



Check Yourself Before You Wreck Yourself!

Mitigating Unconscious
Bias During Residency and
Fellowship Interviews

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No Relevant Disclosures

Goals & Objectives:

1. Identify areas of unconscious bias that exist when interviewing residency or fellowship applicants
2. Recognize own biases as they relate to interviewing applicants
3. Appreciate impact bias has on interviewing
4. Describe two strategies to mitigate personal biases in order to eliminate bias in interview evaluations

In the Near Future...



1. Volunteers
2. You will be given a color by our moderator
3. Please change your "Zoom Name" to say *Interviewee-color-your name*

What is bias?

Bias

A judgment made even with compelling data and information to the contrary

Unconscious Bias

A judgment made without being aware that we are doing so

Both influence how we categorize, treat, engage and position people we interact with on a daily basis.



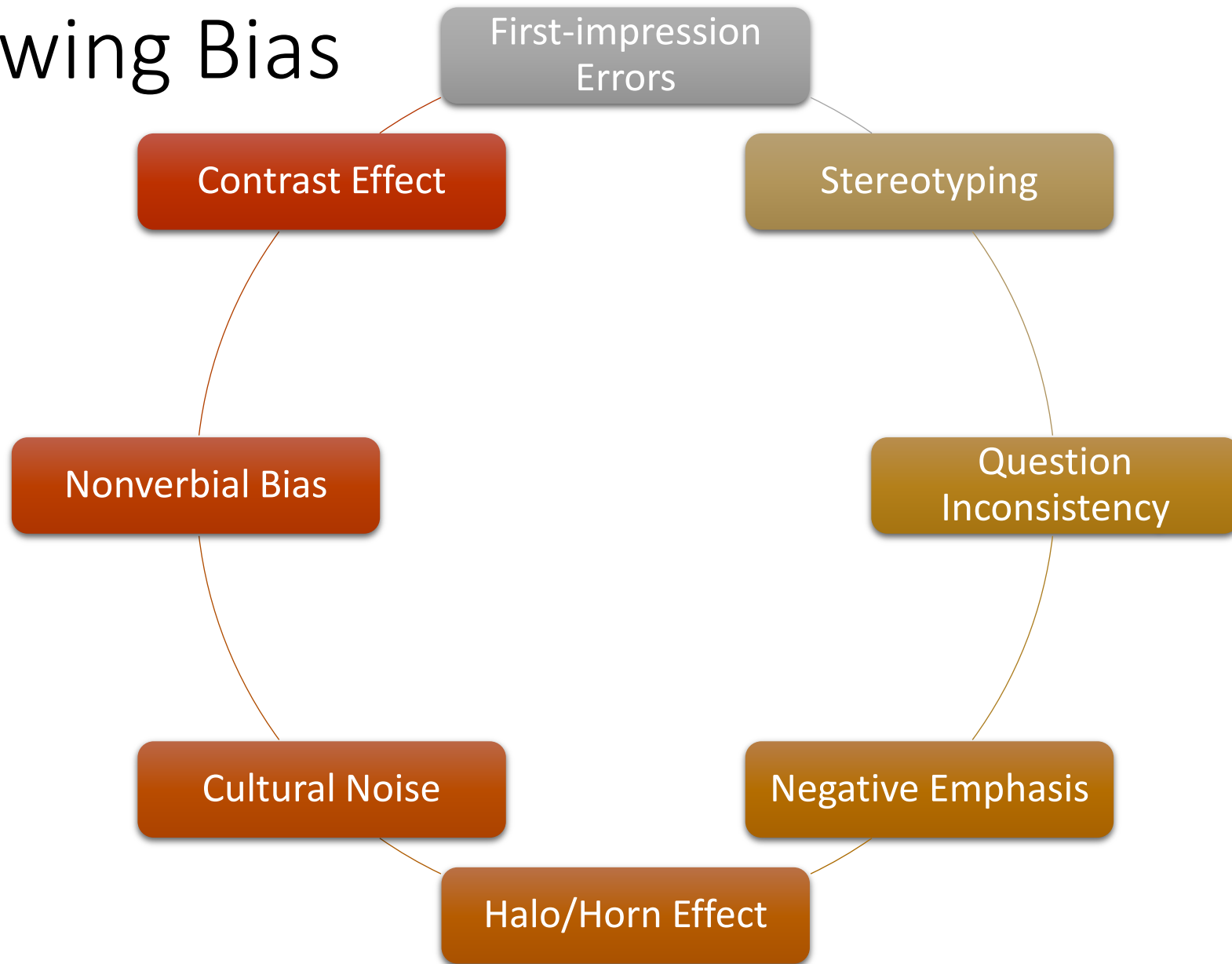


Diagnosis Bias

Selective Attention



Interviewing Bias





Most Common Interviewing Biases

A Caveat ...

Many of these biases overlap...

