

**Welcome! Please find the table  
that best fits your primary work role:**

**Clinician/QI**

or

**Educator**

or

**Researcher**



# Health Equity Integration

Adaptable Tools for Use in Your Everyday Work

Pediatric Academic Societies Annual Meeting

25 April 2022

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**John (JC) Cowden, MD, MPH**

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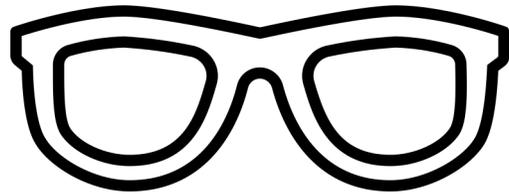
Drs. Cowden, Hernandez, and Thompson  
have documented no financial  
relationships to disclose or Conflicts of  
Interest (COIs) to resolve.

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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, including clinical, educational, and research contexts
3. Create 3 **personal health equity integration goals** with actionable plans by the end of the workshop

	Activity	Format
<b>10:00-10:05</b>	Introduction	Large Group
<b>10:05-10:35</b>	What is the health equity integration approach?	Presentation
<b>10:35-10:50</b>	How can you use health equity integration tools in your everyday work?	Small Group Breakout
<b>10:50-11:00</b>	Report-out	Large Group Discussion
<b>11:00-11:15</b>	What can you start doing now?	Small Group Breakout
<b>11:15-11:25</b>	Report-out and open forum	Large Group Discussion
<b>11:25-11:30</b>	Survey and wrap-up	Large Group

# Equality



# Equity

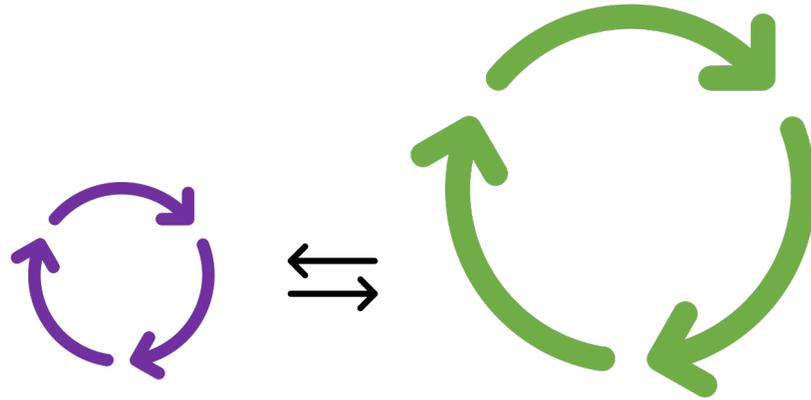


# “Health Equity”

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

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/](https://www.who.int/social_determinants/sdh_definition/en/)

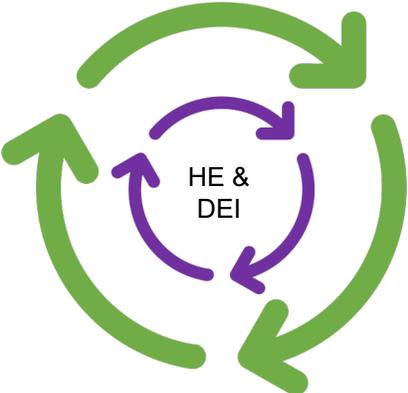
# Health Equity Integration



“HE/DEI Experts”  
Office/Center  
Advocates

“Everyone Else”  
Team/Department  
Hospital/System

# 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?

THE *NEW YORK TIMES* BESTSELLER

THE **CHECKLIST** MANIFESTO  
HOW TO GET THINGS RIGHT

PICADOR

**ATUL GAWANDE**  
BESTSELLING AUTHOR OF *BETTER AND COMPLICATIONS*

# Equality



# Equity





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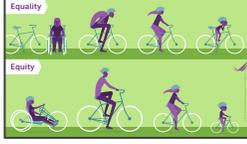


Standardize questions, not solutions

1. Universal questions
2. DEI Checklists



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## Universal Questions

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



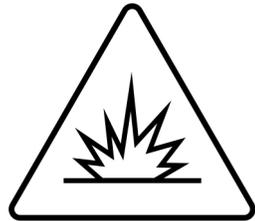
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1. Could specific groups of patients, families, and employees be affected differently by \_\_\_\_\_?
2. If so, how?
3. What are the right questions for us to ask when working on \_\_\_\_\_ to find and describe such differences?
4. How do we act on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

# 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."

## Education sessions

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 goal(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 CDMJ 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

Please record details in the appropriate columns above.

