

SLPA Advisory Meeting

October 27, 2023

Attendees: Rachel Johnson, Aimee May, Marianne Szijj, Deanna Hall, Debbie Newcomb, Tammy Backer, Marissa Brownfield, Carrie Jekogian, Kerry Newlee, Adria Patthoff, Kelly Perry, Kelly Thomas, Stacy Shin, Kaleena, Pablo Velez, Shiri Hermesh, Kristen Rhode, SHiri Hermesh, Sara Serota, Ellen Nightengale

1. Greetings and Introductions
2. Needs in SLP community -
 - a. In the district - can create the positions, but they're hard to fill locally - hard to find applicants - hiring out of contract companies
 - b. Large volume of children and don't have enough people and SLP's
 - c. 0-22 range
 - d. Need across the board - not age related - **grow from within** - graduate and SLPA students want to be hired by the districts- local program and distribute to the districts - important to do that and grow from within
 - e. 100 hours - ASHA - willing to work for you
 - f. An **affordable, local** program as well. Many online programs are expensive
 - g. Certified to supervise SLPAs - might create a barrier - cap of 2 slpas per slp
 - i. Need to have pathways to develop/create **supervisors**
 - h. Looking at both sides- community need and SLPAs need - available **programs** to intern and do hours with - variety of experiences - having access to private practice, school, paired with someone remembering 100 hours - not a lot of actual time. Still need time to grow in the field
 - i. Fluency, artic, language is diverse, age ranges, special day classes, private practice, populations served
 - ii. Understanding nuances to make both sides successful
 - i. When we have slps at private practice - hired slpa - a lot of working with them - districts - fill a position - falls back on slps - hire and make slps work - come in and be moral, license police, have to know the situations in the districts
 - i. Finding ways to continue **mentorship/continued education** (e.g. ethics/etc.)
 - j. School districts - need more awareness of the role of the slpa - still confusion of what they can do in the district
 - k. In the slps and ots - went in to work with the kids - slpa - unsupervised - fun piece of the job and the slp has to do the paperwork - another barrier of the culture
 - l. Willing to give up as a mentor - fun therapy time - can be challenging to let go
 - m. Applicants - background in working with kids - need to know how to teach a child any lesson in a small group - basic foundation skill - feel so confident when they have a good underlying foundation and working with kids in a group look like
 - n. **Para educators** - good growing a para into a slpa or slp - need more experience with kids

- o. Biggest challenge - majority of the community - different cultures, ethnicities, most of the people - have not lived in the community ; internships (?) at the high school level within SLPs programs (e.g. HSA @ SPHS)
 - i. Finding ways to **grow from local community** - SLP/SLPA is not currently seen as an option - need to infiltrate/advertise across high schools/parent community.
- p. Supervision is teaching -
- q. Grants to help para educators in the chancellors office at Aimee's office - can pay for certain programs and grants
- r. **Outreach** - Connection to the avid program and the avid classroom in addition to CTE
 - i. Advancement through individual determination - <https://www.avid.org/what-avid-is>
 - ii.
- s. Not just education - marry most closely - medical license - state of ca as medical providers - operate in any array of settings, hospital outpatient, home healthcare, etc.
- t. Needs: Would you prefer that the program be designed specifically for 0 - young adulthood OR Life span?
 - i. Marissa: birth - Adolescence Re: education world
 - ii. Aimee
 - 1. Only one rotation for SLPA, 100 hours: maybe ask the students?
 - 2. Program so short...don't know if all the way through adulthood
 - 3. birth -Adolescence
 - iii. Shiri: how many SLPAs work in hospitals
 - 1. Is there a demand? (majority in schools)
 - 2. Snfs - skilled nursing facility
 - iv. <https://www.asha.org/Students/Employment-Settings-for-SLPs/>
 - v. Medicaid and medicare - does not allow for SLPA and OT's
 - vi. Tamara - so hard to find placements for adults, "bigger brang for buck" → birth - adolescence
- u. Hours require 1 supervisor - would be a question for the university - CSUN does - stipulated 100 hours - graduate level - slpa program - question for ASHA
- v. 1 placement to build relationships with that supervisor
- w. Good supervision and good training - can adjust
- x. Thinking too of the local SLPA trainee population... some will have childcare experience from the nature of situations such as multi family homes and eldest daughters as caregivers for example. So a program directed towards pediatrics might be more attractive and perceived as manageable. But I also like the idea of expanding later as program becomes stronger and needs are presented, and giving the community a leg up into a "medical" profession with adults.
- y. Smattering of all areas within the 100 hours - a variety of experiences to come back out into the workfield.

