

DRAFT Syllabus Revision Checklist

EQUITY

IN MIDWIFERY EDUCATION

Topic/Potential Areas for Improvement	✓	Description/Things to Consider	Notes to self	Resources
Integrating Important Concepts	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Does your course include or take into account at least one of the following? Can you work to address a new concept each term?</p> <ul style="list-style-type: none"> ● Health equity ● Social justice ● Unconscious/Implicit Bias ● Disparities/Resilience ● Historical trauma/Cultural healing ● Health literacy ● Reproductive/Birth justice ● Social Determinants of Health ● Structural competency ● Structural Violence ● Structural Humility ● Power and Privilege ● Critical Consciousness ● Life Course Perspective ● Weathering Theory ● Why people have a hard time talking about race ● Implicit Bias ● Racial Anxiety ● Stereotype and Identity Threat ● Ally/Accomplice ● Microaggressions and microinvalidations ● Framework for quality apologies ● Multicultural sources of wealth/ ● Strengths-based approach ● Cultural Competency vs. cultural humility ● Overcoming Stereotype Threat/Wise Feedback ● Intersectionality ● Growth mindset ● Positive racial climate 		<p>https://www.equitymidwifery.org/facultystafftraining</p> <p>https://www.equitymidwifery.org/power-privilege</p> <p>https://www.equitymidwifery.org/criticalconsciousness</p>
Noticing Who is Given Expert Status	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> ● Consider who has been set up as the “experts” on the topics taught ● Consider who has written required reading materials. Are they all white? Mostly white? Acknowledge if no other options ● Diversity of guest speakers to balance perspectives 		

Focusing on Strength & Resilience, Not just Disparities/Inequities	— — — — —	<ul style="list-style-type: none"> • Tone and language regularly emphasize the strength & resilience of communities and individuals especially when examining inequities • Convey the concept of inequities rather than disparities • Consider tone and focus when discussing sensitive topics ie. GDM Risk in native populations displaced from traditional foods vs genetics • Strengths-based interventions • Consider activities that increase motivation and hope by fostering a growth mindset 		https://www.equitymidwifery.org/healingresourcesfocusingonstrengths
Reconsider Content and Highlight Diverse Resources	— — —	<ul style="list-style-type: none"> • Acknowledge historical realities that impact experience ie. Legacy of enslaved persons being forced to breastfeed white babies • Consider Including the “Lived Experience” of pregnant/PP families • Consider adding “Recommended Reading” if unsure about requiring it 		https://www.equitymidwifery.org/curriculum
Enabling Students to see themselves in the course content & establish a sense of belonging and connection	— — — — — —	<ul style="list-style-type: none"> • Values Affirmations exercise • Consider allowing students to pick projects or assignment topics • Are any communities invisible in your course content? • Evaluate how your course contributes to students’ sense of belonging especially for first generation and non-majority students • Options for group work ie. Having students work out a problem as a group, having students “teach” each other a concept, taking quizzes in groups, exchanging ideas in pairs or triads • How do you help students develop a connection to the material? 		Verschelden, C. (2017). <i>Bandwidth recovery: Helping students reclaim cognitive resources lost to poverty, racism, and social marginalization</i> . Stylus Publishing, LLC.
Emphasizing Community Connections	— —	<ul style="list-style-type: none"> • Highlight national, regional & local organizations run by and working with/for diverse populations ie. Sister Song, NLIRH, etc • Assignments encourage connection such as interviews, research, etc 		
Considering implications for vulnerable/resilient populations or those on the margins	—	<ul style="list-style-type: none"> • Assess whether your course content considers implications/impacts for vulnerable/resilient populations (of pregnant/PP families) or those on the margins such as racial/ethnic/religious minorities, refugees, immigrants, those living in medically underserved rural or urban areas or persons who are hungry, homeless, mentally ill, incarcerated, low income, LGBTQI2S, differently abled, etc. 		
Assessing Terminology/ Language	— — —	<ul style="list-style-type: none"> • Person first language including regarding obesity, diabetes and Down Syndrome • Avoid co-opting language ie. “pow wow” • Gender-inclusive language (Syllabus, power points, worksheets, etc.) 		

