

Job Satisfaction Survey in Speech-Language Pathology

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ABSTRACT

The life of a speech language pathologist (SLP) is challenging but rewarding. We intended to explore the relationship of life quality, demographics, and the chosen careers that illustrates American Speech-Language and Hearing Association (ASHA) and Iowa Speech-Language and Hearing Association (ISHA) members. 697 SLPs completed our survey. Overall, a very high job satisfaction rate was observed across all settings. Some factors significantly affecting job satisfaction include work setting, lower age, salary, years practicing, and hours per week. Personal comments are included as an appendix to further describe factors in job satisfaction.

CHAPTER 1.

INTRODUCTION

In the profession of speech language pathology much time and effort is spent evaluating the quality of life and treatment of those served. In this service industry little effort is made to evaluate the quality of life speech-language pathologists (SLPs) experience. Our research set out to evaluate which specific factors may lead to a high or low job satisfaction. The authors intended to discover what makes an SLP satisfied or unhappy with his or her current position.

CHAPTER 2.

LITERATURE REVIEW

Prior to creating this survey the authors investigated previous survey information available regarding SLP salary and work setting information (American Speech-Language-Hearing Association, 2011) (American Speech-Language-Hearing Association, 2010). These different work settings are important to separate due to large difference in salary, working months per year, and salary versus hourly payment. Findings from the American Speech-Language and Hearing Association (ASHA) indicate separate median salaries. The medical setting reports a \$70,000 median annual salary in 2011 and the schools report a median salary of \$58,000.

The speech-language pathology (SLP) field is projected to grow (United States Bureau of Labor Statistics 2010). SLPs should grow from 119,300 in 2008 to 141,400 in 2018. This increase is still inadequate for the rising demand of SLPs. A previous estimate for children with communication disorders is 5% (Education Resources Information Center; 1990). American populations over the age of 65 served are predicted to grow to 72.1 million persons by the year 2030, twice the number from 2007. This growing field needs to expand to serve the growing number of adults who will develop speech, language, cognitive, and swallowing deficits.

Previous Research

ASHA has a designated survey team that gathers data regarding practicing professionals working conditions (ASHA, 2010). Data gathered in the most recent survey expressed increases in job openings (see figure 5 in Appendix A), and this may have led to 48% of SLPs reporting a decrease in job satisfaction. The SLPs reporting that employers were requiring employees to meet increased workload demands could be contributing to decreased job satisfaction. The decreased quality of service can be upsetting to SLPs who pride themselves in providing superior service.

Pressure to perform while violating the standards of ethics set by ASHA is another statistic worth noting. The working conditions survey (ASHA, 2010b) gives data on specific ethical issues that practicing SLPs have been pressured to act against.

The salary data gathered by ASHA's survey and information team (ASHA, 2010a) gave insight to average monetary compensation given per career and location. We will use this information and report the effects of annual wages and salary satisfaction to job satisfaction.

Juniper, White, & Bellamy (2009), used factor analysis and impact analysis to determine the proper analysis for determining appropriate methodology for evaluating employee wellbeing. The authors used a combination of factor and impact analysis measures in this survey to quantify significant job satisfaction factors.

Greenhaus, Collins, & Shaw (2003), explored the quality of life based on time spent between work and family in the field of public accounting. It was concluded that more time spent with family translated to higher quality of life. The measurements used in this study may be useful to determine professional quality of life as affected by outside factors such as family.

Anderson (2005), claims that the most enticing benefits in academia include resources, advancement, colleagues, and tenure. The questions used in this survey addressed the job satisfaction of American professors of speech-language pathology.

Need for Further Information

The need for further information is apparent. The quality of life for the people speech language pathologists serve can be documented. There is little knowledge about the job satisfaction that these professionals receive and how it affects their job performance.

Throughout the surveying process, comments were gathered by the researcher to gain information from currently practicing professionals. This was to provide data, unbiased from single measure items (Wanous, Reichers, Hudy, 1997).

CHAPTER 3.

METHODS

Survey development

A 30-item questionnaire pertaining to job satisfaction was created. To create the content of the survey, the research team drew on a combined 46 years of experience in the field of speech language pathology. Survey questions were developed into the most appropriate format; multiple choices, a 100-point magnitude estimation scale, ranking, and “check all that apply” (View sample survey in appendix 1). The 100-point magnitude estimation scale was used to acquire the most specific answer a participant could give. Statistical analysis could then calculate subtle differences between participants.

The “Big five” personality theory states that an individual’s personality can be described by the areas of extraversion, agreeableness, conscientiousness, emotional stability, and intellect (John & Srivastava, 1999). It has been found that some of these traits correlate with job satisfaction and are predictive in nature (Judge, Heller, & Mount, 2002). Five questions were developed to allow each participant to rank themselves in the areas described by John and Srivastava.

The survey questions were divided into five sequential survey sections depending on which category they fell into. The first section contained questions pertaining to demographic information and an initial estimation of job satisfaction. This initial job satisfaction estimation would be evaluated with a follow up job satisfaction estimation at the end of the survey. The authors wanted to see if there would be a significant relationship in job satisfaction estimations after the

participants had evaluated all aspects of their profession throughout the course of the survey. The participants were also asked to choose a broad area that best defined their work setting. The areas were education/school, medical, both education and medical, and university.

The following three survey sections were presented in a randomized order to each participant. These questions can be seen in Appendix A.

One section contained questions regarding the five-point personality scale to assess participant's personality traits to determine which, if any, trait correlated to high job satisfaction.

One section contained questions regarding workplace. Questions were developed so that possible correlations could be made on workplace factors (e.g. stability, travel, salary etc.) contributing to job satisfaction.

One section asked each participant to rank job duties by personal enjoyment and identify areas within the profession that they have has stressful encounters due to a lack of preparation.

The last section contained a final job satisfaction estimation (to be compared with the original pretest estimation) and an opportunity to present comments to the authors regarding their job satisfaction. The job satisfaction estimation on the final question will be correlated to the variables in the survey to determine whether or not these variables have a significant impact on job satisfaction. It was determined that this estimation would be the most accurate as it was answered after participants had committed time to thinking about their personal job satisfaction factors. The additional comments option was added so that those surveyed could

expand on their responses and bring attention to any areas omitted from the survey. Identification of these areas may aid future researchers with further research with job satisfaction within speech-language pathology.

Survey Distribution and Consent

The survey was electronically distributed to Speech-Language Pathologists around the country. Originally, it had been planned to distribute the survey to all SLPs registered in the American Speech-Language-Hearing Association (ASHA) directory. Unfortunately, prior to survey completion, changes to the website made this no longer an option.

Instead, the survey was posted in six Special Interest Group forums on the ASHA website. The six Groups were chosen due to the fact that the primary investigators were already members. Total membership in each group is given in parenthesis at the time of this writing. These groups were: Group 1, Language Learning and Education (5296); Group 2, Neurophysiology and Neurogenic Speech and Language Disorders (5065); Group 12, AAC (3192); Group 13, Swallowing and Swallowing Disorders (9495); Group 16, School-Based Issues (6265); and Group 17, Global Issues in Communication Sciences and Related Disorders (499). The survey was also posted on these additional forums on the ASHA website: Autism (926), Early Intervention (819), Research (622), SLP Health Care (961), SLP Private Practice (617), SLP Schools (1070), and SLP Technology (902).

In addition, the survey was also submitted to the Iowa Speech-Language-Hearing Association (ISHA). Upon ISHA's approval, the survey was sent to all

members. Using resources available through the University of Northern Iowa and social media (e.g. Facebook) the survey was also sent to a number of UNI alums and other various SLP's with whom the researchers have some sort of relationship (e.g., Family, Friends, Supervisors, etc.). A total of 697 surveys were submitted fully completed between December 6th 2011 and February 26th 2012. Another 197 surveys were submitted partially completed and were not included in research. All surveys were anonymous.

Participants were presented with a consent statement approved by the University of Northern Iowa Institutional Review Board for Human Subjects. Subjects gave consent by following the link from the survey flyer, and continuing onto the beginning of the survey after another statement clarifying that participants must be current licensed SLPs and have not taken the survey before.

CHAPTER 4.

RESULTS

Demographics: Figures 1 through 4 provide demographic data about the 697 participants. One-way ANOVAs were conducted for job satisfaction to determine if there were significant differences within the following dependent variables: level of education, age, years of experience, work setting, hours worked per week, number of job changes, and salary. One-way ANOVAs were also conducted to examine if work setting differs significantly within the following dependent variables: college preparation, comfort level providing therapy to clients, and salary satisfaction.

Participants were asked to rate their overall job satisfaction twice during the survey. They rated it at the beginning of the survey and again at the end of the survey, after they had answered questions pertaining to the profession. All statistical analysis that was conducted used the job satisfaction scores from the final question.

It was the decision of the researchers to treat $p = .10$ as significant as opposed to $p = .05$. Due to the qualitative nature of the survey, a confidence interval of 90% was deemed acceptable by the authors.

The total for the first job satisfaction question was 78.00 with a standard deviation (SD) of 17.382 (on a 0 to 100 Magnitude Estimation Scale, 0 being lowest and 100 being highest).

The mean total for the final job satisfaction question was 79.55 with a standard deviation of 17.987. The researchers determined that this score was the most accurate after the participants had spent time analyzing the profession in greater depth. However, a t-test for related scores did not yield a significant difference $t(697) = 1.689, p = .178$.

Information is shown for gender and age in Figure 1. The mean job satisfaction was found to be slightly higher for males with a mean of 82.02 (SD 16.7) compared to a mean of 79.39 (SD 18.1) for females. An Independent Sample T-test revealed that this was not a significant difference $t(695) = .921, p = .357$.

For job satisfaction, the ANOVA found a significant difference across participant ages ($F(4, 692) = 2.798, p = .025$). A Fischer LSD determined that there was a significant difference between those 60 and older and all other groups (under 30 years, $p = .021$; 30-39, $p = .003$; 40 to 49 years, $p = .012$; and 50 to 59 years, $p = .002$). Those over the age of 60 had the highest mean job satisfaction with 85.94.

Figure 1.

Gender and Age Job Satisfaction

<u>Gender</u>	<u>Percentage</u>	<u>Number</u>	<u>Mean Job Satisfaction</u>
Female	94%	655	79.39
Male	6%	42	82.02
<u>Age</u>			
Under 30	15.6%	109	79.67
30-39	20.8%	145	78.28
40-49	23.3%	162	79.54
50-59	30%	209	78.16
60 or older	10.3%	72	85.94

For job satisfaction, a significant difference was found within years of experience ($F(5, 691) = 2.066, p = .068$). A Fischer LSD was run to determine statistical differences between different groups. The results showed a significant difference between those with fewer than 5 years of experience with lower job satisfaction and higher job satisfaction for those with 21 to 25 years of experience ($p = .028$). Significant differences were also found between those with 11 to 15 years of experience and those with: 16 to 20 ($p = .043$), 21 to 25 ($p = .012$), and over 25 ($p = .036$) years of experience.

For job satisfaction, there was not a significant difference across education level ($F(3, 693) = .406, p = .706$).

Figure 2.

