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| **Course Instructor** | RaMonda Horton, PhD., CCC-SLP-ASHA Fellow  Ferguson 338  r\_horton@uncg.edu |
| **Class Location & Time** | Asynchronous Online |
| **Office Hours** | Via Zoom by appointment using the following link: |

**Catalog Course Description**

Identification and treatment of speech and language differences in diverse populations.

**Course Overview**

This course will instruct the student on evidence-based practices for meeting the needs of culturally and linguistically diverse populations across the lifespan. It is imperative for speech language pathology professionals to be better equipped with the appropriate knowledge and practices to competently engage in service delivery. This course will focus on developing cultural competence through facilitating knowledge related to cultural diversity; providing opportunities for the development of cultural sensitivity, awareness, humility and understanding of bias; cultural responsiveness in assessment and intervention practices for educational and healthcare settings.

**Pedagogical Methods and Student Learning**

Instructor will present content via:

* Mini lectures
* Supportive materials and resources posted on CANVAS
* Video and other media

Student learning experiences will include:

* Quizzes
* Discussion boards
* Reflection Activities
* Reviewing examples of culturally responsive assessment reports, and treatment plans
* Team Projects

**Required Course Texts and Readings**

* Hyter, Y, & Salas-Provance, M.B. (2019).  *Culturally Responsive Practices in Speech, Language, and Hearing Sciences*.  Plural Publishing, San Diego. (Available through UNC-G Libraries)
* Required Readings outlined in syllabus and posted to CANVAS

**CANVAS & Email Announcements:**

In addition to the specific assigned readings from the course texts, each student is expected to ***check both CANVAS and his/her/their email every day for announcements for this course***. Each student is required to have an active**@uncg.edu** email account that she/he checks regularly during the workweek. Students are responsible foradapting to any announcements concerning course and schedule changes, including changes in due dates,examinations, etc.

**Student Learning Outcomes and Objectives of this Course**

Students will:

1. Discuss terminology related to cultural and linguistic diversity as it relates to the identification and treatment of diverse populations.
2. Discuss the effects of cultural beliefs on the prevention, assessment, and intervention of communication disorders across the lifespan.
3. Evaluate the impact of cultural and linguistic variables on service delivery and compliance with recommendations.
4. Describe ways speech-language pathologists can address structural barriers, biases, beliefs, and practices that impact diverse populations.
5. Describe current and predicted local, state, national, and international demographics and their implications for the care of diverse and global populations.
6. 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.

**Standards:**This course address the following national and state standards:

[Council for Clinical Certification in Audiology and Speech-Language Pathology](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.asha.org%2Fcertification%2F2020-slp-certification-standards%2F&data=05%7C01%7CRHORTON8%40depaul.edu%7C1d67a3164a3c4eb7712408db1fc96a98%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638138722185024764%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2Bq62yEuqEwUCfeB4kw6%2F0Qtgxb1Wj31rS188ICSoRZQ%3D&reserved=0) (CFCC)

[Council on Academic Accreditation in Audiology and Speech-Language Pathology](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcaa.asha.org%2Fsiteassets%2Ffiles%2Faccreditation-standards-for-graduate-programs.pdf&data=05%7C01%7CRHORTON8%40depaul.edu%7C1d67a3164a3c4eb7712408db1fc96a98%7C750d3a3f1f464da28a647605e75ea2f9%7C0%7C0%7C638138722185024764%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=tcXziRuoGKsYvOD1fEYP6QFkv213ZpYjHQB9E0parhU%3D&reserved=0) (CAA)

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| **Course Title** | **National Standards - ASHA** | |
|  | **CFCC** | **CAA** |

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| **CSD 627 Cultural and Linguistic Diversity in Communication Sciences and Disorders** | IV-D, IV-E, IV-G, V-B | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4 B, 3.1.5B |

**\*DEI Statement:** This course includes student learning outcomes, content, and assessments to addresses multicultural education and/or multilingualism as required by 2023 CAA Standards.

**Course Assessments: 100 points total**

**Cultural Narrative**: 10 points (10% of grade).

**Ethnographic Assessment Case Study:**  15 points (15% of grade).

**Discussion Boards:** 15 points (15% of grade).

**Quizzes**: 60 points (60% of grade):

**Graduate courses grading requirements**

Graduate students must earn a B- or better in this course in order to meet the ASHA CFCC Standards indicated below. Summative and formative assessment are conducted through academic course methods such as papers, projects, and quizzes. A final course grade of B- or better reflects a student’s mastery of theoretical knowledge and concepts.

