

Systems for Action

National Coordinating Center

Systems and Services Research to Build a Culture of Health

FAAITH (Faith-leaders Allied and Aligned to Institute Trust in the Home) and HOPE (Healthy Outcomes from Positive Experiences) for Equitable Systems Alignment

Strategies to Achieve Alignment, Collaboration and Synergy across Delivery and Financing Systems

Research-in-Progress Webinar

April 24, 2024

12pm ET

**colorado school of
public health**

Agenda

Welcome: Systems for Action

Presenters: Dr. Allison Stephens, PhD
Reverend Darrell Armstrong, DDiv-hc, MDiv, EdS

Commentary: Elder Pam McCormick, VWPM

Q&A

Presenter

Principal Investigator, Allison Stephens, PhD, Med



Principal Investigator, Darrell Armstrong,
DDiv-hc, MDiv, EdS



CREED – Congregational Relationships for Early-childhood Equity and Development

- Rev. Armstrong created the concept of adding information about child development to his in-home counseling for families seeking baby blessings
- Included the HOPE (Healthy Outcomes from Positive Experiences) framework, which emphasizes positive childhood experiences
- Rev. Armstrong and the Tufts-based HOPE National Resource Center came together to create CREED so that other clergy can implement HOPE

Guardrails of model development

- Designed to complement existing ministry (such as baby blessings)
- Can be adapted to any religion
- Includes trainings and tools



Components

Designed to be integrated into existing home-visiting ministries

Focus on positive childhood experiences

Addresses advocacy for self, family, and community

Curricula: Clergy and parents

REAL (Racial Equity and Assessment Learning) Impact Survey

Assessing systemic racism's impact on access to positive childhood experiences

HOPE National Resource Center for data analysis

Gathering insights for addressing racial disparities

Congregational home-visiting [and anti-racism] model
Outcome: Expanding the scope of faith-based ministries to spread knowledge about and access to positive childhood experiences for each of the Four Building Blocks of HOPE, particularly in communities experiencing disparities

Coherence of the model through training and resources

Cognitive participation by engaging faith communities

Collective action of faith communities and systems leaders

Reflexive monitoring with flexible content

Implementation science - Normalization Process Theory

Systems science guidance

Promote equitable interactions for children and families

Identifying relevant systems-level changes

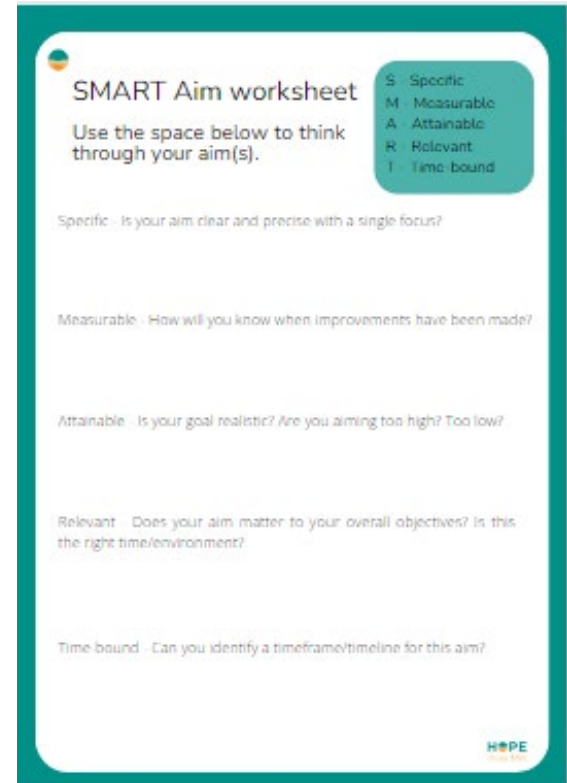
Working with systems leaders

Comprehensive model

- Faith leader training and ministry framework
- Parent leadership and advocacy training
- REAL (Racism Equity Assessment and Learning) Impact survey
- Systems change and alignment workgroup guidance



