



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

Spring 2015

*Most cultural exploration begins with the annoyance of being lost.
The control systems of the mind signal that something unexpected has arisen,
that we are in uncharted waters and are going to have to switch off
the automatic pilot and man the helm ourselves.
-Edward T. Hall (1976)*

Class Logistics:

- Wednesdays 5:30-8:00 PM
- Cramer Hall Room 087
- 25 students (4 graduate, 21 undergraduate)

Instructor:

Instructor: Maura Jones Moyle
Office: Cramer Hall 230K
Office Hours: Mondays and Wednesdays, 3:00-4:00 or by appointment
Email: maura.moyle@marquette.edu
Phone: 414-288-1408

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. To the extent possible, our service delivery approaches must be appropriate for our clients regardless of the cultural or ethnic backgrounds from which they come.

Course Objectives:

1. Evaluate our own cultural backgrounds and how we perceive others.
2. Describe what it means to be a culturally-competent clinician, and learning strategies for achieving this goal.
3. Understanding socioeconomic diversity and implications for assessment and intervention.
4. Exploring the cultural and linguistic characteristics (e.g., values, beliefs, traditions) of several ethnic/cultural groups, and discussing implications for assessment and intervention.
5. Understanding issues in serving clients who are bidialectal and/or bilingual.
6. Becoming familiar with least-biased assessment techniques (e.g., differentiating a communicative difference from a communicative disorder).
7. Becoming familiar with appropriate intervention techniques for culturally and linguistically diverse populations.

Course Requirements and Grading

	Undergraduate (160 total points)	Graduate (180 total points)
Midterm Assessment: 50 points	31%	28%
Service Learning: 25 points <ul style="list-style-type: none"> • Pre-Service Reflection – 5 points • Post-Service Reflection – 20 points • 20 hours of service learning – Full credit for completing 20 hours. One point deduction for each hour not completed. 	16%	14%
Gallery Night Presentations: 20 points	13%	11%
Final Assessment: 60 points	38%	33%
Graduate Student Presentations: 20 points	--	11%
Participation: 5 points <ul style="list-style-type: none"> • Attendance, arriving promptly • Questions • Engaging in class activities (in-class and on-line) 	3%	3%

Grading Scale

	Undergraduates (160)	Graduates (180)
A (93-100%)	148-160	167-180
AB (88-92%)	140-147	158-166
B (83-87%)	132-139	149-157
BC (78-82%)	124-131	140-148
C (73-77%)	116-123	131-139
CD (68-72%)	108-115	122-130
D (60-67%)	96-107	108-121
F (59% or less)	0-94	0-107

Assessments

- The midterm assessment includes material covered in the sessions prior to the exam [Formative Assessment]. The final assessment 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). Please see the official SPPA policy on make-up exams.

Service Learning

- Each student will be required to complete 20 hours of service learning.
- Two reflections are assigned during the semester. Entries should be double spaced. Reflections should be submitted to the appropriate D2L dropbox. Submissions will not be accepted after the assigned due date and time. See D2L for guidelines on writing your reflections [Reflection #1 – Formative Assessment; Reflection #2 – Summative Assessment]

Gallery Night Presentations: [Summative Assessment]

- Presentation groups will consist of approximately 4-6 students based on common experiences/themes. Each group will prepare a presentation on their topic (e.g., trifold poster, resources)
- Guidelines for the presentations and a rubric for grading will be provided later in the semester in separate handouts.

Graduate Student Leadership

Graduate students must complete an extra assignment for graduate credit. You will present on a cultural/linguistic group that has not been covered in class (e.g., Polish culture, deaf culture, transgender clients, military veterans). More information will be provided in a separate handout.

Participation

Participation includes, but is not limited to, attendance and class contributions (based on personal experience, academic/clinical experience, service learning, reflections on readings, etc.).

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.

Academic Integrity

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic integrity: <http://bulletin.marquette.edu/undergrad/academicregulations/#academichonestypolicy>

The Honor Pledge states:

- *I recognize the importance of personal integrity in all aspects of life and work.*
- *I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others.*
- *I support the development of good character, and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity.*
- *My commitment obliges me to conduct myself according to the Marquette University Honor Code.*

Attendance and Classroom Etiquette:

- Attendance at all class meetings is expected.
- Class will begin promptly at 5:30 PM. Please be on time to class each week.
- Please remain in the discussions at hand and save side conversations for breaks or discussion times.
- Silence your cell phones before each class.
- Please pack up your possessions after class has ended.
- Please be respectful of others during lectures, videos, and student presentations by refraining from conversations.
- Use of laptops in class is restricted to note-taking of class material.

