

A Model for Enhancing Diversity, Equity, & Inclusion Practices in SPAUD

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March 24, 3.30 to 4.30 pm

Learning Objectives

1. Define DEI
2. Identify two methods to support & empower BIPOC, international, and third culture students within a speech-language pathology and audiology department
3. Relate to methods implemented by the SPAUD department at Calvin University to how their own department might better support BIPOC, international, and third culture students

Our Plan for Today

- Introduction
- Initiatives Implemented
- Small group discussion/Poll
- Outcomes & Next Steps
- Questions



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Acknowledgement

*Thank
You*

- Gateway Initiative Grant, Calvin University
- Fellow SPAUD Learners

To get us started....



DEFINITIONS OF KEY
TERMS



WHAT HAPPENED/
IS HAPPENING IN SPAUD?

1st Set of Key Terms

Diversity

Equity

Inclusion



Diversity

- ASHA (n.d.)
- Encompasses variety of experiences, skills, knowledge, and attributes that shape every one of us
- Recognizes that every individual has a culture

Diversity: Key Takeaways

We are all different in a number of ways

We bring our individual differences to every professional and personal encounter



Image by mohamed Hassan from Pixabay

Equity

- Seeks to ensure fair treatment, equality of opportunity, & fairness in access to information and resources for all

<https://www.fordfoundation.org/about/people/diversity-equity-and-inclusion/nity>.

Equity: Key Takeaways

Respect

Dignity

<https://www.fordfoundation.org/about/people/diversity-equity-and-inclusion/nity>.




Inclusion

- Act of employing systems, policies and practices that support, engage, and demonstrate value for all individuals

Inclusion: Key Takeaways

Diversity of thought
& inclusion of new ideas and
perspectives

Help us increase creativity,
generate new ideas, enhance
problem solving, and increase
flexibility, productivity, and
effectiveness



SPAUD: What's happened /is happening?

Feedback over the years – individual and group based

Feedback – Alumni survey data

Efforts – DEI over the curriculum (in progress)



Student Presentation

What SPAUD at Calvin is doing well:

- Semester meetings for minority students
- Minority graduate students (at the time) reported feeling welcomed and supported by professors and classmates.
- Writing tutor to help with writing skills
- Multicultural considerations taught in classes

Student Presentation: Barriers for International Students:

English as a second language: "Language is the most difficult part." "People from other backgrounds have to work SO much harder to learn in a second language, and there's less background knowledge."

Loneliness and feeling "different"

Cultural differences: "A lot of students from more reserved cultures may feel embarrassed to ask questions." Some graduate students reported feeling that their clinical instructors did not respect their cultural differences.

Student Presentation: Barriers for BIPOC students

Minority students' face a number of barriers: financial, academic, and social barriers (Saenz, Wyatt, & Reinard, 1998)

One Calvin student reported loving the field of speech pathology, but feeling so isolated in the program that she couldn't continue

They reported feeling the lack of diversity and cultural awareness of the program.

They felt like no one was fighting for them, felt uninvited and left out of study sessions.

