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SLPs and AUDs Go Global: A Research-based Cross-linguistic Consortium

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SLPs and AUDs Go Global: A Research-based Cross-linguistic Consortium

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SLPs and AUDs Go Global

A Research-Based Cross-Linguistic Curriculum

Disclosure



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US-Brazil Cross-Linguistic Consortium
in Communicative Disorders

Fund for the Improvement of Post Secondary Education

University Partners and Project Staff



- East Tennessee State University (lead US institution)
 - Brenda Louw (Project Director)
 - Lynn Williams (Project Co-Director)
 - Nancy Scherer (Senior Project Staff)
- University of Northern Iowa
 - Ken Bleile (Project Director)
- Universidade Federal de Santa Maria (lead Brazil institution)
 - Marcia Keske-Soares (Project Director)
 - Themis Kessler
- Universidade de São Paulo-Baurú
 - Inge Trindade

Need for a Global Training Curriculum



- “shrinking world” – technology (i.e., Internet, Skype, online telepractice) and media connect people globally
- Increase in number of people who speak and understand more than one language
 - US 2010 census: almost 20% of people speak a language other than English in the home
- Increase in international adoptions (more than doubled in the last decade)
- International outreach and development activities
- International collaboration and networking of researchers (particularly in standardization of clinical procedures)

ASHA's Strategic Plan



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION



- Designing ASHA's Future (Lemke & Dublinske, 2010)
 - Encourage academic programs to include elements related to the practice of SLP/A globally (p. 33)
 - Provide opportunities for faculty and students to visit developing countries and provide practicum to facilitate global practices in SLP/A (p. 33)
 - Promote collaboration with the international research community, focusing on clinical practice research needs (p. 35)
 - Strengthen our advocacy for the rights of people with disabilities around the world (p. 35)



It is essential for clinicians in a multicultural society to develop skills in interacting with clients from a variety of cultures who come to us with a multitude of cultural and linguistic factors.

Lynch and Hanson (2011)

Designing a Global Curriculum

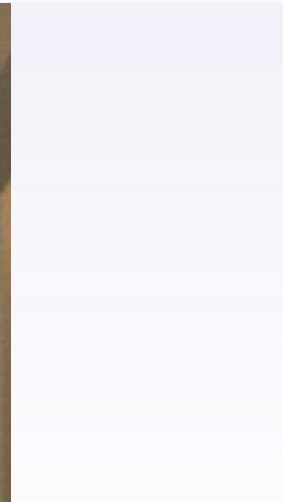
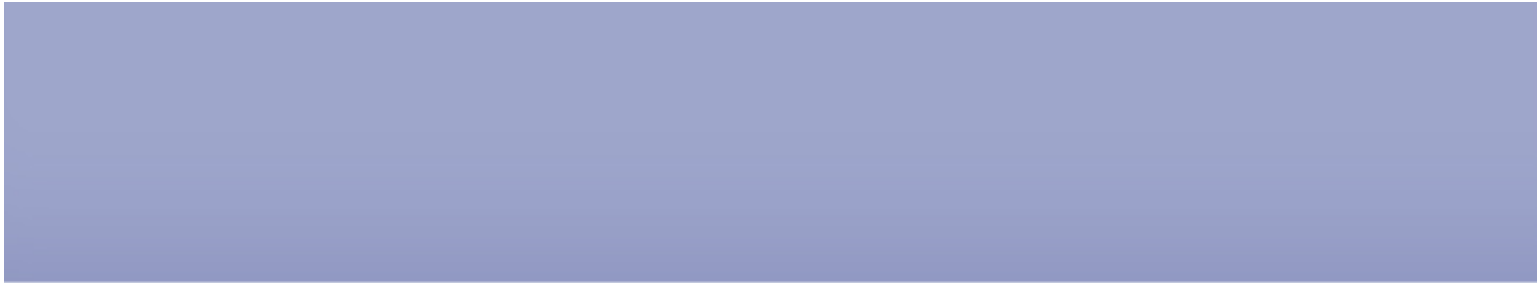


- The need for a global curriculum to address ASHA's strategic plan calls for a unique, sustained approach to training future SLPs/AUDs
- Requires a collaborative and integrated curriculum that exists beyond an exchange
 - Change mindset of future clinicians from “one-time” exchange experience to enduring professional global attitude
 - Create broader and deeper learning opportunities

