



Sizzling Summer Series: Implicit Bias and Microaggressions

Presented by Office of Diversity and Inclusion

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Conversational Expectations

1. Be present and respectful in the space
2. Lean in
3. Land the plane
4. Assume good intent
5. Freedom of speech is not freedom from consequences
6. Stories stay, lessons leave
7. Be respectful and agree to disagree

Mindfulness Activity



Common Language

- **Equality** giving everyone the exact same resources.
- **Equity** involves distributing resources based on the needs of the recipients.
- **Prejudice** outward expressions of negative attitudes towards different social groups
- **Stereotype** an oversimplified, fixed, and widely held belief about an entire group of people, stereotypes may not always be accurate, especially when they lead to judgements applied to individuals within that group

Common Language continued

- **Institutional racism** (also known as systemic **racism**) is a form of **racism** that is embedded as normal practice within society or an organization. It can lead to such issues as discrimination in criminal justice, employment, housing, health care, political power and education, among other issues.
- **Bias** is the tendency to favor one group over another; biases can be favorable or unfavorable and can be unconscious or conscious.
- **Unconscious bias** refers to a **bias** that we are unaware of, and which happens outside of our control.
- **Implicit bias** refers to the same area but questions the level to which these **biases** are **unconscious** especially as we are being made increasingly aware of them.



