

Addressing Unconscious Bias to Create an Inclusive System of Care Webinar

Kelsey Leonard, Cultural
and Linguistic Competence
Coordinator, PA Care
Partnership

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Kelsey Leonard

CLC Coordinator for the
Pennsylvania Care
Partnership

leonardkt@upmc.edu

Objectives

1. *Understand what implicit bias means and how it may influence our decisions.*
2. *Understand that being implicitly biased does not necessarily mean we act in explicitly biased ways.*
3. *Learn to recognize some behaviors that may suggest bias or differential treatment.*
4. *Learn some techniques that help debias perceptions and improve interactions.*



What is Culture?

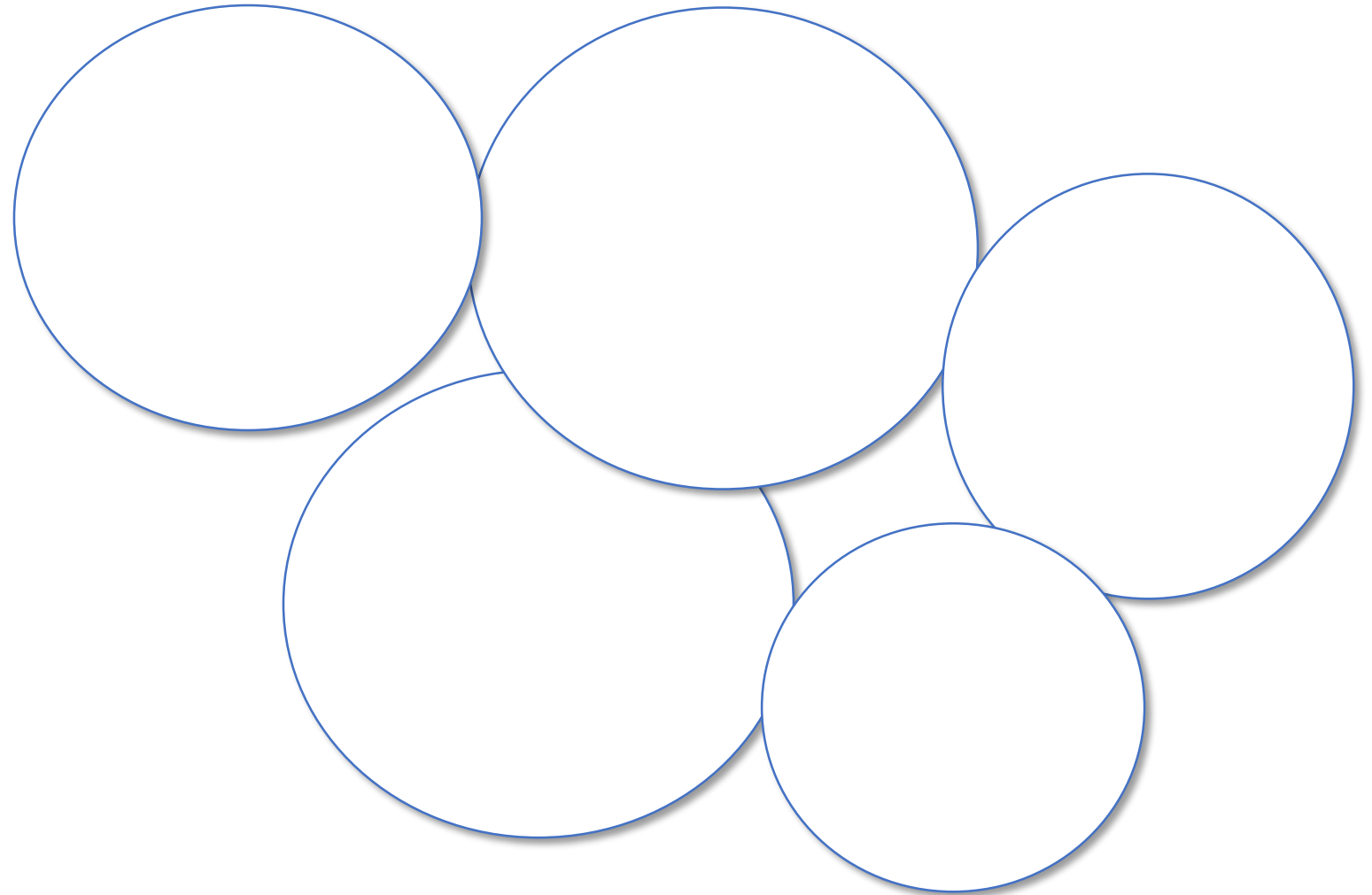
- Let's brainstorm...



