

RACISM AND PSYCHIATRY RESIDENCY: A CRITICAL AND SYSTEMIC EXPLORATION OF EXPERIENCES

Nadia Abdessettar, MD
University of Montreal
Montreal, Canada

Pascal Chavannes, MD
University of Montreal
Montreal, Canada

Minh Thi Nguyen, MD
University of Montreal, McGill University
Montreal, Canada

Background: The process of unseeing is at the core of the medical education culture and identity (Taylor and Wendland, 2014). Psychiatry residents like other medical caregivers are implicitly invited to unsee their own cultures and experiences of racist assault, racism, and discrimination to focus on more professionally accepted cultural phenomenon called evidence-based knowledge. Culturally diverse residents are caught between the duty to provide patient care, to learn, to perform and the need to protect themselves from these assaults. Universities, workplaces, and institutions seem to have difficulty navigating between these principles, the implementation of Equity, Diversity and Inclusion policies and the recognition of implicit and direct racism toward culturally diverse learners and employees who are victims of racism. Without this recognition, appropriate support cannot be provided, nor can there be a development of clinical and institutional tools to address the issue while preserving our caring capacity.

Method: Building from the experience of residents, attending psychiatrists, and researchers coming from culturally diverse backgrounds, we aim to invite participants to explore different facets of lived racism through experiential vignettes as it emerges from interaction with vulnerable patients, with colleagues, with supervisors and with institutional systems.

Potential Outcomes: Participants will have opportunity to recognize implicit areas of experience racism and racial attacks. Participants will co-construct with discussant ways to address those issues in their own practice and systems of care and education.

Implications: Residency is demanding and culturally diverse residents have an additional burden with these different forms of racism. Talking about racism is difficult in workplaces and academia. We must equip ourselves to have these discussions to create a more inclusive environment.

Learning Objectives

At the conclusion of this presentation, participants will be able to:

1. Facilitate discussion on the complex experiences of racism, racist attacks, systemic racism and their impact on identity formation and patient care.

2. Formulate racist attack and racism as dangerous clinical situation requiring action to protect caregivers and learners.
3. Identify specific steps which can be implemented in clinical settings and institutions to recognize, listen to and respond to racist attack on caregivers and learners.