Welcome to

CALTRIN
California Training Institute

APPROACHES TO ADDRESS STRUCTURAL RACISM

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...

Icebreaker Question
(answer in the chat)

Which was your favorite candy you were hoping to get when trick-or-treating?

Survey & Certificate of Completion

Available following the training.

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VISIT CALTRIN.ORG & SCAN TO LEARN MORE

FOLLOW US! AND CHECK OUT TRAINING REPLAYS ON YOUTUBE!

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Hi. We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

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This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBC /CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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UPCOMING TRAININGS

mark your calendars!

Visit caltrin.org to view and register for upcoming webinars or workshops

- **October 22 I** Concrete Strategies for Parent/Caregiver Engagement
- **October 29 I** Psychological Safety: The Foundation for a Connected & Engaged Team
- **October 30 I** La Capacidad de Recuperación
- **November 1 I** The Culture of You, Me, & We
- **November 12 I** Get Grant Ready
- **November 19 I** Protective Factor of the Month: Social and Emotional Competence of Children

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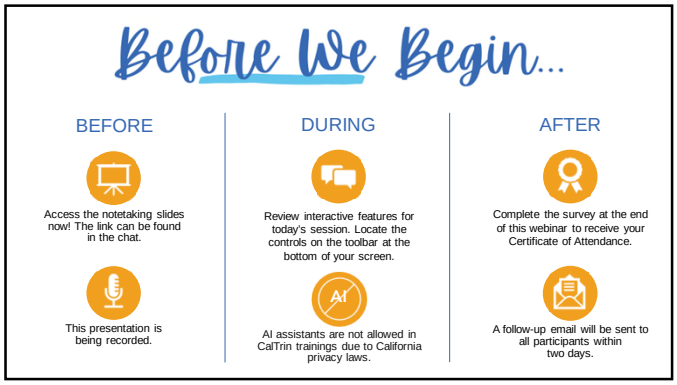
Before We Begin...
BEFORE
Access the notetaking slides now! The link can be found in the chat.
This presentation is being recorded.
DURING
Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.
AI
AI assistants are not allowed in CalTrin trainings due to California privacy laws.
AFTER
Complete the survey at the end of this webinar to receive your Certificate of Attendance.
A follow-up email will be sent to all participants within two days.

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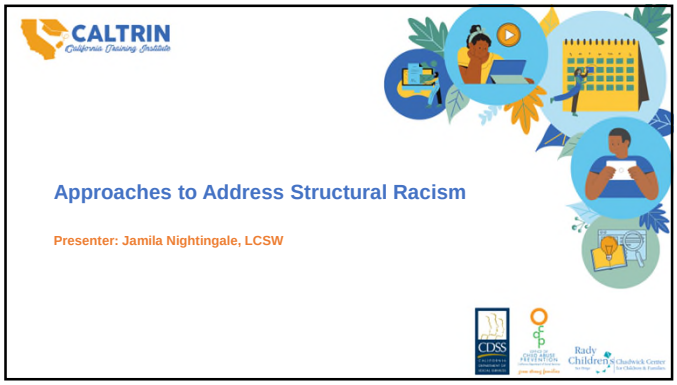
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Approaches to Address Structural Racism
Presenter: Jamila Nightingale, LCSW
CDSS
Rady Children's Chadwick Center for Children & Families

