



Equity Learning Pathway Overview

- **Why use this resource:** To help you feel prepared to lead conversations and process improvement efforts with an equity lens.
- **What you can learn:** 1) Root causes of institutional racism; 2) How to identify, understand and manage emotions; 3) How to interrupt implicit bias and privilege; 4) Knowledge of health equity & social determinants of health; and 5) How to facilitate equity conversations.
- **Who uses it:** Anyone interested in improving equity.
- **How to use it:** Open the document in “slide show” mode. Select at least one activity from each section; then document takeaways and how you will apply your learning in [this worksheet](#).
- **When to use it:** Complete learning activities prior to leading improvement activities (or any time you want to increase equity)

Tips for Group Discussions

Discussing topics of equity, diversity, and inclusion with your team or other colleagues can be challenging and uncomfortable. Based on the experience of teams that tested this pathway, here are recommendations for how to have these reflective conversations with your team:

- Decide the pace of completing the pathway with your team and schedule a series of 6 meetings. Each meeting should be no less than 30 minutes. Ex: if your team wants to complete the pathway in 4 months, schedule a 30-minute pathway check-in every 2 or 3 weeks.
- If your team is larger than 10 people, consider dividing into two groups to allow more participant engagement.
- If possible, avoid blocking time during existing huddles and/or meetings to have these conversations. Often, other agenda items take longer, thus leaving less time for these important discussions.
- When possible, remind team members about using the accompanying Equity Learning Pathway Worksheet, and the importance of bringing those reflections to the team's pathway discussions.
- Give people space. Some participants may speak up and others may want to simply listen and learn. If you want to check in with individual participants, do so after pathway discussions.

1 Psychological Safety

Why is this important in improving equity? As your team embarks on their equity journey, it is paramount that team members feel psychologically safe enough to be vulnerable in sharing and discussing their reflections and learnings.

Select 1 or 2 options from this menu. Identify two takeaways and one way in which you will apply your learning on the job.

Watch:

- "[Building a Psychologically Safe Workplace](#)," Amy Edmondson, PhD, TEDx HGSE, YouTube, May 4, 2014. (11 min.)
- "[Creating Psychological Safety at Work](#)," on "Outside In Live," with guest Amy Edmondson and host Charles Trovail, YouTube, April 20, 2020. (29 min.)

Listen:

- "[Creating Psychological Safety in the Workplace](#)," HBR IdeaCast, Episode 666, with guest Amy Edmondson, January 22, 2019. (27 min.)
- "[Psychological Safety in Theory and in Practice](#)," The Anxious Achiever, HBR Presents, Morra Aarons-Mele with Amy Edmondson and Christopher Yates (Chief Talent Officer, Ford Motor Co.), December 20, 2021. (54 min.)

