Applying an Anti-Racist Pedagogy to Develop and Deliver a Racial Microaggressions Workshop for Occupational Therapy Students

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Recommended Citation

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Abstract

Many workshops about identifying, understanding, and responding to microaggressions have been designed and delivered to learners within health education. However, few workshops implement an anti-racist pedagogical approach, and none presented in the literature have been created specifically for occupational therapy students. Anti-racist pedagogical approaches explicitly link interpersonal and institutional/structural oppressions to ensure that the impacts of microaggressions are not minimized by focusing solely on interpersonal interactions. A specific workshop is needed to address the noted persistence of racial microaggressions directed at clients, families, students, and practitioners within occupational therapy contexts and due to the embeddedness of practitioners in clients' daily lives. To address the gap in curricular intervention tools, a workshop was designed and implemented. The workshop was delivered to master's professional entry-level occupational therapy students with the goal of raising knowledge of racial microaggressions and confidence to actively respond when microaggressions occur in their classroom, fieldwork, and future practice. This workshop was developed and delivered using an anti-racist pedagogy and a transformative learning approach within the occupational therapy curriculum of a Canadian university. This paper presents the content, process, and pedagogical underpinnings of the workshop and introduces a trauma-informed and strength-based model for responding to microaggressions. When introduced through an anti-racist pedagogy, we demonstrate how a workshop on racial microaggressions provides an opportunity to teach occupational therapy students key tenets of racism and anti-racism as they manifest in and beyond occupational therapy. An anti-racist approach can inform pedagogical planning for microaggression workshops delivered across and beyond health education.

Keywords

Anti-oppression, racism, curriculum, education, health care

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Acknowledgements

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ABSTRACT

Many workshops about identifying, understanding, and responding to microaggressions have been designed and delivered to learners within health education. However, few workshops implement an anti-racist pedagogical approach, and none presented in the literature have been created specifically for occupational therapy students. Anti-racist pedagogical approaches explicitly link interpersonal and institutional/structural oppressions to ensure that the impacts of microaggressions are not minimized by focusing solely on interpersonal interactions. A specific workshop is needed to address the noted persistence of racial microaggressions directed at clients, families, students, and practitioners within occupational therapy contexts and due to the embeddedness of practitioners in clients' daily lives. To address the gap in curricular intervention tools, a workshop was designed and implemented. The workshop was delivered to master's professional entry-level occupational therapy students with the goal of raising knowledge of racial microaggressions and confidence to actively respond when microaggressions occur in their classroom, fieldwork, and future practice. This workshop was developed and delivered using an anti-racist pedagogy and a transformative learning approach within the occupational therapy curriculum of a Canadian university. This paper presents the content, process, and pedagogical underpinnings of the workshop and introduces a trauma-informed and strength-based model for responding to microaggressions. When introduced through an anti-racist pedagogy, we demonstrate how a workshop on racial microaggressions provides an opportunity to teach occupational therapy students key tenets of racism and anti-racism as they manifest in and beyond occupational therapy. An anti-racist approach can inform pedagogical planning for microaggression workshops delivered across and beyond health education.

Introduction

Recently, there has been an increased interest in curricular interventions that can address microaggressions in North American higher educational settings. Multiple studies in the past few years have presented the content and evaluation of microaggression workshops, many of which have taken place in health care education settings (Acholonu et al., 2020; Ackerman-Barger et al., 2021; Banks et al., 2020, 2023; Fisher et al., 2021; Haynes-Baratz et al., 2021; Kanter et al., 2020; Moors et al., 2022; Sandoval et al., 2020, 2021). However, none of these workshops were specifically created for occupational therapy students. A tailored workshop on microaggressions for occupational therapy contexts allows for an exploration of the specific ways that microaggressions manifest in occupational therapy education and services. A workshop that is developed specifically for an occupational therapy context also allows for developed scenarios that occupational therapy students might encounter. There is also a paucity of microaggression workshops that implement an anti-racist pedagogical approach. Although studies on the ways that racism manifests and is (re)produced in occupational therapy are scant, the literature that does exist calls for the incorporation of anti-racist curriculum (Beagan et al., 2022).

In response to these gaps in curricular interventions, a workshop was developed and delivered to master's professional entry-level occupational therapy students at a Canadian university. The workshop aimed to increase students' knowledge of racial microaggressions and confidence in responding with self-advocacy or allyship when microaggressions occur in their classroom, fieldwork, and future practice. An anti-racist pedagogy and a transformative learning approach were employed in the development and delivery of the workshop. This paper presents the content, process, and pedagogical underpinnings of the workshop. It also introduces an action-oriented model for responding to microaggressions.

