

Created by Faculty Affairs, Professional Development, & Diversity

Mitigating Unconscious Bias in Decision-Making



Welcome, Colleagues!

Indiana University School of Medicine's Dean Jay Hess expresses the value of completing this training on our community and beyond.

To request edited captions for the deaf/HOH, see <https://kb.iu.edu/d/adad>



0:00 / 2:05



[Transcript \(https://iu.instructure.com/courses/2077011/files/139057767?wrap_1\)](https://iu.instructure.com/courses/2077011/files/139057767?wrap_1) ↓
(https://iu.instructure.com/courses/2077011/files/139057767/download?download_frd=1) | Video
Length: 2:05



Objectives

In this module, we will deepen our understanding of unconscious biases, how they influence behavior and decision-making, and how they impact us all. We will also learn numerous actions we can take to help mitigate bias in the roles we serve. Upon the completion of this module, you will be able to:

1. Increase self-awareness of unconscious biases and stereotypes created by them
2. Understand the impact of unconscious bias on IUSM and healthcare (and beyond)
3. Demonstrate conscious mitigation strategies to reduce harm, inequity, and injustice from unconscious bias
4. Apply unconscious bias reduction skills in decision-making

How to Complete the Training

This is a self paced, asynchronous, 100% virtual training. Each unit is designed to take around 10 minutes or less. To progress to the next unit, you must answer to the best of your ability the Quick Check question at the end of each of each unit. To progress to the post assessment quiz, you must complete the PlayPosit (interactive video) included in Unit 5. In addition to each Quick Check and PlayPost, to signify successful completion of this training, you must answer all questions in the post assessment quiz. You can take this training straight through, one unit after the other, or a few units at a time.

GETTING STARTED

You can proceed to the first unit by clicking the **Get Started** button at the bottom of this page. Direct navigation to each unit can be found in the navigation pane on the left hand side of your Canvas course as well.

CHECK YOUR PROGRESS

To check which units you have completed, visit the **Grades** tab in the navigation pane. This will take you to the course's "Gradebook" where you can see which Quick Checks are completed, if you have submitted the PlayPosit answers, and the completion of the Post Assessment Quiz. **Remember, you must submit all of these components for successful completion of this training.**

****NOTE** As a feedback component built into the module, some Quick Check and post assessment questions are open ended and short essay format. These will require them to be reviewed before 'grading'. Please be patient as this may take up to two business days to verify your submitted answers.

► **FAQs about this training** (Click to expand)

MODULE COMPLETION

If you are required to complete this module through your department, please note that the completion reports are made once a month. Departments will be notified when all components have been successfully completed. We appreciate your patience in this process.

Because it's extremely important that we get things right, you will have an opportunity to leave feedback on any aspect of this training during the post-assessment quiz at the conclusion of the module. If you need to contact us for any reason, use the email below.

Thank you for joining us!

FAPDD Team

Questions? Contact fapdd@iu.edu (<mailto:fapdd@iu.edu>)

Get Started

<https://iu.instructure.com/courses/2077011/assignments/13457941>

Unit 1: Why Your Bias Matters



Why Bias Matters

Unconscious bias can undermine our engagement, ability to innovate, and ability to understand those we serve and who we work with. This bias negatively impacts healthcare and academic medicine. Actively engaging in completing this module, along with employing bias mitigation strategies in your decision-making, is one conscious step toward and committing to [IUSM's mission and core values](https://medicine.iu.edu/about/mission_vision_values) (https://medicine.iu.edu/about/mission_vision_values).

To request edited caption for the deaf/HOH, see <http://kb.iu.edu/d/adad>



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Our Commitment to Diversity, Equity, Inclusion, & Justice

Honor Code

IU School of Medicine expects that its community members treat one another with respect and facilitate an atmosphere of cooperation and collegiality. The School demands excellence and expects that community members act with integrity at all times. Recognizing the damaging effects that bias, discrimination, and exclusion have on the work environment, patient care, medical research, medical education, and health care outcomes, IU School of Medicine strives to be a place that is diverse, welcoming, and inclusive for all and commits to identifying and dismantling hate, oppression, systemic racism, and discrimination in academic medicine. IU School of Medicine expects all in its community to reflect on these values and ensure that their views, beliefs, actions, and inactions do not, intentionally or unintentionally, perpetuate the problem of health care inequity.

Being intentional with your learning while completing this module is part of the commitment to our Honor Code.

