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Effectiveness of a Workshop for Improving Awareness and Identification of Racial Microaggressions Among Occupational Therapy Faculty and Students

Hannah Kalegzabher

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THE EFFECTIVENESS OF A WORKSHOP FOR IMPROVING AWARENESS

AND IDENTIFICATION OF RACIAL MICROAGGRESSIONS AMONG

OCCUPATIONAL THERAPY FACULTY AND STUDENTS

By

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A doctoral project submitted in partial fulfillment
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Abstract

As a professor or student in occupational therapy (OT), an important role is advocating for students and clients. Taking action is important to practice and promote justice, equity, diversity, and inclusion (JEDI) within the profession. This quality improvement project aimed to determine the effectiveness of a racial microaggression workshop for OT, OT assistant (OTA) students, and faculty to improve awareness and ability to identify racial microaggressions to support Black, Indigenous, People of Color (BIPOC). Participants were recruited by convenience sampling through email to members of the Coalition of Occupational Therapy Advocates for Diversity (COTAD) and COTAD-Educators (COTAD-ED). The workshop was a 90-minute presentation provided through a synchronous online Zoom that discussed definitions, themes of racial microaggressions, impacts, significance to OT, and how to address them when they occur. A pre-and post-workshop survey was provided to determine the workshop's effectiveness in increasing awareness of and identifying racial microaggressions. Results demonstrated that most participants were already aware of racial microaggressions; however, there was a statistically significant difference in confidence in identifying racial microaggressions, being comfortable disrupting them, and feeling well-equipped to address them in a classroom setting. This project highlights the importance of educating on racial microaggressions because of their commonality and how they can impact a student's learning.

Acknowledgements

Dedication

I would like to dedicate this capstone project to my family and close friends who have always supported me and continuously pushed me to pursue my goals. I am forever grateful for their love, sacrifices and guidance the past three years. Their love and encouragement has been instrumental in helping me achieve this accomplishment.

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Section 1: Introduction

Microaggressions are subtle or brief statements communicating negative messages toward a group (Sue et al., 2007; Sue & Spanierman, 2020). Microaggressions affect individuals of marginalized groups, and these negative messages may create a lasting impact on those groups. As microaggressions are brief and commonplace, they can occur in a variety of settings which may make it challenging to notice when they occur. Racial microaggressions are similarly defined; however, they are based on the person's racial or ethnic identity, commonly under the umbrella term of racism or racial discrimination. Within higher education, racial microaggressions are frequently common that may affect the individuals continuously experiencing them (Suárez-Orozco et al., 2015). Additionally, lacking representation within a school setting may make a POC feel like an outsider and increase the risk of race-related incidents (Salvant et al., 2021). Studies show that having a diverse workforce is highly beneficial when working with a diverse population (University of St. Augustine for Health Sciences [USAHS], 2021).

Within occupational therapy (OT), despite the efforts from the American Occupational Therapy Association (AOTA) to promote diversity within the profession, there have been small increases in diversity as the profession remains 84% White and female (AOTA, 2019). Approximately 20% of students enrolled in OT programs identify as a person of color, and less than 15% of OT practitioners (OTPs) identify as a person of color (AOTA, 2016; AOTA, 2019). Therefore, racial and ethnic representation in OT is minimal. Limited representation within OT is presented in AOTA leadership, organizations, faculty in programs, and practice settings (Salvant et al., 2021). The lack of diversity among OT students and faculty may demonstrate a lack of representation, feeling like an outsider, and risk of increased race-related incidents (Ford et al.,

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2021). A lack of representation may present as decreased diversity within the profession at all levels. Feeling like an outsider may also be demonstrated when there is a lack of representation because a person may feel they do not belong. Lastly, with the risk of increases in race-related incidents, such as microaggressions, it may be challenging for people of color (POC) to feel a sense of belonging within the contexts of their environment, which may have a negative impact on them and their experiences. Therefore, it is vital to understand the impacts of race-related incidents, such as racial microaggressions, which can be a barrier to a student's experience in their program.

Overview of the Problem

Microaggressions was first termed in the 1970s by a psychiatrist and professor named Chester M. Pierce from Harvard University (DeAngelis, 2009). He coined the term to describe subtle forms of insults he witnessed and experienced toward Black Americans (Johnson & Johnson, 2019). Microaggressions may be intentional or unintentional but are often unintentional as the individual that may commit one does not realize it has occurred and because they are often commonplace. Typically, marginalized groups experience microaggressions with types targeting an individual's race or ethnicity, gender identity, culture, sexuality or sexual orientation, disability, religion, and socioeconomic status (Sue et al., 2007). In addition, implicit bias plays a role as it is considered a reflection of microaggressions because of how the negative attitudes and beliefs about a group can affect a person's judgments, decisions, and behaviors automatically and unintentionally (National Institutes of Health [NIH], 2022; Sue & Spanierman., 2020). Despite being considered "micro," microaggressions can still have a lasting impact. Since they are often unnoticed and familiar, and individuals experience them constantly,

they may have a greater impact on different areas of a person's life, such as their mental health and well-being.

The same characteristics apply to racial microaggressions, which is the focus of this capstone. They are often commonplace and considered covert racism because they are subtle and outside the awareness of the individual committing them (Sue & Spanierman, 2020). Research on racial microaggressions has indicated that this form of discrimination can negatively impact the mental health, self-esteem, sense of belonging, and trust among people of color (Anderson et al., 2021; Clark et al., 2012; Marks et al., 2021; Morrison et al., 2019; Nadal, 2014). An individual's experience in graduate professional education is essential, especially in their professional careers. The experiences of racial microaggressions among OT and OTA students can significantly challenge their well-being in their professional programs, sense of belonging, and relationships with others. Within the classroom, racial microaggressions are frequently described as being "overlooked, under-respected, and devalued" because of their racial identity, which can have a lasting impact on individuals who continue to experience them (Stanford, 2015). Therefore, understanding and being aware of racial microaggressions may further initiate the need to support students of color during their academic journey.

Proposed Solution

The proposed solution to better support students of color is to educate OT and OTA faculty and students to increase their awareness of and ability to better identify racial microaggressions by creating a workshop. The workshop consists of information on racial microaggressions per the literature and the impact these microaggressions have on students of color. In addition, the workshop utilizes definitions and examples of racial microaggressions to support learning and provides practical tips on addressing and responding when they occur.

Project Significance for the Profession

According to AOTA, occupational therapy is the use of everyday occupations to promote participation (AOTA, 2020a). When racial and ethnic minorities have negative race-related experiences, it can challenge their well-being in their roles, such as being a student, educator, and future practitioner, which may affect their participation. The significance of this project adds to the AOTA initiative to promote diversity, equity, and inclusion (DEI) within the profession and learning environments (AOTA, 2022c). Increasing racial and ethnic diversity in OT education is essential as the U.S. population becomes more diverse. Occupational therapy students of color identify a lack of diversity, racial bias, discrimination, and microaggressions as barriers and stressors affecting their occupational performance (Ford et al., 2021).

Section 2: Statement of the Problem

PIO Question

Does a racial microaggression workshop for occupational therapy (OT) students, OT assistant (OTA) students, and faculty, increase their awareness of and ability to identify racial microaggressions to support Black, Indigenous, People of Color (BIPOC) OT and OTA students?

Definitions

Racial Microaggressions

Operational: Defined as a subtle statement or behavior that communicates insulting people of color (Sue et al., 2007). OT/OTA faculty and students were educated through a workshop to increase awareness and ability to identify racial microaggressions. This will be measured by a pre-workshop and post-workshop survey with questions related to knowledge, awareness, and experiences.

Occupational therapy students

Operational: OT and OTA students currently members of COTAD at their academic institution within the United States. This information will be gathered via demographic questions in the pre-workshop survey.

Workshop

Operational**:** OT/OTA faculty and students will gain knowledge about racial microaggressions through a synchronous online workshop using video-conferencing technology to help increase awareness and the ability to identify racial microaggressions. The workshop will also include ways to address racial microaggressions when they occur.

Occupational therapy faculty/educators

Operational: Current OT faculty and educators who are members of COTAD or COTAD-

   Educators (COTAD-ED). This will be identified through demographic questions in the

   pretest survey.

Black, Indigenous, People of Color (BIPOC)

Operational: OT and OTA faculty and students being educated on the awareness and

   identification of racial microaggressions through a workshop to support Black,

   Indigenous, People of color (BIPOC) OT and OTA students.

Perceived Problem

   Racial and ethnic minorities face discrimination and implicit bias based on skin color,

culture, or ethnicity (National Human Genome Institute, 2022). *Race* is a fluid concept that

groups individuals based on visible characteristics such as skin color (National Human Genome

Institute, 2022). The act of racism is the "systemic oppression of a racial group to the social,

economic, and political advantage of another" (Merriam-Webster, 2020). Additionally, racial

microaggressions are a form of discrimination and implicit bias as the behaviors and judgments

are based on the color of a person's skin (National Education Association for Social Justice

[NEA], 2021). Therefore, racial microaggressions may be within the broader term of systemic

racism alongside discrimination and prejudice, as individuals may be treated differently based

on the color of their skin.

   The impact of racism are fundamental causes of health inequities and disparities (Centers

for Disease Control and Prevention [CDC], 2022). Specifically, racial and ethnic minorities

have higher experiences of poor health and disease. Additionally, the life expectancy for a

Black/African American is four times lower than that of White Americans (CDC, 2022). Areas

such as implicit biases can also increase health disparities that may impact access to care, which

can affect health outcomes (U.S. Government Accountability Office, 2021). Therefore, diversity within healthcare is essential, which may reduce the risk of experiencing racial discrimination. The benefits of a diverse workforce include increased patient trust, reduced health disparities, and improved communication and learning among all staff (USAHS, 2021).

Additionally, there are also psychological dilemmas and dynamics that POC face through racial microaggressions. As mentioned, racial microaggressions are frequently unnoticed, which is a constant occurrence for POC, and may have a significant impact. The dilemmas a person of color faces with microaggressions is how to interpret them and determine which reality is "correct." As aforementioned, microaggressions are typically unintentional, so it can be difficult for an individual to prove whether it was intended or not. Sue and Spanierman (2020) discussed four dilemmas: the clash of racial realities, invisibility of unintentional bias, perceived minimal harm, and the catch-22. The clash of racial realities dilemma demonstrates the racial reality of White Americans compared to POC. This dilemma signifies the differences in a worldview based on race and racism a person experiences. The next dilemma is the invisibility of unintentional bias, which makes it challenging to make the invisible "visible" for individuals who commit microaggressions as they are often unnoticed and said by well-intentioned people. However, that is not always the case. The third dilemma describes the perceived minimal harm, which describes the microaggression being labeled as "not serious" or just an innocent act. This dilemma demonstrates that as microaggressions are constant and a continuing experience for POC, it may be challenging to explain the impact to the individual committing them. The final dilemma is called the catch-22, which is the target of a microaggression determining the best course of action addressing the microaggression through attributional ambiguity. Attributional ambiguity expresses how the person who experienced the microaggression would need to

analyze the motive and meaning to determine the best course of action. When microaggressions

occur, the dilemmas mentioned create additional stress and mental fatigue for those

experiencing them (Sue & Spanierman, 2020). A further challenge is if there is a power

imbalance between the target and the individual who committed the microaggression.

Therefore, it is valuable to understand and be aware of microaggressions that may affect

individuals.

Significance of Problem for OT

The significance of this problem for OT is that experiences of racial microaggressions

can affect occupational performance and participation in those who experience them. AOTA

hosted listening sessions in 2020 following the protests during the Black Lives Matter (BLM)

movement. AOTA provided a forum that allowed BIPOC OT students, practitioners, and

educators to express their stories. The three common themes that emerged included the lack of

diversity and representation at all levels of the profession, experiences of racialized trauma,

stress, and fatigue, which included experiencing racial microaggressions, and lastly, anti-racism

(Salvant et al., 2021). Within the lack of diversity and representation theme, participants

expressed they had no POC to share experiences with and felt they had to represent their own

race. The participants that attended historically Black colleges and universities (HBCUs)

reported there was significance in seeing BIPOC students, faculty, or mentors. The second theme

was experiencing racialized trauma, stress, and fatigue. Participants reported experiencing racism

through discrimination and bias, including unintentional microaggressions to overt racism

(Salvant et al., 2021). Stress was reported by the student participants feeling they had to

assimilate into the dominant group and feeling like "the only ones" that was aware of the impact

of the events such as police brutality and racial unrest. The last theme was anti-racism in which

participants expressed that AOTA needed to create a safe reporting system of racism and have efforts to support anti-racist approaches (Salvant et al., 2021).

As current or future practitioners, it is imperative to be mindful of biases that may affect the therapeutic relationship and trust, affecting the clients' care. Within the AOTA OT code of ethics (2020b), the principle of justice describes how practitioners shall promote equity, inclusion, and objectivity toward all individuals and demonstrate respect towards all individuals they interact with. In addition, professional civility is also within OT's standard of conduct, which describes promoting and practicing cultural sensitivity and humility (AOTA, 2020a). Although this relates directly to working with clients, these standards should be met for students and educators. Promoting an inclusive and safe environment for all students and faculty allows individuals to feel comfortable expressing themselves and advocating for themselves and others.

AOTA's current standards for continuing competence in occupational therapy provides an ongoing process for one's professional development. Standard three of continuing competence is interpersonal skills through embracing cultural humility and self-assessment of one's biases to build a therapeutic relationship (AOTA, 2021). This quality improvement project uses a transformative learning approach allowing faculty and students to self-reflect on their own biases, which is essential in OT practice. Current OT students and faculty will continuously communicate with individuals from different backgrounds, and awareness of racial microaggressions is essential to reduce bias and build an inclusive environment.

