

[View recording](#)

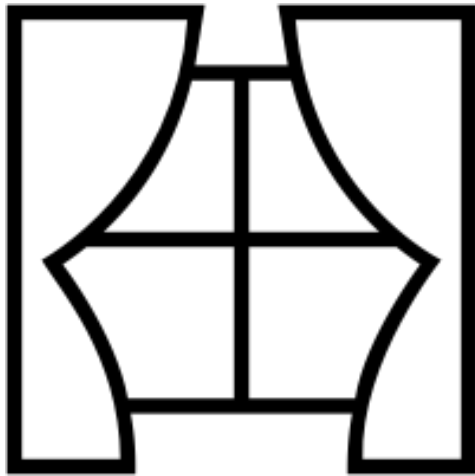
GME Trainee Selection: Implicit Bias Workshop

September 28, 2021



Christina Harris, MD
Assistant DIO for EDI
Associate Program Director, IM Residency

Increasing Our Equity Consciousness



Understand how forms of systemic oppression operate to advantage some groups and disadvantage others.



How have our lived experiences shaped our beliefs, attitudes and biases about ourselves and others.

Our Mission

UCLA David Geffen School of Medicine

Mission Statement

To improve health and healthcare, UCLA will:

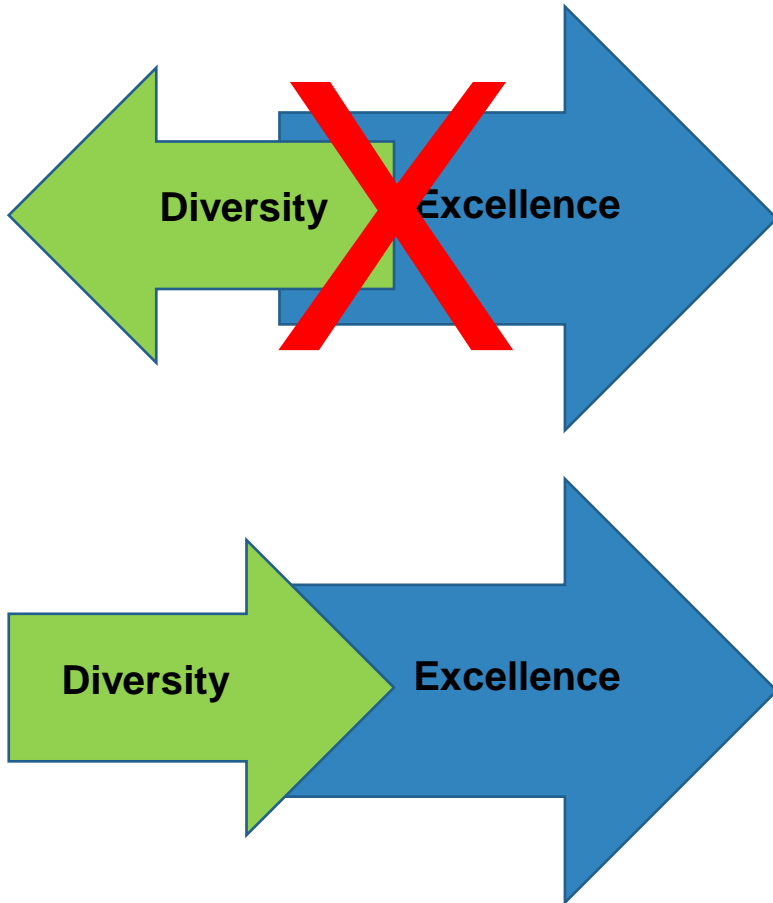
- Create world leaders in health and science
- Discover the basis for health and cures for disease
- Optimize health through community partnerships
- Heal humankind one patient at a time

Seeking Excellence

Define Excellence

Achieving Equity

Defining Excellence



#greatmindsthinkdifferently

Defining Excellence

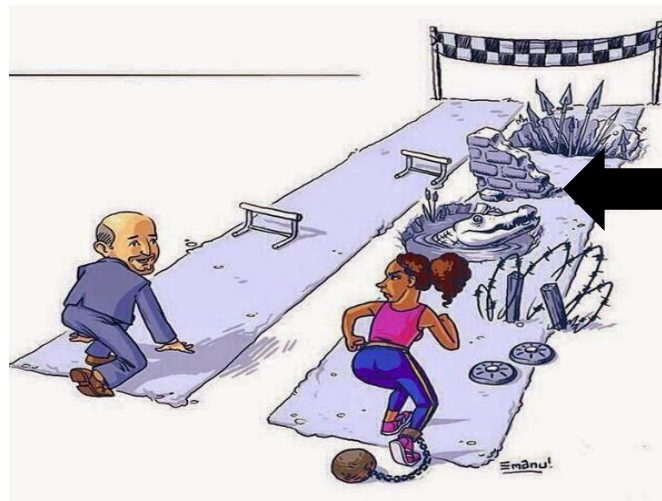
At UCLA we want “the best”

We want to select based on merit*

*Meritocracy – a system in which the talented are chosen and moved ahead based on their achievement

