# School of Health Professions
## AY2016 Diversity & Inclusion Activities
(Report date: July 8, 2016)

<table>
<thead>
<tr>
<th>Name of Program or Service</th>
<th>Target Audience (Student [UG/G/ALL], Staff, Faculty)</th>
<th>Description of Program or Service</th>
<th>Point of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity &amp; Inclusion “Traffic Light” Training</td>
<td>SHP Deans and Department Chairs; Dean’s Senior Staff</td>
<td>The “Traffic Light” model of diversity training presented by Marlo Goldstein-Hode of Chancellor’s Diversity Initiative (date: 2.15.16)</td>
<td>Stephanie Reid-Arndt, PhD Dean’s Office</td>
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<tr>
<td>Racial Identity Development Workshop</td>
<td>SHP Faculty &amp; Staff</td>
<td>Presented by guest lecturer, Dr. Stephanie McClure (date: 2.26.16), Professor and Chair, Department of Sociology, Georgia College</td>
<td>Stephanie Reid-Arndt, PhD Dean’s Office</td>
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<tr>
<td>SHP Task Force for Student Diversity and Inclusion</td>
<td>SHP Faculty &amp; Students</td>
<td>Task force met bi-monthly to consider how to promote diversity &amp; inclusion for SHP students; prepared final report with recommendations for Dean Hagglund.</td>
<td>Kristin Flynn-Peters, PhD Health Sciences</td>
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<tr>
<td>SHP Committee for Accessibility in Space Planning</td>
<td>SHP</td>
<td>Ad Hoc committee of SHP faculty with expertise in disability created to review and offer recommendations regarding accessibility in space renovations.</td>
<td>Stephanie Reid-Arndt, PhD Dean’s Office</td>
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<tr>
<td>Implementation of policy to support recruiting and hiring faculty and staff from underrepresented groups</td>
<td>Diverse Communities</td>
<td>Department of Health Science policy approved to devote at least 50% of recruiting resources/efforts to publications targeted at diverse communities.</td>
<td>Michelle Teti, PhD Health Sciences</td>
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<tr>
<td>Creation of sample syllabi related to diversity, equity and inclusion</td>
<td>Department of Health Sciences Faculty</td>
<td>Had a workshop for faculty to redesign syllabus.</td>
<td>Michelle Teti, PhD Health Sciences</td>
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<tr>
<td>Faculty education to increase curricular diversity</td>
<td>Department of Health Sciences Faculty</td>
<td>Had a workshop for faculty</td>
<td>Michelle Teti, PhD Health Sciences</td>
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</table>
| Creation of courses related to diversity, equity and inclusion | Department of Health Sciences Students | - One credit hour, Social Justice and Health Topics course for health science students  
- Non-credit course for students going on Study Abroad for internships and Alternative Breaks for service learning | Carolyn Orbann, PhD Health Sciences |
| Faculty reports on changes in curriculum and pedagogy related to diversity, equity and inclusion | Department of Health Sciences Faculty | - DHS Diversity and Inclusion committee completed an audit of DHS faculty | Michelle Teti, PhD Health Sciences |
| Diversity-related training for faculty, students and staff | Department of Health Sciences Faculty  
Department of Health Sciences Students | - Safe Space training provided for DHS faculty  
- Photo Voice and Social Justice: Research methods seminar using photo voice methodology to record student’s concerns about social justice | Kristin Flynn-Peters, PhD Health Sciences  
Michelle Teti, PhD Health Sciences |
| Diversity-related activity for faculty, students and staff | Department of Health Sciences Faculty/Staff & Students | - DHS offered a film series (3 evenings), *Natural Causes*, open to students and interested faculty/staff on campus; faculty facilitators led group discussion following the movie | Carolyn Orbann, PhD Health Sciences |
| Social Justice in Health HLTH_SCI 4001 - Topics in Health Science (1) | Department of Health Science Students | A one day workshop with three 120 minute follow up sessions. All sessions feature short didactic presentations, experiential activities, reflection and dialogue as the main activities | Rosemary Hogan, PhD Health Sciences  
Stanton Hudson, MA  
MU Center for Health Policy |
School of Health Professions  
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<th>Description</th>
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<th>Presenter(s) or Details</th>
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<tr>
<td><strong>credit hour course offered in Fall 2016</strong></td>
<td></td>
<td>for increasing knowledge around the role social justice plays in health care education and delivery. This course employs Freirean pedagogy in which the instructors serve as facilitators and guide discussions and activities to allow students to learn from each other in relation to the content being presented. (See attached course overview for more detailed description and learning objectives for each session.)</td>
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<tr>
<td><strong>Presentation:</strong> Enhanced Environment for Older Adult Prisoners</td>
<td>Faculty &amp; Students</td>
<td>Grand Rounds presentation by Dr. Mary Harrison (date: 9/25/15)</td>
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<tr>
<td><strong>Presentation:</strong> Disability Language</td>
<td>Faculty &amp; Students</td>
<td>Presentation by Dr. Erin Andrews (date: 10.16.15)</td>
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<tr>
<td><strong>Presentation:</strong> Religion and Terrorism</td>
<td>Faculty &amp; Students</td>
<td>Presentation by Scott Su and Andrew Menatti (date: 12.11.15)</td>
</tr>
<tr>
<td><strong>Presentation:</strong> Natives of the Americas</td>
<td>Faculty &amp; Students</td>
<td>Presentation by Dr. Orlando Sanchez (date: 5.13.16)</td>
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| Building Inclusive Classrooms and Clinics Workshops | SHP Students, Faculty, and Staff | The BICC is a one day introductory inclusion workshop that provides awareness-building through short presentations, experiential activities, reflection and dialogue. Learners:  
- develop an awareness of one’s self in the process of socialization and one’s role in breaking down oppressive systems,  
- practice effective interpersonal communication skills,  
- build knowledge and awareness around issues of race, sex, gender identity, sexual orientation, class, ability, age, religion, and appearance; and  
- walk away from the day with a greater understanding about how to make a real difference in clinics and classrooms at UMHS. | Ruth Crozier  
SHP Student Services  
Stanton Hudson, MA  
Center for Health Policy |
| Inclusion and Diversity Lunch and Learn Session | SHP Faculty | This 90 minute session helps participants engage in meaningful dialogue by providing them with useful communication tools  
- To recognize hot buttons (trigger points)  
- To point out that how we respond to trigger incidents will impact the actions that change the world  
- To introduce helpful tools that assist participants in interrupting these incidents and working through their hot buttons | Stephanie Reid-Arndt, PhD  
Dean’s Office  
Stanton Hudson, MA  
MU Center for Health Policy |
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| **Exploring Diversity and Inclusion through Active Dialogue**  
(50 min session integrated into PH THR 4120/7120 clinical education IA) | First Year Physical Therapy Students | This session introduces inclusion and diversity by getting students to talk to each other about their own cultures. It explores and introduces the need to create inclusive environments with safe/brave spaces for folks to share their personal experiences and views.  
(Planned for implementation in AY2017) | Stanton Hudson, MA  
MU Center for Health Policy  
Kelly Stephens, MPT, CKTP  
Dana Martin |
| **Who am I Really**  
(50 min session integrated into PH THR 4120/7120 clinical education IA) | First Year Physical Therapy Students | This experiential activity allows students to explore their personal understanding of and relationships with the different parts of their identities. It is followed by facilitated dialogue that helps students to reflect on their experiences with multiple identities and learn from the experiences of their classmates.  
(Planned for implementation in AY2017) | Stanton Hudson, MA  
MU Center for Health Policy  
Kelly Stephens, MPT, CKTP  
Dana Martin, PT, DSc, CMPT |
| **Cognitive Bias**  
(100 min session planned to be integrated into PH THR 7550 Psychosocial Issues for Health Promotion) | Second Year Physical Therapy Students | This uses a series of activities to introduce cognitive biases and explore how they manifest in clinical practice. It also introduces ways to mitigate bias and allows students to formulate and practice mitigation strategies.  
(Planned for implementation in AY2017) | Erin Dannecker, PhD, ATC  
Stanton Hudson, MA  
MU Center for Health Policy |
| **Implicit Bias**  
(100 min session planned to be integrated into PH THR 7550 Psychosocial Issues for Health Promotion) | Second Year Physical Therapy Students | This activity introduces students to implicit bias and allows them to explore further mitigation strategies. It also teaches students how to intervene when they hear biases arise in others.  
(Planned for implementation in AY2017) | Erin Dannecker, PhD, ATC  
Stanton Hudson, MA  
MU Center for Health Policy |
## Health Equity (110 min session integrated into PH THR 8000 Health Policy in Physical Therapy)

