



Next Steps 2022 Summer Webinar Series

Ad Hoc Committee Plan Next Steps to Re-design
Entry-level Education for SLPs

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ASHA Staff Consultants

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- Todd Philbrick, ASHA Chief Certification Officer
- Donna Smiley, PhD, CCC-A, ASHA CSO Audiology

ASHA Co-Ex Officios

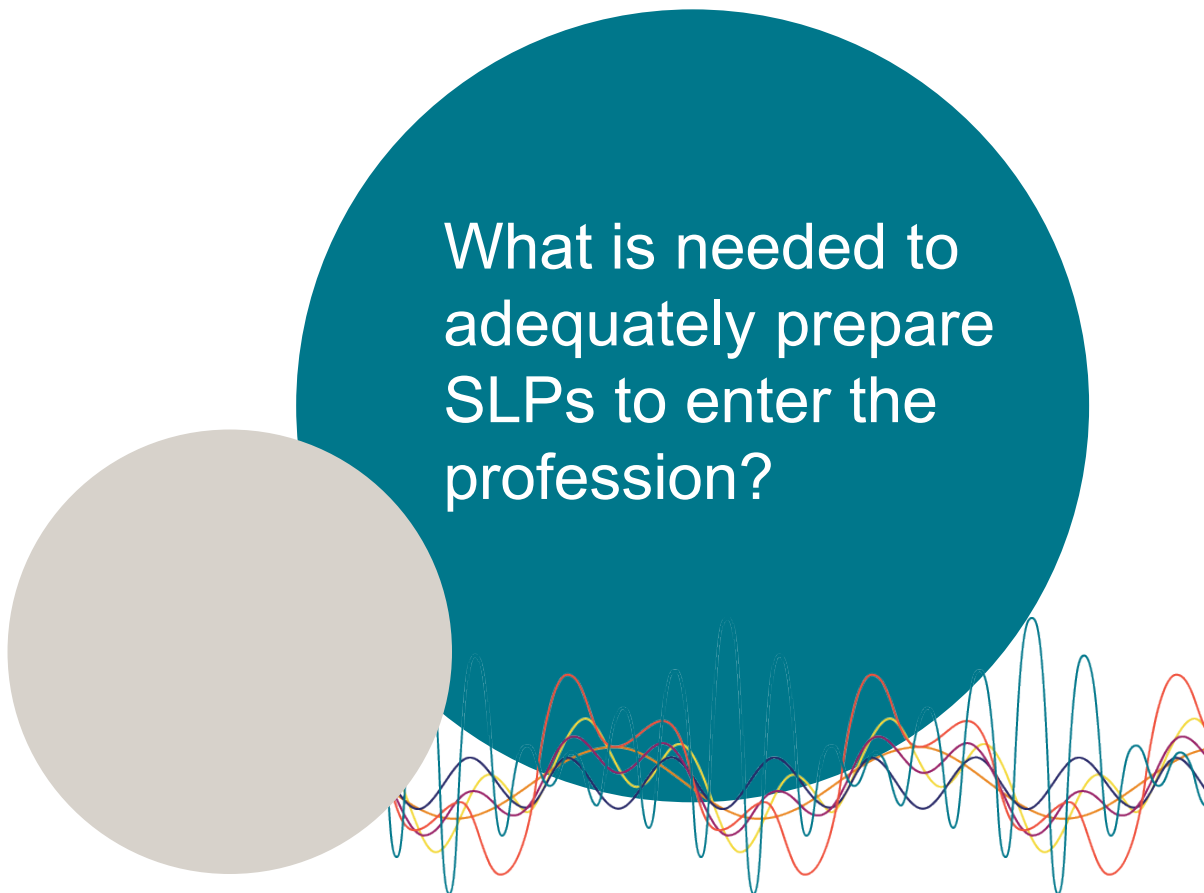
- Lemmietta McNeilly, PhD, CCC-SLP, ASHA CSO Speech-Language Pathology
- Margaret Rogers, PhD, CCC-SLP, ASHA CSO Science and Research

AHC “Next Steps” CHARGE

- **Advance discussion and planning about SLP education:**
 - 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 educational model should be considered?
 - How should stakeholders be engaged to obtain comprehensive input from their larger communities?

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...

Increase

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

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...

