


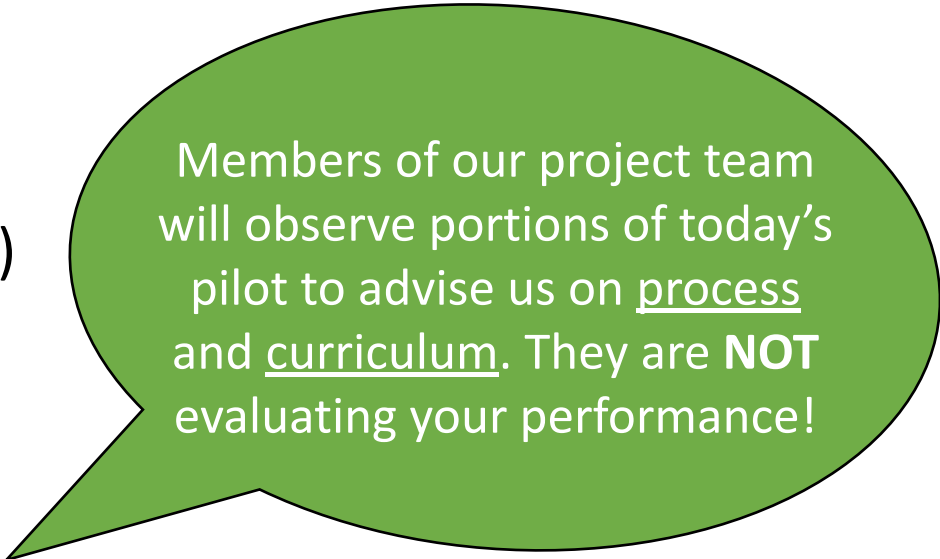
Simulation Training to Interrupt Microaggressions: Facilitator Training

Welcome and overview of the day

- 8:00-8:30- Arrival and Pre-Brief (CSP)
 - Independent Review of Interruption Strategies (pgs 22-25)
- 8:30-10:45 Microaggressions simulations (CSP)
 - Break during transitions
- 10:50-2:50- Basic debriefing training (G5)
 - Mid-session break
- 2:55-4:50- Microaggressions specific debriefing (G5)
- 4:50-5:00- Feedback and evaluation (G5)



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. They 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

Microaggressions simulations: Goals

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

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 SP, facilitator, participant and observer(s)
 - Observer(s) should actively imagine how they might approach the scenario be ready to provide feedback to the participant

Microaggression Simulation Tips

Microaggression simulations: Tips



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.

Approach to Today

Remember a time when you
were in a fixed mindset.

Remember a time when you
were in a growth mindset.

- How might the concept of growth mindset relate to your own work on interrupting microaggressions?

Growth Zone Model

In each zone, identify the following:

Comfort

Habits, situations, attitudes, skills, people, roles where you **feel comfortable** at work.

Growth

Habits, situations, attitudes, skills, people, roles that cause you to **feel slightly uncomfortable or challenged** at work.

Panic

Habits, situations, attitudes, skills, people, roles **that overwhelm or could highly unnerve you** at work.



It's
not
personal

It's
deeply
personal

HOW TO SIT WITH DISCOMFORT



Navigating Triggering Conversations



Opting Out: 4 Considerations

The background of the slide features a close-up of a thin, light-brown twine string stretched horizontally. Four small, light-colored wooden clothespins are clipped to the string. Hanging from each clothespin is a heart-shaped paper ornament. From left to right, the hearts are: 1) A heart with a yellow and green floral pattern and a small white daisy at the top. 2) A heart with a yellow and red pattern and a small white daisy at the top. 3) A solid red heart with a white dashed outline and a small white daisy at the top. 4) A heart with a pink and white pattern and a small white daisy at the top. The background is a soft-focus green field with some white flowers.

