



Department
of Health



New York State Public Health Corps (NYSPHC) Fellowship Program

NYSDOH Fellow Consortium #3: JEDI

March 10, 2023

10am-12pm

Welcome!

Agenda

- Welcome & Introductions (5 minutes)
- Dr. Kya Conner: JEDI Presentation (45 minutes)
- Q&A (15 minutes)
- Break (5 minutes)
- Group Activity & Breakout (30 minutes)
- Final Thoughts & Q & A (15 minutes)

Welcome!
Dr. Kyaien Conner, Ph.D,
LSW, MPH



Justice, Diversity, Equity and Inclusion

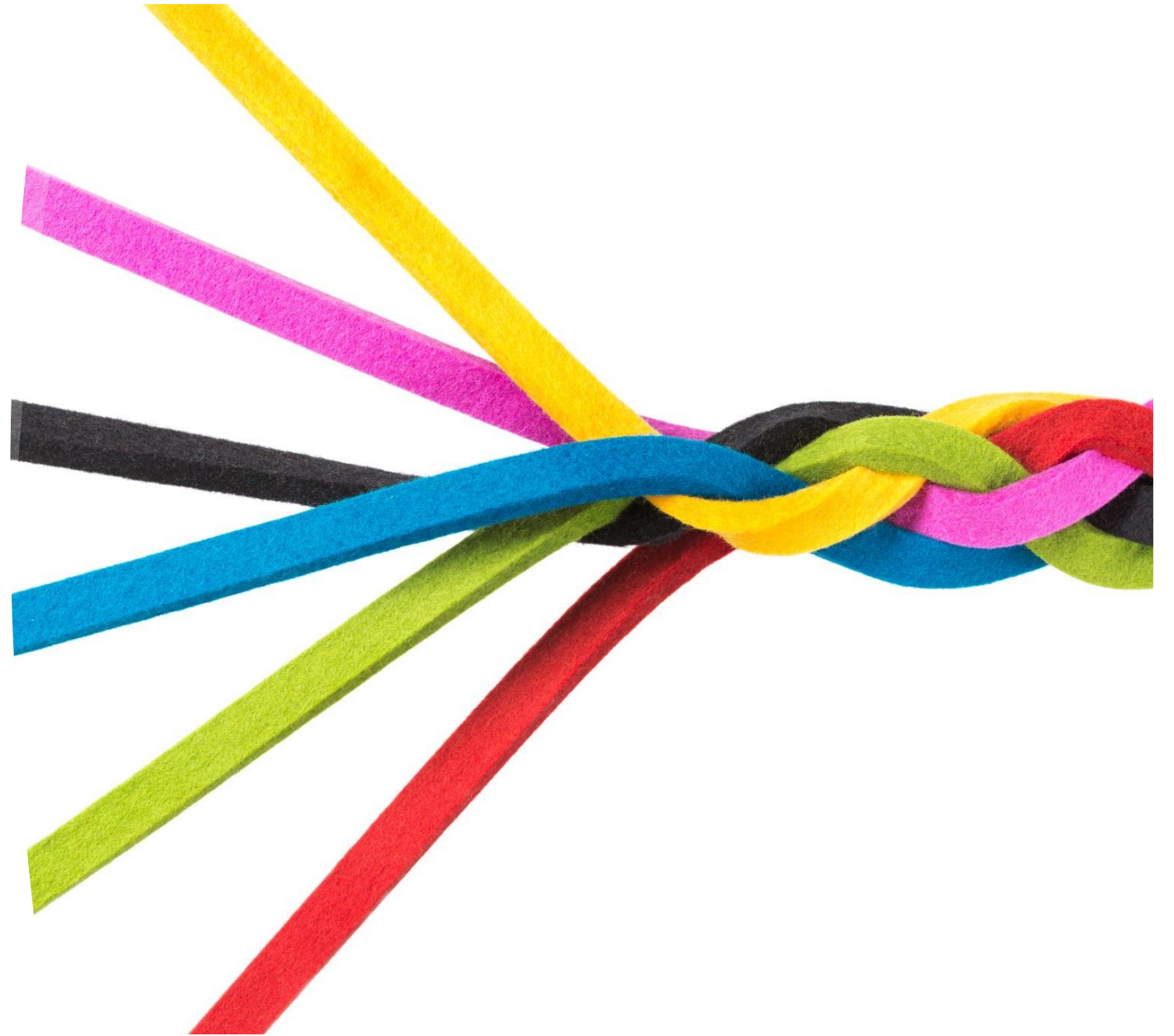
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Training Goals

- Explore the concepts of race, racism, and implicit bias and will discuss definitions of some commonly misunderstood terms
- Explore the shift from cultural competence to cultural humility
- Addressing Historical and Race-based trauma through cultural humility
- Identify strategies for enhancing organizational practices to create inclusive workplace cultures
- Small group activity in breakouts
 - Q & A

Ground Rules

- ▶ Let's have a conversation
- ▶ Confidentiality
- ▶ Respect for other points of view
- ▶ One person talk at a time
- ▶ No question is a bad question
- ▶ Feel free to interrupt me at any time
- ▶ Use non-stigmatizing language
- ▶ It is ok not to agree



What are the identities that best describe you?

