

Maintaining an Inclusive Learning Environment: Show Some GRIT

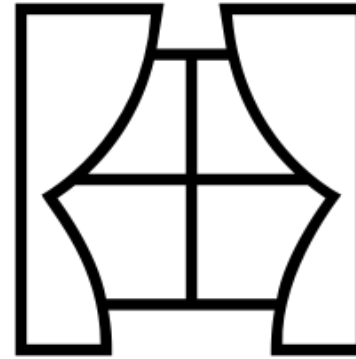
UCLA David Geffen School of Medicine

**DOM
Onboarding
2/16/2022**

Increasing Our Equity Consciousness



How have our lived experiences shaped our beliefs, attitudes and biases about ourselves and others.



Understand how forms of systemic oppression operate to advantage some groups and disadvantage others.

LEARNING IS PROFOUNDLY SOCIAL

A positive environment that supports a sense of belonging is key to student success

CHANGE THE QUESTION

Why do these students have poor social and emotional capacities?



How can we ensure our school climate leads to the healthy development of each student?

SCHOOLWIDE ACTIONS

Take a **schoolwide approach** to SEL that includes policies and practices that foster positive climate, such as replacing punitive or exclusionary discipline with restorative justice⁹ or positive behavioral interventions and supports¹⁰

Noticing students who don't seem to feel comfortable in the school? Here are actions you can take.

Provide educators with **training** on emotional intelligence, mindfulness, and resilience to stress and trauma⁶

Encourage teachers to engage in perspective-taking to better understand students' experiences and the negative feelings that may lead to misbehavior⁸

Structure **dynamic group work** in which small groups jointly solve a problem in ways that encourage cooperation¹¹

Adopt strong **anti-bullying policies** to promote inclusivity and improve school safety for marginalized students⁵

Hire teachers and administrators who reflect the **diversity** of your students⁷

BELONGING

Have, communicate, and support **high expectations** for all your students¹²

Use **mindfulness practices** to reduce your exhaustion and stress¹⁴

Strive to find **common ground** and similarities with all your students¹³

Use **culturally responsive practices** to promote a sense of belonging in students from traditionally underserved groups¹⁶

Encourage students to focus on **mastery rather than performance goals**. Cultivate a classroom in which mistakes are understood to be part of learning, effort is valued, and students learn to appreciate challenges and hard work¹⁵

CLASSROOM-LEVEL ACTIONS

⁵ Kull, Greytak, Kosciw, & Villenas, 2016
⁶ Jennings & Greenberg, 2009
⁷ Dee, 2004
⁸ Okonofua, Paunesku, & Walton, 2016

⁹ Greenberg, Domitrovich, Weissberg, & Durlak, 2017
¹⁰ Ross, Romer, & Horner, 2012
¹¹ Aronson & Patnoe, 1997; Hake, 1998
¹² Yeager et al., 2016

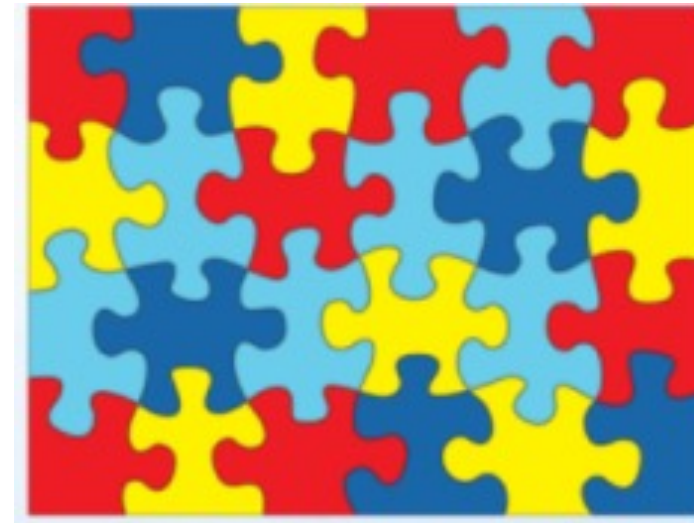
¹³ Gehlbach et al., 2016
¹⁴ Jennings et al., 2017
¹⁵ National Academies of Sciences, Engineering, & Medicine, 2017
¹⁶ Covarrubias, Herrmann, & Fryberg, 2017



Diversity of a population is simply the characteristics not shared by all member (#Facts)



Inclusion is about how well the contributions, presence and perspectives of different *groups* of people are valued, respected and integrated into an environment (#Actions)



Belonging is the emotional outcome (#Feeling)

Inclusive Clinical Learning Environment

Clinical Learning Environment:
defined as the cultural norms
and institutional practices that
learners experience through
the course of their learning,
whenever and wherever they
gather to learn.

Formal Curriculum

What we say we teach (ie. required rotations, education sessions, etc)

Informal Curriculum

The unscripted and interpersonal forms of teaching and learning that takes place among and between faculty and learners

