



June 15, 2023

3:00 PM ET

**AIM TAP WEBINAR:**  
**Respectful Care Education**  
**for Providers:**

*Options for How to Start Making Progress*



with Renée Byfield MS, RN, FNP, C-EFM,  
Debra Bingham DrPH, RN, FAAN,  
& Amy Ushry MPH, BSN, RN, CCM



ALLIANCE FOR INNOVATION  
ON MATERNAL HEALTH

**The Alliance for Innovation on Maternal Health is a national, cross-sector commitment designed to support best practices that **make birth safer, improve maternal health outcomes, and save lives.****

**You can find more information at [saferbirth.org](https://saferbirth.org).**

This program is supported by a cooperative agreement with the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number UC4MC28042, Alliance for Innovation on Maternal Health. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.



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**AIM does not endorse any one resource for respectful care, implicit bias, or anti-racist education and training.**

**This is in line with the precedent that AIM does not endorse resources for other topics.**

**The content of this presentation should not be construed as explicit endorsement.**



# Before we get started

**AIM TAP  
Webinars  
are recorded**

**Resources  
discussed are not  
vetted or endorsed  
by AIM or ACOG  
and are provided  
for your  
convenience.**

**Resources  
should be  
used at your  
discretion.**

**If you need  
help during  
the call, please  
chat an AIM  
staff member.**



# Respectful Care Education for Providers:

*Options for How to Start Making Progress*



**Renée Byfield**  
MS, RN, FNP, C-EFM



**Debra Bingham**  
DrPH, RN, FAAN



**Amy Ushry MPH,**  
BSN, RN, CCM

**SPEAK UP Program at  
Perinatal Quality Institute**

**ACOG Respectful Care e-Modules  
in collaboration with MHLIC**

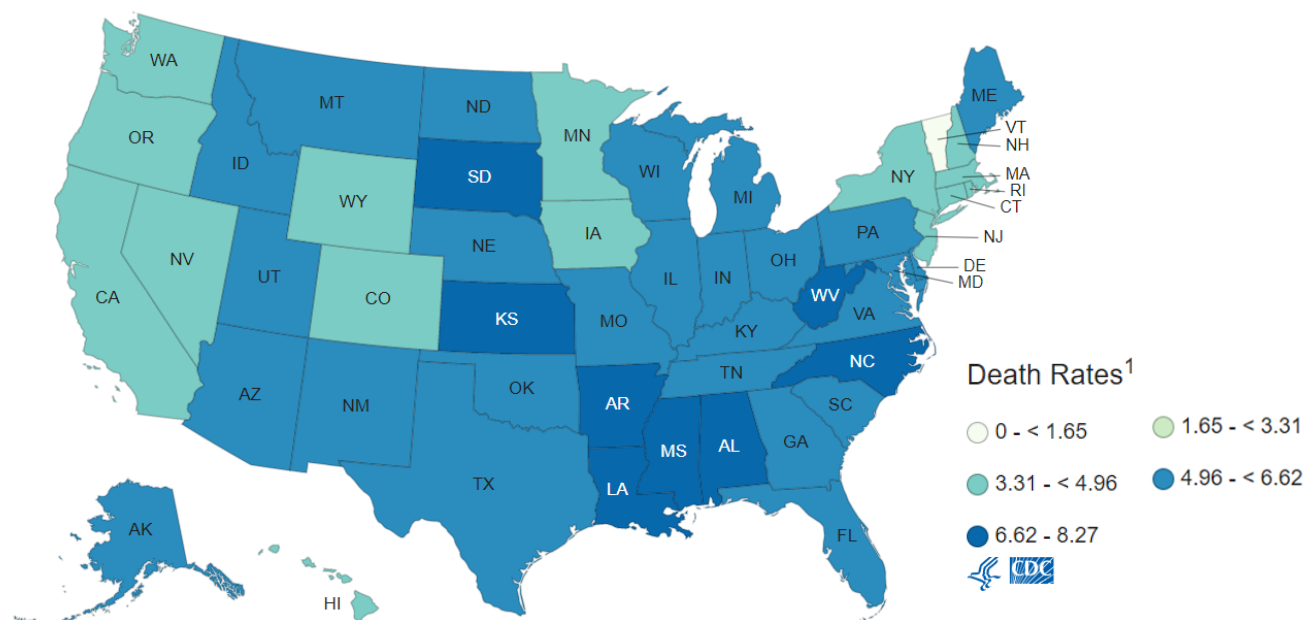
# Educating Providers on Infusing Equity into Quality Improvement

