



## **IMPLICIT BIAS TRAINING**

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## References:

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## EQUITY CHECKLIST

### Purpose of the Equity Checklist

- The purpose of the checklist is to **self-reflect and achieve an equity lens** before any staff interaction and meetings (including facilitation and coaching).
- This means calling to the surface the **implicit and explicit biases** that we all hold about others.
- This means having an **awareness of your power and privilege** before each meeting.
- It is important to remember that your **biases impact your decision-making and engagement**.

### How to Use the Equity Checklist

- Before the start of any meeting (e.g., Open Space, supervision, Reflective Process, facilitation and coaching), take one minute to read the questions on the Checklist and select your response.
- Mark your response to each question by selecting the appropriate box.
- It is important to select the response boxes because it will allow time to absorb and process the checklist item before your meeting.

<b>1. Am I focused and ready to give 100% of my attention?</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Partially
<b>2. Am I prepared to listen to different perspectives?</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Partially
<b>3. Am I aware of the implicit and explicit biases I may bring to the meeting?</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Partially
<b>4. Am I aware of how my power and privilege (race, gender, age, position within agency) may impact the conversation at the meeting?</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Partially
<b>5. Am I prepared to be open to different people's expertise and knowledge?</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Partially

# 21-DAY EQUITY CHALLENGE

## SOCIAL IDENTITY WHEEL

### OVERVIEW

United Way for Southeastern Michigan is committed to deconstructing systemic racism while advancing diversity, equity and inclusion for all. We open our arms to all people in collaboration, prioritizing both large and small matters of injustice, and keeping equity and inclusion at the center of our work while fighting for change. It is our hope that by remaining focused and united, we will create a better future for coming generations.

Critical to that mission is understanding the rich diversity we all bring to the table. The Social Identity Wheel is an evolving tool to help us better map out the different dimensions of our social identities. The wheel allows us to better understand how our identities shape experiences across all dimensions.

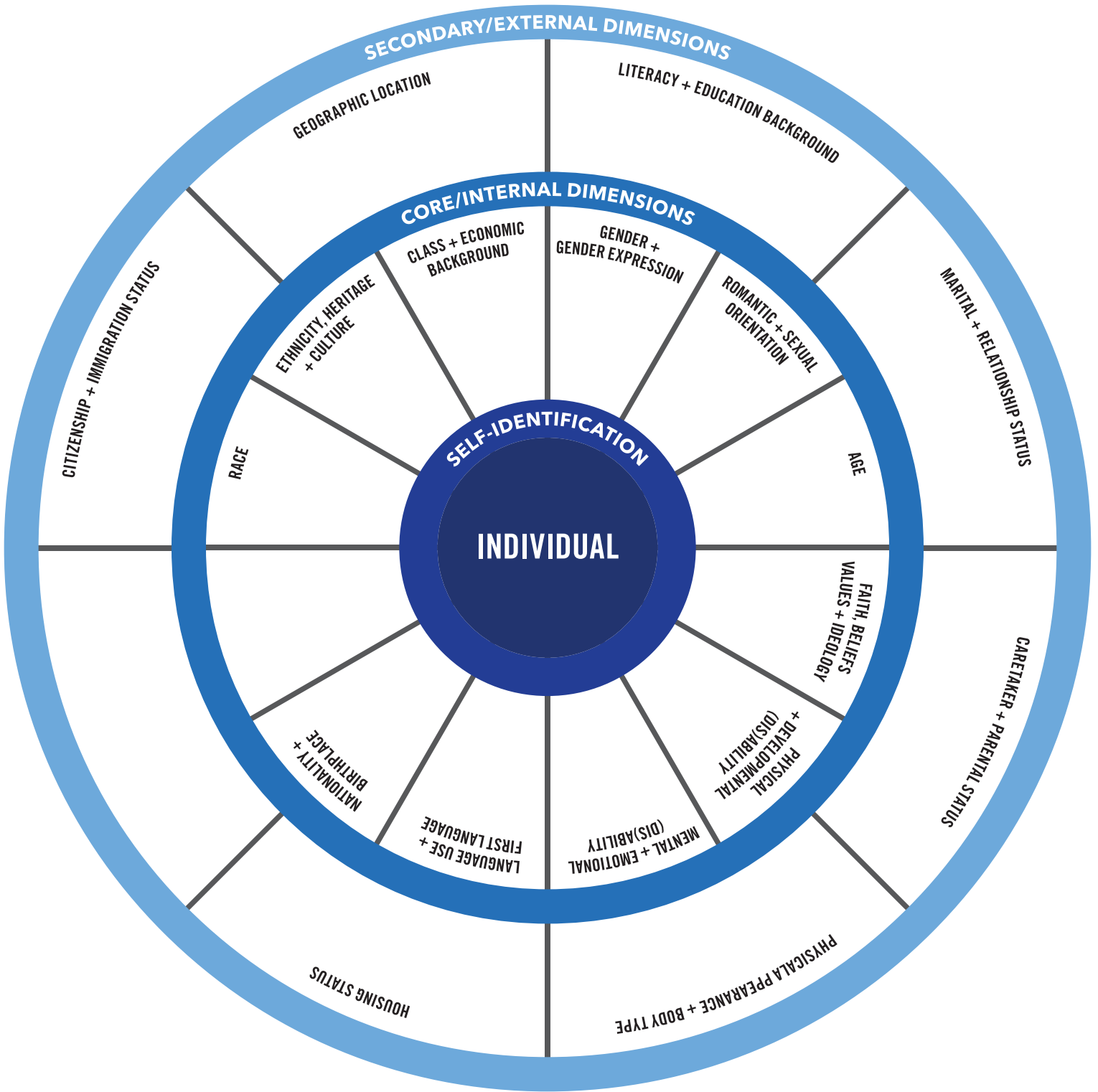
Social identity refers to the aspects of someone that are formed in relation to the society they belong to. Rather than personality traits or interests that make up your identity and sense of self, social identities describe the socially constructed groups that are present in specific environments within human societies (race/gender/religion, sexual orientation, etc.).

