

Increasing Undergraduate Majors in CSD programs:

Innovative Approaches to Recruiting
High School and College Students

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National CSD Career Awareness Day

Co-sponsored by NSSLHA and ASHA
Friday October 29, 2004

What was the purpose of CSD Career Awareness Day?

National CSD Career Awareness Day was a collaborative effort between NSSLHA and ASHA's National Office units including Membership, Academic Affairs, and the Office of Multicultural Affairs. This event was initiated by NSSLHA's Executive Council for two reasons:

- 1) The council believed this would be a good educational tool to help create awareness about the importance of CSD professionals to the general public.
- 2) The council believed this could be a successful recruitment tool that might have some impact on the shortage of speech-language pathologists and audiologists that we currently face.

The career day was piloted at the following universities on Friday October 29, 2004:

- CUNY - Queens College
- Jackson State University
- Long Island University – Brooklyn
- Pennsylvania State University
- San Jose State University
- Seton Hall University
- SUNY – Geneseo
- Texas Christian University

- Texas Tech University
- The Ohio State University
- University of Cincinnati
- University of Mississippi
- University of Nebraska at Kearney
- University of Northern Iowa
- University of the District of Columbia
- University of Wisconsin – Madison

What was involved in planning the CSD Career Awareness Day?

- The participating NSSLHA chapters invited local high school students, community college students, and undecided undergrads to attend an "open house" and career day recruitment activity within the CSD department at their university.
- NSSLHA Chapters were provided with resources to create a pre-registration process for participants. ASHA's "Reward Yourself" career recruitment materials and publicity were available.
- It was suggested that participants attend a brief introductory seminar that would introduce key guest speakers, present ASHA's "The Human Communication" video, and review the agenda for the remainder of the event.
- NSSLHA suggested the following events for the remainder of the career day:
 - Split the participants into manageable sized groups so that they could rotate among the following suggested activities:
 - a clinic tour
 - participation in hearing screenings
 - additional information about the requirements of the professions and academic study, along with possible financial aid options.
 - After the tour rotation was completed, participants completed an evaluation form and received their "give away" items. In addition to "give away" items, every student received a complimentary subscription to NSSLHA News and Notes.

What assistance did participating chapters receive from NSSLHA and ASHA?

The following materials were provided to each chapter in advance of the event:

- Form letters/handouts explaining the program to university officials
- Information about how to plan the activity with the university, clinic, and local high schools
- Information about how to invite professionals from the local state association
- Information to market this program locally and state-wide
- Information from the ASH Foundation about funding opportunities for students
- A process for registering students
- A proposed schedule of the day's events
- Tips on organizing NSSLHA chapter volunteers to serve as tour guides

- Tips for keeping students engaged in the program (e.g. ideas for mock treatment sessions, video presentations)
- Recruitment materials from ASHA (i.e., "Reward Yourself" Career Brochure) and NSSLHA ("Say What? Did you Hear That?") PowerPoint presentation about the professions
- Giveaway items from NSSLHA and ASHA (NSSLHA CD-cases, bookmarks, CD sweeps, copies of News & Notes, postcard for complimentary subscription offer)
- An evaluation form for participants, high school faculty reps, and NSSLHA chapter advisor to complete
- A web site where chapters can review FAQs and/or download materials
- Scheduled conference calls with the coordinating representative from the NSSLHA chapter and all other participants

Questions and Answers about the first CSD Career Awareness Day

Q. How did the national office select the NSSLHA chapters to pilot this project?

The national office selected chapters where we had NSSLHA Regional Counselors and consultants. The Regional Counselors and consultants served as the official administrators of the event for the national office.

Q. Did the national office help chapters get local students to the university?

The school participating arranged transportation for their students to attend this event, or they came individually. The National office suggested that the universities not take responsibility for arranging transportation UNLESS they had the ability & could do it with minimal costs.

Q. How did programs handle liability issues allowing students to view treatments in the clinic?

HIPPA laws will not allow participants to observe sessions, so the national office advised programs to tape a session with a client and secure permission from the client authorizing the taped session to be used for research, training, and viewing.

Q. What criteria did the universities use when selecting and inviting participants?

It was suggested that universities target 10th, 11th, & 12th graders with an interest in the allied health field for one portion of the presentation, and undergraduate & SLPA students for another presentation.

