

Faculty Development Sessions Survey

[Returning?](#)

AAA



Please complete this survey about faculty training on racism and health equity.

Survey Timing

- Baseline - I have not attended any trainings
- Post - I have attended trainings

Which of the following trainings on racism and health equity did you attend over the past 12 months? (check all that apply)

- White Privilege in Medicine with Liz Kvach and Heather Bleacher (UH Faculty Meeting Aug 2020 and DH Faculty Meeting Sept 2020)
- Microaggressions with Cleveland Piggott (UH Faculty Meeting Nov 2020 or DH Faculty Meeting Feb 2021)
- Race and Medicine with Harriet Huang, Heather Bleacher, Charity Lehn (UCH Faculty Meeting Feb 2021 or DH Faculty Meeting May 2021)
- UCFMR faculty retreat on 9/20/21
- Other

1. How confident are you in your ability to:

	Not at all confident	Somewhat confident	Very confident
a. Define and identify examples of implicit bias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Define and identify examples of institutional racism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Define and identify examples of microaggressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Describe the origins of racial classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Critique the concept of race-based medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Describe the concept of intersectionality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Define and identify examples of white privilege	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How confident are you in your ability to:

	Not at all confident	Somewhat confident	Confident, but never practice it in my day-to-day	Confident, and use it often	Confident, and use it daily
a. Reflect on my own cultural context (gender, age, disability, class, ethnic and/or racial identity, spirituality, sexual orientation) as it relates to my professional role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Recognize a personal bias in my professional work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Examine or discuss data on health, health inequities and/or quality of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Raise issues of bias/stereotypes with patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Educate myself about the culture and experiences of other racial, religious, ethnic and socioeconomic groups by reading, watching movies, listening to podcasts, etc and attending classes, workshops, cultural events, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Intentionally develop inclusive practices, such as considering how the time, location and cost of scheduled meetings and programs might inadvertently exclude certain groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Facilitate conversations about health inequity and racism with residents and students in an educational or clinical setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How confident are you in your ability to intervene in an appropriate manner when you have observed behaviors that show cultural insensitivity, racial biases, and prejudice committed by:					
	Not at all confident	Somewhat confident	Very confident	N/A	
a. Colleagues or staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Residents or other learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. How confident are you in your ability to employ strategies to mitigate the impact of your own bias in the following aspects of your professional role:					
	Not at all confident	Somewhat confident	Very confident	N/A	
a. Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Clinical care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Leadership/administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. How confident are you in your ability to address health inequity and racism in the following aspects of your professional role:					
	Not at all confident	Somewhat confident	Very confident	N/A	
a. Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Clinical care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Leadership/administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. For each of the following statements, state your level of agreement:					
	Strongly disagree	Disagree	Agree	Strongly agree	
a. The value of diversity is reflected in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. I believe that the best way to ensure fairness is to apply evaluation criteria to everyone equally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<p>c. I believe that policies and guidelines should be designed with the majority in mind</p>	○	○	○	○
<p>d. I think that my personal bias regarding characteristics such as race, gender, sexual orientation, ability, or religion has a profound impact on the work that I do as a healthcare professional.</p>	○	○	○	○
<p>e. Those who work in family medicine have a responsibility to address health inequity and racism in their professional roles</p>	○	○	○	○
<p>7. I would become more active in advancing racial equity if:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I had more information about the problem <input type="checkbox"/> I received training on how to address the problem <input type="checkbox"/> I had more time <input type="checkbox"/> I had the support of residency leadership or departmental administration <input type="checkbox"/> Racial equity strategies received more funding <input type="checkbox"/> Racial equity work were incorporated into the promotion matrix <input type="checkbox"/> Racial equity were formally incorporated into clinic meetings, projects, and procedures <input type="checkbox"/> Racial equity were formally incorporated into residency meetings, evaluation, and other administrative functions <input type="checkbox"/> There was a supportive professional culture that encouraged conversation and action around this issue <input type="checkbox"/> I am satisfied with my current level of engagement <input type="checkbox"/> Other: (specify below) 			
Empty space for additional input				

8. What do you believe should be the priority for faculty development on addressing health inequity and racism? (Please choose 3)

- Mentorship Programming. This is a reciprocal, dynamic relationship between mentor and mentee that promotes the satisfaction and/or development of both
- Racial Affinity Caucusing. This experience separates people into a white and people of color caucuses. The White Peoples Caucus supports deep and open conversations about whiteness. The People of Color Caucus brings people of color today to provide support, address internalized racism, and elevate POC as a more effective collective voice.
- Promoting greater diversity in our residency
- Creating a more inclusive climate in our residency
- Strategize ways to address health inequity and racism in my own work
- Faculty training to build knowledge and skills around bias, privilege, structural oppression, and anti-racism.
- Faculty training to promote greater facilitation skills to lead conversations on bias, privilege, and structural oppression.
- Training on microaggressions and upstander intervention
- Something else: (specify below)

10. Please identify your professional role:

- Administrative Staff
- Faculty
- Other: Please specify

11. Which Residency Track are you affiliated with?

- Denver Health
- University Health
- Rural Track
- Neither

12. Gender Identity:

13. Race/Ethnicity (select all that apply)

- Black, Indigenous, or Person of Color
- White (non-hispanic)
- Latinx
- Asian
- Biracial or Multiracial
- Race/ethnicity not listed (specify)
- Choose not to disclose

14. Length of time in your profession

What topics would you like to see addressed at future retreats or educational sessions?

Submit

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