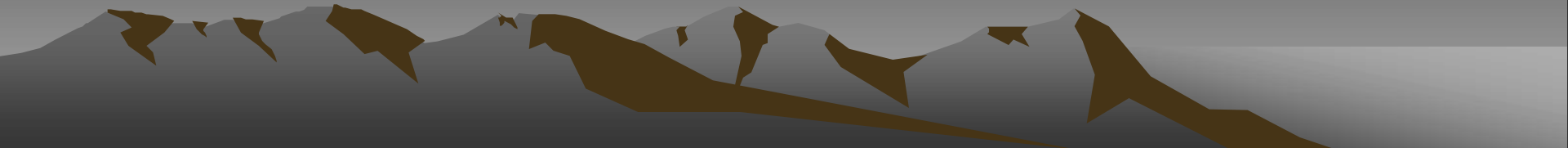


Strategizing Solutions to Personnel Shortages

In

Speech-Language Pathology

September 28, 2006

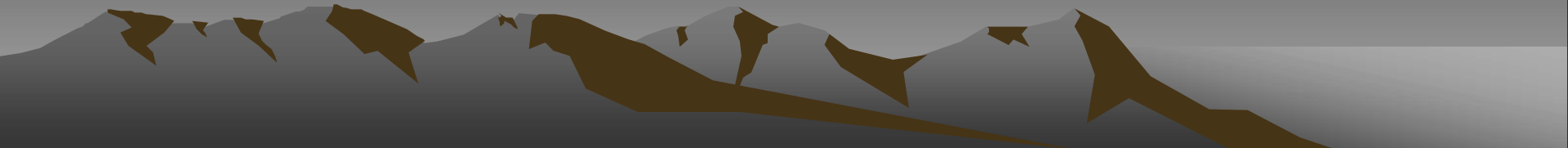


Speech-Language Pathology Personnel Shortages

Lemmietta G. McNeilly, PhD, CCC-SLP

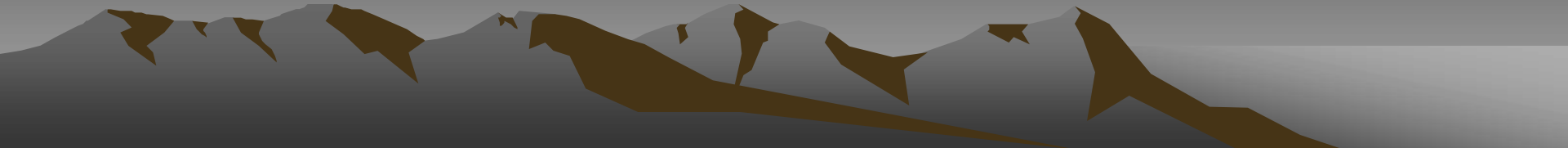
Chief Staff Officer, SLP

ASHA



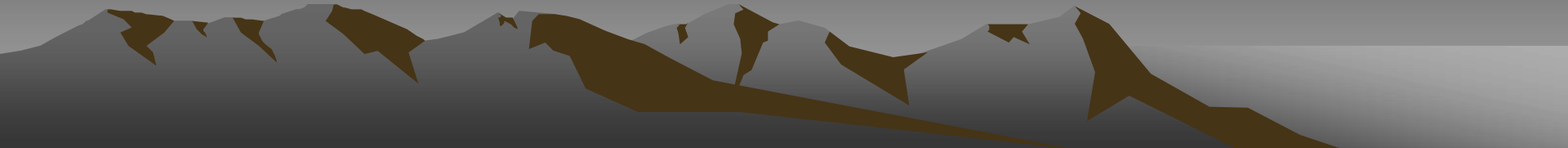
Purpose

- To empower you, the stakeholders, to strategize and partner with others to develop and execute action plans that address personnel shortages in the profession of Speech-Language Pathology across venues



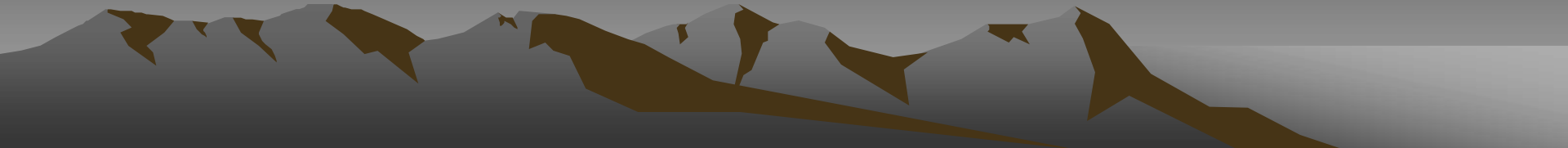
SLP Personnel Issues

- Are there shortages of SLPs?
- Are the needs specific to an employment setting?
- Is the number of SLPs supplied via the pipeline adequate?
- Who are the stakeholders?



