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

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# CAPCSD 2013 Annual Conference

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# SLPs and AUDs Go Global

A Research-Based Cross-Linguistic Curriculum

# Disclosure



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# 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

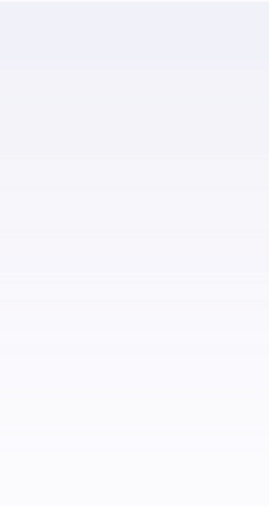


- The need for a global curriculum to address ASHA's strategic plan calls for a unique, sustained approach to training future SLPs/AUDs
- Requires a collaborative and integrated curriculum that exists beyond an exchange
  - Change mindset of future clinicians from “one-time” exchange experience to enduring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

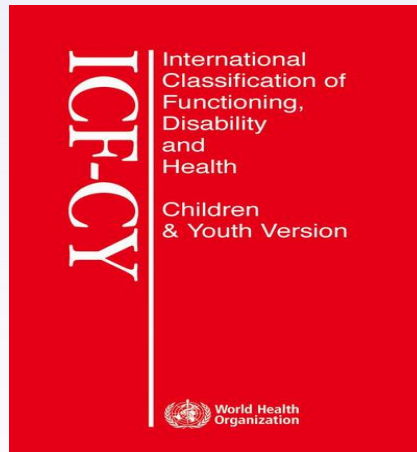
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- Promote language and cultural skills

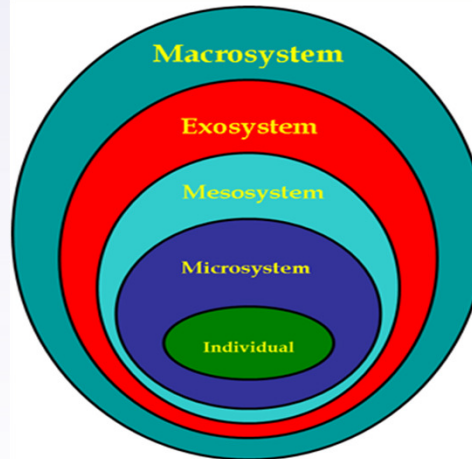
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- Student exchange

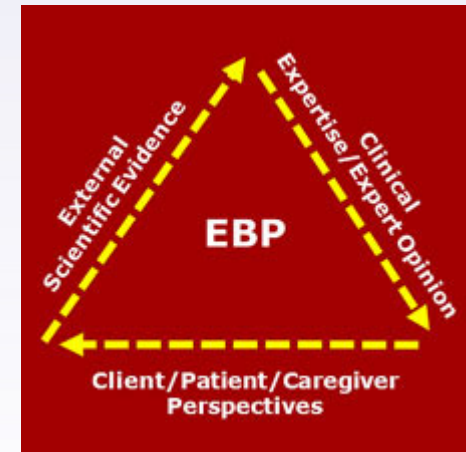
# Theoretical Framework



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

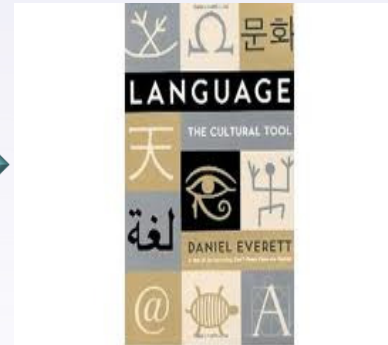
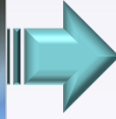


