

SPLH 464/764: Seminar in Multicultural Issues  
**Assessment and Intervention Considerations in SLP and Audiology**  
Spring 2017, 1 credit

**Lawrence**

**KUMC**

**Instructor:** Matt Gillispie, PhD, CCC-SLP    Joshuaa Allison Burbank, MA, CCC-SLP

**Email:** [wmg@ku.edu](mailto:wmg@ku.edu)

[jallison-burbank@kumc.edu](mailto:jallison-burbank@kumc.edu)

**Office Hours:** Wed. 9am or by appt.

Thur. 5:30pm or by appt.

**Class Location:** 1009 Wescoe

2008 Orr Major

**Meeting Time:** Thursdays at 6:30-8:15 (see schedule below)

**Purpose and ASHA Standards**

Purpose: Speech-language pathologists (SLPs), audiologists (Auds), and their clients/patients form dynamic relationships. The purpose of the fall seminar was to consider the breadth of cultural and linguistic influences on humans' perspective of their environment, and to consider the social impact of differing experiences and perspectives. In this spring seminar, we will narrow our focus to specific cultural groups, as well as best practices for assessment and intervention in speech-language pathology and audiology.

This seminar series 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) and the CAA Standard 3.0A, 3.0B.

**Learning Objectives**

Upon completion of the course, students will:

1. Describe historical and contemporary issues of health and education within specific cultural groups while guarding against gross overgeneralization to individual clients/patients and families.
2. Identify the potential biases associated with assessment procedures and to describe alternative assessment techniques including formal and informal procedures.
3. Identify resources and culturally responsive intervention/(re)habilitation practices across our professional scope of practice.

**Course Materials**

Required Text

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

Fadiman, A. (1997). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux.

Additional assigned readings are listed in the Schedule of Responsibilities (below), and posted to Blackboard.

## **Course Requirements**

### Participation and Application (55 total points)

There are 2 components to participation and application points: class attendance, participation in small groups, and your small group's performance on in-class activities. Attendance checks (40 points), application/team project (15 points) will combine your Participation and Application score (55 points). Each component is described below:

Attendance (40 points): There are 8 class periods and attendance is required. Each class attendance is worth 5 points ( $8 \times 5 = 40$  points). If you miss class due to illness or other another event, you have the opportunity to make-up half of the points by attending a cultural event and writing a 2-3-page summary and reflection. See your instructor for possible cultural events. **Exception: If you need to miss class for a religious holiday or event, please inform your instructor at least 2 weeks in advance.**

Application/Team Project (15 points): At the beginning of the semester, you will be divided into small groups for in-class activities and discussion. Over the course of the semester, your team will finalize and package these activities into a final team project. At the end of the semester (see schedule), one team member will submit the final team project via Blackboard. The final project will be graded and worth a total of 15 points. Everyone on the team gets the same amount of points.

### Reading Notes (15 points)

Each class period, you will have assigned readings due. For each reading, you will take bulleted notes and submit through Blackboard prior to class. This will ensure you are prepared to participate in discussion each week. I encourage you to hang on to these bulleted notes as a resource. Each week's notes are worth 3 points but you may drop one ( $6 \text{ weeks} \times 3 \text{ points} = 18 \text{ points} - 1 \text{ drop} = 15 \text{ points}$ )

### Reflection Papers (30 points)

The instructor(s) will post a reflection question(s) related to an assigned book, *The Spirit Catches You and You Fall Down*. For each question(s), students will write and submit a reflection paper (see schedule). Course instructor(s) will use the reflection paper grading rubric that is posted on Blackboard. Papers should be typed, double spaced and no longer than 2-3 pages. Each reflection paper is worth 10 points ( $10 \text{ points} \times 3 \text{ papers} = 30 \text{ pts}$ ). Papers may be submitted late via email (loss of 2 points for each day).

## **Grade Scale**

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

### **Disability Resources and Accommodations**

The Academic Achievement and Access Center (AAAC) 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.

### **Academic Misconduct**

Students are expected to observe all University Guidelines pertaining to academic misconduct as state in the University Senate Rules and Regulations (2.6.1)

*“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.”*

### **Schedule of Responsibilities**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
1/19	Introduction/Syllabus; Course purpose and objectives; ASHA’s multicultural constituency groups	
2/2	Arab American communities; ethnographic interviewing; case history	<i>Battle Chp 4;</i> Westby et al. (2003) <b>Reading summaries</b>

2/16 Hispanic/Latinx communities;  
Health literacy; use of interpreters *Battle Chp. 6;*  
McCrary & Hester (2001)  
**Reading summaries**

**Due 2/23: Reflection paper #1 for The Spirit Catches You (Chapters 1-7).**  
See Blackboard Assignments section for writing prompt, rubric, and submission.

3/2 Native American/Indigenous communities;  
Differentiated instruction *Battle Chp. 5;*  
Inglebret et. al. (2016)  
Simmons (2015)  
**Reading summaries**

3/16 **Guest Lecture:** Taryn Acosta Lentz, Ph.D.  
Counseling & Educational Support Services  
University of Kansas Medical Center  
LGBTQ+ communities Steckly (2009);  
Frazier (2009);  
Voyzey (2015)  
**Reading summaries**

**Due 3/30: Reflection paper #2 for The Spirit Catches You (Chapters 8-13).**  
See Blackboard Assignments section for writing prompt, rubric and submission.

4/6 Black/African American communities;  
Dialect; dynamic assessment *Battle Chp. 2;*  
Charity (2008)  
Qualls (2002)  
**Reading summaries**

4/20 Deaf/HH communities; telepractice *Battle Chp. 11;*  
Hayes, Boada, & Coe (2015)  
Kelley (2003)  
**Reading summaries**

**Due 4/27: Reflection paper #3 for The Spirit Catches You (Chapters 14-19).**  
See Blackboard Assignments section for writing prompt, rubric, and submission.

5/4 Revisiting culturally responsive instruction TBA

**5/11 Group project/portfolio submitted via Blackboard**

Notes: *Readings from the Battle, 2012 text are italicized.*

All other readings can be found on Blackboard.

**Due dates are bolded for assignments to be submitted via Blackboard  
(Assignments section).**