Honor Code Pledge

If you have not yet done so, take the pledge to uphold the Honor Code as a member of the IUSM community by clicking the tab below. Once you complete the pledge, come return to Canvas to finish the module.

Take the Pledge

https://iu.co1.qualtrics.com/jfe/form/SV_0drsjjxLldEGqea

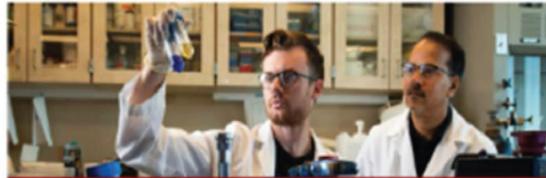


Mitigating Bias Improves Our Climate

Click the arrows to learn more about the four major improvements for IUSM's climate when we examine bias and how to mitigate it. These four benefits include engagement, innovation, empathy and understanding, and inclusion.

Climate Improvements

Innovation



When bias prevents us from hearing and considering diverse points of view, our ability to innovate is negatively impacted.

Creating an inclusive environment **helps us hear multiple points of view, integrate diverse ways of thinking, and maximize our potential to innovate.**

Empathy & Understanding



When we foster an environment that provides opportunities for those traditionally underrepresented in medicine, **to contribute their diverse experiences and perspectives**, we better serve our students, patients, and communities.

Inclusion



By reflecting on intersecting identities, proximities to privilege and oppression, and identifying systemic barriers, we are able to effectively mitigate bias. Reducing bias is one step in cultivating **an inclusive leadership climate.**

Engagement



Unconscious biases can result in some individuals being undervalued and unable to contribute fully.

When contributions from everyone are encouraged, **colleagues are more likely to be engaged, effective, and contribute to institutional outcomes.**



Key Takeaways

When we counter bias with inclusive behaviors, we increase our ability to:

- create innovative and relevant educational, research, and healthcare opportunities
- improve access to and opportunities for success for students, trainees, faculty, and staff
- embody and promote the values of the IU School of Medicine



Unit 1 Wrap Up & Resources

Now that you've learned more about why your bias matters, particularly at IUSM, please complete the following Quick Check to the best of your ability. This will signify the completion

of this session. **Upon completion of this Quick Check, proceed to Unit 2: Understanding Bias by clicking the Next ► below.**

► **Resources** (Click to expand)

QUESTION 1 OUT OF 1

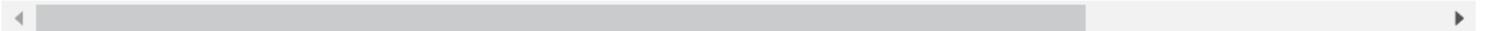
When we identify and counter our unconscious bias, we are better able to improve
[select all that apply]

- cultivating inclusive leadership.
- encouraging empathy and understanding.
- increasing engagement.
- maximizing potential for innovation.

SUBMIT

0 / 1 QUESTIONS CORRECT

START OVER



Unit 2: Understanding Bias



Watch: Introduction to Biases

This quick, informative video titled *Biases and Heuristics* (UCLA, 2019) provides an overview of how biases are formed, why we use them, and the unconscious nature of our behavior, attitudes, and behaviors.

Implicit Bias | Preface: Biases and Heuristics



Transcript (https://iu.instructure.com/courses/2077011/files/139057761?wrap_1) 

(https://iu.instructure.com/courses/2077011/files/139057761/download?download_frd=1) | Video Length:

5:13



Video Recap

- **All people are biased.**
 - It's important to understand that we all have unconscious biases it's our brains' way of dealing with an overload of information

- **Unconscious biases are formed automatically.**
 - Biases are shortcuts our brain forms based on
 - our own experiences
 - things other people tell us
 - media portrayals
 - institutional influences
 - other external influences
 - When faced with situations or people that appear to fit into these "mental maps" our mind has created, we make a number of automatic associations Not surprisingly, our perceptions and assumptions based on these automatic associations are often incorrect
 - Because our unconscious biases are so hidden from ourselves, it takes some work to disrupt them, but it can be done through active reflection and practicing inclusive behaviors Doing this work benefits us, the people around us, and IUSM

**CLICK
NEXT** 

Defining Bias



What is bias?

Bias is a tendency or inclination that results in judgment without question, an automatic shortcut that our brain uses to interact with the world. Biases are a prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

- Biases based on race, ethnicity and gender are well documented; however, biases may exist toward any social group. Age, gender identity, physical abilities, religion, sexual orientation, weight, communication style, hand dominance, education, height, appearance, disability, accent, name, and other characteristics are also subject to bias.
- Biases can be conscious (explicit) or unconscious (implicit). Unconscious biases occur without awareness, intention, and control, and often conflict with our conscious attitudes, values, behaviors and intentions. They usually contradict who we think we are and what we stand for.



