

AN ANTI-RACIST RESOURCE GUIDE – TO STRIVE TOWARDS BECOMING AN INCLUSIVE LEADER

Office of Diversity, Equity, and Inclusion

Carver College of Medicine

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Introduction

Black Americans have a long history of being a target of hate crimes and violent acts because of their race. The recent deaths of [Ahmaud Arbery](#), [Breonna Taylor](#), [Nina Pop](#), and [George Floyd](#) highlight the inequality and racism faced by Black Americans, but also transphobia and misogynoir against Black women. For many, these killings shed light on the fears that Black people face regarding racial profiling, attacks, and killings based on the color of their skin. This history of injustice and suffering endured by the Black community dates back to slavery in this country.

As violence and hate crimes continue to occur against Black Americans, so does the impact of this public health crisis. As noted by the [American College of Physicians](#) in 2017 “Hate crimes directed against individuals based on their race, ethnic origin, ancestry, gender, gender identity, nationality, primary language, socioeconomic status, sexual orientation, cultural background, age, disability, or religion are a public health issue.” Violence towards a Black American not only affects the individual physically but also can often lead to psychological distress. The psychological distress from a violent act and/or hate crime can include a general sense of fear, hopelessness, and anger that can develop into anxiety, post-traumatic stress (PTSD), and depressive disorders. However, the violent act and hate crime reach farther than just the individual’s health. The Black community has a long history of directly and indirectly experiencing discrimination, abuse, and segregation. The stress caused by discrimination, abuse, and segregation has been associated with poorer health outcomes and health disparities. Over time, chronic stress has affected not only mental health but also physical health.

The Carver College of Medicine (CCOM) is committed to not only creating a welcoming and inclusive culture across the enterprise but also making sure that our environment is a place where everyone can succeed. Therefore, it is important as faculty that we strive to provide inclusive leadership that includes facilitating learning, providing resources, and having empathy for our minority/under-represented students, trainees (residents/ Post-Doctoral researchers, fellow), faculty, and staff, especially those within the Black community who are disproportionately suffering through traumatic events. As noted above, extreme stress, adversity, and trauma can affect one’s concentration, mood, and cognitive functioning, which can lead to affecting their ability to function at work/school. Black students/trainees/faculty and staff may appear to be doing well but “chances are they’re not.”

As a healthcare community that strives to provide a welcoming and inclusive environment, consider the following information as ways of how we might think and respond to this public health crisis. Furthermore, the goal of this guide is to have Inclusive leaders at CCOM that are not only aware and educated about racism, but who also are aware of their own implicit biases, so that we can have a diverse and inclusive environment for everyone.

Yours in solidarity,

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Definitions

Structural Racism vs Individual Racism

Racism describes a system of power and oppression/advantage and disadvantage based on race. Structural racism is a system, or series of systems, in which institutional practices, laws, policies, social-cultural standards, and socio-political decisions establish and reinforce norms that perpetuate racial group inequities. Within the context of the United State of America, and other nations, structural racism takes the form of white supremacy; preferential treatment, privilege, power, access, networks, and access to opportunities available to white people, which often designate communities of color to chronic adverse outcomes.

Individual racism refers to a person's racist assumptions, beliefs, or behaviors. Individual racism stems from conscious and unconscious bias reinforced by structural racism. Please visit the list of books, videos, movies, and TV shows within this document to learn more about how racism functions and affects all of our day-to-day lives.

Understanding Implicit Bias

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions unconsciously. The following mental shortcuts help us more easily make sense of our incredibly complex world. Biases encompass both favorable and unfavorable assessments activated involuntarily and without an individual's awareness or intentional control. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages.

We all have implicit biases, no matter our identities and regardless of how educated we are on the topic. These biases manifest themselves in ways that have impacts we may not desire.

Have you ever had an automatic reaction or thought related to a person or situation, and then thought to yourself something like "That wasn't cool of me" or "No, that is not the right thing to think;" that is your implicit bias and then your active consciousness reconsidering that bias.

It is difficult for many of us to talk about implicit or explicit bias; we are often socialized to believe that we live in a "just world," that we treat people how they should be treated and as a result, people get what they deserve. Bias directly contradicts that worldview and our self or group concept.

Though we can learn and internalize these messages and biases very early in our lives, implicit biases are malleable and the associations we form can be unlearned. To learn more about how bias is learned, internalized, unlearned, and changed, please visit the list of books, articles, TV shows, and movies included in this guide.

Definitions were taken from (Alexander, MEd)

Awareness

For some, the recent events in our country have made it hard to ignore that discrimination and injustices are still a prominent issue in America. Have you ever stated or felt the following?

“I don’t see color.”

