

SPPA 4610 & 5610: Multicultural Issues in Speech-Language Pathology

SPRING 2010

HOPE MURRA

THURSDAYS 5:30-8:10 PM, CRAMER HALL ROOM 038



How to Reach Me

Office Hours: Please call or e-mail me to confirm a time just before or after class.
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Introduction:

The United States is comprised of individuals from many different cultural and linguistic groups and traditions. Embracing diversity means that Northern European American culture and language must cease to be viewed as the "standard" for American society, and instead be viewed as one cultural-linguistic group among many. As individuals in a service profession, it is important that SLPs learn about their own cultural perspectives and form an awareness of the values and perspectives of the clients who we serve. Our service delivery approaches must be appropriate for our individual clients regardless of the cultural or ethnic backgrounds from which they come.

The course focuses on two types of clients: 1) English speakers who speak a variation (or dialect) of English other than Mainstream American English; 2) English Language Learners/English as a Second Language.

Course Objectives:

1. Understanding our own cultural backgrounds and how we perceive others.
2. Understanding the culture of poverty.
3. Exploring the cultural and linguistic characteristics (e.g., values, beliefs, traditions) of five ethnic/cultural groups (among others): African Americans, Latino/Hispanic Americans, Asian Americans, and Native Americans, and discussing implications for assessment and intervention.
4. Understanding what it means to be a culturally-competent clinician, and learning strategies for achieving this goal.
5. Becoming familiar with least-biased assessment techniques (e.g., differentiating a communicative difference from a communicative disorder).
6. Becoming familiar with appropriate intervention techniques for culturally and linguistically diverse populations.

Course Outline

Dates	Class Topics	Readings
1/21 (1)	<ul style="list-style-type: none"> • Introduction • Cultural Competency • Service Learning Orientation • Anglo-European Americans: Cultural and linguistic characteristics • Reflecting on our own values and cultural backgrounds • Sign-ups: Discussion Leaders, Treats, Graduate Students: Cultural Resource Guide, 	ASHA position paper on cultural competency Langdon: Ch 1
1/28 (2)	<ul style="list-style-type: none"> • African Americans: Cultural and Linguistic Characteristics • Video: Wyatt pt. 1 	ASHA position paper on social dialects Langdon: Ch 4 Craig & Washington: Chs. 1-5
2/4 (3)	<ul style="list-style-type: none"> • Speakers of Non-Mainstream English: Assessment 	Langdon: Ch 5 Craig & Washington: Chs. 6-7 Dollaghan et al. (1997) Yan & Oller (2007)
2/11 (4)	<ul style="list-style-type: none"> • Speakers of Non-Mainstream English: Intervention • Video: Wyatt pt. 2 	Craig & Washington: Chs. 8-10 Langdon: Ch 6
2/18 (5)	<ul style="list-style-type: none"> • White Privilege; Racism • The Culture of Poverty • Video: "The Color of Fear" pt. 1 	McIntosh: "White Privilege" Payne (Chs. 1-4)
2/25 (6)	<ul style="list-style-type: none"> • The Culture of Poverty, Cont. • Video: "The Color of Fear" pt. 2 • Midterm review 	Payne (Chs. 5-9) Video: "The Color of Fear"
3/4 (7)	Midterm Exam Service Learning Contract Due	
3/11 (8)	<ul style="list-style-type: none"> • English Language Learners; Bilingualism • Video: Roseberry-McKibben pt. 1 	Langdon: ch 2 Fadiman: Chs. 1-4 Kohnert, Yim, Nett, Kan, & Duran (2005)
3/18	No class: Spring Break	
3/25 (9)	<ul style="list-style-type: none"> • English Language Learners: Overview of Alternative Assessment Techniques • Video: Roseberry-McKibben pt. 2 • Service Learning Reflection Question #1 Due or • Meet with Mrs. Murra re: Research Paper topic 	Langdon: ch 3 Fadiman: Chs. 5-10 Caesar & Kohler (2007)
4/1	No Class: Holy Thursday: Easter Break	

