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ASHA Faculty Development Institute (AFDI)

Pre-Conference Webinar
August 28, 2019

Welcome and Orientation to Community Site

Orientation to Community site

- Accessing the AFDI Community Site (<https://community.asha.org/home>)
- Site navigation
 - (My Communities, ASHA Faculty Development Institute, Library)
- Participant list by topic areas and table assignments
 - (AFDI Library under Logistics)
- How we will use the AFDI Community
- See Faculty Bios and Disclosures in the AFDI Library
- Please ask any questions you may have about tonight's presentations on the AFDI Community Site and start the discussion!

Strategic Pathway to Excellence



- Based on Envisioned Future 2025 & moving toward Vision & Mission
- 8 Transformational Objectives
- Ongoing work occurring at the Run and Grow levels
- Detailed Workplans with Performance Measures
- 4 SOs targeting faculty

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The Future of Learning & The Future of Work

Based on information from The Chronicle of Higher Education 2026: The Decade Ahead (2016); The Future of Work (2017); and The Future of Learning (2018).

Margaret Rogers, PhD, Chief Staff Officer for Science and Research

What are the changes and forces influencing the future of learning?

Digital Revolution

- Workforce needs to be prepared to
 - work with expanding technologies
 - be flexible and adaptable to keep pace with technological innovation
- The role of online degrees, MOOCs and Stackable credentials (badges, certificates, micro-credentials), are all expanding
- The emerging role of educational collaboratives across universities supported by digital technologies is strong given constrained university budgets and governmental resources and the difficulty of having the full complement of expertise in a discipline available in any single department

What are the changes and forces influencing the future of learning?

Multicultural and Global Society

- Demographic changes – cultural and linguistic diversity of students as well as those that we serve is expanding
- South will contribute much of the student population growth in next decade along with an associated change in student demographics
- Currently, <53% of first graders are white non-Hispanic in the USA
- The “hollowing out” of the middle class, lower family incomes, less academically prepared undergraduates means universities will need to create pipelines through college to better serve and support students from varying backgrounds and degrees of readiness

What are the changes and forces influencing the future of learning?

Neurobiology of Learning

- How to move away from *learning for the test* approaches towards learning for future applications and generalization of knowledge?
- What does it take to promote integrative and critical thinking given attention spans in a “twitter and bullets” world?
- What does it take to accommodate different learning styles?
- How can we promote opportunities for real world applications?
- How to promote “non-cognitive skills” such as professionalism, adaptability, managing complexity, ambiguity, stress, and teamwork and collaboration?

