

CULTIVATING CULTURAL HUMILITY IN CLINICAL SUPERVISION

0.05 ASHA SUPERVISION CEU and .5 Act 48 PDH

**CAILEE CARMELLA M.S. CCC-SLP,
JENNIFER LOPEZ M.S., CCC-SLP,
BIJI DAS M.S., CCC-SLP,
AND DEVIN MARSH GILLESPIE M.A., CCC-SLP**

THIS PRESENTATION WAS DEVELOPED AS PART OF ACADEMIC COURSEWORK IN THE SPEECH-LANGUAGE PATHOLOGY DOCTORATE (SLPD) PROGRAM AT MORAVIAN UNIVERSITY.

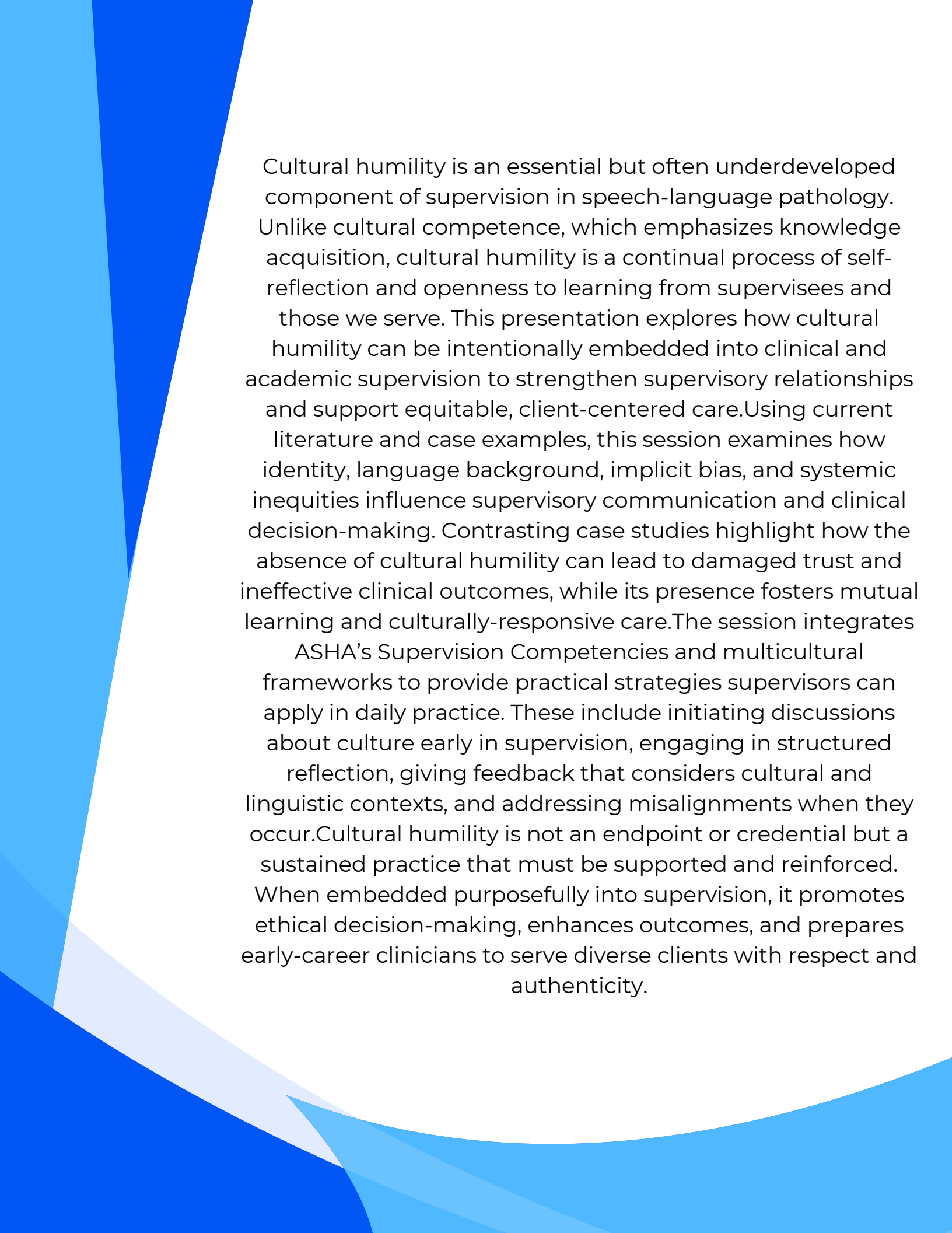
Learning Objectives:

- By the end of this presentation, attendees will be able to: Differentiate cultural humility from cultural competence using examples from clinical or academic supervision scenarios.
- By the end of this presentation, attendees will be able to: Analyze how cultural identity, power dynamics, or implicit bias may influence supervisory interactions and clinical decisions.
- By the end of this presentation, attendees will be able to: Apply at least two evidence-based strategies (e.g., reflective dialogue, collaborative goal-setting, rupture-repair processes) to integrate cultural humility into their supervisory practice.



**ASHA CE
APPROVED PROVIDER**

Pennsylvania
Speech-Language-Hearing
Association

The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes create a dynamic, modern look on the left and bottom edges of the slide.

Cultural humility is an essential but often underdeveloped component of supervision in speech-language pathology. Unlike cultural competence, which emphasizes knowledge acquisition, cultural humility is a continual process of self-reflection and openness to learning from supervisees and those we serve. This presentation explores how cultural humility can be intentionally embedded into clinical and academic supervision to strengthen supervisory relationships and support equitable, client-centered care. Using current literature and case examples, this session examines how identity, language background, implicit bias, and systemic inequities influence supervisory communication and clinical decision-making. Contrasting case studies highlight how the absence of cultural humility can lead to damaged trust and ineffective clinical outcomes, while its presence fosters mutual learning and culturally-responsive care. The session integrates ASHA's Supervision Competencies and multicultural frameworks to provide practical strategies supervisors can apply in daily practice. These include initiating discussions about culture early in supervision, engaging in structured reflection, giving feedback that considers cultural and linguistic contexts, and addressing misalignments when they occur. Cultural humility is not an endpoint or credential but a sustained practice that must be supported and reinforced. When embedded purposefully into supervision, it promotes ethical decision-making, enhances outcomes, and prepares early-career clinicians to serve diverse clients with respect and authenticity.

Speaker's Bio: Cailee Carmella, M.S., CCC-SLP, is a bilingual speech-language pathologist and Speech-Language Pathology Doctorate (SLPD) student at Moravian University. Her clinical and scholarly work centers on culturally and linguistically responsive care, neurodiversity-affirming practices, and equitable access to augmentative and alternative communication (AAC) across diverse populations and settings. Cailee's work focuses on pediatric populations with an emphasis on multilingualism and complex communication needs. She specializes in AAC, advocating for communication systems that prioritize autonomy, cultural identity, and access across all of a child's languages.

Jennifer Lopez, M.S., CCC-SLP, is a bilingual speech-language pathologist dedicated to advancing equitable, culturally responsive care across pediatric, adult, and acute rehabilitation settings. Fluent in English and Spanish, she provides evidence-based interventions supporting communication, cognition, and swallowing. Jennifer specializes in bilingualism, neurorehabilitation, and AAC, empowering families and patients through person-centered, functional care. She advocates for health equity and celebrates bilingualism as a strength within the SLP profession.

Biji Das, M.S., CCC-SLP, is a multilingual speech-language pathologist and Speech-Language Pathology Doctorate (SLPD) student at Moravian University. With over 25 years of experience across the United States, United Arab Emirates, and India, her work is rooted in culturally responsive, neurodiversity-informed care. Biji supports school-aged and early childhood populations with interests in bilingualism, autism, apraxia, and voice. She values collaboration with families and educators, advocating for ethical, equitable, and evidence-based practice across diverse communities.

Devin Marsh Gillespie, M.A., CCC-SLP is a speech-language pathologist working in acute care at Texas Children's Hospital in Houston. Her expertise and clinical work focuses primarily on pediatric dysphagia. Her passion is centered on serving underprivileged populations, which has led to an interest in improving health literacy across multiple demographics. Her areas of clinical practice primarily consist of pediatric dysphagia with an emphasis on infant feeding. She is a candidate for a clinical doctorate at Moravian University with expected graduation May 2027.