

Arizona State University  
Department of Speech & Hearing Science  
Quarterly Report for the Arizona Department of Education  
Professional Enhancement Program for SLP  
ASU Accounts PRS0031; PRS0044, PRS0060  
June 30, 2009

**Purpose of the contract:** To support personnel required to increase the number of individuals trained as graduate-level speech-language pathologists by Arizona State University. These individuals will be employed by an Arizona Public School District on at least a half-time basis at the time they begin the Professional Enhancement Program (PEP) graduate program or as soon as possible thereafter.

**ASU Responsibilities:**

**Responsibility A:** To accept up to eight additional qualified students per year into the MS degree program in Communication Disorders (speech-language pathology - SLP).

**Progress:** As reported in March 2009, the Department of Speech and Hearing Science received 20 applications for the third cohort of PEP master's program speech-language pathology by the January 15, 2009 application deadline. Two applicants met the criteria and an additional 5 students were admitted on probation because of their overall adequate GPAs and GREs and strong letters of recommendation from their school districts. All seven student will begin the PEP master program in August 2009; bringing the total number of PEP students for 2009-2010 to include 24 students.

The PEP coordinator has met with all 7 incoming PEP students (August 2009) and completed initially advising for all students.

The table in appendix A provides information about the applicants to the master's in speech language pathology program at ASU. The mean grade point average (GPA), graduate records examination score (GRE) for the PEP applicants were significantly below the applicants to the full-time SLP master's program. We expect 44 new students to begin the SLP master's program in August 2009 (including the PEP students). Most ASHA accredited programs in speech language pathology typically accept approximately 15-20 new masters' students each year. The high number of master's students in the Department of Speech and Hearing Science at Arizona State University reflects our commitment to accepting and training as many highly qualified master's level SLPs for the state of Arizona as possible.

Shortages of SLPs in the public schools are *not* a result of a lack of interest or number of students applying to speech language pathology programs. The number of applicants received by ASU for the master's program in speech language pathology far surpasses the number of graduate students that the Department of Speech and Hearing Science can accept and train each year. Never-the-less, we do participate in *recruitment efforts* in order to attract highly qualified students to the MS degree program in speech-language pathology. Recruitment efforts this past quarter have included the following:

- Updating our website (<http://shs.asu.edu/> )
- Linking our website to the SPDG Partnership website
- Meeting with interested potential applicants to the master's program. Sixteen people have contacted the director of the PEP directly during the past quarter to get more information about the master's program. All of the information about the PEP and full-time master's SLP program is on our website. We do not track visits to the site, but most students gather their information initially via the web.
- Guest lectures by the PEP coordinator in SHS 105: Introduction to Speech and Hearing Science. This undergraduate course has an enrollment of about 80 students each semester. The PEP coordinator is a regular guest lecture and uses this opportunity to tell undergraduate students about careers as a speech language pathologist in the public schools and recruit students to consider the PEP master's program.
- Advisor to the National Student Speech Language and Hearing Association (NSSLHA). The PEP coordinator is also one of the faculty advisors to ASU's NSSLHA chapter which has about 175 members. The chapter is active, participating in a variety of activities and events to promote the field of speech, language and hearing. As advisor, there are a variety of opportunities to encourage students to continue on to careers in SLP in a variety of settings including public schools.
- Participating in the Department of Arizona's Great Arizona Teach In held in April 2009. Information was distributed to participants and to school districts attending the event to pass along to bachelor's level speech pathologists currently working in their district.

**Responsibility B:** To offer a graduate curriculum that provides students the opportunity to complete an MS degree in Communication Disorders in a 3-year period while employed in an Arizona public school. The curriculum will be comprised of academic coursework and clinical practicum experiences designed to satisfy the Knowledge and Skills required for certification by the American Speech-Language-Hearing Association (ASHA) as well as satisfying the requirements for a regular license as an SLP in the state of Arizona.