Years of Professional Experience and Educational Level Job Satisfaction

<u>Years of Professional Experience</u>	Percentage	Number	Mean Job Satisfaction
Under 5	18.2%	127	77.26
5-10	15.1%	105	79.22
11-15	13.3%	93	76.00
16-20	12.9%	90	81.38
21-25	9.8%	68	83.18
Over 25	30.7%	214	80.68
<u>Education Level</u>			
M.A./M.S.	58%	404	78.95
Masters plus 15	12.1%	84	79.81
Masters plus 30	20.5%	143	80.19
Ph.D.	9.5%	66	81.47

Figure 3 shows the work settings and number of job changes. A significant difference across work settings for job satisfaction was found, ($F(3, 693) = 4.502, p$

= .004). A follow up Fischer LSD was conducted and a significant difference was found between those working in a School/Educational setting and those working in a medical setting ($p < .001$). Those working in the medical field reported higher job satisfaction. A significant difference was also found between those employed in a University setting and those working in a School/Educational setting ($p = .06$) with university employees having the higher satisfaction (81.94). Average job satisfaction means are listed in Figure 3.

Job changes and job satisfaction was found to have no significance. ($F(4, 692) = 1.168, p = .323$)

Figure 3.

Work Setting and Job Changes Job Satisfaction

<u>Work Setting</u>	Percentage	Number	Mean Job Satisfaction
Educational/School	46.2%	322	76.93
Medical	37.3%	260	82.15
Both Educational/Medical	9%	63	80.19
University	7.5%	52	81.94
<u>Number of Job Changes</u>			
0	21.8%	152	79.45
1-2	32.1%	224	81.15
3-5	32%	223	79.00
5-7	8.2%	57	78.86
More than 7	5.9%	41	75.02

Figure 4 lists the average salary and the number of work hours per week. A one-way ANOVA comparing salary and overall job satisfaction found a significant difference between groups ($F(8, 684) = 5.714, p < .001$). Descriptive statistics found that the more money an individual made, the higher their job satisfaction

tended to be. On the opposite end of the spectrum, those making the least amount of money also had fairly high job satisfactions as well. It was the individual's making between \$30,001 – 40,000 and between \$40,001 – 50,000 who had the lowest mean job satisfactions.

Means for each group are listed in Figure 4. Mean job satisfaction was high on both ends, with those making the least and the most having the highest job satisfaction. Those making between \$30,000 and \$50,000 had the lowest job satisfaction. Significant differences were found between the highest annual income, over \$90,001, and those making between: \$30,001- 40,000 ($p = .001$), those making between \$40,001 - 50,000 ($p < .001$), those making between \$50,001- 60,000 ($p = .013$), and those making between \$70,001- 80,000 ($p = .063$). Significant differences were also found between the group with the next highest annual income, \$80,001- 90,000, and those making between: \$30,001- 40,000 ($p = .009$), and those making \$40,001- 50,000 ($p < .001$), with those having the highest annual salary having the higher job satisfaction. Significant differences were found between the next highest salary group, \$70,001- 80,000, and those making between: \$30,001- 40,000 ($p = .040$), and those making between \$40,001- 50,000 ($p < .001$). Significant differences were found between the next highest salary group, \$60,001- 70,000, and those making between \$30,001-40,000 ($p = .012$), and those making between \$40,001- 50,000 ($p < .001$). There was also a significant difference noted between those making \$50,001- 60,000 and those making \$40,001-50,000 ($p < .001$). Significant differences were also found between those making between \$20,001-

30,000 and those making between: \$30,001- 40,000 ($p = .066$), and those making between \$40,001- 50,000 ($p = .005$).

Hours worked per week vary among professionals in specific work settings. It is important to note that SLP's self-reporting scores may have included work done at home. The individuals averaging the longest work week, 61 hours or more, had the lowest mean job satisfaction (71.67). They were followed by those working 51 to 60 hours a week (75.26) and those working 41 to 50 hours a week (80.32). Those working 21 to 30 hours a week had the next highest mean job satisfaction (80.82) followed by those working 31 to 40 hours a week (80.91). SLPs working 20 hours or less a week had the highest mean job satisfaction (81.79). Working hours with job site will be correlated in a following study.

Figure 4.

Annual Salary and Average Hours Per Week Job Satisfaction

<u>Annual Salary</u>	<i>Percentage</i>	<i>Number</i>	<i>Mean Job Satisfaction</i>
Less than \$20,000	1.3%	9	79.00
\$20,001-30,000	2.3%	16	83.50
\$30,001-40,000	5.5%	38	73.87
\$40,001-50,000	13.1%	91	70.00
\$50,001-60,000	20.9%	145	79.07
\$60,001-70,000	21.6%	150	81.91
\$70,001-80,000	17.2%	119	80.60
\$80,001-90,000	9.5%	66	83.18
More than \$90,001	8.5%	59	85.80
<u>Average Hours Per Week</u>			
20 or less	5.5%	38	81.79
21-30	5.3%	34	80.82
31-40	31.1%	217	80.91
41-50	40.6%	283	80.32
51-60	13.6%	95	75.26
61 or more	4.3%	30	71.67

Participants rated nine different activities in order from what they most enjoyed (1) to what they least enjoyed (9). Results were averaged and placed into different work settings for comparison. These results are displayed in Appendix A Figure 6. No significant difference was found.

Another question asked for participants to designate areas pertaining to the profession in which they had experienced stressful encounters during their professional careers. These results were broken down into the different work settings and percentages were calculated so that comparisons could be made across settings. The results of this question are listed in Appendix A Figure 6. Each job setting reports the percentile of participants selecting each factor.

It had been the hope of the researchers to use current state of employment and school to draw conclusions on satisfaction and preparedness; however, there was not a sample size large enough per institution to draw reliable conclusions.

Job setting and job satisfaction factors are compared in Appendix A Figure 7. Each job setting was assigned a code 1-4 to show their average from the 0-100 magnitude scale. The Fischer LSD column states each significant factor's relationship(s) between work settings. A positive or negative number denotes if that setting is higher or lower than the related setting. The differences in averages are presented in parentheses. Only significant differences are displayed in the Fischer LSD column.

An analysis of the questionnaire questions (Figure 7) relative to the different work settings was completed using an one-way ANOVAs for each question found that scores for preparation from education preparation, time spent with family,

effort required for job, and job security were not significant, meaning that for these variables, there was no difference across work settings.

A significant difference was found between comfort providing therapy and work setting, $F(3, 692) = 4.599, p = .003$. A Fisher LSD found that between groups, a significant difference existed between those working in a medical setting (mean = 91.70) and those working in an Educational/School setting (mean = 88.43), $p < .001$. The SLPs working in medical settings reported more comfort providing therapy than did those in the school system. No other significant differences were found between settings.

A significant difference was found between salary satisfaction and work setting, $F(3, 691) = 4.290, p = .005$. A Fisher LSD found that between groups, a significant difference existed between those working in a medical setting (mean = 67.19) and those working in an educational/school setting (mean = 58.60), $p = .001$. A significant difference was also found between medical setting and those employed in a university setting (mean = 57.52), $p = .036$. These data show salary satisfaction was greater in medical settings compared to educational settings and university settings.

A significant difference was found between room for promotion and work setting, $F(3, 686) = 28.609, p < .001$. A Fisher LSD found significant differences between all settings. SLPs working in university settings had the greatest mean satisfaction for promotion followed by (in order of satisfaction: university 59.23, medical setting 41.15, education/medical setting 33.29, and educational/school setting 24.53).

Results of a one-way ANOVA found a significant difference between satisfaction with the hours required of work and work setting, $F(3, 690) = 4.918, p = .002$. A Fisher LSD found a significant difference between those employed in a medical setting (mean = 70.20) and those employed in an educational/school setting (mean = 60.48), $p < .001$.

A one-way ANOVA found a significant difference for stress and work setting, $F(3, 690) = 7.685, p < .001$. Educational/school setting had the lowest mean score for stress at 51.54. This was found to be significant when compared to those employed in an educational/medical setting ($p = .026$), those employed in a university setting ($p = .007$), and those employed in a medical setting ($p < .001$). Thus, the least stressed SLPs were those working in the educational/school setting.

A one-way ANOVA found significance for freedom to decide how to best do your job and work setting, $F(3, 691) = 5.305, p = .001$. Again, those employed in an educational/school setting had the mean score at 71.53. A Fisher LSD found this to be significant when compared to those employed in an educational/medical setting ($p = .045$), those employed in a university setting ($p = .003$), and those employed in a medical setting ($p = .002$).

A one-way ANOVA found a significant differences across work settings for required travel $F(3, 693) = 3.249, p = .021$. A Fisher LSD found a significant difference between those employed in a medical setting and those employed in an educational/school setting, $p = .036$. A significant difference was also found between medical and those employed in an educational/medical setting, $p = .008$. Those employed in a university setting were found to have a higher mean

satisfaction for travel required than those employed in an educational/medical setting, $p = .035$. The university setting reported a higher job satisfaction than the educational/medical setting, $p = .035$.

The ANOVA also found a significant difference between work setting and job satisfaction, $F(3, 693) = 4.502, p = .004$. A follow up Fisher LSD was conducted and a significant difference was found between those working in a School/Educational setting and those working in a medical setting ($p > .001$). Those working in the medical field reported the higher job satisfaction. A significant difference was also found between those employed in a University setting and those working in a School/Educational setting ($p = .60$) with University employees having the higher satisfaction (81.94). Average job satisfaction comparisons are listed in Figure 7.

CHAPTER 5.

DISCUSSION

This study was conducted to determine the current job satisfaction of practicing SLPs. The authors also surveyed different factors that may contribute to job satisfaction. SLPs were found to have a high job satisfaction rating across all settings. High job satisfaction can be a benefit when someone is considering entering this profession or changing setting within the profession. In addition to the rewards from helping others, a high job satisfaction for SLP's is a reported benefit.

As the comments at the end of the survey indicated (see Appendix C) current issues at individual or state levels can impact overall job satisfaction. Frustrations were found to exist within the profession. For example, "Too much paper work. Too many regulations regarding services. Very diverse population served. Need more preparation time." Notable comments expressed dissatisfaction with case load, work load, "red tape", site specific issues, encroachment from other professionals, unpaid hours, and lack of respect/knowledge from the public.

Pt's stating they belong in the higher age level (over 60) and 21 to 25 years of experience lead to higher job satisfaction. This may be due to a generational difference or finding the job that has an acceptable level of satisfaction. This information is applicable to students in communication sciences and disorders because a lower job satisfaction may be observed while interviewing or job shadowing a professional in the beginning of their career. Students may choose their

career or job setting based upon the satisfaction experienced by mentors, friends, or family members.

Participants that reported they work in a medical setting reported the highest job satisfaction (mean of 82). They were followed by the participants that reported they work in a university setting (mean 81.94). These settings feature the higher job satisfaction, but cannot be assumed as the sole factor. Multiple factors like salary and stress level

Job satisfaction was reported to be higher at the high and low ends of hours worked and annual salary. This phenomenon is presumed to occur from SLPs working on a per request needed (PRN) basis. These individuals will work only when they want. Commonly, PRN only SLPs in the profession work in this fashion because of family or because they are close to full retirement. According to the 2009 ASHA SLP Health Care Survey Report (ASHA, 2009), the largest percentages of hourly employees were found in skilled nursing facilities. This is supported by the data that medical based SLPs have the highest job satisfaction.

Factors affecting job satisfaction were related to job setting via ANOVA in figure 7. The most significant factors between work settings were promotion opportunities, stress satisfaction, freedom in performing duties, hour satisfaction, comfort providing therapy, salary satisfaction, and content with travel. Differences between settings can be observed in figure 7. The researchers found job satisfaction to be most affected by self-reported levels of stress job entails (mean 57.16), freedom to decide how to perform job tasks (mean of 75.48), satisfaction with hours

of work required (mean 64.83), feeling adequate time with family (mean 72.48), and effort required from job (mean 81.87).

