



Next Steps 2022 Summer Webinar Series

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

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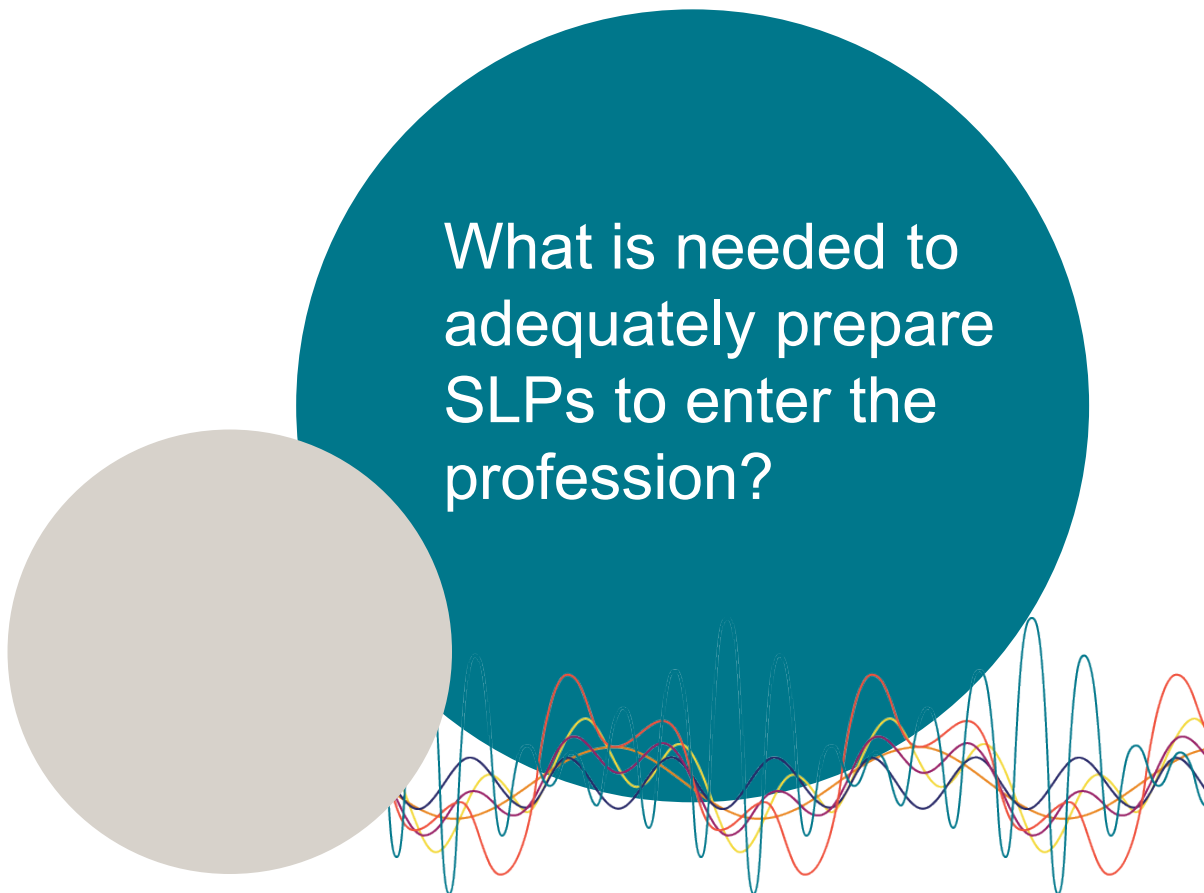
- Lemmietta McNeilly, PhD, CCC-SLP, ASHA CSO Speech-Language Pathology
- Margaret Rogers, PhD, CCC-SLP, ASHA CSO Science and Research

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 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.

Whether you participate in the “Next Steps” webinar series live or asynchronously, please share your input via the survey!



