

2022



JEDI Champion Train-the-trainer Curriculum

Table of Contents

S T R U C T U R E

02.

Introduction

05.

At-A-Glance Agenda

06.

Session Details - Day 1

10.

Session Details - Day 2

17.

The Science Behind Diversity
Trainings: Literature Review
Summary

20.

Acknowledgements and
Contact

NON O T C U D D O R T N I

Having roots in the civil rights movement of the 1960's, community health centers stand apart from other health care institutions. In addition to being community-led, these health centers are located in areas that are medically underserved and provide services using a sliding fee scale so that no one is turned away because they are unable to pay. Health centers are often described as the safety net for individuals who face barriers to accessing other health care services. However, the term "safety net" implies that health centers provide services after all else fails. In reality, health centers have become an established health care institution that not only welcomes individuals regardless of their incomes, but conducts targeted outreach to ensure that people who are uninsured, underinsured, and experiencing other hardships have a safe and trusted place to receive regular health care and supportive services.

For health centers, justice, equity, diversity, and inclusion (JEDI) is critical to organizational identity, effectiveness, and success. Justice is embedded in their missions, and their community-led structures raise the importance of diversity, equity, and inclusion across their workforce. While health centers have long understood the importance of JEDI in their workforce; recent tragedies, protests, and awareness campaigns have highlighted and increased recognition of the degree to which discrimination continues to exist. This has led many health centers to recommit and/or strengthen their JEDI efforts.

The JEDI Champions Train-The-Trainer initiative is a professional development opportunity that integrates recommendations from diversity training research into a two-day intensive and interactive training program. The training is for individuals who already have a foundational understanding of JEDI principles. It is not intended to increase understanding of JEDI principles and concepts but to increase the likelihood that future JEDI efforts will succeed and contribute to impact across health center organizations and the communities they serve.

Who should attend this training?

- Individuals who are passionate about JEDI and regularly engage in self-learning to grow professionally and personally
- Individuals who are in a position to facilitate and inform health center JEDI efforts (from staff members participating in JEDI Committees to Chief Equity Officers)

Health centers are also encouraged to send teams of two or more staff members to increase exposure to best practices and to encourage thought partnering related to the organization’s unique JEDI needs.

What to Expect

The JEDI Champion Train-The-Trainer will include a mix of lecture, activities, group discussion, and role play. Networking and professional relationship-building will be encouraged to build a community of JEDI Champions who can lean on each other for support and thought partnership as they navigate their JEDI journey through this training and in an ongoing way.

INTRODUCTION

What Will Be Gained?

- Participants will receive guidance for successfully initiating and executing JEDI trainings using findings from peer-reviewed literature
- Participants will discuss content traditionally delivered in JEDI trainings, including how to tailor content to the organization
- Participants will build skills for engaging staff, including facilitation skills, navigating tough conversations, and embracing conflict
- Participants will understand the steps needed to sustain JEDI efforts

Certification

Individuals who complete this two-day intensive training will receive ACU JEDI Champion certification. Certificates will be provided at the end of the training.

AT-A-GLANCE AGENDA

Day 1

- Introductions and warm up
- Ground rules
- Level Setting – JEDI concepts and issues
- Break
- What works and what doesn't: The science behind JEDI trainings
- Lunch
- Assessing staff training needs and approach
- Break
- Developing a training plan
- Wrap up day one

Day 2

- Warm up
- Creating safe spaces for discussion
- Group facilitation skill building
- Break
- Navigating tough conversations and embracing conflict
- Lunch
- Incorporating justice: addressing systemic, structural, and institutional racism
- Break
- Leading and sustaining JEDI work

SESSION DETAILS - DAY 1

01

Level Setting – JEDI Concepts and Issues

Individuals who lead justice, equity, diversity, and inclusion (JEDI) efforts should have foundational knowledge of terminology, concepts, and issues that are central to understanding and facilitating inclusive and transformational conversations. This can seem daunting as terminology and culture in this area are constantly evolving and growing. While JEDI champions will not always have answers, many will look to JEDI champions to guide their own understanding of terminology and concepts and how to engage in appropriate and safe conversations. As such, level setting is important to ensuring that JEDI champions bring a base level of knowledge and familiarity of JEDI issues to the table.

In this level setting discussion, JEDI champions will explore fundamental principles of JEDI and discuss concepts and terminology that are important to understand when in engaging in group conversations. This time will also be an opportunity for JEDI champions to ask questions to strengthen their foundational knowledge and ability to engage in tough conversations.

