

CSD Advisory Board Meeting
Dr. Shubha Kashinath, Chair, Presenter
December 7, 2017
6:00 – 7:30 p.m.

Board Members: Robin Hauge (Speech Language Pathologist, Co-Founder/Co-Director, Wellspring Education), Shira Lubliner (Accreditation Coordinator, CEAS), Janet Patterson (Chief, Audiology & Speech-Language Pathology Service, VA Northern California Health Care System), Katie Schoneman (SLP II, Kaiser Vallejo, Acute Rehabilitation), Shelley Simrin (Clinic Director, Dept. of CSD)
Guests: Susan Carroll (SLP, Related Services, San Mateo County Office of Education), Jeffrey Edwards (Speech-Language Pathologist, Speech and Swallowing Rehabilitation, Head and Neck Oncology, Stanford University Medical Center), Cynthia Esquivias (Speech Language Pathologist and Feeding Specialist; Joy and Laughter Developmental Therapy), Zeenat Mahmud (SLP for Newark Unified School District/Speech Pathology Group grades Preschool to 6th), Jenny Rosenquist (Clinical Supervisor, Dept. of CSD), Marianna Wolff (ASC, Dept. of CSD)

Note: Shubha asked all guests to become members of the Advisory Board, and they will be noted as such on the department's website, with the exception of Marianna, who was present as admin for minute-taking.

DISCUSSION

Please refer to the attached PPT for overview of the presentation by Shubha Kashinath. Remaining minutes will reflect feedback provided by those attending the meeting.

Feedback – Semester Curriculum

JE: Asked about details on the Thesis option. SK response: While the exact format has not been determined beyond the written thesis and oral defense, the department must match the capstone format to university requirements.

ZM: Asked if the school-based elective would remain under semester, which has significantly fewer required electives. SK response: Much of the prior elective content will now be folded into semester curriculum. The one required two-unit elective offering will be based on student interest, faculty/lecturer availability, and CTC/ASHA standards.

JE: Asked about the Methods course and how it might be more linked/tied to practicum. SK response: The details are to be worked out in Winter quarter.

Program Implication: Survey to recent grads for their recommendations on linking Methods and the start of practicum?

JE: Suggested there might be a “mismatch” between our program and the college we are housed in. SK response: There is a working group in place to look into the possible benefits of creating a separate college for allied health, or programs with similar types of STEM content, or programs with similar accreditation requirements. There have been hints dropped about moving to the College of Science because of our STEM focus. SL added that because our program is accredited for the credential in CEAS, moving to CEAS would help put all credentialed programs in one unit. JP shared that university structural changes can be very challenging. SK and JP added that the cost of our program is considered high; this is primarily because we don't offer large-enrolled courses for GE, only major requirements, and the small ratio of students to faculty for clinical supervision in comparison is expensive.

Feedback: Student Preparation and Competence

RH: Reports observing a lack of knowledge around supporting behavior when working with children who have language disorders. ZM adds that many sites don't have behaviorists as a resource; knowledge is different than training to implement that knowledge. JE shares that as an intern at Contra Costa USD, he was exposed to many difficult behaviors and the nature of the placement forced him to deal with them as he faced them. CE adds it would be helpful to be taught to understand the sensory challenges some students in the schools face ... how to recognize them and then adjust treatment for them. KS suggested an interdisciplinary approach to solving these kinds of problems, which take place in both school-based and medical-based settings. SK responded that one of the ASHA standards have been recently modified to add "collaborative practice" which will prompt more instruction on interdisciplinary approaches, and comments shared today will help drive curricular modifications. SC provided the example of being the SLP in IEP meetings and having to advocate for your role and expertise with the other professionals present. JE suggested opening up our courses to allied profession majors, which might facilitate better understanding across professions providing care for the same clients.

CE: Suggested providing a better understanding about billing (process and regulations)/coding/insurance in settings that bill. SS responded that our challenge is that not all students end up in these settings, so we need to think through how best to provide the information to those who will actually need it. Additionally, these processes and regulations change so frequently that by the time a student gets to that setting, the training may no longer be relevant.

