

Vermont Department for Children and Families

Cultural Competence Discussion Guides

Discussion Guide Package



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ACKNOWLEDGEMENTS

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ABOUT THE PACKAGE

The OJJDP Coordinated Assistance to States (CCAS) Training and Technical Assistance (TTA) Center on behalf of the Vermont Department for Children and Families has prepared the Cultural Competence Discussion Guide Package.

This package contains two components:

(1) Notes to Facilitators, and **(2) Discussion Guides** focused on specific content areas.

The *Notes to Facilitators* component of the package is intended to prepare new facilitators to conduct discussion sessions with a broad array of practitioners and service providers working with children, youth and families. This section provides guidance on practical methods for effective facilitation and background information on the content of the discussion guides. This component also provides information to facilitators on how to plan and prepare for discussion sessions with participants.

Also contained in this package is a series of Discussion Guides. These guides provide tips, tools, resources and information to effectively facilitate discussion on a particular content area. The subject matter presented in each discussion guide is intended to enhance professional development and understanding on topics related to enhancing cultural competence in service delivery to children, youth and families. Each discussion guide is structured so as to promote and facilitate continuous learning, peer-to-peer sharing and knowledge exchange among participants.

NOTES TO FACILITATORS

In this section, you will find valuable information about how to prepare, plan and conduct discussion sessions. The subject of cultural and linguistic competence and associated content areas can be approached many ways. From a completely theoretical approach to a completely experiential one. The discussion guides represent a cross section of both approaches.

The Context

The demographic make-up of communities all across the country is changing and becoming increasingly diverse. The dimensions of this growing diversity are numerous and include, race and ethnicity, culture, geographic location (rural, urban, sub-urban), language, gender, sexual orientation, religion, disability, socio-economic status, family composition, immigrant status and housing status – just to mention a few. In fact, our history has always been one involving people from diverse and multi-cultural backgrounds. Communities will continue to experience demographic shifts as people move from urban and sub-urban or rural areas and vice versa, as new immigrants come, as birth rates among racial and ethnic minority groups rise, as there are shifts in aging trends within the population, and the composition of households change.

These demographic trends impact communities, service delivery systems and community members.

This growing diversity begs the questions:

- How do we harness this diversity to build strong, inclusive communities?
- How do we ensure that all members of our communities regardless of race, ethnicity, gender, sexual orientation, religious preference, disability status and so on is able to thrive and flourish?

Below are two resources, with links that provide additional detail about changing demographics. Please take some time to review the resources. They are intended to provide additional information for facilitators, to provide context and set the stage for the discussion guides.

Resources for facilitators

Cohn, D’Vera; Caumont, Andrea (March 2016). *10 demographic trends that are shaping the U.S. and the world*. PEW Research Center. <https://www.pewresearch.org/fact-tank/2016/03/31/10-demographic-trends-that-are-shaping-the-u-s-and-the-world/>

Vespa, David; Armstrong, David; Medina, Lauren (March 2018). *Demographic Turning Points for the United States: Population Projections for 2020 to 2060: Current Population Reports*. United States Census Bureau. https://www.census.gov/content/dam/Census/library/publications/2018/demo/P25_1144.pdf

Purpose of Discussion Guides

The *Cultural Competence Discussion Guides* have been developed to help foster dialogue between and among practitioners and service providers working with children, youth and families. These guides provide a template for facilitators to plan and conduct meaningful dialogue about issues pertinent to the provision of culturally and linguistically competent services and supports. It also provides a safe environment to engage in authentic conversations about issues that are sometimes difficult but necessary to have in an effort to move forward. Engagement in these discussion sessions provide a vehicle for participants to engage in a personal journey towards cultural and linguistic competence, to explore individuals’ values, discuss organizational capacity and define strategies to positively impact the work on behalf of children, youth and families.

NOTES TO FACILITATORS

Overall Objectives

The overall objectives of the discussion session guides are to:

- Provide a safe space and engage participants in a facilitated process for personal growth and professional development;
- Engage participants in discussions about the importance of cultural and linguistic competence and implications for effective service delivery; and,
- Provide participants with opportunities to identify and discuss strategies for the implementation of practices that facilitate effective, equitable and culturally competent service delivery across social service systems.

What's in the Package?

The Discussion Guide Package contains five discussion guides focused on the following topics:

Discussion Guide 1: *The Journey toward Cultural and Linguistic Competence*

Discussion Guide 2: *Standing up to Bias: Mine, Yours, Ours*

Discussion Guide 3: *Talking about Social Justice*

Discussion Guide 4: *Who are We? Exploring Issues of Racial and Ethnic Identity*

Discussion Guide 5: *Social Determinants: Implications for Service Delivery*

The package provides all the materials necessary to effectively facilitate a discussion session. The package is offered in hard copy and electronic versions. Using the electronic version will facilitate ready access to the PowerPoint presentations. ***Each discussion guide is made up of the following components:***

- **Discussion guide summary:**
 - provides a list of intended audiences for the discussion session
 - suggests the allocation of time necessary to effectively conduct the discussion session
 - suggests an optimal set-up and space requirements for discussion session
 - lists the discussion session performance objectives
 - lists the evaluation procedures and includes evaluation instruments
 - lists suggested methods for facilitation of discussion session
 - lists the supplies and materials needed for the discussion session
- **Agenda** - a bulleted list of agenda items for the discussion session
- **Discussion Content Outline** - provides a content outline to be used by the facilitator to conduct the discussion session. In this section, resources are also provided to the facilitator. These resources can be used to enhance the knowledge base for facilitator of specific content and can also be shared with participants.
- **Participant Handouts** – copies of participant handouts.
- **PowerPoint presentation** – copies of PowerPoint slides to be used as part of the discussion session presentation. Discussion points are provided in the notes section in each electronic slide deck. You may also consider formatting the PowerPoint slides on a design template of your choice.

NOTES TO FACILITATORS

How to Use the Discussion Guides

The topics and content presented in each guide can be approached in a variety of ways and is intended to be experiential, facilitate open dialogue, peer-to-peer-learning, knowledge exchange and information sharing. Each guide provides a step by step outline that can be used to facilitate discussion with participants. It is just a guide, so there is flexibility in how each facilitator may format and conduct the discussion session. From the very beginning, facilitators should emphasize that the discussion sessions and their content are designed to provoke thought and promote peer-to-peer learning in a safe environment. As facilitators prepare to facilitate a discussion session, it is important to thoroughly review the guide and become familiar with the content.

Role of the Facilitator

Your role as a facilitator of the discussion session is:

- **To prepare to effectively lead the discussion session –**
 - Take some time to review the discussion guide and its content
 - Become familiar with the content area of the discussion session
 - Prepare all participants handouts, materials, PowerPoints and videos that will be used for the discussion session
 - Become familiar with the equipment and ensure that it is in good working order
- **To guide the discussion and group process –**
 - Identify the goals/purpose of the discussion session
 - Guide the group discussion and presentation of relevant content
 - Use questions to help make the discussion more productive
 - Ensure that all participants have a chance to share their ideas and thoughts
 - Include time for a closing discussion and wrap up
- **To establish a safe environment –**
 - Identify ground rules that are mutually agreed to by all participants
 - Post ground rules so that they are visible to all participants
 - Monitor and provide feedback to the participants when the ground rules are compromised.

Example of Ground Rules:

 1. Respect confidentiality
 2. Practice active listening
 3. Be willing to share, consider and demonstrate respect for different perspectives
 4. Limit the use of your gadgets/Keep on silent
 5. Engage actively in discussions
- **To set a relaxed and open environment for the discussion session –**
 - Ensure that the location selected to conduct the discussion session is comfortable, and equipped with all audio-visual equipment that you will need
 - Ensure that you are able to operate all audio-visual equipment to avoid interruptions during the discussion session

NOTES TO FACILITATORS

Assessing the needs of organizations/agencies and staff

As we all know, good and effective professional development opportunities start with a full understanding of the needs of participants and their agencies. Consider conducting an assessment of needs of potential agencies and staff members for whom you intend to conduct discussion sessions. The information gathered from such an assessment can assist in identifying topics that should be presented during the discussion sessions. See Resources at the end of this section, for an assessment tools example.

Disseminating Discussion Session Announcements

- Work with administrators, agency leads and professional development staff to plan and schedule discussion sessions
- Send out invitations to prospective participants well in advance of the scheduled discussion session date and send out reminder as necessary

Discussion invitation should have the following information:

- **Title of Discussion Session:** (add information)
- **Sponsor:** (add information)
- **Description of Discussion Session (with objectives):** (add information)
- **Name of facilitator:** (add information)
- **Date, time and location:** (add information)

Be creative as you develop this invitation make it attractive to draw the attention of prospective participants and promote participation. Consider using several methods for dissemination of the invitation such as e-mail, posters, and/or flyers.

Guidance for discussion session evaluation

Each discussion guide includes a pre- and post-test tool. It is suggested that the facilitator use these tools to gauge participant reactions to the session, receive feedback and gather information to inform subsequent discussion sessions.

RESOURCES

Organizational Cultural Competency Assessment Tool

How to use the assessment tool: Once the need for conducting discussion sessions for an agency/organization has been identified, use this tool to guide conversations that you will have with agency/organization leaderships, key staff and stakeholders. Information gathered using this assessment tool can be used by facilitators to plan for and conduct discussion sessions. The information gathered from can assist in identifying topics that should be presented during the discussion sessions.

Organizations/agency name:

To what extent does the organization/agency incorporate cultural and linguistic competence into its overall operations, service delivery, and staff training?

Not At All Sometimes Fairly Often Very Often

Please provide at least 2 examples: _____

To what extent does organization/agency provide opportunities for staff to share, experiences and knowledge about ethnically/racially/culturally diverse communities?

Not At All Sometimes Fairly Often Very Often

Examples: _____

To what extent does organization/agency foster opportunities in a safe environment for staff to discuss observed biases that occur in the work environment?

Not At All Sometimes Fairly Often Very Often

Staff Diversity and Workforce Development

The **Staff Diversity and Workforce Development** subscale probes practices that support a diverse and representative work force, professional development, related resource allocation, and staff supervision. This subscale also includes organization/agency ability to sustain a diverse work force that is culturally and linguistically competent.

To what extent do organization/agency management and professional practices reflect a commitment to valuing staff diversity?

Not At All Sometimes Fairly Often Very Often

Examples: _____

Do the characteristics of organization/agency staff reflect the cultural diversity among the community being served?

Yes No

RESOURCES

To what extent does organization/agency provide resources to support regularly scheduled professional development and in-service training for staff at all levels?

Not At All Sometimes Fairly Often Very Often

Examples: _____

To what extent do you think that organization/agency staff members who are members of ethnic/racial groups feel they carry a disproportionate amount of responsibility to advocate for cultural and linguistic competence?