02

What Works and What Doesn't: The Science Behind JEDI Trainings

Research findings are clear – one-off trainings on discrimination and bias do not work. In fact, these can lead to backlash and have other unintended consequences. To increase effectiveness and impact, JEDI trainings should:

- Be part of a larger strategic approach and align with organizational identity and purpose
- Be tailored to the organization
- Be proactive rather than reactive
- Be inclusive and intersectional (i.e., focusing on multiple demographics rather than one minority group)

SESSION DETAILS - DAY 1

- Engage an audience that is motivated (considerations for optional versus mandatory trainings)
- Offer a mix of content that increases both awareness and behavior change
- Include mixed modalities for learning and engagement
- Delivered regularly with a level of frequency

This session will walk through research findings on JEDI trainings and explore implications for training program development.

03

Assessing Staff Training Needs and Approach

Discrimination and bias are a result of years of socialization that cannot be trained away quickly. For decades, countless companies invested in anti-discrimination and implicit bias trainings that generally did little more than check a box for liability purposes. Often, these trainings provided rubberstamped content that did not account for each company's unique nuances and needs. In fact, many anti-discrimination trainings have failed to eliminate discrimination and bias but have successfully created environments in which employees learn to obscure harmful behaviors. While much of the research on DEI trainings have led to mixed findings, one finding is overwhelmingly clear – effective trainings are tailored to each organization and provide concrete guidance to address areas of need.

Additionally, in order for trainings to be effective, they need to be one-part of a larger strategic approach. For example, organizations attempting to address discrimination and bias may want to create new opportunities for intergroup contact (socialization) that provide individuals with opportunities to reassess any prejudices and stereotypes. In this session, JEDI Champions will explore approaches and resources to assess organizational needs, identify an integrated approach or strategy, and establish steps that need to be taken to get started.

SESSION DETAILS - DAY 1

04

Developing a Training Plan

Understanding adult learning principles and motivation is important to developing a training plan. For example, JEDI trainings are more effective when they include engaging, multi-modal content and activities that aim to first increase awareness and then facilitate behavioral change. Additionally, training plans need to consider its audience. While research findings correlating diversity training impact and audience demographics is mixed, studies indicate that certain attributes of trainees are important. For example, trainings are more effective when trainees strongly identify with their organization, have a growth-mindset, and feel that the trainings will positively impact their work, organization, or community. For individuals who lack these attributes, trainings could lead to backlash or even increased discrimination and bias. This begs the question: is everyone ready for JEDI training and, if not, should trainings be optional?

Backlash is real - especially in our current climate where human rights and morality have become so intertwined with politics, which in itself is intertwined with identity. Studies find that one way to reduce backlash and increase the effectiveness of trainings is to be inclusive of all minority groups in trainings rather than focusing on one minority group. Developing trainings that encompass many different and intersectional minority groups can be perplexing for trainers given the many different histories and experiences that each group (and each individual) encounters. Keeping these and other key lessons learned about JEDI trainings in mind, JEDI champions will begin building out a framework for their organizational JEDI initiative that can be used to inform training plans. Participants will learn how to enhance existing JEDI programming and fill in the gaps.

Diversity and Social Justice Training Flowchart

Adapted from: Haley, Jennifer; Kennedy, Tammi Kohl; Pokhrel, Richa; Saunders, Abrahm. (2021). Diversity Training for Learning Center Student Staff: Developing a Framework of Diversity and Social Justice. Learning Assistance Review, v26 n1 p181-327



SESSION DETAILS - DAY 2

01

Creating Safe Spaces for Discussion

Discussing racism and other forms of discrimination is uncomfortable for most people. In addition to being confronted with the oppression of peers and one's complicity in it, many are worried they will unintentionally say something offensive, hurt someone's feelings, or face judgment. Transformation happens when people can have enlightening conversations that challenge their assumptions and behaviors. However, many people do not know how to safely challenge others or how to respond when they are challenged themselves.

Safe is different from uncomfortable. While the space where JEDI conversations are held should be safe, they are often uncomfortable. Discomfort feels different for every person and the extent to which someone can handle discomfort varies. Part of creating "a space filled with grace" is to help people understand what to expect and provide opportunities for them to engage in conversations when they are ready. In this part of the session, JEDI champions will learn how to create safe spaces by establishing and regularly reinforcing ground rules, guiding staff members in understanding what to expect emotionally, and helping staff members assess their readiness to engage in difficult conversation.



HOW IS COMFORT DIFFERENT FROM SAFE IN JEDI DISCUSSIONS?

