

Welcome! Please sit at one of the tables in the front of the room. 😊

Also, please take this quick check-in survey:



Health Equity Integration

Adaptable Tools for Use in Your Everyday Work



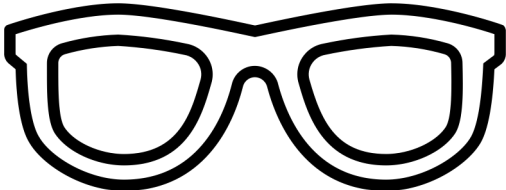
Jessi Johnson Health Equity Specialist

JC Cowden Professor of Pediatrics

Children's Mercy
KANSAS CITY

Jessi and JC have documented no financial relationships to disclose or conflicts of interest (COIs) to resolve.

HEI mindset



HEI mindset



Objectives



1. Describe the importance and advantages of **integrating health equity perspectives into everyday work** in academic and healthcare settings rather than solely using them in special efforts
2. Use **specific tools** (DEI Checklist and Universal Questions) and adapt them to your own work settings
3. Create 3 **personal health equity integration goals** with actionable plans by the end of the workshop

Our Aim 

Inspire new ideas for your work



Move you to action

Plan



10:05 What is health equity integration and how does it work?

10:30 **Small groups:** Using and adapting the DEI checklist

11:05 How to automate: Universal questions and bottlenecks

11:15 **Small groups:** What can you start doing now?

11:50 Feedback survey

11:55 Wrap-up

Equality



Equity



“Health Equity”

Goal:

Everyone has a fair and just opportunity to be as healthy as possible

“Health Equity”

Process:

Removing economic and social obstacles to health such as poverty and discrimination

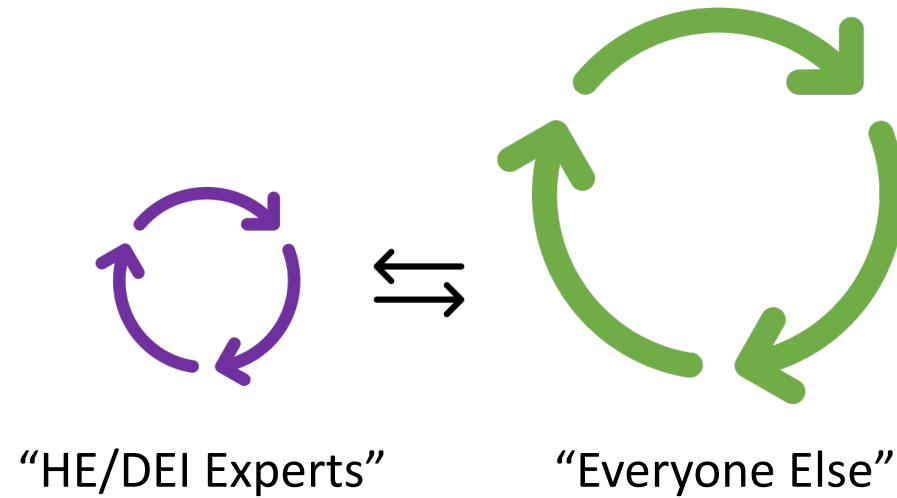
“Health Equity”

Equity	attainment of the highest level of opportunity/engagement/health for all ¹
Disparities/inequities	differences in opportunity/engagement/health based on characteristics of individual or group diversity
Diversity	the varied identities and experiences within our teams and the families and communities we serve
Inclusion	inviting all people to take part in building our processes and structures, a necessary step to achieving best outcomes
Bias (implicit or explicit)	preferences in individuals and systems or processes that can drive differences in opportunity/engagement/health
Racism	system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call ‘race’) ²
Anti-racism	practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism ³
Cultural humility and competency	attitudes, knowledge, and skills needed to work effectively with those who are different from us, includes cultural awareness/sensitivity/responsiveness
Social determinants of health	conditions in which people are born, grow, live, work and age; shaped by distribution of money, power and resources ⁴

