Disrupting Racism: A Novel Two-Part Antiracist Training Model

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Background and Significance

Anti-racist practices require intentional, consistent self-awareness and self-reflection (National Museum of African American History and Culture, 2021). An Anti-Racism Coalition (ARC) was created after the murder of George Floyd in an academic medical center. Our DISRUPT training began as a part of the ARC training series to offer a mnemonic for how learners can address power imbalances while naming how institutionalized practices maintain a culture of whiteness. Departments engaged in anti-racist training as units- further fostering effective systemic change.

The goal of the training is to improve the capacity of academic medical center departments to address their role in building an anti-racist culture. This hybrid training allows learners to learn key terminology and foundational concepts followed by applying concepts in clinical scenarios.

Methods

This two-step training consists of three virtual modules and an in-person applied training. This format increased the material's accessibility while allowing participants to interact with their peers to deepen their understanding of anti-racist practices. Quantitative participant data was gathered using an online retrospective pre/post-test of Likert scale items and an in-person satisfactory-based evaluation.
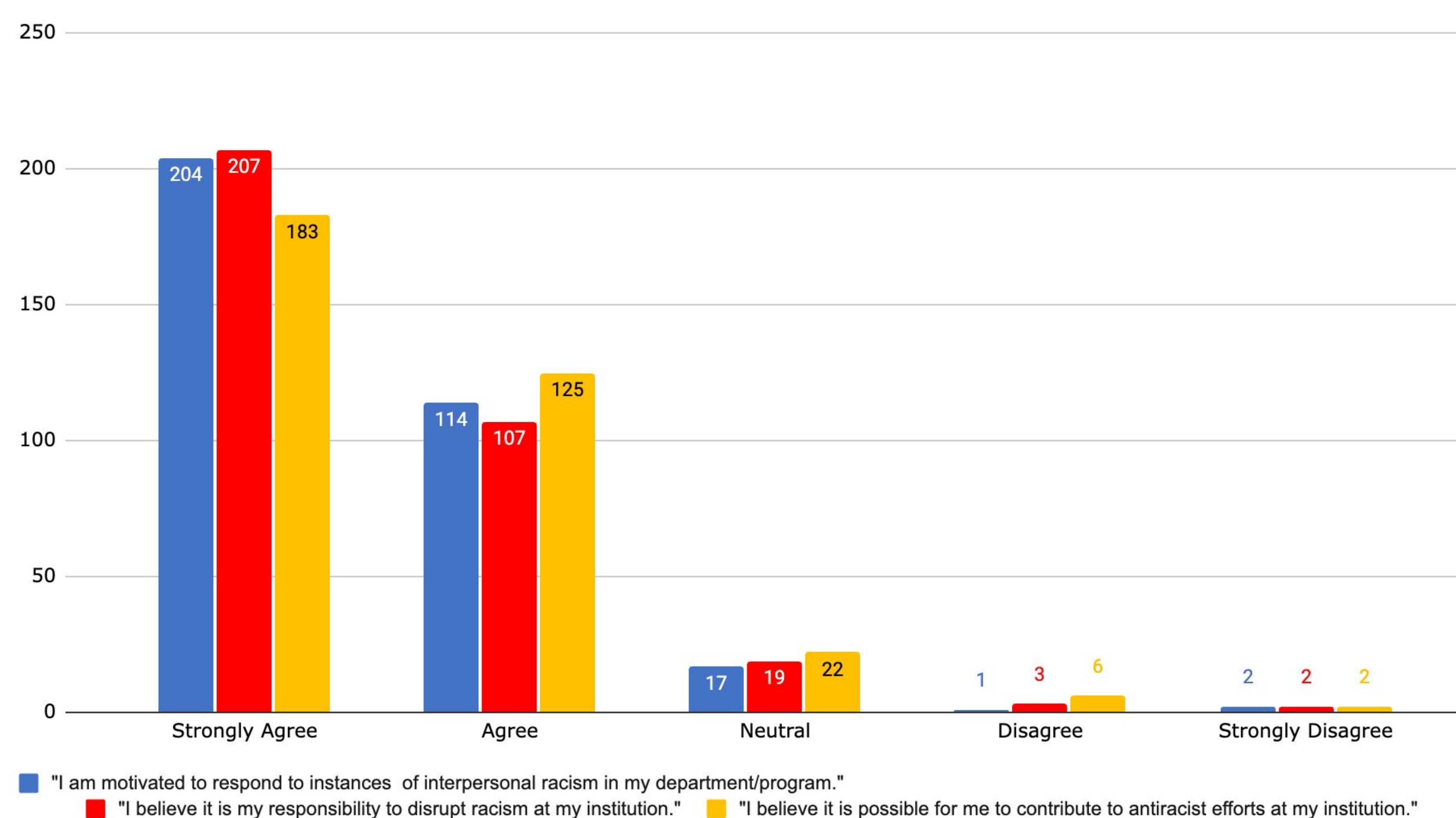
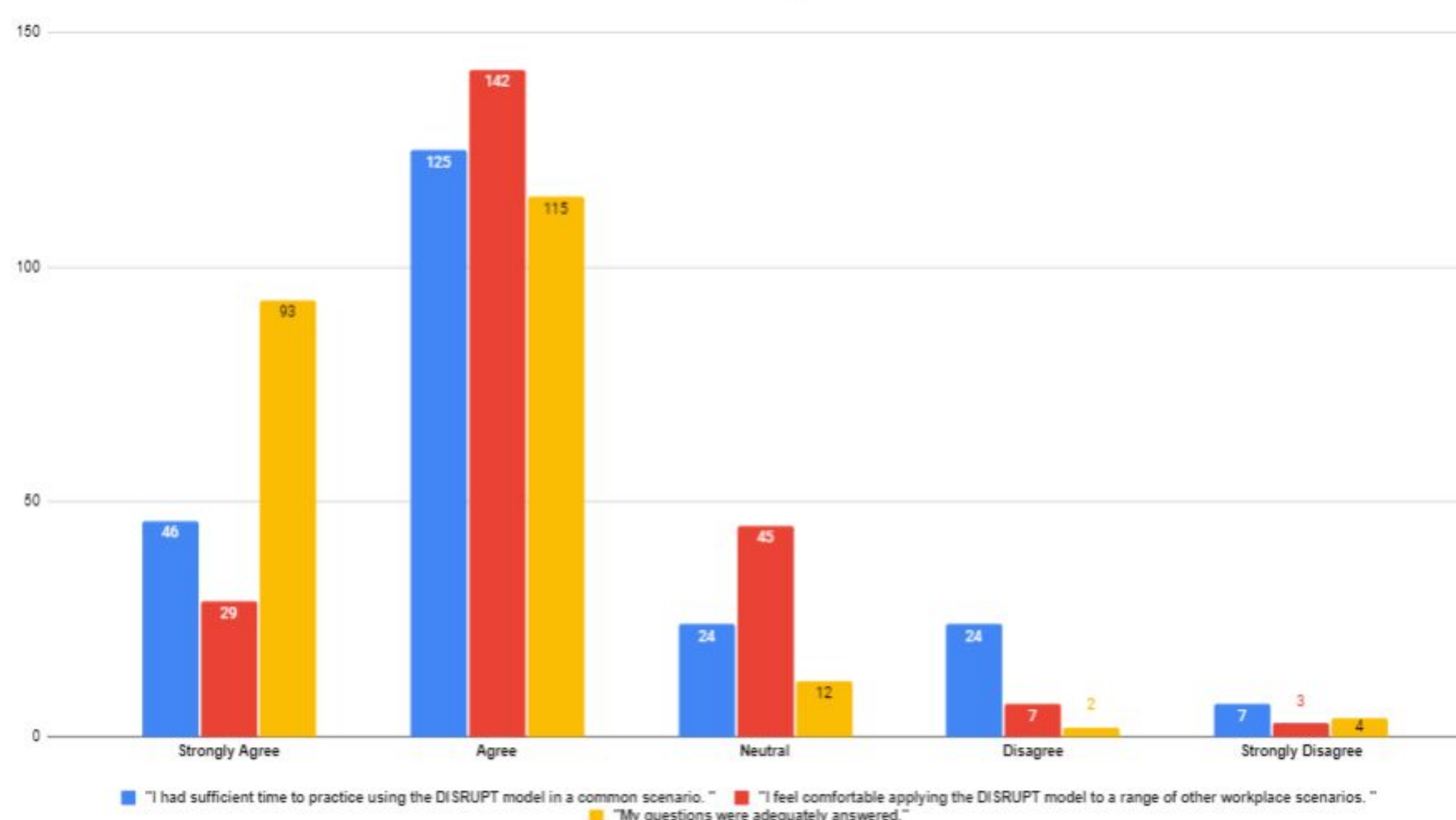| Part I Organized by Role (n=338)	Part II Organized By Role (n=226)
Attending: 28	Attending: 11
Resident/Fellow: 70	Residents: 117
Staff: 10	Fellow: 6
Administration: 1	Staff: 9
PA: 20	Administration: 1
Faculty: 12	PA: 19
Students: 18	Faculty: 61
Other: 179	Other: 2