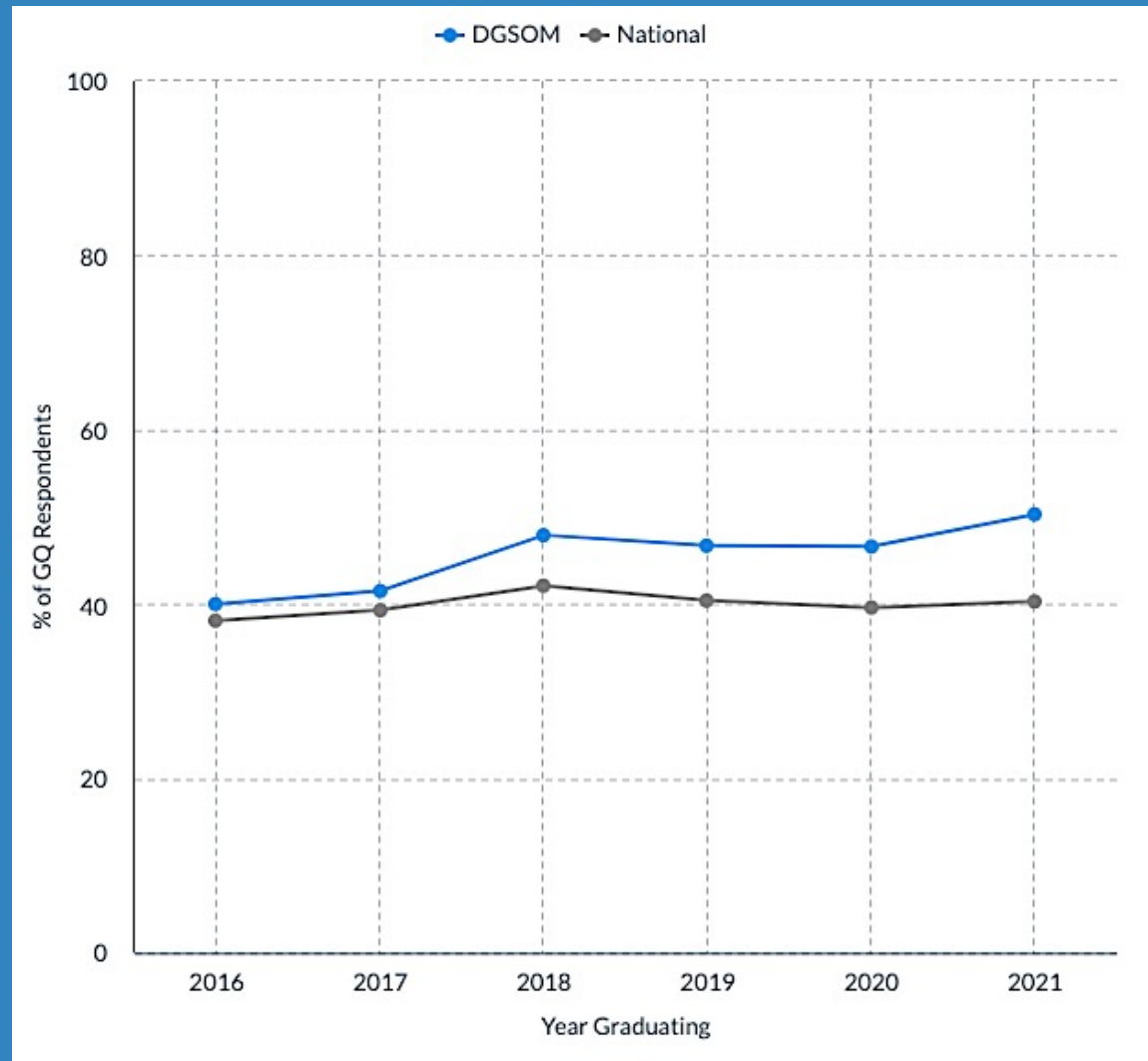
Hidden Curriculum

Set of influences that function at the level of organizational structure and culture

Inclusive Clinical Learning Environment at DOM

- An Environment where everyone is respectful to and supportive of others regardless of their identity, and the people who *both* accord and receive that level of respect and support feel welcomed in the setting of each team member being committed to providing and/or learning to provide high-quality care to every patient with compassion and respect.
- An environment that stresses acceptance, values uniqueness, requires respect for dignity and the interests of others.
- All Members share a responsibility to treat others with respect and fairness, be responsible and honest, and uphold the highest standards of academic integrity.
- Learners should not have to conform to the norms of the majority to fit in. Learners must be allowed to show up as themselves and belong. ***But there must be mutual respect.***

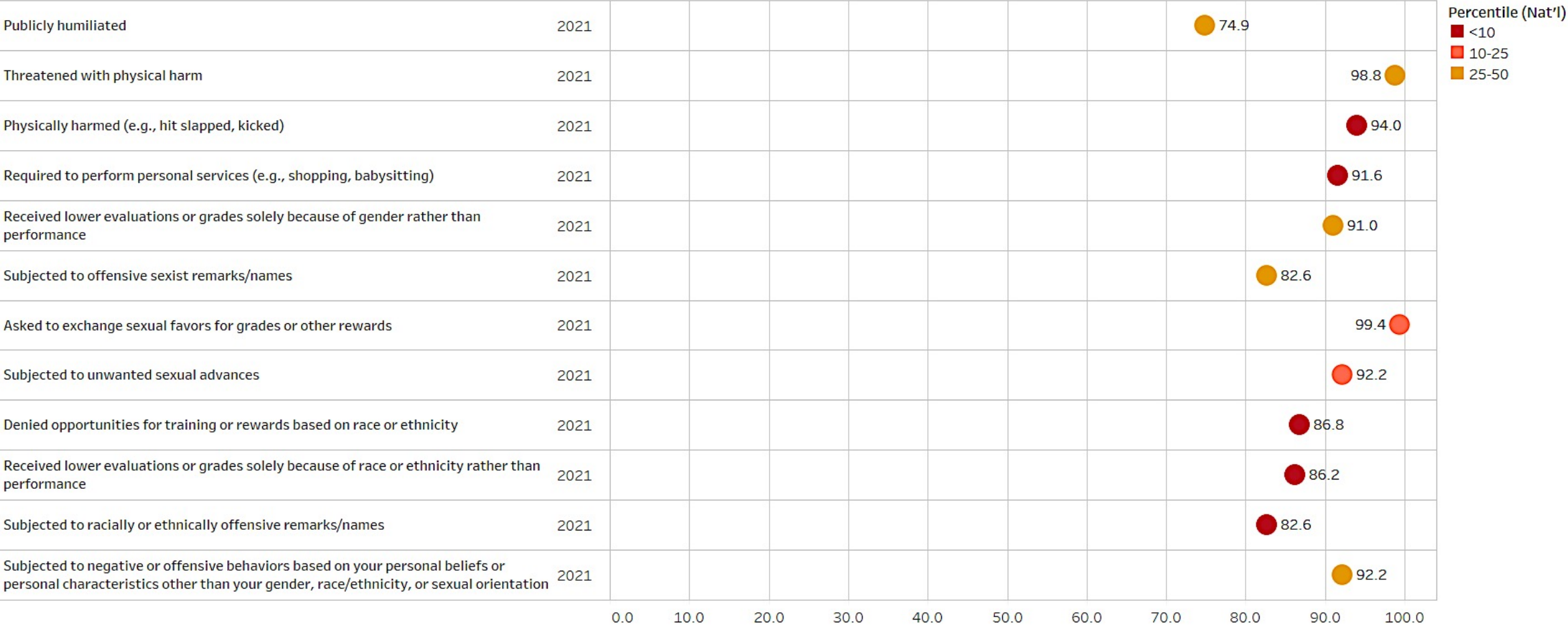
Above National Average: Percentage of students who personally experienced *any* mistreatment behavior (excluding “publicly embarrassed”)



DGSOM - Personal Experiences of Mistreatment

Domains below 50th percentile nationally for 2021

GQ Report Item # 41: Personal Experiences with Negative Behaviors: Grad Year 2021
 (% answering 'Never')

