

SPLH 464/764: Seminar in Multicultural Issues
Speech –Language Services with Multicultural Populations
Part I: Assessment

Fall 2011, 1 credit
Instructors: Betty Bunce, Ph.D.
Meeting Time: Thursdays at 6:30-8:15
Place: 2094 Dole

Purpose: The purpose of this course is to help students become knowledgeable about working with individuals from a variety of beliefs and values. The goal of this seminar is to improve the student's ability to provide culturally sensitive and appropriate speech and language assessment. This course addresses ASHA Standards III-B and III-C (understanding concepts, terminology and theory, developing, analyzing and integrating an assessment plan, and determining the presence of a disorder and related factors)

Upon completion of the course, the student will be able to:

1. Describe their own cultural beliefs and values and how these impact their working relationship with individuals from similar or different cultural backgrounds.
2. Identify the values and beliefs of families from a variety of cultures such as Anglo European, African American, Hispanic, Asian, Native American, Pacific Island, Middle Eastern, as well as the impact of different religious beliefs.
3. Identify the potential biases associated with assessment procedures and to describe alternative assessment techniques including formal and informal procedures, dynamic assessment.
4. Describe ways in which the assessment process can be tailored to be more culturally sensitive.
5. Describe the impact of cultural differences in the assessment of voice, neurogenic, swallowing, language, and fluency disorders.

Students Responsibilities and Evaluation:

1. Class attendance and participation: Students are required to attend class on a regular basis and to contribute to class discussion. Students should come to class having read the assigned reading for that day and be prepared to discuss questions in class. For some of the classes, students will be randomly assigned to small groups. The groups will be assigned a topic of discussion for that class. Your group will have ~ 10 minutes to respond to your topic. Each class attendance/participation is 3 points (3 x 7 = 21 points-see rubric). Absences due to illness or other special circumstances should be discussed with the instructors. Typically if a class is missed, participation points can still be

awarded if student attends an approved cultural event and submits a 2-page paper describing the student's learning. This can be done for one missed class.

2. At the end of each class, students will have one week to submit a reflection paper via e-mail to the Blackboard site or to the instructors e-mail. The reflection paper should address the class discussion, speaker or video or topic of the previous class meeting. Each week the instructor will post on Blackboard a question or questions by the Friday following the scheduled class (e.g. the next day!). Therefore **due dates** for reflection papers are the Friday before the next class (e.g, **Due dates** for Reflection 1- Sept. 9; Reflection 2- Sept. 23rd ; Reflection 3 – Oct. 7th , Reflection 4 – Oct. 21st , Reflection 5 – Nov.4th , and Reflection 6 – Nov. 18th . These papers may be submitted to the instructor by e-mail. Specific guidelines for the reflection papers and a grading rubric will be provided prior to the first assignment. Paper should be typed, double spaced and no longer than 2-3 pages. Each class reflection is 7 pts. (7 x 6= 42 pts). There will no reflection for the last class (12/1). (Late reflection papers may be accepted with a maximum of 3.5 points).

3. Students will evaluate an assessment tool for potential bias with a selected culture. Specific guidelines for the assessment tool analysis and a grading rubric will be provided (37 points).

A standard grading scale with a total of 100 points earned will be used. Plus/minus grading will be used: 93-100=A

90-92= A-

87-89= B+

83-86= B

80-82=B-

77-79=C+

73-77=C

70-72=C- and so forth

4. If any of the reflections or final project is to be part of the student's portfolio, then please let the instructor know which item is to be used.

Required Text: Battle, D. (2002). *Communication Disorders in Multicultural Populations*. (3rd ed.). Boston: Butterworth-Heinemann.

Supplementary text: Lynch, E. W. & Hanson, M. J. (2004) *Developing cross-cultural competence*. Baltimore: Paul H. Brookes. (chapters are placed in reserve reading in Haworth 2115 in Lawrence and at the Med Center designated space). (Note: There is a brand new revision, 2011).

