

MID-CAREER FACULTY LEADERSHIP PROGRAM

BYSTANDER TRAINING FOR MICROAGGRESSIONS

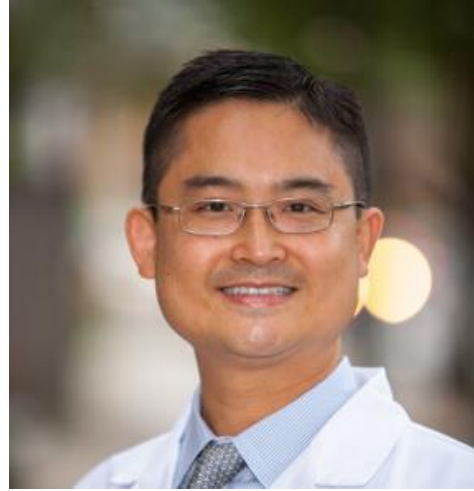
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Tun-Yi Hsu DMD, DScD
Wendy Kuohung, MD
Meghan McGrath, MD

Advisors: Angelique Harris, PhD
Aviva Lee-Parritz, MD

MFLP Project Group on Microaggressions



Sonia Ananthakrishnan, MD
Medicine – Endocrinology



Tun-Yi Hsu, DMD, DScD
Dental Medicine – Endodontics



Wendy Kuohung, MD
OB/GYN–Reproductive Endocrinology



Meghan McGrath, MD
Emergency Medicine



Sponsors: Aviva Lee-Parritz, MD
Chair, Obstetrics/Gynecology



Angelique Harris, Ph.D.
Director, Faculty Development and
Diversity in Dept of Medicine

MLK Breakfast 1/20/20



Congresswoman Ayanna Pressley:
“If we could celebrate the identity
of a veteran, if we can celebrate
the identity of a survivor of
domestic violence, if we could
celebrate the identity of someone
in the recovery community...the
solution is representation and
there is nothing wrong with
identity.”



Photo By Matt Stone/MediaNews Group/Boston Herald

MLK Breakfast 1/20/20



Governor Charlie Baker: “The only thing I can add to that rant, is...”

The word "rant" drew an audible groan from the 1,500 attendees.



Photo By Matt Stone/MediaNews Group/Boston Herald

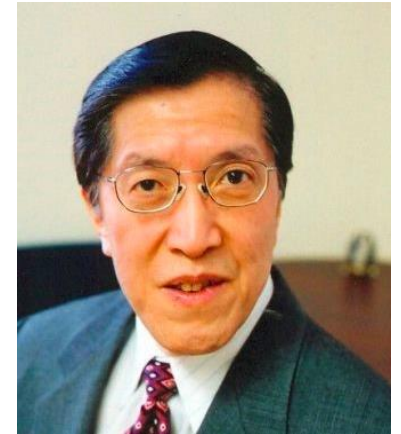
Bystander Responses

Attorney General Maura Healey: "Ayanna Pressley spoke the truth about racial injustice...It was thoughtful, personal, and anything but a rant. [Governor Baker's comments were] dismissive and perpetuates the very harm we seek to end."

What are microaggressions?

“The everyday slights, indignities, put downs and insults that people of color, women, LGBT populations or those who are marginalized experience in their day-to-day interactions with people. They happen casually, frequently and often without any harm intended.”

--Derald Wing Sue, PhD



Sue DW et al., Disarming racial microaggressions: Microintervention strategies for targets, white allies, and bystanders. *Am Psychol.* 2019;74(1):128-142.

Why is it important to address microaggressions at BUMC?

- Stress in the lives of marginalized persons
- Depression and poor mental health
- Emotional and physical well-being
- Learning and problem solving
- Employee performance
- Make BUMC a great and inclusive place to work!

APA 2016, Ong 2013, Nadal 2014, Sue 2008, Purdie-Vaughns 2008, Solorzano 2000, Salvatore 2007, Hunter 2011, Clark 1999.