1. adapted from Healthy People 2020, <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>; 2. American Academy of Pediatrics, The Impact of Racism on Child and Adolescent Health 3.Ontario Anti-racism Secretariat; 4. World Health Organization, https://www.who.int/social_determinants/sdh_definition/en/

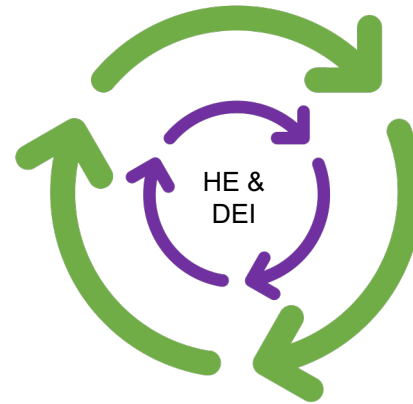


Health Equity Integration





Health Equity Integration



“Everyone”



Health equity, like safety, is everyone's work.





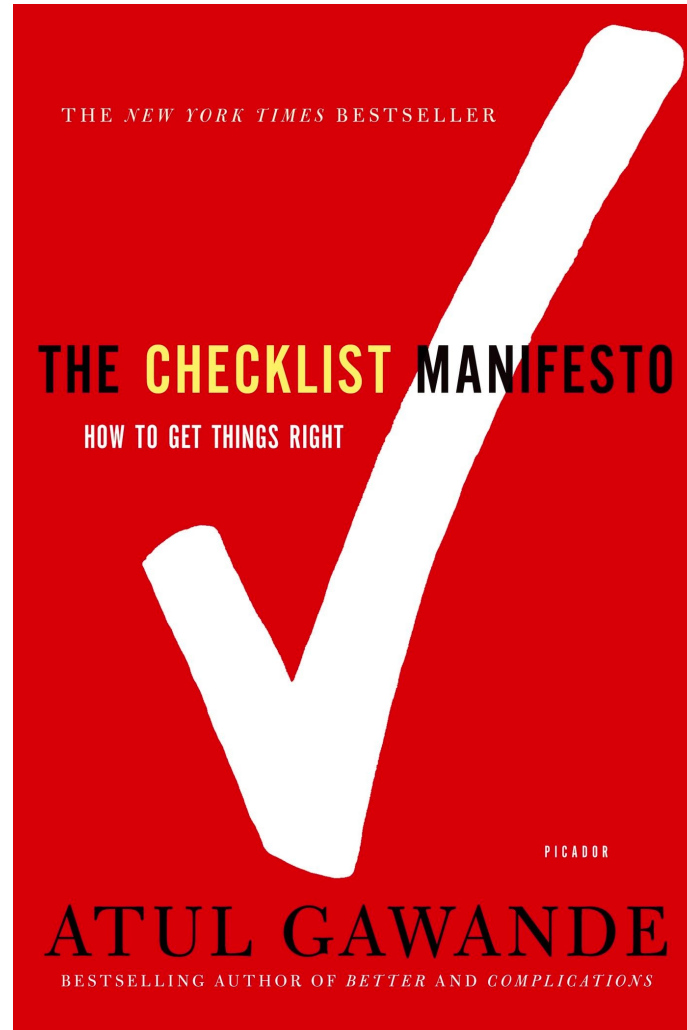
Health equity, like safety, is everyone's work.



It must be **co-owned**.



What is holding us back?

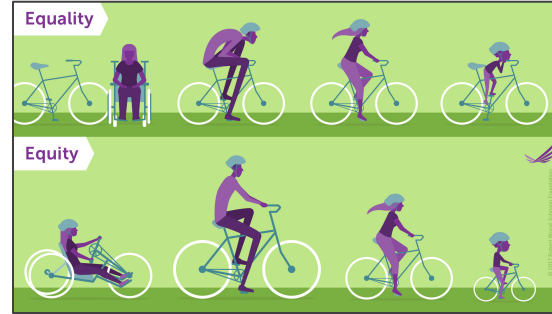


Equality



Equity



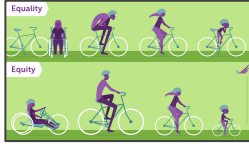


Standardize questions, not solutions

1. DEI Checklists
2. Universal Questions



+



DEI Checklists

Ask standard questions in the form of a checklist (used once or repeatedly) to integrate DEI/HE into regular work processes in any setting

DEI Checklist for Individuals



Name: _____

Diversity, Equity, and Inclusion (DEI) Checklist for Individuals

STEP 1. Get into a “diversity, equity, and inclusion” frame of mind

Review these concepts that should be considered while reflecting on your work.

