

Development and Implementation of a Hawai'i-Specific Anti-Racism Curriculum for Pediatric Hospitalists, Residents, and Wards Nurses

Maya Maxym, MD and Marissa Fakaosita, MD

University of Hawai'i John A Burns School of Medicine, Department of Pediatrics
Kapi'olani Medical Center for Women and Children

Introduction

Racism and discrimination manifest differently in Hawai'i than on the US Continent. However, according to available data, Micronesians, Native Hawaiians, and other Pasifika Peoples suffer disproportionate and under-recognized discrimination and health inequities. Hawai'i's unique circumstances demand unique, context-appropriate anti-racism education for healthcare workers.

Until now, no anti-racism educational materials tailored specifically for pediatricians and nurses in Hawai'i were available. Thus, the goal of this project was to develop, implement, and evaluate a practical, learner-focused, inclusive, and culturally relevant anti-racism curriculum for Pediatric Residents, Hospitalists, and RNs caring for pediatric patients on the wards of the state's only Children's Hospital.

Methods

A curriculum was designed with input from local and national experts and community members in addition to extensive literature review. Residents participated in 4 sessions, during protected educational time, over one year. Hospitalists participated in 2, and nurses participated in 1 session each. Participants were asked to complete anonymous pre- and post-participation surveys about what they had learned and whether / how their attitudes, opinions, and skillset had changed. Surveys also included space for free text comments.

Ordered logistic regression was used to calculate statistical significance when comparing pre- and post-session responses.

Results

20 residents, 15 hospitalists, and 65 nurses participated in the curriculum. Participants reported improved understanding of key concepts, such as implicit bias ($p < 0.0001$) and systemic racism ($p = 0.0015$, physicians only). They also reported increased understanding that racism is a problem in the US ($p = 0.022$) and in Hawai'i ($p < 0.0001$), while physician participants also reported increased confidence identifying and responding to instances of interpersonal racism ($p = 0.0007$), as well as identifying ($p = 0.013$) and responding ($p = 0.004$) to instances of systemic racism.

Conclusions

Creation of the curriculum met a need for education of members of the healthcare team who care for children in Hawai'i. Residents, Hospitalists, and Nurses reported increased understanding of key concepts, as well as increased confidence identifying and responding

appropriately to instances of discriminatory behavior. In future, this curriculum should be expanded to more healthcare workers in Hawai'i, many of whom have limited understanding of the ways racism harms patients and contributes to health inequities.