



Queen's
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Equity-Oriented Health Services and Policy Research: Lessons from Social Epidemiology and Public Health Critical Race Praxis

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Acknowledgements



Outline

Equity

The WHY:
Background
Assumptions

The WHAT:
Public Health
Critical Race
Methodology

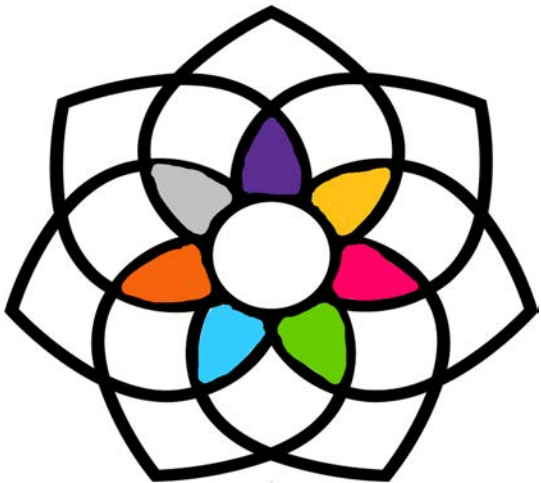
The HOW:
In Health
Services and
Policy
Research

Health Services and Policy Research Institute (HSPRI)

The Institute aims to support faculty as they generate high impact research and evaluation of the Canadian health care system.

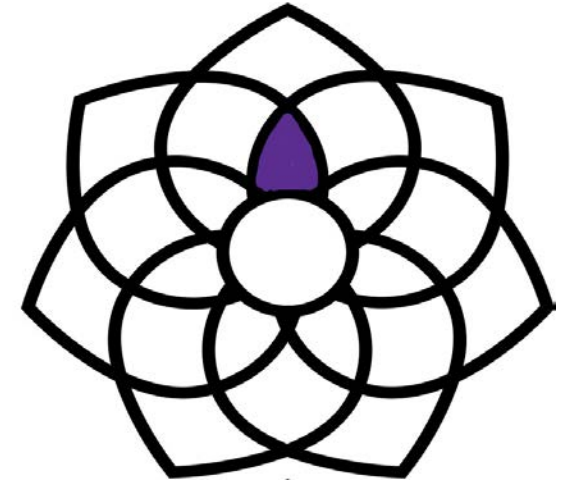


Seven Assumptions



Assumption #1

Every human has
equal value and
rights.





THE UNIVERSAL DECLARATION OF Human Rights

Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the people of the United Nations have in the Charter proclaimed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have

determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of the promise,

Whereas the Charter contains

reference to a Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, in the light of which individual and social progress and conditions of life in all countries should be improved, and whereas the Commission on Human Rights, established by the General Assembly of the United Nations, has affirmed the principle of Universal Declaration and urging the people of all nations to subscribe to this Declaration and acting in accordance with its provisions.

Article 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2 Everyone has the right to be recognized as a person before the law.

Article 3 Everyone has the right to life, liberty and security of person.

Article 4 No one shall be held in slavery or servitude; slavery and the slave trade, including trafficking in persons, are prohibited in all their forms.

Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6 Everyone has the right to be recognized as a person before the law.

Article 7 All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection of the law against any discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 8 Everyone has the right to an effective remedy by the competent national authorities for the violations of his fundamental rights and freedoms recognized by the Constitution or laws of the State.

Article 9 No one shall be subjected to arbitrary arrest, detention or exile.

Article 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal in the determination of his rights and obligations.

Article 11 (1) Everyone charged with a criminal offence shall have the right to a fair and public hearing by an independent and impartial tribunal.

(2) No one shall be held guilty of a criminal offence on the basis of presumptions or be convicted of a crime on the basis of statements made by a confederate without being given the opportunity to cross-examine him.

Article 12 No one shall be subjected to arbitrary interference with his private, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13 (1) Everyone has the right to free movement and residence within the borders of each State.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14 (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right shall not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts of terrorism.

Article 15 (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16 (1) Men and women of full age, without any limitation of race, colour or social condition, have the right to marry and to found a family.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

Article 17 (1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18 Everyone has the right to freedom of thought, conscience and religion; this right includes the freedom to change his religion or belief.

Article 19 Everyone has the right to freedom of opinion and expression; this right includes the freedom to hold opinions without restriction and to receive and impart information and ideas without any interference by public authorities, regardless of frontiers.

Article 20 (1) Everyone has the right to peaceful assembly and to associate with others in any form and to form and to join trade unions for the protection of his interests.

(2) No one may be compelled to belong to an association.

Article 21 (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be held by secret ballot and shall ensure the free expression of the will of the electors.

Article 22 Everyone has the right to social security, and, through national effort and international co-operation, the realization of the rights and freedoms set forth in this Declaration, inasmuch as they may be necessary for their full enjoyment.

Article 23 (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone has the right to equal pay for equal work.

(3) Everyone has the right to a fair and favourable remuneration guaranteeing for himself and his family a standard of living adequate to the health and well-being of himself and his family, including housing, food, clothing, medical care and social services.

(4) Everyone has the right to rest and leisure, and to reasonable limitation of working hours and periodic holidays with pay.

Article 24 Everyone has the right to enjoy his leisure time.

Article 25 (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food, clothing, housing, medical care and social services.

(2) Motherhood and childhood are entitled to special care and assistance.

(3) Everyone has the right to education.

(4) Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical, vocational and higher education shall be made available to all, on the basis of merit.

(5) Education shall enable everyone to participate fully in the life of the community.

(6) The highest education shall be made available to all on the basis of merit.

(7) Education in the field of science, culture and sports shall be made available to all.

(8) Parents have the primary responsibility for the education of their children.

(9) The area of education, science and culture shall be free.

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Ontario Human Rights Commission Commission ontarienne des droits de la personne

Whereas the Charter is a landmark document in Canadian history, it is important to ensure that all Canadians are aware of its content and meaning.

Guarantee of Rights and Freedoms

The Charter of Rights and Freedoms guarantees the rights and freedoms set out in it to every citizen of Canada. It also guarantees certain rights and freedoms to other persons, including the rights of the accused and the rights of the elderly, the disabled, and the disadvantaged.

Fundamental Freedoms

Everyone has the right to freedom of conscience and religion, thought, belief, opinion and expression, including freedom of the press and other media of communication, freedom of peaceful assembly and of association.

Democratic Rights

Everyone has the right to vote in an election of members of the House of Commons or of a provincial legislature or to be qualified for election to either of them. Everyone has the right to equal access to the office of Prime Minister or to that of other offices of state. Everyone has the right to equal access to the office of Governor in Council or to that of other offices of state.

Mobility Rights

Everyone has the right to move freely across the borders of the province in which he or she was born and to reside in that province or to take up his or her residence in any other province.

Equality Rights

Everyone has the right to equal treatment with respect to employment. Everyone has the right to equal treatment with respect to the provision of services by a government or a government employee.

