

Using JEDI Modules & Interinstitutional Dialogue to Support Implicit Bias Management & Fieldwork Readiness: A Pilot Program

Katherine L. C. Manalang, OTD, OTR/L, BCPR, CSRS¹, Pamela Yvette Lewis-Kipkulei, OTD, PhD, OTR/L², Kimberly Krebs³, Efekona Nuwera⁴

¹Touro University Nevada, Henderson, Nevada, United States; ²University of Tennessee, Knoxville, Tennessee, United States; ³University of Vermont, Burlington, Vermont, United States; ⁴Long Island University, Brooklyn, New York, United States

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Primary Author and Speaker: Katherine L. C. Manalang, cappy_chino79@yahoo.com

PURPOSE: Healthcare providers' implicit biases against marginalized groups are at levels similar to the general population, which can have an impact on patient satisfaction, treatment decisions, and client outcomes (Hall et al, 2015). Implementing curricula oriented towards diversity theories and critical practices has proved difficult in OT and healthcare education, resulting in pushback from students (Brottman et al, 2020; Grenier et al, 2020). This study aimed to look at Justice, Equity, Diversity, and Inclusion (JEDI) curriculum from the lens of fieldwork preparedness and translation into the clinical setting. Research questions: What are students' attitudes towards implicit bias instruction in OT education? What are the important curricular considerations in developing an implicit management program to increase FW preparedness?

DESIGN: All participants completed least one Level I fieldwork, but had not yet completed Level II FW prior to this 5-step curriculum.

METHOD: Participants were invited from two OTD and one MSOT program in geographically diverse locations within the U.S. Participants were given a pre-survey, an Implicit Bias Association Test, six JEDI modules, a live inter-institutional focus group, and a post-survey.

RESULTS: Completed modules (n:42), pre-survey (n:36), and post-survey (n:9). Thematic analysis revealed need for improved curriculum related to JEDI, greater facilitator training and diversity, creation of supportive environment in which participants can share.

STUDENT CONCERNS INCLUDED: difficult nature of conversations, challenges of translating education-based discussions to clinical settings, and potential interpersonal challenges may prevent sharing.

CONCLUSION: Important to imbed JEDI instruction throughout the curriculum, help student recognize implicit bias, practice appropriate language to use and opportunities to increase their own cultural humility in a supportive setting to allow for application to practice.

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