

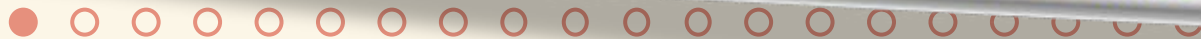
# When The Heart of the Student-Clinician *becomes* the Voice of the Community: Moving the Needle from Justice-Centered Pedagogy to High-Impact Advocacy

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LEHMAN COLLEGE  
*Center for Teaching  
& Learning*

**EECC '26**  
EXCELLENCE IN EDUCATION & COMMUNITY CONFERENCE



There is a moment — quiet, often unseen when a student stops asking, “What **am I supposed** to do?” stops questioning, “**Can I** do?” and begins asking, “What **must** I do?”

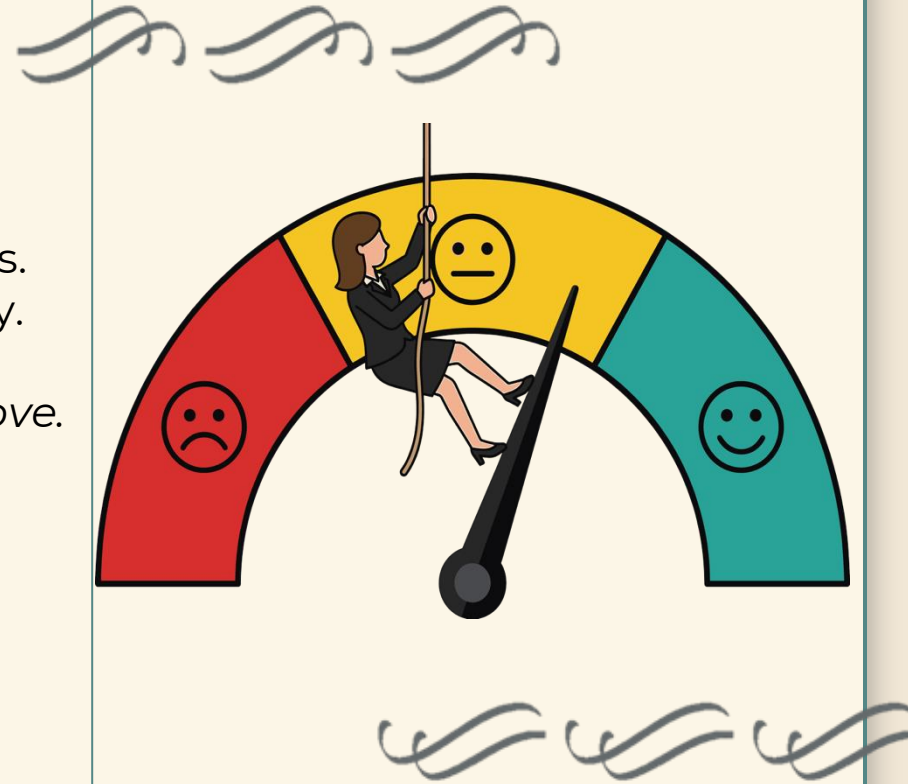
That moment is where transformation lives. It is where knowledge meets responsibility.

Where empathy becomes urgency.

Where **justice** becomes the *public face of love*.

Where the heart of the student-clinician becomes the voice of the community.

And when that happens— we don’t just educate student clinicians. We cultivate advocates who move the needle.





**WELCOME!**  
**WE ARE**  
**#LEHMAN PROUD**

EXCELLENCE

# LEARNER OBJECTIVES

- **Translate social justice theory into actionable learning** by designing experiences that move students from awareness to advocacy within their disciplines through *dream-building*.
- **Identify systemic barriers** within academic, professional, or community contexts that impact equity, access, and participation.
- **Apply structured frameworks (e.g., SMART goals)** to guide students in developing measurable, outcomes-driven initiatives.
- **Integrate reflective and community-impacted practices** that promote cultural humility, critical self-awareness, self-confidence, and ethical, reciprocal partnerships.



# AGENDA ITEMS

**01**

**OVERVIEW**

**02**

**THE SHC and THE ROLE OF  
THE STUDENT CLINICIAN**

**03**

**THE SOCIAL JUSTICE  
COURSE and the THREE  
PILLARS**

**04**

**PROJECT  
DELIVERABLES**

**05**

**OUTCOMES**

**06**

**ATTENDEE  
REFLECTIONS AND  
WRAP UP**





# OVERVIEW

# JUSTICE-CENTERED PEDAGOGY

...an educational approach that equips learners to recognize and challenge systemic inequities and take informed, ethical action to advance equity and social change.

