

Enhanced Service Delivery and Practicing at the Top of the License

The Future of Learning and Work and Making Change to CSD Education

Lesley Maxwell, M.S., CCC-SLP

Associate Professor & Associate Department Chair
Department of Communication Sciences and Disorders
MGH Institute of Health Professions
Boston, MA

lm Maxwell@mghihp.edu



Abstract

How should we prepare our students for the future of our fields? What are the qualities of mind that form the foundation of excellence in communication sciences and disorders? Is it possible to create leaders and innovators? Do our current educational systems and practices support these goals and answer these questions?

This talk poses questions about the future of education, offers suggestions and insight from experts, and invites attendees to formulate creative answers and solutions of their own.

Lesley Maxwell, M.S.,CCC-SLP

Associate Chair
Associate Professor
Department of CSD
MGH Institute of Health Professions
Boston, MA

lm Maxwell@mghi hp.edu



Disclosures

Financial Disclosures

- I am a salaried faculty member of the MGH Institute of Health Professions
- I have been paid an honorarium for this talk

Non-Financial Disclosures

None

AFDI Learning Outcomes

Describe strategies to align education with evolving practice and the future of work, specifically relative to evidence-based practice, interprofessional practice, enhanced service delivery, and cultural competence.

Identify Areas for Affecting Change

- Clinical Education
- Didactic Coursework/Syllabus
- Curricular Design and Pedagogical Approaches
- Faculty Development and Education
- Developing Collaborations
- Building a Coalition/Changing Culture
- Scholarship of Teaching and Learning



My story

- I am a clinician
- I am a professor
- I am an administrator
- I was Faculty Senate Chair
- I am a curriculum developer
- I've co-lead multiple accreditations
- I have been part of developing
 - Reading specialist degree
 - SLPD
 - AUD (in process)
 - School consulting group

How do we prepare our graduates for the future?

- What are the qualities of mind that form the foundations of excellence in our field?
- What are some of the practices and behaviors that we can teach to develop these qualities in our students?
- How can our educational systems support the development of excellence and prepare our students for the future?

How do we prepare our graduates for the future?

- How do we develop leaders and innovators?
 - What does it mean to be a leader?
 - Can you teach leadership?
 - Can you measure leadership?
 - Can you teach people to innovate?



Pause and reflect...







Pause the Video: write down your ideas-Qualities of Mind-Go

Jill Rabin, M.S., CCC-SLP/LIBCLC

Pediatric Feeding and Swallowing Expert
International Board-Certified Lactation Consultant

- Start with the problem to find the solution
- I am never done learning, the more I know the less I know
- Good clinicians always seek more knowledge



