

Rapid review on anti-racism pedagogy and interprofessional education

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BACKGROUND/ RESEARCH QUESTIONS

Policy guides practice. A health professions faculty representing five colleges and more than 600 students from 10 professional programs released a *Disruption of all Forms of Racism* policy in 2020. Committing to the policy, the faculty's Office of Interprofessional Collaboration (OIPC) collaborated with Indigenous educators to deliver interprofessional education (IPE) sessions for students on the role of interprofessional collaboration (IPC) for dismantling racism. What evidence exists regarding IPE best practices for dismantling racism?

GOAL AND PURPOSE

Aside from the OIPC gathering evaluative data, such as surveys and focus groups, and aware of anti-racism pedagogy, it was essential to **know best practices in anti-racism pedagogy, specifically within bona fide IPE, thus ensuring implementation fidelity.**

METHODOLOGY & METHODS

Orientation: Lens of critical race theory (Zewude & Sharma, 2021)

Method: Rapid review (Grant et al., 2009).

- Team: Indigenous health liaison librarian, two experienced IPE curriculum planners, three student research assistants
- Covidence, a review management web-based software
- Triangulation by three team members
- Identified 40 articles to review out of the original 3084 (Fig 1)

KEY FINDINGS

Of the 40 included from the rapid view, five referred to curriculum involving interprofessional groups of learners; however, **no specified IPE pedagogy described (outcomes, strategies, assessment).**

- Kickett et al., (2014) re: cross-cultural education with Indigenous focus; 19 professions; 12, 2-hour/ week module tutorial-based delivery; **tutors.**
- Adelekun et al., (2019) re: microaggressions and discrimination; medical, nursing, social work, dental students and others; student-led conference (length?), two keynotes, interprofessional panel of 5 anti-racists providers, 16 interactive workshops.
- Neff et al., (2020) re: structural competency (structural racism, interpersonal racial bias, blaming the victim); multiple and or single professions or **interprofessional teams**; 4-hour workshop; didactic, individual exercises, discussions; apprenticeship **training for trainers** with guidebook.
- Sandoval et al., (2020) re: microaggressions (e.g., race, gender); medical and dental students; 2-hour workshop both didactic and case-based small-group discussions; **facilitated/guidebook.**
- Mills et al., (2021) re cultural safety and non-Indigenous health students; pedagogy of discomfort; development of Student Emotional Learning in Cultural Safety Instrument; First Peoples led; nursing, midwifery, allied health and other; First Peoples cultural safety in health course.

