

## Section I: Scenario Overview

<b>Scenario Title:</b>	<b>Implicit Bias #8 Microaggression</b>		
Original Scenario Developer(s):	Marie Gilbert DNP, RN, CHSE; Deborah Bennett PhD, RN, CHSE		
Date – May, 2021	Validation: 02/02/022	Pilot testing:02/02/2022	
<u>Estimated Scenario Time:</u> 60 minutes with prebrief		<u>Debriefing time:</u> 60 minutes	
<u>Target group:</u> Senior nursing students			
<p><u>Context:</u>            Studies support the notion that healthcare professionals are not exempt from bias. Education, introspection and dialogue surrounding one’s own bias can create significant emotions. Readily admitting to personal biases and/or their potential influence on clinical practice are unlikely to occur in one simulation. Therefore, the aim of the scenario is not to identify individual biases in front of peers in a “Gotcha” style, but rather provide a clinical experience that allows the learner to safely explore concepts of bias while having the opportunity to develop and practice specific interpersonal skills. This scenario uses the RESPECT model as a guiding framework</p>			
<p><u>Core case:</u> The purpose of this scenario is to provide the learner with a framework/approach to manage microaggression that is either directed toward them, committed by them, or they observe as a bystander. In this scenario the students are exposed to potential microaggressions that have been linked to nurses “eating their young” although this scenario isn’t about lateral violence, the context provides experiences for the students to experience microaggressions and biases being directed toward them, and also observation of microaggressions directed to someone else. During the debrief the concept of microaggression based on race and other stereotypes will be explored further. The Microaggression Triangle Model (MTM) (Ackerman-Barger, et al 2020) is used as the guiding framework</p>			
<p><b>Brief Summary of Case:</b>            The students are in the role of new graduate nurses waiting to receive report from the night charge nurse. The night shift has been very busy and short staffed. The Charge Nurse enters the room to provide report and immediately sighs, and looks to the ceiling and under her breath states, “Oh why are these new grads on shift today.” The charge nurse then makes several condescending remarks regarding the new grads, as well as racial comments about a new nurse who is not present as she called in sick.</p>			
<b>Patient characteristics/stereotypes associated with potential bias</b>			
A patient is not involved with this scenario. New Grad RN stereotypes Race			

### EVIDENCE BASE / REFERENCES (APA Format)

Ackerman-Barger, K., & Jacobs, N. N. (2020). The Microaggressions Triangle Model: A Humanistic Approach to Navigating Microaggressions in Health Professions Schools. *Academic Medicine*, 95(12S), S28-S32.  
[https://journals.lww.com/academicmedicine/Fulltext/2020/12001/The\\_Microaggressions\\_Triangle\\_Model\\_A\\_Humanistic.6.aspx](https://journals.lww.com/academicmedicine/Fulltext/2020/12001/The_Microaggressions_Triangle_Model_A_Humanistic.6.aspx)

Ackerman-Barger, K., Jacobs, N. N., Orozco, R., & London, M. (2021). Addressing Microaggressions in Academic Health: A Workshop for Inclusive Excellence. *MedEdPORTAL: the journal of teaching and learning resources*, 17, [https://www.mededportal.org/doi/10.15766/mep\\_2374-8265.11103](https://www.mededportal.org/doi/10.15766/mep_2374-8265.11103)

Ackerman-Barger K, Boatright D, Gonzalez-Colaso R, Orozco R, Latimore D. Seeking Inclusion Excellence: Understanding Racial Microaggressions as Experienced by Underrepresented Medical and Nursing Students. *Acad Med.* 2020 May; 95(5):758-763. doi: 10.1097/ACM.0000000000003077. PMID: 31725462; PMCID: PMC7185051 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7185051/>

Carter BM, McMillian-Bohler J. Rewriting the microaggression narrative: enhancing nursing students' ability to respond. *Nurse Educ.* 2021;46(2):96-100. doi: 10.1097/NNE.0000000000000850

Torres, L., & Taknint, J. T. (2015). Ethnic Microaggressions, Traumatic Stress Symptoms, and Latino Depression: A Moderated Mediation Model. *Journal of Counseling Psychology, 62*(3), 393–401. <https://doi-org.prox.miracosta.edu/10.1037/cou0000077>

Goodman, D. (2011). Responding to Microaggressions and Bias. *Promoting Diversity and Social Justice: Educating People from Privileged Groups*. New York: Routledge. Excerpt available at [www.dianegoodman.com](http://www.dianegoodman.com)

## Section II: Curriculum Integration

### A. SCENARIO LEARNING OBJECTIVES

1. Considers the timing when responding to the microaggression
2. Clarifies by asking questions regarding the microaggression (MTM: ACTION Approach)
3. Seeks feedback about microaggression (MTM: ASSIST Approach)
4. Demonstrates awareness of the microaggression (MTM ARISE Approach)
5. Demonstrates and responds with empathy