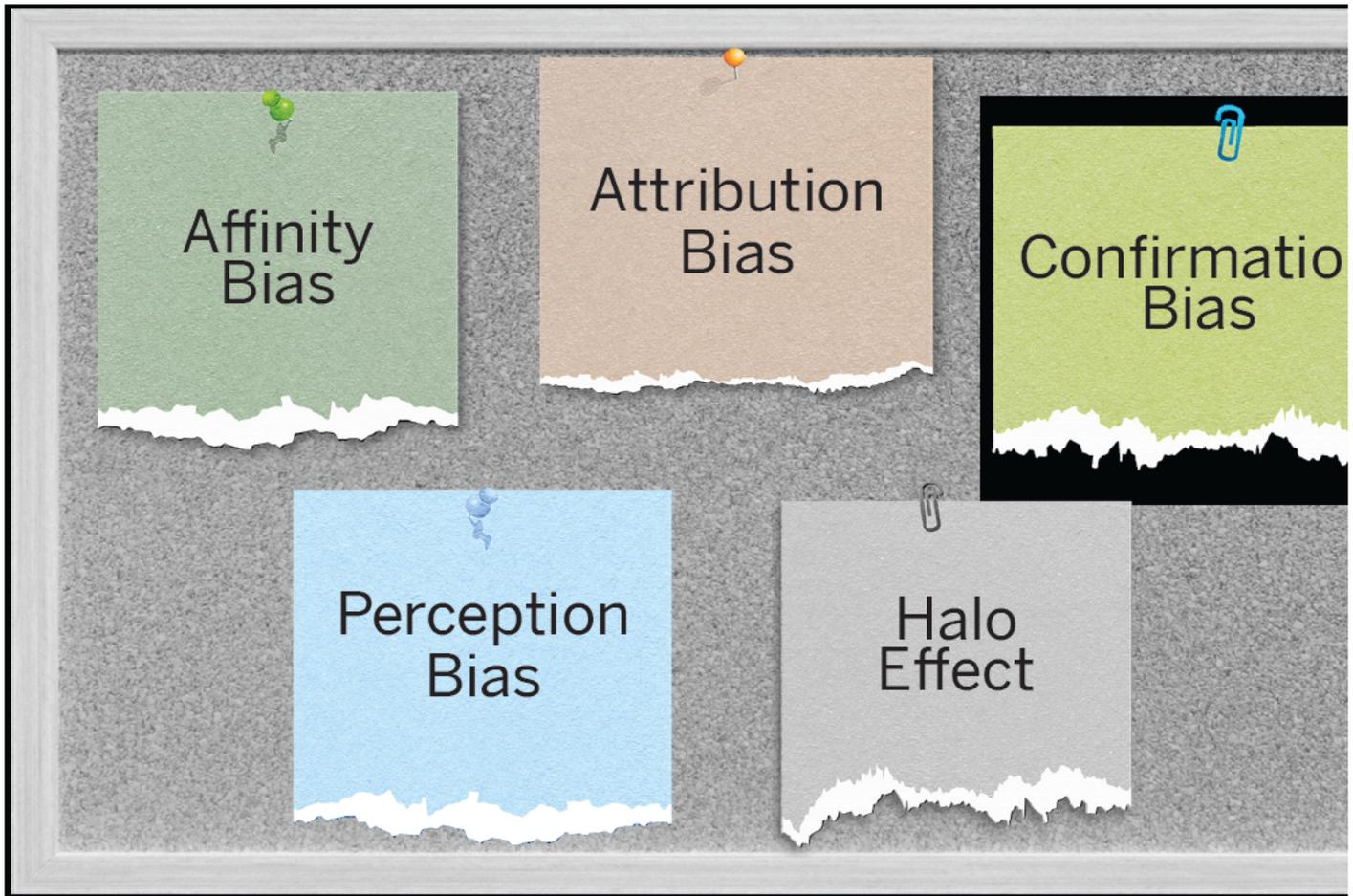
Types of Unconscious Bias

There are many types of unconscious bias **Click on each post it** below to learn about some common types we use regularly. There is [an extensive list for more types of biases](https://asana.com/resources/unconscious-bias-examples) 

[. \(https://asana.com/resources/unconscious-bias-examples\)](https://asana.com/resources/unconscious-bias-examples) not listed below 

[. \(https://asana.com/resources/unconscious-bias-examples\)](https://asana.com/resources/unconscious-bias-examples) (Asana, 2020).

