

SPLH 464/764: Seminar in Multicultural Issues  
**Speech –Language Services with Multicultural Populations**  
**Part I: Assessment**

Fall 2009, 1 credit  
Instructors: Betty Bunce, Ph.D., Sandy Banks, M.A.  
Meeting Time: Thursdays at 6:30-8:15  
Place: 2094 Dole  
e-mail: [bbunce@ku.edu](mailto:bbunce@ku.edu) or [cbanks@ku.edu](mailto:cbanks@ku.edu)

Purpose: The purpose of this course is to help students become knowledgeable about working with individuals from a variety of beliefs and values. The goal of this seminar is to improve the student's ability to provide culturally sensitive and appropriate speech and language assessment. This course addresses ASHA Standards III-B and III-C (understanding concepts, terminology and theory, developing, analyzing and integrating an assessment plan, and determining the presence of a disorder and related factors)

Upon completion of the course, the student will be able to:

1. Describe their own cultural beliefs and values and how these impact their working relationship with individuals from similar or different cultural backgrounds.
2. Identify the values and beliefs of families from a variety of cultures such as Anglo European, African American, Hispanic, Asian, Native American, Pacific Island, Middle Eastern, as well as the impact of different religious beliefs.
3. Identify the potential biases associated with assessment procedures and to describe alternative assessment techniques including formal and informal procedures, dynamic assessment.
4. Describe ways in which the assessment process can be tailored to be more culturally sensitive.
5. Describe the impact of cultural differences in the assessment of voice, neurogenic, swallowing, language, and fluency disorders.

Students Responsibilities and Evaluation:

1. Class attendance and participation: Students are required to attend class on a regular basis and to contribute to class discussion. Students should come to class having read the assigned reading for that day and be prepared to discuss questions in class. For some of the classes, students will be randomly assigned to small groups. The groups will be assigned a topic of discussion for that class. Your group will have ~ 10 minutes to respond to your topic. Each class attendance is 5 points (5 x 7 = 35 points- see rubric). In addition, overall participation points (total of 5 points) will be awarded at the end of the

semester based on participation throughout the semester (see rubric.) Absences due to illness or other special circumstances should be discussed with the instructors. Typically if a class is missed, attendance/reflection points can still be awarded if student attends an approved cultural event and submits a 2-page paper describing the student's learning. This can be done for one missed class.

2. At the end of each class, students will have approximately one week to submit a reflection paper. The reflection paper should address the class discussion, speaker or video or topic of the previous class meeting. Each week the instructors will post on Blackboard a question or questions by the Monday following the scheduled class. Therefore due dates for reflection papers are: Reflection 1- Sept. 7; Reflection 2- Sept. 21<sup>st</sup>, Reflection 3 – Oct. 5<sup>th</sup>, Reflection 4 – Oct. 26, Reflection 5 – Nov. 9, and Reflection 6 – Nov. 23<sup>rd</sup>. These papers may be submitted to the drop box on blackboard or by e-mail to the instructors. Specific guidelines for the reflection papers and a grading rubric will be provided prior to the first assignment. Paper should be typed, double spaced and typically around 2 pages in length. Each class reflection is 5 pts. (5 x 6= 30pts). There will no reflection for the last class (12/3). (Late reflection papers may be accepted with a maximum of 2.5 points).

3. Students will evaluate an assessment tool for potential bias with a selected culture. Specific guidelines for the assessment tool analysis and a grading rubric will be provided (30 points).

A standard grading scale with a total of 100 points earned will be used. Plus/minus grading will be used:

93-100=A  
90-92= A-  
87-89= B+  
83-86= B  
80-82=B-  
77-79=C+  
73-77=C  
70-72=C- and so forth

4. If any of the reflections or final project is to be part of the student's portfolio, then please let the instructors know which item is to be used. (You will be given paper copies of the grading rubric so these will need to be converted to an electronic format).

Required Text: Battle, D. (2002). *Communication Disorders in Multicultural Populations*. (3<sup>rd</sup> ed.). Boston: Butterworth-Heinemann.

Supplementary text: Lynch, E. W. & Hanson, M. J. (2004) *Developing cross-cultural competence*. Baltimore: Paul H. Brookes. (chapters are placed in reserve reading in Haworth 2115 in Lawrence and at the Med Center designated space).

