

# Check Yourself, before you Wreck Yourself

## FBMH Masterclass

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## 'WOKE' UNI PLANS Universities must hold lessons in 'white privilege' under new proposals

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**UNIVERSITIES** must hold lessons in "white privilege" under new "wokist" plans drawn up by education bosses.

White lecturers and students should get training in "microaggressions" and how to be a good "ally" to ethnic minorities, Universities UK says.



## Institutional racism 'rife at universities'



Universities UK warned that a quarter of black, Asian and minority ethnic students had faced harassment on campus  
ALAMY

Universities are guilty of institutional racism and must improve awareness of prejudice, white privilege and microaggressions on campus, vice-chancellors have said.

In guidance to institutions, Universities UK (UUK), which represents the higher



- multiple studies have identified physicians as the most common source of learner mistreatment (Crutcher et al. [2011](#); Fnais et al. [2014](#); Mavis et al. [2014](#)).
- ...the presence of a powerful hierarchy and threat of reprisal (e.g. evaluations, letters of recommendation) make such interactions additionally complex (Mensah [2017](#)).



# Today we will...

- Explore key concepts, such as
  - self-awareness
  - unconscious bias
  - cultural sensibility
  - micro aggression
- Consider ways to recognise, challenge and prevent micro aggressions
- Note: a full active bystander session available later



# Agreement

- Be respectful
- Engage with the content with curiosity
- Be mindful of confidentiality
- Ask for information and support
- You will not “wreck yourself” in this session



# Shared experiences

- Students
- Staff
- Participants





DR ANJALI VAIDYANATHAN

WHAT'S IN A NAME?

# “Check yourself” – self awareness

<https://www.youtube.com/watch?v=hD5f8GuNuGQ&feature=youtu.be>

- Be proactive
- Reflect on your power differentials, privilege and the hidden curriculum
- Are you happy to share?





# Unconscious bias

“... defined as prejudice in favour of or against one thing, person, or group compared with another,

usually in a way considered to be unfair.

...manifests in many ways, such as how we judge and evaluate others,

or how we act toward members of different groups.”

<https://unconsciousbiasproject.org/evidence/how-does-ub-form/>



# Cultural sensibility

*“openness to emotional impressions, susceptibility and sensitiveness”*

It relates to a person’s moral, emotional or aesthetic ideas or standards.

If one is open to the outside, one might reflect

and change because of that experience.

There is no notion of acquiring expertise about others

but a recognition that we need to be aware of our perspectives and

how they affect the ability to have an openness about other perspectives.



# Micro aggressions

‘... everyday verbal, non-verbal, and environment slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their group membership’

Sue et al, 2010



# Microaggressions - “a thousand

## *papercuts”*

- **Micro assaults**

- using derogatory terms to describe minorities e.g. “Paki”, “Gypsy”, with intention to hurt or discriminate

- **Micro insults**

- demeaning or insensitive statements usually with no intention to hurt e.g. “I wouldn’t think a beautiful woman like you is a lesbian”

- **Micro invalidations**

- deny, exclude or negate the experience of minorities e.g. “I don’t see colour, I treat everyone the same”

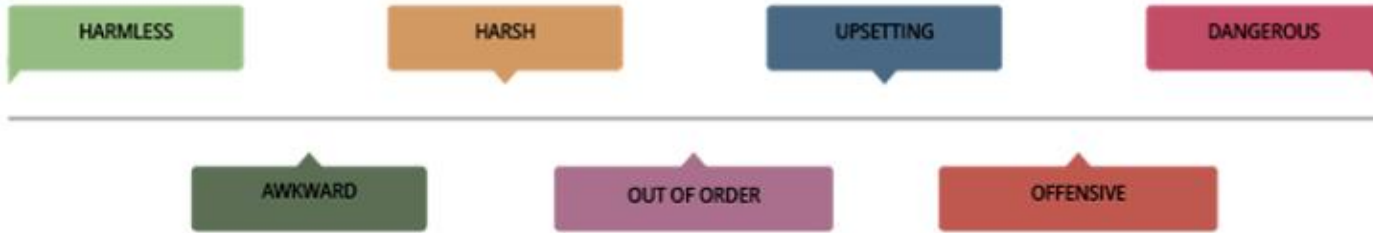
# Where are you from?

[https://www.youtube.com/watch?v=RU\\_htgjIMVE&feature=youtu.be](https://www.youtube.com/watch?v=RU_htgjIMVE&feature=youtu.be)





# WHERE DO YOU DRAW THE LINE?



# Consider...

What does the question,

***“Where are you from?”***

mean to students, tutors and patients?

1. Is this, in itself, a micro aggression?
2. What would make it a micro aggression?
3. Does it depend on what follows?



# Twelve Tips: responding to microaggressions

- Call for engagement in substantive conversations about bias in education
- “Bedside” common setting for educators to witness behaviour
- Educators committed to positive climate for learners but lack skills to facilitate discussions
- Difficult but important conversations may not occur





## Twelve tips: Setting the stage

- Establish a culture of openness and respect up front

*“I want to know when you are not feeling comfortable or supported.”*

- Be prepared to recognize microaggressions and discrimination

*“I felt uncomfortable when... did anyone else notice?”*



## Twelve tips: Responding in the moment

- Determine whether to respond at the “bedside”
- Use objective statements, when possible
- Attempt unconditional positive regard
- Repeat the “patient’s” statement and allow time for reflection
- Share your own response to communicate impact
- Open a dialog to learn more about the “patient’s” perspective
- Know when to walk away



# Twelve tips: Helpful phrases

- *It sounds like you intended to compliment ... when you said...*
- *what I heard was...*
- *When I heard that term I felt uncomfortable...*
- *I'd like to hear more about what you mean...*
- *May I clarify something?*



## Twelve tips: Learning from the encounter

- Debrief with learners outside the room
- Practice saying the words
- Seek out training opportunities that allow for discussion about race and discrimination



# What's in a name?





A horizontal banner with a light grey background. On the left, a circular inset shows a woman looking down. To its right is a teal circle with a white '@' symbol. Further right is a teal circle with a white refresh icon. The central text "REPORT &amp; SUPPORT" is in large, multi-colored letters. Below it, smaller text reads: "Acts of harassment, discrimination or hate are never ok. You can report something anonymously or report something and get support from an advisor." To the right, another circular inset shows a man sitting on a bench using a tablet, with two children sitting nearby. Below this inset are two teal circles: one with a white smartphone icon and one with a white laptop icon.

[www.reportandsupport.manchester.ac.uk](http://www.reportandsupport.manchester.ac.uk)



# What will you do now

...to acknowledge and celebrate diversity  
and to create an inclusive learning environment?



# Additional viewing

Dr Camara Jones

- Allegories on race and racism
- <https://www.youtube.com/watch?v=GNhcY6fTyBM>
- Jones CP. Levels of racism: a theoretic framework and a gardener's tale. *Am J Public Health* [Internet]. 2000 Aug;90(8):1212–5. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/10936998>

