Future of Learning, Work, and Teaching
Webinar TRANSCRIPT

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Welcome to the Next Steps Summer Webinar Series. My name is Kendrea Garand, and I am a member of the ASHA Ad Hoc Committee to Plan Next Steps to Redesign Entry Level Education for Speech Language Pathologists, which is hosting this webinar series. We will be recording the first part of this webinar which consists of a presentation about the Future of Learning, Work and Teaching, so that others can do it asynchronously. The Next Steps website where you registered for this webinar will host all of the Next Step webinar recordings within a couple of days after the live webinar event takes place.

The QR code on this Slide, will take you to the Next Steps Website on www.asha.org. We will not be enabling the chat function during this presentation, but because the primary reason for this webinar series is together widespread input from all relevant stakeholders, we are of course very interested in your perspective.

Therefore, we have reserved more than half of each webinar to convene in breakout groups which will be recorded. We have also prepared surveys, so that, for those not attending the live webinar events and for those who can access the webinar recordings at a later time can share their perspectives with the committee.

During the breakout you'll be joined by a few other attendees to discuss questions related to this webinar's topic. Each breakout group discussion will be recorded and later on transcribed. Committee members will then have access to the transcripts and qualitative analysis will be conducted. The breakout group recordings will not be made public and committee members will not have access to the recordings or any personally identifying information. Therefore, only group data will be reported. There is also an email address for each webinar topic, to which you can send comments and questions at any time.

Those email addresses can also be found on the Next Steps Web Page found on www.asha.org, again the QR code shown here takes you to the Next Steps web page.

Along with those listed on this slide, I was appointed to the Ad Hoc Committee on Next Steps to Redesign Entry-Level Education for SLPs in the summer of 2021. We have worked together during this past year to identify the most important topics related to SLP education for which widespread stakeholder input is needed. Members of this Ad Hoc Committee were chosen to represent different employment settings and functions as well as to ensure bi-directional communication between the Ad Hoc Committee and the Council for Academic Accreditation, the Council for Clinical Certification, the National Student's Speech Language-Hearing Association, the Council for Academic Programs in Communication Sciences and Disorders, the Specialty Certification Boards and Speech Language Pathology, and from SIG 10 (Issues in Higher Education) and SIG 11

(Administration and Supervision). And we are very fortunate to have Dr. Ann Tyler serve as the Committee's Chair.

The Ad Hoc Committee's charge from the ASHA Board of Directors was to advance discussion and planning to redesign entry-level education for Speech Language Pathologists and to formulate recommendations to the ASHA'S Board of Directors, about how comprehensive input might be obtained from a large group of stakeholders to advance entry-level education for SLPs.

We were also charged with gathering perspectives and synthesizing data about what data, dissemination efforts, and actions are needed to make recommendations and propose a plan for advancing SLP education, what alternative models of education and changes to the current educational model should be considered and how should stakeholders be engaged to obtain comprehensive input from their larger communities.

The ad hoc committee has given a great deal of attention to the questions 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, which are not there, and are there changes to the current model that would address any gaps or unmet needs that have been identified.

Now the Ad Hoc Committee was not charged with considering what the entry level designator degree should be. So the ad hoc committee 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.) It's not on the Agenda and It's not in the Charge. Instead, the Ad Hoc Committee on Next Steps, has been highly focused on determining what is needed to adequately prepared speech language pathologists to enter the profession. And how to address some of our longstanding problems such as insufficient faculty growth and capacity, the need to increase students' diversity and how we can continue to prepare students across the full scope of practice and across a wide variety of practice settings to provide services to individuals across the lifespan with an educational model that was developed more than sixty (60) years ago.

There was a previous ad hoc committee on graduate education and speech language pathology which convened in 2018 that focused on the question of "which aspects of our current entry level educational model are serving the profession and the public well, versus falling short, to adequately prepare speech language pathologists across practice settings."

