

implicit bias training cme

****Understanding Implicit Bias Training CME: Enhancing Healthcare Through Awareness****

Implicit bias training cme has become an increasingly important topic in the continuing medical education landscape, especially as healthcare professionals strive to provide equitable care to diverse patient populations. Implicit biases—unconscious attitudes or stereotypes that affect our understanding and decisions—can subtly influence clinical judgment and patient interactions. Addressing these biases through CME (Continuing Medical Education) courses not only improves patient outcomes but also fosters a more culturally competent healthcare environment.

What Is Implicit Bias and Why Does It Matter in Healthcare?

Implicit bias refers to the automatic, often unconscious, mental associations we hold about different social groups. These biases can be based on race, ethnicity, gender, age, socioeconomic status, or other factors. In healthcare, implicit bias can manifest in subtle ways, such as assumptions about a patient's pain tolerance, adherence to treatment, or likelihood of following up on care instructions.

Recognizing implicit bias is crucial because it can lead to disparities in diagnosis, treatment decisions, and overall patient care. Studies have shown that these unconscious biases contribute to unequal healthcare delivery, affecting marginalized and underserved populations disproportionately. For clinicians, understanding and mitigating implicit bias is a step toward ensuring every patient receives fair and effective treatment.

The Role of Implicit Bias Training CME in Modern Medicine

As awareness grows around healthcare disparities, many medical institutions and professional bodies now recommend or require implicit bias training as part of CME curricula. These courses are designed not only to educate healthcare providers about the existence and impact of implicit bias but also to equip them with tools and strategies to reduce its influence on clinical practice.

Core Components of Implicit Bias Training CME

Effective implicit bias training CME programs often include:

- **Self-assessment tools:** These help clinicians identify their own implicit biases through validated tests such as the Implicit Association Test (IAT).
- **Educational content:** Background information on how implicit biases form and their effects

on healthcare disparities.

- **Reflection exercises:** Encouraging participants to reflect on their attitudes and behaviors in clinical scenarios.
- **Communication skills training:** Strategies to foster inclusive and empathetic patient interactions.
- **Practical interventions:** Techniques such as perspective-taking, stereotype replacement, and mindfulness to reduce bias in decision-making.

Formats and Accessibility of Implicit Bias CME

Implicit bias training CME is available through various formats, including live workshops, webinars, online modules, and interactive case studies. This flexibility allows busy healthcare professionals to engage with the material in a way that fits their schedules. Additionally, many programs offer CME credits that fulfill licensing and certification requirements, making participation both convenient and professionally rewarding.

Benefits of Integrating Implicit Bias Training into CME Programs

Incorporating implicit bias training into CME has multiple benefits that extend beyond individual clinicians to the healthcare system at large.

Enhanced Patient Care and Trust

When healthcare providers become aware of their unconscious biases, they are more likely to approach patient care with openness and cultural sensitivity. This awareness can improve communication, increase patient satisfaction, and ultimately lead to better adherence to treatment plans.

Reduction of Healthcare Disparities

By actively addressing implicit bias, clinicians can help close the gap in health outcomes among different demographic groups. This is especially important in areas such as pain management, mental health, and chronic disease treatment, where disparities have been well documented.

Professional Growth and Ethical Practice

Engaging in implicit bias training CME fosters a commitment to self-improvement and ethical responsibility. It encourages healthcare providers to critically examine their own practices and to contribute to a more just healthcare environment.

How to Choose the Right Implicit Bias Training CME

With a growing number of implicit bias CME offerings, selecting the right course can feel overwhelming. Here are some tips to guide the decision:

- **Accreditation:** Ensure the course is accredited by recognized bodies such as the Accreditation Council for Continuing Medical Education (ACCME).
- **Evidence-based content:** Look for programs grounded in current research and best practices in bias reduction.
- **Interactive components:** Courses that include real-world scenarios, role-playing, or group discussions tend to be more effective.
- **Relevance to your specialty:** Some programs tailor content to specific fields like primary care, psychiatry, or emergency medicine.
- **Flexibility:** Consider whether the course format fits your availability and preferred learning style.