Agenda

- Goal
- Needs Assessment
- Curriculum Development
- Curriculum Roll Out
- Results of Session
- Next Steps

Goal

Develop bystander training program that teaches BUSM/BUSDM faculty to recognize and respond to microaggressions

Needs Assessment

- Surveyed MFL group and current faculty in various departments by email (Endo, ER, Ob/Gyn, Dental)
- Received 21 responses
- Culled responses to develop vignettes for workshop training

Needs Assessment - BMC Faculty Experience

“A nasty comment at a meeting led by the chair with ‘Oh, the MOTHER is back’ from maternity leave.”

Actual Response

“No one said anything. I put my head down and retreated.”

Desired Response

“Someone should have said something more celebratory/protective to a post-partum mom, it’s a ridiculous situation but ‘fear of boss’ was limiting.”

Needs Assessment

BMC Faculty Experience

“Consistently, during residency, fellowship, and faculty position, I have been called by another Indian colleague’s name. The supervisors have not differentiated me from other Indian trainees/physicians.”

Actual Response

“No response. Laughter.”

Desired Response

“Perhaps nothing. Perhaps I should have been more vigorous about pointing it out.”

Needs Assessment - Results

- Improved identification of microaggressions
- Timely response to a microaggression to avoid future regret
- Framework of response/concrete skills

Curriculum Development

- Design Thinking Session, MFL Jan 2020
- Interviewed experts on BMC/BU campus
- Performed literature review



Pocket Card

Stand Up to Put Downs! Confronting Microaggressions

- L** **LIGHTS ON**
Make the Invisible Visible - "I hear you saying..."
- I** **IMPACT vs INTENT**
"I'm sure you meant to be funny, but..."
- F** **FULL STOP**
"Time out - I don't agree - Ouch!"
- T** **TEACH**
"We are all on the same team here..."

- Consider:**
- ✓ Where and when to address offender
 - ✓ Adjust response and tone as warranted
 - ✓ Relationship to offender
 - ✓ When to get help

Adapted from Sue DW et al, Am Psychol 2019;74(1): 128-42.

Additional Resources

Office of the Ombuds
617-358-5960
ombuds@bu.edu

Diversity & Inclusion
Office of the Provost
617-353-9492

Human Resources
Boston University
617-353-2380
hr@bu.edu

<div style="border: 2px solid red; padding: 5px; display: inline-block;"> BOSTON UNIVERSITY </div>	Bystander Training for Microaggression
Workshop Faculty:	Sonia Ananthakrishnan, MD Tun-Yi Hsu DMD, DScD Wendy Kuohung, MD Meghan McGrath, MD

* UNIQUE IDENTIFIER is used for data comparison pre- and post-workshop. You may choose not to answer any of the questions.

First 2 letters of mother's maiden name + month of birth were born in.

(Example: Mother's maiden name is Smith, born in August
"Sm08b")

1. How comfortable are you IDENTIFYING MICROAGGRESSION?

NOT COMFORTABLE AT ALL		
1	2	3

2. How comfortable are you RESPONDING TO MICROAGGRESSION?

NOT COMFORTABLE AT ALL		
1	2	3

3. Have you experienced microaggression in the following ways?

☐ Racial ☐ Ethnic ☐ Gender identification ☐ Sexual orientation

☐ Appearance ☐ I have not experienced it ☐ Other

4. Please describe yourself.

☐ Student ☐ Resident/Fellow ☐ Instructor ☐ Assistant

Thank you!



Aggressions Post-Workshop Assessment

Enter YOUR unique identifier*:

pre- and post-workshop. This is an anonymous survey.

of birth as 2-digit number + first letter of the city you

August, and birth city is Boston: unique identifier is

CROAGGRESSIONS?

		EXTREMELY COMFORTABLE
4	5	6

MICROAGGRESSIONS?

		EXTREMELY COMFORTABLE
4	5	6

to EXPAND in the future?

☐ Role-Playing ☐ Workshop Length

to REDUCE in the future?

☐ Role-Playing ☐ Workshop Length

to ELIMINATE in the future?

