

FUTURE OF NURSING™

Campaign for Action

AT THE CENTER TO CHAMPION NURSING IN AMERICA



Robert Wood Johnson Foundation

AARP Foundation®

Improving Student Wellness by
Understanding Microaggressions

April 9, 2019

Today's Webinar

- The frequency that health professions students experience microaggressions.
- Student experiences of microaggressions in health professions' learning environments.
- The impact of microaggressions on student learning.
- Student perspectives of strategies for moving toward more inclusive learning environments.



**Winifred V. Quinn, PhD,
FAANP (Hon)**

Director, Advocacy &
Consumer Affairs

*Center to Champion Nursing
in America*



- Assistant Clinical Professor, University of California Davis Betty Irene Moore School of Nursing
- Co-Director of the Center for a Diverse Healthcare Workforce and the Interprofessional Teaching Scholars Program
- Consultant on diversity issues, *Campaign for Action*

Piri Ackerman-Barger, PhD, RN

The Center for a Diverse Healthcare Workforce at the University of California, Davis works to promote best practices and advance diversity in the workforce by:

- Leading research focused on recruiting, training, and retaining a diverse healthcare workforce to advance health equity;
- Sharing research and engaging in meaningful conversations to increase diversity in the healthcare workforce;
- Creating partnerships and collective impact to advance educational opportunity, equity, and diversity within the healthcare workforce.

The research for this presentation was supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$3,791,026 with 0 percent financed with non-governmental sources.

The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit HRSA.gov.

Researchers



**Piri Ackerman-
Barger, PhD, RN**

*Assistant Clinical Professor
UC Davis
Betty Irene Moore
School of Nursing*



**Dowin
Boatright, MD,
MBA**

*Assistant Professor
Emergency Medicine
Yale University
School of Medicine*



**Darin
Latimore, MD**

*Deputy Dean
Chief Diversity Officer
Yale University
School of Medicine*



**Rosana Gonzalez-
Colaso, PharmD,
MPH**

*Assistant Professor
Internal Medicine
Yale University
School of Medicine*

Definition of Microaggressions

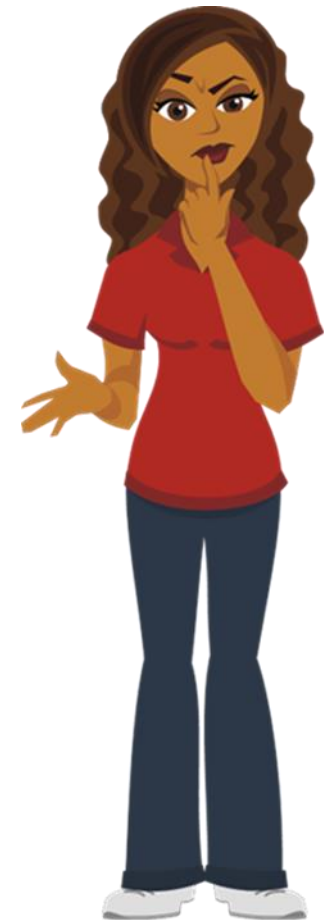
Racial microaggressions are subtle statements and behaviors that unconsciously communicate denigrating messages to people of color. (Nadal, 2011).

Types of Microaggressions	Definition
Micro-assaults	Intentionally and explicitly derogatory verbal or non-verbal attacks.
Micro-insults	Rude and insensitive subtle put-downs of someone's racial heritage or identity.
Micro-invalidations	Remarks that diminish, dismiss or negate the realities and histories of People of Color.

(Sue and Colleagues, 2007)

Microaggressions Are

- Not always consciously done.
- Powerful because they are subtle-sometimes invisible.
- Instances that cause the victim to wonder, in confusion, “What just happened?!!”



Impact of Microaggressions

- Cause mental health effects
- Create physical health problems
- Perpetuate stereotypes
- Passively allow society to devalue groups
- Cause lower work productivity
- Create inequities in education, employment, and health care

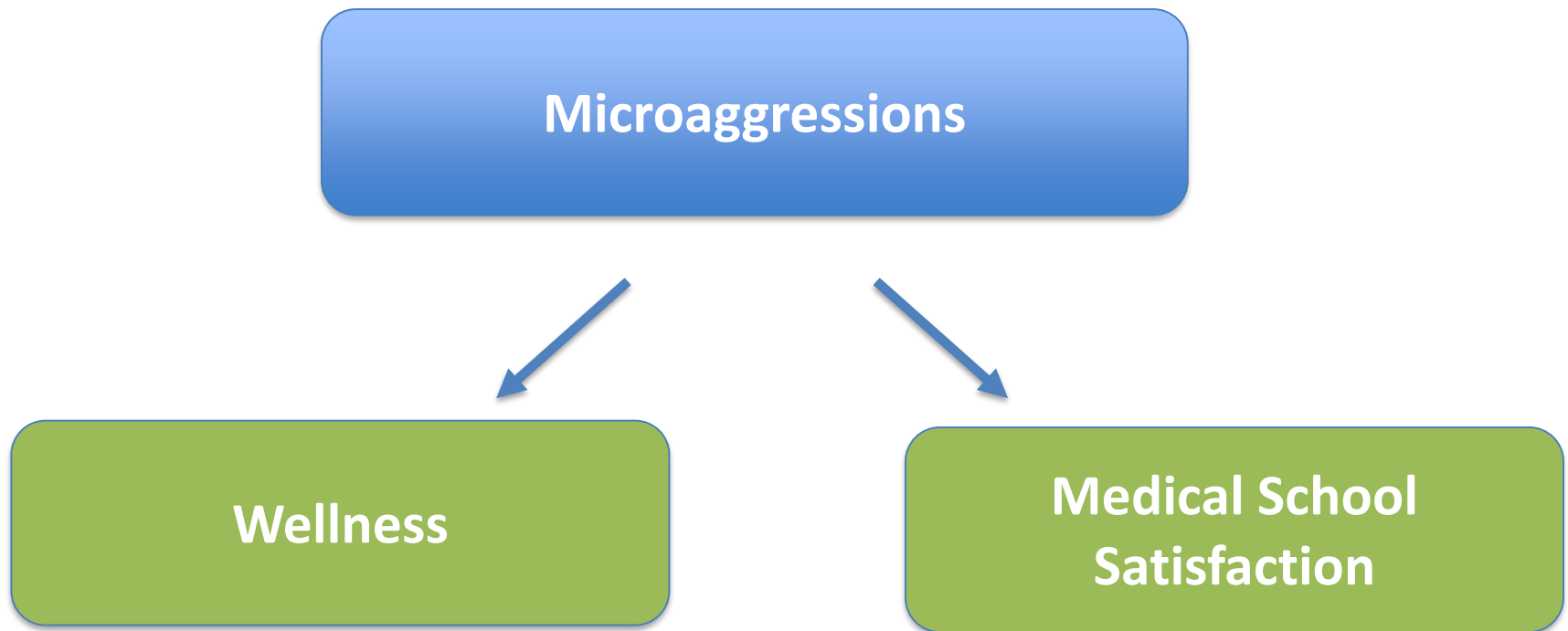


Methodology: Mixed Methods

	Quantitative		Qualitative
Sample Size	832	222 (133, 58, 31)	37
Design	Survey *[Adapted REMS and IBQ]		Interview/Focus Groups
Analysis	Standard Frequency/logistic regression model		Thematic Analysis w/ NVIVO

