CODRE Presents: Embracing Disability for an Inclusive Campus
by Cathy Patus
Director, Disability Resource Center

The University of Louisville Commission on Diversity and Racial Equality (CODRE), in partnership with the Disability Resource Center and the Health Sciences Center Office of Diversity and Inclusion, proudly present “Embracing Disability for an Inclusive Campus” - a week of workshops and activities focused on the topic of disability during the period March 30 – April 3, 2015.

Events will be held on both the Belknap and the Health Sciences Center campuses. Students, staff and faculty with disabilities contribute to the rich diversity that defines the University of Louisville. Are you interested in the perspectives of persons with disabilities? Just how inclusive is our campus? What can you as an individual and we as a collective community do to increase the accessibility and inclusiveness of our campus?

Mark your calendar and plan to attend our keynote presentation on Wednesday, April 1, 2015, at 1:00pm in Ekstrom Library’s Chao Auditorium. The week’s keynote co-presenters are Scott Lissner, ADA Coordinator at Ohio State University and Immediate Past-president of the Association on Higher Education and Disability (AHEAD), and Brenda Brueggemann, Executive Director of the University of Louisville’s English Composition Program and incoming President of the Society for Disability Studies. Lissner and Brueggemann will address what it means to be an inclusive campus and how incorporating a disability studies initiative into the curriculum can assist in meeting that goal.

Other topics for the week will include: the intersection of disability and spirituality, a session on autism/Asperger’s, the medical versus the social model of disability, Top Ten Tips for Creating Accessible Courses, and a panel discussion of students, staff and faculty with disabilities addressing barriers to inclusion. Three sessions will be held at the Health Sciences Center (below).

For more information on the week’s activities, contact cathy.patus@louisville.edu or visit http://louisville.edu/disability/codre.

Health Sciences Center

Tuesday, March 31st
12:00pm – 1:00pm  Top 10 Tips for Creating Accessible Courses – Brown Bag
  Presented by Beth Case, Delphi Center
  Abell Room 110

Thursday, April 2nd
12:00pm – 1:00pm  Medical vs. Social Model of Disability – Lunch Provided
  Presented by Amanda Stahl, Disability Educator
  B Bldg, Medical School Room 115

Friday, April 3rd
12:00pm – 1:00pm  A View from Inside – Lunch Provided
  Presented by a Panel of Individuals with Disabilities
  Moderated by Kathleen Smith, President’s Office
  Dental School Room 121
Hispanic Student Dental Association Partners with Adelante!
Hispanic Achievers
by Denise Ceron, 3rd year DMD student

The Hispanic Student Dental Association (HSDA) Chapter of the University Of Louisville School Of Dentistry strives to serve the Louisville community, particularly its Hispanic/Latino population, by providing oral health education and services. Adelante! Hispanic Achievers, a local organization with a mission to “inspire Hispanic/Latino youth and families to achieve their dreams and contribute as creative and educated world citizens,” fits in well with the HSDA’s mission of educating and inspiring more Latino dentists.

UofL has had a longstanding partnership with Adelante by supporting their programs and offering after school tutoring. Continuing this collaboration, the HSDA chapter joined forces with Adelante this past month for a special event as a part of their Mentoring & Enrichment Program.

Thanks to Carol Fields, Adelante’s College & Career Readiness Coach, and Peter Garcia, HSDA’s Community Service Chair, a group of over 40 middle and high school achievers were able to visit UofL’s dental school for an exclusive look at a dental student’s life. They received a short presentation on what it takes to get into a dental program and the importance of any higher education. The students were then given a tour of the facilities with a special look at the pediatric clinic. Dr. Liliana Rozo Gaeth, professor of the pediatric department was there to inspire and teach the students some basic oral hygiene and dietary information that the kids could take back to their homes. The achievers quickly opened up and were full of questions of what a dentist actually did and how they practiced their skills.

Dental students were happy to show off some of their casts and lab work, and explain how this was used to plan what went into a person’s mouth. We received great feedback from the students on how there was much more to being a dentist than they thought, and how some of it was actually pretty “cool.” We hope they left with a little more insight on oral health and perhaps a few of them will consider dentistry in their future! Maybe the free toothbrushes will help influence their decision. Thank you Adelante for allowing us to work with your wonderful group of achievers! We look forward to partnering with you again!

