

Welcome

Sandy L. Hunter MA Ed., NREMT-P
Assistant professor

The Goal....

- Changing the world by accepting its diversity....

Questions to ponder....

- What is the percentage of Americans are members of ethnic minorities.

Questions to ponder....

- What is the percentage of National Registry that is made up of members of ethnic minorities.

Diversity

- This presentation is not an attempt to “pigeon hole” people or to belittle the contributions of any group. I would prefer that race / gender were never deciding factors in life.

Diversity

- However, the **reality** is that society has not reached the point of ignoring issues that can be used to separate us.

Diversity

- **Race**, (arguably) the most prevalent of them, must be discussed in length. However, it is not the only area of diversity to be looked at here.

Diversity

- **In fact.....** I would prefer not to use any labels at all.

Diversity

- Over the past 21 years in EMS (*17 of those as a Paramedic*), I have learned a couple of things about diversity in EMS.

Diversity

- I have learned
 - that it is extremely important and
 - that we do not have enough of it.

Diversity

- How would you define “diversity”?

Diversity

- obvious things
 - gender,
 - skin color,
 - ethnic heritage,
 - native language
 - and body type

Diversity

- not so obvious things,
 - religion,
 - sexual orientation,
 - cultural views,
 - politics and more.

What's easy to see?

- It is easy to see differences in skin color and gender.

What's easy to see?

- Some people assume that **skin color and gender equate to "race"** and....

What's easy to see?

- that “race” and or “gender” equate to identity.

What's easy to see?

- **Neither is true.**

What's easy to see?

- It is true that extreme skin tone and hair differences can “hint” to ethnic background.

What's easy to see?

- That does not translate into a definite “category”, nor should it.

What's easy to see?

- **America is full of paradoxes.**
 - people who strive to “tan” and
 - those who dislike people with dark skin

What they bring....

- Students may enter your program with assumptions related to skin color, ethnicity, economic status and more.

What they bring....

- Like
 - people in nice houses are probably **“white”**
 - people in poor houses are probably **“not white”**

What they bring....

- Like
 - people involved in drugs are probably members of ethnic minorities

What they bring....

- Like
 - women who are sexually abused probably **“asked for it”**

What they bring....

- Like
 - female and pediatric patients should always be cared for by female providers

What they bring....

- Like
 - everyone must agree with Judeo-Christian principles
 - *monotheism*
 - *monogamy*
 - *corporal punishment*

What they bring....

- Like
 - everyone speaks English as a first language (or **they must be stupid or illegal**)

What they bring....

- Like
 - being “gay” means to be sick, strange and not worth a lot of caring.

What they bring....

- Like
 - being “gay” means the patient must have AIDS.

What they bring....

- Like
 - their cultural view of the world is the “most” valid

What WE bring....

- Like
 - **OUR** cultural view of the world is the “most” valid

What WE bring....

- Like
 - some students (*or groups of students*) are destined to fail....

What WE bring....

- expectancy theory
 - educational psychologists have demonstrated though much research that **what we expect** of our students..... **affects** our relationships with them

What WE bring....

- expectancy theory (*cont.*)
 - and that our relationship with students does affect their success
 - implicitly or
 - explicitly

What WE bring....

- expectancy theory
 - we have an obligation to “**self-evaluate**” both the teaching and learning taking place in our classrooms

What WE bring....

- we might think
 - we don't have an **obligation** to recruit students from underrepresented populations....

•So.....
Why should we bother?

Why should we bother?

- Margaret Williams and Talya Bauer (1994) conducted a survey of undergraduates at Purdue University.

Why should we bother?

- **brochures virtually identical**
- independent variable was that on one set brochures included a clear statement touting an environment of cultural diversity

Why should we bother?

- company that touted a diverse workforce, was scored much higher by all respondents
 - *regardless of gender or ethnicity*

Why should we bother?

- lends credence to the idea that appreciation of diversity crosses ethnic groups

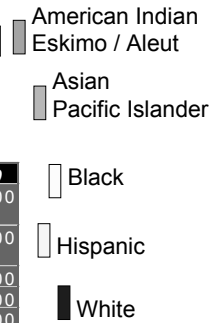
Census Data

- Source:
 - Statistical Abstract of the United States - *The National Data Book*
 - 120th edition

“labels” for ethnic groups used in this presentation are those used by the U. S. Government

