Teaching about Diversity Fund

Final Report

Project Name: From Classroom to Clinical Placement: A Diversity Education Conference for Midwifery Clinical Preceptors

Date: August 25, 2014

Year of Funding: 2013/14

Grant Awarded to: Nadya Burton, Karline Wilson-Mitchel, Elizabeth Alleman, Julie Corey

Report Submitted by: Nadya Burton

Project Abstract (max 200 words)

Your abstract of your findings should include enough detail so that rationale, methodology and outcomes are clear. Use plain language as this abstract will be posted on the LTO website.

The purpose of this project was to bring together midwifery clinical educators from across the province, in a workshop format, to develop enhanced teaching capacity in the area of diversity, equity and inclusion. As in many clinical education programs, midwifery clinical preceptors provide the backbone of midwifery students’ education and training, and enhancing capacity amongst these clinical educators has the potential for far-reaching and long-lasting impact on midwifery students. The workshop provided both theoretical and practical tools to help clinical educators address issues of diversity and equity as they teach and mentor midwifery students with a particular focus on developing skills to deal with complex and challenging issues related to diversity in clinical placements. The one-day workshop provided funding to bring preceptors from across the province and offered theoretical background provided by two guest speakers, Anthony Mohamed (Senior Specialist, Equity & Community Engagement for the Inner City Health Program at St. Michael’s Hospital) and Denise O’Neil Green (Assistant Vice-President/Vice Provost Equity, Diversity & Inclusion, Ryerson University). The practical component of the workshop involved complex case studies/scenarios involving communication challenges and ethical conflicts in the context of providing midwifery care and mentoring students.

Summary of Work Accomplished (max 1500 words)

Describe the study rationale (including supportive literature), project methodology, outcomes and potential application of outcomes.

The desire to work effectively and skillfully across differences of race, socioeconomic class, ethnicity, sexuality, religion, age, ability, language and other important markers of difference is central to the philosophy of midwifery care in Ontario. Regulated in 1994, one of the central goals and hopes of moving midwifery into the regulated and funded health care system was increased access to both the profession and the care of midwives by a more diverse group of people (Van Wagner, 2004). Since its inception in 1993, the Midwifery Education Program (MEP) at Ryerson has worked to attend to issues of equity, social justice and social inclusion – in both the curriculum delivered to our students, and in the training of our instructors and faculty.

This project sought to develop and offer a new educational component for our clinical preceptors – those teaching midwives across the province who provide the cornerstone of the clinical education midwifery students receive during their four midwifery clinical placements. Bringing diversity education to our clinical placements poses significant challenges; over 350 clinical teachers (preceptors) are scattered by necessity across the province in over 80 teaching practices – providing training and continuing education is costly, especially when there is value in face-to-face interaction. While our preceptors are skilled and experienced midwives, they have not all been trained through one of the three Ontario MEP consortium sites (Ryerson, McMaster or Laurentian universities), and may have received different training about incorporating attention...
to diversity into their clinical teaching practice. This conference sought to provide education that is grounded concretely in the teaching practice context for midwifery students being trained in one of Ontario’s three education programs, or through the Ryerson-based International Midwifery Preregistration Program. It allowed teaching midwives to draw on past experience as students and on their significant clinical experience to explore how to address and incorporate diversity into their clinical teaching.

“From Classroom to Clinical Placement” brought together midwifery preceptors from across the province for a one-day workshop intended to provide both theoretical perspectives and practical skills on ways to incorporate diversity, equity and inclusion into clinical teaching, in an approach grounded in both an anti-oppression framework and based on practices of cultural humility (Tervalon and Murray-Garcia, 1998). It offered an opportunity for input from and exchange amongst preceptors about these issues and an opportunity for preceptors to share their suggestions for how the program might enhance its delivery of this area. The conference was comprised of three key components:

- **THEORIES OF DIVERSITY, EQUITY AND INCLUSION IN HEALTH CARE SETTINGS:** two ‘framing’ guest speakers with expertise in human rights in health care education settings to provide theoretical perspectives on difference and equity in health care contexts.
- **WHAT YOUR STUDENTS SHOULD KNOW:** a presentation by MEP faculty about what midwifery students are being taught about these issues, to ensure both that clinical educators are aware of the curriculum in this area, and to ensure compatibility and enhancement of classroom learning when brought into the clinical setting.
- **CHALLENGES IN WORKING ACROSS DIFFERENCE IN CLINICAL PLACEMENTS:** facilitated small group sessions with clinical educators using scenarios that presented challenges preceptors face relating to equity, diversity and inclusion. Ideas and strategies from the small group work were then reported back to the larger group. Issues identified by preceptors reflecting their experiences with diversity in clinical placements were gathered in a pre-conference survey and were integrated into the scenarios used in the small group sessions.

The intent of this project was twofold:

- to provide professional development training to midwifery preceptors who attended the workshop;
- to extend the learning from this workshop to the broader midwifery preceptor community across the province (and potentially to other programs within Ryerson who use field-placements or preceptors within their training) through the dissemination of workshop strategies and practices in a number of formats.

While attendance at the workshop itself was considerably lower than anticipated, feedback and evaluation of the workshop was excellent (please see next section on Evaluation). The workshop served to raise awareness amongst clinical preceptors of the value of teaching and learning about diversity, equity and inclusion in the clinical setting and helped foster capacity amongst clinical teachers to effectively incorporate awareness of diversity into their teaching. The application of this learning in the clinical setting has the potential to have long-term impact on student learning, as each clinical preceptor will work with many students over the course of their affiliation with the MEP and the clinical setting serves as a primary education site for our students. Providing preceptors with skill and capacity to work effectively with issues of diversity will have long-term and far reaching impact on midwifery students, far beyond this one year; midwifery students’ learning environment will be enhanced through professional development offered to clinical teachers. Additionally, increased understanding of diversity will have an impact on client care through strengthened midwife-student and midwife-student-client relationships.

Sources:

* Despite multi-pronged outreach efforts that effectively captured a high percentage of Ontario’s midwifery clinical preceptors, attendance at the conference was low. One of our key areas of learning from this grant has been about the challenges of bringing already over-burdened, on-call, clinical educators to a central location for professional development and training. Despite support for the workshop and the issues being addressed, and despite funds available to support travel costs to Toronto, we had only 10 clinical preceptors in attendance.
Evaluation of Project’s Success (max 600 words)

Explain how you know that the project was successful (Include evidence of rigorous evaluation.)

This was a collaborative project, led by Nadya Burton, and strongly support in design and implementation by Karline Wilson-Mitchell, Elizabeth Allemang, Julie Corey, Katrina Kilroy, and MEP Program Director Mary Sharpe.

Publicity for the workshop was multi-pronged and reached a large number of midwifery clinical preceptors in Ontario. Publicity included the following activities:

- Distribution of flyers at 3 Association of Ontario Midwives (AOM) Regional Meetings.
- Brief Power-Point presentation on the workshop at 3 AOM Regional Meetings.
- Flyer distribution in person at 2 New Preceptors Workshops (lead by the MEP Midwifery Preceptor Support Team).
- Flyers included in the welcome package of all attendees at the Canadian Association of Midwives Conference (held in Ottawa, November 2013).
- Flyers sent electronically and in hard copy to all Ontario Midwifery Practices for posting.
- Flyer included in the electronic Preceptor Newsletter
- Flyer posted on the Professional Development section of the AOM website.
- Flyer posted on the News & Events section of the Ryerson MEP website.

