



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

# **Building Academic Program Capacity with Innovative Clinical Education Models**

**2010 ASHA Convention, Philadelphia, PA**

**Friday, November 19, 2010**

# Academic Program Capacity Building

## Presenters:

- Carol Dudding, James Madison University
- Sue Grogan-Johnson, Kent State University
- Crystal Murphree-Holden, University of South Carolina

## Moderator:

- Colleen O'Rourke, ASHA VP for Academic Affairs in Audiology



# Academic Program Capacity Building

## Goals of session:

- Provide examples of successful models of expansion with focus on clinical education.
- Build awareness of resources.
- Foster discussion and engagement among programs.


# Academic Program Capacity Building

## Challenges:

- Shortages of clinical providers and of academic researchers (Ph.D.).
- Limited resources.
- Budget cuts.

# http://www.asha.org/academic/AcademicProgramCapacityBuildingIntro.htm

Home [Shop](#) | [About Us](#) | [Contact Us](#) | [My Account](#) | [Login](#)

 AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION  
Making effective communication, a human right, accessible and achievable for all.


[SEARCH](#)

[CAREERS](#) | [CERTIFICATION](#) | [PUBLICATIONS](#) | [EVENTS](#) | [ADVOCACY](#) | [CONTINUING EDUCATION](#) | [PRACTICE MANAGEMENT](#) | [RESEARCH](#) | [MEMBER CENTER](#)

**Information For:**

- The Public
- Audiologists
- Speech-Language Pathologists
- Students
- Academic Programs & Faculty

FEATURED PARTNER



[Become A Partner](#)

Home > Information for Academic Programs and Faculty

## Academic Program Capacity Building in Audiology and Speech-Language Pathology

### Information and Resources That May Facilitate Increases in Enrollment Capacity

This resource addresses student enrollment, only one of the multiple challenges inherent in successfully building and maintaining sufficient capacity to meet current and projected demand for the professions. It was developed primarily to support academic programs in their efforts to build graduate education enrollment for the professional pipeline and features both current trends and successful strategies for capacity building.

#### Table of Contents

- [Framing the Issue](#)
- [Existing Academic Program Capacity Data](#)
- [Featured Examples of Successful Capacity Building](#)
- [Funding to Support Personnel Preparation](#)
- [Capacity Building Resources for Academic Programs](#)

#### Acknowledgements

Efforts to develop this resource were undertaken as part of ASHA's Strategic Pathway to Excellence Strategic Objective 4: Increase the Number, Diversity, and Cultural Competence of the Membership; and Strategic Initiative 2: Develop and Disseminate Information and Resources to Academic Programs That May Facilitate Increases in Enrollment Capacity.

[Share This Page](#)

[Print This Page](#)

ADVERTISEMENT

**ASHA Online Buyers Guide**

[go](#)

Find the products and services you need.

[Advertise With Us](#)