☐ Role-Playing

STAND UP TO PUT DOWNS!

BYSTANDER TRAINING FOR MICROAGGRESSIONS



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Workshop Agenda

- Define microaggressions
- Present survey of faculty-experienced microaggressions at BMC
- Discuss responses to microaggressions
 - *Why is it so hard?*
- Skills practice responding to microaggressions
- Solicit feedback on this workshop!

Vignette 1

Attending to resident: "Where are you from?"

Resident: "I am from Connecticut."

Attending: "No, I mean where are you really from?"

Resident: "My family is in Haiti, but I live here now."

Attending sighs: "Haiti....Don't you feel sorry for anyone who has to live there?"

**What would you say in response
if you overheard this conversation?**

Stand Up to Put Downs! Confronting Microaggressions

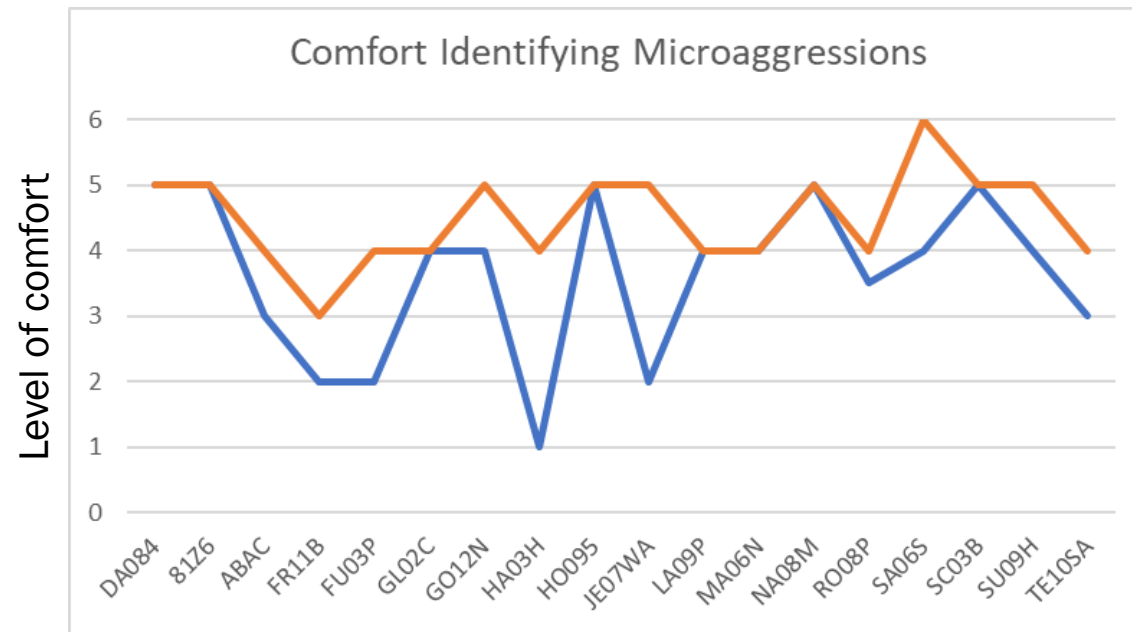
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Adapted from Sue DW et al, Am Psychol 2019;74(1): 128-42.

Results

- 23 participants attended the workshop
- 16/19 participants reported having experienced microaggressions
- 12/16 of the attendees who experienced microaggressions reported experiencing microaggressions targeted at more than one group identity (e.g. race, sexual orientation)



