chan School of Medicine
- **Melissa Fischer, MD, MEd**; DRIVE Convener; Professor of Medicine, Assistant Vice Provost for Interprofessional and Instructional Innovation, UMass Chan Medical School
- **Bill M. Jesdale, PhD**, Director of Community Enhancement, Assistant Professor; Population & Quantitative Health Sciences, Morningside Graduate School of Biomedical Sciences

DRIVE Committee

The DRIVE Committee meets monthly and is composed of students, staff and faculty from across the UMass Chan community including the Tan Chingfen Graduate School of Nursing, Morningside Graduate School of Biomedical Sciences, Graduate Medical Education, T.H. Chan School of Medicine, Office of Faculty Affairs and the Diversity and Inclusion Office.

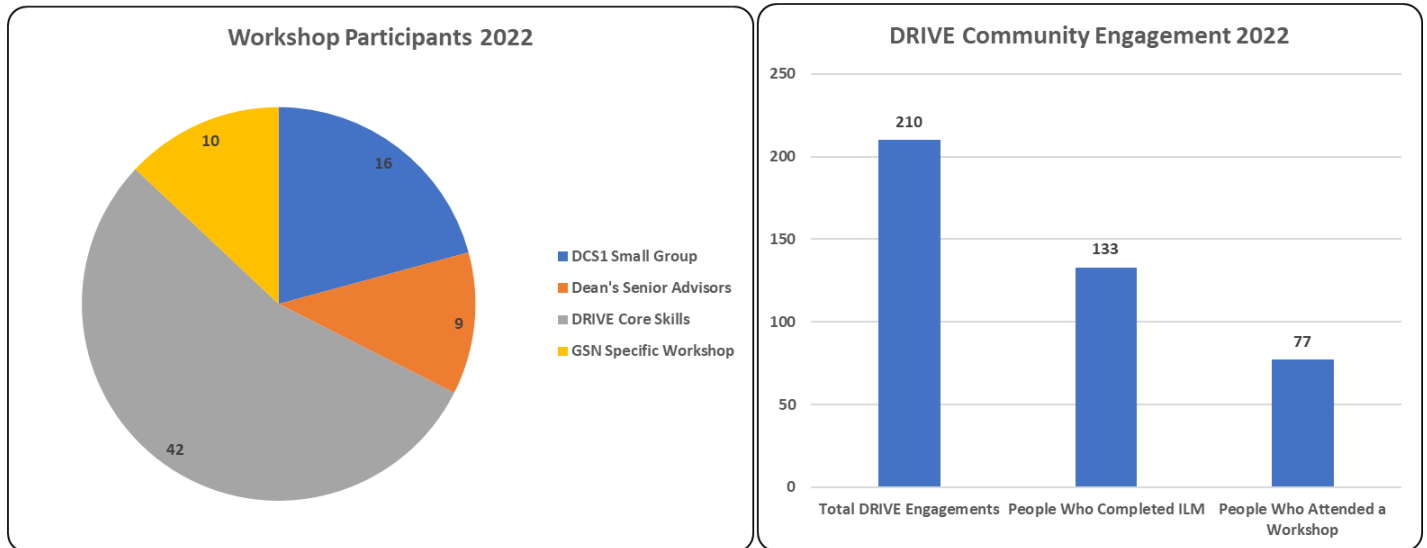
Committee Members

T.H. Chan School of Medicine	Yasmin Carter, PhD; Melissa Fischer, MD, MEd; Heather-Lyn Haley PhD; Christine MacGinnis DO; Ben Smith, BA
Morningside Graduate School of Biomedical Sciences	Daryl Bosco PhD , Rachel Gerstein PhD, Allison Keeler PhD, and, Bill Jesdale, PhD
Tan Chingfen Graduate School of Nursing	Susan Feeney PhD, Grace Schierber BSN, Rachel Niemiec FNP, Omanand Koul PhD, and Kenneth Peterson PhD, MS, FNP-BC
Diversity and Inclusion Office	Marlina Duncan EdD, Tiffany Cook MA, Jules Trobaugh MFA, and Angela Printy
Graduate Medical Education	Auralyd Padilla MD, Jojo Yeboa MD, Reid Evans PhD, and Deborah DeMarco MD

