

# MGUH Equity Forward Faculty Workshop: Strategies for Managing Bias and Discrimination in the Classroom (IEM)

## Activity Information

**Original Release Date**    October 1, 2025  
**Termination Date**        April 30, 2028

**Target Audience**         Physicians, Nurses

### Speaker Name:

Heather Bradford, PhD, CNM, FACNM  
Debora Dole, PhD, CNM, FACNM  
Mara Evans, DNP, CNM

**Speaker Disclosure Information:** No relevant financial relationships to report.

### Learning Objectives

- Recognize microaggressions and discrimination in the learning environment
- Discuss evidence-based strategies to respond to microaggressions and discrimination in the learning environment
- Utilize evidence-based strategies to interrupt microaggressions and foster an inclusive learning environment
- Reflect on the learning activity and opportunities for future implementation

### Evaluation Information

You must complete an online evaluation at the end of this course to receive continuing education credit.

After completing the evaluation, your CE credits will be available on your MedStar Health CE transcript on CloudCME™ **on the next business day.**

**No commercial support has been provided.**

**The following Planning Committee members have reported no relevant financial relationships:**

Mun Chun Chan, PhD | Sneha Daya, MD | Vicki Girard, JD | Aniket Kini, MBBS, MPH | Sarah Kureshi, MD, MPH | Michelle A. Roett, MD, MPH | Lois Wessel, DNP, FNP-BC

### Accreditation



In support of improving patient care, MedStar Health is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC) to provide continuing education for the healthcare team.

### Credit Designation



This activity was planned by and for the healthcare team, and learners will receive **0.75** Interprofessional Continuing Education (IPCE) credits for learning and change.



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## Credits Available for this Activity

**Nurses:** This activity is approved for **0.75** ANCC contact hours. Nurses should claim only the credit commensurate with the extent of their participation in the activity.

**Physicians:** MedStar Health designates this enduring material for a maximum of **0.75** *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.



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## Bibliographic Resources

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## Evaluation and Transcript

You must complete an online evaluation at the end of this course within 30 days to receive continuing education credit.

After completing the evaluation, your CE credits will be available in your MedStar Health CE transcript on CloudCME™ on the **next business day**. CloudCME™ is a web-based continuing education portal where users can access their transcript anywhere, anytime, as well as register for MedStar Health conferences. Healthcare provider demographic information from all MedStar entities has been uploaded to CloudCME™ to facilitate a single sign-on system.

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You have successfully reviewed the  
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information for this activity.**

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Reminder: **You must complete an online evaluation at the end of this course to receive continuing education credit.** After completing the evaluation, your CE credits will be available on your MedStar Health CE transcript on CloudCME™ **on the next business day.**

**It's how we treat people.**



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# Strategies for Managing Bias and Discrimination in the Classroom

Heather Bradford, PhD, CNM, FACNM

Debora Dole, PhD, CNM, FACNM

Mara Evans, DNP, CNM



*GEORGETOWN UNIVERSITY*

*School of Nursing*



# Objectives

1. Recognize microaggressions and discrimination in the learning environment
2. Discuss evidence-based strategies to respond to microaggressions and discrimination in the learning environment
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4. Reflect on the learning activity and opportunities for future implementation