AIM ACOG TAP Webinar - June 15, 2023

Presented by: Debra Bingham, DrPH, RN, FAAN  
Renee Byfield, MS, RN, FNP, C-EFM

# U.S. Infant Mortality Rates

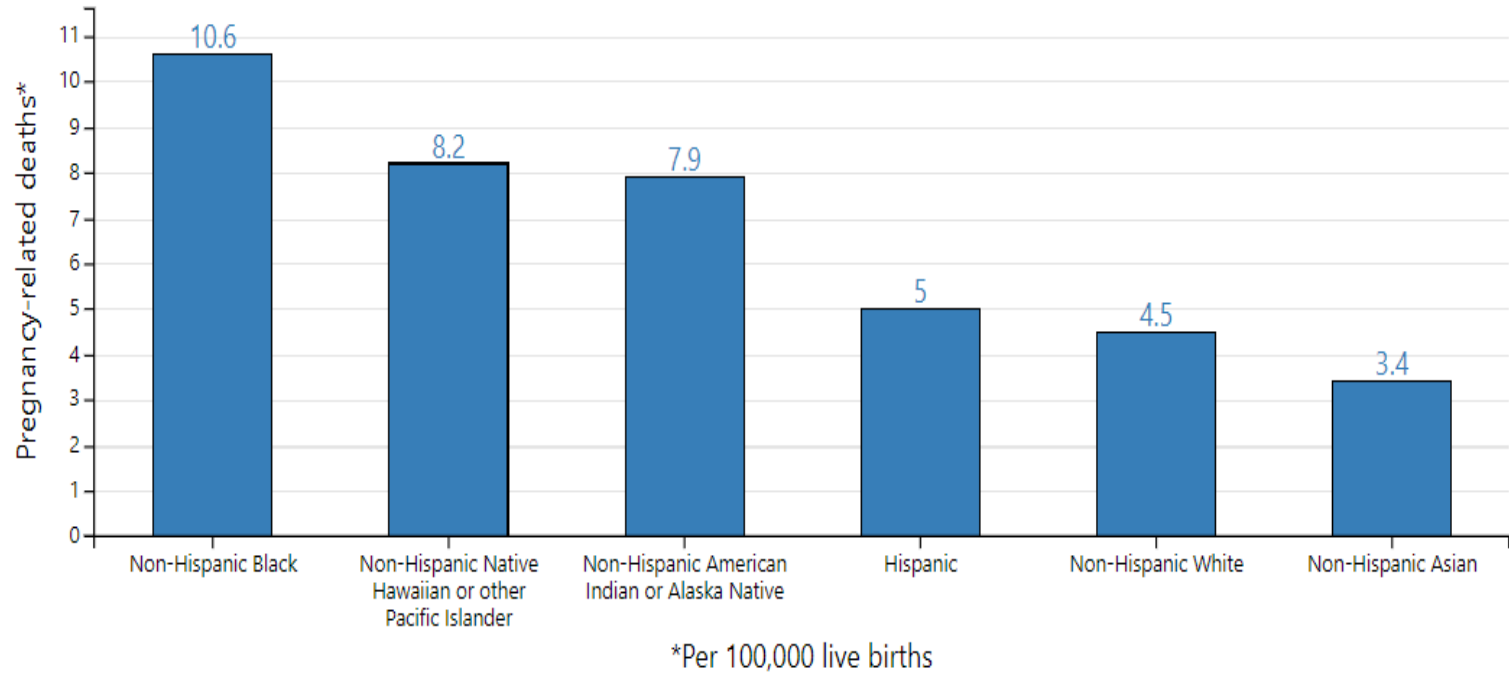
In 2020, the infant mortality rate in the United States was 5.4 deaths per 1,000 live births.



Mississippi = **8.3** / Massachusetts = **3.9**  
U.S. average for 2020 = **5.4** per 1,000 live births

[https://www.cdc.gov/nchs/pressroom/sosmap/infant\\_mortality\\_rates/infant\\_mortality.htm](https://www.cdc.gov/nchs/pressroom/sosmap/infant_mortality_rates/infant_mortality.htm)

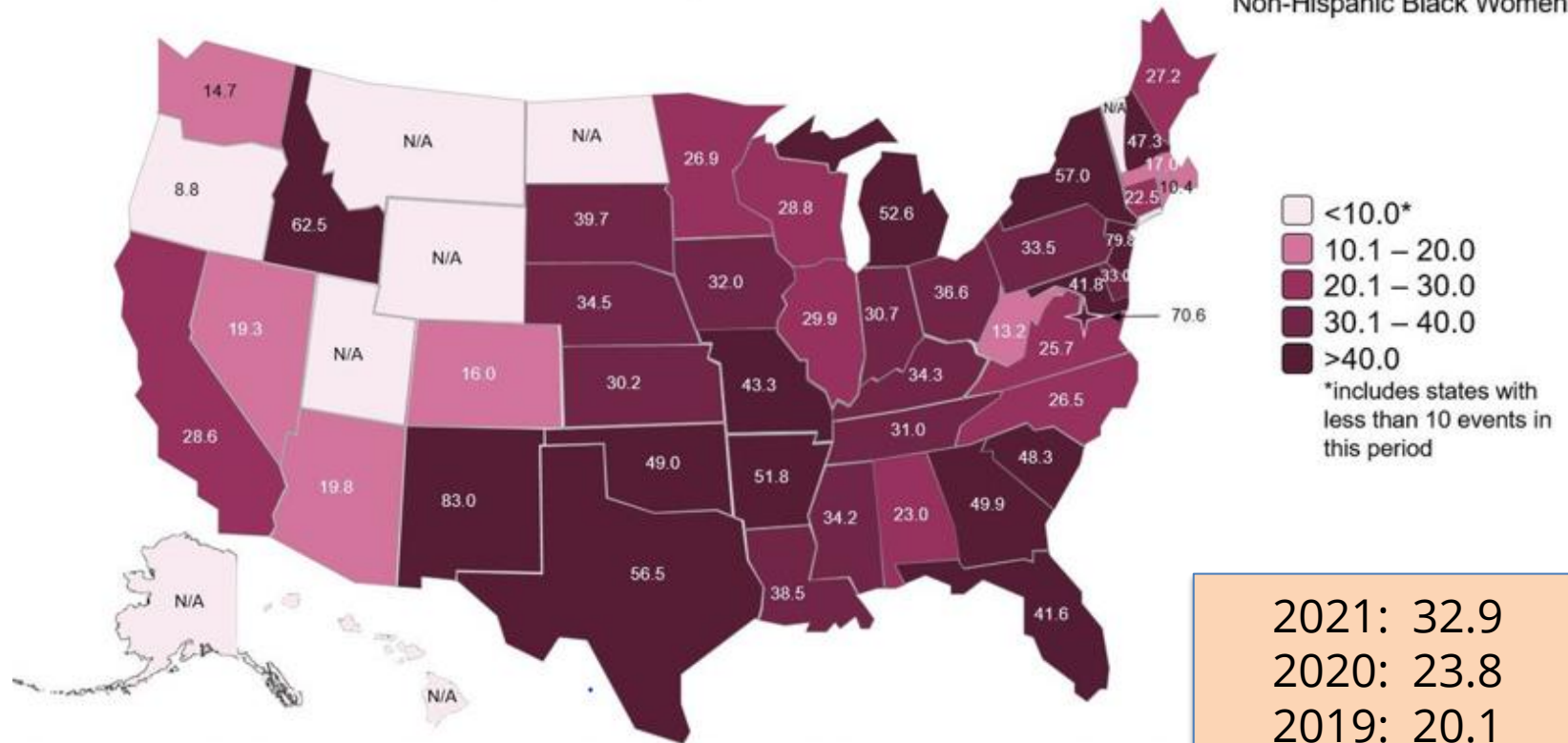
# Infant Mortality Rates by Race and Ethnicity, 2019



<https://www.cdc.gov/reproductivehealth/maternalinfanthealth/infantmortality.htm>

