



Laying the Foundation (Part 1): How to Understand You and Your Role in Inclusive Conversations

PRESENTED AS A LIVE WEBINAR

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ON-DEMAND ACTIVITY

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View faculty bios at <https://www.ashp.org/professional-development/webinars/free-live-webinars/laying-the-foundation-part-1-how-to-understand-you-and-your-role-in-inclusive-conversations?loginreturnUrl=SSOCheckOnly>

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Participants will process CE credit online at <http://elearning.ashp.org/my-activities>. CPE credit will be reported directly to CPE Monitor. Per ACPE, CPE credit must be claimed no later than 60 days from the date of the live activity or completion of a home-study activity.




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TRANSFORMING AWARENESS INTO ACTION

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About this Series

- 7-part educational series on Diversity, Equity, and Inclusion.
- Monthly live webinars September through Spring 2022.
- Featuring real-world scenarios, best practices, and actionable steps pharmacists and others can use in their practices to recognize and combat bias and disparities in care.
- Invite your team! Activities are accessible to all; ASHP membership is not required.

Announcements

- **Process CE within 60 days**
- elearning.ashp.org
- Code: **Announced at the end of today's presentation**
- Complete evaluation
- See instructions in handout

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future webinars
in this series!



On-demand activity of today's live webinar will be available early October.

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As defined by the Standards of Integrity and Independence definition of ineligible company. All relevant financial relationships have been mitigated prior to the CPE activity.

What are our goals? *(the “what”)*

Have your
handout
ready!

By engaging in this webinar, participants should be able to:

- Describe how our identities, implicit bias, and beliefs can influence our conversations
- Evaluate approaches to facilitate self-exploration and inclusive conversations
- Develop a plan to assess, implement, and monitor conversations

What is most important to you?
What do YOU want to learn?

Which goal is MOST important to you?

- A** Goal 1: Describe how our identities, implicit bias, and beliefs can influence our conversations
- B** Goal 2: Evaluate approaches to facilitate self-exploration and inclusive conversations
- C** Goal 3: Develop a plan to assess, implement, and monitor conversations
- D** I'm not sure
- E** All of the them

What is our purpose? *(the "so what")*

- Inclusive conversations can foster **psychologically safe environments** and promote a greater **sense of belonging**
- Before we can engage in meaningful conversations, we need to be **aware of ourselves**, our **implicit biases**, and the potential **impacts**
- We often have **limited opportunities** to explore our identities and language use that can disrupt inclusive conversations

What is your reason for joining today?

What are the expectations? (the “say what?!”)

- What should you expect from this session?
- What should you NOT expect from this session?
- What are *appropriate* behaviors during this session?
- What are *inappropriate* behaviors during this session?

Questions, concerns, or comments?

What is your perspective?

- What does “**transforming awareness to action**” mean to you?
- What is the role of “**inclusive conversations**” in this process?
- What are your **concerns** about how to conduct these conversations?
- Where are you hoping to **improve** or **grow**?

Which term(s) look unfamiliar?

- A** Identity & intersectionality
- B** Privilege & power
- C** Unconscious / implicit bias
- D** Stereotype threat
- E** Imposter syndrome

What is identity?

Identity is how we define who we are, the communities we belong to, and our collective experiences.

Our identity can include **multiple components**, such as:

- Experiences & history
- Passions & interest
- Values & beliefs
- Personality & intrinsic qualities
- Socially constructed identities

What are social identities?

Social identity relates to physical, social, and mental characteristics that are often used to describe or group people.

Examples of social identity categories include:

- Ability status
- Age
- Ethnicity
- Gender
- Race
- Religion
- Sexual Orientation
- Socio-economic status
- Appearance, size, & weight
- Education level
- Family composition
- National origin
- Political affiliations
- Primary language
- Regional/tribal affiliation
- Social achievement

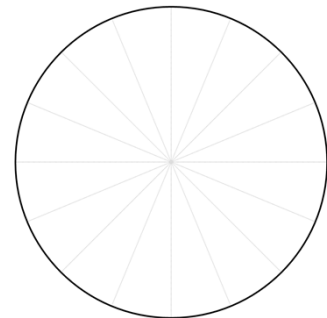
What are YOUR identities?

