

## **Bystander to Upstander Workshop – Facilitator Guide**

Use this guide alongside your slide deck. Each section mirrors a slide and includes a read-aloud script and practical notes. Before beginning the workshop, consider the following strategies for facilitating a workshop.

### **Best Strategies for Facilitating a Workshop**

Facilitating a workshop is more than delivering content—it's about creating a space where participants feel engaged, respected, and empowered to contribute. Here are some practical strategies to set you and your group up for success:

#### **1. Set the Tone Early**

- Begin with a warm welcome and establish a supportive environment.
- Clearly state the purpose and goals of the workshop.
- Set ground rules together (e.g., respect all viewpoints, no interruptions, confidentiality if sensitive topics arise).
- Clear ground rules are especially essential for sensitive or uncomfortable topics.

#### **2. Encourage Quiet Participants**

- Use small group or pair discussions so quieter voices can contribute in a low-pressure setting.
- Intentionally pause after asking a question—give at least 5–7 seconds for people to think before calling on someone.
- If a quiet participant contributes, acknowledge and thank them to reinforce their participation.
- Use prompts like, “We haven’t heard from this side of the room yet—any thoughts?” or “Let’s hear from someone who hasn’t spoken yet.”

#### **3. Manage Time Effectively**

- Have a clear agenda.
- Assign someone (or yourself) as a timekeeper.
- Use visual or verbal cues when you are nearing the end of an activity.
- Be willing to gently cut short discussions that run long—offer to follow up after the session.

#### 4. Gather Multiple Perspectives

- Ask open-ended questions to invite a range of views.
- Use breakout groups to ensure all voices are heard.
- Acknowledge different experiences and viewpoints.
- When summarizing, reflect back on the diversity of perspectives you've heard.

#### 5. Keep Engagement High

- Mix short presentations with interactive elements (polls, small group work, role-play, reflection).
- Use real-life scenarios to make concepts concrete and relatable.
- Incorporate movement such as having participants switch seats, stand, or use sticky-notes activities.

#### 6. Handle Challenges Gracefully

- If a participant dominates, thank them for their input and invite others to share ("Let's hear from a few more voices before we continue").
- If tension or conflict arises, acknowledge it respectfully and refocus on shared goals.
- Stay calm if met with resistance; validate concerns, then connect back to the workshop's purpose.

#### 7. Close with Clarity

- Summarize key takeaways.
- Invite final reflections.
- Provide clear next steps or resources.
- End on a positive, encouraging note.

Transforming Bystanders into Upstanders:  
A Train-the-Trainer Workshop for  
Health Professions Educators

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## Slides 1 and 2: Workshop Welcome & Purpose

### Facilitator script:

*“Welcome, everyone. We’re excited to have you here for this workshop, which is part of our organization’s ongoing commitment to creating an inclusive learning and working environment. This training reflects our intentional, actionable steps toward equity, diversity, and inclusivity. Our goal today is to come together as a community to discuss key topics—such as health equity and conscious and unconscious bias—and to practice strategies for moving from being a bystander to becoming an upstander. Most importantly, we want our institution to be a leader in demonstrating mutual respect for all patients, families, faculty, learners, and staff. To achieve this, we ask you to model, teach, and reinforce this respect in every learning environment.”*

### Facilitator Notes

Highlight that the work is interprofessional and that all of us bring our own biases from past experience or institutional culture.

Invite 1–2 brief comments on why this topic matters locally.

Normalize different perspectives.

Set psychological safety: curiosity over judgment; confidentiality for personal stories.

