

DEPARTMENT OF COMMUNICATION DISORDERS

Action Plan

(Written 9/2021; Updated 7/2022)

1. Faculty will transform a minimum of two courses (academic & clinical) per year into a multicultural content/perspective course.
 - a. No courses were transformed this year
 - b. In the catalog, only CDIS 4680 (Undergraduate Study Abroad), CDIS 5680 (Graduate Study Abroad), CDIS 5335 (Bilingual Speech Sound Disorders), CDIS 5350 (Multicultural Issues in Communication Disorders) are designated as MULT=Multicultural content but the department has these courses listed as either Multicultural Content (MC) or Multicultural Perspective (MP) or both
 - i. CDIS 5462-Speech Sound Disorders (MP)
 - ii. CDIS 5370-Aural Rehabilitation (MC)
 - iii. CDIS 5420-Diagnostic Audiology (MC)
 - iv. CDIS 5321-Clinical Practicum in Audiology (MC)
 - v. CDIS 5333-Language Disorders in School Age and Adolescence (MC & MP)
 - vi. CDIS 5342-Aphasia and Related Disorders (MC & MP)
 - vii. CDIS 5350-Multicultural Issues in Communication Disorders (MC)
 - viii. CDIS 5334-Assessment and Intervention of Speech Sound Disorders (MC & MP)
 - ix. CDIS 5312-Neuroanatomy for Communication Disorders (MP)
 - x. CDIS 5331 Stuttering Therapy (MC)
 - xi. CDIS 5335 Bilingual Phonology and Phonological Disorders (MC)
 - xii. CDIS 5680 International Multicultural Experience in Communication Disorders (MC)
 - c. Continue next year
2. Faculty teaching undergraduate and graduate courses will encourage each student attend a minimum of one diversity event a semester as a course requirement.
 - a. Completed
 - b. All graduate students and the majority of juniors and seniors attended Diversity Day, held in the spring
 - c. Dr. Resendiz and a grad student participated in Con Mi Madre
3. Faculty will attend 2 diversity events per year.
 - a. Completed
4. Faculty member will submit a proposal to the Texas State Lecture Series. Guest speakers such as Beverly Daniel Tatum are recommended.
 - a. Did not accomplish
5. Faculty will develop a CEU module about ethical behavior to stress our national ethical standard specifically dealing with diversity (Ex. Healthy communication; avoiding micro aggression)
 - a. RTA: Next year
6. CDIS will become an LGBTQIA+ Safe Department

- a. Did not meet the 75% criteria to be designated as “safe”; 57% have completed the training
7. Faculty will infuse diversity interactive activities into each of the academic undergraduate and graduate courses.
- a. CDIS 4370/5370 we watch films specifically relating to the experience of D/deaf individuals and Deaf culture
 - b. CDIS 5337: discuss diversity issues in assessment and treatment as it relates to disabilities like blindness or deafness and how they can modify their tasks; we discuss religious differences that can affect assessment/treatment; module on transgender clients; discuss gender roles; discuss how we can make gender neutral interview questions or forms; discuss service-delivery impact of upbringing and own cultural factors
 - c. CDIS 4420/5420: Incorporate small sections on how to testing modifications for non-English speaking individuals, nonverbal individuals, individuals with physical limitations, anyone needing nonstandard modifications
 - d. CDIS 1331: students read the book "Overview of Communication Disorders Including Culturally and Linguistically Diverse Content and Perspectives"; engage in on-line discussion forum related to the diversity issues addressed in each chapter; Guest Lecture with Julie Loney from Austin Smiles about being a bilingual SLP; Karen Zyskind, PhD student in bilingual speech-language pathology discussed being a first-generation student, a Latina student, and her path to pursuing a PhD;
 - e. CDIS 5350: students read "Why are the Black Kids Still Sitting Together in the Cafeteria" by Beverly Daniel Tatum that addresses racism, sexism, etc.; variety of activities that allows for self-reflection of their own biases and world views; weekly on-line forum discussions regarding the issues addressed in the book; wrote 5 journal entries regarding their journey toward cultural competence as they take the class and address the various issues that can negatively or positively impact clinical services; complete 5 extensive case studies that deal with the differentiation of differences versus disorders regarding cultural differences, African American English, Spanish Influenced English, Asian Influenced English etc.
 - f. CDIS 3462/5462: discussed a video of transgender voice therapy used for observation hours; levelers presented and led interactive discussion on assigned articles on diverse populations/issues in CDIS (i.e., hearing and vision screening program in South Africa, SSD therapy in Australia)
 - g. CDIS 4317: read a textbook chapter on cultural and linguistic diversity and discussed as a group; assigned a self-reflection paper on the topic of cultural identity/diversity
 - h. CDIS 5333: watched a video of a culturally/linguistically diverse child with Language Impairment and analyzed language sample for errors/dialectical features; read an article on Practice Guidelines for School-Based SLPs Assessing Second-Language Learners and

