



Children's Safety
Network



Education
Development
Center



Children's
Safety
Now
Alliance

July 20, 2022

1:00 p.m.- 2:00p.m. ET



Call to Action: Advancing Health Equity Through a Multi-Agency Collaborative Approach



Center for Fatality Review & Prevention



Moderator



Morag MacKay

Research Director
Safe Kids Worldwide

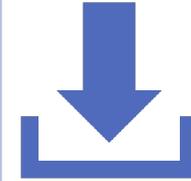
Funding Sponsor

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under the Child and Adolescent Injury and Violence Prevention Resource Centers Cooperative Agreement (U49MC28422) for \$5,000,000 with 0 percent financed with non-governmental sources. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

Technical Tips



Audio is broadcast through computer speakers



Download resources in the File Share pod (above the slides)



If you experience audio issues, dial **(866) 835-7973** and **mute computer speakers**



Use the Q & A (bottom left) to ask questions at any time



You are muted



This session is being recorded

Speakers



Deirdre Jennings-Holton

Director of Global Talent Acquisition
Education Development Center (EDC)



Susanna Joy

Project Coordinator
National Center for Fatality Review and
Prevention (NCFRP)



Heather Snell

Fetal Infant Mortality Review Director
Metro Nashville Public Health
Department

EDC

Education
Development
Center

KEY CONCEPTS OF DIVERSITY, EQUITY, AND INCLUSION

Why they matter in Child Safety Work

Deirdre Jennings-Holton, SHRM-SCP

Terminology



Race

Socially constructed classification / hierarchal human-grouping system to identify, distinguish and marginalize some groups across nations, regions and the world

Culture

set of unspoken rules that shape values, beliefs, habits, language, traditions... not (normally) imposed but arise from community