Bronfenbrenner's Bioecological Model of Child Development



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



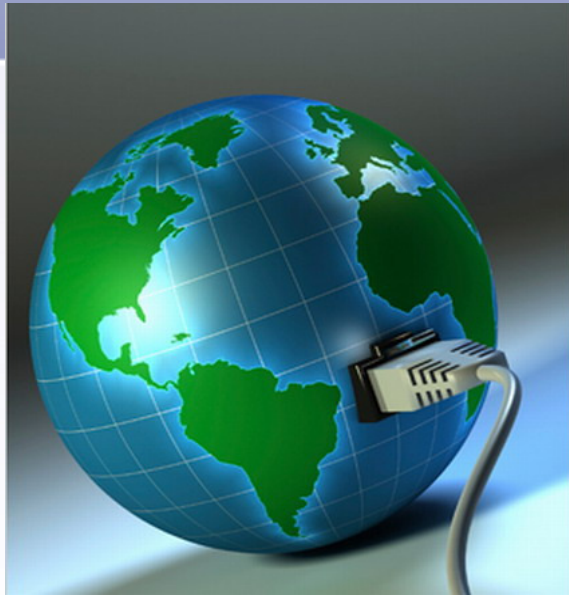
- Skype
  - Weekly team meetings across 4 universities and 2 continents
- Google Docs
  - Shared Word documents
- Wikispaces
  - Shared research articles
- Adobe Connect
  - Faculty planning meetings



# Student Research Presentations



- 11<sup>o</sup> 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)
- 12<sup>th</sup> 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

