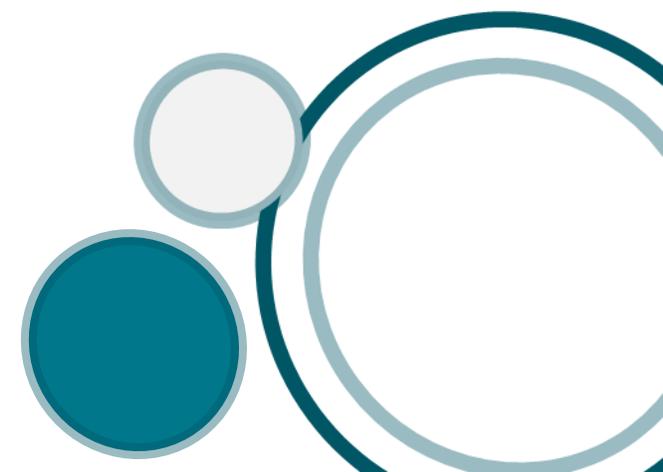# Cultural Competence

The Future of Learning and Work and Making Change to CSD Education

Valarie B. Fleming, PhD, CCC-SLP

Abstract

Cultural competence/cultural humility will be the key to communication sciences and disorders educational programs thriving in the future. In creating a diverse, equitable, inclusive, and accessible profession, educational programs will need to embrace important tenets of the future of learning and work. In this session, the presenter will discuss ways to reduce barriers to inclusive programs as well as discuss innovative ways to incorporate more culturally responsive and inclusive teaching and clinical education practices.

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Valarie B. Fleming

Disclosures

Financial Disclosures

- Texas State University (employment-salary)
- ASHA (speaking-honorarium)

### Non-Financial Disclosures

- Texas Representative (elected), American Speech-Language-Hearing Association Committee of Ambassadors member, January 2021-December 2023

- Academic Affairs Board (appointed), American Speech-Language-Hearing Association (ASHA), January 2021-December 2023

- Member, University Issues Committee, Texas Speech-Language-Hearing Association (TSHA), Spring 2015-present

The key to success in the Future of Learning & the Future of Work for CSD Education = Cultural ~~Competence~~ Humility
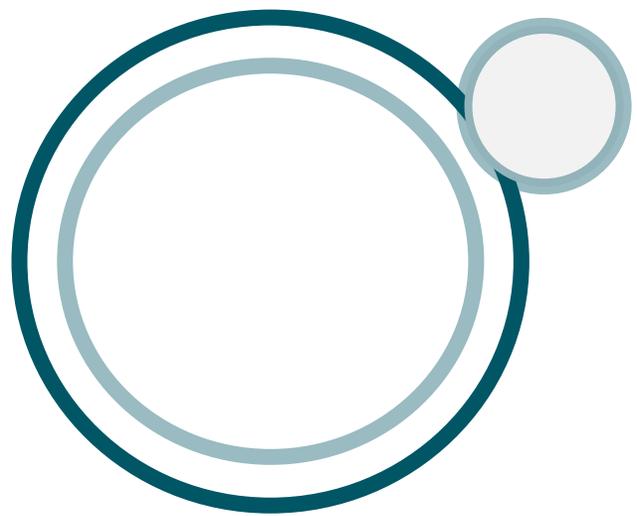
"Cultural Competence is a set of attitudes, skills, behaviors, & policies that enable organizations and staff to work effectively in cross-cultural situations"

(Cross et. al. 1989 and Lavizzo-Mourney and Mackenzie 1996 as cited in Cultural Competence: A Journey, Bureau of Primary Health Care. Health Resources and Services Administration, US Department of Health and Human Services, n.d.)
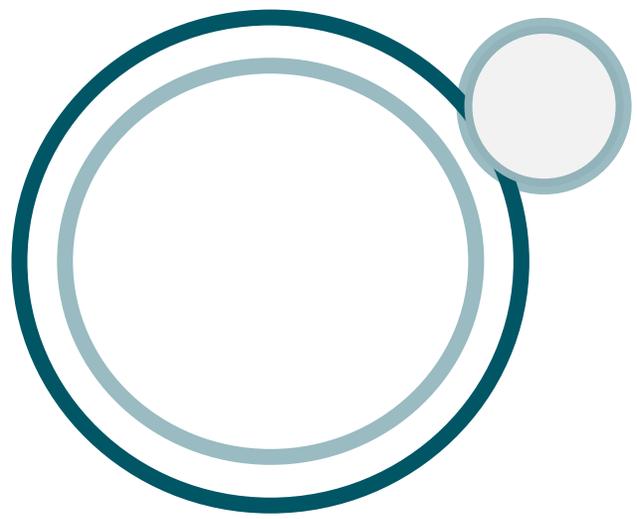
Cultural Humility Vs. Cultural Competence

