

SLHS 8500: Preparing to provide responsive speech-language and hearing services in diverse populations
 University of Minnesota
 Course Syllabus
 Credits offered Fall & Spring semesters

INSTRUCTOR INFORMATION		
	Email	
	Office Phone	
	Office	
	Office Hours	

COURSE LOGISTICS	
Delivery Method	Hybrid, including asynchronous online content and synchronous in-person meetings
Synchronous meeting times	(Required only for optional 3rd credit -- see details below)
Course Credits	1-3 credits per semester. All students should register for a total of 2 credits before the completion of their AUD or MA-SLP program. Students who wish to earn an optional specialty certificate should register for 1 additional credit before the completion of their AUD or MA-SLP program.
Prerequisites	Enrollment in the AUD or MA-SLP program
Required Materials	Hamilton, A. F., Ramos-Pizarro, J. F., González, W., & Beverly-Ducker, K. (Eds.). (2020). <i>Exploring cultural responsiveness: Guided scenarios for communication sciences and disorders (CSD) professionals</i> . ASHA Press.
Technology Statement	<p>The following technology is required for this course:</p> <ul style="list-style-type: none"> • A desktop or laptop computer than can access the Canvas course site. The University recommends a computer less than six years old with at least 1GB of RAM, with the most recent version of Chrome or Firefox with JavaScript enabled, and an internet connection of at least 512kbps. <i>Students who need assistance with course technology are encouraged to consult the Information Technology page: Working and Learning Off Campus</i>

COURSE DESCRIPTION

This course equips students to recognize relevant aspects of diversity across clinical populations and prepares them to provide culturally responsive services to those populations. All students will develop knowledge and skills across multiple dimensions of diversity, learning to recognize and manage their biases in each area. Students will also document the impact of this learning on their clinical practice. Students may opt to develop deeper knowledge in a single area of specialization.

COURSE OBJECTIVES

Students who achieve the learning goals of this course will be able to:

- ❑ Describe multiple dimensions of client identity that impact audiology and speech-language pathology services, including factors related to ability, culture, gender and sexuality, linguistic experiences, and race and privilege.
- ❑ Recognize personal biases related to these same dimensions of client identity and develop strategies for managing personal biases in clinical practice.
- ❑ Identify and critically evaluate their approaches to addressing ability, culture, gender and sexuality, linguistic experiences, and race and privilege in clinical practice.
- ❑ Engage in meaningful learning activities that deepen knowledge and understanding of groups that are unfamiliar to the student.

In addition, students who achieve the optional learning goals of this course will:

- ❑ Apply knowledge in one area of specialization to clinical practice in speech-language pathology or audiology
- ❑ Generate at least one lasting product that shares their expertise with others

INSTRUCTIONAL TIME & STUDENT EXPECTATIONS

[Instructional time per course credit](#) is a consistent minimum expectation set by the University for the amount of effort your instructor must spend engaging directly with you in your courses. Instructional time for this course will be distributed across your graduate program in audiology or speech-language pathology. Students registering for 2-credits of this course will spend approximately 80 hours engaged in course-related activities before the completion of their program. Course-related activities will include asynchronous learning modules, student-selected learning activities, and written reflections. Students who register for 3 credits will devote approximately 120 hours total before the completion of their program. Additional course-related activities included in this credit are small-group meetings and discussions, creation of a lasting product that shares expertise, and additional student-selected learning activities that build expertise in an area of specialization.

Student responsibilities include:

1. **Engage fully** during both remote and in-person portions of the class. Students are expected to take an active role in discussions and online activities.
 2. Seek out and **complete meaningful activities** to fulfill course requirements. Consult with the instructor when assistance is needed.
 3. **Attend meetings (optional 3rd credit only)**. Missed meetings cannot be made up unless the absence falls into the University's definition of "unavoidable and legitimate circumstances". See [Makeup Work for Legitimate Absences](#).
 4. Actively strive to build capacity as a culturally responsive provider.
- Please also refer to the University's policy on [Student Responsibilities](#).