Implementing Lessons from Implicit Bias Training CME in Daily Practice

Completing an implicit bias CME course is just the beginning. The challenge lies in applying the insights and strategies to everyday clinical interactions.

Practical Tips for Clinicians

- **Pause and reflect:** Before making clinical decisions, take a moment to consider if unconscious biases may be influencing your judgments.
- **Use standardized protocols:** Employing checklists and guidelines can reduce variability in care influenced by bias.

- **Engage in ongoing education:** Implicit bias is a complex issue that requires continuous learning and self-awareness.
- **Seek feedback:** Encourage colleagues and patients to provide honest feedback about your communication and care style.
- **Promote diversity:** Advocate for inclusive workplace policies that support cultural competence and equity.

The Future of Implicit Bias Training CME

As healthcare systems evolve, implicit bias training CME is likely to become a standard component of medical education and professional development. Advances in technology, such as virtual reality simulations and AI-driven personalized learning, may offer even more engaging and effective ways to address unconscious bias.

Additionally, integrating implicit bias education into broader institutional efforts—like quality improvement initiatives and patient safety programs—can amplify its impact. Ultimately, the goal is to foster a healthcare culture where awareness of bias leads to tangible improvements in equity and patient outcomes.

Implicit bias training CME represents a vital step towards a more conscious, empathetic, and effective healthcare workforce. By embracing these educational opportunities, clinicians can better serve all patients, contribute to reducing disparities, and uphold the highest standards of medical ethics.

Frequently Asked Questions

What is implicit bias training CME?

Implicit bias training CME refers to continuing medical education programs designed to help healthcare professionals recognize and address their unconscious biases to improve patient care and reduce health disparities.

Why is implicit bias training important for healthcare providers?

Implicit bias training is important because it helps healthcare providers become aware of their unconscious prejudices, which can affect clinical decision-making and patient outcomes, ultimately promoting more equitable and culturally competent care.

Are implicit bias training CME courses accredited?

Yes, many implicit bias training CME courses are accredited by recognized medical education bodies, ensuring they meet quality standards and provide legitimate continuing education credits for healthcare professionals.

How can implicit bias training CME improve patient outcomes?

By increasing awareness of unconscious biases, healthcare providers can improve communication, build trust, and make more objective clinical decisions, leading to better patient adherence, satisfaction, and overall health outcomes.

What topics are typically covered in implicit bias training CME programs?

Topics often include understanding the science of implicit bias, identifying personal biases, strategies to mitigate bias in clinical practice, cultural competence, and improving health equity.

Can implicit bias training CME be completed online?

Yes, many implicit bias training CME courses are available online, offering flexibility for healthcare professionals to complete training at their own pace and convenience.

Who should participate in implicit bias training CME?

All healthcare professionals, including physicians, nurses, allied health staff, and administrators, can benefit from implicit bias training CME to foster inclusive and equitable healthcare environments.

How often should healthcare providers complete implicit bias training CME?

While there is no universal mandate, it is recommended that healthcare providers engage in implicit bias training periodically, such as annually or as part of ongoing professional development, to maintain awareness and apply best practices consistently.

Additional Resources

****The Growing Importance of Implicit Bias Training CME in Healthcare****

implicit bias training cme has emerged as a critical component in continuing medical education, reflecting the healthcare industry's increasing recognition of how unconscious prejudices influence patient care and outcomes. As medical professionals seek to enhance their competencies and fulfill licensure requirements, implicit bias training CME offers an opportunity to address the subtle yet pervasive biases that can shape clinical decision-making and interpersonal interactions. This article explores the role, effectiveness, and evolving landscape of implicit bias training CME, analyzing its significance for healthcare providers and institutions alike.

Understanding Implicit Bias and Its Relevance in Medicine

Implicit bias refers to the unconscious attitudes or stereotypes that affect an individual's understanding, actions, and decisions. Unlike explicit bias, which is deliberate and conscious, implicit biases operate beneath the level of awareness, often contradicting one's stated beliefs. In healthcare, such biases can inadvertently influence diagnoses, treatment plans, patient communication, and even the allocation of resources, contributing to disparities in health outcomes across different demographic groups.

