



AMERICAN ACADEMY
of NURSING

BYSTANDER TRAINING WORKSHOP

Together We Advance an Inclusive Nursing Profession

A Model for Mitigating and Responding to
Racism, Discrimination, and Microaggressions

**Hosted by the Academy's Diversity and Inclusivity
Committee**

September 28, 2021



AMERICAN ACADEMY
of NURSING

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PURPOSE STATEMENT

Many schools of nursing and nursing organizations have been prioritizing diversity, equity and inclusion and asking how we can become more skilled at mitigating and responding to racism, discrimination and microaggressions. The microaggression triangle model is a framework that provides a way of thinking and decision making that can help individuals and institutions make informed decisions about how to respond to an interaction or event that undermines inclusion. In this session, participants will learn how this model uses a humanistic approach which acknowledges that humans and human interactions are complex and contextual and that to make truly informed decisions we must seek to understand the dynamics and people involved.



FOLLOWING THE CONCLUSION OF THIS EVENT, LEARNERS WILL BE ABLE TO:

1. Identify the role of each member involved in the microaggression [recipient, source of the microaggression, and bystander(s)].
2. Discuss the nature of the microaggression and how it could have a hurtful impact on the recipient(s), bystanders and/or community.
3. Analyze the historical, structural, and cultural contexts of the microaggression.
4. Differentiate how the individuals involved may view the situation differently.
5. Discuss responses from each member involved in the interaction that could uphold principles of inclusion and community.

Questions?



Zoom Webinar

Q&A

[All questions\(1\)](#) [My questions\(1\)](#)

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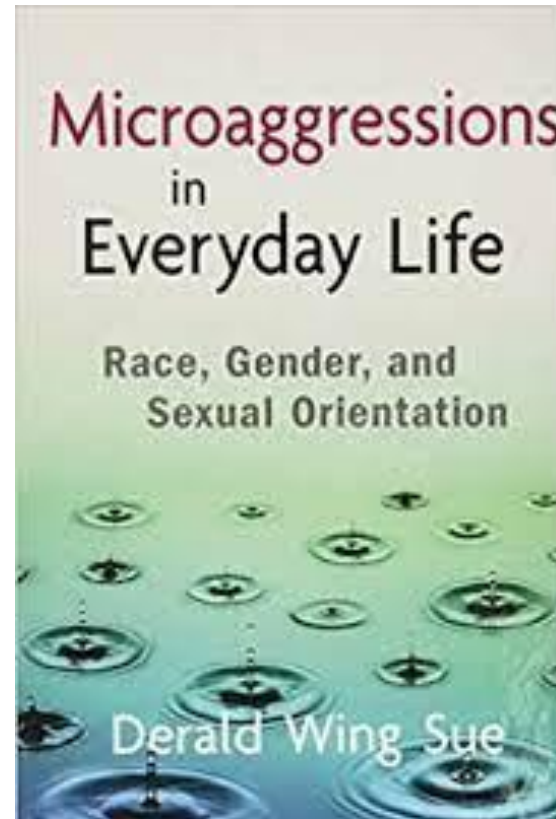
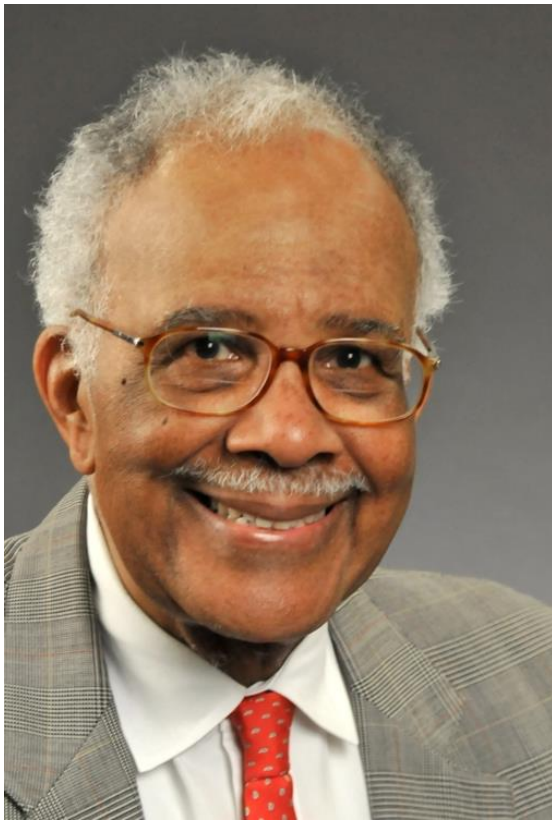
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A Definition of Microaggressions



