http://e-cacd.org/ eISSN: 2508-5948
Clinical Archives of Communication Disorders / Vol. 11, No. 1: 43-56 / April 2026
https://doi.org/10.21849/cacd.2026.11.1.4

Original Article

Career Preferences and Setting-Specific Information Needs of Korean Prospective Speech-Language Pathologists

Received: 17 April, 2026. Revised: 19 April, 2026. Accepted: 19 April, 2026.

Jin Ah Jeon[1],
Seung Jin Lee[2]

[1]Department of Speech and Language Pathology, Graduate School of Rehabilitation and Welfare, Yongin University, Yongin, Republic of Korea

[2]Division of Speech Pathology and Audiology, Research Institute of Audiology and Speech Pathology, College of Natural Sciences, Hallym University, Chuncheon, Republic of Korea

Purpose Understanding the employment preferences of prospective speech-language pathology students is essential for workforce development and education. This longitudinal descriptive study analyzed five years of employment preference survey data (2021-2025) from 219 fourth-year students in the Republic of Korea to identify primary concerns and trends in setting-specific preferences.

Methods Students enrolled in a clinical practice course submitted their top three preferred employment settings and related questions they raised. A total of 3,625 questions were categorized using content analysis, and keyword frequencies were analyzed across five clinical settings: welfare centers, private clinics, hospitals, multicultural family support centers, and schools/special education support centers.

Results Annual shifts in first-choice preferences were observed across the study period. Salary and compensation were the most prevalent concerns across all settings. Setting-specific patterns revealed distinct primary concerns: educational barriers (master's degrees/graduate school) in hospitals, foreign-language proficiency in multicultural centers, and working conditions/recruitment pathways in schools. In private clinics, students consistently inquired about employment types (freelance vs. full-time) and independent practice.

Conclusions The findings provide preliminary evidence for enhancing practice-oriented career education and curriculum development by systematically documenting speech-language pathology students' employment preferences and setting-specific concerns. The emphasis on salary, employment security, and workload highlights a critical need for enhanced clinical practicum education and the systematic provision of field-specific career information.

Keywords speech-language pathology, employment preference, information needs, clinical setting, career education

INTRODUCTION

Speech-language pathologists (SLPs) are healthcare professionals who assess, diagnose, and treat individuals with communication disorders, including speech, language, voice, fluency, and swallowing difficulties, over the life course. The motivations of students entering the field of speech-language pathology and related health professions have been the subject of inquiry for a considerable period of time. Early studies consistently documented that students entering health professions, including speech-language pathology, occupational therapy, and physical therapy, expressed altruistic motivations, personal experiences, and a desire to contribute to society as primary reasons for their choice of field [1]. Later research has identified that academic satisfaction also serves as a foundational driver of career choice.

A study of 297 students and professionals in speech-

Corresponding to Seung Jin Lee
Division of Speech Pathology and Audiology, Research Institute of Audiology and Speech Pathology, College of Natural Sciences, Hallym University 1 Hallymdaehak-gil, Chuncheon, Gangwon State, 24252, Republic of Korea
TEL. +82-33-248-2223, **FAX.** +82-33-256-3420, **E-mail.** sjl@hallym.ac.kr

© 2026 The Korean Association of Speech-Language Pathologists

This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (https://creativecommons.org/licenses/by-nc/4.0/) which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

language pathology and audiology found that personal factors exerted the greatest influence on career choice, with early exposure to major coursework also playing an important role [2]. These findings were supported by a study of 474 speech-language pathology and audiology students, in which 70% of respondents identified the desire to help others as their primary motivation [3]. Likewise, a study of communication disorders and physical therapy students identified occupational characteristics and the desire to help others as the most important factors in career choice [4]. This pattern has also been observed in the social welfare field: a study of 442 Korean university students reported that academic satisfaction and commitment significantly predicted students' intention to enter the field upon graduation [5]. Taken together, these findings suggest that career decision-making in health professions is shaped not only by personal values but also by students' evolving understanding of their chosen profession.

In addition to initial career motivations, students' employment preferences are influenced by the realities of the job market. An analysis of 1,326 job postings by the Korean Association of Speech-Language Pathologists between 2013 and 2017 indicated that most positions were concentrated in metropolitan areas, with a predominance of part-time, contract, or revenue-sharing employment arrangements, particularly in private-sector settings [6,7]. Although SLPs reported higher job satisfaction than wage satisfaction, their employment structures favored flexibility over stability, with most workers aged 20-30 [6].

These job market realities stand in contrast to the students' anticipated working conditions. In particular, graduating students in health professions tend to prioritize a positive and inclusive organizational culture, adequate supervision, and work-life balance [8]. For example, speech-language pathology and occupational therapy students in Australia have identified these factors as key determinants of their employment decisions [8]. Meanwhile, in Sweden, social work students identified appropriate workload, professional autonomy, and an ethically conducive work environment as primary employment preferences [9]. In the Korean context, recent domestic evidence further suggests that such expectations may not always align with workplace realities [10]. The study found that freelance speech-language pathologists experienced higher levels of stress related to working conditions, economic factors, and job instability than full-time employees, and that economic factors and workplace culture significantly predicted turnover intention. Collectively, these findings suggest a gap between the stable and supportive work environments that students anticipate and the structural realities of the job market. Such a gap may negatively affect job satisfaction and career retention among SLPs, highlighting the need to systematically document students' employment preferences and information needs.

At the same time, only limited attention has been given in the Korean literature to how students and prospective professionals perceive speech-language pathology itself. Some domestic studies have explored the professional image of speech-language pathologists among students and the public. One such study found that high school students and pre-SLPs frequently understood the profession in terms of duty- and job-related characteristics rather than professional specialization alone [11]. This finding suggests that awareness of the profession may remain broad or impressionistic even among students preparing to enter the field. However, such studies have primarily focused on occupational image and professional perception rather than on students' preferred employment settings or their setting-specific concerns when preparing for actual employment.

