

Strategies for Equity in the Legislative Process

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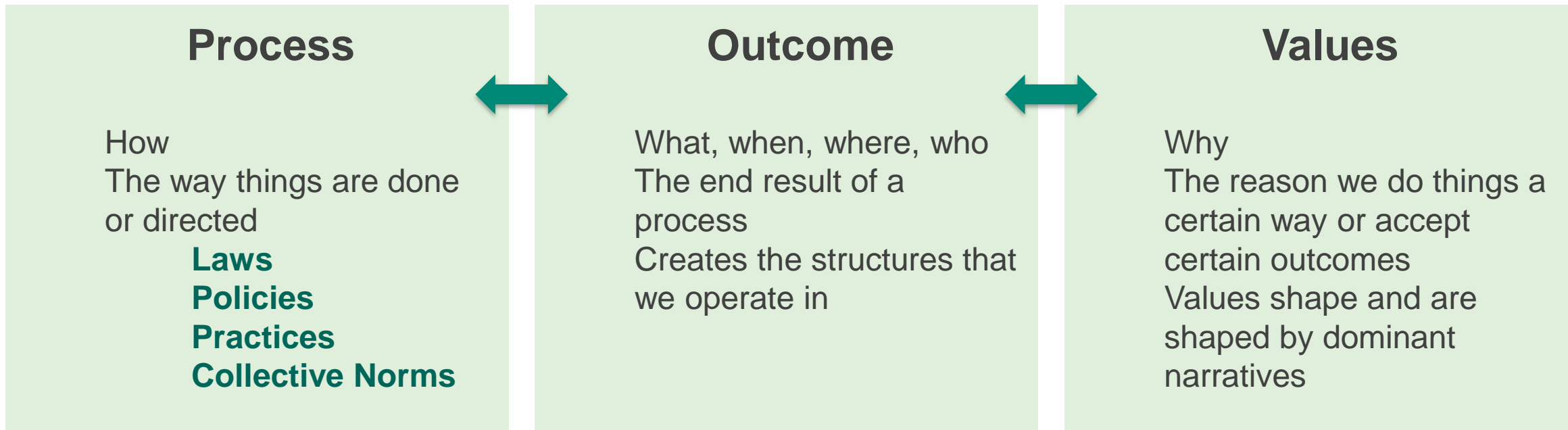
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How is racism operating here?

Adapted from C.P. Jones, (2018). Toward the Science and Practice of Anti-Racism: Launching a National Campaign Against Racism, Ethn. Dis. 28(Suppl 1): 231-234.



Look for the “absence of”.

Using an Equity Lens

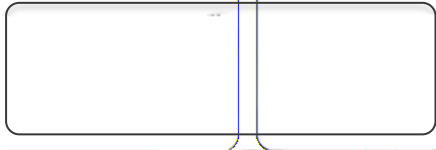
Looking for the “absence of”

an issue, policy or proposed solution on underserved and

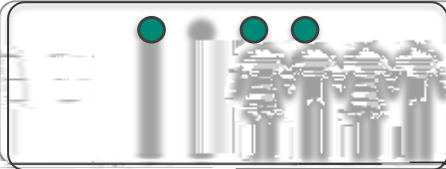
M.D. Douglas et al., (2019), **Applying a Health Equity Lens to Evaluate and Inform Policy**, Ethn. Dis. 29(Suppl 2): 329-342.

- Considering process, outcomes, and values
- Guided by a set of reflective questions that can lead to a different set of actions

Equity Lens Common Questions



Who is in the discussion and at the decision-making table?



Who is impacted by the decision, and how will they be affected? Who benefits? Who is harmed?

What do the data tell us and whdtmio98 254.1651.11 348.24 248.39

Reviewing the Model Public-Health-Emergency Authority Act Using an Equity Lens

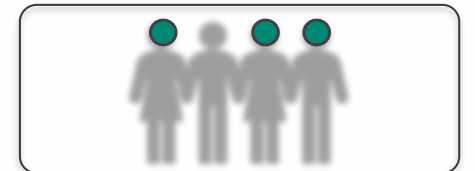
1. Who is in the discussion and at decision-making table?

