Next Steps 2022 Summer Webinar Series

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

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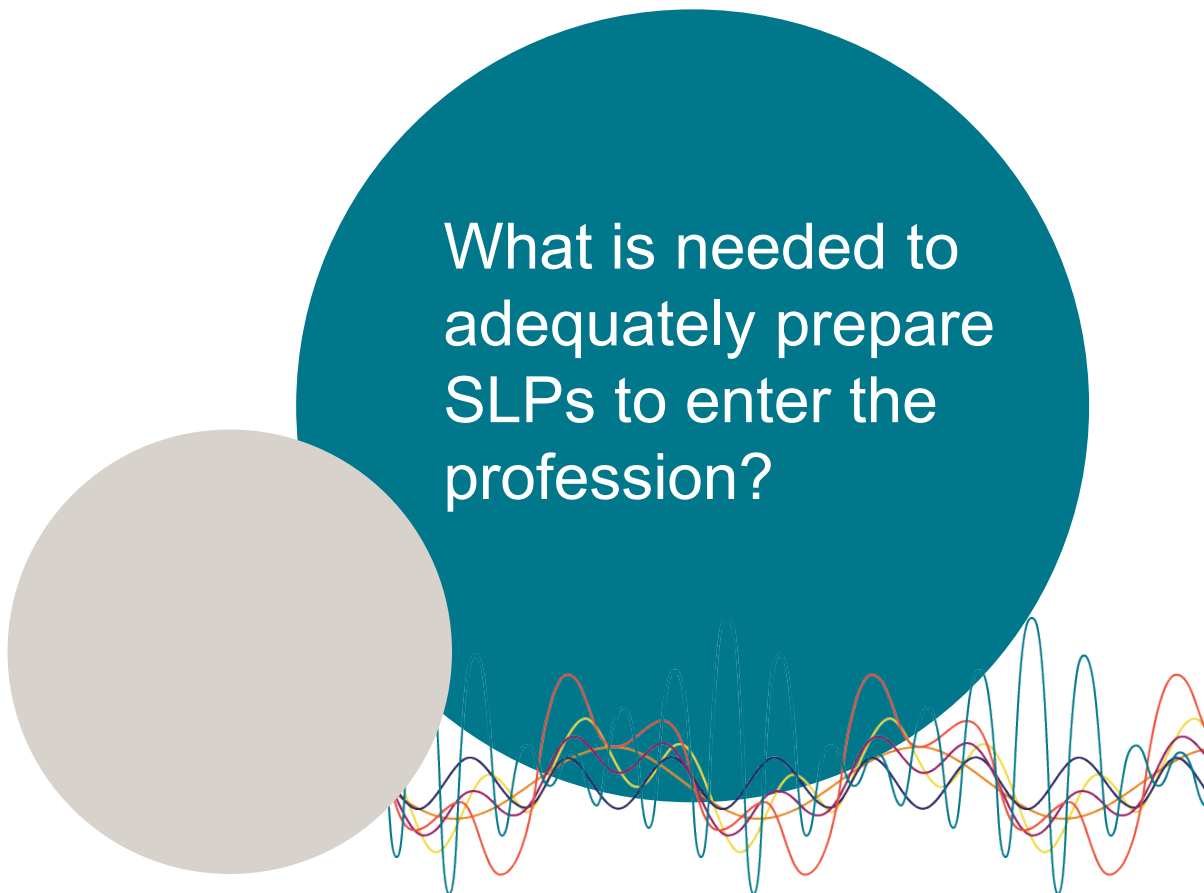
ASHA Co-Ex Officios

- 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?

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This is not about the degree designator!

- The AHC is **<u>not</u>** 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.

https://www.asha.org/siteassets/reports/ahc-graduate-education-for-slps-final-report.pdf

Challenges with the Current Model of Entry-Level Education

- Students are <u>not consistently</u> 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

Significant Challenges

Increase

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

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…

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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 link.

- 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.

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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

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Growth of the Professoriate and Faculty Sufficiency

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

Challenge for Faculty Sufficiency

The projected need for research doctoral faculty is outpacing the growth of research doctoral graduates.