## Maternal Mortality Ratio per 100,000 Live Births, 2005-2014

Non-Hispanic Black Women

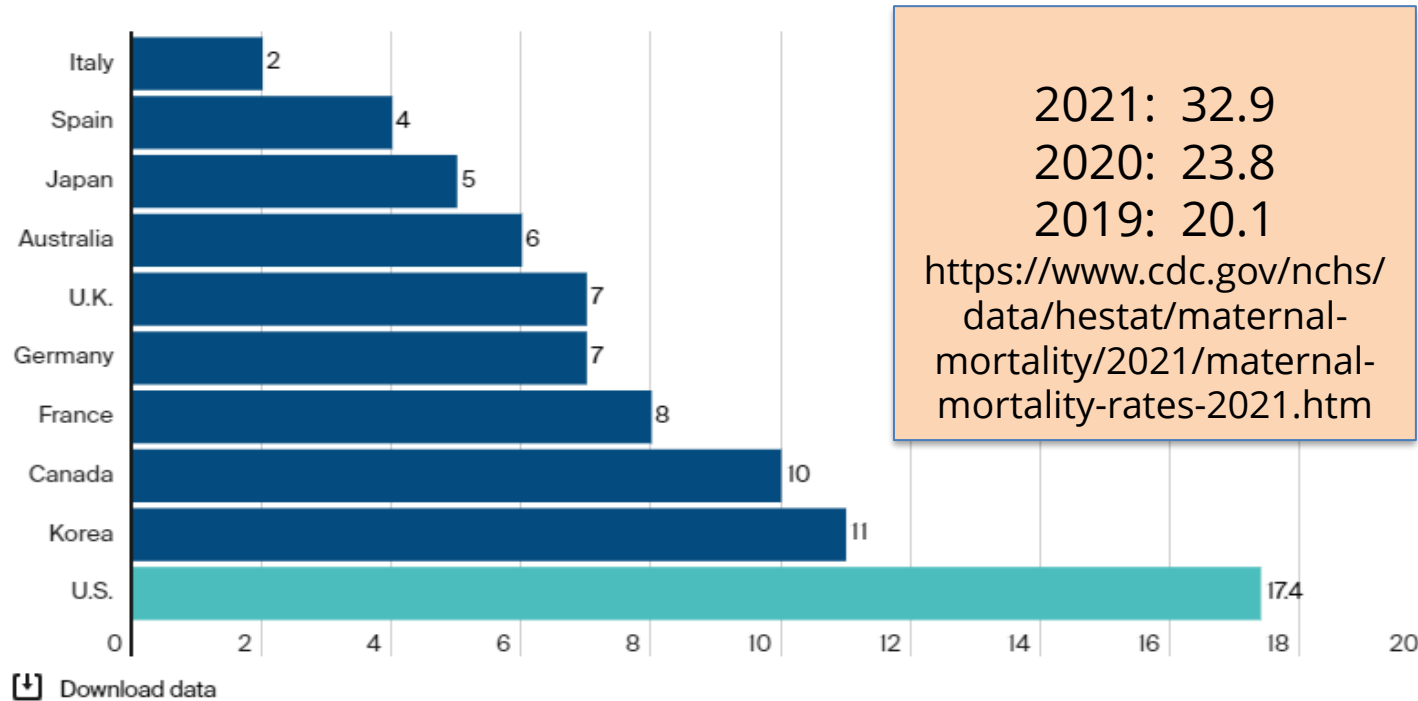


Source: Moaddab, et al. "Health Care Disparity and State-Specific Pregnancy-Related Mortality in the United States, 2005–2014", Gynecol 2016;128:869–75.

2021: 32.9  
2020: 23.8  
2019: 20.1  
<https://www.cdc.gov/nchs/data/hestat/maternal-mortality/2021/maternal-mortality-rates-2021.htm>

