

**CSD 627: Cultural and Linguistic Diversity in Communication Sciences and Disorders**

**Course Syllabus – Fall 2023**

**Face-to-face meetings: Room 334 Curry Building, 12:30-1:30 p.m. Mondays**

**In case we are unable to meet in person at any point in the semester, a Teams link will be provided.**

1. **Prerequisites:** Formal acceptance into the CSD M.A. program in Communication Sciences and Disorders or permission of instructor.
2. **For Whom Planned**: Speech-language pathology students in the MA program.
3. **Instructor Information:**

Sena Crutchley, M.A., CCC-SLP

AP Associate Professor

[sdcrutch@uncg.edu](mailto:sdcrutch@uncg.edu)

311 Ferguson Building

Office hours: by appointment

1. **Catalog Description:** Identification and treatment of speech and language differences in diverse populations.
2. **Course Overview:** In the United States, there is a shortage of culturally and linguistically diverse (CLD) speech-language pathologists (SLPs), and the ability to effectively serve diverse populations is impacted by this shortage. With a rapidly increasing population of people from diverse backgrounds, it is critical for SLPs to be able to deliver professional services with cultural competence, humility, sensitivity, awareness, and responsiveness. Through this course, students will learn about evidence-based practice related to meeting the needs of CLD populations across the lifespan.
3. **Student Learning Outcomes:** Upon completion of the course the student will be able to:
4. Discuss terminology related to cultural and linguistic diversity as it relates to the identification and treatment of diverse populations
5. Discuss the effects of cultural beliefs on the prevention, assessment, and intervention of communication disorders across the lifespan.
6. Evaluate the impact of cultural and linguistic variables on service delivery and compliance with recommendations.
7. Describe ways speech-language pathologists can address structural barriers, biases, beliefs, and practices that impact diverse and global populations.
8. Describe current and predicted local, state, national, and international demographics and their implications for the care of diverse populations.
9. Reflect on and describe their own cultural backgrounds to develop an understanding of their own positionality and describe how and when this may impact client/clinician interactions during SLP service delivery.
10. **Standards:**

This course addresses the following standards:

[Council for Clinical Certification in Audiology and Speech-Language Pathology](https://www.asha.org/certification/2020-slp-certification-standards/) (CFCC)

ASHA National Standards: IV-B, IV-C, IV-D, IV-E, IV-G, V-B

[Council on Academic Accreditation in Audiology and Speech-Language Pathology](https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf) (CAA)

ASHA National Standards: 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4 B, 3.1.5B

1. **Required texts:**

# *For purchase:*

# Hyter, Y.D. and Salas-Provance, M.B (2023). *Culturally Responsive Practices in Speech,* *Language, and Hearing Sciences: Second Edition*. San Diego, CA: Plural Publishing. ISBN 9781635506501 (paperback), ISBN 9781635503326 (e-book)

The first 3 chapters are available through eReserves from UNCG’s Libraries. A link to those eReserves can be found in Canvas.

* + *Available for free through UNCG’s Libraries (See link below):*

Scott, D. (2020). Cases on Communication Disorders in Culturally Diverse Populations. Hershey, PA: IGI Global

<https://uncg.on.worldcat.org/oclc/1120785371>

**Recommended text:**

Fleming Hamilton, A., Ramos-Pizzaro, J., Gonzalez, W., & Beverly Ducker, K. (2020).

Exploring Cultural Responsiveness: Guided Scenarios for Communication Sciences and Disorder (CSD) Professionals. Rockville, MD: ASHA Press.

<https://uncg.on.worldcat.org/oclc/1232088210>

Additional readings will be published in the class schedule and posted to Canvas.

