

Health Equity Integration Project

Perinatal Quality Collaborative
September 14, 2021

John (JC) Cowden, MD, MPH
Children's Mercy Kansas City

Equality



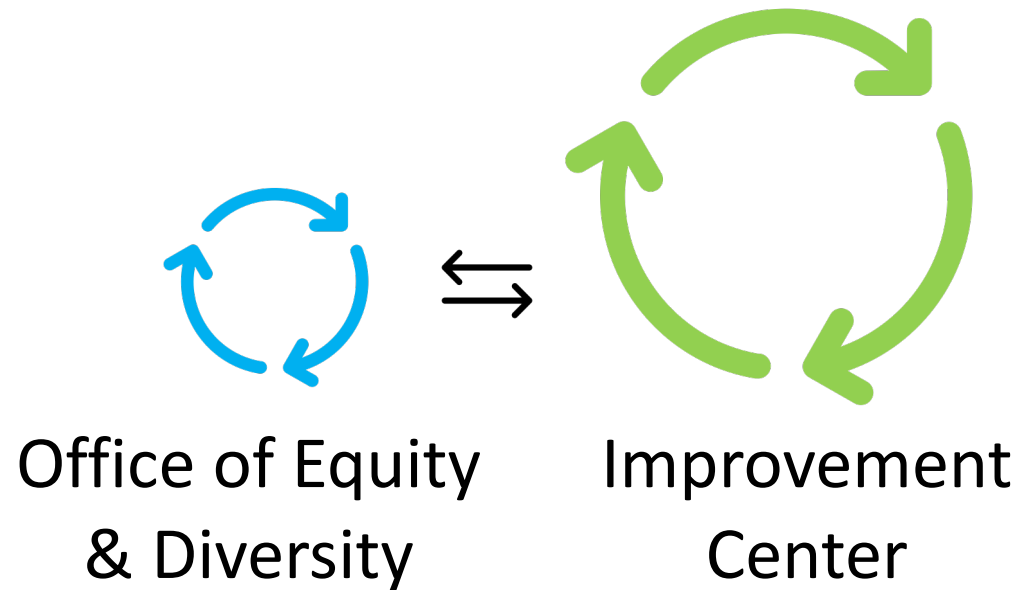
Equity



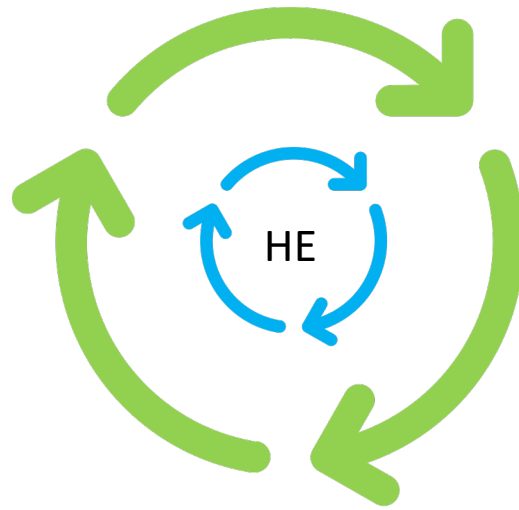
| | |
|---|--|
| Equity | attainment of the highest level of opportunity/engagement/health for all ¹ |
| Disparities/inequities | differences in opportunity/engagement/health based on characteristics of individual or group diversity |
| Diversity | the varied identities and experiences within our teams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