<p>Welcome!</p> <ul style="list-style-type: none"> <li>• Our perspective</li> <li>• Our work is interprofessional</li> <li>• Consider how to tailor and present what you learn back home.</li> </ul> 	<p><b>Facilitator Notes</b></p> <p>Talk about your institution’s perspectives and its values.</p> <p>Highlight that this work is interprofessional.</p> <p>Address how all participants and facilitators bring their biases, experiences, and institutional culture to the workshop.</p>
<p>Learning Objectives</p> <p>By the end of today's workshop, you will be able to:</p> <ul style="list-style-type: none"> <li>• Define and discuss manifestations of bias in healthcare settings.</li> <li>• Utilize strategies to empower bystanders to address micro and macro aggressions in health care settings.</li> <li>• Recognize barriers and facilitators to intervention.</li> </ul> 	<p><b>Slide: Learning Objectives</b></p> <p><b>Facilitator Script:</b>  <i>“Let’s start by reviewing our learning objectives for today.”</i></p> <p>Read slide aloud, then summarize: <i>“By the end of this session, you’ll be able to: define and discuss bias in healthcare settings; use strategies to help bystanders address micro- and macro-aggressions; and recognize barriers and supports for intervening as a bystander.”</i></p> <p>Invite participants to reflect: <i>“As you hear these, think about times you’ve seen or experienced bias in healthcare. How did people respond? Were there missed opportunities to act? We’ll build on these reflections throughout the workshop.”</i></p> <p><b>Facilitator Notes</b></p> <p>End by noting that these objectives will guide the day and help participants leave with practical tools.</p>

<p style="text-align: center;"><b>Guiding Principles for the Workshop</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 45%; text-align: center;">  <p>Our training is centered in respect, equity, and creating a safe space to learn.</p> </div> <div style="width: 45%; text-align: center;">  <p>Our focus is on being aware and responding to problem behaviors, not demonizing or singling out people.</p> </div> <div style="width: 45%; text-align: center;">  <p>Keep an open mind and allow yourself to change your mind as you learn.</p> </div> <div style="width: 45%; text-align: center;">  <p>This topic may bring up complex thoughts and emotions - respond with curiosity</p> </div> </div> <p style="font-size: small; text-align: center;">  <span style="margin-left: 100px;">Where the world comes for answers</span> <span style="margin-left: 100px;">© 2025 Boston Children's Hospital. All Rights Reserved</span>  </p>	<p><b>Slides: Guiding Principles &amp; Shared Assumptions</b></p> <p><b>Facilitator Script:</b></p> <p><i>“Today’s training is grounded in respect, equity, and creating a safe space to identify and discuss problem behaviors—not people. Our focus is on being aware of and responding to behaviors without demonizing or singling out individuals. We also ask that you keep an open mind and be willing to shift your perspective as you learn.”</i></p> <p><i>“We recognize that the topics we’ll cover today may bring up complex thoughts and emotions, and that’s a natural part of the learning process.”</i></p> <p><b>Facilitator Notes</b></p> <p>Encourage self-awareness. Acknowledge that strong emotions may arise. Set expectations for respectful discussion and curiosity toward differing perspectives.</p>
<p style="text-align: center;"><b>Our Basic Assumption</b></p> <p style="text-align: center;">"We believe that everyone participating in the Bystander to Upstander Workshop is intelligent, well-trained, cares about doing their best, and wants to improve."</p> <p style="text-align: center;">  </p> <p style="font-size: x-small; text-align: center;"> <i>Adapted from Rudolph JW, Raemer DB, Simon R. "Establishing a safe container for learning in simulation: the role of the presimulation briefing." Simul Healthc. 2014</i> </p> <p style="font-size: small; text-align: center;">  <span style="margin-left: 100px;">Where the world comes for answers</span> <span style="margin-left: 100px;">© 2025 Boston Children's Hospital. All Rights Reserved</span>  </p>	<p>Conclude by reviewing the principle on the slide, which emphasizes a shared assumption.</p> <p><b>Facilitator Script:</b></p> <p><i>“We hold this basic assumption about all of you, and we hope you’ll hold it about us as facilitators: we are all here with positive intentions, committed to learning and contributing to a respectful environment. ”</i></p> <p><b>Facilitator Notes</b></p> <p>Statement adapted from Rudolph JW, Raemer DB, Simon R. Establishing a safe container for learning in simulation: The role of the presimulation briefing. Simul Healthc. 2014.</p> <p>This, or a similar statement, can be helpful in reinforcing respect for and commitment to all learners.</p>

## Keywords and Definitions

- **Microaggression:** Inherently nuanced, stereotypical, negative and derogatory remarks or behaviors stemming from a person's conscious or unconscious bias towards another person because of their difference.
- **Macroaggression:** Overt actions that are meant to exclude or demean whole groups, either by action or omission, creating and debilitating results.

