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# Confronting Pathology by Revealing a Critical Landscape in Communication Sciences and Disorders: A Scoping Review Protocol

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## Abstract

Systemic oppression impacts equitable access to resources and life opportunities. There has not yet been a published systematic account of how Communication Sciences and Disorders (CSD) is identifying and challenging systemic oppression. This is a protocol for a scoping review, which aims to map a critical landscape in CSD by identifying literature that applies a critical analysis. This scoping review protocol is informed by PRISMA-P (2015), which will be used for the scoping review to systematically map peer-reviewed literature as per PRISMA Extension for Scoping Reviews (2018) from six electronic databases. This scoping review protocol explains that the scoping review will analyze eligible literature to better understand peer-reviewed scholarship that identifies and aims to confront systemic oppression to inform equitable CSD training, practice, and research.

## Keywords

Communication sciences and disorders; critical analysis; disability justice; power imbalances; social justice.

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## Positionality Statement

Drawing on Grenier et al. (2020)'s scoping review, we assert the importance of reflexively stating our positionalities and how these positionalities have informed the conceptualization and analysis of this scoping review protocol. We recognize that doing so briefly is a challenge given the complexity of our worldviews and experiences (Weitzel et al., 2020). We nevertheless aim to situate ourselves in our research as it shapes this scoping review protocol. We are trained in three different disciplines: CSD, Drama Therapy, Teaching and Learning. At the time of this article writing, we were either studying (first two authors) or working as professors (latter two authors) at New York University (NYU), a private research institution. We identify with, and experience overlapping and differing marginalized and privileged realities. Some of us are first generation immigrants, while others are second generation immigrants of South Asian or Latinx backgrounds. Some of us are Queer, while others are straight. We draw on Black feminist scholarship's focus on intersectionality as a lens that informs our critical analysis of explicit and/or insidious power imbalances as these inform marginalized realities, and also allow us a gateway to imagine a transformed and just world (e.g., hooks, 2000). Our goal is to work towards countering inequity in our disciplines, so that people can have access to quality health care, high quality of life, access to life opportunities, and meaningful connection with each other.

## Support

No financial support was provided to conduct this review and present its findings.

## Systematic Review Registration

Open Science Framework ([osf.io/a3smf](https://osf.io/a3smf))

Systemic oppression is embedded in beliefs and structures that we navigate daily, such as schools, legal systems, social programs, and health care (Singh, 2019). These structures also include the field of Communication Sciences and Disorders (CSD), which comprises of audiology, speech-language pathology, and speech, language, and hearing sciences (ASHA, 2022) as these relate to clinical education, research, and service delivery. An example of systemic oppression within CSD is audism and the implicit bias that spoken languages are better than sign languages. Audism was coined by Tom Humphries to identify the oppression that Deaf and Hard of Hearing (DHH) people face



in the hearing world (Baade, 2022). Audism remains prevalent in the CSD field (Donaldson, et al., 2017; Evans, 2021; Sager, 2019). Another example of systemic oppression is the term "pathologist" in the title "speech-language pathologist," which informs its central role in perpetuating deficit-based approaches (Donaldson et al., 2017; Dumas & Nelson, 2016) and in codifying speech and language variation within a binary of normal and disordered speech which informs power imbalances (St. Pierre & St. Pierre, 2018). CSD critical scholars have asserted that this binary has benefited those who are at privileged intersections of race, gender, class, disability, geography, sexual orientation, and

language (Abrahams et al., 2022; Khoza-Shangase & Mophosho, 2018; Pillay & Kathard, 2015). For example, Peltier (2011) articulates the reality of Indigenous parents having to comply with clinical recommendations that are contrary to a given set of Indigenous cultural norms (e.g., leading a child in speech and language activities in 'standard' English). Realities like "anti-Black linguistic racism" (Baker-Bell, 2019, p.2) and "dis-othering, essentialism, and reductionism" (Pillay & Kathard, 2015, p. 200) inform an ongoing political interplay between disablism and colonialism that marginalize people through the pathologizing of speech, language, and communication. This systemic oppression has contributed to ongoing marginalization of the world's majority, and a crisis of human connection (Way et al., 2018). Critical research in CSD points to the necessity of engaging in critical analysis to better understand how realities of societal power imbalances, and positivist approaches in tandem with biomedical deficit-oriented frameworks constrain the profession (e.g., Pillay and Kathard, 2018).

