But what’s in a person’s name? Combatting microaggressions and the name-based subtype in the clinical setting

Name-based microaggressions and the resultant differential use of formality can lead to provider burnout, which runs counter to our desire to increase diversity and inclusion in medicine. Failure to correct name-based microaggressions can potentially impact institutions financially. Individuals and institutions play an important role in combating name-based microaggressions.

Using the “Ask, Listen, Practice” model (Ohuabunwa 2021, Annals of Emergency Medicine) as a framework, participants will review and practice strategies to address name-based microaggressions from the perspective of the target, the source, and the bystander.

Learning Objectives:
1. Define name-based microaggression and understand its impact on colleagues.
2. Understand the financial and professional importance of correcting name-based microaggressions.
3. Review and apply the following strategies as the source, target, and bystander respectively: Ask, Learn, Practice (ALP model); I feel X, when Y, because of Z (XYZ model); and Preventative and Mitigation (PM model).
4. Learn how the name coach program can facilitate accurate pronunciation of colleague’s names and how to add this to email signatures.

Facilitators:
Emmanuel Ohuabunwa, MD, MBA, is an assistant professor of emergency medicine, a former Yale resident and author of the Annals of EM piece, “Say our Names. We are doctors too.” Through advocacy, he hopes to change the culture around names and has lectured on name-based microaggressions to medical students, residents, and faculty.

Stephen Huot, MD, PhD, is a professor of medicine in the section of nephrology and the Senior Associate Dean and Director of Graduate Medical Education (GME) at Yale School of Medicine/Yale-New Haven Health System. Dr. Huot has extensive experience in graduate medical education, curriculum development, and education scholarship. With GME collaborators, he has been teaching about microaggressions and bystander intervention in the clinical arena across GME programs at Yale for the past 5 years.

Dr. Inginia Genao, MD, is an associate professor of medicine in the section of general medicine and was the leader of diversity, equity and inclusion (DEI) efforts for both the department of medicine and GME. She has extensive experience in the area of DEI dating back to her time at Emory University/Grady Memorial Hospital where she led several initiatives on cultural competence.

Katherine Tucker, DNP, RN, APRN-BC, NE-BC, is a doctor of nursing practice and the clinical program director of the Heart and Vascular Center at Yale New Haven Hospital. She has been active in DEI issues at YNHH.

Aba Black, MD, MHS, is an assistant professor of medicine in the section of general medicine and joined the faculty after completing her residency in the Yale Primary Care Internal Medicine Program, where she also served as chief resident. Her academic interests focus on enhancing workplace diversity and inclusion through a variety of educational and administrative initiatives. She currently serves as the Associate Program Director for Diversity & Inclusion for the Yale Primary Care Program, as well as the Vice Chief for Diversity, Equity, and Inclusion for the Section of General Internal Medicine.