



Geisinger
Commonwealth
School of Medicine



WAYNE STATE
Division of Research



Anti-Racism | Trauma is *REAL*:
Understanding and Interrupting Microaggressions
Northwestern National Collaborative for education to
Address the Social Determinants of Health
Monday, February 22, 2021 at 2pm – 3pm CT | 3pm – 4pm ET

FACILITATOR(S):

Vicki T. Sapp, PhD | Geisinger Commonwealth School of Medicine

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Prevention = Exposure + Knowledge + Awareness
Response = Courage + Attitude + Behavior

PRIVILEGED GROUP	IDENTITIES	MARGINALIZED GROUP
Late 30's to 50's/early 60's	1. Age	Younger; Older
White	2. Race	Person of Color; People who identify as Biracial/Multi racial
Male	3. Sex	Female; Intersex
Cisgender	4. Gender Identity	Transgender; Gender Nonconforming; Gender Queer; Androgynous
President, Vice Presidents, Deans, Directors, Faculty, Supervisors	5. Hierarchical Level	Students, Graduate Teaching Assistants, direct service staff
Heterosexual	6. Sexual Orientation	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	7. Social Class	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	8. Educational Level Credential; Certificate	college; less valued school; public school
Christian (Protestant; Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan, ...
U.S. born	10. National Origin	"Foreign born;" Born in a country other than the U.S.
Not disabled	11. Disability Status	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	12. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	13. Size, Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	14. English Literacy	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	15. Marital Status	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years on campus	17. Years of experience	New; little experience on campus
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	19. Geographic region	Rural; some urban areas...less valued region
Light skin; European/Caucasian features	20. Skin color; phenotype	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	21. Family Status	Blended family; single-parent household; grandparents raising grandchildren; foster family...
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker

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NOTES

MICROAGGRESSIONS

Commonplace, usually unintentional, negative slights and expressions of bias toward socially devalued groups.

Themes	Microaggression Examples	Underlying Message
<p>Second class citizen: seeing certain groups as less worthy, less important, less deserving and inferior. People get excluded, ignored, or discriminated against.</p>	<p>Not knowing the name of lower status workers. Ignoring the contributions of marginalized people in groups. Overlooking the person of color on line.</p>	<p>Who you are and what you have to say is not important.</p>
<p>Inferiority or pathology of marginalized culture/identity: assuming that certain groups are abnormal, deviant or pathological. Assumes dominant cultural norms are correct and superior.</p>	<p>Saying to an African-American person, "You speak really well. You sound white." Asking, "Why do they have to be so loud/so queues like that?" Not putting a person with a disability in a front line position. "That food smells really funny."</p>	<p>Who you are is not acceptable or not as good as people from the dominant culture.</p>
<p>Assuming the normality and superiority of the dominant culture</p>	<p>Asking everyone to contribute money or attend an event without considering financial differences. Assuming that people are in heterosexual relationships. "Saying to a woman, "So what does your husband do?"</p>	<p>You should conform to dominant cultural norms regardless of who you are, or the dominant cultural norms are what's "normal."</p>
<p>Assuming inherent abilities or qualities</p>	<p>Saying to an Asian person, "Do you work in the math or computer fields?" "I don't think a woman can handle this position-we need someone strong and decisive." Assuming a tall black man plays basketball.</p>	<p>Your individuality doesn't matter, I know what you are like.</p>
<p>Assuming homogeneity: assuming that all people from a certain group are alike. Not seeing individual and group differences.</p>	<p>Asking a Black person, "So what do Black people think about Obama?" Asking a Latina (who is Colombian) to explain Cinco de Mayo (a Mexican holiday). Assuming a Sikh is a Muslim.</p>	<p>You are all alike.</p>
<p>Ascription of intelligence: making assumptions about a group's intellectual ability, competencies and capabilities.</p>	<p>Saying to a service worker, "Wow, that sounded smart. How did you know that?" Saying to a Black person, "You're so articulate!" Speaking more slowly and simply to a person with a physical disability (who does not have a cognitive disability) Not encouraging females to pursue high level math and science. Assuming Asians are good at math.</p>	<p>You're not as intelligent or you must be good at this activity.</p>

