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We're here to talk about our special issue on pedagogy and health promotion,

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the special issue that focused on racism, bias, and social justice, and we are introducing ourselves today.

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My name is Monica Rooks and I'm an associate professor in the Department of Health and Behavioral Sciences at the University of Colorado, Denver.

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00:00:28,614 --> 00:00:39,774

And hello, everyone. My name is Dr. Gayle Walter and I am an associate professor of instruction at the University of Iowa.

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And as Dr. Rooks mentioned, we are guest editors of a special issue in pedagogy and health promotion,

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the pedagogy of anti-racism, along with Dr. Kelly Bentley and Dr. Deborah Fortune.

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So the purpose of our podcast today is to discuss one of the articles from the special issue - teaching bias

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to undergraduate students in an introduction to Public Health Course written by Dr. Krista Mincey.

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So this podcast is part of the series in the Pedagogy and Health Promotion author podcast series.

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Additional podcasts can also be found on the Sage Journals podcast page.

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Our listeners include both national and international audiences of faculty and students in public health and

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population health who read Pedagogy in Health Promotion for curriculum and activities to use within their courses.

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And I want to make sure that I introduce Dr. Mincey, so that is my esteemed job, I appreciate it.

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Dr. Krista Mincey is an associate professor in the Department of Community Medicine at Mercer University School of Medicine.

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She earned her doctor of public health and Community Health Behavior and education from Georgia Southern University.

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Her M.P.H. from the Armstrong Atlantic State University. And are B.S. in Chemistry from Georgia College and State University.

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Her research interests include Black Men's Health, College Health, and mental health as well.

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So let's begin with the first question for our podcast. I imagine many of our listeners are familiar with the term implicit bias,

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but can you provide a quick overview of implicit bias and what that means?

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So the easiest way to think about implicit bias is that's when we are how we are,

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we're interacting with people based on stereotypes and biases and prejudices that we already have

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but we are not aware. So for instance, if we have an inclination to like people who wear orange, we in, we are unaware.

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But when we go out, we're more friendly with the people who wear orange versus people in any other color.

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But we consciously are aware of that because it's just not that, Oh, I like, I like people who wear orange.

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So you are overly friendly with people who wear orange versus everyone who isn't wearing orange.

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Maybe you have a scowl look on your face or you don't say, hi, you're not very welcoming.

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You don't have a long conversation. So essentially, implicit bias is interacting and engaging with people in a way that is reflective of biases and

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stereotypes that you already have for certain things you like or certain people that you don't like,

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but you're not consciously aware that that's what you are doing. Great, thank you for that explanation.

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And I'm sure many of our listeners are faculty members at two year and four year universities.

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So why do you think faculty members are uncomfortable having these types of conversations around implicit bias within their classrooms?

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I think because people initially when they hear bias,

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00:04:11,254 --> 00:04:22,894

they think race and ethnicity and just like actually doing a lecture for the medical school faculty on this article.

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And what I said to them is I was like, Yes, it's important to discuss the race and the other stuff I said,

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but we have to start with the bias so that people are aware.

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No, I do have bias because if you focus on race and ethnicity, people say, Oh, I'm not racist.

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And they will completely shut it down and shut off. And so I think this would cause this faculty to feel I will know I can address it.

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00:04:45,274 --> 00:04:51,444

And even if you're a faculty member of color, you typically don't want to talk about it because everybody is assuming that you are supposed to talk about it.

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Oh, and the into the into, I think it puts I think other I think faculty just feel like they're not well

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equipped and they think just race and ethnicity and racism and white privilege,

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if so much more than that. And so I think that's why people are uncomfortable with it.

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It's fascinating that you have difficulties with people owning up to everyone having bias.

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You said that it was sort of like, Wow, that's wonderful.

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I think the interesting thing is as I was having the conversation of I was, you know, presenting an essay.

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And when people have questions, I do have someone come to me after and they say, I like that.

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You said that you focus on the biased part because they were like, people get bogged down in other stuff.

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And then I even say, like, I have biased. And she was like, I like that you admitted that.

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You wouldn't do that. I'm like, We all have bias. And so I think everyone who showed up, I think they thought that I was going to talk about racism.

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I was going to talk about the other. I was gonna talk about stereotypes and I'm like, That's I'm like, Those are great places to end up,

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but you need to start first with people recognizing that they have bias.

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Whatever their biases, you may have bias for someone with a certain complexion, you may have bias for a certain color.