CANADIAN CHARTER OF RIGHTS AND FREEDOMS

Enforcement

The Charter is enforced by the courts. The Supreme Court of Canada is the highest court in the land. It has the power to declare laws that violate the Charter invalid. The Charter also provides for a process of judicial review. This means that the courts can review laws and government actions to see if they are in line with the Charter. If they are not, the courts can strike them down.

General

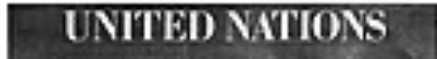
The Charter is a landmark document in Canadian history. It is a guarantee of the rights and freedoms of all Canadians. It is a promise that the government will respect the rights and freedoms of all its citizens. The Charter is a symbol of the values that Canadians hold dear. It is a source of pride and a source of inspiration.

Application of Charter

The Charter applies to the government and its actions. It also applies to the actions of government employees. The Charter also applies to the actions of private organizations and individuals. The Charter is a source of protection for all Canadians. It is a source of strength and a source of hope.

Minority Language

The Charter guarantees the rights and freedoms of all Canadians, including those of the French-speaking minority. The Charter is a source of pride and a source of inspiration for all Canadians. It is a symbol of the values that Canadians hold dear. It is a source of strength and a source of hope.



UNITED NATIONS

Article 25

Universal Declaration of Human Rights

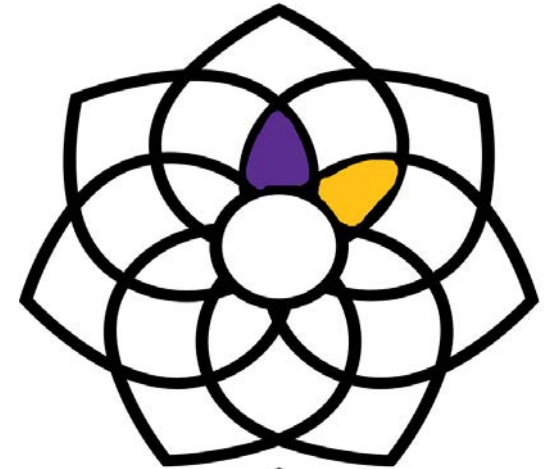
“Everyone has the right to **a standard of living adequate for the health and well-being** of himself and of his family, including food, clothing, housing and **medical care and necessary social services**, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control”.

Additional Rights Documents with Relevance to Health

- UN Convention on the Rights of the Child
- UN Declaration on the Rights of Indigenous Peoples
- UN Convention on the Rights of People with Disabilities
- UN Convention on Refugees
- Others...

Assumption #2

An ideal society would be one where every human experiences equal value and rights.

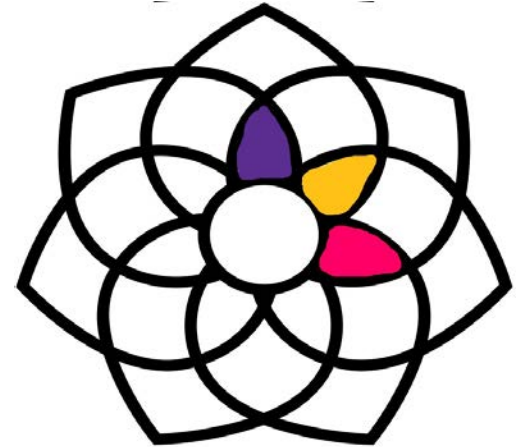




Including access to quality health care...

Assumption #3

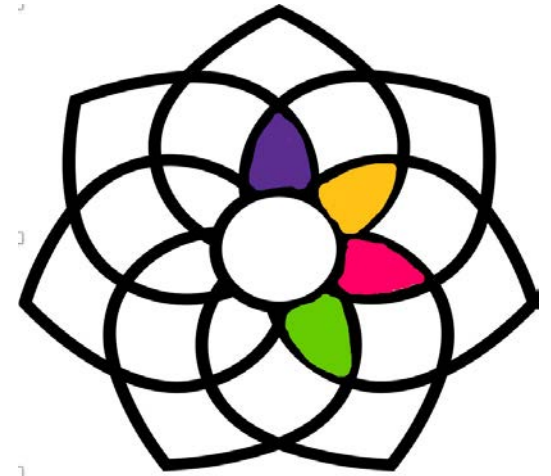
Every individual exists at an intersection of many aspects of a personal identity.





Assumption #4

Discrimination exists in society and leads to unequal opportunities to be healthy.



Three types of discrimination (Jones):

Institutional

Interpersonal

Internalized



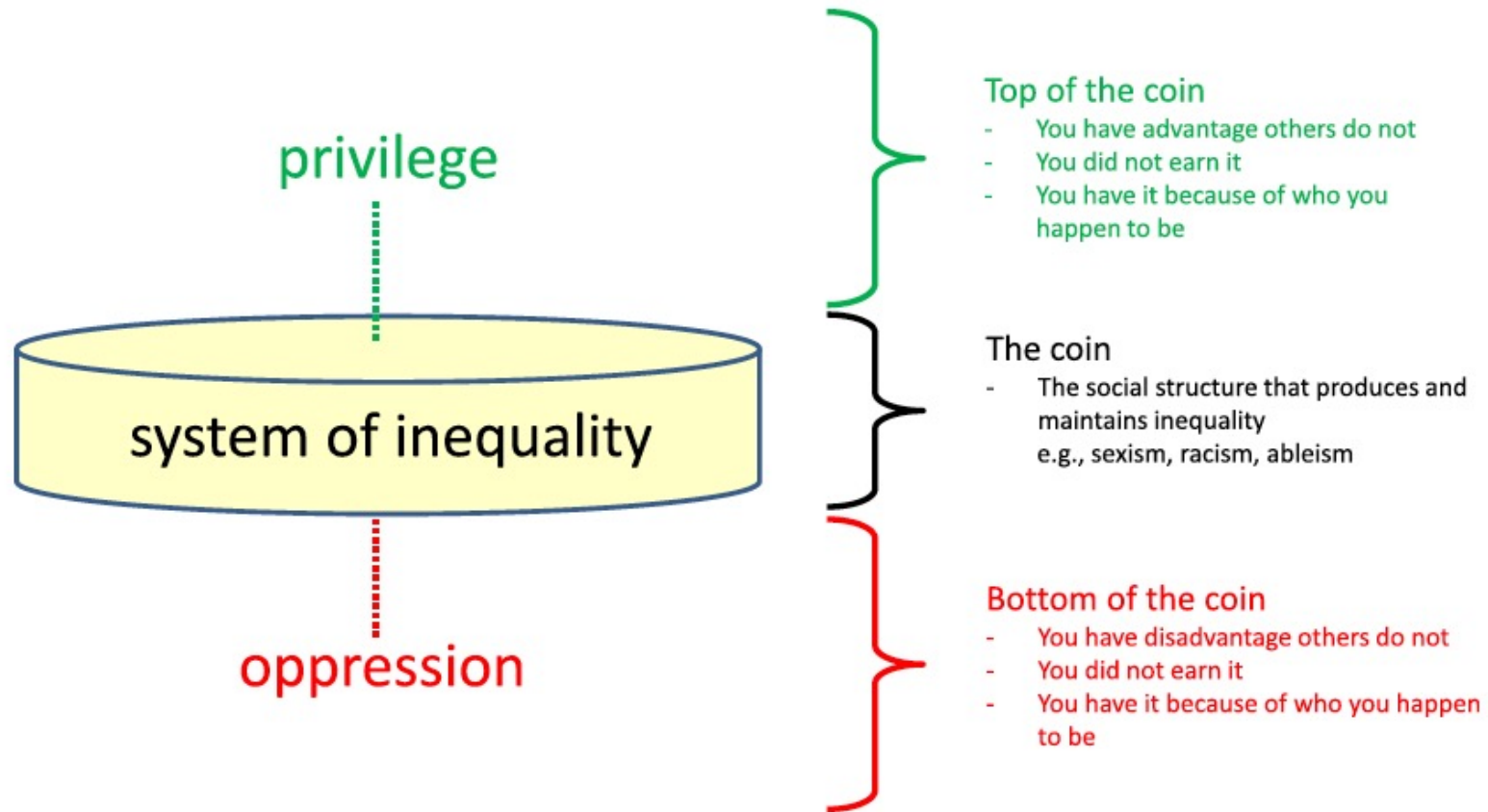
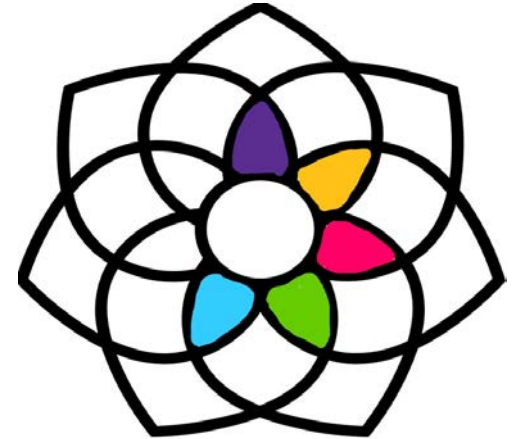