Not At All Sometimes Fairly Often Very Often

To what extent does the organization/agency skill set (i.e. staff, volunteers, consultants, etc.) reflect the diversity and comprehensive approach necessary to adequately provide services to the communities that organization/agency serves?

Not At All Sometimes Fairly Often Very Often

Cultural and Linguistic Competence Enhancement

The **Cultural and Linguistic Competence Enhancement** subscale addresses the mechanisms by which organization/agency enhances staff skills to be more culturally and linguistically competent.

Provide at least 2 examples of how the organization/agency management and training/technical assistance practices help staff enhance their cultural and linguistic competence?

Example: _____

Example: _____

To what extent does organization/agency have mechanisms in place to enhance the cultural and linguistic competence of staff?

Not At All Sometimes Fairly Often Very Often

Examples: _____

To what extent are staff-supervisor interactions used to create an opportunity for individualized coaching and support related to cultural and linguistic competence?

Not At All Sometimes Fairly Often Very Often

Examples: _____

Infrastructure

The **Infrastructure** subscale addresses the resources dedicated towards building and sustaining a culturally and linguistically competent organization.

Does organization/agency staff have a common understanding of “culture”?

Yes No Unsure (If yes, what might it be?) _____

RESOURCES

To what extent is the organization/agency management team willing to involve staff in organizational decision- or policy-making?

- Not At All Sometimes Fairly Often Very Often

To what extent has organization/agency management allocated adequate resources to implement CLC?

- Not At All Sometimes Fairly Often Very Often

To what extent has organization/agency management implemented strategies that facilitate the integration of cultural and linguistic competence?

- Not At All Sometimes Fairly Often Very Often

Examples: _____

Resources and Linkages

The **Resources and Linkages** subscale concerns organization/agency practices that promote and maintain culturally diverse, formalized, and natural linkages that allow staff to effectively and appropriately deliver technical assistance.

To what extent does organization/agency work with external community resources (e.g., cultural brokers, liaisons) to help staff understand the needs of culturally diverse groups?

- Not At All Sometimes Fairly Often Very Often

To what extent does organization/agency use resource materials (including communication technologies) that are culturally and linguistically appropriate to inform diverse groups about services and supports?

- Not At All Sometimes Fairly Often Very Often

Overall Cultural Competence

List the three most important diversity-related issues currently facing the organization/agency.

1. _____
2. _____
3. _____

List three steps the organization/agency could take to enhance its cultural and linguistic competence.

1. _____
2. _____
3. _____

Training and Technical Assistance Needs

List specific staff training needs/CLC related topics (ex. Gender responsive programming, effective cross-cultural communication and language access etc.)

DISCUSSION GUIDES

Overview

The facilitated *Discussion Sessions* are intended to promote dialogue, discussion and hopefully solutions to the challenges faced in working with diverse populations. *Discussion Sessions* tackle a variety of subjects including cultural and linguistic competence, unconscious bias, community engagement, demographic trends and having courageous conversations about sensitive subjects.

Each discussion guide provides content to facilitate a 1-1.5 hour discussion session. It is important to plan and prepare for the discussion sessions. Use the information provided in the **Notes to Facilitators** component of this package as a guide.

Descriptions Discussion Guides	Time
Guide 1: The journey toward Cultural and Linguistic Competence The discussion in this guide includes defining cultural and linguistic competence (CLC). Participants will engage in activities to identify the personal and professional implications for CLC. The discussion also allows participants to learn about strategies to integrate CLC into the delivery of services for children, youth and families.	60 – 90 minutes
Guide 2: Standing up to Bias: Mine, Yours, Ours This discussion provides participants with an opportunity to examine mental models and attitudes that impact behavior; Identify the impact of unconscious bias on decision making both personally and professionally; Identify effective strategies for addressing bias/unconscious bias and its negative effects in the school and community setting.	90 minutes
Guide 3: Talking about Social Justice This guide offers an opportunity to discuss the broad topic of social justice and its implications for service delivery systems. Participants will explore the issues of equity and discuss strategies to promote equitable service delivery for diverse populations. This session is presented as an open and unscripted dialogue intended to explore the varying areas of focus related to social justice.	60 minutes
Guide 4: Who are We? Exploring Issues of Racial and Ethnic Identity This discussion session will explore issues of racial and ethnic identity in America. Prompted by a video clips from mass media, participants will discuss the concepts of racial and ethnic identity. Further, participants will discuss how views of others impact professional work, understanding of disparities/disproportionality and the implication for engagement with children, youth and families in the delivery of services.	60-90 minutes
Guide 5: Social Determinants: Implications for Service With this guide, participants will explore social determinants and their impact on conditions for effective, equitable and culturally competent service delivery.	60-90 minutes

Discussion Guide: 1

The Journey toward Cultural and Linguistic Competence

Discussion Guide Summary

Participants: Practitioners and service providers working with children, youth and families

Time allocation: 60-90 minutes

Space Requirements: Tables set in U-shape, classroom style or rounds to promote discussion

Description:

Learning Objectives:

At the end of this discussion session participants will be able to:

1. Define what is cultural and linguistic competence (CLC)
2. Understand the principles of cultural and linguistic competence
3. Explain the Cultural Competence Continuum and how it applies to personal and organizational development, and work with diverse children, youth and families
4. Understand the importance of cultural and linguistic competence and the implications for effective service delivery

Evaluation Procedures: Oral summary, pre-survey, post-survey

Methods: PowerPoint presentation, individual and group discussion, written and oral participant exercises

Supplies Aids and Equipment: PowerPoint slides, participant handouts, index cards, pen/pencil for each participant, markers, participant exercises

Agenda

Welcome, introductions

- Objectives
- Participants introduction
- Setting the stage
- Pre-test

PowerPoint presentation, exercises and discussion

Summary and wrap-up

- Post test

Discussion Guide: 1

The Journey toward Cultural and Linguistic Competence

Preparing for the Discussion Session

- Review the *Notes to the Facilitator* component to get general instructions to plan and prepare for the discussion.
- Review the content for the discussion session to become familiar with the agenda and subject matter.

Discussion content Outline

- Use the PowerPoint slides and discussion notes for each slide to facilitate the discussion session.

Slides 1–6:

- Welcome
- Objectives
- Introductions
- Setting the Stage
- Pre-test – *Check in time*

Slides 7–15: Examining culture and defining cultural and linguistic competence

- Discussing the meaning of culture, and the concept of the iceberg as a way to understand culture and what it represents for individuals.
- Individual exercise and group discussion – **Handout 1: Cultural awareness self-assessment.**
- Cultural competence, linguistic competence, and the journey toward cultural proficiency.

Resources: The following resources will assist the facilitator in guiding the discussion on slides 7-15. Review the resources as you prepare for the session. Consider sharing the resources with participants.

1. **What is Culture? Live Science** - <https://www.livescience.com/21478-what-is-culture-definition-of-culture.html>
2. **Achieving Cultural and Linguistic Competence in Systems Serving Children and Youth with Special Health Care Needs and their Families.** <https://nccc.georgetown.edu/documents/journey.pdf>
3. **Title 6 regulations on availability of language access/services.** Refer to this resource to get additional information that will assist in discussing the concept of linguistic competence and its relevance to service delivery. <https://nccc.georgetown.edu/documents/NCCC-Learning-Checklist.pdf>

Slide 16: Individual exercise: Journey towards cultural proficiency

- To facilitate this individual exercise, use **Handout 2: Journey towards Cultural Proficiency**
- Distribute **Handout 1** to participants and ask them to take about 5 minutes to think about their personal journey and the information provided on Slide 11.
- Ask participants to think where on the continuum they are— at what stage of their journey are they personally.
- Ask them to circle the stage that best represents them at this moment.
- Ask participants to think about, and write down, how they will move to the next level.

Discussion Guide: 1

The Journey toward Cultural and Linguistic Competence

- Ask participants to think about, and write down, how they will move to the next level.
- They should not be asked to share the information with the group. Ask them to keep the information handy. Participants will be asked to think about and develop a personal action plan towards cultural and linguistic competence at the end of the discussion session.

Slides 17–18: Cultural and linguistic competence in practice

What CLC is and is not – at the beginning of the discussion session, participants were asked what cultural and linguistic competence means to them. Use the following exercise to engage participants in a discussion about examples of what cultural and linguistic competence (CLC) is as it relates to service delivery for children, youth and families.

Instructions for Individual and Group Exercise

- Provide copies of **Handout 3: Examples of what cultural and linguistic competence is and is not**
- Ask participants to take 5 minutes to review the items on the handout and select the items that they think are examples of cultural and linguistic competence
- Then ask them to select the items that they think are not examples of cultural and linguistic competence.
- Facilitator can then engage participants in a dialogue about the responses and solicit additional examples from their experience that represent cultural and linguistic competence.

Discussion

*Examples of what cultural and linguistic competence **is**:*

- Developing a vision, mission, and strategic planning for agencies/organizations that are aligned with and reflect commitment to and action to CLC values, practices, and outcomes
- Establishing norms that create a safe organizational climate, based on trust and mutual respect between and among staff, stakeholders and community members)
- Ensuring that sufficient resources (human and financial) are available and reflect a commitment to infuse CLC into practice and sustain it across time – this includes providing training, resources and tools for staff to enhance their ability to authentically infuse CLC into their work
- Administration, management, and staff mirroring the population(s) and communities in which we work
- Policies and procedures that operationalize CLC in daily work (organizational structure, budgeting, policies and procedures)
- Effectively engaging consumers and ensuring consumer centeredness' in research and program development
- Including CLC standards and benchmarks to guide overall operations and delivery of services and supports
- A receptive environment that promotes addressing race, ethnicity, class, disability, privilege, power, gender, sexual orientation, historical trauma, spirituality, and other psychosocial issues relevant to staff

Discussion Guide: 1

The Journey toward Cultural and Linguistic Competence

*Examples of what Cultural Competence **is not**:*

- A “color-blind” philosophy and approach
- An “add on,” “overlay,” or “just another (unfunded) requirement”
- Limited to ethnic or racial groups
- The availability of a translated brochure
- Having graphics in publications and materials with faces of different colors
- Serving ethnic food or playing ethnic music in trainings and gatherings
- Collecting demographics on ethnic or racial populations and not using the data to address and eliminate disparities (cost and burden versus value)
- Stereotyping individuals because they belong to an ethnic or racial group, a lower socioeconomic status group, or an unserved/underserved population (LGBTQI2-S [lesbian, gay, bisexual, transgender, questioning, intersex, and two-spirited]), based on our limited and sometimes incorrect knowledge of that group
- Assuming that a staff member of color is culturally or linguistically competent (unfairly placing burden on the staff person)
- “Western benevolence” —we know what is best for you!