# JUSTICE-CENTERED SPEECH-LANGUAGE PATHOLOGY

...an emerging, critical approach that embeds equity, diversity, inclusion, and anti-racism into clinical practice, challenging traditional models. It focuses on addressing **communication as a human right**, reducing inequities in service access, and dismantling oppressive, one-size-fits-all clinical practices.

# HIGH IMPACT ADVOCACY

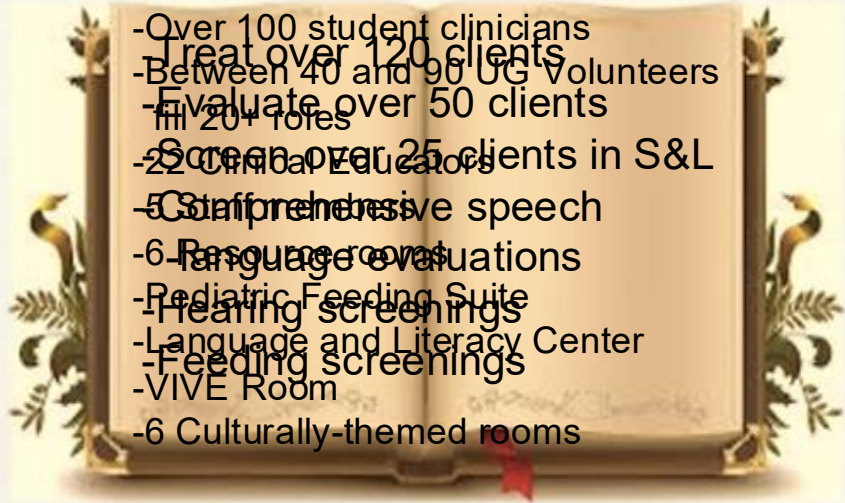
...moves beyond awareness to **intentional, evidence informed action**—leveraging collaboration, data, and lived experience to create meaningful, equitable change at individual, organizational, and systems levels.



# **THE SHC AND THE ROLE OF THE SLP STUDENT CLINICIAN**

# The Speech and Hearing Center (SHC)

OUR STORY  
SO FAR



# at Lehman College

According to the American Speech-Language-Hearing Association (ASHA), a **Student Clinician** in Speech-Language Pathology (SLP) is a **graduate student in training who provides assessment, treatment, and consultation services under the direct supervision of an ASHA-certified SLP (CCC-SLP)**. The role is designed to develop clinical competence, moving from high levels of supervision to independent practice. All supervised clinical activities provided by the student must fall within the scope of practice in speech-language pathology to count toward the student's certification.

# THE SIDE-BY-SIDE --OUR MISSION

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.

The mission of the **Master's in Speech-Language Pathology** is to prepare students to provide evidence-based and culturally responsive services and honor the multiple identities and lived experiences of those in our community. Grounded in social justice and health equity, we seek to develop skilled leaders in our profession and expand high quality services in speech-language pathology for historically marginalized communities. Fundamental to our mission is ethical conduct, professional values, inclusivity, critical inquiry, and scholarship.

*Fabulous*

# THE FOUNDATIONAL P

NC

BLESSED WITH AN UNPARALL

- SHC CLINICAL FACULTY
- SHC STAFF
- STUDENTS
- CLIENTS

- Race and ethnicity
- Culture and cultural practices
- Language(s) spoken / multilingualism
- National origin or immigration status
- First generation college students
- Income Level
- Education Level
- Employment status
- Access to healthcare and resources
- Health Literacy
- Interdisciplinary
- Age
- Ability
- Access

