

Undergraduate Degrees in CSD: Alternative Careers and Graduate School

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Disclosures

Erin Lundblom

- Financial Disclosures:
 - Registration fee waived for this conference
 - Employed at the University of Pittsburgh
- Nonfinancial Disclosure: None

Judith Vander Woude

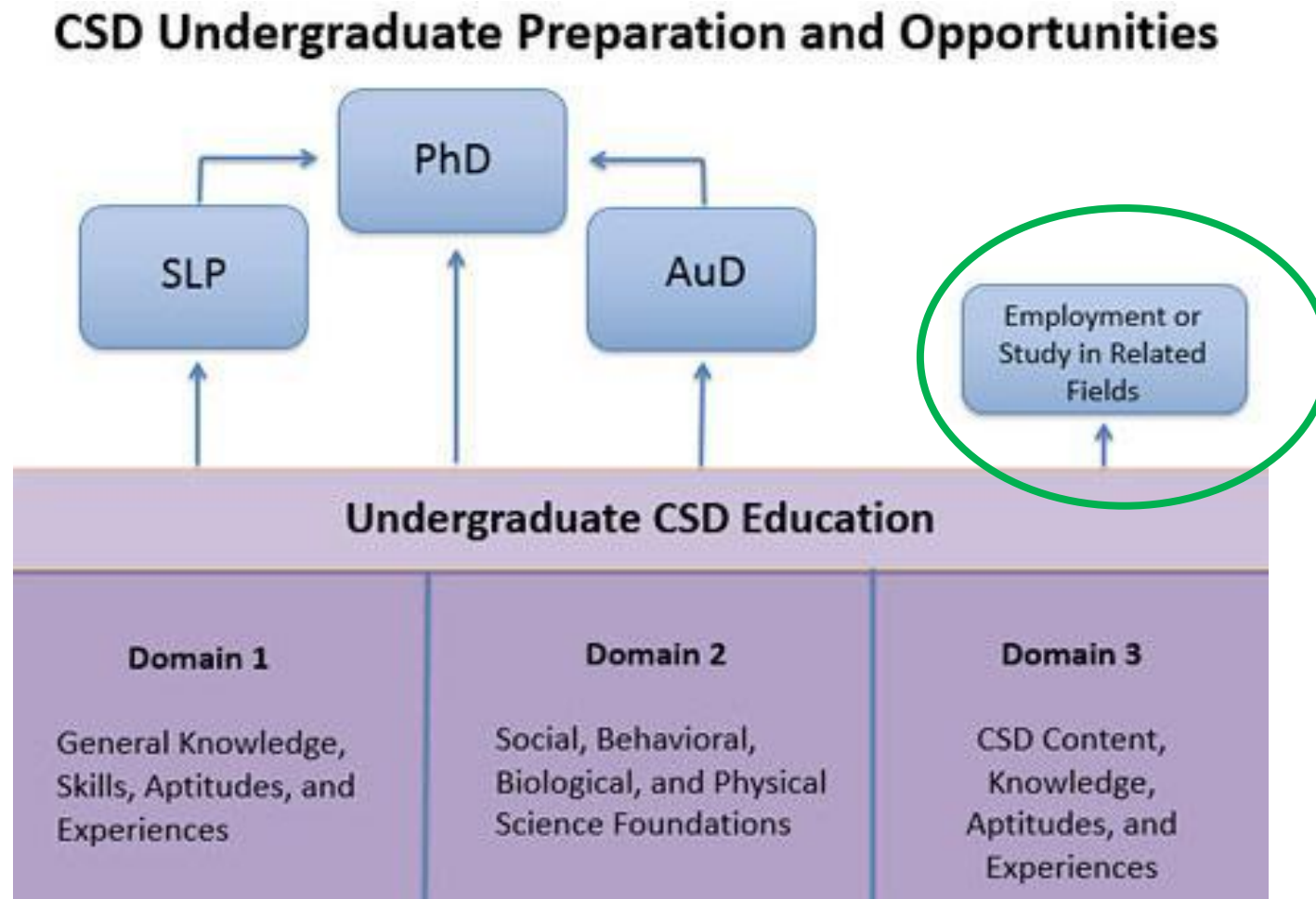
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OBJECTIVES



1. Explain the undergraduate degree as it pertains to career planning.
2. Recognize alternative career paths for students with an undergraduate degree in CSD.
3. Formulate a plan for sharing alternative options with students, parents, and academic advisors.

Undergraduate Degree and Career Planning



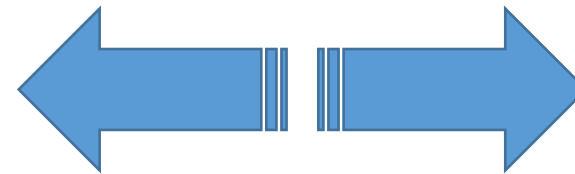
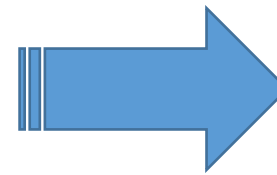
Undergraduate Degree and Career Planning: Current Data

- Undergraduates in the pipeline
 - Total enrollment: 36,555
 - Total degrees granted: 10,655
- Graduate capacities
 - Audiology: 861 (92.57% capacity)
 - SLP: 8,519 (97.34% capacity)