Development of a Global Curriculum



- Multi-institutional partnership jointly funded by US Department of Education and Brazilian Ministry of Education
- ETSU and UNI (US); UFSM and USP (Brazil)
- Exchange and non-exchange students
- Consortium for Promoting Cross-Linguistic Understanding of Communication Disabilities in Children



Goals of Consortium



1

- Promote cultural and research competence in SLP/A students

2

- Internationally integrated coursework

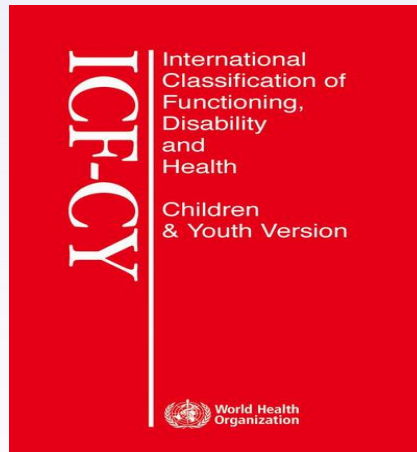
3

- Promote language and cultural skills

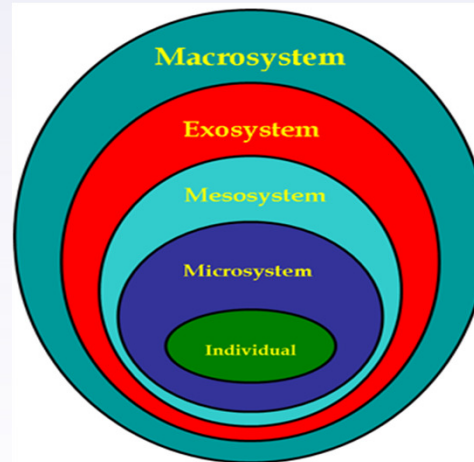
4

- Student exchange

Theoretical Framework



International Classification of Functioning, Disability, and Health: Children and Youth version (ICF-CY; WHO, 2007)

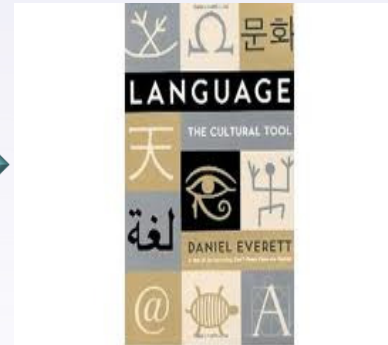
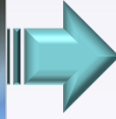


Bronfenbrenner's Bioecological Model of Child Development



Evidence-Based Practice

4 Key Activities of Global Curriculum



Research-Based Curriculum

Internet Course
“Different Languages, One World”

Language and Cultural Training

Student Exchange



Research-Based Curriculum: 3 Primary Objectives



Objective 1

To investigate the association between communication disorders in children and limitations to life activities within the theoretical framework of the ICF-CY.

- Families
- Social
- Educational
- Cultural differences

Objective 2

To understand the social and cultural aspects of assessment and intervention for children with communication disorders across different etiologies (e.g., cleft lip/palate, SSD, HI)

- Models of intervention
- Barriers to access or implementation

Objective 3

To explore and identify resilience and risk factors in the different social and cultural contexts across different subgroups of communication disorders from a strength-based approach.



Research Teams



Cleft
Lip/Palate
Team 1

- ICF-CY in CLP (Objective 1 and 2)

Cleft
Lip/Palate
Team 2

- Nasometry in US and Brazil (Objective 2)

Speech
Sound
Disorders
Team

- Prevalence of SSD in English-speaking countries and Brazil (Objective 1 and 3)

Hearing
Impairment
Team

- Prevalence of HI in English-speaking countries and Brazil (Objective 1 and 3)



Research Teams: Review + Research Studies



Review Studies

- Descriptive and Narrative syntheses of literature (cf., Dunst & Trivette, 2010) in English language journals and Brazilian journals related to Research Objectives

Research Studies

- Survey studies, including SLP/parent practices or perceptions in US and Brazil
- Norming studies of nasalance across different regions within US and Brazil



