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ASSOCIATION

Successful Models of Academic Program Capacity Building in Audiology & Speech-Language Pathology

Council of Academic Programs in Communication Sciences & Disorders
Annual Conference April 23, 2010 Austin, TX


Academic Program Capacity Building

Presenters:

- Nancy Alarcon, University of Washington
- Nancy Creaghead, University of Cincinnati
- Linda Hood, Vanderbilt University

Moderator:

- Colleen O'Rourke, ASHA VP for Academic Affairs in Audiology



Academic Program Capacity Building

Goals of session:


- Provide examples of successful models of expansion.
- Build awareness of resources.
- Foster discussion and engagement among programs.



Academic Program Capacity Building

Challenges:

- Shortages of clinical providers and of academic researchers (Ph.D.).
- Limited resources.
- Budget cuts.



<http://www.asha.org/academic/AcademicProgramCapacityBuildingIntro.htm>



Information for:
The Issue
Background
Academic Programs & Needs
PEARSON
Resources & Partners

Academic Program Capacity Building in Audiology and Speech-Language Pathology

Information and Resources That May Facilitate Increases in Enrollment Capacity


This resource addresses student enrollment, one area of the multiple challenges inherent in successfully building and maintaining sufficient capacity to meet current and projected demand for the profession. It also describes models for support programs in those areas to build academic education enrollment for the professional pipeline and features both current trends and successful strategies for capacity building.

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- Planning the Issue
- Expanding Academic Program Capacity Data
- Financial Aspects of Successful Capacity Building
- Funding to Support Personnel Expansion
- Academic Training Resources for Academic Programs

ACKNOWLEDGMENTS

Efforts to develop this resource were undertaken as part of ASHA's Strategic Pathway to Build a Strong Pipeline to Increase the Number, Diversity, and Cultural Competence of the Membership, and Strategic Initiative 2: Knowledge and Environmental Information and Resources for Academic Programs That May Facilitate Increases in Enrollment Capacity.


Successful Models of Academic Program Capacity Building in Speech-Language Pathology

Nancy B. Alarcon, MS, CCC-SLP, BC-NCD(A)
Department of Speech & Hearing Sciences

CAPCSD 2010 – Austin, TX

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Perspective




- ❖ UW – Public Institution
- ❖ UW – Speech & Hearing Sciences (SPHSC)
 - Located in College of Arts & Sciences
 - Granting UG (Post-Bac), MS-SLP, AuD, and PhD
- ❖ SPHSC Professional Foundation
 - ❖ Committed to improving the functions and quality of life for individuals with communication and swallowing disorders across the lifespan with an emphasis on theory and research in curriculum and clinical practice

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Reality and Realization

- Four Master's-SLP programs in WA state; granting approximately 80 degrees annually
- Prior to new program, annual reports of significant unfilled openings in schools and beginning to impact medical settings
- Community Feedback to continue to enhance preparation in medical setting and close the gap from clinic to working world
- Faculty completed extensive SLP curriculum review and had the desire to grow IF we had resources



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Original “State-Funded” Degree


CORE SLP

- 20-22 graduates annually
 - Always the push to take more without additional funds!
- Two year degree - 95 credits addressing KASAs
- 14 practical rotations primarily through rotations in a sustainable in-house clinic providing serves across the life span
- Full-time culminating Internship (e.g., Externship)
 - 60/40 split of SLPs to medical and school settings on average
 - 50+ preferred medical/non-school affiliations and every school district; very limited “out of state” placements
- “Highly competitive” graduates; 100% employed within 3 months

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UW SPHSC


- Known's:
 - Large applicant pool annually; accepting approximately 10-15% into original MS-SLP program
 - Obvious “Pipeline” restriction
 - No “State Funding” available for expansion!!!
 - Feedback from Community – need more medical preparation; need to “close the gap”
 - Desire by faculty to enrich the program and address expectations of community partners & address the pipeline
- Unknown: If we build it, will they come? Is there a market? Is it sustainable?



