

Mentor	Project Focus	Project Description
		Program runs for 8 weeks starting June 13th and ending on Friday, August 5th
TBD	Anti-racist training for F1 small group facilitators	Join team to work on transformational work for small group facilitation. This project will focus on conducting research on existing anti-racist training for facilitators in medical schools, identifying best practices, and developing a toolkit and plan. Attention will also be given to the current status of antiracism competencies in Bridges
Aimee Medeiros	Instruction of bias in medical education	This project will focus on identifying existing content and competencies related to bias, working with experts, developing a implementation plan for bias-focused instruction, collaborating on recommendations for content related to bias in the Bridges curriculum.
Rosny Daniel	Med Ed Review	Help with designing standardized method of review for national online learning curriculum, Foundations of Emergency Medicine https://foundationsem.com/ - Deliverable would be to create a brief video presentation and accompanying checklist for creating equitable GME curriculum, and inform current faculty workshop, Creating and Assessing Curricular Materials for Equity and Inclusion.
Kate Lupton	Faculty Development curriculum	The UCSF Center for Faculty Educators certificate in Teaching for Equity and Inclusion is a faculty development series created to develop educators' understanding and skills in incorporating best practices in equitable and inclusive teaching across domains of medical education. The certificate launched in 2019, and the CURAM student will collaborate to review, revise and update sessions currently included in the certificate (current workshops include: Creating and Assessing Curricular Materials for Equity and Inclusion; Microaggressions: Examining the Teaching and Learning Environment; Equitable Assessment; and Foundational Relationship-Building with Learners) to ensure alignment with our evolving understanding of these areas. In addition, the student will help identify additional skills and content areas that should be incorporated in the certificate (possible areas include mentorship through an intersectional lens, advanced facilitation skills, promoting equity in selection and hiring) and collaborate in the initial design of a workshop.
Peter Ureste- working with Sarah Lee	ARCH Week Re-Design	Join team to work on transformation of ARCH Weeks. Deliverables include revising anti-oppressive content into SOLE, PIF, ethics, and wellness sessions.
Mia Williams and Corina Lacopetti- working with Ini Ntukiden	Literature review + needs assessment (likely qualitative interviews or focus groups)	How trust & trustworthiness is established, maintained, and repaired in the learning environment / learning communities. In initial literature review, there's limited scholarly work in this area in med ed & health care sciences ed. We are working on developing the lit review (drawing from other fields) at this time, and our hope is to take the knowledge we gain to develop a more specific needs assessment as it relates to the School of Medicine and students in the preclinical years. Student will put together an interview guide for this research project.
Aimee Medeiros	ACOI Tagging/Theme Review	Work with the M&I team to develop a AOCI tagging matrix and to work on thematic reviews within the curriculum (e.g. substance use within the curriculum), with the goal of creating a map and set of shared best practices/approaches to given topics/themes. The deliverable for the summer project will be to develop a toolkit to train content developers on how to tag anti-oppressive content and pedagogical approaches.