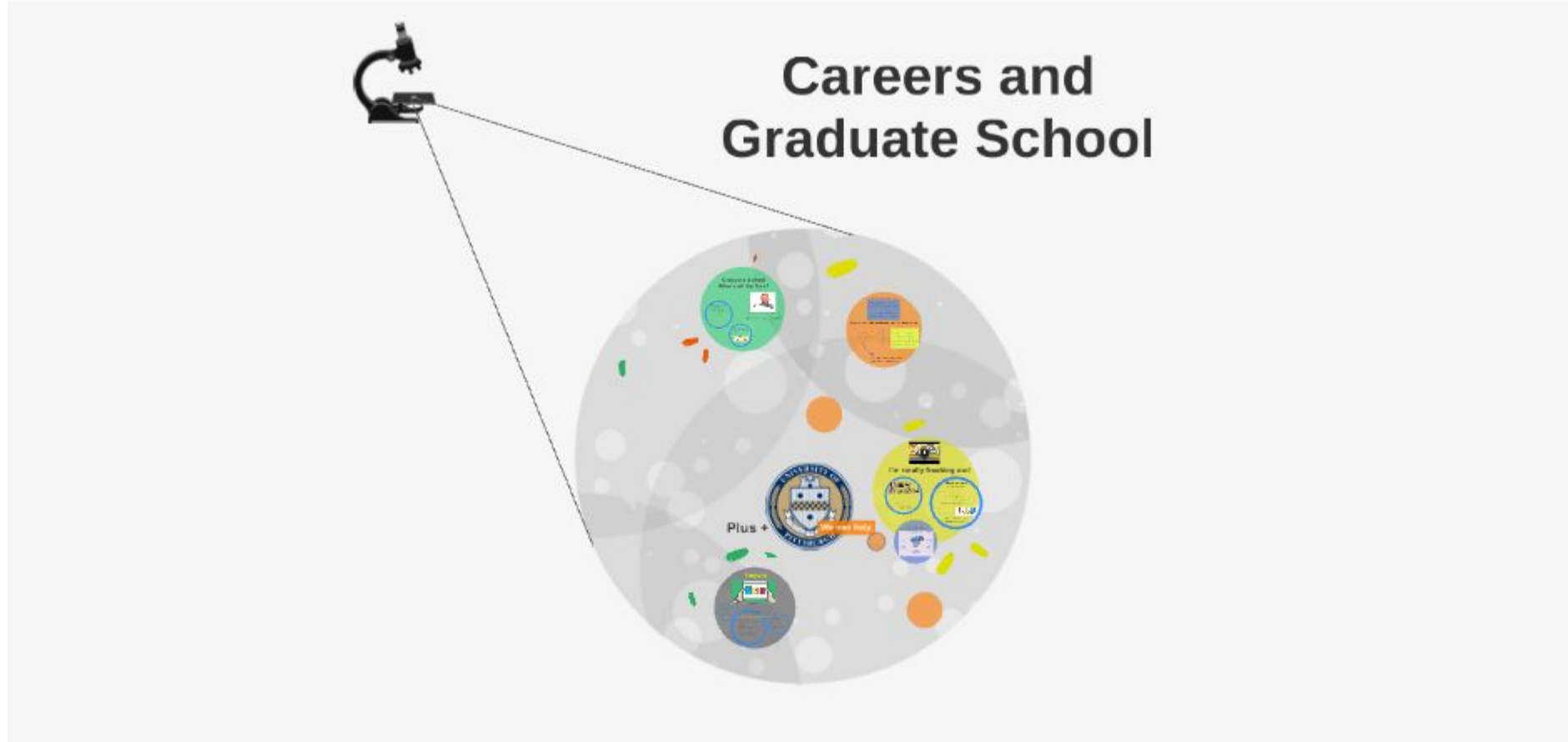


Source: 2017 CSD Education Survey. 2016-2017 Academic Year
(<https://www.asha.org/academic/hes/csd-education-survey-data-reports/>)

Undergraduate Degree and Career Planning: Major vs. Career



Students need to hear the difference too.



Recognize alternative career paths for students with an undergraduate degree in CSD.

*Advisor: **Why** did you major in SLP/AuD?*

Student: "I want to help people."

Change the dialogue.

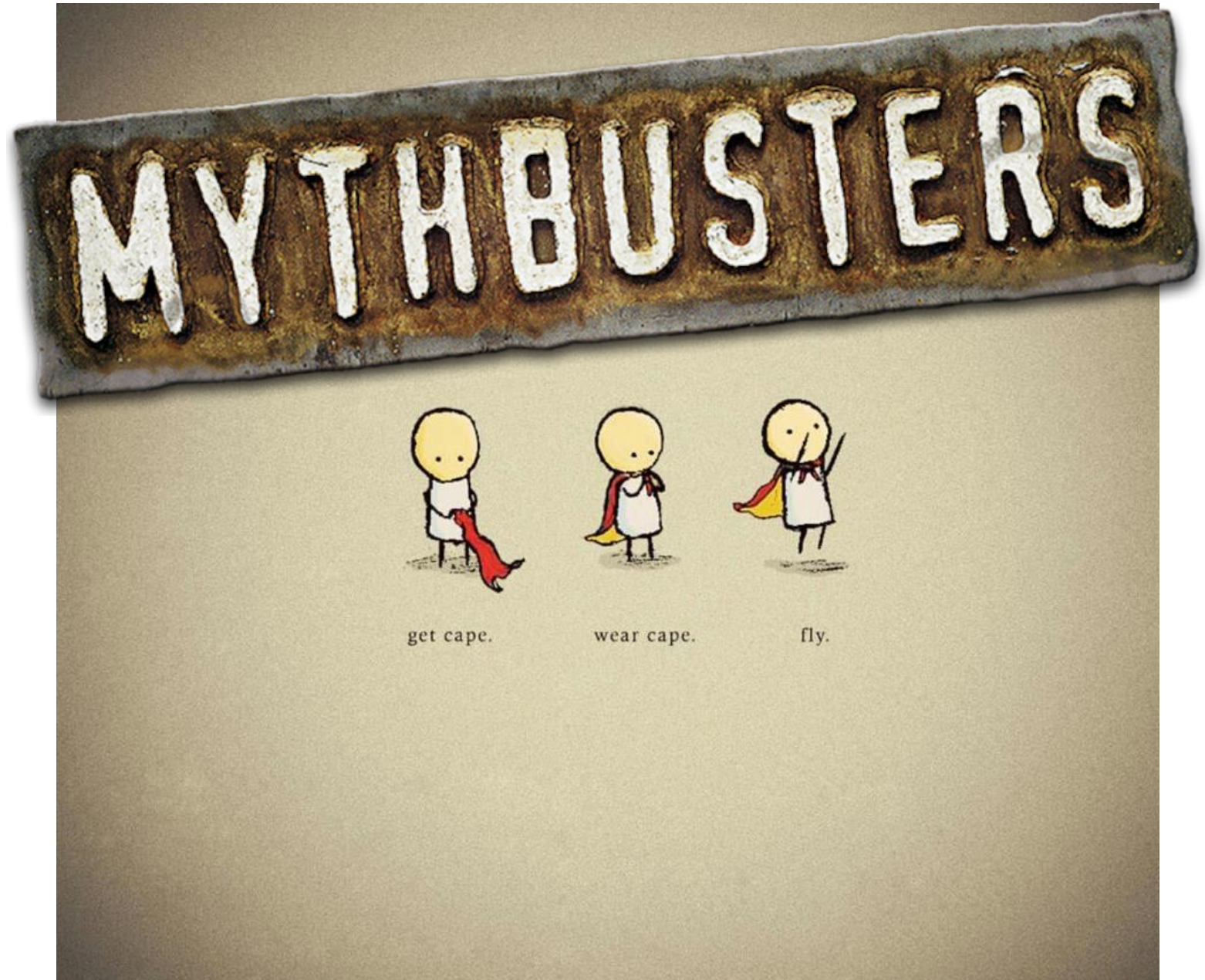
If you "want to help people" -- what careers do you think would help you reach your goal?

