

Impact of Student Factors on Clinical Training Success

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Participating Programs

UNIVERSITY OF THE
PACIFIC

OHIO
UNIVERSITY



**Northern Illinois
University**

UNIVERSITY OF
Nebraska
Lincoln

Purpose of the Study



Identifying Factors for Success



Student Pre-Application Considerations



Characteristics & Factors

Student Characteristics

- High-performing undergrad/graduate students
- Diverse educational backgrounds
- Personality factors regarding control and receiving direction

Clinical Education Factors

- Increased stress level of Doctoral/Graduate level program
- Lock-step curriculum
- Ability to receive/implement feedback

Participant Demographics



N = 42

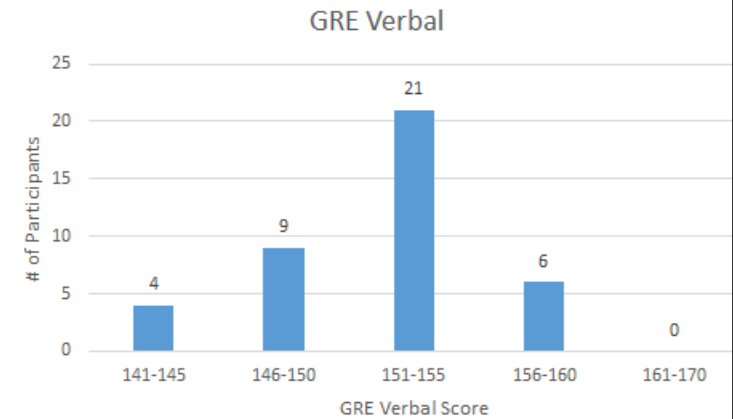
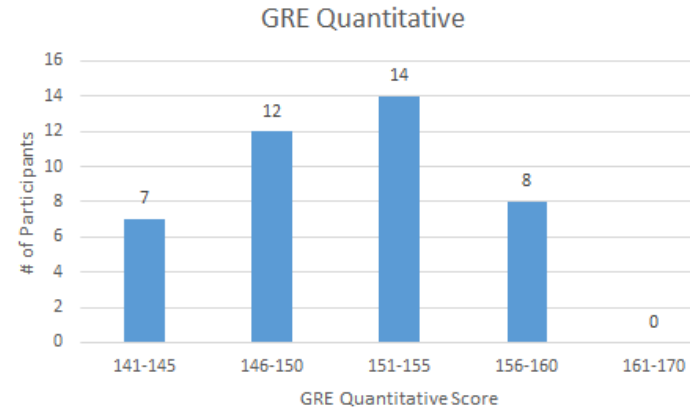
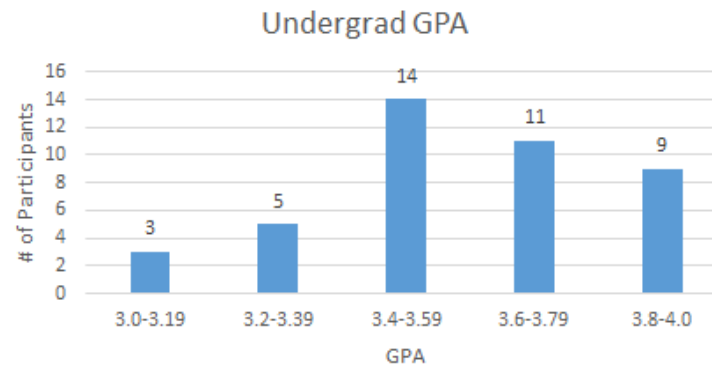
Age:
21-41 (average: 24)

Race/Ethnicity:
Caucasian, Black or African American
and Asian

Gender:
7 males; 35 females

Undergraduate Background:
CSD, Social Sciences (Social Work,
Education Psychology), Sciences
(Biology, Chemistry, Physics), Audio
Engineering, Political Sciences, Religion

Special Accommodations:
3/42 (accommodations not specified)



Undergraduate Performance

Assessment Scales

Assessment Scales

- TTI Success Insights®
TriMetrix® HD
- NEO – IPIP (Five Factors)
- Rotter's Locus of Control
- Toronto Empathy Questionnaire
- Perceived Stress Scale (PSS)
- Supervisory Relationship
Questionnaire (Modified)
- Supervisory Relationship
Measure (Modified)



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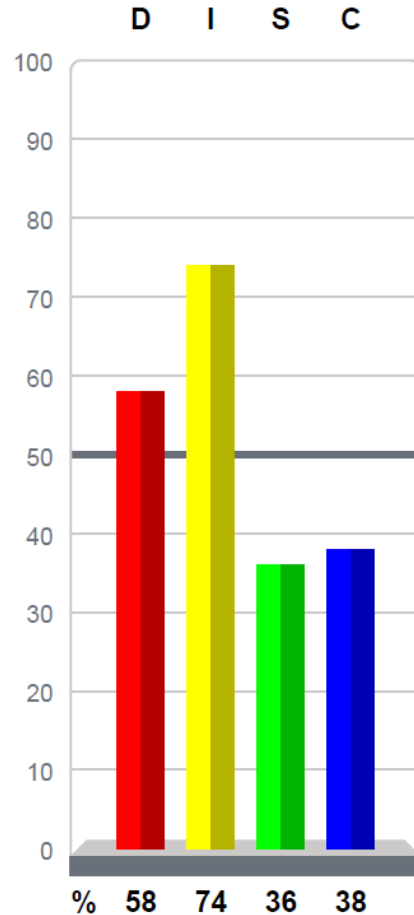
TTI TriMetrix® HD

Report aiding in the understanding of an individual's talents in four distinct areas:

- Behaviors
- Motivators
- Acumen
- Competencies

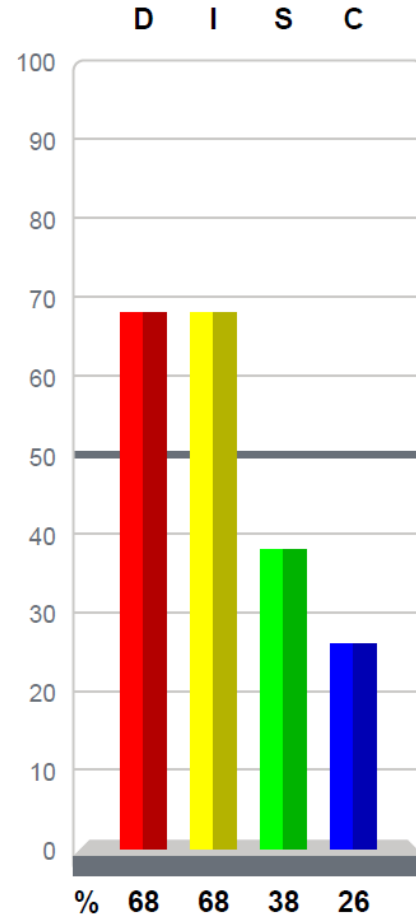
Adapted Style

Graph I



Natural Style

Graph II

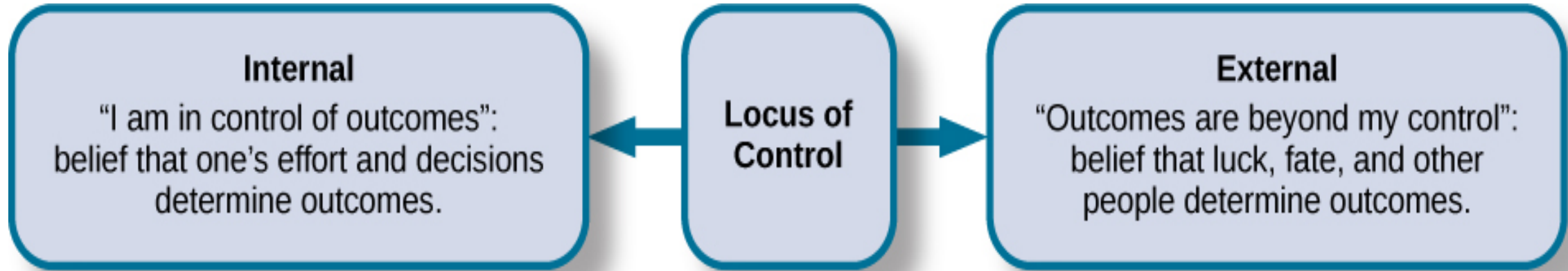


NEO - IPIP

Dimension	Facets					
Openness to Experience	Fantasy	Aesthetics	Feelings	Actions	Ideas	Values
Conscientiousness	Competence	Order	Dutifulness	Achievement Striving	Self-Discipline	Deliberation
Extraversion	Warmth	Gregariousness	Assertiveness	Activity	Excitement Seeking	Positive Emotions
Agreeableness	Trust	Straight-forwardness	Altruism	Compliance	Modesty	Tender-Mindedness
Neuroticism	Worry	Anger	Discouragement	Self-Consciousness	Impulsivity	Vulnerability

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Rotter's Locus of Control



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- Why is this important?
- 13 item questionnaire
 - Paired choices
 - Higher score = External Locus
 - Lower score = Internal Locus

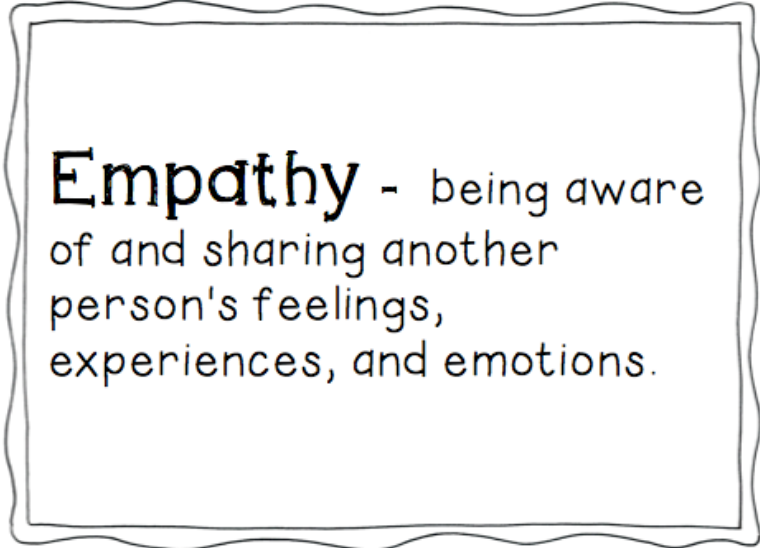
Toronto Empathy Questionnaire

- Why is this important?

Studies by health professionals suggest that empathic engagement in patient care can lead to better patient compliance (e.g., DiMatteo et al., 1993); more accurate prognosis (Dubnicki, 1977), and increased patient satisfaction (Zachariae et al., 2003).

- 16 item questionnaire

- 4-point scale
- Five options
- Higher score = More empathetic
- *Scores below 45 indicate below-average levels of empathy*



Empathy - being aware of and sharing another person's feelings, experiences, and emotions.

Perceived Stress Scale

Completed every term

- Why is this important?
- 10 item questionnaire
 - 4-point scale
 - Five options
 - Higher score = More perceived stress



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Supervisory Relationship *Questionnaire* (Modified)

Completed every term

- Why is this important?
- 10 Item Questionnaire
 - 7-point scale
 - Higher score = Better supervisory relationship perceived ***by student***



Supervisory Relationship *Measure* (Modified)

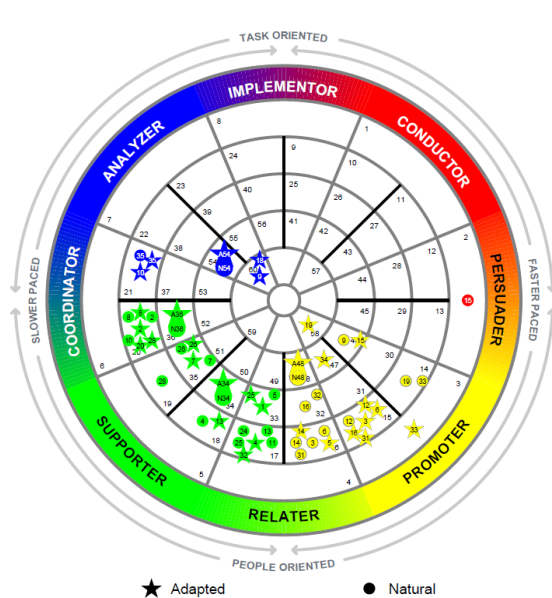
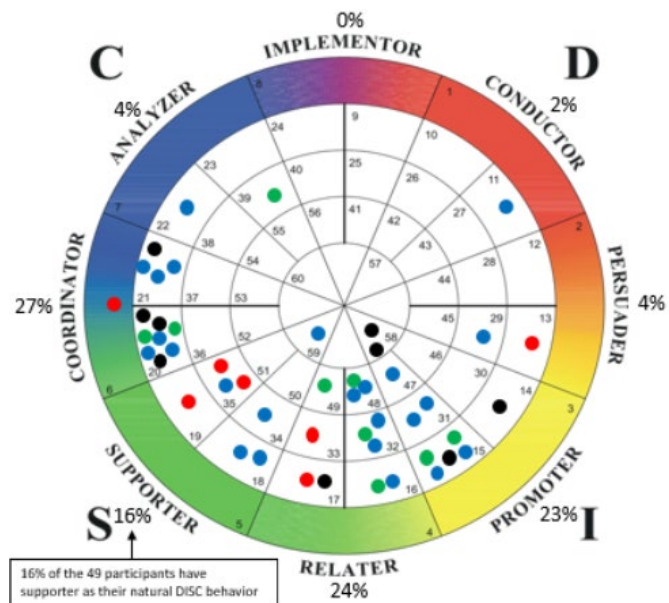
Completed every term

- Why is this important?
- 10 Item Questionnaire
 - 7-point scale
 - Higher score = Better supervisory relationship perceived *by preceptor*