Reconsidering the Content of Questions Posed & Case Study Examples	— — —	<ul style="list-style-type: none"> • Avoid stereotyping • Consider who is given visibility in your case examples • Consider impacts on some of the most vulnerable (and yet resilient) pregnant/birthing/postpartum persons 		https://www.equitymidwifery.org/climate-inclusion
Assessing methods of Evaluation	— — — — — —	<ul style="list-style-type: none"> • Anonymous mid-quarter feedback option • Course evaluations that specifically ask about whether students perceive racism or other differentisms and if content seems relevant to diverse communities they hope to serve, etc. • Examine your course's methods of evaluating student learning and competency and consider the limitations of multiple choice only • Consider creating a structure that encourages revisions, redos, second tries, frequent specific feedback, consistent support • Consider standards-based grading (no penalty for early on failures, just need to master the content by the end of the term) • Consider some deadline flexibility vs 100% strict and inflexible 		https://docs.wixstatic.com/ugd/c25c02_231139f27615417ebe69e7a772c9c6ce.pdf
Allowing for Diversity of Expression & Reactions	— —	<ul style="list-style-type: none"> • Evaluate the type and diversity of reflections you invite from students ie. journaling, etc • Consider allowing students to request alternate readings and related assignments if assigned reading triggers undue stress for them as a result of their cultural background 		
Adopting Inclusive Excellence in Assessment	— — —	<ul style="list-style-type: none"> • Expand options for response format beyond writing, ie, student choice: power point, short essay, voice recordings, videotaped role play, webpage, etc • Offer synchronous classes/Live Sessions if distance education • Assessment Early and often, but not necessarily with a penalty attached and adding study guides as needed due to help counter the underperforming 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
Mapping Student Demographics	— —	<ul style="list-style-type: none"> • Check that everywhere that states/Provinces are referenced, that the US/Canadian Territories also acknowledged as existing • Consider including articles relevant to the demographics and/or interests of the students you will be teaching ie. postpartum support related to race/ethnicity, country (or parents') of origin, religious minorities, LGBTQI2S, Deaf persons, incarcerated persons, etc 		

Addressing all Learning Styles & enabling students to recover lost bandwidth	— — — — — — —	<ul style="list-style-type: none"> • Consider including a Learning styles assessment • Include audio-visual resources • Offer synchronous class options (if relevant) • Reference relevant poetry, art, song • Small group work • Gamification • Activities that require movement • Consider employing strategies that enable students to build self-efficacy ie. seeing a peer succeed at a task, using verbal persuasion and affirmations, reducing stress and anxiety, using collaborative, conceptual, and creative pedagogies 		
Reviewing content for cultural appropriation	—	<ul style="list-style-type: none"> • Examine course content for cultural appropriation ie. smudging, etc 		
Crafting a Syllabus Statement	— — —	<ul style="list-style-type: none"> • Consider crafting a syllabus statement or revising your teaching philosophy to set the tone for your classroom environment and demonstrate that you value and respect difference • Highlight what you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued • Consider directing students to campus resources for further support ie. academic, psychosocial, peer, quality advising, mentorship, safe spaces, etc. 		https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements
Committing to Lifelong Learning	— —	<ul style="list-style-type: none"> • Consider what commitments you want to make this term to expanding your fund of knowledge regarding social justice, antiracism, equity in education, etc. • Consider how you can equip yourself to feel better prepared to address and confront racism and other differentisms when they rear their ugly head 		https://www.equitymidwifery.org/wheretostart https://www.equitymidwifery.org/aboutwhy https://www.tolerance.org/magazine/publications/speak-up

*See additional Curriculum Checklists at <https://www.equitymidwifery.org/curriculum> including https://www.pdx.edu/education/sites/www.pdx.edu.education/files/gse_syllabus_checklist_diversity_2014.docx https://sph.unc.edu/files/2015/11/inclusion_checklist_11_15.pdf