Employment settings for Korean SLPs encompass various contexts, including welfare centers, private speech-language rehabilitation clinics, medical institutions (hospitals), multicultural family support centers, schools, and special education support centers. These settings vary in terms of employment structure, client population,

job characteristics, and required competencies [6,7]. Notably, the number of registered Korean SLPs has grown exponentially from approximately 3,000 in 2012, when national licensure was first established, to approximately 15,000 as of 2024 [12], underscoring the increasing importance of understanding how new graduates navigate an increasingly competitive and diversified employment landscape. As the diversity of settings expands and the number of graduate students increases, systematically understanding the factors students consider when choosing employment settings and their setting-specific concerns has become increasingly important for workforce planning and career education. However, few empirical studies have examined the setting-specific employment preferences and primary concerns of prospective SLPs in Korea.

Therefore, this study examined five years of employment preference data from fourth-year undergraduate students enrolled in a speech-language pathology program at a Korean university. Specifically, the study examined annual trends in students' most preferred employment settings and identified their concerns and inquiries regarding each setting through keyword analysis. The findings are intended to provide foundational data to better understand the career preparation status of prospective SLPs and inform improvements in practice-oriented career education and curriculum development.

METHODS

This study employed a longitudinal descriptive design in which course-embedded survey data collected over five consecutive academic years were examined to characterize trends in employment preferences and setting-specific information needs. Data collection took place as part of regular coursework during class sessions, and the students were informed of the study's purpose and rationale at the beginning of the class before providing consent to participate. Participation was voluntary, and the participants were informed that they could refuse to participate or withdraw from the study at any time without any academic penalty or disadvantage.

The participants were fourth-year undergraduate students enrolled in a speech-language pathology program at Hallym University, located in Gangwon State, Republic of Korea. Data were collected from students enrolled in the *Communication Disorders in Clinical Practice* course during the second semester between 2021 and 2025. The survey instrument included closed- and open-ended items. In response to the prompt, "My preferred clinical settings for employment," students ranked their first-, second-, and third-choice employment settings. In addition, they were asked to provide their questions and concerns for each setting (see Appendix 1). The survey was developed with reference to the clinical setting classification presented in *Clinical Practice in Speech-Language Pathology* [13], published by the Korean Association of Speech-Language Pathologists, and Kim et al. [7], which analyzed job postings for speech-language pathologists in Korea. Accordingly, student responses were categorized by clinical setting, and the questions within each setting were further grouped by concern type.

Participant characteristics and the number of keywords collected per survey year are summarized in Table 1. Following each class, the responses were summarized, and these summaries were shared with students at the beginning of the next class, which served as the basis for group discussions and further question-and-answer exchanges. It should be noted that all data were collected by the two authors, both of whom served as instructors of the course; accordingly, the possibility that students' responses were influenced by perceived instructor expectations cannot be entirely excluded.

The student questions were examined and coded using content analysis. The first author repeatedly and systematically reviewed all questions across the five clinical settings to inductively derive categories. Category derivation

proceeded iteratively: an initial set of categories was proposed following review of the first-year data, then refined with each subsequent year's data until no new categories emerged, indicating thematic saturation. Following category finalization, the first author extracted key keywords from each question and calculated frequency counts by setting and by year. When a single response contained multiple distinct informational concerns, each was counted as a separate keyword; consequently, the total number of keywords extracted across all five settings (n=4,061) exceeds the total number of questions submitted (n=3,625), as a single response could contribute keywords to multiple thematic categories within the same setting. To enhance coding transparency, 10% of the total data were independently coded by the two authors. The percent agreement for category assignment was 97%. Because percent agreement does not account for chance agreement, this value should be interpreted as a descriptive indicator of coder consistency rather than as a chance-corrected reliability coefficient. The relatively high level of agreement may reflect the structured survey format and the use of a shared coding framework. Any discrepancies were discussed and resolved through consensus.

RESULTS

Annual trends in first-choice employment preferences

The five-year (2021-2025) annual trends in first-choice employment preferences are presented in Figure 1. Private speech-language pathology clinics (private clinics) recorded the highest first-choice preference rate across all years, ranging from 43% to 51%; however, a gradual decline was observed from 51% in 2021 to 43% in 2025. The hospital setting increased from 5% in 2021 to 27% in 2024, before declining to 17% in 2025. Graduate school enrollment (grad school) accounted for a substantial proportion of first-choice responses in 2021 (26%), with subsequent fluctuations, reaching 17% in 2025. Welfare centers declined from 9% in 2021 to 3% in 2024, with a modest recovery to 6% in 2025. Schools and special education support centers were unselected from 2023 to 2024 (0%), having registered 9% in 2021, but increased to 11% in 2025. Multicultural family support centers were excluded from Figure 1 due to consistently negligible first-choice selection rates across all years.

Distribution of Question Categories by Setting

The distribution of all questions (N = 3,625) across categories from five clinical settings is presented in

Table 1. Participant Characteristics and Number of Keywords Extracted by Survey Year (2021-2025)

Item		2021	2022	2023	2024	2025	Total
No. of Students		43	45	38	53	40	219
Male		4	2	4	4	5	19
Female		39	43	34	49	35	200
No. of Questions		486	1,096	483	999	561	3,625
No. of Keywords	Welfare center	130	168	166	217	122	803
	Private clinic	131	185	198	243	126	883
	Hospital	121	207	183	238	146	895
	Multicultural family center	109	152	147	218	93	719
	School/special education	119	169	152	205	116	761

Figure 2. Among 18 categories, "salary & compensation, work environment, personnel, and tools" accounted for the highest proportion at 18.4%, followed by "main duties, work type, and administrative tasks" (14.3%); "client characteristics—disability type, age, and severity" (11.8%); and "pros/cons and setting differences" (10.2%). These were followed by preparation for employment and advanced study (credentials, foreign language, etc.; 9.0%); working hours, workload, and caseload (8.1%); and interprofessional collaboration (7.8%). In contrast, the categories of work-life balance (0.2%), career development opportunities (0.3%), and need for clinical experience (0.5%) occurred relatively infrequently.