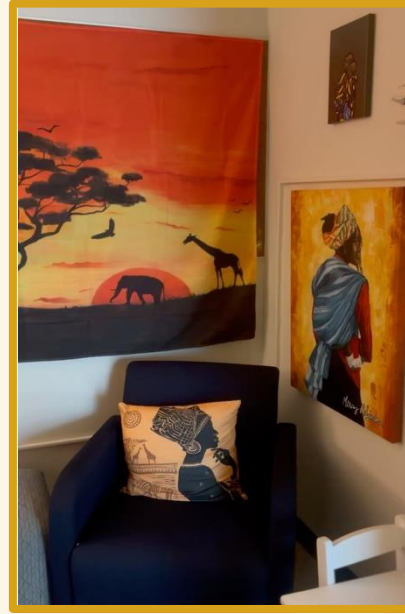
# Environmental Design



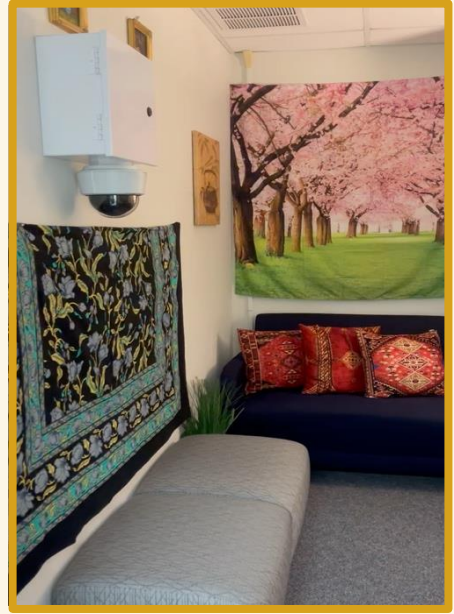
THE BRONX ROOM



HISPANIC ROOM

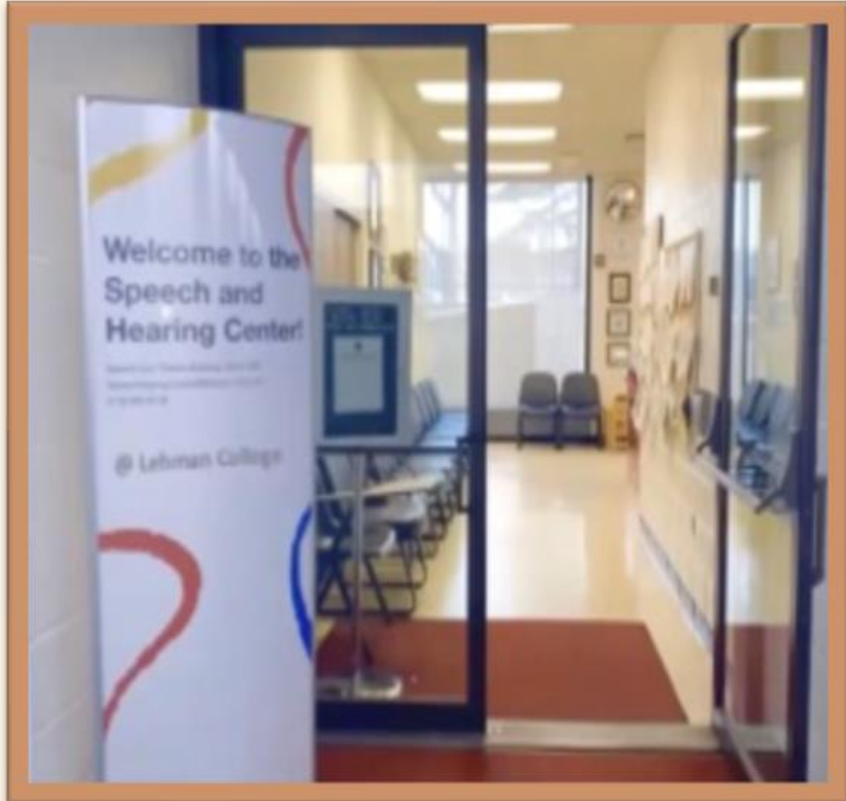


AFRICAN ROOM



ASIAN ROOM

*Our focus is ... One of Belonging*



*Speech-Theatre Building, Room B50 and ST 144*

# Familia





# Desired Outcomes of the SHC

- Develop justice-centered clinicians
- Embed awareness of social determinants of health
- Achieve equitable client outcomes reflecting evidence-based practice
- Further create inclusive interprofessional teams
- Foster advocacy-oriented practice
- Develop community trust and partnership
- Manifest clinical education that yields lifelong learning
- Engage in the ongoing evolution of the SHC's Continuous Improvement Plan



# SUMMER SOCIAL JUSTICE COURSE PROJECT

*The Inaugural Offering*



## **SPE 762 – SOCIAL JUSTICE IN SPEECH- LANGUAGE PATHOLOGY**

This 1.5-credit, graduate-level course prepares students to advance social justice in clinical practice. It covers topics such as bias, advocacy, and cultural responsiveness regarding race, disability, and socioeconomic status. Students learn to implement equitable, client-centered care while addressing the impacts of stigma and power.

# THE END OF SEMESTER PROJECT GOAL

By the end of the semester, the clinical team will identify systemic barriers to communication access impacting a community population and collaboratively design and implement a measurable advocacy initiative integrating the **three pillars (SMART goal development, reflective practice, and dream-building)** by (1) developing three SMART goals aligned with their initiative, (2) engaging in structured reflective practice to examine clinical reasoning and equity considerations, and (3) articulating a shared vision for sustained advocacy, *dream-building*, beyond the project. Success will be demonstrated through a final project submission evaluated using project rubric criteria.



*Project  
Design*

# THE ASSIGNMENT

## Assignment Overview

This final assignment provides students with the opportunity to integrate principles of social justice, cultural responsiveness, advocacy, dream building, and clinical creativity into the field of Speech-Language Pathology.

