

**CDS 410 • Spring 2017
(3.0 semester credit hours)
Cultural Diversity Aspects of Communication Disorders**

**Communication Disorders and Sciences
Southern Illinois University Carbondale • Rehabilitation Institute**

Course Instructor: Maria Claudia Franca, Ph.D., CCC-SLP
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Office Hours: Mondays and Wednesdays from 8:00-11:00 a.m.
 Changes will be posted them on office's door.
 Appointments are advised

Class meeting days and times: Mondays and Wednesdays from 12:00-1:15 p.m.
 Communications Building Room 1007

Required Textbook:

Roseberry-McKibbin, C. (2014). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (4th ed.). Oceanside, CA: Academic Communication Associates. ISBN-10: 1575031523 ISBN-13: 978-1575031521

Supplemental Materials:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.
- American Speech-Language-Hearing Association. (1985). *Clinical Management of Communicatively Handicapped Minority Language Populations* [Position Statement]. Available from www.asha.org/policy.
- American Speech-Language-Hearing Association [ASHA]. (2004). *Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services*. Available from www.asha.org/policy.
- Battle, E. D. (2012). *Communication disorders in multicultural and international populations* (4th ed.). St. Louis, MO: Elsevier.
- Coleman, T. (2000). Culturally appropriate assessment for children living in rural areas. *Contemporary Issues in Communication Sciences and Disorders (CICSD)*, 117-126.
- Moxley, A. (2003). What's Your Multicultural IQ? : Take This Quiz and Find Out. *The ASHA Leader*, 36, 1-3.
- Peppard, R. C., Salisbury, T. (1996). Breaking the silence. *ASHA Leader*, 38 (4), 32-36.
- Roseberry-McKibbin, C.A. (1994). Assessment and intervention for limited English proficient children with language disorders. *American Journal of Speech-Language Pathology*, 3(3), 77-88.
- Roseberry-McKibbin, C. (2001). *The source for bilingual students with language disorders*. East Moline, IL: LinguSystems, Inc.
- Westby, C., Burda, A., & Mehta, Z. (2003). Asking the right questions in the right ways. *ASHA Leader*, 8(8), 4-8.

Websites of interest

Multicultural Affairs and Resources (ASHA)
<http://www.asha.org/practice/multicultural/>
 Diversity Web – Association of American Colleges and Universities
<http://www.diversityweb.org/>

Course Objectives: Course objectives fulfill the criteria for the following American Speech Language Hearing Association (ASHA) Standards: IV.A-H & V.A. Upon completion of this course, each student will be able to:

- Identify cultural differences in communication styles of various cultural groups.
- Distinguish between communication diversity and communication disorders in culturally and linguistically diverse (CLD) populations.
- Identify cultural and linguistic variables that may impact SLP services to members of CLD groups.
- Use ethnographic interview techniques gaining relevant understanding of client's cultural and linguistic background.
- Identify potential limitations of standardized tests with CLD clients.
- Describe nonstandardized methods for nonbiased assessment.
- Demonstrate ability to evaluate, plan, modify, and implement educational program plans for serving CLD children.
- Describe treatment techniques for CLD children with speech-language disorders.
- Examine how personal attitude and belief system may affect ability to work with CLD clients.
- Understand how communication is influenced by diverse experiences related to physical, cognitive, emotional, and linguistic aspects as well as socioeconomic circumstances.

Introduction: This course is required for fulfillment of the B.S. degree in Communication Disorders and Sciences. Knowledge of cultural diversity aspects of communication disorders prepares the student for serving culturally and linguistically diverse (CLD) populations.

Expectations:

Punctuality - Class begins promptly at 12 pm, and ends promptly at 1:15 pm. It is expected that each student will arrive on time and remain for the entire class period.

Class Attendance and Participation - Class attendance and meaningful participation in the class are essential, and an indication of professional character. As per University policy, students who stop attending a class without officially dropping, will be subject to being awarded a *WF* (grade granted to a student who did not officially withdraw from class, ceased attending and failed to complete requirements for the class). For more detailed information on this policy, please see the SIUC Undergraduate Catalog.