1. **Email and Canvas Announcement:** Students are expected to check Canvas and email regularly to ensure that they are fully aware of all assignments, announcements and other class related information and can adapt to any changes. Failure to do so may limit the ability to complete assignments and receive full credit for class participation.
2. **Teaching Strategies:** Multiple strategies incorporating direct instruction, guest lectures, collaborative learning groups, peer teaching, discussion boards, reflection activities, and student guided problem solving.
3. **Teaching and Learning Collaboration**
   1. My responsibilities

* Some of the topics discussed in this class are sensitive in nature and may lead to feelings of discomfort. I aim to facilitate an open and honest discussion while treating every member and guest of the class with respect.
* I will use a variety of materials, strategies, and formats to make the information comprehensible.
* I will provide you with individual and team learning opportunities to allow for collaborative learning and individual growth.
* I will encourage you to take notes according to your learning style.
* In response to your comments, concerns and questions, I will be as flexible as possible if changes are necessary to facilitate learning.
  1. Your responsibilities
* In light of the sensitive nature of the topics we will discuss, I expect you to treat each other, guest lecturers, and me with respect, including upholding the confidentiality of any opinions and personal issues shared in class and on discussion boards.
* All assigned readings must be completed **before** the class in which the material will be covered. Be prepared to answer questions and share insight about the readings.
* Please don’t hesitate to ask questions if you are unsure about any of the material. I want you to be successful in this class and as a future SLP. If you’d like to chat with me privately, please make an appointment to meet with me during office hours.
* It is important as a future speech-language pathologist to maintain professionalism. You will need to utilize all the resources provided, complete assignments by their due dates, and actively participate in class. If you have any difficulties, concerns, or needs that might impact your performance, please reach out to me.

1. **Evaluation Methods**

All specific grading guidelines and other course documents will be published on Canvas and discussed on the first day of class. All assignments are expected to be completed by their due date and time. If you experience a critical emergency (e.g., serious illness) that will impact your ability to submit an assignment on time, you must notify one of your CSD instructors by phone or email prior to the submission deadline to request an extension. Failure to submit and secure an extension will result in a score of zero on the assignment/quiz. Any extensions will allow for up to 2 additional days. Every day late thereafter until turned into the instructor will result in a letter grade deduction from the final score of that assignment/quiz. In-class assignments cannot be made up.

**Course Requirements:** Total percentage possible -100

* + **Cultural Narrative:** DUE 9/25/2023 at 9:00am. 10 points (10% of grade): Students will complete a project in which they reflect on their own cultural identity and its implications for providing speech-language pathology services to clients whose cultural backgrounds and experiences may differ from their own. What are your positionalities? Are any more dominant or subordinate than others? This project can take any medium that will allow the student to best represent their cultural identity (who you are and how you came to be this person). This might include but not be limited to a written essay, a drawing, a song, a poem, a video, or a script. Even though this is due on September 25th (10 points and 10% of your grade), it will remain a living document that you will update throughout the semester as your viewpoint expands in response to new knowledge and experiences. Whatever medium you choose will need to be modifiable to allow for these updates. The updated narrative will be DUE 11/27/2023 at 9:00am (5 points and 5% of your grade). A rubric will be used to evaluate your personal narrative and end-of-semester updates.
    - In addition to the reading in your required text, this may help you get started: <https://www.itspronouncedmetrosexual.com/2012/10/individual-difference-and-group-similiarity/#sthash.AYkcpLdK.dpbs>
  + **Peer-reviewed relevant article:** 15 points (15% of grade): DUE 10/23/2023 at 9:00am.

Each student needs to post links/articles/PDF files of a peer-reviewed, current professional journal article relevant to health care/speech-language pathology in underserved and/or diverse populations. You can post articles from other disciplines (e.g., nursing, medicine, social work, psychology) as long as it relates to providing optimal services to diverse clients. Popular press and social media items are not appropriate.

Included in the post must be a brief summary of the article and your thoughts on how it may relate to your future practice. Articles can only be posted by one student, so please review what has already been posted so that you don’t duplicate someone else’s work. At the end of the class, each of you will have an excellent reference list for your future work (All SLOs).

