WE CANNOT SOLVE OUR PROBLEMS WITH THE SAME THINKING WE USED WHEN WE CREATED THEM

-Albert Einstein

Moving Beyond Diversity to Inclusion in the Workplace

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RED TAB
Identity Wheel & Introductions
About you:

• How many have taken the IAT?
• How many are familiar with Camara Jones’ Gardener’s Tale?
• How many have witnessed discrimination in clinical setting or learning environment in the last year?
• How many are feeling racial anxiety?
I want to prepare learners to:

- Engage new communities with humility
- Approach care in a way that allows them to see impact of social determinants
- Advocate effectively for the patients and communities they serve
- Recognize and interrupt institutional racism and intersecting oppressions
Race, Power and Privilege in Clinical Settings

Population Health Clerkship 2016
Hosted by the YWCA of Central MA
Heather-Lyn Haley
Keesha LaTulippe
We learn by connecting information to existing framework.

We experience cognitive dissonance when information conflicts with our current framework:

• Deny
• Avoid
• Explain away
• Attack
Holding space for discussion and reflection

- Establish safe space > brave space
- Center racism while recognizing other oppressions
- Assume good will
- The Devil needs no advocates
- Use discussion guidelines
- Clarify terms with definitions

Burchell & Dyson 2007
Arao & Clemens 2013
Tochlk 2009 handout shared
Agreements
If you can't explain it simply, you don't understand it well enough.
Definitions & Frameworks
Racism = a system of power that structures opportunity and assigns value based on the social interpretation of how one looks (which is what we call “race”), that unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human resources.

-Camara Jones
Camara Jones’ Three Levels of Racism

**Institutional racism**: differential access to the goods, services, and opportunities of society by race

**Personally-mediated racism**: prejudice and discrimination by individuals towards others

**Internalized racism**: acceptance by members of the stigmatized races of negative messages about their own abilities and intrinsic worth

The People’s Institute for Survival & Beyond* definition added a fourth level:

**Cultural racism**: that which determines what personal/group qualities and characteristics are valued and devalued.
Don’t just tell a different version of the same story. Change The Story!

EQUALITY

EQUITY

LIBERATION
Bias exists

- Providers are people, raised in social settings, and so they have developed stereotypes about race, sex, age, body type, other factors
- Stereotypes often are applied without conscious thought
- Assumptions based on stereotypes influence interpretation of symptoms and behaviors, clinical and practice decision-making. Influences care through:
  - level of pt education provided
  - post-op pain management decisions, even with children
  - estimation of pt ability to comply with complex med regimen,
  - recommendations for tests and treatment options (inhaler vs nebulizer)
- What we’re doing about it now isn’t working – Healthy People 2010/2020
  - In last decade, 80% of the disparity measures have stayed the same;
  - 13% have gotten worse
  - Regional differences increasing – worse in southern states

Question now is how to mitigate negative effects of implicit bias
Hierarchy of what creates Health

SECONDARY DETERMINANTS OF HEALTH
- Socio Economic Status
  - Nutrition
  - Access to Health Services
  - Housing & Neighborhood
  - Social Safety Net

PRIMARY DETERMINANTS OF HEALTH
- Education
- Employment

Social Inclusion or Exclusion

Prevention Institute, Restructuring Government and Addressing Social Determinants of Health
Wellesley Central Health Corporation, Determinants of Health Framework for Urban Youth

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Placeholder
Heather: Stroop effect
Keesha: Anderson Cooper video
Process from the People’s Institute for Survival and Beyond.
"POVERTY IS NOT AN ACCIDENT. LIKE SLAVERY AND APARTHEID, IT IS MAN-MADE AND CAN BE REMOVED BY THE ACTIONS OF HUMAN BEINGS."

-Nelson Mandela

Why are people poor?
Silent Curriculum
Micro-aggressions

brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group.
"You're lucky to be black... so easy to get into college!"
- Old classmate

"You aren't black on the inside"
- Childhood friends

The lack of diversity in this classroom does NOT make me the voice of all black people.

#itooamharvard
That is retarded.

Bisexual people are just greedy.

That is so ghetto.

All White people are racist.

It’s rude to speak Spanish in front of people that only speak English.

I think I have OCD. I’m such a perfectionist.
Microaggressions...

"You're so pretty for a Black girl".

Classmates were upset at needing to read a piece of literature by a Black author.

In speaking about a book that used the n-word, (white) people kept repeating the n word (fully said with the ER)

At a get together at my house, my white friend who met my black friend for the first time kept asking her how she was involved at UMass. She kept explaining she was a medical student, but for some reason he had a hearing block and kept asking, so you are a nursing student?

As chemistry majors, we were joking about Breaking Bad and how chemists are the ones that are able to synthesize drugs. A student proclaimed that we could make a lot of money off doing this at the school because the neighboring city would be a great place to sell drugs. I grew up in that city.

A student of color was struggling in a class I was taking and the professor asked me to talk to her because I am also a student of color. I had to tell her we weren’t really friends and she was shocked and explained that she thought we all were friends with each other.

cause injury.
Microaggressions...

When talking about church a friend told me, "I would be scared to go to a Black church. I don't like dancing around and singing". She hadn't bothered to ask me what my religion, or what kind of church I go to.

Students sharing that because they volunteered in an underserved city that that will "pump up" their resumes because they worked in a dangerous setting. I shared that I had grown up in this city and the students were shocked. One asked, "you don’t know anyone who has been shot?"

A friend said the n-word at a party. When I told him I felt uncomfortable with him saying that, he responded by saying "But, you’re not even really Black".

I was playing sports during recess and doing better than one of the boys. He then came up to me and whispered in my ear "N*****" I left and cried. I never told anyone until now.

cause injury.