## Deliverables

- TEAM Project Proposal (1-2 pages, APA format)
- TEAM Presentation (25 minutes + 5-minute Q&A)
- Reflective TEAM Journal (500–750 words)

## Objectives

Students will work collaboratively in teams of 2 or 3 to:

- *Identify a marginalized client population that you have familiarity with.*
- *Analyze barriers to equitable care.*
- *Propose a justice-centered SLP initiative that has been a dream of yours, something you have been thinking on.*
- *Reflect on group collaboration, teamwork, and personal growth.*

## Assessment Criteria

Research Depth | Clinical Creativity | Cultural Responsivity | Promise of Implementation | Presentation Quality | Reflection | APA Writing.

**Resources** -Articles found in ASHA/SLP Journals listed in syllabi *and/or* required and recommended readings *and/or* Cultural Responsivity folder in MS Teams *and/or* many other resources available





# THE PROJECT PROPOSAL

TEAM Members: \_\_\_\_\_

Title of Project: \_\_\_\_\_

## **I. Introduction to Client Population**

Describe the client population and why this group experiences marginalization in access to SLP services.

## **II. Analysis of Barriers**

Identify and explain systemic, linguistic, cultural, or other barriers impacting this population. Reference at least two sources.

## **III. Ethical Responsibilities of SLPs**

Connect your analysis to the ASHA Code of Ethics, and/or the SLP Scope of Practice, and/or course themes.

## **IV. Clinical Initiative Description**

Describe the proposed advocacy program, intervention plan, or initiative and how it supports social justice in SLP.

## **V. Application of Project-Oriented SMART Goals & Outcomes**

List 2–3 SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for this project.

## **VI. References (APA Style)**

Include at least 3 peer-reviewed journal articles and course texts.

# REFLECTION PROMPTS

## Final Team Reflection Journal Prompts

**Instructions:** Co-author a 500–750-word reflection that addresses the following prompts. Use this opportunity to reflect critically and honestly on your growth as **justice-centered clinicians**.

- *What assumptions or biases did your TEAM identify and challenge during this project?*
- *How did your TEAM collaboration reflect cultural humility or shared leadership?*
- *What moments during the project pushed your thinking about advocacy or equity?*
- *In what ways did the course materials inform your clinical initiative?*
- *How has this experience shaped your views on your future role as an SLP? Describe any dream-building that you may have experienced.*
- *What aspects of social justice in SLP do you feel most passionate about after completing this assignment?*

**Word Count Target:** 500–750 words **Format:** Double-spaced, APA style. List references within your journal and list at the end in a bibliography. Submit in Word format.

# PROJECT RUBRIC (GROWTH-FOCUSED)

CRITERIA	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	DEVELOPING (2)	EMERGING (1)
<b>Depth of Analysis and Research</b>	Demonstrates thoughtful, insightful analysis with strong integration of relevant evidence and ideas	Demonstrates clear understanding with appropriate use of supporting evidence	Shows developing understanding; analysis may be more descriptive than analytical, with limited use of evidence	Shows early understanding; ideas may need further development, clarification, and support
<b>Clinical Relevance and Creativity</b>	Presents creative, meaningful, and well-considered ideas that are clearly connected to clinical practice	Presents practical and relevant ideas with clear connections to clinical practice	Ideas are emerging; connections to clinical practice may need further development	Ideas are still forming; connections to clinical practice may be unclear or need support
<b>Cultural Responsivity and Equity</b>	Thoughtfully integrates cultural responsiveness and equity in meaningful and intentional ways	Demonstrates awareness of cultural and equity considerations in the work	Shows developing awareness; opportunities exist to more fully integrate cultural responsiveness and equity	Early awareness; would benefit from deeper consideration of cultural responsiveness and equity
<b>Presentation Quality and Engagement</b>	Well-organized, engaging, and easy to follow; communicates ideas clearly and confidently	Organized and clear; ideas are communicated effectively	Some organization is evident; clarity and engagement could be strengthened	Developing presentation; organization and clarity may need additional attention



the  
essence . . .

three pillars



# . The Value and Versatility of SMART Goals



# CLINICAL APPLICATIONS – CLIENT CENTERED

## SMART Goals

for SLPs



### Specific

Does the goal contain an actionable task and a clear outcome? What supports or prompts will be provided? In what context will the goal be completed?



### Measurable

Does the goal state how it will be measured? (e.g., number of trials given, percent correct, etc.) Can progress data be taken towards the achievement of the goal?



### Achievable

Can this goal be accomplished within the given time frame? Do the short-term goals progress towards the long-term goal? Given the client's current ability level, is the goal too easy/difficult?



