

Racial & Ethnic Diversity in VT LEND: Vision to Reality

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PURPOSE

The ultimate goal of LEND programs is to improve the health of children, youth and families with neurodevelopmental and related disabilities. In order for this vision to be realized, health disparities need addressing, which in part requires creating responsive healthcare systems. This in turn requires that leadership across sectors must reflect the diversity of the population. We recognize that to change systems of health and health care, we must have racial diversity among leaders. The purpose of this presentation is to demonstrate innovations in recruitment and training of racially and ethnically diverse trainees, including former refugees into MCH Training Programs, specifically UCEDD and LEND programs. This plan includes the vision for racial and ethnic diversity at every level: children, families, trainees, faculty, staff and leadership. Attendees will gain knowledge in outreach, recruitment, faculty/staff professional development in CALC, training and mentorship

VALUE

It is a moral and ethical imperative that UCEDD and LEND programs become ethnically and racially diverse at every level not only as a way to address health disparities, but to create a just and equitable society. This presentation offers a concrete plan for making it a reality. If it can happen in Vermont, often quoted as the whitest state in the US, it can happen everywhere.

THE VISION

- Set the goal: at least 30% racially/ethnically diverse LEND leaders, faculty, staff, trainees, advisory council and participating families
- Create a pipeline, start with faculty/staff connected to & trusted by diverse communities
- Next recruitment of racially diverse trainees; advocating with MCH for trainees with diverse yet relevant backgrounds
- Then recruitment of diverse participating families
- Revision of Advisory Council membership to reflect the community

FACULTY & STAFF TRAINING

PROFESSIONAL DEVELOPMENT CONTENT

- RACISM, BIAS & MICROAGGRESSIONS
- WHITE PRIVILEGE & SYSTEMS OF OPPRESSION
- TEACHING DIVERSE STUDENTS AND ELL
- HEALTH & CARE DISPARITIES
- FAMILY & PERSON CENTERED CARE
- CULTURAL AND LINGUISTIC COMPETENCE (CLC)
- SELF-AWARENESS & REFLECTION

CULTURALLY EFFECTIVE MENTORSHIP

Step 1



Supporting trainees in experiential learning

Step 2



Ask trainees about personal or observed incidents of bias, stereotyping

Step 3



Discuss CALC internship settings

Step 4



Structured reflection with peers and faculty

DIVERSITY DATA

- The targeted recruitment of racial/ethnically diverse trainees has increased significantly, and we reached our goal of 30-40% in 2014 (95.3% white/Vermont, 2011)
- For academic year 2015-2016, we have already recruited more than 50% of trainees/fellows from racially/ethnically diverse backgrounds
- Faculty & Staff was 100% White non-Hispanic in 2009, in 2014 we are almost 30% racially/ethnically diverse

THE REALITY

- Be prepared to work through reported incidents of bias in experiential settings
- Create meaningful faculty/staff evaluation and assess demonstrated change in teaching & mentoring
- Develop skill in facilitating uncomfortable conversations and making difficult decisions

“The literature is clear; we must attain racial/ethnic integration of our healthcare systems, policy makers and providers. Inherent in this is that in order to address health disparities we must change the way we do things. Change will happen in your programs once you integrate. That change ripples out to other organizations, and new leaders enter the workforce. Be prepared to change, welcome and embrace it (Beatson, personal communication, 10-21-14)”

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GRANT INFORMATION

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