RECOGNIZING AND ADDRESSING MICROAGGRESSIONS IN THE LEARNING ENVIRONMENT
AGENDA

- Welcome & Brief Introduction to Workshop
- Community Agreement
- Definition of Microaggressions
- Workshop Rationale
- A Student's Story (Audio Clip) & Discussion
- Case Scenario Role Play & Discussion
- Summary & Closing Remarks
Kim O'Connor, MD
• University of Washington, Internal Medicine
Lynne Robins, PhD
• University of Washington, CLIME
Bjorn Watsjold, MD
• University of Washington, Emergency Medicine
Diana Zhong, MD
• University of Washington, Internal Medicine
WORKSHOP OBJECTIVES

By the end of this session participants will be able to:

• Define microaggressions

• Describe the impact microaggressions can have on learners

• Apply the 4R conceptual framework to identify and address microaggressions
COMMUNITY AGREEMENT

• Agree we all have biases, we may not be aware of them
• Demonstrate respect for each other
• Gift of listening and gift of speaking
• Intention versus impact
• Honesty and transparency are vital
• Tell your *own* story, not someone else’s
• If you make an error, heartfelt apologies are usually appreciated
• This session is not about judging or blaming
• Confidentiality
SETTING THE STAGE:
STUDENT EXPERIENCES
Element 3.6. Student Mistreatment

Finding: The school has implemented a variety of initiatives to address high reported rates of medical student mistreatment, but with no improvement to date.

*LCME - Liaison Committee on Medical Education
AAMC GQ Items – Mistreatment Types

Mistreatment Students Experienced At Least Once (2018 AAMC National Benchmark Percentile Included)

- Offense sexist remarks
- Public Humiliation
- Lower evaluations or grades/gender
- Lower evaluations or grades/race & ethnicity

UW is > 90th percentile
UW is ≠ 90th percentile
UW is > 50th percentile
UWSOM National
“Dr. X asked if my family came here legally or illegally.”

“Unsolicited, Dr. X began to discuss that if they want more "working hours" schools should not be accepting as many women into medical school as men.”

“Dr. X commented on photos of nurses who were all Asian and female 'you can't tell me they don't all look the same', and then 'you look the same as the attending' (who was Asian and female)."
AAMC GQ Items – Mistreatment Sources

Students Experiencing Mistreatment By:

- **Clerkship faculty (clinical setting)**
- **Resident/intern**
- **Nurses**
- **Students**

Comparison between UWSOM and National data for the years 2015-17 and 2018.
Microaggressions

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alien in own land</td>
<td>“Where are you from?” or “Your English is good.”</td>
</tr>
<tr>
<td>Ascription of intelligence</td>
<td>“You are so articulate.”</td>
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<tr>
<td>Color blindness</td>
<td>“When I look at you, I don’t see color.”</td>
</tr>
<tr>
<td>Criminality</td>
<td>Person of color (POC) being followed in a store.</td>
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<tr>
<td>Denial of individual racism</td>
<td>“I have black/Asian/Hispanic friends.”</td>
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<tr>
<td>Myth of meritocracy</td>
<td>“Everyone can succeed if they work hard”</td>
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<tr>
<td>Pathologizing culture</td>
<td>“You shouldn’t be so loud/quiet, etc.”</td>
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<tr>
<td>2nd class citizen</td>
<td>Assumption one can’t occupy a high status position.</td>
</tr>
<tr>
<td>Environment</td>
<td>No statues/pictures of POC in halls</td>
</tr>
</tbody>
</table>
EQUALITY

EQUITY
4-R’S FRAMEWORK

Recognize:
Identify the microaggression(s).

Reason:
What might have been the messages heard and what is the potential impact of the aggression?

Responsibility:
Who is responsible and what are they responsible for?

Respond:
What should you do and why? What is the impact of acting or not acting?
Audio clip from UWSOM student (3 min)
**ACTIVITY**

Use the partially completed worksheet to reflect on the microaggressions the student experienced.

