

Co-created Checklist for Selecting and Designing Equitable Curriculum

Theme	✓ Questions
Representation	<ul style="list-style-type: none"> <input type="checkbox"/> Who is represented in your material and how? <input type="checkbox"/> If you are presenting data based on identity, is it actually relevant and does it add to the learning/understanding of the disease/pathology? <input type="checkbox"/> Have you reflected on whose voices and images are prioritized or elevated and who is missing from the conversation? <input type="checkbox"/> Do you use dignity driven language? (This may be person-first language in some cases, or the language preferred by a particular group, eg. “disabled person”) <input type="checkbox"/> Are your representations positive, affirming, and uplifting?
Stereotyping	<ul style="list-style-type: none"> <input type="checkbox"/> Have you scanned for and eliminated stereotypes? <input type="checkbox"/> Have you considered how the lesson changes if you eliminate or change the race in your portrayals?
Disparities and structural inequalities	<ul style="list-style-type: none"> <input type="checkbox"/> Do you address structural causes for health disparities? <input type="checkbox"/> Do you appropriately identify racism (as opposed to race) as a risk factor for disease? <input type="checkbox"/> Do you distinguish between social constructs of race and gender from genetics? <input type="checkbox"/> Do you identify when studies you discuss conflate sex/gender and race/exposure to racism? <input type="checkbox"/> Do you examine and discuss the strength of data and unexamined structural forces driving associations of race/ethnicity and disease risk?
Structure	<ul style="list-style-type: none"> <input type="checkbox"/> If dealing with a sensitive or challenging topic, did you build in appropriate space for reflection and debrief? <input type="checkbox"/> Have you considered how this material fits into the bigger picture of your curriculum? <input type="checkbox"/> Have you examined your lesson’s structure prioritizes or de-prioritizes content and the implicit messages of this prioritization? <input type="checkbox"/> Do you use exercises to encourage all to speak up or participate? <input type="checkbox"/> Do you define and use terms like white supremacy, structural racism, white fragility to normalize them conversation? <input type="checkbox"/> Have you made your material accessible? (consider limitations in tech, language, auditory, visual access) <input type="checkbox"/> Have you been intentional about how you form groups to maximize opportunity for perspective taking across differences? <input type="checkbox"/> Do you have a plan for how you will track who you call on to ensure multiple perspectives are invited? <input type="checkbox"/> Have you considered how the lesson would change if presented in another way?
Context	<ul style="list-style-type: none"> <input type="checkbox"/> Will you introduce your identity to frame your personal context on the material you are sharing with learners. This should be modeled, not obligatory so as not to inadvertently out others (for example by pronouns). <input type="checkbox"/> Do you contextualize (historical, social, political) shortcomings in available materials/data, and offer a vision for what a more equitable version would be even if it doesn’t exist? This avoids tacitly legitimizing the authority of the materials used. <input type="checkbox"/> Have you reflected on how your material fits into the larger curriculum? (you don’t need to tackle all aspects of representation in one section, consider the overall arc)
Feedback	<ul style="list-style-type: none"> <input type="checkbox"/> Have you asked for feedback from learners/ community/patients/families? <input type="checkbox"/> Have you consulted experts on the topic? <input type="checkbox"/> Do you model vulnerability as an opportunity for growth? <input type="checkbox"/> Do you address challenges or how to fail forward?
Impact	<ul style="list-style-type: none"> <input type="checkbox"/> Have you identified who benefits and who is burdened by your lesson? (consider learners, patients, communities, colleagues, staff) <input type="checkbox"/> Have you adjusted your materials to promote equity?