

Textbooks

1. Battle, Dolores. Communication Disorders in Multicultural Populations. Third Edition. Butterworth-Heinemann. 2002.
2. Goldstein, Brian. Cultural and Linguistic Diversity Guide for Speech-Language Pathologists. Singular Publishing. 2000.

Course Objectives

1. To introduce you to the ethnic, cultural and linguistic characteristics of different groups of people residing in the United States.
2. To examine issues of diversity and how assessment and treatment decisions are impacted by various characteristics of culture.
3. To introduce you to different assessment and treatment options with their various advantages and disadvantages.
4. To provide you with a framework for evaluating linguistically and culturally diverse individuals with different types of communication disorders.
5. To provide you with knowledge about ethnographic and participant observations as important clinical tools.
6. To teach you a model of cultural language acquisition so that you will have a guide for assessment and intervention with culturally diverse individuals.

These objectives meet the standards III B and III D in the Knowledge and Skills Acquisition For Certification in Speech-Language Pathology.

As a means of achieving these objectives, comments, questions and class discussions are strongly encouraged.

Course Outline and Assigned Readings

Week of January 16: Introduction to course requirements and discussion of theoretical perspectives of linguistic and cultural diversity.

Week of January 23: Two films will be shown in class. *Skin Deep and A Time to Kill*.

Week of January 30: Continuation of theoretical perspectives and the concept of culture, culture shock and cultural awareness.

Readings: Chapter One in Text. Part I-Prerequisites to Delivery of Services to Those from Other Cultures: Debating the Differences. Topics in Language Disorders, 1994. . Three Aspects of Cultural Influence on Communication: A Literature Review. Communication Disorders Quarterly. Vol. 25, Nov. 3. Spring, 2004.

For the next four weeks, Lynita Yarbrough will be teaching a section of the class. During these four weeks, class will meet on Tuesday nights at 7:00 P.M.

February 7: *Becoming a culturally competent SLP*. We will review our code of ethics as it related to services provided to culturally and linguistically diverse populations. The Knowledge and Skills Document regarding the treatment of this group released by ASHA in 2004 will be examined. Further, the document presented to TSHA by its Culturally and Linguistically Diverse Task Force regarding bilingualism will be presented. What is a bilingual SLP? The Hispanic culture will be studied including current figures and the wide range of diversity within the group. Bilingualism will be defined. Readings will be assigned in addition to *Disabilities as Viewed by Four Generations of One Hispanic Family*. AJSLP. Vol. 11, #2. May 2002 and Chapters 6 & 7 in the Text.

February 14: *What Does Being Bilingual Mean*. The various types of bilinguals will be studied as well as the influence of Spanish on English articulation and grammar. We will sort through the question: Difference or disorder? The role of interpreters in speech/language pathology will be addressed. Readings will be assigned in addition to *Collaborating with Interpreters and Translators*. Langdon & Chang. Thinking Publications, 2002. Chapters 1-4.

February 21: *Assessment and treatment of bilingual individuals*. How do we do this? We will review the various assessment options and discuss appropriate delivery models. The notion of “culturally appropriate materials” will be discussed. And what about articulation? Readings will be assigned.

February 28: *Bilingualism and education*. What are the different educational placements for bilingual children? What happens to bilingual children in the public schools? What happens when these students are referred for speech/language services? Our guest speak, Gina Glover MS, CCC-SLP, will help us to answer these and many more questions. **Test!**

Week of March 6: Comparisons of Anglo-Europeans and Native Americans. Readings. Chapter 5 in Text. Indirect Language Assessment Tool for

English-Speaking Cherokee Indian Children. *Journal of American Indian Education*. Fall, 1998. Two People: An American Indian Narrative of Bicultural Identity. *Parent Voices: American Indian Relationships with Schools*. Both of these articles can be found in the *Journal of American Indian Education*. Vol. 36, Fall, 1996. What we don't know can hurt them. *White Teachers, Indian Children*. Bobby Ann Starnes. *Phi Delta Kappan*. Jan. 2006, Vol. 87, 5, 384-392.

Week of March 12. **Spring Break**

Week of March 19. Families with African-American Roots. Readings: Chapter 2 in Text. A Language Screening Protocol for use with Young African American Children in Urban Settings. *AJSLP*. Vol. 13. Nov 2004. Performance of Elementary Grade African American Students on the Gray Oral Reading Tests. *LSHSS*, Vol. 35, April 2004. African American Mothers' Views of their Infants' Language Development and Language-Learning Environment. *AJSLP*. Vol. 9, May 2002.

