


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)


Developing Cultural Competency for Health Care Professional Students through American Sign Language Training

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

  
1 (required) Nicole Bailey Role on team: Pharmacy student lead

  
2 (required) David Bright Role on team: Pharmacy faculty lead, team leader

  
3 (required) Sarah Hinkley Role on team: Optometry faculty lead

  
4 (optional) Minji Sohn Role on team: Programmatic assessment lead

  
5 (optional) Brianna Brian Role on team: Student facilitator

  
6 (optional) Hailey Strahl Role on team: Student facilitator

Contact Information for Team Leader:

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**Project Summary/Abstract** If the application is approved the project summary will be posted on the Diversity and Inclusion Office website.

Currently, training programs for students in different health professions rarely involves a significant dedication to cultural competence related to treating patients with different disabilities. Deaf and hard of hearing (HOH) patients lack the ability to hear well, which can drastically limit communication with health care professionals. Furthermore, health care professionals may be very unfamiliar with Deaf culture, which may even further limit good communication, and can lead to adverse health outcomes. The Ferris State University College of Pharmacy piloted a co-curricular American Sign Language training in the Spring of 2019 in collaboration with Grand Rapids Deaf and Hard of Hearing Services (D&HHS). The program was well attended with nearly 40 students in attendance, and a pre-post assessment of the training showed very encouraging results. Specifically, students felt greater confidence in working with Deaf/HOH patients and/or translators. Upon sharing these successes with colleagues across campus, shared interest emerged in holding an interprofessional co-curricular training focused on pharmacy and optometry students. Our goal is that students not only learn how to better support Deaf/HOH patients, but that students would also learn about how each profession uniquely serves their patients of different cultures and needs. Course fees are approximately \$87 per student, and we are asking for support of \$40 per student to defray/split the cost with interested students (\$2000 total for 50 students). We believe that this program will not only help the immediate students involved, but it will also help to guide future co-curricular and interprofessional development opportunities for Ferris students. Furthermore, discussion of an elective course for health professions students has also begun with this course as a foundation point, so pursuing an interprofessional training this year may also help with innovative course development work that could serve multiple degree programs and colleges.

**Project Narrative.** Please be Concise. Structure your narrative as follows. Do not omit any section.

1. Discuss the need for this project: In 2013, approximately 1.4 million people in Michigan reported some form of hearing loss. Only 200,000 people additionally reported that they use a hearing device. This implies the majority of people with some form of hearing loss depend on other forms of communication such as American Sign Language (ASL). Beyond the communication barrier itself, there is also a lack of awareness of Deaf culture among students and healthcare professionals. We believe that pharmacy and optometry students must be prepared to care for all patients, including those with physical disabilities that impact their ability to communicate. Therefore, further exploration of strategies to empower Ferris students to care for diverse patient populations is critical.
2. Provide a detailed description of the project, including how it will be implemented and the specific roles of each member of the team;

Following on the momentum of a successful co-curricular offering of an ASL for Pharmacy Students training in Spring 2019, a joint Pharmacy-Optometry ASL training is planned for Spring 2020. This training will be offered in collaboration with Deaf and Hard of Hearing Services (D&HHS) from Grand Rapids, Michigan. D&HHS is a non-profit organization that provides equal communication access, education, and advocacy to the Deaf, DeafBlind, and Hard of Hearing communities. The course series will exist as four classes, 90 minutes each, offered early in the Spring semester and taught by D&HHS employees. Each class will cover a carefully developed set of words or phrases, augmented by a series of YouTube videos, print resources, and the text *A Basic Course in American Sign Language* (2<sup>nd</sup> edition). Additional practice sessions outside of the regularly scheduled classes will be facilitated by P2 pharmacy student facilitators that completed the Spring 2019 training.

Content for the class was created in a collaborative fashion between the team members and D&HHS using a foundation of a standard ASL class, but narrowing focus and adding specific health care content. With the Pharmacy-Optometry partnership in mind, course content will be revised by the faculty and student team for the proposed course offering. Throughout the class series, students will learn basics of ASL including the alphabet, numbers, vocabulary, and sentence structure. Students will also be introduced to and taught about the basics of Deaf culture and what is appropriate when interacting with Deaf/HOH patients. Students will also have the opportunity to practice their ASL with one another, interact with a Deaf physician over Skype, and interact with Deaf/HOH individuals from the local Deaf community. Students will lead marketing of the program, largely through email, social media, and announcements in pharmacy and optometry classes.

This program will be assessed through a pre-post survey design, focusing on confidence and level of comfort of the students when interacting with Deaf/HOH patients. Data will be collected using the survey instrument that was created and tested in Spring 2019. Results will be shared with pharmacy and optometry faculty leads for further discussion at the College level to determine next steps for potential future offerings of a repeated or related program.

Team members include:

David Bright, PharmD, MBA, BCACP, is the pharmacy faculty member coordinating the project and associated work with D&HHS and the College of Pharmacy.

Sarah Hinkley, OD, FCOVD, FAAO, FNAP, is the optometry faculty member coordinating logistics and content needs with the College of Optometry.

Nicole Bailey, P3 pharmacy student, is the lead content coordinator for pharmacy ASL content as she is very familiar with Deaf culture and ASL.

Hailey Strahl and Brianna Brian, both P2 pharmacy students, were involved in the course last year as students and will help as facilitators in this year's course.

Minji Sohn, PhD, is the pharmacy faculty member who will lead the assessment of the program.

