

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. 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.

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) and the other will help you become culturally competent (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, www.txsha.org, or www.dshs.state.tx.us/speech.

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Texas Speech-Language-Hearing Association

Participants reported that the training provided them with a strong foundation. They are currently scheduling template training sessions statewide. The second goal supported the completion of the CLD (Cultural & Linguistic Diversity) Companion eligibility template which was the project of the CLD Issues Task Force. The Training of Trainers for the CLD Companion will take place at the 2008 TSHA Convention. The third goal involved the monitoring of all of the statewide trainings completed during the year. Trainers in each of the four previously trained templates have continued to schedule sessions in their regions. As of this writing, almost 400 school districts and over 1,500 public school speech-language pathologists have received training in one or more of the templates over the past 2 years.

It is the ultimate goal of the TOT Committee for all school districts to be trained in each of the eligibility templates. The fourth goal was to provide the trainers with an opportunity to attend update sessions at the Convention for the four eligibility templates, Articulation, Speech Intelligibility (SI)-Only Language, Language Disorders in Children with Other Disabilities, and Voice. The update sessions for the trainers were well attended and provided the opportunity for reviewing changes in the templates, training ideas, and networking with their fellow trainers. The Articulation Template trainers were provided CDs with the updated Articulation Manual. The TOT Committee continues to contribute to the work of Public School SLP Vacancies Committee by speaking at TCASE meetings regarding the impact of the eligibility templates on public school caseloads.

ASSISTIVE TECHNOLOGY TASK FORCE

Chaired by **Angela Standridge**

This Task Force submitted several articles to the *Communicologist* this year and participated in the solicitation of Assistive Technology (AT) presentations at the 2007 TSHA Convention. The Task Force met at Convention to plan for next year. Goals include the development of an AT "toolkit" and TSHA white paper (research paper) on AT service provision and speech-language pathology assistants. The AT listserve is being monitored and continues to be helpful.

CULTURAL AND LINGUISTIC DIVERSITY TASK FORCE

Co-Chaired by **Lynette Austin** and **Gina Glover**

The CLD Issues Task Force diligently worked on the CLD Companion: Articulation Eligibility Template this year. The CLD Companion: Articulation template and manual are scheduled to be completed this summer. Two pilot trainings have been scheduled for next fall and work on the trainer criteria for the CLD Companion: Articulation is in progress.

Besides holding a work session with all Task Force members at Convention, the CLD Task Force also hosted two round table discussions. One round table was traditional, targeting professionals wanting to discuss CLD issues faced in the workplace. The second round table, hosted for the first time by the Task Force, invited students to participate in discussions concerning how CLD issues were addressed in their university programs as well as how the Task Force could support both students and university programs. CLD Corner submissions continue in every issue of the *Communicologist* and are posted on the TSHA website.

ELIGIBILITY-FLUENCY TASK FORCE

Chaired by **Natasha Anderson**

The Fluency Eligibility Task Force completed development of the template, conducted a pilot presentation in February, made revisions, selected trainers, and trained on this template at the 2007 TSHA Convention in Houston. Feedback has been excellent, and Fluency Eligibility Trainers are scheduling trainings through the state!

MEDICAL ISSUES TASK FORCE

Chaired by **Marte Hersey**

The Medical Issues Task Force realized the year's goals by sharing information during a panel discussion on Current Issues in Medical Speech Pathology by Task Force members **Marte Hersey, Jenny Clark, and Gil Hanke** at the 2007 TSHA Convention. Interest was expressed in suggested minimum guidelines for supervision of procedures, such as modified barium swallow studies and Fiberoptic Endoscopic Evaluation of Swallowing (FEES) exams, in addition to placing the ASHA Competencies Guidelines on the TSHA website. More advanced sessions were requested, as well as sessions focusing on "practical" rather than "theoretical" ideas. Available resources for using evidence-based treatment techniques were provided, and SLPs were encouraged to consider obtaining specialty recognition in swallowing disorders and board certification in neurological communication disorders. Data were also provided on university training programs in Texas regarding prerequisites for medical speech pathology externships.

A medical speech pathology (MSP) list serve was initiated during the month of April. All current members of the Task Force and those who attended the panel discussion at convention were added to the list serve.

PRIVATE PRACTICE ISSUES TASK FORCE

Chaired by **Barbara Samfield**

The Private Practice Issues Task Force has had a busy year. Besides monitoring the Private Practice listserve and job listing service on the website, this group has also created an ongoing ad for the *Communicologist* about the Private Practice listserve, Find a Provider listings, and Job Postings information for prospective graduates. At Convention, the Task Force held two round table discussions, one for experienced practitioners and the other for beginners. They also promoted private practice presentations, hosted a networking dinner for private practitioners, and submitted questions to the National Student Speech-Language-Hearing Association (NSSLHA) Bowl.

This group has also been active in gearing up for the coming fiscal year. Numerous meetings have been held to discuss goals which would include insurance reimbursement reform, the need for business management training, education, and advocacy issues. A survey is being developed that will gather information in all of these areas. It is the desire of this Task Force to encourage SLPs in private practice to join the TSHA, thus giving them a unified voice in accomplishing next year's objectives.

TELEPRACTICE TASK FORCE

Chaired by **Diana Christiana**

The Telepractice Task Force reports that the focus this year