

Analysis of Undoing Racism Workshop Evaluation Surveys

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June 27 2011

Workshop Date

Date of the workshop

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2/14/2011	14	9.2	9.2	9.2
2/16/2011	21	13.8	13.8	23.0
3/21/2011	26	17.1	17.1	40.1
3/23/2011	20	13.2	13.2	53.3
5/09/2011	35	23.0	23.0	76.3
5/11/2011	36	23.7	23.7	100.0
Total	152	100.0	100.0	

The Undoing Racism workshop was attended by 158 participants, of which 17 were from partner community organizations. There were 152 returned evaluation forms. There were three Undoing Racism workshops; each lasting 2 days.

1. What is your job title? (Check one answer.)

Job Title

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Administration/Management	26	17.1	18.1	18.1
Program Coordinator/Specialist	51	33.6	35.4	53.5
Program Consultant	42	27.6	29.2	82.6
Clerical/Administrative Support	21	13.8	14.6	97.2
Other	4	2.6	2.8	100.0
Total	144	94.7	100.0	
Missing System	8	5.3		
Total	152	100.0		

Most program attendees identified themselves as either a Program Coordinator/Specialist or Program Consultant. The remaining participants were either Administration/Management, or Clerical/Administrative Support; with a small portion selecting the Other category.

2. What Division/Section do you work in? (Check one answer.)

		Main Division			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Division of Family & Community Health	52	34.2	37.7	37.7
	Division of Health Wellness and Disease Control	75	49.3	54.3	92.0
	Other	11	7.2	8.0	100.0
	Total	138	90.8	100.0	
Missing	System	14	9.2		
Total		152	100.0		

Half of participants were from the Division of Family and Community Health, with a slightly smaller proportion from the Division of Health Wellness and Disease Control.

Section

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Health Disparities Reduction and Minority Health	13	8.6	14.6	14.6
	HIV/AIDS Prevention and Intervention Section	21	13.8	23.6	38.2
	Sexually Transmitted Diseases Section	33	21.7	37.1	75.3
	Women, Infant & Family Section	12	7.9	13.5	88.8
	Child & Adolescent Health Section	10	6.6	11.2	100.0
	Total	89	58.6	100.0	
Missing	System	63	41.4		
Total		152	100.0		

MDCH participants were spread over 5 work sections, with most employed in the Sexually Transmitted Diseases Section or the HIV/AIDS Prevention and Intervention Section. The remaining participants were housed within the Women, Infant and Family Section, Child and Adolescent Health Section and the Health Disparities Reduction and Minority Health.

3. Are you a person of Hispanic, Latino, or Spanish origin? (Check one answer.)

Hispanic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	138	90.8	95.8	95.8
	Yes	6	3.9	4.2	100.0
	Total	144	94.7	100.0	
Missing	System	8	5.3		
Total		152	100.0		

Almost all participants were non-Hispanic.

What is your race? (Check all that apply)

		Race			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arabic	3	2.0	2.1	2.1
	White	87	57.2	60.8	62.9
	Black or African American	43	28.3	30.1	93.0
	Asian	3	2.0	2.1	95.1
	Arabic and White	2	1.3	1.4	96.5
	Black/AA and AIAN	1	.7	.7	97.2
	Hispanic	3	2.0	2.1	99.3
	Hispanic and AIAN	1	.7	.7	100.0
	Total	143	94.1	100.0	
	Missing	System	9	5.9	
Total		152	100.0		

The majority of MDCH participants were White (61%), with Black/African American (30%) as the next largest group. A select few identified themselves as Asian, American Indian, Arab, or multi-racial.

4. Please list your previous training on health disparities, undoing racism, and health equity:

(51 of 163 training participants did not list previous training)

Workshops/Trainings/Conferences/Presentations

Healing Racism Institute (3 days) Calhoun City, Cultural Competence CDC, Cultural Competence Philadelphia/Kent City

Ingham County Health Department social justice training

Attended health disparities conference and workshops.

Family and Community Health Division meeting

Undoing Racism Workshop Flint MI, Health Disparities conference, Program Coordination - Health Disparities

Attended MDCH Health Disparities conference in Nov. 2010

Update conference Ypsilanti Nov. 2010, Civil right work 1968, Member activist SDS White/Black Panther parties, Organizer ML King Day 2003-2007 MDCH

Workshop at the STD/HIV Health Disparities conference

Dr. Lee - MSU, Detroit 2009 a g (Diversity training), 2009 cultural competency etc- Do Renee Canady

Health Disparities conference x 2, Training at Bureau level, Training at Division level

Undoing Racism, Middle Passage, Institutes for Healing Racism, Visions Inc., Ingham County Social Justice workshops

Disparities training yearly, Diversity training

Health Disparities conference 2008, Annual HIV/STD conference 2008, 2009, 2010

Training at the Coudance Center in health disparities in the Native American/African American communities. Training at affirmations sensitivity training for working with LGBTQ community.

Diversity training, Health Disparities conference

Division training on diversity and racism this past two years (Dr. Lee from MSU). 16 years in HIV and substance abuse with multiple trainings/workshops in cultural competency, diversity and race as it applies to public health services.

MDCH online trainings, MDE-MEAP-unbiased type test writing

A myriad of trainings over a 26 year career.

MDCH training (3)

Division meetings with these topics as the focus

ICHHD- Health Equity- Social justice

Health Disparities Summit- May 2009, Undoing Racism- June 2007, Social Justice Workshop- April 2011

Participated in Ingham County Health Department's Health Equity Circle Training (4 days), participated in MDCH Chronic Disease and Injury Control Division's sponsored trainings including viewing the "Unnatural Causes" video series

Trainings at National Health Start Association Spring Conference. MDCH- Infant Mortality Summit ~2007/08. Trainings

by Dr. Renee Canady. Breakout sessions
by Dr. Lee

Healing Racism- People's Institute.
Crossroads- Healing Racism

Poverty Summit, online surveys @ MDCH,
Ruby Payne's Bridges out of Poverty

Unsure- I have participated in several one
day trainings on these issues. Unnatural
causes video.

Dr. Lee- MSU, Unnatural causes video-
2008

Racism and workplace- Indiana (1999),
Disparities- Dr. Lee- MSU (2009), Unnatural
Causes- MDCH (2008)

A couple programs offered by MDCH

Capacity building training with MDCH

No formal training. Attended many
presentations and workshops, including HD
Summit and conferences

Annual diversity trainings

Presentations at Division meetings, eg.
Strategic planning meetings

2008- Video on pregnancy care/outcomes
(Unnatural Causes). 2010- Dr. Lee- MSU

Growing allies facilitator (U of M), School of
social work classes/workshops (U of M),
Ingham County Health Dept Social Justice
and Health Equity training (4 days)

Have attended several other
workshops/division meetings

Blueprint Task Force 2000 (Access and
Equity)

Yearly for MDCH

I have worked with the Ingham County
Health Dept social justice program for 6
years

Health Inequity Workshop, Inc. Co.

Former Undoing Racism training w/
Michigan Dept of Civil Rights

No specific trainings focused on these
topics, however many intervention trainings
include discussion of them- also many
conference workshops and independent
reading

Attendee at several workshops on racial
disparities, cultural competence, have
engaged speakers on racial disparities at
trainings for which I have oversight and
planning responsibility.

Trainings held with MDCH- Health
disparities section, during my work @
HFHS, and trainings with Senior Services-
Seattle, WA.

