



The Diversity, Equity & Inclusion Index for Medical Education (DEII for MedEd)

Guidance for scorers & scoring

- The DEII has 4 sections which can be completed during and/or directly after viewing a presentation.
 - Section 1: Representation: evaluates if a speaker/presentation represents diversity and addresses non-majority groups
 - Invisibility: When a particular group is omitted or not represented
 - Perspective, fragmentation & isolation: When non-majority groups are represented as separate from majority groups
 - Section 2: Equity/Inequity: evaluates if a speaker/presentation addresses inequities and underlying reasons.
 - Unreality: When information that show existing healthcare inequity is ignored
 - Section 3: Linguistic Bias: evaluates if a speaker/presentation avoids use of bias in their language.
 - Stigma: A mark of disgrace associated with a particular circumstance, quality, or person.
 - People First Language: Avoids characterizing person by their medical condition.
 - Inclusive Language
 - Section 4: Accessibility: evaluates if the presented material is accessible to all.
- Scorers should familiarize themselves with each section prior to scoring. Scorers must watch the [training video](#) prior to scoring any lectures.
https://drive.google.com/file/d/1IaYytGzd7WbJ2xoNL5qGo0HLYtvWPud_/view?usp=share_link
- Scorers should select the answer option that fits best and should provide additional notes addressing strengths and/or suggestions for improvement for each category in the comments section.
 - E.g., if a scorer states the lecturer “rarely” discussed healthcare disparities (HDs) and social drivers of health (SDoH), the scorer can provide ideas of how a lecturer may incorporate this discussion into the lecture.
- Some questions will not be applicable to all lectures. Take, for example, a lecture with only pictures of microbes and the prompt “The people displayed in the pictures/graphics were diverse in terms of age, gender, skin color, ability status (e.g., requiring a wheelchair), and body habitus.” In those cases, the scorer should mark N/A and should not include that question in the overall score.
- For a lecture to be inclusive, it does not have to have graphics or vignettes but, the majority of lectures, do have the opportunity to discuss SDOH so unless the lecture is on something like histology, and they don’t discuss SDOH then we recommend putting never for all questions in the unreality section.
- In general, “never” should correspond to 0% of the time, “sometimes” should correspond to 50% of the time, and “always” should correspond to 100% of the time.
- After completing the assessment scorers should tally the total score which can be used to assess improvement over time.
- Scoring sheets should be subsequently provided to lecturers as a form of feedback.
 - Scorers can refer lecturers to the supplemental guide to provide concrete tools for improving content. The supplemental guide is organized by category to help scorers point lecturers to appropriate resources.

Lecture Title :

Date of Lecture

Lecturer Name/Academic Level (e.g. resident, assistant professor)

Learner Population (e.g. student, resident, attending)

Section 1: Representation		1	2	3	4	5	Comments	
Invisibility	The individuals in the <i>pictures/graphics</i> were diverse in terms of age, gender, skin color, ability status (e.g., requiring a wheelchair), and body habitus and/or showed individuals from non-majority populations.	N/A <input type="checkbox"/> There were no people in graphics/pictures	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	
	In the <i>pictures/graphics</i> , people/body parts from non-majority groups were given the same priority in terms of size, composition, cropping, etc. as those from majority groups. <ul style="list-style-type: none"> Ex. Women evenly dispersed with men, rather than on the periphery Ex. A picture of a rash in black skin is the same size as a picture of a rash in white skin (rather than a smaller box) 	N/A <input type="checkbox"/> There were no pictures/graphics of people/body parts and/or the people/graphics were not diverse	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	
	The individuals in the <i>case vignettes</i> were diverse in terms of their identity characteristics (e.g., age, ability, gender, race/ethnicity, religion, sexual orientation, immigration status, primary language, and body habitus).	N/A <input type="checkbox"/> There were no case vignettes and/or no identity characteristics given in the case vignettes	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	
Perspective Fragmentation & Isolation	The presenter clearly stated the inclusion and exclusion criteria for any research study presented.	N/A <input type="checkbox"/> There was no research/data presented	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	
	The statistics and data presented explicitly included individuals from non-majority groups. If they were not included, the presenter commented on their absence.	N/A <input type="checkbox"/> Statistics/data were not given or were not broken down by demographics	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	
	In the <i>figures and tables</i> , statistics and data on individuals from non-majority groups were given the same priority as statistics and data on individuals from majority groups. <ul style="list-style-type: none"> Ex. Statistics on Hispanic patients listed together with white patients (rather than in supplemental tables at the bottom of a slide) 	N/A <input type="checkbox"/> There were no figures/tables that contained data on individuals from non-majority groups or the data was not broken down by demographics	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	