In addition to identifying areas that are serving the profession and the public well and not so well, the previous Ad Hoc Committee also gathered stakeholder input on the question of whether there are changes to the current model of entry-level education that would address the gaps or unmet needs. Their report can be found at the URL shown here or from the QR code on this slide.

So, based on the results obtained from many surveys and focus groups, the previous Ad Hoc Committee concluded in their report that there are aspects of the current educational model that most respondents identified as challenging. These included that students are not consistently prepared even across the Big 9, nor are they sufficiently prepared to enter practice across common work settings for speech language pathologists. There's insufficient students and faculty diversity. That most undergraduate majors cannot go on in the field, yet clinical shortages are severe. That there's a significant scarcity of outplacement and supervisors and that there is also scarcity of speech language pathologist specializing in very important clinical areas.

Just a little concerned reported by the previous ad hoc committee included trying to fit the full scope of practice across the lifespan into a 2-year Master's Program. That the current model lacks a competency based educational framework to guide preparation and self-evaluation of one's own readiness for specific areas of practice. That access to graduate education is limited due to the predominance of our "full time residency" model but there's an over reliance on volunteers for supervision. There's an unequal training across speech language pathology programs, and that there's a lack of sufficient faculty to teach all topic areas.

Here are some reflections from Ad Hoc Committee members on Next Steps 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."

Another common comparison is "I'm 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. Another said, "Many graduate classes, provide an overview of several methodologies and viewpoints in different areas that often results limited knowledge of each methodology and the lack of expertise to apply it into practice. Another stated that our ever-expanding scope of practice is making graduate education and pre-professional 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?

There are many critical needs that are not being met, gaps, and significant challenges. These include those that there's a desire and a need to increase the number of speech language pathologists, student and faculty diversity, student readiness for work in diverse practice settings and with diverse populations, as well as pathways to deepen knowledge across the full Scope of Practice.

There's also a need for expanded opportunities towards varied clinical experiences, to further development of critical and analytical thinking, to improve oral and written communications, to grow research literacy and adoption of evidence-based practices and to instill cultural humility, professionalism, empathy and more. But we also need to develop a competency-based educational framework with pathways to learn, assess and recognize and signals specific competencies as well as new pedagogies and curricular goals to prepare students for the future of work.

These are just some of the goals and which the Ad Hoc Committee on Next Steps have been focusing. With your help, we hope to advance consideration about how these goals can be met.

Because the scope of these issues is vast and complicated, we have decided to divide the problem space up into six areas and formed a working group for each topic. These six topics can be seen here, and they are the Future of Learning Work and Teaching, Competency Based Education, Alternative Education Models, Clinical Experiential Learning, Student Diversity and Faculty Development and Capacity.

The goal of the Next Steps webinar series is to communicate what ASHA is working on and to solicit input from you as stakeholders about their perceptions and to gather ideas about how entry-level education for speech language pathologists 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 breakout group discussions, these will be recorded and transcripts will be qualitatively analyzed. All survey responses and breakout discussions on the following seven topics will be considered, analyzed and incorporated into a final report.

There are many aspects of the current educational model in speech-language pathology that could be improved. The Ad Hoc Committee on Next Steps to Re-Design Entry-Level Education for SLPs has taken a deep dive into the topics listed here and prepared a presentation for each webinar that summarizes the challenges and opportunities in each of these areas. Each webinar starts with a presentation intended to tee up the topic so that stakeholder input could be gathered in a focused manner. Input is being collected in three ways for each webinar.

First, for those attending the live webinars events, the breakout group discussions will be recorded, transcribed and analyzed qualitatively and with no personally identifiable information. Secondly, a survey has been prepared for each webinar. If you attend a live webinar event, the QR code will be provided to access the survey immediately following the event. If you're watching the webinar asynchronously, the survey link will be made available on the Next Steps webpage on www.asha.org where all the "Next Steps" information can be found. You can see a QR code for the Next Steps web page displayed again here. Lastly, there's an email address listed under each webinar topic on the slide,

and they can also be found on the Next Steps webpage. You are invited to email your ideas, concerns, or ask questions at any time.