Introductory Exercise: Cultural Groups

- What are your cultural groups?
- “... groups of people who consciously or unconsciously share identifiable values, norms, symbols, and some ways of living that are repeated and transmitted from one generation to another.”

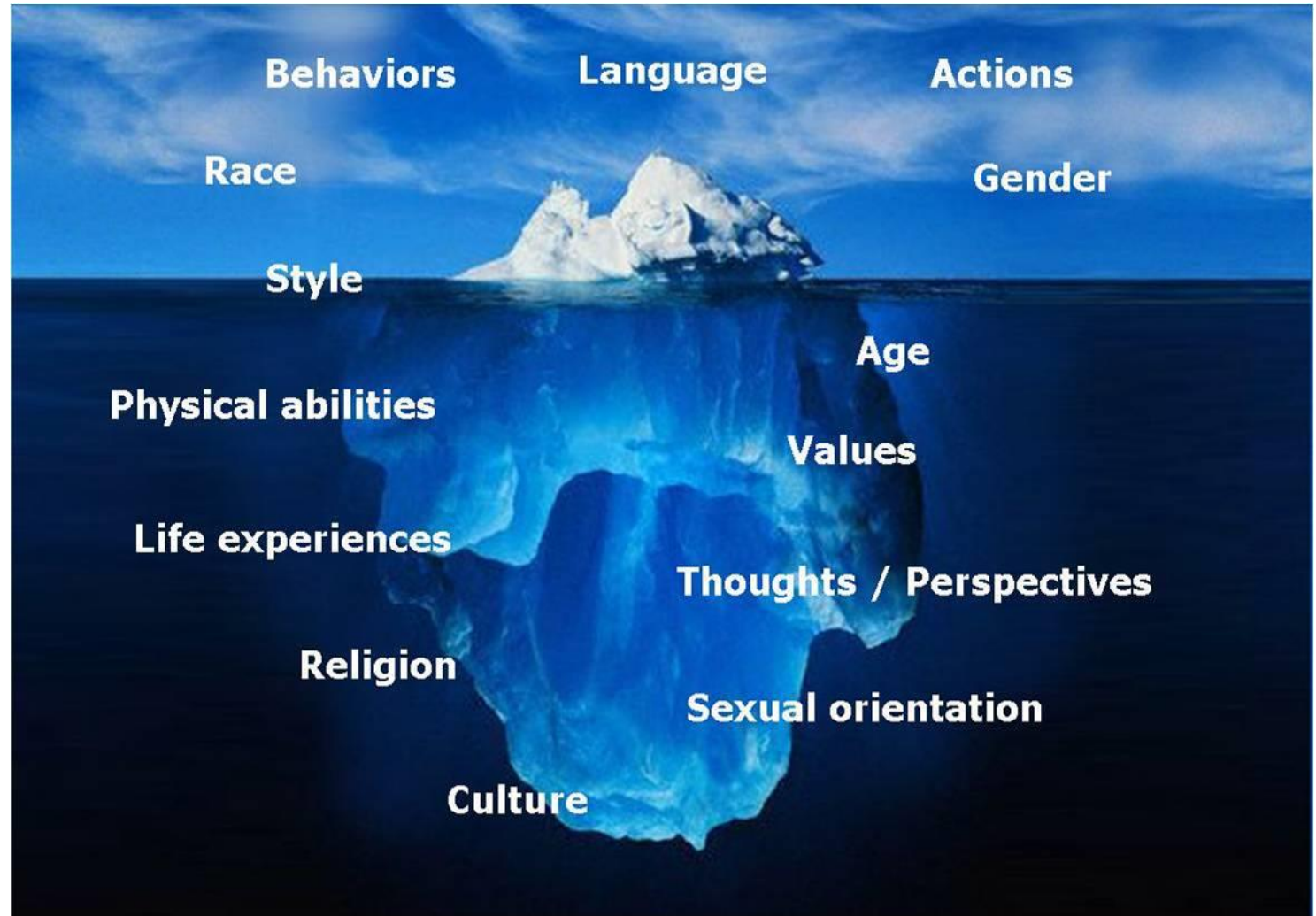
Five Circles
Exercise:
CULTURAL
GROUPS



What is Culture?