Use the empty pie chart to show the “parts” of your identity and *roughly* how much they represent your “whole self”.

Circle the identities you can tell from looking at you.

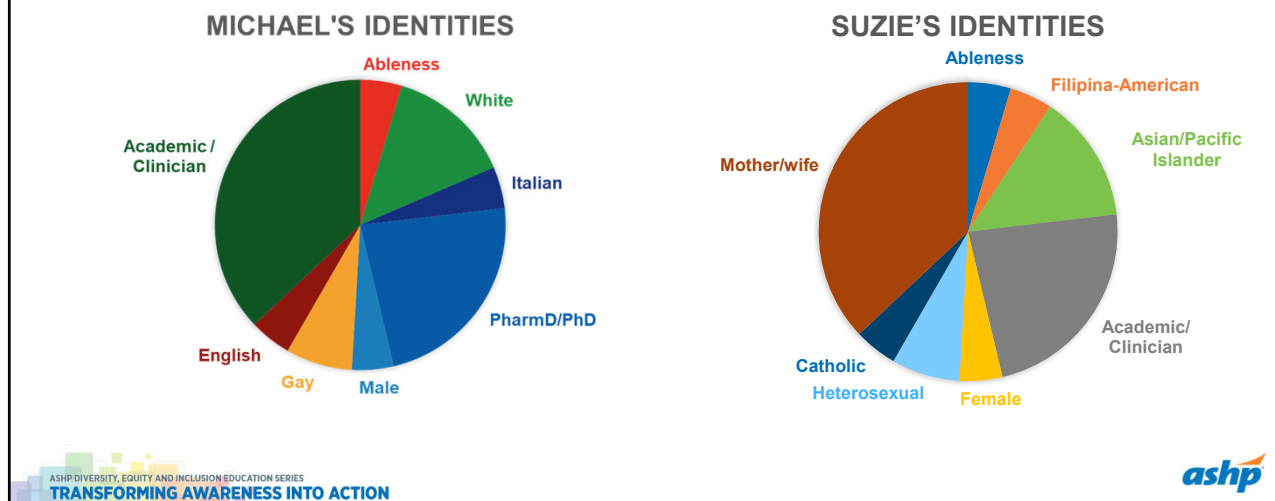
Draw an arrow between connected identity parts.

Put a star next to ones that have changed over time.



Immediate thoughts / reflections?

What are OUR identities?



How do you perceive your identities?

The part of my identity...

- I am MOST aware of daily
- I am LEAST aware of daily
- I have the earliest memories of
- MOST emphasized or important in my family growing up
- That affects how I view myself
- I wish I knew more about
- That provides me the most privilege
- That I believe is the most MISUNDERSTOOD by others
- That greatly affects how others perceive me
- That I feel is difficult to discuss with others who identify differently
- That makes me feel discriminated against

What is power and privilege?

Power is the ability to do something or act in a particular way. This can include the ability to direct or influence others.

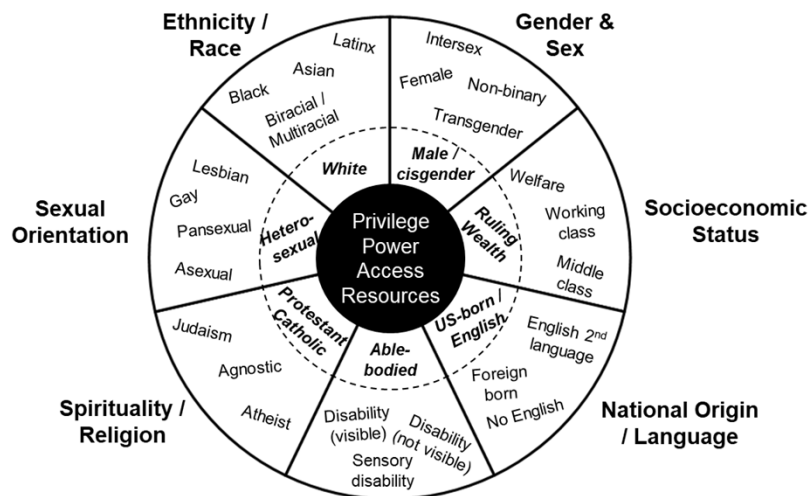
- There are different forms that are transient based on context:

formal, informal, experiential, interpersonal, and cultural/systemic

Privilege is a special right, advantage, or immunity granted or available to a particular person or group.

- Privilege is fluid, contextual, and often interconnected with power and does NOT imply someone has no struggles or not worked hard

How does identity connect to power?



How does that impact me?

If you do not have to think about it, most often, it is because of power or privilege

Reflect on the following questions to consider the impact:

- Do you often see or hear **positive depictions** of your identity in media?
- Do you generally **feel safe** in most circumstances?
- Can you count the number of times you were “**the only one**” of your identity in a room?
- Can you **speak without censoring** yourself in most groups of people?
- Are **holidays** that are important to you also official paid days off?

What is intersectionality?

Intersectionality refers to the interplay of one’s identities, the status of those identities, and the situational context of how, when, and where those identities present and influence personal experiences.

It is a **LENS** to see ways various forms of inequality manifest as combinations. The goal is to understand the experience of inequality is NOT just a sum of the parts—our experiences are unique based on the intersection.



What are YOUR intersections?

Consider which identities may be most prominent / visible in various contexts. Mark the sample identities with an “X” or rank them.

Which ones impact your experiences and views at work?

Which ones impact your experiences and views with family?

Which ones impact your experiences and views with friends?

Immediate thoughts / reflections?

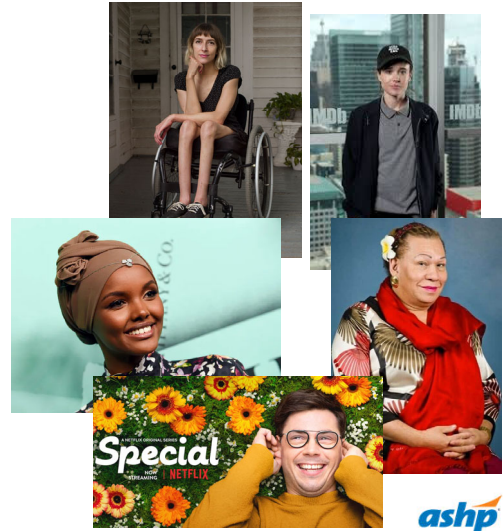
What are OUR intersections?

	In Public	At Work	With Family	With Friends
Ability Status				
Age		X	X	
Education Level		X X	X X	X
Gender	X X	X X		
Political Affiliation			X X	X
Race / Ethnicity	X X	X	X X	X
Religious Affiliation			X	
Sexual Orientation			X	X X
Socioeconomic Status			X X	X

Why is it important?

There is no single story of a group – instead, there are individual stories

- **Anti-racism groups** often prioritize needs of *straight men of color*
- **Feminist groups** often prioritize needs of *white women*
- **LGBTQIA+ groups** often prioritize needs of *white gay cisgender men*
- **Disability groups** often prioritize needs of *disabled white men*



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How does this impact our work?

- **Unconscious (implicit) bias** refer to attitudes and/or behaviors towards people or associated stereotypes without our awareness
- **Exercise:**
 - Close your eyes and imagine a “doctor”
 - Close your eyes and imagine a “nurse”
 - Close your eyes and imagine “environmental services”
 - Close your eyes and imagine a “drug addict”
 - *What are your observations of this exercise?*



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What does research tell us?

