

SCHULICH FACULTY DEVELOPMENT

EDID WORKSHOP SERIES

BEYOND BIAS: UNCONSCIOUS BIAS AND CULTURAL HUMILITY IN MEDICAL EDUCATION AND PRACTICE

Workshop facilitated by: Aldo Espinosa, MD, MPE (he/him)



REGISTER NOW

DATE: APRIL 22

TIME: 11:00 AM – 1:00 PM

LOCATION: TBD



DESCRIPTION:

This interactive workshop examines how unconscious bias affects clinical care, teaching, assessment, and professional interactions, offering cultural humility as a practical response framework. Rather than treating bias as a personal failing, the session frames it as a universal cognitive process requiring ongoing reflection and intentional practice.

Participants engage in reflective activities and applied scenarios that reveal assumptions shaping healthcare and academic decision-making, examining how bias influences learner assessment, patient interactions, team dynamics, and institutional culture.

The session centers on cultural humility—emphasizing lifelong learning, curiosity, and recognition of power imbalances over claims of mastery. Participants explore how it differs from cultural competence and how to integrate it into daily professional practice.

The workshop prioritizes psychological safety and dialogue, encouraging thoughtful responses when bias may influence judgment, while providing practical strategies for more inclusive, respectful, and equitable learning and care environments.

ABOUT THE SPEAKER:

Aldo Espinosa (he/him) is an anesthesiologist and medical educator at the Schulich School of Medicine & Dentistry, where he serves as Course Chair for Undergraduate Medicine and Director of Undergraduate Anesthesia Education. A member of the Academy of Educators, he has extensive experience in curriculum and faculty development and learner assessment. Dr. Espinosa leads workshops on allyship, privilege, unconscious bias, and cultural humility for students, residents, and faculty. His teaching is grounded in narrative humility, reflective practice, and psychologically safe dialogue, with a focus on translating insight into meaningful action. He is committed to equity-informed medical education and supports faculty in navigating complex conversations and developing inclusive, reflective professional practices.