Appropriate references must be included for articles. All references must be current, from professional sources and in the most recent APA style. Your best sources are peer-reviewed journal articles and professional websites from communication disorders, public health, nursing, medicine, sociology, social work, second language learning, education or medicine. If you have any questions about whether or not a reference is appropriate, please ask me. I will be happy to let you know if it works!

* + **Ethnographic Interview project:** DUE 11/20/2023 at 9:00am. 15 points (15% of grade): Students will complete a mock interview incorporating ethnographic interviewing principles. This project will be completed in (a) teams of 2 students with each student administering an interview and while the other represents the client and (b) 1 team of 3 students (each student will administer an interview while the other 2 represent other members of the team). The interview will be based on information gathered from a case study from ***Cases on Communication Disorders in Culturally Diverse Populations***. Teams can choose any case other than chapters 9, 14, or 15. Once all of the cases have been selected, remaining teams can select from all of those cases again. No case may be used more than twice.

Student teams will work together to create an appropriate ethnographic interview protocol based on information gathered about your selected case. In the protocol, include what you already know, what you suspect, and what you want to know about the client in order to best serve them. You will not submit the protocol, as you are developing it to simply guide you through the interview process. Student teams will video record themselves presenting a detailed description of the case followed by a recording of each team member (clinician) administering an ethnographic interview to the other team member (client), and then the roles will switch so the former clinician will be the client and the former client will be the clinician. The new clinician will administer an ethnographic interview with the new client answering questions differently.

* + **Discussion Boards:** 15 points (15% of grade). Throughout the semester, students will participate in discussions on Canvas that involve answering questions and contributing insight to topics and scenarios related to cultural and linguistic diversity. You will not be able to review the responses of others until you submit your comment. If there is a situation in which you do not feel safe commenting, you will need to share your comment privately with me so as to receive personal feedback and/or support. There are no right or wrong opinions/answers. The assignment simply provides an opportunity for you to think about these topics. Please refer to syllabus dates for when they will be posted.
  + **Quizzes:** 40 points (40% of grade): Your comprehension of material addressed in this course will be evaluated with quizzes throughout the semester. Refer to syllabus dates for when they will be posted.
  + **Grading Scale:** Final grades will be based on the percentage of points that a student earns relative to the total number of points (100) possible. The grading scale for assigning letter grades is:

A 94-100%

A- 90-93%

B+ 87-89%

B 84-86%

B- 80-83%

C+ 77-79%

C 74-76%

C- 70-73%

F below 70%

Based on ASHA CFCC 2020 Standards, graduate students must earn a final grade of B- or better in this course. Earning a final grade of a B- or better indicates mastery of the course content.

For academic and clinical coursework, course instructors will assign a letter grade to each student using a 4-point scale. Successful completion of the MA program requires that students maintain a cumulative graduate GPA of 3.0 or higher. If a student earns a grade lower than a B- for any of the courses required for graduation OR earns a grade of “A” or “B” but the course instructor believes that key competencies have not been mastered (as outlined in the course syllabus) a one-time individual ACADEMIC OR CLINICAL REMEDIATION PLAN will be activated in accordance with the Academic Remediation Policy and/or the Clinical Remediation Policy outlined in the graduate student handbook. Satisfactory completion of these requirements will ensure that students meet competencies but will not change the student’s grade in the course.