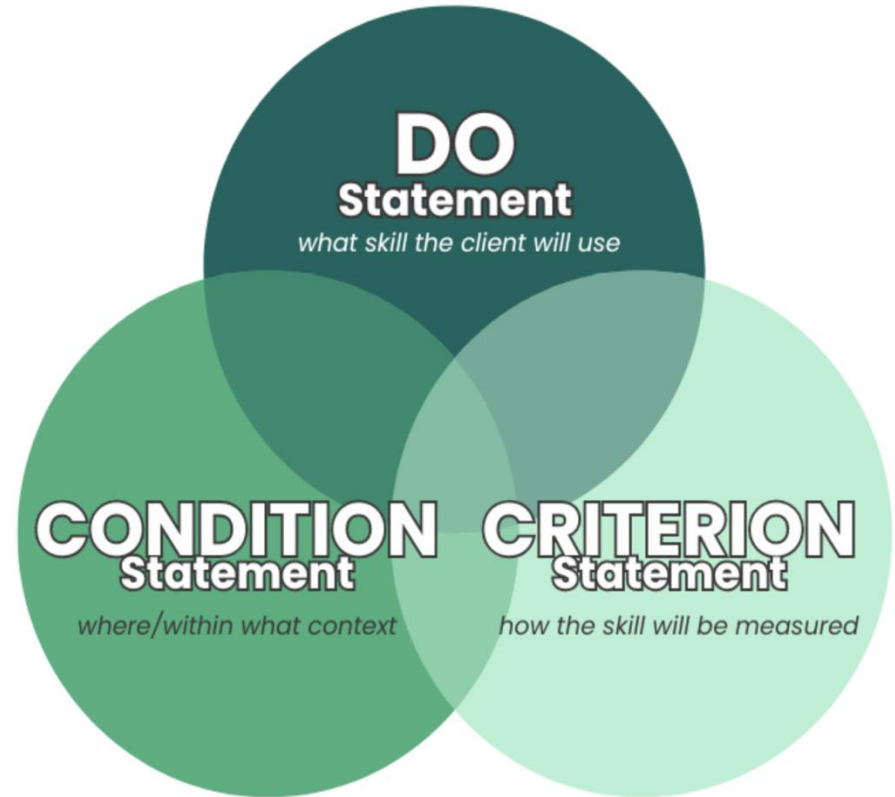
### Relevant

Does this goal address the client's most pressing communicative needs? Will the achievement of this goal serve an important purpose in the client's life?



### Time-Bound

Does the goal specify when it will be completed?



# EXAMPLES OF CLINICAL SMART GOALS

By the end of the Spring 2026 semester, the client, Simeon, will recall personal biographical information including the names of family members given visual aids/supports with 80% accuracy.

*Communication/Cognition*

Within four weeks, the patient, Arsinia, will safely swallow thin liquids by cup and sip using a chin-tuck maneuver in 9/10 trials, as evidenced by no cough or change in vocal quality post-swallow.

*Feeding/Swallowing*

By the end of the Spring 2026 semester, the client, Merissa, will answer 'wh-' questions about information they have heard or read without visual cues in three of four opportunities in three consecutive sessions.

*Reading/Written Language Disorders*

# CLASSROOM PROJECT APPLICATIONS

Function as a structured framework to enhance performance, increase productivity, define process, and align individual efforts, *dreams even*, with project objectives. Essentially, they transform vague intentions and desired dreams into actionable plans by defining success metrics and deadlines, making them a staple for classroom performance, performance evaluations, career development, and project management.

S	SPECIFIC	<p>What will this project deliver?</p> <ul style="list-style-type: none"><li>• Who is involved?</li><li>• What are the main components?</li><li>• What needs to be done first?</li></ul>
M	MEASURABLE	<p>How will you track progress?</p> <ul style="list-style-type: none"><li>• What metrics define quality and completion?</li><li>• What milestones will communicate progress?</li></ul>
A	ACHIEVABLE	<p>What skills are needed to accomplish this project?</p> <ul style="list-style-type: none"><li>• Are there skill gaps that need to be addressed?</li><li>• What obstacles should you prepare for?</li></ul>
R	RELEVANT	<p>How does this project align with your professional objectives?</p> <ul style="list-style-type: none"><li>• What is the relevancy to pursue this now?</li><li>• What value will this project deliver?</li><li>• What needs to be done first?</li></ul>
T	TIME-BOUND	<p>What is your deadline for implementation of the outcomes of your planning? How will you define success? Is your timeline realistic?</p>

# The Side by Side



## SMART Goals

for SLPs



### Specific

Does the goal contain an actionable task and a clear outcome? What supports or prompts will be provided? In what context will the goal be completed?



### Measurable

Does the goal state how it will be measured? (e.g., number of trials given, percent correct, etc.) Can progress data be taken towards the achievement of the goal?



