

# Collaboration for Equity:



## *Building a Community that Supports Health Care for All*

An Interdisciplinary, Interprofessional Conference  
presented by the  
WMU College of Health and Human Services  
Committee on Diversity and Inclusion

February 11 & 12, 2015



WESTERN MICHIGAN UNIVERSITY  
**College of Health  
and Human Services**

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WESTERN MICHIGAN UNIVERSITY  
**College of Health  
and Human Services**

## Bill Burian University-Community Lecture

Wednesday, February 11, 2015

**Dr. LaQuandra S. Nesbitt**

*Successful Strategies for Interdisciplinary  
Collaboratives to Achieve Health Equity*

5:30 p.m.

WMU College of Health and Human Services  
Room 4010

## Presenters & Abstracts Concurrent Sessions, 1—2 p.m.

Thinking critically about links between local and global health issues: *EBOLA and who profits from economic obstacles to equal access to preventive health care and other public services?*

Presenter: W. F. Santiago-Valles

**Abstract:** This workshop will use the case of the 2014 Ebola epidemic to address how it can be explained and where to find the context information necessary to make it meaningful in the U.S. Midwest, which faces many of the same public health, economic and social policy problems causing the West African health crisis.

Playing under and pushing through the stones: *Promoting inter-city anti bullying collaborations from lower to higher education*

Presenters: Roxanna Duntley-Matos, Mark Duffy, Alexandra Cubero-Matos, Marialicia Garza, Genoveva Garza, Nylah Brown

**Abstract:** The Go Cultural Ambassador International K-Higher Education Anti-bullying program summarizes the most recent findings of the concerning effects of bullying in K-higher education and offers a history of GCAI and its efforts to create consciousness and decrease bullying.

## Presenters & Abstracts Concurrent Sessions, 2:15—3:15 p.m.

Transparency in the DHS Hierarchy: *Promoting voices and presence*

Presenters: Kevin Vail, Corrina Edmonson, Juan Gonzalez, Roxanna Duntley-Matos

**Abstract:** This presentation will review the inconsistencies of the hierarchical organizations and programs of the DHS, while evaluating the use of transformative complicity and the basic paradigm of a “tracking harms approach” to better understand and correct the micro dynamics of oppression in a system designed to help the most needy.

## The Impact of Racism on Health

Presenter: Janet Hahn

**Abstract:** This workshop will focus on the reasons for health disparities, especially between African Americans and white Americans. Participants will review, critique and discuss lessons learned from a series of research projects which lead to the conclusion that racism is a significant contributor to health disparities due to chronic stress.

## Student Poster Presentations, 11:45 a.m.—12:45 p.m.

### P1 Consequences of Globalization on Maternal and Infant Health in Senegal—This research was conducted through the course

*Cultural Connections in Senegal*. Researchers studied for three weeks in Kalamazoo, Mich. and studied abroad in Senegal, West Africa for three weeks. The research focused on the consequences of globalization on maternal and infant health in West Africa; information collected was compared to the United States, Midwest.

**Student Presenter:** Jessica Abrams, B.S.W. (current M.S.W. student)

**Faculty Mentor:** Yvette D. Hyter, Ph.D., professor, Speech-Language Pathology

**P2 Lack of Medicaid Funding for Occupational Therapy Serving Autism Spectrum Disorder population ages 0-5 years—**Currently, 1 in 68 children are diagnosed with autism in the U.S.; many of them are enrolled in Medicaid, an underserved population. Among available autism treatments in Mich. we hope to increase awareness of OT services for children with medical or educational diagnoses and work to improve the effectiveness of autism treatment in Mich.

**Student Presenters:** Nadia Yala, B.S.-HIS, Mary O'Donohue, B.S.-IHS (OT master's students)

**Faculty Mentor:** Joel Phillips, clinical specialist, Occupational Therapy

**P3 Deconstructing Discipline-Centrism, Power, and Hierarchy: Facilitating Transdisciplinary Teamwork—**Comparative case studies of “discipline-centrism” reveal competitive teaching dynamics that hinder client-centered care. Empathic communication skills, however, align well with the cooperative learning necessary for cultural responsiveness needed in health care institutions. McKee’s “excavating frames of mind” can act as a facilitation for reframing expert knowledge as collaborative learning that promotes inclusive diversity and positive institutional change.

**Student Presenters:** Alexandra Cubero-Matos, Jenna Losey, Jessica Solak, Juan Gonzalez (B.S.W. students), Lisa Viviano, R.N. (M.S.W. student), Kevin Vail

**Faculty Mentor:** Roxanna Duntley-Matos, Ph.D, School of Social Work

**P4 I’ve been there too: Peers in co-occurring services and fidelity over time—**Integrated Dual Disorder Treatment (IDDT) is an evidence-based practice (EBP) for adults with co-occurring mental illness and substance use disorders, an underserved population. In Mich. peer specialists have been added to treatment teams, and evaluation has revealed that this addition/alteration has promise to impact access for people with co-occurring illnesses.