We hope that you will participate or watch these webinars either in real-time or asynchronously. And please share your perspective via the survey on some or all of these topics after watching the webinar presentation. Thank you.

Meher Banajee

Greetings. We are now going to focus on tonight's topic, "The Future of Learning. Work and Teaching." I'm Meher Banajee, and along with my colleagues listed on this slide, I am pleased to provide a short overview of some of the factors influencing the Future of Learning Work and Teaching. Some of these factors have already begun to change the way we think about and approach learning, work and teaching (F-cubed). These factors are affecting faculty, students, clinicians and those to whom we provide services. It is hoped that SLP education and clinical practice can be enhanced by considering these factors as we work together to redesign SLP education so that the next generation of SLPs are well prepared to succeed in a rapidly changing world.

Focusing first on the factors influencing the future of work, the Chronicle of Higher Education describes the impact of the "digital revolution" on the future of work as pervasive transformational and continually evolving at a rapid pace. The workforce needs to be prepared to work with expanding technologies and be able to adapt to the fast-paced changes in information technology. The use of "tele-everything" is increasing and SLP practice is no exception. We need to make sure that students are well-prepared for this "practice setting". The use of apps and increasingly apps supported by Artificial Intelligence (AI) in the delivery of services is growing. AI is already being applied for assessment, monitoring, and intervention purposes in speech language pathology.

The use of big data, outcomes-based reporting, and point of care tools in clinical decision making and clinical practices is growing. And these trends are central to the transition from *fee-for-service* to *value-based purchasing* in healthcare.

The digital revolution has already changed how SLPs practice and also, how they are educated. Continuous "lifelong" learning has become more important than ever so that professionals can stay current and well informed. This need is being supported by and associated with the emerging prominence of online degrees, MOOCS (Massive Open Online Courses) and stackable credentials, such as badges, micro credentials and certificates.

The "competency-based" hiring movement is another factor influencing the future of work and also, the future of teaching.   The competency-based hiring movement is more focused on the 21st century skills, then on discipline-specific or system-specific competencies. Discipline specific competencies like our Big 9 are viewed as necessary but not sufficient for successful job performance. 21st century skills are Boundary-Crossing competencies. In this graphic, you will see, the boundary-crossing competencies

of T-shaped professionals are skills not related to one's discipline or a system, rather they are personal competencies such as Teamwork and Collaboration, Communication, whether it's oral or written, Empathy and Humility, Professional Networks, Critical and Analytical Thinking, Planning and Project Management, Problem Solving Skills, Flexibility and Adaptiveness as well as Professionalism.

Based on a 2018 "BurningGlass" survey of 1.9 million of job postings that required advanced graduate degrees, the 21st Century Skills listed on this slide were mentioned and valued more than discipline-specific or system-specific competencies.

These are some examples of how technology has and can continue to help advance our teaching missions. Virtual clinical experiences, simulation, and the use of standardized patients can help to provide varied experiences across the lifespan, practice settings, and with diverse populations. Hybrid academic programs have the potential to open greater access to diverse students, and to increase access to services for clients which is of a great benefit to those living in rural areas, as well as those with mobility challenges and to facilitate self-directed learning, inter-professional education, and problem-based learning. Cross-university collaboratives supported by technology could facilitate the sharing of faculty expertise and mentoring across programs, which would provide much needed relief to programs that struggle, year after year to fill faculty positions.

What changes and forces are influencing the free future of teaching is increasingly diverse society is another important factor influencing the future of learning, work and teaching. According to the reports from The Chronicle of Higher Education and many other sources, racial, cultural, and linguistic diversity is increasing here in the United States and elsewhere. This is true of speech-language pathology students, as well as those who serve as SLPs. Southern states will contribute much to the student population growth in the next decade, and currently fewer than 50% of the first graders are white non-Hispanic in the USA.

