

# Integrating Diversity, Equity, and Inclusion Principles into Instruction

Case Studies from the  
University of Florida's  
Health Science Center Libraries



# Introductions



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**Health Literacy  
Workshop on  
Inclusive Patient  
Education Materials  
for Physical Therapy**



## **Case Studies**

**Universal Design in a  
Librarian-Taught  
Public Health Course**

**Health Outcomes and  
Policy Project on  
Health Disparities for  
Medical Students**

**Critical Librarianship in  
Library Workshops**

# University of Florida Health Science Center Libraries

- Academic and clinical
- Serves 6 Health Science Center colleges: Dentistry, Medicine, Nursing, Pharmacy, Public Health & Health Professions, Veterinary Medicine
- Supports the education, research, clinical, and outreach missions of the Health Science Center
- 17 librarians and 8 staff across 2 locations (Gainesville and Jacksonville)
- Part of the overarching UF George A. Smathers Libraries



# Inclusive Instruction and Pedagogy

## Inclusive Instructional Strategies:

- Teaching approaches that address the needs of students with diverse backgrounds, learning modalities, and abilities.
- The goal is to create an inclusive learning environment.



## Inclusive Instructors Ask Themselves:

- How might your own cultural-bound assumptions influence your interactions with students?
- How might the backgrounds and experiences of your students influence their motivation, engagement, and learning in your classroom?
- How can you modify course materials, activities, assignments, and exams to be more accessible to all students in your class?

# Critical Librarianship and Critical Instruction as Concepts

## Critical Librarianship:

- Framework for librarianship that is critical, activist, epistemological, and self reflective.

## Goals of Critical Librarianship:

- Transform and empower libraries and librarians to directly challenge existing structures of power and privilege.
- Key tenet - Information is not neutral, libraries are not neutral.

## Examples of Critical Librarianship:

- Critical instruction/pedagogy
- Critical information literacy
- Critical cataloging and critical archives

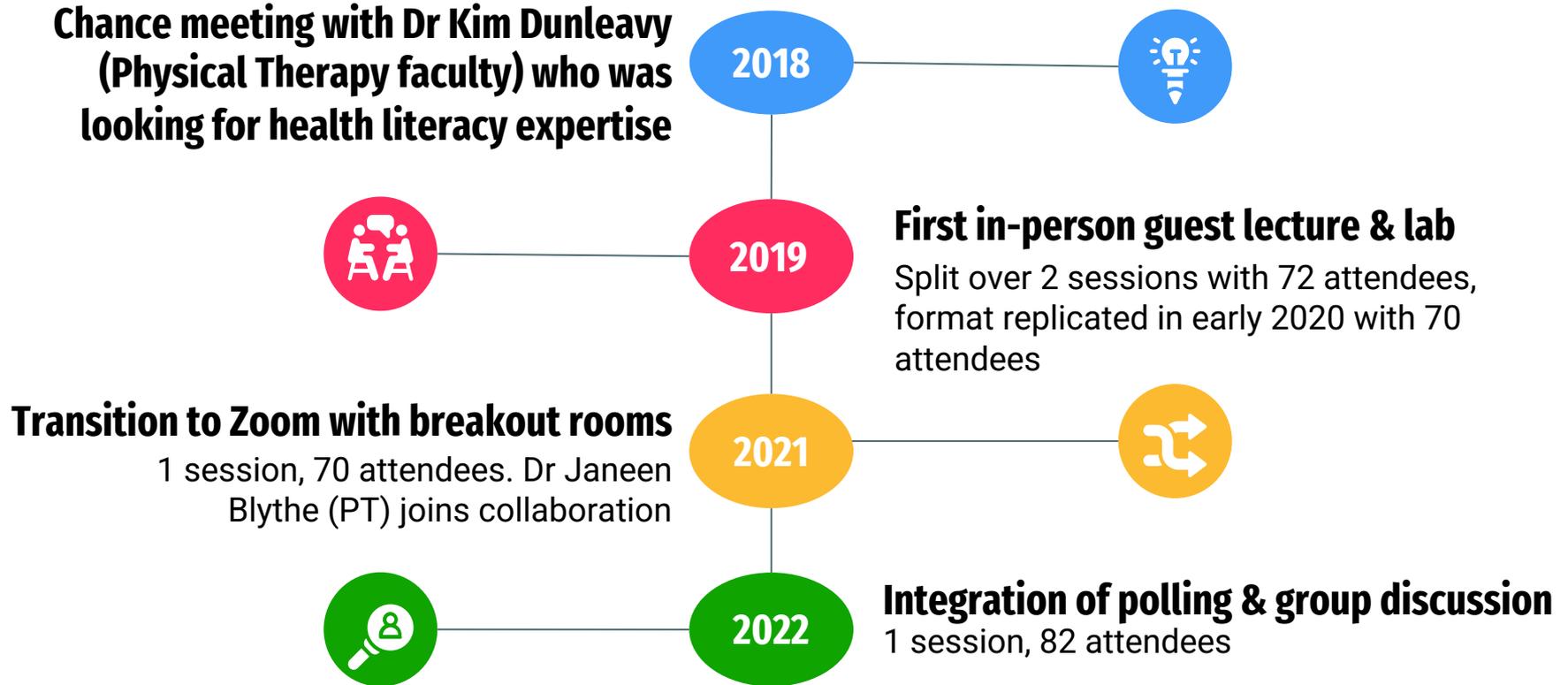




## **CASE STUDY 1**

**Health Literacy Workshop on Inclusive  
Patient Education Materials for  
Physical Therapy**

# A Health Literacy Workshop on Inclusive Patient Education Materials for Physical Therapy



**Inclusive resources to  
facilitate more meaningful  
provider-patient dialogue**



**Patient identities influence perceptions of...**

- Health, wellbeing, & illness
- Acceptability of health procedures & tests
- Trustworthiness of health providers/ health systems
- Benefits vs. risk or costs of specific treatments
- Who is responsible for health decision-making & advocacy
- Communication and learning