Date	Topic	Reading
8/27	Introduction (Culture & You) CLD Populations Cultural Continua Anglo-European	Battle, Chap. 1
9/11	Cultural continua/Religious Differences Middle Eastern and Arab-Americans	Battle, Chap. 4 Lynch & Hanson (REC) Chapt.11
9/24	African-American/GLBT	Battle, Chap 2 (Guest Speaker) (REC) Lynch & Hanson (Chapt 6)
10/8	Latino Second Language Acq.	Battle, Chapt, 6 & Chapt.7 (REC) Lynch & Hanson Chap. 7 (Guest Speaker)
10/29	Assessment procedures Native Americans	Battle, Chapt. 13, Chapt. 5 (Guest Speaker) (REC) Lynch & Hanson Chapt. 10
11/12	Assessment procedures – Adult Asian & Pacific American	Battle. Chapt. 8, Chapt. 3 (REC) Lynch & Hanson Chap. 8
12/3	Assessment Review paper due at beginning of class Assessment/Test review – Class discussion	

*“The KU Office of Disability Resources (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.disability.ku.edu/>. Please also contact one of the instructors privately in regard to your needs in this course.”*

### Reflection Paper Feedback Rubric (5 pts)

Student:

Reader:

Reflection #

Points:

	<b>Does not meet standard</b>	<b>Partial points</b>	<b>Full points</b>
Describes class session (1 point)	Does not answer question	Describes in general	Describes with specific examples
Integrates reading and class information (2 points)	Does not include at least one reference to reading and class	Presents at least one specific reference to reading and class and provides a point of view/opinion.	Presents more than one reference to reading and class and point of view is well-developed.
Writing conventions (1 point)	Three or more errors	One or two errors	Has no errors
Expresses self clearly (1 point)	Writing is unfocused and confusing	Writing is sometimes unclear and unorganized	Writing is focused and well organized

### Participation Rubric (5 points)

Student:

Points:

Date:

	<b>Does not meet standard</b>	<b>Partial Points</b>	<b>Full Points</b>
<b>Level of Engagement</b> (possible 3 points)	<b>Never</b> comments or asks questions	<b>Infrequently</b> contributes by sharing ideas, listening attentively, and asking questions	<b>Frequently</b> contributes by sharing ideas, listening attentively, and asking questions
<b>Preparation</b> (possible 2 points)	<b>Never</b> prepared; never volunteers point of view; never uses readings to support points of view	<b>Usually</b> prepared; volunteers point of view; sometimes uses readings to support points of view	<b>Well</b> prepared; expresses point of view; uses readings to support points of view

## Test Review Guidelines and Rubric

Test Name, Author, Year of Publication, Publisher (5 points- cite as if in a reference using APA style)

1. What does the test measure? (5 points)
2. Is your culture included in the normative sample? If yes, is the sample representative? (5 points)
3. How might the test be biased against your selected cultural group? (13 points)  
Verbal instructions/expectations?  
Pictures?
4. What would you do to reduce the bias on the test you reviewed if you were designing the test. Include ways the test could be more culturally sensitive to your assigned culture. (7 points)

### Rubric for Test Review

Student:

Test:

	Does not meet standard	Partial points	Full points
Test reference (5 pts)	Fails to provide appropriate citation for the assigned testing instrument	Provides at least two components of the reference for the test.	Provides full reference citation for the testing instrument and uses APA style
Describes purpose of test.(what does it measure) (5 pts.)	Provides little information about the purpose of the test	Provides general overview of what the test measures.	Provides specifics on the purpose of the test.
Culture included in normative sample? Is sample representative? (5 points)	Does not discuss normative sample	Provides some information regarding normative sample.	Discusses normative sample and notes that whether it is representative of assigned culture
Test bias (13 points)	Provides little information about possible biases of the test toward assigned culture	Provides some information regarding potential bias of a test	Provides detailed information or support for point of view regarding potential bias/no bias of the test for assigned culture
How would you reduce the bias noted or how would you reduce the potential bias in regards to assigned culture if designing a similar test? (7 pts)	Provides little information with regards to reduction of test bias for assigned culture	Provides general information regarding how potential bias could be controlled for assigned culture	Provides specific details regarding how bias could be reduced for this test or for a new test in regards to assigned culture.