### Achievable

Can this goal be accomplished within the given time frame? Do the short-term goals progress towards the long-term goal? Given the client's current ability level, is the goal too easy/difficult?



### Relevant

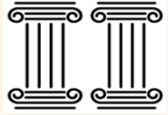
Does this goal address the client's most pressing communicative needs? Will the achievement of this goal serve an important purpose in the client's life?



### Time-Bound

Does the goal specify when it will be completed?

S	SPECIFIC	What will this project deliver? <ul style="list-style-type: none"><li>• Who is involved?</li><li>• What are the main components?</li><li>• What needs to be done first?</li></ul>
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T	TIME-BOUND	What is your deadline for implementation of the outcomes of your planning? How will you define success? Is your timeline realistic?



# .THE VALUE OF REFLECTIVE PRACTICE





# CLINICAL APPLICATIONS

Reflective practice (RP) is a fundamental, evidence based approach, and in speech-language pathology (SLP), **involves critically examining clinical experiences to enhance professional growth, clinical reasoning, and client care.** By linking theory with practice, SLPs can move beyond routine technical procedures to provide more tailored, empathetic, and effective services.



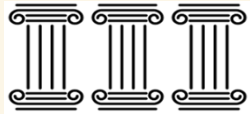
# THE FIVE REFLECTIVE QUESTIONS

1. What am I doing?
2. What am I missing?
3. Is it working?
4. What else can I do?
5. What can I do better?



# To Motivate Positive Outcomes

- **Improved Clinical Decision-Making:** Facilitates bridging the gap between academic knowledge and practical application. It encourages therapists to evaluate their own performance, leading to better clinical reasoning and more effective assessment and intervention strategies.
- **Enhanced Client-Centered Care:** Through reflection, SLPs can better understand the unique needs, cultural backgrounds, and perspectives of their clients, fostering a more collaborative therapeutic alliance.
- **Development of Self-Awareness and Confidence:** Engaging in reflection allows SLPs to identify personal biases and emotional responses that may influence their practice. For students, this improves communication confidence and job satisfaction.
- **Professional Growth and Lifelong Learning:** It is essential for navigating complex cases and fostering ongoing professional development, transforming experiences into knowledge.
- **Burnout Reduction and Resilience:** Regular reflection helps practitioners manage the emotional demands of the profession, reducing burnout and promoting emotional resilience.



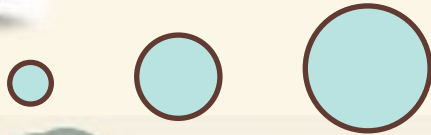
# .THE VALUE OF DREAM- BUILDING





**Dream-building** is not aspirational abstraction—it is an act of advocacy. At its core, it requires the courage to imagine beyond present constraints and the responsibility to transform that vision into purposeful, measurable action. In the context of advocacy, dream-building affirms that individuals and communities are not defined by barriers, but by their capacity to envision and co-create more just, equitable systems.

**Dream-building** cultivates agency, centers lived experience and invites shared ownership in shaping outcomes. It challenges us not only to hope for better, but to build better—through alignment, accountability, and sustained commitment.





# EXAMPLES OF PROJECT DELIVERABLES

#1

# LINGUISTIC EQUITY IN ACTION: SOCIAL JUSTICE IN SLP FOR MULTILINGUAL AND MULTIDIALECTAL INDIVIDUALS

SPE 762 SOCIAL JUSTICE IN SLP



#2

**OTHER  
THAN  
ENGLISH**

**EMPOWERING MONOLINGUAL  
FAMILIES TO PARTICIPATE IN  
THEIR CHILD'S SPEECH-  
LANGUAGE SERVICES**

SPE 762 Social Justice in SLP



# #1 Linguistic Equity in Action: Social Justice in SLP for Multilingual and Multi-Dialectical Individuals

## THE PROPOSAL | Section II. Analysis of Barriers

Multilingual and multidialectal individuals seeking speech-language services face layers of barriers that affect their access to quality care. For example, there is a limited number of culturally appropriate assessment tools available, since most materials are designed for English-speaking monolinguals (Arias & Friberg, 2017). Additionally, there is a lack of training for clinicians in diagnosing and treating multilingual clients, which can lead to overidentification of language disorders in this population (Freeman & Schroeder, 2022). Lack of access to qualified interpreters also contributes to difficulty accessing services (Freeman & Schroeder, 2022), and a general shortage of linguistically diverse professionals means services are not always culturally and linguistically appropriate (NoorAli et al., 2025).

## SECTION V. PROJECT SMART GOALS

- Within six months we will develop and distribute a bilingual family advocacy guide (English/Spanish) to at least 10 families of multilingual children, providing accessible information on language development and service rights.
- Within six months our team will implement one professional development training for SLPs on culturally responsive assessment practices for multilingual and multidialectal clients.
- Within the first year, we will host three caregiver workshops in at least two languages (e.g., English and Spanish), aiming to reach a minimum of 25 families, and gather feedback to evaluate increased confidence navigating speech-language services.