**Racial and Ethnic Microaggressions Scale and Institutional Betrayal Questionnaire*

Purpose of Survey Portion of the Study



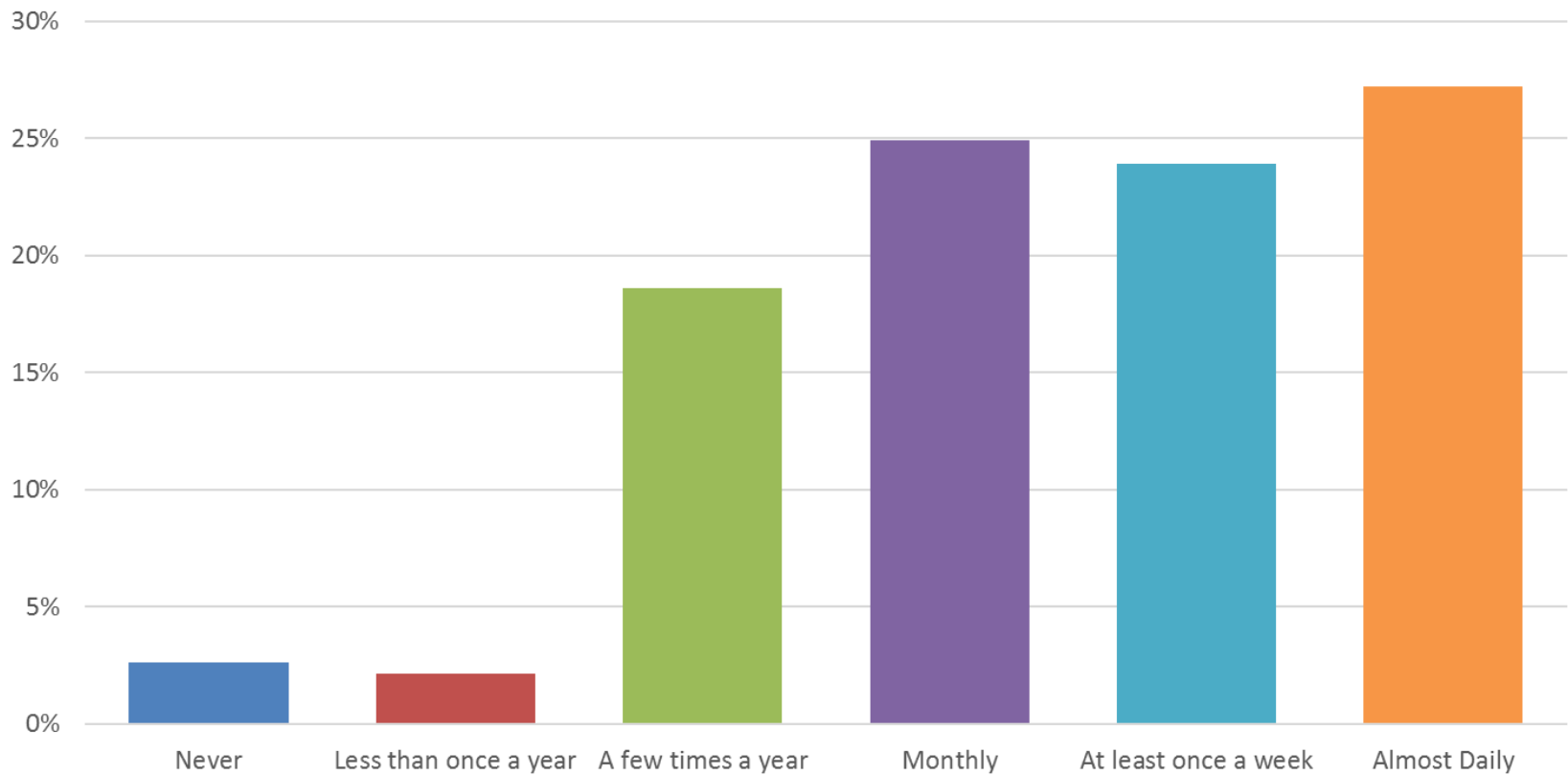
Examples of Survey Questions

- People are surprised by how well I speak English
- People mistake me for someone else who shares an aspect of my identity
- People imply I was admitted to medical/nursing school for reasons other than academic merit
- Faculty have discouraged me from pursuing medical/nursing field that interests me