WICHITA STATE
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Implicit Bias



Implicit Bias in Action

- Night and Day
- Black and White
- Young and Old

Implicit Bias in Action

RED

BLUE

RED

YELLOW

YELLOW

GREEN

ORANGE

BLACK

ORANGE

BROWN

PURPLE

BLUE

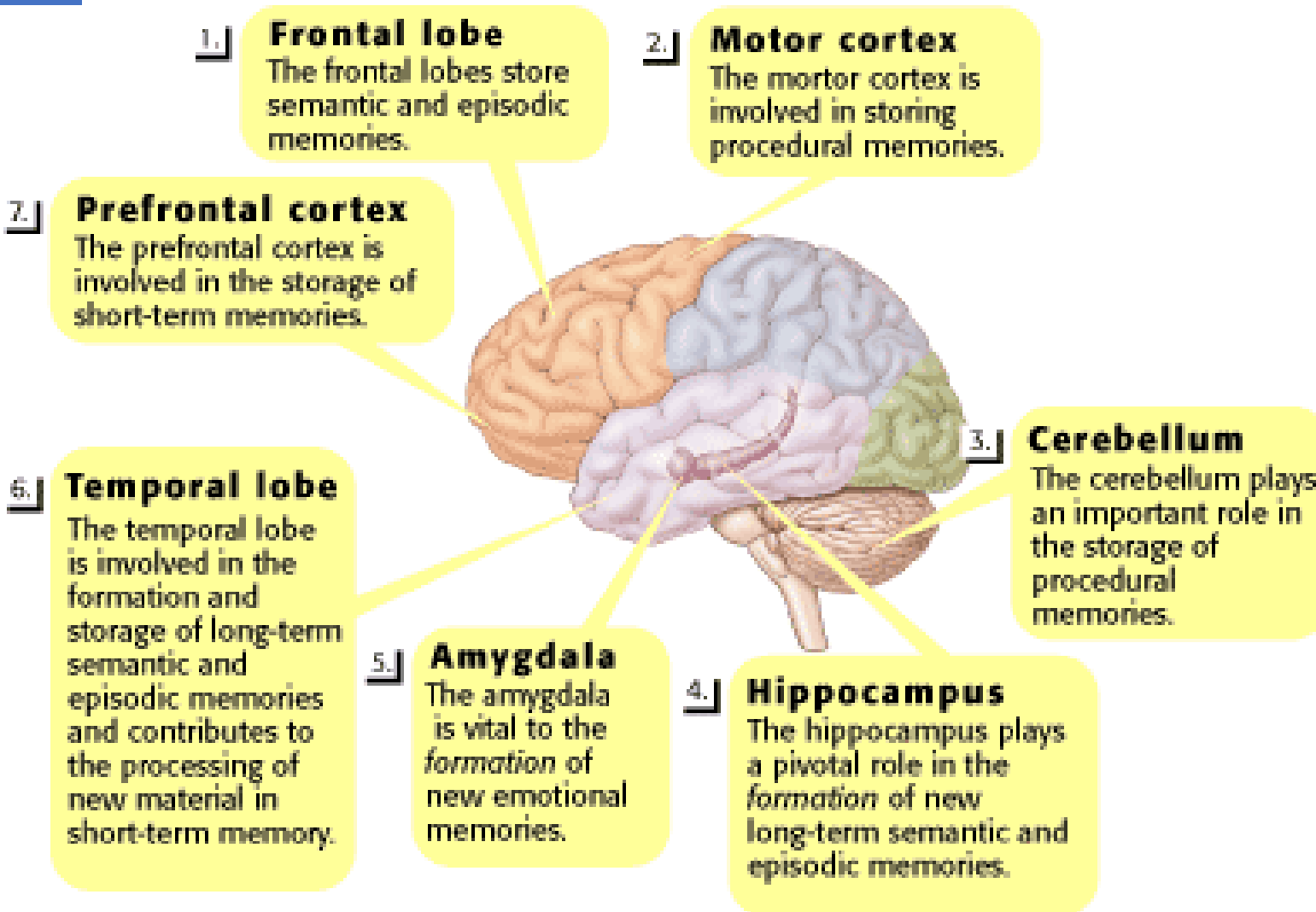
BLACK

PURPLE

GREEN

BROWN

Implicit Bias



- Amygdala – Processing power house, Fight, Flight, or Freeze.
- Hippocampus – Forms links in the brain. Information and memories processed.
- Temporal lobe – Integrates sounds and words.
- Media frontal cortex – Empathy, emotional responses, and rational thought.

<https://www.youtube.com/watch?v=1JVN2qWSJF4>

Implicit Bias has friends

Confirmation Bias
occurs from the
direct influence of
desire on beliefs.

Affinity Bias
is the unconscious
tendency to get
along with others
who are like us.

In-Group Favoritism
is a pattern of
favoring members
of one's in-
group over out-
group members.

Attribution Error
occurs when the
wrong reason is
used to explain
someone's behavior.

BIAS



Breakout Session #1 (8-10 mins)

Working with your group answer the following questions:

- How has bias shown up in your work?
- What have you done to combat bias showing up in your work?

Debrief

- Be prepared to share insights with the larger group.



Implicit Bias and Structural Racism

- History was built where not all members were included
- Society is segregated
- Socialization
- Circumstances
- Focus on inequities and have a lens of racial equity
- Power and Inequities
- Stereotypes and assumptions
- Quality and “Underrepresented people” should be synonymous
- Lack of holistic policies

Implicit Bias in health outcomes

- Medical school admissions
- Less diverse medical workforce
- Promotion and growth
- Affects patient care
 - Reduced quality of care
 - Dismissal of symptoms/untreated
 - Misdiagnosis or undiagnosed
 - Incorrect prescriptions or medications
- Racial Bias
- Gender Bias
- Sexual and Gender Minority Bias
- Disability Bias
- Age Bias



Microaggressions

Reflection and Discussion Activity

Reflect

- Think of a time when someone said something about an aspect of your identity which you felt was intentionally or unintentionally dismissive, insulting, or demeaning.
 - ✓ How did it make you feel?
 - ✓ What impact did the comment have on you and or your relationship with the person?

Debrief

- Be prepared to share your general thoughts to the questions above with the larger group.



Part-1: Understanding Microaggressions

VIDEO/DISCUSSION

- <https://youtu.be/e4N50b76cZc>

What can becoming more self-aware of microaggressions do for you as a health care leader?