**Third Year Physical Therapy Students**

This session uses the Unnatural Causes Documentary series and dialogue to highlight the role that racism, ethnocentrism, and classism play in creating and maintaining health disparities. It engages students in thinking of how to create more inclusive care environments to improve health equity. (Planned for implementation in AY2017)

**Stanton Hudson, MA MU Center for Health Policy**

## On Common Ground (100 min session integrated into PH_THR 8130 - Professional Issues in the 21st Century)

**Third Year Physical Therapy Students**

This session gives students insights into the real and measurable differences between the experiences of target group members and privilege group members. It highlights the real and measurable effects of prejudice, discrimination and institutional oppression in health care and builds empathy across various lines of identity. It also personalizes the concepts of agent and target identities, and consider experiences of privilege and oppression in relation to them. (Planned for implementation in AY2017)

**Dana Martin, PT, DSc, CMPT Stanton Hudson, MA MU Center for Health Policy**

## International Teaching Assistant Program (ITAP) Conversation Hours

**Students**

Our graduate students participate in conversation hours with international TAs who are working on their English speaking skills. The ITAP students are fulfilling course requirements while our students gain multicultural experience. The discussions are all focused on cultural differences in education, etc. Our students currently participate in 6 to 8 conversation hours during their first year in the program.

**Barbara McLay, MA, CCC-A Communication Science and Disorders**
| **Accent Modification and Pronunciation Program (AMP)** | **UG/G Non-native speakers of English who are members of the university community** | **Undergraduate and graduate students are trained by a faculty supervisor to work with non-native speakers of English (typically, international visiting scholars, faculty, and graduate students) on English intelligibility. Each student typically works with non-native speakers for about 20 hours/semester** | **Dana Fritz, PhD, CCC-SLP Communication Science and Disorders** |