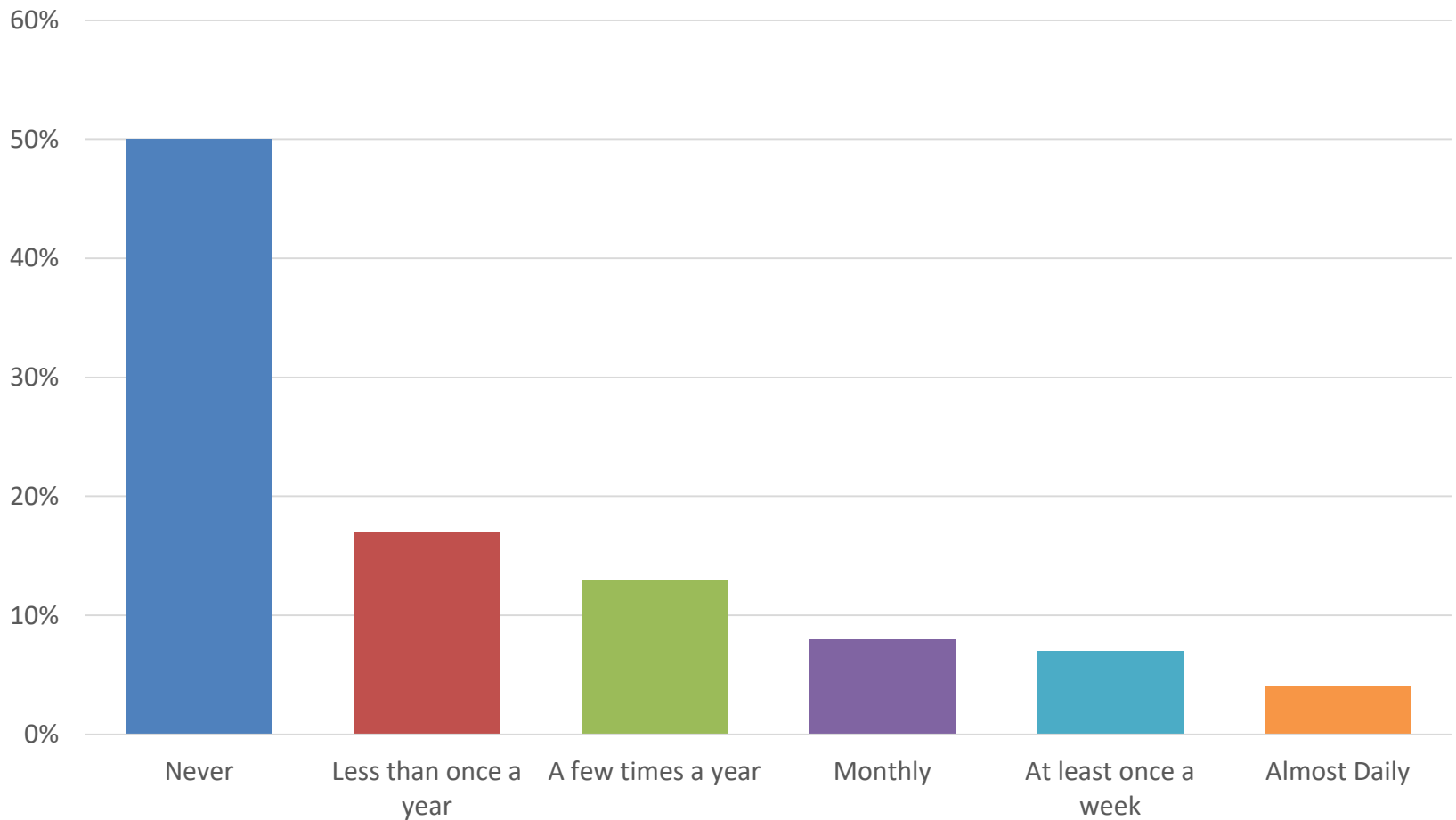
Wellness

School Satisfaction

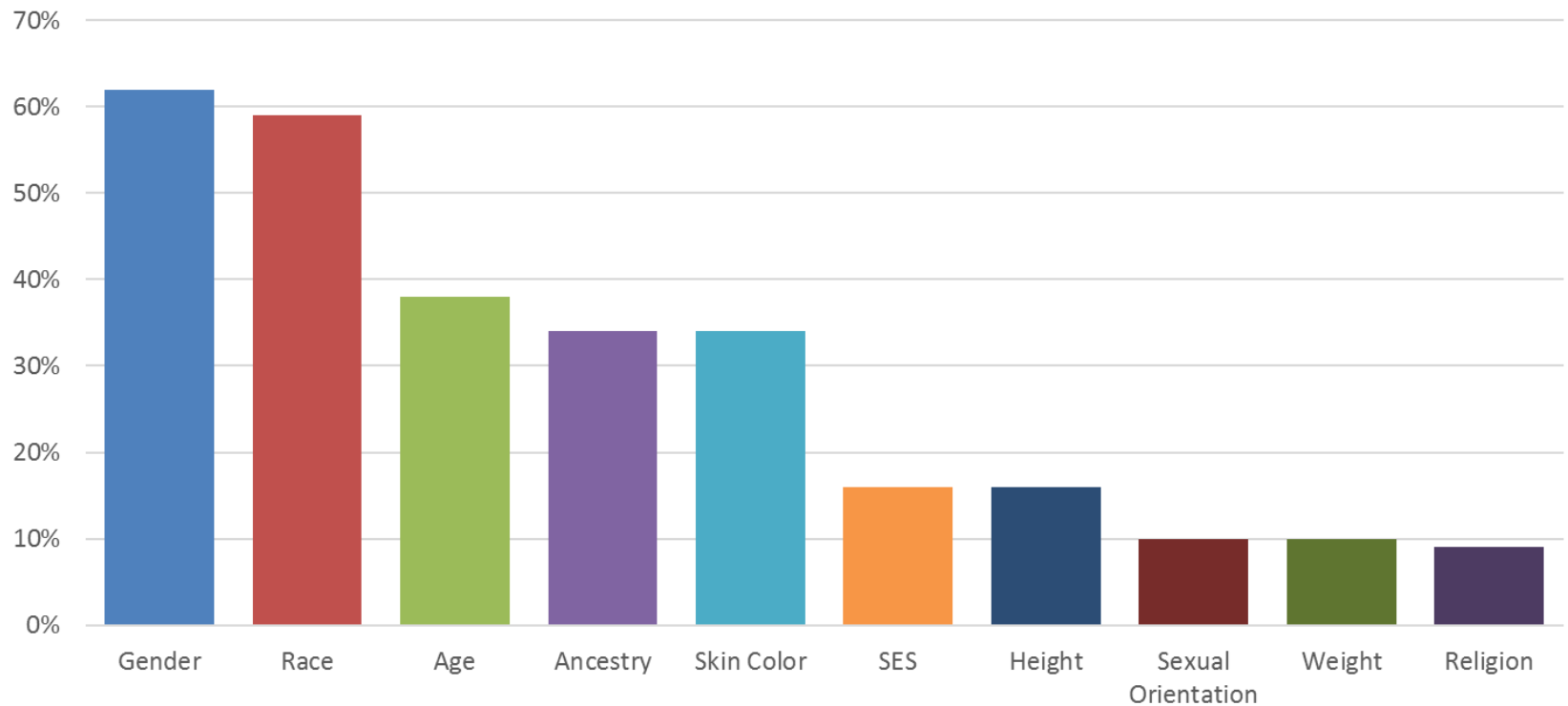
Frequency of Microaggressions (832 medical students)



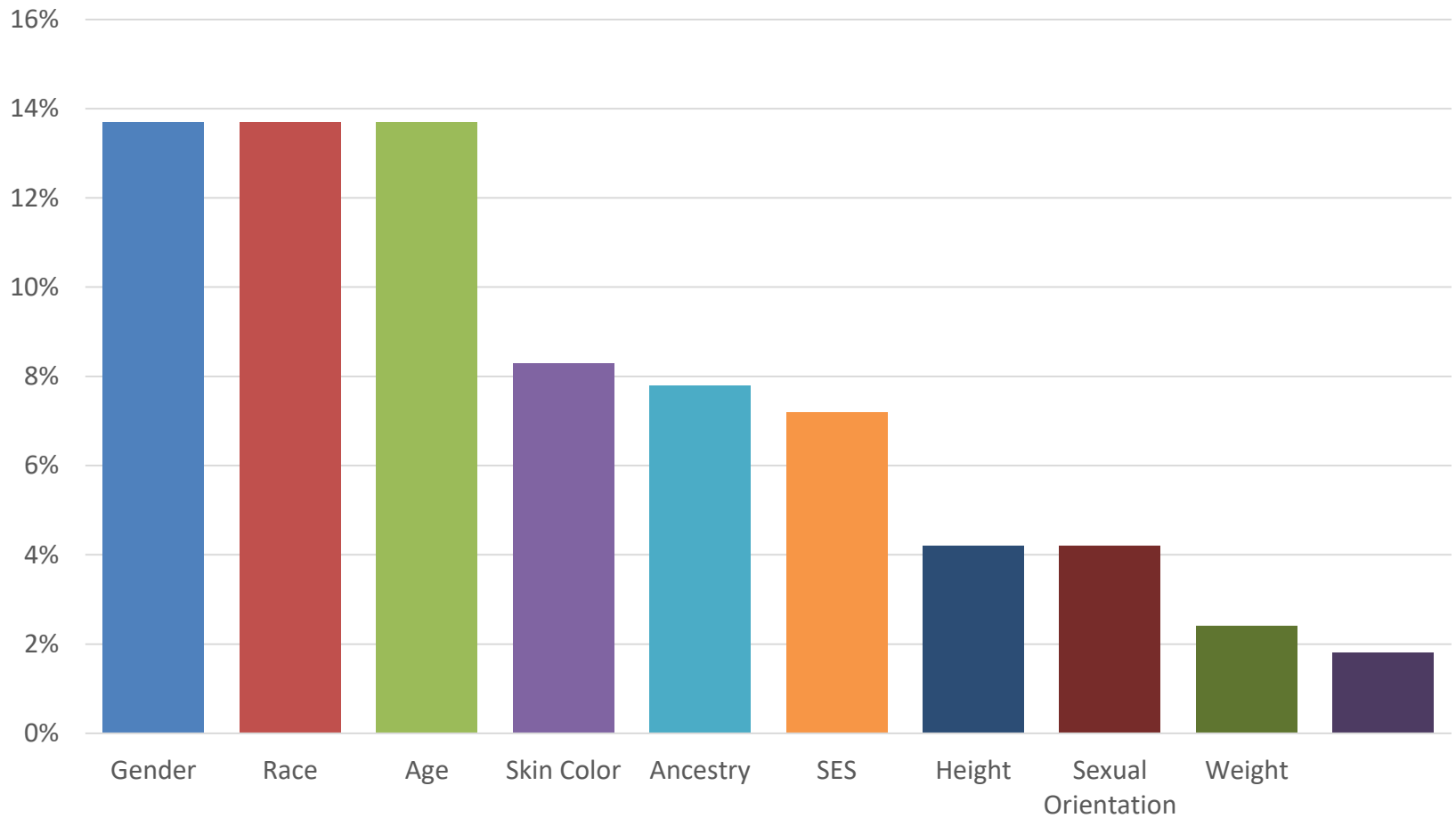
Frequency of Microaggressions (58 nursing students- 5 Black, 10 Latinx)