- Public health professionals and experts
- Community members and experts
- Communication and public reports

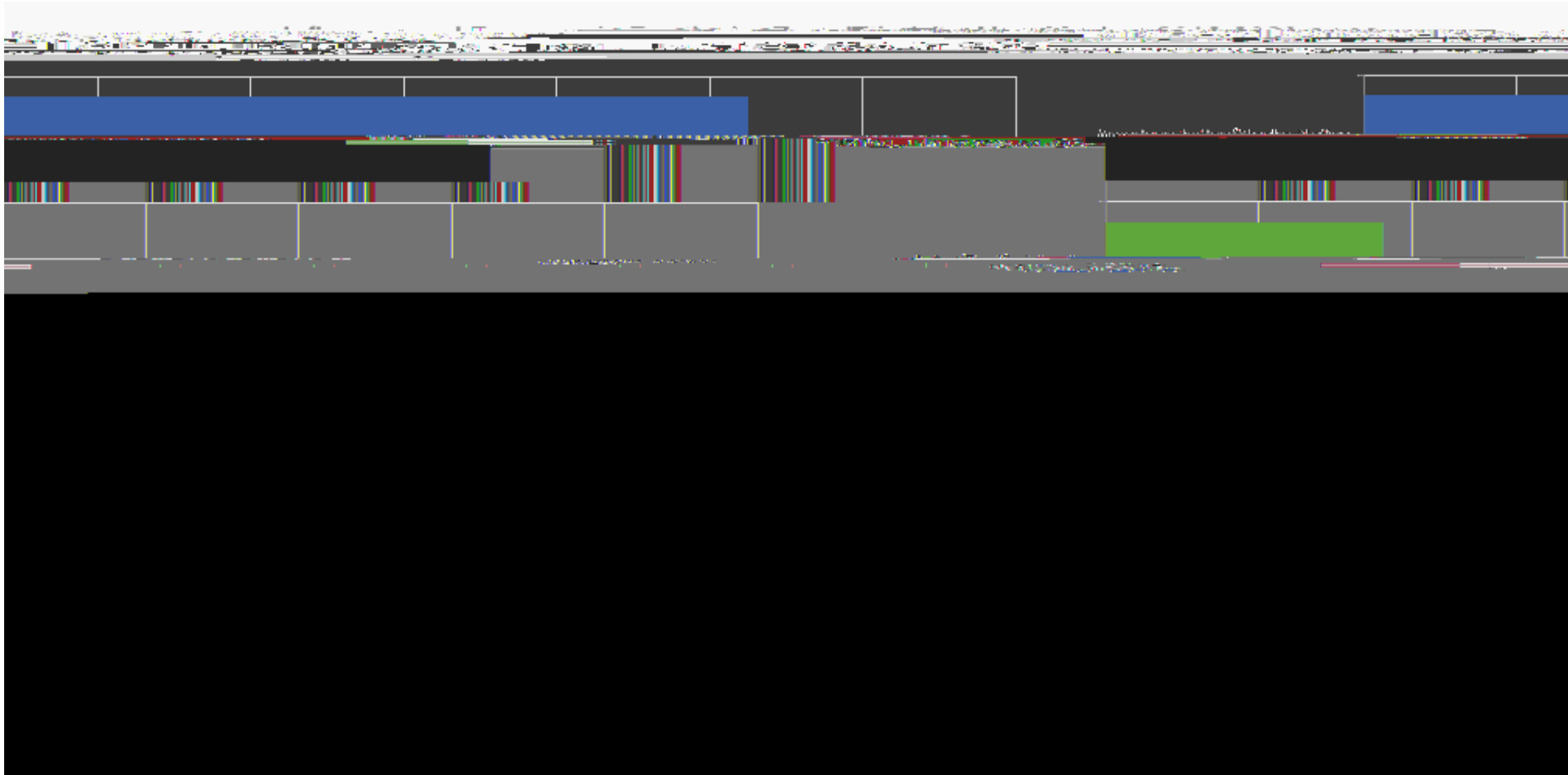


2. Who is impacted, and how will they be affected? Who benefits? Who is harmed?

- “Affected population”
- “Single case”
- “Population-level harm”