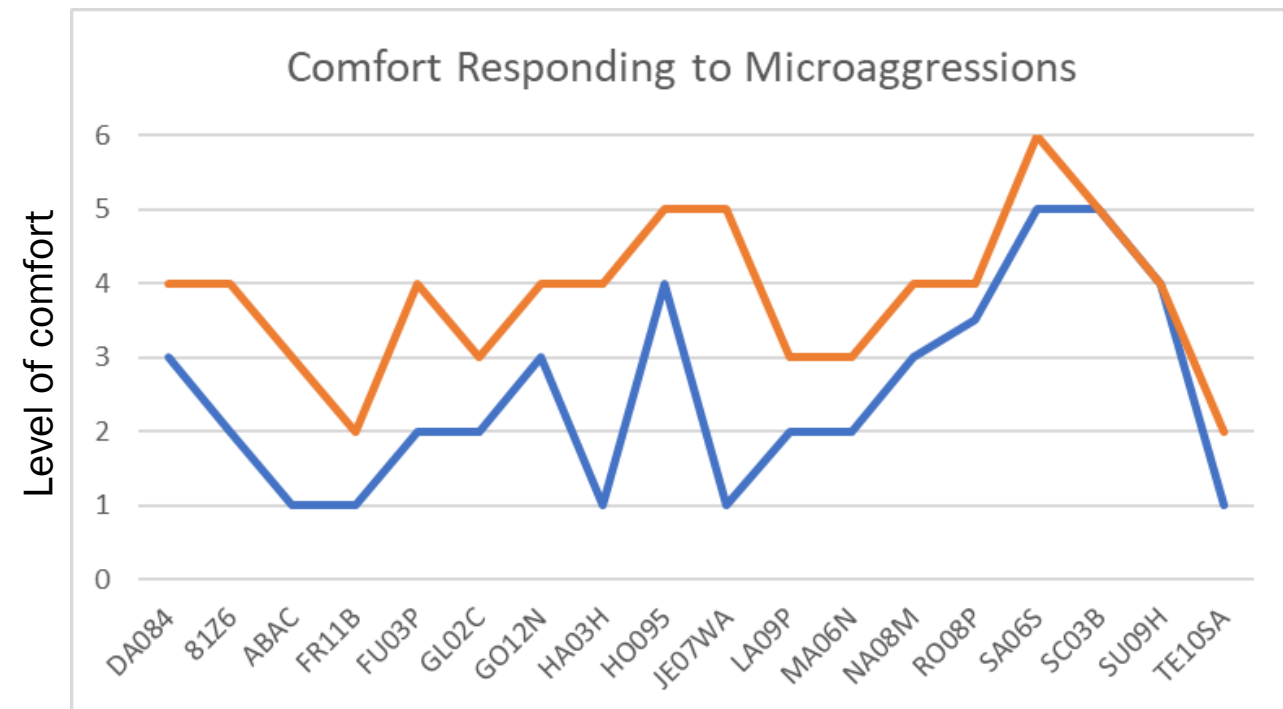
Blue line = pre-survey

Orange line = post-survey

18 respondents completed both pre- and post-surveys

1- Not at all comfortable

6 - Very comfortable



Survey Results

	Pre-Survey (Mean \pm SD)	Post-Survey (Mean \pm SD)	P value
Comfort with identifying microaggressions	3.6 \pm 1.2	4.5 \pm 0.7	0.002*
Comfort with responding to microaggressions	2.5 \pm 1.3	3.8 \pm 1.0	p<0.0001*

Paired t test

* significant

Participants felt significantly more comfortable identifying and responding to microaggressions after the workshop than before the workshop.

Findings – The Big Picture

- Microaggressions are widely prevalent on our campus and target intersecting identities
- Concrete training/a toolkit (pocket card) on responses can help
- Multiple efforts addressing microaggressions exist on campus

Next Steps

- BUMC community wide implementation of curriculum
 - *Coordinate approaches campus-wide; currently not coordinated*
- Publish data
- Identify home base for the project (i.e. Office of Equity, Vitality, and Inclusion)
- Make it sustainable – identify program leader for wider implementation and to create a budget to carry this forward

Final Thoughts....and some LIFT swag

- “The workshop was great! Please do this again, would love part 2! Everyone on campus should get this training :)”
- MFLP Experience – Thank You To
Emelia Benjamin
Mark Braun
Alyssa Day
Angelique Harris
Francine Montemurro
...And all of our MFLP colleagues!