Week of March 26: Families with Asian Roots. Readings: Chapter Three in Text. Counseling Asian American Adults with Speech, Language and Swallowing Disorders; Contemporary Issues in CSD (*CICSD*), Vol. 289, Spring, 2002. Understanding the Vietnamese American Community: Implications for Training Educational Personnel. *Proving Services to Children with Disabilities*. *CDQ*. Vol. 23, Fall, 2001. **Examination Two**.

Week of April 2: Families with Middle Eastern Roots. Readings. Chapter Four in Text. Cultural Differences in Beliefs and Practices Concerning Talk with Children. *JSHLR*. Vol. 45, October 2002.

Week of April 9: The Culture of Poverty. Children Living in Rural Areas. *CICSD*. Vol. 27, Fall, 2000.

Week of April 16: Assessment of Culturally diverse Individuals with Possible Communication Disorders. Chapter Thirteen in Text. Culturally Valid Testing: A Proactive Approach. Test Interpretation and Sociolinguistic Differences and Application of Nonstandard Assessment Procedures to Diverse Linguistic Populations. All three of these articles can be found in *Topics in Language Disorders*, 1994. Alternative assessment of Language and Literacy in Culturally and Linguistically Diverse Populations. Laing and Kamhi. *LSHSS*, Vol. 34, 44-55 (2003). Nonbiased assessment of English language learners. A Tutorial: *Communication Disorders Quarterly*. Vol. 26, 3. Spring, 2005.

Week of April 23 and May 1: Treatment Considerations: Readings: Chapters 8,9, 10 and 14 in Text. Learning to do Science: Influences of Culture and Language. *Communication Disorders Quarterly*. Vol. 21, Fall,

1999. Intervention Strategies: A Multicultural Approach. Culture and Education and the Instruction of Language Learning-Disabled Students. Both of these articles can be found in Topics in Language Disorders, 1994.

Review and preparation for the third examination, which will take place during exam week.

Grades

Each examination will count 25% of your grade. You will also be writing one research paper. The paper will count 15% of your grade. The paper may be written on any one of a number of topics relevant to the class, but I must approve your topic. The paper will be written using APA guidelines and needs to be a minimum of 2500 words. The final 10% of our grade will be determined by class participation. Throughout the course, there will be many opportunities to participate in class discussions. Both the quantity and quality of our participation will be considered. Your grade will be determined by dividing the total number of points that you have accumulated by the total number of points possible. That number will be converted to a percentage score, which will then convert to a letter grade.

Outside readings

All three examinations will contain specific questions from the outside readings. Therefore, it is recommended that you keep up with the readings so that you may ask questions in class if you are confused about a specific topic or point. Class lectures are meant to supplement your knowledge base, so outside readings and book chapters will only be addressed in class in a supplementary fashion. It is best to come to class having read all the assignments for each section. This enriches the class discussion and makes each class a better learning experience for all of us. If you choose to divide up the readings among members of the class, I have no objection. But, please remain aware that some students may do a more thorough job than other students. Ultimately, you are responsible for getting the correct and complete information. Because of a paucity of text material appropriate for this class, you have a large number of outside readings. It will be important to read the assignments in a timely fashion so that you are not overwhelmed the week before each test.

Office Hours

Although I will not post official office hours, I will be available for meetings on a regular basis. Tuesdays and Thursdays are my assigned teaching days so I will be on campus on those days. Anytime my office door is open, you may feel free to stop by and chat. It is always best, however, to make an appointment if you need to meet with me. That way, you can be

assured of a specific meeting time. Also, please remember that I will be undergoing six weeks of radiation at the beginning of the semester, so my availability may be somewhat limited during that time. However, I'm typically prompt at returning emails so that is always a good way to contact me.

Miscellaneous Issues

If you are ill when an examination is scheduled, call and leave a message indicating that you will not present for the exam. Only a University excused absence or doctor's note will be accepted. Without such prior notice, students will not be allowed to make up the examination. Failure to abide by this will result in a zero grade for that examination.

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. If you require accommodations for a disability, please contact the **Coordinator for Students with Disabilities in the Center for Academic Services, located in Sadler Hall 11**. Further information can be obtained from the Center for Academic Services, TCU Box 297720, Fort Worth, TX 76129 or at 817 257-7486.

Adequate time must be allowed for accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodation. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Academic misconduct will not be tolerated in any form. If you are caught violating the Academic Conduct Policy, as stated in the University Handbook, the following sanctions will be taken:

- 1) A grade of zero will be assigned for that test or project
- 2) The Chair of the Department will be informed by memo
- 3) If there is a second violation, the student will be dropped from the course with a grade of "F".
- 4) If the alleged incident occurs during final examinations, an NR (grade not reported by instructor) will be given to the student until a decision is forthcoming.