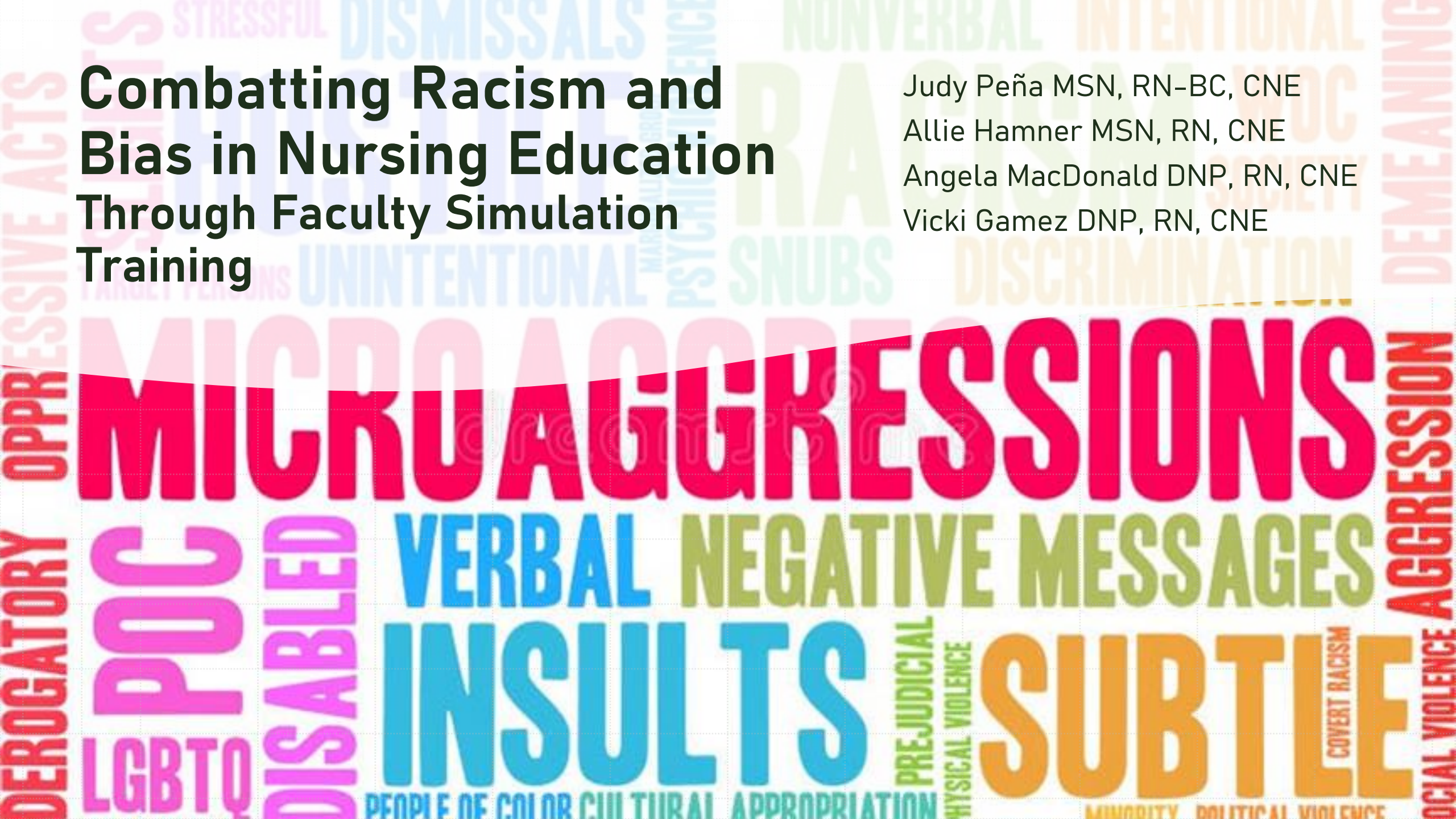# Combatting Racism and Bias in Nursing Education Through Faculty Simulation Training

Judy Peña MSN, RN-BC, CNE

Allie Hamner MSN, RN, CNE

Angela MacDonald DNP, RN, CNE

Vicki Gamez DNP, RN, CNE

Conflicts of Interest and Disclosures

- Neither the planners or presenters indicated that they have any real or perceived vested interest that relate to this presentation.

Objectives:

- 1. Define and identify microaggressions in the health care setting.

- 2. Recognize the impact of microaggressions and racist behaviors on nursing students, colleagues, and patients

- 3. Employ strategies to interrupt microaggressions when they occur using at least one of the techniques presented.

Objectives adapted from: Acholonu, R. G., Cook, T. E., Roswell, R. O., & Greene, R. E. (2020). Interrupting microaggressions in Health Care Settings: A guide for teaching medical students. *MedEdPORTAL*. https://doi.org/10.15766/mep_2374–8265.10969. https://doi.org/10.15766/mep_2374–8265.10969

Pre-Test

The purpose of this survey is to collect demographic data of faculty and their professional development in simulation.

Your responses will be anonymous and will never be linked to you personally. Your participation is voluntary; please skip any questions you do not feel comfortable answering.

Thank you for your cooperation and for participating in our survey.