- ▶ Microaggressions are subtle statements and behaviors that communicate denigrating messages to people based on some aspect of their identity. (Nadal, 2011, Sue 2010).

Examples of Microaggressions Reported by Nursing Students

- **Said to a Native American Nursing Student:** “Why don’t you tell your classmates about the health issues of Native Americans.”
- **Said to a Latino nursing student:** “You are a credit to your race.”
- **Said to a Black Nursing Student:** “You were only admitted to fulfill a diversity goal.”
- **Done to a Black Nursing Student:** Silent stares when she suggests a nursing intervention during a group activity.
- **Said to a Male Nurse:** “I didn’t know men could be so caring”
- **Said about a student with they/them pronouns on their badge** “Young people these days can’t even decide if they are a boy or girl”.



Poll Question



- ▶ Can you think of a time when you were the recipient of a microaggression?
 - A. Yes
 - B. No
 - C. Not Sure

Health Impact of Microaggressions

Cause mental health effects

(Compton and Shim, 2015; O'Keefe, et al., 2015; Torres, L., & Taknint, 2015; Torres-Harding, Torres & Yeo, 2020)

Create physical health problems

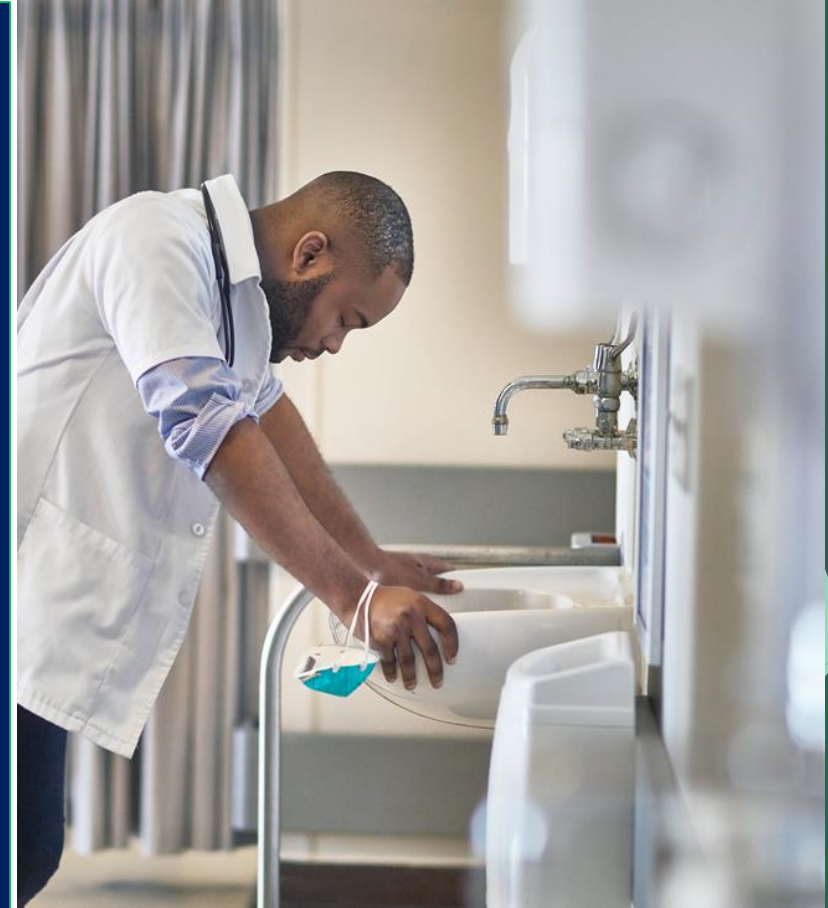
(Compton and Shim, 2015; Geronimus, 2009; Robert Wood Johnson Foundation, 2017, Seeman, et al. 1997)

