eQuality at the University of Louisville School of Medicine aims to provide a clear strategy and national model for implementation of the newly released AAMC LGBT, Gender Nonconforming, or Born with Differences of Sex Development competencies within the Undergraduate Medical Education (UME) curriculum. This study examined first year medical student implicit attitudes prior to participating in eQuality curriculum.

**Abstract:** Purpose: Implicit bias refers to a positive or negative mental attitude or stereotype toward a person or group that an individual holds at an unconscious level. Implicit bias among health providers may contribute to unequal treatment in patient care and aid in perpetuating health care disparities. Implicit biases are malleable and can be unlearned. The purpose of this study was to assess implicit attitudes among first year medical students prior to the start of a health equity curriculum intervention. Methods: A random sample of 80 first year medical students completed sexuality, race, and weight computer-based Implicit Association Tests (IAT). Students then participated in a two-hour debriefing session that included strategies to mitigate implicit bias. IAT scores were analyzed by using independent sample t-tests to evaluate differences by race and gender. The Spearman correlation coefficient was used to assess the relationships between religiosity and political identity and IAT scores. Results: Students' IAT scores indicated implicit preferences for heterosexual people over homosexual people, implicit preferences for White people over Black people, and implicit preferences for thin people over overweight people. Females had significantly less implicit preference for heterosexual people (Cohen's d= 0.54, p= 0.026) and Whites (Cohen's d= 0.55, p= 0.023) than males. Non-White students had essentially no implicit preferences on the race IAT, which significantly differed from their White counterparts (Cohen's d= 0.81, p= 0.019). There were significant correlations related to religiosity ($R_s = 0.238$, $p= 0.042$), and political identity ($R_s = -0.381$, $p= 0.001$) with sexuality IAT scores, with more religious/conservative students preferring the heterosexual majority group. Discussion/Conclusions: Students enter medical school with implicit preferences toward individuals from majority groups. Curricular interventions that promote awareness of personal biases and specific strategies for bias mitigation are essential. Student implicit attitudes will be reassessed following the completion of the first year medical curriculum.

**Level of Audience:** Mid-career

**Focus of Presentation:** UME

**References:**

**PRESENTER:** Katie Leslie

**AUTHORS/INSTITUTIONS:** K.F. Leslie, V. Jones, R. Simpson, Office of Diversity and Inclusion, University of Louisville, Louisville, Kentucky, UNITED STATES|S. Sawning, L. Martin, M. Shaw, Undergraduate Medical Education, University of Louisville, Louisville, Kentucky, UNITED STATES|S. Steinbock, LGBT Center, University of Louisville, Louisville, Kentucky, UNITED STATES|