## The Necessity of a Critical Landscape in CSD

We are interested in the ways in which CSD researchers are engaging in critical analysis of systemic oppression. Such oppression arises from systems such as capitalism, colonialism, racism, and cis-heteropatriarchy (see Glossary of Terms). These systems inform social and cultural constructions of pathology. This includes the pathologizing of certain forms of communication, such as qualifying certain speech as deviant. The latter can be understood through the example of stuttering. Stuttering was pathologized as disfluent speech in the context of capitalist

industrialization, and societal expectations of speech (St. Pierre & St. Pierre, 2018; Constantino, 2018). Speech became a tool to regulate and control human communication by deeming people to be either able/fluent or disabled/disfluent, as opposed to existing on a spectrum of natural human and communicative variation (Constantino, 2018). We believe it is imperative to understand the ways in which CSD has been shaped by, and continues to inform systemic oppression (Cogburn, 2019; Jacquez, et al., 2021; Singh et al., 2020). The reason being is because such oppression leads to inequitable access to health and societal resources (Ellis et al., 2021; Grzanka & Cole, 2021), and meaningful connection with each other across our interests and our strengths.

Allied health disciplines, such as drama therapy (e.g., Sajani, 2016) and occupational therapy (e.g., Rudman, 2018) have engaged with critical frameworks. Critical analysis in psychology has led to the birth of liberation psychology (Neville et al., 2021). Similarly, we would benefit from critically examining knowledge construction within CSD (Pesco, 2014) to work towards equity and social justice. For example, Abrahams et al. (2022) published a scoping-review protocol that aims to map emerging equitable clinical practices in the speech-language therapies and audiology professions. By doing so, Abrahams et al. (2022) aim to further pathways towards equitable and inclusive clinical practices that are in line with the United Nations' Sustainable Development Goals (SDGs), human rights, and social justice.

## Critical Analysis: Definition

A critical analysis was defined primarily by the first author in consultation with the fourth author. A critical analysis is defined as work that:

- a. identifies and challenges systems of oppression, hierarchy, power relations (Collins, 2017; Sajjani, 2013) and “domains of power” (Collins & Bilge, 2016, p. 27) which re/produce inequity, exclusion, and dominant discourses within the field (Bianchi, 2009; Dominelli, 2002);
- b. aims to understand marginalization as a function of social constructs (Pesco, 2014) rooted in systems of oppression like capitalism, colonialism and cis-heteropatriarchy that perpetuate inequity, such as material inequity (Bianchi, 2009). Examples of social constructs that lead to marginalization may be those based on age, class/socioeconomic status, dis/ability, gender, race/ethnicity/religion, size, sexuality/sexual orientation(s), and/or intersecting marginalization within oppressive systems (Collins & Bilge, 2016; Crenshaw, 1989, 1990). Furthermore, authors may analyze marginalization as a function of social constructs through a lens of “intersecting systems of power” (Collins & Bilge, 2016, p. 27). Authors may analyze intersecting systems of power as the existence of a culture that disables people (i.e., by focusing on pathologizing people’s communication and implementing deficit-based approaches) and unjust institutions that erect systemic barriers and inequitable access to services, research opportunities, and professional training for those who are marginalized as a function of age, dis/ability, class, gender, race, size, sexuality, etc.
- c. provides recommendations to counter oppressive relationships and systems towards transformative change and social justice within the field (Asakura et

al, 2020; Corneau & Stergiopoulos, 2012; Pesco, 2014; Rudman, 2018).