Lack of Trust in the Healthcare System



Social and Cognitive Impact of Microaggressions

- ❖ Perpetuate stereotypes and passively allow society to devalue groups
- ❖ Cause energy to be diverted away from learning and/or productivity (cognitive load)



2020 REMS-15 Study

Sample

862 nursing students from 129 schools of nursing across the country

Tools

- Modified Racial Ethnic Microaggressions Scale (Nadal, 2007)
- 6-item Satisfaction with Nursing School Survey
- Patient Health Questionnaire-2 Items (Löwe, Kroenke & Gräfe, 2005)

Analysis-

T-test, ANOVA, Pearson's product correlation, Bonferoni

Microaggressions and Nursing Students

Hypotheses

1. UR nursing students would report higher **frequency** of microaggressions than White students.

➤ Yes, with Black students reporting highest rate.

2. We expected that higher frequency of microaggressions would be significantly associated with **lesser satisfaction** with nursing training.

➤ Yes, and UR students more so than White students.

3. Frequency of microaggressions would be significantly associated with higher scores on a **depression** screening.

➤ Yes, though no group differences.

Item	Microaggression	Associated hypotheses
Q1	People trivialize my ideas in the classroom	
Q2	People devalue my opinion on patient care	2, 3
Q3	My ideas in the classroom are met with hostility	
Q4*	People mistake me for someone else who shares an aspect of my identity	1
Q5	People imply that I was admitted to my nursing program for reasons other than academic merit	
Q6*	People are surprised by how well I speak English	1
Q7	In clinical settings or at my nursing program/school I am mistaken for auxiliary staff (custodian, interpreters, technicians, etc.)	
Q8*	People seem surprised by my intelligence	1, 3
Q9	I am made to feel unwelcome in a group	2
Q10*	People are cautious with their personal belongings around me	1, 3
Q11*	I am reluctant to ask questions because I fear I will be judged	1, 2, 3
Q12*	My ideas are ignored but other people are applauded when they say the same thing	1
Q13*	I feel socially isolated at my nursing program/school	1, 2, 3
Q14	Faculty discourage me from pursuing a nursing field I am interested in	2, 3
Q15	People assume I could be violent	3
Q16	I feel invisible in my nursing program/school	3

7 Significant Questions

- ▶ I am made to feel unwelcome in a group
- ▶ I am reluctant to ask questions because I fear I will be judged
- ▶ People devalue my opinion on patient care
- ▶ My ideas are ignored but other people are applauded when they say the same thing
- ▶ People assume that I will be violent
- ▶ My ideas in the classroom are met with hostility
- ▶ People trivialize my ideas in the classroom

Students Felt Devalued

- ▶ People would not respond to things that I'd say in the classroom. But they would respond to what a White person said even if it was exactly the same thing. They would not acknowledge that I had contributed anything to the discussion.

Assumption of Intellectual Inferiority

- ▶ Sometimes in a study group of 4 or 5 of us I wouldn't 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.

Teaching Biological Inferiority

- ▶ Yeah, that's one of the most challenging things is to be in an institution that uses the word innovative in its language or leader in its language as far as mission, vision and values but they refuse to address historical and social contexts to health disparities. And being told by a professor that race is a biological fact in 2019 was deeply concerning to not only the quality of my education but just like... I didn't know that like eugenics is on an upswing and I feel like [names her school] is like contributing to that.