### B. PRE-SCENARIO LEARNER ACTIVITIES

Prerequisite Competencies	
Knowledge	Skills/ Attitudes
1. Principles of the Microaggression Triangle Model (Recipient): ACTION approach	1. ACTION approach skills: A: Ask a clarifying question. C: Come from curiosity. T: Tell what you observed. I: Impact exploration. O: Own thoughts and feelings. N: Next step.
2. Principles of the Microaggression Triangle Model (Source): ASSIST approach	2. ASSIST approach skills: A: Acknowledge your bias; S: Seek feedback; S: Say you are sorry; I: Impact, not intent; ST: Say thank you.
3. Principles of the Microaggression Triangle Model (Bystander): ARISE Approach	3. ARISE approach skills: A: Awareness of microaggression; R: Responds with empathy; I: Inquiry of facts; S: Statements that start with "I."; E: Educate and engage
4. Demonstrates empathy	4. Uses language to talk about the microaggression that is respectful and compassionate.

## Section III: Scenario Script

### A. Case Summary

The students are in the role of new graduate nurses waiting to receive report from the night charge nurse. The night shift has been very busy and short staffed. The Charge Nurse enters the room to provide report and immediately sighs, and looks to the ceiling and under her breath states, "Oh why are these new grads on shift today." The charge nurse then makes several condescending remarks regarding the new grads, as well as racial comments about a new graduate who is not present as she called in sick.

### B. Key Contextual Details

Setting: Clinical setting – Office/room for shift change report

### C. Scenario Cast

Patient	There is not a patient in this scenario
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Participants/Role	Brief Descriptor (Optional)	Imbedded Participant (IP) or Learner (L)
New Grad #1	Is assigned to the patient in room 401	L
New Grad #2	Is assigned to the patient in room 402	L
Charge Nurse		IP.

**D. Patient/Client Profile - A patient is not included in this scenario**

**Section IV: Prework**

**This Sections provides recommendations for prework to be completed by the learner prior to attending the simulation**

It is recommended that prework includes information microaggression.

Example of a prework assignment:  
Review the following link: [\(552\) Eliminating Microaggressions: The Next Level of Inclusion | Tiffany Alvoid | TEDxOakland - YouTube](#)  
Microaggression what you need to know, YouTube: [\(552\) Microaggressions – what you need to know - YouTube](#)

**Section V: Prebrief**

**This Section provides recommendations for the prebrief**

In addition to a traditional prebrief (Rutherford-Hemming, T; Lioce, L; Breymier, T. (2019) Guidelines and Essential Elements for Prebriefing. *Sim Healthcare* 14:409–414, 2019), it is recommended that during the prebrief time be allowed for the learners to practice open-ended questioning, affirmation and reflective listening.

View “Microaggression what you need to know” YouTube: [\(552\) Microaggressions – what you need to know - YouTube](#) After viewing it, the learners can reflect on what they have learned from the video, and the behaviors they will use during the scenario.

Review the Microaggression Triangle (Ackerman-Barger & Jacobs, (2020)) and the ACTION, ASSIST, and ARISE models)

**Figure 1** The Microaggressions Triangle

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Inform the participants about the method of pause/coach and repeat.

## Section VI: Scenario

Patient Information		Set-Up / Moulage	Medications/Equipment/Supplies
<p>This scenario does not have a patient.</p> <p>The students are in the role of new graduate nurses waiting to receive report from the night charge nurse. The night shift has been very busy and short staffed. The Charge Nurse enters the room to provide report and immediately sighs, and looks to the ceiling and under her breath states, "Oh why are these new grads on shift today." The charge nurse then makes several condescending remarks regarding the students, as well as racial comments about a new graduate who is not present as she called in sick.</p>		<p>Conference room table with chairs</p>	<p>Hospital Environment (Medical Surgical Unit Conference Room)</p>
CASE FLOW / TRIGGERS/ SCENARIO DEVELOPMENT STATES			
Initiation of Scenario :			
<p>Two new grads are in the report room waiting to receive handoff prior to starting the day shift. The Charge nurse from the night shift enters the room to give the new graduate RNs report.</p>			
STATE / PATIENT STATUS	DESIRED LEARNER ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
Baseline	Operator	Learner Actions	Debriefing Points:
<p>Roles:</p> <p>New grad #1- sitting at table</p> <p>New grad #2- sitting at table</p> <p>Charge nurse- Walks into the room to give report</p> <p>Charge nurse enters room in a hurry and looks tired. States, "We are short staffed today"</p>	<p><b>Charge nurse</b> rolls her eyes and states, "Aren't you the one who graduated from a BSN program (or whatever program the student is currently in)?"</p> <p><b>Charge nurse response to New Grad #1</b></p> <p>"Be ready for a horrible day as new graduates from a (ADN, or BSN, or ABSN, or Entry Level MSN) program don't have the knowledge and skills to care for a patient like this."</p>	<ul style="list-style-type: none"> <li>• Listens to report respectfully.</li> <li>• Identifies which patient room they have been assigned to.</li> </ul> <p>If necessary, pause for coaching prior to students responding to Charge Nurse. Return to scenario for students to respond to Charge Nurse.</p>	<p>MTM- ACTION Approach for learner</p> <ul style="list-style-type: none"> <li>• Ask a clarifying question;</li> <li>• Come from curiosity;</li> <li>• Tell what you observed;</li> <li>• Impact exploration;</li> <li>• Own thoughts and feelings;</li> <li>• Next step.</li> </ul> <p>MTM- ASSIST Approach from Charge Nurse</p> <ul style="list-style-type: none"> <li>• Acknowledge bias;</li> <li>• Seek feedback;</li> <li>• Say you are sorry;</li> <li>• Impact, not intent;</li> </ul>