Number of Research Doctoral Degrees Granted in SLP/ Speech, Language Science, 2012-2013 to 2020-2021

— # Degrees Granted ⋯⋯ Linear (# Degrees Granted)
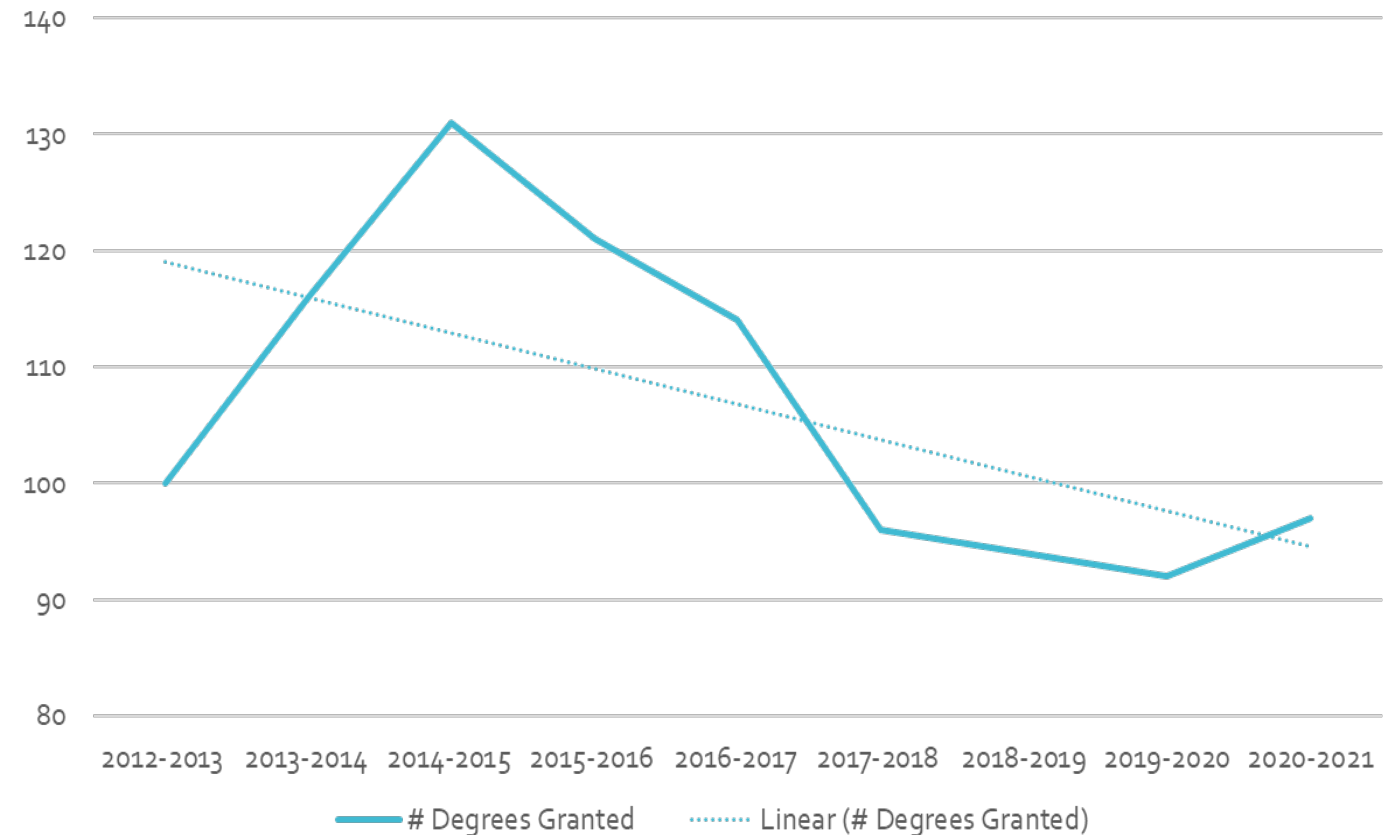
Sufficient Growth of the Professoriate

- Average number of research SLP/Sp Science doctoral degrees conferred = **107/year** (2012 – 2021)

- In that time, **20 – 35%** of open SLP/Sp Science research doctoral faculty positions went unfilled

- Large growth in SLP Master's programs – now **307** with **35** of those in candidacy phase
  - There are 11 more programs under review, and 20 more scheduled to submit applications in 2022 - 2024

Limited growth in SLP PhDs over the past 10 years

SLP Searches and Positions Filled by Area of Study (2020-21)

Area of study	# of searches filled	Filled with research doctorate in CSD	Filled with research doctorate in other discipline	Filled with clinical doctorate in CSD	Filled with Master's in CSD	Unfilled	Percent unfilled
SLP	96	74	4	7	11	45	32
SL Sci	6	6	-	-	-	3	33
NS	6	4	2	-	-	0	0

Source: 2021 CSD Education Survey; 2020-21 Academic Year

Research Doctoral Programs
(Data from the 2020 – 2021 CSD Education Survey)

- Research doctoral programs filled only to 43% capacity
- Across all research doctoral programs, biggest impact on enrollment:
  - insufficient student funding
  - insufficient number of qualified applicants
- 267 offers of admission; 89.5% with funding

- Percent of racial/ethnic minority students enrolled in research doctoral programs increased 41.8% between 2010–2011 and 2020–2021
  - With a high of 18% enrolled according to the most recent CSD Education survey (2020-2021)

How Can We Better Recruit And Retain Research Doctoral Students?