- z. Aren't that many places in the adult and medical realm for placements at the graduate level - bigger bang for your buck in earlier ages
- aa. **Realistic in how they will be able to accomplish 100 hours** - see hours 3-4 hours a day in testing, iep's, planning - so many other things besides sessions
 - i. 100 hours of *therapy - time with child* - does NOT count other work (see above)
 - ii. Need to commit to at least 3 days/week.
 - iii. WONDERING: Could the 100 hours be split across two semesters?
 - 1.
- bb. Thinking too of the local SLPA trainee population... some will have childcare experience from the nature of situations such as multi family homes and eldest daughters as caregivers for example. So a program directed towards pediatrics might be more attractive and perceived as manageable. But I also like the idea of expanding later as program becomes stronger and needs are presented, and giving the community a leg up into a "medical" profession with adults.
- cc. Courses **late afternoon or evening - online??**
- dd. My student has designated Admin time. And the "lab" was after her course work.
- ee. Most programs mentioned loma linda post bac programs - closest programs - the programs that are college level - 2 year program - 2 semesters for 100 hours
- ff. 2 semesters - students rotate through 2 different supervisors and different experiences
- gg. Kerry Newlee and Kristen have clinical experiences opportunities
- hh. State license - not national yet. - Clinician has to be able to certify 100 hours - not 2 different- have same supervisor - board requirement - ASHA recommends - another semester - until feel comfortable
 - i. It's worth following up on. This is all the state lists on the first page of license requirements: A minimum of one hundred (100) hours of field work experience or clinical experience through an educational institution listed above,
 - ii. Licensed for everything - not specialized license - can end up in any setting - easier to get into educational or child placement than adults placement - less in adult facilities - noting in license - classes - keep general foundations of speech therapy - background in any setting
- ii. https://www.speechandhearing.ca.gov/forms_pubs/app_pack_slp_assist_page4.pdf There's the fieldwork verification form. You can have multiple supervisors
- jj. Agreement or mou with the school districts - feedback from supervisors and we would sign off on the forms.
- kk. CA state licensure for slpa - does this assistant have more than 1 supervisor
- ll. the sign off is "current training program/director/coordinator"ngs.
- mm. I really like having more than one supervisor since we all over unique experiences. This would make the VCCCD program stand out.
- nn. Here is the full application packet the SLPA would be submitting at the end of the program. https://www.speechandhearing.ca.gov/forms_pubs/app_pack_slp_assist.pdf

oo.

3. Curriculum

- a. Courses offered
 - i. Pathways for both 2 or 4 year degree and also new student -
- b. Already hold a degree in communication disorders - program just to certify hours Loma linda and northridge
- c. Most critical - need for licensure - without fieldwork must practice in the field - AA degree- offering the work component to those who need field work for licensure
- d. AS with **transfer** - gave prereqs - slpa program came out with AS Transfer - added bonus - higher level program and beyond that
- e. Want a BA program at VC - We can work on that as long as it doesn't compete with 4-year colleges in our area. - Debbie
- f. Course list:
 - i. **02** chosen over 03
 - ii. **ASL** - YES!!!!!!!
 - iii. New intro to communication disorders - create
 - iv. Anatomy or **anatomy physiology** ? Have to have both for masters degree - to get slp licensure - if carrying on - just anatomy - will have to take the other - can't be combined (?) - If could have both together that would be appropriate - as program develops - more specific to anatomy and physiology from diaphragm to brain - seen slps teach anatomy/physiology at the college - courses taught by SLPs themselves.
 - v. CD V 10 Introduction to Special Needs - or **CD V 20 Curriculum & Strategies** ? 20 is preference - encouraged both
 - vi. CD V 05 Teaching in A Diverse Society
 1. Specific cultural competencies for SLPs (e.g. challenges due to language **difference** versus a language **disorder**)
 2. ASHA takes over towards cultural learning and use that as a guide
 - vii. **CD 04** - ? - wondering if this would be useful: survey says...YES.
 1. Requirement of 25 hours of observation for SLPA - good to keep - look at content that could be built in possibly
 - viii. Clinical with adults not necessary - does there need to be a class? - Start without the adult component and maybe add at another time?
 - ix. Beneficial to have 2 semesters of clinicals in different settings
 - x. Counseling or grief course - maybe more of SLP role?? Pablo - Assistants are not doing any counseling - following a treatment plan but not counseling - that stays with the SLPA - difficult conversations - interpersonal communication class - probably hard conversations and best way - incorporated into coursework - interpersonal skills - reflective listening -referring to supervisor - stick to the role of the slpa - understanding of it vs responsible for it.
 - xi. Child disorders class - language disorders - would it fit in here. - specific childhood speech and language disorders

1. SPARK, Hanen.org - have programs already developed
-www.hanen.org
- xii. Use of AAC devices - make sure is included
- xiii. All gen ed first and then apply to slpa program or can take simultaneously
- apply to the program - find out later - won't take coursework and then apply
 1. Take all coursework on semester 4 - all coursework, ge, cd, etc. until be accepted and put out into the field. - applying to the program - develop criteria - gpa? Combination, letters of rec, etc.
 2. Competencies to set to enter into the program
- xiv. Young children or all?
- xv. Focus on children through young adult for now
4. Test vs BA? What do we need to know?
 - a. Standardized test for otas and ptas so that slpas can work more in the medical setting
5. SLPA Board/ASHA - How do we navigate? Connections - What does this process look like
6. Brief explanation of college timeline
7. Director qualifications and where do they live?
8. Chemeketa
9. What are we missing?