Diversity & Unconscious Bias Workshop

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Disclosures

- **Starlin Haydon-Greatting**: "declare(s) no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria."
- **Paris Smith**: declare(s) no conflicts of interest, real or apparent, and no financial interests in any company, product, or service mentioned in this program, including grants, employment, gifts, stock holdings, and honoraria."
- **PLEASE be mindful that what you are about to experience is a workshop that is designed to engage us to talk, to feel, to admit, to expose, to share and to heal our own unconscious/implicit bias. You may be uncomfortable during our discussions and exercises. You may choose the extent you feel comfortable sharing. What is said in the workshop is sacred. . .Please be respectful, empathetic, supportive and gracious. . . Thank You**

Learning Objectives

- Analyze one's own bias and sense of diversity
- Identify effective strategies for addressing patient's individual needs (e.g. generational, cultural, religious, language)
- Increase engagement in talking about diversity and how it impacts those with whom we work and have as patients
- Explore and bridge the gap between ourselves and those who are different than we are

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Stereotypes Prejudice Unfair Groups Research Behavior Beliefs UNCONSCIOUS Measure BIAS Implicit Subtle Reaction Respect Corporations Decisions Race People Social Subconscious Judgement Hidden Ethnicity Cognition Preferences Gender

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Gender Preferences Subconscious Cognition Unconscious Judgement IMPLICIT BIAS Disrespect Stereotypes Research Behavior Prejudice Race Decisions Unfair Ethnicity Psychologist Reaction Beliefs People Groups Social Hidden Subtle Train

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As pharmacists, student pharmacists, mothers, daughters, sisters, aunts, grandmothers, leaders…

WE ALL HAVE CHALLENGING TEACHING AND LEARNING SITUATIONS

Common Causes of Challenges

- Teaching/Learning Difficulties
  - Limited training/education skills or preparation
  - Inadequate learner knowledge or skills
  - Mismatched teaching/learning styles
- Personal
  - Attitude or motivation
  - Impaired or ill
  - Significant life event
- Communication
  - Generational or cultural differences
  - Students/Professionals unskilled in communicating with persons with a condition or other members of the health care team i.e. Providers
  - Undiagnosed learning disability

IMPACT OF GENERATIONAL AND CULTURAL DIFFERENCES ON TEACHING AND LEARNING

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Humans are Value Created

The Value System
- Age (Generation)
- Culture
- Gender Roles
- Ethnicity

Impactors Affecting Values
- Family
- Friends
- Religion
- Technology
- School
- Media
- Music
- Income
- Geography

Value Created Explained…

- Generations: "What you are is where you were when!"
- We are defined by our **Values** that are based on Culture, Age, Gender Roles and Ethnicity
- Values are Imprinted: @ age1-6 yo
- Values from Modeling: @ age 7-12 yo
- Values from Socialization: @ age 13-20+ yo
- *At age **10**, 90% of our value system is set*
- *At age 20, 100% of values are locked in for life*
- Only a Significant Emotional Event will alter our Values


Across the Generations

1900
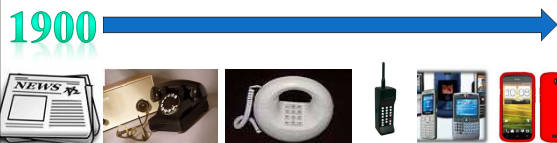
What makes a generation?

- A 20-22 year span
- Possess certain characteristics
- Includes noteworthy incidents
- Significate historical events
- Ripple effects
- Icons
- Persists across their lifetime
- Generalizations—not stereotypes

Each Generation:

- Reacts to the generation before them.
- Becomes a standard of comparison.
- Looks at the next generations skeptically.
- The "Cusps" have blended characteristics.
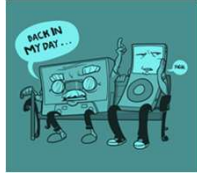
POLL: What is the make-up of the Audience?

- **ACTIVITY:** Raise your hands as we call out each generational classification:
- What generations are you precepting now?
- What generations are we providing care for?

  – Veteran   1901-1926
  – Silent   1927-1945
  – Boomer   1946-1964
  – Gen X   1965-1981
  – Millennials 1982-1995 (2005) [Gen Y]
  – Gen Z   1996-2012+ . . .