Study for the
Learning and Memory Exam

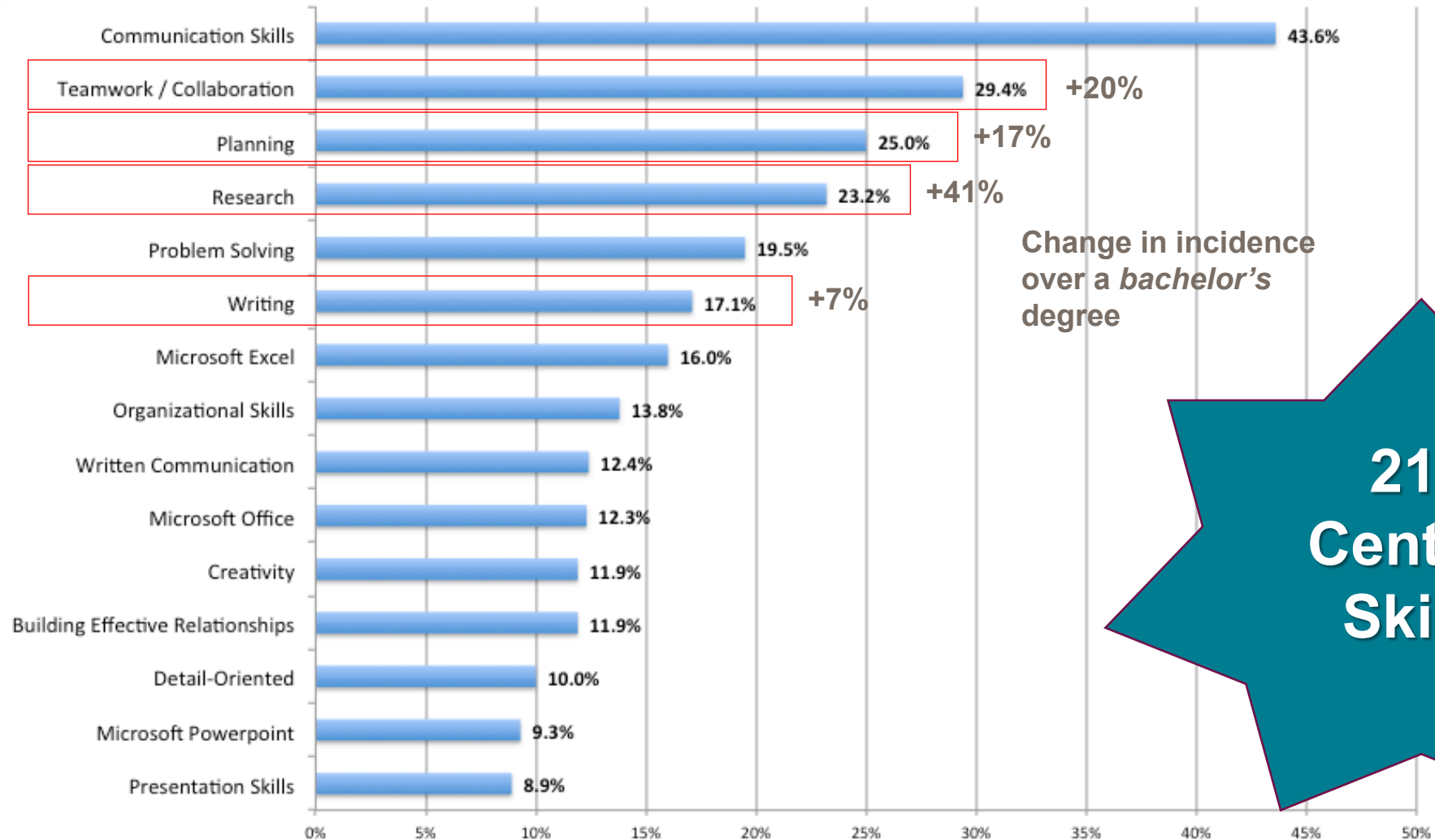


“The Signaling Value of Advanced Degrees is Just as Valued as the Technical Skills and Disciplinary Competencies”



- Perseverance / “grit”
- Communication skills
- Analytical acumen
- Collaboration ability
- Leadership potential
- Dedication to learning

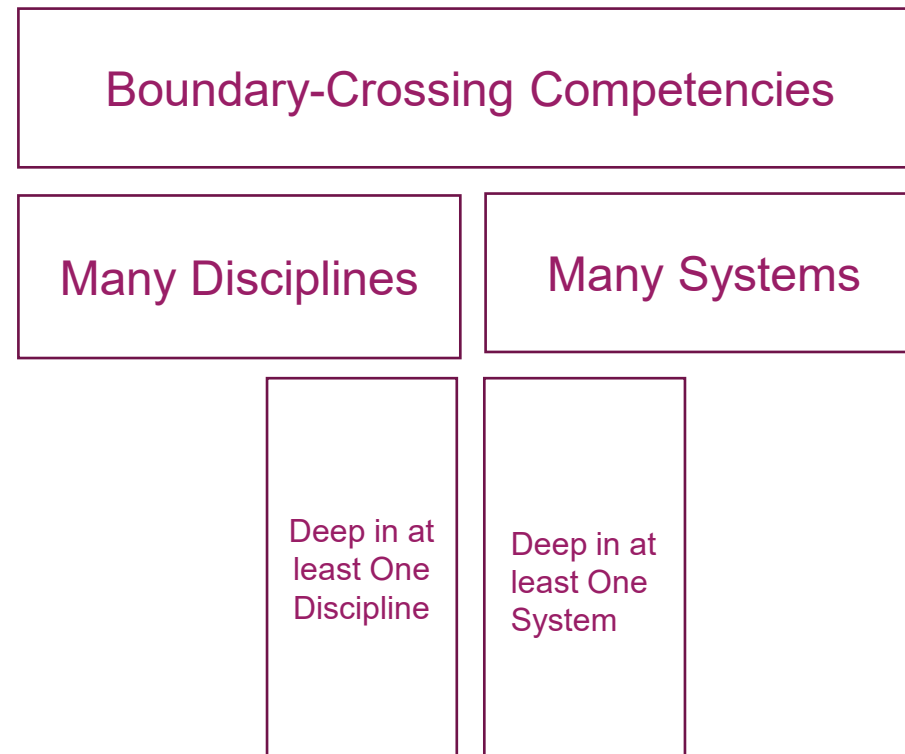
The Competencies Employers Value in Master's Graduates Are Apparent in Analysis of Millions of Real-time Job Postings