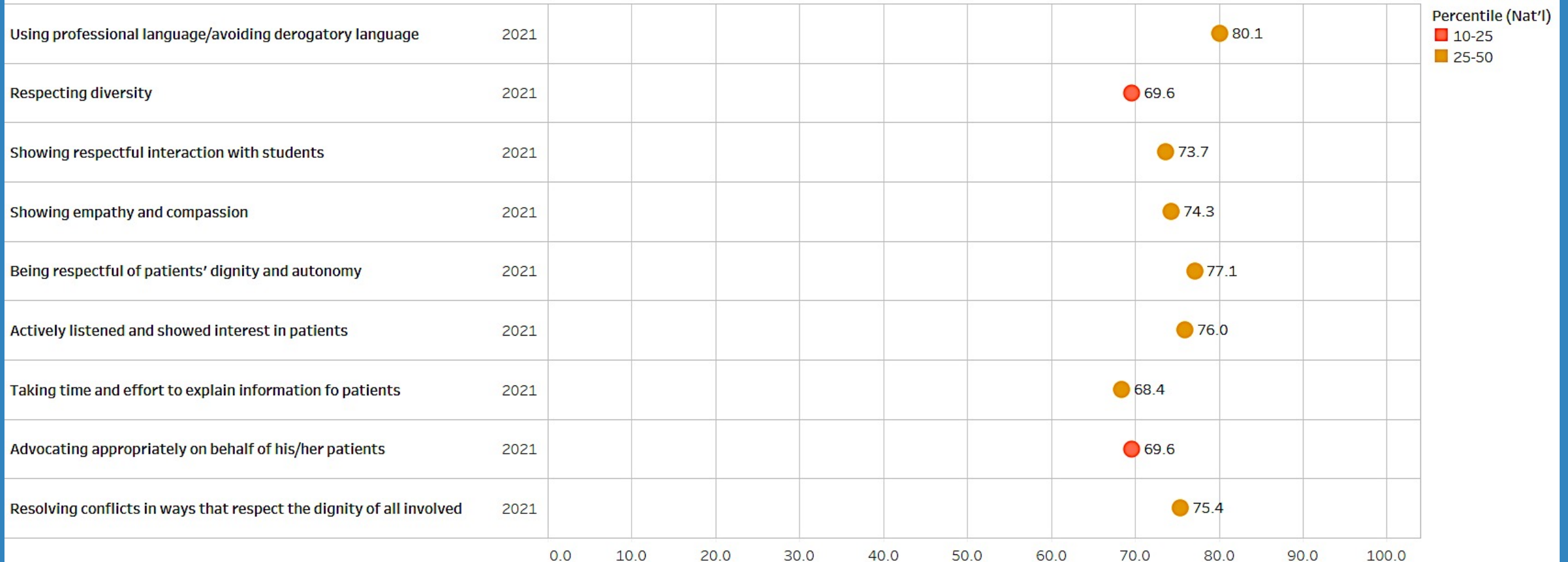


DGSOM - Faculty Professionalism

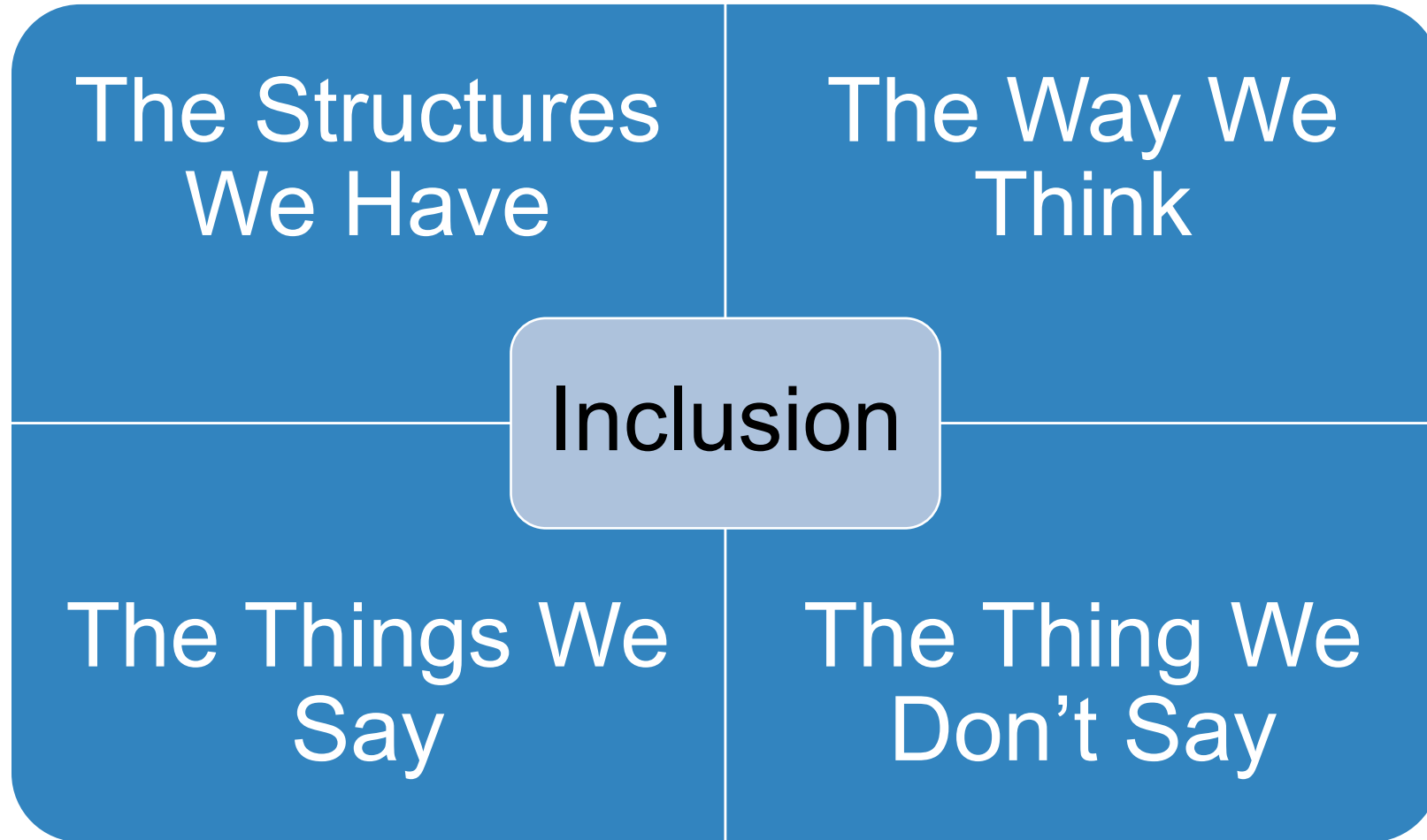
Domains below 50th percentile nationally for 2021

