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Generative Disruptive Questions: Operationalizing Diversity, Equity, Inclusion, Justice, and Accessibility in Occupational Therapy Education

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Abstract

Diversity, equity, and inclusion is one of five pillars upholding the American Occupational Therapy Association's (AOTA) strategic plan. Ensuring organizational, educational and governance structures, policies, programs, and services all reflect diversity, equity, inclusion, justice and accessibility (DEIJA) is a priority for the profession. Yet, addressing DEIJA remains a significant challenge in the occupational therapy academic community. Educational programs are a gateway to the profession and play a critical role in whether minoritized persons feel they belong in occupational therapy. This paper proposes a set of Generative Disruptive Questions (GDQ) that can be used to critically examine practices within education that reflect commitment and action towards DEIJA and to facilitate focused conversations that accelerate the creation of measurable, action steps that ensure DEIJA practices are effectively addressed within occupational therapy educational programs. These questions are intended to foster authentic reflection and brave discussions that will dismantle processes and practices that perpetuate systemic injustices. These conversation starters could help faculty, staff and learners engage in courageous conversations that may, at times, be challenging, but which can lead to transformative changes. The questions promote reflective analysis of DEIJA in multiple aspects of the educational process from examination of vision and mission and DEIJA processes and practices in the broad institutional context to more focused analysis of the culture, climate, recruitment, retention, and teaching practices.

Keywords

Diversity, equity, inclusion, justice, accessibility

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Generative Disruptive Questions: Operationalizing Diversity, Equity, Inclusion, Justice, and Accessibility in Occupational Therapy Education

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ABSTRACT

Diversity, equity, and inclusion is one of five pillars upholding the American Occupational Therapy Association's (AOTA) strategic plan. Ensuring organizational, educational and governance structures, policies, programs, and services all reflect diversity, equity, inclusion, justice and accessibility (DEIJA) is a priority for the profession. Yet, addressing DEIJA remains a significant challenge in the occupational therapy academic community. Educational programs are a gateway to the profession and play a critical role in whether minoritized persons feel they belong in occupational therapy. This paper proposes a set of Generative Disruptive Questions (GDQ) that can be used to critically examine practices within education that reflect commitment and action towards DEIJA and to facilitate focused conversations that accelerate the creation of measurable, action steps that ensure DEIJA practices are effectively addressed within occupational therapy educational programs. These questions are intended to foster authentic reflection and brave discussions that will dismantle processes and practices that perpetuate systemic injustices. These conversation starters could help faculty, staff and learners engage in courageous conversations that may, at times, be challenging, but which can lead to transformative changes. The questions promote reflective analysis of DEIJA in multiple aspects of the educational process from examination of vision and mission and DEIJA processes and practices in the broad institutional context to more focused analysis of the culture, climate, recruitment, retention, and teaching practices.

Introduction

Various acronyms, such as DEI (diversity, equity, and inclusion), DIB (diversity, inclusion, and belonging) or JEDI (justice, equity, diversity, and inclusion), signal a commitment to equity, civil rights, racial justice, equal opportunities, and inclusivity. Throughout this paper the acronym DEIJA (diversity, equity, inclusion, justice and accessibility) is used (Sung & Dries, 2023). Diversity refers to a commitment to engage, value, and celebrate a range of social identities and abilities. Equity is a commitment to fairness and to providing each person with the resources they need to succeed; recognizing that different individuals have different needs. Inclusion is an obligation to ensure everyone belongs and to address barriers to full participation and power sharing. Justice is a responsibility to disrupt power differences and to confront all forms of systemic inequity and oppression. Accessibility assures that in an inclusive learning environment, facilities, services, communication technology and programs are designed and maintained so that people of all abilities can fully and independently use them (Sung & Dries, 2023).

The values inherent in these definitions of DEIJA parallel many of the core values that appear in the codes of ethics of occupational therapy professional organizations around the world (American Occupational Therapy Association [AOTA], 2020a; Canadian Association of Occupational Therapists [CAOT], 2007; World Federation of Occupational Therapists [WFOT], 2016). Nonetheless, animating these values into action remains one of the most challenging issues facing the profession and for our society. The AOTA Vision 2025, adopted in 2018 and revised in 2021, included DEIJA as one of five pillars of the profession's strategic plan and included these words: "we are intentionally inclusive and equitable and embrace diversity in all its forms" (AOTA, 2017).

We exist in a society where racial tensions are high and political polarization is in hyperdrive. This reality heightens the need to intentionally include DEIJA in all aspects of our occupational therapy professional organizations, education, research, and practice. From a certain slant of light, it may seem the profession has accomplished much and is showing incredible resolve. For example, at the 2023 AOTA Annual Conference if one searched terms such as diversity, inclusion, or health equity, they found educational sessions on cultural humility, holistic admissions, addressing ableism, social determinants of health and health equity and any number of offerings addressing occupational therapy practice with trans, rural, Muslim, LGBTQ+ and other minoritized populations. However, at this same conference there was also tension around these issues, as protests alleging DEIJA related injustices, both silent and vocal, were omnipresent.

Tension around DEIJA issues persists, and every day in the United States (U.S.) and around the world there is some new focusing event that causes many to wonder about the world we live in and what it will take to build a global, inclusive society. In response to some of these focusing events, in the past few years multiple occupational therapy professional organizations across the globe have published position papers, pledges or calls to action outlining occupational therapy's commitment to addressing systemic

racism, inequality, justice, or diversity (AOTA, 2021; CAOT, 2020; Coalition of Occupational Therapy Advocates for Diversity [COTAD], 2021; Hocking et al., 2019; Justice Based Occupational Therapy [JBOT], 2020; Occupational Therapy Association of South Africa, n.d.; Royal College of Occupational Therapists, 2020). Occupational therapy scholars are also examining DEIJA in the classroom or curriculum (Johnson et al., 2022; Taff & Clifton, 2022), in academia and research (Beagan et al., 2021; Grenier, 2020; Grenier, 2021; Wijekoon & Peter, 2023), and in practice or the profession overall (Agner, 2020; Kronenberg, 2018; Lerner & Kim, 2022; Taff & Blash, 2017). To varying degrees, each of these scholars concluded that the profession's actions have not yet risen to the rhetoric of these position papers or pledges and that systematic changes are necessary (Beagan et al., 2023; Kronenberg, 2021; Reid & Pride, 2023).