Program Implication: Survey to recent grads for their recommendations on how best to implement these kinds of recommendations into curriculum in a meaningful way?

Feedback: Funding

JP: Believes the key is to embed clinical activities within research, because research gets funded.

JE: Recommends reinforcing the negative impact of losing what is essentially the "lab" for our majors ... a lab that is just as important as a biology lab for biology majors. SK response: Our college does understand this.

CE: Reminded our students to apply for the Pre-Doctoral Funding available to them. SK response: This is an example of a good strategy that benefits students; we need to focus on maintaining university support of the clinic itself. Hourly supervision for practicum, needed due to our small faculty cohort, is no longer covered by the college, and yet students are enrolled in a practicum course, which drives SCUs, which drives college funding. Our focus is to continue to encourage direct college support for any type of course enrolled activity.

Feedback: Student Support and Advising

JE: Is noticing a disconnect in the students he's seeing between "what" vs. "why" during the learning process; he suggests more lab-based education to facilitate this connection. SK response: The new Supplemental Instruction program, university funded to hire student assistants to support instruction, is starting to do this across the classes for which we have them. JP suggested that a low-tech approach to connecting "what" with "why" could be a journal, used to document activities immediately afterwards, facilitated with specific questions. Also recommends Grand Rounds. CE reinforced this recommendation, stating that Dr. Dukhovny held rounds for all the students she supervised, which she found very helpful.

Feedback: Current Issues

Accommodations in the workplace for clinical activities

ZM: Reports that her district might use SLPAs to review reports, or provide some sort of assistive technology, or that an alternate might take over to present on a case. SK asked if these were mandated or volunteered; ZM was unsure.

JE: Expressed the thought that sometimes accommodations can work in the SLP setting, but sometimes not ..

(continued)

Alumni Engagement

JP: Asked for clarification on what this means to the department. SK response: We have lots of alumni in the local community, and we want to find ways to be more connected and engaged with them .

CE: Recommended we set up a volunteer connection program, to connect students with the setting in which the SLP works. This idea was seconded by SC.

Program Implication: The department could reach out to alumni to create a "needs" list (name of SLP, site, location, contact info, dates volunteers are needed, types of activities) and students could sign up.

JP: Felt we would have more success if we went out to them, rather than expecting them to come to us.

JE: Suggested alumni be open to hosting an Open House at their facility/location. He would love to have felt more of a connection to the faculty while in the program. He suggested providing more info at the start of the program about what the extended graduate program would be like, or could be like if students made a certain type of commitment to the program while in attendance. An example of the message could be, "If you want more out of your education, you have to be here more."

Program Implication: Invite "motivational speaker" alumni to speak at the new student orientation.

MW: Asked those alumni present how to better stay connected; email surveys are not getting very high response rates. A suggestion was made to identify certain members in each cohort before graduation who would be willing to "step up" and be the designated contact for alumni events/connection in the future.

SC: Suggested pairing alumni with NSSLHA for events that are just "for fun".

Hot Topics

JP: Shared that at the VA site, there has been talk about PTSD and mild TBI, and their diagnostic interface with cognitive disorders. SK shared that on Feb. 3rd Pradeep Ramanathan is presenting a concussion CE event, and she will bring this comment to him.

KS: Shared talk about addressing pain management, and the challenges of working with clients who have psychological vs. cognitive overlaps in their case presentation.

JP: Shared that the exploding use of apps/technology requires more thoughtfulness and assessment in choosing and implementing them appropriately. JE added the thought that therapy needs should drive technology, rather than technology being used for the sake of them being available.

Adjourned: 7:30 p.m.

CSD ADVISORY BOARD MEETING

December 7, 2017

12/7/2017

AGENDA

- Introductions and dinner
- Department report and facilitated discussion-SK
- Current Issues and Open Forum: Feedback, comments, concerns, ideas from the field.
- Wrap up

12/7/2017

CSD MISSION

The Department of Communicative Sciences and Disorders provides students pre-professional and professional training in speech-language pathology and audiology, which is founded on state and national standards, evidence-based practice, research, and science and technology, to prepare them to serve persons with communication disorders and their families in an ethical and culturally competent manner.

