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NM CARES

Health Disparities Center

*Increasing Health Equity in New Mexico Through
Community & Academic Research Partnerships*



Nadine Tafoya and Associates

Española The Tewa Pueblos
& Pojoaque Valley
NORTHERN NEW MEXICO COLLEGE
**Dialogue on
Intercultural Communication:
A Training Tool
for Community Driven
Research
& Strengthening
Academic
Community
Partnership**



SUMMARY

OF PROCEEDINGS

AUGUST 7 & 8, 2012

ESPANOLA, NM

AN OPPORTUNITY TO LEARN FROM EACH OTHER

Thank you for participating and making the August community dialogues on “Building Research Partnerships” a success.

We commend you for your participation and commitment to developing strong working relationships to conduct research that benefits the health of New Mexico’s Native American and Hispanic communities, children and families.

We also appreciate President, Dr. Rusty Barcelo for hosting our event, the co-sponsors TEWA Women United, Department of Health, Con Alma, and Northern New Mexico College and the Sostenga students for their delicious and healthy lunches.

Over the two days, you identified several creative and concrete steps for developing health research activities and projects that engage and meet the needs of the surrounding communities. Please see the attached summary notes which highlight key ideas, some of which focused in investing in our young people and mentoring them in doing research projects

that have a positive impact on the health and well-being of our communities.

We thank you for your dedicated leadership and look forward to working on the next steps with you. Truly, listening is a powerful social change vehicle!

Respectfully,

**NM CARES Health Disparities
Center**

**Community
Engagement Core**

Lisa Cacari-Stone, PhD;
CEC Director

Nina Wallerstein, DrPh;
CEC Co-Director

Clarence Hogue, BA,
Program Manager

Nora Chavez, BA,
Hispanic Community Liaison

Lucinda Cowboy, BS,
Community Liaison

Liana Hussein, BA,
Research Assistant



*A gathering to strengthen understanding
between communities and academic
research institutions.*

History of Health Disparity Research

Dialogue As A Tool

Information was presented by Dr. Lisa Cacari-Stone, Director of Community Engagement Core/NM CARES Health Disparities Center, on why dialogue is important for doing research with communities. She mentioned the center's goals in building community-academic partnerships for engaging in health disparity research based on intercultural leadership, trust, guiding principles, and mutual terms and conditions of agreements.

Research in communities has come a long way from the abuses inflicted mostly on America's minority populations. Practices by researchers are now studied, reviewed and approved by regulating bodies such as an **institutional review boards (IRB)**, also known as an **independent ethics committee** or **ethical review board**. These committees have been formally designated to approve, monitor, and review biomedical and behavioral (social science) research involving humans.

A brief history of research in the United States was presented where communities and ethnicities have been abused, misinformed and misled in their role and participation in research.

Before 1974 and the creation of IRB committees most research was conducted with little thought to the people involved and used minorities as guinea pigs.

Examples of research abuse among communities:

- 1932-1972 Tuskegee Syphilis Experiment
- 1890-1930 immigration policies

Post 1974:

- Parachuted onto communities by pulling data and not sharing results with communities
- No investment back to the communities
- Research for the sake of research or research objectives that don't match the needs of communities
- 1990-1992—Havasupai Tribe \$50 M lawsuit against Arizona State University for misuse of blood samples



UNM's vision:

- Community-Based Participatory Research (CBPR) model working with communities to inform, provide solutions for family wellness, culture and language preservation/restoration.
- Increase access to care
- Training of new researchers from racial ethnic & other under-represented communities
- The University of New Mexico Health Science Center (UNM HSC) is growing and is recognized as the national leader in research with communities.
- UNM HSC continues to work on collaboration efforts externally with Community Organization and internally with Faculty and students.

Photography credits:

Andrea Leoncavallo, Documentary Filmmaker + Photographer
lionhorseproductions.com; (732) 713-8473
sheinspires365.com - the photo project about women and what inspires them
andrea@lionhorseproductions.com

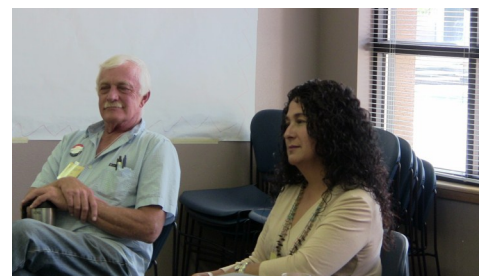
Group Expectations: Why are you here today?

Learning Objectives: Introduce the concept of Intercultural communication and skill building.