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 a specific culture.
- 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 Service Learning Requirements (see handout, "Service Learning Program Spring 2013 Checklist of Important Dates and Requirements").
- 20 hours of service at your placement divided into at least 5 visits. You will be deducted one point from your final grade for each hour that you did not complete.
- 2 reflection entries pertaining to your SL experience (see D2L for specific guidelines on the essays).
- Contributing your SL experiences to classroom discussions throughout the semester.
- Gallery Night Presentation.

Reflection Question #1: See description of Pre-Service Essay on D2L. Additional guidelines: 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: See description of Post-Service Essay on D2L. Additional guidelines: Summarize your Service Learning experience. What have you learned about the impact of cultural and linguistic differences on communication? How has this experienced 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? Incorporate relevant course content and readings. (5-6 pages, double spaced)



Required Readings

American Speech-Language-Hearing Association. (1983). *Social Dialects*. [Position Statement]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2004). *Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services* [Knowledge and Skills]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2011). *Cultural competence in professional service delivery* [Professional Issues Statement]. Available from www.asha.org/policy.

Burns, F., Velleman, S., & Roeper, T. (2010). New branches from old roots: Experts respond to questions about African American English development and language intervention. *Topics in Language Disorders, 30*(3), 253-264.

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.

Centeno, J. G. (2005, March). Working with bilingual individuals with aphasia: The case of a Spanish-English bilingual client. *ASHA: Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 2*-7.

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

Hwa-Froelich, D., & Westby, C. E. (2003). Frameworks of education: Perspectives of Southeast Asian parents and Head Start staff. *Language, Speech, and Hearing Services in Schools, 34*, 299-319.

Inglebret, E., & Harrison, J. (2005, July). Determining directions for speech-language intervention in native communities. *ASHA: Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 6*-9.

Langdon, H. W. (2008). CLD/Adult populations: Assessment and intervention issues (Ch. 8). In *Assessment & Intervention for Communication Disorders in Culturally & Linguistically Diverse Populations*. Clifton Park, NY: Thomson Delmar Learning.

Langdon, H. W., & Quintanar-Sarellana, R. (2003). Roles and responsibilities of the interpreter in interactions with speech-language pathologists, parents, and students. *Seminars in Speech and Language, 24*(3), 235-244.

Lomay, V. T., & Hinkebein, J. H. (2006). Cultural considerations when providing rehabilitation services to American Indians. *Rehabilitation Psychology, 51*(1), 36-42.

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.

Roseberry-McKibben, C. (2014). *Multicultural students with special language needs*. Oceanside, CA: Academic Communication Associates.

Weddington, G. (2010). It's not the language: Alternative explanations of the education gap for African American children. *Topics in Language Disorders, 30*(1), 48-56.

(items in bold are books)



Knowledge And Skills Acquisition

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



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

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

Content Standard 4: Meeting the individual educational needs of children with speech and language disabilities through the use of:

- a. Verbal modes
- b. Non-verbal modes
- c. Technological modes

Content Standard 5

Conducting formal and informal evaluation to include:

- a. Standardized test selection
- b. Authentic assessment
- c. Interpretation of assessment results
- d. Principles of measurement in the identification of a speech and language disability
- e. IEP development
- f. IEP implementation

Content Standard 6: Professional communication to include:

- a. Critical thinking
- b. Problem solving
- c. Flexibility
- d. Conflict resolution
- e. Collaboration

Content Standard 7: State and federal laws to include:

- a. General and special education
- b. Wisconsin model academic standards and how these standards serve as the foundation for programming decisions for students with disabilities

Content Standard 8: Cultural diversity, individual differences, and all areas of disability in the identification of children with speech and language disabilities, IEP planning, and service delivery.**Content Standard 9:** The development of collaborative relationships using a variety of resources including, but not limited to:

- a. Educational
- b. Familial
- c. Societal
- d. Political
- e. Medical
- f. Professional
- g. Community

Course Schedule

Note: Schedule, readings and assignments, and guest speakers are subject to change.

