

IDEA COMMITTEE WORKING GROUP ACTIVITIES

2020-2021

“Graduate Student Mentorship Program” Working Group - AY 2020-2021

This working group developed a mentoring program for graduate students in which they will receive guidance and peer support from a more senior graduate student regarding navigating clinical and academic expectations to support their successful completion of the M.S. degree. Mentoring has been shown to result in higher rates of retention and greater academic success for historically underrepresented students. In the program, mentors will be provided with training in mentoring best practices, which we anticipate will facilitate greater confidence with workplace skills, such as clinical supervision, inter-professional communication, cultural sensitivity, and leadership in the profession. The program is being piloted in Fall 2021 with five mentors, with external funding pending, which would provide additional financial support for the program.

Committee members: Shubha Kashinath, Shelley Simrin, Michelle Gravier, Carmina Sanchez, Haley Hayashi

“Undergraduate Support for Graduate School Applications” Working Group - Fall 2020

This working group focused on developing a graduate school application scholarship fund, supported by donations, for CSUEB undergraduates in Speech Language Pathology & Audiology. Eligible applicants included students from underrepresented racial or gender backgrounds in our field, as well as those who were the first in their family to attend university, who had an overall GPA of 3.0 or higher. Eight eligible undergraduates applied for scholarships and seven were funded at \$159 each, with the remaining student postponing graduate school applications. Five undergraduates responded to a follow-up survey - four had accepted admission to graduate programs and one didn't provide information about admission status.

Committee members: Eve Higby, Elena Dukhovny, Marianna Wolff, Thuy Nguyen, Yaneli Aguilar

“Researching the Role of the GRE in Grad Admissions” Working Group - Spring 2021

This working group sought to understand the criticism about the GRE in graduate admissions and clarify the role of the GRE in predicting graduate school success (i.e., how well it predicts student success), and whether equity gaps across race/ethnicity or gender on the GRE exist. The group read and discussed a set of relevant articles, including research papers, reports published by the Educational Testing Service (ETS), which administers the GRE, and non-academic publications. The findings on how well the GRE predicts graduate school success appears quite inconsistent, and research that examines which factors predict GRE scores, especially those that might cause equity gaps, is lacking. Thus, the working group was not able

to make a formal recommendation to the Graduate Admissions Committee about whether the use of the GRE in graduate admissions creates a more or less equitable process compared to other aspects of the admission process. The final report of the working group will be shared with the Graduate Admissions Committee for AY 2021-2022.

Committee members: Eve Higby, Elena Dukhovny, Marianna Wolff, Christy Thies

2021-2022

“Supporting a Path of Success for Undergraduate Students” Working Group - Fall 2021

The goal of this working group was to create student supports to facilitate undergraduate success on the path to becoming professionals in our field, including being competitive for graduate school programs for those who plan to pursue that route. The group worked to identify barriers that prevent undergraduate students from applying to or being selected for graduate programs, to connect students to resources to support their development and make them competitive applicants, and to develop informational resources and tools about the paths to different careers in Speech Pathology, Audiology, or related fields. Specifically, this group helped to develop the curriculum plan for SLHS 309 and 310, “Foundations for Success,” two new courses for juniors joining our major that will help students learn a variety of skills to support them through the completion of the B.S. degree. The classes were submitted to and approved by the CSU East Bay Committee on Instruction and Curriculum, which were offered for the first time in Fall 2022/Spring 2023.

Committee members: Eve Higby, Michelle Gravier, Marianna Wolff, Simone Armstrong

“Exploring the Development of a Local NBASLH Affiliate” Working Group - Spring 2022

This working group explored the process of creating a local affiliate of the National Black Association for Speech-Language and Hearing (NBASLH). The group gauged interest among students, faculty, staff, and clinicians in the Bay Area in working to create the affiliate, and to join the affiliate once it was established. This included obtaining information about the steps needed to create a new affiliate, and meetings with leaders from existing NBASLH affiliates to get guidance on the process. At the end of the semester, the group held informational sessions and created a Steering committee and subcommittees that met over the summer and fall of 2022.