Bias Types



**CLICK
NEXT** 

Bias in Decision-Making in Academic Medicine



Examples of Unconscious Bias in Academic

Medicine

Certain situations can activate unconscious attitudes and beliefs. Biases are more prevalent when multi-tasking or working under time pressure, and can be easily triggered when evaluating the competencies and accomplishments of another person. That's why it's particularly important to be mindful of bias in academic medicine; the system relies heavily on processes such as peer review and teamwork within a high-stakes environment.

Example activities in academic medicine where unconscious bias can be a factor:

- Recruiting faculty, staff, and learners
- Providing care to patients and how we communicate with patients and families
- Conducting research (the type of research we conduct, the enrollment of participants, interpretation of results, who we collaborate with, etc)
- Mentoring, training, and teaching our learners and colleagues
- Promoting and tenure review
- Listening to people's ideas and suggestions (e.g., at department meetings, seminars)
- Evaluating trainees
- Forming working groups or committees
- Mentoring, sponsoring, and nominating for opportunities such as awards and leadership positions



Key Takeaways

- Implicit bias operates outside of our conscious awareness.
- Implicit bias is unconscious, automatic, and relies on associations that we form over time.
- We can form bias toward groups of people based on what we see in the media, our background, and our experiences.
- Our biases reflect how we internalize messages about our society rather than our intent. Nevertheless, we can still act on our biases in ways that can harm others.



Unit 2 Wrap Up & Resources

Now that you've learned more about unconscious bias and its interplay in academic medicine, please complete the following Quick Check to the best of your ability. This will signify the completion of this session. **Upon completion of this Quick Check, proceed to Unit 3: Recognizing your Bias by clicking the Next ► below.**

► **Resources** (Click to expand)

QUESTION 1 OUT OF 1

Match the unconscious bias scenario to the appropriate bias type.

Remaining options:

Halo Effect

Attribution Bias

Confirmation Bias

Affinity Bias

Perception

There is an opening for the position of medical director of the transfusion unit at one major hospital. Two candidates apply, Dr. Latrisha Stanton and Dr. Peter Lacrosse. Even though they both have the exact professional qualifications and experiences, academic rank and years as faculty, the committee concludes that Dr. Stanton is not ready for this role due to lack of leadership experience, even though Dr. Lacrosse hasn't had any leadership experience either and they offered the job to Dr. Lacrosse.

During the faculty hiring process, Dr. Wiseman, a faculty who is part of a search committee for a new chief, starts reading candidate A's curriculum vitae and finds out that they have a lot in common. They attended the same medical school, have the same number of children, are from the same race and hold the same religious beliefs based on the candidate's personal statement. The other search committee members notice that Dr. Wiseman starts asking very simple, subjective questions to this candidate during the interview. Candidate B, Dr. Wiseman doesn't find many things in common and asks complex, objective questions to which the candidate has excellent answers. On the candidate evaluation form, Dr. Wiseman writes that Candidate A will be a "very good fit" in the department and gives a lower evaluation to Candidate B.

A concern is brought to the division chief about a faculty member who made a racist remark against member. The division chief responded that the faculty was probably misunderstood because the faculty member shares the same values, goes to church, and has written several publications, specifically so I know he is a good person incapable of saying something racist.”

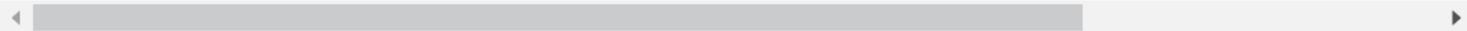
Dr. Garcia and Dr. Smith have been faculty members in the same division. They both went up for promotion on the same year. Dr. Garcia was promoted to Associate Professor while Dr. Smith was asked to submit a dossier the following academic year. Dr. Smith told a colleague that he thinks Dr. Garcia was promoted because she is always nice and smiles to people and because he is not as cheerful as she is. Dr. Smith was not promoted.

Two residents (one who identifies as male and the other who identifies as female) are late for the morning report. The program director only asks the female resident why she was late. Her response was she had a family emergency that she had to take care of. When another faculty member asks why the male resident was late, he responded that female residents are always having personal issues.