Impact of Microaggressions



Ackerman-Barger, K., Boatright, D., Gonzalez-Colaso, R., Orozco, R., & Latimore, D. (May 2020). Seeking inclusion excellence: *Academic Medicine*. 95(5) 748-763.

Impact of Microaggressions

- ▶ “I’ve had to go on anxiety meds for depression because of the stress that we go through. I never had to do 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 or the 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.

Faces of Resilience

- ▶ “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.

A Humanistic Model

Learning Environment

The Microaggressions Triangle Model: A Humanistic Approach to Navigating Microaggressions in Health Professions Schools

Kupiri Ackerman-Barger, PhD, RN, and Negar Nicole Jacobs, PhD

Abstract

Microaggressions are types of interactions that create a cognitive load that can impede a health professions student's ability to perform well in their program. This paper discusses the Microaggressions Triangle Model, which is a framework for understanding

microaggressions from a human interaction standpoint. At each point in the model, the authors provide approaches designed to help recipients, sources, and bystanders construct responses that may allow for rebuilding. From a restorative justice standpoint,

rebuilding gives all people involved the opportunity to restore their reputations and repair relationships. Rebuilding is about individuals and communities acknowledging and learning from the interaction as a way to promote a climate of inclusion in their organization.

Ackerman-Barger, K. & Jacobs, N.N. (2020, Dec). The microaggressions triangle model: A humanistic approach to navigating microaggression in health professions schools. *Academic Medicine [Macy Foundation Supplement]*.

Goals of the Microaggressions Triangle Model



Humanistic
Approach

Prevention of
microaggressions

Promote inclusion
excellence

Repair and
reestablish
relationships

Decide whether the
interaction is a
teachable moment
or opportunity to
promote inclusion