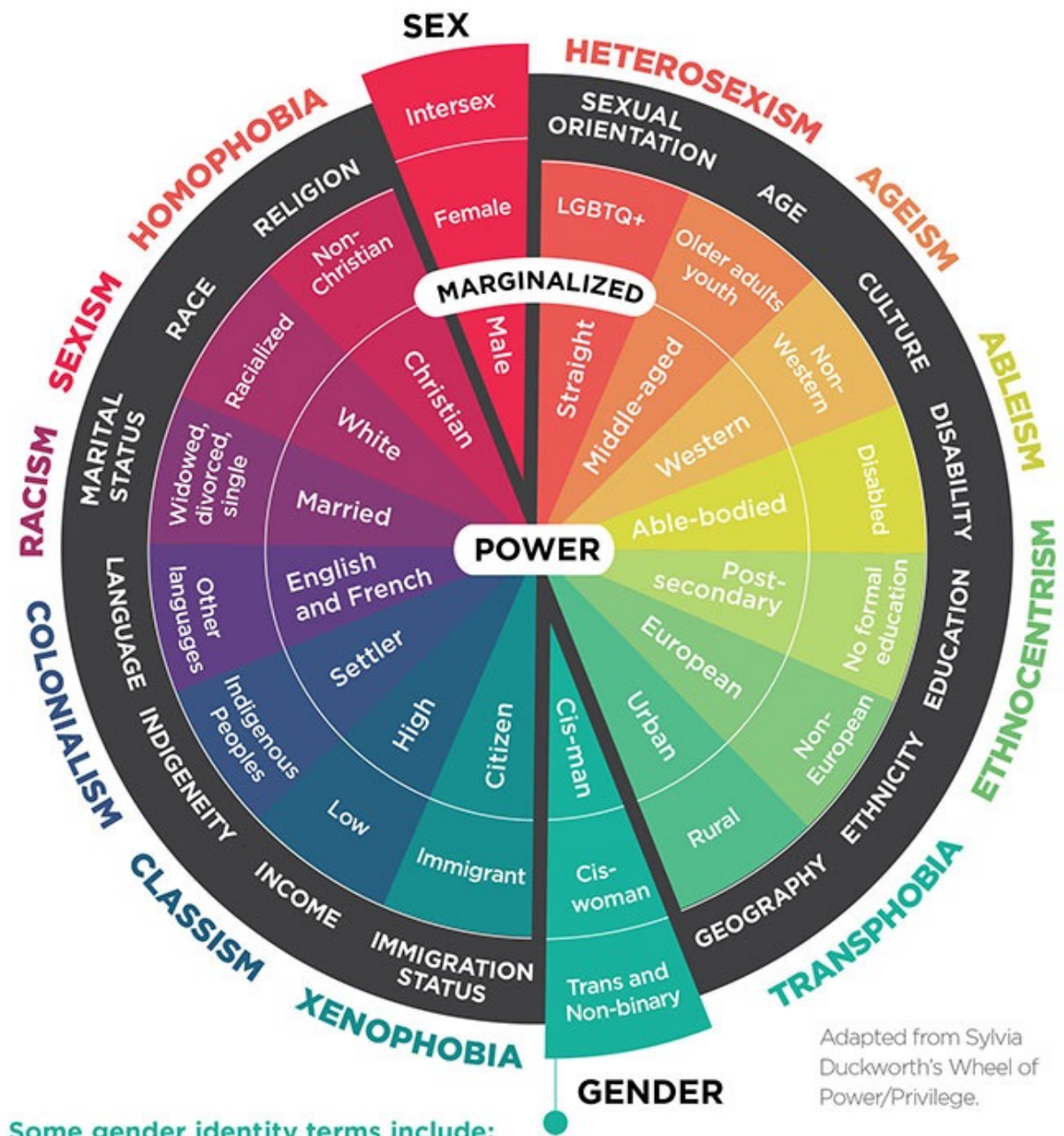
Fig. 1 The coin

Nixon, S.A. The coin model of privilege and critical allyship: implications for health. *BMC Public Health* **19**, 1637 (2019).

Assumption #5

In groups, there are people with different levels of power and privilege.





Adapted from Sylvia Duckworth's Wheel of Power/Privilege.

