**Day Three**

**Topic: Historical Trauma for Blacks in Healthcare**

In this module, participants will have an in-depth look into the historical context of the treatment of Blacks in medical experiments and studies that were considered unethical and harmful. These historical events have created hesitation, mistrust, and fear for many Blacks in which the stories that are documented have been passed down to the next generation to learn about how Black lives were devalued. It is important to highlight the history of the medical field’s treatment of Black patients. Hopefully, these types of exposure and education can help create need changes on how medical professionals are trained, and what is needed to bring cultural humility to their educational pathways.

\*\* Objective 1 = 1 hour; Objective 2 = 3hours; Objective 3 = 1 hour. Each article is approximately 20-25 minutes of reading, and the length of the videos are located next to the video’s references. Please email (located on title page of the written manual) me your answers to the reflection questions for credit.

** Learning Objective 1: Overview of previous day’s learning objectives. Please write a reflection paper by answering the following questions after reading the statement: Look back at your experience when you were in elementary school through high school, and when you were hired for your first job. Please email the facilitator with your responses (**[**sirivanh.shuffer@simmons.edu**](mailto:sirivanh.shuffer@simmons.edu)**) to questions 1-5 and question of the day for credit towards training. (1 hour)**

1. Was your race an issue in being picked on at school?
2. Did anyone verbally abuse you with racial slurs?
3. Did people treat you with respect or did you feel you had to earn your respect?
4. Were you threatened or harassed most days during school or at the workplace?
5. Did you feel that you had to defend yourself against people?

If you did answer “yes” to any of these questions, please share with us your experiences and how you were able to overcome these negative treatments. Consider writing a one-page reflection.

If you answer “no” to any of these questions, please share recommendations on how to reduce bias against certain groups of people. Consider writing a one-page reflection.

**Question for the day:**

There needs to be strong allies to advocate for vulnerable groups, and address discrimination and microaggressions. What other necessary steps should leaders take to create a solid allyship with vulnerable communities? Please email the facilitator your response to receive credit. [Sirivanh.shuffer@simmons.edu](mailto:Sirivanh.shuffer@simmons.edu).

** Learning Objective 2: In-depth historical context about trauma for Black patients. (3 hours)**

Slavery: Racial categories were created – Blacks considered inferior race; Whites were superior race.

* Müller-Wille S. (2014). Race and History: Comments from an Epistemological Point of View. *Science, technology & human values*, *39*(4), 597–606. <https://doi.org/10.1177/0162243913517759>.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4326670/>

* Ifekwunigwe, J. O., Wagner, J. K., Yu, J. H., Harrell, T. M., Bamshad, M. J., & Royal, C. D. (2017). A Qualitative Analysis of How Anthropologists Interpret the Race Construct. *American anthropologist*, *119*(3), 422–434. <https://doi.org/10.1111/aman.12890>

[A Qualitative Analysis of How Anthropologists Interpret the Race Construct - PMC (nih.gov)](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6075721/)

Please view videos:

* + [The Origin of Race in the USA (youtube.com)](https://www.youtube.com/watch?v=CVxAlmAPHec)

<https://www.youtube.com/watch?v=CVxAlmAPHec> (10:15)

* + [Enough with Race Already, It's Time for a NEW Social Construct | Glodean Champion | TEDxWestMonroe (youtube.com)](https://www.youtube.com/watch?v=8RAte5P4SOw)

<https://www.youtube.com/watch?v=8RAte5P4SOw> (10:03)

* + [Lecture on the Social Construction of Race (youtube.com)](https://www.youtube.com/watch?v=AAGxR2CMq-c)

<https://www.youtube.com/watch?v=AAGxR2CMq-c> (37:47)

Examples of medical experiments on slaves.

* Ojanuga D. (1993). The medical ethics of the 'father of gynaecology', Dr J Marion Sims. *Journal of medical ethics*, *19*(1), 28–31. <https://doi.org/10.1136/jme.19.1.28>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1376165/>

* Wall L. L. (2006). The medical ethics of Dr J Marion Sims: a fresh look at the historical record. *Journal of medical ethics*, *32*(6), 346–350. <https://doi.org/10.1136/jme.2005.012559>

<https://pubmed.ncbi.nlm.nih.gov/16731734/>

**Please read the following article on how to teach implicit bias recognition and management. After reading the article, please answer the questions below and email your responses to the facilitator for credit towards training:**

* Gonzalez, C. M., Lypson, M. L., & Sukhera, J. (2021). Twelve tips for teaching implicit bias recognition and management. *Medical teacher*, *43*(12), 1368–1373. <https://doi.org/10.1080/0142159X.2021.1879378>

1. What other opportunities can we teach implicit bias in our organizations?
2. Do you believe that instructors who teach implicit bias should be of an ethnic background or is it applicable for White instructors to teach implicit bias?
3. Can people be free of implicit bias today? Why or why not?
4. In what ways can we teach future generations about racism?
5. How can we influence change to become anti-racist?