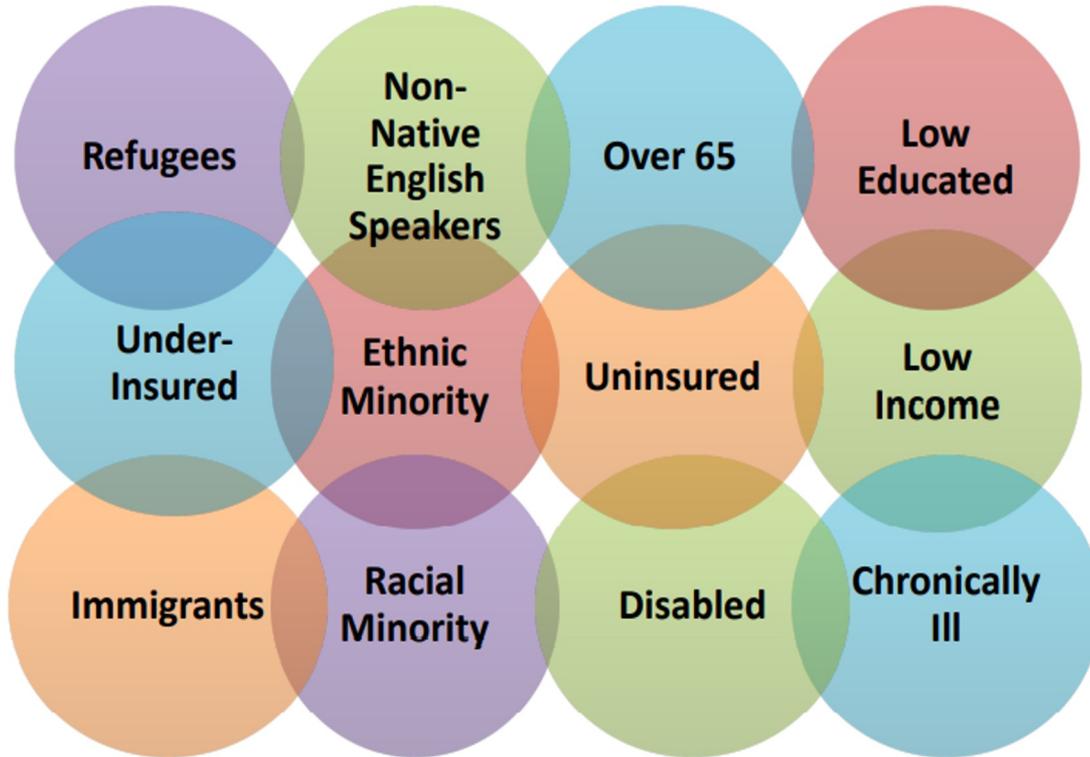
**Inclusivity promotes positive health outcomes**

Health Literacy: A Prescription to End Confusion Eds. L. Nielsen-Bohman, AM Panzer, and DA Kindig. 2004. Chapter 4



**Part 1:  
Librarian Guest Lecture**

## Populations most at risk for low health literacy



<https://nnlm.gov/initiatives/topics/health-literacy>

Health Literacy: A Prescription to End Confusion Eds. L. Nielsen-Bohlman, AM Panzer, and DA Kindig. 2004. Chapter 3

**Health Literacy: “The degree to which individuals have the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions”**

**Ratzan & Parker, 2000, NLM Current Bibliographies in Medicine**

U.S. National Library of Medicine  
Assignment tracker - Google Sheets

**MedlinePlus**  
Trusted Health Information for You

Search MedlinePlus

About MedlinePlus What's New Site Map Customer Support

Health Topics Drugs & Supplements Genetics Medical Tests Videos & Tools Español

**combat COVID** **COVID-19 is an emerging, rapidly evolving situation.**

Get the latest public health information from CDC: <https://www.coronavirus.gov>  
Get the latest research information from NIH: <https://covid19.nih.gov>  
Learn more about COVID-19 and you from HHS: <https://combatcovid.hhs.gov>

**Health Topics**  
Find information on health, wellness, disorders and conditions

**Drugs & Supplements**  
Learn about prescription drugs, over-the-counter medicines, herbs, and supplements

**Genetics**  
From Genetics Home Reference  
Explore genetic conditions, genes, and more

**Medical Tests**  
Learn why your doctor orders medical tests and what the results may mean

**Medical Encyclopedia**  
Articles and images for diseases, symptoms, tests, treatments

**Healthy Recipes**

Share MedlinePlus



**JOIN A PREVENTION TRIAL AND HELP FIGHT COVID-19.**

Join a prevention trial and help fight COVID-19.  
Learn more at [combatCOVID.hhs.gov](https://combatCOVID.hhs.gov)

1 2 3 4 ▶

Tweets by @MedlinePlus

**MedlinePlus.gov** @medlineplus

RT @NIH\_ODS: #Acai berries have become a popular ingredient in #smoothies, #tea and #desserts. Are there possible #health benefits? Learn more in this #factsheet from @NIH\_NCCIH [nccih.nih.gov/health/acai](https://nccih.nih.gov/health/acai)



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Read the latest issue

**All of Us**  
Health Information for All of Us Research Program Participants

**Clinical Trials**  
Search [ClinicalTrials.gov](https://ClinicalTrials.gov) for drug and treatment studies.

**MERCK MANUAL**  
Consumer Version

VIEW PROFESSIONAL VERSION >

Search

HOME HEALTH TOPICS SYMPTOMS DRUG INFO EMERGENCY

HEALTH TOPICS & CHAPTERS A | B | C | D | E | F | G | H | I | J | K | L | M | N | O



# Merck Manual for the Consumer

The best first place to go for medical information

**EthnoMED** CLINICAL TOPICS CULTURES IMMIGRATION RESOURCES ABOUT CONTRIBUTE NEWS CALENDAR



INTEGRATING CULTURAL INFORMATION INTO CLINICAL PRACTICE

## Part 1: Locating Quality Patient Education Resources

### MedlinePlus Evaluating Internet Health Information: Checklist



#### Provider

Who is in charge of the Web site?  
Why are they providing the site?  
Can you contact them?



#### Funding

Where does the money to support the site come from?  
Does the site have advertisements? Are they labeled?



#### Quality

Where does the information on the site come from?  
How is the content selected?  
Do experts review the information that goes on the site?  
Does the site avoid unbelievable or emotional claims?  
Is it up-to-date?



#### Privacy

Does the site ask for your personal information?  
Do they tell you how it will be used?  
Are you comfortable with how it will be used?

Find reliable health information on [MedlinePlus.gov](https://www.nlm.nih.gov/medlineplus/), the National Institutes of Health's site for patients, their families and friends.



