Cultural Competence: From Inclusive Classroom Learning to Inclusive Practice

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Pronouns: She, Her, Hers

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Learning Outcomes

❖ Identify barriers to infusing diversity and inclusion issues into curriculum content

❖ Discuss innovative learning strategies to effectively incorporate diversity and inclusion issues into curriculum content and classroom interactions.

❖ Identify strategies to develop culturally competent clinicians who deliver culturally competent compassionate care.

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

"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

Barriers

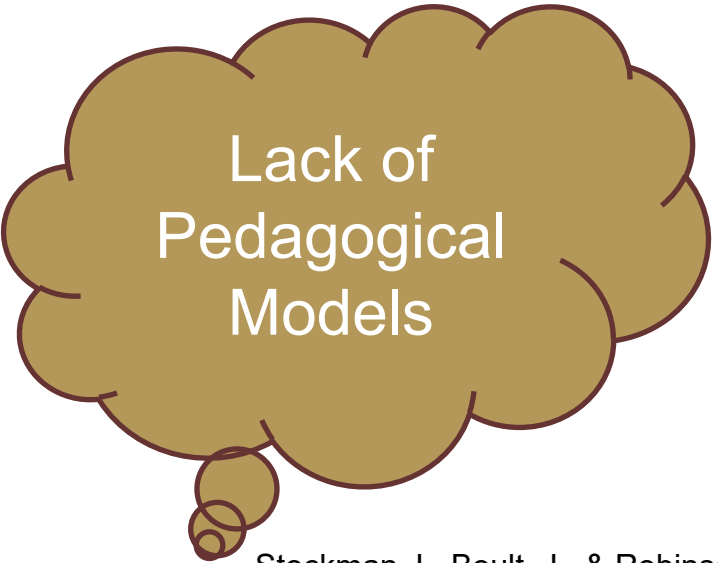Stockman, I., Boult, J., & Robinson, G. (2008)

Diversity and Inclusion 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

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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

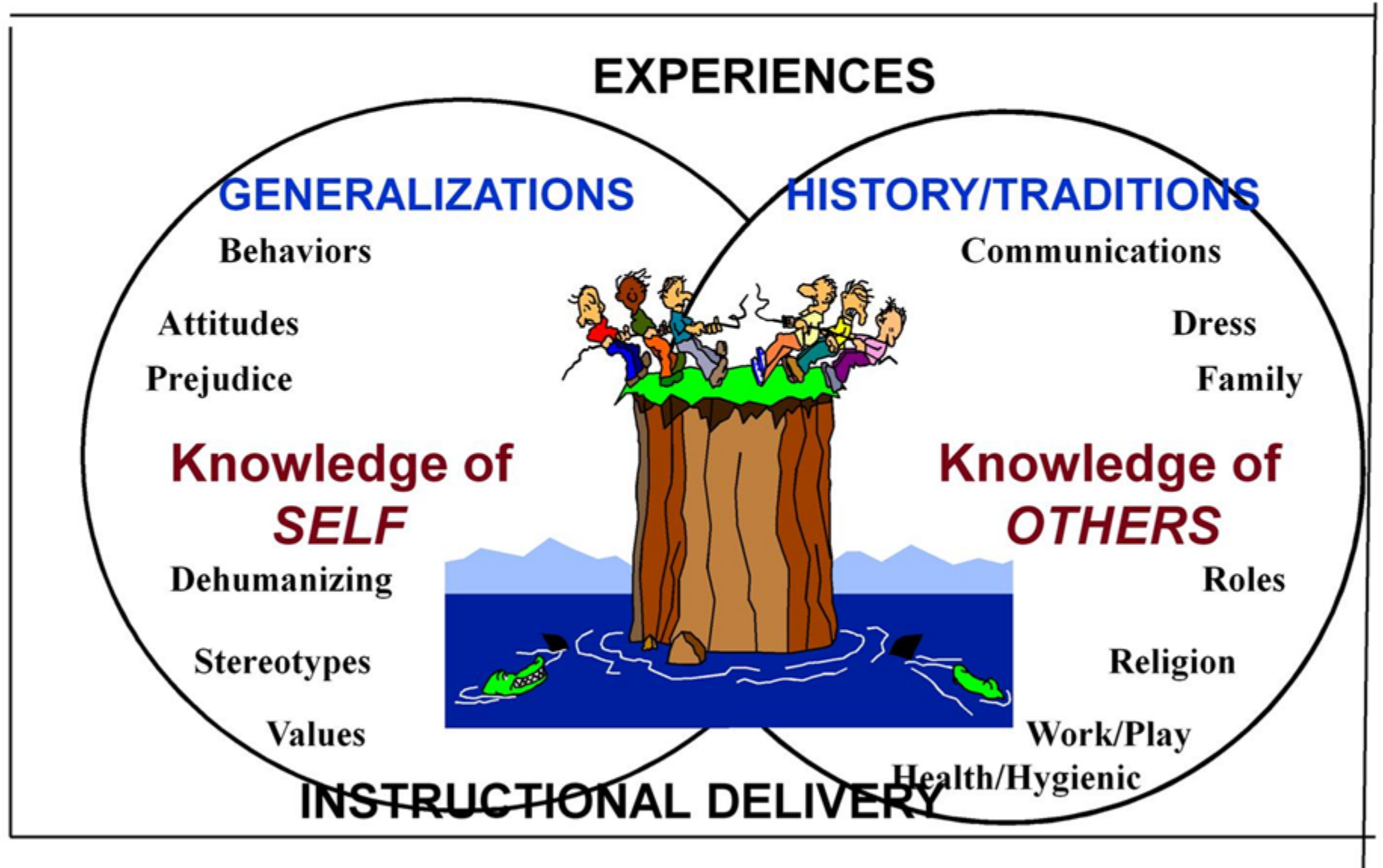# Who Am I?