Target Population

The target population for this workshop are students in OT and OTA programs and faculty who are members of COTAD and COTAD-ED. COTAD-ED members are educators or faculty in OT that work collectively and collaboratively to promote JEDI and improve

educational practice within a diverse student population. Students who are COTAD members at their institution's chapter create safe spaces and events to celebrate the importance of diversity and inclusion within OT. This population is appropriate for this quality improvement project as it provides education on the importance of understanding and being more aware of racial microaggressions to decrease them from occurring.

<center>**Section 3: Literature Review**</center>

The literature review begins with the types and themes of racial microaggressions to provide introductory knowledge to reader. The following section discusses the impact of racial microaggressions on mental health in academic settings. Next, literature is reviewed that discusses the impact of negative race-related experiences on sense of belonging. After that, the impact of racial microaggressions on learning is discussed. Occupational therapy and diversity is reviewed next. Lastly, the effectiveness of workshops is discussed. A synthesis of the reviewed literature is provided at the end.

Types of Racial Microaggressions and Themes

Racial microaggressions were first termed by a Black psychiatrist named Chester Pierce in the 1970s. He described microaggressions as "subtle, stunning, often automatic non-verbal exchanges which are put-downs" (Pierce et al., 1977, p. 65). Many definitions have since been developed to describe microaggressions.

Racial microaggressions can appear as negative verbal, behavioral, or environmental insults to a person or group. Three forms of microaggressions include microassault, microinvalidation, and microinsults (Sue & Spanierman, 2020). A *microassault* is an explicit verbal or nonverbal attack that is usually conscious and deliberate to hurt the intended person. Examples include purposeful name-calling or discriminatory actions such as racial slurs and hateful speech. A *microinsult* is described as subtle snubs, rudeness, and insensitivity to degrade someone's racial heritage or identity. Microinsults are often unintentional but convey insults that may have underlying meanings (Sue et al., 2007). Lastly, *microinvalidations* invalidate or minimize a person of color's feelings or experiences. For example, comments such as "you are being sensitive" invalidates and nullifies an individual's experience. Out of the three types of

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microaggressions, microassaults are the only intentional type, as it is meant to hurt the intended person.

There are also themes of microaggressions that explain how there may be perceived underlying messages based on the statement, behavior, or judgment (Sue & Spanierman, 2020). The first theme, *Alien in own land*, demonstrates the assumption that a person is not from here or points out that the individual is different. Common phrases include "you speak good English, where are you really from? and what are you?" suggesting that the person is different. This theme is considered a microinvalidation as it denies a person's racial reality or experiences by assuming they are not from here. The next theme is the *ascription of intelligence* which may be displayed as positive or negative ascriptions. This theme is rooted in stereotypes because it may communicate insulting the person based on their race. A typical example would be, "wow, you are so articulate," which may display an underlying message that the person is surprised for someone of that race to be intelligent or articulate. In addition, to the contrary, other stereotypes that assume someone is intelligent or studious are also an example of this theme. Ascription of intelligence is considered a microinsult because it may imply degrading a person's identity, and it has been reported to be the most observed through attacks of intelligence and competence of students (Suárez-Orozco et al., 2015). The next theme is *color blindness* which refers to statements suggesting an individual's race does not matter. Research shows that racial color blindness is the most frequent microaggression towards people of color as they are typically seen as responses to a defending thought or behavior. For example, comments such as "I don't see color, or there is only race, the human race" may suggest that race does not affect a person's identity and experiences.

The themes of microaggressions include tokenism, second-class citizen, and criminality or assumption of criminal status. Firstly, *tokenism* refers to inclusivity only based on appearing inclusive. Often terms such as diversity hires, affirmative action, or filling a quota are phrases that insult a person's talents or qualities within their job or program. Tokenism may also present as continuously questioning a POC's position and how they got it. In addition, tokenism also involves expecting a POC to represent their race or ethnicity, typically when discussing DEI and racism. Not all individuals of the same racial or ethnic group have the same experiences, which should not make them spokespeople of that race or ethnic group. The following theme is *second-class citizen*, which refers to comments or behaviors that suggest an individual is less deserving because of their race. Within this theme, behaviors such as being ignored or treated like invisible may lead to a negative experience by the POC. The underlying message it may send to the individual is that they do not belong or are less important than the majority, which is considered a microinsult. The next theme is called *criminality or the assumption of criminal status.* Criminality or assumption of criminal status is also rooted in stereotypes because it presumes that a POC is dangerous based on their race. Two examples include employees following a POC around a store or crossing the street to avoid a POC.

The last four themes of microaggressions include the denial of individual racism, the myth of meritocracy, pathologizing cultural values, and environmental. *Denial of individual racism* is recognized as invalidating or denying a perceived racial bias. Similar to color blindness, this is typically a response of an individual denying their racial biases rather than understanding the harms of the statements or behaviors. A typical denial response includes statements such as, "I'm not racist, I have Black friends," which may convey that the person is immune to racial bias because they know someone of that same race. The next theme is the *myth*

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of meritocracy which is closely related to the theme of color blindness as it depicts the opinion that a person's identity, such as race, does not play a role in life's successes. It invalidates that everyone's experiences are different and may be challenging. The outcome of this microaggression is that it may cause stereotypes that groups are lazy or not trying hard enough, and the victims are blamed rather than recognizing the challenges they may face. *Pathologizing cultural values* is another microaggression that refers to an individual's identity, such as their cultural values being considered not the norm. This may suggest that the individual should assimilate into the dominant culture. The last theme is considered *environmental,* which is closely related to macroaggressions because of how they represent in forms of exclusion and attacks. Typically, environmental microaggressions are described as hostile work environments or campus climates. However, the environment may be considered macroaggressions because it does not always require interaction with another individual, instead relying on observing larger systems that may portray microaggressions. For example, buildings, statues, or mascots that insult a person's cultural group or history may be difficult to address as they are systemic issues. Other examples directly related to environmental macroaggressions include a lack of representation or an individual's racial identity being minimized or excluded in different contexts (Sue & Spanierman, 2020).

  The discussed themes of microaggressions within this section displayed how it may be challenging to determine if racial microaggressions are considered intentional or unintentional by the individual or group committing them. The themes discussed demonstrate the range and types of racial microaggressions within different contexts and the perceived messages they may display. The following section will discuss the impact of racial microaggressions on students and people of color.

Impact of Racial Microaggressions on Mental Health in Academics

There is much research on racial microaggressions and their impact on mental health. Mental health is the psychological and emotional factors that impact the person's well-being, affecting different areas of their life (U.S. Department of Health & Human Services [DHHS], 2022). The following studies reveal the impact racial microaggressions have on mental health among students of color.

Marks et al. (2021) used a correlational design to explore if there was an impact of racial microaggressions and depression in Black college students with ethnic identity as a possible moderator. Within the racial microaggressions being examined, researchers observed the six dimensions: criminality, environmental invalidations, foreigner, invisibility, low-achieving/undesirable culture, and sexualization. Recruitment occurred through an undergraduate research class. The measures used to collect data addressed racial microaggressions, depression, and ethnic identity. The sample consisted of 189 Black college students, with results showing a relationship between dimensions of racial microaggressions and depression. Participants also scored the highest on the Low-Achieving/Undesirable culture dimension of racial microaggressions, which is typically reported as the most frequent type. This study also displayed the possible relationship between depression and Black students who experience racial microaggressions, concluding it is valuable to be attentive to the influence of racial microaggressions on Black students and the need to offer trainings on college campuses for faculty. Limitations of the study include its sampling method and that it cannot be generalized to other populations of diverse backgrounds. However, this study highlights the importance of awareness of racial microaggressions on college campuses that can affect students' mental health.

A study by Ackerman-Barger et al. (2022) examined the impacts of racial microaggressions among nursing students. Researchers considered whether underrepresented (UR) nursing students experienced more microaggressions than White nursing students, if there was a decreased satisfaction with the program, and if there is a relationship between microaggressions and depression. Data was collected through a cross-sectional web-based survey. The authors recruited participants by emailing the listserv provided by nursing schools and the Student Nurses association. To measure the impact, data was collected related to racial microaggressions, satisfaction with nursing school, and depression. The sample comprised of 862 nursing students, with results revealing that UR nursing students reported more experiences of microaggressions, with the greatest frequency being among Black nursing students. Results also demonstrated that UR participants reported less satisfaction with nursing school because of the high occurrence of racial microaggressions. In addition, UR and White nursing students had a similar risk of depression; however, the researchers found a moderate association between microaggressions and depression among all students in each represented racial group. It was concluded that students within different programs might experience microaggressions which can impact learning and satisfaction, and increase the risk of depression, which is essential to understand because of the incidence of microaggressions among UR populations. A significant limitation of this study was the population, as it was not representative precisely because 61% of the participants identified as White compared to individuals of the UR group. In addition, the authors created the satisfaction survey with no indication of piloting to improve the validity. The takeaway from this study is the influence of racial microaggressions on the risk of depression, learning, and satisfaction which can impact students of color. Similar to the previous study, it

demonstrates the importance of being aware of microaggressions and the prevalence in which they occur.

Nadal et al. (2014a) studied the relationship of experiencing racial microaggressions and self-esteem among college students. The study explored if racial microaggressions or specific types were a predictor of low self-esteem. Participants were recruited through snowball and convenience sampling. The study included 225 undergraduate student participants measuring racial microaggressions and self-esteem through online surveys. The study's results indicated that the higher the frequency of racial microaggressions an individual experienced, the lower the person's self-esteem, specifically in experiences of microaggressions when individuals were treated like criminals or when they occurred in school or workplace settings. The accumulation of racial microaggressions also impacted the students as the consistent occurrence negatively affected their self-esteem. In addition, this study further acknowledged that Black, Latina/o, and multi-cultural participants statistically experienced more microaggressions than the White participants. The last question the researchers explored was if there were differences in experience among diverse racial groups. Researchers found that some racial microaggressions were observed more with particular groups than others. A limitation of this study is the sampling method because participants could earn research credit for completing the survey and may not represent their full-lived experiences. Nevertheless, the findings of this research provided a valuable result, as they demonstrated how racial microaggressions, particularly in the workplace or school, can negatively impact an individual's self-esteem.

Anderson et al. (2021) examined the experiences of microaggressions, mental health, and medical school satisfaction among medical students using a cross-sectional design. Participants were recruited via a listserv of diverse medical associations. Survey measures were utilized to

explore experiences of racial microaggressions, depression, and medical school satisfaction. A total of 759 participants completed the survey and reported that the three most common reasons participants believed they experienced microaggressions were because of gender, race/ethnicity, and age. The study's results were that frequent experiences of microaggressions were associated with a positive depression screening and low satisfaction with curricular treatment of microaggressions. A limitation of this study was the satisfaction surveys that needed reliability and validity and that the results were limited to medical students. However, the results of this study provide an essential aspect to this capstone as it shows the impact of frequent microaggressions and how it may be associated with a positive depression screening and decrease the confidence of an institution's response to reported instances. Additionally, similar to the previous studies, this article demonstrates the prevalence of microaggressions within academics.

Nadal et al. (2014b) investigated if there was a relationship between the frequency of experiencing racial microaggressions and the impact on mental health. This study uses an exploratory research design via web-based surveys. The participants were recruited through online email groups, community websites, and a Psychology 101 undergraduate pool. The study measured racial microaggressions and mental health among participants. Researchers found there were significant differences in scores of the racial microaggressions between White participants and other racial groups. Results of the study indicated that individuals who experience racial microaggressions may develop mental health symptoms such as depression, anxiety, negative affect, and lack of behavioral control. Specifically, if the racial microaggressions were related to being treated like a second-class citizen, invalidated, and exoticized, they showed negative mental health symptoms. Other key findings suggested that experiencing more racial

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microaggressions may predict more mental health problems such as depression and one's affect. However, a limitation of this study is the weak correlations of the results that may not fully signify the causes of the negative mental health symptoms. Nonetheless, this article brings additional areas, such as negative affect that may occur from experiencing racial and the frequency of occurrence for students of color.

Hollingsworth et al. (2017) examined if there was an influence of experiencing racial microaggressions and suicidal ideation through perceived burdensomeness among African Americans. They examined areas of perceived burdensomeness and thwarted belongingness as mediators of the relationships of the six dimensions of racial microaggressions using a cross-sectional design. There were 135 participants recruited from an online research system from a Predominantly White Institution (PWI). Data was collected to measure racial microaggressions, depressive symptoms, and suicidal ideation. The study's results found that experiences of racial microaggressions, specifically comments that made participants feel dismissed or being unequally represented, were associated with increased perceived burden on others which was associated with ideation. A limitation of this study was the design and how the study observed one diverse group. Nevertheless, this article signifies the importance of addressing racial microaggressions and creating strategies to help reduce the risk of them occurring among students of color.

Wong-Padoongpatt et al. (2017) explored the impacts of racial microaggressions on stress and implicit self-esteem among Asian American individuals. Researchers also explored if Asian American individuals experienced more stress when White Americans committed racial microaggressions compared to Asian American individuals. Participants were recruited from a public university and recruited 127 individuals. The participants were randomly assigned to a

White or Asian American experimenter who would be the perpetrator of racial microaggressions. Researchers measured stress through a self-report, physiological stress using a wrist blood pressure monitor, and explicit and implicit self-esteem. Results of the study demonstrated that participants assigned to the group with the White perpetrator had lower implicit self-esteem than those who heard the same comments from an Asian American perpetrator. The limitation of this study was that it only included one diverse group; however, it demonstrated that the perpetrator's race may have greater impacts on the individual experiencing the racial microaggression. Additionally, this study brought a new concept of determining the impact of racial microaggressions based on the perpetrator's racial identity, which is helpful for this project.