Comfort Zone

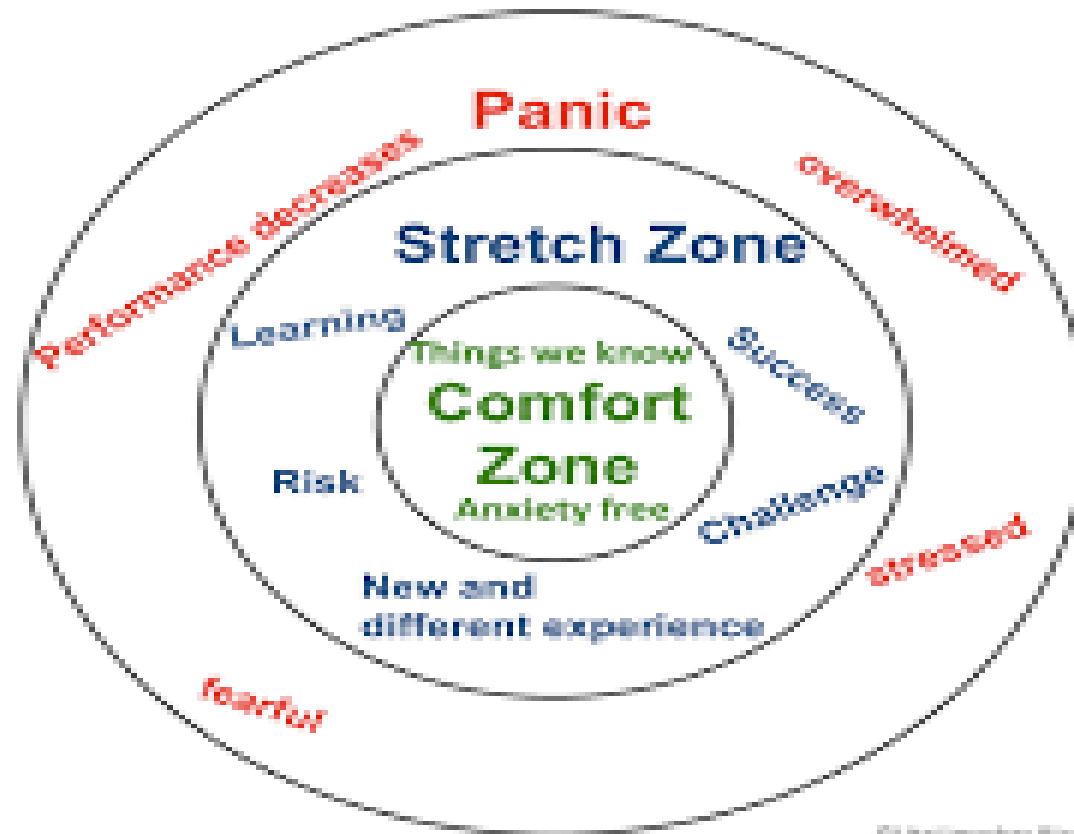
Stretch Zone

Panic Zone



Educational Problem:

Students wanting to stay in their Comfort Zone or moving straight to their Panic Zone



© Linda Ward Beecher, 2004

Experience the Concept:

What is one thing about COVID-19 that moved you out of your Comfort Zone?



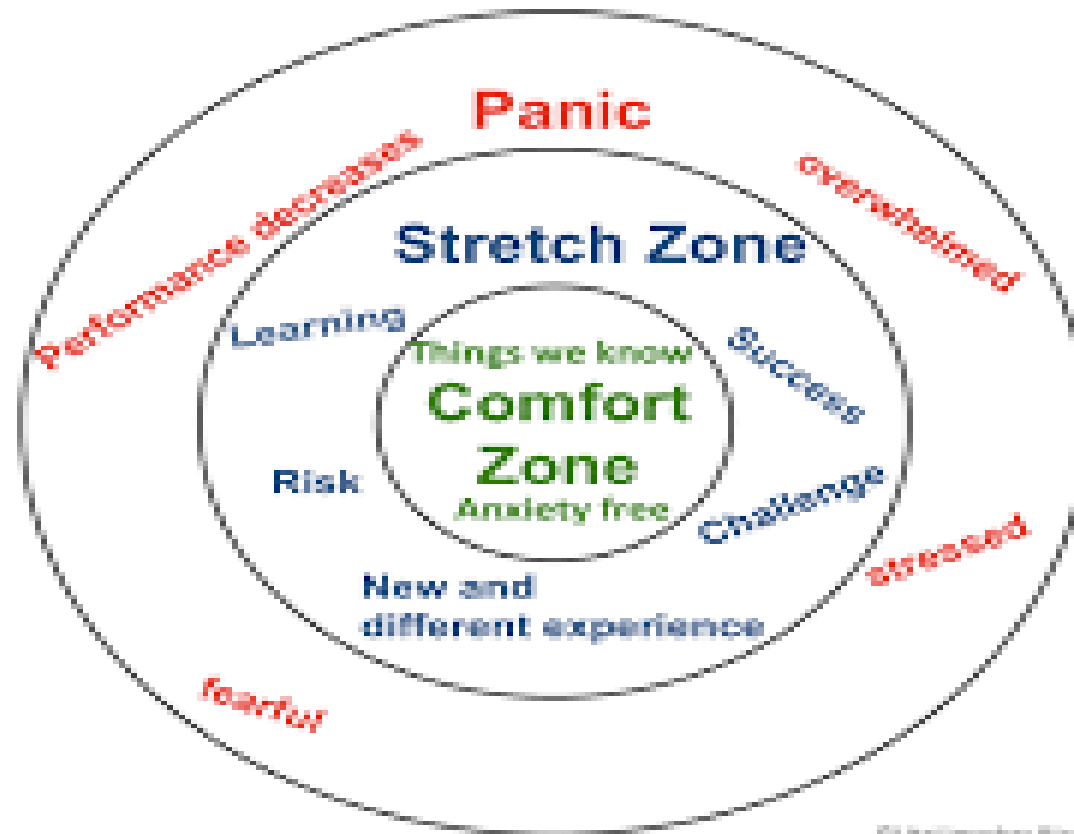
© 2014 by Linda Ward Beebe, Ph.D.