## U.S. Maternal Mortality Ratio Compared to Industrialized Countries with 300,000+ Births, 2017–2018

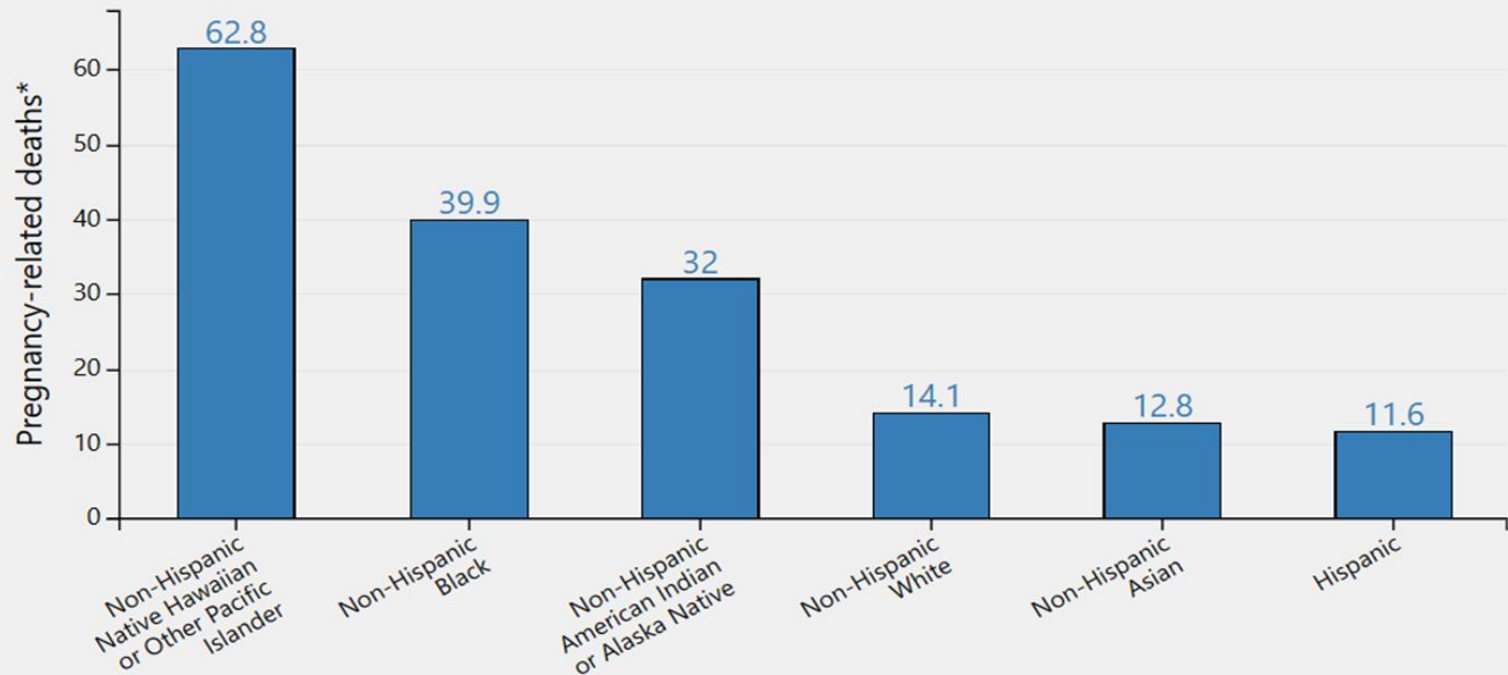
Maternal deaths per 100,000 births



Data: World Health Organization et al., *Trends in Maternal Mortality, 2000 to 2017: Estimates by WHO, UNICEF, UNFPA, World Bank Group and the United Nations Population Division* (WHO et al., 2019); and Donna L. Hoyert and Arialdi M. Miniño, "Maternal Mortality in the United States: Changes in Coding, Publication, and Data Release, 2018," *National Vital Statistics Report* 69, no. 2 (Jan. 30, 2020): 1–16.

Source: Laurie Zephyrin, M.D., and Eugene Declercq, Ph.D., "Measuring Maternal Mortality," *To the Point* (blog), Commonwealth Fund, Feb. 6, 2020. <https://doi.org/10.26099/c14w-nq52>

## Pregnancy-related mortality ratio by race/ethnicity: 2017-2019



\*Per 100,000 live births

[https://www.cdc.gov/reproductivehealth/maternal-mortality/pregnancy-mortality-surveillance-system.htm?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Freproductivehealth%2Fmaternalinfanthealth%2Fpregnancy-mortality-surveillance-system.htm](https://www.cdc.gov/reproductivehealth/maternal-mortality/pregnancy-mortality-surveillance-system.htm?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Freproductivehealth%2Fmaternalinfanthealth%2Fpregnancy-mortality-surveillance-system.htm)

PQI's Mission:

To **expand the use of improvement science** to eliminate preventable perinatal morbidity and mortality and end perinatal racial and ethnic disparities

# Executive Advisory Board Members



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# Explicit and Implicit Bias



| Explicit Bias                                              | Implicit Bias                                                                                   |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Conscious                                                  | Unconscious                                                                                     |
| Purposeful due to people's beliefs and attitudes; judgment | Embedded stereotypes that heavily influence our decision-making without our conscious knowledge |

“There is no quality without equity  
and no equity without quality!”

Renée Byfield, MS, RN, FNP, C-EFM

“Conversation is where change begins and we all have the power to change the conversation.”

Debra Bingham, DrPH, RN, FAAN

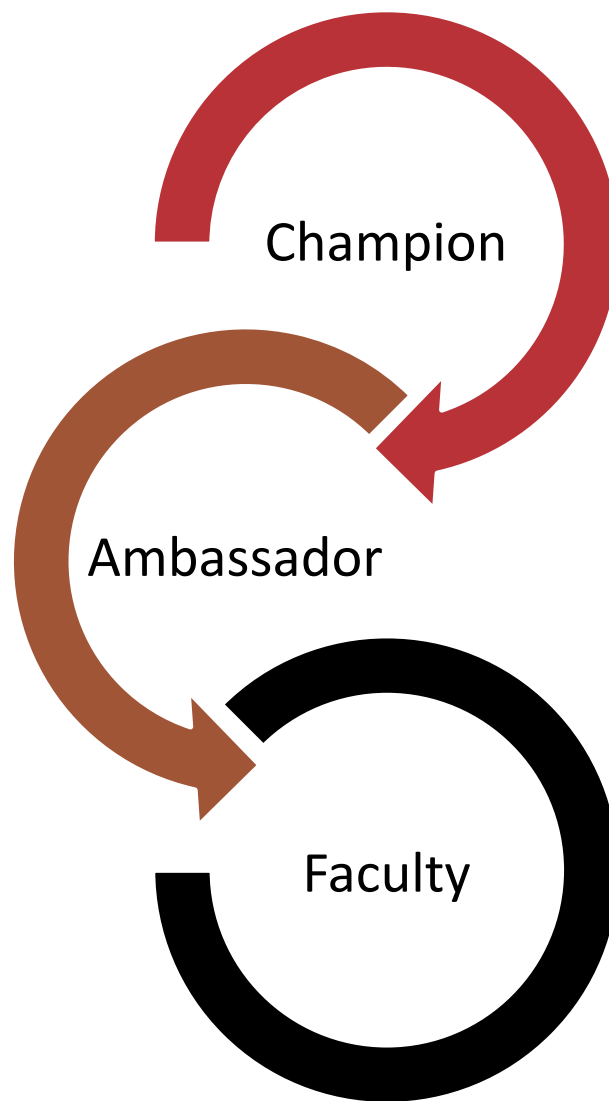
# SPEAK UP Against Racism

(Acronym and Mnemonic)

- S
- P
- E
- A
- K
- U
- P

More Information is  
available at:  
[www.perinatalQI.org](http://www.perinatalQI.org)

