

**SPLH 589/889: Multicultural Considerations in SPLH (1 credit)**  
Spring 2021

Class Times: Mondays, 5:30-7:15, 1005 HAW (LAW) & 2110 HEB (KUMC)

2/1	Zoom for everyone (see Zoom details below)
2/15	KUMC section Zoom; Lawrence live at 1005 HAW
3/1	KUMC section live at HEB 2110; Lawrence section Zoom
3/15	KUMC section Zoom; Lawrence live at 1005 HAW
3/29	KUMC section live at HEB 2110; Lawrence section Zoom
4/12	KUMC section Zoom; Lawrence live at 1005 HAW
4/26	KUMC section live at HEB 2110; Lawrence section Zoom

Zoom Meeting Link (recurring): <https://kansas.zoom.us/j/99497289353>

Meeting ID: 994 9728 9353

Passcode: 448244

Instructor: Matthew Gillispie, PhD, CCC-SLP\*  
[wmg@ku.edu](mailto:wmg@ku.edu); 785-864-0643; 2103 Haworth Hall (LAW)  
Office Hours: by appointment\*\*  
Pronouns: he, him, his

Stephanie Meehan, Ph.D., CCC-SLP\*  
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Office Hours: by appointment\*\*  
Pronouns: she, her, hers

\*Preferred Reference: You are welcome to use our first names.

\*\*We are available by Zoom

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 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 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 directed a personnel preparation grant funded by the U.S. Office of Special Education Programs. Culturally Responsive Early Literacy Instruction:

American Indian/Alaska Native was a 7-year grant (2014-2020) supporting speech-language pathology graduate students interested in working with Native American communities.

**Stephanie Meehan, Ph.D.**, CCC-SLP is a Clinical Assistant Professor at the University of Kansas. She currently leads a team of clinical practicum students on the Promoting Access and Advocacy to Communication and Education (PAACE) team, which serves clients in a local school district as well as in the Schiefelbusch Speech-Language-Hearing Clinic. She teaches the Introduction to AAC class to speech-language pathology master's students. Her primary professional interests include improving the pre-service education and training in the area of AAC and issues of diversity, equity, and inclusion in the field of speech-language pathology.

### **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 the 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.
4. Conduct equity analysis and create action steps to address inclusion and equity issues in case studies.

### Course Materials

#### Required Text

1. Required readings will be assigned from:  
**Oluo, I. (2018). *So You Want to Talk About Race*. New York, NY: Seal Press.**
2. Additional required readings and videos, and other course materials are available via Blackboard: <http://courseware.ku.edu>.

### Course Requirements

#### Attendance (6 classes x 4 points each class = 24 total points)

Attendance and class participation is required. Each class is worth 5 points. You will be assigned to an in-class team for group projects and discussion. **If you miss a class or if you know you will miss a class, you may complete an Outside Activity (see below) for full points. You can only make-up one absence for full points.**

*Exception: If you need to miss class for a religious holiday or event, please inform your instructor at least 2 weeks in advance.*

You are expected to read the assigned readings and view the assigned lectures/videos prior to class and arrive ready to discuss the class topic(s). Each class, you will work in small groups to complete the in-class discussion topics. We will provide a Participation Rubric on Blackboard so that you are aware of our expectations. You may also use this rubric for self-evaluation. If we feel you are consistently performing Below Expectations on the Participation Rubric, we will meet with you to discuss ways that you can increase/improve your contributions. If you do not meet these expectations, we will assign points based on the rubric.

#### 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. Quizzes will be posted 1-week prior to the due date. There will be a total of 6 quizzes (6 quizzes x 5 points = 30 total points). Quizzes are due by 5:29pm.

*Oluo Reading Diary (3 x 4 points each = 12 points; 1-page max)*

We will finish Ijeoma Oluo's *So You Want to Talk About Race*. For the first 3 weeks, you will read the final chapters (see course calendar for reading assignments) and write a diary reflection. For each diary, you must complete a short (1-page max) 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.

*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 (2010-2021) scholarly article that explores or investigates diversity (e.g., race/ethnicity, gender identity, ability, age, etc.) 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 point for each day late. **Due April 5<sup>th</sup>, 2021.**

*Betty Bunce Multicultural Lecture Reflection Paper (10 points)*

Each spring, we host the Betty Bunce Multicultural Lecture by an nationally/internationally-known researcher in topics related to diversity and equity. The guest lecturer and date will be announced at the beginning of the spring semester. You will attend live or watch the recorded lecture and write a reflection paper.