We are smart people who know the best when we see it

Myth of Meritocracy



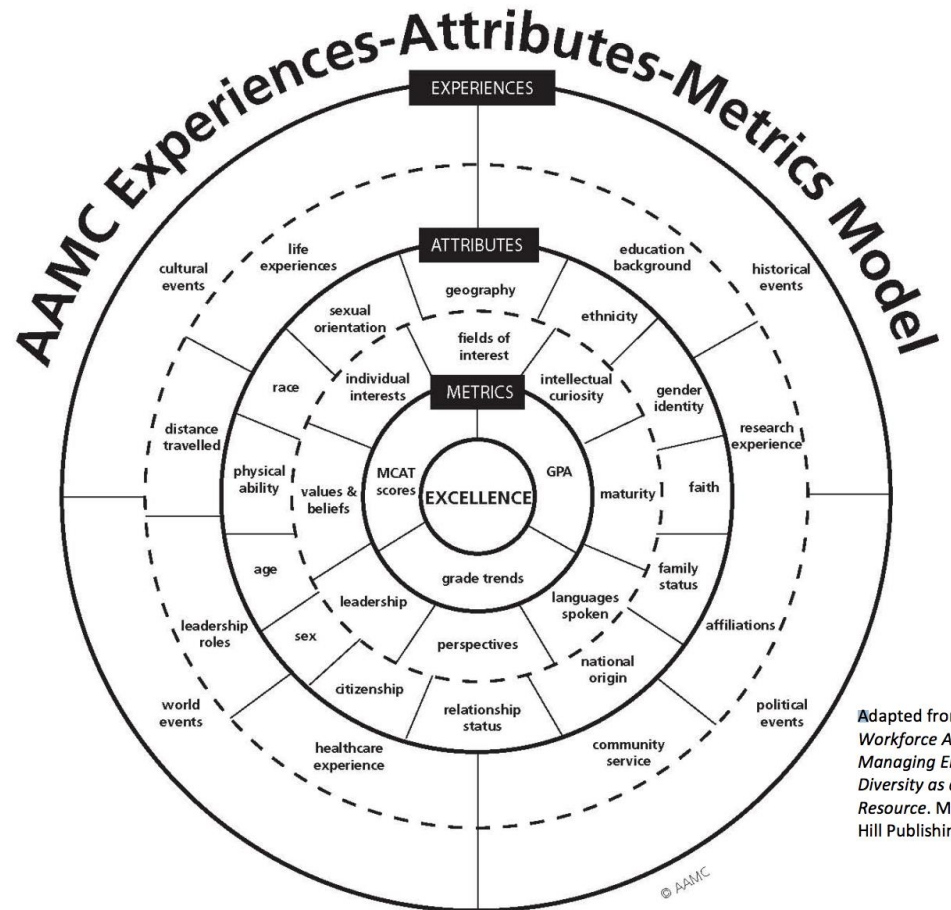
**“-isms”
&
Bias**

Defining Excellence: Holistic Review

Holistic Review

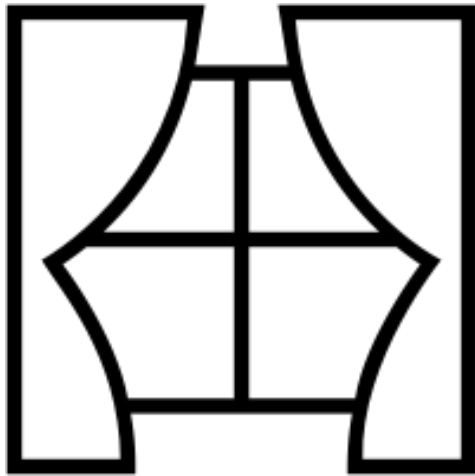
A balance of experiences, attributes and academic (EAM) is

- Used to assess applicants with the intent of creating a richly diverse interview and selection pool and trainee class
- Applied equitably across the entire candidate pool; and
- Grounded in data that provide evidence supporting the use of selection criteria beyond grades and test scores



Adapted from
*Workforce America:
Managing Employee
Diversity as a Vital
Resource*. McGraw
Hill Publishing, 1990.

Increasing Our Equity Consciousness



Understand how forms of systemic oppression operate to advantage some groups and disadvantage others.



How have our lived experiences shaped our beliefs, attitudes and biases about ourselves and others.

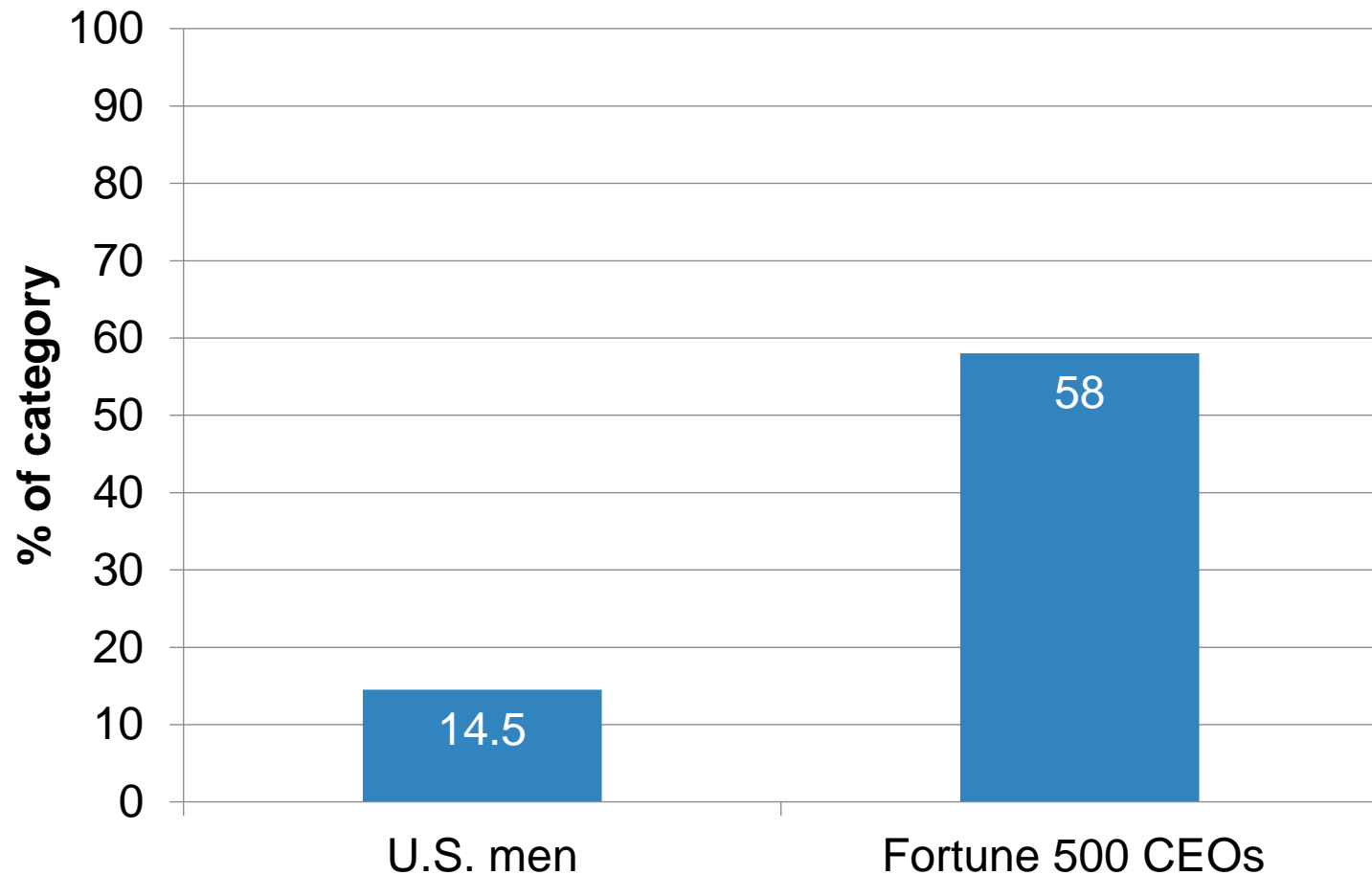
What is Implicit Bias?