GQ Report Item # 21: Faculty Professionalism: Grad Year 2021

(% answering 'Very Often' or 'Always')



Threats to Inclusion



The
Structures
We Have

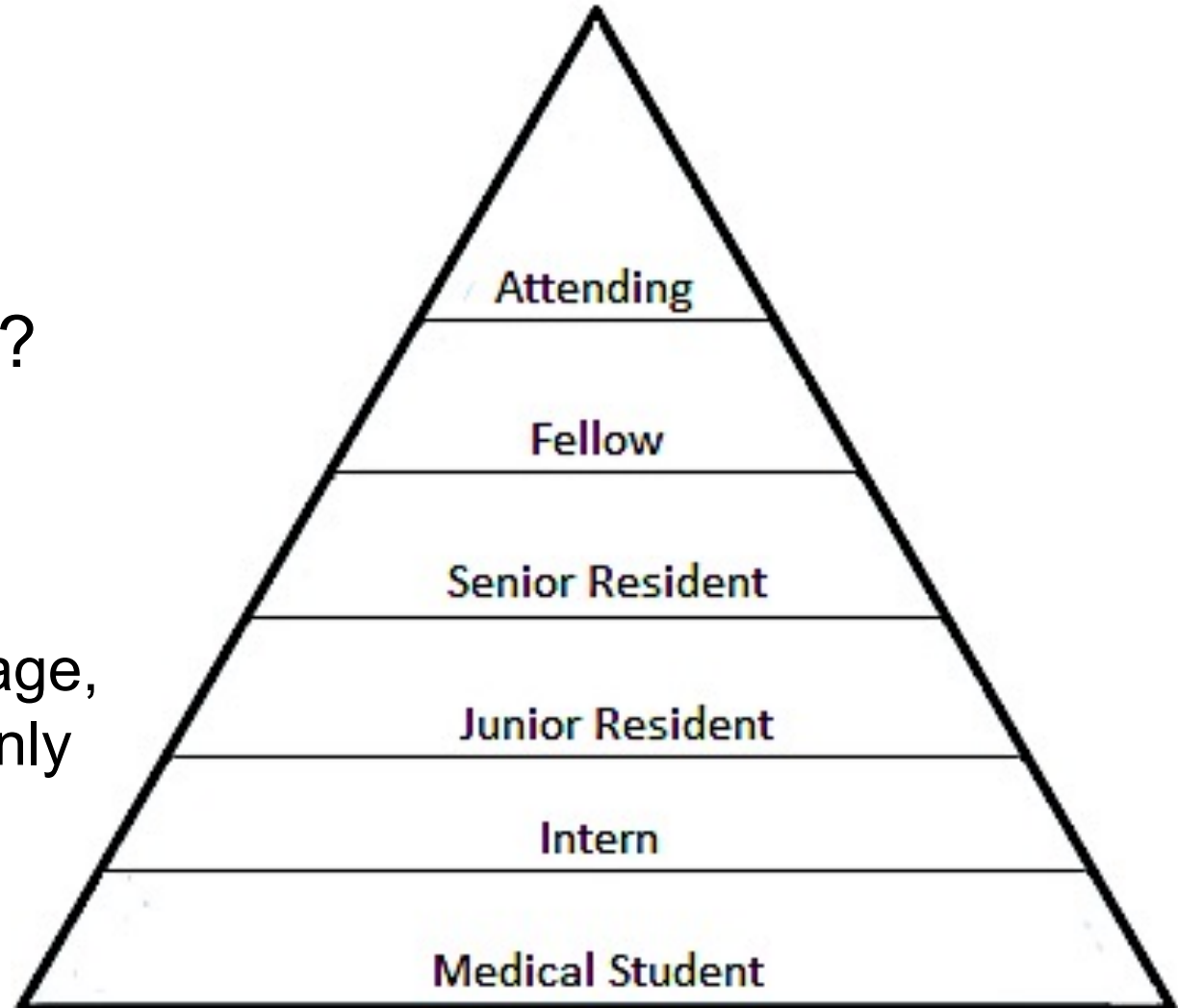
Threats to Inclusion: People, Power and Privilege

Who has the power?

Who determines our “culture”?

How does privilege play out?

