

Creating Effective Refugee Community Partnerships: Two Perspectives

Presented by Dr. Jean E. Beatson and Dr. Hyojin Im



A webinar from AUCD's Diversity and Inclusion Blueprint Team

February 26, 2015

- Introductions
- Presentation
- Q & A after presentation
 - You can ask a question verbally by pressing the * then # key to request the floor; you will be un-muted in turn.
 - Keep track of your questions to ask at the end
 - You can also submit any questions throughout the webinar via the ‘Chat’ box below the slides.
 - The moderator will read the chat box questions during Q&A
- Survey
 - Please complete our short survey to give us feedback for the next webinar!



Dr. Jean E. Beatson

Dr. Beatson is the training director for the Vermont Leadership Education in Neurodevelopmental Disabilities (VT LEND) program and responsible for overseeing all program components.



Dr. Hyojin Im

Dr. Hyojin Im, PhD, MSW, MA, an Assistant Professor at Virginia Commonwealth University School of Social Work (VCU SSW), has extensive experience working with traumatized refugee communities, both international and domestic.

ORGANIZING REFUGEE COMMUNITY

Hyojin Im, PhD, MSW, MA
Assistant Professor
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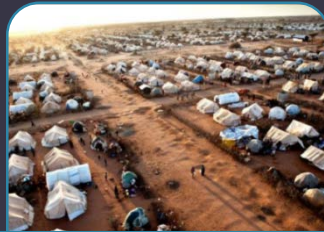


Refugees experience ...



Pre-Migration

- War, conflicts, violence (Torture, GBV)
- Lack of protection / governance
- Multiple losses



Migration

- Forced displacement
- Family loss and separation
- Discrimination
- Instability
- Congested living



Post-Migration

- Cultural & language barriers
- Acculturative stress
- Identity crisis
- Intergenerational gap

Cultural profiles of Virginia's refugees – 2014 New Arrivals (DSS, 2014)

Every year about 70,000 refugees are resettled in a majority of the 50 states (ORR, 2014).

- 1 Iraq 634
- 2 Bhutan 229
- 3 Ethiopia 166
- 4 Afghanistan 159
- 5 Burma 139
- 6 Iran 99
- 7 Cuba 98
- 8 Sudan 91
- 9 DRC 76
- 10 Eritrea 70
- 11 Somalia 63