ULSD Students Participate in Lessons in A Lunch Box

Lessons in A Lunch Box is an oral health literacy program designed to empower children and their families with the proper knowledge about routine dental care, oral health maintenance, good dietary choices, and more using a “dentally designed” lunchbox. Dentists from local practices have joined together with students from ULSD to bring this program to students at Wheatley Elementary School. Drs. Sherry Babbage, part time faculty ULSD, Susie Riley and Kwane Watson adjunct AHEC faculty ULSD, and Phillip Williams – members of the National Dental Association - saw a need for this program to be presented in many of the JCPS schools. Wheatley is located near their practices, so it was chosen as their first adopted school. Wheatley is also located in one of the most economically depressed zip codes in Metro Louisville. Dental Students in attendance were Togara Dinga, Austin Carey, Rodrick Dunham, Brittani Robinson, Whitney Miller, Roth Rube Lewis, Chucka Okafor and Brain Bins. Also in attendance was Dianne Porter President of the JCPS Board of Educaton the Principal Mr. Bunton, the resource specialist, Ms. Haigler and the teachers from each class. The Children were engaged by means of videos, demonstrations, and hands-on exercises while they are learning about healthy food choices and proper oral care at home. Each will receive the uniquely crafted lunch container which illustrates flossing and brushing on the inside. It also provides the children with their own “Dental Care in a Carrot” case, which contains toothbrush, toothpaste, dental floss, and a rinse cup. The program was presented at Wheatley on Friday, December 12, 2014, with approximately 150 students in attendance. The practices represented by the sponsoring dentists are West Louisville Dental Center, West End Family Dental, and Smile Center Professionals.
As a cool breeze entered the makeshift exam room, Dr. Clements and I greeted our next patient. “¿Cómo está, Señor? ... ¿Qué molestias tiene? ... ¿Por cuánto tiempo ha tenido este dolor?” Our patient’s wife had insisted that he come to the clinic that day because of the pain he had been experiencing over the past few months. After completing a routine abdominal exam, it was clear that there was something wrong—an abdominal aneurysm. I listened as Dr. Clements broke the news to the couple in Spanish while calmly stressing the urgency of an immediate operation. I watched the spectrum of emotions unfold as the mood quickly transformed from initial concern to the paralyzing realization that her husband would die without treatment. Dr. Clements went on to explain that Timmy Global Health would cover the cost of his operation, alleviating the financial concerns that would have unquestionably hindered our poverty-stricken patient from receiving the very treatment to save his life.

In the midst of a very difficult and frightening time in this couple’s life there appeared to be a certain level of comfort and trust between our patient and Dr. Clements. I truly believe that this was due to his ability to converse freely with our patient and his wife in their native language, which led to a stronger rapport between patient and physician. I witnessed this sense of patient comfort and trust in Ecuador as Dr. Clements and I continued to treat patients that day but I also witnessed this in the U.S. while shadowing bilingual physicians. Of course, using the skills of a live interpreter or telephone interpreter are great options and at times necessary. These services, when available, eliminate the language barrier that so often divides patients and their physicians but do they themselves pose a small barrier in edifying a genuine relationship between a doctor and his/her patient?

If you were given the option to learn Spanish to proficiency in order to better serve your current/future Spanish speaking patients as physicians or healthcare professionals, would you take advantage of the opportunity?

As the Founder and President of the Medical Spanish Club, I am overjoyed at the progress that we have made since the club’s inception last spring. From starting the School of Medicine’s 1st Annual Health Fair directed towards serving greater Louisville’s Spanish-speaking population to improving cultural awareness on campus through our monthly lunch meetings, we have made it our mission to make a difference in both our school and community. Yet of our accomplishments thus far, I am most excited about our newest venture. This past fall we set out to truly bring something special to the School of Medicine (SOM) and the UofL Health Sciences Campus—UofL School of Medi-
cine’s 1st Bilingual Standardized Patient (SP) Program.

After returning from Ecuador this past summer, I was even more driven to bring the Bilingual SP program to fruition. Abigail Fieldhouse, Vice President of the Medical Spanish Club, and I worked intently throughout July on translating the *Introduction to Clinical Medicine (ICM) Physical Exam Checklist* from English steps to a Spanish conversational dialect. This required a lot of hard work and a little imagination. Instead of directly translating each step from English to Spanish, we had to imagine what a medical student would likely tell his/her patient in order to complete the physical exam step (example shown top right).

After translating the ICM checklist for each system, the next order of business was to find native bilingual individuals who were willing to serve as standardized patients (SPs) for this program. Ms. Bohnert, Director of the SOM’s Standardized Patient Program, and I met on numerous occasions throughout the summer to discuss various aspects of the program, including creative ways to locate native bilingual applicants. With the help of Greater Louisville International Professionals (GLIP), we were able to identify numerous applicants eager to help medical students learn Spanish and improve their language skills in a low stress clinical environment. After a grueling selection process, Ms. Bohnert and the Standardized Patient Office hired eight bilingual and native Spanish-speaking SPs originally from countries ranging from Central America and South America to Europe and the Caribbean.

Since launching the bilingual Standardized Patient program last semester, we have had a great turnout. Many students have participated but there is room for others to engage in this opportunity. Any medical student regardless of previous Spanish education is welcome to participate, which I believe has been a positive aspect of the program. Of the participating students, we have had those who majored in Spanish as an undergraduate to those who are just beginning to learn the language. Regardless, the outcome has been positive despite the initial anxiety and fear that students often face during their 1st session. I almost wish we could take Before/After pictures. For some students, their Before picture exhibits an expression of utter-fear, a fear one might expect when entering a major exam, only halfway prepared. Yet their After picture is one of relief along with encouragement. We are all striving to improve our skills, myself included, and we are fortunate to have a group of SPs who understand that. The steps that participating medical students are taking now will impact every Spanish-speaking patient they care for in the future as physicians. For that reason, the SPs are passionate about helping us succeed and fine-tune our Spanish language skills. Our mission for the program is that every participating student, regardless of prior Spanish
knowledge, will be able to take a full patient history and complete the physical exam in Spanish. I am confident that we are taking the necessary steps to bring this vision to reality.

As I look back on the journey that we have embarked upon to bring this program to fruition; I can’t help but thank the individuals who made it possible. I’ve been blessed to work with arguably one of the best teams a person could ask for: Abigail Fieldhouse (Vice President) and Annie Whitehouse (Treasurer) have both played monumental roles in starting the Bililingual Standardized Patient Program and SOM’s 1st Annual Health Fair this past fall. Deepa Patel and Matthew Lohr (Co-Volunteer Coordinators), who recently joined the team, have truly been irreplaceable officers. Also, without the contributions of Ms. Bohnert and the SP Office, who continue to ensure that SP’s are prepared prior to sessions, there is no way that this program would be possible. Thank you, all!

For me this program is much more than practice sessions with native Spanish speakers each month. It is an opportunity to improve my language skills in order to better serve my future patients. It is an opportunity to totally eliminate barriers that so often divide Spanish-speaking patients from their physicians. And it is an opportunity to form an even stronger relationship with my Spanish-speaking patients in the future. I encourage fellow medical students to take advantage of this great opportunity. ¡Espero verle allí!
School of Nursing

My Experience at the Kentucky Racing Health Services Center
by Chelsea Bell, RN, BSP
Family Nurse Practitioner Student

I received my BSN from University of Louisville in 2011, and I have been a registered nurse working at Baptist Health Louisville in the Cardiac ICU for the last few years. In the Fall of 2013 I began my journey in the Family Nurse Practitioner program at U of L. I have also had the honor to serve as a Graduate Teaching Assistant for the undergraduate students taking pathophysiology and pharmacology while completing my studies. I have had the opportunity to serve many different types of populations throughout my clinical rotations. I have worked with a lot of patients that are of low socioeconomic status and utilize many of Kentucky’s Medicaid services. I have also worked with wealthy patients who have some great benefits with private insurance companies and have means to pay for a variety of health care services.

While I have worked with a variety of individuals, I believe my clinical time at the Kentucky Racing Health Services Center has provided with invaluable learning opportunities. The Kentucky Racing Health Services Center is run by many of our fabulous faculty at the School of Nursing, who also happen to be advanced practice nurses. The clinic provides primary care to the backside track workers at Churchill Downs who would otherwise have difficulty obtaining quality health care services. The clinic is funded by grant money and unclaimed bet tickets from races at Churchill Downs which allows these workers to obtain affordable health care. This clinic is a teaching facility and the staff is always welcoming new students, whether it is medical, dental, or nursing students there is always an opportunity to learn there. This promotes an atmosphere of interdisciplinary collaboration which I believe to be very important in the health care setting.

Teaching culturally sensitive care is also a major goal at the clinic. Many of the patients who are seen at the clinic were not born in the United States and English is not their primary language. The majority of the patients speak Spanish which presents a unique opportunity to involve Spanish majors in the translation efforts. Not only do students get to learn to work through various language barriers, but you also get a real sense of how culture can greatly influence the health of an individual. During my few months at the Kentucky Racing Health Services Center, I learned how to work closely with an interdisciplinary team, as well as take a holistic approach to care planning for my patients. Getting to know your patients on a variety of different levels, including learning about their cultural preferences can really make the difference in the efficacy of the health care they receive.

Kentucky Racing Health Services Center Exam Room

Jerome Soldo, Spanish Translator, pre-medical student (left) and Chelsea Bell, FNP student (right)
June 2014 marked the launch of the Office of Public Health Practice and Community Engagement (OPHP) at the University of Louisville School of Public Health and Information Sciences (SPHIS). Dean Craig Blakely commissioned the office to work primarily in West Louisville, focusing on addressing social and health disparities in the area. Led by Associate Dean for Public Health Practice, Dr. Monica Wendel, OPHP works to cultivate relationships with local and state organizations that are working towards social and health equity, bringing the resources and capacity of the University to bear on addressing community issues.