## #2 Empowering Monolingual Families to Participate in their Child's Speech Language Services

### THE PROPOSAL | Section II. Analysis of Barriers

Families with monolingual (non-English-speaking) caregivers face multiple systemic and cultural barriers in accessing equitable speech-language services for their children, including:

- Linguistic exclusion: Meetings (e.g., IEPs) and documentation are often not provided in the caregiver's home language, making it difficult for them to understand and engage (ASHA, 2020).
- Limited access to trained interpreters: Some schools or clinics rely on untrained staff or do not consistently provide qualified interpreters, compromising communication and informed consent (ASHA, 2020).
- Misunderstanding of bilingualism: Caregivers are sometimes advised to speak only English to their child, even when they are not fluent, despite evidence that maintaining the home language supports overall development (Peña & Li, 2018).
- Cultural dissonance: Differences in beliefs about child development, disability, and the caregiver's role in education and intervention can lead to misunderstandings and reduced collaboration (Peña & Li, 2018).
- Systemic racism and xenophobia: Immigrant caregivers may avoid school or clinical interactions out of fear of discrimination, legal repercussions, or being misunderstood (Kritikos, 2003).

## SECTION V. PROJECT SMART GOALS

- Develop and implement a bilingual resource guide for parents of non-English speaking children within 6 months to improve understanding of evaluation results and therapy options.
- Train 10 school staff members on culturally responsive communication strategies by the end of the academic year to enhance engagement with diverse families.
- Increase parental participation in therapy planning meetings by 25% over one year through targeted outreach and language support services.



# OBSERVATIONS & OUTCOMES



*Assignment  
understood*

- ✓ Quickly
- ✓ With Verve
- ✓ Passion
- ✓ Hunger
- ✓ Fearlessness
- ✓ Confidence




**let  
me**



**◀ Run with it. ▶**

## *What I Learned*

- Equity-centered pedagogy can translate into clinical action when students are guided to connect social justice principles with real-world clinical decision-making, advocacy, and dreams.
- Justice-centered clinical projects bridge theory and practice, allowing student clinicians to design initiatives that address systemic barriers to communication access.



•New applications of SMART goals strengthen students' understanding and development -- and improve advocacy efforts by ensuring that proposed initiatives are feasible, measurable, and aligned with professional standards and ethical practice.

•Reflective co-authored journaling promotes cultural humility and shared leadership, helping students critically examine biases, power dynamics, and equity in healthcare delivery.



- “Let them run with it” is not stepping back—it is intentionally creating space for students to claim ownership, exercise agency, and lead their learning and clinical decision-making.
- That students can learn the essence of team-building -- that *none of us is as smart as all of us* and that collective dream-building can make the dream bigger and better.



*and*

- That acknowledging dreams and prioritizing dream-building affirms capacities and capacities *to do more....*

INSTRUCTOR  
DREAM -  
BUILDING

MY  
CONTINUOUS  
IMPROVEMENT  
PLAN



*reflections*

## Reflect On:

- The importance of, an appreciation of Dream-Building
- Stages of this Classroom Projects from Conceptual (awareness-level) Pilot-ready (implementation-ready) Systems-level (policy/program change)



*reflections*

- Deepen project impact
- Scale sustainability
- Sharpen alignment between intention, measurable change, and action.



*reflections*

- Engage community partners
- Move project from an academic exercise to real-world intervention with measurable longevity