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UW – Professional & Continuing Education (PCE)


- A history of providing infrastructure and resources to support fee-based degree programs; evolved from evening or “after-hours” degrees
- Significant growth in degrees offered or converted to fee-based since 2000
 - Allowing for program creativity and growth in unique ways, with a range of possible benefits:
 - Academic
 - Financial
 - Administrative



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Knowing the Give & Take

- Market analysis – competitors, price-point
- Venture capital
- Marketing of program
- Risk opportunity – they make the investment and they cover the loss
- Budget planning: PCE takes a %; each “seat” represents profit or loss for us
- Separate registration of students
- Evolving infrastructure:
 - Their own systems in place separate from the UW, so they need to update as they've grown – so we've grown with them (infrastructure)
- Differences in availability of student financial aid



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Innovation & Growth

- Creation of the Medical SLP degree – opened in 2006
 - 24 students
 - Three year self-funded program;
 - Advanced coursework with emphasis on EBP in the medical setting:

Medical SLP	
Medical Ethics	AAC – Developmental
Voice Medical SLP	AAC – Adult Acquired
Cognitive Comm Disorders	EBP I and II
Advanced Neuro-Language	Research Project
Advanced Neuro-Speech	CF Clinical Forum

- Year 2 practica in community placements
 - Website, Honoraria, Appointment opportunity & Continuing Ed
 - Rapid expansion of exceptional clinical rotations in community

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Innovation & Growth

- Inclusion of the Clinical Fellowship
 - Facilitated acquisition of employment as a CF
 - Dedicated job searching/networking across the country
 - Directed 3rd year online Clinical Forum course
 - Consultative resources across the CF
 - For the Clinical Fellow (UW graduate student)
 - For the CF supervisor
- Foundations of the Med SLP program
 - Meeting the KASA's with deeper content
 - Emphasis on medical model across all rotations
 - Bridging the gap from graduate clinician to new professional
 - Mentoring through the CF transitional year
 - Translating academic knowledge into the workplace
 - Strengthening our community partnerships and commitment to their professional growth

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Challenges

- The equivalent of a major “home remodeling” project
- Managing capacity infrastructure: didactic and practica, space, technology, admin support, meeting space
- Adding and mentoring new faculty and staff
- Teaching larger classes & additional courses
- Dealing with “seat” changes; each change=direct \$\$ impact
- Distinguishing the new program from state-funded degree
 - Communicating this to community and consumers
 - Maintaining value and contribution of state funded degree
 - Enhancing the CoreSLP program as well
- Profitability and sustainability once it's started
- Monitoring the landscape of state credentials

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Two Programs – Fall 2010

<p>Medical SLP – 2 years</p> <ul style="list-style-type: none"> • Practice emphasis for hospital or medical facility courses • 116 Credits in total <ul style="list-style-type: none"> – 25 Required Courses <ul style="list-style-type: none"> • 74 didactic credits – 10 Practica <ul style="list-style-type: none"> • 42 credits • Advanced coursework • 2nd year Practica and Internship – in community • 2nd year Case Management and Clinical Forum 	<p>Core SLP – 2 years</p> <ul style="list-style-type: none"> • Customizable program with 4 Emphasis Paths: <ul style="list-style-type: none"> • Ped School • Ped non-school • Adult non-school • Research • 95 credits on average <ul style="list-style-type: none"> – 14 Required and 3 Elective Courses <ul style="list-style-type: none"> • 57- 59 didactic credits – 14 Practica <ul style="list-style-type: none"> • 42 credits • 1st and 2nd Practica In-house • Internship in community
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What We've Learned

- Market analysis is critical
 - Identify nature and scope of obstacles to success
 - Know the employment market
- Availability of community to support
 - Approval, acceptance and commitment
 - Need to recognize partners; plan for tangible reinforcements
- Staffing the degree program:
 - Beyond the expertise of professorial and clinical faculty
 - You are running a business! Foreign to many in academia
- Building a “one of a kind” program (i.e., unique model, licensure changes, ASHA verification paperwork, employer questions and concerns)
- Planning for offsite clinical rotations beyond our community and the impact of this on students

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Pluses



- Increased capacity – doubling our output
- Revenue for other things; no other controls once we've covered PCE
- Hiring faculty
- Expanding content; responsive to needs of the field and consumer demands
- Building stronger relations in community
- Expand programs; be more creative (no HEC Board approval)
- Growing the academic enterprise

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Final Thoughts



- Be plan-full with creativeness
- Be careful what you wish for
- Know as much as you can before you go
 - Identify stakeholders
 - Build stakeholder support
 - Showcase successes
- Pilot, pilot, pilot.....
 - Example: Post-bac to look at the funding model
- Plan for revisions
- Exit survey/outcomes data to balance perceptions and look for avenues of improvement

"Change is inevitable, growth is intentional"
Author Unknown

UNIVERSITY of Cincinnati

Three Examples of Building Capacity

The Ohio OMNIE Project
 Distance Learning in New York and Israel
 Hybrid Distance Learning Ph.D.