Uncomfortable

- Being scared to ask a question because of fear of perception or offending people
- Being worried or scared to share a thought that is contrarian to the majority view point
- Heightened feelings when your values are not aligned with the issues being addressed
- Hearing a colleague talk about an experience of discrimination or bias in which you were involved in or aware of but didn't act on or adequately address
- Witnessing peers get emotional
- Hearing peers get passionate about something that doesn't align with your values
- Having someone correct your terminology or call you in
- Calling someone in especially someone with more power

Unsafe

- Name calling, accusations, and blame
- Being verbally attacked after making a question/statement
- Being treated differently by your peers and superiors for your comments
- Promotions, salary raises, and development opportunities are withheld
- Being written up because a view that was expressed created discomfort
- Overtly discriminatory or biased comments (not everything should be said)

Checklist

ARE YOU READY TO ENGAGE IN TOUGH CONVERSATIONS?

I understand that the impact of local, state, and federal policies and systems on minority groups may be discussed. I am ready to listen to different perspectives even if it challenges my political leanings.

I am ready to understand how I may have benefited from a policy, system, or culture that oppressed or marginalized others.

I am ready to challenge my own values and beliefs.

If I am called in, I will not take it personally or as a judgment. I will reflect and learn from feedback from my peers.

When I disagree with others, I feel safe to share my thoughts and will listen to different perspectives on the matter without judgment or getting personally offended.

Everyone, including myself, is likely to say something offensive or perceived as wrong by others. Everyone's thoughts and opinions are based on their learned environment. I understand that each person is in a different place in their learning journey and I respect them for showing up.

The conversation is not about me; it is about issues and systems that have marginalized and oppressed others.

SESSION DETAILS - DAY 2

02

Group Facilitation Skill Building

Facilitators do not necessarily need to be subject matter experts. Their role is to elicit information from a group of people by prompting thinking, information sharing, and discovery. Good facilitators understand how to get people talking, are able to respond with follow up questions to help groups “dig deeper,” and maintain neutrality. Facilitators are also important for assessing the room and redirecting conversations when needed.

While JEDI champions do not always need to be responsible for facilitating conversations, they are often called to lead discussions because of their role in leading JEDI efforts. As such, JEDI champions will need to build their group facilitation skills to ensure that everyone has a chance to be heard, conversations are meaningful and centered appropriately, and the group is supported in navigating uncomfortable or even unsafe behaviors or comments. In this part of the session JEDI champions will build their facilitation skills and learn tips and tricks of the trade.

03

Having Tough Conversations and Embracing Conflict

Perhaps one of the hardest aspects of discussing JEDI is the interrelatedness of discrimination and politics. Identifying oppressive policies and systems can create conflict with one’s political leanings and drive people to their ideological corners. However, transformation only occurs when people can explore issues and discuss how these create barriers to equity and inclusion.

Many people are conflict averse because their past experiences with conflict were emotionally driven and unsafe. However, conflict can be used as a positive tool for change if it is embraced and navigated appropriately. In this skill-building session, we will explore ways to embrace conflict as a tool for change and how to have conflict so that it is productive and safe. Role play will be used to help participants work through challenging situations that are likely to arise when having tough conversations.

SESSION DETAILS - DAY 2

04

Incorporating Justice: Addressing Systemic and Structural Racism

The term “racism” goes beyond explicit acts of discrimination and describes the roles that modern day policies and systems have in marginalizing and oppressing racial and ethnic minority groups. In the United States, it is well recognized that racism has a long legacy in shaping local, state, and national policies. Widely known examples include government policies that enforced the slavery of Africans, indentured servitude of Chinese and Indigenous people, prohibition of interracial marriage, and restrictions on land ownership and voting rights. While explicitly egregious policies have mostly been eliminated, the ripple effect contributes to modern day inequities. This is evident when looking at demographic data related to land ownership/placement and income and health disparities to name a few examples.

Unfortunately, policies continue to be developed that marginalize minority groups in more implicit ways. For example, new voting laws in some states create additional barriers to voting that significantly impact individuals and families who have fewer resources. While the intent of these laws may or may not have been to marginalize groups, the impact is disempowerment of minority populations who are continuing to fight the ripple effect of past racist policies. The impact of many policies and systems on minority groups are often hard for those who benefit from them to grasp. Historically, those who benefit from such policies and systems are reluctant to let go of the privileges that these policies and systems afford. Worse, some would rather no one benefit from a policy than to extend benefits to those who have been historically excluded from them. In these cases, benefits are often privatized limiting availability to higher income populations.

Understanding of the many forms of racism is a critical part of transformation. This session will build understanding of systemic and structural racism, including past and current policies and systems that reinforce the marginalization and oppression of minority groups. Participants will also identify steps that their health centers can take focus on justice at the organizational, community, and systems level.

SESSION DETAILS - DAY 2

05

Leading and Sustaining JEDI Efforts at Your Organization

Previous discussions in this two-day training focus on developing the capacity of JEDI champions to assess training needs and develop a meaningful training plan. However, other variables will determine whether the training plan and other JEDI efforts are operationalized and sustained. These include commitment from leadership, Committees and/or work group participation, and continuous assessment of needs and progress.