### INSTRUCTIONS

On the following page you will find a social identity wheel and a page of examples to help you fill out the wheel.

As you review the wheel, take the following steps:

1. Take a moment to look over the wheel and notice the layers of Core/Internal and Secondary/External.
2. Now you will identify the memberships you claim or that have been ascribed to you for each identity group. You can write on the wheel directly or use a piece of paper to fill in the identity you hold that matches each group on the wheel. You will want to start with the Core/Internal Dimensions and then work your way outward.
3. The last page has examples of each identity group. Please note that many identities may overlap or intersect. If you do not see a term that you would use to describe yourself please use whatever terms you prefer.
4. You will notice a blank in each layer of the wheel. You can use this space to write an identity that is not represented in the categories presented.
5. Once you have filled in the wheel, follow up by going through the reflection questions. You can do this activity alone but it is better to discuss with others. We encourage you to share and discuss the wheel with your family, colleagues, classmates or community.



## EXAMPLES

Feel free to use your own language for your identities.

### CORE/INTERNAL DIMENSIONS

#### RACE

Asian, Pacific Islander, Native American, Latinx, Black, Arab American, white, bi/multiracial

#### ETHNICITY, HERITAGE + CULTURE

Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, European-American

#### CLASS + ECONOMIC BACKGROUND

poor, working class, lower-middle class, upper-middle class, owning class, ruling class

#### SEX, GENDER + GENDER EXPRESSION

woman, man, transgender, post-gender, agender, femme, butch, intersex

#### ROMANTIC + SEXUAL ORIENTATION

lesbian, gay, bisexual, pan-attractional, heterosexual, queer, attractionality, questioning, aromantic

#### AGE

child, teenager, young adult, middle-age adult, senior, elderly

#### FAITH, BELIEFS, VALUES + IDEOLOGY

Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Atheist, Secular Humanist

#### PHYSICAL + DEVELOPMENTAL (DIS)ABILITY

disabled, temporarily disabled, visually impaired, blind, deaf, Deaf, hard of hearing, able-bodied

#### MENTAL + EMOTIONAL (DIS)ABILITY

ADHD, PTSD, depression, anxiety, OCD, phobias, autistic, substance use disorder

#### LANGUAGE USE + FIRST LANGUAGE

English, ESL, Spanish, Arabic

#### NATIONALITY + BIRTHPLACE

United States, Nigeria, Korea, Turkey, Argentina, Canada

### SECONDARY/EXTERNAL DIMENSIONS

#### CITIZENSHIP + IMMIGRATION STATUS

U.S. citizen, immigrant, temporary visa

#### GEOGRAPHIC LOCATION

urban, suburban, rural, major city

#### LITERACY + EDUCATION BACKGROUND

literate, functionally illiterate, completed college, GED-certified, high school grad

