

DEI in the Health Sciences Classroom: A Library Liaison Lens

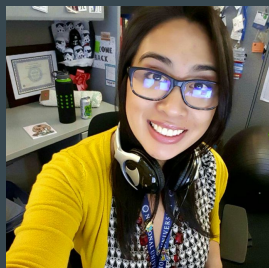


Presented Online for
SCILWorks 2023
February 10

Your Presenters Today



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If you're not in Health Sciences - some things to know:

Known issues in medical research, education and practice:

- Research on/by traditionally marginalized or minoritized groups is lacking
- Medical education taught with often euro-centric focus
- Clinical practice historically affected by health care biases and stereotyping leading to racially tailored patient-care

Textbooks are a big part of Health Science education.

Cerdeña, J. P., Plaisime, M. V., & Tsai, J. (2020). From race-based to race-conscious medicine: How anti-racist uprisings call us to act. *The Lancet*, 396(10257), 1125-1128.

[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)32076-6/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)32076-6/fulltext)

Just a Typical Day in the Life of a Library Liaison...

Initial Request: Are there any rubrics which evaluate DEI in textbooks?

Rationale: Librarians must know every book we have in the collection! How do we decide what to purchase when it comes to DEI?

Questions We Ask Ourselves (Librarians): How DO we evaluate the books we purchase for our collection?

- We don't typically buy textbooks
- Publishers aren't there yet when it comes to having Rubrics for asking for more DEI Content identifiers in textbooks (we located a bunch of our vendors/publishers and asked for content and no usable responses).
- No easy way to find this information using our usual sources: Collection Development, etc... (Gobi?)

Questions We Asked Back: How do faculty decide which textbooks to use?

- Amazon's Best Bets [Amazon Best Sellers: Best Immunology](#) [Amazon Best Sellers: Best Microbiology](#)

Developing a shared language



Bastyr University / BU Library / Diversity, Equity, and Inclusion at Bastyr University / BU Diversity, Equity, and Inclusion

Diversity, Equity, and Inclusion at Bastyr University

- Home
- Resources
- Research at BU
- BU Diversity, Equity, and Inclusion

Office of Diversity Equity & Inclusion



Erika Lorenzana del Villar, Ph.D
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DEI Training at BU

DEI Competency Development Program

As of November 2022, BU requires all faculty and staff to participate in the DEI Competency Development Program. The first phase involves core faculty and staff, and the second phase (to launch in Summer 2023) includes

DEI at Bastyr University



Bastyr University is committed to building a diverse, inclusive, equitable, and engaged academic community cultivates a culture of belonging, and advances health and education equity through our institutional structure programs, services, and partnerships

Diversity, Equity, and Inclusion at BU (bastyr.edu)

This is the external DEI site for Bastyr University. The site provides an overview of the University's DEI common focus areas of the DEI strategic framework. The University's full Land Acknowledgment, adopted and integrated into the University Strategic Plan, is available on this page. Current and prospective students can also view the resources available at Bastyr.

Diversity, Equity, and Inclusion at BU (requires a BU login and password)

This is the internal SharePoint site for the Office of Diversity, Equity, and Inclusion at Bastyr. Current students and staff can access the resources on this site using their BU login and password.

The site provides an overview of the University's commitment to DEI and the strategic framework that guide news and information (as well as archived DEI newsletters), opportunities for engagement, a calendar for community commemorations and celebrations, and gateway resources to build DEI competency.

Center for Social Justice and Diversity

The Center for Social Justice and Diversity supports the education and training of Bastyr community members by dismantling of health inequities and disparities. Learn more about the Center's program areas including faculty/staff mentorship and support, community education events and outreach, and equity research opportunities.

BU's Lexicon of DEI Terms

- [BU DEI Lexicon of Terms \(January 2023\)](#)

January, 2023	
Bastyr University Lexicon DEI Terms	
A	
Ableism	A system that discriminates against those who have physical, functional, emotional, or mental disabilities through the rejection of agency, resources, or dignity. It is based on the assumption that able-bodied/minded people are the "norm"; therefore, all services, systems, and resources are catered to them exclusively. Ableism can function on a societal, institutional, or individual level.
Accessibility	Resources, services, facilities, and institutions give equal access to people who have been historically marginalized, this means that there are no invisible barriers to access and participation. It can also refer specifically to how certain goods, services, institutions, and resources take into account people with disabilities so they can have equal access.
Acculturation	The act of adopting the culture, practices, language, and beliefs of the dominant culture. This can be a voluntary process or something enforced directly or indirectly by the dominant culture.
Adulthood	The discrimination of people due to their young age. This is perpetrated by adults who hold prejudice and look down upon people whom they consider young.
Advocate	Someone belonging to a discriminated group or an ally of a discriminated group that stands up for themselves and/or the group they self-identify with against an oppressive individual or institution.
African American	A term referring to US citizens or individuals born in the United States with African ancestry or heritage. Note: African American is not always interchangeable with the term Black, since some individuals do not identify as American (e.g. they identify as African, Afro-Caribbean, Afro-Latino/a/x, etc.) or cannot trace their lineage back to Africa.
Ageism	The privilege given to people in a certain "desired" age ranges in society. This results in goods and services being catered mostly to those of this age range, making them less accessible to those who are older and/or younger than this age range. It can also refer to the act of discrimination against someone of a certain age, usually the elderly.

Themes from a scoping search of the literature

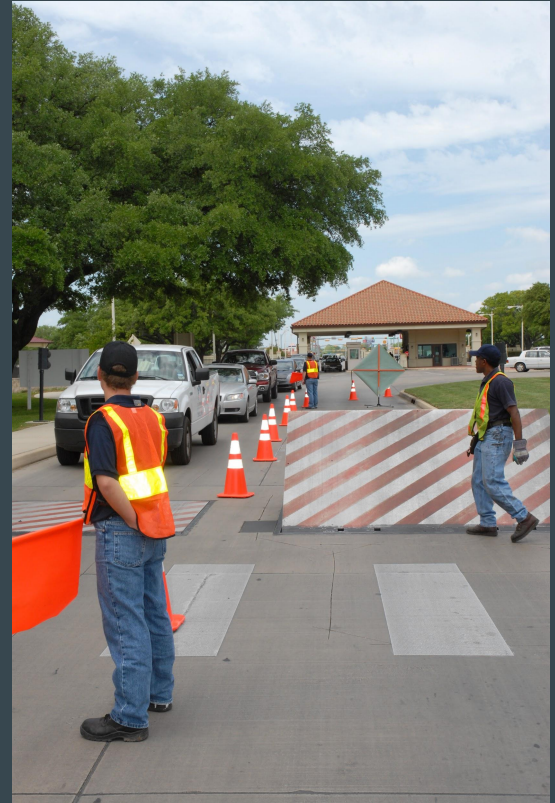
Themes from the literature search

DEI concerns are contextual and the literature shows several different focuses in the conversations about DEI

- Dermatology: skin tone
- Anatomy: sex and gender
- Curriculum: looking beyond the individual resource

Challenges of this project

- Context plays a large role in assessment of a tool with a DEI lens
- Not a one-and-done effort
- What does “representation” mean?
- What does “accessible mean”?





Not a one-and-done effort

- DEI one-shots are not impactful as a stand-alone attempt
- Must be applied as a lens on everything brought to the classroom/course

Leung, S. (2022). The futility of information literacy & EDI: Toward what?. *College & Research Libraries*, 83(5), 751.

<https://doi.org/10.5860/crl.83.5.751>

What does “representation” mean?

Tokenism?

Role models?