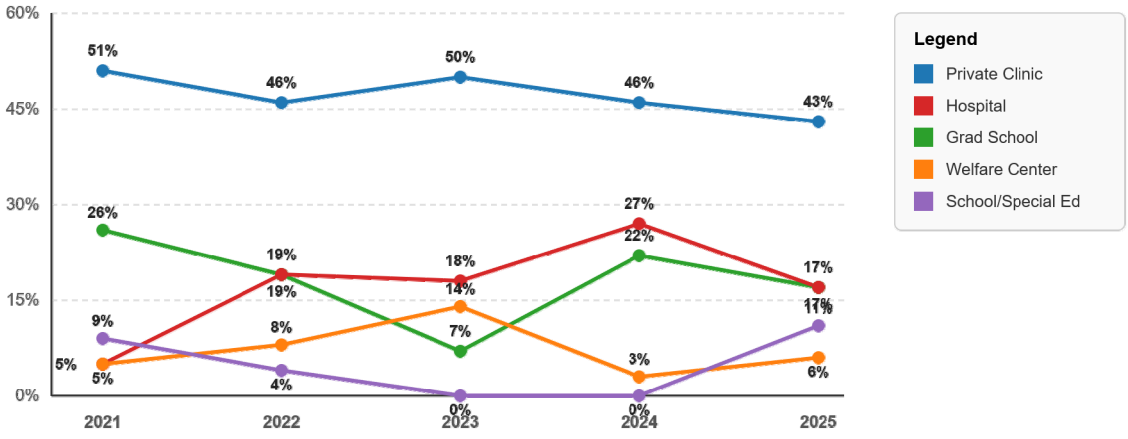


Figure 1. Trend of first-choice employment preference (2021-2025).

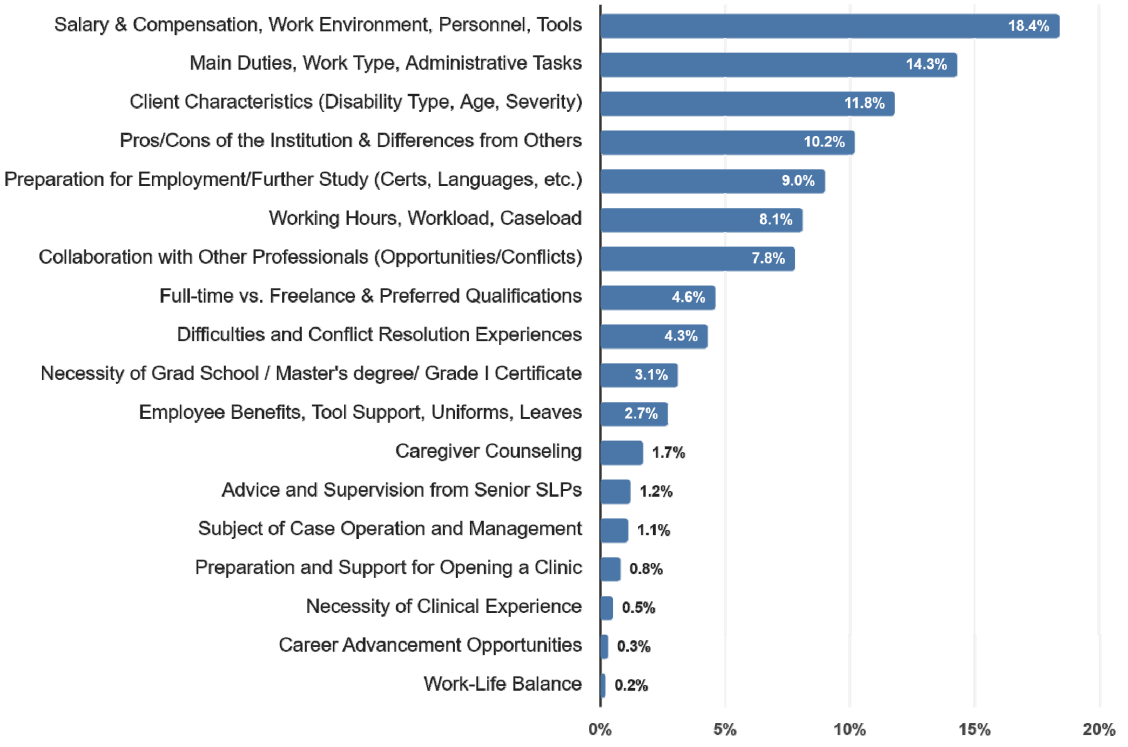


Figure 2. Distribution of question categories across all clinical settings (2021-2025).

Annual trends in major question categories

Figure 3 presents the annual trends in the six most prevalent question categories. The "salary & compensation, work environment, personnel, and tools" category declined from 17.8% in 2021 to 11.2% in 2022, rose sharply to 21.5% in 2023 and 24.4% in 2024, and subsequently decreased to 16.3% in 2025. "Main duties and administrative tasks" was highest in 2023 (19.3%), having recorded 12.2% in 2022, and subsequently declining to 9.7% in 2024. "Preparation for employment and further study" exhibited a unique pattern of temporarily disappearing in 2023 (0.0%) followed by recovery in 2024 (10.2%) and 2025 (11.5%). "Client characteristics" remained relatively stable throughout the five years, ranging from 9.9% to 15.6%.

Distribution of question keywords by clinical setting

Figure 4 presents the top 10 keywords from student questions across five clinical settings during the five years. "Salary" ranked first across all settings. In welfare centers, salary (n = 59) was followed by administrative tasks (n = 56) and disability types (n = 44). In private clinics, the most frequent keywords were salary (n = 69), administrative tasks (n = 41), and caseload (i.e., the number of clients, n = 31). The hospital setting was distinguished by the prominence of interprofessional practice (n = 27) and keywords related to educational qualification (graduate school, n = 21; master's degree, n = 19; and eligibility requirements, n = 12), alongside salary (n = 47). In the multicultural family support center, keywords related to language competency—including foreign language (n = 23), bilingualism (n = 18), and Korean language education (n = 15)—were characteristic, alongside salary (n = 40) and disability type (n = 29). In the school and special education support center setting, salary (n = 35) and primary duties (n = 34) were followed by advantages and disadvantages (n = 25), administrative tasks (n = 23), credentials (n = 16), and job postings (n = 11).

