



Addressing Bias in the Learning Environment: Active Bystander Strategies

Creating a Culture of Civility

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Participant Controls

- Audio – **Please mute**
- Video – **Please show yourself**
- Chat Box
- Raise your hand



Facilitators & Participants

Facilitators

Andrea Cedefeldt
Associate Dean for Faculty
Development, SOM



Leslie Garcia
Assistant Chief Diversity Officer,
SOM



Chat Features

- Type in chat
- To:
 - Everyone
 - Privately
- Share one word that describes how you feel about learning online

▼ Chat
×

from Signe Bishop to everyone: 4:37 PM

Hi, welcome, Kristin!

from Kristin Holmberg to everyone: 4:37 PM

Hi! Excited to be here!

to Kristin Holmberg (privately): 4:37 PM

Please be sure to mute your mic, thanks!

from Kristin Holmberg (privately): 4:38 PM

Sorry! Will do!

To:

Everyone ▼

Enter chat message here

Keep in Mind

- Technology –loss of connection may occur
- Type privately to Leslie Garcia – for assistance or support
- Learning together virtually – Takes some adjustment 😊
- PPT and tools will be shared for reference



Objectives

- To understand that **respect** is fundamental to the culture at OHSU.
- To learn **skills for managing and coping** with instances when the culture of respect is not honored.
- To learn of **OHSU's resources** and options for anyone who experiences, witnesses or hears of prohibited bias, discrimination, harassment, sexual assault or retaliation.



Purpose

This facilitated discussion is designed to prepare one to take constructive action in the face of comments and/or behaviors that communicates harmful bias. OHSU complies with Title IX and 34 Code of Federal Regulations Part 106 by prohibiting sex and gender discrimination.

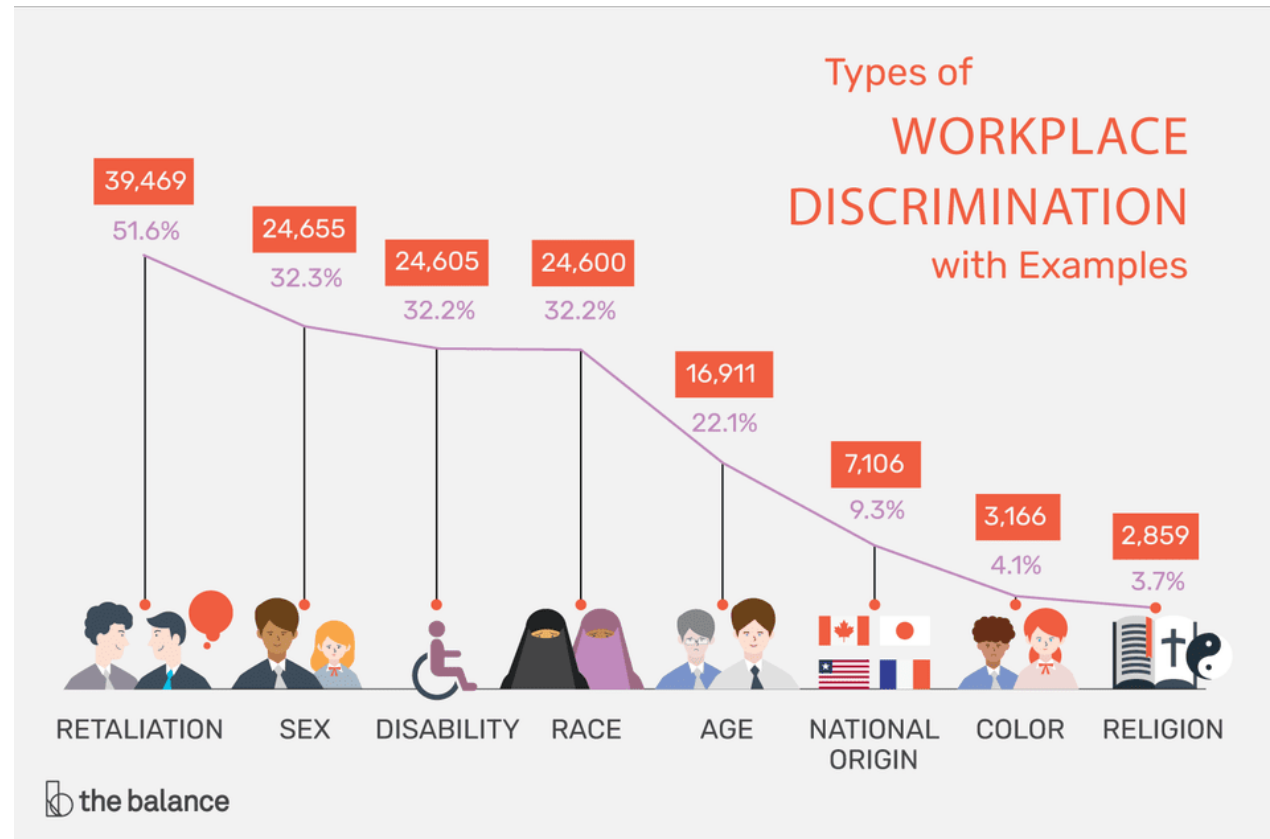
Our time together will help us to build a Culture of Civility and compliance at OHSU.





