**Topics in Service Delivery for Bilingual Populations** (1 credit)
Fall 2017

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**Location and Time:** This course meets weekly on Wednesdays from 4-5:45pm in SLHS 409.

**Description of Course**

This course provides students with a training in best practice methods in service delivery to individuals from culturally and linguistically diverse backgrounds. Students will participate in a variety of activities that facilitate exploration of one's own culture and its impact on service delivery and how to investigate cultural and linguistic resources to provide appropriate service to individuals with communication needs. This course is required for the graduate Bilingual Certificate Program in the Department of Speech, Language, and Hearing Sciences.

**Course Prerequisites or Co-requisites**

Available only to students pursuing the Bilingual Certificate Program

**Course Objectives and Expected Learning Outcomes**

Students can find the ASHA scope of Bilingual Service Delivery guidelines at
**http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935225&section=Key_Issues**

**Upon completion of this course, students will:**

1. Understand cultural and linguistic factors that impact audiological assessment and fittings and describe potential considerations or modifications required to provide best practice services;
2. Demonstrate comprehension of speech/language assessment and treatment practices for clients/students from cultural, linguistically, socioeconomic backgrounds;
3. Select and interpret culturally and linguistically appropriate assessment materials, tools, and methods;
4. Administer and interpret standardized self-report measures of communication difficulties and of psychosocial and behavioral adjustment;
5. Apply intervention strategies for treatment of communication disorders in the speech/language/mode of communication most appropriate for the needs of the individual.

**Required Texts**

There are no required texts for this course.

**Online Resources**

Course D2L Website

Lectures and additional readings will be posted on D2L.  It is your responsibility to check the course site regularly for announcements and resources and to be sure your email address is up-to-date in the university system.

**Course Format and Teaching Methods**

This course will be taught with a mixed methods format; students will be required to complete activities across four out of five concentrations: Educational Forums, Volunteerism, Language, Research, and Culture.

| Activity | Description |
|---|---|
| Regular Class Meeting Times (30 hours) | Weekly in-class instructional sessions over the course of the will focus on clinical skill development that is specific to working with diverse populations.<br><br>Examples of forum topics:<br>• Transcription of a variety of languages<br>• Refugee focus: Trauma, team approach, sociocultural challenges, referrals, resources<br>• Training on how to work effectively with interpreters and cultural brokers; accessing resources in local school districts and hospitals; training from actual interpreters<br>• Panel discussions: bilingual SLPs and AuDs, monolingual SLPs and AuDs working with bilingual populations, bilingualism with adults, bilingualism with pediatrics<br>• The language of ableism in our field; cultural competence with individuals with disabilities |
| Volunteer (out-of-class assignment) | Students will engage in volunteer activities with organizations that reflect the need and context of their community. The purpose of this requirement is raise awareness of the demographic makeup of the greater Tucson area. Volunteer activities are defined as serving culturally, linguistically, or any type of diverse populations.<br><br>Examples (no overlap allowed for participation in activities that satisfy course requirements for other classes):<br>• Volunteering as a translator with Dr. Dean and the Arizona Sonora Borders (ARSOBO) project based in Nogales Sonora Mexico.<br>• Volunteer with non-profit organizations who serve refugee populations, homeless, low-income family, adult literacy groups, etc. |
| Language (out-of-class assignment) | The language component is directed towards any students who are interested in improving their linguistic skills in a second language. The intent can be to build basic conversational skills in order to interact with clients informally to refining advanced languages skills in order to provide bilingual services to clients.<br><br>Examples include:<br>• Participate in a language exchange group "Tucson Language Swap"<br>• Researching a language other than English and describe typical development and language features<br>• Create clinic resources in a language other than English<br>• Attend the SLHS Spanish Conversational Group |
| Research (out-of-class assignment) | Students will be familiar with the history and current state of bilingual service delivery, current assessment and treatment methods with bilingual and non-English speaking clients, and best practice methods. Students will understand the components of cultural competency.<br><br>• Read an approved article on health disparities, cultural competency, bilingualism, etc. and write a summary on article findings<br>• Summary papers must be 2 pages in length, address background, methods, results, and clinical applications of findings. |
| Culture (out-of-class assignment) | Students will actively engage in events within their community and reflect on their experience to build self-awareness and take steps in the process of developing cultural |

| | competency. |
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| | • Write a 2-3 page paper describing cultural competency and how you plan on implementing it during your CF/internship year. |
| | • Identify a culture where gender norms are different from your own. Research this culture, identify clinical approaches to working with this population, and write a 3-page paper on how you could circumvent conflict in a clinical setting. |
| | • Identify a non-mainstream population and identify community resources and cultural brokers |
| | • Watch a film/documentary posted on D2L and write a 3-page reflection paper |
| | • Write a 3 page paper on a non-mainstream culture and the health disparities it experiences (supported by evidence) |
| | • Attend a local cultural event, such as the Refugee Potluck, and write a 3-page paper on your experience |

**Grading**

Participation in activities will occur across at least 3 "out of class" categories. Out-of-class activities will be assigned points in hourly fashion (i.e., volunteering, participation in language conversation groups, etc.): 1 hour = 10 points. The point level for 3-page write-ups and community research compilations is 20 points each. Additional activities approved by the course instructors will be assigned point values on a case-by-case basis. Your final project will be worth 20 points. **Students can earn a maximum of 150 points overall, and 130 points from activities outside of class, during the course of the semester.** Activities can be completed at any time throughout the semester. <u>All activities must be completed by the last official day of class for fall semester.</u>

<u>Final Project</u>: Students are required to submit a final take-home project in the D2L Dropbox by **Thursday, December 14 at 6pm.** The final project will consist of a home program plan for a language other than English (of the students' choosing). Students must identify a disorder (i.e., late talker, school-age language, articulation/phonology, Aphasia, TBI), therapy objectives for that client, and evidence-based approaches for families and caregivers to use outside the therapy setting (2-5 pages). Supporting evidence for the chosen approaches must be submitted with the final project (a minimum of 2 supporting studies is required). The instructors will compile these resources and disseminate copies to the entire class in early January; therefore, it would be helpful if students choose a variety of ages and language backgrounds to work on. The goal of this project is to provide students with handouts for families, training plans for caregivers, and a framework for how to generalize therapy objectives to the home environment.

A standard grading scale will be used: as follows: (90-100% = A) (80-89.9% = B) (70-79.9% = C) (60-69.9% = D) (0-60% = F). **Grades will not be rounded up. There will be no re-grading.**

Examples of possible grades based on points earned:

150/150 points = 100% (A)
120/150 points = 80% (B)
105/150 points = 70% (C)
90/150 points = 60% (D)
89 points or lower/150 = 59 - 0% (F)

**Absence and Class Participation Policy**

Attendance at each lecture is required. You are a student pursuing a professional degree whose responsibility it is to serve the public. Attendance at each class so that you are able to serve the public effectively is ethical behavior. This class size allows me to regularly observe who is present on a regular basis and who is not. If you encounter extenuating circumstances that prevent you from attending class on a regular basis, please contact me to make reasonable

accommodations.  Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences and insufficient hours for completion of the course.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at
http://catalog.arizona.edu/policy/class-attendanceparticipation-and-administrative-drop

**Religious Observances**
All holidays or special events recognized by organized religions will be honored for those students who show affiliation with that particular religion.  If the class schedule conflicts with a religious observance, a student must make a written request for a reasonable accommodation *by the end of the second week of the course*. This can be done via email.

The UA policy regarding absences for any sincerely held religious belief, observance or practice
will be accommodated where reasonable: http://policy.arizona.edu/humanresources/religiousaccommodation-policy.

Absences preapproved by the UA Dean of Students (or dean's designee) will be honored. See
http://policy.arizona.edu/employmenthuman-resources/attendance.

**Tardiness**
"Better late than never" should not be the operative proverb that justifies coming to class late and entering the classroom after the instructor has begun the class lecture or the group has started discussions. Although at some social gatherings, it may be permitted to be "socially late," most rules of behavior applicable to professional situations (e.g., medical appointments, job interviews, etc.) consider tardiness as unacceptable behavior.  In a very short period of time, you will be professionals in the field, so think of your behavior in your university classes as practice.

**Professional Behavior**
Standard professional email structure for professors is as follows:

Dear Dr. Fabiano-Smith,

I am a student in your SLHS 597 class. I would like to request an appointment with you to
discuss XX. I am not able to attend your standing office hours, but here are some days and times
 that work for me: XXXXXX.

Thank You,
[Student's Name]

Communication between professor and student must be professional. Setting up an appointment to discuss issues with grades and/or course requirements should be the first step in resolving an issue so that interaction can take place face-to-face. I do not engage in back-and-forth interactions via email.  Any student behavior that is interpreted by the professor as bullying will be reported immediately to the Dean of Students.

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See
http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

**UA Nondiscrimination and Anti-Harassment Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-antiharassment-policy

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

**Notification of Objectionable Materials**
This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

**Laptop Use**
Those of you who would like to use a laptop to take notes during class must sit in a designated laptop area (this area will be indicated on the first day of class).  Those who use a laptop during class are expected to exhibit professional conduct. Specifically, it is prohibited to surf the web, check Facebook, shop, or to engage in any other online activity unrelated to course content.  If I have to ask the class more than once to respect this classroom policy, I will forbid the use of laptops in class.