CAA Standards

- Comments have made that academic programs cannot admit more students because the CAA standards for faculty:student ratio would not be maintained.





- IA Certification
- Academic Program Accreditation
- Accreditation Manual
- Professional Services
- Accreditation (archive)
- Clinical Specialty Recognition

III. Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

**Effective January 1, 1999
(Revised February 2004, May 2004)**

Introduction

The American Speech-Language-Hearing Association (ASHA) is committed to ensuring that quality audiology and speech-language pathology services are provided to the public. ASHA believes that the quality of educational preparation for delivery of clinical services is highly correlated with the quality of services provided to the public by certified professional practitioners. Consequently, ASHA maintains a system of accreditation for college and university graduate¹ programs that provide entry-level professional preparation with a major emphasis in audiology and/or speech-language pathology. The accreditation program, which entails both the setting and implementation of standards, is conducted by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), a council that derives its authority and membership from ASHA but functions autonomously in the accomplishment of its mission and goals. The CAA is recognized by the Council for Higher Education

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- [Print Friendly](#)
- [Send to a Friend](#)

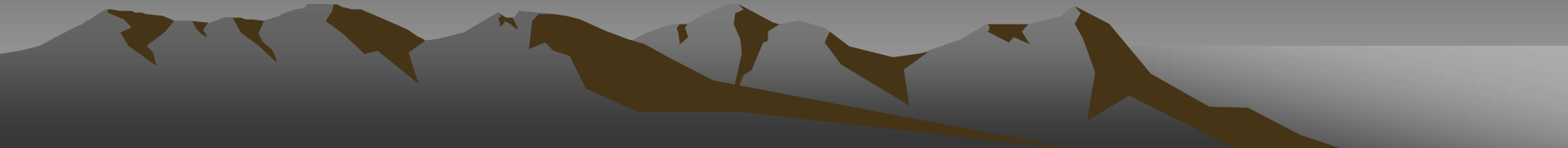
Table of Contents:

- I. Introduction
- II.a. Accreditation Process: Classifications
- II.b. Accreditation Process: Review Process
- II.c. Accreditation Process: Public Information
- III. Standards for Accreditation of Graduate Education Programs
- IV. Self Study Guidelines

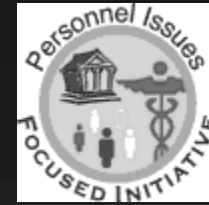


Standards for Accreditation

- **2.2 The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full- and part-time faculty/instructional staff is sufficient to meet the teaching, research, and service needs of the program and expectations of the institution.**
- **2.3 The institution demonstrates a commitment to the continuity of the program by maintaining a sufficient number of doctoral-level faculty and other instructional staff, with appropriate qualifications to ensure the continued integrity of the program.**



Personnel Issues Focused Initiative 2005-2007



- References: 2005 Progress summary
- 2006 second quarter progress report



Search for University faculty at ASHA's 2006 Career Fair. Purchase a Faculty Openings Interview booth today!

- ASHA Leadership
- Association Bylaws
- Executive Board
- Legislative Council
- Committees, Boards & Councils of ASHA
- Leadership
- National Office
- Focused Initiatives
- Strategic Plan
- Quotes from the Executive Director

Focused Initiatives: 2006

Based on information obtained from ASHA members on issues of concern and the Legislative Council's ranking of these issues, the Executive Board derived the following Focused Initiatives, issues, and outcomes for 2006.

National Office staff has developed work plans that include strategies to achieve the desired outcomes for each Focused Initiative for implementation in 2006.

Personnel Issues in Healthcare and Education (Complete Work Plan)

ISSUE 1: Acquisition of data and information on the underlying factors that lead to persistent vacancies for qualified speech-language pathologists and audiologists in educational and health



2006 FIs Progress Reports:

- Personnel Issues in Healthcare and Education
 - [1st Quarter](#)
 - [2nd Quarter](#)
- Evidence-Based Practice
 - [1st Quarter](#)
 - [2nd Quarter](#)
- Reimbursement in Health and Education
 - [1st Quarter](#)
 - [2nd Quarter](#)
- PhD Shortage in Higher Education
 - [1st Quarter](#)
 - [2nd Quarter](#)

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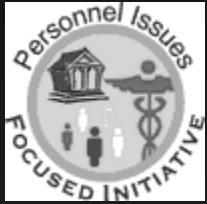
[Print Friendly](#)

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Related Resources:

- 2006 Focused Initiatives
- 2005 Focused Initiatives
- 2004 Focused Initiatives
- 2001 - 2003 Focused Initiatives
- FI-EBP 2006 Workplan
- FI-HCR 2006 Workplan
- FI-PhdShort 2006 Workplan