Part-2: Responding to Microaggressions

VIDEO/DISCUSSION

- <https://youtu.be/HrCgBLoMxTQ>

How can self-reflection questions help someone when responding to a microaggression?

Microaggressions

What microaggressions have you experienced or observed within healthcare?

If comfortable sharing, please unmute and provide your example.

Examples

- 'Stop acting like an angry Black Woman' 'Why can't you people ever listen' 'Why do I get a dumb Black Nurse'
- 'You are a doctor? You look like a teenager' Referring to minority residents or medical students as 'those people'...obtained their current position because of 'affirmative action'
- Someone telling their Latina patient that they're "so impressed with her English."

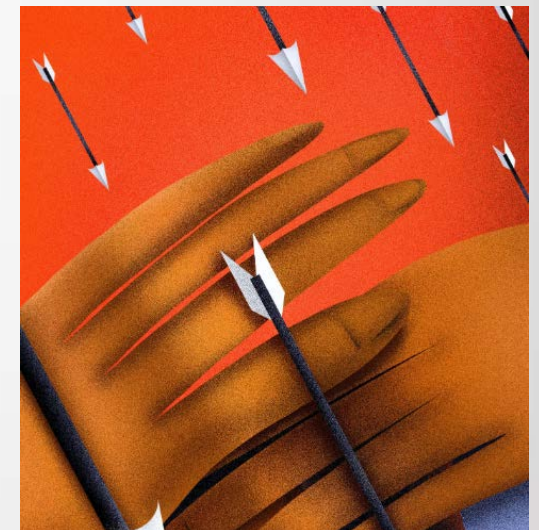
A Disconnect in Perception

- Despite “micro” in microaggressions it does not mean small, but they occur frequently in the daily interactions that members of underrepresented communities have with other people
- Most of the time, people who commit microaggressions think of themselves as well-intentioned and do not realize that the underlying messages communicated by their actions or comments are hurtful to other people
- Because of the subtle nature of microaggressions and the fact that the individuals who commit them are usually unaware they have done so, microaggressions often go unaddressed or are treated as “innocuous”

Impact of Microaggressions

Over time microaggressions have long-term affects

- Negative impact on self-esteem
- Increased anger & frustration
- Decreased mental and physical energy
- Decreased workplace performance
- Increased risk of health problems
- Shortened life expectancy
- Denied equal access to opportunity (including but not limited to education, employment, & health care)
- The only one in the room or tokenizing
- Fear to perform for entire underrepresented community
- Feeling of unequal treatment in the workplace



Responding to Microaggressions

- **Paraphrase and ask for clarity**

- ✓ Make sure what you heard is what they said; ask them to help you understand what they meant.

Example: “I think what you said was _____; is that correct? Can you elaborate on what you meant by that?”

- **Be an active-bystander. Share your own personal experience and how you recognized the microaggression and challenged the underlying stereotypes**

- ✓ It helps others to feel less self-conscious and defensive when you share that you used to think or feel similar things, and it helps them expand their awareness when you offer alternative perspectives.

Example: “I overheard you make the comment that _____. I used to think that too, but then I learned _____.”

Breakout Session #2 (8-10 mins)

Working with your previous group:

- Recall your example from the reflection or another one where you experienced a microaggression.
- Using the skills, discuss how could respond if you got a 'do-over' or how you can become an active-bystander.

Debrief

- Be prepared to share insights with the larger group.



Skills Recap

- **Paraphrase and ask for clarity**
 - ✓ Make sure what you heard is what they said; ask them to help you understand what they meant.
- **Share your own personal experience and how you recognized the microaggression and challenged the underlying stereotypes**
 - ✓ It helps others to feel less self-conscious and defensive when you share that you used to think or feel similar things, and it helps them expand their awareness when you offer alternative perspectives.

Acknowledging Your Own Bias

Strategy 1: Invite dialogue when there are signs that it is necessary.