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00:06:05,024 --> 00:06:09,034

You may have bias for people of a certain height.

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So I'm like, you know, but we all have to start there because if you automatically assume, Oh, this doesn't apply to me,

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00:06:16,784 --> 00:06:23,144

then you're not even going to pay attention and bother to think through, Oh no, I really am having this.



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And so it's like, I feel like bias is where you have to start. So then you can start recognizing it, Oh, OK, I got it.

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I do have a bias. Thank you, I appreciate that.

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And I go, Oh, go ahead. I just had one question that I also wanted to sneak in there, so I apologize for cutting you right out there.

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But one thing and I just want to get your opinion on this,

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since this is the topic that we're talking about with implicit bias and unconscious bias and all those types of things.

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And the first thing I have students do is take the implicit bias test through project implicit.

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And it seems to be an eye opener where I'm not talking to them about this and making them do this,

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this self-reflection or the self-assessment that they actually take those different tests and they're able to reflect on that in a meaningful way.

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And I took the test as well, and you're absolutely right.

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I think we all have those types of implicit biases that that we are doing unknowingly.

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But at least when we have this awareness of how our actions may be perceived by others,

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we tend to be a little bit more, you know, aware of our behavior and maybe some of the words that we're using.

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So I just wanted to thank you for sharing that information with us.

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And can you provide a brief description of the activity that you do in your public health course?

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OK. So when I did this activity, it was with undergraduate students and I was trying to figure out a way to use class time effectively,

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but not lose the class because at the institution, I did this, that they started towards the end of my time there.

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Students had a whole the whole first week of the semester students could airdrop and the class was typically upper class.

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And I was like, There's no way I'm just going to not do anything for the Wednesday and the Friday and the day just be lost.

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So I decided to come up with an activity where I placed about five or six topics on the on the board,

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and they will be very general topics. when I originally did it. I did include race, but I felt like that was too easy.

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So like I had a white person, black person, I feel like that was too easy.

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And so I included things like someone who had a GED, a parent with a lot of children, a service worker, someone on WIC which I would then have to explain.

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And then I would tell students I would open up and say, this is a judgment free zone.

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This is not to judge you on how you think this is not how you think is wrong.

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The point of this activity is to get you to realize this is how you think,

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so that it doesn't impact how you interact with someone, how you influence someone, how you do or do not provide care to them.

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Because a lot of the students who took my class were pre-med.

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And I'm like, if they're not going to get it anywhere else, I'm going to make sure that they get it here.

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And so as we go through the activity after students would right would have their moment to reflect.

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And I would give them a very short period of time. If you give them too much time and they're not going to be honest.

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And so after they would do that, then I would go through, OK, just call out what you have for young parent with a lot of kids,

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which the main one I always her was no birth control, multiple baby daddies, government assistance.

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That was all it was always there. And so when we will go through and act, everyone stood up and I would go back inside for it.

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So, for example, for the young parent with a lot of kids, I would say, Okay, so why would you say government assistance?

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And then it didn't have to be the person who said it, but as soon as will start saying, Oh, well, you know,

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because the game gaming the system, you know, and if they've got that many kids, they are probably on government assistance.

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And so we would go through that. Sometimes you would have some students who would kind of chime in the opposite of that.

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But that wasn't necessarily the point. I'm like, I just want you to say, OK, so was that something you was say?

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So after we went through each of the areas, then I would tell a story about one of the areas.

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So for the young parent with a lot of kids, I would say, OK, so let's say they are twenty three.

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They work full time, they're married. They had a set of twins and they are the guardian of one of their siblings.

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Everybody's mouth would open and just drop. And I would say, but you made an assumption about.

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00:11:10,754 --> 00:11:14,174

And I say, look, I'm not saying that this, you know, right or wrong, I'm right,

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but but when you see someone in the streets who has a lot of children with them, you don't even know if those are their kids.

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They might be babysitting. But if what automatically comes into your mind, man, they're probably on government assistance.

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So how is that going to, you know, interact and cause, you know, how you how you talked to them or the type of care or whatever that you provide it for?

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So we will go through that for each of the areas.

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And by the end, I remember one time in the class when I did it, which is why I kept doing it while I was there.

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I had a student in the back because I taught at a HBCU, so I was it was mostly black female students in my class.

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One time I had a international student from Italy, but most most of my class was black females.

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I had a few more men, but the campus was mainly female. And she said at the end, she said, You know, as black people,

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00:12:12,224 --> 00:12:19,874

we always talk about people stereotyping us, but I didn't realize that I was doing that until this activity.

