

Spring  
2021

# Multicultural Issues in Communication Disorders

SLHS  
405





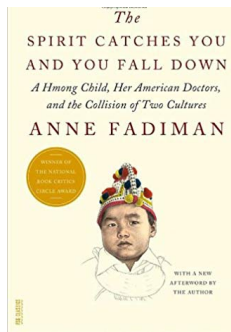
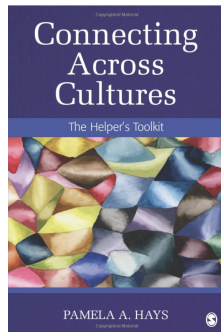
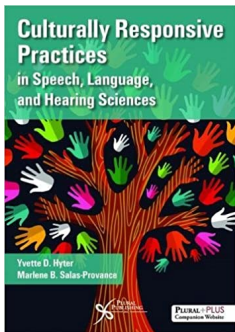
## T A B L E O F C O N T E N T S

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## 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.



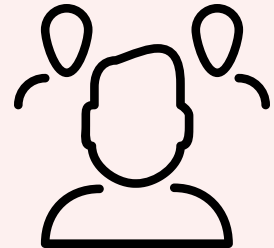
## Your Instructor



Eve Higby, PhD  
she/her/hers  
[eve.higby@csueastbay.edu](mailto:eve.higby@csueastbay.edu)

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

Sign up:  
[calendly.com/eve-higby](https://calendly.com/eve-higby)



## Instructional Student Assistant

Ogechi Okeke  
she/her/hers

Course format: Fully online  
Prerequisites: SLHS 304

# EXPECTATIONS



## What I expect of you

Complete the weekly readings and assignments

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

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

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Collaborate effectively with your project teammates

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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

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

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Feedback on project components within one week of submission

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

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Demonstrate respectfulness and professionalism in all my interactions



# SCHEDULE

**1** H&SP ch. 1

**2** H&SP ch. 2  
Hays ch. 1

**3** Hays ch. 2-3

**4** H&SP ch. 3  
Fadiman ch. 1-5

**5** H&SP ch. 4  
Hays ch. 4

**6** H&SP ch. 5  
Fadiman ch. 6-10

**7** H&SP ch. 6  
Hays ch. 5

**8** H&SP ch. 7  
Fadiman ch. 11-15

**9** H&SP ch. 8  
Hays ch. 6

**10** H&SP ch. 9  
Fadiman ch. 16-19

**11** H&SP ch. 10  
Hays ch. 7

**12** H&SP ch. 11  
Hays ch. 8

**13** H&SP ch. 12

**14** Hays ch. 9

**15** Hays ch. 10



# A S S I G N M E N T S



## REFLECTIONS

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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

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

20% of grade



## FINAL PROJECT

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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%

# G R A D I N G

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





## 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.

# S O C I A L S T U F F



## SLACK Space

Use this space to  
share your  
reflections,  
connect with your  
project group,  
and stay in touch  
with your  
classmates.

[csuebslhs405.slack.com](https://csuebslhs405.slack.com)



Consider the values, preferences, communication styles, and needs of individuals from various cultural backgrounds.

ASHA IV-B, IV-C, IV-E  
CTC Standard 2, 4, 5  
ILO 1, 2, 3, 4, 6  
PLO 1, 2, 3, 4, 5, 6, 7

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Engage in continuous self-reflection to scrutinize your own internalized biases and to recognize the cultural lens you bring to any interaction.

ASHA IV-B, IV-C, IV-E  
CTC Standard 4, 5  
ILO 1, 2, 3, 4, 6  
PLO 1, 2, 3, 4, 5, 6, 7

Describe the dimensions of diversity and the unique combination of cultural variables that constitute an individual's culture.

ASHA IV-B, IV-C, IV-E  
CTC Standard 2, 4, 5  
ILO 1, 2, 3, 4, 6  
PLO 1, 2, 3, 4, 5, 6, 7

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Identify the challenges of standardized assessments and the linguistic and cultural considerations required to select appropriate assessments.

ASHA IV-B, IV-D  
CTC Standard 4, 5  
ILO 1, 2, 3, 4, 6  
PLO 1, 2, 3, 4, 5, 6, 7



# Learning Objectives & Competencies

### 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/](http://www.csueastbay.edu/accessibility/)).

### 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 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>.

### 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.

### 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.