- Culture is the set of attitudes, values, beliefs, symbols, and behaviors shared by a group of people, but different for each individual, and usually communicated from one generation to the next.

Cultural Iceberg




Definition of Cultural Competence

Individual Cultural Competence: The state of being capable of functioning effectively in the context of cultural differences.



Organizational Cultural Competence: A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations.



Culturally Competent Mental Health Care: Will rely on historical experiences of prejudice, discrimination, racism, and other culture-specific beliefs about health or illness, culturally unique symptoms and interventions with each cultural group to inform treatment.

What is Linguistic Competence?

The capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities. (Goode & Jones, 2006).





Potential Areas for a “cultural bump”

- Concepts of mental health, healing, help seeking, and wellness belief systems
- Perceptions and explanations of the causes of problems with emotions, mental states, and behavior in children and families
- Behavior and coping strategies of family members and their attitudes toward, and expectations of professional helpers
- Service delivery structure and process that may not be congruent with the community’s preferences
- Other examples...

PREJUDICE AND BIAS

How do we learn prejudice? Social scientists believe children begin to acquire prejudices and stereotypes as toddlers. Many studies have shown that as early as age 3, children pick up terms of racial prejudice without really understanding their significance.

How are our biases reinforced? Once learned, stereotypes and prejudices resist change, even when evidence fails to support them or points to the contrary.

People will embrace anecdotes that reinforce their biases, but disregard experience that contradicts them. The statement "Some of my best friends are _____" captures this tendency to allow some exceptions without changing our bias.

How do we perpetuate bias? - Bias is perpetuated by conformity with in-group attitudes and socialization by the culture at large. The fact that white culture is dominant in America may explain why people of color often do not show a strong bias favoring their own ethnic group.



BEHAVIOR AND IMPACT

About Hidden Bias - Scientific research has demonstrated that biases thought to be absent or extinguished remain as "mental residue" in most of us. Studies show people can be consciously committed to egalitarianism, and deliberately work to behave without prejudice, yet still possess hidden negative prejudices or stereotypes.

Biases and behavior - A growing number of studies show a link between hidden biases and actual behavior. In other words, hidden biases can reveal themselves in action, especially when a person's efforts to control behavior consciously flags under stress, distraction, relaxation or competition.

Leading to discrimination? - Whether laboratory studies adequately reflect real-life situations is not firmly established. But there is growing evidence, according to social scientists, that hidden biases are related to discriminatory behavior in a wide range of human interactions, from hiring and promotions to choices of housing and schools.

The Effects of Prejudice and Stereotypes - Hidden bias has emerged as an important clue to the disparity between public opinion, as expressed by America's creed and social goals, and the amount of discrimination that still exists.

Racism Without Racists

Implicit bias describes the automatic association people make between groups of people and stereotypes about those groups. Under certain conditions, those automatic associations can influence behavior—making people respond in biased ways even when they are not explicitly prejudiced.

More than thirty years of research in neurology and social and cognitive psychology has shown that people hold implicit biases even in the absence of heartfelt bigotry, simply by paying attention to the social world around them.

Implicit racial bias has given rise to a phenomenon known as “racism without racists,” which can cause institutions or individuals to act on racial prejudices, even in spite of good intentions and nondiscriminatory policies or standards.



Implicit Bias Defined

- **EVERYONE HAS IMPLICIT BIAS**
 - a preference for a group (positive or negative)
 - often operating outside our awareness
 - based on stereotypes and attitudes we hold
 - that tend to develop early in life
 - and tend to strengthen over time

Attitudes

Evaluative feelings that are positive or negative

Stereotypes

Traits we associate with a category

Implicit Bias: Impact & Consequences

* When a provider has a pro-White implicit bias, interactions with non-white youth and families are characterized by



* Higher verbal dominance, slower speech, and less positive affect when compared with interactions with white youth/families



* Less involvement of youth/families in decisions, less youth/family centeredness in interactions



* Youth/Family outcomes: Less satisfaction with visit, non-adherence to plan, and lower trust and confidence in provider

* Cooper L, Roter D, et al. Am J Public Health 102(5): 979-987, 2012

** Blair IV, Steiner J, et al. Ann Fam Medicine. 11(1): 43-51. 2013.

TED TALKS LIVE Short - Unconscious Bias



What Unconscious
Biases Did You Identify in
the Short Film?