What are some *other* careers for people with a major in Communication Science?



BY THE FIFTH YEAR, JIM REALLY REGRETTED FOLLOWING HIS CHILDHOOD PASSION FOR ICE CREAM...

1. There is one perfect career for me.
2. My major should directly relate to a future career goal.
3. Choosing a major means deciding what to do for the rest of life.



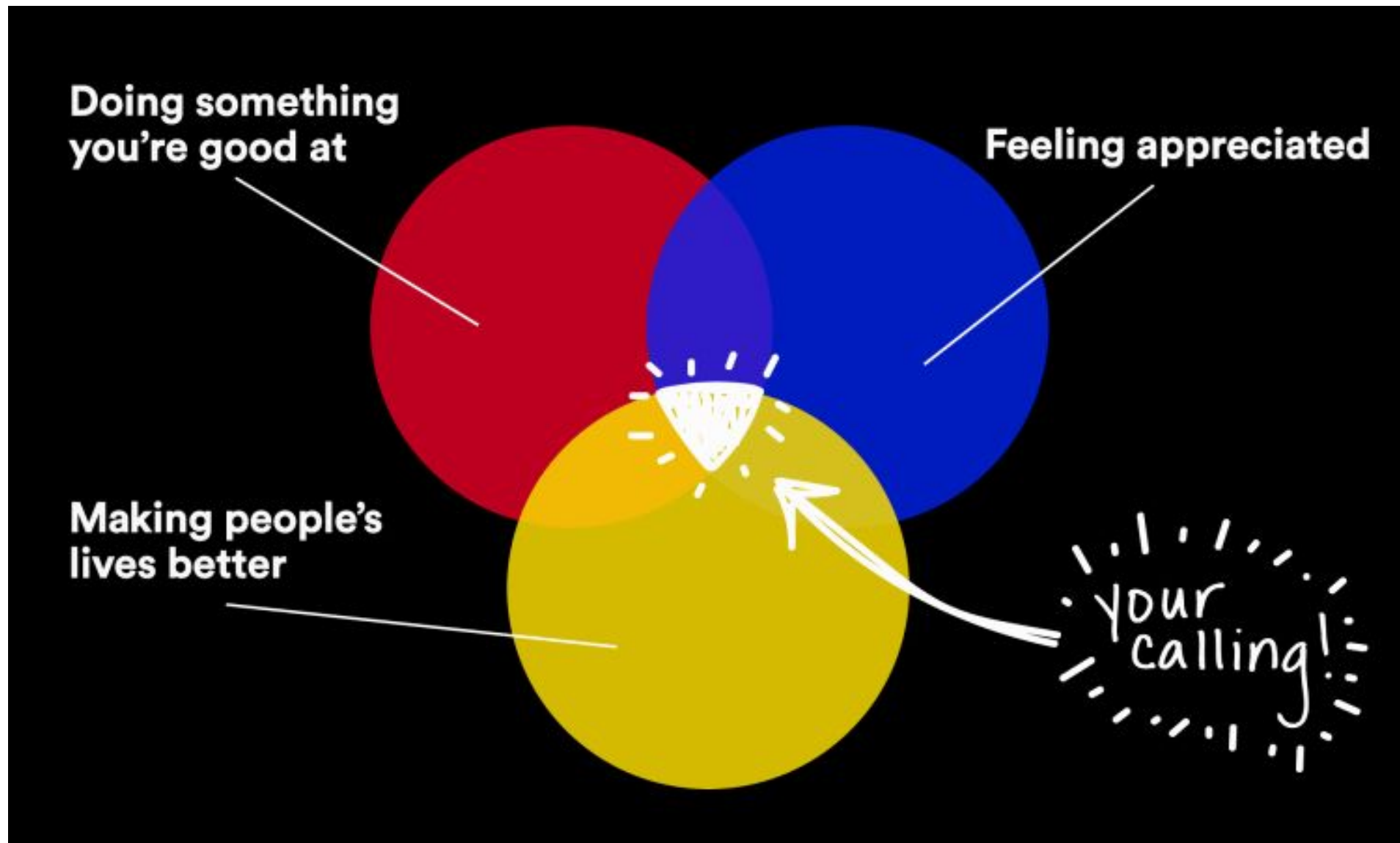


**Doing something
you're good at**

Feeling appreciated

**Making people's
lives better**

*your
calling!*



Questions?

