



BRIM | Bias
Reduction in
Medicine
Leadership

BIAS REDUCTION IN MEDICINE- LEADERSHIP

**Workshop 3: An Awareness of Blackness and Anti-Black
Racism in Leadership, Health, and Medicine**

Land Acknowledgement



We recognize that Seattle Children's is on Coast Salish land, which are diverse, strong, and enduring communities that uphold a sacred legacy of protecting future generations.

Learn more at:

<https://www.duwamishtribe.org/>

<https://native-land.ca/>

Facilitator Notes

Time: 1 minute

Slide Purpose: Land/Labor Acknowledgement

First, we'd like to do a land acknowledgement, specifically acknowledging [read slide].

The language in this land acknowledgment was created by Dr. Shaquita Bell, Dr. Jason Dean, Dr. Kim Kardonsky, in collaboration with Duwamish elders.

We do this for a few reasons:

- To offer recognition and respect to the Native lands and nations
- To create broader public awareness of the history that has led us to where we are today
- And to remind people that colonization is unfortunately still ongoing

As a part of this acknowledgement, I'd also like to invite you to find new ways to be in community with the Duwamish tribe and find ways that honor this acknowledgement

through action. We'll provide a few links for you to explore.

BRIM-Leadership Facilitation Team



Victoria Wada, MHA
Seattle Children's
(she/her/hers)



Keturah Hallmosley, PhD
Seattle Children's
(she/her/hers)



Ashley Jarrett, MSW, LICSW, CMHS
Seattle Children's
(she/her/hers)

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Time: 2 minute

Main Points:

Introduction of facilitators

In addition to your facilitation team, Emily Rowen will be our producer for today so please direct message her with any logistical questions you may have. Michelle Primley Benton will also be with us to help support our caucusing. You will see other members of our Learning team here as well, who are here to observe facilitation.

Transition Statement:

Workshop 2 Summary



Workshop 2	Race-Consciousness and Implicit Racial Bias Literacy in Health and Medicine
Learning Objectives	<ul style="list-style-type: none">• Learners explored how implicit bias functions as a cognitive practice resulting in implicit racial bias.• Learners identified different forms of racism (institutional, interpersonal, internalized, and ideological) through Seattle Children's Hospital data.• BIPOC learners developed a race-consciousness of how institutional, interpersonal, and ideological forms of racism lead to internalized racism.• White learners developed a race-consciousness and learned how to leverage their privilege in order to act against institutional, interpersonal, and ideological forms of racism.
Skill	Recognized, labeled, and challenged different forms of racisms.
Commitment	Learners developed a commitment to action specific to racial bias literacy.

EDIT

-add PHSA

-edit bipoc/white learners point

Workshop Series



Workshop 1	Racial Literacy and Racial Identity Development
Workshop 2	Race-Consciousness & Racial Bias Literacy in Health and Medicine; Racial Equity Tools and Strategies
Workshop 3	An Awareness of Blackness and Anti-Black Racism in Leadership, Health, and Medicine; Racial Equity Tools Application

Workshop 3 Overview



Workshop 3 Overview

An Awareness of Blackness and Anti-Black Racism in Leadership, Health, and Medicine

Part I: Vocabulary for an awareness of Blackness and anti-Black racism.

Part II: Racial identity development exercises to reflect on anti-Black racism in relation to your own racial identity.

Part III: Will provide you with practice identifying anti-Black racism and building your race consciousness.

Part IV: Racial Equity Tools and Application

Workshop 3 Skill



Workshop 3 Skill

Recognize, label, and challenge different forms of Anti-Black racism



Community Agreement

- Be willing to experience discomfort. Pause, listen, and reflect—especially when it challenges us to reconsider our approach.
- Use “I” statements.
- Create space for multiple truths.
- Impact over intent.
- 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.
- Hate speech will not be tolerated.
- Maintain confidentiality.
- Expect unfinished business.

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Time: 2 minutes

Main Points:

As we prepare for this work, it's important for us to outline the community agreements necessary to create a fruitful learning environment for everyone here today. We will be reviewing these at each of our workshops.

•Be willing to experience discomfort. Pause, listen, and reflect-especially when it challenges us to reconsider our approach.: We ask that you resist the very common urge to avoid discomfort, and embrace it instead. Discomfort is important in this

process because it is often where we do our best learning and growing. Discomfort can push us to new understanding of ourselves and the world.

- *Use “I” Statements:* We ask that you 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).

- *Create space for multiple truths:* 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. Ask questions to clarify.