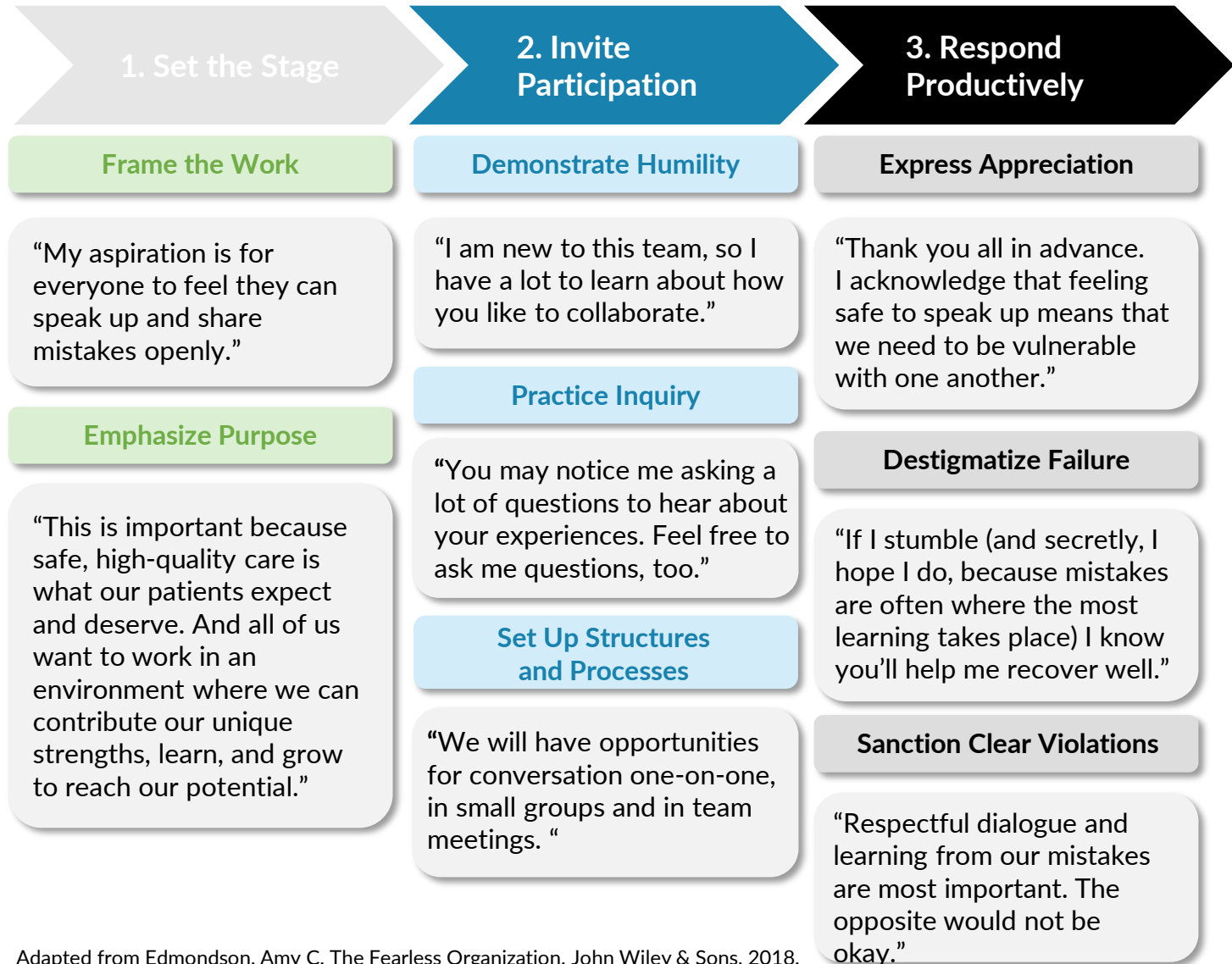
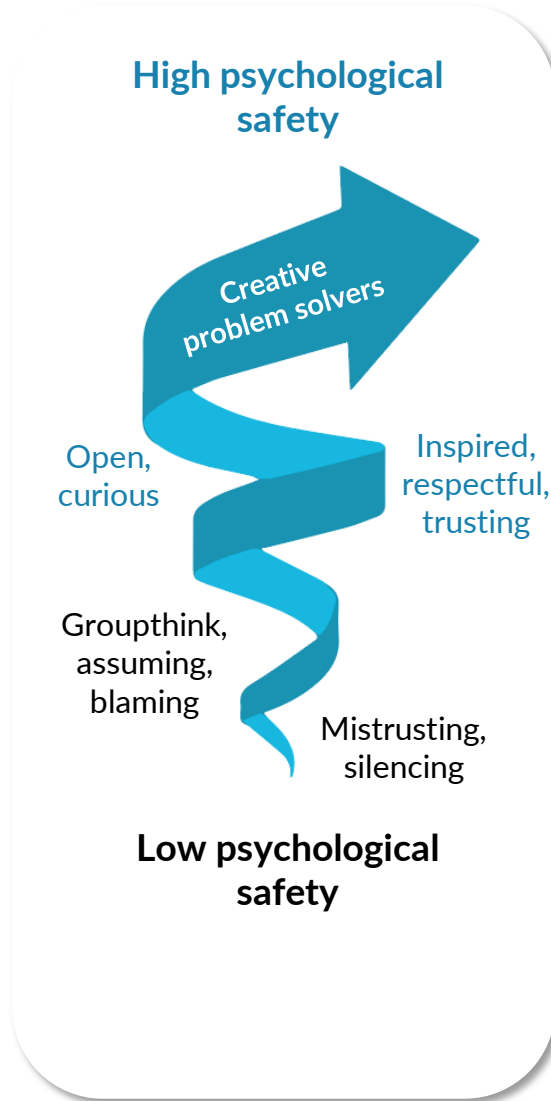
Read:

- "[Psychological Safety and Learning Behavior in Work Teams](#)," Amy Edmondson, Administrative Science Quarterly, Vol. 44, No. 2 (Jun., 1999), pp. 350-383.
- *The Fearless Organization*, Amy Edmondson, 2019, John Wiley & Sons. (209 pages)

Do:

- Lead a discussion with your team. Ask: 1) What are we doing well right now when it comes to creating a psychologically safe environment? And 2) What should we do more of (or less of) to ensure people feel safe to speak up?
- Use the Fostering Psychological Safety worksheet on Slide 6 to develop and deliver a message, or series of messages, to your team about a change in your area.