Dates	Class Topics	Readings/Assignments
1.14 (1)	<ul style="list-style-type: none"> • Service Learning Orientation (5:30 PM) • Introduction to the Course • Cultural Competency • Issues in Multicultural Coursework for SLPs • Anglo-European Culture • Cultural Self-Reflections 	<ul style="list-style-type: none"> • ASHA (2011) Cultural Competence in Professional Service Delivery • Roseberry-McKibbin Chs. 1 & 3
1.21 (2)	<p>Late Start: 6:15</p> <ul style="list-style-type: none"> • Service Learning Sign-Up, AMU (5:30) • Syllabus Questions • Cultural Dimensions • Considerations in Assessment and Intervention for Culturally and Linguistically Diverse Clients • Multicultural issues in specific disorder areas 	<ul style="list-style-type: none"> • ASHA (2004) Knowledge and Skills Needed by SLPs • Roseberry-McKibbin Chs. 11 & 13
1.28 (3)	<ul style="list-style-type: none"> • Culture of Poverty • Social Dialects • African American Culture and Linguistics • African American English 	<ul style="list-style-type: none"> • Payne (1996) • ASHA (1983) Social Dialects • Roseberry-McKibbin Ch. 4
2.4 (4)	<ul style="list-style-type: none"> • African American English, continued • White Privilege 	<ul style="list-style-type: none"> • Craig & Washington Chs. 1-7 • Burns et al. (2010) • McIntosh: "White Privilege"
2.11 (5)	<ul style="list-style-type: none"> • Religious Considerations • <u>Guest Speaker:</u> Inshirah Farhoud, Nurse Practitioner, Islamic Society of Milwaukee. Understanding the Muslim Culture. • Middle Eastern and Arab American Cultures and Linguistics 	<ul style="list-style-type: none"> • Roseberry-McKibbin Chs. 2 & 9
2.18 (6)	<ul style="list-style-type: none"> • First Nations/Native Americans • <u>Guest Speaker:</u> Richanda Kaquatosh, Coordinator, First Nations Studies Program, Milwaukee Public Schools 	<ul style="list-style-type: none"> • Lomay & Hinkebein (2006) • Inglebret & Harrison (2005) • Roseberry-McKibbin Ch. 7
2.25 (7)	<ul style="list-style-type: none"> • <u>Guest Speaker:</u> Jean Walker, Professional Services Director, Ventris Learning. ToggleTalk: Bi-Dialectal Fluency for Young Children • Midterm Review 	<ul style="list-style-type: none"> • Service Learning Reflection #1 (D2L Dropbox)

3.4 (8)	<ul style="list-style-type: none"> • Midterm Assessment 	
3.11	No class: Spring Break	
3.18 (9)	<ul style="list-style-type: none"> • English Language Learners • Issues of Social Inequality 	<ul style="list-style-type: none"> • Roseberry-McKibbin Chs. 5 &10 • Craig & Washington Chs. 8-10 • Weddington (2010)
3.25 (10)	<ul style="list-style-type: none"> • <u>Guest Speaker:</u> Jennifer Flamboe, Assistant Professor of Spanish & Director, Healthcare Interpretation, Alverno College: Working with an Interpreter 	<ul style="list-style-type: none"> • Langdon & Quintanar-Sarellana (2003)
4.1 (11)	<ul style="list-style-type: none"> • English Language Learners, cont. 	<ul style="list-style-type: none"> • Roseberry-McKibbin Chs. 12 & 14 • Caesar & Kohler (2007)
4.8 (12)	<ul style="list-style-type: none"> • <u>Guest Speaker:</u> Caitlin Croegaert, Bilingual SLP, University of Wisconsin-Milwaukee. Assessment and Intervention for Neurogenic Communication Disorders in Bilingual Adults. 	<ul style="list-style-type: none"> • Centeno (2005) • Langdon (2008) CLD/Adult populations
4.15 (13)	<ul style="list-style-type: none"> • Graduate Student Presentations • Asian and Pacific American Cultures • Evaluations of Assessments and Interventions • Evaluations of Interventions 	<ul style="list-style-type: none"> • Hwa-Froelich & Westby (2003) • Roseberry-McKibbin Chs. 6
4.22 (14)	<ul style="list-style-type: none"> • Case studies • Semester Review • Gallery Night Groups: Final Preparations 	<ul style="list-style-type: none"> • Roseberry-McKibbin Ch. 15 • Service Learning Reflection #2 (D2L Dropbox)
4.29 (15)	<ul style="list-style-type: none"> • Gallery Night 	<ul style="list-style-type: none"> • Service Learning Timesheets
5.6 (16)	<ul style="list-style-type: none"> • Final Assessment: 5:45-7:45 	