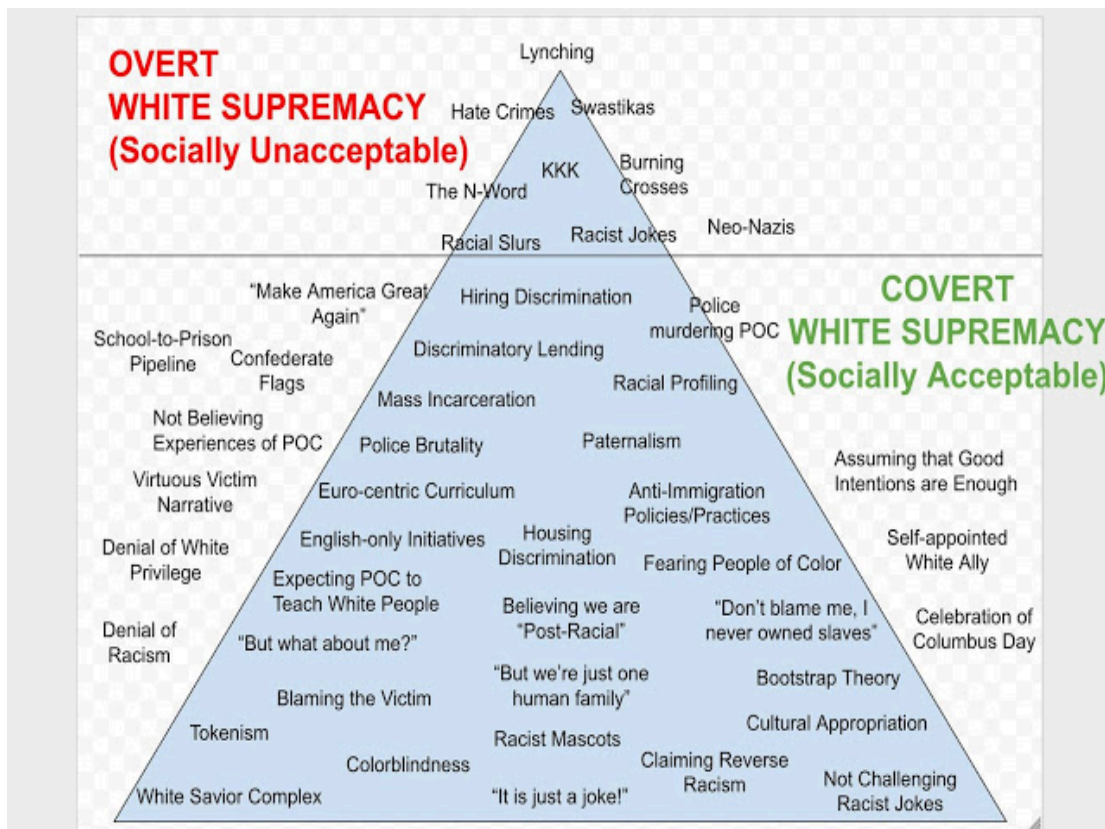
“Talking about race brings disunity.”

A belief that racism is caused by talking about race.

A belief that you are not racist if you do not purposely or consciously act in racist ways.

To say you do not see color or to refrain from talking about race or racism can be problematic to diversity and inclusion efforts. It is important that you recognize skin color and work to regulate your innate impulse to make decisions based on such characteristics. We must acknowledge that we all have these implicit biases. Furthermore, it is also important to acknowledge that racism exists and to talk about it. Lastly, we must be aware that racism comes in many different forms. Peggy McIntosh noted, "I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group" How can racism be addressed if we do not talk about it or fully understand it? To gain a better understanding about race and racism view [Allegories on race and racism](#) by Dr. Camara Jones.

The next steps in anti-racist work involve, not only acknowledging race and racism, but educating yourself and then working to dismantle your thoughts, beliefs, and practices that perpetuate and uphold racism.



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Educate yourself

Study the complexities of racism and the many ways it manifests within our society through webinars, lectures, blog posts, books, and documentaries. The point of educating yourself is for you to develop the eye for identifying racism in its many forms (in others and yourself). Reject the desire to ask individuals in minority groups to explain racism for you.

Understand Black Trauma and Exhaustion

- Commit to spending time exploring numerous [Anti-racism Resources](#).
- These books are a great resource for [understanding why people are protesting right now](#)
- [Bryanna Wallace & Autumn Gupta](#) have created [Justice in June](#) to promote self-education at either 10, 25, or 45 minutes per day throughout June.
- [Discussing current events of racial violence in the US: Readings and resources](#)
- [Teaching about Race, Racism, and Police Violence](#)

Racism as a Public Health Issue

- [Police Shootings of Black Males: A Public Health Problem?](#)
- [Physiological & Psychological Impact of Racism and Discrimination for African-Americans](#)

