

CULTIVATING AN INCLUSIVE LEARNING ENVIRONMENT IN THE UNIVERSITY CLINIC



**ASHA CE
APPROVED PROVIDER**

Pennsylvania
Speech-Language-Hearing
Association
Intermediate Level
.05 Supervision ASHA CEUs

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Learning Objectives

- Identify 2 barriers to inclusion in the university clinic setting.
- Integrate 2 culturally responsive practices into clinical education.
- Utilize Universal Design for Learning (UDL) 3 principles for clinical supervision and teaching.



Course Abstract

There is a growing need for clinical educators to foster inclusive learning environments that recognize and value diversity among both student clinicians and clients.

“Inclusion describes a culture in which all learners feel welcome, valued, and safe, and it requires intentional and deliberate strategies” (Hogan & Sathy, 2022, p.5). Many clinical educators are uncertain about implementing inclusive practices, particularly in clinical settings where individualized supervision is crucial. This presentation addresses this gap by equipping clinical educators with evidence-based strategies to cultivate inclusivity, enhance student engagement, and improve client outcomes. Focusing on the learning environment in the university clinic underscores the importance of both formal and informal aspects of clinical education, such as policies, teaching practices, and daily interactions, that shape how students experience inclusion. In clinical settings, inclusive practices enable students to bring their authentic selves, share their perspectives, and develop as future professionals in a supportive atmosphere.

This approach aligns with research-based principles that show inclusive environments enhance learning outcomes, promote identity development, and unlock the benefits of diversity for both students and the clients they serve.

Hogan, K. A., & Sathy, V. (2022). *Inclusive teaching: Strategies for promoting equity in the college classroom* (1st ed.). West Virginia University Press.

Speaker Bio

Patricia Martin Mayro is an Assistant Professor in the Department of Speech-Language Pathology at Drexel University College of Health Sciences, Education, and Rehabilitation. With a career spanning over three decades, Trish is dedicated to excellence in clinical education and the treatment of pediatric speech and language disorders. Through her role as a clinical educator in her university's pro bono clinic, Trish aims to empower the next generation of speech-language pathologists with the knowledge and skills to provide exceptional care.

Speaker Disclosures

Patricia Mayro is employed as a faculty member and clinical educator at Drexel University and has no relevant non-financial relationships to disclose.