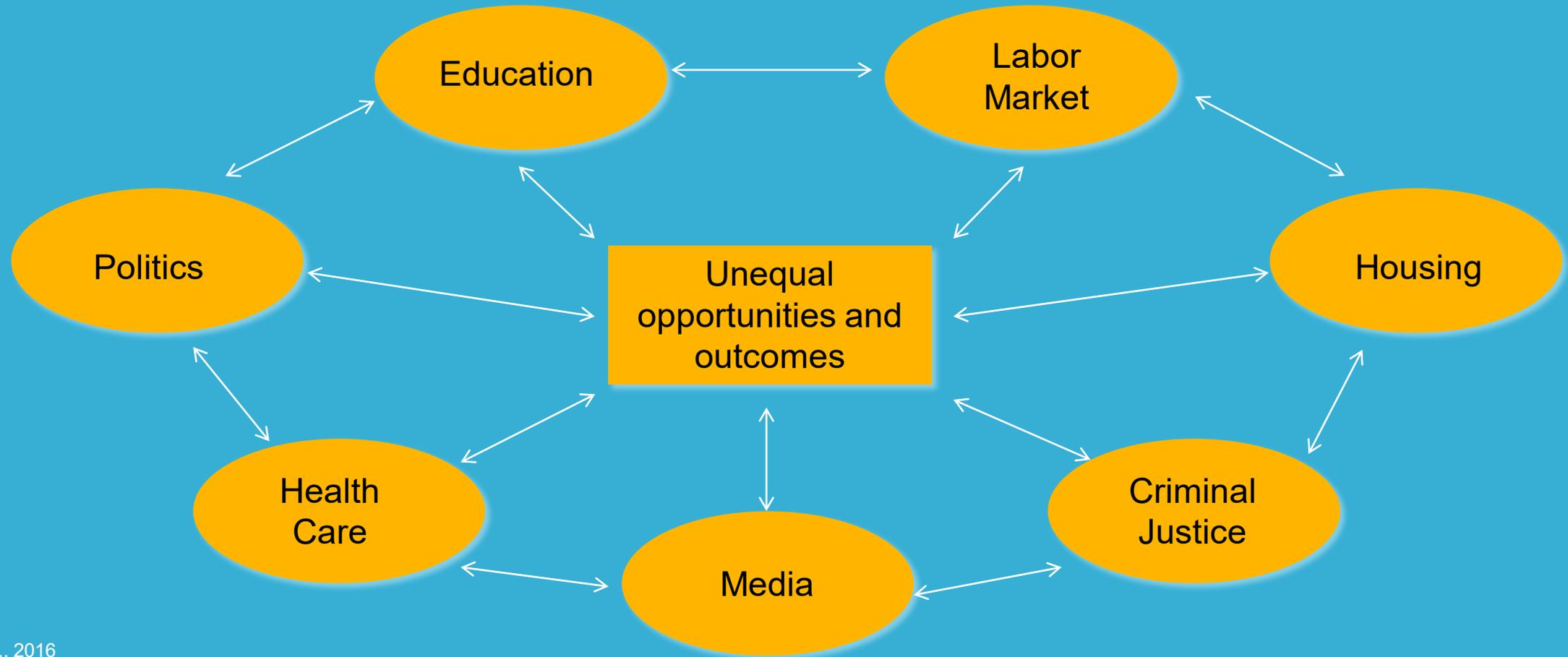
Ethnicity

smaller social groups based on characteristics such as ancestry, family origin, oriented around geographic location

(Source: Center for Social Inclusion)

STRUCTURAL Inequality and Inequity

The way in which complex systems of organizations, institutions, individuals, processes, and policies interact to create and perpetuate inequitable outcomes for non-dominant groups in society



Bell, et al., 2016

STRUCTURAL Inequality & Inequity (con't.)



HEALTH

- » Highest mortality rate of any racial or ethnic group for all cancers combined and for most major cancers.
- » 3x more likely to die from a pregnancy-related issue.
- » Black children are also more likely to die before their first birthday when compared to others



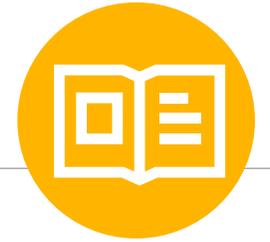
HOUSING

- » Redlining.
- » Banks are less likely to offer a mortgage to a black applicant than to a white applicant with comparable earnings, education level, and comparable job.
- » People of color (POC) pay more in interest rates than white people pay for similar mortgages



EMPLOYMENT

- » White names receive 50 percent more callbacks for interviews than names perceived as Black or African-American.
- » Black people earned 62 cents for every dollar of white earned income.



EDUCATION

- » Black girls viewed as less innocent and needing less protection and nurturing than their white peers, especially in the age range of 5-14.
- » Punished more harshly and frequently than white students for the same offenses in primary and secondary public schools.
- » **3.5x more likely to be suspended** than White students.

What is Implicit Bias?



What is Implicit Bias?

- **Implicit bias** is the brain's automatic association of stereotypes or attitudes about particular groups, *developed as a result of prior influences and imprints¹*, often without our conscious awareness.
- Sometimes referred to as *Unconscious Bias*.

Why Implicit Bias Exists

- The **human brain** can process **11 million bits** of information **every second**.
- But our **conscious minds** can handle only **40 to 50 bits** of information a **second**.

If you have a Brain, you have bias!

Activity

Attitudes



Implicit Bias.....

1. Operates at the **subconscious** level
2. Can be **contrary** to our conscious beliefs
3. Activated through rapid and automatic **mental associations between people, ideas and objects** and the **attitudes we have about those people, ideas and objects**

--Dushaw Hockett

If you have a brain, **you have bias.**



While most of us believe that the drivers of inequities and discrimination come from **overt** racism and bigotry, research and experience show it's much more **subtle, and perpetuated by all of us... most times without us knowing it.**



Structural Inequality & Inequity



Implicit Bias

**Diversity,
equity,
inclusion,
and
implicit
bias**

*Putting it
all together*

- **A story.**





THANK YOU

Deirdre Jennings-Holton, SHRM-SCP
Djennings-Holton@edc.org

References

Adams, M., Bell, L.A., & Griffin, P. (Eds.) 1997. *Teaching for diversity and social justice: A sourcebook*. Routledge.

Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American Economic Review*, v94 (4, Sep), p. 991-1013. Doi: 10.3386/w9873

Centers for Disease Control and Prevention. Infant Mortality. <https://www.cdc.gov/reproductivehealth/maternalinfanthealth/infantmortality.htm>

Centers for Disease Control and Prevention. Pregnancy Mortality Surveillance System. https://www.cdc.gov/reproductivehealth/maternal-mortality/pregnancy-mortality-surveillance-system.htm?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Freproductivehealth%2Fmaternalinfanthealth%2Fpregnancy-mortality-surveillance-system.htm

Corbett, H. (2022, January 31). Your brain on bias: 5 steps to keep unconscious bias in check. *Forbes*. <https://www.forbes.com/sites/hollycorbett/2022/01/31/your-brain-on-bias-5-steps-to-keep-unconscious-bias-in-check/?sh=41a013bf44ae>

Epstein, R., Blake, J. J., & Gonzalez, T. (2017). Girlhood interrupted: The erasure of Black girls' childhood. *Center on Poverty and Inequality*. Georgetown Law. <https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf>

Fernandez, M. (2007). Study finds disparities in mortgages by race. *New York Times*, 2007, Oct. 15). <https://www.nytimes.com/2007/10/15/nyregion/15subprime.html>

Hardiman, R., Jackson, B., & Griffin, P. (2007). Conceptual foundations for social justice education: Conceptual overview. In M. Adams, L. A. Bell, & P. Griffin (Eds.) *Teaching for diversity and social justice*. Routledge.

Hockett, D. (2017, September 18). We all have implicit biases. So what can we do about it? *Tedx*. <https://www.vexplode.com/en/tedx/we-all-have-implicit-biases-so-what-can-we-do-about-it-dushaw-hockett-tedxmidatlanticsalon/>

Institute for Democratic Renewal and Project Change Anti-Racism Initiative (2000). *A Community Builder's Tool Kit*, Appendix I. <https://drive.google.com/file/d/1mM2ATbM9aUwBRFfuk7O1hgljzYYV5IKI/view>

Lockwood, B. (2020, June 16). The history of redlining. <https://www.thoughtco.com/redlining-definition-4157858>

References Continued

Morgan, J. D., De Marco, A. C., LaForett, D. R., Oh, S., Ayankoya, B., Morgan, W., Franco, X., & FPG's Race, Culture and Ethnicity Committee (May 2018). What racism looks like: An infographic. <https://fpg.unc.edu/publications/what-racism-looks-infographic>

National Human Genome Research Institute (2022, July 20). *Race*. <https://www.genome.gov/genetics-glossary/Race>

National Public Radio (2020, July 15). Understanding unconscious bias. <https://www.npr.org/2020/07/14/891140598/understanding-unconscious-bias>

Rock, D. (2016, Oct. 26). A bias against bias. *Psychology Today*. <https://www.psychologytoday.com/us/blog/your-brain-work/201610/bias-against-bias>

Rudd, T. Racial disproportionality in school discipline: Implicit Bias is heavily impacted. *Kirwan Institute for the Study of Race and Ethnicity*. <http://kirwaninstitute.osu.edu/racial-disproportionality-in-school-discipline-implicit-bias-is-heavily-implicated/>

United for a Fair Economy (2020). State of the Dream 2020: Building a fair economy at the intersections. https://d3n8a8pro7vhmx.cloudfront.net/ufe/pages/4238/attachments/original/1589838314/v31_SOD_2020_-_v31_.pdf?1589838314

U.S. Department of Health and Human Services, Office of Minority Health. (2021, August 26). Cancer and African Americans. <https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=4&lvlid=16>



DEVELOPMENT, PARTNERS, & PILOT PROCESS

DEI GUIDE

Susanna Joy
Project Coordinator



KEY FUNDING PARTNER

FEDERAL ACKNOWLEDGEMENT

The National Center is funded in part by Cooperative Agreement Numbers UG7MC28482 and UG7MC31831 from the US Department of Health and Human Services (HHS), Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB) as part of an award totaling \$1,099,997 annually with 0 percent financed with non-governmental sources. These contents are solely the responsibility of the authors and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

Where was the gap?

