

# 2024 Forum on Rural Population Health & Health Equity



## Equity in Action: how to build a latinx mental health program from the ground up in a rural outpatient clinic

Trevor Whitbread, LMFT  
South Lane Mental Health

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- Audio has been muted for all participants upon entry
- Moderators will assist with Q+A at the end of the presentation
- Presentation slides will be posted at [ohsu.edu/orhforum](https://ohsu.edu/orhforum)
- Sessions will be recorded and available to attendees
- Please take the session surveys!

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## Introductions

- What is your name/pronouns and role in your organization?
- How do you stay motivated to do the work you do?



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## How to begin?

**A conversation  
based on your  
questions and  
areas of interest**



**A more structured  
presentation**



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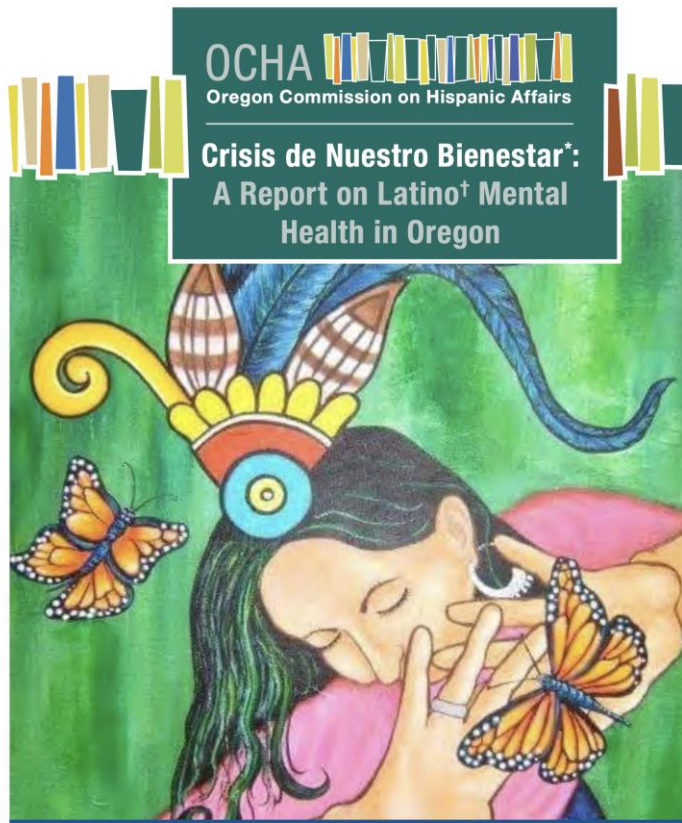
## Building a program

- Identifying a need
- Gathering data
- Find a champion for your cause
- Include BIPOC voices & research
- Outreach
- Policy changes





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**OCHA**  
Oregon Commission on Hispanic Affairs

## Crisis de Nuestro Bienestar\*: A Report on Latino Mental Health in Oregon

In partnership with



## OREGON AT-A-GLANCE SCHOOL PROFILE Bohemia Elementary School

PRINCIPAL: Emily Gerot | GRADES: K-5 | 721 S R St, Cottage Grove 97424 | 541-942-3313



### Students We Serve



### DEMOGRAPHICS

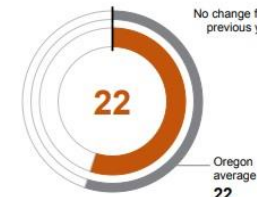
Demographic	Students	Teachers
American Indian/Alaska Native	2%	3%
Asian	1%	3%
Black/African American	1%	0%
Hispanic/Latino	26%	0%
Multiracial	4%	0%
Native Hawaiian/Pacific Islander	<1%	0%
White	67%	94%

<b>18%</b> Ever English Learners	<b>4</b> Languages Spoken
<b>16%</b> Students with Disabilities	<b>90%</b> Required Childhood Vaccinations
	<b>&gt;95%</b> Free/Reduced Price Lunch