Greenfield et al. (2021) analyzed racial discrimination and microaggressions among American Indian and Alaska Native (AI/AN) college students using three measures to determine if there are associations with demographic factors. Researchers used a cross-sectional design for this study. Participants were recruited through listings of students who self-identified as AI or AN at the community college and university and through announcements at AI/AN student organizations. Surveys were used to measure everyday discrimination, distress from microaggressions, drug use disorder, and physical health among 347 participants. The study results showed significant associations between greater exposure to discrimination with more substance use, lower income, and poor self-rated physical health. In addition, the results presented how the experiences of discrimination and microaggressions existed on a continuum based on severity. The limitation of the study is the use of a cross-sectional design, as it does not look at experiences over time and cannot be generalized. Ultimately this study provided important information about discrimination and microaggressions experienced by AI/AN populations and the impact on their health.

Holter et al. (2023) investigated if there were associations between retrospective recall of school-based racial microaggressions and symptoms of depression among Indigenous young adults using a cross-sectional design. Participants were 47 Indigenous young adults that attended a state university or tribal college recruited through snowball sampling electronically. To observe if there were any associations, measures of depression and microaggressions were completed through Qualtrics. Based on the results, microaggressions that were experienced in high school were predictive of current depression levels among participants. In addition, the majority of the participants reported experiencing slights, belittling messages based on their identities, and facing discouragement at school. The significant limitations of this study include the small sample size and no identifiable information about when participants developed symptoms or were diagnosed with depression. In addition, it relied on retrospective data, which may result in recall bias. Despite the limitations, the study provided important insights into how racial microaggressions over time may contribute to increased risks of negative mental health symptoms, such as depression.

The literature discussed in this section reviewed the impact of racial microaggressions on mental health, specifically in academia. A valuable point to note that is common amongst the literature cited is that all the participants of diverse backgrounds experienced racial microaggressions. These typically affected participants' mental health, whether it was depression (Ackerman-Barger et al., 2022; Anderson et al., 2021; Holter et al., 2023; Marks et al., 2021; Nadal et al., 2014b), self-esteem (Nadal et al., 2014a; Nadal et al., 2014b;), anxiety (Nadal et al., 2014b), negative affect (Nadal et al., 2014b), suicidal ideation (Hollingsworth et al., 2017), stress (Wong-Padoongpatt et al., 2017), and substance use (Greenfield et al., 2021). The studies also further support the literature in the previous section about the rate of frequency with which

microaggressions occur, due to their subtle nature compared to overt forms that are noticeable. Further, a couple of studies demonstrated that students who frequently experienced microaggressions reported lower school satisfaction (Ackerman-Barger et al., 2022; Anderson et al., 2021). This section of the literature review is vital to this capstone project because it explains why individuals should become aware of racial microaggressions in order to limit the frequency of occurrence among POC. The following section reviews how negative race-related experiences, such as racial microaggressions may impact sense of belonging.

Impact of Negative Race-Related Experiences on Sense of Belonging in Academics

A student's sense of belonging is essential within their academic experience as it affects their relationships with peers and faculty. A *sense* of belonging may be defined as having a drive to form positive or significant interpersonal relationships (Choi et al., 2021). Within academic settings, this may present as having supportive friends and faculty in which students have meaningful relationships. As the previous section demonstrated, experiences of racial microaggressions can significantly impact the mental health of students of color. The following studies investigate if experiences of racial microaggressions affect their sense of belonging.

Clark et al. (2012) investigated the relationship between increased negative race-related experiences and lower perceptions of belongingness and autonomy among ethnic minority and majority psychology graduate students. Participants were recruited through an email announcement. Evaluation tools measured racial microaggressions, belongingness, autonomy, and emotional distress among the 400 participants. The study revealed that ethnic minorities experienced higher levels of racial microaggressions and reported low perceived belongingness. The continued experiences of negative-race related incidents among the ethnic minority graduate students created a low sense of social support in their academic setting. Additionally, sense of

belonging significantly linked to academic engagement and autonomy was a predictor of academic engagement and emotional distress among ethnic majority and minority participants. One of the limitations of this study was the sampling, as there was a mix of graduate students in different years of the program. The results may not be generalizable and would have been beneficial to compare first-year graduate students' experiences versus second or third-year students. Despite this limitation, the study provided insights into how students of color may feel they have a lack of support because of their perceived belonging, precisely because of the negative race-related incidents. This demonstrates the importance of being aware and being able to identify issues such as racial microaggressions that can impact the students' perceived belongingness within academics.

Choi et al. (2021) explored if sense of belonging was associated with experiences of racial microaggressions and depression symptoms among students of Asian descent. The participants for this study were recruited using stratified random sampling using a cross-sectional design. Evaluation tools were used to measure racial microaggressions, sense of belonging, and depressive symptoms. As a result, Asian students who were subjected to more racial microaggressions reported increased levels of depressive symptoms affecting their mental health. Furthermore, having a higher sense of belonging was associated with low levels of depressive symptoms. A limitation of this study is the use of the cross-sectional design, as it cannot determine if there was a causal relationship between experiencing racial microaggressions, sense of belonging, and having depressive symptoms. In addition, because it was not analyzed over a long period of time, it may not be representative. However, this study demonstrates how experiencing racial microaggressions play a role in a person's sense of belonging.

Miles et al. (2020) investigated the lived experiences of 30 Black engineering doctoral students who attended PWIs and how it impacted their identities as students in STEM. This qualitative study utilized focus groups and in-depth semi-structured interviews to collect data. Environmental, behavioral, and verbal microaggressions were explored to determine if there were challenges to the participants' experiences. The study found that racial microaggressions impacted their sense of belonging and identities within STEM. Feelings of not belonging caused students to feel racially isolated, having to prove their intellect, and being dismissed by their non-Black peers. In addition, being underrepresented contributed to their racial isolation as there are few Black engineering students. A limitation of this study was the need for member checking on the interviews and themes identified for the participants. In addition, the researchers categorized and identified the racial microaggressions based on the participants' lived experiences, although participants did not specifically state they were racial microaggressions. Despite these limitations, this study brings vital information about how a lack of representation and experiences of racial microaggressions can lower a person's sense of belonging and, again, how program faculty and students must be aware of the impact to lower the occurrence.

Lewis et al. (2021) examined the impact of racial microaggressions on sense of belonging among students of color using a convergent mixed methods design. Participants were recruited through random sampling of undergraduate, graduate, and professional students. There were 1,710 participants who completed the surveys that measured experiences of racial microaggressions and sense of belonging. Participants were also asked to express their experiences of feeling invalidated, stereotyped, and when others suggested they did not belong using open-ended questions. The study's results found that Black students reported experiencing more racial microaggressions compared to Asian, Latinx, or Multiracial students. Racial

microaggressions also predicted a sense of belonging for students, showing that experiencing more racial microaggressions was associated with a lower sense of belonging. Based on the quantitative results, higher associations with experiences of exclusion and being treated as invisible were negatively affecting an individual's sense of belonging. However, results based on the qualitative data disclosed that being perceived as "others," intellectually inferior, and experiencing demeaning comments was associated with a low sense of belonging. This study's sampling method is a significant limitation, as self-report surveys have a high risk of social desirability bias. Nevertheless, this study further supports how racial microaggressions experienced by students of color can negatively affect their sense of belonging and cause feeling isolated.

The literature discussed in this section explored how negative race-related incidents, including racial microaggressions, impacted sense of belonging. Similar to the previous section, all the literature supported that POC experienced higher frequencies of racial microaggressions (Choi et al., 2021; Clark et al., 2012; Lewis et al., 2021; Miles et al., 2020). Reports of a lower sense of belonging were also associated with feelings of exclusion or isolation and lack of support (Clark et al., 2012; Lewis et al., 2021; Miles et al., 2020). Students of color who experienced racial microaggressions which were demeaning and suggested being intellectually inferior, also negatively impacted their sense of belonging (Lewis et al., 2021; Miles et al., 2020). The studies in this section provided additional evidence supporting the need for creating a workshop on racial microaggressions as it can greatly impact a student's sense of belonging, which in turn may affect their learning which is discussed in the next section.

Impact of Racial Microaggressions on Learning

A student's learning environment is crucial as it can affect their performance and belonging within the classroom. In addition, negative race-related experiences, such as racial microaggressions, can impact the student's learning environment.

Ackerman-Barger et al. (2020) examined how racial microaggressions affected learning for underrepresented (UR) health profession students. Focus groups and interviews were used to collect data from nursing and medical students who self-identified as UR from three universities. There were 37 participants, with 22 being medical students, 14 nursing students, and one physician assistant (PA) student. One of the themes related to the impact of microaggressions was on learning, academic performance, and well-being. The sub-themes of the impact on learning included divesting in discourse and the diversity tax. Participants reported that experiencing microaggressions created a silencing effect where students did not contribute in class and social interactions, which impacted their learning. Participants also reported feeling they were expected to address or solve diversity issues and being pulled to attend diversity-related meetings. In addition, participants reported feelings of stress, frustration, and anger when experiencing racial microaggressions. Students' well-being was also affected by racial microaggressions, specifically when unaddressed by peers or faculty. Limitations of the study included a small sample size from three different universities. However, this study demonstrated the importance of educating on racial microaggressions to limit these interactions that will impact a student of color's academic experience.

Morrison et al. (2019) examined the perspectives on barriers to performance for 24 Black and minority ethnic graduate entry medical students in the West Midlands. Participants of this qualitative study were recruited through volunteer and snowball sampling. Semi-structured

interviews were conducted within focus groups. This study's results indicated that many participants reported barriers to their academic experiences. A facilitator to learning included having relationships with staff and clinicians; however, participants expressed hindered relationships because of the lack of BME representation and understanding of cultural differences. Participants also reported experiences of racist events and a lack of trust among the institution, peers, and academic and clinical staff as support for BME students were lacking. A limitation of this study is that it was completed in the United Kingdom (UK) which may demonstrate differences in experiences, however provides valuable insight into how racial microaggressions experienced by URM impacts their trust and learning.

A study by Chisholm et al. (2021) intended to validate a survey to measure racial microaggressions among medical students and examine how it affects their education and burnout. Researchers adapted the Racial and Ethnic Microaggressions Scale and performed pre-piloting and piloting for increasing validity. Two hundred and seventeen participants completed the survey, all recruited via email to several medical student associations. The participants were categorized into an under-represented minority and non-URM group. The study's results found that both non-URM and URM students experienced and witnessed racial comments, contributing to higher feelings among URM students of burnout, invalidation, and insecurity that affected learning. This study's limitation is that it aimed to validate a survey to measure experiences of racial microaggressions among medical students; however, it provided additional information that these experiences could contribute to a hostile learning environment.

The studies reviewed here demonstrate how experiences of racial microaggressions may impact learning. Having a lack of representation and trust was reported by participants to hinder relationships among peers and faculty (Ackerman-Barger et al., 2020; Chisholm et al., 2021;

Morrison et al., 2019). In addition, experiencing racial microaggressions also created a silencing effect among students which impacted their participation (Ackerman-Barger et al., 2020). The information gleaned from this review is significant as it demonstrates the importance of creating a safe and inclusive environment for students to feel supported so they are comfortable receiving and asking for the support they may need. The following section will discuss diversity within OT.

Occupational Therapy and Racial Diversity

According to the AOTA 2019 Workforce and Salary Survey, the OT profession is predominantly white at 84% and female at 91%. Overall, less than 15% of OT practitioners identify as a person of color (AOTA, 2019), and only 20% of the enrollment in OT programs are people of color (AOTA, 2016). AOTA has made efforts to increase diversity in occupational therapy, but race and ethnic representation in the field are minimal. Additionally, the there is no mandate or standard under the Accreditation Council for Occupational Therapy Education (ACOTE) that requires OT programs to document efforts in recruitment and retention of students of color (Brown et al., 2021).

According to the Centers for Disease Control and Prevention (CDC), by 2030, the nation's population will be more racially and ethnically diverse (CDC, 2022). A diverse workforce is vital as the population continues to be more racially and ethnically diverse. The OT profession is growing and the importance of diversity and cultural competence is vital to continue to discuss. Additionally, studies have shown that health professionals that match the demographics of the populations they serve may increase the relationships among clients and access to quality care (Saha & Shipman, 2007).

Taff and Blash (2017) discussed racial diversity and inclusion within OT, documenting where the profession is now compared to where it needs to go. The researchers discussed how diversity and inclusion has been an ongoing topic within AOTA's vision and the need for a structured approach to help diversify the profession. Within the study, the researchers discussed the Sullivan Commission on Diversity to demonstrate the healthcare gap and the realities of needing a diverse workforce. One of the realities of needing a diverse workforce is that minority patients experience better interpersonal care from professionals that share their race or ethnicity (Sullivan Commission on Diversity in the Healthcare Workforce, 2004). Within the article, the authors discussed the value-added and mutual accommodation model. The value-added refers to identifying an individual's differences as a strength and value. Similarly, the mutual accommodation model recognizes that people have differences but should provide accommodating actions such as creating a safe environment for everyone to feel valued.