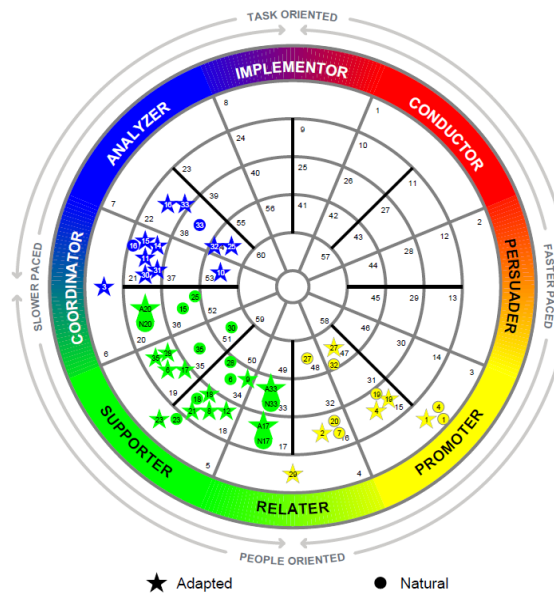
Incoming Student Information

Intake Report on Scales

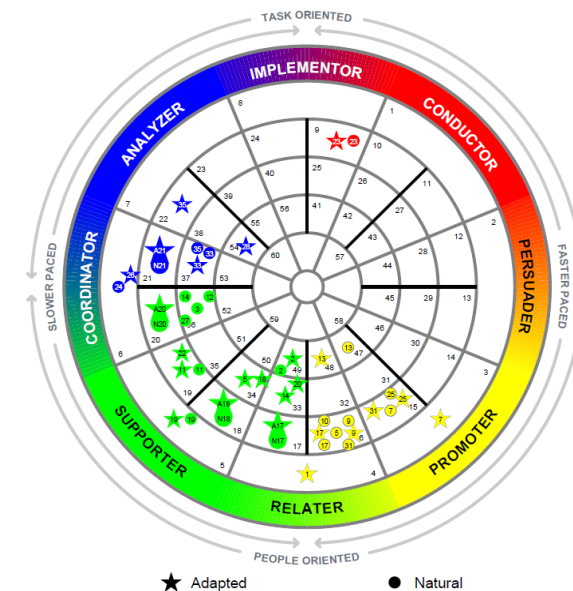
Success Wheel Speech Language Pathology (UNL) vs. Audiology (4 Programs)



2015

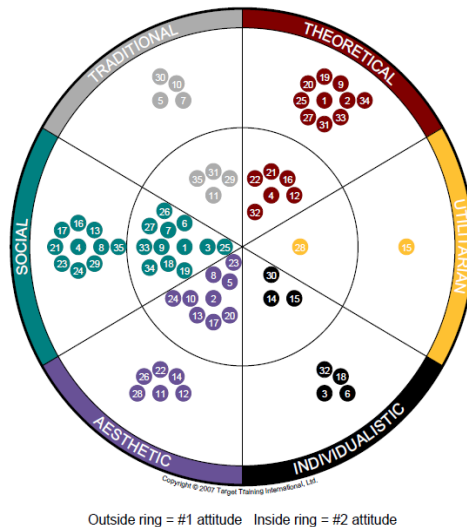
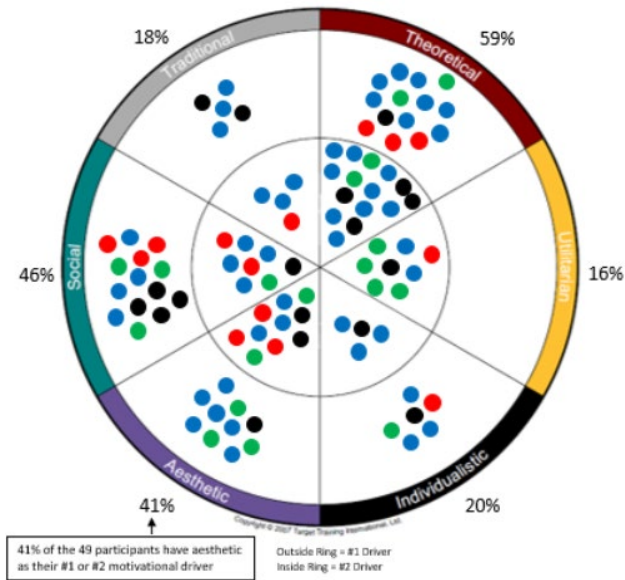


2016

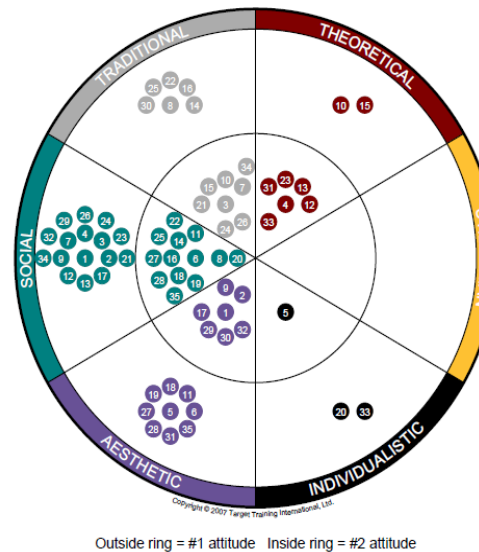


2017

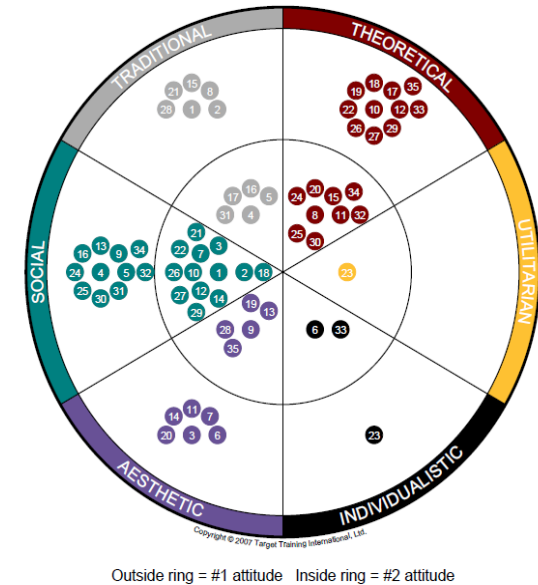
Motivators Speech Language Pathology (UNL) vs. Audiology (4 Programs)