Source: BurningGlass LaborInsight, Sept 2017-Aug 2018, 1.8 million job postings

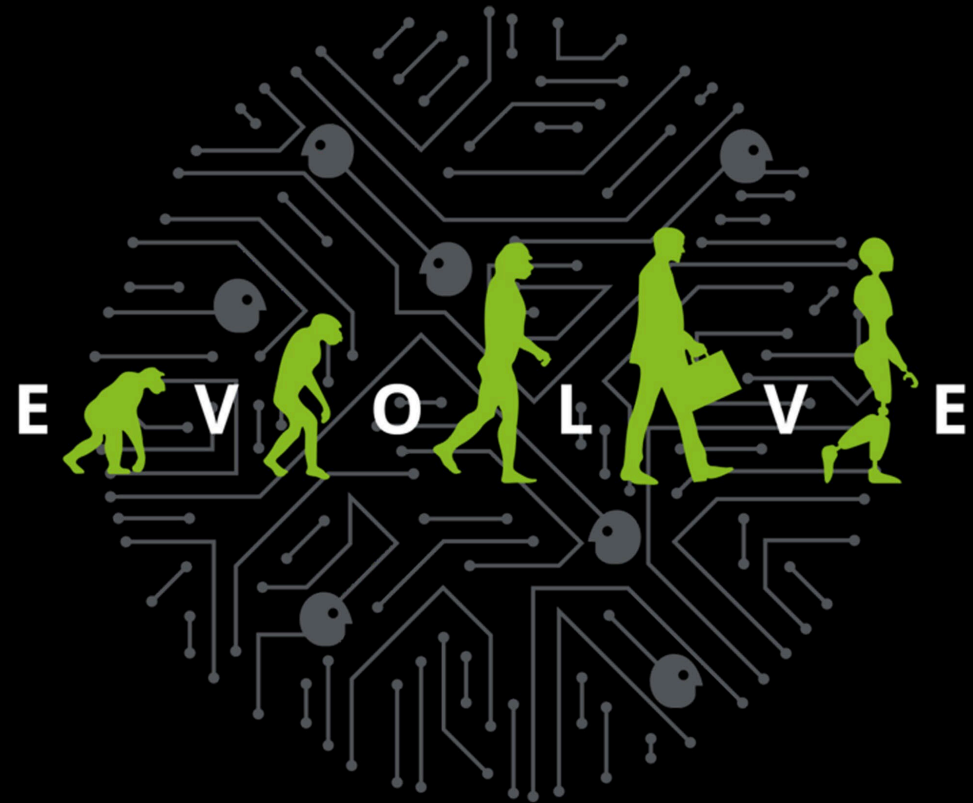
What are the changes and forces influencing the future of work?

