

CSD6410: Cross-Cultural Competence using Interpreters

Summer 2018

9:00-12:00 Tuesdays June 5th, June 12th, June 19th, June 26th, July 3rd, and July 10th

2 Credits

Clinic Classroom

417 Wakara Way

Instructor: Robert Kraemer Ph.D., CCC-SLP **Email:** robert.kraemer@hsc.utah.edu

Office hours: BEHS room 1205 - By appointment.

Prerequisites: None

Recommended Materials:

Roseberry-Mckibbin, C. (2018). Multicultural students with special language needs: Practical Strategies for Assessment and Intervention (5th Ed.). Oceanside, CA: Academic Communication Associates.

Langdon, H. & Saenz, T. (2016). Working with Interpreters and Translators. Plural Publishing.

Course Description: Modeled after successful programs in medical education, this course will contain both didactic and hands on instruction. The instruction will include lecture, guest presentations, small group activities, and hands-on training. Course content will address working with families with varying cultural beliefs and practices, how these beliefs and practices relate to health and medical disparities, and best practices using professional interpreters.

Course Content: To target the development of clinical skills when working with patients with limited English skills, students will engage in hands-on, instructor-led, role-playing scenarios to provide guided practice in how to interview patients using interpreters. The training scenarios will consist of a trio of students taking turns acting as an SLP, patient/caregiver, and interpreter.

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

- Analyze the impact of cultural and linguistic variables on speech-language pathology services to members of specific cultural groups.
- Describe various methods used in interpreting and which methods are most appropriate based on the characteristics of the patient or group.
- Identify how both verbal and nonverbal patterns of communication affect the interpretation process.
- Identify the multiple functions of interpreters including message converter, message clarifier, cultural clarifier, and patient advocate.
- Analyze and critically evaluate the effectiveness of interpreters in achieving the goals of an assigned interpretation task.
- Describe the central principles of the Interpreter Code of Ethics.

Teaching and Learning Methods; This course includes a combination of lecture, workshops, discussion, hands-on activities, and training videos.

Course Policies: Late Assignment Policy: Interpreter practicum must be completed as assigned. Failure to complete the assignment will result in a grade of "I." Any special considerations requiring a make-up of the practicum must be approved by the instructor at least 2 weeks in advance. Students must provide a serious and compelling reason for the inability to participate in the practicum on the scheduled date.

Assignments: (100 points):

Quizzes 50 points - There will be two online quizzes - each worth 25 points. **Must be taken prior July 10th.**

Interpreter practicum: 50 points.

Grading Criteria: Grades will be determined based on the percentage of total points earned. A total of 100 points are possible. Grades will be determined based on a percentage of total points earned.

A	100-92	A-	91-90		
B+	89-87	B	86-82	B-	81-80
C+	79-77	C	76-72	C-	71-70
D+	69-67	D	66-62	D-	61-60
E	59 and below				

Date: Topic Source

June 5th Review Syllabus.
Race – The Illusion of Power Video (60 minutes).
Working with Anglo-American Families Chapter 3 - Roseberry-McKibbin

June 12th Working with African-American Families Chapter 4 - Roseberry-McKibbin
Working with Hispanic-American Families Chapter 5 - Roseberry-McKibbin
Working with Asian-American Families Chapter 6 - Roseberry-McKibbin

June 19th Working with Native-American Families Chapter 7 - Roseberry-McKibbin
Working with Pacific Islander Families Chapter 8 - Roseberry-McKibbin
Working with Middle Eastern Families Chapter 9 - Roseberry-McKibbin

June 26th Working with Interpreters Chapter 4: Langdon and Saenz.
Three Important Steps: Briefing, Interaction, Chapter 5: Langdon and Saenz
and Debriefing.
CSD Interpreting training video.

In-Class small group activity: Students will take turns role-playing as an interpreter, patient, and SLP. The SLP will interview an LEP patient/parent (student) with the use of an interpreter (student).

July 3rd Guest lecture: Medical school interpreter services. Jafet Quezada
Interpreting and Translating in audiology Dr. Naidu.

In-Class small group activity: Students will take turns role-playing as an interpreter, patient, and SLP. The SLP will interview an LEP patient/parent (student) with the use of an interpreter (student).

July 10th Interpreter practicum: Each student will interview an LEP patient/parent (an individual who has been trained to “act” as a parent or spouse of an individual with a communication disorder) using a professional interpreter. Students will gain feedback from the interpreter.
Quiz 1 and 2 must be taken prior end of today.

University Policies

- 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.

11. **Remediation:** The Council for Clinical Certification (CFCC)/ASHA <https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> outline “standards for clinical certification.” These standards describe *Knowledge and Skills Outcomes* that must be demonstrated/achieved and verified by graduate programs as part of the process of obtaining Certification of Clinical Competence (CCC). Opportunities to acquire the requisite Knowledge and Skills Standards outcomes occur both in coursework and clinic practica. These knowledge and skills are not a test, per se, but a record that a particular knowledge or skill has been acquired by each graduate student. If acquisition is not achieved through course activities or clinical assessment(s) the student must participate in a remediation activity deemed appropriate by the course instructor. Successful remediation of Knowledge and Skills outcome does not result in a grade change, it simply allows us to document you have met the requirements to become an ASHA certified SLP. You can find the Remediation Policy in the CSD Handbook.

Audiology Standards: www.asha.org/Certification/2012-Audiology-Certification-Standards/