The situation in academic settings- for learners as well as faculty and staff- is especially problematic. Minoritized identities report frequent instances of discrimination in didactic and clinical education contexts (Colaiani et al., 2022; Ford et al., 2021), including microaggressions, social exclusion, tokenism, biased grading practices, and lack of opportunities in research and leadership. These experiences adversely affect engagement, motivation, academic performance, and, most importantly, well-being (Cokley et al., 2013; Hunter et al., 2019). As a gateway to the profession, educational programs play a critical role in whether minoritized persons feel they belong in occupational therapy, ultimately impacting their career satisfaction and upstream efforts to recruit a more diverse workforce.

Addressing DEIJA remains a significant challenge in the occupational therapy academic community. This paper proposes a set of Generative Disruptive Questions (GDQ) that can be used to critically examine practices within education that reflect commitment and action towards DEIJA and to facilitate focused conversations that accelerate the creation of measurable action steps that ensure that DEIJA practices are effectively addressed within occupational therapy educational programs. These questions are designed for use by faculty and staff, including those in leadership positions, within occupational therapy and occupational therapy assistant educational programs. The intent is to foster authentic reflection and brave discussions that will disrupt and dismantle processes and practices that perpetuate systemic injustices, and which ensure DEIJA is systematically addressed within occupational therapy educational programs. While the focus here is on academic settings, these questions could offer raw materials for practitioners to complete similar reflective audits of their own practice contexts.

Theoretical Foundations

The underpinnings for the Generate Disruptive Questions (GDQ) are multilayered and evoke a variety of theories, models, and frameworks, including critical race theory, decoloniality, cultural humility, and universal design for learning, among others. The purpose and scope of this process require not only critical reflection, but strategically planned directed action, or praxis. The various elements supporting the GDQ process coalesce around three related theoretical perspectives: the Capabilities, Opportunities, Resources, and Environments (CORE) approach (Pereira, 2017), critical pedagogy, and

Honneth's theory of recognition (Honneth, 1995). In this section, the theoretical elements of each of these perspectives are briefly described in the context of the roles served in the GDQ process.

CORE Approach

The CORE approach (Pereira, 2017) shares congruency with the Participatory Occupational Justice Framework (Whiteford et al., 2017) with its focus on occupational justice and the ultimate goal of social inclusion. The CORE approach is an inclusive and occupation-focused way of "doing justice through occupation and for social inclusion" (Pereira, 2017, p. 434) in clinical practice, but also has clear implications for educational settings. In the context of the GDQ process, a fundamental postulate is that participation in the occupation of education is a human right (United Nations, 1948), one that is not simply for professional training purposes, but more importantly can enhance health and well-being, both short- and long-term.

Influenced by the capabilities approach to well-being prominent in human development sectors (Sen, 2014), the CORE approach is comprised of four aspects, capabilities, opportunities, resources, and environments (Pereira, 2017). Capabilities are the doings and states of being people can achieve if they so choose; these are actual freedoms clear of barriers. Opportunities in this context refer to how educational programs create and plan situations so learners can do and be through the occupation of education. The third element, resources, includes the personal, social, emotional, financial, physical, and technological affordances available that support realization of learners' capabilities. Finally, the CORE approach considers how learning environments are designed, enhanced, and modified towards the end of social inclusion. Here, capabilities, opportunities and resources intersect to create the best possible person-occupation-environment fit for everyone in the learning community. Deprivation of the capabilities, opportunities, and resources enmeshed within education can diminish learners' occupational potential (Wicks, 2005), creating an unjust environment. The CORE approach considers inclusive engagement in the occupation of education as a form of justice, one that has significant implications for personal growth and wellbeing beyond the classroom. This perspective "provides a platform for occupational possibilities and creative exploration, where the goal is for the person seeking occupational outcomes to have agency, choice and be in control over the enablement process" (Pereira, 2017, p. 433).

In the GDQ process, the four elements of CORE serve as the foundation for the various sections of questions and promotes awareness of and critical reflection on the state of any OT educational program in terms of the quality of learners' participation in teaching and learning spaces that prioritize inclusion and belonging. Disruptive questions prompted by CORE might include 'what does the program do to explicitly minimize or mitigate the adverse impact of structural inequities on the capabilities of learners from minoritized identity groups?' and 'what does the program do to provide minoritized learners access to the resources (both material and human) necessary to succeed and be well?'. In essence, CORE provides the program an evaluation roadmap for getting from 'what is' to 'what ought to be.'

Critical Pedagogy

The second theoretical perspective informing the GDQ process is critical pedagogy, broadly defined as a theory and practice “fundamentally committed to the development and enactment of a culture of schooling that supports the empowerment of culturally marginalized and economically disenfranchised students...this pedagogical perspective seeks to help transform those classroom structures and practices that perpetuate undemocratic life” (Darder et al., 2009, p. 8). As a multidisciplinary educational philosophy, critical pedagogy “asks how and why knowledge gets constructed the way it does, and how and why some constructions of reality are legitimated and celebrated by the dominant culture while others clearly are not” (McLaren, 2009, p. 63). Critical pedagogy resists the thought that knowledge is politically and ethically neutral and attempts to counteract schools as sites for controlling meaning and reproducing inequalities.

The questions evoked in the GDQ process reflect the priorities of a teaching and learning dynamic influenced by critical pedagogy, which fall into three levels: individual, community (classroom or school), and society (larger communities or populations). At the individual (learner or student) level, the goals of critical pedagogy include increasing awareness of DEIJA-oriented issues at play in both their current learning spaces as well as integrated within the topics housed in specific courses, developing critical consciousness (Freire, 1971), acquiring skills for advocacy, organizing and activism, and honing the ability to identify and critique concepts, social structures, and power dynamics. In school communities, teachers and students are considered co-learners in active, engaged instruction carried out in solidarity as democratic communities of inquiry. Learning activities focus on purposeful and courageous dialogue, presentation of alternative viewpoints, and critical examination of both the explicit and hidden curricula (Braa & Callero, 2006). Learning spaces are safe and inclusive, places where learners feel valued, appropriately challenged, and fully part of the daily fabric of the school. Simply put, they *belong*. The third level concentrates on the implications of knowledge and learning for regional and global communities (framing and using what is learned for the common good) with the primary goal of *decolonization*. Although even a cursory exploration of decolonization is beyond the scope of this paper, noting decolonization as a necessary step (Mignolo, 2011) delinking educational systems and structures from Northern/Western epistemologies, paradigms, and histories is essential to a long-term vision for enacting the principles of critical pedagogy.