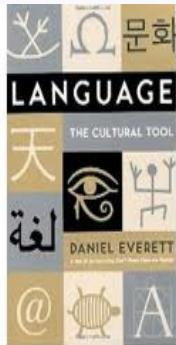




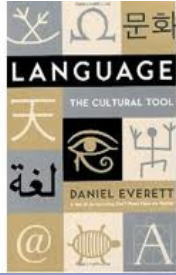
# Course Components



- **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

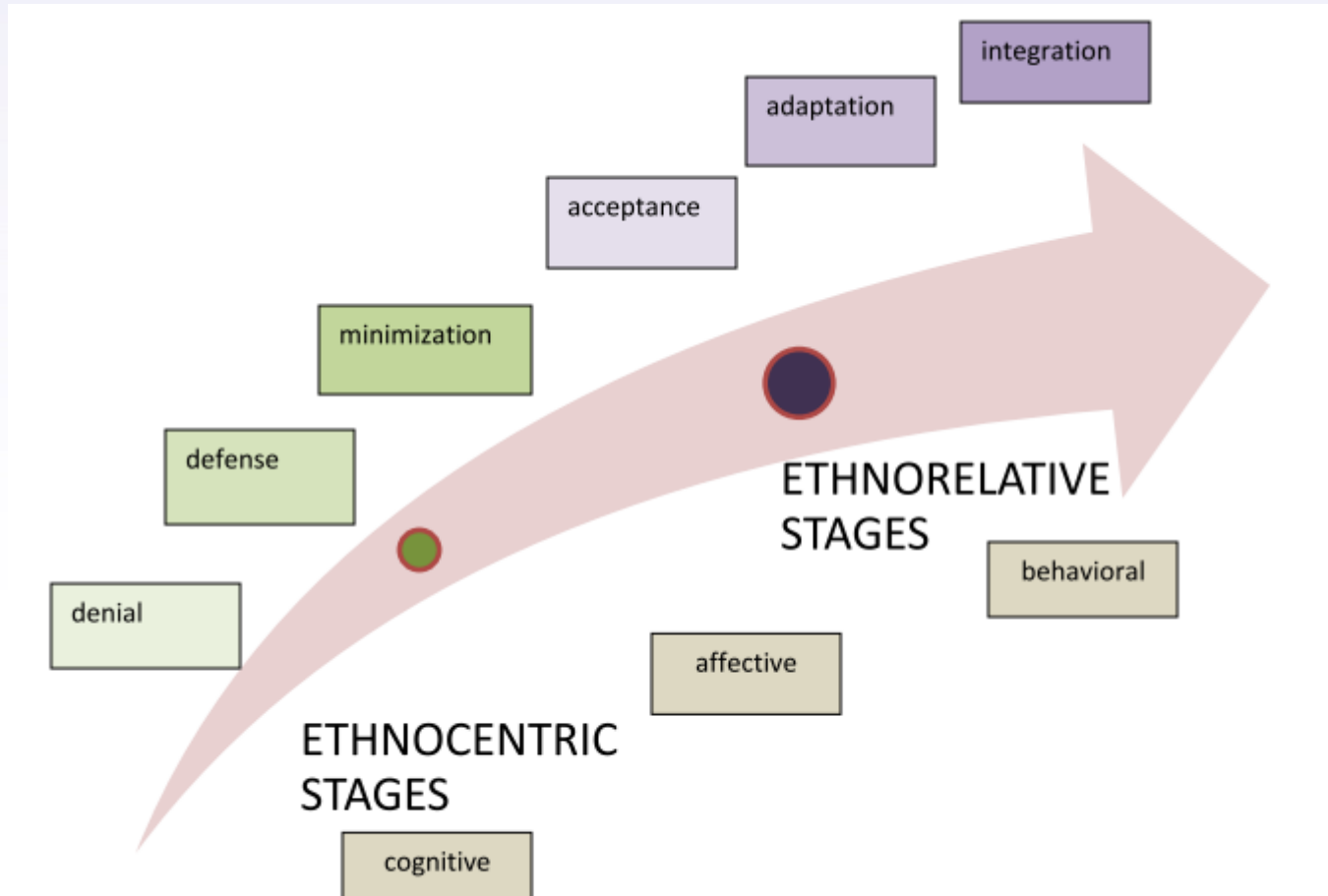


# Objectives

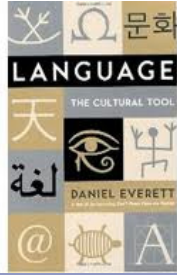


- Language (Portuguese)
  - Core vocabulary of terminology in SLP/A
  - Functional language skills for clinical and curricular purposes
  - Development of strategies for working with interpreters/translators during assessment and intervention
- Cultural and Social
  - Competency in cross-cultural interactions
  - 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



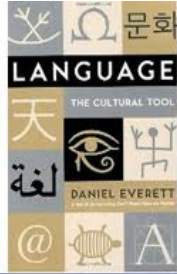
Adapted from Hammer, Bennett, & Wiseman (2003)