Supplementary Chapters: On blackboard:

Harry, B. (2004). The posture of cultural reciprocity. In M. Kalyanpur & B. Harry (Eds) *Culture in special education*. (pp 113-131). Baltimore: Paul H. Brookes.

Kalyanpur, M. (2004). Legal and epistemological underpinnings of the construction of disability. In M. Kalyanpur & B. Harry (Eds) *Culture in special education*. (pp15-45). Baltimore: Paul H. Brookes.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
9/1	Introduction (Culture & You) CLD Populations Cultural Continua	Battle, Chap 1 Harry, Chap. 5 Group Discussion- Cultural Continua and Assessment issues
9/15	African-American/GLBT	Battle, Chap 2 (Guest Speaker)
	(REC) Lynch & Hanson (Chapt 6)	
9/29	Culture in Special Education/ Middle Eastern and Arab-Americans	Battle, Chap. 4 Kalyanpur, Chap. 2 Group Discussion – Cases Studies
10/13	Latino Second Language Acq.	Battle, Chapt, 6 & Chapt.7 (REC) Lynch & Hanson Chap. 7 (Guest Speaker)
10/27	Assessment procedures Native Americans	Battle, Chapt. 13, Chapt. 5 (Guest Speaker) (REC) Lynch & Hanson Chapt. 10
11/10	Assessment procedures – Adult Asian & Pacific American	Battle. Chapt. 8, Chapt. 3 (REC) Lynch & Hanson Chap. 8 Group Discussion –Case Studies
12/1	Assessment Review paper due at beginning of class Assessment/Test review – Class discussion	

“The KU Office of Disability Resources (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.disability.ku.edu/>. Please also contact one of the instructors privately in regard to your needs in this course.”

Reflection Paper Feedback Rubric (7 pts)

Student:

Reflection #

	Does not meet standard	Partial points	Full points
Integrates reading and class information (4 points)	Does not include at least one reference to reading and class	Presents at least one specific reference to reading and class and provides a point of view/opinion.	Presents more than one reference to reading and class and point of view is well-developed.
Writing conventions (1 point)	Three or more errors	One or two errors (there-their!!)	Has no errors
Expresses self clearly (2 points)	Writing is unfocused and confusing	Writing is sometimes unclear and unorganized	Writing is focused and well organized

Test Review Guidelines and Rubric (total 37 points)

Test Name, Author, Year of Publication, Publisher (5 points- cite as if in a reference using APA style)

1. What does the test measure? (7 points)
2. Is your culture included in the normative sample? If yes, is the sample representative? (5 points)
3. How might the test be biased against your selected cultural group? (13 points)
Verbal instructions/expectations?
Pictures?
4. What would you do to reduce the bias on the test you reviewed if you were designing the test. Include ways the test could be more culturally sensitive to your assigned culture. (7 points)

Rubric for Test Review

Student: Case: Culture Test: Points:

	Does not meet standard	Partial points	Full points
Test reference (5 pts)	Fails to provide appropriate citation for the assigned testing instrument	Provides at least two components of the reference for the test.	Provides full reference citation for the testing instrument and uses APA style
Describes purpose of test.(what does it measure) (7 pts.)	Provides little information about the purpose of the test	Provides general overview of what the test measures.	Provides specifics on the purpose of the test.
Culture included in normative sample? Is sample representative? (5 points)	Does not discuss normative sample	Provides some information regarding normative sample.	Discusses normative sample and notes that whether it is representative of assigned culture
Test bias (13 points)	Provides little information about possible biases of the test toward assigned culture	Provides some information regarding potential bias of a test	Provides detailed information or support for point of view regarding potential bias/no bias of the test for assigned culture
How would you reduce the bias noted or how would you reduce the potential bias in regards to assigned culture if designing a similar test? (7 pts)	Provides little information with regards to reduction of test bias for assigned culture	Provides general information regarding how potential bias could be controlled for assigned culture	Provides specific details regarding how bias could be reduced for this test or for a new test in regards to assigned culture.