Instantaneous Impressions: Managing Bias within Systems of Care

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Learning Goals

**Objective 1**
List examples of bias across various systems and cultural groups

**Objective 2**
Describe strategies to mitigate biases at the individual level

**Objective 3**
Discuss managing biases within organizations and systems using the National Standards of (CLAS) in Health and Health Care
Silent Beats

- [https://www.youtube.com/watch?v=76BboyrEl48](https://www.youtube.com/watch?v=76BboyrEl48)

- What do you think the title of the video *Silent Beats* means?

- Predict what you think will happen in the *Silent Beats* video?
Biases

• Implicit
  • Attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.

• Explicit
  • Meaning those assumptions, attitudes and beliefs that are held or endorsed on a conscious level.
Implicit (unconscious) Bias

• Human beings are wired to see patterns as a survival tool.

• Our perceptions are shaped by our past experiences, indirect and direct messaging.
Mental Models

• “Mental models are deeply held internal images about how the world works, images that lead us to specific ways of thinking and acting. Very often we are not conscious of our mental models and their effect on our behaviors.” - Peter Senge
Biases

• Everyone has bias.

• Bias affects how we perceive, relate and act in the world.

• Bias is critical to our effectiveness and can impede or enhance our relationships with youth and families.

• Biases may be conscious, or unconscious and may cause conflict.

• It is easier to see others’ mental models and harder to see our own.
Factors that Influence Implicit Biases

• Early *childhood* experiences

• Certain *emotional states* can exacerbate implicit bias particularly of stigmatized groups even if the source of the emotion has nothing to do with current situation or the social grouping

• When criteria is vague or *ambiguous* individuals tend to use accessible information and deliberative processing which leads to stereotyping
FLEX

• Focus Within
• Learn about Others
• Engage in Dialogue
• eXpand Options
Assessments/Barriers

• Psychometric predictive validity and reliability of Implicit Association Test

• Cognitive
  • Intergroup contact
  • Mindfulness
  • Counter-stereotyped training

• Structural
Organizational Bias

- Types of Organizational Bias
1. The Bandwagon Effect
2. Hyperbolic Discounting
3. The Ingroup Bias
4. The Confirmation Bias
5. Mere Exposure Effect
6. Negativity Bias
7. System Justification
8. Spacing Effect

(Jacobson, 2012)
Organizational Bias

• Transparency
• Seek multidimensional feedback
• Build relationships across differences
• Build Trust
National Standards of Culturally and Linguistically Appropriate Services (CLAS)
National CLAS Standards Themes

Governance, Leadership and Workforce Development

Communication and Language Assistance

Engagement, Continuous Improvement and Accountability

Culturally and Linguistically Appropriate Processes and Practices
## Managing Organizational Bias Strategies

<table>
<thead>
<tr>
<th>CLAS THEMES</th>
<th>Managing Organizational Bias Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, Governance and Workforce Development</td>
<td>• Offering Cultural and Linguistic Competence (CLC) Professional Development at all levels of the organizations</td>
</tr>
<tr>
<td></td>
<td>• Advertising positions in partnership with multicultural professional organizations, utilizing multicultural search engines, and multicultural academic institution pipeline programs (HBCUs, Hispanic/Latinx institutions, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Deidentifying resumes</td>
</tr>
<tr>
<td></td>
<td>• Use interview guides</td>
</tr>
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<td></td>
<td>• Use a diverse team for interviews</td>
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<td></td>
<td>• Measure hiring and retention across key demographics</td>
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<td></td>
<td>• Ensure performance evaluations are not based on a single source</td>
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<td></td>
<td>• Develop CLC processes and policies</td>
</tr>
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<td></td>
<td>• Analyze equity in salaries across groups</td>
</tr>
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<td></td>
<td>• Establish Leadership Mentor Programs</td>
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</tbody>
</table>
### Managing Organizational Bias Strategies

<table>
<thead>
<tr>
<th>CLAS THEMES</th>
<th>Managing Organizational Bias Strategies</th>
</tr>
</thead>
</table>
| Communication and Language Access | **Internal Communication**  
  - Use cultural assessment tools to elicit cultural information directly from families  
  - Establish language access contracts, policies and processes  
  - Train with staff on language access, communication styles, LGBTQ terminology and person first language  
  - Create connection activities for staff in dyads and groups |
|                                  | **External**  
  - Engage multicultural community partners and cultural allies in Systems of Care planning, implementation and evaluation |
Managing Organizational Bias

<table>
<thead>
<tr>
<th>CLAS THEMES</th>
<th>Managing Organizational Bias Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement, Continuous Improvement</td>
<td>• Disaggregate outcomes data by cultural groups for adaptations and improved service delivery</td>
</tr>
<tr>
<td></td>
<td>• Conduct CLC organizational assessments to gauge CLC responsiveness</td>
</tr>
<tr>
<td></td>
<td>• Engage multicultural community partners in data collection and dissemination</td>
</tr>
<tr>
<td></td>
<td>• Review family engagement and satisfaction data</td>
</tr>
</tbody>
</table>
Stepping Up
Florida’s Top Juvenile Pre-Arrest Diversion Efforts
Advocating for the Importance of Pre-Arrest Diversion Programs
While Recognizing Those That Do It Best

Highlighted counties represent the top-performing counties in this year’s Stepping Up Study.

