**Intern Orientation: Introduction, Institutional Policies, Microaggressions Intro**

*Objectives:*

Following completion of this session, learners will be able to:

1. Describe the basic content and structure of the Education for CHANGE curriculum
2. Define microaggressions
3. Describe the impact of microaggressions on individuals experiencing them
4. Identify common microaggressions
5. Practice responding to microaggressions, in a low-stakes environment

*Preparatory Work:*

Prior to attending the session, learners have been asked to:

* None

*In Session Facilitator Guide*

Note to facilitator: the times are listed as approximate guides to help keep on track.

|  |  |  |  |
| --- | --- | --- | --- |
| **Duration** | **Format** | **Activity** | **Materials Required** |
| 20 min | Large Group PowerPoint slides 1-10 | Welcome and introduction to curriculum | PowerPoint |
| 5 min | Large Group Discussion | Open the following to the large group:1. What are the barriers to addressing mistreatment and harassment by patients in the clinical setting?
2. How does addressing mistreatment and harassment by patients differ from addressing that by staff/colleagues/supervisors?

Open the floor to discussion—leave silence if needed. |  |
| 20 min | Large Group Powerpoint slides 20-39 | Speaker notes in slides\*\*NOTE: slide 34 Replace institutional policies and references with those from your own institutionIf no formal policies and/or reporting mechanisms exist, be transparent about this and what is being done to remedy these omissions | PowerPoint |
| 10 min | Microaggression Taboo | Open the doc in the folder titled “Practice Case”. Let learners know that you (the facilitator) will read the case aloud. Ask the learners to pay attention to identifying any microaggressions they notice. No matter what framework they use to respond, IDENTIFYING the microaggression is an important step. If a learner identifies a microaggression, they should pound on the table (like a Taboo buzzer). If it is something that others may not recognize as a microaggression, you may ask the person who identified it to describe WHY it is a microaggression; or you can describe this yourself. Some are obvious and do not require further explanation. The learner should then use one of the phrases from their ‘minimalist’ toolkit, or a more detailed/elegant phrase if they feel so inclined, to interrupt the microaggression. Reassure learners that they do not have to have a perfect response—we want them to get used to responding even if they don’t feel like their language is exactly right. Sometimes better is the enemy of good. No response at all communicates that the microaggression is OK.Ground rules for this particular exercise:* As a default, all residents should respond as if they are observing the incident as a witness.
	+ If the resident wishes to act as the individual experiencing the microaggression, AND they hold the identity consistent with the microaggression described, they may ask to do so.
	+ Learners should never take on a marginalized, oppressed or underrepresented identity they do not hold
* Those experiencing a microaggression may respond or choose not to, and should be supported however they choose to respond
* Those who witness or hear about a microaggression SHOULD respond. Do not assume someone else will respond.
* This is intentionally redundant. Most people need to practice hearing and saying these words a few times in a low stakes situation (such as this session) before they are able to apply them in a real world setting.
 | Case Handout |
| 2 min | Pair Share | Hand / Head / Heart ReflectionAsk each participant to share with their neighbor. Can choose one or reflect on all. |  |