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00:12:19,874 --> 00:12:22,124

And so when she made a comment, so yes, I said,



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00:12:22,124 --> 00:12:28,244

so if you don't like the people stereotyping you without knowing anything, you don't need to do that and other people.

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And I hadn't heard a student actually vocalize that in class.

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But when she did that, I was like, OK, I need to keep doing this because I kind of was doing it, thinking, OK,

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this would be a cool, you know, cool kind of activity, but not realizing that, OK, I think this is kind of exposing them to.

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00:12:50,614 --> 00:12:56,234

Some of the bias that they have that they don't realize that they have.

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00:12:56,234 --> 00:13:04,544

Thank you, and kind of to, you know, get a little bit more information about the feedback that you received from the students.

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I know you mentioned that one student, but after you have concluded this activity.

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What is the reaction of your students? You know, do they feel that they have increased their awareness of implicit bias?

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You know, have they found it meaningful that they're going to, you know, further take with them, you know,

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as they go on to medical school and and treating their patients, you know, is it going to make a difference?

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I think a lot of them do become a lot more aware because typically what happens is so like for some of the topics,

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like if it is the one with a young parent with lot of kids or someone on WIC,

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00:13:43,794 --> 00:13:49,254

the last year that I did it, I actually would have students say, Well, my mom was all week.

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My mom was a young parent and she, you know, she's not lazy. She's not.

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So I had a lot more studios. It was a point for them to share their personal experience, but I had a lot more who shared it.

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And so the student who was very adamant about, no, they're this there that they would kind of,

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you know, recenter their thoughts, you know, and I would tell them, I said again, I would.

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I will let them know before class, and I said, This is not to demonize you.

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This is not to make you feel bad about how you think.

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00:14:19,974 --> 00:14:32,754

I said we all think that way, but I need you to open your mind up as we move through this course so that you do not have so the bias that you have,

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you don't see it as you're blaming the person for where they're at.

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We're, you know, as we're walking through and talking about these different topics, I need you to be open-minded.

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That may be the way you were thinking isn't necessarily the full picture.

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So I do think it opened up the students' eyes, particularly towards the end.

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That class was mainly freshman.

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I would have a few upperclassmen, but when I first started the class, it was all upperclassmen because our degree program was new.

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When I when I started there, our department was one semester old, so we may only have students transfer into the major.

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We weren't having a lot of freshman students come in as public health sciences majors.

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And so the class originally was mainly only upperclassmen.

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00:15:21,504 --> 00:15:32,694

But as I moved to freshmen, mainly freshmen, a few sophomores and a sprinkle of upperclassmen, I could see that like their thoughts.

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Like they kind of thought a little different.

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00:15:34,284 --> 00:15:44,004

And I actually had a student who was delaying early admission for medical school and was doing her interview.

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And she said when she was interviewing,

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00:15:45,204 --> 00:15:53,364

when she was asking them all these questions about bias and this other kind of stuff when they're like, Where are you getting stuff from?

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00:15:53,364 --> 00:15:59,004

So we're talking about this in class. Oh, and I was like, good, you know?

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00:15:59,004 --> 00:16:06,894

And then I've also had students who from the different exposure in that class when they would take other classes

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00:16:06,894 --> 00:16:11,754

like history where they're talking about concepts that we've already talked about their message to the teacher.

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00:16:11,754 --> 00:16:17,004

We are talking about it and we know what class you talk about Indian. And I was like, Good, I'm glad.

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00:16:17,004 --> 00:16:23,244

I'm glad to see you see that this is connected to, you know,

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00:16:23,244 --> 00:16:30,744

it's not just this is not just a one area thing like this connects to literally every area of your life.

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00:16:30,744 --> 00:16:37,434

And so I did see students change their thoughts,

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00:16:37,434 --> 00:16:46,284

and I'm hopeful that starting the class with an activity is what helped by the end of the Introduction to Public Health course,

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00:16:46,284 --> 00:16:48,084

I have students who started the course.

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I had people who were obese that was there for about a year and they were like, No, well, what kind of community that I live in?

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00:16:54,384 --> 00:16:59,124

Are they near a grocery store? Do they have trade rotation? But that was not where they started.

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00:16:59,124 --> 00:17:09,654

So I'm hopeful that starting the class with this activity to expose them to how you think about people might be not totally correct.