DRIVE IMPACT ON THE COMMUNITY

Workshops and Independent Learning Module

- Online DRIVE Core Skills Workshops offered twice every month
- Completing a DRIVE workshop annually became required by the TH Chan SOM for core faculty, others encouraged
- Expanded library guide visited 2672 times



Created a new series of workshops for the regional Teaching of Tomorrow TOT program

- Created two new workshops for the regional interprofessional TOT program
 - Applying the curriculum appraisal tool to teaching resources (virtual)
 - In person core skills workshop, individualized to TOT needs
 - After our spring 2022 TOT workshop, 100% of participants agreed or strongly agreed that they could
 - name strategies for setting an inclusive learning environment;
 - identify at least 3 terms that had changed over time;
 - share changes to their teaching materials based on using our curriculum appraisal tool.

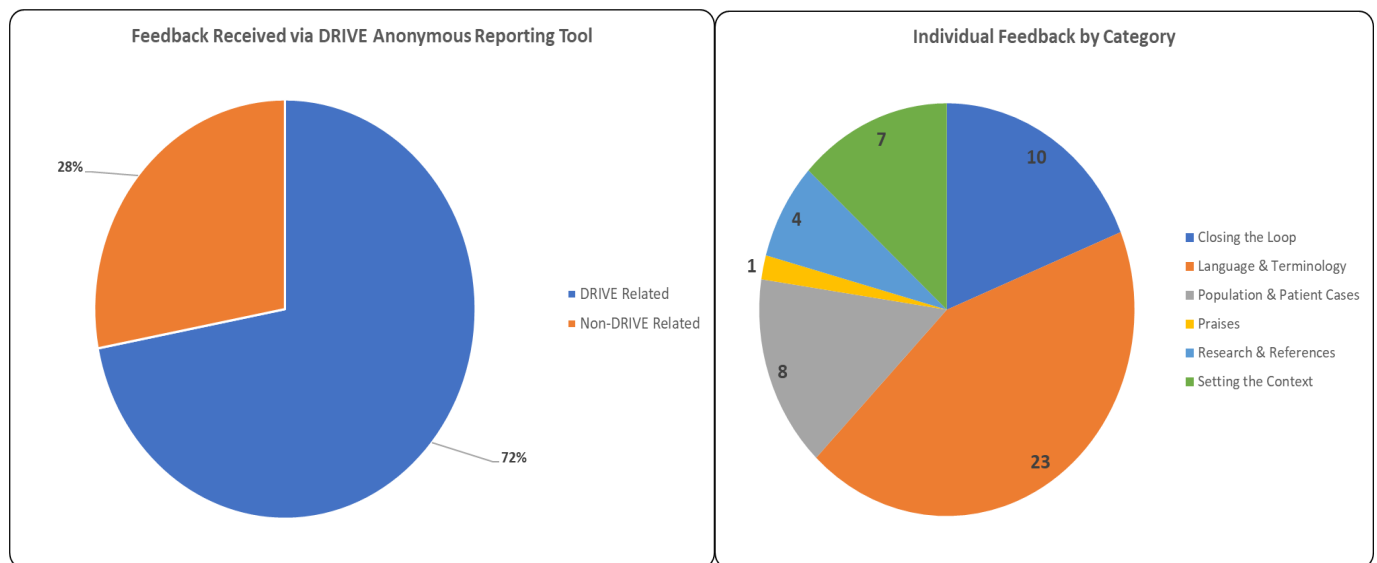
Created day-long Child Psychiatry retreat

- In May 2022 participated in the Child Psychiatry Training Retreat for faculty and residents, in person at Tower Hill. The morning focused on bias and the DRIVE core skills workshop and resources while the afternoon focused on providing faculty with skills in delivering challenging feedback to learners.

from faculty: "Great workshop! I thought the updated curriculum appraisal tool, workshop discussion topics, and overall format of the session were helpful, engaging, and impactful. Thank you!"