1. How have you helped UG students understand the difference between a major and career?
2. How have you helped UG students identify alternative careers?

Formulate a plan for sharing alternative career options

1. Advise beyond planning course schedules
2. Revise UG course content to include additional options including interprofessional connections

Formulate a plan for sharing alternative career options: **Advising**



Some Advising Tools: Handouts

- Advising Questions
- Mid-Semester Advising (usually for FTIACs)
- Exam Wrapper
- Course Strategy Worksheet



Who are the *typical* non-admitted students?

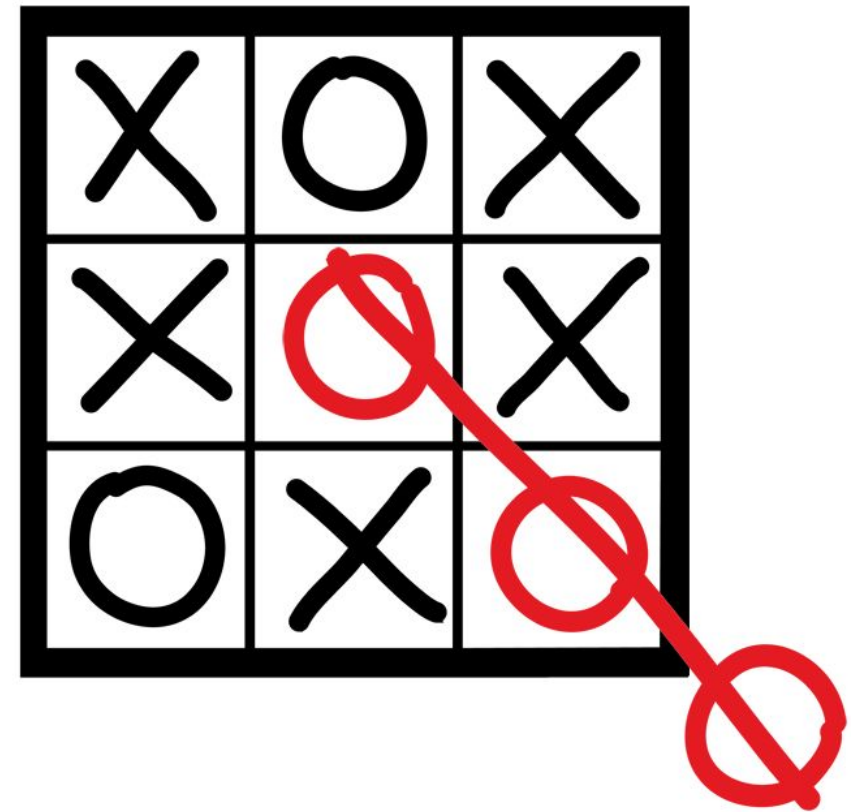


What do we tell those students?



- Locate university resources related to test-taking strategies.
- Reflect on programs applied to and strategies to gain name recognition.
- Plan, write, and revise written documents.
- Gain experience.
 - Work.
 - Take graduate level courses at a local university.

**THINK
OUTSIDE
THE BOX**



How to Score

FIRST-RATE

LETTERS *of*
RECOMMENDATION

Who *else* are the non-admitted students?



When do you tell you them to stop applying?

- Need to be accurate and realistic with sensitivity in delivery
- Delicate bargaining over the degree of optimism





Think of a time when you were given bad news.

Think of the feelings you experienced about it.

Think of what you remember about the person
who told you the bad news.

PEWTER FRAMEWORK

P=Prepare

E=Evaluate

W = Warn

T= Tell

E = Emotional Response

R = Regroup

P=PREPARE

Plan to meet in a private, appropriate environment.

Consider posture and seating.