Affected Population - Examples



NM-IBIS,
retrieved
3/1/23

Affected Population - Examples

1918 Flu – initially urban areas and people of color, especially Native Americans. This pattern later shifted to white people but Native Americans still had the worst outcomes.

2009 H1N1 Pandemic – racial composition shifted over the course of the pandemic, but highest overall risk for death was among Hispanic patients. There were also prominent occupation-specific disparities.

G. McCarthy et al., (May 2022), **History Repeating-How Pandemics Collide with Health Disparities in the United States**. J Racial Ethn Health Disparities, 20:1–11.

Other examples: HIV/AIDS, Mpox, opioid crisis

Affected Population - Examples

Adapted from Tacoma-Pierce County Health Department, Health in All Policies Health Lens Analysis Tool

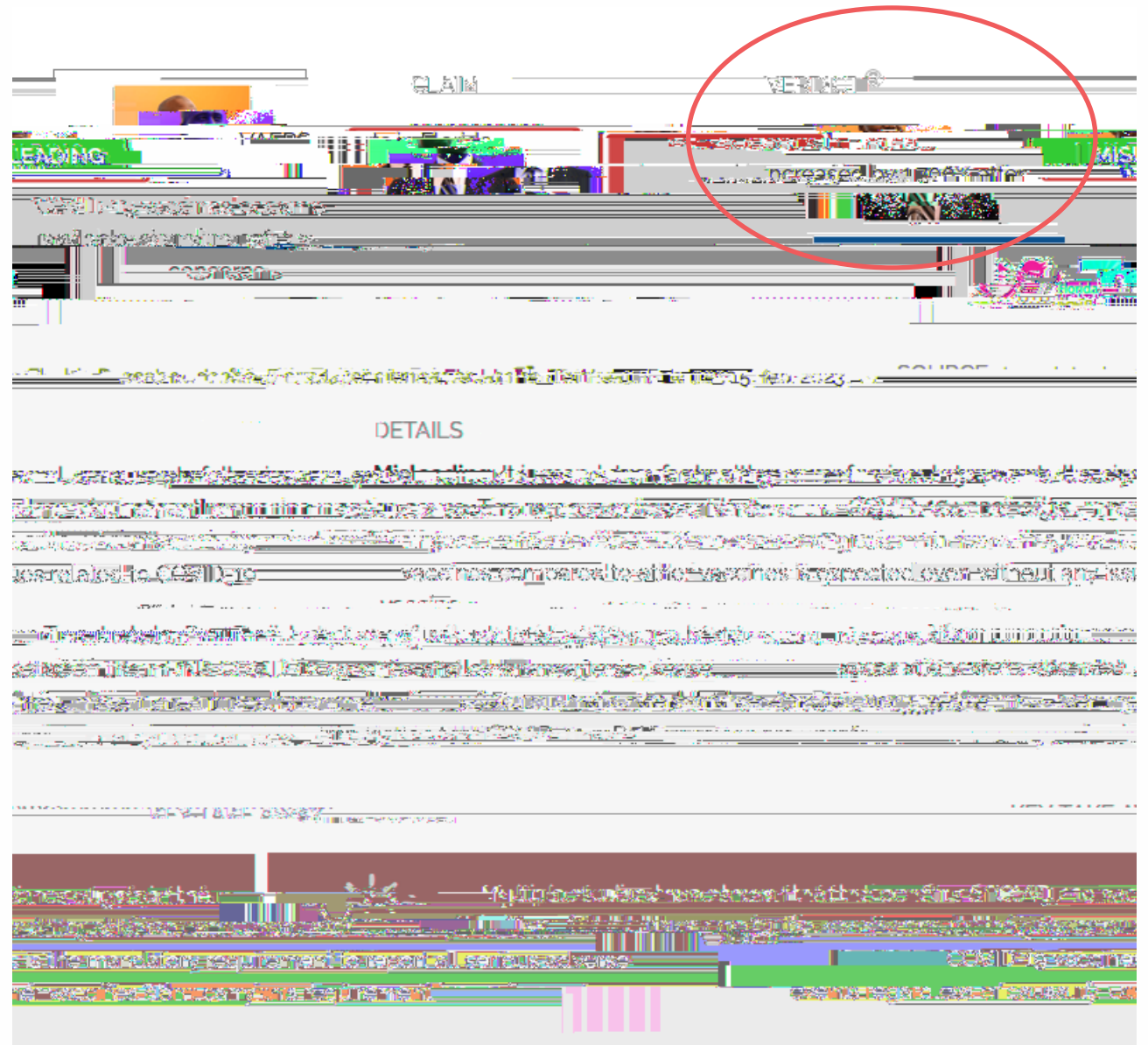
Population Impacted	Positive Impacts for Population	Negative Impacts for Population	Potential Actions to Improve Impacts
Low income			
People of Color			
Non-English Speakers			
People with Disabilities			
Sexual Orientation			
Gender Identity			
Older Adults			
Youth			
Rural			
Low Education			
People Living in Poverty			
Housing Unstable			