We've explored:

- Number of research degrees granted
- Number of master's SLP programs
- Academic searches and positions filled
- Research doctoral enrollments

What are Prospective Research Doctoral Students Looking For?

(Tucker, Compton, Ellen, et al., 2020; ASHA Focus Group Report, *Practicing Professionals Without PhDs,* 2004)

- Programs with part-time option

- Online components

- Flexibility

- Barriers cited:
  - Time
  - Need for relocation
  - Funding

Mentoring in Research Doctoral Education: Best Practices

- Focus on "fit" to recruit and retain students

- Provide timely and continuous mentoring (e.g., early and often)
  - Provide clear, documented metrics for program completion with timely progress monitoring and feedback

- Prepare students for roles and responsibilities of academic life
  - Provide a positive, but realistic view of obtaining a PhD and working in academe
  - Provide different opportunities to students seeking academic careers at different institutions

- PhD Completion Project (Council on Graduate Schools)

Mentoring in Research Doctoral Education: Best Practices

"The AAB suggests that if we can act as a collective community to improve PhD CSD education, we can increase enrollment and completion, increase the number of graduates who choose academic positions, and add to the research and scientific base in our discipline." (Final Report, PhD Programs in Communication Sciences and Disorders: Innovative Models and Practices, Nov. 2016)

Programs in place:

ASHA's Academic and Research Mentoring ([ARM](#)) Network (e.g., PROGENY, ARTA, SPARC, RMPTA)

[ASHA Students Considering and Pursuing a PhD in CSD](#)

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Identifying Possible Solutions

- Innovative and creative research doctoral programs focused on student-centered practices
- Better mentoring for better retention

How to use mentoring to increase the research student pipeline?

How to innovate research doctoral programs?

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Innovative Programming Examples

Long Island AuD Consortia

- Consist of Adelphi, Hofstra, and St. John's University
- Students attend classes on all campuses with 1/3 credits taken at "home" institution
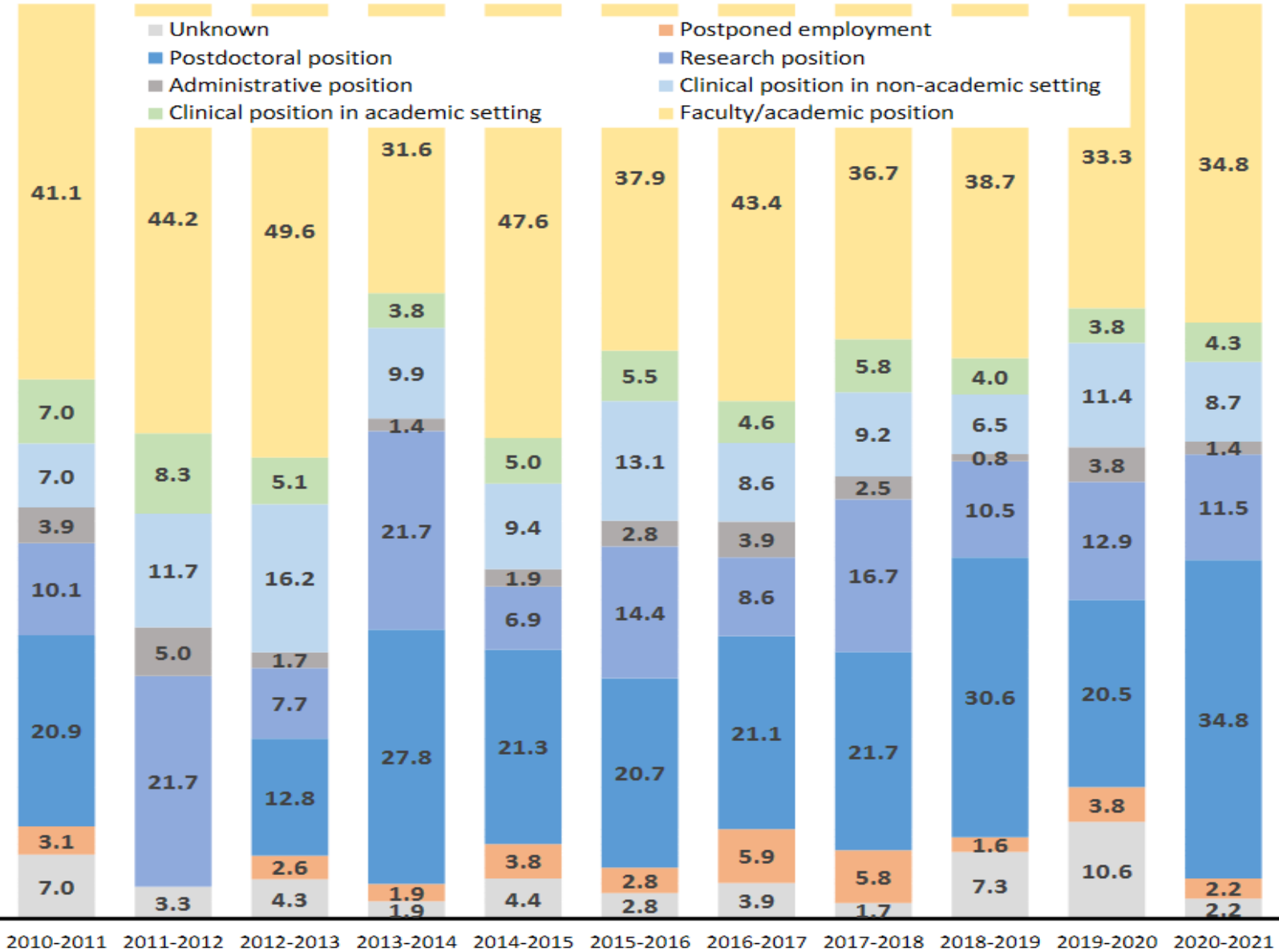
Combined Degree Programs