**Progress:** As reported in March 2009, the courses for the master's degree in speech language pathology in the Department of Speech and Hearing Science at ASU are now offered in the evening beginning at 4:40pm. Most classes meet once per week so PEP students have two evenings each week where they are in class. There are two classes (out of 13 required courses for graduation) that currently are only offered Friday afternoons. An online course has been developed for SHS 575 Aphasia and Related Neurogenic Disorders since it can no longer be offered by the instructor in the evenings. This will allow the PEP students more flexibility with their class schedule during the fall semester of their second year.

All PEP students completed clinical practica in their district under the supervision of ASHA certified SLP in the district that the PEP student is employed. The PEP coordinator provided regular supervision and on site visits to all PEP students and their school supervisors during the spring semester. Site visits provided an opportunity to address concerns of the PEP students and their supervisors. It also provided an opportunity for the PEP coordinator to experience the innovative and effective programs being provided by the PEP students to children with communication disorders in Arizona's public schools.

Clinical practicum experiences were expanded to provide clinical training with adult with communication disorders to students enrolled in the PEP. ASHA requires knowledge and skills in all areas of communication disorders across the lifespan. Students enrolled in the PEP gain clinical training and skills working with children with a variety of communication disorders in their school work settings. By participating in practica through ASU in the summers, they gain the knowledge and skills required to work with adults with communication disorders. Eleven PEP students participated in a clinic rotation in the ASU Speech & Language Clinic and acute-care settings this summer along with other students from the full-time SLP program. Practica experiences for obtaining required clinical training with adults will include the following:

- ***ASU Speech & Hearing Clinic:*** In this practica, students will gain experiences treating adults who have acquired neurogenic communication disorders (e.g., aphasia, dysarthria, cognitive-linguistic disorders). Additionally, students may work with adults who have severe communication challenges due to developmental disabilities, as well as with adults and/or children with fluency, voice and/or speech disorders.
- ***Acute-Care SLP Setting:*** This practica takes place at either the Banner-Baywood Hospital or the Chandler Regional Hospital with an SLP assigned to acute care. Students participate in bedside and videofluoroscopic swallowing assessment as well as swallowing treatment, and in speech-language assessment and treatment. The goal of this practica is to expose students to medical speech language pathology in an inpatient setting.
- ***Lost Boys of Sudan*** (option being developed to begin in fall 2009). Under the guidance of the supervisor, the SLP students would evaluate and treat any of the Lost Boys who would like to improve their language skills and reduce their accent. Therapy will be a combination of group and individual treatment depending on the specific needs of the clients. Services will be provided at the center for Lost Boys on Saturday mornings to allow PEP students working full-time during the week to participate in this clinical training opportunity.

***Responsibility C:*** To advise and monitor the progress of PEP students as they matriculate through the curriculum.

***Progress:*** We are looking forward to the early graduation of two more PEP students in August 2009. These two students have taken additional course work each semester in order to complete their degrees in August 2009 instead of May 2010. The other cohorts of ASU PEP students completed the spring semester of course work successfully. One PEP student however, struggled again with her clinical performance at her job in the public schools and did not pass the clinical practica. She is currently enrolled in a practica working with adults with communication disorders in the Speech & Language Clinic. Additional clinical training and support have been provided by the clinical supervisors, however, she continues to with clinical skills. Failing a second clinical practica places her in consideration for dismissal from the program. Progress for the students enrolled in the Professional Enhancement Program (PEP) at Arizona State University is summarized in the table below.

**PEP STUDENT PROGRESS TO DATE**

	Students	Expected Graduation	Participating School District
Cohort 1 Started August 2007	2 transferred from ASU's full-time Master's program  9 PEP (began 8/07)	(2) December 2008  (2) August 2009  (5) May 2010 (1) May 2010 at risk for dismissal due to poor clinical performance  (1) May 2011 dismissed from program due to poor academic and clinical performance	Mesa Creighton  Scottsdale Deer Valley  Washington Elem Mesa - 2 Kyrene Murphy Elem Roosevelt  Mesa
Cohort 2 Started August 2008	9 PEP students (*11 accepted)	(8) May 2011  (1) dismissed from program due to poor academic and clinical performance	Deer Valley Gilbert Mesa Queen Creek Scottsdale Washington Elem  Washington Elem
Cohort 3 To start August 2009	7 new PEP students expected to begin  1 additional student has transferred from the full-time SLP program to the PEP	(7) May 2012  (1) May 2010	Peoria/Glendale Tollesin Gilbert Scottsdale  Kyrene

