

Course: CSD 300W: Diversity, Equity, and Inclusion in Speech-Language Pathology

Term/Year: Fall Semester 2022

Course Day/Time: Tuesday & Thursday, 11:10-12:30 p.m.

Course Meeting Place: Bldg. 66, room 101

Total Units of Course Credit: 3 credit units

Prerequisites: Foundation English Requirement (English 105 or HON 190) and Junior status or higher.

Mode of Instruction: In-person lecture with technological enhancements. This course includes lectures, small group activities, and inquiry-based learning with active participation. This is a writing intensive course, therefore, learning of course material will be evaluated through completion of written assignments.

Instructor Names: Emi Isaki, Ph.D., CCC-SLP & Davis E. Henderson, Ph.D., CCC-SLP

Office Address: Bldg. 66, Dept. of CSD Room 308 (Dr. Isaki) & Room 310 (Dr. Henderson)

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Office Hours: By appointment only (either in-person or Zoom) for Dr. Isaki

By appointment only for Dr. Henderson

Course Purpose: In this course students will explore aspects of diversity and inclusion, as it applies to health equity in the field of speech-language pathology, through a series of readings, lectures, and written assignments. Students will be exposed to current and historical issues impacting important groups served within our profession, including individuals with disabilities, culturally and linguistically diverse (CLD) populations, and individuals with diverse gender identities. Students will demonstrate effective writing by communicating their understanding of various topics presented in class. Written work with use American Psychological Association (APA) format and include evidence-based, credible sources.

Students are asked to: (1) discuss the relevance of disability, equity, and inclusion to the field of speech-language pathology; (2) apply understanding of these topics to the practice of audiology and speech-language pathology; (3) analyze and summarize current research articles in the areas of diversity, inclusion, and equity; and (4) produce organized and well-written responses to address issues related to disability, CLD populations, and gender identity. In addition to providing a comprehensive overview of writing mechanics, this class will give students the opportunity to explore a current and seminal topic within our profession as a final written assignment.

This course is required for all Communication Sciences and Disorders undergraduate majors and fulfills the NAU junior-level writing requirement. As per university policy, students will write and revise at least 20 pages of written work.

Course Student Learning Outcomes:

Upon completion of this course, students will:

1. Identify four aspects of disability law and ADA that relate to working with individuals with communication disorders.
2. Compare and contrast diverse cultures and belief systems.
3. Explain how differing cultural beliefs influence the perception of symptoms, disorders, and treatments.
4. Define cultural competence, cultural diversity, gender identity, intersectionality, ableism, microaggressions, implicit and explicit bias, and health care equity.
5. Differentiate between models of disability (e.g., social, medical, individual).
6. Identify credible, evidence-based sources related to diversity, equity, and inclusion.
7. Incorporate written feedback to revise written work.
8. Write reviews of scholarly articles using critical reading skills and proper writing mechanics.
9. Use the current American Psychological Association (APA) Formatting and Style Guide for scholarly writing.

Readings and Materials:

You will be responsible for reading various chapters from texts, and journal articles (which have been uploaded to BbLearn). Please be prepared for class by reading the assigned material before the date identified on the outline.

Required Readings:

Adams, M., Blumenfeld, W.J., Catalano, D.C.J., DeJong, K, Hackman, H.W., Hopkins, L.E., Love, B.J., Peters, M.L., Shlasko, D., & Zuniga, X., (Eds.). (2018). *Readings for Diversity and Social Justice*. Routledge Taylor and Frances Group.

Horton, R. (2021). *Critical Perspectives on Social Justice in Speech-Language Pathology*. IGI Global.

- Various articles related to various topics will be posted in BbLearn.