The clinical implications are profound. Studies have shown that implicit biases among healthcare providers can lead to unequal treatment of patients based on race, gender, socioeconomic status, or other factors. For example, research published in the *American Journal of Public Health* highlighted that implicit racial bias among physicians was linked to differences in pain management and the likelihood of recommending certain procedures. Recognizing this, implicit bias training CME has been designed to cultivate self-awareness among clinicians and promote equitable care practices.

What Is Implicit Bias Training CME?

Implicit bias training CME encompasses structured educational programs aimed at helping medical professionals identify, understand, and mitigate their unconscious biases. These programs are typically offered through online platforms, workshops, seminars, or integrated modules within broader CME curriculums. They often combine evidence-based frameworks, psychological theories, and practical strategies tailored to the healthcare environment.

The content commonly includes:

- Definitions and examples of implicit bias in clinical settings
- Methods for recognizing personal biases through self-assessment tools like the Implicit Association Test (IAT)
- Techniques to reduce bias impact, such as perspective-taking, mindfulness, and standardized clinical protocols
- Case studies highlighting the consequences of implicit bias on patient outcomes
- Strategies for fostering inclusive communication and equitable treatment

By integrating these elements, implicit bias training CME aims to equip healthcare providers with the cognitive tools necessary to challenge automatic assumptions and improve patient interactions.

Formats and Delivery Methods

The delivery of implicit bias training CME varies widely to accommodate different learning preferences and institutional needs:

- **Online self-paced modules:** Convenient for busy clinicians, these often include interactive quizzes and video scenarios.
- **Live workshops:** Facilitated by experts, these allow for discussion, role-playing, and real-time feedback.
- **Hybrid models:** Combining self-study with group sessions to reinforce learning.

Many CME providers now offer implicit bias courses accredited for AMA PRA Category 1 Credit™, making them attractive for physicians seeking to fulfill licensure requirements while addressing an important aspect of clinical competence.

Evaluating the Effectiveness of Implicit Bias Training CME

While implicit bias training CME has gained popularity, its efficacy remains a subject of ongoing research and debate within the medical community. Several studies have demonstrated that such training can increase awareness and improve attitudes toward marginalized patient populations. However, translating this awareness into sustained behavioral change and improved clinical outcomes is more complex.

Positive Outcomes Documented

- Increased self-awareness: Many participants report heightened recognition of their own biases post-training.
- Enhanced communication: Improved patient-provider interactions, especially in cross-cultural contexts.
- Greater empathy: Training can foster empathy and reduce stereotyping.

Challenges and Criticisms

- Short-term impact: Some research indicates that the effects of bias training may diminish over time without reinforcement.
- Lack of standardized curricula: Variability in content and quality among CME providers can lead to inconsistent results.
- Limited evidence on clinical impact: Few studies have conclusively linked implicit bias training CME to measurable improvements in patient health outcomes.

These complexities suggest that while implicit bias training CME is an important step, it should be part of a broader institutional commitment to diversity, equity, and inclusion (DEI) initiatives.

The Role of Institutions and Accreditation Bodies

Healthcare institutions and accreditation organizations play a pivotal role in promoting and standardizing implicit bias training CME. Increasingly, hospitals and health systems are integrating mandatory bias training into onboarding and ongoing professional development programs. Accrediting bodies, such as the Accreditation Council for Continuing Medical Education (ACCME), have begun emphasizing diversity and cultural competency as core elements of CME accreditation criteria.

Moreover, some states have introduced legislation mandating implicit bias training as a licensure requirement for healthcare professionals. This regulatory momentum reflects a growing recognition of implicit bias as a systemic issue rather than an individual failing.

Comparing CME Providers

Given the proliferation of implicit bias training CME options, healthcare professionals face the challenge of selecting programs that are evidence-based and impactful. Factors to consider include:

- Accreditation status and CME credit availability
- Use of validated assessment tools like the IAT
- Inclusion of actionable strategies for bias mitigation
- Reputation and expertise of the course developers
- Opportunities for interactive learning and reflection

Providers like the Institute for Healthcare Improvement (IHI), Medscape, and various academic medical centers offer well-regarded implicit bias CME courses, often featuring multidisciplinary perspectives and up-to-date research.

