

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 (CLD).

The CLD Corner was created in an effort to respond to questions on cultural and linguistic diversity (CLD) and is answered by members of the TSHA Task Force on Cultural and Linguistic Diversity. Members for the 2008-2009 year include **Lynette Austin, Gina Glover, Katsura Aoyama, Roxanna Ruiz-Felter, Ellen Stubbe Kester, Nely L. Cardenas, Catherine Carrasco-Lynch, Benigno Valles, and Julia Peña.** Submit your questions to slaustin@cebridge.net. Look for responses from the CLD Task Force on the TSHA 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 information, contact **Lynette Austin** at slaustin@cebridge.net.

*Correction: In the June 2008 column which listed the communication sciences and disorders (CSD) departments in Texas universities offering a program emphasis in bilingualism, one department was accidentally omitted. The CSD graduate program at Our Lady of the Lake University in San Antonio also provides a special program emphasis in communication disorders in bilingual populations. Interested persons may contact Chairperson **Mary Ann Acevedo** at acevm@lake.ollusa.edu. We sincerely apologize for the omission.*

QUESTION: I am going to be teaching a new class on cultural and linguistic diversity (CLD) issues for our university program. I would appreciate any help/resources you could provide regarding the topics and information that should be covered in this class so that our graduates will be as prepared as possible to serve CLD clients.

ANSWER: "Multicultural Issues and Resources" on ASHA's website will be a great place to start (www.asha.org/about/leadership-projects/multicultural/). It has a link for "Faculty Resources," which is specifically designed for faculty members who teach courses related to Multicultural and Multilingual Issues (MMI).

ASHA requires that all academic programs provide a curriculum that reflects our diverse society (ASHA, 2008). Therefore, college and university programs must address MMI in the program curricula. ASHA (2008) suggests two ways to incorporate MMI in the curriculum: (1) foundation courses specifically on MMI, and (2) MMI infused courses. In foundation courses, the entire course is dedicated to MMI, such as "Bilingualism Seminar" and "Multicultural Issues in Communicative Disorders." Infused courses incorporate MMI as part of a course. Instructors may have a separate unit or lecture for MMI within the course, in relation to the general course content. ASHA states that ideally a curriculum should have both foundation courses and MMI infused courses.

You can obtain sample syllabi from the ASHA website. There are seven sample syllabi for MMI foundation courses, including "Bilingual/Cross-Cultural Assessment" and "Speech and Language in a Cross-Cultural Society." Sample syllabi are also available for

MMI infused courses. There are eight syllabi of infused courses on the website, including "Dysphagia," "Fluency and Voice," and "Differential Diagnosis." For example, the sample syllabus for "Stuttering" has one day on "Multicultural Issues in Fluency Evaluation and Treatment." These syllabi for MMI infused courses are great examples for all instructors in how to incorporate MMI units and activities in their courses.

Using policy documents from ASHA as reading material is a great way to make students aware of the importance of MMI in speech-language pathology and audiology. You can download policy documents regarding MMI from the website, such as "Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services" (ASHA, 2004) and "Bilingual Speech-Language Pathologists and Audiologists: Definition" (ASHA, 1989). Some of the textbooks for MMI foundation courses include Battle (2002), Roseberry-McKibbin (1995), and Lynch and Hanson (2004). ASHA has many more suggestions for reading materials at www.asha.org/about/leadership-projects/multicultural/readings.

Additionally, one of the Task Force members prepared a CD including some teaching materials from her own experience teaching an MMI foundation course at undergraduate level (Aoyama et al., 2006). It includes a sample syllabus, sample lecture PowerPoint presentations, sample assignments, and suggestions for audiovisual materials in class. Anyone who is interested in this CD can write to **Katsura Aoyama** (katsura.aoyama@ttuhsc.edu) to obtain a free copy.

References

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