4/8 (10)	<ul style="list-style-type: none"> • Monolingual SLP, Bilingual Child • Principles of Intervention • Research Paper brief description due • (Moyle: ERF conference) • Educational models from BIES • 	Langdon: ch 7 Fiestas & Peña (2004)
4/15	<ul style="list-style-type: none"> • Neurogenic Disorders in Bilingual Adults • Video: Interpreters (ASHA) • Research Paper Outline due 	Fadiman: Chs. 11-14 Edmonds & Kiran (2006) Fabbro (2001) Lalor & Kirsner (2001) Kohnert (2004) Langdon: ch 8
4/22 (11)	<ul style="list-style-type: none"> • Working with Interpreters • <i>Guest speaker: Suzanne Couture, Director of Interpreter Services, Children's Hospital of Wisconsin</i> • Video: "Being Hmong Means Being Free" 	Fadiman: Chs. 15-17
4/29 (12)	<ul style="list-style-type: none"> • Assessment and Intervention with Asian Americans • Assessment and Intervention with Native Americans • Guest Speaker? • Accent Modification • Review for final exam 	Fadiman: Chs. 17-19 Robinson-Zanartu (1996) Ukrainetz et al. (2000)
5/6 (13)	<ul style="list-style-type: none"> • Group Presentations • Research Papers Due • Service Learning Reflection Paper #2 Due • Service Learning Timesheets Due 	
5/13	Final Exam	5:30-7:30 PM



Required Readings, Videos, and Materials

Readings

ASHA Position Papers on cultural competency and social dialects. →Provided on D2L.

Caesar, L., & Kohler, P. (2007). The State of School-Based Bilingual Assessment: Actual Practice Versus Recommended Guidelines. *Language, Speech, and Hearing Sciences in the Schools*, 38, 190-200.

Craig, H., & Washington, J. (2006). *Malik goes to school*. Mahwah, NJ: Lawrence Erlbaum Associates.

Edmonds, L. A., & Kiran, S. (2006). Effect of semantic naming treatment on crosslinguistic generalization in bilingual aphasia. *Journal of Speech, Language, and Hearing Research*, 49, 729-748.

Fabbro, F. (2001). The bilingual brain: Bilingual aphasia. *Brain and Language*, 79, 201-210.

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York, NY: Farrar, Straus and Gioux.

Fiestas, C., & Peña, E. (2004). Narrative Discourse in Bilingual Children: Language and Task Effects. *Language, Speech, and Hearing Services in Schools*, 35, 155-168.

Lalor, E., & Kirsner, K. (2001). The role of cognates in bilingual aphasia: Implications for assessment and treatment. *Aphasiology*, 15(10/11), 1047 – 1956.

Langdon, Henriette. (2008). *Assessment & Intervention for Communication Disorders in Culturally & Linguistically Diverse Population*. Clifton Park, NY: Delmar, Cengage Learning.

Kohnert, K. (2004). Cognitive and cognate-based treatments for bilingual aphasia: A case study. *Brain and Language*, 91, 294-302.

Kohnert, Yim, Nett, Kan, & Duran (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech, and Hearing Services in Schools*, 36, 251-263.

McIntosh, P. (1992, January/February). White Privilege. *Creation Spirituality*, pp. 33-35, 53.
→Provided on D2L.

Payne, R. (1996). *A framework for understanding poverty: Fourth revised edition*. Highlands, TX: aha! Process, Inc.

Robinson-Zanartu, C. (1996). Serving Native American children and families: Considering cultural variables. *Language, Speech and Hearing Services in Schools*, 27, 373-383.

Roseberry-McKibben, C. (2008). *Multicultural students with special language needs*. Oceanside, CA: Academic Communication Associates.

Uccelli & Páez (2007). Narrative and vocabulary development of bilingual children from kindergarten to first grade: Developmental changes and associations among English and Spanish skills. *Language, Speech, and Hearing Services in Schools, 38*, 225-236.

Ukrainetz, T., Harpell, S., Walsh, C., & Coyle, C. (2000). A preliminary investigation of dynamic assessment with Native American preschoolers. *Language, Speech and Hearing Services in Schools, 31*, 142-154.

Videos

The color of fear. (DVD). Raynor Reserves HT1521 .C58 1995

Assessment of bilingual learners: language difference or disorder? Raynor LC3731 .A83 2003 (Tapes 1 & 2) or MUCCC Clinic.

Non-biased assessment of the African-American child (VHS). Raynor LC2778.A77 N65 1995

Being Hmong means being free. Raynor E184.H55 B45 2000

Working with interpreters to serve bilingual children and families. MUCCC Clinic.

Lecture slides and Handouts → Available on D2L. You will receive an e-mail notifying you of each lecture's availability.

