Cultural Curiosity – Starting the Conversation on Diversity and Inclusion

Chief Resident Grand Rounds – June 2017 – Whitney Chadwick, Carmin Powell, Charlie Wickremasinghe

Key Terms

Diversity: The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

Inclusion: Involvement and empowerment of all members, when the inherent worth and dignity of all people are recognized. An inclusive culture promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

Equality: When everyone is treated in the same way, without giving any effect to their need and requirements. In finer terms, it is a state of getting the same quantity or value or status - each and every individual is granted same rights and responsibilities, irrespective of their individual differences.

Equity: The system of justice and fairness, where there is an even-handed treatment of all the people. Under this system, the individual needs and requirements are taken into account and treated accordingly.

Ally: A person who stands up for a marginalized person or group, and is an active participant in organizational change.

Implicit Bias: Positive or negative mental attitude towards a person, thing or group that one perceives at an unconscious level

Explicit Bias: Positive or negative mental attitude towards a person, thing or group that an individual is consciously aware of having

Microaggressions: Brief and commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults.

Intersectionality: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Resources & References

Credit to Franchesca Ramsey for compilation of a portion of these resources.

“Seeing Patients: Unconscious Bias in Health Care” Augustus White, MD. Podcast, Site: http://stan.md/2rg2Ymy

“When the Target of Bias Is the Doctor” by Robin Warshaw, special to AAMCNews, Site: http://bit.ly/2sn5WsR

Implicit Association Test – Project Implicit: http://bit.ly/1m808ph

A Powerful Lesson About Privilege: http://bzfd.it/2tkmTkE


GLAAD's resources for allies to gay and transgender people: http://bit.ly/1RID6XM


10 reasons to give up ableist language: http://bit.ly/1q80eUv

Melissa Harris Perry Black Feminism syllabus: http://on.msnbc.com/1hCYEWg

**Effective Ally Actions**
- Introspection / Reflection to understand your own privilege
- Read and research the historical underpinnings which have led to disparities
- Listen to marginalized and underrepresented individuals and groups
- Ensure diverse representation at whatever “table” you have control over
  - Search or interview committees
  - Clinical, research, administrative teams
  - Leadership positions
- Resource allocation for diversity & inclusion efforts
- Create a mission statement on diversity and inclusion in your group or division
- Many, many, many other things – this is just a sampling to start with!

**Interrupting Microaggressions**
Excerpt from resource created by University California – Irvine, ADVANCE program; Full resource: [http://bit.ly/2t0ErTD](http://bit.ly/2t0ErTD)

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| Color Blindness “I don’t believe in race” | “Can you elaboration?” “Say more about that” “It sounds like you have a strong opinion about this. Tell me why…” | Inquire
Ask the speaker to elaborate. This will give you more information about where they are coming from. |
| Pathologizing Cultural Values Asking a Black person: “Why do you have to be so animated? Calm down.” | “So, it sounds like you think…” “You’re saying…” “You believe…” | Paraphrase / Reflect
Restate briefly in your own words the essence of what the speaker has said (content & feeling) – demonstrates understanding. |
| Ascription of Intelligence To an Asian person, “You’re all good in math, can you help me with this problem.” | “I felt ___ (feelings) when you said ____ (comment), and it ____ (describe impact on you).” | Impact & "I" Statements
Focus on oneself and the impact of a situation while avoiding blaming, reduces defensiveness. |
| Second-Class Citizen A woman who is talked over. | “I’d like to participate, but I need you to let me finish my thought.” “What I’d like is…” “It would be helpful to me if…” | Preference Statements
Clearly communicating one’s preferences rather than stating them as demands or having other guess what is needed. |
| Myth of Meritocracy “Everyone can succeed in this society if they work hard enough.” | “Let’s shift the conversation…” “Let’s open up this question to others…” | Redirect
Shift the focus to a different person or topic. Particularly helpful when someone is asked to speak for their entire race or cultural group. |
| Stereotyping “Are you planning on having children during training?” (to female trainee) | “I want to go back to something that was brought up in our conversation…” “Let’s rewind ___ minutes…” | Revisit
Even if the moment has passed, go back and address it. An unaddressed MA can leave just as much of an impact as the MA itself. |
| Heterosexist Language “That’s so gay” | “What would allow you…” “What could you do differently…” “What would happen if you considered the impact on…” | Strategic Questions
Useful in problem-solving, difficult situations, change efforts – creates motion and options, avoids yes/no answers. |