

Washington Hearing Society
Hearing Aid Specialist Training Program (HAST)
Course #400
Implicit Bias in Healthcare

Presented by:

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To complete the course requirement, you will need to view the video entitled Implicit Bias In Healthcare via the link provided. After watching the video provide your DETAILED answers to the questions below and send them to Sandy Hubbard, Program Coordinator via email at sandyh@washingtonhearing.org

Use link to access the 1 hour video.

(The video might start at the 8 minute point. If so, please rewind to the beginning).

The video can also be found on the Washington Hearing Society Website:

HAST Program/Forms (video is at the bottom of the list).

[Course #400: Implicit Bias Video](#)

ASSIGNMENT

1. In your own words, explain Implicit Bias. Why is it important to understand implicit bias and how it effects the delivery of patient care?
2. Give an example of a situation where you have experienced implicit bias in the past.
3. Give an example of a time when implicit bias has influenced your behavior or actions towards others in your personal or professional life.

4. What did you learn from watching the video that you can use to help you in your everyday interactions in your office to provide exceptional hearing care.

Your answers will be graded based on the rubric below. Please provide DETAILED ANSWERS. You can combine the questions into an essay if you choose or answer them individually. A score of 16/20 is required to meet program requirements.

SCORING

5

4

3

0

<p>Structure</p> <ul style="list-style-type: none"> • Organization • Flow of thought • Transitions • Format 	<ul style="list-style-type: none"> • Paper is logically organized • Easily followed • Effective, smooth, and logical transitions • Professional format 	<ul style="list-style-type: none"> • Paper has a clear organizational structure with some digressions, ambiguities or irrelevances • Easily followed • Basic transitions • Structured format 	<ul style="list-style-type: none"> • There is some level of organization though digressions, ambiguities, irrelevances are too many • Difficult to follow • Ineffective transitions • Rambling format 	<ul style="list-style-type: none"> • There is no apparent organization to the paper. • Difficult to follow • No or poor transitions • No format
<p>Grammar/mechanics</p> <ul style="list-style-type: none"> • sentence structure • punctuation/mechanics 	<ul style="list-style-type: none"> • Manipulates complex sentences for effect/impact • No punctuation or mechanical errors 	<ul style="list-style-type: none"> • Uses complex sentences • Few punctuation or mechanical errors 	<ul style="list-style-type: none"> • Uses compound sentences • Too many punctuation and/or mechanical errors 	<ul style="list-style-type: none"> • Uses simple sentences
<p>Language</p> <ul style="list-style-type: none"> • Vocabulary; use of vocabulary • Tone 	<ul style="list-style-type: none"> • Vocabulary is sophisticated and correct as are sentences which vary in structure and length • Uses and manipulates subject specific vocabulary for effect • Writer's tone is clear, consistent and appropriate for intended audience 	<ul style="list-style-type: none"> • Vocabulary is varied, specific and appropriate • Frequently uses subject specific vocabulary correctly • Writer's tone emerges and is generally appropriate to audience 	<ul style="list-style-type: none"> • Vocabulary is used properly though sentences may be simple • Infrequently uses subject specific vocabulary correctly • Writer's tone exhibits some level of audience sensitivity 	<ul style="list-style-type: none"> • Vocabulary is unsophisticated, not used properly in very simple sentences. • Uses subject specific vocabulary too sparingly
<p>Content/information</p> <ul style="list-style-type: none"> • Clarity of purpose • Critical and original thought • Use of examples 	<ul style="list-style-type: none"> • Central idea is well developed and clarity of purpose is exhibited throughout the paper • Abundance of evidence of critical, careful thought and analysis and/or insight • Evidence and examples are vivid and specific, while focus remains tight 	<ul style="list-style-type: none"> • Central idea and clarity of purpose are generally evident throughout the essay • Evidence of critical, careful thought and analysis and/or insight • There are good, relevant supporting examples and evidence 	<ul style="list-style-type: none"> • The central idea is expressed though it may be vague or too broad; Some sense of purpose is maintained throughout the essay • Some evidence of critical, careful thought and analysis and/or insight • There are some examples and evidence, though general 	<ul style="list-style-type: none"> • Central idea and clarity of purpose are absent or incompletely expressed and maintained • Little or no evidence of critical, careful thought or analysis and/or insight • There are too few, no examples and evidence or they are mostly irrelevant

In each criteria (5) points will be given for Exceeds Expectations; 4 points for Meets Expectations, 3 points for Needs Improvement and (0) points for Inadequate.