- Black and Hispanic patients often receive less appropriate therapies compared to White patients in hypothetical and actual case vignettes
- Patients report less satisfaction, poorer communication, and less compliance when there are identity differences (*less concordance*)
- Individuals who do not feel included or like they belong leads to decreased job satisfaction, increased turnover, and higher org costs

How do I apply this in practice?

- Be prepared to **acknowledge** identities, biases, power, and privilege
- **Pause and reflect** periodically about the influences of these aspects
- Evaluate if **similarities/differences** may contribute to challenges
- Explore **what you may not know** about a situation before going forward
- Consider the **assumptions** you may be making and your **expectations**

What is an example?

IO is a 36-year-old cisgender Black female admitted to your service due to a recent HIV diagnosis.

She is currently pregnant and has one additional child. Her vitals and labs are within normal limits.

- **What is the image of this person in your mind? What may be influencing it?**
- **How could similarities and/or differences your identities impact how you engage in the scenario?**
- **How could power and/or privilege impact how you engage in the scenario?**
- **What else could you consider in this situation?**

How can I approach (most) conversations?

- Encourage **others to speak first** (especially if you're in a power)
- Listen more than you talk (try, "**tell me more**")
- Provide **acknowledgment, support, and/or affirmations**
- **Mirror terms** used by others (do not assume – ask what to use)
- Ask **clarifying questions** that are *necessary* with *genuine* interest

What questions are appropriate?

Test it using the SWITCH IT Technique

- Switch the person’s identity and try the question again in your head

Do you think that being *straight* might just be a phase?

Oh, I love *White* people’s hair—can I touch yours?

You’re from *America*?! Wow, how did you learn English?

Even though you’re *able-bodied*, how do you get around?

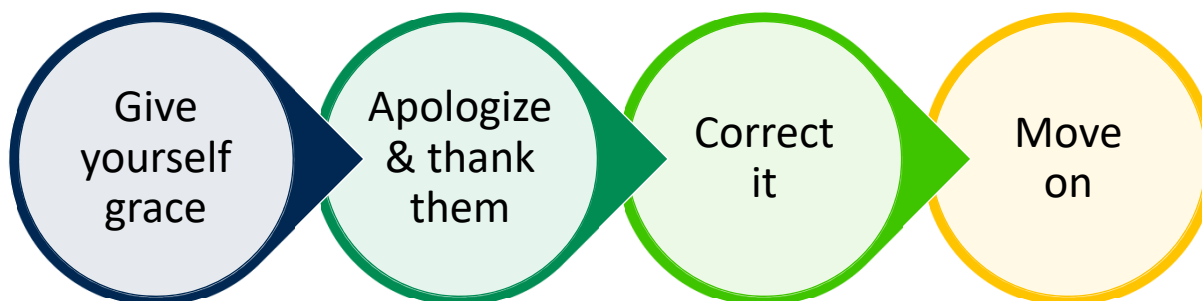
What are common bloopers?

Instead of...	Try...
“Do you have a <u>boyfriend/girlfriend</u> ?”	“Do you have a <u>partner</u> ?”
“What are your <u>preferred</u> pronouns?”	“What are your <u>pronouns</u> ?”
“I can’t pronounce your name—do you have a different one you use?”	“It will take me time to learn your name, can you help me?”
“The <u>cancer/diabetic/epileptic patient</u> ...”	“The <u>patient</u> with...”
“ <u>You guys</u> are so funny!”	“ <u>You all</u> are so funny!”

What are other inclusive considerations?

- Use **person-first** language *unless* preferred by the individual
- Avoid **idioms, jargon, and acronyms** (e.g., “hold down the fort”)
- Minimize phrases suggesting **victimhood** (e.g., “afflicted by, suffers from”)
- Do not underplay **mental disabilities** (e.g., “crazy, psycho, bipolar, nuts”)
- Monitor for **ableist language** (e.g., “blindspot, blind, deaf, dumb, idiot”)

What if I say the wrong thing?



How do I apply this in practice?