Presentation given by Bureau Director at

Health Disparities Meeting (2)

Health Equity

Cultural Comp. workshops, Health Disparity
trainings, underserved populations

Health disparities summit, basic racism
training thru MDCH, health equity language
seminars

HIV, EPI/CDC (2)

Many, don't recall titles, ~5

Various breakout sessions on disparities and social determinants of health through CDC. Viewed Unnatural Causes series.

Attended Michigan Dept. of Community Health- Health Disparities Reduction and Minority Health's workshops as a capacity building grantee, diversity workshops at community mediation center, and academic courses for MPH degree.

I have attended other trainings, but I can't remember the names (sorry). Watched Unnatural Causes with a group and discussed. Attended a day-long session as part of a requirement for a Kellogg grant.

I have had many: 2001- @Kalamazoo Co (H.D.), 2006-@ Kalamazoo Co. HD, 2009- Health Disparities Conference, 2010- Value in Diversity Training, 2011- Value in Diversity Training, there is more...

Training through DCH Division meeting, Diversity classes through LCC, Currently: Sociology class at LCC
I have attended several workshops on diversity and health disparity conferences

Trainings thru Division (speaker from MSU), Unnatural causes, training about poverty (role assignments, "visit" agencies), other 'cultural competence' training over past 15-20 years

I have conducted, facilitated and educated courses, workshops on race, privilege and oppression

Introductory to all

Had some talks at work about the issue

Books/Video

Seen video of Unnatural Causes

Just readings

Formal Education

Various on-line courses on health disparities

MPH in Health Behavior and Health Education at University of Michigan. Completed substantial coursework toward the specialization in Health Disparities by Race, Class and Gender.

Training within coursework for BSW and MSW degrees

University classes

None, college courses

UMN Social and environmental justice within coursework, addressed health disparities, etc.

Pretest and Posttest Self-Rated Competencies

How much do you agree or disagree with the following statements about your level of confidence in successfully conducting these specific tasks?

<i>I am confident I can...</i> (1= Strongly Disagree to 5=Strongly Agree)	Assessment					Paired t-test
	Pretest		Posttest			
	Mean	SD	Mean	SD		
5. Articulate an understanding of <i>racial prejudice</i> .	3.97	.65	4.42	.54	7.57*	
6. Articulate an understanding of <i>racism</i> .	3.98	.64	4.46	.60	7.82*	
7. Explain racial privilege and power in the United States.	3.76	.79	4.51	.57	11.20*	
8. Define <i>institutional racism</i> .	3.63	.85	4.46	.58	11.76*	
9. Define <i>cultural racism</i> .	3.60	.78	4.29	.60	9.65*	
10. Identify institutional norms and accepted practices that adversely affect minority race groups.	3.51	.76	4.33	.62	11.41*	
11. Define <i>internalized racism</i> .	3.55	.84	4.41	.57	12.23*	
12. Define racial <i>health disparity</i> .	3.88	.76	4.40	.59	8.09*	
13. Identify and explain <i>social determinants</i> of racial health disparities.	3.56	.90	4.35	.70	9.62*	
14. Identify policies and practices in the Michigan Department of Community Health that address racial health disparities.	3.15	.83	3.38	.82	2.52 (ns)	
15. Identify policies and practices that provide guidance in my job duties and that may influence racial health disparities.	3.19	.85	3.55	.85	3.99*	

* $p < .001$

Among Undoing Racism MDCH participants almost all of the self-rated competencies had statistically significant increases. These competencies included increases in understanding of racism, ability to define terminology, and identification of racism practices. Only one competency did not have a significant increase. This competency regarded the identification of policies and practices within MDCH that address racial health disparities.

Workshop Evaluation Questions

12. (part a): In what ways will this workshop help you better address racial health disparities at your job?

Summary: Most respondents reported that this workshop helped them to become more aware and better understand racial disparities. Respondents reported that they would take this knowledge and try to better understand how their position was related to racial disparities. Several respondents indicated that increased communication with community partners and coworkers addressing racial disparities as a method for addressing the issue at their job.

(30 responses)

- **More focus on disparities**

Increase reports with racial/ethnic outcomes.

As I address child, oral, and adolescent health - disparities will be key focal points.

Identify policies that help 1) Mission statement 2) Strategic Plan and indicators listed. PA 653 that we make a report to legislature every year. MHAC priority populations via needs assessments part of mission statement to (serve all races).

Needs to have continual work and support.

Help me be more willing to accept there are racial health disparities because I did not understand previously.

I know that there are social determinants behind racial health disparities that are critical.

Where ever possible UNDO racism

To begin to articulate how social determinants and racial health disparities go together

First, identify contributor to health disparities

Continue to look at how institutions contribute to the disparities

- **Greater understanding**

To better understand the problem.

Better understanding of history.

Keep learning and sharing the correct history.

By providing a history of racism

History of racism and how institutions have created and sustained racism in the US.

Understanding white priviledge, listening and trying to change policies that promote racism

It will help me understand the distrust of the institution, even though I feel I am helping.

Examining the use of a food ID and social determinant of health to better understand how these can influence services and practices

Better understanding of impact and issue

- **Improve interactions with others**

Help me to identify influence and how the affect interaction with co-workers and clients.

Communicating with colleagues.

Listen and encouraging clients to stand for what they believe and don't be afraid to ask question and speak up

Being more aware of the information that was given will help me in talking to physicians about it.

Will help me look more critically at how we go about building relationships with the communities we work with.

- **Other responses**

If activities are put in place and activated by all.

Great workshop.

Will ask powerful questions. Haven't started yet.

Unknown at this time

I don't have direct involvement but can question results

How we/I employ people.

12 (part b): Please list your ideas of what you could do or would like to do in your job that is different from what you are currently doing.

Summary: The most commonly reported change in work practices regarded including the community within the decision-making process and increased collaboration. Many reported a desire to address racial disparities by making changes in their work practices. Some reported confusion over how to apply what they learned in the workshop to their job. Responses focused on finding the causes of disparities and addressing them by using tools learned in the workshop or through collaboration with colleagues/ the community.

(101 responses)

- **More inclusive practices (community)**

ID approach to issues by getting guidance from the clients we serve. ID the strengths of the population services.

I don't work directly with people but would like to see more community involvement on the advisor groups that I serve on

More strategic/big picture thinking inclusion of more stakeholders.

Listen to the Wayne Co. community to address our problems in outcomes of infants

Ask for data (racial/ethnic). Seek ways to gather consumer/community input.

need to get into communities. Need forces to come together. See broader than just programmatic.

Invite more members of the community to advisory meetings to get their voice, look more at cultural competences and health literacy

I think that this workshop has encouraged me to work with people on a community level- this could be more included in our website.

I would like more community planning work. However, you can't give power to a community without support admin. and knowledge that the communities decision are accepted and supported.

Reach out more to the communities we are trying to serve, seek their involvement in program activities.

I will discontinue prejudging my clients.

No judgment.

Change curriculum or revisit how we instruct information. Have hard conversations with co-workers, friends, self, and family.

Have more contributions with CBO and our Gatekeepers.

I would like to have more inter-action with the community we serve.

Continue our work to ensure that all decisions are made after community input has been facilitated. Expand the HIV prevention community planning process to [unreadable] core services, STD funding and treatment and viral hepatitis to fully implement the founding principles of community planning. Begin a discussion group to continue to learn and apply structural analysis to our work.

