

SPLH 588/888: Multicultural Considerations in SPLH (1 credit)

Fall 2017

Class Meetings: Thursdays, 6:30-8:15, 1007 Wescoe (LAW) & 2008 Orr Major (KUMC)

Instructor: Matthew Gillispie, PhD, CCC-SLP
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Office Hours: Thurs. (class days) 8:15-9pm, Fri. 9:15-10am, or by appt.

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Office Hours: Tuesdays 10am-noon or by appt.

*Preferred Reference: You are welcome to use our first names.
Pronouns: He, him, his (both Matt and Josh)

Course Prerequisites: None

This course will be conducted in an atmosphere of mutual respect of all gender expressions and identities. Please address us as indicated by our preferred names and pronouns (as listed above). We were provided with a class roster with student names as they appear in Enroll and Pay. We will learn your name and pronoun preferences through a first class survey.

Instructor Bios

Matthew Gillispie, PhD, CCC-SLP is a clinical associate professor and speech-language pathologist in the Department of Speech-Language-Hearing: Sciences & Disorders and the Intercampus Program in Communicative Disorders. He is interested in preschool and school-age children with speech, language, and literacy disorders. He provides services and clinical education in the Schiefelbusch Speech-Language-Hearing Clinic, as well as local schools. Matt is also interested in culturally-responsive services, especially to children and families from Native American communities. He directs a personnel preparation grant funded by the U.S. Office of Special Education Programs. Culturally Responsive Early Literacy Instruction: American Indian/Alaska Native is a 5-year grant (2014-2018) supporting speech-language pathology graduate students interested in working with Native American communities.

Joshuaa Allison-Burbank, M.A., CCC-SLP (Diné/Acoma Pueblo) is a speech-language pathologist at the Center for Child Health and Development at the University of Kansas Medical Center in Kansas City, KS. He provides mentoring and clinical supervision to trainees in the Leadership Education in Neurodevelopmental and Related Disabilities interdisciplinary training program. His clinical and research interests include community assessment and capacity building, parent training and advocacy, primary prevention interventions, culturally responsive teaching practices, and epidemiologic surveillance of neurodevelopmental disabilities in tribal communities. Joshuaa is currently pursuing his doctoral degree at the University of Kansas with an emphasis on neurodevelopmental disabilities and public health.

Course Description

Speech-language pathologists (SLPs), audiologists (Auds), and their clients/patients form dynamic relationships. Service providers should be conscious and respondent when the perspectives of those involved are significantly different than one another, and affect services. The purpose of this seminar series is to consider the breadth of diversity and these influences on speech-language pathology and audiology services.

Professional Standards and Learning Objectives

The Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology has identified standards essential to quality education in the professions of audiology and speech-language pathology. This course addresses Standard 3.1.1A and 3.1.1B. These standards include the following:

Cultural Competence

- Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation).
- Understand the impact of the cultural and linguistic variables of the individuals served on delivery of effective care (these include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation).
- Understand the interaction of cultural and linguistic variables between the caregivers and the individual served in order to maximize service delivery.
- Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, physical and sensory abilities) and how they relate to clinical services.
- Understand the role of manual and other communication systems and the use of sign and spoken interpreters/transliterators and assistive technology to deliver the highest quality care.

Additionally, ASHA SLP Certification Standards (2014) state that applicants must demonstrate knowledge and skills of “communication and swallowing disorders and **differences**, including the appropriate...cultural and linguistic correlates.” ASHA Audiology Certification Standards (2012) state applicants must demonstrate knowledge of the “effects of cultural diversity and family systems on professional practice”, as well as “culturally appropriate/sensitive” services.

At the end of this course, it is anticipated that students will be able to:

1. Identify dimensions of diversity.
2. Describe their own beliefs and values, and how these impact working relationships with individuals from similar or different cultural backgrounds.
3. Discuss values and beliefs of families from a variety of cultural groups, and analyze potential benefits and harm of utilizing cultural generalities.
4. Define and provide examples of health and educational disparities in the United States, as well as identify the causes of disparities.
5. Identify the potential biases associated with assessment procedures and to describe alternative assessment techniques including formal and informal procedures.

Required Course Materials

1. Required readings will be assigned from:

Battle, D. (2012). *Communication Disorders in Multicultural and International Populations. (4th Ed.)*. Boston: Butterworth-Heinemann.

Rankine, C. (2014). *Citizen: An American Lyric*. Minneapolis: Graywolf Press

These books are available from the bookstore and online stores. Readings generally will supplement lectures and in-class discussions and activities.

2. Additional required readings and videos will be posted and available via Blackboard.
3. All course materials, beyond the required textbook, are available on Blackboard at <http://courseware.ku.edu>.