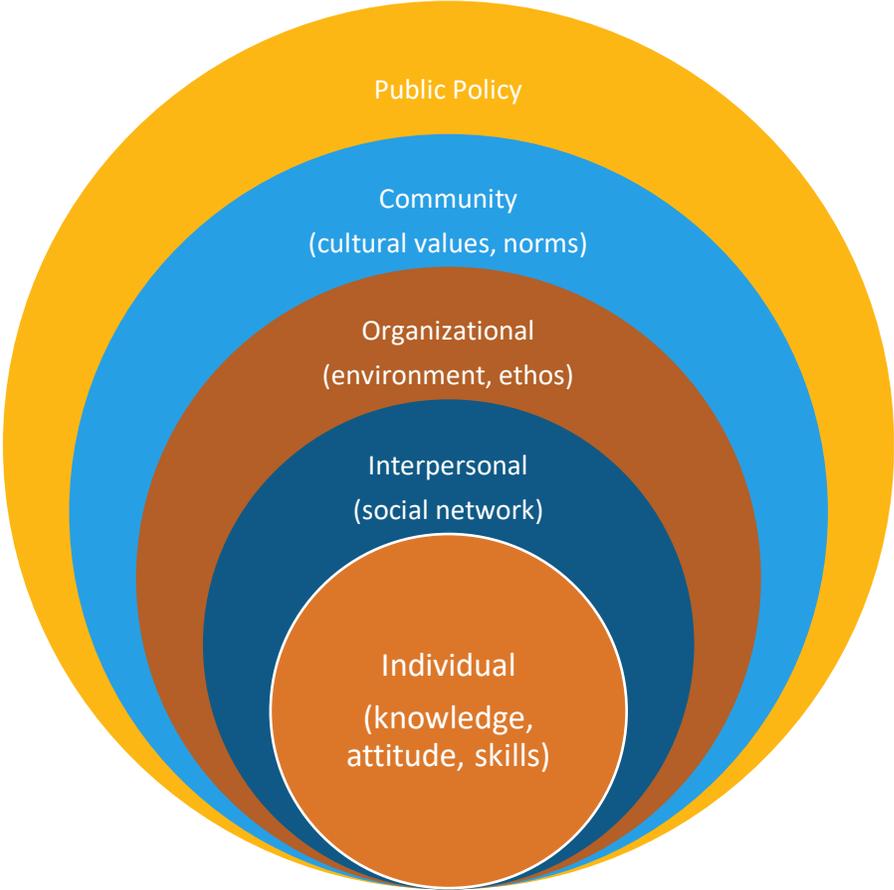
The needs of multidisciplinary teams are unique.

- Resources to support individuals and internal work teams in understanding and adopting DEI concepts are readily available.
- Multidisciplinary teams have different needs.
- Multidisciplinary teams' DEI work is impacted by the policy and practice of each of their participating agencies and organizations.
- Multidisciplinary teams operate at the systems level.



Frameworks

THE SOCIALECOLOGICAL MODEL, OPPRESSION, AND COMMUNITY



The diagram shows a partial view of the concentric circles from the previous diagram, with a table to its right. The table maps the levels of the model to specific types of oppression:

Organizational, Community, Public Policy	<ul style="list-style-type: none">• Institutional and structural oppression
Interpersonal	<ul style="list-style-type: none">• Discrimination
Individual	<ul style="list-style-type: none">• Biases and prejudice

DEI Guide

HEALTH EQUITY: DIVERSITY, EQUITY, AND INCLUSION ASSESSMENT GUIDE FOR MULTIDISCIPLINARY TEAMS

1. Yields insights into ways partner agencies from the multidisciplinary team context approach DEI in their home agency context.
2. Guide multidisciplinary team participants to move from internal DEI assessment to a discussion of DEI within multidisciplinary teams.



Development of the Guide

Feedback Form for Pilot Site Leaders

- Convened large group of partners in facilitated dialogue to conceptualize the work in September 2020
- Contracted with Event Garde and Dr. Terri Wright in developing the draft Guide
- Guide was developed throughout 2021
- Draft was piloted beginning in October 2021
- Revisions were completed and Facilitator's Manual was developed through Spring 2022





Sites completed pilot activities

Six sites completed the Guide prior to the new year. All participating sites were multidisciplinary teams working in childhood injury prevention.