Equity	attainment of the highest level of opportunity/engagement/health for all ¹
Disparities/inequities	differences in opportunity/engagement/health based on characteristics of individual or group diversity
Diversity	the varied identities and experiences within our teams and the families and communities we serve
Inclusion	inviting all people to take part in building our processes and structures, a necessary step to achieving best outcomes
Bias (implicit or explicit)	preferences in individuals and systems or processes that can drive differences in opportunity/engagement/health
Racism	system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call ‘race’) ²
Anti-racism	practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism ³
Cultural humility and competency	attitudes, knowledge, and skills needed to work effectively with those who are different from us, includes cultural awareness/sensitivity/responsiveness
Social determinants of health	conditions in which people are born, grow, live, work and age; shaped by distribution of money, power and resources ⁴

1. Adapted from Healthy People 2020, http://www.healthypeople.gov/2020/docs/11/Foundation/Health_Messengers/Equities; 2. American Academy of Pediatrics, [The Impact of Racism on Child and Adolescent Health](https://www.aap.org/clinical-information/racism); 3. Ontario Anti-racism Secretariat; 4. World Health Organization, <http://www.who.int/news-room/fact-sheets/detail/social-determinants-of-health>

STEP 2. Think about diversity broadly

There are many characteristics of diversity known to contribute to disparities in opportunity, engagement, and health in our communities and our workplaces. These include:

Age, education, job role, income, neighborhood/ZIP code, disability, gender identity, sexual orientation, race & ethnicity, language preference, literacy, religion, immigrant status, acculturation, and many others.

STEP 3. Reflect on all areas

When considering your work, explore how concepts and characteristics listed in STEPS 1 & 2 relate to your self-understanding, the people you work with, and your work itself.

STEP 4. Keep track of your thoughts

Please use the worksheet on the next page to record how the concepts above do or don't apply to your work.

Copyright © 2024 The Children's Mercy Hospital. Subject to the restrictions set forth below, the copyright holder grants the right to adapt, copy, convey and/or redistribute copies of this work, or any derivative works, in any medium as long as (1) proper attribution is made to The Children's Mercy Hospital, and (2) proper notice of copyright is affixed. No permission is granted to use the work or any derivative thereof, in/for research or commercial purposes. Derivative works must be distributed under these same conditions.

Name: _____

Worksheet for including DEI in your work

Record below your thoughts about how the terms and characteristics listed in the checklist might apply to your work.

1. Understanding yourself – What insight do you have into your own cultural perspectives and preferences/biases? How might these affect your interactions with others (including those inside and outside your organization)? Thinking broadly, how might these influence your work? How can you learn more?

Thoughts:

2. Understanding others – What insight do you have into your teammates and/or the patients and families you support, including their cultural backgrounds, preferences and experiences, and social circumstances? How do you show curiosity about others and adapt to their cultures? What else could you do? How can you learn more?

Thoughts:


3. Understanding your work – How do diversity, equity, and inclusion (DEI) relate to your everyday work? If you feel committed to DEI, how have you made that visible to others? How might the way you do your work feel inclusive or exclusive to others? In what ways do you or could you automatically include DEI perspectives in the way you do your work? How can you learn more?

Thoughts:

Questions? Not sure how to best use this tool? Please contact JC Cowden (jdcowden@cmh.edu) with the Health Equity Integration Project (HEIP) at Children's Mercy Kansas City.

Copyright © 2024 The Children's Mercy Hospital. Subject to the restrictions set forth below, the copyright holder grants the right to adapt, copy, convey and/or redistribute copies of this work, or any derivative works, in any medium as long as (1) proper attribution is made to The Children's Mercy Hospital, and (2) proper notice of copyright is affixed. No permission is granted to use the work or any derivative thereof, in/for research or commercial purposes. Derivative works must be distributed under these same conditions.