Section score


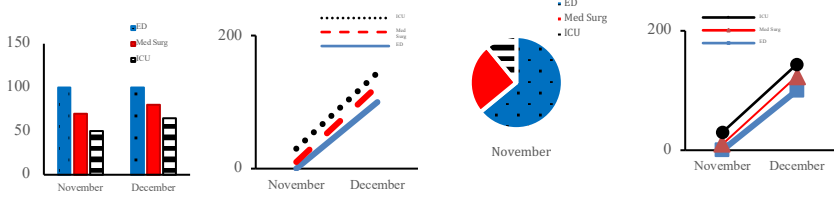
Lecture Title

Section 2: Equity/Inequity			1	2	3	4	5	Comments
Unreality	The lecturer <i>mentioned</i> specific healthcare disparities (HDs) and/or social drivers of health (SDoH). <ul style="list-style-type: none"> Ex. Transportation availability affects access to healthcare for certain communities putting them at increased morbidity and mortality 	N/A <input type="checkbox"/> There are no HDs or SDoH associated with the lecture topic	Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>	
	The lecturer discussed the <i>causes/background</i> of HDs and/or SDoHs. <ul style="list-style-type: none"> Ex. Differential city funding leads to decreased public transportation in certain neighborhoods 	N/A <input type="checkbox"/> There are no HDs or SDoH associated with the lecture topic	Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>	
	The lecturer discussed <i>potential solutions</i> for HDs and/or SDoH. <ul style="list-style-type: none"> Ex. Increased grant funding for expansion of transportation options in underserved neighborhoods or free taxi rides to medical appointments 	N/A <input type="checkbox"/> There are no HDs or SDoH associated with the lecture topic	Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>	

Section score :

Section 3: Linguistic Bias			1	2	3	4	5	Comments
Stigma	If diseases (e.g. HIV, substance use disorder, mental health disorders) and patient populations (ex. homosexual, unhoused) that are frequently stigmatized were presented, it was done to explore SDoH and highlight the disproportionate burden some diseases place on specific patient populations.	N/A <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>	
People First Language	The lecturer avoided Identity First Language (see supplemental & training guides for more examples). <ul style="list-style-type: none"> Identity First Language (not preferred) <ul style="list-style-type: none"> Wheelchair user Homeless person Tip for scorer: As lecture is going on, write all people/identity first phrases that the speaker used in the comments section	People first language <ul style="list-style-type: none"> A person in a wheelchair A person experiencing homelessness 	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	
Inclusive Language	The lecturer avoided Exclusive Language (see supplemental & training guides for more examples). <ul style="list-style-type: none"> Exclusive language (not preferred) <ul style="list-style-type: none"> Transgendered Ladies & Gentleman Tip for scorer: As lecture is going on, write all inclusive/exclusive phrases that the speaker used in the comments section	Inclusive language <ul style="list-style-type: none"> Transgender community Everybody 	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	

Section score

Section 4: Accessibility			1	2	3	4	5	Comments
Hearing	Videos in the presentation had captions.	N/A <input type="checkbox"/> There were no videos	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	
	<p>The colors in the presentation (tables, font, background, etc.) were optimized for those with colorblindness. Combinations that should be avoided:</p> <ul style="list-style-type: none"> ○ Yellow and green ○ Brown and orange ○ Red and green ○ Neon and neon ○ Purple and yellow ○ Red and purple 		Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>	
Visual	<p>Texture or marker shapes were used to help differentiate lines or points on a graph (see examples below).</p> 	N/A <input type="checkbox"/>	Never <input type="checkbox"/>	Rarely <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Often <input type="checkbox"/>	Always <input type="checkbox"/>	
	The font was large enough to be easily visible, left-justified, and not in all italics or underlined.	N/A <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>	
	<p>The speaker avoided spatial language (words used to describe the relationship of objects in space) or if they used spatial language, they described what “here” is.</p> <ul style="list-style-type: none"> ● E.g. of spatial language to avoid “As you can see here” <p>Tip for scorer: As lecture is going on, keep tally in the comments section when you hear the lecturer use spatial language and then delete the tally if they then describe what they are seeing</p>		Strongly disagree <input type="checkbox"/> The speaker always used spatial language	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/> The speaker never used spatial language	
Mobility	<p>All audience members were able to participate equally in any activities.</p> <ul style="list-style-type: none"> ● E.g. There was not an activity that required moving around a room that an individual in a wheelchair would not have been able to do 	N/A <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>	
Neurologic	The speaker avoided slides with bold, flashing slide transitions and strobos or flashing GIFS.		Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>	

Section score

Total score

Example identity characteristics are age, ability, gender, race/ethnicity, religion, sexual orientation, immigration status, primary language, and body habitus.

Section	Resources																																																																
Section 1: Representation	<p>Resources for finding diverse images:</p> <ul style="list-style-type: none"> ● Books <ul style="list-style-type: none"> ○ Essential Dermatology in Pigmented Skin ● Websites: <ul style="list-style-type: none"> ○ Brown skin matters Instagram ○ TONL “Culturally diverse stock photos that represent the true world we live in” ○ Broadly Gender Photos by Vice “People of all different genders in common, everyday scenarios” ○ CreateHER “Your destination for images featuring melanated women” ○ Getty “Devoted to shattering beauty stereotypes by showing female-identifying and non-binary individuals” ○ Reclaimphoto.com “Committed to amplifying the voices of underrepresented photographers and decolonizing the photojournalism industry” ○ Representation Matters: Body Liberation “Stock photos for body size diversity and acceptance” ○ Stocksy “Search art forward stock photos and footage with no filler” 																																																																
Section 2: Equity/Inequity	<ul style="list-style-type: none"> ● Healthy People 2030 ● CDC Social Determinants of Health ● The Human Genome Project 																																																																
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