Some gender identity terms include:

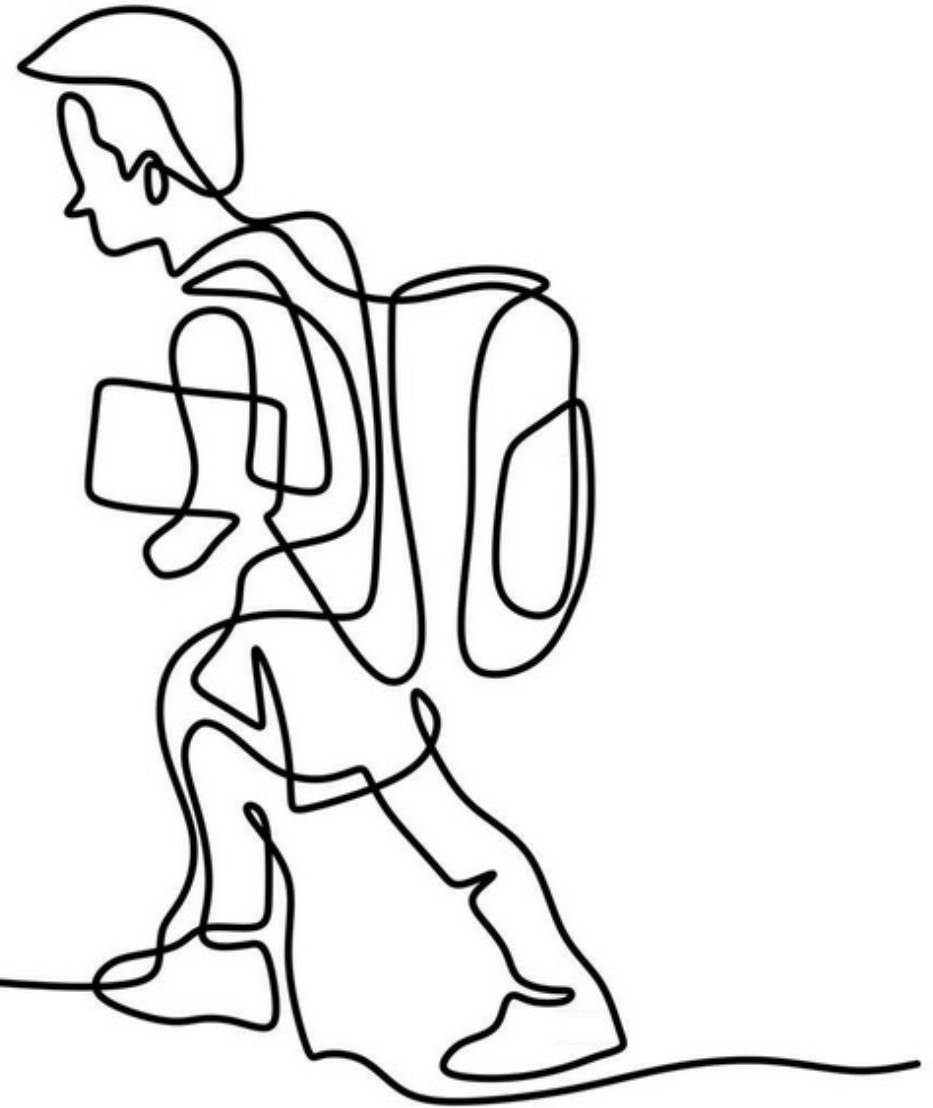
Agender	Genderfluid	Gender neutral	Transgender man
Bigender	Genderqueer	Non-binary	Transgender woman

Assumption #6

Levels of power and privilege can be passed on across generations.



McIntosh P (1989). Unpacking the Invisible Knapsack - White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies.



Assumption #7

Intentional action is needed to create the ideal society.



What intentional actions can be taken by health services and policy researchers to centre health equity and address the negative impacts of discrimination and multi-generational imbalances in power and privilege?



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Critical Race
Methodology

The HOW:
In Health
Services and
Policy
Research

Public Health Critical Race Methodology



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The public health critical race methodology: Praxis for antiracism research[☆]

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Critical Race Theory

- Attempts to move beyond merely documenting health inequities toward understanding and challenging the power hierarchies that underpin them
- **Crits** (short for critical race theorists) are often described as:

“Activists and scholars interested in studying and transforming the relationships among race, racism, and power”

(Ford and Airhihenbuwa, 2010)

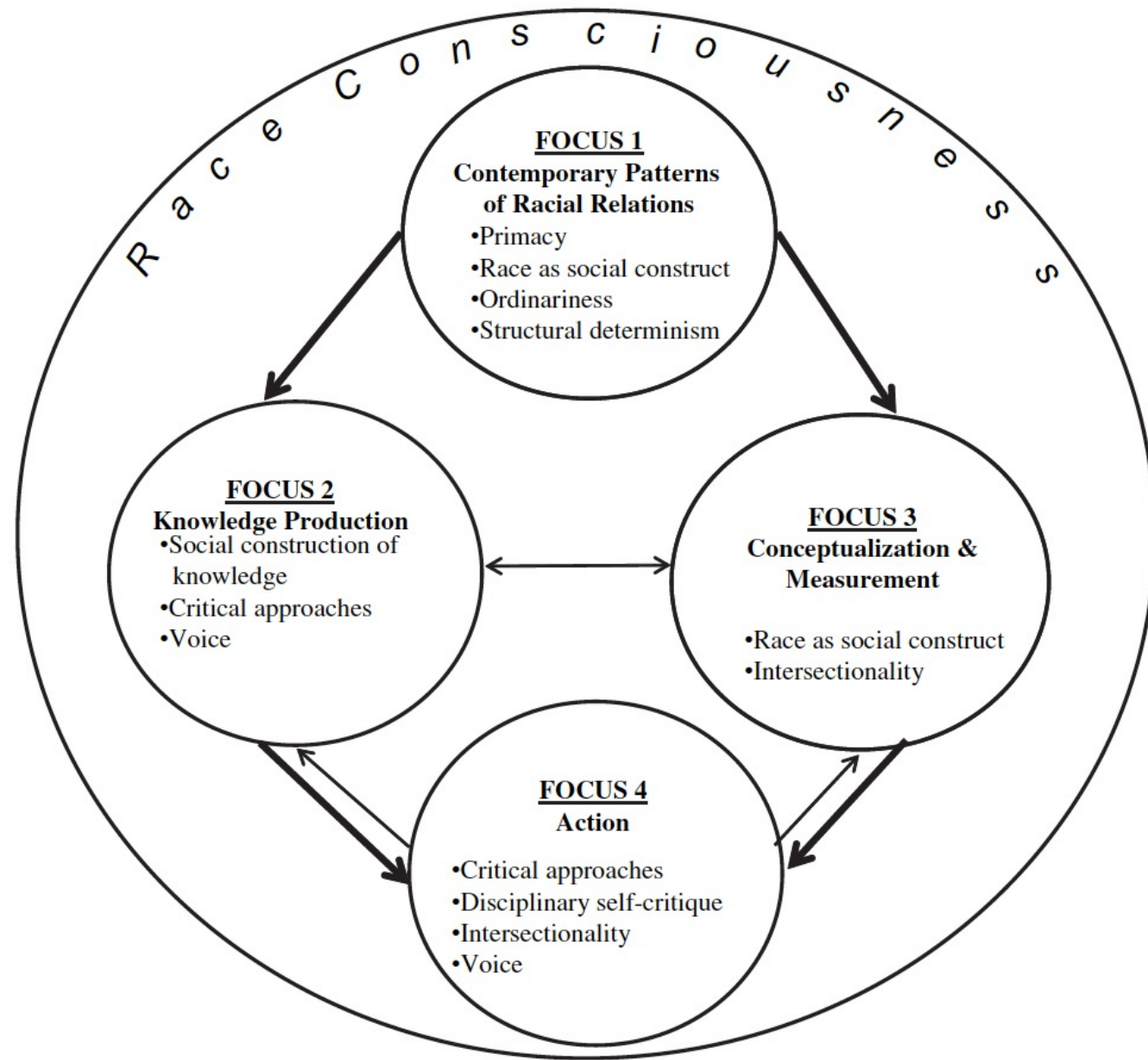


Fig. 1. Race consciousness, the four focuses and ten affiliated principles.