Example: “I feel like you had a strong reaction to what I just said. Can you help me understand what just happened?”

Strategy 2: Respect the emotional risk and vulnerability it takes for someone to share the impact your action had. Express appreciation and a willingness to engage.

Example: “Thank you for letting me know how my comment made you feel. No one has ever brought this to my attention before. If you’re willing to talk more about it, I’d like to better understand the ways my comment was problematic so I can learn from this and also help educate others.”

Strategy 3: We all commit microaggressions. Take ownership of yours and express a commitment to growth.

Example: “I am sorry that what I said hurt you. That wasn’t my intention, but I will be intentional about trying to avoid hurting others in that way in the future.”



Call to Action

Action Steps

- **Check Your Mindset/Empathy Level**
 - ✓ Deliberative Reflection
 - ✓ Learn mindfulness techniques
 - ✓ When making decision slow down, minimize distraction
 - ✓ Examine your thoughts, question the potential bias in your thought process
- **De-biasing**
 - ✓ Work to counter stereotypes
 - ✓ Become aware and recognize your trigger
 - ✓ Assess the bias – where did it come from, why am I thinking this, who taught me this, how did I learn this, is this valid, factual?
 - ✓ Then take the time to deconstruct and re-learn
 - ✓ Get Proximate – Bryan Stevenson
 - ✓ Ongoing training, workshops, books, Ted Talks

Action Steps

- ✓ Be aware of the cultural norms in the organization/communities you're working with (and know that you don't know everything)
- ✓ Educate those that commit microaggressions. It's not on the marginalized groups to educate the majority.
- ✓ Help people acclimate not assimilate.
- ✓ Intent vs impact. Focus on the impact on the recipient regardless of the intent of the offending behavior regardless if it was unconscious or not.
- ✓ View diversity as an opportunity, not a burden.
- ✓ Work towards being an organization that reflects the populations it serves.

Personal Action Steps

- ✓ Be aware of your own biases, prejudices and privileges.
- ✓ Even statements that seem positive can involve stereotypes.
- ✓ Give people an opportunity to tell their own story, learn to be an ally.
- ✓ Don't tokenize, be conscience on how you try to relate to an individual or group. Jokes do matter.
- ✓ Recognize and be aware of the issues your peers/organizations are facing at the national, regional, and local level.
 - ✓ Covid-19, LGBTQ+ Rights, Black/All/Blue Lives Matter, Back the Blue, religious discrimination, travel ban, DACA, #MeToo, Immigration, Freedom of Speech.

Personal Impact Statement

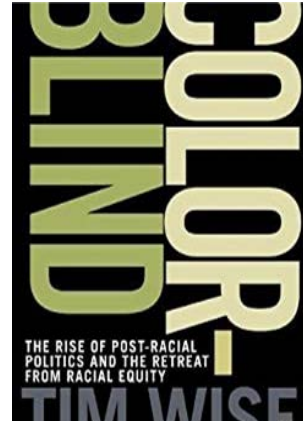
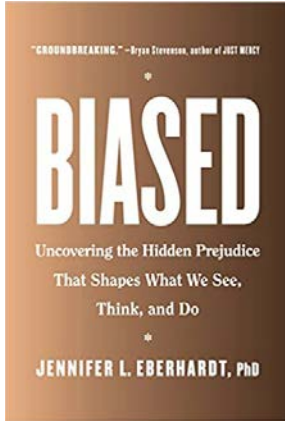
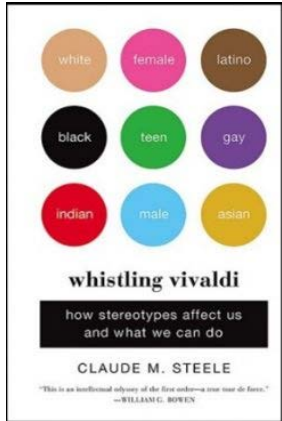
1. How can my organization be actively anti-bias by design?
2. What am I committed to doing to ensure I am not using microaggressions?
3. How will I educate or influence others?
4. What must I do to succeed in my commitments?