### **Rationale & Operationalization**

Our definition of a critical analysis aims to be clear and inclusive of a range of peer-reviewed literature to best capture any complexities that exist within a critical landscape in CSD. Our construction of this definition has occurred in an interdisciplinary manner between us, as authors. We have also drawn on references rooted in Black feminist scholarship and across disciplines such as drama therapy, occupational therapy, tourism studies, social work, sociology, and law. The operationalization of critical analysis through data collection and analysis can be seen in Table 2 and is illustrated in Figure 1. We plan to extract the following information from the included literature: article type (e.g., conceptual vs mixed-methods study), country of focus (e.g., Canada), year of publication, and discipline focus (e.g., SLP vs audiology). We plan to extract this information to respond to our question, what CSD literature applies a critical analysis, which then informs a critical landscape in the field of CSD? This decision was made by the authors to provide more information to the readership about the types of articles that are applying a critical analysis. For example, if there are more articles in audiology than in SLP that apply a critical analysis, then this can inform future research as to what realities may be informing this difference (e.g., is there more critical training in audiology?).

### **Objective**

Our primary research question is: What CSD literature applies a critical analysis? We have selected a scoping review as the method that best responds to this question. As such, the purpose of the scoping review will be to

examine the available literature in which a critical analysis has been applied. This scoping review protocol is being written as per guidance from the Joanna Briggs Institute (JBI) manual on scoping review protocols (Peters et al., 2020). Specifically, a protocol is pertinent given that it allows scoping review researchers to plan and define review objectives, methods and review reporting.

Broadly, we aim to illuminate the presence of a critical landscape in the field by mapping out CSD research that implements a critical analysis of systemic oppression within the field. We then aim to identify gaps and make recommendations. To our knowledge, this is the first scoping review aimed to uncover the nature of the critical landscape in the CSD field. We use our definition of a critical analysis to examine the ways in which systems of oppression are being identified within the CSD field with the goal of mapping out a critical landscape that aims to subvert power imbalances, dismantle systemic oppression, and works towards equitable human connection (Azul & Zimman, 2022).

## Methods

A scoping review was selected as the appropriate method to answer the research question, what CSD literature applies a critical analysis? Scoping reviews generally aim to map key concepts that underpin a research area and the types of evidence (Arksey & O'Malley, 2005). Such reviews implement a systematic approach in synthesizing available knowledge in a given area (Miller & Colquhoun, 2020) and answer questions regarding the nature of the evidence available, especially when examining emerging evidence in a research area (Peters et al., 2020). This scoping review will be informed by the methodological procedures for scoping reviews

as proposed by the JBI. The JBI is an international evidence-based healthcare research organization working with over 70 universities and hospitals around the world. Their aim is to focus on improving global health outcomes by creating and disseminating research evidence, software, training, resources and publications related to evidence-based healthcare (Aromataris & Munn, 2020). The JBI bases their scoping review section on Arskey and O'Malley's (2005) original proposed framework for conducting scoping reviews, their framework's extension by Levac and colleagues (2010), and further refinement by Peters et al. (2020). Together, the original proposal and its enhancements delineate the scoping review process: identifying the research question and objective, identifying relevant studies as these relate to the research question, objective and inclusion criteria, describing the planned approach for evidence searching, selection, data extraction and presentation of evidence, and data charting and results reporting. This scoping review protocol has been registered with the Open Science Framework (registration number: [osf.io/a3smf](https://osf.io/a3smf)). This scoping review protocol follows the 2015 Preferred Reporting Items of Systematic Review and Meta-Analysis protocols (PRISMA-P) (Shamseer et al., 2015). The scoping review itself will follow the PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation (Tricco, et al., 2018).

## Eligibility Criteria

To respond to our primary research question and to account for capacity on the research team, article eligibility criteria are set to include publications that will: a) be publications in peer-reviewed journals and quasi peer-reviewed literature (i.e. book chapters from edited collections) b) have an

available abstract (all formats) in Covidence, c) be written in either English or French, d) explicitly discuss the professions in CSD (i.e. audiology, Communication Health Assistants (CHAs), and/or SLP), e) be conducted by audiologists, CHAs and/or SLPs. In the case of a multidisciplinary research team, at least one audiologist, CHA, or SLP will have to be involved. If specific credentials will not be mentioned, then authors who work(ed) at a speech/language/hearing university school, department or center will qualify. In uncertain cases, the first author will directly contact the author of the article under consideration, and f) meet the definition of a critical analysis. No time limits will be placed on the articles.