The Stats....

An experience
where you
witnessed or were
the target of
discrimination or
harassment.



1.U.S. Equal Employment Opportunity Commission. "[EEOC Releases Fiscal Year 2018 Enforcement and Litigation Data](#)," Accessed Nov. 18, 2019.



Guidelines for learning

- Participate actively, openly and avoid distractions
- Seek to understand other perspectives and possibilities
- Disagreement is okay. Focus on issues and ideas, not individuals
- Your safety is our number one priority, always consider your safety and the safety of those around you when choosing a strategy
- Consider how these skills translate in other environments



Introductions 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 to the community.

- **What is an active bystander?**

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



Intervention Strategies





Introduction to 4 Strategies

1. Be direct
2. Get help
3. Distract and defuse
4. Delay and follow-up



When we witness the behavior, how do we **prepare to act in the moment?**

1. **Notice and acknowledge** that something significant is happening (even if others do not).
2. Assess for barriers and **safety concerns**. If any?
3. Assume some **responsibility**
4. Ground your approach in the goal of **de-escalation**
5. Choose an intervention **strategy**
6. Take **action**



1. Be direct

Verbally address one or more of the people in the situation. Use “ I” Statements and be specific.

Examples

- Ask someone who seems uncomfortable or unsure if they are ok
 - Would they like anything said on their behalf?
 - Would they like to address the offender themselves?
- Invite the person to another area to talk with you
- Tell someone that you think their comment, joke or behavior is offensive or hurtful
- Be direct with the offender, if this involves yourself

Addressing the “Offender”

Align your action and tone with the goal of de-escalating tension (when using “Direct”)

When addressing the person offending another, make it “**BIFF**”:

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



2. Ask for help

Get someone else to intervene, who might be more equipped to handle the situation.

Examples:

- Alert a manager, faculty leader or other administrator
- Report to Human Resources or AAEO
- Call Public Safety when it appears a verbal argument might turn physical.
- Other?



3. Distract and defuse

Neutralize tension by distracting or interrupting before things escalate.

Examples:

- 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

4. 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.

Examples:

- Contact those involved or present - offer feedback on the behavior
- Offer support
- Propose a change that would address or prevent future similar incidents
- Refer to Respect for All flowchart for options and resources
- Report the matter to a leader you trust, Human Resources, AAEO or our Confidential Advocate





OHSU Resources



OHSU is an affirmative action and equal opportunity employer

- Building a diverse, equitable environment where all can thrive and excel – 2025
- Respect for All Flowsheet for Resources
- Policy(HC-RI-133-POL) - Requests for, or Refusals of, Health Care Professionals with Specific Characteristics
How to Respond to Request for, or Refusal of, Health Care Professionals with Specific Characteristics

Where to Report a Concern

If a concern relates to:

AAEO

503-494-5148

You may also contact your
HR Business Partner

503-494-8060

**For students needing accommodation
see below*

Integrity

503-494-8849

Integrity Hotline

877-733-8313

24 hours a day, 7 days a week

If you want to remain anonymous in
concern, call the Integrity Hotline.

Your manager

You may also contact your
HR Business Partner

503-494-8060

Employees and relates to:

- undesirable workplace behavior from others
- a possible Code of Conduct violation
- union contract violation concerns

Public Safety

503-494-7744

Potential or actual workplace violence or criminal activity, including but not limited to:

- assault
- threats
- intimidation
- information about criminal conduct
- other related concerns
- In addition, it may be appropriate to contact other resources not listed here.

Risk Management

503-494-7189

- workers' compensation
- property damage claim

The Legal Department may become involved in any of the above circumstances.

If you receive notice of a tort claim or a BOLI or EEOC complaint or a lawsuit, contact Legal immediately at 503-494-5222.