2005 FI Work Plan

- **State Vulnerability**
- **State advisory groups**
- **National Coalition**
- **School District Models**
- **School Finance Committee**



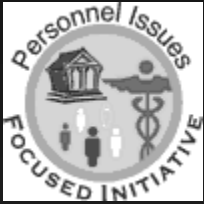
6 Factors of Vulnerability

- High vacancy rates
- Previous attempts to lower standards
- Emergency/provisional credentials
- Bachelor's level assistants
- 0-1 master's programs in state



State Advisory Groups

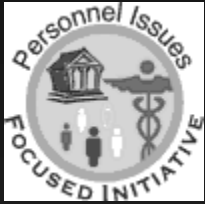
- Developed action plans with the 6 states deemed to be most vulnerable for reducing personnel standards
- ID, TN, TX, AZ, NH, VA



National Coalition

National Coalition on Personnel Shortages in Special Education and Related Services

- 20 national, state and local organizations
- Meetings- 5 times per year



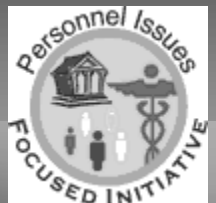
National Coalition

- Mission: to sustain discussions among stakeholders
 - Need/value of Special Ed., related services and EI
 - ID, disseminate and support implementation of strategies

School District Models

Urban and Rural School Districts

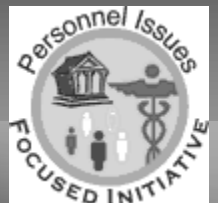
- Hamilton City, OH
- Minneapolis, MN
- El Rancho, CA
- Pittsburg, PA
- Spotsylvania City, VA
- Papillion LaVista, NE
- Lawton, OK



School Finance Committee

- Poster session at ASHA convention
 - Mechanisms to access funding
- Presentation for the SEALs meeting
 - Accessing Medicaid funds in schools
- Web page

www.asha.org/about/legislation-advocacy/schoolfundadv



School Funding Advocacy

Developed by the [School Finance Committee](#)

This page was developed by ASHA's School Finance Committee in an effort to help ASHA members better identify and understand the complex and multiple funding processes involved in public school-based services from federal, state, and local perspectives. Included in this section you will find:

- [Hot Topics](#) (New!)
- [Funding Pyramid](#)
- [Flow Chart and Fact Sheet on School Funding](#) (PDF format)
- [Directory of Resources Related to Public School Finances](#)
- [Medicaid Reimbursement in Schools](#) (New!)
- [Flow Chart of Medicaid Funds to Your School District](#) (PDF format) (New!)
- [Local Funding Sources and Opportunities](#) (New!)
- [Tools for Grant Writing and Advocacy](#) (New!)
- [Ways to Distribute Funds](#)



Hot Topics

Check out the links below for resources, articles, or ideas that may help you understand and access funding for you program.

- [Find out how one member advocated for funds from her school district PTA for FM system in the classroom](#)
- [Learn more about other local advocacy success stories](#)

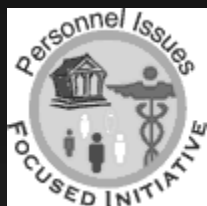
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- Related Resources:**
- School Funding Advocacy (Members Only)
 - School Funding Advocacy: Grant Writing and Advocacy (Members Only)
 - School Funding Advocacy: Local Funding Sources (Members Only)
 - School Funding Advocacy: Ways to Distribute Funds (Members Only)
 - School Funding Directory of Resources (Members Only)





2006 Work Plan

- Data collection
 - 2006 ASHA Schools Survey
 - Health care
- State grants
- Forum on SLP Personnel Shortages
- Recruitment and Retention
 - Information on ASHA's website
 - Schools & Health care brochures completed



2006 Work Plan

- National Coalition continued
- Website enhancement
- **Innovative Models**

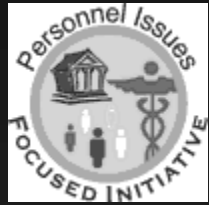
http://www.asha.org/NR/rdonlyres/18939DF1-6695-478B-A93D-C0154C62A1DE/0/Innovative_Programs.pdf



