



Slide
1

Understanding and Tracking Implicit Biases

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Slide
2

Opening Comments


- Pleasure
- Current thinking in the field
 - Effectiveness?
- Intrapersonal and interpersonal training (Hays, 2008)
 - Start with self...
- Heterogeneous group
- Trigger warning/Self-care
 - Professor James S. Jackson, University of Michigan



Slide
3

My Values

- Believe in change and consider proactive efforts
 - River parable
- Prefer thick narratives over thin narratives
 - Use of terms...
- Appreciate diversity
 - Work harder, Creativity, Innovation
 - Scientific American
- Operate as a Practitioner-Scholar
 - Active learning
- Prefer progress over perfection
- Maintain Humility
 - Expert syndrome (Confident, Close-minded and Dogmatic)



Slide

4

"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

Slide

5

Fun or interesting facts about Milton

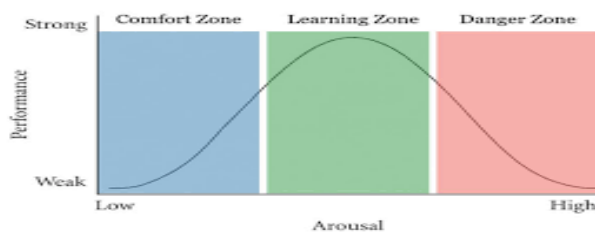
- Habits of successful people...
- Latest book read...
- Guilty pleasure: Anything NPR
- Half-marathon runner: Competed my 6th run
- One of 8
- About my name...

Slide

6

Guidelines

- Learning/Brave Space vs. Safe Space vs. Dangerous Spaces



- What do we need?

Slide

7

Guidelines

- Learning Edges/Brave Spaces vs. Safe Spaces
 - Remain engaged, committed, and respectful...
 - Keep an open mind; monitor judgement...
 - Listen and Learn...
 - Keep the focus on you...
 - Consider sharing experiences, strengths and hope....
 - Respect privacy
 - Value and model imperfection...

Slide

8

Implicit bias: Consider

- What do we know about implicit bias?
- How did we learn it?
- What else do we want to know about implicit bias?

Slide

9

IMPLICIT BIAS

“...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)

Slide

10

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)

Slide

11

MICROAGGRESSIONS

- “Racial microaggressions are brief and commonplace daily verbal, nonverbal, and environmental slights, insults, invalidations, and indignities, whether they are intentional or unintentional, which are directed toward people of color” (Sue et al, 2011)
- Unintentional
- Outside of one’s awareness
- We’ve socialized explicit bias out of our system (maybe?)
- Current controversy...

Slide

12

WHERE ARE YOU FROM?

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

Slide

13

GOOD NEWS! THEY CAN BE 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)



Slide

14

DISMANTLING BIASES

What can we do to dismantle our biases?



Slide

15

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)



Slide

16

PLEASE CONSIDER

- How we could use these strategies in our own life?
- The more we use them the easier they will be become.
- They are inter-related; they can inform each other.
- For example, contact can inform individuating and perspective taking



Slide

17

PROJECT IMPLICIT

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



Slide

18

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)...”
– Adopted from Devine et al, 2012



Slide
19

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.”
– Adopted from Devine et al, 2012



Slide
20

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.**”
– Adopted from Devine et al, 2012



Slide
21

First Nations Pictures

- KC Adams, Artist
- Series of photographs on racism in her Canadian community
- <http://www.kcadams.net/PLPhotos.html>




Slide

22

Socio-Cultural Profile

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

Fuentes, M.A., & Adamés, H.Y. (2011). The Socio-Cultural Profile (SCP). In M. Pope, J. Pangelinan, & A. Coker (Eds.), *Experiential activities for teaching multicultural counseling classes and infusing cultural diversity into core classes* (pp. 153-155). Alexandria, VA: American Counseling Association Press.




Slide

23

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 safe dialogue
 - Velasquez, Fuentes, Grady, & Gadalla (2004).




Slide

24

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).”
 - Adopted from Devine et al, 2012



Slide
25

Being Black

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



Slide
26

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)."
– Adopted from Devine et al, 2012



Slide
27

GETTING STARTED

- "The distance between us" (Steele, 2010)
- The Study....
 - Is it race?
 - Love and Relationships vs. racial profiling
 - White/Black students
 - Sat further with racial profiling condition
 - Is it the topic?
 - White/White Students
 - Sat Closer
 - Is it racism?
 - Explicit and Implicit measure of racism
 - Regardless, sat further



Slide

28

GETTING STARTED

- “Tension is natural in a conversation about racial profiling [diversity] and it typically difficult for everyone. Treat this conversation as a learning experience, that is try to learn about the issue and more generally about how to talk about charged issues with people who might have differing perspectives.” (Steele, 2010)
- No distance...
- Idea: “Brace yourself”
- Conversation Guidelines

Slide

29

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 come would it be like? What challenges would you encounter?
- How can you pursue opportunities to be with members of this group? Or be exposed to members of this group?

Slide

30



Slide

31

Today

- I learned that...
- I was pleased that...
- I was disappointed that...
- I was surprised that...



Slide

32

Thank you!

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