#### MARITAL + RELATIONSHIP STATUS

single, widowed, married, seeing someone, monogamous, polygamous

#### CARETAKER + PARENTAL STATUS

parent, mom, dad, aunt, uncle, grandma, grandpa, caretaker

#### PHYSICAL APPEARANCE + BODY TYPE

trim, fat, person of size, thin, in shape, muscular

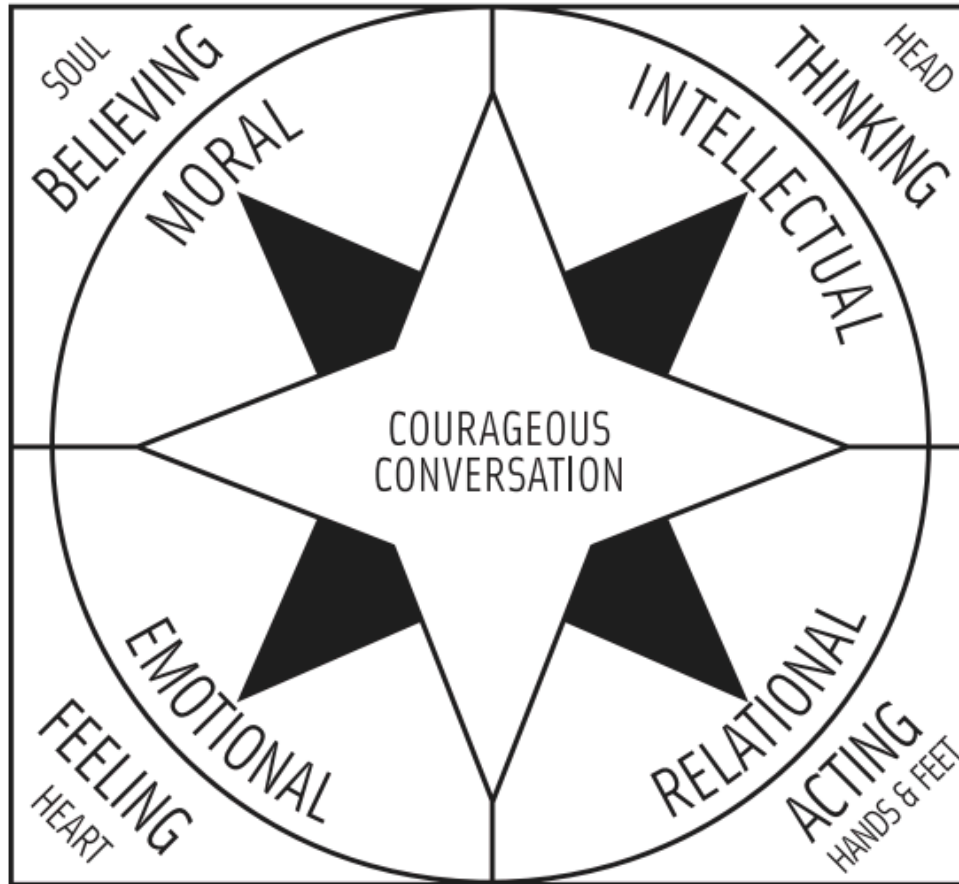
#### HOUSING STATUS

home owner, renter, transitional, housing insecure, homeless

## ACTIVITY REFLECTION QUESTIONS:

1. What identities are you most aware or think about most often?
2. What identities are you least aware of or do you think about least often?
3. Which of your own identities would you like to learn more about?
4. Which identities have the most impact on how you perceive yourself?
5. Which identities have the most impact on how others perceive you?
6. Why is it important to reflect on our identities?
7. How do our identities give or take away power and privilege in society?
8. How do your identities influence your sense of belonging at work/home/school or in the communities that you are part of?

## The Courageous Conversation Compass



### Purpose of the Courageous Conversation Compass:

- a personal navigational tool to guide participants through these conversations
- helps us to know where we are personally as well as to recognize the direction from which other participants come
- helps us to locate the sources of our emotions and actions or lack thereof

### The Four Points are:

- **Emotional** (heart): responding to information through *feelings* (when racial issues strike us at a physical level and causes an internal sensation such as anger, sadness, joy, or embarrassment).
- **Intellectual** (mind): response to a racial issue or information may be characterized by personal disconnect with subject or to search for more information or data. Our intellectual response is often verbal and based in our best *thinking*.
- **Moral** (soul): responding from a deep-seated *belief* that relates to the racial information or event. Justifications of one's moral views may be seated in the "gut" and may not be verbally articulated.
- **Relational** (hands/feet): connecting and responding to racial information through *actions* and behaviors.

Adapted from Glenn Singleton's Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools, 2<sup>nd</sup> Edition (2015).