



Occupational Therapy Association of Oregon

Diversity, Equity and Inclusion Processing and Planning Zoom Meeting

July 14th, 2021
6:00 pm Pacific Time

Attendees: Kristy Fleming, Emily Lorang & Liz Miller

Welcome & Introductions: Liz Miller welcomed the group. Meeting was called to order at 6:02pm. Speaking order was established and introductions were completed according to speaking order. Tonight's meeting was dedicated to processing Proposal Goal #3: Advocacy of the Task Force Document (pages 23-28).

Content: Members took turns reading through the document, pausing for discussion. It was agreed upon that this section of the document includes many actionable items, many of which can be acted upon with few resources.

It was agreed upon by the 3 present members that no decisions can be made without more members present. Plan to present the following items to members at next month's meeting.

Recommend much more than 1 hour of CEU to demonstrate the gravity and importance of this issue

Add a reflection component to the CEU requirement (reflecting on how one has incorporated their learning into their practice)

Have links to reputable sources to provide definitions for terms commonly used in the course or to provide links for further learning

Consider how one aspect of diversity intersects with other identities (race, class, age, ability/disability, gender, sexual orientation, national origin, immigration status)

AOTA publications for consideration:

- Continuing competence standards for AOTA
- Continuing education article published by AOTA on systemic racism

Advocate with national level groups to increase specificity of ACOTE standards to require increased education specific to current and historical systemic barriers that impact occupational justice of persons, groups and populations. This should include the creation of an anti-racism public health curriculum competency, requiring all occupational therapy professionals in OR to acknowledge social determinants of health/occupational injustices. The standards lack specificity regarding the impacts of systemic and structural racism that is a significant health impact on persons, groups and populations.

- Standards B.1.2 and B.7.0 of ACOTE Standards

OTAO could advocate for a review and change to practice requirements and skill certification to promote increased access to the profession.

When people present proposals for OTAO conference presentations, consider including a statement like the one below:

Values of diversity and inclusion are important to OTAO and are needed in order to grow our profession. We are asking all applicants that present at this conference to reflect on how your work represents elements of considering a diverse client base or a diverse set of practitioners

Thoughts:

- Are your references for your research all written by people of the same gender?
- Class? Race? Ethnicity? Nationality?
- Does your presentation on the new use of a modality take into account the effects of the modality on people of different body types?
- Does your presentation on the CIMT protocol consider how it can be adapted for someone who attends religious services 5x/day and needs to use both of their hands?
- Does your presentation on the role of OTs in the school setting include voices of practitioners with disabilities who face a unique set of challenges when approaching their work

- Partner with middle and high schools to provide programming related to the profession to increase diversity of applicants to OT/COTA programs
- Attend/present at career fairs
- Provide free or low-cost programming to middle and high schools
- Partner with OT/OTA programs in Oregon
- OTAO website to add a page with links and information regarding steps to applying to OT programs and decision-making (why become an OT?)
- OTAO connect with student OT associations to provide professional outreach
- Connect prospective and current students (and OTAO members) to other professional organizations/programs that provide support, training, and mentoring to BIPOC students/professionals and other diverse groups (COTAD, Network for LGBTQIA+ Concerns in OT, Asian/Pacific Heritage Occupational Therapy Association , etc).

- Support local OT/A programs, students, and educators in increasing access to national OT efforts and organizations focused on anti-racist education, occupational justice, and support for students from underrepresented communities. This can include, but is not be limited to:
- Creation of stronger connections and relationships with SOTA chapters. This can be done by:
 - Attendance at SOTA meetings (executive board or general membership meetings) 1x/quarter.
 - Expansion of opportunities for liaisons from SOTA chapters to become more involved in OTA/O operations as they are able and interested.
 - Work with local SOTA chapters to increase recruitment efforts in younger schools and amongst a more diverse body of students. Our profession is largely composed of white women, and we cannot claim to truly serve our communities and clients if we are not representative of them.
- Aim to host 1 recruitment event per year at the elementary, middle, and high school levels.

Provide support in creation of local COTAD and National Black OT Caucus chapters. This could include:

- Sponsoring application fees
- Reviewing application materials
- Provide mentorship opportunities while in OT/A school
- Advocate for flexibility from OT/A programs to accommodate learners with additional family and financial constraints

Create a more inclusive* culture at OTA/O to increase diversity of members.

- Review the culture of the association for inclusion because representation is important and people need to feel comfortable to access the association
- Who has a voice in the organization and who is not at the table/not being heard?
- Provide mandatory training regarding diversity, equity, and inclusion related to positions for all board members
- Expand board recruitment

We recommend that OTA/O take steps to further diversify its elected and appointed positions.

- Evaluate recruitment practices to ensure a variety of practitioners are encouraged to apply
- Where have we advertised? Have we made regular and frequent attempts to reach OT practitioners through a variety of means? (e.g., message boards, work sites, social media, OT Facebook groups (LGBTQ+, BIPOC, OTs with disabilities))
- Can we desegregate OTA/O member data in order to target recruitment?
- Consider verbiage in postings that specifically encourage a variety of applicants
 - Example from HDESD job posting: “Importantly, we recognize and honour that the qualifications required to excel in this position can come from a range of both professional and lived experiences. Below we describe what we believe to be important qualifications for a candidate to have while remaining open to the diversity of experiences that can lead to

these skill sets. Position descriptions are often presented in a way that leaves qualified candidates feeling unwelcome, intimidated, uncomfortable, and/or unqualified to apply. Recognizing that, we strongly encourage anyone who feels passionate about this work and believes they have what it takes to thrive in this role to apply.”

- Provide compensation for this work
- Encourage current practitioners to refer colleagues/contacts
- Evaluate OTAO “brand” - are we reaching a diverse group of practitioners in our ads, literature, etc?
- Are people able to see themselves in OTAO?

Next DEI P&P Meeting: Wednesday, August 14th at 6:00pm. Will establish notetaker, timekeeper and facilitator roles for next meeting.

Adjourn: There being no further business to come before the board, the meeting was adjourned at 7:00 pm Pacific Time.