

Integrating Anti-Oppression Into Clinical Internships

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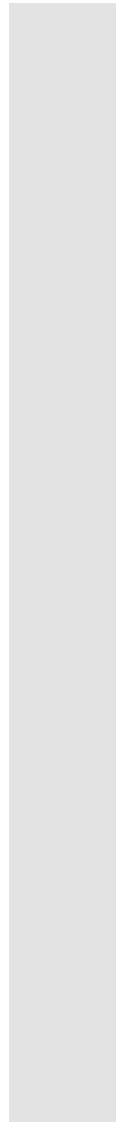


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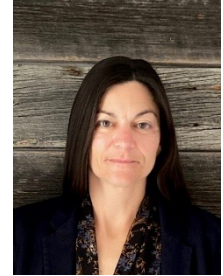
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Objectives



Define anti-oppression and positionality



Describe the role of positionality in anti-oppressive practice



Reflect on your positionality and the impact on clinical practice and clinical internships

Anti-Oppression

Recognizes that oppression exists in society and works to mitigate the impact, equalize power imbalances, and challenge the systems that hold oppression in place.^{10, 11}

A theoretical approach and practice that equips individuals with skills to tackle systems of oppression while being cognizant of their role.²

Anti-oppressive **practices** advance social change and aim to reduce harm experienced by oppressed individuals and groups.⁸



Why It Matters?

The impact on patients:

Systems of oppression (e.g., racism) contribute to disparities in morbidity and mortality including differential care and outcomes in stroke and cardiovascular disease for people of color, disparities in COVID-19 outcomes.³

The impact on students:

Students with disabilities often hesitate to disclose a disability out of fear of being viewed as less competent. Sexual and gender minorities face stigma and tend to conceal their identity for fear of discrimination.⁴

Highlights the importance of supporting students to incorporate anti-oppressive practices in their clinical practice, integrating anti-oppressive practices in our interactions with students, and learning more about anti-oppressive practices to benefit our patients, students, etc.



A key component of anti-oppressive practice is facilitating critical consciousness which involves action and critical self-reflection on one's assumptions, biases, and privileges including those that perpetuate oppression.^{2, 3, 6}

Part of anti-oppressive work is reflecting on
positionality



Positionality

Involves intentional examination of your identity (i.e., what makes you who you are) and how your identity influences and biases your decision-making and perception of and outlook on the world.^{7, 9}

Includes your

- social identities (e.g., race, gender, disability, sexuality, religion, family values, cultural background),
- experiences (e.g., pivotal life moments)⁹



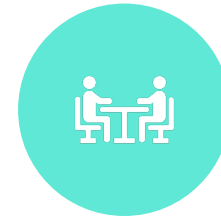
The way we see and understand the world influences how we interact with others, make decisions, and interpret others' actions. To be equitable and inclusive leaders, educators, or humans, we must understand how our identities bias our perceptions.⁷



Tips for Supporting Students



Examine your own
positionality^{1, 2}



Explicitly share your
positionality with
students¹



Share your experiences
with systemic privilege
and oppression¹



Encourage students to
examine their
positionality²

**Remember: You have a role in supporting students in
reflecting on their positionality**

Examining Positionality

One process for identifying and reflecting on social identity and positionality^{7,5}