The Tuskegee Experiment:

Please read the following articles:

* Alsan, M., & Wanamaker, M. (2018). TUSKEGEE AND THE HEALTH OF BLACK MEN. *The quarterly journal of economics*, *133*(1), 407–455. <https://doi.org/10.1093/qje/qjx029>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6258045/>

* Scharff, D. P., Mathews, K. J., Jackson, P., Hoffsuemmer, J., Martin, E., & Edwards, D. (2010). More than Tuskegee: understanding mistrust about research participation. *Journal of health care for the poor and underserved*, *21*(3), 879–897. <https://doi.org/10.1353/hpu.0.0323>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4354806/>

* Gamble V. N. (1997). Under the shadow of Tuskegee: African Americans and health care. *American journal of public health*, *87*(11), 1773–1778. https://doi.org/10.2105/ajph.87.11.1773

<https://pubmed.ncbi.nlm.nih.gov/9366634/>

* Wall L. L. (2006). The medical ethics of Dr J Marion Sims: a fresh look at the historical record. *Journal of medical ethics*, *32*(6), 346–350. <https://doi.org/10.1136/jme.2005.012559>

<https://pubmed.ncbi.nlm.nih.gov/16731734/>

Please watch video:

* + [NLM’s Collection on the US Public Health Service Syphilis Study at Tuskegee (youtube.com)](https://www.youtube.com/watch?v=O1LE6gED9LI)

<https://www.youtube.com/watch?v=O1LE6gED9LI> (3:11)

* + [The Government EXPERIMENTED on 400 African Americans (Tuskegee Syphilis Experiment) #onemichistory (youtube.com)](https://www.youtube.com/watch?v=Vity2y7F5-s)

<https://www.youtube.com/watch?v=Vity2y7F5-s> (30:19)

 **Learning Objective 3:** **How can we leverage social justice, trust, and compassion in caring for Black patients? (1 hour)**

Please read the following articles:

* Leitch, S., Corbin, J. H., Boston-Fisher, N., Ayele, C., Delobelle, P., Gwanzura Ottemöller, F., Matenga, T. F. L., Mweemba, O., Pederson, A., & Wicker, J. (2021). Black Lives Matter in health promotion: moving from unspoken to outspoken. *Health promotion international*, *36*(4), 1160–1169. <https://doi.org/10.1093/heapro/daaa121>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7953963/>

* Noonan, A. S., Velasco-Mondragon, H. E., & Wagner, F. A. (2016). Improving the health of African Americans in the USA: an overdue opportunity for social justice. *Public health reviews*, *37*, 12. <https://doi.org/10.1186/s40985-016-0025-4>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5810013/>

* Miller, F., & Miller, P. (2021). Transgenerational trauma and trust restoration. *AMA Journal of Ethics*, *23*(6), 480-486.

[Transgenerational Trauma and Trust Restoration | Journal of Ethics | American Medical Association (ama-assn.org)](https://journalofethics.ama-assn.org/article/transgenerational-trauma-and-trust-restoration/2021-06)

<https://journalofethics.ama-assn.org/article/transgenerational-trauma-and-trust-restoration/2021-06>

Please watch the following videos on how to bring humility when working with Black patients:

* + [How to Provide Better Care to African American Patients (youtube.com)](https://www.youtube.com/watch?v=YYQoYX_1AkA)

<https://www.youtube.com/watch?v=YYQoYX_1AkA> (3:40)

* + [Why African-American seniors are less likely to use hospice (youtube.com)](https://www.youtube.com/watch?v=dypoYEvBfs4)

<https://www.youtube.com/watch?v=dypoYEvBfs4> (7:39)

* + [Faculty Talks: Working with African American Clients and Families (youtube.com)](https://www.youtube.com/watch?v=N9ERv_QJbBM)

<https://www.youtube.com/watch?v=N9ERv_QJbBM> (8.00)

* + [Why black patients don’t trust the healthcare system | Bayo Curry-Winchell | TEDxReno (youtube.com)](https://www.youtube.com/watch?v=1U1P9bkcO-A)

<https://www.youtube.com/watch?v=1U1P9bkcO-A> (13:05)

**Reflection Questions:**

1. Was there a time where you felt uncomfortable working with certain people because of their race? What are some ways to assess your implicit biases towards certain groups of people?

Please write a paragraph explaining how you can achieve this goal.

1. Do you believe that there can be equity in healthcare and in society?

Write down why you feel there is hope for equity or if you feel there is never a

possibility for this to occur in society. Why or why not? Please write a couple paragraphs about your answer.

Please email the facilitator your responses for credit towards training.

[Sirivanh.shuffer@simmons.edu](mailto:Sirivanh.shuffer@simmons.edu).