

Leadership Through 2020 and Beyond: Crisis And Opportunity

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SHAA Convention; February 17, 2022

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DISCLOSURE
INFORMATION

Financial

Nonfinancial

Honorarium; Travel reimbursement; Registration waiver

2020 ASHA President

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Identify one action, provision, activity, waiver, etc. affecting audiologists and/or speech-language pathologists that was implemented in your state by your:

- state association
- governor
- legislature
- a regulatory body, or
- an employer/work site

in response to the public health emergency.

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ASHA OPERATIONS (Partial List)

- Became fully remote
- Travel ban (extended through 2021)
- Identified member needs (ongoing)
- No cost ASHA Learning Pass through June 30, 2020
- ASHA Connect Conferences shifted to virtual platform
- Budgetary constraints
- ASHA 2020 Convention cancelled
- ASHA 2021 Convention - Hybrid
- 2020 2nd, 3rd, 4th quarter and 2021 1st, 2nd, 3rd quarter meetings of the BOD conducted virtually

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asha.org/about/coronavirus-updates/

Coronavirus/COVID-19 Updates

Page updated January 24, 2 p.m.

Check this page as well as Facebook and Twitter: ASHA Now and ASHA Headlines emails, and the Leader Live blog for the latest updates. Contact the Action Center (800-498-2071 or actioncenter@asha.org) with any questions.

RECENT UPDATES

- State-by-State Tracking of Laws and Regulations for Telepractice and Licensure Policy [PDF] (Updated 1/24/22)
- State-by-State Tracking of Laws and Regulations for School-Based Telepractice [PDF] (Updated 1/24/22)
- ASHA Guidance to SLPs Regarding Aerosol Generating Procedures (Updated 1/19/22)
- SLP Service Delivery Considerations in Health Care During Coronavirus/COVID-19 (Updated 1/19/22)
- Federal Public Health Emergency Updates for 2022 (New 1/14/22)
- Certain Health Care Providers May Be Subject to New COVID-19 Vaccination Requirements (Updated 1/14/22)

TOP RESOURCES

- ASHA and AAP: Face Masks Do Not Interfere With Language Development in Children
- ACPA, ASHA, and ASHA Call for Professional Action on COVID-19 Vaccination Status and Education
- Pandemic-Related Social and Communication Challenges: How Audiologists and SLPs Can Help With In-Person Learning
- Using Masks for In-Person Service Delivery During COVID-19: What to Consider
- COVID-19 Resources to Share With Your Clients and Patients

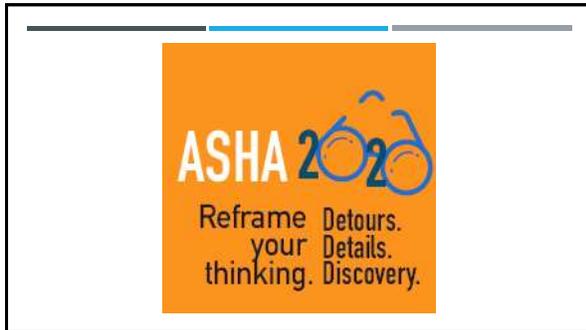
ONLINE EVENTS MESSAGES FROM ASHA LEADERSHIP AND STAFF

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https://www.asha.org/about/leadership-and-staff-messages/

