

HEALTH  
JUSTICE



Elson S. Floyd  
College of Medicine

WASHINGTON STATE UNIVERSITY

INCLUSIVE EXCELLENCE SCHOLAR IN RESIDENCE

# HEALTH JUSTICE & BELONGING

5.11-12.21

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# HEALTH JUSTICE

The term “health justice” is a relatively new term in the field of health. Health justice includes an equity model that is critical to the delivery of health equity and social justice. Health justice requires that all persons have the same chance to be free from hazards that jeopardize health, fully participate in society, and access opportunity.

Health Justice Definition from Source: Benfer EA. Health Justice: A Framework (and Call to Action) for the Elimination of Health Inequity and Social Injustice. Am Univ Law Rev. 2015;65(2):275-351. PMID: 28221739.

HEALTH  
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# BELONGING

## **BELONGING**

Belonging or being fully human means more than having access. Belonging entails being respected at a basic level that includes the right to both co-create and make demands upon society. The opposite of Othering.

Belonging connotes something fundamental about how groups are structurally positioned within society as well as how they are perceived and regarded. There is an affective component. Belonging is more than joining a club - it is about co-creating and co-owning structures to belong.

Health Justice Definition from Source: Benfer EA. Health Justice: A Framework (and Call to Action) for the Elimination of Health Inequity and Social Injustice. Am Univ Law Rev. 2015;65(2):275-351. PMID: 28221739.



A large, abstract yellow shape with a black outline, resembling a stylized leaf or a drop, is positioned in the upper left quadrant of the page. The shape is filled with a solid yellow color and has a thin black border. It overlaps the white background and the text area.

## **INCLUSIVE EXCELLENCE SCHOLAR IN RESIDENCE**

The residency is designed by a collaborative group of members from the College of Medicine community to be interconnected and have sequenced programming grounded in the college mission and the Strategic Diversity Action Plan. The Scholar in Residence is a model of collaboration between the Washington State University, Elson S. Floyd College of Medicine and the community which reflects the mission of the university and provides value to the community through a relationship of reciprocity and service.

### OPENING SESSION

9:00 am - 9:45 am | All College/Available Students

- Land Acknowledgment
- Introduction Video - What is Health Justice and Belonging?
- Introduction to Inclusive Excellence and the College of Medicine commitment to Inclusion by Founding Dean Tomkowiak.
- Introduction to Inclusive Excellence Scholar in Residence and different format - David H. Garcia and Dr. John Vassall (Everett)
- Review programming and tone-setting for next two days.

### SESSION A

10:00 am - 12:00 pm | All College/Available Students

#### Culturally Sustaining Pedagogy and Praxis

Dr. Lupinnaci (Pullman/Spokane)

Participants will walk away with the following after attending the session:

- Introduction to Inclusive Pedagogy and Praxis
- Foundational understanding of how positionality impacts Pedagogy and Praxis
- Ability to apply basic Inclusive Pedagogy and Praxis skills

#### Indigenous Health

Dr. Naomi Bender and Dr. Wil James (Spokane/Native Health)

Participants will walk away with the following after attending the session:

- Introduction to providing indigenous cultural learning and support environments for students, communities, and patients.
- Tools for offering indigenous cultural learning and support environments for students,

*Session offered in the afternoon.*

### DIALOGUE WITH THE EXPERTS

1:00 pm - 1:45 pm | All College/Available Students

#### Historical Medical Racism in Black Communities

Dr. John Vassall

Participants will walk away with the following after attending the session:

- Foundational understanding of Medical Racism in Black Communities
- Tools for reducing medical racism

### SESSION B

2:00 pm - 4:00 pm | All College/Available Students

#### Culturally Sustaining Pedagogy and Praxis

Dr. Lupinnaci (Pullman/Spokane)

Participants will walk away with the following after attending the session:

- Introduction to Inclusive Pedagogy and Praxis
- Foundational understanding of how positionality impacts Pedagogy and Praxis
- Ability to apply basic Inclusive Pedagogy and Praxis skills

#### Indigenous Health

Dr. Naomi Bender and Dr. Wil James (Spokane/Native Health)

Participants will walk away with the following after attending the session:

- Introduction to providing indigenous cultural learning and support environments for students, communities, and patients.
- Tools for offering indigenous cultural learning and support environments for students,

*Sessions repeated; offered in the morning*

MAY 12, 2021

### **OPENING SESSION**

9:00 am - 9:45 am | All College/Available Students

- Welcome
- Video - Belonging
- Music/Art displays
- Recap of Day 1 and Intro to Day 2

### **PANEL DISCUSSION**

#### **Health Justice & Belonging: Communities & Care**

10:00 am - 12:00 pm | All College/Available Students

Participants will walk away with the following after attending the session:

- Introduction to what Advocacy, Activism, and Care mean to you
- Basic understanding on how individuals can partner with communities to Advocate, engage in Activism, and improve Care.
- Ability to apply strategies for Communities and Care.

Panelists:

- Kiantha Duncan (Spokane)
- Luis Manriquez (College of Medicine)
- Jenyfer Mesa (Spokane)
- Makerusa Protesano (Vancouver/Portland)
- Adrian Garcia (Tri-Cities)

#### **Panel of Diversity Officers in Washington State**

#### **Health Justice & Belonging: Where do we go from here?**

12:30 pm - 1:30 pm | All College/Available Students

- Dr. Mirna Ramos-Diaz from PNWU
- Dr. Leo Morales from UW
- David H. Garcia from - COM

Participants will walk away with the following after attending the session:

- Introduction to the roles and responsibilities of Diversity Officer at the three medical schools in Washington.
- Data and Frameworks informing equity, diversity, inclusion, health justice, and belonging.
- Recommendations for advancing efforts with lessons learned from COVID-19 and Racism during the last year.

The Elson S. Floyd College of Medicine is Washington's community-based medical school. Named after Washington State University's late president, Dr. Elson S. Floyd, the college was created to expand medical education and health care access in communities across the state.

Early in the development of the College of Medicine a commitment to diversity and inclusion was established via the Diversity and Inclusion Policy. The policy reads "It is the policy of the WSU Elson S. Floyd College of Medicine to implement a variety of strategies to manifest the commitment to diversity and inclusion among its students, faculty and staff."

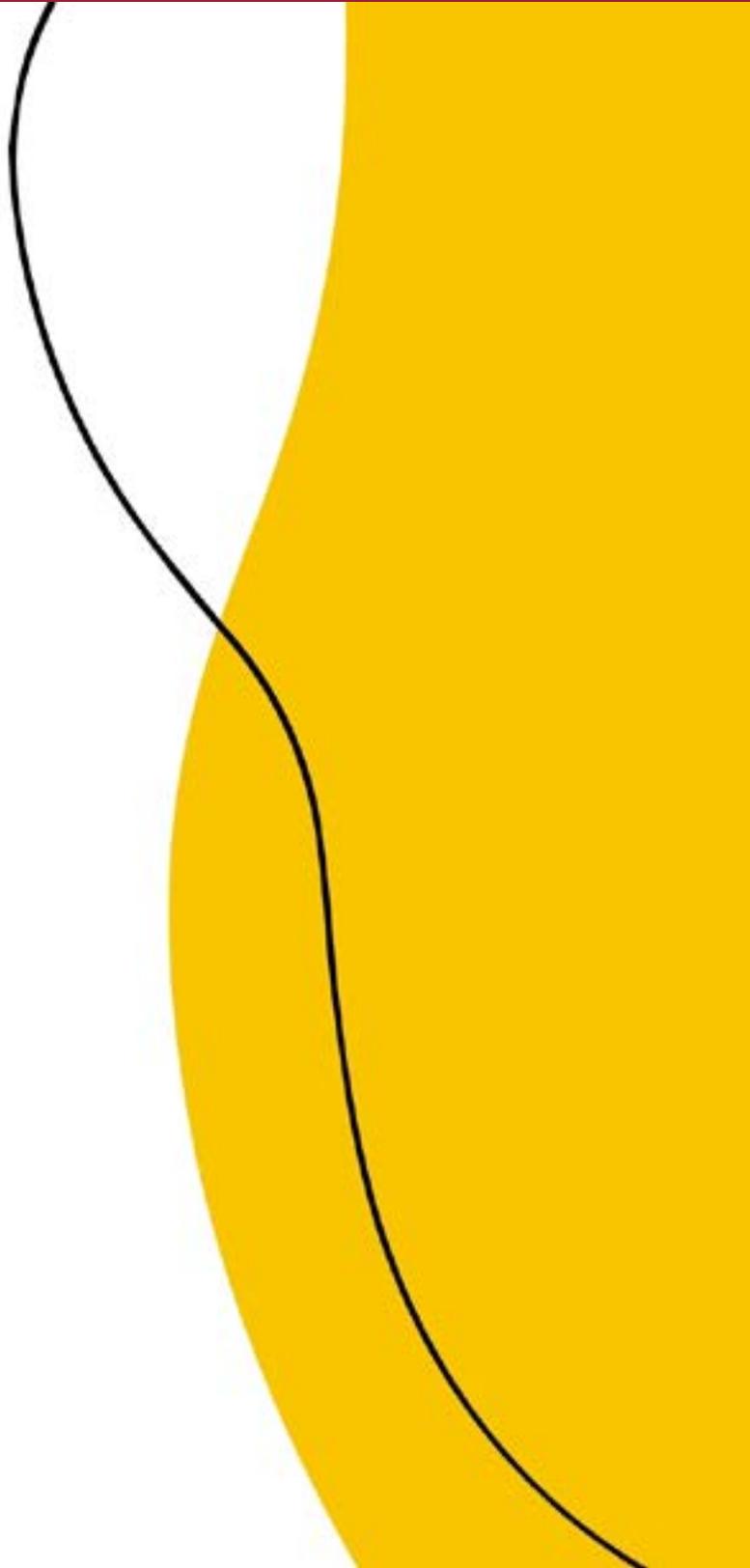
The policy explicitly states the commitment to diversity and inclusion across all departments, units, and offices.