The OPHP has a strong partnership with Louisville Metro Government (LMG) and currently collaborating on a variety of initiatives, specifically those related to violence prevention. Aligned with the University’s Signature Partnership Initiative, OPHP is working with LMG’s Office of Safe and Healthy Neighborhoods on their Zones of Hope project, which focuses on eliminating violence related deaths in African American men and boys by facilitating connections to education, employment, and life skills development opportunities in West Louisville. OPHP faculty and staff will be participating and collecting data in the five partner neighborhoods: California, Newburg, Parkland, Russell, and Shawnee. The team will bring its expertise in community capacity building and measuring changes in community capacity to facilitate evaluation of Zones of Hope’s impact on each neighborhood.

In addition, OPHP has led the submission of a grant to the National Institute for Child Health and Human Development with 18 partnering organizations that would support development and initiation of a long-term Community-Based Participatory Research (CBPR) agenda focused on youth violence prevention. Currently, the Office of Public Health Practice and Community Engagement is working with local partners to prepare a proposal to the Centers for Disease Control and Prevention to establish a Youth Violence Prevention Research Center that will coincide closely with the city’s One Love Louisville strategic plan for making Louisville safe and healthy for all residents.
Reflections on the 2015 White Privilege Conference
by Ryan Simpson, MDA
Assistant Director

The opinions and perspectives shared in this article are solely my own and do not reflect the opinions and perspectives of the HSC Office of Diversity and Inclusion, or of the White Privilege Conference.

As a first time attendee at this year’s White Privilege Conference (WPC), which took place in Louisville, I was both excited and nervous to participate. I was eager not only to (finally) attend this conference I had heard so much about, but also to engage with about 2,000 other people who were also interested in these issues through their roles as students, authors, parents, guest speakers, attorneys, community organizers and activists, teachers/professors, religious leaders, administrators, and/or for a variety of personal reasons. As Assistant Director at the Health Sciences Center (HSC) Office of Diversity and Inclusion (ODI), participation in this conference was a great opportunity for me to network with other professionals in these fields, to gain skills and techniques which I could bring back to our office, and to help promote that there is such an office like ODI at the UofL HSC.

Over the course of three days, the WPC offered a very wide array of opportunities to gain new skills and explore issues through the seven concurrent workshop sessions offered at beginning, intermediate and advanced levels. Workshops covered not only white privilege topics but many forms of privilege and oppression, how they impact individuals and society, and how we can learn more about and do something about them. Four keynote speakers presented including Loretta Ross, Chris Crass, Gyasi Ross, and Mab Segrest. Action planning workshops, musical and poetry performances, and exhibits and book signings were available periodically throughout the WPC, and full-day institutes were available before the actual WPC. People of color/indigenous, bi-racial/mixed heritage, and white/anti-racist caucuses were available. Those who served as volunteers (at various levels of responsibility) in helping to set up and run the conference also had additional opportunities to network and explore social and racial justice issues with each other. Essentially, if there was a topic related to privilege you wanted to explore, it was probably offered at the WPC.

At the beginning of this article, I mentioned that I was also nervous to attend the WPC. This was connected to the knowledge that the WPC was more than likely going to challenge some of my personal core perceptions and views of the world, and of myself. (It did.) Having been involved in this kind of work for a while, I’m familiar with being challenged in these regards, but in my case it hasn’t made them less difficult and terrifying to confront.

As a white person who is drenched in many societal privileges (male, cisgender, straight, able bodied, middle class, “educated,” etc.), a lot of my entrenched identities have been deeply challenged through experiences like what the WPC can offer. This is a lifelong process and has at times been overwhelming, embarrassing and painful. Yet, it’s also eye opening, liberating and has more authentically connected me to others. By continually exploring these privileges, it has made me more resilient and skillful in confronting racism and oppression within myself and in the systems that surround me. I’ve come to realize that my examination of privilege, racism and oppression is a messy process in which I will make many mistakes. I’ve also become more empowered to do this critical work on myself and with others through programs like the WPC.

Opportunities such as the WPC which examine privilege, race and oppression shouldn’t be passed up because they might make us uncomfortable. It is often through uncomfortable dissonance that positive changes can be made to build a more equitable society.

If you’re interested in taking part in opportunities to examine privilege, race, oppression or various identities, please contact the Health Sciences Center Office of Diversity and Inclusion to learn about national, regional and HSC offerings.