## Information Sources

Six computerized bibliographic databases will be used given this scoping review's topic: a) CINAHL, b) Medline via PubMed, c) PsycNet via PsycInfo, d) Web of Science Core Collection, e) Cochrane Library, and f) ProQuest Central. Search limits will be placed such that only peer-reviewed journals and edited book chapters will be considered. Search limits will be placed for literature in English and French. We recognize that limiting the search to these two dominant languages limits the scope of this review and that it will not capture the application of critical analyses that may be applied in other languages within the CSD field. English and French are being

selected given all of the authors' proficiency in the former, and the first author's proficiency in both. Searches will be conducted by the first author.

## Search Strategy

Key concepts related to the definition of a critical analysis will be used for database searches. Additional terms will be extracted from literature during pilot-test searching. The first author has obtained knowledge of database specific terms (e.g., subject headings) from training with NYU's Allied Health Sciences' librarian. Table 1 showcases a search strategy to be used for the Cumulated Index to Nursing and Allied Health Literature (CINAHL) database.

## Pilot-testing

Pilot-testing will begin in October 2020 on CINAHL, which is a database that primarily contains journals from the fields of nursing and allied health (NYU Libraries, 2022), including CSD. Several searches will take place as part of an iterative process to optimize the final search. Terms and subject headings related to database classification that relate to our definition of a critical analysis will be used. Final searches will be conducted between February 2021 and April 2021.

**Table 1***CINAHL Search Strategy*

diversity OR decolon\* OR settler OR colonial\* OR capitalis\* OR hegemon\* OR patriarch\* OR “critical turn” OR “critical lens” OR anti-oppressi\* OR oppression OR “power relations” OR “relations of power” OR domination OR “power imbalance” OR “power imbalances” OR intersection\* OR crip OR “crip theory” OR “disability justice” OR “Disability theory” OR “critical disability theory” OR “queer theory” OR “critical race theory” OR “critical race feminist” OR “critical race feminism” OR “Black feminist scholarship” OR “Indigenous feminisms” OR “anti-racist feminist” OR “anti-racist feminism” OR “anti-racism” OR “racial justice” OR feminis\* OR “white privilege” OR “white supremacy” OR “white nationalism” OR “systems of power” OR racism OR heterosexism OR heteronormativity OR nonbinary OR sexism OR misogyny OR transmisogyny OR “LGBTQ+” OR Queer OR Trans OR Gay OR Lesbian OR classism OR homophobia OR transphobia OR poverty OR postcolonial OR indigenous OR “power relations” OR “citizenship” OR “civic responsibility” OR equity OR “sexual orientation” OR ageism OR religion OR prison\* OR “poststructuralist theories” OR “poststructural theory” OR postcolonial OR “critically reflexive” OR “critical reflexive” OR “insider-outsider positionality” OR “cultural competence” OR “cultural awareness” OR “culturally sensitive” OR “cultural sensitivity” OR “cultural humility” OR “culturally responsive practice” OR “culturally responsive” OR “community responsive” OR “social transformation” OR sizeism OR politic\* OR (MH “Gender Role+”) OR (MH “Sexual and Gender Minorities+”) OR (MH “Gender Bias”) OR (MH “Gender Identity+”) OR (MH “Gender Nonconformity+”) OR (MH “Cultural Bias”) OR (MH “Ethnic Groups”) OR (MH “Minority Groups”) OR (MH “Cultural Sensitivity”) OR (MH “Race Relations+”) OR (MH “Critical Theory”) OR (MH “Juvenile Delinquency”) OR (MH “Social Justice”) OR (MH “Feminist Critique”) OR (MH “White Persons”) OR (MH “Racism”) OR (MH “Discrimination+”) OR (MH “Immigrants+”) OR (MH “Cultural Diversity”) OR (MH “Cultural Competence”) OR (MH “Cultural Safety”) OR (MH “Prejudice+”) OR (MH “Acculturation”) OR (MH “Sexual Identity”) OR (MH “Minority Stress”) OR (MH “Race Factors”) OR (MH “LGBTQ Persons+”) OR (MH “Immigrants, Illegal”) OR (MH “Transgender Persons+”) OR (MH “Women’s Rights”) OR (MH “Emigration and Immigration”) OR (MH “Criminal Justice”) OR (MH “Social Class+”) OR (MH “Social Change”) OR (MH “Sexuality+”) OR (MH “Social Inclusion”) OR (MH “Social Alienation”) OR (MH “Gay Persons+”) OR (MH “Intersex Persons”) OR (MH “Sexism+”) OR (MH “Ageism”) OR (MH “Indigenous Peoples+”) OR (MH “Blacks”) OR (MH “Weight Bias”) OR (MH “Socioeconomic Factors”) OR (MH “Culture”)