Amplifying the impact of the Anonymous Feedback Tool

- The DRIVE Anonymous Feedback Tool provides all members of our community with a mechanism to communicate directly with DRIVE (either anonymously or confidentially as chosen by the user). No identifying information is required to fill out the form.
- In 2022 we began to categorize feedback based on the 6 curriculum appraisal tool sections, and to report on those categories for clearer communication with institution (see the pie charts below, soon to be posted at: <https://www.umassmed.edu/drive>)
- Community members can find the Anonymous Feedback Tool in multiple places, including the [DRIVE Web Page](#), [Lamar Soutter Library Guide](#)



Making DRIVE and inclusion more visible

- Shifted from DRIVE disclosure slide model to a commitment slide with goals for interactions in the learning environment
 - These updated DRIVE commitment slides are being incorporated into faculty presentations
 - [Use this link to view and download the DRIVE Commitment Slides](#)
- Updated DRIVE-specific end of block and individual faculty evaluation questions providing an opportunity for focused feedback from learners to support the creation of a bias-free learning environment.

- DRIVE met new learners from our 3 graduate schools at the Tri-school orientation, where we highlighted the QR code on badge buddy tags received by all, and passed out bookmarks with DRIVE information
 - Samples of badge buddies and bookmarks below

Bookmark

Badge Buddy
Separate versions created for
students at each school

Student Life

**Who Do I Call When I Have:
Concerns about my safety?**

-Emergency: 911
-Non Emergency: University: 508-856-3296
-Non Emergency: Memorial: 508-334-8568

**Concerns about Learner
Mistreatment?**

-Call: Director for Positive Learning: 508-856-1829
-Email: PositiveLearning@umassmed.edu

**Concerns regarding your
own well-being or coping?
Need Support?**

-Student Counseling (non-emergency): 508-856-3220
-Emergency Mental Health Services: 508-856-3562
-National Suicide Prevention Lifeline: 800-273-8255

For registration issues or general questions about being
a GSN student, contact the GSN Office of Student
Affairs & Admissions: 774-455-6689 or
GSNStudentAffairs@umassmed.edu



To report concerns or suggestions for
improving diversity in our educational
materials and environment please
contact: the logo and QR Code

**NURSING
STUDENT**



The DRIVE Goals

Promote a representative
and bias-free curriculum
across our learning
environments

Enhance the accuracy,
representation, and
inclusion of diverse
populations in all our
educational activities

Make space for critical
conversations about
diversity in teaching and
learning across our
community

HOW TO GET INVOLVED

For links to cafes, workshops or
if you have any feedback,
questions, suggestions,
resources or wish to get
involved

Please contact us via
DRIVE@umassmed.edu

Or visit our website
www.umassmed.edu/DRIVE

RESOURCES:

- Core skills workshops
- DRIVE-in cafés
Mondays @ Noon
- Educational
consultations
- Anonymous feedback
tools
- Interactive library
guide
- Commitment
agreement and slides
- 4th year SOM Student
electives



ANONYMOUS REPORTING TOOL

To submit anonymous
feedback on lecture
materials, presentations, or
the learning environment
please use our QR Code



SCHOLARSHIP AND DISSEMINATION

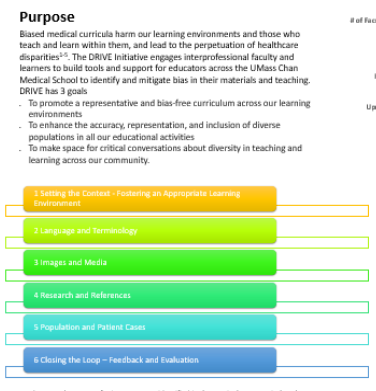
- AAMC National Conference Presentation - November, 2022: *Building an Interprofessional Approach Towards a Representative and Bias-Free Curriculum at the UMass Chan Medical School -- Developing and Implementing DRIVE: Diversity, Representation, and Inclusion for Value in Education*. Yasmin Carter PhD¹, Heather-Lyn Haley PhD¹, Christine MacGinnis, DO², Kenneth Peterson, PhD FNP³, Susan Hogan MD¹, Amanda Whitehouse, BS¹, Omar Taweh, BA¹, Oghomwen Igiesuoboro, BS¹, Carly Herbert, BS¹, and Melissa A. Fischer MD MEd¹