RESULTS

Figure 1

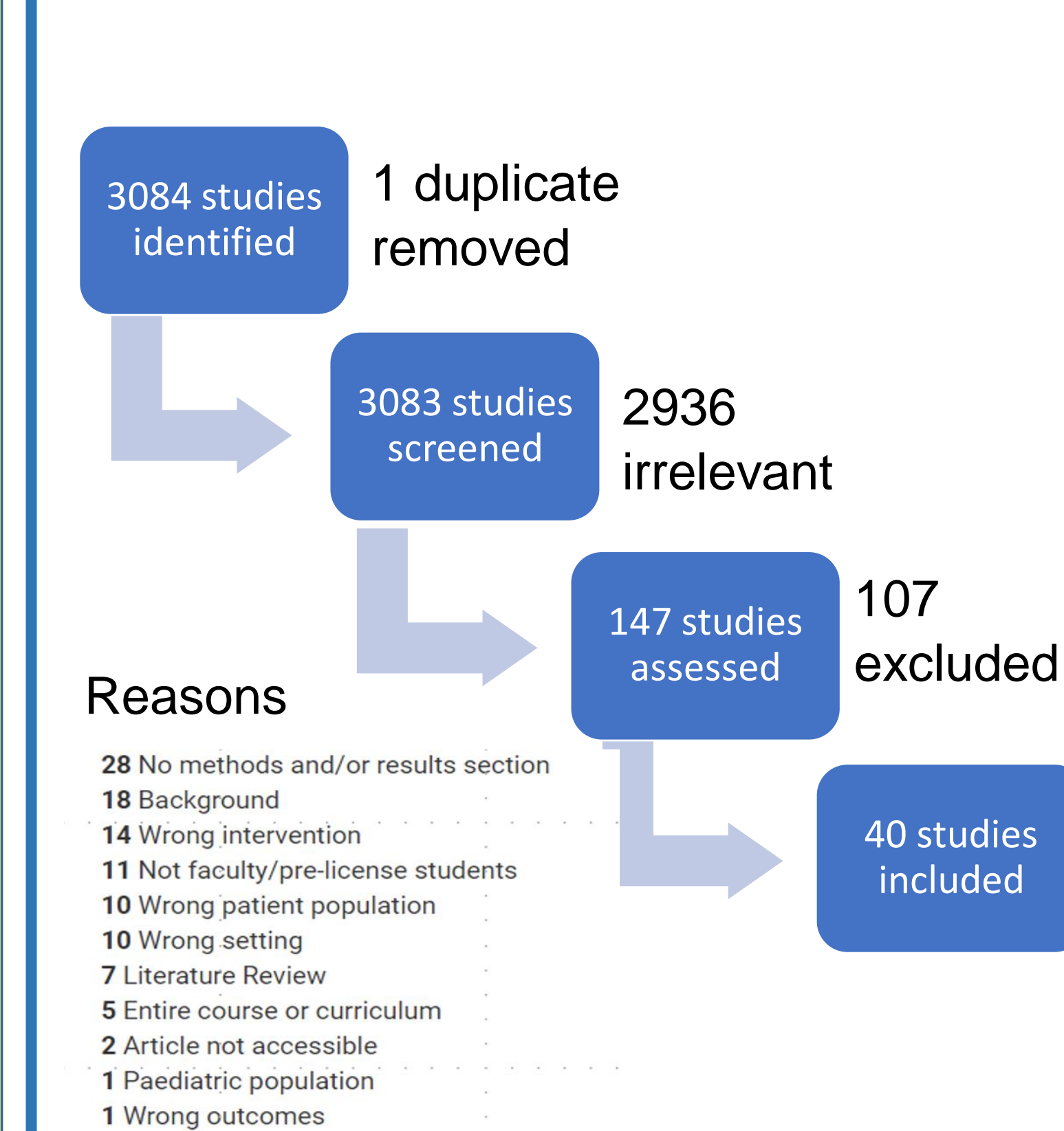


Figure 2

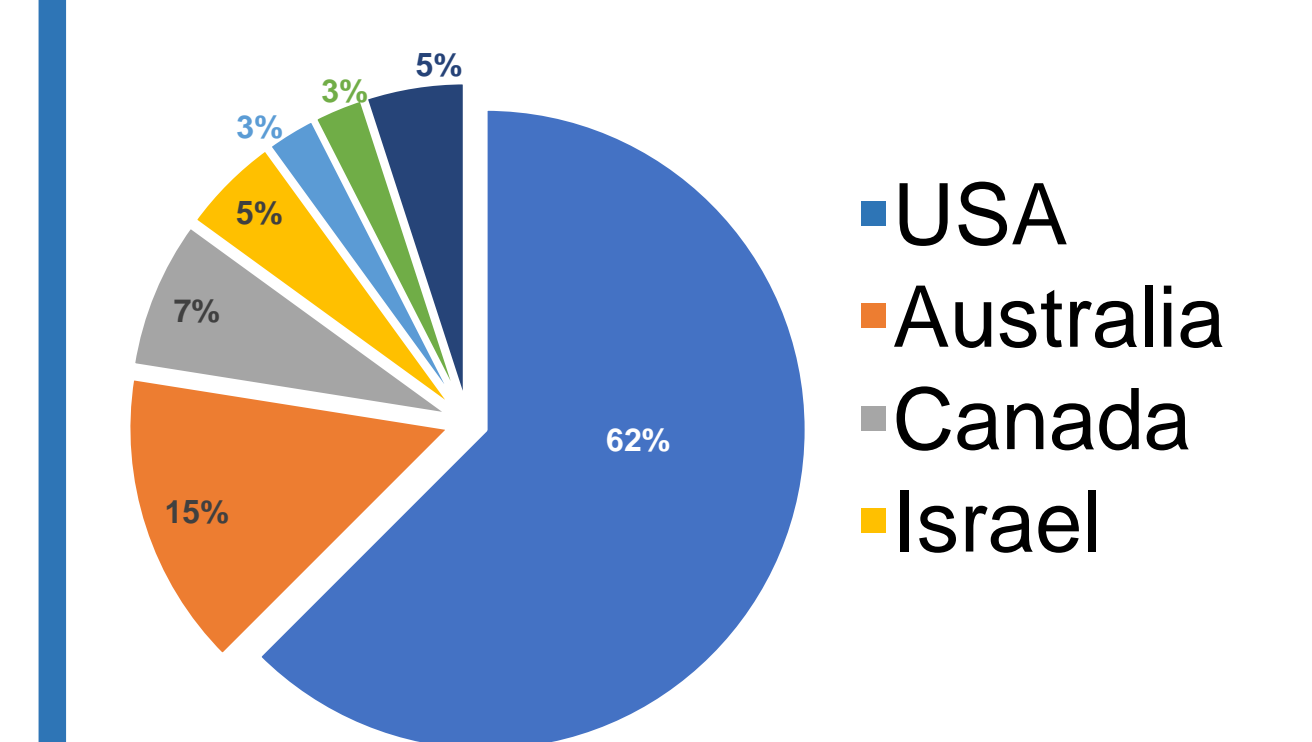
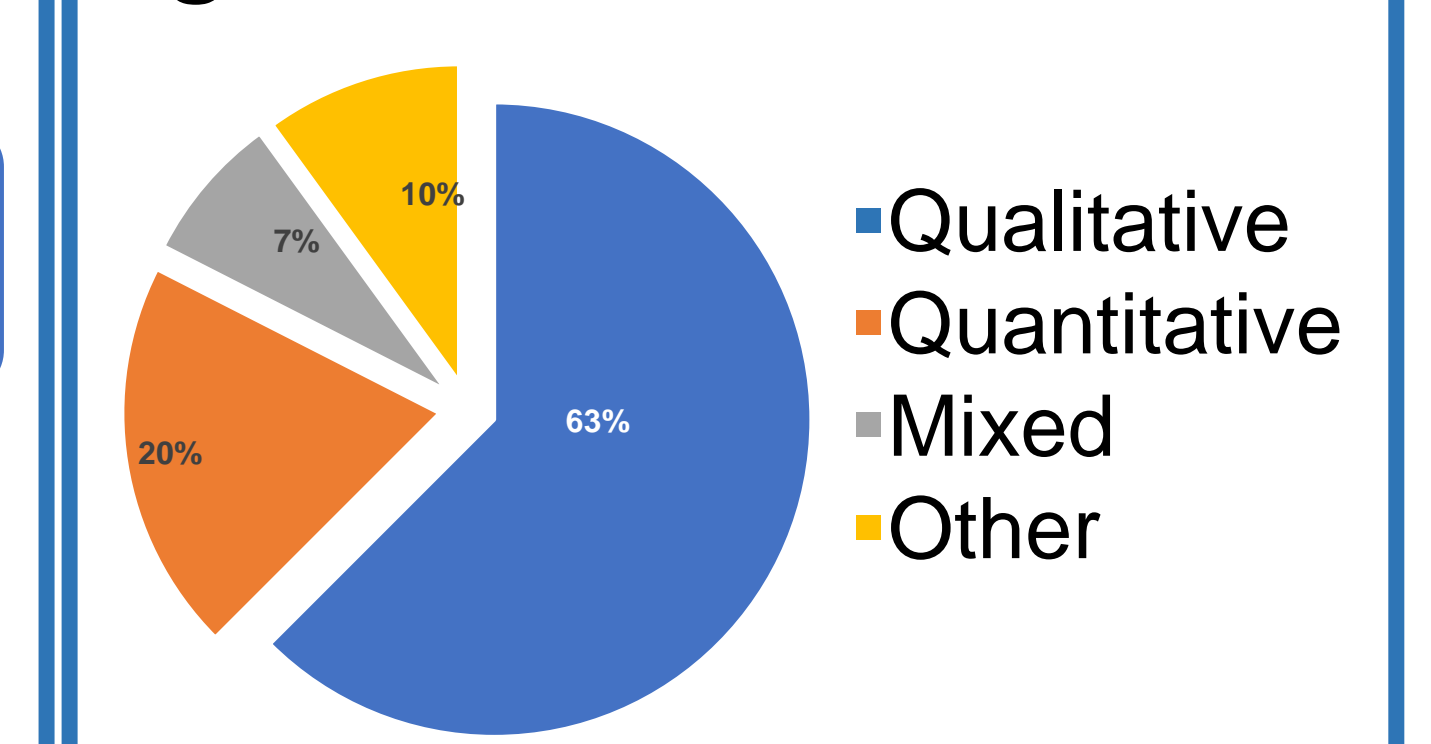


Figure 3



CONCLUSIONS & CURIOSITIES

- Paucity of evidence exists guiding best practices for IPE focused on disrupting racism.
- Need safe learning space when engaging students and educators in IPE focused on IPC for dismantling racism.
- IPE curriculum planners and educators focused on IPC for dismantling racism are called to disseminate experiences to facilitate policy implementation within educational practice.

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