Course Requirements and Grading

	Undergraduate (170 total points)	Graduate (185 total points)
1. Classroom participation/attendance:	10 points	10 points
2. Discussion Leader – 2 required readings:	10 points	10 points
3. Service Learning Reflection Papers: 20 points (1 st Journal – 5 points; 2 nd Journal 15 points) or Research Paper:	20 points	20 points
4. Midterm Exam:	60 points	60 points
5. Presentation:	10 points	10 points
6. Final Exam:	60 points	60 points
6. Graduate Students: Cultural Resource Guide:	N/A	15 points

Grade Requirements

A (93-100%)
AB (88-92%)
B (83-87%)
BC (78-82%)
C (73-77%)
CD (68-72%)
D (60-67%)
F (59% or less)

Classroom participation/attendance

Each student will be expected to complete all reading assignments in a timely fashion, to bring reading materials to class, to actively listen, and to ask and answer questions to contribute to class discussion. 10 points (achievable with contribution each class).

DISCUSSION LEADERS

Each student will be required to serve as a discussion leader for two assigned readings/videos during the semester. As a discussion leader you will send three discussion questions to Mrs. Murra by the Tuesday before the class discussion. The questions should be "thought provoking" rather than just facts from the text and you should include an "ideal" answer for each question. You will facilitate the discussion of the reading during class. Student lead discussions will last for a total of approximately 30 minutes each class.

SERVICE LEARNING/RESEARCH PAPER

Each student will be required to complete either 20 hours of service learning or a 15 page research paper. The highlights of your service learning experience or research paper will be included in your final presentation.

OR**RESEARCH PAPER**

Requirements include meeting with Mrs. Murra to discuss your topic, submitting a topic summary with resources, an outline, and the final paper. More information is provided on p. 6 of the syllabus, and additional details will be provided in class.

[Research Paper – Topic Preview and Outline - Formative Assessments; Final Paper - Summative Assessment]

SERVICE LEARNING JOURNALS

Two journal entries are assigned during the semester. The topic of each entry and the required length is explained on p. 5 of the syllabus. Entries should be double spaced. Please put a hard copy in Mrs. Murra's mailbox by the specified date and time (see the Timeline, pp. 2-3 of the syllabus). Submissions will not be accepted after the assigned due date and time. ***[Service Learning Journal #1 – Formative Assessment; Service Learning Journal #2 – Summative Assessment]***

PRESENTATIONS

- Presentation groups will consist of 4-5 students who have related topics relevant to their service learning experience or research papers.
- Presentations are 4 minutes in length per student.
- Guidelines for the presentations and a rubric for grading will be provided later in the semester in separate handouts.
- ***[Summative Assessment]***

EXAMS

- The midterm exam includes material covered in the first half of the semester ***[Formative Assessment]***. The final exam is cumulative ***[Summative Assessment]***. Exams will include both material presented in class and in your readings.
- Exams must be taken on the scheduled date. Taking exams on alternative dates without penalty will be allowed ONLY in cases of true emergency. You must provide documentation of the emergency to the instructor (e.g., doctor's note). Rescheduling exams in cases of non-emergencies will result in an additional requirement of 5 hours of work for the instructor outside of class. Please see the official SPPA policy on make-up exams.

Graduate Students: Students enrolled in the course for graduate credit must fulfill an additional requirement. This requirement entails creating a Cultural Resource Guide. You will select a target cultural group not specifically targeted in this course (e.g., Jewish, Deaf, Egyptian, Polish, Brazilian, etc). You will research cultural differences (including 2 research articles, informational websites, local resource professionals or organizations, and at least 2 books), and create an informative powerpoint presentation to be given to your peers at the end of the semester.

SPECIAL ACCOMMODATIONS

Please let me know within the first 3 weeks of class if you need any special accommodations in the instruction or assessments of this course to enable you to fully participate. For example, students with learning disabilities or for whom English is the second language may need extended time to take the exams and/or an environment that is free of distractions. I am interested in ensuring that all persons are fully included in this course and will make any reasonable accommodations that are needed.

ACADEMIC DISHONESTY

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct:

<http://www.marquette.edu/academics/regulations/acaddishonesty.html>

Attendance and Classroom Etiquette

Attendance at all class meetings is expected.

When possible, please inform Mrs. Murra if you are going to be absent.
Class will begin promptly at 5:30 PM. Please be on time to class.
Please do not engage in side conversations during class.
Please silence your cell phones before each class.
Please do not start to pack up your things before class has ended.