Building an Interprofessional Approach Towards a Representative and Bias-Free Curriculum at the UMass Chan Medical School -- Developing and Implementing DRIVE: Diversity, Representation, and Inclusion for Value in Education

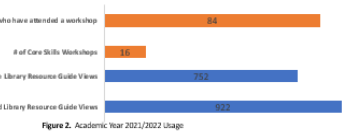
Yasmin Carter PhD¹, Heather-Lyn Haley PhD¹, Christine MacGinnis, DO², Kenneth Peterson, PhD FNP³, Susan Hogan MD¹, Amanda Whitehouse, BS¹, Omar Taweh, BA¹, Oghomwen Igiesuoboro, BS¹, Carly Herbert, BS¹, and Melissa A. Fischer MD MEd¹

1. T.H. Chan School of Medicine, UMass Chan Medical School, Worcester, Massachusetts; 2. UMassMemorial Healthcare System, Massachusetts; 3. Tan Chingfen Graduate School of Nursing, UMass Chan Medical School, Worcester, Massachusetts.



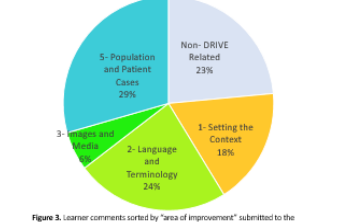
Approach

- Accomplishing equitable health education takes effort from across our systems. The UMass Chan DRIVE team has developed tools that a) address bias, b) create specific steps for engaging in respectful dialogue, and c) recommend ways to improve curricula including teaching methodology.
- The DRIVE team also offer individual consultation for faculty, participate in new faculty onboarding, and create space for discussion and support across our academic community through weekly co-hosted DRIVE-in cafés. Learners are informed of the training faculty undergo and are also provided with an anonymous feedback mechanism to encourage discussion and improvement.
- The team also provides grand rounds and tailored educator development sessions to build awareness and utilization of resources for change.
- Key DRIVE Initiative resources include a core skills workshop, focused on 6 areas for improvement (Fig 1). This workshop is required for core faculty in the T.H. Chan School of Medicine and highly encouraged for all other faculty.
- To encourage active application of these skills there is a printable curriculum appraisal tool (CAT), interactive library resource guide and an independent learning module.



Results

- DRIVE began in 2018 as an interprofessional initiative involving members from our 3 graduate schools, GME, the DIO, Faculty Affairs, and Library. This group built the original core skills workshop and curriculum appraisal tool.
- Materials and programs have been continuously updated and improved based on feedback from learners and faculty to incorporate topics around context, feedback, and evaluation.
- The didactic portion of the workshop was shortened by incorporating introductory concepts into a required independent learning module allowing more time for discussion and sharing. Continuing education credit was added for completion.
- In 2021, 16 core skills workshops were held with 84 faculty attending (Fig 2). Monday DRIVE-in cafés were started, co-hosted by representatives from the schools of medicine, graduate schools of nursing and biological sciences, and graduate medical education. The associated interactive library guide which links to curated resources aligned to the 6 areas of improvement and the anonymous reporting tool was accessed 922 times in 2021.
- Interprofessional DRIVE team participation in new faculty onboarding highlights institutional values and provides a roadmap to the initiative and resources for new faculty.



Discussion

- The DRIVE initiative promotes an appropriate and inclusive learning environment through a program of evolving resources, interprofessional collaboration and support. Newer areas focused on the work before and after an educational session (setting the context, using feedback to close the loop). To support community-building we elucidated a third goal to make space for critical conversations which we have accomplished with DRIVE-in online cafés, student electives, and a dedicated website.
- Administration support in the form of funding of dedicated subject matter expertise and project management, requiring workshop completion by core school of medicine faculty and involvement in new faculty orientation has been vital to our success.
- In the 2022 academic year, broader introduction of DRIVE led to a marked increase in usage of the anonymous reporting mechanism (Fig 3) with many of the comments related to the outdated terminology used by faculty. In response to this, a DRIVE Straight terminology guide is under construction.

Challenges

- Challenges include tracking participation and awarding continuing education credit, coordinating with other diversity initiatives; demonstrating relevance to faculty across disciplines e.g., perceived irrelevance of clinical examples or loose connection to basic science teaching. New offerings to address these include a small group teaching workshop and bedside/benchside skills workshops.