Additional materials

- Trevor Noah's [executive summary on how it all connects](#) (18-minute video)
- [Anti-Racist Resource Guide](#)
- [White Privilege: Unpacking the Invisible Knapsack](#) (Peggy McIntosh)
- Maintaining professionalism in the age of Black death is a lot for [students struggling to cope](#) (read and substitute 'employees' with 'students')
- [Black Colleagues May Look Like They're Okay](#) — We are not. We are mourning before, during, and after our Zoom meetings.
- [10 Books About Race You Should Be Reading](#)
- [Confronting White Supremacy](#) — Educational resource sheet compiled by instructors to discuss and dismantle white supremacy in the classroom
- [Anti-racism Resources for White People](#) — Resource guide compiled by Sarah Sophie Flicker and Alyssa Klein, for white people to deepen their anti-racist work
- [Calling 911 Means Different Things To White And Black People](#)
- [Alternatives to Calling the Police and Police and Justice Reforms](#)
- [Your Kids Aren't Too Young to Talk About Race](#) — Comprehensive resource
- Rachel Cargle's [Racial Justice Research Document](#) is a heartbreaking survey of select cases of police brutality and murder in the United States
- A toolkit to help foster productive conversations about race and civil disobedience <https://bit.ly/3gJrfLL>
- Daily anti-racism work for June (broken down by time commitment) bit.ly/junejustice

Move from anger, shame, and guilt to further awareness and action

Often increased awareness about racism can lead to guilt, shame, or even defensiveness, which can stop you from continuing to participate in anti-racist work. However, it is important to move forward and learn more about why these feelings (guilt, shame, etc.) manifest and gain a better understanding of your own potential biases. It might also be helpful to revisit some of the previous resources to help remind you of why this work is important.

Understanding feelings of guilt/shame/fear in regards to racism

- White Fragility
 - [Book](#) by Robin DiAngelo
 - Videos:
 - [A short video](#) summarizing the book
 - [Deconstructing White Privilege with Dr. Robin DiAngelo](#)

Identify your own Biases

- Take the online [Implicit Association Test](#)
- Attend or [request an implicit bias training](#) for your department/office/etc. from the CCOM [Office of Diversity Equity and Inclusion](#)

Reflective Journal Prompts:

- Think about the country that you live in.
- What are some of the national racial stereotypes--spoken and unspoken, historic and modern?
- How do you see colorism at work in this country?
- How do you see colorism at work in your prejudicial thoughts?

Additional Resources:

- [Unconscious Bias Resources for Health Professionals](#)
- Podcasts:
 - [Side Effects of White Women](#) Podcast Episode with Amanda Seales
 - Smartest Person in the Room's episode on [Well-Meaning White People](#)
- Articles:
 - Audre Lorde's [The Uses of Anger: Women Responding to Racism](#)
 - Rachel Elizabeth Cargle's [When Feminism is White Supremacy in Heels](#)
- Books:
 - [Me and White Supremacy](#) by Layla F Saad
- Videos:
 - [Bloomberg and The Legacy of Stop-and-Frisk - Between the Scenes | The Daily Show](#)

Honor emotions

As noted above, the Carver College of Medicine (CCOM) is committed to not only creating a welcoming and inclusive culture across the enterprise but also making sure that our environment is a place where everyone can succeed. Therefore, it is important to notice emotional states (without judgment), provide resources and having empathy for our minority/under-represented students, trainees (residents/ Post-Doctoral researchers, fellow), faculty, and staff, especially those within the Black community who are disproportionately suffering through traumatic events.

How you can do this:

Support Minority/Underrepresented students/trainees/faculty/staff

- Reaching out – Email or call, the student/trainee/faculty/staff to find out how they are doing and to see how you can best serve their needs.
 - Normalize the fear, stress, anxiety, and distraction felt during this time. One way to accomplish this is to lead with vulnerability, sharing your feelings with empathy and compassion to open space for faculty, staff, students, and trainees to share.
 - [Here's What to Do & Say To Boost Student Psychological Safety](#)
 - [The Creative Collective NYC tweeted](#) out a helpful thread of questions that are not "How are you?" that you can pose to your Black friends and colleagues if they choose to open up a dialogue - A great list of questions to use via Zoom and in-person.
- Making room for minority/underrepresented students/trainees/faculty/staff to care for themselves - At this time, Black individuals may be reluctant to ask for time off or other accommodations. That is why we need leaders to give them explicit permission to take time to care for themselves and their loved ones. Consider prioritizing work tasks so the student/trainee/faculty/staff can focus on what is most urgent and important and the rest of their time/energy spent on taking care of themselves or loved ones.
 - *Here is some language you can use to respond to your students:*
To all of your students and trainees - "I recognize that our country's social unrest may be affecting you in many ways, and I am willing to offer flexibility with XXXX, as long as the XXXXX is completed before XXX. Please reach out to me via email if you would like an extension on your XXX. Please know that there are resources available to support you. You can reach out to *** at ***@uiowa.edu for more information about these resources."
- If you choose to meet individually with minority/underrepresented faculty/staff/students/trainees, understand each person may be coping differently. Here is a list of potential conversations to have:
 - Ask for permission (verbally and by email) before addressing national events, such as police brutality, systemic racism, the pandemic. Please know that if the minority/underrepresented faculty/staff/student/trainee responds with 'No' or 'Not now' this is a perfectly acceptable choice. Not everyone is ready or wants to have this conversation, so be sure to encourage trainees to respond honestly. Please avoid judging their honest response.

