

COMDIS Advisory Board Meeting Minutes

Date: Wednesday April 6th, 2022

Time: 3:00-4:00

Location: WebEx:

<https://uww.webex.com/uww/j.php?MTID=m521acec4d7817b355189ca108388fea2>

Attendees: Gilbertson, Swanson, Alfredson-Cox, Hashmi, Aranda, Morton, Frame, Hughes, Blue, Busch

- Introductions
 - [UWW COMDIS Department Web Page](#)
 - [Advisory Board Roles and Responsibilities](#)
 - Current Program Requirements
 - [Communication Sciences and Disorders Requirements \(BS\)](#)
 - [Communication Sciences and Disorders Requirements \(MS\)](#)
 - [Communication Sciences and Disorders Post Bac Certificate](#) (Online)
- Recognition
- Discussion
 - Suggestions for getting the word out about our new online asynchronous post bac certificate?
 - [Speech path administrators in school districts](#)
 - [Flyers for district newsletters](#)
 - [Alum from program asking them to share out \(1st year in field/CF year\)](#)
 - [Share info with CESA's](#)
 - [The GradCafe Forums: <https://forum.thegradcafe.com>](#)
 - [Parent/parent organizations/caregivers](#)
 - [Reading specialists](#)
 - Thoughts on how our program can serve gaps in available services?
 - [Telehealth- difficult to obtain approval from insurance](#)
 - [can these services be provided to outpatients in the medical setting to reduce transportation needs](#)
 - ["Brown bag" seminar course](#)
 - [Course on Cultural & Linguistic Diversity](#)
 - [Literacy/Dyslexia services](#)
 - ASHA CAA will update standards in 2023- language changed from students will "understand" to students will "demonstrate" knowledge and skills related to interprofessional practice and cultural and linguistic diversity ([2023 Revisions to CAA Standards for Accreditation](#)- page 21-23 Standard 3.4B & 3.1.bB)
 - [Who are the professionals you interacted with most outside of SLP/AuD?](#)
 - [School Psychology \(paperwork/legality\)](#)
 - [Reading specialists](#)

- OT/PT/RN/CNA/Dietitians/AT
 - Social work (discharge planning, case management)
 - SPECED liaison
- Suggestions for opportunities to better prepare our students for interprofessional practice?
 - Q&A panel of professionals from various settings to inform students about various roles/responsibilities before going in the field
 - Collection of videos of introductions from different professionals/interactions with SLP
 - Differences in confidence based on the time in the program
- Insights or ideas regarding equity and inclusion opportunities/initiatives (curriculum, placements, recruitment, etc.)? How can we work more collaboratively with the professional community on this topic?
 - [COMDIS Recruitment and Diversity Initiatives](#)
 - Education on Difference vs Disorder related to culture or linguistic diversity; appropriate referrals/orders for services; role play conversations related to service delivery
 - Continue to offer diverse placements in various settings
 - Possible experiences in Head Start
 - Preschool screenings/Child Find Screenings/Private preschools
- ASHA developed [ASHA's Assistants Certification Program](#)
 - What are the opportunities and/or issues you foresee if UWW were to develop undergraduate clinical experiences for SLPA certification?
 - Opportunities for inpatient setting to earn hours
 - Barriers
 - Likely would be more selective/interview undergraduates
 - Not likely going to hire SLPA
 - Reimbursement
 - Possibly prioritize graduate student vs undergraduates
 - SLP role as supervisor/paperwork vs therapy
- From the employer/colleague perspective, are there any modifications that you would suggest to our current master's portfolio requirements that would allow the portfolio to be utilized during interviews?
 - CF required to do research, need to have experience in undergrad/grad
 - INTASC standard familiarity to SLO
 - Add law/criteria for services, regulations
 - "See" the presence with clients; video
 - Medical writing
 - questions related to DPI lingo (e.g., LRE, CLD, trauma informed care, etc.)

- knowledge of Common Core standards
- [Portfolio Guidelines](#)
 - Since last meeting a diversity and disposition artifact were added
- [Approach to Clinical Practice Guidelines](#)
 - Is there a way to make this item more relevant or concrete?

Adjourned at 4:01

- Thoughts on student supervision (trends and issues). (Not discussed)
 - WSHA updates on universal licensure, interstate compact, district affiliation, and CEU opportunities
 - What are some challenges or barriers you or your colleagues face when supervising students?
 - Do you see any opportunities where our program or the university could offer support/services?
- Any additional items you would like to discuss or share? (Not discussed)