Professional Competencies in Speech-Language Pathology and Audiology

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The purpose of this text will be to provide that direct instruction in professional competency and soft-skills. Topics such as cultural competence, professional duties, collaborative practices, clinical reasoning and evidence-based practices, and effective communication skills will be covered”—Provided by publisher.

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Library of Congress Cataloging-in-Publication Data
Names: Dantuma, Tonya, editor.
Title: Professional competencies in speech-language pathology and audiology [edited by] Tonya Dantuma.
Description: First edition. | Burlington, MA : Jones & Bartlett Learning, [2021] | Includes bibliographical references and index. | Summary: "Professional competencies in Speech-Language Pathology and Audiology is designed for the professional issues course at the graduate level in a speech-language pathology or audiology program. ASHA recently updated the curriculum standards for master’s level programs to include a list of professional competencies, identifying a need for direct instruction in professional competencies for SLP students. The purpose of this text will be to provide that direct instruction in professional competency and soft-skills. Topics such as cultural competence, professional duties, collaborative practices, clinical reasoning and evidence-based practices, and effective communication skills will be covered”—Provided by publisher.

Identifiers: LCCN 2019041648 (print) | LCCN 2019041649 (ebook) | ISBN 9781284175356 (paperback) | ISBN 9781284174540 (ebook)

Classification: LCC RC428 .P76 2021 (print) | LCC RC428 (ebook) | DDC 616.85/506—dc23
LC record available at https://lccn.loc.gov/2019041648
LC ebook record available at https://lccn.loc.gov/2019041649
6048
Printed in the United States of America
24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
Dedication

This book is dedicated to:

My WACSEP and Biola colleagues and friends who have shown me how to be a compassionate, flexible, and growing professional person.

My family and friends who love me so well no matter what.

&

My students who inspire me.

Let's be light together!
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Several events were catalysts for writing this book.

First, sitting at an American Speech–Language–Hearing Association (ASHA) convention, I heard professionals lament about the professional abilities, and lack of abilities, that current graduate interns and new clinicians possessed. It was difficult for me because I agreed with their assessment of the students’ professional skills, but also, as a college professor, I loved the students about whom they were complaining. It hurt my heart.

Soon after, Dr. K. Arianna Molloy, a Communication Studies Professor, asked me to sit in as a reviewer for one of her communication courses. While I was to be evaluating her teaching, I kept thinking about how much my speech-language pathology students would benefit from the content of her teaching. I began drafting a lecture for my students based on what she was teaching.

Later, at an event for faculty, I had the opportunity to hear about what other colleagues were teaching and researching. Faculty members from other disciplines were sharing their work on collaboration, intercultural competence, leadership and professional development, nonverbal communication, and supervision strategies. As they talked, I kept thinking that I wanted my students to be taught what they were teaching their students.

That is when the idea for this book was born.

This textbook is a compilation of knowledge from a variety of professionals. Educators, business faculty, communication professionals, leadership and professional development specialists, and those who work with individuals from different cultures and legal issues in our professions have all contributed their knowledge, and I have done my best to apply it to our fields. We have a lot to learn from these professionals.

As speech-language pathologists (SLPs) and audiologists, we are taught a lot about anatomy, physiology, neurology, assessment, treatment, goals, documentation, and similar topics. However, conflict resolution, email writing, and supervision often take a backseat during our training. It is my hope that each reader learns from my colleagues just as
I have. The goal of this text is that SLPs and audiologists are able to glean from outside professionals the professional competencies that make us effective clinicians and colleagues in order to better serve our clients and their families.

**Audience**

When our university was developing a new master’s in speech-language pathology program, an advisory board of local professionals told us that the number one thing they wanted from our graduates was professionalism. They spoke of soft skills like communication, conflict resolution, the ability to take and use feedback, and other skills not typically taught in graduate programs for speech-language pathology. Several months later, ASHA updated the curriculum standards for master’s level programs to include a list of professional competencies. Speech-language pathologists and ASHA have both identified the need for direct instruction in professional competencies for speech-language pathology and audiology students. The purpose of this text is to provide that direct instruction in professional competencies by combining knowledge from a variety of disciplines with the practice of speech-language pathology and audiology. It is my hope that this text can be a resource for SLPs and audiologists in training programs and to the faculty, supervisors, and others who train them.