Everyone has it.....

Attitudes, thoughts or stereotypes that affect our understanding, actions and decisions in an unconscious manner; are involuntarily formed and are typically unknown to us

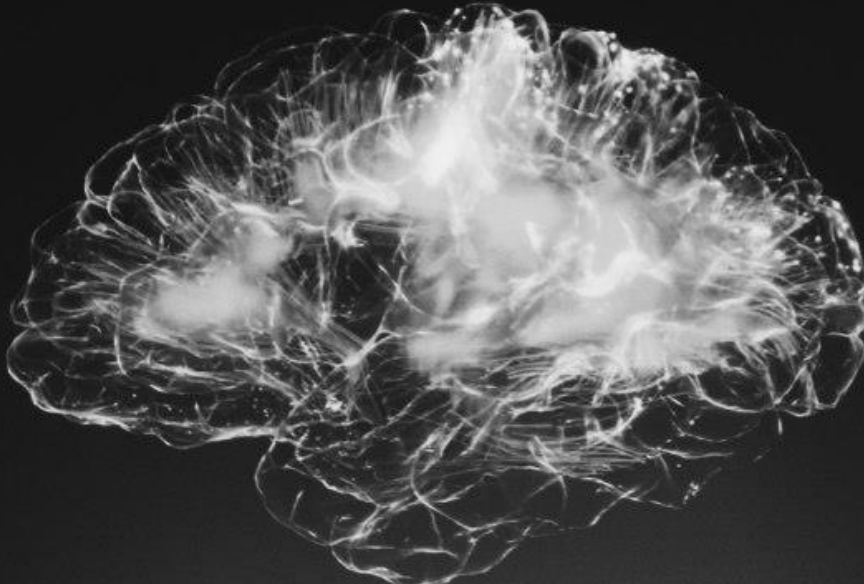


Implicit Bias: Leadership & Height (% CEO's over 6' tall)

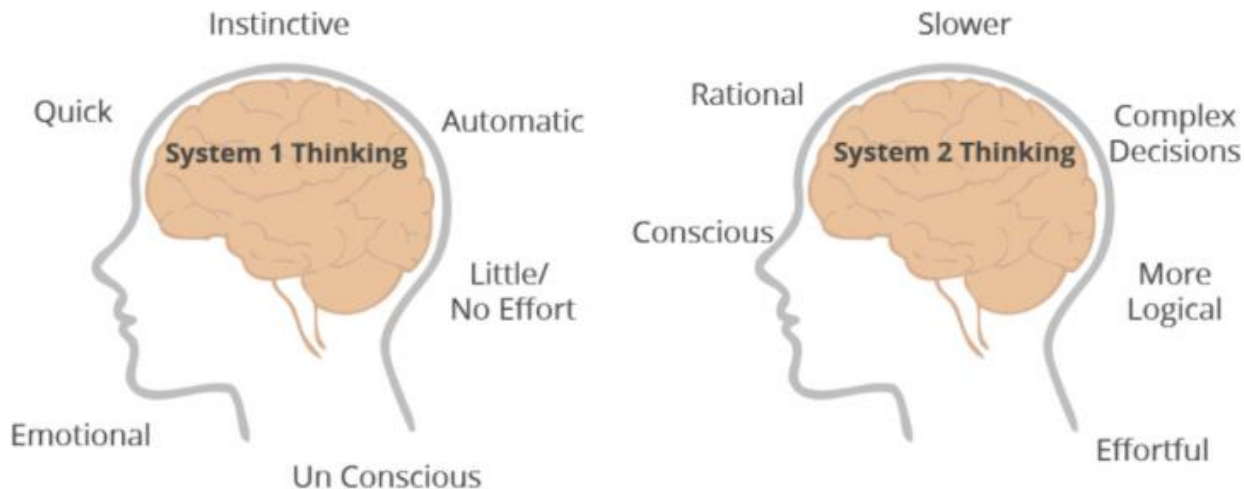


Implicit Bias and the Brain

- Mental shortcuts
- Automatic
- Organize & categorize information



DANIEL KAHNEMAN'S SYSTEMS OF THINKING



The Making of Implicit Bias

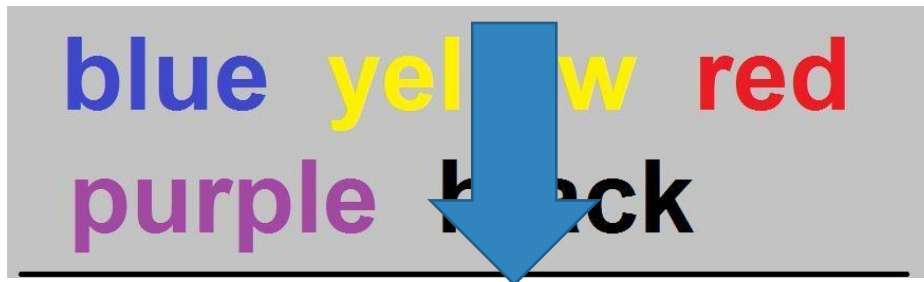
Priming

Psychological phenomena in which an exposure to a stimulus is used to elicit an associated response.



Associations

Created and reinforced through priming. They occur without conscious guidance or intention. “Shortcuts” based on how we have been primed.



Assumptions

The Making of Implicit Bias

Priming



Associations

Historical experience
Family experiences
Personal experiences
Media
Education

Racism
Sexism
Heterosexism
Classism
Ablism
Ageism

**Women as less competent, overly emotional,
and their bodies as objects to be judged.**

**Immigrants from Central America
and Mexico are dangerous**

**Gay men as flamboyant and
effeminate.**

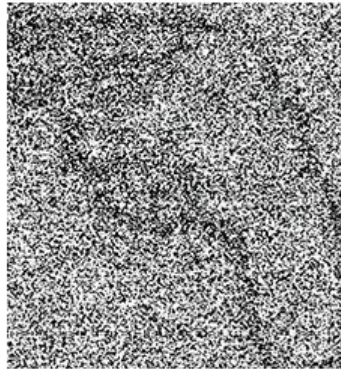
**Blacks as less intelligent, aggressive,
sassy and more likely to commit crime.**

The Making of Implicit Bias

Priming



Associations



Brain cells that fire together, wire together!