Q. How did the national office help promote this event nationally?

Announcements were included in the ASHA Leader and press releases were provided by ASHA's public relations unit. It was also suggested that the U.S. Department of Education and the US Department of Labor be contacted for support of the event.

Q. What was the cost to chapters/universities?

Chapters may have incurred costs for the use of the rooms, refreshments, and any handouts that they create.

Q. How did the national office measure success of the program?

The national office reviewed the evaluations from participants and from high school representatives to determine the success of the program.

Q. What type of follow-up activities did the national office provide for the students?

The national NSSLHA office offered the students complimentary subscriptions to News & Notes, prepare quarterly informational emails to students and send two mailings a year with information about NSSLHA and the fields of Speech-Language Pathology and/or Audiology.

A closer look at CSD Career Awareness Day: Molding CSD Career Day to fit the specific needs of your university

The Ohio State University CSD Career Awareness Day

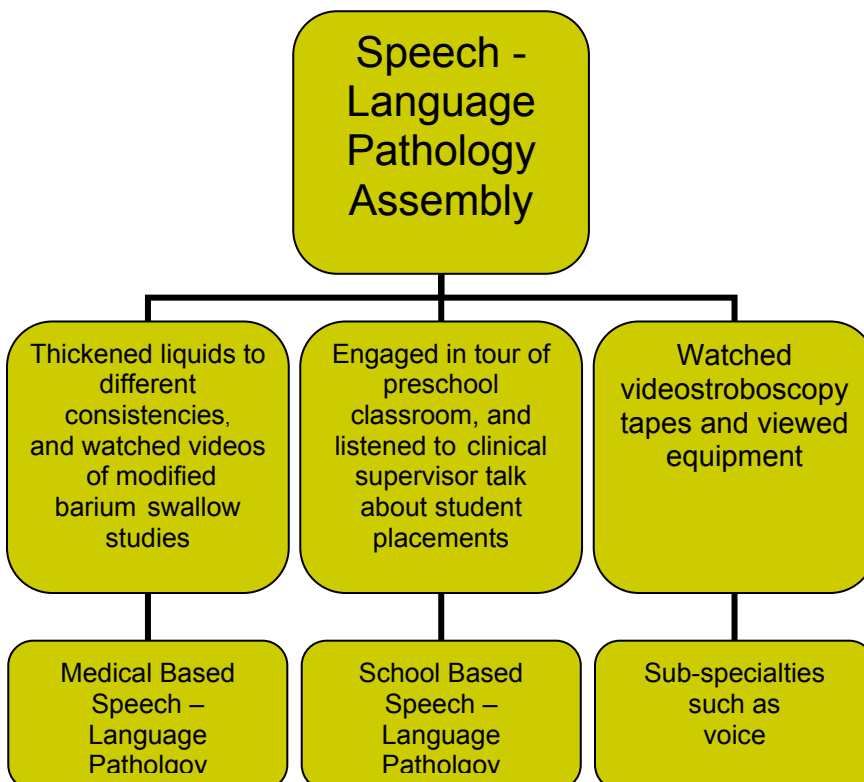
Two sessions were hosted:

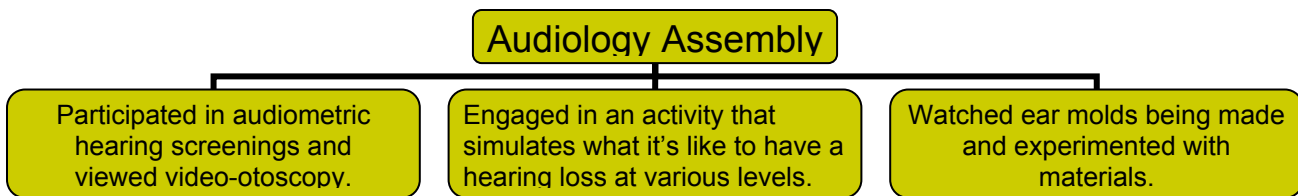
- Session One:
9:00a.m.-12:00p.m. targeted high school students
- Session Two:
1:00p.m.-4:00p.m. targeted undecided undergraduate students

OSU CSD Career Day Agenda

- Welcome/Registration
- Key Note Speakers
- General Education & Overview
- Tour of Classroom facilities, labs, and clinic area
- SLP Assembly
- AuD Assembly
- Refreshments/Surveys/Giveaways

Interactive Group Sessions for participants





A tour of the clinic facilities was given, and participants viewed various therapy rooms. This provided a more informal atmosphere where participants could ask questions and also mingle with other students.