Additionally, Taff & Blash (2017) discussed a diversity and inclusion action matrix that defines different approaches within the values and mutual accommodation models of incorporating actions to having a diverse profession. A few suggestions for increasing diversity and inclusion within OT within a program or institution include awareness training for students, faculty, and staff, adding DEI content to the curriculum, peer mentoring, and having conversations regarding bias and culture. Furthermore, suggestions through a professional approach for increasing diversity and inclusion include supporting advocacy groups, DEI initiatives, and learning about multicultural networking groups. The authors concluded that OT uses more of the value-added model to bring awareness that people are different and should be valued; however, the mutual accommodation model should be incorporated to further look at the importance of creating safe environments for faculty, staff, and students. Finally, the authors

expressed the importance of diversity within healthcare and OT and demonstrated that there might be barriers to changing current initiatives. The article revealed the efforts of OT to create a diverse and inclusive environment; however, it provided information on how far the profession can exceed using the values added and mutual accommodation model. The following studies in this section will discuss the experiences of OT students, OTAs, and practitioners who identify as a person of color.

Ford et al. (2021) used a qualitative interpretive, constructionist design to explore the barriers and facilitators of recruitment and retention of OT practitioners and students of color. Participants were recruited through convenience sampling and data was collected using open-ended questions through focus groups and interviews to learn the participants' meanings in their lived experiences and their views being in a predominately White profession. The participants included five OTPs and seven OT students with most identifying as African American or Black. Five themes emerged from data analysis of the focus groups and interviews. The first theme described as a barrier was the lack of representation of women of color in OT, which participants related to the lack of access and exposure to the profession. The next barrier that all participants communicated was feeling like an outsider, which came with feelings of having a lack of support from peers, clinical supervisors, coworkers, and professors. Most participants also identified that they experienced racism and felt they needed to prove they were qualified. Financial support was the last barrier all participants discussed regarding recruitment and retention among OTPs and students of color. Participants noted that the higher degree the profession required made it seem like an exclusive profession which may show decreases and difficulty for diverse students to pursue the profession. The fourth theme was connecting with national organizations specific to POC, which was discussed as a facilitator. Participants reported that national organizations for

people of color allowed students and practitioners of color to connect and share experiences on responding to racial incidents. The last theme participants identified was having a positive mentor-mentee relationship in which they could share similar experiences with. A limitation of this study was the small sample size and lack of representation of diverse students from other races and ethnicities. Having diverse students of other races and ethnicities may bring additional value to identifying challenges and facilitators to recruitment and retention. However, this study displayed the importance of understanding the challenges and experiences of OTPs and students of color to ensure creating an inclusive environment by creating mentorship programs and DEI training within professional and school settings.

Lucas (2018) reported a study related to OT and diversity, which investigated the experiences OT practitioners of color had while in their OT programs using a qualitative phenomenological study design. Participants were recruited via email and social media of the Multicultural, Diversity, and Inclusion (MDI) Network. Semi-structured interviews were conducted to gather data on the educational experiences of the 14 participants. Through deductive and inductive analysis, six themes emerged. The themes which emerged from the analysis related to the practitioners' decision to enroll in an OT program, educational program culture, faculty relationships, peer relationships, student resilience, and working professionals. Additionally, most participants reported challenges of a disconnect with program curriculum and racial biases of White faculty and peers. Finally, although all participants completed their OT programs, participants expressed the challenges with discrimination and how it affected their academic experience. The limitation of this study is that it is a dissertation research project which is not a high level of evidence; however, it provides additional evidence of the educational

experiences of OTs of color. This study adds to the importance of training in OT programs to create inclusive environments free from racial bias, attitudes, and microaggressions.

The studies reviewed in this section addressed the current state of diversity within OT and the experiences of OT students and practitioners during their academic journey. Taff & Blash (2017) articulated the importance of why and how OT should use a combination of the value-added and mutual accommodation model further to create safe spaces within schools and work settings. Other studies within OT determined areas such as challenges and facilitators of recruitment and retention of OT practitioners and students of color (Ford et al., 2021) and educational experiences within OT programs (Lucas, 2018). These findings demonstrate the continued lack of diversity within the profession and offer suggestions that may help create inclusive environments for students of color in OT programs. To potentially create these inclusive environments, educating through workshops on microaggressions, as discussed in the following section, may be practical.

Effectiveness of Workshops as a Teaching Tool

Online workshops are convenient for individuals who want to learn about different areas of a topic (Montgomery College, n.d.). Workshops offered online allow for accessibility and flexibility, which can help promote learning. They are also beneficial as they allow individuals to network and connect with individuals worldwide with similar interests (Montgomery College, n.d.).

Chang et al. (2019) conducted a field experiment to determine the effects of online diversity training on attitudes and behaviors toward women in the workplace. The examiners designed the training with content that involved raising awareness and the impact of stereotyping in workplace settings, allowing for self-reflection on stereotyping, and providing evidence-based

strategies to overcome stereotyping. To recruit participants, the researchers partnered with a global organization in which they sent out 10,983 emails to employees. Recruitment lasted six weeks and 3,016 employees consented and were randomly assigned to an experimental group: gender bias training, general bias training, or control training. Results showed that the training created more changes in behavior than attitudes among groups that had average untreated attitudes. Participants who were already strongly supportive of women before the training produced more behavior change rather than attitude change. The authors concluded that although there were only small changes to attitude and behavior, creating online diversity training can be of value with additional initiatives for workplace training on diversity and inclusion. A limitation of this study is the correlational design, as it was unable to show significant changes; however, it demonstrates that online training may be a practical starting point for introducing concepts related to bias.

Burford et al. (2016) evaluated a gender diversity workshop called Rainbow YOUTH given to secondary school students. This mixed methods exploratory study aimed to determine if the Rainbow YOUTH workshop would promote positive learning environments among students on gender diversity. The researchers recruited students from two high schools who supported the workshop and utilized pretest-posttest questionnaires to collect data. A total of 237 students between the ages of 12 and 15 participated in the study. Results indicated that self-reported improvements were statistically significant in valuing and understanding gender-diverse individuals post-intervention. Results also indicated that the participants believed school culture was challenging and largely negative for gender-diverse students. A limitation of this study is that the sample is not representative of the general population, as students were aged 12 to 15. In addition, the workshop was conducted in person compared to virtually. Nevertheless, this study

is valuable to demonstrate that workshops may increase understanding and bring awareness to diversity-related topics.

Harrison-Bernard et al. (2020) created a professional development workshop for faculty and staff to increase awareness, knowledge, and self-perceptions about developing an inclusive environment. The study aimed to increase awareness, knowledge, and self-perceptions about developing an inclusive environment. Participants included 55 faculty and staff from Louisiana State University who attended six workshops. The workshop's content included a presentation, videos, modules, learning activities, brainstorming, and discussions across three hours. A pretest-posttest survey was provided to all participants, which included definitions and self-perception of knowledge and behaviors on diversity and unconscious bias to collect data. Results indicated a statistically significant improvement in participants' knowledge in 5 of the 12 terms of the knowledge-based definitions. Self-perceptions of recognizing biases and stereotypes, communicating with individuals from different cultures, increasing diversity, and acknowledging bias with students from underrepresented backgrounds showed a statistically significant increase among participants. This study's limitation is that the sample only included faculty; however, this study supports the value of creating a workshop similar to this project that aims to increase awareness and knowledge of DEI.

The studies within this section demonstrated the effectiveness of conducting a workshop on topics of DEI. All studies demonstrated there were self-reported increases in awareness following the workshops. In addition, studies demonstrated that participants already supportive of a topic, such as gender bias, showed more behavior changes than attitude changes (Chang et al., 2019). These studies provide significant evidence of the usefulness of conducting workshops,

specifically for DEI and implicit bias, with surveys that assess knowledge, experiences, and bias (Harrison-Bernard et al., 2020) which supports this capstone project.

Synthesis of Literature Reviewed

Experiences of racial microaggressions can play a significant role in affecting mental health, sense of belonging, and learning. Students who are affected by racial microaggressions can greatly impact their trust and relationships with peers and faculty affecting their academic experiences (Morrison et al., 2019). A lack of representation may also affect sense of belonging and trust among students of color hindering relationships with peers and faculty (Ackerman-Barger et al., 2020; Chisholm et al., 2021; Miles et al., 2020; Morrison et al., 2019). Within OT, as there is a lack of representation and experiences of racial biases reported (Ford et al., 2021; Lucas, 2018), creating a workshop could be beneficial to educate on racial microaggressions to reduce the number of incidents. Workshops can be an effective tool to increase knowledge and awareness in topics related to DEI (Burford et al., 2016; Chang et al., 2019; Harrison-Bernard et al., 2020), which aligns with the objectives of this capstone project aimed at increasing awareness and the ability to identify racial microaggressions to support BIPOC students.

Section 4: Statement of Purpose

The purpose of this project is to develop a workshop on microaggressions to increase OT and OTA faculty and students' awareness and identification of microaggressions and provide strategies on how to respond to them.

The objectives for this project are for participants to be able to:

- Define racial microaggressions

- Increasing awareness of racial microaggressions

- Increase confidence in identifying racial microaggressions

- Learn about the impacts on students and POC

- Learning how to respond and address racial microaggressions when they occur

Section 5: Theoretical Frameworks

The People, Environment, Occupation, and Performance (PEOP) practice model,

participatory occupational justice framework (POJF), and transformative learning theory were

utilized to guide this project. The PEOP model is a model of practice in the occupational

therapy profession that views the human as occupational beings. Occupations refer to activities

that people do that occupy their time and bring meaning to their life (AOTA, 2020). This model

looks at the person holistically to determine the interconnectedness of their environment and

occupation and how that can affect the individual's fullest potential (Schnell et al., 2018). This

model's personal aspect may affect an individual's cognition, spirituality, and physiological

state. Next, the environment may include an individual's cultural, social, and physical

environment. Occupations are an individual's activities, roles, and tasks they participate in that

are meaningful to them. Lastly, performance involves doing or engaging in a desired activity

(AOTA, 2020a). The person's interactions, environment, and occupation can fully affect an

individual's performance in daily activities. When an individual engages in occupations, they

also interact with their environment, so this model considers all factors in determining any

supports or limits to occupational performance (OT Theory, 2022).

The participatory occupational justice framework (POJF) was first introduced in 2005. It

is an aspect of social justice involving individuals' societies. PJOF emphasizes the inclusion of

individuals in their occupations and the recognition of occupational rights with the ability to

access and participate in meaningful occupations (Townsend & Whiteford, 2005). PJOF

facilitates social inclusion through awareness by ensuring individuals have the resources and

opportunities to engage and participate in society (Whiteford et al., 2018). Therefore, if an

individual has negative race-related experiences, such as racial microaggressions, it can impact their social inclusion within their environment.

Jack Mezirow developed the transformative learning theory that demonstrates the importance for adults to look at new perspectives to gain new understanding of things to change (Western Governors University [WGU], 2020). The idea of the theory is for learners to critically reflect on their past ideas and understanding and potentially shift their views as they learn new information. In addition, the learners should start to question and examine any previous knowledge of the topic to understand the new information. Two of the transformative learning theory's primary focuses are instrumental and communicative learning. Instrumental learning is focused on evaluating cause-and-effect relationships, while communicative learning involves how individuals communicate their feelings and emotions, which is essential to understand differing perspectives.

The combination of the PEOP model, PJOF, and transformative learning theory guided this project as the workshop's content provided literature on racial microaggressions and different types to identify. In addition, the workshop provided literature on the impacts racial microaggressions have on POC and how it can impact their environment and performance in occupations. Using the transformative learning approach, the workshop allowed OT and OTA faculty and students to self-reflect on the material to learn from participant experiences and their impacts on POC, examples of racial microaggressions, and practicing how to respond to them.

Section 6: Methodology

This section describes the methodology used in this capstone project to answer the question, does a racial microaggression workshop for OT, OTA students, and faculty increase their awareness of and ability to identify racial microaggressions to support BIPOC OT and OTA students? The first section begins with a description of the site for this capstone project. Next, the project design is discussed. The following sections discuss the methods used to collect data and instrumentation. The following section describes how participants were recruited and the piloting of the surveys and workshops. Finally, the last two sections discuss the procedures of the project and how data was managed and analyzed.

Agency description

The capstone experience was with COTAD. COTAD is a non-profit organization that aims to increase and promote justice, equity, diversity, and inclusion (JEDI) within OT and OT education. There are currently 132 COTAD Chapters in the United States at various institutions that offer OT and OTA programs. Each chapter creates opportunities for safe spaces, practicing cultural humility, and advocacy for marginalized groups. COTAD is a tele-site allowing all activities and events to be completed virtually. The co-founder and chair of COTAD and vice president of AOTA, Dr. Arameh Anvarizadeh, guided this project as the capstone expert mentor.

Project Design

The design used in the project was a quality improvement that included the development of the workshop to increase awareness and educate on identifying racial microaggressions and measuring the effectiveness through pre-and post-workshop surveys. A quality improvement project aims to improve practices and processes (Polit & Beck, 2017). The workshop was

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organized through Zoom as COTAD chapters and COTAD-ED are spread throughout the United States. This method allowed accessibility to all participants who were interested in attending the workshop. The workshop contained key definitions, themes of racial microaggressions, the impact on POC, the significance to OT, and methods for addressing racial microaggressions (see Appendix A).

The pre-workshop and post-workshop surveys were used to evaluate the workshop's effectiveness by measuring the same group of participants' knowledge, awareness, ability to identify racial microaggressions, and experiences, which made it an appropriate measure for this project. See Appendix B and C for the pre- and post-workshop survey. The outcomes of participating in the racial microaggression workshop were measured to answer the project question on improvements in awareness and ability to identify racial microaggressions among OT and OTA faculty and students who participated.

