

Equity-minded Approaches to Career Development

UCLA RCMAR/CHIME & UCLA CTSI Scientific Retreat

Monday, 10-19-20 & Wednesday, 10-21-20



David Geffen
School of Medicine



Keith Norris, MD, PhD

Professor, David Geffen School of Medicine - UCLA

Building.Belonging.Becoming.

Dept. of Medicine Office for Equity, Diversity & Inclusion

- Christina Harris, MD

- Associate Vice Chair, Dept of Medicine for Equity, Diversity, & Inclusion
- Associate Professor of Medicine, Division of General Internal Medicine

Associate Program Director of Internal Medicine & Director of VA Resident Continuity Clinic



- Teresa Seeman Ph.D.

- Associate Vice Chair, Dept of Medicine for Equity, Diversity, & Inclusion
- Professor of Medicine & Epidemiology, UCLA



- Keith Norris MD, Ph.D.

- Executive Vice Chair, Dept of Medicine for Equity, Diversity, & Inclusion
- Professor of Medicine, UCLA Christina Harris MD



***Our Biases: We believe in a society grounded in Equity & Justice**



Our present situation in Education/Society

Broad lack of awareness or disbelief in the ways in which systemic inequities (education, employment, healthcare, the criminal justice system, etc.) affect many minoritized people in a range of social institutions or contexts.

Attributing education/training outcome disparities to student deficits in students' identities, life circumstances, or capabilities.



How did we get here?



Historic and Persisting Structural Inequities

- The inequitable distribution of the ***social determinants of health*** due to Structural Racism, Sexism, Materialism, Sectarianism, etc.
 - Which predominate depends on the country.
 - In the US racism was used to justify and support slavery and is still used to support post slavery oppression.

A characteristic of structural racism and its ideology is that it can persist in governmental and institutional policies in the absence of individual actors who are explicitly racially prejudiced

Adverse Childhood Experience Questionnaire for Adults

1. Did you feel that you didn't have enough to eat, had to wear dirty clothes, or had no one to protect or take care of you?
 2. Did you lose a parent through divorce, abandonment, death, or other reason?
 3. Did you live with anyone who was depressed, mentally ill, or attempted suicide?
 4. Did you live with anyone who had a problem with drinking or using drugs, including prescription drugs?
 5. Did your parents or adults in your home ever hit, punch, beat, or threaten to harm each other?
1. Did you live with anyone who went to jail or prison?
 2. Did a parent or adult in your home ever swear at you, insult you, or put you down?
 3. Did a parent or adult in your home ever hit, beat, kick, or physically hurt you in any way?
 4. Did you feel that no one in your family loved you or thought you were special?
 5. Did you experience unwanted sexual contact (such as fondling or oral/anal/vaginal intercourse/penetration)?



Adverse Childhood Experience Questionnaire for Adults

- 61% of adults had at least one ACE & 16% ≥ 4
 - Females and several racial/ethnic minority groups were at greater risk for experiencing ≥ 4 ACEs.
- Persons who experienced ≥ 4 ACE vs. none:
 - 2-5 fold increase in obesity, cancer, diabetes, heart disease, substance abuse, depression, and suicide attempt independent of race/ethnicity, sex, and age

For our students:

Ask not what's wrong with them

Ask what happened to them (what did WE do to them)



Towards Achieving Equity



1. **EQUALITY** imagines an equal world.
"I care about all students equally"

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2. But the world **ISN'T EQUAL.**

White Supremacy Ideology created chattel slavery in the US to place people of African descent into the well - laws, practices, policies and terrorism keep most there

Adapted from the USC Center for Urban Education

3. And it has **BIAS AND SYSTEMIC RACISM.**

4. Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway.

5. In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.

& **Justice** closes the hole and starts adding some boxes

The Way Forward: Society

- Don't be afraid of the name Structural Racism. No one on this zoom owned an enslaved Black person or created structural racism
 - Structural racism - **mutually reinforcing systems** of housing, education, employment, earnings/benefits, credit, media, health care, criminal justice, etc.
- However, everyone can either continue to support structural racism (actively or by doing nothing) or **to help to dismantle it.**



Goal for the Classroom - Inclusive Science



How do we get there?



