

## **WORKSHOP 5: WE'RE RIGHT IN THE MIDDLE OF IT: NAVIGATING COMPLEX GROUP DYNAMICS IN MULTICULTURAL EDUCATION**

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Recognizing the evidence documenting health disparities experienced by many disenfranchised groups (e.g., racial/ethnic minorities, LGBTQ+ individuals, low-income individuals, etc.) as well as reports of implicit bias adversely affecting clinical care, there has been increased emphasis on incorporating multicultural education in academic medicine. As an indicator, recent psychiatry residency accreditation requirements have included specific language focused on using multicultural education to address health disparities. Over the past few decades, there have been notable advancements in multicultural curriculum design and in building infrastructure to deploy such trainings broadly across mental health care fields (e.g., implicit bias training, group-specific cultural content workshops). However, these general requirements have been met with vague and inconsistently implemented curricula across the US. While there is ongoing debate on the necessary content, less attention has been focused on describing facilitators and barriers to effective multicultural education “in the classroom”. As a result, instructors of such courses may feel unprepared to tackle this complex area. Leveraging the scholarly literature in the area of group psychotherapy, we discuss group dynamics and social roles that distinct learners may play at different times that may be present and which can enhance, interfere or be irrelevant to effective instruction “in the classroom”. Accordingly, we outline strategies to optimally engage trainees in the learning process. Lastly, we describe our lessons learned as instructors at various institutions delivering medical education to trainees in various training programs (e.g., psychiatry residency, clinical psychology internship, psychiatric nurse practitioner).

### Learning Objectives

At the conclusion of this workshop, participants will be able to:

1. Participants will be able to identify, analyze, and discuss how to understand unique group dynamics “in the classroom” that can enhance, interfere or not impact effective instruction.
2. Participants will be able to plan, integrate, and design new methods of teaching utilizing knowledge of group dynamics to engage advanced learners in a novel manner. We will provide specific recommendations to address typical challenges encountered in thi

### References

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