

Next Steps 2022 Summer Webinar Series

**Ad Hoc Committee To Plan Next Steps to Redesign
Entry-level Education for SLPs**

Composition of the AHC Next Steps

Nine individuals representing stakeholders with:

- Academic administrative experience
- Clinical administrative experience
- School SLP experience
- Medical SLP experience
- Board-certified specialization
- Clinical doctorate in SLP
- Teaching experience in entry-level SLP programs
- Supervision experience with SLP students & recent grads

One representative appointed by each of the following:

- Academic Affairs Board
- Council for Academic Accreditation
- Council for Clinical Certification
- Specialty Certification Board
- Special Interest Group 10
- Special Interest Group 11
- National Student Speech-Language-Hearing Association
- Council on Academic Programs in Communication Sciences and Disorders

Three members of the 2021 ASHA Board of Directors

- VP for Academic Affairs in SLP
- VP for SLP Practices
- VP for Standards and Ethics in SLP

Volunteer Members of the AHC Next Steps

- Ann Tyler, PhD, CCC-SLP (AHC Chair)
- Melanie Alcala, SLP Graduate Student
- Meher Banajee, PhD, CCC-SLP
- Andrea Bertone, MS, CCC-SLP
- Elizabeth Crais, PhD, CCC-SLP
- Monica Ferguson, MS, CCC-SLP, BCS-CL
- Jennifer Friberg, PhD, CCC-SLP
- Kendrea Garand, PhD, CCC-SLP
- Kyomi Gregory-Martin, PhD, CCC-SLP
- Barbara H. Jacobson, PhD, CCC-SLP
- Stacy L. Kaplan, PhD, CCC-SLP
- Shubha Kashinath, PhD, CCC-SLP
- Marnie Kershner, CScD, CCC-SLP, BCS-S
- Carol Koch, EdD, CCC-SLP
- Sharon Moss, PhD, CCC-SLP
- Sonja Pruitt-Lord, PhD, CCC-SLP
- Nola Radford, PhD, CCC-SLP, BCS-F

- Patti Solomon Rice, PhD, CCC-SLP
- Linda I. Rosa-Lugo, EdD, CCC-SLP
- Jennifer Taps Richard, MS, CCC-SLP
- Barbara Zucker, MA, CCC-SLP

ASHA Staff Consultants

- Amanda Gallagher, MA, CCC-SLP,
ASHA Director of Certification
- Kimberlee Moore, Chief Accreditation Officer
- Loretta M. Nunez, AuD, CCC-SLP/A, ASHA Sr.
Director, Academic Affairs & Research Education
- Todd R. Philbrick, CAE, ICE-CCP, Chief Certification
Officer
- Donna Smiley, PhD, CCC-A, ASHA CSO-Audiology

ASHA Co-Ex Officios

- Lemmietta McNeilly, PhD, CCC-SLP, ASHA CSO
Speech-Language Pathology
- Margaret Rogers, PhD, CCC-SLP, ASHA CSO Science
and Research

AHC “Next Steps” CHARGE


- Advance discussion and planning to redesign entry-level education for speech-language pathologists and formulate recommendations for the ASHA BOD about how comprehensive input might be obtained from a large group of stakeholders to advance entry-level education for SLPs.
 - What data, dissemination efforts, and actions are needed to make recommendations and propose a plan?
 - What alternative models of education and changes to the current model should be considered?
 - How should stakeholders be engaged to obtain comprehensive input?
- Perform the work of the committee virtually to develop, outline and recommend next steps to the ASHA BOD by December 31, 2022

The AHC on Next Steps is...

- **Not** considering changing the entry-level degree designator for SLPs to a clinical doctorate;
 - but rather, we are considering what is needed to adequately prepare SLPs to enter the profession now and in the future, and how the educational preparation of future SLPs could be advanced.
- **Not** proposing specific changes to the educational model;
 - but rather, we are engaging stakeholders in discussions about what is working and not working well, and synthesizing stakeholder perceptions and ideas for further consideration.

Specific Consideration of:

- What competencies are needed?
How should they be acquired and measured?
- Which aspects of the current model are serving the profession and public adequately and which are not?
- Are there changes to the current model that would address any gaps or unmet needs that have been identified?



What is needed to adequately prepare SLPs to enter the profession?

This is Not about the Degree Designator!



- The AHC is **not** examining, or even discussing, the degree designator for the entry-level degree in speech-language pathology (i.e., master's degree versus clinical doctorate).
 - Not on the agenda
 - Not in the charge

Previous ASHA Ad Hoc Committee: Graduate Education in SLP

AHC-GESLP

Convened in 2018 to gather data and synthesize information to address questions regarding current education model in SLP.

