

COMDIS Advisory Board Meeting Minutes

Date: 5/4/2020

Time: 5:00-6:00

Location: WEBEX

Attendees: Gilbertson, Busch, Swanson, Nieto, Samuelson, Taylor, Syring, Aranda

- Introductions
 - Advisory Board Roles and Responsibilities:
https://drive.google.com/open?id=1e7i6xRfRmrsZy_or3BeATUgo9o4oZp5h
- Discussion
 - Current trends in SLP - challenges and opportunities
 - Evaluation team at MPS: trend of bilingualism - overlap of languages so using a strictly Spanish or English assessment might not really provide a true picture of abilities
 - Potential resource: Bilingualistics website
 - B-3: Coaching approach - looks different depending on the county you are in
 - New grads would benefit from learning the coaching model
 - Primary provider model
 - OTs addressing some ST goals
 - Need to facilitate more interprofessional opportunities - teaming is significant in B-3
 - Shift in developmental norms
 - Counseling on technology use (play with non-electronic toys)- communication with peers/caregivers and response/turn taking
 - Parent communication/engagement
 - Trauma informed care
 - Reach out to the county for resources
 - Student preparation/courses
 - Undergraduate courses: <http://uww-public.courseleaf.com/undergraduate/education-professional-studies/communication-sciences-disorders/communication-sciences-disorders-bs/>
 - Graduate courses: <http://uww-public.courseleaf.com/graduate/education/communication-sciences-disorders/#degreestext>
 - Supervision trends/issues
 - Non-UWW students - Knowledge is strong; lack of awareness of things that don't have to do with our job

- Students can be “hyper aware” but might also be perceived as not culturally aware
 - UWW - great dispositions, strong knowledge base. Need more information and practice on talking to parents (what you are doing and rationale) - Feeding issues
 - UWW - nice shift in students not being as flexible several years ago but now are more flexible and willing to shift and adapt to new circumstances
- SLPA & undergraduate clinical experiences
 - ASHA updated guidelines on SLPA:
 - Possibility of undergrad observation opportunities
 - Need to make sure to outline expectations/guidelines
 - What is the student role? What is the SLP role?
 - SLP Supervisor needs to know what courses students have had so that they know where students are at with knowledge
- Client assessment tools (not discussed)
- Diversifying the profession/ recruitment
 - MPS hosts events each year - invite all of the student teachers
 - Job fairs
 - Reaching out to high schools directly
 - High school project - interviewing professionals “job exploration” activity
- Ideas for outreach and inter-professional practice
 - O & P Experience - Observe an OT or a PT for a couple of days
 - Student Teaching - try to be more intentional with placements
 - Put into Practicum Agreement form for student teaching
 - Guest speaker (OT/PT) - talk about scope of practice
 - Arena Assessments: Observe and work together in a team to assess a student in one hour (which skills are observed, who takes lead, etc)
 - Focus on the evaluation of the whole child; not just speech
 - Look into online resources that would help understand scope of practice for OT and PT
- Ideas for culminating project that would be helpful for employers (not discussed)