

## **CHARTR: Teaching Rational Clinical Decision-Making in the University Clinic**

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CHARTR (Charting Rational Treatment) is a graduate student training curriculum developed at the University of Oregon to help infuse evidence-based practice (EBP) throughout the curriculum. CHARTR was initially developed in 2004 and has seen multiple revisions since its inception thanks to ongoing formative program evaluation. Clinical supervisors, academic faculty, and graduate students all gave input and have remained stakeholders in development and implementation of CHARTR. We have implemented the current version of CHARTR with first year graduate students in 2006-2007 with positive effects to date.

We developed CHARTR out of a need to provide systematic instruction in clinical decision-making at our in-house clinic. The traditional mentorship model led to stark inconsistencies in student training and a clinical-academic gap. Further, ASHA mandated that EBP be infused into graduate professional education. CHARTR requires students to provide an explicit rationale for their assessment and therapy decisions. Through scaffolded instruction and fading of supports across terms, students have demonstrated the ability to verbalize appropriate rationales, find and critique evidence, and make data-based therapy decisions.

The main teaching tools of CHARTR include flowcharts and worksheets. Three flowcharts provide task analyses for the steps to proceed through for assessment, treatment, and EBP. Worksheets match the steps of the flowcharts and provide scaffolding to help students think through the steps. There are worksheets for planning assessment and treatment, and three worksheets to support EBP. In addition, a structured lesson plan template is provided to help students plan for systematic therapy that is thoughtful and goal-directed. These tools are available from our Web site at: <http://education.uoregon.edu/cds>.

There are several ways we have used CHARTR to bridge academic to clinical applications. The treatment worksheet has been used for course assignments to help students analyze for whom a given treatment would be appropriate and how to implement and measure its effects. In addition, all teaching on the steps of EBP (e.g., how to ask searchable questions, how to search for evidence, and how to critically appraise the evidence) has been provided through our Clinical Practicum class, thereby emphasizing the clinical applications of EBP to real clients. Finally, we have instituted a group supervision model for staffing our adult clients with neurogenic communication disorders. Both clinical supervisors and academic faculty attend these "Rounds" to help make explicit links between coursework and clinical practice.

Formal program evaluation in 2005-2006 revealed that CHARTR is working well and students have generally positive attitudes about CHARTR and EBP. Ongoing formative evaluation suggests that only minor revisions should be made to the CHARTR program for the 2007-2008 academic year. After incorporating these changes, we plan to begin a summative assessment of student and supervisor performance in 2007-2008. We are excited to share this program with other graduate programs and look forward to a future of collaboration and rational, evidence-based practices.