The Making of Implicit Bias

Priming



Associations

Historical experience
Family experiences
Personal experiences
Media
Education

Racism
Sexism
Heterosexism
Classism
Ablism
Ageism

What does it mean to be a
doctor?

White are smarter, more capable, and hard
workers

Black as less intelligent, aggressive and not
hard workers

Men are more capable, scientific/technical
and able to produce and lead

Women as less capable, scientific/technical,
overly emotional therefore less able to lead

The Making of Implicit Bias

Priming



Associations



Assumptions

Do they have what it takes?

How they will be able to handle
our complex patients?

How team oriented they will be?

Likelihood causing a problem?

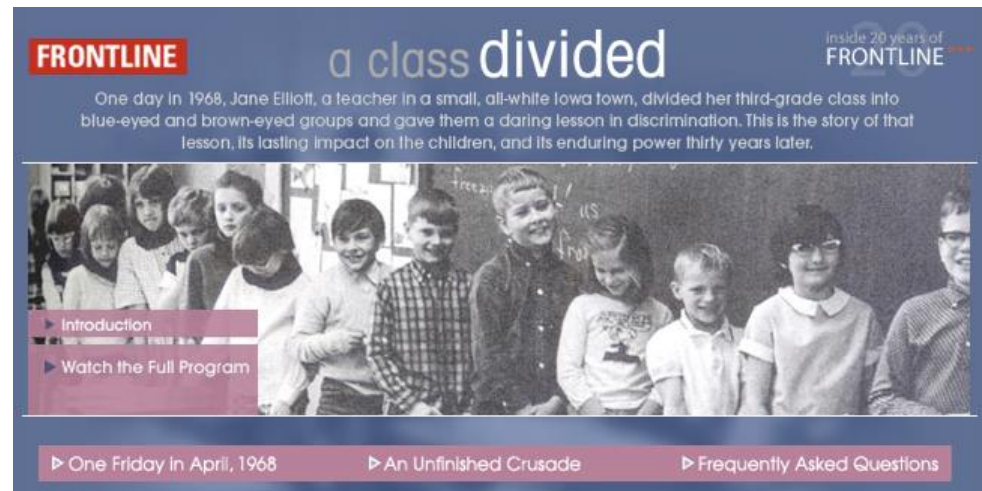
How successful they will be?

Brain cells that fire together, wire together!

“Implicit biases come from the culture. I think of them as the thumbprint of the culture on our minds. Human beings have the ability to learn to associate two things together very quickly—that is innate. What we teach ourselves, what we choose to associate is up to us.”

Dr. Mahzarin R. Banaji, quoted in Hill, Corbett, & Rose, 2010, p. 78

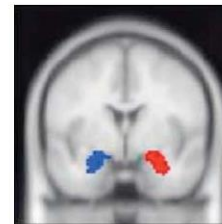
Ingroups and Outgroups



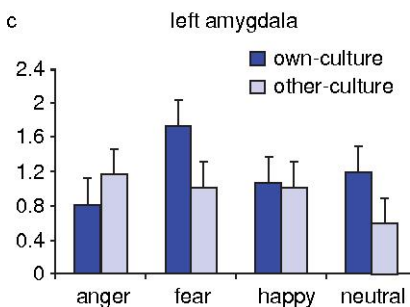
a



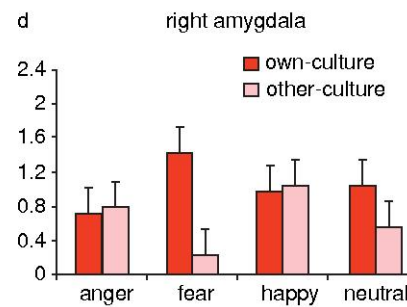
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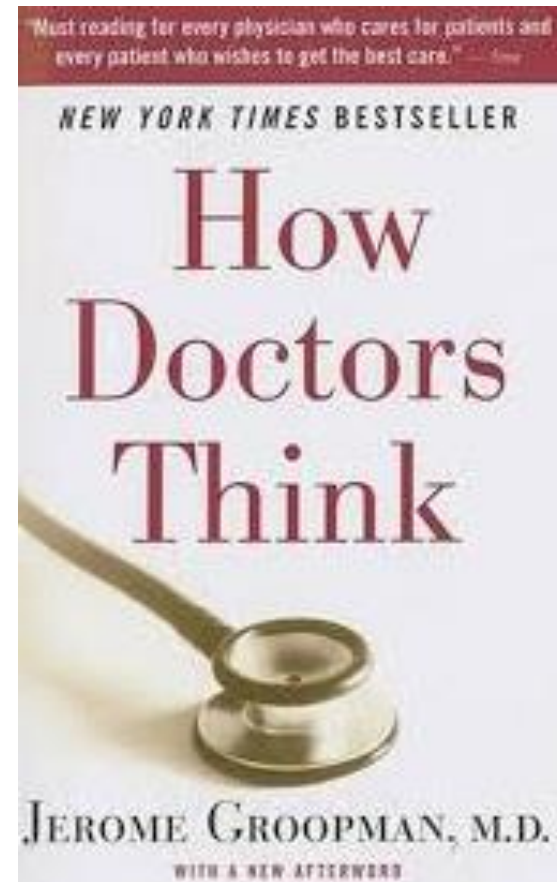
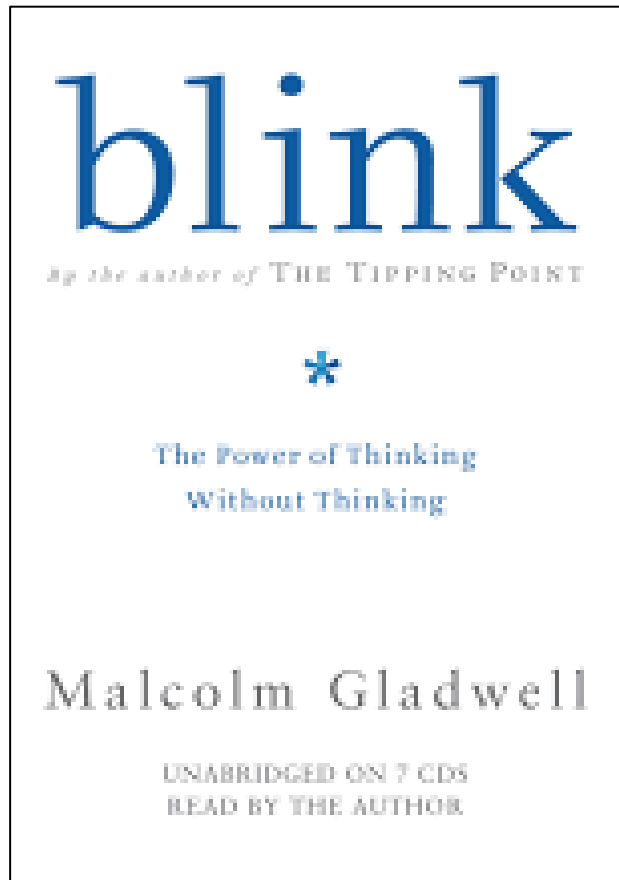