- Sometimes called "bridge" programs; 28 programs report offering combinations (e.g., MS/PhD)
  - Bowling Green State – doctoral work starts in the second year of study

Part-Time Enrollment

- Offered by 25 programs, such as
  - Arizona State
  - University of Oregon
  - Kent State

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First Employment Position for Research Doctoral Graduates

From CSD Education Survey 2020 - 2021

Legend:
- Unknown
- Postdoctoral position
- Administrative position
- Clinical position in academic setting
- Postponed employment
- Research position
- Clinical position in non-academic setting
- Faculty/academic position

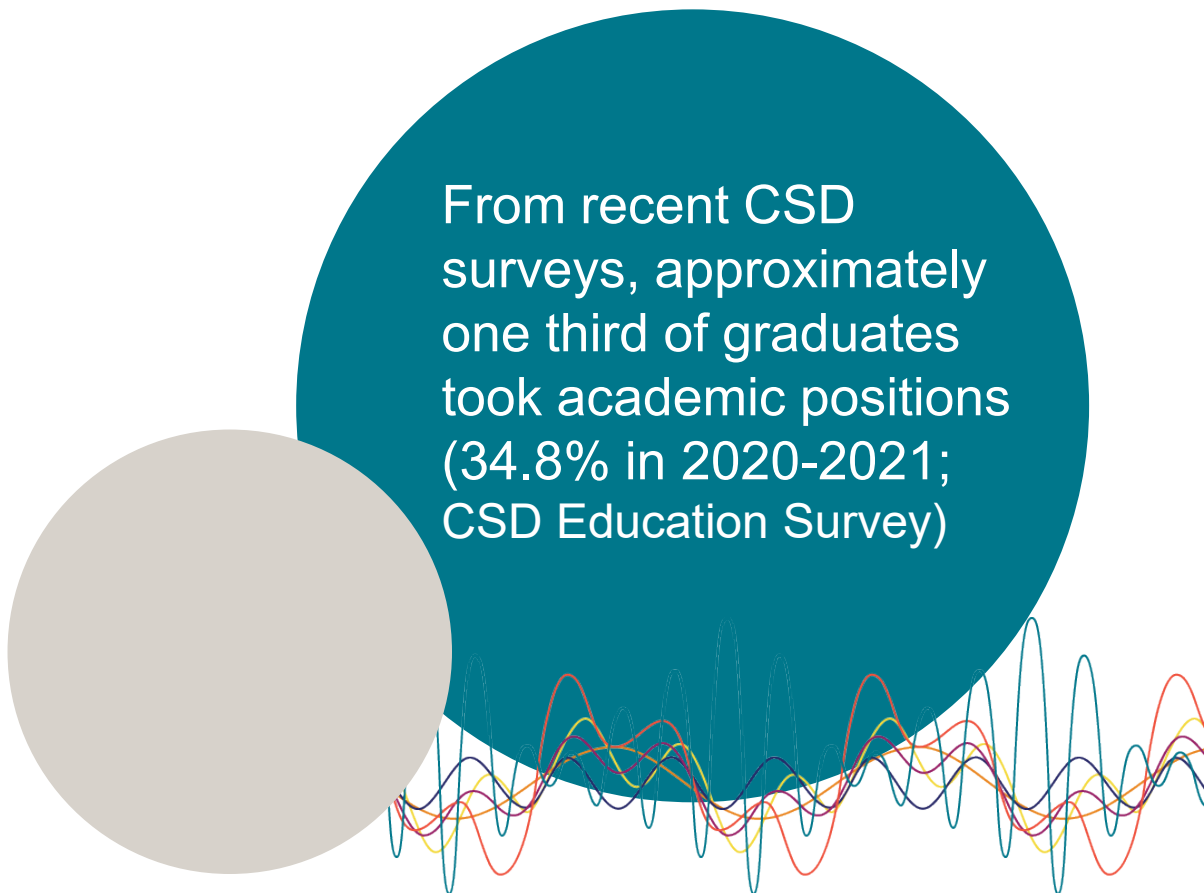| Position	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Faculty/academic position	41.1	44.2	49.6	31.6	47.6	37.9	43.4	36.7	38.7	33.3	34.8
Clinical position in academic setting	7.0	8.3	5.1	3.8	5.0	5.5	4.6	5.8	4.0	3.8	4.3
Clinical position in non-academic setting	7.0	11.7	16.2	9.9	9.4	13.1	8.6	9.2	6.5	11.4	8.7
Administrative position	3.9	5.0	1.7	1.4	1.9	2.8	3.9	2.5	0.8	3.8	1.4
Research position	10.1	—	7.7	21.7	6.9	14.4	8.6	16.7	10.5	12.9	11.5
Postdoctoral position	20.9	21.7	12.8	27.8	21.3	20.7	21.1	21.7	30.6	20.5	34.8
Postponed employment	3.1	—	2.6	1.9	3.8	2.8	5.9	5.8	1.6	3.8	2.2
Unknown	7.0	3.3	4.3	1.9	4.4	2.8	3.9	1.7	7.3	10.6	2.2