Keyword trends in student questions by clinical setting

Welfare center

Annual trends in student question keywords for the welfare center setting are presented in Figure 5. Salary/compensation was particularly pronounced in 2021 (n = 20) and 2024 (n = 30) and remained a consistent primary concern across all years. Administrative tasks increased gradually, from 8 occurrences in 2021 to 15 in 2024.

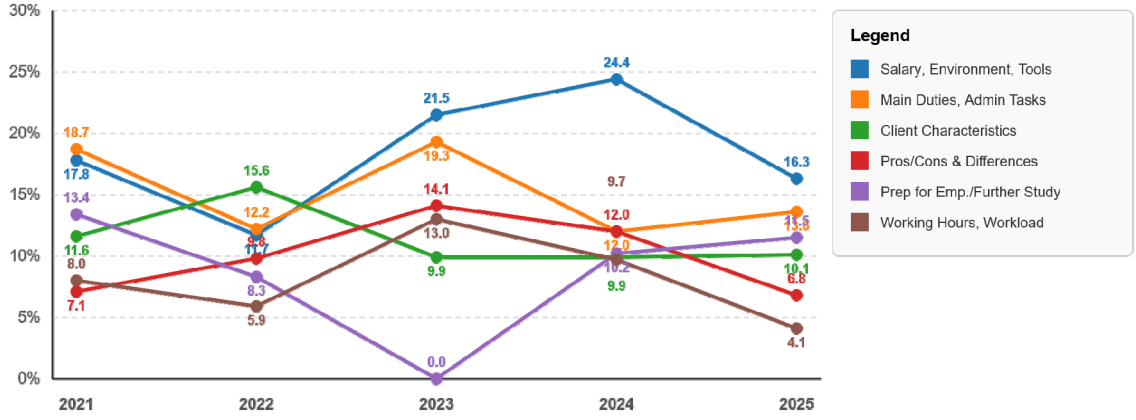


Figure 3. Annual trends of major question categories (2021-2025).

Collaboration peaked in 2022 (n = 20) and 2023 (n = 21), then declined sharply in 2024 (n = 9) and 2025 (n = 5). Severity was negligible in 2021-2022 but began emerging as a concern in 2023 (n = 9). Disability type remained stable at approximately 10 occurrences per year across the study period.

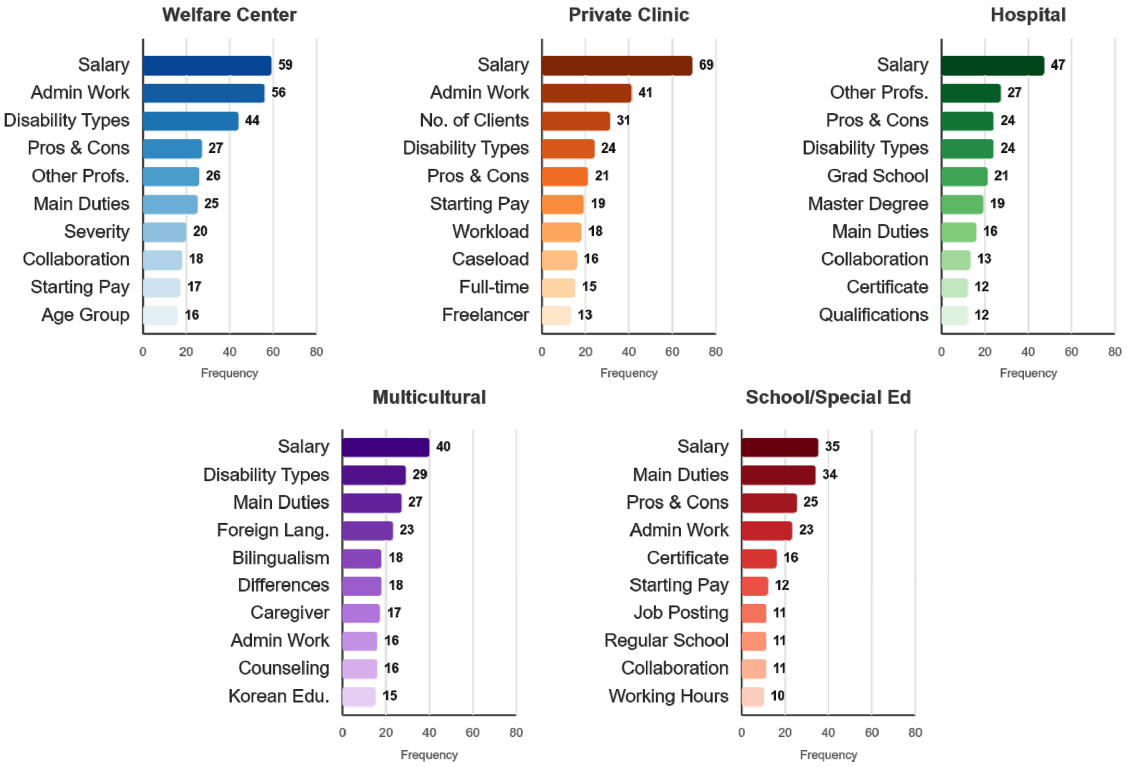


Figure 4. Top 10 question keywords by clinical setting (2021-2025).