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

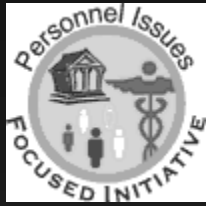
INNOVATIVE PROGRAMS TO ADDRESS PERSONNEL VACANCIES IN HEALTH CARE AND EDUCATION

| State | Projects/Partnerships | Innovative Program | Contact |
|----------|--|--|--|
| Arizona | University/State/Partnership Program | The University of Arizona and Arizona Department of Education developed a master's level program for bachelor's level practitioners who are currently employed in public schools. | Betty McDonald E-mail: bettymcd@e-mail.arizona.edu |
| Colorado | University/State/LEA Partnership Program | University/State/LEA Partnership, funded by the Colorado Department of Education, provides a master's level education to students applying to Colorado school districts for employment. Provides financial incentives to mentors and targets specific rural districts. | Karen Kelly E-mail: kelly_k@cde.state.co.us |
| Florida | University/Non-Profit Partnership | The Fisher Island Philanthropic Fund, who provides funding to a United Way non-profit speech and hearing clinic, offers scholarships to FIU students. Acceptance of the scholarship requires a year-for-year commitment to work at the clinic. | Lily Poms Executive Director, Hearing and Speech Center of Florida E-mail: lpoms@hearingandspeechcenter.org |



2006 Work Plan

- Continue multifaceted approach
- Facilitate partnerships among stakeholders
- Share information with members
- Promote local and state advocacy



Healthcare

- .5 FTE for Data Collection
- Presentations at 12 state association meetings
- Articles in Trade Association publications

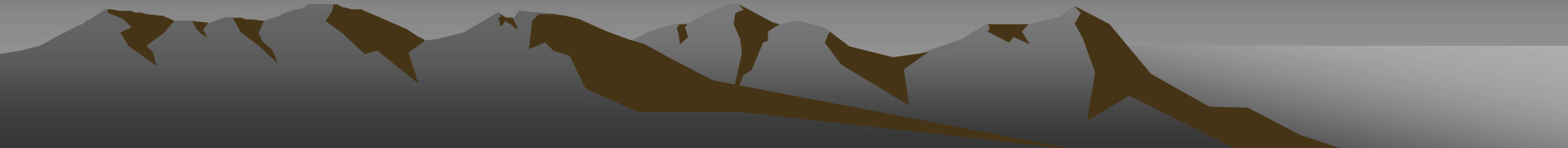


10 State Grants 2006

- Michigan Speech-Language-Hearing Association
- Idaho Speech, Language, and Hearing Association Inc.
- Texas Speech-Language-Hearing Association
- Tennessee Association of Audiology & Speech-Language Pathology
- Louisiana Speech-Language-Hearing Association
- Oklahoma Speech-Language-Hearing Association
- Oregon Speech-Language-Hearing Association
- 3 Additional states to be announced next week

Stakeholders

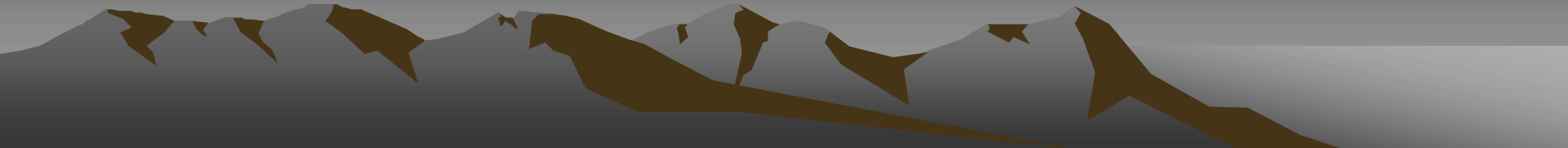
- Academic Programs
- State Depts. of Education
- Health Care Agencies
- School Districts
- Health Care agencies
- VA Health Care System
- Recruiting Agencies
- ASHA



Employment of speech-language pathologists

is expected to grow about as fast as the average for all occupations through the year 2014.

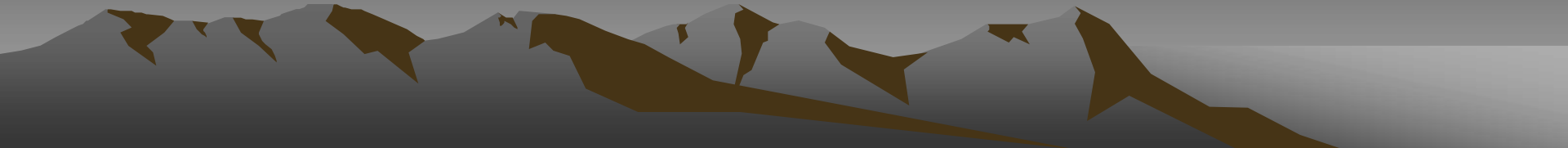
- Aging baby boom generation
- Increase in neurological disorders and associated speech, language, and swallowing impairments increases.
- Medical advances improving the survival rate of premature infants and trauma and stroke victims,



Bureau of Labor Statistics

- Increased emphasis on early identification of speech and language problems
- Favorable opportunities for those with the ability to speak a second language.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2006-07 Edition*, Speech-Language Pathologists , on the Internet at <http://www.bls.gov/oco/ocos099.htm> (visited September 26, 2006).





