

Justice, Equity, Diversity, and Inclusion Newsletter

FOR CHILD AND ADOLESCENT PSYCHIATRY & PSYCHOLOGY TRAINEES



Welcome to the JEDI Newsletter

The purpose of this space is three fold:

- 1) To foster connection and camaraderie between trainees
- 2) To keep JEDI alive and central in our minds
- 3) To encourage dialogue regarding JEDI in psychiatry

Shout out to all child psychiatry fellows and psychology interns. As you go forward in your training, hopefully you will keep the principles of J.E.D.I central to your work!

Please contact Tashalee Brown (tashaleebrown@mednet.ucla.edu) with questions, comments, ideas, and feedback.

In this issue

We bring to you the amazing stories of ethnoracially minoritized trainees and faculty.

Featured Trainee:

Read Dr. Ewurama Sackey's Incredible Story.

UCLA psychiatry alumni share reflective thoughts.

"Letter to my former self" by Manal Khan

Book Recommendations

JEDI Journal Club

A discussion exploring the impact of and application of health disparities research in psychiatry.

Words and meanings to familiarize yourself with DEI initiatives.

Introduction to the CAP JEDI Chief



Featured Trainee

Dr. Ewurama Sackey

I was raised in Toronto, Canada by a single mother who was an educator, social worker, and community advocate. My mom took me everywhere with her. As a toddler, I remember coloring with crayons under tables in classrooms and boardrooms of the Toronto Board of Education while my mother taught Black History to middle school students during Saturday school, or met with school board liaisons to discuss creating more culturally diverse curricula. I eventually graduated from playing under the table to sitting at the table, trying to keep up by writing minutes in marker as the adults discussed various aspects of K-12 education.

In the 1980s, with other parents, educators, and lawyers, my mother co-founded the Organization of Parents of Black Children (OPBC), a group that focused on the inequities that Black children experienced in the education system. This organization recognized that in comparison to their peers, Black school-aged children were more likely to experience discrimination in schools through racist incidents, disproportionate punitive disciplinary actions, decreased academic accommodations and referrals to gifted programs, and were more likely to be automatically streamed into the least rigorous academic tracks in high school.

OPBC members served as advocates for children and their families by showing them their educational rights and supporting them in meetings with school administrators. This organization also worked with school board officials to increase diversity and representation in public school education and planned yearly book donations for children. Watching my mother work taught me the importance of collaboration, fostering community, and selflessness/altruism, values that I strive to bring to my work on a daily basis.

My mother's work with Children's Aid (Canadian version of DCFS) and more recently as a primary school teacher in lower-resourced areas inspired my interest in working with children through a social justice framework. During my senior year in college, I took a class called Race, Class, and Poverty in America; this class focused on the racial and social inequities in New Orleans that were highlighted during Hurricane Katrina. After college, I chose to teach high school biology in New Orleans.

My students often shared their traumatic experiences in New Orleans during Hurricane Katrina. Students watched helplessly as family members drowned in the hurricane's floods. Students walked barefoot for miles as they sought safety in other parishes that were at higher elevations. Police from other parishes pointed guns at my students and turned them away as they tried to cross parish lines. Students were separated from their families and forced to live in different parts of the country where they were ostracized and called "refugees."

Their stories helped me understand why some students had emotional outbursts in class, while others appeared distant or distracted. Above all, by sharing these narratives my students taught me the power of vulnerability and their resilience. My experience teaching high school in New Orleans planted the seeds of working with youth and families exposed to trauma. Thus, my most important teachers, my mother and my students, influenced my decision to become a child psychiatrist.



“Letter to my former self”

A reflective piece written by UCLA psychiatry alumni.

The first month of the year is often accompanied by reflecting on how far we have come and mapping out where we want to go next. I have been asked by the incredible Dr. Tashalee Brown to share lessons that I learned as the JEDI chief. Taking up this position was both exciting and intimidating. Exciting because this was uncharted territory and intimidating for the same reason.

Here are some things that I would tell my former self:

1) JEDI is not a destination. It’s an orientation, a commitment, and an aspirational way of being. It requires constant reflection, intentionality, and accountability. How do we show up in the spaces that we occupy and why? When and why do I choose to speak up? Who is this in service of? And am I truly committed to undoing structures that have lent me privilege.

2) Conversations involving JEDI principles are going to be uncomfortable. Creating comfort can come at the expense of decentering those who need our advocacy. However, everyone’s JEDI journey is unique. Meeting people where they are and having them walk alongside us will help us build a caravan.

3) Community is everything. Relational resilience is real. There is a lot of joy to be had in the presence and company of others. Therefore, intentionally create and nurture friendships. Give yourself freely to others.