## The Patient Education Materials Assessment Tool (PEMAT) and User's Guide

An Instrument To Assess the Understandability and Actionability of Print and Audiovisual Education Materials (Version 1.0)



Item #	Item	Response Options	Rating
20	The material clearly identifies at least one action the user can take.	Disagree=0, Agree=1	
21	The material addresses the user directly when describing actions.	Disagree=0, Agree=1	
22	The material breaks down any action into manageable, explicit steps.	Disagree=0, Agree=1	
23	The material provides a tangible tool (e.g., menu planners, checklists) whenever it could help the user take action.	Disagree=0, Agree=1	
24	The material provides simple instructions or examples of how to perform calculations.	Disagree=0, Agree=1, No calculations=NA	
25	The material explains how to use the charts, graphs, tables, or diagrams to take actions.	Disagree=0, Agree=1, No charts, graphs, tables, or diagrams=N/A	
26	The material uses visual aids whenever they could make it easier to act on the instructions.	Disagree=0, Agree=1	

Total Points: \_\_\_\_\_

Total Possible Points: \_\_\_\_\_

Actionability Score (%): \_\_\_\_\_

(Total Points / Total Possible Points) × 100

Ecommerce ▾ UX & Interactive ▾ Our Technology ▾ Who We Are ▾

## Readability Test

Quick and easy way to test the readability of your work.

[Enter URL](#) [Enter Text](#) [Refer from Website](#)

Type or paste the URL to find out the readability score for your website

http://

Calculate Readability 

 Need some examples?

**Part 1: Assessing Patient Education Materials for Trustworthiness, Readability, Understandability, Actionability, & Overall Suitability**

# Part 2: 18 Breakout Rooms with Assigned Patient Cases for 82 Attendees

## Case about Osteoporosis

### ACTIVITY DESCRIPTION

Sandra is a 76-year-old female you are seeing at an outpatient clinic s/p open reduction internal fixation (ORIF) with pinning for a left distal radius fracture 7 weeks ago. During her hospital and short term rehab course she had a bone density test completed that demonstrated she has osteoporosis. She knows her mom had that too, but does not know much about it. You are seeing her now as her outpatient PT to work on L arm function/strength, balance, and overall strengthening as she has become more weak and deconditioned during her hospital/rehab stay.

### AUTHOR

Janeen Blythe / University of Florida - Gainesville

Musculoskeletal Older Adult Therapy Outpatient

### CUSTOM TAGS

[click to tag]



**Patient:** Sandra Thompson **DOB:** 03/10/1945 76 yo F **MR#:** 58899154 **Admit Date:** NKA

PRIORITY	STATUS	DESCRIPTION	IMMEDIACY	DATE OF ONSET	PROVIDER
Resolved	Resolved	Left distal radius fracture	s/p	12/09/2021	Hal Brenson, MD
Resolved	Resolved	ORIF with pinning	s/p	12/09/2021	Hal Brenson, MD

## Case about stress

### ACTIVITY DESCRIPTION

Viraj is a 34-year-old male without comorbidities who was diagnosed with T-cell ALL (acute lymphoblastic leukemia) 1 year ago after presenting to ER with fever and dyspnea. His illness was identified via standard laboratory tests as symptomatic leukocytosis. Early aggressive treatment put Viraj's T-ALL into remission. He is currently in the maintenance phase of his treatment. He was referred to you by his oncologist to increase strength and endurance. He reports increased stress and fatigue.

### AUTHOR

Janeen Blythe / University of Florida - Gainesville

Nursing Psychosocial Inpatient Health Maintenance Cardiovascular Endocrine Respiratory Mid-Adult IPE Pharmacy

Provider

### CUSTOM TAGS

[click to tag]



**Patient:** Viraj Mehta **DOB:** 05/31/1987 34 yo M **MR#:** MR122547 **Admit Date:** NKA, Full Code

PRIORITY	STATUS	DESCRIPTION	IMMEDIACY	DATE OF ONSET	PROVIDER
Treatment progress	Active	T-ALL Complete remission	Unknown	01/16/2022	Padma Arni, MD
Treatment progress	Active	Minimal Residual Disease (MRD) of T-ALL	Unknown	07/13/2021	Padma Arni, MD
Diagnosed after presenting to the ER	Active	Acute lymphoblastic leukemia (T-ALL)	Chronic	01/07/2021	Padma Arni, MD



**Part 3:  
Polling and Group Discussion  
by Assigned Cases**

Are the resources  
trustworthy?

What are the  
actionability scores?

What are the  
readability levels?

**Which resource is  
most suitable for  
your patient & why?**

What are the  
understandability  
scores?

## Key Takeaways from the Workshop Collaboration

- **When selecting patient education materials, students seemed used to considering language needs, age ranges, and biological sex of patients**
- **Students seemed less used to considering reading ability, health literacy level, and understandability and actionability in relation to a patient's cultural background**
- **Students needed at least half an hour to assess two resources in breakout rooms, with a further half an hour for whole-class discussion and polling. Guest lecture should therefore be assigned to view before the workshop**
- **Attendees initially felt unsure about assessing resources for trustworthiness if they were not “experts” on the health condition, but seemed to feel more comfortable by the end of each workshop**



## **CASE STUDY 2**

**Universal Design in a Librarian-Taught  
Public Health Course**

# Universal Design in a Librarian-Taught Public Health Course

- “Finding Health Research Information and Communicating Science” (PHC 6937)
- 1-credit course for graduate students in College of Public Health and Health Professions
- Covering such topics as: literature searching basics, application of searching in health databases, citation management, data management, complex review methodology, grey literature resources, ethical use of information, assessing and enhancing research impact
- Designed to be semi-flipped; focused on active learning
- First taught 2018; related course (for College of Medicine) first taught 2016

# Universal Design for Learning (UDL)

- “Ensures that all learners can access and participate in meaningful, challenging learning opportunities” - <https://udlguidelines.cast.org/>
- Multiple means of *engagement* allow learners choice, minimize distractions, and develop self-regulation
- Multiple means of *representation* include use of multiple media, clear explanation of vocabulary and symbols, customization of information display
- Multiple means of action and *expression* focus on thought over method of expression (e.g. by having the same assignment with potential to submit in different modalities)



# Creating an Inviting Syllabus

- Warm language, policies phrased positively
- Written from student perspective
- Customized inclusion and/or diversity statement
- Include teaching philosophy
- Describe learning activities and assignments
- Accessibility of document, add images
- More information at:  
<https://www.accessiblesyllabus.com/>



# Redesigning the PHC 6937 Syllabus

All email correspondences **must be** from your “.ufl” account and have your full name in the body of the email. Otherwise, your message may not be recognized by our email filters, **and thus, may not be answered.**

This is a team-taught course, with each instructor teaching 2-3 sessions. **You are welcome to contact any of us** via our information below or through Canvas messaging. If you email us directly, **please use** your “.ufl” account and include your full name in the body of the email.

# Redesigning the PHC 6937 Syllabus

Attendance at and participation in class sessions are mandatory, and is worth 25% of the total course grade.