ICEBREAKER FOR DEI PRESENTATION
(CHAT BOX)



Social Identities

- ▶ Encompasses who we are and includes many facets
 - ▶ Race, gender, ethnicity, sexual orientation, abilities, citizenship status, job status, etc.

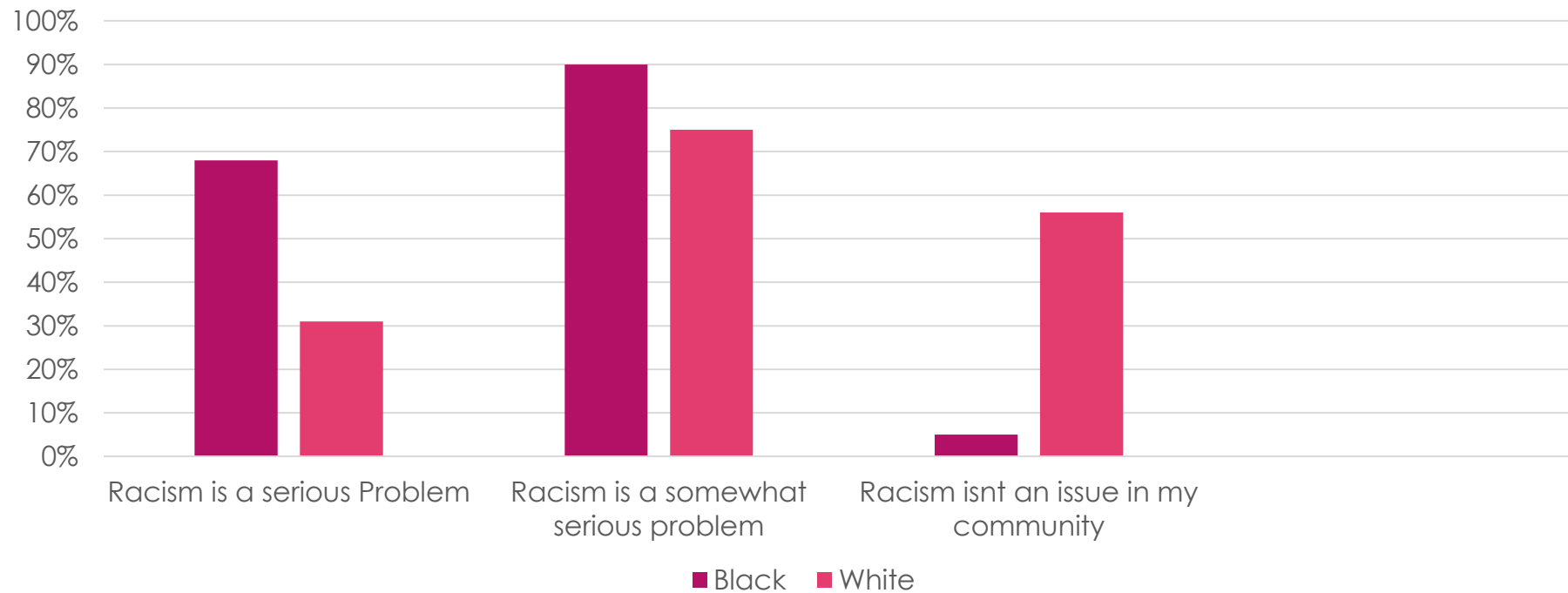


What is Race?

Defining Racism

- ▶ An organized system of oppression that disadvantages certain racial groups designated to be inferior compared to those designated as superior
- ▶ Racism= Prejudice + Power
- ▶ Occurs on 3 levels:
 - ▶ Institutional/Systemic
 - ▶ Personally Mediated
 - ▶ Internalized

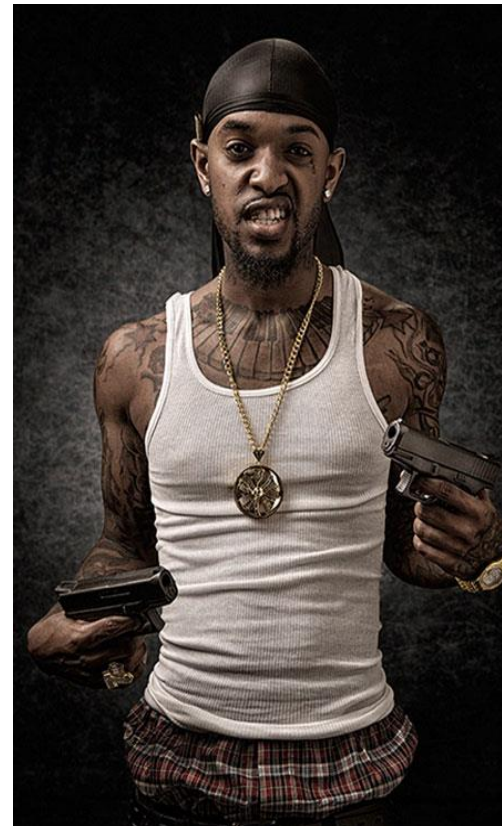
Racial Differences in Beliefs about Racism



The Role of Bias!