Collected by Jasmine Khubchandani and Solange Bayard
NEW SAFETY REGULATIONS FOR THE EMERGENCY ROOM

NO cell phone use

NO food or drink brought into the department

Patients must remain in the room until visit is complete

2 visitors per patient following the same safety regulations

NUEVAS REGULACIONES DE SEGURIDAD PARA LA SALA DE EMERGENCIA

NO – se permite el uso de teléfonos celulares

NO – comidas o bebidas permitidas en el departamento

Pacientes deben permanecer en el cuarto hasta que la visita este completa

SOLO 2 visitantes por paciente siguiendo las mismas reglas de seguridad
Two residents wade through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana.

(APP/Getty Images/Christene Gray)

A young man walks through chest-deep flood waters after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina caused extensive damage when it struck.

These stories and pictures both appeared on "YAHOO! News August 30"

http://news.yahoo.com/o<11/c/photo/050830/480/ladal
http://news.yahoo.com/o<11/c/photo/050830/480/ladal
THE TRUE FOCUS OF REVOLUTIONARY CHANGE IS NEVER MERELY THE OPPRESSIVE SITUATIONS THAT WE SEEK TO ESCAPE, BUT THAT PIECE OF THE OPPRESSOR WHICH IS DEEP WITHIN EACH OF US.

AUDRE LORDE

I remember when...
Setting the stage for action planning

What can we do?

If every single one of us does every single thing we can think of, every single day…
"I have come to believe over and over again that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood."

Audre Lorde
New Context at UMMS

Diversity competencies:
• Holding multiple realities/perspectives
• Balancing intention and impact
• Using privilege as a clinical skill
• Moving from certainty to curiosity

Curricular initiatives:
• Adding a piece to orientation
• Improving the DCS session on Pt. Care in a Diverse Society in Year 1
• This workshop in Year 2
• Interstitial on Health Equity in Year 3
• Examining the racial cues in case studies across curriculum
• Clarifying messages around race and genetics

Faculty Development
• Executive Council statement
• Faculty Council event
• FMCH Major Initiative
• Gold Foundation panel
• Public Service grant
Socio-Ecological Model

Root causes
- Social Inequities
  - Class
  - Race/Ethnicity
  - Immigration Status
  - Gender
  - Sexual Orientation

- Institutional Power
  - Corporations & Businesses
  - Government Agencies
  - Schools
  - Laws & Regulations
  - Not-for-Profit Organizations

- Social Determinants
  - Housing
  - Residential Segregation
  - Exposure to Toxins
  - Social Environment
    - Experience of Class, Racism, Gender, Immigration
    - Culture – Ads - Media
  - Violence
  - Alcohol & other Drugs
  - Sexual behavior

Living Conditions
- Economic & Work Environment
- Employment
- Income
- Retail Businesses
- Occupational Hazards
- Service Environment
- Health Care
- Education
- Social Services

Strategic Partnerships
Advocacy
Community Capacity Building
Community Organizing
Civic Engagement

Medical Model

Risk Behaviors
- Smoking
- Poor nutrition
- Low physical activity
- Violence
- Alcohol & other Drugs
- Sexual behavior

Disease & Injury
- Communicable Disease
- Chronic Disease
- Injury (Intentional & Unintentional)

Mortality
- Infant Mortality
- Life Expectancy

Emerging Public Health Practice
Current Public Health Practice

Policy

Case Management
Healthcare
Socio-Ecological Model

Root causes

Social determinants

Equity Framework: Works to close gap in root causes and SDoH for sustainable outcomes

Disparities Framework: Works to close gap in outcomes
Disrupting White Privilege and Racism

Within your personal, daily lives

- Notice and take a step back when you dominate conversations. Slow down and make room for others to speak.
- Notice and mention it when you see others dominate conversations. Invite them to make room for others to speak.
- Approach people who have made remarks based on stereotypes and engage them in conversation about why that type of speech is a problem. It’s not about winning an argument. It’s about letting the person know that prejudice and racism is unacceptable to you.

Within your communities

- Learn about local community groups of color, what they are doing, and how you can support their work.
- Help create a network of people who are working to spread an understanding of privilege and racism.
- If your primary social groups are segregated, ask why this is so and how the group could become more open, welcoming and relevant to others
- Consider the leverage and power you hold in various institutions. Might you be a potential change agent? What gates are you keeping?

Tochluk 2009, from Kivel 1996
**Internalized racism:** acceptance by members of the stigmatized races of negative messages about their own abilities and intrinsic worth

How we make it worse:
- Ignoring or glossing over racism from patients to/about clinicians of color
- Showing disrespect for members of the medical team or staff who are positioned lower in the hierarchy
- Holding lower expectations of patients or learners based on stereotypes of their race or culture
- Ignoring or contributing to micro-aggressions experienced by our learners
  - Definition: brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group.

How we help:
- Acknowledge that people of color are constantly called upon to educate those more privileged and thank them
- Make clear that they are not expected to carry that burden in this situation
- Value their expertise – LISTEN when they share and do not QUESTION their lived experience
Resources available for sharing

- People’s Institute for Survival and Beyond: [http://pisab.org/programs](http://pisab.org/programs)
- Showing Up for Racial Justice (SURJ): [http://www.showingupforracialjustice.org/about](http://www.showingupforracialjustice.org/about)
References


- Kleinman, Arthur. Taken from UPenn’s Kleinman’s 8 Handout. http://www.med.upenn.edu/gec/user_docs/PDF/Health%20Equity%20and%20Literacy/Kleinman_s_8_Questions.pdf

Facilitated by Heather Lyn Haley
Note to self:

What do you commit to doing differently?
The state of Utah has reduced homelessness by 78 percent in the last eight years. How? It’s simple. They give people homes, no strings attached.