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Reduction in  
Medicine  
Leadership

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

**Workshop 4: Antiracist Praxis: Racial Equity Tools and Communication Strategies for Disrupting Personal, Interpersonal, and Institutional Racism in Leadership, Health, and Medicine**

# 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.

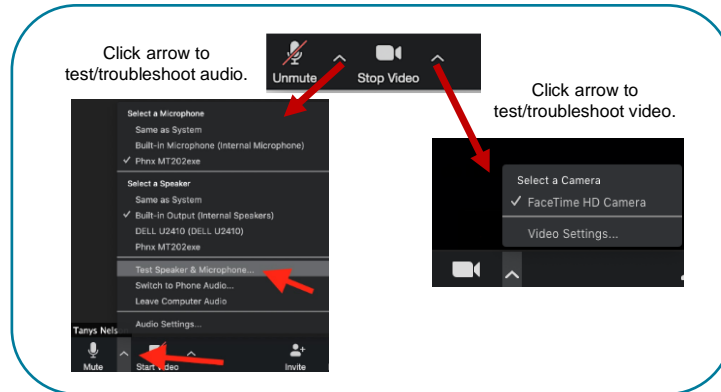
We acknowledge that this country would not exist or prosper if it weren't for the **free enslaved labor of Black people**. We honor the legacy of the African diaspora and Black life, knowledge, and skills stolen due to violence and systemic oppression.

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



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# Workshop 3 Summary



<b>Workshop 3</b>	<b>An Awareness of Blackness and Anti-Black Racism in Leadership, Health, and Medicine</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"><li>• Learners developed a vocabulary for an awareness of Blackness and anti-Black racism.</li><li>• Non-Black learners engaged in racial identity development exercises to reflect their proximity to anti-Black racism in relation to their own racial identities.</li><li>• Learners used data from Seattle children’s Hospital to practice identifying anti-Black racism within their own institution.</li><li>• Learners reviewed Seattle Children’s Hospital policies and procedures that may perpetuate anti-Blackness and practiced using SCH’s anti-racism policy to uphold accountability.</li></ul>
<b>Skill</b>	Recognize, label, and challenge different forms of Anti-Black racism.
<b>Commitment</b>	Learners developed a commitment to action specific to racial bias literacy.

# Workshop Series



<b>Workshop 1</b>	Racial Literacy and Racial Identity Development
<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>	<b>Antiracist Praxis: Racial Equity Tools and Communication Strategies for Disrupting Personal, Interpersonal, and Institutional Racism in Leadership, Health, and Medicine</b>

# Workshop 4 Overview



## Workshop 4 Overview

### Antiracist Praxis: Racial Equity Tools and Communication Strategies for Disrupting Personal, Interpersonal, and Institutional Racism in Leadership, Health, and Medicine

**Part I:** You will unpack your SBAR using SCH's Equity Impact Assessment Tool.

**Part II:** You will learn and practice how to transform SBAR to an Antiracist SBAR (or A-SBAR) as a communication skill using data from SCH.

**Part III:** You will build an individualized antiracist leadership action plan, applying the PHSA framework to your personal and institutional antiracism goals.

## Workshop 4 Skill



### Workshop 4 Skill

Develop an individualized antiracist leadership plan that centers personal and institutional accountability, moving SCH towards being a truly antiracist organization





## 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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**Check-**  
**In**  
How are you feeling in  
this moment of your  
antiracist journey?



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**Part I:**  
Unpack SBAR Using SCH's Equity Impact Assessment Tool

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# Unpacking your SBAR Using SCH's Equity Impact Assessment Tool



Using the SBAR activity you completed for your pre-work, please do the following:

1. Identify a change that you think could improve the issue.
2. With the equity impact assessment tool as your guide (located on p. 16 of the workbook), think through potential stakeholders, considerations for other unintended consequences of your proposed change, etc.
3. Create a plan to move forward with gathering the necessary information to ensure your proposed change would be moving the institution toward antiracism.



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**Part II:**  
Transforming SBAR to Antiracist SBAR as a Communication Skill

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From SBAR to A-SBAR

<p><b>S</b> Describe situation</p>	<ul style="list-style-type: none"> <li>• Who is involved in the problem/concern and what are the <b>racial identities involved</b>?</li> <li>• How is my own <b>racial identity informing my assumptions</b> and how I am understanding and/or describing the problem/concern?</li> <li>• Is the description of the problem/concern <b>rooted in whiteness</b>?</li> <li>• How can I describe the problem/concern to accurately reflect the <b>counterstory</b> shared?</li> </ul>
<p><b>B</b> Provide background</p>	<ul style="list-style-type: none"> <li>• Are there known <b>racial inequities within your institution</b> specific to this problem/concern?</li> <li>• What <b>historical racial context</b> might inform this problem/concern?</li> <li>• What forms of <b>racial biases</b> can you identify at play in this problem/concern?</li> <li>• Are there any <b>intersectional identities</b> that need to be considered in understanding the background (e.g a queer, disabled, Black woman may be facing multiple modes of oppression based on varying identities)?</li> </ul>
<p><b>A</b> Provide client assessment</p>	<ul style="list-style-type: none"> <li>• What forms of <b>racial oppression</b> (e.g. Interpersonal, Ideological, Institutional) are at play on how this problem is understood?</li> <li>• <b>Whose narrative is dominant</b> in your assessment of the problem/concern?</li> <li>• <b>Whose narrative is marginalized</b> in your assessment of the problem/concern?</li> </ul>
<p><b>R</b> Provide Recommendation</p>	<ul style="list-style-type: none"> <li>• In examining for the “root cause” of this problem/situation, did you involve <b>community members and key stakeholders</b> (CDHE, HEDI, Affinity groups)?</li> <li>• How did you ensure that you are <b>advancing opportunities and minimizing harm for BIPOC individuals without requiring their additional emotional</b>?</li> <li>• Does your recommendation <b>align with guidance from BIPOC patients, families, or employees</b>?</li> <li>• Does your recommendation align with <b>SCH's antiracism policies</b>?</li> <li>• How will your recommendation produce <b>racial equity and justice</b>?</li> <li>• How will you uphold <b>accountability</b> in the solution of the problem/concern?</li> <li>• What are potential <b>unintended consequences/outcomes</b>?</li> </ul>

