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The Institute for Equity and Justice in Health Sciences Education

at the Icahn School of Medicine at Mount Sinai

Submission Guidelines

Challenging Norms:
Uplifting Anti-Racist Work to
Transform the Landscape of
Medical Education

2ND ANNUAL CONFERENCE

Challenging Norms: Uplifting Anti-Racist Work to Transform the Landscape of Medical Education

2nd Annual Conference

We are pleased to announce our upcoming conference, to be held virtually in the fall of 2024. This conference will be a unique opportunity to present, discuss, and learn about addressing all forms of oppression as a means of transforming four areas of medical education: pre-medical preparation, undergraduate medical education, graduate medical education, and the interface between medical education and the community.

Challenging Norms is a non-traditional symposium that promotes community and coalition-building; skill development; presenting completed and preliminary research; sharing personal, family and community narratives; and discussions of successes along with challenges.

Challenging Norms will be held on Monday, October 28th - Wednesday, October 30th.

Anyone at the interface of anti-racism and medical education is encouraged to participate and attend this conference.

Please use this guide when creating your proposals.

When you're ready, [we are accepting your submissions here through May 13th](#) .

(You can also scan the QR Code to submit your proposals.)

This conference will be held virtually. We invite pre-med students, medical students, housestaff, deans, directors, staff, faculty, academic administrators, community-members, graduate students, and post-doctoral fellows to attend, present, and participate.

Table of Contents

[Poster Abstract Guidelines](#)

[Workshop Guidelines](#)

[Personal Narrative Guidelines](#)

[Fireside Chat Guidelines](#)



Poster Abstract Guidelines

We invite submission of abstracts, to be presented as posters if accepted, that demonstrate innovative approaches to addressing all forms of oppression and bias in medical education. We seek abstracts that showcase programs, courses, workshops, initiatives and/or evaluation strategies, and demonstrate efforts and/or progress towards anti-oppression in pre-med preparation, undergraduate medical education, graduate education, or the interface of medical education with the communities we serve. We ask that abstracts (and eventual posters) not only highlight successes but also address the many challenges and setbacks that are often faced in this work.

Pre-med students, medical students, graduate students, scholars, post-doctoral fellows, housestaff, faculty, staff, deans, directors, and community members are all welcome to submit poster abstracts for *Challenging Norms: Uplifting Anti-Racist Work to Transform the Landscape of Medical Education*.

Abstracts should be no more than 300 words in length and may showcase completed projects or works in progress. Abstracts may highlight original research, quality improvement projects, evidence-based practice, curricular content, programmatic innovations, novel approaches to coalition- or community-building, or promising proposed methods to create change. We are dedicated to considering proposals for poster presentations that may not be aligned with traditional expectations for submission to other academic conferences, including (but not limited to) those highlighting work with small sample sizes, initiatives at early stages of implementation, exploratory works, or projects that have failed rather than succeeded.

Workshop Guidelines

We invite proposals for workshops focused on skill-building and coalition-building that will leave participants with actionable next steps to implement anti-oppression transformation in undergraduate pre-medical education, medical education, graduate medical education, or the interface between medical education and the communities we serve.

These proposals should be no more than 500 words and highlight the main points addressed by the workshop, outline the timeline of the workshop (please allot for 1 hour), and describe ways in which participants can actively engage with the subject matter.



Personal Narrative Guidelines

We invite submissions of personal narratives that describe authors' experiences of bias and oppression in relation to pre-medical education, undergraduate medical education, graduate medical education, or the interactions between medical education and surrounding communities. These can be individually-centered narratives as well as family and community-centered stories. Healthcare, medical education, and the practice of medicine are rich with the stories of the diverse groups that make up these fields. Not all stories are equally acknowledged, affirmed or valued. Many stories survive through perseverance in the face of a status quo that marginalizes, and often silences, their telling, thus diminishing their truths.

We invite authors and artists to be creative in their approaches. In doing so, we ask participators to tell their own stories (in written word, dance, music, or art) through four different story types:



- **Stock stories** are the stories we hear all the time, true or not. They are the accepted narrative about an organization's culture and climate, and often reproduce bias. They are transmitted explicitly and implicitly.
- **Concealed stories** are in the shadow of stock stories. These stories can be hidden and not shared explicitly. They often disrupt stock stories, or provide different perspectives.
- **Resistance stories** are stories that may emerge from concealed stories. These are public or known stories that challenge the status quo about what is stock and what is concealed.
- **Transformation stories** have not been heard before. They are stories that intentionally envision a future culture and climate and suggest change. These stories emerge from thoughtful analysis and careful study of culture and history that point toward action/change.
- **Personal narratives** may be written in prose or as poetry, can be performed through song or dance, or may be presented as visual art. Regardless of form, written submissions of this type should be no more than 1,500 words in length.

1 Adapted from Lee Anne Bell. *Storytelling for Social Justice Connecting Narrative and the Arts in Antiracist Teaching*. Routledge; 2010.



Fireside Chat Guidelines

The Fireside Chats were a series of informal yet informative and thought-provoking radio broadcasts by President Franklin D. Roosevelt that helped people better understand topics of public interest and concern.

We invite submissions to give a similar talk (20-25 minutes) about any topic of interest related to the experience of bias and oppression in medical education that may not fit into the other submission categories.

Submissions should provide a brief background of the topic and be no more than 500 words in length.



Icahn School of Medicine Mount Sinai

icahn.mssm.edu/institute-for-equity-justice-health-sciences-education

The Icahn School of Medicine at Mount Sinai is a leader in anti-oppression, having established the Racism and Bias Initiative in 2015 as well as the Center for Anti-Racism in Practice in 2021. Through this work, we developed a change-management strategy to fundamentally change and restructure the way all forms of oppression and bias are addressed in our medical education program. In 2021, with a grant from Josiah Macy Jr. Foundation, we established the Anti-Racist Transformation in Medical Education (ART in Med Ed) initiative, a coalition with 11 other North American medical institutions. In October, 2023 we established the Institute for Equity and Justice in Health Sciences Education, bringing RBI, CAP, and ART in Med Ed under one roof and allowing us to transform the landscape of medicine through initiatives that stop the perpetuation of all forms of bias in medical education.

