

2022 Council on Academic Accreditation Site Visitor Training Workshop

June 5-7, 2022¹
Rockville, Maryland



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 1.6 ASHA CEUs (Intermediate level, Related area).

Description

Because the site visit and report are very important and valued elements of the academic program evaluation process by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), the CAA approved a plan for the selection, training, and evaluation of site visitors for the accreditation process. The Site Visitor Training Workshop is a 2-1/2 day intensive training focusing on the site visit as an essential and unique step in the accreditation process. The report of the visit supplies critical information about graduate education programs in audiology and/or speech-language pathology, verifying and supplementing information contained in the self-study and updating any information about the program since the self-study report was submitted. The site visit also enables members of the team to gain insight into relevant data within the context of the program that is often not conducive to a written description and that can be obtained only by direct observation.

The workshop has been designed for training with both academic and practitioner members of the CAA site visit teams with backgrounds in audiology and speech-language pathology and is designed to provide instruction and experiential opportunities on the expectations and intricacies of conducting a site visit. A major component of the workshop is training on an application of academic accreditation standards (2017 Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology) that are used as the primary evaluative resource for all accreditation reviews. The standards require programs to develop, deliver, and assess a program of study that allows students to acquire and demonstrate the knowledge and skills necessary to meet national and state standards for entry into independent professional practice, including ASHA certification. The training is consistent with ASHA's expectations for members' professional roles and activities as outlined in the scopes of practice and also provides an opportunity to develop and apply knowledge of contemporary professional issues, professional credential requirements as required by the ASHA certification standards, and instruction on and practice of interviewing skills and technical report writing.

Participants

Training participants must be selected from among those who submit applications during the recruitment period and who qualify to serve as a CAA site visitor, as defined in the CAA's *Accreditation Handbook*.

¹ Approved as an in-person at the ASHA National Office in Rockville, MD. If travel restrictions continue, the workshop will be conducted as a virtual event.

Learning Outcomes:

- ❑ Explain the CAA Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology
- ❑ Explain the accreditation process, CAA procedures, and the function of the site visit
- ❑ Evaluate an accreditation application
- ❑ Discuss the roles and responsibilities of each member of the site visit team
- ❑ Use the accreditation technologies to prepare, conduct, and document site visits, including report development and writing
- ❑ Demonstrate effective interpersonal communication skills
- ❑ Apply effective interviewing skills and techniques
- ❑ Identify potential areas of conflict related to site visits
- ❑ Explain what should and should not be included in an exit report
- ❑ Plan information to be included in and compose a site visit report
- ❑ Discuss the differences and relationship between CAA's Standards for Accreditation and the CFCC's Standards for the Certificates of Clinical Competence (SCCC)
- ❑ Identify and apply performance criteria for self-assessment and team evaluation.

Faculty Bios and Disclosures:

Gretchen Ehret Hoshaw is the Associate Director of Accreditation Operations and is responsible for the day-to-day operations of the accreditation team, and is the staff liaison to the CAA Standards Committee. She holds a master's degree from New York University in audiology and speech-language pathology, has been a proud CCC-SLP since 2006, and holds the Certified Association Executive (CAE) credential from the American Society of Association Executives (ASAE).

Financial Disclosures

- ASHA employee

Nonfinancial Disclosures

- No relevant non-financial relationships to disclose

Cynthia Fenstermaker, AuD Cynthia Fenstermaker, AuD is Clinical Coordinator for Rehabilitation Services for Mount Carmel Grove City in Grove City, Ohio. A former CAA site visitor, she now serves on the CAA as an audiology practitioner.

Financial Disclosures

- I am serving as faculty for this session with support from CAA.

Nonfinancial Disclosures

- Member of Council on Academic Accreditation, however, I do not receive any compensation for this role. I am an ASHA member.

Mary Sue Fino-Szumski, PhD is Associate Professor and Director of Clinical Education in the Vanderbilt University Medical Center, Department of Hearing and Speech Sciences in Nashville, Tennessee. A former site visitor, she serves on the CAA as an academic audiologist and is the CAA's chair-elect.

Financial Disclosures

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Susan Gordon-Hickey, PhD is Interim Dean, Pat Capps Covey College of Allied Health Professions and Associate Professor of Audiology at the University of South Alabama in Mobile. She served as a CAA site visitor prior to her election to the CAA as an academic audiologist.

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Tess Kirsch has been working with ASHA's accreditation program since 1996 and currently serves as the Associate Director of Accreditation for Policy and Education. Past employment includes working at higher education agencies, including those focusing on student life, professional continuing education, and national recognition of accrediting agencies. She has an undergraduate degree in communication sciences and disorders and a master's degree in educational policy, planning, and administration.

Financial Disclosures

- ASHA employee

Nonfinancial Disclosures

- No relevant non-financial relationships to disclose

Claudia Meyer, M.S. is Director of Clinical Education and Clinical Professor at Portland State University in Portland, Oregon. A former site visitor, she serves on the CAA as an academic speech-language pathologist

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Allen Read joined ASHA in March 2021 as the Accreditation Program Coordinator. Prior to starting at ASHA, Allen served as the Director of Membership at the Association of Former Intelligence Officers. He has also held various positions for the Council of Landscape Architectural Registration Boards, supporting their accounting, events, and membership departments.

Financial Disclosures

- ASHA employee

Nonfinancial Disclosures

- No relevant non-financial relationships to disclose

Gale Rice, PhD is Dean, College of Education and Allied Health Professions and Professor at Fontbonne University in St. Louis, Missouri. A former CAA site visitor, Rice now serves on the CAA as an academic speech-language pathologist and is the 2022 CAA chair.

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Kelly Velasquez is the Associate Director of Accreditation for Site Visit Operations at ASHA, where she has worked for the past 24 years. In her current role, she is responsible for directing all activities related to accreditation site visits and the recruitment, selection, and evaluation of volunteer site visitors as part of the Council on Academic Accreditation in Audiology and Speech-Language Pathology's (CAA) accreditation program. She holds a bachelor's degree from Bucknell University in English and psychology and completed all the coursework for a master's degree in clinical psychology with an emphasis in research statistics from Loyola University.

Financial Disclosures

- ASHA employee

Nonfinancial Disclosures

- No relevant non-financial relationships to disclose