- ASHA Virtual Presentation: Teleaudiology in the Pediatric Setting During COVID-19 with SIG 9 (August 17, 2020) Focusing on one hospital's pilot study in teleaudiology and then adoption during COVID, as well as reimbursement considerations. Recording available.
- ASHA Virtual Presentation: Dysphagia Management During COVID-19: Where Are We Today? with SIG 13 (August 5, 2020) Recording available.
- ASHA Virtual Presentation: SLP Group Treatment via Telepractice—Discussion on Pediatric Services (July 23, 2020) Focusing on group treatment of pediatric patients using telepractice. Recording available.
- ASHA Virtual Presentation: Returning to In-Person Care During COVID-19 with SIG 3 and SIG 5 (July 22, 2020) Focusing on voice, upper airway, and resonance disorders service delivery during the pandemic. Recording available.
- ASHA Virtual Presentation: Family-Centered Speech-Language Services via Telepractice for Individuals With Craniofacial Anomalies with SIG 5 (July 8, 2020) Focusing on telepractice assessment and treatment for speech, language, and resonance associated with craniofacial anomalies in toddlers and school-age children. Recording available.
- ASHA Virtual Presentation: Self-Help/Support Groups for Children and Adults who Stutter: Resources for Use During the COVID-19 Crisis and Beyond with SIG 4 (June 15, 2020) Focusing on three support groups with self-help resources for people who stutter. Recording available.
- ASHA Virtual Presentation: Group Speech-Language Pathology Treatment Via Telepractice—Discussion on Adult Services (June 5, 2020) Focusing on the differences between in-person groups and those done through telepractice and lessons learned through experience. Recording available.
- ASHA Virtual Presentation: Telepractice Considerations for Individuals with Neurogenic Communication Disorders with SIG 2 (May 7, 2020)

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ASHA'S RECRUITMENT TARGETS DIVERSE POPULATIONS

Race	Percent
American Indian or Alaska Native	0.3
Asian	3.1
Black or African-American	3.6
Native Hawaiian or Other Pacific Islander	0.1
Multiracial	1.4

Overall, 8.5% of ASHA members are from under-represented racial groups. Additionally, 6.1% are Hispanic/Latino.

Males comprised 4.5% of the ASHA membership.

17,345 individuals (8.3%) indicated they met the ASHA definition of bilingual service provider.

NOTE: All numbers reflect ASHA's 2020 year-end counts.

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DIVERSITY, EQUITY, & INCLUSION (DEI) AT ASHA

ASHA's Envisioned Future 2025 and Strategic Plan affirm the commitment to DEI resources, advocacy, and collaboration within the Association and the discipline.

"The Association opposes and addresses systemic racism and discrimination in the professions and their impact on communication, health, and education. Underrepresented populations are actively recruited and successfully retained; students and professionals are heard, respected, and safe, and are thriving in the professions of audiology, speech-language pathology, and speech, language, and hearing sciences. Equitable and inclusive policies are in place within the Association, and throughout the discipline, and are routinely practiced by ASHA members. ASHA's membership comprises individuals from different demographic backgrounds and identities; the Association benefits from the collective strength of members' experiences, values, and skills, which are universally sought as critical contributions to the advancement of science and practice of the professions in communication sciences and disorders." (Excerpt from Envisioned Future 2025)

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DIVERSITY, EQUITY, & INCLUSION (DEI) AT ASHA

Strategic Objective #6
Increase Diversity/Equity/Inclusion within the Association and the discipline

Outcome: ASHA has implemented equitable practices and CSD is a more diverse and inclusive discipline.

- ASHA's standards and systems improve the quality of care for all populations, and increase access to and inclusion in the discipline
- ASHA offers tools and resources for enhancing professional interactions across race/ethnicity
- ASHA's membership is more diverse

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DIVERSITY, EQUITY, & INCLUSION (DEI) AT ASHA

Strategic Objective #8
Increase members' cultural competence

Outcome: ASHA members competently address cultural/linguistic influences on service delivery outcomes

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DIVERSITY, EQUITY, & INCLUSION (DEI) AT ASHA

The website at www.asha.org/about/diversity-equity-inclusion contains resources, information, and opportunities as well as the state of current and proposed efforts.

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Response to Racism

Position Statement

ASHA explicitly condemns systemic racism and oppression, and the violent acts that took the lives most recently of Ahmaud Arbery, Breonna Taylor, and George Floyd—and so many before them. We support our Black colleagues, speech-language pathologists, related professionals, and students, as well as Black clients/patients/students and their families. We stand with these individuals in supporting their communities, protecting their families, and fighting for their children's opportunities. We stand with our members who are distressed, saddened, angry, and calling for change.

We commit to rooting out the systemic inequities that exist in our communities—within our professions, our schools and universities, and workplaces. Most ASHA members provide services in education and health care settings, institutions with pervasive histories of systemic racial discrimination in the United States. This is a time for evaluating our individual and collective contributions to maintaining the status quo and our responsibility to change it. We must identify meaningful solutions that address the challenges facing Black people to enable every person to be heard, to feel safe, and to thrive.