Pause the Video:
Write down your answer & hold on to
that thought

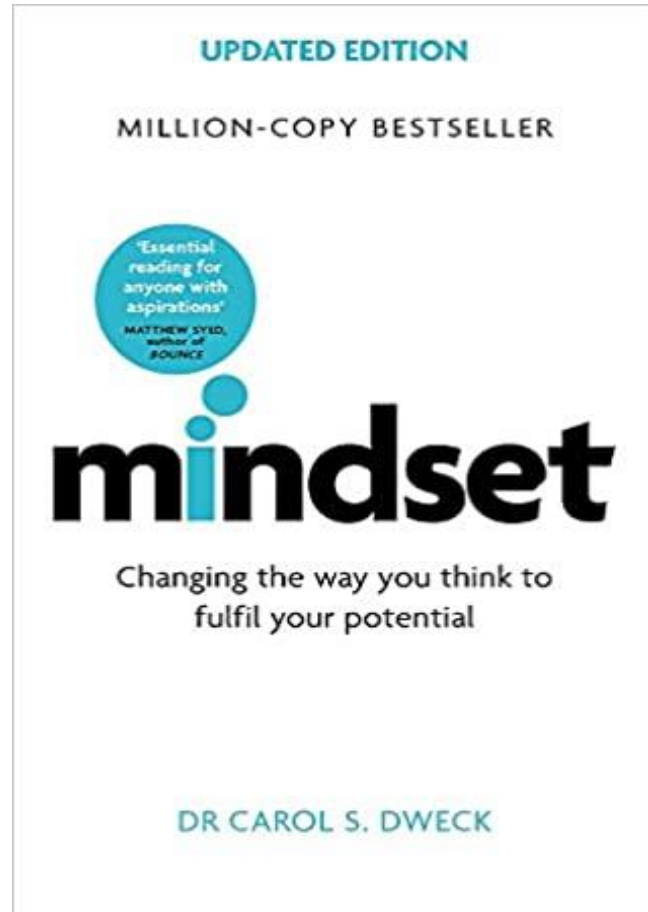
Problem:

Students wanting to stay in their Comfort Zone or moving straight to their Panic Zone



© Linda Ward Beechler, 2004

Dr. Carol Dweck: Growth Mindset



TED:
The Power of
Believing
that You Can
Improve



What is a Growth Mindset?