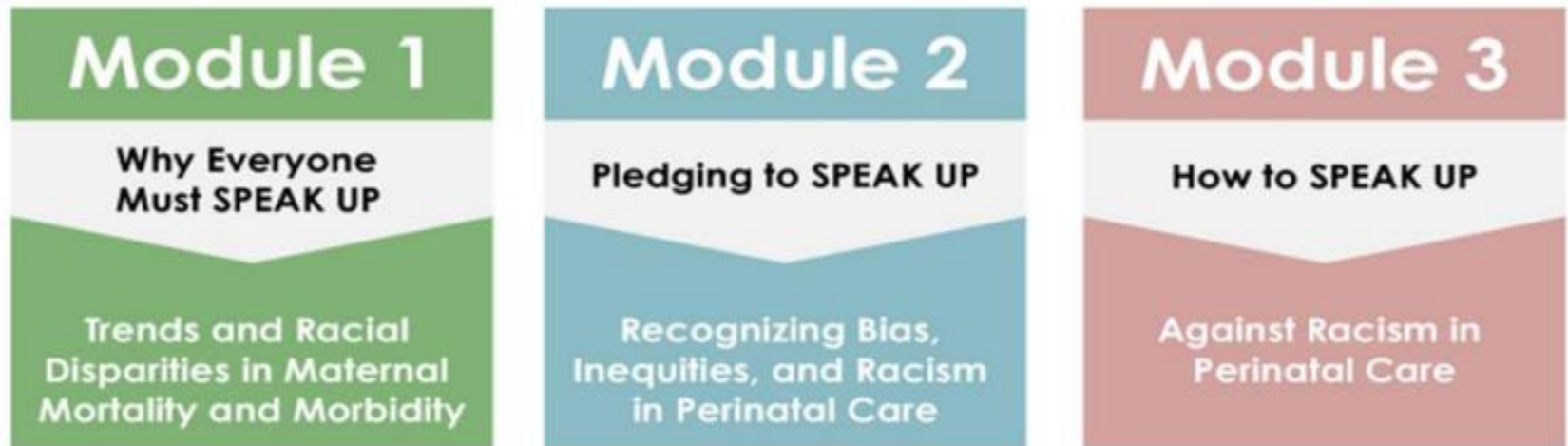
# SPEAK UP Action and Learning Pathway



# SPEAK UP Implicit and Explicit Racial Bias, v2

## [Bundle of Three \(CNE & CME Available\)](#)

### THE SPEAK UP MODULES INCLUDE:



Purchase provides Free or Discounted Access for 1 year to SPEAK UP on-line Education

Check whether you have a promo code to access the modules for free or at an additional discount

# Key Characteristics of the SPEAK UP Action and Learning Pathway

- Shared mental model
- Reflection and vulnerability for transformation
- Varied educational methods
- Focus on perinatal data and case studies
  - Debunk myths
  - Historic data
  - Current data
- Public Health Models
- Quality Improvement methods and tools
  - Action oriented
  - Create SMARTIE goal(s)
  - Create an action plan
- Ongoing support for SPEAK UP Champions - 3 national check-in meetings a year (FREE)

# SPEAK UP Program Evaluation

- Thank you to our evaluators:
  - Andreea Creanga, PhD, MD, Associate Professor, Johns Hopkins University
  - Noelene Jeffers, Assistant Professor, PhD, CNM, PhD, IBCLC

# Evaluation Questions & Data Sources

- What are key differences in trainees' **knowledge of, attitudes toward**, awareness and mitigation of racism and its effects on perinatal care before and after attending the SPEAK UP Champion trainings?
  - *Pre- and post-education data collected in conjunction with SPEAK UP courses*
  - *Implementation survey data - Fall 2023*
- What **practice and behavior** did trainees implement in the year after attending the SPEAK UP Champion trainings?
  - *SPEAK UP Champion implementation survey data - Fall 2023*
- What were **key facilitators and barriers** to observed changes in trainees' knowledge, attitudes, practices, and behaviors after the SPEAK UP Champion trainings?
  - *Qualitative interviews with SPEAK UP Champions - Fall 2023*

# SPEAK UP Champions Course

1<sup>st</sup> course was June 2019

|                 | 2019 | 2020 | 2021 | 2022 | 2023 |
|-----------------|------|------|------|------|------|
| <b>GA</b>       |      | 1    | 1    | 1    | 1    |
| <b>IL</b>       |      | -    | 1    | 2    | -    |
| <b>MA</b>       |      | 1    | 5    | 3    | 1    |
| <b>NJ</b>       | 2    | 1    | 2    | -    | -    |
| <b>RI</b>       | 1    |      |      |      |      |
| <b>TN</b>       |      | -    | 1    | -    | -    |
| <b>WA</b>       |      | 2    | -    | -    | -    |
| <b>National</b> |      | -    | 3    | 2    |      |

*Notes:* Numbers represent number of trainings each year. N=31

**Currently there are over 1,500 SPEAK UP Champions  
who work in 36 different states**

# Polling

Race is not biology; it is  
not based in genetics  
or science.

**True or False**



# Preliminary Evaluation Data is Encouraging

- **Improved knowledge**

- Race is a social construct, not biology or genetics

- Why racial categories exist

- Relationship between perinatal racial disparities and racism

- **Improved attitudes**

- Recognition of racism in perinatal care

- Individuals have implicit biases

- **Changes in behaviors will be assessed**

# SPEAK UP Training Satisfaction

- **>95% satisfied with overall training** (i.e., promotional information, registration, scheduling, objectives being met, quality of instruction)
- 85% recognized knowledge gained as essential for individuals who support women before, during and after pregnancy
- **9.5 in 10** trainees would recommend the education to others
- **1 in 4** learners expressed interest to become SPEAK UP faculty

# Key Takeaways from Trainees

*The concept of **race as a social construct**. Discussions re: race and figuring out how to navigate in an educated and respectful way."*

*"It is **RACISM**, not **RACE**, that is a risk factor in health outcomes. Race is a social construct. **SPEAK UP!**"*

*"I learned about my own implicit bias and I will strive to be aware and to follow the **SPEAK UP** Program against racism. I **learned about medical abuse and mistreatments** that happened in history to Black people that I was not aware of."*

*"I have a better understanding of the **difference between equity and equality**. I really understand the strong disparities that are apparent in the statistics surrounding childbirth."*

*"The **insidiousness of bias**."*

*"**Daily reflections**. Not being silent."*

# Examples of Quality Improvement SPEAK UP Action Plan Topics

- **Faculty Person at a Nursing School** – *review and update all education materials from a racial equity lens*
- **Public Health & Hospital Clinical Leader** – *will track all data, including QI data, by race/ethnicity & from a race equity perspective*
- **Physician & Nurse Leaders** – *will encourage members of the perinatal team to participate in PQI's 28-Day Challenge, become SPEAK UP Champions, and complete the SPEAK UP online modules*
- **Staff Nurse** – *will interrupt co-workers who are saying disrespectful things about patients*

INSTITUTE FOR  
**PERINATAL  
QUALITY  
IMPROVEMENT**



Get a group of colleagues to join you in completing the 28-day challenge!

# 28 Day Anti-Racism Challenge, v2

Two-thirds of maternal deaths are preventable. How will you do your part?

Join us for daily opportunities to Reflect, Learn, and Act.

