

The Development of the Respect4All@CHOP Program

Stephen S. Leff & Rui Fu
Center for Violence Prevention, CHOP

INTRO

- Racial & Intersectional Microaggressions (RIMAs) in HSP Programs: are prevalent & problematic
- RIMAs experienced by historically marginalized trainees are harmful to their full participation & inclusion
- Despite this, there is a lack of behaviorally-oriented interventions
- An interdisciplinary team addressed this gap through a Community-Based Participatory Research (CBPR) approach.

METHODS

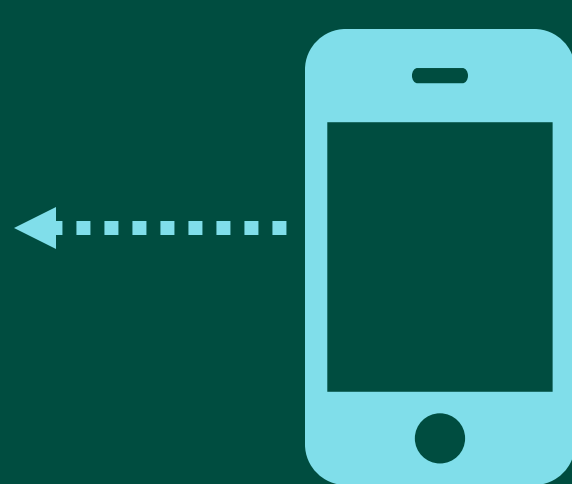
- CBPR integrates empirical science with the full voice of those impacted by the research (see Leff et al., 2010).
- The 3 intervention developers drew upon their prior experiences & their unique backgrounds to ensure multiple viewpoints were considered.
- Also, an advisory council consisting of diverse leaders in anti-racism training, and ongoing meetings with recent trainees & new supervisors were held.
- R4All grounded in Social Information Processing & Social Learning Theories
- Guiding principles to help one stay calm in challenging RIMA situations were taught
- Sue et al.'s (2007) strategies employed for targets & allies consisted of (1) Make the Invisible, Visible; (2) Disarm the RIMA; (3) Educate the Offender; & (4) Seek Support
- Convenience sample (n =8) from depts. of psychology, psychiatry, and pediatrics at our institution. Seven were supervisors and one was a trainee.

Respect4All was developed through literature review & consultation with key internal & external partners: the resulting program is empirically-supported & responsive to faculty & fellows.

Key considerations for integrating antiracism training within psychology training programs are discussed.



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RESULTS

- RIMAs occur frequently (62% reported as a target and 75% as a witness) in the training environment.
- **Rated Respect4All as quite acceptable & feasible** on an 8-item Acceptability measure.
- Mean ratings: 3.61 (SD = 0.46) on a 4-point Likert scale: (1) Strongly Unacceptable to (4) Strongly Acceptable.
- They **demonstrated higher likelihood and confidence in using a range of strategies in handling RIMAs when in an ally/target role** (Cohen's: .62 and .73), **and when in a perpetrator role** (Cohen's: .30 and .31)

TABLE 1

- Session 1 Learning Objectives
 - Reflect on significant life experiences through a power & privilege lens, & how this influences one's own biases
 - Define & explain levels of racism, with a focus on structural racism
 - Define & recognize RIMAs with a focus on the impact our behaviors has on others regardless of intent
- Session 2 Learning Objectives
 - Understand the primary roles in a RIMA situation
 - Learn & practice strategies for use in a target, ally, or perpetrator role
- Session 3 Learning Objectives
 - Review & practice strategies to use in RIMA situations
 - Create plans for continuing strategies

DISCUSSION

- HSP Programs could consider Respect4All training once they have had basic trainings
- Respect4All could be used to help supervisors & trainees acknowledge and address power dynamics in supervision.
- Future research could (1) explore making the program briefer, online, & fully automated, thereby reaching a larger audience, & (2) be implemented with a larger group of faculty & across training programs.