2015

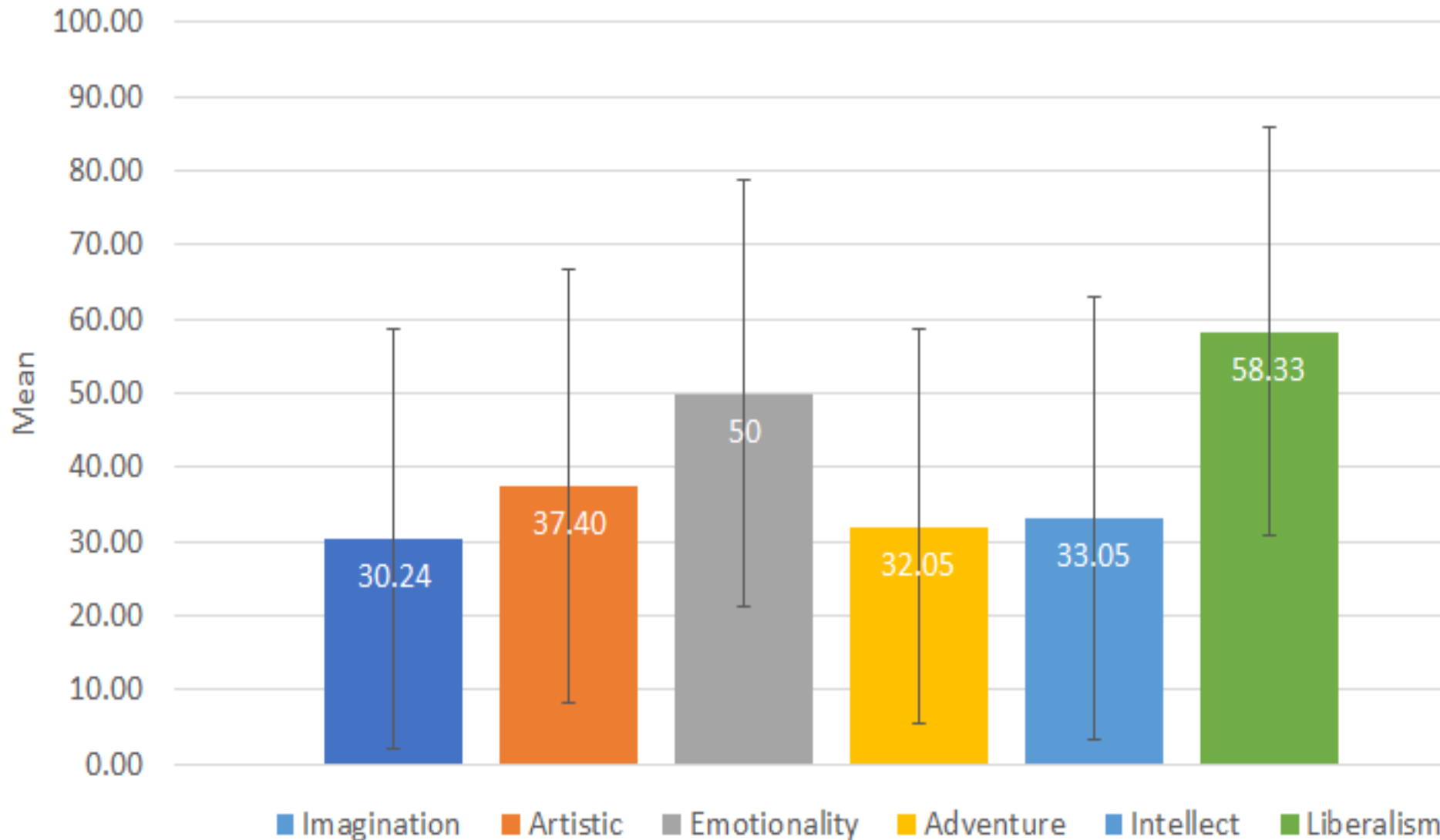


2016

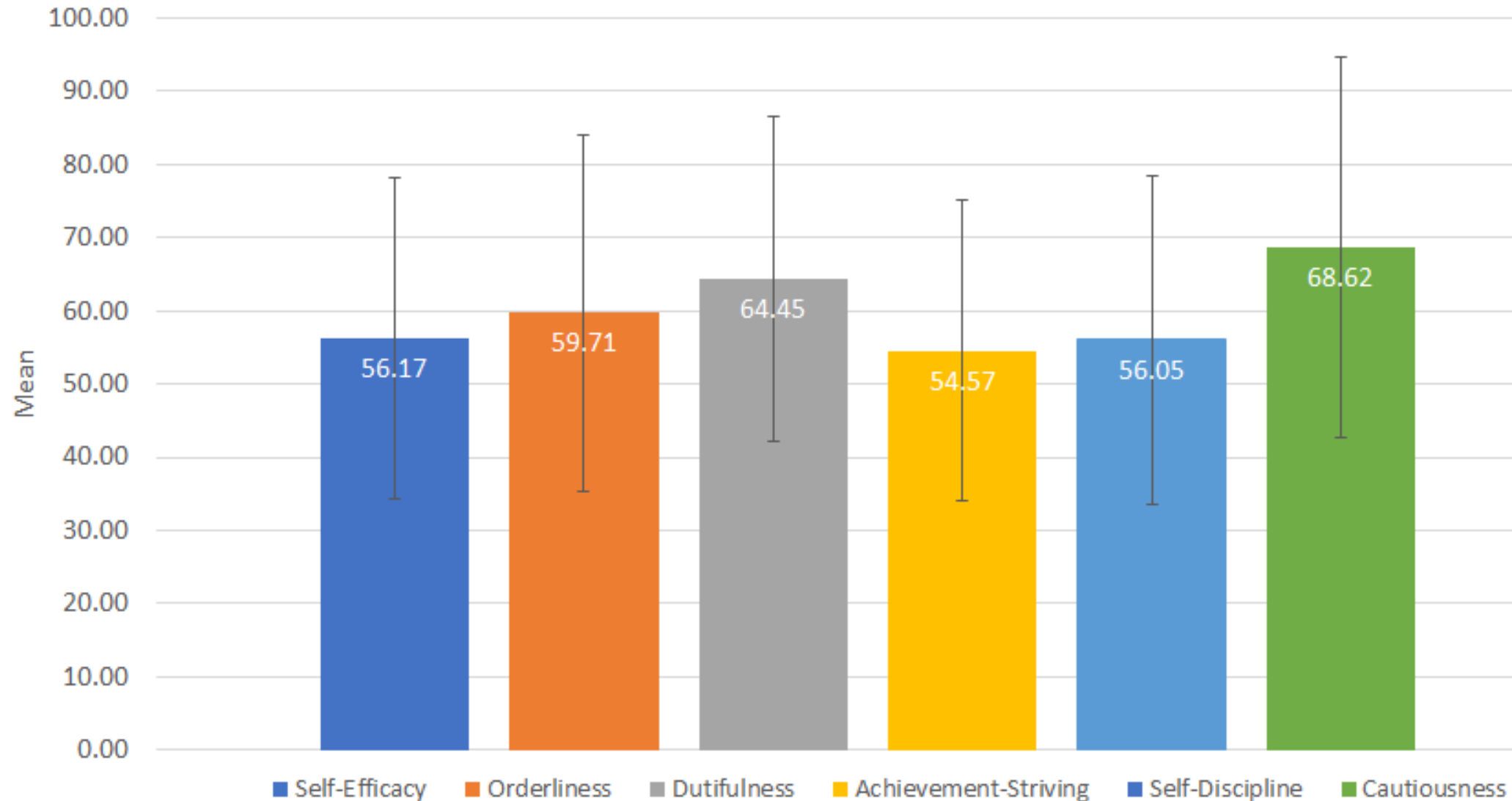


2017

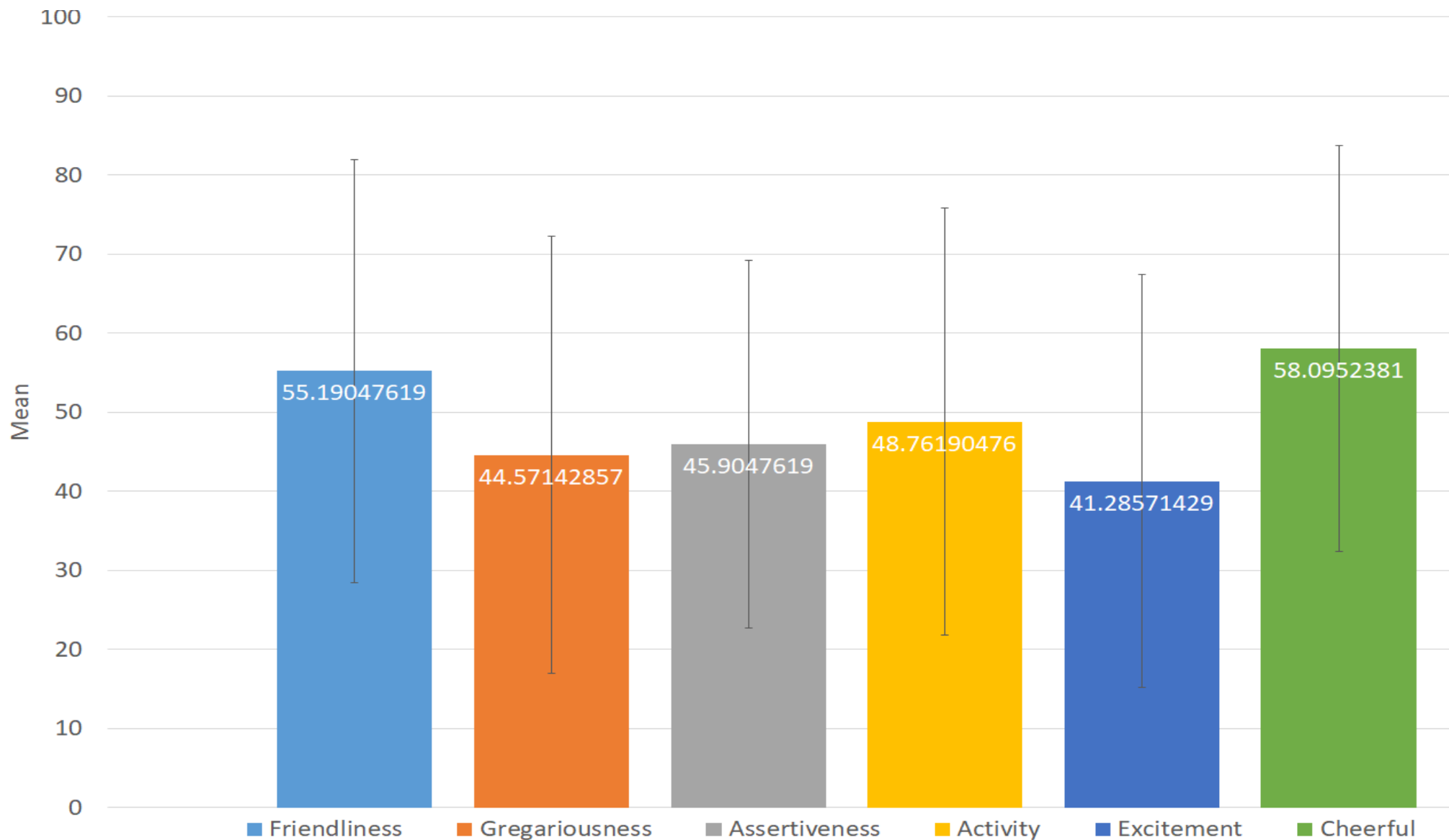
