Storm Front Approaching: The Consequences of Doing Nothing CAPCSD Plenary Session I

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A 1000-year flood

While it rained....and rained....and rained

- We said,
  - It really is raining out there
  - It can't keep this up much longer
  - When they say curfew, do you think they mean us?
  - Really? Interstate 40 is closed and people are stranded?
  - Houses swept away?
  - The Grand Ole Opry House, too?

We Weren’t Paying Attention to What Was Going On Around Us

- After a serious flood 40 years prior, no one built better levees or moved homes out of flood plains despite being told to do so
- The forecast was for unprecedented rain
- Sand bags? We don’t need any stinkin’ sandbags
- The only options became rescue and salvage
- One of only two water treatment plants was under water....a new and unexpected problem

Parallels to Graduate Education in SLP

- Stakeholders have told us for years that there is a personnel shortage
- The Bureau of Labor Statistics says the shortfall will increase across the next 8 years
- Capacity? We are at capacity. We can’t increase our stinkin’ capacity.
- What do competing credentials, increasing caseloads, and decreasing reimbursement have to do with graduate education?
Why Should Academic Programs Be Concerned?
- An abundance of qualified students
- Our graduates are successful
- Personnel shortages mean high employment availability for graduates
- Our present models have been successful for a long time

Maybe we should sit down and think about the problem for awhile longer

Stakeholders Outside Academia Who Try to Engage Us
- State Departments of Education
  - They need to find ways to provide services to children who need them, regardless of the SLP shortage
  - They often push for the BA as standard for practice in the schools
- Local Educational Agencies
  - Deal with litigious parents who want services for their children
  - Looking for any reasonable alternative

Stakeholders Outside Academia (continued)
- Licensure Boards
  - Resist lowering of standards but often do not have jurisdiction over educational settings
- Employers in the Private Sector
  - Must use highest qualified provider
  - No option for services “under the direction of”
  - SLPs not provided for in Medicare law and so no reimbursement for paraprofessionals

Stakeholders in Our Institution
- Ask for increases in enrollment -- $$$
- Want us to do more with less
- Want us to do something about the bachelor’s level graduates who don’t get into graduate school
- Demand that we generate more clinical revenue
  - Use it to support the department
  - Infuse it into the university budget

Our Responses
- We only educate fully credentialed professionals
  - Master’s degree
  - Skills & Knowledge to meet CCC and licensure standards
  - We can’t admit more students and maintain quality
- Undergraduate programs exist to feed enrollment for master’s programs
  - We feel bad for those students who aren’t admitted
  - We don’t feel a responsibility to them because we “warned” them
Our Thinking

- Discussions of credentials other than licensure and the CCCs have little to do with us
- The only means to help the personnel shortage is to admit more students—and we are already at capacity or working hard on capacity-building
- Distance learning for master’s level students (or undergrad prerequisites) is as far as we are willing to go in changing our models

Information from Bureau of Labor Statistics

- BLS monitors supply and demand for more than 800 occupations
  - National employment rate of SLPs is expected to demonstrate average growth (+7.9% through 2016)
  - 12,000 additional SLPs will be needed between 2006-2016, an 11% increase in openings

Based on your own observations and experiences, rate the current job market for clinical service providers in your type of employment facility and in your geographic area.

<table>
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<tr>
<th>Response</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>Job openings more numerous than job seekers</td>
<td>41%</td>
<td>48%</td>
<td>72%</td>
<td>69%</td>
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<tr>
<td>Job openings in balance with job seekers</td>
<td>18%</td>
<td>24%</td>
<td>20%</td>
<td>25%</td>
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<tr>
<td>Job openings fewer than job seekers</td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td>15%</td>
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</tbody>
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n=2,658 (2004); n=2,538 (2006); n=2,525 (2008); n=2,458 (2010)

Based on your own observations and experiences, rate the current job market for SLPs in your type of employment facility and in your geographic area — summary of all healthcare settings.

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<th>2005</th>
<th>2007</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>Job openings more numerous than job seekers</td>
<td>60%</td>
<td>59%</td>
<td>47%</td>
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<tr>
<td>Job openings in balance with job seekers</td>
<td>24%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>Job openings fewer than job seekers</td>
<td>17%</td>
<td>13%</td>
<td>19%</td>
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n=1,995 (2005); N=2,273 (2007); N=1,864 (2009)

We admit....

- 1 out of every 5-9 applicants
- Many of the 5-9 are qualified
- Stakeholders consider those 5-9 individuals as possible solutions to the personnel shortage

Information derived from CAPCSD 2007-2008 Demographic Study

What do we consider them?

Do we have a responsibility to them?
Outside forces suggest

- Credential BA graduates at some level
- Create different undergraduate training models
- Design new credentials so that other special education professionals can be school language specialists (fast track)
- Change requirements for reimbursement so that qualified providers are redefined
- Teach qualified personnel to supervise SLPA’s or others

If we ignore the dialogue

- It will take place without us

Fast Track Credentials Happening Now

- California – Language and Academic Specialist; BA + 1 year in an educationally-relevant field; provides assessment and intervention for all non-medically based communication disorders (defined as language-related, and includes autism)
- Texas – Academic Language Therapist (primarily to work with dyslexia) with no specialized training in communication sciences

“You can’t start your new life until your old life has been removed from the curb in front of your house.”
Nashville Director of Sanitation, May 2010

Where we must engage

- Advocacy for more support for programs and graduates
  - State level
  - National level
- Cooperative Dialogue – we must no longer be the Department of “No”
  - Intra-university level
  - Inter-university conversations

Where we must engage

- Regulatory Issues
  - Credentialing
  - Supervisory requirements
  - Reimbursement issues
- Service Delivery Models
  - Creative service delivery
  - Proving our value
- Educational Models
Preview of Coming Attractions: An SLP Summit

- July 2011
- ASHA convening a summit of stakeholders; 50-60 invitees – members of the academic community will be represented
  - State Educational Consultants
  - Licensure Board Members
  - Faculty from B.A. and Associates level programs
  - SLPAs
  - SLPs who hire and supervise SLPAs
  - State Education Association Liaisons
  - Representatives from states actively using SLPAs

Hoped-for Outcomes

- Delineation of the provider continuum with greater uniformity among standards, roles, and responsibilities
  - Certified SLPs
  - SLPAs
  - Credentialed BA Practitioners
- Clearer expectations regarding educational goals and definition of competencies required for supervision
- A clearer consensus regarding qualifications and competencies SLPAs and BA practitioners

Hoped-for Outcomes (cont’d)

- Exploring options to lead to uniformity in SLP qualifications/competencies
- Develop proposed uniform legislative and regulatory language to reflect theh components of the continuum

Hoped-for Impact

- Academic programs will use the reports and findings of the summit
  - As a basis for discussions about the professional environment
  - To examine opportunities for additional program models
  - To determine how to go forward and to be well-positioned to address current and future challenges