Background

Before detailing our educational approach, we provide a definition of microaggressions, anti-racist pedagogy, and transformative learning. We also explore the ways that racial microaggressions manifest in the occupational therapy context and argue that there is an urgent need for occupational therapy students to learn about racial microaggressions through an anti-racist lens.

Defining Microaggressions

Microaggressions are everyday comments or actions that subtly express a stereotype of, or prejudice towards, a marginalized group (Giannitsopoulou, 2020). The term "microaggressions" was first coined in 1970 by Harvard University psychiatrist Chester M. Pierce, who used the term to describe common racist slights that are enacted against Black people (Pierce, 1970, 1974). The term has since been expanded to include the experiences of other racialized communities, including Indigenous Peoples, as well as other marginalized groups, such as disabled people, and Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual folks, and additional sexual orientations and gender identities facing marginalization (2SLGBTQIA+).

Even if one's intention was not to cause harm, microaggressions can have a significant negative impact on an individual's wellbeing (Pooley, 2020). Microaggressions also reflect and reinforce dominant imaginary dichotomies about which communities are superior/inferior, normal/abnormal, and desirable/undesirable (Boske et al., 2016). Although microaggressions occur interpersonally, it is important to also recognize them as phenomena that uphold and sustain overarching forms of systemic oppression and privilege, such as racism and white supremacy (Huber & Solorzano, 2015).

Racial Microaggressions in the Occupational Therapy Context
An extensive amount of literature exists on racial microaggressions in health care, but there is a limited understanding of racial microaggressions in the context of occupational therapy (Higgins et al., 2020). Existing literature demonstrates that racial microaggressions can have negative impacts on both racialized clients and racialized occupational therapy practitioners.

When directed at clients, microaggressions can impact the therapeutic relationship, communication, and rapport between the practitioner and the client, leading to decreased quality of care (Granger, 2012; Higgins et al., 2020). Therefore, microaggressions enacted against clients can impede collaborative client-centeredness in occupational therapy practice (Pooley, 2020), where power is shared between the practitioner and the client (Sumsion & Law, 2006). Lived experiences of racial microaggressions have a direct influence on racialized clients' engagement in basic activities of daily living (BADLs), instrumental activities of daily living (IADLs), education, productivity, leisure (Grullon et al., 2018), and social participation. For example, Beagan and Etowa (2009) found that African-Canadian parents often need to teach their children coping strategies to deal with encounters of racism. This additional parenting task increases the temporal and emotional IADL workload for Black parents. Racial microaggressions also negatively impact leisure occupations pursued within Black communities. For example, African-American customers report being followed around stores when shopping (Lee, 2000) and African-Canadian women report difficulties in relaxing while watching television due to the frequent racial microaggressions encountered in mainstream media (Beagan & Etowa, 2009).

Racial microaggressions can also be directed towards racialized occupational therapy practitioners. Beagan et al. (2022) interviewed 10 racialized occupational therapists in Canada and found that they "experience racism at all levels (interpersonal, institutional, and structural)" (p. 59). Although the term microaggressions was not directly used, racialized occupational therapists who were interviewed experienced "veiled racism," such as being asked "where are you *really* [emphasis added] from?" (p. 54). These findings demonstrate that racialized occupational therapists also experience harmful microaggressions within practice contexts. Microaggressions enacted against health care practitioners can result in experiencing "ongoing harm" and hindered productivity, further leading to loss of diversity in the profession (Beagan et al., 2022, p. 59).

Focusing on Racial Microaggressions Within Occupational Therapy Education

The developed workshop included the general definition and impact of microaggressions. However, for multiple reasons, it primarily focused on racial microaggressions and the harmful ideologies that inform them. First, the many ways that racism and white supremacy manifest and reinforce each other within occupational therapy requires urgent implementation of anti-racist interventions, including a move from "cultural competency education to antiracist education" (Beagan et al., 2022, p. 59). Epistemologies of settler colonial Whiteness dominate the occupational therapy field (Beagan et al., 2022), informing pedagogy and practice. For example, Grenier (2020) explored the ways in which white supremacy is embedded in the foundations of occupational therapy. Grenier (2020) identified that occupational therapy assessments, theories, models, and frameworks are informed by White, Western worldviews. Second, the profession lacks racial diversity; drawing from the 2016 Statistics Canada census, Beagan et al. (2022) highlighted that although "Canada does not collect data on race within the profession . . ., 'visible minority' therapists make up 13.7% of occupational therapists compared with 22.3% of the Canadian population" (p. 53). The workshop's focus on racial microaggressions addresses the call to consider how "oppressive attitudes, structures, and practices" prevent support of racialized students in higher education (Wilbur, 2016, p. 2), which can impact the representation of racialized individuals in the profession. Third, the workshop aligned with Beagan and colleagues' (2022) more recent assertion that "occupational therapy education must incorporate structural analysis of racism, helping future therapists understand how it is infused throughout society—and the profession—and how it may be undermined" (p. 59).