Next Steps

- Increase the presence of voices representing lived-experience in the DRIVE initiative by incorporating additional faculty, staff, and learners across professions and the training continuum from UME to GME.
- Improve our messaging and resources to ensure we support individuals to build skills for their diversity, equity, and inclusion path rather than "fix" specific issues after they have occurred.
- Continue to expand our educational offerings through both synchronous topical workshops and asynchronous independent learning modules.
- Move evaluation of the initiative's success beyond usage to impact, using artificial intelligence-based analyses.

References

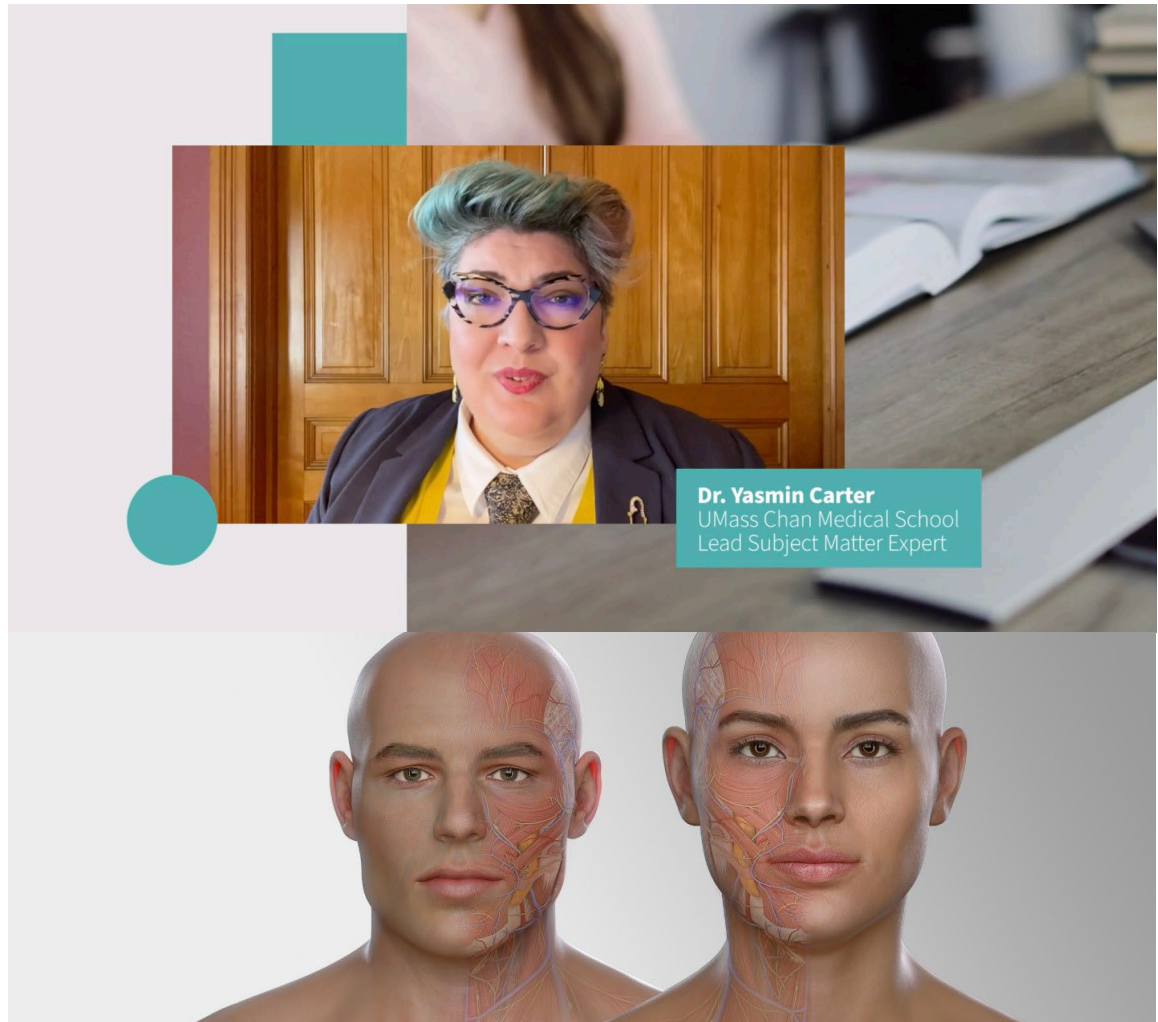
1. Jackson, T, et al. Research on graduate learning environments for medical education: Bias and the intersection of social structures. Acad Med. 2020; 95(10):3100-10.
2. American Medical Association. The new professional standards for residency education. Chicago: American Medical Association; 2019.
3. Ford, C, et al. Bias and Inclusion in Graduate Medical Education. Acad Med. 2012; 87(12):1444-450.
4. Joseph, M, et al. The Association of Medical Education. N Engl J Med. 2015; 373(10):1088-1089.
5. Joseph, M, et al. The Association of Medical Education. N Engl J Med. 2015; 373(10):1088-1089.

