


# The Role of Prevention Professionals in Advancing Health Equity



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## 2021 NPN CONFERENCE

1



## Nicole Augustine

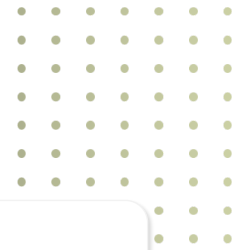
- ✓ Founder & CEO of RIZE Consultants
- ✓ Diversity, Equity & Inclusion
- ✓ Professional development for Prevention Specialist
- ✓ Strategic Planning



2



## Agenda



**01** Why Equity vs Equality

**04** Remembering the CLAS Strategies

**02** Reviewing our ethical obligation to equity

**05** Developing a personal action plan



Interacting  
on Zoom





## Why Equity VS Equality



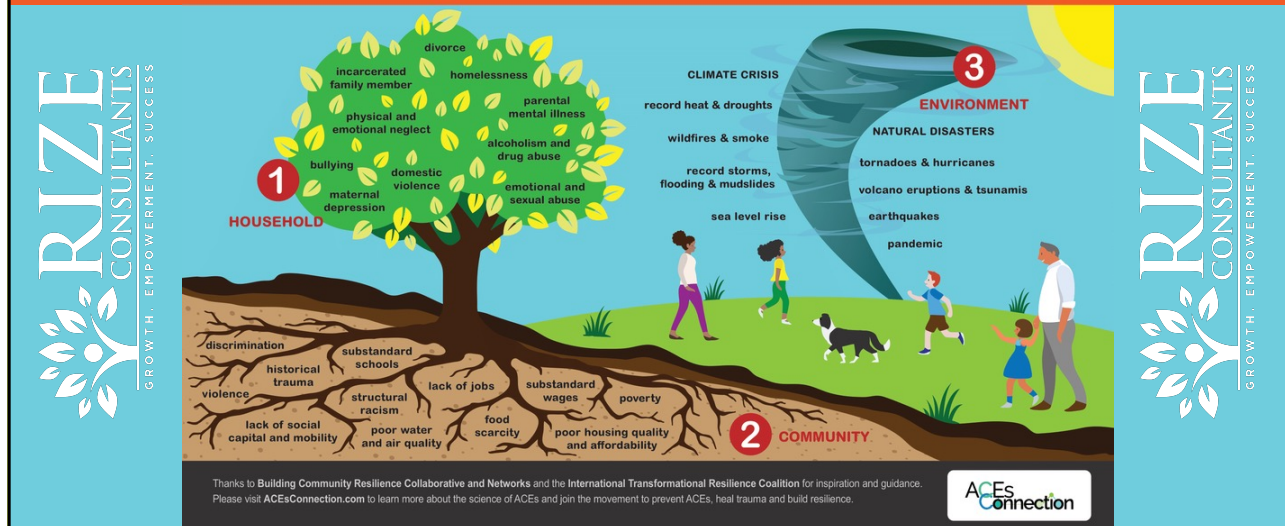
“It is a wise man who said that there is no greater inequality than the equal treatment of unequals.”

