


Simulation Training to Interrupt Microaggressions

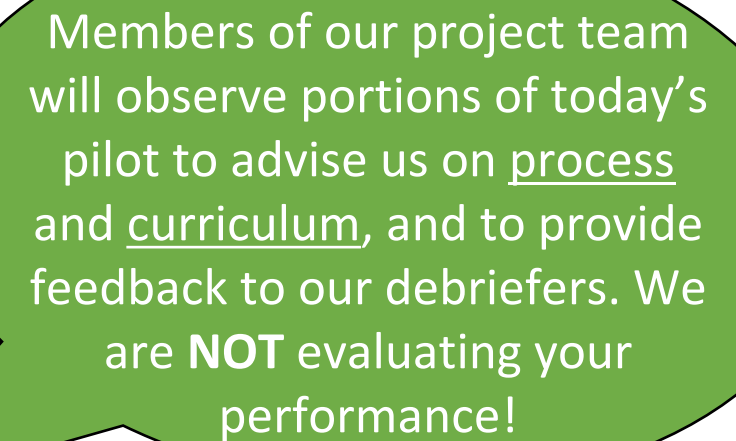
Pre-Brief

Schedule

- 1:00-1:15 Arrival and Pre-Brief
- 1:15-1:25 Independent Review of Microaggressions
Handout focusing on p 5-6
- 1:30-2:00 Simulation Round 1 + Debrief
- 2:05-2:35 Simulation Round 2 + Debrief
- 2:40-3:10 Simulation Round 3 + Debrief
- 3:15-3:45 Simulation Round 4 + Debrief
- 3:45-4:00 Final Reflections & Evaluation
Completion



Please self-regulate your need **for** breaks outside of designated times



Members of our project team will observe portions of today's pilot to advise us on process and curriculum, and to provide feedback to our debriefers. We are **NOT** evaluating your performance!

Microaggressions

Everyday slights, indignities, put downs and insults that Black, Indigenous, and other People of Color (BIPOC) and others who have been historically marginalized experience in their day-to-day interactions.

Microaggressions are rooted in a power differential; unique to historically marginalized identities

1

Tend to be Subtle, Unintentional, Indirect

2

Often occur in situations where there are alternative explanations

3

Can represent unconscious beliefs

4

Behavioral Expression of Bias

Overarching Session Goals

1. Intervene in a non-confrontational way
2. Practice in the context of various power dynamics
3. Integrate brief interruption into a busy situation
4. Develop language that feels authentic to oneself and can be used in a variety of situations
5. Apply already-familiar techniques, such as those used to teach patients/families or to navigate a challenging clinical conversation
6. Redirect a conversation back to the topic at hand after interrupting a microaggression

Community Agreements...

- **Speak your truth without blame or judgement:**
 - *No one speaks for an entire group.*
 - Be open about thoughts and feelings and not just saying what you think others want to hear.
 - Normalize that you will have emotional responses to some of the topics.
 - Encourage taking responsibility for only yourself, notice a tendency to blame or judge, and let this go to stay engaged.
- **Listen fully, with our ears, eyes and heart to learn from one another:**
 - *No one comes to these conversations as experts.*
 - We are all learning about one another and the differences we bring to the conversation.
 - Assume that we are all learning together.
 - Notice the amount of space you are taking up in the room. Create space for others to speak
- **Be open to hearing experiences and viewpoints different from your own**
- **Notice moments of discomfort. Stay curious & engaged:**
 - Remain morally, emotionally, intellectually, and socially involved in the dialogue
 - Acknowledge that discomfort is inevitable
 - Commit to bringing issues into the open
 - Acknowledge that divisiveness already exists in society. It is through dialogue, even when uncomfortable, that healing and change begin.
- **Expect and accept non-closure:**
 - Be willing to "hang out in uncertainty"
 - Do not rush to quick solutions
- **What's said here stays; what's learned should leave:**
 - Maintain confidentiality outside of the dialogue.
 - Do not rehash conversations or share personal stories of others outside of the agreement space.
 - Share the learning that happened-- just take the individual out of it

Opting Out: 4 Considerations



Four heart-shaped cards are hanging from a string with wooden clothespins. The cards are decorated with various patterns and colors: the first is yellow and green, the second is yellow and red, the third is red, and the fourth is pink and red. Each card has a small white daisy flower attached to it. The background is a blurred green field with white flowers.

Your identity, and
relationship to
power/privilege
position

Why
opting
out?

Impact of
leaving

Costs of
staying



Microaggression Simulation

Logistics

Microaggression simulations: Logistics



You will get brief background information before you enter the room



Approach the scenario as a typical workplace encounter, suspend disbelief and support the fiction contract

- Grounded in real life situations from focus groups
- We are not trying to trick you!



SP or facilitator will eventually end the scenario if you do not

- May be quite short
- May not have a satisfying conclusion

Microaggression simulations: Logistics

- Scenarios include a participant, an active observer, SP, and a facilitator
 - Each learner will be the simulation participant in at least 1 scenario
- Some scenarios may have time for a re-do after debrief
 - Initial participant always has first right to re-do
 - If things went very well the first time, a different participant can try the re-do
- Debrief will occur with the facilitator, participant, observer(s), and sometimes the SP
 - Observer(s) should actively imagine how they might approach the scenario be ready to provide feedback to the participant

Microaggression Simulation

Tips

Tips for Participant



Authenticity

Experiment with what feels right to you!



Efficient

The interruption does not need to be a drawn out conversation



Non-confrontational

Try not to escalate the situation or put the aggressor on the high-defensive



Direct

Should be obvious to observers that you have noticed and addressed the microaggression.

Tips for Observers



Authenticity

Notice language that you might like to try



Plus

What does the participant do well? Consider verbal and nonverbal aspects



Delta

What do you think could be done differently?



Emotions

Observe your own emotional response. Practice empathy: how would you feel in this situation if you were in the position of the SP or the bystander?

Facilitator and SP Roles

- Facilitator role:

- ✓ Maintain psychological safety within the group
- ✓ Ask questions
- ✓ Ensure everyone has a chance to participate
- ✗ Have all the answers
- ✗ Be the “expert” on interrupting microaggressions

- SPs:

- Difficult roles to inhabit!
- SP joining debrief or not? ☐ based on optimizing psychological safety
- If you inadvertently committed or perpetuated a microaggression during the session, debrief is opportunity to tend to the SP’s emotional state

Review pages 5-6

“Tools for Interruptions”

Take this with you and reference through the day, as an observer and when you are in the debriefs.

For authenticity, try not to refer to this while you are the active participant.