2018 Study
Conducted By

caruthers.institute
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Florida

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Terrell S. Clark

ssw.umaryland.edu/traininginstitutes
Governance, Leadership and Workforce Development

John Aller, PCC, LICDC
Stark County Mental Health, Addiction and Recovery (StarkMHAR)
Stark Mental Health and Addiction Recovery System of Care

- County Behavioral Health Board
- Supports wellness and recovery through innovation in funding, collaboration, education and advocacy
- Plan, develop, fund, manage and evaluate community based mental health and addiction services
- Promote evidence-based practices, emerging trends and innovative solutions
Stark County Demographics

- 375,000 people
- Mix of rural, suburban and urban
- “Bellwether” county in United States
- Home of “Football Hall of Fame”
- Hit hard by opiate epidemic, currently in teenage suicide contagion
Why Focus on Bias?

a) One-year planning grant
   - Focus Groups
   - Advocates
   - Community Initiatives

b) Workforce/Leadership/Boards
   - Lack of Diversity
   - Workforce challenges (Both recruitment and retention)
   - Engagement of consumers into services
   - Retention in services
Why Focus on Bias?

c) Data
• Conduct disorder diagnosis
• Three or fewer services after assessment
• Three or more services post assessment
• Satisfaction surveys

d) Business Case
• Revenue Modeling
• Managed Care Focus
• Competitive Advantage/Recognition
• Monetary stipends
• National outcome measures
Initial StarkMHAR Leadership/Influence

- StarkMHAR Board of Directors endorsed CLC work
- Hired Engagement and Inclusion Coordinator (E&I Coordinator)
- Incorporated CLC into StarkMHAR Strategic Plan
- E&I Coordinator involved in various internal/external committees
- Collaborative partnerships with infant mortality and community initiatives
- Allowed community to help prioritize the work
Internal Focus on Organizational Policies (StarkMHAR)

• Provide guidance relevant to effective cross-cultural service delivery

• Provide guidance in capacity to conduct business in preferred language of residents

• Relevant materials in appropriate language at appropriate literacy level
Internal Focus on Organizational Policies continued

• Mechanism in place to assure awareness and understanding of Board funded programs and services to all residents of Stark County

• Promote diversity of workforce

• Facilitate CLC focus on behavioral health equity, and reduction of disparities

• Policies consistent with intent and overall guidance of National CLAS standards
Contracting

- All providers will participate in Cultural and Linguistic Competence SC3C as evidenced by:
  - Attendance at Learning Collaborative meetings during year
  - Completion of Organizational Self-Assessment (OSA) for Cultural and Linguistic Competency (CLC)
  - Actively working on improving score obtained on at least one area of OSA
Ongoing Initiatives

• CLC questions on funding application
• Public recognition for providers who exceeded CLC requirements
• Monetary stipend yearly for providers based on level of participation
Ongoing Initiatives

- Significant training on CLC, health equity and biases
- Social marketing messaging
- Ensure CLC incorporated into all materials and brochures
- Marketing staff has been trained on CLC principles
- Internal staff trainings
- Yearly grant update for community stakeholders where CLC is prioritized
Communication and Language Access

Isaac Baez, MPH
Engagement and Inclusion Coordinator
Stark County Demographics

Non-English Speakers in Stark County, Oh

The closest comparable data for the county of Stark County, OH is from the state of Ohio.

Dataset: ACS 5-year Estimate and ACS 1-year Estimate
Source: Census Bureau
LEP Receiving Services

• Common Language
  • Spanish
  • K’iche or Quiche’

• Documents translated by StarkMHAR
  • Patient Rights into Spanish
Barriers to Communications

- Linguistic
- Register
- Cultural
- Systemic

Training in Language Access and Cross-Cultural Communication

Training Staff on how to communicate well with an interpreter

- Difference between an interpreter and Translator
- Choosing an appropriate Interpreter
- Identifying the target language
- How to conduct a pre-session
- Ten strategies on cross-cultural communication
Communication and Language Access

- Language access plan
  - Self-assessment
  - Developing language access policy directives, implementation plan and procedure
StarkMHAR CLC Organizational Self-Assessment

• Nathan Kline Cultural Competency Assessment Scale (CCAS) web-based survey
• Focus Groups with leadership cadres
• 10 behavioral health and human service agencies
Does your agency include cultural and linguistic competence (CLC) in its mission statement?