Integrating Implicit Bias Training CME into Clinical Practice

Effectively incorporating implicit bias training into daily medical practice requires more than passive participation in CME courses. It demands ongoing self-reflection, institutional support, and system-level changes. Physicians and healthcare providers can take proactive steps such as:

- Regularly revisiting implicit bias concepts through refresher CME modules
- Engaging in peer discussions and case reviews that highlight bias-related challenges
- Advocating for standardized protocols that minimize subjective decision-making
- Collaborating with multidisciplinary teams to promote cultural competence
- Collecting and analyzing patient data to identify and address disparities

When coupled with organizational policies that prioritize equity, implicit bias training CME can contribute to a culture of inclusivity and better patient outcomes.

Future Directions and Innovations

The field of implicit bias education is evolving rapidly, with technological advancements and research informing new approaches. Virtual reality simulations, for example, offer immersive experiences that allow clinicians to “step into the shoes” of patients from diverse backgrounds. Artificial intelligence is also being explored to identify bias patterns in clinical decision-making and provide real-time feedback.

Furthermore, longitudinal studies are underway to evaluate the long-term effectiveness of implicit bias training CME, including its impact on patient satisfaction, adherence to treatment, and health disparities. These innovations promise to enhance the depth and durability of bias mitigation efforts in healthcare.

As implicit bias training CME becomes a mainstream component of professional development, its role in shaping more equitable healthcare systems grows. By fostering awareness, challenging ingrained assumptions, and promoting inclusive practices, such training represents a vital investment in the quality and fairness of patient care. The journey toward minimizing implicit bias is ongoing, requiring commitment from individual clinicians, educational bodies, and healthcare organizations alike.

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Stewart, 2024 In a world that too often marginalizes people based on their race, gender, sexual orientation, body size, or disability, medicine can often be no different. Far from doing no harm, it treats some patients unfairly, leading to detrimental effects. Guided by diverse patient testimonies and case studies, *Microaggressions in Medicine* focuses on the harms that such patients face. It amplifies their voices, stories, and experiences, which have too-often been excluded from mainstream bioethical, medical, and popular discussions. Microaggressions in medicine are not rare, but frequent in the healthcare experiences of marginalized patients. Recognizing this can help patients better understand and make sense of their experiences. As bioethicists Lauren Freeman and Heather Stewart argue, building such an awareness can also help current and future healthcare professionals recognize the serious and enduring consequences that microaggressions have on their patients. Freeman and Stewart offer practical strategies for healthcare professionals to reduce microaggressions in their practices. The harms of microaggressions are anything but micro. Healthcare professionals have a moral obligation to prevent them as much as possible. Health equity can be achieved, but only through first recognizing the harm caused by microaggressions in medical contexts. Shining a light on microaggressions in medicine and offering concrete ways for health professionals to avoid them in the future will make a positive difference in the lives of marginalized patients as they interact with medical institutions and practitioners. All patients deserve high quality, patient-centered care but healthcare professionals must change their practices in order to achieve such equity.

implicit bias training cme: *Medical Professionalism* Gia Merlo, Thomas D. Harter, 2024 *Medical Professionalism: Theory, Education, and Practice* provides a comprehensive account of three tracks of medical professionalism - the conceptual, the teaching and assessment, and the practical - in a single resource from leading experts in the field.