"I deserve respect!" - Lesson on Cultural Competency



What Unconscious
Biases Did You Identify in
the Short Film?

CLC and CLAS? Are they the Same

CLAS expands upon the definition of CLC

CLAS is another way to think about CLC

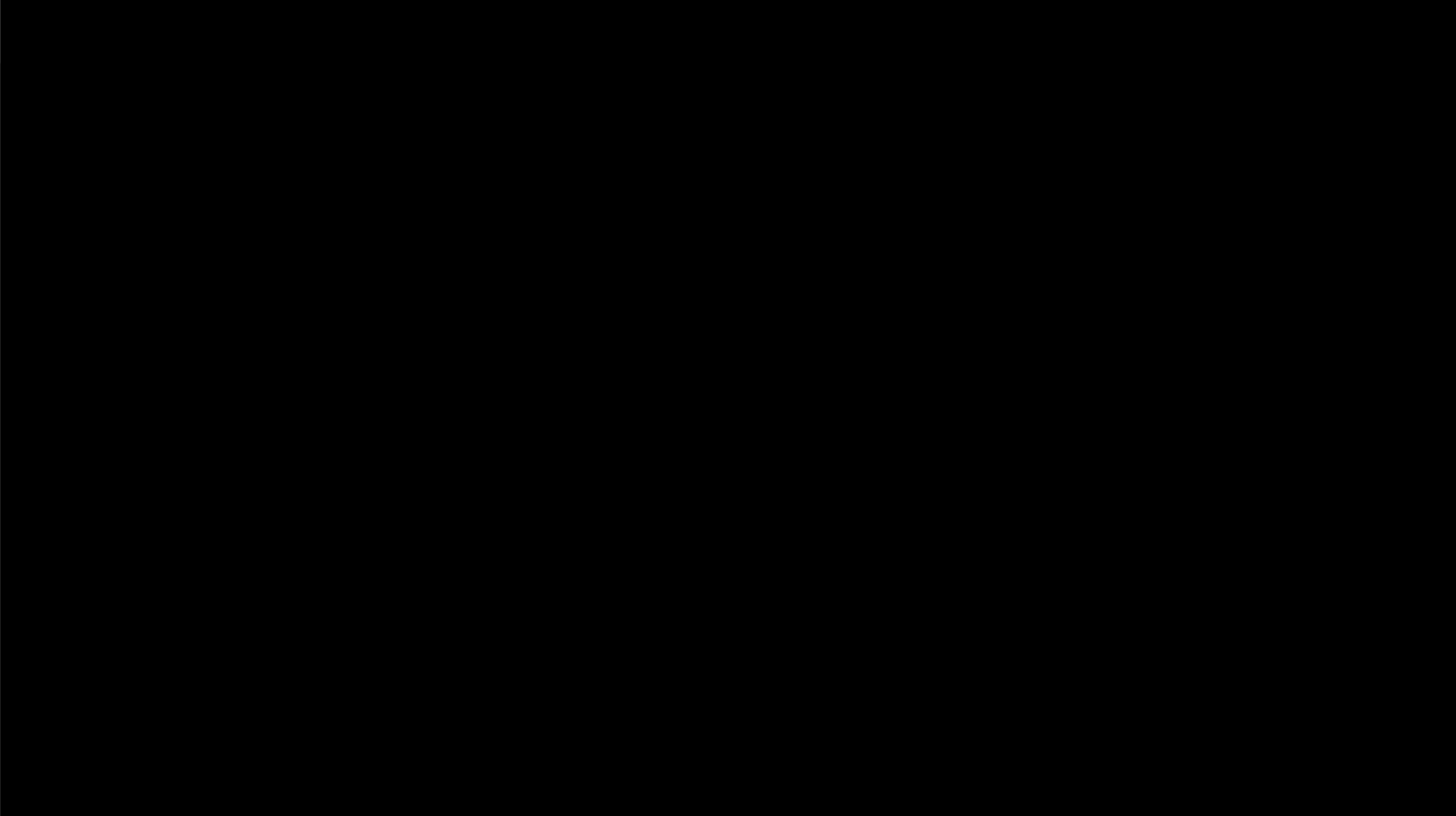
CLAS, as developed by the Office of Minority Health, is the framework for operationalizing CLC.

