The ‘Us’ in USG: Networking to build effective cultural awareness programs

Lorraine Evans, PhD, Lindsey West, PhD, and Tasha Wyatt, PhD
Some questions to consider...

• What is the purpose of cultural programming?
• Who is the intended audience?
• What types of activities are included?
• How do we assess and define success?
Cultural awareness programming
Georgia!

2014 population 10,097,343
Up 4.2% since 2010

25% under 18
20% Rural
~10% foreign born

White, non-Hispanic 54%
Black or African-American 31%
Hispanic/Latino/a 9%
Asian 4%

USG
4 Research Universities
4 Comprehensive Universities
10 State Universities
12 State Colleges
## USG Faculty Race/Ethnicity 2004/2014

<table>
<thead>
<tr>
<th></th>
<th>Research Universities</th>
<th>Comprehensive (Regional) Universities</th>
<th>State Universities</th>
<th>State Colleges</th>
<th>USG</th>
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<tbody>
<tr>
<td><strong>Black</strong></td>
<td>6%</td>
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<td>15%</td>
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<tr>
<td><strong>White</strong></td>
<td>83%</td>
<td>73%</td>
<td>89%</td>
<td>78.5%</td>
<td>76%</td>
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<tr>
<td><strong>Asian</strong></td>
<td>15%</td>
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<td>10%</td>
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<td>12%</td>
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<tr>
<td><strong>Hispanic</strong></td>
<td>3%</td>
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<td>2.5%</td>
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<tr>
<td><strong>Non B/W</strong></td>
<td>11%</td>
<td>21%</td>
<td>6%</td>
<td>15.5%</td>
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Source: University System of Georgia 2015
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<th>USG</th>
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<tbody>
<tr>
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<td>22% 22%</td>
<td>20% 17.5%</td>
<td>28% 33%</td>
<td>24% 24.5%</td>
<td>23% 23%</td>
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<tr>
<td>White</td>
<td>69% 63%</td>
<td>76% 73%</td>
<td>65% 56%</td>
<td>69% 68%</td>
<td>69% 64%</td>
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<tr>
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<td>2.5%</td>
</tr>
<tr>
<td>Non B/W</td>
<td>10% 15%</td>
<td>4% 9.5%</td>
<td>7% 11%</td>
<td>8% 7.5%</td>
<td>8% 13%</td>
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</tbody>
</table>

Source: University System of Georgia 2015
CULTURAL AWARENESS PROGRAMS

Lindsey West, PhD
Healthy Perspectives at GRU

• To minimize **health disparities**\(^1\) that emerge from
  – Cultural and linguistic barriers,
  – Unconscious and unintended biases, and
  – Unequal treatment

• To address an accreditation outcome/competency for both **academic programs** and **professions**

• This is an **institutional initiative** for all health sciences students. All faculty, staff and now students, complete cultural competency training

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\(^1\) IOM’s report, *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*
Healthy Perspectives at GRU

1. Build **self-awareness**
2. Increase **self-efficacy** in cross-cultural situations
3. Enhance **communication skills** during culturally diverse interactions with patients and health care professionals
# Healthy Perspectives at GRU

| Format | Online housed on D2L  
|        | **FOUR** ~30-minute modules  
|        | Pre and post test at the beginning and end  
|        | Open Wednesday-to-Wednesday |
| Assessment | Pass/Fail  
|           | FOUR quizzes and THREE OPTIONAL discussion board entries  
|           | ONE WEEK to complete each module (close at midnight) |
| Participants | First year students in the Colleges of Allied Health Sciences, Dental Medicine, Nursing and Medicine |
| Sample Schedule | Pre-test: Sept 2\(^{nd}\) – Sept 9\(^{th}\)  
|               | Content modules: Sept 9\(^{th}\) – Oct 7\(^{th}\)  
|               | Post-test and evaluation: Oct 7\(^{th}\) – 23\(^{rd}\) |
Cultural Awareness Programs

Out of State Examples

• The Cultural Plunge at Christopher Newport University
• Cultural Competency Certificate Programs at San Diego State
• Conversations about Race and Ethnicity at Syracuse

USG Examples

• STEM summer bridge program at UGA
• Multicultural Competence Plan (certificate program) at GTech
• Flagg Social Justice Spring Lecture Series at Georgia College
Activity

• Gather into groups of 4-6 by target audience
  – Focus on students, faculty/staff or everyone
  – Try to sit with people from other organizations
• Introductions – name, organization, strongest cultural program, one challenge faced
• Complete worksheet
• 20-30 minutes
• Regroup and discuss options developed
Thank-you!

We will compile the worksheets and send everyone a copy of all our ideas.