We understand that valid absences may occur. If you have a valid documented excuse and notify us by email in advance, you will be able to make up missed class discussions through written means.

We understand that valid absences may occur. You will be able to make up missed class discussions through written means if you notify us in advance. Overall requirements for class attendance in this course are consistent with university policies that can be found at [URL]

# Redesigning the PHC 6937 Syllabus

Students with disabilities requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning. In addition, if you require specific academic accommodations, please avail yourself of the resources of the Disability Resource Center and discuss this with us as soon as possible in the semester.

# Redesigning the PHC 6937 Syllabus

## STUDENT DEMEANOR:

Students are expected to arrive to class on time and to remain in class until the class has been dismissed. Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion, to work through hands-on examples, and to treat the other students and the instructors with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation.

# Redesigning the PHC 6937 Syllabus

## DIVERSITY AND INCLUSION STATEMENT

We intend this course to be **helpful and engaging for students** of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. It is our intent to present materials and activities that are **respectful of diversity**: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. **Your suggestions are encouraged and appreciated** and can be submitted anonymously at any time through this survey [URL]

# Ongoing Course Feedback Survey

1. How are you finding the course overall?

Too easy

Just right

Too hard/too much work

1. What one thing we've talked about in class would you like to know more about?

2. What can we do to improve the course now (this semester)?

3. What can we do to improve the course in the future (the next time it's taught)?



# Key Takeaways from UDL in a Public Health Course

- The underlying philosophy of Universal Design for Learning (UDL) - that learners' various needs be considered during planning - is useful for any instruction.
- Simple changes to a syllabus can make it more inviting and engaging to students - and set the tone for the course.
- Students may choose not to provide ongoing feedback - but giving them the option is still worthwhile.





## **CASE STUDY 3**

**Health Outcomes and Policy Project on  
Health Disparities for Medical  
Students**

# Health Outcomes and Policy (HOP) Projects on Medical Disparities

## The Course

- 1st year medical students
- 1 week intensive course
- Class meets all day (8-5)  
Monday-Friday
- Friday is for project presentations and panel talks by healthcare professionals

## Course Outcomes

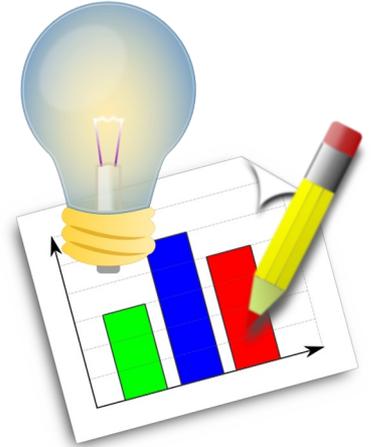
- Students learn about how the U.S. healthcare system works
- Explore how policy influences outcomes from the perspective of providers and patients
- Patient scenarios are based around low socio-economic status individuals to investigate the role of health disparities and impact on outcomes

# Health Outcomes and Policy (HOP) Projects

## The Projects

Each collaborative learning group (CLG) works with one patient scenario and develops their patient's background information while answering the clinical questions from both the patient and healthcare provider perspectives.

The CLGs present their projects in a digital poster to classmates, faculty advisors, and other professionals at the end of the weeklong course.



# Health Outcomes and Policy (HOP) Patient Scenarios

- ❖ 7 year old with asthma
- ❖ 27 year old with diabetes/depression
- ❖ 48 year old with cancer
- ❖ 55 year old with coronary artery disease
- ❖ 82 year old with periodontal disease/diabetes



# Health Outcomes and Policy (HOP) Librarian Roles

- ❖ Kickstart Assignment on Monday
- ❖ Attend CLG Group Leaders' Meetings
- ❖ CLG Project Information Search Assignment
- ❖ Friday project presentations and expert panel discussions



# Health Outcomes and Policy (HOP) LibGuide

 **George A. Smathers Libraries**  
UNIVERSITY OF FLORIDA

UF Libraries / Guides @ UF / Health Science Center Libraries Guides / Information Resources for Medical Students / Health Outcomes and Policy

## Information Resources for Medical Students: Health Outcomes and Policy

- Home
- Databases and Journals
- Evidence-Based Medicine
- Writing & Citing
- Information for Your Patients
- Health Literacy
- Mobile Resources
- FAQs and Handouts
- Health Outcomes and Policy**
- Racism in Medicine

### Health Outcomes and Policy Resources

This page contains resource links and videos to help find health outcomes and policy research projects. Due to the nature of these projects and the type of data on which they often rely, "grey" sites are often used- these are sites that are not peer reviewed publications. Rather, they may contain statistical information, details on laws, regulations, and policies, that can be gleaned from reliable websites. Resources below may be helpful in seeking out information to answer HOP-related questions.

#### Health Outcomes and Policy Video Series



**Beyond PubMed (Health Out...)**

Beyond PubMed:

OTHER RELEVANT MEDICAL DATABASES



**Grey Literature (Health Out...)**

Why is grey literature important?

- Provides more comprehensive view of research
- Avoids publication bias and positive results bias
- Avoids publication lag

#### Commonly Cited Health Care Data

Note: these sites will be updated and changed based on changes in policy, pressing health issues, and other emergent concerns so be sure to document when you visit and don't expect that the home page story will always be the same.

-  **Health, United States (National Center for Health Statistics)**  
Health, United States is an annual report on trends in health statistics released by the Centers for Disease Control and Prevention.
-  **Health Insurance Coverage in the United States (U.S. Census Bureau)**  
The Census Bureau collects health insurance data using three national surveys: the Current Population Survey's Annual Social and Economic Supplement (CPS ASEC), American Community Survey (ACS), and Survey of Income and Program Participation (SIPP).
-  **National Health Expenditure Data (Centers for Medicare & Medicaid Services)**  
National Health Expenditure Accounts includes data on historical spending, projected spending, spending by age and gender, and spending by state.
-  **WISQARS (Centers for Disease Control & Prevention)**  
CDC's WISQARS™ (Web-based Injury Statistics Query and Reporting System) is an interactive, online database that provides fatal and nonfatal injury, violent death, and cost of injury data from a variety of trusted sources.
-  **OECD Health Statistics 2021 (Organisation for Economic Co-operation and Development)**

## **Key Takeaways from the HOP Intensive Course**

- **Health disparities as critical pedagogy**
- **Librarians as key partners in examining access to care, access to information, and health literacy**
- **Exploring the research question from the patient perspective to re-evaluate privilege**
- **Empowering and inspiring medical students to fix the broken US Healthcare System**



## **CASE STUDY 4**

# **Critical Librarianship in Library Workshops**

# Measuring the Impact of Incorporating Critical Library Instruction in a Health Science Library A Pilot Project

This pilot project seeks to investigate the impact of incorporating critical library instruction theory, practices, and pedagogy in an academic health science center libraries instructional workshops.