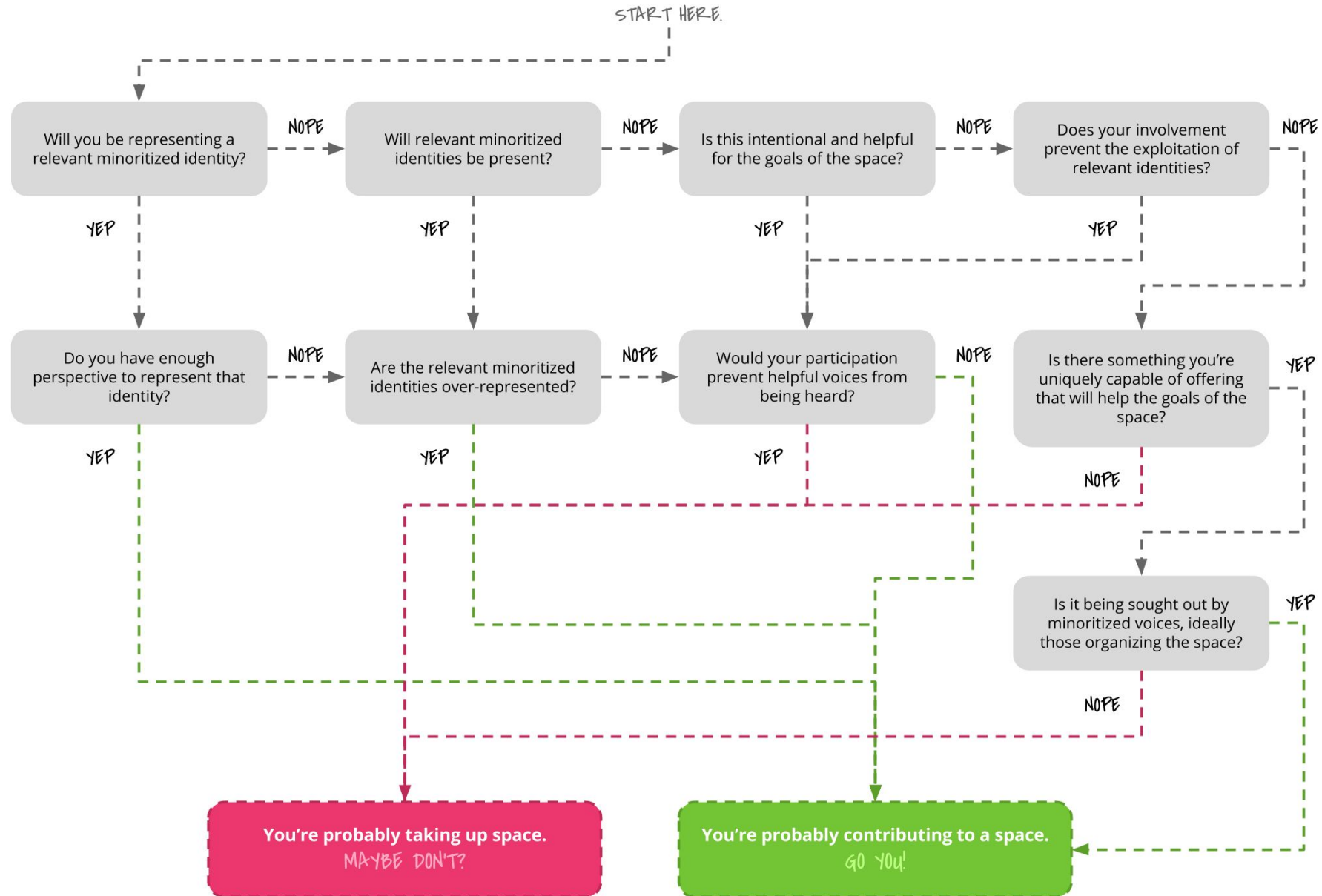
Your identity, and
relationship to
power/privilege
position

Why
opting
out?

Impact of
leaving

Costs of
staying

Are you **TAKING UP SPACE** or **CONTRIBUTING TO A SPACE**?



Conversation Practices

- **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.
- **Basic Assumption: Everyone participating in activities is intelligent, capable, cares about doing their best, and wants to improve**
 - *No one comes to these conversations as experts.*
 - Listen fully, with our ears, eyes and heart
 - 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
- **Confidentiality: 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.
 - Absolutely share the learning that happened-- just take the individual out of it
 - No recording of sessions

Support Resources

- These simulations and discussions can trigger strong emotions
 - We ask you to engage in the simulations and discussions to the extent possible, but you can step away at any point if needed
- If you need support, please reach out to any of the following:
 - Mary Ehlenbach (Director, Diversity, Equity, and Inclusion, Department of Pediatrics)
 - Naomi Takahashi (Director, UWHealth Office of Diversity, Equity, and Inclusion)
 - LifeMatters – free, confidential counseling
(<https://hr.wisc.edu/employee-assistance-office/lifematters/>)