

CSD 4600: Diverse Populations with Communication Needs
Fall 2018
Tuesdays and Thursdays, 9:10-10:30
BEHS Room 116
3 credits

Instructor: Robert Kraemer Ph.D., CCC-SLP
Office Hours: By appt.

Office: BEHS 1205
Email: robert.kraemer@hsc.utah.edu

Prerequisites: None

Texts:

Required: Roseberry-Mckibbin, C. (2017). Multicultural students with special language needs: Practical Strategies for Assessment and Intervention (5th Ed.). Oceanside, CA: Academic Communication Associates.

Course Description: This course examines the unequal treatment experienced by culturally and linguistically diverse populations (CLD) with communication disorders due to developmental and acquired speech sound disorders, language and literacy impairments, dysfluencies, and voice disorders. Students will gain a deeper understanding of the concept of health and educational disparities in CLD populations and learn how to eliminate barriers to care for CLD individuals. The course critically examines factors that support systematic bias working against CLD individuals in gaining access to care. Students will also learn about the history of health-related and communication practices in CLD populations and the impact that beliefs, culture, social, and ethnic systems have on the treatment of communication disorders. Students will participate in a community engaged learning project that will help them to reflect and integrate key concepts from the course as well as address community needs.

Student Learning Outcomes: At the end of this course, students will be able to:

- Analyze how cultural and linguistic variables affects speech-language pathology services to members of specific CLD groups.
- Identify cross-cultural differences in communication styles of various cultural groups.
- Contrast communication differences and communication disorders in CLD populations.
- Explain the impact of systematic bias on many CLD populations in terms of access to and quality of care/treatment.
- Propose strategies for eliminating barriers leading to health and education disparities.

Content Overview: Communication disorders affect individuals regardless of ethnicity and age. Infants, deaf at birth, to adults with language loss due to stroke, are two examples of the how communication can be adversely affected. Students in health- and education-related fields must be trained on how to work with CLD individuals and families. Students will be introduced to the best-practices in working with CLD individuals with communication disorders by participating in the course activities and interviewing a CLD individual (and/or family member) with a communication disorder. By participating in a community engaged learning (CEL) project students will gain a basic, but broad foundation for thinking about how to incorporate best-practices into their own professional disciplines, work, and social life.

Teaching and Learning Methods

This course will be taught via a combination of directed reading, class discussion, community engaged learning, small group activities, videos, and student presentations.

Assignments:

Community Engaged Learning (CEL) Project: The community engaged learning project will provide students with the opportunity to observe and apply the theories from the class to the “real world.” For the CEL project, we will be collaborating with several local organizations.

Students will engage in direct service at the U, a school, or clinic. Direct service will consist of tutoring/mentoring individuals with communication disorders and/or special needs. Many of the placements offer the opportunity for students to work in language components of literacy (i.e. phonemic awareness, phonological awareness, phonics, comprehension, etc.). Students may learn how to use and implement a computer-based literacy program called *Imagine Learning* and/or provide small group Response to Intervention (RtI) literacy instruction. There may also be opportunities for students to work teaching English as a Second language (ESL) to adults enrolled in evening courses. Finally, there may be opportunities for students to work with the U Fit program (<https://health.utah.edu/health-kinesiology-recreation/kinesiology/u-fit/>).

Students will meet with their community partner within the first two to three weeks of class to develop a weekly schedule and determine the nature and scope of their contribution to the project. The grade for CEL will be based on completion of the minimum 20 hours. Students are expected to turn in a time log of the number of hours contributed to the CEL project by the end of the semester. **75 points.**

Reflection paper: Students will turn in a 2 - 3 page typed, double-spaced *reflection* paper regarding what you learned from your CEL experience. You will share your CEL activities and how these activities impacted both the recipients of your engagement and you. **Reflection paper due November 29th. 75 points.**

Final Presentation: As a final project, students will prepare a 20 minute presentation. The presentation should bridge course content (readings, discussions) and your CEL experiences as related to your plans to effect change within your own disciplines, work practices, and life. Include images that illustrate what you have learned and how you could use this learning to influence your work practices or disciplinary perspectives. **50 points.**

Course Policies:

Late Assignment Policy: Assignments turned in late are penalized one letter grade for each day beyond the due date. Any special considerations requiring make-up examinations must be approved by the instructor prior to the scheduled date (at least 2 weeks' notice preferred). Students must provide a serious and compelling reason for the inability to take an exam on the scheduled date.