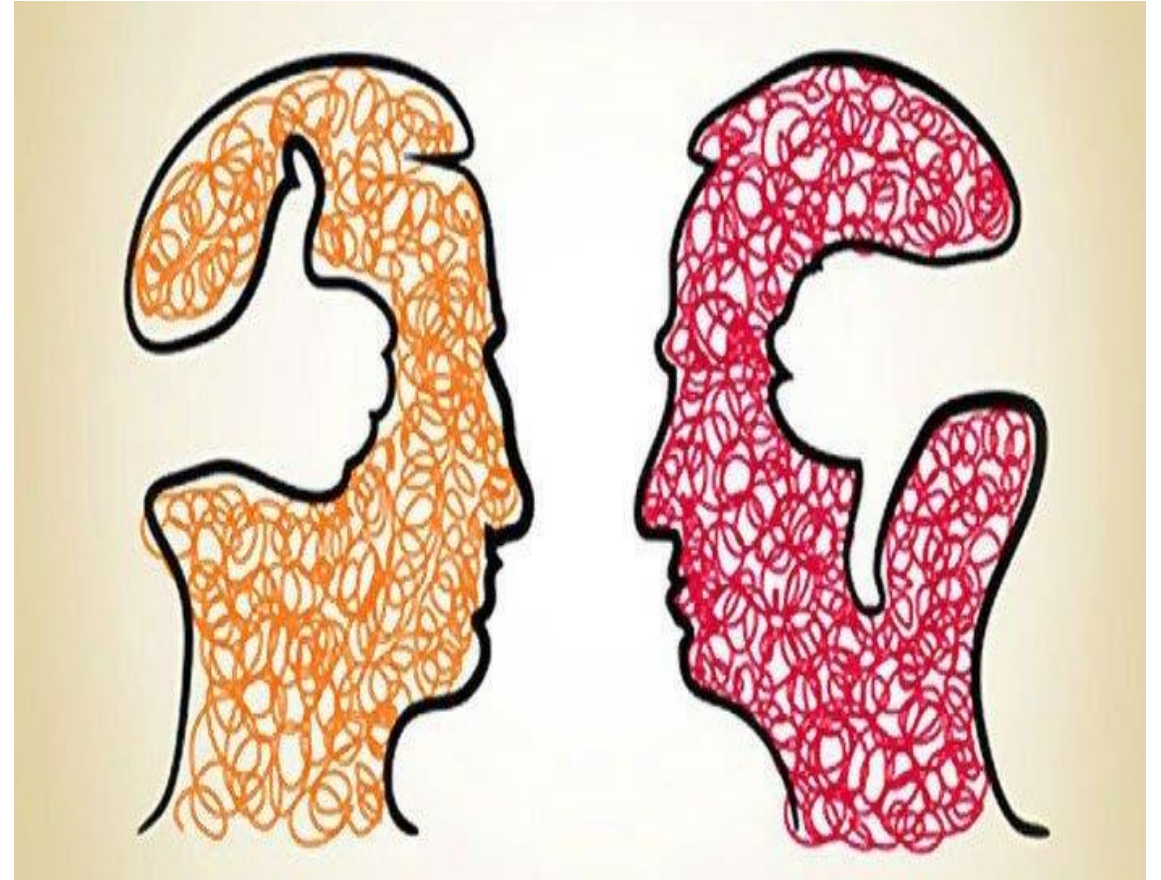
Racial Socialization & Racial Identity Development

- ▶ Racial socialization refers to the ways that the media, caregivers and communities teach children about race
 - ▶ Direct or indirect messages about people, institutions, and ideologies
 - ▶ Impacts how you see yourself and others and biases that you have developed
- ▶ Racial socialization and identity development for people of color and white people are often different



Bias

- ▶ Biases are normal and universal
- ▶ Everyone has a prejudice for and towards people, places, and things
- ▶ However, not everyone has the same level of self-awareness about their biases.
 - ▶ It is the lack of insight and awareness that can be dangerous.