Nancy Creaghead
 University of Cincinnati


Ohio Department of Education

OMNIE

Ohio Masters Network – Initiatives in Education

Ohio's Comprehensive Approach in the Recruitment and Retention of School-Based Speech Language Pathologists

Nada Allender, OMNIE
 Nancy Creaghead, University of Cincinnati
 Sally Disney, University of Cincinnati
 Yvonne Gillette, University of Akron
 Kelly Wade, University of Akron



OMNIE Program

- Develop strategies to decrease the shortage of SLPs in Ohio schools
- Includes representatives from:
 - Academic graduate programs
 - State professional associations (OSLHA & OSSPEAC)
 - Licensure Board
 - Governmental Affairs Coalition (OSLHA, OSSPEAC, OAA, OCSHA)
 - SLP School Supervisory Network
 - ODE - **provides funding**



Proposal approved by Ohio Board of Education
 January, 2007
 Provided OMNIE with **5 million** dollars over two year period to implement solutions to resolve the SLP shortage in Ohio's schools

February, 2008 – Funding was increased 10 million dollars over a four year period.

OMNIE EDUCATIONAL MODELS

GOAL: 80 – 100 new SLPs taking jobs in schools

- Distance learning Program
 - 3 year part-time program
- Academic courses online shared by eight universities
- Clinical education within local communities
- Internship Program
 - Year 1-Intense academic and clinical training- 3 semesters
 - Year 2-Complete academic and clinical education while working full-time in schools

Distance Learning Graduate Program

- Three year part-time program
- All courses offered on-line
- Five cohorts of 30-36 students starting in January
 - 2007, 2008, 2009, 2010, 2011
- Applicant submits Preliminary Application to OMNIE
- Applicant assigned 'home' university
 - 15-18 at University of Akron
 - 15-18 at University of Cincinnati
- Applicants meet university's requirements for admission
- Coursework currently delivered by six Ohio universities
 - University of Akron, University of Cincinnati, Bowling Green State University, University of Toledo, Kent State University, Ohio State University

Distance Learning Undergraduate 'leveling' Prerequisite Courses

- 15 courses available yearly
- Primarily delivered by 2 programs
- Funded by OMNIE and universities



Distance Learning Program FINANCIAL SUPPORT

- Student support
 - \$10,000 in tuition reimbursement midway through program
 - minimum \$2,000 at program completion and school employment.
- University Support
 - \$97,000 per year – 'home' program support
 - \$5,000 – each graduate level course
 - \$4,700 – each undergraduate prerequisite course

Distance Learning Program Where We Are Today



- 2007 cohort 22 students
- 2008 cohort 30 students
- 2009 cohort 34 students
- 2010 cohort 34 students
- 2011 applications arriving daily!



INTERN Model Graduate Program Program Design

- Year 1: Preintern (OMNIE Investment)**
 - Accelerated clinical and academic training
- Year 2 (3): Internship Year (District/OMNIE Investment)**
 - School-based practicum completed with internship
 - 2 days with supervision to meet ASHA/licensure requirements for practicum
 - 3 days as licensed student interns
 - Remaining academic credits completed through distance learning
 - Adult practicum completed in summer
 - Student support - \$25,000, paid by a district with critical need
- Year 3-4-5 or 4-5-6 (District/OMNIE Investment)**
 - SLP (CFY or Certified/licensed) serves district need on district salary schedule

Ohio Department of Education Funding

- \$12,000 -Student stipends for year one. Significant enough that students can devote time to study and clinical practice rather than working at outside employment
- \$52,000 –support for each participating university
- \$5,000 per course - academic and clinical coursework created especially for these students in year one.