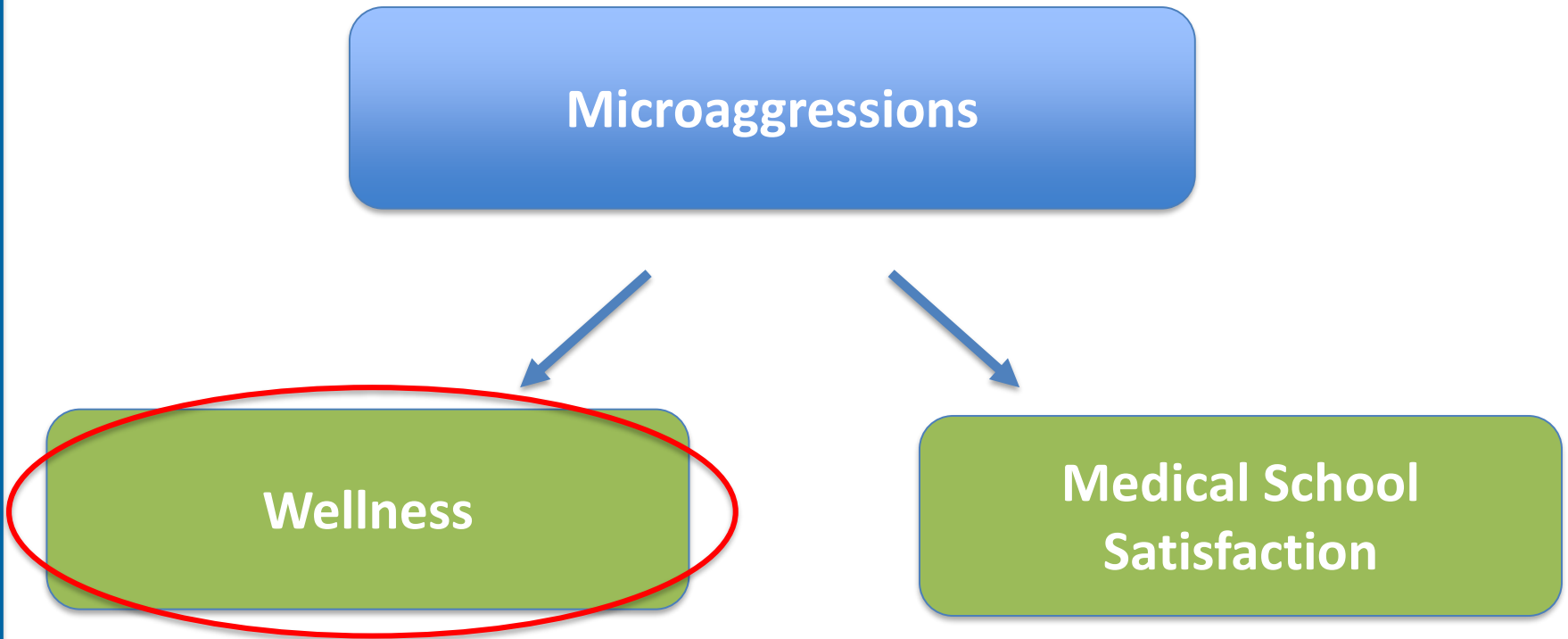


Why Microaggressions Were Experienced (832 Medical Students)