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

Faculty Development

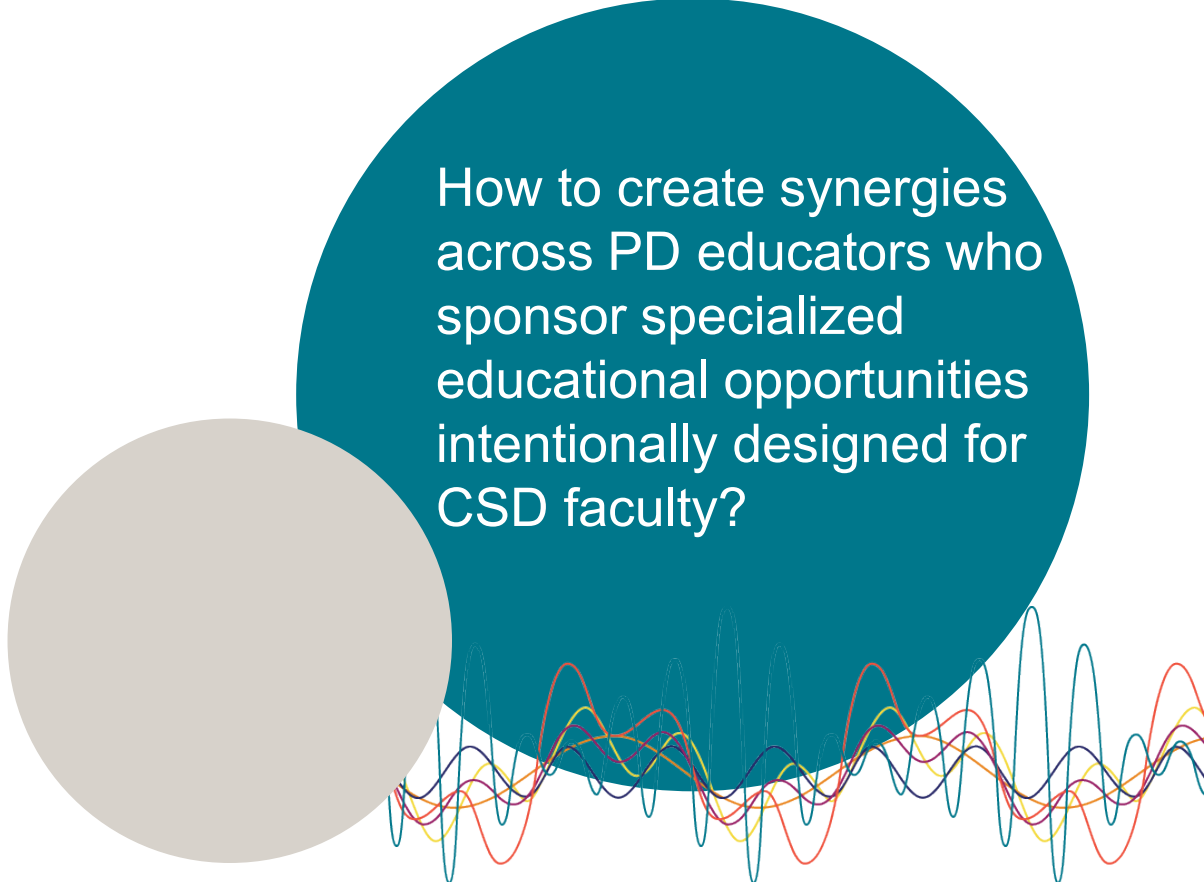
Working Group Members: Jennifer Friberg, Stacy Kaplan, Sonja Pruitt-Lord, Linda I. Rosa-Lugo, Loretta Nunez, Jennifer Richard, Ann Tyler

Faculty Development Challenges

- There is a need to better prepare and retain faculty for current and future teaching and learning environments.
- Currently there are limited professional learning opportunities for faculty that are specific to our discipline.

Identifying Possible Solutions

- Professional development (PD) must provide opportunities to develop the knowledge base in teaching and learning for our professions
 - ASHA's Faculty Development Institute and Teaching Symposium on Foundational CSD Science Courses
 - CAPCSD
 - SIGs