Project Timeline: January 2022 - TBD



# Defining Critical Librarianship and Critical Library Instruction

Critical information literacy asks librarians to "**consider the historical, cultural, social, economic, political and other forces that affect information**" (Gregory and Higgins 2013). Critical library instruction is the opportunity to encourage critical consciousness among students in regards to various diversity, inclusion, equity, and social justice topics.

- "...aims to understand how libraries participate in systems of oppression and find ways for librarians and students to intervene upon these systems." (Tewell 2016)
- ..."looks beyond the strictly functional, competency-based role of information discovery and use, going deeper than the traditional conceptions of information literacy that focus almost wholly on mainstream sources and views" (Downey 2016)
- ... "resists "banking" education (teachers depositing knowledge into passive students); develops "critical consciousness" in students and teachers" (Freire 2000; Elmborg 2012)

## Research Question

**What is the impact of health disparities in maternal and infant health for African American women?**

## Maternal and Infant Health Statistics

- **Approximately 700 women die in the U.S. each year as a result of pregnancy or its complications.**
- **Black and American Indian and Alaska Native (AIAN) women have higher rates of pregnancy-related deaths compared to White women. Black and AIAN women have pregnancy-related mortality rates that are over three and two times higher, respectively, compared to the rate for White women.**
- **Research also shows that Black and Hispanic women are at significantly higher risk for severe maternal morbidity, such as preeclampsia, which is significantly more common than maternal death.**

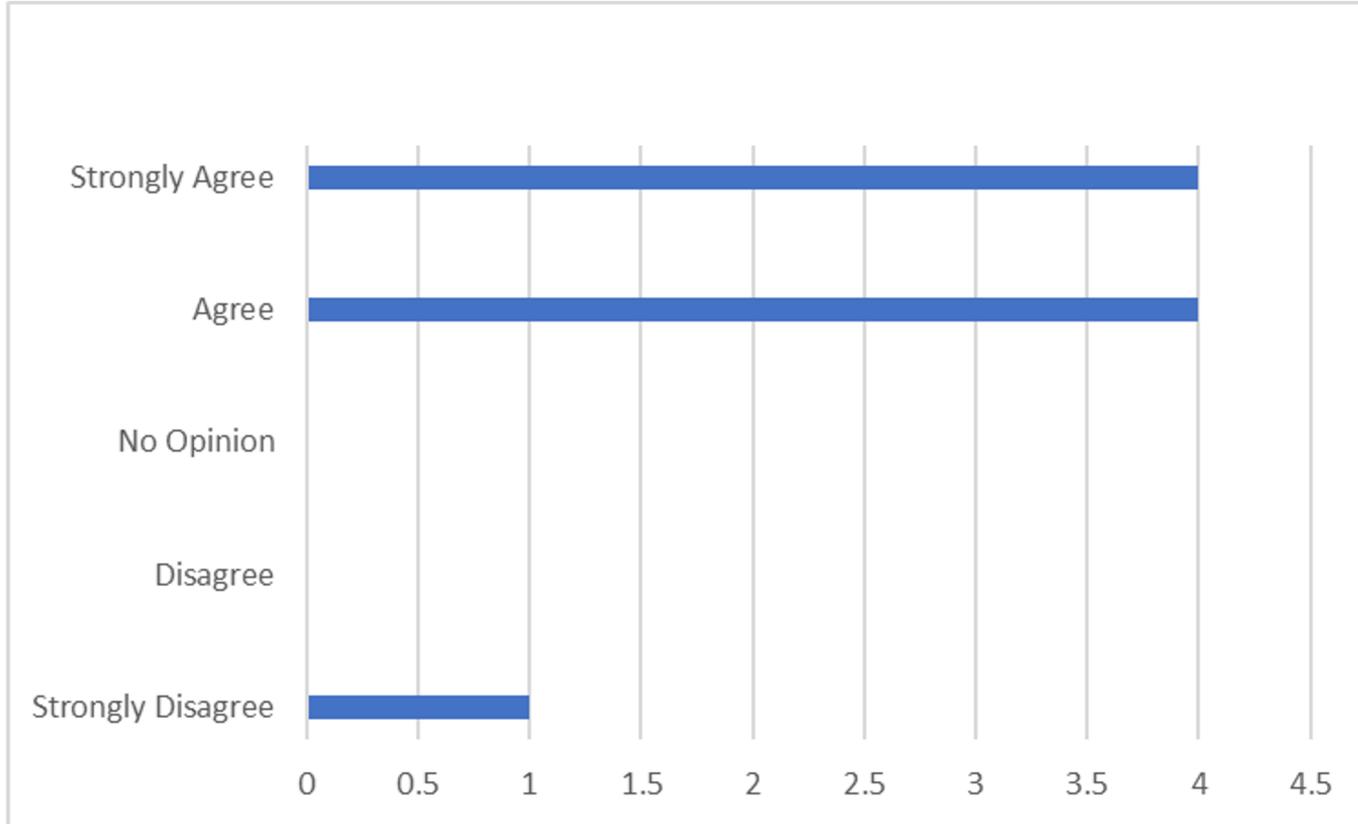
# Post-Instruction Survey

- **A voluntary post-instruction using the likert scale and free text responses sought to reveal if the research search question and database search examples affected the students learning experience.**
- **Survey Administered in Four Instructional Sessions**
  - **How to Search PubMed (2 Classes)**
  - **Introduction to Web of Science**
  - **How to Use Mendeley**
- **9 Survey Responses**