Critical pedagogy functions in the GDQ process as a driver of both what happens in classrooms (what is taught and how, how learning is assessed, culture of the learning environment) and as the epistemological and ethical catalyst for praxis after critically reflective evaluations of educational programs. An educational program informed by critical pedagogy involves learners, staff, and faculty who strive to understand and question the relationships between power, knowledge, and institutional culture and policies. Framing educational programs in a critical pedagogy perspective requires honest and consistent critique through disruptive questioning of the intentionality and

visibility of DEIJA issues, the degree to which DEIJA and multiple identities are represented in the curriculum, the existence of accountability mechanisms, and the preparation of faculty to teach, complete research, and engage in service in supportive and inclusive ways.

Honneth's Theory of Recognition

The final theoretical pillar to the GDQ process is Honneth's theory of recognition. Honneth considered recognition a fundamental human need and essential to developing positive identity and healthy interpersonal or intergroup relationships (Honneth, 1995). Recognition is evidenced by authentic and visible acknowledgment of another person through initiating contact, active listening, and responding. Recognizing another person demonstrates caring, and validates that they are respected, wanted, needed, and heard. Alternatively, when occupational therapy faculty and staff fail to recognize a problem or the person living with that problem, they fail to question what they are doing and subsequently fail to change and move forward. Complacency with the status quo ensues.

Recognition occurs in three spheres: positive regard (or love), rights, and solidarity. The first sphere, *love*, is focused on individuals and their emotional attachments, affection, and trust. Within this first sphere, emotional care is the mode of recognition and self-confidence is the primary self-relation goal where an individual feels confident and safe in asserting their physical and emotional wants and needs: 'My unique needs and desires are important and you should listen, consider, and act accordingly'. Here, the ability to form relationships is paramount, as positive regard depends on these relationships and is a key prerequisite for self-confidence. The *rights* sphere includes the legal, political, and human rights every person has in society. The mode of recognition in the rights sphere is through democratic principles and the rule of law. In this sphere, individuals develop self-respect as empowered humans who have moral agency and valid life perspectives: 'I have rights that cannot be slighted or removed; I have a right to voice my view in any decision impacting me'. *Solidarity* is the final sphere, one focused on a person's sense of self-worth in making a collective impact alongside others. In the context of social solidarity, individuals develop self-esteem, recognizing their capabilities and contributions to their communities in pursuit of common goals: 'My contributions to this community are valuable; I have the capacity to help this group achieve positive change'.

Within the GDQ process, the three spheres and accompanying self-relations of recognition theory serve as the *end goals or outcomes* for the learning environment in any particular occupational therapy educational program. Inclusion and belonging in educational settings hinge upon recognition and learners developing and perceiving self-confidence, self-respect, and self-esteem within their various collectives. Disruptive questions related to recognition would focus on the degree to which the program affords that all faculty, staff, and student voices are heard, valued, and acted upon; if emotional wellbeing is a priority; and how the program supports the development of all individuals as humans of dignity and agency.

Overview of the GDQ

The inherent assumption behind these questions is that faculty, staff, and learners in occupational therapy are collectively committed to ensuring DEIJA is reflected in every aspect of their program. The title “Generative Disruptive Questions” (GDQ) is intentional. Generative questions are meant to encourage more questions, to spark the need to know, and to invite curiosity and incite wonder. The intent of making the questions disruptive is to animate the effort to question what is, to inspire debate on what could be or might be, to challenge the status quo, and to foster innovation. These questions can be used to critically audit standard practices in the academic unit and how they may or may not demonstrate a commitment to DEIJA. They are intended as a set of conversation starters that can help faculty, staff and learners engage one another in courageous conversations that may, at times, be challenging, but which can lead to transformative changes that are consistent with DEIJA values espoused in our profession.

In terms of scope, the GDQ were designed for reflective analysis of DEIJA in multiple aspects of the educational process. That is, at a macro level some questions invite examination of vision and mission and DEIJA processes and practices in the broad institutional context of the university or college. Other questions sharpen the focus and zero in to probe the culture, climate and practices within the occupational therapy program including questions that can be used to appraise processes for training and evaluating faculty on their preparedness to teach and assess learning in ways that are flexible, authentic, and free of bias. Another dimension of the GDQ encourages users to question practices for preparing and supporting faculty to integrate DEIJA in their educational practices including assessing the availability of resources faculty can use for professional development. Questions that focus attention on important practices related to DEIJA recruitment and retention of faculty, staff and learners are included in a third section of the GDQ. Finally, one of the larger sets of questions in the GDQ provides structure to examine education practices and the learning environment. Questions encourage analysis of the program’s curriculum through a DEIJA lens. They also ask users to question teaching pedagogy including all the varied scholastic experiences, educational processes and practices that promote academic equity, belonging and learner success both in and out of the classroom. Questions for analyzing the supports provided to ensure the success of minoritized learners are also included in this this learning environment category. Sample question in each of these categories are included in the tables below. The full set of GDQ includes over 70 questions as well as a bibliography with well over 125 influencing readings and resources. Supplemental resources are available in the ancillary materials including a short list of open access courses and webinars that can provide individual and group training opportunities (see Appendix).

Institutional Environment

Every occupational therapy program operates within its own unique institutional context. These contexts can support and/or constrain a commitment to DEIJA. Over the past few decades, higher education institutions have recognized that DEIJA practice is critical to a good college experience that prepares learners for jobs, life, and success; however,

there is still significant work to improve DEIJA in higher education. For example, many institutions are infusing social justice topics into their curriculum without examining whether these curricular changes impact a learner's orientation to DEIJA issues, are prioritizing academic experiences over diversity experiences as a means to foster critical thinking, or are not effectively addressing negative diversity experiences and microaggressions experienced by minoritized learners (Barnett, 2020; Glass et al., 2016; Meletiadou, 2022). Table 1 provides sample questions that can be used to audit DEIJA focused actions in the university environment.

Table 1
<i>Institutional Environment</i>
<ul style="list-style-type: none"> • How are administrative policies, practices, and procedures created to ensure a DEIJA climate is deliberately constructed and effectively maintained, monitored, and evaluated? • What accountability measures are established at the institutional level to ensure commitment to DEIJA practices? • What administrative structures exist within your institution that are designed to respond to challenging DEIJA situations/practices? • When harm has occurred in the DEIJA space, how is the department/institution and those who created the harm held accountable (e.g., business as usual or will there be actual change)? • Does the institution's mission and strategic plan entail allocating funding resources to explore and celebrate the lived experiences of historically minoritized groups?