# Let's Practice Together: A-SBAR



## Scenario 1: Othering



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April:

# Let's Practice Together: A-SBAR



<b>S</b> Describe situation	
<b>B</b> Provide background	
<b>A</b> Provide client assessment	
<b>R</b> Provide Recommendation	



## Applying A-SBAR



- For this activity, you will have 15 minutes to apply the A-SBAR framework to the SBAR that you completed in your pre-work.
- You will have the option of completing this activity with a partner or individually in a “quiet” breakout room.
- In your work, you will:
  1. review your pre-workshop SBAR case,
  2. complete the A-SBAR form on pages 22–24 of your workbook, and
  3. share your A-SBAR in the larger group
- The A-SBAR form can be located on pages 22–24 of the workbook.



**Time to  
Practice**

18



**BREAK  
10 MINUTES**

9 8 7 6 5 4 3 2 1



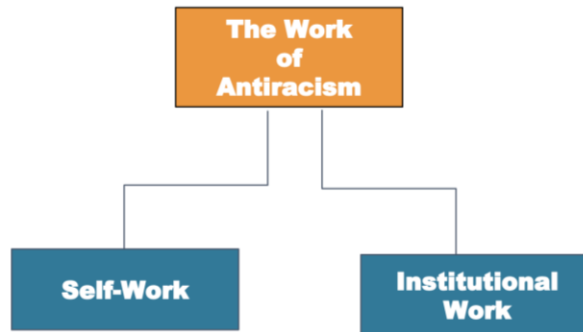
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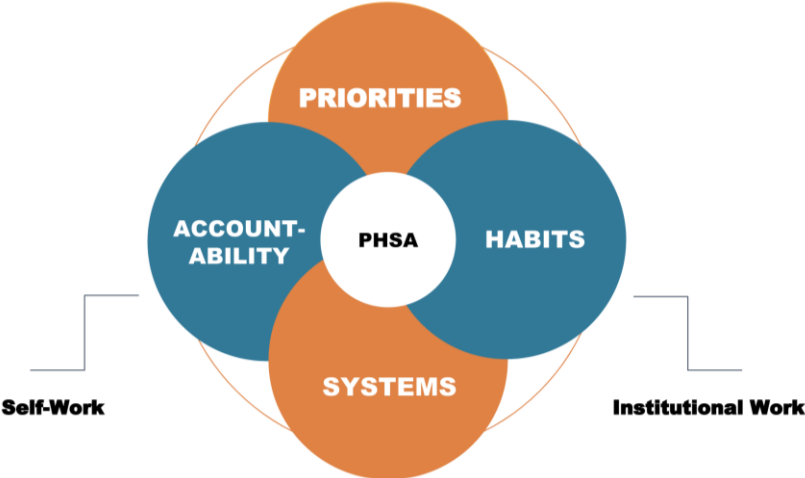
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**Part III:**  
Building an Individualized Antiracist Leadership Action Plan

# Building an Individualized Antiracist Leadership Action Plan



**PHSA: Priorities, Habits, Systems, and Accountability**



# Building an Individualized Antiracist Leadership Action Plan



## Self-Work

### As a racial being:

- How can I **Prioritize** antiracism in my everyday life?
- What new **Habits** must I implement to become an antiracist individual within and outside of my role as a healthcare leader?
- What **Systems** will I need to implement in my everyday life to prioritize antiracism and act more consciously as a racial being?
- What systems of **Accountability** might I implement in my everyday life to ensure that I am prioritizing, practicing, and enacting antiracism and intervening in the operation of racism?

## Institutional Work

### As a hospital leader at SCH:

- How can I help **Prioritize** antiracism at SCH?
- What new **Habits** can I implement to move SCH towards being a truly antiracist organization?
- What **Systems** will I need to develop and implement to prioritize antiracism and cement antiracist habits at SCH?
- What systems of **Accountability** will I need to implement to ensure SCH is intervening in the operation of racism and prioritizing, practicing, and enacting antiracism?



## Antiracist Praxis: Putting it all Together



For this activity, you will be building your Individualized Antiracist Leadership Action Plan by applying the PHSA framework to your “self-work” and “institutional work.”

- You will have 20 minutes to answer the guiding questions in the “self-work” and “institutional-work” boxes in the workbook on pages 28–29.
- You will have the option to self-select which room you would like to join:
  - “Quiet room” to work on your own. Please turn off your camera and microphone while working independently in this room.
  - “Partner room” if you want to work with others. Our team will help assign you to these rooms.
- You will receive a 5-minute notice before we regroup.



How can I use my individualized antiracist leadership action plan to Move SCH Towards being a truly antiracist organization?

**Building Your Individualized Antiracist Leadership Action Plan** 25



# Discussion

**How can SCH leaders hold each other accountable to their commitments to antiracism?**



**THANK YOU**

Look for the Workshop 4 Feedback survey email