Service Learning *OR* Research Paper Requirement:

You may choose either the service learning OR research paper requirement. These requirements are intended to be equivalent in terms of time, effort, and benefit. See the guidelines below to help you make your decision.

Service Learning Guidelines:

Why Service Learning (SL)?

A community learning experience will enhance your awareness of the challenges and rewards of providing services to individuals from cultures different than your own. You will learn the importance of familiarizing yourself with the linguistic characteristics, attitudes, perceptions, beliefs and other important cultural aspects of the clients you are serving.

Specific learning objectives for your SL experience include:

- Be able to articulate how our personal biases frame how we think about people similar to and different from ourselves (e.g., age, gender, education, income, race/ethnicity, religion, geography, political orientation).
- Have an increased understanding of how our biases (positive and negative) impact how we interact with others.
- Have an increased knowledge of and appreciation for a cultural group other than your own.
- Have an increased understanding of social-interactional characteristics and linguistic similarities and differences for one of the four target cultures. Become familiar with information pertaining to differential diagnosis of communication impairments with non-middle class, non-Standard American English speakers.
- Become familiar with how service delivery by Speech-Language Pathologists varies relative to the client's culture.

Suggestions for gaining knowledge and understanding while at your placements:

- Get to know a particular person from your targeted cultural group.
- Observe the influence of different socio-economic levels on education and communication.
- Interview staff members about their experiences working with different cultural groups.
- Observe the cultural characteristics and communication styles of the group you're serving, and reflect on how these differences could impact speech and language assessment and service delivery.

Requirements:

- Successful completion of the SL Requirements (see handout, "Service Learning at Marquette Spring 2009: Checklist of Important Dates and Requirements").
- 20 hours of service at your placement divided into at least 5 visits.
- 2 reflection entries pertaining to your SL experience (see questions below).
- Contributing your SL experiences to classroom discussions throughout the semester.
- Group presentation.

Reflection Question #1: Summarize your site placement and your responsibilities. Describe the population you will be working with. What observations have you made regarding their culture, language and communication? What do you hope to learn from this experience? (2-3 pages, double spaced)

Reflection Question #2: Summarize your Service Learning experience. What have you learned about the impact of cultural and linguistic differences on communication? How has this experience affected the manner in which you will deliver services as a speech-language pathologist? How did your experience relate to the course content? Overall, how valuable was the experience? (4-5 pages, double spaced)

Research Paper Guidelines:

Research papers will focus on a particular ethnic/linguistic/cultural group, and will address an issue pertaining to some aspect of speech-language service delivery (e.g., assessment and/or intervention).

Suggested structure of the paper:

- A brief history of the group you are focusing on
- A summary of the cultural and linguistic characteristics of this group, with emphasis on those aspects that are most pertinent to the speech-language issue you are addressing
- Your research question clearly articulated, with justification for its significance
- A review of relevant literature (including at least 5 peer-reviewed research articles)
- A conclusion, including ideas for future research and improvements in service delivery
- 10-15 pages of written text (not including title page, references, etc.)

Additional requirements (see Timeline on pp. 9-10 for due dates):

- Meet individually with Mrs. Murra to discuss topic (1 point).
- Topic and Resources: A paragraph describing your topic and a list of resources (2 points).
- Paper outline: The entire outline of your paper (2 points).
- The final paper (15 points).
- Contributing what you've learned from your research to classroom discussions.
- Group presentation.



Knowledge And Skills Acquisition (KASA) Standards Met By This Course

1. Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Standard IV-G.3a: Skill outcomes for Interaction and Personal Qualities. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.



Wisconsin Department of Public Instruction (DPI) Standards Met By This Course

DPI Content Standards

Content Standard 1

General instructional content and practice of speech and language to include:

- a. The anatomy and physiology of speech and hearing mechanisms
- b. Phonetics
- c. Speech and hearing science
- d. Auditory habilitation and rehabilitation
- e. Typical and atypical speech, language, and hearing
- f. Assessment techniques used in the identification of children with speech and language disabilities

Content Standard 2

Learning theory as it relates to:

- a. Cognitive development
- b. Communicative development
- c. Emotional development
- d. Psychomotor development
- e. Social development

The application of theory to:

- a. Evaluation
- b. Individual education program (IEP) planning
- c. Learning environments
- d. The delivery of speech and language services

Content Standard 3

Individual Differences in regard to:

- a. Motivation
- b. Reinforcement
- c. Transfer of learning
- d. Different learning styles in children
- e. The ability to address individual differences in the delivery of speech and language services