Occupational Therapy Program Environment

A strong commitment to DEIJA in strategic planning processes, documents and program evaluation metrics can be an effective strategy for realizing AOTA's Vision 2025 (Taff & Blash, 2017). Integrating specific language to articulate how anti-racist actions are incorporated in the occupational therapy curriculum, identifying what may be missing in the curriculum related to antiracism and intersectionality and efforts to decolonize the curriculum are all potential steps to addressing DEIJA in occupational therapy curriculum (Reid & Pride, 2023; Sterman et al., 2022). Table 2 provides sample questions that can be used to audit DEIJA focused actions at the program level.

Table 2*Occupational Therapy Program Environment*

- How does the occupational therapy program communicate their commitment to address DEIJA in its mission and vision statements, core values and strategic plans?
- Within occupational therapy, what programs and services intentionally promote a climate of celebrating and supporting DEIJA?
- What processes are used to ensure the membership and structure of occupational therapy program's advisory boards reflect a diversity of identity and perspectives?
- What processes does the occupational therapy program use to identify and monitor its commitment to DEIJA principles and to respond to challenging DEIJA situations/practices? (e.g., anonymous reporting systems, intentional practices that create opportunities to engage in uncomfortable conversations).
- What processes does the occupational therapy program use to help support learners in meeting their basic needs (housing, food, belonging, need-based financial support)?

Faculty Training, Preparation, and Evaluation for Teaching DEIJA

In an inclusive educational environment, faculty feel they belong (Beagan et al., 2022; Beagan et al., 2021); are prepared and supported to intentionally cultivate receptive, caring, professional relationships with learners (Grady et al., 2018); are able to apply universal design in their learning principles and to use curriculum design approaches that integrate elements of DEIJA (AOTA, 2020a); and are trained to utilize assessment methods that are flexible, authentic, and free of bias (Grenier, 2020; Taff & Blash, 2017). Table 3 provides sample questions that can be used to audit DEIJA focused actions related to faculty training, preparation, and evaluation.

Table 3*Faculty Training, Preparation and Evaluation for Teaching DEIJA*

- What trainings are available/mandated for faculty and staff on issues undermining DEIJA such as bias, privilege, decolonizing education and pedagogy, psychological safety and addressing microaggressions in the classroom, etc.?
- What types of training and supports are provided to help educators navigate classroom ruptures, hot moments, or discussions of topics like systemic racism or oppression that may be challenging or uncomfortable?
- What processes are in place to identify, support, and consult the expertise and experience of minoritized faculty in leading DEIJA initiatives within the classroom and occupational therapy program?
- How are contributions to DEIJA teaching, research and service reflected in annual or other periodic formal reviews used to evaluate a faculty member's annual performances?

Recruitment And Retention

AOTA's call for creating a diverse profession capable of providing culturally responsive services and creating leaders capable of navigating complex policies, systems, and environments has not been realized (AOTA, 2017; AOTA, 2021; Brown et al., 2021; Ford et al., 2020). Demographics for the profession note that the profession is comprised of mostly White middle-class women both as students and as faculty (Banks, 2022; Colaianni et al., 2021). Evidence suggests processes that prioritize academic metrics (e.g., ACT/SAT, Graduate Record Examination [GRE], grade point average [GPA]) do not perfectly predict academic or post-graduation success. Health professions are encouraged to embrace a holistic admissions model to attract a diverse pool of learners (Brotherton et al., 2021; Khan, 2020). Table 4 provides sample questions that can be used to audit DEIJA focused actions related to recruitment and retention.

Table 4*Recruitment and Retention*

- What mandatory training are search committee members required to complete regarding DEIJA and anti-bias hiring practices?
- What steps are used in hiring processes to intentionally assess candidates on their past record and capacities to contribute to DEIJA teaching, research and service and mentoring of a broad range of learners?
- What steps has the occupational therapy program initiated to recruit a diverse applicant pool and what retention programs exist that support the success of these learners admitted to the program?
- How does the applicant selection criteria of your occupational therapy program reflect holistic admission approaches that consider a broad range of attributes and the applicant's lived experiences including evidence of overcoming adversity, in addition to academic metrics?

Education and Learning Environment

Creating a learning environment that is inclusive is a noble goal, but a challenging task (Grenier, 2020; Trentham et al., 2007). While challenging for many, occupational therapy programs can draw upon literature, theories and perspectives on culture, occupational therapy practice, and DEIJA from a range of vantage points such as occupational consciousness (Ramugondo, 2015), international perspectives on occupation (Galvaan & van der Merwe, 2021; Gerlach et al., 2018; Guajardo et al., 2015), or decolonization (Mahoney & Kiraly-Alvarez, 2019; Simaan, 2020), and these approaches can help prepare practitioners for both the current and future needs of clients that individual practitioners will encounter who will present with a range of living situations and occupational needs (Goldberg et al., 2019; Pride et al., 2022; Talero et al., 2015). Table 5 provides sample questions that can be used to audit DEIJA focused actions related to the education and learning climate.

Table 5
<i>Education and Learning Climate</i>
Curriculum
<ul style="list-style-type: none"> • How does the occupational therapy program deliberate and decide on the range of DEIJA topics to include in the curriculum and how these topics will be addressed in a course/multiple courses across the curriculum? • How does the occupational therapy program ensure that curriculum content addresses how occupation can be impacted for those who have been historically privileged and those who have historically been minoritized (e.g., people with histories of systemic racism, trauma, abuse, or neglect; individuals that runaway, are unhoused or involved in justice or foster systems, people with disabilities or unique needs, etc.)?
Teaching Pedagogy
<ul style="list-style-type: none"> • How does the occupational therapy program ensure that most or all the instructional strategies, materials, and learning experiences used in the curriculum are culturally responsive and accessible to all learners represented in the cohort and the diversity of populations the learners could expect to serve? • How does the occupational therapy program ensure that all educators use images, stories, information, or learning experiences that avoid perpetuating negative stereotyping and beliefs about people based on race, ethnicity, gender, religion, culture, country of origin, communities of color, sex, age, sexual orientation, or ability?
Supporting Success of Minoritized Learners
<ul style="list-style-type: none"> • What types of mentoring programs have been established that match current learners who are from minoritized groups with alumni or other mentors that can support academic success? • What strategies does the occupational therapy program use to prepare learners from minoritized groups to effectively address stigma and discrimination they may encounter from educators and/or clients in clinical education and clinical practice?