(Osanloo, 2016; Sue, 2019)



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## Slide: Definitions

Introduce the concept of microaggressions by sharing the formal definition.

### Facilitator Script:

*“Microaggressions are inherently nuanced, stereotypical, negative, or derogatory remarks or behaviors that stem from a person’s conscious or unconscious bias toward someone because of their differences.”*

*“In other words, they’re comments or actions—whether intentional or unintentional—that convey hostility, insult, or invalidation toward a person or group because of their marginalized status. Examples include backhanded compliments, such as asking, ‘What are you? You’re so interesting looking!’ or making a stereotypical assumption. Unlike overt discrimination or macroaggressions, people who commit microaggressions may not even realize they’re doing it.”*

*“Macroaggressions are overt actions—by individuals or institutions—meant to exclude or demean entire groups, either through action or omission. These behaviors can have serious, harmful effects, including creating debilitating and depressive outcomes.”*

Provide examples:

*“At the institutional level, this could be when an organization fails to design spaces accessible to people with physical disabilities. The lack of action effectively excludes those individuals from participating. At the individual level, an example would be a coworker saying, ‘I know the reason you got that promotion instead of me was to increase the appearance of diversity in our department.’”*

### Keywords and Definitions

- **Bystander:** An Individual who is present or witnesses a micro, or macro aggression but offers no indication of the extent to which that individual is willing to act or intervene (Nelson & Dunn, 2011).
- **Upstander:** A person who intervenes or speaks up when witnessing someone being mistreated (Vera, et al., 2018)



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### Slide: Bystander vs Upstander

#### Facilitator Script:

*“A bystander is someone who witnesses a micro- or macro-aggression but does not indicate whether they are willing to act or intervene. Many of us can remember times—often from childhood—when we saw a classmate being bullied. In most cases, people stood by as witnesses rather than stepping in or seeking help.”*

*“An upstander is someone who chooses to intervene or speak up when they see someone being mistreated. This is why we are here today—to give you the knowledge, skills, and confidence to act when you witness an act of aggression toward another person.”*

#### Facilitator Notes

“Show of hands, who has witnessed a micro- or macro-aggression and wished you’d said something?” Validate common experience.

### Introduction to Video



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Now present a video to provide a window for exploring micro- and macro-aggressive behavior. Here are instructions for creating your own 3-minute video on your Smartphone with your colleagues:

#### Write a Script First

- Plan the scene, characters, and dialogue.
- Keep it short—about 3 minutes total.
- Make sure it matches your learning goals.

#### Practice Before Filming

- Have “actors” read through the script at least twice.
- Adjust lines if they sound awkward or too long.

**Pick a Good Location**

- Quiet space with good lighting.
- Avoid cluttered backgrounds.
- Don't film with light directly behind actors.

**Focus on Audio** (*very important*)

- Clear sound matters more than a perfect video.
- Record in a quiet place and speak clearly.
- Use an external mic or phone earbuds if possible.

**Film Steadily**

- Hold phone sideways (horizontal).
- Use a tripod or stable surface.
- Keep faces and upper bodies in the frame.

**Check and Refilm if Needed**

- Watch and listen right after filming.
- Re-record if voices aren't clear or there's too much background noise.

Here are some links to publicly available videos:

<https://youtu.be/IB0T8qZirG8?si=NI6HjnvURAn5GSiq>

This video may offer opportunities to reflect on what could have been done differently by bystanders.

<https://youtu.be/JMeLEKvjVF0?si=spuiedSahD2qQmlf>

This video contains an example of upstander behavior. We suggest ending the video at the 3:00 mark.