What IS a microaggression?

- Can include **speech** and **behavior**
- Can occur **anytime** and **anywhere**
- Subtle, often unconsciously or unintentionally expressed toward member of marginalized group
- Can be due to *implicit* bias – present but not consciously held of recognized

https://www.healthmatters.nyp.org%2Fwhat-to-know-about-microaggressions%

Consequences for Patients

- Strongly associated with poor outcomes even when access to healthcare is not an issue

- Racism must be considered harmful

- Must monitored with the same lens that healthcare associated infections receive

- Physical symptoms

- Emotional Distress

https://www.npr.org/sections/health-shots/2017/11/11/562623815/scientists-start-to-tease-out-the-subtler-ways-racism-hurts-health

Narayan (2019), Watson and Malcolm (2021) and (Pusey-Reid et al., 2022).

Who should respond to microaggressions?

Faculty **must be** leaders in calling out microaggressive behaviors and classroom bias (Boysen, 2012; Harrison & Tanner, 2018).

Tell me, I forget.

Show me, I remember.

Involve me, I understand

--Chinese proverb

Why use simulation?

- Increases awareness
- Creates connection for learners
- Improves attitude of bystander toward the target
- Encourages and empowers bystander to disrupt microaggressive event

Scripting

- Before we simulate a clinical scenario, we would like to provide some communication tools to help interrupt microaggressions and racist behavior.

Framework

- ICE
  - **Identify and Interrupt**
    - "I'm hearing bias."
  - **Clarify**
    - "Can you tell me more about that?"
    - Or, repeat what was said.
  - **Explain**
    - "I" Statements – "I felt xxxx when you said xxxx."
    - "It would be helpful.."
    - Next steps –> what should be done?

YOU GOT MY ATTENTION, SO WHAT'S YOUR INTENTION?

Simulation

- This simulation takes place in a client care area between Allie, who is a nursing student, and Judy, who is Allie's CO-RN. Allie is a senior nursing student nearing the end of her clinical rotation. The clinical instructor is listening to the report Judy is giving to Allie as they plan for the day.

- Feelings. "How do you feel?" "Reactions?" "First thoughts off the top of your head?"

- Facts. "Can someone Give a brief summary of what happened in the simulation?"

- I saw, I think, I wonder

- What will you take from this presentation into your practice?

- How does the culture of your environment perpetuate them?

- How could you implement a simulation like this for your target audience?

Post-Test

The purpose of this survey is to collect demographic data of faculty and their professional development in simulation.

Your responses will be anonymous and will never be linked to you personally. Your participation is voluntary; please skip any questions you do not feel comfortable answering.

Thank you for your cooperation and for participating in our survey.

Final Thought

The topic of microaggressions can feel overwhelming and frustrating if we only imagine it as creating a list of things we can and cannot say.

References

- Blodgett, N. P., Howard, V. M., Phillips, B. C., Andolsek, K., Richard-Eaglin, A., Molloy, M. A.,   (2022). Developing virtual simulations to confront racism and bias in health profession education. *Clinical simulation in nursing*. 71, 105-111. https://doi.org/10.1016/j.ecns.2022.03.009

- Boysen, G. A. (2012). Teacher and student perceptions of microaggressions in college classrooms. College Teaching, 60(3), 122–129. https://doi.org/10.1080/ 87567555.2012.654831

- Coleman, T. (2020). Anti-racism in nursing education: recommendations for racial justice praxis. *Journal of Nursing Education*, *59*(11), 642-645.

- Fitzwater, J., McNeill, J., Monsivais, D., Nunez, F., (2021). Using simulation to transition to the nurse educator role: An integrative review. *Nurse Educator*. 46, *(5)*, 322-326.

- Hall, J. M. & Fields, B. (2013, May-June). Continuing the conversation in nursing on race and racism. *Nursing Outlook*. 61(3), 164-73. doi: 10.1016/j.outlook.2012.11.006. Epub 2013 Feb 16. PMID: 23419839.

- Harrison, C., & Tanner, K. D. (2018). Language matters: Considering microaggressions in science. CBE Life Sciences Education, 17(1), 1–8. https://doi.org/10.1187/cbe.18-01– 0011

- Iheduru-Anderson, K. C. & Wahi, M. M. (2021). Rejecting the myth of equal opportunity: an agenda to eliminate racism in nursing education in the United States. *BMC Nursing* 20 (30). https://doi.org/10.1186/s12912-021-00548-9

- Narayan, M. C., (2019). Addressing implicit bias: A review. *American Journal of Nursing*. 119 (7) 36- 43.

- Pusey-Reid, E., Gona, C. M., & MacDonald, A. M. (2021). Creating a culture of success: A framework for addressing at-risk student. *Journal of professional nursing: official journal of the American Association of Colleges of Nursing*, *37*(3), 598–605.https://doi.org/10.1016/j.profnurs.2021.01.001

- Watson, L. & Malcolm, M., (2021). Racism as a preventable harm. *Nursing Administration Quarterly*.   45, (4), 302-310.

- Young, K., Anderson, M., & Stewart, S. (2015). Hierarchical microaggressions in higher education. Journal of Diversity in Higher Education, 8(1), 61–71. https://doi.org/ 10.1037/a0038464.