Specialization at the Masters Level: A New Program in Medical Speech-Language Pathology

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New Medical SLP Master’s Program

- Three years from inception to now
- Accepted 26 students into MedSLP program
- Maintain “Core” Masters program
  - 20 students with a focus on Public Schools (but continues to be a “generalist” degree)
- Also expanded Postbac program from 8/yr to 20/yr
Context of Shortages

• Motivation for new Medical SLP Masters program
  – Public School SLPs
    • New program doubled enrollment
  – Medical SLPs
    • Specialization promotes better preparation
  – Professorial SLP
    • Inclusion of CF & research training facilitates continuity into doctoral program
Obstacles & Challenges

• Funding
• Getting faculty on board
• Getting local SLP community organized
• Curricular changes
• Infra-structure accommodations
• Marketing & dissemination
Self Sustaining Program

• Partnered with Educational Outreach
  – Division of university that provides administrative support for evening programs, continuing education, certificate programs, and degree programs (like ours)

• Arts & Sciences Administration cooperation
  – 5% of tuition revenue to support infrastructure
  – Agreement to allow expanded faculty lines (entirely funded by MedSLP revenue)
MedSLP Curriculum: Year 1

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Clinical Methods in Speech Language Pathology (4)</td>
<td>Assessment &amp; Treatment of Voice Disorders (4)</td>
<td>Assessment &amp; Treatment of Elementary School-Age Communication Disorders (4)</td>
<td>Medical Speech Language Pathology (3)</td>
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<tr>
<td>Assessment &amp; Treatment of Pre-School (Birth-4) Communication Disorders (4)</td>
<td>Assessment &amp; Treatment of Fluency Disorders (4)</td>
<td>Assessment &amp; Treatment of Adult Communication Disorders (4)</td>
<td>Assessment &amp; Treatment of Adolescent Communication Disorders (3)</td>
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<td>Professional Seminar I (1)</td>
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<td>Practicum UW SHC (2)</td>
<td>Practicum UW SHC (2)</td>
<td>Practicum UW SHC (4)</td>
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**Credits:**
- **Autumn:** 15 credits
- **Winter:** 15 credits
- **Spring:** 16 credits
- **Summer:** 13 credits
# MedSLP Curriculum: Year 2

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<th>Autumn</th>
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<tr>
<td>Assessment &amp; Treatment of Voice Disorders in Medical Settings (4)</td>
<td>Assessment &amp; Treatment of Cognitive Communication Disorders (4)</td>
<td>Advanced Neurological Motor Speech Disorders (4)</td>
<td>Ethics Medical Speech Language Pathology (3)</td>
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<td>Evidence-based Practice I (3)</td>
<td>Evidence-based Practice II (3)</td>
<td>Evidence-based Practice III (3)</td>
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<tr>
<td>Practicum-Externship (5)</td>
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<td>Practicum-Externship (10)</td>
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MedSLP Curriculum: Year 3

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<th>Autumn</th>
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<th>Summer</th>
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<tbody>
<tr>
<td>Clinical &amp; Research Forum</td>
<td>(3)</td>
<td>Clinical &amp; Research Forum</td>
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<tr>
<td>Clinical Fellowship</td>
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First Year Practica

- PIP – Pronunciation Improvement Program
- Secondary Clinician in Public Schools
- Assessment Clinic (26 pediatric & 26 adult cases)
- Summer Treatment Clinic (same clients)
Externships

• Second year practica in outside placements
  – Hospitals
  – Clinics
  – Private practices
• Paid supervision
Clinical Fellowship

• Third year
• Placements are determined by facilities, MedSLP coordinator, and student
• Students are paid *per diem*
• 12 months – 25 hours/week
• Mentoring and supervision accomplished through Clinical and Research Forum
Evidence-Based Practice I
(Both Core and MedSLP)

- Understanding research as a consumer
- Evaluation of the components of research – from developing questions to results/discussion
- Understanding of the hierarchy of evidence
- Research designs:
  - descriptive (case study, developmental, normative, qualitative, surveys);
  - exploratory (correlational and differential);
  - experimental (single-subject designs, randomized control trials, treatment efficacy)
- Issues related to human subjects and ethical considerations in research
- Issues related to measurement (validity, reliability, replicability, specificity, sensitivity)
- Individual student assignment: Review clinical research article & conduct class discussion about article
Evidence-Based Practice II
(MedSLP students only)

• Learn how to conduct a *Critically Appraised Topic*
• Measurement issues reviewed and expanded
  – Specificity and Sensitivity
  – Likelihood Ratios
  – Power
  – Effect Size
• Review of EBP systematic reviews and meta-analyses in Medical Speech-Language Pathology
  – Dysarthria
  – Apraxia of Speech
  – Aphasia
  – Traumatic Brain Injury
  – Dementia
  – Voice
  – Dysphagia
• Individual student assignment: Conduct and present a *Critically Appraised Topic*
Evidence-Based Practice III
(MedSLP students only)

- The course is designed to prepare students for their *Feasibility Projects* which are conducted during their CFY
- Data collection in the clinical environment for examining clinical outcome and quality assurance with emphasis on the following:
  - Challenges of data collection in the clinical environment
  - Kinds of questions that can be asked in a clinical environment pertaining to assessment, treatment, interdisciplinary
  - Methods that lend themselves to a clinical environment
  - Single subject design elements for demonstrating functional relationships/experimental control
  - Case studies
  - Qualitative techniques (interviews, questionnaires)
- Review of articles that illustrate data collection in a clinical setting
- Individual student assignment: Propose (Introduction and Methods) a Feasibility project
Clinical and Research Forum

• Once weekly evening course coinciding with the CFY
• UW faculty and SLP supervisors from CF facilities attend
  – Provides CFY mentoring
    • Caseload, procedures and responsibilities
    • Difficult and unusual cases
    • Successful and challenging situations
    • Inservices on clinical topics
  – Supports planning and implementing students’ Feasibility Projects
    • Feasibility project is meant to illustrate to students how data at “any level” supports evidence-based practice & can be conducted in most clinical settings
    • Students pose a question, design a project, collect and interpret data
    • Data collection may be related to assessment techniques, treatment approaches, quality assurance, interdisciplinary communication
    • The challenge is for students to come up with an appropriate question for their sites, determine what data can address their question, collect and interpret data.
Progress to date

• Accepted 26 students
• Started this week
• Have affiliation agreements with over 30 facilities including 17 hospitals, 12 clinics, and 6 private practices in Puget Sound region
• Hired 5 new supervisors in UW Speech & Hearing Clinic