Resources: *The following resources will assist the facilitator in guiding the discussion for the Individual and Group Exercise: Examples of what cultural and linguistic competence is and is not. Review the resources as you prepare for the session. Consider sharing the resources with participants.*

1. **Standards and Indicators for Cultural Competence in Social Work Practice** - <https://www.socialworkers.org/practice/standards/naswculturalstandards.pdf>
2. **National Association of Social Workers (NASW) – Diversity and Cultural Competence** - <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>

Summary/Action Planning

Slide 19:

- Ask participants to identify one take-away from the discussion session.
- Distribute **Handout 4: Action Planning** and ask participants to think about what they will do to address cultural and linguistic competence.

Wrap-up

Slide 20:

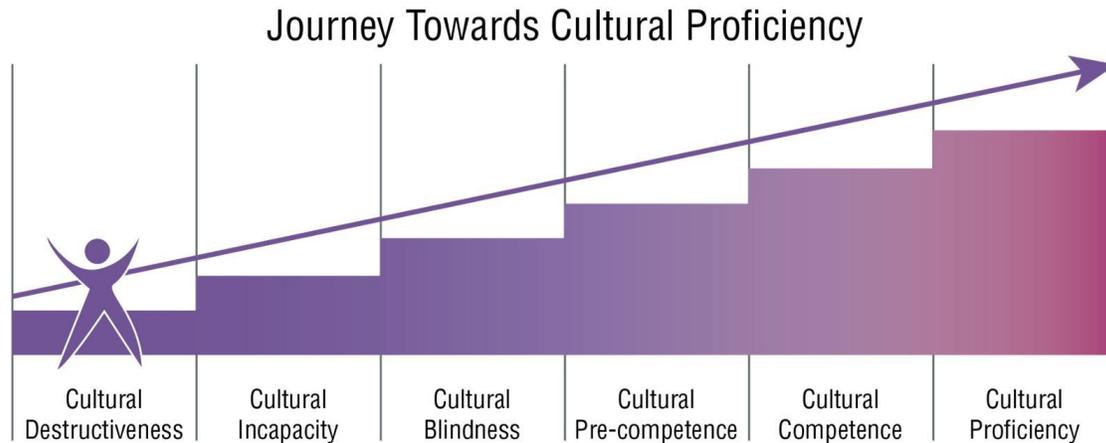
Thank participants for attending the discussion session and encourage them to work on the ideas listed on the action plans.

Handout 1: Cultural Awareness Self-Assessment

To begin to assess your cultural self-awareness, ask yourself the following questions:

1. What are some of my core beliefs and how have they been culturally influenced?
2. How would I describe my worldview?
3. How would I describe the worldview of the children, youth and families that I work with?
4. How might these differ from the ways in which I see the world?
5. How much do I know about the cultural backgrounds of the children, youth and families that I work with?
6. What information is missing and how can I get that information?

Handout 2: Cultural Awareness Self-Assessment



The Continuum at a Glance

Source: Robins, K.N., Lindsey, R.B., Lindsey, D.B., Terrell, R.D. (2002). *Culturally proficient instruction: A guide for people who teach*. Oaks, CA; Corwin Press, Inc.

IN THEORY	IN ACTION	ASSUMPTIONS
Cultural Destructiveness	Intentionally eradicates all traces of others' culture	We're number one
Cultural Incapacity	Esteems one culture over another, unintentionally furthering bias	We look out for our own
Cultural Blindness	In attempting to avoid bias, overlooks cultural differences	All people are the same
Cultural Precompetence	Recognized limitations in skills and practices associated with interacting with other cultural groups	We recognize the important role of culture in all endeavors
Cultural Competence	Actively using one's capacity to assess culture, value and manage diversity and institutionalize knowledge	Acceptance of and adaptation to differences are work to which we commit and in which we are mutually engaged
Cultural Proficiency	Esteems culture, marked by effective interaction and communication with diverse individuals/groups	Our actions demonstrate our global commitment to cultural competence and our proactive stance against cultural incompetence

Handout 3: Examples of what cultural and linguistic competence is/not

Instructions:

Place a *v* next to the statements that are examples of cultural and linguistic competence and an *X* next to the statements that are not examples.

- An agency's/organizations vision, mission, and strategic planning that are aligned with and reflect commitment and action to CLC values, practices, and outcomes
- A safe organizational climate based on trust and mutual respect
- A "color-blind" philosophy and approach
- Provision of sufficient resources (human and financial) to reflect a commitment to infuse CLC into practice and sustain it across time
- Stereotyping individuals because they belong to an ethnic or racial group, a lower socioeconomic status group, or an unserved/underserved population (LGBTQ|2-S [lesbian, gay, bisexual, transgender, questioning, intersex, and two-spirited]), based on our limited and sometimes incorrect knowledge of that group
- The administration, management, and staff of agencies/organizations mirroring the population(s) and communities in which we work
- Assuming that a staff member of color is culturally or linguistically competent (unfairly placing burden on the staff person)
- Policies and procedures that operationalize CLC in daily work (organizational structure, budgeting, policies and procedures)
- Effectively engaging clients and ensuring client centeredness' in research and program development
Limited to ethnic or racial groups
- The availability of a translated brochure
- Including CLC standards and benchmarks to guide overall operations and delivery of services and supports
- Serving ethnic food or playing ethnic music in trainings and gatherings
- A receptive environment that promotes addressing race, ethnicity, class, disability, privilege, power, gender, sexual orientation, historical trauma, spirituality, and other psychosocial issues relevant to staff
- An "add on," "overlay," or "just another (unfunded) requirement"
- Having graphics in publications and materials with faces of different colors
- Collecting demographics on ethnic or racial populations and not using the data to address and eliminate disparities (cost and burden versus value)
- "Western benevolence"—we know what is best for you!

Discussion Guide 1 – Participants Handouts

Powerpoint Slides

<p>The Journey toward Cultural and Linguistic Competence</p>	<p>Welcome</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Articulate the discussion with participants' objectives • Define and describe cultural and linguistic competence (C/LC) • Understand the importance of C/LC in the workplace • Explain the Cultural Competence Continuum and how it applies to various workplace situations • Understand the importance of cultural and linguistic competence in the workplace 	<p>Introductions</p> <ul style="list-style-type: none"> • Participants introduce themselves to the group • Participants share their professional background • Participants share their cultural and linguistic background • Participants share their goals for the day
<p>Setting the Stage</p> <p>Ground rules:</p> <ul style="list-style-type: none"> • Be on time • Be respectful • Be open to learning • Be honest • Be active • Be engaged • Be respectful • Be respectful • Be respectful 	<p>Check In Time</p> <ul style="list-style-type: none"> • How do you define culture? • How do you define linguistic competence? • How do you define cultural and linguistic competence? 	<p>Examining culture and defining cultural and linguistic competence</p>	<p>What is culture?</p> <p>Shared patterns of human behavior that include the values, norms, customs, traditions, beliefs, and behaviors held by a group of people</p>
	<p>Individual exercise and group discussion</p> <p>CULTURAL AWARENESS SELF-ASSESSMENT</p>	<p>Cultural and linguistic competence (proficiency)</p> <p>The ability to review, produce and engage in intercultural and cross-cultural communication in the workplace</p>	<p>Cultural and linguistic competence</p> <ul style="list-style-type: none"> • Ability to understand and appreciate cultural differences • Ability to communicate effectively across cultures • Ability to adapt to different cultural contexts • Ability to work effectively with diverse teams
<p>Linguistic Competence</p> <p>Ability to understand and communicate effectively across cultures</p>	<p>Journey toward Cultural Proficiency</p>	<p>Organizational cultural competence</p> <p>The ability of an organization to understand and appreciate cultural differences</p>	<p>Individual Exercise – Handout 2</p> <ul style="list-style-type: none"> • Participants identify their own cultural and linguistic background • Participants identify their own cultural and linguistic background • Participants identify their own cultural and linguistic background
<p>Cultural and linguistic competence in practice</p>	<p>Individual Exercise and Group Discussion</p> <p>Handout 3: Examples of what cultural and linguistic competence is and is not</p>	<p>Summary and action planning</p>	<p>Thank you</p>

Discussion Guide: 2

Standing up to Bias: Mine, Yours, Ours

Discussion Guide Summary

Participants: Practitioners and service providers working with children, youth and families

Time allocation: 60-90 minutes

Space Requirements: Tables set in U-shape, classroom style or rounds to promote discussion

Description:

Learning Objectives:

At the end of this discussion session participants will be able to:

1. To define implicit bias
2. Identify the impact of implicit bias on decision making
3. Identify effective strategies for addressing implicit bias

Evaluation Procedures: Oral summary, pre-discussion exercise, post discussion checklist

Methods: PowerPoint presentation, individual and group discussion, written and oral participant exercises

Supplies Aids and Equipment: PowerPoint slides, participant handouts, index cards, pen/pencil for each participant, markers, participant exercises

Agenda

Welcome, introductions (10 minutes)

- Setting the Stage
- Pre-discussion exercise

PowerPoint presentation, exercises and discussion (45 minutes)

- Video
- IAT exercise
- Discussion

Wrap-up (5 minutes)

- Oral feedback
- Post-test

Discussion Guide: 2

Standing up to Bias: Mine, Yours, Ours

Preparing for the Discussion Session

- Review the *Notes to the Facilitator* component to get general instructions to plan and prepare for the discussion.
- Review the content for the discussion session to become familiar with the agenda and subject matter.
- ***Two Weeks Prior to Training:*** To improve the effectiveness of the training, please ask the registered participants to take the Implicit Association Test (IAT) before the training. It can be accessed at: www.implicit.harvard.edu. No instructions are needed since they are contained on the website. Ask participants to bring or remember their results to the training. They will not be asked to share them in the training group.
- Take an IAT yourself. You can learn more about IAT at: <https://implicit.harvard.edu/implicit/takeatest.html>

Resources: *The following resources will assist the facilitator in guiding the discussion session. Review the resources as you prepare for the session.*

Implicit Association Test (IAT) can be accessed at: www.implicit.harvard.edu.

To learn more about IAT at: <https://implicit.harvard.edu/implicit/takeatest.html>

Discussion content Outline

Slide 1: Welcome and Setting the Stage

Discussion: Whether we want to admit it or not, we all have biases. Some of our biases are conscious and may even be outwardly expressed, although we try not to. Other biases are unconscious or implicit - that is we hold them but they are not outwardly conveyed. Many times, we are not aware of them but certain circumstances or people may awaken them. Whether they become conscious or not, bias affects our perceptions, our reactions, judgements, and ultimately our decisions about situations and about others. By acknowledging the presence and influence of our unconscious/implicit biases we are able to move from no action to action, in other words becoming more conscious about our biases and therefore able to do something to address them. This is particularly true in the school/classroom setting where teachers and administrators are making decisions every day about students and their behaviors and sometimes about their families. Our goal in this session is to help you realize the existence of unconscious bias, its impact, and offer suggestions about what to do about improving your decision making despite their existence.