Research Teams and Technology



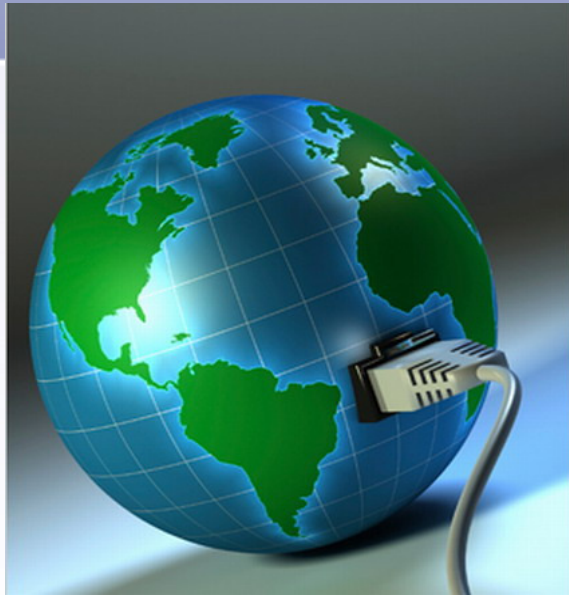
- Skype
 - Weekly team meetings across 4 universities and 2 continents
- Google Docs
 - Shared Word documents
- Wikispaces
 - Shared research articles
- Adobe Connect
 - Faculty planning meetings



Student Research Presentations



- 11^o Congresso da Fundação de Otorrinolaringologia in Foz do Iguaçu (June 2012)
- ASHA Convention in Atlanta (Nov 2012)
- Student webinar (Feb 2013)
- Multicultural conference at ETSU (May 2013)
- 12th ICCLPRCA conference in Orlando (May 2013)



Internet Course

DIFFERENT LANGUAGES, ONE WORLD





Course Objectives



1. To obtain a general understanding of the relatedness of the professions in Brazil and the US within a global context.
2. To apply theoretical frameworks that incorporate social and cultural factors in assessment and intervention with children who have a communication disorder.
3. To adopt an evidence-based approach when using the audiology and speech-language pathology knowledge base, with particular attention to diversity issues and its relevance to globalization.
4. To expand knowledge of literature and researchers in the professions across the world.



Instructional Technology



- PowerPoint Lectures
 - Asynchronous learning
 - Wikispaces

- Monthly Webinars
 - Synchronous learning
 - Adobe connect



Course Topics



PowerPoint Lectures

- Research design and methodology
- ICF-CY as a framework for working with children with communication disorders
- Working with children and families from Bronfenbrenner's bioecological model
- EBP and PBE
- Working with translators
- Assessment (SSD, CLP, HI)
- Social and cultural aspects of communication disorders in children

Monthly Webinar

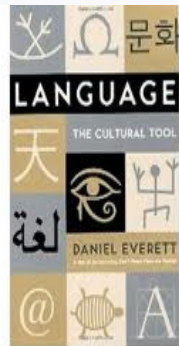
- Cross-linguistic aspects of communication development (Sharynne McLeod Australia)
- Cross-linguistic assessment of CLP speech (Anette Lohmander, Sweden)
- Application of ICF-CY in CLP (Sandra Neumann, Germany)
- Genetic syndromes in SLP/A (Luciano Maximino, Brazil)
- Interface between lexicon and phonology (Carol Stoel-Gammon, USA)
- Student webinars on research



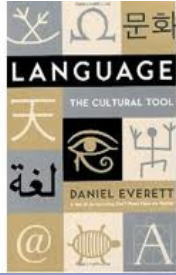
Course Components



- **Weekly Lectures**
 - Activities (flipped classroom)
 - Students reviewed PowerPoint slides outside of class meetings
 - Incorporated interactive learning activities within class meetings
- **Academic credit (6 credits: Independent Study)**



CULTURAL AND LANGUAGE TRAINING

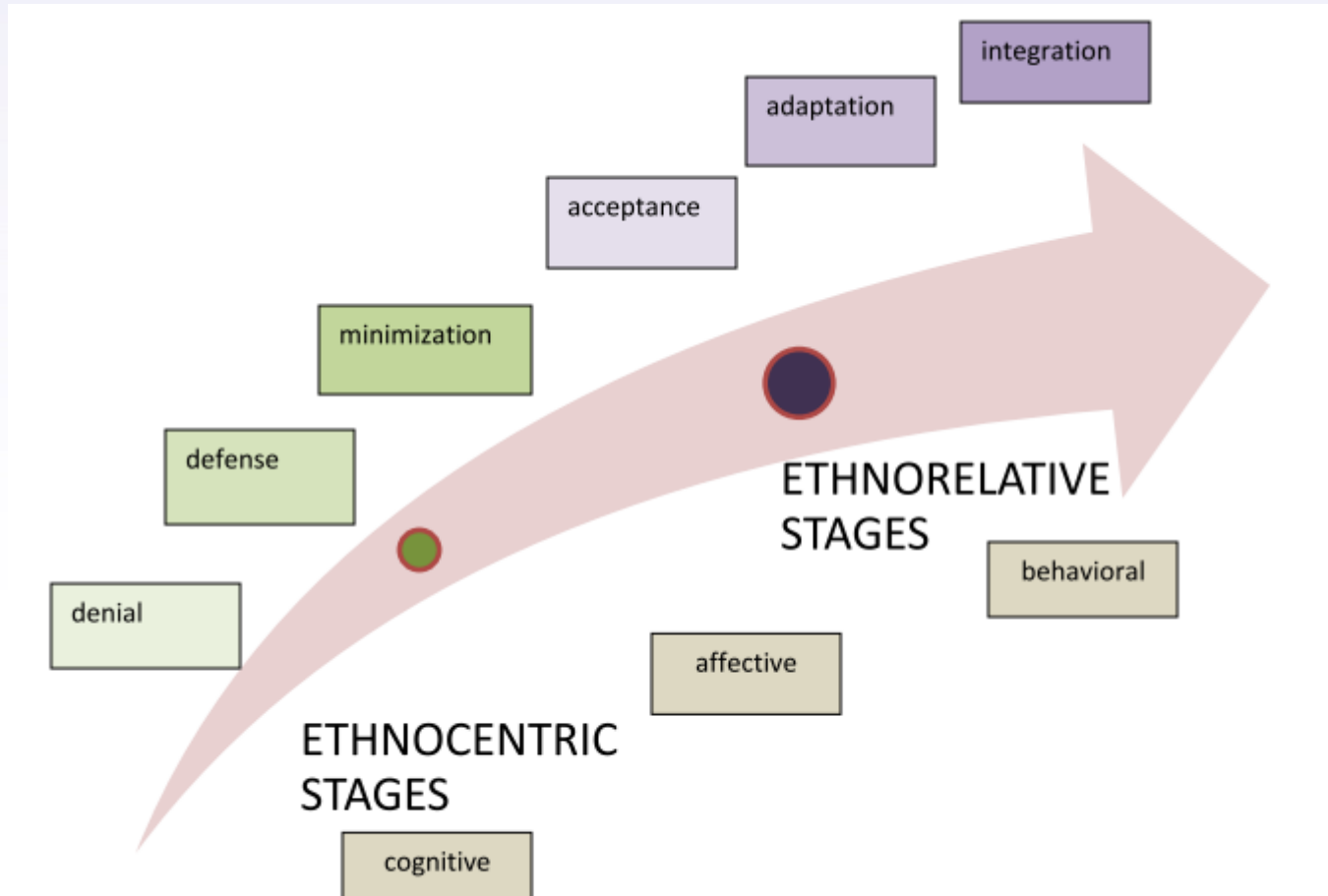


Objectives

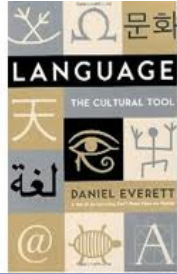


- Language (Portuguese)
 - Core vocabulary of terminology in SLP/A
 - Functional language skills for clinical and curricular purposes
 - Development of strategies for working with interpreters/translators during assessment and intervention
- Cultural and Social
 - Competency in cross-cultural interactions
 - Development of Inter-cultural sensitivity
 - Progress through ethnocentric to ethnorelative orientations (Bennett's Developmental Model of Intercultural Sensitivity)

Bennett's Developmental Model of Intercultural Sensitivity



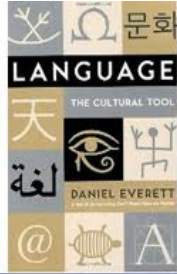
Adapted from Hammer, Bennett, & Wiseman (2003)



Language Training



- Tutor (twice weekly meetings for one semester)
- Rosetta Stone
 - Levels I-III
- Interaction with exchange students and research teams



Cultural Activities



- Exploring own culture
 - e.g., family history, family celebrations, family stories
- Exploring Brazilian culture
 - e.g., holidays, food, families, politics and religion
 - Culture of the profession
- Exploring health beliefs across cultures
- Social activities
 - Brazilian night: dinner and a movie
 - Musical heritage (bluegrass, country)
 - Appalachian Story-telling



STUDENT EXCHANGE



Objectives of Student Exchange



- **Academic**
 - Attend classes, observe clinics, participate in research teams
- **Cultural**
 - Awareness of cultural attitudes and beliefs related to communication disorders
 - Actively engage and participate in the culture of host university (sports, holidays, meals)
- **Professional**
 - Awareness of Brazilian professional organizations for audiology and speech-language pathology
 - Code of ethics
 - Understanding of the training and practice of the professions in Brazil



Exchange Students: US to Brazil



Year 1	To UFSM	To USP	Length of exchange	TOTAL
From ETSU	3	1	6 weeks	4
From UNI	1	2	6 weeks	3
Year 2				
From ETSU	2	1	6 weeks	3
From UNI	1	2	6 weeks	3



Exchange Students: Brazil to US



Year 1	To ETSU	To UNI	Length of exchange	TOTAL
From UFSM	1	0	4 months	1
From USP	2	2	4 months	4
Year 2				
From UFSM	2	2	4 months	4
From USP	1	1	4 months	2



EPRE
TYPE

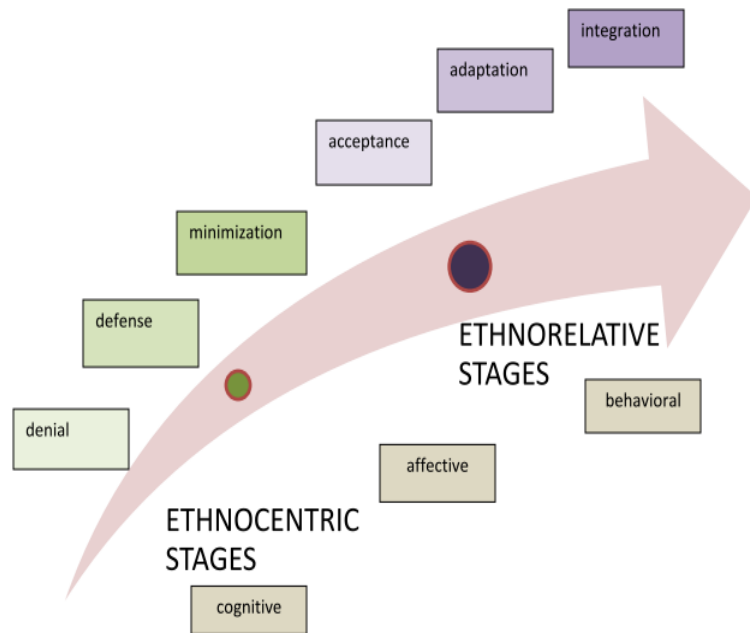
EVALUATION

Assessment Instruments



- **Intercultural Development Inventory (IDI)**
 - 50 item self assessment that measures orientations toward cultural difference based on Bennett's Developmental Model of Intercultural Sensitivity
 - quantifies the subjective experience of cultural difference
 - currently most widely used measure
- **Questionnaire**
 - M/C questions related to social, cultural, language training and exchange experience
- **Journal and Reflection paper**
 - encompassed students' growth and development and included a discussion of their experiences in terms of concepts and themes that they synthesized from their journaling
- **Language test**

Outcomes: IDI



Adapted from Hammer, Bennett, & Wiseman (2003)

- Fellows in both programs showed growth post-course
 - Program 1 Fellows exhibited more growth than Program 2 Fellows (post-exchange scores fell within high minimization on the intercultural continuum compared to polarization, or defense)
- Combined, little change in the Developmental Orientation across all Fellows between baseline and post-exchange
- Non-exchange students in both programs demonstrated regression post-course

Intercultural Competence



- Not all students' scores support the developmental model
- Gamma change theory (Ingraham & Peterson, 2004) indicates that students' initial measurement is revised following post-study and post-exchange to more accurately reflect cultural sensitivity rather than expectations held prior to study and exchange experiences

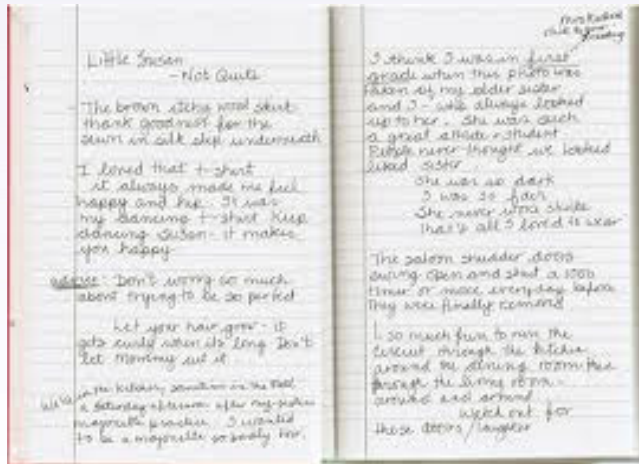
Outcomes: M/C Questionnaire



Themes identified related to:

- Increased self awareness of own culture
- Increased awareness of similarities between cultures (similar purpose and goals in life)
- Acknowledgement of IDI as a tool to learn own cultural awareness
- Increased professional awareness of similarities in knowledge base and practices

Outcomes: Journal/Reflection Paper



Personal:

- “expanded my views on how different and similar our cultures are”
- “I learned more about myself than I ever have before”
- “Accepting that I belong to my own culture and am shaped by this in a very different way than by witnessing differences through exchange”

Professional:

- “helped me understand that there are both similarities and differences between a clinic in the US and that in Brazil”
- “while similarities between clinics (and cultures) are important to be recognized, their differences should not be glossed-over; because these differences shed light on the values of the culture”

Overall



- Change was not linear, which reflects complexity of cultural awareness and sensitivity
- Increased awareness of own culture
- Increased awareness of cultural and professional similarities



