

CMDS Faculty-Led Study Abroad Course – May Interim 2023

Communication Disorders Experience in Mexico

May 16 – 24, 2023 Puerto Vallarta, Mexico

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Course Description

The purpose of this study abroad program is to give Communication Disorders students an opportunity to work with a Spanish speaking population. The program will provide a service learning opportunity that will immerse students in four sites in Mexico, including a “Pop-Up” clinic, a day care center for students with significant disabilities, and a local public school that serves students with special needs. Abundant learning opportunities in a clinical communication disorders experience in a variety of different populations and settings is expected. The class will spend seven full days in Puerto Vallarta, Mexico. Five of the days (weekdays), the students will rotate within the three sites. The other days will be spent visiting cultural sites and activities within the Puerto Vallarta, Mexico area or traveling.

Course Objectives and Outcomes

International service learning makes a unique contribution to building global awareness, global partnerships and world peace. The purpose of the study abroad program is to enable CMDS students to expand the clinical skills they are learning in the classroom to real life international applications and to work in a cross-cultural environment. In partnership with the orphanages, school, and day care facility, Truman CMDS students and faculty will provide service with the people of Puerto Vallarta, Mexico while learning about Mexican social, cultural, historical, economic, political and religious history, and present day reality. Students will enjoy the following benefits from the experience:

- Cultural international exposure – a rich international experience designed to significantly enhance students’ academic life at Truman State University
- Vision of how they can make a difference in the world
- Direct application of their education in an unconventional setting
- Opportunity to share their knowledge and expertise
- Learn to work as a team and collaborate as a group
- Communication and presentation skills
- Professor-student mentored learning – the opportunity to build close connections with other members of the University community (instructors and other students).
- A small-class educational environment that will facilitate cross-cultural learning and that will add to the diversity of their academic experience (this diversity may exist because of self-guided study, inquiry-based activities, interdisciplinary approaches, and/or language immersion).

Because of readings, lectures, in-country activities and the service learning opportunity, students will:

- Relate classroom study to real-world situations abroad through critical analysis and synthesis of course materials
- Identify issues and problems, formulate questions, in the field of Communication Disorders that reflects understanding of a particular international context
- Understand and appreciate cultural diversity through the study of other cultures as well as their own
- Self-reflect, as they develop an understanding of how culture influences behavior, and in turn, how cultural differences impact cultural interactions.
- Understand the impact of culture on communication, speech-language development and disorders across cultural groups.
- Understand the social, political, and organizational policies regarding culture and language (including ASHA policies)
- Determine and use assessment/intervention practices that limit bias
- Demonstrate an understanding of the attitudes and tolerance of hearing, speech, and language disorders in different cultural groups
- Discuss the effects of cultural beliefs on prevention, assessment, and intervention of communication disorders across the lifespan.
- Integrate cultural information into appropriate assessment and treatment strategies.

Prerequisites

To apply, students must have at least a 3.0 GPA average within the program and completed at least one semester as a clinician (CMDS 480 or CMDS 681G). This should include CMDS seniors and graduate students. No language requirements are involved. While it is helpful for CMDS students to know at least some Spanish, the sites may have teachers or staff who speak English and/or additional translators will be available. Students with an existing remediation or essential skills plan may not be eligible to apply for this experience. This is TBD by CMDS faculty.

Credit Hours

This course counts for 3 hours of 500-level elective credit (CMDS 510/510G) in Communication Disorders. Like all study abroad courses, the hours will also fulfill the Intercultural Perspective of the Liberal Studies Program.

Course Requirements

- Submit an application and statement of interest and objectives
- Attend preparatory meetings
- Read all assigned material
- Select a presentation topic and group to gather preliminary information
- Keep a daily journal during the trip
- Participate in the reflective learning process while on the trip
- Participate in all in-country events
- Expand upon presentation topic through on-site interviews and recording observations

-Using your preliminary research and information gathered while on the trip; create a Power Point presentation with your group to present during a Friday Forum fall 2023.

Study Abroad Orientation: An important part of studying abroad is being prepared for the experience before going. Students will research basic facts about Puerto Vallarta, Mexico and the surrounding areas. This phase of the course will assist students to prepare themselves mentally, complete needed documentation, become aware of safe health and travel issues, learn the basics about the government and social systems, and develop learning strategies to improve their interaction with and understanding of the culture. Through various means (e.g., publications, discussions) the orientation will provide students with access to information, tools and support that will assist them in becoming better global citizens. In particular, students will be able to:

- Demonstrate self-reliance (including the ability to mitigate risks of international travel);
- Enhance the student community (showing mutual support and respect);
- Integrate with the local community (showing respect for and openness towards others).

Course Schedule

Part One: Preparation

Following application and acceptance into the program, students will prepare for the trip by completing assigned readings and attending weekly preparation classes (following spring break through May 5, 2023 Cinco de Mayo!!). The sessions will ensure students complete the necessary paperwork, understand the rules and regulations, and discuss necessities for traveling. In addition, students will learn the speech-language and screening protocols used while working in the Puerto Vallarta sites, key conversational phrases and terminology specific to the clinical work they will conduct and the cultural differences that may affect their experience. Finally, before leaving for Puerto Vallarta, students will choose a topic relating to the trip for a research presentation that will occur fall 2023. As part of their preparation, students will begin gathering articles relating to their topic during this time.