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?

Lark, 1990

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 (adapted from Shade, 1989)

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

2. Better at learning characterized by freedom of movement ---- Better at learning characterized by sitting, listening, reading

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

4. Prefer creative, intuitive thinking using trial-and-error ---- Prefer cause-and-effect thinking

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

6. Prefer multiple stimuli ---- Prefer limited # of stimuli

7. Prefer natural pacing ---- Prefer pacing as scheduled

8. Prefer collaborative learning ---- Prefer individual learning

9. More reliant on nonverbal communication ---- More reliant on verbal communication

10. Communicate indirectly, e.g., via stories ---- Communicate directly, through facts

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

Some More Dimensions of Difference

Cultural Continua (adapted from Lynch, 1998)

12. World view based on traditional————————————— World view based on science and logic
    beliefs and intuition

13. Rely on extended family and kinship—————————Have small family unit with little
    networks   reliance on extended family

14. Family members are interdependent————————————Family members are individuals

15. Nurture young children——————————————————Encourage independence

16. Respect for age, ritual, tradition—————————————Emphasis on youth, future, technology

17. Ownership defined in broad terms—————————————Ownership is individual and specific

18. Differentiated rights and responsibilities———————————Equal rights and responsibilities

19. Seek harmony———————————————————————Seek control

20. Time is given————————————————————————Time is measured

Diversity Approaches

❖Contributions

❖Additive

❖Transformation

❖Social Action

Banks, 2016

The Transformation

❖MC course transformation is a process not a product

❖There is no single right way

❖MC Course Transformation important to everyone, not just underrepresented/multicultural students

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

What are our goals??

