

Addressing Microaggressions in Medical Education

About this Workshop

Microaggressions are identified as brief, commonplace indignities that disrespect persons based on their race/ethnicity, gender, sexual orientation, religious practice, and/or disability. This workshop aims to enhance the professional development of medical educators by teaching methods of identifying and preventing microaggressions as well as supporting learners experiencing such affronts. This instruction will promote diversity and safe learning environments in medical education. The nine faculty presenting this workshop come from seven different academic institutions from across the United States and represent a diversity of experience and thought on the subject.

Speakers

W. Christopher Golden, MD, Johns Hopkins University School of Medicine. *Associate Professor of Pediatrics; Director, Core Clerkship in Pediatrics.*

Heather L. Burrows, MD, PhD, University of Michigan Medicine. *Associate Professor of Pediatrics; Director Pediatric Residency Program, Associate Chair of Education, Pediatrics.*

Amy E. Fleming, MD, MHPE, Vanderbilt University School of Medicine. *Professor of Pediatrics; Associate Dean for Medical Student Affairs.*

Joseph A. Jackson, MD, Duke University School of Medicine. *Associate Professor of Pediatrics; Assistant Dean for Student Affairs*

Meg G. Keeley, MD, University of Virginia School of Medicine. *Professor of Pediatrics; Harrison Distinguished Professor of Medical Education; Interim Senior Associate Dean for Education*

Sharon Kileny, MD, University of Michigan Medicine. *Assistant Professor of Pediatrics; Associate Director, Pediatric Medical Student Education.*

Kenya A. McNeal-Trice, MD, University of North Carolina School of Medicine. *Professor of Pediatrics; Chief Graduate Medical Education Officer; ACGME Designated Institution Official (DIO); Senior Associate Dean for Graduate Medical Education*

Kimberly N. Vinson, MD, Vanderbilt University School of Medicine. *Associate Professor of Otolaryngology-Head and Neck Surgery; Associate Dean for Diversity Affairs.*

Valencia P. Walker, MD, MPH, The Ohio State University College of Medicine. *Associate Professor of Pediatrics; Associate Chief Diversity and Health Equity Officer, Nationwide Children's Hospital; Associate Division Chief for Health Equity and Inclusion, Department of Pediatrics.*

Challenges, Educational Need(s), or Skills Gap(s) that this Workshop Addresses

While overt displays of aggression (i.e., physical abuse) currently occur less commonly, subtly demeaning comments and behaviors related to trainees' gender, race/ethnicity, sexual orientation, religious practices, and/or disability have persisted through generations of medical training. Over half of students at one United States medical school reported experiencing microaggressions during their training

(Espaillat A, *et. al.*, *Perspect Med Educ*, 8(3): 143-151 [2019]), which can provoke intense, negative physical and emotional reactions. These negative experiences may impair trainees' relationships with patients and their families, clinical instructors, and colleagues and decrease learner engagement in and enjoyment of clinical medicine. Many practicing physicians have experienced and/or witnessed such disrespect, yet may be uncomfortable in identifying all types of these behaviors, confronting the aggressors, and counselling learners in these situations.

Learning Objectives

At workshop's conclusion, attendees will be able to:

1. Identify all forms of microaggressions.
2. Recognize microaggressions against medical trainees (by patients, other students, graduate medical trainees [residents, fellows], physicians, and staff) in clinical environments.
3. Intervene with specific tools to mitigate instances of microaggressions, improving allyship and advocacy while promoting inclusion.