SECTION I: Course Overview

College of Allied Health, Department of Communication Sciences & Disorders

CSD 632 Seminar: Multicultural Aspects of Communication Sciences & Disorders

Intersession-Summer I

Hybrid

Communicating with Instructor
The majority of our communication will be by email within the Canvas course after the intital face-to-face class meetings. Online office hours will be held on Tuesday evenings from 6 pm to 9 pm CDT and will utilize online tools such as chat, conference, and Google Hangouts unless the day is specifically changed by the instructor.

College and/or University Mission Statement
The College of Allied Health strives to provide high quality instruction and meaningful experiences in health professions. It is our mission to address the needs of our healthcare workforce by preparing professionals who are caring and competent Christian servants.

The educational mission of the Communication Sciences and Disorders (CSD) department at Harding University is to prepare highly competent speech-language pathologists in a rigorous academic curriculum with an emphasis on Christian living. The program is designed to reflect the university goal of integrating faith, learning and living in order for the students to function within professional and global communities.

Catalog Description
Examination of the verbal and nonverbal cultural differences within a clinical setting.

Prerequisites
none

Course Rationale
This course addresses the standards for clinical certification and provides practical examples and discourse for clinical situations that the speech-language pathologist may encounter in daily practice.

Textbook Requirements
There is no required textbook for this class. There are require readings that will be available either as a module of the course or through the American Speech-Language-Hearing website.
Course Objectives (provide program objectives if applicable)
Upon completion of this class, students will be able to:

identify and discuss the impact of one’s own beliefs and biases in providing effective services in the domains of articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, augmentative and alternative communication modalities. **Std. IV A, B, E; V B.3.a**

Integration of Faith and Learning Statement
This course embodies the integration of faith and practice. Students will examine and analyze their personal beliefs and biases regarding the needs of each client they serve and how to best improve the communications skills of the client within the context of that client’s race, ethnicity, and/or culture.

**SECTION II: Course Requirements Detail**

**Online Course**
This course is considered a hybrid course. You will be attending class with the instructor before you report to your practicum sites. All assignments and additional course interactions will be done using internet technologies. You are required to log in to your assignments at least two times each week.

**Technology Requirements**
This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the Canvas software package and a video app on your phone or a video camera that produces a digital file to upload to Canvas.

1. Canvas Supported Web Browsers: Internet Explorer 10 and 11, Chrome 39 and 40, Safari 7 and 8, Firefox 34 and 35 (**Extended Releases** are not supported).
2. Students are responsible for having a reliable computer and internet access.
3. You must have access to a video recording system either through a camera app on your phone or a digital video camera.

**Learning Management System**
Canvas is the Learning Management System (LMS) used in this course. Canvas will send an email confirmation to your Harding University email once an assignment has been graded or an announcement has been posted. Canvas can be accessed here: [https://harding.instructure.com/login](https://harding.instructure.com/login)

**Canvas or Internet Outage Policy**
As an online learner you must be able to manage technical difficulties as power outages, connection problems, and other technical issues are always a possibility. Technology will sometimes fail, for this reason, it is advisable to complete your assigned work prior to the due date.

**Instructor**
If your instructor experiences power outage, Internet service outage, LMS (Canvas) or other technical issues that significantly affects the timing of distributing online assignments, grading assignments or significantly interferes with communicating with students, adjustments to due dates will be made.
Student
If you experience power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student’s access to a working computer or reliable Internet service. Internet outage or computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent.

Online Testing Issues
If you experience issues with Internet connection, power outage, computer, or Canvas and are unable to complete or submit the test, do not panic. Your first step is to contact your instructor, who will provide you instructions on how to proceed. You may also report a problem to the e-learning help desk (501-279-5201). Response time is dependent on the time of day and call/email volume. E-learning help desk is manned M-F: 8:00 am – 5:00 pm.

Course Weekly Objectives (this must align with the Program Outcomes – if applicable). Upon completion of this course, the student will be able to:

Week 1:
• Students will identify, analyze, synthesize and evaluate their own knowledge regarding cultural bases of human communication differences.

Week 2:
• Students will identify, analyze, synthesize, and evaluate their own knowledge regarding the cultural bases of human swallowing differences.

Week 3:
• Students will video a conversation with a client or family member who is of a different ethnic group than their own to demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and the cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

Week 4:
• Students will video therapy with a client who is of a different ethnic group than their own to demonstrate the ability to integrate knowledge of cultural and linguistic differences into treatment and management, including various delivery models and options for intervention.

Week 5:
• Students will discuss methods to identify disorders that have a differential impact on various multicultural groups.

Week 6:
• Students will identify and integrate available resources to determine the standards of the client’s culture and communication environment
Participation/Attendance
Each student is expected to be prepared for class. This means reviewing all reading and lecture information to be ready to contribute quality comments to class discussions and assignments and completing the personal assessment tools on the asha.com website. Attendance in this hybrid class means that you log on at least five times each week to post a comment on discussions, report on your ongoing therapy, and/or discuss the findings of your personal assessment. Using good listening skills and respecting each other’s opinions, are critical components of participation.

Missed or Late Assignments
Each late assignment or posting will automatically receive a 25 point deduction.

Submitting Assignments
All assignments must be submitted in Canvas unless the instructor says otherwise. Each assignment should have its designated place in Canvas. If an assignment change occurs, an announcement or email will be sent to the class.

Rubric (Learning Tools)
Weekly Grading Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>100 points</th>
<th>75 points</th>
<th>50 points</th>
<th>25 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Logged on 5 times or more</td>
<td>Logged on 4 times</td>
<td>Logged on 3 times</td>
<td>Logged on 2 times</td>
<td>Logged on 1 time</td>
</tr>
<tr>
<td>Completion of Activities</td>
<td>Completed all activities</td>
<td>Completed more than 75%</td>
<td>Completed more than 50%</td>
<td>Completed more than 25%</td>
<td>Completed less than 25%</td>
</tr>
<tr>
<td>Selection of topic/video to complete assignment</td>
<td>Excellent choice Memorable</td>
<td>Good choice Interesting</td>
<td>Acceptable choice</td>
<td>Questionable choice</td>
<td>Inappropriate choice</td>
</tr>
<tr>
<td>Weekly Discussion Content</td>
<td>Excellent comments- well thought out and appropriate to the discussion</td>
<td>Thoughtful comments- stayed on the topic</td>
<td>Acceptable comments- strayed off topic</td>
<td>Random comments-not relevant to the discussion</td>
<td>No comments noted</td>
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Changes to Syllabus Notice
The instructor reserves the right to modify and update any part of the course schedule where necessary. Thus, it is your responsibility to stay up to date with any changes communicated by the professor.

Grading Information

Grades will be assigned according to the total number of points accrued.

Week 1  100 points
Week 2  100 points
You will be provided weekly feedback during the duration of this course. Feedback may be in the form of comments noted in an email from the instructor and grades posted in the gradebook for individual assignments. The intent of this feedback is to inform you of how well you met the expectations for these components.

Assessments will include the following: discussion questions, projects, online presentations, weekly reflections, and participation).

- Participation is required as an essential part of this course.
- Final average will be computed as the number of points accrued.
- Final grades will initially be provided to the student by the instructor through Canvas and on Pipeline.

**Absence Policy and Procedures**

The very nature and depth of graduate and undergraduate studies mandate students participate in all course activities. Each student’s participation is essential for the success of the entire class as well as the success of the student. True exchange of graduate level academic ideas and thoughts can only be achieved with everyone actively participating.

You are expected to actively participate in this online course. You are expected to participate in all required instructional activities in this course. Online courses are no different in this regard; however, participation must be defined in a different manner.

1. Each student is required to actively participate a minimum of 5 out of 7 days a week.
2. Lack of participation for a period of up to 4 days will be documented.
3. Any student absent 50 percent or more of the online course, i.e., non-participatory during 3 or more weeks of a 6 week term, may receive an F for that course.
4. Students aware of necessary absences must inform your teacher with as much advance notice as possible in order to make appropriate arrangements.

**SECTION III: Policies and Processes**
University Policies (required)

Drop and Add Dates
The last day to add a course in the summer 6 week term is the second day of class. The last day to drop a course in the summer 6 week term is Wednesday of the fifth week.

Assessment
Harding University is wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools, the university accreditation agency. 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 University.

Students with Disabilities Accommodations
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 (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and Disability Services 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 Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disability Office is located in Room 205 of the Student Center, telephone 501-279-4019.

Courses are taught online and students will not have direct access to the Center for Student Success located on the Harding University Searcy Campus. The student must self-identify to the instructor of the course and submit documentation by fax or mail to The Center for Student Success on Harding University’s main campus. The forms are available online at http://www.harding.edu/disabilityservices. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a teleconference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M. Ed., Disabilities Director, at 501-279-4019 or tmcleod@harding.edu.

Code of Academic Conduct
Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. **Cheating**: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.

2. **Plagiarism**: Representing the words, ideas or data of another as your own in any academic exercise.

3. **Fabrication**: Falsification or unauthorized invention of any information or citation in an academic exercise.

4. **Aiding and Abetting Academic Dishonesty**: Intentionally helping or attempting to help another student commit an act of academic dishonesty.

5. **Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience**: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

6. **Respect**: Students are expected to respect other classmates' opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and
refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

- Politics opinions – whether republican, democrat or liberal etc., respect should be shown in differences of opinions and ideas.
- Racial/Ethnic stereotyping is not acceptable in this course. The entire content is devoted to being able to work with any client regardless of their race, religious beliefs, gender identity, ethnicity, or country of origin.

7. **Lurking:** Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting 5 out of 7 days is essential to learning and to passing an online class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.

8. **Drifting:** Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

**Academic Grievance Policy**
If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the undergraduate catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. The policy set forth in the graduate catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. All students should be familiar with this policy.

**Credit Hour Statement**
All courses at Harding University meet federal and HLC regulations and meet or exceed university requirements regarding credit hours.

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.
**Course Policies (required)**

**Syllabus Disclaimer**
The syllabus is a contract between the instructor and the student. Due to the shortened time frame (summer semester) we will not change any assignment due dates.

**Course Schedule**
This is a list of all of the assignments and other activities for the course. You are welcome to include this in your syllabus, but to improve accessibility, it is suggested that you upload a separate PDF document to the course.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course Outcomes</th>
<th>Students will:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>consider and understand the impact of one’s own beliefs and biases in providing effective services in the domains of articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, augmentative and alternative communication modalities</td>
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<td><strong>Std. IV A, B, E; V B.3.a</strong></td>
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<thead>
<tr>
<th>Learning Outcomes</th>
<th>Module Outcomes</th>
<th>Students will demonstrate the ability to analyze, synthesize and evaluate knowledge regarding cultural bases of human communication differences</th>
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<tr>
<td></td>
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<td>Assess their personal cultural awareness through completion of the cultural Competency Awareness Tool and discuss any issues they may have determined.</td>
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<td></td>
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<td>Activity: Access and complete the tool at <a href="http://www.asha.org/Practice-Portal/Templates/">http://www.asha.org/Practice-Portal/Templates/</a></td>
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<td></td>
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<td>Logon to Canvas and participate in the group discussion by making no fewer than three comments over the course of the week.</td>
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<td></td>
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<td>Students will demonstrate the ability to analyze,</td>
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<tr>
<td>Week/Module</td>
<td>Activity</td>
<td>Students will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and the cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</td>
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<td>Activity: Complete the Cultural Competence Checklist: Personal Reflection <a href="http://www.asha.org/practicemulticultural/self/">www.asha.org/practicemulticultural/self/</a></td>
</tr>
<tr>
<td>Week/Module 2</td>
<td></td>
<td>Write and upload a one page discussion/reflection of the checklist</td>
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<td>Week/Module 3</td>
<td></td>
<td>Students will demonstrate the ability to integrate knowledge of cultural and linguistic differences into treatment and management, including various delivery models and options for intervention.</td>
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<td>Activity: Group discussion regarding your interactions at your practicum site</td>
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<td>Week/Module 4</td>
<td></td>
<td>Students will demonstrate the ability to identify disorders that have a differential impact on various multicultural groups</td>
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|            |          | Activity: Upload a video of a cultural activity/event at your practicum.
| Week/Module 5 | Activity: Complete the checklist for the Policies & Procedures ([http://www.asha.org/Practice-Portal/Templates/](http://www.asha.org/Practice-Portal/Templates/)) with the Harding University Speech and Hearing clinic in mind. Upload your checklist to the assignment section. 

Assignment: Find an article (peer-reviewed journal, professional journal, popular magazine, or newspaper) that deals with communication differences due to culture. Upload a synopsis in the discussion forum. Read at least four from your classmates and comment on them. |
| Week/Module 6 | Students will identify and integrate available resources to determine the standards of the client’s culture and communication environment 

Activity: Find any materials at your practicum site related to cultural differences. Post them in the discussion forum. Read at least five posts from your classmates and comment on them. |

**Referencing Information**

As the accepted writing style of business, psychology, education, and social science programs across the globe (American Psychological Association, 2014), the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for fill in with the communications sciences and disorders department.

Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work. So, make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic
Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn’t your words, ideas or thoughts, it is someone else’s and needs to be cited.

**APA Resources:**
http://www.apastyle.org/
https://owl.english.purdue.edu/owl/section/2/10/

**MLA Resources:**
https://owl.english.purdue.edu/owl/resource/747/01/
https://owl.english.purdue.edu/owl/section/2/11/

**Turnitin:**
In order to assist in plagiarism prevention, among other things, Turnitin, an organization leading the way in both plagiarism detection and student learning will be utilized. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. You should anticipate utilizing Turnitin for major assignments, e.g., research papers, research-based exams, etc. Details relating to the usage of Turnitin will be discussed in individual classes.

**Student Declaration**
Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University’s [Code of Academic Integrity (Graduate)](https://www.harding.edu/academic-integrity/graduate).
- To uphold Harding University’s [Code of Academic Integrity (Undergraduate)](https://www.harding.edu/academic-integrity/undergraduate).

**Technical Support**
For technical assistance from 8:00 a.m. - 5:00 p.m., 5 days a week, please contact the e-Learning Help Desk at Phone: 501-279-5201
Email: elearning@harding.edu
Web: [http://www.harding.edu(elm](http://www.harding.edu)

For Canvas assistance search Canvas Guides: [https://guides.instructure.com/m/8470](https://guides.instructure.com/m/8470).

**Additional Information (optional)**
You can list ways for your students to be successful in an online class here. Some departments may have other supplemental requirements that they may want to include here, so please check with your department to clarify this.
References


Online writing lab: MLA style. (2015). *Purdue University Website.* Retrieved from https://owl.english.purdue.edu/owl/section/2/11/