- *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.*

- At Seattle Children’s, we define hate speech as:
Abusive or threatening speech or

writing that expresses prejudice against a particular group, especially on the basis of race, religion, sex, sexual orientation or gender identity. Racist, sexist, ableist, homophobic, transphobic, xenophobic, or any other discriminatory comments will not be tolerated.

- *Maintain confidentiality:* We are asking you to be vulnerable and open to this learning. Please honor the stories/comments/experiences shared by each other by maintaining confidentiality as appropriate. Take the learning, leave the details. Do not share someone else's story unless you have their permission.

- *Expect unfinished business:* The topics that we will be covering are very complexly nuanced, with a vast effect on each of our lived experiences. In our time together, there will inevitably be issues/topics/discussions that will not feel "complete". You may leave our time together with more questions and a sense of needing to learn

more. Please do not let the learning and or unlearning stop here!

This workshop will deal with a lot of topics that can bring up different emotions depending on your lived experience, in addition to these agreements, we want to encourage you to take care of yourself through the series to ensure you are able to stay engaged. Self-break as needed.

Transition Statement:

A Call to Action



The Black community's experience of historic enslavement and its enduring legacy of racism, violence, terrorism and discrimination is pronounced in its duration and extremity. At Children's we must address anti-Blackness as an essential first step in our antiracism journey.

EDIT

Title? Name that it came from Seattle Children's ELT?

Why Race? Why Anti-Blackness



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EDIT

Title? Name that it came from Seattle Children's ELT?



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Part I:
Vocabulary Awareness of Blackness + Anti-Black Racism

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KWL Chart



Vocabulary

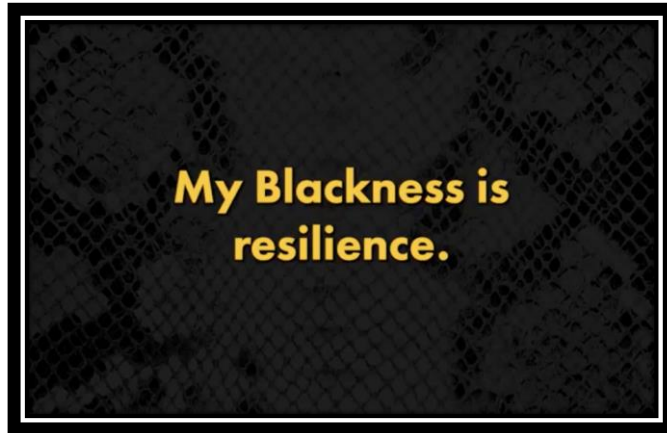
1. Blackness
2. Anti-Black Racism/
Antiblackness

K What I already KNOW about the topic.	W What I WANT to know about the topic.	L What I LEARNED about the topic.



Being Black isn't dangerous or exhausting or terrifying. It is glorious. White supremacy/racism are exhausting, terrifying, and dangerous.
—Dr. Donna Oriowo

Blackness



<https://fb.watch/7CmDNxN4KQ/>



Blackness Defined

Blackness is an embodied experience that is connected to Black people's humanity, culture, race, ethnicities, languages, literacies, counterstories, epistemologies, imaginations, resilience, resistance, and ways of being in the world.



Setting the Tone



This is how we are in community with Black people, while we do the work of confronting anti-Black racism:

1. We affirm Black lives in its multitude of variations.
2. We believe Black stories. We do not question them.
3. We affirm the lives of Black queer and trans folks, disabled folks, undocumented folks, folks with records, women, and all Black lives along the gender spectrum.
4. We value the perspectives and experiences of our Black peers, patients, and families.
5. We affirm Black people's humanity, their contributions to this society, and their resilience in the face of deadly oppression.
6. We commit to centering Black stories, and commit to not deflecting the conversation about other lived experiences.
7. We are working for a world where Black lives are no longer systematically targeted for demise.
8. We honor that Black people's understanding of anti-Blackness is based on their own lived experiences, as well as others in the Black community (current and historic). The identification and understanding of anti-Blackness in its various pervasive forms is not always easily quantifiable by those outside of the Black community who have not shared the lived experience of anti-Blackness. Because of this, anti-Blackness should not be questioned by dominant ways of understanding experiences.

Anti-Blackness + Anti-Black Racism



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The Intersections of whiteness + Antiblackness



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KWL Chart



Vocabulary

1. Blackness
2. Anti-Black Racism/
Antiblackness

K What I already KNOW about the topic.	W What I WANT to know about the topic.	L What I LEARNED about the topic.