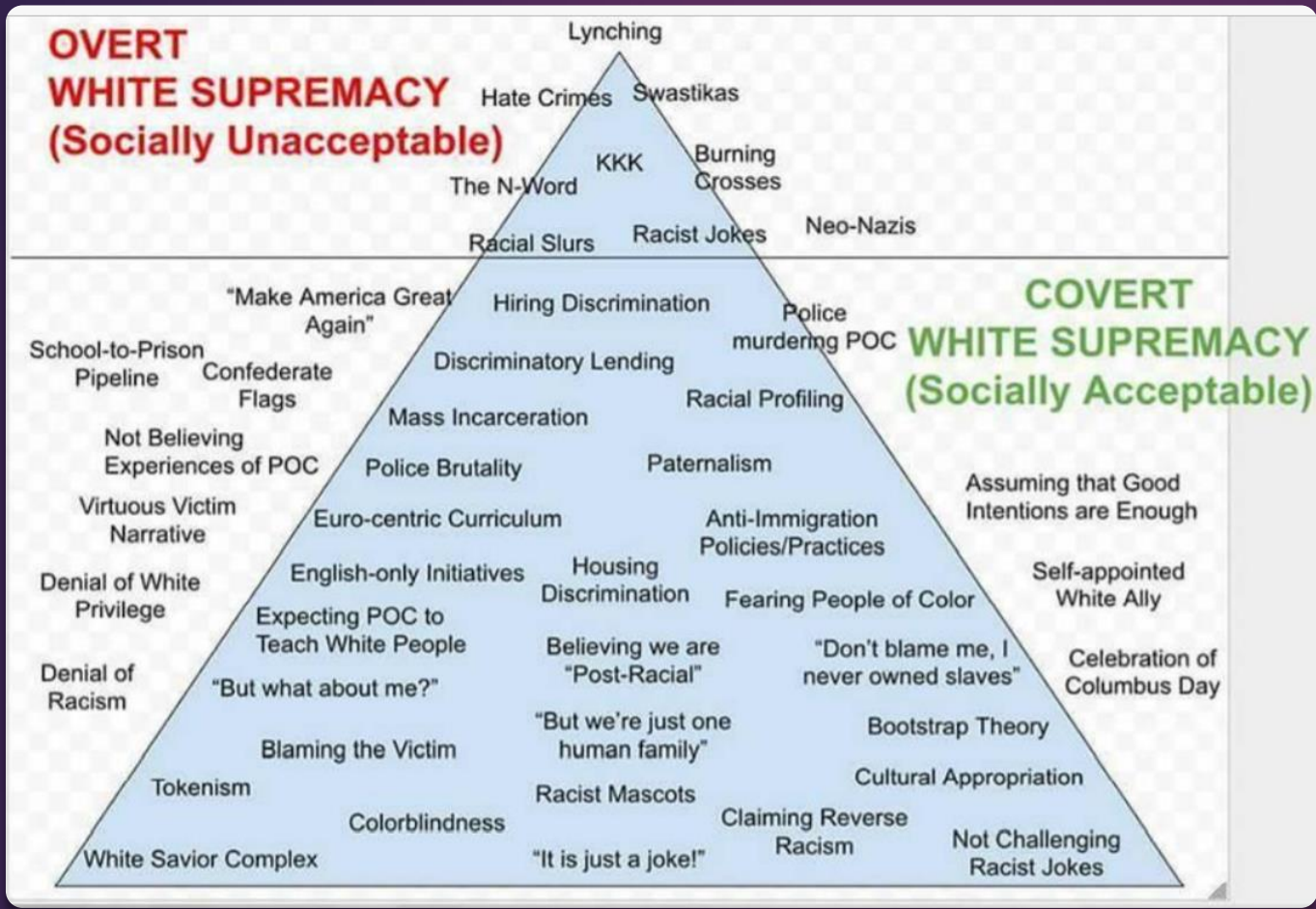
Understanding Bias

Implicit Bias

- ▶ Automatic
- ▶ Unaware of bias
- ▶ Involuntarily activated
- ▶ Not easily acknowledged
- ▶ Unconscious attitudes and stereotypes that can manifest in the criminal justice system, workplace, school setting, and in the healthcare system
 - ▶ Racial profiling, racist mascots, confederate flags

Explicit Bias

- ▶ Deliberate
- ▶ Aware of bias
- ▶ Voluntarily accessible
- ▶ Can be acknowledged
- ▶ Conscious attitudes and stereotypes that can manifest in the criminal justice system, workplace, school setting, and in the healthcare system
 - ▶ Hate crimes, burning crosses, racial slurs



The Discrimination Iceberg Cont.

Implicit Bias Cont.

- ▶ Universal
- ▶ Pervasive
- ▶ Does not necessarily align with beliefs
- ▶ Tend to favor our in-group
- ▶ **Malleable** – we can change how we think and our biases through introspection and continued work



Understanding the Impact of Historical and Race-Based Trauma

Race-Based Trauma

- ▶ The cumulative negative impact of racism on the lives of people of color.
- ▶ Racial trauma can result from:
 - ▶ Major experiences of racism such as workplace discrimination or hate crimes,
 - ▶ Accumulation of many small occurrences, such as everyday discrimination and microaggressions.
 - ▶ Impact of historical trauma

Historical Trauma





Epigenetics:
Our experiences may
effect our DNA

Race Related Stress Model

- ▶ Historical Trauma
- ▶ Racism-related life events
- ▶ Chronic contextual Stress
- ▶ Collective experience of racism
- ▶ Vicarious Racism
- ▶ Daily racism micro-stressors= microaggressions

