



**BRIM** | Bias  
Reduction in  
Medicine  
Leadership

## **BIAS REDUCTION IN MEDICINE- LEADERSHIP**

Developing an Antiracist Praxis for Confronting and Reducing Racism  
and Anti-Blackness in Hospital Leadership

# Acknowledgements



We acknowledge the **Coast Salish people** of this land, the land which touches the shared waters of all tribes and bands within the **Suquamish, Tulalip, Duwamish, Lummi, Nooksack and Muckleshoot** nations. Without them we would not have access to this working, teaching and learning environment. We humbly take the opportunity to thank the original caretakers of this land who are still here.

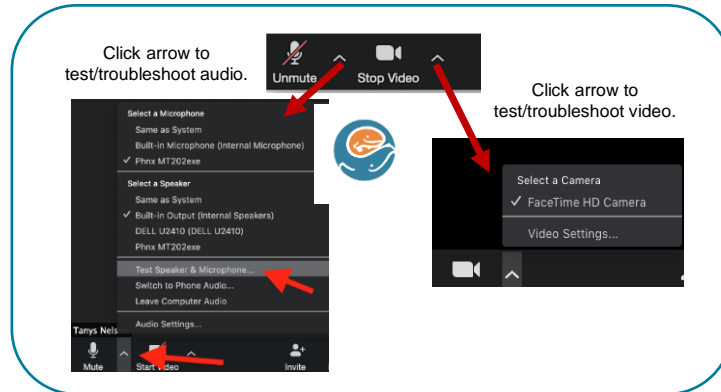
We acknowledge that this country would not exist or prosper if it weren't for the **free enslaved labor of Black people**. We honor the legacy of the African diaspora and Black life, knowledge, and skills stolen due to violence and systemic oppression.

We also acknowledge that we are the benefactors of the uncompensated and undercompensated labor of "undocumented" people, caregivers including those who care for the children and elders in our society, and others. This work that we all benefit from is often on the backs of Black and Brown bodies. (Moore Genesis Labor Acknowledgement)

# Virtual Housekeeping



Leave your camera on and mute your audio when not speaking.



# BRIM-Leadership Team



**April Baker-Bell, PhD**  
Michigan State University  
Bella Consulting Firm, Founder  
(she/her/hers)



**Roberto E. Montenegro, MD, PhD**  
University of Washington  
Seattle Children's  
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**Ashley Jarrett, MSW, LICSW, CMHS**  
Seattle Children's  
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# BRIM-Leadership Overview



- BRIM (Bias Reduction in Medicine) provides **evidence-based strategies** to reducing implicit bias.



- BRIM-Leadership:
  - draws on theories of **antiracism, racial equity tools, and racial identity development.**
  - honors **counter-stories** and engages in **racial storytelling practices**
  - is designed to support leaders in **working toward culture change** at SCH.
  - engages in **dialogue** and **critical self-reflection** and practices **antiracist strategies.**

# Intention, Approach, Goals



During each workshop, participants will be provided with a learning experience where they engage in:

- **Critical self-reflection**
- **Concentrated and serious dialogue**
- **Consciousness-raising activities**
- **Opportunities to explore how to integrate and practice antiracist approaches in their workplace.**

Participants will leave each workshop with a tangible and actionable strategic plan that helps foster ongoing growth as well as personal and institutional accountability.

# Workshop Series



<b>Workshop 1</b>	<b>Racial Literacy and Racial Identity Development</b>
<b>Workshop 2</b>	Race-Consciousness & Racial Bias Literacy in Health and Medicine
<b>Workshop 3</b>	An Awareness of Blackness and Anti-Black Racism in Leadership, Health, and Medicine
<b>Workshop 4</b>	Antiracist Praxis: Racial Equity Tools and Communication Strategies for Disrupting Personal, Interpersonal, and Institutional Racism in Leadership, Health, and Medicine

# Workshop 1 Overview



## Workshop 1 Overview

## Racial Literacy and Racial Identity Development

**Part I:** Will provide you with a vocabulary for and awareness of racism, whiteness, white supremacy and antiracism.

**Part II:** Will advance your understanding of your racial identity and engage you in racial identity development exercises.