If there is inadequate (C+ or lower) performance on a formative assessment pieceof this course (e.g., quiz, assignment, project, paper, case study) during the quarter, the instructor may require the student to perform additional work during the semester to obtain the required Standards.

Satisfactory completion of these requirements will ensure that students meet competencies but will not change the student’s grade in the course. If intervention is not completed satisfactorily, the student will not pass the course. If a student earns a C+ or lower in any graduate level course, the student is placed on academic probation.

A student placed on academic probation is expected to undergo mandatory intervention and an intervention plan will be developed at this time. Intervention plans for academic courses will be developed with the student and coordinated by the didactic course instructor in collaboration with the Program Director and faculty advisor. Student concerns and desired learning outcomes at the academic level will be addressed through the intervention plan. Intervention plans will be shared with the Online Externship Coordinator as appropriate.

**Final Grade Computation:** Numeric-letter grade equivalent.

Final grade assignments will be based on the final percentage out of 100 points:

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| **Grade** | **Final Percentage** | **Grade** | **Final Percentage** |
| **A** | 100-95% | **C+** | 79.75-78% |
| **A-** | 94.75-90% | **C** | 77.75-75% |
| **B+** | 89.75-88.75% | **C-** | 75.75-70% |
| **B** | 88.5-85% | **D+** | 67-69% |
| **B-** | 84.75-80% | **D** | 60-66% |
|  |  | **F** | Below 60 |

**Knowledge & Skills Competencies & Standards**

The objectives for this course address ASHA Knowledge and Skills Acquisition standards for individuals who seek a Certificate of Clinical Competence in the area of speech-language pathology. See the standards noted above for each course objective.

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| **Assessment of SLOs** | Discussion Boards | **Quizzes** | Ethnographic Assessment  Case Study | Cultural Narrative | Peer Reviewed Article |
| * SLO 1: Discuss terminology related to cultural and linguistic diversity as it relates to the identification and treatment of diverse populations   **ASHA-CFCC (Standard IV-B); CAA *3.1.2B*.** | \* | \* | \* |  |  |
| * SLO 2: 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* .** | \* |  | \* | \* |  |
| * .SLO 3: Evaluate the impact of cultural and linguistic variables on service delivery and compliance with recommendations.   **ASHA-CFCC  (Standard IV-D); CAA *3.1.3B*  .** | \* | \* | \* |  |  |
| * SLO 4: Describe ways speech-language pathologists can address structural barriers, biases, beliefs, and practices that impact diverse populations.     **ASHA-CFCC  (Standard IV-D); *3.1.3B*** |  | \* | \* | \* | \* |
| * SLO 5: Describe current and predicted local, state, national, and international demographics and their implications for the care of diverse and global populations.   **ASHA-CFCC  (Standard IV-D and IV-G); CAA 3.1.1 B and 3.1.5** | \* | \* | \* |  |  |
| * SLO 6: 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.** |  |  | \* | \* |  |

**Course Outline**

**CSD 627**

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| **Week/Dates** | **Topic** |
| Week 1  August 15th-19th | Syllabus  Introduction to the Course and Key Concepts |
| Week 2  August 20-26th | Overview of Dimensions of Culture, Frameworks, and  Sociohistorical Context of CSD |
| Week 3  August 27th-Sept 2nd | Power: Implicit Bias and Microaggressions |
| Week 4  September 3rd-Sept 9th | Privilege, and Oppression Racism |
| Week 5  September 10th | Acculturation, Immigration |
| Week 6  September 17th | Social Class, Poverty, and Deficit Narratives |
| Week 7  September 24th | Culture and Language |
| Week 8  October 1st | Disability, and Ableism |
| Week 9  October 8th | LGBTQIA  Intersectionality |
| Week 10  October 15th | Racial Inequity in Healthcare |
| Week 11  October 22nd | Building Ethnographic Skills |
| Week 12  October 29th | Working with Interpreters |
| Week 13  November 5th | Culturally Responsive Assessment |
| Week 14  November 12th | SLP Intervention |
| Week 15  November 19th | Thanksgiving Week |
| Week 16  November 26th- December 1st | Culturally Responsive Research |
| Finals Week  Dec 4-7th | Final Project |