

Understanding and Addressing Implicit Biases in Psychological Practice

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Opening Comments

- Timely
- Current thinking in the field
 - Effectiveness?
 - Didactic vs experiential
 - Bias reduction training can lead to more bias
 - 60 min/ “One and done mentality”/Ongoing
- Intrapersonal and interpersonal training (Hays, 2008)
 - Start with self...
 - Heterogeneous group
- Trigger warning/Self-care (Professor James S. Jackson, U of M)



What matters to you...

- Name a value that matters to you.
- **Value: “something (such as a principle or quality) intrinsically valuable or desirable”**
 - Merriam-Webster, 2019
- Go to www.menti.com
- Enter code: **59 74 91 0**
- Respond 😊



Consider...

- How might this be relevant to me as a practitioner?
- How might this be relevant to my patients/clients?



Fun or interesting facts about me 😊

- Podcast: Tips for Successful Morning Routines
- Latest book read: How not to die by Michael Greger
- Guilty pleasure: Anything NPR
- Half-marathon runner: Competed my 6th run
- One of 8
- About my name...



My Values

- Believe in change
 - Upstream vs. Downstream
 - River parable
- Prefer thick narratives over thin narratives
 - Use of terms... (identity, MC vs global)
- Appreciate EDI
 - Work harder, More Creativity & Innovation
 - Scientific American
- Operate as a Practitioner-Scholar
- Prefer progress over perfection
- Maintain Humility
 - Expert syndrome (Confident, Close-minded and Dogmatic)



Learning Objectives

- By the end of the session, we will be able to:
 - Define implicit bias
 - Explain at least one strategy to assess implicit bias
 - Describe at least three awareness-raising and prejudice-reduction exercises that can lead to the lessening of implicit biases