# Workshop 1 Skill



Workshop 1  
Skill

Moving beyond Perspective Taking:  
Honoring Counterstories



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## Community Agreement

- Be willing to sit with your discomfort.
- Don't assume. Ask questions to clarify.
- Willingly engage in an examination of your own thinking and understand that it represents one of many ways of knowing; therefore, speak about your own thoughts, reactions, feelings, and experiences, not those of others (Use "I" statements).
- Respect others' viewpoints, which may differ from our own. Do not debate someone else's experience; do not argue with their statements. Keep an open mind and listen actively.
- Remember impact is more important than intention.
- Be conscious not to shift attention away from people and situations that are negatively impacted by systems of oppression by focusing on those who are privileged by them.
- Racist, sexist, ableist, homophobic, transphobic, xenophobic, or any other discriminatory comments will not be tolerated!
- Pause, listen, and reflect—even when it challenges us to reconsider our approach.
- Maintain confidentiality.
- Expect unfinished business.

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# Self-Assessment



Please take 5 minutes to complete the following survey to get us started.

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# History of Racism in U.S. Healthcare Systems and Research



## Deception leads to distrust

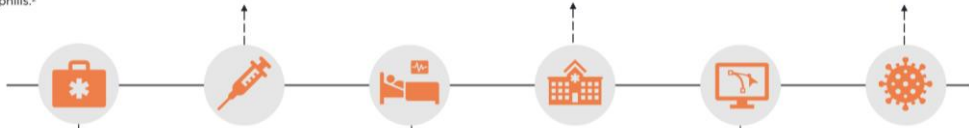
**1932 - 1972: The Tuskegee Syphilis Study**  
 US Public Health service recruited 600 Black men for a syphilis study with the promise of free medical care. Despite penicillin becoming recommended to treat syphilis in 1947, the researchers wanted to study disease progression and did not provide treatment. Study participants went blind, died, and experienced a variety of severe health problems due to syphilis.<sup>2</sup>

## History of desegregating hospitals

- 1946 Hill-Burton Act allowed construction of racially segregated facilities
- 1948: President Truman ends segregation in VA hospitals
- 1961: Kennedy Administration makes desegregation a requirement for medical school research grants/contracts
- 1964: Title VI of Medicare prohibits paying federal funds to organizations that engage in racial segregation or discrimination<sup>4</sup>

## Disparities and COVID

**Today**  
 COVID-19 has increased the public's awareness of health disparities and how they impact minority groups. But these disparities are not new or unexpected. We must be better and address disparities in society.



## Experimental surgery

**1845 - 1849**  
 Dr. James Marion Sims conducted research and experimental surgeries on enslaved Black women without anesthesia.<sup>1</sup>

## Used without consent or compensation

**1951: Henrietta Lacks**  
 Henrietta was diagnosed with terminal cervical cancer at Johns Hopkins. During her visit, a physician took some of her cervix cells without telling her and learned they grew indefinitely. For the last 60 years, her cells have been used, without consent or compensation, in experiments that have brought millions of dollars in profit to the scientists and institutions that use them.<sup>3</sup>

## AI and digital discrimination

In 2019, Health Affairs published a paper that demonstrated significant racial bias in a population health algorithm that was being widely used. But their findings aren't limited to one algorithm. The scale and impact of bias in AI is significant.<sup>5</sup>

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1. <https://www.history.com/news/the-father-of-modern-gynecology-performed-shocking-experiments-on-slaves>  
 2. <https://www.history.com/news/the-infamous-40-year-tuskegee-study>  
 3. <https://www.rgs.org/2019/03/10/10323233/henrietta-lacks-a-donors-remortal-legacy>  
 4. <https://www.healthaffairs.org/doi/10.1377/hlthaff.2014.2.317>  
 5. <https://www.healthaffairs.org/doi/10.1377/hlthaff.2019.03.3175615.full?>

