

Equity-focused Dissemination & Implementation Webinar Series

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|------------------------------------|--|
| November 8, 2022 3-4 PM EST | <u>Equity-Oriented Implementation Studies: Reflections from a Learner</u> Ana A. Baumann, Ph.D., Washington University School of Medicine |
| November 15, 2022 4-5 PM EST | <u>Advancing Quality Improvement with Implementation Science</u> Amy Tyler, M.D., M.S.C.S., University of Colorado |

MEDICINE *of* THE HIGHEST ORDER



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CLINICAL & TRANSLATIONAL
SCIENCE INSTITUTE

Equity-oriented implementation studies: Reflections from a learner

Ana A. Baumann, PhD

Assistant Professor of Surgery

Division of Public Health Sciences, Department of Surgery, Washington University in St. Louis

Email: abaumannwalker@wustl.edu

Twitter: @BaumannAna

Before we start....

- What is equity for you?

DISCLAIMERS

- Slides have not been audited for visual disabilities.

DISCLAIMERS





- Slides have not been audited for visual disabilities.
- This is NOT a comprehensive take on implementation or on healthcare equity literature.

Positionality Statement

- Latina (Brazilian), duo-citizen (Brazil and U.S.), able-bodied, colonizer, cisgender, white skin woman
- **My scholarly work:**
 - Parenting interventions, in the U.S. and globally
 - Implementation science, adaptation science, healthcare equity

References: 1-8

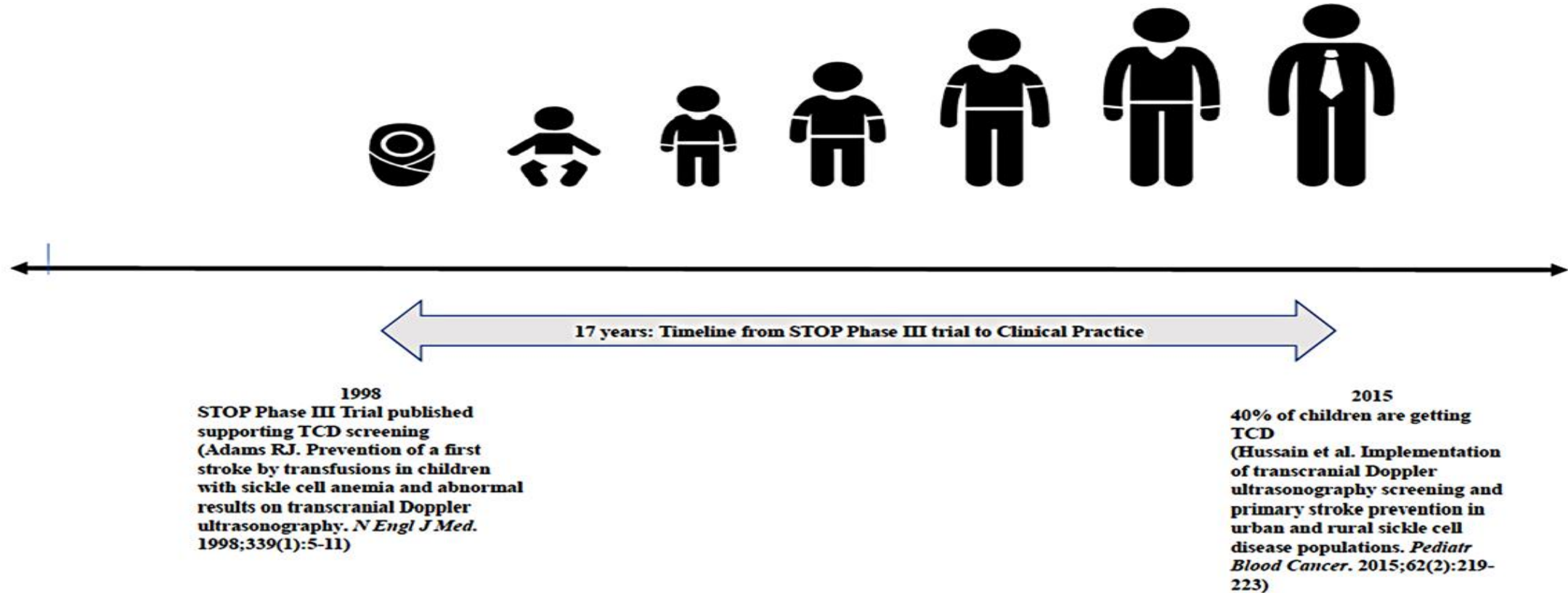
Positionality practices and dimensions of impact on equity research: A collaborative inquiry and call to the community

**Stephen Secules¹  | Cassandra McCall²  | Joel Alejandro Mejia³  |
Chanel Beebe⁴ | Adam S. Masters⁵ | Matilde L. Sánchez-Peña⁶ |
Martina Svyantek⁵ **

Agenda

- (very brief) note about implementation science and about equity
- Ten lessons learned (more like my challenges)
- Thoughts for the future

It takes 17 years to turn 14% of original research to benefit patient care (Ballas & Boren)



