

Overview

Summary

Amidst the national civil rights movement galvanized by the killings of Breonna Taylor, George Floyd, and Ahmaud Arbery, there is growing awareness of the need for enhanced teaching on racism, antiracism, and cultural intersectionality and humility within medical education. Educators at UTSW developed an approach for teaching antiracism and cultural intersectionality, with the goal of creating a culture shift that prepares trainees, faculty, and staff to advocate for those facing healthcare disparities and discrimination. By recognizing racism's influence on the personhood of others, we aimed to instill an approach to medical education and lifelong learning that is more inclusive and oriented toward moral action.

Through recurring workshops, attendees are encouraged to deepen their self-awareness and empathy skills. Objectives include reflection on one's own personal biases, being able to identify and understand the impact of microaggressions, and identifying discrimination as a social determinant of health.

UTSW medical students on their psychiatry clerkship, along with faculty, residents, and staff, will participate in a two- and half-hour workshop. In the first part, participants will learn about mental health disparities and the global history of racism and microaggressions focused on the experiences of Black/African Americans. There is then an interactive group exercise to help participants better understand the experiences of vulnerable populations. The workshop will conclude with reflection and provision of additional resources.

Objectives

- Reflect on one's own personal biases surrounding the Black people/patients and other vulnerable populations and how these biases influence patient care.
- In a clinical scenario, identify discrimination and minority stress that act as social determinants of mental health.
- Define & identify specific types of racism and microaggressions and understand the related assumptions, additive impact, and associated mental health outcomes.
- Develop confidence exploring and implementing a framework to use in clinical practice and the community, both in the short-term and long-term.

Format

Duration: 2.5 hours

Participants: Students, Residents, Faculty, Staff

Placement: Mid-rotation of Psychiatry Clerkship during Tuesday Didactics, 2-4:30pm. Eight sessions will be held in an academic year. The workshop will give students the opportunity to acclimate with their peers, residents, and faculty and then apply what they've learned during the remaining time of the clerkship.

Frequency: Students will attend one session during their Psychiatry Clerkship. Residents, Faculty, and Staff will attend at least two sessions per academic year based on assignment.

Outline

I. Pre-Workshop Content (to be completed prior to workshop session)

- a. Short media piece or work of literature
- b. ADDRESSING Model Exercise

- c. Pre-Workshop Survey
- d. Safe Space Guidelines

II. Introduction (5-10 mins)

- a. Review Safe Space & Brave Space Guidelines
- b. Reflection on Pre-Workshop Content/ADDRESSING Model

III. Racism in America & Dallas County (20 mins)

IV. Types of Racism and Microaggressions (15 mins)

V. Vulnerable Populations Interactive Group Exercise (90 mins) - Will focus on one of the following vulnerable populations per session:

- A. Poverty & Food Insecurity
- B. Incarceration/Criminal Justice System/Addiction
- C. Trauma & Development (Domestic Violence, Sexual Assault/Trafficking, Sex Workers)
- D. Childhood
- E. LGBTQIA+
- F. Immigration
- G. Women
- H. Unhoused & Structural Violence

VI. Impact Reflection/Processing (5-10 mins)

VII. Community Resources (5 mins)

VIII. Post-Workshop Survey (5 mins)