Discussion

The aspiring Vision 2025 of the American Occupational Therapy Association, to create a diverse workforce and inclusive profession, is falling short (AOTA, 2021; AOTA, 2017). Occupational therapy continues to have an under-diversified workforce (AOTA, 2020b). Academics, practitioners, and learners in the profession often feel overwhelmed and exhausted with a diluted sense of belonging, representation, and recognition. Belonging continues to top the list of concerns by practitioners and students of minoritized communities across the globe (Atwal et al., 2021; Reid & Pride, 2023).

It would be an immense challenge to fix the systemic flaws in higher education such as implicit biases and colonized pedagogies (Barnett, 2020; Meletiadou, 2022), but one critical step the profession can take is to act in our own spaces. In the 2022 annual report, AOTA reported over 500 occupational therapy and occupational therapy assistant programs that were accredited or have achieved candidacy status and 121 programs in applicant status (AOTA, 2022). The challenges of integrating DEIJA into the vision, values, practices, processes, and services within our profession is not a small challenge, but it is not unrealistic to believe that a highly motivated, collective of occupational therapy educators who are unified in purpose can create spaces where everyone feels they belong. Honneth's theory of recognition posited that recognizing students' identities and validating their lived experiences is one way of operationalizing inclusion (Honneth, 1995). Simultaneously, critical pedagogy supports belonging by problematizing colonial epistemologies as they manifest in curricular content, instructional strategies, assessment methods, and the structure of learning environments (Darder et al., 2009). Occupational therapy has recognized and is beginning to understand the need to address belonging in academia for faculty, staff, and all learners and the consequences of failing to attend to this essential feature of DEIJA (Atwal et al., 2021; Gustafsson et al., 2022; Reid & Pride, 2023).

The purpose of this paper is to outline a guide to creating more inclusive space in occupational therapy through the development of the GDQ. The CORE Approach (Pereira, 2017) that frames the GDQ provides a roadmap for a program evaluation and continuous quality improvement plan that is evidence-informed and generalizable. We anticipate that OT/OTA programs use the GDQ to begin the processes of assessing the DEIJA climate of their institution and program. The GDQ can be used to take a first step to assess the delivery of inclusive curricula and critically appraise multiple components of the program's culture and climate.

Ways to Use This Guide

The GDQ provides specific questions to inform the critical review process. Program administrators and faculty can use these questions to lead discussions during regular program evaluation, accreditation compliance, strategic and budget planning, and program growth. Programs are encouraged to routinely integrate learners and invite their perspectives in these discussions. Certainly, some questions could be incorporated into common approaches many programs use for surveying teaching satisfaction or exit, alumni, and advisory board interviews. However, the authors of this guideline strongly advocate for users to collectively create the space to engage the questions and create solutions that address the specific needs of the location.

Challenging the status quo is not an easy process and is usually accompanied by resistance and skepticism (Mahoney & Kiraly-Alvarez, 2019). Educators and administrations using this guide may encounter questions about the need to introduce a disruptive pause on a well-oiled machine that seems to be working well. Concerns may be legitimate due to lack of faculty training, workload, unattainable outcomes, poorly articulated objectives, and/or ambiguity of the process or vision. In such cases

programs have to seek support when implementing this review process (Stermann et al., 2022; e.g., utilizing DEIJA experts within the department and/or consulting with experts on specific content area, attending training, seeking institutional support). On other occasions, concerns come from the belief, or lack thereof, that the review is necessary. In such cases, the program administrator may need to revisit the program mission and vision and ensure that faculty and staff are on board with delivering these program outcomes. Engaging learners and faculty from minoritized communities in such conversations (if they are comfortable taking part) may be helpful in sharing their perspectives on the flaws of the operating curricula. (e.g., students with disabilities).

Implications for Occupational Therapy Education

The GDQ presents an initial step for the occupational therapy community to address DEIJA within occupational therapy education and practice. Applying the GDQ will have three main implications for occupational therapy education. First, the GDQ emphasizes the importance of creating an inclusive learning environment. Occupational therapy providers work with individuals across a wide range of abilities and disabilities, and it is crucial for occupational therapy education to reflect this diversity. By integrating DEIJA principles into the educational process, occupational therapy and occupational therapy assistant programs can better prepare future practitioners to meet the needs of diverse populations.

Second, the GDQ encourages educators and key thought leaders to engage in critical reflection and subsequent action to address systemic injustices and barriers to full participation in the field of occupational therapy. The GDQ emphasizes that it is the responsibility of the institutions and programs to go beyond surface-level discussions of diversity and actively confront power imbalances and inequities that impact learners' occupational opportunities. To make sustainable change, faculty and program administrators must engage in disruptive conversations that challenge existing practices and promote change.

Third, the GDQ provokes self-reflection to recognize and value the multiple identities and experiences of learners. Educators should strive to create a safe and inclusive learning environment where learners feel valued, supported, and able to fully engage in the classroom. Inclusive learning environments require a close examination of recruitment and retention practices to ensure access and support for learners from minoritized groups. In sum, institutions and educators play an integral part in shaping educational opportunities and experiences. By modeling inclusive and culturally responsive practices, continuous practice with mentorship, and addressing bias, anti-racism, and systemic injustice, the occupational therapy community can become a holistic profession that fully represents the communities we serve. Using the GDQ, occupational therapy programs will better prepare future practitioners to address the diverse needs of individuals, and communities while promoting social justice and contributing to a more inclusive society.

Conclusion

Occupational therapy has recognized the need to intentionally address DEIJA in research, education, and practice. The cost of not being intentional and holding each other accountable works against us. In this effort, everyone needs to bring their ideas to the table, and we need to accept, from the start, that we will likely not be together in those ideas; but we can be together in purpose. In occupational therapy, we know quite a bit about the power of purpose. This paper argues that a common purpose can be investing in thorough and critical processes that disrupt the status quo and ensure we prepare and support culturally responsive, DEIJA-minded faculty, students, and practitioners.