**\*\*Please place cell phones and mobile devices on silent or vibrate at all times. Text-messaging during class is not allowed.\*\*  Students who text message, Snapchat, Instagram, or engage in any other form of mobile communication during class will be asked to leave.**

**Incomplete Grade Policy**
Incomplete grades will be given ONLY in special circumstances as outlined in the university's policy. See: http://catalog.arizona.edu/2006-07/policies/grade.html

**Academic Integrity**
All students are expected to know and abide by the Code of Academic Integrity. Conduct prohibited by the Code consists of all forms of academic dishonesty, including, but not limited to: cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Code of Conduct, failure to observe rules of academic integrity established by the faculty member for a particular course; and attempting to commit any act prohibited by the Code. A violation of the Code may result in a report of the incident being sent to the Dean of Students and a copy of that report being filed in the student's departmental records. The complete Code of Academic Integrity can be found at http://catalog.arizona.edu/policies/974/acacode.htm.

All students are expected to know and abide by the *Code of Academic Integrity*. All credit will be forfeited for any academic work completed for this class that violates the code.

Students are expected to maintain the highest standards of honesty in their university work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

*Cheating* is defined as giving or obtaining information by improper means in meeting any academic requirements. The use for academic credit of the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.

*Forgery* is defined as the alteration of university forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee.

*Plagiarism* is the representation, <u>intentional or unintentional</u>, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting (Please use the American Psychological Association's (APA) most recent guidelines when referencing). When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, therefore, is a violation of the property of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own. If students have any questions about what constitutes plagiarism, it is their responsibility to clarify the matter by conferring with the instructor. Faculty members must report in writing cases of cheating, plagiarism or forgery to their department chair and their academic dean.

Students are expected and required to adhere to the UA Code of Academic Integrity as articulated in the following location: http://dos.web.arizona.edu/uapolicies/cai1.html.  Refer also to the university's policies about plagiarism: http://dos.web.arizona.edu/uapolicies/cai1.html (see 'prohibited conduct').

## Statement of Copyrighted Materials
Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor and guest lecturers to the students, whether in class or online, are original materials and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University's Intellectual Property Policy (available at http://www.ott.arizona.edu/uploads/ip_policy.pdf). Violations of the instructor's copyright may result in course sanctions and violate the Code of Academic Integrity.

## Accessibility and Accommodations
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

## Academic Policies and Procedures
It is the responsibility of each student to ascertain current information that pertains to the individual's program, particularly with regard to satisfaction of degree requirements, through frequent reference to the Schedule of Classes and by consultation with the student's advisor, the student's major department, the office of the student's Dean, and other offices as appropriate (such as Records and Registration, Advising, Financial Aid, etc.).

It is also the responsibility of each student to be aware of applicable deadlines and procedures.  Note that ignorance of these is not a basis for a waiver of existing regulations.  Please refer to the academic calendar, the student advising handbook and the undergraduate catalog for pertinent information.

## Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course

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materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

**Arizona Board of Regents' Student Code of Conduct 5-308  (This is not required on a syllabus??)**
1. Under Arizona law, the Arizona Board of Regents is responsible for the control and supervision of the state universities and their properties and activities. The Board is authorized to enact ordinances for the governance of the universities and the maintenance of public order upon all property under its jurisdiction. The Board has promulgated this Student Code of Conduct in order to meet its responsibilities under Arizona law. Enforcement of this Student Code of Conduct is subject to applicable law, including constitutional protections for speech, association and the press.

2. The Presidents are authorized to enforce the Student Code of Conduct.

3. Actions under the Student Code of Conduct are administrative and not criminal in nature. Therefore, a student can be found responsible under the Student Code of Conduct even if the underlying conduct would not also constitute a criminal offense, and even if a prosecutor has determined not to prosecute as a criminal matter or the student has been found not guilty in a criminal proceeding.

4. For purposes of interpreting words and phrases not otherwise defined in the Student Code of Conduct, every day and common usages and understanding shall apply, and external sources may be consulted for guidance.

5. Violators may be accountable to both civil and criminal authorities and to the university for acts of misconduct that constitute violations of the Student Code of Conduct. At the discretion of university officials, disciplinary action at the university may proceed before, during, or after other proceedings. Sanctions may be imposed for acts of misconduct that occur on university property or at any university-sponsored activity. As further prescribed in these rules, off-campus conduct may also be subject to discipline. With respect to student organizations, and their members, university jurisdiction extends to premises used or controlled by the organizations on or off campus.