Feedback through discussions and surveys

Feedback was collected from pilot site leaders and team member participants who used the Guide to determine its utility and how it could be improved to better serve teams.



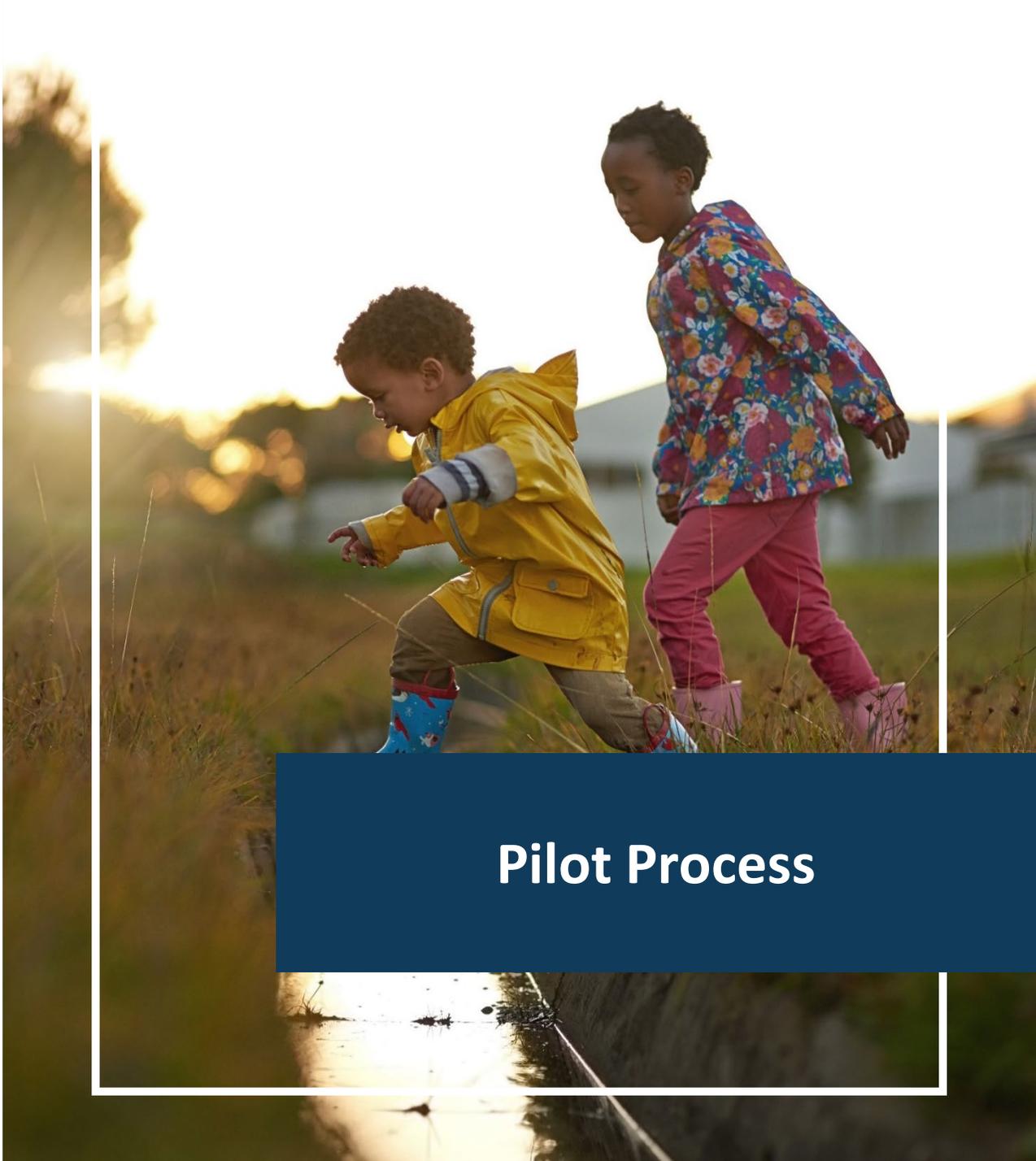
Revisions based on pilot feedback

Sites indicated that the resource was helpful, but facilitators/leaders would benefit from additional resources. The Facilitator's Manual was developed to accompany the Guide.