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I think it opened their mind to think different because with public health,

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00:17:13,584 --> 00:17:17,454

you got to think out of the box and a lot of people can't think outside the box.

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00:17:17,454 --> 00:17:27,294

And so I feel like starting at that activity kind of helped them think, Okay, well, I kind of need to think a little bit differently with this class.

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00:17:27,294 --> 00:17:32,184

Thank you so much. This feels like an earlier conversation I had about a growth mindset,

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00:17:32,184 --> 00:17:38,814

and it sounds like this really contributed to the growth mindset in this course and other courses and other aspects of their lives.

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So I appreciate that. And then to also ask my last question, which is related, and to think about this a little bit beyond just public health.

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You mentioned in the article that the approach you use to start the conversation on racism and implicit

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bias will be transferable to other disciplines outside of public health or even population health.

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00:18:00,114 --> 00:18:06,714

So can you describe what that might look like for other listeners who might want to use this in their courses?

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00:18:06,714 --> 00:18:17,874

Sure. So actually, currently I'm at a school of medicine and we have to provide electives to our fourth year medical students.

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And so I pitched this elective to my chair and he's there. Sure, I will likely need plenty of this, so I actually starting in.

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I think my first student is up is in August. I'm actually teaching a class on an elective working with minority and rural patients and populations.

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But how I'm crazy, how I'm setting out the courses, we're going to talk about racism,

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00:18:39,534 --> 00:18:45,054

we're going to start off with bias, we're going to talk about history and some other areas.

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But the way I'm setting it up is the readings. Everything is connected, it's all medical.

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But how I'm framing the conversation in the discussion is, OK, so how can you use this to be a different physician?

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How can you use? How can you make sure that this does not impact how you treat patients?

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So, for instance, there is one paper that they're going to read that's on bias in electronic medical records,

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and the paper essentially says that patients who were labeled as like noncompliant.

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00:19:20,434 --> 00:19:29,254

Non-compliant, like disruptive, basically all negative terms that those patients didn't receive the same level of care.

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And so one of the questions that I'm going to ask them is OK.

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So instead of using these words, what other words can be used?

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00:19:38,184 --> 00:19:44,754

And then it's also going to be a conversation because they were fourth year students, they would have already been out on rotation.

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00:19:44,754 --> 00:19:50,984

OK, so when you seen these these phrases in the charts, when have you thought?

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00:19:50,984 --> 00:19:57,194

And then it moves further into, OK, so now that we write about this, how can you prepare your charts?

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How can you phrase it differently so that you're not, you know,

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00:20:01,904 --> 00:20:07,274

giving the patient a negative connotation without thinking about all the other things like, are they really non-compliant?

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00:20:07,274 --> 00:20:10,664

Or is it that they can't afford the medication?

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00:20:10,664 --> 00:20:17,264

Are you even bothering to ask that question before you all automatically assume because their blood pressure

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00:20:17,264 --> 00:20:22,794

is the same or higher from the last time they were there, instead of labeling them non-compliant?

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00:20:22,794 --> 00:20:26,924

Are you going to ask them, why are you taking the medication as prescribed it?

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00:20:26,924 --> 00:20:32,534

Do you understand how to take the medication before you put in their charts?

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00:20:32,534 --> 00:20:35,434

They are not compliant.

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00:20:35,434 --> 00:20:47,734

So that's how I'm planning to do it there and then to close out that class, they actually are going to choose from three medical cases.

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00:20:47,734 --> 00:20:58,634

Show me where the bias is, how it impacted the person's health and then talk about how they would do it differently.

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00:20:58,634 --> 00:21:10,894

That is a great idea. Thanks. And might have to use that in one of the courses that I also teach in cultural competency,

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00:21:10,894 --> 00:21:15,844

and it almost sounds like not only are you discussing implicit bias,

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00:21:15,844 --> 00:21:22,534

but all of the different social determinants that are contributing to potentially noncompliance.

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00:21:22,534 --> 00:21:30,814

Because if you order prescriptions for the patient and they don't have any transportation to get them or they're unable to afford them,

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00:21:30,814 --> 00:21:36,694

or they have low health literacy, it's really going to make a difference in how they adhere to their treatment regimen.

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00:21:36,694 --> 00:21:49,064

So. Excellent, excellent ideas. And as we're concluding our podcast, is there anything else you would like our listeners to know about your article?

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00:21:49,064 --> 00:21:55,874

You know, perhaps maybe some other activities to start that conversation surrounding implicit bias or,

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00:21:55,874 --> 00:22:00,644

you know, any take home messages that you would like our listeners to have?