(Tervalon & Murray-Garcia, 1998)
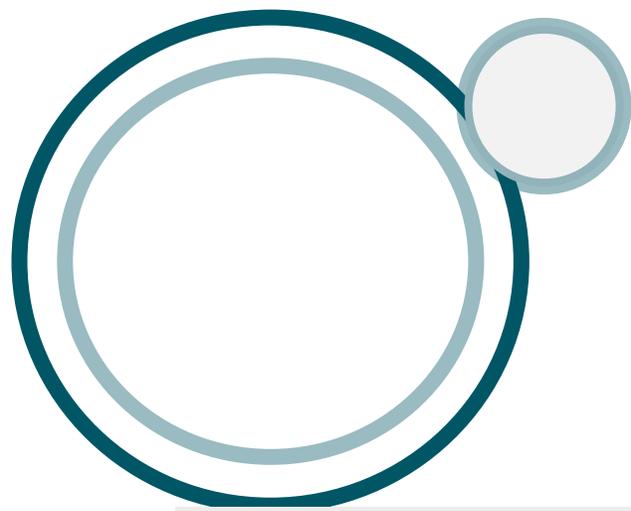
"Cultural humility incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient-physician dynamic, and to developing mutually beneficial and nonpaternalistic clinical and advocacy partnerships with communities on behalf of individuals and defined populations."

(Tervalon & Murray-Garcia, 1998, p. 117)

The Future of Work (Carlson, 2017)

- Jobs of the future
  - "soft skills will be important to success"
    - Includes interpersonal skills, communication skills, listening skills, time management, and empathy (Moore & Morton, 2017)
- Voices of Employers
  - "the ability to communicate, lead, bounce back from failure, and empathize with different people"
- Student Services (e.g., The Future of Career Centers)
  - "evolve and scale up…to serve more students"
- Gardner Conversation
  - Students need to be trained deal with uncertainties
  - "Depth in disciplines & breadth in the ability to work across specialties"
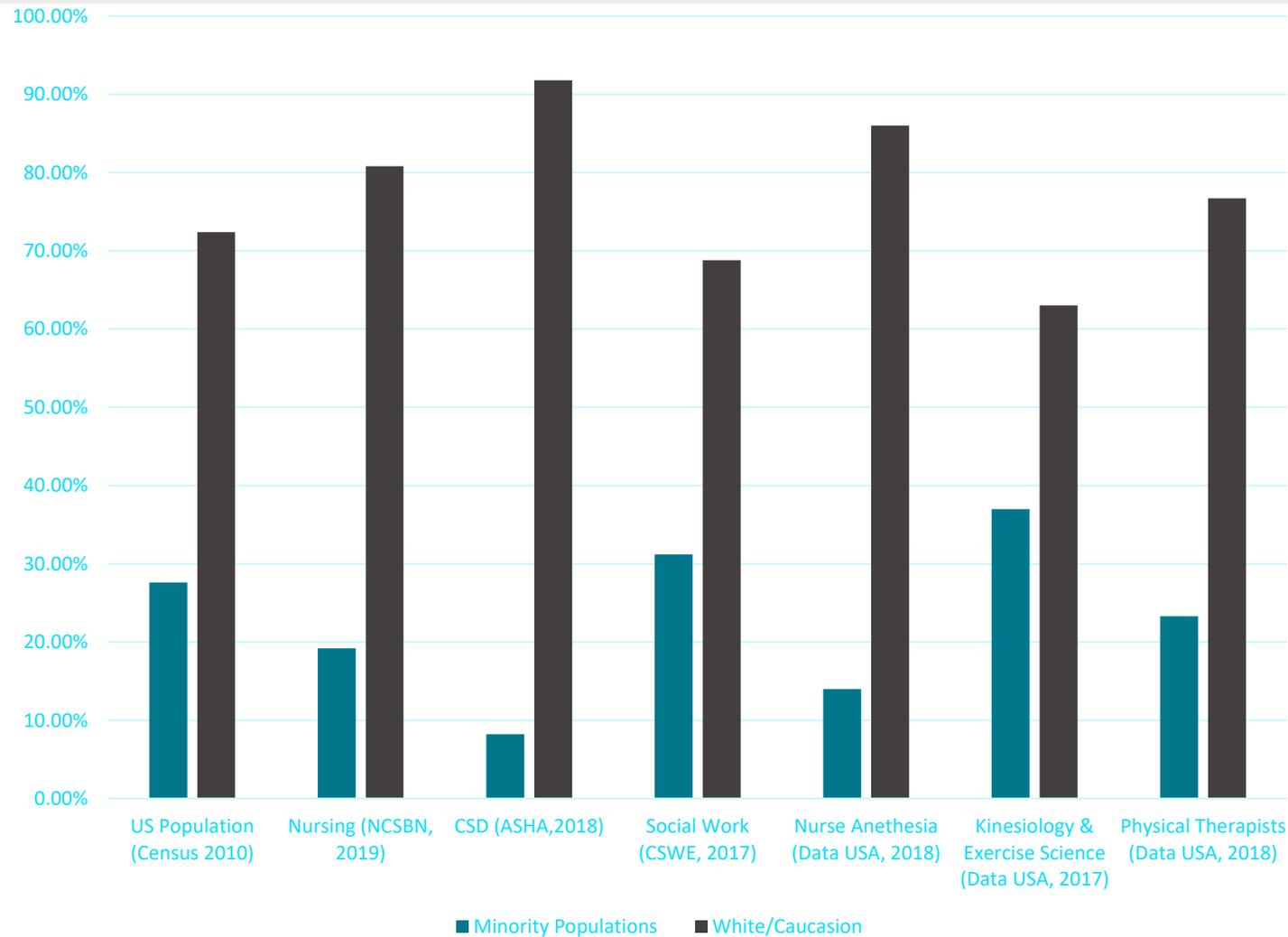
The Future of Learning (McMurtrie, 2018)