Focus 1: Contemporary
patterns of [race]
relations

Conventional Approach:

Tendency to be “colour-blind” or to attribute effects to race as a genetic characteristic.

PHCRM Approach

- A study on neighborhood characteristics includes factors hypothesized to reflect institutional racism.
- A multilevel study considers the policy factors that may be promoting residential segregation

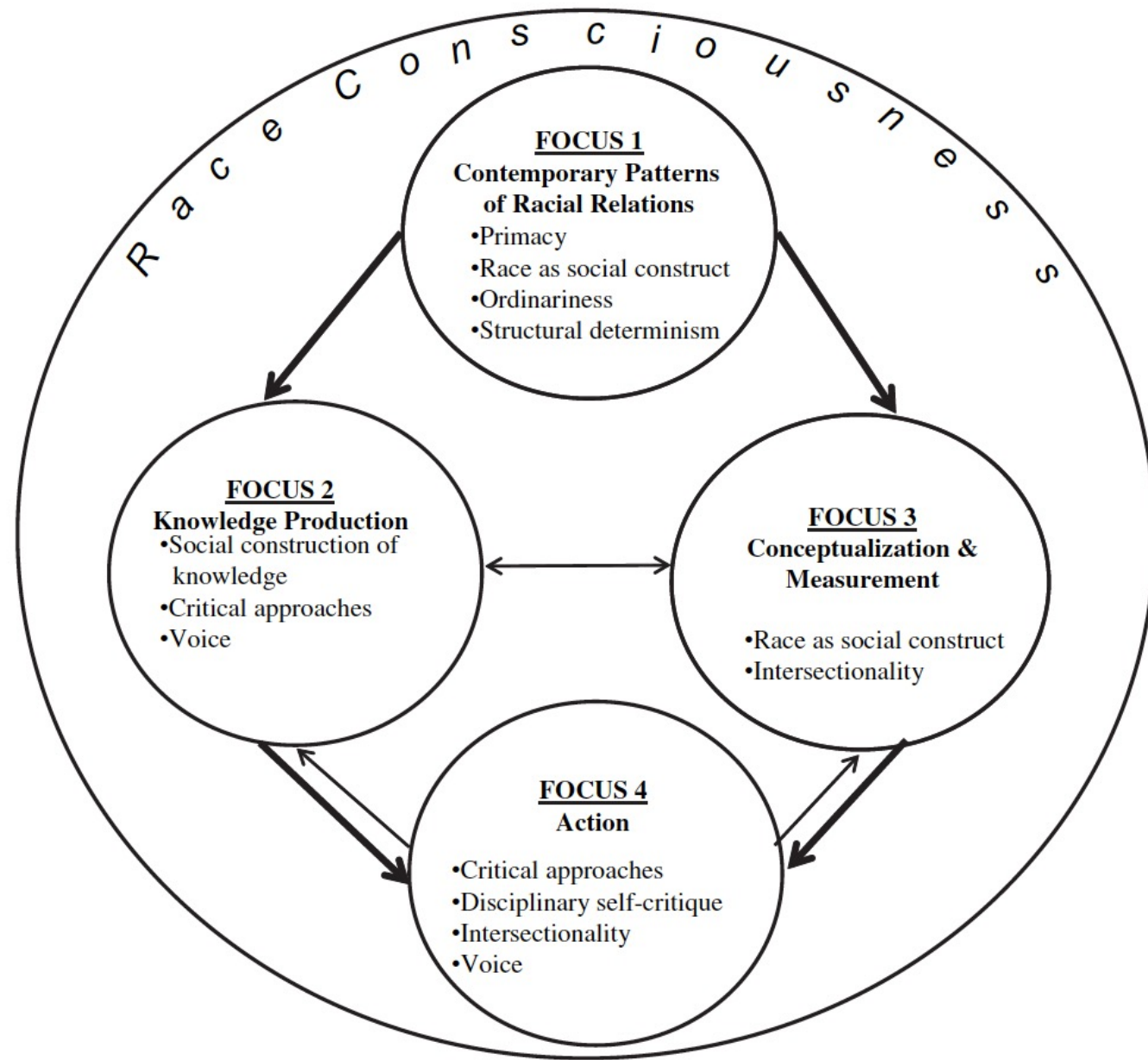
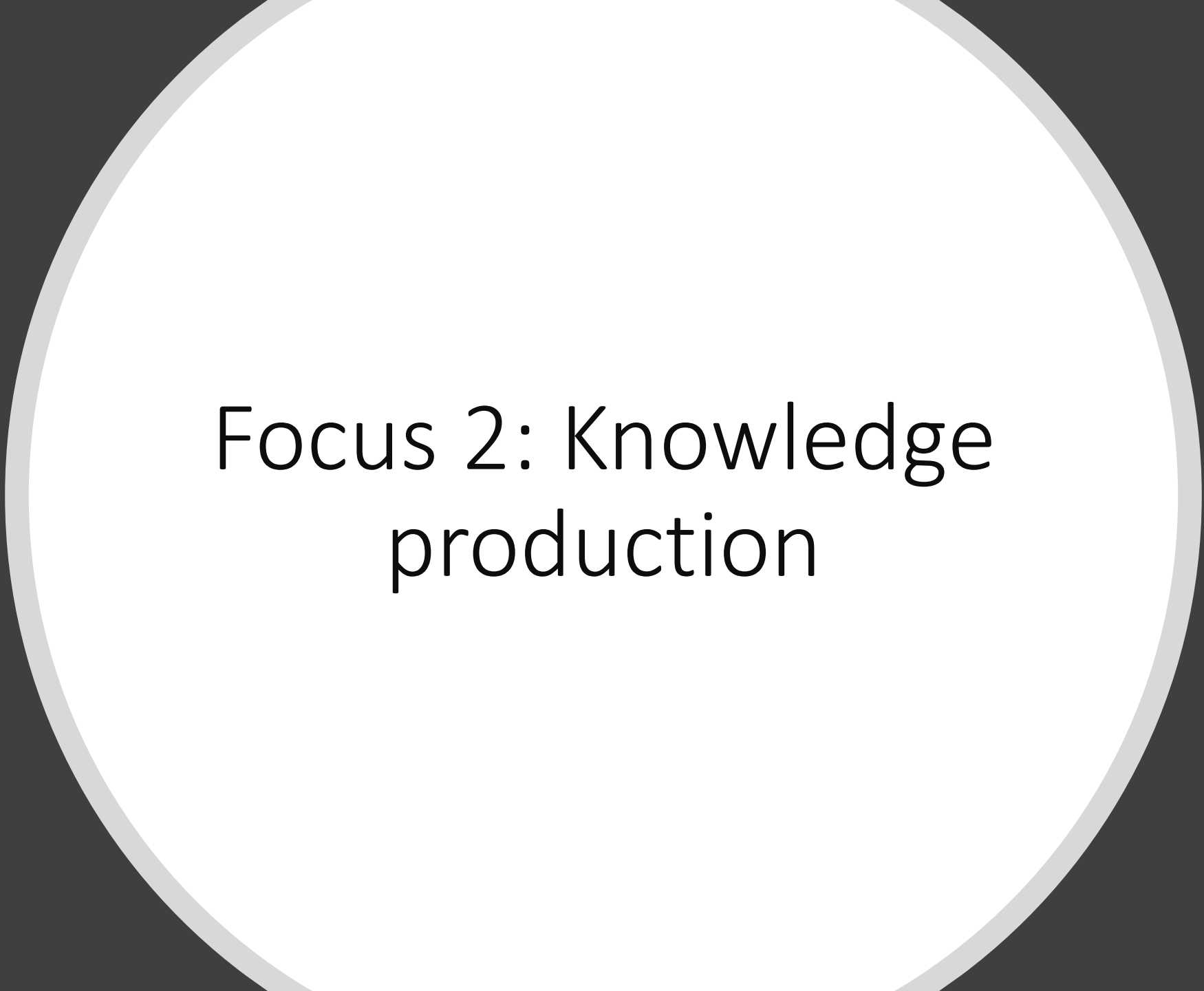