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/

Health Equity Integration Project



Health Equity Integration Project



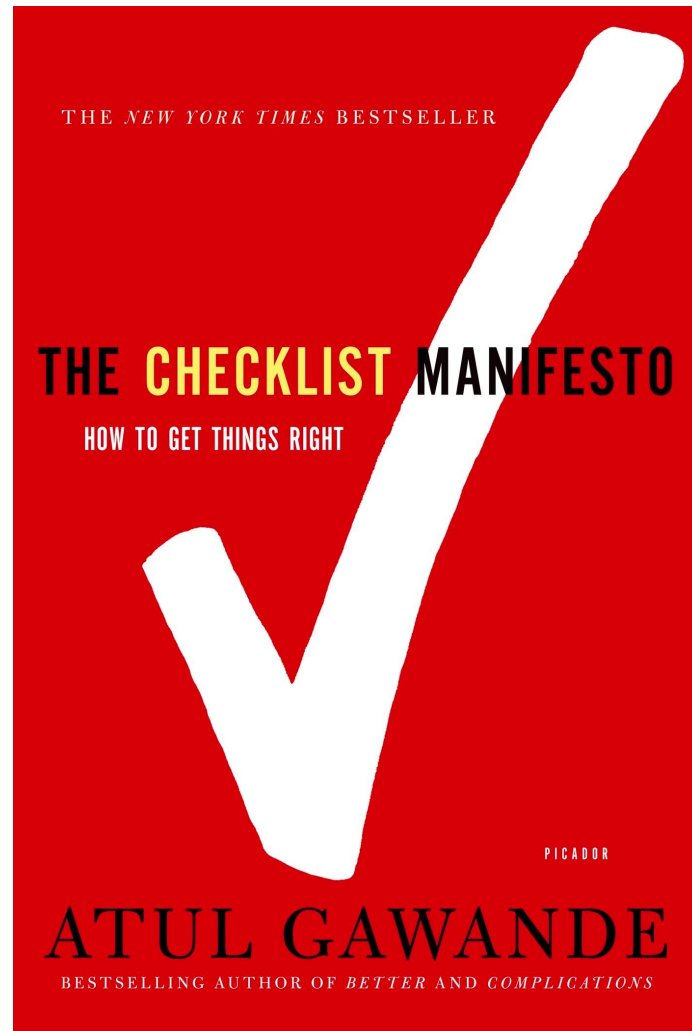
Improvement
Center

Health equity, like safety, is everybody's work.



Health equity, like safety, is everybody's work.





LOVE WILL.

Equality

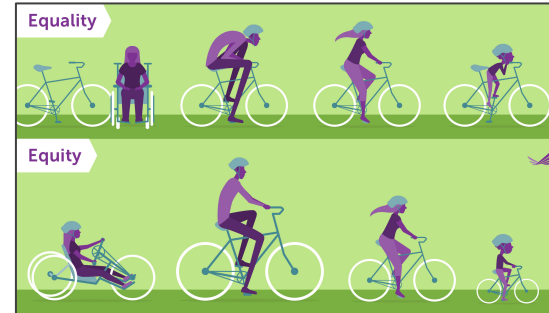


Equity





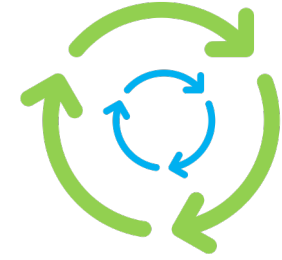
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Standardize Questions, not Solutions

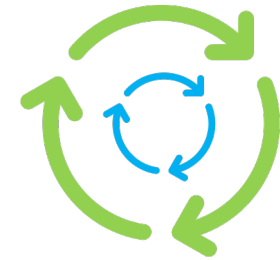
1. Universal Question(s)
2. Health Equity/DEI Checklist

Health Equity Integration Project



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?

Health Equity Integration Project



Clinical Safety

Evidence Based Practice

Patient and Family Experience

Quality Improvement

Performance Improvement

Education



Clinical Safety Activity



Safety event interviews – universal HE question

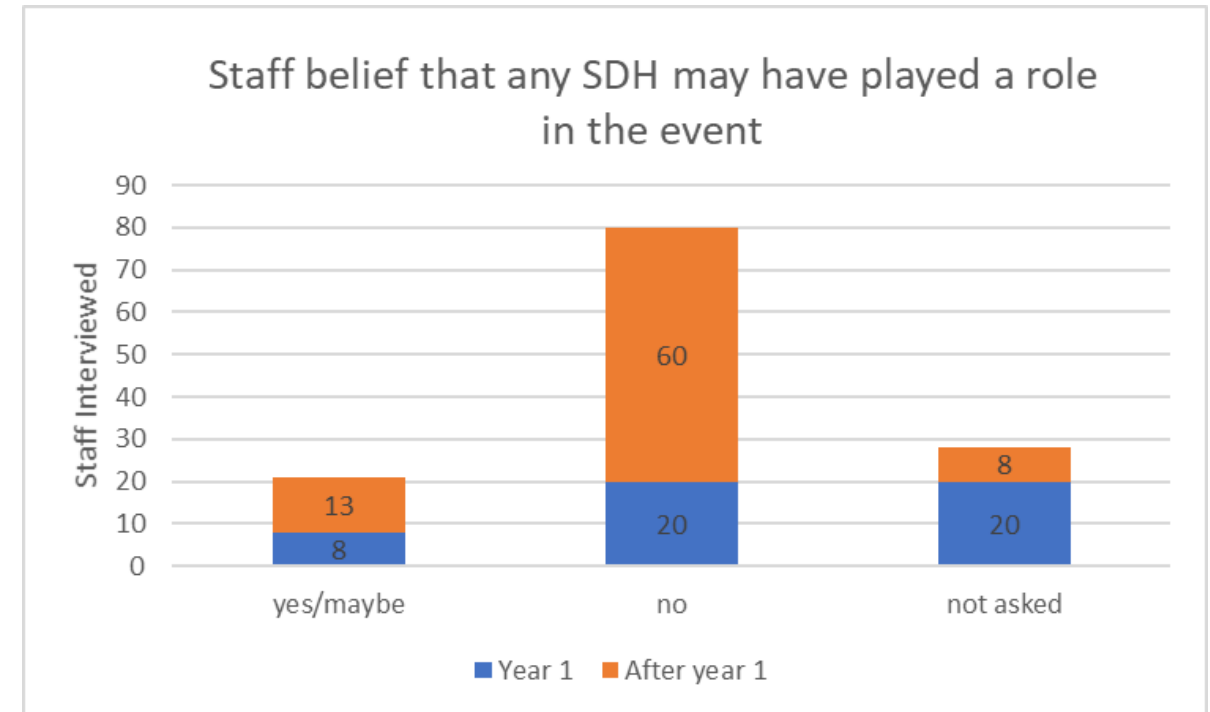
“We have learned in our work that there are many things that can come into play when something unexpected happens, including characteristics of the people involved. For example, a person’s background, beliefs, experiences, culture, and other characteristics can affect their behavior, and might play a role in an event. This can be true for patients, family members or staff.