—Tonya L. Dantuma, PhD, CCC-SLP
Features and Benefits of this Text

Professional Competencies in Speech-Language Pathology and Audiology incorporates a number of pedagogical features to aid in the students’ understanding and retention of the material.

Each chapter opens with a list of Chapter Goals to help the reader focus on the most important aspects of the material and come away with measurable outcomes to indicate mastery of the subject.

CHAPTER GOALS

After reading this chapter, you should be able to:

1. Articulate several ways to present yourself as a professional.
2. Outline the basic hierarchy of medical and public school SLP and audiology settings.
3. Describe some common challenges of each setting and possible solutions.
4. Consider a professional response to familiar life challenges.

Throughout the text, important vocabulary words are set in bold font for emphasis. These terms are defined in the Glossary of Terms at the end of the book.

Chapters conclude with a variety of resources depending on the topic of the chapter, including a list of the Key Terms, Discussion Questions, Activities, and References.
A wide range of Instructor Resources are also provided with this book. These resources are meant to aid the instructor throughout the teaching of this book and help the student gain a deeper understanding of the information at hand. For information on how to access these resources, please contact your Jones & Bartlett Learning Account Manager at go.jblearning.com/findmyrep.

A Sample Syllabus detailing different aspects of the book and key points to touch upon is provided, along with Lecture Slides in PowerPoint format for every chapter.

Videos provide audio-visual aid to the students and provide them with practice in identifying professional behaviors.

A test bank gives instructors a quick starting point to create assessments for their students. The end-of-chapter materials, including the Activities and Discussion Questions, are available as editable PDF worksheets for easy assignment.
Dr. Tonya Dantuma is an associate professor and graduate program director at Biola University. She teaches in both the graduate and undergraduate programs, and her teaching interests are in the areas of speech sound disorders, global issues and telepractice, and professional issues in speech-language pathology. Tonya was honored with the Provost’s Award for “Excellence in Teaching,” naming her the best teacher in 2015 at Biola University. In addition to her classes, Dantuma leads two service-learning trips to Belize and to Uganda, during which she teaches therapy skills, cultural competence, and loving through actions. Dantuma integrates *imago dei*, all people are created in the image of God, as the foundation for all of her teaching and clinical work. University students, people with disabilities, people who are angry, people who are from other cultures, and people who are different from us are all created in the image of God. As such, they deserve our best treatment, our deepest compassion, and our love.
Contributors

Stephanie Calley. Stephanie is currently a doctoral candidate in intercultural studies at Biola University. She has spent a significant amount of her career supporting international students and studying intercultural education. Her responsibilities have included providing transition services to students, connecting global students to community resources, empowering students in intercultural identity and development, and offering cultural awareness education to the university community. Stephanie has been a pivotal player in Biola’s MS-SLP students’ understanding of diversity. I have learned so much from Stephanie while she has taught my students. I am thankful for her impact on my students and what she has taught me in my growth toward intercultural understanding.

Dr. Teri Clemons. Teri is an associate professor at Biola University. Her teaching interests are in the areas of swallowing disorders and neurogenic communication disorders, and she teaches in both the undergraduate and graduate programs. Her research is focused on simulation-based medical education in the field of communication disorders. She incorporates simulation-based experiential learning tasks in her courses, as well as evidence-based assessment and treatment methods. She also weaves the integration of Christian faith into her courses through topics such as ethical decision-making in end-of-life care, cultural humility, the stigma of disabilities, and how we view others as being created in the image of God. Teri is a professional who exhibits confidence, strength, compassion, and grace as she weaves her callings of being a wife, mom, educator, daughter, sister, and more. I am thankful she is my friend and colleague.