❖Multicultural content-oriented goals
– constructing a broader truth

❖Multicultural learner-oriented goals
– Closing the gap

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

Goals as Student Outcomes

Multicultural Goal	CDIS 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

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Goals as Student Outcomes

Multicultural Goal	CDIS 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 |

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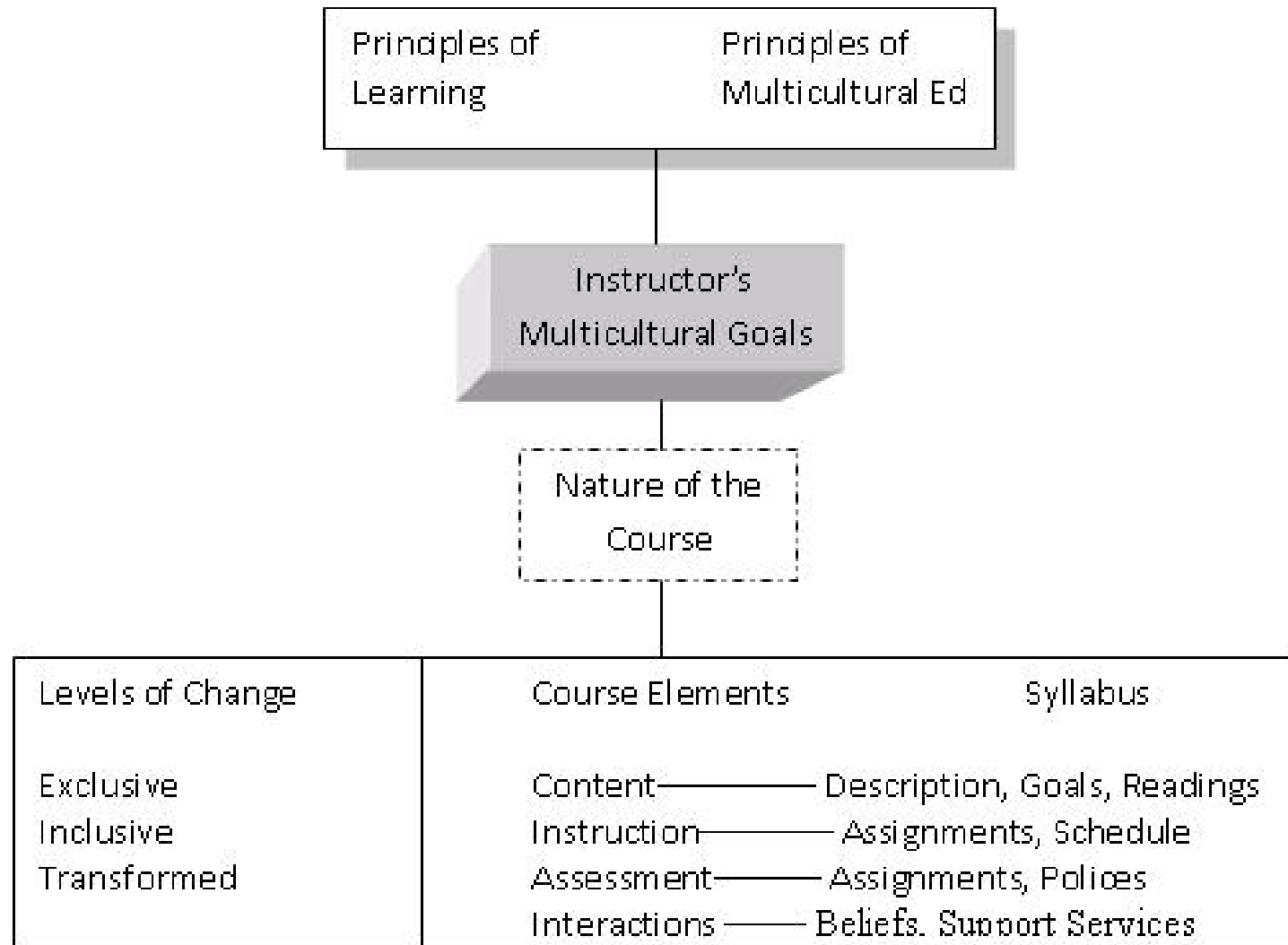The rising STAR of Texas

Goals as Student Outcomes

Multicultural Goal	CDIS 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

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Strategies for Multicultural Course Transformation

❖Content

❖Instructional strategies

❖Assessment

❖Interactions

A Model of Syllabus Change

Principles of Learning	Principles of Multicultural Ed

Instructor's Multicultural Goals

Nature of the Course

Levels of Change	Course Elements	Syllabus
Exclusive	Content ———————	Description, Goals, Readings
Inclusive	Instruction ———————	Assignments, Schedule
Transformed	Assessment ———————	Assignments, Polices
	Interactions ———————	Beliefs, Support Services

Areas of Change for Course Transformation

❖ Coursework
- – Readings
- – Assignments
- – Projects
- – Assessment

❖ Clinical placement

❖ Other learning experiences
- – Service learning
- – Study Abroad

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Transforming the Course

Documenting the Effectiveness of Multicultural Goals

❖Outcomes Measures

– Measurable goals

– Effective instrument of measurement

– Analyze Results

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Table 1: Survey results

QUESTION	PRE-TEST MEAN	POST-TEST MEAN
I understand myself and others in ways other than stereotyped groups and categories.	4.48	4.50
I am aware of the causes and effects of structured inequalities and prejudicial exclusions.	4.25	4.51*
I am confident in stating my views and expressing myself orally.	3.96	4.13
I examine what I read closely and assess its usefulness before drawing conclusions.	4.19	4.46*
I talk with other students outside of class about material covered in class.	4.34	4.49
I feel confident about my ability to work with others.	4.76	4.42*

Scale: 1 (Strongly Disagree) to 5 (Strongly Disagree)
*statistically significant at $p<.05$

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