Instructor responsibilities include:

1. Preparing meaningful and engaging asynchronous learning modules
2. Advising students on possible activities to fulfill course requirements
3. Leading meetings each semester that promote growth for participating students
4. Providing timely and informative feedback on submitted activities and reflections
5. Advising students in the development and dissemination of a shareable learning product
6. Answering student questions via email (within one business day) and during office hours

ASSIGNMENTS

There are many social variables that can impact clinical care in audiology and speech-language pathology. Within this course, we organize these variables into five 'dimensions of diversity'. Although no

list can capture all aspects of client diversity, we use the dimensions of diversity in this course to help us understand different influences on client identity. The five dimensions of diversity include:

- a. **Ability**, including recognition of ableism and an understanding of neurodiversity
- b. **Culture**, including awareness of religion and spirituality, age, ethnicity, and other sociocultural influences
- c. **Gender and sexuality**, including recognition of gender identity and expression and of sexual identity and orientation, as well as the need for gender equity
- d. **Linguistic experience**, including awareness of language varieties (or dialects), bi- and multilingualism, and cross-linguistic impacts on communication
- e. **Race and privilege**, including awareness of racial and class-related privilege and its impact on service access and delivery, recognition of microaggressions and implicit bias, and a commitment to racial equity

The required assignments within the course build knowledge and skills within each dimension. The knowledge and skills should focus on improving students' ability to recognize and manage related biases related to that dimension, thus developing the capacity for more responsive and client-centered services.

A. REQUIRED ASSIGNMENTS

To fulfill the requirements for a grade of S for 2 credits of this course, students must complete 3 assignments (listed as A1, A2, & A3 below).

(A1) *Asynchronous learning modules:*

Five learning modules will be available within the Canvas course site. Each module will cover the foundations of one of the dimensions of diversity within the course framework. The modules will include video recorded and written content as well as brief exercises to apply foundational skills. Students must engage with the content and complete the exercises within each module to complete this assignment.

(A2) *Activity portfolio:*

Students will develop a portfolio of activities demonstrating their knowledge and skills within each dimension of diversity. Students must accrue and document at least one activity per dimension; therefore, a minimum of 5 activities will be completed. Examples of activities include:

Type of activity	Specific example	Diversity dimension this activity would address
Attending or hosting a community event	attending a discussion on racism and social justice	E: race and privilege
Completing a training session, either online or in person	OED course on ableism	A: Ability
Completing a course-related activity, such as a paper or project	Class project on the impact of sociocultural differences on dysphagia therapy	B: Culture
Engaging in a volunteer or service-learning opportunity	Volunteering at a community center that serves a cultural or ethnic group	B: Culture
Creating an informational guide for clients	Providing parents with information on maintaining a heritage language	D: Linguistic experience

Other activities are possible. For each activity, students will submit documentation of the activity completed and a statement of knowledge or skills gained in a specific diversity dimension. Submissions will be graded as acceptable or returned to the student for revision. The activity portfolio assignment is complete when the student has five accepted activity submissions, one per dimension.

(A3) Clinical reflections:

To fulfill the requirements of this course, students must recognize opportunities to integrate their growing knowledge and awareness of diversity into clinical services. The clinical reflections assignment promotes this recognition and provides documentation of student growth. To complete this assignment, students will submit a minimum of 4 written reflections. Each submission will summarize a clinical learning opportunity and reflect on the knowledge and skills gained. Example experiences that could be integrated into a clinical reflection include:

- Examining clinical materials for evidence of bias
- Using an alternative assessment approach to fit a client's identity
- Writing client-centered and/or family-centered goals
- Altering a service delivery model to be more consistent with a client's resources
- Revising a clinical report to reduce instances of biased and/or ableist language
- Engaging in a difficult conversation with a client or family member about bias or discrimination
- Participating in an interprofessional team that includes the perspectives of clients, family members, and other professionals

A variety of other clinical situations could be used for clinical reflections. Submissions will be as acceptable or returned to the student for revision. The clinical reflections assignment is complete when the student has four accepted submissions.