**Students with Disabilities: For accommodation requests, contact the Office for Student Access at 503-494-0082.*



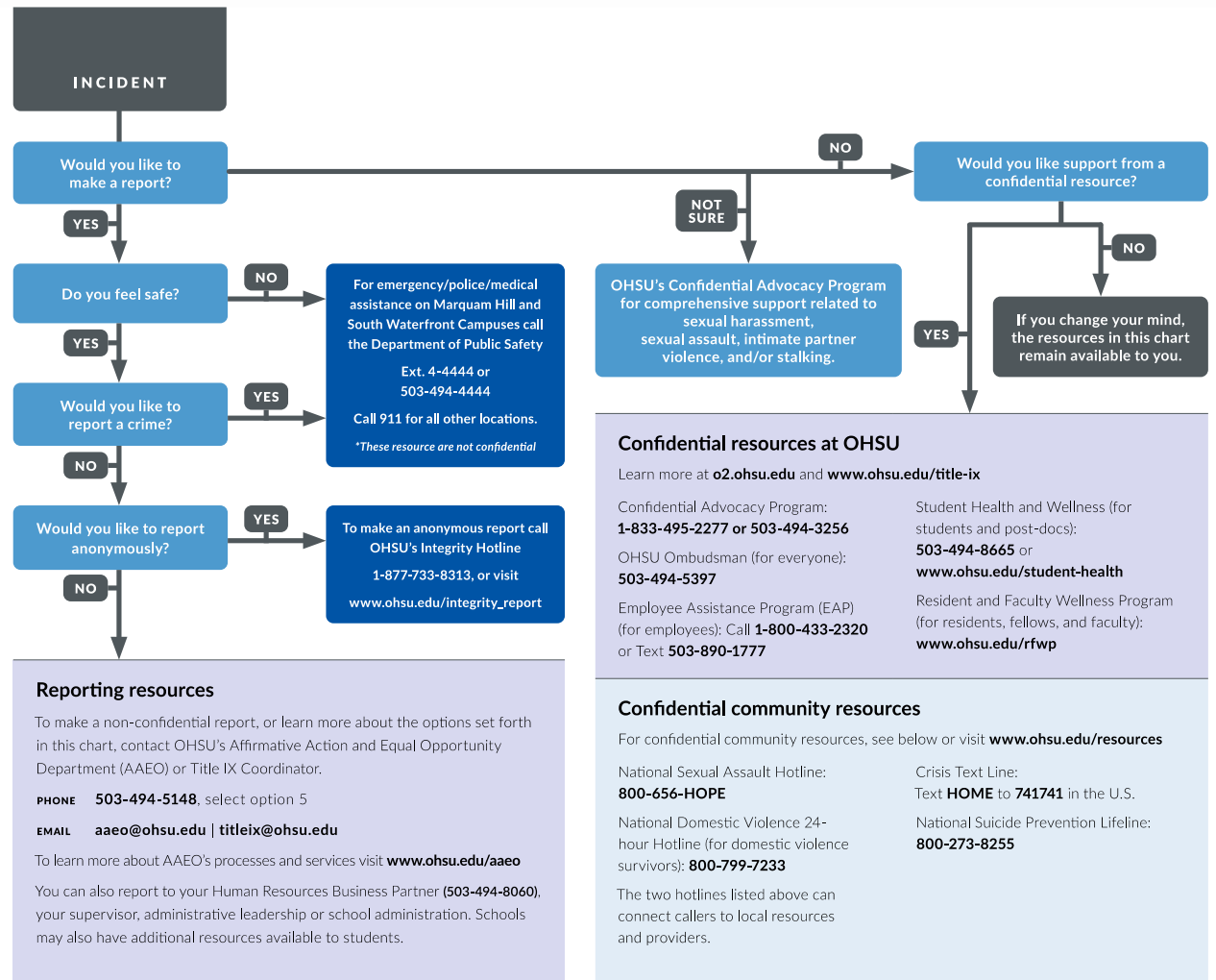
RESPECT FOR ALL.

Reporting options and resources for anyone who experiences, witnesses or hears of prohibited bias, discrimination, harassment, sexual assault or retaliation.

The resources and reporting options laid out in this chart are NOT mutually exclusive and the chart may not include all resources available. Most resources listed here are available to people who are off campus, on regional campuses, and on rural rotations.

Reminder to all faculty and staff, including supervisors, managers, and leads: If someone reports prohibited sex or gender discrimination or harassment, including sexual violence, to you, you must report the incident(s) to AAEO or the Title IX Coordinator. Please contact AAEO with any questions.

Need help with a different workplace problem?
o2.ohsu.edu/people-problems-at-work.cfm



Mandatory Reporting

OHSU requires all supervisors, managers, faculty members, leaders, and executives who receive a report of discrimination or harassment—including sexual misconduct, sexual assault, stalking, domestic violence, interpersonal violence, and retaliation—to promptly notify OHSU’s Affirmative Action and Equal Opportunity Department (AAEO) or HR Business Partner. If you are unsure whether you need to report a concern, call AAEO at 503-494-5148.