The American Occupational Therapy Association's (AOTA) *Vision 2025* (AOTA, 2020) emphasizes the need to diversify recruitment of student occupational therapists and, through education, prepare the workforce for society's diverse needs. Such calls for a heightened curricular emphasis on topics of equity, diversity, and inclusion in occupational therapy education align with contemporary North American occupational therapy practice competencies (Association of Canadian Occupational Therapy Regulatory Organizations [ACOTRO], Association of Canadian Occupational Therapy University Programs [ACOTUP], & Canadian Association of Occupational Therapists [CAOT], 2021; AOTA, 2020). Specifically, this workshop on racial microaggressions directly responds to the new competencies for Occupational Therapists in Canada that require Canadian practitioners to "contribute to a practice environment that is culturally safer, anti-racist, anti-ableist, and inclusive" (ACOTRO, ACOTUP, & CAOT, 2021, p. 11). These competencies are being implemented across regulatory jurisdictions and will soon dictate curricular standards and professional practice expectations nationwide. As such, a Canadian occupational therapy practitioner's ability to recognize and respond to racial microaggressions (i.e., demonstrate anti-racist behavior) is imperative.

Considering the injustices that racial microaggressions cause within occupational therapy settings, there is an opportunity for occupational therapy practitioners to act as advocates and allies (Grullon et al., 2018). Beagan et al. (2022) identified that "the profession, and particularly white people in occupational therapy, have an obligation to develop the skills to recognize and analyse [sic] racism at multiple levels" (p. 59). This

approach of addressing racial microaggressions as advocates and allies can be understood within the disciplinary framework of occupational justice, which aims to identify and address oppressive institutions and environments that constrain or create barriers to expanding clients' occupational repertoires (Hocking, 2017). The workshop implemented this action-oriented approach through its learning objectives.

Understanding Microaggressions Through an Anti-Racist Lens

Although the term microaggressions was coined in the context of addressing anti-Black racism, there is a paucity of microaggression workshops that explicitly take an anti-racist pedagogical approach or critical race lens (Acholonu et al., 2020). Rather, most workshops extract the concept of microaggressions from the sociohistorical context of resistance to anti-Blackness, from which it was first theorized. Instead, operating within an Equity, Diversity, and Inclusion framework, many workshops in the literature approach microaggressions as an example of exclusion that can be addressed through merely interpersonal responses (see Acholonu et al., 2020; Ackerman-Barger et al., 2021; Fisher et al., 2021; Haynes-Baratz et al., 2021; Moors et al., 2022). Addressing microaggressions only through an interpersonal approach ignores possibilities of institutional responses, such as being informed of organizational discrimination policy, and disclosing and reporting microaggressions as incidents of racist discrimination. Decoupling microaggressions from their specific anti-racist theoretical and historical contexts raises axiological concerns and misses the chance to use the phenomena of microaggressions as an opportunity to deepen learners' understanding of how systemic racism operates in health care settings.

Highlighting the connection between interpersonal, institutional, and structural forms of racism, Huber and Solorzano (2015) described racial microaggressions as "a form of systemic, everyday racism used to keep those at the racial margins in their place" (p. 298). Huber and Solorzano (2015) also foreground the ways that microaggressions are "systemically mediated by institutionalized racism (i.e., structures and processes), and guided by ideologies of white supremacy" (p. 298). Failing to make an explicit connection between interpersonal and institutional/structural oppressions in microaggression workshops risks minimizing and obfuscating the full impact of microaggressions.

Teaching learners to focus primarily on individual beliefs and behaviors as the source of oppression, while ignoring larger institutional and structural barriers, creates an overly simplistic understanding of practicing allyship (Boske et al., 2016). Therefore, a workshop is needed that employs anti-racist pedagogy and situates microaggressions within the larger concept of systemic racism. To embed understanding of systemic oppressions in a Canadian university's occupational therapy curriculum, we developed and delivered a workshop on racial microaggressions that was informed by anti-racist pedagogy and a transformative learning approach.