The CLAS standards are the blueprint for implementing Culturally and Linguistically appropriate services.

National CLAS Standards 2000-2013

Expanded Standards	National CLAS Standards 2000	National CLAS Standards 2013
Culture	Defined in terms of racial, ethnic and linguistic groups	Defined in terms of racial, ethnic, and linguistic groups as well as geographical, religious and spiritual, biological and sociological characteristics.
Audience	Health care organizations	Health and health care organizations
Health	Definition of health was implicit	Explicit definition of health to include physical, mental, social and spiritual well-being
Recipients	Patients and consumers	Individuals and groups

I Am Farzanna: On Mental Health Under the Weight of Islamophobia | [#BHeard](#)



What Unconscious
Biases Did You Identify in
the Short Film?

Micro-Agressions

- A question, a comment, even an intended compliment, sometimes, that nevertheless suggests something demeaning
 - White people often ask Asian Americans where they are from, conveying the message that they are perpetual foreigners in their own land.
 - Example – telling a person of color that he/she is “so articulate,” which implies that all other people of color are not.
 - Example – “You’re not like those other [women, gays/lesbians, Blacks, Latinos], etc.”
 - This implies that the person is an exception.

Facundo the Great - StoryCorps



What Unconscious
Biases Did You Identify in
the Short Film?

Minds ↔ Hearts

Effective Communication Skills

Unconscious Bias

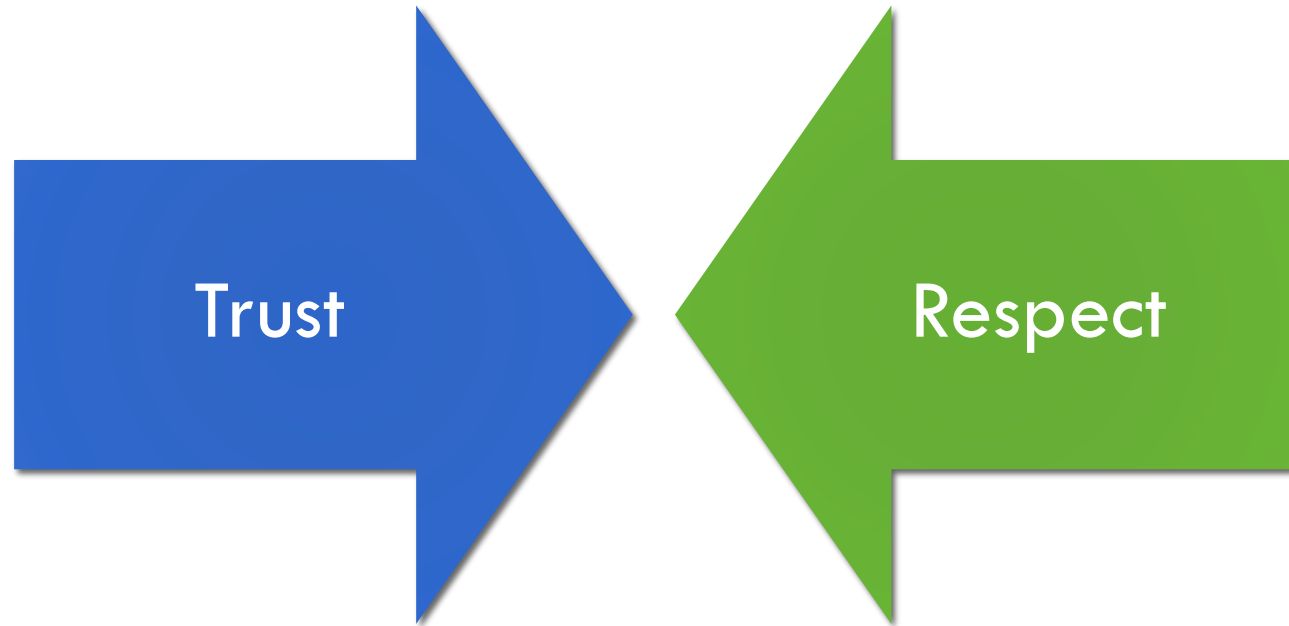
Respect
Listen
Social
Context
Power
Empathy
Concerns
Trust