## 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?



+



## 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 or Teams



Team: \_\_\_\_\_

## Diversity, Equity, and Inclusion (DEI) Checklist

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

Review these concepts that should be considered while discussing your team’s work.

<b>Equity</b>	attainment of the highest level of opportunity/engagement/health for all <sup>1</sup>
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### 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. Ask at every turn

When discussing focus areas, information gathering, and tactics, explore how concepts and characteristics listed in STEPS 1 & 2 relate to the questions your team is addressing.

### 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 each step of your process.

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Team: \_\_\_\_\_

## Worksheet for including DEI in your team’s work

Please record your group’s thoughts about how the terms and characteristics listed in the checklist might apply to each step in your decision-making processes:

### 1. Focus areas – How do you decide what to focus on and how is it affected by DEI concepts?

Please explain:

### 2. Information gathering – How have you considered diversity and inclusion when gathering information? Is anyone’s voice missing? What else can you do to include all perspectives?

Please explain:

### 3. Actions – How do your team’s actions (including strategy, tactics, and group processes) take DEI concepts into account?

Please explain:

### Universal questions to consider for each process/tactic you discuss:

1. Could specific groups of patients, families, employees, or others be affected differently by \_\_\_\_\_ (process/tactic) \_\_\_\_\_?
2. If so, who might be affected differently and how?
3. What questions will help you find and understand these differences?
4. How do you act on your understanding?