DISRUPT Framework

D- **determine** if this decision/statement maintains whiteness
I- consider **impact,** not intent
S- **state** threat to the institution's DEIJ commitment
R- **reflect** on personal identities
U- **understand** risks
P- note how **power** and **privilege** operate
T- **take** action

Results

Post-Part I Training Evaluation

- ■ "I am motivated to respond to instances of interpersonal racism in my department/program."
- ■ "I believe it is my responsibility to disrupt racism at my institution."
- ■ "I believe it is possible for me to contribute to antiracist efforts at my institution."

Post-Part II Training Evaluations

- ■ "I had sufficient time to practice using the DISRUPT model in a common scenario."
- ■ "I feel comfortable applying the DISRUPT model to a range of other workplace scenarios."
- ■ "My questions were adequately answered."

Part I Training Evaluation

- **Twenty-five medical departments** (e.g. Urology, OBGyn, etc) took part in the virtual, Part I training
- A pre/post survey utilizing the Likert scale was implemented to assess individual anti-racism growth; for instance:
  - *I am motivated to respond to instances of interpersonal racism in my department/program.*
  - *I believe it is my responsibility to disrupt racism at my institution.*
  - *I believe it is possible for me to contribute to anti-racist efforts at my institution.*
- 93% of Part I training participants left this virtual training feeling a responsibility to disrupt racism in their institution

Part II Training Evaluation

- **Ten medical departments** (e.g. Urology, OBGyn, etc) took part in the in-person, Part II training
- A post-training satisfactory-based evaluation was utilized to assess varying complexities of the in-person learning experience; for instance:
  - *"I had sufficient time to practice using the DISRUPT model in a common scenario."*
  - *"I feel comfortable applying the DISRUPT model to a range of other workplace scenarios."*
- 76% of Part II training participants felt comfortable applying the DISRUPT framework to various workplace situations.

Conclusion

In conclusion, the two-part DISRUPT training successfully motivated professionals to combat interpersonal racism. The online training prompted professionals to acknowledge and accept personal responsibility to disrupt racism; following the completion of the training, healthcare departments felt comfortable combating relational racism within their workplace culture.

Acknowledgements

References

- *Being antiracist*. National Museum of African American History and Culture. (2021, December 16). https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist