Multicultural Issues in Communication Disorders

SLHS 405
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>2</td>
</tr>
<tr>
<td>Your Instructor</td>
<td>2</td>
</tr>
<tr>
<td>Expectations</td>
<td>3</td>
</tr>
<tr>
<td>Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Assignments &amp; Grading</td>
<td>5</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>6</td>
</tr>
<tr>
<td>Social Stuff</td>
<td>7</td>
</tr>
<tr>
<td>Competencies</td>
<td>8</td>
</tr>
<tr>
<td>Course Policies</td>
<td>9</td>
</tr>
</tbody>
</table>
What's this course about?

This course is designed to help you understand cultural and linguistic differences and the sociocultural factors that shape them in order to prepare you to interact with a diverse client population. Among other topics, we will discuss how our own cultural lens shapes our interactions and how systems of power reinforce cultural and linguistic marginalization. We will learn how cultural beliefs and expectations impact health behaviors, service delivery, and compliance with recommendations. We will also learn about culturally responsive forms of assessment and intervention, and how to effectively work with interpreters.

Your Instructor

Name

pronouns

Email

Individual meetings
Mondays 4:00-5:00
Thursdays 2:00-3:00

Sign up:
URL

Instructional Student Assistant

Name

pronouns

Course format: Fully online
Prerequisites: SLHS 304
What I expect of you

Complete the weekly readings and assignments

Keep an open mind and a position of humility and respect when considering practices and norms from different cultures

Reflect on your own experiences, assumptions, stereotypes, and cultural lens and how this shapes your point of view

Collaborate effectively with your project teammates

Demonstrate respectfulness and professionalism in all your interactions

What you can expect from me

Support your learning and development through reflections, activities, and discussion questions

E-mail responses within 48 hours (not including weekends)

Feedback on project components within one week of submission

Creation of an equitable online environment in which all students are respected and able to learn

Demonstrate respectfulness and professionalism in all my interactions
ASSIGNMENTS

REFLECTIONS
Short, written responses to discussion prompts, ~100-200 words (half a page). Spelling and grammar will not be graded, but the response should be coherent.

25% of grade

BOOK CLUB
Four meetings with your reading group (45-60 minutes each). Successfully fulfill your assigned role for each meeting.

20% of grade

FINAL PROJECT
Interview someone from a different cultural background than your own. Write up a summary of the interview. Prepare a group presentation.

Annotated bibliography - 5%
Article summaries - 10%
Interview paper - 20%
Presentation - 20%

GRADING
The final grade will be composed of written reflections, book club meetings, and the four components of the final project, as well as any extra credit you choose to complete. Up to four reflections can be missed without penalty. No late penalties will be applied, but try to stay on top of deadlines.

A 94-100%
A- 90-93%
B+ 87-89%
B 84-86%
B- 80-83%
C+ 77-79%
C 74-76%
C- 70-73%
D+ 67-69%
D 60-66%
F 0-59%
EXTRA CREDIT

Find a popular or academic article about multiculturalism in the U.S.

Write a one-paragraph summary of the article and one paragraph describing how it applies to the field of Communication Disorders. Attach the article or include a URL.

SUBMIT UP TO 5!

Each submission will be worth up to 1% added to your final grade.
Accessibility Services

Accessibility Services provides academic accommodations and support services to address the individual needs of students with differing abilities, permanent disabilities, or temporary disabling conditions. Students with documented disabilities and functional limitations are eligible for services designed to provide equivalent access to all educational general campus and classroom programs and activities. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. Students with disabilities needing accommodations should speak with Accessibility Services (www.csueastbay.edu/accessibility/).

Inclusive Learning Community

All students are expected to demonstrate respect, compassion, and understanding while engaging in the learning process. Support and encourage each other through this process. Students of all backgrounds should feel comfortable in the classroom and in online interactions in order for successful learning to take place. Please speak to me if you experience any harassment, belittlement, or hostility by other students in class.

Inter-professional teamwork

Speech-Language Pathologists require inter-professional collaboration and teamwork. Collaborative learning approaches help to develop these skills by teaching students to be flexible, communicate effectively, listen actively, manage time and effort, and work together to solve complex problems.

Academic Integrity

Effective learning in this class will benefit from both individual and collaborative work. You are encouraged to study and work together on any of the course assignments. However, you must complete and submit your own work, written by you. Plagiarism of someone else’s work is not tolerated.

Students are required to uphold the standards of academic integrity described in the catalog at http://www.csueastbay.edu/aps/academic-policies/academic-dishonesty.html.

Class Materials

Sharing of course materials is prohibited. No materials used in this class, including, but not limited to, lecture recordings, slides, handouts, activities, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Violation of this policy by a student could lead to Student Misconduct proceedings.