Suggested Response

“Thank you sharing this information with me. We take reports of discrimination and harassment seriously and value maintaining a positive, safe environment. I am required to share this information with AAEO or HR as part of OHSU’s policies. Here’s a copy of the Respect for All flowchart. It has helpful information about confidential reporting and support resources both at OHSU and in the greater community. I am sure it was difficult for you to share this with me, I want to assure you that OHSU protects reporters from retaliation.”



Group Discussion



Scenario Discussion Next Steps

1. Group discussion to discuss selected scenario(s).
2. Practice learned intervention strategies.
3. Discuss in small group.
4. Report out in large group.

Scenario Discussion Questions

1. What **strategy** would you apply as bystander?
2. What **specific actions** could the bystander take? (Brainstorm ideas from any of the 4 Strategies)
3. What **concerns** would you have about approaching the party/ies involved?
4. Assuming the wrongdoer recognized they have offended someone, what could they do to **address and/or repair** the situation?



The 4 Strategies

1. Be direct
2. Get help
3. Distract and defuse
4. Delay and follow-up



Assigned Groups

Group 1 - Andrea

Group 2 – Leslie

- ✓ 15 Minute Small Group Discussion
- ✓ Select a person to read the scenario
- ✓ Select a person to report out



Scenario 1:

You are in a shared work area with others, both faculty and staff. A couple of staff are on a website reading aloud various “jokes of the day”. Most of them have either sexual or racial overtones, and they are heard by many in the area. After one particularly rude joke, one of them looks at a nearby individual and says, “Hey, Jane, the description of the girl in the joke reminds me of you!” Some who are listening laugh or chime in. Jane looks stunned. Others appear uncomfortable with the conversation. What do you do?

Scenario 2:

You are getting ready to teach your class this new semester. You overhear two students in the classroom talking about, “that guy in the green shirt seating in the back of the room with the huge schnoz.” “I bet he’s Jewish, I mean, what else could he be with a nose like that,” says the student. You suspect they are talking about Simon, who you know from your lunch and learns. The banter escalates to a discussion that is loud and in front of others. What do you do?



Group Reflection & Sharing :



TIPS: Supporting/being an ally

**Focus on their experience and needs
(not assessing or investigating for “truth”)**

- Recognize their pain and **validate** their experience.
- **Listen** without interrupting or expressing doubt.
- Use **self-awareness** to keep facial expression and body language supportive.
- **Ask** how they would like you to help or support them.
- Offer **options** or information but let them make their own decisions.
- It's okay to say, “**I don't know** but I will find out.”
- Remember **self-care** so that you can continue to support others.

TIPS: When someone accuses you of harmful or inappropriate behavior

- Remain calm, listen carefully and demonstrate you understand by repeating back their description of the concern
- Apologizing for your impact on someone is okay, even when your intent was not to be hurtful
- If you are confused or disagree with the concern: get input/support from someone you trust, or from a confidential resource
- If you reflect and conclude that your behavior was reasonable, consider inviting the offended person to discuss the disagreement, and engage a 3rd party to assist you both in that conversation



Scenario 3:

Patient, student, or other client refuses the service of a fellow colleague because of their race/national origin. What do you do?



HC-RI-133-POL

Requests for or Refusal of Healthcare Professionals or Other Personnel with Specific Characteristics

PURPOSE:

This policy describes processes used by OHSU Healthcare when there is a request for or refusal of a healthcare professional or other personnel because of a specific characteristic of the healthcare professional or other personnel.

PERSONS AFFECTED:

This policy applies to any OHSU Healthcare workforce member who receives or is asked to respond to a request for or refusal of a healthcare professional or other personnel because of a specific characteristic of the healthcare professional or other personnel.

POLICY:

OHSU will not accommodate requests for or refusal of healthcare professionals or other personnel because of a specific characteristic of the healthcare professional or other.

HC-RI-133-POL

How to Respond to a Request for, or Refusal of, Health Care Professionals with Specific Characteristics

1. Acknowledge and clarify if the request for, or refusal of, a different health care professional is discriminatory:
2. Take action: I want to assure you all our team members are skilled.
3. Re-clarify your stance, if you meet resistance:
4. Follow up with the team member who may have experienced discrimination: “I heard/know that <patient name> said/did something that may have been hurtful or distressing to you. I want to let you know that their behavior is not acceptable to me and I am here to support you if you would like.”

Questions?



Creating a culture of civility

Thank you for doing your part!