- Constantly **evaluate your language use** and optimal practices
- Avoid oversimplified language and practice **clearer communication**
- **Ask questions** for clarity and do not make assumptions about others
- **Expect to stumble** and make errors
- Consider **expanding your network** to include more diverse perspectives

What does my network look like?

- **Make a list** of 5 people from your professional and/or personal network. *Consider those who you interact with most often.*
- Identify **who aligns** most with your identities.
- What are your **insights** from this exercise?
- How can you **connect with others** who may be different than you?

What is an example?

Your office has a receptionist who goes by Clark and presents as male. When you walk into work today you are startled to see someone with more feminine features and clothing choices at the desk. You confirm with someone that this is the same person.

- **What is the image of this person in your mind? What may be influencing it?**
- **How could similarities and/or differences your identities impact how you engage in the scenario?**
- **How could power and/or privilege impact how you engage in the scenario?**
- **What else could you consider in this situation?**

What does our network look like?

PERSON	Ability Status	Age	Gender	Race / Ethnicity	Sexual Orientatn	Socioeco Status	TOT
1. NL	X	X		X			3
2. AO	X	X					2
3. LM		X				X	2
4. AK	X	X				X	3
5. JB	X		X	X	X		4
TOTAL	4	4	1	2	1	2	---

What are expected challenges?

- Activities **may be slower** and there is a greater focus on complex issues
- People **may not feel comfortable** acknowledging power and privilege
- **Additional people** may be necessary for more diverse representation
- Optimal **practices can change** and be context-specific
- Knowing when to show up, speak out, and step back is a **balance**

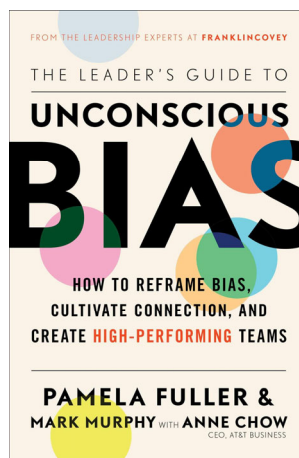
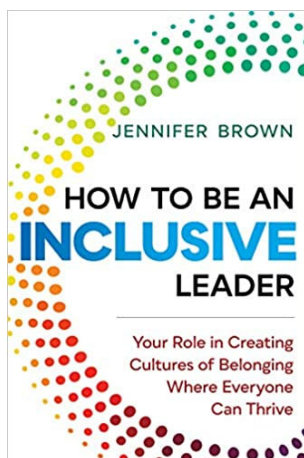
What are my next steps? (the “now what”)

- What is one thing I can enact in my practice right now?
- What is one thing I can enact in the future?
- What is my motivation to change? Why does it matter?
- When will I check in with myself on my progress?
- How will I know if I am successful?
- How can I measure this change?
- What additional support will I need?
- Who can hold me accountable?

How prepared do you feel?

- A** Not at all – I still need a lot of support
- B** A little – I have some more things to learn
- C** Somewhat – I know where to start
- D** Mostly – I have a great plan
- E** Completely – I have got this!


Where can I learn more?



What are the key takeaways?


- Our **identities, biases, power, and privilege** can influence the conversations we have with others
- To create inclusive conversations, we need to start with **greater self-awareness** and the **language** we use
- **Give yourself grace** when enacting change and develop a plan that outlines how you plan to improve and strategies to be accountable

Question and Answer Session




Register Now for Upcoming Webinars!

- Thursday, October 14, 1– 2:15 pm ET
Navigating Contentious Conversations (Part 2):
How to Make Connections and Address
Behaviors through Difficult Discussions
- Thursday, November 4, 1 – 2:15 pm ET
Leadership Strategies for Improving DEI in the
Workplace



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Thanks for joining us!


Process CE within 60 days

- elearning.ashp.org
- Code: **21314A**
- Complete evaluation
- See instructions in handout

Sign up for future webinars in this series!