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?”

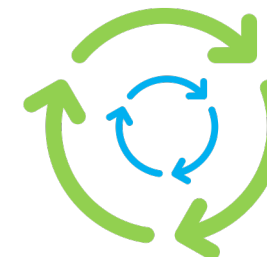
Clinical Safety Activity



- 20 safety events over 30 months
- 101/129 interviews (78%) included the HE question
- 58% 1st year, 90% after



Evidence Based Practice Activity

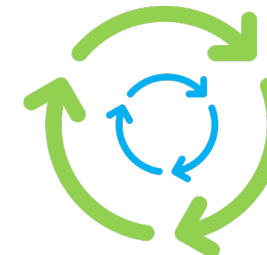


Studies that inform Clinical Practice Guidelines

Abstraction of data on race/ethnicity

| | |
|--------------|---|
| Holland 2014 | Teresa |
| Methods | Predictive correlation study |
| Participants | <p>Participants:</p> <p>Setting: USA, Children's hospital in a large upper midwest tertiary care hospital</p> <p>Number enrolled into study: N = 197</p> <ul style="list-style-type: none">• Group 1, Early referral to hospital Discharge Planning (DP) resources (involvement of a DP nurse or social worker) : n = 79• Group 2, No early referral to hospital DP resources (involvement of a DP nurse or social worker) n = 118 <p>Gender, males: (as defined by researchers)</p> <ul style="list-style-type: none">• Group 1 / Group 2 (Only specified by study as a whole): n = 55 (%) <p>Race / ethnicity or nationality (as defined by researchers):</p> <ul style="list-style-type: none">• White 89%• Hispanic/Latino: 8%• Black 3%• Asian 2%• Native Hawaiian/Other pacific islander 1%• American indian/Alaska native 1% <p>Age, mean/median in months/years, range/IQR</p> <ul style="list-style-type: none">• Group 1 / Group 2 (Only specified by study as a whole): mean 8.7 years (SD 5.9; median 9; range 1 month to 17 years) <p>Inclusion criteria:</p> <ul style="list-style-type: none">• Children age 1 month to 18 years hospitalized for medical or surgical reasons• Admitted to one of three pediatric acute care nursing units• Had at least one parent/guardian 18 years old or older at the time of the study <p>Exclusion criteria:</p> <ul style="list-style-type: none">• Neonates• Patients admitted with a primary psychiatric diagnosis• Primary household language other than English <p>Covariates identified: Not reported</p> |

Evidence Based Practice Activity



| | |
|--------------|--|
| Holland 2014 | Teresa |
| Methods | Predictive correlation study |
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Patient & Family Engagement Activity



NRC Surveys of Families (after every visit)

Free text comments related to HE collected into database

Sent to Office of Equity and Diversity

Quality Improvement Activity



Improvement Academy – Problem Solving Courses

DEI Checklist added to Framework for Problem Solving

Children's Mercy
KANSAS CITY

Team: _____

Diversity, Equity, and Inclusion (DEI) Checklist
For use with the Framework for Problem Solving

☐ **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.

| Equity | promotion of the highest level of opportunity/engagement/health for all |
|----------------------------------|--|
| Disparities/inequities | difference in opportunity/engagement/health based on characteristics of individual or group identity |
| Diversity | the varied identities and experiences within our teams and the facilities and communities we serve |
| Inclusion | inviting of people to take part in building our processes and structures, a necessary step in achieving fair outcomes |
| Bias (implicit or explicit) | preference or individual and systemic or processes that can drive differences in opportunity/engagement/health |
| Racism | system of structuring opportunity and allocating value based on the racial characteristics of individuals |
| Anti-racism | practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate racism |
| Cultural humility and competence | attitude, knowledge, and skills needed to work effectively with those who are different from us, rooted in a life of authentic, ongoing self-examination |
| Social determinants of health | conditions in which people are born, grow, live, work and age. Includes distribution of money, power and resources |

☐ **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 title, income, neighborhood/ZIP code, disability, gender identity, sexual orientation, race/ethnicity, language preference, literacy, religion, immigrant status, acculturation. [Read more about it.](#)

☐ **STEP 3. Ask at every turn**

When addressing each box in the framework, consider and discuss how concepts and characteristics listed in STEPS 1 & 2 relate to the questions your team is answering.

☐ **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.