Acknowledgements

We would like to thank the current and former students, staff and faculty who have worked on the DRIVE initiative for their dedication and support. We are grateful to the following individuals for their support and contributions:

www.umassmed.edu/DRIVE

- Dr. Yasmin Carter was the subject matter expert on a 3D Female Anatomy Teaching Model that aims to improve inclusiveness in anatomical education. This model is actively used in the T.H. Chan School of Medicine in their 'female-first' model of learning:
 - Watch: [Introducing the full female model](#)
 - <https://www.umassmed.edu/news/news-archives/2022/02/umass-chan-anatomist-involved-in-design-of-3d-female-anatomy-teaching-model/>
 - [“New App-Based 3-D Anatomy Model May Be a Game Changer for Women’s Health.”](#) Healthline



- Stemmler submission - submitted LOI for 2021 Stemmler grant funding: Using Artificial Intelligence to measure the efficacy of a diversity, equity, and inclusion intervention for improving bias in curricular materials, assessments, and the learning environment. While not selected, valuable feedback was received and will be used in future submissions

MONDAY DRIVE-IN CAFÉ

Open meetings for all members of the UMass Chan community held by zoom every Monday at noon, co-facilitated with institutional partners to engage in shared discussion around initiatives and our learning environment and make space for conversation about subjects related to diversity, equity, inclusion and belonging. In the fall we added formal discussion topics for part of each hour.

co-facilitators:

Morningside Graduate School of Biomedical Sciences - Daryl Bosco, PhD
Tan Chingfen Graduate School of Nursing - Ken Petersen PhD MS, FNP-BC
T.H. Chan School of Medicine - Mary O'Brien MD
UMass Chan Graduate Medical Education - Reid Evans, PhD

- Informal topics included:
 - September: Giving and receiving feedback, Expressing vulnerability
 - October: Accessibility of physical spaces, Terminology
- Formal monthly topics for DRIVE Cafés were initiated in May of 2022, with:
 - May: Inclusive small group teaching
 - June: Connecting across programs and initiatives
 - July: Website updates for increased participation and usage
 - August: One-pager review
 - September: Simulation Month
 - October: Stoplight Terminology Guide
 - November: Consultations
 - December: Apologies

from the student electives "would recommend this elective to every student to learn the mission of DRIVE and for a great reminder that we have faculty at this institution who are committed to making changes for the better."

STUDENT ELECTIVES

Course Description

- T.H. Chan School of Medicine, Advanced Studies elective
- Working with the DRIVE faculty, students identify and discuss the ways in which bias may appear in medical education, assist in creating and improving resources such as the DRIVE Curriculum Appraisal Tool, apply the Tool to curricular materials, and partner with faculty to address issues of bias appropriately.
- Learners complete a related project and present it to the DRIVE team (listed below)