Required Course Activities

1. ***Attendance and Participation (7 x 5 points = 35 points total)***

Attendance and class participation is required. Each class is worth 5 points. If you miss a class or if you know you will miss a class, you may complete a second Outside Activity (see above) for full points. If we feel you are not consistently prepared and contributing to class and group discussions, we will warn you and discuss ways that you can increase/improve your contributions to the group. If you fail to meet these expectations, we will deduct points.
2. ***Readings and Blackboard Quizzes (5 x 5 points = 25 points total)*** – To fully participate in class lectures and discussion, you must complete the required readings and videos. Each week, you are required to complete a 5-point quiz over that week's assigned videos and readings (except Rankine readings). When you begin your quiz, Blackboard will randomly select from a question pool so each student's quiz will be different. You are required to complete these quizzes on your own...your independent work. There will be six quizzes and you may drop their lowest quiz. Quizzes are due by 6:29pm before each scheduled class meeting.
3. ***Papers/Reflection (40 points total)***
 - a. ***About Me essay (5 points; 1-page max)*** – Write a short introduction to who you are and the major influences (e.g., people, institutions, beliefs, etc.) in your life. Your instructors will read these, and you will read these to some of your classmates. Maximum of 1 page. Please bring to the first day of class.
 - b. ***Outside Activity (10 points; 2-3 page max)*** – To continue to learn about the perspectives of others as well as develop consciousness of your identity, you are required to attend an outside event/activity and write a reflection paper. There are three recommended event options listed on our class schedule of events. Attend one of these events and write a reflection paper on the event. The reflection should include a short summary of what you learned as well as a reflection on how this experience altered your perspective on the topic and/or our professions. See Blackboard for rubric and assignment submission. **Due November 9th at 6:30pm.**
 - c. ***Rankine Reading Diary (25 points; 1-page max)*** – This academic year's KU Common Book is Citizen: An American Lyric by Claudia Rankine. Our program is committed to diversity and equity, and developing future clinicians who are culturally competent; therefore, our program also adopted this book to be used across undergraduate and graduate level classes. When Rankine readings are required, you must complete a short (1-page max) diary entry related to the reading. These entries should be submitted via Blackboard prior to class. These are private entries that will only be read by you and your course instructors; however, we will use/discuss this book during in-class discussions. Please use the diary template and submit via Blackboard.
4. ***SPLH 888 Students Only - Final Group Project – Case History (20 points)*** – Often the first step in our services with a new client/patient is to gather information via an interview or case history. Our initial interactions with new clients/patients will also affect our relationship with them, and how effectively we serve them. We collect information about their communication skills and challenges, but we should also collect information about important cultural and linguistic characteristics. Over the course of the semester, you and your group will update a

generic case history form to be more inclusive. Periodically throughout the semester, you will have the opportunity to revisit your case history and make updates based on new considerations from readings and class discussions. SPLH 588 students will participate in this discussion but it is the responsibility of SPLH 888 students to complete and submit. **Due December 15th by midnight.**

Whole Class and Small Group Discussion Considerations

There will be discussion topics and class comments that challenge your perspectives and/or make you anxious or uncomfortable. We endorse and adhere to the College’s statement on diversity, equity, and inclusion. Cultural and linguistic diversity are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. We strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. During class, please follow the following guidelines:

- Participate fully (at your own comfort level)
- Speak from your heart and your personal experience. Use “I” statements to share thoughts and feelings
- Listen respectfully
- Be fully present
- Remain open to new perspectives, especially when you don’t necessarily agree.
- Take risks: lean into discomfort
- Respect and maintain confidentiality
- Name if you feel triggered
- Embrace the opportunity to get to know your classmates

**Taken from Kathy O’Bear’s Facilitation authentic Dialogue The Alliance for Change*

Course Grade

In this course, quality of achievement will be evaluated through points earned on attendance and participation, papers, and a project. A grading rubric will be provided for each paper and project. The relationship between total points accumulated and final course grade is shown below:

588 Total Course Points	888 Total Course Points	Final Letter Grade
93-100	111-120	A
90-92	108-110	A-
88-89	105-107	B+
83-87	99-104	B
80-82	96-98	B-
78-79	93-95	C+
73-77	87-92	C
70-72	84-86	C-
68-69	81-83	D+
63-67	75-80	D
60-62	72-74	D-
0-59	under 72	F

*Grades of C+ and lower will be reported to the Intercampus Advising Committee

Portfolio Artifact

SPLH 888 students may use the final case history project as an artifact because this will be the richest artifact from the course. Students should include the completed instructor rubric and their case history with instructor comments.