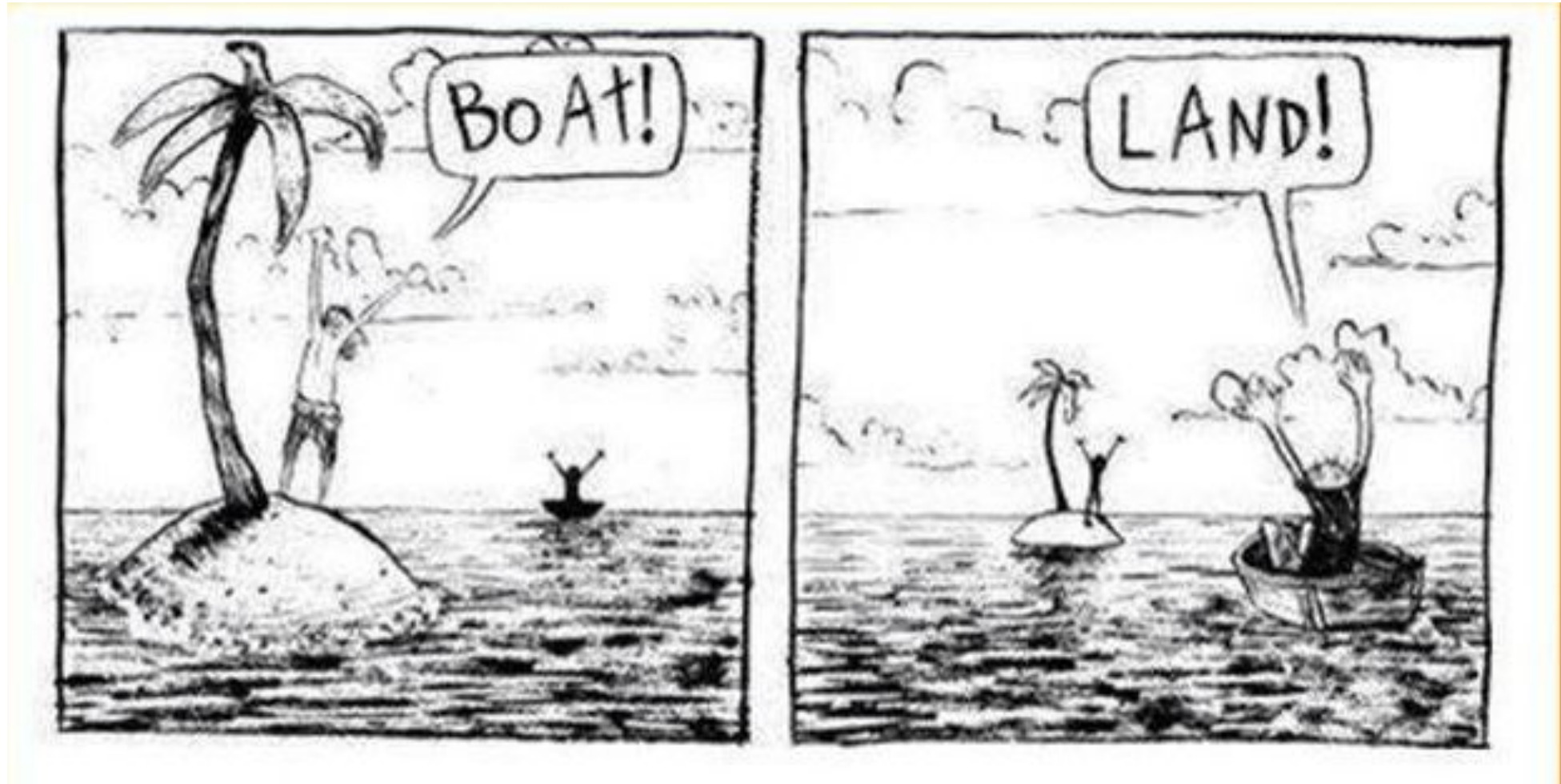
Plan and practice.

Provide a handout. (See Example.)

Offer a notepad and pens.



E= UNDERSTAND PERSPECTIVES



W= WARN

State the goal. Provide the big picture view.



T =TELL THE NEWS

Be honest, open, direct, sensitive and appropriate when sharing information.

Check for understanding.

Validate what they said that was accurate.

Ask for questions and provide clarification.

E= EMOTIONAL REACTIONS

How is the person doing? Do you need to...
Stop.

Offer privacy.

Give time to process.

Proceed.



Convey empathy = Provide empathetic responses not take reassurance.

Video: <https://www.youtube.com/watch?v=1Evwgu369Jw>

R=REGROUP (AKA THE PLAN)

Highlight and summarize key points.

What can be done next.

Provide resources.