- Meets the need to have dialogue – never getting asked “what do we want?”
- Research—wanted to dialogue with others around changing policy
- Learn more and create Intercultural dialogues
- Grew up in Espanola Valley and interested in intercultural issues
- Provide better health care services to Spanish-speaking population
- Came to find out/trust historical trauma – to heal
- Change academia Learn how to do it together
- Interested – as a pueblo member
- “Coming Home” New Mexico research is key

- Address people/community voice in research, collect stories
- Building human relationship by making connections that honor people /give back
- Work is liaison between I.H.S/UNM dialogue
- Men of color telling their own stories
- Healing our community
- What tools can I use with clients
- Want to learn new tools
- How do we inspire transform our communities
- Undocumented immigrants
- Good work being done in community
- Hard work being done
- Reminded of going to community vs. challenges to discuss “research” to deepen relationships – and inform work
- Be an advocate



ROLL CALL

Diana Abeyta
Dept. of Health
Office of Community Health Partnerships

Rusita Avila
Community Member

Louisa Baca
Tewa Women United

Jim Beverwyk
Community Member

Tana Beverwyk-Abouda
El Centro Family Health

Mari ca Brenden
Northern New Mexico College, Education

Camilla Bustamante
Northern New Mexico College

Rebecca Cabildo
Northern New Mexico College Accessibility

Lisa Ca ca ri-Stone
University of New Mexico
Community Engagement Core

Jewel Cabeza de Vaca
Community Member

Ruben Cedeno
National Education Association

Nora Chavez
University of New Mexico
Community Engagement Core

Building partnerships through effective Intercultural Communication

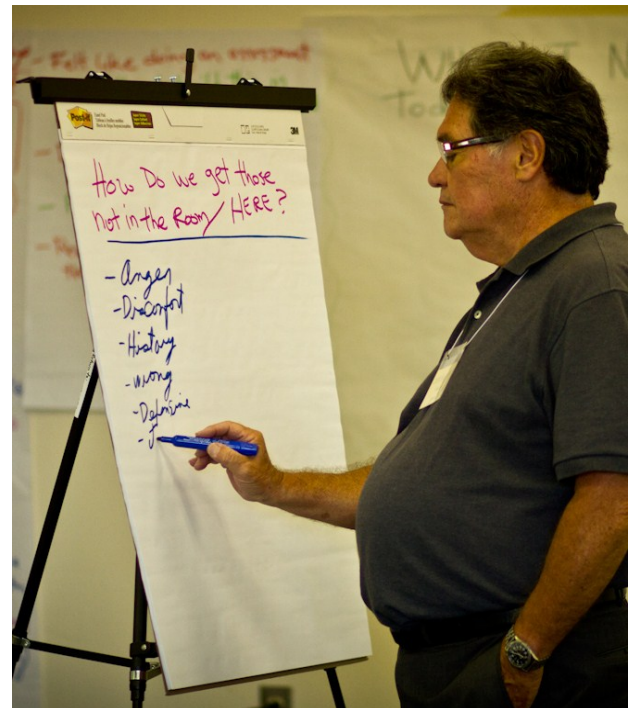
Learning Objectives: Understanding the importance of deep listening to building bi-directional partnerships and intercultural leadership.

Participants paired-up and engaged in a **deep listening skills activity**. Each participant took a turn on being a listener and a speaker. Each speaker shared their life story at their comfort level with their partner whose role was to solely listen. The group then debriefed by sharing their thoughts about the deep listening exercise."

- Include communities to co-create policies, WE ARE AT THAT POINT, no longer just about the research.
- Shared sense of place/roots with things we have in common such as language
- Partnerships need to be intentional – you have to work at it
- Sharing experiences has a cultural impact
- Listening takes time (you need to set aside time) – elders share stories and they take the time to explain, creating the safe space to allow people to share and that you/we listen
- Deep attention is a true gift; some circumstances make this difficult to achieve, i.e., our personal spaces such as at work and in the community.
- Can you really be yourself here? The answer is usually “no”, because if I am, people start reacting (by body language)
- Knowing who we are help create the expectations about one another to become partners for change; the fundamentals of what partners should be like
- The very institutional practices keep the co-creation of

policies from happening

- Terms and conditions – we will not partner/take your money if it's not on our terms
- Diversity means changing the power relationships
- We are more common than we are different
- Remember the elders, we don't give them the time, . . . inability to learn from their wisdom



ROLL CALL

Roberto Chené
Intercultural Leadership Training
Consultant/Facilitator

Lucinda Cowboy
University of New Mexico
Community Engagement Core

Bemadette Ellis
Albuquerque Public Schools

Barbara Gonzales
Community Member

Ana Malinalli x Gutiérrez Sisneros
New Mexico State University

Clarence Hogue Jr.
University of New Mexico
Community Engagement Core

Liana Hussein
University of New Mexico
Community Engagement Core

Rod Kaskalla
Nambé Pueblo DV Coordinator

Rebecca Kilbum
RAND Corporation

W. Azul LaLuz
Community Member

Andrea Leoncavallo
Lion Horse Productions

Lori Ann Loera
Health Action New Mexico

Juliet Lopez
El Centro Family Health



“Be reminded of the importance of relationships and to take, to make the time to listen.”