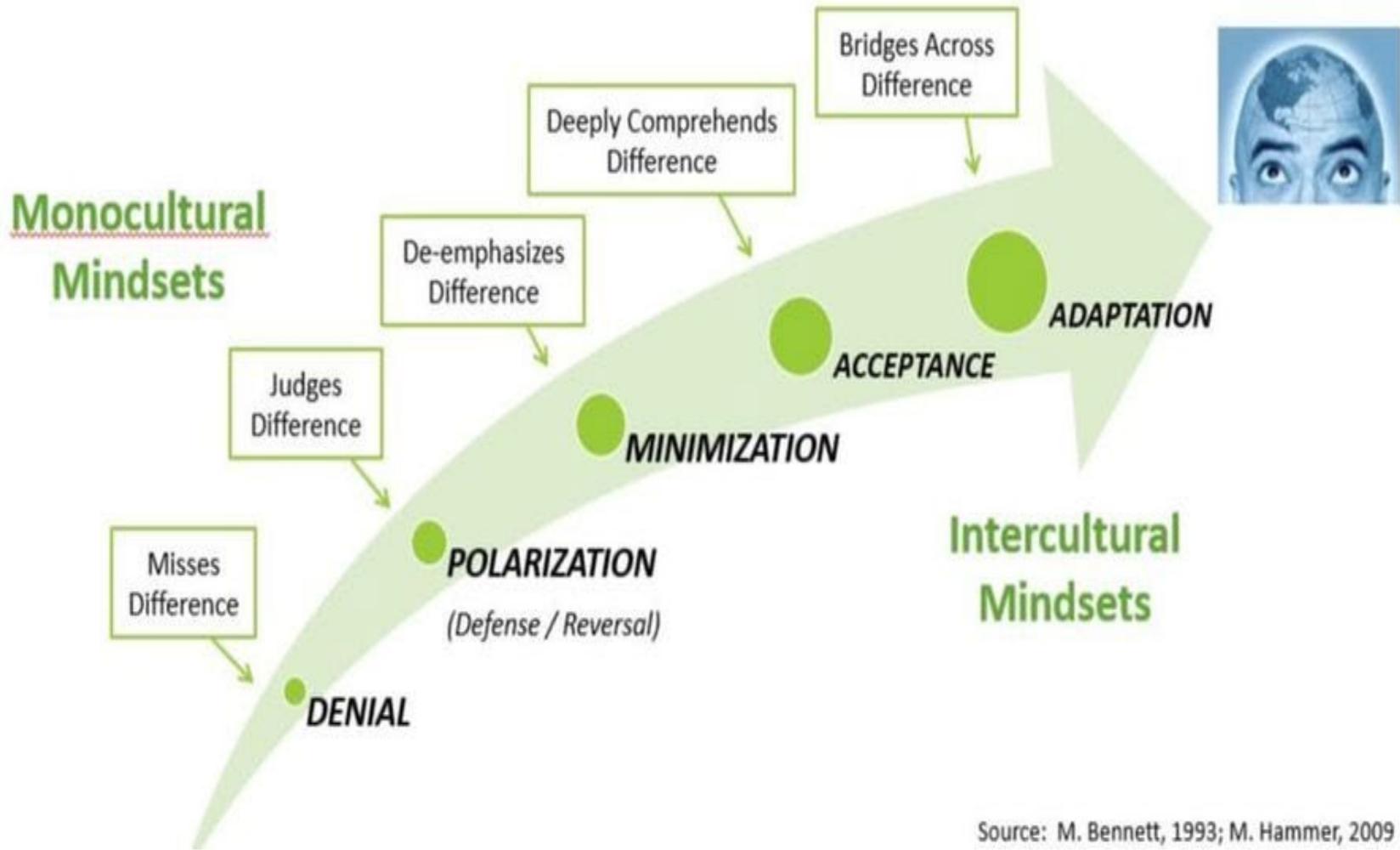


Intercultural Competence

- "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."
 - (Bennett, 2008)
- Broadening Cultural consciousness



Intercultural Development Continuum



Source: M. Bennett, 1993; M. Hammer, 2009



"Between what I think I want to say,
what I believe I'm saying,
what I say,
what you want to hear,
what you believe you understand,
what you understand,
there are at least nine possibilities for
misunderstanding."
Francois Garagnon

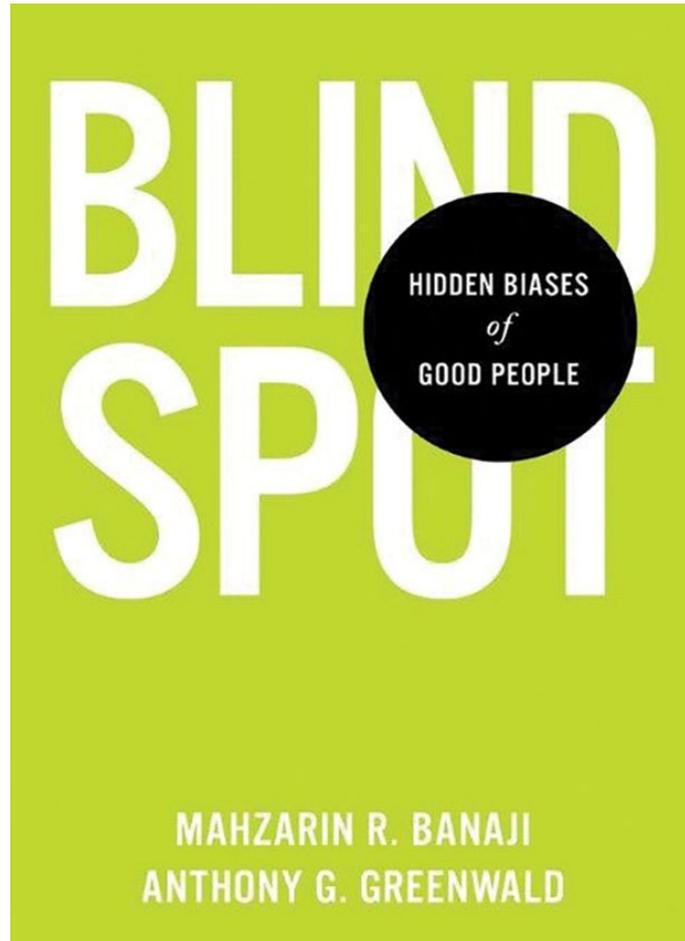


IMPLICIT BIAS

- A hidden preference for one identity over another (Banaji and Greenwald, 2016)
 - Race, Skin color, Sex/Gender, Sexual Orientation, Ability, etc.
- “...traces of **past** experience **affect some performance**, even though the influential earlier experience is not remembered in the usual sense—that is, it is **unavailable to self-report or introspection**” (Greenwald and Banaji, 1995)



“Mindbugs”