# Call To Action

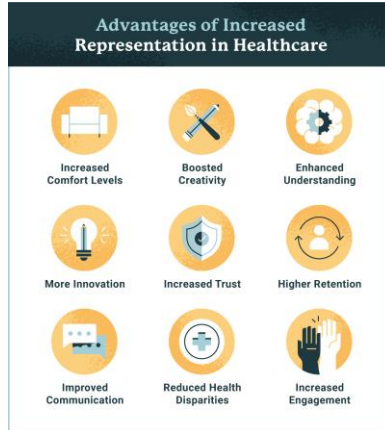


## **WE, THE BOARD OF TRUSTEES, STATE THAT:**

The AMA recognizes that racism in its systemic, structural, institutional, and interpersonal forms is an urgent threat to public health, the advancement of health equity, and a barrier to excellence in the delivery of medical care.

- The AMA opposes all forms of racism.
- The AMA denounces police brutality and all forms of racially motivated violence.
- The AMA will actively work to dismantle racist and discriminatory policies and practices across all of healthcare.

# Racial Diversity in Medical Institutions



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Image courtesy of University of St. Augustine for Health Sciences  
<https://www.usa.edu/blog/diversity-in-healthcare/>

## What is Your Role As A Leader?

- ❑ How are we individually and collectively complicit in the reproduction of racial inequity within the healthcare system and society?
- ❑ What is the responsibility of healthcare leaders to combating racism?
- ❑ What is the responsibility to our patients? Our colleagues? Our staff? Ourselves? The world?

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**Part I:**  
Vocabulary + Awareness

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# KWL Chart



## Vocabulary

1. Race
2. Racism
3. Systemic Racism
4. White Supremacy
5. Whiteness
6. Counterstories
7. Antiracism

<b>K</b> What I already <b>KNOW</b> about the topic.	<b>W</b> What I <b>WANT</b> to know about the topic.	<b>L</b> What I <b>LEARNED</b> about the topic.



“In this country, American means white.  
Everybody else has to hyphenate.”

- Toni Morrison

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# Race, Racism & Systemic Racism



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Press space bar to play video

# Pause & Reflect



## Vocabulary

1. Race
2. Racism
3. Systemic Racism
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<b>K</b> What I already <b>KNOW</b> about the topic.	<b>W</b> What I <b>WANT</b> to know about the topic.	<b>L</b> What I <b>LEARNED</b> about the topic.

# Whiteness + White Supremacy



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Press space bar to play video

# Pause & Reflect



## Vocabulary

1. Race
2. Racism
3. Systemic Racism
4. White Supremacy
5. Whiteness
6. Counterstories
7. Antiracism

<b>K</b> What I already <b>KNOW</b> about the topic.	<b>W</b> What I <b>WANT</b> to know about the topic.	<b>L</b> What I <b>LEARNED</b> about the topic.

**BREAK  
10 MINUTES**

9 8 7 6 5 4 3 2 1

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*Note from Instructional Designer:* Click or advance once to start the timer.



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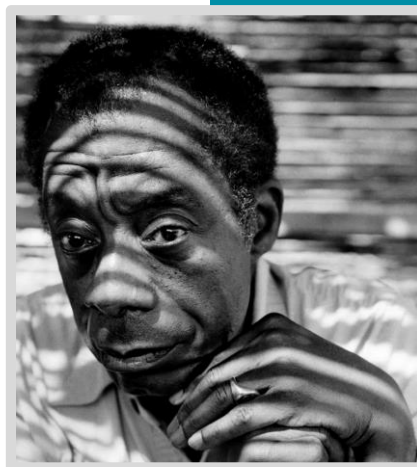
**Part II:**  
Racial Identity Development





“Well, if one really wishes to know how justice is administered in a country, one does not question the policemen, the lawyers, the judges, or the protected members of the middle class. One goes to the unprotected—those, precisely, who need the law’s protection most!—and listens to their testimony. Ask any Mexican, any Puerto Rican, any Black man, any poor person—ask the wretched how they fare in the halls of justice, and then you will know, not whether or not the country is just, but whether or not it has any love for justice, or any concept of it. It is certain, in any case, that ignorance, allied with power, is the most ferocious enemy justice can have.”