- Student Success
  - Raise retention rates
  - Close gaps in academic performance
- Innovations in teaching
  - Technology
  - Pedagogical innovations
- Managing change
  - "To promote innovation, academic leaders must confront structural, financial, and cultural barriers."
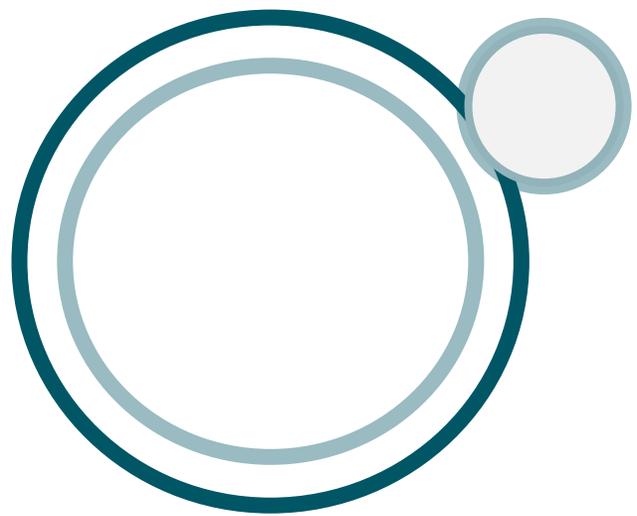 - Investments in training and personnel

ASHA's Diversity and Inclusion Statement

WE WILL:

- Foster mutual respect and dignity within and among all communities and constituencies
- Actively address under-representation, and marginalization to enhance equity
- Represent as full a range of perspective as possible in our communications and content
- Purposefully foster meaningful, open and constructive dialogue from diverse constituencies, and persist when these conversations and collaboration are challenging
- Highlight our similarities as a foundation for consensus
- Accentuate and celebrate our diversity
- Monitor trends and issues to allow us to act to address discrimination and minimize bias

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Health Professions Demographics (Fleming, 2020)

Category	Minority Populations	White/Caucasion
US Population (Census 2010)	27.5%	72.4%
Nursing (NCSBN, 2019)	19.2%	80.8%
CSD (ASHA, 2018)	8.2%	91.8%
Social Work (CSWE, 2017)	31.2%	68.8%
Nurse Anethesia (Data USA, 2018)	14.0%	86.0%
Kinesiology & Exercise Science (Data USA, 2017)	37.0%	63.0%
Physical Therapists (Data USA, 2018)	23.3%	76.7%