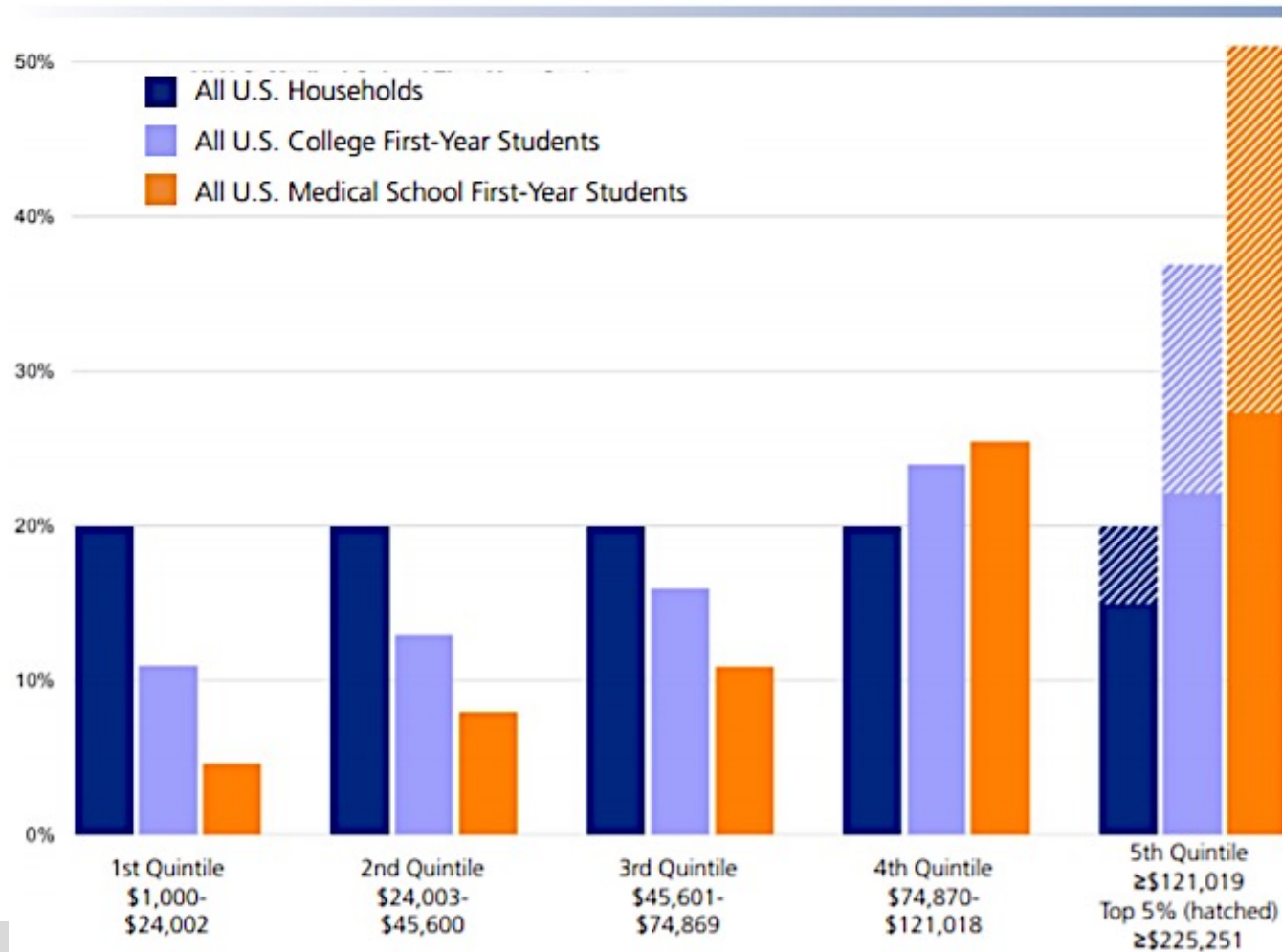
“Privilege”- a special right, advantage, or immunity granted or available only to a particular person or group.



The Structures We Have

Threats to Inclusion: People, Power and Privilege

People → Representation - Who gets to be a doctor?



Sources: 2016 U.S. Census,⁵ Eagan et al.,⁶ and 2017 Matriculating Student Questionnaire (MSQ).

The
Structures
We Have

Threats to Inclusion: People, Power and Privilege

People → Representation - Who gets to be a doctor?

	White	Asian	Latino	Black	Native American	Native Hawaiian/PI
National 2019	60.1	5.9	18.5	13.4	1.3	0.2
GME 2020	39.5	36	4.4	3.5	0.4	0.2
Faculty 2018	63.9	19.2	3.2	3.6	0.2	0.1