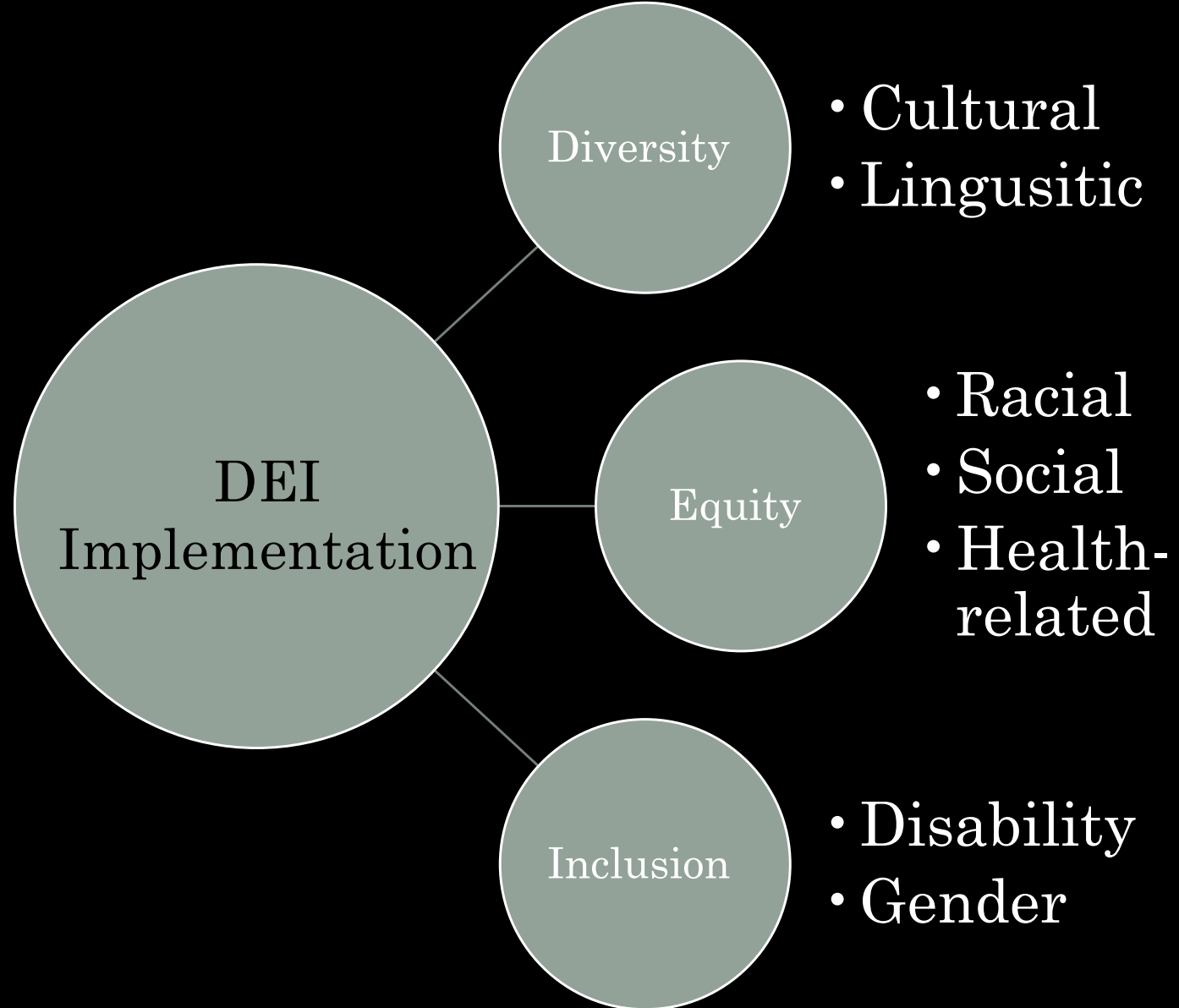
Accreditation Site Visit 10/2020

Standard 3.1.1B Professional Practice Competencies

- The site visitors reviewed syllabi and found SPAUD at Calvin to be lacking evidence for the Cultural Competence element of this Standard.
- Specifically, students must learn to understand the impact of **their own cultural and linguistic variables and those of the individuals they serve**. These variables include (but are not limited to) age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.

SPAUD Survey Results

*What does
this mean for
SPAUD?
Just a few
thoughts...*



SPAUD Initiatives

Gateway
grant
initiatives

DEI across
curriculum

Other

Equity

SPAUD Student Population

- *Admissions:* undergrad & graduate level
- Policy & procedure in place for grad admissions
- Retention of minority students (AHANA, international, first generation students): initiatives implemented

Equity

Access to speech-language pathology services

- Increase awareness of on-campus clinic to underrepresented populations: SES, race, etc.
- Community engagement/collaborations with local organizations to increase awareness
- Being a welcoming & inclusive community

DEI across the curriculum

Undergrad & Grad Courses

- Shared file
- Faculty document course content, assignments, class activities that focus on DEI across the curriculum
- Updated on a yearly basis
- Reflected in syllabi/assignments

Gateway Grant Funded Initiatives

Supported SPAUD
developing new
programs &
strengthening existing
retention practices with
respect to DEI for
students and faculty

Ongoing



*Peer
Mentoring*



*SPAUD Small
Group
Community*



*Capacity
Building
Initiative for
Faculty, Staff,
and Students*



Initiatives

Peer mentoring Program



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- *Aim:* To improve retention and increase support for minority students in SPAUD through a peer mentorship program
- Based on three cornerstones for intercultural intelligence: (1) community building, (2) learning together about one another, and (3) sharing stories to facilitate change in perception (Dykstra-Pruim, 2019).

Participants

Mentees

- Freshmen/sophomores
- Identified themselves as first-generation students, AHANA, international, and third culture students
- 2-3 mentees each AY

Mentors

- Juniors/graduate students from but not limited to similar backgrounds
- 3 mentors each AY

Peer Mentoring Program

Weekly meetings supervised
by a faculty mentor and met
weekly

Mentor training prior to the
onset of the program

Completion of goal-directed
tasks as guided by a
curriculum

The program was hosted on
Calvin's learning
management system
(Moodle) as a dedicated
course created for the
participants and the faculty.