## Video Viewing Instructions

### Facilitator Script:

*“The scenarios in the video are not meant to single out any demographic group or to suggest that certain behaviors are tied to any one person or group. They are examples created for learning purposes, and not all forms of bias will be represented.”*

*“We will now watch the video. Please note that this video may evoke strong emotions or cause discomfort. Be mindful of how you are feeling and notice what you observe.”*

*“As you watch the video, approach the scene with curiosity rather than immediate judgment about what should or could have been done differently. Let the scene unfold and watch as a bystander, considering how you might—or might not—respond if you witnessed these events in real life.”*

*“While you watch, jot down your observations. Pay attention to any examples of microaggressions, macroaggressions, and bystander actions. Also, note your feelings and reactions. Ask yourself: ‘Am I feeling uncomfortable? Angry?’ If you feel discomfort, reflect on what is causing that reaction.”*

### Facilitator Notes

Ask participants to take notes (behaviors, quotes, emotions). Check the audio and enable captions if available.



### Reflection on the Video

What are your reactions to the video?

*Write down your reactions for yourself.*



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### Processing the Video

#### Facilitator Script:

*“Take a moment to process what you just saw in the video enactment. Write down any examples of microaggressions and macroaggressions you observed.”*

#### Next ask,

*“What did the bystanders do to intervene?”—I’d like you to focus on what they did, not on what they didn’t do. Speaking up in situations like this takes courage. Every bystander brings their own lived experiences and their own fears.”*

**Then:** *“What did the bystander do to intervene?”*

#### Wrap-Up of Video

*“Thank you for your comments. Most importantly, our bystanders were aware, took action, and spoke up. We may wish we could step into the video and give them tools to use at that moment, but that’s exactly why we’re here today. We want to share a framework you can remember if you are a bystander witnessing a micro- or macro-aggression.”*

#### Facilitator Notes

Encourage multiple perspectives, ask: ‘What else?’ or ‘Who has a different perspective?’

Capture 2–3 takeaways on a whiteboard/ shared document.

You might consider using polling software or creating a Word Cloud.

	<p><b>Slides: Strategies to Empower Upstanders and the Framework</b></p> <p><b>Facilitator Script:</b>  <i>“Many tools are being developed to educate people about how to manage these situations. Today, we are focusing on a framework developed by clinician educators at Boston Children’s Hospital.”</i></p>
	<p>Introduce the organization’s commitment.</p> <p><b>Facilitator Suggested Script:</b>  <i>“Our organization is committed to creating an inclusive environment where discrimination and bias are not tolerated. Micro-and macro-aggressions affect everyone’s professional and educational experience.”</i></p> <p>Explain the purpose of the framework:  <i>“The Be Aware and ACT framework was developed to help you move from being a bystander to becoming an upstander when you witness micro- or macro-aggressions.”</i></p> <p>Introduce the key phrase and acronym:  <i>“In the moment, remember this phrase and acronym: ‘Be Aware’ and ‘ACT.’ [Show logo.] We encourage you to use this easy-to-remember approach whenever you encounter one of these situations. We’ll walk you through it step-by-step.”</i></p> <p><b>Facilitator Notes</b></p> <p>Show the ACT visual. Adapt wording to your setting/language.</p>



"Where are you really from?"

"What do you mean, you don't speak Spanish?"

"You are \_\_\_\_\_? But you don't look \_\_\_\_\_"

"I am looking for the director. Is he here?"

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## Slides: Be Aware + ACT

### Facilitator Script:

*"The first step in safeguarding an inclusive environment is to BE AWARE of how often biases are expressed in everyday situations."*

Acknowledge participants' experience:  
*"Many of our colleagues are already very aware of these biases because they've experienced them firsthand—whether as indignities, slights, or derogatory remarks."*

Facilitate a reflection exercise:  
*"Let's do a quick experiment. Think back to a time when someone said or did something—perhaps unintentionally—that you found insulting or hurtful toward you, a family member, friend, colleague, or neighbor. Specifically, a derogatory remark or joke aimed at a specific group. Take a moment for silent reflection." [Pause.]*

Transition to skill-building:  
*"When you remembered that incident, you may have realized it was hard to find the right words to respond. That's why we'd like to introduce you to an acronym you can use."*

### Facilitator Notes

Pause ~15–20 seconds. Normalize varied emotional responses; thank the group for engaging.