Restore reputations

What the Model Is not

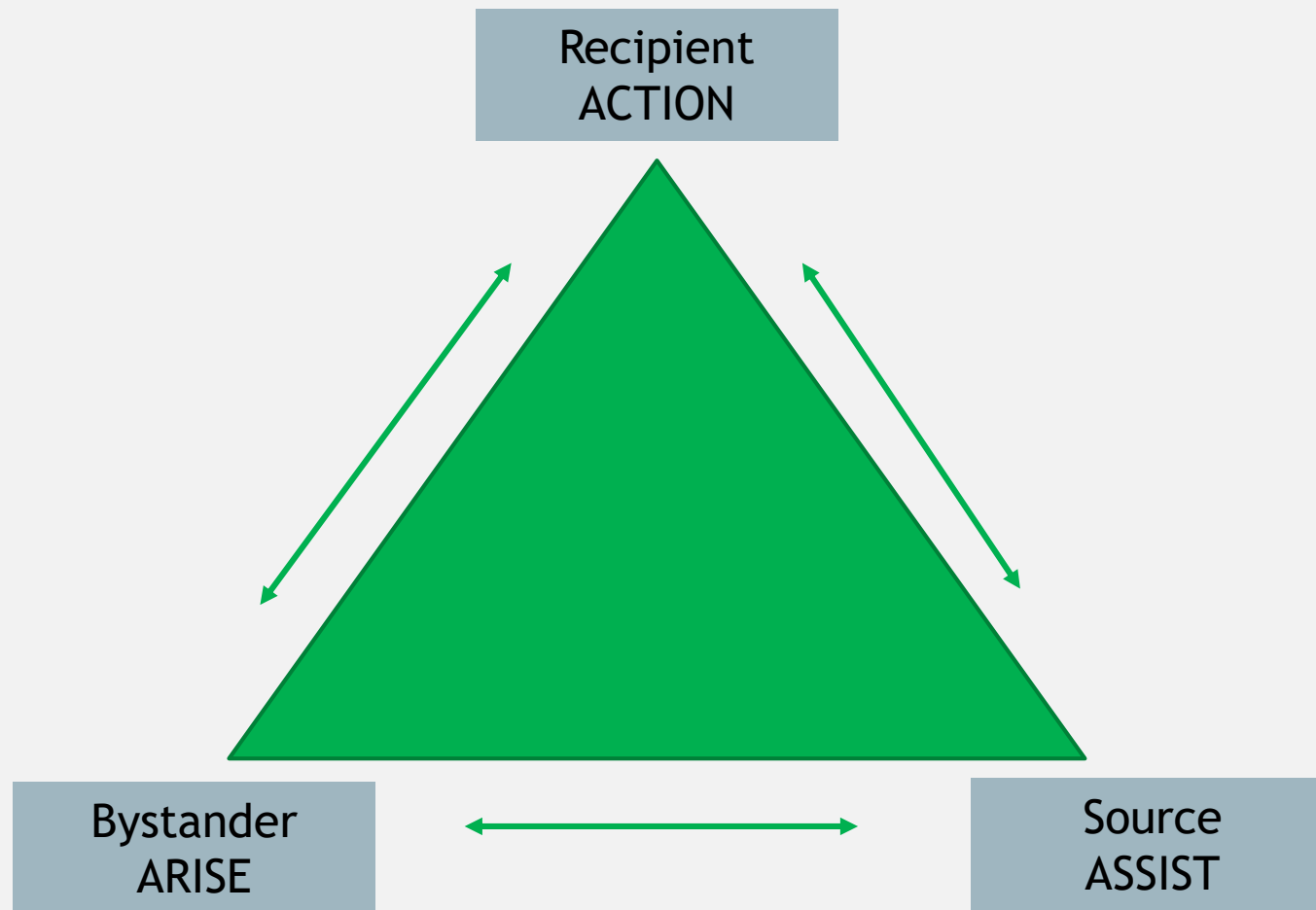


An algorithm or roadmap, but a framework for making decisions about how to handle a microaggression

Appropriate for every situation, especially overt racism or discrimination.

About taking sides or deciding who is right or wrong, but to consider how an interaction could be moved forward to re-establish and restore relationships.