"Developing cultural competence is a dynamic and complex process requiring ongoing self-assessment and continuous expansion of one's cultural knowledge. It evolves over time, beginning with an understanding of one's own culture, continuing through interactions with individuals from various cultures, and extending through one's own lifelong learning."
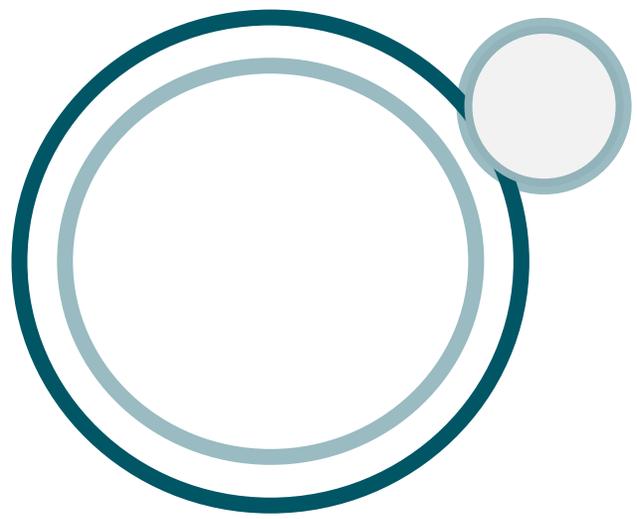
ASHA, Cultural Competence, Practice Portal

Building Cultural Competence/Cultural Humility

- Awareness
- Knowledge
- Sensitivity
- Competence

  Papadopoulos, I., Shea, S., Taylor, G., Pezzella, A., & Foley, L. (2016)

religion
occupation
family status age
Intersectionality
geographic location
immigration status
sexuality race
language income heritage/history ethnicity
education
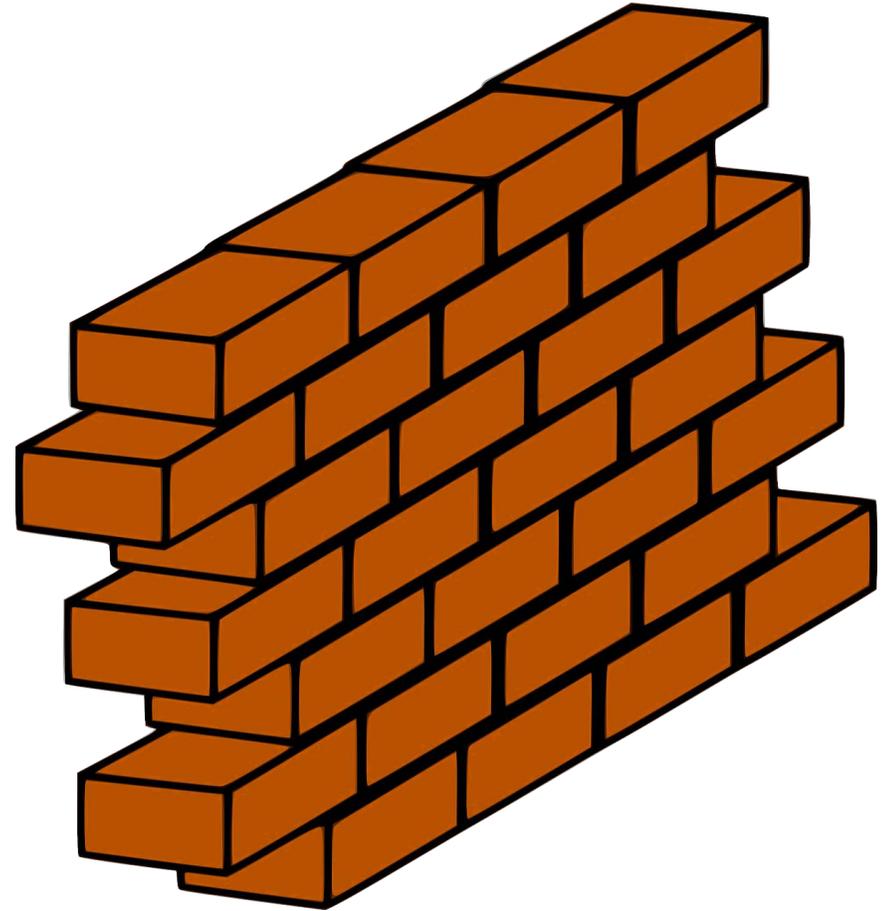ability
gender

What is DEIA??

I am so glad that you asked!

Barriers

Image by OpenClipart-Vectors from Pixabay

Barriers

What to Teach?