Microaggressions

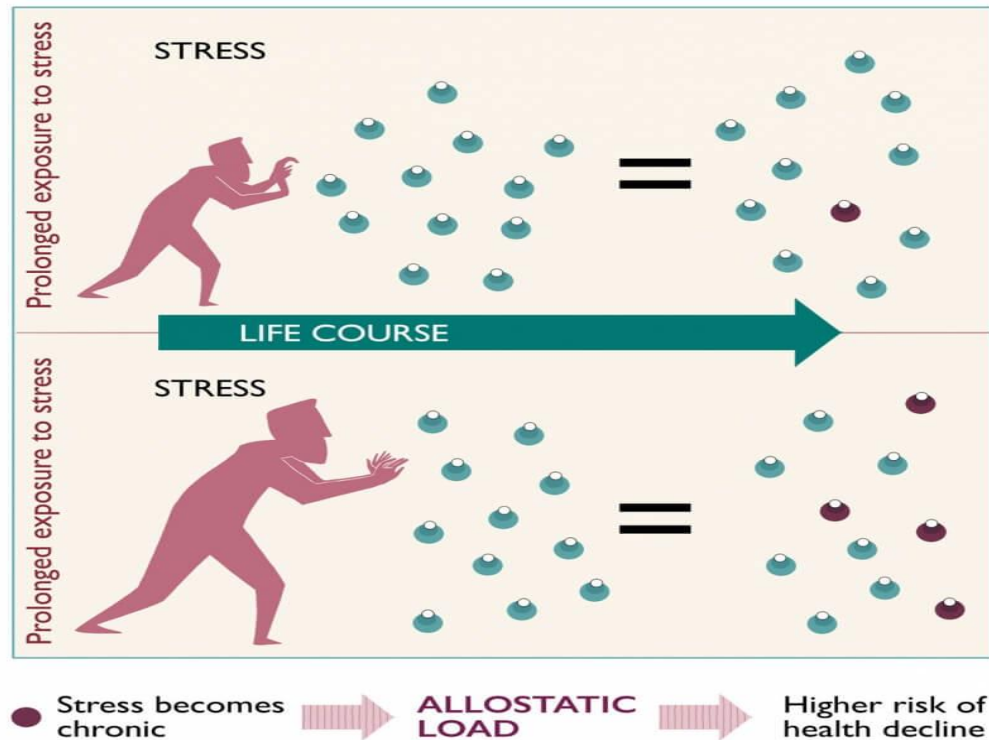
- ▶ The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership

What's said	What's heard
You speak English very well.	You are not a true American. You'll always be a foreigner.
I don't even think of you as Black.	You're denying me of a significant aspect of who I am. Something is wrong with being Black and I don't see you in a negative way so I'll ignore that aspect of your identity.
Are you sure you were followed because of your race? You know, not everything is about race.	My feelings and experiences aren't validated because you cannot relate.
These guys over here don't think that way.	My gender identity isn't validated. You're further perpetuating patriarchy.

Adapted from Sue, Derald Wing, *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*, Wiley & Sons, 2010

Examples of Common Microaggressions

Allostatic Load



- ▶ Allostatic load is "the wear and tear on the body" which accumulates as an individual is exposed to repeated or chronic stress.
- ▶ It represents the physiological consequences of chronic exposure to fluctuating or heightened neural or neuroendocrine response which results from repeated or prolonged chronic stress.



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Allostatic Load Burden and Racial Disparities in Mortality

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David Geffen School of Medicine, University of California, Los Angeles; Los Angeles (Drs Duru and Norris); Charles R. Drew University of Medicine and Science, Los Angeles, California (Drs Harawa and Norris and Ms Kermah)

Abstract

Background—Black-white disparities in mortality persist after adjustment for socioeconomic status and health behaviors. We examined whether allostatic load, the physiological profile influenced by repeated or chronic life stressors, is associated with black-white mortality disparities independent of traditional sociobehavioral risk factors.

Methods—We studied 4515 blacks and whites aged 35 to 64 years from the third National Health and Nutrition Examination Survey (1988–1994), using the linked mortality file, to ascertain participant deaths through 2006. We estimated unadjusted sex-specific black-white disparities in cardiovascular, diabetes-related mortality and noninjury mortality. We constructed baseline allostatic load scores based on 10 biomarkers and examined attenuation of mortality disparities in 4 sets of sex-stratified multivariate models, sequentially adding risk factors: (1) age/clinical conditions, (2) socioeconomic status (SES) variables, (3) health behaviors, and (4) allostatic load.

Results—Blacks had higher allostatic load scores than whites; for men, 2.5 vs 2.1, $p < .01$; and women, 2.6 vs 1.9, $p < .01$. For cardiovascular/diabetes-related mortality among women, the magnitude of the disparity after adjustment for other risk factors (hazard ratio [HR], 1.63; 95% confidence interval [CI], 0.96–2.75) decreased after adjustment for allostatic load (HR, 1.15; 95% CI, 0.70–1.88). For noninjury mortality among women, the magnitude of the disparity after adjustment for other risk factors (HR, 1.43; 95% CI, 1.00–2.04) also decreased after adjustment for allostatic load (HR, 1.26; 95% CI, 0.90–1.78). For men, disparities were attenuated but persisted after adjustment for allostatic load.

Conclusions—Allostatic load burden partially explains higher mortality among blacks, independent of SES and health behaviors. These findings underscore the importance of chronic physiologic stressors as a negative influence on the health and lifespan of blacks in the United States.

Keywords

stress; mortality; African Americans

Non-Hispanic blacks in the United States suffer increased all-cause, noninjury, and cardiovascular-related mortality rates compared to non-Hispanic whites.^{1–4} These black-white disparities in mortality are attributed to several chronic conditions among both men and women, increase progressively from age 20 through 64 years, and decline but remain

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Disclaimer: The content does not necessarily represent the official views of the NIA or the NIH.

Allostatic load burden partially explains higher mortality among blacks, independent of socioeconomic status (SES) and health behaviors.

These findings underscore the importance of chronic physiologic stressors as a negative influence on the health and lifespan of blacks and other racial/ethnic minorities in the United States.