ASHA's *Envisioned Future* states that by 2025, "inclusive policies and practices are in place within the Association and throughout the profession to ensure that Black is at all levels of representation."

<https://www.asha.org/policy/response-to-racism/>

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Diversity, Equity, and Inclusion (DEI) at ASHA

ASHA'S 2020 PRESIDENT THERESA H. RODGERS, MA, CCC-SLP

LEARN MORE

- Standing Up, Speaking Out for Racial Justice (from The ASHA Leader)
- On Racial Disparities, Truth, and Reconciliation: An Invitation (from The ASHA Leader)
- National NSSLHA: Stop the Silence campaign
- ASHA Voices (Joanna Otus Talks Race, Conversation, and Microaggressions)
- Addressing Disparities in the Wake of Injustice, Violence, and COVID-19 (from The ASHA Leader)
- ASHA resources for increasing diversity and cultural competence

<https://www.asha.org/about/diversity-equity-inclusion/>

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JUST THE FACTS BY FACTUALITY

A 90 MINUTE CRASH COURSE ON STRUCTURAL INEQUALITY IN AMERICA

BRYAN RICH OHIO EMMA MASON LAILA JUSTIN SOPIA

ALL THE FACTS ALL THE FEELS ALL ONLINE

RAPIDLY DISSEMINATES THE FACTS IN A UNIQUELY ENGAGING MANNER

Just the FACTS by FACTUALITY is a facilitated dialogue, crash course, and virtual interactive experience that simulates real life experiences. In America, it is played with a rich group of diverse characters (above) that encounter a series of fact-based challenges and situations based on the intersection of their race, class, gender, sexual orientation, faith, ability, and age.

THOROUGHLY UNPACKS 12 INTERSECTING AREAS IN UNDER 90 MINUTES

<https://www.factualitythegame.com/just-the-facts.html>

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Taking Action Against Microaggressions Micro Course Series

In these four 30-minute micro courses, speaker Norma Anderson walks you through different perspectives of experiencing microaggressions, with the goal of increasing your self-awareness of how you contribute and respond to them. Each course includes the opportunity for you to reflect as well as plan and practice the often-difficult conversations and decisions that are required to combat microaggressions.

Recognizing Microaggressions: Am I Doing That?

Experiencing microaggressions can lead to serious feelings of doubt when it comes to self-worth, productivity, and security. What are microaggressions and microallying? Am I committing them? How do they impact the person who experiences them? This course illuminates these concepts and guides us through purposeful reflection activities that reduce the likelihood of committing microaggressions, ensuring a safer environment for our colleagues and clients, and thereby facilitating more effective communication.

This course is available for CE credit (ASHA CEUs or professional development hours) as part of the ASHA Learning Pass.

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"That's Unheard Of" Engagement Experience

This new site & experience provides resources members can take advantage of quickly to improve professional interactions:

- Checklists & guidance on client interactions
- 9 short shareable videos
- Toolkit items like sample client questionnaire and downloadable pdf factoid cards to check knowledge
- Members can also check to see if they are "C²" with an awareness assessment tool

<https://www.thatshunheardof.org/>

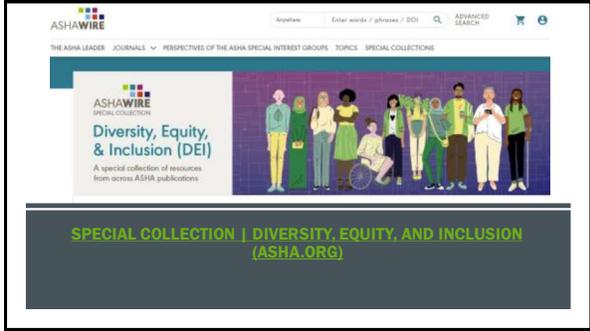
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A Quote from Nidhi Mahendra, Ph.D., CCC-SLP (with her permission)

“Dr. King said, “There comes a time when silence is betrayal”. In CSD, we have been silent in public for too long, while also being vocal in private confessions and conversations in the safe spaces of diversity issues committees or special interest groups about the racism endured by Black Indigenous Persons of Color or BIPOC students, clinicians, and scholars. We’ve also been silent about the erasure of key topics of diversity, equity and social justice in our curricula, our journals, our department meetings, and the boardrooms of leaders of our organizations...”