Method of Data Collection

Data was first collected during the development of the racial microaggression workshop. The project's first steps was communicating with experts on racial microaggressions and sifting through literature to understand the critical areas to cover in the workshop. The first few weeks consisted of watching videos of experts giving lectures, such as Dr. Derald Wing Sue, taking teaching courses, having virtual meetings with individuals who have done work within JEDI, and taking courses on racial microaggressions to create a module outline. Pre- and post-workshop surveys were utilized for data collection through Qualtrics to measure the effectiveness of the workshop. This data collection method allowed for flexibility and focus on various topics (Polit & Beck, 2017). The pre-and post-workshop surveys contained questions based on the participants' current knowledge, awareness and ability to identify racial

microaggressions, experiences, demographic characteristics, and evaluation. Once the pre-workshop was finalized, participants who expressed interest in participating were sent emails with introductory information about the workshop and an anonymous Qualtrics link for the pre-workshop survey (see Appendix B). Similarly to the pre-workshop survey, participants who attended the workshop were provided an anonymous Qualtrics link to the post-workshop survey to complete in two weeks (see Appendix C).

Instrumentation

The surveys were developed with guidance from expert mentors on survey development. When creating the survey, it was essential to consider the number of questions and readability to ensure participants could fully understand the questions which led to piloting the surveys. The pre-and-post-workshop surveys had the same questions in measuring knowledge, awareness, and confidence in identifying racial microaggressions. Both surveys consisted of questions and statements with Likert scales, multiple choice, and open-ended questions. The pre-workshop consisted of 24 questions that also asked about demographic characteristics and experiences of racial microaggressions. The post-workshop survey consisted of 23 questions that included experiences with an added component of evaluation questions of the workshop.

Participants and Recruitment

The target population for this project was OT and OTA faculty and students who are members of a COTAD chapter or COTAD-ED. Participants were recruited through convenience sampling, voluntary response sampling, and snowball sampling with assistance from Dr. Anvarizadeh, introducing the project to COTAD leadership, COTAD chapter leadership, and COTAD chairs. The COTAD chapter chairs and members were encouraged to distribute the project flyer to their members at their institutions, which included information on

if they were interested in participating (see Appendix D). The flyer was also posted on the

COTAD Facebook page, reposted on the COTAD Diversity and chapters Instagram page story,

posted on the UNLV COTAD Instagram story, and posted on the author's OT Instagram page

to allow for increased outreach. The project was also presented to COTAD leadership during a

meeting, a COTAD chapters capsule meeting, and during COTAD chapters office hours. Per

the flyer, participants sent emails showing interest in attending the racial microaggression

workshop. Emails were gathered in a separate folder to ensure all participants received an email

with the description of the capstone project and the link to the pre-workshop survey. In addition,

a list of the names of participants, their institutions, and the date of the email was written in

Excel for easy access.

Pilot of Surveys and Workshop

A pilot study was performed to ensure that respondents can understand and respond to

the surveys and workshop content (Taylor, 2017). Conducting a pilot helped determine the

readability of survey questions, the timing of components in the workshop and surveys, and the

presenter's feedback. Both pre-and post-workshop surveys were created in Qualtrics as this was

the distribution method to participants. Feedback was provided by two expert mentors who

know survey development. The Qualtrics link was provided to both mentors, who reviewed the

surveys providing feedback on the content. The feedback received included limiting the number

of questions on each page, changing the flow of the questions, and adding additional content to

the questions. In addition, an informal pilot was conducted not from a subsample of the

population but a convenience sample of classmates and friends to receive survey feedback. As

the pre-and post-workshop survey was newly created, the pilot was essential for increasing the

reliability and validity of the surveys. Similar to the expert mentors, following the completion

of the survey, the pilot sample provided feedback on areas such as the flow of the questions, the types of questions, timing, and if the questions encompassed the PIO question. Changes were made per feedback from mentors and informal pilot samples.

Once the workshop's content was completed, feedback was received from my capstone mentor with suggestions for additional information. An informal pilot was also conducted among two classmates who reviewed the workshop's content and provided feedback with the revisions. Changes were made per the feedback from my capstone expert mentor and the informal pilot sample.

Procedures of the Project

The following procedures were used in this quality improvement project:

1. Data was collected for the content of the workshop from literature, taking courses on racial microaggressions, watching lectures, and communicating with experts.

2. The recruitment flyer was created and disseminated through email, social media, and attending meetings (see Appendix D).

3. The pre-and post-workshop survey was created on Qualtrics with guidance and feedback from expert mentors.

4. Informal pilots conducted on the pre-and post-workshop survey with convenience sample of three classmates and two friends.

5. Feedback was recorded and incorporated into Qualtrics for the pre-and post-workshop survey.

6. The pre-workshop survey and date of workshop was finalized with expert mentors.

7. Interested participants received an email three weeks before the workshop describing the capstone project, the participant's roles, the workshop date, and the anonymous pre-

workshop survey link. See Appendix E for the recruitment email. No deadline was set to conclude the recruitment process.

8. Continued the development of the workshop during the recruitment process.

9. Capstone expert mentor reviewed the workshop and provided feedback.

10. Informal pilot conducted on two classmates on the content of the workshop.

11. Changes were made per the feedback from capstone expert mentor and pilot sample and workshop content was finalized and reviewed with capstone mentor.

12. A reminder was sent to participants one week before the workshop with the pre-workshop survey link and Zoom link (see Appendix F).

13. The workshop was administered to participants through a synchronous 90-minute Zoom meeting ensuring a safe and welcoming environment and opportunities for questions and discussion (see Appendix A).

14. At the end of the presentation, a QR code was presented on the last slide to direct participants to the anonymous post-workshop survey to be completed in two weeks. The anonymous Qualtrics link was also provided in the Zoom chat.

15. The following morning, a thank you email and the post-workshop survey link was sent to all participants who attended the workshop (see Appendix G).

16. Email reminders were provided a week and 24 hours before the closing date (see Appendix H).

17. Following the closing of the post-workshop survey, data from both surveys was collected through Qualtrics and subject to statistical analysis through the statistical package for social sciences (SPSS).

18. The data from the pre-and post-workshop survey were separately exported from Qualtrics to SPSS.

19. Variables were identified and were subjected to descriptive analysis.

20. Inferential statistics were utilized to compare data, using a one-sample t-test. Refer to data management and analysis below.

21. Open ended questions were analyzed through content analysis.

22. Results, discussions, and conclusions were gathered and reported.

23. The findings of the capstone project were disseminated on April 28, 2023.

Data Management and Analysis

All data was collected through Qualtrics and exported to SPSS. The pre-and post-workshop surveys consisted of questions that were similar and different for comparison. Variables were identified to collect data on awareness, confidence in identifying racial microaggressions, knowledge, and participant experiences with racial microaggressions. The variables among all the data included ordinal, nominal, and scale data. Ordinal data included Likert scale questions to measure awareness, ability to identify racial microaggressions, and the experiences of the participants. Nominal data included demographic information and multiple-choice knowledge-based questions. Lastly, scale data included the open-ended questions relating to definitions of racial microaggressions and the evaluation of the presenter. Furthermore, all variables were subjected to descriptive analysis.

To compare the mean differences of responses of participants before and after the workshop on awareness and ability to identify racial microaggressions, inferential statistics were calculated through a one sample t-test. This is because data was normally distributed and responses could not be matched to the same participants on the pre- and post-workshop survey.

These questions were on a five-point Likert scale ranging from strongly disagree to strongly agree.

In order to compare the participants' responses on their knowledge of microaggressions before and after the workshop, descriptive statistics was calculated to examine the number of participants who answered the questions correctly. Additionally, descriptive data was collected on participants' experiences with racial microaggressions, reporting, and demographic characteristics to determine the frequency of the options that were selected.

Open-ended questions were analyzed through content analysis. Content analysis is a form of qualitative data analysis to extract themes and patterns among data (Polit & Beck, 2017). This analyzing approach is useful for open-ended questions because it allows for related concepts to be put into summarized categories of information. In the pre-workshop survey, participants were asked to provide their definitions of racial microaggressions to assess their baseline knowledge. Participants' definitions were listed to be coded, summarized into various categories, and again compared conceptually to ensure concepts were distinct. In addition, the post-workshop survey question asked participants if their definitions changed after participating in the workshop, and the same approach was used to categorize the responses. Questions related to the strengths and weaknesses of the presentation was also analyzed through content analysis.

Section 7: Ethical and Legal Considerations

To ensure ethical and legal considerations, the pre-and post-workshop survey was anonymous for the privacy and confidentiality of the participants to answer freely. Furthermore, participation was completely voluntary, ensuring that all participants could choose to attend. Community rules adapted from COTAD were included in the beginning of the presentation to consider ensuring a safe and inclusive environment with discussion and questions. In order to allow an opportunity for anonymity during the workshop, a QR code was put on each slide for participants to ask questions or write comments anonymously.

Section 8: Results

Description of the Sample

      A total of 38 participants showed interest in attending the workshop. However, only 28 completed the pre-workshop survey. A total of 18 participants attended the workshop, of whom 16 completed the post-workshop survey. The pre-workshop participants' demographic characteristics are listed in Table 1 below. There were substantially more OT students than faculty and no OTA students who completed the pre-workshop survey. Of note, most students were currently completing their entry-level doctorate (39.3%) or master's (32.1%) in OT and one participant was completing their Bachelor's (3.6%). Among the seven who identified as an OT/OTA faculty member, three participants had 6-10 years of experience (10.7%), while two had 1-5 years and 15+ years of experience. A majority of the participants who completed the pre-workshop survey self-identified as White (50%) compared to Asian or Asian American (21.4%), Black or African American (10.7%), two or more races (10.7%), and Hispanic or Latinx or Spanish Origin (7.1%). Most participants were between the ages of 25-40 (50%) and 18-24 (32.1%).

Table 1

Demographic Characteristics of Pre-Workshop Sample (N=28)

Variables		Frequency (%)
Current Status	OT Student	21 (75%)
	OTA Student	0
	OT/OTA Faculty/Educator	7 (25%)
Degree being completed	Associate (OTA)	0
	Bachelor's	1 (3.6%)
	Master's (MOT)	9 (32.1%)
	Entry-level doctorate	11 (39.3%)
	Post Professional Doctorate	0
	Other Doctorate	0
Faculty/Educator Experience	Less than a year	0
	1-5 years	2 (7.1%)
	6-10 years	3 (10.7%)
	11-15 years	0
	15+	2 (7.1%)
Racial or Ethnic Identity	American Indian or Alaska Native	0
	Asian Indian	0
	Asian or Asian American	6 (21.4%)
	Black or African American	3 (10.7%)
	Hispanic or Latinx or Spanish Origin	2 (7.1%)
	Middle Eastern or North African (MENA)	0
	Native Hawaiian or Other Pacific Islander	0
	White	14 (50%)
	Two or more races*	3 (10.7%)*
	Prefer not to answer	0
	Other (Self-identify)	0
Age groups	18-24	9 (32.1%)
	25-40	15 (50%)
	41-64	4 (14.3%)
	65+	1 (3.5%)
	Prefer not to answer	0

*Note. Racial or ethnic identity allowed respondents to select all that applied. One participant clicked on Native Hawaiian or Other Pacific Islander and White, therefore, the total number is greater than the sample size.

Experiences of Racial Microaggressions in Pre-workshop survey

Questions were asked on the pre-workshop survey to determine the respondents' experiences of being a victim or witness of racial microaggressions, whether they have reported one as a target or victim, and the types of microaggressions they experienced presented in Table 2. These responses were examined to determine if there was a tendency for victims of racial microaggressions to report them when they occurred, as well as if witnesses report racial microaggressions. In addition, it was valuable to include the types of microaggressions participants experienced. More participants reported they were a victim of racial microaggressions (46.4%) compared to those who have not been a victim (35.7%). Additionally, 35.7% of participants who reported being a victim of racial microaggressions did not report them compared to 10.7% who were victims that did report them. Of the participants who reported experiencing racial microaggressions, most selected they experienced insensitive comments directed to them based on their race (53.5%) and someone using a racially derogatory term directed to them (46.4%). Participants were also asked whether they believed there is adequate training on racial microaggressions within their programs. A majority of the participants (71%) reported they strongly disagreed or disagreed that there was adequate training within their programs on racial microaggressions.

Table 2

Reported Experiences of Racial Microaggressions among Pre-Workshop Respondents (N=28)

Item	Frequency (%)
Victim of racial microaggressions	
Yes	13 (46.4%)
No	10 (35.7%)
Not Sure	5 (17.8%)
Victims of racial microaggressions	
who have NOT reported	10 (35.7%)
who have reported	3 (10.7%)
Experienced someone not believing their racial experiences*	4 (14.3%)
Experienced someone using a racial derogatory term directed towards them*	13 (46.4%)
Experienced insensitive comments directed to them based on their race*	15 (53.5%)

Note. Respondents were able to select any that applied to their own experiences allowing them to choose more than one.

Awareness and Confidence in Identifying Racial Microaggressions

In addressing the project question of whether a racial microaggression workshop will increase awareness of and ability to identify racial microaggressions, five-point Likert scale statements were used to collect data on participants' current awareness and confidence. To measure the change in awareness and confidence in identifying racial microaggressions, the post-workshop responses were compared to the means of the pre-workshop responses using a one-sample t-test at the $p <0.05$ level. The results are listed in Table 3. As one can note, results indicated no statistically significant differences before and after the workshop per the participants' awareness of questions related to being aware of racial microaggressions. Most had

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responded that they were already aware of racial microaggressions before taking the workshop. However, results indicate statistically significant differences between the pre-and post- workshop on participants' confidence in identifying racial microaggressions, being comfortable in disrupting racial microaggressions, and feeling well-equipped to address them in a classroom setting after taking the workshop (p <.001).

