

Tsai et al (2018). Addressing Racial Bias in Wards. *Advances in Medical Education and Practice*. 9, 691-696. DOI: 10.2147/AMEP.S159076

[Download Publicly Available Version](#)

In medical education, the dominant model instructs that race is a biological construct, which often leads to the oversimplified use of race as a risk factor for illness, as well as the ignorance of sociocultural factors, including structural racism, that result in disease. Tsai et. al argues that it is the responsibility of healthcare providers to challenge these dominant models of thinking, and to critically re-examine and reform the way that race is discussed in medical education and practice. In this paper, the authors list concrete, evidence-based steps for handling discussions surrounding race in the clinical setting with the goal of mitigating racism and bias. They encourage faculty and students to become acquainted with the limited and controversial evidence that exists to support race based-medicine. They also advocate for individuals and institutions to address implicit bias and problematic language in medical education and praxis, among many other thoughtful suggestions. Rather than eschew race completely, the authors succinctly describe how we can have open conversations and practical interventions towards the improvement of racial bias on the wards.