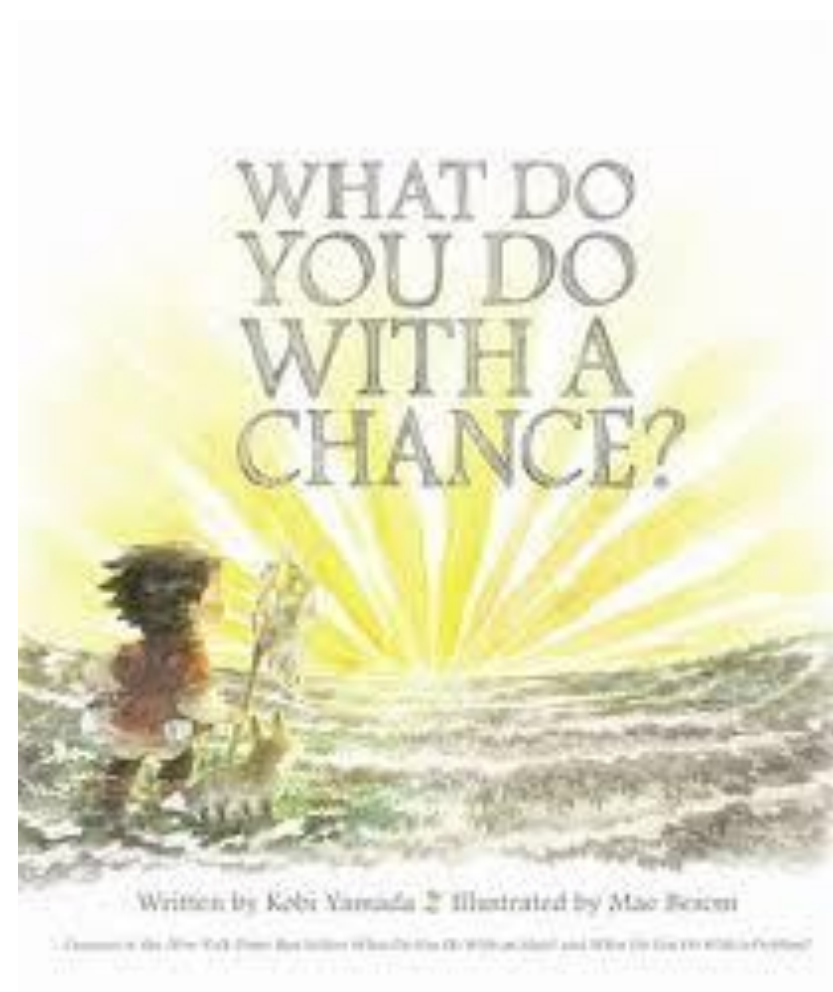
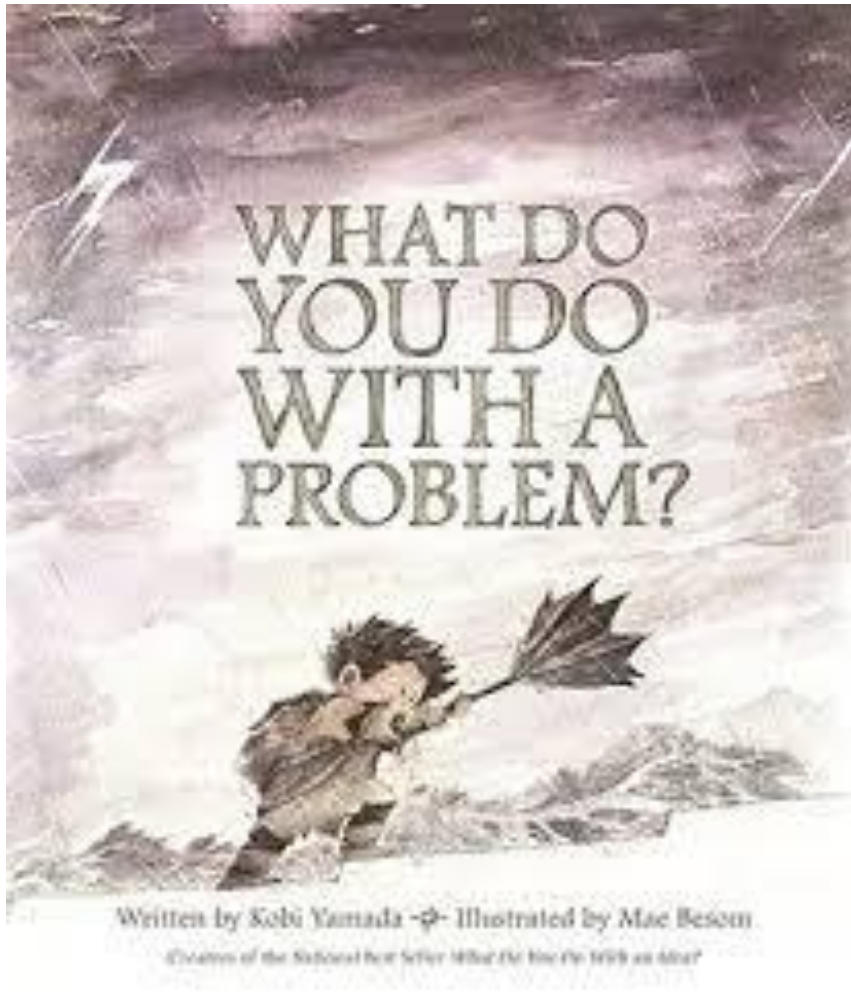


What alternative paths might be available?



- Consider everything.
- *See example handout.*

- University resources
 - Career Center
 - Job Fairs



And add in this problem?

treehugger DESIGN LIVING SCIENCE TECHNOLOGY TRANSPORTATION BUSINESS ENERGY SLIDESHOWS

Living / Family

Snowplow parents prevent their children from ever growing up

Katherine Martinko [@kathymartinko](#)
March 16, 2019

[f](#) [t](#) [p](#) [g](#) [e](#)