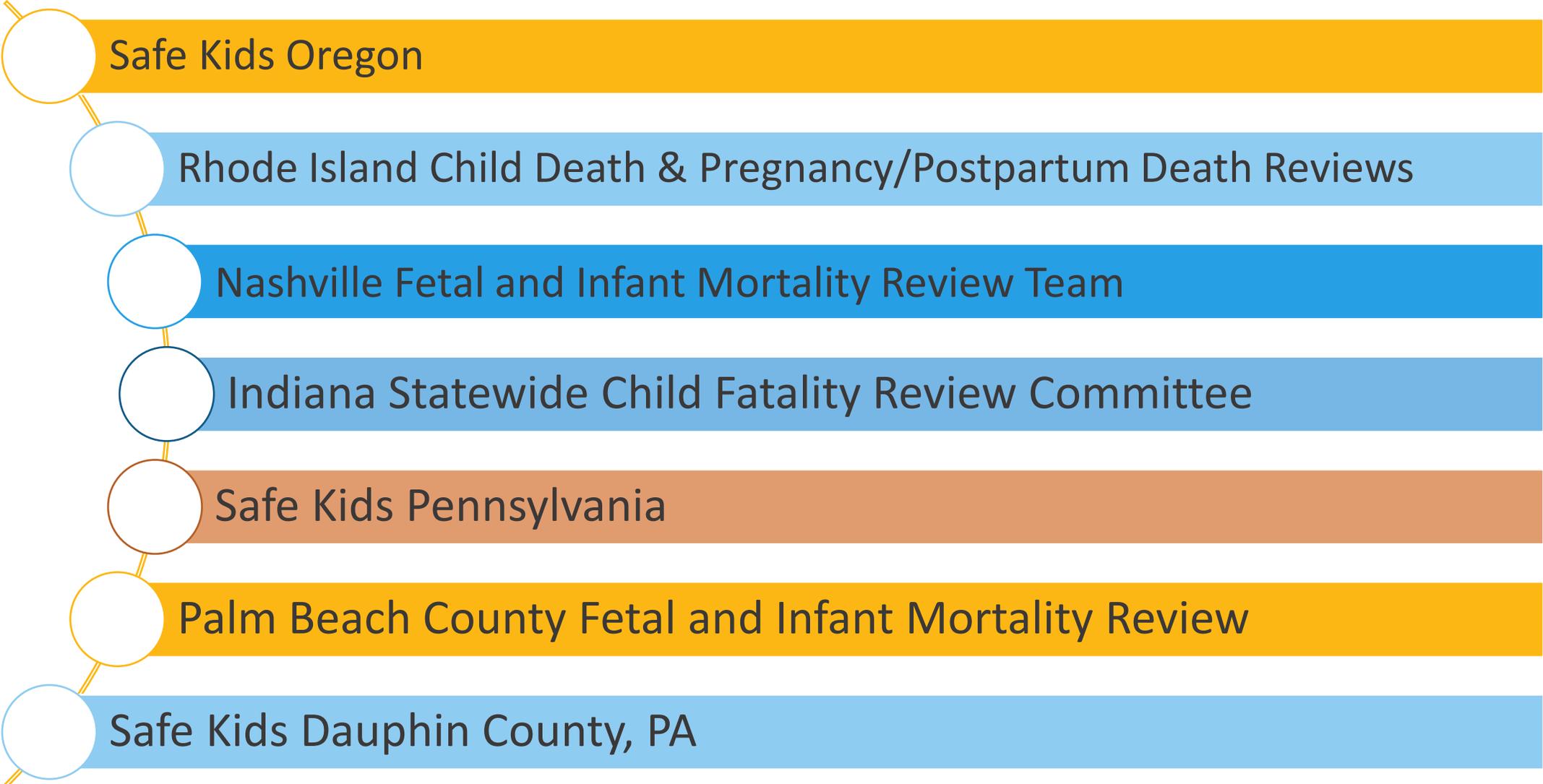
Launching the Guide & Facilitator's Manual

Children's Safety Network, Safe Kids Worldwide, and the National Center will launch the resources through their networks in July.