implicit bias training cme: Cases on Diversity, Equity, and Inclusion for the Health Professions Educator O'Malley, Chasity Beth, Levy, Arkene, Chase, Amanda, Prasad, Samiksha, 2023-01-16 Currently, there is a critical need to integrate diversity and inclusion into health professions curricula and to diversify educators' approaches to teaching. The COVID-19 pandemic has most recently highlighted the systemic barriers that exist for our most vulnerable patients. To address these inequities, it is important to promote diversity and inclusion in thought, practice, and curricular content. Social and cultural experiences uniquely influence the learning experience, so a plurality of perspectives should be represented in educational material and seen in the classroom. *Cases on Diversity, Equity, and Inclusion for the Health Professions Educator* serves as a tool to enhance the structure and competencies of learners in health professions. This case book engages both learners and educators in health professions in robust discussions that serve to enhance awareness and knowledge around these issues with the expectation that knowledge will translate into practices that eventually reduce health inequities. Covering topics such as ableism, barriers to healthcare access, and mental health stigma, this case book is an indispensable resource for health professionals, educators and students in the health professions, hospital administrators, medical librarians, sociologists, government officials, researchers, and academicians.

implicit bias training cme: *Achieving Equity in Neurological Practice* Bruce Ovbiagele, Sharon Lewis, Daniel José Correa, Reena Thomas, Larry CharlestonIV, 2024-10-22 The recent high-profile murders of George Floyd, and other African American individuals, along with the prevailing coronavirus disease (COVID-19) pandemic have reinforced the notion that certain marginalized populations have worse health outcomes than other populations, likely due to unequal and unjust policies and practices. Neurological processes and prognoses frequently vary by sex/gender, race/ethnicity, socioeconomic status, and geographic location. In particular, individuals of lower socioeconomic status and from minority racial and ethnic backgrounds have worse neurological health and often receive a lower standard of neurological care. These inequities in neurological outcomes are attributed to wider societal social influences, which impact how people live and how neurology is practiced. Published evidence suggests that healthcare providers and the healthcare system contribute to inequities in neurological care for vulnerable and underserved populations.

However, educating neurology care providers about these issues and training them to provide equitable care for these patients can potentially improve neurology care access, delivery, and outcomes. In this book we provide the theoretical background, scientific evidence, and experiential knowledge warranted to properly care for vulnerable, underserved patients with neurological diseases at the levels of the provider and system. This book examines the root causes of neurological health inequities across a broad range of topics and offers possible solutions for achieving neurological health equity. Initial chapters help to frame the overall issue of neurological health equity. Subsequent chapters evaluate neurological health equity from the clinical practice standpoint, with a focus on select populations and subspecialty care delivery settings. Lastly, we discuss the bigger picture with regard to the pipeline of practitioners and purview of policy makers. This text is relevant for neurology residents and fellows, multidisciplinary neurological care practitioners (neurologists, neurosurgeons, advanced practice providers, hospitalists, emergency physicians, critical care physicians, pharmacists, and allied health personnel), and public health researchers and health policy makers. The book is divided into three sections: Principles, Neurological Conditions, and Priorities. The first section establishes the framework and explains various key terminologies and concepts, which undergird the care of vulnerable and undeserved patient populations. The second section, Neurological Conditions, covers key neurological diseases by sub-specialty describing published evidence of care and outcome disparities, gaps in knowledge, practical techniques for bridging these disparities on provider and system levels. The third section, Priorities, identifies important areas of focus and improvement targeting trainees, researchers, community partners, stakeholder organizations and policy makers, which would be crucial for implementing sustained societal-level enhancements in the neurological health of these vulnerable populations.

implicit bias training cme: Principles and Practice of College Health John A. Vaughn, Anthony J. Viera, 2020-12-04 This unique and comprehensive title offers state-of-the-art guidance on all of the clinical principles and practices needed in providing optimal health and well-being services for college students. Designed for college health professionals and administrators, this highly practical title is comprised of 24 chapters organized in three sections: Common Clinical Problems in College Health, Organizational and Administrative Considerations for College Health, and Population and Public Health Management on a College Campus. Section I topics include travel health services, tuberculosis, eating disorders in college health, and attention deficit hyperactivity disorder among college students, along with several other chapters. Subsequent chapters in Section II then delve into topics such as supporting the health and well-being of a diverse student population, student veterans, health science students, student safety in the clinical setting, and campus management of infectious disease outbreaks, among other topics. The book concludes with organizational considerations such as unique issues in the practice of medicine in the institutional context, situating healthcare within the broader context of wellness on campus, organizational structures of student health, funding student health services, and delivery of innovative healthcare services in college health. Developed by a renowned, multidisciplinary authorship of leaders in college health theory and practice, and coinciding with the founding of the American College Health Association 100 years ago, Principles and Practice of College Health will be of great interest to college health and well-being professionals as well as college administrators.