Student Learning Outcomes (SLO) Assessment:

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| **SLO** | **Standards** | **How Competency Assessed** |
| 1. Discuss terminology related to cultural and linguistic diversity as it relates to the identification and treatment of diverse populations | **ASHA-CFCC (Standards IV-B & IV-C); CAA *3.1.2B*** | Quizzes, Discussion Board, Ethnographic Interview |
| 1. Discuss the effects of cultural beliefs on the prevention, assessment, and intervention of communication disorders across the lifespan. | **ASHA-CFCC (Standard V-B); CAA *3.1.1B*** | Discussion Board, Ethnographic Interview, Cultural Narrative |
| 1. Evaluate the impact of cultural and linguistic variables on service delivery and compliance with recommendations. | **ASHA-CFCC (Standards IV-C & IV-D); CAA *3.1.3B*** | Quizzes, Discussion Board, Ethnographic Interview, Peer Reviewed Article |
| 1. Describe ways speech-language pathologists can address structural barriers, biases, beliefs, and practices that impact diverse and global populations. | **ASHA-CFCC (Standard IV-D); *3.1.3B*** | Quizzes, Ethnographic Interview, Peer Reviewed Article |
| 1. Describe current and predicted local, state, national, and international demographics and their implications for the care of diverse populations. | **ASHA-CFCC (Standard IV-D and IV-G); CAA 3.1.1 B and 3.1.5** | Quizzes, Discussion Board, Ethnographic Interview, Peer Reviewed Article |
| 1. Reflect on and describe their own cultural backgrounds to develop an understanding of their own positionality and describe how and when this may impact client/clinician interactions during SLP service delivery. | **ASHA-CFCC (Standard V-B); CAA 3.1.5B** | Ethnographic Interview, Cultural Narrative |

* **Course Calendar/Outline**: See attached
* **Response to emails:** I am happy to answer any student emails regarding class procedures or content. However, I will only answer them during business hours, Monday- Friday, 8:00 a.m. -5:00 p.m. I will check several times per day. I will not respond to emails at night or on weekends.
* **Inclusivity and Respect: CSD Department Non-Discrimination Policy -** The Department of Communication Sciences and Disorders and the UNCG Speech and Hearing Center are committed to providing an environment that is inclusive and free from any form of harassment or discrimination. The Department and the Speech and Hearing Center comply with applicable Federal civil rights laws. We do not tolerate Discrimination or Harassment against students, patients, caregivers, faculty or staff on the basis of sex (sexual orientation, gender identity, gender expression), race, color, religion, national origin, language, age, physical or mental condition, domestic partner status, genetic information, or protected veteran status in employment, in admissions, educational programs, professional services and/or related activities.

We will not tolerate any actions that could undermine learning, workplace safety, or patient care. In addition, we will not tolerate any action that results in undue stress, emotional trauma, or harm in any way. Such conduct violates our values and undermines success in education, employment and patient care. Failure to abide by this policy may subject the violator to disciplinary action up to and including dismissal.

Any student, faculty/staff member, patient or caregiver who feels that they have experienced harassment or discrimination, should complete this Discrimination and Harassment Complaint Form [Discrimination and Harrassment Complaint Form.](https://hhs.uncg.edu/csd/wp-content/uploads/sites/1009/2020/11/CSD-Discrimination-Harassment-Complaint-Form-Final1.pdf)

Students who wish to report harassment or discrimination are encouraged to contact the CSD Department Head as well as the Office of Student Affairs, in compliance with university policy. https://sa.uncg.edu/student-grievance-and-appeals-policies-and-procedures/

<https://policy.uncg.edu/university-policies/discriminatory_conduct/>

I strongly support this non-discrimination policy and will not tolerate disrespect, discrimination or harassment in this or any other class.All students are free to express their opinions and beliefs without fear of harassment or discrimination in or out of class. Violation of this UNCG policy in any form may result in dismissal from this class.

* **Academic Integrity Policy:** Each student is required to read the UNCG Academic Integrity Policy on the web page, <https://osrr.uncg.edu/academic-integrity/> and the Student Code of Conduct policy at <https://sa.uncg.edu/handbook/student-code-of-conduct/>. Each student will affirm that they have complied with those policies with a signature on all major work submitted for the course. In addition, sending any document electronically or posting to a Discussion Board implies compliance with the Academic Integrity Policy. Failure to adhere to this policy will result in lowering of the course grade or expulsion from the class.