Respect each other's diversities.

Advocacy for community partnership and empowerment of community members for programming decisions rather than the top-down logic currently in place. Identification of social determinants of inequity as being caused by institutional inequities.

Work diligently to serve my community from the blue perspective, not the red. Remember and act on the fact that I can be an agent of change in my institution and personal life. Work to change or create policies at work that will support, not maintain disparities. Think outside the box.

Use the concepts in the power analysis to create more effective community action teams when doing community developing around infant mortality

To go into every community- everytime and operated without preconceived notions- that's the only way to be truly effective

Reinforces need to continue to engage the community in program decisions. Reinvigorate exploration of ways to use program funds to address structural/root causes and social determinants to prevent disease

More thought into how we work with local communities in order to be more accountable

Explore systems to better include input and participation from communities. Expand existing efforts. Move beyond data.

Engage nontraditional partners that hold the keys to power in other sectors- and address health disparities through metaleadership approach

Engage community members as advisory members/focus groups

Get communities and the population I work with in my program to participate in how it should be run, coordinated, and/or developed.

Commit to more meaningful involvement of or with our community advisory boards and organizations.

- **Improve direct services**

Treat folk as individuals.

Empower the community we serve.

Increase community satisfaction surveys.

I believe this workshop will aide in giving better services to clients.

Educate more of the community.

Know how to help residents self help (strengthen) to address diseases in their neighborhood.

I now know that we have both positive and negatives forms of prejudice and that prejudice is something that we all have. Therefore, I will do a better job of not judging the clients negatively when I encounter I will try to focus on the "blue" part. I will be an active listener and be present, not having/holding internal discussions on my head while someone is trying to talk with/to me.

Staff training, assessment paves analysis of current programs, discussion re: empowerment, removing power from our clients with institutional driven programs

Pay attention to my community of people I serve to find out what barriers they are experience in their lack of follow-up to see that their children's hearing is okay. Then try to remove or mitigate those barriers so they will get their services [?] in a timely manner.

I am the EEO Officer in the department. This information assists me in my role as the EEO Officer with the discrimination and discriminatory harassments complaints. As well as understand the workforce statistics.

- **More focus on disparities**

Annual review of dates and program accomplishments. Ensure family and programs reach racial and ethnic group - at the risk of by passing traditional institutions

This has increased my understanding of racism and its effect on the disparities. Will try to "look at things outside of the white culture."

Keep data current on race/ethnicity. Encourage more community involvement when addressing programs for populations.

Think about and discuss institutional racism inherent in the services we fund and how we define the parameters of the services- consider racism in how we award those funds

Policy and systems change to reduce health disparities and eliminate racism on all levels. Improve the health outcomes of minorities in the US

Participate in more outreach and education on health and racial disparities

MDCH Division of Wellness should institute and require its staff to continue discussing how they can undo racism in health disparities. Also evaluate how MDCH Division of Health and Wellness has made a change in undo racism or eliminating health disparities

Help getting better care for African Americans by understanding their barriers

- **Discuss ideas with coworkers**

It's opened questions that I previously didn't even consider - the realm of not knowing what I didn't know is a door that's opened - I also have great colleagues to discuss this with that I didn't know I had before.

Work with local providers and have dialogue.

Speak up more honestly and freely about when either a co-worker or myself is not being treated fairly.

I can make suggestions to those in authority. My job is secretarial so I feel this is one way to begin.

1. I can use the tool/skill of contracts to improve communication and relationships. 2) I can use tool/skill #5 to operate from the "blue" list as opposed to the "red" to improve my performance. 3) I can research the history presented to learn more.

Encourage other staff members more (refer them to trainings) to under the true underlying causes of health disparities/SDDH

- **New ways of thinking about my job**

It has given me another vocabulary.

Better understanding history behind standards and policies I use daily.

Look at the bigger picture and think outside of the box.

I am able to look at clients in a different light. I can see things as they are and recognize the possible reasons why.

I would like to see the box with race labels removed from the form (some that don't deal with helping disparities) - so we are all treated as people - not races. Get feedback from people in communities about their needs as they see them from inside the community.

Increase awareness of how white individualism focus contributes to white superiority. [Unreadable] awareness of need to be vigilant of how internalized inferiority (among People of Color) and internalized superiority (among Whites) can influence interactions.

Re-examine my program operations to identify racial disparities

By giving me a context of history/institution from which to operate, how I contribute to the history/institution to uphold racism and now that I have a context and knowledge from which to work I can try to do my work differently.

Work on life course perspective ideas in our work.

I will use some of the skills - i.e. group rules, think outside of box red vs. blue poverty [unreadable] especially in thinking about reports.

Create policies which empower people of color. Educated colleagues about institutional racism and urge them to incorporate this knowledge in their own jobs.

- **Improve communication/understanding**

Mainly, I hope this will allow us to work with a better understanding of who each of us is without judgment

Increased awareness, increased two way communications, make sure the people served have a voice in the provision of those services

Gave me more language in which to engage co-workers and community members

Discuss racism and root causes with constituents, (consumers) and partners. Spend more time working in and listening to communities. Participation in this workshop/dialogue should be required of my publically elected official!

1. Have more communication with internal and external partners. 2. Agree on a contract to address issues, 3. Solidify buyin among partners, 4. Ensure accountability of outcomes.

Identify personal biases.

- **Continue current practices**

This workshop has provided some refreshment of ideas and information that I already utilize and practice, and will serve as a good reminder for how best to work in the community.

I can speak more honestly and freely with people in my work and personal life about race and racism.

My program serves all Michigan children- not certain populations, races, or income levels. So, I am not sure that I would change anything.

- **Review current practices**

Review existing programs, initiate policy review of programs

MIHP Reviewers/contract folks should attend

Make sure that the work I do is relevant

Conducting a foot ID, and seeing the impact of disparities on the populations I service. Check Policy's

Develop add'l contract language

Ideas to work from- but I hope there will be more to help us actualize this- coaching, development of drivers, etc. (eg. implementation science).

Ask about and consider how all policy and procedures in programs I work with will affect racial health disparities

Begin doing work around health disparity trainings

Think about impact of race on our policies and local policies.

To look critically at our planning and funding with the tools learned here.

- **Don't know what to do**

I don't know.

We never learned about what to do next.

No idea. Just an openness to learn. Don't be quick to think I know everything.

Not sure yet, need to digest it all

- **Listings of ideas**

1. Work with communities around issues of empowerment. 2. Consider "estab. a contract" with our communities that holds us and them accountable

1. Conduct power analysis on the division, section, unit, activities. 2. Involve the community members in all activities of the division. Seriously, take community recommendations to make positive change. 3. Engage with other institutions to assure collaboration and change institutional practices. 4. We already changed missions and developed a new strategic plan. 5. Provide policies

1. Pose questions, reframe history in natural occurrences to undo racism. 2. Stimulate/facilitate dialogue

Form contract, listen, help serve the most need

Function from a framework that: 1. Recognizes truth of existence of white privilege. 2. Acknowledges we do not listen to the voice of the poor in developing policy and procedures. Identify ways to include input from community!

- **Other responses**

Refuse to answer with my name attached.

Provides backdrop for why things are the way they are and provides context
Note: White stating that there were no wrong answers, some were made to feel their answer was wrong

I would like to work more in a clinic setting

I am the operations manager and my job is to keep the job operating. I don't have any client contact. But I will take what I learn home.