Framework for Problem Solving: Asking the right questions

| Focus: | Owner: | Date: | Approved: |
|---|--|-------|-----------|
| Clarify the Problem: Critical to understand the problem in order to solve it. <ul style="list-style-type: none">What is the actual problem?What is the desired state or target condition?What is the current state or condition? Describe the gap between the current performance and what you hope to achieve by understanding the perspective of all involved in the problem. Identify one or more key measures in order to quantify the gap. Tools: Complete set of Measures, Data Collection, Best Practice, Voice of the Customer | Develop and Implement Countermeasures: To focus change efforts on the things most likely to yield improvement. <ul style="list-style-type: none">What changes can we make that will result in improvement?How can we prioritize the ideas?Will the countermeasure address the root cause(s)?Can I should we test it on a small scale?How will we implement?What actions are needed? (what, when, who?) Brainstorm system-level ideas and rank by feasibility and reliability. Recognize the alignment between the countermeasure and the performance mode it will address. Test the countermeasures in iterative PDCA cycles. Consider short term and long term countermeasures. Visually display the drivers and countermeasures in a diagram. Tools: Brainstorming, Affinity Diagram, Driver Diagram, PDSA | | |
| Break Down the Problem: To focus efforts on largest contributor of the problem. <ul style="list-style-type: none">What factors contribute to the identified gap?What barriers are encountered?Which factors or barriers contribute more than others?What characteristics of the population might relate?What subpopulations are impacted?Which steps in the process are creating waste?Who? What? When? Where? How much? Narrow the problem by identifying and quantifying each factor that contributes. Focus on the problem from a systems perspective. Go and observe the process, people, and place. Tools: Process Flow Map, Fault Tree, Pareto Diagram | Check Results and Process: To determine if the countermeasures were implemented as intended and produced the expected results. <ul style="list-style-type: none">Did the countermeasure lead to improvement?How do we know if it's normal variation or improvement?How do we confirm that the process is still working?Has the root of the problem been resolved?Are there any new problems/unintended consequences to address? Confirm the countermeasure resulted in improvement. Display data in time series. Understand the difference between common cause and special cause variation. Tools: Run Chart, Control Chart, Confirmation Checklist, Rounding to Influence | | |
| Set a Target: Critical to help the team focus on a reasonable and attainable goal. <ul style="list-style-type: none">What are we trying to accomplish? How much? By when?What drivers are associated with a successful outcome/target? Create an aim statement that is specific, measurable, actionable, relevant, and time bound incorporating the perspective of the patient or customer. Consider realistic and inspirational targets. Understand the rationale for the target. | Standardize and Follow Up: To ensure that an improvement has been embedded into practice and that any abnormalities are made visible when they occur. <ul style="list-style-type: none">Why do we need to standardize?Is the target the new standard?Is it clear when things are normal versus abnormal?How do we ensure sustainable improvement?How can we impact other areas by sharing what we learned? Utilize the daily management system to confirm sustainability of the improvement. Replicate or spread to other areas. Share what you learned. Tools: Standard Work, Confirmation Checklist, Confirmation Rounds, Rounding to Influence, Leader Standard Work, Huddle Board, Method | | |
| Identify Root Cause: To identify, understand, and prioritize the underlying factor(s) that are contributing or causing the gap. <ul style="list-style-type: none">What happened?Why did it happen?Can the causes be drilled down by asking why 5 times?What factors contribute to the problem more than others?What can be done so it doesn't happen again? Graphically display the factors contributing to the problem. Look for proximate and root causes. Verify correlations and possible causation. Eliminate unlikely causes. Observe. Tools: Fishbone Diagram, 5 Whys, Pareto Diagram | | | |