Generations

Nicknames / Birth Year / Current Age	Veterans/GI/ Greatest 1901-1926 Age 93+	Silent/ Mature 1927-1945 Ages 74-92	Baby Boomers 1946-1964 Ages 52-70	Generation X 1965-1981 Ages 38-55	Millennials/ Gen Y/Gen Me 1982-1995 Ages 24-37
Descriptor	HERO	ARTIST	PROPHET	NOMAD	HERO?
Key Characteristics	Patriotism, Disciplined, Frugal, Great Depression, WWII	Rebels w/o a cause, Korea, 1st Activists, Value clear authority, Company-man, Thrifty	Prosperity, TV, Vietnam, Space, Civil Rights, Cold War	Scandals, Divorce, Latch-key Kids, MTV, AIDS, Computers	Multi-culturalism, School violence, Mass media, Tech-savvy, Cell phones, 9/11
Belief	Loyalty	Idealism	Optimism	Skepticism	Realism
Communication	Linear Slow Incremental	Linear In digestible amounts	Semiformal As needed	Irreverent Whenever	Real-time Constant
Management Style	Military Chain of Command	Discussion, Inclusion	Change of Command	Self-command	Collaboration

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Veterans/GI

- Also called "Traditional" or the "Greatest Generation"
- They saved the world and then built a new nation
- Strong value of family and community
- Limited resources lead to value of the common good
- Military influence
- Willing to help when ever needed
- Age of radio and air flight
- Grew up without refrigerators, electricity & air conditioning
- At 90+ years a diminishing population

Silent/Mature

- Grew up as seen, but not heard
- Penicillin discovered
- Korean and Vietnam War generation
- Evolved to become civil-rights and anti-war activists Big-Band/Swing music-- early rock & rollers
- Were the parents who divorced during the epidemic of the 70's & 80's
- Focus on discussion, inclusion and process
- Disciplined, self-sacrificing & cautious
- Avid readers, especially newspapers

Silents: What Can You Do?

- Organize materials in bullet/outline form
- Use at least 12 point type
    – This will help Boomers too
- Take your time through the important points
- Don't assume that all are techno phobic
    – Fastest growing segment of the population using the Internet

Baby Boomers

- Prosperity of the post-WWII era
- First oral contraceptive
- Vietnam war: division of support-last drafted war
- New Luxuries-TV, car ownership
- The first Divorce generation
- Largest generation with > 77million+
- "Rock & Roll" music
- Optimistic, Driven & Competitive
- Women began working outside the home
- View career as a priority with sensitivity to status, position & experience

Boomers: What Can You Do?

- Give plenty of time for Boomers to practice new skills
- Do not generally like role-play exercises
- Like team projects where they can lead
- Organize materials with headings and relevant information underneath

Generation X

- Turmoil & scandal—Watergate, tripling divorce rate, deterioration of Social Security
- Less attention as kids (latch-key, divorce)
- Skeptical outlook, value independence & self-reliance
- Value lifestyle & family
- Limited devotion to work - Entrepreneurial
- Very individualistic, generally in demand & willing to change companies
- MTV and 1st Computers and games
- AIDS/HIV

Generation X Conflicts

- Vocation versus Day job
- Viewed as lacking commitment
- Want to work independently
- Lacks respect for authority – prefers hands-off style
- Motivation is dependent on individual determination of the value of the activity

Gen Xers: What Can You Do?

- Work/life balance is important
- Use pop-culture examples
- Give lots of individual attention
- Use most exciting material in short lectures (15-20 min)
- Use bullet points when giving info
- Use plenty of graphics and white space

Effective Strategies for Gen Xers

- **Independent** problem solvers
- Want to be recognized as **individuals**
- **Self-starters**
- Offer **support & feedback** without being controlling
- Seek comfort with those who share their own values
- Need **non-judgmental** sounding board
- Must be **engaged** to retain information

Millennials/ Gen Y/ Gen Me

- Also called "Nexters" or the Nintendo Generation
- AZT (zidovudine), the first antiretroviral drug
- As Kids – Busy schedules of activities, technology & helicopter parents
- As Learner – Expect to be entertained, enjoy a team approach, value feedback & evaluation
- Faster computers, cell phones, social media
- School safety/violence
- The 9/11 generation
- Do not live to work

