A Novel Medical Educational Framework: Identifying & Mitigating Implicit Bias in Ambulatory Care

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Background

- Health disparities education is a core component of Internal Medicine (IM) residency training.1
  - Allows reflection on population differences in health outcomes & access to care.2,3
- Few published educational interventions: Resident reflection on own implicit bias
- Effective ways to build learner confidence & skills in mitigating these biases.
- Penn Needs Assessment:
  - 4 didactic hours per year for all learners
  - Inconsistent exposure for learners
  - No training on implicit bias or mitigation

Objective

- To improve learners’ ability to identify the role of implicit bias in health disparities in ambulatory practice
- To provide learners with practical mitigation strategies to use in clinical encounters
- To increase learners’ confidence in addressing implicit bias

Innovation

- Focus on interpersonal causes of health disparities in ambulatory care
- Training & simulated practice of mitigation techniques for use within clinic encounters
- Delivered in ambulatory education series to allow for real-time application
- Learners assessment at 3 time points:
  - Pre-intervention
  - Post-intervention
  - 4 months post-intervention

Curriculum Development

Workshop Structure

- 2 hour embedded ambulatory didactics
- 16 PGY1 residents – Categorical, Primary Care, Prelim
- 4 ambulatory training sites

- Flipped Classroom
  - Data Review
- Health & Healthcare Disparities
  - (25 min)
- Introduction to Implicit Bias
  - (35 min)
- Mitigation Strategies
  - (45 min)

Results

AY 2018: 57 PGY1 Residents

Post-intervention Response Rate:

- Time 0: 93% (53/57)
- Time 4 Months: 67% (38/57)

AY 2019: 63 PGY1 Residents

Post-intervention Response Rate:

- Time 0: 97% (61/63)
- Time 4 Months: Data being collected

Discussion

- Improved trainee awareness of their own implicit biases and impact on patient health outcomes.
- Learners reported gaining new skills to mitigate implicit bias during patient encounters
- Knowledge decreased over 4 month period, but remained significantly improved from baseline levels pre-intervention.
- Sessions were well received by learners & provided open forum for peer discussion.

Next Steps

- Ongoing research to evaluate the impact of implicit bias training on learner application of mitigation techniques
- Impact of didactic workshop versus education embedded within clinical sessions.
- Evaluation of one-time educational intervention vs longitudinal training.
- Expanded web-based resources for trainees on mitigation techniques

References


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