implicit bias training cme: *Handbook of Research on the Efficacy of Training Programs and Systems in Medical Education* Gotian, Ruth, Kang, Yoon, Safdieh, Joseph, 2019-12-27 The content of medical education knowledge transfer is compounded as medical breakthroughs constantly impact treatment, and new diseases are discovered at an increasingly rapid pace. While much of the knowledge transfer remains unchanged throughout the generations, there are unique hallmarks to this generation's education, ranging from the impact of technology on learning formats to the use of standardized patients and virtual reality in the classroom. The *Handbook of Research on the Efficacy of Training Programs and Systems in Medical Education* is an essential reference source that focuses on key considerations in medical curriculum and content delivery and features new methods

of knowledge and skill transfer. Featuring research on topics such as the generational workforce, medical accreditation, and professional development, this book is ideally designed for teachers, physicians, learning practitioners, IT consultants, higher education faculty, instructional designers, school administrators, researchers, academicians, and medical students seeking coverage on major and high-profile issues in medical education.

implicit bias training cme: Culturally Competent Engagement Edward J. Brantmeier, Noorie K. Brantmeier, 2020-08-01 This book encourages mindfulness as a tool for personal growth and for intentional action for the purpose of social change. Learning exercises focus on: examining privilege, oppression, and difference; intersectional identity mapping; historical racism against marginalized groups; social dominance theory; sociological mindfulness; cultural humility; appreciative inquiry; and more. Culturally Competent Engagement: A Mindful Approach embraces a fresh approach to cultivating self, other, and systems awareness for a linguistically rich and culturally diverse world. The confluence of people and cultures requires habits of mind, dispositions, skills, and values that promote diversity affirmation while simultaneously honoring one's own cultural integrity and limitations. The benefits of being culturally competent are numerous and include healthy, holistic relationships and connection with people across differences. This book provides conceptual context for tried and true learning exercises that promote deeper self-understanding, ways to connect with people who are culturally different, and an understanding of the systems (socio-cultural, economic, political, and environmental) that circumscribe our lives. Written for organizational leaders, university instructors, students, and practitioners, this book includes typical approaches to enhancing culturally competent engagement, yet has several special features that differentiate it from approaches in other books and articles on the topic. Typical approaches to developing cultural competence focus on acquisition of communicative skills, behaviors, and dispositions needed to effectively navigate cross-cultural relationships and function effectively in multicultural environments. We include and build on these approaches by adding a layer of critical and complex systems understanding as a necessary foundation for effective cross-cultural engagement. The Self-Other-Systems approach challenges readers via concrete learning exercises that nudge one along the life-long path of culturally competent engagement. Perhaps the most unique feature of this book is the explicit and implicit mindful approach. A total of eleven learning exercises are offered, foregrounded by theory and completed with reflection questions or activities. All learning exercises encourage mindfulness, or awareness of oneself in the present moment, awareness of others, and awareness of broader contexts and forces at work in multicultural contexts. In specific, three learning exercises are meditations that can be read or listened to via free download from the book's website.

implicit bias training cme: Fundamentals of HIV Medicine 2025 , 2025-07-17 Updated to reflect recent advancements, Fundamentals of HIV Medicine 2025 offers readers the benefit of over 40 years of collective HIV medical knowledge and experience caring for people affected by HIV. This clear and coherent textbook delves into antiretroviral therapies, including long acting injectables, and presents insights into holistic patient management. The new edition offers continuing education for all healthcare professionals involved in HIV care.