1980

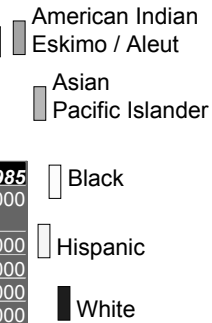
Minorities = approx. 20 % of population



Ethnic Group	# for 1980
American Indian / Eskimo / Aleut	1,326,000
Asian Pacific Islander	3,563,000
Black	26,142,000
Hispanic	14,609,000
White	180,906,000
total population	226,546,000

1985

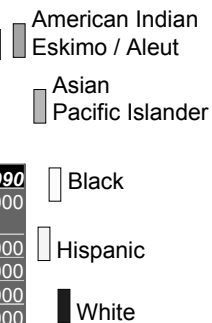
Minorities = approx. 22 % of population



Ethnic Group	# for 1985
American Indian / Eskimo / Aleut	1,558,000
Asian Pacific Islander	5,315,000
Black	27,738,000
Hispanic	18,368,000
White	184,945,000
total population	237,924,000

1990

Minorities = approx. 24 % of population



Ethnic Group	# for 1990
American Indian / Eskimo / Aleut	1,797,000
Asian Pacific Islander	6,996,000
Black	29,304,000
Hispanic	22,379,000
White	188,315,000
total population	248,791,000

1995

Minorities = approx. 26 % of population

American Indian
Eskimo / Aleut
Asian
Pacific Islander

Ethnic Group	# for 1995
American Indian / Eskimo / Aleut	1,932,000
Asian Pacific Islander	8,846,000
Black	31,590,000
Hispanic	27,107,000
White	193,328,000
total population	262,803,000

Black
Hispanic
White

2000 - projections

Minorities = approx. 29 % of population

American Indian
Eskimo / Aleut
Asian
Pacific Islander

Ethnic Group	# for 2000-proj
American Indian / Eskimo / Aleut	2,048,000
Asian Pacific Islander	10,620,000
Black	33,490,000
Hispanic	32,479,000
White	196,670,000
total population	275,307,000

Black
Hispanic
White

2001 - NREMT

40,719 did not choose to identify

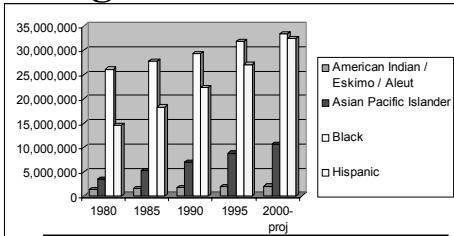
Minorities = approx. 17 % of Registry

American Indian
Eskimo / Aleut
Asian
Pacific Islander

Registered EMTs, Intermediates and Paramedics		
Ethnic Group - IF IDENTIFIED	#	%
totals		
American Indian --- Native American	2267	1.70%
Asian Pacific Islander --- Asian	2296	1.72%
Black --- African-American	8036	6.02%
Hispanic	6221	4.66%
Other	3449	2.58%
White --- Caucasian	111257	83.32%
total -- IF IDENTIFIED	133526	

Black
Hispanic
White
Other

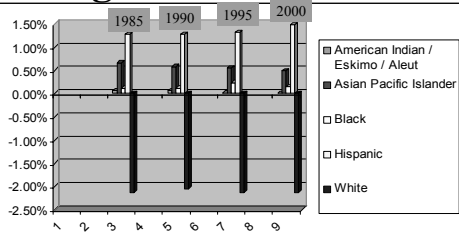
Change in ethnic balance



Hispanic may become the largest minority group.

How has the balance changed?

Change in ethnic balance



Largest changes in "White" and "Hispanic".

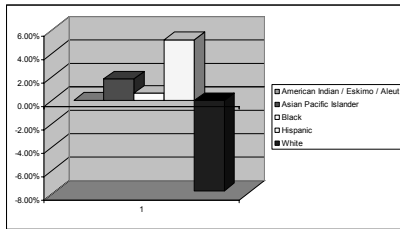
What is projected for 2020?

Minorities = approx. 36 % of population

- American Indian / Eskimo / Aleut
- Asian Pacific Islander
- Black
- Hispanic
- White

Ethnic Group	# for 2020-proj
American Indian / Eskimo / Aleut	2,550,000
Asian Pacific Islander	18,527,000
Black	41,549,000
Hispanic	55,156,000
White	207,145,000
total population	324,927,000

What is projected for 2020?



rate of growth

What is projected for 2040?

<i>Change in % of Population - 2040 projections compared to 2020 projections</i>	
American Indian / Eskimo / Aleut	0.016%
Asian Pacific Islander	2.127%
Black	0.362%
Hispanic	4.939%
White	-7.444%

America is changing...

