

CSD 594: INTERNATIONAL PERSPECTIVES ON COMMUNICATION SCIENCES AND DISORDERS

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Semester: Fall, 2010
Class meetings/location: Thursday,
12:45-1:45 p.m., 129 McKee
Alternate/additional meetings/location:
Tuesday/Thursday, 3:35 p.m., 220 McKee

GENERAL DESCRIPTION

International immersion into the profession of communication sciences and disorders. Prerequisites: Permission of instructor.

COURSE OBJECTIVES

This graduate course is designed to familiarize student clinicians with the interaction of personal, professional, and cultural demographics on the delivery of speech-language pathology services in diverse, international settings. By the end of the semester, each student will develop and demonstrate a critical understanding of:

- (1) The world as a diverse and interrelated community.
- (2) The relationship of the individual to society and its culture and institutions.
- (3) The personal/professional impact of cultural immersion.
- (4) Historical, political, and cultural aspects of a community that is different from one's own.
- (5) Speech-language pathology practices in diverse, international settings.
- (6) The ability to communicate clearly and effectively across disciplinary and cultural settings.

COURSE ACTIVITIES AND REQUIREMENTS

- (1) Site visit to Občanské sdružení LOGO (Brno, Czech Republic). Basic plans:
 - Depart from Charlotte, October 14.
 - Arrive in Prague, October 15. Tour Prague October 15-17, inclusive, with a Czech clinician.
 - Travel to Brno October 18. Meet with people who stutter, speech-language pathologists, and allied professionals, October 18-19.
 - Celebrate 20th anniversary of Občanské sdružení LOGO, October 20.
 - Attend and participate in conference in recognition of International Stuttering Awareness Day, October 21-22.
 - "Action Day" (tours and events coordinated by Občanské sdružení LOGO), October 23.
 - Return to USA, October 24.
- (2) Individual or group paper and presentation at the conference hall in Brno, Czech Republic in recognition of International Stuttering Awareness Day.
- (3) Journal and reflection paper.
 - Journal: Based on the work of (i.e., borrowed and adapted from) Zlotkowski and Tremethick (Northern Michigan University), the journal will focus on various elements and will serve as a foundation for the reflection paper.
 - i. Objective accuracy. This is a detailed, objective, description of what you did. Your description should be organized into short segments. If you find yourself saying "more of the same," you are not being sufficiently specific and may not have paid careful enough attention to what was going on.
 - ii. Personal awareness: Follow the objective description with a self-critical response of your activities, including feelings, thoughts, judgments, and what

you can learn about yourself and your assumptions from your experience. Think about your reactions and your attitudes toward people you have encountered. What made you feel comfortable or uncomfortable? What surprised and/or challenged you? In what way did you stretch your comfort zone or remain within it? In this section, you may also discuss ways in which your experience has influenced your understanding of communication sciences and disorders from a global perspective. In this section, self-analysis moves to self-awareness, moving beyond asking what? to why?, what else?, and what next?.

- iii. Intellectual analysis: Then, include a discussion of your experiences in terms of concepts and themes discussed in class and/or class readings. This section should not contain a narrative (section i) and should not focus on you and your reactions (section ii). Instead, it should demonstrate your ability to make connections between concepts and ideas with events and experiences, in such a way that you approach abstract, theoretical, if not causal, connections.
 - iv. Creative expression: Finally, this is a time to let loose. There is no limit or required structure to your individualized expression of creativity. Feel free to include relevant materials, photos, drawings, quotations, or anything else that captures and conveys your sense of creative, if not newfound, freedom.
- Reflection paper: The reflection paper encompasses all of the course objectives and provides an overview of your individual experiences related to the course. Be encouraged to write in the first person. Your journal entries will be helpful in writing this paper. Please be encouraged to expand the scope and maximize the purpose of the reflection paper. The reflection paper might be guided by variety of questions and topics. The following are offered to stimulate your thoughts, but not to restrict your organization in any way:
 - i. Reflections on the relationship of your experience to expectations for the trip.
 - ii. Reflections on how the experience relates to your career goals.
 - iii. Reflections on the challenges you experienced. Could these challenges have been expected? In what ways might you have prepared differently?
 - iv. In what ways might the experience affect your ways of thinking about or making plans or goals for your future?
 - v. What questions do you have as a result of this experience?
 - vi. What could have been done to better prepare you for the experience?
 - vii. What could have been done better to support you during this experience?
 - viii. What were the positive and negative aspects of the experience for you?
 - ix. If you were to describe the experience to other students, what would you say is the value of the experience? Who should participate in this experience and who should consider other options?
 - x. Reflections related to the group and group process also are very relevant to the experience.

Note: Although the instructions above for journaling and reflections emphasize experiences in the Czech Republic, this assignment should be continuous throughout the semester and should reflect your activities, attitudes, and awareness related to issues of diversity, cultural competence, and globalization from both personal and professional perspectives.