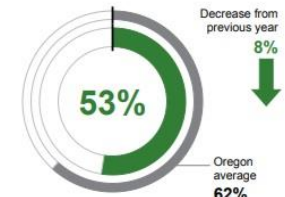
\*<10 students or data unavailable

### School Environment

**CLASS SIZE**  
Median class size.

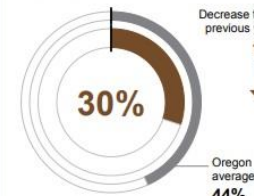


**REGULAR ATTENDERS**  
Students who attended more than 90% of their enrolled school days.

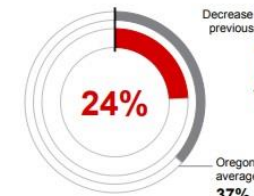


### Academic Success

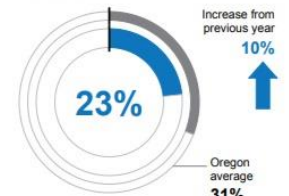
**ENGLISH LANGUAGE ARTS**  
Students meeting state grade-level expectations.



**MATHEMATICS**  
Students meeting state grade-level expectations.



**SCIENCE**  
Students meeting state grade-level expectations.



### School Goals

- Bohemia Elementary's School Goals Are:
- Increasing the amount of at or above grade-level readers and mathematicians.
  - Decreasing behavioral referrals
  - Increasing the attendance rate of Bohemia students
  - Increasing the involvement of families
  - Increasing the satisfaction percentages on family, student and staff perception surveys

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

At Bohemia we have a robust PBIS system that provides supports for all students and staff alike. We have a full time Social Emotional Learning Coach as well, who supports staff, students, and families. We host multiple family engagement nights and have opportunities for our community to volunteer within the school. We have partnered with University of Washington to guide us on focusing specifically on student experience and voice within our school.

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## Internal Capacity Building

- Point person
- Supporting staff
- Dedicated admin
- Carve out time for meetings to coordinate
- Create a program budget that includes staffing needs
- Proactively translate materials (intake, policies, etc.) into the target language(s)

## External Capacity Building

- Cultivate partnerships with schools\*
- Connect with local hospitals and primary care providers
- Search for capacity building funding through local foundations & the state
- Apply to be listed on the Culturally & Linguistically Specific Services registry, if your program meets criteria
- Recruit providers
- Develop a process to train/hire THW's



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## Incorporating latinx voices & scholarship

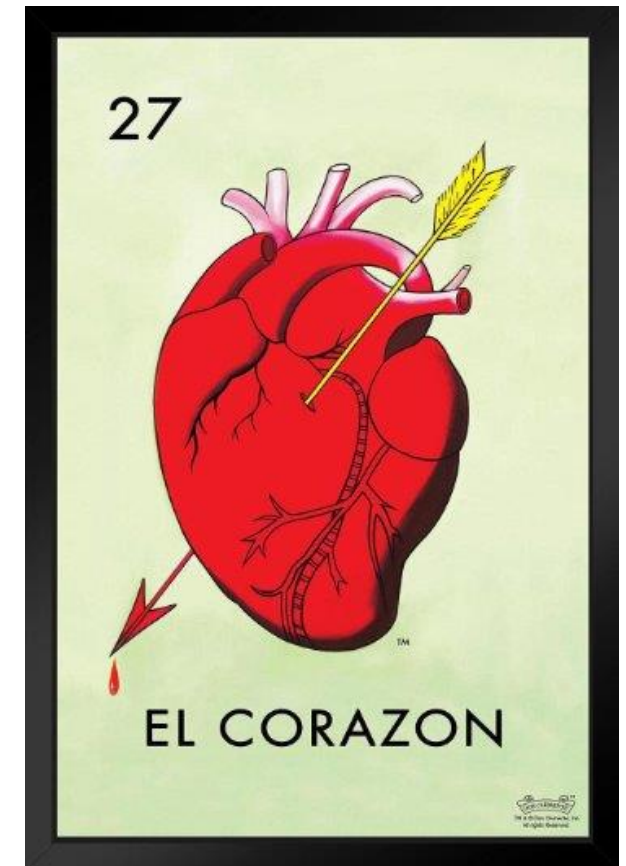
"We see plática as personal, relational, provocative and dynamic. Plática poses opportunities to co-construct spaces and to explore important issues as we work on getting to know each other" (Guajardo & Guajardo, 2013).