STEP 1. Get into a “diversity, equity, and inclusion” frame of mind 

Review these concepts that should be considered while reflecting on your work.

Equity	attainment of the highest level of opportunity/engagement/health for all ¹
Disparities/inequities	differences in opportunity/engagement/health based on characteristics of individual or group diversity
Diversity	the varied identities and experiences within our teams and the families and communities we serve
Inclusion	inviting all people to take part in building our processes and structures, a necessary step to achieving best outcomes
Bias (implicit or explicit)	preferences in individuals and systems or processes that can drive differences in opportunity/engagement/health
Racism	system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call ‘race’) ²
Anti-racism	practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism ³
Cultural humility and competency	attitudes, knowledge, and skills needed to work effectively with those who are different from us, includes cultural awareness/sensitivity/responsiveness
Social determinants of health	conditions in which people are born, grow, live, work and age; shaped by distribution of money, power and resources ⁴

1. adapted from Healthy People 2020, <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>; 2. American Academy of Pediatrics, The Impact of Racism on Child and Adolescent Health 3. Ontario Anti-racism Secretariat; 4. World Health Organization, https://www.who.int/social_determinants/sdh_definition/en/

STEP 2. Think about diversity broadly



There are many characteristics of diversity known to contribute to disparities in opportunity, engagement, and health in our communities and our workplaces. These include:

Age, education, job role, income, neighborhood/ZIP code, disability, gender identity, sexual orientation, race & ethnicity, language preference, literacy, religion, immigrant status, acculturation, and many others.

STEP 3. Reflect on all areas 

When considering your work, explore how concepts and characteristics listed in STEPS 1 & 2 relate to your self-understanding, the people you work with, and your work itself.

STEP 4. Keep track of your thoughts 

Please use the worksheet on the next page to record how the concepts above do or don't apply to your work.

Worksheet for including DEI in your everyday work

1. Understanding yourself – What insight do you have into your own cultural perspectives and preferences/biases? How might these affect your interactions with others (including those inside and outside your organization)? Thinking broadly, how might these influence your work? How can you learn more?

2. Understanding others – What insight do you have into your teammates and/or the patients and families you support, including their cultural backgrounds, preferences and experiences, and social circumstances? How do you show curiosity about others and adapt to their cultures? What else could you do? How can you learn more?

3. Understanding your work – How do diversity, equity, and inclusion (DEI) relate to your everyday work? If you feel committed to DEI, how have you made that visible to others? How might the way you do your work feel inclusive or exclusive to others? In what ways do you or could you automatically include DEI perspectives in the way you do your work? How can you learn more?

Name: _____

Worksheet for including DEI in your work

Record below your thoughts about how the terms and characteristics listed in the checklist might apply to your work.

1. Understanding yourself – What insight do you have into your own cultural perspectives and preferences/biases? How might these affect your interactions with others (including those inside and outside your organization)? Thinking broadly, how might these influence your work? How can you learn more?

Thoughts:

2. Understanding others – What insight do you have into your teammates and/or the patients and families you support, including their cultural backgrounds, preferences and experiences, and social circumstances? How do you show curiosity about others and adapt to their cultures? What else could you do? How can you learn more?

Thoughts:

3. Understanding your work – How do diversity, equity, and inclusion (DEI) relate to your everyday work? If you feel committed to DEI, how have you made that visible to others? How might the way you do your work feel inclusive or exclusive to others? In what ways do you or could you automatically include DEI perspectives in the way you do your work? How can you learn more?

Thoughts:

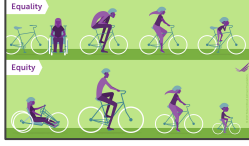
Questions? Not sure how to best use this tool? Please contact JC Cowden (jdcowden@cmh.edu) with the Health Equity Integration Project (HEIP) at Children's Mercy Kansas City.