SUBMIT

0 / 1 QUESTIONS CORRECT

START OVER



Unit 3: Recognizing Your Bias



How to Recognize Your Bias

One of the first steps toward overcoming your unconscious biases is to identify them. Identifying biases requires a commitment to introspection. Being **consciously aware** of stereotypes you may hold is a cyclic process requiring consistent turns of slowing down, being mindful, employing mitigation strategies, reflecting on the impact of employed strategies, and making an effort to slow down again - starting the process over again. The more you engage in this process and the more intentional you are, the more effective and efficient your awareness will become.

How do we become consciously aware of our biases, especially if we are not aware of the ones that we have? Let's start with taking a few Implicit Association Tests.



Watch: The Implicit Association Test (IAT)

At this point, are you asking yourself *where do I even start?* Watch the informative video below about a tool commonly used to help us have a place to start (UCLA, 2019)

Implicit Bias | Lesson 5: The IAT



Transcript (https://iu.instructure.com/courses/2077011/files/139057759?wrap_1) 

(https://iu.instructure.com/courses/2077011/files/139057759/download?download_frd=1) | Video Length:

5:13



Video Recap

The [Implicit Association Test \(IAT\)](https://implicit.harvard.edu/)  is a series of free, publicly available computer-based exercises developed by Project Implicit, a long-term research project based at Harvard University.

- The test asks participants to associate words with images to assess participants' automatic associations between concepts by measuring the time and latency of their responses.
- While the IAT is considered more reliable and valid than survey evaluations, it is designed to be used as a prompt to trigger self-reflection, discussion, and awareness of personal biases, not as a metric for measuring implicit bias or evaluating curricular outcomes.



Interpreting your IAT Results



Engage: Take an Implicit Bias Test (IAT)

Access the 14 different implicit bias tests with [Harvard's Project Implicit](https://implicit.harvard.edu/implicit/takeatest.html)  (<https://implicit.harvard.edu/implicit/takeatest.html>). All tests are free and usually take around 5 minutes each to complete.

The following tests are of special interest to academic medicine. This list is not exclusive; we hold biases in many categories that could impact our decision-making.

Gender-Science	Often reveals a relative link between liberal arts and females and science and males.
Race	Requires the ability to distinguish faces of European and African origin.
Gender-Career	Often reveals a relative link between family and females and between career and males.
Sexuality (Gay - Straight IAT)	Requires the ability to distinguish words and symbols representing gay and straight people.
Disability (Disabled - Abled IAT)	Requires the ability to recognize symbols representing abled and disabled individuals.

As part of this training, you must take 1-2 tests; take note of your results. Once you have completed your tests, return to this page to complete this session.



What do your results mean?

Please be cautious about using your IAT results to reach conclusions about yourself or others. Rather, the IAT should be used to develop an awareness of your automatic preferences and stereotypes. Can (or should) people use this test to make decisions about others? Can this test be used to measure somebody else's automatic racial preference, and use it to decide that they should or should not serve on a jury?

We suggest the answer to the above questions: **No**. Use it mainly to develop awareness of your automatic preferences and stereotypes.

► **FAQs about the IAT** (Click to expand)



Key Takeaways

- Overcoming our biases is a complex, cyclic process.
- There are two main ways in which we measure implicit bias. We can understand our biases through examinations of our behavior and by looking at how our brain is activated through the use of imaging technology.
- One of the most utilized behavioral assessments of implicit bias is the Implicit Association Test (IAT), which measures positive or negative attitudes toward a particular concept or social group.
- It is important to reflect on your results. Consider how your background and personal experiences may have impacted your results.



Unit 3 Wrap Up

Now that you've learned more about how you can recognize your bias, please complete the following Quick Check to the best of your ability. This will signify the completion of this session. **Upon completion of this Quick Check, proceed to Unit 4: Mitigating Your Bias in Decision Making by clicking the Next ► below.**

► **Resources** (Click to expand)

QUESTION 1 OUT OF 1

Which of the following Implicit Association Tests did you complete *first*?