Theme	Microaggression Examples	Underlying Message
Alien in one's own land: being perceived as a perpetual foreigner or being an alien in one's own country.	Saying to a Latina-or Asian-American, "So where are you <i>really</i> from?" or "You speak really good English." Saying to an African-American or Muslim, "If you don't like it here, you can just go back to Africa/the Middle East."	You're not really an American. You don't really belong here.
Assuming criminality: presuming that certain groups are dangerous or criminals.	Crossing the street or holding one's purse tighter around Black/Latina men. Not wanting one's child to be taught by gays or lesbians. Only asking people of color for ID when using checks or credit cards.	You can't be trusted. You might be dangerous.
Using offensive/biased language: referring to individuals or groups in ways that are insensitive or derogatory.	Calling women "girls" or "han". Not using the correct gender pronoun. Using the term "illegal alien". "That's so gay." "That's so ghetto."	Who you are is not important or worthy of respect.
Myth of meritocracy: assuming that all groups have equal opportunity and that there is a level playing field. Therefore, success or failure is due to individual effort and attributes. "Blaming the victim"	"I had no problem finding an internship/job, you must not be trying hard enough." "I just want to hire the most qualified person."	Your marginalized status or experiences with inequality don't matter.
Ignoring/Denying Differences: unwillingness to acknowledge or admit seeing someone's social identity and thus the significance of it.	"I don't see color, I just see people." "You're so pretty I forget that you're a lesbian."	Your identities don't matter.
Denying personal bias: unwillingness to admit individual prejudice or discriminatory behavior.	"I can't be racist, some of my best friends are Black". "My sister has a disability, so I have no prejudice against people with disabilities." "I'm not homophobic, that was just a joke."	You're wrong. I don't have any bias.

Adapted from: Sue, D.W. (2010). *Microaggressions and Marginality and Microaggressions in Everyday Life*. Hoboken, NJ: John Wiley and Sons.

For more examples of microaggressions see: www.microaggressions.com

Unproductive Meeting Behaviors

a. In the 1st column, check-off any unproductive behaviors which you have observed in meetings.

b. Then in the 3rd column, check-off any of these behaviors that you have ever done.

c. Look back over this list, and imagine what needs the person/you were attempting to fulfill with each of these behaviors. Write these unmet needs in the 4th column, Examples of needs: recognition, inclusion, understanding, clarity, safety, connection, mutuality, collaboration, acknowledgement, efficiency, honesty, respect, competence, trust, fun, make a difference, etc.,

Others do this	Unproductive meeting behaviors, when someone:	I've done this	Unmet Need
	1. Makes inappropriate comments or "jokes"		
	2. Belittles the input or comments of others		
	3. Minimizes or rationalizes away the frustrations and comments of group members		
	4. Interrupts or talks over others		
	5. Engages in side conversations		
	6. Dominates the conversation		
	7. Makes snide or sarcastic comments		
	8. Only interacts and makes eye contact with people like them; people they like		
	9. Gives unsolicited "advice," tell someone how they should have felt or responded differently		
	10. Dismisses or ignores the input of others		
	11. Disregards feedback from group members		
	12. Laughs at or makes fun of other group members		
	13. Treats peers with disrespect		
	14. Gives someone the "silent treatment" or "cold shoulder"		
	15. Uses a negative, judgmental tone		
	16. Uses an overly aggressive or forceful style		
	17. Refuses to participate in the discussion or the activity		
	18. Is silent, shut down or withdrawn		
	19. Challenges the validity of the information being presented to serve a personal agenda		
	20. Questions the usefulness of an activity or a discussion to serve a personal agenda		