This data is essential for SLPs serving as self-advocates when negotiating or evaluating their own job setting. With this knowledge, SLPs can establish important questions during interviews for jobs, or negotiate contracts with high job satisfaction as his or her focus. For example, the SLP applicant may ask about the freedom to perform their duties they will experience, which figure 9 explains to be significant for job satisfaction.

When asked to rank job duties (e.g. client interaction and preparation for therapy) from most enjoyable to least enjoyable. Every job setting rated administrative duties for as the least enjoyable and client interaction as the most enjoyable.

Some personality differences were found to be significant across different work settings. Participants in the medical and school setting rated themselves to be more open to new experiences than participants reporting working in the educational setting or medical setting. Participants in a medical setting rated themselves to be more open than participants in the educational setting. Individuals in the university setting regarded themselves as having a less calm and relaxing demeanor than other settings. Individuals in a medical and school setting reported that they are more sympathetic and forgiving than other settings reported. This indicated that individuals may be willing to work in one setting over another based on personality type.

Limitations

The survey had an excellent level of participation. 697 participants completed the survey. However, a larger variety from different states/ schools would have allowed researchers to evaluate trends in certain areas. For example, which state generated the largest job satisfaction.

The difference between job satisfaction versus career satisfaction may not have been clearly defined to all participants. Inside the comments section, some participants gave more detail describing the differences between how they feel about the career and how they feel about their job.

Urban and rural jobs were not separated in this study. The authors omitted this aspect due to the subjective interpretation of this measurement. Further research with urban and rural classifications may help examine factors in job satisfaction.

SLPs currently completing the clinical fellowship were allowed to participate in this survey. However, these participants were included in the "Under 5" years of experience category. Separating SLPs in and outside this period of professional development may provide more information regarding job satisfaction.

The survey was available between December 6th 2011 and February 26th 2012. Job satisfaction may have been affected during different time periods of the annual or school year. For example, school SLPs may have a higher job satisfaction during the summer months or during periods of decreased paperwork. A recency bias is expected to affect the most current duties a job requires.

In the field of speech language pathology a large variety of job settings exist. In this survey, participants were asked to choose a work setting between the categories of education, medical, both educational and medical, or university. The authors chose these categories to allow participants a large field to describe their job. The comments left by participants at the end of the survey describe specific settings in which they work. Notable job settings described were private practice, AAC technology companies, or positions that do not include direct clinical roles, but rather serve in administrative or research positions. More specific job setting categories would allow a more comprehensive description of the settings with the highest job satisfaction.

The authors know the unavoidable bias of participant selection. Participants active and willing to respond in association emails were more likely to answer the on-line survey.

Further research

As the need for SLPs increases, more information is needed to determine the factors that will educate and empower current or future SLPs regarding their positions. Universities have prided themselves with graduation rates, job placement rates, and praxis pass rates, but job satisfaction once the graduate is out and working remains under researched.

The data collected in this survey has the potential to be extracted to answer various other research questions such as: Which personality types garner a higher

salary? Is the relationship between a higher job satisfaction and age/years experience a generational difference or contingent in all generations?

Conclusion

Overall Job Satisfaction was found to be high. Age, work setting, experience, hours of work per week, and salary were found to affect job satisfaction. Stress, job freedom, time with family, effort, demeanor, job security, comfort level with therapy, room for promotion, travel, preparation from college, were all found to have various impacts on job satisfaction.

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APENDIX A

Collection of Figures

Figure 5.

Impact percentage of SLPs

	Impact percentage
Increased caseload/workload	81%
Decreased opportunities for appropriate service delivery	52%
Increased use of contracted services	49%
Decreased quality of service	48%
***Decrease in job satisfaction	48%
Less opportunity for networking and collaborating	37%
Increased number of staff without ASHA certification	24%
Increased use of support personnel	23%
Use of emergency certified personnel	11%
Increased use of telepractice services	1%
There is no impact.	2%
<i>n</i> = 1,360 (ASHA, 2010b)	

Figure 6.

Place of Work vs. % Participants Experiencing Stressful Encounters in Specific Areas

	School	Medical	Both	University
Documentation	17	13	21	23
Diagnosis/Screening	29	6	3	6
Prevention	5	4	5	4
Community Education	8	12	8	10
Counseling	12	12	14	13
Ethics	5	4	2	2
HIPAA	6	8	5	10
Workplace Safety	3	5	2	10
Mandatory Reporting	7	6	6	12
Litigation	18	21	25	27
Research Outside of University Setting	12	13	13	17
Speech Sound Production	6	5	11	12
Resonance	15	14	5	12
Voice	19	15	19	10
Fluency	20	14	22	4
Language (receptive and expressive)	4	3	6	6

	School	Medical	Both	University
Cognition	9	11	11	13
Feeding and Swallowing	33	31	27	42
Legislation	15	14	11	17
Supervision/Assistants	15	15	16	27
Hearing	5	5	2	0
Telepractice	14	18	12	29

* Numbers are in Percentile

Figure 7.

Factors of Job Satisfaction Across Job Setting

Question and significance	Mean work setting score	Multiple comparisons Fischer LSD
I feel that there is ample room for promotion within my workplace. F (3), 686 = 28.609, p = 0.000	2 – 24.53	1 > 2, p = .000
	3 – 33.29	1 > 3, p = .060
	1 – 41.15	4 > 1, p = .000
	4 – 59.23	4 > 2, p = .000
		4 > 3, p = .000
		3 > 2, p = .033
I am satisfied with the level of stress my job entails. F (3), 690 = 7.685, p = 0.000	2 – 51.54	1 > 2, p = .000
	3 – 60.37	3 > 2, p = .026
	1 – 62.12	4 > 2, p = .007
	4 – 63.16	
I feel that I have the freedom to decide how to best do my job. F (3), 691 = 5.305, p = 0.001	2 – 71.53	1 > 2, p = .002
	1 – 78.20	3 > 2, p = .045
	3 – 78.52	4 > 2, p = .003
	4 – 82.60	
I am satisfied with the hours of work my job requires. F (3), 690 = 4.918, p = 0.002	2 – 60.48	1 > 2, p = .000
	4 – 62.85	
	3 – 66.37	
	1 – 70.20	
I feel comfortable providing therapy to clients served. F (3), 692 = 4.599, p = 0.003	2 – 88.43	1 > 2, p = .000
	4 – 90.24	
	3 – 90.84	
	1 – 91.70	
I am satisfied with my current salary. F (3), 691 = 4.290, p = 0.005	4 – 57.52	1 > 2, p = .001
	2 – 58.60	1 > 4, p = .036
	3 – 60.94	
	1 – 67.19	
I am open to new experiences. F (3), 693 = 3.761, p = 0.011	2 – 86.23	3 > 1, p = .067
	4 – 88.44	3 > 2, p = .002
	1 – 88.49	1 > 2, p = .043
	3 – 91.94	
I am content with the amount of travel that is required of my job. F (3), 693 = 3.249, p = 0.021	3 – 76.98	4 > 3, p = .035
	2 – 81.73	1 > 2, p = .036
	1 – 85.97	1 > 3, p = .008
	4 – 86.60	
I find my overall demeanor to be calm and relaxing. F (3), 693 = 2.327, p = 0.073	4 – 66.81	1 > 4, p = .012
	2 – 72.42	2 > 4, p = .080
	3 – 74.13	3 > 4, p = .069
	1 – 74.99	
I find myself to be sympathetic and forgiving of others. F (3), 693 = 2.195, p = 0.087	4 – 79.46	3 > 1, p = .061
	1 – 82.75	3 > 2, p = .082
	2 – 83.13	3 > 4, p = .012
	3 – 86.90	

Figure 7 Cont.

Question and significance	Mean work setting score	Multiple comparisons
My college education adequately prepared me for my current career.	2 – 73.09	Not significant
F (3), 693 = 1.583, p = 0.192	1 – 73.75	
	3 – 75.32	
	4 – 79.35	
I find myself to be disorganized.	3 – 29.32	Not significant
F (3), 690 = 1.263, p = 0.286	1 – 29.61	
	2 – 31.45	
	4 – 37.85	
I feel that my job allows for me to spend adequate time with my loved ones.	4 – 65.56	Not significant
F (3), 689 = 1.225, p = 0.300	2 – 72.52	
	3 – 73.37	
	1 – 73.60	
I would describe myself as introverted, private, and quiet.	4 – 35.44	Not significant
F (3), 689 = 0.935, p = 0.423	1 – 41.03	
	2 – 41.55	
	3 – 45.16	
I am satisfied with the effort I have to put into my job.	2 – 80.54	Not significant
F (3), 691 = .861, p = 0.461	4 – 82.06	
	3 – 82.75	
	1 – 83.25	
I am confident in my job security.	3 – 78.43	Not significant
F (3), 693 = 0.437, p = 0.727	4 – 80.77	
	1 – 81.00	
	2 – 81.96	

Figure 8.

Job Satisfaction and Variables

Question	N	Mean	Std. Deviation
I feel comfortable providing therapy to clients served.	696	90	10.832
I am open to new experiences.	697	87.75	13.453
I am content with the amount of travel that is required of my job.	697	83.25	24.366
I find myself to be sympathetic and forgiving of others.	697	83.06	15.774
I am satisfied with the effort I have to put into my job.	695	81.87	20.738
I am confident in my job security.	697	81.19	22.942
I feel that I have the freedom to decide how to best do my job.	695	75.48	25.476
My college education adequately prepared me for my current career.	697	74	19.916
I find my overall demeanor to be calm and relaxing.	697	73.11	21.481
I feel that my job allows for me to spend adequate time with my loved ones.	693	72.48	27.935
I am satisfied with the hours of work my job requires.	694	64.83	30.919
I am satisfied with my current salary.	695	61.93	30.472
I am satisfied with the level of stress my job entails.	694	57.16	29.103
I would describe myself as introverted, private, and quiet.	693	41.22	31.276
I feel that there is ample room for promotion within my workplace.	690	34.14	31.252
I find myself to be disorganized.	694	31.05	28.949
Overall Job Satisfaction	697	79.55	17.987

Figure 9.
Survey Questions with Chi Square

	Results
I am satisfied with the level of stress my job entails.	$\chi^2(4, N = 694) = 235.114, p < .001$
I feel that I have the freedom to decide how to best do my job.	$\chi^2(4, N = 695) = 203.067, p < .001$
I am satisfied with the hours of work my job requires.	$\chi^2(4, N = 694) = 141.647, p < .001$
I feel that my job allows for me to spend adequate time with my loved ones.	$\chi^2(4, N = 693) = 118.349, p < .001$
I am satisfied with the effort I have to put into my job.	$\chi^2(4, N = 695) = 104.705, p < .001$
I am satisfied with my current salary.	$\chi^2(4, N = 695) = 88.837, p < .001$
I find my overall demeanor to be calm and relaxing.	$\chi^2(4, N = 697) = 58.048, p < .001$
I am confident in my job security.	$\chi^2(4, N = 697) = 49.616, p < .001$
I feel comfortable providing therapy to clients served.	$\chi^2(4, N = 696) = 49.039, p < .001$
I feel that there is ample room for promotion within my workplace.	$\chi^2(4, N = 690) = 48.973, p < .001$
I am content with the amount of travel that is required of my job.	$\chi^2(2, N = 697) = 40.226, p < .001$
My college education adequately prepared me for my current career.	$\chi^2(4, N = 697) = 36.657, p < .001$
I find myself to be sympathetic and forgiving of others.	$\chi^2(4, N = 697) = 23.820, p < .001$
I am open to new experiences.	$\chi^2(4, N = 697) = 13.521, p < .001$
I find myself to be disorganized.	$\chi^2(4, N = 694) = 8.787, p < .067$
I would describe myself as introverted, private, and quiet.	$\chi^2(4, N = 693) = 7.026, p < .135$

Figure 10.