Equity-mindedness

- Recognizing the ways in which systemic inequities disadvantage minoritized people in a range of social institutions or contexts (education, employment, healthcare, the criminal justice system, etc.)
- Not attributing outcome disparities exclusively to students or perceived deficits in students' identities, life circumstances, or capabilities;
 - **Think first - (re)framing education/training outcome disparities as an indication of institutional underperformance rather than students' underperformance**
 - **Critically reflecting upon one's role and responsibilities (as a faculty member, student affairs staff, administrator, counselor, institutional researchers, etc.)**

Health Equity in the Classroom

- Promote interpersonal interaction. Dehumanization is the main tool for bias/racism.
- Educators must not only be able to recognize the differences in race, gender, class, ethnicity, sexual orientation, and other social identities among their students, but also adjust their approach to teaching those students accordingly.
- Try to make sure that what you teach meets a student where they are, including how those identities and experiences shape how they learn... rather than seeing it as a problem or something to manage.

Supporting URM Students/Trainees

Be Intrusive

- URM students more often struggle with help-seeking
- Reach out: Avoid "approach me first" and "ask me first" or "my door is always open"
- Relationships are necessary conditions for fostering use of services; follow-up and follow-through are essential
- Connect with validating institutional agents ("**people**" not "services") who have high expectations for them, and care about their success
 - Prioritize efforts with those who are experiencing disproportionate impact or are on the margins



Don't call People out - Promote "Calling In"

- Listen for and identifying moments of bias, oppression, and other subconscious, identity-based assumptions and ideas that students bring up in the classroom.
- Rather than call people out on what they don't know or where you disagree... instead, call *in...*" and address the issue head-on so that students can "learn from and through their differences, even when it's challenging."

Stop the discussion - identify and call attention to the comment or issue and then explore with the class - why that was insensitive, demotes inclusivity, or other

And what about the commenter's experiences and background may have instilled these biases/beliefs.

Tips for Trainees

- Really listen **with** and learn from one another
- Stand strong in your own perspective, while also recognizing the differing views of others
- **Striving for intellectual humility**
- Reach for curiosity and new understanding when challenged
- Differentiate between **opinion**—which everyone has—and **informed knowledge**—which comes from sustained experience, study, and practice – and even “**truth**” which is more ethereal in nature.

Climate – especially during the Pandemic

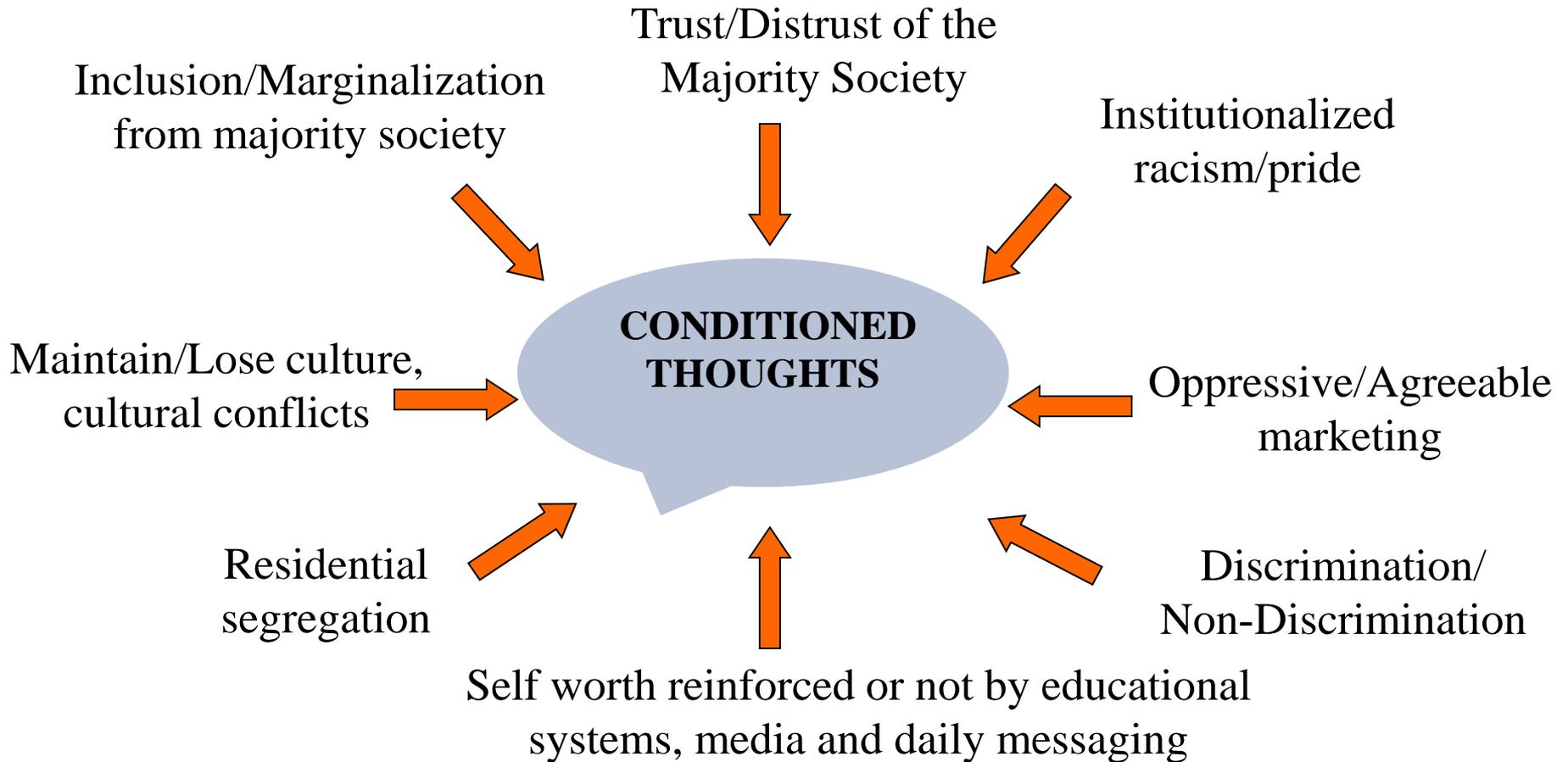
- **Is the classroom a place students/trainees want to come ?**
- **Ensure mental health resources are available**
 - **Providers trained in addressing racial/gender/sexual orientation traumas and intergenerational trauma.**
- **Resources for student/trainee safe spaces**
- **Resources for student/trainee legal rights** as well as personal strategies to protect those who are vulnerable to the impact of increased policing, housing evictions, food insecurity, etc.