Part Two: Experience

Students will depart on Tuesday, May 16, 2023 from the St. Louis, Columbia, or Kansas City, MO airports to travel to Puerto Vallarta, Mexico and will arrive in Puerto Vallarta that afternoon. Wednesday, May 17, 2022 students will begin orientation to the sites - Pop Up clinic, special school, and day care facility. Full-time work at these sites will occur each weekday of the trip. Students will spend a full 8-hour day, each workday engaged in service language-based or feeding activities. On Wednesday evening, May 17, the group will participate in a local cooking class and on Saturday, May 20, will attend a cultural dinner theatre including a boat cruise to experience local culture. Sunday, May 18 will be an open day for students to relax on the beach or choose from a variety of local opportunities. The group will depart Puerto Vallarta on Wednesday, May 24, 2023 and return the airport they departed from (typically a late evening arrival to the states). ***Transportation to and from the airports will be the responsibility of the student.***

Students' experiences will be completed in a local "Pop-Up" clinic, a public special education school (CAM 21), and a day care facility (Pasitos de Luz) for children with significant developmental disabilities. CMDS students will conduct speech-language and hearing screenings both in Spanish and English, provide instructional activities in English and Spanish that promote the development of oral and written language skills and literacy, and serve as a resource for teachers/caregivers and volunteers. At the day care, CMDS students will be directly involved in feeding/dysphagia therapy and consultation and will provide ongoing support to see how poverty affects education, language and literacy, and technology and how that impact is in the everyday lives of people living in the Puerto Vallarta area. During the experiences, students will have the opportunity to expand on their presentation/research topic through conducting interviews with individuals (caregivers, other professionals, parents, etc...) and recording their observations.

Part Three: Journal and Final Reflection

Using research as well as information gathered through personal observations and interviews, students will prepare a 5-10 minute stand and deliver group PowerPoint presentation related to their chosen topic. Presentations should focus on what students have learned about their topic through research as well as personal experiences in Mexico. It may be helpful to consider similarities and differences between Mexico and the United States. This presentation will take place in fall 2023 during a Friday Forum (date TBD). Special considerations such as a video submission of the presentation may be an alternative option for students who may have graduated or are on internship during fall 2023.

Potential topics or areas of interest include:

- *Perceptions of individuals with special needs/disabilities
- *Special needs services provided in schools
- *Healthcare similarities and differences between Mexico and the US
- *Geography and location of Puerto Vallarta
- *Language
- *Poverty
- *Family organization
- *culture of Puerto Vallarta
- *The sites visited in Puerto Vallarta

Grading

- 25% Service Learning Journal
- 25% Participation in the reflective learning process and events while on trip
- 25% Participation in orientation and preparation classes
- 25% Participation in Post-trip Presentation

Housing

The group will stay at The Kraken Hostel in Puerto Vallarta, Mexico. The Hostel is conveniently located on the Puerto Vallarta bus route and is within walking distance of the Melacon (boardwalk), convenience stores, shops and restaurants. The Kraken offers a daily complimentary breakfast, wireless internet access, and a water purification system to fill water bottles as desired. The rooms are very "dorm-like" with multiple bunk beds. Females will room only with females and males only with males

within the trip. No outside Hostel guests will room with Truman students nor in the Hostel during our stay.

Tour Excursions

Under no circumstances are students to travel/sight-see independently. All excursion and site visits will be with the group.

TASK Links: The following is a list of the Knowledge and Skills for Clinical Certification addressed in MEX 510 – Study in Mexico

(Successful completion of the course requirements provides knowledge in a content area equivalent to the level(s) described below:

***A rating of one (1) to the right of the heading indicates introductory-level exposure of knowledge/skill as a result of participating in clinical practice.*

***A rating of two (2) to the right of the heading indicates the fundamentals of the knowledge/skill should be grasped as a result of participating in clinical practice.*

***A rating of (3) to the right of the heading indicates a proficiency level to be expected from a beginning practitioner as a result of completing clinical practice).*

Standard IV-B

The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

- **Cultural (3)**
- **Swallowing Processes (1)**
- **Cultural (2)**

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing;
- Swallowing/feeding, including structure and function of orofacial myology, oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span.
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning;
- Social aspects of communication, inducing challenging behavior, ineffective social skills, and lack of communication opportunities; and
- Augmentative and alternative communication modalities.

Standard IV-D

For each of the areas (below) specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

- **Articulation Prevention(3)**
- **Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing**
- **Hearing, including the impact on speech and language**
 - **Prevention (2)**
- **Swallowing Prevention (2)**
- **Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);**
 - **Prevention (3)**
 - **Assessment (3)**
 - **Intervention (3)**

Standard V-B

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice, and should include experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

- **Implementation:** Clinical stimulation (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

Standard V-C:

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

- **Implementation:** The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in SLP and must be under the supervision of a qualified professional who holds a current ASHA CCC in the appropriate practice area. Guided clinical supervision may occur simultaneously during the student's observation or afterwards through review and approval of the student's written reports or summaries. Students may use video recordings of client services for observation purposes.
- **Implementation:** Applicants should be assigned practicum only after they have acquired a base of knowledge sufficient to qualify for such experience. Only direct contact (e.g., the client/patient must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

Standard V-D

At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in SLP by the CAA.

- Implementation: A minimum of 325 clock hours of supervised clinical practicum must be completed while the student is enrolled in the graduate program. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each individual receiving services; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Direct supervision must be in real time. A supervisor must be available and onsite to consult with a student providing clinical services to the clinical educator's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.