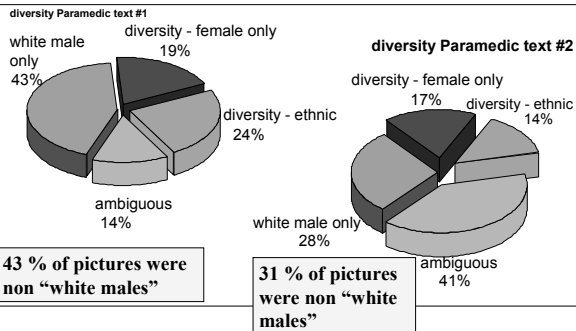
- We need to catch up with those changes and reflect them in the classroom.

• **So.....**
What should we do?

What about our text books?

- Some do better than others.
- **Students are affected by what they see....**

What about our text books?

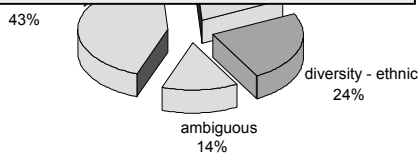


What about our text books?

- Which of the examples did you find to be acceptable?
- Was one better?

It is worth noting:

In text #1 ----- 33% of ethnic diversity was the patient and not the caregiver.



What about tests?

- Hand-outs and test questions should vary gender and ethnicity.
- You do not have to have a “slash” approach.
 - **he / she**

What about tests?

- For example:
 - Question #1 - You find a 32 year old female lying supine upon the floor.
 - Question # 2 - You arrive on the scene and find a 16-year-old male complaining of

What about tests?

- For example:
 - you don't have to say the patient has "dark skin" in order to assure students can use "non-skin" signs to assess hypoperfusion.

What about tests?

- For example:
 - You should review tests to make sure you give (*as closely as possible*) each gender equal "presentation".

What about examples?

- For example:
 - Do you give case presentations with patients (*e.g., those with darker skin*) who may not “look blue” as a sign of cyanosis?

What about examples?

- For example:
 - Do you encourage students to use “mucous membranes” and general appearance instead?

What about culture?

- For example:
 - Do you encourage your students to learn a second language (*e.g., Spanish, sign language, Arabic*)?

What about culture?

- For example:
 - Do you take time out to discuss the differences in how various cultures view death and dying?

What about culture?

- For example - organ donation:

the following information comes from

United Network for Organ Sharing
[Online] (1997, January)

What about culture?

- For example - organ donation:

- **Religion** **Position**

- Amish -- [Transplantations are] **Approved** if there is a definite indication that the health of the recipient would improve....
- Islam -- [Transplantations are] ... **permitted** ... as a necessity to procure (a) noble end
- Judaism -- ... [If] it is possible to donate an organ to save a life, it is obligatory to do so....

What about culture?

- For example - organ donation:
- **Religion**
 - **Other religions** (e.g., Buddhism, Christian Science, Hinduism, Mormon and Quaker), accept the idea of transplantation with some reservation, leaving the issue to personal choice.
 - *A few religions, (e.g., Gypsies: also known as Romany) and Shinto, oppose organ transplantation.*

What about your service?

- Is your classroom accessible?
 - You should make sure your classroom is accessible to students... *including those with physical challenges*

What about your service?

- Is your classroom accessible?
 - Do you have access to translators, large print books or technology for computers to “read” text?

What about your service?

- Do you....?
 - include a variety in the “**look**” of your manikins and graphics

What about your service?

- Do you....?
 - include a variety in the “**look**” of your manikins and graphics

What about your service?

- Do you....?
 - include a variety in the “**look**” of your manikins and graphics

What about your service?

- Do you....?

- Allow employees to identify themselves as “**multiracial**”

- American Indian / Eskimo / Aleut*
- Asian / Pacific Islander*
- Black*
- Hispanic*
- White*
- Multiracial*

What about your service?

- If categories are necessary, they should allow for a “positive” self identity.

- American Indian / Eskimo / Aleut*
- Asian / Pacific Islander*
- Black*
- Hispanic*
- White*
- Multiracial*

What about your outreach?

- Do you put forth a “welcoming face”?
 - You should include elements of diversity in your recruiting materials.

What about your outreach?

- both in
print and
on the web

What about your outreach?

- both in
print and
on the web

What about your outreach?

- both in
print and
on the web

What about your outreach?

- both in print and on the web

What about your outreach?

- both in print and on the web

What about your outreach?

- make sure your patient education services are available in your patients' first language
 - *e.g., Spanish, sign language*



The law and discrimination?

- A recent search of Lexis-Nexis
 - racial discrimination
 - corporate / federal cases
 - past six months