Get a group of colleagues to join you in completing the 28-Day Challenge. Registration is open [www.perinatalQI.org](http://www.perinatalQI.org)

Launched  
February 1, 2023

**SPEAK  
UP**  
AGAINST  
RACISM

# Four Birth Equity Webinars and Coaching in MA

- Goal 1: Racial equity statements
- Goal 2: Track data by race/ethnicity
- Goal 3: Debrief from a racial equity perspective
- Goal 4: Maternal care provided based on racial equity

## PNQIN MA SPEAK UP Equity Webinars

SPEAK UP Program » PNQIN MA SPEAK UP Equity Webinars

+ Share |    

<https://www.perinatalqi.org/page/PNQINMASPEAKUPEquityWebinars>





**NATIONAL QUALITY  
IMPROVEMENT ESSENTIALS  
CONFERENCE**

EARLY BIRD  
pricing available  
through  
April 15!

**TUESDAY, JUNE 6**  
9 AM - 3 PM

Designed to support learners in drafting context-specific quality improvement and safety action plans. Join us for a hands on, interactive learning experience!

**Next Date to be Determined!**

**Tools and examples are free at [www.perinatalqi.org](http://www.perinatalqi.org)**

# Quality Improvement Essentials

## National Conference

[www.perinatalQI.org](http://www.perinatalQI.org)



**SPEAK UP is A Journey Not a Sprint**

# Become a PQI Professional Member!

Support PQI's mission by signing up for a Professional Membership.

Receive:

- Updates from PQI including *From the Desk of Debra Bingham*
- Exclusive discounts on conferences and store purchases



\*benefits available with a paid Professional Membership

**QI Saves Lives! Join Us!**  
**Questions: [info@perinatalQI.org](mailto:info@perinatalQI.org)**

- Basic Membership is FREE
- PQI Professional Members get a discount on all educational offerings

# Chat Waterfall

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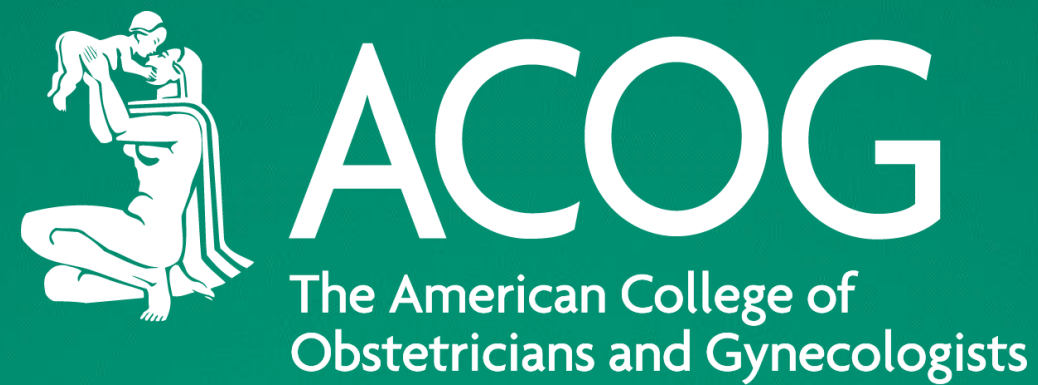
What are you  
doing to ensure  
birth equity?





Thank You

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# RESPECTFUL CARE eMODULES

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Amy Ushry, MPH, BSN, RN, CCM  
Senior Nurse Program Manager

# OVERVIEW

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- Background
- Maternal Health Learning and Innovation Center
- Learning Objectives
- Content
- Coming Soon: eModule Supplemental Resources
- Collective Action Against Racism
- Considerations

# BACKGROUND

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- Institutional and systemic racism contribute to perinatal health inequities
- ACOG has made a formal commitment to changing the culture of medicine
- Requires honest examination of the past and present
- Importance of self-reflection and continued learning
- 3 eModules developed in partnership with MHLIC released in 2022



