



### Addressing Bias in the Learning Environment: Active Bystander Strategies

Creating a Culture of Civility

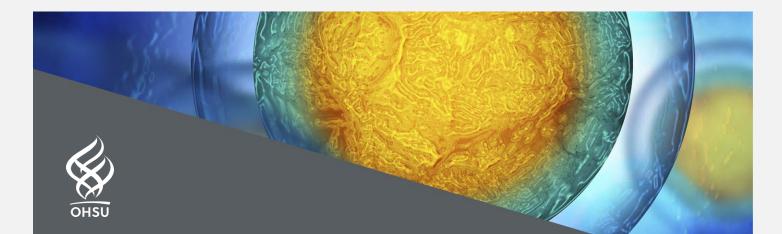
PRESENTED BY: School of Medicine

### SoM Diversity Statement

- We strive to **build and sustain a multicultural and diverse community** because this is a reflection of the fundamental values of the OHSU School of Medicine.
- We welcome and consider a wide range of **life experiences** as part of diversity, including rural heritage, economic background, sexual orientation, culture and belief systems, and hardships accessing educational opportunities.
- We seek to diverse community of faculty, students and staff immeasurably **enriches our learning environment** and helps us move closer to a future in which our community of health care providers mirrors the diversity of our patients.

### SoM Mission, Vision and Values:

- **Mission:** To create a culture that honors and fosters diversity and equity as fundamental to the pursuit of excellence in education, research, clinical practice and community service and the elimination of health disparities.
- Vision: That every SoM community member commits to personal growth; lifts up the voices and ideas; is accountable, fair and transparent, and models the innovation and positive impact that is possible when we embrace and advance diversity, equity, inclusion and anti-racism.
- Values: We ground ourselves in three values: Belonging, Inclusive, Empowerment.



### Becoming an Active Bystander





## Introduction to Definitions:

#### What is a bystander?

Someone **who witnesses** or is made aware of behavior, language, or situations that are or could be inappropriate or harmful.

#### What is an active bystander?

Someone **who intervenes** to stop, assist or constructively address inappropriate or harmful behavior, language or situation/s.

# Culture Change requires:

To fight bias, harassment, discrimination, racism and other isms we all need to recognize and name these attitudes and actions. Plus...

- We need to practice and model tolerance, respect, open-mindedness, and support each other.
- We need to be open to identifying and controlling our own implicit biases and those of others



# Framework & Strategies (4D's):

### **B.E.G.I.N Framework**

First, take a **BREATH** to calm yourself, to consider your choices for responding.

BEGIN WITH **EMPATHY** and suspend judgment. If addressing a patient you could start with "It must be really tough being in the hospital." Or with a patient or colleague, "I can imagine it's been tough for you lately, with all the stress you've been under."

STATE THE **GOALS**, THE VALUES CLEARLY. "Here at OHSU, treat each other and our patients with respect and dignity, and we ask the same of you."

**INQUIRE:** Explore the root of the problem. "Help me understand..."

**ENGAGE** TOWARD THE COMMON GOAL. "Let's focus on what brought you here today." Or, "What do we need from each other to move forward?"



# Introduction to Strategies The 4 "D's"

1. Direct

- 2. Delegate (Get help)
- 3. Distract and defuse
- 4. Delay (Follow-up)



### Direct

Assess your safety first. Verbally address one or more of the people in the situation. Use "I" Statements and be specific. Be clear, firm in a non-escalating manner. Name what is happening or confront the offender in the moment.

- Be direct with the transgressor, if this involves yourself or someone else
- Articulate that you think the comment, joke or behavior is offensive
- Ask someone who seems uncomfortable or unsure if they are ok
- \* The approach may differ if in person or virtual

# Addressing the "Offender"

Align your action and tone with the goal of de-escalating any possible tension, if any:

When addressing the person offending another, make it "BIFF":

- <u>Brief</u> Keep it simple, avoid conflict.
- <u>Informative</u> Say the minimum necessary to inform on the impact of the behavior or to correct inaccurate statements. Avoid unnecessary corrections/information.
- <u>Friendly</u> Be non-threatening (not necessarily "warm and fuzzy"). Avoid accusations and negative characterizations (empathy).
- <u>Firm</u> Be clear and aim to bring closure to the interaction. No need to respond to further engagement unless it is positive and constructive.





### **DISTRACT and DEFUSE**

Neutralize tension by distracting or interrupting before things escalate.

- Go stand next to the person who is targeted or invite the person to exit the situation with you
- Drop a personal item or pretend you've lost an item and ask for assistance
- Interrupt and/or re-direct



### DELEGATE

Ask for assistance, a resource, or help from a third party.

- Get a colleague to DISTRACT while you find someone to delegate to.
- Speak to someone nearby who might be in a better position to intervene.



### DELAY and FOLLOW UP

When things happen so quickly and you find you can't or don't intervene, you can wait, make a plan, and address the situation as soon as possible.

- Contact those involved or present offer feedback on the behavior
- Offer support and resources
- Propose a change that would address or prevent future similar incidents
- Report the matter to a leader you trust, OCIC or other parties as instructed by OHSU policy and protocol.



### Creating a culture of civility Thank you for doing your part!