Place of Work vs. Average Rank of Duties

	School	Medical	Both	University
Client Interaction	1.53	1.66	1.63	1.63
Assessment/Diagnostics	3.49	3.3	3.34	3.06
Co-Worker Relations	4.25	4.58	4.16	4.27
Interaction with Client's Family	4.5	4.51	4.3	4.81
Counseling	4.88	4.87	4.93	4.78
Preparation (research and planning for therapy)	4.91	5.23	4.84	4.9
Research/EBP	6.68	6.34	6.7	6.29
Administrator/Supervisor Interaction	6.78	6.78	6.83	7.0
Administrative Duties	7.78	7.59	7.73	7.88

* 1 being more enjoyable, 9 being least enjoyable

APPENDIX B
SAMPLE SURVEY

1. What is your gender?

Male

Female

2. How old are you?

Under 30

30-39

40-49

50-59

60 or older

3. How many years of professional experience do you have (including Clinical Fellowship)?

Under 5

5-10

11-15

16-20

21-25

Over 25

4. Which choice best represents you in terms of education?

M.A./M.S.

Masters plus 15

Masters plus 30

Ph.D.

5. From what school did you receive your most recent graduate degree?

(All 2011 schools with masters and PhD programs from

<http://www.asha.org/edfind/> included)

6. Choose the field that best describes your current work setting.

Medical

Educational/School

Both Educational/Medical

University

7. Following my Clinical Fellowship, I have changed jobs within this profession ____ times?

0

1-2

3-5

5-7

More than 7

8. I am currently employed in this state:
(all states listed in a drop down menu)

9. All things considered, I find my overall job satisfaction to be:
0-100 scale

(The following un-numbered items were presented in a randomized order)
My college education adequately prepared me for my current career.
0-100 scale

I feel comfortable providing therapy to clients served.
0-100 scale

My current annual salary of all speech-language pathology jobs is:_____. This includes per request, as needed (PRN), extended school year (ESY) and similar positions.

Less than \$20,000

\$20,001-30,000

\$30,001-40,000

\$40,001-50,000

\$50,001-60,000

\$60,001-70,000

\$70,001-80,000

\$80,001-90,000

More than \$90,001

I am satisfied with my current salary.
0-100 scale

I feel that there is ample room for promotion within my workplace.
0-100 scale

I am satisfied with the hours of work my job requires.
0-100 scale

On an average week, I work this many hours:
0-100 scale

I am confident in my job security.
0-100 scale

I am satisfied with the effort I have to put into my job.
0-100 scale

I am satisfied with the level of stress my job entails.

0-100 scale

I feel that I have the freedom to decide how to best do my job.

0-100 scale

I am content with the amount of travel that is required of my job.

0-100 scale

I feel that my job allows for me to spend adequate time with my loved ones.

0-100 scale

I am open to new experiences.

0-100 scale

I find myself to be disorganized.

0-100 scale

I find myself to be sympathetic and forgiving of others.

0-100 scale

I find my overall demeanor to be calm and relaxing.

0-100 scale

I would describe myself as introverted, private, and quiet.

0-100 scale

28. Please rank these duties from most enjoyable (top) to least enjoyable (bottom):
(Presented in random order)

Client Interaction
Assessment/Diagnostics
Co-Worker Relations
Interaction with Client's Family
Counseling
Preparation (research and planning for therapy)
Research/EBP
Administrator/Supervisor Interaction
Administrative Duties

29. I have had stressful encounters in one or more of the following areas due to lack of preparation at my graduate college: (check all that apply)

Documentation
Diagnosis/Screening
Prevention
Community Education

Counseling
Ethics
HIPAA
Workplace Safety
Mandatory Reporting
Litigation
Research Outside of University Setting
Speech Sound Production
Resonance
Voice
Fluency
Language (receptive and expressive)
Cognition
Feeding and Swallowing
Legislation
Supervision/Assistants
Hearing
Telepractice

30. All things considered, I find my overall job satisfaction to be:
0-100 scale

(Optional) List any comments that you wish to add, regarding your job satisfaction.

APENDIX C

We hope that this anonymous collection of comments opens a window into specific job satisfaction beliefs in the profession. Responses have been minimally edited to improve spelling or clarity, but the messages remain unchanged. Comments to the authors regarding technical difficulties or personal messages have been omitted.

--A lifetime career of impacting the lives of others.

--Being a speech-language pathologist is the best job God could have given me.

--Changes to health care coverage are responsible for more stress in the workplace than ever.

--Due to budget cuts, this year has been more stressful.... doing more with less.

--Ever increasing paperwork demands reduce my job satisfaction.

--I LOVE MY JOB!!!

--I am blessed to work in a great environment with incredible co-workers and amazing clients

--I am contracted for 3 days per week- but work more than 49 hours most weeks!

--I am now doing a job that is in an area of speech that I really enjoy.

--I feel I got so lucky to have chosen the right career the first time!

--I feel fortunate to have the experience in my profession.

--I find it appalling that in this country SLP's are part of teacher's unions.

--I like that I am able to work part time and that increases my job satisfaction.

--I love my profession!

Comments Cont.

--I used to like my job a lot more. I feel over-regulated now.

--I would love to make more money!

--If our speech department were properly staffed, I wouldn't have any unnecessary stress in my job.

--It is a great job that I will miss when I retire next year.

--Just want more pay for the very important work we do with our children of the future!

--Love my job and my students!

--My job dissatisfaction comes less from what I do and more from where I work.

--My position is unusual, as I focus on product development rather than direct service delivery.

--Not happy with required weekend work

--On your list of job components, AAC was not listed. It is the single largest part of my job.

--Paperwork is overwhelming.

--Problems w/ one close peer causes more stress than anything. Another SLP who is a male.

--Sometime I feel that I am not challenging myself enough in my current position.

--Sometimes the best paying job isn't the best for the therapist!

--The legal aspects of the job are stressful and I feel they were not addressed fully in school.

--The paperwork is utterly overwhelming

Comments Cont.

--The paperwork required is taking more time than time spent with clients.

--The politics and budget issues make the job more stressful.

--Too high a caseload and paperwork load make it hard to be effective.

--Wish we would have had more training for school based issues...IEPs, paperwork, etc.

--Working with children and watching them progress is the most rewarding aspect of my job.

--Working with students is rewarding; however, the ever-increasing paperwork is discouraging.

--I love the flexibility

--nice to be needed

--Being in schools can be challenging due to conflict among all the individuals without sufficient leadership

--school based SLP's account for the majority of ASHA membership, yet their voice/needs/problems/concerns receive little attention from ASHA. School based SLP's need significantly more support & recognition within our field, or they will become an extinct species. The young SLP's are either going to private contracting or into non-school based therapy fields.

--I work in the public schools, so it almost goes without saying that my caseload is large and there is little time for preparation. All continuing education outside of institute days comes on my own time and through my own funding. There is no time on the job for researching appropriate therapies or for reading about the syndromes

Comments Cont.

and disorders impacting my students. All of that considered, I still love my job. I enjoy working with students, and working as a team with other professionals to improve our students' communication skills. I admire the parents of my students, who are highly invested in the progress their children make. Even after 30 years in the field, I am excited about speech and language and about the therapy I do.

--We are worked to death with too many clients and not enough time in the day. I am a great therapist, parents love me, but all admin cares about is our paperwork. It is disheartening and discouraging that the craft has gone out of what we do and we are left to push paper from one side of our desks to the other. Medicaid billing being the biggest headache of all. I love the kids and their families but the rest is crap! And we have to pay for our own materials and staff development now - nothing is provided except tests. I miss the good ol' days

--My full-time job (I also do per diem work) is as the AAC Specialist for a small-medium suburban school district. I travel to do evaluations and ongoing consultation to all AAC-users who are placed both in and out of district (e.g., specialized private schools). I do no direct service, but consult and/or assess approximately 35-40 students per year. I also provide ongoing professional development during and after school to a variety of staff members (including professional and paraprofessional staff). This is a fantastic job and I am highly satisfied! I noticed that under the "you feel your university did an inadequate job preparing you" section, there was no mention of AAC. I feel this is an area that is sorely underrepresented in graduate and undergraduate programs, with

Comments Cont.

approximately 90% of my preparation in this area of the field occurring after receiving my master's degree. My current position allows me to come into frequent contact with and support a range of SLPs serving individuals with developmental disabilities, and it appears that the lack of preparation extends beyond my particular university (which overall, I was very happy with). I think there is a real need for basic clinical, practical application AAC skills (vocabulary selection, intervention strategies) for all clinicians, even those who would refer out for the assessment--and that need is not currently being met at most universities/graduate clinic facilities. When AAC is included, it is often an afterthought, and typically is a series of vendor presentations, which does not help the working clinician become an effective AAC practitioner and serve their clients well. Thanks and good luck with your project!

--When I was in graduate school in 1980 dysphagia and cognitive disorders were not topics taught in most SLP programs

--My job satisfaction varies a great deal depending upon setting. One poor supervisor can ruin a job that is otherwise satisfying.

--Doing Assistive Technology/AAC is also something that did not get covered in my graduate program. Documentation is definitely the most stressful part of my day and takes the most of my time, with little planning time provided.

--In regards to one of the survey questions, I work 2 part-time positions (school setting and private practice) so it may skew my salary in relation to others. Both total approximately 28 "official" work hours - but I tend to work over this. My

Comments Cont.

primary work focuses on AAC and there is often not enough time (or compensation) for therapy/therapy prep including support and training for family, staff, and other caregivers. Lack of time and reimbursement also makes collaboration of services across settings challenging among other reasons.

--I am a publisher so the answer to question 6 is wrong. Being the owner of a company allows me freedom and security that aren't available when working elsewhere.

--My spouse is an active duty military member. We have moved every 2-3 years and I have consistently been able to find a position fields I am most interested in from acute care with children and adults to early intervention in the schools. I have enjoyed and grown professionally from my opportunities.

--Job satisfaction varies depending on the caseload. When forced to work with a high number of clients, it is stressful and difficult to provide the level of quality services that I prefer to deliver. High caseloads also impact the ability to truly provide FAPE (free and appropriate public education)

--I would have rated my job satisfaction higher, although there has been a huge change in the office logistics in my area. We don't see co-workers anymore because we do not have an office or common workplace to return to. Since we are all out in our schools, we do not have a chance to do any collaboration, which I truly miss. I have also felt very isolated. I have felt very undervalued as a direct service provider in the agency I work for, as many of the rules and training do not apply to my job description. On the positive side, I do feel valued by the teachers/parents I work

Comments Cont.

with. I feel a lot of freedom in choosing my caseload and pursuing the specific interests in assistive technology, telepractice, PODD, etc that I have. I have been given many opportunities through the AEA system/Dept of Ed for additional training in my interest areas. I feel respected within my speech dept as a leader and innovator within the field.

--I love doing home-based therapy for birth to five and adults. But being a sole proprietor the paperwork requires all my free time.

--The question about satisfaction with college education is ambiguous. I was VERY satisfied with my BA education in another discipline

-- I was very prepared to be successful in graduate school. Only moderately prepared for SLP duties

after MA education, but then that was 37 years ago and educational practices and priorities have changed. Workplace educational opportunities have been brilliant!