Microaggressions Triangle Model



Poll Question

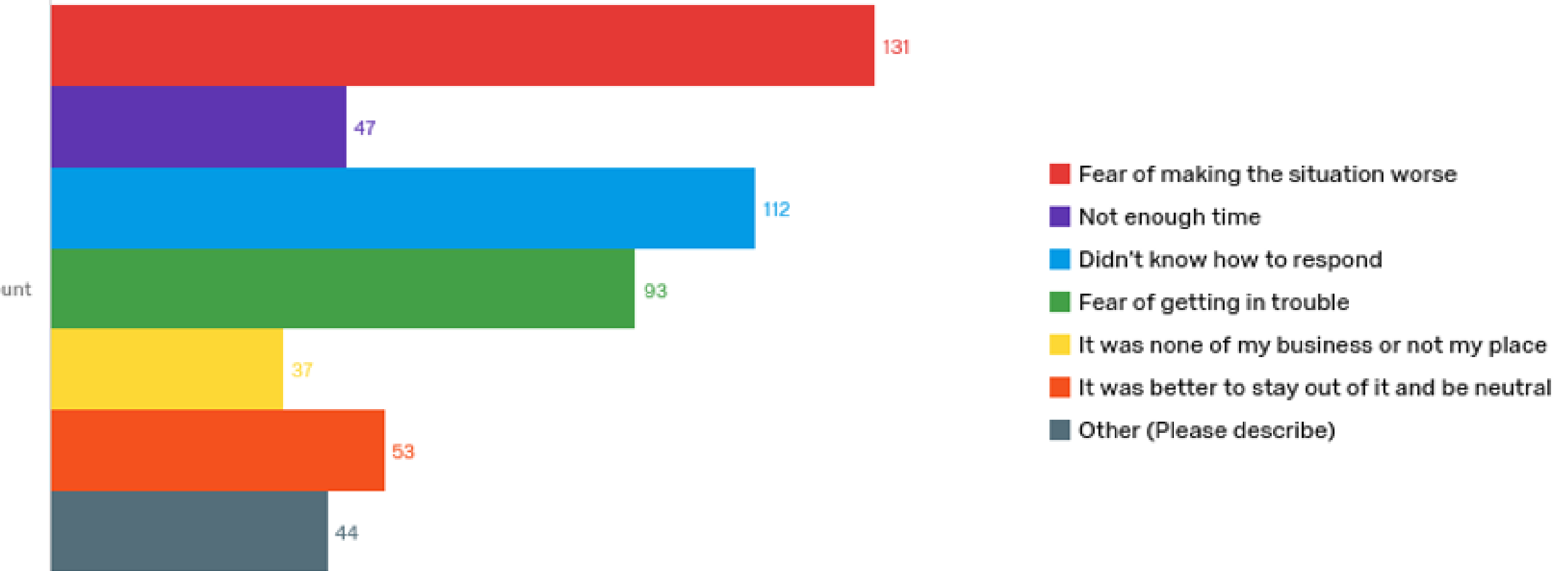


- ▶ Think of a time when you were the bystander to a microaggression. Did you intervene?

Yes or No

- ▶ Think of a time when you were a bystander and did not intervene. What is the main reason you did not intervene?
 - a. Fear of making the situation worse
 - b. Didn't know how to respond
 - c. Fear of getting in trouble
 - d. It was none of my business
 - e. It was better to stay out of it and be neutral

432 Nurses Surveyed in 2019 were asked a very similar question. Here were the responses.



Example Scenario: No, Really?

An African-American male nursing student, Rick, described an interaction with peers after an exam.

“Classmates were asking, okay, what did you get on the exam? People responded, ‘I got an A, a B,’ or ‘I have retake it’—things like that. And I didn’t even want to mention it, but I was specifically asked what I had gotten, so I said, ‘I got a hundred percent on this exam.’ And people did not believe it for some reason. Even though other people had a similar grade, everyone was kind of surprised that I got such a high score and didn’t ‘I have to retake it’? I can’t help but wonder if it is because I am Black.”



Bystanders-Responses ARISE



Awareness. A bystander could raise awareness of the situation “When you expressed surprise about Ricks score, it seemed like you didn’t believe him or didn’t think he was capable of that score. Is that what you meant to convey?”

Respond with empathy and avoidance of judgment. While it may be tempting to respond with the negative emotions that have been engendered by the interaction, approaching with empathy is critical because the goal is to rebuild community. Avoiding judgment means allowing others the grace to make mistakes, and to learn from their mistakes.

Inquiry. Approach the situation with curiosity and make inquiries. For example, “What did you mean by that?”

Statements that start with I. A bystander also can use “I” statements to talk about how the comment made them feel. For example: “I noticed...I felt...I have been thinking about.

Educate and engage. I know you didn’t intend to harm anyone, but I wanted to let you know...

Source-Responses ASSIST

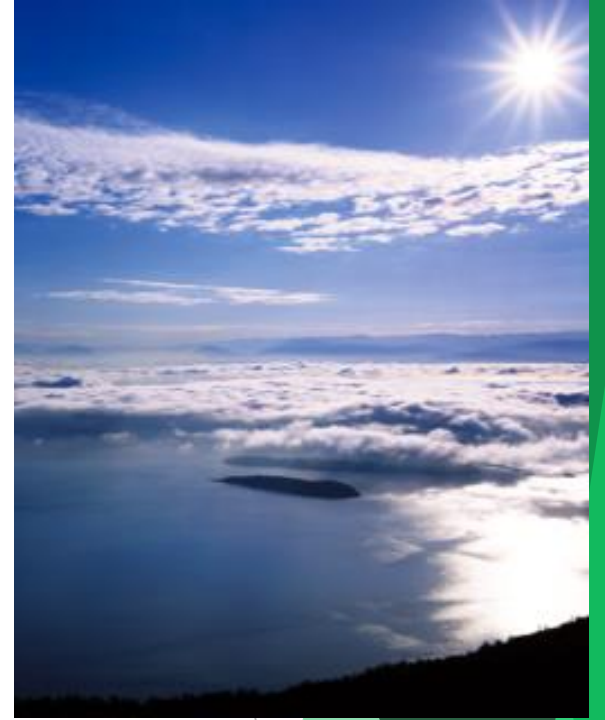
Acknowledge your Bias. A way to avoid becoming the source of microaggressions is by familiarizing ourselves with and mitigating our unconscious bias.