I CAN DEVELOP MY ABILITIES

CHALLENGES HELP ME GROW

FEEDBACK IS CONSTRUCTIVE

EFFORT IS NECESSARY

GROWTH MINDSET



FIXED MINDSET

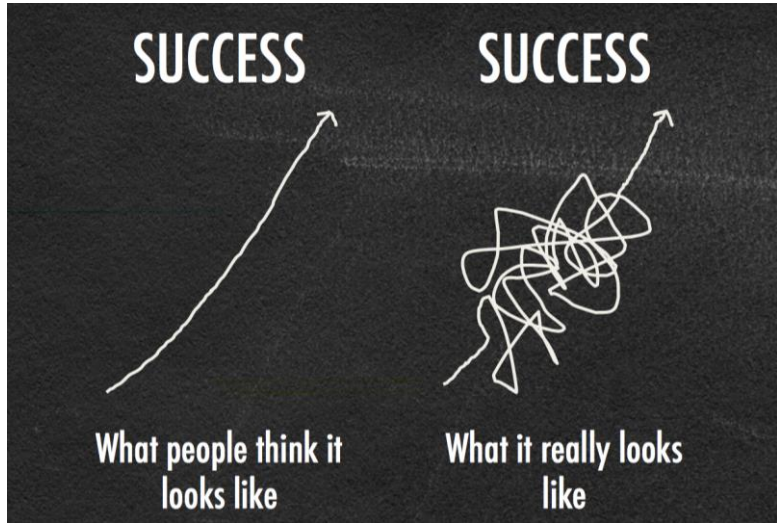


EITHER I CAN DO IT OR I CAN'T

I STICK TO WHAT I KNOW

I DON'T LIKE RECEIVING FEEDBACK

IF I'M FRUSTRATED, I GIVE UP



"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged" "I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

What is a Growth Mindset?


“In a growth mindset, people believe that their **most basic abilities can be developed** through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment” (Dweck, 2010).

What is a Fixed Mindset?

“In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that **talent alone creates success – without effort**” (Dweck, 2010).

A word of
caution about
**Growth
Mindset...**

Instagram Log in Open App

 educatorsforjustice • [Follow](#)
Brooklyn, New York

"Growth Mindset"

IF EDUCATORS TEACHING "GROWTH MINDSET" DO NOT TAKE YOUNG PEOPLE'S ENVIRONMENT INTO ACCOUNT, PARTICULARLY, YOUTH EXPERIENCING WHITE SUPREMACY, ANTI-BLACKNESS POVERTY, PATRIARCHY, AND ABLEISM, THEN THEY ARE ENGAGED IN GLORIFIED VICTIM BLAMING.

EDUCATORS SHOULD REMEMBER THAT BI&POC EXPERIENCE SYSTEMIC OPPRESSION AND ARE MORE LIKELY TO DEVELOP A "FIXED MINDSET" BECAUSE THEY ARE FAR MORE LIKELY TO BE PUNISHED FOR THEIR MISTAKES.

@SUBVERSIVE.THREAD

THE POWER OF
YET



I can't do this...*yet.*
This doesn't work...*yet.*
I don't know...*yet.*
It doesn't make sense...*yet.*
I don't get it...*yet.*
I'm not good at this...*yet.*



A Growth Mindset Leadership Story



CORONAVIRUS (COVID-19)

Experience the Concept:

What is one thing about COVID-19 that moved you out of your Comfort Zone?



© 2014 by Linda Ward Beebe, Ph.D.



Telepractice

Out of my
comfort zone





CDC Report October 2020

During surveillance week 13 in 2020, **telehealth visits increased 154%** ($p < 0.05$), compared with the same week in 2019 (Figure 1). ... Most telehealth encounters were for adults aged 18–49 years (66% in 2019 and 69% in 2020) and female patients (63% in both 2019 and 2020).