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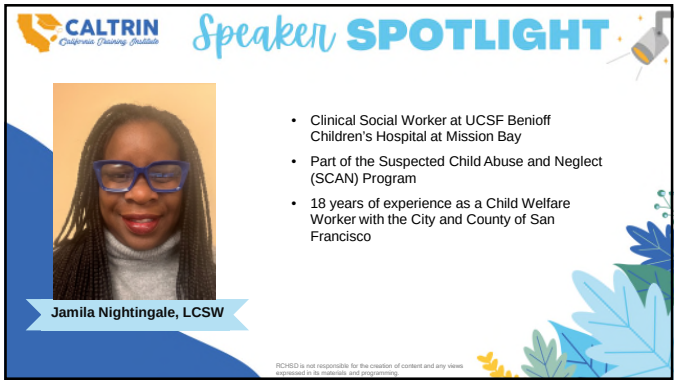
CALTRIN
California Training Institute
Speaker SPOTLIGHT
Jamila Nightingale, LCSW
Clinical Social Worker at UCSF Benioff Children's Hospital at Mission Bay
Part of the Suspected Child Abuse and Neglect (SCAN) Program
18 years of experience as a Child Welfare Worker with the City and County of San Francisco
RCHSD is not responsible for the creation of content and any views expressed in its materials and programming.

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HELLO!

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LAND ACKNOWLEDGEMENT

I would like to begin by acknowledging the Indigenous Peoples of all the lands that we are on today.

While we meet today on a virtual platform, I would like to take a moment to acknowledge the importance of the lands, which we each call home. We do this to reaffirm our commitment and responsibility in improving relationships between nations and to improving our own understanding of local Indigenous peoples and their cultures.

From coast to coast to coast, we acknowledge the ancestral and unceded territory of all the Indigenous American people that call this land home.

Please join me in a moment of reflection to acknowledge the harms and mistakes of the past and to consider how we are and can each, in our own way, try to move forward in a spirit of reconciliation and collaboration.

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05. INTERSECTIONALITY
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OBJECTIVES

Participants will:

- Recognize and articulate examples of structural racism.
- Learn practical strategies to mitigate institutional biases within their organizations.
- Understand structural competency and learn how to apply this framework in their interactions with clients, patients, or community members to address the root causes of health disparities.
- Explore how intersecting identities (e.g., race, gender, class) compound experiences of discrimination and marginalization and develop strategies to address these complexities in their work.

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This is an Interactive Training

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INTRODUCTION:
1) name and pronouns
2) organization and role
3) length of time in the field

ANSWER ONE OF THE FOLLOWING QUESTIONS:

1) What do you hope to gain from this session

2) What motivated you to attend this session

3) Where is your organization or team in the continuum of having discussions about structural racism / biases in your organization - beginning stages, moderately engaged, doing some deep institutional work?

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02.

STRUCTURAL RACISM

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WHAT IS STRUCTURAL RACISM?

Structural racism describes the ways in which social, political, economic and cultural societal structures limit access to capital, power and resources for certain racial groups and gives privilege, power and resources to other racial groups, continually producing racial discrimination and racial inequity.
(Omi & Winant 2014, Powell 2008)

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03.

HISTORY OF RACISM IN THE US & CHILD WELFARE SYSTEM

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A partial map of native tribes and nations in the United States before the Columbus colonization period.

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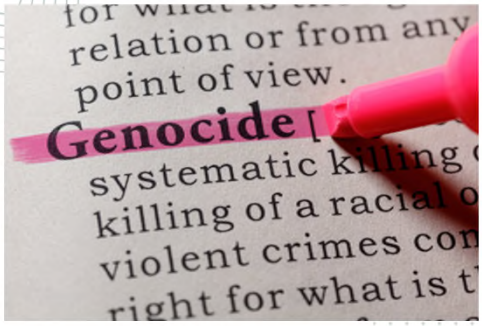

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Structural racism describes the ways in which social, political, economic and cultural societal structures limit access to capital, power and resources for certain racial groups and gives privilege, power and resources to other racial groups, continually producing racial discrimination and racial inequity.
(Omi & Winant 2014, Powell 2008)

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- Systemic and institutionalized genocide with an overall focus to kill, annihilate and assimilate Indigenous American people.
- This systemic genocide allowed English settlers to advance rapidly in population, wealth and power.
- Indigenous people arrived in the Western Hemisphere 19,000 - 26, 000 years ago.
- Within 300 years English settlers killed millions of Indigenous American people reducing their population to 300,000.