How decisions are made that direct our program

13. Describe the most useful or valuable outcomes of this workshop.

Summary: Increased knowledge (history/definitions) along with a deeper understanding of racism were the most frequently reported benefits of attending the workshop. Participants were able to make new connections on how racism affects their daily life. Discussions with colleagues were appreciated. Some reported becoming more self-aware and a desire to make personal/work changes after the workshop.

(124 Responses)

- **New perspectives and ideas**

It opened up discussion and made people confront their own bias.

Understand how history has affected me and my co-workers.

Internalizing the information!

The most useful info I got was about racism and how we judge people without getting to know them.

Learned more history and how important it is to involve the clients/community.

Expanded my knowledge have me thinking about my privilege.

Learning about other people's feelings.

More comfort understanding and discussing my role in racism.

Opened my eyes a bit more. I was real impressed with the foot ID. I didn't realize that structure.

The historical foundation of race and racism was very powerful and informative. Changed a lot for me.

To accept that racism is alive and real. How perception adds to illusion and the history was incredible.

Historical perspective valuable. Thinking of poverty and racism in a different way. Group discussion was interesting.

Power analysis. [2]

The box exercise, history, internalized racism.

Day #2 - breaking down internalized inferiority/superiority and their manifestations was insightful.

The perspective that systems are designed to keep (all) poor people where they are.

The knowledge that in many ways we are all victims of a system that was put in place long ago.

Truly identify racism today as well as the history.

Learned new concepts even though this was not my 1st antiracism event. *Wed talk about daily rejection- was split into separate racial groups at last training

The awareness of how racism affects everyone and also that everyone has prejudice and those definition are different

Just recognizing the power analysis and the way I view racism

It provided a clear explanation of how racism effects us all, personally and institutionally.

Framework or structure for addressing these issues.

All the aspects of the foot print

Foot prints and how to incorporate change in programs to close the gap in health disparities. My knowledge on racism was enhanced from a historical perspective and how racism is ingrained from a societal perspective. Awareness of being a privileged class.

Definitions, challenging thinking, understanding of history tools

Getting people to actually think

Getting past the barriers of racism

Framework to discuss structural foundation of racism

Foot print theory

Enjoyed the footprint and power analysis in how you need to work with your communities.

Re-thinking the practices of our institution

Foot ID.

Understanding the importance of community driven focus.

The fact that it was explained that "this isn't personal".

- **Increased knowledge/understanding**

Racism description.

A better understanding of the history that has created the issues we have today.

Gained a great understanding of the framework in which racism was built and how old conversation can affect change or lack thereof.

Extended knowledge of historical causes of race and racism.

Identify the history of cultural racism.

Gives us a definition of racism so that all of us in the Division can be on same page and presentation of white privilege helpful.

I better understand racism. I never had a name institutional racism.

The knowledge of the teachers. I learned about topics I had no idea about.

The most useful or valuable outcomes of the workshop is the defining of racism.

Understanding the institutions their origins and why their usefulness may not be effective. How much need [sic] to involve community.

Understanding racism and privilege.

I'm able to have a better understanding of my own perception of racism, racial influenced disadvantage and advantage.

Understanding of the historical origins of "race."

Understanding the difference between "programs" of "institutional change."

Explaining the concept of being white.

The history. [2]

History and understanding racism.

Historical context very helpful.

The definition of racism.

History lesson.

Knowledge gained pertaining to how race began to be institutionalized and structured.

Better historical understanding.

The knowledge of how race was developed and implemented to control the people.

Knowledge. Understanding the whole institution.

The history of racism.	how white developed
Knowledge base or tools to educate others.	1. Clear distinction between individual/person racism and institutional racism. 2. Clear description of the specific nature or race classifications [?]. 3. Useful dialogue.
Securing the correct definition of race and racism.	A better and deeper understanding of how the stress of racism affects women of color and its contribution to infant mortality
I obtain a great deal of knowledge regarding race and the origin of racism.	Historical background, the film, group interaction
Better understanding of history of racism.	Better overview of racism
Knowing about the history.	understanding the history of racism and how institutions have sustained racism
The history. The hope in a possible change in ourselves.	Historical part
Learning what I didn't know I didn't know.	Educational segment.
Understanding- institutional and cultural racism (or beginning to understand)	<ul style="list-style-type: none"> • Discussions with coworkers
Understanding the history of the influence of govt policy and procedure's, impact on minorities	Very excellent to get together with our own workgroups. History. Emphasis on racial/ethnic vs. just issues.
The definitive description of institutional racism and its impacts on program development	New openings for conversations with colleagues.
Very resourceful information	Opened up discussion within the division addressed some historical misinformation which reinforces racism throughout society.
Review/understanding of history of race determinants	Discussions among participants.
Better understanding in general	Meeting (many for the first time) and having facilitated discussion around critical issues.
Better understanding of origins and consequences of racism.	Opening discussions make it easier.
Understanding the history of race and interpreting other's rationale for their behavior	Hope that a constructive dialogue can occur to make changes- understanding that it takes time and patience and cohesive thinking/work
I understand how racism got here	That the division and [unreadable] DCH staff have a common language to discuss racism and a common structural analysis.
understanding institutional racism	
An understanding of the history and institutionalization of racism	

Opportunities to hear from peers-> build relationships

Dialogue with co-workers about institutional racism and how white with given

Discussion of internalized racism

- **Motivation to change**

Motivation to organize and to deliberately work towards undoing racism.

Fear of racism.

Good understanding of what we need to do to UNDO racism

Reenergizing me and giving me ideas and information to reconceptualize my work.

That this may move our division to a more holistic approach

Awareness, History lesson, some slapping up

- **Self assessment and improvements**

I feel that personally this workshop is more beneficial than professionally.

Identifying personal biases that assist in providing services to populations without prior prejudice.

Impact of my personal image of being "white."

Understanding my knowledge base is only a dot and being open to the power of listening

Personal and professional application/understanding of the results of internalized racism. Definition of racism.

Taking racism from the personal to the institutional. Thinking more about what it means to be white in America.

I loved all of activities that made us identify what we are doing and thinking that is contributing to racism

Growth, changing viewpoint

Expanding our box to open and include others. Development of contracts to discuss issues. Neg thinking = neg. performance and how impacts gatekeeper role

The fact that I can change my behavior and mindset to better understand where people are coming from and what lead them to this point.

- **Other responses**

Engaging communities to empower themselves.

Good - but very - superficial.

Great talking points.

All of the tools/skills will be useful in some way when applied to my work/practice.

Realizing that no matter what I am teaching at home my children will still be faced with institutional racism and will need to counteract it

History and impact of [left blank]

I feel everything was useful and valuable

all

14. How did this workshop improve your specific knowledge or skills you use for your job? Please list the specific areas of knowledge or skill development that improved.

Summary: Learning about the history and definitions of the different types of racism was most frequently reported knowledge improvement. Respondents reported better communication (especially listening) skills. Several respondents had an increased self awareness and were able to identify personal biases after they attended the workshop.

(107 Responses)

- **Knowledge about racism**

Historical race and institution procedures/hierarchy.

Better knowledge and understanding of racism.

Helps in navigating bureaucracy that improving awareness of historic levels of institutional racism.

History/impact of institutional racism.

I know more about race, privilege, power; and history. Want to read more. Doing workshop again would be great.

More info on what are the roots of racism.

Great history lesson.