Theoretical Concepts

Anti-racist pedagogy is an educational paradigm situated within critical theory that has been applied to unpack and disrupt racism (Blakeney, 2005). It can be used to explain and resist the "persistence and impact of racism" (Blakeney, 2005, p. 119), emphasizing that racism is both historical and socially constructed (Ono-George, 2019). Anti-racist pedagogy involves facilitating the development of consciousness of how race and racism manifests in society, including an in-depth comprehension of the impact of racism and the experiences of racism, and the development of tools for analyzing and interrupting racism (Blakeney, 2005).

Particularly in the context of Canada, where the dominant imaginary suggests that Canadians are polite and inclusive and that racism is more of an American problem (Aylward, 1999; Dryden & Nnorom, 2021), transformative learning is a vital approach to anti-racist education. Transformative learning can be defined as a form of adult education where "individuals experience changes in their thinking that lead to new world views and new perspectives on their personal and professional lives . . . [which enables them to] redevelop existing frames of reference (or points of view)" (Cagney, 2014, p. 789). Transformative learning supports learners to shift perspectives that may have been previously informed by dominant logics of Whiteness and settler colonialism, which deny and erase acts of racism.

A workshop on microaggressions that is informed by an anti-racist pedagogy and transformative learning presents an opportunity for occupational therapy students to learn more about the ways to identify and interrupt racism. Provided early in their education, students can learn to apply strategies within their learning and practice to navigate racism when it manifests within occupational therapy professional bodies, health care systems and organizations, community agencies, school systems, social services structures, private organizations, and educational institutions.

Educational Approach

The following section details the curricular intervention: a workshop on microaggressions. The workshop learning objectives, workshop procedures, and pedagogical activities are described.

Curricular Intervention

The aim of the workshop was to increase students' knowledge of racial microaggressions and confidence to actively respond with self-advocacy or allyship when microaggressions occur in occupational therapy spaces. This workshop involved unpacking definitions that are central to anti-racist theory, including systemic oppression, anti-Blackness, anti-Indigeneity, misogynoir, the model minority myth, white neutrality, white supremacist ideology, and intersectionality. In addition, the workshop made connections between microaggressions and racial and colonial forms of state violence that have occurred across time in Canada. Specifically, it illustrated how state violence has contributed to the formation of racial hierarchies and negative racial stereotypes that inform common racial microaggressions. In keeping with anti-racist pedagogy and transformative learning, the workshop encouraged participants to

acknowledge the deep ties between covert forms of interpersonal oppression (microaggressions) and those that operate on an institutional and structural level (macroaggressions). Participants were encouraged to interrogate the structural factors that can enable or inhibit microaggressions, including policy, practices, and education within occupational therapy practice and educational settings.

Workshop Learning Objectives

By the end of the workshop, participants were expected to be able to do the following:

- State a definition of microaggressions and the types of microaggressions that occur in health, social services, and educational settings;
- Discuss the impact of microaggressions on occupational therapy and therapeutic relationships;
- Identify the ways that microaggressions are both a part of and a contributor to the larger system of systemic oppressions, such as racism, sexism, homophobia, transphobia, ableism, ageism, and others, in addition to their intersections;
- Apply an anti-racist framework to identify the ways that the system of racism is enacted and upheld through racial microaggressions; and
- Create strategies for engaging in self-advocacy and allyship when microaggressions occur, at both the interpersonal and institutional level.

Workshop Procedures

The workshop occurred virtually via Zoom meeting with approximately 130 participating occupational therapy students. All students in the year 1 master's entry-level occupational therapy program of a Canadian university were expected to attend this workshop as part of their coursework for that term. Due to the sensitive content of this workshop and recognizing that students had likely experienced harmful microaggressions themselves, they all received a handout outlining mental health resources accessible on campus and within their relevant communities. The workshop was 2.5 hours long with one break (see Table 1 for agenda).

Table 1

Microaggressions Workshop Agenda

Topic	Time allotted (mins)	Description and facilitator procedure
Workshop introduction and purpose	10	• facilitator introductions • land acknowledgement (Note: as Canada is a settler colonial state, at the beginning of significant gatherings, a land acknowledgement statement serves to recognize the Indigenous Peoples for whom the land is/was traditional territory, name and respect treaties, identify the historical and ongoing violent process of colonialism, and call for non-Indigenous people to