“Be an advocate and learn about what everyone’s interests are and be here to support them.”



“Learn about the culture you want to work with.”

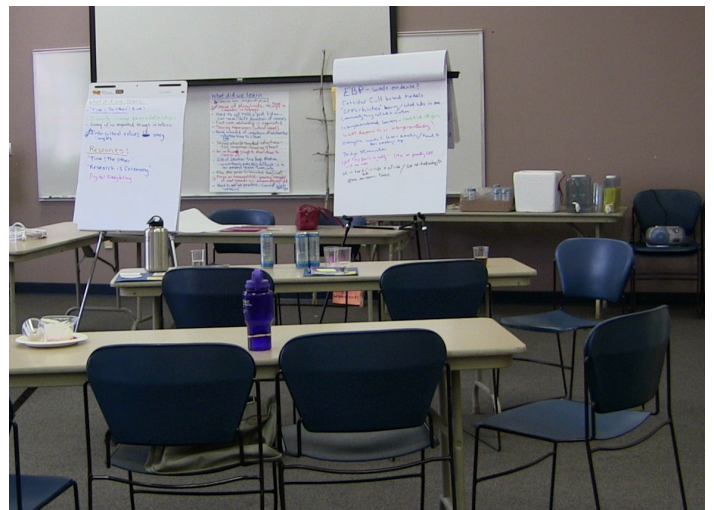




“Have clear protocols about engaging with tribal communities.”



“Allow/show people how to enter the group process—share.”



The Nature of Conflict

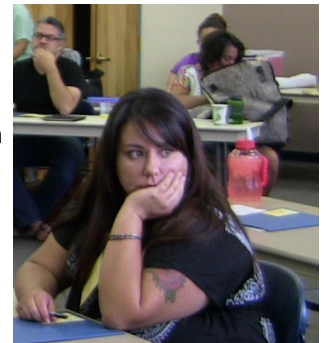
Learning Objectives: How can conflict be a common driving force in a culturally diverse environment?



In communities we don't always take the time to listen to each other. Facilitator, Nadine Tafoya, explained that sharing our experiences about conflict is about telling our stories and being listened to. Participants were asked to discuss "How does conflict make us feel?" There are deeper rooted issues that we may not think about when we enter into partnerships but they manifest themselves as the partnership/group begins to form. Here are some group responses:

- The path is not easy when discussing conflict
- Experience of having privilege, you can be perceived as an "outsider" even though you consider yourself a member of the community.
- Create a cadre of skilled, trained facilitators who can carry on this work and look for the opportunities to have the meaningful dialogues

- Smaller organizations who have the "intermediary role" (i.e. TWU), having to balance between the funders "who may dictate" and also the beneficiaries who may also dictate (i.e. tribal gov'ts.)
- As a gay individual I have to use different skills when dealing with conflict because there are different underlying issues that come with being "different" and also being a person of color.
- Most research focuses on the deficits rather than the positive strengths of a community—choosing a community for its high disparities and worst statistics.
- Sometimes you may not want certain people to be "at the table" because they create more harm than good, i.e., people in power positions
- What happens when you work in a structure that doesn't articulate your values...how do you de-center in many ways that are invisible...articulating those margins
- Results/findings of research showed the high resilience among people and I took this to funders but because it's not a deficit trait, they were not interested.
- Our culture only wants to hear victims' stories and nobody wants to hear successes within or cultures. There is so much more in me beyond historical trauma, abuse, etc.



ROLL CALL

Gaylene Martinez
Taos Pueblo Health & Community Services

Ron Martinez
Center for the Education and Study of Diverse
Populations; New Mexico Highlands University

Maria A. Martinez
University of New Mexico Hospital

Matthew Martinez
Northern Pueblos

Joyce Naseyowma
Taos Pueblo

David Pena
HANM

Maria Perez
Health Action New Mexico

Christopher Ramirez
University of New Mexico
Office of Diversity

Angelica Romero
Tewa Women United

Corrine Sanchez
Tewa Women United

Andrea Serrano
Community Member

Principles & Approaches To Research Partnerships

Learning Objectives: Identifying practices and actions that can promote effective collaboration around research.



- Information/ideas to be co-opted by institutions, “mining us.”
- Framing research in a dominant culture framework.
- Lack of cultural competency; researchers have “no home training” (come in with their dirty boots and trample all over)

What approaches and principles to research are helpful to us?