Framework for Problem Solving: Asking the right questions

| Focus: | Owner: | Date: | Approved: |
|--|--|-------|-----------|
| <p>Clarify the Problem: Critical to understand the problem in order to solve it</p> <ul style="list-style-type: none"> What is the actual problem? What is the desired state or target condition? What is the current state or condition? <p>Describe the gap between the current performance and what you hope to achieve by understanding the perspective of all involved in the problem. Identify one or more key measures in order to quantify the gap.</p> <p>Tools: Complete set of Measures, Data Collection, Best Practice, Voice of the Customer</p> | <p>Develop and Implement Countermeasures: To focus change efforts on the things most likely to yield improvement</p> <ul style="list-style-type: none"> What changes can we make that will result in improvement? How can we prioritize the ideas? Will the countermeasure address the root cause(s)? Can / should we test it on a small scale? How will we implement? What actions are needed? (what, when, who?) <p>Brainstorm system-level ideas and rank by feasibility and reliability. Recognize the alignment between the countermeasure and the performance mode it will address. Test the countermeasures in iterative PDSA cycles. Consider short term and long term countermeasures. Visually display the drivers and countermeasures in a diagram.</p> <p>Tools: Brainstorming, Affinity Diagram, Driver Diagram, PDSA</p> | | |
| <p>Break Down the Problem: To focus efforts on largest contributor of the problem</p> <ul style="list-style-type: none"> What factors contribute to the identified gap? What barriers are encountered? Which factors or barriers contribute more than others? What characteristics of the population might relate? What subpopulations are impacted? Which steps in the process are creating waste? Who? What? When? Where? How much? <p>Narrow the problem by identifying and quantifying each factor that contributes. Focus on the problem from a systems perspective. Go and observe the process, people, and place.</p> <p>Tools: Process Flow Map, Fault Tree, Pareto Diagram</p> | <p>Check Results and Process: To determine if the countermeasures were implemented as intended and produced the expected results</p> <ul style="list-style-type: none"> Did the countermeasure lead to improvement? How do we know if it's normal variation or improvement? How do we confirm that the process is still working? Has the root of the problem been resolved? Are there any new problems/unintended consequences to address? <p>Confirm the countermeasure resulted in improvement. Display data in time series. Understand the difference between common cause and special cause variation.</p> <p>Tools: Run Chart, Control Chart, Confirmation Checklist, Rounding to Influence</p> | | |
| <p>Set a Target: Critical to help the team focus on a reasonable and attainable goal</p> <ul style="list-style-type: none"> What are we trying to accomplish? How much? By when? What drivers are associated with a successful outcome/target? <p>Create an aim statement that is specific, measurable, actionable, relevant, and time bound. Incorporate the perspective of the patient or customer. Consider realistic and inspirational targets. Understand the rationale for the target.</p> | <p>Standardize and Follow Up: To ensure that an improvement has been embedded into practice and that any abnormalities are made visible when they occur</p> <ul style="list-style-type: none"> Why do we need to standardize? Is the Target the new standard? Is it clear when things are normal versus abnormal? How do we ensure sustainable improvement? How can we impact other areas by sharing what we learned? <p>Utilize the daily management system to confirm sustainability of the improvement. Replicate or spread to other areas. Share what you learned.</p> <p>Tools: Standard Work, Confirmation Checklist, Confirmation Rounds, Rounding to Influence, Leader Standard Work, Huddle Boards, Methods</p> | | |
| <p>Identify Root Cause: To identify, understand, and prioritize the underlying factor(s) that are contributing or causing the gap</p> <ul style="list-style-type: none"> What happened? Why did it happen? Can the causes be drilled down by asking why 5 times? What factors contribute to the problem more than others? What can be done so it doesn't happen again? <p>Graphically display the factors contributing to the problem. Look for proximate and root causes. Identify correlations and possible causation. Eliminate unlikely causes. Observe.</p> <p>Tools: Fishbone Diagram, 5 Whys, Pareto Diagram</p> | | | |

Diversity, Equity, and Inclusion (DEI) Checklist

For use with the **Framework for Problem Solving**

☐ 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.

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

1. Adapted from Healthy People 2020. <https://www.hhs.gov/healthy/people/2020/health-determinants/health-inequities>. 2. American Academy of Pediatrics, The Impact of Racism on Child and Adolescent Health & Chronic Disease: A Position Statement. 3. World Health Organization. <https://www.who.int/news-room/fact-sheets/detail/anti-racism>. 4. <https://www.who.int/news-room/fact-sheets/detail/social-determinants-of-health>.

☐ 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 addressing each box in the framework, consider and discuss how concepts and characteristics listed in STEPS 1 & 2 relate to the questions your team is answering.

☐ 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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☐ **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.

| | |
|---|--|
| Equity | attainment of the highest level of opportunity/engagement/health for all ¹ |
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☐ **STEP 3. Ask at every turn**



When addressing each box in the framework, consider and discuss how the concepts and characteristics listed in STEPS 1 & 2 above might relate to the questions you are answering.

☐ **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.

Team: _____

Worksheet for considering health equity in problem solving

Please record your group's thoughts about how the terms and characteristics of diversity listed in the health equity checklist might or might not apply to each step in your problem-solving process:

Box 1. Clarify the problem

Factors identified: ☐ Yes ☐ No

Please explain:

Box 2. Break down the problem

Factors identified: ☐ Yes ☐ No

Please explain:

Box 3. Set a target

Factors identified: ☐ Yes ☐ No

Please explain:

Box 4. Identify root cause

Factors identified: ☐ Yes ☐ No

Please explain:

Box 5. Develop and implement countermeasure

Factors identified: ☐ Yes ☐ No

Please explain:

Box 6. Check results and process

Factors identified: ☐ Yes ☐ No

Please explain:

Box 7. Standardize and follow up

Factors identified: ☐ Yes ☐ No

Please explain:

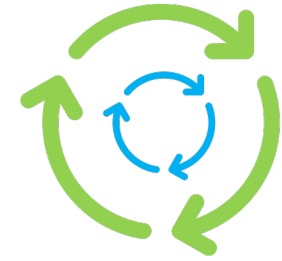
Process Improvement Activity



Requests for Improvement Institute Support

Investigation includes new HE question

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:

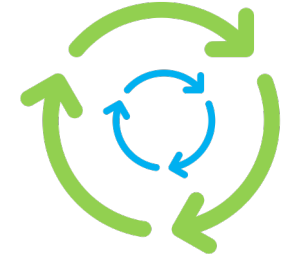
[If “**no**”] – “No problem – if this project gets assigned to one of our teams, we will be exploring these ideas with you as part of our standard work.”

[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 Activity

Gap analysis of nursing education sessions

Form includes new HE question



GAP ANALYSIS WORKSHEET

Instructions: Type directly into blank cells of the tables. Save the completed form to your computer.