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

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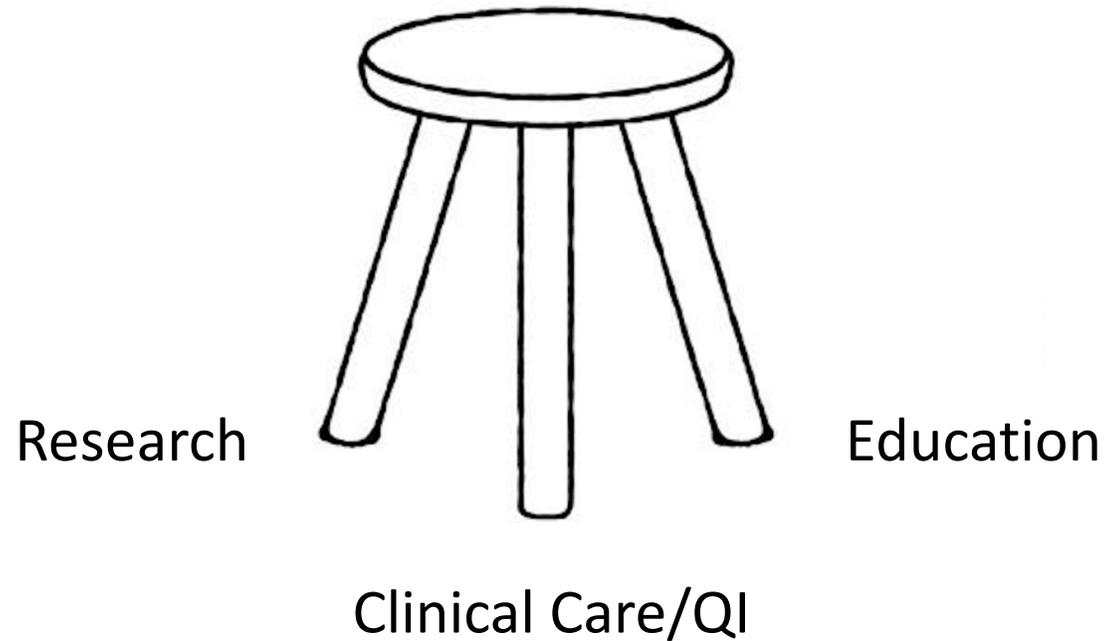
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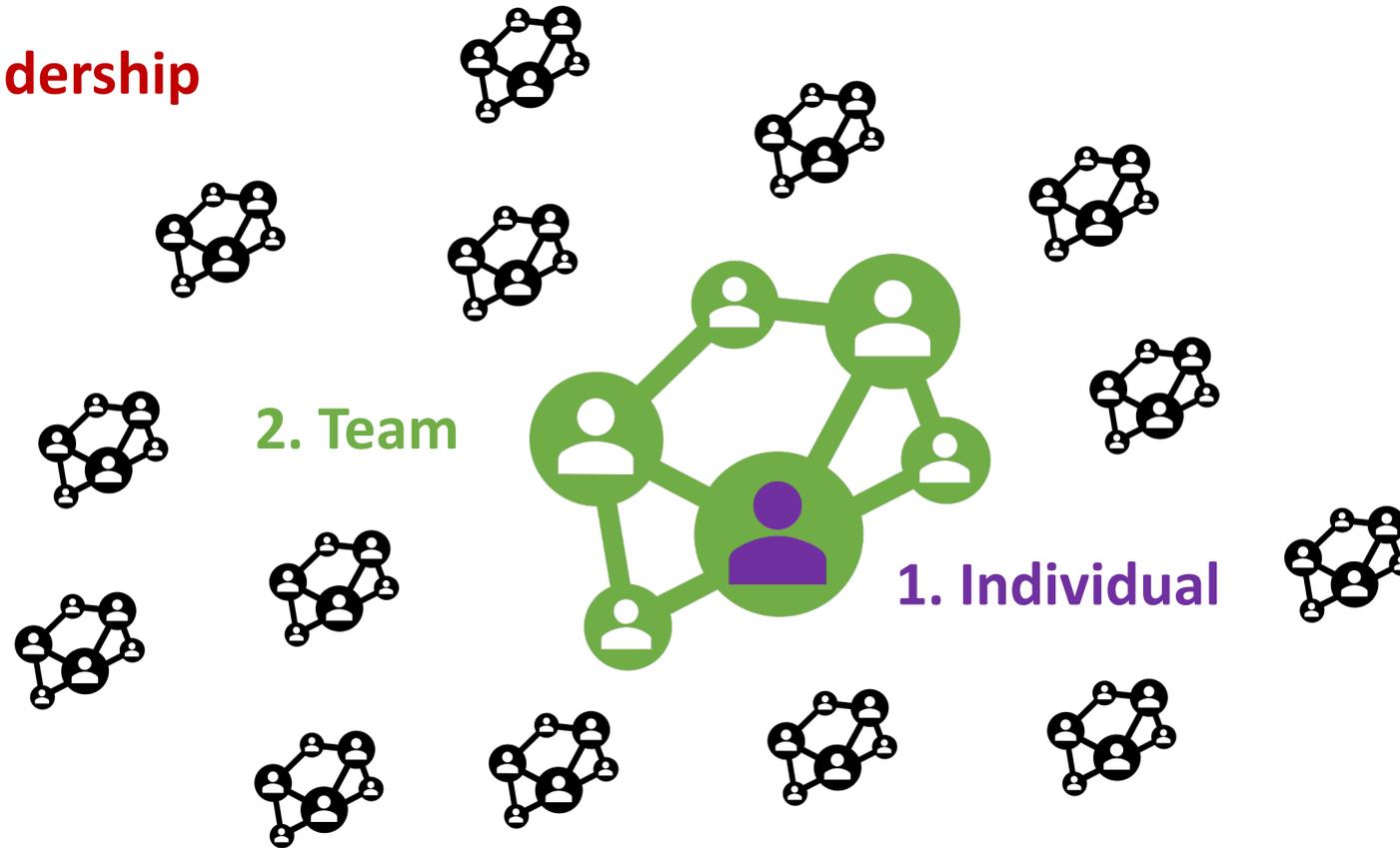
# Where should we integrate?