AND

(MH “Communicative Disorders”) OR (MH “Rehabilitation, Speech and Language”) OR (MH “Research, Speech-Language-Hearing Therapy”) OR (MH “Speech-Language Pathologists”) OR (MH “Speech-Language Pathology Assistants”) OR (MH “Students, Speech-Language Pathology”) OR (MH “Audiology”) OR (MH “Students, Audiology”) OR (MH “Audiologists”) OR (MH “Speech-Language Pathology”) OR “speech language pathology” OR “audiology”

## Study Records

### *Data Management*

All articles will be uploaded onto Covidence, a tool to conduct systematic review production (UNC Libraries, 2021). Covidence will automatically remove duplicates. The second part of the selection process will entail the first two authors independently rating the articles with “Yes/No” for each eligibility criterion using Google Sheets.

### *Selection and Data Collection Process*

Subsequent to articles being uploaded onto Covidence, and the latter automatically removing duplicates, the first step will entail screening article titles and abstracts in accordance with eligibility criteria by the first author. If titles and abstracts meet the criteria, then these articles will move onto the full-text articles review to be evaluated for inclusion as per the eligibility criteria. Table 2 illustrates the template that will be used for data extraction for full-text reviews. This table will highlight study details and study characteristics as these relate to the objectives of the scoping review. Full-text review will entail the first two authors to independently rate the full text articles for each eligibility criterion and study characteristics relevant to the research question using Google Sheets. Each eligible article will be charted for meeting eligibility criterion (e.g., article explicitly discusses the professions in CSD, i.e. audiology, Communication Health Assistants (CHAs), and/or SLP) by stating if the article meets a given criterion in Google Sheets.

If the first two authors disagree in their ratings, a third rater, Pamela D'Andrea Martinez, who is a colleague of the first three authors, will chart data items from the articles in the same manner using the eligibility criteria and she will make a final decision about these

articles. A visual representation of the selection process and results will be depicted in a PRISMA flow diagram (Page et al., 2020, as cited in PRISMA, 2021).

**Table 2**

*Template for Charting Articles and an Example*

Inclusion Criteria	Data
Year	2016
Author	Doe, J.
Systems of Oppression (CA Definition Pt. 1)	Colonialism
Marginalized Group (CA definition Pt. 2 other than disability)	Indigenous
Marginalized Group (CA definition Pt. 2 focusing on a specific disability or entire field)	Acquired Brain Injury
Recommendations (CA Definition Pt. 3)	Yes (Specific recommendations written in Microsoft Word or Google Document)
Discipline	SLP
Country of Focus	Canada
Article Type	Conceptual

### *Data Items*

We will seek data that relates to our research question, what CSD literature applies a critical analysis? Since our phenomenon of interest is critical analysis, data items will include all three parts of the critical analysis definition as outlined in Table 2: systems of oppression; population/marginalized group,