Looking at the causes instead of the behaviors of racism was a critical moment in the workshop.

Brought insight into whys of racism.

Very interested in internalized racism.

Much better understanding of history and how to created inequalities and racism.

Opened up disparity, diversity, racism knowledge areas.

Knowledge of process of "inferiority."

Just knowing the historical perspective and the role of U.S. government organizations.

History.

Power of analysis.

Lots of good history of race and supporting institutions and [unreadable].

Definitions helped me understand the real meanings.

Defining racism. Specific historical examples.

Learned a lot about history of race and whiteness and internalized oppression

It places the functions of our institutions in a more comprehensive context.

I can have a better understanding of how to identify issues of racism and the source in order to implement ideas that would change it.

Understanding the history. Understanding what and how discrimination is created.

Social determinants.

I did not know the history at all...I was not very interested in history in grade school and I don't remember learning any of this.

Created a stronger foundation for me to educate others.

Power analyses - critical thinking.

I have an understanding of the workings the institutional system.

Regarding poor and how we perceive poverty. The blue vs. the red.

Knowing the true definition of racism and prejudice.

History of racism and how it started and perpetuated poverty. What racism really means and how its institutionalized.

That there is a history (institutional) behind racism, behavior, preconceived notions etc.

This workshop broadened my knowledge and helped me to learn more about how the social determinants impact health outcomes.

Understanding racism, prejudice, power, cultures, racial privilege, institutional racism, internal racism, etc. It was great.

Social determinants, thinking outside the box. Race + Prejudice = Power. Gatekeepers. White - Black.

The role of institutions and how they play a role in addressing programs

Influences and powers that maintain or impact status

Understanding clearer the history of race and how it has impacted how I provide services

History of race development, view of the power analysis

improve my understanding of institutional racism

I continue to learn how one structural components of society affect race relations and health outcomes

Historical perspectives on institutionalized racism and suggestions for addressing it in program operations

Overview of institutional racism

Historical knowledge of the roots of racism

It may help understand some results of data (teen pregnancy=multigenerational)

Historical info, tools for use in job

Clear understanding of individual, cultural, institutional racism

It gave me more knowledge of our history!

Firmer understanding of institutional racism, distinctions between racism and bigotry

- **Personal thoughts and biases**

It helped me not to pass judgement on other people.

Understanding personal thoughts.

It made me realize that as much as I may think I have an understanding of my personal bias, it goes much deeper.

Increased awareness of personal biases and internalized beliefs and thoughts.

How to not have bias with clients or make generalizations.

To treat everyone equal and listen and respect others.

How I perceive people I work with. Acceptance of self.

Try my best not to prejudice people and their situations.

Acknowledging my own personal prejudices that impact staff and clients.

I do not directly work with the public but the information for my personal life and my for my family is priceless.

To listen and hear. To think vs. thought.

I need to do some more "thoughting" about this

Responsibility of leadership. "" of having a voice that is heard

More aware of situations

Making me aware of perceptions that people bring to the table

Improved greatly- especially in the area of thinking outside the box and how I contribute to continued racism that prevents others from obtaining and achieving.

Critical thinking about how my program affect racial groups

- **White privilege**

I'm not sure, other than understandings that many do not have the "opportunities" that I have as a white person (tho in no way takes into consideration anyone person's personal circumstances, regardless of race).

Being able to express my uncomfortable feelings around white privilege, and being pushed to be uncomfortable.

Increased vigilance of how my white privilege affects my interactions, communications.

The description of the history and the understanding of the development of white privilege will aid my ability to work with local communities to understand racial disparities and address inequity.

Knowledge of the history of white privilege- awareness of impact of culture on our unconscious thinking

around racism, white privilege, the social construction of "race" so much really; can't write it all

- **Communications**

Workshop in part talked and true communication and how to tap community for their strengths - part on communication important; will also help in communicating with co-workers.

Listening more, open minded

Improved my understanding of how all people should be heard

Language and resources to drawn upon to discuss and address racism

Effective presentation/workshop leader styles. Ways to address difficult issues.

Listening actively

- **Relationships with coworkers**

Time will tell if I can facilitate change with a supervisor who is not supportive or innovative.

Understanding co-workers life experiences better help to communicate with open mind.

provided tools that I can use with colleagues, partners, stakeholders, constituents to change the way we do work. Empowered to push for a changed institutions and scrutiny of all that state government does

Questions addressed that may ask the client why may need to give more clarification as to why we need this information

- **Improve services**

How to better sense the customers true wants and desires.

Having a more open view the things/issues that need to be address to being a "real" change.

These areas will help me to think how these systems impact the client and how I act as a gatekeeper.

The impact of multiple entities on a poor community

The historical "lessons" were helpful to build on what I know. The session on power analysis can be applied to our office.

My job is result oriented and their concepts in the workshop not as helpful in daily tasks but help me understand long term how to educate effectively.

- **Other responses.**

N/A Comment - excellent workshop.

My creative skills for thinking out the box. My thought process to not do needs assessments and to analyze myself first.

Rethink how we approach intervention development. Rethinking how/why we need to build relationships.

Reminded me of knowledge and skills I have and use in my job.

Skill #1 and #5 will be very helpful.

A better appreciation and understanding of DHWDC programs.

My interactions of my [unreadable]

That I need to focus on the trickery that goes on in government and keeps oppressing people

Some use of tools- but I don't feel it really went into application to our work. More on us as individuals, and just starting into institutional change

Public health focus was great

- **None**

To be honest, I would have to put more thought into how this can improve my skills except for the awareness that the workshop gave me.

I work with very few whites (2) and I feel that this workshop did not help me.

Did not get to skills.

None. [3]

Didn't.

Reinforce previously learned info

I have not had enough time to take this all in and apply any of the info.

Not sure yet

Hard to say

15. In what ways did this workshop disappoint you or fail to meet your expectations?

Summary: Most respondents reported no disappointments. However, those who did frequently reported wanting more time, especially for discussions. The workshop could be improved by including more movement, a comfortable environment, and providing handouts. Some expressed concerns of the facilitators being judgmental.

(114 responses)

• No Disappointments

Did not disappoint.

Met my expectations.

There was no disappointment to me. I went into the workshop with an open mind.

I was not disappointed at all I really enjoyed the training/workshop.

I was not disappointed.

It met my expectations but was lengthy.

It didn't. [3]

I didn't have predetermined expectations, workshop was good.

I loved it all!

None/None!/Not at all/None at all! [22]

N/A [5]

It was fine

Didn't

0, it met/exceeded my expectations

It didn't disappoint me in any way

Can't think of anything

I was not disappointed at all. I'm encouraged my division is moving to recognize the impact of racial disparities.

• Wanted resources

Resources were given verbally instead of in writing.

Failed to offer useful ways to share this knowledge with others who may not be able/willing to participate in this training.

Would like much more resource material.

No documentation.

No tools to use except conversation.

No handout.

It was not a disappointment would have wanted handouts.

• Wanted more application to work

I see how this will benefit myself but it's not clear how it will benefit the organization and it's infrastructure it will benefit client services and how they are provided.

I never found the connection between my job duties and the information we were provided.

Workshop was excellent but struggling to see how it will change the agency.

Not sure enough "connections" were made back to the "job."

Lacking time for real discussion of next steps.