Others do this	Unproductive meeting behaviors, when someone:	I've done this	Unmet Need
	21. Gives excuses or PLEs (Perfectly Logical Explanations) for disrespectful comments and behaviors		
	22. Raises their voice to try to silence others.		
	23. Emphasizes "good intent" and does not listen to the impact of actions		
	24. Makes negative stereotypic comments about others or self		
	25. Tells others they are "too sensitive"		
	26. Repeats or records what members with lower status have just said		
	27. "Hears" and acknowledge ideas only if they come from members with higher group status		
	28. Does not engage or "hear" comments from members with lower group status		
	29. Judges or dismisses input from members of lower status groups if they express anger or frustration		
	30. When confronted, frames the situation as an "attack"		
	31. Go to lunch or socializes only with certain group members		
	32. Acknowledges and praises only certain group members		
	33. Rolls their eyes or makes other negative nonverbal behaviors when others are talking		
	34. Chastises others publicly		
	35. Critiques and questions only the ideas and materials presented by loser status members		
	36. Bullies other group members		
	37. Has a patronizing or condescending manner		
	38. Details the planned format and agenda to serve a personal agenda		
	39. Takes credit for the work or ideas of others		
	30		
	41		

Note: Again, please remember these statements are specifically associated with privilege and marginalized group status.

Developed by: Kathy Obear, kathy@dekathyobear.com www.drkathyobear.com

Checklist for Allies and Accomplices: Tools and Strategies to Increase Your Capacity and Effectiveness as Change Agents (A Place to Start)

Directions: Read each of the following and rate how often you **effectively demonstrate** these skills:

1=Very Rarely	2=Rarely	3=Occasionally	4=Frequently	5=Very Frequently
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- _____ 1. Consistently track interactions and group dynamics: work to create balance of engagement among all members; and speak up when you notice exclusionary comments and behaviors.
- _____ 2. Cultivate relationships with other members of privileged groups who actively work to dismantle oppression and create inclusive organizations. Talk honestly about where you get stuck and ask for feedback and coaching.
- _____ 3. Continue to deepen your awareness about privilege and dominant culture, and how these operate in you, others, and organizations/systems.
- _____ 4. Recognize and change in the moment when you are operating out of stereotypes, privilege, and/or dominant cultural beliefs.
- _____ 5. Track patterns of negative differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others.
- _____ 6. Support others when they question or challenge exclusive or disrespectful behaviors or policies, so they are not alone. Recognize that marginalized group members have a far greater risk if they challenge and speak up.
- _____ 7. Recognize and intervene when unconscious bias and prejudice are impacting opinions and decisions.
- _____ 8. Continually learn more about the experiences of members of marginalized groups and oppression.
- _____ 9. Recognize when members of marginalized groups might be reacting out of cumulative impact and offer space to talk about issues and their experiences.
- _____ 10. Analyze policies, programs, services, and practices to assess any differential negative impact on members of marginalized groups and shift practices to create change.
- _____ 11. Track current utilization of services and assess the degree of satisfaction and usage by members of marginalized groups.
- _____ 12. Regularly assess the climate and culture of organizations and analyze the data for any differential experiences from members of marginalized groups.

- _____ 13. Constantly track organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, hiring and promotion, etc.
- _____ 14. Ask questions to seek to understand BEFORE disagreeing or defending your position.
- _____ 15. If your behavior has had an impact on a member of a marginalized group, avoid defensively talking about your intent. Instead, listen thoughtfully to their feelings and perspective; acknowledge the impact; make amends and change your behavior as needed.
- _____ 16. In meetings and conversations, ask these questions, "How might this impact members of different marginalized groups?" "What perspectives and input might we be missing from different marginalized groups?"
- _____ 17. Talk with members of privileged groups who seem to be colluding, "going along to get along" help them consider the consequences of their actions and shift their behaviors.
- _____ 18.
- _____ 19.
- _____ 20.

Adapted from: Kathy Obear, Ed.D., Center for Transformation & Change
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What are Your Inclusion Values and Intentions? Developed by Kathy Obear, Ed.D.,
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- create greater inclusion
- leave people feeling whole
- engage in respectful dialogue
- do no harm
- "go with the flow;" trust the process
- deepen learning and growth
- meet the people "where they are" without judgment
- use the triggering moment to deepen understanding
- relate in, connect to the person
- create space for honest, authentic dialogue; sharing of feelings, perceptions
- invite people to learn from the situation
- model the social justice behaviors you espouse authenticity, empathy self-reflection, engagement...
- deepen understanding across differences
- identify deeper issues fueling feelings, perceptions and behaviors
- create safety for the expression of differing viewpoints
- treat others with respect and dignity
- encourage more people to engage in the dialogue
- support people to disagree with each other in respectful ways
- model effective recovery skills after making an inappropriate comment or when your behavior results in negative impact
- identify inappropriate behaviors and explore the negative impact
- interrupt unproductive, inappropriate behaviors and group dynamics
- build a "bridge" and a connection with the another person
- encourage identity development and growth
- demonstrate compassion and empathy

Have You Ever Had These Less Productive Intentions?