Committee members: Eve Higby, Michelle Gravier, Marianna Wolff, Myla Duane, Andrea Demons

“Aligning Training and Clinical Practice to Support Students, Supervisors, and Clients” Working Group - Fall 2021 & Spring 2022

The goal of this working group was to enhance clinical skills training involving clients from culturally and linguistically diverse backgrounds. Our specific projects involved (a) adapting and launching a ASHA-provided checklist for assessment of bilingual clients and (b) exploring avenues for assessment of clients who are speakers of high-frequency non-English languages of the East Bay. (a) The adapted bilingual assessment checklist is now available as a student resource on <https://www.csueastbay.edu/slhs/current-students/resources.html> and is taught as a best practice in SLHS 607 - Cultural and Linguistic Diversity. (b) To support assessment of multilingual clients we solicited price quotes from translation agencies for translation of clinic documents into Vietnamese, Mandarin and Tagalog, with Spanish-language documents already available on our website. We additionally attempted to recruit English-Vietnamese bilingual supervisors, reaching out to a variety of multilingual SLP focus groups, but were unsuccessful. Finally, we organized two Brown Bag workshops for students, faculty and staff, led by Katrina Nicholas, PhD, CCC-SLP (CSUEB) and Genesis Arizmendi, PhD, CCC-SLP (University of Texas, Austin) on bilingual assessment and working with interpreters. To address the lack of bilingual supervision resources, we are exploring in 2022-2023 an interpreter certificate program for our own multilingual student body, to increase student training opportunities, lower clinical costs, and build regional capacity for multilingual clinical services.

Committee members: Elena Dukhovny, Shubha Kashinath, Katrina Nicholas, Shelley Simrin, and Dani Hu

2022-2023

“Centralizing Student Support Resources” Working Group - Fall 2022

The goal of this working group was to support undergraduates in being successful in their path to becoming professionals in our field, including being competitive for graduate school programs for those who plan to pursue that route. The group will work to connect students to resources to support their development and make them competitive applicants, *with a focus* on developing a *centralized location* for accessing informational resources and tools about the paths to different careers in Speech Pathology, Audiology, or related fields.

Committee members: Eve Higby, Michelle Gravier, Marianna Wolff, Alex Comacho, Danielle Hu

“Training Clinical Interpreters” Working Group - Fall 2022 & Spring 2023

The goal of this working group was two-fold: to create a program to better prepare bilingual graduate clinicians to work in bilingual settings including obtaining necessary credentials and to collaborate with existing modern language programs to get interpreters for expanding client services in our campus clinic. The group will learn about other CSU programs and discuss which

parts to model a program from. This includes translation and interpreting skills and best practices via coursework and clinical training. This project will span Fall 2022 and Spring 2023 Semesters.

Committee members: Elena Dukhovny, Katrina Nicholas, Shelley Simrin, Ann Lu, Paulina Zamora

2023-2024

“Mentoring Undergraduate Students for Success in the Profession” Working Group - Fall 2023 & Spring 2024

The goal of this working group was to develop a sustainable mentoring program that supports undergraduates in their path to becoming professionals in our field, including being competitive for graduate school programs for those who plan to pursue that route. The working group developed a pilot mentoring program-Professional Pathways-that connects undergraduate students who have completed one semester in the undergraduate SLHS program with speech language pathologists in the regional community to increase their awareness of the profession and provide professional networking opportunities. Each mentor-mentee pair will discuss topics related to professional pathways in the profession, strategies for success and/or graduate school application process. The topics chosen will be individualized by the pair. Mentor-mentees will commit to being connected for at least 1 semester with the possibility of extending this mentoring relationship pending mentor availability. Mentors will be [recruited](#) from the larger regional community and from our network of SLHS alumni who can commit to the requirements of the mentoring experience. Mentee [enrollment](#) will be on a rolling basis (in Fall 2024) depending on the availability of mentors and a match with their needs and interests. This program will be launched in AY 2024-25.

Committee members: Shubha Kashinath, Carmen White, Jenan Maaz, Tess Rogers, Yusra Sultan

“Developing a bilingual authorization pathway for future school-based SLPs” Working Group - Fall 2023 & Spring 2024

The goal of this working group was to develop a training opportunity in collaboration with the department of Teacher Education that allows undergraduate and/or graduate SLHS students to obtain a [bilingual authorization](#), which allows holders to act as classroom educators for bilingual students. Bilingual Authorization was found to require a broader Special Class Authorization. After a fact-finding period, the working group concluded that the combined Special Class Authorization and Bilingual Authorization training plan would not likely attract many students due to the amount of additional coursework and supervision required. Instead, the working group decided to pursue an alternate approach of developing a specialized bilingual certificate program for graduate students. In April 2024, the working group submitted an application for the

Multicultural Affairs grant offered by ASHA titled “Developing bilingual clinicians in Northern California through a truly bilingual graduate certificate program” in order to develop the certificate program in AY 2024-2025.

Committee members: Elena Dukhovny, Eve Higby, Angela Montes, Tiffany Ramoneda