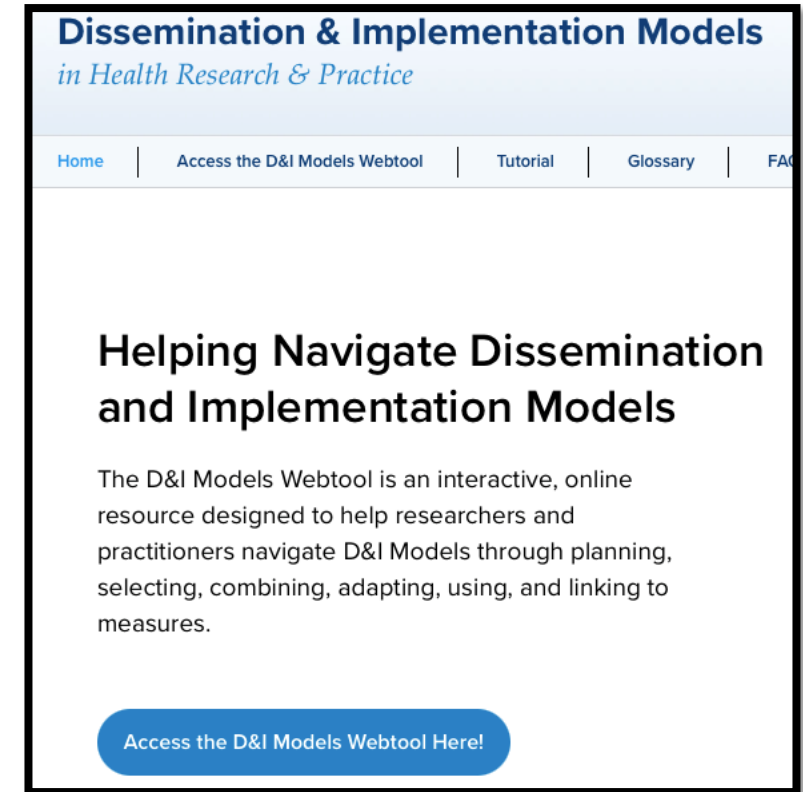
Stock Photo Copyright: http://www.123rf.com/profile_jeremy

References: 9-10

Twitter: @BaumannAna

SO MANY FRAMEWORKS

- CFIR
- TDF
- I-PARISH
- RE-AIM
- Proctor's implementation outcomes
- ISF
- NPT



<https://dissemination-implementation.org/index.aspx>

SO MANY FRAMEWORKS

- CFIR
- TDF
- I-PARISH
- RE-AIM
- Proctor's implementation outcomes
- ISF

But not a lot of
EXPLICIT recognition of
equity, social
determinants of
health, discrimination,
racism in the
implementation
frameworks

Why is the EXPLICIT recognition of equity important?

Why is the EXPLICIT recognition of equity important?

Because if we do not name it, we do not identify it, we do not measure it and we do not act on it.



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Journal of Counseling Psychology

<https://doi.org/10.1037/cou0000618>

Ignoring Race and Denying Racism: A Meta-Analysis of the Associations Between Colorblind Racial Ideology, Anti-Blackness, and Other Variables Antithetical to Racial Justice

Jacqueline Yi¹, Helen A. Neville², Nathan R. Todd¹, and Yara Mekawi³

¹ Department of Psychology, University of Illinois at Urbana-Champaign

² Department of Educational Psychology and African American Studies, University of Illinois at Urbana-Champaign

³ Department of Psychological and Brain Sciences, University of Louisville



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American Psychologist

2018, Vol. 73, No. 6, 812–826
<http://dx.doi.org/10.1037/amp0000294>

Invisibility of Racial/Ethnic Minorities in Developmental Science: Implications for Research and Institutional Practices

Moin Syed
University of Minnesota

Carlos Santos
University of California, Los Angeles

Hyung Chol Yoo
Arizona State University

Linda P. Juang
University of Potsdam

Sociology of Race and Ethnicity
Volume 8, Issue 3, July 2022, Pages 343–354
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<https://doi.org/10.1177/2332649220941024>

