

“Facing the Future”

A Self – study

“How well positioned are we to prepare our future SLPs ?”

I. What is our context?

- A. Setting: urban, rural, suburban, multiple sites/campuses
- B. University community (faculty, staff, students): size, diversity
- C. Funding:
 - 1. institutional:
 - a. support teaching positions?
 - b. support teaching and clinical positions?
 - c. physical plant/clinic facilities
 - i. clinic self standing building? (who is responsible for overhead, operational costs and capital improvements?)
 - ii. embedded into academic building (who is responsible for overhead, operational costs and capital improvements?)
 - 2. clinic supported by university/college or self-supporting (fully or partially?)
 - a. Are productivity ratios imposed?
 - b. How much revenue do we need to collect in order to cover expenses?
 - c. How are fees set?
 - d. What is the greatest source of revenue?
- D. Population of the client base?
- E. Is the clinical program profit driven or not-for-profit?

Notes:

What are our strengths?

What are our vulnerabilities?

What are our challenges?

II. What is our mission?

- A. What do we want our graduates to look like?
 - 1. Specialist?
 - Adult, medical (acute, rehab, long term care)
 - Pediatric, medical
 - Pediatric, public school
 - Pediatric, early intervention
 - Gerontology
 - 2. Generalist
 - 3. Researcher
 - 4. Academic
 - 5. Leader
- B. What skill sets do they need?
- C. What external regulations affect the preparation of these students?
(*e.g.*, state certification/licensure laws, specialty certification, site specific indicators of competency within the Scope of Practice in Speech-Language Pathology)

Notes:

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III. What are our institutional values: Is there a particular set of values that characterize our particular setting or program? (e.g., religious, sociological, cultural/ethnic)

- A. What do we value in our program?
- B. What do we value in our students?
- C. What do we want students to value?

Notes:

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IV. What is our student body?

- A. Composition:
 - 1. number of students in program
 - 2. backgrounds and experiences of students in program
 - 3. diversity: cultural, linguistic, ethnic, gender, etc.
- B. Other diversity: “traditional” vs. “non-traditional” (career change, return to college, over 30, single parents, etc.)
- C. Availability: PT, FT, commuters of considerable distance
- D. Need for financial support (work at least 20 hours a week on- or off-campus)
- E. What are their values (as a cohort and as individuals)?
- F. How do we meet the diversity of the students’ learning styles and needs?

Notes:

What are our strengths?

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V. What are the resources that support our program?

- A. External support (grants and other sources): consistently available? engage in fund-raising? support by outside groups (sororities, fraternities, civic groups, support groups)
- B. Internal support (University/college budget includes line positions and funding of the program)
- C. Current resources:
 - 1. Does the client base enable us to prepare students through a variety of experiences across:
 - Age span
 - Severity
 - Range of disorders
 - Cultural diversity
 - 2. Does the university's budget cover the following areas considered necessary for achieving the outcomes of the program AND for achieving compliance with the current standards (CFCC and CAA)?
 - a. personnel
 - i. How many clinical educators do we have?
 - ii. How many clinical educators do we need?
 - iii. Are our salaries and benefits competitive?
 - iv. How do we recruit and retain clinical educators?
 - b. materials and equipment
 - i. Are they current?
 - ii. Are they in good condition?
 - iii. Do we have enough for the students to use?
 - iv. How do we maintain and/or replace them? (Who covers the expenses?)
 - v. What is our budget for materials and equipment?
 - c. adequacy of the environment (e.g., Do we meet ASHA's 2005 Quality Indicators for Professional Service?*)
 - Accessibility/barrier free building
 - Size and condition of assessment and treatment areas
 - Currency of equipment and materials
 - Currency of calibration of equipment
 - Safety/risk management
 - Maintenance/cleanliness
 - Climate control

Notes (on reverse side):

***<http://www.asha.org/members/deskrefjournals/deskref/>**

What are our strengths?

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VI. What role does the externship/off-campus practicum assignment play in preparing our students:

- A. Availability of externships to help students meet the current standards
- B. Variety of externship sites to support the program's mission.
- C. What is the role of the off-campus practicum site supervisor?
 - 1. How much preparation is provided to the supervisor?
 - 2. How prepared is the off-site supervisor to:
 - a. make the transition to judging students' acquisition of knowledge and skills from the previous focus on students' needing to obtain hours in specific categories?
 - b. track and document using the university/college's materials?
 - c. determine competency?
- D. How well prepared are our students in their externships to conduct treatment and assessment activities categorized as the "Big 9?"
- E. How successfully do our students meet these standards?
- F. How are students prepared to demonstrate workplace (vs. technical) skills?

Notes:

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VII. What are our program's innovations for addressing the current standards?

- A. How easily do our students meet the requirements that are imposed by the 2005 Standards in their clinical education?
- B. What steps, changes, novel experiences have we introduced that enable students to acquire the knowledge, skills, and experiences that they need to:
 - 1. complete the clinical education requirements satisfactorily leading to the CCC-SLP;
 - 2. prepare for their off-campus practicum; and
 - 3. enter the workforce?
- C. What alternative learning experiences do we create/provide for obtaining knowledge and skills?
- D. How do we define "competency"?
- E. How do we determine that a student has achieved competency?

Notes:

What are our strengths?

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What are our challenges?

Outcome(s) of our self-study:

What are our strengths?

What are our vulnerabilities?

What are our challenges?

What could we do to meet the challenges? What are some solutions?

What is the sequence for implementing the solutions?

1) _____
2) _____
3) _____
4) _____

Consider:

WHAT ONE IMMEDIATE STRATEGY CAN WE IMPLEMENT THAT WILL RESULT IN THE BIGGEST CHANGE?

How will we proceed:

- a. What is our timeline?
- b. Who needs to be involved?
- c. How much time will it take to accomplish this?
- d. What do we expect the outcome will be?
- e. What are our alternatives?
- f. What do we need to give up in order to accomplish this?
- g. Who will benefit?
- h. How much will it cost?