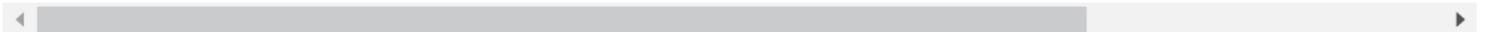
- Age
- Arab Muslim
- Asian

- Asian
- Disability
- Gender Career
- Gender Science
- Native
- Presidents
- Race
- Religion
- Sexuality
- Skin tone
- Transgender
- Weapons
- Weight
- I did not take an IAT

SUBMIT

0 / 1 QUESTIONS CORRECT

START OVER



Unit 4: Mitigating Your Bias in Decision-Making

Overcoming biases require a great deal of introspection. **The process of reducing bias is cyclic.**

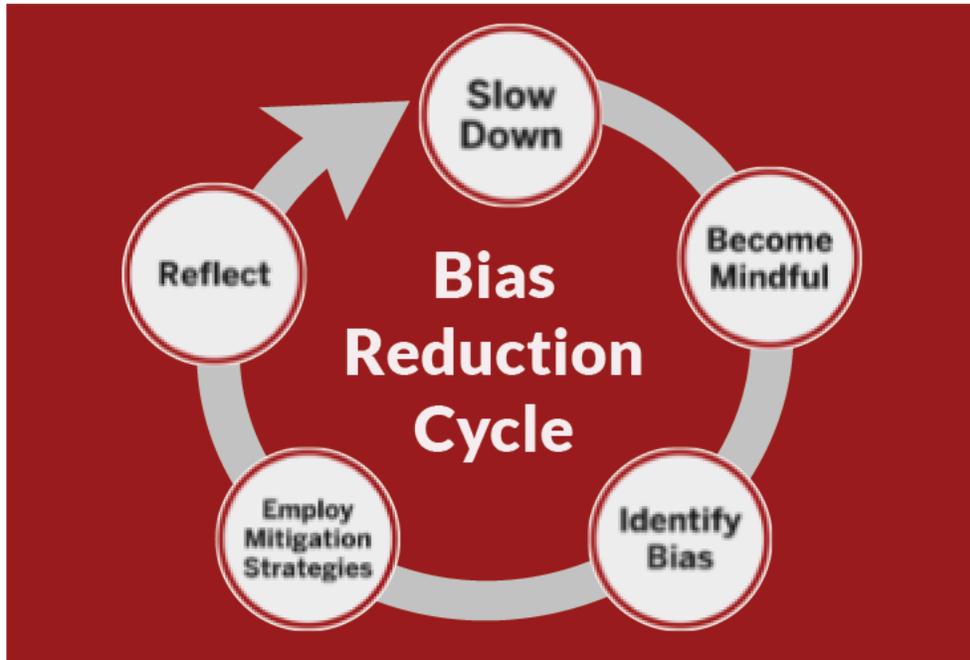
We must be mindful of our unconscious ways of thinking, put in the work to reprogram our thinking, and reflect on its effectiveness. If it didn't work well the first time, we start over. **And, try again.**



Bias Reduction Cycle

As much as you may try, overcoming biases is not a one-time investment. You may not be perfect in the process, either. Even the strongest advocate of a topic can still have a bias. However, the process is a meaningful one that can facilitate empowerment and justice. The more you can practice reducing your bias, the more efficient and effective you can become as an inclusive member at IUSM. Below, **learn more about each step of the Bias Reduction Cycle by clicking the appropriate circle.** This unit is dedicated to ways in which we can mitigate our bias.

Bias Reduction Cycle



**CLICK
NEXT** 

Individual Strategies: What I Will Do-2



What difference can one person really make?
"We must be bold, look at ourselves as human beings that can and should change, evolve, and stand up for justice."

- [Verna Meyers, JD, Diversity Consultant](#) 

(https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_the_m).



Individual Ways to Mitigate Bias

Sometimes the enormity of the problems in the world can feel overwhelming. "What difference can one person really make?" we ask ourselves. However, mitigating the unwanted effects of implicit bias is the perfect opportunity to make the spaces and places we are in more inclusive, equitable, and just. Each one of us has the power to enact individual interventions that can align our good intentions with our desired outcomes. So how do we do this? **Click each of the five images below to learn specific strategies we can do on our own.** You can also click the "Resources" tab to read more on the studies that were used in determining these strategies.

Individual Mitigation Strategies

Practice mindfulness and perspective-taking.

- Studies have shown that by intentionally thinking about marginalized populations in a positive, loving manner, individuals can increase their empathy and decrease the strength of their unconscious bias.
- When we are tired or feel rushed, our brain will default to what is "easiest" to save in taxing the brain, mind, and body. Scheduling small pockets of time is an effective way of eliminating potential bias.

Challenge stereotypes.

- When we see people who challenge commonly held stereotypes about their identity groups, we begin to realize that not everyone fits into these stereotypes.
- Typically, we tend to see people like ourselves as individuals while seeing people who are different from us as a homogeneous group. Counter-stereotypical examples can change this thinking by helping our brains rely less on cognitive shortcuts.

Become aware of my own biases.