Once again we recieved a training that didn't show us how to bring this to our job - "program"

It didn't disappoint; although I always want more tangible solutions or ideas

I would have liked to have heard the steps of organizing

I hope we can implement these ideas/concepts and not have it be just another training or project that does not evolve

See previous (but I don't feel it really went into application to our work)

- **Wanted more discussion**

Not enough time for discussion

Lack of opportunity to have more sophisticated/in depth discussion of institutional racism

I would have liked to have discussion. You had "the choir" (in theory). We all have passion, but need help with steps/direction

I think some people were let off the hook- by now answering the "uncomfortable" questions- which to me - means they will continue thinking inside their own box

I wish we'd had more time to discuss concepts in small groups, then return to larger groups to discuss further.

- **Wanted more active learning**

I dread lectures I need involvement.

Less talk and more interaction between the people these. There was no solution I feel really.

Not enough group interaction.

The trainers did not do a good job facilitating discussion. They often used closed-ended questions in an attempt to spark discussion. They refused to allow there to be silence in the room - which after sparks discussion, they complained about lack of participation - but did not use well

researched facilitation techniques to encourage participation.

Just too much sitting made it difficult to keep my energy up

- **Wanted more perspectives**

Focus was too controlled/limited.

I thought it was biased. Presenters put people on the spot, instead of asking for volunteers to answer.

Need to learn more about all cultures.

More in regards to white vs. blacks and not white vs. all.

I heard group members giving honest guesses to a lot of history-based questions, only to be told 'No' or 'that's not it.' That language serves to shut people down, not teach. Reconsider how your language engages or disengages people from discussion.

- **Wanted more time**

I really enjoyed the workshop and I think more time, like another 1/2 days would be helpful to totally digest all of the information.

I would have preferred a third day of the workshop.

Ending was abrupt with participants struggling with where to go.

Excellent information but need time to digest.

Too much information in a short two day span. Wish I had more time to process it all.

We didn't have time to explore the practical application of the concepts

Too short

There wasn't time to get into specifics about proceeding with this in the job, which would have been helpful

Not at all-wish it were longer

- **Wanted less time**

Way too long - lots of pieces that didn't work to end result.

Too long. Didn't start on time - frustrating. Difficult to draw out group for more in depth discussions.

- **Wanted more information**

I would have liked more in depth information the entire first half of the day seemed too basic.

I would have liked an example of an institution that transformed

- **Too much information**

Sometimes too much detail cause me to disconnect to the point being made.

- **Wanted more reflection on process**

I would really like to see more room made for processing a meta conversation of what is happening in the room at the time (i.e. the struggle with the vibe in the room, addressing people [unreadable]).

I wish we had more time to process the emotions related (even as a collective) to racism, etc.

- **Wanted a better presentation**

Far too long for degree of dialouge and discussion. Difficult to follow flipcharts and poor writing in a room of this size. With today's technology, many of the presenters could have improved the delivery of their points with details (they were making points with) and technology is so much a part of learning with today's adults in Powerpoint is easier to refer to and all could see.

Unable to read all the notes from across the room

The teaching technique (quiz/probe for the right answer) was frustrating to me

- **Too negative**

I think most things discussed assumed the worst of everyone/devious intent. Now how to see/want to see things??? Feeling of futility vs empowerment to change things.

We were told there were no right or wrong answers, but by diana's reactions, there were and she made some people uncomfortable by getting in their faces and the rest of us too

Some of the facilitation was heavy handed at times- relying on "authority" ("we've done this so many times..we don't need to explore a particular issue) rather than consistently allowing participants to voice their opinions

It was quite a bit about blame, despite the constant voicing that it was not about that. I don't find this helpful.

At times I felt like there were right and wrong answers to questions and like we were expected to think within the trainers' boxes. I left feeling disconnected between reality and the workshop material.

At times Dianas attitude was very negative

I found it somewhat critical and offensive at times

- **Other responses**

Blah, blah, blah name, book, name, book, blah blah blah you lost me 12 hours ago.

It didn't disappoint me, but I worry about how some messages were delivered and if they will be perceived as they were intended.

A little too much emphasis R/T this country problems vs human kind throughout all history.

We were told the workshop would begin punctually at 8:30 am - but it did not.

So little was discussed on how to address the issue of racism. A short synopsis at the end of the presentation provided a little insight. Way too much time spent on afternoon of second day on history.

A. I would like to have spent more time on clear and tangible ways to address/change racism. B. I was also disappointed that a participant was allowed to use the n-word in

discussion unchallenged by our facilitators or organizational leadership.

I was pleasantly surprised with the info and how it was presented

I had no specific expectations coming in to the workshop.

? I did not have any expectations and did not know what to expect

I could hear Diane well on the second day, or others when they made comments. Food was mediocre. Nice facility. Diana and Muhti = excellent.

16. What would have made this workshop more successful?

Summary: Respondents enjoyed group discussions and wanted more time to get into small groups. Increasing the amount of activities to break up the day was also recommended. Respondents were split on the length of the workshop, some felt that the workshop could have been compressed whereas others felt that more time would have been better. Several respondents wished they had materials to take from the workshop, along with ideas to apply to their jobs.

(104 responses)

- **More activities and discussion**

to have more activities.

More workshop kind of work.

Making it more interactive.

More action - less sitting - possibly role playing or more group activity.

More cross participant discussion opportunities.

Sitting for many hours was not good. More tables to sit and would have been helpful when writing. You can do tables in a circle/square.

Less all day talk!

A little more frequent time out of our chairs.

more small group discussion and individual reflection

don't yammer on and on and on...16 hours at people.

The experiences that our group shared with each other.

More breakout sessions.

Opportunities for discussion or application of concept

More discussion about how to effect change to combat racism

- **Handouts and resources**

An agenda. Also handouts.

Handouts.

Having printed material that I can take home.

More resources to take home with us to continue this learning. Incorporate upper level administrators into the workshop with the rest of MDCH employees.

Documentation would be helpful as a lot of information is covered. After 2 days all the information is lumped together.

Handouts

Would love handouts of the information at the end.

Overhead projector, hand outs, reading resource list, required reading(s) prior to training

Hard copies of materials to take away for reference

An agenda and more data from credible sources

Maybe some suggested readings post-training. We could have used codes or birthday or something to match surveys instead of names. Maybe you would get more honest responses?

Have more visual aids: videos, etc.

- **More time**

Not have a condensed version of workshop to allow for in-depth discussions that are not abbreviated or rushed.

More time, another day.

If we had more time with in the workshop, but also if we had time after to discuss with our co-workers as a "whole."

Wish we could've had that extra 1/2 day to discuss application to current work and institution

More time [6]

Longer

More time and time for group discussion

To have it spread over 3 days and not be as long each day

longer- 3 days

It was just enough time for a training; work wise. But actually it could of been like another day or two and would of been more educational for all

It was a little too much information in a short time. More opportunities to move

longer spread out over the course of a year, share w/our programs

- **Less time**

Shorter?

I day not as long or maybe 3 days broken up to shorten sessions.

Could have been a one day workshop.

One day.

It could have been 3 days (1/2 days).

Shorter- too much material over two long days

Shorter - after certain time you lose your audience. You spoke a lot about it has to come from the community - we work from a state-wide perspective and there isn't much we can do.

- **More applications to work**

More time to discuss active steps in our workplace.

More time to analyze specific application to our work

Given enormity of topic, it was an excellent [unreadable] building training. Need to be on the job follow-up

See #24A (I would like to have spent more time on clear and tangible ways to address/change racism)

More time spent on how to deal with the problem and ways to incorporate the changes.