PHSA review/reflection
Reference bridgework
Here's where we are going with it

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Part II:
Reflecting on Anti-Black Racism with Respect to
Learners' Racial Identity

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Racial Socialization Reflection



For this activity,


- you will use the racial identity development model to reflect on anti-Black racism in relation to your own racial identity.
- you will participate in race-based caucusing to minimize harm to our Black learners and facilitator and to honor differences in racial identity.
- you will engage in a racial socialization reflection exercise to recall, examine, and challenge the ways you were socialized into whiteness and antiblackness.

More instructions and guidance will be provided in your respective caucus groups.

Caucus Group: Breakout Room Instructions



- You will self-select a breakout group (Black Caucus, Non-Black POC Caucus, white 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.



**Breakout
Session**



Black Caucus



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Racial Socialization Reflection



Please refer to pages 23–28 the workbook for reflection questions.



Deep Reflection Talking Circle: Self-Preservation + Healing



- How do you work against internalizing anti-Black messages and racial stereotypes about Blackness and Black people?
- What practices do you engage in to prioritize your mental, physical, and spiritual health? Do you regularly engage in self-preservation practices?
- In what ways do you navigate, negotiate, or resist the expectation that Black people are responsible for educating others about anti-Black racism?
- Are you part of any networks or mentoring programs for Black healthcare leaders or medical leaders? Do you have Black mentors and colleagues with whom you can discuss your experiences?

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Source: Many of these questions were adapted from April Baker-Bell's publication *For Loretta: A Black Woman Literacy Scholar's Journey to Prioritizing Self-Preservation and Black Feminist-Womanist Storytelling*. Image is from Emory's Rollins School of Public Health.

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Mitigating the Psychological Consequences of Internalized Anti-Black Racism



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Share Out



NBPOC Caucus



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Racial Socialization Reflection



Please refer to pages 33–39 of the workbook for reflection questions.



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Source: Many of these questions were adapted from Robin DiAngelo's publication "*What Does It Mean to Be a White Teacher?*"

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Deep Reflection Talking Circle: *What does it mean to be in community with Black people as NBPOC?*



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Deep Reflection Talking Circle:

What does it mean to be in community with Black people as NBPOC?



- Which of your actions are anti-Black?
- Have you considered the legacy of slavery and how Black people will always be more susceptible to structural racism than other non-Black people of color?
- Have you reflected on which anti-Black narratives you support?
- Are you considering how Black people (e.g. peers, patients, and families) are treated daily in professional settings, institutions, and organizations like SCH?
- Are you willing to consider why some Black people may not feel comfortable in hospital settings or other institutions/ organizations?
- Do your efforts to be in community with Black people reflect thick solidarity or thin solidarity?

Mitigating the Psychological Consequences of Internalized Anti-Black Racism



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Identifying Incidents of Anti-Black Racism in Hospital Settings



For this activity,

- you will use data from SCH to identify incidents of anti-Black racism, and
- you will build your race consciousness by reflecting on how your own racial identity informs your assumptions and understanding of anti-Black racism.

Instructions:

1. You and a partner will take 5 minutes to read through the scenarios on pages 53-57 of your workbook.
2. Please choose one scenario to analyze.
3. Next, you will use the questions located on pages 31–32 of the workbook to guide you through the activity. You will have 10 minutes to complete the activity.
4. Be prepared to share your answers with the larger caucus group.



Share Out



White Caucus



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Racial Socialization Reflection



Please refer to pages 44–50 of the workbook for reflection questions.



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Source: Many of these questions were adapted from Robin DiAngelo's publication "*What Does It Mean to Be a White Teacher?*"

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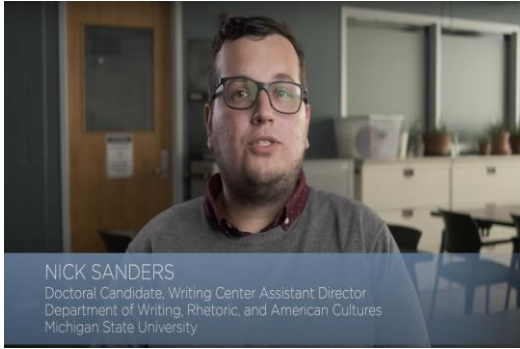
Deep Reflection Talking Circle: *What does it mean for white people to be in community with Black people?*



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Deep Reflection Talking Circle: *What does it mean for white people to be in community with Black people?*



NICK SANDERS
Doctoral Candidate, Writing Center Assistant Director
Department of Writing, Rhetoric, and American Cultures
Michigan State University

- In your life now, where do you notice being invested in whiteness that may not have been clear to you before? Can you identify how this leads to anti-Black racism?
- Where does the concept of divesting whiteness feel “sticky” to you? In other words, where do you notice your defensiveness around this concept?
- What practices can you implement in your daily life to combat anti-Black racism and divest whiteness?
- How can you support other white people in your community to join you in divesting whiteness?