Taking an Implicit Association Test (IAT) -or several-is the best way to identify the biases we may hold. Becoming consciously aware of our own biases is crucial because we can't solve a problem without knowing what it is.

What I Will Do

We have the power to start making changes individually first. **Click on each image** for specific strategies we can embed into our own decision-making.

Engage in intergroup contact.

Decades of research show that having meaningful interaction with people who are different from us can reduce our unconscious biases by helping our brains form new associations. It's much more difficult to reply on stereotypes if you have a meaningful relationship with someone who belongs to that group.

Hold myself and others accountable.

- Part of holding ourselves accountable to reduce the negative impact of unconscious bias means expecting the same in return.
- By engaging in the above actions regularly and often, we are creating an environment where we recognize our unconscious ways of thinking and actively expect to change these behaviors.

**CLICK
NEXT** 

Group Strategies: What We Will Do



Mitigating Unconscious Bias in Groups & Committees

Coupled with individual mitigation strategies, **employing standard institutional strategies among your leadership committee, team, or group is even more powerful in reducing bias in decision-making** (e.g. hiring, promoting, awarding, leading, etc.). Given the enormous impact of unconscious patterns on both our individual behavior and on organizational behavior, the question becomes, “How do we begin to see the organizational unconscious, and what can we do about it?” How do we engage in a way that holds all of us accountable *together*?

There are a number of strategies that will help us create institutional cultures in which our colleagues can actively reduce unconscious bias while making decisions within committees. **Click each of the four tabs below to learn specific strategies we can do together.**

Group Mitigation Strategies

Establish clear, specific candidate selection criteria before reviewing any materials.

By having less certain criteria determined ahead of time, the chance of feelings, emotions, or personal attachments associated with unconscious bias to influence our decisions is decreased.

- Develop **concrete, objective indicators and outcomes** for hiring, evaluation, and promotion to reduce standard stereotypes.
- Agree on **standardized criteria** to assess the impact of individual contributions in performance evaluations.
- Generate and utilize **structured interviews** and objective evaluation criteria for decision-making.

Eliminate identifiable information from all candidate materials.

Sometimes referred to as "blind selection," **remove as much identifiable information** from the selection materials as possible to prevent unconscious bias from making associations about identifiers like:

- determining one's gender due to their name or pronouns.
- suggesting one's age based on the number of degrees they have earned or by which years they earned them.

- **Decide ahead of time** which identifiable information will be removed and discuss why and how.

Provide an environment that allows for individuals to have enough time to identify biases when they arise.

- Try to **schedule committee meetings when all members are available** so no voices are left unheard.
- Set deadlines far enough in advance to **give ample time when reviewing application materials, selecting finalists, and making final decisions.** For example, getting materials on a Friday and setting a decision deadline by Monday would increase our likelihood of relying on unconscious bias.
- Keep a **detailed record of how a decision is made.** Note who contributed and asked questions, what challenges arose, and how the committee overcame them.

Openly and regularly discuss how biases are impacting decisions by asking questions and calling out biases when it they happen.

- Power dynamics are always at play amongst colleagues. These **dynamics are based on privilege and unconscious bias** toward specific identities.
- If biases are called out, as leaders, **we must always listen for listening's sake**—not listen to respond.

What We Will Do

There are a number of strategies that can help us create institutional cultures where our colleagues actively reduce unconscious bias while making decisions. **Click on each tab** for specific ways to embed these practices into our decision-making process.



Key Takeaways

- There are long-term strategies and changes that we can engage in to reduce our unwanted biases, such as mindfulness and intergroup contact.
- One of the best ways to prevent and intervene against bias is by knowing when you are more susceptible to acting on it, such as moments of high ambiguity, subjectivity, or stress.
- Knowledge about the operation of implicit bias can help inform the individual and institutional approaches you take to address inequitable outcomes in your classroom or school.
- Learning about implicit bias provides a lens to help examine causes of racial, gender, or other social disparities, even in the absence of explicit intent to discriminate.