EDUCATIONAL ACTIVITY TITLE: _____ **DATE:** _____

CNE PLANNING REQUEST FORM SUBMITTED: ☐ Yes ☐ No

EQUITY, DIVERSITY, INCLUSION, DISPARITIES, & SOCIAL DETERMINANTS ASSESSED (SEE BELOW): ☐ Yes ☐ No

PROFESSIONAL PRACTICE GAP(s)

| CURRENT STATE | DESIRED STATE | IDENTIFIED GAP | TYPE OF GAP | LEARNING OUTCOME(S) |
|---|--|---|--|---|
| Describe the current state of practice including the problem, if known. | Describe the desired state that the educational activity is designed to promote. | Difference between current state and desired state. | Check which type of gap has been identified. <input type="checkbox"/> Knowledge <input type="checkbox"/> Skills <input type="checkbox"/> Practice | List learning outcome(s) in behavioral term using a single measurable verb for each. Learning outcomes should fit into one of Miller's zones ¹ : |
| | | | | |
| | | | <input type="checkbox"/> Knowledge <input type="checkbox"/> Skills <input type="checkbox"/> Practice | |

¹ Examples of learning outcomes for each zone: **Knows** (knowledge gained) – Learners will self-report an increase in knowledge about XYZ **Knows how** (knows how to apply the knowledge) – Learners will describe how they will integrate XYZ into their practice **Shows** (demonstrates how to apply knowledge) – Learners will demonstrate the correct procedure for XYZ during the learning activity **Does** (applies knowledge in practice) – Learners will integrate knowledge into practice as validated by an decrease in the incidence of XYZ measure.

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 gap(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 CMH 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.

GAP ANALYSIS WORKSHEET

Instructions: Type directly into blank cells of the tables. Save the completed form to your computer.

EDUCATIONAL ACTIVITY TITLE: _____

DATE: _____

CNE PLANNING REQUEST FORM SUBMITTED: ☐ Yes ☐ No

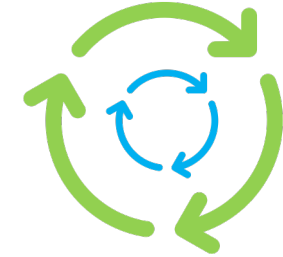
EQUITY, DIVERSITY, INCLUSION, DISPARITIES, & SOCIAL DETERMINANTS ASSESSED (SEE BELOW): ☐ Yes ☐ No

PROFESSIONAL PRACTICE GAP(s)

| CURRENT STATE | DESIRED STATE | IDENTIFIED GAP | TYPE OF GAP | LEARNING OUTCOME(S) |
|---|--|---|--|---|
| Describe the current state of practice including the problem, if known. | Describe the desired state that the educational activity is designed to promote. | Difference between current state and desired state. | Check which type of gap has been identified. <input type="checkbox"/> Knowledge <input type="checkbox"/> Skills <input type="checkbox"/> Practice | List learning outcome(s) in behavioral term using a single measurable verb for each. Learning outcomes should fit into one of Miller's zones ¹ : |
| | | | <input type="checkbox"/> Knowledge <input type="checkbox"/> Skills <input type="checkbox"/> Practice | |
| | | | <input type="checkbox"/> Knowledge <input type="checkbox"/> Skills <input type="checkbox"/> Practice | |

¹ Examples of learning outcomes for each zone: **Knows** (knowledge gained) – Learners will self-report an increase in knowledge about XYZ **Knows how** (knows how to apply the knowledge) – Learners will describe how they will integrate XYZ into their practice **Shows** (demonstrates how to apply knowledge) – Learners will demonstrate the correct procedure for XYZ during the learning activity **Does** (applies knowledge in practice) – Learners will integrate knowledge into practice as validated by an decrease in the incidence of XYZ measure.

Strategic Planning Processes



Enterprise Strategic Planning – 19 strategy teams

Equity, Diversity, and Inclusion (EDI) Checklist for Strategy Teams

Children's Mercy
KANSAS CITY

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:

| | |
|---------------------------------|---|
| Equity | Assessment of the highest level of opportunity/engagement/health for all |
| Disparities/Inequities | Assessment of opportunity/engagement/health based on assessment of whether or not disparities exist |
| Diversity | Are characteristics and experiences within our team and the community and organization an asset? |
| Inclusion | Are all groups able and encouraged to build our processes and decisions, a necessary way to achieving best outcomes? |
| How (display or explain) | Are we creating a culture and processes or processes that can drive differences in opportunity/engagement/health? |
| Results | Are our planning opportunities and resulting value based on the social imagination of how one looks at what we call "real"? |
| Best results | Are our planning, including, and shaping the vision, mission and vision that produce positive results? |
| Common knowledge and competency | Are we creating and able to work effectively with those who are different from us, including cultural awareness/competency? |
| Social determinants of health | Are we creating and able to work effectively with those who are different from us, including cultural awareness/competency? |

☐ 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, socioeconomic, and [many others](#).

☐ STEP 3. Ask at every turn

When discussing these 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.