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BLACK ENSLAVEMENT, c. 60 PERCENT OF US HISTORY

1619 MIDDLE 1877 1969

1607 1814 1865 2020

JIM CROW SEGREGATION, c. 23 PERCENT OF HISTORY

The White Racial Frame: Centuries of Racial Framing and Counter-Framing
Joe Feagin

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HISTORY OF CHILD WELFARE POLICIES

Please open link that is available to you in the chat.

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04.

APPROACHES TO STRUCTURAL RACISM

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ERASING INSTITUTIONAL BIAS

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Institutional Bias

Those established laws, customs, and practices which systematically reflect and produce group-based inequities in any society.

An institution may be biased whether or not the individuals maintaining those practices have biased intentions.

The Sage Handbook of Prejudice, Stereotyping and Discrimination Page: 427 426–440 P.J. Henry

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HOW TO START THE PROCESS

IDENTIFY AN UMBRELLA GOAL

Creating a workplace or organizational culture that normalizes dealing with institutional bias, rather than implicitly forcing employees to internalize bias.

STEP ONE

START WITH YOU

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UNDERSTANDING THE PROBLEM

1. **Occupational Bias**: An implicit bias that assigns fixed human or demographic attributes to a particular job or career.
2. **Gender Bias**: An implicit bias that assigns fixed attributes by gender and/or privileges one gender over another.
3. **Racial Bias**: An implicit preference of one race over another.
4. **Hiring/Advancement Bias**: Any implicit preference that creates hiring and advancement opportunities that privilege one group over another.
5. **Customer Bias**: Any interpersonal bias that supports valuing some customers over others.
6. **Retribution Bias**: An implicit assumption that exacting retribution is of greater consequences than preserving or maintaining a relationship.

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PERSONAL CHANGE FRAMEWORK

Before embarking on the hard work of erasing institutional bias, you will need to:

1. Evaluate your (old) role in perpetuating systemic bias.
   - What specific bias is at issue?
   - How is this bias affecting me?
   - How am I hurt or limited in this bias?
   - How is this bias affecting my colleagues and this organizaton's stakeholders
   - How might this bias benefit specific demographics?
   - Which groups are hurt or limited by this bias?
   - How will erasing this bias help the aforementioned groups?
   - Who might feel threatened by an attempt to erase this bias?

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PERSONAL CHANGE FRAMEWORK

2. Define Your (New) Role in Breaking Down Systemic Bias

   - What is the contribution you want to make as it relates to the specific institutional bias you've identified?
   - What power/leverage/influence do you have within the affected institution?
   - How does your current professional role interact with the institutional bias you've targeted for erasure?
   - How committed are you to staying the course during the bias erasure journey?
   - What are you willing to sacrifice to ensure the success of this endeavor?
   - Are you willing to personally champion this cause?
   - What credibility do you have or can you establish to authentically represent this cause?

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PERSONAL CHANGE FRAMEWORK

3. Cultivate Allies

   - What is my message (Hint: It's about the institutional bias you've identified)
   - How will I handle objections and naysayers?
   - How will I communicate my level of commitment?
   - How will I make space for others to participate with me?

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PERSONAL CHANGE FRAMEWORK

4. Create a Movement

- What is my message (Hint: It's about the institutional bias you've identified)
- How will I handle objections and naysayers?
- How will I communicate my level of commitment?
- How will I make space for others to participate with me?

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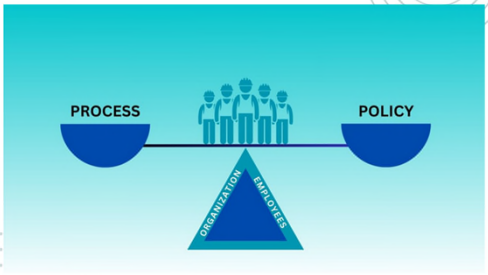

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DIMENSIONS OF INSTITUTIONAL BIAS