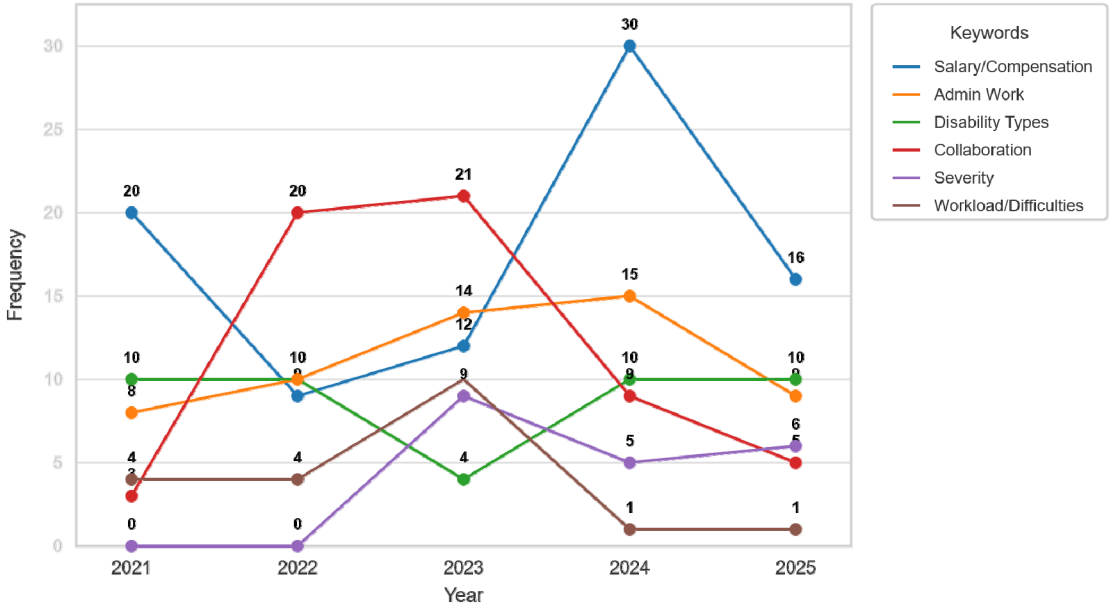


Figure 5. Annual keyword trends by clinical setting: Welfare center.

Private clinic

Keyword trends for the private clinic setting are presented in Figure 6. Salary/compensation remained stable at 24 occurrences in 2021 and 2022, then rose to 29 in 2023, surged to 63 in 2024, before declining to 26 in 2025. The 2024 spike indicates an increase in questions related to compensation structures in private clinics, including revenue-sharing arrangements, session fees, and starting salaries. Workload/difficulties increased sharply from 3 occurrences in 2022 to 20 in 2023, and Employment Type (freelance vs. full-time) also increased from 6 to 17 occurrences over the same period. These parallel increases suggest heightened student awareness of the precarious nature of employment arrangements in private clinic settings. Opening/management was consistently observed across all years in the private clinic setting, whereas it was not found in the welfare center or hospital data settings. Caseload increased to 18-20 occurrences between 2022 and 2024 before declining slightly to 16 in 2025.

Hospital

Keyword trends for the hospital setting are presented in Figure 7. Qualifications/specs peaked at 33 occurrences in 2022, declined to 19 in 2023, rebounded to 26 in 2024, and finally settled at 20 in 2025, reflecting consistently high student concern. Salary/compensation increased to 32 occurrences in 2024 but declined markedly in 2025 (n = 11). Collaboration was most frequent in 2023 (n = 23), reflecting students' interest in working alongside medical staff and allied health professionals. Among disability types, hospital-specific conditions, including neurogenic communication disorders, voice disorders, and cleft palate, were prominent in 2022 (n = 24). Workload/difficulties was relatively high in 2022-2023 (17-18 occurrences) and then declined.

Multicultural family support center

Keyword trends for the multicultural family support center setting are presented in Figure 8. The foreign language/bilingual keyword increased from 18 occurrences in 2021 to 19 in 2024, maintaining a top-ranking position across all years. Caregiver counseling increased from 3

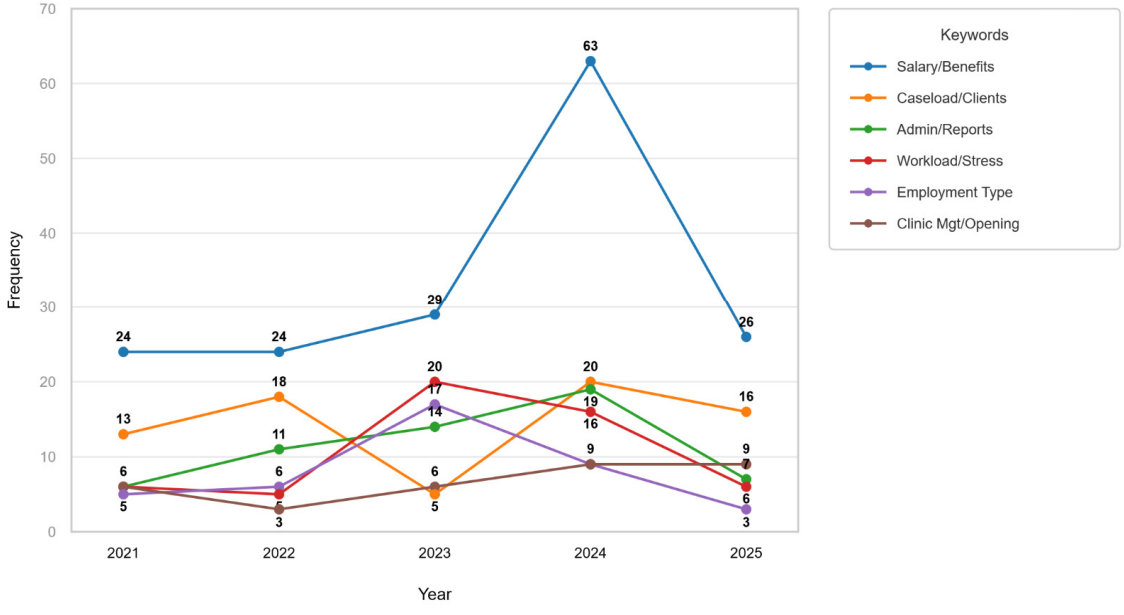


Figure 6. Annual keyword trends by clinical setting: Private SLP clinic.

occurrences in 2021 to 13 in 2022 and 17 in 2023, indicating persistent concerns regarding communication-related challenges when working with multicultural families. Salary/compensation increased to 29 occurrences in 2024—the highest single-year frequency for this setting—before declining sharply to 8 in 2025. Culture/Korean language education remained relatively stable following 13 occurrences in 2022. Disability/diagnosis-related keywords reflected clinical interest in distinguishing simple language developmental delay from genuine communication disorders in bilingual environments. Meanwhile, the frequency of Main duties/admin was relatively high in 2023-2024.