FIVE KEY CHARACTERISTICS

- Unconscious and automatic; in other words, they are spontaneously triggered without our intent or control
- Pervasive, meaning everyone has implicit biases
- Do not adhere to what we consciously or actually believe (also known as explicit biases)
- Have real world effects, negatively affecting how people are treated in important areas such as employment, health care, legal matters, and education
- They are malleable, suggesting that they can be unlearned and substituted with new mental associations or unbiased responses.
 - Kirwan Institute for the Study of Race and Ethnicity (2017)



MICROAGGRESSIONS

- “...microaggressions are brief and commonplace daily verbal, nonverbal, and environmental slights, insults, invalidations, and indignities...” (Sue et al, 2011)
- Directed toward the “other”
- Unintentional
- Outside of our awareness
- We’ve socialized explicit bias out of our system (maybe?)
- Current controversy...



WHERE ARE YOU FROM?

<https://www.youtube.com/watch?v=DWynJkN5HbQ>



GOOD NEWS! THEY CAN BE EXPLORED AND POSSIBLY UNLEARNED!

“...if implicit orientations have their basis in overlearned associations, then they should be amenable to change (i.e., unlearning; Devine, 1989; Monteith, 1993”

- as cited in Rudman, Ashmore, and Gary (2001)



DISMANTLING BIASES

What can we do to dismantle our biases?



A prejudice habit-breaking intervention

Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology, 48*, 1267–1278.

<https://doi.org/10.1016/j.jesp.2012.06.003>

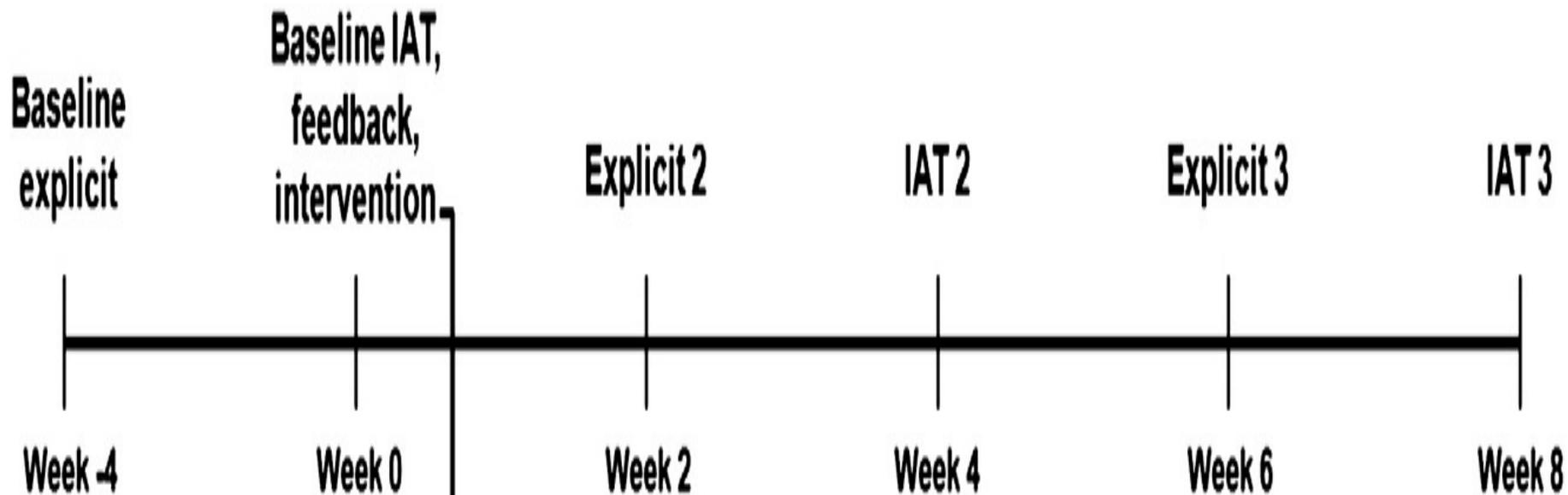
12 weeks/8 Weeks



RESEARCH-BASED STRATEGIES FOR REDUCING RACE-BASED BIAS

- Awareness (IAT)
- Stereotype replacement (Monteith, 1993)
- Counter-stereotypic imaging (Blair, Ma, & Lenton, 2001)
- Individuating (Brewer, 1988; Fiske & Neuberg, 1990)
- Perspective taking (Galinsky & Moskowitz, 2000),
- Increasing opportunities for contact (Pettigrew, 1998; Pettigrew & Tropp, 2006).
 - (as cited in Devine et al, 2012)