	Intentional (explicitly group-based)	Unintentional (not explicitly group-based)
Sum-of-individuals	Examples: • Hiring choices based on candidate's sex • Police harassing African Americans based on race	Examples: • Hiring choices based on networking • Police pulling over drivers who appear suspicious
Standards-of-practice	Examples: • Slavery • Apartheid • Military policy and marriage laws that exclude gays and lesbians	Examples: • Insurance policies • Bank lending policies • University enrollment • Economically justified business practices

Note: Adapted from Feagin and Feagin (1978); Jones (1997); Sidanius and Pratto (1999)

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DIMENSIONS OF INSTITUTIONAL BIAS
INTERVENTIONS

INDIVIDUAL / INTENTIONAL
- Discrimination lawsuits (protected class)
- Formal reprimands

INDIVIDUAL / UNINTENTIONAL
- Education
- Prejudice Awareness Program
- Diversity Training
- Underrepresented employees provided decision making roles

PRACTICE / INTENTIONAL
- Civil Rights Violations
- Protests
- Minority Agitation

PRACTICE / UNINTENTIONAL
- Reparations policy (affirmative action)
- Welfare policies
- Minority recruitment

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1. Reflect on an institutional bias that you have observed at your organizaiton.
2. What is one bias that you feel is a good starting point in trying to apply this framework?
3. Map out natural allies that could assist you in this work

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STRUCTURAL COMPETENCY

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Structural Competency Approach: *Recognizing SR*

Structures (policies, economic systems, etc)	→	**Social Determinants** (poor housing, poverty, etc)	→	**Health Disparities** (inequitable health outcomes)
• Physicians involved in policy change		• Community partnerships • Collaborate with non health sector		• In-Clinic interventions

Metzl JM, Hansen H. Structural competency: theorizing a new medical engagement with stigma and inequality. *Soc Sci Med*. 2014;103:126-133.

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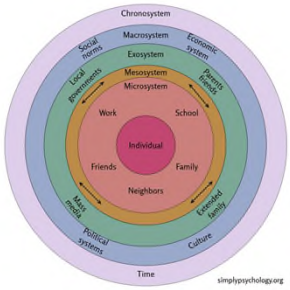

- Cultural Eco-System Model.
- five environmental systems
- It is one of the first early theories that examined the cultural overlay to development of individuals.
- looks at the client's development within the context of the system of relationships that form his/her environment.
- Defines complex "layer" of environment, each having an effect on a child's development.
- The interaction between factors in the child's maturing biology, his/her immediate family/community environment, and the social landscape fuels and steers his/her development.
- Changes or conflict in any one layer will ripple throughout other layers.
- To study one's development then, we must look not only at the individual and his/her immediate environment, but also the interaction of the larger environment as well.

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Structural Competency Approach: *Recognizing SR*

Structures (policies, economic systems, etc)	→	**Social Determinants** (poor housing, poverty, etc)	→	**Health Disparities** (inequitable health outcomes)
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> "In many ways, the current approach to the social determinants of health within medical education positions them as "**facts to be known**" rather than as "**conditions to be changed and challenged.**"

Sharma, 2018 Academic Medicine

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Structural Competency

- Centers the influence of social, political and economic structures on the degree and distribution of health disparities.
- Articulates the need for providers to recognize and respond to the structural factors - from labor markets and zoning laws to criminal justice policies and trade agreements - that impact health outcomes and the practice of healthcare.
- Its core component of recognizing the upstream factors that impact individula and community well-being while working collectively to address them resonates with social work's principles of empowerment, social justice and advancing human dignity.

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Structural Competency Can Enhance Collaboration Between Physician and Social Work Practitioners

1. Filling gaps in both medical and social work education and training - namely a lack of common curricula consistently attending to the socio-political forces that influence health outcomes. A shared vocabulary andconcepts can improve inter-professional understanding.
2. Structual competency may help these providers to denaturalize the hierarchies between their professions, a necessary step for working together in genuine collaboration.
3. Demand and help build social structures that promote health and well-being.