John William Waterhouse – Echo and Narcissus (1903)



Halo/Horn Effect

- Based on first impressions
- Halo
 - Focus on POSITIVE impression
- Horn
 - Focus on NEGATIVE impression
- Relating certain characteristics to job function

In-group bias



- Augments the halo/horn effect
- If you already know a person—part of the group, you will rate them higher
 - Medical School attached to your program
 - Program's residents applying for fellowship

In-group bias in residency selection

ADAM BASS, CAREN WU, JEFFREY P. SCHAEFER, BRUCE WRIGHT & KEVIN MCLAUGHLIN

University of Calgary, Canada

Study 1

- Compare internal vs external applicants
- Likert scale rating- global rating
- Residents graded internal applicants significantly higher
- Faculty showed no preference for internal applicants

Study 2

- Looking for evidence of in-group bias during match
- Manipulated applications to include *internal, elective, & external*
- 3 similar “files” – asked residents to rate
- Association between in-group affiliation & rating



Affinity Bias

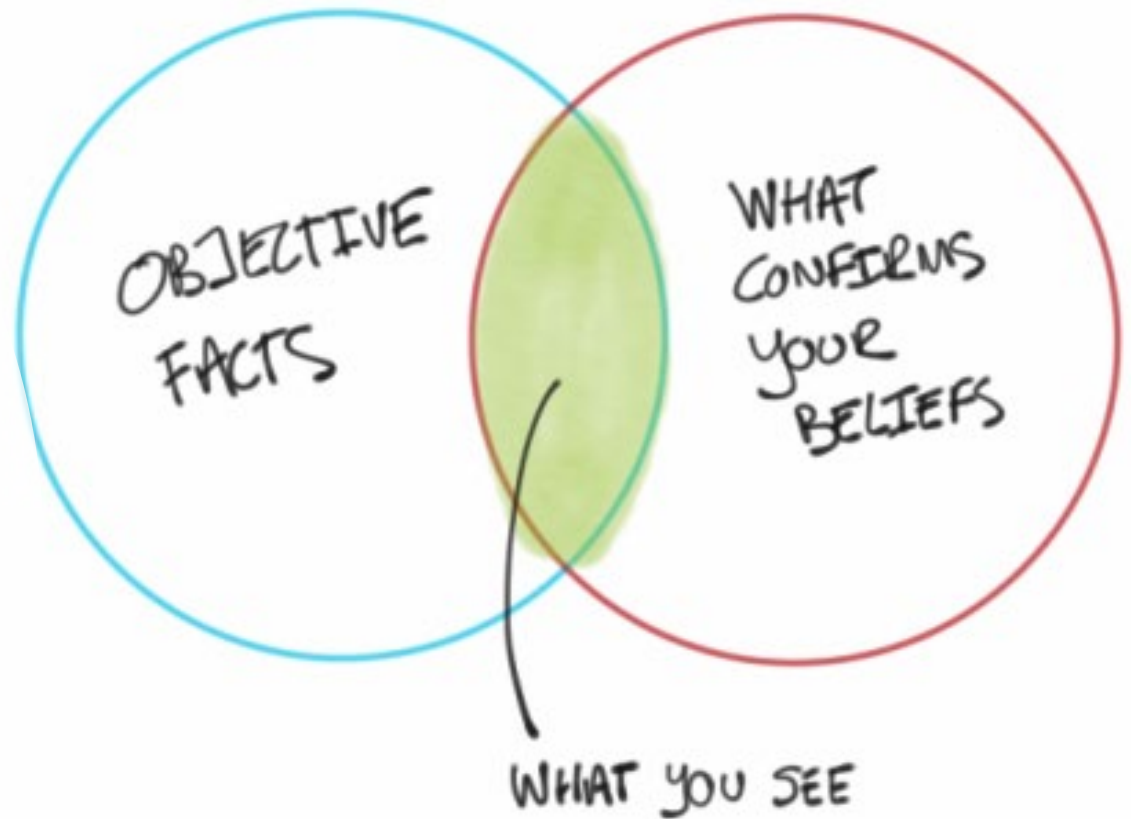
- This is one reason diversifying is slow!
- We like to find people who are like ourselves—Narcissus effect
- Find people that “fit” the culture