<p>so who is taking the patient in Room 401?”</p>	<p><b>Directed at New Grad #2</b>          “I guess you were in the same cohort as her/him...your day is going to be awful too as you’re in 402.”</p> <p>“I don’t know why they hire new graduates from ‘Name of nursing school’ you’re all so incompetent.”</p> <p><b>Charge Nurse’s</b> responses to learners’ actions are initially vague and eventually the charge nurse responds:          “I guess I was a little harsh thinking that since you graduated from a (ADN, or BSN, or ABSN, or Entry Level MSN) program you could not care for this patient. It was a really difficult night and I’m exhausted. The patients are very sick, and I will make sure the charge nurse checks in with you both to make sure you’re doing ok. Not because you’re new grads but because they are both busy assignments. I’m sorry for my comments, I</p>	<ul style="list-style-type: none"> <li>• Restate or paraphrase to clarify understanding. (Example - “I think I heard you saying new graduates are incompetent, is that correct?”</li> <li>• Ask a clarifying question (Example – “Could you say more about what you mean by that?”             <ul style="list-style-type: none"> <li>○ “How have you come to think that?”)</li> </ul> </li> <li>• Acknowledge the feelings behind the statement</li> <li>• (Example - “It sounds like you’re really frustrated/nervous/angry about having new graduates on the floor.”)</li> </ul>	<ul style="list-style-type: none"> <li>• Say thank you.</li> </ul> <p><b>Coaching points taken from Ackerman-Barger and Jacobs (2020):</b></p> <ul style="list-style-type: none"> <li>• Recognize that, upon receiving a microaggression, your mind and body sense a threat and the primal functions of your brain can easily take control of your frontal lobe or rational brain. This is when you are likely to respond in a way that makes the situation worse or even makes you seem like the aggressor</li> <li>• As a recipient of a microaggression, you must consider whether you are safe both physically and in terms of your status.</li> <li>• When you choose to respond in the moment, consider what your motivation is for engaging with the source.</li> <li>• If your motivation is based in emotion, the situation is likely to escalate.</li> <li>• If your motivation is to uphold inclusion principles and to take advantage of a teachable moment, you may have more success</li> </ul>
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	<p>should not have taken my frustrations out on you.”</p> <p><b>Trigger</b></p> <p>Pause for coaching moment after assignments. See coaching points.</p> <p>Move to next frame following Charge Nurses last response to learners</p>		
STATE / PATIENT STATUS	DESIRED ACTIONS & TRIGGERS TO MOVE TO NEXT STATE		
Frame 2	Operator	Learner Actions:	Debriefing Points:
<p><b>Report/Conversation</b> continues with new grads and Charge nurse</p>	<p>Charge Nurse Comment: “At least you both show up to work. I’m not surprised that black nurse has called in sick...AGAIN. I’m sure they only hire foreign nurses to keep our diversity numbers up.”</p> <p>Charge Nurse’s responses to learners’ actions are initially vague and eventually the charge nurse responds using the ASSIST Approach</p> <p>“I’m sorry what I said was disrespectful. It is never my intent to be so unprofessional, but I had a really bad night. I</p>	<ul style="list-style-type: none"> <li>• Awareness. (Example - “Your comments about this nurse calling in sick again suggests a biased assumption.”)</li> <li>• Empathy Inquiry – (Example - “I’m curious what you meant by your comments?”)</li> <li>• Educate and engage (Example - “I know you didn’t intend to stereotype anyone, but as your colleague, I want to let you know that what you said could be interpreted that way.”)</li> </ul>	<p>In this scenario, the learner observed condescending and bias remarks. Reflect on why bystanders should intervene.</p> <p>MTM ARISE Approach is an approach to guide our response as a bystander when we observe a microaggression.</p> <ul style="list-style-type: none"> <li>• Awareness of microaggression</li> <li>• Responds with empathy</li> <li>• Inquiry of facts</li> <li>• Statements that start with “I.”</li> <li>• Educate and engage</li> </ul> <p>MTM- ASSIST Approach from Charge Nurse</p> <ul style="list-style-type: none"> <li>• Acknowledge bias;</li> <li>• Seek feedback;</li> <li>• Say you are sorry;</li> </ul>