www.cdc.gov

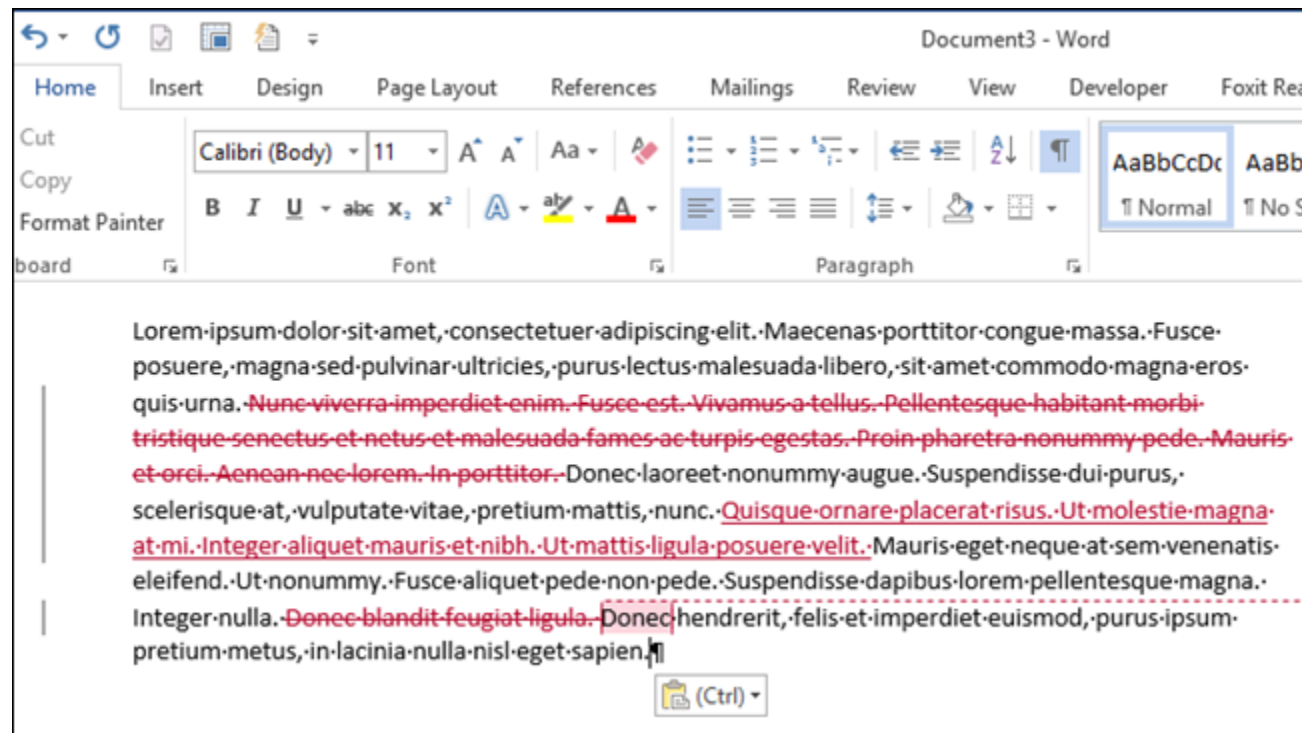


Growth Mindset...



Do you and
your students
love and seek
out feedback?

Feedback: A Growth Mindset Story



Example Goal:

Demonstrates a growth mindset by seeking opportunities to work within personal challenge zone and seeks and uses feedback for growth.



Dr. Atul Gawande

“Personal Best”

The New Yorker (2011)



TED TALK: *Want to get great at something? Get a Coach!*
Dr. Atul Gawande

No matter how **WELL-TRAINED**
people are, few can sustain
their best performance
on their own. That's where
COACHING comes in.

Atul Gawande



What is a coach?

What does a coach do?

What is coaching?

Coaching is training or development in which a person called a *coach* supports a learner in achieving *specific* personal or professional *objective/goals*.

Coaching differs from **mentoring** in focusing on specific tasks or objectives, as opposed to general goals or overall development.

Supervision vs. Coaching

Supervision: has connotations of observing, judging/evaluating performance and giving feedback to improve performance

Coaching: the purpose is to help the person being coached to meet their personal goals and should not be evaluative in nature

Peer Coaching

Professional
colleagues
work
together to:

Reflect on current practices

Expand, refine and build new
skills

Share ideas

Teach one another

Solve problems in the workplace

(Robbins, 1991)



A Growth Dialogue:

Peer Coaching

After your sessions at the SLLC take a few minutes to reflect on your growth mindset throughout the session.

With your dyad partner talk about the session. Ask each other a few of these questions.

To do a self-reflection change the questions to statements.

Growth Dialogue

Peer Coaching

What parts of the session do you think went best?

Why?

Tell me more about that.

What data do you have to support your impression?

How did you feel during those parts of the session?

What growth goals did you set for yourself today?

Did you meet those goals?

Why or why not?

What parts of the session felt challenging to you?

Why?

Tell me more about that.

How did you feel during the challenging parts of the session?

How will those challenges guide how you will modify your next session?

What did you learn about yourself as a clinician from this session?

What did your client teach you today?

How did you grow as a clinician today?

How were you feeling before the session today?

How did you feel following the session?

Why?

What feedback would you like on the session today from me?

How does that feedback make you feel?