Slide 2: Describe Learning Objectives

Slide 3: Pre-discussion exercise – The Dots

- Distribute **Handout 1: *The Dots***, to participants
- Introduce exercise, explain that the exercise is intended for experiential learning
- Ask participants to counting the dots - how many are white and how many are black?
- How many people see all white dots?
- How many people see all black dots?

Discussion Guide: 2

Standing up to Bias: Mine, Yours, Ours

All the dots are white dots

Discussion: Often times what we see is not what is. As a professional working with children and families, we have to be sure to spend time really uncovering what is actually there so that we can work from the facts. As a professional you have the awesome opportunity to improve the lives and experience of the individuals you work with in a way that benefits each of them and the organization tremendously.

Slide 4: Please watch this short video in which six people—three in white shirts and three in black shirts—pass basketballs around. While you watch, keep a silent count of the number of passes made by the people in white shirts.

Slide 5: Video – Invisible Gorilla

Slide 6: Group Discussion about Video

Discussion: You can use the following questions and information to guide discussion with participants about their reaction and lessons learned from viewing the video.

1. For those of you who have never seen this video, did you notice all the changes going on while you were counting the passes?
2. Did you see the gorilla?
3. Did you see one person in a black shirt leave?
4. Did you notice the color of the curtain change?
5. What was your reaction when you were told that those other things were going on in addition to the basketball being passed around?

Note: You may want to replay the video to give participants a second opportunity to notice the other changes going on.

When this experiment was done at Harvard, half of the people who watched the video and counted the passes, missed the gorilla. How can that happen?

This experiment reveals two things. First, we are missing a lot of what goes on around us. Second, we have no idea that we are missing so much. This video is used to help explain what we see and what we don't see even though it is going on around us.

There was more taking place in the video than you probably noticed – very much like what happens to us on a daily basis as we work, play and interact with each other.

If half the people did not see the gorilla, or if others did not notice one person in a black shirt leave, or notice that the color of the curtain changed, then maybe many other perceptions or beliefs we have might be wrong too. The creators of the experiment wrote *The Invisible Gorilla* to explore the limits of human intuition and what they mean for ourselves and our world.

1. So how does all the activity around us impact the decisions we make?
2. Are we paying attention to all the information around us?
3. Do we even recognize that there may be more than we initially see or hear or notice?

Discussion Guide: 2

Standing up to Bias: Mine, Yours, Ours

4. What are we relying on to make decisions?
5. Are the cues we rely on conscious and/or unconscious?
6. What do we rely on more to make decisions, the conscious or the unconscious cues?
7. Are we on “automatic pilot”?
8. What does this video tell you about yourself?

This video demonstrates the mechanism of selective attention and how we can miss cues because of how we are attending (giving attention) to them.

Oh, yes, there were 16 passes made by the people in white shirts.

Slide 7: Implicit Bias definition - Implicit bias and unconscious bias are different descriptors for the same concept. The terms in this presentation are used interchangeably.

Slide 8: Bias can also alter our senses

Slide 9: Implicit Association Test

Notes: Ask the participants - *How many of you were able to take the Implicit Association Test before coming today?*

Slide 10: Experiences with the IAT

Discussion:

- What were your first reactions?
- Were you surprised?
- How did you feel when you saw your results?
- Did you feel like you wanted to argue with the test results?
- Upon reflection, what did you feel and think about your experience?
- What is your “takeaway”?

What we can learn from taking the Implicit Association Test (IAT):

- It is personal proof that we have stereotypes and they can be activated.
- Results can change, but are difficult to manipulate.
- According to the test developers, results do not usually fluctuate, and cannot be easily manipulated, but they can change according to the context and can also change over time.
- But most importantly, the question is not whether unconscious bias exists, but whether we change our behavior as educators once we become aware of our biases to avoid influence on our perceptions, judgements, and behaviors.

Slide 11: Color blindness

- Most of us, think we are color-blind and therefore assume we are justified in our thinking and behavior.
- The idea that we may act with bias in dealing with children, youth and families is counter to our beliefs.
- Nevertheless, we can still be blinded by our expectations.

Discussion Guide: 2

Standing up to Bias: Mine, Yours, Ours

- We see what we look for but may miss important truths to understanding the whole picture.
- The gorilla (“elephant in the room”) usually goes unnoticed, unconsciously or consciously screened out.
- Our intuition tells us that we are not racially biased.
- To counter this intuition the first step is to acknowledge that all of us living in this society are bombarded with stereotypes and bias that affect our thinking about race and ethnicity in ways that we are unaware of.
- These stereotypes and biases may influence our decisions and interactions in ways we would find unacceptable and attempt to stop if we knew they were consciously going on.

Slide 12: Resistance to Acknowledging Bias (See Resources Section for Discussion Guide for Slide 19)

- Unconscious bias is often lumped together with intentional discrimination. It is different.
- If you are unconsciously biased, you probably don’t know it. That is why it is called “unconscious.”
- It is hard, but can we accept the fact that we all are biased, either unconsciously or consciously?
- Now we are ready to begin addressing our biases.
- Most people do not recognize implicit bias because most equate racial bias with intentional racism.
- There is a difference between blatant, intentional, and knowing racism, and unconscious or implicit racial bias.
- Our lack of awareness of racial/ethnic bias is not only influenced by societal bias, but by our tendency to avoid seeing reality in a way that makes us feel uncomfortable or that does not fit well with our worldview.
- When we are given a choice of perspectives, we sort out those facts that seriously challenge our beliefs and understandings because they are difficult to absorb or accept.
- We tend to avoid uncomfortable interpretations and we tend to resist acknowledging bias.
- For example, when confronted with the fact that the United States incarcerates more adults and children per capita than any other country in the world, some people may gravitate toward explanations like we have highly efficient and well-trained law enforcement. That explanation may be far more satisfying or easier to digest, even if no evidence supports it, than believing that our justice system may be flawed and a contributor to inappropriate incarcerations.

Slide 13: Group Discussion

- Ask participants to think about how unconscious bias impacts their decision making at work, at home, with social interactions, and with clients.
- Ask participants to think about how they acknowledge and challenge their biases?
- If so, how did you do it and how did it feel?
- Ask for volunteers to share responses.

Discussion:

- We have a hard time acknowledging that our service systems may contribute to disparities and disproportionalities in access to and delivery of services to clients in many ways.

Discussion Guide: 2

Standing up to Bias: Mine, Yours, Ours

- There are also social determinants that contribute significantly to the contexts within which our children, youth and families live and sometimes don't thrive. Much of the time, we do not have control over those social determinants such as quality of housing, food security, employment, environmental pollutants, crime rates, etc. so then we need to look at those factors that we do have control over, which our own biases and decisions that are the result of our biases.
- When we fail to see or acknowledge a disparity or disproportionality for what it is, possibly a failure of our systems and/or individuals in our systems, it may result in maintaining the status quo rather than choosing to address the problem and solve it. If we don't accept that fact, then we can't begin to address our biases and their consequences.

Slide 14: Strategies to Address Unconscious Bias in Decision Making

Discussion:

- Recognize that diversity is real, dynamic, and legitimate – there is more than one way to see people and do things
- Become aware of your individual perceptions, stereotypes, and bias and their impact on decision making
- Engage in opportunities to learn about the diverse cultures of your clients, their families, as well as your colleagues
- Suspend initial impressions and negative judgments
- Engage in courageous conversations to increase knowledge and address negative perceptions, stereotypes, and attitude.

Notes: Since we do not have control over all the factors that affect the children, youth and families that we serve, we can only positively impact our students through the relationships that we form in working with them. Therefore, in our small way we can improve their lives through being self-aware, skilled, and willing to suspend judgement until we know them better and learn from them about who they are instead of who we think they are.

Slide 15: As a take away from the discussion session, the unconscious bias checklist is offered. Review the checklist with participants and ask for their feedback about the checklist as a useful tool.

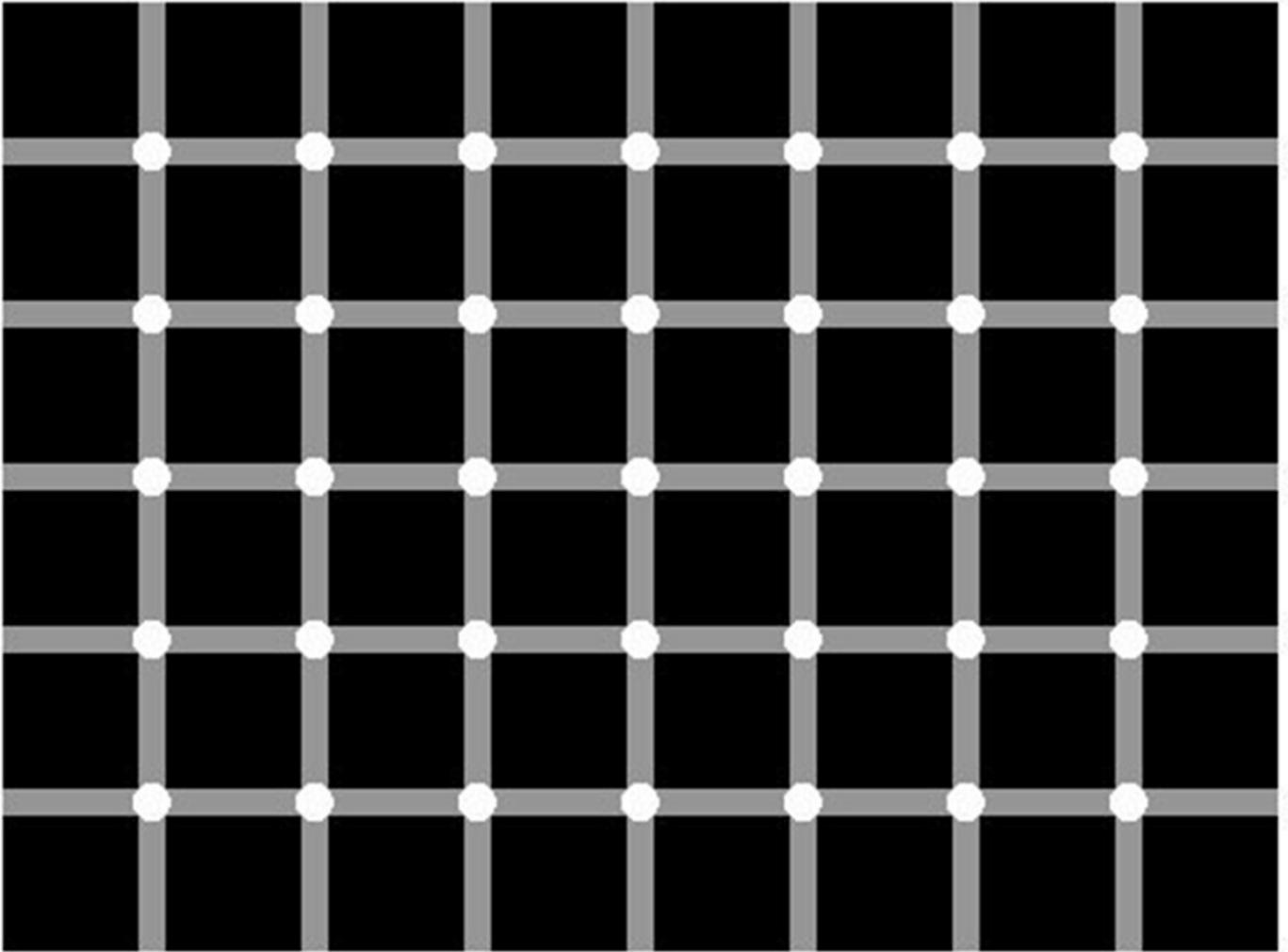
Slide 16: Summary

Discussion: Being able to discuss the concept of implicit bias, understand what it is and what it isn't and then acknowledging that it is something we all experience is a first step in addressing it and its ramifications. When we can discuss our own implicit biases and engage in mutually sharing of them, we will be able to see how they affect our perceptions, judgements, decision making and actions that follow. If we stay on auto-pilot, we will not be able to make clear and informed decisions impacting our students, colleagues, and even our families. This Discussion Session will help in our interactions with colleagues, students, families and in the decision-making process we engage in daily with all of them.