		act in solidarity with Indigenous resistance [Keeptwo, 2021]).
State racial and colonial violence in Canada	15	• participation guidelines and learning objectives • virtual quiz for participants on key events that reflect state racial and colonial violence in Canada • quiz answers reinforced by reviewing timeline of state racial and colonial violence in Canada and highlighting harmful ideologies that inform them • participants share via 'chat' or unmuting themselves how timeline impacts the ways that clients, students, and practitioners experience health care and education spaces
Oppression	15	• definitions of layers in which systemic oppression manifests (personal, interpersonal, institutional, and structural) and examples • participants identify examples of oppression that occur in health education spaces, and at which layer they occur (through chat or raised hand) • additional examples provided by facilitator
Microaggressions	18	• microaggressions defined by facilitator in relation to the layers of oppression previously presented • participants identify examples of microaggressions they have experienced, witnessed, or are aware of in health services, social services, or educational spaces (raise hand or answer in the chat). • facilitator names microaggressions that are prevalent • facilitator asks participants to provide examples of ways that microaggressions impact BADLs and IADLS; then provides examples from the literature
Break	15	

Racial microaggressions	12	• facilitator provides definitions of
		  o specific forms of racism followed by examples of racial microaggressions that are informed by their logic, and the harmful stereotypes that inform them
		  o racism, white neutrality, and white supremacy and the racial microaggressions that reinforce them
		  o anti-Black racism and anti-Black microaggressions
		  o misogynoir and microaggressions that are informed by the intersection of anti-Blackness and misogyny
		  o anti-Indigenous racism and anti-Indigenous microaggressions
		  o the model minority myth and microaggressions that reinforce it

Allyship and acting in solidarity	12	• facilitator defines allyship and acting in solidarity (including taking action at interpersonal and institutional levels); states that self-advocacy is important and defines it • acronym C.A.R.E.S., from the Faculty of Medicine's Office of Inclusion and Diversity's Microaggressions and Allyship campaign, used as tool for responding – both if witnessing microaggressions, experiencing them or being the person who enacted them • examples of using the C.A.R.E.S. model shared along with images on slides from the campaign • facilitator reviews differences between disclosures and reporting of trauma-informed responses from the Provost's Office Protocol for Students Facing Discrimination or Harassment; lists equity offices that can provide support • facilitator mentions occupational therapy program-specific individuals to whom students can disclose: their preceptor and/or the site fieldwork coordinator, Graduate Coordinator, faculty advisor, Director of Clinical Fieldwork.
Identifying and navigating challenges to responding to microaggressions	8	• facilitator asks participants to identify challenges to responding to microaggressions (raise hand or answer in the chat). • facilitator validates these challenges and explores strategies to address unequal power dynamics as barriers to responding and offers strategies to manage them

Small groups for discussing microaggression scenario	45	• small group breakout rooms and take-up of discussions
		• facilitator explains group activity and moves participants into small group breakout rooms
		• for 25 minutes, participants discuss two microaggression scenarios, identify the corresponding form of oppression, identify the underlying harmful stereotype or message, and determine the ways they can respond
		   o groups asked to write responses in a Google document
		   o 7-8 people in each breakout room in about 16 breakout rooms
		   o facilitator checks in with groups
		• for remaining time, facilitators reviews responses from participants and highlights key takeaways

This workshop was developed by two staff members from the University of Toronto's Temerty Faculty of Medicine's Office of Inclusion and Diversity who have expertise in anti-racist education, in consultation with two occupational therapy professors, who held academic positions in the Department of Occupational Science and Occupational Therapy. The professors were consulted in the development of the workshop content to build connections to content previously taught within the program and ensure its application to occupational therapy practice. The two staff members collaboratively facilitated the workshop. Having more than one facilitator is a helpful approach to online learning, as there are several functions on the Zoom platform that require monitoring, such as the chat function. Notably, both facilitators had an educational background in social justice and, at the time, were employed at the university in equity, diversity, and inclusion roles. One facilitator was racialized, and one was White. Social location of facilitators is a relevant factor in workshop delivery (Johnson et al., 2022; Johnson & Lavalley, 2020). Having a team of facilitators, who can speak from the perspectives of someone with lived experience of racism, as well as someone with lived experience of being a White person who strives to engage in anti-racist praxis, allows for enriched dialogue and modelling of cross-racial solidarity in the workshop.