“Invite people into your life that don’t look or act like you. You might find they challenge your assumptions and make you grow.”

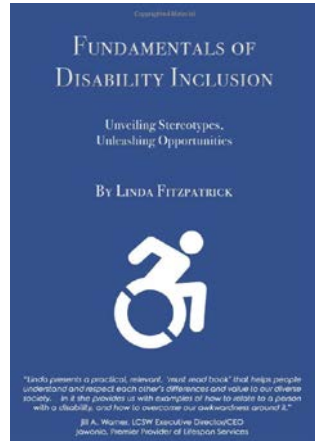
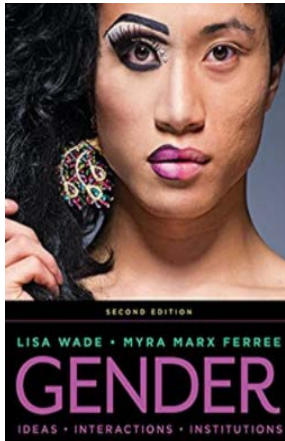
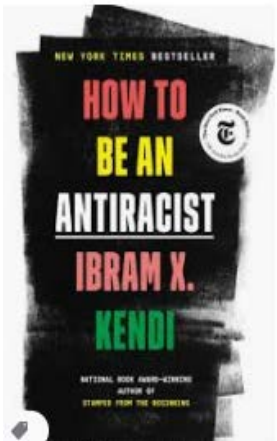
Mellody Hobson
Co-CEO & President Ariel Investments

RESOURCES



■ Books

- *Whistling Vivaldi And Other Clues to how Stereotypes Affect Us*, Claude Steele
- *How to Be an Antiracist*, Ibram X. Kendi
- *Color-Blind The Rise of Post-Racial Politics And The Retreat from Racial Equity*, Tim Wise
- *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*, Jennifer L. Eberhardt
- *Gender Ideas, Interactions, Institutions*, Lisa Wade, Myra Marx Ferree,
- *Fundamentals of Disability Inclusion Unveiling Stereotypes, Unleashing Opportunities*, Linda Fitzpatrick



Resources

- Racial Biases in Medicine and Healthcare Disparities, Dovidio, J., et al., *TPM*, 2016
- Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review, Zestcott, C.A., et al., *Group Processes & Intergroup Relations*, 2016
- Implicit Association Test (IAT), <https://implicit.harvard.edu/implicit/>
- Hoffman KM, Trawalter S, Axt JR, Oliver MN. Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites. *Proc Natl Acad Sci*. 2016;113(16):4296-4301. doi: 10.1073/pnas.1516047113.
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- Hidden Injustice: Bias on the Bench <https://vimeo.com/165006635>
- Glicksman E. Unconscious Bias in Academic Medicine: Overcoming the Prejudices We Don't Know We Have. AAMC News. Sept. 27, 2016. Available here. Accessed Dec. 6, 2019.
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Resources

- Byington CL, Lee V. Addressing disparities in academic medicine: Moving forward. JAMA 2015;314:1139-41.
- Smedley BD, Stith Butler A, Bristow LR. In the Nation's Compelling Interest: Ensuring Diversity in the Health-Care Workforce. Washington, DC: National Academies Press; 2004.
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- Accreditation Council for Graduate Medical Education. Data Resource Book: Academic Year 2017-2018. 2019.
- American College of Cardiology. American College of Cardiology Diversity and Inclusion Initiative. 2017.
- UCLA Equity, Diversity, and Inclusion: <https://equity.ucla.edu/know/implicit-bias>
- Tenney L. Being an active bystander: strategies for challenging the emergence of bias. Columbus, OH: Ohio State University Kirwan Institute for the Study of Race and Ethnicity, 2017

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Thank you for your time!

Discussion, Questions & Answers

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