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Appendix

Generative Disruptive Questions: Operationalizing Diversity, Equity, Inclusion, Justice, and Accessibility in Occupational Therapy Education

Generative Disruptive Questions - Supplemental Materials

Please see the accompanying manuscript describing the Disruptive Questions (Muñoz et al., 2023) and how to use this guide. The Disruptive Questions are organized into five main themes:

- I. Institutional Environment (pp. 20-21)
- II. OT/OTA Program Environment (pp. 22-23)
- III. OT/OTA Faculty Training, Preparation and Evaluation for Teaching DEIJA (pp. 23-24)
- IV. Recruitment and Retention (pp. 24-26)
- V. Education and Learning Climate (pp. 26-29)
 - a. Curriculum
 - b. Teaching Pedagogy
 - c. Supporting Success of Minoritized Learners

Additionally, these supplemental materials include an extensive DEIJA bibliography of additional **Reading and Influencing Resources** (see pp. 29-42) and **Open Access Courses and Webinars** (see p. 43) that can support individual and group training opportunities.

Acronyms used in this document:

OTA: American Occupational Therapy Association

DEIJA: Diversity, Equity, Inclusion, Justice, Accessibility

NBCOT: National Board for Certification in Occupational Therapy

OT: Occupational Therapy

OTA: Occupational Therapy Assistant

Institutional Environment: Every occupational therapy program operates within its own unique institutional context. These contexts can support and/or constrain a commitment to DEIJA. Over the past few decades, higher education institutions have recognized that DEIJA practice is critical to a good college experience that prepares learners for jobs, life, and success, however, there is still significant work to improve DEIJA in higher education. For example, many institutions are infusing social justice topics into their curriculum without examining whether these curricular changes impact a learners orientation to DEIJA issues, are prioritizing academic experiences over diversity experiences as a means to foster critical thinking, or are not effectively addressing negative diversity experiences and microaggressions experienced by minoritized learners (Barnett, 2020; Glass et al., 2016; Meletiadiou, 2022). Table 1 provides sample questions that can be used to audit DEIJA focused actions in the university environment.

Table 1*Institutional Environment*

1. How are administrative policies, practices, and procedures created to ensure a DEIJA climate is deliberately constructed and effectively maintained, monitored, and evaluated?
2. What accountability measures are established at the institutional level to ensure commitment to DEIJA practices?
3. What administrative structures exist within your institution that are designed to respond to challenging DEIJA situations/practices?
4. When harm has occurred in the DEIJA space, how is the department/institution and those who created the harm held accountable (e.g., business as usual or will there be actual change)?
5. Does the institution's mission and strategic plan entail allocating funding resources to explore and celebrate the lived experiences of historically minoritized groups?
6. How does the institution communicate a commitment to address DEIJA in its mission, vision statement and strategic plans?
7. What institutional administrative structures exist to monitor the commitment and to ensure accountability to DEIJA practices of all units, programs and/or departments?
8. What institutional administrative policies, practices and procedures exist that limit the impact of life challenges to a learner's ability to focus on their education, such as supports for addressing mental health, transportation, capacity to secure textbooks and/or computers, financial, food or housing security?
9. Within your institution, how efficient and effective is the person or team assigned to review webpages and printed materials for bias/discrimination and compliance with inclusive language standards?
10. What campus wide programs and services intentionally promote a climate of celebrating and supporting DEIJA?
11. What structures, spaces, and supports does the institution provide to facilitate opportunities where the voices of all constituents in the campus community can be expressed and heard?
12. What resources and incentives does the institution provide for faculty, staff and/or learners to address institutional DEIJA goals and how are these efforts recognized and rewarded?

A strong commitment to DEIJA in strategic planning processes, documents and program evaluation metrics can be an effective strategy for realizing AOTA's Vision 2025 (Taff & Blash, 2017). Integrating specific language to articulate how anti-racist actions are incorporated in the occupational therapy curriculum, identifying what may be missing in the curriculum related to antiracism and intersectionality and efforts to decolonize the curriculum are all potential steps to addressing DEIJA in occupational therapy curriculum (Reid & Pride, 2023; Sterman et al., 2022). Table 2 provides sample questions that can be used to audit DEIJA focused actions at the program level.

Table 2

Occupational Therapy Program Environment

1. How does the occupational therapy program communicate their commitment to address DEIJA in its mission and vision statements, core values and strategic plans?
2. Within occupational therapy, what programs and services intentionally promote a climate of celebrating and supporting DEIJA?
3. What processes are used to ensure the membership and structure of occupational therapy program's advisory boards reflect a diversity of identity and perspectives?
4. What processes does the occupational therapy program use to identify and monitor its commitment to DEIJA principles and to respond to challenging DEIJA situations/practices? (e.g., anonymous reporting systems, intentional practices that create opportunities to engage in uncomfortable conversations).
5. What processes does the occupational therapy program use to help support learners in meeting their basic needs (housing, food, belonging, need-based financial support)?
6. What processes are used to ensure the occupational therapy program DEIJA committee effectively monitors how DEIJA is reflected as a core pillar in education, research, service, and administrative practices?
7. What methods are used to ensure faculty, staff and learners are offered clear guidance on the processes for reporting incidences of bias in the classroom or within the occupational therapy program?
8. What funding resources does the occupational therapy program make available to support research exploring the lived experiences of disadvantage groups?
9. What occupational therapy program supports are available to limit the impact of life challenges that can affect a learner's ability to focus on their education such as mental health, transportation, capacity to secure textbooks and/or computers, and financial, food or housing security?

10. What are the various ways the occupational therapy program actively supports DEIJA student organizations such as COTAD, DiverseOT, etc.)?
11. What specific DEIJA focused learning outcomes has the occupational therapy program defined for their curriculum including methods of assessment, learning activities, assignments, and classroom instructional strategies that evaluate the total DEIJA educational experience for learners?
12. How and how often does the occupational therapy program evaluate all aspects of their educational program and curricula to reinforce supports a positive DEIJA climate and to limit or eliminate barriers impacting DEIJA climate.

Faculty Training, Preparation, and Evaluation for Teaching DEIJA

In an inclusive educational environment, faculty feel they belong (Beagan et al., 2022; Beagan et al., 2021); are prepared and supported to intentionally cultivate receptive, caring, professional relationships with learners (Grady et al., 2018); are able to apply universal design in their learning principles and to use curriculum design approaches that integrate elements of DEIJA (AOTA, 2020a); and are trained to utilize assessment methods that are flexible, authentic, and free of bias (Grenier, 2020; Taff & Blash, 2017). Table 3 provides sample questions that can be used to audit DEIJA focused actions related to faculty training, preparation, and evaluation.