Unit 4 Wrap Up & Resources

Now that you've learned more about individual and institutional strategies to mitigate unconscious bias in decision making, please complete the following Quick Check to the best of your ability. This will signify the completion of this session. **Upon completion of this Quick Check, proceed to Unit 5: Applying Mitigation Strategies by clicking the Next ► below.**

► **Resources** (Click to expand)

QUESTION 1 OUT OF 1

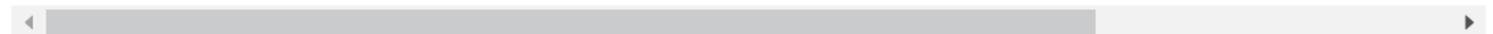
Which of the following strategies is an individual way to mitigate unconscious bias

- Develop standard criteria to use for every candidate.
- Ask questions when biases arise
- Practice mindfulness and perspective taking
- Eliminate identifiable information from all selection materials

SUBMIT

0 / 1 QUESTIONS CORRECT

START OVER



Unit 5: Applying Mitigation Strategies



Engage: Interrupting Bias in the Faculty Search

Process

Let's put the strategies to practice. You now know that your brain takes shortcuts; it prefers efficiency in time and remaining in comfort. The more often you practice mitigation strategies, the more likely you will reshape your brain's response in a decision-making situation.

The following interactive video will help you practice skills in a safe, simulated environment.

What to expect:

- There are five questions embedded within the video, where playback will stop until you answer the question.
- Once you submit your answer, the video will resume.
- The following video is a role-play depicting the ways unconscious biases are embedded in this faculty hiring committee's discussion about potential candidates (University of Alabama - Birmingham, 2012).
- Completing this activity will signify the completion of this unit. **Once finished, proceed to the Post-Test: Unconscious Bias by clicking the Next ► below.**

Manage Link

"Mitigating Bias in the Faculty Search Process" assigned to "Mitigating Unconscious Bias".

[CSV DOWNLOAD](#)

[PREVIEW](#)

[MONITOR !\[\]\(76a3e3fa4264769e246efa8017fe5370_img.jpg\)](#)

Enter PlayPosit

Post-Assessment: Unconscious Bias

Congratulations! You now have a backpack full of personal and professional ways to not only become consciously aware of your biases but to reduce harm, inequities, and injustice that can come from them.

The following quiz will allow us to assess some impact of this training that you have now completed.

Please answer all the questions in order for FAPDD to acknowledge that you have successfully completed this training. There are two questions to leave any and all comments, thoughts, questions, or suggestions for improvement.

You must answer all of the questions.

****COMPLETION NOTE:** There are questions that are open ended to allow you space to provide feedback. It may take the module facilitator **up to two business days** to finalize the 'grade' for this assessment in order to signify completion. We appreciate your patience as we make sure all participants get the most from this module.**

Once you have completed this quiz, please click *Next* at the bottom of the page to wrap up your training.

1 0 points

How confident is your understanding about the following topics?

- Bias in decision-making in academic medicine
- Recognizing your bias
- Mitigating your bias

Note: Whatever answer you select is the "correct" answer.

- Very confident
- Confident
- Somewhat confident
- Not at all confident
- I don't know/I am unsure



You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

- Recognizing your bias
- Mitigating your bias

Note: Whatever answer you select is the "correct" answer.

- Very confident
- Confident
- Somewhat confident
- Not at all confident
- I don't know/I am unsure

3 0 points

Overall, how valuable did you find this training in mitigating unconscious bias?

Note: Whatever answer you select is the "correct" answer.

- Highly Valuable
- Valuable
- Somewhat valuable
- Not at all valuable
- I don't know/I am unsure

4 0 points

For you, what was the most important takeaway from this training?



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6 0 points

Is this training part of a requirement from your department?

NOTE: There is no incorrect answer. It is for data gathering purposes only.

- Yes
- No

7 0 points

Which department are you a part of? If none of the options below, please select "other."

NOTE: There is no incorrect answer, nor a "grade" associated with this question. It is for data gathering purposes only.

- Anatomy, Cell Biology and Physiology
- Anesthesia
- Biochemistry and Molecular Biology
- Biostatistics and Health Data Science
- Dermatology
- Emergency Medicine
- Family Medicine
- Internal Medicine
- Medical and Molecular Genetics
- Microbiology and Immunology
- Neurological Surgery
- Neurology

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- Orthopedic Surgery
- Otolaryngology
- Pathology and Laboratory Medicine
- Pediatrics
- Pharmacology and Toxicology
- Physical Medicine and Rehabilitation
- Psychiatry
- Radiation Oncology
- Radiology and Imaging Sciences
- Surgery
- Urology
- Other

8 0 points

What role(s) do you currently serve at IU School of Medicine? Select all that apply.

NOTE: There is no incorrect answer. It is for data gathering purposes only.

- Faculty member
- Graduate student
- Medical student
- Postdoctoral Fellow
- Resident or Fellow (GME)
- Staff member
- None of the above.

6d You are currently logged into Student View

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