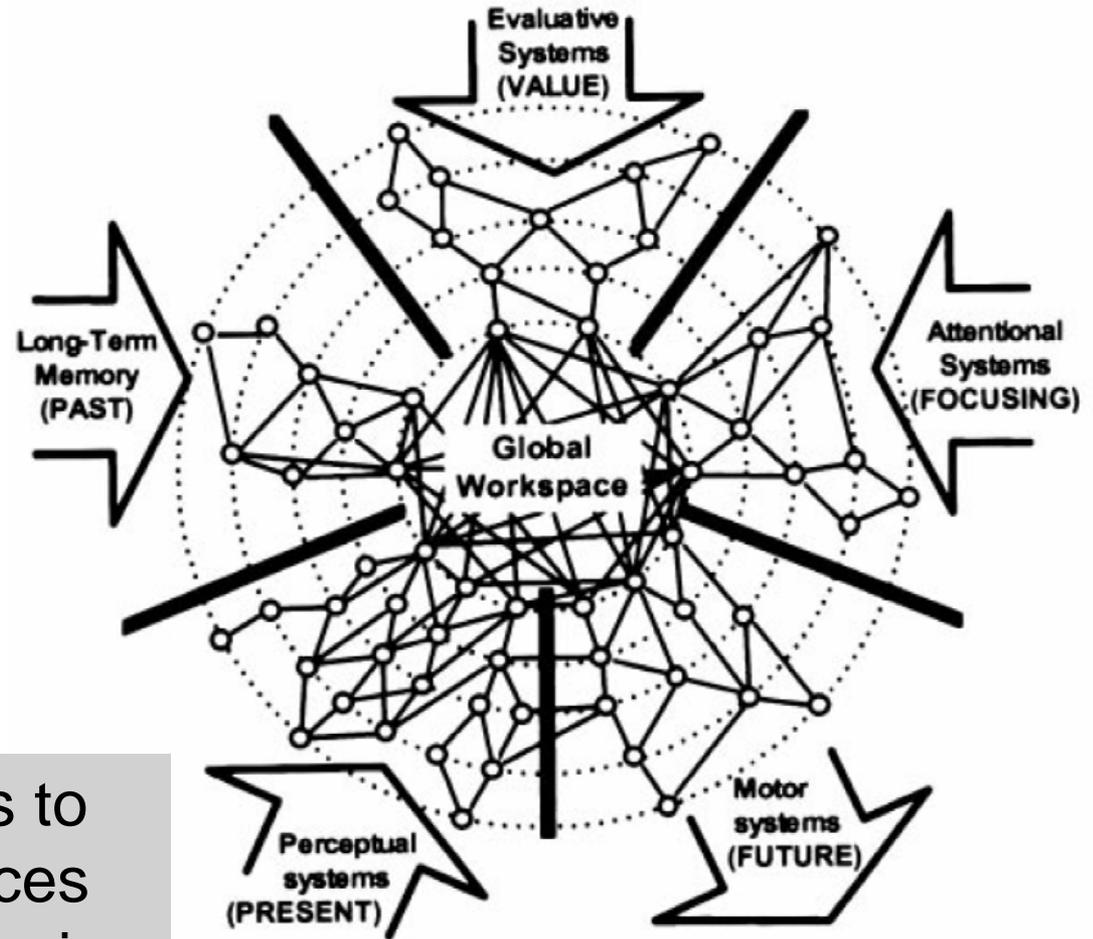
Summary



Partial Collection of the Influences on Thought that Shape Societal Biases & Challenge Equity Mindedness



