Recognizing Aversive Racism: Bias Without Intention
LEARNING ACTIVITY

Description
Activities introducing definitions, characteristics and the depth of racism are presented with the intention to encourage awareness, knowledge, and one’s self-discovery to personally and professionally be a significant player in dismantling racism.

Competencies
C1. Health Equity and Cultural Competency
• C1.1 Health Equity
  o Describe the following terms: prejudice, ethnocentrism, white privilege, discrimination (individual, institutional, structural), racism (individual, institutional, structural), aversive racism (unconscious bias), microaggression, microassault, microinsult, and microinvalidation.
  o Explain aversive racism (unconscious bias), institutional and structural racism, and white privilege in the context of oral health care service delivery and health outcomes (physical, psychological, and behavioral), and strategies to redress at the provider level and within systems and organizations.
  o Express attitude that eliminating health inequities is important for population health.
  o Express attitude that acknowledging aversive racism (unconscious bias), institutional, and structural racism is important for the quality of oral health service delivery and to address health equity.

Learning Outcomes
• Expand knowledge and self-awareness of aversive racism (unconscious bias).
• Instill an attitude that acknowledging unconscious bias and recognizing institutional and structural racism is imperative for quality dental, medical/health care delivery free of health inequity.

Activity
Rose, P. and Cooper, L. readings, Harris, D. video, Smedley, B. & Murray, R. webinar, Structural Racism Glossary, case studies, chapter questions and discussion provide students with the opportunity to understand definitions and behaviors pertinent to racism today and in the past.
Examples of aversive racism (unconscious bias) institutional and structural racism and white privilege in the context of dental, medical/health care service delivery creates student awareness and encourages self-reflection.

To enhance your students’ self-discovery and reflection on unconscious bias encourage that they take one or more Implicit Bias tests (i.e. race, sexuality, age, skin tone, religion, disability and weight) and self-reflect on the findings.

**Student Assessment**

Assess student knowledge of definitions related to implicit bias based on a multiple choice, fill-in-the blank and short answer quiz.

Assess student knowledge, attitude, and their extent of self-discovery/reflection based on the quality, depth and critical thinking apparent in journaling, discussion comments/posts, interaction, and responses. Use of a discussion rubric to allocate course points is recommended.

Assign case studies and chapter questions from Rose, P. text to discern student perception on concepts of racism and ability to formulate responses to various types of racism and racial microaggressions.

**Resources**

**Reading/ Case Study Assignment**


Case studies in this chapter provide learning scenarios for discussion and chapter questions prompt discussing the psychosocial outcomes of racially incompetent healthcare.

**Reading/Video/Webinar/Implicit Association Test**

Presentations and reading will discuss the legacies and impact of racism.


Harris, D. (2017) *Racial Justice, Inequality of Rights in the US*, Key Note Speaker Presentation at Normandale Community College (VIDEO) [Harris Presentation](#)

Following this presentation, the student should be encouraged to research and discuss a number of specific points in U.S. history that have contributed to the current racial divide, power classifications and structural dimensions of racism.
This approach will guide the student in the understanding that racism is still a current issue, how it affects the laws and policies in healthcare, and the reasons racism continues to be perpetuated in the U.S.

Murray, Ryn, & Smedley, Unequal Treatment: Disparities in Access, Quality and Care Webinar #3, APHA
https://www.apha.org/events-and-meetings/webinars/racism-and-health

Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis, The Aspen Institute (PDF) Glossary

Project Implicit https://implicit.harvard.edu/implicit/takeatest.html

https://link.springer.com/chapter/10.1007/978-0-387-09467-0_19

Additional Resources are referenced in the Learning Activity entitled Concepts in Health Equity.

Suggested Placement within Curriculum

This content should be placed early within any healthcare curriculum to provide a foundation on which to build knowledge, establish values and foster clinical application.