A Response to Intervention (RTI) Program for Reading
[Click here!](#)

[Advanced Search](#)

[Home](#)

- ASHA & NSSLHA Members
- Members & Professionals
- Students
- The Public

Site Location: Home > Members & Professionals > Publications > ASHA Leader Online > Archive > 2004 > November 2, 2004 >

FEATURE

Career and Job Satisfaction



see also: [Table 1](#) | [Table 2](#) | [Additional Sidebars](#)

cite as:

Zingesser, L. (2004, Nov. 2). Career and job satisfaction: What ASHA surveys show. *The ASHA Leader*, pp. 4-5, 13-20.

by Louise Zingesser

Career satisfaction and job satisfaction both relate to happiness with one's work life, but contribute to contentment in separate ways. Career satisfaction may be defined as the level of overall happiness experienced through one's choice of occupations. Job satisfaction relates to one's current work situation and is dependent on many factors, including the marketplace, work conditions, job location, and other dynamic influences. An individual may feel very certain of having made a correct career choice but be experiencing an unsatisfactory current work experience. Conversely, a current job situation may have many positive components but not be fully satisfying as a career choice.

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In This Issue:

Taking the Long View of Long-Term Care

Music Studied as Tinnitus Relief

Ethical Considerations in Patient Discharge

From Former Client to Future SLP

Career and Job Satisfaction

Early Literacy and Language Identification and Intervention: A

- Home Line
- Members
- News
- Archives
- 2005
- 2004
- 2003
- 2002
- 2001
- 1999 - 2000

Job Satisfaction Factors

1. Type
2. Pay
3. Collaborative
4. Administration
5. Flexible
6. Challenge
7. Commute
8. Advancement
9. Development
10. Childcare

Zingesser, L. (2004, Nov. 2). Career and job satisfaction: What ASHA surveys show. The ASHA Leader, pp. 4-5, 13-20.



American
Speech-Language-
Hearing
Association

Data

- Supply Demand report
- Attrition Data
- Workforce Data
- Data across Allied Health Professions



American
Speech-Language-
Hearing
Association

Supply and Demand

- Speech-language pathologists held about 96,000 jobs in 2004.
- About half were employed in educational services, primarily in preschools and elementary and secondary schools.
- Others were employed in hospitals; offices of other health practitioners, including speech-language pathologists; nursing care facilities; home health care services; individual and family services; outpatient care centers; and child day care centers.
- A few speech-language pathologists are self-employed in private practice.





American
Speech-Language-
Hearing
Association

Attrition Data

Transitions across employment settings from 1996 to 2003

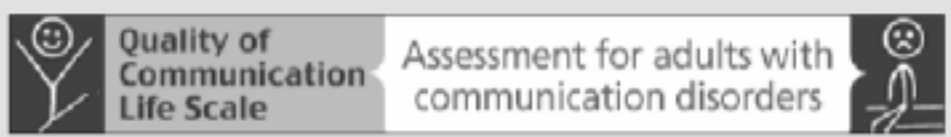
| Facility in 1996 | Schools 2003 | University 2003 | Health Care 2003 |
|---------------------|-----------------|--------------------|---------------------|
| Schools | 80% 17,639 | <1% 156 | 4% 901 |
| University | 5% 97 | 74% 1,473 | 5% 102 |
| Healthcare | 12% 1871 | 2% 300 | 69% 10,533 |

Workforce Data

- 2005 ASHA Health Care Survey
- 2006 ASHA Schools Survey



American
Speech-Language-
Hearing
Association



- ical Topics & Disorders
- es for SLPs
- essional Practice Issues
- ing-Specific Resources
- Intervention
- h Care
- atal Intensive Care Unit (ICU)
- te Practice
- ols
- practice
- veys & Reports

Health Care Survey 2005

see also: [2002 Health Care Survey](#)

Employment and professional issues for speech-language pathologists working in health care services continue to evolve. ASHA tracks information and attitudes on the part of SLPs across health care settings through periodic surveys that ask key questions about salaries, availability of jobs, productivity, caseload, and staffing.

Survey data may be used for advocacy with employers and payers in addition to providing information that ASHA may use to identify trends and develop new resources.

