

**SPLH 589/889: Multicultural Considerations in SPLH (1 credit)**  
Spring 2019

Class Times: Thursdays, 6:30-8:15, 1007 Wescoe (LAW) & 2004 Orr Major (KUMC)

Instructor: Matthew Gillispie, PhD, CCC-SLP\*  
[wmg@ku.edu](mailto:wmg@ku.edu); 2103 Haworth Hall (LAW)  
Office Hours: Mondays 9am or by appointment\*\*

Joshuaa Allison-Burbank, ABD, CCC-SLP\*  
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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 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**, ABD, 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

Hyter, Y.D. & Salas-Provance, M.B. (2019). *Culturally Responsive Practices in Speech, Language, and Hearing Sciences*. San Diego: Plural Publishing.

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

## **Course Requirements**

### Attendance (35 total points)

There are 7 class periods, and attendance and participation is required. Each class attendance and participation is worth 5 points (7 x 5 = 35 points). If you miss class due to illness or other another event, you have the opportunity to make-up the points by completing a second Outside Cultural Event reflection paper. See below for details. **You may only make-up one absence.** *Exception: If you need to miss class for a religious holiday or event, please inform your instructor at least 2 weeks in advance.*

### Readings and Blackboard Quizzes (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 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. **Since these are online and can be completed from anywhere you can access the internet, you will NOT be able to drop a quiz this semester.** There will be five quizzes (5 x 5 points = 25 total points). Quizzes are due by 6:29pm before each scheduled class meeting.

### \*\*SPLH 889 Only\*\* Independent Study Reflection Paper (10 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 (2009-2019) 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.

**You may also consider your group project (see below) when selecting an article.**

Your paper should briefly summarize the article and what you learned (1 page) as well as a reflection on how this information relates to or may influence your professional services (1-2 pages). 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 pages. Papers should be submitted on Blackboard. You may submit late via email but you will lose 1 points for each day late. **Due March 28<sup>th</sup>, 2019.**

Class Reflection Papers (10 points total)

There will be two (2) classes that we do not anticipate having a lot of time for in-class discussion and reflection; therefore, you will write a short (1-2 page) reflection paper. **Please do NOT summarize the class documentary/lecture because this was a shared experience. Instead, describe concepts/perspective that was new to you and reflect on why you may not have considered these in the past (it would help to think about your own experiences and the sources of your perspective on the issue). Or, if you have significant experience with the concepts/perspective presented, then please share about your perspectives and how they compare with the content presented in class. Last, discuss how the information presented in class may influence your future professional relationships and/or services.** Papers should be submitted on Blackboard. You may submit late via email but you will lose 1 point for each day late. Course instructor(s) will use the class reflection paper grading rubric that is posted on Blackboard. Each reflection paper will be worth 5 points each (2 x 5 points = 10 total points). **Due February 14<sup>th</sup> and April 11<sup>th</sup>, 2019.**

Outside Cultural Experience Reflection Paper (10 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 experience and write a reflection paper. There is one recommended event listed on our class schedule of events (Betty Bunce Multicultural Lecture). We will also provide more experiences on Blackboard. Attend one of these events and write a reflection paper on the event.

Your reflection paper should include a short summary of what you learned (no more than 1 page). **Next, describe concepts/perspective that was new to you and how these are different from your own experiences/perspective. Last, discuss how this experience may impact your future professional services. Go beyond general statements and provide details of how this experience altered your perspective and will influence your future services.** 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 1 point for each day late. Course instructor(s) will use the reflection paper grading rubric that is posted on Blackboard. **Due April 25<sup>th</sup>, 2019 by midnight.**

Group Project (20 points)

Your group will choose from a few case studies related to group/community that is underrepresented in our professions, meaning these groups/communities may often experience health and educational disparities, may often have limited access to services, and may often receive service that are not culturally responsive. Using evidence from class reading and additional resources, you will identify potential health and educational disparities, potential sociocultural barriers to services, potential strengths of the community that could benefit services, and a general plan for harnessing strengths to address these disparities and barriers.