—James Baldwin, from *No Name in the Street* (1972)



# Counter-storytelling



Counter-storytelling is a tool that Critical Race Theory scholars employ to contradict racist characterizations of social life and expose race neutral discourse, revealing how white privilege operates to reinforce and support unequal race relations in society.

While majoritarian stories and grand narratives draw on knowledge from individuals in the dominant group (in this case of race, white people), they also distort and silence the experiences of BIPOC.

Counter-storytelling is a method of telling the stories of BIPOC, whose stories are not often told. Counter-storytelling it is useful in helping us understand that there is more than one way of seeing the world.

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**The Importance of Counter-stories**

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*Note from Instructional Designer:* Click or advance once to play the video. Be sure to test audio in presentation mode before the event.

# Breakout Room Instructions



- You will be prompted to self-select a breakout group based on how you identify racially/ethnically: White Caucus or BIPOC Caucus. There will be a slight delay as you are moved to a group.
- In the group, unmute your audio and enable your video.
- After 55 minutes, you will automatically return to the main group—we will give you an alert 30 seconds before the end.
- Make sure each person has a chance to speak.
- Be prepared to report out to the main group.
- Open the chat window to see the discussion question—or link to it from your agenda.



# BIPOC Caucus



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# BIPOC Caucus Pause & Reflect



## Vocabulary

1. Race
2. Racism
3. Systemic Racism
4. White Supremacy
5. Whiteness
6. **Counter-storytelling**
7. Antiracism
8. **Racial Identity Development**
9. **Internalized Racism**

<b>K</b> What I already <b>KNOW</b> about the topic.	<b>W</b> What I <b>WANT</b> to know about the topic.	<b>L</b> What I <b>LEARNED</b> about the topic.

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# Counter-storytelling



**Counter-storytelling** is a method of storytelling that BIPOC can use to:

- ✓ Contradict racist characterizations,
- ✓ Replace the dominant culture narratives that lack the knowledge and wisdom that BIPOC hold about themselves and their lived experiences, traditions, cultures, communities, etc.,
- ✓ Deconstruct the power dynamics that surround race and racism through their everyday experiences with societal structures and institutions,
- ✓ Heal and unlearn stereotyped racial messages they've internalized about their own race and the race of others.

# Counter-storytelling



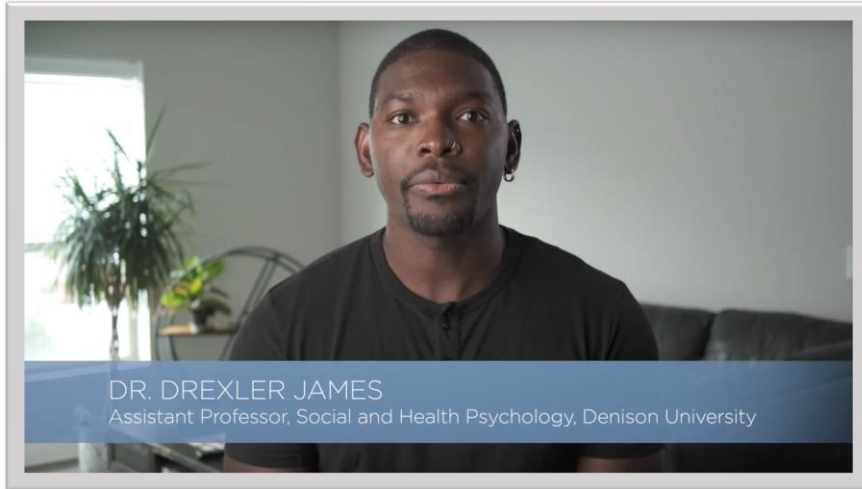
## Earliest Memories of Race & Racism



1. Think back to the earliest time you realized you were (insert your racial/ethnic identity). It's okay if you don't remember all the exact details. Describe as much as you can about this experience.
2. What did this experience teach you to think about your own race?
3. When did you realize that being (insert your racial/ethnic identity) was tied to racism? How did you realize this?
4. What are you feeling as you recall the earliest time you realized you had a racial identity?