--I came into the field of speech-language therapy after being out of college for five years and working other jobs. I am very happy that I went back and obtained my Masters in CSD. I am happy to work as an SLP after working other less satisfying jobs.

--I consider myself lucky. I have a well-paying job with great benefits and job security, and it is the same career I picked over 40 years ago. Plenty of opportunity to try different aspects of the profession. The paperwork is sometimes overwhelming, but that is "normal" in the workplace for a well-paying job these days.

Comments Cont.

--Since the onslaught of computer documentation, the paper work process is nothing short of a nightmare. I work in 5 different settings thus, on 5 different systems. Even with cheat sheets to remember the user names and passwords, each program is different and information is entered and found differently. It can slow me way down in productivity. Add drive time of 30 to 45 minutes between facilities the days get really long.....And I can't be everywhere for everyone's meal. I find myself eating as I drive and compromising my health and driving safety for the job. I am tired of working out of the back of my truck while I choose to live in rural Iowa. Retirement is looking good!!

--Top down management for SLPs has caused stress for all of us this year. We need more input into decisions that affect us!

--client treatment=satisfaction as well as positive outcomes for improved function.

--Continuing education is always an issue due to the cost. Online CEUs are nice but typically lack interaction with other professionals.

--Just so you know, a lot of these questions were not relevant to those of us with academic positions -- I haven't seen a client in years. You might find that academics will skew things a bit, particularly those of us who have a research (not clinical) focus. Just my two cents.

--If there were less attorneys, advocates and lawsuits I would be very happy with all aspects of my job.

--Poor education and poor presentation of my total work and volunteer professional experience in every work setting I have been employed Lack of trust and acceptance.

Comments Cont.

"I don't want it to be you" stereotyping is terrible after 30 years of work experience and volunteerism with media coverage. I still get "I don't know who you are and why would you know anything" and most of all "You aren't suppose to be able to" It is insulting!

--The number of hours has escalated in the last 3 years. It is very difficult to find time to take off due to caseload, thus, reaching my max hours meaning the work place will take back some of my hours earned. I yearn for retirement on a daily basis. The sad part is, I love working with patients and families. It is all the other BS that I have to put up with that makes this such a difficult job. I do take comfort in knowing that most of my colleagues feel the same stressors and that ultimately, I should be thankful that I still have a job in this economy.

--I have my ideal job, part-time, with students and co-workers that I respect and enjoy working with.

--I have dedicated my adult life to helping other achieve their maximum potential in the communication area. I have seen the field grow and evolve into what it is today. As an independent provider in the field of early intervention I have not received a rate increase in more than 20 years and in 2010 NYS reduced the rate by 10 % and in April a further cut of 5% plus additional hidden cuts which lowered the current rate for the early intervention provider by a total of 20 % the cost of living during the last 20 years has increased by 60 %. Many providers in NYS are leaving the field and some have gone bankrupt. As far as what I do . I do it with all my heart .. as far as job satisfaction in regard to recognition and payment for service I feel betrayed.

Comments Cont.

Where as people get rewarded for a job well done I feel betrayed. I also feel that we are getting overregulated. Currently certain counties in NYS do not want you to bring toys in the home of the children we are to use whatever is in the home, everything must be evidence based which is ok but at some point in our career we develop a gut instinct , I am waiting for the evidence based research paper verifying the benefits of gut instinct.

--Most of my job satisfaction and job security is contingent on me getting tenure. I just started as an assistant professor this August so I will be stressed and not secure in my job for the next 5 years.

--Lack of state legislative support for K-12 and public university funding negatively impacts treating school age children with communicative disorders and educating future professionals. THAT IS VERY STRESSFUL!

--I work full time, but would love to work less. My agency won't allow me to at this time. Another issue that reduces my job satisfaction is that I feel we don't offer enough services to kids. Many kids need more service, but we are only allowed to give so much.

--Some of the test items related to preparation from grad school don't seem relevant as I graduated over 20 years ago.

--At the end of the school year, my contract will be completed. As of right now, I will not return due to high caseload, poor work conditions and excessive paperwork.

--I wish I had more formal schooling re: AAC/AT. We did not have a course on AAC when I was in grad school (MA '98). I don't feel adequate to do an AAC eval. I have

Comments Cont.

done quite a bit of continuing education in AAC/AT but don't feel confident.

--I have worked as an SLP for 22 years in the local school district. I love my job and feel blessed to work in the Gering School district. We have great support from our SPED director and she treats us as professional the we are. I know that other SLPs are not as fortunate that may live in other areas. I would highly recommend working in a rural area where SLPs are in HIGH demand and are valued!!

--Too much paperwork and not enough time to do it all within the hours of the work day. I have been needing to take work home for the past 6 years and spend a considerable portion of my weekends and evenings trying to keep my head above water. I find it very difficult to meet compliance requirements in documentation given the lack of available time for paperwork. I really love interacting and working with the students, staff, and family; however, the paperwork requirements contribute to a large percentage of my overall job dissatisfaction. If the money was not as good as it is, I would never make the sacrifices to my family time, which are currently being made. I have always lived in a very rural area with a significant shortage of available SLP's. This has required me to feel the need to consistently provide the maximum availability of services with little time ever delegated to the administrative end of services across a variety of different settings in which I have worked. If there was not such a huge demand for services I think things could potentially be very different. If I could make the type of income I currently make doing a job which did not require so much homework I would change careers in a heartbeat.

Comments Cont.

--All job dissatisfaction comes from paperwork requirements and productivity administrative issues. My job is wonderful. My patients are incredible. I learn something new daily. I get to help other people on a daily basis.

--The job is amazing! Kind of upset that grad school didn't prepare me for group therapy in the schools, paperwork, or IEPs. Overall, the job is amazing here in California. Don't miss Iowa at all!

--I do feel job satisfaction changes for me dependent on the time. There are more difficult times and easier times; times when stress level is high and stress level is low. Now is a moderately high stress time with somewhat decreased satisfaction.

--Since I have become an independent contractor 3 years ago for birth-three, this is the happiest I've been in my profession. I wish I had made the leap sooner in my career.

--I have to travel--hour to work, which takes away from personal time (sleep, friends, exercise, and family relationship). I also need help when the caseload increases 1-2 times a month, but never receive assist.

--Medicaid rates have discouraged me from taking Medicaid patients as of December 2011. The schools are playing games reducing speech caseloads without going through the proper channels of how dismiss a student or including the therapist on decisions. The economy is partially to blame, but administration needs to be honest and open!

--I believe a large part of my current job satisfaction has to do with Administrator/Workplace problems and not the job itself.

Comments Cont.

--With regard to educational experience and lack of training, I believe that Autism and ABA should have been explored more through course work.

--I have a great deal of freedom to plan my services and flexibility to carry out my job. I receive all the therapy materials I request. I find working with minority children to be both challenging and energizing. I love my job!

--Much of what I find unsatisfying about my job relates directly to the embarrassingly poor funding for the public schools in my district. I feel like I am adequately compensated for my work but there is not enough support in general for the students. This results in less obvious positive outcomes for students and ever-growing caseload sizes for SLPs.

--Too much paper work. Too many regulations regarding services. Very diverse population served. Need more preparation time.

--Job satisfaction for me varies according to size and breadth of caseload. Our public school district doesn't provide adequate staff (SLPs or support) or planning time for diverse caseload (medically fragile to gifted w/ Asperger's and everything in between).

--I think keeping up with all the components that Medicare requires to be in our documentation is very stressful. I think that the productivity requirements in the workplace are also very stressful!

--UNI gave me the basic education to learn the job once I entered the profession. So much changed so quickly, that SLPs need to be learners for a lifetime of new ideas and technology. UNI taught me how to be a learner for life - and told me to expect

Comments Cont.

challenges.

--I love that there is so much to learn in this field, that it is ripe with opportunity for interacting with other medical professionals, daily activities are rewarding and fun. The field is full of friendly, assertive, well-meaning individuals.

--I am technically employed PRN but with a regular schedule, making it in practice more like job-sharing. The flexibility this affords me is better than I could have dreamed of. Because I am not the primary breadwinner in our family, it makes for an ideal work-life balance for me.

--My current work situation is highly dysfunctional on a number of levels. A lot of my dissatisfaction with my job stems from always feeling like I have too much to do. I feel like some time could have been spent in graduate school teaching how to streamline/make documentation faster to complete, as I do at least 5 new evaluations/week at my current job and feel overwhelmed with not having enough time to complete my paperwork in the hours I'm given. So maybe education to achieve work-life balance?

--Reimbursement for evaluation of dysphagia, such as MBSS, is continuously declining, also placing a lower value on a priceless evaluation that we provide that requires advanced skill and knowledge. Our profession is being devalued by Healthcare system. The years of experience and education in a area of expertise is being limited as referrals decrease due to expense and lack of adequate reimbursement for the procedure.

--In order to obtain full time work, I am currently at three part-time positions. One

Comments Cont.

position is 2 hours from my house; the other I drive minimum 6 hours/week to the client's homes. I absolutely love my job but wish I could find somewhere closer to home; I have little time for myself and my family as a result!

--My job is frustrating when other (teacher/special ed. teachers do not do what is listed on a child's IEP and I am aware of the non compliance. Certain times on the year are more hectic than other.

--I work in acute rehabilitation - one of the frustrations is that we are getting more complex patients earlier in their recovery time and length of stay has decreased significantly - less time to do more.

--The pressure to have all my working hours be "billable" is my nemesis! I can't be effective without any time to prepare or document.

--A large part of my job satisfaction is due to the exceptional educational team that I work with (sped teachers, administration, educational technicians). Also the administrators in my two schools are incredibly supportive of speech/language therapy as a service for students. The staffs at both of the schools I work in are child/student focused and work very hard to help students to succeed in the educational setting.

--I recently have gone to a role involving more assessment. I no longer have a "caseload" and I feel my satisfaction has gone up tremendously. My survey would have looked a lot different at this time last year. (more negative)

--Three of the best things about being a public school SLP are June, July and August!! It is great to have the time off to spend with you children and family. I have enjoyed

Comments Cont.

my career as an SLP and hope you do to!!

--I feel overwhelmed with meeting the needs of my students, particularly related to report writing and documentation. I work primarily in AAC and find that I learn most of what I know about AAC from my CF and post graduate continuing ed and from the colleagues.

--I think a lot of what I get out of my job is because of coworker and families I work with. I am happy to be in the place I work but it has not always been like that. I have had my share of places I did not like and people I did not enjoy working with.

--I am a sole practitioner with my own private practice. I find it very fulfilling and enjoyable, however I am stressed by the demands of paperwork and administration.

--Frustrated by the huge amount of time required to complete mandatory paperwork. Would rather spend time on preparation for therapy sessions and finding appropriate materials.

--I am in private practice. That was not one of the choices, so I selected education.school. I do not accept insurance and schools do not refer out which limits my access to clients. I suggest a separate survey regarding insurance!

--My particular position in my medical setting is split: 50% inpatient (acute, mostly adult dysphagia) and 50% outpatient (mostly pediatric speech & language). I enjoy the variety and challenges of treatment, as well as time management.

--Amount of paperwork can at times be overwhelming and cause trouble in the organization department. It also causes trouble in liking my career but the pro benefits outweigh the cons over and over every minute!!!!!!

Comments Cont.