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Structural Competency Can Enhance Collaboration Between Child Welfare and Community Based Agencies

1. Filling gaps in both **child welfare** and the education and training of **community partners** - namely a lack of common curricula consistently attending to the socio-political forces that influence outcomes regarding **child safety and neglect**. A shared vocabulary and concepts can improve inter-professional understanding.
2. Structual competency may help these providers to denaturalize the hierarchies between their professions, a necessary step for working together in genuine collaboration.
3. Demand and help build social structures that promote **child safety** and well-being.

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Please use this time to meet with your group to discuss the following:

1. Identify 2-3 broken structures that negatively impact the overall safety and wellbeing of children and families that access services at your agency?

   Our agency's approach to structures that negatively impact child safety positions those structures as "conditions to be challenged" rather than as "facts to be known."

2. How would your job duties change if your organization embraced the quote above as a mission statement.

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RACISM AS A ROOT CAUSE APPROACH

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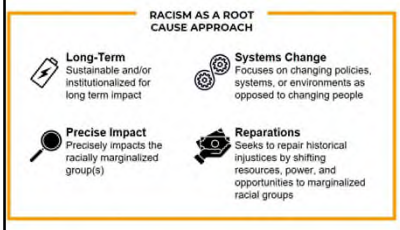

Addressing racism as a root cause is critical to advancing population health, yet it is still rare for systemic racism to be mentioned explicitly in academic journal articles today, and in these publications, authors often fail to offer a pathway for repair.

Recognizing that Black and Indigenous communities, as well as other communities experiencing racism, cannot bootstrap themselves out of centuries of injustice, we introduce the RRC approach to offer a clear and corrective framework for advocates seeking to dismantle long-standing inequities.

Zea Malawa, MD, MPH

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Long-Term How will you make your plan sustainable and institutionalized?	
Precise Impact How will you specifically address a racially marginalized group? Who?	
Systems Change Which policies, systems, or environments will you address?	
Reparations What resources, power, or opportunities will you shift to racially marginalized groups?	

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Utilizing the frameworks reviewed to develop a solution addressing inequalities in CPS reporting

Racism as a Root Cause
1. Precise Impact
2. Systems Change
3. Long Term
4. Reparations

Erasing Institutional Bias
1. Evaluate your (old) role in perpetuating systemic bias.
2. Define Your (New) Role in Breaking Down Systemic Bias
3. Cultivate Allies
4. Create a Movement

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05.

INTERSECTIONALITY

Liceria & Co.

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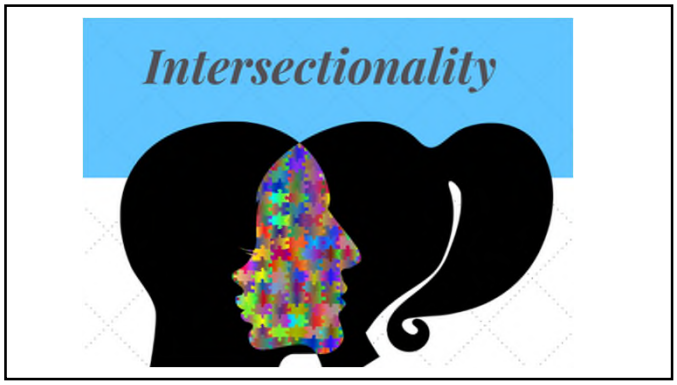
Intersectionality

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THANK YOU
Do you have any question?
Jamila Nightingale, LCSW
hello@jamilanightingale.com

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Thanks for joining us!
WHAT'S NEXT?
• Survey and certificate in the chat now
• Follow-up email with resources within two days
• Watch your inbox for the next issue of CalTrin Connect
Stay Connected for More Free Training & Resources!
VISIT CALTRIN.ORG & SCAN TO LEARN MORE
FOLLOW US! AND CHECK OUT TRAINING REPLAYS ON YOUTUBE!

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