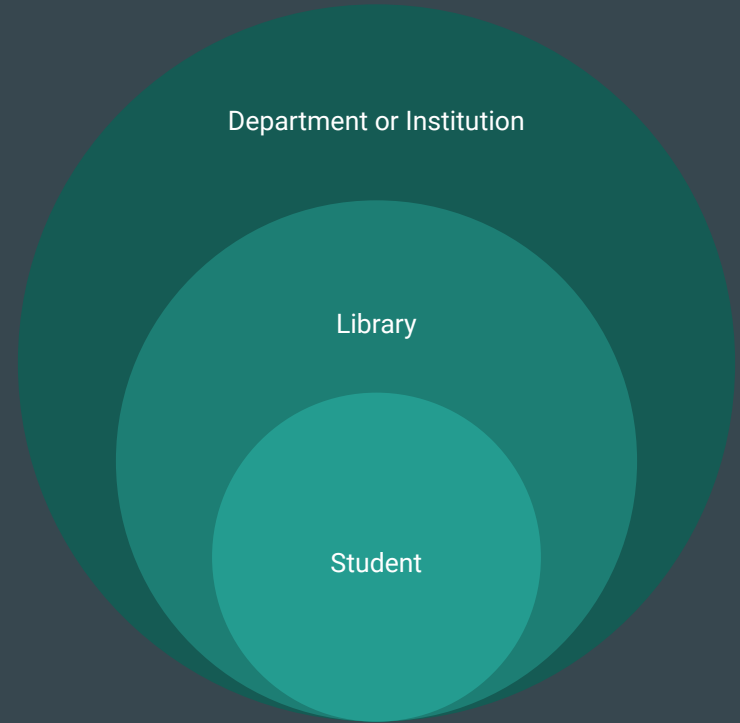
“The lack of role models or visual representation of colour may lead to increased imposter syndrome among such groups. Imposter syndrome is the perception that one doesn’t deserve their accomplishments, or a sense of intellectual phoniness”

(Ballen et al., 2020)

What does “accessibility” mean?

Accessibility is complex and contextual:

- *Affordable?*
- *ADA compliant for visual or other access concerns?*
- *Available through the library? Through the dept?*



Going beyond good intent:

Intention to build a diverse and inclusive classroom goes beyond the good intentions of selecting a “good” textbook:

- **Pedagogy**
- **Classroom management**
- **Assessing the textbook**
- **ADDRESSING the textbook**

Role of the Liaison Librarian in assessing Textbooks

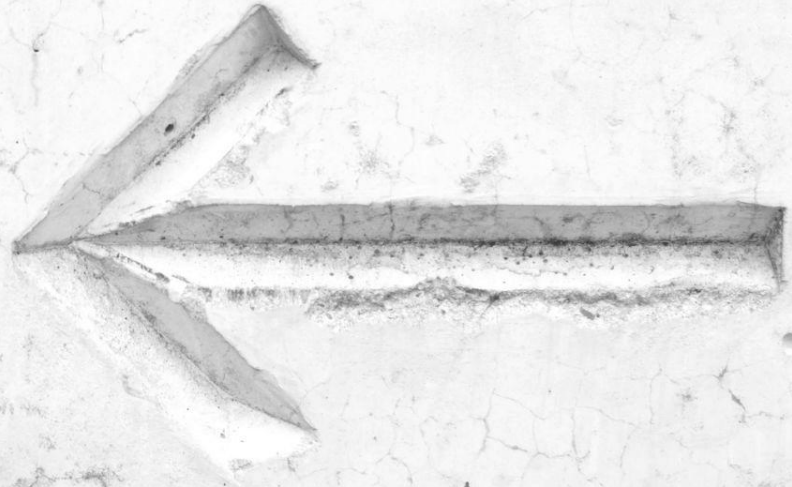
- Resource assessment
- Resource selection
- Access options

Going beyond assessing... to ADDRESSING what the assessment found:

- In the syllabus and in the classroom address what is missing and what is there.
- Educate and contextualize the publication timelines, the biases and inequities that led to this.
- Find material to balance and supplement the weaknesses in the textbook.

Services and actionable ideas to add in your liaison role

- Faculty outreach to remind and educate about the reality of textbook publishing
- Embedded instruction on the information landscape beyond the textbook
- Collect and curate supplementary resources
- Provide context: for collections, for the state of the research



Collect and curate supplementary resources:

Help faculty find and access resources to support their DEI work.