Without commitment from leadership, JEDI efforts are doomed to fail. Decision makers at organizations will need to be on board with appointing staff members to work on JEDI efforts, establishing budgets, and making JEDI a strategic priority. Additionally, many staff members will look to leadership to understand the importance of this work in achieving the organization's mission. If leadership treats JEDI work as ancillary to the organization's work and mission, rather than a critical component of it, then so too will the majority of the staff.

Committees and work groups are also an important part of turning vision into action. Committees are tasked with identifying opportunities to improve day-to-day practice to align with JEDI principles. Understanding who should participate in Committees is critical. For example, when a Committee or work group member doesn't understand the "why" behind proposed solutions, the conversation risks being derailed and centered on the individual's learning rather than the effort at hand. JEDI champions can help define spaces that are intended for deep reflection and learning versus spaces that are intended for ideation to address organization needs. While learning is a constant for everyone, intention will be needed to appropriately center conversations to meet the operational goals and objectives. In developing Committees and work groups, other considerations include: ensuring Committee members have time carved out in their schedules, team commitment and goal alignment, and diversity of perspectives.

SESSION DETAILS - DAY 2

Leading and Sustaining JEDI Efforts at Your Organization (continued)

Sustaining JEDI efforts requires continuous assessment to understand if past efforts have led to any progress and to identify new areas for growth. In addition to the strategies to assess training needs (covered earlier), a number of other assessment tools and strategies can be used to assess progress and future direction. In this session, participants will discuss the logistics of leading and sustaining JEDI efforts at their organizations and identify tools and resources to engage leadership, develop and strengthen Committees, and reassess needs.



THE SCIENCE BEHIND DIVERSITY TRAININGS: LITERATURE REVIEW SUMMARY

The impact of diversity trainings on learning and behavior change is mixed but supportive factors include:

- **Alignment of employee and organizational identity.** Employees who share their organization's values are more likely to apply information gained in trainings. For these employees, motivation was less about correcting one's weaknesses and more about supporting their peers and organization. 6, 7, 8, 9, 10, 11, 12
- **Proactive versus reactive trainings.** When organizations conduct trainings after complaints or incidents related to diversity, the training is perceived to be a punishment and less likely to make a meaningful impact. 13, 14, 15, 16, 17, 18, 19, 20, 21
- **Integrated trainings.** Trainings conducted as part of a systematic and planned organizational development effort have had greater success in studies when compared to stand-alone trainings. 14, 22, 23, 24, 25, 26
- **Inclusive trainings.** Trainings with an inclusive focus (not limiting the scope of content to one minority group) can be helpful in reducing backlash. 14
- **Intergroup socialization.** Increasing opportunities for intergroup socialization may result in greater training effectiveness. Intergroup socialization is more effective in eliminating bias when individuals are equal status, have some structured guidance, share common goals, and have an opportunity to cooperate. 27, 28, 29, 30, 31, 32
- **Regular Frequency.** Continuous and regular training and professional development opportunities can help maintain and deepen understanding. 27, 30
- **Multi-media training delivery.** Trainings are more effective when they use multi-media to mix up delivery (e.g., fiction books, videos, simulations, activities, role play). 30
- **Supplemental policies and guidelines.** When appropriate and available, sharing policies and guidelines that support the operationalization of training content can reinforce learning and knowledge application. 30
- **Alignments in organizational structure and leadership.** Leadership involvement and/or the addition of a Chief Diversity Officer (aka, Chief Equity Officer) positively impacts attitudes and behavior change by emphasizing why diversity is important, why training is offered, how initiatives are linked to organizational objectives, recognizing and addressing issues, and modeling behavior. 30, 33, 34 Diversity among the leadership composition also increases perceptions of equity and fairness in the workplace. 30, 35
- **Focus on the basis of prejudice.** One way to reduce prejudice and discrimination is to challenge the basis of the prejudice rather than limiting content to describing harmful or unacceptable behaviors. 36

Diversity trainings
contribute to job satisfaction
and retention rates

- Increased job satisfaction and lower turnover intentions among ethnic minorities. 1
- Positive perceptions of an organization's values, diversity climate, and inclusion which increased intentions to stay. 2, 3, 4, 5

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ACKNOWLEDGEMENTS

The JEDI Champion Train-The-Trainer Program is made possible by the generous support of the Centene Corporation.

ABOUT ACU

The Association of Clinicians for the Underserved (ACU) is a nonprofit, transdisciplinary organization of clinicians, advocates and health care organizations united in a common mission to improve the health of America's underserved populations and to enhance the development and support of the health care clinicians serving these populations.

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