Great workshop - needs a follow up plan.

- **Workshop room and food**

More comfortable room. More breaks.

Temperature control - it's hard to focus and learn when biological needs aren't being met.

Warmer room. Incorporate more movement.

More comfortable environment. Chairs terrible for long sessions.

Good food?

Wish the chair were better for sitting in. I was in pain most of the training.

- **More about culture/history**

More discussion about culture

Would like to talk more about culture, but ran out of time.

More in depth historical perspective?

- **Presenters**

Presenters that were so inflexible.

The trainer could have been more in tuned of where the participants were.

Every trainer has their own style- their style worked for them. I do feel there were times when participants opinions were not valued because the trainers had been doing this for a while

- **Other responses**

Historical information presented and power analysis.

More involvement from the white participants.

If everyone was more open and honest.

- **Groups**

Smaller group discussions.

Smaller groups

Possibly a smaller group- 40 participants was pretty big, and we may have benefitted from more interaction

Combining the community w/ health care providers or staff

I would have liked to work more in smaller groups to address specific issues

More honesty from participants. It is difficult to ensure a "safe" environment for everyone to be truthful, given the time constraints. Ideas- separate supervisors and co-workers

More group interaction.

Maybe 1 more small group??

More discussion one on one with the group

Above (I would have liked to have discussion)

- **Reorder presentation**

Maybe going over what racism is the first day first thing instead of later in the day.

It felt like the first day there was an emphasis on working to change peoples sense of empowerment and engagement because it is more useful/important than changing policies/institutions. And felt like the second day that was switched - that policies hold the real potential for change and changing attitudes wasn't as important. I would have benefitted from an approach that valued each equally at all times.

- **No suggested improvements**

It was good!

I enjoyed it.

Nothing. [2]

Not sure if it could be done any better.

I thought it was very successful. [2]

Nothing. I enjoyed it.

Nothing I can think of

N/A [5]

No recommendations at this time- I think it was a great workshop

It was wonderful- Thank you!

Not sure; it was a lot to cover among two days but it would have been hard 2 get away for longer.

content and timeframe were appropriate

A great workshop! Don't change it.

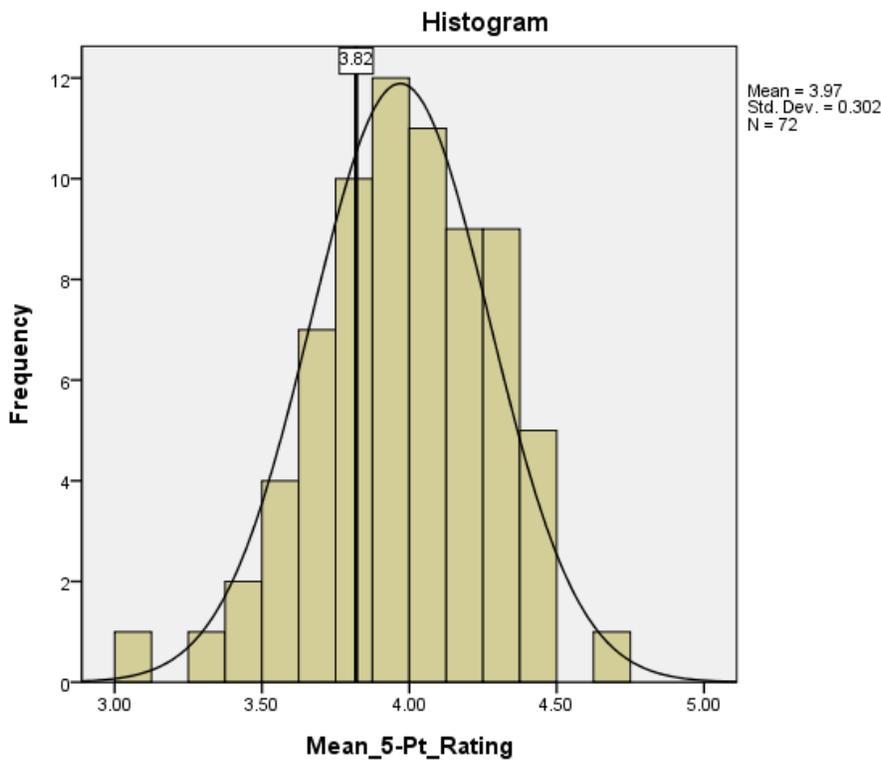
**On a five-point scale, how useful was this workshop for your work?
Circle one answer:**

1	2	3	4	5
Not at all Useful	A little Useful	Somewhat Useful	Very Useful	Extremely Useful

Mean Rating for the UR Workshop: 3.96
Standard Deviation: .93

Participants who attended the Undoing Racism workshop rated the usefulness of the workshop at 3.96. This is the same as the mean usefulness rating given of 72 other professional training events.

Comparison of this Mean Usefulness Rating with Mean Usefulness Ratings of 72 other professional training events:

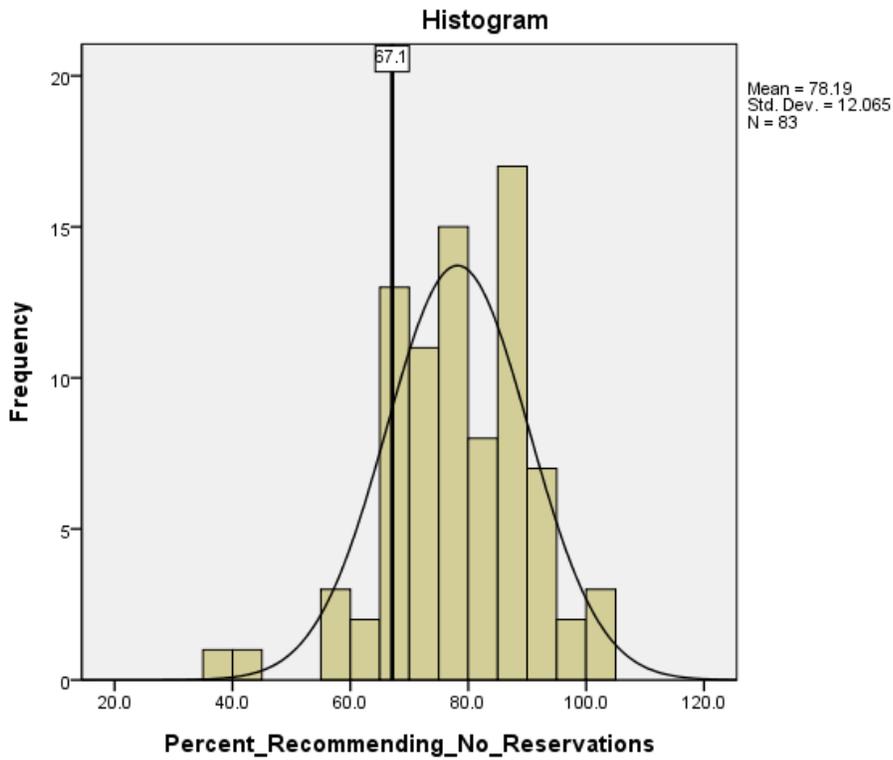


Comment [a1]: Tom- this needs to be updated to show the correct mean rating of the UR workshop (3.96 vs. 3.82)

17. If we offered this workshop again in the future, would you recommend it to a colleague? *Check one answer:*

Response	<input type="checkbox"/> No	<input type="checkbox"/> Recommend with reservations	<input type="checkbox"/> Recommend with NO reservations
Percent	4.6%	21.5%	73.8%

73.8% of the participants would recommend this workshop without reservations. This is below the average percent recommending without reservations at 83 other professional training events.