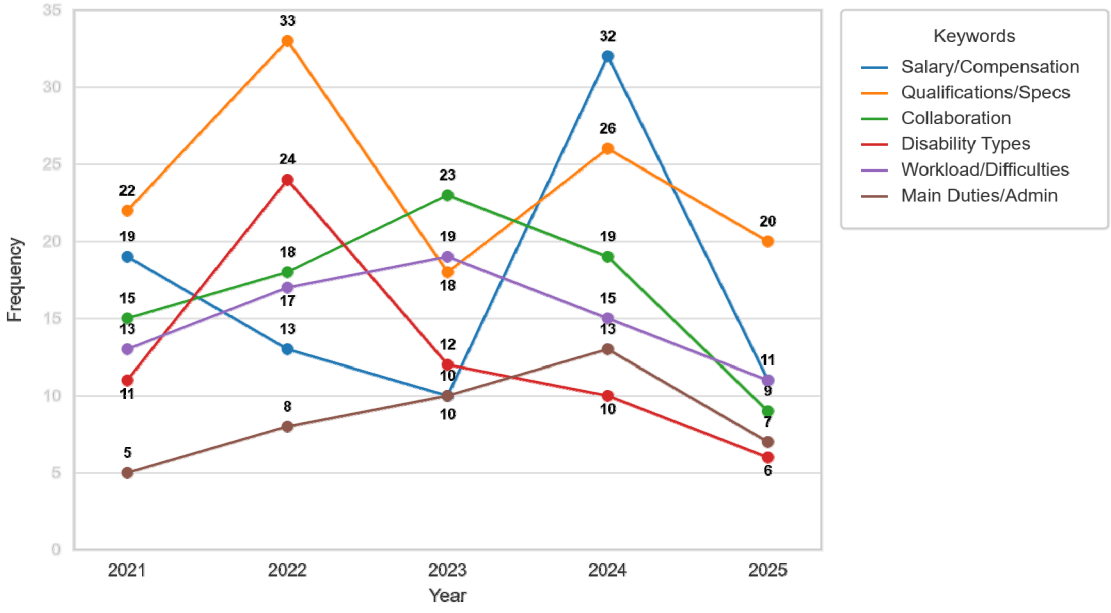


Figure 7. Annual keyword trends by clinical setting: hospital.

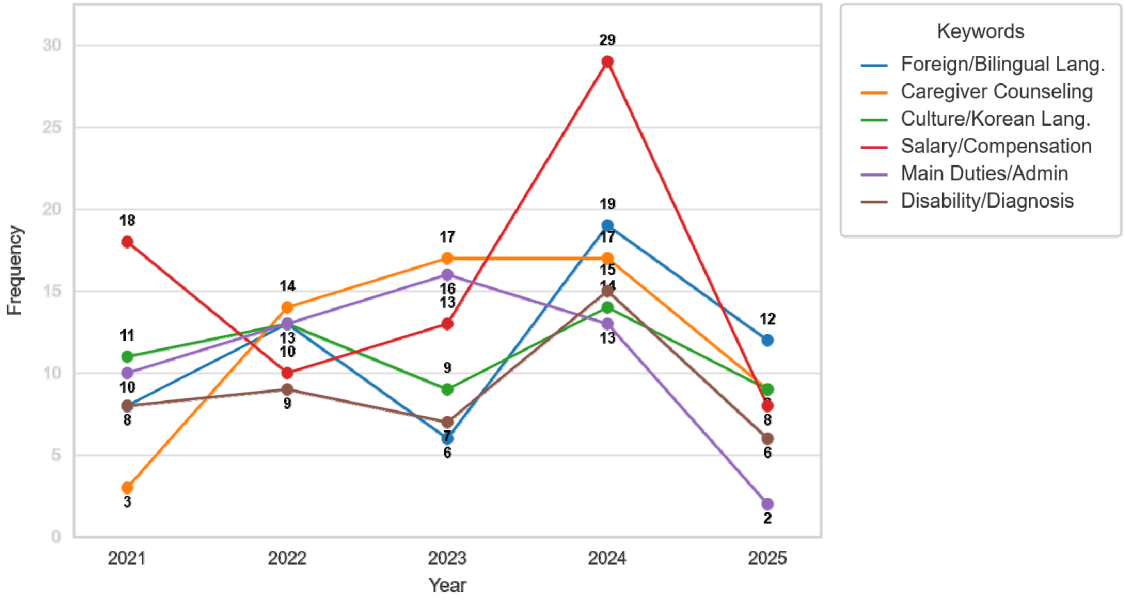


Figure 8. Annual keyword trends by clinical setting: Multicultural family support center.

School and special education support center

Keyword trends for the school and special education support center setting are presented in Figure 9. Working Environment (encompassing itinerant therapy, vacation-period schedules, and therapy room availability) recorded the highest frequency across all years (2021: n = 35; 2022: n = 31; 2023: n = 34; 2024: n = 45; 2025: n = 26), reflecting sustained student interest in the unique working environment of school-based practice. Clients & treatment also appeared frequently in 2023 (n = 39) and 2025 (n = 40). Salary/compensation increased in 2024 (n = 35) before declining to 13 in 2025. Qualifications/hiring was prominent in 2021 (n = 27) and 2022 (n = 25) but subsequently declined, whereas collaboration (with special education teachers, homeroom teachers, and other school-based professionals) showed an upward trend from 2024 onward. Main duties/administration remained comparatively consistent following 2023 (n = 18) and 2024 (n = 12).