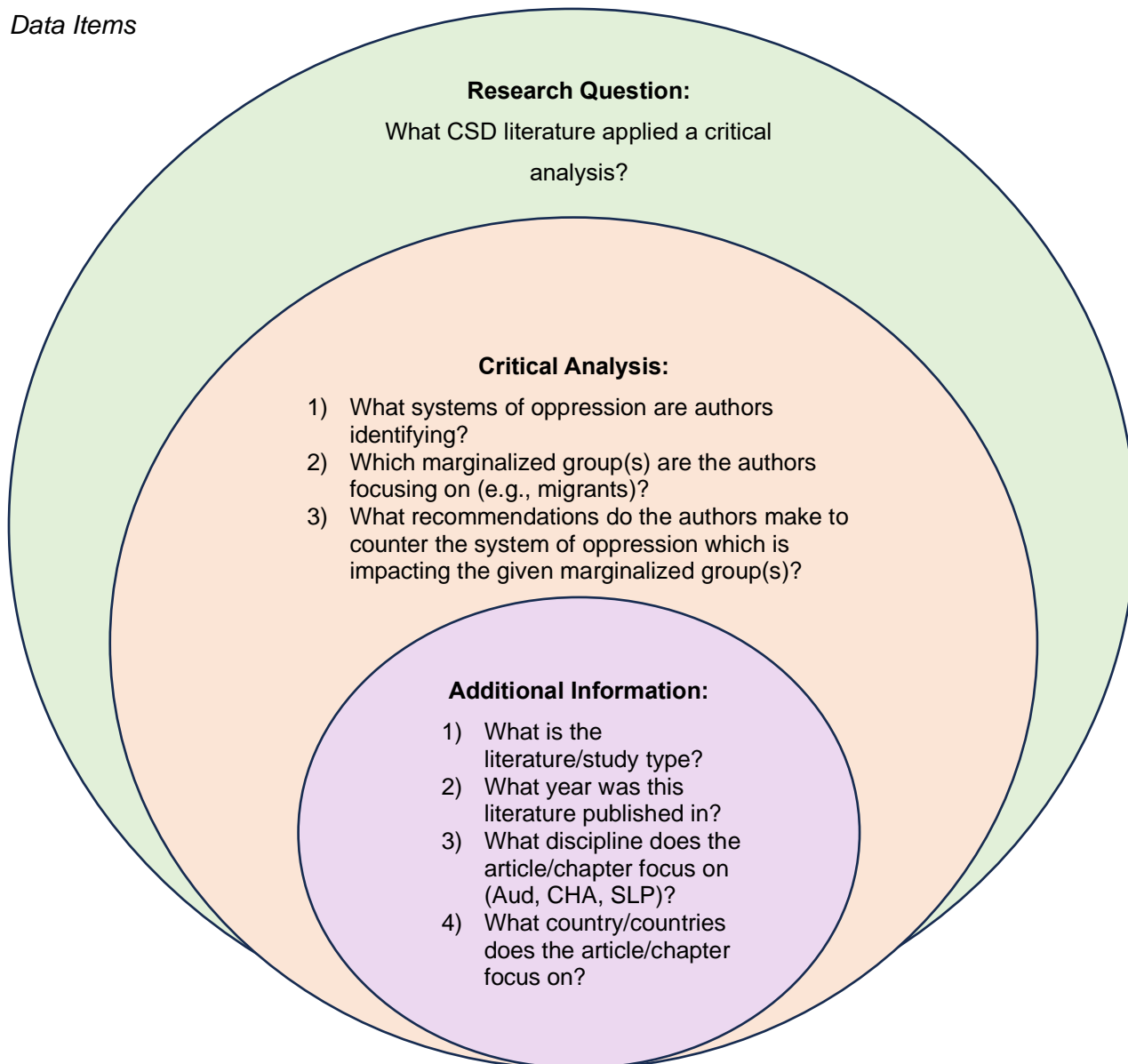


and recommendations. In tandem, we will also chart for data that contextualizes the critical analysis to comprehensively respond to our research question, what CSD literature applies a critical analysis, which then informs a critical landscape in the field of CSD? More specifically, we will specify which discipline within CSD is being focused upon in the given article (audiology, CHA, and/or speech language pathology), type of design employed in an article/edited book chapter (conceptual, mixed-methods, qualitative, quantitative, other – whereby “other” will be further specified based on the article), article’s year of