Growth Dialogue: Seeking Feedback

Here are the parts of the session that I think went best today

Here is the data that I have that supports my analysis

This is how I felt when the session was going well

These are the growth goals that I set for myself today

I do or do not think that I met those goals

Let me tell you why

These parts of the session felt challenging to me

Let me tell you why

I felt _____ during the challenging parts of the session

Here is how those challenges will guide how I will modify my next session

This is what I learned about myself as clinician from this session

This is what my client taught me today

This is how I grew as a clinician today

I was feeling _____ before the session today

I felt _____ following the session

This is why

I would like feedback from you on:

How I can better do...

How I can challenge myself to do...

How I can do more of...

How I can do less of...

New ideas for addressing...





Get Yourself A Coach

Have a Growth
Mindset



Meyyammai Muthu
CSD '20

Student Commencement Speaker IHP 2020

Growth Mindset

[View the 2020 Student Commencement Speech](#) by Meyyammai Muthu, CSD '20, beginning at 10:00 in the video.



Dr. Ianessa Humbert

Dr. Meredith Harold

Evidence and Argument Podcast

<https://www.evidenceandargument.com>



Dr. Ianessa Humbert, PhD, CCC-SLP

- www.ianessahumbert.com
- <https://www.stepcommunity.com/>
- (swallowing, training, education portal)

- Swallowing expert
- Educator
- Researcher
- Free thinker



Dr. Meredith Harold, PhD, CCC-SLP



the INFORMED SLP

Evidence You Can Use

Words of Wisdom from Evidence and Argument in CSD Podcast

- Are you able to argue rounds of Why?
 - **The 5 Whys**
- Are you willing to admit uncertainty?
- Are we training thinkers or technicians?

Valuing the Process of Discovery

Is the process of discovery important to you and your students and do you teach it?

Are your students o.k. with uncertainty?

Are your students o.k. with being questioned?

Do they understand their own thought processes?

Ianessa Humbert, PhD, CCC-SLP

Baby Bird Thinking vs. Foraging for Understanding



Feed me information

Give me the answer

Regurgitate everything
from your brain into
my stomach

Ianessa Humbert, PhD, CCC-SLP

Problems for Students and Clinicians

Breadth of the Field

Feeling Incompetent,
Overwhelmed &
Anxious

Strong and Wrong
'Experts'

Issues with PhD/faculty education...

We educate faculty how to succeed as faculty members and then ask them to educate students to be clinicians

- You are training people to have a job you do not have
- Many faculty are disconnected with what clinicians need

Reading research to inform what you are doing as a clinician is entirely different than reading research to inform future research

Meredith Harold, PhD, CCC-SLP

Money, Business, Financial Literacy

Are we teaching **Financial literacy** in the field?

- Our graduates need to understand money and how it runs what we do
- Students are ill prepared to deal with predatory behavior from employers and businesses trying to sell clinicians things
- Academia protects faculty from understanding too much about money

Meredith Harold, PhD, CCC-SLP

You need to understand social media



Social Media

If you don't know what is happening on social media with SLPs you don't know what is happening with SLPs...

Need to teach responsible and educated consuming

Understand conflicts of interest, business models, what is being sold to you

Meredith Harold, PhD, CCC-SLP

My Strategy:

Hire graduate assistants!

Instagram:
mghihpcsd,
nyuspeech





Speech & Language Literacy Lab

Dr. Tiffany Hogan, PhD, CCC-SLP
MGH Institute of Health Professions
<https://www.seehearspeakpodcast.com/>

Implementation Science

Implementation science is the scientific study of methods and strategies that facilitate the uptake of evidence-based practice and research into regular use by practitioners and policymakers.

The field of implementation science seeks to systematically close the gap between what we *know* and what we *do* (often referred to as **the know-do gap**) by identifying and addressing the barriers that slow or halt the uptake of proven health interventions and evidence-based practices.

University of Washington, Implementation Science Research Hub

Implementation Science

15% of research gets into practice in 15 years

- Research is not done in context
- Intervention work must be done in context
- Old school: I do research you (clinician) figure out how to put into practice
- We need to create a well traveled bridge between research and practice

“We need to do a way better job training students about psychometrics”

Tiffany Hogan, PhD, CCC-SLP

Disorder vs Difference

It's all a continuum

Neurodiversity is normal

When you look at the data everything is a normal distribution

Move away from Either/Or to AND

Systems based practice

What is our
value outside
of the CSD
field?