--There is usually something in each day that is rewarding. My private practice setting allows me more control over my situation than many "jobs" do

--Perhaps you should qualify this...I have 100% satisfaction with my "career" but certainly not 100% satisfaction with my "job". Since you titled it "job" my satisfaction is less.

--I am currently in a very supportive school environment; however, within my county if I were to take this survey working at another school, I would not be as satisfied. Administration as well as the kids of students on your caseload all contribute to the job satisfaction.

--Large caseload limits my time to be creative and innovative. Work stress is caused by little to no planning time.

--As an SLP in a public school in a state that does not particularly support public education, and in this era of HATRED for educators, it is difficult to feel very positive about the future of our children. Most people in the state where I live are willing to believe that educators are all lazy, sex-crazed, child abusing, Union thugs and that the best teacher is the kid's (uneducated and probably illiterate) parent. Our state doesn't even fund Head Start! Polygamists in the legislature believe that women should be kept barefoot and in the kitchen, with 12 or 15 young'uns to home school all by themselves. Public education bothers Idahodians, and besides, it interferes with hunting season most of the year. Our Superintendent of Public Instruction feels that the best thing to do is fire the teachers and give each student a laptop to do with as they please. Nevertheless, I enjoy my students and love everything about my job

Comments Cont.

except for the endless paperwork.

--I wear 2 hats. I own a private practice part time and work for the schools as an itinerant therapist with the deaf/HH. I love both jobs. However, if I were a school based therapist, that is much more stressful and difficult as the caseloads are way too high and the school keeps adding to the workload (ex. Medicaid billing) without taking away any work. I would not be happy if I was in that position.

--I am in Private Practice for Early Intervention. Reimbursement is a major frustration. I did not receive a paycheck for over 3 months from Medicaid. This is the greatest frustration for me.

--Because I have worked in schools since before PL 94-142, I have been able to work into the paperwork requirements with pre-training. I person entering the profession now needs to be able to get that preparation on the job. I do find that graduate practicum students I supervise do have a weakness in their preparation. When I retire (soon), I would hope that my replacement is prepared.

--I'm working 3 days/week, being semi-retired. Added my pension to my part-time salary for my total pay.

--One of the most satisfying elements of this field is the great flexibility in terms of types of work setting, and being able to find a job in various states (even countries). I have worked in a few different states, and two different countries.

--Due to my age, much education re: hospital based programming was learned at conferences, self study, etc. which was/is expected within our field of choice. There is too much to know as a new graduate and consideration should be given to an

Comments Cont.

entry level doctorate.

--I am very satisfied in my current position. I worked in two other settings (schools and private practice) before starting this position at a rehab hospital. I would not have responded so positively in those settings. It took me 6 years post graduation to find a job that I truly enjoyed and plan to stay at for a long time.

--Per question regarding my graduate school's preparation for the real job market, while not perfect I felt very prepared. I become more frustrated with the individuals who have gone to other schools or no graduate school at all. Their lack preparation can be rather frustrating at times.

--There is not enough time in the work day to get everything accomplished. I received my degrees in the 1970s. So much paperwork and accountability has been added to my job since that time, along with students in the schools who are so much more complex (autism, preschool developmentally delayed, etc.). Yet we are expected to serve so many children. It is rewarding but it is exhausting.

--It really depends on the clients. I find far less satisfaction if clients are not consistent in their attendance, if they have significant behavior problems, or if they have concerns that I cannot find much literature addressing (e.g., dysarthria in children) or which is subject to great debate (e.g., oral motor concerns).

--The majority of my dissatisfaction about work stems for ridiculously high productivity standards. We keep getting pushed harder and harder to increase our productivity and I feel like this has an exponentially negative effect on quality service/therapy.

Comments Cont.

--The benefits of a career as an SLP outweigh the current sometimes negative and stressful requirements of regulations (Medicaid, billing, documentation) from federal, state and local school districts.

--In the state of Arizona, I am dissatisfied with the pay schedule of therapists working in conjunction with the Division of Developmental Disabilities. In the past three years, professional therapists have taken a state implemented fifteen percent pay decrease for direct services provided to clients. In the past three years, the state has implemented a pay decrease and new forms that must be completed by therapists. We are now expected to conform to using state mandated quarterly/assessment reporting forms that take an exorbitant amount of time to complete and are completely redundant. Of course, writing these redundant reports must be completed on our time off and we are not reimbursed for the time writing reports.

--I am currently working one full time job and one part time job due to salary/budget cuts. Funding depends on stability of Medicaid.

--I love my job and helping my patients. I believe UNI did a great job teaching us the importance in balance between being book smart and having a great relationship with our patients. The hardest part about working in the medical area is that hours often vary (one week you will be at 30 and the next at 50) and a lot of travel time between the many hospitals/agencies you serve. This is just one of the sacrifices a therapist makes in order to be able to work and live in rural Iowa. The other part that is difficult is educating nursing staff and physicians on what speech therapists

Comments Cont.

can treat besides dysphagia. Though I believe this is improving in rural Iowa, the battle continues and many patients are going untreated.

--while I am enjoying what I am doing currently, I think one of the benefits of the profession is the ability o "change jobs" while remaining in the field, which allows us to remain fresh. A source of frustration is ever changing health care needs and lack of resources

--Caseload size is good but paperwork is too demanding. Note taking for therapy is difficult to keep up. Working in isolation without new ideas from others is difficult and being responsible for so many specialties from preschool autism to fluency is frustrating. It is not possible to be good at everything and not be working 24/7. My current position works well for me. I have bilingual students at a low achieving school where the demands are basically articulation, pragmatics and language.

--I've found one of the main areas lacking in my M.A. preparation and externship experience is ASD, functional language, and AAC.

--I work in several settings, primarily university and private practice but the question about work setting required a 'forced choice'.

--I am contracted to work 23 hours per week - but work much more than that to keep up on the paperwork! This is very frustrating! SLP's need a process by which we can do short term interventions, and/or our own IEP and process that fits with speech and language needs and issues.

--I think being an SLP is a great career choice. However, I find the documentation and billing requirements imposed by Medicare (which trickle down to all other

Comments Cont.

insurers) to be time consuming, cumbersome, and even at times offensive. It has resulted in an erosion of clinical responsibility/autonomy, degrading of patient care, and increased cost of accessing care. It is the thing that may ultimately drive me out of healthcare altogether.

--I have been an SLP for more than 30 years. I still find exciting opportunities and new ways to use my knowledge of the field. The most stressful part is more demands without taking anything away. There are only 24 hours in a day and I have to sleep sometime.

--Practice has changed so much from when I graduated that I would hesitate to identify formal education or lack thereof at the graduate level as a source of stress!

--The field of speech pathology serves such a wide variety of areas that I find my caseload changes each year, which keeps my job interesting.

--I feel as though I am well-supported, respected, and given plenty of options as to how to improve my therapy with my caseload, and my overall job experience. I realize that I have a reasonable caseload, and that my district is willing to help make things work in respect to when I'm feeling stressed. I feel very confident that my graduate university adequately prepared me for "the real world."

--AAC is a huge area that was lacking in my graduate education. I did have one class, which was phenomenal, but it wasn't enough to adequately prepare me to the extent that it should. There was also a lack of opportunity for placements and hours in that area.

--Salaried position- can be frustrating at times with heavy workload and no

Comments Cont.

compensation for spending weekends on paperwork, cancelling family plans, etc

--30 years in public school / retired / now work part time for early intervention and with an adult day-hab program. I make \$50 an hour plus my retirement... could not have asked for a better career choice! It is a blessing. I hope I never have to stop working.

--Not nearly enough time allowed for adequate completion of paperwork. We SLP's are managed by non-SLP's. This is just not satisfactory. Our work is substantially different from OTs and PTs. Work in health care has become very stressful.

Emphasis on bottom line.

--I have always enjoyed the profession - but it took a long time to find a great place to practice! NOW, I have a proactive boss and respectful environment (administrators included). I think the university did as good as realistically feasible for preparing me - considering that was 23+ yrs ago!

--Issues regarding insurance and medicaid/medicare payer policies should be discussed at the collegiate level.

--I am happy because I am only half time at the school and half time per diem. I would be more stressed and have lower income if I worked full time at the school.

--My job stresses include: lack of funding for basic materials; little respect for what I do from administration; truck loads of paperwork; and a push to "water down" services due to large caseloads.

--I am at the end of my career. Most of the strategies that I use currently were learned as a result of training during my employment. I hope many of the new

Comments Cont.

things we do are being taught at the University level.

--I am very satisfied with my job, but I had to seek many hours of continuing education in dysphagia to feel I was competent in that area. The vast majority of my caseload are dysphagia referrals.

--In terms of the satisfaction with the number of hours required to do my job, the question can be interpreted different ways. I actually do not get as many hours to work in the medical setting as I would like. The data may reflect dissatisfaction for too few or too many hours.

--I am satisfied with my choice of career, but not jobs (as a "per diem" worker, I have quite a few jobs). In the 1980's in several different acute rehab hospitals, a stroke patient could receive SLP tx. for 2.5 hours a day, including group treatment. My caseload in an 8-hour day was 4 to 6 patients. Now, I work part-time - 5 to 6 hours a day - and my caseload is 7-9 patients. In addition, the organizations have cut social work and case management, and support staff, so I spend my time doing more social work, case management, patient transport, secretarial and clerical duties, preparing treatment materials and dysphagia trays, and even transferring and toileting patients. I sometimes am tempted to say to a patient "Too bad you didn't have your stroke in 1990 - then you might have received some real speech and language therapy."

--Competence of fellow SLP colleagues and our ability to advocate for our services significantly affects satisfaction. Value and recognition of SLP services by other colleagues significantly affects satisfaction. Iowa has the least competent medical

Comments Cont.

SLPs of the six states I have practiced.

--Do not enjoy the stress associated with healthcare today (increasing demands, decreasing reimbursement). Do not enjoy the "politics" of the job.

--job satisfaction always goes down during IEP season, which begins now and runs through the end of the school year

--For the loans I am now repaying I feel the salary I make is unacceptable and in hindsight would have chosen another career. Also, while there are tons of SLP jobs I find that finding a job that I want to make a career out of is very challenging.

--I like being a college professor and seeing clients in this setting, however, I would have a harder time liking my job working as a speech-language pathologists, not because of the clients, but the restrictions and paperwork involved in being a working SLP in both the educational and medical settings.

--The pressure from healthcare employers in SNFs regarding productivity has been more stressful than any other factor in my job.

--There are never enough hours provided to do adequate assessment, research or report writing in my current position due to case load overload. In a split job assignment, there are limited number of hours to do the job adequately. Attorneys, advocates and parents feel they can make better professional decisions based on laws and data than the professional trained for the job. Principals of schools and teachers do not understand the SLP job for the most part. Principals particularly want to guide and direct the SLP with no information or training.

--I have 2 jobs: SNF and home health. Productivity expectations and no treatment

Comments Cont.

space in SNF cause daily stress, these are not issues in HH.

--Love my job. It can be very stressful, but when it gets overwhelming, I focus on what I DO LOVE ABOUT MY JOB (working with students, seeing their progress and successes, continually problem solving and continually learning. My grad program gave me an extensive knowledge base PLUS the tools to keep finding information because our jobs are very dynamic. The field is continually progressing and our clients are very unique.

--Having a high caseload number, demanding/unreasonable parents, incompetent co-workers, unknowledgeable building administrators, and lack of support from Speech Path administrators make up a large amount of daily stress. In addition, handling all of those stressors for a sub-par salary makes them difficult to tolerate and continue to feel positively about the job. The students/patients are always the highlight.