Confirmation Bias

- Search and anchor to information that “confirms” our initial impression

OR

- Search and anchor to information that “confirms” our beliefs



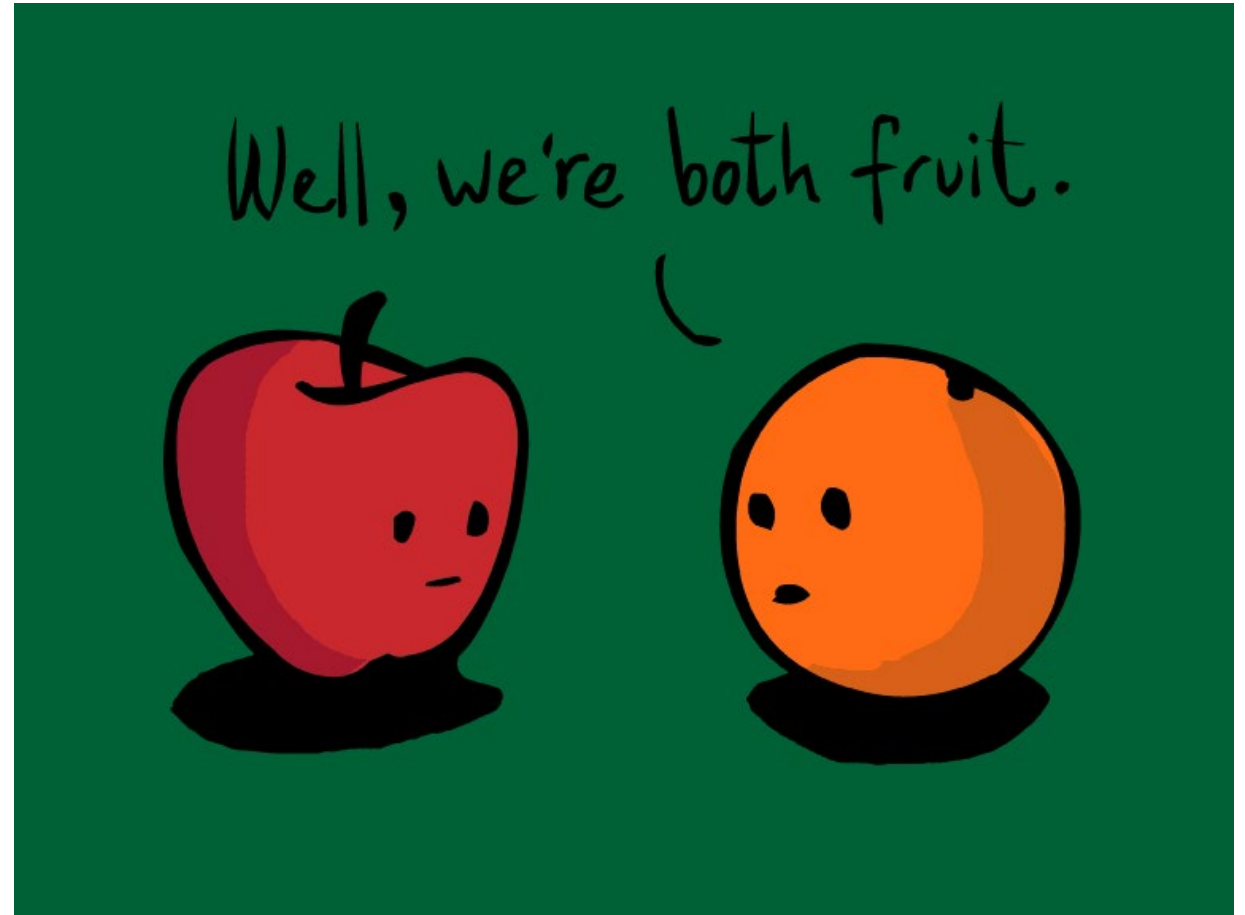
Conformity Bias/Bandwagon Effect

- Nobody wants to be the odd one out
- You can be swayed by “group” consensus if their opinion differs from yours



Contrast Effect

- Compare and contrast two applicants
- Not judging on their own merit



Why in the interview process?

It's a subjective process

Most interviews are unstructured

Most compare vertically vs horizontally

How do you evaluate skill?

- What skills is the interview process trying to ascertain?

Orchestrating Impartiality: The Impact of “Blind” Auditions on Female Musicians

Authors: Claudia Goldin, Cecilia Rouse

“Blind” orchestra auditions reduce sex-biased hiring and increase the number of female musicians



Can Admissions Interviews Predict Performance in Residency?

Steven L. Dubovsky, M.D., Michael H. Gendel, M.D.

Amelia N. Dubovsky, M.D., Robert Levin, Ph.D., Joseph Rosse, Ph.D.

Robert House, M.D.

- 4- year Psychiatric residency
- 544 residents enrolled from 1963-1995
- 3-6 Faculty Interviews and rated numerical scale
- SPOILER ALERT: decreasing predictive power as Residency Year increased