On-demand activity of today's live webinar will be available early October



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INCLUSIVE CONVERSATIONS – PART ONE

Goals

What do you hope to learn during this session? Please rank the goals from 1 (*most important to me*) to 3 (*least important to me*).

I hope / expect this session will help me to...

- _____ 1. Describe how our identities, implicit bias, and belief can influence our conversations.
- _____ 2. Evaluate approaches to facilitate self-exploration and inclusive conversations.
- _____ 3. Develop a plan to assess, implement, and monitor our conversations.

What question(s) would you like addressed during this session?

What is your reason for attending?

Reflection

What does it mean?	What makes it difficult?	What are your concerns?	Where are you hoping to grow?

Prior Knowledge

Below is a list of key terms and concepts that may be of use in this session. Place an "X" next to words you DO NOT know.

Identity & intersectionality

Privilege & power

Unconscious / implicit bias

Stereotype threat

Imposter syndrome

Check out the Harvard Implicit Association Test: <https://implicit.harvard.edu/implicit/takeatest.html>

Identity Exercises

Use the empty pie chart to show the “parts” of your identity and *roughly* how much they represent your “whole self”.

Consider examples from your:

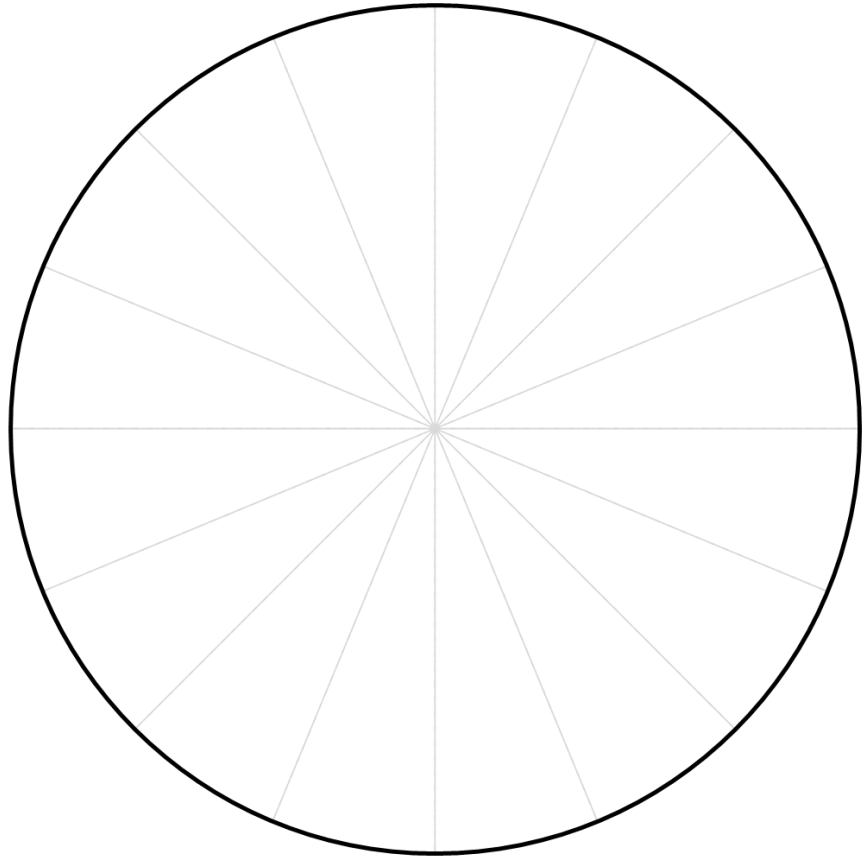
- Experiences & history
- Passions & interest
- Values & beliefs
- Personality / intrinsic qualities
- Social identities

○ *Circle the identities you can tell from looking at you.*

→ *Draw an arrow between identity parts that are connected.*

★ *Put a star next to ones that have changed over time.*

Immediate thoughts / reflections?