B. OPTIONAL ASSIGNMENTS FOR SPECIALTY CERTIFICATE

Some students may have a particular interest in one or more aspects of diversity and wish to go beyond the broad competencies required of all AUD & SLP students. The Diversity in Communication Specialty Program (DCS) is designed to guide such students in developing in-depth knowledge and skills within a specific diversity-related area of interest. Students who wish to complete the DCS should register for a 3rd credit of this course before the completion of their graduate program.

Students who pursue the DCS will complete a set of requirements designed to develop deep understanding in one area of diversity for professional purposes. Participation in the program is above and beyond the requirements for the MA-SLP or AuD and is voluntary.

Students pursuing the DCS must also complete all required assignments (A1, A2, A3 above). In addition, to earn a grade of S for a 3rd credit of this course as well as a DCS certificate, students must fulfill three additional requirements:

(B1) *Meetings:*

Biweekly DCS meetings are held each semester, during which students discuss topics related to different aspects of diversity, participate in activities, and engage with community guest speakers. Students are expected to attend and actively participate in DCS meetings regularly for at least one semester during their graduate program.

(B2) *Learning Activities:*

Students who complete the DCS program should **select one area of specialization** in which to develop their knowledge and skills. This specialization can be one of the dimensions of diversity defined above (i.e., ability, culture, gender & sexuality, linguistic experience, or race & privilege) OR it can be defined by the student. Within this area of specialty, they should select and complete at least five relevant activities during the course of their graduate program. Specific guidelines for learning activities:

- At least two of the activities must be "primary activities," meaning they involve a semester-long commitment of at least one hour per week.
- The remaining three activities (termed "secondary" activities) can be one-time events or projects.
- It is possible to count one activity from the student's activity portfolio (i.e., assignment A2) towards this requirement, provided the content fits the student's chosen area of specialization. No more than one activity from the activity portfolio may be counted.

A wide variety of learning activities are possible. The critical component of each activity is the opportunity to build knowledge, skill, and/or self-awareness in the student’s chosen area of interest. Examples are provided here to illustrate the range of potential activities and to help students generate ideas for their own learning activities.

Sample primary activities:

- A related fields course that is focused on the student’s chosen area of interest
- Contributing to a research project on a topic that fits within the student’s chosen area of interest. This may be an independent study, a paid or volunteer research assistantship on a relevant project that lasts at least one semester, or an M.A.SLP thesis or Au.D. capstone project
- A semester-long clinical practicum experience focused on a relevant population within the specialty area, in which the student has ongoing opportunities to apply and reflect on responsive services to the population
- An ongoing, semester-long volunteer experience that builds knowledge and understanding of a relevant community (cultural, linguistic, racial, disability, or gender identity, etc.)
- Ongoing participation in a learning group within the student’s chosen area of interest. Examples include language skill-building groups within SLHS, such as the Spanish Vocational Group; a book club devoted to discussing issues of racial equity; or an ongoing professional group dedicated to understanding the perspectives of a disability community.

Sample secondary activities:

- A class project, such as a paper or presentation, that is focused on the student’s chosen area of interest
- A minor research project or experience within the student’s area of interest. Examples include volunteering for a relevant project for less than a semester, or completing a case study project independently or within a practicum
- A clinical experience, such as a single client, that provides the opportunity to apply and reflect on responsive services within the student’s area of interest
- Attending a conference presentation or webinar on a topic relevant to the student’s area of interest
- Reading a relevant book or article and attending a single discussion group on the reading
- Engaging in a one-time or limited volunteer experience that builds knowledge and understanding of a relevant community (cultural, linguistic, racial, disability, or gender identity, etc.)

All activities must be documented in writing by the student. This documentation should summarize the activity and reflect on how it has expanded or built the student’s understanding in the relevant dimension of diversity. Written documentation need not exceed one page per activity.

(B3) Shareable product

Students will generate at least one lasting product to share learning with others. This product must relate to their chosen area of specialization and should build on one or more of the learning activities. It must be made available to others who are interested in learning and must be recorded in a format that can be maintained in the University Archive. Options include a set of clinical or professional materials, a written manuscript, or an oral presentation that is recorded. Opportunities to present will be offered to DCS students who wish to fulfill the final product requirement in this manner.

