

Cultural and Linguistic Diversity Emphasis Program (CLD-EP)

Master of Arts in Speech Language Pathology Fall 2016



The goal of the **Cultural and Linguistic Diversity Emphasis Program (CLD-EP)** is to develop cultural and linguistic competence for the professional practice of speech-language pathology (ASHA Scope of Practice, 2014, ASHA's Issues in Ethics: Cultural and Linguistic Competence, 2013). Although academic courses in the MASLP program may address CLD issues in the context of that course, the CLD-EP aims to foster an in depth understanding of CLD, including assessment, intervention and management through focused coursework, clinical experiences, scholarly activities and professional training. Acquisition of cultural competence will be assessed through pre-specified learning outcomes. The anticipated impact of the CLD-EP program is to minimize disparities in service delivery to CLD populations.

CLD-EP Overview

To enable effective mentoring and programming for students in the program, this is a limited capacity program. An announcement for applications is sent out to admitted students during the summer preceding their first Fall semester. Applications are typically due on August 1 every year and consist of an online form, 300-word statement of interest in the program and resume. Students will be notified about their entry into the program around the first week of Fall semester. Students will begin the CLD-EP in the first semester in the MA Program. Students will work with a faculty advisor to plan their activities (described below). All changes to the activities need to be pre-approved by their advisor. Students will register for one credit for the CLD-EP. Any CLD-EP coursework will apply towards the elective credit requirements of the MA program. CLD-EP learning outcomes will be assessed during students' final semester in the MA Program. CLD-EP program completion is defined as meeting all outcomes at a 'satisfactory' level of performance.

CLD-EP Learning Activities

The program has four core areas of focus: Coursework, Clinical training, Scholarly research, and Professional participation. Students who opt to pursue the CLD-EP will complete *at least six* CLD emphasis activities, with at least one in each of the four areas. The program aims to broaden students' understanding of culture and language. Hence students (i) are required to include experiences in *both* multiculturalism and bilingualism, and (ii) may not limit their experiences to a single culture/language background. All activities should be completed while enrolled as an MA Student. Examples of activities that fall under each of these areas are listed below. Students may explore and identify other activities that fulfil these emphasis areas.

I. Coursework

1. Complete a course that focuses on some aspect of linguistic, cultural or economic variation that is relevant to Communication Disorders. Examples of such courses are:
 - a. HESP617: Cultural and Linguistic Diversity in Communication Disorders
 - b. EDHD 779Q: Bilingualism and Biliteracy Acquisition
 - c. EDCI 631: Student Assessment in the Second Language Classroom
 - d. EDCI 632: Special Education and Oral Language Development in TESOL
 - e. SLAA610 - Research and Theories in Second Language Acquisition
 - f. SLAA611 - Fundamentals of Foreign Language Acquisition and Instruction
 - g. SLAA650 -Second Language Analysis
 - h. Other graduate level (course numbering of 400-or above) courses on gender diversity, economic diversity, deaf culture and ethnicity.
 - i. An Independent Study (3 credits) with a faculty member on a topic related to linguistic or cultural diversity.

- 2.A 1-credit seminar on Cultural and Linguistic Diversity (HESP603) offered as a 4-semester sequence is required for all students in the program

II. Clinical Training

Students are required to engage in *both* diagnostic and treatment activities (that is, two activities from this list). For clinical training experiences, clients will be assigned to students to broaden their exposure to CLD. This assignment will also be based on the current CLD caseload in the clinic.

1. Conduct a diagnostic evaluation (as primary clinician) of a CLD client, accommodating the client's CLD background. This could be take the form of:
 - a. An ethnographic assessment, or
 - b. A community- based diagnostic evaluation, or
 - c. A bilingual assessment
2. Provide intervention services to at least two CLD clients, where treatment sessions are designed to take into account the client's culture or linguistic background.
3. Provide translating/interpreting services in another language for clinical assessments, intervention, counseling or in-service presentations.
4. Other 400-level or graduate course on diversity.

III. Scholarly Research

1. Conduct original empirical research on a topic related to linguistic, cultural or economic variation in the area of communication sciences and disorders. This may be an independent study, an MA Thesis or a volunteer or paid research assistantship on approved projects.
2. Propose a novel empirical research project on a topic related to linguistic, cultural or economic variation in the area of communication sciences and disorders. This is the MA candidacy paper option.

IV. Professional Activities

1. Attend scientific presentations on language or cultural diversity at professional conferences.
2. Present on a professional topic related to cultural or linguistic diversity to students, professionals or a community group (e.g., departmental seminar, state convention).
3. Initiate, instruct, or participate in a vocational group in another language (e.g., ASL).
4. Complete ASHA continuing education activities related to issues in cultural or linguistic diversity (e.g., *Perspectives* publication of Special Interest Division 14 as well as some special issues of SIDs or journals).
5. Complete a language class while enrolled in the MASLP program.
6. Develop assessment or educational materials (e.g., brochures) or specific language or cultural groups.
7. Compile or develop clinical resources that may be used in the assessment, treatment, counseling or referral of culturally or linguistically diverse clients and their families. Examples of such projects are:
 - a. compiling a list of local and national resources relevant to a CLD group (e.g., Spanish or Vietnamese speaker)s and their families with a specific condition (e.g., hearing loss or head injury)
 - b. create culturally and linguistically appropriate educational materials (audio tapes, video tapes, brochures) on communication disorders to address the needs of a CLD group
 - c. develop a reading list of "cultural considerations" to be used in educating parents on language facilitation techniques for young children
 - d. develop a portfolio that explores in depth the cultural and linguistic characteristics and heterogeneity of a particular cultural or linguistic group.
8. Volunteer to work with a group of non-native speakers of English through a local community group or campus organization (e.g., working with adults learning to read, tutoring children, or working with a social group or athletic team).
9. Other, such as seminars on campus.