Copyright © 2024 The Children's Mercy Hospital. Subject to the restrictions set forth below, the copyright holder grants the right to adapt, copy, convey and/or redistribute copies of this work, or any derivative works, in any medium as long as (1) proper attribution is made to The Children's Mercy Hospital; and (2) proper notice of copyright is affixed. No permission is granted to use the work or any derivative thereof, in/for research or commercial purposes. Derivative works must be distributed under these same conditions.





+

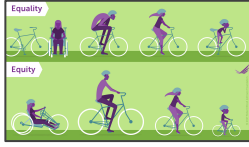


Universal Questions

Ask standard questions related to DEI and HE at predictable checkpoints in work processes, or “bottlenecks” everyone must pass through



+



Assumptions

You want to be the best you can be at your work.

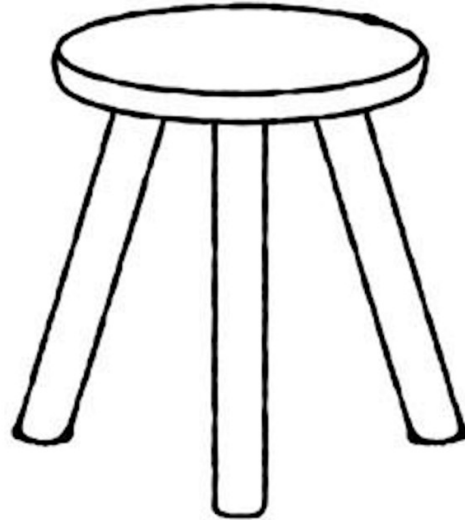
You can't be the best you can be if you don't understand and account for:

1. the way we are different from each other,
2. the way we treat each other differently, and
3. the systems that have been built up around those differences.

Where should we integrate?