discussed as a group; read an article called "Turn the Page, SLPs" on the need for diverse books for therapy and discussed as a group

- i. CDIS 4340: a basic tutorial on how to create bilingual augmentative boards; PowerPoint presentations that focus on the different cultural issues that could arise when assessing and selecting the type of AAC
 - j. CDIS 4466/5466: in depth modules replete with language assessment data for monolingual children with SLI and monolingual children with severe hearing loss; in depth case modules replete with assessment data for a child who uses African American English and a child who is bilingual in Spanish and English; three of the case studies (SLI, AAE, and bilingual) incorporate language samples available in the SALT
 - k. CDIS 5363: complete readings (book chapter, a few articles) on language disorders in culturally and linguistically diverse populations
8. Faculty will infuse diversity interactive activities into each of the academic undergraduate and graduate clinical courses
- a. CDIS 5321 students have direct clinical contact with individuals across the lifespan - each experience allows students to interact with, evaluate, and treat diverse individuals including people with varying degrees of hearing loss, people who use manual communication, autistic and other neurodivergent individuals, racially diverse clients, etc. No 2 clients are the same; class discussion about what the linguistic/cultural diversity boxes in CALIPSO mean
 - b. CDIS 5344: we have bilingual assessments in the materials room; students track their own exposure to diversity factors when they enter hours in CALIPSO; participated in "Hearing Voices" simulation; Case histories and templates for diagnostic reports and clinical summaries now have more gender options; a Culturally and Linguistically Diverse questionnaire is provided to all applicable families further inquiring about cultural linguistic diversity; ensure all on-campus speech-language evaluations are completed in the client's dominant language and hire interpreters when needed; provide transgender voice therapy; have adapted playground and sensory room to have more inclusive spaces for diverse clients
9. Faculty will infuse diversity interactive activities into each of the academic undergraduate and graduate Concentration Meetings
- a. CDIS 5391: completed an extensive series of English, Spanish, and this year Vietnamese (all languages spoken by the students in the class incorporated) therapeutic educational modules; worked on education modules for Salvadoran therapists working with children exhibiting communication disorders; critique a variety of different articles dealing with the assessment and intervention of culturally and linguistically diverse populations; students present on assigned bilingual assessments
 - b. CDIS 5395: read an article on language disorders in bilingual students and discussed as a group, incorporating clinical experiences; assigned and discussed

ASHA Voices podcast on neurodiversity; read an article on AAC use in culturally/linguistically diverse populations and discussed as a group

- c. CDIS 5392: completed a few peer-reviewed readings on inequities related to SES and minority status in the diagnosis and treatment of persons with ASD
 - d. CDIS 5396: critically examine the broad range of language and literacy treatment approaches that are used with children who are d/Deaf and hard of hearing in the early years and once in school across language (English, American Sign Language, other spoken languages) and modality (speech, sign, cued speech).
10. Continue requiring that all graduate students take the Multicultural Course in Communication Disorders.
- a. Completed and will continue