APA Link:

<https://apastyle.apa.org/? ga=2.268044302.1463678784.1654103532-1722053224.1654103532>

- View Style and Grammar tab

https://owl.purdue.edu/owl/purdue_owl.html

Recommended Texts:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Grading:

	<u>Points</u>	<u>Grades as follows:</u>
Class participation & professionalism:	54 (2 points/class)	A 100 - 90%
Peer review exercises (5 points each):	30 points	B 89 – 80%
Four papers (2 to 3 page assignments):	40 points	C 79 – 70%
Midterm four page paper with references:	20 points	D 69 – 60%
Final paper (6 pages total) with references:	40 points (midterm revisions 20 points & final 20 points)	F 59% & below
Group presentation with PowerPoint slides & reference slide:	10 points	

Total of 168 points

**** 2 points will be deducted for each day an assignment is turned in late****

CLASS OUTLINE (Readings, lectures, and written assignments)

Date	Topics and Due dates	Topic-related Readings	Assignments
8/30	Dr. Isaki: <ul style="list-style-type: none"> ● Syllabus review ● Review writing handout ● Concepts of identity 	Review of Grading Rubric Common errors in writing Adams et al. (Eds) (2018) Section 1 <ul style="list-style-type: none"> ● Concept of Identity (p.7-10) ● Identities & Social Location (p. 10-16) ● Social Construct of Difference (p. 16-22) ● Core concepts for Social Justice Educ. (p. 41-49) Horton (2021) Introduction & Chapt. 1-2	Lecture & Discussion Begin writing 2-page, double-spaced paper on self-identity
9/1	Dr. Isaki: Introduction to Social Justice in CSD Peer review of 2-page self-identity paper	Adams et al. (Eds) (2018) Selected readings from Section 1 Horton (2021) Introduction & Chapt. 1-2	Lecture & Discussion Peer review of 3 identity papers
9/6	Dr. Isaki: Introduction to Social Justice in CSD Self-identity paper with revisions due	Adams et al. (Eds) (2018) Selected readings from Section 1 Horton (2021) Introduction & Chapt. 1-2	Lecture & Discussion
9/8	Dr. Henderson: Feedback provided on self-identity paper Last Date to drop the course without a “W”	Referencing, quotations, and plagiarism Adams et al. (Eds) (2018) Selected readings from Section 1 Horton (2021) Introduction & Chapt. 1-2	Lecture & Discussion Begin writing 3-page, double-spaced paper related to Social Injustice with references
9/13	Dr. Isaki: Evidence-based articles Revised self-identity paper due	Access to Cline Library (videos) Search engines/data bases Credible source – online websites & journal articles	Lecture & Discussion Peer review 3 social injustice papers

	Peer review of 3-page social injustice paper		
9/15	Dr. Isaki: Graded self-identity paper returned Social Injustice paper with revisions due Research (technical writing, & APA)	Referencing journal articles, textbooks, and credible web sites	Topics will be provided for the midterm paper Order 1 journal article during class from Cline Library
9/20	Dr. Isaki: Feedback provided on social injustice paper	Disability and Discrimination	Lecture & Discussion
9/22	Dr. Henderson: Revised social injustice papers due	Ableism and IDEA Changes in Services for Persons with Developmental Disabilities: Federal Laws and Philosophical Perspectives (ASHA)	Lecture & discussion Begin writing 3-page, double- spaced paper on disability
9/27	Dr. Henderson: Graded social injustice papers returned Peer review of 3-page disability paper	Ableism and IDEA Changes in Services for Persons with Developmental Disabilities: Federal Laws and Philosophical Perspectives (ASHA)	Lecture & Discussion Peer review of 3 disability papers
9/29	Dr. Henderson & Dr. Isaki: Revised disability paper due Implicit/explicit bias Microaggressions	Adams et al. (Eds) (2018) <ul style="list-style-type: none"> • Microaggressions, Marginality, & Oppression (p. 22-27) • Five Faces of Oppression (p. 49-59) Understanding cultural differences	Lecture & Discussion
10/4	Dr. Henderson & Isaki: Feedback provided on disability paper	Adams et al. (Eds) (2018) <ul style="list-style-type: none"> • Microaggressions, Marginality, & Oppression (p. 22-27) • Five Faces of Oppression (p. 49-59) Understanding cultural differences	Lecture & Discussion Begin writing 3-page, double- spaced paper on micro-aggression
10/6	Dr. Isaki: Revised disability paper due Peer review of 3-page microaggression paper	Horton (2021) Chapter 3: The determinants of health: Social, structural, and political contributions to health-related outcomes	Lecture & Discussion