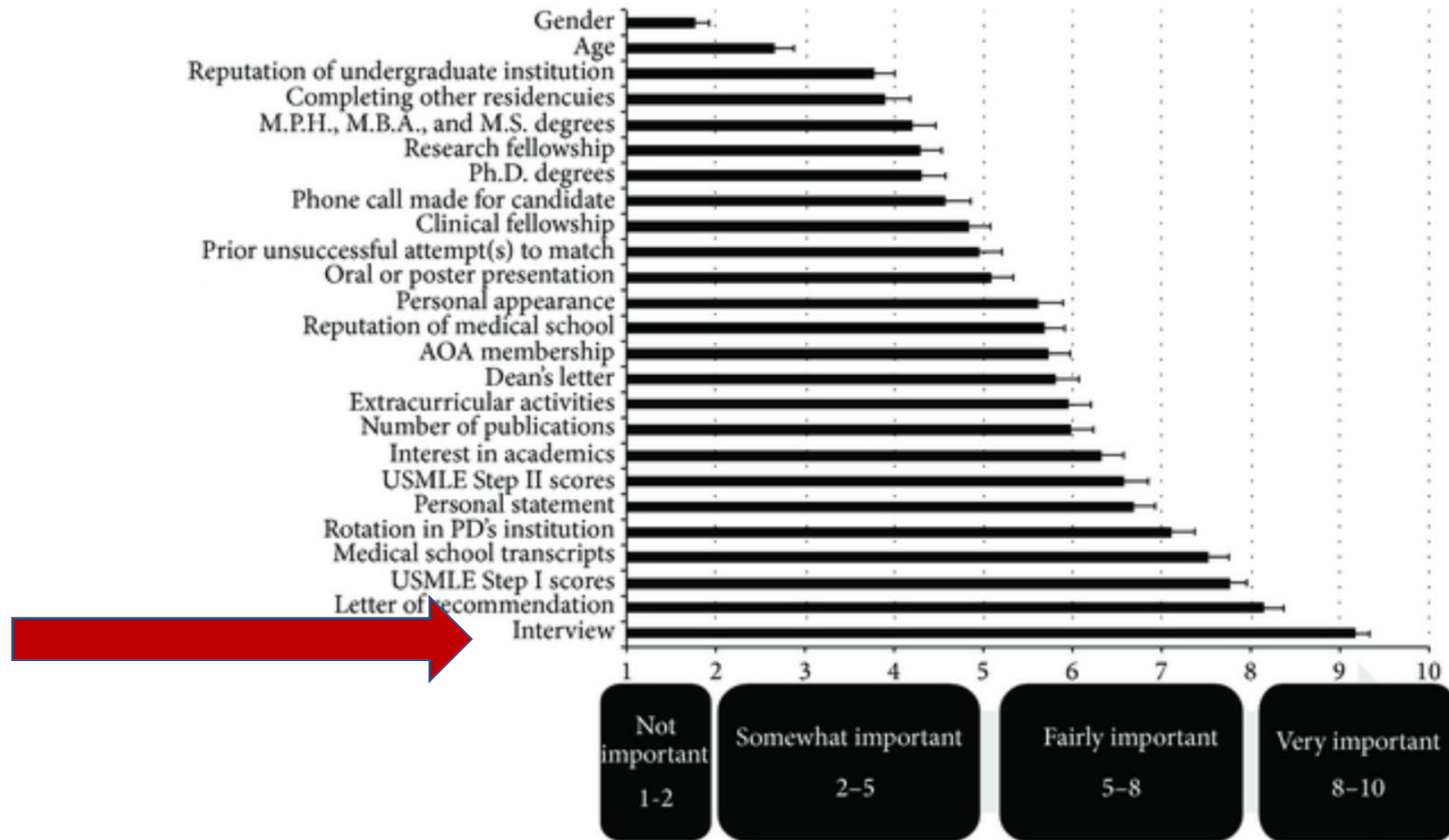
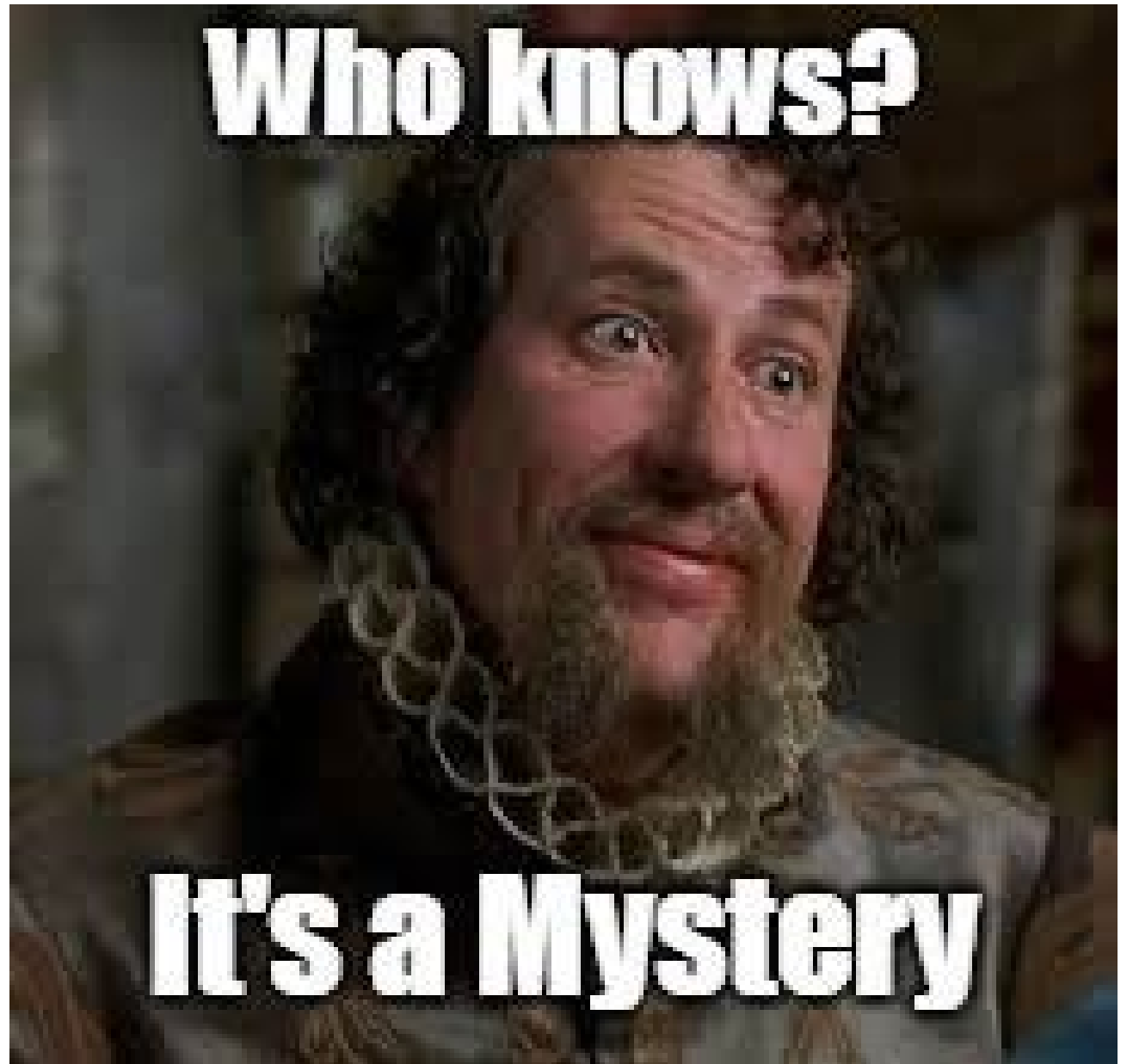