Millennial Characteristics

- Accepting of diversity
- Value self-fulfillment
- Loyal
- Community & group oriented
- Involves parents in decisions
- High student loan burden
- Want alternative work arrangements—virtual

Millennials as co-workers & persons

- Prefer flexible hours
- Require minimal supervision
- Need of more formal mentoring
- Respects authority, positions & titles
- Value Teamwork—work well in groups
- May be impatient
- May have trouble with interpersonal conflict
- Respond well to personal attention
- Appreciate structure—goals, steps, resources & information

Millennials as co-workers & clients

- Expect to. . .
  – Be entertained
  – Share their ideas
  – Work as a group & collaborate
  – Engage in Active-learning
  – Not be embarrassed in front of their peers
  – Have real time answers (digital instant influence)
  – Have fun while learning

Millennial Conflicts

- Delayed adulthood
- High demand for feedback
- Socially bold, asks questions and offers opinions
- Impatient for advancement opportunities
- Desire to pursue multiple interests & careers
- Aspire to collaborate & make a difference

Millennials: What Can You Do?

- Give lots of activities with several steps
- Use the most up-to-date technology and references available
- Tie coursework or program goals in with economic gain
- Get creative (or allow them to get creative) with presentations, etc.
- Give reading materials for lectures or supplemental information

Effective Strategies for Millennials

- Structure—provide high & clear **expectations**
- Individual **feedback**
- Engage through **technology** [web based, social media, smart phones-when appropriate]
- Use groups & collaborative learning
- **Active-learning** [case presentations, role playing, Jeopardy]
- Entertaining & engaging
- Reflection

Generation Z / Boomlets

- Born after 1996 – in 2006 record number of births in USA
- 23-12 years and under- (age range may change)
- TV in their rooms, video games & cell phones early
- Never known the world without computers or cell phones
- Less interested in toys
- Stay tuned….or tuned in

GENERATIONS: Best Work Traits

| BABY BOOMERS	GENERATION X	MILLENNIALS	GENERATION Z
Optimistic Enjoy mentoring Strong work ethic	Independent Innovative Strong communicators	Tech-savvy Collaborative Focused on the greater good	Digitally fluent Practical Flourish in diverse workforces

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ACTIVITY: Think-Pair-Share

- Think about the following questions:
    - What is the easiest generation to work with and why?
    - What is the most difficult and why?

- Share with the person sitting next to you

- Be prepared to share your answers with the group.

HOW TO GET THE MOST FROM

THINK-PAIR-SHARE
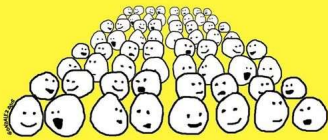
WHAT IS THINK-PAIR-SHARE?

It's an instructional strategy where the teacher stops lecturing and asks students to consider a question (**think**), turn to a partner (**pair**), and discuss their response with the partner (**share**).

WHAT'S SO GREAT ABOUT THINK-PAIR-SHARE?

It breaks content into bite-sized pieces. The brain can only process so much at one time. To learn material, you need to interact with it. Think-Pair-Share offers a quick way to do that.

It gets students active. It takes them out of "sitting and getting" mode and puts them into talking mode. Verbally processing the material creates new pathways for learning it.

It provides novelty. Talking with a peer is a unique experience with the content; this makes it more memorable.

It allows for formative assessment. If you listen as students talk, you can immediately gauge who gets it and who doesn't.

It requires almost no prep. You can literally call for a Think-Pair-Share any time, with nothing planned in advance.

GETTING THE MOST FROM THINK-PAIR-SHARE

Explain why you're doing it. Tell students about the benefits of the strategy. You'll get more buy-in and better participation.

Set up pairs ahead of time. If partners are chosen before you start, everyone will be ready when you ask the first question.

Select a "Person A" and a "Person B." ...or whatever you want to call them. During the share, announce whose turn it is and switch halfway through. This ensures equal participation.

Ask a specific question. Give students some direction about what they should discuss. If you just tell them to talk, the conversations may lack quality.

Listen. Instead of checking e-mail or tuning out, circulate and listen to student discussions. You'll get valuable information about student understanding and keep them on task.