# 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



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



# Exchange Students: Brazil to US



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



FPSE  
FIRST

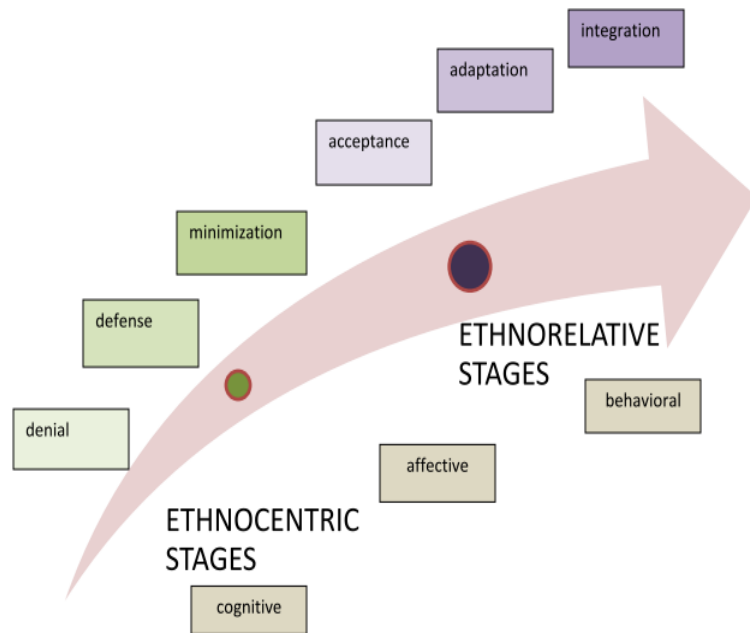
**EVALUATION**

# 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

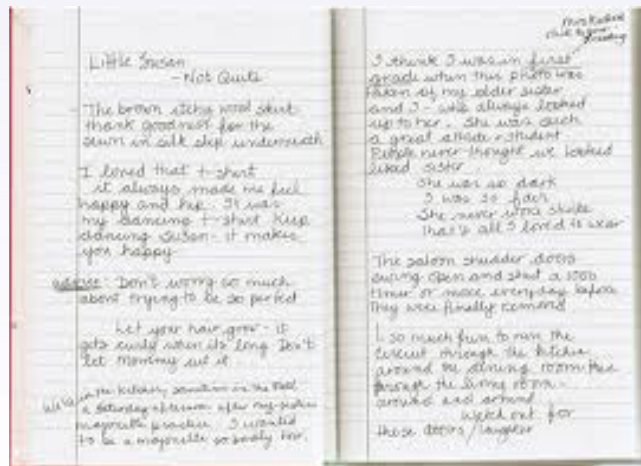
# Outcomes: M/C Questionnaire



## 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

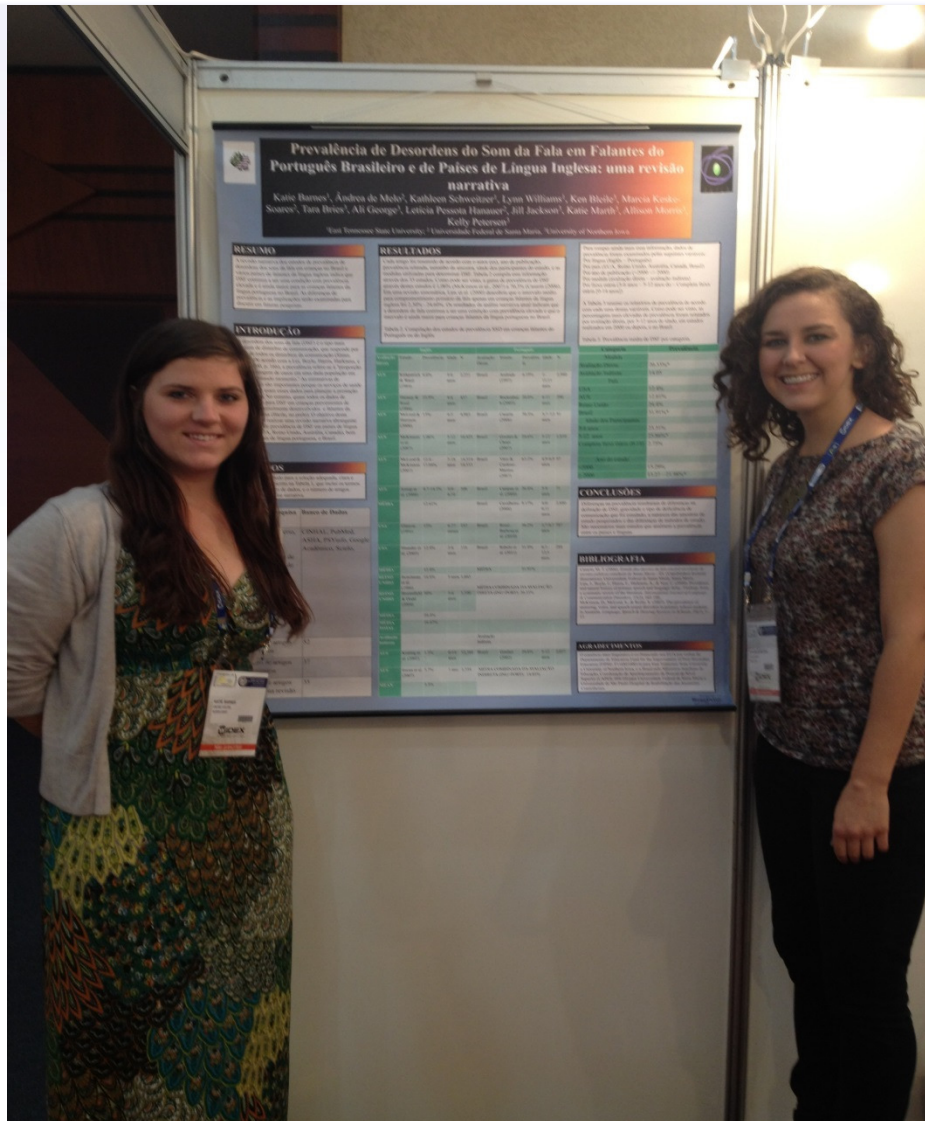
# Challenges and Lessons Learned



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



# Scope



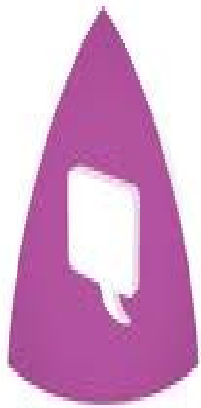
- Review Study + Research Study
  - Completion in 2 semesters was over-ambitious
- Time
  - Commitment to entire project was considerable for both faculty and students
  - Unanticipated time costs to resolve arising issues

# 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



**OPPORTUNITIES**

**EVERYWHERE**



**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/>