Teaching methods:

1. The primary method of teaching will be lecture/discussion.
2. Students should bring textbook and syllabus to class each time.
3. Multimedia materials will be used in classroom.
4. Lectures will be supplemented by guest speakers and other valuable resources (e.g., articles, audiotapes, videotapes, DVDs, and internet sources).
5. Students will actively participate in their own learning by reading prior to class sessions, presenting on topics in class, engaging in interactive activities during class sessions.

Evaluation and Grading Procedures: Students taking this course for a letter grade must complete each assignment and examination as specified.

Activities:**1. Quizzes:**

There will be 2 quizzes each worth 20 points each. See course schedule.

No make-up quizzes will be administered.

2. Exams:

There will be 2 exams each worth 100 points each. See course schedule.

No make-up exams will be administered.

3. Developing cultural awareness (total of 100 points):

Groups of students will investigate a specific cultural group based on one of the cultural groups described on the textbook (African American, Asian, Middle Eastern, Native American, and Latino), Gays, Lesbians, Bisexual, & Transgender (GLBT) groups, Rural communities, and Deaf Community. This is an activity designed to increase cultural awareness.

Each group should create strategies to collect the necessary information such as using the ethnographic interview (see below), informal conversation, or time spent together. Each group will identify a resource person or group outside the group, from whom the group will collect the necessary information about the culture that the resource person or group represents.

Each group should develop and present a cultural portrait of the assigned cultural group concerning the following guidelines:

- a) customs & values/family practices (10 points)
- b) social protocols/religious traditions/recreational activities (10 points)
- c) education, vocational and professional aspects (10 points)
- d) broad perception in regard to disabilities and health issues (10 points)
- e) linguistic characteristics, including pragmatic use of language and non-verbal behaviors (10 points)
- f) implications for speech-language pathology services (10 points)
- g) ethnographic interview (40 points): each team will interview a person or group of persons representing the assigned CDL population using techniques described on the article: Asking the right questions the right way, strategies for ethnographic interviewing (Westby, Burda, & Mehta, 2003). The interview will be recorded in videotape to be exhibited in class (minimum duration: 10 minutes).

Although the students choose the members of each group themselves, they are encouraged to consider different genders, age ranges, ethnic backgrounds, and cultures. Each team of students will teach the class about the assigned cultural group characteristics, as well as about skills that SLPs should have in order to provide services to CLD populations. Students should use information provided in the textbook and other resources such as ASHA article: Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services (ASHA, 2004). Presentations may include any technology techniques as well as guest speakers, handouts, etc.

4. Self-Reflection (total of 40 points):

The purpose of this assignment is to facilitate awareness of your own cultural heritage and how your cultural background/experiences influence interpersonal processes. Keep a daily journal of your class and life experiences. Based on your journal, write a summary (minimum of 3 full pages using 12 point font with double spacing) noting ideas, experiential activities, or observations outside of

class that were particularly meaningful and what you learned about yourself as a "person of a particular culture." Students will examine own attitudes, beliefs, and biases as related to cultural knowledge and skills needed by SLPs and audiologists to provide culturally and linguistically appropriate services. Once more, refer to ASHA's article: Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services (ASHA, 2004). Follow an outline that includes (10 points each):

- a) cultural background
- b) multicultural experiences
- c) discussion of implications for delivery of culturally appropriate SLP services
- d) suggestions for future SLPs (including yourself)

4. Perfect Attendance

Class attendance and meaningful participation in the class are essential, and an indication of professional character. Chronic lateness and unpreparedness is impolite as well as evidence of lack of readiness for professional practice. Students with no absences (excluded signed letter-headed documented excuse absences) and are present during the entire class period, will earn 20 points toward the final grade. The instructor will take attendance at the beginning of each class either using a sign in sheet (available during a limited period at the beginning of each class) and/or by calling each student's name at random times. Additionally, students are encouraged to turn off cell phones during the class period. Computers and tablets should be applied solely for class purposes.