# Internalized Racism



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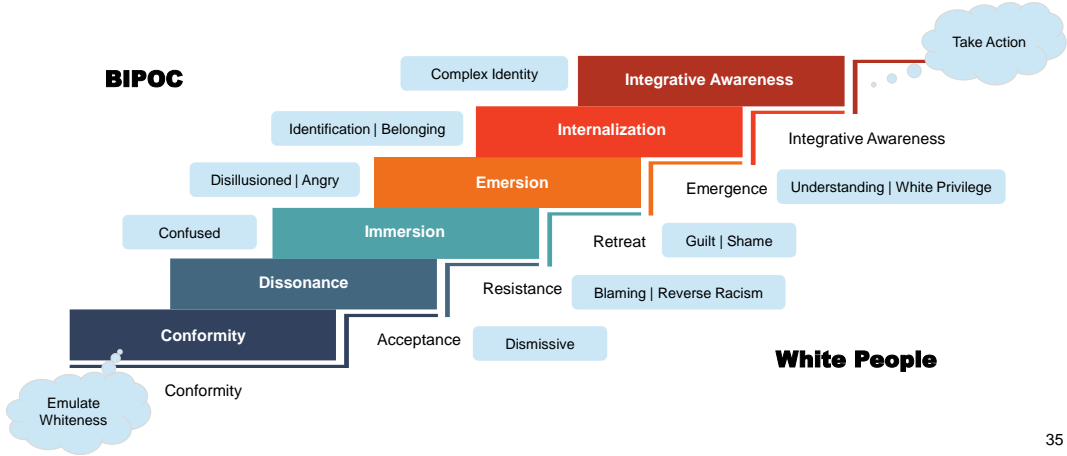
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# Racial Identity Development:

the stages of processes you experience in learning about your racial identity.



# Racial Identity Development Model





**Unpacking Stories About  
Race and Racism:  
“The First Time I Realized I  
Was Black”**

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**Unpacking Stories About  
Race and Racism:  
Della's Counterstory**

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# Racial Identity Development Reflection



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## White Caucus

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# White Caucus Pause & Reflect



## Vocabulary

1. Race
2. Racism
3. Systemic Racism
4. White Supremacy
5. Whiteness
6. Antiracism
7. **White Fragility**
8. **White Privilege**
9. **Racial Storytelling**
10. **Racial Identity Development**

<b>K</b> What I already <b>KNOW</b> about the topic.	<b>W</b> What I <b>WANT</b> to know about the topic.	<b>L</b> What I <b>LEARNED</b> about the topic.



# Racial Storytelling



**Racial Storytelling** is a method of storytelling that white people can use to:

- ✓ Tackle their own racism and story their racialized experiences,
- ✓ Unpack their racial stories,
- ✓ Tap into their repressed racial memories while taking them back to a time, an experience, and a place that forces them to engage in critical self-reflection and commit to the deconstruction of racism, whiteness, and white supremacy.

