

Achieving Health Equity: How healthcare professionals can mitigate the impact of implicit bias

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INTRODUCTION

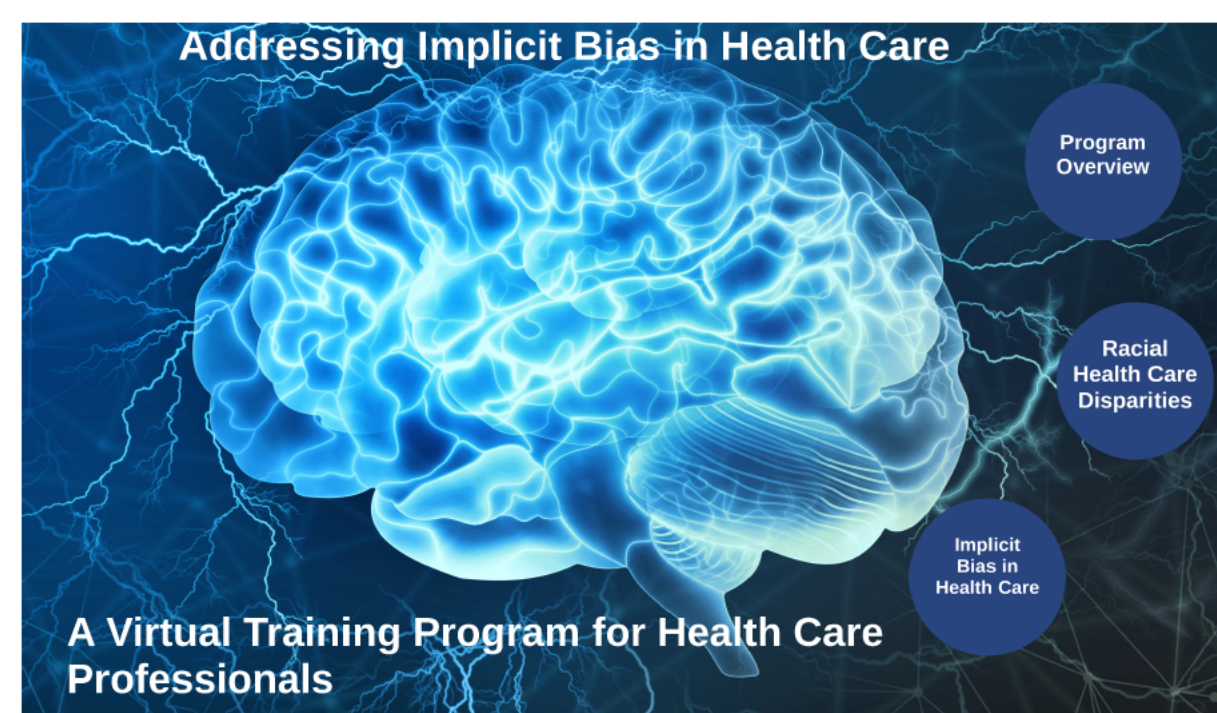
Implicit bias is a contributing factor to health care disparities, and research shows that 2/3 of health care professionals exhibit the same level of implicit bias as the larger population¹.

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner¹.

The presence of implicit bias among health care professionals affects **clinical decision-making**, **patient-clinician interaction** and **health outcomes**³.

OBJECTIVES

To develop and present an **evidence based-expert validated curriculum that increases the awareness of implicit bias in health care delivery among healthcare professionals**