Placement of the workshop within the 2-year occupational therapy curriculum was considered to ensure its relevance to student learning and development. The workshop was integrated approximately 7 months after students had engaged in three introductory classes within the Foundations of Occupational Therapy course, which introduced them to (a) intersectionality and critical reflexivity; (b) racial microaggressions, where they watched a video that gave a simple definition of microaggressions, were provided with generalized examples, and discussed some broad impacts; and (c) Indigenous ways of knowing and the persisting impact of colonial trauma and systemic anti-Indigeneity in Canada on the health and wellbeing of Indigenous Peoples. Thus, all students had some familiarity with concepts of systemic oppressions, intersectionality, critical reflexivity, and anti-racism, although they had yet to be explored in depth. The workshop also took place before students entered their first fieldwork placement. Thus, it was well positioned to prepare students for potentially experiencing or observing discriminatory interactions in a practice setting. It also meant that some students may not yet have personally encountered microaggressions in a practice setting as an occupational therapy student or health care professional.

The C.A.R.E.S. Model
The workshop integrated a Microaggression and Allyship awareness campaign (#UofTMedCARES) developed by the University of Toronto's Temerty Faculty of Medicine's Office of Inclusion and Diversity to promote shared learning and a common language across health education learners. The goal of the campaign—which aimed to reach all departments in the Faculty of Medicine—was to increase awareness of microaggressions and their impact, begin discussions around microaggressions and allyship, and encourage individuals to use their privilege(s) to be allies to others (Giannitsopoulou, 2020). Posters, post cards, and social media images provide visuals of the C.A.R.E.S Model.

The acronym C.A.R.E.S. provides steps one can take as an ally when a microaggression occurs:
- CONSIDER how what one said was harmful
- Be ACCOUNTABLE for your actions and willing to apologize
- RETHINK harmful assumptions or stereotypes
- EMPATHIZE with the person who received the microaggression
- SUPPORT the person affected by offering resources and asking how you can help

The campaign and C.A.R.E.S. model was developed by one of the authors when employed in the role of Program Coordinator at the University of Toronto in the Temerty Faculty of Medicine's Office of Inclusion and Diversity (Giannitsopoulou, 2020). They were informed by Faculty-wide focus groups with University of Toronto students, staff, and faculty members.

Workshop Sections: Pedagogical Application and Process

Workshop Introduction
A transformative learning environment is best enabled within a learning experience that includes trusting relationships, dialogue, support, critical reflection, and direct and active learning experiences (Cagney, 2014). The workshop aimed to create these conditions in several ways. At the beginning of the session, facilitators noted that the workshop was designed to foster transformative learning. They explained that this type of learning can involve discomfort, as it challenges one's unexamined assumptions and beliefs that are informed by dominant worldviews. Participants were encouraged to notice if feelings of fear or defensiveness arose and attempt to move through them.

Following this point of discussion, within the introduction, facilitators set four participation guidelines: (a) create a safe(r) (Gordon et al., 2019) and supportive space by listening respectfully and seeking to understand one another; (b) anonymity (If you want to share a learning from a personal story that was shared during the workshop, anonymize it); (c) be present and participate in dialogue; share air-time so others can as well; and (d) situate this workshop within a journey of life-long learning. These guidelines were informed by the conditions that support a transformative learning environment. They are meant to help establish trusting relationships, highlight the importance of dialogicality, and encourage direct and active learning. They also identify that anti-racist praxis requires ongoing reflection (Coghlan & Brydon-Miller, 2014). Facilitators affirmed that they would monitor and guide conversations to ensure dialogue was not harmful or oppressive.

Quiz on Racial and Colonial State Violence
Following the introduction, participants were provided with a 10-question quiz on racial and colonial state violence in Canada. The quiz was developed by the workshop facilitators. It was administered by the poll feature on Zoom. The participants were assured by facilitators that their responses to the quiz were anonymous and that their scores were not being used to assess them. By answering the quiz's multiple-choice questions, participants interacted with several events throughout Canadian history that

highlight extremely harmful acts of state racism and colonialism, such as the Doctrine of Discovery, more than 200 years of slavery, residential schools, the Chinese Exclusion Act, the destruction of Africville, and the Komagata Maru. The quiz incorporated an anti-racist pedagogical approach to provide participants with a variety of stark examples of the ways in which ideologies of White settler dominance have shaped Canada from the time of its inception to the present.

Anti-racist pedagogy has as its foundation "the development of consciousness related to how society operates with regard to race" resulting from an "in-depth comprehension of the impact of racism and the experiences of racism" (Blakeney, 2005, p. 121). As such, commencing the workshop with an activity about state racial and colonial violence in Canada aimed to build a foundational level of awareness of the ways that racism and colonialism are deeply entrenched in Canadian society. Starting with this foundational understanding may better prepare participants to grasp why racial microaggressions are so deeply harmful and urgently in need of intervention.