State Licensure Board

- Developed Student Permit to practice specifically for this program
 - Must be enrolled in graduate program
 - University program determines caseload, supervision requirements, etc.
 - Caseload limited to 50
 - Limited to 2 years with 1 year renewal
 - Permit could be used in other settings

Intern Model Graduate Program

Participating Universities

Miami University

Ohio University

University of Akron

University of Cincinnati

University of Toledo

University Program Commitments

- Increase the number of SLP slots rather than re-allocate existing SLP slots to internship slots
- Re-organize academic/clinical programs as needed to accelerate student progress through the first three semesters on campus
- Provide distance-learning coursework so that second year interns can complete their educational requirements off-campus
- Provide opportunity to obtain a minimum of 75 clock hours of clinical experience with children in first year

Intern Placements - Where We Are Today



2007
2 Interns

2008
31 Interns

2009
33 Interns



MAKING A DIFFERENCE: CURRENT & FUTURE SCHOOL-BASED SLPs

2007-2013

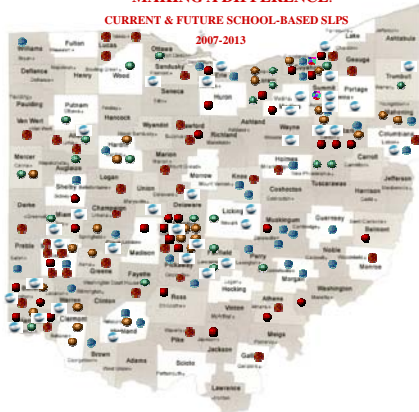
2007 admits
22 DE, ** (2009)
31 INTERNS ** (2008)

2008 admits
30 DE, (2010)
33 INTERNS ** (2009)

2009 admits
34 DE, (2011)
36 INTERNS (2010)

2010 admits
34 DE, (2012)
35 INTERNS (2011)

2011 admits
39 DE, (2013)



Distance Learning to Meet the Needs of Culturally Diverse Students

UC Master's degree program delivered to
20 students in New York City
35 students in Israel

Unique Features

- Collaboration with on site company and local coordinators who support the program through
 - Recruitment and preparation of applications
 - Advising
 - On-site labs/recitation
 - Managing practicum experiences



Course Delivery

- Video streaming of all on-campus SLP classes
- Blackboard
- Chats with UC instructors
- Onsite lab/recitation with MA SLP instructors
- Elluminate or other live interaction for selected learning events



Funding

- University funding for new enrollment programs funds:
 - Additional pay for faculty
 - TAs for every class
 - Technology support for streaming and other needs
 - Onsite practicum supervisors
 - Clerical support
 - Administrative support



Creating Ph.D. Access

A Hybrid Distance Learning Model

Why not distance learning for the PhD?

- Interactive problem-solving seminars
- Close interpersonal mentoring
- Access to research projects and facilities
- Camaraderie among your cohort
- Coursework in other disciplines
- Small numbers in comparison to technology resource needs
- Living the PhD experience
- Change?!?!



Our experiences

- 2 students in Hawaii
 - Both already working and highly professional
 - 1 faculty member at University of Hawaii
 - 1 SLP at Military base
 - Came to UC for 3 weeks
 - Took our courses distance live interactive
 - Took statistics and minor courses at University of Hawaii



Our experiences



- 2 students from Puerto Rico
 - Both in academia
 - Neither intended to come to UC or at least to stay for entire program
 - Both were part of
 - Took all courses at UC
 - One came to UC for 2 years and continued to take courses when returned to Puerto Rico
 - One came to UC for 3 years
 - Two more applying for fall, 2010

Our experiences



- One student in New Jersey
 - Working in the schools and is a TA in our distance learning MA program
 - Taking UC courses distance live interactive
 - Taking stat courses online at Capella Univ.
 - Developing academic program through a variety of resources
 - Will come to UC as necessary

Our Experiences



- Three under-represented students applying for Leadership Project for fall, 2010.
 - Two working as supervisors at Historically Black Institution
 - One working in the schools in California

Some strategies for addressing the barriers

- Interactive problem-solving seminars
 - Live interactive course delivery
 - Elluminate or other
 - Skype
 - Need for tech support (which can be other students)
- Close interpersonal mentoring
 - Multiple strategies for interaction including audio and video
 - Email, phone, Skype, Elluminate