I also want to use this opportunity to appreciate those who held my hand through this process. Dr. Eraka Bath is the best. Her guidance, wisdom, and deep caring nature makes you feel like you belong and carries you through. Drs. Misty Richards and Sheryl Kataoka are the coolest PDs ever. They are deeply invested, immensely innovative, and always supportive. They got you! You folks have a great community. Go fight for what your heart believes in. Your legacy will be determined by what you stand for!

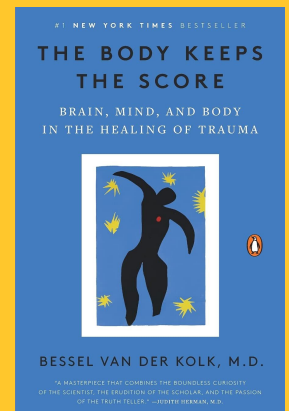
From Dr. Manal Khan

Child and Adolescent Psychiatry Alumni 2022

Reading Suggestions



Features writing by
Dr. Justin Key, former
adult psychiatry JEDI
Chief



Recommended by
Madeline Jansen

JEDI Journal Club

A short and sweet discussion of the impact and application of health disparities research in psychiatry.

A Framework for Developing Antiracist Medical Educators and Practitioner-Scholars

Impact

There is often a gap in knowledge between trainees and faculty on social justice issues. Medical students and residents are often more educated on social justice topics such as the history of racism in medicine, structural and institutional racism, structural competency, and the socioecological determinants of health and health inequities. The authors propose a framework of best practices that can guide both individual learning and growth and institutional changes needed to advance antiracist policies and practices. They define six levels in their antiracism education leadership engagement strategies: accreditation, capacity building and scalability, quality improvement, faculty development, leadership development, and accountability. “We can no longer rely solely on DEI leaders as the only faculty responsible for this work.”

Application

To develop an antiracist learning environment, medical educators and faculty must seek to build foundational knowledge and awareness on antiracism and health inequity, they must incorporate antiracism education into their practice and actively monitor their progress towards these goals overtime. These efforts should be incorporated into existing diversity equity and inclusion efforts at the organization level.



MHO [Minority Housestaff Organization]. The UCLA MHO is a housestaff-driven organization that is dedicated to the mission of excellence through diversity. It aims to recruit, develop, and advance physicians from historically underrepresented racial and ethnic groups in medicine as well as advocate for the communities that helped to produce them. Our very own, **Dr. Brittany Tarrant** is a board member.

Follow them on Instagram **@uclamho** or email to them by using this email address:

uclamho@mednet.ucla.edu

PDAC [Psychiatry Diversity Advisory Committee] The members of PDAC include trainees, research assistants, support and administrative staff, junior and senior clinical and research faculty (MD, PhD, and LICSW). They meet regularly and participate in a wide array of activities on issues related to justice, equity, diversity and inclusion. PDAC is led by **Dr. Eraka Bath**.

Words and Meanings

We have many committees and programs at UCLA that are committed to the J.E.D.I work. Take a minute to familiarize yourself with all the acronyms and their meanings and the meaningful work that happens here.

GME EDI [Graduate Medical Education’s Equity, Diversity, and Inclusion] Program. They meet regularly. Ask **Melanie Bonilla** to add you to the listserv if you are interested. [For Residents and Fellows - David Geffen School of Medicine - Los Angeles, CA](#)

JEDI [Justice, Equity, Diversity and Inclusion] **Adult Psychiatry**: The adult psychiatry residency training program has UCLA’s Psychiatry office of JEDI. It is led by **Dr. Eraka Bath** who serves as the Vice Chair for JEDI and **Dr. Enrico Castillo** the Associate Vice Chair for JEDI at the UCLA Neuropsychiatric Institute in the David Geffen School of Medicine. The JEDI Adult Psychiatry Chiefs are **Drs. Rohit Mukherjee** and **Dennis Dacarett Galeano**.



Introduction to the CAP JEDI Chief

Tashalee R. Brown, M.D., Ph.D. is a second year Child and Adolescent Psychiatry Fellow. She received her B.S. in Biomedical Engineering from Johns Hopkins University and her M.D., Ph.D. from the Weill Cornell/Rockefeller/Sloan Kettering Tri-Institutional MD-PhD Program.

She is currently a SAMHSA Minority Fellow and AACAP’s Diversity, Equity, and Inclusion (DEI) Emerging Leaders Fellow.

Her research focuses on the social determinants of mental health, the role of racism in perpetuating racial/ethnic disparities in mental health care, and the implementation of evidence-based anti-racism interventions in psychiatry.

In her free time, she enjoys baking, cooking, and training her cat **Geraldine** to do tricks.