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00:22:00,644 --> 00:22:07,514

Sure. I think the main take home and I even say this when I presented this article to the medical faculty.

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00:22:07,514 --> 00:22:14,954

You can't shy away from it like, you know, like you kind of have to throw yourself out there.

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00:22:14,954 --> 00:22:21,554

But I think it's important if you feel if you don't feel comfortable, partner with a colleague.

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00:22:21,554 --> 00:22:27,734

But I do say, but I will say, if you partner with a colleague, if the colleague is minority,

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00:22:27,734 --> 00:22:38,294

don't pick at them because they are minority but pick them because they will add a value to to the experience, not because you don't want to do it.

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00:22:38,294 --> 00:22:42,074

So you're like, Oh, well, if I have a person who's a minority group, it'll be fine.

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00:22:42,074 --> 00:22:45,914

Everything will work because we're biased. We each have to do our homework.

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00:22:45,914 --> 00:22:55,134

We can't have other people bring us over. So like if you have bias or people who are LGBTQI plus, you have to do the work,

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00:22:55,134 --> 00:23:00,854

OK, have someone who is in the marginalized group, do the work for you.

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00:23:00,854 --> 00:23:03,164

So that would be the first thing.

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00:23:03,164 --> 00:23:13,384

The second one would be how I approach any activity in class or when I think about assignments is what would I be interested in?

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00:23:13,384 --> 00:23:19,774

What would be cool to me, so playing a game might work.

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00:23:19,774 --> 00:23:28,864

They do I think there is actually a game on like bias and like stereotypes that you can find, but it doesn't have to be,

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00:23:28,864 --> 00:23:37,244

you know, you you could make it jeopardy and maybe pose the scenario such with Jeopardy, you do the question.

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00:23:37,244 --> 00:23:41,434

So maybe pose a scenario, say, OK, so what is what is this reflective of like?

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00:23:41,434 --> 00:23:49,484

I think I think is, is the teachers and instructors we have to think about.

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00:23:49,484 --> 00:23:57,824

You know, when we were students, which for some of us may have been a minute ago, oh, but well, what did we like that our teachers did?

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00:23:57,824 --> 00:24:07,034

What did we not like? And then think about, OK, so how can I make this something that people would be, you know, interested in?



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00:24:07,034 --> 00:24:10,544

And so that's how I try to approach my activities.

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00:24:10,544 --> 00:24:19,184

I try to think about, OK, well, how can I get students to learn something but not realize that they're learning something?

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00:24:19,184 --> 00:24:24,074

So I think I think a game with bias would be a good one.

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00:24:24,074 --> 00:24:35,024

When I originally was kind of testing this out and I did it for a research class, I think they did like the step to the line thing where I called out.

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00:24:35,024 --> 00:24:41,474

And if you are in this class and you step forward, kind of deal.

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00:24:41,474 --> 00:24:47,744

But I think there's a lot of resources out there, so you don't necessarily have to come up with something new for yourself.

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00:24:47,744 --> 00:24:57,754

I think the reason why I approach this topic this way is because I was working with and teaching mainly black students.

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00:24:57,754 --> 00:25:04,354

And I needed to get them to the actual root of the problem, and so focusing on race and ethnicity is not going to get it.

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00:25:04,354 --> 00:25:11,794

But having them do general topics, OK, well, everybody has general thoughts and ideas about this.

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00:25:11,794 --> 00:25:20,644

And I think whatever you do, if you connect it to something that's real, whether it's a story you make up or whether it's a personal story.

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00:25:20,644 --> 00:25:25,234

I think that also helps them relate to what it is.

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00:25:25,234 --> 00:25:30,634

So for a topic that was someone with a GED.

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00:25:30,634 --> 00:25:40,294

People were like lazy. You know, some would say nice stuff like they had to drop out for their family to take care of family.

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00:25:40,294 --> 00:25:49,594

But when I gave the story of my mom's father, who got his GED when my mother graduated high school.

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00:25:49,594 --> 00:25:53,734

I was like, but he was a farmer, but he owned his land.

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00:25:53,734 --> 00:25:58,174

But he valued education. I'm like, You know, I'm from what my mother says.

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00:25:58,174 --> 00:26:01,714

The math teachers would come to the house for him to help them with math problems.

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00:26:01,714 --> 00:26:05,194

They could not solve. So I but he stopped in the eighth grade.