# Maternal Health Learning & Innovation Center™



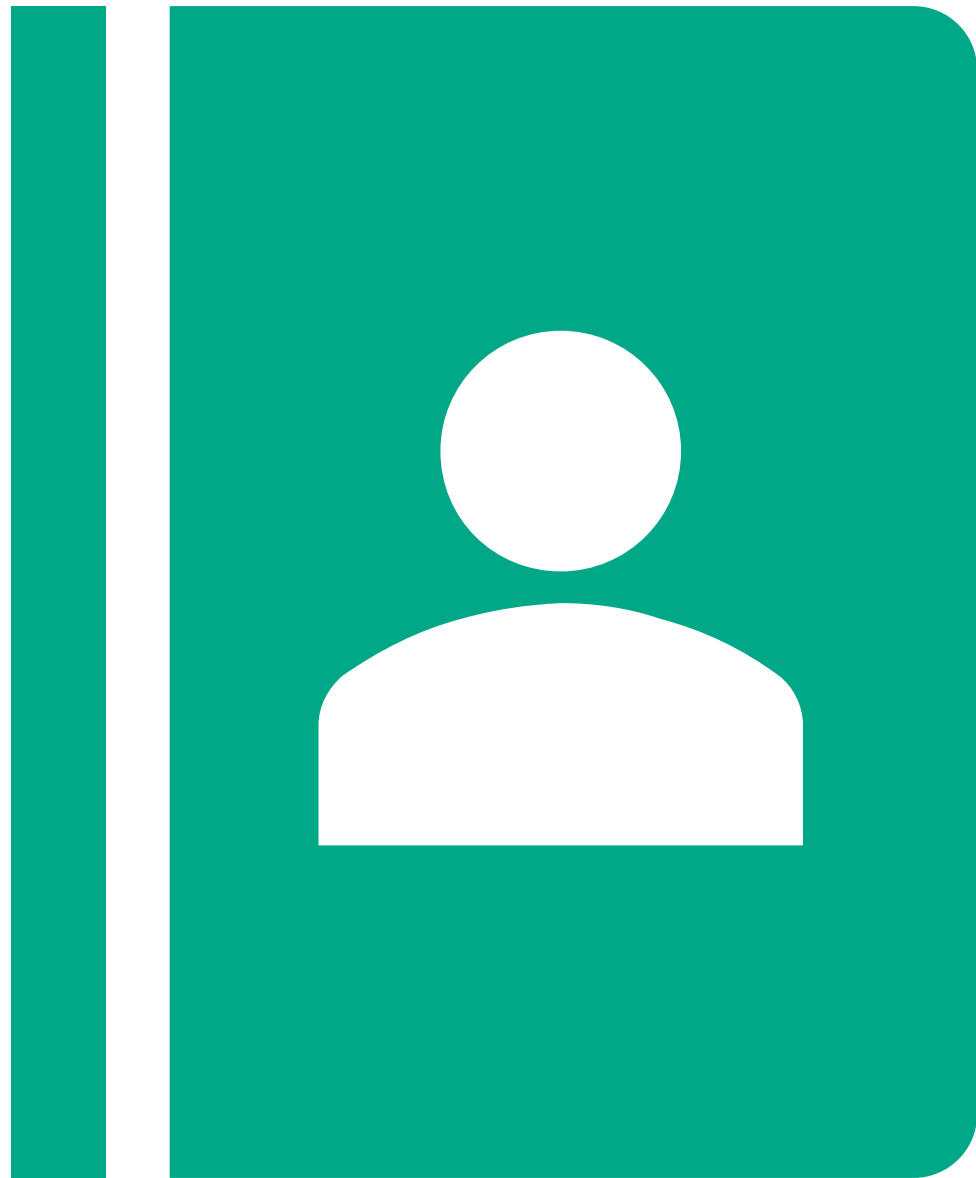
# LEARNING OBJECTIVES

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- Describe the concepts of race and birth equity
- Describe the history concepts of medicalization of obstetrics, and unethical experimentation on marginalized populations
- Discuss how the history of the field affects obstetric and gynecologic care today
- Describe the goals of respectful maternity care and identify steps to put it into practice

# MODULE 1: RACE & EQUITY

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Race is a social construct

---

Race & the practice of medicine

---

Intersectionality

---

Reproductive Justice

---

Birth Equity

# MODULE 2: HISTORICAL FOUNDATIONS

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The clinical encounter

---

---

Medicalization

---

---

Unethical experimentation

---

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Lucy, Betsey, & Anarcha

---

---

Historical Legacy: Inequity

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# MODULE 3: RESPECTFUL CARE

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Defining respectful care

---

The Cycle to Respectful Care by the  
National Birth Equity Collaborative

---

Shared medical decision-making

---

Building trust

---

What can providers do?

# COMING SOON: SUPPLEMENTAL RESOURCES

---

- Support group learning, further individual learning, and deeper discussion
- Supplemental Resources in Development include:
  - Note-taking & reflection sheets
  - Discussion Guides
  - Glossary
  - Resource List

ACOG

# COLLECTIVE ACTION AGAINST RACISM

LEADERS CHANGING THE CULTURE OF MEDICINE



|                      |                                                                            |                                                                                                                                                                                                                                                   |                                                                                                           |                            |                                                                                                                       |                   |                                                                                                             |
|----------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------|
| Overarching strategy | <b>VISION</b><br><i>Longer-term definition of success</i>                  | Transform the culture of medicine to combat racism, whereby all patients seeking obstetric and gynecologic care are treated equitably and respectfully, in service of eliminating racial disparities in obstetric and gynecologic health outcomes |                                                                                                           |                            |                                                                                                                       |                   |                                                                                                             |
|                      | <b>AMBITION</b><br><i>Medium-term definition of objectives and success</i> | Our initial focus will be maternal and reproductive health<br><br>Our ambition will expand over time to other areas of obstetric and gynecologic health, and other health care professionals                                                      |                                                                                                           |                            |                                                                                                                       |                   |                                                                                                             |
|                      |                                                                            | PATIENTS                                                                                                                                                                                                                                          | Increase obstetrics and gynecology patients' trust in clinicians to treat them equitably and respectfully | OBSTETRICIAN-GYNECOLOGISTS | Increase obstetrician-gynecologists' understanding of the importance of adopting anti-racist tools                    | CLINICAL OUTCOMES | Decrease the racial disparity in obstetric and gynecologic maternal health and reproductive health outcomes |
|                      |                                                                            |                                                                                                                                                                                                                                                   | An increase in bidirectional trust and equitable, respectful care                                         |                            | An increase in adoption of anti-racist tools and beliefs of personal responsibility for addressing racism in medicine |                   | A decrease in racial disparities in maternal and reproductive cancer mortality                              |
|                      | <b>OUTCOMES</b><br><i>Measurable impact</i>                                |                                                                                                                                                                                                                                                   |                                                                                                           |                            |                                                                                                                       |                   |                                                                                                             |

| Initiatives | SEVEN<br>KEY<br>PILLARS<br><i>Strategic<br/>focus areas</i> | Phase I (2022–27)                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                     | Phase II (2024–27)                                                                                                                                                                            |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                                                                                                                                             |
|-------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                                             | Lifelong<br>learning                                                                                                                                                                                                                                   | Inclusive<br>excellence                                                                                                                                                                                                                                                                             | Research and<br>scholarship                                                                                                                                                                   | Policy and<br>advocacy                                                                                                                                                      | Community<br>care models                                                                                                                                                                                                                                                              | Metrics and<br>measurement                                                                                                                                   | Clinical<br>outcomes                                                                                                                                                                                                                                        |
|             |                                                             | <p>Develop an anti-racism framework to engage obstetrician–gynecologists and other health care professionals in this work</p> <p>Provide obstetrician–gynecologists with tools to incorporate anti-racist and culturally humble care into practice</p> | <p>Increase ACOG membership and leadership from historically marginalized communities and cultivate an inclusive culture</p> <p>Increase representation and inclusion at all levels of the professional journey for obstetrics and gynecology</p> <div>DEIE<br/>Workgroup<br/>Recommendations</div> | <p>Promote research that is inclusive of historically marginalized communities (inclusion in authorship, topics, and study design)</p> <p>Increase representation in editorial leadership</p> | <p>Encourage ACOG engagement with health policy advocacy</p> <p>Expand access to resources to support patient well-being (insurance, food, housing, and transportation)</p> | <p>Integrate and promote the inclusion of community-based sites of care and other health care professionals into the delivery of obstetric and gynecologic care</p> <p>Promote models of integrated care to address whole patient needs (e.g., mental health and social services)</p> | <p>Develop metrics and tools to identify racism as a contributing factor in negative outcomes</p> <p>Establish ways to measure and track respectful care</p> | <p>Establish clinical guidelines to address complications and risk factors that affect patients from historically marginalized communities</p> <p>Incorporate principles of respectful care into patient safety bundles and hold facilities accountable</p> |

| Execution | ENABLERS<br><i>Capabilities required<br/>across pillars</i> | Collaboration                                 | Change management                    | Metrics and measurement                    |
|-----------|-------------------------------------------------------------|-----------------------------------------------|--------------------------------------|--------------------------------------------|
|           |                                                             | Strategic partnerships with ecosystem players | Framework for driving culture change | Method for tracking targets across pillars |

