

**Addressing Mistreatment in Medical Institutions**  
*2021 NCEAS Annual Conference*

- Read over the scene/conversation at least twice before providing response.
- **Get into the role.** Add whatever personal experiences or observations you've had.
- Every role in the scenario should be accounted for
- If you get "stuck" with responding --> review materials or ask for help.
- We will regroup for large group discussion and debrief.
- Your group will be called on to share their responses

**SCENARIO 1: Exoticizing Racial/Ethnic Identity and Background**

An inpatient ward team is conducting morning rounds. The team includes the attending, Dr. Smith, senior resident, intern and third year medical student, Tracy. The female medical student (who identifies as Black) is presenting a patient to the rest of the team. The attending interrupts her presentation and proceeds to touch her hair.

**Attending Physician (Dr. Smith):** Wow, is this real (while touching the student's hair)? You all always have such interesting hair styles.

**Senior Resident:** We're running behind. Let's go see the patient.

**Intern:** (says nothing)

**Medical Student (Tracy):** (says nothing)

The team then enters the patient's room.

Questions for your group

- What mistreatment is occurring?
- Who should respond?
- Who should receive the response?
- When should the mistreatment be addressed? Now? Later?
- What would a DEAR response look like?

**Example of DEAR Statement. Intern addressing Senior Resident.**

"I wanted to bring something up to you from our rounds yesterday. Yesterday Dr. Smith touched Tracy's hair yesterday and commented on how it was 'interesting'. I was upset and disappointed that this happened. I know that Tracy felt uncomfortable. This is something that happens to Black people often and can be othering. I don't want this to happen again and I hope that you can let Dr. Smith know of the impact this had. I know that you and Dr. Smith are great educators and care about your trainees well being."

- This document is a work in progress. Please do not quote or cite without permission of [dancab@uw.edu](mailto:dancab@uw.edu)

**Addressing Mistreatment in Medical Institutions**  
*2021 NCEAS Annual Conference*

- Read over the scene/conversation at least twice before providing response.
- **Get into the role.** Add whatever personal experiences or observations you've had.
- Every role in the scenario should be accounted for
- If you get "stuck" with responding --> review materials or ask for help.
- We will regroup for large group discussion and debrief.
- Your group will be called on to share their responses

**SCENARIO 2: Gender/Sex**

At the beginning of their four-week outpatient rotation, a medical student who identifies as nonbinary, Jay, kindly asks their attending Dr. Williams, residents and staff to use "they" pronouns when being addressed. Dr. Williams, however, continues to use she/her pronouns throughout the rotation.

Jay, a resident Amanda, and Dr. Williams are debriefing in the clinic work room after just having seen a patient together.

**Attending:** Jay, you did such a great job in there. (Looking at the resident) Isn't she the best!

**Resident:** Yes, they are so good with patients.

**Jay:** (silent)

Questions for your group

- What mistreatment is occurring?
- Who should respond?
- Who should receive the response?
- When should the mistreatment be addressed? Now? Later?
- What would a DEAR response look like?

- This document is a work in progress. Please do not quote or cite without permission of [dancab@uw.edu](mailto:dancab@uw.edu)

## Addressing Mistreatment in Medical Institutions

2021 NCEAS Annual Conference

- Read over the scene/conversation at least twice before providing response.
- **Get into the role.** Add whatever personal experiences or observations you've had.
- Every role in the scenario should be accounted for
- If you get "stuck" with responding --> review materials or ask for help.
- We will regroup for large group discussion and debrief.
- Your group will be called on to share their responses

### SCENARIO 3: Identity Confusion

Two female residents, Alice (who identifies as Vietnamese) and Linda (who identifies as Chinese), are working together while seeing patients on the wards with their primary attending, Dr. Jackson (who identifies as White). The two residents are drastically different in their appearance. Dr. Smith, a male attending (who identifies as White) from the same department walks by the team in the hallway.

**Dr Smith:** You are both seeing patients together, how neat! You look like twins.

**Dr Jackson:** (says nothing)

**Alice:** (says nothing and appears uncomfortable)

**Linda:** (says nothing and appears uncomfortable)

#### Questions for your group

- What mistreatment is occurring?
- Who should respond?
- Who should receive the response?
- When should the mistreatment be addressed? Now? Later?
- What would a DEAR response look like?

