



They Said What? Addressing Microaggressions in Clinical Education

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As efforts to increase the diversity of the audiology profession are made, it is important to have an inclusive environment to support students and preceptors who may experience incivilities such as microaggressions.

TOOLS:

What are Microaggressions?

- Microaggressions are subtle, verbal or non-verbal comments expressed to individuals often based on a person's gender, sex, race, sexual orientation, ethnicity, religion, etc.
- Asking a person of color, "Where are you really from?" is an example of a microaggression.
- These messages can lead to oppression and may negatively affect the individual to whom the microaggression was directed (e.g., anxiety, isolation, lowered confidence; Ackerman-Barger et al., 2019).
- Although clinicians may be trained in areas related to cultural competency, clinicians' biases and personal views can lead to expressing microaggressions towards students or failing to respond to microaggressions encountered by students in the clinic.
- It is necessary for preceptors and students to have the skills to respond to the microaggressions or to reports of microaggressions.

Purpose:

- 1) Present a compiled list of tools and resources that can be used by preceptors and students when faced with microaggressions and racism, and
- 2) Solicit feedback on the compilation for further work by the Academic Programs Committee.

Overland et al. (2019)

- Step 1: Address the comment
- Step 2: Refocus the conversation on the patient's health
- Step 3: Share your perspective
- Step 4: Remind the patient of roles
- Step 5: Temporarily remove learners from the environment

Souza et al. (2018)

- Ask clarifying questions
- Come from curiosity, not judgment
- Tell what you observed in a factual manner
- Impact exploration – discuss the impact of the statement
- Own your own thoughts and feelings around the situation
- Next steps

Webb et al. (2022)

- Be a mentor
- Use effective communication
- Align expectations
- Build ethics, inclusion, and awareness skills
- Help develop independence
- Encourage professional development

Wheeler et al. (2018)

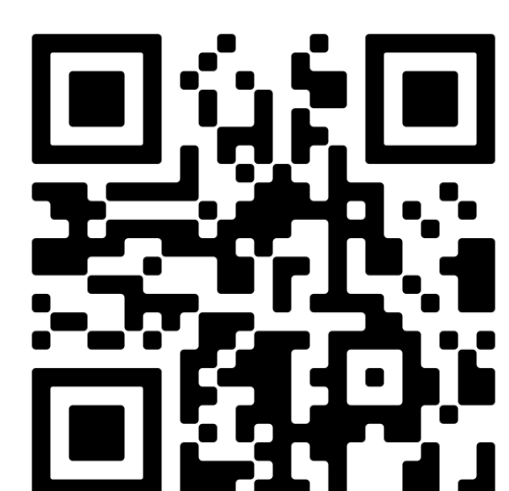
- Establish a culture of openness and respect up front
- Be prepared to recognize microaggressions and discrimination
- Determine whether to respond at the bedside
- Attempt unconditional positive regard
- Repeat the patient's statement and allow time for reflection

Scully & Rowe (2009)

- XYZ: I feel X when you say Y because Z

Ganote et al. (2015)

- Open The Front Door
- Observe
- Think
- Feel
- Desire



The following QR code provides:

- 1) Copy of this poster
- 2) Reference list for this poster
- 3) The tools listed above

See these tools in action!

Join us for the Clinical Education Forum in Rooms 225-226 on Saturday!