Feedback on the workshop was very positive. Each section of the workshop was evaluated using the following questions and a 5-point Likert scale:

**Workshop Overall**

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**Opening Speaker Anthony Mohamed**

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**What is being taught about equity & diversity in the MEP**

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**Small Group Scenario Discussion**

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**Large group Discussion on Scenarios**

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**Closing Speaker Denise O’Neil Green**

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In addition the evaluation form asked for comments after each question and asked if there was any follow up attendees would find helpful, and/or any other support for learning and teaching about diversity and equity they would find helpful as a clinical preceptor. Survey responses are included here, and responses to these open-ended questions are in the right-hand column.
Workshop Overall
- Good overview but many parts not practice relevant

Anthony Mohamed
- Appreciated how A. unpacked terms & reviewed basics. Would have liked it if this session spoke more to preceptor role. Questions from faculty drove the discussion away from preceptors rather than towards them and their role in the MEP
- Very good speaker, connects to audience, lots of experience
- Engaging, informative, really enjoyed presentation
- Great definitions, humour, great personal examples
- Great presentation. Unfortunately a bit repetitious for those of us who took Differences course, but also understanding that the workshop needed to accommodate people who did not have that opportunity
- Excellent
- Very engaging. Loved that A. told stories we could relate to. Loved his energy and his honesty and his laugh

What is being taught in the MEP
- Seems to be very thorough in terms of equity & diversity

Small Group Scenarios
- Best part of the day for me
- Good scenarios
- Enjoyed hearing what other preceptors thought the situations/scenarios
- Useful exercise, felt it was too long
- I especially like the scenarios. I appreciated hearing suggestions from preceptors about how to deal with different scenarios. I appreciated the effort made by the planners to come up with scenarios that did not have ‘easy’ answers. I particularly liked the last scenario discussed which dealt with a student with academic accommodations.

Large Group Scenario Discussion
- Best part of day for me
- Good inputs from big group, opens up horizon
- Felt it duplicated the small group work a bit too much
- Useful exercise, felt it was too long
- This is usually a stressful activity for me. The group made me feel comfortably supported and Nadya was an excellent facilitator

Denise O’Neil Green
- Warm, interesting, thoughtful, and engaging
- Thought-provoking important words about diversity, equity and inclusion. Wish she could have spoken for longer
- Another wonderful speaker
- Very charismatic
Transferables (max 500 words)
List and describe knowledge gained in this project and how that knowledge could benefit faculty members in the Ryerson community.

In order to distribute knowledge gained in this project beyond the confines of those who participated in the workshop, the following activates have been undertaken:

Applying the Diversity and Equity Lens to Experiential Teaching
Presentation at the Ryerson Faculty Conference
May 22nd, 2014
Presented by Karline Wilson-Mitchell
This session is a description of the principles and research findings surrounding the teaching of diversity, equity and inclusion principles in experiential learning settings. This workshop would be helpful to faculty who liaise with their community partners who provide clinical placements, field experience, apprenticeships, internships or other experiential work opportunities. Service professional, consumer/business professionals, and applied science professionals/researchers have begun to seek effective ways of teaching diversity and equity in the working environment. Universities are charged with preparing students who are able to work effectively across difference in a global community. An innovative learning exercise, which was used in the midwifery community, will be described. However there are applications for other disciplines such as business, marketing, nursing, social work, psychology, disability studies, nutrition, medicine and urban and regional planning.

Diversity and Equity In Clinical Teaching
On-line Captivate narrated slide show.
Produced and narrated by Karline Wilson-Mitchell
This two-part on-line resource is near completion (final edits in progress) and will be reviewed for posting on the LTO website and in other midwifery contexts. It captures some of the theoretical components of the workshop, broadened in a way to be relevant to other Ryerson programs that draw on field placements or clinical preceptors.

Media or Publication (max 500 words)
List any media attention your project has received internally from Ryerson or externally. List any publications or conferences you have attended where data from this project was presented. Confirm that you acknowledged or will acknowledge the grant’s contribution to your work in media, publication or conference presentations.

- A presentation has been made to the Ryerson Faculty Conference (May 2014).
- A brief article on the workshop was included in the on-line Ontario Midwifery Preceptor Newsletter (Spring 2014)
- We plan to write an article for publication in an academic journal on the possibilities and challenges in teaching about equity and diversity in the context of clinical or field placements.

We are tremendously grateful for the funding that allowed us to carry out this project, and in all cases, acknowledgement of funding from the Ryerson University Learning and Teaching Office has and will be acknowledged.
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Please note that additional support was provided for this project from the Midwifery Education Program. All publicity, copying and printing expenses were paid for by a $2,000 fund from the MEP.