

## Academic/Administrative Track Plan for Mentoring BCS–S Applicants

*\*These are examples. An applicant does not need to demonstrate all of these accomplishments. You'll need to show accomplishments in at least one of these areas*

Year	Clinical Practice	Continuing Education	Education/Mentorship*	Leadership*	Scholarship/Research*
<p><b>1</b></p> <p><b>CFY</b></p> <p>The 3 years necessary to apply for BCS starts after you complete your CFY</p>	<p><b>Concentrate on finding a good CFY supervisor with expertise in dysphagia (preferably someone who is BCS-S). Look for as many opportunities as you can to evaluate and treat a variety of patients/clients with dysphagia.</b></p>	<p>Attend introductory CE courses. These can often be found at the state s-l-h association meeting and at ASHA national convention.</p> <p>Begin to read journals such as <i>Dysphagia</i>. Join ASHA Division 13 and read Division 13 <i>Perspectives</i> and complete CE questions.</p>	<p>Give an in-service to department staff. Present an in-service to patient/family group.</p> <p>Volunteer to have a high school student shadow you and explain what you do.</p> <p>Join (or start) a journal group that is interdisciplinary. Gain access to other professional's insight and education.</p>	<p>Look for opportunities at place of employment to develop leadership skills; e.g. work on a department committee; develop patient education materials; assist with departmental quality improvement activities.</p> <p>Join ASHA Special Interest Division 13 (Swallowing &amp; Swallowing Disorders). Join state s-l-h association.</p>	<p>Maintain contact with professor from your university and inquire about any opportunities to participate in research.</p> <p>If your university did not have full-time faculty for dysphagia (that is, no one doing research), contact another university.</p>
<p><b>2</b></p>	<p><b>Begin to develop an advanced skill area. For example, are you most interested in dysphagia in adults related to a specific disease/etiology (e.g. head and neck CA; dementia) or to pediatrics (e.g. behavioral feeding disorders). Research that area, reading articles on the topic</b></p> <p>Keep a list of the diagnoses, ages, etc of the patients with whom you work. Use a spreadsheet or another easy way to tabulate. Note the approximate number of hours each week you spend in dysphagia. This will help you complete your application.</p>	<p>Begin to attend more advanced CE related to dysphagia (intermediate to advanced). Accrue at least 15 hours related to dysphagia this year. Join Dysphagia Research Society and you will get your own subscription to <i>Dysphagia</i> journal.</p> <p>The CE can be intermediate to advanced (does not have to be listed as advanced)</p>	<p>Provide in-service to area dysphagia journal groups.</p> <p>Select a quality improvement goal related to dysphagia. Develop a comprehensive program, collect data, report results (e.g. improving performance of oral care in the facility)</p> <p>Submit a paper to the state association in partnership with another speech-language pathologist (this might be a report on a quality improvement initiative, description of specialized dysphagia program you offer, etc).</p>	<p>Contact state speech-language-hearing association and volunteer to serve on a committee (doesn't have to initially be related to dysphagia)</p> <p>Serve on various interdisciplinary committees at place of employment. This provides exposure to the 'big picture'.</p> <p>Fill out ASHA Committee Pool form.</p>	<p>Become familiar with the IRB process at your facility.</p> <p>Help to develop protocols. Work with other clinical staff and work with other associates on research studies or grants</p>

