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Cultural Responsiveness Series: Guided Reflections

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Speaker Disclosure



Alicia Hamilton
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- Financial:
 - Bilingual Speech-Language Pathologist (Spanish/English) Minneapolis Public Schools
 - Received financial compensation from ASHA
- Nonfinancial:
 - Editor of Exploring Cultural Responsiveness: Guided Scenarios for Communication Sciences and Disorders (CSD) Professionals. She was a member of the ASHA Multicultural Issues Board and is currently on the ASHA Board of Ethics.

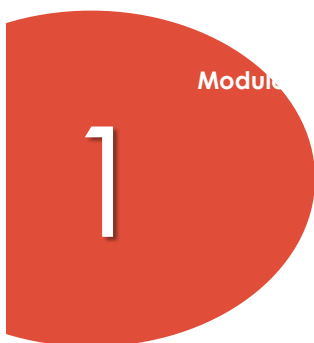
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Objectives

What does culturally responsive practice look and feel like?

- Define cultural competence
- Identify the cultural variables present in a situation to set the stage for personal reflection

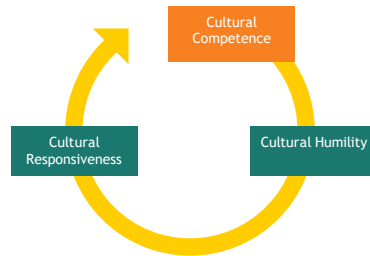
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What is cultural competence?

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Developing the Process of Self-Reflection

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Cultural self-reflection
is a critical tool to help
inform and transform one's clinical
practice (Roysircar, 2004).

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Cultural Competence

A provider's ability to deliver **effective** services that meet the **social**, **cultural**, and **linguistic** needs of clients (Betancourt, Green, & Carrillo, 2002).

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Cultural competence in practice leads a clinician to form a

true partnership,

valuing the unique cultural variables in each clinical encounter.

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Coming up next

We've explored the concept. In the *next activity*, we'll review the **guided reflection formula**



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Guided Reflection Formula



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Guided Reflection Formula

- **Prebrief**
- **Objectives**
- **Case Scenario**
- **Critical Thinking & Debriefing Questions**
- **Commentary**
- **Critical Thinking & Debriefing Responses**
- **Take Aways**

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Prebrief

General overview of the concepts presented in the scenario

Primes reader for topic

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Objectives

Frame scenario

Guide learner to the main ideas

Tool for self-evaluation after completing scenario exercise

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Case Scenario

Narrative format

Details are important and necessary for appropriate understanding of scenario

Note emotions that are evoked

Take notes

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Critical Thinking & Debriefing Questions

Debrief scenario with opportunity for reflection and extended learning.

Consider how practitioner may approach future situations.

Engage emotional responses and the impacts of bias.

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Commentary

An analysis of the scenario

Provides context regarding cultural competence and cultural responsiveness

Cites useful evidence-based and prevalent practices available in current literature

Provides alternative perspectives

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Critical Thinking & Debriefing Responses

Experts respond to questions and expand upon the scenario

Incorporates research, best practice and clinical expertise.

Note: responses are not the only approach to a situation and they do not represent all possible perspectives or options.

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Take Aways

Underscore main points

Provide an opportunity for the reader to self-assess for mastery of objectives

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Coming up next

We've explored the concept and reviewed the guided reflection. The *next activities* are **your turn** to **practice** and **reflect**.



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Scenario



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Case Scenario



This scenario is narrated by: Rachel M. Williams, PhD, CCC-SLP

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Write your reflection

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Just the facts

Write a narrative account of the situation. Try to make it objective.

Consider:

Who is involved in the case?

What is the central problem or conflict?

What is the goal of the resolution of the problem/conflict?

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Completing the Guided Reflection

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Prebrief

- General overview of the concepts presented in the scenario
- Primes reader for topic

This case study illuminates a graduate student with a fluency disorder and accent, and the supervisory relationship.

- ❖ Supervisors must have knowledge of basic distinctions between dialect, accent & speech-sound disorders and how to use that information to respond appropriately to a clinician with a dialect, accent or speech-sound disorder.
- ❖ Supervisors must understand how power dynamics play a role across cultures.

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Objectives

- Frames scenario
- Guides learner to the main ideas
- Tool for self-evaluation after completing scenario exercise

- ❖ Reflect on your perception of working with professionals who exhibit an accent, dialect, fluency or speech-sound disorder
- ❖ Review ASHA resources on discrimination
- ❖ Consider the interplay between cultural practices and the clinician-clinical supervisor relationship

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Case Scenario

- Narrative format
- The Details
- Take notes

WHO:

WHAT:

WHY:

HOW:

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Scenario Details

WHO:

- ❖ Jan, Professor Thompson

WHAT:

- ❖ Graduate student presenting with disfluencies and an accent.

WHY:

- ❖ Clinical supervisor stating he does not meet standard V-A, “demonstrated speech and language skills in English”

HOW:

- ❖ Requiring fluency therapy, interrupting sessions for correction of English productions.

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Critical Thinking & Debriefing Questions

- Debrief scenario
 - How to approach future situations.
 - Engage emotional responses and the impacts of bias.
- ❖ What can the program do to support Jan if he cannot fluently or accurately produce cues and prompts to support his client?
 - ❖ How might Jan's cultural beliefs and traditions affect his supervisory relationship?
 - ❖ How can Jan address the difficulties he is experiencing with his supervisor?

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Commentary

- Analysis of the scenario
 - Cultural competence and cultural responsiveness context
 - Cites useful research
 - Provides alternative perspectives
- ❖ Clinical supervisor-clinician relationships have an inherent power differential. This can make it even more difficult for student clinicians to feel empowered to ask for changes.
 - ❖ Views of disability and options for treatment vary across cultures. It is important to understand how a person's cultural upbringing impacts their view of disability.
 - ❖ Consider your own beliefs regarding whether a clinician can be effective if they exhibit a speech sound disorder, accent or fluency disorder.
 - ❖ Look to the Code of Ethics for guidance.

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Critical Thinking & Debriefing Responses

- Experts respond to questions and expand upon the scenario
 - Incorporates research, prevalent practices, and clinical expertise
 - Responses are not the only approach!
- ❖ Consider the potential influence of Jan's cultural background when brainstorming ways to approach his supervisor and clinical program.
 - ❖ It could be beneficial for University programs to have clear grievance procedures to empower students.
 - ❖ Consider review the ASHA resource "The Clinical Education of Students with Accents" (2011) as well as the anti-discrimination policy

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Takeaways

- Underscore main points
 - Provide an opportunity for the reader to self-assess for mastery of objectives
- ❖ An individual should not be discriminated against on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language or dialect.
 - ❖ Clinical programs should notify students of accommodations available in their training programs
 - ❖ Accented speech is not a disorder.

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LEARNING ASSESSMENT

Spend 5 minutes to complete your learning assessment in the ASHA Learning Center.

You'll have access to a certificate of completion immediately after you complete and submit your assessment.