There will be two components to the project. First, you will develop and give a Powerpoint presentation on the last class, May 2<sup>nd</sup>, 2019. Your fellow classmates and instructor will be allowed to ask questions after the presentation. **The 10-minute class presentation and 5-minute Q&A is worth 10 points.** They will also complete a short feedback form for your

group. You will consider the feedback and make final changes to your Powerpoint presentation. You will submit your Powerpoint presentation along with a bulleted list of changes you made to your presentation and a short rationale for each change (1 bulleted page) to Blackboard. **The final Powerpoint and 1-page list of changes is worth 10-points.** Course instructor(s) will use the group project grading rubric that is posted on Blackboard. **Additional information, guidance, and resources will be presented in class on February 21<sup>st</sup>. Also, on March 21<sup>st</sup>, there will be no class meeting. Instead, and since you already have this time blocked, you should use this class time to meet with your group to work on the project. The class presentation is due May 2<sup>nd</sup>, 2019, and the electronic submission of your final Powerpoint and 1-page list of changes is due May 9<sup>th</sup>, 2019.**

### **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 or Group Project as an artifact. If you would like to use this artifact, you should email Matt Gillispie so that he can download the paper/project, 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	102-110	A
90-92	99-101	A-
88-89	97-98	B+
83-87	91-96	B
80-82	88-90	B-
78-79	86-87	C+
73-77	80-85	C
70-72	77-79	C-
68-69	75-76	D+
63-67	69-74	D
60-62	66-68	D-
0-59	65 and under	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.”*

**See additional course policies at the end of this syllabus.**

**See Blackboard for additional class, community, and professional resources.**

## Course Calendar

Date	Speaker/Topic	Readings & Assignments
1/24	Introduction/Syllabus; Course purpose and objectives Topic: (Dis)ability cultures	None
2/7	<b>View Walt Wolfram Documentary</b> <i>“Talking Black in America”</i> Topic: Dialect and linguistic differences; Assessment wrap-up	Text Chapter 10 (pp. 234-258); James & Washington (2018); <b>Quiz #1 due</b>
2/11	<b>Optional</b> Betty Bunce Multicultural Lecture: Julie Washington, Professor and Chair, Georgia State University. <i>“Language Differences: Help or Hindrance for Teaching Poor Children To Read”</i>	5-6pm, Price Auditorium, Price Computing Center; also broadcast to 2004 Orr-Major KUMC
2/14	<b>Class reflection paper on “Talking Black in America” due by midnight.</b>	
2/21	Topic: Addressing barriers to accessing services; cultural responsivity Introduction to group project	Gay (2010); Marrone et al. (2017); Gladden, Beck, & Chandler (2015); <b>Quiz #2 due</b>
3/7	Topic: Culturally responsive intervention/rehab and research	Text Chapter 11 & 8 <b>Quiz #3 due</b>
3/21	<b>No Official Class Meeting</b> Please use this time for your group project. This is dedicated time that your group members all have availability. Please find a location that is agreeable to ALL group members. You are welcome to use 1007 Wescoe and 2004 Orr Major.	
3/28	<b>889 Students ONLY - Independent Study Paper Due by midnight</b>	
4/4	<b>Guest Lecture: Casey Redding, AuD</b> Department of Hearing and Speech University of Kansas Medical Center Topic: Deaf community and audism	Wilson & Atcherson (2017); Pakulski et. al. (2017); <b>Quiz #4 due</b>
4/11	<b>Class reflection paper on Casey Redding’s guest lecture due by midnight.</b>	
4/18	<b>Guest Lecture: Larry Long, PhD</b> Counseling & Educational Support Services, University of Kansas Medical Center “Affirmative Care to LGBTQ+ Patients”	LGBTQ+ terminology; Frazier (2009); Voyzey (2015) <b>Quiz #5 due</b>

4/25 **Outside Cultural Event Reflection Paper due by midnight**

5/2 **Group Project Presentations**  
Wrap-up

No required readings; focus on group  
project presentation

5/9 **Final electronic version of group project due by midnight.** One team member should  
submit on Blackboard.

**\*\*Note – Quizzes due by 6:29pm and papers due by 11:59pm 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](mailto: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.