What is our value outside the field?

Pharma

Technology companies

Business communication consulting

Healthcare leadership

Educational consulting

Examples:

Biogen

- Drug to slow down bulbar motor decline in ALS
- Provide research-based speech outcome measures

Google Project Euphonia Team

- Developing speech recognition for people with speech and language disorders

HILL for Literacy: <https://www.hillforliteracy.org/>



**SPEECH
& FEEDING
DISORDERS LAB**

MGH Institute of Health Professions • Boston



Dr. Jordan Green, PhD, CCC-SLP



Thoughts and Tips:

We need to understand business models

Let them articulate problems

Be comfortable with what you don't know
and with being quiet

Learn to communicate in the language of
their field to translate knowledge

Takes a focused effort to take something to
scale



Dr. Alex Johnson, PhD, CCC-SLP
Provost, MGH Institute of Health Professions

How do we educate leaders?

- Model and teach self assessment & deep reflection
 - Reflective practice, deliberative practice
- Teach students how to communicate difficult and complex information in ways that all parties can understand
- Reward and develop curiosity and entrepreneurial thinking
- Teach students how to network

Dr. Alex Johnson, PhD, CCC-SLP

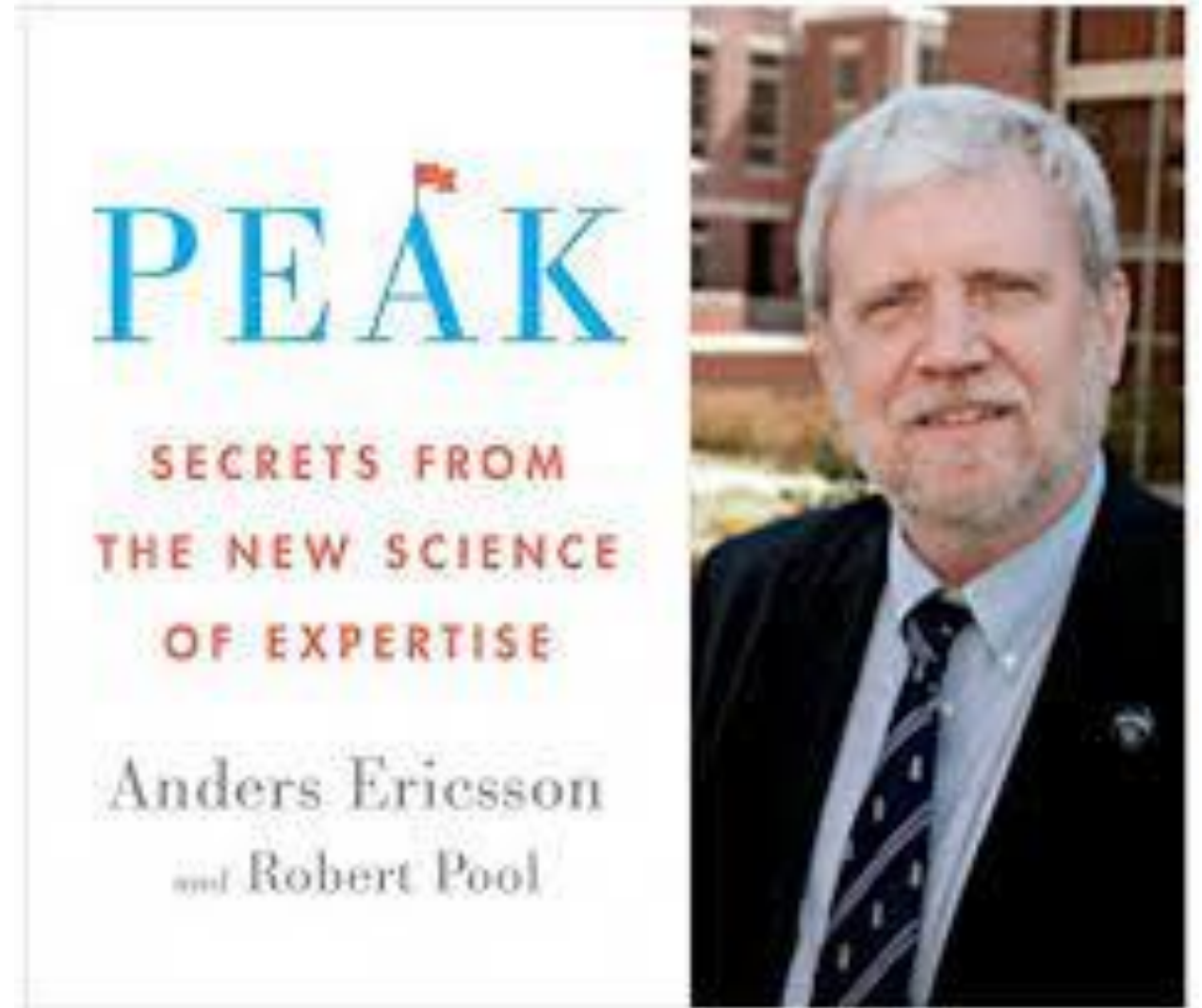
Deliberative Practice

K. Anders Ericsson
(1993)

Not all practice makes perfect. You need a particular kind of practice—*deliberate practice*—to develop expertise.

Identify something that you can improve

Focus your practice efforts on improvement



Reflective Practice

Reflective practice is the ability to reflect on one's actions so as to engage in a process of continuous learning.

Donald Schon

Examples Reflective Questions

- What did I learn?
 - What do I need to learn more about?
 - Why did I feel the way I did
 - What went well?
 - What was difficult?
 - What went badly?
 - How can I improve in the future?
 - I wonder what would happen if...
-
- Reflective Practice Toolkit: University of Cambridge
<https://libguides.cam.ac.uk/reflectivepracticetoolkit/whatisreflectivepractice>

Example: Orientation Reflection Questions

Effective Communication Skills: (Social Perception/Flexibility of Perspective and Cultural Competence):