Lack of Instructional Resources

Time

Lack of Pedagogical Models

Inadequate Preparation

Stockman, I., Boult, J., & Robinson, G. (2008)

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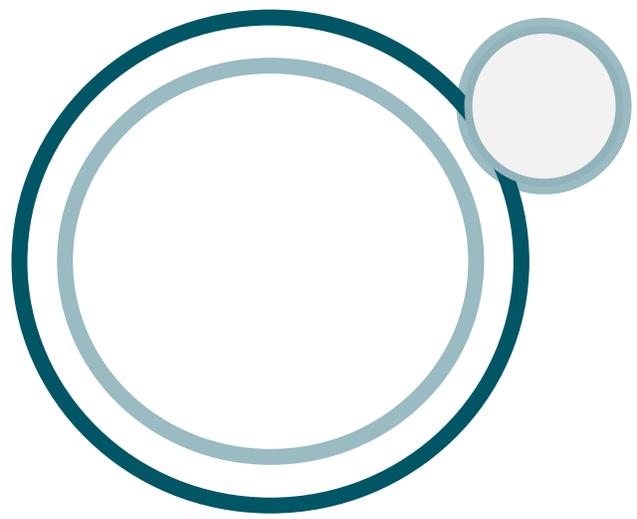
Diversity, Equity, Inclusion, and Access in CSD Academic Programs

Toward Inclusivity
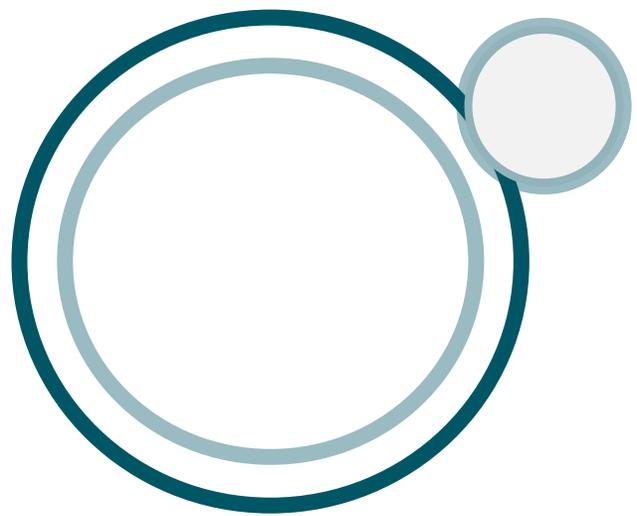
Diversity, Equity, Inclusion, and Access in the Classroom

Content and Perspectives

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Education as water…

How do you teach?

How do you learn?

Dimensions of Multicultural Education
(Banks, 2016)

- Content integration (diverse)
- Knowledge construction (critical thinking)
- Prejudice reduction (awareness)
- Equity Pedagogy (one size does not fit all)
- Empowering school (academic) culture (inclusive)

What Excludes Students?

- Students who have experienced bias in the educational system
- See un-neutral even in absence of bias

Domains of Exclusion

- Unintentionally conveying disrespect, unfairness, or lack of confidence in students

- Unintentionally disregarding student backgrounds, preparation, or life events that affect learning

- Unintentionally interacting with only one subset of the students

- Unintentionally teaching in ways that favor particular backgrounds or approaches to learning
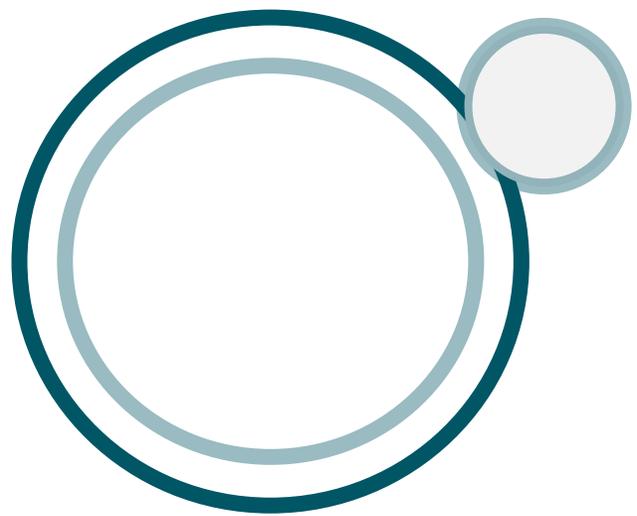
Who Am I?

Larke's Cultural Sensitization Model

- Knowledge of Self - How much do you know about yourself?