A transformative learning approach also informed this activity, as the quiz aimed to help move participants through defined stages in the transformative learning cycle (Cagney, 2014). This cycle facilitates the occurrence of a "catalyst for change" or "disorienting dilemma" with the participants encountering an "alternative perspective," which brings them to an awareness that their "perspectives are not in harmony with the world around them" (Cagney, 2014, p, 790). When interacting with the quiz questions, participants who may have previously understood Canada as a friendly, multicultural place where forms of racism are infrequent, were prompted to challenge these unexamined perceptions.

After participants completed the quiz, facilitators guided them through a discussion about the questions, with the goal of unlearning a revisionist version of Canadian history that omits state acts of violence and gaining a new understanding of the ways that racism and colonialism are pervasive, longstanding, and endemic to Canadian society. The subsequent discussion on the quiz served to reinforce learnings through critical reflection. Participants were encouraged to make important connections about racism, colonialism, and lived experiences of racialized people by being prompted to reflect and share how chronologically presented historical events impact the ways that clients, students, and practitioners experience health care and education spaces. Starting with a broad picture of the deeply entrenched, endemic racial and colonial oppression throughout Canadian history provides participants with the context to understand how racial microaggressions uphold and reinforce larger systems of inequity and are deeply harmful.

Situating Microaggressions Within the Layers of Systemic Oppression
The workshop incorporated an activity focused on oppression, where definitions of the layers in which systemic oppression manifests (personal, interpersonal, institutional, and structural), and examples of each, were provided by the facilitator. Participants were then invited to identify their own examples of oppression that occurred in health education spaces, specifying at which layer they occurred. Providing this activity just

before microaggressions were defined was meant to allow participants to understand that microaggressions are one way that racism, and other systems of oppression, are enacted at an interpersonal level, and that cumulatively, microaggressions contribute to larger systemic inequities that create, foster, and enforce marginalization (Boske et al., 2016).

Approaching education of microaggressions through the lens of oppression and its layers is an anti-racist pedagogical approach; anti-racist pedagogy foregrounds the notion that oppression operates at the level of individual thoughts and beliefs, interpersonally between individuals, through the policies and practices of institutions, and structurally across multiple systems and throughout history (Ono-George, 2019). Considering the layers of systemic oppression, anti-racist pedagogy purports that "to dismantle racism requires attention to both structural and individual practices" (Ono-George, 2019, p. 503). Therefore, the workshop provides both interpersonal and institutional approaches to respond to microaggressions.

After the facilitator defined "allyship" and "acting in solidarity," the C.A.R.E.S. model was applied to consider what one might say or do in response, such as considering disclosing or reporting the incident to equity offices; understanding the university's discrimination and harassment protocols; and how to craft trauma-informed responses (Paudel, 2021) to support the person who received the microaggression. The facilitators also mentioned specific educators in the occupational therapy program to whom students could disclose their experiences, including their preceptor, the site fieldwork coordinator, the graduate coordinator, their faculty advisor, or the director of clinical fieldwork.

Using Anti-Racist Terminology to Categorize Racial Microaggressions
Examples of microaggressions were presented to participants in categories of the racist ideologies that inform their logic, such as anti-Blackness, anti-Indigeneity, colonialism, the model minority myth, and white neutrality. For example, the dehumanization, objectification, and criminalization of Black people during the more than 200 years of slavery in Canada can be identified as informing contemporary anti-Black microaggressions. One example provided was of a White person assuming they can touch a Black person's hair without their consent, or a non-Black person ascribing criminality to Black bodies by clutching their purse tighter when a Black person passes them on the street.

The concept of intersectional racial microaggressions were also shared. Nadal and colleagues (2015) introduced the term "intersectional microaggressions" drawing from Crenshaw's (1989) Intersectionality Theory. Intersectionality is the understanding that forms of oppression cannot be explored in isolation, as different social locations, such as race, gender, and age intersect in each person's life and produce different lived experiences of privilege or discrimination. Acknowledging the intersectional ways in which racism manifests, microaggressions were provided that encompass an additional interlocking form of oppression. For example, facilitators explained how misogynoir (the intersection of anti-Black racism and misogyny; Bailey, 2021) informs microaggressions,

such as one stating "wow, I assumed you would be more aggressive and angrier" to a Black woman, invoking the harmful trope of an "Angry Black Woman" (Corbin et al., 2018). Additionally, the workshop facilitators identified the difference between "intent" and "impact:" although one might not have had an intent to cause harm, enacting microaggressions can still have a harmful impact. Within an anti-racist approach, it is vital to identify that whether one had an intent to cause harm or not, racist microaggressions have the impact of supporting and contributing to systemic racism.