Health Sciences

Administration



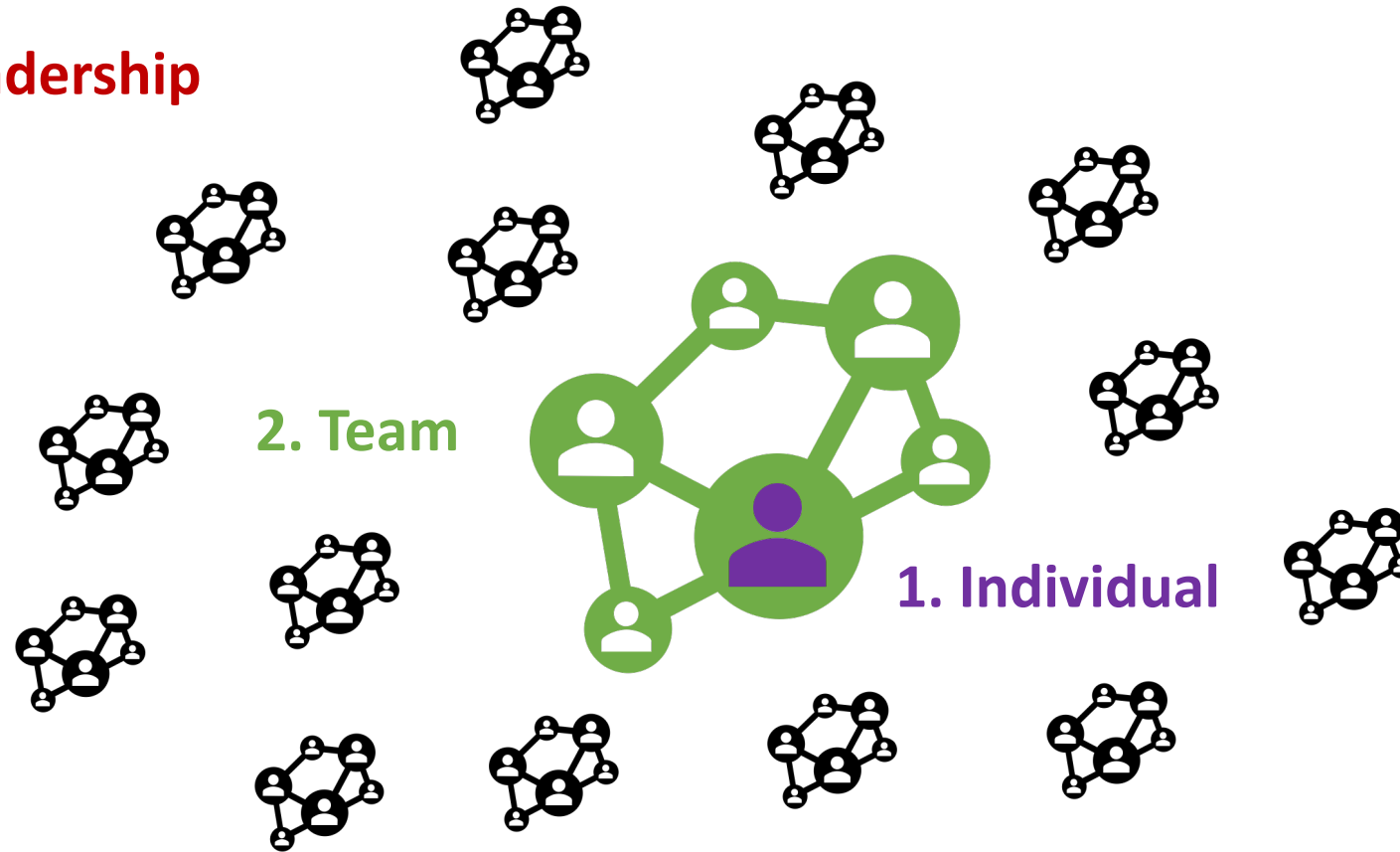
Research

Education

Clinical Care/QI

Where should we integrate?

3. System/Leadership



Advantages to Integration vs. “Add-on”

Flexible and adaptable
to each person’s or team’s work

Advantages to Integration vs. “Add-on”

Processes become
standard work

Advantages to Integration vs. “Add-on”

“Owned” by each
individual or team

Advantages to Integration vs. “Add-on”

**Broader and deeper engagement
in health equity**

Advantages to Integration vs. “Add-on”

Change in mindset



Change in culture



Where do I start?

Small Group Activity – DEI Checklist

Children's Mercy
KANSAS CITY

Name: _____

Diversity, Equity, and Inclusion (DEI) Checklist for Individuals

STEP 1. Get into a "diversity, equity, and inclusion" frame of mind

Review these concepts that should be considered while reflecting on your work.

Equity	attainment of the highest level of opportunity/engagement/health for all
Disparities/inequities	differences in opportunity/engagement/health based on characteristics of individual or group identity
Diversity	the range of opinions and experiences within our teams and the tactics and communication we use
Inclusion	making all people feel safe and building our processes and structures a necessary step to achieving best outcomes
Bias (explicit or implicit)	preference, individual, and collective or processes that can drive difference in opportunity/engagement/health
Racism	system of structuring opportunity and assigning value based on the social interpretation of race or race traits to what we call "work"
Anti-racism	practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate racism
Cultural humility and competence	attitudes, knowledge, and skills needed to work effectively with those who are different from us, include cultural awareness/competence
Social determinants of health	conditions in which people are born, grow, live, work and aged by distribution of money, power and resources

STEP 2. Think about diversity broadly

There are many characteristics of diversity known to contribute to disparities in opportunity, engagement, and health in our communities and our workplaces. These include: Age, education, job title, income, neighborhood/ZIP code, disability, gender identity, sexual orientation, race & ethnicity, language preference, literacy, religion, immigrant status, acculturation, and many others.

STEP 3. Reflect on all areas

When considering your work, explore how concepts and characteristics listed in STEPS 1 & 2 relate to your self-understanding, the people you work with, and your work itself.

STEP 4. Keep track of your thoughts

Please use the worksheet on the next page to record how the concepts above do or don't apply to your work.

Copyright © 2019 The Children's Mercy Hospital in the State of Kansas. All rights reserved. This document is for personal use only. It is not to be distributed, reproduced, or otherwise used without the express written permission of Children's Mercy Hospital. For more information, please contact the Health Equity Integration Project at Children's Mercy Kansas City.