Wrap-up: Reflections

- Hand out copies of **Handout 2: Reflections Sheet** to participants
- Give participants a few minutes to complete

Handout 1: Dots Exercise



Handout 2: Reflections Sheet

1. I know what implicit/unconscious bias is.

Yes No

2. I now have some skills to begin to acknowledge my own implicit bias and address it, especially in decision-making situations.

Yes No

Discussion Guide 2 – Participants Handouts

Powerpoint Presentation

Standing up to Bias: Mine, Yours, Ours

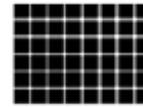
1

Objectives

Participants will be able to:

- To define implicit bias
- Identify the impact of implicit bias on decision making
- Identify effective strategies for addressing implicit bias

2



3

Starting the Conversation

Please watch this short video in which six people—three in white shirts and three in black shirts—pass basketballs around. While you watch, keep a silent count of the number of passes made by the people in white shirts.

4

<http://www.themixable.com/v/dp5Ljtu>

Group Discussion

1. For those of you who have never seen this video, did you notice all the changes going on while you were counting the passes?
2. Did you see the...?
3. What was your reaction when you were told that those other things were going on in addition to the basketball being passed around?
4. What does this video tell you about yourself?

5

Implicit Bias

Implicit bias is "a positive or negative mental attitude towards a person, thing, or group that a person holds at an unconscious level".

Source: <http://www.scribd.com/doc/117694008/IBDEFinal> (Credit: P-CORRECT LINK - Need correct one)

7

Bias Can Also Alter Our Senses

- Bias can alter what we experience, what we pay attention to, and what we ignore
- Biased expectations can affect our evaluation of what we hear and see, too.
- Bias, especially unconscious bias, can affect our judgement about people or situations.
- Therefore, bias can affect our responses to people and situations even without our conscious knowledge that it has influenced

8

The Implicit Association Test (IAT)

This is the tool that was recommended for you to take before the discussion:

www.implicit.harvard.edu

- It examines the "automatic pilot" that drives our thoughts and actions
- The IAT measures implicit attitudes and beliefs that people are either unwilling or unable to report
- It examines social attitudes
- Offers one way to probe unconscious bias

9

Your Experience with the IAT

- What were your first reactions?
- Were you surprised with your results?
- How do you feel when you saw your results?
- Did you feel likely or wanted to argue with the test results?
- Upon reflection, what did you feel and think about your experience?
- What is your "takeaway"?

10

Color Blindness

- Most of us think we are colorblind and therefore assume we are just either a colorblind and someone else.
- The idea that we may act with bias in dealing with children is counter to our thinking and desired self-perception.
- Nevertheless, we can still be blinded by our perceptions and judgements.
- We see what we look for but may miss important truths to understanding the whole picture.
- The garilla ("deafest in the room") usually goes unnoticed, unconsciously or consciously even we out.

11

Resistance to Acknowledging Bias

- Unconscious bias is often linked together with intentional discrimination. It is different.
- If you are unconsciously biased, you probably don't know it. That is why it is called "unconscious."
- It is hard for us to accept the fact that we all are biased, either unconsciously or consciously?
- Acceptance is the beginning of addressing our biases.
- Have you acknowledged and challenged your biases? If so, how did you do it and how did it feel?

12

Group Discussion

- How do you think unconscious bias has impacted you in decision making:
 - at work,
 - at home,
 - in social interactions,
 - with clients
- Have you acknowledged and challenged your biases? If so, how did you do it and how did it feel?

13

Strategies to Address Unconscious Bias in Decision Making

- Recognize that diversity (not means, not opinions—there is no "them" there are real, living people and ideas)
- Become aware of your individual perceptions, stereotypes, and biases and their impact on decision making
- Engage in conversations to learn about the diverse views of your students, staff, families, and community members
- Develop skills to evaluate and regulate judgements
- Engage in ongoing conversations to increase knowledge and address negative perceptions, stereotypes, and attitudes

14

A take-away

The unconscious bias checklist, ask yourself:

- What is the issue?
- What individual(s) are relevant to the issue?
- What are the competing views of the issue?
- Who are impacted/affected and how by the decision?

15

Thank you!

16

Discussion Guide: 3

Talking about Social Justice

Discussion Guide Summary

Participants: Practitioners and service providers working with children, youth and families

Time allocation: 60 minutes

Space Requirements: Tables set in U-shape, classroom style or rounds to promote discussion

Description:

Learning Objectives:

At the end of this discussion session participants will be able to:

1. Define social justice, and its relevance to social service systems.
2. Identify how issues of social justice impact communities and the children, youth and families who live in these communities.
3. Define why it is important to address social justice issues and the intersection with cultural differences, unconscious bias and institutionalized systems of bias.
4. Identify strategies to address social justice issues within individual spheres of influence.

Evaluation Procedures: Oral summary

Methods: PowerPoint presentation, individual and group discussion, written and oral participant exercises

Supplies Aids and Equipment: PowerPoint slides, sticky notes (3 different colors), pen/pencil for each participant, markers, participant exercises, flip chart paper

Agenda

Welcome, introductions

- Objectives
- Participants introduction
- Setting the stage
- Pre-test

PowerPoint presentation, exercises and discussion

Summary and wrap-up

- Review the *Notes to the Facilitator* component to get general instructions to plan and prepare for the discussion.
- Review the content for the discussion session to become familiar with the agenda and subject matter.

Discussion Guide: 3

Talking about Social Justice

Resources: *The following resources will assist the facilitator in guiding the discussion for this session. Review the resources as you prepare for the session. Consider sharing the resources with participants.*

1. University of Southern California: School of Social Work - <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/#cross>
2. National Association of Independent Schools - <https://www.nais.org/magazine/independent-school/fall-2018/using-a-social-justice-framework-to-guide-diversity,-equity,-and-inclusion-work/>
3. National Education Association - <https://www.nea.org/resource-library/racial-justice-education-framework>
4. The Human Rights Campaign - <https://www.hrc.org/about>
5. The Square One Project - <https://www.squareonejustice.org/>

Discussion content Outline

- Use the PowerPoint slides and discussion notes for each slide to facilitate the session.

Slide 1–2: Welcome and Introductions

Slide 3: Objectives

- State objectives of the discussion session
- Also integrate feedback from participants based on what was shared about what they hope to get out of the discussion session.

Slide 4: Group Discussion

Discussion: The topic of social justice exists within many sectors such as justice, health, housing, the environment, economics, politics, gender diversity, immigration, employment and workforce, trade and industry just to mention a few. Social justice is a global issue and has an impact on everyone. The issues of fairness and equity are at the center of conversations about social justice. Addressing concepts of disadvantage, advantage and privilege and how they interplay in communities is part of the discussion. Therefore, exploring issues of equity and discussing strategies to promote equitable service delivery for diverse populations is important. The session is intended to be an open and unscripted dialogue to explore the varying areas of focus related to social justice.

Slide 5: Social Justice

- Review definition of social justice on the slide
- Ask participants if they have additional ideas to offer based on their own experiences and work.

Slide 6: Social justice and the news media

- Ask participants the question on slide 6 and wait for responses.
- Based on responses you will be able to facilitate a dialogue about the impact of the news media to promote knowledge and appreciation of social justice issues.

Discussion: The news media (social media, print media, television) is used as a tool to share information about issues of social justice, injustice and societal inequities. These mechanisms are instantaneous, as we are often able to learn in real time about occurrences, stories and events. Due to the very present feeding of this information, we may have several reactions ranging from outrage, disbelief, sorrow, empathy, sympathy, fear, misunderstanding, and horror. There is also a sense of apathy that may come due to the ever-present existence of this information. How do we feel about this easy access to constant information? Do we feel it helps, hurts, or

Discussion Guide: 3

Talking about Social Justice

renders individuals numb to the issues? Do we feel that the constant sharing of this information normalizes the inequity and injustice in our society? Do we feel that media plays a role in social change? What are your views?

Discussion Guide: 3

Talking about Social Justice

Resources: *The following resources will assist the facilitator in guiding the discussion for this session. Review the resources as you prepare for the session. Consider sharing the resources with participants.*

1. How the Internet is Shaping Social Change, and Social Change is Shaping the Internet. The Center for Media Justice - <https://centerformediajustice.org/digital-culture-shift-from-scale-to-power/>
2. Social Media: a tool for social justice. The Daily Texan - <https://www.dailytexanonline.com/2017/10/11/social-media-a-tool-for-social-justice>
3. When social media and social justice intersect. Huffington Post - https://www.huffpost.com/entry/when-social-media-and-soc_b_231018

Slide 7: Discussion Questions

Discussion:

- Ask participants to respond to the questions on Slide 7. What are their thoughts and ideas?
- Facilitate a group discussion based on the thoughts and ideas presented by participants.

Everyone, regardless of their position in life, professional roles, responsibilities and worldviews make decisions about addressing the issue of social justice in a variety of ways. The idea of this discussion is to allow participants to explore what, how and where are their spheres of influence, what they want to do or not do, what is important to them and whether they determine that action is a relevant approach to take. This section of the discussion should be presented so that participants feel comfortable to share ideas without being judged about what is a right or wrong approach.

As the discussion unfolds ask participants to:

- Think about the children, youth and families that they work with?
- What are some of the issues of inequity, disparities, lack of access to services, cultural competence, unconscious bias and barriers that exist?
- What is their sphere of influence to address these issues- What is within the realm of their professional roles and responsibilities and what is not?

