

Diversity, Equity, Inclusion, Accessibility, and Belonging (DEIAB) Self-Assessment



The process of becoming a more inclusive, equitable, and diverse HealthySteps site is a journey. While some might be further along than others, the goal is to be thoughtful about how we approach families and their backgrounds as we offer care, both individually as a HealthySteps Specialist and together as a site, with the hope of achieving better care for everyone—thus eliminating barriers and optimizing positive health outcomes.

To guide you on your journey, please answer the questions below by choosing the answer that best describes your current experience.

HealthySteps Specialist

Adapted from the [HS Specialist Competencies](#) (2022)

1.

How familiar are you with the following topics?	I'm not familiar at all	I'm familiar but these do not impact my daily work	I can identify when this topic emerges but struggle to address it in my work	I think of this topic whenever I meet with families and incorporate knowledge in my work
The presence and impact of the individual differences, perspectives, and cultural assumptions of each person in the exam room				
The presence of both recent and generational traumas, particularly those related to health care, in the room at each family's visit				

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The importance of acknowledging these traumas when working with the family to understand and engage with them at a pace that fits their needs and interests				
The position of power and privilege that HS Specialists hold as part of the medical team and, therefore, the responsibility they have to advocate for families and work toward diverse, inclusive, and equitable spaces that improve access, and a sense of belonging for everyone				

2.

How often do you:	Rarely	Sometimes	Often	Always
Ask families about race, ethnicity, preferred language (written/spoken), and/or culture in conversation				
Join with families to consider how their culture, background, and preferences inform how they raise their child and how they respond to care team recommendations (e.g., parenting practices, screenings)				

How often do you:	Rarely	Sometimes	Often	Always
Use inclusive materials when offering support to families and teammates				
Carve out time to learn more regarding different cultures and their relation to health care, young children, and families				
Appropriately check assumptions with members of the cultural group as well as with current research				
Use reflective supervision to explore how the influence of culture, race, and other aspects of your identity impact your interactions with others in the workplace (e.g., families, staff)				
Recognize your own biased language and practices and work to address them				
Take steps to diminish the power differential between yourself and families				

HealthySteps Site

1.

How integral are the following topics to how your practice operates?	Not a priority	We hope to make this a priority	We consider this topic as often as possible	We consistently make decisions with this topic in mind
The care team benefits from having diverse perspectives				
The widespread impact of trauma due to historical racism and ways it reflects in				

patient choices around health care				
The time and effort needed to discover and overcome barriers to equitable health care such as mistrust and stigma				
The importance of maintaining a blocked time for reflective supervision for the HS Specialist				

2.

How often does your practice:	Rarely	Sometimes	Often	Always
Obtain feedback from patients about policies and procedures				
Survey the current language needs of your families and update your current processes to meet those needs				
Use data to identify patterns of disparity (e.g., few Spanish-speaking patients on caseload compared to clinic population) and work to decrease them				
Create space to understand the working experience of the clinic staff, particularly staff from diverse backgrounds				
Establish clear processes for reporting harmful interactions committed against both patients and staff				

How often does your practice:	Rarely	Sometimes	Often	Always
Create intentional opportunities for healing (e.g., do we use feedback from families or patients to inform our processes)				
Provide trainings on topics related to: race, ethnicity, culture, reflective practice				

Action Plan

Directions: The next steps on your journey towards becoming a more inclusive, culturally minded HS Specialist/HealthySteps site is to identify, prioritize, and plan for your steps towards growth. Each of the sections below contains a series of questions for you to consider.

Use your answers to the self-assessment to help identify the areas of opportunity and growth you'd like to focus on for individual/site development. Prioritize which area you'd like to address first, second, third, etc. (you can prioritize based on urgent need, ease of implementation/follow up, recommendation by supervisor, etc.). In the next section, you'll find a resource list that can help you take those steps. Remember that change often takes time and intentionality.

For the HS Specialist

Consider the questions below to help guide your next steps in professional development:

1. Am I ready to bring greater focus to inclusivity, culture, language, and accessibility in my daily work?
 - a. What are the barriers to my readiness to grow in this area (e.g., no time/busy schedule, organization-wide systems, not sure where to start)?
 - b. Why is this work important to me?
2. When I think through my answers to the questions above, which areas stand out as:
 - a. Ones that I am already sensitive to and working towards incorporating?
 - b. Ones that I have not yet considered and could use greater attention?

