

Evaluation Plan for Anti-Oppression Education

An inclusive, anti-oppressive curriculum and learning environment enhances medical student learning. This focus maximizes and supports students' development into outstanding physicians who are prepared to provide equitable, patient-centered care that reduces health disparities. To meet these objectives, education programs must build systems to actively work against oppression.

The UCSF School of Medicine has developed and implemented an evaluation plan that engages students, staff, and faculty to identify, respond to, and learn from education oppression events in all four years of the Bridges Curriculum. UCSF's evaluation plan is designed to guide medical educators and medical schools in a systems approach that proactively and collaboratively recognizes outstanding anti-oppression education practices and responds to education oppression events.

DEFINING TERMS

Education Oppression Events are events that can lead to education trauma.

Education or Curriculum Trauma is defined as the ways that education (e.g., content, pedagogy, assessment, learning environment) harms the well-being, learning, and engagement of students based on their backgrounds, identities, and experiences with oppression.

UCSF's plan creates a learning environment that supports all students by recognizing exemplary anti-oppression education practices and helping faculty grow in their abilities to identify and skillfully address educational oppression. The plan is based on a participatory approach with three main components:

- 1. Streamline Feedback Opportunities:** Implement a streamlined online portal for students to provide both reinforcing and constructive feedback to School leadership, ensuring issues are quickly identified and addressed.
- 2. Provide a Timely Response to Specific Events:** The Associate Dean for Students or Associate Dean for Curriculum provide support to students and faculty and work in consultation with the co-chairs of an Action Group for Evaluation of Anti-Oppression Education (Action Group), the AOCI faculty team, relevant course/clerkship directors, and the Director of Program Evaluation and Educational Continuous Quality Improvement to address specific events.
- 3. Develop Feedback-Driven Recommendations and Support for Continuous Growth:** The Action Group of students, staff, and faculty examines aggregate, de-identified evaluation data to identify and communicate recommendations for growth and improvement through faculty development that will benefit all faculty and learners.

RESPONDING TO EDUCATION OPPRESSION EVENTS IN THE BRIDGES CURRICULUM