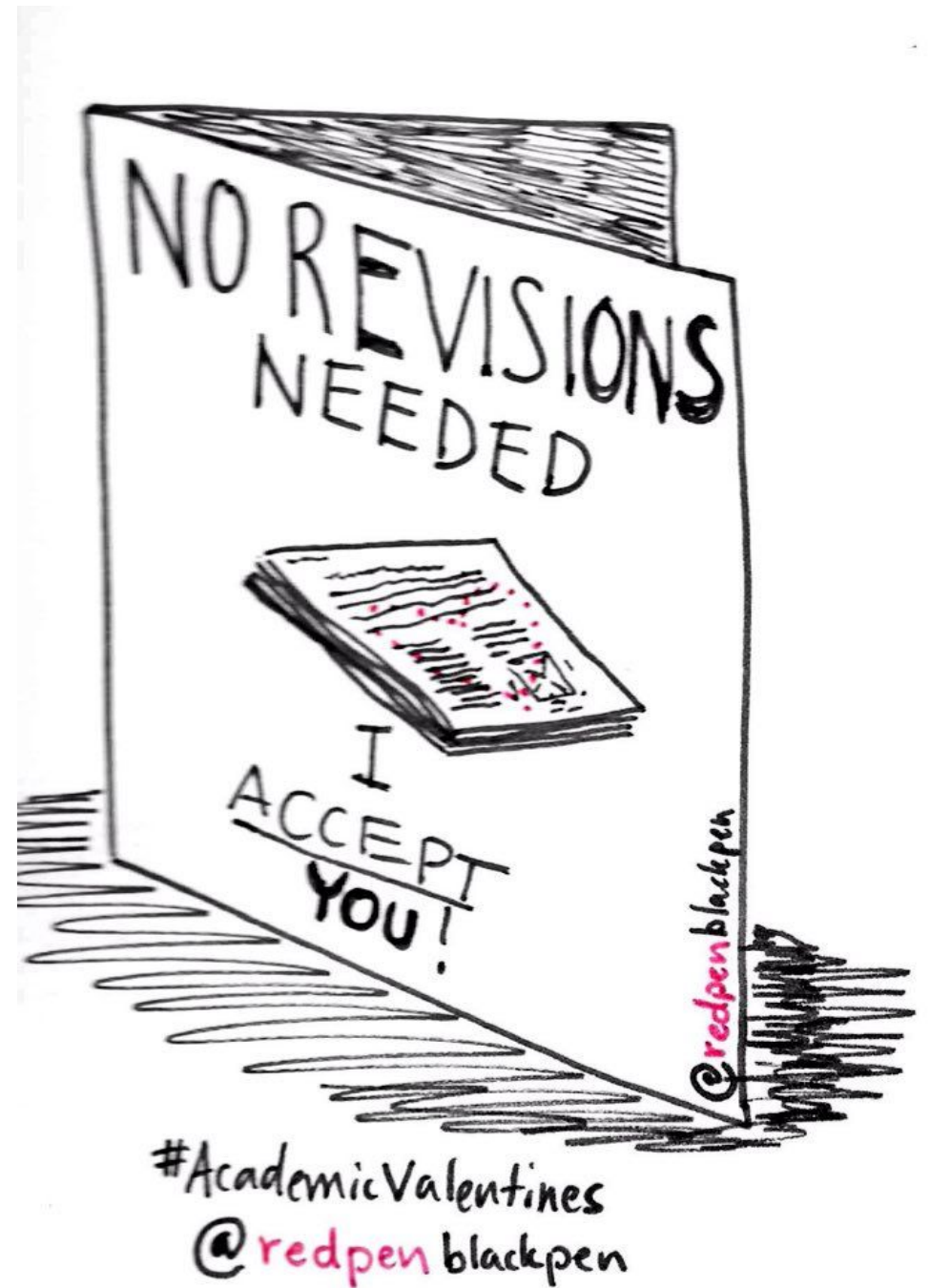


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Doing everything for a kid doesn't set them up for success.
First came the helicopter parenting of the 1980s, when parents were fearful that their child might get

Waiting for ping.chartbeat.net...

Formulate a plan for sharing alternative career options: **Course Content**



How do we infuse the mentality of only becoming a SLP/AuDD ?



Formulate a plan for sharing alternative career options: **Course Content**

- Focus on skills gained through course content.
- Course content revisions:
 - Non-career focus
 - Interprofessional education
 - Add reflective questions



How can we maintain quality enrollment?

- Have those difficult conversations early and often
- Establish minimum GPA, if allowed by your institution
- Establish standards for an early admit status

Alternative Paths



Advising Questions

Your Name:

Please answer the following questions before we meet. Load this document with your answers on Moodle at least 48 hours before your appointment.

1. In what ways have you grown as a student this past year?
2. What skills have you developed or improved upon this semester? Please describe how you have developed these skills.
3. What new interests have you discovered?
4. Please describe one academic strategy that you learned this past year. Please describe how you have implemented that strategy.
5. What do you feel most proud of this semester?
6. What have you learned about related majors and related careers?
7. What are your goals for next semester? List at least five.
8. What courses do you plan to take next year?
9. Is there anything else you would like me to know?

Mid-Semester Advising

Student Name:

Course Name:

Current Grade:

Final Grade Goal:

Completed Assignments

Assignment/Exam	Grade Earned	% of final grade
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

Remaining Assignments/Exams

Assignment/Exam	Due Date	% of final grade
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

Reflect On Your Course Strategy

What strategies are working well for this course? Why do you think these strategies have proven effective for you so far this semester?

What hasn't gone well in this course? Why?

What adjustments do you plan to make to ensure that you are successful? How will you implement these changes?

Action Plan for 2nd Half of the Semester

How will you achieve your grade goal in this course?

1.

2.

3.

Exam Wrapper/Study Inventory

Test Information

Course: _____

Grade Earned (if known): _____

Part 1: How did you prepare for the exam?

- Approximately how much time did you spend preparing for this exam? _____
- When did you start to study for the exam? Did you study all at once or spread out your time?
- How much time did you spend on each of these study activities?

Study Strategy	Estimated Amount of Time
Reading the textbook (including example problems) for the first time	
Re-reading the textbook sections (including example problems)	
Reviewing homework assignments	
Solving problems for practice	
Reviewing your class notes	
Meeting with the instructor or tutor	
Creating study visuals/aids (i.e. flashcards, charts, etc.)	
Quizzing yourself with flashcards	
Practice answering possible test questions by either writing answers or saying them out loud	
Working with a study group	
Other (please explain)	

Part 2: Analyzing the Test Experience

What surprised you about the test?

Which types of questions or problems did you answer incorrectly?

Why did you make these errors? Select all that apply:

- Careless Mistakes*
- Unfamiliar with Material*
- Misinterpreted the question*
- Confused by how the question was worded*
- Didn't know how to approach the question*
- Did not complete/answer (left it blank or partially answered)*

What trends or patterns do you notice regarding which questions you answered incorrectly or why you performed poorly on certain questions? For example, were there certain types of questions that were more difficult? Why?

Which specific concepts stumped you on the test? Which material do you need to review before the final?

Are any of the questions/problems you had trouble with because of not studying enough or studying ineffectively?

Part 3: Creating a Study Plan

How do you plan to study for the next exam? When will you start studying?

Based on your responses to the questions above, name at least two things you plan to do differently in preparing for the next exam. For example, will you start studying earlier, study the material more often, change a specific study habit, or try a new study strategy? (Be as specific as possible.)

Student Name:

Strategy for Success

Fall 2018

Course:

Professor Information

Professor Name:

Email Address:

Office Location:

Office Hours:

3 Most Important Grades in the Class

Test/Assignment

Number of Points

% of Total Grade

Professor Expectations

How are you expected to prepare for class?

What are the participation requirements? What are you expected to do in addition to attending class?

What are the course objectives or learning outcomes listed in the syllabus?

List the top 3 most important things below:

Guiding Questions:

What are you supposed to be able to do by the time the course is over?

What information should you know?

- 1.
- 2.
- 3.