- Ask them what they need but be willing to suggest tangible topics to guide the conversation. **Faculty/Staff/Students/Trainees may not know how to articulate what their needs are.**
- Ask what they are doing to take care of themselves (see resources below).
- Ask what support they need with clinical duties, exams, rotations, experiments, projects, etc. so they can focus on their mental health (they may be afraid to ask).
- Ask if they would feel comfortable having a discussion about the topic in a group meeting.
- Provide space for faculty/staff/students/trainees to ask you questions
- Additional conversation guides - [guide1](#), [guide2](#)
- Familiarize yourself with [signs of student distress and steps you can take to help](#) - Responses designed in response to COVID-19 can certainly be adapted for supporting students experiencing a gradient of distress.
- During Zoom chats and check-ins, invite individuals to add mood imagery or contribute 1-3 words in the Zoom chat or a Canvas discussion on how they are feeling. Ask them to upload an emoji, photo, or meme that captures their current emotional state.

Encourage practices of self-care and wellness

- Be mindful of [resilience fatigue](#)
- Provide resources:
 - UIHC resources:
 - [UIHC Department Psychiatry](#)
 - [UIHC Psychology Providers](#)
 - [UIHC Stress or Depression Fact Sheet](#)
 - [Family Care, Community Care, and Self-care Tool Kit: Healing in the Face of Cultural Trauma](#)
 - [Surviving & Resisting Hate: A Toolkit for People of Color](#)
 - [Self-Care Tips for Black People Who Are Struggling with this Very Painful Week](#)
 - [Self-Care for People of Color After Psychological Trauma](#)

If you do not know what to say, it is ok to acknowledge that

- [Contact the Office of Diversity, Equity, and Inclusion](#) – This office can provide additional resources and support to students/trainees/faculty/staff. Furthermore, our office can also support your office/department/etc. on trauma-sensitive responses.
- Contact the [OSAC Deans](#) or [The Medical Student Counseling Center](#) for medical student resources and support
- Contact [Dr. Kanya Ferguson, Director of the Graduate Medical Education Diversity, Equity, and Inclusion](#) for resources and support for residents and fellows

Additional Resources on how to provide support

- Alexis Wilson @DrAlexisWilson advises on actions to help [Black graduate students \(and other minorities\) feel safe, welcomed, and supported](#)
- Angeline Dukes @FutureDrDukes offers simple, [meaningful steps that faculty can take to demonstrate support for students](#)

Conclusion

More than ever, we need everyone to shine their gifts towards humanity and ACTIVATE to do at least one thing to ensure *justice for all*. Incorporate what you have learned during your ongoing process of becoming anti-racist into your everyday life. Work to leverage your position as an inclusive leader to encourage others to do their work in anti-racism.

We also need to avoid causing harm:

- Seek consent before jumping into any racially charged or potentially emotional conversation. Ask if the person you want to dialogue with is in the right space to talk about X-topic and accept that their response may be no. Respond with compassion either way.
- Follow this advice from [Awaken](#) CEO and Co-Founder, Michelle Kim — ‘Please do not go to your Black friends to process your feelings right now. Ask your community to hold space for you if you need to cry, scream, reflect, ask questions, and process your anger, sadness, exhaustion. Therapy is a safe and consensual space for this.’
- Before attempting to engage in an ally conversation, explore this article with [six suggestions for doing the work to educate yourself](#)
- [75 Things You Can Do for Racial Justice](#)
- [How to Build Spaces That Foster Connection](#)
- [Allyship is an active practice that requires action](#) — The Who, What, and How of being an ally for social justice.
- Do not expect a reply to that email or text that you sent to your Black friend or colleague. Silence in this context is not personal, it is self-preservation. We are mourning. We may not have the words or energy, oscillating between exhausted and enraged.

Need help getting started?

Do you need support with constructing an email or starting a conversation that acknowledges what is happening? The CCOM Office of Diversity, Equity, and Inclusion is here to support you with scripts and language that underscore empathy and compassion.

We are here to support you. Please [reach out](#) if you have any questions or suggestions on how our office can better support you and our minority/underrepresented faculty/staff/students/trainees.

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