3. Provide the timeline for the project. Be sure to specify at what point the grant will be considered complete. Final Report is due within 3 months after completion;

The evening class series will begin in late January 2020 and extend through March 2020, with data analysis and any course make-up activities continuing through May, 2020 to ensure that all students have every opportunity to complete the training. The final report will be submitted shortly after all students have completed the training.

4. Describe the target audience and indicate how many participants are expected. Discuss how the project will be publicized and promoted and, if appropriate, how participants will be selected.

As a goal of the program is not only for Ferris students to learn about ASL and Deaf culture, but also to learn with, from, and about different health care disciplines, the publicity/promotion must target both pharmacy and optometry audiences. The students involved will lead recruiting efforts via email, social media, and class announcements with the support of Sarah Hinkley and David Bright, faculty in Optometry and Pharmacy, respectively. We hope to involve 50 students between both programs, and all interested students will be allowed to participate.

5. Discuss specifically how the project relates to the current Ferris State University Diversity and Inclusion Plan.

This project fits well with Ferris State University's Diversity and Inclusion plan goals by introducing basic ASL and Deaf culture to healthcare-focused students in the pharmacy and optometry programs. This training may be well-timed for these students in their development of communication skills when interacting with patients, and we are hopeful that feedback from this training will help to inform future program development/trainings for students of Ferris State University. More specifically, we believe this project will incorporate diversity and inclusion in teaching, learning, and research, and will also build upon the existing partnership between FSU and D&HHS. These specific goals match with Goals 5 and 6 of the most recent FSU Diversity and Inclusion Plan. In this way, we believe that students will be better equipped to care for diverse populations upon graduation and entry into practice.

6. List at least 3 measurable outcomes for this project/event. For each outcome, identify how it is connected with the Ferris State University Diversity and Inclusion Plan. Include a description of how the outcome will be assessed.

1) This project will measure student's confidence level of interacting with Deaf/HOH patients. Student confidence in interacting with diverse populations leads to more natural, friendly, and respectful interactions. As the first goal of the FSU Diversity and Inclusion Plan is to "create a University that is respectful of differences and civil toward people who are different," creating a confidence in communication and interaction with Deaf/HOH people will certainly support a culture of respect and civility with people who are different. This measure will be assessed via the survey instrument that was developed during the Spring 2019 ASL training.

2) This project will measure student knowledge of ASL and Deaf culture concepts. In order to achieve Goal 5 of the FSU Diversity and Inclusion Plan, “improve inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research,” we must ensure that students are able to learn the knowledge and skills that support their ability to interact with diverse populations. Achievement of this outcome will be assessed via the ASL course exams that take place during weeks 2, 3, and 4 of the course.

3) This project would also measure the interest the students have in ASL and in working with Deaf patients. This outcome aligns well with Goal 6 of the FSU Diversity and Inclusion Plan, “build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations.” Students that have an interest in ASL and in working with Deaf patients may find further collaboration opportunity with D&HHS. Since the training in Spring 2019, Ferris students have been invited to participate in additional ASL courses put on by D&HHS. With a critical mass of student interest, other collaborations may be possible for Ferris students of multiple disciplines to support the needs of diverse patients in our community, with D&HHS serving as a potential connection point in the process. Student interest metrics would also be assessed via the survey instrument developed in Spring 2019.

Of note, in the aforementioned Spring 2019 ASL training, the assessment data were compelling enough that the team is in the final stages of drafting a manuscript for submission to *Currents in Pharmacy Teaching and Learning*, a peer-reviewed journal, with hopes of describing the activity for replication at other schools. Nicole Bailey, the pharmacy student project leader, is featured as the primary author of the paper, along with two other students that helped significantly with the project last year. Therefore, the assessment tools and assessment model are already built and tested, and expansion to an interprofessional audience only strengthens the work. Furthermore, continued work towards an interprofessional model may create further opportunities for students to engage in the scholarship of teaching and learning.

**Budget and budget Justification. Use the attached budget form. Required components are:**

1. Itemized list of expenses with a brief explanation of each;
2. Itemized list of funds anticipated from other sources;
3. Amount requested from the Faculty and Staff Diversity Mini-Grant.

Costs for the program are \$50/student from D&HHS for course materials and instructor fees. We estimate 50 students may be interested in attending, for a total cost of \$2500.

The College of Pharmacy has committed to fund \$500 of the cost of the program.

We are requesting \$2000 to cover the remainder of the direct course costs that would otherwise be paid by the students. This would leave students with only needing to pay for the textbook, which is \$37/student. This is slightly lower than the \$12/student fee plus \$37/student book that was charged last year. We believe that a reduced student cost will help to incentivize greater enrollment in the course and help to drive momentum for continuation in future years. Assessment tools have been previously developed, and promotion for the course was historically focused on email and in-class announcements from involved students. Therefore, we do not anticipate a cost associated with other aspects of the program.

See the Mini Grant Rubric for additional guidance. If required components of the grant are missing, the grant will be returned.

**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: May 1, 2020.

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

<b>Budget Overview</b>			
	<b>Requested Grant Funds</b>	<b>Funding from other sources</b>	<b>TOTAL BUDGET</b>
<b>STIPEND</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>HONORARIA</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TRAVEL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>FOOD</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>RENTALS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>PRINTING &amp; DUPLICATING</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>PROMOTION</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>SUPPLIES &amp; POSTAGE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>RESOURCE MATERIALS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>ASSESSMENT TOOLS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>OTHER</b>	<b>\$2500</b>	<b>\$2500</b>	<b>\$2500</b>
<b>TOTAL</b>	<b>\$2500</b>	<b>\$2500</b>	<b>\$2500</b>