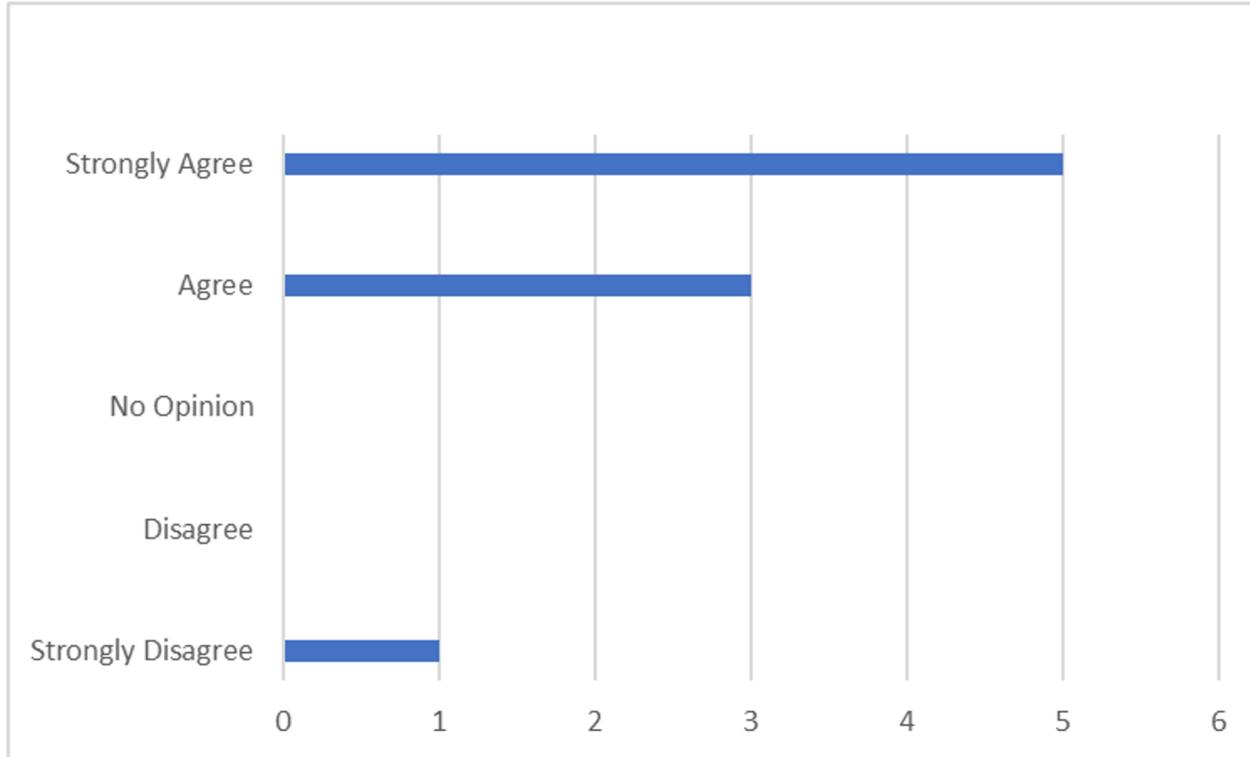
# Preliminary Survey Results

1. The database search example influenced my ability to focus and connect with the concepts being taught.



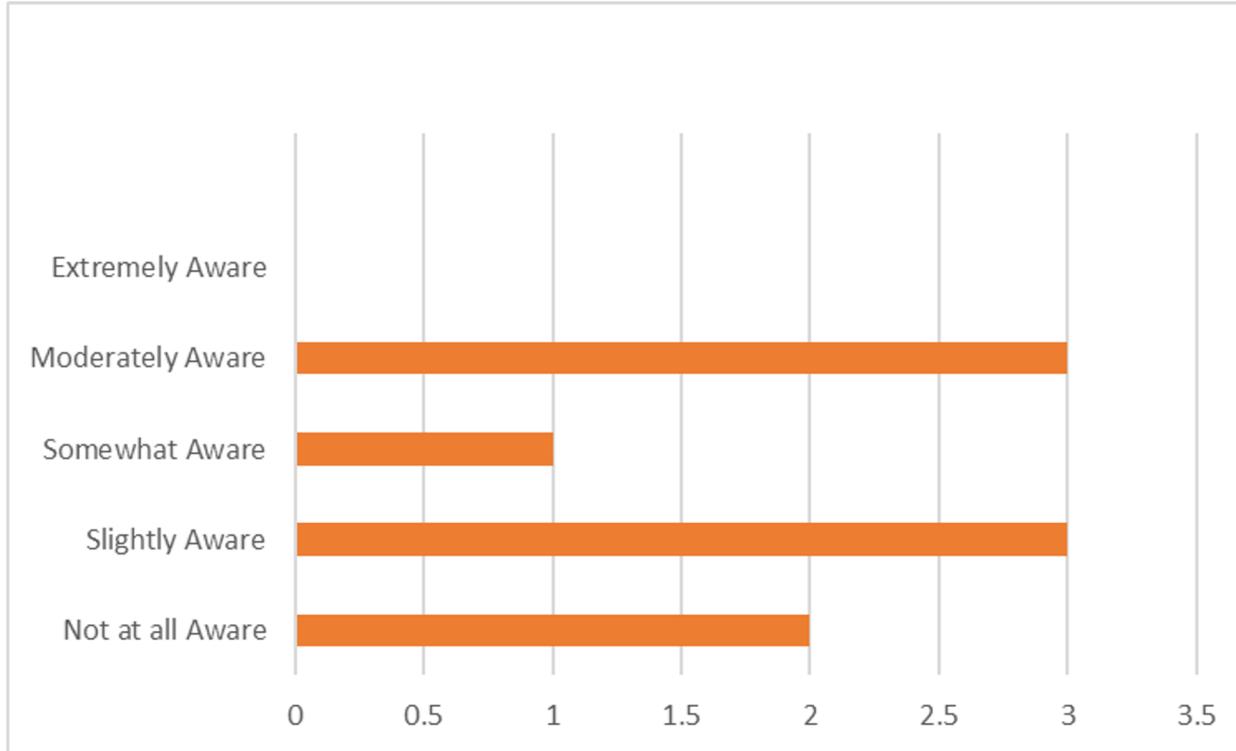
# Preliminary Survey Results

**2. The database search example helped me contextualize and understand the skills taught in this workshop.**



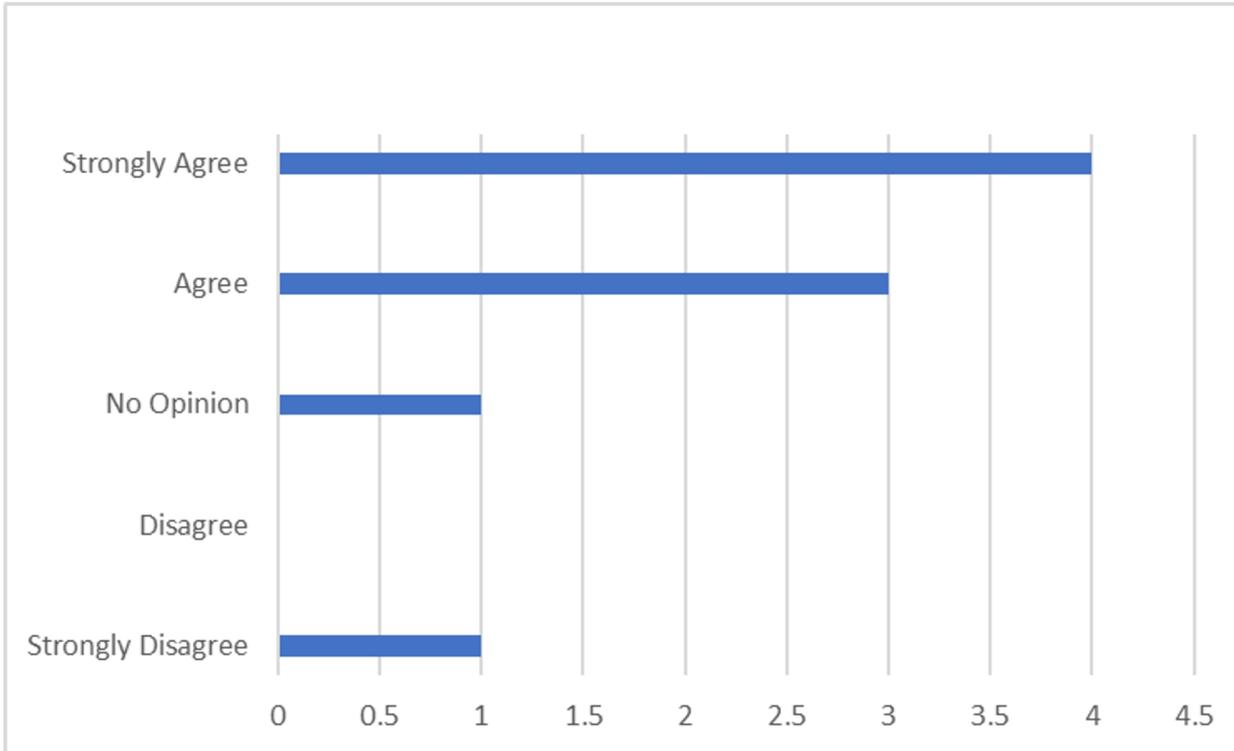
# Preliminary Results

3. Please select your level of awareness about the database search example topic prior to this session.



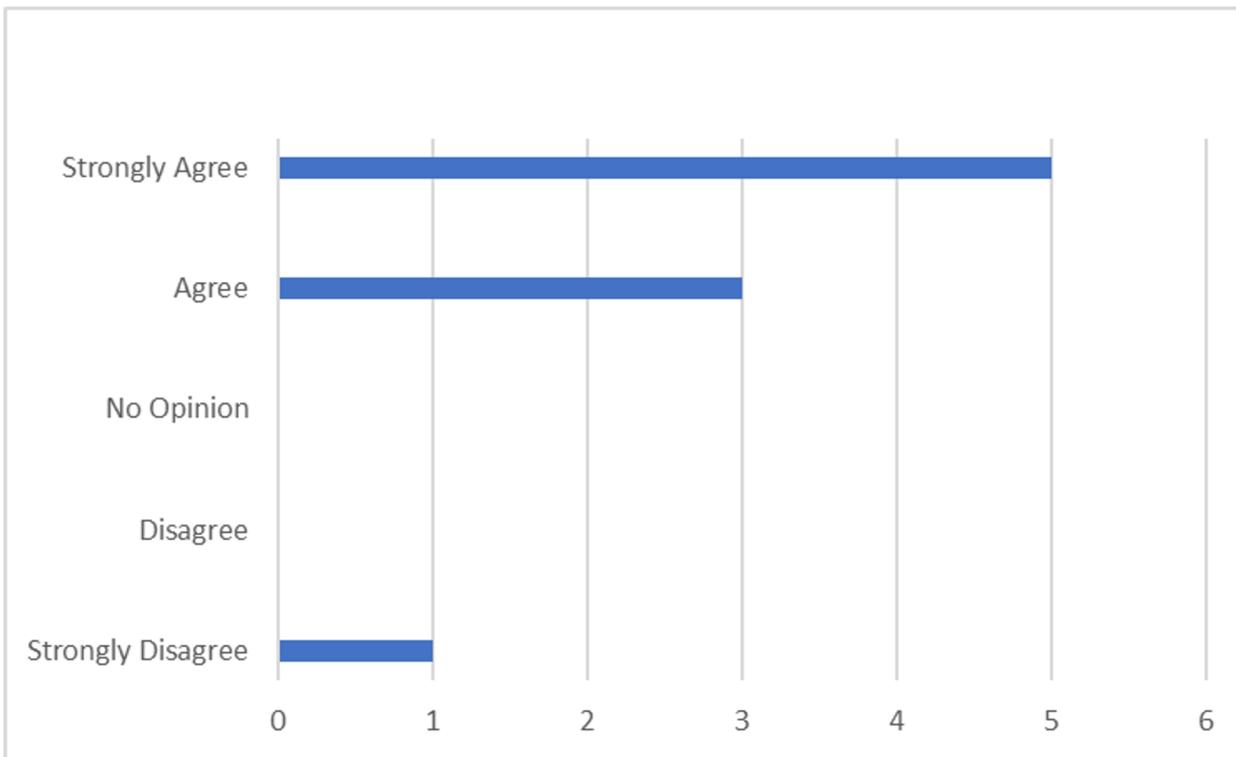
# Preliminary Results

4. The workshop increased my awareness and knowledge of the topics that were used in the database search example.



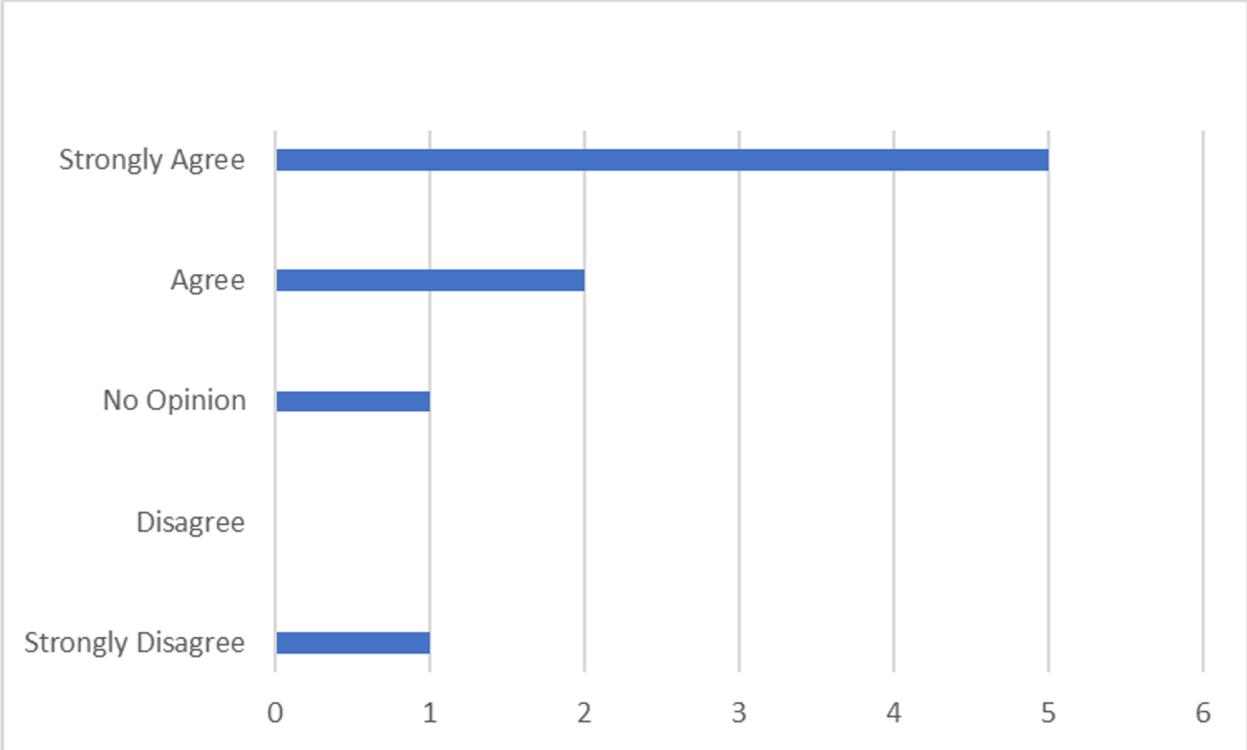
# Preliminary Results

5. I would like to see similar database search examples used in future workshops.