publication, and the article’s country focus. The specific recommendations will also be written with respect to the articles in by the first and second authors for the purposes of reporting on the selected articles’ recommendations. Finally, in our recognition that critical analyses may be informed by particular socio-political realities, we will also chart the country or countries of focus and year of publication of each article in addition to other information. Figure 1 illustrates our data items as these relate to our research question.

**Figure 1**

*Data Items*



## Outcomes and Prioritization

We will seek the following outcomes to respond to our research question, what CSD literature applies a critical analysis? As per Table 2, we will identify the following outcomes in the included peer-reviewed texts: study design (e.g., conceptual), discipline focus (e.g., speech-language pathology), systems/processes of oppression (e.g., colonialism), marginalized group (e.g., Indigenous Peoples), and recommendations (e.g., implementing workshops on decolonization and Indigenous solidarity).

## Synthesis of Results

Descriptive and thematic analyses will be conducted by summarizing, organizing and reporting on articles implementing a critical analysis in the CSD field. Descriptive statistics will be used to describe the nature of the included studies as per Table 2 study characteristics. A thematic analysis will be applied to understand and describe the focus and nature of the critical analysis being used in the included studies as per Table 2 study characteristics. The development of the analysis will be an iterative process, while still adhering to outlined data variables as these relate to the research question.

Overall, the results will be presented in a descriptive summary in relation to the objective and research question of the scoping review. This data synthesis will inform our understanding of the critical landscape in CSD by understanding the ways in which articles apply a critical analysis and related information such as country of focus.

The use of two reviewers (versus one reviewer) to determine full text inclusion will contribute to reliability. For example, if the first author has an implicit positive bias towards an eligible article author, then this bias can be countered by the second reviewer, assuming she does not know that author. The addition of a third reviewer for articles that the first and second reviewers disagree on furthers this decreased risk

of bias. It is purposeful that the third reviewer make the final call on article inclusion versus the first and second reviewers arguing for their case.

## Discussion

We will apply a critical analysis to examine the ways in which systems of oppression are being identified with the goal to map out a critical landscape that aims to subvert power imbalances, dismantle systemic oppression, and work towards equitable human connection (Azul & Zimman, 2022). Broadly, we aim to examine the evidence of a critical landscape in the field by: a) mapping out CSD research that implements a critical analysis of systemic oppression, power imbalances and inequity within the field, b) suggesting recommendations for socially just and equitable approaches in the field of CSD, c) identifying gaps in the literature, and d) providing recommendations for future research. To our knowledge, this is the first scoping review aimed to uncover the nature of the critical landscape in the CSD field.

## Glossary of Terms

### Capitalism

An economic system based on the private ownership of the means of production. Capitalism is typically characterized by extreme distributions of wealth and large differences between the rich and the poor. Capitalism leads to commodification whereby land, products, services, and ideas are assigned an economic value to then be sold and bought (Collins, 2009).

### Cis-heteropatriarchy

This term comprises three terms: cisgender, heterosexuality and patriarchy. Cis-heteropatriarchy constitutes a system of beliefs and practices whereby dominant society privileges

cisgender and heterosexual people, particularly cisgender heterosexual men, to justify marginalizing those who do not fully uphold the toxic masculine ideal as determined by dominant society (Miller et al., 2021). Our use of the term “toxic masculinity” does not aim to strictly critique masculinities that can manifest in a variety of ways across cultures, including that of LGBTQ+ communities. Instead, this term aims to critique a system of patriarchy and toxic masculinity which manifests in a system of power imbalances, primarily at the intersection of gender and sexuality.

