

NJSHA Webinar

Date: Tuesday, December 8, 2026

Time: 7:00pm-9:00pm EST

Level of Education: Intermediate

ASHA CEUs: 0.20 CEUs

Presentation Title: *Supervising Bilingual Student Clinicians Across Languages: Strategies for Monolingual and Bilingual Supervisors*

Speaker Name & Credentials: Kelly Ann Peña, MS, CCC-SLP, CBIST, TSSLD

Speaker Bio: Kelly Ann Peña, MS, CCC-SLP, CBIST, TSSLD is a multilingual (English/Spanish/ASL) clinical educator and Assistant Clinical Director of the Speech-Language Pathology program at Rutgers University. She supports and facilitates neurogenic assessment, intervention, and care coordination across the lifespan, with a focus on cognitive-communication, interprofessional team-focused collaboration, and culturally responsive service delivery. At Rutgers, she coordinates first-year clinical education on the ground in the RU-SLP Clinic—a free community clinic and graduate student training site serving the Newark community—where she works closely with students, supervisors, and clients to problem-solve in real time while providing direct supervision. She also supervises student social workers and interpreters as part of the interprofessional care team. Kelly teaches and guest lectures on medical SLP, dysphagia, cognitive-communication disorders, and issues of diversity, equity, and inclusion, and was honored with the 2025 Rutgers Health Distinguished Interprofessional Clinical Educator Award. A former President of ASHA's Hispanic Caucus, her research as a PhD student in Education Policy, Organization, and Theory examines how trauma, language, and institutional definitions of “functionality” shape access to care for bilingual and immigrant youth—particularly those with brain injuries navigating complex systems.

Abstract:

Bilingual graduate students are increasingly providing services in languages other than English—but their supervisors may not speak those languages. While ideal supervision pairings would align linguistically and culturally, real-world constraints often mean that bilingual students are supervised by monolingual clinicians or bilingual clinicians with different language backgrounds.

This session offers practical, equity-centered strategies for supervising bilingual student clinicians across linguistic differences, clinical settings, and disorder types. Whether you're a monolingual English speaker, a bilingual supervisor who shares the student's language, or one who does not, this session provides tools and strategies designed to support your role. Topics will include effective feedback strategies, navigating language mismatches, ethical considerations, bilingual burden, scaffolding clinical growth, and engaging in mutual learning.

Participants will leave with tools to foster affirming, collaborative supervision that recognizes bilingual student clinicians not only as learners but as leaders in shaping multilingual, equitable care.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify supervision challenges and strengths specific to bilingual student clinicians providing services in languages other than English.
2. Apply at least two strategies for supporting bilingual students when the supervisor does not share the student's treatment language.
3. Describe how ethical considerations and DEI principles—such as bilingual burden, cultural brokerage, and identity mismatch—impact multilingual supervision.

Time-Ordered Agenda

- 0–10 min: Welcome + Session Overview
 - Introduction to session goals and structure
 - Quick-pulse poll: “What best describes your current experience with bilingual supervision?”
 - Optional chat prompt: “What’s one thing you’re hoping to gain from this session?”
 - Facilitator highlights themes from registration and live responses
- 10–25 min: Who Are Bilingual Trainees Today?
 - Definitions: bilingual, heritage speaker, linguistic mismatch
 - Overview of bilingual trainee profiles across settings
 - Common supervision dynamics in clinical education
- 25–30 min: Real Voices: Trainee Quote Reflection
 - Slide with quote from a bilingual heritage speaker
 - Reflection prompt: “What stands out to you in this quote?”
 - Responses aloud or in chat
- 30–40 min: Ethics in Multilingual Supervision
 - Overview of ethical considerations when supervisors do not speak the trainee’s treatment language
 - Clarifying scope:
 - The difference between treating/evaluating in a language and translating/interpreting
 - Why interpreting is a separate skill and not assumed
 - Ethical strategies for documentation, billing, and supervision
 - System-level concerns: trainees asked to translate or act as cultural brokers
- 40–55 min: Understanding Bilingual Burden

- Defining bilingual burden and its components
 - Imposter syndrome, invisible labor, and cultural translation
 - How burden shows up for heritage speakers
 - Discussion of how supervisors can name, interrupt, and support
- 55–65 min: Lucid Activity #1 – Guided Reflection Break
 - Quiet break with shared LucidSpark board
 - Reflection prompts:
 - “What pressures do bilingual trainees face?”
 - “Where have I seen invisible labor show up?”
 - “What does ethical support look like in action?”
- 65–80 min: Scaffolded Supervision Strategies
 - Practical strategies before, during, and after sessions
 - Tools for giving feedback across language boundaries
 - Supporting confidence, accountability, and linguistic identity
- 80–90 min: Role-Based Supervision Strategies
 - Side-by-side chart:
 - Monolingual vs. bilingual supervisors (shared and non-shared language)
 - Four supervisory moments: before session, during, after, and during feedback
- 90–95 min: Supervisor Commitment Worksheet
 - Individual reflection and goal setting: What will I start doing, stop doing, or adapt in my supervision practice?
 - Optional written commitment to guide future supervision
- 95–105 min: Lucid Activity #2 – Case Scenario Breakouts
 - Small groups receive supervision dilemmas
 - Use LucidChart to collaboratively map:
 - Core challenge
 - Stakeholders
 - Risks
 - Support strategies
 - Supervisor language and follow-up
- 105–115 min: Group Share-Out and Strategy Debrief
 - Groups share one key insight
 - Facilitator connects to ethics, role clarity, and trainee-centered growth
- 115–120 min: Final Reflection and Wrap-Up
 - Start/Stop/Adapt reflection slide or worksheet
 - Chat prompt: “What’s one word or phrase you’re taking with you?”

- Resources shared: strategy chart, supervision tools, reflection handouts
- CEU survey link and closing remarks

Presenter Disclosures:

Financial: Kelly Ann Peña, MS, CCC-SLP, CBIST, TSSLD is receiving an honorarium from NJSHA for presenting this webinar.

Non-Financial: Kelly Ann Peña, MS, CCC-SLP, CBIST, TSSLD is employed by Rutgers University as a clinical educator and Assistant Clinical Director. She will be referencing Rutgers University in her presentation.



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