Table 3

Comparison of Pre- and Post-Workshop on Participants' Awareness and Ability to Identify Racial Microaggressions

Item	Pre-Workshop (n=28) Responses Mean (SD)	Post-Workshop (n=16) Responses Mean (SD)	One Sample Test t-test (p value)
Awareness of racial microaggressions	4.79 (.499)	4.75 (.447)	-.358 (.725)
Confidence in identifying racial microaggressions	3.50 (1.036)	4.63 (.500)	9.00 (<.001)
Comfortable disrupting racial microaggressions	3.14 (1.044)	4.38 (.619)	7.98 (<.001)
Feeling well-equipped to address racial microaggressions in a classroom setting	2.75 (.928)	4.50 (.516)	13.55 (<.001)

Note. All items used a Likert scale. 1=Strongly Disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly Agree. SD= standard deviation

Knowledge-Based Questions on Racial Microaggressions

In addressing awareness and knowledge of racial microaggressions, five knowledge questions were included in the pre-and post-workshop survey about the intention of racial microaggressions, implicit bias, and the different types of microaggressions. True or false questions were asked regarding the intention of racial microaggressions and implicit bias, while multiple-choice options were provided on the types of racial microaggressions. The results in Table 4 show the number of participants who answered each question correctly on the pre-workshop compared to the post- surveys. Based on the post- survey, results show a higher percentage of respondents answered each question correctly on the post-workshop survey compared to the pre-workshop.

Table 4

Comparison of Pre- and Post- Workshop Knowledge Scores

Item	Pre-Workshop (n=28) Frequency (%)	Post-Workshop (n=16) Frequency (%)
Racial microaggressions are always intentional and malicious	27 (96.4%)	16 (100%)
Implicit bias is a reflection of microaggressions	23 (82.1%)	15 (93.7%)
Which statement describes a microinsult?	15 (53.6%)	13 (81.2%)
Which statement describes a microassault?	18 (64.3%)	15 (93.7%)
Which statement describes a microinvalidation?	17 (60.7%)	13 (81.2%)

Definitions of Racial Microaggressions

Content analysis was conducted on the open-ended questions asking participants to provide their definition of racial microaggressions. See Table 5 for the coded concepts and definitions that surfaced among the participants on the pre-workshop survey. The concepts include that racial microaggressions affect POC, a form of racism, subtle, implicit form of bias, intentionality, a form of racial discrimination, a form of prejudice, and insulting language. Most participants reported that racial microaggressions typically affect POC (51.8%), are subtle (29.6%), and can be intentional or unintentional (29.6%).

Awareness and Comfort with Responding to Racial Microaggressions

Questions on the post-workshop survey (N=16) were asked on participants' awareness and comfort with responding to racial microaggressions using a Likert scale. To examine whether the workshop made participants more aware of the impact of racial microaggressions among POC, a high percentage of the participants reported they strongly agreed with the statement (75%) compared to 25% agreeing. In addition, participants identified whether the workshop provided a clear understanding of how to respond to racial microaggressions within different contexts. Most participants reported they strongly agreed (69%) or agreed (25%) with the statement. Lastly, participants were to identify if they were comfortable responding to a racial microaggression as a target or witness after attending the workshop. About 44% of participants reported they agreed to the statement, compared to 31% who reported that they strongly agreed and 25% who did not agree nor disagree.

Table 5

Pre-Workshop Participant Definitions of Racial Microaggressions (N=27)

Concept	Definition	Frequency (%)
Affects people of color	Remarks or statements are made that may be due to a person's person. Affecting minorities	14 (51.8%)
Form of racism	Statements, behaviors, and judgments made based on race	5 (18.5%)
Subtle	The statements or remarks of racial microaggressions are often considered verbal or nonverbal and go unnoticed	8 (29.6%)
Implicit form of bias	Unconscious attitudes or beliefs of a racial group	6 (22.2%)
Intentionality	Racial microaggressions are unintentional or unintentional	8 (29.6%)
Form of racial discrimination	Being treated differently because of your race	3 (11.1%)
Form of prejudice	Expressing negative attitudes, judgments, or assumptions towards a particular racial group	6 (22.2%)
Insulting language	Negative, harmful, hostile, and insulting language towards a racial group	7 (25.9%)

Note. Data is coded based on 27 responses; one participant did not answer this question. Some participants had responses that fall into more than one category.

Evaluation of Presenter

To understand the quality of the workshop and presenter, evaluation questions were included in the post-workshop survey. Results showed that all participants reported they strongly agreed and agreed that the workshop was easy to follow and understand. In addition, results showed that all participants reported they strongly agreed and agreed that the presenter effectively answered questions. Finally, open-ended questions were asked on the strengths and improvements that can be made on the workshop. The results of the content analysis

demonstrated common concepts of the presenter's strengths, which included friendliness, safe space, clear communication, openness to questions, organization, and opportunities for participation. Areas of improvement that participants reported included making the workshop more interactive to allow discussion, adding more examples in different contexts, and consolidating slides to make them more readable.

Section 9: Discussion

This project aimed to determine if a workshop for OT and OTA faculty and students would increase participants' awareness of and ability to identify racial microaggressions to support BIPOC OT and OTA students. For this population, awareness of racial microaggressions is crucial to help prevent them from occurring and create a safe environment for BIPOC students. The racial microaggression workshop that was presented to participants provided key definitions, the themes of racial microaggressions, and the impact of racial microaggressions on POC.

As noted in Table 1, the majority of participants were OT students, with no OTA students represented, which is not a representative sample as there are 132 COTAD chapters across the United States. In addition, a small number of faculty was represented on the pre-workshop survey; however, it may be assumed that fewer faculty attended the workshop, which is also not a representative sample. Additionally, most participants self-identified as White, which is representative of the majority of students and practitioners within OT (AOTA, 2019).

The workshop was provided for students and faculty, recognizing the importance of quality interactions for a positive academic experience. The last section of the workshop discussed how to address racial microaggressions, demonstrating how to create a safe, positive, and welcoming environment within a classroom setting. Faculty and students should take on roles to develop an inclusive environment through advocacy and self-reflection in order to be aware of racial biases or attitudes that may lead to committing racial microaggressions. Positive interactions among students and faculty have been positively associated with student motivation and engagement (Trolian et al., 2016) and a sense of belonging and satisfaction (Einarson & Clarkburg, 2010).

In the pre-workshop survey, participants were asked if they were victims of racial microaggressions. About 46% of participants reported they were a victim of racial microaggressions, with 35.7% of them stating they had not reported the incident. Similar to the research in the literature review, racial microaggressions typically affect individuals of marginalized groups, in this case, diverse racial groups (Sue & Spanierman, 2020). A majority of the participants that stated they were a victim of racial microaggressions were of a diverse group which is similar to the literature that POC experience racial microaggressions (Ackerman-Barger et al., 2022; Anderson et al., 2021; Greenfield et al., 2021; Holter et al., 2023; Marks et al., 2021; Nadal et al., 2014a; Nadal et al., 2014b; Wong-Padoongpatt et al., 2017). However, many of those who were victims of racial microaggressions did not report them, which provides additional information as to why it is beneficial to foster a trusting and inclusive environment for individuals to be comfortable with reporting race-related incidents. As it is unclear whether participants who reported being a victim of racial microaggressions occurred during their time as a student or faculty member, the results are significant to see the value of continuing to learn how to practice and promote JEDI within a program to support BIPOC students. Faculty can consider having adequate course preparation to set expectations of respect to different perspectives and experiences, using in-class practices to create a sense of belonging by using inclusive language and providing examples from multicultural perspectives, and role modeling by taking responsibility to allow students a space to have discussions in how they feel about how they "fit" within the profession (Booker & Campbell-Whatley, 2018).

This project aimed to increase awareness and ability to identify racial microaggressions. Most participants reported on the pre-workshop survey that they were already aware of racial microaggressions. This may be explained based on the inclusion criteria that participants were

COTAD or COTAD-ED members, as the organization aims to educate and empower by engaging in JEDI practices within OT. However, there was statistical significance in participants reporting increased confidence in identifying racial microaggressions, being comfortable disrupting racial microaggressions, and feeling well-equipped to address them in a classroom setting. This implies that participants believed they could confidently identify racial microaggressions and felt comfortable addressing them when they occur in general or in a classroom setting. This finding is consistent with previous literature on the effectiveness of a training or workshop containing didactic presentations and learning activities, improving self-perception on recognizing bias stereotypes and acknowledging bias when it occurs (Harrison-Bernard et al., 2020; Kossek et al., 2022).

To understand participants' knowledge of racial microaggressions before and after the workshop, multiple choice questions were asked about the intention of racial microaggressions, implicit bias, and the three types. The information presented in the surveys was included in the workshop to provide education on racial microaggressions. A higher percentage of respondents answered questions correctly on the post-workshop survey than on the pre-workshop survey demonstrating an increase in their knowledge of racial microaggressions. This is supported by literature demonstrating the effectiveness of educating on topics that affect diversity, such as biases, through a workshop to increase knowledge and awareness of a topic (Burford et al., 2016; Harrison-Bernard et al., 2020). However, having more than one workshop may also be additionally advantageous for long-term learning effects. Banks et al. (2020) examined the impact of a seven-week workshop to help participants define and respond to racial microaggressions as a witness. The workshop aimed to increase their knowledge to help them define racial microaggressions and develop strategies to respond to racial microaggressions as a

witness. This study found that participants increased their knowledge immediately after the workshop and that knowledge was maintained well after the training. Although the results of this project also demonstrated increased knowledge of racial microaggressions, participants' knowledge may not have had a similar impact as it was only one workshop compared to seven weeks in the study by Banks et al. (2020).

The pre-workshop survey asked participants to provide their definitions of racial microaggressions. Content analysis was used to analyze the responses from participants. The most common categories were that it affects people of color, that they are subtle, and that they are intentional or unintentional. The participants' definitions of the term were similar to what is in the literature, including that they are subtle statements that may be intentional or unintentional, affect people of color, and include insulting language (Sue & Spanierman, 2020; Torres-Harding et al., 2012). In the post-workshop survey, participants were asked if their definition of racial microaggressions had changed. A majority of the participants reported that their definitions changed, while some were more specific in explaining that they had a better understanding after taking the workshop. This demonstrates that educating on racial microaggressions may help better understand racial microaggressions. As mentioned in the previous section, it may be more beneficial to create a workshop with multiple parts and sessions for longer-term effects (Banks et al., 2020).

As this was a quality improvement, questions were asked on the post-workshop survey to determine the workshop's effectiveness. All participants agreed or strongly agreed that the workshop was easy to understand and that the presenter answered questions effectively. To improve the workshop, the most common response was to make it more interactive to allow more discussion. In the study by Banks et al. (2020), discussions were utilized in small and large

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groups, which resulted in improvements in knowledge of racial microaggressions, which would

have been beneficial to include for better learning for the participants.

Section 10: Limitations and Assumptions

This project has several limitations that affected the process:

- The workshop was only directed to OT and OTA faculty and students who were members of COTAD and COTAD-ED which may not be generalized to a larger population

- Survey was developed by the author, with no reliability and validity studies conducted on it

- Informal pilots were conducted on the pre- and post-workshop survey

- Not providing great emphasis on learning how to address and respond to racial microaggressions during recruitment

- Participants' responses on the pre- and post-workshop could not be matched, limiting the comparisons

- External resources may have been by participants to answer the knowledge-based questions

- No deadline for recruitment, limiting some participants to only receive one email reminder

- Attrition occurred as participants were provided only a one-week reminder of the workshop and to complete the pre-workshop survey, instead of 24 hours

- Attrition occurred as 10 participants who completed the pre-workshop did not attend the workshop and two participants who attended did not complete the post-workshop survey

The following assumptions were made that affected the process:

- OT and OTA faculty and students want to learn about racial microaggressions

- OT and OTA faculty and students want to increase their awareness and ability to identify racial microaggressions

- There would be more OT faculty who attended the racial microaggression workshop

Section 11: Conclusion

Racial microaggressions can negatively impact a person of color's mental health, sense of belonging, and learning. The effects of racial microaggressions on students of color may affect their occupational performance in their role as a student. It is vital to be aware of the impacts of negative race-related incidents, such as racial microaggressions, among POC, specifically in school settings. In this project, participants of diverse racial groups reported being victims of racial microaggressions, demonstrating the importance of this project. This project aimed to increase awareness and the ability to identify racial microaggressions through a 90-minute workshop presented to OT and OTA students and faculty to support BIPOC OT and OTA students. In addition, education was provided on how to respond to and address racial microaggressions when they occur. Although participants were already aware of racial microaggressions, this project demonstrates that workshops on racial microaggressions can help increase confidence in identifying racial microaggressions and disrupting or responding to racial microaggressions. Being more aware and having the ability to identify racial microaggressions may serve as an act of allyship to encourage an environment that actually practices justice, equity, diversity, and inclusion.

Recommendations

Future research should focus on creating a multiple-part workshop where participants can practice responding to racial microaggressions and hear real-life experiences from others. It would be beneficial for participants to discuss the impacts as a group. A multiple-part workshop for faculty would also be beneficial, providing introductory knowledge and practice strategies to address racial microaggressions within a classroom setting. The workshop could provide extra

opportunities for faculty to improve their responses when informed of committing a racial microaggression.

Implications for Research and Practice

Further research is necessary to understand the effects of racial microaggressions on BIPOC OT and OTA students and to confirm their prevalence in classroom settings. Conducting a qualitative or quantitative study that utilizes interviews and focus groups to identify recurring themes of racial microaggressions could be beneficial in determining the experiences of POC within OT programs and the prevalence. As this study showed that most participants reported they had not reported a racial microaggression, it would be essential to highlight why participants who experienced a racial microaggression within their program did not report it. The results may contribute to creating a platform to report racial microaggressions without fear of retaliation.

