

## Background

- Equity, Diversity, Inclusion & Belonging (EDIB) **training is vital** in **academic psychiatry**, where providers serve marginalized populations. **Research** highlights its role in addressing **structural inequities**, enhancing **cultural competence**, and improving **outcomes for underserved groups** [1-3].
- Despite its importance, **EDIB-focused faculty development remains limited**—an environmental scan at Women's College Hospital (WCH) Department of Psychiatry found that only **1 of 35** psychiatry professional development opportunities in 2023 addressed EDIB topics.
- To address this gap, the **WCH Department of Psychiatry launched the EDIB Mini-Series, a three-part professional development workshop** aimed at supporting psychiatry professionals in integrating equity and inclusion principles across their academic, research, and clinical roles.
- Sessions addressed topics such as: (a) **advancing equity in clinical structures I and II**, (b) **inclusive mental health research**, and (c) **reimagining higher education through reparative and humanistic frameworks**.

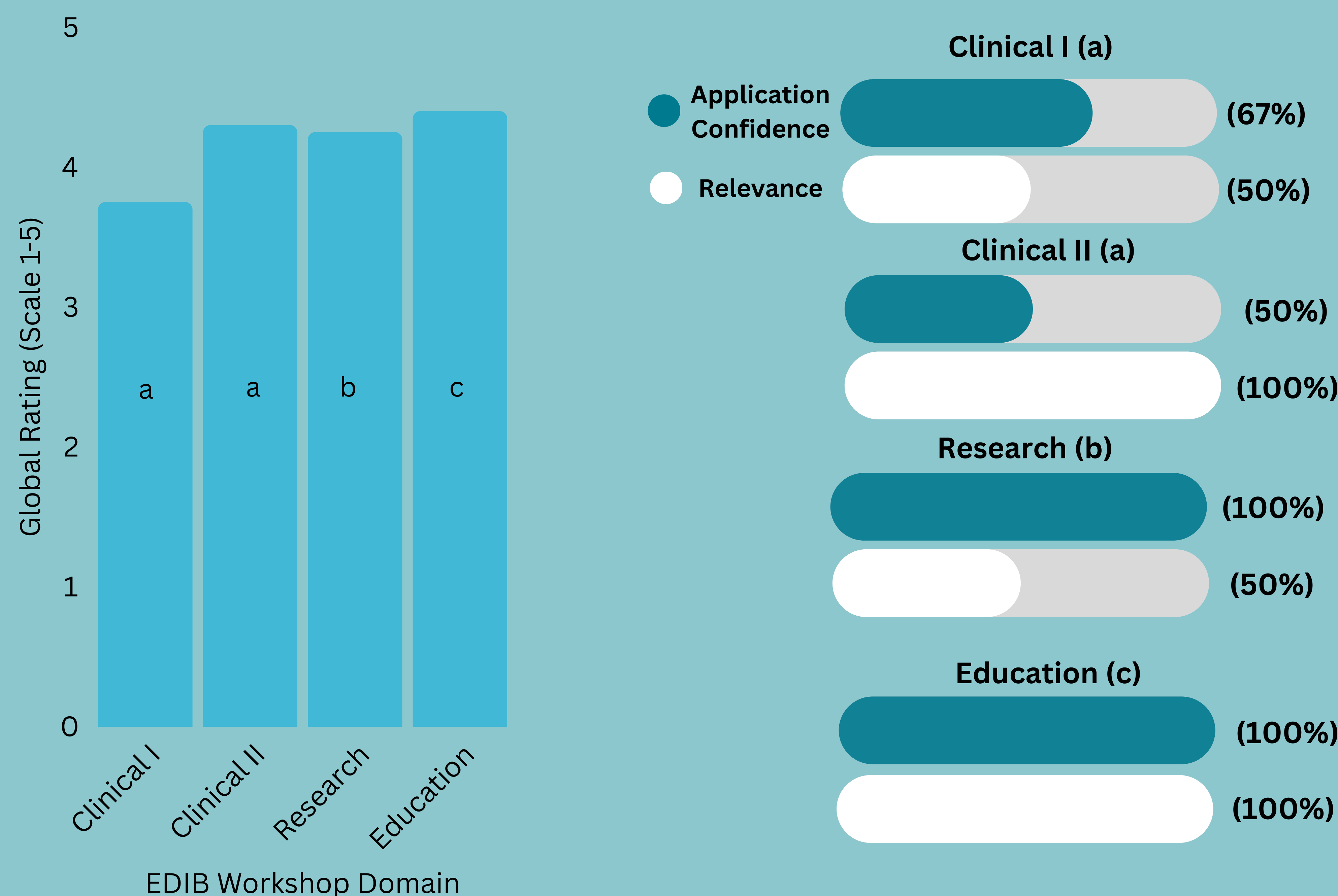
## Objective

- To **evaluate the overall impact** of the inaugural EDIB Mini-Series.
- Use this evaluation to **inform improvements and guide future expansions** of the series.

## Methods



## Key Findings



**Figure 1: Participants' Overall Rating Per Workshop.** a-c= workshop topic (refer to background section).

**Figure 2: Participants' Reporting of Workshop Relevance & Application Confidence.** a-c= workshop topic (refer to background section).



**Figure 3: Key Themes Identified from Participant Feedback.**

## Discussion

- The inaugural Mini-Series achieved highly **positive ratings** averaging from **3.75-4.4 out of 5** and **reaching 35+ participants**. Participants described the Mini-Series as relevant, confidence-building, and motivating.
- Early success of the Mini-Series highlights the importance of ensuring **EDIB content is tailored to faculty roles and departmental needs**.
- Focusing on **reflection and inquiry** rather than just knowledge acquisition helped the workshop **better engage participants**.
- However, limited participant follow-up made it **challenging to assess long-term changes** in practice and behaviour, showcasing the need for stronger evaluation methods.

## Next Steps

- Refine the mini-series based on participant feedback.
- Expand evaluation to capture **long-term departmental and behavioural changes** using the Kirkpatrick Model.
- Focus on themes such as **community engagement** and inclusion of **people with lived experiences** in mental health work for future iterations.

## References