- This document is a work in progress. Please do not quote or cite without permission of [dancab@uw.edu](mailto:dancab@uw.edu)

**Addressing Mistreatment in Medical Institutions**  
*2021 NCEAS Annual Conference*

- Read over the scene/conversation at least twice before providing response.
- **Get into the role.** Add whatever personal experiences or observations you've had.
- Every role in the scenario should be accounted for
- If you get "stuck" with responding --> review materials or ask for help.
- We will regroup for large group discussion and debrief.
- Your group will be called on to share their responses

**SCENARIO 4: Religious and Cultural "Othering"**

A new intern Ella (wearing a hijab) and the male senior resident Paul (who identifies as Latino) enter a room to see a patient for the first time.

**Ella:** Hello Ms. Sorensen. I will be the intern helping take care of you while you're in the hospital.

**Ms. Sorensen:** I'd prefer to have someone else take care of me.

**Ella:** I'm sorry, I don't understand...

**Ms. Sorensen:** I would feel more comfortable with someone else.

**Paul:** (says nothing)

Questions for your group

- What mistreatment is occurring?
- Who should respond?
- Who should receive the response?
- When should the mistreatment be addressed? Now? Later?
- What would a DEAR response look like?

- This document is a work in progress. Please do not quote or cite without permission of [dancab@uw.edu](mailto:dancab@uw.edu)

**Addressing Mistreatment in Medical Institutions**  
*2021 NCEAS Annual Conference*

- Read over the scene/conversation at least twice before providing response.
- **Get into the role.** Add whatever personal experiences or observations you've had.
- Every role in the scenario should be accounted for
- If you get "stuck" with responding --> review materials or ask for help.
- We will regroup for large group discussion and debrief.
- Your group will be called on to share their responses

**SCENARIO 5: Gender Microaggression**

An inpatient surgery team is in the middle of early morning rounds. The team consists of a male medical student Andrew, a male intern James, a female senior resident Beth and a male chief resident Darrel.

**Beth - Senior Resident:** Sorry everyone, but I have to go to the call room really quick and pump for a little before our first surgery. A mother's work is never done. I'll meet you all for the pre-OR huddle in 20 minutes.

**James - Intern:** Sure, no problem. We're pretty much done here.

**Beth - Senior Resident:** (walks away)

**Darrel - Chief Resident:** Oh brother... This is why women shouldn't go into surgery.

**Andrew - Medical Student:** (says nothing)

**James - Intern:** (says nothing)

Questions for your group

- What mistreatment is occurring?
- Who should respond?
- Who should receive the response?
- When should the mistreatment be addressed? Now? Later?
- What would a DEAR response look like?

- This document is a work in progress. Please do not quote or cite without permission of [dancab@uw.edu](mailto:dancab@uw.edu)

**Addressing Mistreatment in Medical Institutions**  
*2021 NCEAS Annual Conference*

- Read over the scene/conversation at least twice before providing response.
- **Get into the role.** Add whatever personal experiences or observations you've had.
- Every role in the scenario should be accounted for
- If you get "stuck" with responding --> review materials or ask for help.
- We will regroup for large group discussion and debrief.
- Your group will be called on to share their responses

**SCENARIO 6: Racial Microaggression**

A senior resident Tess (who identifies as White) is working a shift in the ED. She evaluates a 14 y/o Black boy with sickle cell pain who has returned to the ED after being discharged yesterday because of continued pains. Tess decides to admit the boy and informs the family that she will be contacting the Hematology team on-call. She pages Ravi the Hematology fellow (who identifies as Indian-American).

**Tess:** I have a 14-yo boy brought to the ED twice this week due to pain related to his sickle cell disease. I sent him home yesterday on Oxycodone but that didn't seem to help. We think he needs to be admitted for pain crisis and he should probably be started on morphine since the Oxycodone was ineffective.

**Ravi:** Doesn't that seem a little too aggressive? Is the kid really squirming and does he appear to be in that much of severe pain? You really can't always trust these families. You know how they can be... I think he should be fine with Tylenol and Tramadol.

Questions for your group

- What mistreatment is occurring?
- Who should respond?
- Who should receive the response?
- When should the mistreatment be addressed? Now? Later?
- What would a DEAR response look like?

- This document is a work in progress. Please do not quote or cite without permission of [dancab@uw.edu](mailto:dancab@uw.edu)