

How an Antiracist Demonstration Project Can Inform a Program Training

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Background & Significance

After the murder of George Floyd, institutions across the nation reckoned with their own legacies of racism and harm. In particular, an urban academic medical center stated its goal of becoming an antiracist medical enterprise. It is incumbent that institutions with antiracist aim fully engage all its members to reduce the “minority tax” that traditionally exists for people of color when leading such efforts.

Antiracist Organizational Change Model

This organizational change model presents three strategies that are useful in making progress towards racial equity within programs or institutions:

- **Dismantle whiteness** by seeing whiteness and unlearning white supremacy.
- **Plan for collaborative change** by engaging all constituents, relearning history, and transforming systems.
- **Live out health profession social mission** by acting on injustice and sustaining accountability.

Methods

We designed a participatory action research case study to collect pilot data from two rehabilitation sciences programs (a new one and an existing one) to test an antiracist organizational change model (Ward, et al., 2022). We administered a 31-item climate survey (n=63) to assess awareness of racism, perceived institutional capacity, and readiness for antiracism. We then conducted follow-up interviews (n=6) of these survey respondents.

Survey Demographics

Program 1		Program 2	
Total Responses	61	Total Responses	26
Did Not Complete	13	Did Not Complete	11
Completed	48	Completed	15
- Faculty	11	- Faculty	15
- Staff	3	- Staff	3*
- Student	33	- Student	11
- Preference N/A	1		

*shared with the program 1

References

Ward, M. C., Corr, P. G., Fernes, V. A., & Wang, T. (2022). How an anti-racist organizational change model can build capacity to support historically excluded students. *Advances in Medical Education, Research, and Ethics*, 389–414.

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Results - Program 1 (Existing)

Awareness of Racism: Question 1

The US Government has not acknowledged the impact of slavery.



Individual Advocacy: Question 2

I make it a point to educate myself about the experience of historically oppressed groups in the US.



Individual Advocacy: Question 3

I give money to organizations working against racism and discrimination



Institutional Capacity for Antiracism: Question 4

An expectation in my department that everyone call out racism and racial bias when they see it or hear it makes me more likely to join antiracist efforts



Institutional Capacity for Antiracism: Question 5

GW's historical legacy of colonialism, slavery, racial segregation, and/or racism makes me more likely to join its antiracist efforts.



Institutional Readiness for Antiracism: Question 6

How ready is GW to communicate actions against reported incidents of racism.



Questions 1-5 Key

Strongly Agree Agree Disagree Strongly Disagree

Results - Program 2 (New)

Awareness of Racism: Question 1

The US Government has not acknowledged the impact of slavery.



Individual Advocacy: Question 2

I make it a point to educate myself about the experience of historically oppressed groups in the US.



Individual Advocacy: Question 3

I give money to organizations working against racism and discrimination



Institutional Capacity for Antiracism: Question 4

An expectation in my department that everyone call out racism and racial bias when they see it or hear it makes me more likely to join antiracist efforts



Individual Capacity for Antiracism: Question 5

GW's historical legacy of colonialism, slavery, racial segregation, and/or racism makes me more likely to join its antiracist efforts.



Institutional Readiness for Antiracism: Question 6

How ready is GW to communicate actions against reported incidents of racism.



Question 6 Key

Definetely Ready Quite Ready Somewhat Ready Not ready Not Enough Info to Respond

Next Steps

We will analyze the qualitative data of the one-on-one interview (Program 1:n=3, Program 2: n=3) and formulate codes organized into a codebook to identify themes across the interviews.

Present the findings from the qualitative interviews and quantitative surveys in the program-wide monthly meetings.

Create a change team within each department to build an antiracist culture. Change team members have the ability to take on research roles but also meet up to 5 times over a semester to assess one department policy for how it leads to racial inequities and intentionally correct it.

Tailor and implement a program-wide training to students, faculty, and staff based on the qualitative and quantitative data collected.