Workshop Dialogue and Critical Reflection Activities

Dialogue, critical reflection, and direct and active learning experiences (some of the key tenets of transformative learning) were embedded in the workshop design through several dialogic activities. Throughout the workshop, in the main Zoom meeting, facilitators guided participants through several large group discussions, by inviting them to raise their virtual hand to volunteer to answer via their mic or type answers in the chat. For example, after breaking down the four layers at which system oppression operates, facilitators asked participants to identify examples of oppression that occur within health education spaces, and to identify at which layer they occur. Similarly, after providing a definition of the concept, facilitators invited participants to identify examples of microaggressions they have experienced, witnessed, or been made aware of in health services, social services, or educational spaces. To specifically situate their learning within relevant occupational therapy curricular content, they were asked to provide examples of the ways that microaggressions impact one's engagement in BADLs and IADLS. Facilitators also asked participants to identify challenges to responding to microaggressions, recognizing that relative positions of power and privilege of those involved can influence the specific tactics of self-advocacy or allyship that one may apply. For example, facilitators emphasized that one might decide to "call in" a microaggressor rather than "call them out" (Keengwe et al., 2017). These large group discussions encouraged participants to engage in critical reflection and then share their learnings with their peers.

Participants were introduced to the C.A.R.E.S. model (Giannitsopoulou, 2020) and the corresponding campaign for responding to microaggressions. The C.A.R.E.S. campaign moves beyond a deficit model that provides images of individuals who have received microaggressions looking downtrodden and upset. Rather, it is strength-based and transformative in that it seeks to create roadmaps for responding by providing ally responses within scenarios. Facilitators also emphasized that when engaging in self-advocacy, there is no one right way to respond, as compounding trauma and unequal power dynamics create challenging situations for marginalized groups to navigate.

For deeper engagement, at the end of the workshop, participants were provided with scenarios to discuss within small groups of seven to eight students in Zoom breakout rooms. For 25 minutes, participants discussed two scenarios involving microaggressions and were asked to identify the corresponding form of oppression, name the underlying harmful stereotype or message, and describe ways they could respond. Group members were asked to write responses in a shared online document, so the main reflections from all small group discussions could be reviewed by both

facilitators and participants. Facilitators also checked in with the small groups to encourage respectful communication and active participation from everyone. To further create safer, supportive space(s) in the breakout rooms, participants were organized into groups based on pre-existing study groups, so individuals had already formed familiar and trusting relationships.

Assessment

Impacts of workshops such as ours can be assessed by examining changes in knowledge about key topics and concepts, confidence in applying skills, and students' experiences of participating in the workshop. Specifically, with our workshop, it was important to assess both the experiences of racialized and White students as this content has direct implications for how they might navigate their occupational therapy education and make sense of practice-based, collegial, and academic interactions. Assessment of these workshops can also identify areas for enhancing curricular content delivered prior to the workshop and learning activities that can build on existing learning objectives or additional skill and competence building.

Discussion

We designed and delivered a workshop on racial microaggressions for students enrolled in a master's entry-level occupational therapy program in a Canadian university. The calls for anti-racist curricular interventions, such as ours, has recently increased (Johnson et al., 2022; Sterman & Njelesani, 2021). Our workshop aimed to support student participants in identifying and responding to racial microaggressions as an opportunity to develop broader skills in understanding and enacting self-advocacy, allyship, and anti-oppressive occupational therapy practice. This paper described the content, process, and pedagogical underpinnings of a workshop that provides an innovative anti-racist pedagogical contribution to designing and delivering a microaggression workshop specifically to occupational therapy students. Anti-racist pedagogical considerations implemented in the workshop included transformative learning approaches, an understanding of racism as systemic and socio-historically constructed, and the facilitation of participant critical consciousness, including raising awareness of the impacts of racism and the development of skills for analyzing and interrupting racism.

Implications for Occupational Therapy Education

This paper provides a useful example of how future occupational therapy curriculum might incorporate anti-racist pedagogical approaches to better prepare student occupational therapists for racism encountered in educational and health care settings. Better preparing them to understand, recognize, and appropriately respond to racial microaggressions can meaningfully contribute to creating anti-racist spaces in the occupational therapy field. This approach can be extended to other health professional programs, such as occupational therapy assistant educational programs. Empowering future occupational therapy practitioners to identify and interrupt racial microaggressions when they are enacted against racialized clients or colleagues can improve client care and practitioner wellbeing. Participants may also apply their learnings within their educational environments, which can disrupt interpersonal racism experienced by racialized occupational therapy students in the classroom.

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