Grading:

Mid-term exam:	100 points
Final exam:	100 points
Final presentation:	50 points
Reflection paper	75 points
Community engaged learning project	75 points
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Total points	400 points

Grading Criteria: Grades will be determined based on the percentage of total points earned.

A	376-400	94-100%	C+	312-323	78-80.9
A-	364-375	91-93.9	C	300-311	75-77.9
B+	352-363	88-90.9	C-	288-299	72-74.9
B	340-351	85-87.9	D	276-287	69-71.9
B-	324-339	81-84.9	F	<276	<68.9%

Course Schedule:

Date	Topics, Readings	Assignments
8/21 and 8/23	Introductions, course review, and discuss CEL project requirements. Race - The Illusion of Power video.	Review syllabus and course expectations.
8/28 and 8/30	Ch. 1: Ritter - <u>Introduction to Multicultural Health</u> . Ch. 2: Ritter: Cross-Cultural Concepts of Health and Illness	Guest speaker: Cassie Stephens from UFit.
9/4 and 9/6	Ch. 10: Roseberry-Mckibbin. <u>Bilingualism and Second Language Learning</u> Ch. 3: Roseberry-Mckibbin. <u>Families from Anglo-European backgrounds</u> .	Guest speaker: Megan Richards from CEL
9/11 and 9/13	Ch. 4: Roseberry-Mckibbin. <u>Families from African-American backgrounds</u> .	
9/18 and 9/20	Ch. 5: Roseberry-Mckibbin. <u>Families from Hispanic backgrounds</u> .	
9/25 And 9/27	CEL Day – No Class Mid-Term Exam	Mid-Term Exam
10/02 and 10/04	Ch. 6: - Roseberry-Mckibbin. <u>Families from Asians backgrounds</u> .	
10/09 and 10/11	No Class - Fall Break.	
10/16 10/18	Ch. 7: Roseberry-Mckibbin. <u>Families from Native-American backgrounds</u> .	
10/23 and 10/25	Ch. 8: Roseberry-Mckibbin. <u>Families from Pacific Island backgrounds</u> .	
10/30 and 11/01	Ch. 9: Roseberry-Mckibbin. <u>Families from Middle Eastern backgrounds</u>	
11/06 and 11/08	Ch. 12. Ritter: Non-Ethic Cultures	

11/13 and 11/15	Presentations No class – ASHA.	
11/20 and 11/22	No Class – Thanksgiving Break.	
11/27 and 11/29	Final Presentations	Reflection paper due.
12/04 and 12/06	Final Presentations Final Presentations	

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS): <http://disability.utah.edu/> 162 Olpin Union Building; (801)-581-5020). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDS.
2. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
3. ***The Code of Student Rights and Responsibilities.*** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.
4. ***Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.
5. ***Drop/Withdrawal.*** The last day to drop classes is August 25th; the last day to withdraw from this class is September 15th. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.
6. ***Veterans Center.*** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

7. **LGBT Resource Center.** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.
8. **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.
9. **Clinic Observations:** All SPHS majors in the Department of Communication Sciences and Disorders are required to complete 25 hours of clinical observation prior to graduation. This course does not include clinical observations in its requirements, but some CSD courses do. Students may also complete additional observation hours independently. However, students will only be allowed to schedule and attend observations after they have fulfilled the three following requirements: (1) Complete HIPAA training (as evidenced by passing the HIPAA quiz with at least 80% accuracy), (2) Sign the ASHA Pledge of Confidentiality, and (3) Attest to their compliance with the Media Security Policy (see below). Instructions on how to complete these requirements is provided to enrolled students each semester via email by the Department's Academic Coordinator. Any questions should be directed to them at 801-585-0427
10. **Department Media Security Policy:** All employees and students in the Department of Communication Sciences and Disorders are subject to mandatory compliance requirements for encryption and/or security of mobile devices (e.g. cell phones, laptop computers, tablets, etc.) that are used for University purposes (business, therapy, education). 100% compliance is required by a Federal mandate. The potential ramifications of noncompliance are severe and could be debilitating. For assistance with this encryption, contact the Campus Help Desk at University Information Technologies (IT) at 801-581-4000.