10/11	Dr. Henderson: Graded disability paper returned Revised microaggression paper due	Using Technology to Improve Access to Health Care for Culturally and Linguistically Diverse Populations	Lecture & Discussion
10/13	Dr. Isaki: Microaggression paper returned with feedback	Organization of a literature review Finding credible sources	Begin work on midterm 4-page, double-spaced paper on selected topic
10/18	Dr. Isaki: Revised microaggression papers due Peer review of midterm 4-page, double-spaced paper	Organization of a literature review Finding credible sources	Peer review of 3 midterm papers from fellow group members
10/20	No class - Mental Health Day		
10/25	Dr. Henderson: Graded microaggression paper returned Revised midterm 4-page, double-spaced paper due	Research - Human Subjects & Informed Consent Equity, Diversity, Inclusion, & Social Justice	Lecture & Discussion
10/27	Dr. Henderson: Midterm paper returned with feedback	Research - Human Subjects & Informed Consent Equity, Diversity, Inclusion, & Social Justice	Lecture & Discussion
11/1	Dr. Henderson: Graded midterm papers returned	HIPAA	Lecture & Discussion
11/3	Dr. Henderson: Communication Disorders, Ethics, and Scope of Practice	ASHA Code of Ethics & Scope of Practice	Lecture & Discussion
11/8	Dr. Isaki: Professionalism & Presentations	Presentations with references – guidelines and suggestions	Groups will begin to organize presentation information and references
11/10	Dr. Isaki: Presentation of CSD related topics	Presentations with references	Submit PowerPoint slides with

			references to instructors
11/15	Dr. Isaki: Presentation of CSD related topics	Presentation with references	Submit PowerPoint slide with references to instructors
11/17	Preparation of final 6-page, double-spaced paper (ASHA Convention)	Revise midterm paper Locate 3 additional evidence-based articles	Work from home. G.A. will be available to assist
11/22	Dr. Isaki: Preparation of final 6-page, double-spaced paper	Revise midterm paper Locating 3 additional evidence-based articles	
11/24	No Class - Thanksgiving holiday		
11/29	Dr. Isaki: Preparation of final 6-page, double-spaced paper	Resumes, letters of intent, & recommendations Locating three additional evidence-based articles	Lecture & Discussion Order 1 related topic article during class
12/1	Dr. Isaki: Peer Review of Final 6-page, double-spaced paper	Work on revisions of papers in class.	Hand in completed revisions by end of class
12/6	Dr. Isaki: Revised final papers returned with feedback	Complete survey on writing	
12/8	Dr. Isaki" Final papers due	Complete course evaluation for 1 extra-credit point. Submit proof of completion.	Final papers can be picked up Dec. 15 at noon

Course Policies:

Regular attendance is **mandatory**. Points will **not** be given for attendance if class is missed. Please contact the instructors in the event of an emergency.

Student Work Responsibilities:

You are responsible for completing all work, including assignments, discussions, and tests. If you should encounter problems that potentially interfere with your ability to fulfill the course requirements, *please notify me as soon as possible*. While it is unnecessary to know the specific details of the problems, you should at least identify a "generic" contributor to the problem (e.g., health, finances, living situation,

personal, etc.). In that same email, please provide three possible meeting times within the next 48 hours to meet with me to discuss the matter further. An email will be sent to you to confirm one of the suggested meeting times. If you do not feel comfortable discussing your situation with me, contact NAU Student Life at <http://home.nau.edu/studentlife/>. Please do not wait until the conclusion of the semester to explain any interruptions and/or disruptions to your studies.

Classroom Etiquette (in person & on-line):

Please turn off all cell phones during class. If you forget to turn off your cell phone and it rings, please do not answer it in class. In case of emergencies, please let me know in advance that you are expecting a phone call and then leave the classroom to respond to the call. For on-line attendance, please turn off your microphone until called upon for questions or comments.

Professionalism: All verbal interactions and written emails to the instructor and fellow classmates should be done in a professional manner. Emails that are unprofessional will not warrant a response from the instructor. Rather, she will discuss the matter with you in person. Any unprofessional instances of misconduct will be documented in your academic student file. Be aware that the NAU faculty members are preparing you to interact with clients, family members of clients, and other professionals. The NAU faculty expects you to treat all individuals with respect and courtesy.

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator.

and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Last revised August 4, 2022