Table 3

Faculty Training, Preparation and Evaluation for Teaching DEIJA

1. What trainings are available/mandated for faculty and staff on issues undermining DEIJA such as bias, privilege, decolonizing education and pedagogy, psychological safety and addressing microaggressions in the classroom, etc.?
2. What types of training and supports are provided to help educators navigate classroom ruptures, hot moments, or discussions of topics like systemic racism or oppression that may be challenging or uncomfortable?
3. What processes are in place to identify, support, and consult the expertise and experience of minoritized faculty in leading DEIJA initiatives within the classroom and occupational therapy program?
4. How are contributions to DEIJA teaching, research and service reflected in annual or other periodic formal reviews used to evaluate a faculty member's annual performances?
5. How are faculty trained to recognize and avoid replicating dynamics of power and privilege and implicit norms about what are appropriate forms of argumentation and behavior in their classroom?

6. What methods does the occupational therapy program/department use to provide guidance that can help educators identify and respond to microaggressions within the classroom and department?
7. What processes and supports (e.g., mandatory trainings, readings, materials, etc.) are made available to faculty to ensure they are using inclusive language?
8. What strategies are used to ensure faculty are trained to mentor learners from backgrounds different from themselves?
9. How does the occupational therapy program/department support and provide mentorship to faculty for engaging in the scholarship of teaching & learning that explores inclusive teaching?
10. What strategies are used to ensure anti-racist, anti-discrimination, or anti-bias mentorship or training are available for core and adjunct faculty?
11. How are contributions to DEIJA teaching, research and service reflected in promotion and tenure dossiers and promotion decisions?
12. What processes are used to reward faculty for leading and/or contributing to DEIJA efforts at program, university, and professional levels?

Recruitment And Retention

AOTA's call for creating a diverse profession capable of providing culturally responsive services and creating leaders capable of navigating complex policies, systems, and environments has not been realized (AOTA, 2017; AOTA, 2021; Brown et al., 2021; Ford et al., 2020). Demographics for the profession note that the profession is comprised of mostly White middle-class women both as students and as faculty (Banks, 2022; Colaianni et al., 2021). Evidence suggests processes that prioritize academic metrics (e.g., ACT/SAT, Graduate Record Examination [GRE], grade point average [GPA]) do not perfectly predict academic or post-graduation success. Health professions are encouraged to embrace a holistic admissions model to attract a diverse pool of learners (Brotherton et al., 2021; Khan, 2020). Table 4 provides sample questions that can be used to audit DEIJA focused actions related to recruitment and retention.

Table 4*Recruitment and Retention*

1. What mandatory training are search committee members required to complete regarding DEIJA and anti-bias hiring practices?
2. What steps are used in hiring processes to intentionally assess candidates on their past record and capacities to contribute to DEIJA teaching, research and service and mentoring of a broad range of learners?
3. What steps has the occupational therapy program initiated to recruit a diverse applicant pool and what retention programs exist that support the success of these learners admitted to the program?
4. How does the applicant selection criteria of your occupational therapy program reflect holistic admission approaches that consider a broad range of attributes and the applicant's lived experiences including evidence of overcoming adversity, in addition to academic metrics?
5. What recruitment practices does your occupational therapy program/department use to recruit a diverse cohort of learners (e.g., build partnerships with schools, student, and community organizations with diverse demographics, create scholarships earmarked for inclusivity, organize recruitment events that target diverse demographics, etc.)?
6. What materials are available in languages other than English for prospective students and their families?
7. What scholarships exist that specifically pursue learners with identities that are historically disadvantaged to help them gain access to education and bring their intergenerationally lived experiences into the occupational therapy program/department?
8. What strategies are employed to advertise open faculty positions in a variety of outlets to attract a broad and diverse range of candidates?
9. How well does the composition of the department's faculty manifest diversity and inclusivity reflected in group membership beyond demographics?
10. What methods does the occupational therapy program/department use to assess that a climate of inclusion and belonging is maintained in the workplace and that all faculty feel a sense of belonging?
11. How does the occupational therapy program/department mentor and support faculty from underrepresented or historically marginalized groups to meet career and professional development goals, navigate the nuances of the academy, and

meet expectations for promotion and/or tenure?

12. What processes have been created to ensure dedicated funds are available for faculty attending conferences related to DEIJA?

Education and Learning Environment

Creating a learning environment that is inclusive is a noble goal, but a challenging task (Grenier, 2020; Trentham et al., 2007). While challenging for many, occupational therapy programs can draw upon literature, theories and perspectives on culture, occupational therapy practice, and DEIJA from a range of vantage points such as occupational consciousness (Ramugondo, 2015), international perspectives on occupation (Galvaan & van der Merwe, 2021; Gerlach et al., 2018; Guajardo et al., 2015), or decolonization, (Mahoney & Kiraly-Alvarez, 2019; Simaan, 2020) and these approaches can help prepare practitioners for both the current and future needs of clients that individual practitioners will encounter who will present with a range of living situations and occupational needs (Goldberg et al., 2019; Pride et al., 2022; Talero et al., 2015). Table 5 provides sample questions that can be used to audit DEIJA focused actions related to the education and learning climate.

Table 5

Education and Learning Climate

Curriculum

1. How does the occupational therapy program/department deliberate and decide on the range of DEIJA topics to include in the curriculum and how these topics will be addressed in a course/multiple courses across the curriculum?
2. How does the occupational therapy program/department ensure that curriculum content addresses how occupation can be impacted for those who have been historically privileged and those who have historically been minoritized (e.g., LGBTQ+; people with histories of systemic racism, trauma, abuse, or neglect; BIPOC populations; individuals that runaway, are homeless or involved in criminal justice or foster systems, people with disabilities or unique needs, etc.)?
3. How does your institution and your occupational therapy program/department communicate an intentional focus on DEIJA in the program's curricular model and threads?
4. How does the occupational therapy program/department deliberate and decide on the range of DEIJA topics to include in the curriculum and how these topics will be addressed in a course/multiple courses across the curriculum?
5. How has the occupational therapy program/department used literature, theories and perspectives on culture and DEIJA such as occupational consciousness (Ramugondo, 2015) or decolonization (Mahoney & Kiraly-Alvarez, 2019; Simaan,

2020) to inform approaches to occupational therapy education?

6. How does the occupational therapy program/department ensure that curriculum content addresses how occupation can be impacted for those who have been historically privileged and those who have historically been marginalized, (e.g., LGBTQ+; people with histories of systemic racism, trauma, abuse, or neglect; BIPOC populations; individuals that runaway, are homeless or involved in criminal justice or foster systems, people with disabilities or unique needs, etc.)?
7. How does the curriculum ensure learners are trained to think critically about inequities in society and health care and equipped with advocacy and trauma-informed practices that prepare them to address racial, intergenerational, or ethnic traumas and respond to social, economic, and health disparities in future practice?
8. How does the occupational therapy program/department ensure that textbooks/podcasts/videos used in the curriculum and case stories used across the curriculum reflect individuals, families, and communities reflective of the diversity of races, cultures, sexes, genders, identities, abilities, perspectives, and beliefs found in society?