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00:26:05,194 --> 00:26:12,094

He got his GED when my mom graduated high school, but from him, all of her siblings went to college, except for two.

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00:26:12,094 --> 00:26:16,324

And those are the ones who didn't want to go. But he sent everybody, all of my mothers.

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00:26:16,324 --> 00:26:21,874

My mother is first-generation of my father's first generation, but had her father not done that.

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00:26:21,874 --> 00:26:23,614

I wouldn't have been where I was.

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00:26:23,614 --> 00:26:29,854

And so I think when you connect it, and I mean, for me, connecting to it opens students eyes and then they start to say,

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00:26:29,854 --> 00:26:34,044

Oh, we're, you know, so and so, you know, they got their GED.

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00:26:34,044 --> 00:26:38,644

And then when I start saying, Am I actually that test is actually pretty hard.

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00:26:38,644 --> 00:26:45,454

I'm like, You know, I know a lot of people who it takes them a couple of times to pass because it's not extremely easy.

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00:26:45,454 --> 00:26:55,214

And so I think if you connect it to a story, it makes it less abstract because it is real easy to again say, Oh, well that doesn't apply to me.

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00:26:55,214 --> 00:27:04,664

I know I like everybody or the lovely, the favorite one that I can't stand to hear anymore when people talk about racism.

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00:27:04,664 --> 00:27:08,574

Oh, I don't see color. But then I think.

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00:27:08,574 --> 00:27:18,664

But my color is part of me. So if you're saying you don't see color, then that means that you're not you're not seeing a large part of who I am.

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00:27:18,664 --> 00:27:27,504

And so I think we just we have to be okay to be in the space where we are not the expert.

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00:27:27,504 --> 00:27:31,444

You have to be OK to be in a space to admit. Yes, I have bias.

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00:27:31,444 --> 00:27:38,974

You don't necessarily have to tell the students what your bias is. But I think just saying I have bias to.

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00:27:38,974 --> 00:27:45,784

I think you left him. Oh, OK, because even when even in my current job, when I say that to people, they can relax, OK?

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00:27:45,784 --> 00:27:53,044

I think it made them feel comfortable to acknowledge, you know, where they are.

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00:27:53,044 --> 00:27:57,004

And again, I will tell I'm like, I'm not condemning you. I'm not telling you.

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00:27:57,004 --> 00:28:03,214

You have to think differently. And I will say the same thing to someone who is a white supremacist is what I'm not telling you.

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00:28:03,214 --> 00:28:06,964

How you have to think is wrong. I'm not telling you that you need to change how you think.

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00:28:06,964 --> 00:28:16,804

But what I am saying is, I want to challenge you with how you think, but not necessarily that what you think, that how you think is different.

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00:28:16,804 --> 00:28:25,234

I think sometimes when people are trying to have a conversation about bias and they want to get it to where they change people in,

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00:28:25,234 --> 00:28:29,104

Oh, I don't want you to think about it, we can't do that. The person has to do their own work.

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00:28:29,104 --> 00:28:37,534

But if you can get people to recognize that, maybe how they think may not be totally correct, then I think you have done your work.

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00:28:37,534 --> 00:28:43,444

And so I think we have to change the conversation around how we approach bias and

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00:28:43,444 --> 00:28:48,214

stereotypes and even racism with students so that faculty are more comfortable.

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00:28:48,214 --> 00:28:56,114

Students are comfortable because you don't want because even now that I'm not at an HBCU.

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00:28:56,114 --> 00:29:08,164

Most of the students who actually have signed up for my elective course on working with minority populations, I think one is black.

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00:29:08,164 --> 00:29:17,294

Everyone else is white, and I have one Asian student who has signed up.

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00:29:17,294 --> 00:29:23,804

Are these are going to change my conversation a little bit about what I am going to tell them about or decided I'm going to have a disclaimer.

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00:29:23,804 --> 00:29:26,714

What we're going to talk about may be uncomfortable.

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00:29:26,714 --> 00:29:39,034

It may make you feel uncomfortable, but we have to get through the uncomfortable to help you become the best physician possible.

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00:29:39,034 --> 00:29:47,404

Well, great. That's a really, really good messages that you have shared with us today.

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00:29:47,404 --> 00:29:57,094

So we wanted to thank you very much. Dr. Mincy for taking time out of your busy schedule to spend some time with us, as well as our listeners.

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00:29:57,094 --> 00:30:04,610

And thank you listeners for joining us today. Take care and be safe.