

# CLINICAL SWAP SHOP: REMEDIATION STRATEGIES FOR CLINICAL SKILLS

## REMEDICATION

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### The Heart of What We Do:

- Maximize teaching and learning in a clinical environment
- Monitor students' ability to maintain client welfare
- Educate students to become competent and independent practitioners

### How Do We Do It?\*

- Ensure that every student has:
  - The knowledge and skills for professional practice
  - The ability to evaluate critically
  - The ability to integrate scientific knowledge into clinical practice

*\*AAA Task Force of Supervision of Audiology Students, DRAFT Position Statement, Dec 2004*

*"Clinical Education Guidelines for Fourth Year Audiology Externship Students"*

### KASA – Clinical Skills in Audiology

#### Standard IV-C

##### Prevention and identification

- Interact effectively with patients, families, other appropriate individuals and professionals
- Prevent the onset and minimize the development of communicative disorders
- Identify individuals at risk for hearing impairment
- Screen individuals for hearing impairment and disability/handicap using clinical appropriate and culturally sensitive screening measures

- Screen individuals for speech and language impairments and other factors affecting communication function using clinical appropriate and culturally sensitive screening measures

#### Intervention and identification

- Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular system

#### Standard IV-D

#### Evaluation

- Interact effectively with patients, families, other appropriate individuals and professionals
- Evaluate information from appropriate sources to facilitate assessment planning
- Obtain a case history
- Perform otoscopic examination
- Determine need for cerumen management
- Administer clinical appropriate and culturally sensitive assessment measures
- Perform audiologic assessment using physiologic, psychophysical, and self-assessment measures
- Perform electrodiagnostic test procedures
- Perform balance system assessment and determine the need for further balance rehabilitation
- Perform aural rehabilitation assessment
- Document evaluation procedures and results
- Interpret results of the evaluation to establish type and severity of disorder
- Generate recommendations and referrals resulting from the evaluation process
- Provide counseling to facilitate understanding of the auditory or balance disorder
- Maintain records in a manner consistent with legal and professional standards

- Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s)
- Use instrumentation according to manufacturer's specifications and recommendations is in calibration according to accepted standards

#### Standard IV-E

##### Treatment

- Interact effectively with patients, families, other appropriate professionals
- Develop and implement treatment plan using appropriate data
- Discuss prognosis and treatment options with appropriate individuals
- Counsel patients, families, and other appropriate individuals
- Develop culturally sensitive and age-appropriate management strategies
- Collaborate with other service providers in case coordination
- Perform hearing aid, assistive listening device, and sensory aid assessment
- Recommend, dispense, and service prosthetic and assistive devices
- Provide hearing aid, assistive listening device, and sensory aid orientation
- Conduct aural rehabilitation
- Monitor and summarize treatment progress and outcomes
- Assess efficacy of interventions for auditory and balance disorders
- Establish treatment admission and discharge criteria
- Serve as advocate for patients, families, and other appropriate individuals
- Document treatment procedures and results
- Maintain records in a manner consistent with legal and professional standards
- Communicate results, recommendations, and progress to appropriate individual(s)
- Use instrumentation according to manufacturer's specifications and recommendations

- Determine whether instrumentation is in calibration according to accepted standards

## KASA – Clinical Skills in Speech-Language Pathology

### Standard IV-G 1

#### Evaluation

- Conduct screening and prevention procedures (including prevention activities)
- Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- Select and administer appropriate evaluation procedures, such as behavioral observations non-standardized and standardized tests, and instrumental procedures
- Evaluation
- Adapt evaluation procedures to meet client/patient needs
- Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- Complete administrative and reporting functions necessary to support evaluation
- Refer clients/patients for appropriate services

### Standard IV-G 2

#### Intervention

- Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
- Implement intervention plans (involve clients/patients and relevant others in the intervention process)
- Select or develop and use appropriate materials and instrumentation for prevention and intervention

## Intervention

- Measure and evaluate clients'/patients' performance and progress
- Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- Complete administrative and reporting functions necessary to support intervention
- Identify and refer clients/patients for services as appropriate
- Skills outcomes must be in all areas:
  - Articulation
  - Fluency
  - Voice and Resonance
  - Receptive and Expressive Language
  - Hearing
  - Swallowing
  - Cognitive aspects of communication
  - Social aspects of communication
  - Communication Modalities

## Standard IV-G 3

### Interaction and Personal Qualities

- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others
- Collaborate with other professionals in case management
- Interaction and Personal Qualities

- Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
- Adhere to the ASHA Code of Ethics and behave professionally

### Keeping track of Knowledge and Skills Acquisition

*How many use...*

- KASA excel file
- SAMS – Student Assessment Management System
- Other profiles or individual methods?
- Keeping Track of Clinical Skills

*Ideas:*

- Give KASA form to supervisors
- Highlight KASA related skills on traditional practicum evaluation form
- Create cover sheet for traditional practicum evaluation form

### ISSUES WITH KEEPING TRACK OF CLINICAL SKILLS

- Training off-campus supervisors
- Students who pass KASA skills/markers but do not pass course
- **Students who pass course but not all KASA skills or markers....**

### Remediation Plans

Elements of remediation plan-

- Skill needing remediation
- Plan of action
- Initiation date
- Completion date
- Student and supervisor names and signatures

## Knowledge and Skills Acquisition

### Remediation Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Semester: \_\_\_\_\_

Clinical Course: \_\_\_\_\_

Skill	Remediation Plan	Initiation Date	Date Completed

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#### Sample Remediation Plan - reports

- **Skill:** Complete written reports in organized, complete and grammatically correct manner
- **Plan:** Compare and contrast own reports with previously written models. Discuss differences with supervisor. Generate three adequate reports from evaluation data provided.

#### Sample Remediation Plan - materials

- **Skill:** Select, develop and/or use appropriate therapy materials to elicit targeted responses

- **Plan:** Discuss appropriateness of materials given in terms of age and ability level of client, type of responses and frequency of responses obtained. Provide three alternative items that would be as appropriate or better for meeting the needs of the client

#### The Tough Stuff: Professional Attributes

- Flexibility
- Effective interaction and communication
- Counseling of patients
- Independent learning
- Recognizing needs and values of others
- Professional behavior
- Maturity

#### The Tough Stuff: Critical Thinking

- Integrating information
- Generalizing information from one setting or patient to another
- Recognizing a problem
- Problem solving
- Competence working with and without supervision

#### Let's Brainstorm: How to remediate professional skills

- **Skill:** Interact effectively with patients, family members and other professionals
  - **Plan:** ???
- **Skill:** Recognize the needs, values, preferred communication mode and cultural/linguistic background of the client and family
  - **Plan:** ???
- **Skill:** Involve relevant others in the intervention process through collaboration and home programming
  - **Plan:** ???

- **Skill:** Generate recommendations and referrals resulting from the evaluation process
  - **Plan: ???**

Your Experiences - More Ideas

- Focused clinical study or seminar
- Extra meetings with supervisors
- Timelines for activities to complete
- Supplemental readings or observations
- Role play clinical situations before real ones