- Knowledge of Others – What is your comfort level and knowledge of others?

- Experiences – What experiences have shaped your cultural sensitivity?

- Instructional Delivery – How do you teach and present knowledge?

Larke, 1990

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Culturally Responsive Teaching

- Uses cultural characteristics, experiences, and perspectives of diverse students as conduits of teaching ----Cultural Competence/Cultural Humility

- Helps students develop a broader perspective of the sociopolitical consciousness, the tool used to critically analyze societal relationships –Critical Consciousness

- Improves academic achievement of diverse students by teaching them through their own cultural and experimental filters ---Academic Success

(Gay, 2000; Ladson Billings, 2000; Tervalon, & Murray-Garcia, 1998)

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Some Dimensions of Difference:
Learning and Communication Styles (Shade, 1989)

Responding to things in terms of the big picture----------Respond to things in terms of parts or details

Prefer kinesthetic/active instructional activities-------------------Prefer reading and hearing information

Learning facts requires embedding in meaningful context-------------------- Can learn facts in isolation

Prefer collaborative learning--Prefer individual learning

More reliant on nonverbal communication------------------------More reliant on verbal communication

Say less, make less eye contact, more comfortable with   Talk more, speak more rapidly, make
pauses and silences--eye contact, uncomfortable with silence

Some More Dimensions of Difference: Cultural Continua (Lynch, 1998)

World view based on traditional beliefs and intuition—----------World view based on science and logic

Rely on extended family and kinship networks------Have small family unit w/ little reliance on extended family

Family members are interdependent--------------------------------------Family members are individuals

Nurture young children--Encourage independence

Respect for age, ritual, tradition--Emphasis on youth, future, technology

Differentiated rights and responsibilities-------------------------------------Equal rights and responsibilities

Seek harmony--Seek control

Time is given--Time is measured

Diversity Approaches

- Contributions
- Additive
- Transformation
- Social Action

Banks, 2016

The Transformation

- Diversity/Equity/Inclusion/Access (DEIA) course transformation is a process not a product

- There is no single right way

- DEIA Course Transformation important to everyone, not just underrepresented students

- Responsibility to evaluate what we have done. Did it make a difference?

What are our goals??

- DEIA content-oriented goals
  - constructing a broader truth

- DEIA learner-oriented goals
  - Closing the gap

- DEIA socially-oriented goals
  - People increasingly think it is important, but individuals do not include it in their courses

Goals as Student Outcomes

DEIA Goal	CSD Example
Broader truth	Understand the influence of bilingualism on language development Explore the reasons underlying the predominance of deficit perspectives in the historical account of dialect use related to diverse individuals Identify the contributions of professionals from underrepresented groups to audiology and speech-language pathology

Goals as Student Outcomes

DEIA Goal	CSD Example
Learner oriented	select, apply, and interpret the results of the principles and methods of assessment and intervention of the various aphasias and related disorders with consideration of linguistic and cultural correlates of the disorders to pass national examination increase coping among graduate students for successful completion of audiology programs

Goals as Student Outcomes

DEIA Goal	CSD Example
Social change	Analyze the impact of current social policies on children with developmental disorders and propose policy revisions Develop a policy advocacy plan related to access and utilization of hearing services for rural communities

Strategies for DEIA Transformation

- Content
- Instructional strategies
- Assessment
- Interactions

Content

- Course Description
- Course Objectives/Goals
- Course Content

Getting Cultural Elements into Curriculum

1. Personal experience
2. Role models
3. Culturally grounded stories/case studies
4. Language and linguistic expressions
5. Multiple perspectives
6. Formal or traditional subject content
7. Community issues-centered curriculum

(Gay, 2000)

Instructional Strategies

- Level 1:Instructor-centered
- Level 2: Instructor as purveyor of knowledge
- Level 3: Systematic creation of a community of learners

Assessment of Student Knowledge

- Level 1: Single method
- Level 2: Multiple methods & alternatives to standard exams and papers
- Level 3: Alternatives that focus on student growth