Strategic Goal:
Strategy:

Tactic:

Strategic Initiative:

Rationale/Impact:

Tactic Lead/s:

FTE Required: Capital Required Greater than \$100K:

Proposed Fiscal Year Implementation:

Proposed Measure of Success:

LOVE WILL. Children's Mercy

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.

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

¹ Adapted from Healthy People 2020, <https://www.healthypeople.gov/2020/topics/themes/social-determinants>; ² American Academy of Pediatrics, <https://www.aap.org/en/about-the-organization/policy-statements/2019/04/10/racism-and-child-health>; ³ <https://www.aap.org/en/about-the-organization/policy-statements/2019/04/10/racism-and-child-health>; ⁴ <https://www.aap.org/en/about-the-organization/policy-statements/2019/04/10/racism-and-child-health>

☐ 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 equity, diversity, and inclusion in strategy team work

Please record your group's thoughts about how the terms and characteristics listed in the checklist might apply to each step in your strategic process:

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

Please explain:

2. Information gathering – How have you considered diversity and inclusion when gathering information? Is anyone's voice missing? What data do you need to include all perspectives?

Please explain:


3. Strategy and tactics – How do your proposed tactics take EDI concepts into account?

Please explain:

Sample questions to consider for each process/tactic you discuss:

1. Could specific groups of patients, families, employees, or others be affected differently by by
_____ (process/tactic) _____?
2. If so, who is 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) with the Health Equity Integration Project (HEIP) or Bridgette Jones (bjones@cmh.edu) with the Office of Equity and Diversity.



Children's Mercy
KANSAS CITY

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 when discussing your team's work.

| | |
|----------------------------------|---|
| Goals | Remember all of your team's responsibilities are for all employees. Do not focus on your own responsibilities or those of a particular division. |
| Assess/Understand | Remember to listen and appreciate within our teams and the tensions and complexity we face. |
| Assess/Plan | Remember to listen and appreciate within our teams and the tensions and complexity we face. |
| Most important to explain | Remember to listen and appreciate within our teams and the tensions and complexity we face. |
| Notice | Remember to listen and appreciate within our teams and the tensions and complexity we face. |
| Assess/Understand | Remember to listen and appreciate within our teams and the tensions and complexity we face. |
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| Most important to explain | Remember to listen and appreciate within our teams and the tensions and complexity we face. |
| Notice | Remember to listen and appreciate within our teams and the tensions and complexity we face. |

[Return](#)

☐ **STEP 2. Think about diversity broadly**

There are many characteristics of diversity known to contribute to disparities to disparities in availability, engagement, and health in our communities and our workplaces. These include:

- Age, education, life style, income, neighborhood/zip code, disability, gender identity, sexual orientation, race/ethnicity, language, literacy, religious, linguistic, sexual orientation, socioeconomic status, etc.

☐ **STEP 3. Ask about every team**

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**

Write your thoughts on the next page to record how the concepts above do or don't apply to each step of your process.

☐ **STEP 5. Ask about every team**



Strategic Goal:
Strategy:

Tactic:

Strategic Initiative:

Rationale/Impact:

Tactic Lead/s:

FTE Required: Capital Required Greater than \$100K:

Proposed Fiscal Year Implementation:

Proposed Measure of Success:

LOVE WILL.

 Children's Mercy

Lessons Learned

Advantages to **integrated** vs **add-on** HE efforts:

Flexible and adaptable to each team's work

Processes become standard work

“Owned” by each team/individual

Broader and deeper engagement among staff

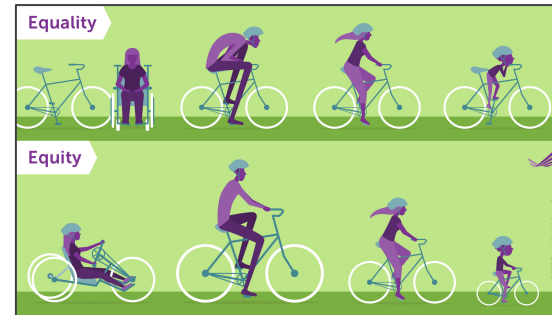
Team culture change

Primary Tools... standard questions that we always ask

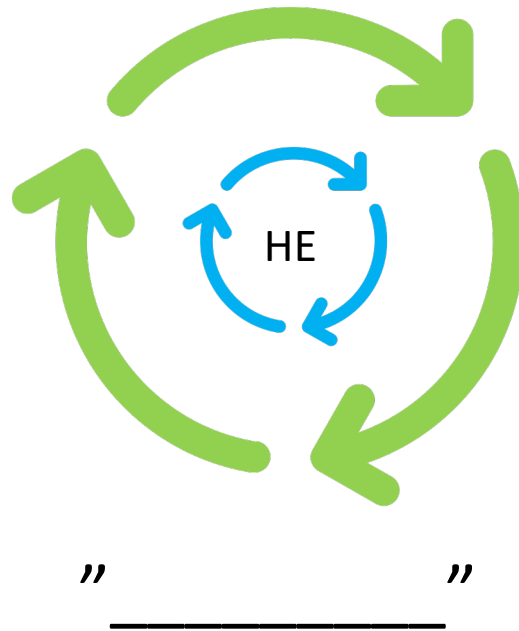
1. DEI Checklist
2. Universal Question
3. Others can be borrowed or created