TIER 1 **Social Identity**

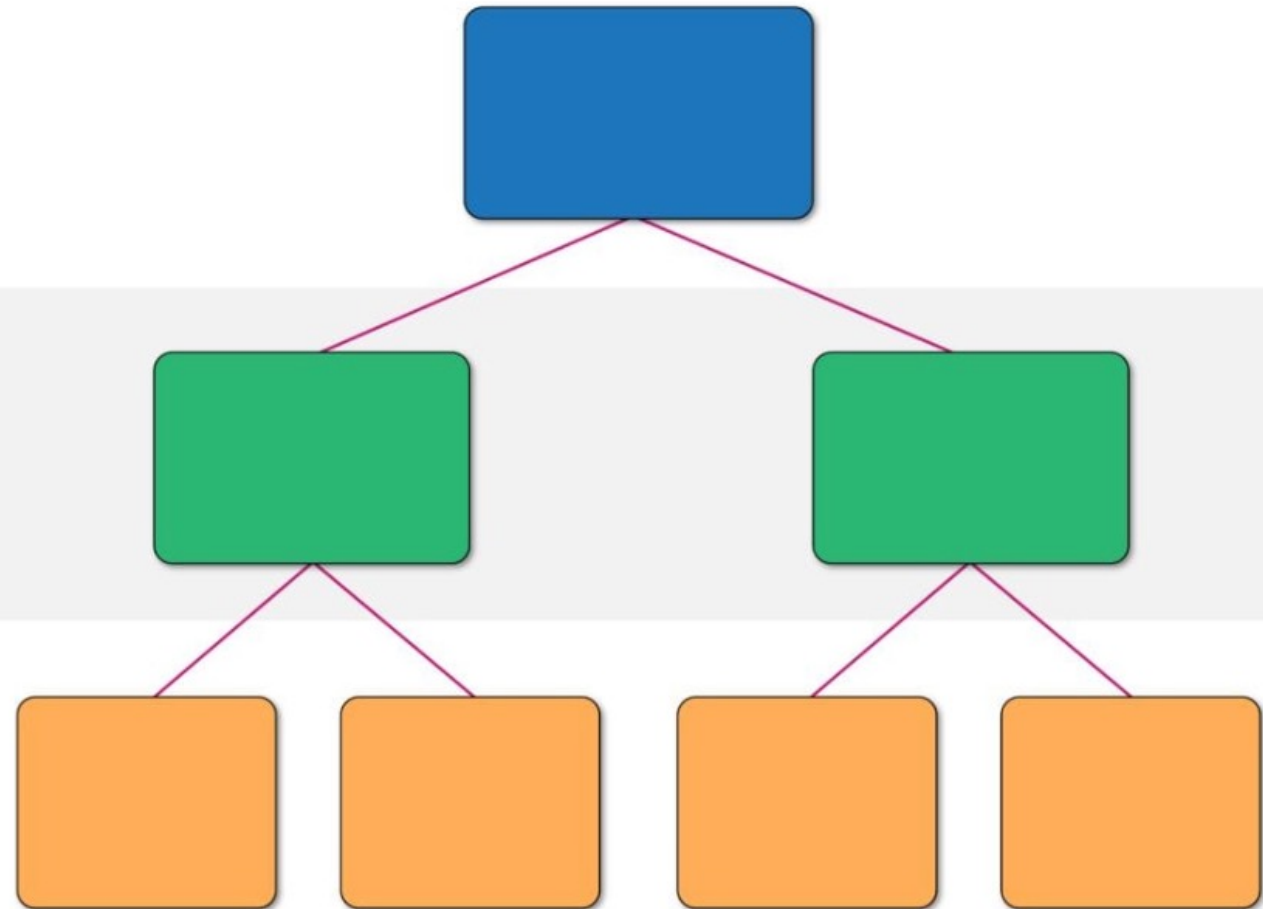
Start with a broader facet of your social identity at the top of the tier. You'll repeat the reflection for multiple identities.

TIER 2 **Life Impact**

Consider the positions you may hold, values attached to the identities, or interpretations of events or interactions.

TIER 3 **Emotions**

Dig deeper and identify emotions or feelings that may be tied to the details of your social identity.



3-tiers of the Social Identity Map by Danielle Jacobson and Nida Mustafa

Jacobson D, Mustafa N. Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research. *International Journal of Qualitative Methods*. January 2019.