Peer Mentoring Program: Content and format for weekly meetings

Discussion forums on readings and videos related to DEI in SPAUD

Guest speakers from diverse experiences & backgrounds

Activities that involved sharing life experiences and discussing cultural differences

Brainstorming sessions to strengthen and discuss current and future diversity and inclusion initiatives.

ASHA's webpage on DEI & from other select resources (ASHA, n.d.; Dykstra-Pruim, 2019; Hall & Jaugietis, 2011; Hyter & Salas-Provance, 2019).

Select Topics & Meetings

Introduction to CSD & DEI in CSD	Meeting with Faculty Mentors
Building Relationships	Why a mentoring program?
Establishing Goals for the Program	Exploring the beauty of diversity in CSD
Striving for Cultural Pre-competence	DEI Considerations in Specific Populations

Select Topics

Programs, Networks, Associations	Cultural Health & DEI Sensitive Materials and Resources
Antiracism in CSD	Global experiences in CSD
IPE/IPP	Supporting a diverse community
CSD and the Justice System	Language Identity
Program Reflection	Equity, Justice, and Advocacy in CSD

2022-2023: Addition of Virtues in Community

Read, reflected, and discussed

Sharing Life

Hospitality

Silence

Humility

Feedback from participants: Appreciation for

- (1) having a safe space and consistent community across the SPAUD program for discussing shared experiences and analyzing DEI issues and topics
- (2) balance with respect to curriculum and time requirements
- (3) access to SPAUD faculty and CSD-specific DEI resources and supports
- (4) actively thinking through the different stages of cultural competence



*Peer
Mentoring*



*SPAUD Small
Group
Community*



*Capacity
Building
Initiative for
Faculty, Staff,
and Students*



Initiatives

SPAUD Small Group

Goal: Modify and expand active small group community

Format of these meetings modified:
Better sense of community, engaging in deeper learning about each other's cultures and cultural values, greater hospitality, and serving as a better support system for one another within the major.

SPAUD
Small
Group

10 to 14 attendees in each meeting

Participation in intercultural learning activities (sharing stories, participating in modified conversation café, etc.) in addition to informal discussions

SPAUD faculty: opportunity to interact with participants of this small group.

SPAUD Small Group

Faculty
learned
more
about

Students from minority backgrounds
and the challenges they face as SPAUD
majors

Brainstorming about what can be
further done in the classroom as well as
beyond to further increase a sense of
welcome and belonging for individuals
from a minority background in the
SPAUD department at Calvin

Discussions from these groups
(presented confidentially) have enabled
the department to reflect and implement
changes at various levels including
curricular, clinical, and interaction
among/with students.



*Peer
Mentoring*



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Initiatives

DEI Workshops

Aim

- Offer major-specific cultural competency opportunities and intercultural learning resources for faculty, staff, and students to enable all members of the department to better serve, connect, and engage with minority students from different background

Rationale

- Major-specific cultural competency learning opportunities would be valuable in further preparing faculty, staff, and students to identify with client perspectives, an integral consideration in EBP

Implementation

AY 20-21

- 2 workshops
- FA 20: Internal speakers; Faculty
- SP 21: Internal & External speaker from CSD; Faculty & Students

AY 21-22

- 2 workshops
- External speakers from CSD
- Faculty & Students

AY 22-23

- 2 workshops
- External speakers from CSD
- Faculty & Students

Topics

Swallowing Disorders in
Culturally and
Linguistically Diverse
Populations

Building a Culturally
Inclusive and
Responsive AAC
Practice

Bilingualism Research
and Clinical Issues

DEI in CSD

Research and Clinical
Considerations for
Health Disparity in
Autism

Exploring Scenarios of
Culturally and
Linguistically Diverse
Population in
Communication
Sciences and Disorders.

Assessment: 20-21

Pre and post
assessments after 2
workshops in 20-21

Self-assessments were
modified from
ASHA's Self-
Assessment for Cultural
Competence and *A Guide
to Cultural Competence
in the Curriculum*

15 to 20 minutes to
complete

Participants

Students

- SPAUD graduate or undergraduate student
- N(pre) = 76; N(post) = 51

- 41% have traveled outside the US for recreation/personal purposes
- 59% rated "some" level of proficiency in more than one language

Faculty & Staff

- Faculty (full time & part time faculty, clinical supervisors)
- N(pre) = 12; N(post) = 11

- 37% have traveled outside the US for recreation/personal purposes
- 55% rated "some" level of proficiency in more than one language

Group Discussion

Thank you!