Debrief. After pairs discuss, call on a few to share with the class.

Listen to the full podcast:

WWW.CULTOFPEDAGOGY.COM

FYI: We've Created This!

- Remember each generation influences & directs the next
- People complain about the Boomers, Xers, Millennials and now Zers—but we created the society that defines the values that shapes the environment in which each evolves
- Different is NOT "Bad"
- You have two choices:
  - Try to change "them" (*how's that working for you*) OR
  - Try to understand "them."…"THEY" are NOT going away!

U.S. Changing Demographics

- Between now and the year 2050, almost 90% of U.S. population growth will come from Asian Americans, African-Americans and Hispanic-Americans.
- Today, people of color are already a majority in 48 of nation's 100 largest cities.
- Today, four states have "minority majorities." They include: California, Hawaii, New Mexico and Texas.
- Six other states: Maryland, Mississippi, Georgia, New York, Florida and Arizona have non-white populations around 40%.

Source: "The Emerging Minority Marketplace: Minority Population Growth 1995-2050." U.S. Census Bureau
- http://www.mbda.gov/sites/default/files/MinorityPopulationGrowth1995to2050.pdf

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U.S Trends in Immigration

- 1 of 10 global citizens today is a migrant.
- Immigration to the U.S. has tripled in the last 30 years.
- During the 1990s, the U.S. received over 13 million immigrants – the largest number in our nation's history.
- There are 40 million foreign born in the U.S. today (13%)
- Significantly, most immigrants today no longer come from Western European nations with whom we have the most in common historically….

Source: "The Emerging Minority Marketplace: Minority Population Growth 1995-2050." U.S. Census Bureau
http://www.mbda.gov/sites/default/files/MinorityPopulationGrowth1995to2050.pdf
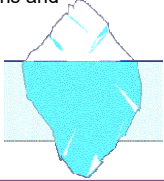

U.S New Cultural Influences

- Religion: Islam is now the fastest growing religion in the U.S.
- Language: Over 20 percent of Americans 5 years old and older speak a language other than English at home, with nearly half of those claiming to speak English less than "very well."
- America is now more linguistically diverse than Western Europe.
- 43% of California's population now speaks a language other than English at home. Four other states over 30%.

Source: "The Emerging Minority Marketplace: Minority Population Growth 1995-2050." U.S. Census Bureau
http://www.mbda.gov/sites/default/files/MinorityPopulationGrowth1995to2050.pdf

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Who are You? Questions to Ask. . .

- What is Unconscious or Implicit Bias?
- It is likely that I have unconscious biases about students, residents, patients (or others) based on their personal characteristics (race, ethnicity, culture, etc.)?
- So are we in complete control our decisions and behaviors?
- Are Medical Professionals
    (MDs, DOs, NPs, PAs, RNs, RDs, PharmDs, BSPharms…Techs) susceptible to unconscious biases?


New Research on Cultural Bias

- In the past, bias was regarded as aberrant, conscious and intentional.
- Today, we now understand that bias is normative, **unconscious** and largely unintentional.
- Social Cognition Theory establishes that mental categories and personal experiences become "hard-wired" into cognitive functioning. (i.e. learned from MI training)
- As a result, human biases can be seen as evolutionarily adaptive behaviors.

Culture

Is a **Framework** to focus and understand the **Behavior** of a:

- Student
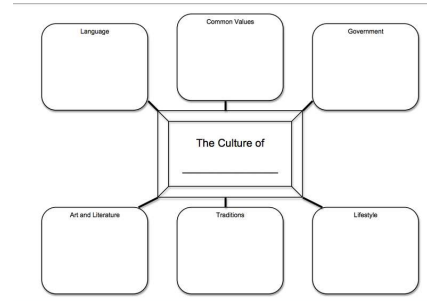- Resident
- Patient PERSON
- Group's
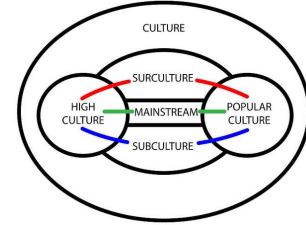
ACTIVITY: What is YOUR Culture?

- What is your ethnic culture or ethnicity?

- What is your racial identity?