--It's a job I've grown to love. It's a job lots of people are intrigued by and want to hear about. It's satisfying work but very challenging to find balance of caring for others while caring for yourself.

--Productivity requirements, lack of independence in workday (due to need to float to other areas when a colleague is ill or on vacation), insurance billing issues, minimal continuing education funding and on-call weekends are the main sources of stress for me that contribute to lower job satisfaction for me. The productivity requirement and weekend on-call work are the two areas that mainly lead to job satisfaction that is less than 85% for me.

Comments Cont.

--As I get positive feedback from a job well done then my caseload increases. The meetings have increased between IEPs, METs, parent follow-up, weekly administrative meetings/staff meetings, and these take away from direct therapy duties and time with family.

--Pay in the area of out patient speech therapy that is hospital base is not equivocal to co-workers who have a PhD in physical therapy despite the same amount of education that is required. Further, the time that is placed in communicating with outside agencies for devices and ancillary services, amongst other needs, is not seen as a reimbursement and requires the SLP to be very versed in many different areas of care and need. Also, the distinct social differences between private, school and hospital based therapists needs to be addressed so that each feels comfortable with sharing training, education, ideas and assistance without a sense of being superior.

--I do not feel supported by ASHA or by ISHA and I am members of both. My professionalism is overlooked by administration at my current employer, and encroachment by "others" is significant. After all, just look on the internet to "learn" what we do!

--Because I have owned my own practice for the last 30 years, I have been free to tailor my work to my own liking however the practice of speech language pathology and the environment (both settings and governmental) in which we work add challenges, stress and enjoyment to my over job satisfaction.

--Overall I am happy with my job and population I work with. Paperwork and deadlines of paperwork tend to be stressful. In a school based setting there are

Comments Cont.

many meetings and trainings that do not apply to an SLP. An SLP is held to a higher standard than a regular ed. teacher but we are on the same salary scale and have less time for planning and do not get subs when we are out or in meetings.

--I love my job, which is now largely supervisory, and my work with clinicians, students, and clients. I am exhausted by concerns over funding and funders, reimbursement, and petty egos. I was very well prepared by my graduate program: more so in retrospect (not sure I appreciated it as much as I could have at the time).

--Due to significant changes to come in the state of Wisconsin due to the elimination of collective bargaining, I believe overall job satisfaction may decrease due to projected increases in workplace duties and hours required.

--This question does not exactly make sense but I am 25% satisfied. I need the insurance and found a job that is 30 hrs./wk. with full benefits so I put up with the downside.

--I like being an SLP in ICF/SCF and in the hospital settings. The travel is ok but it does get long at times. The changes in Medicare are making my job harder. I am not as valuable on teams because the amount of revenue I produce is less due to only being able to basically bill on 4 codes and all 4 are set fees. We need to open up codes and make them untimed. This would allow us to fully develop our skills to NH and offer more of a range of services in all areas of practice. It would allow us to limit the number of places we provide services. The only way to show us as profitable is to send us every where. This has also lead to high productivity standards. This limits our ability to provide necessary patient information and our

Comments Cont.

ability to educate staff/family.

--Most of the time I love my job. My caseload this year seems to be pretty good, but for the last 8 years or so I have always had at least one parent ready to go to court. That is very stressful!

--I actually think this survey should be for people with less time in the field than I....the questions did not address satisfaction issues for practicing SLPs with years of experience. And, there was no room to discuss dissatisfaction due to costs of ongoing continuing ed requirements (which I agree with but do cost), salary for service and documentation requirements, and many other things. Not impressed with survey questions.

--As a long-time member of our national body, I am dissatisfied with ASHA's laissez-faire policy towards the school system. School-based SLPs account for the majority of SLPs in our association and yet ASHA remains silent on issues of great importance to our school-based members (e.g., salary, Medicaid Billing, equivalency of the CCC to NBPTS Certification, duties, etc.).

--I am dissatisfied with my job for a variety of reasons. I used to be a private contractor but took a school related job to spend more time with my own children and start a language program. I am also the AAC specialist at the school which is my specialty. Due to funding and the size of the school district, the expectation is that I am now given all of the students with intense needs throughout the district and I therefore have to travel to 5 different sites.

Comments Cont.

--Working with children who have speech-language problems is inherently stressful. Working with children who have behavior problems on top of that sends my stress level skyrocketing.

--Our field is under represented and also under paid. We are a specialized area and have a great deal of education in order to practice. I feel our skills are not acknowledged as those that are specialized and we are not compensated in the area of salary for our skills.

--I love my job and my profession! I started in the medical setting when I didn't have a family and easily made the transition to education which is much more conducive to having time to spend with my little ones. I am very organized and eager to learn new things which I think makes me more productive and happy with my job choice. I would have liked to have more instruction with working with individuals who have severe to profound deficits and AAC

--I am in a position that allows me to complete continuing ed hours. I enjoy providing information about speech/language to the community and appropriate groups. My practice involves 50% or more swallowing patients

--It was hard to answer the ranking question since I don't do some of those things on this particular job.

--Would like increased allotment continuing education funding to \$1000.00 annually in addition to having all licensure and regulatory fees covered, increased access to formal assessment and intervention tools. I feel that it is important for anyone in the workplace to be fully aware of their potential to generate revenue in

Comments Cont.

order to best negotiate and optimize their rate of return on their professional investment of skilled services rendered. In the case of SLP's, this involves seeking full knowledge of reimbursement rates, much of what is in the public domain. I would also like to emphasize the importance of the efficacy of concise, thorough documentation that will bear any and all scrutiny.

--Every job is what you make of it. I choose to focus on the positive parts of my career, though there are some negative aspects. I think that every job has requirements that are not what you thought would be part of the job- and being an SLP is no exception. I don't make loads of money d/t the setting I've chosen to work in, but it is a great job for having a family d/t flexibility and hours.

--I have a 30% contract in the schools. I am paid for 11 hours & 15 minutes per week. I love working part-time and being available for my children. The only thing I'm not satisfied with is the amount of unpaid overtime I work on a regular basis. I could never do my job in 11 hours per week. I work about 20. It's still worth it, to get all the vacation time with my kids.

--It's not a bad job. There's rarely a dull moment when you work with people (young or old, I've done both). However, it is a job. There is stress. That's why they pay you. I am a homebody. I preferred the 7 years I worked as a stay-at-home mom.

--It was hard to say whether or not my grad work prepared me for the topics that didn't exist at that time.

--My job satisfaction is high because I am in private practice. It would not be the same if I was working in the schools.

Comments Cont.

--suggest adding another level of education-Masters + 45 Love working in this setting with this population and would recommend it, prep for this area should include more on documentation and presentation(s) e.g. IEP meetings, correlation of standards to goals, etc.

--Stressful encounters due to lack of preparation in graduate school would included issues with evaluating students who are ELLs. !!!! How to TRULY have a good diagnostic feel for if their issues are ELL related or due to the need for special ed! Also the biggest area of dissatisfaction in my job is paperwork required. Another is that as an SLP in the Schools, we have to know SO MUCH about so many other things besides Speech-Language Pathology. So much in regards to education and all the rules therein. Seems like we get four times as much training on how to write IEPs properly vs. Speech-Language Pathology issues. a job hazard I guess in the school system.

--The thing I dislike most of all , is the amount of paperwork (IEPs, Medicaid, meetings and data collection...) this reduces the amount of child therapy.

--I would have been curious to see the difference between private employment vs. public employee satisfaction. I am an independent contractor within the schools and control my salary, hours, population, etc., with ease. Hence, I'm very satisfied across the board. I wonder if employees are feeling the same . . .

--I travel between buildings and serve ages Pre-school through High School with a wide range of disabilities. I also have had many of the other spec. ed staff come and go and have mentored so many that it is tiring. These factors have lessened my job

Comments Cont.

satisfaction.

--Allowing parents to have control of continuing service is an issue that is out of control in Virginia. Virginia is one of 2 states that allows parents to make the decision to keep a child in speech therapy regardless of the need for services. No back up by administration due to fear of lawsuits from parents is extremely frustrating.

--Lack of administrative support and understanding as well as increased demands of knowledge for services without proper training/professional development has dropped my overall job satisfaction from where it was a year ago.

--The profession has changed dramatically since I first graduated. There needs to be more of an emphasis or even a class on educational/special education law for those who will work in the schools. I used to enjoy this profession when I first graduated, but it has changed so much, that I don't anymore. Still love to work with kids, but it's not about them anymore-it's about the state, accountability and parent groups. I will never encourage my kids to go into this field or special ed.

--I am only responsible for evaluations (K-6) in a public school system, although also responsible for students in private schools located in the district. I am incredibly happy with my job and hope/anticipate I will be able to continue working into my 70's.

--My job satisfaction has a lot to do with my wonderful supervisor. Case loads and work loads seem to vary so much from school to school right within Maine. I think the salary is a joke given the amount of graduate loans I had to takeout. But if

Comments Cont.

someone could just take away Medicaid billing I would probably be one of the happiest people in the world. Plus the time to do some work on the side if I wanted. maybe even see my family :)

--Productivity requirements led me to seek part-time work. I would not do full time, as there is never enough time for paperwork. If I needed to do full time work, the productivity requirements would cause me to leave the field completely.

--The least satisfying aspects of my job include high caseload which reduces the quality of service I can provide to my students and the amount of paperwork needed for documentation, from the initial evaluation report to IEP writing and progress documentation. The most satisfying part of my job is the actual therapy services that I'm able to provide.

--The stress comes from insurance companies and documentation. Also, the amount of hours that I work to obtain the salary that I have.

--Stress comes from lack of respect from other professions and other professions doing my job, "anyone can do speech therapy!"

--I had great AAC training.. but I found that many of my colleagues are stressed about providing services for more severe populations and students with complex communication needs -- but I noticed that wasn't listed. I also was confused by Masters +15 or +30, but just assumed that meant how many years post degree.

Thanks for doing this survey. I love my profession, but like so many am on the verge of burn out. I think about leaving and taking a break or going into research because it is so hard to handle it all.

Comments Cont.

--My current duties are more administrative and not as related to the information I learned in graduate school. For me the job satisfaction comes from the freedom to be creative and the flexibility in my position to follow through with the ideas.

--High stress to provide prescribed number of minutes within high productivity requirements, not allowing for the other "non-billable" components of our job

--I was not prepared for my job because I received NO training in augmentative and alternative communication - which is 100% of my job. The university students or recently graduated SLPs that I supervise or consult with are also not receiving any training in AAC - which is incredibly frustrating because it reflects that little to nothing has changed within required SLP training and ASHA University standards since I graduated in 1977. And in this survey, AAC wasn't even included in question 29 (stressful encounters)! It is a MUCH larger area of practice than many other areas (like Resonance and Voice - which each merit their own area). Until this changes, a large number of graduating SLPs who go into the schools will have stressful encounters. And more and more individuals who currently practice will be frustrated and stressed. The field of Augmentative and Alternative Communication can not be ignored.

--I try to make the best of my current job situation, but I've had additional bldg. sites added to my workload every yr. & this yr. have students @ 6 sites on a regular basis. It's hard to be effective & efficient because of this & scheduling is very difficult. While I work many hrs. over the regular work week, since my family is now grown & living a distance away, I don't feel the it keeps me from spending time with them. I

Comments Cont.

make the most of my holiday breaks & summer! I really appreciate the opportunity to take this survey!!

--Lack of preparation in academic programs for how to succeed in academia. I have never worked this hard in my life, and I miss being a full-time clinician, even though I do enjoy teaching and the flexibility of an academic schedule. Too much pressure in academia.

