

Episode: *Author Interview: “Centering Justice in Health Professions Education by Owning Limitations of Anti-Bias Checklists”*

Guest: Jennifer Randall, PhD

Host: Tim Hoff

Transcript by: Cheryl Green

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[bright theme music]

[00:00:04] TIM HOFF: Welcome to another episode of the Author Interview series from the *American Medical Association Journal of Ethics*. I'm your host, Tim Hoff. This series provides an alternative way to access the interesting and important work being done by Journal contributors each month. Joining me on this episode is Dr Jennifer Randall, the Dunn Family Endowed Professor of Psychometrics and Test Development in the Marsal Family School of Education at the University of Michigan in Ann Arbor. She's here to discuss her article, coauthored with Dr Tasha Wyatt, “Centering Justice in Health Professions Education by Owning Limitations of Anti-Bias Checklists,” in the January 2024 issue of the Journal, [Critical Pedagogies in Health Professions Education](#). Dr Randall, thank you so much for being here. [music fades]

DR JENNIFER RANDALL Thank you for having me. It's an honor to be here.

[00:00:52] HOFF So, to begin with, what is the main ethics point that you and Dr Wyatt are making in this article?

RANDALL I think our primary point can be summed up by saying the ethics issue is that there is an insufficient, or some may say wanting, amount of attention with respect to issues of fairness and justice in medical education and medical assessment. And of course, we argue that we should be doing more as a profession to ensure fairness in our systems.

[00:01:25] HOFF And so, what would be the most important thing for health professions students and trainees specifically to take from this article?

RANDALL I think without question is that we have to move away from the idea or the notion that antibias checklists, these lists that have a series of things that we should be looking out for that tend to be egregiously racist or egregiously sexist or egregiously Islamophobic or are homophobic, we need to move past processes that simply seek to identify egregious injustices and move towards processes that support or seek out a justice orientation. So, it's not enough just to identify all the ways in which we are failing with respect to fairness, but to actually try to identify all the ways in which we are seeking justice or that we are seeking fairness. And if we can't identify ways in which we've done that, it's likely because we haven't done that in our systems.

[00:02:32] HOFF And if you could add a point to your article that you didn't have the time or the space to fully explore, what would that be?

RANDALL I don't know if I would add a point. But I would underscore a point, I think for sure, which is the importance of raising the collective critical consciousness of the medical field, thinking about the ways in which sociopolitical injustice has shown up and continues to show up in our everyday experiences, but also, how that kind of leaks into our medical experiences as well, whether it be as the person practicing medicine, the practitioner, or the person receiving health care. The ways in which our implicit biases, the problematic ways in which we see the world, show up in our behaviors. And what can we do to disrupt that? How can we disrupt it in our curricular decisions? How can we disrupt it in our assessment decisions? The goal is really to spend more time and effort in elevating that critical consciousness so that everyone who walks into these medical spaces walks in with this understanding of power, privilege, and oppression. [theme music returns]

[00:03:47] HOFF Dr Randall, thank you so much for your time on the podcast today, and thanks to you and your coauthor for your contribution to the Journal this month.

RANDALL Thank you.

HOFF: To read the full article as well as the rest of this month's issue for free, visit our site, journalofethics.org. We'll be back soon with more *Ethics Talk* from the *American Medical Association Journal of Ethics*.