**Student Presenter:** Jennifer Harrison (IHS-Ph.D. student)

**Faculty mentor:** Amy Curtis, Ph.D, professor, Interdisciplinary Health Sciences

## Collaboration for Equity: Building a Community that Supports Health Care for All

Thursday, February 12, 2015  
WMU College of Health and Human Services

### Conference Schedule

#### Morning

7:30 Registration—Room 4010

8:00 Opening Program—Room 4010

*Welcome and Introduction:* Dr. Yvette Hyter, Chair, CDI

*Keynote Address:*

Dr. LaQuandra S. Nesbitt: *Successful Strategies for Interdisciplinary Collaboratives to Achieve Health Equity*

9:15 Concurrent Workshop Sessions\*

10:30 Concurrent Workshop Sessions\*

#### Afternoon

11:45 Lunch & Poster Sessions – Bella Vita Café, 1st Floor Atrium

1:00 Concurrent Workshop Sessions\*

2:15 Concurrent Workshop Sessions\*

3:15 Conference Concludes (informal summary session—4010)

\* Please see center pages for room numbers of Concurrent Sessions, and

NOTE: CEUs are available in Social Work and Speech Pathology and Audiology



The WMU Department of Speech Pathology and Audiology is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for .55 ASHA CEUs (Intermediate level, Professional area).

## About the Conference

The second biennial conference on diversity and inclusion, *Collaboration for Equity: Building a Community that Supports Health Care for All*, brings WMU faculty, staff, administrators and students together with professionals from a variety of disciplines and community members to learn from each other and to identify strategies that will facilitate improved health outcomes for diverse members of our local and global communities.

The conference includes a keynote address; one-hour, concurrent workshops; and a session of poster presentations developed by students with support from faculty mentors. Conference workshops are organized into three thematic strands: strengthening education to better prepare providers to serve effectively; developing a workforce to effectively meet the needs of underserved populations; and sustaining effective and equitable practice.

## About the Committee on Diversity and Inclusion (CDI)

The WMU College of Health and Human Services seeks to be a community of learners that embraces, respects and advocates for human diversity, inclusion and social justice in its education, research and service programs. CDI was initiated in 2009 to express and actualize this value. For more information, visit [wmich.edu/hhs/about/diversity](http://wmich.edu/hhs/about/diversity).

## CDI Members, 2014-15

**Yvette Hyter**

CDI Chair, Professor, Speech Pathology and Audiology

**David Areaux**

Assistant Professor, Physician Assistant

**Paula Armstrong**

Office Associate, Speech Pathology and Audiology

**Karen Bergman**

Assistant Professor, Bronson School of Nursing

**Jim Burgess**

Office Technology Coordinator, CHHS

**Crystal Hudkins,**

Graduate Assistant, School of Social Work

**Patricia Pettinga**

Communications Coordinator, CHHS

**Joel Phillips**

Faculty Clinical Specialist, Occupational Therapy

**Doris Ravotas**

Coordinator, B.S. Interdisciplinary Health Services Program

**Jill Svinicki**

Coordinator, Community Connections, Center for Disability Services

**Melissa Villarreal**

Faculty Specialist I, School of Interdisciplinary Health Programs

**Ineke Way**

Professor, School of Social Work

## Presenters & Abstracts

Concurrent Sessions, 10:30—11:30 a.m.

Muslim student rituals:

*Planning for classroom to healthcare clinic transition*

**Presenter: Sara Clark**

**Abstract:** Muslim therapy students of all disciplines are an important part of promoting a more diverse healthcare workforce. Academic fieldwork coordinators and Muslim fieldwork students can collaborate to educate fieldwork educators and clients about reasons and methods for Muslim rituals in the clinic environment.

**Cultural Genograms: *Promoting Cultural Humility, Awareness of Intersecting Identities, and Transformative Complicity as Prerequisites to Culturally-Responsive Health Services***

**Presenter: Ineke Way**

**Abstract:** This workshop promotes cultural self-awareness and defines/ expands notions of intersecting cultural identities through development of cultural genograms focusing on pride and shame issues. It will facilitate cultural humility and an awareness of self and transformative complicity in cross-cultural communication. This workshop will identify implications for effecting change in healthcare settings.

## Scholarship from the Heart

**Presenters: Roxanna Duntley Matos, Robert Ortega**

**Abstract:** Social work emphasizes a strengths-based, self-critical, and genuinely inclusive perspective that values student learning differences and cultural backgrounds where educators move away from being “cultural experts.” The “Scholarship from the Heart Series” is an interdisciplinary approach that democratizes social work education, practice readiness, research, and critical thinking skills. Examples describe how B.S.W. and M.S.W. students and community organizing discussants reach exceptional critical engagement levels and reduce professional and community disparities to promote trans-ethnic social justice praxis.

Presenters & Abstracts  
Concurrent Sessions, 9:15—10:15 a.m.