**Please do NOT summarize the lecturer because this will be shared experiences. Instead, describe concepts/perspective that were 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 by the lecturer. Last, discuss how the lecture content could influence your future professional relationships and/or services.** The paper 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. **Due April 19<sup>th</sup>, 2021.**

*Group Project (14 points)*

In the fall, your group selected a case study on health and educational disparities and/or examples of discrimination in a professional environment. You completed the first 4 steps of an

equity analysis to identify biases and inequities, challenges and opportunities, and equitable and just outcomes. Next, you will complete the last 3 steps and brainstorm short- and long-term policies and actions that will result in immediate actions steps and long-term policy that address broader systemic inequities. **One team member will submit the written project by May 13<sup>th</sup>, 2021 at 11:59pm.**

*Optional: Outside Cultural Experience Reflection Paper (one attendance makeup)*

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. The instructors will provide a list of options but you may also look for activities that interest you. Please share other experiences with us so we can approve and share with your classmates. We will also provide more experiences on Blackboard. Attend one of these events (or books, documentaries, recorded lectures) 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 perspective/concepts that were 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 (e.g., “I will be more culturally responsive in my services”) and provide specifics/details.** Papers should be typed, double spaced and no longer than 2-3 pages. Papers should be submitted on Blackboard. Course instructor(s) will use the reflection paper grading rubric that is posted on Blackboard. **Due May 3<sup>rd</sup>, 2021, 11:59pm.**

### **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 and Stephanie so that they 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:

Total Course Points	Final Letter Grade
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
0-61	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
2/1	Introduction/syllabus; Course purpose and objectives	None
2/15	Topic: Perspectives on (dis)ability;	Snow videos (see Blackboard); Snow (2016); Brown (2011); Dupre (2012); Quiz #1 due; Oluo chapter 13 and diary #1
3/1	Topic: LGBTQIA+ people in healthcare Introduction to group project	Bogi Perelmutter recorded lecture; Excerpts of Sharman, Z. (ed., 2016); Sawyer, Perry, & Dobbins-Scaramelli, A. (2014); Quiz #2 due; Oluo chapter 14-15 and diary #2
3/15	Topic: Discrimination from patients	Paul-Emile lecture; Paul-Emile et. al. (2016); Saadi (2016); Quiz #3 due; Oluo chapter 16-17 and diary #3
3/29	Topic: Addressing barriers to accessing services	Meehan recorded lecture; Marrone et al.(2017); Gladden, Beck & Chandler (2015); Quiz #4 due
4/5	<b>Independent Study Paper Due by 11:59pm. Submit on Bb.</b>	
4/12	Culturally responsive services	Gillispie recorded lecture; Gay (2010); Gillispie (2021); Quiz #5 due
4/19	<b>Betty Bunce Multicultural Reflection Paper due by 11:59pm. Submit on Bb.</b>	
4/26	Topic: Equity & inclusion in research	Roberts TED Talks; Fox TED Talks; Singleton, Jones & Hanumantha (2017); Quiz #6 due
5/3	<b>Optional: Outside Activity paper due. For attendance makeup only.</b>	
5/13	<b>Group project due by 11:59pm. Only 1 team member should submit on Bb.</b>	

**\*\*Note – Quizzes due by 5:29pm 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/>."**

### 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.

### 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.

### 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.

### **Children in Class**

Currently, the university does not have a formal policy on children in the classroom. The policy described here is an adapted version of Dr. Melisa Chaney's (professor at Oregon State University) course policy.

- 1) We ask that all students create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 2) All breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Students who are parents should never have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 3) For older children and babies, you may experience unforeseen disruptions in childcare. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 4) In all cases where babies and children come to class, we ask that you sit close to the door so that if your little one needs special attention and is affecting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) The struggles of balancing parenting, childcare, school, and other family responsibilities are exhausting! We hope that you feel comfortable disclosing your student-parent status to us. This is our first step in accommodating any special needs that arise. While we maintain the same high expectations for all student regardless of parenting status, we are happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

## **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.