The
Structures
We Have

Threats to Inclusion: People, Power and Privilege

**Structural barriers –
“The “isms”**

Sexism

Heterosexism

Classism

Racism



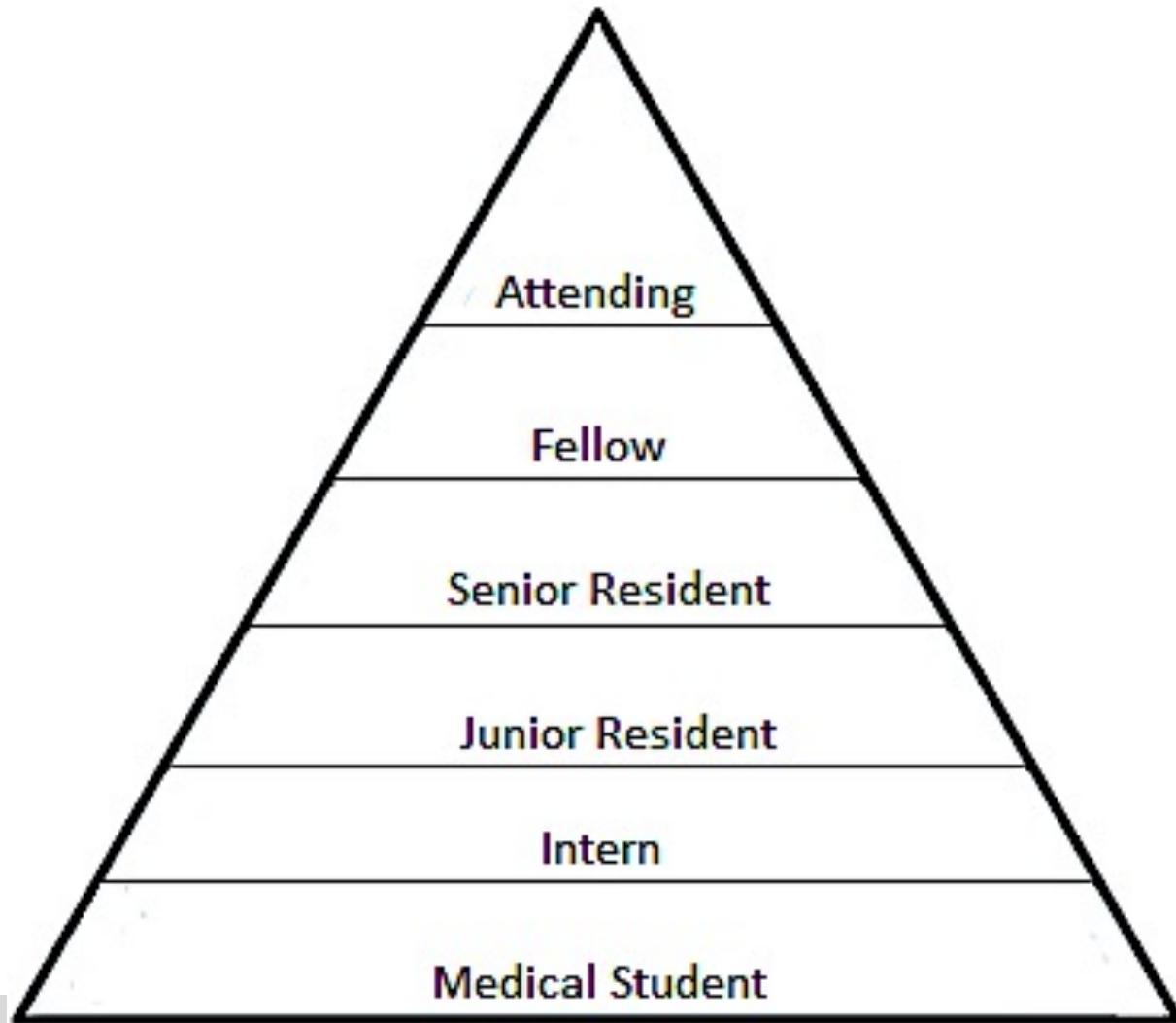
THE LONGER YOU SWIM
IN A CULTURE, THE MORE
INVISIBLE IT BECOMES

Culture

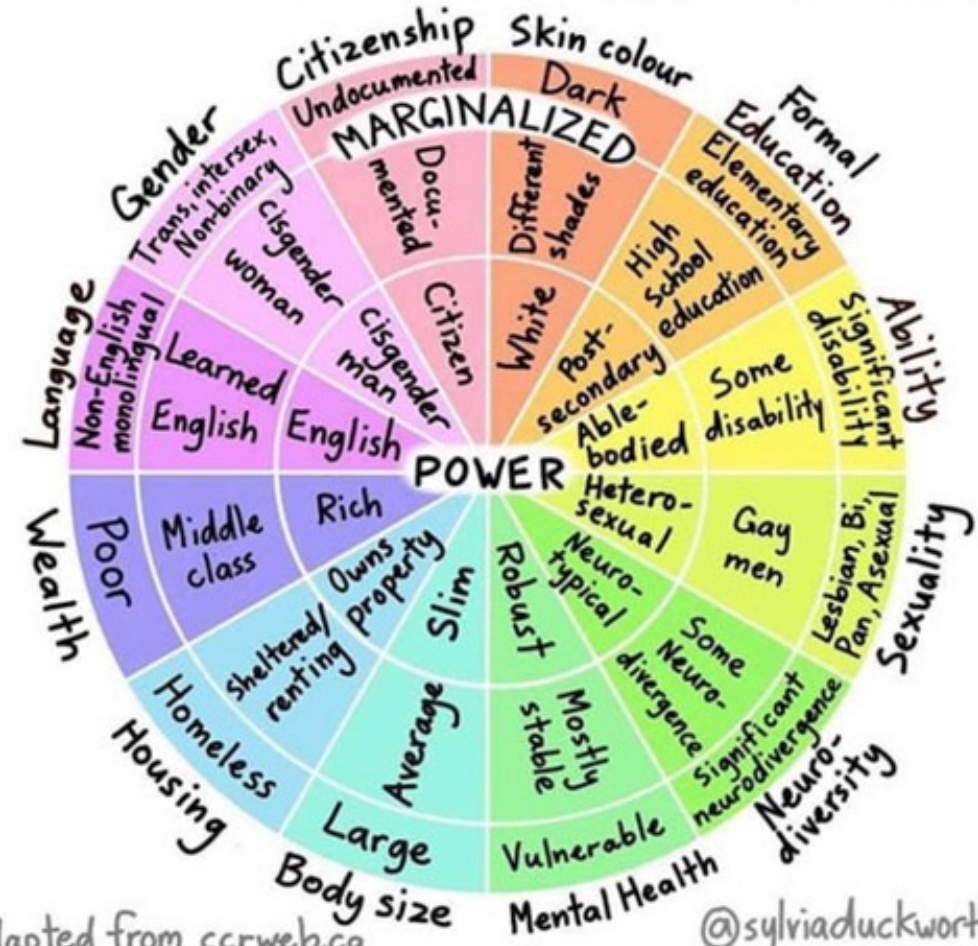
Shared patterns of behaviors, beliefs, values and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization.

The Structures We Have

Threats to Inclusion: People, Power and Privilege



WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

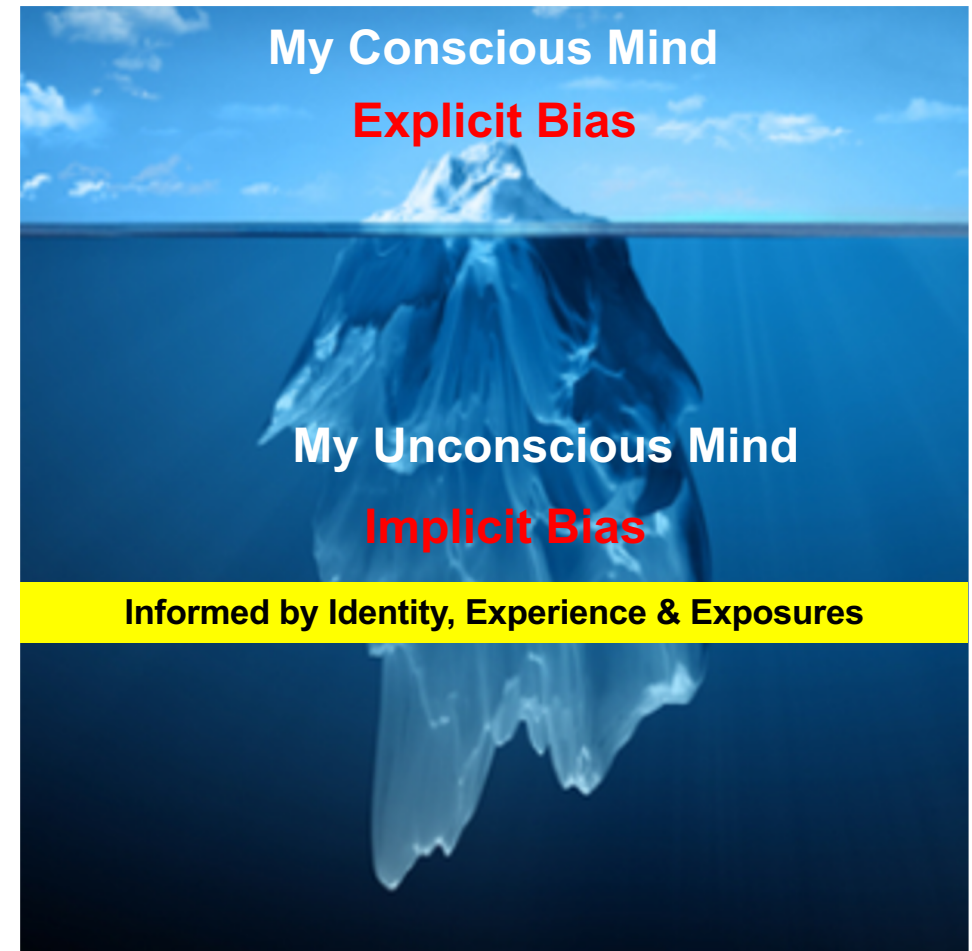
@sylviaduckworth

The Way We Think

Threats to Inclusion: Implicit Bias

Everyone has it.....