Be AWARE and A.C.T.—Ask, Communicate and Tell

**A**  
**C**  
**T**

**Ask** for permission to respond.

**Communicate** disagreement or displeasure by stopping or deflecting the action

**Tell Why** the action was hurtful or problematic or the hurtful impact of their action on others.



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**Facilitator Script:**

*“We encourage you to ACT whenever you witness a micro- or macro-aggression.”*

Explain the acronym:

**A** stands for Ask for permission to respond.

**C** stands for Communicate your disagreement or discomfort by stopping or deflecting the action.

**T** stands for Tell why the action was hurtful or problematic, or explain the impact it may have on others.

Emphasize importance:

*“Using ACT helps you respond in a clear, respectful, and effective way.”*

**When to Intervene as a Bystander**

*“There’s no exact moment for when a bystander should intervene. Generally, the best time to A.C.T. is when the micro- or macroaggression occurs. The more immediate the response, the better—though there will be times when it’s more appropriate to address the issue later. For example, if a patient needs urgent care or the situation has become tense or volatile, it may be best to pause and revisit the conversation once everyone has cooled down.”*

*“Another timing factor is your own emotional state. Interventions are most effective when delivered calmly, not in anger. While we can’t tell you the exact moment to speak up, we can give you the A.C.T. tool—and the more we become aware of bias and recognize it in real time, the more skilled we’ll be at using A.C.T. to create an inclusive and respectful environment.”*

**Important Safety Note:** *“If a situation triggers extreme anger or becomes violent, seek help from a safety officer rather than intervening directly.”*



Ask for permission to respond

- “I’m feeling uncomfortable. Is it OK if I share my thoughts?”
- “Excuse me, before you/we continue, may I say something?”
- “Before you/we go on, I’d like to acknowledge what just happened”

## Slide: ACT Step 1: Ask (Permission)

### Facilitator Script:

#### Explain Ask:

*“The first step is to ask the subject of the perceived micro- or macro-aggression for permission to respond. This does two things: it shows you are aware of what happened, and it acknowledges that the person directly affected has the choice to address it themselves or accept your help. If they say ‘no,’ respect that. Sometimes, simply recognizing the incident and offering support is enough.”*

#### Note flexibility in approach:

*“In some situations, your ‘ask’ may need to be non-verbal, especially if there’s little opportunity for private dialogue between you and the person affected.”*

#### Provide sample phrases:

*“Here are a few ways you might ask:*

- *‘Is it okay if I respond?’*
- *‘Would you mind if I got involved?’*
- *‘I’m feeling uncomfortable. Would it be okay if I shared my thoughts?’*
- *‘Could I interrupt for a moment?’*
- *‘Before we go on, I’d like to acknowledge what just happened.’”*

### Facilitator Notes

Emphasize consent and agency.



Communicate disagreement or displeasure by stopping or deflecting the action

- "Help me understand what you mean by \_\_\_\_."
- "I'm having difficulty with what you just said..."
- "The statement you just made does not align with our values and how we want our team members to communicate."

## Slide: Communicate (or Name the Issue)

### Facilitator Script:

*"Next, communicate your disagreement or discomfort to the person who made the micro- or macro-aggression. Often, people make these statements without intending to cause harm. By speaking up, you can point out the disconnect between their intention and the actual impact."*

Offer strategies:

*"One way to do this is to ask clarifying questions that highlight this disconnect, such as:*

*'Help me understand what you mean by \_\_\_\_.'*

*'I don't understand why you only interrupted that colleague but let the other colleague finish speaking.'*

*These kinds of questions encourage reflection on words or assumptions."*

Address when clear statements are needed:

*"In some cases—especially with macro-aggressions—it's important to be direct, for example: 'We don't use that language here.'"*

Provide an option for sensitive situations:

*"If it's not the right time to have a longer discussion, you can acknowledge the issue and suggest returning to it later: 'I'm willing to come back and discuss this further with you, but for now let's focus on \_\_\_\_.'"*

### Facilitator Notes

Use a coaching tone: calm, brief, and firm. Avoid sarcasm or shaming; aim for learning and safety.