METHODS

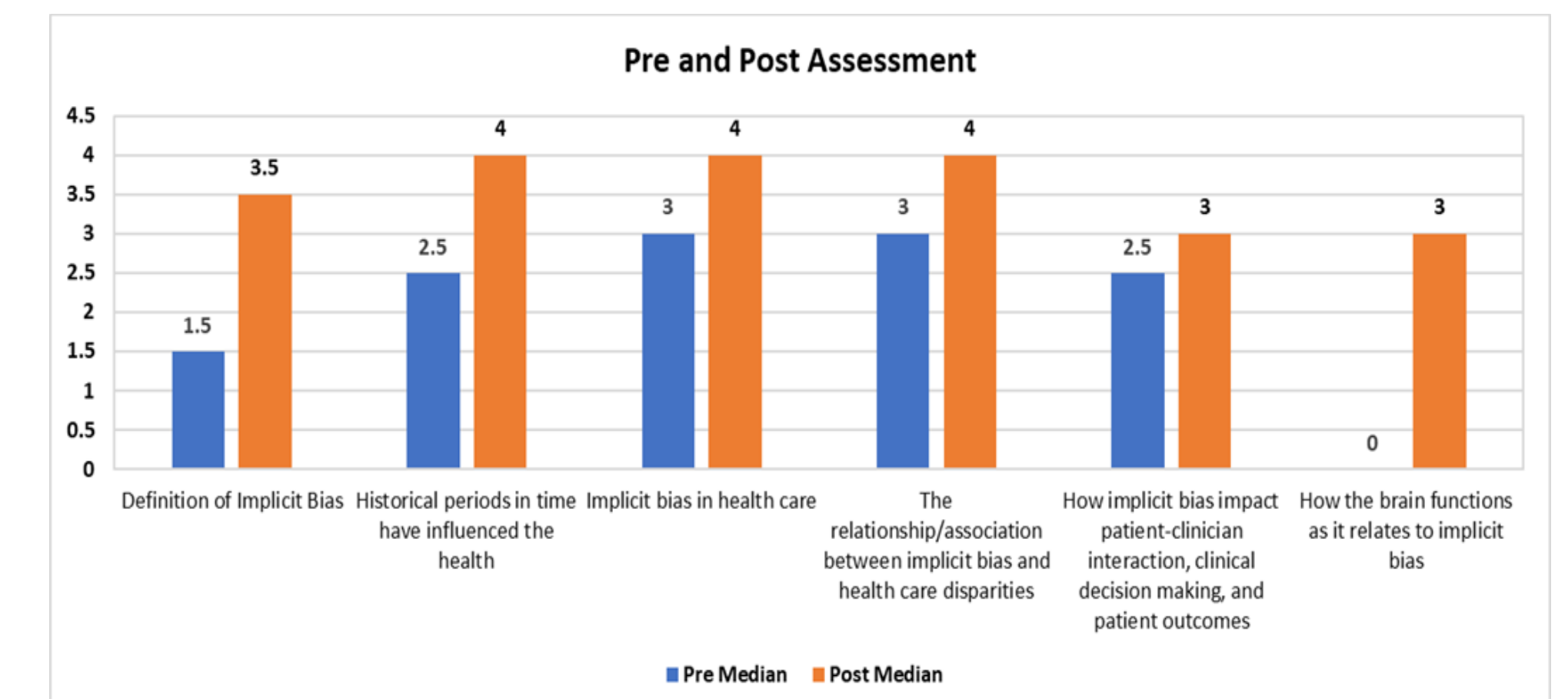
Population, Setting, and Design: The targeted population were healthcare professionals in New York City. 23 registered nurses and physical therapist registered for the two-part training. The program was designed and delivered in a hybrid format.

Aims

- 1. Conduct a review of the literature:** A review of the literature search using the databases Ovid SP Medline, Ovid Embase, ProQuest Social Science, CINANHL, and Pub Med. The search strategy included the following concepts and alternative terms: “ Healthcare Professionals”, “Organizations”, “Implicit Bias”, and Interventions.
- 2. Develop an expert validated didactic and experiential curriculum based on the review of the literature.**
 - **Course curriculum.** The course was designed based on key constructs of the literature and L. Dee Fink’s Self-Directed Guide to Designing Courses for Significant Learning. The first part of the curriculum was a pre-recorded webinar, and the second part of training series was a 60-minute virtual live session
 - **Expert Panel:** The experts included a psychologist and two registered nurses that rated the key constructs of the course curriculum for relevancy and clarity.
- 3. Evaluate the curriculum with a retrospective pre and post assessment and program evaluation using the Kirkpatrick model for training evaluation**
 - Pre-Post Assessment- Used to assess knowledge level before and after reviewing the pre-recorded webinar
 - Blended Evaluation Tool- designed to focus on learner’s viewpoint and or learning experience.

DISCUSSION & RESULTS

Discussion: The first part of the training series provided a historical context of racial health care disparities that exist for African Americans and other minorities. The pre-recorded webinar also introduced participants to implicit bias and social cognitive science. The retrospective pre-post assessment suggests that the webinar was effective in improving the knowledge and awareness of implicit bias in health care.



The transformative learning theory was used as a theoretical framework to educate the intended population for this project. The second part of the training series focused on recognition of implicit bias and debiasing strategies. The blended evaluation suggests the live session was effective in improving the knowledge of implicit bias debiasing strategies.

REFERENCES

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2. Kirkpatrick, JD., & Kirkpatrick, W., (2016) *Kirkpatrick's Four Levels of Training Evaluation*. Alexandria Virginia: ATD Press.
3. Implicit bias in health care. (2016). Retrieved from https://www.jointcommission.org/assets/1/23/Quick_Safety_Issue_23_Apr_2016.pdf