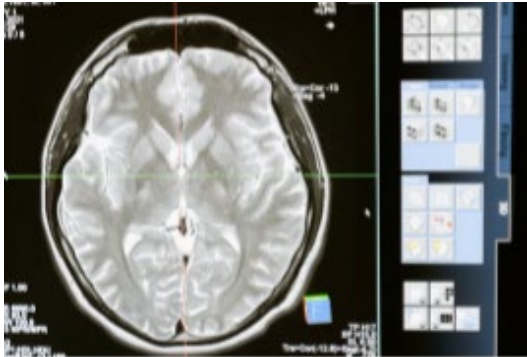
- 5-part series that the faith leader facilitates
- Workbook with activities and facilitation guide to support clergy
- Goal-setting for self, family, and community and how to advocate for access to positive childhood experiences
- Amber Robinson – FACEs of HOPE; Elder McCormick



Children's brains respond to positive experiences

New science shows brain changes after:

Stroke



1. Nakagawa et al. (2016) Effects of post-traumatic growth on the dorsolateral prefrontal cortex after a disaster. *Nature/Scientific Reports*. 6:34364

2. Fujisawa et al., (2015) Neural Basis of Psychological Growth following Adverse Experiences: A Resting-State Functional MRI Study. *PLoS ONE* 10(8)

Learning meditation & literacy



4. Kwak et al., (2019) The Immediate and Sustained Positive Effects of Meditation on Resilience Are Mediated by Changes in the Resting Brain. *Front. Hum. Neurosci.* 13:101

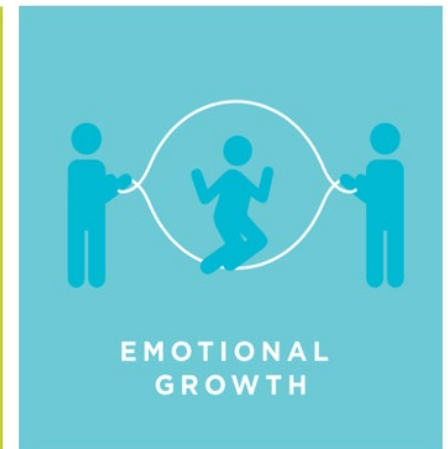
5. Thiebaut de Schotten et al., (2014). *Cerebral Cortex*. 24:989-995. and *** T Dehaene, et al *SCIENCE* DEC 2010 : 1359-1364

Post-traumatic Growth



The Four Building Blocks of HOPE

- Types of positive childhood experiences
- Helps the whole family and the community



Positive childhood experiences

[INDIVIDUAL NAME]

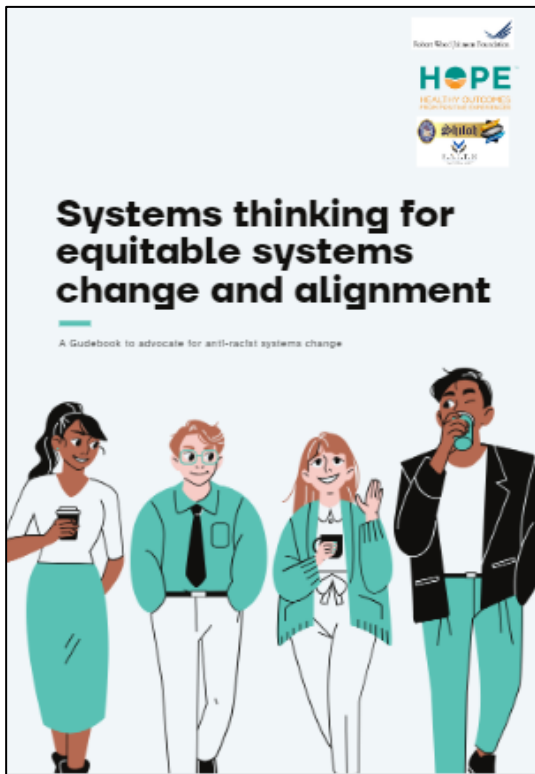
Positive experience planner

When? →

| Relationships | Experience | | | | | | |
|-----------------------------|------------|--|--|--|--|--|--|
| Environment | | | | | | | |
| Social and civic engagement | | | | | | | |
| Emotional growth | | | | | | | |
| Elizabeth | | | | | | | |