## Tell Why

(Explain to the offender)

Tell why the action was hurtful or problematic, or the hurtful impact of their action on others.

- "I suspect you didn't intend to stereotype anyone, but what you said could be interpreted that way."
- "When you say [X], it could be perceived as [Y]."
- "That comment does not help us create a safe, inclusive hospital environment."

## Slide: ACT Step 3: Tell Why (Explain Impact)

### Facilitator Script:

*"After you've communicated about the micro- or macro-aggression, the final step is to explain why the behavior was hurtful or problematic. This helps the person understand the explicit issue and its impact."*

Offer example approaches:

*"You might say:*

- *'I assume you didn't intend to stereotype anyone, but what you said could be interpreted that way.'*
- *'When you say [X], it could be viewed as [Y].'*

*These statements provide context without assuming malicious intent."*

Reassure about expertise:

*"You don't need to be an expert in the history of a stereotype to explain why something is offensive. You can simply say that what might seem like a harmless comment to them can feel isolating or unsettling to others."*

Tie to shared values:

*"You can also frame your response in terms of community standards. For example: 'That comment doesn't align with our institution's values of excellence and inclusion,' or 'That comment diminishes our ability to create a safe, inclusive environment.'"*

### Facilitator Notes

Keep it short—one sentence is often enough to land the point and move on.



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## Facilitator Notes – Why Learners Need to Practice Saying the Words

When teaching the ACT framework, it's not enough for participants to read or hear about it—they need to practice **saying the words out loud**. This step is critical for several reasons:

### 1. Bridges Theory to Action

- Knowing the framework in theory doesn't guarantee a participant will be able to use it in real time.
- Speaking the words builds familiarity so that the response feels more natural when needed.

### 2. Builds Confidence and Reduces Freeze Moments

- In real situations, bystanders often feel caught off guard and can freeze.
- Practicing out loud reduces hesitation and increases readiness to speak up.

### 3. Normalizes Discomfort

- The first time learners try the ACT language, it may feel awkward or forced.
- Hearing themselves use the words helps them get past that discomfort.

### 4. Develops Muscle Memory

- Like clinical skills, communication skills improve through repetition.
- Saying the words multiple times makes the framework easier to recall under pressure.

### 5. Encourages Personalization

- When learners speak the words in their own voice, they naturally adapt phrasing so it feels authentic to them—making it more likely they'll use it outside the workshop.

Breakout Group Activity – Practice Saying the Words

- Break into groups
- There is a facilitator for the group.
- Introduce yourselves—first name only, count off from 1-10.
  - (Hi, I'm \_\_\_\_, I'm #1)
- Each person is assigned the microaggression scenario corresponding to their number.
- The scenarios can be found on the handout.



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**Slide: Breakout Group Activity Instructions**

**Facilitator Script:**

*“In this part of the workshop, we’ll focus on microaggressions and give you a chance to practice using the A.C.T. acronym.”*

Explain the breakout group setup:

*“We’ll divide you into breakout rooms of about X people. In each group, one person should act as the facilitator to make sure everyone participates.”*

Give participant instructions:

*“Start by introducing yourselves using first names only, then count off from 1 to 10. For example: ‘Hi, I’m [Name], I’m #1.’ Each person will be assigned a scenario that matches their number.”*

Explain the practice activity:

*“Imagine you’ve just witnessed the situation described and then use the ACT acronym to share what you would say to move from being a bystander to an upstander.”*

Normalize discomfort:

*“This isn’t easy—you may feel uncomfortable or stumble, and that’s okay. That’s exactly why we practice. For me, it’s similar to delivering bad news to a patient or family—it’s never easy, and it takes practice to do it well.”*

Clarify the format:

*“This is not a role play. Each person will simply take turns practicing their response using the ACT framework for their scenario.”*



## Slides: Reconvene & Barriers

### Facilitator Script:

Welcome back from the breakout groups. For many of us, this may not have felt easy, so we would like to take a few moments to discuss the experience.