Black Health Disparities impacted by Historical Trauma

Cardiovascular
Disease

Diabetes

Hypertension

Cancer

Infant Mortality

Life
Expectancy

HIV/AIDS

Severe and
Persistent
Mental Illness

“ Cultural awareness, competence and humility are strategies for helping us acknowledge and keep our implicit bias in check and improving health equity...”

PERSONAL COMMUNICATION

Dr. David Thatcher (former US Surgeon General)

Cultural Awareness

- ▶ Having a firm grasp of what culture is and having insight into intracultural variation
- ▶ Understanding how people acquire their cultures and culture's important role in personal identities and every aspect of one's life.
- ▶ Cultural awareness helps you modify your behaviors to respond to the needs of others while maintaining a professional level of respect, objectivity and identity.

PUT YOUR RESPONSE IN THE CHAT

Which way of greeting are you more comfortable with?

A



C

B



D

Cultural Competence

- ▶ The term cultural competence is used to describe a set of skills, values and principles that acknowledge, respect and work towards optimal interactions between an individual and the various racial, ethnic and cultural groups that an individual might encounter.
- ▶ Cultural competence comprises four components:
 - ▶ Cultural Awareness
 - ▶ Attitude towards cultural differences,
 - ▶ Knowledge of different cultural practices and worldviews,
 - ▶ Cross-cultural skills

An example of the Importance of Cultural Competence

Dominant Values

- ▶ Self is the priority = Take care of #1
- ▶ Time (linear; use every minute)
- ▶ Be aggressive/assertive
- ▶ Skepticism and logical thinking valued
- ▶ Have a rule for every contingency
- ▶ Discipline your own children

Traditional Native American Values

- ▶ Tribe & extended family before self
- ▶ Time – a right time/place, non-linear
- ▶ Be patient
- ▶ Great mystery – the intuitive honored
- ▶ Few rules are best, loose written and flexible
- ▶ Children are a gift to be shared with others and can be disciplined by the community



Cultural Humility

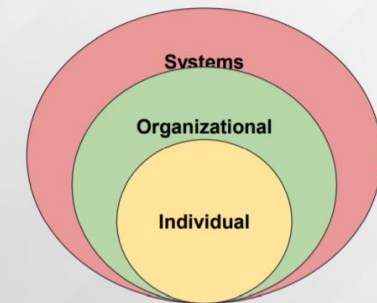
OVERARCHING TRAINING FRAMEWORK

Moving from Cultural Competence to Cultural Humility

- ▶ **Definition:** A lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but one starts with an examination of her/his own beliefs, values, biases and cultural identities.
 - ▶ **Lifelong learning & critical self-reflection**
 - ▶ **Recognizing and challenging power imbalances for respectful partnerships**
 - ▶ **Institutional accountability**

Levels of Cultural Humility

- **Individual Provider Level** (practices, skill sets, experiences)
- **Organizational Level** (mission and vision statement, culture, demographic composition of management and staff, etc.)
- **Systems Level** (policies and procedures, programs and services)



Cultural Competence VS. Cultural Humility

Attributes	Cultural Competence	Cultural Humility
View of Culture	<ul style="list-style-type: none"> • Group traits • Group label associates group with a list of traditional traits and practices • De-contextualized 	<ul style="list-style-type: none"> • Unique to individuals • Originates from multiple contributions from different sources • Can be fluid and change based on context • Different combinations
Culture definition	<ul style="list-style-type: none"> • Minorities of ethnic and racial groups 	<ul style="list-style-type: none"> • Different combinations of ethnicity, race, age, income, education, sexual orientation, class, abilities, faith, and more
Traditions	<ul style="list-style-type: none"> • Immigrants and minorities follow traditions 	<ul style="list-style-type: none"> • Everyone follows traditions
Context	<ul style="list-style-type: none"> • Majority is the norm; other cultures are different 	<ul style="list-style-type: none"> • Power differences exist and must be recognized and minimized
Results	<ul style="list-style-type: none"> • Promotion of stereotyping 	<ul style="list-style-type: none"> • Promotion of respect
Focus	<ul style="list-style-type: none"> • Differences based on group identity and group boundaries 	<ul style="list-style-type: none"> • Individual focus of not only of the other but also of the self
Process	<ul style="list-style-type: none"> • A defined course or curriculum to highlight differences 	<ul style="list-style-type: none"> • An ongoing life process • Making bias explicit
Endpoint	<ul style="list-style-type: none"> • Competence/expertise 	<ul style="list-style-type: none"> • Flexibility/humility