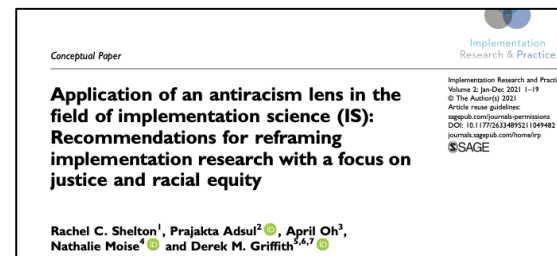
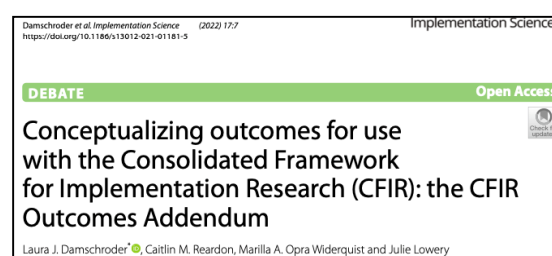
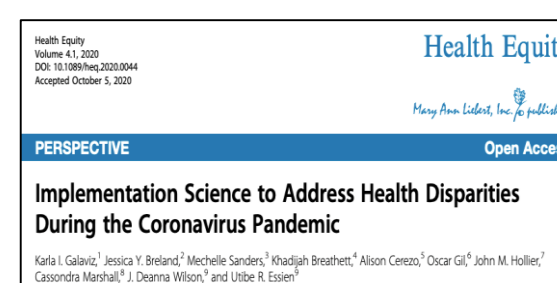
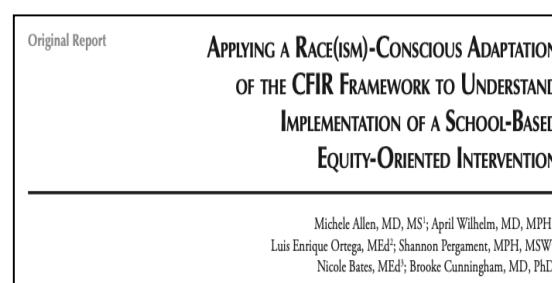
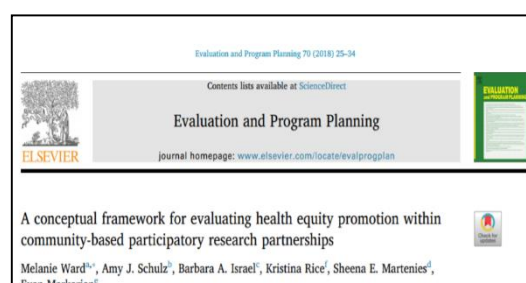
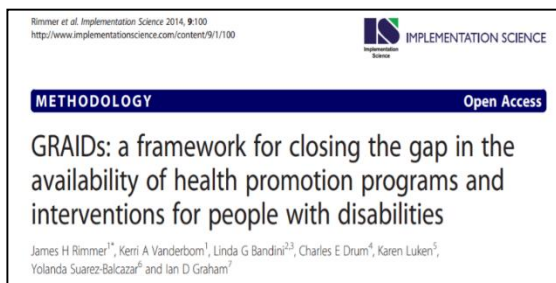
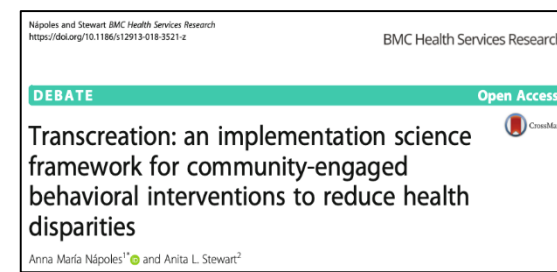
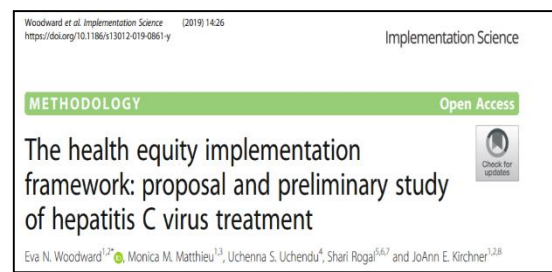
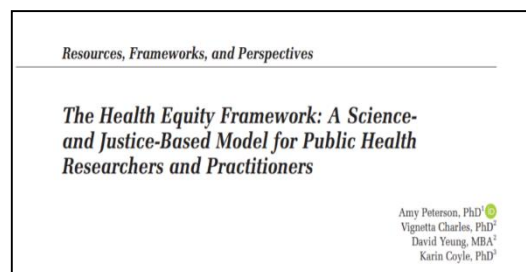


Original Research Article - Racism in Pandemic Times

Color-Blind Racism in Pandemic Times

Eduardo Bonilla-Silva

Frameworks with explicit focus on equity



So what is equity?

- Before we talk about what is equity, let's talk about what is NOT equity

Lesson #1: What is NOT equity

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- Equity is NOT an outcome (e.g., “I have achieved equity here”)

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- Equity is NOT diversity (having diversity <> having equity)

Lesson #1: What is NOT equity

- Equity is NOT an outcome (e.g., “I have achieved equity here”)
- Equity is NOT a checklist (e.g., “I have answered “yes” to all of these items so all is good”)
- Equity is NOT diversity (having diversity <> having equity)
- Equity is NOT a “If you raise, I fail” resource scarcity perspective (read this paper – Reference 11)

So what is equity?





1

INEQUALITY

Unequal access to opportunities



2

EQUALITY?

Evenly distributed tools and assistance



3

EQUITY

Custom tools that identify and address inequality - deficit model - adjustments for individuals



1

INEQUALITY

Unequal access to opportunities



2

EQUALITY?

Evenly distributed tools and assistance



3

EQUITY

Custom tools that identify and address inequality - deficit model - adjustments for individuals



4

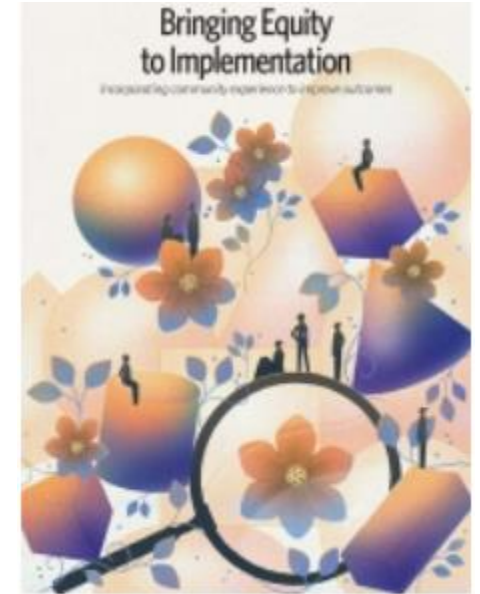
JUSTICE

Fixing the systems to offer equal access to both tools and opportunities



Equity-oriented implementation research include:

“explicit attention to the culture, history, values, assets, and needs of the community– integrated into the principles, strategies, frameworks, and tools of implementation science, and EBIs that promote equity and address inequities and their root causes are routinely implemented in settings serving historically marginalized communities.”



https://ssir.org/supplement/bringing_equity_to_implementation

Lesson #2: Equity-oriented implementation research starts with **the research question**

- What types of questions are we asking, why, to benefit whom?
- What could be the potential unintended and detrimental consequences of our research questions?