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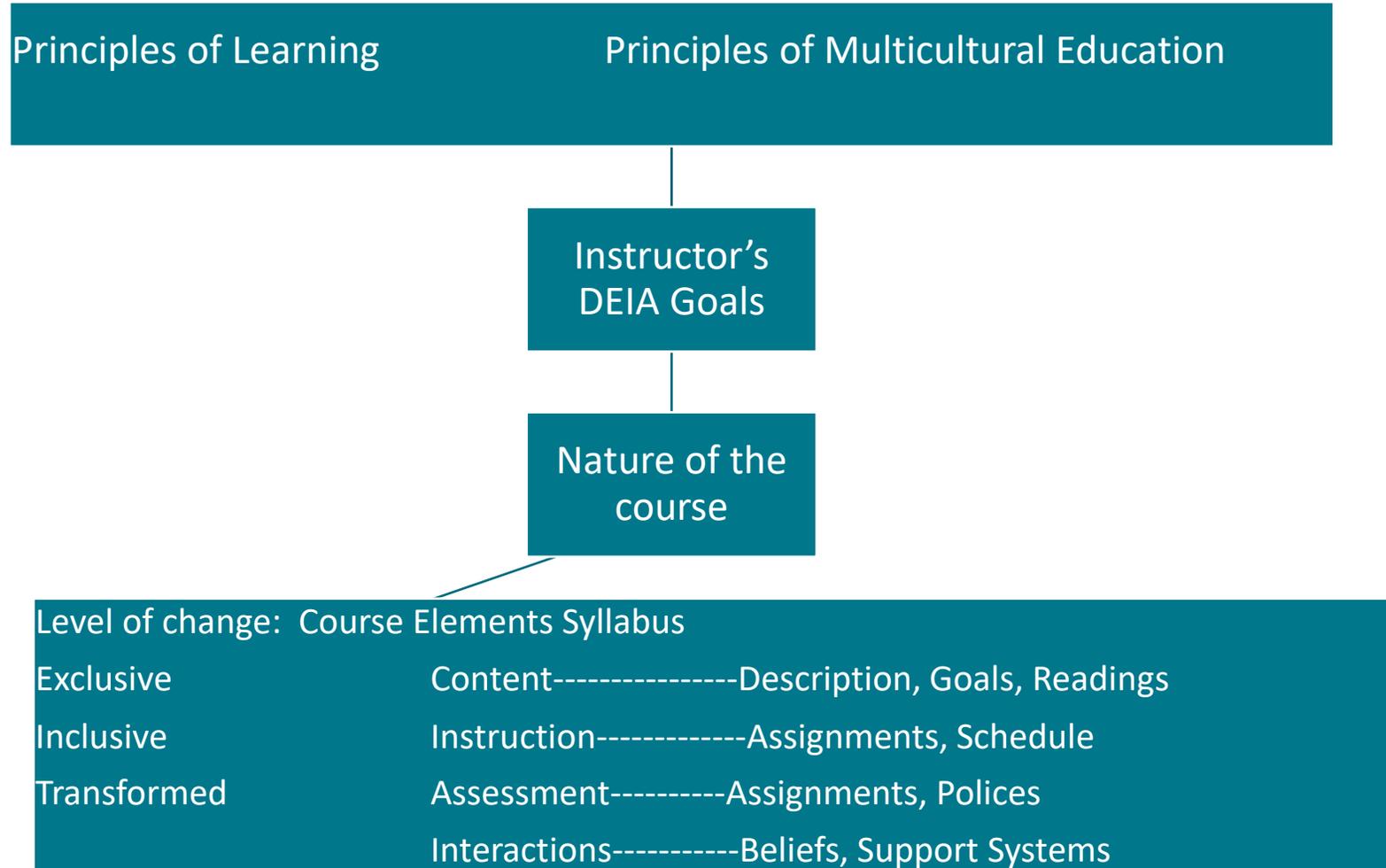Association

Classroom Interactions

- Level 1: Little or no attention to cultural equity in participation

- Level 2: Efforts made to address cultural equity in participation

- Level 3: Systematic planning and implementation of strategies that promote equity

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Interactions & The Future of Learning: From Weeder to Feeder

- Expect success

- Promote success

- Encourage access to/use of University resources by all

- Offer equity in opportunities

- Normalize Faculty/Student interactions

- Small group activities

- Student mentoring

- Alumni

A Model of Syllabus Change

(Banks, 2016; Kitano, 2005)

Principles of Learning	Principles of Multicultural Education

Instructor's DEIA Goals

Nature of the course

Level of change:	Course Elements	Syllabus
Exclusive	Content----------------	Description, Goals, Readings
Inclusive	Instruction-------------	Assignments, Schedule
Transformed	Assessment---------	Assignments, Polices
	Interactions----------	Beliefs, Support Systems

Areas of Change for Course Transformation

- Coursework
  - Readings
  - Assignments
  - Projects
  - Assessment
- Clinical placements
- Other learning experiences
 - Service learning
  - Study Abroad