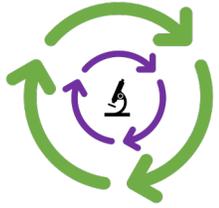
## Academic Pediatrics



# Where should we integrate?

**3. System/Leadership**





# HEI in Research

## Consequences of not integrating health equity and DEI in research:

1. Exclusion of groups of participants
2. Poor study design/methods
3. Misinterpretation of findings
4. Not conducting needed research
5. Loss of investigators/staff



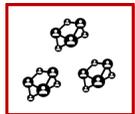
# HEI in Research



**Individual Scientist or Staff**

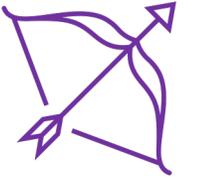


**Team Performing Research**



**Research Center/Institute/Leadership**

# Opportunities for HEI in Research



## Individual Scientist or Staff

Purposeful self-examination leading to action



# Examples of HEI in Research



## Individual Scientist or Staff

Use of the “DEI Checklist for Researchers” to increase:

- ❖ Self-understanding related to biases, preferences, and tendencies as a researcher
- ❖ Knowledge of communities, including characteristics and their perceptions of research/ers
- ❖ Examination of HE and DEI related to own research questions/area of study

# Opportunities for HEI in Research



## Team Performing Research

Standard approach to team HE and DEI activities

# Examples of HEI in Research



## Team Performing Research

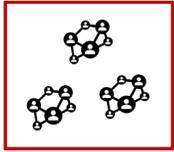
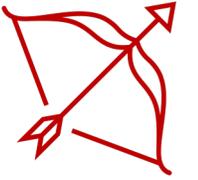
Use of DEI Checklist for Research Teams:

- ❖ Team discussion of identities brought to the table and how to include more perspectives

Use of DEI Checklist for Protocols:

- ❖ Recognize differing acceptance of protocol across participant groups
- ❖ Integrate DEI conversations during protocol design (cultures of participants, translations, health literacy needs, transportation)
- ❖ Team trainings related to working with diverse participants

# Opportunities for HEI in Research

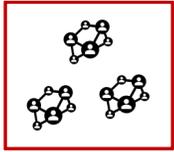


## Research Center/Institute/Leadership

Standard approach to strategy and leadership activities



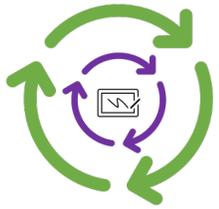
# Examples of HEI in Research



## Research Center/Institute/Leadership

Use of “DEI Checklist for Research Strategy” and Universal Questions:

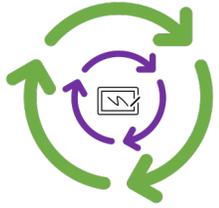
- ❖ Include translation, interpretation, transportation as automatic line items in budgets
- ❖ Implement DEI Checklist for Protocols into start-up process for all research projects seeking approval
- ❖ Community engagement campaign in partnership with community leaders
- ❖ DEI training specific to research for investigators and Center staff



# HEI in Graduate Medical Education

## Consequences of not integrating health equity and DEI in education:

1. When considered “extra,” limited time and space to add it
2. Requiring separate DEI training on top of “regular” work can lead to poor engagement
3. Relying on a few experts to deliver HE and DEI lessons reinforces impression that it is not an everyday, co-owned responsibility



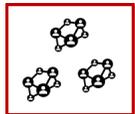
# HEI in Education



**Individual Educator**

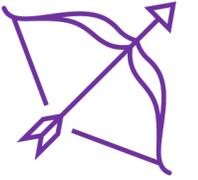


**Education Team**



**Clinical Learning Environment/  
GME Leadership**

# Opportunities for HEI in Education



## Individual Educator

Purposeful self-examination leading to action



# Examples of HEI in Education



## Individual Educator

Use of the “DEI Checklist for Educators” to increase:

- ❖ Self-understanding related to biases, preferences, and tendencies as an educator
- ❖ Insight into learners’ identities, preferences, and needs, as well as perception of educators and education efforts; who’s included? who’s excluded?
- ❖ Consider how your content and methods account for health equity and learner diversity

# Opportunities for HEI in Education



## Education Team

Standard approach to team HE and DEI activities

# Examples of HEI in Education

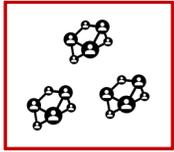
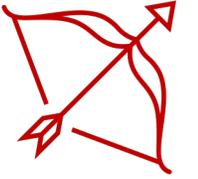


## Education Team

Use of “DEI Checklist for Education Teams”:

- ❖ Insight into team/committee identities and roles to systematically ask who’s present and who’s missing?
- ❖ Consider whether educational benefits are equitable across learner groups when implementing new programs, initiatives
- ❖ Prioritize inclusion of DEI content into existing training forums (noon conference, morning reports)

# Opportunities for HEI in Education

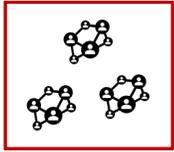


## Clinical Learning Environment/GME Leadership

Standard approach to strategy and leadership activities



# Examples of HEI in Education



## Clinical Learning Environment/GME Leadership

Use of “DEI Checklist for Education Strategy” and Universal Questions:

- ❖ Engage learners in charting course for HE integration and content
- ❖ Promote the use the DEI Checklist in trainee QI and research projects
- ❖ Provide opportunities for all faculty to increase expertise in HE and DEI
- ❖ Connect hospital disparities and HE challenges directly to educational opportunities



# HEI in Clinical Settings

## Consequences of not integrating health equity and DEI in clinical work:

1. Clinicians consider HE and DEI only when there are obvious issues
2. Patients and families experience variable access and quality of care
3. Blind spots in quality improvement work due to lack of data on patient needs, backgrounds, and experiences
4. Structural inequities related to racism, xenophobia, and language justice are not recognized and addressed



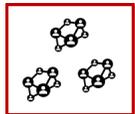
# HEI in Clinical Settings



**Individual Clinician**

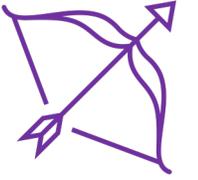


**Clinical Team**



**Clinical Department/Leadership**

# Opportunities for HEI in Clinical Settings



## Individual Clinician

Purposeful self-examination leading to action



# Examples of HEI in Clinical Settings



## Individual Clinician

Use of the “DEI Checklist for Clinicians” to increase:

- ❖ Self-understanding related to biases, preferences, and tendencies as a clinician
- ❖ Insight into patient and community identities, preferences, and needs, as well as perception of clinicians and clinical activities
- ❖ Examination of the clinical environment and how DEI might be automatically considered when designing and delivering clinical care

# Opportunities for HEI in Clinical Settings



## Clinical Team

Standard approach to team HE and DEI activities



# Examples of HEI in Clinical Settings



## Clinical Team

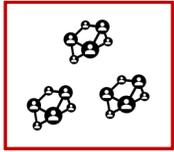
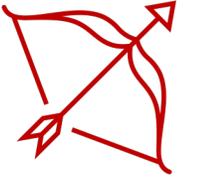
Use of “DEI Checklist for Clinical Teams”:

- ❖ Insight into team members’ identities and roles (Who’s present? Who’s missing?)
- ❖ Inclusion of team member and patient perspectives on care design and delivery

Use of universal questions in huddles or other routine checkpoints:

- ❖ “Opportunities for equity” on a huddle board prompts daily situational awareness