NEO IPIP: Openness Elements



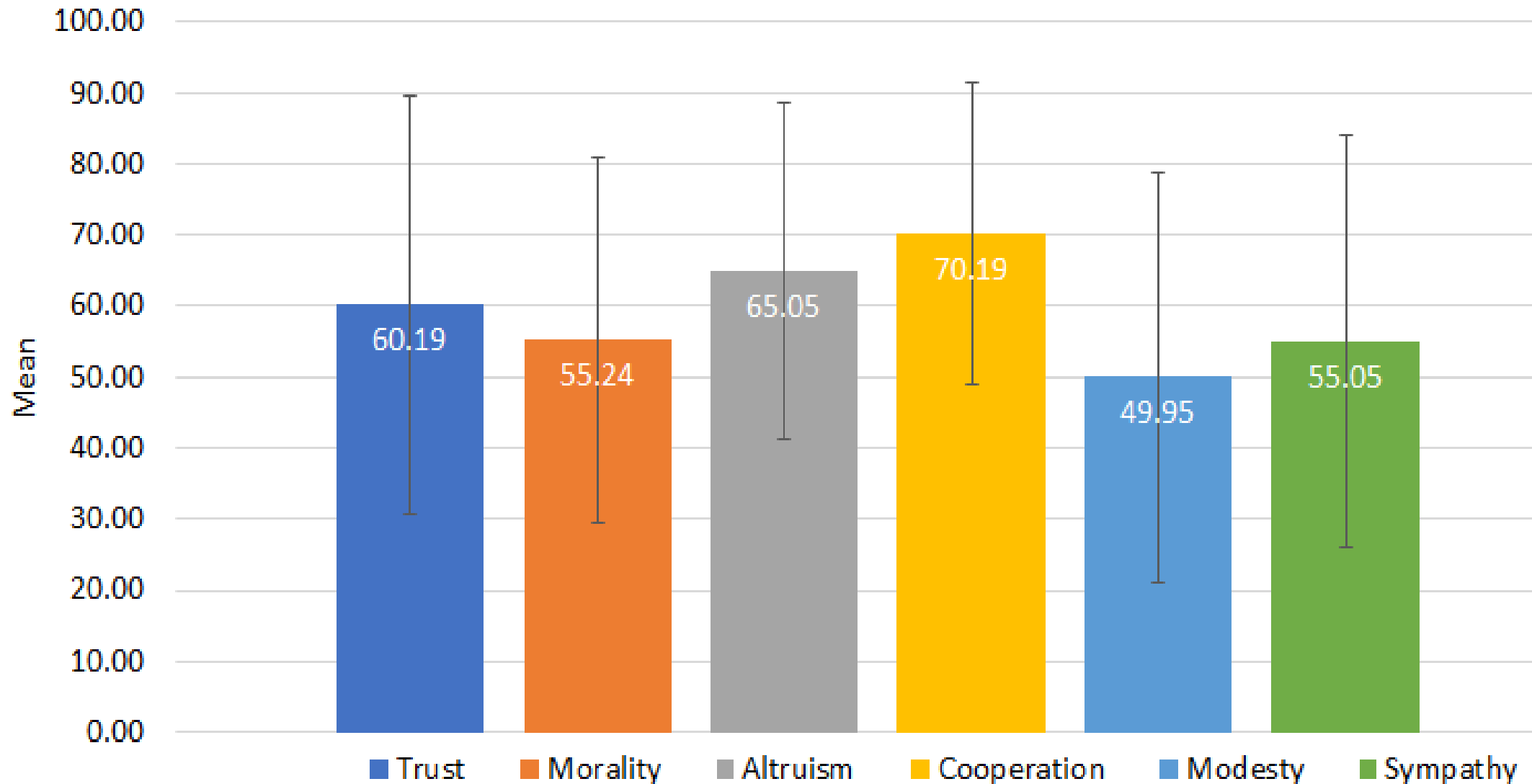
NEO IPIP: Conscientiousness Elements