- Read the complete [Frequency Report on the ASHA Speech-Language Pathology Health Care Survey \(PDF format\)](#)

Special Sections

- [Work Force/Work Conditions \(PDF format\)](#)
- Salaries [Annual \(PDF format\)](#) | [Hourly \(PDF format\)](#)

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Related Resources:

Promoting the Value of SLP Services

Documentation in Health Care Settings

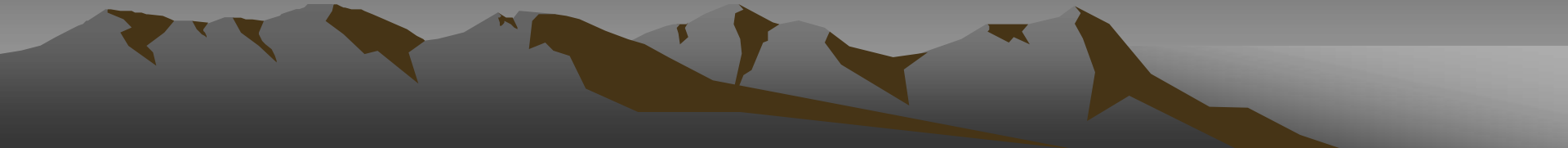
Health Care Survey: 2005

Issues in Home Care



2005 ASHA Health Care Survey

- 2005 ASHA SLP Health Care Survey
 - 48 % funded unfilled SLP positions
 - 65% home care respondents indicated more job openings than job seekers in their geographic area
- 2002 ASHA SLP Health Care Survey
 - 83% of respondents had not had a student intern in the previous 12 months



2005 ASHA Health Care Survey

- Total percentage of vacancies across all settings increased from 25% in 2002 to 40% in 2005.
- Largest increase in vacancies from 2002 to 2005
 - Home Health
 - (22% in 2002 to 48% in 2005),
 - Skilled Nursing Facilities
 - (19% in 2002 to 37% in 2005).



American
Speech-Language-
Hearing
Association

2005 ASHA Health Care Survey

- Smallest increase in vacancies between 2002 and 2005 was in
 - Rehabilitation Hospitals
(from 35% in 2002 to 42% in 2005)
- Only Pediatric Hospitals showed a decrease in vacancies
 - (from 61% in 2002 to 51% in 2005)



American
Speech-Language-
Hearing
Association

Percentage of Vacancies Reported Across Facilities

| Survey Year | Total | General Medical | Rehab Hospital | Pedi Hospital | SNF | Home Health | Clinic | Other |
|-------------|-------|-----------------|----------------|---------------|-----|-------------|--------|-------|
| 2002 | 1,864 | 438 | 175 | 57 | 324 | 218 | 273 | 379 |
| | 25% | 24% | 35% | 61% | 19% | 22% | 6% | 2% |
| 2005 | 1949 | 417 | 220 | 168 | 389 | 253 | 498 | n/a |
| | 40% | 37% | 42% | 51% | 37% | 48% | 40% | n/a |

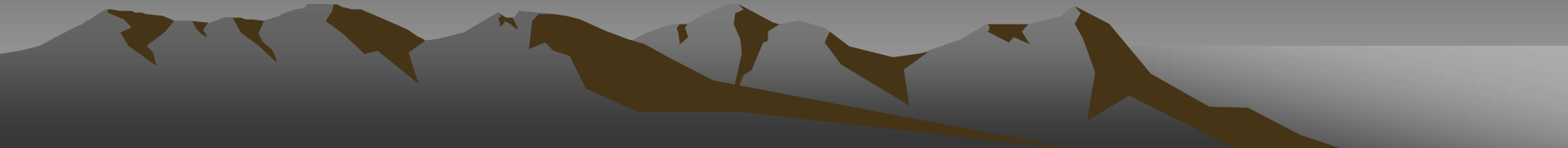


ASHA 2006 Schools Survey ~ Workforce Report



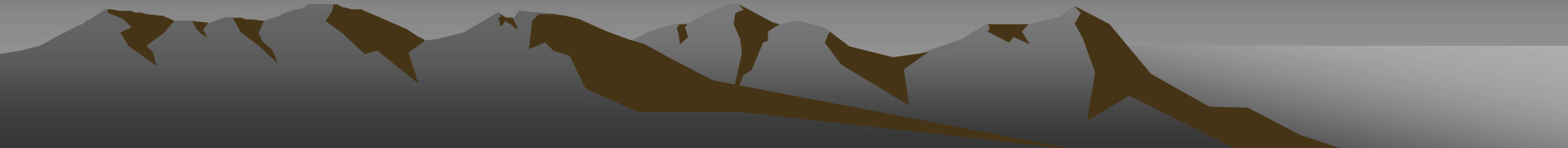
2006 ASHA Schools Survey Workforce Report

- 68% stated job openings more numerous than job seekers
- 73% metropolitan/urban areas stated job openings more numerous than job seekers
- Lack of applicants most prevalent in Pacific (90%) & Mountain (86%) states.



