

IMPLICIT BIAS TESTS



Baker, T. K., Smith, G. S., Jacobs, N. N., Housmanfar, R., Tolles, R., Kuhls, D., Piasecki, M. (2017) A deeper look at implicit weight bias in medical students. *Advances in Health Sciences Education*. Vol 22 (4), 889-900. Available from [Google Scholar](#)

Fiske, S. T.; Cuddy, A. J. C.; Glick, P.; Xu, J. (2002) 'A Model of (Often Mixed) Stereotype Content: Competence and Warmth Respectively Follow From Perceived Status and Competition' *Journal of Personality and Social Psychology*. American Psychological Association. Vol. 82 (6) pp. 878-102. Available from [Google Scholar](#). 4009 Citations

Hillard, A.; Ryan, C. S., Gervais, S. J. (2013) 'Reactions to the implicit association test as an educational tool: A mixed methods study.' *Social Psychology of Education*. Vol. 16 (3), 495-516. Available from [Google Scholar](#). 12 citations.

Jost, J. T., Rudman, L. A., Blair, I. V., Carney, D. R., Dasgupta, N., Glaser, J., Hardin, C. D. (2009) The existence of implicit bias is beyond reasonable doubt: A refutation of ideological and methodological objections and executive summary of ten studies that no manager should ignore. *Research in Organizational Behavior*. Vol 29. 39-69. Available from SDUB. 199 Citations

A Model of (Often Mixed) Stereotype Content: Competence and Warmth Respectively Follow From Perceived Status and Competition

Abstract:

Stereotype research emphasizes systematic processes over seemingly arbitrary contents, but content also may prove systematic. On the basis of stereotypes' intergroup functions, the stereotype content model hypothesizes that (a) 2 primary dimensions are competence and warmth, (b) frequent mixed clusters combine high warmth with low competence (paternalistic) or high competence with low warmth (envious), and (c) distinct emotions (pity, envy, admiration, contempt) differentiate the 4 competence– warmth combinations. Stereotypically, (d) status predicts high competence, and competition predicts low warmth. Nine varied samples rated gender, ethnicity, race, class, age, and disability out-groups. Contrary to antipathy models, 2 dimensions mattered, and many stereotypes were mixed, either pitying (low competence, high warmth subordinates) or envying (high competence, low warmth competitors). Stereotypically, status predicted competence, and competition predicted low warmth.

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Reactions to the implicit association test as an educational tool: A mixed methods study

Abstract:

We examined reactions to the Race Implicit Association Test (IAT), which has been widely used but rarely examined as an educational tool to raise awareness about racial bias. College students were assigned to read that the IAT reflected either personal beliefs or both personal and extrapersonal factors (single vs. multiple explanation conditions). They then completed the IAT and quantitative measures of affect, attitudes, and belief in bias. A subset of participants also wrote reaction papers, which were used to develop qualitative themes to more fully describe reactions to the IAT. Quantitative results revealed that participants with a stronger implicit preference for European Americans more strongly believed in implicit bias in the multiple (vs. single) explanation condition. Mixed methods analyses using data transformation and typology development indicated that participants whose qualitative IAT responses were more negative were subsequently more likely to help an African American.

Hillard, A.; Ryan, C. S., Gervais, S. J. (2013) 'Reactions to the implicit association test as an educational tool: A mixed methods study.' *Social Psychology of Education*. Vol. 16 (3), 495-516. Available from [Google Scholar](#). 12 citations.

A deeper look at implicit weight bias in medical students.

Abstract:

The Implicit Relational Assessment Procedure (IRAP, Barnes-Holmes et al. in *Psychol Rec* 60:527–542, 2010) was utilized as a relatively new tool to measure implicit weight bias in first- and third-year medical students. To date, only two studies (Miller et al. in *Acad Med* 88:978–982, 2013; Phelan et al. in *Med Educ* 49:983–992, 2015) have investigated implicit weight bias with medical students and both have found pro-thin/anti-fat implicit attitudes, on average, using the Implicit Association Test (IAT, Greenwald and Banaji in *Psychol Rev* 102:4–27, 1995) as the assessment tool. The IRAP, however, allows for a deeper analysis of implicit attitudes with respect to both thin and fat in isolation, and it was found that medical students are, on average, actually both pro-thin and pro-fat, and on average are more pro-thin than pro-fat, as opposed to anti-fat. Additionally, it was found that medical students' implicit weight bias against fat/obese individuals improved over the first 2 years of medical training, and this improvement was specifically driven by improved implicit attitudes toward overweight and obese, while implicit attitudes toward thin remained constant over that time. The implications of more sensitive implicit bias assessment and specific changes in bias over time are discussed within the context of medical education curriculum development.

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The existence of implicit bias is beyond reasonable doubt: A refutation of ideological and methodological objections and executive summary of ten studies that no manager should ignore

Abstract:

In this article, we respond at length to recent critiques of research on implicit bias, especially studies using the Implicit Association Test (IAT). Tetlock and Mitchell (2009) claim that “there is no evidence that the IAT reliably predicts class-wide discrimination on tangible outcomes in any setting,” accuse their colleagues of violating “the injunction to separate factual from value judgments,” adhering blindly to a “statist interventionist” ideology, and of conducting a witch-hunt against implicit racists, sexists, and others. These and other charges are specious. Far from making “extraordinary claims” that “require extraordinary evidence,” researchers have identified the existence and consequences of implicit bias through well-established methods based upon principles of cognitive psychology that have been developed in nearly a century’s worth of work. We challenge the blanket skepticism and organizational complacency advocated by Tetlock and Mitchell and summarize 10 recent studies that no manager (or managerial researcher) should ignore. These studies reveal that students, nurses, doctors, police officers, employment recruiters, and many others exhibit implicit biases with respect to race, ethnicity, nationality, gender, social status, and other distinctions. Furthermore—and contrary to the emphatic assertions of the critics—participants’ implicit associations do predict socially and organizationally significant behaviors, including employment, medical, and voting decisions made by working adults.

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