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Quote (continued) from Nidhi Mahendra, Ph.D., CCC-SLP (with her permission)

“...We are grappling with a fierce reckoning, and a much delayed, frank reckoning of racism in our professions, as also in our nation. Race is not a biological construct and never was but is a societal, human-made construct. Racism is a very powerful system that creates completely inaccurate hierarchies of human worth, across lines of race, ethnicity, sex, gender identity, and many other attributes. Research has shown that racism is perpetuated in every institution and system that we have, in our policies and procedures, and this happens on our watch.”

Nidhi Mahendra, Ph.D., CCC-SLP
Chairperson, Department of Communicative Disorders and Sciences
San Jose State University

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RACISM IN CSD

- Singling out the Black representative
- Disparaging racial comments
- Abdicating cultural responsibility
- Discouraging professional advancement
- Overlooking Black applicants
- Microaggressions

Daugherty, B. (2020). *Standing up, speaking out for racial justice*. ASHA Leader, 25(6), 52-59. <https://leader.pubs.asha.org/doi/10.1044/leader.ftr.2.25082020.52/full/>

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Belinda Daugherty, PhD, CCC-SLP (p 57-58):

"The theme for the 2020 ASHA Convention was going to be "Reframe Your Thinking". While events have necessitated canceling Convention, among many other major disruptions to our plans, this could still be the year that we crystallize a vision for a more equitable future. We will no longer be silent and pretend the systemic racism all around us does not exist, particularly if it doesn't impact us directly, or worse, if we know that it benefits us indirectly. 2020 has in no way been the year we wanted, but I am hopeful this year can reframe our thinking to build a future in which all of our colleagues and future colleagues are equally valued, respected, and represented."

Daugherty, B. (2020). *Standing up, speaking out for racial justice*. ASHA Leader, 25(6), 52-59. <https://leader.pubs.asha.org/doi/10.1044/leader.ftr.2.25082020.52/full/>

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More Than Cultural Competence → Cultural Humility

- The standard for audiologists and speech-language pathologists should exceed "mastery" of cultural competence which involves a dynamic process of self-assessment and the ongoing expansion of knowledge about various cultures.
- Cultural humility is essential to reframing our thinking. Cultural humility, according to J.N. Hook in the Journal of Counseling Psychology (2013), stated that it is the "ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]."

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More Than Cultural Competence → Cultural Responsiveness or Culturally Responsive Practice

- "...the culturally responsive SLP is a person who highly values cultural diversity, seeks to further their knowledge of different cultural perspectives, and acts to create work and community spaces where cultural diversity is respected and valued. Culturally responsive SLPs understand that knowledge is context dependent and thus the journey to cultural responsiveness is ongoing and evolving as SLPs engage with less-familiar cultures." (Hopf et al, p. 1950)
- "Cultural humility is a way of thinking; cultural competence is a way of becoming; and culturally responsive practice is a way of doing." <https://www.thatsunheardof.org/learn-now/the-terms-of-culture/>

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What if 2020 isn't cancelled?

What if 2020 is the year we've been waiting for?

A year so uncomfortable, so painful, so scary, so raw — that it finally *forces* us to grow.

A year that screams so loud, finally awakening us from our ignorant slumber.

A year we finally accept the need for change.

Declare change. Work for change. Become the change.

A year we finally band together, instead of pushing each other further apart.

2020 isn't cancelled, but rather the most important year of them all.

**WHAT IF 2020
ISN'T
CANCELLED?**
Leslie Dwight

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REFERENCES AND RESOURCES

Addressing Racism in CSD Education Webinar and Resources - https://lr.library.illinoisstate.edu/tlcsd/addressing_racism_2020.html

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