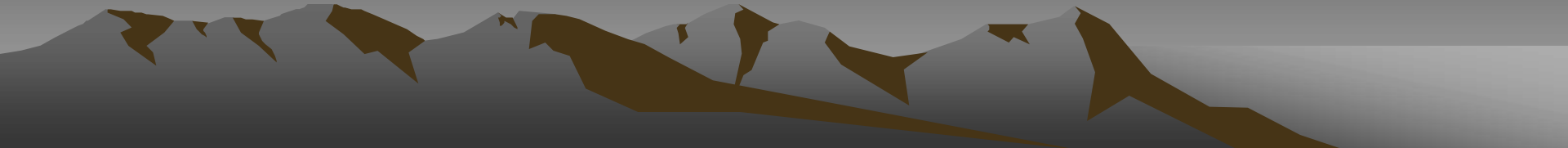
2006 ASHA Schools Survey Workforce Report

- Increased caseload (79%) the primary effect of the clinical service providers shortage
- Greatest challenges:
 - 80% - paperwork
 - 66% - lack of time
 - 58% - high caseload size



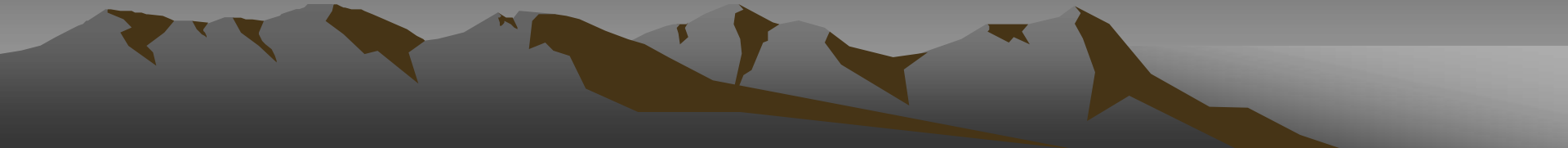
Data across Allied Health Professions

- Between February - April 2006, 2,060 vacancy advertisements listing positions for ten allied health professions in NC.
- Overall, there were 2.3 allied health vacancies per 10,000 population in North Carolina.



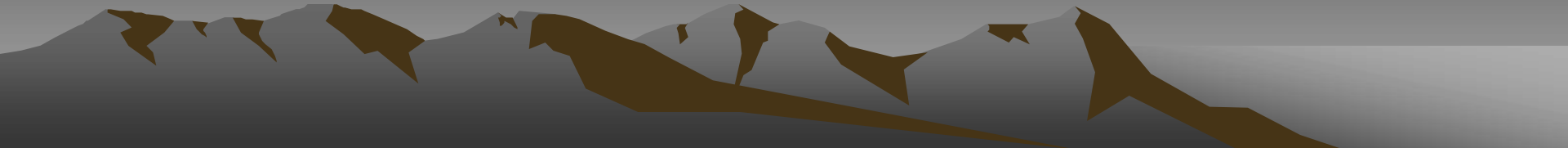
What we know...

- Personnel shortages exist in varied regions of the US
- Supply is only one aspect of the shortage issue
- Stakeholders need to collaborate and form partnerships to address the complex personnel issues



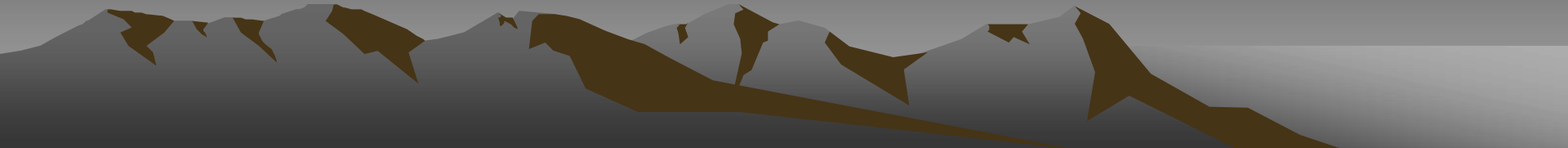
What we know...

- Shortages exist in Healthcare and schools
- Projected need for SLPs is increasing
- We didn't get here overnight and
- The solutions are multifaceted and will also take time



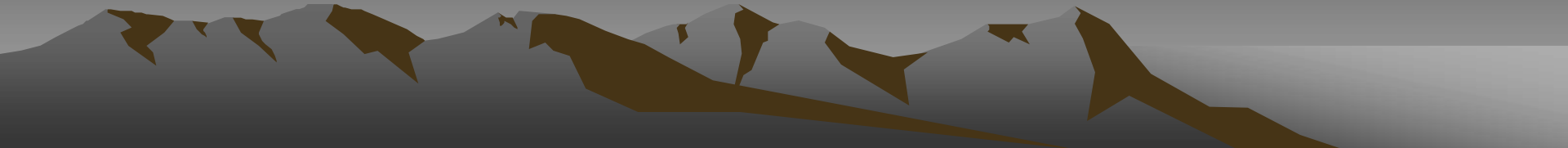
Overview of the Forum

- Panels that will address
 - Comprehensive Approaches
 - Expanded Access
 - Health care
 - Universities
 - Doctoral Collaboration



