

**To improve existing assignments: assess to what extent the assignment meets the diversity guidelines and identify points of improvement. To develop new assignments: outline the assignment based on the learning objectives, then follow the diversity guidelines to enhance the assignments' sensitivity.**

The assignment:

1. contextualizes the patient by assigning them a gender, cultural background, social economical background, age, religion, etc.

*(goal: to visualise intersections in identities and their (ir)relevance for health care <sup>1</sup>)*

2. motivates students to take on the patient's perspective (casus-assignment) or to view the addressed issue from a different perspective than the one that is presented (literature-assignment).

*(goal: to increase awareness of different frames of reference, to take on another perspective and to develop an open attitude and question assumptions)*

3. stimulates reflection on the relevance of background characteristics of the physician featured in the assignment. Also in relation to the student as a future-doctor: the assignment stimulates reflection on students' own cultural background and identity and the way their background influences both their own perspective and how they are perceived by patients and colleagues.

*(goal: critical (self) reflection and formulating learning goals for professional development)*

4. motivates students to question for whom and in what context the knowledge (i.e. scientific or clinical) presented in the assignment is 'true'.

*(goal: to raise consciousness about different frames of reference, different knowledge paradigms and differences in 'evidence-base')*

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<sup>1</sup> By intersections of identity we mean that different diversity aspects –such as gender, ethnic background, age- in interaction shape someone's identity and relation to the social environment

5. produces knowledge on or presents options for professional behaviour in an intercultural work setting with regards to diagnostics, treatment and communication with patients about their condition or complaints.

*(goal: to improve understanding that diversity has implications for professional behaviour)*

6. increases awareness of the impact and consequences of generalist ('all Muslims believe that...'), dichotomous ('non-Western vs Western) or essentialist (reducing identity to one background characteristic) representations of social groups in a health and healthcare context.

*(goal: to take diversity and intersectionality as the starting point for thinking and acting)*

7. invites all students to engage with the topic, to take part in the discussion, and to introduce their own perspectives and experiences. Are the following requirements fulfilled: the assignment promotes a safer, inclusive learning environment, promotes the use of diversity-sensitive language in the assignment and in the classroom, strongly discourages the use of patient stereotypes and actively interrupts their occurrence, prevents or interrupts micro-aggressors<sup>2</sup> or raises consciousness to recognize them and criticize them.

*(goal: to educate students about diversity by involving students' own diverse background in teaching and learning)*



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<sup>2</sup> Micro-aggressors are formulations, expressions or behaviour in daily contacts between people that give (unintentional) negative, hostile or insulting messages to individuals based on their membership to a certain minority group.



**To improve existing assignments: assess to what extent the assignment meets the diversity guidelines and identify points of improvement. To develop new assignments: outline the assignment based on the learning objectives, then follow the diversity guidelines to enhance the assignments' sensitivity .**

	<b>The assignment:</b>	<b>Suggestions for improvement:</b>
1.	Contextualizes the patient by assigning them a gender, cultural background, social economical background, age, religion, etc.  <i>(goal: to visualize intersections in identities and their (ir)relevance for health care <sup>3</sup>)</i>	
2.	Motivates students to taken on the patient's perspective (casus-assignment) or to view the addressed issue from another perspective than the one that is presented (literature-assignment).  <i>(goal: to increase awareness of different frames of reference, to take on another perspective, and to develop an open attitude and question assumptions)</i>	
3.	Stimulates reflection on the relevance of background characteristics of the physician featured in the assignment. Also in relation to the student as a future-doctor: the assignment stimulates reflection on students' own cultural background and identity and the way their background influences both their own perspective and how they are perceived by patients and colleagues.  <i>(goal: critical (self) reflection and formulating learning goals for professional development)</i>	

<sup>3</sup> By intersections of identity we mean that different diversity aspects –such as gender, ethnic background, age- in interaction shape someone's identity and relation to the social environment

**Checklist for designing diversity sensitive assignments in medical education.** OPDO project Diversity-sensitive education VU and C2ME project Erasmus LLP (2013-2015), June 2015.

4.	<p>Motivates students to question for whom and in what context the knowledge (i.e. scientific or clinical) presented in the assignment is 'true'.</p> <p><i>(goal: to raise consciousness about different frames of reference, different knowledge paradigms and differences in 'evidence-base')</i></p>	
5.	<p>Produces knowledge on or presents options for professional behaviour in an intercultural work setting with regards to diagnostics, treatment and communication with patients about their condition or complaints.</p> <p><i>(goal: to improve understanding that diversity has implications for professional behaviour)</i></p>	
6.	<p>Increases awareness of the impact and consequences of generalist ('all Muslims believe that...'), dichotomous ('non-Western vs Western) or essentialist (reducing a patient's identity to one background characteristic) representations of social groups in a health and healthcare context.</p> <p><i>(goal: to take diversity and intersectionality as the starting point for thinking and acting)</i></p>	
7.	<p>Invites all students to engage with the topic, to take part in the discussion, and to introduce their own perspectives and experiences. Are the following requirements fulfilled: the assignment promotes a safer, inclusive learning environment, promotes the use of diversity-sensitive language in the assignment and in the classroom, strongly discourages the use of patient stereotypes and actively interrupts their occurrence, prevents or interrupts micro-aggressors<sup>4</sup> or raising consciousness to recognize them and criticize them.</p> <p><i>(goal: to educate students about diversity by involving students' own diverse background in teaching and learning)</i></p>	

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<sup>4</sup> Micro-aggressors are formulations, expressions or behaviour in daily contacts between people that give (unintentional) negative, hostile or insulting messages to individuals based on their membership to a certain minority group.