- The “Competency-Based” hiring movement
- Boundary-Crossing Competencies of “T-shaped Professionals”
 - Teamwork
 - Communication
 - Empathy
 - Professional Networks
 - Critical Thinking
 - Global Understanding
 - Project Management
 - Analytic Thinking
 - Problem Solving

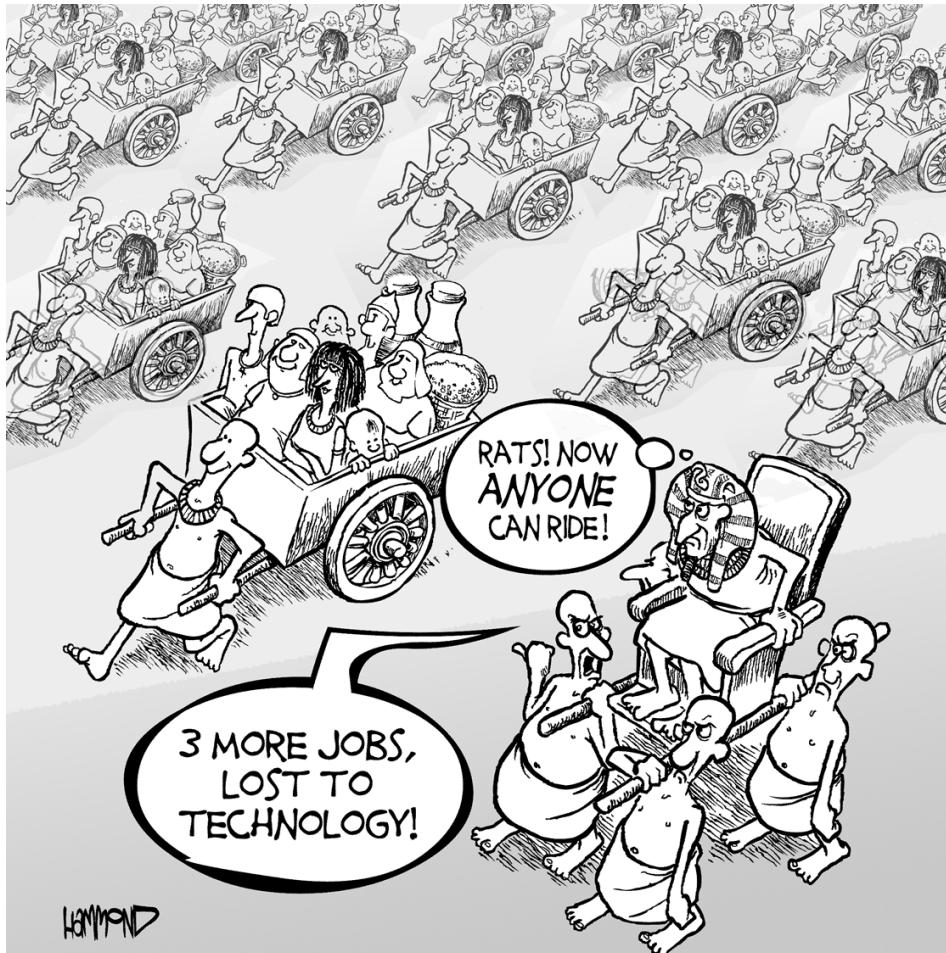


Probability of Occupations Being Computerized in the Future

- “Machines are used to perform specific tasks. And if your job consists of a series of tasks, all of which can be automated, obviously you’re at risk.”
- *(Humans Need Not Apply: A Guide to Wealth and Work in the Age of Artificial Intelligence. Jerry Kaplan)*



Probability of Occupations Being Computerized in the Future



Occupational Therapists	.35%
Healthcare Social Workers	.35%
Mechanical Engineers	1.1%
Lawyers	3.5%
Radio/TV Announcers	10%
Film/Video Editors	31%
Heavy Truck Drivers	79%
Technical Writers	89%
Credit Analysts	98%
Telemarketers	99%

(Source: The Future of Work)

What are the changes and forces influencing the future of work?

- “The population is aging and not very healthy so occupations that help people get around and recover will continue to grow.”
- By 2024, the top two areas of growth are:
 - Health care support occupations will grow by 24%
 - **Health care practitioners will grow by 16.4%**



