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ADMINISTRATIVE INFORMATION

Support - Office of Vice-President (Research) Catalyst Grant; Office of Post-Graduate Medical Education Anti-Racism Task Force.

Review Stage at time of this submission - Data extraction.

Conflicts of interest - None declared.

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Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 6 May 2026 and was last updated on 6 May 2026.

INTRODUCTION

Review question / Objective a) What are the anti-racism education interventions that are employed across medical education?
b) What is the efficacy or effectiveness of these interventions?

The purpose of this scoping review is to explore the landscape of anti-racism and anti-oppression education across all levels of medical education. The purpose of this scoping review is to explore the landscape of anti-racism and anti-oppression education across all levels of medical education including undergraduate, post-graduate, and continuing education. The key objectives are to understand how anti-racism education is developed, implemented, and evaluated for medical trainees and professionals. including undergraduate, post-graduate, and continuing education. The key objectives are to understand how anti-racism education is developed, implemented, and evaluated for medical trainees and professionals.

Rationale Stark disparities in health access, care, and outcomes have been well documented in multiple racial and ethnic groups and have been observed across nearly every disease and illness (Nair & Adetayo, 2019). In order to address these disparities, relevant educational interventions have been frequently touted as an effective method to train health care professionals to better serve patients and clients of diverse racial and ethnic backgrounds, to foster health equity, and to dismantle the racist structures and policies that exists within health systems (Beach et al., 2005; Gallagher & Polanin, 2015).

Health equity curriculum interventions in medical education have been often based on cultural competency, cultural humility, and other related theories. While anti-racism based education have been implemented in other health disciplines such as social work and nursing, it is infrequently applied in medical education (Hassen et al., 2021). It is only in the post-2020 context following the murder of George Floyd and renewed

conversations on systemic racism, has anti-racism, anti-oppression, and other critical theories gained traction as an alternative framework in the medical education space (Weiner, 2021).

While there is evidence of some use of anti-racism theories to drive curriculum in medical education prior to 2020, there has not been a review exploring how anti-racism theories are used to develop medical education curriculum. There is also little information on how these interventions are implemented or evaluated, or its effectiveness in changing attitudes and practice among medical trainees and professionals.

This scoping review aims to address this gap by exploring implemented anti-racism curriculum across medical education.

Condition being studied Anti-racism education in medical education.

METHODS

Search strategy Databases

MEDLINE

EMBASE

PsycInfo

EBSCO: Academic Search Complete

EBSCO: Education Research Complete.

Participant or population Medical trainees and professionals.

Intervention Anti-racism education.

Comparator Evaluation measures.

Study designs to be included Any design.

Eligibility criteria

- Medical students OR medical trainees
- Medical residents OR resident OR junior doctor
- Medical education OR undergraduate medical education or medical interns or clerkship
- Doctors or physicians
- Medical school
- UME OR PGME OR CME
- Anti-racism
- Anti-oppression
- Anti-Black racism
- Anti-Indigenous racism
- Anti-immigrant OR anti-refugee
- Structural competency
- Macroaggression

AND

- Education OR curriculum OR initiative OR education program OR course OR training OR toolkit.

Information sources

Databases

MEDLINE

EMBASE

PsycInfo

EBSCO: Academic Search Complete

EBSCO: Education Research Complete.

Main outcome(s) Any measured effectiveness of anti-racism curriculum.

Data management

Initial Search

During the phase of the study, the articles collected through the search strategy will be managed and maintained through the team accounts in the individual databases.

Title and Abstract Screening

Articles identified through the search strategy will then be transferred into Covidence, a systematic review management system. Reviewers will undergo the initial review of title and abstracts to select articles that are eligible to undergo a full text review.

Full Text Review

Articles that pass the title and abstract review phase will under a full text review to determine if it meets the full inclusion criteria. Full text review will take place within the Covidence system.

Data Extraction

Articles that meet the full inclusion criteria after full text review will move forward to data extraction. Relevant articles will be exported from Covidence into the research team folder. Notes on these articles will be recorded using an excel literature review database that will extract and capture the key points of the articles.

At all stages of the scoping review process, the results of the search and selection process will be recorded in a PRISMA flow diagram.

Quality assessment / Risk of bias analysis This scoping review will be based on a formal protocol that will developed and shared with the research team prior to beginning the review. This will prevent potential bias related to changing any stated processes of the review as detailed in the protocol.

Risk of bias will be mitigated at the study level by engaging in critical appraisal of all texts that are selected for a full-text review. A second critical appraisal of the texts selected for inclusion in the

final review will be completed by a third reviewer and the project lead.

Strategy of data synthesis We anticipate that this review will include studies employing a variety of methodologies. As such, a narrative synthesis approach, informed by the Synthesis Without Meta-Analysis (SWiM) reporting guideline (Campbell et al., 2020), will be used to guide and improve transparency in reporting the review.

Individual study data related to the key components of the review, namely audience, type of intervention, key content areas, outcomes measured and effectiveness, will be organized into a table for comparative purposes. This table will be included in the publication. The authors will further analyze the data by reviewing the common interventions and outcomes measured, as well a synthesis of the effectiveness of the interventions.

Subgroup analysis N/A.

Sensitivity analysis N/A.

Language restriction English language only.

Country(ies) involved Canada.

Keywords Anti-racism; medical education; curriculum; evaluation.

Contributions of each author

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