Give an example of a time when you modified your communication with another person specifically to accommodate their perspective of the situation or context because it differed from yours. What did you do to modify how you communicated with them?

Critical Thinking:

What does it mean to be a critical thinker? Give an example of an experience that facilitated growth in your critical thinking and decision making.

Teach Systems Based Thinking:

Move from how do I
treat you to how do I
advocate for systemic
change?

Alex Johnson, PhD, CCC-SLP

Orientation Reflection Questions:

Systems Based Practice:

What are some of the systems that you have lived, worked, or learned in? (example: public school system, healthcare system, family system). What is a problem that you noted within the way the system worked? Did you do anything to promote change within the system? Why or why not?

Leadership:

What does it mean to be a leader? Have you had an opportunity to be in a leadership position? Give an example.

Growth Mindset:

How comfortable are you with working in your zone of challenge? Give an example of a learning experience where you challenged yourself to work out of your zone of competence and comfort. How did it feel? What did you learn about yourself?

SLPD?

Dr. Bridget Perry, PhD, CCC-SLP
Director SLPD Program
MGH-IHP

- Breadth of the field
- Leadership training
- Research into practice



**Put your
values
into
action**

**Justice, Equity,
Diversity & Inclusion**

Examples of Innovation & Leadership: JEDI



**CLIENTS
AND
CLINICIANS**

LGBTQ+ Experiences in
Healthcare
2/19/2021 @ 6pm-7:30pm
Event Registration Link:
<https://bit.ly/3pWfyng>

Join us as Natalie White,
IHP alumna and host of
the Queer SLP Podcast,
discusses her experiences
working in healthcare and
receiving healthcare as an
LGBTQ+ person.

**The
QUEER
SLP**

Anti- Oppressive Practice Curriculum

Indigo Young, MS, CCC-SLP
MGH Institute of Health Professions
Article in press: TLCSD



How do we prepare our graduates for the future?

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How do we prepare our graduates for the future?

- How do we develop leaders and innovators?
 - What does it mean to be a leader?
 - Can you teach leadership?
 - Can you measure leadership?
 - Can you teach people to innovate?

What are you
taking away?





Want to keep the
conversation going?

Email me!

Imaxwell@mghihp.edu