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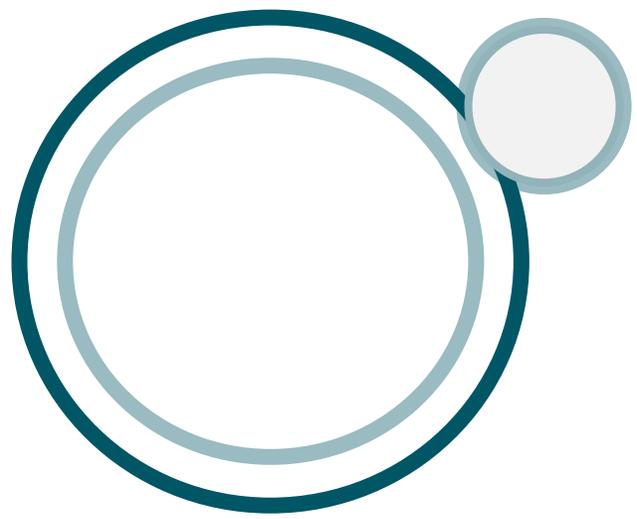
Transforming the Course

Clinical Education Strategies

- Role play clinical scenarios (Griffer & Perlis, 2007)

- DEIA case study discussion (Griffer & Perlis, 2007)

- Common readings and round table discussion

- Familiarize and use culturally relevant materials, assessments, and approaches

Documenting the Effectiveness of DEIA Goals

- Outcomes Measures
  - Measurable goals
  - Effective instrument of measurement
  - Analyze Results
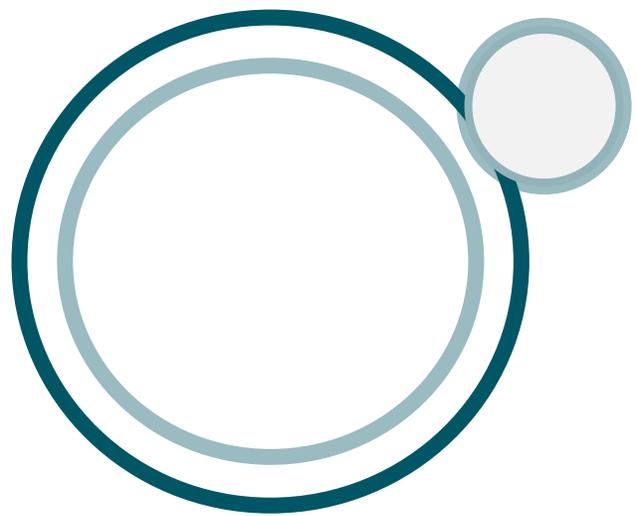
Are you ready?

- Modify the syllabus
- Become culturally sensitive and culturally informed
- Build allies/support

(Larke, 2008)

Culturally Responsive Teaching

- Not by luck, BUT by design
  - What is your plan?
    - Short Term Goals
      - Yourself
      - Students
      - Department/Program
    - Long Term Goals
      - Yourself
      - Students
      - Department/Program

Time to Reflect

1. What is the biggest thing I learned about CRT?
2. What surprised me most about CRT?
3. An idea that I will share with others is….
4. An idea that I want to apply to my teaching, program, and/or life?
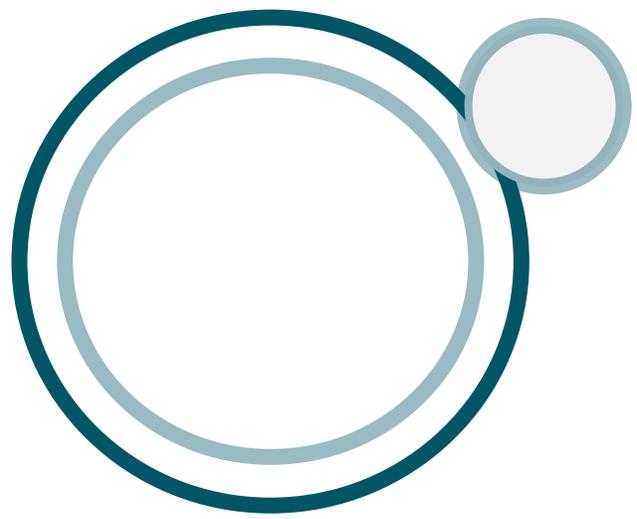
Final Thoughts

Compassion: Nature vs. Nurture

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