d



Bias in Physicians

- Pattern recognition is important
- Cultivating intuition and expertise



Measuring Bias: The Implicit Association Test (IAT)



The screenshot shows the Project Implicit website. At the top, there's a logo with a stylized figure and the text "Project Implicit®". Below it, there are three main sections: "PROJECT IMPLICIT SOCIAL ATTITUDES", "PROJECT IMPLICIT MENTAL HEALTH", and "PROJECT IMPLICIT FEATURED TASK". Each section has a brief description and a "GO!" button. On the left, there's a sidebar with a list of various IATs, each with a blue button and a description. The list includes Gender-Career IAT, Skin-tone IAT, Presidents IAT, Weight IAT, Native IAT, Weapons IAT, Disability IAT, Age IAT, and Asian IAT.

PROJECT IMPLICIT SOCIAL ATTITUDES
Log in or register to find out your implicit associations about race, gender, sexual orientation, and other topics!

PROJECT IMPLICIT MENTAL HEALTH
Find out your implicit associations about self-esteem, anxiety, alcohol, and other topics!

PROJECT IMPLICIT FEATURED TASK
Measure your implicit associations toward issues concerning race, religion, weight, or other topics!

Gender-Career IAT
Gender - Career. This IAT often reveals a relative link between family and females and between career and males.

Skin-tone IAT
Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.

Presidents IAT
Presidents ('Presidential Popularity' IAT). This IAT requires the ability to recognize photos of Donald Trump and one or more previous presidents.

Weight IAT
Weight ('Fat - Thin' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.

Native IAT
Native American ('Native - White American' IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the names of places that are either American or Foreign in origin.

Weapons IAT
Weapons ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

Disability IAT
Disability ('Disabled - Able' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.

Age IAT
Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.

Asian IAT
Asian American ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.

Against Stereotype

African American
or
Good

European American
or
Bad



Stereotype

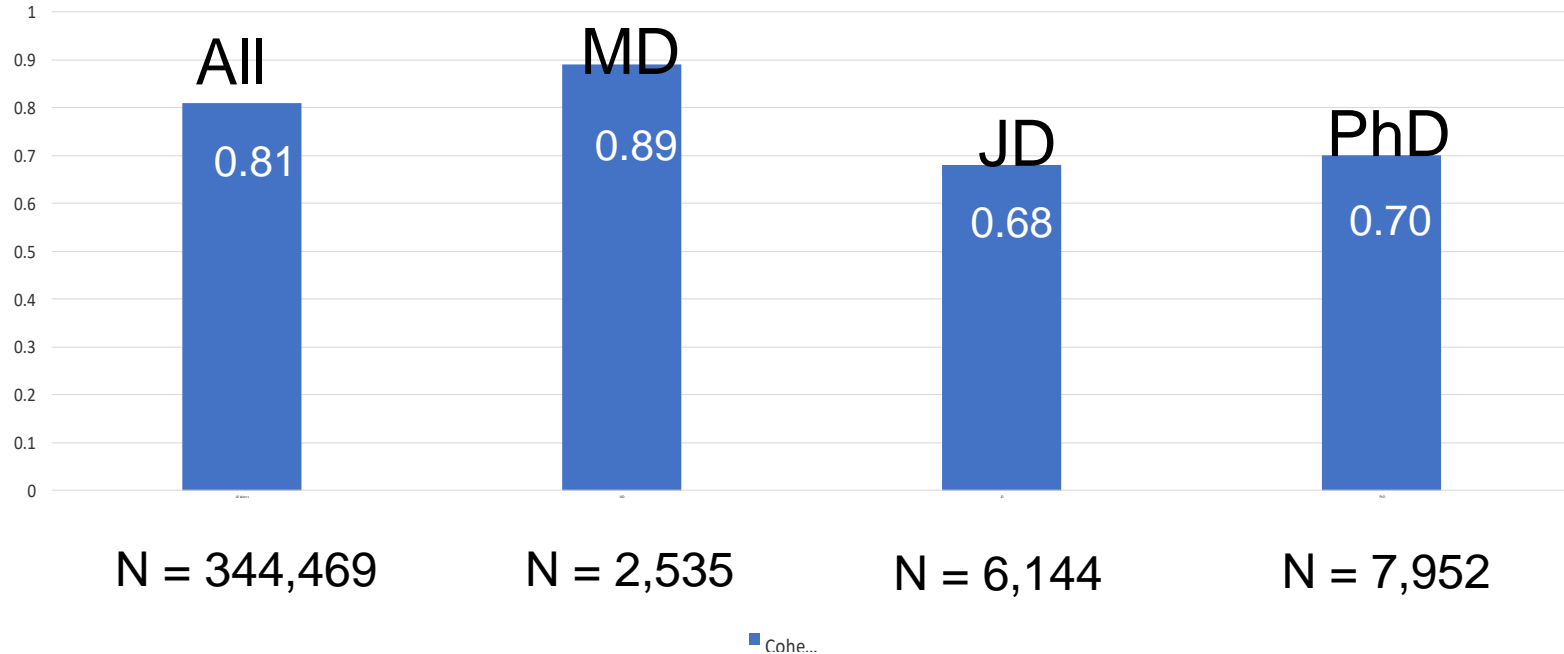
European American
or
Good

African American
or
Bad



Race Implicit Association Test (IAT)

Doctors, Researchers and Lawyers



D of 0.5 = medium effect
D of 0.8 = large effect

Residency Selection: Areas of Bias

Biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without individual's awareness or intentional control.