### **Colonialism (see also Settler Colonialism)**

Colonialism is a dominating force and violent system that attacks the freedom, language, movement, relationships, and well-being of people who are indigenous to a given land. Colonialism inflicts continual systemic harm on Indigenous bodies, minds, emotions, and their spirit with the aim to destroy their ability to connect to their land (Simpson, 2017).

### **Domains of power**

Domains of power can refer to disciplinary, hegemonic or interpersonal domains of power. Disciplinary domain of power is a form of control that relies on surveillance and bureaucratic hierarchies. Hegemonic domain of power is a form of social organization that implements ideology to depoliticize oppressed groups' dissent. Alternatively, hegemonic domain of power can also be a social system whereby multiple social groups police one another and suppress one another's dissent. Interpersonal domain of power is discriminatory and oppressive practices in daily lives between people. They are so routine that they can typically go unnoticed or remain unidentified (Collins, 2009).

### **Dominant Discourses**

Communication, ideas and expressions that are privileged over others - they are dominant in a given discipline and/or society.

### **Exclusion**

See Marginalization.

### **Hierarchy**

Here, hierarchy refers to a hierarchy of social groups based on systemic oppression. For example, cis-heteropatriarchy operates on a presumed hierarchy that cisgender and heterosexual people are more valuable/better than/above people who are Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA).

### **Inequity**

Situation when oppressive systems privilege certain groups over other groups, which then create barriers to accessing resources and opportunities.

### **Intersectionality**

An analysis that asserts that systems and social constructions such as race, disability, class, gender, sexuality, ethnicity, nation, immigration status, and age form mutually constructing features of social organization (Collins, 2009). The intersection of marginalized social constructions may result in a unique experience of oppression that is more than simply additive or cumulative (Pothier & Devlin, 2006). This analysis is rooted in Black feminist scholarship asserting that such systems shape Black women's experiences, and in turn, are shaped by Black women (Collins, 2009).

## **Liberation Psychology**

Liberation psychology has its roots in liberation theology and global struggles for freedom from oppression between the 1950s and 1970s (Neville et al., 2021). Liberation psychology is predicated on a perspective shift from the individual to collective well-being and social justice (Neville et al.).

## **Marginalization**

The consequence of systemic oppression whereby certain groups are excluded from dominant society because other groups are privileged.

## **Power Relations**

A term that draws attention to relations as a function of systemic oppression. For example, a cisgender heterosexual white woman SLP has a privileged position in relation to a Queer Latinx service user. As such there is a power dynamic and power relation at play between these two individuals.

## **Settler Colonialism**

A concept that refers to the deliberate physical occupation of land as a method of asserting ownership over land and resources (Vowel, 2016).

## **Social construct**

A category (e.g., race) that is socially-constructed (i.e., not biological) and is used both to create and justify exclusion within economic, political, and social spheres of society (Pesco, 2014). While descriptions or categories like age are not inherently social constructions per se, ascribing more value to a given group is part of a social construction that leads to marginalization. For example, a society that values younger adults

over older adults is engaging in privileging the former group over the other, and leading to the marginalization of the latter. This example is referred to as ageism.

## **Systemic oppression**

A system of domination that deprives people of their human rights, social resources, and power (Dominelli, 2008). It is an unjust situation or reality that is embedded into the structures that surround us, including our schools, governments, legal system, social programs, and more, whereby one group denies another group access to resources of a society systematically, over a long period of time. This then leads to the latter group facing systemic barriers to resources (e.g., quality education, food, shelter, healthcare, etc). Systemic oppression may occur as a function of marginalized ability, age, ethnicity, class, gender, nation, race, and/or sexuality (Collins, 2009; Singh, 2019).

## **Systemic Racism**

Systemic racism is a system of oppression that is rooted in beliefs and the ideology that one race or group of people is superior to another based on biological characteristics (e.g., facial features, hair, and skin color). White supremacy drives systemic racism, and it designates White people as superior to people of color (Singh, 2019).

## **Transformative Change and Social Justice**

Drawing from Collins's (2009) definition of a social justice project, we use transformative change and social justice to describe an organized process and long-term effort to eliminate oppression and to empower individuals and groups in a just society.

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