

Learning goals, outcomes, and impactful course elements in diversity, equity, and inclusion education: A mixed methods analysis

Abigail Eastman DO '26', Brianna Desharnais DO '26' and Julia Van Liew PhD¹

¹*College of Osteopathic Medicine, Des Moines University, West Des Moines, IA*

Diversity, equity, and inclusion education are important elements in the medical school curriculum for future providers. The Physician as a Professional Course for first year DO students at Des Moines University provides an opportunity for students to learn about their own biases, attitudes, and cultural humility as it relates to the patient populations they will serve in the future. Within the course, students are asked to complete a pre-course survey in which a subset of questions asked about identification of individualized learning goals and patient populations they would like to know more about, in support of the self-directed learning components of the course. Additionally, the students participate in a post-course survey that includes identification of what they learned the most about, their satisfaction with the course content regarding their learning goals, and their qualitative suggestions for improvement in course content, logistics, etc. The surveys are a course assignment, with optional research participation (N=201/220 students consented for research inclusion). Overall, 93.7 percent of students reported at least some sort of satisfaction with the course regarding their individualized learning goals. The students found many elements of the course to be helpful, but some students identified their own actions outside of the self-directed modules to be most helpful. Thematic and frequency analysis of the qualitative data revealed a wide range of feedback. The insight provided by students allows for continued growth and modification of the course content, objectives, and format for future students.