

Antiracism Training: What Works, What Doesn't and How We Can Do Better

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Literature on Antiracism Training

What works:

- Reflexivity has been found to enhance learning in diversity training and lead to more flexible behaviours (Kowal, Franklin, & Paradies, 2013).
- Creating change within the structure, rather than expecting individuals to reflect change from a training (Dobbin & Kalev, 2018).

What doesn't:

- Short term trainings do not provide lasting change (Dobbin & Kalev, 2018)
- Mandatory trainings are not effective, as individuals tend to feel controlled and not receptive to the presented information (Dobbin & Kalev, 2018)
- May promote negative emotions, which discourages sustainable engagement & involvement (Kowal, Franklin, & Paradies, 2013)

ISPP's Antiracism Education and Work Group

Core Beliefs

- Racism is a real, systematic, interpersonal, and personal issue that impacts all of us, regardless of our race
- AEWG is a space to learn about, understand, and reflect on our own participation in racism and what that means for us as future clinicians.
- We believe that participation in this group and increased reflection and understanding can lead us to change how we interact with the world

Leadership

- Our group has 1 faculty member and 3 student leaders at different stages of their training. We felt it important that faculty, staff, and students felt welcome to participate in the group

Group Members -We currently have 25 total interested members who are on our AEWG mailing list

Structure- Each month the core AEWG team identifies a topic of discussion to focus on for the month.

Best Practices in Antiracism Training - AEWG Strengths

The literature suggests a number of practices that are associated with more positive outcomes in antiracism/antibias/diversity training. Many of these are practices that we use in our group, including:

- Making the training voluntary (Devine et al., 2012; Legault, Gutsell, & Inzlicht, 2011) and ongoing (Robinson et al., 2020)
- Increasing awareness of one's own biases (Devine et al., 2012; Redfield, 2020) and targeting attitude change (Changa et al, 2019) as a prerequisite to behavior change
- Approaching training from a position of "no blame" - we all have biases and internalized racism and we need to learn to see those (Redfield, 2020)
- Explicitly using the term antiracism (rather than diversity, multiculturalism, anti-oppression) to keep the focus on race and challenging racist structures (Ladhani & Sitter, 2020).

Best Practices in Antiracism Training - AEWG Growth Areas

Based on our review of the literature, there are several practices that would be helpful to include in our group to strengthen our efforts toward antiracism training. Including:

- Incorporating multiple ways of targeting bias and racism (Redfield, 2020)
- "...using ideas, words, and actions to deliberately interrupt the norms supporting structural and institutional racism" (South, et al., 2020, p. 1039)
- Increasing contact with members of BIPOC groups and increasing exposure to BIPOC in roles that are outside societal stereotypes (Devine et al., 2012; Paluk & Green, 2009; Plant, et al., 2009; Redfield, 2020)
- Focusing on broader changes within the system. Attitude change alone is not enough to lessen discrimination (Dobbin & Kalev, 2018)

Directions for Future Research

-We must begin to move towards using evidenced-based interventions to address racism which requires programs such as ours to measure their effectiveness in instilling positive change (South, Butler, & Merchant, 2020).

-Researchers should consider evaluating the differences between short-term and longer-term antiracist training programs as there is some evidence that longer-term programs are more effective (Hudson, 2020). It may be beneficial to understand what mechanisms/factors make some longer-term programs more effective.

-Researchers should also consider evaluating how antiracist attitude changes influence broader systems such as what actions organizations take to incorporate antiracism into their broader organization and how they address issues of race as a result of the training (Dobbin & Kalev, 2018).

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