Data reflect absolute numbers as reported by programs and have not been extrapolated to 100% of existing programs.

Possible Barriers to Pursuing Academic Employment (ASHA Focus Group Report, *PhDs Not in Academia,* 2004)

- Salaries
- Stress related to multiple responsibilities
- Lack of teaching experience
- Threat of not being tenured

From recent CSD surveys, approximately one third of graduates took academic positions (34.8% in 2020-2021; CSD Education Survey)

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Challenge

Not all SLP Master's programs consistently have departmental capacity to cover teaching across the full scope of practice and lifespan with their faculty expertise *(see 2020 AHC report on Grad Educ in SLP)*

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Departmental Capacity to Teach Across the Full Scope of Practice

- 47% of respondents indicated faculty had concerns about their department's capacity to teach across the full scope of practice and the lifespan *(CSD Education Survey, 2020-2021)*

- Curricular areas for which programs reported having limited faculty expertise included all of the Big 9

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Identifying Possible Solutions

There are alternate models of faculty utilization:

- Role of interdisciplinary health sciences degree and other related programs
- Role of those with a clinical doctorate in SLP

Are there other models of faculty utilization that could help programs to cover the full scope of the master's SLP curriculum?

Identifying Possible Solutions

- Programs from different types of institutions have unique needs

- Challenges to cover the full curricula within budgetary constraints

What opportunities exist for shared course work or consortia?

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Innovative Collaborations - Example

OSEP Grants at San Diego State University

 Project MAINSAIL is an interdisciplinary education program for 16 ECSE and 16 SLPs with a focus on children with significant autism who are dual language learners
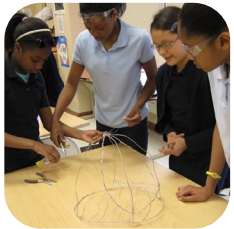
 Partnering to Unify Education Service Delivery (PUEDE!) for dual language and English learners will prepare 36 fully qualified bilingual school psychologists and SLPs skilled at interdisciplinary collaboration for dual and English learner students with high intensity needs

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Innovative Collaborations - Example

USDOE, OSEP Personnel Preparation Grant at University of Central Florida

Project SPEECH is an innovative federally-funded project that includes funding for courses leading to either a Master of Education in Special Education or a Masters in Speech Language Pathology coupled with an Interdisciplinary Language and Literacy Intervention Graduate Certificate.

The Graduate Certificate for Interdisciplinary Language and Literacy Intervention emphasizes interdisciplinary preparation of special education teachers and speech-language pathologists to support students with high-intensity needs.

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