- win the argument
- get even; get them back
- to be right; prove the other person wrong
- to prove you are competent, smart
- assert your power and authority
- gain status and prestige; be admired
- be in control
- intimidate the other person
- "put them in their place," shut them down
- punish the other person
- embarrass or put down the other person
- make them feel the pain and hurt you feel
- change the other person's views, feelings or behaviors
- to make people learn
- trick and "out fox" the other person
- avoid confrontation and conflict
- keep the conversation "under control"
- avoid intense emotions: in self and others
- make everyone feel happy and harmonious
- avoid feeling or being viewed as "incompetent"
- control how others feel about you
- To seen as a "good one," an ally
- use the current opportunity to "right the wrongs" you experienced in your past
- change the other person to account for times you either didn't or couldn't change oppressive people earlier in your life
- ignore them
- seek approval of others
- to be liked, to fit in

Traps and Potholes for Allies to Avoid, a Beginning list

Tanya Williams, Ed.D., and
Kathy Obear Ed.D.

- o Colluding and trying to maintain the status quo culture
- o Trying to keep your status, membership in "the club" while saying you are creating change
- o Fear of losing your access, connections, and future career opportunities
- o Attached to what people will say about you
- o Afraid of the consequences and backlash if you speak truth to power
- o Thinking you know all you need to know; feeling you have arrived
- o Believing you have the right answer, you know exactly what is needed
- o Feeling you have arrived, done all your self-work
- o Having some information and skills, but nowhere near enough competence
- o Acting alone or in isolation
- o Not having accountability structures with people in the corresponding marginalized group
- o Motivated by wanting to "help" people in marginalized identities
- o Reacting out of rescuing, patronizing, or condescending energy
- o Motivated by guilt, shame, or pity
- o Unclear why you do ally work; not clear on your motives and self-interest, i.e., reclaiming your humanity as you partner to create true equity and inclusion for all; understanding how oppression negatively impacts you in your privileged
- o Wanting recognition and appreciation for your contributions
- o Taking over and dominating conversations
- o Assuming leadership roles in cross identity groups with thoughtful group dialogue
- o Not partnering with and following the leadership of people from the corresponding marginalized identity(s)
- o Reacting out of self-righteous energy
- o Social justice arrogance: believing you "get it" and others "don't get it"
- o Believing there is a progression from mediocre ally to "super ally"
- o Personal attacks on people who "don't get it"
- o Shaming others or yourself for not knowing enough, doing enough, etc.
- o Acquiescing to anything people from marginalized groups say and do
- o Disappearing from conversations and deifying people from marginalized groups
- o Defensiveness to feedback from people from both marginalized and privileged groups
- o Resistance to looking at impact of your behavior
- o Unwilling to explore how you may be reacting out of internalized dominance
- o Holding back out of perfectionism, fear making a mistake, or being wrong
- o Fear of intense emotions (yours or others), especially anger and deep pain
- o Not seeing all people as worthy human beings, deserving of respect and dignity
- o Hiding your prejudicial thoughts and implicit bias
- o Fear of being vulnerable
- o Disengaging from other members of your privileged group(s)
- o Calling yourself an ally without engaging in active change work with people from the corresponding marginalized identity(s) the people you say you are an ally to
- o Only working on a single identity; seeing and working with the intersections and simultaneity of multiple identities

- o Having a very shallow definition and vision of change work: focused on diversity and increasing demographics without systemic, sustainable organizational change to create inclusive, socially just organizations
- o Doing for others what they can do for themselves
- o Thinking there is a checklist, a to-do list of "right" ally behaviors

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