Due to the "hollowing out" of the middle class, lower family incomes, and less academically prepared undergraduates. Universities will need pipelines through college to better serve and support students from varying backgrounds. Therefore, our graduate programs also need to better serve and support students from varied backgrounds.

There is a lot of consideration and discussion about what it means to learn, teach and practice in a diverse society. Culturally responsive teaching is such an important topic, and many of us need help getting there. Fortunately, a deep resource on this topic is being developed by ASHA's Academic Affairs Board with contributions from members of SIG 10 (Issues in Higher Education), SIG 11 (Administration and Supervision), and SIG 14 (Cultural and Linguistic Diversity). Together, they are creating and curating resources about culturally responsive teaching to support faculty development. These will be available on ASHA's new Faculty Portal that will go live later this year. You'll hear about other related efforts during the "Next Steps" webinar on "Student Diversity" which

will happen on July 26th. Please register to hold your spot. Now, I'll turn this over to Jen Friberg.

Jennifer Friberg
Hi everyone. I'm here to bring us to the end of tonight's webinar content before we break out into small group discussions. So, I'll start by saying that the future of learning can be influenced by what we know about the science of learning. We know from the scholarship of teaching and learning, as well as neurobiological research that students who can learn content in deep and complex ways are better able to successfully apply what they've learned in the past to their practice in the future.

With that in mind, the future of learning should focus on methods to promote integrative and critical thinking and the acceptance that mistakes are a necessary part of the learning process. In terms of planning for experiences that lead to deep learning, literature would support the need for students to actively engage in critical thinking and problem solving while simultaneously having the opportunity to develop professional skills outside of content, such as professionalism, adaptability, teamwork, and managing the challenges that occur across our human lifespan.

The future of learning should be guided by the recognition that we know from research on teaching and learning that novice and veteran learners acquire competency differently. This is one of my favorite visuals from Ambrose et al, and it looks at how novice learners on the top row, make connections. They're very categorical. They are very linear on how expert learners make very complicated networks of connections. It's our job to get our novices to expert level, and we need to think about how to do that.

So, to prepare future speech language pathologist effectively, care should be taken to explicitly build connections and develop student's ability to be reflective thinkers. Part of this work necessitates that students engage in successful study and thinking habits that we may as instructors as supervisors' preceptors may need to model. The future of learning is relationship-based, so the recognition that mentoring, partnering, and caring should be part of our academic and clinical programs is critical. Finally, the culture of learning or the future of learning. Probably both. Doesn't have an ending point. Successfully preparing competent clinicians includes developing the knowledge that lifelong learning should be part of our personal and professional identities.

Why is it important to consider the factors that are influencing the future of learning, work, and teaching? Well, therein lies the keys to answering really important questions such as, how can we increase the breadth and depth of knowledge, skills, clinical competencies that are obtained by our graduates. How can we nurture 21st century skills and other competencies, so that students are well-prepared for their future in work and how can we ensure that the CSD workforces are prepared to work in a diverse society with continually emerging technologies, and really back to the point I made a minute ago, how can we instill and support the notion that lifelong learning is really an integral part of who we should be as clinicians?

Understanding the impact of the future of learning, work, and teaching can also help inform what could be done in those different contexts, for example, we could do more to incorporate the science of learning to develop innovative approaches to teaching or to nurture 21st century skills in their development. We could utilize methods, modalities, and technologies to provide a greater breadth and depth of learning experiences for our students in and out of the classroom or clinic. We can adopt anti-racist pedagogy, culturally responsive teaching practices, and we can work to prepare students to work in a gloriously diverse society, and teach the tools needed for lifelong learning and instill this mindset, and yes, it is a mindset amongst our students.

Please consider how the factors influencing the future of Learning, Work and Teaching can create opportunities to enhance the educational preparation of future SLPs and share your perspectives by responding to the Survey that I'll refer to on the Next Slide and Thanks in Advance.