# Acknowledgements



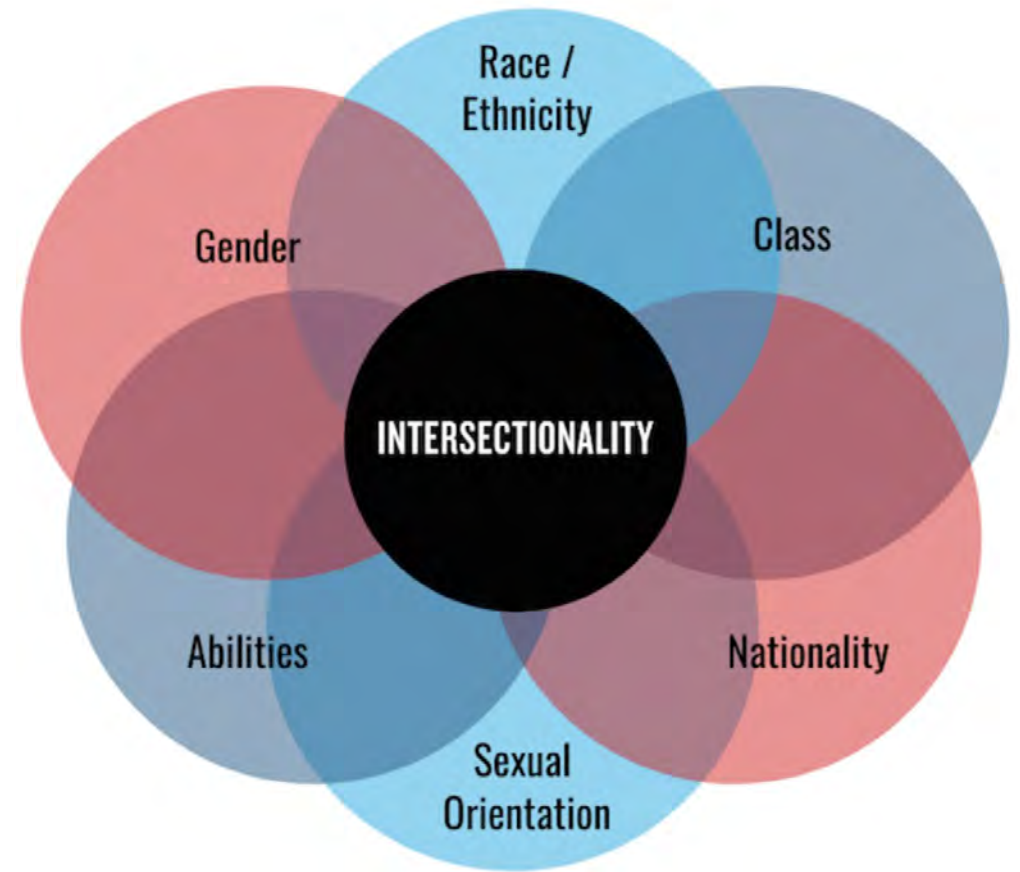
# Terms

- **Microaggressions:** Subtle slights, put-downs, or insults that marginalized groups experience through daily interactions with individuals who may be unaware that they have acted in an offensive or demeaning manner. Microaggressions are often the result of stereotypes or prejudices that are held by the majority group.
- **Bias:** An attitude, conscious or unconscious, against a specific social group
- **Discrimination:** The unjust and differential treatment of members of different identities (such as age, gender, gender identity and expression, race, ethnicity, religion, national origin, immigration status, language, disability, sexual orientation, socioeconomic status) and other groups at the individual and institutional or structural level.

# Learner experience

Situated learner - where the learner “sits” relative their own lived experience

- Knowledge is deeply influenced by the situation in which it is acquired
- Content, context, community & participation
- Constructivist learning



[www.namidanecounty.org](http://www.namidanecounty.org)

# Ways that Bias and Discrimination Occur in Health Profession Education

- Education inequity (curriculum, assessment design)
- Learning environment
  - Classroom & clinical
- Academic progression and performance
- Patient care and health care outcomes





What does bias and  
discrimination in the  
classroom look like?



*GEORGETOWN UNIVERSITY*

*School of Nursing*



Photos by Kiyun at Fordham University 2013

# Adverse Outcomes from Bias in the Classroom

Bias and discrimination in the classroom affects students....

- Psychological safety and self-esteem
- Attrition in health profession education
- Readiness for success
- Professional identity

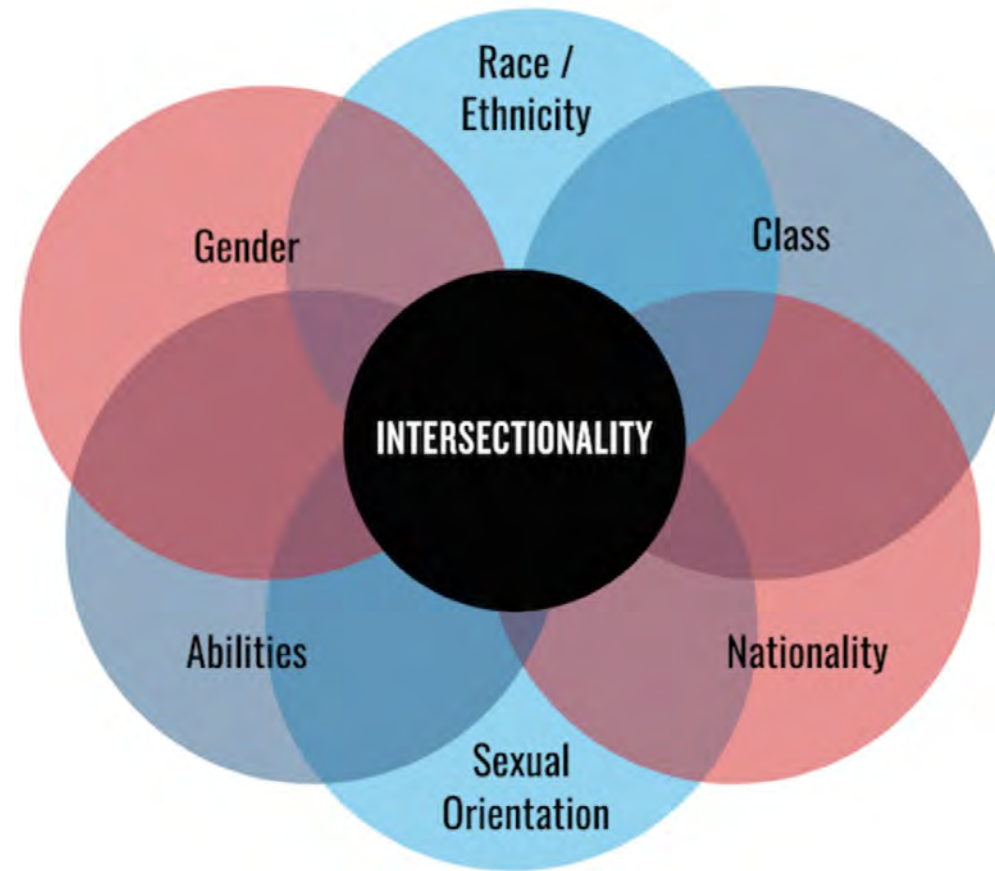




# 5 Steps to Recognize and Interrupt Microaggressions and Discrimination in the Learning Environment

# Step 1: Self Reflection

- Your identity
- Your power
- Your vulnerabilities



[www.namidanecounty.org](http://www.namidanecounty.org)