- 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



F3

Future of Learning, Work, and Teaching

Meher Banajee, Jennifer Friberg, Kendrea Garand,
Margaret Rogers, and Donna Smiley

American Speech-Language-Hearing Association

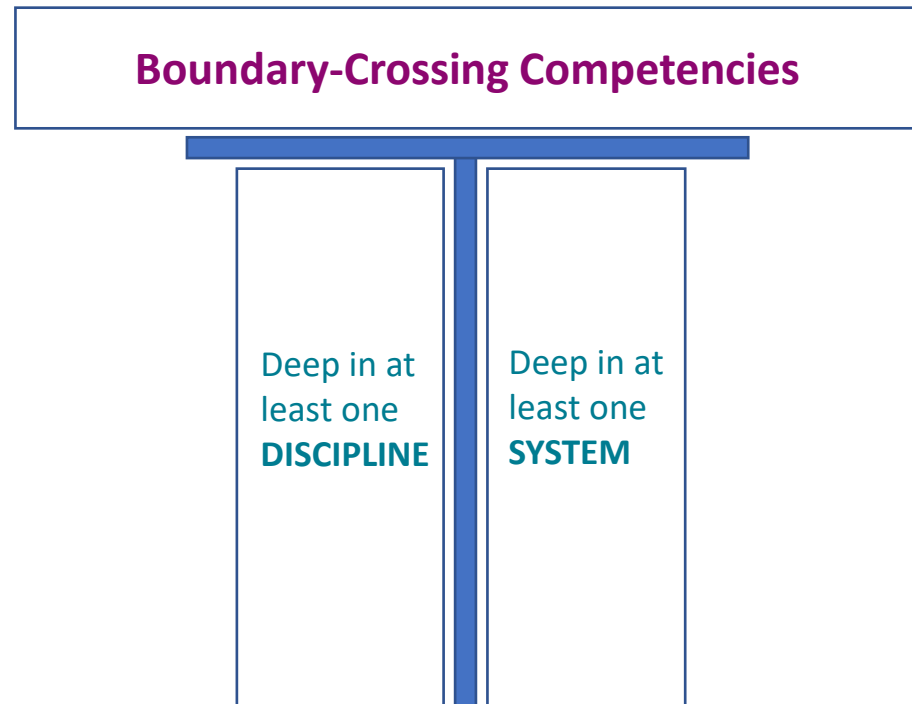
What changes and forces are influencing the future of work?

Digital Revolution

- Workforce needs to be prepared to work with expanding technologies and be able to adapt to fast-paced changes in information technology.
- Use of telepractice is increasing. Students need to be prepared for this "practice setting."
- Applications using software (and some AI) in service delivery are increasing (already available for assessment, monitoring/tracking, and intervention services).
- Use of "big data" and "point of care" tools in clinical decision-making and reporting outcomes.
- Continuous “lifelong” learning is more important than ever - supported by and associated with the emerging prominence of online degrees, MOOCs and stackable credentials (badges, certificates, micro-credentials).

What changes and forces are influencing the future of work?

- The “Competency-Based” hiring movement is more focused on **21st Century Skills** than on discipline-specific or system-specific competencies, which are necessary but not sufficient for successful job performance.
- **Boundary-crossing competencies of *T-Shaped* professionals**
 - Teamwork & Collaboration
 - Communication (Oral & Written)
 - Empathy & Humility
 - Professional Networks
 - Critical Thinking
 - Project Management
 - Analytic Thinking
 - Problem Solving Skills
 - Flexibility & Adaptiveness



What changes and forces are influencing the future of teaching?

How can technology help to advance our academic and clinical teaching missions?

- Virtual clinical experiences, simulation, and the use of standardized patients can help to provide varied experiences across the lifespan, practice settings, and diverse populations
- Hybrid academic programs have the potential to:
 - Open greater access to diverse students
 - Increase access to services for clients (rural, mobility challenges)
 - 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.

What changes and forces are influencing the future of teaching?

Diverse Society

- Demographic changes – cultural and linguistic diversity of students as well as those that we serve as audiologists and speech-language pathologists.
- Southern states will contribute much of the student population growth in next decade along with an associated change in student demographics.
- Currently, <50% of first graders are white non-Hispanic in the USA.
- The “hollowing out” of the middle class, lower family incomes, less academically prepared undergraduates – Universities will need to create pipelines through college to better serve and support students from varying backgrounds.

Based on information from *The Chronicle of Higher Education 2026: The Decade Ahead* (2016); *The Future of Work* (2017); and *The Future of Learning* (2018), and *The Future of Teaching* (2021).

What changes and forces are influencing the future of learning?