How to check for equity as we plan for our studies

Which voices are influencing the intervention development/implementation?

- Who is giving researchers feedback on their research questions?
- How are the voices of the disenfranchised, historically underserved populations being heard?
- Who is part of your research team?

How are interventions being developed?

- Which methods are we using to ensure that different voices are heard?
- How are we measuring outcomes? What are we measuring and why?
- Which social determinants are you measuring?
- How are you examining structural racism? Discrimination?



Hankivsky, O., Grace, D., Hunting, G., Giesbrecht, M., Fridkin, A., Rudrum, S., ... & Clark, N. (2014). An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity. *International journal for equity in health*, 13(1), 1-16.

Figure 2 Descriptive & transformative overarching questions of IBPA.

Why is it important to ask these questions?

Because traditionally historically underserved, disenfranchised populations are not representative in clinical trials

“Implementation is political” (Carl May)

- We need to reflect critically about the unintended and detrimental consequences of our work as implementation scientists.
- Be careful to not be colonialist or imperialist.
- *Colonialism* is, in part, about imposing power and conformity to a set of beliefs.

If antiracism, discrimination, equity, diversity, inclusion is your focus:

- Ask yourself:
- How does racism, bias, and white centering in research design lead to health inequities
- What is the historical context of racial oppression in relation to your topic of research?
- How is your research (i) tested/implemented fairly and (ii) equitably. How is your proposed approach different from other studies?
- How are you recognizing the historical context of your organization/community?

Lesson #3: Check to see how interventions are being developed

Reach matters

Where

- School
- Library
- Church Settings
- 211
- Laundromats
- Food banks

Who

- Immigrants
- Refugees
- Homeless
- Non-binary gender
- People with disabilities
- Children
- Elders
- Neurodiversity
- Economic disadvantage

How

- User-center design
- Ethnography
- Photovoice
- Collaborative Engagement
- Reflective Writing
- Indigenous Research Methodology
- Citizen's panels

Lesson #4: Are the implementation strategies equitable?

Having an intervention is not enough.

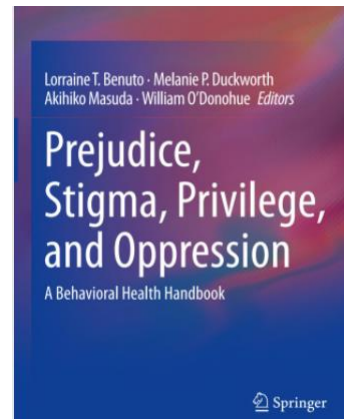
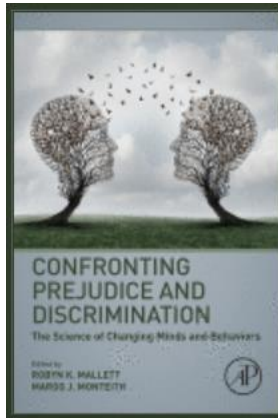
We need equity-oriented strategies

Step 1 Identify the underlying assumptions

Step 2 Identify potential sources of disparities

Step 3 Adapt the implementation strategy to ensure that equity is considered and has the potential to reduce disparities

Which strategies could help promote equitable healthcare delivery?



The current issue and full text archive of this journal is available on Emerald Insight at:
<https://www.emerald.com/insight/2040-7149.htm>

Anti-racist actions and accountability: not more empty promises

C. Malik Boykin

Anti-racist
actions

Microresearch: Promoting Scholarly Activity That Addresses Health Disparities in Rural Health Professional Education Programs

Lynn Engelberg Glenn, PhD APRN
Lisa Simon, MD, DMD
Veronica S. Smith, MSEE
Randall L. Longenecker, MD
David Schmitz, MD
Davis G. Patterson, PhD

Rehabilitation Psychology. 64(2):119–129, MAY 2019
DOI: 10.1037/rep0000256, PMID: 30489124
Issn Print: 0090-5550
Publication Date: May 2019



Disability Identity and Allyship in Rehabilitation Psychology: Sit, Stand, Sign, and Show Up

Anjali Forber-Pratt;Carlyn Mueller;Erin Andrews;

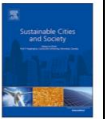
Sustainable Cities and Society 47 (2019) 101473



Contents lists available at ScienceDirect

Sustainable Cities and Society

journal homepage: www.elsevier.com/locate/scs



Creating environmental consciousness in underserved communities: Implementation and outcomes of community-based environmental justice and air pollution research



Harold Rickenbacker^a, Fred Brown^b, Melissa Bilec^{a,*}



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Psychological Services

2020, Vol. 17, No. 5, 1–11
<http://dx.doi.org/10.1037/ser0000088>

Ecological Framework for Social Justice Advocacy by Behavioral Health Professionals in Public Healthcare

Alison M. Pickover
Columbia University Irving Medical Center and New York State
Psychiatric Institute, New York, New York

Lucy J. Allbaugh
University of Dayton

Shufang Sun
Brown University

Michelle T. Casimir, Chanda C. Graves,
Keith A. Wood, Rachel Ammirati, Jordan E. Cattie,
Dorian A. Lamis, and Nadine J. Kaslow
Emory University School of Medicine

