Teaching for Equity: Duke University Interdisciplinary Initiative

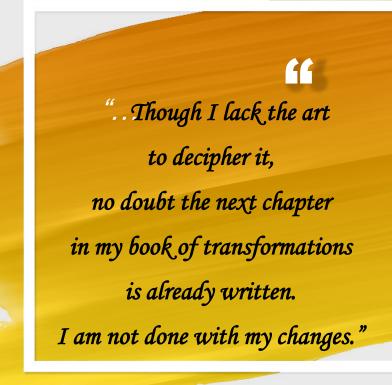
ACHNE
Education Committee Plenary
May, 2019
Irene Felsman DNP MPH RN
Duke University School of Nursing



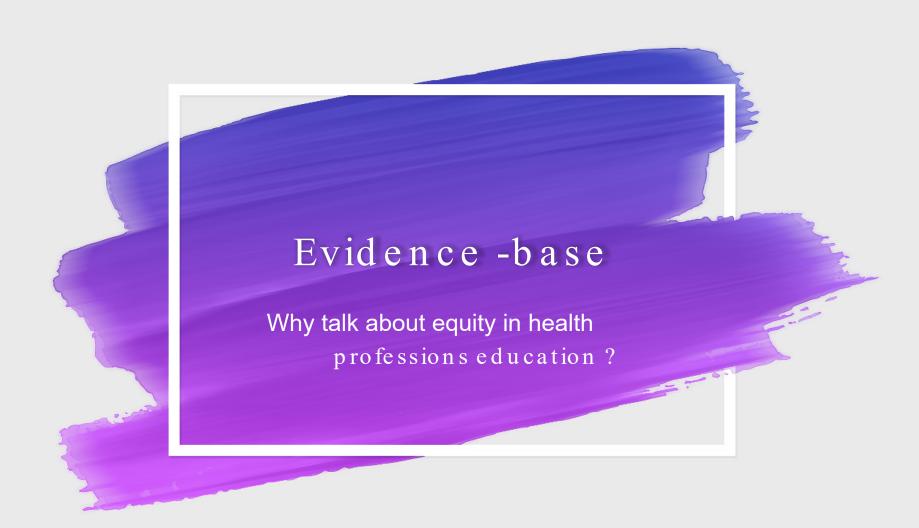
By the end of this session participants will be able to describe innovative teaching strategies which utilize culture of health framework to promote health equity and diversity.



- #1 Good health flourishes across geographic, demographic, and social sectors
- #5 No one is excluded
- #7 Health care is efficient and equitable



Stanley Kunitz,
The Layers
https://www.poetryfoundation.org/poems/54897/the-layers





• "How can the commonly understood concepts of cultural identity (e.g., ethnic or religious; lesbian, gay, bisexual, transgender plus; military, etc.) and organizational culture he harnessed to develop a Culture of Health?"

Cultural Alignment Research: Themes

Laurie T, M.,et al

- Equity requires integration, collaboration, and thinking about health equity from a broader perspective than just health or resolving health disparities.
- Equity is often addressed in silos , which impedes progress toward a unified goal of health equity for all.
- Structural inequity among organizations serving different communities can pose a barrier to progress
- Addressing equity takes time and effort.



"Institutionalize practices that
 ensure ongoing input from
 marginalized populations

"Develop strategic approaches
and tools for use by those who
are interested in pursuing work in
the Culture of Health framework."

Creating an Inclusive Teaching Environment

Principles and Strategies

Equity and Inclusion Efforts at DUSoN: Building A COH Framework

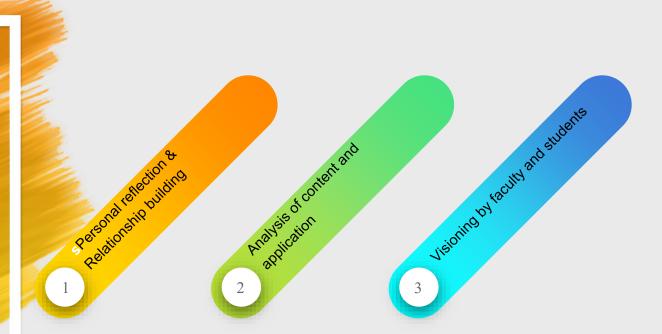
- Diversity and inclusion strategic
 planning initiative (2014)
- Racial Equity Institute Training (2015)
- Training for Holistic Admissions review for academic nursing programs (2017)
- Dean's Diversity conversations
- Teaching for Equity Fellowship(TFEF) (2017/18)(2018/19)

Setting the stage

- "Trustworthiness"
- Culturally relevant pedagogy (critical consciousness)



Anti-racist/
inclusive
pedagogy:
The
process







Culturally relevant scaffolding

Set the stage early: Clear values and expectations in the classroom

Safety and Compassion in the learning environment Civility scenarios

Project Implicit

"I Believe" paper

"Who I Am" poem

The Privilege Walk

Poverty Simulations

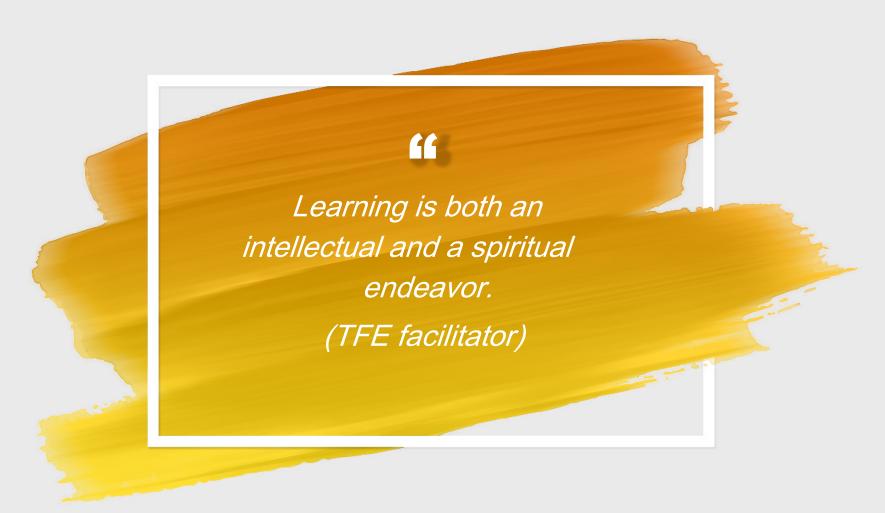
Films (e.g. The Single Story)

Active listening

Story-tellingpaired listening

DISC analysis determ in in g
in dividual
personalities
that make up
groups

Reflection journals







Teaching for Equity Fellowship (TFEF) Program facilitators:

Dr Tema Okun

Dr. Krista Robinson -Lyles

www.hopeedgroup.org

Barbara Lau Director, Pauli Murray Project

www.paulimurrayproject.org

Laurie T, M., Linnea Warren, M., Sarah, W., Joie D, A., & Anita, C. (2018). How cultural alignment and the use of incentives can promote a culture of health: stakeholder perspectives. *Rand health quarterly*, 7(2), 5.



Write a poem that describes who you are.

The first words of each line must be:

"I AM"

(5")

- Read or share parts of your poem with those at your table
- Explain
 whythis
 holds
 meaning
 for you
- (10")

- Choose
 one or two
 lines that
 best
 describe
 you: Write
 on a strip
 of paper
- Create a
 poem at
 your table
 using
 these lines
 (10")
- REPORTOut (10")