TIMELINE FOR COMPLETING REQUIREMENTS

Timelines for completing course requirements vary by professional program due to differences in overall program length. Students may complete and submit course requirements on a rolling basis as long as they meet the milestones specified in the table below (by program):

Program	Asynchronous Learning Modules milestone: All modules completed	Activity Portfolio milestone: 4 activities completed	Clinical Reflections milestone: 2 reflections submitted	All requirements completed
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MA-SLP, 2 years	By the end of the first semester of enrollment	Within the first year of enrollment	Within the first year of enrollment	No later than 2 weeks before the end of spring semester, Year 2
MA-SLP, 3 years	By the end of the first semester of enrollment	Within the first two years of enrollment	Within the first two years of enrollment	No later than 2 weeks before the end of Spring semester, Year 3
AUD, 4 years	By the end of the first semester of enrollment	Within the first two years of enrollment	Within the first two years of enrollment	No later than 2 weeks before the end of Spring semester, Year 3
AUD, 5 years	By the end of the first semester of enrollment	Within the first three years of enrollment	Within the first three years of enrollment	No later than 2 weeks before the end of Spring semester, Year 4

For students completing the DCS certificate, the following additional milestones must be met:

Program	Meeting requirement completed	Activities milestone: Complete at least 3 activities including at least one primary activity	Shareable product milestone: Submit a plan for creating a shareable learning product
MA-SLP, 2 years	By the end of the first year of enrollment	Within the first year of enrollment	By the end of fall semester, year 2
MA-SLP, 3 years	By the end of the second year of enrollment	Within the first two years of enrollment	By the end of fall semester, Year 3
AUD, 4 years	By the end of the second year of enrollment	Within the first two years of enrollment	By the end of fall semester, year 3
AUD, 5 years	By the end of the third year of enrollment	Within the first three years of enrollment	By the end of fall semester, year 4

GRADING

Grades are awarded in accordance with the [University of Minnesota Senate Policy on Grading](#). These are the standards for grades:

- **S** achievement that is satisfactory, which is equivalent to a C- or better.
- **N** Represents failure (or no credit) and signifies that work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student should be awarded an I (see also I). Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.
- **I** Represents achievement which is incomplete. May be assigned if the student has successfully completed a substantial portion of the work of the course; and due to extraordinary circumstances (as determined by the instructor), the student was prevented from completing the work of the course on time. The assignment of an I requires a written agreement with the student specifying the time and manner in which the student will complete the course requirements. Students will be required to complete course requirements no later than the day grades are due for Spring Semester 2020, unless called to active military duty. Students will not be required to re-register or sit in on the entire course to resolve an incomplete. Students may complete the work to resolve an incomplete during a term in which they are not otherwise registered. Except for graduate and

professional students, incompletes that have not been changed to a letter grade by the day grades are due for the subsequent regular (fall or spring) term will be automatically changed to an F or N, consistent with the student's grading scale for the course. For graduate and professional students, an I remains on the transcript until changed by the instructor or department. If an I becomes an F or N under this provision, the grade may be changed later by the instructor if appropriate. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student. When an I is changed to another symbol or grade, the I is removed from the record. If a student graduates with an I on the transcript, the I will remain an I. The degree GPA is frozen upon graduation. With college and instructor approval, a student may be allowed to resolve an incomplete up to one year after graduation. While the degree GPA will not change, the cumulative GPA will be updated. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s).

Inquiries regarding any changes of grade should be directed to the instructor of the course; you may wish to contact the Student Conflict Resolution Center (SCRC) in 211 Eddy Hall (624-7272) for assistance.