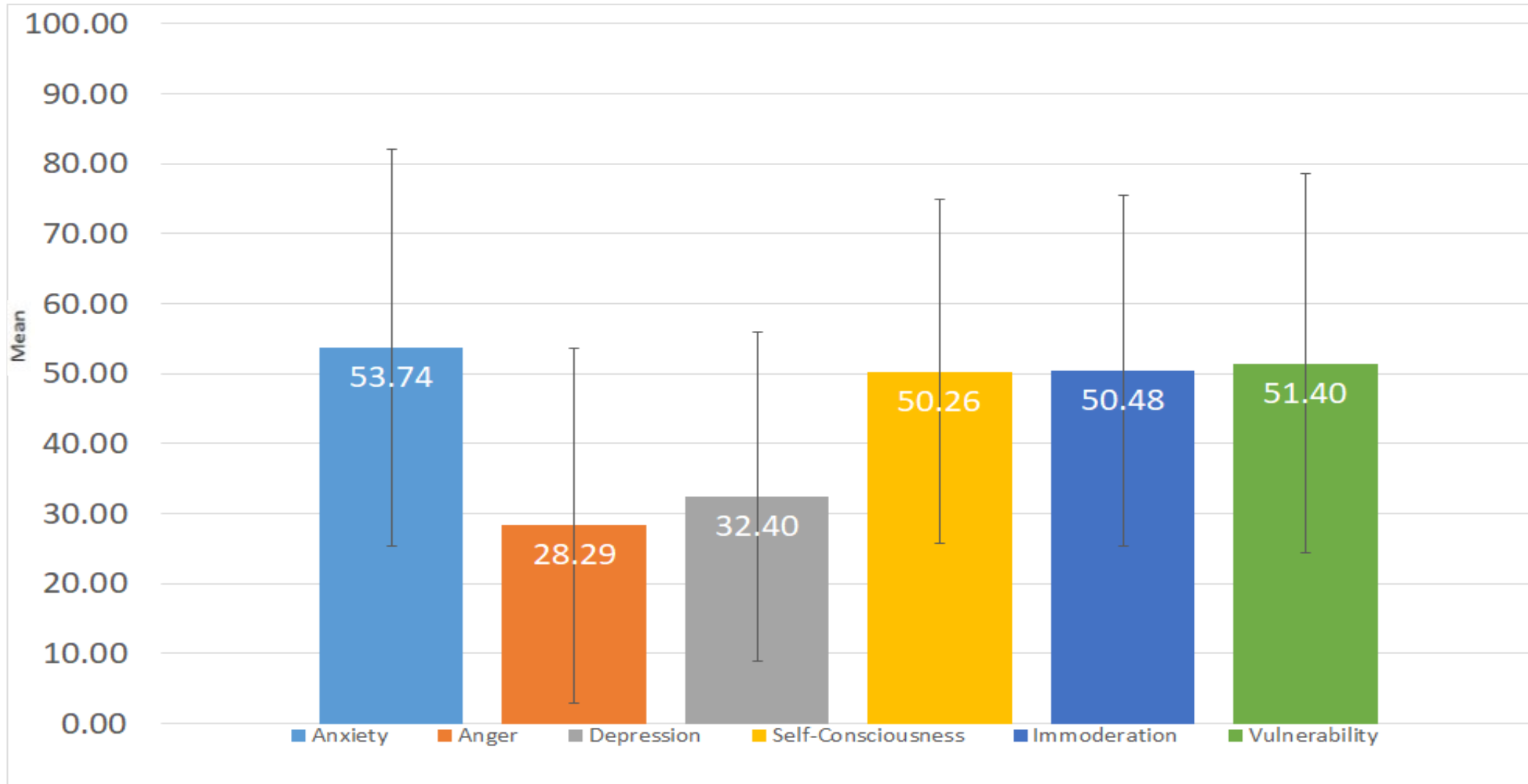
NEO IPIP: Extraversion Elements

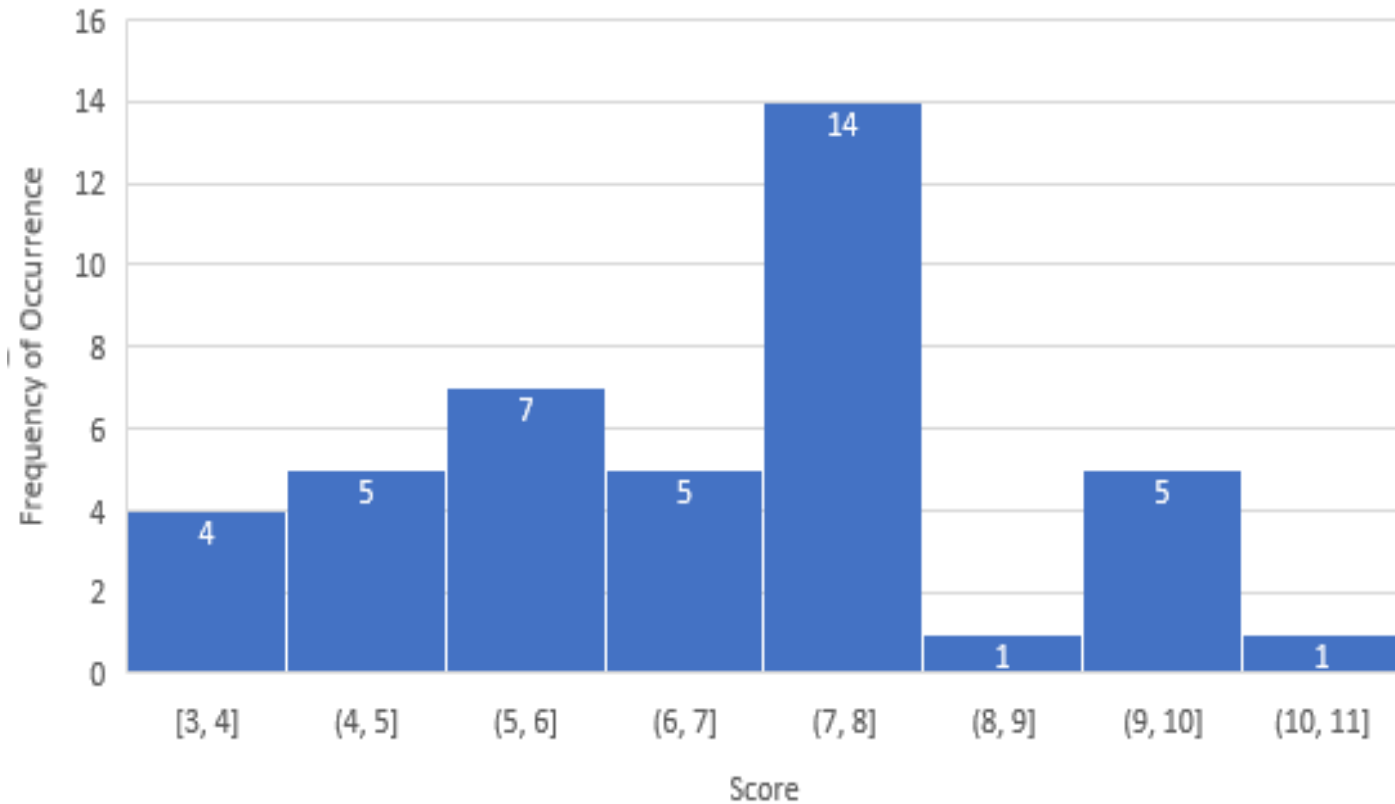
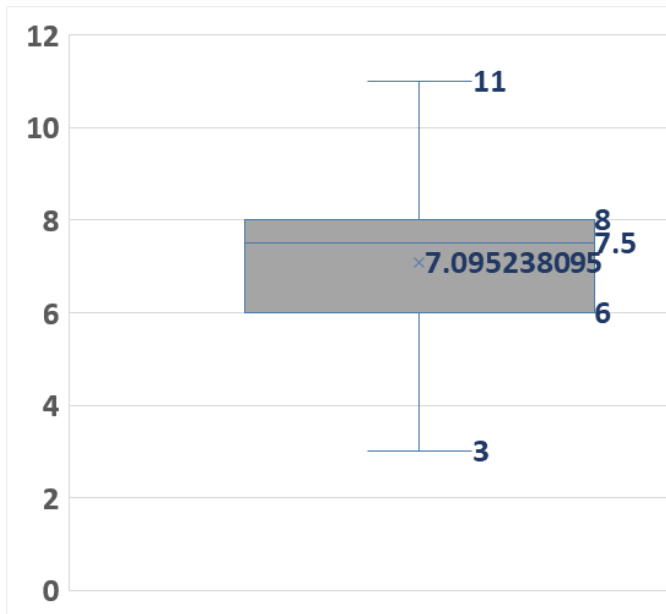