# CONSIDERATIONS

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- Not an implicit bias training
- Continuous education and learning is necessary
- Collaboration required
- Multiple approaches needed

# ACCESS THE eMODULES

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[www.acog.org/education-and-events/emodules/respectful-care](http://www.acog.org/education-and-events/emodules/respectful-care)

## ACCME Accreditation

- The American College of Obstetricians and Gynecologists is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

## AMA PRA Category 1 Credit(s)<sup>™</sup>

- The American College of Obstetricians and Gynecologists designates this **enduring material** for a maximum of 1.5 **AMA PRA Category 1 Credits<sup>™</sup>**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

## College Cognate Credit(s)

- The American College of Obstetricians and Gynecologists designates this **enduring material** for a maximum of 1.5 Category 1 College Cognate Credits. The College has a reciprocity agreement with the AMA that allows **AMA PRA Category 1 Credits<sup>™</sup>** to be equivalent to College Cognate Credits.

**THANK YOU!**



## Additional Resource Options



**Disclaimer**

**AIM does not endorse one particular resource for any topic.**

**The content of this presentation should not be construed as explicit endorsement.**

**As such, the following are presented as existing resources and are to be used at your discretion.**



# Additional Resource Options

## National Institutes of Health

| Resource                                                      | Type                    | Cost |
|---------------------------------------------------------------|-------------------------|------|
| <a href="#">NIH Implicit Bias – Full Course</a>               | On-demand online course | Free |
| <a href="#">NIH Implicit Bias – Refresher Course</a>          | On-demand online course | Free |
| <a href="#">Scientific Workforce Diversity Seminar Series</a> | Webinars, events        | Free |

## Centers for Disease Control and Prevention

| Resource                                                       | Type                                 | Cost |
|----------------------------------------------------------------|--------------------------------------|------|
| <a href="#">Hear Her Campaign for Healthcare Professionals</a> | Resources, tools, campaign materials | Free |
| <a href="#">Hear Her Clinical Tools and Resources</a>          |                                      | Free |

## American Academy of Family Physicians

| Resource                                      | Type                     | Cost             |
|-----------------------------------------------|--------------------------|------------------|
| <a href="#">Anti-Racism: Tools for Change</a> | On-demand online course  | Paid             |
| <a href="#">Implicit Bias Resources</a>       | Training guides          | Free for members |
| <a href="#">Health Equity for EveryONE</a>    | On-demand online course  | Paid             |
| <a href="#">More at The EveryONE Project</a>  | Toolkits, Resources, CME | Varied           |

## March of Dimes

| Resource                                                                                  | Type                     | Cost |
|-------------------------------------------------------------------------------------------|--------------------------|------|
| <a href="#">Awareness to Action: Dismantling Bias in Maternal &amp; Infant Healthcare</a> | On-demand online course  | Paid |
|                                                                                           | 3-4 hour in-person class | Paid |
| <a href="#">Creating a Culture of Respect in the NICU</a>                                 | On-demand online course  | Paid |
| <a href="#">Overheard: What We Say, What We Mean, and What Families Hear</a>              | On-demand online course  | Paid |



## Resources, continued

### U.S. Department of Health and Human Services

| Resource                                                                                          | Type                    | Cost |
|---------------------------------------------------------------------------------------------------|-------------------------|------|
| <a href="#">Culturally and Linguistically Appropriate Services (CLAS) in Maternal Health Care</a> | On-demand online course | Free |

### National Birth Equity Collaborative

| Resource                                                                                     | Type                    | Cost |
|----------------------------------------------------------------------------------------------|-------------------------|------|
| <a href="#">Birth Equity Assessment</a>                                                      | Organization assessment | Paid |
| <a href="#">Birth Equity Foundations, Deconstructing Bias, and Respectful Maternity Care</a> | Training series         | Paid |

### Association of Women's Health, Obstetric and Neonatal Nurses

| Resource                                                         | Type               | Cost |
|------------------------------------------------------------------|--------------------|------|
| <a href="#">Respectful Maternity Care Implementation Toolkit</a> | Toolkit, resources | Paid |

### Family to Family Support Network

| Resource                                                 | Type                    | Cost |
|----------------------------------------------------------|-------------------------|------|
| <a href="#">Respectful, Equitable Care Certification</a> | On-demand online course | Paid |
| <a href="#">Unique Families Program</a>                  | Curriculum, on-site     | Paid |



## Resources, continued

### U.S. Agency International Development

| Resource                                          | Type               | Cost |
|---------------------------------------------------|--------------------|------|
| <a href="#">Respectful Maternity Care Toolkit</a> | Toolkit, resources | Free |

### Institute for Healthcare Improvement

| Resource                                             | Type                    | Cost |
|------------------------------------------------------|-------------------------|------|
| <a href="#">Leadership for Health Equity Program</a> | On-demand online course | Paid |

### Michigan Department of Health and Human Services

| Resource                                                            | Type             | Cost   |
|---------------------------------------------------------------------|------------------|--------|
| <a href="#">Health Equity, Implicit Bias, Stigma and Antiracism</a> | Resource listing | Varied |

### US HHS Office of Minority Health

| Resource                                                                                                                                | Type         | Cost |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------|------|
| <a href="#">Fundamentals of the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care</a> | Presentation | Free |



How did you find us?





# Upcoming TAP Webinars

Register at [saferbirth.org](https://saferbirth.org) under Resources > Events

## How to Develop Policy to Sustain Quality Improvement Initiatives

July 20, 2023  
at 3 PM ET



Allison  
Kight



Colleen  
Reilly



Jennifer  
McKeever



# Thank you!

**The recording  
will be emailed  
to all attendees  
once ready**

**AIM will also post  
the recording on  
our website,  
[saferbirth.org](http://saferbirth.org)**

**Any questions about  
this webinar or the  
series can be sent to  
[AIM@acog.org](mailto:AIM@acog.org)**

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