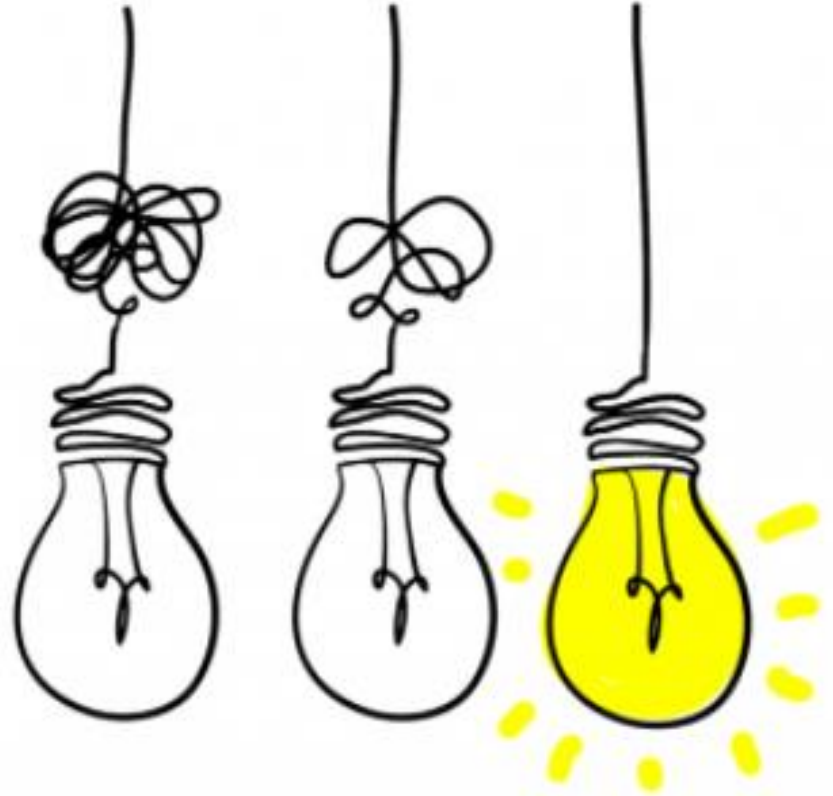


# **THE PAUSE – ATTENDEE REFLECTIONS and WRAP UP**

# Learner Objectives | Attendee Reflections

- **Translate social justice theory into actionable learning** by designing experiences that move students from awareness to advocacy within their disciplines through **dream-building**.
- **Identify systemic barriers** within academic, professional, or community contexts that impact equity, access, and participation.
- **Apply structured frameworks (e.g., SMART goals)** to guide students in developing measurable, outcomes-driven initiatives.
- **Integrate reflective and community-impacted practices** that promote cultural humility, critical self-awareness, self-confidence, and ethical, reciprocal partnerships.

**Putting this  
Dream-Building  
into Practice May  
Require Thinking  
Differently**





**pause**

FULL  
*Circle*

FULL  
*Circle*

FULL  
*Circle*

FULL  
*Circle*

FULL  
*Circle*



**What are you thinking on that might reflect thinking differently as an instructor? Use your personal MIC and share.**

# Wisdom

AMANDA LUTHELMER

Perhaps the work is not in teaching students what to do—  
but in creating the conditions where they learn how to move with intention.  
Where their ideas are shaped into **SMART goals**—not to constrain them,  
but to give their thinking direction and follow-through.  
Where **reflection** is not an assignment, but a habit—  
a space to make sense of experience, to question, to grow.  
And where **dream-building** is protected and exercised—  
because it is often the only place students begin to imagine what  
could be different... and better, how they can contribute and ultimately succeed!  
When these three pillars come together, something shifts.  
Students begin to see themselves not just as learners,  
but as contributors—capable of shaping practice, systems, and outcomes.  
And, maybe, that is the quiet aim of our collective work, our unparalleled mission  
— at Lehman College  
to help our students learn that justice is the public face of love,  
to help our students build something that lasts beyond the  
classroom --  
the ability to think with purpose, reflect with honesty,  
and carry their dreams into action.



Interested in discussing further?  
Available to visit? Reach out at:

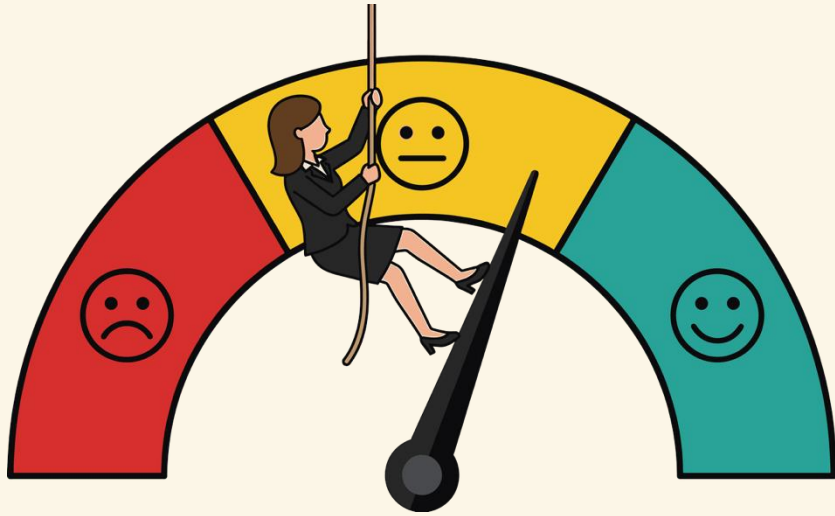
✉ [Leslie.Grubler@lehman.cuny.edu](mailto:Leslie.Grubler@lehman.cuny.edu)

☎ 718 960 6084



Last Chance to Scan





Thank you for attending and for **YOUR EFFORTS** in moving the needle...



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