Some ideas that can be presented are:

- Taking time to learn about the needs, challenges and culture of populations to be served.
- Collecting data to determine where disparities may exist.
- Identifying barriers and challenges for access to services and supports.
- Engaging with community members as partners to develop culturally competent programs and services.
- Addressing unconscious bias.
- Ask participants to identify other strategies or actions that can be taken.

Discussion Guide: 3

Talking about Social Justice

Resources: *The following resources will assist the facilitator in guiding the discussion for this session. Review the resources as you prepare for the session. Consider sharing the resources with participants.*

1. Blueprint for Using Data to Reduce Disparities/Disproportionalities in Human Services and Behavioral Health Care – American Institutes for Research. https://fredla.org/wp-content/uploads/2016/01/BlueprintFinal_9-25-13.pdf
2. Promising Practices to Address Racial Disproportionality in Child Welfare. The center for community partnerships in child welfare of the center for the study of social policy. <http://www.racialequity-tools.org/resourcefiles/casey.pdf>
3. Equity and Empowerment Lens. Multnomah County, WA. - <https://multco.us/diversity-equity/equity-and-empowerment-lens>

Slide 8: Activity - Pulling it all together

Instructions to set up this exercise:

Discussion: Slide 8, provides a template for this activity. This activity allows participants to think through some of the ideas that they generated during the previous discussion. and begin to think critically about strategies to address inequity and facilitate social justice.

- Prior the discussion session, prepare a sheet of flip chart paper to reflect the graphic table below. And have it ready to use during the session.

Pulling it all together

Strategies for Action

Measuring the impact of decisions that affect communities most burdened by inequities.

Improve decision making structure towards being more inclusive of

Addressing the social determinants.
Identifying strategies to improve health and wellbeing.

Increase access to services and supports.

- Place the flip chart paper with the graphic table in a space that is accessible to all participants.
- Distribute three sticky notes to each participant (you may consider distributing sticky notes in three different color to each participant. One color to be used for each column.)
- Ask participants to think through some of the ideas generated in the previous discussion (from Slide 7).
- Ask them to write down one strategy related to each column on the sheet.
- Ask participants to place a sticky with a strategy that they have identified on the relevant column.
- Take about 10 mins to review with participants the strategies presented on the sticky notes.

Discussion Guide: 3

Talking about Social Justice

Summary

Slide 8:

- Summarize points discussed in the session.
- Encourage participants to use the information discussed and lessons learned in this session to inform their work.
- Close the discussion session with the quote and the post discussion session exercise. Participants can do this exercise individually after the session.
- Thank participants for attending the session.

Wrap-up

Post Discussion Exercise

- Distribute an index card to each participant
- Ask each participant to write down: (1) one take-away from the discussion session, (2) one thing they will do to address social change in their community or in the work that they do on behalf of children, youth and families.
- Ask the participants to keep the index card in a place that can easily serve as a reminder for action.

Participant Handouts

There are no participant handouts offered for this discussion session. As the facilitator, you may select a resource, article or materials that you want to share with participants. *The choice is yours.*

Powerpoint Slides

Talking about Social Justice

1

Welcome and Introductions

Please:

- Introduce yourself (name, agency, role)
- What do you hope to get out of this session?

2

Objectives

Participants will be able to:

- Define social justice, and its relevance to social justice work.
- Identify how issues of social justice impact communities and children, youth and families who live in their communities.
- Define equity (fair) treatment to address social justice issues and the role of equity with racial and ethnic diversity, language, disability, and social justice leadership roles.
- Identify strategies for addressing social justice issues at the individual, organizational, and systems level.

3

Group Discussion

- What is your understanding of social justice?

4

Social Justice

Social justice refers to a concept in which equity or justice is achieved in every aspect of society rather than in only some aspects or for some people.

From: <https://www.illustrations.com/2014/04/20/10-ways-to-achieve-social-justice/>

5

Social justice and the news media

- How does the news media (social media, print, media, television etc.) influence your appreciation and/or knowledge of social justice issues?

6

Thank you

7

Discussion Guide: 4

Who are We? Exploring Issues of Racial and Ethnic Identity

Discussion Guide Summary

Participants: Practitioners and service providers working with children, youth and families

Time allocation: 60 minutes

Space Requirements: Tables set in U-shape, classroom style or rounds to promote discussion

Description:

Learning Objectives:

At the end of this discussion session participants will be able to:

1. Define concepts of race and ethnicity;
2. Identify what is the impact of concepts of race and ethnicity on educational services, student achievement and student outcomes;
3. Discuss the concepts of disparities and disproportionality related to race and ethnicity and the impact on educational achievement and educational outcomes;
4. Identify strategies for the engagement of families and communities and the delivery of effective educational and support services to students from diverse backgrounds.

Evaluation Procedures: Oral summary, pre-survey, post-survey

Methods: PowerPoint presentation, individual and group discussion, written and oral participant exercises

Supplies Aids and Equipment: PowerPoint slides, index cards, pen/pencil for each participant, markers, participant handouts

Agenda

Welcome and Setting the Stage

PowerPoint presentation, exercises and discussion

- Racial/ethnic demographics in the United States
- Definition of race and ethnicity
- Understanding the nature of race and ethnicity in America

Video Clip 1

Group Discussion

Video Clip 2

Group Discussion

Discussion Guide: 4

Who are We? Exploring Issues of Racial and Ethnic Identity

PowerPoint presentation

- Disparities and disproportionality
- Strategies to address disparities and disproportionality

Wrap-up and oral feedback from participants

Preparing for the Discussion Session

- Review the *Notes to the Facilitator* component to get general instructions to plan and prepare for the discussion.
- Review the content for the discussion session to become familiar with the agenda and subject matter.
- Review all video clips that are presented in this discussion guide to become familiar with the content. You will be better able to prepare to facilitate the discussion.

Discussion content outline

Slide 1: Welcome and Setting the Stage

- Ask participants to introduce themselves (name, title)
- Pre-test (Handout 1), ask participants to describe in a sentence what they hope to learn from the discussion session about race and ethnicity – “From this discussion session, I hope to learn . . . ”

Slide 2: Objectives

- Describe Learning Objectives as outlined on the slide.

Discussion:

- Talking about race often is difficult and uncomfortable for many people. Such conversations are often very emotionally charged soliciting feelings of blame and/or anger about injustices, inequity, unfair treatment and exclusion. Such conversations are however important to have for a number of reasons: (1) the growing diversity of our communities, (2) the needs to provide educational opportunities for all children regardless of racial/ethnic background and (3) the importance of providing cultural and linguistically competent services.
- We all may have our own definitions of race and ethnicity based on cultural references, perception, what we have been taught, from our experiences. So, theoretical definition of race and ethnicity is where we may want to begin this conversation.
- Race and ethnicity play an important role in daily human interaction and therefore have an impact on these interactions. Concepts and definitions of race and ethnicity often get confused. It is important to examine the concepts and definition of race and ethnicity to determine what the concepts mean to individuals and their interactions with other.
- Many concepts of race and ethnicity abound. There is contemporary discourse on race as offered through media outlets such as the Cable Network News (CNN) series on Race in America. Through this series, varying perspective on race and racial identity are discussed. A historical perspective on the discourse about race and perceptions of racial identity that still has relevance even today comes through the Doll Study conducted in the 1940's by Drs. Kenneth Clark and Mamie Phipps Clark. The Doll study examined the

Discussion Guide: 4

Who are We? Exploring Issues of Racial and Ethnic Identity

perceptions that children have about race. When children in the study were given dolls that were identical except for hair color and skin color, they found that all children had a preference for the white dolls.

- Other examples that typify the impact of race are also seen as we look at the juvenile justice system and the disproportionate confinement of youth of color when compared to their white counterparts. In the educational system, we see the wide achievement gap between white students and Black and Latino students.

Resources: *The following resources will assist the facilitator in guiding the discussion for this session. Review the resources as you prepare for the session. Consider sharing the resources with participants.*

1. The significance of the “Doll Study”. LDF - <https://www.naacpldf.org/ldf-celebrates-60th-anniversary-brown-v-board-education/significance-doll-test/>
2. Race and Racial Identity Are Social Constructs. New York Times. - <https://www.nytimes.com/room-fordebate/2015/06/16/how-fluid-is-racial-identity/race-and-racial-identity-are-social-constructs>

Slide 3–4: Defining race and ethnicity

Slide 5: Video presentation:

- Show video Clip 1 – Critical Race Theory: Understanding the Nature of Race and America <https://www.schooltube.com/video/20e98d471c05a96aaf90/Critical%20Race%20Theory%20Understanding%20the%20Nature%20of%20Race%20and%20America>

Slide 6: Group Discussion

Facilitate a group discussion with the following questions:

- How comfortable do you feel discussing issues of race/ethnicity with (1) family, (2) friends, (3) co-workers, (4) strangers?
- How significant is race/ethnicity in American today?
- What do you say to those who say that they do not see color?
- How do you view the impact of race/ethnicity in American society today?

Slide 7: Video presentation

- Show video Clip 2 – YouTube clip – Miss America controversy - <https://www.youtube.com/watch?v=rWDaD4RILVM>
- This video clip is a few years old, it however is a good example of the issues being discussed.
- Prior to the discussion session, the facilitator should review the videos to prepare for the discussion.

Slide 8: Group Discussion - reaction to video

Ask participants:

- What is your reaction to the video clip?
- What are your ‘take-aways’ from the video clip?
- What do you think it says about our perceptions of race and ethnicity in America?

Discussion Guide: 4

Who are We? Exploring Issues of Racial and Ethnic Identity

Slide 9–11: Definition of disparities and disproportionality/ anatomy of disparities

- Review definitions with participants

Discussion: Data shows that disparities exist across all systems of service. These disparities occur for a variety of reasons. Disparity refers to disparate or inequitable treatment (how the individual is treated) or services (types, quality, access and quantity of services available) provided to minority children as compared to those provided to similarly situated Caucasian children (Race Matters Consortium, 2001). Disproportionality refers to a situation in which a particular racial/ethnic group of children is represented in child welfare systems at a higher percentage than other racial/ethnic groups. It looks across racial/ethnic groups at relative ratios of children at various points in the child welfare system to their numbers in the general population. Overrepresentation refers to the difference between how children are represented at some point in the child welfare system and how they are represented in the general population.

- Once, you have provided the discussion above, use the following slides to conduct small group exercises with participants.

Slide 12–14: Small Group Exercise – Hypothetical situations – understanding the data about disparities and disproportionality.