Seek feedback. For example, “I noticed when we were talking about XXX and you became quiet. How was that interaction for you?”

Say you are sorry. Apologies can be difficult, because we often think of them as an admission of wrongdoing. An apology should be about recognizing someone else’s pain.

Impact, not intent. Whether your intention was to hurt another person or not, this is a great opportunity for you to learn about someone else’s experience. you could say: “Although it was not my intention to harm you, I see now how my **[name the act]** affected you and I am sorry.”

Say thank you. For example, “Thank you for the feedback. I appreciate you taking the time to help me grow as a person.”



Recipient- ACTION Approach

Ask a clarifying question. For example: “You seem surprised that...?”

Come from curiosity, not judgment. For example: “I want to better understand your surprise, can you explain it to me?”

Tell what you observed in a factual manner. For example: “I noticed that when you ...”

Impact exploration. Discuss the impact of the statement. For example: “Ouch. Your comment made me feel like...”

Own your thoughts and feelings about the subject. For example: “It’s difficult being the only underrepresented student in our cohort. People often think I am here only to fulfill a diversity goal. That’s hard because I have always done well in school.” (If the source has been able to hear what you have shared, consider the following, which may help rebuild the relationship.)

Next steps. For example: “Hey, let’s go to class now, but if you want to talk about this later, I would be happy to grab some coffee with you.”





Case 1: They Haven't Kicked You Boys Out Yet?

Consider the story of an incident as retold by two different students at two different interviews, unbeknownst to the other student. Rashid and Daevion are two first year medical students. They are the only two Black men in their cohort. They each described an interaction with a White male professor.

"So, me and a fellow classmate, who is also Black, were coming in early to get some last minute studying in before finals. And we ran into a professor that we had in Block 1. And I held the door for him, said, 'Hi, how's it going' and then he's like, 'Oh, hi, how are you boys doing? They haven't kicked you out yet?' I didn't know... was it unintentional or did it have deeper meaning? And me and my friend looked at each other and were in shock a little bit and didn't know how to address it.

But we just went on and studied. But it was interesting because microaggressions don't usually get to me but like I think with this one I was like, 'Man!', like, for 10 minutes instead of studying I was like, Ugh! Did he really just say that?" *Daevion*

"There was a time when I saw a previous professor who I consider a friend and I think he considers me a friend as well. And me and a classmate, he's also African-American, were walking in the building. And he was like, 'Oh, they haven't kicked you all out yet?' We're friends, like, sarcasm whatever... But to somebody who isn't like me, they could have easily been hurt by that, struck by that, triggered by that. And a bit of me was too. I was kinda like, 'what?'" *Rashid*



CHAT ROOM

WHAT
MICROAGGRESSION(S)
DID YOU NOTICE?



CHAT ROOM

WHAT IMPACT DID THE
MICROAGGRESSION(S)
HAVE ON DAEVION
AND RASHID?



CHAT ROOM

WHAT DO YOU THINK
WAS THE MOTIVATION
OF THE SOURCE?



Bystanders-ARISE

Awareness.

Respond with empathy and avoidance of judgment.

Inquiry.

Statements that start with I.

Educate and engage.

CHAT ROOM

WHAT ARE SOME POTENTIAL INTERVENTIONS OF A BYSTANDER?

Questions?



Zoom Webinar

Q&A

[All questions\(1\)](#) [My questions\(1\)](#)

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