The screenshot shows the Bastyr University website. At the top is a navigation bar with links for Home, About, Academics, Admissions, Alumni, Student Life, and Research. Below the navigation bar is a banner image of various books. The main content area has a breadcrumb trail: Bastyr University / BU Library / Diversity, Equity, and Inclusion at Bastyr University / Home. The page title is "Diversity, Equity, and Inclusion at Bastyr University". On the left side, there is a vertical menu with buttons for Home, Resources, Research at BU, and BU Diversity, Equity, and Inclusion. Below this menu is a "Chat" section with the heading "Connect with Us!" and contact information: "Chat is off line", "library@bastyr.edu", "Text: (425) 947-2486", "BUK: (425) 602-3020", and "BUC: (858) 246-9714". The main content area features a section titled "BU Library & Diversity, Equity, and Inclusion (DEI)" with a sub-header "Areas of focus:" and a bulleted list: "acquisitions - ensure BIPOC voices are represented to the extent possible.", "access - improve access by updating subject headings and removing offensive ones from the catalog.", "information literacy - educate students, staff and faculty about the issues of access and underrepresented voices.", and "physical space - ensure the library is welcoming for everyone." Below this list is a paragraph: "Please contact the library with questions and suggestions, or we encourage you to make an appointment with any of our reference and instruction librarians." At the bottom of the main content area is a section titled "Bastyr University DEI Strategic Framework & Plan" with a sub-header "Bastyr University Strategic Plan" and a link: "View or download the University's 5-year Strategic Plan last updated April 2022 for FY23 - FY27." A small image of the strategic plan cover is shown. At the very bottom, a partial sentence reads: "The DEI Strategic Framework is founded on the principle that diversity, equity, and inclusion work is everyone's responsibility. Each member of the Bastyr community must always actively participate in creating and nurturing an inclusive and equitable community where each one finds voice, heard and belongs."

Provide context:

Research guides
can help provide
context

Counseling & Health Psychology

Home

Resources

Books






Databases and Journals

Websites and Associations

Tests and Measures

How To Guides

Connect with Us!

	Chat with the library
	library@bastyr.edu
	Text: (425) 947-2486
	BUK: (425) 602-3020
	BUC: (858) 246-9714

Guide Overview

Welcome to the Psychology and Counseling Research Guide

This guide is an introduction to finding information pertaining to psychology and counseling research.

In this guide, you will find information on the kinds of resources that available to you, and how to use them to find information on psychology and counseling related topics. If you have any questions about your topic or a particular resource, please ask one of your friendly librarians!

Be sure to check out our "How To" Guides to help you get started with search skills, writing and citation tips.

Research - Known Issues and On-going Debates

This introduction to some of the issues and on-going debates is intended to prompt further inquiry and critical evaluation of what you find – and don't find – in the research. It is not a comprehensive overview of the field or the state of the research in the field. Librarians are available to help you explore the research, and help you answer questions about the context of that research.

- The American Psychological Association recognizes there is structural racism within the field including research and is committed to dismantling it. On a positive note, data from 2019 shows an increase in the number of BIPOC entering the field.¹
- Psychology is a relatively young field with roots in the 1900s. To date, most research is conducted in the United States which leaves people in other countries underrepresented.²
- The field is working to improve transparency and reproducibility in research by establishing new practices to promote it.³
- Historically, non-heteronormative expressions of gender and sexuality have been pathologized; but the APA is now active in opposing harmful practices such as conversion therapy.⁴

1. Adams Z. APA calls for true systemic change in U.S. culture. *Monitor on Psychology*. 2020; 51(6):20. Accessed April 8, 2021. <https://www.apa.org/monitor/2020/09/systemic-change>

2. Arnett JJ. The neglected 95%: why American psychology needs to become less American. *Am Psychol*. 2008;63(7):602-614. doi:10.1037/0003-066X.63.7.602