Figure 1: The graphical demonstration of the ranks of the 25-item residency selection criteria.

So what
predicts a
Resident's or
Fellow's
success?

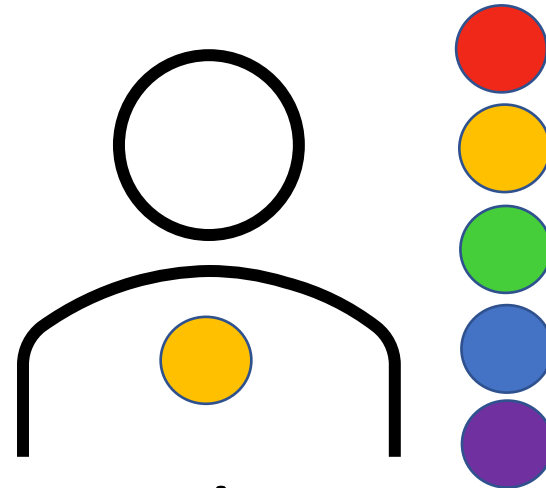
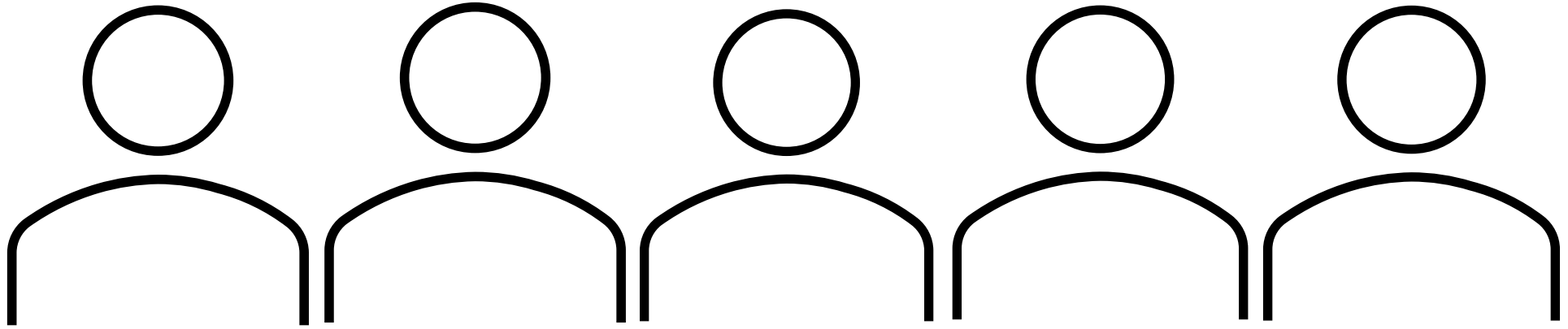