How to provide anti-racist mental health care

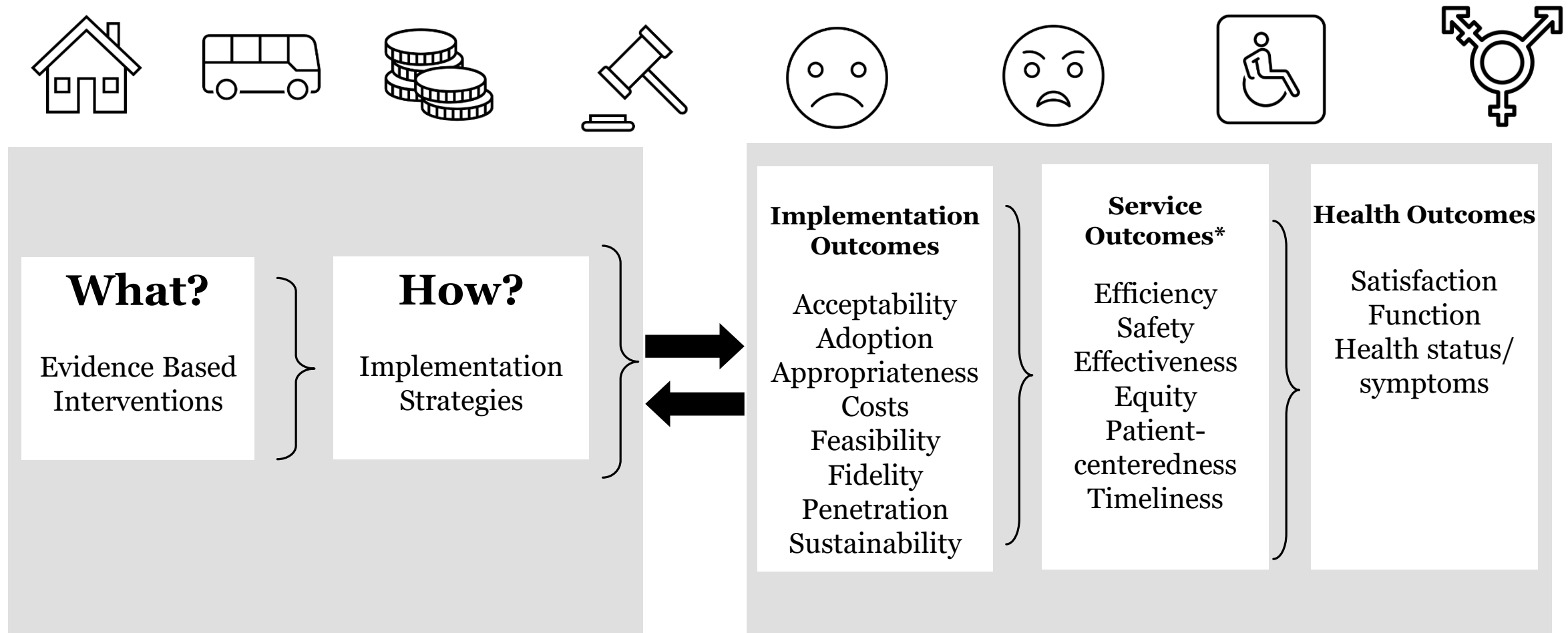


The recent turmoil in response to police brutality against Black communities in the USA and western countries has led the American Psychological Association to instead associated with negative perceptions of mental health services and professionals, self-stigmatisation, and poor experiences with care services, including attitudes

Published Online
July 8, 2020
[https://doi.org/10.1016/S2215-0366\(20\)30309-6](https://doi.org/10.1016/S2215-0366(20)30309-6)

Lesson #5: CONTEXT IS NOT SILENT

Equity-oriented implementation research examines **context**



So think again....

How is your work impacting the communities in an equitable way?

- Are you measuring social determinants of health?
- Are you addressing social determinants of health?

Context matters...

Racism and discrimination

- We need to be more explicit about how to account for, how to measure, and consequently address, historical racism and discrimination in healthcare delivery

How are interventions being implemented?

- Disaggregated models of healthcare delivery only increases inequities. How can we foster integrated models of healthcare delivery?

Think beyond the immediate outcome

- Example: Housing intervention to prevent malaria and dengue spread
- Immigration policies affecting reach and engagement

Lesson #6: Let's talk about adaptation

ADAPTATION HAPPENS

AND

- Adaptation is important if we are to address disparities

Adaptation

- Decision and Process Frameworks
- Methods


Wiltsey Stirman et al. *Implementation Science* (2019) 14:58
https://doi.org/10.1186/s13012-019-0898-y

Implementation Science

DEBATE Open Access

The FRAME: an expanded framework for reporting adaptations and modifications to evidence-based interventions

Shannon Wiltsey Stirman^{1*}, Ana A. Baumann² and Christopher J. Miller^{3,4}



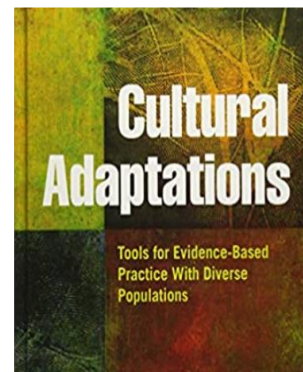
Qualitative Reports of How and When Therapists Adapt Children's Evidence-Based Practices during Community Implementation

Miya L. Barnett, Lauren Brookman-Frazee, Juan Carlos Gonzalez, Chanel Zhan, Adriana Rodriguez, Nicole A. Stadnick & Anna S. Lau

Systematic, Multimethod Assessment of Adaptations Across Four Diverse Health Systems Interventions