NEO IPIP: Agreeableness Elements



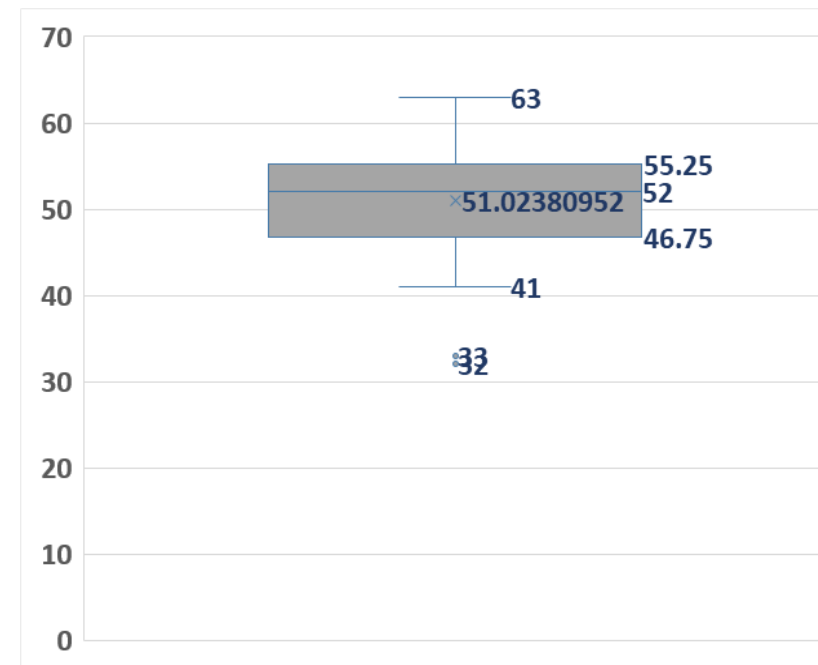
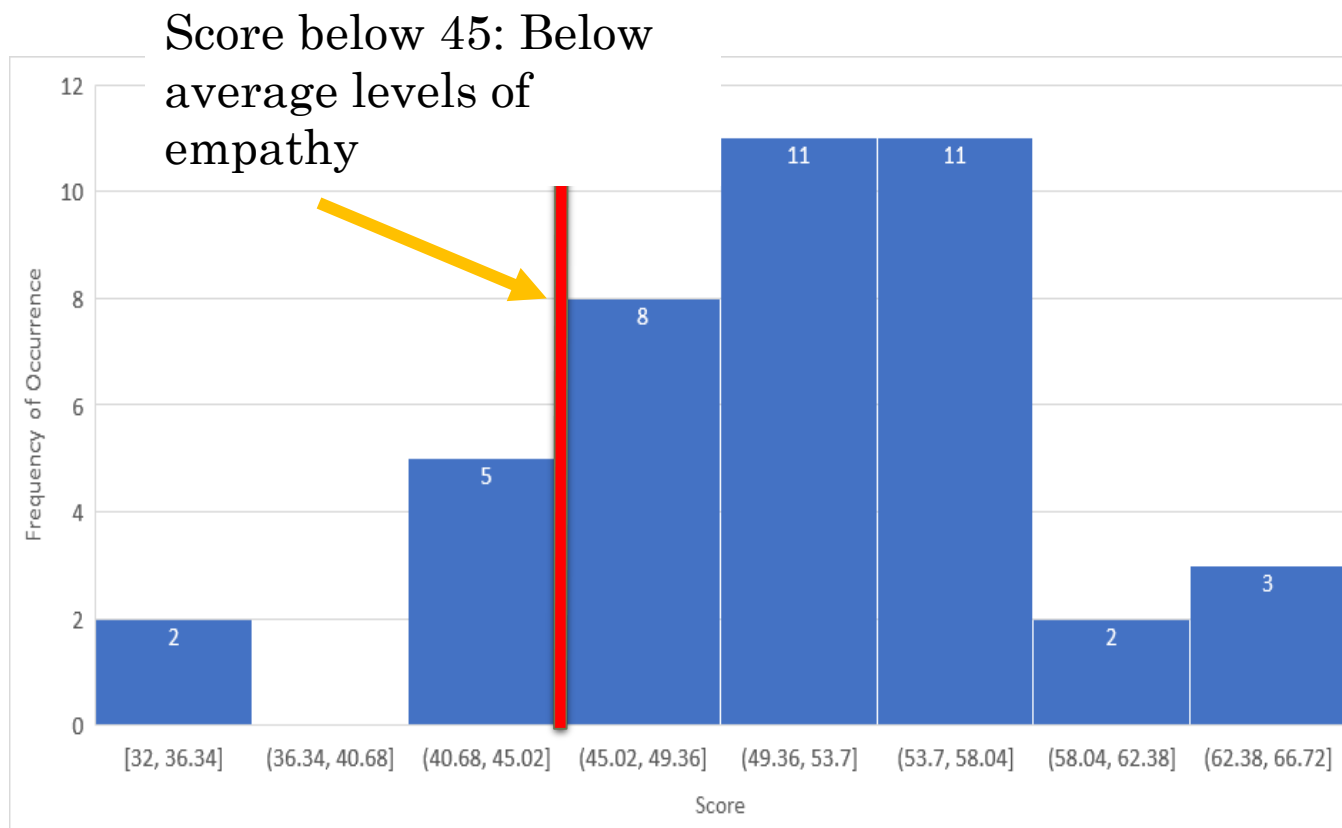
NEO IPIP: Neuroticism Elements

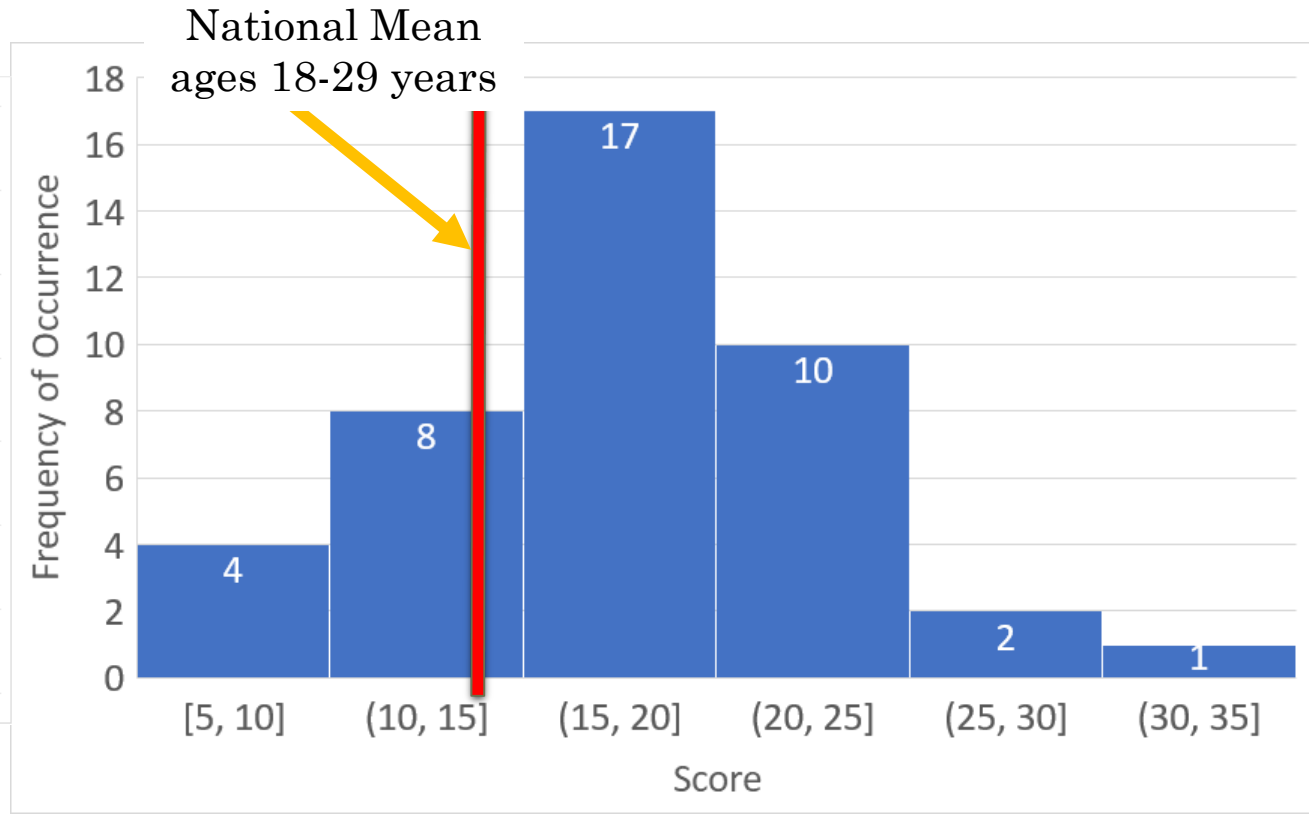
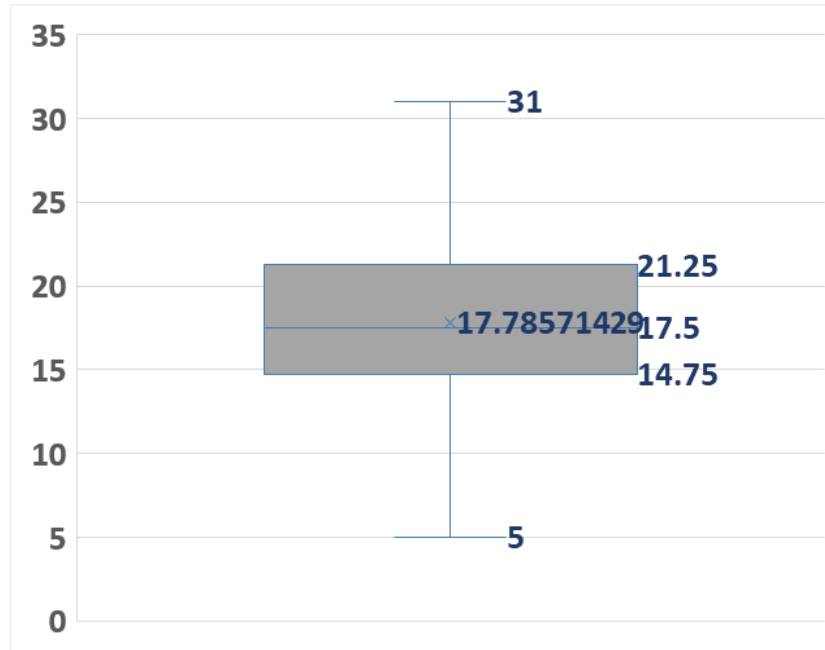