Summary of grading:

Requirement	Points	Grading
Quizzes	2 x 20 = 40	.90-1.00 = A
Exams	2 x 100 = 200	.80-.89 = B
Developing Cultural Awareness/ Ethnographic interview	100	.70-.79 = C
Self-Reflection	40	.60-.69 = D
Perfect Attendance	20	less than .60 = F
TOTAL	400	

Final Grade: Conversion to letter grade is calculated by points earned, divided by total possible points (X/400).

How to Use the Schedule of Topics: Each class date has corresponding information regarding the topic to be covered, and student work to be completed by that date. Reading assignments and study questions are to be completed in preparation for the class indicated. It is important that you read assigned work before coming to class.

CDS 410 – Tentative Course Outline

Week 1

1/16-18

- 1/16 – MLK Holiday, no class
- Introductions
- Review of syllabus/Overview of course/Introduction to text & learning materials
- Preface-Introduction

Week 2

1/-23-1/25

- Ch.1 – Learning About Cultural Diversity
- Reading: What is your multicultural IQ?

Week 3

1/27-1/1

- Ch.2 – The Impact of Religious Differences
- Reading: Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate service (ASHA)

Week 4

2/6-2/8

- Ch.3 – Anglo European Backgrounds
- Research involving multicultural populations
- **Guest speaker: Dr. Maria Ines Pegoraro-Krook- University of Sao Paulo, Brazil**

Week 5

2/13-2/15

- Ch.4 – African American Backgrounds
- Project presentation: Developing cultural awareness. Team # 1 African American Backgrounds 2/15

Week 6

2/20-2/22

- Ch.5 – Hispanic Backgrounds
- Project presentation: Developing cultural awareness. Team # 2 Hispanic Backgrounds 2/23
- **Guest speaker: Marta Ketter, CCC-SLP**

Week 7

2/27-3/1

- **Quiz 1**
- Ch.7 – Native American Backgrounds
- Project presentation: Developing cultural awareness. Team # 3 Native American Backgrounds

Week 8

3/6-3/8

- Ch.6, 8 – Asian and Pacific Island Backgrounds
- Project presentation: Developing cultural awareness. Team # 4 Asian and Pacific Island Backgrounds

Week 9

3/13 – 3/15

Spring break – No class

Week 10

3/20-3/22

- Ch.9 – Middle Eastern Backgrounds
- Project presentation: Developing cultural awareness. Team # 5 4 Middle Eastern Backgrounds
- **Exam I (Midterm)**

Week 11

3/27-3/29

- LGLBT Constituency Background
- Reading: Breaking the silence
- Project presentation: Developing cultural awareness. Team # 6 GLBT constituency group

Week 12

4/3-4/5

- Rural communities
- Reading: Culturally appropriate assessment for children living in rural areas
- Project presentation: Developing cultural awareness. Team # 7 Rural communities

Week 13

4/10-4/12

- Ch.10, 11, 12 – Assessment

Week 14

4/17-4/19

- Ch.10, 11, 12 – Assessment (cont.)
- Reading: Asking the right questions in the right ways

Week 15

4/24-4/26

- Ch.13, 14, 15 – Intervention

Week 16

5/1-5/3

- Ch.13, 14, 15 – Intervention (cont.)

- Reading: Clinical management of communicatively handicapped minority language populations
- **Quiz 2**

Finals Week

5/7-12

- **Exam II (Final): 5/8 12:30-2:30 p.m.**

Notes:

1. The instructor expects students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Catalog. Students may wish to review specifically the information in the Catalog on human subjects and the Student Conduct Code (especially regarding Acts of Academic Dishonesty).
2. If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the professor or contact the Disability Support Service Office at Woody Hall B-150 (453-5738).
3. If you need assistance with writing skills you can contact the SIUC Writing Centers. Their email address is write@siu.edu, their website address is www.siu.edu/~write
4. Emergency Procedures. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

As members of our University community, we commit ourselves to the ideals of SIUC and express our commitment through the following creed:

As a Saluki, I pledge to advance learning. I will practice personal and academic integrity. I will fulfill my responsibility as a citizen-scholar by striving to make this campus and community a better place.

Students are encouraged to examine the SIUC Student Conduct Code thoroughly at the following website: http://policies.siu.edu/_common/documents/StudentConductCode.pdf