graphic by EngineerInclusion.com

<https://engineerinclusion.com/what-is-positionality/>

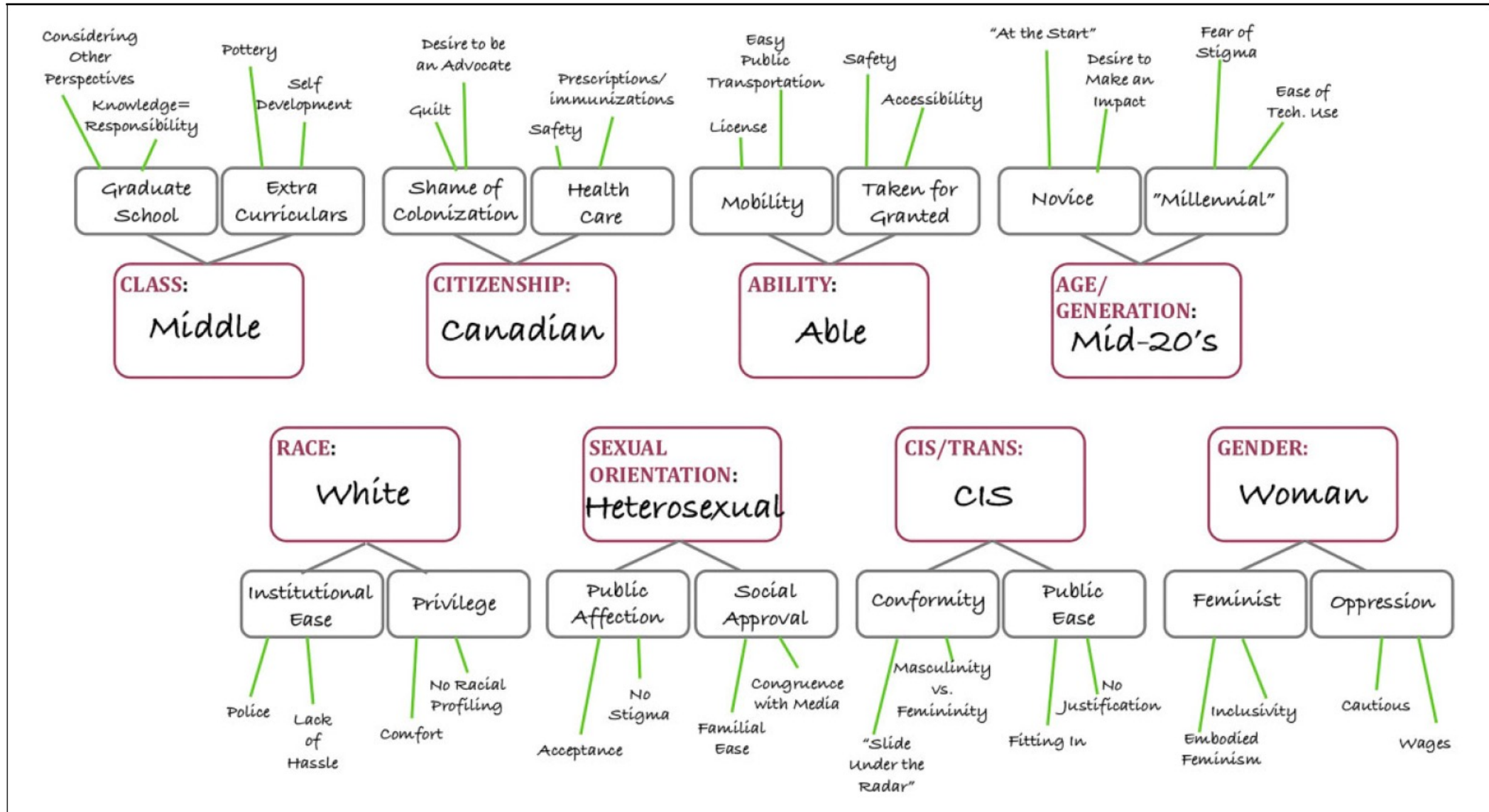


Figure 2. Completed positionality map (DJ).

Examining Positionality

Starting with one of your social identities (Tier 1), such as race, gender, etc., you then consider the life impact of that identity (Tier 2).

1. What opportunities or positions does it enable?
2. What are the values attached to the identity?
3. How might you interpret events or interactions through the lens of the identity?

Next, for each life impact, you'll identify the resulting emotions or feelings (Tier 3).⁷

Creating the social identity map isn't quite the end of understanding your positionality. You must then reflect on and further explore the implications of your lens.

After exploring your positionality, reflect on the following:

1. How does my social identity (including either privilege or oppression) affect how I see and understand the world (your lens)?
2. In what ways are my interactions, decisions, and interpretations affected?
3. How can I minimize how my biases affect my interactions, decisions, and interpretations?⁷

Reflecting on Positionality – Scenario 1

Who are you as a clinician?

How did you come to your practice?

How does who you are impact your interactions with students and patients?

How can you minimize how biases affect your interactions, decisions, and interpretations?

Reflecting on Positionality – Scenario 2

How are you supporting students to reflect on their positionality or how could you support students?

How can we support students to think about how their positionality impacts patient care?

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