Improved Respect

Improved Trust

- Non-conscious attitudes/ beliefs
- Not readily apparent to the individual
- Can vary markedly from a persons' explicit and expressed beliefs.
- Implicit bias can result in prejudice and discrimination even in the absence of intention to discriminate

A Reciprocal Relationship



Domain	Voice of Youth/Family Partners Manifestations of Respect
Listening/ Attention vs. Dismissing	“you’re listenin’ to what I’m sayin’ to you, not just hearin’, there’s a big difference between listenin’ and hearin’ somebody.. you can hear a noise and not pay attention to it. But if you listen to it, you can figure out what it is. So, that’s what I want them to do, listen to what I’m sayin’”
Being Known as Individual	“when they come in, they know, y’know, they know who I am and, y’know, what was goin’ on, y’know, they remember the last visit that we had”
Treated Rudely vs. Politely	“my button was pushed by the little snippy girl at the counter”
Handling Lateness	“it get to the point where, y’know, I get so upset, I mean, that can hurt you too... y’know, y’know, because it seem like they ain’t carin’ y’know, about my time anymore”
Trusting Self-Knowledge	“We know, like I said, we know what’s wrong with us, we know what’s hurtin’, whether they wanna believe it or not, y’know”



MICRO-AFFIRMATIONS

How can we change unconscious biases?

- **Micro-affirmations** are subtle or apparently small acknowledgements of a person's value and accomplishments. They may take the shape of public recognition of the person, "opening a door," referring positively to the work of a person, commending someone on the spot, or making a happy introduction.



EDUCATION

Contact

Positive exemplars

Environment



EXPOSURE

Awareness

Mindfulness



APPROACH

Higher level processing, e.g. writing

Reduced cognitive load

Checklists

Procedural / organizational changes

Debiasing

Education

- Awareness
- Mindfulness

Be aware and remain mindful;
intuition and implicit responses are
valuable, but some decisions require
a more explicit kind of thinking

Exposure

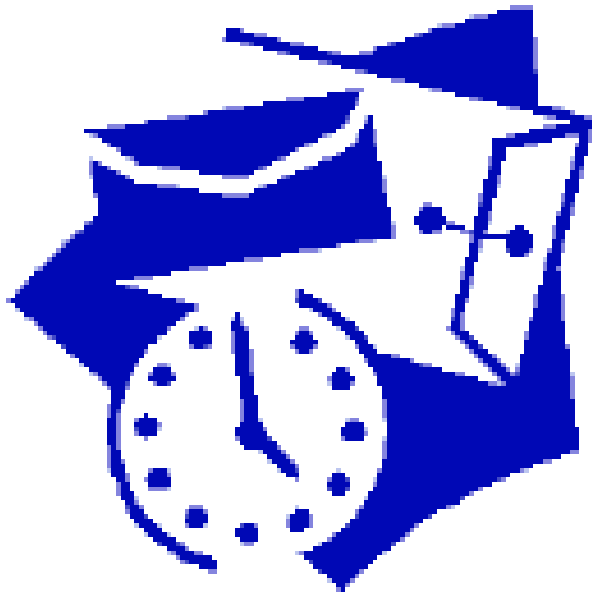
- Contact
- Positive exemplars
- Perspective taking

Make contact with positive, diverse colleagues, cultural brokers, communities and exemplars and practice taking the “other” perspective; all contribute to decreasing implicitly biased response.



Approach

- Higher level processing
- Reduced cognitive load, slower decision-making
- Checklists
- Procedural / organizational changes
- Micro-messaging



Approach: Stare not Blink

- Use checklists
- Consider explicit pre-determined criteria
- Write instead of discussing off-the-cuff
- Create CLC Specific Tools

Approach: Change Process

- Consider procedural or organizational changes.
- Insist on appropriate accountability.
- Do you have a CLC Plan?
- CLC Mission Statement?