Learners

- Enrolled in the DRIVE Elective - January 1, 2022 - December 31, 2022

Learner	Project
Richa Chhaya	Consultant for two OSTI Cases
Danielle Coderre	Small Group Workshop: Apologizing - How Do We Get it Right?
Kevin Enabulele	Case Exercise: Bias-free Medical Documentation
Ukpong Etteh	Small Group Workshop: Antiracism in Medicine
Emily Farbman	Created New Learning Materials for GYN/GU: Promoting Inclusion of the Disabled Community in Pelvic Exam Education
Jannifer Ho	Infographic: Social Capital
Alexander Kaplan	Recorded a Testimonial Video in Support of DRIVE Curriculum Appraisal Tool
Mary Marchese	Created New Learning Materials for GYN/GU: Promoting Inclusion of the Disabled Community in Pelvic Exam Education
Annie McClements	Updated Section of UMass Chan DEI Glossary with Appropriate Terms for Referring to Indigenous People
Eileen McGarry	Created New Learning Materials for DCS: Guide for Medical Interactions with Asexual People
Eve Manghis	Review P1 Slides for Visual Elements Depicting Various Body Shapes and Sizes
Linh Nguyen	Small Group Workshop: Examining the Practice of Race Based Medicine and the Language Surrounding Race in Clinical Cases
Hayley Schachter	Small Group Workshop: Medical Student Response to Microaggressions
Mina Zhang	Infographic: Communicating with Gender Diverse People

SUMMARY OF DRIVE 2022 PRIORITIES

- Maintain and promote DRIVE Website Description (ongoing)
- Continue to engage learners across all-schools (ongoing)
- Update DRIVE consultation process (completed)
- Complete and implement advanced workshops (small group completed, bedside/bencheside in planning phase)
- Explore methods to track longitudinal student comments on diversity in various evaluation and feedback reports (ongoing)
- Increase collaboration with the Diversity and Inclusion Office to implement new strategic plan pillars (established DIO team member participation on DRIVE committee, ongoing)
- Continue to renew CME Credits for DRIVE Workshops, expanding to include ILM - (completed)
- Implement a model for collecting data/ DRIVE impact more consistently (redesign completed, data collection ongoing)
- Re-designed the weekly café engaging co-sponsors from all 3 schools, GME and the library (completed)
- Developing new ILM focused on 'Setting the Context' (ongoing)DRIVE 2023 Priorities

PRIORITIES for 2023

focus on access, communication, engagement and impact:

Access

- Partner with learners and instructors about program implementation, growth, impact and implications
- Complete and implement advanced, small group workshops
- Provide continually improved core workshops to specific populations and broadly to the community
 - Explore requirement for schools beyond TH Chan core faculty

Communication

- Update and improve DRIVE Website
 - Enhance access to resources and sharing initiatives and outcomes
 - Plans include adding a related RSS feed; posting graphics regarding feedback and response data; providing password protected links to student elective materials
- Enhance library resources
 - Integrate library guide more effectively into workshop and communication
 - Explore virtual bookshelf and physical library space for DRIVE resources
 - Create and disseminate a DRIVE Terminology Guide to support inclusive language usage across the institution.

Engagement

- Promote engagement of learners and partners across all 3 schools and GME, as well as regionally (such as TOT)
 - Increase active participation in committee work
 - Identify ways to support learners from Tan Chingfen and Morningside more effectively
 - Collaborate with diversity liaisons or other groups to coordinate efforts institutionally

- Work with students in TH Chan SOM Pathways (educator, social justice and advocacy and others)
- Focused implementation with Dept of Population and Quantitative Health Sciences as pilot implementation of DRIVE faculty resources for Morningside GSBS
- Increase collaboration with the Diversity and Inclusion Office to implement new strategic plan pillars and collaborate on Restorative Justice model
- Incorporate discussion of DRIVE-related scholarly articles at least quarterly during DRIVE-In Cafés
- Implement new consultation process utilizing self-reflected curriculum appraisal tool form and individualized discussion

Impact

- Expand DRIVE-specific course and faculty evaluation questions to Morningside Graduate School of Biomedical Sciences and consideration of expanding commendation process to that School.
- Implement a model for collecting and sharing impact data more consistently
 - Advance longitudinal data, consider measures beyond feedback and response
 - Utilize DRIVE website and identify other mechanisms
- Promote opportunities for professional development and scholarship
- Expand categorization of faculty response to anonymous feedback and share data on DRIVE website.
- Promote effective anonymous feedback utilization across the educational community
Explore methods to track longitudinal student comments on diversity in various evaluation and feedback reports.