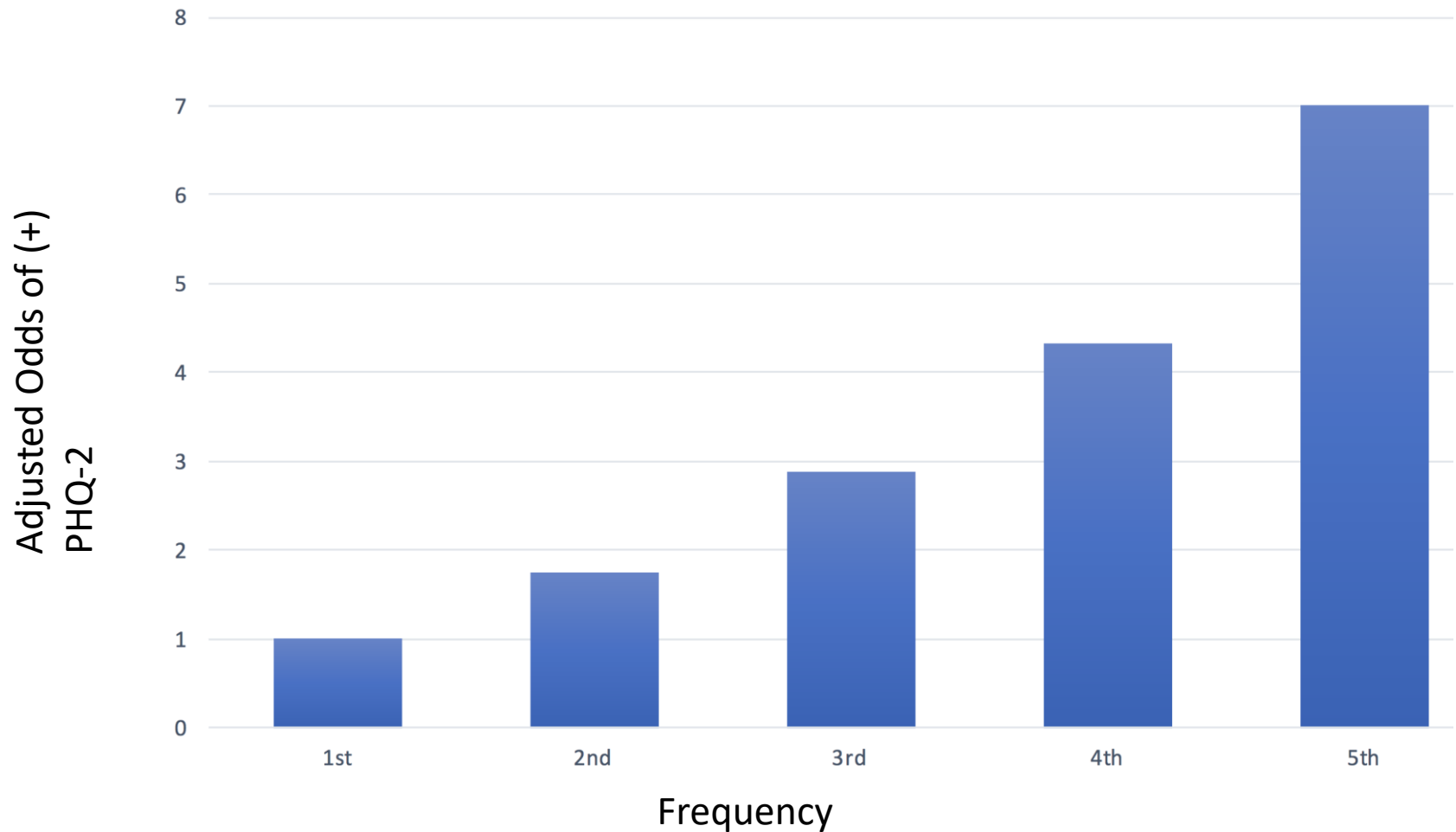


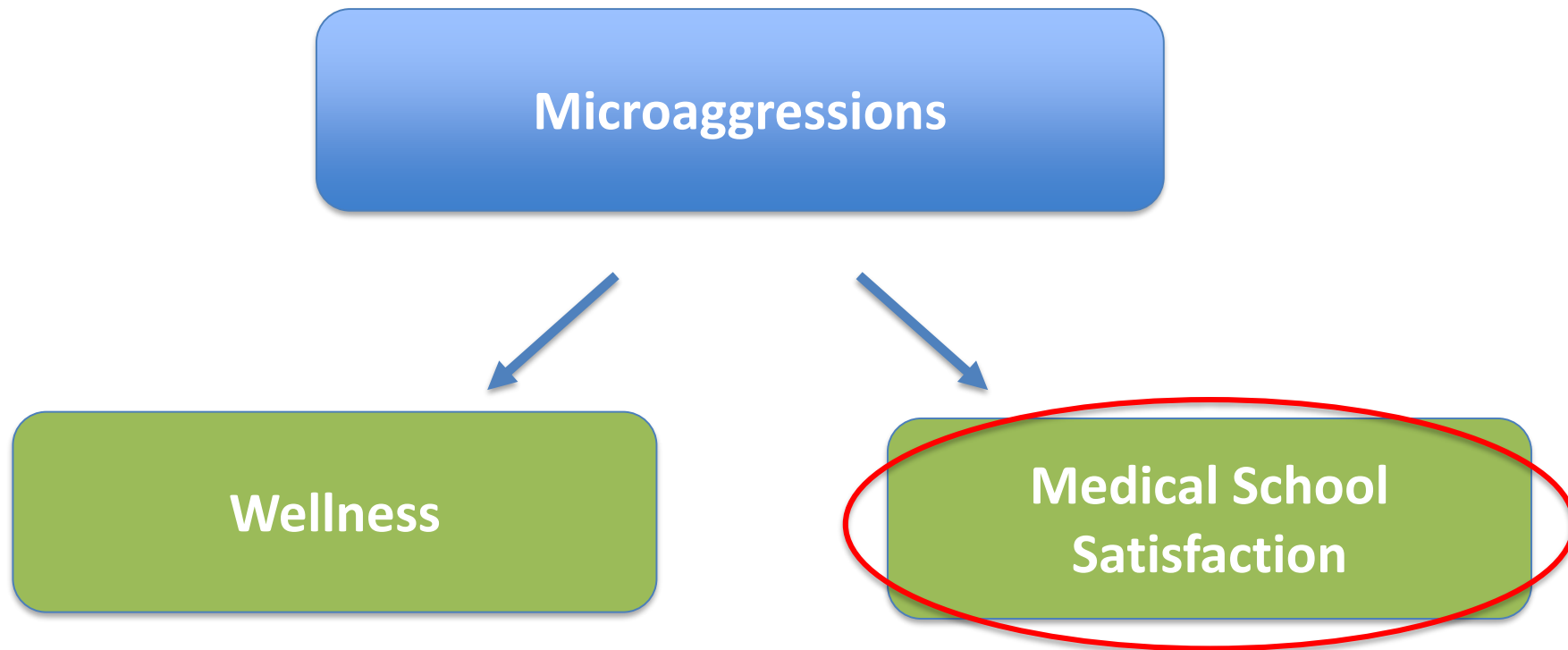
Why Microaggressions Were Experienced (58 Nursing Students)