12/7/2017

PROGRAM/DEPARTMENT HIGHLIGHTS FROM 2016-2017

- CSD celebrates 20th anniversary of the Aphasia Treatment Program (ATP)-raises over \$20,000 in donations.
- ATP awarded 2016-17 California Speech and Hearing Association (CSHA) program of the year.
- CSD hosted a successful month long summer camp (Pioneer Pals) for children with autism.
- CSD received grant from Kaiser Permanente to provide continuing education. In conjunction with the CSU Institute on Palliative Care, Dr. Mahendra & colleagues presented on SLP role in Palliative Care.

12/7/2017

PROGRAM/DEPARTMENT HIGHLIGHTS FROM 2016-2017

- CSD hosts first departmental career fair in April 2016.
- CSUEB Chapter of National Stuttering Foundation (NSA) established.
- Expanded elective coursework to include courses in Schools Based Issues, language and literacy, head and neck cancer.
- Workshop (supported by the CSD Student Organization NSSHLA) on transgender voice (Presenter: Rachel Agron, SLP, VA, Martinez).

12/7/2017

STUDENT HIGHLIGHTS FROM 2016-2017

Awards

- Charge Syndrome Foundation Fellow: Charlotte Reimer (one of 8 students selected nationwide to receive this fellowship)
- 2017 California Speech and Hearing Association (CSHA) Scholarships: Madison Fox Cano, Giti Froz
- CSHA District 3 Outstanding Student Award: Jeffrey Edwards
- CSUEB CSR Fellows: Elisa Thurman, Madison Fox Cano, Sybrey Callwood, Jennifer Monk, Emily Hendricks, Monika Ifah, Theresa Jingyun Yao, Daniella Galindo, Shannon Perez

2017-18: 24 CSR fellows.

12/7/2017

FACULTY/STAFF HIGHLIGHTS FROM 2016-2017

Grants:

Mahendra (PI) and **Kashinath** (Co PI): Training Grant, The California Wellness Foundation: *Project R2M2 (Recruiting, Retaining and Mentoring Minorities: Diversifying the speech-language pathology pipeline. Ended March 31, 2017.*

Kashinath and Kupers (**Theatre and Dance**): Faculty Collaborative Research Grant, CSUEB. "Shifting perspectives of autism: Neuro-diversity includes all of us".

Ramanathan: CSUEB Faculty Support Grant: CSUEB Concussion Epidemiology Study

Ramanathan and Dukhovny: Student Study Skills Training and Self-Monitoring program. Quarterly Grants for Innovation in Instruction, CSU East Bay

12/7/2017

FACULTY/STAFF HIGHLIGHTS FROM 2016-2017

Awards:

- Aphasia Access Leadership Summit Keynote Panel Speaker- Ellen Bernstein Ellis, Director, ATP
- Chair of Aphasia Access Podcast Project- Ellen Bernstein Ellis, Director, ATP
- Neurogenic Language Disorders Topic Chair (2017) ASHA Convention: Ellen Bernstein Ellis
- CSHA District 3 Outstanding Service Award: Anna Krajcin, clinical supervisor

12/7/2017

CURRENT GOALS

Department Goals:

1. Increase number of full time TT faculty in the department
2. Ensure successful transition to semesters (Q2S)
3. Participate and complete CTC re-accreditation requirements
4. Explore long term solutions to clinic funding
5. Enhance student support and advising
6. Feedback on current issues: accommodations in clinical settings, alumni engagement

12/7/2017

INCREASE NUMBER OF TT FACULTY

- 2016-17: Chair search approved, changed to Asst./Associate (open area of specialization). Was not filled.
- 2017-18: Currently conducting 2 faculty searches. Preferred areas of specialization- artic/phono, literacy, school age language AND/OR adult neurogenic cognitive communication disorders, speech science/voice.
- Pool of 10 candidates- expect to invite 6 candidates for on-campus interviews in Jan-Feb 2018.

Note: Hired 0.5 SLP in 2015-16 Anna Krajcin to replace retiring supervisor.

