

SLP Education Summit

The Subject is Change: A Vision for the Future Education of Speech Language Pathologist

By
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First of all, I would like to extend to you a big welcome to the state of Louisiana and to the wonderful city of New Orleans. As an association, we have had some great conventions here, and I am sure that the city will be a memorable experience for us at this summit and that we will have stories to tell for years to come.

Let me now start by giving you a bit of history as to how and where we started in this process. In 2005, the audiology group had its second summit and it generated a great deal of conversation sitting around the table of the executive board. I raised my hand and said to President Battle, "Have we given any thoughts to an SLP summit?" Needless to say, that generated a whole new conversation, resolutions were written, and here we are.

The planning committee represents several entities within and related to ASHA. The executive board representatives include Stephanie Davidson, Lemmietta McNeilly, and yours truly. The Council for Academic Programs in Communication Sciences and Disorders representatives are Nancy Alarcon, Celia Hooper and James Mashie. The Council for Academic Accreditation representatives are Lee Ann Golper and Jennifer Watson. The Council for

Clinical Certification representative is Nancy Creaghead, and our invaluable consultant is Paul Gaston.

The scope of practice for the profession of speech-language pathology is expanding, there is an increasing number of speech, language and swallowing services, the demand for speech-language pathologists in education and healthcare is rising and there are changes in the certification standards. This group was charged to create a 2.5 day conference that would address these issues and more as they relate to the academic, clinical education and preparation of speech-language pathologists at all levels.

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You are here this weekend to help fulfill this charge. You represent various programs based on size, location, private and public, undergraduate and graduate. You are representatives of various work environments, for example the schools, healthcare and early intervention programs. You might be the chair of an ASHA Council, board or committee that does business or interfaces with the academic and/or clinical processes. You have already invested in the process by being here and Sunday morning some of you might be asked to come forward to “testify.”

I want to gently alert you to some things. Currently, we have some activities that are going on in the association. For example, clinical certification practice analysis is about to happen. This is a survey designed to address the knowledge, skills and attributes of practice requirements.

There is an ongoing assessment of accreditation standards, including some recent updates. The scope of practice in SLP is going out for peer review next week. A new ethic education product is being printed, and a systematic review of all documents for evidence based practice is scheduled. While these documents may generate some discussion, please don't let them be a distraction.

I found a quote that I would like to share that lends support to what we want to do over these next few days. It is entitled:

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Jump feet first into Life and participate

As anyone who has ever achieved the impossible can tell you, to move forward you've got to step out and do something or say something that may make zero sense to everyone but you. Some folks will claim you're taking a leap of faith or that you've lost your mind. But only rarely are you forced to jump blindly. By first turning a goal or an obstacle inside out-looking at it from every possible angle-you'll recognize that what you can do far outweighs what you can't. Armed with that knowledge, you'll discover that taking a risk doesn't feel quite so risky.

From: *What Keeps Me Standing: Letters from Black Grandmothers on Peace, Hope and Inspirations* by Dennis Kimbro

Over the next 2 ½ days, you will be exposed to four discussion topics. These discussions have been designed to build on each other so that we attack a seamless approach to renewing education and clinical training

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Think of it this way. Those you who know me well, know that I really enjoy baking. To tell the truth, I bake to keep from seeing a counselor. It is my outlet. My office often knows when I am stressed out because they see cookies, cakes, breads and pies appearing in the office kitchen over night. The committee and I talked about how to apply this approach this charge.

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Let's look at this in four different views:

- What does my cooking environment consist of now and when I start to bake? (wood, electric, gas, time to bake, cook look, who is going to pay, who is going to eat, for whom and I baking)
- What is it that I want to make? So that the eater will love it.
- What are the essential ingredients for baking this item?
- What is the recipe that I need to follow to make a tasty product?

The interesting thing here is that we are not going to bake it. That will be left up to the professional environments in the future. They will be chefs of tomorrow

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So here are the four questions that we will address over the next 2 ½ days that will coincide with our cooking analogy.

We can also look at this as our approach of going from the very broad to the specific.

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In order to achieve tackle our charge, here might be some helpful hints as you move into your groups and our discussions.

1. Avoid distractions. I know that as leaders we have responsibilities outside of this room, but please would you join in either turning off your phone or putting it on silence. We ask that you not bring you laptops to the discussion groups. We will have a recorder who will be keeping notes.
2. Check your programs at the door. We want the thinking to be bigger than your program. You have had wonderful experiences and we are delighted that you are to represent a variety of entities. So as much as you can, please start with a clean slate. There is no hidden agenda here. We don't know what the answers or models might be. Big picture thinking is important.

3. Don't be shy. Every word that is spoken is important. The facilitators are going to make sure that each participant is going to be heard on the topics. So, you either say it or run the risk of being called out.
4. Make bold leaps. Ask big questions and make big statement. Refer back to Dennis Kimbro and reflect on that quote. As colleagues we respect those bold statements and not immediately close the door.
5. Think more of the "What" rather than the "How".

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As you exit this conference, we hope to accomplish.

As an individual you will leave with

1. Possible leadership roles in new ventures in education
2. Have a sense of the profession from the origin to the future
3. Address current and future needs of your individual programs

Collectively, it may get uncomfortable over these next few days because we don't know what the outcomes will be. And that is okay. The outcomes may, in fact, be the next steps. We do like to think that as a result of this conversation, we are being proactive rather than reactive and that there will be short term as well as long term activities.

You also will receive a copy of the proceedings and this information will be shared with the bodies that are impacted, such as CAA, CFCC, CAPSCD, etc.

So here we are approaching a new entity with a new attitude, knowing that what we do this weekend could, in fact, change our approach to educating future speech-language pathologists. Thanks for being here!