Fostering Psychological Safety



Adapted from Edmondson, Amy C. The Fearless Organization. John Wiley & Sons, 2018.

1. Set the Stage	2. Invite Participation	3. Respond Productively
<p data-bbox="264 162 657 211">Frame the Work</p> <p data-bbox="282 244 639 292">Set expectations</p>	<p data-bbox="988 162 1518 211">Demonstrate Humility</p> <p data-bbox="1054 244 1452 292">Acknowledge gaps</p>	<p data-bbox="1793 162 2293 211">Express Appreciation</p> <p data-bbox="1760 244 2326 292">Listen, acknowledge, thank</p>
<p data-bbox="231 601 690 649">Emphasize Purpose</p> <p data-bbox="275 682 647 731">Express the WHY</p>	<p data-bbox="1065 601 1437 649">Practice Inquiry</p> <p data-bbox="937 682 1564 731">Ask good questions and listen</p>	<p data-bbox="1803 601 2288 649">Destigmatize Failure</p> <p data-bbox="1717 682 2374 731">Find the learning, offer support</p>
<p data-bbox="71 1082 792 1292">Try out this worksheet to foster psychological safety with your team</p> <p data-bbox="86 1300 777 1329"><i>Source: Edmondson (2018). The Fearless Organization</i></p>	<p data-bbox="912 1039 1589 1088">Set Up Structures/Processes</p> <p data-bbox="952 1120 1549 1220">Create forums for input then guide discussion</p>	<p data-bbox="1742 1039 2339 1088">Sanction Clear Violations</p> <p data-bbox="1727 1120 2354 1169">Here's what's OK and not OK</p>

2 Privilege

Why is this important in improving equity? Gaining awareness about our own privilege, particularly [white privilege](#), helps us manage it to empower others to speak up and share their ideas, input, leadership and solutions so we can create a more equitable future for everyone.

Select 1 or 2 options from this menu. Identify two takeaways and one way in which you will apply your learning on the job.

Watch:

- [Privilege/Class/Social Inequalities Explained in \\$100 Race](#) (5 min.)
- "[Race: the Power of an Illusion](#)" (2003). California Newsreel, PBS. (~18 min. to watch the trailer and all excerpts from Episode 1. Before watching, respond to the pre-viewing questions on p. 7 of the [series discussion guide](#). After watching, respond to the question at the bottom of p. 7: Did the film present anything that shifted your thinking in a major way? If so, what? Is it difficult to make this shift? Why?
- "[13th](#)" (2016): documentary film featuring scholars, activists and politicians analyzing the criminalization of African-Americans and the growth of U. S. prisons (1 hour and 40 min.)

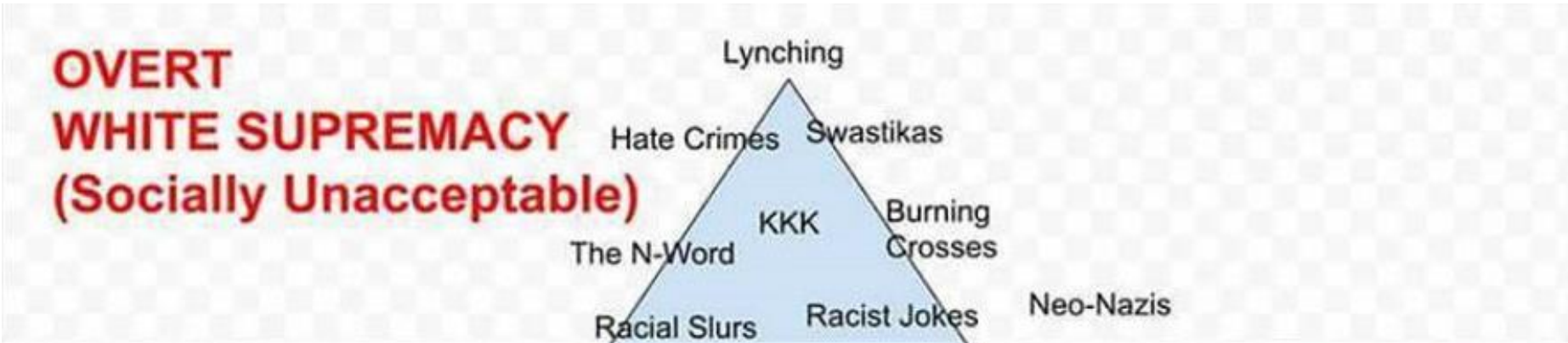
Read:

- "[Unpacking the Invisible Knapsack](#)" white paper (McIntosh, 1989) (7 pp.)
- *Caste* (Wilkerson, 2020) (453 pp.) or *White Rage* (Anderson, 2016) (256 pp.)
- *Me and White Supremacy: Combat Racism, Change the World and Become a Good Ancestor* (Saad, 2020) (238 pp.)

Do:

- On Slide 8 in this document, identify two items in the "socially acceptable" section that you want to learn more about. Then, do an internet search and identify a reading, video or podcast to explore the two topics you identified. Share what you learned during an improvement team planning meeting, 1:1 with your immediate manager or at a team meeting. Be sure to address how those topics result in less equity and what a person or organization can do differently (i.e., thoughts, beliefs, behaviors) to increase equity. (1-2 hr.)
- With your team, discuss: 1) How can power and/or privilege, or lack thereof, play out at work? And 2) How can we disrupt power and/or privilege when it occurs to help increase equitable distribution of power in our work?

**OVERT
WHITE SUPREMACY
(Socially Unacceptable)**



**COVERT
WHITE SUPREMACY
(Socially Acceptable)**



3 Emotional Intelligence

Why is this important in improving equity? Self-awareness, self-management, social awareness and relationship management help leaders be successful in understanding and managing their own behavior, and in tailoring their behavior/empathy, so others feel seen, heard and valued.

Select 1 or 2 options from this menu. Identify two takeaways and one way in which you will apply your learning on the job.

Watch:

- [“Developing Emotional Intelligence,”](#) MindTools (3:42)
- [“How Diversity Fuels Group Performance,”](#) hbr.org (Goleman, 2005) (2:18) – see Slide 6 in this PPT for the Goleman model
- [“Reconnecting with Compassion,”](#) TEDPrize@UN (Tippett, 2020) (15:37)

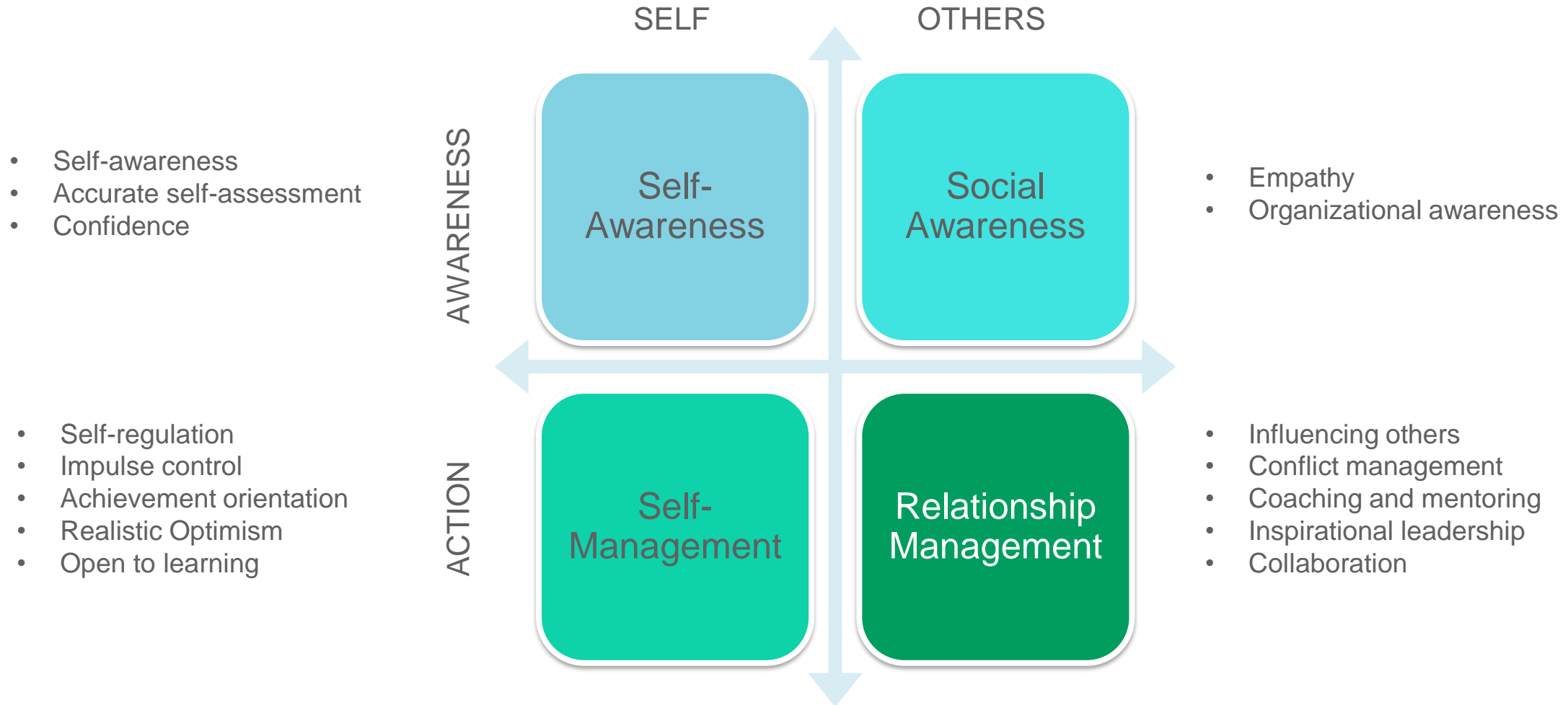
Read:

- “Building the Emotional Intelligence of Groups,” (Druskat & Wolff, 2001) (11 pp.) *Harvard Business Review*
- *Humble inquiry: The gentle art of asking instead of telling* (Schein, 2013) (121 pp.)
- *Primal leadership: Learning to lead with emotional intelligence* (Goleman, Boyatzis & McKee, 2002) (303 pp.)
- What makes a leader? *Harvard Business Review*, (Goleman, 1996) (21 pp.)

Do:

- [How Emotionally Intelligent Are You?](#) Self-assessment from MindTools (18 min.)

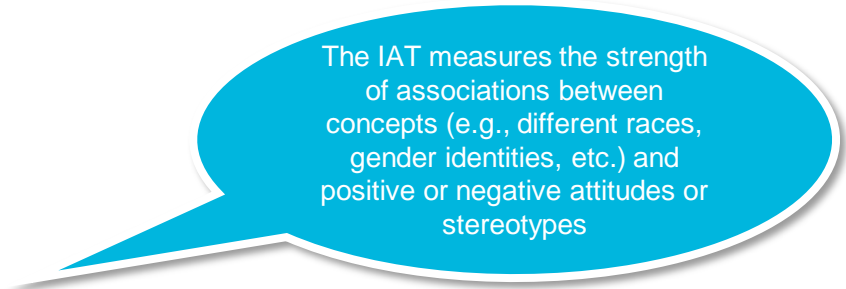
Goleman's Emotional Intelligence Model



4 Implicit Bias & Cultural Humility

Watch:

- [“How Racial Bias Works – and How to Disrupt It”](#) TED Talk (Eberhardt, 2020) (14 min.)
- [“Cultural Humility: People, Principles and Practices,”](#) YouTube. M. Tervalon & J. Murray-Garcia (2012). (30 min.)
- PwC Videos on Bias (3-5 min. each) – after watching each one, respond to the questions in this [discussion guide](#) and share your learnings with your sponsors, immediate leader or at a team meeting. (30 min. total)
 - [Broaden Perspectives](#)
 - [Challenge Assumptions](#)
 - [Enhance Objectivity](#)
 - [Overcome Stereotypes](#)



The IAT measures the strength of associations between concepts (e.g., different races, gender identities, etc.) and positive or negative attitudes or stereotypes

Do:

- Take an [Implicit Association Test](#) that you haven't taken before; log in as a guest (15 min.), then reflect on your results – what was surprising? What actions will you take to gain greater awareness and interrupt bias in the future?
- Try the Inequity Waste Wheel – observe and/or consider a process, program or policy in your area
 - Identify one or two ways to make it more equitable using the questions on p. 2 of the tool (30-60 min.)
- While considering a process, program or policy in your area, read through the biases on Slide 12 in this PDF and identify two or three biases that could be present – how can you interrupt or prevent those biases from occurring? (15-30 min.)