Comment [a2]: This needs to be updated as well (73.8 vs. 67.1)

Follow Up Analyses

Additional analyses were run on the pretest posttest self competency survey questions. The analyses look at the responses of the Undoing Racism Workshop participants based on their selected racial identity and their job title.

Table 1 Summary: Each racial group is improving at a similar rate. There are statistically significant differences between racial groups in regards to how they define cultural racism, and identify institutional norms and accepted practices that adversely affect minority race groups. Otherwise, there are no statistically significant differences between racial groups. One racial group is not changing scores at a faster rate than the other.

Table 1: Competency Rating by Race

Competency Rating	n	Pretest		Posttest		F Tests		
		M	SD	M	SD	Group	Time	Group x Time
<i>Articulate an understanding of racial prejudice.</i>								
White	76	3.89	.53	4.37	.54			
African American	42	4.10	.79	4.52	.51	3.80	47.99*	.12
<i>Articulate an understanding of racism.</i>								
White	77	3.88	.56	4.40	.63			
African American	41	4.15	.69	4.56	.50	5.10	45.77*	.58
<i>Explain racial privilege and power in the United States.</i>								
White	77	3.68	.70	4.43	.59			
African American	42	3.93	.87	4.64	.49	4.98	99.41*	.07
<i>Define institutional racism.</i>								
White	77	3.45	.85	4.43	.59			
African American	42	3.88	.77	4.55	.55	6.06	105.30*	3.97
<i>Define cultural racism.</i>								
White	76	3.36	.76	4.20	.61			
African American	42	4.00	.70	4.40	.63	17.14*	59.33*	7.29

Competency Rating	n	Pretest		Posttest		F Tests		
		M	SD	M	SD	Group	Time	Group x Time
Identify institutional norms and accepted practices that adversely affect minority race groups.								
White	76	3.33	.76	4.25	.61			
African American	41	3.80	.64	4.49	.51	13.11*	103.13*	2.27
Define <i>internalized racism</i> .								
White	76	3.38	.82	4.38	.58			
African American	42	3.76	.91	4.48	.59	4.28	111.68*	3.10
Define racial <i>health disparity</i> .								
White	75	3.80	.79	4.37	.61			
African American	42	3.90	.76	4.43	.55	.54	52.62*	.11
Identify and explain <i>social determinants</i> of racial health disparities.								
White	77	3.48	.90	4.25	.75			
African American	42	3.60	.91	4.45	.63	1.74	69.29*	.22
Identify policies and practices in the Michigan Department of Community Health that address racial health disparities.								
White	77	3.18	.88	3.27	.76			
African American	42	3.24	.73	3.55	.77	2.00	4.13	1.23
Identify policies and practices that provide guidance in my job duties and that may influence racial health disparities.								
White	76	3.11	.92	3.47	.85			
African American	42	3.26	.73	3.64	.85	1.72	12.62	.01

*p < .001

1. Includes only MDCH participants

Table 2 Summary: There is no statistically significant difference between each job title in regards to their rate of change in their scores. There is no difference between job titles in how they responded to the questions over time. All groups are changing scores at a similar rate. However, it is important to keep in mind that the sample size for this analysis is relatively small and to see statistically significant differences, the difference would have to be quite large.

Table 2: Competency Rating by Job Title

Competency Rating	n	Pretest		Posttest		F Tests		
		M	SD	M	SD	Group	Time	Group x Time
<i>Articulate an understanding of racial prejudice.</i>								
Administration/Management	24	3.96	.46	4.25	.55			
Program Coordinator/Specialist	49	3.98	.78	4.49	.51			
Program Consultant	38	3.97	.59	4.47	.56			
Clerical/Administrative Support	17	3.88	.67	4.29	.59	.67	39.37*	.59
<i>Articulate an understanding of racism.</i>								
Administration/Management	24	3.79	.66	4.46	.51			
Program Coordinator/Specialist	49	4.10	.59	4.57	.54			
Program Consultant	38	3.92	.63	4.39	.68			
Clerical/Administrative Support	16	3.88	.89	4.13	.72	2.26	41.45*	1.02
<i>Explain racial privilege and power in the United States.</i>								
Administration/Management	24	3.58	.88	4.54	.51			
Program Coordinator/Specialist	49	3.94	.75	4.57	.50			
Program Consultant	39	3.82	.68	4.44	.64			
Clerical/Administrative Support	17	3.24	.90	4.51	.62	2.27	143.04*	3.77
<i>Define institutional racism.</i>								
Administration/Management	24	3.50	.89	4.54	.51			
Program Coordinator/Specialist	49	3.69	.87	4.51	.55			
Program Consultant	39	3.77	.74	4.41	.68			
Clerical/Administrative Support	17	3.18	.88	4.35	.61	1.49	134.39*	2.16

Competency Rating	n	Pretest		Posttest		F Tests		
		M	SD	M	SD	Group	Time	Group x Time
Define <i>cultural racism</i> .								
Administration/Management	24	3.42	.88	4.33	.57			
Program Coordinator/Specialist	49	3.65	.83	4.37	.60			
Program Consultant	38	3.68	.74	4.21	.62			
Clerical/Administrative Support	17	3.47	.72	4.12	.60	.72	75.97*	1.10
Identify institutional norms and accepted practices that adversely affect minority race groups.								
Administration/Management	24	3.46	.78	4.33	.57			
Program Coordinator/Specialist	49	3.59	.76	4.45	.54			
Program Consultant	37	3.51	.73	4.27	.65			
Clerical/Administrative Support	17	3.35	.79	4.18	.64	1.06	111.39*	.14
Define <i>internalized racism</i> .								
Administration/Management	24	3.42	.93	4.42	.50			
Program Coordinator/Specialist	49	3.57	.91	4.55	.54			
Program Consultant	38	3.66	.75	4.39	.64			
Clerical/Administrative Support	17	3.35	.93	4.06	.56	1.19	109.76*	.98
Define racial <i>health disparity</i> .								
Administration/Management	24	3.63	.88	4.38	.58			
Program Coordinator/Specialist	48	3.96	.71	4.42	.61			
Program Consultant	38	4.08	.71	4.47	.60			
Clerical/Administrative Support	17	3.53	.72	4.24	.56	2.61	60.82*	1.48

Competency Rating	n	Pretest		Posttest		F Tests		
		M	SD	M	SD	Group	Time	Group x Time
Identify policies and practices in the Michigan Department of Community Health that address racial health disparities.								
Administration/Management	24	3.08	.93	3.33	.76			
Program Coordinator/Specialist	49	3.08	.79	3.37	.78			
Program Consultant	39	3.33	.77	3.46	.82			
Clerical/Administrative Support	17	3.18	.81	3.53	.72	.83	6.27	.24
Identify policies and practices that provide guidance in my job duties and that may influence racial health disparities.								
Administration/Management	24	3.08	.93	3.67	.76			
Program Coordinator/Specialist	49	3.14	.91	3.57	.94			
Program Consultant	39	3.26	.72	3.45	.83			
Clerical/Administrative Support	16	2.94	.68	3.53	.72	.18	18.12*	.88

*p < .001

1. Includes only MDCH participants