3. Hardwicke TE, Thibault RT, Kosie JE, Wallach JD, Kidwell MC, Ioannidis JPA. Estimating the Prevalence of Transparency and Reproducibility-Related Research Practices in Psychology (2014-2017) [published online ahead of print, 2021 Mar 8]. *Perspect Psychol Sci*. 2021;1745691620979806. doi:10.1177/1745691620979806

4. American Psychological Association. APA adopts resolution opposing biased or coercive efforts to change individuals' gender identity. Published March 2, 2021. Accessed April 8, 2021. <https://www.apa.org/news/press/releases/2021/03/change-gender-identity>

Rubric for scoring an immunology textbook

The IDEA lens for Immunology Textbooks **VERSION 2**

Criterion	Exemplary (Intention and approach are absolutely clear) Points = 4	Present (Intention is clearly stated but approach is inconsistent) Points =3	Developing (Intention and approach are vaguely present) Points = 2	Absent/Needs improvement (The intention and approach is missing or needs improvement) Points = 1	Score
Overall commitment to a framework of inclusion, diversity, equity, and access (IDEA)	<ul style="list-style-type: none"> IDEA framework is clearly mentioned to introduce the textbook in the preface or book sections Key terms around IDEA are defined Textbook's application of the framework is clear, consistent, and intentional with imagery, content and examples 	<ul style="list-style-type: none"> IDEA framework is mentioned to introduce the textbook in the preface Application of the framework is not consistent in terms of imagery, content and examples 	The IDEA framework is briefly mentioned to introduce the textbook but there is marginal application of the framework in terms of imagery, content, and examples.	The IDEA framework is not mentioned to introduce the textbook and none of the definitions, imagery, content or examples reflect a commitment to inclusion, diversity, equity, and access. The book may even have content that is exclusionary and inequitable.	
IDEA framework on textbook imagery and examples	Images and examples across the textbook consistently avoid stereotype threat, and intentionally reflect the diversity of student identities and cultures with attention to intersectionality.	Images and examples across the textbook generally avoid stereotype threat, and reflect the diversity of student identities and cultures with attention to intersectionality, but has areas where there is inconsistency in the application of the framework	Some images and/or examples across the textbook attempt to avoid stereotype threat and try to reflect diverse identities and cultures, with some images and examples running counter to the framework	Images and/or examples in the textbooks do not consider the IDEA framework, or completely do not represent diverse identities and cultures.	
Reflection on history of discipline (adapted from this rubric, which has a CC BY-NC-SA licence)	The textbook actively and consistently highlights historical context and any historical disparities relevant to the present state of the discipline, and discusses its impacts or implications.	The textbook highlights historical context and some historical disparities relevant to the present state of the discipline but does not discuss the impact/implications of this to the present state of the	The textbook provides information on the history of the discipline without any mention of potential disparities or issues, or its impacts on the present state of the discipline.	No evidence that the history of the discipline is mentioned and discussed so that there is no inclusion of historical context or disparities relevant to the present state of the discipline.	

Criterion:

- Overall commitment to a framework of inclusion, diversity, equity, and access (IDEA)
- IDEA framework on textbook imagery and examples
- Reflection of history of discipline
- Cost burden of the textbook to the student
- Accessibility of materials to students

Working Rubric (Excerpt)

Questions?



We'd Love to
Hear From You!



Have you been involved in
textbook selection?

Do you work with faculty on
course resource selection?

Do you have any tools or
processes for addressing DEI
in this aspect of your work?

References

Ballen, C. J., Wood, S., Henning, J. A., Chen, L., Mckibben, T., Smith, M. L., Weber, M., & Zemenick, A. (2020). Biological science practices A scientist like me: Demographic analysis of biology textbooks reveals both progress and long-term lags. *Proceedings of the Royal Society B*

<https://doi.org/10.1098/rspb.2020.0877>

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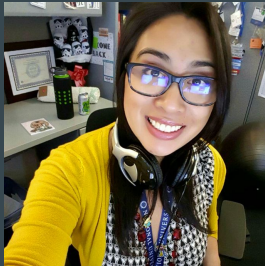
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Thank You For Attending!



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