Borsika A. Rabin^{1,2,3,4*}, Marina McCreight¹, Catherine Battaglia^{1,5}, Roman Ayele^{1,6}, Robert E. Burke^{1,6}, Paul L. Hess^{1,6}, Joseph W. Frank^{1,6} and Russell E. Glasgow^{1,3,4}

¹ Denver-Seattle Center of Innovation for Veteran-Centered and Value-Driven Care (CIVIC), Denver VHA Medical Center, Denver, CO, United States, ² Department of Family Medicine and Public Health, School of Medicine, University of California San Diego, La Jolla, CA, United States, ³ Adult and Child Consortium for Health Outcomes Research and Delivery Sciences, School of Medicine, University of Colorado, Aurora, CO, United States, ⁴ Department of Family Medicine, School of Medicine, University of Colorado, Aurora, CO, United States, ⁵ Department of Health System Management and Policy, Colorado School of Public Health, University of Colorado, Aurora, CO, United States, ⁶ Department of Medicine, School of Medicine, University of Colorado, Aurora, CO, United States



A scoping study of frameworks for adapting public health evidence-based interventions

Cam Escoffery,¹ Erin Lebow-Skelley,¹ Hallie Udelson,¹ Elaine A. Böing,¹ Richard Wood,² Maria E. Fernandez,² Patricia D. Mullen²

Cabassa et al. *Implementation Science* 2014, **9**:178
http://www.implementation-science.com/content/9/1/178

IMPLEMENTATION SCIENCE

RESEARCH Open Access

Using the collaborative intervention planning framework to adapt a health-care manager intervention to a new population and provider group to improve the health of people with serious mental illness

Leopoldo J. Cabassa^{1,2*}, Arminda P. Gomes¹, Quisqueya Meyreles², Lucia Capitelli², Richard Younge³, Dianna Dragatsi², Juana Alvarez², Yamira Manrique¹ and Roberto Lewis-Fernández^{2,3}

CLINICAL PSYCHOLOGY
SCIENCE AND PRACTICE

Parent Management Training-Oregon Model (PMTO™) in Mexico City: Integrating Cultural Adaptation Activities in an Implementation Model

Ana A. Baumann, Brown School of Social Work, Washington University in St. Louis
Melanie M. Domenech Rodríguez, Utah State University
Nancy G. Amador, Instituto Mexicano de Psiquiatría Ramón de la Fuente Muñiz
Marion S. Forgatch, Oregon Social Learning Center
J. Ruben Parra-Cardona, Michigan State University

Received: 30 May 2019 | Revised: 23 October 2019 | Accepted: 26 October 2019
DOI: 10.1002/jcop.22279

SPECIAL ISSUE ARTICLE

Iterative Decision-making for Evaluation of Adaptations (IDEA): A decision tree for balancing adaptation, fidelity, and intervention impact

Christopher J. Miller PhD¹ | Shannon Wiltsey-Stirman PhD² | Ana A. Baumann PhD³

Kirk et al. *Implementation Science* (2020) 15:56
https://doi.org/10.1186/s13012-020-01021-y