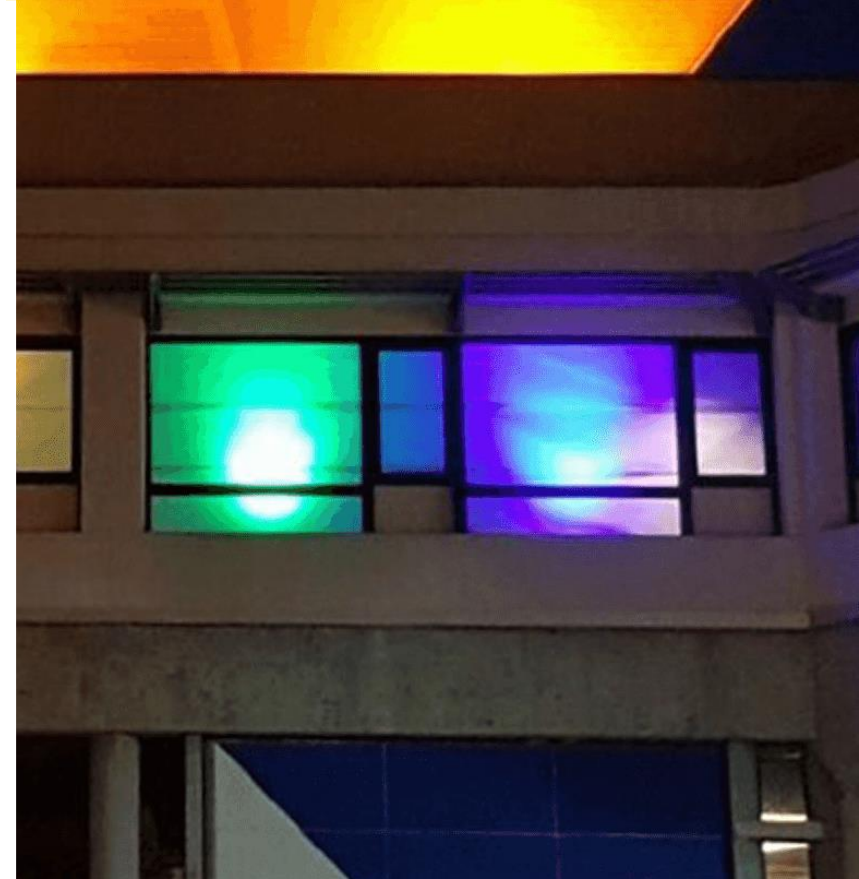
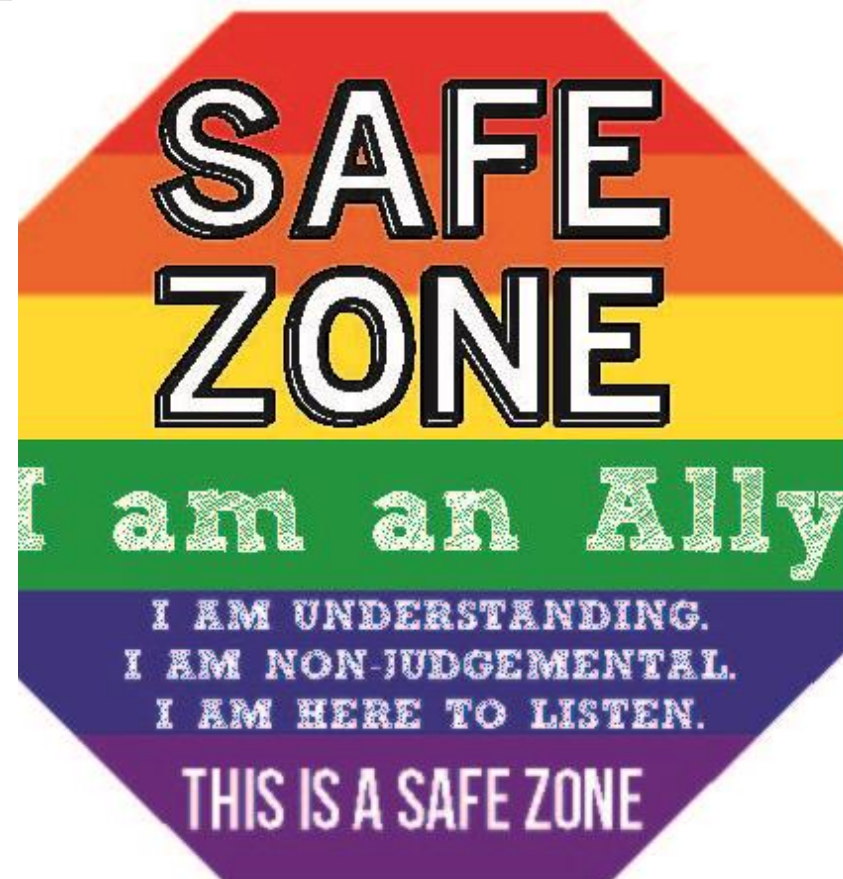
	2010	2011
Recruit	✓	✓
Retain	✓	✓
Promote		✓
Messaging		✓
Environment		✓
Mentors Exemplars	✓	✓
Etc.		