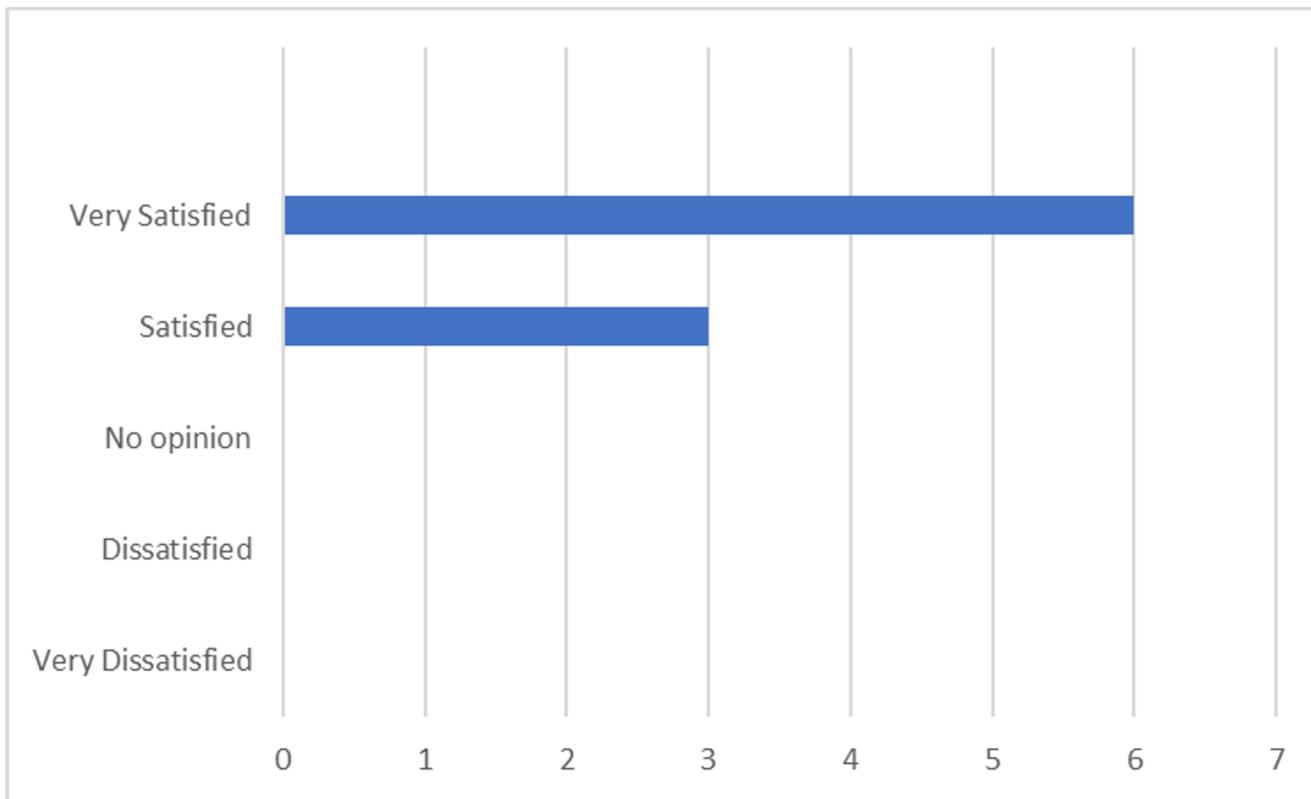
# Preliminary Results

6. The database search example discussed today were relevant to my job duties, learning, and/or research.



# Preliminary Results

## 7. How satisfied are you with today's training?



# Preliminary Results

## 8. Please share any additional thoughts about the class (free text response)

*“Example was helpful for gaining attention but the level of discussion of the topic was low and thus made the example seem a bit irrelevant. I do not believe further discussion of the example is a helpful solution as the purpose of the workshop is to learn about Mendeley....”*

*“..I believe the content was relevant and covered the important aspects of searching...”*

*“Thank you for a great workshop.”*

*“[Instructor] did a great job offering details and patience while teaching.”*

*“I did not know how to use Mesh terms properly. It was very helpful seeing a step-by-step process of building a search using Mesh. Great workshop!”*



# Preliminary Conclusions and Results

1

## **Focus**

Database search topic increased focus of participants.

2

## **Awareness**

Raised participants' awareness of this health disparity search topic.

3

## **Future Inclusion**

Participants requested future use of these search topics.

4

## **Applicability**

Database workshops may be more applicable for this content

# **HSCL's Recommendations for Inclusive Teaching**

**Plan Ahead to Create Common Goals**

**Confront Unconscious Bias**

**Move Towards Student-Centered Language**

**Focus on Inclusive Content, Design, and Delivery**

# Thank you!

## Any Questions?