Course Calendar

Bolded text = required reading/assignment due by class time on this date

Italicized text = Optional but recommended activities for Outside Activity

<i>Overview & Introduction</i>		
August 31	Syllabus overview, expectations, identity	About Me Essay
<i>Dimensions of Diversity and Identity</i>		
<i>September 7</i>	<i>Optional: An Evening with Claudia Rankine 7-8:30pm, Lied Center (LAW)</i>	<i>Recommended for Outside Activity</i>
September 14	Dimensions of Diversity & Identity	View Barbara Rodriguez lecture (Bb) Lynch (2011) pp. 50-58 Rankine pp. 5-37 (plus Diary) Blackboard Quiz #1
September 28	Power and privilege	Rankine pp. 41-66 (plus Diary); Ebert (2016) Blackboard Quiz #2
<i>October 6</i>	<i>Optional: Betty Bunce Multicultural Lecture Laida Restrepo Noon-1pm, Price Auditorium, Computer Center (LAW) School of Nursing G013 Auditorium (KUMC)</i>	<i>Recommended for Outside Activity</i>
October 12	Bias	Rankine pp. 69-79 (Diary) Gershenson & Dee (2017); Dovidio et. al. (2008) Blackboard Quiz #3
<i>October 25</i>	<i>Optional : Our Voices Count and Our Story Matters: An Open Discussion of Multicultural Experiences at KU - Teresa Girolamo, Joshuaa Alison-Burbank, Brittany Williams, & Kavita Indar - 7:30-9pm, 2092 Dole (LAW)</i>	<i>Recommended for Outside Activity</i>
October 26	Historical Trauma, and Health & Educational Disparities	Rankine pp. 82-135 (Diary) Battle (2012) Chapter 1; Sotoro (2006) Blackboard Quiz #4
November 9	NO CLASS – ASHA	Outside Activity due by 6:30pm
<i>Assessment Considerations</i>		
November 16	Assessment Considerations	Rankine pp. 139-161 (Diary) Battle (2012) Chapter 12 Blackboard Quiz #5
December 7	Guest lecture: Veronica Fierro, PhD, CCC-SLP: Bi/multilingualism and assessment	Battle (2012) pp. 120-137; Battle (2012) Chapter 6 (not required) Blackboard Quiz #6
December 15		Final Group Case History Project Due

Course Policies

The following policies are relevant to this course.

Accommodations

<http://access.ku.edu/syllabus-statement-0>

"The Academic Achievement and Access Center (AAAC) [in Lawrence] coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course."

<http://www.kumc.edu/student-services/academic-accommodation-services.html>

"Access to education is one key to opening the doors of mainstream society to people with disabilities. The University of Kansas Medical Center is committed to helping all admitted students reach their academic goals. Academic Accommodations for students with disabilities is a program within the Division of Student Services in coordination with Human Resources and the Student Affairs offices of the Schools of Health Professions, Medicine, and Nursing. Students may contact Cynthia Ukoko, cukoko@kumc.edu, or 913-945-7035 to discuss accommodations. To schedule an appointment online, go to <https://medconsult.kumc.edu/>."

Diversity, Equity, and Inclusion

The Department of Speech-Language-Hearing endorses and adheres to the College's statement on diversity, equity, and inclusion. Cultural and linguistic diversity are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. As a department, we strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. Consequently, we are committed to enhancing the training we provide around cultural and linguistic diversity.

Civility and Respect

Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Religious Observances

<http://policy.ku.edu/governance/USRR#art1sect4>

Should the course schedule conflict with your mandated religious observance, please contact us at the beginning of the semester so that we can develop alternative options. In addition, students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution.

Medical Crisis

<http://policy.ku.edu/governance/USRR#art1sect4>

Students with a verifiable medical crisis of a relative or friend may be excused from being present for scheduled class requirements. It is the responsibility of the student to initiate discussion with the instructor, prior to the due date, if possible, or as soon as possible after the event. The instructor and student shall come to a mutually agreeable method of making up the missed work.

Although the university policy on medical crisis only applies to friends or relatives of a student, I apply this policy to the students in my course. If you have a verifiable medical or personal crisis, please let me know as soon as possible so that we can work together to establish a schedule for making up missed work.

Academic Misconduct

Students should review the university policy on Academic conduct at:

<http://policy.ku.edu/governance/USRR#art2sect6>

Intellectual Property

<http://policy.ku.edu/provost/intellectual-property-policy>

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor may grant permission for students to audio or video record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Commercial Note-Taking Ventures

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

Concealed Carry

Lawrence campus - Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an uncocked position
- Must have the safety on, and have no round in the chamber.

KUMC prohibits faculty, staff, students, and visitors from carrying weapons of any type on its Kansas City, Kansas campus. For additional information, please see the [KUMC Procedures for Implementing University-Wide Weapons Policy](#). Students who conceal carry on the Lawrence or Edwards

campuses are responsible for making alternative arrangements when attending classes in Kansas City. Students can transfer a handgun from a backpack or purse to a secure location such as the trunk of their locked vehicle. Individuals who violate the weapons policy or procedures may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.