- Felix Frankfurter

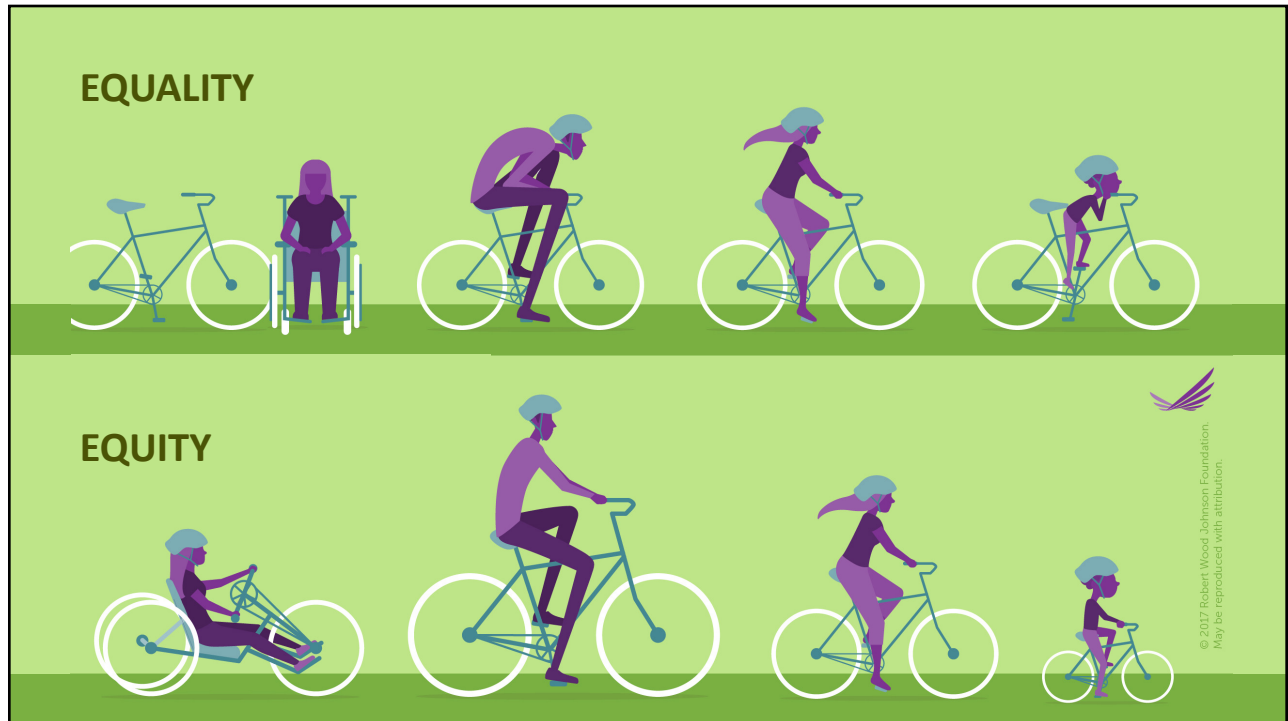
5

## 3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



6



7

The slide features a dark green background with a white rounded rectangle in the center. In the top left corner is the RIZE CONSULTANTS logo, which includes a tree icon and the text 'RIZE CONSULTANTS' and 'GROWTH. EMPOWERMENT. SUCCESS'. The main text is a quote by Thurgood Marshall, preceded by large quotation marks. The quote is: "Where you see wrong or inequality or injustice, speak out, because this is your country. This is your democracy. Make it. Protect it. Pass it on." The name '- Thurgood Marshall' is written below the quote. A small number '8' is in the bottom right corner of the slide.

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**Reviewing Our Ethical Obligation To Equity**

“Where you see wrong or inequality or injustice, speak out, because this is your country. This is your democracy. Make it. Protect it. Pass it on.”

**- Thurgood Marshall**

8

8

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## Prevention Code of Ethics

### Non-Discrimination Principle

**Prevention Think Tank Code of Ethical Conduct**

**Preamble**

The principles of ethics are models of exemplary professional behavior. These principles of the Prevention Think Tank Code express prevention professionals' recognition of responsibilities to the public, to service recipients, and to colleagues within and outside of the prevention field. They guide prevention professionals in the performance of their professional responsibilities and express the basic tenets of ethical and professional conduct. The principles call for honorable behavior, even at the sacrifice of personal advantage. These principles should not be regarded as limitations or restrictions, but as goals toward which prevention professionals should constantly strive. They are guided by core values and competencies that have emerged with the development of the prevention field.

**Principles**

**I. Non-Discrimination**

Prevention professionals shall not discriminate against service recipients or colleagues based on race, ethnicity, religion, national origin, sex, age, sexual orientation, education level, economic or medical condition, or physical or mental ability. Prevention professionals should broaden their understanding and acceptance of cultural and individual differences and, in so doing, render services and provide information sensitive to those differences.

9

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## Equity Embedded In Planning

Link between cultural competence and equity

**Assessment**

**Capacity**

**Planning**

**Implementation**

**Evaluation**

**Sustainability and cultural competence**

10



## Remembering The CLAS Strategies



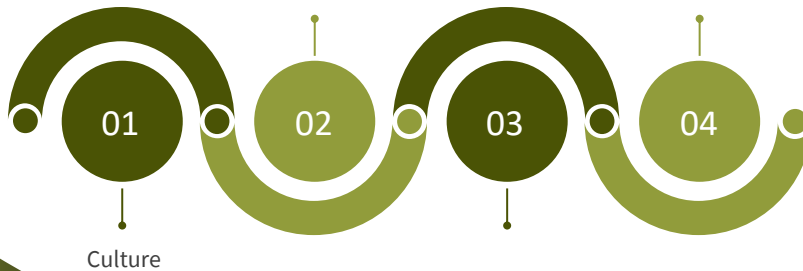
“Until the great mass of the people shall be filled with the sense of responsibility for each other’s welfare, social justice can never be attained.”