On your own:

1. Review the DEI Checklist
2. Fill out the worksheet on the back – add questions!

(15 minutes)

Discuss in your small group:

3. What did you learn?
4. How could this kind of tool be adapted/applied where you work?

(10 minutes)

Large group share-out

(10 minutes)

Worksheet for including DEI in your work

Name: _____

Record below your thoughts about how the terms and characteristics listed in the checklist might apply to your work.

1. Understanding yourself – What insight do you have into your own cultural perspectives and preferences/biases? How might these affect your interactions with others (including those inside and outside your organization)? Thinking broadly, how might these influence your work? How can you learn more?

Thoughts: _____

2. Understanding others – What insight do you have into your teammates and/or the patients and families you support, including their cultural backgrounds, preferences/experiences, and social circumstances? How do you show curiosity about others and adapt to their cultures? What else could you do? How can you learn more?

Thoughts: _____

3. Understanding your work – How do diversity, equity, and inclusion (DEI) relate to your everyday work? If you had control over DEI, how would you make that a priority? How might the way you do your work feel inclusive or exclusive to others? In what ways do you or could you automatically include DEI perspectives in the way you do your work? How can you learn more?

Thoughts: _____

Questions? Not sure how to best use this tool? Please contact: JC Crowden (jcrowden@cmrk.edu) with the Health Equity Integration Project (HEIP) at Children's Mercy Kansas City.

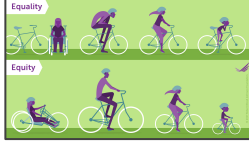
Copyright © 2019 The Children's Mercy Hospital in the State of Kansas. All rights reserved. This document is for personal use only. It is not to be distributed, reproduced, or otherwise used without the express written permission of Children's Mercy Hospital. For more information, please contact the Health Equity Integration Project at Children's Mercy Kansas City.

Children's Mercy
KANSAS CITY





+

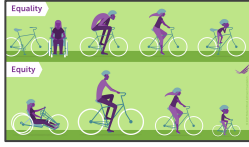


Universal Questions

Ask standard questions related to DEI and HE at predictable checkpoints in work processes, or “bottlenecks” everyone must pass through



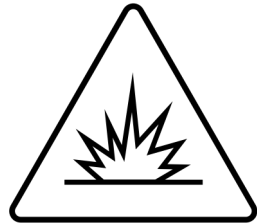
+



1. Could specific groups of patients, families, and employees be affected differently by _____?
2. If so, how?
3. What are the right questions for us to ask when working on _____ to find and describe such differences?
4. How do we act on what we learn?

Clinical Safety Universal Question

Safety Event



Investigation



Insight



Scripted interviews of
everyone involved



Universal Question
added to script

Preamble

We have learned in our work that there are many things that can come into play when something unexpected happens, including characteristics of the people involved. For example, a person's background, beliefs, experiences, culture, and other characteristics can affect their behavior, and might play a role in an event. This can be true for patients, family members, or staff.

Question

Because of this, we have begun asking everyone involved whether they think any of the following things might have played a role in some way: language, culture, race and ethnicity, age, gender, sexual orientation, religion, or any other characteristic of anyone involved. How do you think characteristics such as these played a role in this event, if at all?

Education Universal Question



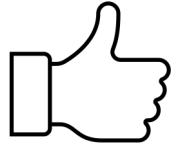
Request to Present



Gap Analysis Form



Approval



Vetted for applicability
to learning needs



Universal Question
added to form

When we assess the learning needs for this education activity, we want to regularly think about how diversity and inclusion, disparities, and social determinants of health might relate to the learning gap(s). Which of these factors listed below might play a role in the gap or the learning outcomes for this activity?

Diversity and inclusion - When we say diversity, we are talking about the differences in who we are as CMH team members and the differences among the patients, families, and communities we serve; we think of diversity very broadly, including characteristics like age, gender, language, race/ethnicity, income, geography, religion, cultural background, job position, and many others. Inclusion refers to how well we include these different perspectives in our work.