- *Which aspects of our current entry-level educational model are serving the profession and the public well, versus falling short, to adequately prepare SLPs across practice settings?*



Are there changes to the current model of entry-level education that would address gaps or unmet needs?

- AHC-GESLP 2020 report informs the work of the “Next Steps” ad hoc committee
- Areas were identified regarding what is serving the profession and the public well and what is not.



Challenges with the Current Model of Entry-Level Education

- Students are not consistently prepared, even across the Big 9, nor sufficiently prepared to enter practice across common work settings for SLPs
- Insufficient student and faculty diversity
- Most UG majors cannot go on in the field yet clinical shortages are severe
- Scarcity of outplacements and supervisors
- Scarcity of SLPs specializing in clinical areas

Challenges with the Current Model of Entry-Level Education

- Trying to fit the full scope of practice across the lifespan into a 2-year master's program
- The current model lacks a competency-based education framework to guide preparation and self-evaluation of one's readiness for specific areas of practice
- Access to graduate education is limited due to the predominance of our "full-time residency" model
- Over-reliance on volunteers for supervision
- Unequal training across SLP programs
- Lack of sufficient faculty to teach all topic areas

Some Reflections from **AHC-Next Step Members** When Asked “What dissatisfies you about the way things are now?”

- “I am concerned about the difficulty that both academic and clinical faculty have in achieving graduate student competency across our ever-expanding scope of practice. While I believe we are successful at teaching foundational clinical skills that apply to all populations across the lifespan and across our scope of practice, we are not successful at achieving competency across the big nine, particularly in the area of implementing evidence-based practice.”
- “I am dissatisfied with the wide-but-shallow preparation that sends clinicians out into the field without a clearly charted path for how to deepen the areas in which that clinician actually ends up working in.”
- “Many graduate classes provide an overview of several methodologies and viewpoints in different areas. That often results in limited knowledge of each methodology and a lack of expertise to apply in daily practice.”
- “Our ever-expanding scope of practice is making graduate education and preprofessional preparation in 5-6 semesters very challenging...I often ponder this thought: has our perception of "entry-level" changed due to this expansion of scope of practice? If so, how have programs adapted? Has the role of the Clinical Fellowship changed in response? Could it? Should it?”

Critical Needs

More Opportunities

- Varied clinical experiences
- Critical & analytical thinking
- Oral & written communication
 - Research literacy & EBP
 - Cultural humility
 - Professionalism
 - Empathy and more...

Develop

- Competency-based Ed with pathways to learn, assess, & recognize (signal) specific competencies
- New pedagogy and curricular goals to prepare students for the future of work...

Increase

- SLPs
- Student & faculty diversity
- Student readiness for work, in diverse practice settings & with diverse populations
- Pathways to deepen knowledge across the full SoP

Significant Challenges

Six Working Groups

1. Future of Learning, Work, & Teaching
2. Competency-Based Education
3. Alternative Education Models
4. Clinical Experiential Learning
5. Student Diversity
6. Faculty Development & Capacity

Widespread Stakeholder Engagement

- The goal of the Next Steps webinar series is to communicate what ASHA is working on and to solicit input from stakeholders about their perceptions and to gather ideas about how entry-level education for SLPs can be improved and lifelong learning advanced.
- Webinar attendees (and asynchronous viewers of the webinar presentations) are invited to share their ideas and opinions via a survey.
- Webinar attendees are also invited to participate in a breakout group discussion, which will be recorded, and then the transcripts will be qualitatively analyzed.
- All survey responses and breakout discussions on the following seven topics will be considered, analyzed and incorporated into the final report.

Watch the “Next Steps” Webinar Series “Live” or Recorded and Share your Input about Each Topic!



- Future of Learning, Work, and Teaching – June 7
futureoflearning@asha.org
- Competency-Based Education – June 14
competencybaseded@asha.org
- Alternative Educational Models – June 21
alternativeed@asha.org
- Faculty Growth and Sufficiency – June 28
fdac@asha.org
- Clinical Experiential Learning – July 12
experientiallearning@asha.org
- Faculty Development – July 19
fdac@asha.org
- Student Diversity – July 26
increasestudentdiversity@asha.org