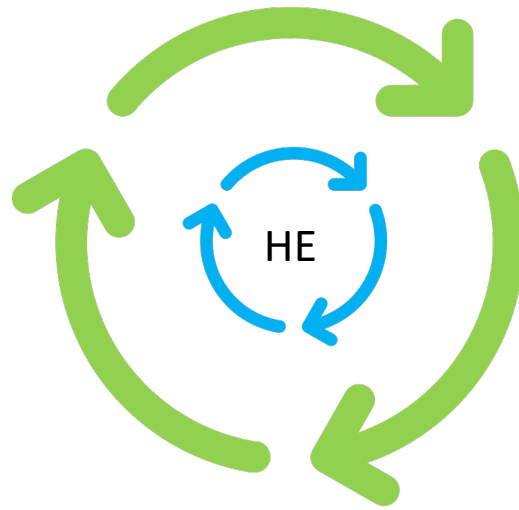
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Integrating Health Equity into All We Do

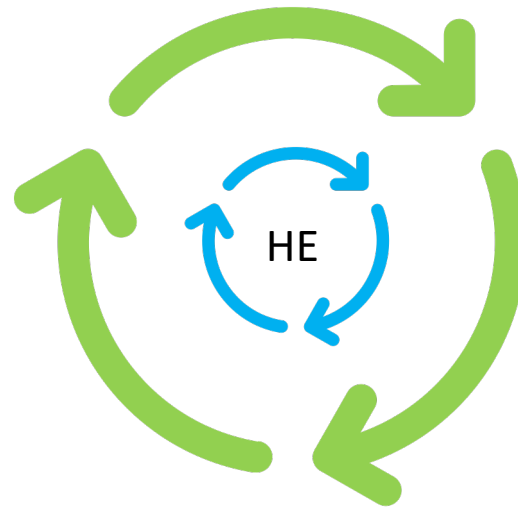


Integrating Health Equity into All We Do



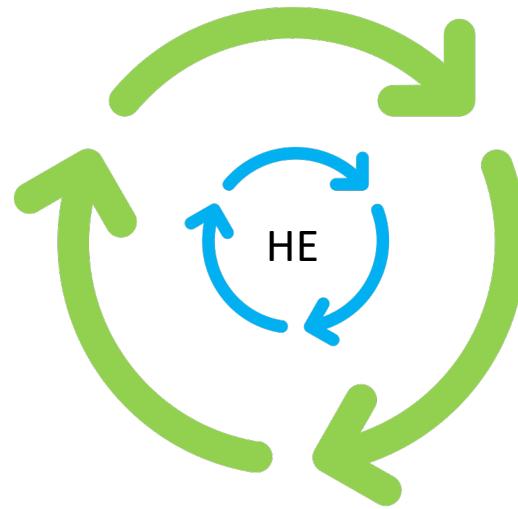
Clinical Care

Integrating Health Equity into All We Do



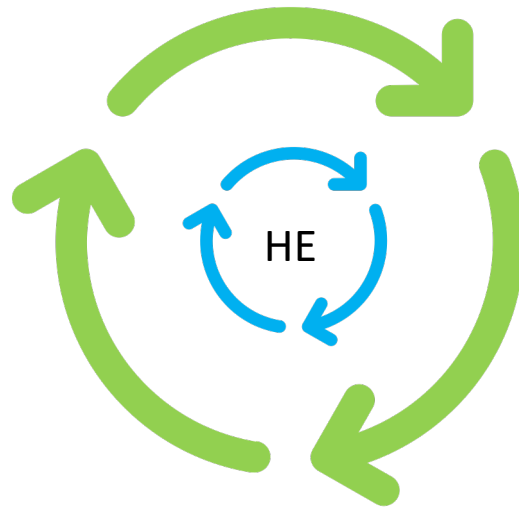
Research

Integrating Health Equity into All We Do



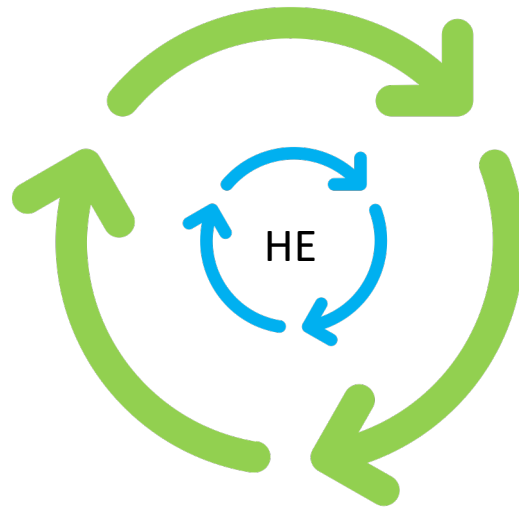
Education

Integrating Health Equity into All We Do



Your Work...

Integrating Health Equity into All We Do



Everyone's Work

HELP



Everyone's Work

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