Any sharing and/or reproduction of any course materials (e.g., lecture slides, quizzes, assignments, handouts) violates the Digital Millennium Copyright Act of 1998, is considered plagiarism, and would result in disciplinary action. All of these materials have copyright protection as the intellectual property of the course instructors. Prior written permission by the course instructor must be secured prior to any potential sharing and/or reproduction of course materials. Students may request written permission from the course instructor to audio record course content if needed to facilitate learning and for personal use only.

The use of AI to generate any part of your assignments for this course constitutes a violation of the University’s policy on plagiarism, because it represents thoughts or ideas of another as your own.

* **Attendance Policy and Late Work:** Although no attendance will be taken, students are expected to attend all classes. If you have any special needs regarding absences, please speak with me before the first class. Late work will not be accepted unless prior arrangement has been made with the instructor regarding a legitimate and documentable medical or personal emergency.
* **Learning differences/disabilities:** For students with documented physical or learning differences and/or disabilities, appropriate arrangements will be made for completion of all class and assessment experiences. However, documentation of these differences and/or disabilities must be made available to the instructor prior to the first assessment experience or upon acquisition of documentation if received after the first assessment. Information regarding disabilities and/or differences will be kept confidential. If you are unsure whether or not you need special accommodation, please contact the [UNCG Office of Accessibility Resources & Services](https://oars.uncg.edu/) at 336-334-5440 or by email at [oars@uncg.edu](mailto:oars@uncg.edu).
* **Pronoun usage:** Pronouns are words that are used to identify a person instead of their name. One’s pronouns are personal and might or might not appear to be congruent with the person’s gender expression. Some have stereotypically feminine (e.g., she/her/hers) or masculine (e.g., he/him/his) pronouns. However, some have gender-neutral or nonbinary pronouns. The most common gender-neutral or nonbinary pronouns are they/them/theirs, used in the singular to refer to an individual in a way that isn’t gendered. Please let me know what your pronouns are so that I can refer to you as you wish.
* **UNCG Resources:** There are great resources for cultural enrichment and programming located on campus. You may want to check out the websites of the following:
  + The Center for New North Carolinians <http://cnnc.uncg.edu/>
  + Coalition for Diverse Language Communities <http://cdlc.uncg.edu/>
  + International Programs Center <http://www.uncg.edu/ipg/>
  + The Office of Intercultural Engagement <https://intercultural.uncg.edu>
  + Intercultural Resource Center <https://intercultural.uncg.edu/intercultural-resource-center>
* **Health and Wellness:** UNC Greensboro’s [Student Health Services](https://shs.uncg.edu/) offers a wide range of services for any student experiencing physical or mental illness or needing support for general wellness. If you are experiencing any health or wellness related barriers to your success as a student, please seek out care/support.
* **COVID-19 Statement:** As we return for Fall 2023, please uphold UNCG’s culture of care to limit the spread of covid-19 and other airborne illnesses. These actions include, but are not limited to:
* Engaging in proper hand-washing hygiene.
* Self-monitoring for symptoms of COVID-19.
* Staying home when ill.
* Complying with directions from health care providers or public health officials to isolate if ill
* Completing a [self-report](https://go.uncg.edu/selfreport) when experiencing COVID-19 symptoms or testing positive for COVID-19
* Following the CDC's [exposure guidelines](https://www.cdc.gov/coronavirus/2019-ncov/your-health/if-you-were-exposed.html) when exposed to someone who has tested positive for covid-19
* Staying informed about the University's policies and announcements via the [COVID-19](https://covid.uncg.edu/) website.
* **Contra Power Statement:** As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG’s school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

• UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874

• Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or mechappe@uncg.edu

• University Police (reporting agent): 336.334.4444 For more information on UNCG’s policies regarding harassment, visit UNCG Sexual Harassment Policy

***Adapted with permission from Dr. RaMonda Horton and Dr. Virginia Hinton.***