- Question topics gathered from research:
 - Do service providers watch how you interact with your child(ren)?
 - Are you questioned when trying to access resources or treatment; example: does the pharmacy question your need for medication?
 - Do service providers tell you that your concerns are all in your head?
- Group of experts:
 - FACEs of HOPE members
 - Researchers – Johns Hopkins University, University of Chicago
 - 6 doulas who identify as Black and have experienced childbirth (also draft plain/family friendly language); Dr. Sebastian Ramos NIH K01 grant
 - Medical gaslighting resources
- Designate each topic as: **E**ssential, **I**mportant but not essential, and **U**nnecessary
- Offered qualitative feedback

Systems change guidebook



- Understanding systems and systemic racism
- Creating a value proposition
- Family experience strategies:
 - Empathy mapping
 - Persona development
 - Family journey mapping
- Policy and administrative levels of change

Persona development

Zuri



Quote

"Having two boys is more than a full-time job. I am lucky to be financially stable, but keeping up with the countless appointments, sports practices, play dates, and school lessons is a challenge"

Bio

Zuri is a stay-at-home mom who homeschools her 2 children, Amir (6) and Anthony (7). She enjoys taking the boys on field trips to places like the library and the zoo. Zuri is an excellent cook who makes Sunday dinners a priority. She grew up in the area, giving her access to the support of friends and family.

Behaviors

- Hard-working
- Dedicated to exposing her children to opportunities
- Uses homeschool social media groups to stay connected

Goals

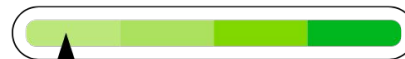
- Help Amir manage his mental health needs while still giving Anthony what he needs
- Find ways to streamline appointments to facilitate better follow-up

Self-defined needs

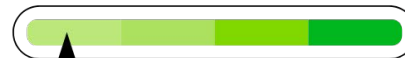
- Fewer errands that take away from educational opportunities and quality time with her boys
- Improved self-care, including time to rest

Strengths:

Navigating community resources



Maintaining family routines



Preserving culture through activities



Empathy mapping

Says

- Loves her life and her family
-

Thinks

- Could be better ways to leverage her support system, including friends, families, and organizations/service providers

Zuri



Feels

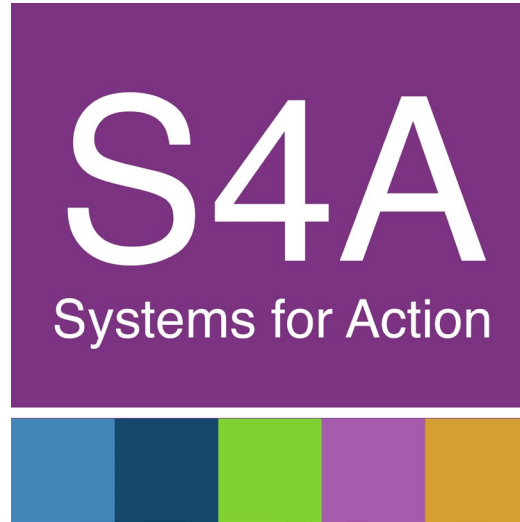
- Overwhelmed
- Giving her children the best education and family experiences for her capability

Does

- Not able to make it to all follow-up appointments for medication management for her son

- Elder Pam McCormick
- Development of the parent leadership and advocacy training
- Learned about the HOPE framework

Questions?



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If you would like to receive a **certificate of completion** for today's ResProg webinar, please complete the survey at the end of the session.

One will be emailed to you.

Engaging Communities in Setting Priorities for Health: Disseminating a Successful Method



Wednesday, May 1 | 12pm ET

Register [here!](#)

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