

Pediatric Anti-Racism Curriculum (PARC) User Guide

PURPOSE

This guide is intended to help you implement this curriculum and support you in your quest toward racial equity. It includes suggestions for how to build your group, explore the curriculum, and create a brave space for learning.

CURRICULAR OBJECTIVES

At the end of this curricular intervention, participants will be able to:

1. Start a discussion about the history of racism in the United States
2. Recognize the current landscape of racism in medicine
3. Implement actionable steps to create an anti-racist environment in their professional world

BUILDING YOUR GROUP

- Questions to consider as you begin to identify a group:
 - **Who** could participate? Your section? Your department? Multi-institution?
 - **What** to consider? Required vs. optional participation? Power dynamics that could impact the group? Awareness of minority tax?
 - **Where** should the sessions be held? Via zoom or in person?
 - **When** should the 21-sessions be held? Daily? Weekly? Bi-weekly? Monthly?
 - **How long should each session be?**
 - **How** do you create a BRAVE space?*

RUNNING THE CURRICULUM

Facilitators:

- Identify a group member to lead each session
- Leaders should have autonomy to decide how they want to lead their sessions and what questions they want to use to stimulate discussions

Suggested questions for discussion:

- What were your initial reactions to the reading/podcast?
- What was surprising about your responses to it?
- Was any of this information new to you or had you heard it before?
- How does this translate to your life or your clinical work?
- Based on this reading, what commitment to change would you like to make/what is one thing you will think about differently?

Maintaining Engagement During the Curriculum

- Consider having everyone in the group journal after each session
 - End 10 minutes early to give built-in time for it
- Assign facilitators in advance so each person knows when their week will be and can prepare for the session
- Take opportunities to return to prior readings and commitments to discuss what has happened since the prior sessions

- Encourage both facilitators and participants to explore beyond these readings
 - These are just some resources; the options are limitless
 - Encourage sharing of additional readings/resources
- Encourage use of personal stories to explore individual and group application of ideas

CREATING A BRAVE SPACE: A FEW GROUND RULES

Conversations about racism can be challenging, uncomfortable, and/or unfamiliar for one, some, all, or none in the room. Exploring this curriculum will hopefully lead to dialogue and increased understanding and awareness in an effort to move towards actionable steps. It is important to attempt to create a space that feels BRAVE so that all can participate as fully as possible. Previous practices have discussed creating SAFE spaces with an intent to make sure that all feel comfortable. But that comfort can be confused with safety and at times, these conversations may be uncomfortable. So instead, we encourage you to try and create a BRAVE space which encourages dialogue and supports new ideas and understandings. A few ground rules to set are identified below:

- Be comfortable with discomfort – recognize that discomfort is a catalyst for growth.
- Consider controversy with civility.
- Come without judgement
- Accept missteps as opportunities for growth
- Step up, step back – recognize if you are talking too much or too little in a conversation
- Acknowledge the difference between intention vs. impact.
- Take care of yourself – some of these conversations may be more triggering for some than others so if you need to take some time for yourself, please do so and then return when you can.
- What happens in PARC stays in PARC