- Yes
- No
- I don't know
Is there a person in your organization accountable for CLC management?

- Yes
- No
- I don't know
Does your organization have a dedicated budget for CLC?

Yes

No

I don't know
Does your organization have a CLC Plan?

Yes

No

I don't know
CLC Organizational Self-Assessment (OSA) Snapshot

CHART 2
Section 2: Planning, Monitoring & Evaluation

- Agency obtains service user data to identify CLC needs (n = 330) - 56.4%
- Agency has identified prevalent cultural groups of SERVICE USERS (n = 329) - 53.8%
- Agency has identified language needs of prevalent service users (n = 329) - 52.3%
- Agency has identified prevalent cultural groups in STARK COUNTY (n = 329) - 43.8%
CLC Organizational Self-Assessment (OSA) Snapshot

![Diagram showing percentages of various training and workforce development metrics.]

*Asked only of respondents who reported agency requires direct service/clinical staff receive at least 3 hours of training.
## CLC Implementation

**Q3.2 Does your agency address CLC issues within other existing committees, boards, or advisory groups?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
<th>Not Applicable</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Respondents</td>
<td>38.5%</td>
<td>6.7%</td>
<td>54.5%</td>
<td>0.3%</td>
<td>330</td>
</tr>
<tr>
<td>Primary Position</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/HR/Professional Development</td>
<td>35.0%</td>
<td>6.8%</td>
<td>60.6%</td>
<td>0.3%</td>
<td>60</td>
</tr>
<tr>
<td>Direct Service</td>
<td>29.6%</td>
<td>6.8%</td>
<td>63.0%</td>
<td>0.6%</td>
<td>162</td>
</tr>
<tr>
<td>Executive/Supervisory/Management</td>
<td>66.2%</td>
<td>12.2%</td>
<td>21.6%</td>
<td>0.3%</td>
<td>74</td>
</tr>
<tr>
<td>Years at Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-4 years</td>
<td>32.6%</td>
<td>6.9%</td>
<td>60.6%</td>
<td>0.3%</td>
<td>175</td>
</tr>
<tr>
<td>5-9 years</td>
<td>44.8%</td>
<td>5.2%</td>
<td>48.3%</td>
<td>1.7%</td>
<td>58</td>
</tr>
<tr>
<td>10 or more years</td>
<td>58.7%</td>
<td>6.3%</td>
<td>34.9%</td>
<td>0.3%</td>
<td>63</td>
</tr>
<tr>
<td>Recent CLC Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>50.0%</td>
<td>5.9%</td>
<td>43.5%</td>
<td>0.5%</td>
<td>186</td>
</tr>
<tr>
<td>No</td>
<td>25.0%</td>
<td>9.0%</td>
<td>66.0%</td>
<td>0.3%</td>
<td>100</td>
</tr>
<tr>
<td>Don't know</td>
<td>6.7%</td>
<td>93.3%</td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
CLC OSA Implications

• Contract Language
  • Address on-going CLC training internally, topics and process measures
  • Collect standardized cultural demographic variables
  • Document diverse CLC Committee, CLC plans and CLC dissemination plans
  • Document language access plans
  • Stratification of process/outcomes data by cultural groups
Engagement, Continuous Improvement and Accountability

Isaac Baez, MPH
Engagement and Inclusion Coordinator
Engagement, Continuous Improvement and Accountability

• Collecting data from families
  • Conducted Surveys
  • Conducted Focus Groups
Conducted Surveys

• Various locations within Stark County
• Surveys are anonymous
• Incentives
# Survey Results

## What would be helpful to my child

<table>
<thead>
<tr>
<th>Help</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Work</td>
<td>13</td>
</tr>
<tr>
<td>2 Work Readiness</td>
<td>15</td>
</tr>
<tr>
<td>3 After School Programs/Community Activities</td>
<td>21</td>
</tr>
<tr>
<td>4 Make Friends</td>
<td>12</td>
</tr>
<tr>
<td>5 Sex Education</td>
<td>8</td>
</tr>
<tr>
<td>6 Anger Management Skills</td>
<td>12</td>
</tr>
<tr>
<td>7 Food/Nutrition</td>
<td>11</td>
</tr>
<tr>
<td>8 Driving/Transportation</td>
<td>4</td>
</tr>
<tr>
<td>9 Self Advocacy/Empowerment</td>
<td>8</td>
</tr>
<tr>
<td>10 Health/Hygiene</td>
<td>5</td>
</tr>
<tr>
<td>11 Leadership Training</td>
<td>5</td>
</tr>
<tr>
<td>12 College/Continuing Education</td>
<td>4</td>
</tr>
<tr>
<td>13 Recreation</td>
<td>15</td>
</tr>
<tr>
<td>14 Money Management</td>
<td>13</td>
</tr>
<tr>
<td>15 Non-medication therapy options</td>
<td>9</td>
</tr>
<tr>
<td>16 Service eligibility (e.g., SSI, Medicaid, HEAP)</td>
<td>4</td>
</tr>
<tr>
<td>17 Natural Supports (e.g., extended family, community)</td>
<td>4</td>
</tr>
</tbody>
</table>

(a) To My Child.