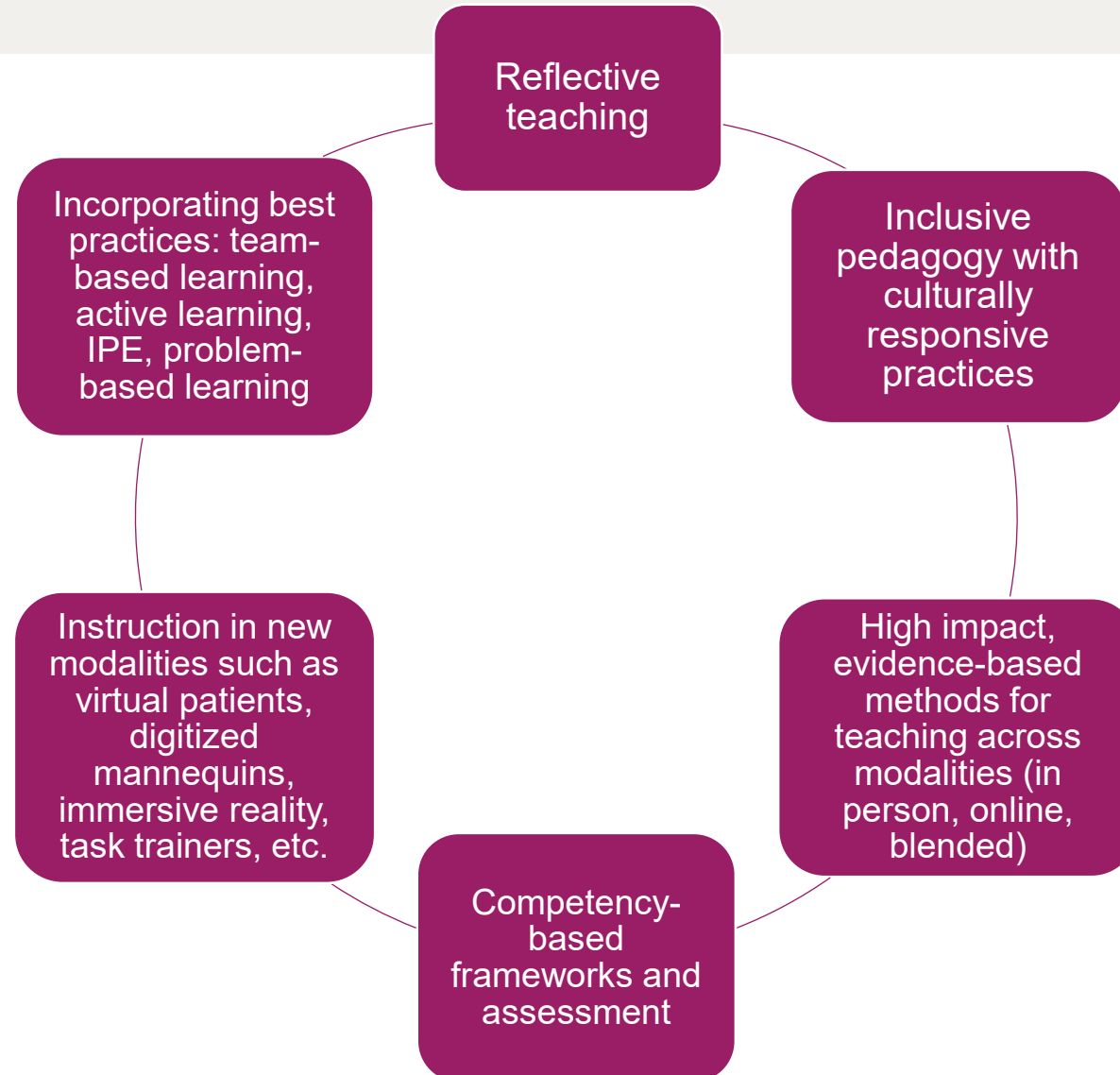
How to create synergies across PD educators who sponsor specialized educational opportunities intentionally designed for CSD faculty?



Role of ASHA SIGs and Specialty Boards

- SIG 10 – Issues in Higher Education
- SIG 11 – Administration and Supervision
- Specialty Boards – Child Language and Language Disorders, Fluency and Fluency Disorders, Swallowing and Swallowing Disorders (Dysphagia)

Scholarship of Teaching and Learning



Identifying Possible Solutions

How to support faculty involvement in PD opportunities about teaching and learning?

How to develop and infuse the scholarship of teaching and learning in research agendas and scholarly expectations?

How to implement high impact, evidence-based teaching in our disciplines?

Development and Mentoring for Faculty Retention

Appraise unit's diversity, equity, and inclusion discourse and commitments to dismantle systemic inequities

Specific mentoring to support faculty members' research agendas

- Consult [ASHA's Academic and Research Mentoring \(ARM\) Network](#) and university's Office of Research

Resources for Development Of Mentoring Programs

- The [National Center for Faculty Development and Diversity](#), an independent organization for PD, training, and mentoring that provides support for academics throughout their careers, from graduate students to senior faculty
- Recent publications in ASHA journals that address and acknowledge the need for change in the CSD professions to increase diversity, equity, and inclusion and to counteract systemic racism
 - [Forum: Increasing Diversity in the Communication Sciences and Disorders Workforce, Part 1. *AJSLP*, Vol. 30, No. 5 \(September 2021\)](#)
 - [Forum: Increasing Diversity in the Communication Sciences and Disorders Workforce, Part 2. *AJSLP*, Vol. 30, No. 6 \(November 2021\)](#)

Identifying Possible Solutions

Shifting PD needs in the academic life cycle of CSD faculty:

- Doctoral students
- Early-career faculty (Asst. Professors, Lecturers, Instructors)
- Mid-career faculty (Asst. and Full Professors)
- Clinical educators
- Those who transition to faculty roles (e.g., community-based clinicians and supervisors, PhD holders not employed in academia)
- Department Chairs/Directors

How to create structures and support for shifting PD needs?

How to create a culture shift that results in environments that foster retention of faculty from diverse groups?

Entry-Level Faculty Development

- Role of PhD programs:
 - Less than 1/3 of CSD programs *require* co-teaching or independent teaching experience, although more than 1/2 offer a teaching opportunity
- Intentional introduction to the scholarship of teaching and learning to guide scholarly teaching and to increase research productivity
- Pathways for further specialization or certification

Ongoing Faculty Development

Preparation for pedagogy, delivery modes, and learners of the future



Development of a data-driven knowledge base about teaching, learning, and curricular improvement in CSD



Focus on the importance of learning how to teach effectively with continually changing technology to achieve measurable outcomes