Mitigating the Psychological Consequences of Internalized Anti-Black Racism



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Identifying Incidents of Anti-Black Racism in Hospital Settings



For this activity,

- you will use data from SCH to identify incidents of anti-Black racism, and
- you will build your race consciousness by reflecting on how your own racial identity informs your assumptions and understanding of anti-Black racism.

Instructions:

1. You and a partner will take 5 minutes to read through the scenarios on pages 53-57 of your workbook.
2. Please choose one scenario to analyze.
3. Next, you will use the questions located on pages 42–43 of the workbook to guide you through the activity. You will have 10 minutes to complete the activity.
4. Be prepared to share your answers with the larger caucus group.



Share Out



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Part III:
Identifying Incidents of Anti-Black Racism in
Hospital Settings

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Regroup

Focus on accountability?

This is the behavior we want to change...what can we do about it?

Commitment to Action:

Addressing Anti-Black Racism using the PHSA Framework



PHSA= Priorities, Habits, Systems, Accountability

As healthcare leaders, **PHSA** asks you to consider the following questions that helps us address Anti-Black racism as an essential first step in SCH's antiracism journey:

- How can we **prioritize** addressing anti-Black racism at SCH and in our everyday lives?
- What are the new **habits** that we need to implement to interrupt ideological, institutional, and interpersonal forms of anti-Black racism at SCH?
- What are the **systems** we need to implement to prioritize our Black families, patients, and peers?
- What **accountability** measures will we implement to ensure that we are actively and consistently holding ourselves accountable to dismantling anti-Black racism and prioritizing our Black families, patients, and peers?



THANK YOU

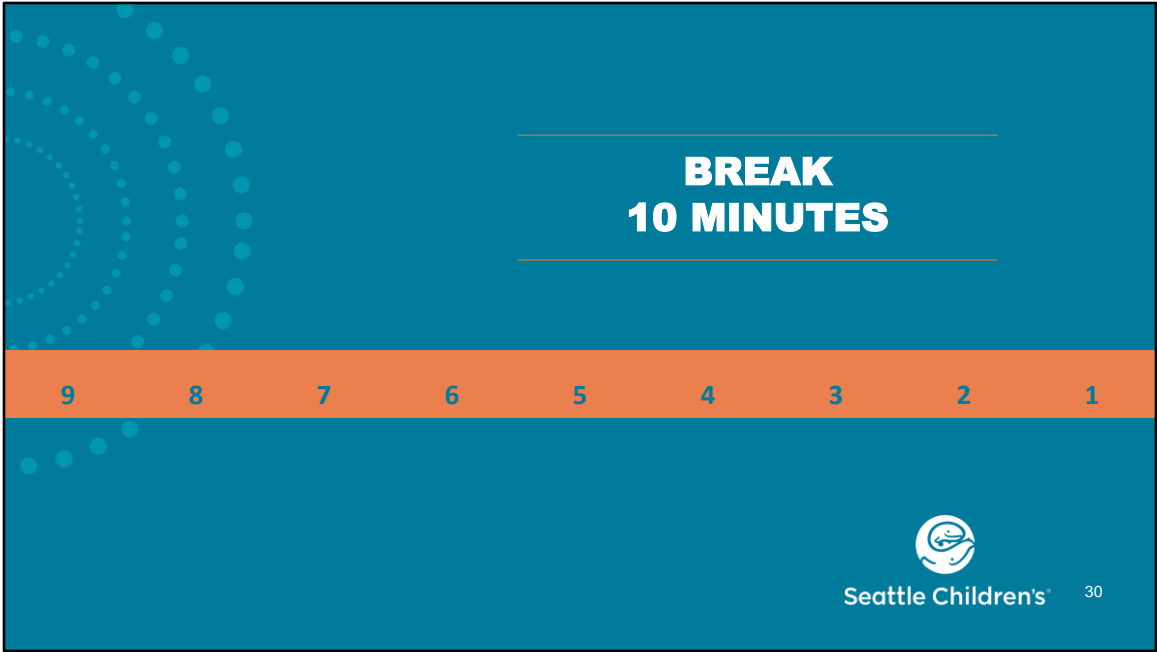
Look for the Workshop 3 Feedback survey email

**BREAK
5 MINUTES**

4 3 2 1

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



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

Ashley: