

**Faculty Staff Diversity Mini-Grant Application.** Electronic submission is required. A signature page signed by each team member is required; please include a scanned/digitized copy with your submission or send the signature page separately to the Diversity and Inclusion Office.

**Project Title** (up to 25 words)

(College of Health Professions Best Practices Day)

***Sexual Health Update: Becoming more Inclusive in the Classroom and in Practice by Exploring the Diversity of Gender and Sexuality.***

**List the members of the team and indicate their roles on the project. One member should be identified as Team Leader.**

1 (required) Bethany Brown Role on team: Leader

2 (required) Fatima Wakeel Role on team: member of committee

3 (required) Stephanie Gustman Role on team: member of committee

4 (optional) Tami Wolverton Role on team: member of committee

5 (optional) Sonya Knll Role on team: member of committee

6 (optional) Daniel deRegnier Role on team: member of committee

7 (optional) Sheila MacEachron Role on team: member of committee

8 (optional) Lincolc Gibbs Role on Team: member of committee

**Contact Information for Team Leader:**

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**Project Summary/Abstract :**

In order to help support the mission of the College of the Health Professions (CHP) which is “to train and educate future healthcare professional leaders through inter-professional collaboration, practice and academic excellence” and the values of the college that state “we recognize the importance of scholarly activities and professional service in terms of developing an active intellectual environment with collaboration, diversity, professional ethics, excellence, learning and opportunity” (Ferris, 2018), *Best Practices Day* was developed in order to bring in outside speakers to further educate faculty and

staff on the ever changing healthcare environment. The Diversity and Inclusion committee was charged with putting on Best practices day to further incorporate the Mission and values of the CHP and Ferris States' Diversity and Inclusion plan with evidence based practice updates in the health professions field. The College of Health Professions Diversity and Inclusion Committee decided to focus on sexual health diversity including gender, gender identity, gender pronouns, lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and pansexual (LGBTQIAP) population, sexual orientation and sexual practices for the Best Practices Day. In previous years the committee has had Best Practices Days devoted to disabilities, international students, and racial issues. Students have approached some members in the committee asking for more up to date information on sexual health in the health professions courses. The committee feels that Ferris has lacked having presentations and general education sessions for faculty in the area of sexual diversity and that this is a very import hot topic currently in the health profession fields. The committee also felt that this was an important topic to address as the University moves forward with using inclusive gender pronouns, student preferred names, and the start of a LGBTQ+ center.

It has become a goal of the World Health Organization, National Prevention Strategy and Health People 2020 to have better sexual health within our society. It is the responsibility of the health care educators to start integrating sexual health concepts within the curriculum of the students in order for sexual health changes to be made (Department of Health and Human Services, 2012; Ford, Barnes, Rompalo, & Hook, 2013; National Prevention Council, 2011; and World Health organization, 2018). Ferris State University's Diversity and Inclusion Plan 2016-2022 (2015) has a goal to create a University that is "respectful of differences and civil toward people who are different" (pg. 8). In this plan it discussed how students from the LGBTQ population felt less welcomed. The plan also discussed how students and faculty thought that providing more interaction with people from different diversity groups and promoting more understanding would help create a more inclusive environment (Ferris State University, 2015, pg. 8). This furthers the need for sexual health to be taught not only to staff, but to give staff skills to teach it to students and provide interactive learning opportunities with people from various genders and sexualities.

Covering sexual and gender diversity in best practices day will also help Ferris achieve goal # 5 in the plan which aims to "improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research" (Ferris State University, 2015, pg.12). It is the goal of the committee to bring in people within the sexual health field to help staff obtain valuable teaching lessons and resources to use within the classroom and in medical practices to help promote inclusivity. The committee also plans to hold an event the evening before Best Practices Day to allow for a presentation for the students and other faculty as well. This mini- grant will help cover the costs of the speakers, travel for the speakers and other presentation costs.

#### References:

- Department of Health and Human Services (US). Healthy people 2020: leading health indicators. [cited 2018 Jan 17]. Retrieved from: <http://www.healthypeople.gov/2020/LHI/default.aspx>
- Ferris State University, (2015). The diversity and inclusion plan: There is a home for you at Ferris State University. Retrieved from: <https://ferris.edu/HTMLS/administration/president/DiversityOffice/pdf/DiversityPlan2016.pdf>
- Ferris State University (2018). College of health professions mission and vision. Retrieved from: <https://ferris.edu/HTMLS/colleges/alliedhe/MissionVision.htm>
- Ford, J., Barnes, R., Rompalo, A., & Hook, E., (2013). Sexual health training and education in the U.S. *Public Health Reports*, 128(Suppl 1), 96–101.

National Prevention Council (US). Washington: Department of Health and Human Services, Office of the Surgeon General (US), (2011); [cited 2012 Sep 7]. National prevention strategy: America's plan for better health and wellness. Retrieved from: <https://www.surgeongeneral.gov/priorities/prevention/strategy/report.pdf>.

World Health Organization (2018). Sexual Health. Retrieved from: [http://www.who.int/reproductivehealth/topics/sexual\\_health/en/](http://www.who.int/reproductivehealth/topics/sexual_health/en/)

## **Project Narrative:**

### Project Need

The World Health Organization (WHO), National Prevention Strategy and Health People 2020 all recognize that sexual health is a key area for improving the lives of Americans (Department of Health and Human Services (DHHS), 2012; National Prevention Council, 2011; and WHO, 2018). However, sexual health is still often a taboo subject and not included in most curriculums. Many studies over the last few years have determined that very few hours, if any, are devoted to sexual health education in the health profession fields (Fingerhut & Abdou, 2017, Ford, et al., 2013; Penwell-Waines et al, 2014; and Valano et al., 2014). It is also known that many healthcare disparities exist for people who are not heterosexual or cisgender (Fingerhut & Abdou, 2017; DHHS, 2012; Obedin, et al., 2013; Valano, 2014; and WHO, 2018). From a social justice perspective, identity threats serve as an important contextual variable feeding health disparities among sexual minorities. If staff, faculty and students better understood, they could help reduce the disparities (Fingerhut & Abdou, 2017).

Over the last five years most healthcare associations have published recommendations and practice guidelines stating sexual health should be a priority for all health professionals and that undergraduate education requires a revision of educational efforts (DHHS, 2012; Ford, et al., 2013, National Prevention Council, 2011; WHO, 2010). Current literature suggests that training in college education is especially lacking in LGBTQ and gender identity sexual health areas (Ford, et al., 2013; Obedin, et al., 2011; Penwell & Waines, et al, 2014). LGBTQ students at Ferris State University also claimed to feel “less welcomed” according to the University’s Diversity and Inclusion Plan 2016-2022 (2015). The diversity and inclusion plan has a goal to create a University that is “respectful of differences and civil toward people who are different” (pg.8). This further supports the research that shows that education on sexual health disparities, such as the LGBTQ population, can decrease disparities for our students and create a more welcoming environment. Educating our staff and faculty on up to date information on the diversity of sexual health will help to provide better inclusion for students, faculty, staff and patients. This will further the values of diversity and ethical community at Ferris State University and the CHP.

### References:

Department of Health and Human Services (US). Healthy people 2020: leading health indicators. [cited 2018 Jan 17]. Retrieved from: <http://www.healthypeople.gov/2020/LHI/default.aspx>

Ferris State University, (2015). The diversity and inclusion plan: There is a home for you at Ferris State University. Retrieved from:

<https://ferris.edu/HTMLS/administration/president/DiversityOffice/pdf/DiversityPlan2016.pdf>

Fingerhut, A., & Abdou, C. (2017). The role of healthcare stereotype threat and social identity threat in LGB health disparities. *The Journal of Social Issues*, 73(3), 493- 507.

Ford, J., Barnes, R., Rompalo, A., & Hook, E., (2013). Sexual health training and education in the

- U.S. *Public Health Reports*, 128(Suppl 1), 96–101.
- National Prevention Council (US). Washington: Department of Health and Human Services, Office of the Surgeon General (US), (2011); [cited 2012 Sep 7]. National prevention strategy: America's plan for better health and wellness. Retrieved from: <https://www.surgeongeneral.gov/priorities/prevention/strategy/report.pdf>.
- Obedin-Maliver, J., Goldsmith, E., Stewart L., White W., Tran E., Brenman S., et al., (2011). Lesbian, gay, bisexual, and transgender-related content in undergraduate medical education. *JAMA*, 306, 971-977.
- Penwell-Waines, L., Wilson, C., Macapagal, K., Valvano, A., Waller, J., West, L., & Stepleman, L. (2014). Student perspectives on sexual health: Implications for interprofessional education. *Journal of Interprofessional Care*, 28(4), 317-322.
- Valvano, A., West, L., Wilson, C., Macapagal, K., Penwell-Waines, L., Waller, J., & Stepleman, L. (2014). Health professions students' perceptions of sexuality in patients with physical disability. *Sexuality and Disability*, 32(3), 413-427.
- World Health Organization, (2010). Developing sexual health programs: A framework for action. Retrieved from: World Health Organization (2018). Sexual Health. Retrieved from: [http://www.who.int/reproductivehealth/topics/sexual\\_health/en/](http://www.who.int/reproductivehealth/topics/sexual_health/en/)
- World Health Organization (2018). Sexual Health. Retrieved from: [http://www.who.int/reproductivehealth/topics/sexual\\_health/en/](http://www.who.int/reproductivehealth/topics/sexual_health/en/)

#### Detailed Description of the Project:

The Diversity and Inclusion committee in the College of Health Professions (CHP) has been meeting monthly to plan the Best Practices Day event. Best Practices Day in the CHP has been a way for the Diversity and Inclusion committee to bring up to date information to the faculty and staff on various hot topics in the health professions and link it to the diversity and inclusion goals of the university. This event is a mandatory event for all faculty and staff in the CHP. To date the venue will be in the College of Ophthalmology' auditorium March 29, 2018. This event will begin with a lecture on the up to date evidenced based curriculum suggestions for sexual health in health professions, concepts of gender, gender identity, gender pronouns followed by an activity and a question an answer period from Dr. Amy Raad, psychologist and Sexual Health educator. The next speaker, Dr. Justine Sheuy, sexologist, will introduce sexual health education in America and in health professions, healthcare disparities, and how to integrate sexual health into curriculum. The committee has contacted multicultural student services, the LGBTQ+ Center, Kylie Piette, and Nick Carmody (title ix) and various RSO's. Kambria from the LGBTQ+ Center stated she cannot help as she has to practice at her private practice on that day, Kevin Carmody never returned multiple email attempts and Kylie Piette was willing to come do a presentation on the legal aspects of caring for students and patients of various genders and sexual practices. This is a half day event and concludes with a faculty pizza party. During lunch we hope to have a small student panel representing various sexualities and genders to discuss what it is like to be a student and patient at Ferris State University. A packet of resources will be given to each participant which will include a list of resources for them to find information to include in the classroom, medical practice guidelines, or various health professions committee statements regarding sexual health.

#### Roles of committee:

**Bethany Brown**- Leader: has a post-doctorate degree in sexual health education and counseling. She will lead the group, be the MC of the event. She is in charge of locating the speakers as she is close to many

of the national known names in the field. She will be putting together a handout packet of resources for participates with help of the committee. She is also working with AEGIS and the LGBTQ RSO's for a Student panel.

**Fatima Wakeel & Stephanie Gustman**- help with Ferris resources and info packets

**Tami Wolverton & Richelle Williams**- Help coordinate hotel and transportation for speakers, speakers gifts, event flyers, sending out event notices

**Daniel deRegnier & Sonya Knoll**- Help coordinate tables for RSOs/organizes day of event, welcoming them in and setting them up, sign it, hand-outs, IT/ computer needs for speakers

**Sonya Knoll & Sheila MacEachron**- Food organization

**Lincoln Gibbs**- helps with food and organization with CHP administration

#### **Time Line of Event:**

1. February- Committee meeting to give final assignments for food, advertising, student panel, speakers' gifts, hotel and transportation needs for speakers, and speaker invites. Send out survey to CHP staff asking for any specific questions they have regarding topic or any needs for their departments education.
  - a. The evening before (title to be determined) presentation to staff and students- reserve venue
2. March- 1<sup>st</sup> week meeting- confirm speakers, confirm hotel and transportation needs, confirm food is taken care of, settle any last minute needs and get totals prices. Review list of questions CHP staff had regarding topic. Make sure we have speaker gifts.
3. 2 weeks prior meeting- send out invite for Best Practices Day
4. Week of send out reminder to events, verify food orders and plates, etc., confirm with speakers that travel arrangements are in order.
5. Events completed March 29, 2018, Committee to evaluate event evaluations at the April Diversity and Inclusion meeting (date yet to be determined- usually the first week of April).
6. Final report to be written by Bethany Brown and turned in by April 30<sup>th</sup>, 2018.

#### **Target Audience**

The target audience for the main project is the CHP faculty and staff which will secondarily influence the students of the CHP. The number of people expected to attend from the CHP is 68. The Best Practices Day is a mandatory event for CHP faculty and CHP staff are invited. A flyer advertising the event will be sent out 2 weeks prior and the week of reminding staff of the event. Other faculty and Deans from Ferris who are interested in the topic have been invited as well per Lincoln Gibbs.

#### **Discuss specifically how the project relates to the current Ferris State University Diversity and Inclusion Plan**

In order to help support the goal of better sexual health within our society, it is the responsibility of the health care educators to start integrating sexual health concepts within the education of their students. Ferris State University's Diversity and Inclusion Plan 2016-2022 (2015) has a goal to create a University that is "respectful of differences and civil toward people who are different" (pg. 8). In this plan it discusses how "students from the LGBTQ population felt less welcomed" (Ferris State University, 2015, pg. 8). The plan also discussed how students and faculty thought that providing more interaction with people from different diversity groups and promoting more understanding would help create a more inclusive environment (Ferris State University, 2015, pg. 8). This furthers the need for sexual health to be taught not only to staff but to give staff skills to teach it to students in order to create more understanding and a more welcoming environment.

Covering sexual and gender diversity in best practices day will as help Ferris achieve goal # 5 in the plan which aims to improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research” (Ferris State University, 2015). It is the goal of the committee to bring in people within the sexual health field to help staff obtain valuable teaching lessons and resources to use within the classroom and in medical practices to help promote inclusivity. Issues like the importance of a LGBTQIAP center (or Sexual health center), gender natural bathrooms, and gender pronouns will all be discussed and are all part of the Diversity and Inclusion Plan. Educating our staff and faculty on up to date information on the diversity of sexual health will help to provide better inclusion for students, faculty, staff and patients. This will further the values of diversity and ethical community at Ferris State University.

### **Measurable Outcomes**

All outcomes will be measured with a pre & post-test for faculty and staff at the event

1. By the end of the event participants will be able to identify the 4 factors that go into a persons’ gender identity.
  - Goal #5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research (“Host an Institute to teach faculty and staff how to implement a Difficult Dialogues”- about gender, gender identity)
  - Goal #1: Create a University that is respectful of differences and civil toward people who are different (“Designate some single-stall restrooms as gender neutral”- discussion the importance of this, “creating more opportunities for interaction among people from different identity groups”- student panel with different gender identifying students and lunch time to interact with RSO’s and organizations, "Promoting understanding and skills to relate to people who are different"- lectures by top leaders in the field).
  - CHP Value: “We support an open and diverse learning environment (diversity)”.
  
2. By the end of the event the participant will be able to list 2 ways sexual health can be incorporated into health professions curriculum.
  - Goal #1: Create a University that is respectful of differences and civil toward people who are different ("Promoting understanding and skills to relate to people who are different"- this will allow faculty to better understand and interact with students and patients better who identify in gender and sexual neutral identities. This will also allow them to be more inclusive, and less harmful in the language used, paper work, and other possible instances in education and healthcare).
  - Goal #5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research- “Faculty must be encouraged, given learning opportunities, and provided with adequate resources to improve inclusivity in their classes and in their scholarly work”.- By teaching this to staff they can then incorporate this into teaching it to students and use case examples in the health professions to help promote more inclusivity in healthcare.
  - CHP Value: “We set high professional performance standards for our students and ourselves (Professional ethics)”

3. By the end of this presentation participants will be able to list 2 healthcare disparities for the LGBTQ+ population and how increased sexual health education may help to decrease those disparities.
  - Goal #5: Improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research- ( "Faculty must be encouraged, given learning opportunities, and provided with adequate resources to improve inclusivity in their classes and in their scholarly work".- By creating this discussion and learning opportunity for faculty and staff they will be able to synthesize ways their health profession can help to eliminated health disparities in sexual health. This will help to formulate new teaching ideas, research ideas, and future learning opportunities for faculty, staff and students.
  - CHP Value: "We believe that healthcare professionals play a vital role in affecting health outcomes, quality of care and costs (collaboration, diversity, opportunity)"

\*All quotes are from Ferris State University's Inclusion and Diversity Plan 2016-2022.

**Final Report**

A final report is required. Failure to submit the final report will exempt all team members from future mini-grant funding.

Expected completion date:     April 30, 2018    

The final report is due 90 days after the expected completion date. Final reports should be submitted to the Diversity and Inclusion Office.

**Budget:**

<b>Budget Overview</b>			
	<b>Requested Grant Funds</b>	<b>Funding from other sources</b>	<b>TOTAL BUDGET</b>
	\$500 x 2 speakers  Total= \$1000		

<b>HONORARIA</b>			
<b>TRAVEL</b>	<b>\$408.60 (Airfair)</b>		
<b>FOOD</b>		<b>\$200 (breakfast and Lunch)</b>	
<b>RENTALS</b>	<b>Transportation provided by faculty</b>		
<b>PRINTING &amp; DUPLICATING</b>		<b>\$20</b>	
<b>PROMOTION</b>	<b>Free and included in printing</b>		
<b>SUPPLIES &amp; POSTAGE</b>			
<b>RESOURCE MATERIALS</b>		<b>\$10</b>	
<b>ASSESSMENT TOOLS</b>		<b>\$20</b>	
<b>OTHER- hotel stay Gifts for speakers</b>	<b>Hotel- \$120</b>	<b>Gifts for Speakers \$100  (overage expenses to be</b>	



		covered by CHP)	
<b>TOTAL</b>	<b>\$1528.60</b>	<b>\$350</b>	<b>\$1878.60</b>

**Faculty Staff Diversity Mini-Grant Application Signature Page**

***Sexual Health Update: Becoming more Inclusive in the Classroom and in Practice by Exploring the Diversity of Gender and Sexuality.***

\_\_\_\_\_  
Bethany Brown Date: \_\_\_\_\_

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Fatima Wakeel Date: \_\_\_\_\_

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Tami Wolverton Date: \_\_\_\_\_

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Sonya Knoll Date: \_\_\_\_\_

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Stephanie Gustman Date: \_\_\_\_\_

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Daniel deRegnier Date: \_\_\_\_\_

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Sheila MacEachron Date: \_\_\_\_\_

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Lincoln Gibbs Date: \_\_\_\_\_