

SPLH 589/889: Multicultural Considerations in SPLH (1 credit)
Spring 2018

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

Instructor: Matthew Gillispie, PhD, CCC-SLP*
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Office Hours: Mondays 9am or by appointment**

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Office Hours: Thursdays before/after class or by appointment**

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

**We are also available by Skype/Zoom video conferencing

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, and regularly works with 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 6-year grant (2014-2019) 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 and Project Coordinator for the Culturally Responsive Early Literacy Instruction: American Indian/Alaska Native at the University of Kansas. He also provides mentoring and clinical supervision to trainees in the Leadership Education in Neurodevelopmental and Related Disabilities interdisciplinary training program at the University of Kansas Medical Center. 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. Joshua 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.**

Learning Objectives

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

1. Discuss characteristics and issues of different cultural groups, and analyze potential benefits and harm of utilizing cultural generalities.
2. Discuss contemporary issues related to perspectives on disability and access to services.

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*. (4th Ed.). Boston: Butterworth-Heinemann.

Additional required readings are listed in the Schedule of Responsibilities (below), and available on our course's Blackboard site.

Course Requirements

Attendance and Participation (50 total points)

Attendance (40 points): There are 8 class periods, and attendance and participation is required. Each class attendance and participation is worth 5 points (8 x 5 = 40 points). If you miss class due to illness or other another event, you have the opportunity to make-up the points by attending an extra Outside Cultural Event and writing a 2-3-page summary and reflection. See Outside Cultural Event below. *Exception: If you need to miss class for a religious holiday or event, please inform your instructor at least 2 weeks in advance.*

Participation (10 points): At the beginning of the semester, you will be divided into work groups/teams. Throughout the semester, you will work with your group in various in-class activities. These activities allow you to engage and apply course concepts for a deeper level of understanding. At the end of the semester, you will anonymously rate each group members' participation on the following criterion: 1. preparedness for activities/discussion, and 2. participation and productive contributions to the group. Based on these ratings, you will earn up to 10 possible points.

Readings and Blackboard Quizzes (30 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 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 seven quizzes and you may drop their lowest quiz (6 x 5 points = 30 total points). Quizzes are due by 6:29pm before each scheduled class meeting.

Independent Study Reflection Paper (20 points)

Multicultural/lingual and diversity topics in speech-language pathology and audiology are broad and numerous. For this paper, you have the opportunity to explore your own interests within your professional training. Identify and read a recent (2008-2018) scholarly article that explores or investigates diversity (e.g., race/ethnicity, gender identity, ability, age) within speech-language pathology, audiology, and/or related disciplines. In this course, we have often introduced broad, weekly topics and readings. This is your opportunity to explore narrower, specific components of a topic that may apply to your future employment and service delivery.

Your paper should summarize the article and what you learned as well as a reflection on how this information relates or affects your professional services. 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 3-4 pages. Papers should be submitted on Blackboard. You may submit late via email but you will lose 2 points for each day late. **Due March 29th, 2018.**

*****SPLH 889 Only*** Outside Cultural Event Reflection Paper (20 points)***

To continue to learn about the perspectives of others as well as develop consciousness of your identity, you are required to attend an outside cultural 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.

Your 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. 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. Papers should be submitted on Blackboard. You may submit late via email but you will lose 2 points for each day late. **Due May 4th, 2018.**

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*

Portfolio Artifact

SPLH 889 students may use their Independent Study Paper as an artifact. If you would like to use this artifact, you should email Matt Gillispie so that he can download the paper, rubric, and feedback for you. (Blackboard no longer allows students to download instructor feedback.)

Grade Scale

In this course, quality of achievement will be evaluated through points earned on attendance, team project, and reflection papers. The relationship between total points accumulated and final course grade is shown below:

589 Total Course Points	889 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

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.”

Course Calendar

Date	Speaker/Topic	Readings & Assignments
1/18	Introduction/Syllabus; Course purpose and objectives Cultural appropriation Documentary - <i>More Than a Word</i>	Simmons (2015)
2/1	Guest Lecture: Ana Paula Mumy Director, Language Acquisition Preschool (LAP) “Supporting Multicultural/lingual Children in LAP” Person/Family Centered Care	<i>Battle Chapter 13;</i> Grenness et al. (2014) Quiz #1 due
2/15	Walt Wolfram Documentary “Talking Black in America”	<i>Battle Chapter 2;</i> Charity (2008) Quiz #2 due
3/1	Guest Lecture: Larry Long, PhD Counseling & Educational Support Services, University of Kansas Medical Center “Affirmative Care to LGBTQ+ Patients”	Steckly (2009); Frazier (2009); Voyzey (2015) Quiz #3 due
3/15	Serving Tribal Communities Cultural perspective on health and disability	<i>Battle Chapter 5;</i> Ravindran & Meyers (2015) Quiz #4 due
3/29	Independent Study Reflection Paper Due by midnight	
4/5	Guest Lecture: Casey Redding, AuD Department of Hearing and Speech University of Kansas Medical Center “Audiology Services in Rural Communities Including Mennonite and Amish Communities”	<i>Battle pp. 230-236;</i> Marrone et al. (2017); Gladden, Beck, & Chandler (2015) Quiz #5 due
4/19	Guest Lecture: Casey Redding, AuD Department of Hearing and Speech University of Kansas Medical Center “Deaf Culture”	<i>Battle pp. 208-230;</i> Kelly (2003) Quiz #6 due
4/26	Outside Cultural Event Reflection Paper due by midnight	
5/3	Disability studies and culture Wrap-up	Dupre’ (2012) Quiz #7 due

****Note – Quizzes due by 6:30pm and papers due by midnight on due date.**

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 un-cocked 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.