Culturally Competent Asthma Treatment:  
*A Coffee House Proposal*

Presenter: Roxanna Duntley-Matos, A. Cubero-Matos, K. Vail, Z. Henderson, C. Edmonson, L. Lamden, Shay, M. Duffy, M. L. Rivera, M. Garza, G. Garza, N. Brown, D. Cubero-Matos

**Abstract:** Many of us have gone through the journey of seeking culturally responsive social services. But what does cultural responsiveness truly mean when it comes to the well-being of the most vulnerable in our “global” communities? Our goal is to use Augusto Boal’s “Theater of the Oppressed” based on Paulo Freire’s work titled *Pedagogy of the Oppressed*. The purpose of Boal’s theater was to promote audience inclusion creating a space for experiential participation in social and political change.

Translating evidence to practice: *Involving clients in evidence-based practice and practice-based evidence*

Presenter: Jennifer Harrison

**Abstract:** Evidence-based practice (EBP) in health sciences is increasingly emphasized by funders, programs, and evaluators of services. Yet significant barriers to the implementation of empirically supported practices exist. This creates a science to service gap of as much as 20 years between what we know and what we do. The barriers to implementation of EBP are discussed. A method for the involvement of individuals and communities directly in the evaluation of evidence and development of practice which produces evidence for diverse populations is recommended.

Using Cross-System Partnerships to Increase Access  
to Healthcare for Students in Foster Care

Presenters: Crystal Deel, LaToya McCants, Genanne Zeller

**Abstract:** In early 2014, students who were wards of the court at age 18 in Michigan were granted extended Medicaid coverage until age 26 under the Affordable Care Act. However, systemic barriers prevented many youth from successfully enrolling for healthcare. This workshop will discuss the health disparities between youth with experience in foster care vs. their non-care peers. We will also share how professionals at the state and local levels, together with WMU students, created cross-system partnerships that improve students’ access to healthcare.

LaQuandra S. Nesbitt, M.D.

Dr. LaQuandra Nesbitt, a board-certified family physician, recently took the position of director of the District of Columbia Department of Health after serving as director of the Louisville, Kentucky Metro Department of Public Health and Wellness since July 2011. That independent health department is home to the Center for Health Equity and provides programs and services in the areas of clinical services, community and environmental health, and preparedness.



During her tenure as health director in Louisville, Dr. Nesbitt’s commitment to five strategic priorities resulted in accomplishments that included: release of the first Louisville Metro Health Equity Report; establishment of the Mayor’s Healthy Hometown Leadership Team—along with expansion of that movement to include tobacco prevention and control and chronic disease prevention and management; and development of public-private partnerships to implement the Centers for Disease Control and Prevention’s Community Transformation Grant program.

Dr. Nesbitt is also a researcher and published author, and served as an executive editor of “Population Health—Management, Policy and Technology, First Edition.”

An extended biography of Dr. Nesbitt can be found at [wmich.edu/hhs/nesbitt](http://wmich.edu/hhs/nesbitt).

Bill Burian University-Community Lecture Series

The Bill Burian University-Community Lecture Series was established in 1989 in memory of the founding dean of the WMU College of Health and Human Services. With great foresight and vision, Dr. Bill Burian perceived his community as being global. The lecture series continues his legacy and honors his outstanding professional achievements.

For more information, visit [wmich.edu/hhs/about/lectures](http://wmich.edu/hhs/about/lectures).

Collaboration for Equity: Building a Community that Supports Health Care for All  
 Thursday, February 12, 2015  
 Conference Concurrent Sessions

9:15—10:15 a.m.		
Room	Topic	Strand/Theme
1073	Culturally Competent Asthma Treatment: <i>A Coffee House Proposal</i>	Strengthening education to better prepare providers to serve effectively
4267	Translating evidence to practice: <i>Involving clients in evidence-based practice and practice-based evidence</i>	Developing a workforce to effectively meet the needs of underserved populations
4095	Using Cross-System Partnerships to Increase Access to Healthcare for Students in Foster Care	Sustaining effective and equitable practice
10:30—11:30 a.m.		
1073	Muslim student rituals: <i>Planning for classroom to healthcare clinic transition</i>	Strengthening education to better prepare providers to serve effectively
4267	Cultural Genograms: <i>Promoting Cultural Humility, Awareness of Intersecting identities, and Transformative Complicity as Prerequisites to Culturally-Responsive Health Services</i>	Developing a workforce to effectively meet the needs of underserved populations
4095	Scholarship from the Heart	Sustaining effective and equitable practice
<b>Atrium 11:45 a.m.—12:45 p.m. Student Poster Presentations</b>		
1—2 p.m.		
4267	Thinking critically about links between local and global health issues: <i>EBOLA and who profits from economic obstacles to equal access to preventive health care and other public services?</i>	Strengthening education to better prepare providers to serve effectively
1284	Playing under and pushing through the stones: <i>Promoting inter-city anti bullying collaborations from lower to higher education</i>	Developing a workforce to effectively meet the needs of underserved populations
2:15—3:15 p.m.		
4267	Transparency in the DHS Hierarchy: <i>Promoting voices and presence</i>	Developing a workforce to effectively meet the needs of underserved populations
2060	The Impact of Racism on Health	Sustaining effective and equitable practice