

## Dialogue: Opportunities for EDI-related discussion and reflection

This section looks at opportunities to weave EDI-related themes and discussions into teaching settings across the curriculum. Please note the section on 'Creating safe learning environments' for thoughts on how to do this supportively.

These questions are focused on sessions that are planned for classroom-based teaching (or recording) but may equally apply to bedside or more informal teaching moments.

### Reflective Questions:

- Are there points in your workshops / seminars / small group sessions where discussion of diverse perspectives and experiences can be included?
- Are there points in your lecture or pre-recorded material which lend themselves to inviting listeners to reflect on diverse experiences and perspectives in their own time?
- Are there examples of cases you can share related to diverse populations where patient outcomes are known to be different or there is evidence of health inequalities?

### Suggested actions:

- Invite an 'outsider' view on your session or your broader teaching plans. Specifically, look at opportunities to introduce more diversity via external input, such as peer review or student feedback.
- Within a session, invite individuals to consider their own unique perspective relating to their identity and lived experience, and other perspectives they have experience and awareness of, and how these might influence access to and engagement with care. Offer safe space to share perspectives and learn from each other. Please be sensitive to individuals' wish to share their backgrounds and perspectives in teaching settings – see 'creating safe learning environments'.

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