

Identifying and Addressing Bias in Speech-Language Pathology Problem-Based Tutorials

Phoenix M, Hamilton J, Sperry D, Chan H, Tidd C

School of Rehabilitation Science, McMaster University, Hamilton, Canada

Introduction

- Students and faculty in SLP programs are less racially and ethnically diverse than SLP clients and communities¹.
- SLP curriculum and programs are rooted in oppressive systems that privilege Western norms without consideration for culturally and linguistically diverse communities².
- Students have reported discrimination in their learning environments¹.

- Problem-based tutorials provide opportunities for small group, evidence-based learning about a health care problem (HCP).
- Tutors (SLPs) receive training and support to facilitate discussions and evaluation.

Objectives

- Develop and use tool to critique and revise HCPs.
- Implement the revised HCPs and collect student feedback
- Review student feedback and recommend changes.
- Develop tutor training resources and materials.

Methods



- Hire SLP alumni to **review the literature** on HCP development and inclusive teaching practices (e.g., 3), including **expert consultation** with MacPherson Institute, Dr. Lawrence Grierson (Assistant Dean Health Sciences Graduate Education Program), and Dr. Katharine Dalke (Director of the Office for Culturally Responsive Health Care Education Penn State)
- Tailor criteria** for critically reviewing and revising HCPs and **develop demographic form** template for children and adults
- Apply the criteria to **revise HCPs** and develop demographic forms
- Implement** the revised HCPs and collect **student feedback**. **Provide tutor training**
- SLP Anti-racism, Anti-bias, Anti-oppression committee reviews feedback and makes **recommendations**.

Results: HCP Checklist

- Case Study Development** -> E.g., Complete the client/family demographic form with the HCP. **Sample item 1.1.** Does the client information include the following sections: full name, age, sex, gender, languages used, race/ethnicity, health history, health conditions, hearing and vision status, educational background, vacation, who lives at home and religion/spirituality.
- Learning Objective Development** -> E.g., Include diversity curricula throughout the entire program. **Sample item 2.1.** Do students have a solid foundation of bias in healthcare to engage in discussion on this topic?
- Ongoing Reflection and Safety** -> E.g., Encourage a safe learning environment. **Sample item 2.1.** Is the HCP set up to ensure adequate time to discuss learning objectives so that students do not feel rushed?

Results: HCP Demographic Form

- A demographic form template was created for child and adult clients to accompany each HCP to ensure client identity information was consistently provided
- A chart was created to track aspects of identity and learning objectives across the curriculum.

Results: Student Ratings (% strongly agree/agree)

- The description of this client in the HCP and demographic form was respectful, inclusive, and refrained from encouraging any stereotypes, bias, shame, and stigma. (97%)
- The demographic form was relevant to the HCP. (93%)
- The demographic form and HCP were beneficial to your learning experience. (87%)
- The demographic form and HCP facilitated self-reflection of beliefs and biases. (87%)

Results: Tutor training

Tutor training was developed and delivered (presentation and resources) to address two learning objectives: **1.** Understand systems of privilege and power and one's own social position. Understand intersectionality and steps for critical allyship. **2.** Increase understanding and self-awareness of implicit biases and impact on your role as a tutor and SLP

Key References

- Antiracism advocacy group for Speech-Language Pathology and Audiology (2020). Report on the Impacts of Systemic racism in Speech-Language Pathology and Audiology Professions in Quebec
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Dr. Michelle Phoenix, PhD, Reg. CASLPO
McMaster University, School of Rehabilitation
Science and CanChild
Email: phoenimp@mcmaster.ca
Twitter: @DrMPhoenix