Attitudes, thoughts or stereotypes that affect our understanding, actions and decisions in an unconscious manner; are involuntarily formed and are typically unknown to us



Threats to Inclusion: Macro/Microaggressions

Introduced in 1970 by Dr. Chester Pierce and later expanded by Dr. Derald Wing Sue

Subtle but offensive comment or action directed at a minority or non-dominant group that is often *unintentional or unconsciously* reinforces a stereotype.

There is nothing micro about their impact.
No negative intent is required.
Focus is on the harm.



Where do they come from?

- Reflect not only individual's biases, but also society's most deeply-held biases
- Reflect structural marginalization of *minority (non-dominant)* groups
 - Race, ethnicity, gender identity, sexual orientation, religion, age, body size, disability...
- Reflects a long history of underrepresentation of certain groups

**Is a microaggression
just a rude or
insensitive comment?**

**Are microaggressions the
same as racism, sexism,
and homophobia?**

Types of Microaggressions

Three main types described in literature:

- Micro-assault: most overt, often intentional
 - Ex. Person telling a sexist joke then saying, “I was just joking”
- Micro-insult: more subtle, often unintentional
 - Ex. Referring to a Latina administrator as “spicy”
- Micro-invalidating: most subtle, almost always unintentional
 - White person telling a black person that “racism does not exist in today’s society”

“You speak English so well”

“Wow! How did you become so good in math?”

“When I look at you, I don’t see color.”

“As a woman, I know what you go through as a racial minority.”

“Everyone can succeed in this society, if they just work hard enough”

To an Asian: “Why are you so quiet? We want to know what you think. Be more verbal.”

“In class, an instructor tends to call on male students more frequently than female ones”

Use of the pronoun “he” to refer to all people.

An advisor asks a female student if she is planning on having children while in postdoctoral training

Referring to the Black trainee, “We should hire her to help with our EDI efforts”

Alien in One’s Own Land → You are a foreigner

Ascription of Intelligence → Women are not good at math

Color Blindness → Denying the significance of a person of color’s racial/ethnic experience

Denial of Individual Racism/ Sexism/Heterosexism → Your oppression is no different than my gender oppression

Myth of Meritocracy → People of color can succeed if they just worked harder

Pathologizing Cultural Values/Communication Styles → You need to assimilate

Second-Class Citizen → Your ideas are not as important

Sexist/Heterosexist Language → Male experience is universal

Traditional Gender Role Prejudicing and Stereotyping → Women should be married and interested in family.

Why we don't speak up

“It's none of my business”

“It doesn't really bother me”

Feel powerless to make a difference

Avoid drawing attention onto them

Worry about retribution or becoming another victim

POWER STRUCTURES!

Don't know what to do – Response Paralysis



Show some “GRIT”

Gather your thoughts. Pause. Do not react with anger. Don't try to talk yourself out saying something that makes you feel uncomfortable. Decide if it is the appropriate time or place to address.

Restate. Restate the comment OR ask the speaker to restate their comment. Allow the person to clarify or realize the potential negative impact of the words or action

Inquire. Dig deeper and seek clarification. Be nonjudgmental. Address the comment or action rather than making it about the person.

Talk it out. Assume the best. Separate the person from the action. Discuss the impact on you or potential impact on others and your personal perception. Leave opportunity for follow up conversation if needed



“I think I heard you say XYZ (paraphrase their comment). Is that correct?”

“Can you say that again? I want to make sure I heard it correctly.”

“Please help me understand what you mean by that statement.”

“Could you say more about what you mean?”

“I don't get it....”

“Why is that funny?”

“I know you may not realize it, but

“It made me feel.....”

“I think that comment may perpetuate a negative stereotype.”

“I don't think that is appropriate because...”

“I know you really care about.....but that comments really undermines those intentions”.

Other tips

Technique	Example
Appeal to values/principles	"I know you really care about _____. Acting like this undermines that."
Promote empathy	"How would you feel if someone said that about your sister/girlfriend?"
Tell them they're too smart	"Come on. You're too smart to say something so ignorant/offensive."
Pretend you don't understand	"I don't get it..." "Why is that funny?"
Use humor or gentle sarcasm	"She plays like a girl? You mean she plays like Serena Williams?"
Point out commonalities	"Do you know he also likes to _____? You may want to talk with him about that. You actually have a lot in common."
What's in it for them?	"In the real world, we are going to have to work with all sorts of people, so might as well learn how to do it here."

Adapted from: https://www.aacap.org/App_Themes/AACAP/docs/resources_for_primary_care/cap_resources_for_medical_student_educators/responding-to-microaggressions-and-bias.pdf⁹

“Difficult Conversations are almost never about getting the facts right. They are about conflicting perceptions, interpretations, and values.”