Some strategies for addressing the barriers

- Access to research projects and facilities
 - Clinical research
 - Extending local projects
 - Participation in local labs
- Camaraderie among the cohort
 - Recruitment visit to UC
 - Visit to UC during orientation
 - Group projects in class
 - Developing technology “buddies”
 - Live interactive classes



Some strategies for addressing the barriers

- Coursework in other disciplines
 - PhD granting institution in the local area
 - Distance learning PhD granting institution
- Living the PhD experience
- Small numbers in comparison to technology resource needs
 - Distance learning in other larger programs



And also.....



- Choosing the right students
 - Motivated
 - Goal directed for using the degree
 - Independent and resourceful
 - Clear understanding of the requirements
 - Time off from work!
- Local support
 - Local mentor(s)
 - Best scenario is a university with a MA program with a need and PhD programs in other disciplines

Overcoming THE Barrier

Change?!?!
Just do it!



CAPCSD Conference 2010
Models of Academic Program Capacity Building

Department of Hearing and Speech Sciences Vanderbilt Bill Wilkerson Center Vanderbilt University

Linda J. Hood, Ph.D., Professor



Vanderbilt Department of Hearing and Speech Sciences

The Department is part of the Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences and has three main **academic** and **research** divisions:
Division of Graduate Studies
Division of Research
Continuing Education Activities

Degrees granted: PhD, AuD, MS in SLP, Masters in Deaf Education

The Vanderbilt DHSS has four main **service** areas administered in the **Division of Audiology and Division of Speech-Language Pathology**:
Audiology (Pediatric and Adult Services)
Pediatric Speech-Language Programs
Pi Beta Phi Rehabilitation Institute
National Center for Childhood Deafness and Family Communication

Hearing Science Faculty: 17+

Hearing and Speech Sciences Faculty: 35+

Ph.D. Students: 11 (+2) in Hearing Science and 10 (+4) in Speech Science

Au.D. Students: 40 (+15)



• Resources – within the VBWC

- National Center for Childhood Deafness
- Pediatric Audiology Specialty Track
- Vanderbilt Mama Lere Hearing School
- Research Programs

• Resources – within the VU campus

- Vanderbilt Kennedy Center
- Center for Experiential Learning and Assessment

• Resources – bridging clinical training and research

- NIH NIDCD T35 Short-Term Research Training



National Center for Childhood Deafness and Family Communication

- Founded in 2004, the NCCDFC strives to improve outcomes for children with hearing loss and their families.
- Three divisions: [Service](#), [Research](#), and [Education](#).
- The [Service Division](#) is dedicated to providing oral communication options and auditory learning experiences to the infants, toddlers, and young children that it serves through its audiology, speech-language pathology, and educational programs.
- The [Education](#) and [Research Divisions](#) provide training to future professionals and research which shapes provision of services to the families.



NCCDFC Education: Specialty Track in Early Identification and Management of Children with Hearing Loss

- AuD, SLP, and MDE students
- Specialty track coursework
 - 4 core courses across disciplines in cochlear implants, aural rehabilitation, teaching children with hearing loss to listen and speak, hearing loss and multiple disabilities
 - Discipline focused courses
- Acquire volunteer hours (100 during first year) in Mama Lere Hearing School, pediatric research labs, newborn hearing screening program



NCCDFC Education: Specialty Track in Early Identification and Management of Children with Hearing Loss

- **Maymester concentrated experience**
 - Provides deaf education and specialty track students in speech-language pathology and audiology a 3-week intensive practicum working with deaf and hard-of-hearing children in an auditory-oral setting.
- **Placements at 27 sites** throughout the U.S. (hospitals, schools, other universities)



NCCDFC Service: The Vanderbilt Mama Lere Hearing School

- Auditory oral school for children who are deaf or hard of hearing
- Toddler, Preschool, and Kindergarten programs, and additional tutoring
- Family-centered approach, family support groups
- Professional development setting for Specialty Track students.
- Resources include the services offered within the NCCDFC, including the Vanderbilt Cochlear Implant Program, Newborn Hearing Screening Program, and research laboratories focusing on childhood hearing loss.