We understand that animating and sustaining the initiatives outlined in the policy enables the College of Medicine to achieve its mission by promoting diversity and inclusion among students, faculty and staff. In so doing, the college enriches education, research, clinical care and service activities and improves access to quality care for all communities in Washington State and beyond.

As the state's land-grant university, our mission is rooted in accessibility and service to diverse communities across the state. By training physicians to deliver health care to Washington's historically underserved communities and will improve countless lives.

In February 2021 we adopted a comprehensive Strategic Diversity Action Plan to help guide the college efforts for the next three years. In addition, we launched an Office for Diversity, Health Justice, and Belonging to provide accountability, infrastructure, and resources to successfully carry out the plan and improve our organizational health to be better partners with communities and people throughout Washington.

## ABOUT THE COLLEGE



# **COMMUNITY** AGREEMENTS

We seek to create an environment where all who choose to teach, learn, work, and heal at the Elson S. Floyd College of Medicine can be their best selves. In attempt to allow for all members of our community to engage with each other during the Inclusive Excellence Scholar in Residence, we ask that you consider the following agreements from intercultural scholar and pedagogy expert, Dr. Laura Rendon in her article, *Realizing a Transformed Pedagogical Dreamfield: Recasting Agreements for Teaching and Learning*.

# COMMUNITY AGREEMENTS

## From Realizing a Transformed Pedagogical Dreamfield: Recasting Agreements for Teaching & Learning

In The Four Agreements (1997) Don Miguel Ruiz, a healer and teacher who studied the teachings of the Toltec in Mexico, explains that the mind dreams 24 hours a day. When the mind is awake, we dream according to the framework of what we have been taught and what we have agreed to believe. When the mind is asleep, we lack this conscious framework, and the dream changes constantly.

In the awakened state, we function according to society's Dreamfield—a collective, holographic reflection of our shared beliefs. In higher education, our shared beliefs about teaching and learning constitute the agreements that guide our present pedagogical Dreamfield. This Dreamfield is fraught with some powerful, entrenched agreements that, though shared by many, are in need of revision because they do not completely honor our humanity and our freedom to express who we are and what we represent.

## Recasting Agreements for Teaching and Learning - All are teacher and learner

To recast the **agreement to privilege mental knowing**, what would be an example of a reframed agreement that is based not on a single approach to learning, but on multiple ways of knowing?

**Recast Agreement: The Agreement to Work with Diverse Ways of Knowing in the Classroom and across the Elson S. Floyd College of Medicine.**

To recast the **agreement of separation**, what reframed agreement would be based on connecting staff, faculty, and students towards synthesizing teaching and learning?

**Recast Agreement: The Agreement of embracing connectedness, collaboration, and transdisciplinarity.**

To recast the **agreement of competition**, what agreement would speak to the concepts of competition and collaboration in the classroom and within our organization?

**Recast Agreement: The Agreement to Engage Diverse Teaching and Learning Strategies in the Classroom and across the Elson S. Floyd College of Medicine.**

To recast the **agreement of perfection**, what agreement would integrate the concepts of expert knowing and “getting-to-know?”

**Recast Agreement: The Agreement to be Open and Flexible About What We Know and Do Not Know.**

To recast the **agreement of monoculturalism**, what agreement would speak to the notion of embracing not only traditional, mainstream models, but also views of knowledge espoused by diverse groups such as women, people of color and indigenous people, among others?

**Recast Agreement: The Agreement of Multiculturalism and Respect for Diverse Cultures.**

To reframe the **agreement of workaholism**, what agreement would speak to the balance we need in our professional and personal lives?

**Recast Agreement: The Agreement to Balance Our Personal and Professional Lives, Rest, Replenishment, and Self-Reflexivity.**

# **COMMUNITY** **AGREEMENTS**

**To work with Diverse Ways of Knowing in the Classroom and across the Elson S. Floyd College of Medicine.**

**To embrace connectedness, collaboration, and transdisciplinarity.**

**To Engage Diverse Teaching and Learning Strategies in the Classroom and across the Elson S. Floyd College of Medicine.**

**To be Open and Flexible About What We Know and Do Not Know.**

**To be Open to Multiculturalism and show Respect for Diverse Cultures.**

**To Balance Our Personal and Professional Lives with Work, Rest, Replenishment, and Self-Reflexivity.**