Evidence Example

Source: Health Feedback

Florida Department of Health misleads on COVID-19 vaccine safety with erroneous comparison of VAERS reports.

<https://healthfeedback.org/claimreview/florida-department-health-misleads-covid-19-vaccine-safety-erroneous-comparison-vaers-joseph-ladapo/>



Systems vs. Individuals - Example

Pulse oximeters
ability to measure
oxygen saturation
is affected by skin
pigmentation and
melanin



Black, Hispanic,
and Asian
American patients
treated in ICUs
had greater
discrepancies in
blood saturation
levels versus
white patients



Patients of color
received less
supplemental
oxygen than white
patients

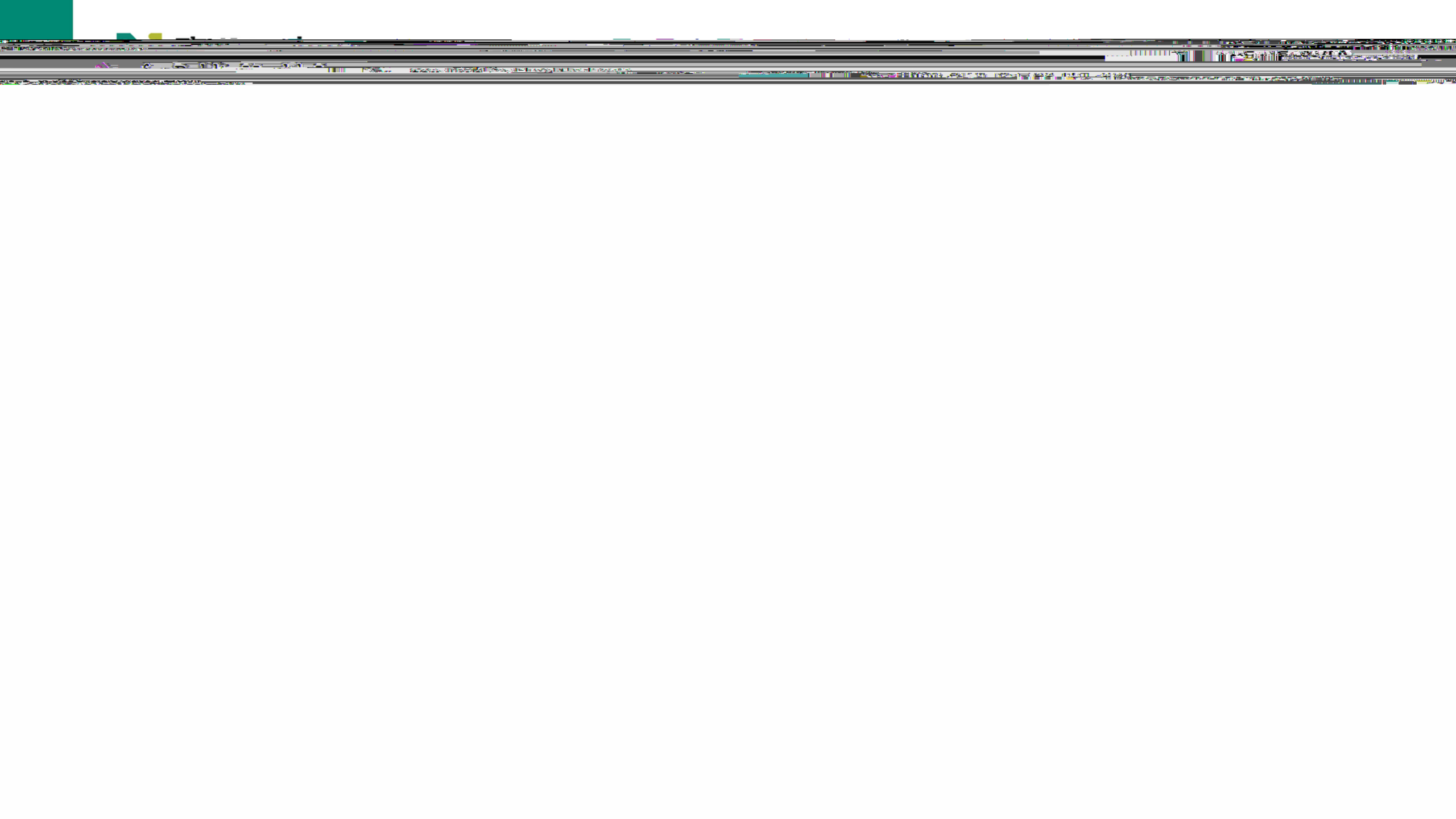


Potential Gaps & Opportunities Tribal Communities

coordination with tribes, pueblos, and nations.

- Authority may exist via other statutes.
- Is there value in recognizing Tribal sovereignty and coordination during a public health emergency in this Model Act?

Example –



COVID Disparities Task Forces

Exploring the “absence of”

KEY ISSUE	TOP POLICY RECOMMENDATIONS
Equitable data practices	<ul style="list-style-type: none">• Standardize data collection, and collect and report more comprehensive data• Create health equity dashboards to inform the public, drive decision-making, and create accountability
Community Engagement and Inclusion	<ul style="list-style-type: none">• Ensure public input in developing recommendations for COVID-19 response• Facilitate public participation in decision-making processes
Communication Strategies	<ul style="list-style-type: none">• Develop culturally relevant messaging including communications in multiple languages• Entrust community members to deliver messaging to bolster trust between community groups and government entities providing resources

Lessons Learned: Getting Bills Passed

Sound scientific/rational justification

Cannot be achieved through rulemaking

Aligned with Governor's priorities

Low cost/No cost – reasonable budgetary request

Support/Opposition

Lessons Learned: Getting Bills Passed

Fiscal Impact Reports

8. DISPARITIES ISSUES

Describe the bill's impact on the state's most vulnerable populations, including low-income individuals, racial and ethnic minorities, and people with disabilities. Describe any potential disparities in the bill's impact on these populations and how the bill addresses or exacerbates these disparities. If the bill exacerbates disparities, describe the specific ways in which it does so.

9. ALTERNATIVES

Describe any alternative policies that would address the problem the bill is intended to solve. If there are no alternatives, write "None."

CONSEQUENCES OF NOT ENACTING THIS BILL? **10. WHAT WILL BE THE COSTS OF THE BILL?**

11. AMENDMENTS

number for the change. If there are no proposed amendments, write "None."