- Divide participants into three groups.
- Give each group a copy of data for one hypothetical situation
 - Group 1: **Handout 2** – *Utilization of Services*
 - Group 2: **Handout 3** – *Access to Services*
 - Group 3: **Handout 4** – *Child Welfare System X*
- As participants in each of their small groups to review the data, interpret the data and determine whether this is a disparity or disproportionality.
- Give participants about 15 minutes to have their small group discussions.
- As each group to identify a spokesperson, who will present information about the discussion to the large group.
- After each group's presentation, present and discuss each hypothetical situation (Slides 12, 13, 14).

Discussion: Discussion points to assist in facilitating discussion for each hypothetical situation and small group exercise are as follows:

Group 1: Handout 2- Utilization of Services

In this hypothetical situation - The data indicates that African American and Latino children, and their families, are under-utilizing services/ programs (12% and 12%) at 40% the rate than would be expected based on their proportionality in the population (30% and 30%).

Biracial children and their families are under-utilizing services/programs (5%) at 50% the rate than would be expected based on their proportionality in the population (10%).

Asian American children and their families are utilizing services/programs at twice the rate (10%) than you would expect based upon their proportionality in the population (5%).

While White children are utilizing services/programs at 2.4 times the rate (60%) compared to their population demographics (25%).

Discussion Guide: 4

Who are We? Exploring Issues of Racial and Ethnic Identity

Therefore, there is a disparity in the services/program utilization rate of African American, Latino, and biracial children, and their families, as compared to their White and Asian American counterparts.

Group 2: Handout 3 – Access to Services

The data indicates that African American, Latino and biracial children, and their families, are under-utilizing services/programs (15%, 15% and 5%) at half the rate than would be expected based on their proportionality in the population (30%, 30% and 10% respectively).

Asian American children and their families are utilizing services/programs at the same rate (5%) than you would expect based upon their proportionality in the population (5%).

While White children are utilizing services/programs at 2.4 times the rate (60%) compared to their population demographics (25%).

Therefore, there is a disparity in the services/program utilization rate of African American, Latino, and biracial children and their families as compared to their White counterparts.

Group 3: Handout 4 – Child Welfare System X

African American children are over-represented in this hypothetical state child welfare system by 1.75 times (35%) their proportionality in the population.

Latino children are over-represented by 1.5 times (30%) their proportionality in the population.

American Indian and biracial children are over-represented by 2 times (10% and (10%) their proportionality in the population.

Asian American children are under-represented completely (0%).

White children are under-represented by 2.5% (15%) their proportionality in the population.

Therefore Latino, African American, American Indian, and biracial children are disproportionately over-represented in this child welfare system

Slide 15: Group Discussion - Implication of race/ethnicity for our work and the delivery of programs and services.

• **Facilitate a large group discussion, using the following questions:**

- What are the implications of race and ethnicity for and their impact on providing services and supports for children youth and families from racially and ethnically diverse backgrounds?
- What are the implication of race and ethnicity for the effective engagement of children, youth and families in your community?
- How can we address issues disparities and disproportionality based on race?

Slide 16: Wrap-up and oral feedback from participants.

Post-test (Handout 5) - Ask participants to write their response to the following:

From this session I have learned . . .

Handout 1: Pre-test

From this discussion session, I hope to learn . . .

Handout 2: Utilization of Services

Utilization of Services

Population	Utilization of Services
White..... 25%	White 60%
African American..... 25%	African American 12%
Latino/Hispanic..... 25%	Latino/Hispanic..... 12%
American Indian/Alaska Native 5%	American Indian/Alaska Native..... 1%
Asian American/Pacific Islander 10%	Asian American/Pacific Islander..... 10%
Biracial..... 10%	Biracial 5%

Notes:

Handout 3: Access to Services

Access to Services

Population	Access of Services
White25%	White..... 60%
African American30%	African American..... 15%
Latino/Hispanic30%	Latino/Hispanic 15%
American Indian/Alaska Native0%	American Indian/Alaska Native 0%
Asian American/Pacific Islander.....5%	Asian American/Pacific Islander 5%
Biracial10%	Biracial..... 5%

Notes:

Handout 4: Child Welfare System X

Child Welfare System X Involvement

Population	Children in Child Welfare Custody
White40%	White..... 15%
African American20%	African American..... 35%
Latino/Hispanic20%	Latino/Hispanic 30%
American Indian/Alaska Native5%	American Indian/Alaska Native 10%
Asian American/Pacific Islander.....10%	Asian American/Pacific Islander 0%
Biracial5%	Biracial..... 10%

Notes:

Handout 5: Pre-test

From this session, I have learned . . .

Discussion Guide 4 – Participants Handouts

PowerPoint Slides

Who are We? Exploring Issues of Racial and Ethnic Identity

Objectives

- Define concepts of race and ethnicity
- Identify what is the impact of concepts of race and ethnicity on educational theory, practice, assessment and student outcomes
- Discuss the concept of identity and how it is particularly related to race and ethnicity and the impact of educational assessment on educational outcomes
- Identify strategies for the engagement of families and communities and the efficacy of their educational and support services to students from diverse backgrounds

Race

Refers to a person's physical appearance, such as skin color, eye color, hair color, etc.

Ethnicity

Relates to cultural factors such as nationality, culture, ancestry, language and beliefs.

Video Clip One

<http://www.youtube.com/watch?v=Uj1111111111>

Group Discussion

- How relevant is the video clip for you as a teacher with a diverse student population?
- How do you think race and ethnicity are related to each other?
- How do you think race and ethnicity are related to each other?
- How do you think race and ethnicity are related to each other?

Video Clip Two

<http://www.youtube.com/watch?v=Uj1111111111>

Group Discussion

- What is your reaction to the video clip?
- What are your "take aways" from the video clip?
- What do you think it says about our perceptions of race and ethnicity in America?

Disparity

"The inequality or disadvantages in regard to age, amount, number, or quality wanted partly as equality"

From: Disparity in the United States, Series 4000, U.S. Census Bureau, 2000

Disproportionality

- Refers to the disproportionate representation of racial/ethnic groups of children in special education services, relative to their representation in racial/ethnic groups.
- Looks across racial/ethnic groups at rates within categories of children with disabilities and compares to their rates in the general population.

Anatomy of Disparities

Example of Disparity in Utilization of Services

Population	1990	Utilization of Services	2000
• African American	19%	• African American	62%
• Hispanic American	12%	• Hispanic American	45%
• White American	69%	• White American	17%
• Asian American	1%	• Asian American	1%
• Native American	1%	• Native American	1%

Example of Disparity in Access to Services

Population	1990	Access to Services	2000
• African American	19%	• African American	25%
• Hispanic American	12%	• Hispanic American	15%
• White American	69%	• White American	58%
• Asian American	1%	• Asian American	1%
• Native American	1%	• Native American	1%

Example of Disproportionality in Child Welfare System X

Population	20%	Disability in Child Welfare System	40%
• African American	20%	• African American	40%
• Hispanic American	10%	• Hispanic American	20%
• White American	70%	• White American	40%
• Asian American	1%	• Asian American	1%
• Native American	1%	• Native American	1%

Group Discussion

- What are the implications of race and ethnicity for and their impact on providing services and supports for children, youth and families? How do you think race and ethnicity are related to each other?
- How do you think race and ethnicity are related to each other?
- How do you think race and ethnicity are related to each other?

Wrap-up and evaluation feedback from participants.

Thank you!

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Discussion Guide: 5

Social Determinants: Implications for Service Delivery

Discussion Guide Summary

Participants: Practitioners and service providers working with children, youth and families

Time allocation: 60-90 minutes

Space Requirements: Tables set in U-shape, classroom style or rounds to promote discussion

Description:

Learning Objectives:

At the end of this discussion session participants will be able to:

1. Define what are the social determinants of health, health disparities and health equity
2. Give examples of the impact of social determinants on the populations served
3. Define strategies to improve social determinants for individuals representing racially, ethnically and culturally diverse populations.

Evaluation Procedures: Oral summary, pre-survey, post-survey

Methods: PowerPoint presentation, group discussion, written and oral participant exercises

Supplies Aids and Equipment: PowerPoint, participant handouts, index cards, pen/pencil for each participant

Agenda

Welcome and Setting the Stage

- Participants Introductions
- Objectives
- Pre-test

PowerPoint presentation with discussions and worksheets

- Wrap-up and oral feedback

Discussion Guide: 5

Social Determinants: Implications for Service Delivery

Preparing for the Discussion Session

- Review the *Notes to the Facilitator* component to get general instructions to plan and prepare for the discussion.
- Review the content for the discussion session to become familiar with the agenda and subject matter.
- Review all resources that are presented in this discussion guide to become familiar with the content. You will be better able to prepare to facilitate the discussion.

Discussion content outline

- Use the PowerPoint slides and discussion notes for each slide to facilitate the discussion session.

Slide 1–2: Welcome and Introductions

- Ask participants to introduce themselves (name, role, agency)
- Ask participants just to say one thing that they want to get from this discussion session.

Slide 3: Objective

- State objectives as listed on slide

Discussion: Our health and mental health are affected by many factors. First, they are affected by how well we take care of ourselves and whether we seek help when we need it. Beyond what we have control over, there are many other “conditions” within which we live that also impact our health and mental health. These conditions are impacted by the society we live in, the physical, psychological, political, and economic contexts of the communities we call home. Our health and mental health partially depend on where we live, the economic health of our community, the quality of education in our schools, the safety of our community, and the equity with which our laws, policies, and treatment of each other function.

Many of us are fortunate to live in communities where we can thrive and be healthy, while others live in communities where there are numerous impediments to a healthy life. In the latter communities we have health disparities, health inequity and unhealthy school determinants of health. In this discussion, we will learn about these terms and the importance of the role that service agencies, we as service providers and members of the community, contribute to the health of all community members.

Slide 4: Social determinant of health

Discussion:

- Social determinants of health include adequate supply of food and good nutrition; safe and affordable housing; employment in jobs that sustain us and provide adequate economic resources to live on; social connectedness with supportive people, family and friends; good quality education and educational opportunities; access and availability of affordable quality healthcare; and adequate transportation to be able to take care of our daily needs.
- Social determinants of health maintain and sustain us. When they are missing, of poor quality, or in short supply, we become less healthy.
- Many times, the distribution of social determinants of health affect groups positively or negatively leading to health and other disparities and; ultimately, they determine the length and quality of our lives.
- Effectively determine length and quality of life.
- Are responsible for most national and global health disparities and inequities.

Discussion Guide: 5

Social Determinants: Implications for Service Delivery

Resources: *The following resources will assist the facilitator in guiding the discussion for this session. Review the resources as you prepare for the session. Consider sharing the resources with participants.*

1. Social Determinants of Health: Know What Affects Health. Center for Disease Control - <https://www.cdc.gov/socialdeterminants/index.htm>
2. Social Determinant of Health, Healthy People 2020. Healthypeople.gov. - <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>

Slide 5: Group Discussion

Ask participants to respond to the questions on the slide.