Pilot Process

Pilot Sites



Safe Kids Oregon

Rhode Island Child Death & Pregnancy/Postpartum Death Reviews

Nashville Fetal and Infant Mortality Review Team

Indiana Statewide Child Fatality Review Committee

Safe Kids Pennsylvania

Palm Beach County Fetal and Infant Mortality Review

Safe Kids Dauphin County, PA

Pilot Feedback

Participants will be asked to provide feedback in one of three ways.



Feedback Form for Pilot Site Leaders



- Provided with the Guide at the beginning of the pilot
- Focuses on utility, suggested changes, and additions



Feedback Survey for Pilot Site Participants



- Provided at the conclusion of the pilot
- Sharing broadly among pilot site participants



Feedback Discussions



- Contracted facilitator will lead these discussions

Selected Participant Feedback

Themes and Examples

Enriched Understanding

“We found it very beneficial to work through the questions together because of the conversations that occurred to further develop the understanding of needs in the community.”

Additional Resources

“...many users of this tool may not have a strong understanding of how various systems have historically impacted communities. Having a brief introduction of systems that historically lent to disparities or segregation would be beneficial to be able to make comparisons in the different systems in place in our communities today.”



Next Steps

“The questions help to guide the development of goals into a framework that is solutions-focused.”

Opportunities for learning from others

“[The Guide] stimulated meaningful conversations between agencies in regards to varying methods/strategies that are being employed to assess and engage organizations in DEI efforts. Several of the strategies shared were easily transferable to other organizations that were not as far along in their DEI work, and may serve as important first steps to engage others in this work.”

Selected Participant Feedback

Themes and Examples

Prep Ahead of Time

“We met one time to pilot the Guide with some minor prep work beforehand (sending out key terms to review, along with the Guide and Call for Participant documents.”

“I would suggest maybe adding a list of items/actions to complete prior to the Guide (reviewing key terms, providing needs or internal assessments, other items as necessary).”

Participants Appreciated Examples

“The examples provided for some questions were very helpful (though can also be seen as limiting potentially? The benefits of this may outweigh the risks with that though.)



Team Struggled with Policy Questions

“The minimal (to basically non-existent) experience in public policy as individuals within the multi-disciplinary team made discussion super difficult, if not basically impossible. We all agreed that public policy is important, but either people didn’t work on it or they had a separate department that did it.”

“It would be helpful to include the recommendation to involve someone who is familiar with public policy and the impact on services in the community before completing this section.”

Support Prioritizing Next Steps

“It would be helpful to be able to “grade” your progress at the end of each of the 3 sections [Organizational, Community, Public Policy] to assist in identifying if there is one section over the others that needs more attention before deciding on which action steps to take.”

Additions

Based on Pilot Feedback

More Examples

More Resources

Facilitator's Manual

- *Include more details/examples*
- *More examples would have been helpful, even though having specific/relevant examples [relevant] in the local context would be tough*
- *Prompts/ideas to help the facilitator get the discussion going*

- *More resources on institutional racism and its historic context*
- *Additional resources for individuals, work teams and internal organizations to further explore DEI and health equity concepts*

- *More tools on how to facilitate*
- *Cheat sheet for the facilitator to use*
- *Maybe adding some facilitation prompts for action planning*

DEI GUIDE FOR MULTIDISCIPLINARY TEAMS

A resource to support multi-agency collaborations

- Introduction
- Key Concepts and Terms
- Organizational Questions
- Community-Level Questions
- Public Policy Questions
- Next Steps



Health Equity: Diversity, Equity, and Inclusion Assessment Guide for Multidisciplinary Teams

FACILITATOR'S MANUAL

Supporting multidisciplinary team leaders

- Proposed implementation strategies and timelines
- Examples and conversation starters
- Additional resources for all phases of Guide implementation and planning, including DEI resources for individuals and internal teams



Facilitator's Manual

*Health Equity: Diversity, Equity, and Inclusion
Assessment Guide for Multidisciplinary Teams*



Questions and Answer Session



Please enter your questions in the Q & A pod

Thank you!

Please fill out our evaluation: <https://www.surveymonkey.com/r/BNDS8NF>



Visit our website:

www.ChildrensSafetyNetwork.org