The University of Cincinnati CSD Career Awareness Day

1 session was hosted:

- 9:00a.m.-12:00p.m. targeted high school students and transfers

UC CSD Career Day Agenda

- Welcome/Registration
- Meet the Faculty and & Student Ambassadors
- Introduction to Professions
- Overview of Program
- Tour of Classroom facilities, labs, and clinic area
- SLP & AUD hands-on activities
- Questions and answers
- Refreshments/Surveys/Giveaways

UC CSD Career Day Activities

- Audiology
 - Experience sound booth

- Participate in hearing screening
- Participate in otoscopy
- Experience hearing loss
- Speech-Language Pathology
 - View strobe video
 - Edit sound clips
 - View oral structure using ultra-sound

Evaluation of the event from 2004 and what this means for your university

The following are the issues that are being considered as NSSLHA and ASHA plan for the future.

- What was the success in the first year?
- Should it be made available to all schools?
- Should the same plan and resources be available?
- For questions and comments, contact ddickerson@asha.org

OMNIE

Ohio Master's Network in Education

The Ohio Speech-Language Pathology Consortium is a partnership among the Ohio programs in Communication Sciences and Disorders (speech-language pathology and audiology), the Ohio Department of Education, and the Ohio Speech and Language Supervisory and Audiology Network. The Consortium has provided a distance learning master's degree program in speech-language pathology in order to make the programs available to speech-language pathologists in Ohio public schools who held bachelor's degrees, and wished to earn master's degrees. Course work for the off-campus master's degree was contributed by eight state-assisted university programs in speech-language pathology on a cooperative basis. The complete master's degree program was completed by two cohorts of students over a 4 year period with a total of 58 graduates.

The current OMNIE project is a statewide recruitment effort to attract Speech Language Pathologists to work in school settings. It is a partnership among:

- Universities with CSD programs in Ohio
- Ohio Statewide School Supervisory Network, which includes district supervisors of SLP services
- School-based SLPs
- Ohio Department of Education which provides funding for the project

OMNIE Recruitment Efforts

The current OMNIE efforts to increase the number of school-based SLPs in the state is directed toward recruiting students into the field from high school and from Ohio undergraduate programs which do not offer undergraduate or graduate programs in CSD. The recruitment efforts include:

- Providing distance education “leveling courses” for individuals who wish to enter graduate programs,
- Recruiting high school students through on site visits to high schools
- Recruit students from 2 and 4-year colleges through visits to undergraduate and community colleges in the state.

A further effort that is unrelated to this presentation includes providing required education courses for Health Care SLPs who wish to move into a school setting.

OMNIE Recruitment Activities

The following activities have been developed across the state and are coordinated by the OMNIE Coordinator in collaboration with the School Supervisory Network (which is obviously invested in the project due their the need and responsibility to hire SLPs in their districts) The members of the School Supervisory Network recruit themselves and coordinate recruitment by School SLPs in their districts across the state.. These SLPs:

- Provide recruitment activities within their schools,
- Develop contacts with high school and local college counselors, advisors,
- Make recruitment visits to local 2 and 4-year colleges,
- Provide information about “leveling” courses that are available online. This information has been made available by the consortium of universities and is maintained on the OMNIE website – www.omnie.org

OMNIE Recruitment Resources

- Resource notebook for supervisors, SLPs, and universities called “**Don’t Miss the Bus**”
- “**Don’t Miss the Bus**” DVD about the profession and school services
- Brochures and other recruitment materials for advisors and students
- Information about distance leveling courses
- University contacts
- Information on the OMNIE website at www.omnie.org and on participating CSD program websites

KEY OMNIE Elements that have made this program successful

- School SLP shortages that provide strong need for the program
- Knowledgeable and committed Coordinator paid by the Ohio Department of Education. This person is a successful coordinator because she is a retired school SLP and University supervisor with knowledge about both systems. She is a strong advocate with the Ohio Department of Education.

- Several committed School Supervisory Network leaders to generate additional support across the state
- Committee University program directors who are willing to work together and support the school efforts
- Past successful projects that have demonstrated our reliability and commitment to the Department of Education, which enable continuing funding

Additional information can be obtained from
Nancy Creaghead nancy.creaghead@uc.edu or on the OMNIE website.