Activity

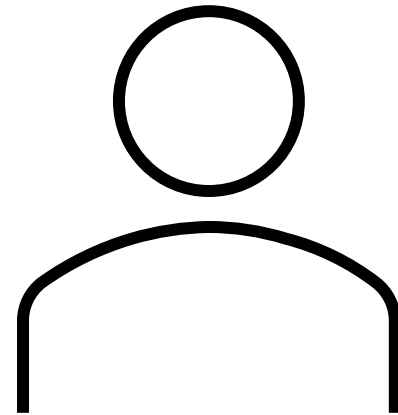
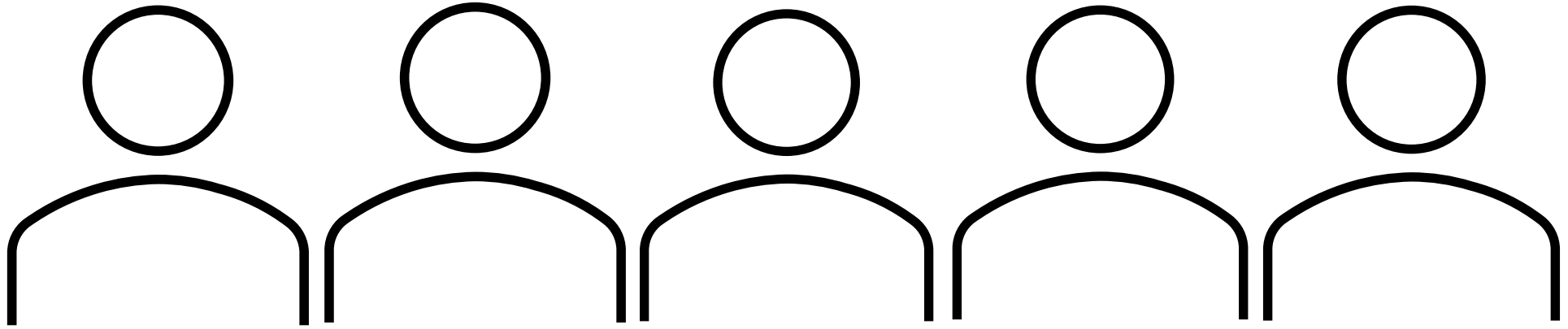
- Source: Adapted from Goldstein, S. B. (1997). The power of stereotypes: A labeling exercise. [*Teaching of Psychology*, 24](#), 256-258

Interviewers



Interviewee

Interviewers



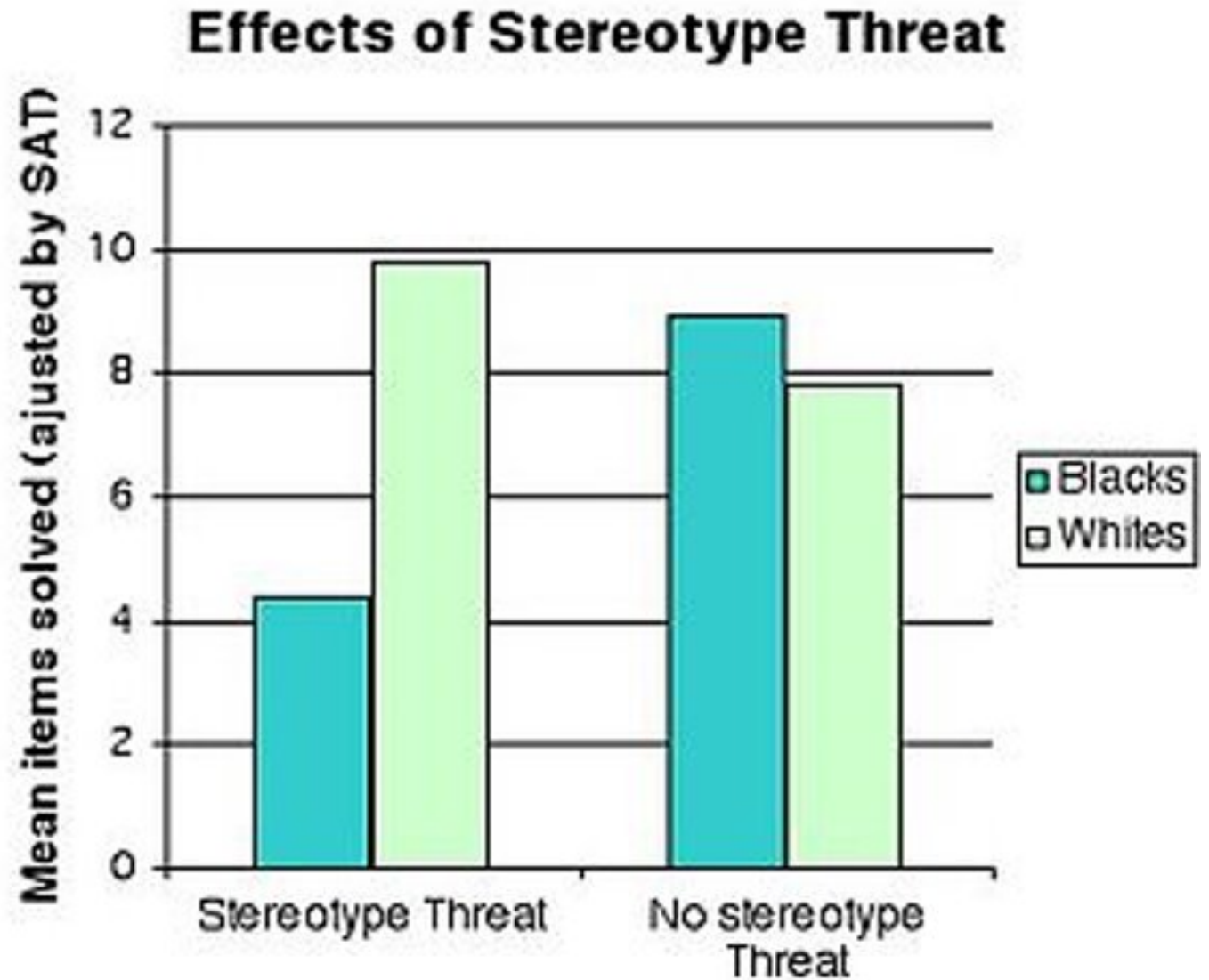
Interviewee

-  Angry
-  Incompetent
-  Overly Emotional
-  Good at Math
-  Diseased

Debrief

- Was the label what you guessed, or were you surprised by it?
- When people stereotyped you, were you able to disregard it?
- Did you try to disprove the stereotype? If so, did it work?
- How did you feel toward the person who was stereotyping you?
- If your attribute was positive (e.g., "good at math"), how did you feel?
- When stereotyping others, how easy was it to find confirming evidence?
- When stereotyping others, how did you react to disconfirming evidence?