### Facilitator Notes

We suggest having your learners share some of the barriers or difficulties in using the ACT framework to respond to the scenarios as an upstander.

### Let's Talk About This Experience

- What was one aspect of this practice that was valuable for you?
- What was difficult for you?



### Facilitator Script:

*“Let’s take a moment to have a conversation about your experience.”*

Read the questions that are on the slide.

## Barriers to Intervening as a Bystander

- “When experiencing microaggressions, targets often feel confused or uncertain about how to respond.” (Byrd, 2018)
- Time
  - Situation: Clinical rounds, meeting, off-hand comment
  - Response: Recognize, decide to intervene, present a strategy
- Role
  - “Is it my place to say something?”
  - “What are the right words to say?”
- Fear
  - “Will I become the target?”
  - “Will the microaggressor become defensive?”



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## Slide: Acknowledge Barriers

### Facilitator Script:

*“Research shows that real barriers can prevent a bystander from speaking up. In fact, when people experience microaggressions, they often feel confused or uncertain about how to respond—and as a bystander, you might feel the same way.”*

Highlight time as a common barrier:

*“Time can be a factor in several ways. The moment to intervene may depend on the setting—for example, sometimes later is better.”*

*“Responding also takes time: you have to recognize the microaggression, think of what to say, and then speak up.”*

Address role uncertainty and fear as barriers:

*“Uncertainty about your role can also be a barrier. You might wonder, ‘Is it my place to speak up?’ or ‘What are the right words to say?’”*

*“Fear can be another powerful barrier. You might worry about becoming a target of micro- or macroaggressions yourself, or about how the person who committed the behavior will react. We’ll talk more about this in a few slides.”*

### Facilitator Notes

Decision question: Right now or later? Check urgency, safety, emotional state, privacy, and power dynamics.

When do I respond? When do I intervene?

- While we wish we could tell you the best moment to intervene, the truth is there is no clear best time.
- A situation that stimulates extreme anger or violence may require assistance from a safety officer.
- Intervening is most effective when it comes from a place of curiosity and generosity.



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## Slides: When to Intervene and Concerns about the Framework

### Facilitator Script:

*“There’s no exact formula for when to intervene, it’s best to ACT as soon as the micro- or macroaggression occurs. The sooner you respond, the better—though there will be times when it’s best to wait. For example, if the situation is tense or volatile, you may want to pause and address it later when things have cooled down.”*

*“Your own emotional state matters too. Interventions work best when delivered calmly, not in anger. The more we become aware of bias and recognize it in real time, the more confident and effective we’ll be in using ACT to create an inclusive and respectful environment.”*

*“If a situation sparks extreme anger or becomes violent, seek help from a safety officer rather than intervening yourself.”*

## Common Concerns about ACT Framework

- How do I intervene as an upstander if there is a power differential? For example, can I really speak up to my supervisor/manager or even a more senior colleague?
- I'm concerned about experiencing retaliation after intervening as an upstander.
- How do I intervene as an upstander when a patient or family is committing the micro- or macroaggression?



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## Slide: Common Concerns

### Facilitator Script:

*“Power differentials—can be a major barrier to intervening as an upstander. Each situation of micro- or macroaggression will be unique. If you feel comfortable using the ACT tool, you should do so. If you are uncomfortable, seek support from a trusted leader, supervisor, or designated organizational resource.”*

### Concerns About Retaliation

*“Many organizations have strong policies against retaliation. If you act in good faith because you believe someone is being targeted, you are generally protected under these policies. If you believe you’ve experienced retaliation, bring your concern to the appropriate leadership or compliance resource in your organization.”*

### When the Aggressor Is a Client, Patient, or Member of the Public

*“If a client, patient, or member of the public commits a micro- or macroaggression, you can still apply the ACT framework. You may also use other organizational resources to help address the situation and set appropriate limits.”*

### Facilitator Notes

Check your institution’s policies about employee retaliation for speaking up.