Harleigh Garcia. Harleigh is an undergraduate Communication Sciences and Disorders student at Biola University who also serves as a teaching and research assistant. Harleigh collaborated in the development of many of the ancillary materials associated with this text including PowerPoint slides, teaching videos, and more. Her “can-do” spirit and sharp intellect made her a valuable partner.
Caitlyn Kobata. Caitlyn is an undergraduate Communication Sciences and Disorders student at Biola University who is interested in research in our field. Caitlyn served as a research assistant for this text by identifying articles and sources that would be useful for authors as they composed each chapter. Caitlyn’s willing, cheerful, and kind demeanor has made her a joy to work with. I am grateful for her work and enthusiasm for gathering and synthesizing research.

Laureen Mgrdichian, MBA. Laureen is an associate professor in the School of Business at Biola University. Laureen earned her MBA from the University of California at Los Angeles (UCLA) and teaches Business Writing, Intro to Marketing, Consumer Behavior, and Women in Management. She also owns her own cookie business. Laureen has a keen understanding of collaboration, mentorship, and management with diverse individuals. She is a business owner, faculty member, wife, and mother of triplets, in addition to a wise, insightful colleague.

Dr. K. Arianna Molloy. Arianna is an assistant professor in the Communication Studies Department at Biola University where she teaches courses in Organizational Communication, Research Methods, Nonverbal Communication, Small Group Communication, and Communication and Calling. Her love for teaching is reflected in a variety of outstanding achievement awards, such as the Provost’s Award for “Excellence in Teaching,” naming her the best teacher in 2014 at Biola University, and the “Faculty Excellence” award. She has also recently taken on a new role as a pedagogy development consultant, piloting projects that support faculty communication development. Arianna’s research focus is in communication about meaningful work and work as a calling (involving factors that impact motivation, sustained loyalty and satisfaction, as well as significant costs such as burnout). Arianna loves people, loves work, and is an incredible teacher, wife, and mom. She has brought so much richness to our university and to my life.

Beth Nishida. Beth is a speech-language pathologist and is currently the Executive Director of Special Education at Norwalk–La Mirada School District in Southern California. Beth has a passion for bringing the best possible education to all students. Beth’s understanding of the legal and educational implications of special education laws and policies is an invaluable asset to our field and our community. I have learned so much from Beth and the training she provides to specialists and educators in our community.
**Dr. Matthew H. Rouse.** Matt is currently the Interim Dean of the School of Science, Technology, and Health at Biola University after serving as the Department Chair of Communication Disorders for several years. Matt’s teaching interests are in the areas of neuroscience and neurogenic communication disorders. He is the author of the textbook, *Neuroanatomy for Speech-Language Pathology and Audiology*, published by Jones & Bartlett Learning. He enjoys integrating the Christian faith with speech-language pathology through topics like “disability and the purpose of suffering,” “the Christian theology of personhood,” and “a Christian view of the body.” Matt is a humble, kind leader who brings out the best in those he leads. Matt is also a generous friend and colleague; I am grateful for his mentorship and friendship.

**Dr. Carrie Stockton.** Carrie is the Dean of Student Success at Biola University. Her responsibilities include supervision of the departments of Academic Advising, Career Development, the English Language Program, the Rhetoric & Writing Center, and Online & Graduate Student Success at the University as well as the First Year Seminar program. Carrie leads Biola University’s retention and career efforts including chairing the Council for Student Success, developing a Retention Plan, preparing career proposals, and coordinating research related to student retention, graduation, and career outcomes. She knows and loves university students and the strategies that help them succeed and thrive. Carrie is an amazing woman and leader; her knowledge, empathy, and understanding of so many current issues make her a premier voice for university student learning. One coffee date with Carrie keeps me thinking for a long time. She is wise and inspirational.
The author and publisher would like to thank the following individuals for their service as reviewers.

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