Effects of Stereotype Threat



Relevant stereotype: African-Americans are intellectually inferior



Elderly participants primed with more positive “old people are wise” stereotype performed better

Elderly participants primed with “old people are senile” stereotype scored worse on tests of short term memory

The Effect of Stereotype Threat on the Interview Performance of Women

Amanda Shantz

Assistant Professor, Department of Human Resources
York University

Gary P. Latham

Secretary of State Professor of Organizational Behavior
Rotman School of Management
University of Toronto



Strategies to mitigate bias

- Training committee members
 - Bias
 - Stereotyping/
Stereotype threat



Diversity
among
interviewers

Holistic Review



Applicant Criteria Identification and Prioritization

Purpose: A critical part of a holistic selection process is identifying Experiences, Attributes, Competencies, and Metrics (EACMs) that are grounded in your mission and promote diversity and inclusion. Developing a shared understanding of how these criteria are prioritized facilitates recruitment, helps orient reviewers and interviewers, and informs the development of evaluation rubrics.

Unconscious Bias PPT for Grand Rounds (Draft 6-5-19) Revised.pptx

This activity will help you to “widen the lens” through which you assess residents by identifying and ranking the mission-driven EACMs that would add value to your program.

Directions: For each applicant criterion:

Part 1

1. Determine if each example in the following charts should be included, edited, or eliminated from your resident selection process.
2. Add any criteria that would be important to the accomplishment of your institution's mission and program goals.

Part 2

3. Rank how the EACMs contribute to your decision to invite a resident for an interview.

Experiences



① Criteria	② Importance of criteria to interview invitation			
	Not important	Somewhat important	Important	Very important
Educational background				
Community service/volunteer experience				
Leadership roles				
Experience with diverse populations				

Avoid using
words and
phrases that
may be a
sign of bias

"He is not a good fit"

"She doesn't mesh well with our culture"

"He won't do well here."

"I don't think she will be able to keep up"

<https://www.youtube.com/watch?v=uX0bzTvxcj8>

Reverse Status-quo Effect

Harvard Business Review Study

- When selecting finalists for a position, having 2 black candidates and one white candidate was associated with higher likelihood of recommending a black candidate to be hired than if there were 2 white candidates and 1 black candidate (status quo)
- Participants took the Implicit association test → status quo effect was particularly high among individuals with high levels of implicit bias

Blind Interviews

- Do not give traditional interviewers “cognitive” information (STEP scores, etc.) to avoid anchoring and confirmation biases.



Parent Involvement in the Pediatric Resident Applicant Interview CrossMark

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Multiple Mini Interview



Even though traditional interviews might have high interrater reliability, generalizability is still low