- (4) Class assignments and attendance/participation. I hold a high regard for the commitment of each student toward her/his own professional development. In fact, there is no replacement for living that commitment in order to realize one's potential and the joy that comes from professional immersion. The importance of proactive participation is particularly true in an international travel course, such as this. For these reasons, regular class attendance (no more than two absences) is expected. Additional absences will result in a grade reduction. Participation will be assessed on the basis of preparation for class and creative contributions to discussion, in addition to the professionalism and personal responsibility demonstrated

during the international travel component of the course. Please note that the expectations for class participation are not met by class attendance alone. To ensure participation, “pop quizzes” are possible (i.e., however unlikely, the pop quizzes would become part of the class assignments and participation grade). Finally, to maximize class participation, please turn off all cell phones and put them out of view before coming to class.

COURSE ANNOUNCEMENTS

- (1) Course format. This graduate course will be conducted in a seminar format. This means that a primary vehicle for instruction is dialogue, discussion, and debate.
- (2) Assignments. All assignments are to be completed according to the established schedule. Exceptions will be considered by the instructor only if discussed/approved in advance. All written assignments must be word processed. Style and format of written assignments and references should adhere to ASHA guidelines (Publication Manual of the American Psychological Association).
- (3) Professional writing skills. Facility with professional writing skill is imperative for success as a speech-language pathologist. For that reason, content, form, use, and creativity will be among the factors on which all written work is evaluated for grading purposes. Be aware of the resources available to strengthen writing skills. These include the Writing Center located in 161 Hunter Library (Barbara Hardie, Director; for appointment, phone 227-7197), an assortment of grammar and composition textbooks located in the library and bookstore, and the CSD faculty who are happy to be of assistance (by appointment, please).
- (4) Grades. Assignment of grades adheres strictly to the respective interpretations listed in The Record (Graduate Catalog). Students are advised to review the appropriate sections in which the grading system and qualitative descriptions are reviewed. Furthermore, graduate students are expected to demonstrate sufficient and regular quality as to merit the designation of master's level course credit. For these reasons, a grade of 'A' is reserved for performance that is of superior quality (i.e., qualitatively exceeding average expectations) and worthy of academic honor and distinction. A grade of 'B' reflects solid or average work, competence in the knowledge and skills required, and completion of what was expected. A grade of 'C' reflects work that is below average performance yet marginally acceptable at the graduate level. Grading criteria will be discussed in class. Grades for this course will be determined as follows:

Site visit to Občanské sdružení LOGO	100 point maximum X .25 = 25 point maximum
Paper and presentation in Brno	100 point maximum X .25 = 25 point maximum
Journal and reflection paper	100 point maximum X .25 = 25 point maximum
Class assignments and attendance/ participation.	100 point maximum X .25 = 25 point maximum

Final Course Grade	100 point maximum

Final course grades will be determined from the following objective scale:
 A - 90 and above C - 70-79.9
 B - 80-89.9 F - Below 70

TEXTBOOKS

Albright, M. (2003). *Madam Secretary: A Memoir*. New York: Miramax Books.
 Hašek, J. (1993). *The good soldier Švejk*. New York: Everyman’s Library/Alfred A. Knoph.

GENERAL COURSE OUTLINE

The course will utilize a variety of teaching/learning strategies including reading, dialogue and debate, journaling, guest lectures, perspective shifting, e-paling, individual and group work, international travel and site visits, and a formal conference presentation in Brno, the Czech Republic. Tentative dates are listed on a

separate outline for class discussion of topics and readings. Therefore, read the assigned material and be prepared to discuss for the class discussion PRIOR to the date noted. Additional readings and assignments will be given in class. Some of the readings are on reserve at Hunter Library.

MISSION STATEMENT, COLLEGE OF HEALTH AND HUMAN SCIENCES

The mission of the College of Health and Human Sciences is to provide a dynamic learning community that prepares individuals for professional life by providing quality educational experiences that promote scholarship, engagement, and life-long learning in a global environment. This goal will be met with active, scholarly, collaborative faculty. The college will be recognized for graduates who are ethical, adaptive, technically capable and innovative professionals.

DIVERSITY STATEMENT

Western Carolina University defines diversity broadly to include exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin. This course helps prepare student clinicians to assess and treat persons who demonstrate a disorder of communication and who come from diverse realities.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office's website: <http://www.wcu.edu/12789.asp>.

ACADEMIC HONESTY POLICY STATEMENT

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes: a. Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; b. Fabrication - Intentional falsification of information or citation in an academic exercise; c. Plagiarism - Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise; d. Facilitation of Academic Dishonesty - Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise. Required procedures for cases involving allegations of academic dishonesty are detailed in the WCU Student Handbook.

HELPFUL WEBSITES

<http://www.oslogo.cz> (Občanské sdružení LOGO). Take a look. We are listed on the website as presenters in anticipation of the October 2010 conference in Brno, Czech Republic.

<http://www.asha.org/> (American Speech-Language-Hearing Association)

<http://www.stutteringhomepage.com/> (The Stuttering Homepage)

<http://www.stutteringhelp.org/> (Stuttering Foundation of America)

<http://www.nsastutter.org/> (National Stuttering Association)

<http://www.theifa.org/> (International Fluency Association)

<http://www.stutterisa.org/> (International Stuttering Association)

<http://associations.missouristate.edu/ICA/> (International Cluttering Association)