Yes No

Disparities - When we say disparities, we are talking about the differences in how care is given to certain groups of patients and families, as well as differences in their health outcomes.

Yes No

Social determinants of health - When we say social determinants of health, we are talking about the many social factors, such as where we live, where we work, how much money we have, what communities we are part of, and many others, that directly impact our health.

Yes No

Universal Questions in multiple contexts

✓ Performance improvement

When we look at issues within our work that we hope to address, we have begun regularly thinking about how diversity and inclusion, disparities, and social determinants of health might relate to the issues. Have any of those come up in your conversations so far?



Possible responses:

[If "no"] – "No problem – if this project gets assigned to one of our teams, we will be exploring these ideas with you as part of our standard work."

[If "yes"] – "What has come up?" (Record answer) "Great. If this project gets assigned to one of our teams, we will continue to develop these ideas with you as part of our standard work."

✓ Faculty recruitment

Selection Committees:

- Selection committees should be composed of diverse members (gender, age, faculty level, race/ethnicity)
- Include reaching diverse applicants as part of recruitment discussion
- Diversity should be included as formal part of selection/recommendation discussion
- All committee members will complete Implicit Bias Training prior to serving
- Diversity/Inclusion recruitment efforts along with how diversity/inclusion was addressed during discussion/evaluation of candidates will be described. If an URM minority was not interviewed for the position the committee should explain why. If an URM minority was not selected for the position the committee should explain why not. Recommendations for future engagement/selection of diverse candidates should be described in the final report.

Applicant Interview:

- All interviewing faculty/staff will complete Implicit Bias training
- "Diversity" will be included as a Domain in the Candidate Evaluation questionnaire

Exit Interviews:

- A standard exit interview questionnaire should be sent to all applicants
- Exit interview will include questions regarding overall experience during interview/selection process and elements of diversity/inclusion that were important in the applicants' decision.

✓ Code blue debriefs

We have learned in our work with Equity & Diversity that there are many things that can come into play when something unexpected happens, including characteristics of the people involved. For example, a person's background, beliefs, experiences, culture, and other characteristics can affect their behavior, and might play a role in an event. This can be true for patients, family members or staff.

Because of this, we have begun asking everyone involved whether they think any of the following things might have played a role in some way-language, culture, race or ethnicity, age, gender, sexual orientation, religion, or any other characteristic of anyone involved. How do you think characteristics such as these played a role in this event, if at all?

(If yes) How do you think characteristics such as these played a role in this event?



Research project approvals



Small Group Activity – Personal Action Plan

On your own:

1. Make a plan! (can be for you, your team, your system...)

(10 minutes)

Discuss in your small group:

2. What goals have you made?

3. How will you be accountable?

(10 minutes)

Large group share-out

(10 minutes)


CMHC 2024 Workshop - Health Equity Integration
Adaptable Tools for Use in Your Everyday Work

Personal Action Plan for HE & DEI Integration

Integration goal #1:
What actions will I take to pursue this goal?
1.
2.
3.
Who could help me with this?
By when will I do this?
Date/time/place/method for follow up:

Integration goal #2:
What actions will I take to pursue this goal?
1.
2.
3.
Who could help me with this?
By when will I do this?
Date/time/place/method for follow up:

Integration goal #3:
What actions will I take to pursue this goal?
1.
2.
3.
Who could help me with this?
By when will I do this?
Date/time/place/method for follow up:

For a PDF of workshop slides and downloadable tools:
 <https://www.dallasmercy.org/professional-education/your-experience/dallas-mercy-and-childrens-health-equity-integration-project/>

Presenter contact information:
Jaeel Johnson
Health Equity Specialist
jjohnson@cmh.edu
JC Cowden
Health Equity Integration Project Leader
jcowden@cmh.edu



Feedback Survey



Jessi Johnson

jrjohnson2@cmh.edu

JC Cowden

jdcowden@cmh.edu



PDF of slides & downloadable tools (DEI Checklists and Universal Question Set)



Jessi Johnson

jrjohnson2@cmh.edu

JC Cowden

jdcowden@cmh.edu