NOTICE YOUR MESSAGING & ENVIRONMENT

Small messages can be affirming or inequitable.





NOTICE YOUR MESSAGING & ENVIRONMENT
Small messages can be affirming or inequitable.



How Do We Acquire Cultural Competence?

- Recognize the broad dimensions of culture
- Respect youth and families as the primary source for defining needs and priorities
- Increase sensitivity to alienating behaviors



Ongoing Cultural Competence

- Cultural **competence** clearly implies the ability to take action, adapt and function in a different environment
- It is a **commitment** to a developmental process - not a “check box” that you either have or do not have
- Elements should be integrated into all aspects of program, policy and services and not viewed as a separate component

The Strengths of Cultural Diversity



- Offers an environment of inclusion, that is supportive and collaborative and increases productivity and loyalty
- Promotes equity and equal opportunity.
- Encourages interaction among diverse people to enrich the educational experience, promote personal growth and enhance the community .
- Fosters mutual respect, value differences and promotes cross cultural understanding.
- Prepares community members to live and work in a competitive global economy.

What is Cultural Competence?

Cultural competence is a set of behaviors and attitudes that professionals use to:

- Understand their own values and culture
- Value diversity and cultural difference in their clients
- Adapt to the culture of the family or community they are serving
- Work effectively in cross-cultural situations

[CLICK HERE FOR TEN TIPS ON CULTURAL SENSITIVITY](#)

Cultural Competence Skills Include:



- Being aware of your own culture and values
- Respecting differences.
- Being aware of and working at controlling your own biases and how they affect interactions with others.
- Understanding institutional barriers that prevent some families from accessing resources.
- Building strong cross cultural team relationships.
- Advocating for individuals who are different from yourself.
- Using effective communication skills across differences.
- Mediating cross-cultural conflicts.
- Being flexible.

Cultural Competence Can Help Address Disparity & Disproportionalities

Culturally diverse individuals and communities:

- Are over-represented in the criminal justice system
- Have less access to, and availability of, health and mental health services
- Are less likely to receive needed services
- Are under-represented in human services research
- Are over-represented in special education classes
- Are over-represented in restrictive levels of care (foster care, residential, juvenile detention)



Communication with Culturally Diverse Residents

- **When you work with culturally diverse populations:**
- Learn culturally specific information
- Know some words and phrases in the family's language
- Use trained interpreters who can interpret language as well as cultural cues
- Limit the number of forms and other paperwork

Core Elements of a Culturally and Linguistically Competent System

- Commitment from top leadership and resources
- Strategic plan with meaningful involvement of key diverse persons
- Needs assessment/data collection (e.g. organizational self-assessment, evaluation/research activities that provide on-going feedback)
- Mission statements, definitions, policies, and procedures reflecting the values and principles
- Recruitment and retention of diverse staff, including training and skill development
- Certification, licensure, and contract standards
- Targeted service delivery strategies.

How Do We Acquire Cultural Competence?

Change	Change decision-making processes to include youth, families and the community
Commit	Commit to structural and policy changes that support cultural diversity
Make	Make policies and practices fluid to accommodate necessary adjustments

Value Diversity



Create an environment in which people feel safe to express culturally based values, perceptions, and experiences



Host social events at which music, food, & entertainment reflect cultures represented



Hire staff and leaders who reflect the community's cultural diversity



Partner with cultural organizations and institutions

Culture Matters



When culture is ignored, families are at risk of not getting the support they need, or worse yet, receiving assistance that is more harmful than helpful.



**Cultural competence
and linguistic competence
are a life's journey ...
not a destination**

Safe travels!



Thank you

- Please contact Kelsey Leonard, CLC Coordinator for the PA Care Partnership at leonardkt@upmc.edu with any questions, comments and/or for additional resources.