- Have openness that we are all teachers
- Redefine research—the word itself is traumatic
- Respect existing relationships
- Engage community at beginning to insure key stakeholders are involved
- Clarity of roles in research process
- Find out what has already been done in community; report back to community
- Respect language and provide time; allow time for translation
- Trust cultural intuition



Participants were asked **“What are some guiding principles that would shape how you approach working in partnerships?”** **What approaches to research are not helpful to us?**

- Community is not involved at the beginning; lack of cultural knowledge; direction comes from the top down
- Researchers think data belongs to them; no reciprocation
- Research is profit driven, starts with an “end” already in mind
- Don’t treat us like lab rats; don’t treat us like we are not the experts of our own community.

ROLL CALL

Greg Tafoya
University of New Mexico
Robert Wood Johnson Foundation
Center for Health Policy

Nadine Tafoya
Tafoya & Associates
Consultant/Facilitator

Justina Trott
University of New Mexico
Robert Wood Johnson Foundation
Center for Health Policy

Patricia Trujillo
Northern New Mexico College
Acequia Association

Robert Otto Valdez
University of New Mexico
Robert Wood Johnson Foundation
Center for Health Policy

Patricia Vigil
PMS Valley Community Health Center

Nina Wallerstein
University of New Mexico
Community Engagement Core

Shash Yazhi
Eagle Evolution

Setting Priorities & Next Steps

Learning Objectives: Establish conditions/terms of engagement and agreements to guide current and future research partnerships.

After an intensive day long seminar participants from both dialogues were ready for next steps. Below are some concrete steps for communities, researchers and institutions to reflect and act upon:

- Consider different types of IRB training for clinics
- Identify resources to support meetings, workshops, consultants
- To get community involved by providing engagement tools.
- Finding and sharing grant opportunities
- Provide our students with skills to access to health care
- Storytelling—take “our stories” and use for our communities, i.e., non-traditional arts (comic books)
- Recruit our own students for the medical field
- Involve students from NNMC at Chicano Center (high school students and undergraduate students)
- Build from our own networks
- Provide additional ICC training in the communities with community groups on topics of “internalized oppression” and “self-colonization”
- More discussion on research on communities (What does it look like?)
- Provide IRB training for communities
- Researchers are engaged in changes. . . to have reciprocity and participation
- If we believe in the social determinants of health then what needs to happen is outside the community.
- Provide hands-on women’s group that goes along with storytelling, i.e., slaying the buffalo, men doing restitution to women and making moccasins
- Learn skills and use with groups we work with; break sessions down to 1/2 day or a few hours so that its accessible to all.



Plus/Delta Summary



- Potential for partnerships, learning about each other, exciting/inspirational, energizing, sharing, exchange ideas
- Different types of IRB training for clinics; follow up with “men of color” and how to connect this project with NNMC
- Sostenga Center – build on traditions as a means of sustainability – Food Policy Council – address the “how” with CBPR
- Storytelling – how to take “stories” – non-traditional arts (comic books), helping kid (Resolana)
- Students (immigrants) – training them on their “role” in health in NM (HEP); students in the medical field



- Include extreme sports, energizers; conscious breathing, water; connecting to educational community
- Integration of 2 days; provide IRB training for community; funding for course to write; support/train students to write, writing workshops
- Additional ICC trainings in the communities with community groups on topics of “internalized oppression” and “self-colonization” address “What does it look like?”; use social media – blog (virtual space)

A SPECIAL THANKS TO THE PLANNING COMMITTEE & OUR SPONSORS

Alison McGough-Madueno, NM CARES Health Disparities Center/CEC
Ana Malinalli x Gutiérrez Sisneros, Mental Health Counselor, Northern New Mexico College
Angelica Romero, Family Advocate, TEWA Women United
Camilla Bustamante, Northern New Mexico College
Clarence Hogue, NM CARES Health Disparities Center/CEC
Diana Abeyta, Office of Community Health Workers, State of NM
Dolores Roybal, Con Alma Health Foundation
Elias Vigil, Director, Circle of Life
Gilberto Romero, Community Public Health Advocate
Lisa Cacari-Stone, Director, NM CARES Health Disparities Center
Louisa Baca, Advocate Coordinator, TEWA Women United
Nadine Tafoya, Tafoya & Associate, Consultant/Facilitator
Nora Chavez, NM CARES Health Disparities Center/CEC
Roberto Chené, Intercultural Leadership Training, Consultant/Facilitator

**Thank you to Northern New Mexico College,
Dr. Rusty Barceló, President Northern New Mexico College
for hosting the dialogues and to Sostenga Students for providing lunch.**



Comments

“Today’s training gave me a better understanding of engaging & partnering around research.”

“Connecting people and energy, sometimes we just need our own community of researchers (people who ‘speak’ the same language and who we can bounce ideas off of).”

“Just learning to work through conflict was great.”

“I did not expect for my thinking to be challenged in such a way.”

“I feel like I (now) have direction that I didn’t have before.”

“We so rarely get to strategize with like-minded cultural workers.”



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The University of New Mexico
MSC09 5040

1 University of New Mexico
Albuquerque, NM 87131-0001