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3	<p><b>Continue to see patients with dysphagia, seeking opportunities to work with challenging cases. Track your hours.</b></p> <p>Contact BCS and request a mentor to work with you to prepare for application in the next year or so.</p>	<p>Attend advanced CE – some suggestions are: Dysphagia Research Society; web-based courses on BRS site <a href="http://www.swallowingdisordersceu.org">www.swallowingdisordersceu.org</a> ; Division 13 Perspectives; sponsored short courses at the convention; Meet the Masters Convention; workshops on dysphagia, etc.</p> <p>Accrue at least 30 hours this year of intermediate to advanced hours.</p>	<p>Inquire at local university if there is opportunity for you to guest lecture in the dysphagia class.</p> <p>Develop and publish original clinical educational materials on swallowing and swallowing disorders.</p> <p>Develop facility-specific patient or staff educational materials.</p> <p>Submit a paper to your state organization.</p> <p>Take a graduate extern and develop a comprehensive program (e.g. competencies, teaching materials)</p>	<p>If supervisory position opens, apply. Supervise a graduate extern.</p> <p>Volunteer to serve on a Division 13 committee.</p> <p>Chair a committee within your organization.</p> <p>Serve on a committee related to dysphagia at the state, regional or national level. Your committee pool form should still be active. Gain support from anyone you know who is involved in leadership at ASHA.</p>	<p>Help to develop protocols. Work with other clinical staff and work with other associates on research studies or grants</p> <p>Submit a research proposal to the IRB at your facility.</p> <p>Seek to help with research at university.</p>
4	<p><b>Continue to see patients with dysphagia, seeking opportunities to work with challenging cases. Track your hours.</b></p>	<p>Attend advanced CE – some suggestions are: DRS; web-based courses on BRS site; Division 13 Perspectives; sponsored short courses at the convention; Meet the Masters Convention; workshops on dysphagia, etc.</p> <p>Accrue at least 30 hours this year of intermediate to advanced hours.</p>	<p>If not already, become an Associate Member of Dysphagia Research Society (DRS)</p> <p>Continue Division 13 <i>Perspectives</i> and CE exams</p> <p>Attend/Participate at DRS</p> <p>Submit a paper/poster to ASHA.</p> <p>Teach a community-based group (e.g. normal elderly on effects of aging; disease-specific support groups).</p> <p>Supervise graduate students</p>	<p>Teach a graduate level dysphagia class</p> <p>Seek out opportunities to serve on DRS or Division 13 committee or sub-committee</p> <p>Lead a dysphagia journal club that is interdisciplinary Advise graduate students and/or teach medical residents in dysphagia – related topics</p> <p>If affiliated with a School of Medicine, offer Grand Round or lectures on dysphagia to medicine and surgery services.</p>	<p>Actively participate in senior-level associates' research projects where research mentoring can be maintained</p> <p>Begin your own hypothesis driven swallowing research with senior faculty mentorship.</p> <p>Consider applying for American Speech Language Hearing Foundation grants, Dysphagia Research Society grants or other foundational grants to obtain pilot data for future larger studies.</p>

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5	<b>If you are not ready to apply, continue to see patients with dysphagia. Track your hours.</b>	Attend advanced CE – some suggestions are: DRS; web-based courses on BRS site; Division 13 Perspectives; sponsored short courses at the convention; Meet the Masters Convention; workshops on dysphagia, etc.  Accrue at least 30 hours this year	Maintain Associate Membership with DRS or if applicable, apply for Full Membership.  Attend/Participate at DRS  Continue Division 13 <i>Perspectives</i> and CE exams  Attend Advanced-Level Swallowing-Related Conferences  Attend/Participate at ASHA  Supervise CFY	Teach a graduate level dysphagia class  Offer an advanced topics in dysphagia class for master's or doctoral level students  Serve on DRS and/or SID 13 committee or sub-committee  Expand Clinical Dysphagia Program: diagnostic and therapeutic management for graduate-level clinic or institutional clinic	Continue research collaborations  If not already initiated own research project, begin hypothesis-driven research with senior faculty input.  Present collaborative or independent research findings at DRS, ASHA, and/or state associations.  Participate in publishing collaborative or independent research data as first or second author, if indicated.  Submit or resubmit grants to obtain pilot data or to fund larger, research projects Continue collaborative and independent lines of research.
<b>Beyond Year 5</b>	<b>If you are not ready to apply, continue to see patients with dysphagia. Track your hours.</b>	Attend advanced CE – some suggestions are: DRS; web-based courses on BRS site; Division 13 Perspectives; sponsored short courses at the convention; Meet the Masters Convention; workshops on dysphagia, etc.  Accrue at least 30 hours this year	Become a Full Member of Dysphagia Research Society  Attend/Participate at DRS  Continue Division 13 <i>Perspectives</i> and CE exams  Contribute article to Division 13 <i>Perspectives</i>  Attend/Participate at ASHA  Supervise students, CFY, residents, and/or staff in swallowing services	Offer an advanced topics in dysphagia class for master's or doctoral level students  Provide ASHA short courses on a specialized topic in swallowing.  Participate in panel presentations in your specialized area at DRS.  Serve on DRS and/or SID 13 committee or sub-committee  Continue to lead and/or participate in inter-disciplinary dysphagia journal club	Publish research findings.  Present research findings at DRS, ASHA, and/or state associations.  Consider submitting NIH R03 or K23-like grants to fund, larger research studies in swallowing.