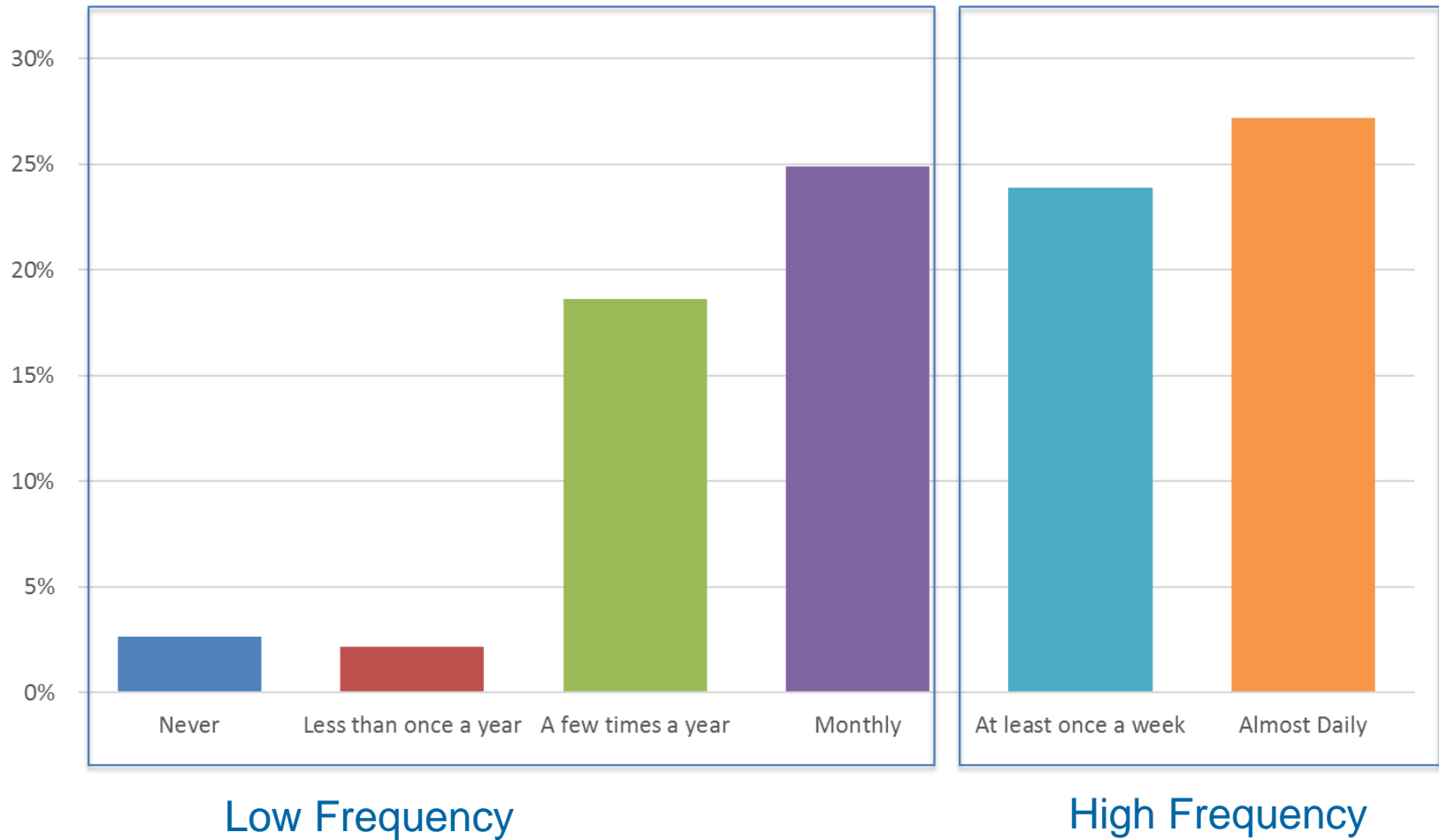


Relationship Between Microaggressions and Depression Symptoms

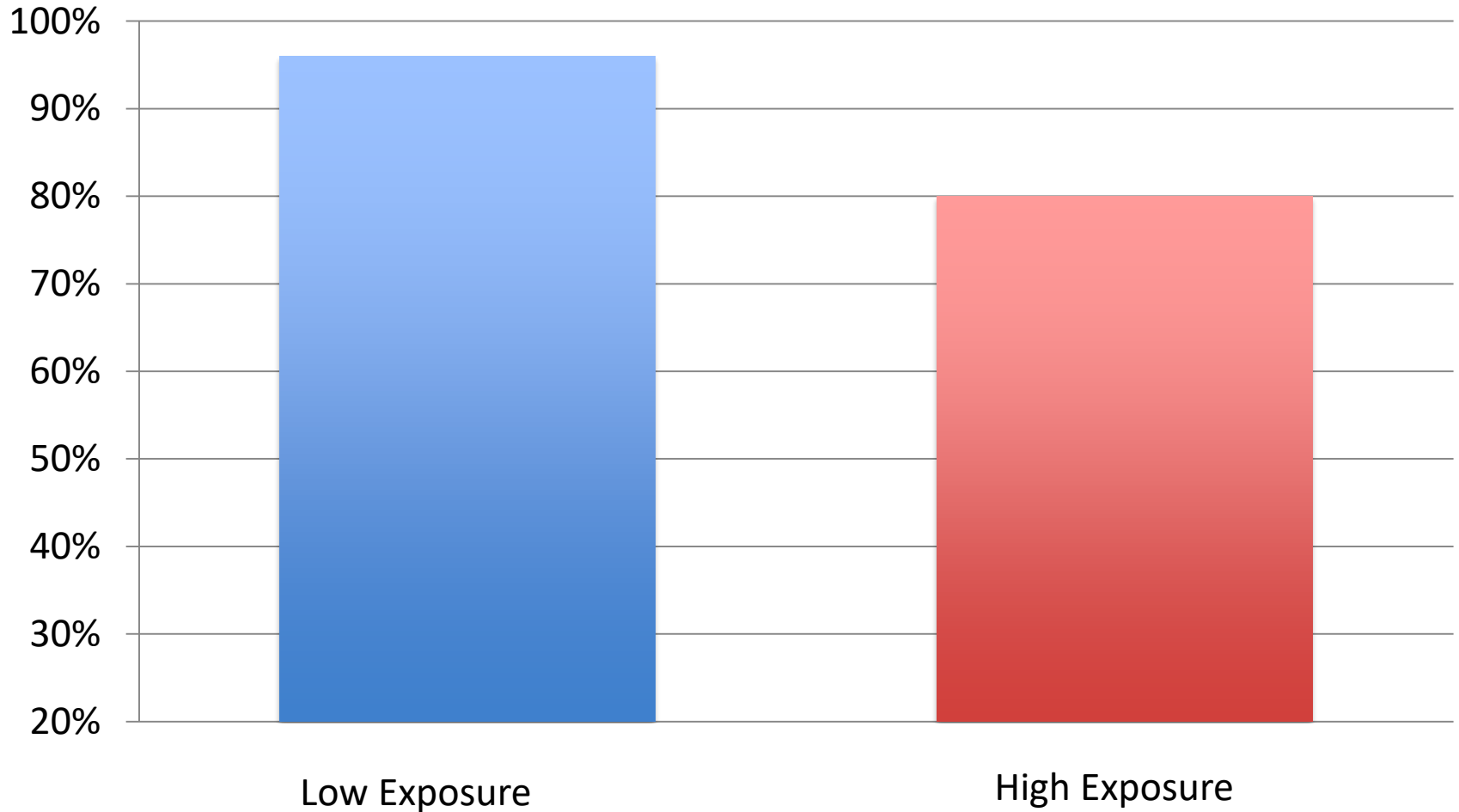




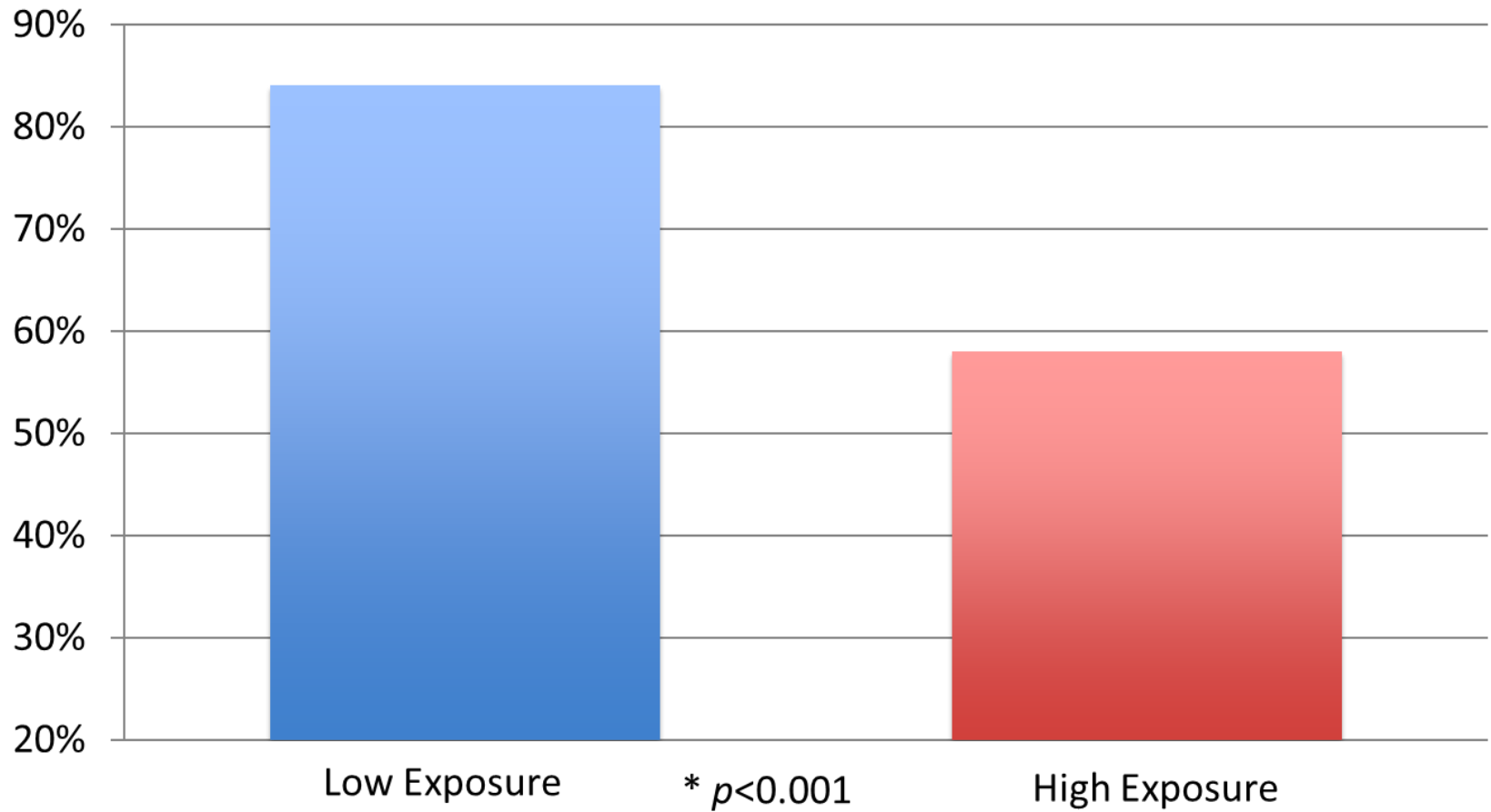
Low Frequency and High Frequency



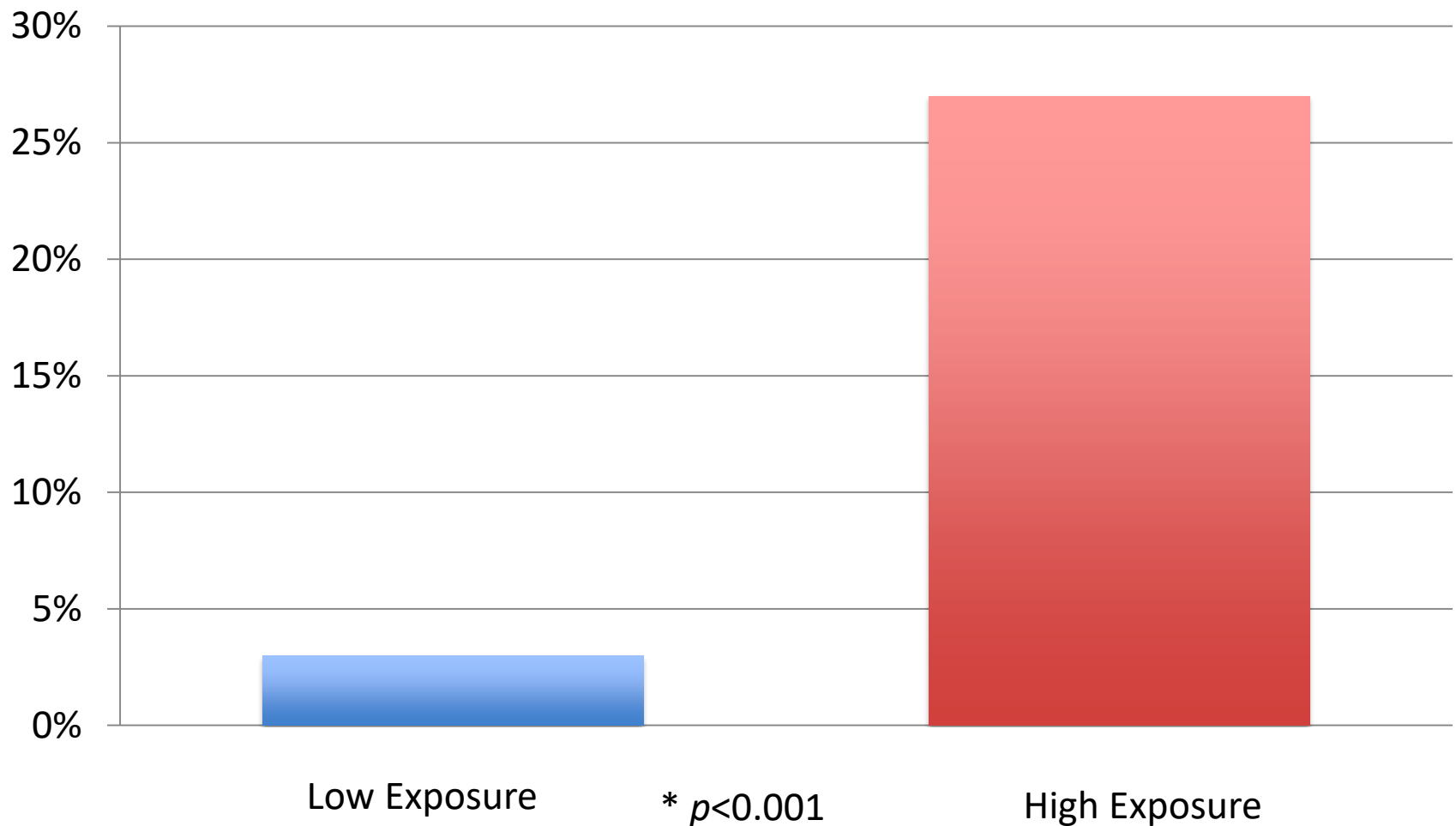
I Would Recommend My School to Friends



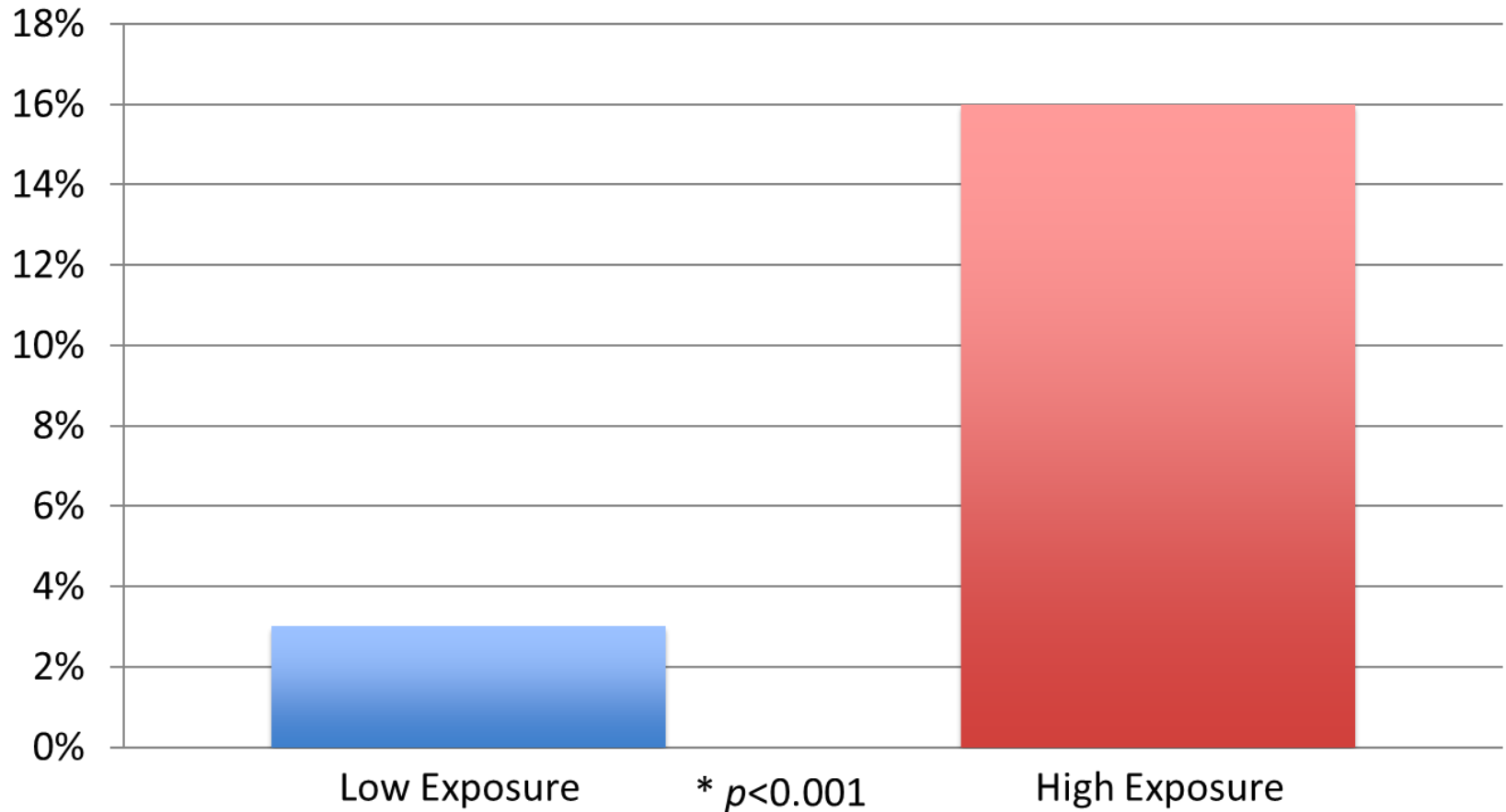
I Would Donate Money to My School



I Have Chosen to Miss Class



I Have Considered Withdrawing From School



Purpose of the Qualitative Portion

To explore how microaggressions are experienced by underrepresented health professions students specifically and how they impact learning, academic performance, and well-being.

The three major themes of the data were:

Theme One: Students felt devalued by microaggressions;

Theme Two: Students' felt microaggressions impacted their learning, academic performance, and personal wellness

Theme Three: Students had suggestions for promoting inclusion

Underrepresentation and Social Isolation

I was the only visible minority in our graduating cohort.

I stand out very quickly in a classroom full of people who don't look like me.