Read:

- [Practicing Cultural Humility to Transform Healthcare](#) (Miyagawa, 2020) (15 min.)
- [Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care](#) (Godsil, Tropp, Goff, & Powell, 2014) (85 pp.)
- [It's Time to Address The Role of Implicit Bias Within Health Care Delivery](#) (Agrawal & Enekeuchi, 2020) (15 min.)
- *Biased* (Eberhardt, 2019) (368 pp.)

Click [here](#) to access the complete infographic from Visual Capitalist (Lu, 2020) (45 min.)

50 COGNITIVE BIASES TO BE AWARE OF SO YOU CAN BE THE VERY BEST VERSION OF YOU

Memory

Social

Learning

Belief

Money

Politics

Fundamental Attribution Error

We judge others on their personality or fundamental character, but we judge ourselves on the situation.



Sally is late to class, she's lazy. You're late to class, it was a bad morning.

Self-Serving Bias

Our failures are situational, but our successes are our responsibility



You won that award due to hard work rather than help or luck. Meanwhile, you failed a test because you hadn't gotten enough sleep.

In-Group Favoritism

We favor people who are in our in-group as opposed to an out-group



Francis is in your church, so you like Francis more than Sally.

Bandwagon Effect

Ideas, fads, and beliefs grow as more people adopt them.



Sally believes fidget spinners help her children. Francis does, too.

Groupthink

Due to a desire for conformity and harmony in the group, we make irrational decisions, often to minimize conflict.



Sally wants to go get ice cream. Francis wants to shop for T-shirts. You suggest getting T-shirts with pictures of ice cream on them.

5 Anti-Racism

Watch

- [“The difference between being ‘not racist’ and ‘anti-racist’”](#) TED Talk (Kendi, 2020) (51:06)
- [“Color Blind or Color Brave”](#) TED Talk (Hobson, 2014) (14:03)

Read:

- [The Guide to Allyship](#) (Open-source guide) (30 min.)
- *The Person You Mean to Be: How Good People Fight Bias* (Chugh, 2018) (287 pp.)
- *How to be Anti-Racist* (Kendi, 2019) (320 pp.)
- [10 Keys to Anti-Racism](#), (Frederickson, 2020) on Greater Good from U. C. Berkeley (15 min.)

Do:

- Reflect on the Equity-Equality image and/or Inequity Waste Wheel on Slides 17 and 18, and discuss with your team how the concepts presented in the visuals come to life in your area and how you want to address them (30 min. per visual)
- Take part in the [Anti-Racist Table 30-Day Challenge](#) (varies)
- Review the visual on Slide 14 and reflect on where you currently are in your journey to becoming anti-racist. Think about certain situations where you may have demonstrated behaviors belonging to a certain zone. Also reflect on what behaviors you need to change to progress from one zone to the next. Share your reflections with someone you trust.



-Andrew M. Ibrahim, MD, MSc

6 Health Equity & Social Determinants of Health

Watch:

- [Health inequity: America's chronic condition?](#), featuring Esteban López, MD, TEDx SanAntonio. (12:01)
- [Contextualizing Health: History, Racism and Opportunity on the Equity Journey](#), with speaker Benjamin Danielson, MD, VMMC Grand Rounds, July 31, 2020 (54:10)

Listen or Read:

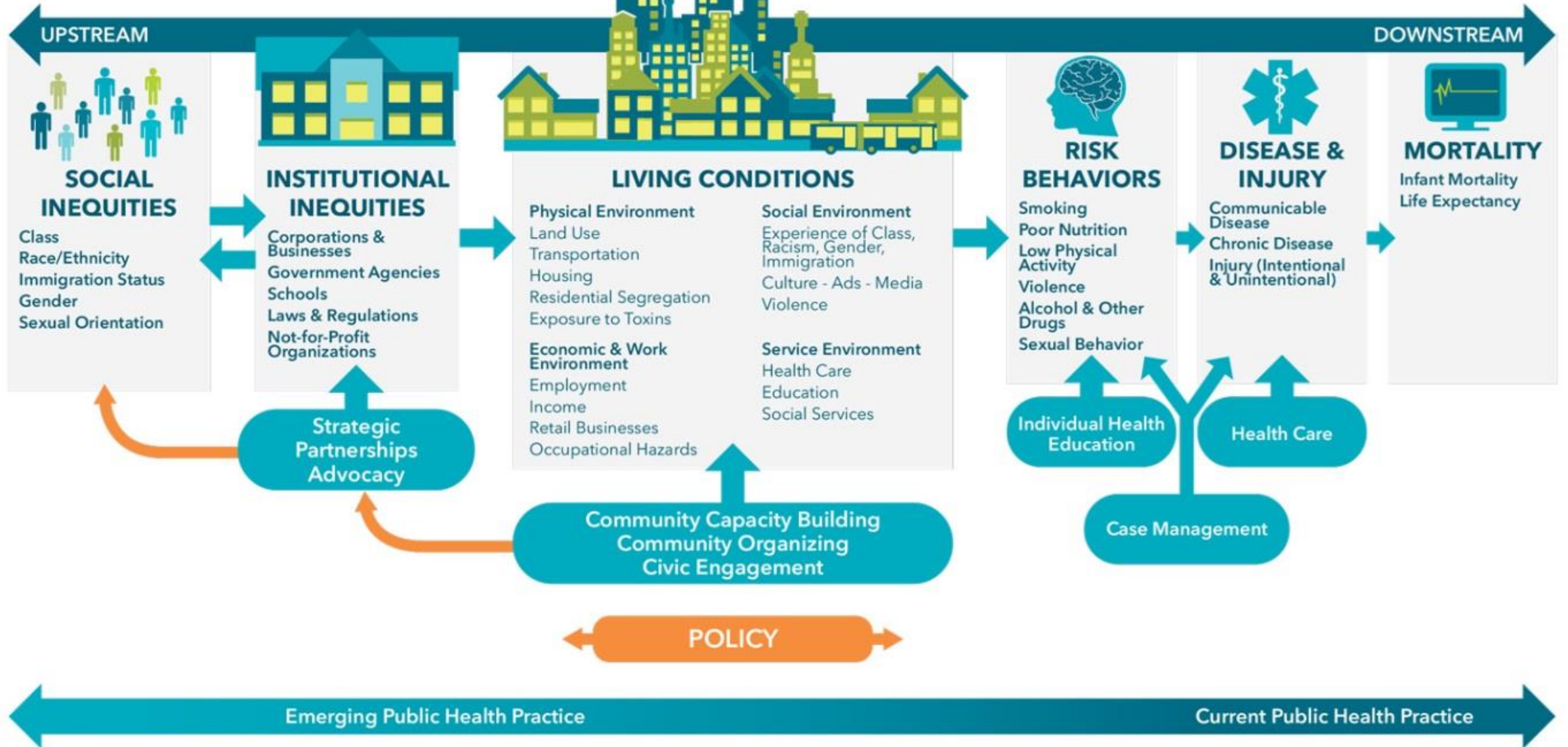
- [Racism as a public health issue](#) – podcast and transcript from Washington Univ. School of Medicine in St. Louis, June 25, 2020. (19:27)
- [A Guide to Culturally Competent Nursing Care](#), Alvernia University, July 22, 2016. (18 min.)

Do: (suggested time: 60 min.)

Research relevant information about the stakeholders most affected by the process, program or policy you are aiming to improve, using:

- [EthnoMed website](#) or other resources available to your organization related to communities that you serve
- Public health framework – see Slide 17 in this document and identify what additional data or information you would like to collect to understand those most affected by the process, program or policy you are aiming to improve.

A PUBLIC HEALTH FRAMEWORK FOR REDUCING HEALTH INEQUITIES
BAY AREA REGIONAL HEALTH INEQUITIES INITIATIVE



Inequality

Unequal access to opportunities



Equality?

Evenly distributed tools and assistance



Equity

Custom tools that identify and address inequality



Justice

Fixing the system to offer equal access to both tools and opportunities



Use Inequity Waste Toolkit to Reduce Systemic Inequity

- Six types of inequity-related waste:
 - Violet hexagons show inequities experienced by people who have historically been marginalized
 - Blue hexagons show behaviors displayed by people with power and privilege, often unintentionally
- Toolkit includes:
 - **Decision-making questions** re: how to improve equity
- Use it to **increase equity** in:
 - Process improvement
 - Programs, practices and policies
 - Our daily work and leadership



Questions or feedback?

If you have questions about this resource, please email
transform@virginiamasoninstitute.org