Flexible scheduling



Professional Networking

# Clinical Capacity Building... a work in progress

Carol Dudding

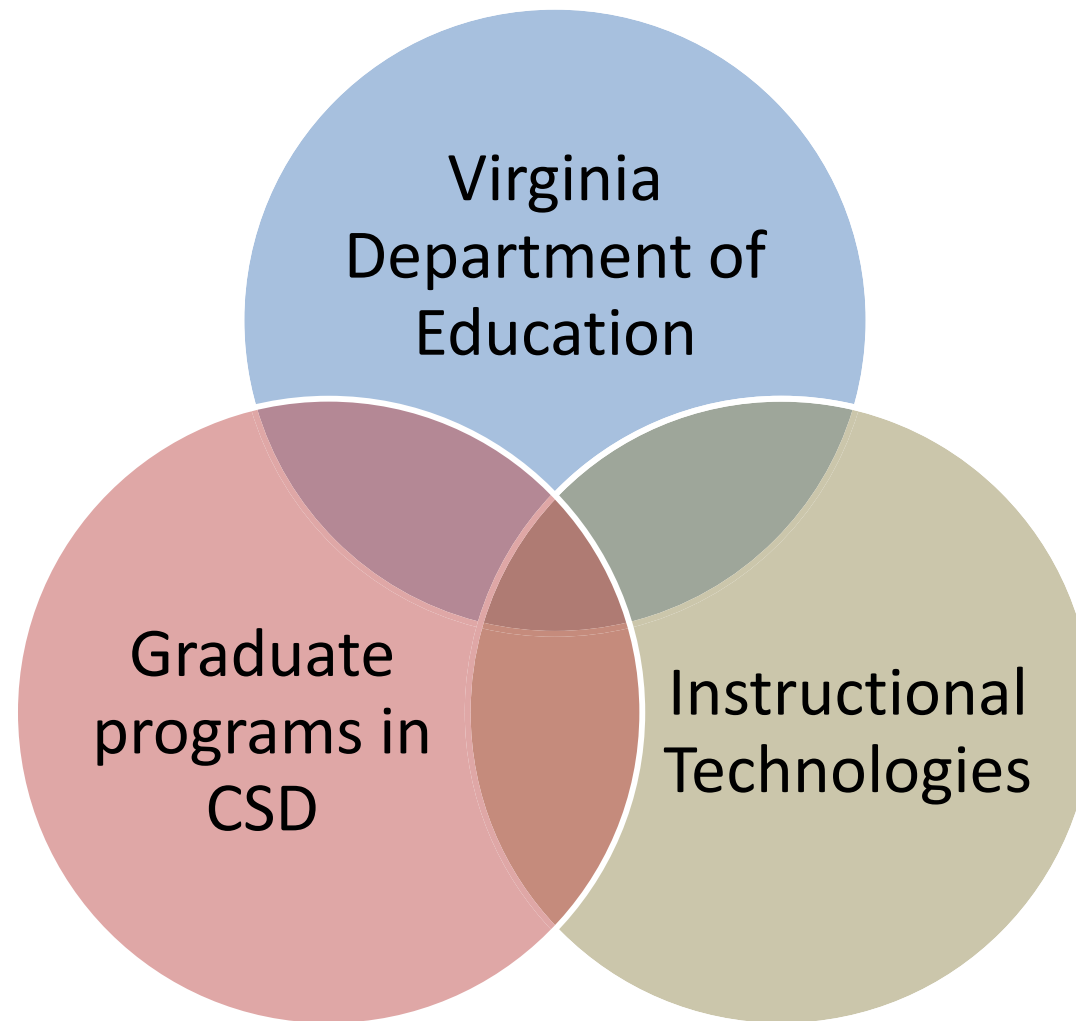
[Masterclinician.org](http://Masterclinician.org)

Online learning

[duddincc@jmu.edu](mailto:duddincc@jmu.edu)

E-supervision

# Combining resources



# Two Approaches



## Collaborative Online Masters Degree Program

- **Who?**  
Non-traditional adult learners
- **What?**  
Offer collaborative masters degree program
- **How?**  
online distance learning technologies
- **Why?**  
Address the shortages of qualified SLPs in the public schools.

## Telespeech Delivery to Public Schools

- **Who?**  
Traditional graduate students
- **What?**  
Provide telespeech services to public schools
- **How?**  
Videoconferencing technologies
- **Why?**  
Address the shortage of qualified SLPs in the public schools.

# DLVE-SLP

Distance Learning in Virginia Educating  
Speech Language Pathologists

HAMPTON UNIVERSITY



JAMES MADISON  
UNIVERSITY

LONGWOOD  
UNIVERSITY

## **Student profile**

- Adult learners
- Employed full-time
- At a distance from university
- Family responsibilities

## **Academic Component**

- Collaborative model
- Courses offered online
- 3 year program – part time

## **Clinical Component**

- On-campus summer placement
- Flexible scheduling
- Identification of new sites
- Adequate supervision
- Observation hours

# DLVE-SLP

Distance Learning in Virginia Educating  
Speech Language Pathologists



E-supervision



Tea Parties



Masterclinician.org



# Telespeech Pilot Program



- Funded by Virginia Department of Education
- Collaborative effort with JMU designed to:
  - Demonstrate telepractice in schools
  - Serve as a model for collaboration
  - Provide experience for graduate students
  - Yield recommendations for future use