The Importance of Cultural Humility

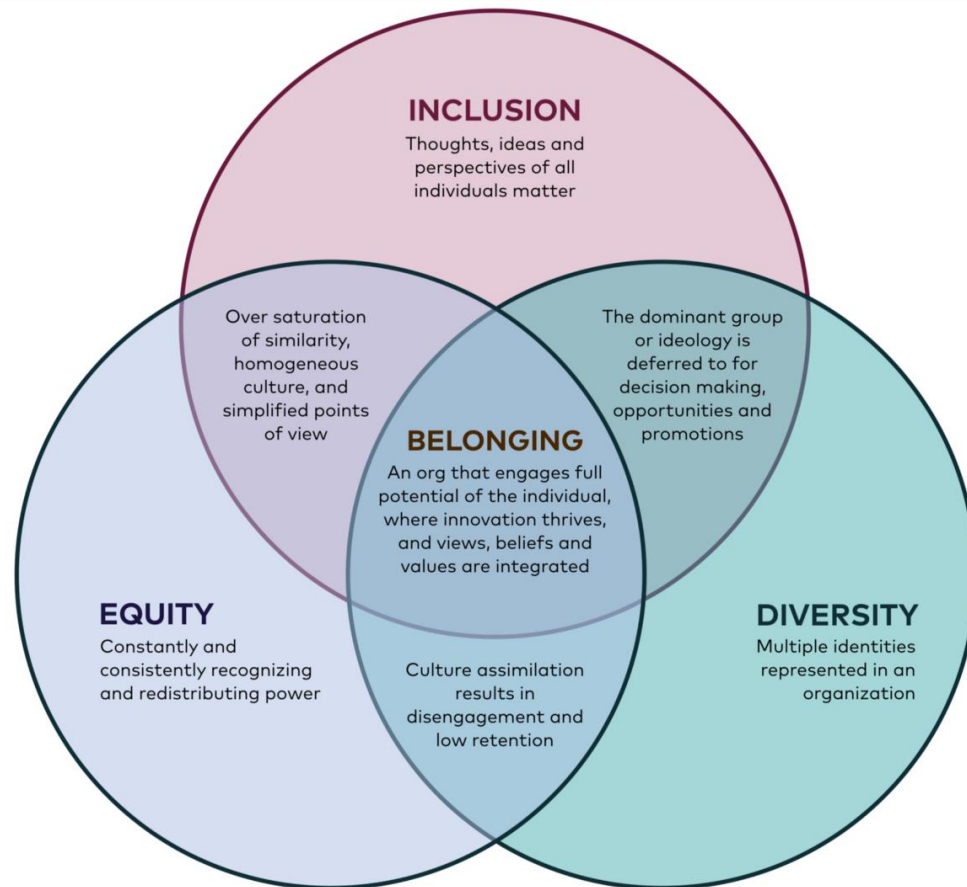
- ▶ Creates more organizational buy-in
- ▶ Helps to develop a better working alliance with participants and partners.
- ▶ Increases participant and staff engagement

Achieving Cultural Humility at the Organizational Level

- ▶ Cultural humility requires that organizations and their personnel have the capacity to:
 - ▶ value diversity,
 - ▶ manage the dynamics of difference,
 - ▶ acquire and institutionalize cultural knowledge,
 - ▶ adapt to the diversity and cultural contexts of the individuals and communities served, and
 - ▶ conduct self-assessment*

Strategies for Enhancing JEDI in the Workplace

- ▶ Use an “Inclusive Workplace model”
- ▶ Evaluate your Leadership-Do they reflect diversity, equity and inclusion?
- ▶ Acknowledge and honor multiple religious and cultural practices
- ▶ Open dialogues about pay inequalities
- ▶ Foster Diverse thinking
- ▶ Strengthen Anti-discriminatory policies
- ▶ The Idea of Restorative Justice



Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



How do we Address Race-
Based and Historical Trauma
with Cultural Humility?

How to address Race-Based Trauma Macro Level?

National Accounting and
recognition.

- Metaphorical comparison to the criminal justice system-Bryan Stevenson.

Anti-racist stance

Advocate and fight against
systematic racism

Recognize the need for Justice &
Equity and not Equality

Race-Based Trauma at the Organizational Level?

Trauma informed system of Care

Ensure culturally informed practices:

- Cultural values integrated
- Partnership with culturally based organizations
- Language
- Culturally sensitive instruments

Critical Conversations-safe spaces

- For employees/staff and consumers

Mandatory Trainings

Consistent critical self-assessment

Ask yourself:

What are your values individually?

What are your values as an organization? What are the values that make your organization strong? What are the current values, and what may need to be added?

What is the culture of your organization?

Have you checked in with them? As a leader, have you set the tone so people are comfortable talking about these topics? Have you checked in with people who are working remotely?

Have you had critical conversations about diversity? Are you in a place where you can have these conversations?

What new goals can you create based upon this your broadening understanding of cultural humility?

How can you better practice the ideals of diversity, equity, inclusion and justice?

Q & A

Break





Small Group Break Outs

- 1.) PICK A NOTETAKER
- 2.) PICK SOMEONE TO REPORT BACK TO THE GROUP

Small Group Breakout Questions

- 1.) WHAT HAVE BEEN SOME STANDOUTS FOR YOU PERSONALLY FROM THE PRESENTATION TODAY?
- 2.) WHAT ARE SOME THINGS YOUR ORGANIZATION DOES REALLY WELL WHEN IT COMES TO JEDI?
(EXAMPLES)
- 3.) WHAT ARE SOME AREAS WHERE YOUR ORGANIZATION STILL HAS CHALLENGES WHEN IT COMES TO JEDI? (EXAMPLES)