The Package	
ERAS Application	
PD & Dean's Letter	←
LOR	←
Personal Statement	
Transcripts	←
USMLE Scores	←
Interview	←

Implicit Bias in Evaluations

Differences in Narrative Language in Evaluations of Medical Students by Gender and Under-represented Minority Status

Alexandra E. Rojek, AB¹, Raman Khanna, MD, MAS², Joanne W. L. Yim, PhD³,
Rebekah Gardner, MD⁴, Sarah Lisker, BA^{1,5}, Karen E. Hauer, MD, PhD¹, Catherine Lucey, MD¹, and



Competency vs Personal Attributes

**Male medical students are
'scientific', 'women' are 'lovely'**

Assessing Implicit Gender Bias in Medical Student Performance Evaluations

Evaluation & the Health Professions
33(3) 365-385

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DOI: 10.1177/0163278710375097

http://ehp.sagepub.com





Fiona White, MD

*Dr. White can only be described as **motherly**. You know that if you're going to be on call with her there you won't be hungry because she will bring lots of snacks. She is a very **kind, caring** person and it is reflected in how she treats her patients as well as her coworkers.*

- Keith Riggs, MD

UTHealth | McGovern #Classof2020
The University of Texas Health Science Center at Houston Medical School @UTHealthObGyn



Susan Nasab, MD

*I learned so much from Dr. Nasab. She is so **cool** to be with in the OR, always with a new technique or trick. I appreciated the time she took to teach us and make us better. She is a very **caring** person. Susan is also super **funny**, and has amazing stories. She is going to be an amazing REI!*

- Adekorewale (Wale) Odulate-Williams, MD

UTHealth | McGovern #Classof2020
The University of Texas Health Science Center at Houston Medical School @UTHealthObGyn



Chizaram Nwogwugwu, MD

*Dr. Nwogwugwu makes her team feel loved by how she helps us and brings joy to a stressful day. Her **small acts of kindness** show that she cares and is there for us. She is **direct and honest**. Not only is she tactful when giving feedback, but she also provides practical solutions and really **helps you to believe in yourself**. I wish I had more time to learn from her.*

- Kelcie Alexander, MD

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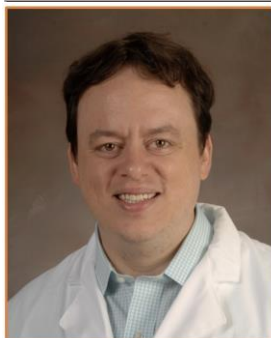
Ivana Simpson, MD

*Dr. Simpson not only is a **rockstar** in the OR, but also in the workplace where she jams to music. She is a **loveable** chief; her **easy-going** attitude makes her a great person to work with. She is also approachable. Her composure is one of the many qualities I hope to gain.*

Wish her all the best!

- Aneesh Kothare, DO

UTHealth | McGovern #Classof2020
The University of Texas Health Science Center at Houston Medical School @UTHealthObGyn



Clifton O. Brock, MD

*Dr. Brock is **smart, friendly, and caring**. He is also **efficient and analytical**. His work has laid the foundation for large prospective studies that may answer critical questions to predict and prevent complications of monochorionic twins, including death or severe long term disability. He is an **exceptional talent** with **great potential** ahead. We are excited to have him join our Fetal Intervention family!*

- Dr. Ramesh Papanna, MD, MPH

UTHealth | McGovern #MFM #Classof2020
The University of Texas Health Science Center at Houston Medical School @UTHealthObGyn



Eric Bergh, MD

*Dr. Bergh is a **compassionate and brilliant** person with a **passion for information technology**. During his Fetal Intervention fellowship, he has performed >250 procedures, guided by the best - Drs. Ken Moise & Tony Johnson. He has developed multiple novel studies, and continues to do research which will lay the foundation for developmental outcome studies in fetal disease. We are all proud of his accomplishments and thrilled to have him join the Fetal Center team as faculty.*

- Dr. Ramesh Papanna, MD, MPH

UTHealth | McGovern #Classof2020
The University of Texas Health Science Center at Houston Medical School @UTHealthObGyn

Implicit Bias in Evaluations

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Assessing Implicit Gender Bias in Medical Student Performance Evaluations

Evaluation & the Health Professions
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DOI: 10.1177/0163278710375097
http://ehp.sagepub.com

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Exploring the color of glass: letters of recommendation for female and male medical faculty



Research

JAMA Internal Medicine | Original Investigation

Racial Disparities in Medical Student Membership in the Alpha Omega Alpha Honor Society

Dawn Boatright, MD, MBA; David Ross, MD, PhD; Patrick O'Connor, MD, MPH; Edward Moore, PhD; Marcella Nunez-Smith, MD, MHS

Research Report

All Other Things Being Equal: Exploring Racial and Gender Disparities in Medical School Honor Society Induction

Thilan P. Wijesekera, MD, Margeum Kim, MS, Edward Z. Moore, PhD, Olav Sorenson, PhD, and David A. Ross, MD, PhD

Competency vs Personal Attributes

Male medical students are 'scientific,' women are 'lovely' and minorities 'nice';

**Letter shorter
More references to personal life
More "doubt raisers"
More grindstone words**

Black were 6x less likely and Asians 2x less likely to be inducted to AOA c/w whites

**Women more likely to be Gold Humanism
Blacks less likely to be inducted into AOA**

Implicit Bias in Hiring

The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study

Rhea E. Steinpreis,¹ Katie A. Anders, and Dawn Ritzke
University of Wisconsin-Milwaukee

**More likely to hire Brian over Karen
More likely to offer tenure to Brian
4x more likely to include cautionary
comments on Karen's CV**

Science faculty's subtle gender biases favor male students

Corinne A. Moss-Racusin^{a,b}, John F. Dovidio^b, Victoria L. Brescoll^c, Mark J. Graham^{a,d}, and Jo Handel

**Male students were deemed:
More competent
More hireable
More mentoring potential
More money**

Getting a Job: Is There a Motherhood Penalty?¹

Shelley J. Correll, Stephen Benard, and In Paik
Cornell University

**Compared with non-mothers:
43% less likely to be hired
Rated less competent and promotable
2.1x lower call back rate**

Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination

Marianne Bertrand
Sandhil Mullainathan

**“White” names received 50% more calls for interviews than “African-American” names.
For “White” names, a higher quality resume elicited 30% more calls.**

For “African-American” names, the increase was only 9% for a higher quality resume.

