DIVA Group Members

- Michael Adams
- Yewoubdar Beyene
- Glenna Dowling
- Kathleen Dracup
- Holly Kennedy
- Susan Kools
- Judy Martin-Holland
- Zina Mirsky
- Erica Monasterio
- Howard Pinderhughes
- Carmen Portillo
- Gino VanGundy, Admin Support

Diversity Representatives for Search Committees

- Pilar Bernal de Phiel
- Karen Duderstadt
- Rani Eversly
- Jill Howie-Esquível
- Amy Levi
- Audrey Lyndon
- Liz Macera
- Rosanna Segovia-Bain
- Suzan Stringari-Murray

Acknowledgements

- Holly Kennedy
- Amy Law
- Michael Adams
- Zina Mirsky
- Kathy Dracup
- Gino VanGundy

DIVA Mission

- To create and nurture a climate in which everyone feels welcome and can participate and learn
DIVA Charge

- 2006 Diversity Retreat, SON Curriculum Diversity Project
  - Diversity is not well-addressed in the curriculum.
  - Faculty lack comfort in the classroom around issues of diversity.
  - Shortfall in incorporating diversity in the educational environment.

Preparing Ourselves for a Diverse Community

Objectives

1. To develop a culture of humility within the learning environment in the SON.
2. To ensure that all faculty have the tools and comfort to engage issues of diversity.

Modules Structure

- Developed 6 modules
  - 5 face to face, process-oriented
  - 1 online application
- Each conducted 2 times to facilitate faculty involvement

The HEALS Approach

- Halt
- Engage
- Allow
- Learn
- Synthesize
1. Facilitating Emergent Classroom Discussions, Part 1
- Attendance = 28
- The module met stated objectives. \(\chi=4.72\) (range = 3-5)
- The presentation successfully communicated the HEALS strategy. \(\chi=4.69\) (range = 3-5)
- The presentations successfully communicated how to implement the HEALS strategy in the classroom or clinical setting. \(\chi=4.42\) (range = 3-5)

2. Including Diversity in Your Syllabus/ Course
- 26 self-registered
- 22 completed readings, followed additional links to information on diversity
- 5 completed all 3 assignments

3. Facilitating Emergent Classroom Discussions, Part 2
- Attendance = 31
- The module met stated objectives. \(\chi=4.67\) (range = 3-5)
- The presentations successfully provided tools to set the classroom tone. \(\chi=4.56\) (range = 3-5)
- The role plays provided opportunities to implement the HEALS strategy. \(\chi=4.44\) (range = 3-5)
- The learning obtained will help me to address emergent and/or exclusive conversations in the classroom or clinical setting. \(\chi=4.6\) (range = 3-5)

4. Embracing Diversity in the Clinical Setting
- Attendance = 29
- The module met stated objectives. \(\chi=4.94\) (range = 4-5)
- The presentations successfully provided tools to embrace diversity in the clinical setting. \(\chi=4.88\) (range = 4-5)
- The learning obtained will help me to address emergent and/or exclusive conversations in the clinical setting. \(\chi=4.88\) (range = 4-5)
5. Mentoring Across Difference

- Attendance = 28
- The module met stated objectives. $\chi^2=4.62$ (range= 3-5)
- The presentations successfully provided tools to facilitate mentoring relationships. $\chi^2=4.5$ (range= 4-5)
- The role plays provided opportunities to consider issues that may arise in the mentoring role. $\chi^2=4.5$ (range= 4-5)
- The learning obtained will help me to better engage in mentoring relationships. $\chi^2=4.59$ (range= 3-5)

6. Diversity in Research

- Attendance = 24
- The discussions stimulated thinking around conceptual approaches to research with diverse communities. $\chi^2=4.61$ (range= 3-5)
- The discussions successfully provided strategies for working with diverse communities. $\chi^2=4.42$ (range= 3-5)
- The discussions successfully provided strategies for working with diverse research teams. $\chi^2=4.42$ (range= 2-5)
- The discussions raised my awareness of measurement issues that need to be considered when planning a research project. $\chi^2=4.47$ (range= 3-5)

Faculty Comments

“The DIVA team provided excellent tools for beginning to think about how to address culturally sensitive situations in multidisciplinary health care situations.”

“Listening to actual examples that have happened makes the issues more real and worthwhile to deal with.”
"I love the open and honest discussion about the “unspeakable.” Thanks!"

Suggestions to Improve

- Needed more time for discussion.
- More role plays/role plays in small groups.
- Give more time to discuss our feelings about student comments.
- Offer research/clinically-oriented modules to specific faculty groups.

Future Topics

- Practical strategies with difficult students.
- Dealing with politically correct students — and faculty.
- How to get at unconscious bias.
- Keep the dialogue going. Faculty are hungry for this.
- Facilitate practice.
- Extending this as a class for students.

Next Steps