Refocus: Connecting the Classroom to the Clinic

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Disclosures

Jayne Brandel
- Financial – waiver of registration to CAPCSD conference
- Non-financial – No relevant nonfinancial relationship exists

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Learning Outcomes

• Understand the need for connecting academics and clinical experiences
• Identify different strategies for academic and clinic partnerships
• Explain the need for ongoing evaluation of a program’s collaborative efforts

Bridging Class to Clinic

Pittsburgh, Pennsylvania

Fayetteville, West Virginia
LEARNING OUTCOME 1:
IS THERE REALLY A DISCONNECT?

Understanding the need

Audiology

Real-ear Measures
Kocher et al., 2011

Masking Methods

Supervision training
Procacci, McNamara, Lenzen (2017)
Speech-Language Pathology

Treatments of Swallowing Disorders
Troche & Mishra (2017)

Language Sampling
Pavelko et al. (2015)

Decontextualized Language Intervention
Gillam, Gillam & Reece (2012)

Brandel & Loeb (2011)

Service Delivery

What have you observed?
Both within and outside CSD

LEARNING OUTCOME 2:
STRATEGIES FOR CREATING LINKS

Outside of CSD

Nursing
Occupational Therapy
Medical Doctors
Physical Therapy
Marriage and Family Therapists

(Oka & Whiting, 2002; Orlander et. al, 2000;
Weddel, Ough, & Sellheim, 2011;
Wilson, McNeil, & Gillion, 2016)
Skills Expected of Students

- Knowing what to do with the client
- Setting goals (determining what is most important to work on)
- How to collect data

The Challenges

Students
- Feel overwhelmed with clinic
- Difficulty transferring knowledge to clinic
- Lack basic critical thinking skills

Instructors
- Teach skills, but not how to use them
- Passive, anxious, compliant students
  - Highly imaginative, creative
- Limited time in class

How to get there?

Preparing Students for Clinic

• Offer early clinical experiences
• Vary the clinical experiences (or match to you)
  – Simulations
  – Case-based learning
  – Role playing
  – Micro-skill teaching

(McAllister, 2005; Meilijson & Katzenberger, 2014)
Integrate into the classroom

• Small group Case Discussions
• Case Presentations
• Simulations
• Standardized patients

Clinical Education Advances

Use your resources
  – CAPCSD On-line Modules
  – ASHA CORE supervision

Clinical Educators as Department Team
  – Academic Faculty and Clinic Faculty

(Flahive, 2013; Hudson, 2017)
Use the Clinic as Lab Class

- Sharing cases from clinic in grand rounds
- Preparing students through orientations
- Case report discussions
- Grand Rounds
- Role-Plays

Syllabus Can Be More...

- Share Syllabi
- Copy of course syllabi co-constructed or shared with clinic and other academic faculty
- Share with external preceptors/supervisors
- Communicate expectations of the students
**Students Say What Works**

- Most beneficial:
  - procedural guidelines;
  - hands on learning (e.g., clinic scavenger hunt)
- Pair classroom-style lecture with listening to professionals discuss topics
- Balance amount of information
  - What are the essential knowledge and skills they need as beginning clinicians?

(Sloan, Oswalt & Proctor, 2010)

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**SOME IDEAS...**
Meetings

• Clinic Faculty and Academic Faculty meet to discuss carryover specifically
  – Trends with classes, not specific students

Simulations

• In class/ clinic
• Standardized patients
• Virtual patients
Diagnostic Teams

• Academic and Clinical Faculty meet with student team
  – Preparation meeting
  – Debriefing meeting
Specialty Clinics

• Based on Disorder
  – Pair Academic Faculty with Clinical Faculty
  – Academic Faculty provides instruction in the classroom for the disorder
  – Clinical Faculty provides instruction in the clinic for the disorder
  – Clinical Faculty guest lecture
  – Academic Faculty participate in clinical experiences

The Logistics

• 3 Clinical Semesters (Fall, Spring, Summer)
• Program Director paired with Instructors
• Students are assigned to Specialty Clinics across 3 semesters
Within Clinics

• Orientation Meetings
• Weekly One to One Meetings
• Group Meetings
• Evaluation Prep Meetings

WHAT HAVE YOU TRIED?

1. What is your role?
2. Two-word description of your program
3. Your strategy...
LEARNING OUTCOME 3:
PROGRAM EVALUATION

What are the barriers?

- Personalities
- Time
- Administrator Support
- Physical Design of Department/University

(Friedman & Friedman, 2016)
What do employers want?

- Communication
- Collaboration
- Creativity
- Critical thinking
- Computer literacy

(Friedman & Friedman, 2016)

What do employers want?

- Leadership Skills
- Advocacy
- Integrity
- Intellectual Curiosity
- Flexible
- Grit
- Perseverance
- Love of Learning

(Fischer & Friedman, 2015; Weinrich, 2014)
Gather Information/Data...

Role of the Administrator

- Organize
- Facilitate
- Support
- Motivate
- Communicate
Measuring Outcomes

Working?

Student Evaluations

Community Partners

External Supervisors

Program Measures

Alumni

S0...

“So things are good, stuff is OK, and I reiterate my request for more specific data.”
Selected References


Friedman, Hershey H. and Friedman, Linda Weiser. Six Steps to Transform an Ordinary College into an Exceptional Institution (February 9, 2016). Available at SSRN: https://ssrn.com/abstract=2730371 or http://dx.doi.org/10.2139/ssrn.2730371