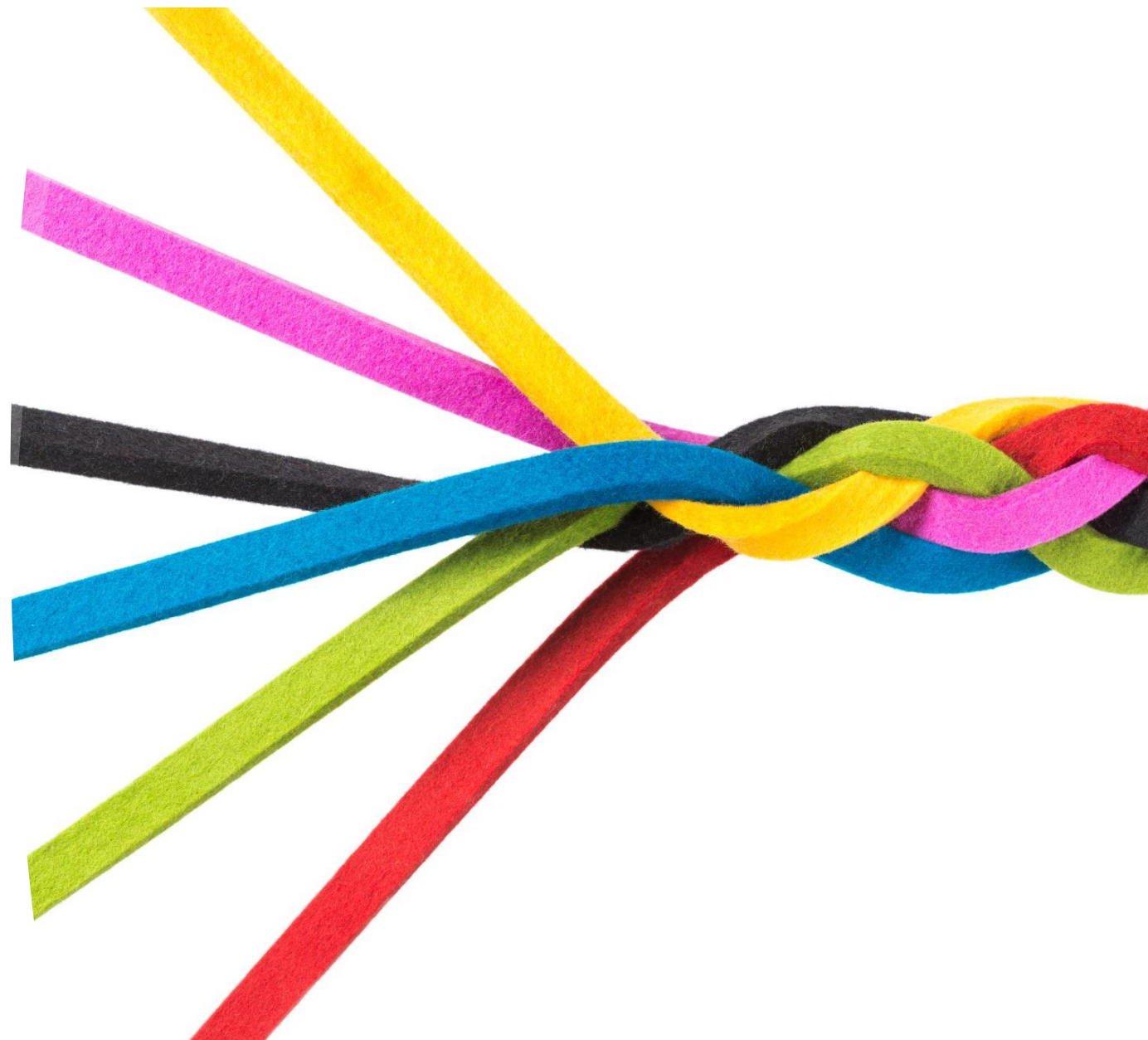
Lets Debrief....

Q & A

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Announcements



Evaluation Survey

- Please complete the Evaluation Survey for today's Consortium.
- You will be directed to the Survey when the meeting concludes.
- <https://www.surveymonkey.com/r/9QZQM79>

Upcoming NYSPHC Events & Additional Resources

- **NYSPHC Educational Series**
 - April 12th, 2023, 12pm-1pm: *Justice, Equity, Diversity, Inclusion (JEDI)*
 - May 10th, 2023, 12pm-1pm: *Change Management*
 - July 12th, 2023, 12pm-1pm: *Grant Writing*
- **NYSPHC DOH Fellow Digest (2nd edition)**
 - Coming soon!
- **NYSPHC DOH Fellow networking events**
 - Invite coming soon!
- Check out the “Events Calendar” on the NYSPHC Training & Resources website to remain up to date on upcoming trainings and events.

NYSPHC LinkedIn Group

- If you want to continue the conversation, join the NYSPHC Fellowship Program LinkedIn Group to continue networking and professional development:
<https://www.linkedin.com/groups/14059709>



NYSPHC Training and Resources Website

<https://nysphcresources.health.ny.gov/training-resource-center>

New York State Public Health Corps Fellowship Program



Training Resource Center Home



About the
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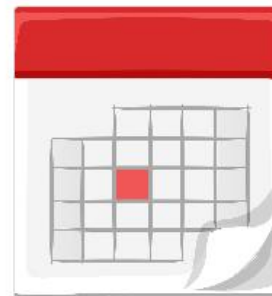
Mentor Training
Resources



Resources by
Region



Workgroup
Resources



NYSPHC Events
Calendar

Thank you!