Fig. 1. Race consciousness, the four focuses and ten affiliated principles.



Focus 2: Knowledge production

Conventional Approach:

Ignore social categories or create an additive model of co-occurring social categories (e.g., race and gender).

PHCRM Approach

- Efforts to reduce HIV risk behaviors among diverse men who have sex with men stop to consider potential stereotypes (racial or otherwise).
- A study assesses race not as a risk factor but to identify a population at risk for a specific racism exposure.

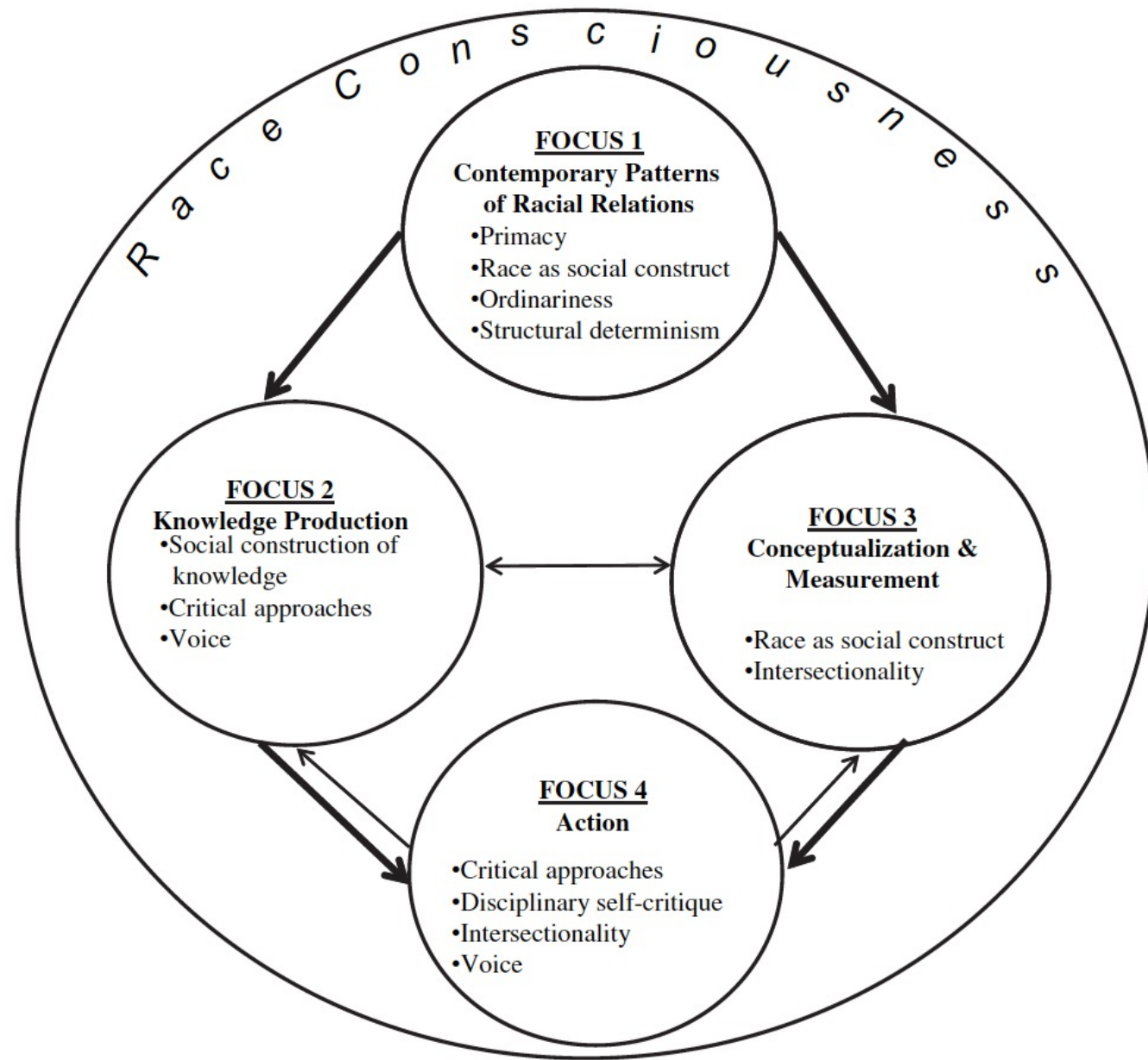



Fig. 1. Race consciousness, the four focuses and ten affiliated principles.



Focus 3:
Conceptualization and
Measurement

Conventional Approach:

The belief that empirical research carried out properly will not be affected by social influences. This routinely privileges majority perspectives.

PHCRM Approach

- A disparities-related literature review compares articles published in journals from different kinds of institutions.
- A researcher considers alternative explanations for findings than those that have previously been posited.