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The HEART model focuses “on both the symptoms of the trauma (internal) and the interlocking systems of oppression (external) that cause and maintain psychological distress” (Chavez-Dueñas et al., 2019).



## Individual

## Family

## Community

### Phase I

Establish sanctuary spaces for Latinx community members experiencing ethno-racial trauma

Goal: immediate relief

### Phase IV

Liberation and resistance

Goal: Develop a social justice orientation for collective action and resistance for psychological liberation

### Phase II

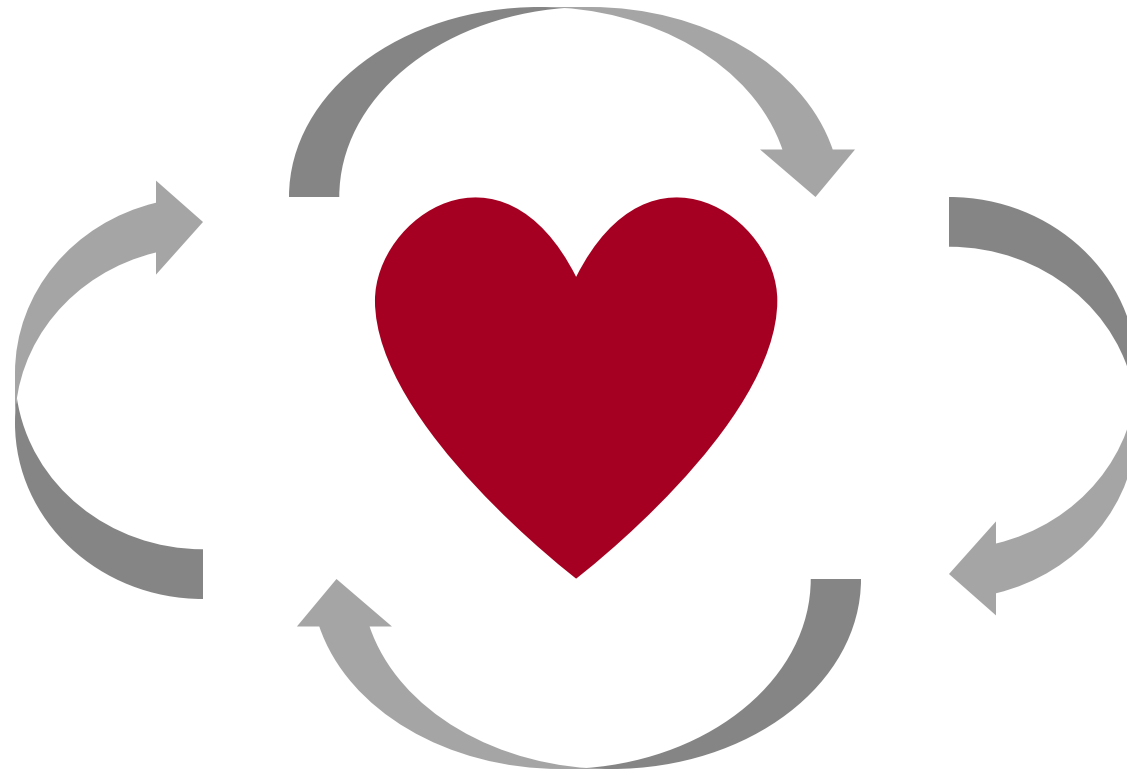
Acknowledge, reprocess and cope with symptoms of ethno-racial trauma.

Goal: Cultivate awareness and build coping skills

### Phase III

Strengthen and connect individuals, families and communities to survival strategies and cultural healing traditions

Goal: Facilitate connection to culture and healing



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## Outreach

- Traditional Health Workers
- Focus on family
- Target social determinants of health
- Integrate health literacy
- Find or create a sounding board for the program





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## Policy

- Linguistic access
- Intake format & process
- No shows
- Flexible funding
  - Hamburger therapy
  - Grants
  - CCO Flex funds

I said all of this in Spanish  
because I wanted you to  
understand me, to hear my  
voice and know that I saw  
you.

I see you, because once I  
was you

Maria Hinojosa, *Once I was you: a memoir of love and  
hate in a torn America*

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Thank you to our partners!