implicit bias training cme: Trauma, Resilience, and Health Promotion in LGBT Patients Kristen L. Eckstrand, Jennifer Potter, 2017-06-05 This book has two goals: to educate healthcare professionals about the effect of identity-based adversity on the health of their LGBT patients, and to outline how providers can use the clinical encounter to promote LGBT patients' resilience in the face of adversity and thereby facilitate recovery. Toward this end, it addresses trauma in LGBT populations; factors that contribute to resilience both across the lifespan and in specific groups; and strategies for promoting resilience in clinical practice. Each chapter includes a case scenario with discussion questions and practice points that highlight critical clinical best practices. The editors and contributors are respected experts on the health of LGBT people, and the book will be a "first of its kind" resource for all clinicians who wish to become better educated about, and provide high quality healthcare to, their LGBT patients.

implicit bias training cme: *Medication Misuse Effects* Felicia Dunbar, AI, 2025-02-21

Medication Misuse Effects explores the significant public health problem of improper medication use and its wide-ranging consequences. It examines how seemingly harmless medications can lead to adverse health outcomes, such as organ damage and cognitive impairment, and contribute to increased healthcare expenditure. A key insight is the substantial economic impact on families and society due to lost productivity and strain on social welfare, highlighting that medication misuse affects individuals across all socioeconomic backgrounds. The book adopts a fact-based approach, beginning by defining medication misuse and its various forms, before progressing to explore adverse health outcomes and societal costs in detail. It synthesizes findings from clinical studies, epidemiological data, and economic analyses to provide a comprehensive overview. Ultimately, the book emphasizes the need for improved patient education, enhanced prescribing practices, and stronger regulatory oversight to promote medication safety and reduce the burdens associated with medication misuse.

implicit bias training cme: *Social and Behavioral Science for Health Professionals* Brian P. Hinote, Jason Adam Wasserman, 2019-12-26 Health professionals' interest in social and behavioral science is rapidly increasing due to the growing recognition that social factors such as income, education, race, gender, and age all impact individuals' health. These and other social conditions also shape patients' illness experiences, the ways that they interact with health care providers, and the effectiveness of with which health professionals provide care. Understanding these social determinants and applying them to clinical practice is a major challenge for healthcare providers, which is why programs and accrediting bodies have been including more social and behavioral science content into the curricula for medical, nursing, and allied health programs. *Social and Behavioral Science for Health Professionals* provides in-depth coverage of the social determinants of health and how to directly apply these insights in clinical practice, thereby enhancing clinicians' ability to engage their patients and more effectively render care. Broken into four parts, the book opens with the foundations of social science and health, including the shifting landscape of health and healthcare. The authors then cover the way in which social determinants of health shape large-scale features of health and illness in society, how they influence interactions between patients and providers in clinical settings, and how they shape health care systems and policies. Threshold concepts in each chapter focus on conceptual and transformative learning while learning objectives, activities, and discussion questions provide instructors and students with robust sets of learning aids that intentionally focus on practical clinical, epidemiological, and policy issues. Ideal for students, educators, and professionals in health care, medical sociology, public health, and related fields, *Social and Behavioral Science for Health Professionals* is the only introduction available that clearly articulates why social and behavioral science matter in clinical care. New to This Edition: New Chapter 13 on Comparative Health Care Systems covers four models of health care systems and expands the global focus of the book. Greater emphasis on the LGBTQ+ community provides coverage of how gender expression and sexual orientation influence health and quality of care received. New coverage of current issues such as the opioid crisis and vaccine hesitancy that have been rendered especially important by the COVID-19 pandemic. Added discussion questions at the end of every chapter strengthen students' critical thinking skills and abilities to apply new insights to practical, real-world examples.

implicit bias training cme: *New Leadership for Today's Health Care Professionals* Louis G. Rubino, Salvador J. Esparza, Yolanda Chassiakos, 2018-12-12 *New Leadership for Today's Health Care Professionals: Cases and Concepts, Second Edition* explores various components of the health care system and how leaders should respond in these arenas. The Second Edition is a thorough revision that offers a comprehensive view of the leadership competencies necessary to be successful in today's healthcare industry. Each chapter is written by a leader in the healthcare industry under the guidance of the editors who have many years' experience in academia.