Implicit Bias in Hiring

ORGANIZATIONAL BEHAVIOR AND HUMAN PERFORMANCE 26, 386–395 (1980)

The Impact of Situational Factors on Personnel Decisions Concerning Women: Varying the Sex Composition of the Applicant Pool

MADELINE E. HEILMAN

New York University

MEAN PERSONNEL DECISION RATINGS IN EACH EXPERIMENTAL CONDITION

	Proportion of women applicants				
	1/8 (12.5%)	2/8 (25%)	3/8 (37.5%)	4/8 (50%)	8/8 (100%)
Qualified					
Male	4.50	5.30	6.80	7.20	6.50
Female	4.30	4.70	6.80	7.10	6.50
Combined	4.40	5.00	6.80	7.15	6.50
Recommend for hire					
Male	3.80	3.20	6.50	6.00	5.90
Female	3.70	3.60	6.20	6.10	5.70
Combined	3.75	3.40	6.35	6.05	5.80
Potential					
Male	5.20	5.30	6.30	6.40	6.60
Female	5.00	5.60	6.70	6.00	6.60
Combined	5.10	5.45	6.50	6.20	6.60

Female MBA students evaluated a woman applicant when the proportion of women in the applicant pool varied. Results indicated that personnel decisions of both males and females were more unfavorable when women represented 25% or less of the applicant pool. These findings suggest that this effect was mediated by gender stereotypes predominated in forming impressions. The results were interpreted as supportive of the thesis that organizational policies should be developed to reduce the adverse effects of sex stereotypes.

These studies attest to the existence of sex bias in hiring decisions. Women are at a disadvantage when hiring decisions are made (Heilman, 1975; Rosen & Jerdee, 1974), even when the applicant pool is female (Dipboye, Arvey, & Terpstra, 1977; Terborg, 1978). When employment potential is estimated (Cash, Gilbreath, & Heilman, 1978), women are viewed as less desirable for

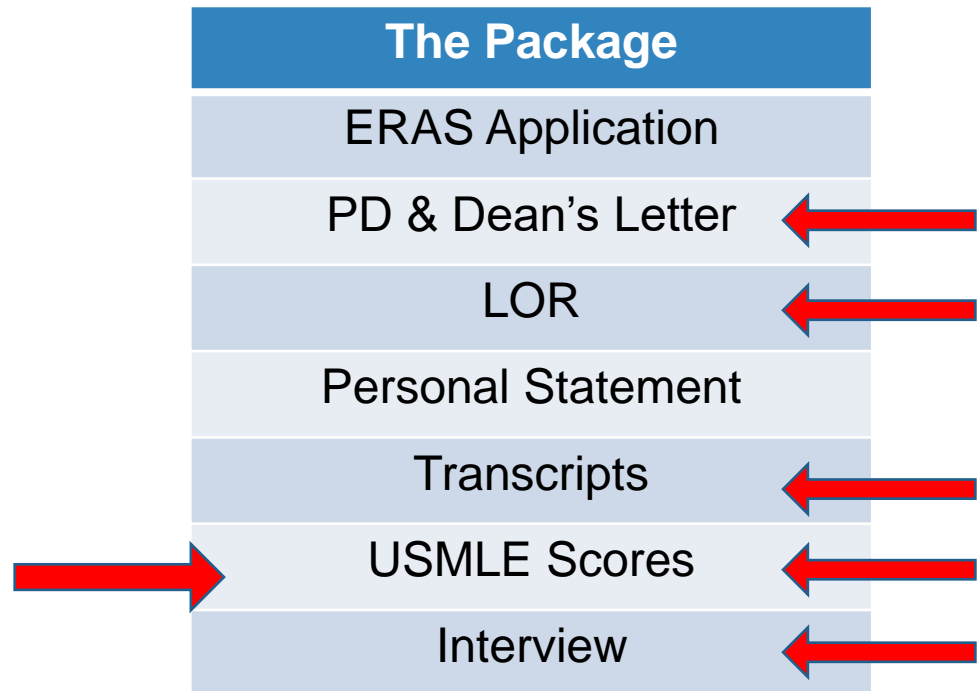
some jobs than men. Cultural stereotypes depicting women as lacking in achievement-oriented traits are one of the likely bases for such discriminatory attitudes and behavior.

There is an unfortunate consensus about the differences in the work-related attributes of men and women. Whatever their demographic or background characteristics people tend to agree that women are less adept with respect to skills necessary for success at work. Competence, independence, vigor, competitiveness, and ambition all are associated

Residency Selection: Areas of Bias

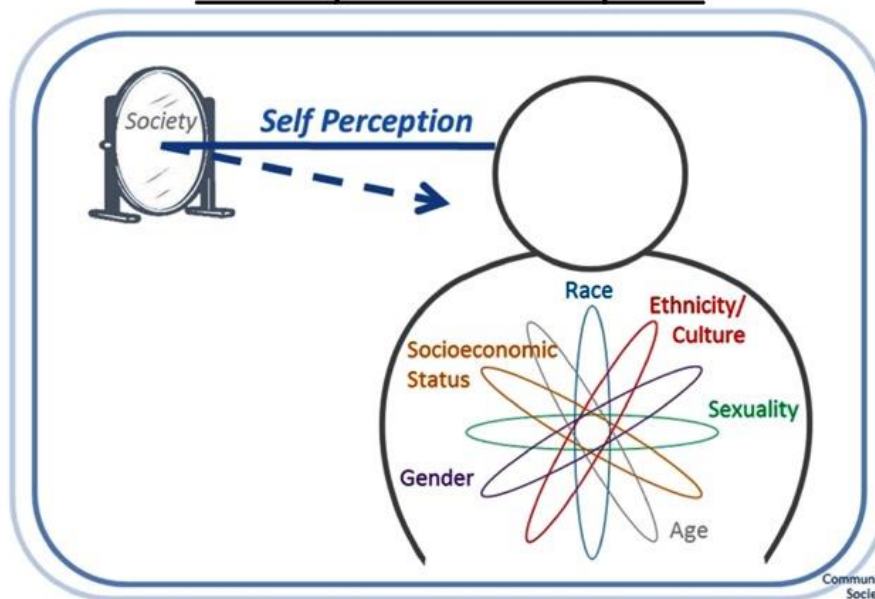
USMLE Scores

- Was intended as a pass/fail test for licensure, and not for predicting strong clinical performance
- 99% of residents with Step I > 211 passed ABIM exam
- Strongly predicted by parent's income