Neurobiology of Learning

- How to move away from *learning for the test* towards *generalization of knowledge, learning for future applications, and lifelong learning*?
- What does it take to promote integrative and critical thinking in a “twitter and bullets” world where attention spans are short and distractions abundant?
- The recognition that deep learning is necessary for the development of professional competency and should be supported by:
 - more opportunities for real world application and critical thinking and problem solving.
 - promoting “non-cognitive skills” such as professionalism, adaptability, teamwork, and managing complexity, ambiguity, and stress.

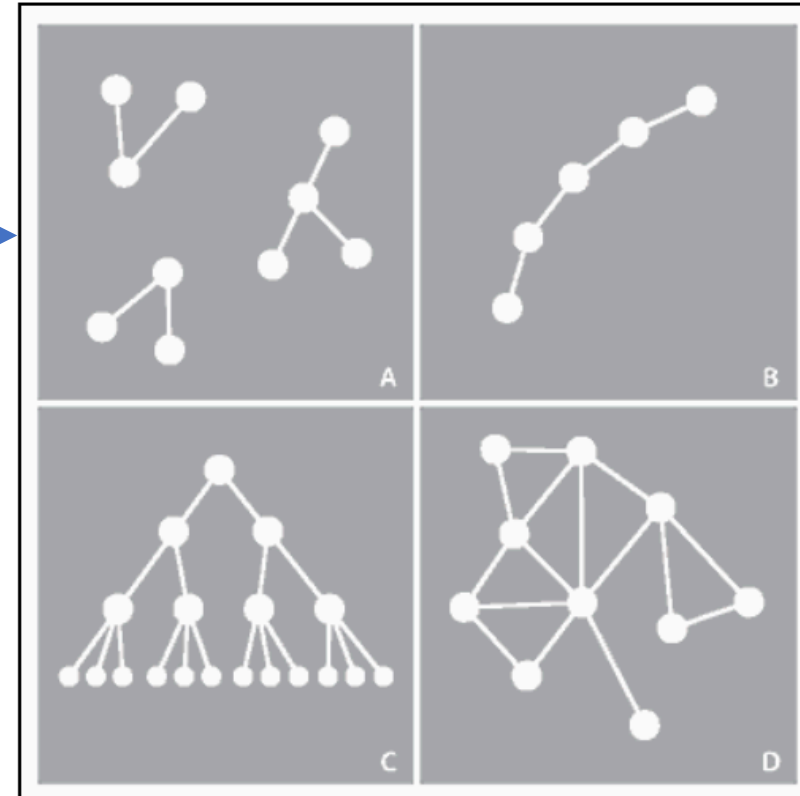
Based on information from *The Chronicle of Higher Education 2026: The Decade Ahead* (2016); *The Future of Work* (2017); and *The Future of Learning* (2018), and *The Future of Teaching* (2021).

The **science of learning** recognizes literature from cognitive sciences to understand how students learn to inform how we teach.

Understanding the neurobiology of learning is changing the why, what, how, where, & when of teaching in terms of how we can support students as they:

- Make important connections to grow professional and clinical competency (Ambrose et al, 2010, see figure)
- Develop successful study habits (Dunlosky et al, 2013)
- Learn to reflect as metacognitive thinkers (Tanner, 2012)
- Establish and grow relationships (Lambert & Felten, 2020)
- Learn across their lifespan (Brown, Roediger, & McDaniel, 2014)

Novice learners



Expert learners

(from Ambrose et al, 2020)

The Impact of F³ on Education

Why is this important?

- To increase depth and breadth of knowledge, skills, and clinical competencies of graduates
- To nurture 21st Century Skills and other competencies so that students are well-prepared for the future of work
- To ensure that the CSD workforce is prepared to work in a diverse society and with continually emerging technologies
- To instill and support lifelong learning

The Impact of F³ on Education

What could be done?

- Incorporate science of learning to develop innovative approaches to teaching.
- Nurture 21st Century Skill development.
- Utilize methods, modalities, and technologies that can provide a greater breadth and depth of learning experiences.
- Adopt anti-racist pedagogy, culturally responsive teaching practices, and prepare students to work in a diverse society
- Teach the tools needed for lifelong learning and instill this mindset among students