1. Can you give an example when one or more of these life enhancing resources has led to positive or negative outcomes for the children, youth and families and you serve?
2. What groups do you think are more negatively impacted?
3. What examples do you see in your own work?

Discussion:

- It is projected that individuals from racial/ethnic groups will become the majority of the U.S. population in 2050 (comprising 60% of the population).
- These groups experience, worse health; and less access to, and availability of, the social determinants or conditions that support health such as healthy food, good housing, good education, safe neighborhoods, environmentally clean neighborhoods, freedom from racism and other forms of discrimination.
- Health disparities become health inequities when they are a result of systematic and unjust distribution of healthy conditions.

Resources: *The following resource will assist the facilitator in guiding the discussion for this session. Review the resource as you prepare for the session. Consider sharing the resource with participants.*

1. Focus on Health Care Disparities, Key Facts. The Kaiser Family Foundation - <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/8396.pdf>

Slide 6–7: Health disparities and health equity

Present information on slides to participants

Discussion: Ultimately, our goal is not only good health for ourselves individually, but also for our communities. Therefore, by improving our social determinants of health as communities, we get closer to achieving health equity for ourselves and others in our communities. The next slide will show you a picture contrasting an unhealthy community with a healthy community.

Discussion Guide: 5

Social Determinants: Implications for Service Delivery

Slide 8: Graphic example of the role of social determinants of health

(Handout 2- *Our environment cultivates our communities and our communities nurture our health*)

Discussion: Here is a graphic example of the role of social determinants of health. The diseased tree on the left shows a community with a weak root system consisting of discrimination, institutional racism, unemployment, poverty, poor quality schools and other unhealthy social determinants of health, all of which lead to poor health, substance abuse and violence.

The tree on the right depicts a community that has a strong root system, one that has quality housing and education, access to healthcare and jobs, adequate access to food and good nutrition, clean environment (no toxic spills/dumps), along with access to social supports, sense of community and participation, and political influence, all of which increase the health of the community and reduce disease and mental health conditions and lead to healthier lives and longer living. The incidence of poor outcomes (smaller print in the green leaves) is lessened as a result.

- Consider asking participants to provide feedback about the graphic and what it means to them as they think about the communities in which they live work and play.

Slide 9: Community determinants of health

Discussion: Studies across the world have found significant associations between community determinants and over-all health and well-being.

Physical and structural environment examples that are associated with poor physical health, include: Inadequate activity space, little access to recreation facilities, high presence of tobacco smoke, radon, asbestos, mold, rodent infestation, and biological contaminants. Other issues include a sense of safety and security – do community member feel safe? Is there a high rate of violence and crime that impacts daily life and well-being?

Health policies that impact community determinants of health include:

- Policies that include high-quality health programs that integrate comprehensive and culturally competent sets of services,
- Practices that meet the health and safety needs of diverse community members can have positive impacts on health behaviors including the use of drugs and tobacco; they can also improve physical health, and overall functioning.

Health programs and adequate workforce such as:

- Having community health workers and other specialists including mental health specialists available to provide services
- Ensuring that services are accessible, culturally as well as linguistically appropriate (connecting outcomes for better physical and mental health).

Community climate such as:

- Opportunities for engagement with community members,
- Facilitate community member involvement,
- Building of community social capital to facilitate engagement
- Ask participants to think of and share other ideas?

Discussion Guide: 5

Social Determinants: Implications for Service Delivery

Slide 10: Group Discussion

Ask participants to respond to the questions on the slide:

1. What is it like in your community?
2. Do you see both healthy and unhealthy social determinants of health that contribute to the health or lack of health in the community?
3. Give some examples of what contributes positively and what contributes in a negative way.

Slide 11: Reflections

- Ask participants to take a few minutes to think about what they learned from the discussion session today.
- Distribute an index card to each participant
- Ask them to write down two (2) actions they will take to address social determinants of health as it applies to their work.

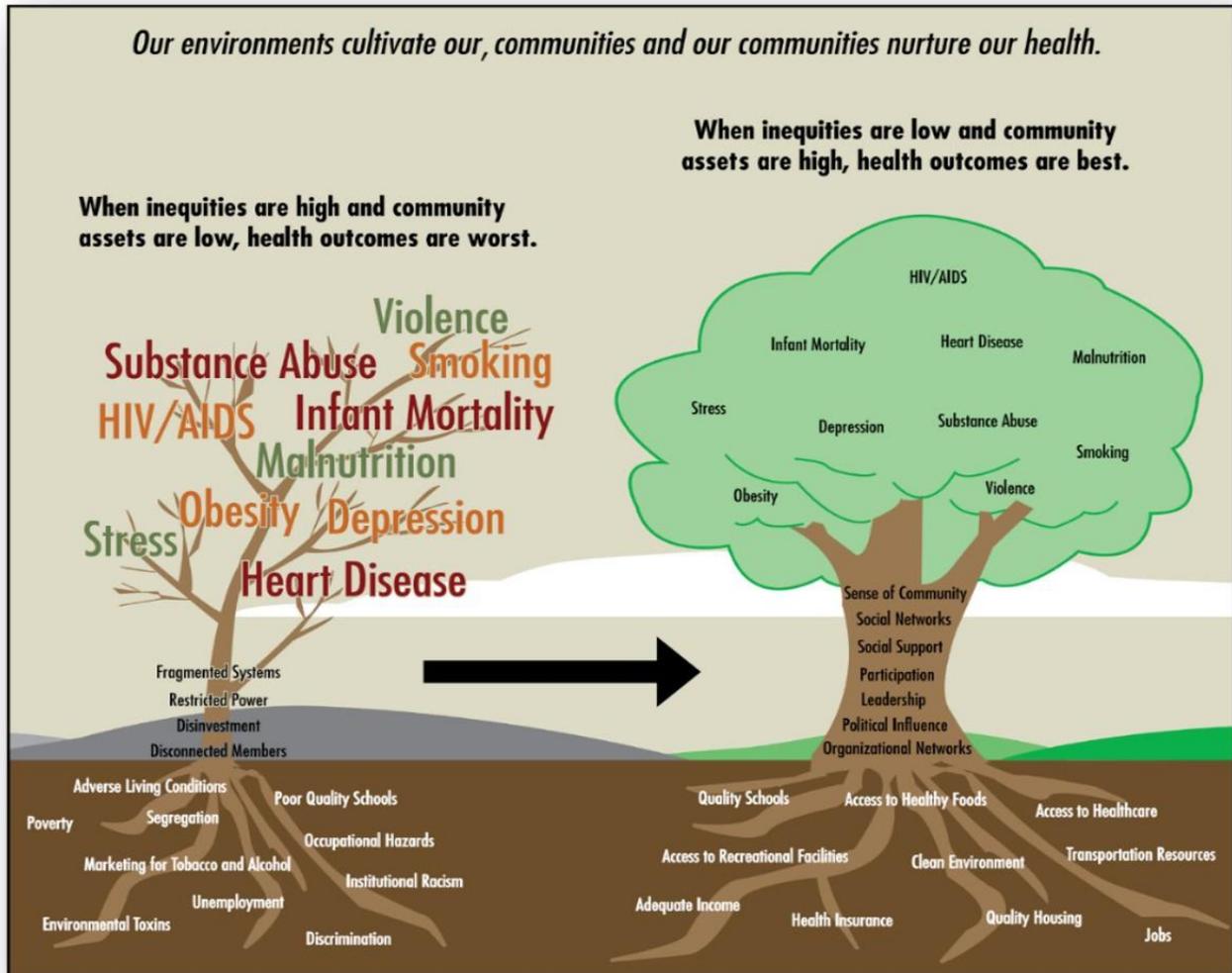
Slide 12: Wrap-up and Summary

Post-test (Handout 2) - Ask participants to write their response to the following:

From this session I have learned . . .

Handout 1

Our environment cultivate our communities
and our communities nurture our health



Handout 2: Post-test

From this session, I have learned . . .

Discussion Guide 5 – Participants Handouts

PowerPoint Slides

<p>Social Determinants: Implications for Service Delivery</p>	<p>Introductions</p> <ul style="list-style-type: none"> • Introduce yourself and your agency • What is something that you would like to get a result of through this discussion? 	<p>Objectives</p> <ul style="list-style-type: none"> • At the end of this discussion you will be able to: <ul style="list-style-type: none"> • Define what are the social determinants of health, health disparities and health equity • Give examples of the impact of social determinants on the population served • Identify ways to improve the conditions and the actions of providing facility, clinically and culturally diverse populations 	<p>Social Determinants of Health</p> <ul style="list-style-type: none"> • Social determinants of health: <ul style="list-style-type: none"> • Income • Education • Employment/Unemployment • Social Support • Health Care • Neighborhood • How do these social determinants impact quality of life? • Are there any gaps for your current and long term health disparities in your facility? <p>Source: https://www.cdc.gov/socialdeterminants/index.htm</p>
<p>Group Discussion</p> <ul style="list-style-type: none"> • Can you give me a story of a client or more of those that are and why it is important for us to understand the social determinants of health in our work, youth and families and you agency? • What programs or services are you providing to help them? • What are some ways you can help your client? 	<p>Health Disparities</p> <ul style="list-style-type: none"> • Health disparities are the differences in the health status of different groups of people, all of whom are in the United States • Some of the factors that affect disparities are the presence of socioeconomic status, race/ethnicity, sexual orientation, gender, disability, and other groups of people, some of which are at higher risk • The factors that cause health disparities are not always clear. They are the result of the interaction of a wide array of social, cultural, and other factors 	<p>Health Equity</p> <p>Health equity is when everyone has the opportunity to "attain their full and fair potential for health and the ability to fulfill their hopes and dreams." This potential is because of their social conditions or other socially determinative circumstances." ¹</p>	 <p>The diagram shows a tree where the roots are labeled 'Social Determinants of Health' and the branches are labeled 'Health Disparities'. An arrow points from the roots to the branches, indicating that social determinants lead to health disparities.</p>
<p>Community Determinants of Health</p> <ul style="list-style-type: none"> • A group of diverse approaches to understand the social determinants of health for community members has identified categories of the determinants of health that affect health and well-being (1) <p>These include:</p> <ul style="list-style-type: none"> • Physical environment • Health care • Economic and health program and services • Education • Social and behavioral determinants of health <p>Can you think of others?</p>	<p>Group Discussion</p> <ul style="list-style-type: none"> • What is the most important one? • Do you see both healthy and unhealthy social determinants of health that contribute to the health of your facility and community? • Can you give examples of what contributes positive and what contributes to a negative one? 	<p>Reflections</p> <p>What do we see? (What are we able to address social determinants of health as it applies to your work)</p>	<p>Wrap-up and Summary</p> <ul style="list-style-type: none"> • What have you learned?
<p>Thank you</p>			