Multi-Tiered Model of MHPSS

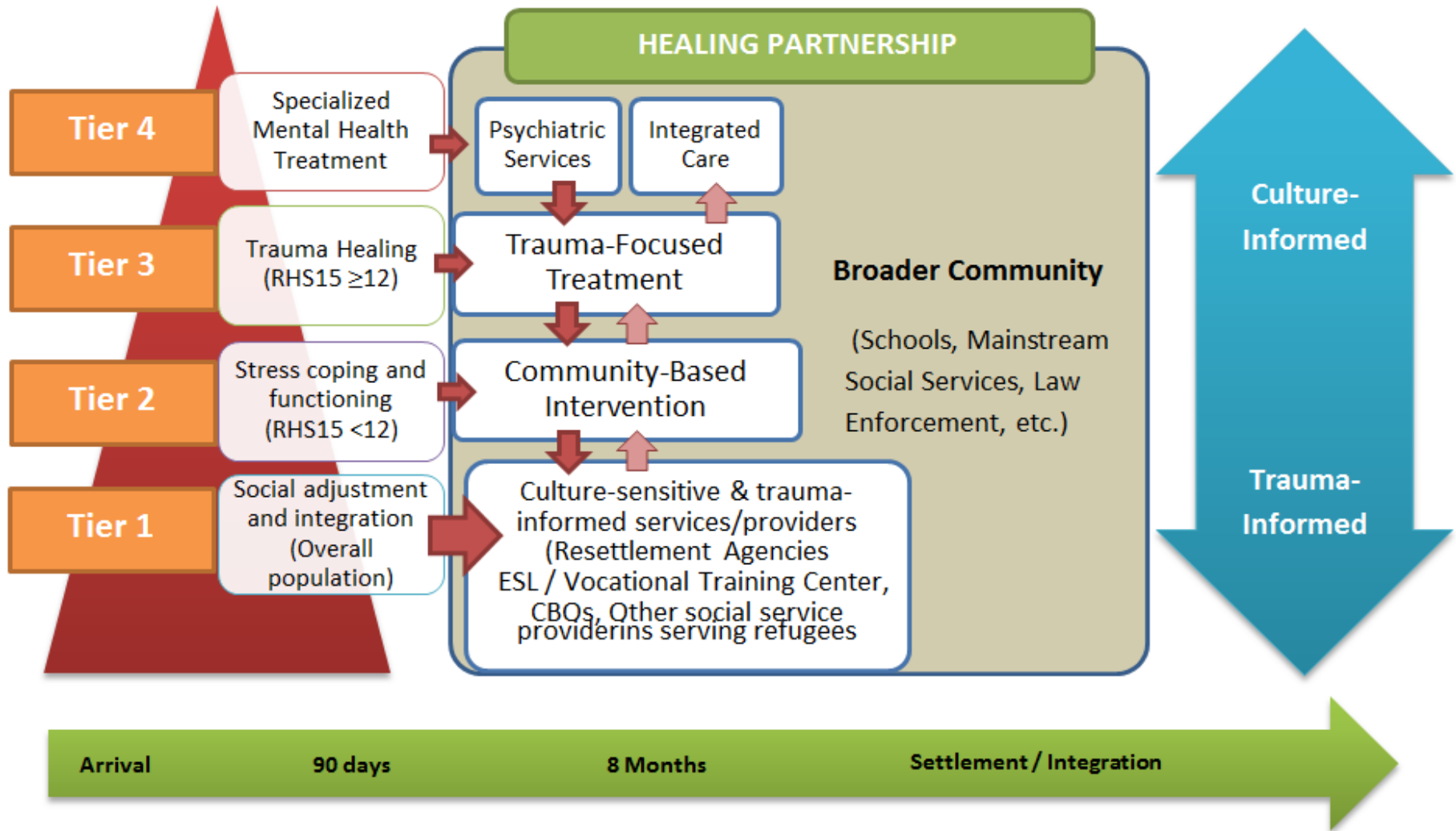


Figure: Multi-Tiered Refugee Mental Health Care Model (Im, 2014)

Refugee Healing Partnership

- *A collaborative effort initiated by*
 - *Virginia Department of Behavioral Health and Developmental Services – Office of Cultural and Linguistic Competence*
 - *Virginia Department of Health – Newcomer Health Program*
 - *Virginia Department of Social Services – Office of Newcomer Services*

- *Positive mental health and cultural adjustment*
- *Linkage between providers and the refugee communities*
- *Opportunities for trauma-informed education at the community level and culture-informed education at the provider level*

Parallel Process: Partnership Building & Intervention Development



State Initiative

- Refugee MH Initiative
- Refugee MH Summit
- Cultural Navigator Qualification Program

Local community organizing

- Refugee Dialogue Group
- Refugee MH Council
- Refugee Community Leaders Council

Pilot Intervention

- Trauma-Informed Cross-Cultural Psychoeducation (TI-CCP) Training
- Community Health Workshops

Capacity Building (Community-Based)



Training of Trainer: TI-CCP

Community Health Workshops by trained leaders

Voluntary, self-contained support group

TOT in Bhutanese community



Refugee Healing Partnership



[Virginia DBHDS Refugee Healing Partnership](#)



Sustainability

- Capacity building for both sides (interactive training modules)
- Community Health Worker or Peer-to-Peer intervention model (Cultural Navigator program)
- Developing culturally & linguistically competent workforce
- Community-based participatory research
 - Community – University partnership
 - Grass-root engagement & advocacy (ex. RCLC meeting)
- Challenges



THANK YOU

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Role of Refugee Populations in Diversifying LEND Programs

Jean E. Beatson, Ed.D., R.N.

February 26, 2015



VT LEND
preparing leaders
across health professions

VT LEND Vision



We aim to become racially and ethnically diverse at every level of our LEND program: children, families, trainees, staff & faculty, leadership, advisory council

Frequently Heard Comments

- ▶ We want to do some of these things but there just aren't any new grants out there
- ▶ We don't need CALC training because we don't have much diversity
- ▶ We have no specific budget related to CALC
- ▶ I don't know where to start
- ▶ How do I incorporate CALC program-wide?
- ▶ Because I am a person of color, they expect me to do everything
- ▶ I wish I could find someone to come in and do it for us
- ▶ We have no diversity recruitment plan
- ▶ Disability is diversity so we have it covered

Culturally Effective Faculty

(Goode & Bronheim, 2012)

- ▶ Incorporate CALC into their professions
 - ▶ Self-assessments on CALC, bias, motivations & goal setting
- ▶ Observe and advocate for the CALC of organizations where they work
 - ▶ Joining committees, college diversity workgroup
 - ▶ Intervene when issues of bias arise
- ▶ Work with & serve racially/ethnically diverse populations
 - ▶ Outreach to former refugee community for teaching, trainees, families
- ▶ Know the role of CALC in addressing health & health care disparities
 - ▶ CALC incorporated into every class