16.4%

Source: U.S. Bureau of Labor Statistics

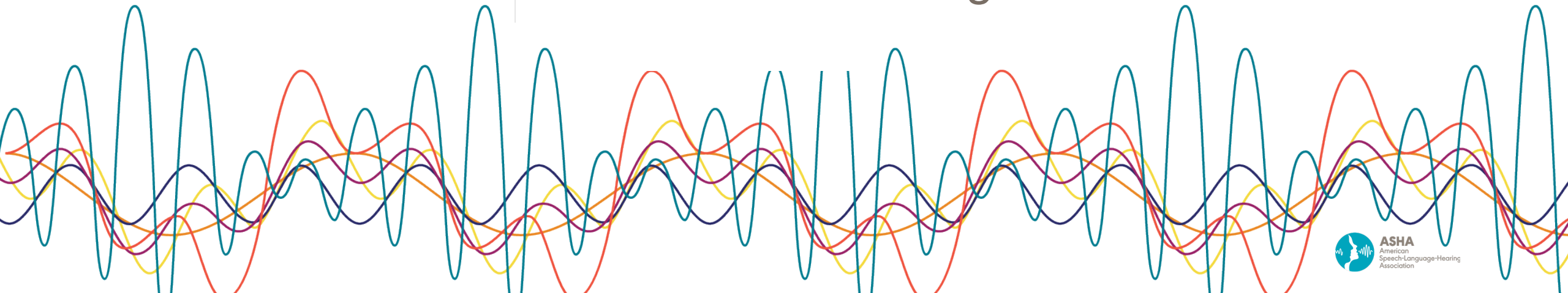
What Changes and Forces are Likely to Affect the Future of the Audiology and SLP Professions?

- Changing Nature of Audiology & SLP Practice
- Expanding Scope of Practice
- Value-Based Purchasing & Results-Driven Accountability
- High Caseloads, Increasing Productivity and Documentation Requirements
- Trends for Clinical Doctoral Entry-level Degrees in Allied Health Professions
- Increased Incorporation of Assistants in Service Delivery
- Increased Use of Technology in Service Delivery and
- Disruptive Innovation (e.g., Therapy Apps, Direct to Consumer Sales Models - OTC)

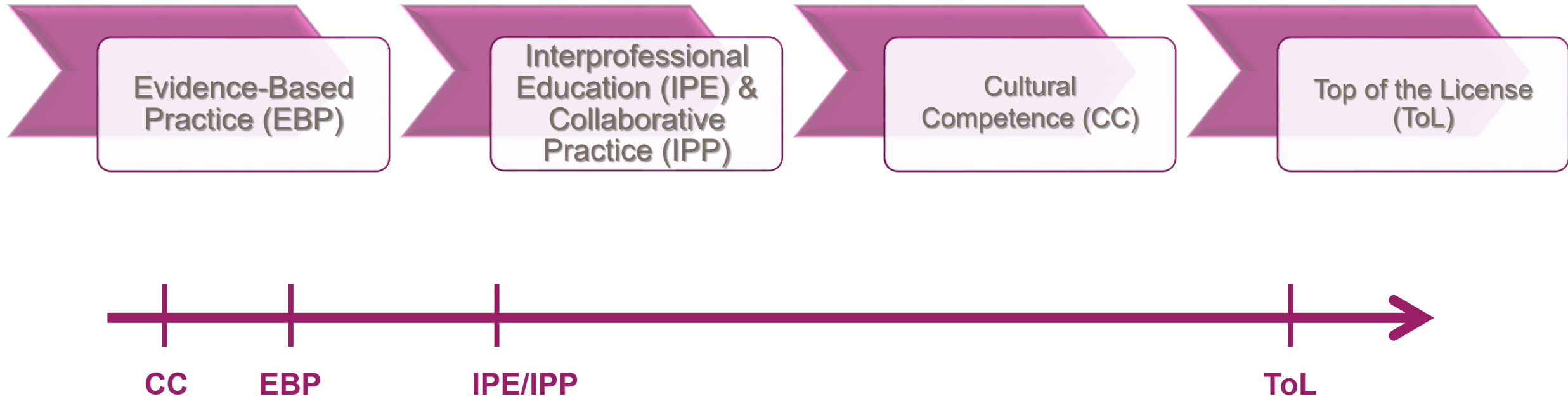




1. How might changes and forces influencing the future of learning and work affect the audiology & SLP professions?
2. How might changes and forces influencing the future of learning and work affect how we educate future audiologists & SLPs?



AFDI focuses on curricular content, pedagogy, and strategies for implementing change to enhance education on...



