

Supplemental Digital Appendix 1

Semi Structured Focus Group Guide

Note: Because participants typically spoke the most for the first two cases, we used two different interview guides with similar cases in a different order for our seven focus groups. Focus groups 1-4 received version 1 and focus groups 5-7 received version 2

Microaggression Intervention Focus Group Facilitator Guide (Version 1)

Thank you all very much for your willingness to participate in this focus group. My name is [XX] and this is my cofacilitators [XX] taking notes. We are not recording at this time. We are working with a group of five investigators at UCSF and are interested in exploring medical students' experiences with and thoughts on how attendings should respond to microaggressions on rotations. The focus group will last approximately 90 minutes. During this time, we will walk through four different scenarios in which a microaggression occurs to a medical student. We want you to share how you want a supervising attending to respond to the microaggression in each of these scenarios. Different students may want different types of responses, and there are no right or wrong answers. We are interested in your personal opinions even if they differ from other people in this Zoom room. The examples we will discuss are based on actual events we have heard from learners and UCSF, and they also are similar to events in the literature on microaggressions. The definition we use of microaggressions is that they are brief and common verbal, behavioral, or environmental indignities that communicate hostility, negativity, and are harmful to the target person or group [1]. Findings from this study will be used to help make UCSF curriculum for faculty on how to respond to microaggressions.

You can skip questions that you do not want to answer or excuse yourself from the focus group at any time. With your permission, I would like to record this focus group for later transcription. Your name and any potential identifying information will be removed from the transcript and will not be used in our analysis. We will keep the data we collect confidential, and we will not share your personal information with anyone outside the interviewing focus group team. This focus group will not affect your evaluations or grading in any way. Being in this study is optional. Because this is a focus group for a study, we will do our best to remain neutral in response to any comments that you make during our conversation. My co-facilitator and I may occasionally jot down notes to prompt ourselves of a future question to ask you. At this point, if you would like to participate in our focus group, please send "yes" in the chat box.

Does anyone have any questions before we turn on the recorders and begin?

Can each person go around and introduce themselves and identify yourself if comfortable? And also say, My favorite ice cream flavor is X.

Modeling: For example, my name is XXX, I identify as race/ethnicity and gender, and I use XXX pronouns. My favorite ice cream flavor is...

Scenario 1 (Microinsult):

You are a female Asian American medical student on your surgery rotation. You walk into the room of a patient whom you have been helping to care for, for the last three days. As you enter the room with your male attending, you tell the patient that he will be discharged today. After asking if he has any questions, the patient responds, "I don't have any questions, I am just sad that I won't get to see your pretty face tomorrow when I wake up."

1. Describe what you think is the microaggression that has occurred in this scenario?
2. Putting yourself in the shoes of this student, how would you want your attending to respond?
 - a. What about that response to this scenario makes it seem effective for you?
 - b. If you wouldn't want an attending to respond, why not?
3. What other effective responses do you think an attending could have to this scenario?
4. In this scenario, what factors should the attending weigh when deciding whether and how to respond to this microaggression?
5. Does anyone have a different thought/feel differently? Can you tell us more about that?

Scenario 2 (Microassault):

You are a male Mexican American medical student doing a rotation in the emergency department. You and your attending walk into the room of a patient who was found by EMS to be wandering the streets and agitated. As you enter, you introduce yourself to the patient who is writhing in the gurney. She says to you, "I don't want no illegal alien doctor."

1. Describe what you think is the microaggression that has occurred in this scenario?
2. Putting yourself in the shoes of this student, how would you want your attending to respond?
 - a. What about that response to this scenario makes it seem effective for you?
 - b. If you wouldn't want an attending to respond, why not?
3. What other effective responses do you think an attending could have to this scenario?
4. What do you think the attending is thinking when they are deciding whether and how to respond to this microaggression?
5. Does anyone have a different thought/feel differently? Can you tell us more about that?

Scenario 3 (Microinsult):

You are a Sikh male medical student who wears a dastar, or turban, the customary Sikh headwear. During the course of your internal medicine rotation, one week three different patients made comments about your dastar to you in front of the team. As you are rounding with your team one morning, a patient says to you, "I have a friend who looks like you who also wears a scarf on his head."

1. Describe what you think is the microaggression that has occurred in this scenario?
2. Putting yourself in the shoes of this student, how would you want your attending to respond?
 - a. What about that response to this scenario makes it seem effective for you?
 - b. If you wouldn't want an attending to respond, why not?
3. What other effective responses do you think an attending could have to this scenario?
4. What do you think the attending is thinking when they are deciding whether and how to respond to this microaggression?
5. Does anyone have a different thought/feel differently? Can you tell us more about that?

Scenario 4 (Microinvalidation):

You are a white fourth year female medical student doing an inpatient medicine sub-I. After multiple interactions with a patient, you realize that every time you enter the room, he directs all of his questions to the male third-year medical student despite the fact that as the sub-I, you are acting as his primary provider. When outside of the patient room, you mention this frustration to the team in passing. The third-year medical student replies, "I don't know, I did not notice that, and I don't think it is that big of a deal."

1. Describe what you think is the microaggression that has occurred in this scenario?
2. Putting yourself in the shoes of this student, how would you want your attending to respond?
 - a. What about that response to this scenario makes it seem effective for you?
 - b. If you wouldn't want an attending to respond, why not?
3. What other effective responses do you think an attending could have to this scenario?
4. What do you think the attending is thinking when they are deciding whether and how to respond to this microaggression?
5. Does anyone have a different thought/feel differently? Can you tell us more about that?

Now I want you to reflect on your clinical experiences as a whole thus far and the microaggressions that you have seen while on your rotations.

****As a learner, what are the most important things attendings should know in responding to microaggressions against the learner?**

Microaggression Intervention Focus Group Facilitator Guide (Version 2)

Scenario 1 (Microinvalidation):

You are a white fourth year female medical student doing an inpatient medicine sub-I. After multiple interactions with a patient, you realize that every time you enter the room, he directs all of his questions to the male third-year medical student despite the fact that as the sub-I, you are acting as his primary provider. When outside of the patient room, you mention this frustration to the team in passing. The third-year medical student replies, "I don't know, I did not notice that, and I don't think it is that big of a deal."

Scenario 2 (Microinsult):

You are a male medical student with spastic paraplegia of the legs who walks around with a cane. During the course of your internal medicine rotation one week three different patients made comments to you about the way you walk in front of the team. As you are rounding with your team one morning, a patient says to you, "I have a friend who has a gimp leg and walks like you."

Scenario 3 (Microassault):

You are a male African American medical student doing a rotation in the emergency department. You and your attending walk into the room of a patient who was found by EMS to be wandering the streets and agitated. As you enter, you introduce yourself to the patient who is writhing in the gurney. She says to you, "I don't want no black doctor."

Scenario 4 (Microinsult):

You are a female Asian American medical student on your surgery rotation. You walk into the room of a patient whom you have been helping to care for, for the last three days. As you enter the room with your male attending, you tell the patient that he will be discharged today. After asking if he has any questions, the patient responds, "I don't have any questions, I am just sad that I won't get to see your pretty face tomorrow when I wake up."