NCCDFC Research: Programs and Projects

- **Goal:** *To bring together clinicians and scientists from a range of disciplines, expertise, and interests – all with a focus on pediatric hearing loss.*
- **Basic science and translational research projects**
 - To improve understanding of normal hearing processes and various forms of childhood deafness.
 - To develop new and innovative methods that address the management needs of pediatric patients and their families.
- **Some of the current NCCDFC research projects include:**
 - Minimal Hearing Loss
 - Auditory Physiology: Auditory Neuropathy/Dys-synchrony
 - Cognitive Processing and Brain Activity
 - Hearing Aid and Cochlear Implant Research
 - Improving Language and Literacy Outcomes in Children with Hearing Loss
 - Auditory Development and Pediatric Audiology
 - Brain Bases of Multisensory Processing



VBWC Research Laboratories

- Anechoic Chamber Laboratory
- Reverberation Chamber Laboratory
- Dan Maddox Hearing Aid Research Laboratory
- Auditory Physiology Laboratory
- Psychophysiology Research Laboratory
- Child Language and Literacy Laboratory
- Psychoacoustics Laboratory
- Auditory Development Laboratory
- Developmental Stuttering Laboratory
- Multisensory Research Laboratories
- Auditory Neurophysiology Laboratory
- Vanderbilt Balance and Hearing Center
- Speech Science Laboratories
- Voice Center



Resources on the Vanderbilt Campus

- **Vanderbilt Brain Institute and Neuroscience Program**
 - Oversees and facilitates the extensive neuroscience-related endeavours at Vanderbilt University with the primary missions to promote research, education and training in the brain-related disciplines.
- **Vanderbilt Institute of Imaging Science**
- **Vanderbilt Kennedy Center for Development**
- **Center for Experiential Learning and Assessment (CELA)**
- **Vanderbilt Center for Teaching**
- **Biomedical Research Education & Training (BRET)**
- **Department of Veterans Affairs Medical Center**
 - located adjacent to the Vanderbilt campus



Vanderbilt Kennedy Center for Human Development

Mission: To improve the quality of life of persons with disorders caused by the disruption of typical development. We support and apply scientific research to bring better services and training to the community.

- Hearing and Speech Faculty are **VKC investigators** where research addresses childhood development and related topics.
- Facilitates joint research labs and projects.
- Resources to faculty and students through core labs, resource programs, resource experts, statistical support, etc.



Center for Experiential Learning & Assessment

• Mission: To provide an educationally rich environment for training healthcare professionals to practice safe, effective and compassionate clinical care. CELA is dedicated to the use of simulations and is informed by the best practices of teaching and clinical practice and grounded in theory-based research.

- **Two programs**
 - Simulation Technologies Program
 - Program in Human Simulation
- **Program allows:**
 - Repetitive practice/training for routine clinical activities
 - Standardized teaching and evaluation of performance
 - Opportunity to see unique, rare conditions
 - Development of interviewing, physical exam, communication, and interpersonal skills
- Can be scheduled at the appropriate times in curriculum.
- For education of medical and other healthcare students.



Center for Experiential Learning & Assessment

- Purpose: To provide a safe, non-threatening environment to teach, enhance and assess the knowledge, skills, and behaviors of health care providers using (primarily) standardized patients.
- **What is a Standardized Patient (SP)?**
 - An SP is an individual trained to portray a patient, family member, health care team member, etc. They are employed for purposes of training and/or assessing health care professionals (for example, medical students, residents, nurses) related to interviewing, physical exam, communication, and interpersonal skills.



Vanderbilt Center for Teaching - For Faculty and Graduate Students

Graduate Student Programs

- [Teaching Assistant Orientation](#) prepares graduate students to assume teaching duties.
 - [International Teaching Assistant Program](#) supports international graduate students.
- [Future Faculty Preparation Program](#) self-directed professional development program designed to introduce faculty roles and responsibilities.
- [Teaching Certificate Program](#) to develop and refine teaching skills.
- [Teaching-as-Research Fellows Program](#) for graduate students and post-doctoral fellows to conduct projects exploring undergraduate education.
- [Facilitated Workshops and Working Groups](#)
 - [The Teaching Workshop](#)
 - [Conversations on Teaching](#)
 - [Teaching event for professional development](#)