12/7/2017

Q2S

- **B.S. Program**
 - Developed a new course with Physics to meet ASHA requirement
 - New course (Careers in Communication Disorders) to support undergraduate explore related careers
- **MS Program**
 - Tiered clinic practicum to support student success
 - Courses ordered to ensure better synchrony with clinic placement
 - Elective requirements decreased to 2 units of required electives
 - Capstone requirements revised: Thesis OR comprehensive examination.

12/7/2017

DISCUSSION



Thoughts/comments on the program proposed under semesters?

12/7/2017

PROGRAM EVALUATION SIGNATURE ASSESSMENT DATA

Masters Comprehensive Examination (2016-17)

- 75% of masters' candidates demonstrated clear or superior knowledge of assessment and intervention for speech and language disorders in children
- 90% of masters' candidates demonstrated clear or superior knowledge of assessment and management of hearing disorders
- 75% of masters' candidates demonstrated clear or superior knowledge of assessment, treatment, and management of voice and resonance disorders, including assessment and management.
- 91% of masters' candidates demonstrated clear or superior knowledge of assessment and management of adult neurological disorders, including cognitive/social aspects of communication.

PRAXIS Scores

19 students (of 20+) got a HIGH PASS/PASS score

1 student passed on second attempt

12/7/2017

CTC RE-ACCREDITATION

- CTC visit from April 29 to May 2
 - Advisory Board members likely to be invited for interviews on Sunday April 29, 2018 (after 3 pm). Please plan to be available.
- Program Assessment Report (approved Fall 2015) indicated following areas of improvement:
 - CTC SLP Standard 4: Need for increased focus on candidate proficiency in working with interpreters/translators in the assessment of English Language Learners
 - CTC SLP Standard 4: Need for clear evidence of instruction to candidates on collaborative communication-specifically on communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services and to bridge transitional stages across the lifespan for all learners.

12/7/2017

PROGRAM IMPROVEMENT STRATEGIES

- CTC SLP Standard 4
 - Course content in working with interpreters/translators has been added to several different required courses across the graduate curriculum, namely, SPPA 6060 (Advanced Study of Child Language Disorders), SPPA 6854 (Diagnosis of Speech and Language Disorders), SPPA 6999 (Schools Based Issues) and SPPA 6030 (Clinical Organization and Management).
 - Students will have the opportunity to demonstrate their knowledge and skills in least biased assessment techniques and use of interpreters/translators in assessment of English Language Learners in SPPA 6066 (Clinical Internship in Speech Pathology).

CTC SLP Standard 4

- In fall 2017, candidates enrolled in SPPA 6030 will engage with professionals in a panel discussion focused on supporting children with varying communication impairments from birth-21. Issues to be discussed will include IEP process, collaboration, communicating with business community, and transition planning across the lifespan for all learners.

12/7/2017

DISCUSSION



Thoughts/comments on student preparation and competence:

Is there anything you would like us to teach to strengthen the preparation of our graduates?

12/7/2017

LONG TERM CLINIC FUNDING

- Medicare regulations and implications for university clinics
- Challenges of offering free clinical services
- Possible solutions/strategies
 - Increasing membership/materials fees
 - Exploring alternate mechanisms of support-contracts, grants.
 - Embedding clinical service delivery in research and/or service learning projects.
 - Lobbying for increased university support.

12/7/2017

ENHANCE STUDENT SUPPORT & ADVISING

- CSD establishes SCAA partnership to provide writing support for clinical assignments and Supplemental Instruction (SI) leaders for undergraduate courses in phonetics, anatomy & physiology, undergraduate child language disorders.
- Graduate Collaborative established to facilitate collaboration and peer mentoring.
- CC1 Students assigned to individual advisors when they start clinical practicum (2 quarters sooner previously)
- Informal social and informational events being organized every quarter.

12/7/2017

DISCUSSION



Thoughts/comments on student preparation and competence:

How can we better prepare/support our graduates for a career in speech pathology?

12/7/2017

CURRENT ISSUES

- Accommodations in clinical practicum coursework
 - How do you handle it at your settings?
- Alumni engagement
 - Strategies and suggestions?
- Hot topics
- Open Forum/Discussion

12/7/2017

THANK YOU FOR YOUR TIME!



12/7/2017