## What would be helpful for my family

<table>
<thead>
<tr>
<th>Help</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Respite</td>
<td>3</td>
</tr>
<tr>
<td>2 Sibling Support</td>
<td>9</td>
</tr>
<tr>
<td>3 Transition Planning</td>
<td>10</td>
</tr>
<tr>
<td>4 Parenting Skills</td>
<td>10</td>
</tr>
<tr>
<td>5 Advocacy Skills</td>
<td>0</td>
</tr>
<tr>
<td>6 Education &amp; Training</td>
<td>14</td>
</tr>
<tr>
<td>7 Parent Support</td>
<td>8</td>
</tr>
<tr>
<td>8 Family Counseling</td>
<td>10</td>
</tr>
</tbody>
</table>

(b) To My Family.
Focus Groups

• Various locations in Stark County
• Incentives
  • Refreshments
  • Give aways
  • Gift cards
• Small Groups
Focus Group Comments from Parents

“The struggle is real and hard to find resources, if you don’t know what to ask for.”

“It took them a while just to give me a diagnosis of my child.”

“I felt that there was no support for my child and I.”
Focus Group Results

• Better communication from agency to agency
• Support groups for siblings
• Parents became advocates
• Better information at schools, physicians, courts, and in any locations that are engaged with families
Engagement, Continuous Improvement and Accountability

- Diverse and Inclusive Community Advisory Boards
  - Stark County Cultural Competency Committee (SC3C)
    - Providing training on operationalizing the CLAS Standards within agencies and engaging community partners
  - SC3C-Underserved Populations
    - Addressing the needs of underserved populations such as racially/ethnically diverse, lower socioeconomic, LGBTQ+, Limited English Proficiency (LEP) and low-literacy populations
Cultural Broker or Cultural Ally

StarkMHAR CLC

Cultural Ally

Community Allies

Individuals

Underserved Populations

Community Allies

Cultural Ally

Supported by StarkMHAR

Peer Support Providers

Providers within StarkMHAR
Quality Improvement on African Americans diagnosed with Conduct Disorder and receiving services

### Stark County Clients with Conduct Disorder Diagnoses
2016-2017

<table>
<thead>
<tr>
<th>Race</th>
<th>Total Client Population</th>
<th>Client Count with Diagnosed Conduct Disorders</th>
<th>Percentage of Client Population Diagnosed with Conduct Disorders</th>
<th>&gt; 3 Services After Assessment</th>
<th>3 or fewer services after Assessment</th>
<th>Percent with 3+ Services Post-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>69</td>
<td>1</td>
<td>1.4%</td>
<td>0</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>74</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Black</td>
<td>3857</td>
<td>73</td>
<td>1.9%</td>
<td>31</td>
<td>42</td>
<td>42.5%</td>
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<tr>
<td>Hispanic</td>
<td>568</td>
<td>18</td>
<td>3.2%</td>
<td>8</td>
<td>10</td>
<td>44.4%</td>
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<tr>
<td>Multi-racial</td>
<td>118</td>
<td>6</td>
<td>5.1%</td>
<td>4</td>
<td>2</td>
<td>66.7%</td>
</tr>
<tr>
<td>Other</td>
<td>77</td>
<td>3</td>
<td>3.9%</td>
<td>2</td>
<td>1</td>
<td>66.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1491</td>
<td>25</td>
<td>1.7%</td>
<td>15</td>
<td>10</td>
<td>60.0%</td>
</tr>
<tr>
<td>White</td>
<td>28319</td>
<td>402</td>
<td>1.4%</td>
<td>238</td>
<td>164</td>
<td>59.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34573</strong></td>
<td><strong>529</strong></td>
<td><strong>1.5%</strong></td>
<td><strong>299</strong></td>
<td><strong>230</strong></td>
<td><strong>56.5%</strong></td>
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</tbody>
</table>
Summary

- Formalize commitment to equity
- Strive for 2-D diversity in the workforce
- Identify potential areas of organizational bias in decision making
- Explicitly prioritize equity
- Anticipate the effect of quality improvement work based on data
- Recognize equity champions
Resources


  https://resources.globoforce.com/globoforce-blog/8-cognitive-biases-that-will-make-or-break-your-culture


• Organizational Bias Video
  https://www.youtube.com/watch?v=vcJm-y7UnLY


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