Programs should require training on racial microaggressions to create a safe, equitable, and inclusive environment by reducing biases that could lead to racial microaggressions. As racial microaggressions typically occur in a classroom setting, it would be beneficial to have training on how to address and respond to racial microaggressions to reduce incidents. Therefore, it is significant to stay mindful and understand one's biases through self-reflection and continued learning. Being an ally is necessary to advocate for POC who experience racial microaggressions or any form of racism, especially within OT. As OT has low racial representation, it is vital not to ignore reports of racism that could affect the well-being and belonging of the faculty or students involved and take time to actively listen to address the incidents accordingly. If racial microaggressions are addressed and identified, it can reduce the harm they cause for clients, practitioners, and students of color.

Appendix A:

Racial Microaggression Workshop Presentation

Slide 1

Definitions

Racism
"Racism is a system consisting of structures, policies, practices, and norms that assigns value and determines opportunity based on a person's skin color" (CDC, 2021)

Racial Discrimination
"Differential treatment of individuals because of their membership in a particular racial group" (APA, 2022a)

Systemic Racism
"Perpetuated discrimination within whole systems such political, legal, economic, healthcare, school, and criminal justice systems that were founded on racist principles and practices" (Master's of Social Work, USC; Braveman et al., 2022).

Prejudice
"Negative attitudes toward another person or group formed in advance of any experience with that person or group" (APA, 2022b)

Slide 2

Microaggressions

Brief everyday verbal or nonverbal slights or insults that communicate negative messages (Sue et al., 2007)

- Intentional or unintentional
- May be verbal, behavioral, environmental
- Affect marginalized groups
- Three types: microassaults, microinsults, microinvalidation

Slide 3

Macro vs Micro

Macroaggressions

Systemic or institutional based

Microaggressions
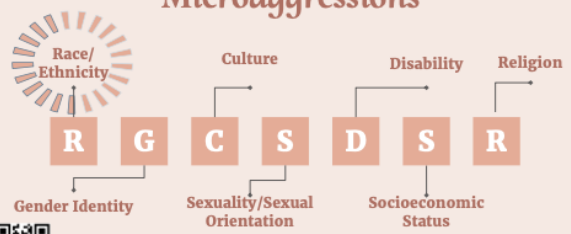
Subtle statements based on biased attitudes and behaviors

Slide 4

Microaggressions

Race/Ethnicity — **R**
Gender Identity — **G**
Culture — **C**
Sexuality/Sexual Orientation — **S**
Disability — **D**
Socioeconomic Status — **S**
Religion — **R**

Slide 5

Racial Microaggressions

A subtle statement or behavior that communicates insulting people of color (Sue et al., 2007)

- Intentional or unintentional
- Communicates hidden messages
- Can be verbal, behavioral, or environmental
- Brief and commonplace, covert
- Affect POC

(Sue & Spanierman, 2020)

Slide 6

Types of Microaggressions

Microassaults
Explicit verbal or nonverbal attacks that is usually conscious and deliberate (Sue et al., 2007)

Microinsults
Subtle, rudeness, and insensitivity to degrade an individual's heritage or identity (Sue et al., 2007)

Microinvalidations
Invalidating or minimizing a person's feelings or experiences (Sue et al., 2007)

Implicit Bias

- Negative attitudes or beliefs about a group
- Can affect judgment, decisions, and behaviors
- Usually automatic and unintentional
- May be based on stereotypes about a particular individual or group
- Considered reflections of microaggressions

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02
Themes of Microaggressions

14

THEMES OF MICROAGGRESSIONS

ALIEN IN OWN LAND	TOKENISM	DENIAL OF INDIVIDUAL RACISM
ASCRIPTION OF INTELLIGENCE	SECOND CLASS CITIZEN	MYTH OF MERITOCRACY
COLOR BLINDNESS	ASSUMPTION OF CRIMINAL STATUS	PATHOLOGIZING CULTURAL VALUES

15

ALIEN IN OWN LAND

- "Where are you really from?"
- "You speak good English"

(Sue et al., 2007)

(Kim, 2013)

(Kim, 2013)

16

ASCRIPTION OF INTELLIGENCE

- "Wow, you are so articulate"
- "Are you sure you are in the right place?"

(Sue et al., 2007; Sue & Spanierman, 2020)

(Kim, 2013)

17

COLOR BLINDNESS

- "I don't see color."
- "Only one race, the human race."

(Sue & Spanierman, 2020)

(Kim, 2013)

18

TOKENISM

- "Diversity hires"
- Being questioned about how you got your position (Sue & Spanierman, 2020)

(Kim, 2013)

(Kim, 2013)

19

SECOND CLASS CITIZEN

- "You people"
- Treated like you are undeserving or invisible

CRIMINALITY/ASSUMPTION OF CRIMINAL STATUS

- Following a POC around the store
- Crossing to the other side of the street to avoid a POC

(Sue, 2007; Sue & Spanierman, 2020)

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DENIAL OF INDIVIDUAL RACISM

- "I'm not racist, I have ___ friends."
- Invalidating racism that has occured

MYTH OF MERITOCRACY

- "The most qualified should get the job"
- Identity does not play a role in life successes

(Sue, 2007; Sue & Spanierman, 2020)

21

PATHOLOGIZING CULTURAL VALUES

- Suggesting that an individual should assimilate to the dominant culture

ENVIRONMENTAL

- Racial identity minimized or excluded
- Lack of representation
- Depictions that pose insults to a person's cultural group or history.

(Sue & Spanierman, 2020)

22

Review

"We are one big melting pot."

"Everyone can succeed if they work hard enough."

Being ignored when trying to get the attention of an employee at the store.

"You are a credit to your race."

Individual clutching their purse when a POC walks into the elevator.

"You speak really good English."

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Why is this important?

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DISCUSSION

Have you experienced racial microaggressions? How did it make you feel? Did it have an impact on you?

Did you have a conversation with that individual on how it made you feel? Why or why not?

26

03
Impact of Microaggressions

26

Impact of Racial Microaggressions

Racial microaggressions and negative race related experiences by students of color;

- Impacts mental health
  - (Anderson et al., 2021; Clark et al., 2012; Hollingsworth et al., 2017; Marks et al., 2021; Morrison et al., 2019; Nadal, 2014; Sue & Spanierman, 2020; Sue et al., 2007)
- Lower sense of belonging
  - (Choi et al., 2021; Claridge et al., 2018; Clark et al., 2012; Ford et al., 2021; Morrison et al., 2019)
- Impacts learning
  - (Ackerman-Barger et al., 2022; Ackerman-Barger et al., 2020; Morrison et al., 2019; Sue & Spanierman, 2020)

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Psychological Dilemmas and Dynamics

Clash of Racial Realities

Realities of White Americans differ greatly from POC.

Perceived Minimal Harm
Perception of the microaggression is minimized and deemed "not that serious"

Invisibility of Unintentional Bias

Actions and meaning may seem invisible to the individual who carried out dialogue or behavior.

Catch-22

Attributional ambiguity

(Sue & Spanierman, 2020)   28

04
Significance to Occupational Therapy

29

Significance to OT

Experiences of racial microaggressions may affect occupational performance for not only students, but for the clients we will work with.

30

70

Advocacy   Self-Advocacy
Occupational Justice

31

05
What can we do?

Address them.

32

Open the Front Door (OTFD)

State factual observations			Your thoughts about what you observed
OBSERVE			**THINK**
FEEL			**DESIRE**
Naming the emotions from the observed conflict			The desired outcome you would like to see

(Souza, 2016)

33

OTFD Example

"Let's pause. I noticed (observe) that an individual was asked to speak for an entire group. I think (Think) we need to resist this temptation because its a lot to place on someone to ask them to speak for a whole community. I feel uncomfortable (Feel) with this request and would like us all to simply ask others to speak for themselves (Desire)"

(Souza, 2016)

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PRACTICE OTFD

Scenario:

The topic of discussion in class is about race and racism within any context. Nick (a Hispanic male) volunteers to share his experiences with racism and how it impacts him. Another student, Sean (a White male), interrupts Nick to question his experiences. It is clear that many of the students within the classroom are uncomfortable with the conversation.

How can we apply the OTFD framework to this dialogue?

(Adapted from Souza, 2018)

35

OTFD

The topic of discussion in class is about race and racism within any context. Nick (a Hispanic male) volunteers to share his experiences with racism and it impacts him. Another student, Sean (a White male), interrupts Nick to question his experiences. It is clear that many of the students within the classroom are uncomfortable with the conversation.

OBSERVE:

36

71

OTFD

The topic of discussion in class is about race and racism within any context. Nick (a Hispanic male) volunteers to share his experiences with racism and it impacts him. Another student, Sean (a White male), interrupts Nick to question his experiences. It is clear that many of the students within the classroom are uncomfortable with the conversation.

THINK:

37

OTFD

The topic of discussion in class is about race and racism within any context. Nick (a Hispanic male) volunteers to share his experiences with racism and it impacts him. Another student, Sean (a White male), interrupts Nick to question his experiences. It is clear that many of the students within the classroom are uncomfortable with the conversation.

FEEL:

38

OTFD

The topic of discussion in class is about race and racism within any context. Nick (a Hispanic male) volunteers to share his experiences with racism and it impacts him. Another student, Sean (a White male), interrupts Nick to question his experiences. It is clear that many of the students within the classroom are uncomfortable with the conversation.

DESIRE:

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ACT and TAKE A.C.T.I.O.N

A Actively listen

C Create safe conversations and brave spaces

T Take further action beyond dialogue

(DeJesus et al., 2021)

A Ask Clarifying Questions

C Carefully listen

T Tell your observation

I Impact exploration

O Own your thoughts and feelings

N Next steps

(Souza, 2018)

40

Goals of Microinterventions

Make the "invisible" visible
Bring the microaggression to the offender's awareness

Disarm the Microaggression
Stop the comments or actions when they happen.

Educate the offender
Engage in dialogue for understanding

Seek External Intervention
Mentors, Student wellness centers, Title IX, COTAD, Multicultural Diversity and Inclusion Network

(Sue & Spanierman, 2020)

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Be an ALLY

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NEXT STEPS 06

NEXT STEPS

Post-test Survey

A post test survey will be sent out to you through email to complete and will be open till March 30, 2023.

Thank you again for participating in this workshop for my capstone project.

To Conclude...

"Be the domino..."

(Ted Talk, 2018)

Thank you.

Ask Questions Anonymously

Any questions?

Post-test survey

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Appendix B:

Pre-Workshop Survey

Pre-workshop Survey

Thank you for your interest in participating in this workshop regarding racial microaggressions.

As an OT/OTA student, faculty, or educator, your participation is very valuable to expand promoting justice, equity, diversity, and inclusion (JEDI) within the OT community in classrooms and when providing patient care.

The pretest-posttest data is collected to understand the quality of the workshop being provided. As a quality improvement project, it did not require IRB approval.

Please answer all the questions to the best of your ability.

Please be aware some of the questions in the survey and workshop are about racial incidents that may evoke memories of stressful experiences.

We would like your experiences and awareness of views of racial microaggressions.

How do you define a racial microaggression? (If you are unsure, write what you think it may be)

_____

I am aware that racial microaggressions occur.
- **Strongly Disagree**
- **Disagree**
- **Neither agree nor disagree**
- **Agree**
- **Strongly Agree**

I have been a witness of an interaction that involved racial microaggressions.
- o **Strongly Disagree**
- o **Disagree**
- o **Neither agree nor disagree**
- o **Agree**
- o **Strongly Agree**

I feel confident that I can identify a racial microaggression when it occurs.
- o **Strongly Disagree**
- o **Disagree**
- o **Neither agree nor disagree**
- o **Agree**
- o **Strongly Agree**

I am aware of the procedures to handle incidents of racial or ethnic discrimination.
- o **Strongly Disagree**
- o **Disagree**
- o **Neither agree nor disagree**
- o **Agree**
- o **Strongly Agree**

I can confidently report an incident of racial microaggressions.
- o **Strongly Disagree**
- o **Disagree**
- o **Neither agree nor disagree**
- o **Agree**
- o **Strongly Agree**

I am comfortable disrupting a racial microaggression when it occurs.
- o **Strongly Disagree**
- o **Disagree**
- o **Neither agree nor disagree**
- o **Agree**
- o **Strongly Agree**

I feel well-equipped to address racial microaggressions within a classroom setting.
- o **Strongly Disagree**
- o **Disagree**
- o **Neither agree nor disagree**
- o **Agree**
- o **Strongly Agree**

There is adequate training on racial microaggressions within my program.
- o **Strongly Disagree**
- o **Disagree**
- o **Neither agree nor disagree**
- o **Agree**
- o **Strongly Agree**

End of Block: Block 3

Start of Block: Block 4

Have you ever been the victim of a racial microaggression?
- o No
- o Yes
- o Not sure

Have you experienced or been told any of the following? Select all that apply
- ☐ I have experienced someone not believing my racial experiences after expressing them
- ☐ I have experienced an individual using a racial derogatory term directed to me based on my race
- ☐ I have experienced insensitive comments directed towards me that could be because of my race
- ☐ None apply to me

Have you ever reported a racial microaggression as a target? (to a faculty member, program director, Title IX, mentor?)
o   No
o   Yes
o   Not sure

Have you ever reported a racial microaggression as a witness? (to a faculty member, program director, Title IX, mentor?)
o   No
o   Yes
o   Not sure

Do you know how to respond to racial microaggressions?
o   No
o   Yes
o   Not sure

The following questions will test your knowledge about racial microaggressions.