Schematic timeline depicting the years that these topics have been integrated into the CSD Curriculum

SO#3: Evidence-Based Practice

- ASHA's Strategic Objective #3 aims to enhance the **Generation, Publication, Knowledge Translation**, and **Implementation** of clinical practice research.
- **Problems**: While students learn about EBP, they report that they don't have time to keep up on the literature, it's not expected of them in their work setting, and too often, the research literature consulted is just not relevant to their clinical questions.
- **ASHA's Faculty Development Institute** is a new opportunity for faculty to enhance teaching of evidence-based practice to promote maintenance of this skill and mindset throughout their students' professional careers.

Academic and Research Mentoring (ARM) Network



Pursuing a PhD/Academic-Research Career

Promoting the Next Generation of Researchers

Program that recognizes and encourages undergraduates who are presenting their research at the ASHA Convention

Students Preparing for Academic Research Careers

Award that supports undergraduate and clinical-entry degree students in implementing proposed mentored teaching and research activities

Student Research Travel Award

Travel award that supports students who are presenting their research at the ASHA Convention

Audiology/Hearing Science Research Travel Award

Travel award that supports audiology and hearing science doctoral students and postdocs attending the ASHA Convention and introduces them to ASHA's offerings in hearing science and research career development



Launching an Academic-Research Career

Research Mentoring-Pair Travel Award

NIDCD-supported travel award that supports graduate students, postdocs, and early-career faculty in attending the Research Symposium at the ASHA Convention and engages them in mentored activities before, during, and after the Convention

Mentoring Academic-Research Careers

Year-long program that provides PhD students, postdocs, and early-career faculty with remote mentoring on self-identified academic-research career development topics

Advancing Academic-Research Careers

Award that supports early-career faculty in implementing proposed mentored teaching and research activities

Pathways

NIDCD-established conference followed by year-long remote mentoring that assists candidacy-level PhD students, postdocs, and early-career faculty in building strong foundations for an independent clinical research career



Advancing an Academic-Research Career

Lessons for Success

NIDCD-supported conference that trains candidacy-level PhD students, postdocs, and early-career faculty in grantsmanship skills and other research career competencies

Grant Review and Reviewer Training

Program that trains eligible scientists to effectively review research grants

Clinical Practice Research Institute

Program that supports eligible scientists in planning and preparing a federal clinical practice research grant proposal

Dissemination and Implementation Science Travel Award

Travel award that supports eligible scientists in attending a conference and preparing an implementation science research grant proposal

SO#3: Knowledge Translation

- The ASHA Journals have transitioned to a new platform – Atypon, which supports greatly enhanced knowledge translation functionality.
- *Perspectives* became a scholarly review journal in 2019 (instead of a newsletter). *Perspectives*' mission of bridging research to practice will be better supported with high quality articles and curated content.
- Many knowledge translation tools and strategies have been implemented and contributed to the Journals program meeting the targeted goal set in 2015 of a **30%** increase in the number of full text downloads (from 1,141,574 in 2015 to 1,669,387 in 2018).
- In just one year, there was a **21%** increase in the number of page views annually across ASHA's two primary KT vehicles: the **Practice Portal** and the **Evidence Maps** (from 8,012,375 in 2017 to 9,894,567 in 2018).

The Research Translation Problem: A Modest Proposal

By Meredith Harold
The ASHA Leader, July 2019.

<https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.24072019.52>



From Triangle to Diamond: Recognizing and Using Data to Inform Our Evidence-Based Practice

Jeff Higginbotham and
Antara Satchidanand

<https://academy.pubs.asha.org/2019/04/from-triangle-to-diamond-recognizing-and-using-data-to-inform-our-evidence-based-practice/>



Strategic Objective 2



Strategic Objective 2: Advance Interprofessional Education and Interprofessional Collaborative Practice (IPE/IPP)



Outcome: Academic programs employ IPE models of personnel preparation and both students and ASHA members are engaging in interprofessional collaborative practice



Performance measures: 80% by 2025

1. % of CSD academic programs that have IPE models in place
2. % of ASHA members participating in interprofessional collaborative practice
3. % of NSSLHA students engaged in interprofessional clinical practicum experiences

