In this article, Ripp and Braun examine the use of race and ethnicity in a question bank widely used by medical students in the US in preparation for their board exams. The goal was to understand how these preparatory materials can unintentionally affect student’s understanding of race and ethnicity. They analyzed the frequency of the mention of racial/ethnic groups, as well as how race and ethnicity was used in these questions. They demonstrate that when race is used in the context of non-white groups, it is central to clinical decision-making. In this popular qbank, people of color are underrepresented and have a significantly narrower range of diseases that affect them. While Ripp and Braun were not able to measure the direct impact of this on learners, one can hypothesize that this can lead to substandard treatment for those that are not white, simply because medical students are being taught to consider race first when assessing a “non-white” individual. The authors also emphasize that this framing of disease favors genetics over environmental factors as the cause of differences in the health of populations. This study highlights how the information that is presented in these preparatory materials can potentially contribute to racial bias, which in turn may lead to the perpetuation of health disparities.