LESSONS LEARNED

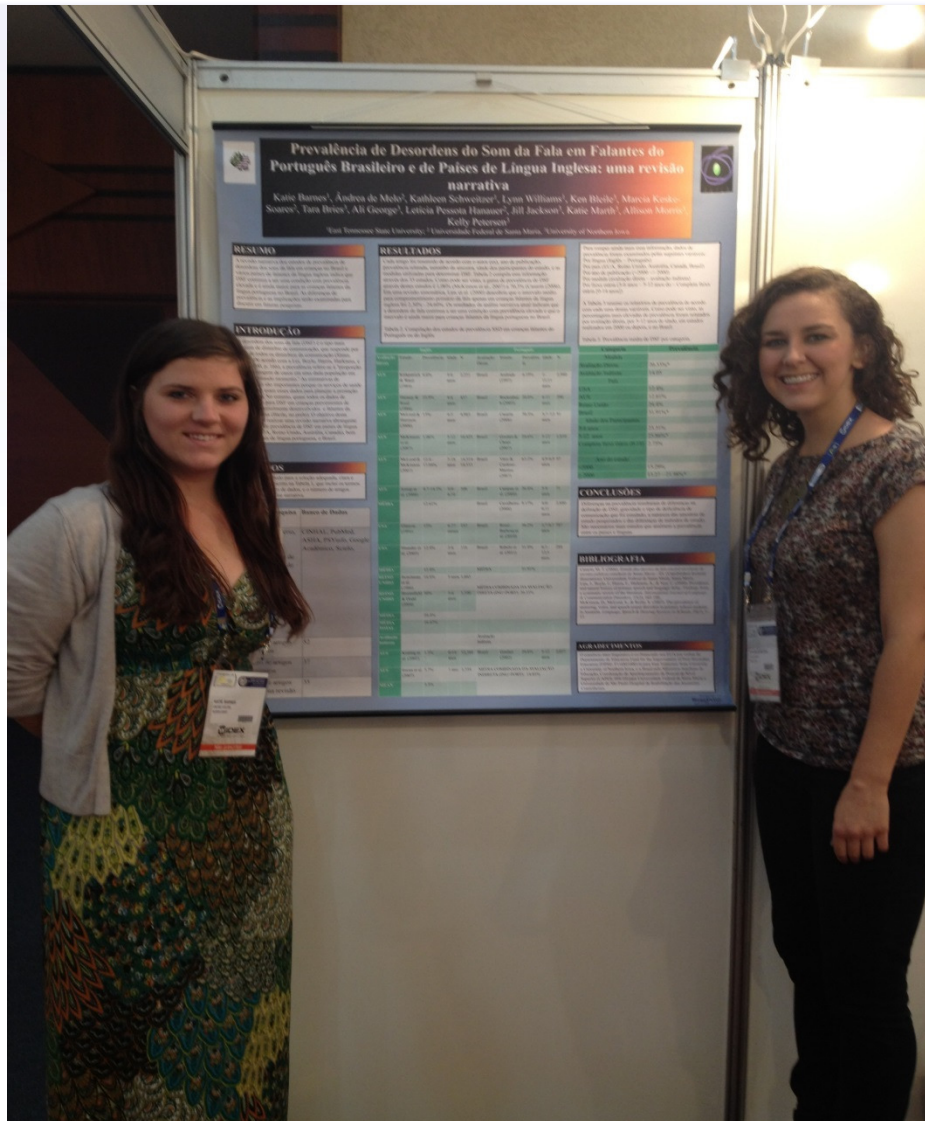
Challenges and Lessons Learned



- Scope
- Technology Challenges
- Management Challenges
- Research Challenges
- Curriculum Challenges



Scope



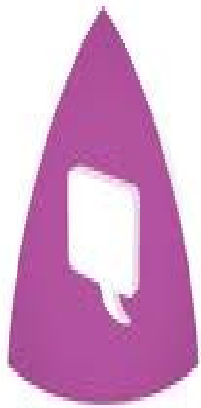
- Review Study + Research Study
 - Completion in 2 semesters was over-ambitious
- Time
 - Commitment to entire project was considerable for both faculty and students
 - Unanticipated time costs to resolve arising issues

Technology and Support Challenges



- We had to learn new and varied types of technology
- Technology support across university partners was not equivalent

Management Challenges



Management Challenge

- Scheduling project and team meetings (time zone and academic calendar differences between northern and southern hemispheres)
- F2F meetings critical, but required time and structure to be effective
- Communication among university grant accounting and administrative offices
- Collaborations across many institutions increases complexity exponentially
- Central challenges involved time, flexibility, and follow-through

Research Challenges



- Coordination and timing of ethics approval for human subject research
- Sharing files electronically
- Journal articles/reviews in different languages
- Different levels of student research training and experience
- CITI training for all students

Curriculum Challenges



- Modifications of approved programs of study
- Evaluation of student participation and contributions
- Language training



NEW OPPORTUNITIES

New Opportunities in Research



- Additional funding opportunities
 - Fogarty International NIH Research Grants (e.g., R03, D48, D71)
- Faculty exchange
- Research collaborations
- Joint presentations and publications
- Other international collaboration opportunities

New Opportunities for Students



- Student mentoring from other countries
- Continuation of exchanges (non-funded)
- Curriculum changes
- International PhD collaborations

New Opportunities for Development of Clinical Materials



- Development of cross-cultural and translated clinical tool and materials (e.g., ICS, PVM, SPAA-C)
- Translation of therapy materials to Portuguese
- Sharing clinical materials and resources

Conclusions



- Novel approach to global training of SLP/A
 - More intensive and integrated curriculum
- Cultural and research competence beyond exchange
 - Researchers around world
- EBP
 - Translating clinical materials (for example: ICS-Portuguese)
 - <http://www.csu.edu.au/research/multilingual-speech/ics>
 - Position paper on multilingual SSD
- Building international research collaborations
 - Expanded beyond FIPSE grant project
 - Global networking

Information on Our Project



Williams, A.L., Louw, B., Scherer, N.J., Bleile, K.M., Keske-Soares, M., & Trindade, I.K. (in press). Academic and clinical preparation in speech-language pathology and audiology: A global training consortium for U.S.-Brazil students. *Contemporary Issues in Communication Sciences and Disorders*.

Consortium for Promoting Cross-Linguistic Understanding of Communication Disabilities in Children FIPSE website:

<http://www.etsu.edu/crhs/fipse/>