

# CLD Corner: Q&A for the CLD Experts

The CLD Corner is a regular column written by members of the TSHA Task Force on Cultural and Linguistic Diversity.

The CLD Corner was created in an effort to respond to questions on cultural and linguistic diversity. Questions are answered by members of the TSHA Task Force on Cultural and Linguistic Diversity. Members for the 2007-2008 year include **Michele Albornóz, Katsura Aoyama, Lynette Austin, Marie Belgodere, Dolores Castor, Cynthia Garcia, Gina Glover, Becky Gonzalez, and Roxanna Ruiz-Felter**. Submit your questions to [slaustin@cebridge.net](mailto:slaustin@cebridge.net). Look for responses from the CLD Task Force on the TSHA's website and in the *Communicologist*.

The CLD Task Force is now offering half- and full-day trainings for school districts, Education Service Centers, university programs, and other agencies on *Assessment and Intervention with CLD Populations*. For additional information, contact **Lynette Austin** at [slaustin@cebridge.net](mailto:slaustin@cebridge.net).

## QUESTION: Can I supervise a bilingual Clinical Fellowship (CF) if I speak only English? If so, how do I ensure that I am providing appropriate/adequate supervision?

ANSWER: There is no written requirement that a bilingual graduate student or bilingual clinical fellow must be supervised by a bilingual speech-language pathologist (SLP). However, in order to truly be a bilingual speech-pathologist, one has to obtain fluent proficiency status in two languages and be trained in multicultural (second language acquisition) issues. The American Speech-Language-Hearing Association (ASHA) and the State Board of Examiners provide rules and guidelines in becoming a culturally competent SLP in order to provide services to culturally and linguistically diverse populations. Therefore, it is the responsibility of the Clinical Fellow to obtain the required training to meet these standards.

The ASHA outlines the clinical fellowship supervisor's responsibilities, and the Issues in Ethics statement on Cultural Competence explains that it "prohibits delegation of tasks that are beyond the competence of the designee and requires that adequate supervision be provided by the certified individual... The issue becomes particularly complex if the certified individual does not speak the language being used and the assistant/aide/interpreter is not appropriately trained, as the quality of service and supervision can be compromised" (*American Speech-Language-Hearing Association, 2005. Cultural competence. ASHA Supplement 25, Principle of Ethics I, Rule E, in press*). A monolingual SLP will have to be able to determine the quality of services that are provided by the bilingual CF when s/he is working with culturally and linguistically diverse (CLD) clients.

In the ASHA document entitled, *Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services*, it states that "Individuals shall engage in only those aspects of the profession that are within the scope of their competence, considering their level of education, training, and experience" (ASHA Principles of Ethics II, Rule B). Without appropriate knowledge and skills, we ethically cannot provide services. Again, this states that if the CF Supervisor is trained in multicultural issues and meets the ASHA

guidelines to be a "culturally competent SLP," s/he may be able to supervise a bilingual CF. Furthermore, the Texas State Board of Examiners for Speech-Language Pathology and Audiology Board rules support this position by stating "(a) A licensee shall: (1) engage in only those aspects of the profession that are within the scope of the licensee's competence considering level of education, training, and experience;" (State Board of Examiners for Speech-Language Pathology and Audiology Board Rules, Title 22, Texas Administrative Code, Chapter 741 Subchapter D. Code of Ethics; Duties and Responsibilities of License Holders. §741.41. Professional Responsibilities of License Holders.)

What does it mean to be a "culturally competent?" To determine if you are a culturally competent SLP, the ASHA has two documents that may be useful. One is a self-assessment to help you determine your cultural competence ([www.asha.org/about/leadership-projects/multicultural/self.htm](http://www.asha.org/about/leadership-projects/multicultural/self.htm)) and the other will help you become culturally competent ([www.asha.org/NR/rdonlyres/06C10F05-FFE5-4E82-B348-D63C6C2EAC6C/0/multicultural\\_article.pdf](http://www.asha.org/NR/rdonlyres/06C10F05-FFE5-4E82-B348-D63C6C2EAC6C/0/multicultural_article.pdf)). In addition, the TSHA CLD Task Force has written a document called *Linguistically Diverse Populations: Considerations And Resources For Assessment And Intervention* that provides additional information for SLPs who want to become more culturally competent. This document is available on the TSHA website under "Diversity Issues" and "CLD Document."

If you are a monolingual speech-language pathologist who is culturally competent, there are ways to provide great supervision to bilingual clinical fellows or graduate students. One of the best ways to supervise a bilingual CF is to have two CF supervisors (ASHA allows for multiple supervisors). One is the primary supervisor and one is the secondary supervisor. The primary supervisor may be monolingual and responsible for the majority of the CF experience. The secondary supervisor would be a trained bilingual SLP who would supervise the assessment and therapy with CLD clients. In the handbook for CF supervision, it states "If a clinical fellow is supervised by multiple individuals, it is the responsibility of one clinical fellowship supervisor to collate the evaluations of all supervisors and to verify that the policies governing supervision and evaluation have been met. All clinical fellowship supervisors must hold a current CCC in the area in which certification is sought and must maintain this certification throughout the period of supervision." This supervisory approach could also be implemented with graduate student practicum. Another way to provide quality CF experiences is to use an interpreter who can interpret to the CF supervisor what is being said during the assessment or during a therapy session. This allows the CF supervisor to understand what is going on so appropriate feedback can be provided to the CF.

In short, you can provide supervision as long as you are culturally competent or you can team with a bilingual SLP to supplement the CF supervision. However, if you are not a culturally competent SLP and your CF is not being supervised by a culturally competent SLP, then your CF may be a bilingual speaker; however, s/he may not meet ASHA's requirements for being a culturally competent SLP in order to provide services for culturally and linguistically diverse populations.

For additional information visit [www.asha.org](http://www.asha.org), [www.txsha.org](http://www.txsha.org), or [www.dshs.state.tx.us/speech](http://www.dshs.state.tx.us/speech).