\* 1 moved out-of-state; another decided to continue working for a contract company rather than switch to work directly for a school district – direct employment by an Arizona school district is a requirement for the PEP

## ***Additional Activities***

### ***Training for Clinical Supervisors in the Schools***

As described in the March report, other activities to increase the number of highly qualified SLPs in the Arizona public schools have been completed by the PEP coordinator and the faculty in the department of speech and hearing science. A “Cadre of Clinical Supervisors” was created to provide training, mentoring and support to speech language pathologists that supervise ASU SLP students completing internships in the public schools. Dedicated, highly motivated SLPs were recruited from school districts and hospitals/clinic settings throughout the metropolitan area to apply to become an ASU adjunct clinical faculty and member of the Cadre of Clinical Supervisors. We held two workshops, one in August 2008 and one in January 2009, for our Cadre of Clinical Supervisors. An orientation workshop will be held August 8, 2009 for all clinical supervisors of the PEP students(see agenda Appendix B) and another workshop will be offered to all supervisors in the Cadre in September 2009. We see benefits for our supervisors and our SLP students, including the PEP students. Students that work with the bright, energetic SLP in our Cadre of Supervisors are receiving state-of-the-art training in their school internships and seem more likely to seek employment in schools when they graduate.

### ***Internship Seminar: SLP Services in the Schools***

All students enrolled in the master’s program in SLP at ASU complete an internship in the public schools. The PEP coordinator is also the coordinator for public school internship placements which allows her to visit and expand outreach to districts throughout the valley. We have developed a seminar, taught by the PEP coordinator and Clinic Director, for all of our graduate students during the semester that they are completing their internship in the public schools. The seminar meets regularly throughout the semester and provides a forum for students to share ideas and discuss issues related to SLP services in schools. This seminar is another way of encouraging students in the full-time SLP master’s program to consider careers in the public schools upon graduation.

### ***Proposal and Development of a Certificate Program***

As described in March, we are developing proposals for a certificate program to be offered to undergraduate speech and hearing majors during their junior/senior year. This certificate program would include additional clinical coursework and practica that would prepare the student with bachelors in speech and hearing to work in the public schools as a speech language assistant. This certificate program could also be available to students in another field who are interested in pursuing careers in speech language pathology.

*Appendix A* Summary of 2009 Applicants to the master's program in SLP

<b>Summary of 2009 Applicants to ASU Master's in Speech Language Pathology</b>		
	<b>PEP</b>	<b>Full-Time SLP Master Program</b>
Total Number of Applicants	20	210
Number Arizona Residents	20	67
Average GPA	3.20	3.51
Average GRE	920	1020
<b>Summary of 2009 Applicants (continued)</b>	<b>PEP</b>	<b>Full-Time SLP Master Program</b>
Accepted Applicants	7	77
Number expected to attend	7	37
Number Arizona Residents	7	21
Average GPA	3.48	3.75
Average GRE	980	1150

*Appendix B Supervisor Workshops*



**DEPARTMENT OF SPEECH AND HEARING SCIENCE**

Orientation and Preparation for Students Entering the  
Professional Enhancement Program (PEP)  
Master's Program in Speech Language Pathology

Saturday August 8, 2009  
(Required for PEP Students and Supervisors)  
9:00am - 4:00pm Coor Hall Room 2201

- 9:00 Welcome (pictures will be taken of PEP students!)
- 9:150-10:30 Overview of the PEP Master's Program in Speech Language Pathology
- 10:30-10:45 Break
- 10:45-12:00 Supervision and Requirements for Clinical Clock Hours
- 12:00-1:00 Lunch and tour of clinic
- 1:00-2:30 Planning the Supervision Process
- 2:30- 4:00 Strategies for a successful year: Advise from the trenches