

Equity & Social Justice in your Curriculum & Classroom

Suggested Activity:

Make a Commitment to yourself. What will you do to help infuse equity and Social Justice into your curriculum/classroom in the next 1 month, 3 months, 9 months and 12 months? Be specific and realistic. Choose at least one thing to do for each time period.
Ideas:

I will:

- ❖ Read...
- ❖ Make specific adjustments to my syllabus (list them)
- ❖ Create your own syllabus statement regarding equity and social justice
- ❖ Use one or more curriculum checklist(s) to evaluate my syllabus
- ❖ Sign up for continuing education/training workshop
- ❖ Explore a relevant webpage/site in depth
- ❖ Meet with a colleague to share ideas & learn together
- ❖ Follow someone on social media who can help me learn more
- ❖ Sign up for racial equity tools or other similar resource and read the email within a week of it arriving
- ❖ Watch relevant webinars or videos
- ❖ Join a local community group such as the Coalition of Anti-Racist Whites
- ❖ Learn more about a local or national organization working on social justice

Potential Areas for Improvement

- Terminology/Language
- Emphasizing Community Connections
- Focusing on Strength and Resilience, Not just Disparities
- Reconsidering the Content of Questions Posed
- Integrating important Concepts
- Highlighting Resources
- Assessing methods of Evaluation
- Addressing all Learning Styles
- Allowing for Diversity of Expression and Reactions
- Adopting Inclusive Excellence in Assessment
- Noticing who is given Expert Status
- Considering implications for vulnerable/marginalized/resilient populations
- Mapping Student Demographics

Potential Areas for Improvement

Terminology/Language:

Can be off-putting and ignorant at best, but also potentially harmful and/or exclusive:

- Avoid co-opting language
 - “Pow wow”
- Gender-inclusive
 - “A Note on Language: Language shapes our experiences and has the potential to cause harm to others when used incorrectly or without thinking through the implications. In acknowledgement of the diversity among student midwives and their future clients, this syllabus aims to use gender inclusive language. Students are encouraged to use inclusive language in their assignments as well.”

Community Connections:

- Organizations/Resources I didn't know about or was never mentioning. How can you incorporate these? Allow for students to draw them in with projects, etc?:
 - [National Black Midwives Alliance](https://blackmidwivesalliance.org/)
<https://blackmidwivesalliance.org/>
 - [International Center for Traditional Childbearing \(ICTC\)](https://ictcmidwives.org/)
<https://ictcmidwives.org/>
 - [Center for Indigenous Midwifery](https://www.facebook.com/CenterForIndigenousMidwifery/)
<https://www.facebook.com/CenterForIndigenousMidwifery/>
 - [Asian American Midwives](https://asianamericanmidwives.org/)
<https://asianamericanmidwives.org/>
 - [National Latina Institute for Reproductive Health \(NLIRH\)](http://www.latinainstitute.org/en)
<http://www.latinainstitute.org/en>
 - [Indigenous Birth Workers Network](https://www.facebook.com/Indigenous-Birth-Workers-Network-146096848746982/)
<https://www.facebook.com/Indigenous-Birth-Workers-Network-146096848746982/>
 - [Birth for Every Body](http://www.birthforeverybody.org/what-we-do/)
<http://www.birthforeverybody.org/what-we-do/>
 - [National Association of Birth Centers of Color](http://www.birthcentersofcolor.org/)
<http://www.birthcentersofcolor.org/>
 - [Black Women Birthing Justice](http://www.blackwomenbirthingjustice.org/)
<http://www.blackwomenbirthingjustice.org/>
 - [National Aboriginal Council of Midwives\(Canada\)](http://aboriginalmidwives.ca/aboriginal-midwifery-in-canada)
<http://aboriginalmidwives.ca/aboriginal-midwifery-in-canada>
 - [Forward Together](http://forwardtogether.org/)
<http://forwardtogether.org/>
 - [SisterSong: Women of Color Reproductive Justice Collective](http://sistersong.net/)
<http://sistersong.net/>
 - [Urban Village Midwife](http://urbanvillagemidwife.blogspot.com/?m=1)
<http://urbanvillagemidwife.blogspot.com/?m=1>
 - [Birthing Change Webinars](http://www.shafiamonroe.com/category/webinars/) by Shafia Monroe
<http://www.shafiamonroe.com/category/webinars/>
 - [Radical Doula](https://radicaldoula.com/)
<https://radicaldoula.com/>
 - More:
 - [Information for Midwives of Color in North America](https://midwivesofcolor.wordpress.com/)
<https://midwivesofcolor.wordpress.com/>

Potential Areas for Improvement

Strength and Resilience, Not just Disparities:

- Focus matters
- Also, see “Strengths-Based Interventions”
<https://www.equitymidwifery.org/healingresourcesfocusingonstrengths>

Reconsidering the Content of Questions Posed:

- “How does your idea potentially impact some of the most vulnerable pregnant/birthing/postpartum persons? Discuss implications for at least one group of persons. If you can’t think of any implications, brainstorm about what persons or organizations you might approach to ask to help you determine if you have any blind spots regarding the implications of your plan. Consider how you will react to what they have to say if the response you get challenges or surprises you. Examples of vulnerable populations might include racial/ethnic/religious minorities, refugees, immigrants, those living in medically underserved rural or urban areas or persons who are homeless, mentally ill, incarcerated, low income, LGBTQI, differently abled, etc.”
- Be sure to address any stereotyping that students might express

Important Concepts to Consider Integrating:

- Health equity
- Social justice
- Unconscious/Implicit Bias
 - <https://diversity.ucsf.edu/resources/unconscious-bias-resources>
- Microaggressions
- Disparities/Resilience
- Historical trauma/Cultural healing
- Health literacy
- Reproductive/Birth justice
- Social Determinants of Health
- Structural competency

Student Resources:

- Add “Recommended Reading” if unsure about requiring it

Evaluation:

- Anonymous mid-quarter feedback option

Learning Styles:

- Include audio-visual resources
- Offer synchronous class options (if relevant)
- Reference relevant poetry, art, song
- Small group work

Allowing for Diversity of Expression & Reactions:

- “Response format of your choice: power point, short essay 1-2 paragraphs, videotaped role play”
- Consider allowing students to pick project or assignment topics
- See Diversity & Inclusion Syllabus Statement Examples from Brown University
https://www.brown.edu/about/administration/sheridan-center/sites/brown.edu/about/administration/sheridan-center/files/uploads/InclusiveSyllabusStatements_4_1_17.pdf
- “Fadiman, A. (1997). *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus and Giroux.
 - Note: If you find that this reading triggers undue stress for you as a result of your cultural background, you may contact the instructor about options for alternate readings and related assignments.”

Inclusive Excellence In Assessment:

- Not always having to write
 - Synchronous classes/Live Sessions
 - “Up to 50% of a student's posts may also be submitted in the form of voice recordings which should be a minimum of 3 minutes in length but should not exceed 10 minutes.”
- Xavier example: Assessment Early and often, but not necessarily with a penalty attached and adding study guides as needed due to the underperforming secondary educational system that results from institutional racism
 - <https://www.google.com/amp/s/mobile.nytimes.com/2015/09/13/magazine/a-prescription-for-more-black-doctors.amp.html>

Expert Status:

- Who have you set up as the “experts” on the topics you teach?
- Who has written the materials you require students to read? Are they all white? Mostly white? Acknowledge if no other options
- Can you bring in guest speaker(s) to balance any perspectives?

Vulnerable/marginalized/resilient populations to consider:

- Racial/ethnic minorities
- Religious minorities
- Low income
- LGBTQI
- Refugees
- Incarcerated
- Homeless
- Hungry
- Differently-abled

Mapping Student Demographics:

- US Territories (5 are permanently inhabited)
 - Puerto Rico
 - U.S. Virgin Islands
 - Guam
 - Northern Mariana Islands
 - American Samoa

Mapping Student Demographics (continued):

- Canada
 - Ten Provinces: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Quebec, and Saskatchewan
 - Three Territories: Northwest Territories, Nunavut, and Yukon
- Race/ethnicity
- Country (or parents') of origin
- Religious Minorities
- LGBTQI

Resources:

- Extensive Web Resource for Midwifery Educators: <https://www.equitymidwifery.org/>
 - See the “**Social Justice**” section of this page: <https://www.equitymidwifery.org/aboutwhy>
 - Curriculum Tools: <https://www.equitymidwifery.org/curriculum>
 - Books, articles and more: <https://www.equitymidwifery.org/facultystafftraining>
 - Climate & the Hidden Curriculum: <https://www.equitymidwifery.org/climate-inclusion>
 - Critical Consciousness: <https://www.equitymidwifery.org/criticalconsciousness>
 - Power & Privilege: <https://www.equitymidwifery.org/power-privilege>
 - Policies and Statements: <https://www.equitymidwifery.org/policiesandstatements>
- Webinars
 - <https://www.equitymidwifery.org/webinars> (Scroll down for Recordings)
 - <http://nacpm.org/equity-race-and-access-to-midwifery-webinar-series/>
- Videos
 - <https://www.equitymidwifery.org/facultystafftraining>
 - <https://www.equitymidwifery.org/healingresourcesfocusingonstrengths>

Department or School-wide Suggestions:

- Use the Equity Agenda Guideline for Midwifery Education & Training Programs https://docs.wixstatic.com/ugd/c25c02_7645f660000b450eb69c187ab9622e45.pdf
- Develop a religious holiday policy & acknowledge entire schedule is likely based on Christian holidays
- Encourage each instructor to create their own syllabus statement equity and social justice
- Consider course evaluation question(s) related to student experiences regarding inequity
- Consider the possibility of paying a stipend to have advisors help review curriculum
- Ensuring adequate orientation to mission & equity statement for new faculty & staff
- Ensure that the library has a copy of *Teaching for Diversity and Social Justice* (Adams & Bell, 2016) available to loan
- Encourage faculty to use a Curriculum Checklist to help them revise their syllabi
 - <https://www.equitymidwifery.org/curriculum>