DISCUSSION

This study conducted a longitudinal descriptive analysis of 5 years of employment preference data from 219 fourth-year speech-language pathology students in Korea to identify trends in students' setting-specific preferences and concerns. Salary and compensation were identified as the most prevalent concern across all clinical settings. This finding contrasts with earlier studies that emphasized altruistic motivation as a major reason for entering the profession [2-4]. However, whereas those studies addressed initial career motivation, this study's findings reflect students' considerations while selecting actual employment settings. The results indicate that economic conditions become more salient for students when they make concrete employment decisions. Although the present data do not allow causal interpretation, the year-to-year fluctuations observed in students' employment preferences may reflect broader contextual influences, including changes in labor-market conditions, setting-specific recruitment environments, and variation in access to career-related information across years. This interpretation

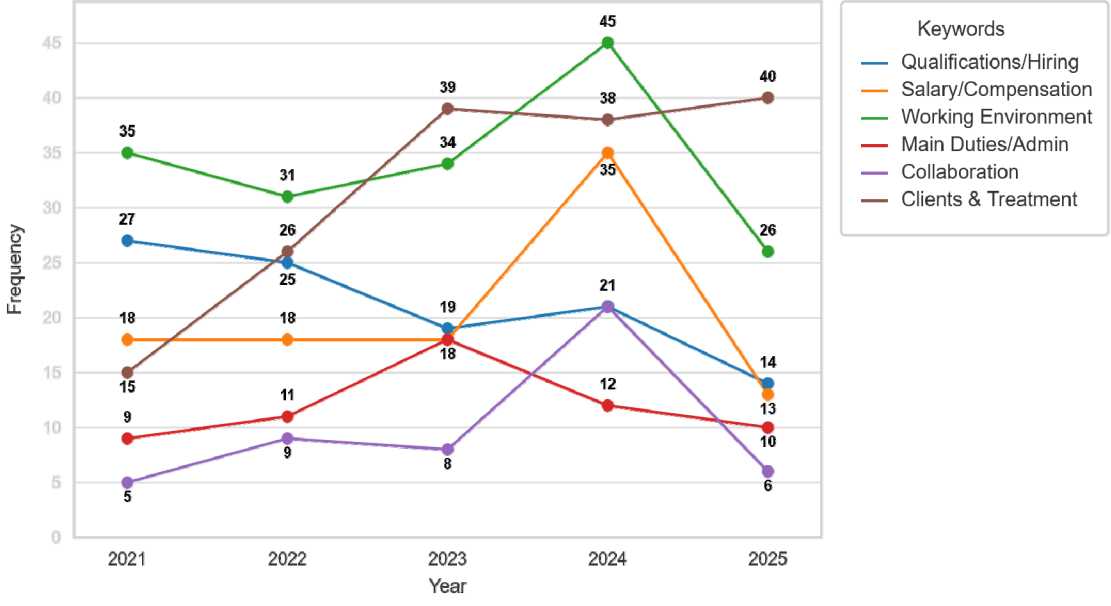


Figure 9. Annual keyword trends by clinical setting: School and special education support center.

is consistent with previous findings from Korea demonstrating lower satisfaction with salary than with job duties or organizational environment among early-career SLPs [14]. This finding also aligns with those of Schlatter et al. [8], who reported that graduating students in the health professions in Australia consider positive organizational culture, adequate supervision, and work-life balance as key determinants of employment decisions. It should be noted, however, that direct comparisons with studies conducted in Australia [8] and Sweden [9] are constrained by substantial differences in healthcare systems, SLP licensure structures, and higher education culture; accordingly, these international references serve as supplementary context rather than direct analogues to the Korean setting. The findings imply that student decisions are influenced by professional commitment and a concrete assessment of the employment conditions that will directly affect their livelihoods.

Perceptions of educational qualification requirements (e.g., master's degree, graduate school enrollment) as entry barriers in the hospital setting reflect the realities of the employment landscape for speech-language pathology in Korea. Prior analyses of job postings report that hospitals tend to impose higher educational requirements than other settings [6,7]. This study confirms that students perceive educational credentials as the foremost barrier or prerequisite for hospital employment. Additionally, the prominence of the "interprofessional practice/collaboration" keyword in hospital settings reflects the multidisciplinary nature of hospital care for patients with communication disorders. The hospital environment requires SLPs to collaborate with physicians, nurses, and other allied health professionals. Thus, student inquiries in this category likely reflect a combination of curiosity, anticipation, and apprehension about the requirements for these collaborations.

The coexistence of concerns regarding freelance and revenue-sharing employment arrangements and sustained interest in establishing independent practice at private clinics reflects the structural characteristics of Korea's private speech-language pathology market. Previous research has documented that a substantial proportion of job postings for SLPs in Korea involve part-time, contract, or revenue-sharing positions [6], and the present findings suggest that students are already aware of these realities. Consistent with the findings of Blome and Espvall [9], who identified appropriate workload and professional autonomy as primary employment preferences among Swedish social work students, Korean speech-language pathology students considering private clinic employment appear to be concerned not only with securing a position but also with the occupational stability and professional autonomy that such positions provide.

The high frequency of concerns about foreign-language proficiency and bilingualism in the multicultural family support center setting reflects the unique demands of multicultural clinical practice. Students expressed uncertainty and apprehension about whether second-language proficiency is a prerequisite for employment in this setting. In addition, they displayed clinical curiosity about distinguishing simple language developmental delay from genuine communication disorders in bilingual environments. These findings underscore the need for enhanced education in multicultural speech-language pathology competencies to reflect Korea's expanding multicultural population.

The consistently high proportion of questions concerning working conditions in the school and special education support center setting—specifically, itinerant therapy, vacation-period scheduling, and the availability of dedicated therapy rooms—suggests that students are relatively unfamiliar with this professional setting due to its distinctive employment structure. In addition, the increase from 2024 onward in specific questions regarding collaborations and potential conflicts with special education and classroom teachers reflects a shift in students' awareness of the professional role identity of school-based SLPs and the dynamics of interprofessional collaboration

in educational settings. As with the establishment of school-based speech-language pathology services in countries such as the United States, these findings highlight the need to define the contents of school-based clinical education and to integrate case studies of interschool collaboration into the curriculum.