Implementation Science

DEBATE Open Access

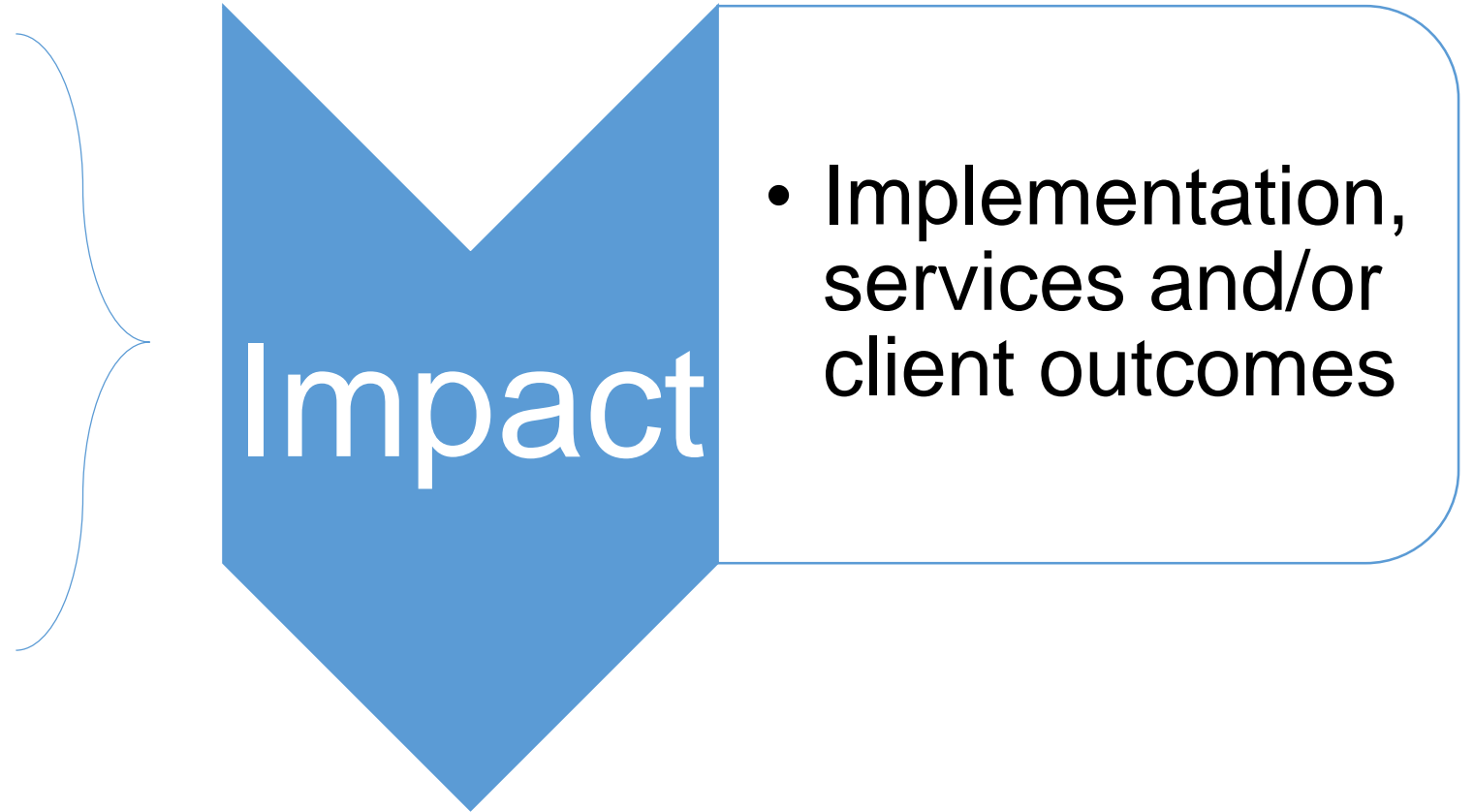
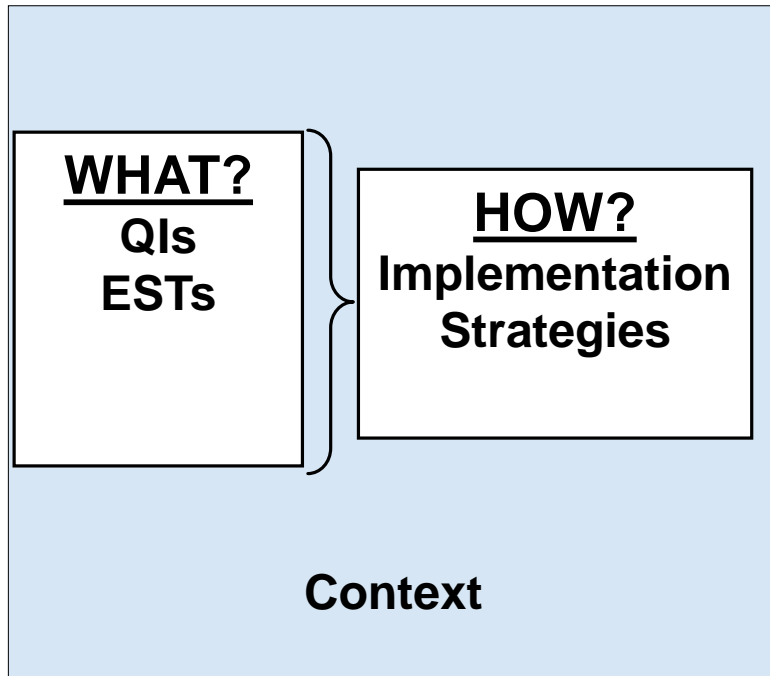
Towards a comprehensive model for understanding adaptations' impact: the model for adaptation design and impact (MADI)

M. Alexis Kirk^{1*}, Julia E. Moore², Shannon Wiltsey Stirman³ and Sarah A. Birken⁴



Science of Adaptation

Adaptation



Lesson #7: Local and Global

- The same intervention and implementation strategy has different acceptability & feasibility depending on the context

Scaling Out Evidence-Based Interventions Outside the U.S. Mainland: Social Justice or Trojan Horse?

Melanie M. Domenech Rodríguez
Utah State University

Alejandro L. Vázquez
Utah State University

Natalie Franceschi Rivera
Ponce, Puerto Rico

Ana A. Baumann
Washington University in St. Louis

Nancy G. Amador-Buenabad
Instituto Nacional de Psiquiatría Ramón de la
Fuente Muñiz, Mexico City, Mexico

Nydia Ortiz-Pons
Ponce Health Sciences University

J. Rubén Parra-Cardona
University of Texas at Austin

Genomic
Research

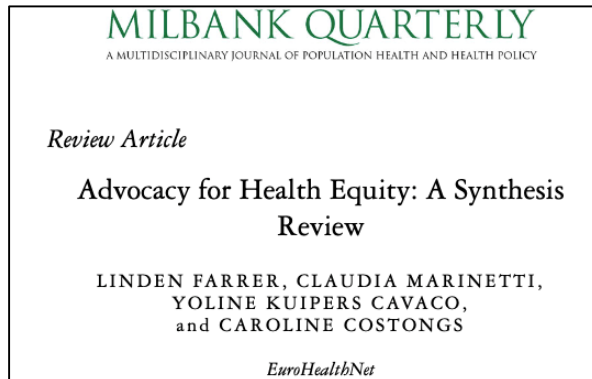
DEFINING AND ACHIEVING HEALTH EQUITY IN GENOMIC MEDICINE

Sonya Jooma, MA¹; Michael J. Hahn, BA¹;
Lucia A. Hindorff, PhD, MPH¹; Vence L. Bonham, JD¹

Lesson #8: We need to talk about advocacy

Advocacy in academia...