Training Faculty: Content

- ▶ Racism, bias & microaggressions
- ▶ White privilege, systems of oppression
- ▶ Teaching diverse students and ELLs
- ▶ Health & healthcare disparities
- ▶ Family & person centered care
- ▶ CALC
- ▶ Defensiveness, bias awareness, motivation
- ▶ Self-awareness & reflection
- ▶ Culturally effective mentorship

Culturally Effective Mentorship

(Goode & Bronheim, 2012)

- ▶ Supporting trainees in experiential learning
- ▶ Ask about personal or observed incidents of bias, stereotyping, microaggressions
- ▶ Structured reflections and discourse with peers and faculty
- ▶ Mentorship guide created and followed by all faculty
- ▶ Mid & end of year mentorship evaluations

Multicultural Director: Creating Sustainable Change

- ▶ Created a staff position
- ▶ Recruited a diverse person trusted in multiple communities
- ▶ She then did targeted recruitment in former refugee community
- ▶ She raised awareness through professional partnerships
 - ▶ Title V
 - ▶ Academic
 - ▶ State leadership
- ▶ Monitored & collaborated on LEND
 - ▶ CALC curriculum
 - ▶ Recruitment plan
 - ▶ Faculty/staff professional development & evaluation

Recruitment Plan & Outcomes

- ▶ In 2013 set a target of 30% racial/ethnic diversity of T/F
 - ▶ 2014-2015 reached goal of 30% T/F diversity
 - ▶ 2015-2016 recruiting more than 50% diverse T/Fs
- ▶ Recruit racially/ethnically diverse faculty & staff
 - ▶ 2014-2015 30% diverse faculty/staff
 - ▶ 2 staff positions, 2 faculty positions
- ▶ Increase racial/ethnic diversity of families involved in LEND
 - ▶ Family Faculty was a fellow in 2013-2014 (pipeline)
 - ▶ 70% racially diverse families matched with T/Fs
 - ▶ Advisory council Cultural Competence & Health Disparities subcommittee formed with 90% racial/ethnic diverse community stakeholders

Sustaining Change: Funds MUST Come from Core Budget

- ▶ Recalculated core faculty time, decreased percentages
 - ▶ 20% to 12%
- ▶ Decreased training & clinical director percent time
 - ▶ 100% 12 months to 80% 9 months
- ▶ New budget lines & spending priorities
 - ▶ Interpretation/translation budget line (\$1000)
 - ▶ Budget line for consultant fees related to Family Practicum Parents (\$2800)
 - ▶ Prepared to add more staff lines
 - ▶ Unanticipated program savings marked for diversity costs
 - ▶ Childcare & comprehensive fees paid for Family Fellows & Former Refugee T/Fs

Integration at all Levels: Reality Follows Intention



- ▶ Current trainees refer new trainees
- ▶ Targeted outreach for staff openings
- ▶ CLC & Health Disparities Advisory Council Subcommittee
- ▶ Diverse children & youth affected by disabilities and their families involved in
 - ▶ Family connection
 - ▶ Family Faculty
 - ▶ Trainees

Sustaining Racial/Ethnic Diversity in LEND

- ▶ Leadership Succession
 - ▶ Beginning 2015 new diverse TD
 - ▶ Planning ahead for new PD
- ▶ Strategic Planning
 - ▶ Program shift to policy/leadership with focus on CALC & diversification
 - ▶ CALC organizational assessment & plan every 3 years
- ▶ Creating pipeline
 - ▶ Future recruitment of faculty, staff, trainees, families
- ▶ Mentoring development of needed skills
 - ▶ Revising faculty/staff evaluation process
 - ▶ Annual reviews



Experience to date

Our discourse has completely changed. We are learning things we would have never known were it not for our diverse trainees, faculty & staff. Issues of bias, care disparities, access barriers to healthcare exchange, the list goes on and on. Every faculty, staff, trainee knows that what we are doing is not only right, but that we should have done so a long time ago. We are on fire!

Contact Information

- ▶ Call or email me with any questions:
- ▶ jbeatson@uvm.edu
- ▶ 802-656-4291

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Visit the Websites

- AUCD Website: <http://www.aucd.org>

Questions about AUCD's Diversity and Inclusion Blueprint Team?

- Contact Dawn Rudolph at DRudolph@aucd.org

Please take a few minutes to complete our survey!