**-Hellen Keller**



## National CLAS

Culturally and Linguistically Appropriate Standards



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## National CLAS

Culturally and Linguistically Appropriate Standards

Language

01 02 03 04

Culture

13

This slide features a horizontal sequence of four circular nodes connected by a continuous, wavy line. The nodes are numbered 01, 02, 03, and 04 from left to right. Node 01 is dark green and labeled 'Culture' below it. Node 02 is light green and labeled 'Language' above it. Node 03 is dark green and has a vertical line pointing down to it. Node 04 is light green and has a vertical line pointing down to it. The slide includes the RIZE CONSULTANTS logo in the top left, a decorative grid of dots on the right, and a green abstract shape in the bottom right corner.

13

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## National CLAS

Culturally and Linguistically Appropriate Standards

Language

01 02 03 04

Culture

Meaning of "Appropriate"

14

This slide is identical in layout to slide 13, but with a different label for node 03. Node 03 is dark green and labeled 'Meaning of "Appropriate"' below it. The slide includes the RIZE CONSULTANTS logo in the top left, a decorative grid of dots on the right, and a green abstract shape in the bottom right corner.

14

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## National CLAS

Culturally and Linguistically Appropriate Standards

- 01 Culture
- 02 Language
- 03 Meaning of "Appropriate"
- 04 Distinction

15

15

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## Developing A Personal Action Plan

“Knowledge has no value except that which can be gained from its application toward some worthy end.”

- **Napoleon Hill**

16

16



**Recommended Action Steps for ALL**

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Promote anti-racist civic and political engagement. **03**

Divest from institutions that perpetuate racial health inequities. **02**

Mandate and measure equitable health outcomes. **01**

17

Detailed description: A pyramid diagram with three levels. The top level is labeled '03' and corresponds to the text 'Promote anti-racist civic and political engagement.' The middle level is labeled '02' and corresponds to 'Divest from institutions that perpetuate racial health inequities.' The bottom level is labeled '01' and corresponds to 'Mandate and measure equitable health outcomes.' The RIZE CONSULTANTS logo is at the top center of the slide.

17

**Mandate And Measure Equitable Health Outcomes**

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**01**  
Engage communities of color and stakeholders in identifying disparities

**02**  
Gather and analyze disaggregated data in order to properly identify disparities


**03**  
Gather and analyze disaggregated data in order to properly identify disparities

**04**  
Monitor strategies and adapt as needed

18

Detailed description: A horizontal process flow diagram with four steps. Each step is represented by a numbered circle (01, 02, 03, 04) connected to a text box below it by a vertical line. Step 01: 'Engage communities of color and stakeholders in identifying disparities'. Step 02: 'Gather and analyze disaggregated data in order to properly identify disparities'. Step 03: 'Gather and analyze disaggregated data in order to properly identify disparities'. Step 04: 'Monitor strategies and adapt as needed'. The RIZE CONSULTANTS logo is at the top left of the slide.

18



**01** Research the internal practices and external impacts of collaborators

**02** Communicate conduct expectations for collaboration and/or investment

**03** End collaborations with persistently toxic companies/organizations

**04** Divest funds from persistently toxic companies/organizations

## Divest From Institutions That Perpetuate Racial Health Inequities

19


19

## Promote Civic And Political Engagement

**01** Provide education on the effects of legislative policy on prevention work to employees and collaborators.

**02** Promote continuing education opportunities on issues of equity in civic, political, and legislative institutions.

**03** Promote civic and political engagement among colleagues and collaborators.



20

20



## Head

After participating in this learning process, what is one thing you're **thinking**?



21



## Heart

After participating in this learning process, what is one thing you're **feeling**?



22



## Feet

After participating in this learning process, what is one thing new thing you're excited about **doing or implementing?**



## References

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