Remind participants to follow local policies and escalation pathways.

**Microintervention:** the Power of a Moment

- Can feel small, but have a significant impact (Sue et al, 2019)
- Can contribute to an inclusive environment (Aguilar, 2006; Houshmand et al, 2017)
- Develops a framework to respond to microaggressions – lowering the barrier of time and lack of words



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**Slides: Micro-Interventions Matter and Close the Workshop**

**Facilitator Script:**

*“There is also evidence that even a MICRO-intervention can have true impact. The smallest gesture can improve psychological well-being, promote respect, and foster an inclusive learning environment.”*

*“You don’t need to be perfect, you just need to be verbal. While you can’t guarantee how someone will respond when you ACT as an Upstander, the point is to take action.”*



**Where do you go for help?**

- Ombuds person
- Employee resource groups
- Clinician/Faculty support



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**Facilitator Notes:**

If learners are seeking additional help after practicing the ACT framework, there are several resources you can consider. Within your organization, there might be designated professionals who can offer support. For instance, learners might be able to consult the ombuds person, who is available for confidential, impartial, informal, and independent discussions about any work-related concerns they might have. Additionally, engaging with employee resource groups can provide support and appropriate referrals. Lastly, if you teach at a university, don’t hesitate to suggest to contact any office or individual designated to support clinicians and faculty.

**Additional Facilitator Notes**

End with a call to action: ask participants to try one ACT phrase this week and report back to peers.

## Facilitator Notes – Best Practices for Closing the Workshop

A strong close ensures participants leave with a sense of accomplishment, clarity, and motivation to apply what they've learned. The ending should be purposeful, reinforcing the key concepts and leaving participants with a clear call to action.

### 1. Recap Key Takeaways

- Briefly review the main points of the workshop, especially the **ACT framework** and why practicing is essential.
- Highlight both the knowledge gained and the skills practiced.
- Use a slide or quick verbal summary to reinforce retention.

#### Example:

“Today, we discussed how to move from being a bystander to an upstander, learned the ACT framework, and practiced saying the words so you can feel prepared to respond when needed.”

### 2. Invite Reflections

- Ask participants to share one insight, phrase, or strategy they're taking away.
- You can do this verbally in a group, in pairs, or through a quick poll/chat response.
- This step reinforces learning and allows multiple perspectives to be heard.

#### Facilitator Tip:

If time is short, ask for **one-word or one-sentence takeaways** to keep it moving.

### 3. Connect to Real-World Application

- Encourage participants to think about **specific contexts** where they can apply the ACT framework—whether with learners, peers, or in clinical or everyday interactions.
- Prompt them to set a personal goal, e.g., “In the next week, I will...”.

### 4. Acknowledge Emotions and Effort

- Recognize that these conversations can bring up discomfort, vulnerability, or strong emotions.
- Thank participants for their openness, willingness to practice, and contributions.

### **5. Leave Them with Encouragement**

- Remind them that speaking up is a skill that improves with practice.
- Emphasize that **small actions can have big impacts** on creating inclusive and respectful environments.
- Reassure them that imperfection is expected—what matters is awareness and the effort to act.

### **6. Provide Resources & Next Steps**

- Share any handouts, online resources, or follow-up learning opportunities.
- Encourage participants to bring this training to their own learners.
- If relevant, let them know who to contact for questions or support.

### **7. End on a Unifying Message**

- Close with a quote, short story, or shared value statement that connects to the workshop's purpose.
- Reinforce the idea that **everyone plays a role** in building a respectful, inclusive environment.

#### **Example Closing Statement:**

“Remember—every time you choose to act, you help create a safer and more respectful space for everyone. Thank you for committing to this work.”