This idea led to the OSCE for assessing clinical competence



OSCE-style scenarios meant consisting on varied encounters that are focused

Critical Thinking

Ethical decision-making

Communication skills

Knowledge of the healthcare system

Evaluation



Communication skills



Strength of arguments raised



Suitability for the health sciences



Overall performance



Reliability coefficient was 0.65

Research Report

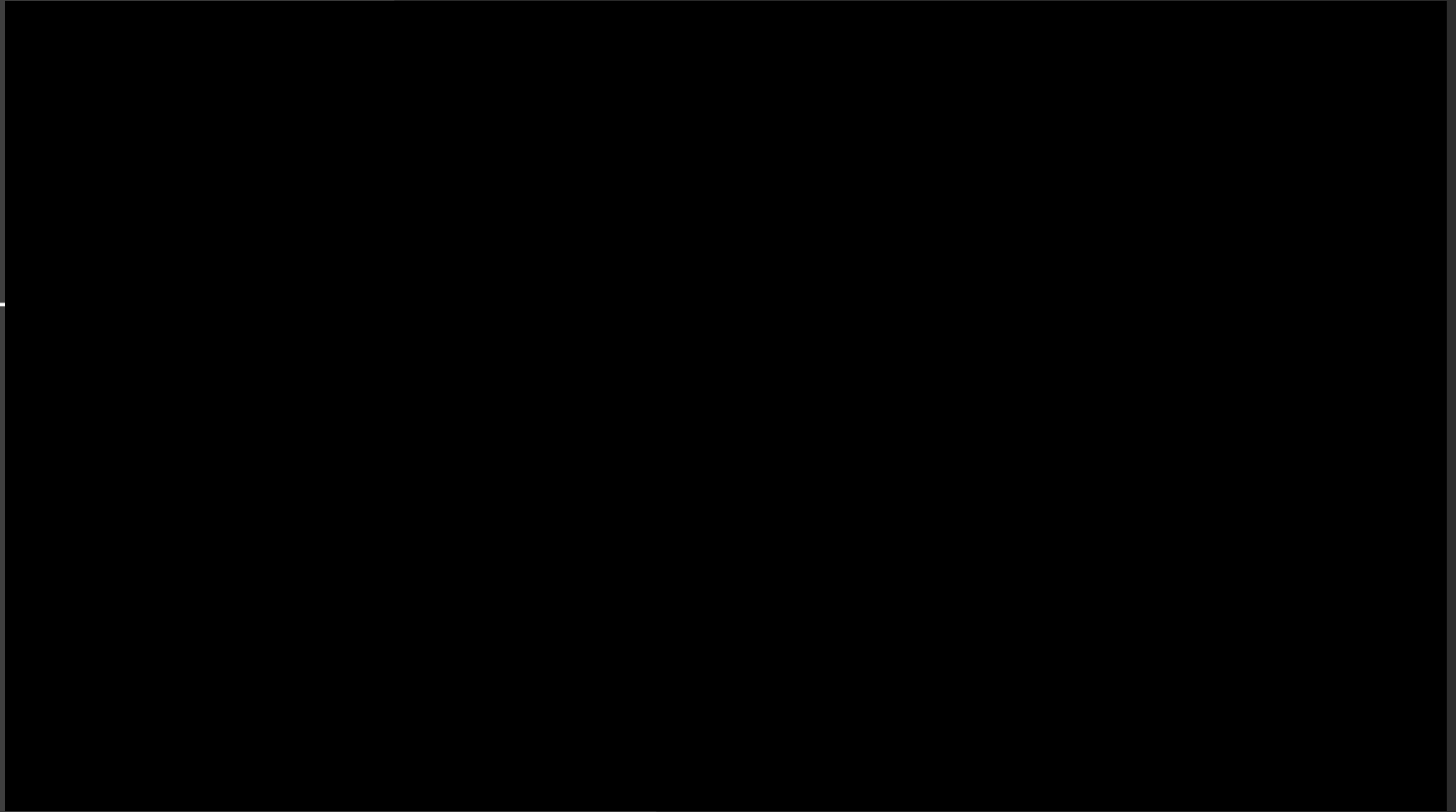
Do Admissions Multiple Mini-Interview and Traditional Interview Scores Predict Subsequent Academic Performance? A Study of Five California Medical Schools

Anthony Jerant, MD, Mark C. Henderson, MD, Erin Griffin, PhD, Theodore R. Hall, MD, Carolyn J. Kelly, MD, Ellena M. Peterson, PhD, David Wofsy, MD, Daniel J. Tancredi, PhD, Francis J. Sousa, MD, and Peter Franks, MD

Medical School Applicant Characteristics Associated With Performance in Multiple Mini-Interviews Versus Traditional Interviews: A Multi-Institutional Study

Mark C. Henderson, MD, Carolyn J. Kelly, MD, Erin Griffin, PhD, Theodore R. Hall, MD, Anthony Jerant, MD, Ellena M. Peterson, MD, Julie A. Rainwater, PhD, Francis J. Sousa, MD, David Wofsy, MD, and Peter Franks, MD

Sample MMI



In our large group

Develop MMI station

- What skills or traits are important for your program?
- What is the overall skill or trait that your station will assess?
- What scenario will you use?
- What will the instructions be for the interviewees?
- How can you minimize bias in the evaluation of the MMI?
- How does the knowledge that students from disadvantaged have lower MMI scores affect your development or evaluation of the MMI?

Examples of MMI scenarios

- A close friend in one of your university classes tells you that his mother was recently diagnosed with breast cancer. He feels overwhelmed by his studies and is considering dropping his courses to spend more time with his mother. How do you counsel your friend?
- Joe is a pizza delivery worker. The pizza shop he works for has a 30 minutes or less delivery guarantee or else the customer does not have to pay. On Joe's most recent delivery, he spots a woman who appears to be injured. There is no one else around and the woman seems to be unable to move by herself. However, Joe knows that if he returns empty handed again, he will be fired from this job which he most desperately needs. What do you think Joe should do? Justify your solution in terms of practical and ethical considerations.
- You are a pediatrician working in a small-sized community at a county hospital. Your second patient of the day is a 14-year-old girl whom you have taken care of since she was a young child. You know her parents very well. During her physical exam, her dad leaves the room. As you finish the exam and are about to call her father back in, she asks you for birth control pills. She requests that you do not tell her parents. What do you do?

Take Home Message

BOX

Attributes of the Resident Interview That Improve Reliability

1. Explicit written description of the desired traits in an applicant/resident
2. Standardized questions to every applicant
3. Provision of behavior-specific anchors for rating scales for interviewers and using a scoring rubric to improve interrater and intrarater scoring
4. Use of multiple observers rather than a single interviewer
5. Training of interviewers in the format and scoring and including unethical and “illegal” question rules
6. Blinding of the interviewer to cognitive application data to minimize bias¹⁰⁷

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