Expected Level of Course Difficulty (select one):

_____ *Moderate*: If I submit my assignments and do the work, I should be fine.

_____ *Heavy*: I may need to step up my game a bit, but I believe that I can be successful with some extra effort.

_____ *Intensive*: I expect that I will need to do a lot of extra work to be successful. I will need to use my resources.

My Grade Goal for the Course:

Strategy for Achieving My Goal

I will spend _____ hours each day studying or preparing for this course.

I plan to study for this class (circle one): Alone With a Study Group Both

I plan to study in this location: _____

I plan to take the following 3 actions in order to successfully achieve my course goal:

(Examples could be: reading required readings before class, reviewing lecture notes each night, forming a study group, etc.).

1.

2.

3.

Sources of Support

I am going to use the following resources to help meet my class goal (e.g. professor, academic coach office hours, classmate/study group, tutoring, etc.).

1.

2.

What can I do with a *Communication Science* degree?

In deciding what you want to do or what you want to do next, there are three questions to ask yourself: WHAT, WHERE, and HOW.

WHAT do you most love to do?

WHERE would you most love to do it?

HOW do you do it? (Name the associated jobs. Look for those jobs.)

1. **Many positions require a bachelor's degree at the entry level.** You can now compete for these, since you meet the qualification of having a 4 year degree. A wide range of employment opportunities are available and graduates may find positions in the field of social and human services.
2. **Your degree can help you secure a wide variety of positions,** but finding a job will require creativity and persistence.
3. **Develop a professional resume** that reflects the experiences and talents you have to offer; you may need more than one version if you are pursuing more than one direction in your career search. Don't forget your volunteer and other relevant co-curricular experiences in student organizations when building your resume.
4. **Make use of the Career Center** at Pitt. Attend job fairs, use their career interest assessment tools, career counseling, and other resources offered to you.
5. **Pursue and develop contacts in industries and careers that interest you.** Interview people formally and informally to find out more about what it takes to succeed in a particular field.
6. **Read books and websites on job hunting and career development.** Find out how to excel at interviews, dress for success, move up the ladder from an entry level job, etc. If resources exist specific to a job that interests you, educate yourself as much as possible about that job.
7. Finally and most importantly: **Don't sell yourself short.** *Your college experiences have prepared you to think critically and to make your own choices.* You probably have competencies in organization, leadership, communication, and working with others – to name a few. **Each graduate is a unique individual—we know you have much to offer to the world and we are excited to hear about your new adventures.**

What can I do with a *Communication Science* degree?

WORK

1. Find a full-time job. Apply far and wide in areas of your interest. Some may require additional training or certification/licensure, but a short list to consider includes:
 - a. Medical Settings
 - i. Hospice/respite care provider. Many people need assistance in their activities of daily living and require supervision. This is a rewarding job that affords you an opportunity to work with medically-compromised individuals.
 1. Consider Achieva at <http://www.achieva.info/> or NHS Human Services <http://www.nhsonline.org/> or Mainstay Life Services www.mainstaylifeservices.org
 - ii. Hospital Unit Coordinator (HUC) – manages incoming orders and communicates with medical staff.
 - iii. Patient/family advocate.
 - iv. Rehab aid, dietary aid, or transport technician.
 - v. Activity director in a nursing home.
 - vi. Aide, coordinator, or manager in home for developmentally disabled adults.
 - vii. Explore additional opportunities related to the medical field (e.g., newborn hearing screening, office, scheduling, and billing).
 - b. Corporate or Commercial Settings
 - i. Medical sales or medical equipment sales
 - ii. Support staff, marketing, trade show representative, for companies that develop, market and sell therapeutic materials.
 1. Some examples include: (Ablenet, hearing aid companies (i.e., Starkey, Phonak) Pro-ed, Prentche Romich, Super Duper Publications, Thinking Publications, Tobii Dynavox, Pearson)
 - c. Nonprofit Organizations
 - i. Event planner, fundraiser, or volunteer coordinator at the local, state, or national levels with associated organizations such as Autism Speaks, Special Olympics, ALS Association, The Arc, and more.
 - d. Educational Settings
 - i. Teacher of English as a Second Language
 - ii. Behavior Management Technician/Therapeutic Support Staff
 - iii. Daycare center and preschool aide
 - iv. Paraprofessional
 - v. Head Start Disabilities Coordinator
 - vi. Work in a daycare, preschool, or school setting as a classroom assistant or paraprofessional. You may need to explore educational certification.
 - vii. Explore becoming an SLP-A. Check out licensure requirements in your state of interest.

VOLUNTEER

1. Become a volunteer in your community: adult literacy (e.g. library), food bank, American Red Cross, hospital, preschool/daycare, etc.
2. Join a volunteer organization: Peace Corps, AmeriCorps, etc.
3. Continue to shadow in your desired field. Shadow professionals in related fields too!

EDUCATION

1. Take courses of interest to earn post-baccalaureate certificates (i.e., gerontology, autism, research, etc.).
2. If you enjoy ASL, consider interpreting programs to become a certified interpreter.
3. Consider advanced degree programs in other fields: OT, Social Work, Rehabilitation Science, HIM, Physician's Assistant, Nursing, Education, and many more!

LEISURE

1. Travel!
2. Start a blog.
3. Learn a new language.
4. Partake in a group hobby such as a theatre group, choir/orchestra, etc.

If you plan to apply to graduate school, spend the year strengthening your application. Consider the skills you've gained from your degree: analyzing, collaboration, critical thinking, oral communication, leadership, organization, interpersonal skills, time management, written communication and more.

- a. Make changes to your personal statement and resume.
- b. Explore and visit graduate programs.

You may not be able to control every situation and its outcome,
but you can control how you deal with it.

Difficult roads often lead to beautiful destinations.