Education	Training	Strategy description
Learn about nature and consequences of implicit bias	1. Stereotype replacement	Recognizing stereotypic responses within oneself and society, labeling them, and replacing them with non-stereotypic responses
	2. Counter-stereotypic imaging	Imagining examples of out-group members who counter popularly held stereotypes
	3. Individuating	Viewing others according to their personal, rather than stereotypic, characteristics
	4. Perspective taking	Adopting the perspective in the first person of a member of a stigmatized group
	5. Contact	Increasing exposure to out-group members



Follow-up study

Forscher, P. S., Mitamura, C., Dix, E. L., Cox, W. T. L., & Devine, P. G. (2017). Breaking the prejudice habit: Mechanisms, timecourse, and longevity. *Journal of Experimental Social Psychology, 72*, 133–146.
<https://doi.org/10.1016/j.jesp.2017.04.009>



OTHER FINDINGS

Intervention participants were:

- “...more likely to interact with Black strangers
- ...were more likely to report noticing bias and to label it as wrong
- ...two years later, were more likely to confront bias in others.”
 - Adopted from Forscher et al. (2017)



SUGGESTIONS

- Consider how we could use these strategies on an **ongoing** basis in our every day life...
- Recognize that the more we use them the easier they will be become...
- Remember that they are inter-related; they can inform each other...
 - Contact can inform individuating and perspective taking



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PROJECT IMPLICIT

- <https://implicit.harvard.edu/implicit/education.html>
- Race
- Ethnicity
- Gender
- Disability
- Age
- Sexuality
- Weight



STEREOTYPE REPLACEMENT

- “This strategy involves replacing stereotypical responses for nonstereotypical responses.
- ...involves **recognizing** that a response is based on stereotypes, **labeling** the response as stereotypical, and **reflecting** on why the response occurred.
- ...consider how the biased response could be **avoided** in the future and replace it with an unbiased response (Monteith, 1993)...”
- How can you do this?
 - Adopted from Devine et al, 2012



Counter-Stereotypic Imaging

- “This strategy involves imagining in detail counter-stereotypic others (Blair et al., 2001).
- These others can be abstract (e.g., smart Black people), famous (e.g., Barack Obama), or non-famous (e.g., a personal friend).
- The strategy makes positive exemplars salient and accessible when challenging a stereotype's validity.”
- How can you do this?
 - Adopted from Devine et al, 2012



Individuation

- “...relies on preventing stereotypic inferences by obtaining specific information about group members (Brewer, 1988; Fiske & Neuberg, 1990).
- ...helps people evaluate members of the target group based on personal, rather than group-based, attributes.”
- How can you do this?
 - Adopted from Devine et al, 2012



First Nations Pictures

- KC Adams, Artist
- Series of photographs on racism in her Canadian community
- **Warning: profanity and racist language used**
- <http://www.kcadams.net/PLPhotos.html>



Socio-Cultural Profile (Fuentes & Adames, 2011)

Socio-cultural Category	Membership	Status: Dominant/ Subordinate/Mixed – level of power and privilege
Race		
Ethnicity		
Class		
Gender and Sex		
Religion		
Sexual Orientation		
Ability/disability		



Key Lessons

- Identity is multidimensional
 - made up of a number of socio-cultural factors
- Identity is dynamic and fluid
 - these factors may interact to enhance, compromise, or neutralize each other
- Identity is defined by context
- Identity is connected to power and privilege
- The SCP promotes comfortable and brave dialogue



Perspective taking

- “Taking the perspective in the first person of a member of a stereotyped group.
- Perspective taking increases psychological closeness to the stigmatized group, which ameliorates automatic group-based evaluations (Galinsky & Moskowitz, 2000).”
- How can you do this?
 - Adopted from Devine et al, 2012



Being Black

- Jane Elliot, Educator
- "Blue Eyes/Brown Eyes" exercise
- <https://www.youtube.com/watch?v=4yrg7vV4a5o>
- <http://www.janeelliott.com/>
- <http://www.tripoetry.com/Black.htm>



Increasing Opportunities for Contact

- “...Seeking opportunities to encounter and engage in positive interactions with **out-group** members...”
- “...**alter(s)** the cognitive representations of the group...by directly improving evaluations of the group (Pettigrew, 1998; Pettigrew & Tropp, 2006).”
- How can you do this?
 - Adopted from Devine et al, 2012