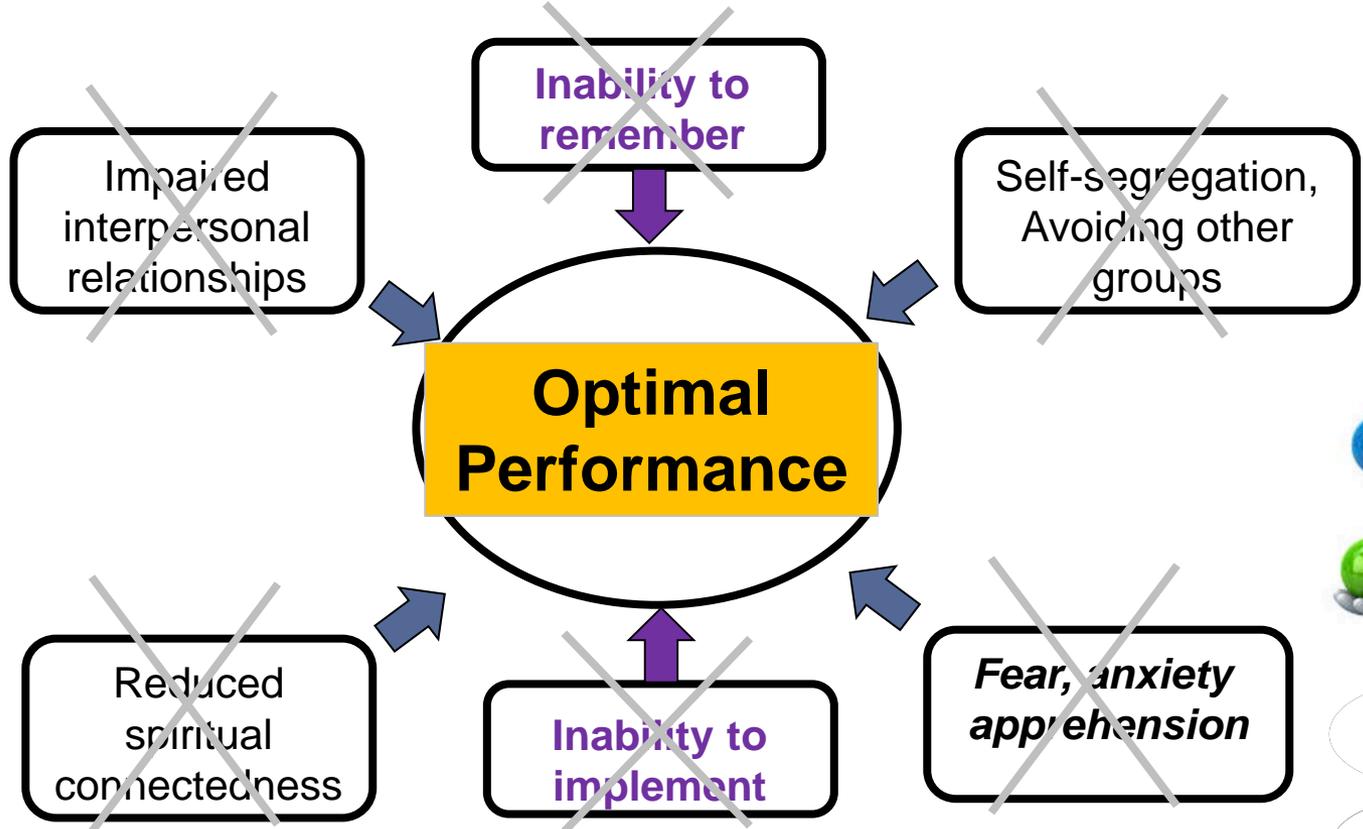
Psychosocial Stress (Poverty/Discrimination/More) & Cognitive Processing



Stress (to survive) leads to realignment of workspaces that limits cognitive processing



What might happen if a student has the usual work/life stress & the additive stress of work/life discrimination/isolation/navigation?



Which ball(s) are your students likely to drop if your department or institution is not a safe space?

Before you speak, think –
Is it necessary? Is it true? Is it kind?
Will it hurt anyone –



Will it improve on the silence?
- Sri Sathya Sai Baba