Accomplishments

- IPE/IPP competencies incorporated into key ASHA policy documents and accreditation and certification standards
- Increased percent of academic programs including IPE approaches from 56% (AY 2014-2015) to 88% (AY 2017-2018)
- Increased percent of students reporting IPE experiences from Increased IPE/IPP engagement from 67% (2014) to 71% (2016)
- Increased IPP engagement of audiologists and SLPs from 55% (2016) to 72%(2019) overall



2018-2025: Transform Behavior

Education

- IPE/IPP Communications Campaign
- ASHA stipend program for ASHA members to attend IPEC workshops
- Faculty Development Institute September 2019
- ASHA Professional Development IPE/IPP opportunities

Collaborations

- IPE/IPP non-CSD ASHA Convention Travel Stipend
- Sustaining or expanded existing collaborations to leverage IPECP efforts and resources
- Educating ASHA members about IPECP organizations' opportunities and resources

Research

- Exploring IPE/IPP grant opportunities with federal agencies and foundations
- Creating a Tool Kit to support IPE/IPP research
- Conducted a 2018 focus group on IPE/IPP funding strategies
- Implemented a 2018 IPE/IPP Research Networking Event
- Planned a 2019 Master Class on IPE/IPP Research at the ASHA Convention

Strategic Objective 8



Strategic Objective 8: Increase Cultural Competence



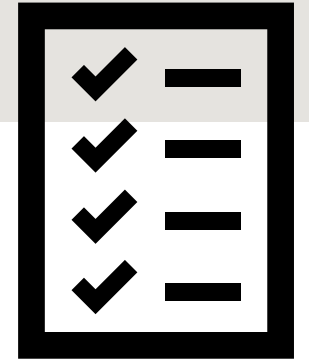
Outcome: ASHA members competently address cultural/linguistic influences on service delivery outcomes



Performance measures (to be achieved by 2025)

1. # of times cultural competence resources are accessed
2. Length of time individuals spend accessing cultural competence resources
3. % of early career professionals who report actions & approaches indicative of cultural competence

SO#8 Initiatives



Focus on Clinical Practice

- ✓ Defined language proficiency for clinical practice
- ✓ Enrolled 150 individuals in language proficiency training
- ✓ Infused CLD content throughout Practice Portal
- ✓ Launching Cultural Competence Engagement Experience
- ✓ Enhancing/updating and promoting multicultural resources

Focus on Academic Training

- ✓ Developing faculty to address cultural and linguistic content
- ✓ Developed resources to calibrate CAA site visitors

SO#4: Enhanced Service Delivery

- Enhanced Service Delivery Across the Continuum of Care to Increase Value and Access to Services
 - Practicing at the **Top of the License**
 - Diverse clinical education models
 - Varied service delivery models
 - Supervision and mentoring of assistants
 - Functional Outcomes (ICF)

Practicing at the Top of the License

- Consider Social Determinants of Health
- Link communication/swallowing outcomes to quality of life
- Focus on functional effectiveness vs. Impairments
- Expand beyond traditional service models

AFDI Overview & Getting Ready

- AFDI
 - Agenda is posted on AFDI Community Site under Logistics,
 - Develop Implementation Plans
 - Contribute to E-Publication in 2021
- Meetings Logistics
 - Accommodations at the Courtyard by Marriott in the Gaithersburg Washingtonian Center 204 Boardwalk Place, Gaithersburg, MD 20878
 - Transportation by bus to the ASHA National Office at 8:00 AM from the hotel lobby
 - Meals

AFDI Overview & Getting Ready

- Advance Readings (on Community Site under Pre-meeting Readings). During AFDI, we will discuss the following questions. Start thinking about these as you read the assigned articles.
 - How can we adjust curricular content and pedagogy to better align with the future of work and the future of learning?
 - What's needed to advance these topics in the CSD curriculum at your institution?
 - What opportunities and strategies could be useful to inspire change and craft an approach for advancing these topics at your institution?
 - What is currently being done on these four topics in your department and institution?
 - What has been done previously relative to these four topics and what was and was not successful?