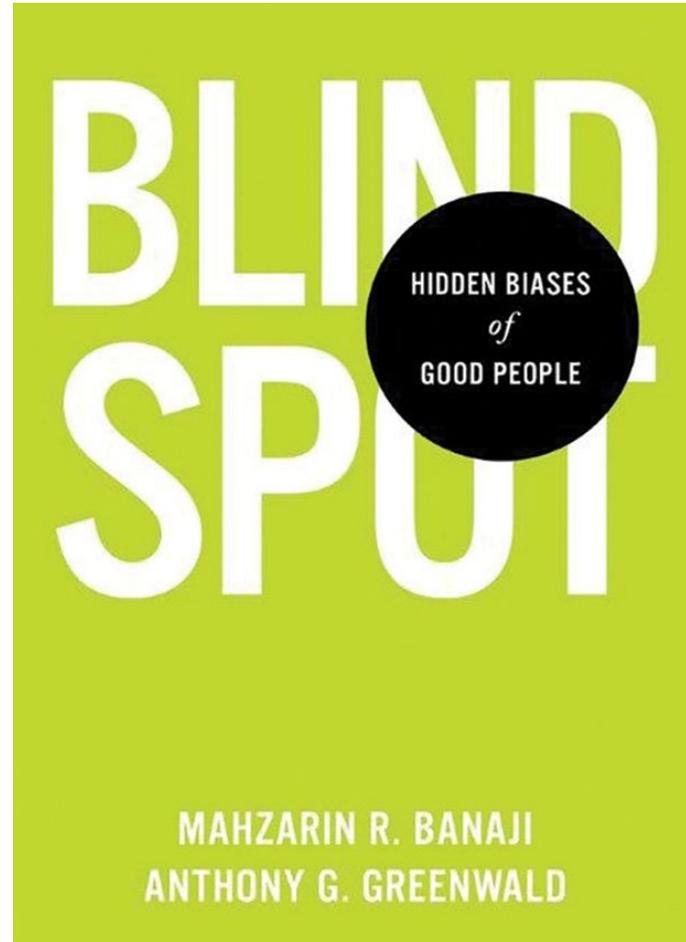


Self-reflection exercise

- What concerns you about this bias? In what ways can it be problematic?
- When was the last time this stereotype was engaged? What can you do to ensure this stereotype is not engaged in the future?
- Think of other individuals from this group, who don't fit the stereotype? Generate a list.
- What else do you know about this group? What's positive?
- Imagine yourself as a member of this group. What would it be like? What challenges would you encounter?
- How can you pursue positive opportunities to be with members of this group? Or be exposed to members of this group?



Mindbugs



“Outsmarting the machine”

- Blind review option
 - Makes a difference for some
 - Impractical for us
- Awareness is key but not enough
- Can be weakened but not eradicated
- Require ongoing attention
- In-group implications
 - Continue to advantage some over others
 - Banaji and Greenwald, 2016



SELF-CARE WHEEL



Consider...

- How might this be relevant to me as a practitioner?
- How might this be relevant to my patients/clients?



Closing thoughts...

- As a result of this workshop, I will now...



Other Resources

- Race Video Series, APA/CEMA/OEMA
 - <https://app.frame.io/r/f4712b7e-127c-4c30-98a6-e6f237c221ce>
- White Fragility
 - <https://www.youtube.com/watch?v=45ey4jgoxeU>
- Ibram Kendi, author of “How To Be an Antiracist”
 - <https://www.stitcher.com/podcast/msnbc/why-is-this-happening/e/65377076>
- Talking about Race, Beverly Tatum
 - https://www.youtube.com/watch?v=Zsxy_ah6g2A
- Janet Helms, A Race is a Nice Thing to Have
 - <https://titles.cognella.com/a-race-is-a-nice-thing-to-have-9781516583263>



Gender bias!

- *Young Men Embrace Gender Equality, but They Still Don't Vacuum*
- *NY Times (2/11/20)*
 - *An hour more housework*
 - *An hour more childcare*
 - *Per day*
 - *Implications???*



More on Gender Bias

- <https://youtu.be/SEHi4yauhu8>
 - Behavioral Science Guys (2015)
- Working extra hard at home and work...



Thank you!

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