# Opportunities for HEI in Clinical Settings

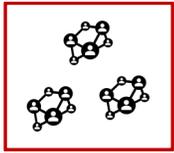


## Clinical Enterprise/Leadership

Standard approach to strategy and leadership activities



# Examples of HEI in Clinical Settings



## Clinical Enterprise/Leadership

Use of “DEI Checklist for Clinical Strategy” and Universal Questions:

- ❖ Commitment to integrating HE/DEI into decisions about clinical care priorities
- ❖ Inclusion of broader set of voices in strategic conversations
- ❖ Use of “DEI Checklist for Problem-Solving” in department’s QI processes
- ❖ Provide opportunities for all clinicians to increase expertise in HE and DEI
- ❖ Connect hospital HE and DEI efforts directly to clinical goals



Where do I start?

# Small Group Activity – DEI Checklist

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Team: \_\_\_\_\_

**Diversity, Equity, and Inclusion (DEI) Checklist**

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

Know these concepts that should be considered while discussing your team's work:

<b>Equity</b>	awareness of the highest level of opportunity/engagement/health for all
<b>Equity/inclusion</b>	ensuring opportunity/engagement/health based on recognition of individual or group diversity
<b>Diversity</b>	the varied characteristics and experiences within our teams and the broader our organization as a whole
<b>Inclusion</b>	having all people feel safe and included in processes and decisions. A necessary step to achieving our objectives
<b>Plus (people or people)</b>	ensuring to include all people or processes that can offer differences in opportunity/engagement/health
<b>People</b>	ensuring to include all people and engaging who based on the social perception of how one has been treated or not "seen"
<b>Inclusion</b>	ensuring to include all people and engaging who based on the social perception of how one has been treated or not "seen"
<b>Cultural humility and competency</b>	ability to work with others from different cultures and backgrounds
<b>Health determinants of health</b>	social, economic, and environmental factors that affect health and well-being

**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 in workplaces. These include:  
Age, education, job role, income, neighborhood/ZIP code, disability, gender identity, sexual orientation, race/ethnicity, language preference, literacy, religion, immigrant status, marital/partner status, and family structure.

**STEP 3. Ask at every turn**

When discussing focus areas, information gathering, and tactics, explore how concepts and characteristics listed in STEPS 1 & 2 relate to the questions your team is addressing.

**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 each step of your process.

## On your own:

1. Review the DEI Checklist at your table
2. Fill out one area of interest on the back

(10 minutes)

## Discuss at your table:

3. How could this kind of tool be applied where you work?

(5 minutes)

## Large group share-out

(10 minutes)

Team: \_\_\_\_\_

**Worksheet for including DEI in your team's work**

Please record your group's thoughts about how the terms and characteristics listed in the checklist might apply to each stage in your decision-making processes.

**1. Focus areas** - How do you decide what to focus on and how is it affected by DEI concepts?  
Please explain:

**2. Information gathering** - How have you considered diversity and inclusion when gathering information to drive your work forward? What else can you do to include all perspectives?  
Please explain:

**3. Action** - How do your team's actions (including strategy, tactics, and group processes) take DEI concepts into account?  
Please explain:

**Universal questions to consider for each process/phase you discuss:**

1. Could specific groups of patients, families, employees, or others be affected differently by \_\_\_\_\_?
2. If so, what might be affected differently and how?
3. What questions will help you find and understand these differences?
4. How do you act on your understanding?

**Questions that you have to best use this tool?** Please contact K. Crowder ([kcrowder@cmh.org](mailto:kcrowder@cmh.org)) with the Health Equity Integration Project (HEIP) at Children's Mercy Kansas City.

**Children's Mercy**  
KANSAS CITY

# Small Group Activity – Personal Action Plan

PAS 2022 Workshop - Health Equity Integration  
Adaptable Tools for Use in Your Everyday Work

**Personal Action Plan for Health Equity or 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:

## On your own:

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

**(10 minutes)**

## Discuss at your table:

2. What goals have you made?

**(5 minutes)**

## Large group share-out

**(10 minutes)**



# Feedback Survey



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# PDF of our slides & downloadable tools

## (DEI Checklists and Universal Question Set)



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