- What is your nationality?

- How do your ethnicity, racial identity, and nationality differ from your friends, siblings, students, colleagues and clients?

ACTIVITY: What is YOUR Culture?

Impact of Culture on learning

- Think about the way you view your world. What factors contribute to the lens you wear as you view the world?

What is a Culture?

| Family | Gender | Racial identity | Ethnicity | Nationality | Age | Sexual orientation |
Language	Friends	Religion	School	Education	Ability	Income
Social class	Geography	Urban/Rural	East/West	North/South	Disability	Art/Music
Stature	Weight	Electronic media	Political views	Social organizations	Health status	

ACTIVITY: Examine the list:

- Which factors do you share with your patients, students and colleagues?

- In which ways do you differ from your patients, students and colleagues?

- What have you learned about yourself as a result of defining your culture?

- What is your organizational culture? The culture of your workplace?

EXERCISE I: Pair off with one another and use the Venn diagram:

- Write your name above one circle of the Venn diagram and your partner's name above the other.

Starlin   *Paris*

Springfield — Female, Pharmacists In Illinois, USA — Chicago
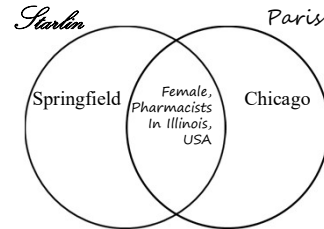
WORKSHOP EXERCISE:

- Fill out the Venn diagram with your similarities and differences. (i.e. if you are of different genders, your gender would go in the separate part of your own circle. If you share gender, your gender would bin the overlapping part of your circles.

- Fill in your Venn diagrams with as many aspects of your lives as time allows.

- Pick some group to share with the larger group—to tell about your partner and your partner tells about you. Share your similarities however you choose.

Are you in touch with your Diversity?

- The Diversity Thumball™ is a fun tool that tackles a difficult topic with smarts and sensitivity.

Diversity Thumball™

- Conversations about diversity and bias can be emotionally charged.
- The goal is to share experiences of feeling different or excluded and identify ways to create a more welcoming, diverse and compassionate community:

  – Critique ideas not people
  – Speak only for yourself
  – No personal attacks
  – Listen - make sure everyone feels heard and validated
  – Only one person speaks at a time
  – Use "I" statements
  – Agree to disagree; disagree without being disagreeable
  – Be positive and non-judgemental; open to new ideas

EXERCISE Part II:

- Please stand up & create groups of 10 or more so you can safely toss or pass the ball to each other;
- We are passing out the Diversity Thumballs™;
- The ball has 32 panels pre-printed with questions;
- Toss or Pass it around in a group, the person who catches the ball is asked to share their reaction to whatever prompt lies under their dominant thumb.

Cultural Competent Teaching/Learning

- Use tools to explore your own unconscious biases and open your mind
- Slow down, shift from "think fast" to "think slow"
- Strategies that may help make a difference:
  - **Information** – re: the psychological basis of bias
  - **Motivation** to change
  - **Individuation** – learning to see diverse others as individuals rather than as members of groups.
  - **Direct contact** with members of other groups.
  - **Working together on teams**, as equals, in pursuit of common goals.
  - **Environment** – display positive images from diverse groups
- Explore 360 degree feedback from diverse students/colleagues/patients. [Reverse mentoring processes can also help.]
- Check personal behavior -- Goal is **acceptance** not tolerance.

Detect Problems Early

- Stay alert for your own tendencies to ignore or shrug off a negative experience or interaction
  - Avoid using a "wait and see" strategy as the only strategy to prevent a problem

- The earlier you begin to look critically at a problem, the more likely it is that you will resolve it.

Key Points

- Bridging the generation gap requires us to realize that what works for our generation may not work for ALL generations.
- Adapt your training/education to meet the needs of culturally diverse learners.
- Place value on co-workers' & ~~patients~~' persons' cultural diversity and find "common ground" to build a relationship.
- MMS/MTM/CMM/DSME/DPP+ experiences that impact diversified persons have 3 elements:
  - A healthy, trusting relationship with the educator/coach
  - An interactive learning and positive environment
  - Creativity and innovation to stimulate Active Learning

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THANK YOU for SHARING!