Teaching Pedagogy

1. How does the occupational therapy program/department ensure that most or all the instructional strategies, materials, and learning experiences used in the curriculum are culturally responsive and accessible to all learners represented in the cohort and the diversity of populations the learners could expect to serve?
2. How does the occupational therapy program/department ensure that all educators use images, stories, information, or learning experiences that avoid perpetuating negative stereotyping and beliefs about people based on race, ethnicity, gender, religion, culture, country of origin, communities of color, sex, age, sexual orientation, or ability?
3. How does the occupational therapy program/department ensure that most or all the instructional strategies, materials, and learning experiences used in the curriculum are culturally responsive and accessible to all learners represented in the cohort and the diversity of populations the learners could expect to serve?
4. How does the program ensure that learning management systems (LMS) and all learning materials are available and presented in a manner emphasizing universal access e.g., provides access to auditory, visual, kinesthetic, multi-sensory approaches that promote learning?
5. How does the occupational therapy program/department ensure that experiential learning activities that can provide students opportunities to be immersed into diverse, inequitable, and social justice concerns are integrated into multiple courses across the curriculum?

6. How does the occupational therapy program/department ensure that all educators use images, stories, information, or learning experiences that avoid perpetuating negative stereotyping and beliefs about people based on race, ethnicity, gender, religion, culture, country of origin, communities of color, sex, age, sexual orientation, or ability?
7. How does the occupational therapy program/department ensure that all educators recognize the validity and integrity of knowledge systems based in communities that historically have been marginalized (e.g., indigenous, communities of color, collectivist cultures, matriarchal societies, and non-dominant religions) in teaching and learning experiences?
8. What strategies does the occupational therapy program/department use to ensure all learners are supported in their transition into their occupational therapy education and that those with different educational preparation can be successful in graduate-level programs?
9. How does the occupational therapy program/department ensure that training includes a variety of community engaged learning activities that provide learners opportunities to engage with diverse communities/populations?
10. How does the occupational therapy program/department ensure that clinical fieldwork educators/mentors/site supervisors are trained in DIEJ topics and adept at providing appropriate learner accommodations?
11. What strategies does the occupational therapy program/department use to train FW educators to identify and address DEIJA and to respond to incidents of bias or microaggressions that may arise during fieldwork placements?
12. What strategies are in place to ensure that all community partners collaborating with OT Faculty and or hosting students' placements are treated with respect, dignity and the relationship is mutually beneficial?

Supporting Success of Minoritized Learners

1. What types of mentoring programs have been established that match current learners who are from minoritized groups with alumni or other mentors that can support academic success?
2. What strategies does the occupational therapy program/department use to prepare learners from minoritized groups to effectively address stigma and discrimination they may encounter from educators and/or clients in clinical education and clinical practice?
3. What types of mentoring programs have been established that match current learners from underrepresented/marginalized identities with alumni or other

mentors that can support academic success?

4. What strategies does the occupational therapy program/department prepare students, especially those from historically disadvantaged groups to transition to clinical practice?
5. How does the program prepare students, especially those from historically disadvantaged groups or those with economic disparities, prepare for a successful job search (e.g., prepare resume, interview for a job, seek references)?
6. How does the department support and train for success with the NBCOT exam in ways that specifically address the needs of diverse learners?
7. When a learner is unsuccessful, what are routine procedures the occupational therapy program/department uses to engage the learner in ways that can support remediation? And success?
8. What strategies are used to ensure faculty are trained to mentor learners from backgrounds different from themselves?

DEIJA IN OCCUPATIONAL THERAPY EDUCATION

Reading and Influencing Resources

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OPEN ACCESS COURSES AND WEBINARS

- Kathy Obear, Center for Transformation and Change - www.drkathyobear.com
- *Leading White Accountability Groups* - <https://drkathyobear.com/wag-mini-course/>
- *Navigating Difficult Situations* - <https://drkathyobear.com/nds-webinar-confirmation/>
- *Creating Inclusive Teams and Classrooms* - <https://drkathyobear.com/inclusive-teams-webinar-confirm/>
- *Recognizing Microaggressions* - <https://drkathyobear.com/aggressionwebinar-2/>
- 3-part Microaggression Series for Faculty
 - 1: <https://www.dropbox.com/s/t58kd2i920rzmux/Creating%20Racially%20Inclusive%20Classrooms%20Part%201.mp4?dl=0>
 - 2: <https://www.dropbox.com/s/a1a1qq1ccbyfjv0/Creating%20Racially%20Inclusive%20Classrooms%20Part%202.mp4?dl=0>
 - 3: <https://www.dropbox.com/s/7mcdlmhgciw2zmg/Creating%20Racially%20Inclusive%20Classrooms%20Part%203.mp4?dl=0>
- *Using an Inclusion Lens to Analyze & Revise* - <https://drkathyobear.com/inclusion-lens-in-crisis-management-webinar/>
- *Use a Race Lens in Planning and Revising Policies & Practices* - https://youtu.be/p7j4_3vfjk0
- *Dismantling Racism and Creating Racially Just Organizations* - https://youtu.be/zy_Fq4vcDgY?si=835bRPFepaC-y3lZ (20 mins)
<https://youtu.be/AZkNr-ls1K4> (58 mins)
- *How does Whiteness show up in the classroom?* - <https://youtu.be/hrxZ3gcfZFQ>
- Creating Racially Inclusive Classrooms
 - a. Part 1: <https://youtu.be/dDWyJ9Y6M7E>
 - b. Part 2: <https://youtu.be/lb-rZVCX2Ec>
 - c. Part 3: <https://youtu.be/56wJHuFQeCo>
- *Ways Racist Unconscious Bias Shows Up in Classroom Practices, A Conversation with Dr. Diane Forbes Berthoud* - <https://youtu.be/HO2XQpMrdbQ>
- *5 Critical Skills Training* - <https://programs.drkathyobear.com/5-critical-skills-training/>
- *The Politics of Decolonial Investigations (Theory from the Margins)* - Mignolo, W. (September, 2011). <https://www.youtube.com/watch?v=qDEEbVcxmRU>