This study's findings yield several implications for career preparation curricula in speech-language pathology. First, practical information regarding salary structures, employment types, and workload intensity should be systematically provided in existing coursework for each clinical setting. Additionally, guidance for students targeting hospital employment—including graduate school pathways and credential requirements—should be enhanced, along with training in bilingual assessment competencies for multicultural family support center setting and instruction in itinerant therapy practice and interschool collaboration for the school setting. As Kang [5] demonstrated, academic satisfaction and commitment predict employment intention among Korean university students. An educational environment that equips students with sufficient setting-specific knowledge, enabling them to proactively design their own career trajectories, is essential.

At the professional association level, these findings have implications for advocacy and workforce development. The consistent identification of salary and compensation as the foremost concern across all settings suggests that broader, policy-level discussions are needed regarding the improvement of working conditions for Korean SLPs. Professional bodies such as the Korean Association of Speech-Language Pathologists (KSLP) may consider leveraging these data to advocate for standardized compensation frameworks, particularly in private clinic and welfare center settings, and to develop setting-specific career information resources accessible to students preparing for licensure.

Several limitations warrant consideration. First, the generalizability of the findings may be limited as the data were collected from a single four-year university located outside the primary metropolitan area. In addition, because the survey was administered within a course taught by the authors, the possibility that students' responses were shaped in part by the instructional context or perceived instructor expectations cannot be fully excluded. Future studies should include multiple institutions and a broader range of speech-language pathology programs to improve generalizability. Second, the lack of follow-up data linking students' employment preferences to their actual first employment setting limits this study's ability to examine the association between student preferences and outcomes. Longitudinal studies that track outcomes after graduation are needed. Third, the reliance on researchers' judgment in keyword extraction introduces the risk of subjectivity inherent in qualitative analysis. In addition, because the data were derived from open-ended student questions, the number, length, and specificity of responses likely varied across individuals. Accordingly, keyword frequency should be interpreted as reflecting the relative salience of particular topics rather than a direct measure of the intensity of students' concerns. Despite these limitations, the present study is significant in that it provides a systematic analysis of employment preferences among Korean speech-language pathology students over a five-year period, representing an initial effort to document the setting-specific concerns of students in this field.

REFERENCES

1. Nordholm LA, Westbrook MT, Walker B. Students entering speech pathology and other health professions: their backgrounds, attitudes and aspirations. Aust J Hum Commun Disord. 1978;6(1):60-8.
2. Brodsky MB, Cooke PA. Influences in the decision-making process for careers as a speech-language pathologist or an audiologist. J Employ Couns. 2000;37(3):178-89.
3. Stone L, Pellowski MW. Factors affecting career choice among speech-language pathology and audiology students. Commun Disord Q. 2016;37(2):100-7.

4. Stewart S, Pool JB, Winn JR. Factors in recruitment and employment of allied health students: preliminary findings. J Allied Health. 2002;31(2):111-6.
5. Kang JS. The effects of major satisfaction and major commitment of undergraduate students majoring in social welfare on the intention to have a social welfare job. J Korea Acad Ind Coop Soc. 2017;18(10):393-400.
6. Chang SA, Kim HJ, Kim H, Choi SH, Hwang BM, Park HJ, Park HR, Kim J. Job searching and postings for speech language pathologists in Korea. Commun Sci Disord. 2018;23(2):506-18.
7. Kim HJ, Chang SA, Kim H, Hwang BM, Choi SH, Park HR, Kim J, Park HJ. Analysis of speech-language pathologist job postings from 2013 to 2017. J Speech Lang Hear Disord. 2018;27(4):167-80.
8. Schlatter C, McCormack J, Froude E. Employment decision-making of final year speech-language pathology and occupational therapy students: factors influencing job selection. Int J Speech Lang Pathol. 2025;27(3):385-96.
9. Blome H, Espvall M. Social work students professional preferences. Soc Work Educ. 2024;43(6):1713-31.
10. Min JH, Kim JW. Job Stress and turnover intentions of speech-language pathologists in relation to work environment. J Special Education & Rehab Sci. 2024;63(3):119-145.
11. Kim YK, Chang HJ. Using metaphor analysis to speech-language pathologist: Focus on high school students and pre-slp. J Speech Lang Hear Disord. 2019;28(2):183-193.
12. Lee EK, Lee JY, Kim HJ. Job conditions and practice of private office-based speech-language pathologists in Korea: a cross-sectional survey. Clin Arch Commun Disord. 2024;9(1):1-9.
13. Korean Association of Speech-Language Pathologists. Clinical practices in speech-language pathology. Seoul: Hakjisa; 2019.
14. Chang SA, Park H. A study on job commencement, change of employer, and job satisfaction of speech language therapists. J Speech Lang Hear Disord. 2012;21(4): 265-86.

Appendix 1. Survey form

Title: "My Preferred Clinical Settings for Employment—Questions I Have"
Course: Communication Disorders in Clinical Practice (2025 Fall Semester)
Student ID: _____ Name: _____

※ Please choose the clinical employment settings you most prefer and list your questions about each setting. Write in complete sentences. You do not need to write a question if you have none.

Item 1. Please list, in order of preference, the three clinical employment settings you most prefer.
(Options: welfare center for persons with disabilities/community welfare center, private speech-language rehabilitation clinic, hospital, multicultural family support center, school and special education support center, daycare center, other, graduate school, employment unrelated to speech-language pathology, etc.)
(1) 1st choice: _____
(2) 2nd choice: _____
(3) 3rd choice: _____

Item 2. Please write up to three questions you would like answered about the **welfare center** setting.

Item 3. Please write up to three questions you would like answered about the **private speech-language rehabilitation clinic** setting.

Item 4. Please write up to three questions you would like answered about the **hospital** setting.

Item 5. Please write up to three questions you would like answered about the **multicultural family support center** setting.

Item 6. Please write up to three questions you would like answered about the **school and special education support center** setting.

Item 7. Please share any questions you have had about your speech-language pathology major, questions you would like to ask the instructor, or anything else you would like to say. Responses will be anonymized before being shared.