3. Which area would I like to address first?
4. What support do I need to take these steps?

For the HS Practice

**adapted from National Center on Domestic Violence, Trauma & Mental Health Tools for Transformation (2018)*

Consider the questions below to help guide your next steps as a HS site:

1. Is our practice ready to place a greater focus on equity, inclusivity, language, and culture?
 - a. What will it take to engage in this process, including time, resources, and commitments from administration, board, and staff members?
 - b. Why is this work important to our practice?
 - c. Is this the right time? Do we have what we need to begin this process?
 - d. What challenges might come up during this process?
 - e. If we are not ready, what might be affecting readiness? What additional resources do we need to feel ready?
2. Is our work aligned with/supported by a practice/health system initiative to reduce health disparities?
3. Could our practice create a health equity team?
 - a. Who needs to be involved, including people who are participating in or have participated in the past? Is everyone ready to engage in the process? Who is missing from the conversation? Who is already committed to this work? Is the process itself inclusive, comprehensive, accessible, and representative of staff and program participants?
4. When we think through our answers to the Self-Assessment questions, which areas stand out as:
 - a. Ones that we are already sensitive to and working towards improving?
 - b. Ones that we have not yet considered and could use greater attention?
5. Which area would we like to address first?

Resources

Cultural Competence/Sensitivity

- American Speech-Language-Hearing Association. (2021). Cultural competence check-in: Culturally responsive practice. <https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf>.
- American Speech-Language-Hearing Association. (2021). Cultural competence check-in: Self-reflection. <https://www.asha.org/siteassets/uploadedfiles/multicultural/self-reflection-checklist.pdf>.
- Diversity Science Video eLearning courses <https://www.diversityscience.org/patient-care-equity-quality/>
- Health Equity Action Library (HEAL). American Hospital Association. Retrieved from <https://www.aha.org/heal>
- Health Equity Resource Series. Training and the Culture of Learning. American Hospital Association Institute for Diversity and Health Equity. Retrieved from <https://ifdhe.aha.org/health-equity-resources>
- LoCurto, J., Lange, B.C.L., Iverson, M.G. *et al.* A Systematic Review of Organizational Assessments Related to Racism and Equity. *J. Racial and Ethnic Health Disparities* (2023). <https://doi.org/10.1007/s40615-023-01643-0>
- National Center for Cultural Competence. Georgetown University Center for Child and Human Development. Cultural and Linguistic Competence Checklist for Medical Home Teams. https://nccc.georgetown.edu/documents/NCCC_Transition_Checklist.pdf
- [ZERO TO THREE \(2022\). HealthySteps Specialist Competencies. Washington, DC: Author.](#)
- University at Albany. Bridging Gaps: The Vital Role of Cultural Competence in HealthCare (webinar) <https://www.albany.edu/cphce/bridging-gaps-vital-role-cultural-competence-healthcare>

Data & Equity

- Urban Institute. (2022). Collection of Race and Ethnicity Data for Use by Health Plans to Advance Health Equity: Opportunities, Barriers, and Solutions.

<https://www.urban.org/research/publication/collection-race-and-ethnicity-data-use-health-plans-advance-health-equity>

- Agency for Health Research Quality. Race, Ethnicity, and Language Data: Standardization for Health Care Quality Improvement. <https://www.ahrq.gov/research/findings/final-reports/iomracereport/reldata5.html>

National Standards

- Irving Harris Foundation. (2018). Diversity Informed Tenets for Work with Infants, Children & Families. Retrieved from www.diversityinformedtenets.org
- U.S Department of Health and Human Services. National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care. Retrieved from <https://thinkculturalhealth.hhs.gov/assets/pdfs/EnhancedNationalCLASStandards.pdf>
- U.S. Department of Health and Human Services. Office of Minority Health. Behavioral Health Implementation Guide for the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care. https://www.minorityhealth.hhs.gov/Assets/PDF/clas%20standards%20doc_v06.28.21.pdf

Patient Satisfaction with Equitable Care

- Family Engagement in Systems Tool. Family Voices <https://familyvoices.org/fesat/>
- Iowa Cultural Understanding Assessment-Client form (for patients to complete) <https://www.ncbi.nlm.nih.gov/books/NBK248429/>

Reflective Supervision/Consultation

- [Barrera, I.](#) (2003). Rocks to Diamonds: Mining the Riches of Diversity for Our Children. Journal of ZERO TO THREE, Vol 23, No 5, May 2003, pp, 8-15
- Stroud, B. (2010). Honoring Diversity through a Deeper Reflection: Increasing Cultural Understanding within the Reflective Supervision Process. Washington, DC: ZERO TO THREE 31(2)46-50.
- [VanHorn, Jacqui.](#) (Dec.2019). Exploring Professional Ethics through Diversity-Informed Reflective Supervision

Trauma-Informed Care

- National Child Traumatic Stress Network https://www.nctsn.org/sites/default/files/resources//organizational_cultural_linguistic_competence.pdf
- National Child Traumatic Stress Network <https://www.nctsn.org/trauma-informed-care/culture-and-trauma>
- National Child Traumatic Stress Network <https://www.nctsn.org/resources/how-race-ethnicity-culture-and-identity-impact-treatment-of-trauma>