SPEECH-LANGUAGE PATHOLOGY STANDARDS

Applicants for certification in audiology or speech-language pathology must meet standards set by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). In addition, accredited programs must meet standards set by the Council of Academic Accreditation in Audiology & Speech-Language Pathology. Relevant standards from the 2020 CFCC AUD standards and the 2020 CFCC SLP standards (both effective Jan. 1, 2020), as well as the 2023 CAA standards (effective Jan. 1, 2023) are listed below. The standards that this course partially meets are highlighted in gray. Students planning to pursue a career in audiology or speech-language pathology should keep this syllabus to document their learning. Students should also refer to the AUD or MA-SLP handbook for criteria for meeting these standards and criteria for remediation, if necessary.

2020 CFCC Standards for Applicants in Audiology

Standard II-A:

A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and significant others

A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision-making regarding treatment options and goals

Standard II-B:

B8. Performing developmentally, culturally, and linguistically appropriate hearing screening procedures across the life span

Standard II-E:

E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship with sensitivity to differences in culture, identity, and language

Standard II-F:

F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for deaf and hard of hearing children with sensitivity to differences in culture, identity, and language

2020 CFCC Standards for Applicants in Speech-Language Pathology

Standard IV-C

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

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including 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
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) 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, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

Standard IV-D

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

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Standard V-B

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.

Council of Academic Accreditation (CAA) Program Standards

3.1.6A/B General Knowledge And Skills Applicable To Professional Practice

- ethical conduct;
- integration and application of knowledge of the interdependence of speech, language, and hearing;
- engagement in contemporary professional issues and advocacy;
- engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services;
- clinical education and supervision skills;
- clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care;
- professionalism and professional behavior that is reflective of cultural and linguistic differences;
- interaction skills and interpersonal qualities, including counseling and collaboration;
- ability to work effectively as a member of an interprofessional team.

3.4 A/B Diversity, equity, and inclusion:

- diversity, equity, and inclusion are incorporated throughout the academic and clinical program, in theory and practice.

- opportunities to identify and acknowledge approaches to addressing culture and language that include cultural humility, cultural responsiveness, and cultural competence in service delivery.
- opportunities to identify and acknowledge the impact of both implicit and explicit bias on clinical service delivery and actively explore individual biases and how they relate to clinical services.
- opportunities to identify and acknowledge:
 - the impact of how their own set of cultural and linguistic variables affects clients/patients/students' care (these variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status).
 - the impact cultural and linguistic variables of the individual served may have on delivery of effective care. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
 - the interaction of cultural and linguistic variables between the caregivers and the individual served. These variables include, but are not limited to, age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
 - the social determinants of health and environmental factors for individuals served. These variables include, but are not limited to, including health and healthcare, education, economic stability, social and community context, and neighborhood and built environment, and how these determinants relate to clinical services.
 - the impact of multiple languages and ability to explore approaches to addressing bilingual/multilingual individuals requiring services, including understanding the difference in cultural perspectives of being d/Deaf and acknowledge Deaf cultural identities.
- opportunities to recognize that cultural and linguistic diversity exists among various groups, including among d/Deaf and hard of hearing individuals, and foster the acquisition and use of all languages (verbal and nonverbal), in accordance with individual priorities and needs.

ADDITIONAL POLICIES

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Violations are subject to disciplinary actions in accordance with the University of Minnesota [Student Code of Conduct](#).

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of

the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please

see: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents

Policy: https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents

Policy: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - [612.626.1333](tel:612.626.1333)) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: (UM Crookston

- <https://www.crk.umn.edu/units/disability-resource-center>, UM Duluth

- <http://www.d.umn.edu/disability-resources>, UM Morris -

<http://www.morris.umn.edu/academicsuccess/disability/>, UM Rochester - [SLHS 8500 AUD/SLP responsive services](http://r.umn.edu/student-</p></div><div data-bbox=)

[life/student-services/disability-resources](#), UM Twin Cities - <https://diversity.umn.edu/disability/>) or e-mail (UM Crookston - myers062@crk.umn.edu, UM Duluth - access@d.umn.edu, UM Morris - hoekstra@morris.umn.edu, UM Rochester - sdzavada@r.umn.edu, UM Twin Cities - drc@umn.edu) with questions.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.