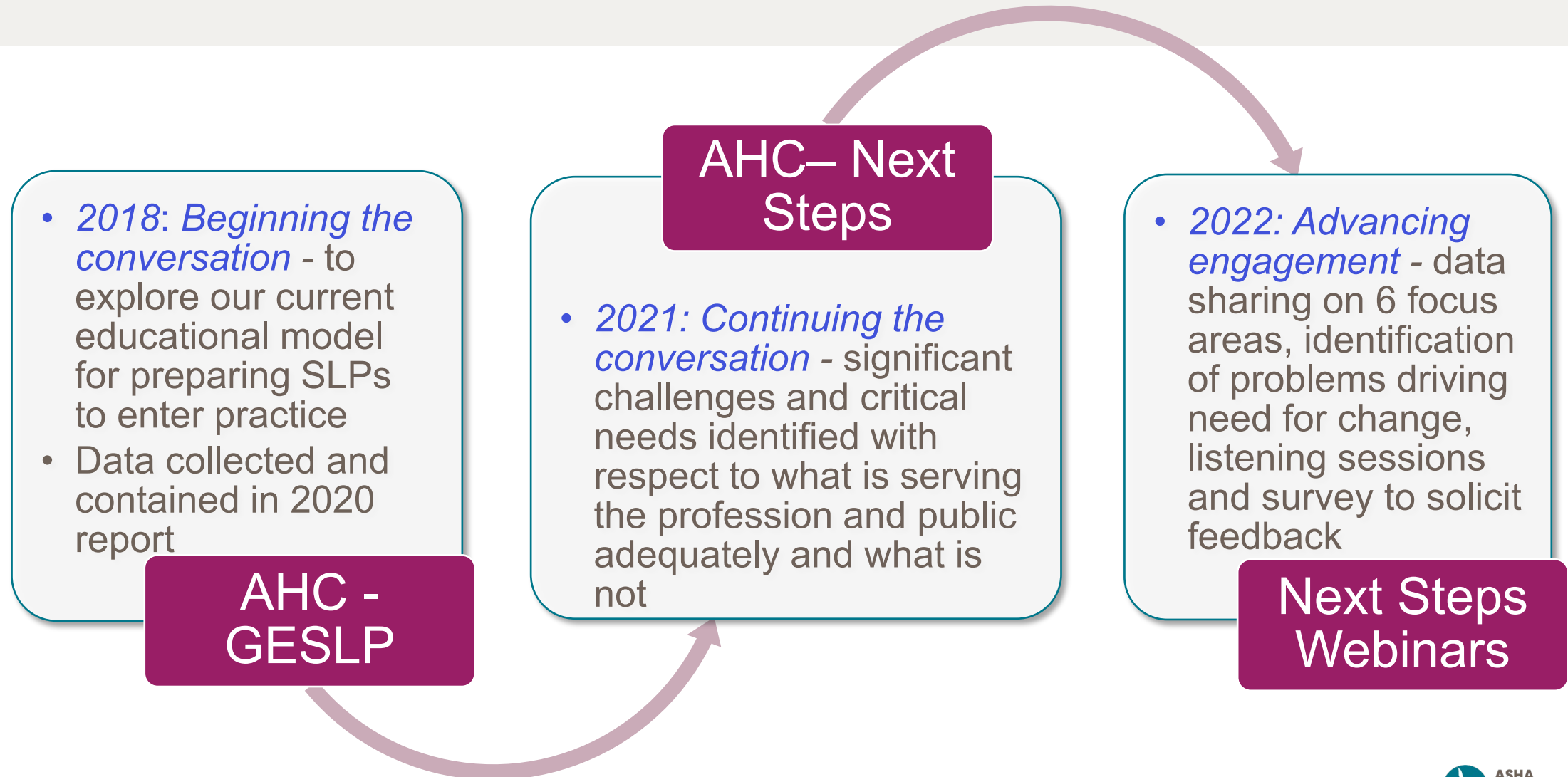




INCREASE STUDENT DIVERSITY

Melanie Alcala, Kyomi Gregory, Shubha Kashinath,
Carol Koch, Lemmie McNeilly and Sharon Moss

Discussion of our SLP Education



What is needed to adequately prepare SLPs to enter the profession?

Specific Consideration of:

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- Are there changes to the current model that would address gaps or unmet needs that have been identified?

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- *Which aspects of our current entry-level educational model are serving the profession and the public well, versus falling short, to adequately prepare SLPs across practice settings?*

Areas Wherein the Current Model of Entry-Level Education for SLPs is NOT Serving the Professions nor the Public Well

- Students are not consistently prepared, even across the Big 9, nor sufficiently prepared to enter practice across common work settings for SLPs
- Insufficient student and faculty diversity
- Most UG majors cannot go on in the field yet clinical shortages are severe
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Areas Wherein the Current Model of Entry-Level Education for SLPs is NOT Serving the Professions nor the Public Well

- Trying to fit the full scope of practice across the lifespan into a 2-year master's program is counterproductive to achieving educational outcomes and overly stressful for students.
- The current educational model lacks a competency framework to guide educational preparation and self-evaluation of readiness for specific areas of practice.
- Access to graduate education is limited due to the predominance of our “full-time residency” model
- Over-reliance on volunteers for supervision

Why Recruit Diverse Students?

