

TRAINING STUDENTS TO WORK EFFECTIVELY WITH CLD POPULATIONS CSHA DIVERSITY COMMITTEE 2003-2004

BACKGROUND INFORMATION

During 2000-2002, the CSHA Diversity Committee had conducted a sample survey of California training programs in communicative disorders to determine their practices in training students to work with CLD individuals, and in supporting culturally and linguistically diverse (CLD) students to complete their training. However, very few surveys were returned.

Previous information collected by DeCurtis, Kreiter and Schryver with students attending the bilingual certificate program offered by San Diego State University (SDSU) indicated that 87% of monolingual and 75% of bilingual students were more comfortable working with CLD students after taking a multicultural course, and all bilingual students agreed that they needed the course (ASHA, 1998 and CSHA, 1999). A larger percentage of bilingual students (88%) judged that the course should be required while 84% stated that the bilingual certificate program is valuable. In a replicated study with CSHA attendees, the authors found that 84% of the bilingual and 72% of the respondents indicated the need for such a course while 86% confirmed the value of the certificate program. (ASHA, 2001).

After review of the survey, the CSHA Diversity Committee (2002-2004) determined to survey students' perceptions about the necessity for such courses.

PROVIDING STUDENTS TRAINING IN CLD ISSUES: FOLLOW-UP

Both graduates and undergraduates students from CSUF, CSULA, CSULB, and SJSU participated in a pilot study during the 2002-2003 academic year. A total of 42 surveys were completed from these four programs, providing answers to four key questions, and space was provided for comments. Respondents were assured that individual answers would be confidential.

Although the number was small, the survey provided an indication about how the participants viewed their training programs.

FINDINGS

- All four programs have either elective or required courses and clinics focused on diversity issues and clients. Some suggested that a course be taught at the undergraduate level.
- On the whole, most students indicated that they are being trained to work with CLD clients, but they would like even more information and training about other languages, including sign as well as more cultural groups.
- Students view most faculty as knowledgeable on CLD issues, but mention that only some address these issues in their courses.
- A few CLD students commented that only high grades were important to some of their professors, while others were helpful and supportive.
- CSUF faculty was frequently mentioned as having all members reach out personally to the CLD students.

- San Diego State University has the bilingual certificate program, with specialized training to work with Spanish-speakers.
- San José State has a grant to support undergraduate and graduate students who are minorities. One of the grants trains future bilingual Spanish-English SLPs.
- Other programs mainly emphasize or have faculty knowledgeable about needs of speakers of Spanish or African-American English dialects.
- CSULB has more languages and cultures represented in its students and clients, and student clinicians there must work with speakers of a language other than their own, primarily with an interpreter/translator.

In conclusion, the sampled university programs provide training in CLD issues and most do support their CLD students. Suggestions were made to examples of university support, whether as integral to all courses, or through specific course and clinics, and CLD students' support options are mentioned on the CSHA Diversity site.

RESULTS OF A FOLLOW-UP SURVEY

A survey that was designed during the Fall 2003 Diversity Committee's meeting was sent via e-mail on three different occasions beginning October 5 2003 with the assistance of SJSU Graduate Student Angie Madrigal-Phipps to all training institutions in California.

As of November 30, 2003, only 6 (Chico State, San José State, San Francisco State, Long Beach State, University of the Pacific and Loma Linda University) out of a total of 15 training sites, or 40% of the programs, responded to the survey

The information was supplemented by viewing each training program's website. Please note that the respondents did not fill all categories. Additional information was pulled from the universities websites and is accurate as noted on the sites.

Only three of the same sites surveyed previously responded to the questions: SJSU-SFSU-CSULB. Therefore, some of the information listed may have been mentioned above.

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SPECIAL CERTIFICATES

SJSU: Under consideration

Others have stated that they do not offer a certificate.

SDSU: Offers a certificate to bilingual Spanish-English students who complete the special program.

GRANTS

SJSU:

Nexus for undergraduate minority students. Students must complete training on working with African-American, Vietnamese and Latino students.

Horizonte for graduate Spanish-English speaking students. Oral and written minimum bilingual proficiency required.

Students on grants must complete specialized courses in addition to regular as well as special sessions during the winter and summer breaks.

CSULB:

All students in the must complete the linguistically different clinical practicum; serving clients who do not speak and language the clinician speaks (25 clinical clock hours), via a trained interpreter. At present, no special grants available, but in the past as much \$2,000,000 in federal grant were available to train bilingual speech-language pathologists

SPECIALIZED COURSES

UOP: Undergraduate course

(SLPA 143) **Multicultural Issues**

UOR (625) Language, Culture and Cognition.

SJSU: Graduate courses

(EDSP 262) **Speech and Language in a Cross-cultural Society.**

(EDSP 268) Summer course **Providing Services in Spanish to Clients with Speech, Language and Hearing Impairments.** (Proporcionando servicios en español a clientes con impedimentos en el habla, lenguaje y audición)

(A three-week intensive course conducted in Spanish on all aspects of clinical services to Hispanic populations).

CSU-Hayward:

(SPPA-0980). **Speech Laboratory for Non-Native Speakers of English.** (Does not count toward the degree). Course is for candidates who do not speak English as their first language

(SPPA-3005). **Verbal American English Skills.(For non-native speakers of English)**

(SPPA-6220 and 6221) **Principles of Accent Reduction**

(SPPA-6222) **The Speech Pathologist and Cultural Diversity**

(SPPA-5021) **Introduction to Educating ALL students in Diverse Classrooms.**

(SPPA- 6040). **Advanced Seminar in Speech, Language, and Hearing Disorders.** The course does address issues pertaining to bilingualism among other issues.