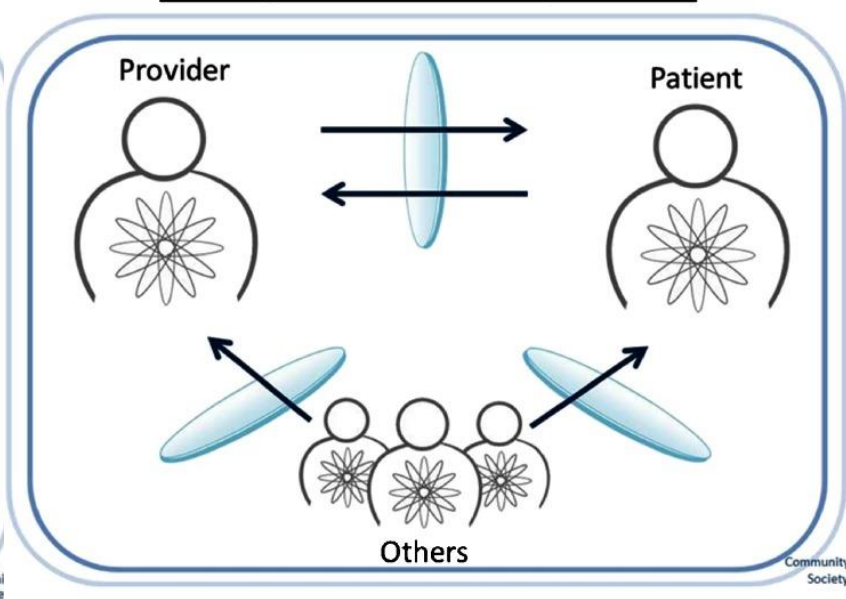


The Interview: Factors that can trigger bias

Identity & Self Perception



Perception of and by Others



Lenses include: stereotypes, prejudices, and implicit biases, and normative beliefs

Peek ME, Lopez FY, Williams HS, et al. Development of a Conceptual Framework for Understanding Shared Decision making Among African-American LGBT Patients and their Clinicians. *J Gen Intern Med.* 2016;31(6):677-687. doi:10.1007/s11606-016-3616-3

Heard in our Heads



Race
Sex
Sexual Orientation
Class
Ability
Age

Name
Accent
Location
Introversion
Extroversion
Weight
Unique mannerisms

Heard in our Heads

He really is using his hands a lot...and why is his voice like that

He kind of reminds me of myself.....

I've never heard of his med school....

He's really having a hard time getting it together.....

His letter writers loved him, he must be great...

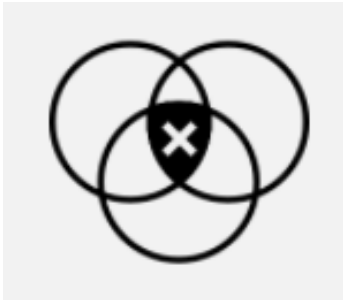
1. Affinity bias
2. Anchoring bias
3. Confirmation bias
4. Non-verbal bias
5. Tech Bias

Cognitive Mitigation – “So What...”

Cognitive Error	Example	Mitigation
First impressions	“I got a kick out of his stint as a circus performer after college. He’d be a fun colleague.”	“Let’s look at the totality of his application materials before making a conclusion.”
Elitism	“I think Lee’s PhD from Elite University will give us the prestige boost we need.”	“Why don’t we consider the quality of his research rather than where it was conducted?”
Longing to clone	“Have we ever hired anyone who went to Southeastern State University?”	“Having faculty members who studied at a range of institutions will bring new ideas to the department.”
Good fit/bad fit	“Her academic interests are a bit too unique. How will we find a mentor for her?”	“We are not limited to identifying mentors from within the department. Connecting her with other parts of campus may even lead to more interdisciplinary collaboration.”
Provincialism	“I’ve never heard of any of his references.”	“There is a lot of important work happening across the country. Particularly in new fields of inquiry, the scholarly consensus is still emerging.”
Mind reading	“She’ll be unhappy so far from her family.”	“We don’t know where she prefers to be, but we do know that she applied and expressed interest in the position.”
Seizing a pretext	“His recommender describes him as soft-spoken. I worry that he won’t be able to push to get things done.”	“That comment may have implications for his ability to get things done but we can’t know that for sure”

Examples of research-proven strategies to neutralize or mitigate implicit biases.

Be Mindful. Be Self-Awareness. **Be Honest.**



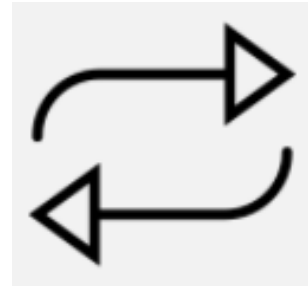
Common Identity Formation:

During the interview inquire about possible common group identities between you and the applicant



Perspective Taking:

Taking a few moments to visualize applicant life and what they have gone through leading up to this encounter.



Consider the Opposite:

After initial assessment, take a mental pause and actively look for evidence for the opposite conclusion.

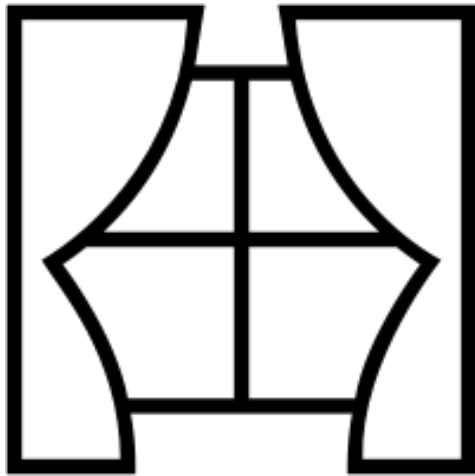


Counter-Stereotypical Exemplars:

Focus on individuals you admire and respect who are in the same demographic as the applicant

Take a moment for a bias check

Increasing Our Equity Consciousness



Understand how forms of systemic oppression operate to advantage some groups and disadvantage others.



How have our lived experiences shaped our beliefs, attitudes and biases about ourselves and others.

Questions