– Douglas Stone

Small Group Cases

Summary

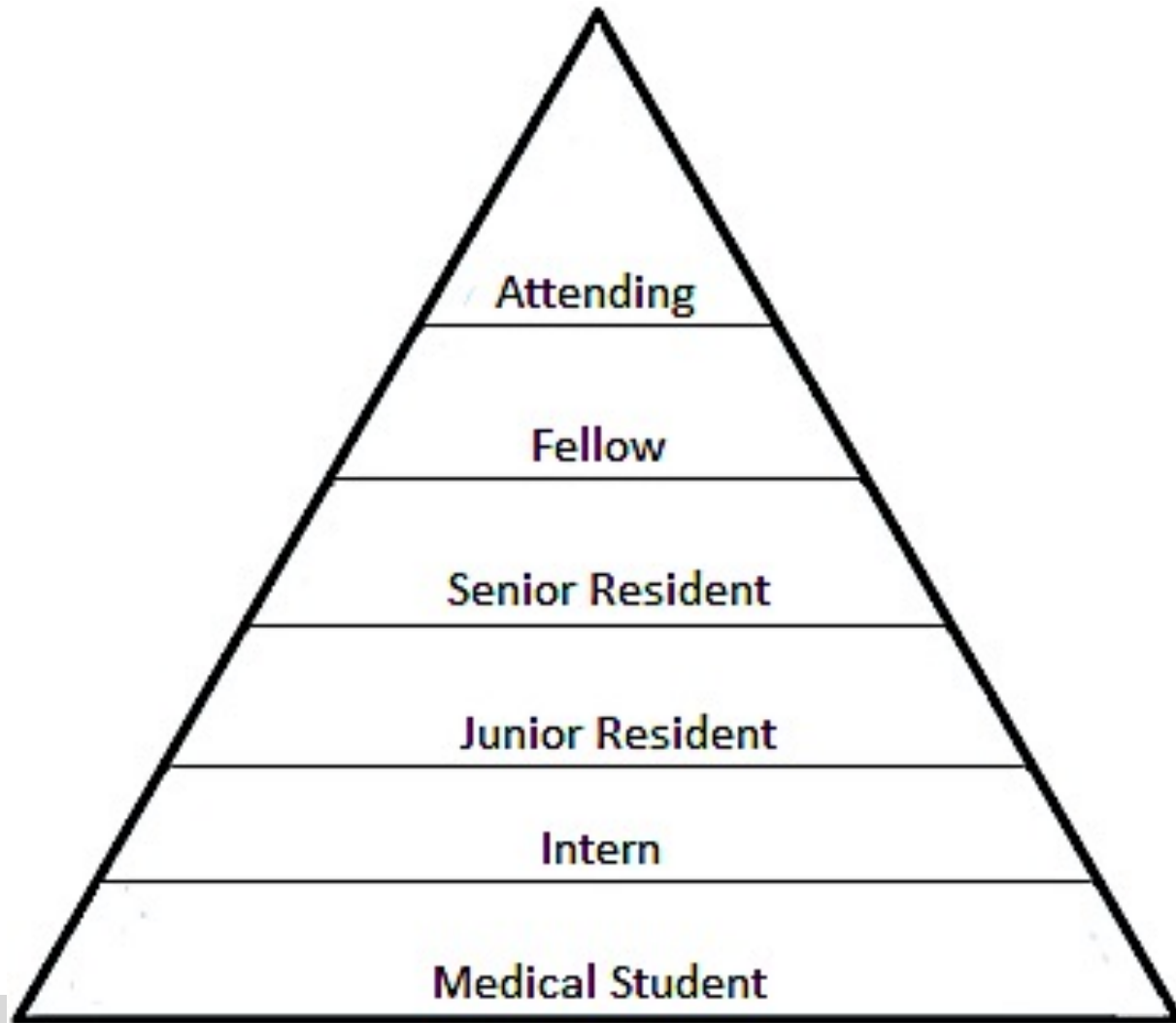
- Responding to microaggressions is important to maintaining an inclusive learning environment.
- We are constantly “teaching” our students
- Silence can be seen acceptance
- Speaking up is everyone’s responsibility
- We each need to find our individualized voices and approach so that we can overcome response paralysis.
- The more you speak up, the easier it gets.

A landscape photograph featuring a range of mountains under a dramatic, sunset-colored sky with orange and yellow clouds. The text is overlaid in a clean, white, sans-serif font.

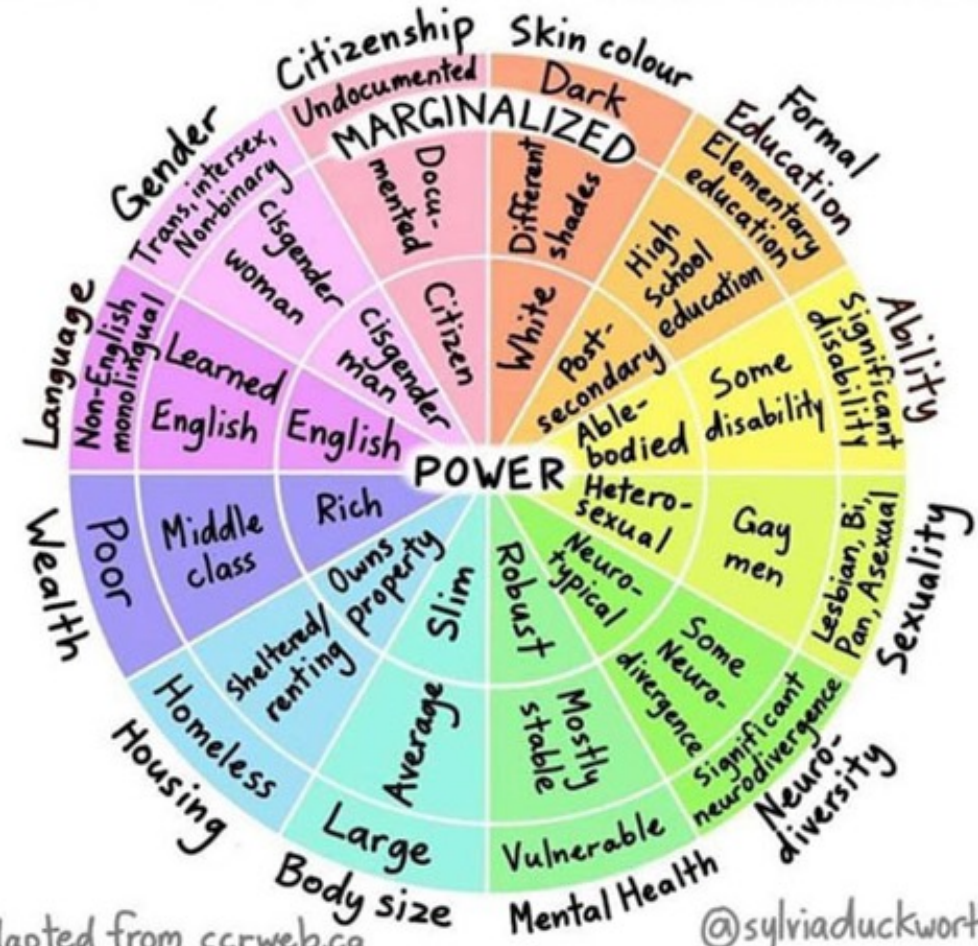
**BE THE
REASON
SOMEONE
FEELS SEEN,
HEARD AND
SUPPORTED**

The Structures We Have

Threats to Inclusion: People, Power and Privilege



WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylviaduckworth

When you are the Offender

- Take a breath. Be thankful that they trust you enough to say something.
- Don't make it about you.
- Listen with an open heart and mind.
- Don't overdo it.
- Seek to understand in your own time and maybe follow up.

Apologize: You must address the harmful comment, acknowledge the impact it had, and commit to doing better.

Acknowledge the Impact and show empathy

Act- State how you will change your actions