

SLPA 4724**MULTICULTURAL AND COUNSELING ISSUES
IN SPEECH-LANGUAGE PATHOLOGY**

Semester Hours: 3

Semester/Year: Fall 2008

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COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; SLPA 3701

This course will discuss issues involved in counseling clients with speech-language pathology-related disorders and their caregivers. It will also provide an overview of the cultural, phonologic, and linguistic aspects which affect service delivery when working with clients from diverse backgrounds.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes the responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools

through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

LEARNING OUTCOMES

Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas and INTASC Principles are also noted and discussed in more detail below.

Students will:

1. demonstrate effective interviewing techniques to obtain information (Flasher & Fogle 2004);
(ASHA KASA Standard IV-G; *Decision Makers, Leaders, Empathetic*; INTASC 6, 9)
2. identify physical and emotional factors that affect communication (Flasher & Fogle 2004);
(ASHA KASA Standard III-C; *Knowledgeable*; INTASC 1, 2, 5)
3. select optimal approaches to be utilized in difficult situations (Shipley, 1997);
(ASHA KASA Standard IV-G; *Decision Makers, Adaptive, Empathetic, Knowledgeable*; INTASC 1, 5, 6)
4. identify cultural and linguistic variables which may impact SLP services to members of specific multicultural groups (resource TBA);
(ASHA KASA Standards III-C, III-D; *Culturally Sensitive*; INTASC 2, 3, 5)

5. differentiate between communication differences and communication disorders in multicultural populations (resource TBA); and
(ASHA KASA Standards III-C, III-D; *Culturally Sensitive*; INTASC 2, 3, 5)
6. select appropriate assessment and treatment materials based on a client's background (resource TBA).
(ASHA KASA Standards III-C, III-D; *Culturally Sensitive*; INTASC 2, 3, 5, 8)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Flasher, L. V. & Fogle, P. T. (2004). *Counseling Skills for Speech-Language Pathologist and Audiologist*. Delmar Learning: Thomas Learning, Inc.

Multicultural text: TBA.

References:

Additional resources will be available via links from www.westga.edu/~jbarton.

Reading materials may also be placed on reserve at the TMC.

Technology Requirements:

1. Internet access
2. Active e-mail account with the ability to send and receive attachments
3. Adobe Acrobat (available for free download)
4. ability to open Microsoft Power Point files

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The primary focus of this introductory course is on the student becoming familiar with multicultural and counseling issues in the area of speech language pathology. The students become familiar with communication differences vs. disorder and the speech language pathologist's role in the identification process. At the completion of the course the student will have demonstrated achievement in the conceptual framework descriptors as follows: *Decision Makers*; reflected in student preparation for class participation, preparation for class presentation and selection of appropriate materials for use (**Assignments 1, 3, 4**), *Leadership*; reflected during class discussions, class presentations, and knowledge base reflected in various test questions (**Assignments 1-3**), *Adaptive*; reflected in student participation in selection of appropriate materials as related to varying cultural and social/emotional issues in clients

(**Assignment 2-4**), *Culturally Sensitive*; reflected during assignments related to multicultural aspects related to research assignment and assessment and treatment factors in multicultural populations (**Assignments 3, 4**), *Empathetic*; demonstrated during all counseling related activities and class discussions (**Assignments 1, 2, 4**), *Knowledgeable* reflected in all class assignments and activities (**Assignments 1-4**).

Assignments:

Students will:

1. Conduct and videotape an actual “**information-getting interview**” on a predetermined topic. (100 points) Learning Outcome 1.
2. Conduct and videotape an interview in which the objective is to **counsel an individual** concerning a problem. (100 points) Learning Outcomes 1, 2, 3.
3. **Examination**. Each student will complete an examination regarding SLP services to multicultural populations. (100 points) Learning Outcomes 1, 2, 3.
4. Complete an **online/independent study** pertaining to multicultural service delivery. (80 points) Learning Outcomes 4, 5.
5. Complete **in-class topic-related assignments** in the area of assessment and treatment of multicultural populations. (20 points) Learning Outcome 6.
6. **Examination**. Each student will complete an examination regarding SLP services to multicultural populations. (100 points) Learning Outcomes 3, 4, 5, 6.

Evaluation Procedures:

Students will be evaluated on a total point system. **Extra credit is not an option.**

ASSIGNMENT	POINT VALUE	POINTS EARNED
Internet/Counseling/ Tape	100	
In-class performance	20	
Counseling exam exam	100	
Online/Independent assign.	80	
Interview – Information-getting	100	
Multicultural exam	100	
GRAND TOTAL	500	

NOTE: Total points may be revised if the students require more structured assignments in order to keep up with the assigned readings.

Grading Policy:

90-100%	-	A
80-89%	-	B
70-79%	-	C
60-69%	-	D
below 60%	-	F

CLASS POLICIES:

Please note:

As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing.

As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

1. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two occurrences of tardiness equal one unexcused absence and two unexcused absences will result in a one letter grade reduction. If, for any reason you will be forced to be tardy or absent, you must obtain Instructor approval.
2. Students must exhibit professional conduct and demeanor consistent with ASHA, Georgia Professional Standards Commission, and University guidelines. Failure to do so may result in disciplinary actions and/or a lowering of the grade.
3. Assignments will **not** be accepted unless pages are held together with a **staple or paper clip**. All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font, unless other specified by the instructor. **All font sizes for typed assignments must be size .12. Any font size less than .12 will be returned for re-typing to required font size.**
4. Assignments may be turned in early. Doing so may allow the student to correct errors and receive full point value if the corrected final version is submitted by the due date.

5. Assignments are considered late after the class is dismissed. A 10% reduction in points per day will occur for all late assignments. The point reduction will occur until the assignment is received by the instructor.
6. In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with mental retardation, NOT a mentally retarded child).
7. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).
8. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. *See the APA Guide for the correct method to cite other authors' work.*
9. As a University of West Georgia student, you are provided a "MyUWG" e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. **It is the student's responsibility (your responsibility)** to check his or her e-mail.

COURSE OUTLINE:

To be given under separate cover

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.