



Teaching for Equity: Duke University Interdisciplinary Initiative

ACHNE
Education Committee Plenary
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Objective

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



Related
Culture of
Health
Principles

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

“

*.. Though I lack the art
to decipher it,
no doubt the next chapter
in my book of transformations
is already written.
I am not done with my changes.”*

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



Evidence -base

Why talk about equity in health
professions education ?



Cultural Alignment Research

Laurie, et al

- “How can the commonly understood concepts of **cultural identity** (e.g., ethnic or religious; lesbian, gay, bisexual, transgender plus; military, etc.) and **organizational culture** be 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.

Recommendations


Laurie T, M., et al

- “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

1

Personal reflection &
Relationship building

2

Analysis of content and
application

3

Visioning by faculty and students



“

*We must believe in our
sameness, while endeavoring
to understand the depth of our
differences.*

Tema Okun



Tools and Strategies

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-telling - paired listening

DISC analysis - determining individual personalities that make up groups

Reflection journals



“

*Learning is both an
intellectual and a spiritual
endeavor.*

(TFE facilitator)



THANKS!

Any questions?

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CREDITS

Teaching for Equity Fellowship (TFEF) Program facilitators:

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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.

Who I Am :

Personal reflection & relationship building

(Table-top activity)

Equity Literacy Institute
www.edchange.org

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 why this 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”)
- REPORT Out (10”)