Racial microaggressions are always intentional and malicious.
o   True
o   False

Implicit bias is a reflection of microaggressions.
o   True
o   False

Which of the following is an example of a microinsult?
o   Using racial slurs or hateful speech
o   Being dismissive of experiences
o   Having negative attitudes and beliefs of a group
o   Questioning qualifications of a person of color in the workplace

Which of the following is an example of a microassault?
- o Using racial slurs or hateful speech
- o Being dismissive of experiences
- o Having negative attitudes and beliefs of a group
- o Questioning qualifications of a person of color in the workplace

Which of the following is an example of a microinvalidation?
- o Using racial slurs or hateful speech
- o Being dismissive of experiences
- o Having negative attitudes and beliefs of a group
- o Questioning qualifications of a person of color in the workplace

End of Block: Block 5

Start of Block: Block 6

Demographic Information

Please identify your current status.
- o OT student
- o OT assistant (OTA) student
- o OT/OTA Faculty/Educator

Skip To: Q25 If Please identify your current status. = OT student

Skip To: Q25 If Please identify your current status. = OT assistant (OTA) student

Skip To: Q26 If Please identify your current status. = OT/OTA Faculty/Educator

What degree are you currently completing?
- o Associate (OTA)
- o Bachelor's
- o Master's (MOT)
- o Entry-level doctorate (OTD)
- o Post Professional Doctorate
- o Other Doctorate

Display This Question:

    If Please identify your current status. = OT/OTA Faculty/Educator

How many years of experience do you have as an educator/faculty?

o   Less than a year

o   1-5 years

o   6-10 years

o   11-15 years

o   15+

With which racial and ethnic group do you identify?

☐   American Indian or Alaska Native

☐   Asian Indian

☐   Asian or Asian American

☐   Black or African American

☐   Hispanic or Latinx or Spanish Origin

☐   Middle Eastern or North African (MENA)

☐   Native Hawaiian or Other Pacific Islander

☐   White

☐   Two or more races

☐   Prefer not to answer

☐   Other (Self-identity) _____

Please identify your age.

o   18-24

o   25-40

o   41-64

o   65+

o   Prefer not to answer

Post-Workshop Survey

Post Workshop Survey

Thank you for attending my workshop on racial microaggressions created for my capstone project. I hope you learned more about racial microaggressions, the impact they have on people of color, and how to potentially respond when they occur.

As an OT/OTA student or educator, your continued participation is appreciated to practice and promote justice, equity, diversity, and inclusion (JEDI) within the field of OT.

The pretest and posttest data is collected to understand the quality of the workshop being provided. As a quality improvement project, it did not require IRB approval.

Please be aware some of the questions in the survey are about racial incidents that may evoke memories of stressful experiences.

I appreciate your participation and assistance with my capstone.

The following questions will test your knowledge about racial microaggressions following the presentation. Answer to the best of your ability.

Racial microaggressions are always intentional and malicious.
o   True
o   False

Implicit bias is a reflection of microaggressions.
o   True
o   False

Which of the following is an example of a microinsult?
- o Using racial slurs or hateful speech
- o Being dismissive of experiences
- o Having negative attitudes and beliefs of a group
- o Questioning qualifications of a person of color in the workplace

Which of the following is an example of a microassault?
- o Using racial slurs or hateful speech
- o Being dismissive of experiences
- o Having negative attitudes and beliefs of a group
- o Questioning qualifications of a person of color in the workplace

Which of the following is an example of a microinvalidation?
- o Using racial slurs or hateful speech
- o Being dismissive of experiences
- o Having negative attitudes and beliefs of a group
- o Questioning qualifications of a person of color in the workplace

Color blindness is an example of what type of microaggression?
- o Microinsult
- o Microassault
- o Microinvalidation

Ascription of intelligence is an example of what type of microaggression?
- o Microinsult
- o Microassault
- o Microinvalidation

Within the open the front door (OTFD) framework, when stating your **observation** it is crucial to?
- o State an emotion/feeling
- o State your reasoning on addressing the behavior
- o State factual and concrete information

After participating in the workshop, has your definition of racial microaggressions changed?

_____

The workshop made me more aware of racial microaggressions.

- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

The workshop made me more aware of incidents where I can confidently identify a racial microaggression when it occurs.

- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

The workshop made me more aware of the impact of racial microaggressions among people of color (POC).

- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

After participating in the workshop, I feel comfortable disrupting racial microaggressions.

- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

After participating in the workshop, I feel comfortable responding to a racial microaggression as a target.

- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

After participating in the workshop, I feel comfortable responding to a racial microaggression as a witness.
- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

I feel well-equipped to address racial microaggressions within a classroom after participating in the workshop.
- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

The workshop helped me identify my own experiences of racial microaggressions that I did not identify previously.
- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

With your better understanding of racial microaggressions, have you ever been the victim of a racial microaggression?
- ○ No
- ○ Yes
- ○ Not sure

The workshop provided a clear understanding of how to respond to racial microaggressions within different contexts.
- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

The workshop was easy to follow and understand.
- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

The presenter answered questions effectively.
- ○ **Strongly Disagree**
- ○ **Disagree**
- ○ **Neither agree nor disagree**
- ○ **Agree**
- ○ **Strongly Agree**

What were some strengths of the presenter?

_____

_____

_____

_____

_____

What can the presenter do to improve the workshop?

_____

_____

_____

_____

_____

End of Block: Block 3

Appendix D:

Recruitment Flyer for Racial Microaggression Workshop

Appendix E:

Recruitment Email to Participants with the Pre-Workshop Survey

Subject: Racial Microaggression Workshop

Hello,

Thank you for responding and I am very excited that you are willing to participate in this capstone project and provide some information. This workshop will be helpful in understanding racial microaggressions, the impact on students of color, and providing strategies on how to respond when they occur to support Black, Indigenous, People of Color (BIPOC) OT and OTA students.

As an OT/OTA student or faculty/educator, your participation is very valuable to expand promoting justice, equity, diversity, and inclusion (JEDI) within the OT community in classrooms or when providing patient care.

The synchronous workshop will take place on **Zoom, March 16, 2023 at 5 PM PST. The Zoom link will be provided a week before the workshop so please be on the lookout for further emails.**

If you choose to participate...

- There will be a short 5-10 minute anonymous pretest **(Linked below)**
- Engage and participate in a 90 minute workshop
- There will be a short 5-10 minute anonymous posttest that will be provided following the workshop that will remain open for two weeks

Should you have any questions regarding this project prior to participation, please feel free to contact me through email at **kalegzab@unlv.nevada**

If you have no further questions, **the link is below for the pretest!** I appreciate your time.

https://unlv.co1.qualtrics.com/jfe/form/SV_73xCedtywCbV93M

Appendix F:

One-Week Reminder Email to Complete Pre-Workshop Survey

Subject: Reminder: Racial Microaggression Workshop and Pre-Workshop Survey

Good morning everyone,

I hope this email finds you well. Thank you for expressing interest in participating in my capstone project. I have sent out the pretest survey to complete prior to the workshop. If you have not had the opportunity to complete the pretest survey and you are available to attend, I have provided the link below. If you have already completed the pretest survey, thank you!

The workshop will take place on Zoom next week, **Thursday, March 16th, 2023 at 5 PM PST.** The zoom meeting is linked below. After participating in the workshop, the link for the post-test survey will be provided to complete and remain open for two weeks.

I appreciate your assistance with my capstone project. If you have any questions, please feel free to contact me. Thank you and see you next week!

Pretest Survey: https://unlv.co1.qualtrics.com/jfe/form/SV_73xCedtywCbV93M

Zoom link:
Topic: Racial Microaggression Workshop: Capstone Project
Time: Mar 16, 2023 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
https://us04web.zoom.us/j/74853506043?pwd=g3x92NkbWETWubaToi6wF3bKrCf9Da.1

Meeting ID: 748 5350 6043
Passcode: 935098

Appendix G:

Email to Participants with Post-Workshop Link

Subject: Racial Microaggression Workshop: Thank you and Post-Test Survey

Hello everyone,

Thank you so much for participating and attending my workshop on racial microaggressions for my capstone project. I hope you all learned more about racial microaggressions, the impact they have, and how to respond when they occur.

Your continued participation is appreciated to practice and promote justice, equity, diversity, and inclusion (JEDI) within the field of occupational therapy.
If you have not completed the post-test survey, I have provided the link below. Please complete the survey by March 30, 2023 at 11:59pm. If you have already completed the post-test, thank you!

The post-test survey will allow me to determine the effectiveness of the workshop and how to further improve the presentation.
I greatly appreciate your time. Thank you!

Post-test survey: https://unlv.co1.qualtrics.com/jfe/form/SV_9zYxuZrw71PnuzY

Appendix H:

One-Week and 24-hour Email Reminder for Post-Workshop Survey

Subject: Racial Microaggression Workshop: Post-Test Reminder

Hello everyone,

I hope this email finds you well. Thank you again for participating and attending my workshop on racial microaggressions for my capstone project.

As a reminder, please complete the posttest survey by March 30, 2023. This will help me assess the effectiveness of the workshop and how to further improve it. If you have already completed the survey, thank you.

Please let me know if you have any questions or concerns. I greatly appreciate your time. Thank you.

Post-test survey: https://unlv.co1.qualtrics.com/jfe/form/SV_9zYxuZrw71PnuzY

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<div align="center">

Curriculum Vitae

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EDUCATION

Entry-Level Occupational Therapy Doctorate   **June 2020-May 2023**
University of Nevada, Las Vegas (UNLV)
Capstone: The Effectiveness of a Workshop for Improving Awareness and Identification of Racial Microaggressions Among Occupational Therapy Faculty and Students

Bachelor of Science in Kinesiology   **May 2018**
University of Nevada, Las Vegas

EDUCATIONAL FIELDWORK EXPERIENCE

Level IIB Fieldwork, SHARKKS Therapy, May 23, 2022- August 12, 2022
- Outpatient setting
- Full caseload by week 8 including initial evaluations, treatment planning, re-evaluations, documentation, and discharge planning with occupational therapist present
- Treated diagnoses both adults and pediatric patients
- Treated diagnoses such as such as cerebral palsy (CP), attention-deficit hyperactivity disorder (ADHD), behaviors, sensory processing disorder, cerebrovascular accident (CVA), falls, pain management, fractures, post total hip arthroplasty (THA), post total knee arthroplasty (TKA)
- Education provided through in-service, caregiver training, running groups with pediatric patients
- Administered assessments, interpreted results, prepared treatment plan and goals

Level ID Fieldwork, Clark County School District, March 2022
- School setting
- Observed various diagnoses such as autism spectrum disorder (ASD), attention-deficit hyperactivity disorder (ADHD), behaviors, intellectual disabilities (ID), cerebral palsy (CP)

Level IC Fieldwork, Thrive Therapies, December 2021
- Outpatient pediatric therapy setting
- Observed various diagnoses such as autism spectrum disorder (ASD), attention-deficit hyperactivity disorder (ADHD), behaviors, intellectual disabilities (ID), cerebral palsy (CP)

Level IIA Fieldwork, Encompass Health Rehabilitation Hospital of Las Vegas, May-August, 2021
- Inpatient rehabilitation setting
- Full caseload by week 8 including initial evaluations, treatment planning, re-evaluations, documentation, and discharge planning with occupational therapist present
- Treated diagnoses such as CVA, falls, fractures, pain management, motor vehicle accidents (MVA), post total hip arthroplasty (THA)
- Administered assessments, interpreted results, prepared treatment plan and goals
- Education provided through in-service training and caregiver training
- Collaborated with disciplines such as physical therapy, nursing, respiratory therapy, and speech language pathology to provide appropriate interventions to improve patient outcomes

Level IB Fieldwork, Nevada Senior Services, April 2021
- Adult Day Care
- Created enriching group activities for 18-20 older adults in an adult day care setting

- Collaborated with the program manager, kitchen staff, and aides to provide enriching group activities and engagement

Level IA Fieldwork, Online Fieldwork, September-October 2021
- Online fieldwork experience using case studies on International Clinical Educators (ICE)
- Group discussion of problem areas, goal writing, interventions, and variety of diagnoses such as CVA, Parkinson's Disease, multiple sclerosis (MS), amputations, amyotrophic lateral sclerosis (ALS)

SKILLS
- Manage high volume patient care while maintaining a client-centered approach
- Proficient in Cerner and WebPT documentation software
- Problem solving skills to create individualized treatment plans for patients needs and wants
- Ability to use therapeutic use of self for client centered care

CERTIFICATIONS
- Basic Life Support, CPR/AED
- Blood Borne Pathogen Training (BBP)
- Health Insurance Portability and Accountability Act Training (HIPAA)

WORK HISTORY
- **ATI Physical Therapy**　　　　　　　**Jan 2020- April 2022**
  - Rehabilitation Aide
- **Panera Bread**　　　　　　　　　　**Jun 2015- December 2019**

VOLUNTEERING EXPERIENCE
Get outdoors Nevada　　　　　　　　**February 2022**
- Park beautification and cleaning

Downtown Senior Service Center　　　**February 2022**
- Black History Month event
- Serving menu and food, communicating with attendees, handling prizes

Reno Initiative for Shelter and Equality (RISE)　　**April 2015**
- Preparation of food on plates
- Serving homeless community with food and drinks

MEMBERSHIPS
- Phi Kappa Phi Honor Society
- American Occupational Therapy Association (AOTA)
- Student Occupational Therapy Association (SOTA)
- Coalition of Occupational Therapy Advocates for Diversity (COTAD)
- Black Graduate Student Association (BGSA) at UNLV
- African Student Alliance (ASA) at UNLV
- Habesha Student Association (HSA) at UNLV