Propose exact language, and note the exact page, section, and line

Example from New Mexico Department of Health



Lessons Learned: Getting Bills Passed

Washington State Department of Health

BILL ANALYSIS

1/7/15

number:	Companion:	Date:	Bill N
vision:	Analyst:	Issue:	Lead Di
Summary of the bill:	Sponsor:		Topic:
raised by bill:			Brief Sum
			Concerns

Describe any positive or negative impact the bill may have on tribal health concerns.

Example from Washington State Department of Health

Shared during APHA Annual Meeting, Nov. 4, 2015: Applying a Health Equity Lens When Completing Bill Analyses

2013: Assessment of
New Mexico's public
health laws based on
the **Model State Public
Health Act**



2014:
Public
Health Law





Domain 4: Strengthen, support, and mobilize communities and partnerships to improve health.



Measure 4.1.3 A: Engage with community members to address public health issues and promote health.



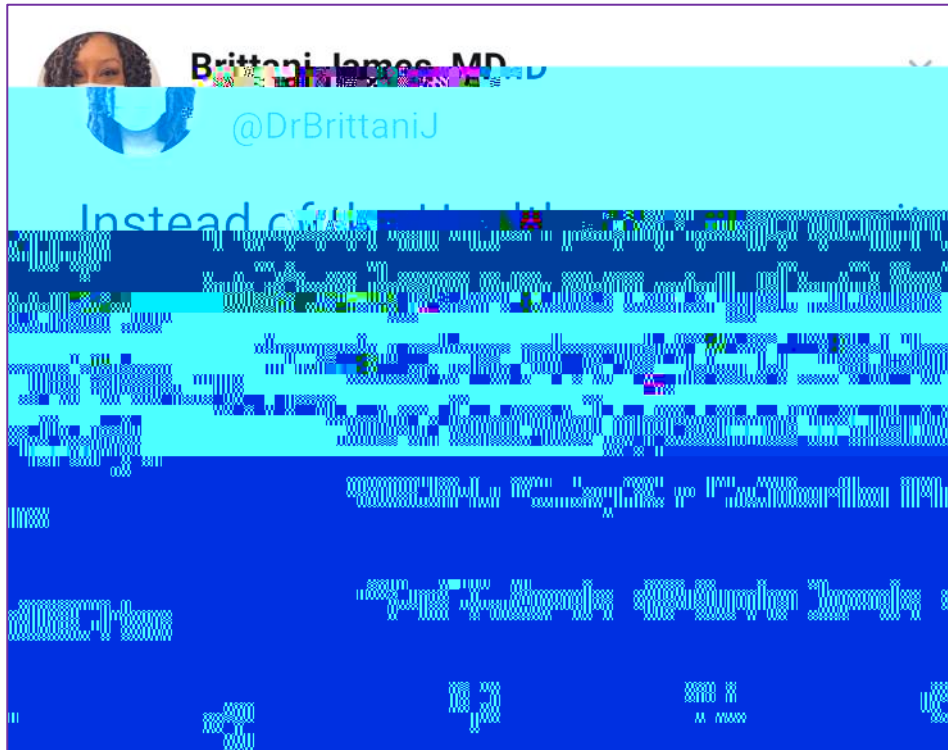
Examples include:

- Making the decision-making structure **inclusive and transparent** to empower community members or developing **mechanisms for shared ownership** in the process.
- Enhancing residents' capacity to **understand levers of power or influence** in policy change.
- Ensuring consistency and transparency in how the health department engages with the community, such as, **creating space for community participation** on workgroups, [and] hosting meetings in locations and times convenient to community members or partners....

Accreditation: Influence Policies, Plans, and Laws

Domain 5: Create, champion,
and implement policies, plans, and

Communication



Rebuilding Trust in Public Health

Making Public Health More Trustworthy

Collaborative for Anti-Racism and Equity HereNow.org

- Streamline access to key resources and information
- Facilitate connections
- Center and amplify community-led efforts and community-generated ideas
- Inform legal and policy solutions

Thank you!

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