I am the only person of color I can see at that present time.

I have found more and more that in whatever space that I occupy, whether it be in class, in clinical or when I attend conferences, the voice of minorities is missing.

Assumption of Intellectual Inferiority

I know sometimes in a study group of 4 or 5 of us I wouldn't get asked a question or be asked, "What did you get for this question? What did you think about this?" I am not the go to person. Sometimes this upsets me because I **do** know the answer and I **can** explain it well. I don't understand why other students don't see me as having equal knowledge on this particular topic which is very frustrating because it makes me not want to participate in the group if I feel like no one thinks that I am bringing anything of value.

The Hidden Curriculum: Teaching Biological Inferiority

But there are other microaggressions, like lecture. Maybe they'll talk about a disease and then the next thing they say is the ethnicities with the highest incidents. And I'm thinking, 'wow'. I'll be the one to ask, 'so what is it about this ethnicity that makes them that way?' And they point to genetics. And I'm like, well, 'we're 99.9, like, something percent alike. So, is it genetics that's making the change?' And then that's when me and the lecturer are at a standstill. Like, okay. [The teacher says] 'It's not genetics, but I don't really know the reason. So, let's move on'.

Second Theme: Impact of Microaggressions

Stress, Anxiety, and Concentration

“I mean for me I’ve had to go on anxiety meds and for depression as well because of like the stress that we go through having to go to therapy when I never like had gone to that before getting to [health profession] school. So I feel, I don’t know if it’s a consequence of [health profession] school in itself and like the microaggressions and like being anxious.”

“You’re performing and you’re always stressed, how are you going to learn? Yeah, and like that’s not the ideal way to learn. Like, I’m a curious person. I enjoyed learning at one point, you know. But when you’re learning and you’re feeling like you’re already expected to fail that is not a good feeling.”

Second Theme: Impact of Microaggressions

Divesting in Discourse

Yes, it has had an impact on me academically. In the past if I had had questions, I would have just raised my hand. I wouldn't have thought twice about it and I would have sought out the answer. Now I think twice. In fact, every day before I go to school, I look at this thing I wrote for myself that says, "Please the teacher. Melt into the metal. Stay silent." I try to look at that and read that every day before I leave the house to remind myself to keep my head down and keep my mouth shut – not draw any attention to myself.

Second Theme: Impact of Microaggressions

The Diversity Tax

The thought has come up a lot for me, what are all of the other ways that students of color are being pulled away from their studies not just, you know, because of psychologically and anxiety but we are the ones who respond whenever something happens--we'd show up.

I feel like I've had to be a student and an advocate for myself when I should have just been focusing on studying. And I feel like that's been the hardest where I often feel like, I just want to study but I don't have time to study because I'm going to all these meetings about things that are going on and things that are wrong and things that I want to change, organize for ourselves, that the school is not doing for us.

Second Theme: Impact of Microaggressions

Faces of Resilience

Aside from just feeling annoyed with the person or whatever the case may be, I feel like I'm able to kind of just push through it and do what I need to do and I don't know if that just comes from dealing with these things for so long.

Although I feel like it [experiencing microaggressions] is to a lesser extent as the year went on because I've kind of gotten used to it, which may or may not be a good thing.

It made me work so hard to prove her wrong that I ended up doing so well on my final. Like a grade that is almost impossible to get! I pushed myself. The only thing is I am a little afraid. The truth is drive is good but the type of drive that got me there; it's not a good type of drive.

Third Theme: Student Perceptions of Strategies for Promoting Inclusion

Diversify

Key: Students were acutely aware of the lack of representation of people of color in health professions and health professions schools. We need to be committed and active in diversifying all aspects of the health professions academic setting.



Curriculum Reform

Key: Less focus on race as the basis for health issues; focus on social determinants of health and structural competency to promote health equity.

“We kind of miss the core of what we’re talking about and we’re really talking about racism.. And I think we should get back to having those really real uncomfortable conversations. I feel like at [names University] we are uncomfortable with having uncomfortable conversations.”

Open Conversations

Key: Professional Development of Faculty so that they are both more knowledgeable about issues of race and ethnicity and more skilled at facilitating the conversations around race and ethnicity.

[Referring to diversity and unconscious bias workshops] “And the people who won’t show up are the ones that need it the most. So, we must begin to make it something that they have to go to. Or else they won’t.”

Third Theme: Student Perceptions of Strategies for Promoting Inclusion

Safe Spaces

Key: Students need spaces to connect others who have similar experiences and backgrounds

And I think we need more of that- just spaces where we would come together in formal and informal settings.”



Set the Tone for Inclusive Climate

- Set clear expectations early
- Promote a safe, collaborative, mutual environment where feedback can be given and received and personal growth can occur
- Be consistent in upholding expectations
- Role model

Allyship

“Moving allyship to activism is about looking for ways that you, as a person in a privileged position, can truly uplift the voices of those who are often out on the frontlines of change”

*Dr. Jonathan Paul Higgins,
2017*



Individual Strategies

- Recognize your bias
- Ask for and listen to feedback
- Don't defend
- Apologize

You might say, “although that was not my intent- I see now how what I said/did impacted you and I am sorry.”

- Regular Climate Surveys
- Trainings (mandatory unconscious bias trainings)
- Clear reporting mechanisms
- Accountability and consequences for frequent offenders
- Adopt an institutional anti-racist framework

Poll Question

What strategies are you (as an individual), organization, or action coalition using to promote inclusive climates?

Conclusion

Supporting students by mitigating and ameliorating racial microaggressions can create inclusive learning environments which not only help underrepresented minority students survive HP schools but to thrive and reach their full academic potential.



Summary

- A significant number of underrepresented students experience microaggressions. The data indicated that microaggressions are negatively associated with student wellness and satisfaction.
- Underrepresented students experience a variety of microaggressions from multiple sources and in different settings. Many students perceive that microaggressions impact their learning.
- Students bravely shared their experiences and offered solutions so that we can learn and move toward inclusion excellence.

How will you contribute as an individual and collectively to live up to our mission and values of diversity and inclusion?

The greatest thing that an ally can do as a form of activism is building their own capacity to receive criticism, specifically when said criticism is coming from marginalized people on your campus.

Dr. Jonathan Paul Higgins, 2017

Discussion Questions:

1) What questions, comments or reactions do you have?

**Press *1 on your telephone key pad to answer or ask a question
(Please be sure to record your name after the prompt)**

OR

Use the “chat” feature to send “everyone” a question.



If you are having trouble asking a question, please click the “Raise Hand” button on the bottom right of your screen

Visit us on the web at www.campaignforaction.org
For webinar resources:
<http://campaignforaction.org/resources>

Campaign for Action ABOUT ISSUES OUR NETWORK BLOG RESOURCES GET INVOLVED Q

Resources

A LIBRARY AT YOUR FINGERTIPS

Help promote better health through nursing by tapping into hundreds of resources, including studies, toolkits, webinars, and other materials organized in the categories in which the *Campaign* pushes for action.

ISSUES

- Improving Access to Care
- Transforming Nursing Education
- Promoting Nursing Leadership
- Increasing Diversity
- Collecting Workforce Data
- Fostering Interprofessional Collaboration
- Building Healthier Communities

TOOLS & TIPS

- Academic Progression in Nursing (APN)
- Advocacy
- Communications and marketing
- Funding opportunities
- Medkits
- Milestones (Dashboard Indicators)
- News releases

keywords Q

BY STATE ▼

RESET X

- Organizational excellence
 - Fundraising
 - Internal operations
 - Stakeholder engagement
- Research
- State Implementation Program (SIP)
 - Grantee projects
 - Grantee resources
- Webinars

 www.facebook.com/campaignforaction

 www.twitter.com/campaign4action