--Much of the dissatisfaction on my job comes from bureaucratic interference with administering treatment to my patients as I see clinically fit.

--I would be even more satisfied with my job if I did not have crushing student debt incurred for my master's degree. I am not sure when I will be free of these loans.

--Looking forward to retirement. Can't come soon enough. But possibility of same looking less & less likely bec. of economic picture in USA, declining value of retirement investments, insurance options upon retiring, etc. Fully anticipate having to work until no longer physically able. Should've listened to wife & gone into public schools instead of medical setting!

--I absolutely love my contact time with my students. The growing amount of paperwork and documentation is causing increased stress.

--too much paperwork; not an even distribution of duties between SLP's; the harder you work, the more work you are given

--I put nothing in the box on stressful encounters due to lack of college preparation because most of what I do now was not being taught when I went to college. I have continued to hone my skills through continuing education. Having worked in the

Comments Cont.

field for 34 years, not much of what I do now are things I was trained to do in college. Most of my job dissatisfaction is due to the amount of paperwork required. I still get a huge kick out of working with clients.

--Additional areas that college education did NOT adequately prepare me for:

assessment and intervention of AAC and creating a schedule. AAC is my entire caseload - which I love - but it took a few years for me to figure it out.

--My 35th year as an SLP! I recently left many years in health care administration, which I hated, to return to public education. Many changes in education since the 70's, but overall I love my job!

--my job setting was not listed . . . I work in an independent living center as part of a state assistive technology project

--I work in a trauma-level hospital with a very complex, critical-care caseload. I really enjoy my patients, the mix / variety, and the nurses and surgeons with whom I work, not to mention my own SLP team. The multidisciplinary team I am with on a daily basis really adds to my job satisfaction. The things I don't like about my job and the hospital in general are: our direct report / management structure (SLP is under Respiratory Therapy here, and we report to the ABG/PFT Lab supervisor [?!?!], who has absolutely no interest in SLP); hospital administration; and, in this facility we are under a CBA / the union -- which really ties our hands frequently (e.g.: only seniority matters, skill level never factors into importance with HR or administration).

--In my school, the workload is too great, the pay is too low, and level of

Comments Cont.

understanding from parents and teachers is poor, and the level of respect is low.

--The most stressful aspect of my job is scheduling IEP meetings. I must get the parent to agree to attend a meeting within a certain time-frame. I have had a handful of parents who will not respond to me- I've left phone messages, sent letters home with the child, sent e-mail, and sent letters through the postal service. I do not get a response from some families. This is very stressful. The second most stressful thing is that there is only one person in my organization who knows the correct procedures to accomplish tasks. I was assigned a mentor when I first began this job. She told me to make friends with my co-workers in hopes that they could answer my questions because she could not. The third thing that impairs my job satisfaction is that no one wants to know what I think. I have experience from other work places, but no one wants to hear about it. That's one of the reasons I'm answering this survey.

--Being co owner of private practice is exciting until it is time to deal with insurances. Love the clients and variety of experiences this career has afforded me. Education for SLP career needs to entail many venues and many strategies as you never can predict who you will meet and where you may practice. I have worked in school settings, early childhood intervention, medical hospital/ nursing homes, and private practice. One never knows what will turn up next.

--I am a contracted provider. There is little interaction with the parent company. My job duties require me to provide all aspects of support to over 100 individuals with MR. I also do follow-up for amplification/hearing aid use. The job, though well-paid,

Comments Cont.

is insecure and difficult to complete within the hours paid. This means either doing a lesser quality of work or working for free. I choose to work for free, not healthy for me physically or mentally. Still, I enjoy the individuals with whom I work.

--I feel that you will get varied responses. I wasn't sure if my "job" was to be defined as an SLP or as an SLP working at my facility. I answered questions as an SLP working at my facility. As an SLP in general I would have much higher satisfaction in all areas.

--I am retired, and now only working 2 mornings per week. However, my job satisfaction was nearly this high when I worked full time. that's why I'm still here! Our dept. has gone through MANY changes in the 26 yrs I've been here. Satisfaction was not always this high, and I even threatened to quit.

--I hate being judged regarding my effectiveness as a clinician, using productivity numbers. I hate tracking units, unproductive/other time spent on work related things that isn't billable. Makes me feel like less than a professional. If we are being reimbursed a flat rate and not by SLP billable units why does it matter? Don't pt. outcomes/success speak better to efficacy of the treatment and my personal performance?

--I was unhappy and under a lot of stress with my previous SLP positions in public schools. Now, I have been working within my own private practice for the last 5 years, and although there are specific stressors related to private practice, I am consistently happier!

--For the past 35 years I felt very satisfied with my job. Things have changed

Comments Cont.

dramatically this year. I work part-time and am being asked to work with way too many students. I feel that I am no longer providing adequate services. The response from my administration is, "Keep putting the new students in groups". This has become more than frustrating and I cannot wait until I am able to retire!

--Since Medicaid has become so very important it has taken valuable time away from planning and research time for me. Many school SLP's feel the same way. Too much ridiculous paperwork and not enough research and planning time to make therapy better.

--I feel that I am especially lucky to have found a setting that I feel comfortable in and am afforded many opportunities for advancement. I am currently at a private practice, and have completed my internship, CF and stayed on because I love my job so much. There are definitely stressful times due to caseload or management issues, but overall I think I have it better than most people starting out in the field.

--This survey does not address self employed therapists (like me). I work as a provider in infant -toddler early intervention in our county.

--I recently opened a private practice in addition to instructing communication sciences and disorders courses at Oklahoma State University. Currently, I am putting in TOO many hours, which is stressful and frustrating. However, I would hope to wager that in the next couple years as my business becomes stable, this will change for the better.

--SLP's in the field have very little control on the amount and required amount of paperwork. At times the IEP does not reflect the type of services that we need to

Comments Cont.

provide and there is too much repetition of information.

--I think there is a difference in the hours I am contracted to work (20) and the amount of time I put in each week (30+) just to maintain the caseload. That particular question on the survey may be misleading in terms of its results

--Too much paperwork, unreasonable parents, lack of support with advocates, expected to work with horrible behaviors that endanger the teacher, lack of rights for the clinicians, unreasonable expectations (such as making up therapy if you are out sick)

--I feel my current and past supervisors (whether RNs, PTs or SLP) are not appropriately trained to manage and supervisor us. This causes significant issues in the work place.

--My site is extremely supportive of me for clinical practices and professional development. With regard to encounters following graduate school, of course I enriched my knowledge base... but I wouldn't call those 'stressful encounters.'

--Too much paperwork and working in a state that does not value state employees has been stressful. Over the past several years my take-home pay has decreased.

--Washington State has a low pay scale. Seattle School District has no contractual protection regarding workload for SLP's. The only reason it hasn't changed is that Seattle is a really nice city to live in and SLP's want to work close to home.

--I am sickened, almost literally and physically, by the demands of my job which includes increasing paperwork out the roof! I am also very disillusioned by encroachment of others, especially Title--who only have a BS in Gen. Ed. but are

Comments Cont.

using and buying SLP materials from well known companies. I am not considered to be any piece of RTI although I am DIBELS trained and RTI trained before I came to this placement 4 years ago. I am actively looking for a different job. This is a rural, small town school and I only live a few miles away, but am not a "local". While I may be experiencing a little bit of unique, although hostile vibes, overall the school SLP's job is marginalized. We should be on a separate pay scale like the PTs, OTs, and Psychs. I do not feel supported by ASHA at all. I find it very hard to recommend this field to

college students, although I do enjoy the therapy aspect.

--My biggest frustration is that the current system does not provide long term therapy (more than 4 months) to most patients who need it (which is less than 10%). The system does not support quality of care (by either research or reinforcement), but only focuses on number of visits. I support the purpose of new documentation requirements, but the way they were implemented has caused paperwork to become more and more time-consuming, cutting into family time.

--My frustrations with my job are due to administrative duties and the fact that I don't get to do much therapy any more. I think you might have wanted your participants indicate the amount of time they actually spent in patient care. Also, many of the items in your list weren't covered in schools in the 70s (i.e. Swallowing)

--I am 72 years old, retired and working part time. Not because I need to but because I want to. I love my job.

--Unfortunately the war on public education in my state creates an atmosphere

Comments Cont.

where public school employees feel unappreciated and misunderstood.

--The worst part of the job is the rules/regs set forth by insurance companies and Medicare/Medicaid. Paperwork requirements, documentation, etc., are the main reason I would ever consider a change in my profession. Something's got to change in the medical profession nation-wide.

--I have worked for myself and worked for others in this field and my level of satisfaction increases greatly when in private practice.

--I find the ever changing rules of insurance and Medicare overwhelming. Documentation and productivity requirements dictate patient care rather than the patient's actual needs. It is also frustrating Medicare does not recognize holidays or missed visits for Dr appts which require staff to often work holidays and weekends with no extra compensation and on short notice. It is a recipe for burnout.

--The biggest satisfaction still comes from seeing the kids progress and the light bulbs turn on. The hardest part is dealing with administrators who still can't view anyone without the filtering lens of teacher.

--Just coming back to work- worked 8 years- stayed home for 8 years- LCPS wouldn't hire part time- only full (have elementary age kids) the school admin has me a trailer shared w/ 7 other disciplines-ot.pt.gifted, fles and SLP- too distracting for my kids and waste tx time having to go in building and back to trailer every 30 min- makes me feel somewhat not as an equal professionally speaking- although I have more education than many- admin call me "speech teacher" yuck- just a pet peeve-

Comments Cont.

--It is always rewarding to work with the accomplished and interesting elderly population. They are strong resilient and generally motivated.

--have learned that you need to be flexible and spend your own time and money to stay on top of the stressors associated with ever-changing healthcare system if you want to be good at what you do. For me it is not an imposition to do this it is a necessity, but if I were a new clinician this would be more difficult

--The most stressful thing about my job is large amounts of required paperwork that is essential for submission to insurance companies, etc. The second most is that I am required to travel for families where the child is under 3 years old. Not only the travel can be stressful, but the homes are not always optimal locations in which to work with parents and their young children, due to the many distractions, other people in the home, and some living conditions. Overall though, I love that the not for profit facility in which I work has allowed me to become very specialized. I cannot imagine myself doing anything else professionally.

--many of the non-prepared topics "did not exist" when I was in grad school, e.g. dysphagia, technology: computers and AAC devices; there was no Boardmaker, we drew pix or cut up magazines, ethics issues have evolved over time, litigation involved MD's not SLP's, etc. - this is so difficult to compare/contrast over a 30+ span of the profession. The job market has changed: I stayed with my first job for over 17 years, now many changes in jobs the past 10 years and for a myriad of reasons. Well, just some comments..

--I work part-time and appreciate the opportunity to do so. My AEA worked with me

Comments Cont.

to accommodate my health needs that necessitated this.

--You did not provide an option of private practice as a work setting. It might have been interesting to separate people in this setting from others in the survey, because I think job satisfaction is probably higher among those like me in private practice, with different areas of difficulty or stress than other settings.

--The most difficult part of my job is dealing with administrators who do not understand clinical or regulatory issues.

--It is hard to answer some of these questions because I went to graduate school so long ago that many of these topics did not exist. That does not indicate a problem or dissatisfaction with the school.

--I work part-time which is very beneficial to my family however I find that my employer often has "full-time" expectations.

--There is too much paperwork, and not enough time to accomplish all the activities that are required in the job.