# Step 2: Prepare for the Classroom Environment

- Build community
- Know your students
- Classroom agreements
- Anonymous bias reporting form
- Inclusive learning materials
- Student feedback

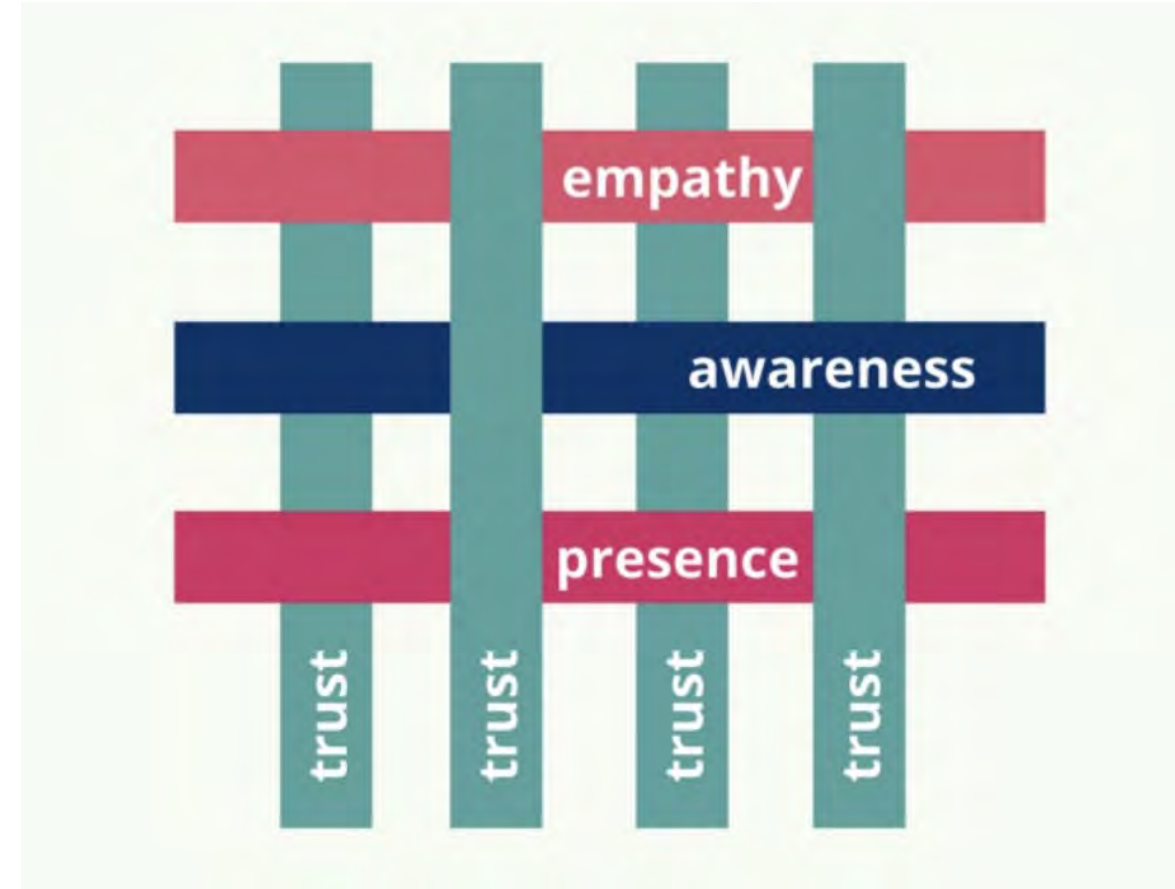


Image: <https://www.qualitymatters.org/sites/default/files/presentations/Humanizing%20Learning.pdf>

# Setting Community Agreements



We ask ourselves and participants to be mindful of assumptions and biases during this presentation.

We ask ourselves and participants to be aware of multiple identities, backgrounds, and perspectives in our virtual space.

# Step 3: Managing a Hot Moment - IQEE



Interrupt



Question

Educate

Echo



## Step 4: Follow up, Check in, and Repair





# Step 5: Reflection and Planning for Next Time



# Time To Practice! Role Play in Zoom

Faculty member gives case for class to discuss:

*17 year old G1P0 Black patient named Thulile with a BMI of 35 kg/m<sup>2</sup> at 8 weeks' gestation presents for routine prenatal care.  
What is the management plan for today's visit?*



Image: <https://healthprofessions.udmercy.edu/academics/nursing/grad/>



# How did this make you feel?

How did this make you feel?







# Reflection and Opportunities for Implementation

What about this intervention resonates  
with you?

What about this intervention makes you  
feel uncomfortable?



# Resources

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