<table>
<thead>
<tr>
<th>Example</th>
<th>Theme</th>
<th>Student’s experience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your husband ethnic or smart?</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; class citizen</td>
<td>Student felt offended, unwelcomed.</td>
</tr>
<tr>
<td>Example</td>
<td>Theme</td>
<td>Student Experience?</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Is your husband ethnic or smart?</strong></td>
<td>2nd class citizen Ascription of intelligence</td>
<td>• Was I accepted to medical school due to ethnicity alone?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Offended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• It is difficult to learn after something like this.</td>
</tr>
<tr>
<td>&quot;Are you some kind of Mexican or Spanish?&quot;</td>
<td>Alien in One's Own Land Color blindness</td>
<td>• Shock</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I can't even speak</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I don't belong here</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I don't want to participate in this.</td>
</tr>
<tr>
<td>&quot;too bad they let all these immigrants in, they can't get jobs or pay taxes and that's why our schools &amp; healthcare systems don't have any money...&quot;</td>
<td>Second Class Citizen Myth of Meritocracy</td>
<td>• Is he talking about me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I don't feel safe or supported in this environment.</td>
</tr>
<tr>
<td>Example</td>
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<td>Student Experience?</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>&quot;...except for the Indians and the Asians, they can get jobs when they get here.&quot;</td>
<td>Ascription of Intelligence</td>
<td>• Will I be judged less capable because I don’t belong to a 'smart’ minority?</td>
</tr>
<tr>
<td>&quot;...being Mexican helped you get into medical school.&quot;</td>
<td>Myth of Meritocracy</td>
<td>• Did I receive unearned benefits, due to my race?</td>
</tr>
<tr>
<td>&quot;I'm frequently asked if I'm the secretary at a place where I have been doing rotations for a while.&quot;</td>
<td>Second Class Citizen</td>
<td>• Women of Color like me only hold certain types of positions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Women of Color like me are invisible</td>
</tr>
</tbody>
</table>
BREAK
‘THE ATTENDING WHO TRIES TOO HARD’
CASE SCENARIO

Characters:

- **Xiaoguang**, 3rd year medical student
  (Identifies as Chinese)
- **Dr. Bailey**, Attending & Xiaoguang’s mentor
  (Identifies as white)
- **Dr. Ross**, Attending who sometimes supervises Xiaoguang
  (Identifies as white)
CASE SCENARIO DISCUSSION

Facilitators:
• Kim O’Connor
• Lynne Robins
• Bjorn Watsjold
• Diana Zhong

INSTRUCTIONS FOR DISCUSSION:
• Discuss the questions under the 4-Rs. Focus on Responsibility and Respond.
• Anticipate what you might say if you were to respond, from your current role and positionality.
REWIND ROLE PLAY
Intent vs. Impact
REASON: IMAGINE POSSIBLE IMPACT ON THE STUDENT

Attempt to make meaning of event:

Am I being too sensitive?
Am I attacking someone as racist?
If I don’t say something, will they do it again?

Activation of stereotype threat:

Is what they said true?
Maybe I am ________...

Adapted from slide set from Stanford Children’s Health
Poor physical/mental health
Disengagement

Poor physical/mental health
Disengagement

Poor physical/mental health

Lack of confidence
Disengagement

Poor physical/mental health

Decreased performance

Lack of confidence
Disengagement

Lower evaluation

Poor physical/mental health

Decreased performance

Lack of confidence
Poor physical/mental health
Disengagement
Lower evaluation
Decreased performance
Lack of confidence
Can’t learn
TAKE AWAY

Please share a phrase, sentence, idea about what you will take away from this session...
“Until we all commit to taking action every day to foster a true spirit of inclusion, we’ll risk perpetuating racial harms and undermining the true spirit of medical professionalism. I know race relations in medicine will not change overnight, but learning to see what is hidden in plain sight will be a crucial first step.”

Jennifer Adaeze Anyaegbunam, Medical Student, University of Virginia School of Medicine
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