- “a means of promoting policies that help improve health equity”
 - Think about who is doing health equity work, and how
 - How are we framing the message: is health a value? Is it a social justice?
 - If framing of health and wellbeing matters... **how are we using dissemination and implementation science to achieve social justice?**



Lesson #10: Check for your positionality

Your power and positionality

- “the ability to make choices. To have power, an individual must have the material and social resources available not only to enact a desired choice, but also to be able to recognize and make sense of the available options”

Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*, 30, 435–464. doi:10.1111/1467-7660.00125
LeChasseur, K. (2016). Re-examining power and privilege in collective impact. *Community development*, 47(2), 225-240.



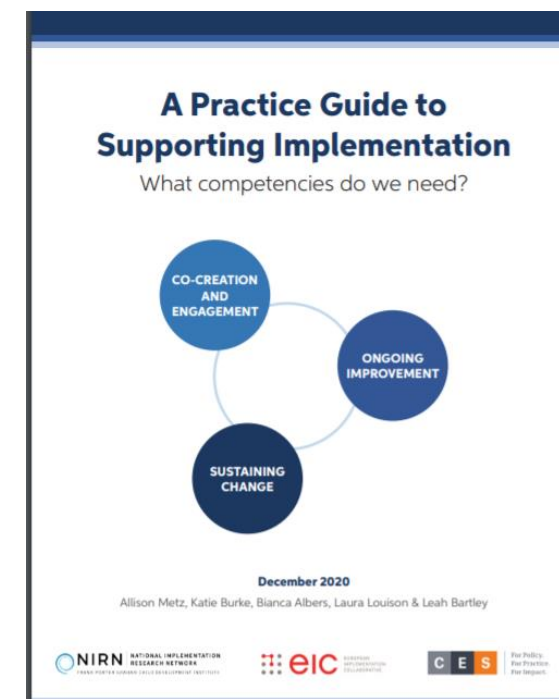
Journal of Medical Systems (2022) 46: 17
<https://doi.org/10.1007/s10916-022-01803-5>

HEALTH POLICY

Health Equity Tourism: Ravaging the Justice Landscape

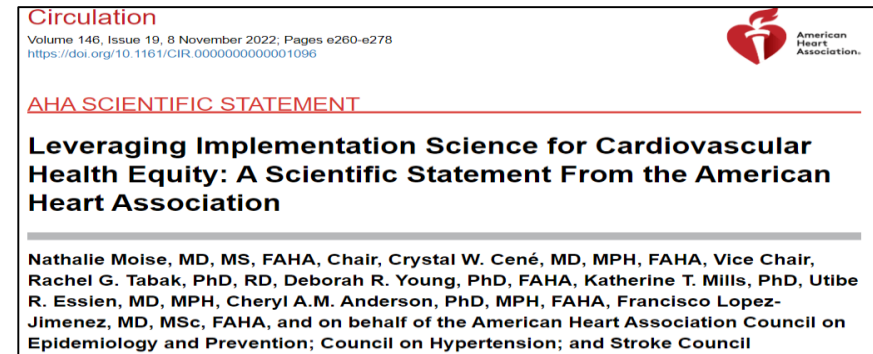
Elle Lett¹  · Dalí Adekunle² · Patrick McMurray³ · Emmanuella Ngozi Asabor^{4,5} · Whitney Irie^{6,7} ·
Melissa A. Simon^{8,9} · Rachel Hardeman¹⁰ · Monica R. McLemore¹¹

Equity will only be achieved if we PRACTICE it



Emerging areas in the field

- Build capacity among researchers and research institutions for health equity-focused and community-engaged IS
- Incorporate health equity considerations across all key implementation focus areas (e.g. adaptation, implementation strategies, study design, determinants, and outcomes)
- Continuing a focus on cross-disciplinary opportunities in health equity and implementation science



Emerging areas and methods

- Community Engagement in Implementation
 - How, how often, how early in the process? Who is and isn't at the table when implementation decisions are made?
- Policy and policy implementation
 - How do we bridge the scientific evidence and policy adoption and implementation?
- Systems thinking in implementation research
 - What systems are critical to improving health and health care and can be influenced through dissemination and implementation?

Resources

- CARDIS: <https://www.cardis.info/>
- Stakeholder engagement navigator: <https://dicemethods.org/>
- Racial Equity Tools: <https://www.racialequitytools.org>
- Engage for Equity: <https://engageforequity.org/>
- Community Toolbox: <https://ctb.ku.edu/en>
- Emerging Strategy Institute: <https://alliedmedia.org/speaker-projects/emergent-strategy-ideation-institute>
- National Council for Mental Wellbeing: <http://ow.ly/vmTM5oHUuvj>
- National Academy of Medicine: <https://doi.org/10.31478/202202c>
- PCORI Equity and Inclusion Guiding Engaging Principles: https://www.pcori.org/resources/equity-and-inclusion-guiding-engagement-principles?utm_source=weeklyemail&utm_medium=email&utm_campaign=051022
- CPS Equity Toolkit: <https://equity.cps.edu/equity-framework/overview>
- Greenlining Institute toolkit: <https://greenlining.org/wp-content/uploads/2013/07/GLI-REF-Toolkit.pdf>
- Journals: Journal of Black Studies, Society for the Psychological Study of Culture, Ethnicity and Race, International Journal for Equity in Health, Health Equity

In Summary

We can achieve Equity-oriented D&I research, but we will need a seismic approach to our research thinking, implementation process, capacity building and funding mechanism.

Thank you!

Ana A. Baumann, Ph.D

Assistant Professor of Surgery

Division of Public Health Sciences, Department of Surgery, Washington
University in St. Louis

Email: abaumannwalker@wustl.edu

Twitter: @BaumannAna

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