

THE NEW STANDARDS: IMPACT ON CURRICULUM IN SPEECH- LANGUAGE PATHOLOGY

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Ms. Susan Roberts – Director of the Speech, Language and Hearing
Clinic

Purpose of this Presentation

To share some of our (very traditional) solutions for the new ASHA standards.
While I have not been all inclusive of the ASHA standards, I have highlighted the
major changes that must occur in our programs.

Standard I: Degree

Degree-36 credit hours in graduate credit

Add 6 credit hours to general graduate credit

Possible Solutions:

Thesis hours

Independent study

Coursework

Practicum hours

Standard II: Institution of Higher Education

Degree must be granted by Institution of Higher Education

Must be accredited by:

For example, Commission on Higher Education, Middle States
Association of College & Schools.

Standard III: Program of Study-Knowledge Outcomes

Standard III-A:

Must possess skill in oral and written communication sufficient for entry into professional practice

Academic coursework; 75 credits, 36 graduate w/academic coursework sufficient in depth & breath,

Added English language standard: oral and written communication.

Less specific about credit hours relative to distribution of courses

§ Need to formalize language competency of masters students.

Entry level evaluation. Written portfolios (not very practical)?

§ Formal course in writing or writing workshops.

§ Give essay type exams and evaluate writing competency.

§ Clinic supervisors: need to correct for content and style (even more stringently).

Standard III-B:

Demonstrate knowledge of principles of biological and physical sciences (chemistry, physics, geology, astronomy), mathematics and social and behavioral sciences, NO specification of credit hours

Increase in specific types of courses in science & math area

A course or combination courses would be needed.

Standard III-C:

Basic human communication, cultural bases., swallowing processes:

don't specify areas/credits

still take courses in basic human communication and cultural bases

possible addition of a linguistics or basic communication course

must include basis of swallowing in UG or grad courses.

Standard III-D:

Demonstration of knowledge:

- § reading and writing
- § social aspects of communication
- § communication modalities
- § receptive & expressive language
- § cognitive aspects
- § articulation
- § fluency
- § voice and resonance
- § respiration & phonation
- § swallowing
- § hearing; impact on speech and language

Must review curricular content of each course – add areas to appropriate course. Add course?

Must advise/check each student for compliance, use checklist.

Problem: elimination of electives due to high # of requirements.

Standard III-E:

Prevention, evaluation, management:

- addition of swallowing,
- bring prevention into coursework,
- legislative advocacy, national campaign.

Standard III-F:

Ethical conduct

- add to coursework
- seminar in professional issues

Standard III-G:

Knowledge of research principles in evidence-based clinic practice
 research design course emphasizing clinical research
 applied to clinic populations

Standard IIIH-I:

Knowledge of contemporary professional issues
 add to coursework- seminar in professional issues

Standard IV**Standard IV-A:**

Program of Study–Skills Outcome

Increase in clock hours to 400 hours,
 25 hrs. clinical observation

375 must be direct client/patient contact

no specification of area of clock hours

Advantage: additional flexibility in area of clock hours

Problem: some students will have limited experiences depending on
 training setting.

Standard IV-B:

325/400 in graduate study in accredited program

Standard IV-C:

Supervision provided by individuals with CCC in appropriate area.

Amount of supervision appropriate to students level of competence

Never less than 25% of students total contact with any client

Flexibility for people who supervise

Flexibility on amount of supervision

Standard IV-D:

Supervised practicum must include experience with clients

- § across life span
- § culturally/linguistically diverse backgrounds
- § various types & severities of disorders differences disabilities

Clinical skills may be developed and demonstrated through successful performance on academic course work – not specified by area of disorder

Standard IV-E:

Supervised clinical experiences sufficient in breadth and depth

Evaluation

- § Screening & prevention
- § Collect case history
- § Administer appropriate evaluation procedures
- § Adapt evaluation procedure to meet client needs
- § Interpret, integrate, synthesize information to diagnose and recommend intervention
- § Complete administrative and reporting functions
- § Refer clients for appropriate services

Skill outcome measures in clinic

- § matrix to monitor skill outcomes;
- § outcome checklist at entry, periodic evaluation, and at graduation;
- § need for early identification of weak areas.

Based around:

- § Evaluation
- § Intervention
- § Personal qualities

Standard IV-E:

Intervention

- § Intervention plans with measurable and achievable goals
- § Implement intervention plans
- § Use appropriate materials & instrumentation
- § Measure and evaluate clients performance and progress
- § Modify intervention plans
- § Complete administrative and reporting functions
- § Identify and refer clients for services

Most of this will have to be integrated into the appropriate courses

Taught in clinic

Standard IV-E:

Interaction and Personal Qualities

- § Communicate effectively
- § Collaborate with other professionals
- § Provide counseling regarding communication and swallowing disorders
- § Adhere to ASHA code of Ethics & behave professionally

Develop skills through clinic practicum and coursework

Standard V: Assessment*Formative Assessment*

Ongoing measurement for monitoring students, emphasize acquisition of knowledge and skills

Specify goals and objectives in each course syllabus

Can't have just multiple choice exams, focus on critical thinking, decision making and problem solving.

Essays, projects, case-based exams, presentations.

Summative Assessment

ASHA EXAM

**Topics in Professional issues:
prepared by Dr. Rosemary Lubinski**

Licensure, certification, specialty recognition, and continuing education

Ethical standards of conduct

Professional practice guidelines

Demographics regarding clients and clinicians

Practice issues particular to educational, health care and private practice settings

Infection prevention

Child abuse and violence

Cultural diversity

Supervision

Research in clinical practice

**Topics related to swallowing disorders
prepared by Dr. Kris Tjaden**

Anatomic and neurologic mechanisms in normal swallowing and feeding

Abnormal swallowing and feeding: Causes, signs, and symptoms

Assessment Procedures: Videofluoroscopy

Pediatric feeding and swallowing

Assessment procedures

Treatment

Dysphagia in special populations: Tracheostomy/Ventilator Dependent Patients

Ethical Issues in Dysphagia

Research Design
prepared by Dr. Jeffery Higginbotham

Single Case Design - Basics
Single Case Design – Measurement Issues
Ethics and Human Subjects
Single-Case Graphical Analysis/Statistical Analysis
Library Research
Data Collection Techniques
Talk with Clinical Supervisors
Statistics – Descriptive
Student Presentation of Research Projects
Protection of Human Subject (NIH)
Statistics - Inferential
Conducting an Experiment
Clinical Service Study
Evaluating Research
Analyze Clinical Services Study Data
Questionable and Novel Practice
Analyze Clinical Services Study Data
Developing a Presentation
Presentation

Topics related to Augmentative Communication Disorders
prepared by Dr. Jeffery Higginbotham

Syllabus available by request