Biomedical Research Education and Training

- The office of Biomedical Research Education and Training (BRET) is responsible for furthering the educational and career goals of graduate students and postdoctoral fellows in the Vanderbilt Medical Center.
- Collaborate with degree granting programs, including AuD and PhD in Hearing and Speech Sciences
- Post-doctoral programs, Scientist-Educator Program, Diversity programs, Summer Science Academy, Certificate programs, Teaching programs

Resources: Bridging clinical training and research



**NIDCD Outreach to the Emerging Generation of Audiologists:
A Network of Research Traineeships for AuD students**

- **What?**
 - A research traineeship program specifically for students enrolled in AuD programs who are interested in learning about research.
 - An opportunity to learn about research through hands-on experience by short-term participation on a full-time basis in a research program.
 - The NIH NIDCD T35 research training grant mechanism is funded under the Ruth L. Kirschstein NRSA Short-Term Institutional Research Training Grants (T35)

T35 Short-Term Research Program

- **Why?**
 - With the transition to the AuD, we must not lose sight of the importance of a profession driving the research that supports clinical practice.
 - There is a clear commitment of the audiology profession, its leaders, and the NIDCD to promoting research in audiology.
 - This initiative provides students with opportunities to be immersed in research during their graduate studies.

T35 Short-Term Research Program

- **When?**
 - For 2 or 3 months during an AuD program
 - Traineeships began at three centers in 2007; a fourth program was funded for 2008.
 - Traineeships are awarded each year by each of the centers on a competitive basis.
- **Who?**
 - Students from all Au.D. programs in the United States who meet NIH training grant eligibility may apply for this training program.

T35 Short-Term Research Program

- **Where?**
 - There are now 18 traineeships at 4 research centers:
 - Vanderbilt University in Nashville, Tennessee
 - Boys Town National Research Hospital in Omaha, Nebraska
 - VA National Center for Rehabilitative Auditory Research in Portland, Oregon
 - Washington University in St. Louis, Missouri
- **“Added Benefits”**
 - Stipend support of \$1731 per month during the traineeship period
 - Travel funding for presentation of research at the Annual Meeting of the American Auditory Society

**Research opportunities and mentors at
Vanderbilt University**

Dan Ashmead, Ph.D. – Motion and Space Perception
 Edward Conture Ph.D. – Developmental Stuttering
 D. Wesley Grantham, Ph.D. – Binaural Hearing, Cochlear Implants
 Troy Hackett Ph.D. – Neuroanatomy
 Linda Hood, Ph.D. – Auditory Physiology, ARR, OAFs, Auditory Neuropathy/Dys-synchrony
 Ben Hornsby, Ph.D. – Speech Understanding and Amplification
 Gary Jacobson, Ph.D. – Vestibular System and Balance Function
 Devin McCaslin, Ph.D. – Vestibular System and Balance Function
 Todd Ricketts, Ph.D. – Hearing Aid Research
 Anne Marie Tharpe, Ph.D. – Auditory Development
 Mark Wallace, Ph.D. – Brain Bases of Multisensory Processing
 Alexandra Key, Ph.D. – Cognitive Processing, Brain Activity, Event-related Potentials

**Some of tomorrow's audiologist-investigators...
(and some mentors)**

Our progress:
 Four of the ten Vanderbilt T35 trainees (2007-2009) are now enrolled in PhD programs; others continue to consider a PhD as they complete their AuD.


“Research drives and defines a profession.”

**Short-term AuD Research Training Centers
Contact Information**

- **Vanderbilt University Hearing and Speech Sciences**
 - Linda Hood, Ph.D. linda.l.hood@vanderbilt.edu
- **Boys Town National Research Hospital**
 - Michael Gorga, Ph.D. mgorga@boystown.org
 - Walt Jesteadt, Ph.D. wjesteadt@boystown.org
- **VA National Center for Rehabilitative Auditory Research**
 - Marjorie Leek, Ph.D. Marjorie_Leek@va.gov
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- **Washington University Audiology and Communication**
 - William Clark, Ph.D. clarkw@wustl.edu

Academic Program Capacity Building

Questions
Discussion
Sharing Ideas



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www.asha.org