Overview of the Forum

- Questions and Answers for the panelists
- Small group discussions
- Small group brainstorming of strategies to address personnel shortages



STRATEGIES

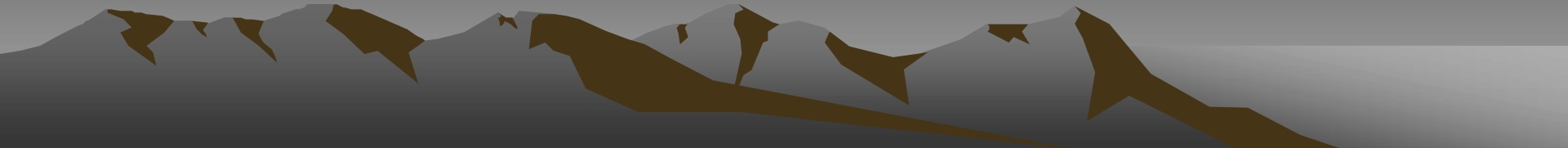
Empowerment

Collaboration

Creativity

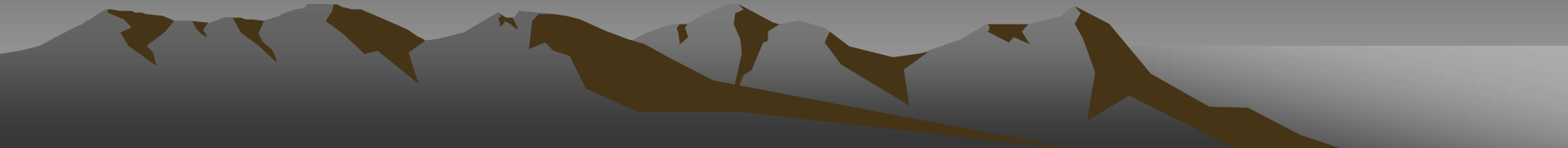
Partnerships

Persistence



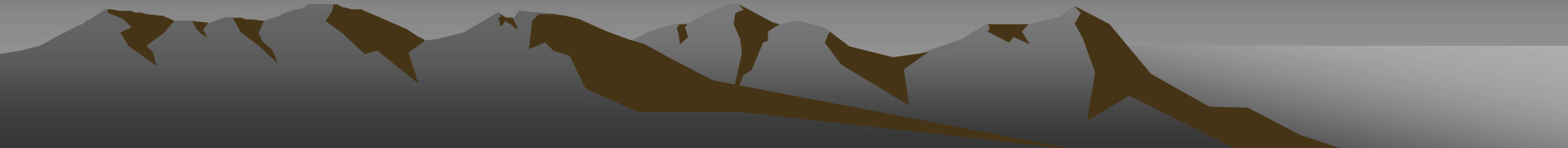
Your Charge...

- Participate in the Break out groups
- “Out of the box” Thinking
- One Reporter from each group
- Develop individualized action plans (Saturday)



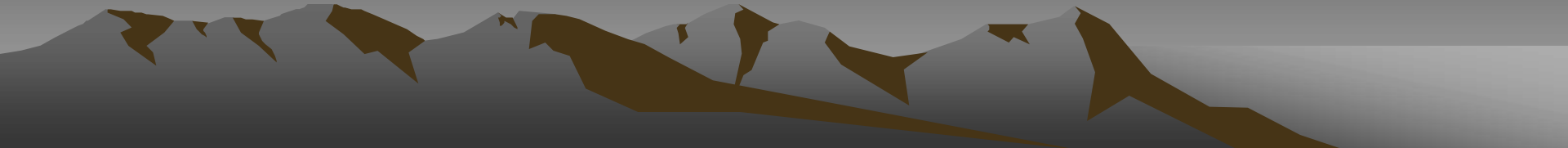
Targeted Outcomes

- Identify Barriers and Solutions
- Identify Plausible Partners for local action
- Complete Individual Empowerment Plans
 - (Tab 14)
- Follow up in 3-6 months



References

- American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852.
<http://www.asha.org>
- <http://www.shepscenter.unc.edu/hp/alliedhealth/2006ahvacancy.pdf>
- <http://www.bls.gov/oco/ocos099.htm>
- Zingesser, L. (2004, Nov. 2). Career and job satisfaction: What ASHA surveys show. *The ASHA Leader*, pp. 4-5, 13-20.



Announcements

Bethesda Marriott provides complimentary shuttle service every hour 8:00 AM – 10:00 PM

Barwood cab 301-984-1900

See you in the morning!

Please bring your notebooks with you

Good Night!