- **Current ASHA membership is 92% Caucasian and primarily females**
- **The populations we serve are very diverse and our service providers should also reflect that diversity**
- **Individuals are more comfortable working with professionals who share similar cultural experiences**

Issues/Barriers

- **Gatekeeping**
- **Lack of flexibility in programs**
- **Inconsistent use of holistic admissions criteria**
- **Knowledge of and access to available financial resources**
- **Lack of understanding/resources/mentoring to get into graduate school**
- **Faculty's limited knowledge about individual students' needs i.e., factors that impact non-traditional student success**

Gatekeeping

- **Defined as controlling or limited access to moving forward in the profession**
- **Impacts recruitment, retention, and graduation of students**
- **May be a reflection of intentional or unintentional bias (e.g., *a student who doesn't have straight A's but has shown potential in the field through research participation; other faculty are unsure of the student's preparedness for graduate school*)**

Lack of Flexibility in Programs

- **Full time vs. part time enrollment**
- **Lack of flexibility with respect to clinical education (i.e., simulated experiences)**
- **Recognizing that some graduate students are juggling multiple responsibilities (e.g., Parent who is struggling, juggling childcare and going to school full time)**

Financial Resources

- **Student's ability to receive funding may serve as a barrier to their willingness to enter the program**
- **Students might need to work during the program that requires certain hours to work**
- **The department's need to have a certain amount of full-time equivalent (FTE) of the student and faculty FTEs**
- **Financial aid rules that impact students' ability to receive multiple sources of institutional financial aid or federal financial aid.**

Lack of Mentoring/Resources

- **Students could benefit from having more than one mentor (i.e., clinical, research, career progression)**
- **More students could benefit from mentoring than there are mentors available**
- **Students don't know or have access to the appropriate resources to enter the profession**
- **Peer mentorship is also a beneficial resource (e.g., Pace University)**
- **Program resources may be limited to sustain mentorship**

Limited Knowledge of Student Needs

- **Faculty need knowledge of student experiences — especially nontraditional student needs**
- **Faculty need knowledge and resources that support students**
- **Faculty should engage in nurturing relationships with students (e.g., Ron McNair Fellowships)**
- **A lack of pedagogical and institutional resources about topics (e.g., trauma informed responses, cultural responsiveness/humility)**

Increasing Awareness of the Profession-Target Audiences

- **Faculty members in related disciplines**
- **Department chairs in related professions (linguistics and psychology)**
- **Admissions counselors**
- **High school counselors**
- **Settings that employ SLPs (such as school districts, healthcare centers, private practice)**
- **STEM leaders at middle school, high school and 2-year and 4-year college levels**

Strategies to Increase Community Awareness of the Profession

- **Develop multi-media promotional materials for different age groups/target audiences**
- **Provide outreach and exposure for high school students to participate in professional activities (e.g., funding to attend a conference)**
- **Partner with STEM outreach programs and school career fairs**
- **Partner with multicultural groups and related professional organizations (e.g., NBASLH, Hispanic Caucus)**

Target Audiences: Recruitment and Retention

- **Faculty in SLHS**
- **University Administrators**
- **Clinical Educators**
- **Community/Offsite Supervisors**
- **University Advisors**
- **High School Guidance Counselors**

Recruitment Strategies

- **Educate elementary-high school students about the profession**
- **Help prospective students understand the SLP scope of practice**
- **Provide outreach activities to high schools and community colleges by targeting specific regions of the country**
- **Increase awareness of profession among underrepresented groups**
- **Connect with ASHA's Minority Student Leadership Program to promote recruitment**

Retention Strategies

- **Enhance advising at the undergraduate level**
- **Expand faculty resources/programs for student advising**
- **Increase faculty knowledge to meet needs of diverse students**
- **Network and build relationships with faculty**
- **Utilize high impact teaching and learning practices to promote student engagement**
- **Maximize program flexibility that supports successful matriculation**

Outcomes

We want to

- **Develop outreach programs to increase awareness of the profession**
- **Maximize diversity in student cohorts**
- **Emphasize recruitment and retention strategies that support all students**
- **Increase diversity in faculty**
- **Increase the availability of diverse mentors (e.g., clinical educators, researchers, externship supervisors)**

Outcomes

We want to

- **Increase student graduation rates to create a more diverse SLP workforce**
- **Maximize collaboration/connection with related professions in universities**
- **Promote innovative opportunities for graduates to engage professionally after degree completion (e.g., become mentors, serve on committees)**