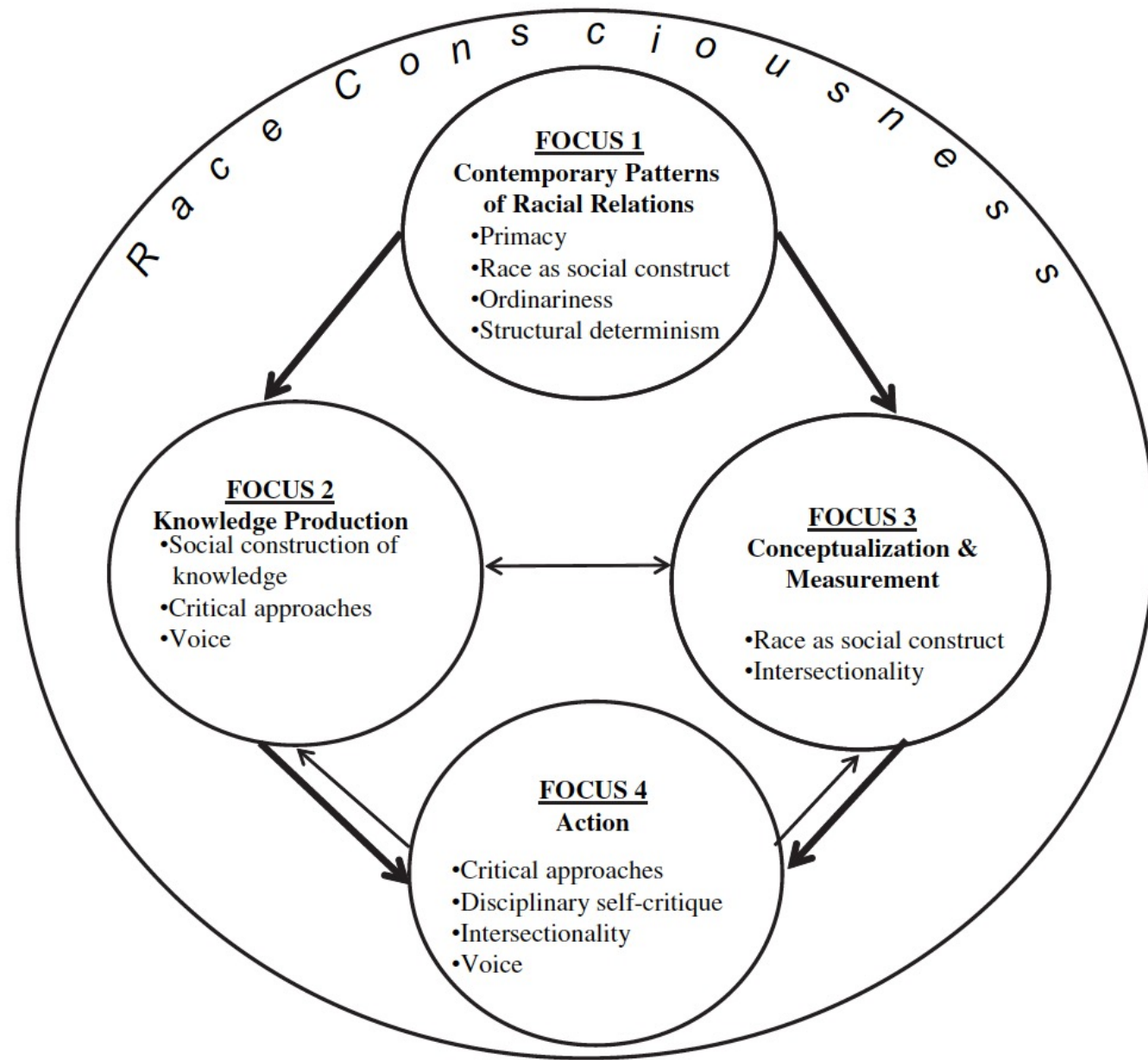


Fig. 1. Race consciousness, the four focuses and ten affiliated principles.

Focus 4: Action

Conventional Approach:

Limited critical examination of how a discipline's norms might influence knowledge and action on a topic.

PHCRM Approach

- It recognizes that all individuals possess experiential knowledge informed by their social locations and contributions from individuals who have been marginalized are prioritized.
- Emphasizes that institutionalized racism reinforces the dominance of majority group perspectives and the re-marginalization of minorities' perspectives.
- Draws on strategies of resistance originating within the margins where resilience and creativity have been needed.



Implications for Health Services and Policy Researchers

Outline

Equity

The WHY:
Background
Assumptions

The WHAT:
Public Health
Critical Race
Methodology

The HOW:
In Health
Services and
Policy
Research

Design Phase

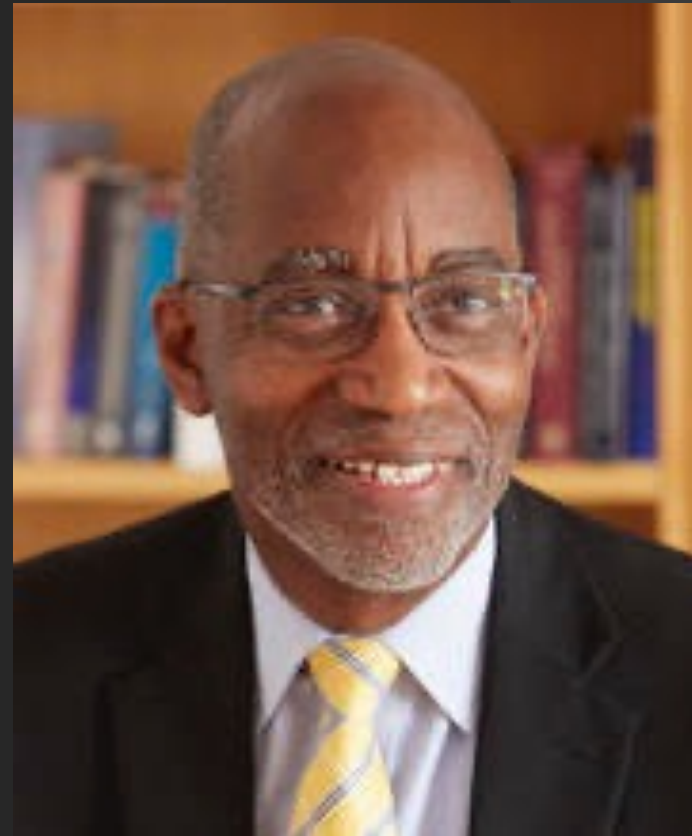
- What research questions should be asked to study and better address inequities?
- How confident are you that the data sources are appropriate and sufficiently capture needed variables?
- Consider needed variables, what potential mechanisms underpin inequities (for example: experiences of discrimination, in-access to care, stress) can you measure these?
- Can you involve those with lived experiences of specific inequities as team members?

Measuring Experiences of *Discrimination* (*Williams*)

https://scholar.harvard.edu/files/davidrwilliams/files/measuring_discrimination_resource_june_2016.pdf

In your day-to-day life, how often do any of the following things happen to you?