# Virginia's Pilot Model



- Served children diagnosed with articulation and language and fluency disorders; group and individual sessions
- Provided services using a graduate clinician under direction of clinical supervisor
- Telepractice services supplemented onsite therapy
- Loaned equipment to site for duration of pilot
- Required a classroom aide to accompany students and assist with management of session

# Equipment



- Two way interactive, high definition videoconferencing equipment
- Flat screen tv/monitor
- Fax/copier/printer
- Therapy materials
- Document camera

# Video Demonstration





# Pilot Telepractice Project

Sue Grogan-Johnson, Ph.D.,  
CCC/SLP

[sgrogan1@kent.edu](mailto:sgrogan1@kent.edu)



# Background

- Shortage initiative

# OMNIE

- funding

How

- We are organized

How

- We provide services

How

- We recruit





# Clinical Practicum

Enrichment  
Site

Supervision  
Clinic  
requirements

Student  
learning  
Related  
benefits



Virtual Schools

Contract with districts

Future

Supple medical & maternity leaves

Additional grant funding

Building Academic Program Capacity  
with Innovative Clinical Education Models  
Communication Sciences & Disorders  
University of South Carolina

Crystal A. Murphree-Holden, MA, CCC-SLP  
Director of Distance Education



U N I V E R S I T Y O F  
SOUTH CAROLINA®

# USC Communication Sciences and Disorders (COMD)

---

- USC-COMD has ONE academic program
- USC-COMD has TWO master's degrees

# Degrees offered in Communication Sciences and Disorders

---

- Master of Speech Pathology (MSP)
  - Full-time
  - On campus
  - 2 years to complete
    - 7 semesters ( WITHOUT undergraduate major in speech-language pathology)
    - 6 semesters (WITH undergraduate major in speech-language pathology)

# Degrees offered in Communication Sciences and Disorders

---

- Master of Communication Disorders (MCD)
  - Part-time degree
  - Offered only through distance education
  - 3-4 years to complete
    - 12 semesters (84 semester hours)
      - **WITHOUT** undergraduate major in speech-language pathology or prerequisite course work
    - 10 semesters (69 semester hours)
      - **WITH** undergraduate major in speech-language pathology or prerequisite course work

# USC – COMD

## Departmental Milestones

---

- 1968 Master's program begins (MSP)
- 1984 Doctoral program begins (Ph.D.)
- 1986 Master's program extended to two years
- 1991 Department joins the School of Public Health
- 1995 Master's degree offered through distance education (MCD)
- 2008 Master's programs re-accredited for 8 year
  
- 40+ years of continuous accreditation !!!!

# USC – COMD

## Departmental Milestones

---

- 1995 MCD students all worked in S.C. public schools with bachelor's degree in speech-language pathology
- 2005 MCD students admitted with undergraduate majors in other areas
  - Computer Science, Engineering, Biology, Chemistry, Psychology, Foreign languages, Exercise Science, Early Childhood/Elementary Education, Secondary Education, etc.

Since its inception, the Department of Communication Sciences and Disorders has graduated:

---

- **1165 master's level speech-language pathologists**
- **888 of these have earned the MSP degree**
- **277 of these have earned the MCD degree**
- **36 have earned their Ph.D. degree**

# Current enrollment in COMD at USC:

---

- **Current enrollment (as of August 2010):**
  - **77 MSP students (2 graduating classes)**
  - **119 MCD students (4 graduating classes)**
  - **5 Ph.D. students**
  - **\_\_\_\_\_**
  - **201 Total Graduate Students**

# Summary of Student Growth

## MSP and MCD Enrollment

---

<b>MSP Students</b>		<b>MCD Students</b>		<b><u>TOTAL</u></b>
■ 1995	87	■ 1995	13	100
■ 1996	75	■ 1996	27	102
■ 1997	74	■ 1997	45	119
■ 1998	77	■ 1998	51	128
■ 1999	72	■ 1999	53	125
■ 2000	65	■ 2000	65	130
■ 2001	64	■ 2001	82	146
■ 2002	66	■ 2002	86	152
■ 2003	65	■ 2003	57	122