“The part of my identity...”	Response	Possible Social Identity Options
I am MOST aware of daily		Ability status Age Ethnicity Gender Race Religion Sexual Orientation Socio-economic status/class Appearance, size, & weight Education level Family composition Fertility Gender expression National origin Political affiliations Primary language Regional/tribal affiliation Social achievement/fame
I am LEAST aware of daily		
I have the earliest memories of		
MOST emphasized or important in my family growing up		
That greatly affects how I view myself		
I wish I knew more about		
That provides me the most privilege		
That I believe is the most MISUNDERSTOOD by others		
That greatly affects how others perceive me		
That I feel is difficult to discuss with others who identify differently		
That makes me feel discriminated against		

Intersectionality Exercises

Indicate which identities may be most prominent / visible in the various contexts. Use an “X” or rank potential identities.

	In Public	At Work	At Conferences	With Family	With Friends
Ability Status					
Age					
Education Level					
Gender					
Political Affiliation					
Race / Ethnicity					
Religious Affiliation					
Sexual Orientation					
Socioeconomic Status					
<i>Optional:</i>					

What are your immediate thoughts, impressions, and/or concerns?

Case Scenarios

Consider the following situations—reflect on how you may approach each and the influencing factors.

SCENARIO	REFLECTION & NOTES
IO is a 36-year-old cisgender Black female admitted to your service due to a recent HIV diagnosis. She is currently pregnant and has one additional child. Her vitals and labs are within normal limits.	<p><i>What is the image of this person in your mind? What may be influencing it?</i></p> <p><i>How could similarities and/or differences your identities impact how you engage in the scenario?</i></p> <p><i>How could power and/or privilege impact how you engage in the scenario?</i></p> <p><i>What else could you consider in this situation?</i></p>
Your office has a receptionist who goes by Clark and presents as male. When you walk into work today you are startled to see someone with more feminine features and clothing choices at the desk. You confirm with someone that this is the same person.	<p><i>What is the image of this person in your mind? What may be influencing it?</i></p> <p><i>How could similarities and/or differences your identities impact how you engage in the scenario?</i></p> <p><i>How could power and/or privilege impact how you engage in the scenario?</i></p> <p><i>What else could you consider in this situation?</i></p>

Language Exercises

Revise the following phrases to be more inclusive.

Instead of...	Try...	LESS inclusive	MORE inclusive
Do you have a boyfriend / girlfriend?	<i>Do you have a partner?</i>	Autistic Birth defect	Person with autism Congenital disability
What are your preferred pronouns?	<i>What are your pronouns?</i>	Crazy, insane, nuts, psycho Gender-specific careers (mailman, stewardess) Gypped, gypsy, gyp	Inappropriate, unrealistic Non-gendered careers (mailperson, flight attendant) Ripped off, cheated
I can't pronounce your name—do you have another?	<i>Will you help me with your name?</i>	Handicap, challenged Lame Manpower	Disabled, impaired Uncool Workforce, team
The cancer / diabetic / epileptic patient...	<i>The patient with...</i>	Master Minorities Normal	Primary Marginalized Typical
You guys are so funny!	<i>You all are so funny!</i>	"Other" (category) Spirit animal Tribe	Self-describe Patronus, reason for living Team, group, people

Network Exercise

List 5 people from your professional and/or personal network—indicate ("X") which identities they have that are similar to you.

PERSON	Ability Status	Age	Gender	Race / Ethnicity	Sexual Orientation	Socioeconomic Status	TOTAL
1.							
2.							
3.							
4.							
5.							
TOTAL							---

Creating a Plan

What is ONE thing you can enact right now?

How will you know if you are successful?

What is ONE thing you want to enact in the future?

How can you measure this change?

What is your motivation to change? Why?

What additional support will you need?

When will you check in with yourself on your progress?

Who can hold you accountable?

Resources

Brown J. *How to be an inclusive leader* (2019)

Winters MF. *Inclusive conversations* (2020)

Fuller P, Murphy M, Chow A. *The leader's guide to unconscious bias* (2020)

Wolcott MD, Harris SC