CSULA

(COMD-475) **Cultural Linguistic Diversity in Communication Disorders.**

CSU-SAC.

(SPHP -143) **Communication Disorders in Multicultural Populations**

CSULB

1) Assessment of Monolingual and Bilingual Clients;

2) Management of Monolingual and Bilingual Clients;

3) Language Assessment and Management of Linguistically and Culturally Diverse Clients;

4) Linguistically Different Clinical Practicum.

CSU-SF

(SPED -803). **Communication Diversity and Exceptionality.**

CSU-SND

(322) **Learning in Communicative Disorders**

(350) **Introduction to Deaf Culture**

(There is more because the San Diego State is known for offering a certificate in bilingual SLP at least in the past-Since no one responded I asked Lilly Cheng to help me out).

TEXTS USED**UOP: (SLPA 143)**

Battle, D (2000) (3rd Ed) *Communication Disorders in Multicultural Populations*

Goldstein, B (2000) *Cultural and Linguistic Diversity: Resource Guide for Speech-Language Pathologists*

Roseberry-McKibbin, C (2002) *Multicultural students with special language needs: Practical strategies for assessment and intervention*

LLU (Electives-Bilingualism/Biculturalism)

Roseberry-McKibbin, C (2002) *Multicultural students with special language needs: Practical strategies for assessment and intervention*

SJSU: (EDSP 262)

Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd Ed). Clevedon UK: Multilingual Matters.

Baker, C. (2001). *A parents' and teachers guide to bilingualism* (2nd,Ed). Clevedon UK: Multilingual Matters

Topics in Language Disorders (1999). Vol 19- 4 Selected articles on accent and dialects. In addition to various other book and article references.

(EDSP 278)

Flor Ada A. & Baker, C. (2001). *Guía para padres y maestros de niños bilingües*. Clevedon: Multilingual Matters

Langdon, H.W. (2002). *Interpreters and translators in communication disorders:Practitioner's handbook*. Eau Claire, WI: Thinking Publications.

Mattes, L. (2000) *Spanish-English Dictionary*. (2nd Ed). Oceanside: Academic Communication Associates.

In addition to various other books and articles on the topic in Spanish.

CSULB:

Brice, A. (2001). *The Hispanic Child*

Goldstein, B. (2000). *Resource Guide in Speech-Language Pathology for Linguistically and Culturally Diverse Clients*

Lipson, Dibble, Minarik. *Culture and Nursing Care* in addition to other selected readings.

CLINICAL TRAINING (including externships and student teaching)?

UOP: Nothing required.

Students get opportunity to assess and treat bilingual/bicultural children/adults in the university clinics and in their practicum sites by virtue of the high numbers of bilingual/bicultural individuals in the Central Valley.

LLU:

No specific requirements, but schools and clinical sites have very diverse populations.

CSUC:

Students are placed in schools, hospitals; rehab centers etc within CSU, Chico's service area – thus the clients they serve reflect the demographics of the North State. There are large populations of migrant workers from Mexico, as well as a significant number of Southeast Asian and Hispanic residents in our area.

CSULB:

Student teaching may be done with a bilingual clinician if the student is bilingual.

SJSU:

Student teaching opportunities with bilingual SLP.
Attempts to place SLPs with bilingual medical SLPs.

SFSU:

The CD clinic on campus provides speech and language and hearing services to a multicultural, multilingual community from the Bay Area. The students also complete their student teaching and adult internships within the cultural diverse Bay area.

MEETING ASHA'S REQUIREMENT ON MULTICULTURALISM

UOP: Dedicated course and infusion throughout the curriculum

LLU: By offering the courses mentioned at graduate level and infusing multicultural information and issues at graduate level.

CSUC: Academic preparation is provided as units in a number of courses (e.g. disorder courses, diagnostic methods, professional aspects etc). Practicum experiences are monitored to insure that students are placed in at least one off-campus site where they have the opportunity to serve diverse clients.

CSULB: Received kudos from ASHA on our recent re-accreditation review on the extensiveness and long-standing success in meeting ASHA requirements, and going beyond.

SFSU: Special lectures are offered on multicultural/bilingual issues in various courses including CD701 Language Disorders, CD705 Stuttering CD706 Counseling in CD, CD 707 Severe Language Disorders. CD Voice Disorders.

SJSU: ASHA Standard II related to academic coursework addresses the importance of having coursework related to culturally diverse population. It does not indicate the number of hours or course, but the course content must include that consideration. All courses do infuse those issues. Received a special acknowledgement about program's emphasis on meeting communication needs of multilingual/multicultural populations.

CONCLUSION

Most training programs have one or more courses to address issues related to multicultural and multilingual matters. All infuse information in their various courses and attempt to offer students experiences with CLD clients. Suggestions for future:

- Complete the survey.
- Encourage meeting with contact personnel to plan a common agenda for students trained in the various programs throughout California.
- Offer opportunities for practicing clinicians to attend and share their experiences with university professors and students about their work with CLD clients.

REFERENCES

Clark, Ed. (1993). *Faculty and student challenges in facing cultural and linguistic diversity*. Springfield, Ill: Charles C. Thomas, Pubs.

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