**Confidentiality of Student Records**

http://www.registrar.arizona.edu/ferpa/default.htm

**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

**Scheduled Topics/Activities**
**A tentative course outline is indicated on the following page.**  Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

**Regular Class Meeting Times**

| Date | Topic |
| --- | --- |
| August 23 | Introduction and Syllabus Overview of Bilingual Service Delivery and Ethics in SLP and AuD |
| August 30 | Health/Educational Disparities and Misdiagnosis of Speech and Language Disorders |
| September 6 | Health Disparities and Hearing Loss Guest Lecture by James Dean, AuD, UA SLHS |
| September 13 | Multiculturalism in AuD: Panel Guest lectures by Cheryl Leaper, M.S., CCC-A and Cyndi Drye, M.S., CCC-SLP, Teacher of the Deaf |

| September 20 | Refugee Focus: Refugee Focus: Navigating the Asylum System/Determining Refugee Status. Guest Lecture by Maria Khawam, UA SLHS |
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| September 27 | Refugee Focus: Sociocultural considerations and cultural competence. Guest Lecture by Manal Sabri, M.S., CCC-SLP, bilingual Arabic-English-speaking SLP, Jenny's Speech and Learning Clinic |
| October 4 | Refugee Focus: Trauma. Guest Lecture by Noshene Ranjbar, M.D., UA Dept. of Psychiatry |
| October 11 | Refugee Focus: Commonly Spoken Languages of Refugee Populations |
| October 18 | Use of Interpreters in Clinical Practice. Guest lecture by Maria Avila, certified interpreter and Javeria Ahmad, UA SLHS |
| October 25 | Language Attrition and English-Only Policy |
| November 1 | Spanish Technical Vocabulary. Guest lecture by Lea Cuzner, M.S., CCC-SLP, Wings on Words and Ivonne Aguirre-Hernández, M.S., CCC-SLP, TUSD |
| November 8 (ASHA) | No Class: Phonetic transcription outside of class |
| November 15 | Panel Discussion: Community Health Workers and Promoting Hearing Health. Guest Lectures by Nicole Marrone, PhD and Laura Coco, AuD, UA SLHS |
| November 22 | No Class: Phonetic transcription outside of class |
| November 29 | Eliminating implicit bias in assessment and treatment. Guest lecture by Chelsea Privette, M.Ed., CF, UA SLHS |
| December 6 | Monolingual SLPs working with bilingual populations. Guest lecture by Laura Gracy, M.S., CCC-SLP, TUSD |
| Finals Week | Final Project Due |

| **Student Learning Outcomes and Corresponding Portfolio Documentation: Graduate Students** | | | | | |
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| Program Outcome | ASHA Standard | Class Assignment | Portfolio Evidence | Evaluation Criteria | Remediation Method |
| Processes used in research and the integration of research principles into evidence-based clinical practice | IV-C Disorders & Differences, receptive and expressive language: etiology, characteristics – linguistic, cognitive, and social aspects of language disorders & differences particularly as relevant to dialect differences | Exams, Final Project | Graded exams and project | Overall Grade of B- or better (80-100%) | Redo exam questions in written format and/or resubmit final project one time for a grade equivalent of 80% OR personal interview with the instructor demonstrating in-depth understanding |
| Delivery of services to culturally and linguistically diverse p/opulations | IV-C Disorders & Differences, and expressive language: linguistic characteristics including dialect differences | Exams, Final Project | Graded exams and project | Overall Grade of B- or better | Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80% |
| Prevention, evaluation, and intervention of communication disorders and swallowing disorders | IV-D Prevention of receptive and expressive language, linguistic, cognitive, and social aspects | Exams, Final Project | Graded exams and project | Overall Grade of B- or better | Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80% OR personal interview with the instructor demonstrating in-depth understanding |

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| Formal and informal assessment of speech sound disorders; treatment approaches and procedures | IV-D Assessment of receptive and expressive language, linguistic, cognitive, and social aspects. | Exams, Final Project | Graded exams and project | Overall grade of B- or better | Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80% |
| Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior | IV-E Knowledge of standards of ethical conduct. | Exams, Final Project | Graded exams and project | Overall grade of B- or better | Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80% |
| Application of the principles of evidence-based practice | IV-F Knowledge of processes used in research and the integration of research principles into evidence-based clinical practice. | Exams, Final Project | Graded exams and project | Overall grade of B- or better | Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80% |
| Self-evaluation of effectiveness of practice | IV-G Knowledge of contemporary professional issues. | Exams, Final Project | Graded exams and project | Overall grade of B- or better | Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80% |
| Oral and written or other forms of communication | IV-B Skill in oral and written or other forms of communication sufficient for entry into professional practice | Exams, Final Project | Final project | Overall grade of B- or better | Redo exam questions in written format or resubmit final project 1 time for a grade equivalent of 80% |

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