Lamar L. Johnson, PhD, Michigan State University

# Racial Storytelling



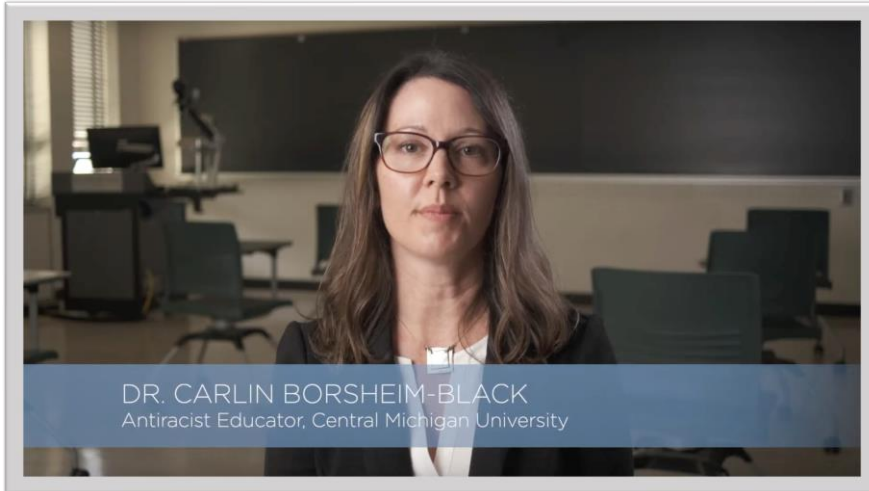
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2. What did this experience teach you to think about your own race?
3. When did you realize that being (insert your racial/ethnic identity) was tied to racism? How did you realize this?
4. What are you feeling as you recall the earliest time you realized you had a racial identity?



Some of the prompts borrowed from the Racial Healing Handbook, Anneliese A. Singh, PhD

# White Fragility



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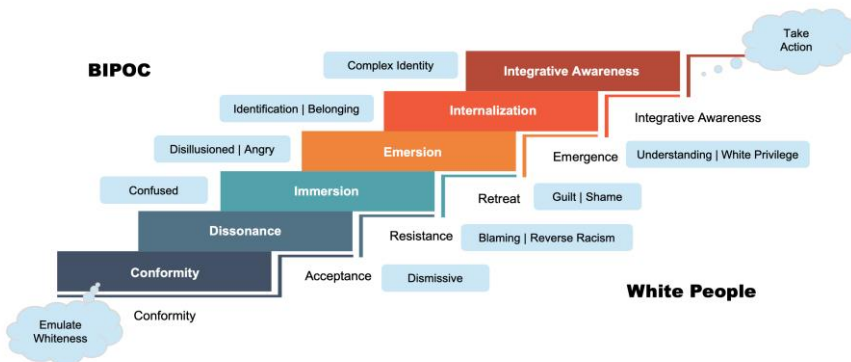
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Press space bar to play video



# Racial Identity Development

The stages of processes you experience in learning about your racial identity.





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**Unpacking Stories About  
Race and Racism:  
Phillip's Racial Story**

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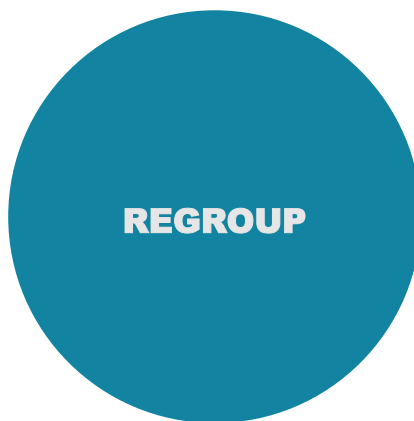
# Racial Identity Development Reflection



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Photo by [Tima Miroshnichenko](#) from [Pexels](#)



# What Does it Mean to be Antiracist?







## What is Antiracism?

***Antiracism*** is the active, ongoing process of dismantling systems of racial inequity and creating new systems of racial equity. The term antiracist refers to a person who is actively seeking to not only raise their consciousness about race and racism, but also to take action when they see racial power inequities in everyday life.

# Commitment to Action



## BIPOC Learners

- I commit to engaging in critical self-reflection and healing methods, such as counter-storytelling, seeking support from other BIPOC individuals, and immersing myself in racial/ethnic experiences and group settings.

## White Learners

- I commit to practicing racial storytelling with at least one other white person to continue to work on my racial identity formation.

## Learners in General

- I commit to continue to reflect on my own racial identity development by...
- I commit to further examine how my racial identity impacts my role as a leader at Seattle Children's. I will do this by...



**THANK YOU**

Look for the Workshop 1 Feedback Survey Email