# Summary of Student Growth

## MSP and MCD Student Enrollment

---

<b>MSP Students</b>		<b>MCD Students</b>		<b><u>TOTAL</u></b>
■ 2004	66	■ 2004	44	110
■ 2005	70	■ 2005	49	119
■ 2006	65	■ 2006	62	127
■ 2007	65	■ 2007	83	148
■ 2008	73	■ 2008	100	173
■ 2009	77	■ 2009	104	181
■ 2010	77	■ 2010	119	196

# Challenges With Increased Program Enrollment (MSP & MCD)

---

- Curriculum planning and oversight
- Advisement and academic tracking
  - MSP advisors (8-10 students / faculty)
  - MSP clinical advisors (8-12 students / faculty)
- MCD academic advisement and oversight
  - Director of Distance Education (all MCD students)
- MCD clinical planning and oversight
  - Director of Distance Education (1<sup>st</sup> year students)
  - Director of External Clinical Practicum (2<sup>nd</sup>-3<sup>rd</sup> yr)

# Challenges of Increased Program Enrollment

---

## **MSP (on-campus full time)**

- Student communication and availability
- Class size
- Classroom space on campus
- On-campus clinical assignments
- External practicum placements

## **MCD (distance education)**

- Student communication and availability
- Class size
- N/A
- N/A
- External practicum placements

# Challenges of Increased Program Enrollment (MSP and MCD)

---

- Formative Assessment / Tracking
- Clinical Assessment
- Clinical Hours / Tracking
- Scheduling and Clinical Supervision
- External Clinical Supervision
- External Supervisor Training
- External Clinical Placements / Tracking

# Response to Challenges of Increased Program Enrollment

---

- Electronic patient files at Center
- Electronic student hours tracking
- Electronic supervisor packets
- Electronic external supervisor training
- Electronic supervisory documents
  - Student clinical assessment forms
  - Student clinical grading
  - Student hours tracking

# Response to Challenges of Increased Program Enrollment

---

- **MSP Advisement (each semester)**
- **MCD Advisement (Fall and Spring Semester)**
  - **Academic advisement and updates**
    - **Director of Distance Education**
  - **Clinical advisement and updates**
    - **Director of External Clinical Practicum**
  - **Student feedback**
    - **Re: Program, curriculum, instructors, administrators**

# Clinical Practicum

---

- **500+ Total clinical sites under contract agreement with the University of South Carolina**
- **200+ Total clinical practicum sites utilized each summer semester (MSP and MCD practicum placements and internships)**
- **50+ clinical practicum sites utilized Fall and Spring semesters (practicum placements)**

# Program capacity building must always maintain .....

---

- **High quality of academic preparation, tracking and oversight**
- **High quality of clinical education, supervision and oversight**
- **Availability and response to students needs**
- **Effective student communication**
- **Continued program evaluation**

# Special thanks to:

---

- **Dr. Elaine Frank, Department Chair**
- **Dr. Hiram L. McDade, Graduate Director**
- **Danielle R. Varnedoe, Director of USC Speech and Hearing Research Center**
- **Dianne Dixon, Director of External Clinical Practicum**
  
- **Communication Sciences and Disorders**
- **University of South Carolina**

For additional information:

---

**Contact:**

Crystal A. Murphree-Holden, MA, CCC-SLP

Director of Distance Education

Communication Sciences and Disorders

University of South Carolina

Columbia, SC 29208

(803) 777-1170 / 777-5554

[cmholden@mailbox.sc.edu](mailto:cmholden@mailbox.sc.edu)

**Crystal A. Murphree-Holden, MA, CCC-SLP**  
**Director of Distance Education**

---

**Building Academic Program Capacity  
with Innovative Clinical Education Models  
Communication Sciences & Disorders  
University of South Carolina**

**ASHA Convention  
November 19, 2010**

# Academic Program Capacity Building

Questions  
Discussion  
Sharing Ideas



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

[www.asha.org](http://www.asha.org)