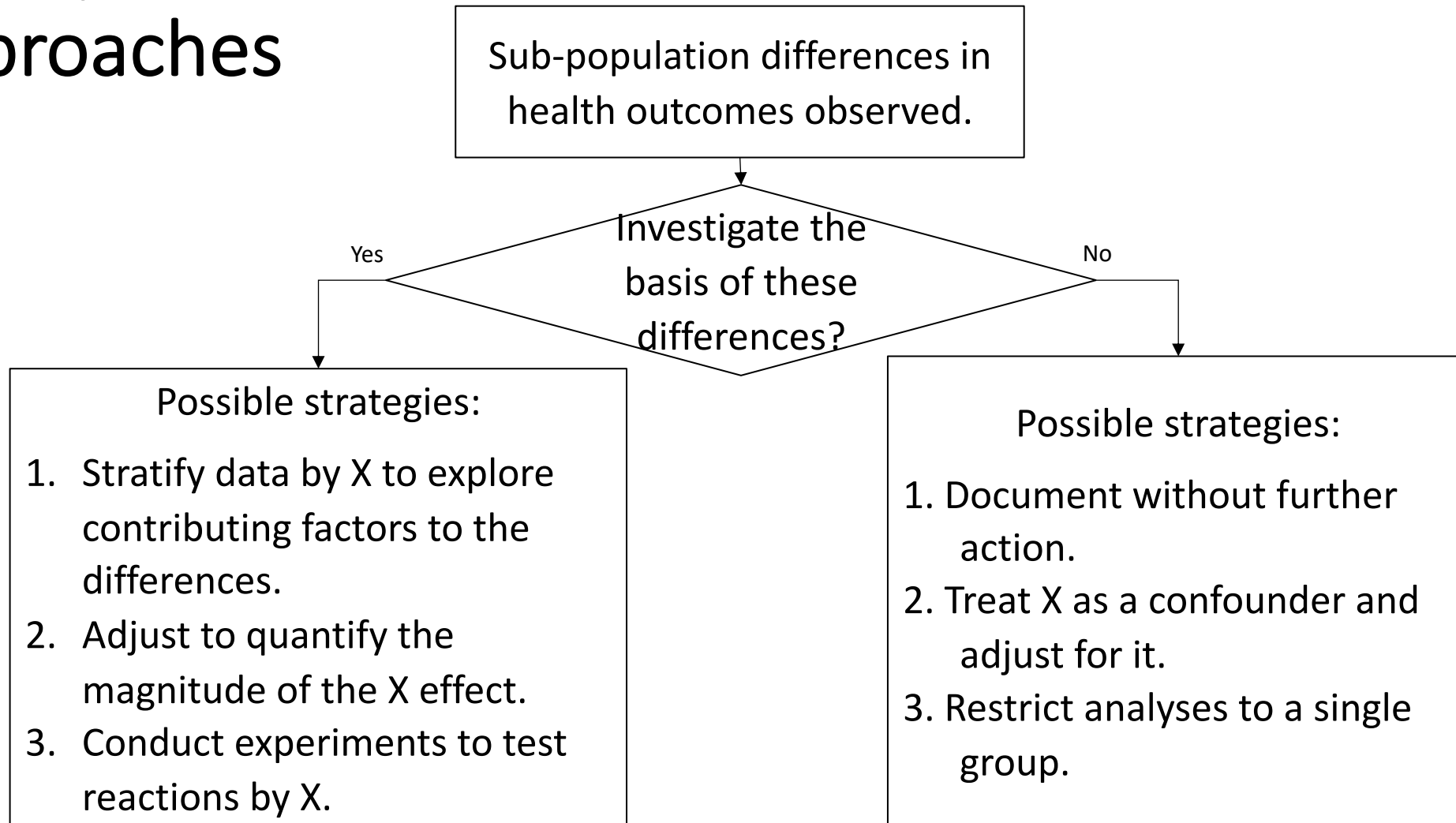
- You are treated with less courtesy than other people are.
- You are treated with less respect than other people are.
- You receive poorer service than other people at restaurants or stores.
- People act as if they think you are not smart.
- People act as if they are afraid of you.
- People act as if they think you are dishonest.
- People act as if they're better than you are.
- You are called names or insulted.
- You are threatened or harassed.



Data Collection and/or Analysis

- What analysis approaches are best used to identify inequities (Stratified analyses? Adjustment for confounding by sociodemographic characteristics? Descriptive analysis only? Qualitative studies?)
- Who owns and can use the data?
- Were culturally appropriate approaches or tools used? What about “approved” approaches (what does an institutional rubber stamp mean).

Analytical Approaches



Pan-Canadian Standardized Approach?

(CIHI, 2020)

Proposed race-based question	
We know that people of different races do not have significantly different genetics. But our race still has important consequences, including how we are treated by different individuals and institutions. Which race category best describes you? Check all that apply:	
Proposed response categories	Examples
Black	African, Afro-Caribbean, African Canadian descent
East/Southeast Asian (optional: may collect as 2 separate categories — East Asian and Southeast Asian)	Chinese, Korean, Japanese, Taiwanese descent or Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent
Indigenous (First Nations, Métis, Inuk/Inuit)*	First Nations, Métis, Inuk/Inuit descent
Latino	Latin American, Hispanic descent
Middle Eastern	Arab, Persian, West Asian descent (e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish)
South Asian	South Asian descent (e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean)
White	European descent
Another race category	Includes values not described above
Do not know	Not applicable
Prefer not to answer	Not applicable

Pan-Canadian Standardized Approach?

(CIHI, 2020)

Proposed Indigenous identity question*

Do you identify as First Nations, Métis and/or Inuk/Inuit?

Proposed response categories

Yes (if yes, select all that apply: First Nations, Métis, Inuk/Inuit)

No

Prefer not to answer

Note

* It is recommended that reporting on Indigenous identity data and communities be informed through engagement with Indigenous communities in the jurisdiction of data collection. Distinctions-based approaches — that is, identifying First Nations, Inuk/Inuit and Métis communities and/or other Indigenous populations such as nations or clans — may be preferred.

Sources

Ontario Anti-Racism Directorate. [Data Standards for the Identification and Monitoring of Systemic Racism](#). 2018.

The Upstream Lab. [Screening for Poverty And Related social determinants and intervening to improve Knowledge of and links to resources \(SPARK\)](#). Accessed May 29, 2020.

Knowledge Translation and Mobilization

- Was sufficient care taken in interpreting (but not over-extending) the findings about root causes of health inequities?
- Will reported findings further stigmatize population sub-groups? How can this be mitigated with appropriate knowledge mobilization and partnership?
- How will the results of the research lead to action to address health inequities?
- Continue to partner with communities to raise more questions, generate hypotheses, and share findings
- Continue to collect data by different sociodemographic groups (if it is deemed appropriate by those providing the data) but be clear about its purpose and interpretation.

Learning, Unlearning, Relearning

Being Part of the Transformation



Building a Community of Anti-Oppression



**HUMAN RIGHTS
AND EQUITY OFFICE**

You?

You?

You?

You?



Please reach out and
continue this conversation
with me...

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@colleendavison

