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_or3BeATU9o4oZp5h

● 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: Bilinguistics 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://uw-public.courseleaf.com/undergraduate/education-professional-studies/communication-sciences-disorders/communication-sciences-disorders-bs/
    ■ Graduate courses: http://uw-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)