	<p>remember from training a few months ago that sometimes our implicit biases emerge when we are overly stressed. I know that's not an excuse and I have some self-reflection and work to do. Thank you for your insight, I think this will help me grow as a person."</p>		<ul style="list-style-type: none"> <li>• Impact, not intent;</li> <li>• Say thank you.</li> </ul>
	<p>Triggers:</p>		
	<p>End scenario after Charge Nurses apology</p>		
<p>Scenario End Point: End scenario after Charge Nurses apology</p>			
<p>Suggestions to <u>decrease</u> complexity: Two roles instead of three, one new grad and the charge nurse</p>			
<p>Suggestions to <u>increase</u> complexity: Add more microaggression comments from Charge nurse</p>			

### Section VII: Debrief

<p><b>This Section provides recommendations to include in debriefing/guided reflection</b></p>
<p>Refer to "INACSL Standards Committee (2016, December). INACSL standards of best practice: Simulation<sup>SM</sup> Debriefing. <i>Clinical Simulation in Nursing</i>, 12(S), S21-S25. <a href="http://dx.doi.org/10.1016/j.ecns.2016.09.008">http://dx.doi.org/10.1016/j.ecns.2016.09.008</a>" for best practices in Debriefing</p> <p>In addition consider the following elements for debriefing this scenario:</p> <p>Explore and reflect on the concepts of microaggression:        Microaggressions are subtle in the sense that the person who is the source of the microaggression or even bystanders may not understand the impact of the microaggression, particularly if they do not share the identity that has been targeted. For the recipient, however, it can be very painful. Ackerman-Barger et al (2021), and Ackerman-Barger and Jacobs (2020), can be used as a guide to prepare the facilitator for this reflection.</p>



Interrupting biased comments is one important way to foster equity and inclusion. Yet, one of the more challenging moments can be when we hear a prejudiced or stereotypical comment. Often, there is the momentary “freeze” and an anxious feeling of “what do I do now?”

Reflect on what influences our responses when we hear a prejudiced or stereotypical comment?

Reflect on methods to address microaggressions that may be directed toward us, committed by us, or macroaggressions we may observe as a bystander.

### **Section VIII: Assessment/Evaluation Strategies**

**This Section provides recommendation for assessment/evaluation strategies to use.**

Self-reflection – pre/post or retrospective pre/post on perceived microaggression such as a journal reflection on the Microaggression Triangle and each of its components (ACTION, ASSIST, and ARISE)

### **Section VIII: Faculty/Facilitator Resources**

**This Section provides resources for faculty/facilitator development in the content area**

Ackerman-Barger, K., & Jacobs, N. N. (2020). The Microaggressions Triangle Model: A Humanistic Approach to Navigating Microaggressions in Health Professions Schools. *Academic Medicine*, 95(12S), S28-S32.

[https://journals.lww.com/academicmedicine/Fulltext/2020/12001/The\\_Microaggressions\\_Triangle\\_Model\\_A\\_Humanistic.6.aspx](https://journals.lww.com/academicmedicine/Fulltext/2020/12001/The_Microaggressions_Triangle_Model_A_Humanistic.6.aspx)

Ackerman-Barger, K., Jacobs, N. N., Orozco, R., & London, M. (2021). Addressing Microaggressions in Academic Health: A Workshop for Inclusive Excellence. *MedEdPORTAL : the journal of teaching and learning resources*, 17, 11103.

[https://www.mededportal.org/doi/10.15766/mep\\_2374-8265.11103](https://www.mededportal.org/doi/10.15766/mep_2374-8265.11103)

Carter, B.M., McMillian-Bohler, J. (2021) Rewriting the microaggression narrative: enhancing nursing students' ability to respond. *Nurse Educ.* 46(2):96-100. doi: 10.1097/NNE.0000000000000850

UCD YouTube video on Microaggressions: [\(552\) Understanding Microaggressions in Health Professions Learning Environments - YouTube](#)