

**CSD 632**  
**Summer 2011**  
**Rebecca O. Weaver, Ph.D., CCC-SLP**

**Seminar: Multi-Cultural Aspects of Communication Sciences and Disorders.** (1) *Summer.*  
Examination of the verbal and nonverbal cultural differences within a clinical setting.

### **Student Learning Objectives**

At the conclusion of this course, the student should be able to:

- consider and understand the impact of one's own beliefs and biases in providing effective services **Std. III-B**
- demonstrate an understanding of how cultural, linguistic, and socioeconomic differences can influence all aspects of speech and language development, and the communication process **Std. III-B**
- be able to analyze, synthesize, and evaluate information to determine appropriate assessment and intervention materials for culturally and linguistically diverse populations **Std. III-C, Std. III-D, Std. III-E**
- identify disorders that have a differential impact on various multicultural groups **Std. III-B**
- identify and demonstrate an understanding of alternative approaches to standardized assessment **Std. III-C, III-D, III-E**
- analyze, interpret, integrate, and synthesize information to differentiate between a communication disorder and a communication difference. **Std. III-C, III-D, III-E**
- identify and integrate available resources to determine the standards of the client's culture and communication environment. **Std. III-B**
- integrate knowledge of cultural and linguistic differences into treatment and management, including various delivery models and options for intervention. **Std. III-C, III-D, III-E**

### **Requirements:**

Students working in Zambia:

1. A class blog will be developed and posted on [www.blogspot.com](http://www.blogspot.com). On a rotating basis each student will be assigned to write regarding their daily activities at The Haven and during their interactions with the people encountered at Namwianga. It is strongly suggested that each student also develop a personal blog that allows family and friends to follow our journey and activities.
2. Each student will select one child from The Haven to evaluate and compare to the developmental milestones that are available to the SLPs in the US. A 2 - 3 page paper will be due July 5, 2011 that describes the physical, cognitive, social, and communicative abilities of the child and compares the skills observed to the US milestones.

Students working in the US:

1. Each student should read the daily blog entries and make daily comments. These comments should include specific questions regarding the clinical activities the clinicians in Zambia are pursuing. The comments should also include appropriate comparisons to stateside therapy.
2. Each student should select an appropriate peer-reviewed journal article that addresses cultural communications variations and/or differences. Students will prepare a 2 -3 page

summary of the article that should be emailed to the instructor no later than June 30, 2011.

**Students with Disabilities:** It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

**Academic Integrity:** Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

**Assessment:** Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

### **Instructor**

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email is the preferred method of contact during this course