

# EXAMINING BURNOUT IN SPEECH-LANGUAGE PATHOLOGY: STUDENTS & CLINICIANS



**ASHA CE**  
**APPROVED PROVIDER**

Pennsylvania  
Speech-Language-Hearing  
Association

Introductory Level  
.05 ASHA CEUs

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AND SAGE SNYDER. B.S.**

## **Learning Objectives:**

- Discuss existing literature on burnout within speech-language pathology and related professions.
- Identify key contributors to burnout reported by SLP students and practicing SLPs.
- Compare burnout trends and profiles between graduate SLP students and clinicians using quantitative and qualitative data.



## **Course Abstract**

Burnout remains a significant concern in both the education and medical fields affecting many different helping professions. This has specifically been seen within speech-language pathology (SLP), affecting both practicing clinicians and the next generation of graduate students preparing to enter the workforce. As the field continues to experience high demand, understanding the current state of burnout and the factors that drive it has become critical for ensuring clinician well-being, professional identity development, and long-term workforce sustainability. This presentation reports findings from a survey examining burnout among 418 SLP graduate students and 365 practicing SLPs in the United States.

Participants completed demographic questions, open-ended items regarding their experiences with burnout, and the Copenhagen Burnout Inventory (CBI). Analyses explore group differences across personal, work-related, and client-related burnout, as well as predictors and key stressors identified by respondents. Emerging trends reveal distinct burnout profiles between students and clinicians. Graduate students reported a heightened stress linked to financial strain, imposter syndrome, and challenges balancing academic, clinical, and personal demands. Practicing SLPs highlighted high workload and caseload, documentation pressures, and pay or lack of raises as consistent contributors. Expansion of preliminary survey results previously presented will be discussed to offer an updated understanding of burnout trends within the field and higher education landscape. This presentation will also illuminate the literature specific to burnout and a call to action for supporting the SLP workforce.

## **Speaker Bios**

Chantal Whiteduck (she/they) is an Assistant Clinical Professor and Director of Clinical Education at Moravian University. Chantal has previously presented at state, national, and international conferences.

Sage Snyder is a first-year graduate speech-language pathology student at Moravian University.

## **Speaker Disclosure**

CHANTAL WHITEDUCK IS A SALARIED EMPLOYEE OF MORAVIAN UNIVERSITY.

SAGE SNYDER HAS NO RELEVANT RELATIONSHIPS TO DISCLOSE.