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CLOSING THE DIVIDE
Building Trust by Addressing Bias in Medicine

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Objectives

• Increase awareness of behaviors that demonstrate conscious and unconscious biases
• Define the impact of biased behaviors in clinical and nonclinical settings in medicine
• Introduce a framework for how to respond and debrief during and after such encounters
Social Identity Theory

• Social Identity: The way one conceptualizes self based on the social groups to which one belongs

• Social Identity Theory
  • Social Categorization
  • Social Identification
  • Social Comparison
What aspects of your identity have the most effect on the way others perceive you at work?

- (A) Race or Ethnicity
- (B) Age
- (C) Gender Identity
- (D) Sexual Orientation
- (E) National Origin
- (F) Native Language
- (G) Socioeconomic Status
- (H) Religious or Spiritual Association
- (I) (Dis)Ability
- (J) Other
Definitions

• Macroaggression
  • overt statements, behaviors or attitudes intended to discriminate against someone based upon race, ethnicity, sexual orientation, gender identity

• Microaggression
  • Snubs, slights, insults directed toward minorities or stigmatized groups that *implicitly* communicate or engender hostility
    • Disrespect, devaluation, and exclusion
    • Clash of realities between perpetrator and the recipient (intent v. impact)
    • Perceived minimal impact of harm (lack of knowledge of cumulative effects)
Discuss encounters marked by discrimination or other inappropriate behaviors and the impact.
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How did you feel during this encounter?

Nobody has responded yet.

Hang tight! Responses are coming in.
Tools and Techniques to Respond
Let’s Clear the AIRR

- Assess
- Identify
- Respond
- Review/Report
Let’s Clear the AIRR

Assess
- The situation, the environment (SAFETY), and your emotions

Identify
- The patient’s intent and perspective
- The source of the behavior

Respond
- Share your perspective
- State the purpose/objective of the encounter
- Set boundaries, state the standards

Review/Report
- Review the encounter with a supervisor immediately

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Let’s Clear the AIRR

**Assess**
- The situation, the environment (SAFETY), and your emotions

**Identify**
- The other person’s intent and perspective
- The source of the behavior

**Respond**
- Share your perspective
- State the purpose/objective of the encounter
- Set boundaries, state the standards

**Review/Report**
- Reflect on the encounter with a supervisor immediately

“I hear that you are saying…”
“I see that you are feeling…”
Let’s Clear the AIRR

<table>
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<th>Assess</th>
<th>Identify</th>
<th>Respond</th>
<th>Review/Report</th>
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| • The situation, the environment, and your emotions | • The other person’s intent and perspective  
• The source of the behavior | • Share your perspective  
• State the purpose/objective of the encounter  
• SET BOUNDRIES, STATE THE STANDARDS | |

“… being here is difficult. The team is here to do our best to help you with ______.

In order to do so, we must maintain a professional and mutually respectful relationship.”
Let’s Clear the AIRR

Assess
- The situation, the environment, and your emotions

Identify
- The person’s intent and perspective
- The source of the behavior

Respond
- Share your perspective
- State the purpose/objective of the encounter
  - SET BOUNDARIES, STATE THE STANDARDS

Review/Report

“I am open to discussing differing perspectives, but we must work together to form a plan that is best for you.”
# Let’s Clear the AIRR

**Assess**
- The situation, the environment, and your emotions

**Identify**
- The person’s intent and perspective
- The source of the behavior

**Respond**
- Share your perspective
- State the purpose/objective of the encounter
- SET BOUNDARIES, STATE THE STANDARDS

**Review/Report**

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“I do not appreciate…”

“It makes me uncomfortable when you…”

“That behavior is not acceptable.”
Let’s Clear the AIRR

Assess
• The situation, the environment, and your emotions

Identify
• The person’s intent and perspective
• The source of the behavior

Respond
• Share your perspective
• State the purpose/objective of the encounter
• SET BOUNDARIES, STATE THE STANDARDS

Review/Report

“If you continue to… I will leave the room.

I will return later when we are able to have calm and productive conversation…”
Let’s Clear the AIRR

**Assess**
- The situation, the environment, and your emotions

**Identify**
- The person’s intent and perspective
- The source of the behavior

**Respond**
- Share your perspective
- State the purpose/objective of the encounter
- SET BOUNDARIES, STATE THE STANDARDS

**Review/Report**
- Review the encounter with a supervisor immediately. Document the encounter.

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Report It

• Ensures the person subjected to the behavior has a safe space to process the experience

• Ensure that the patient continues to receive appropriate and timely care

Methods of Reporting

• Clinical documentation in the medical records
  • Useful in maintaining a written records of these types of encounters

• Online reporting portals in your institution
  • May serve as a useful tool in formal evaluations and tracking
  • Can serve as an anonymous method of reporting
Methods of Reporting

**Trainees**
- Colleagues
- Senior resident or fellow trainees
- Chief residents
- Attending physicians
- Course directors (program or clerkship directors)
- Human resources

**Faculty and Staff**
- Colleagues
- Direct supervisor
- Clinic or ward administrators
- Hospital or practice leadership
- Human resources
- Administration
Summary

• Is it important to increase awareness and respond to behaviors that demonstrate conscious and unconscious biases

• When team members lack the tools to respond biased encounters, this can perpetuate an unhealthy and/or unsafe culture

• The “Clear the AIRR” framework is a tool to help with addressing such encounters, which includes:
  • Assess the encounter and environment
  • Identify the patient’s intent and the source of the behavior
  • Form an appropriate response and set boundaries
  • Review and report such encounters
References


3. Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (http://sites.lsa.umich.edu/inclusive-teaching/). Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan.