implicit bias training cme: *Governing How We Care* Susan J. Shaw, 2012-03-02 As local governments and organizations assume more responsibility for ensuring the public health, identity

politics play an increasing yet largely unexamined role in public and policy attitudes toward local problems. In *Governing How We Care*, medical anthropologist Susan Shaw examines the relationship between government and citizens using case studies of needle exchange and Welfare-to-Work programs to illustrate the meanings of cultural difference, ethnicity, and inequality in health care. Drawing on ethnographic research conducted over six years in a small New England city, Shaw presents critical perspectives on public health intervention efforts. She looks at online developments in health care and makes important correlations between poverty and health care in the urban United States. Shaw also highlights the new concepts of community and forms of identity that emerge in our efforts to provide effective health care. *Governing How We Care* shows how government-sponsored community health and health care programs operate in an age of neoliberalism.

implicit bias training cme: *Fundamentals of HIV Medicine 2021* W. David Hardy, 2021-06-08
The essential work in HIV for providers and pharmacists, updated for 2021. Includes CME access code for 2021 AAHIVS, AAHIVP, or AAHIVE study materials and accreditation! An end-to-end clinical resource for the treatment of individuals with HIV/AIDS, *Fundamentals of HIV Medicine* has served as a key resource for clinicians preventing and treating HIV for over a decade. Now updated for 2021, *Fundamentals of HIV Medicine 2021* offers state-of-the-art continuing education for physicians, pharmacists, nurse practitioners, nurses, and other professionals working in the care of HIV patients. With this volume, practitioners will have immediate, indexed access to the most updated science, research, and guidelines related to all aspects of HIV care and prevention. This revised edition features key clinical updates across classic domains of HIV medicine along with recent research in HIV medicine including HIV workforce strains and PrEP, newly emerging antiretroviral treatment options, and the evolving effects of COVID-19 on HIV care. Embodying the American Academy of HIV Medicine's commitment to excellence in the care of seropositive patients, *Fundamentals of HIV Medicine 2021* is a must-have for health professionals across HIV care, treatment, and prevention. Note: This edition includes a login for online CME questions and accreditation

implicit bias training cme: *Principles and Practice of Hospital Medicine* Sylvia C. McKean, 2012-04-19
The definitive guide to the knowledge and skills necessary to practice Hospital Medicine Presented in full color and enhanced by more than 700 illustrations, this authoritative text provides a background in all the important clinical, organizational, and administrative areas now required for the practice of hospital medicine. The goal of the book is provide trainees, junior and senior clinicians, and other professionals with a comprehensive resource that they can use to improve care processes and performance in the hospitals that serve their communities. Each chapter opens with boxed Key Clinical Questions that are addressed in the text and hundreds of tables encapsulate important information. Case studies demonstrate how to apply the concepts covered in the text directly to the hospitalized patient. *Principles and Practice of Hospital Medicine* is divided into six parts: Systems of Care: Introduces key issues in Hospital Medicine, patient safety, quality improvement, leadership and practice management, professionalism and medical ethics, medical legal issues and risk management, teaching and development. Medical Consultation and Co-Management: Reviews core tenets of medical consultation, preoperative assessment and management of post-operative medical problems. Clinical Problem-Solving in Hospital Medicine: Introduces principles of evidence-based medicine, quality of evidence, interpretation of diagnostic tests, systemic reviews and meta-analysis, and knowledge translations to clinical practice. Approach to the Patient at the Bedside: Details the diagnosis, testing, and initial management of common complaints that may either precipitate admission or arise during hospitalization. Hospitalist Skills: Covers the interpretation of common low tech tests that are routinely accessible on admission, how to optimize the use of radiology services, and the standardization of the execution of procedures routinely performed by some hospitalists. Clinical Conditions: Reflects the expanding scope of Hospital Medicine by including sections of Emergency Medicine, Critical Care, Geriatrics, Neurology, Palliative Care, Pregnancy, Psychiatry and Addiction, and Wartime Medicine.

implicit bias training cme: *Fundamentals of HIV Medicine 2023* , 2023-10-24 Featuring overlapping recommendations for HIV and COVID-19, *Fundamentals of HIV Medicine 2023* is the AAHIVM's end-to-end clinical resource for the treatment of individuals with HIV/AIDS, now updated to include injectable antiretroviral treatment and long-term viral remission.

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