Rotter's Locus of Control

Toronto Empathy Questionnaire

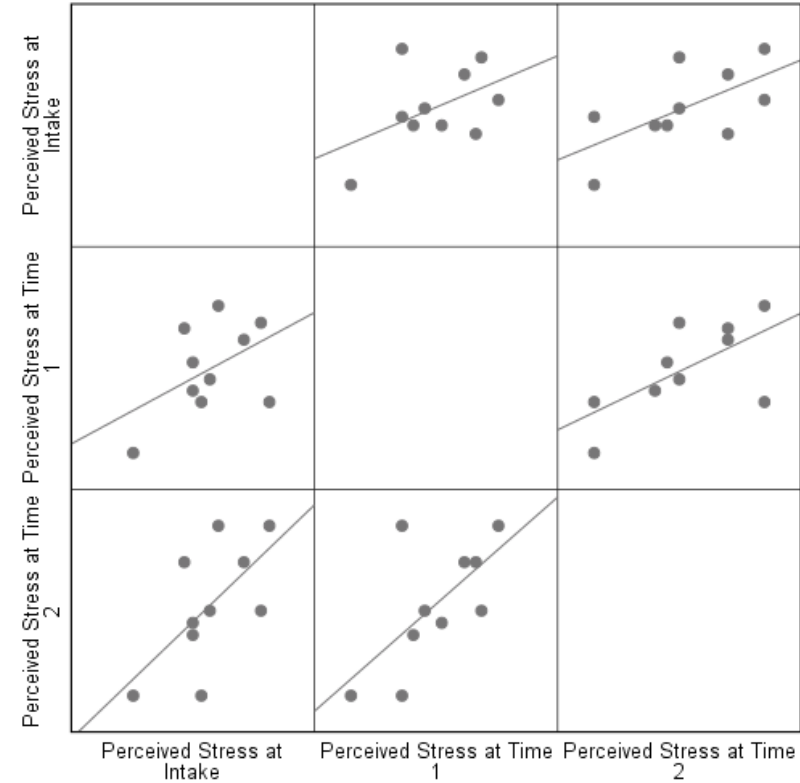
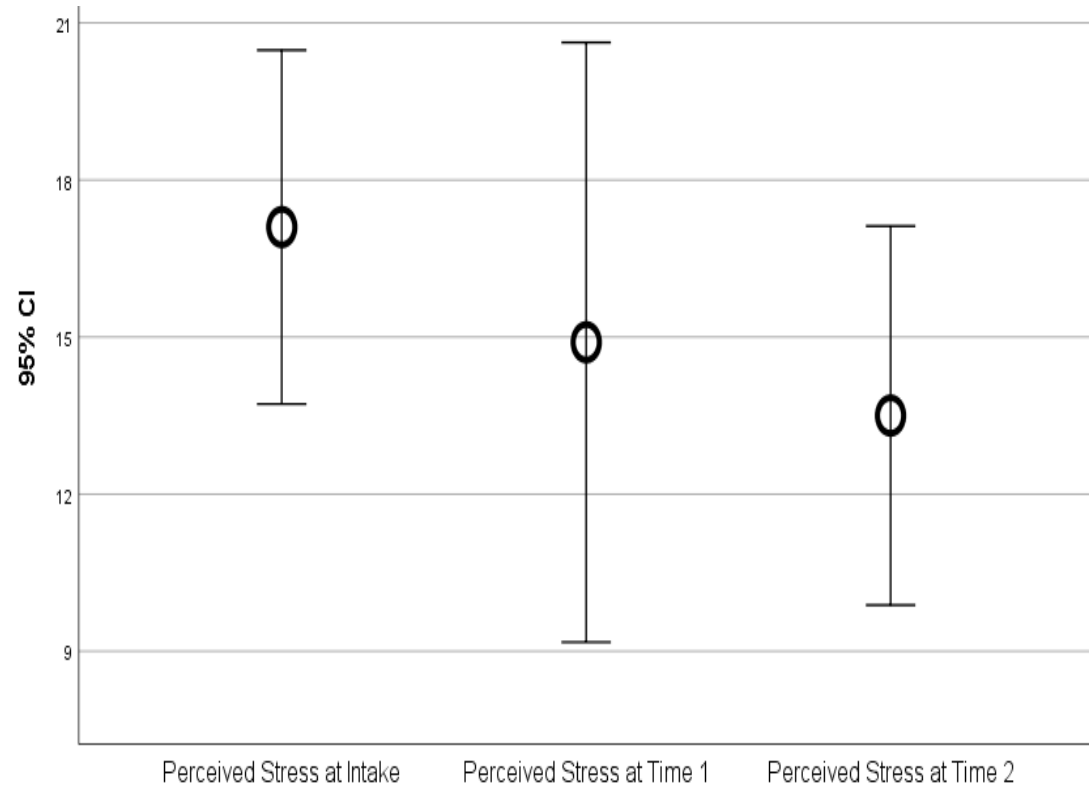




Perceived Stress Scale

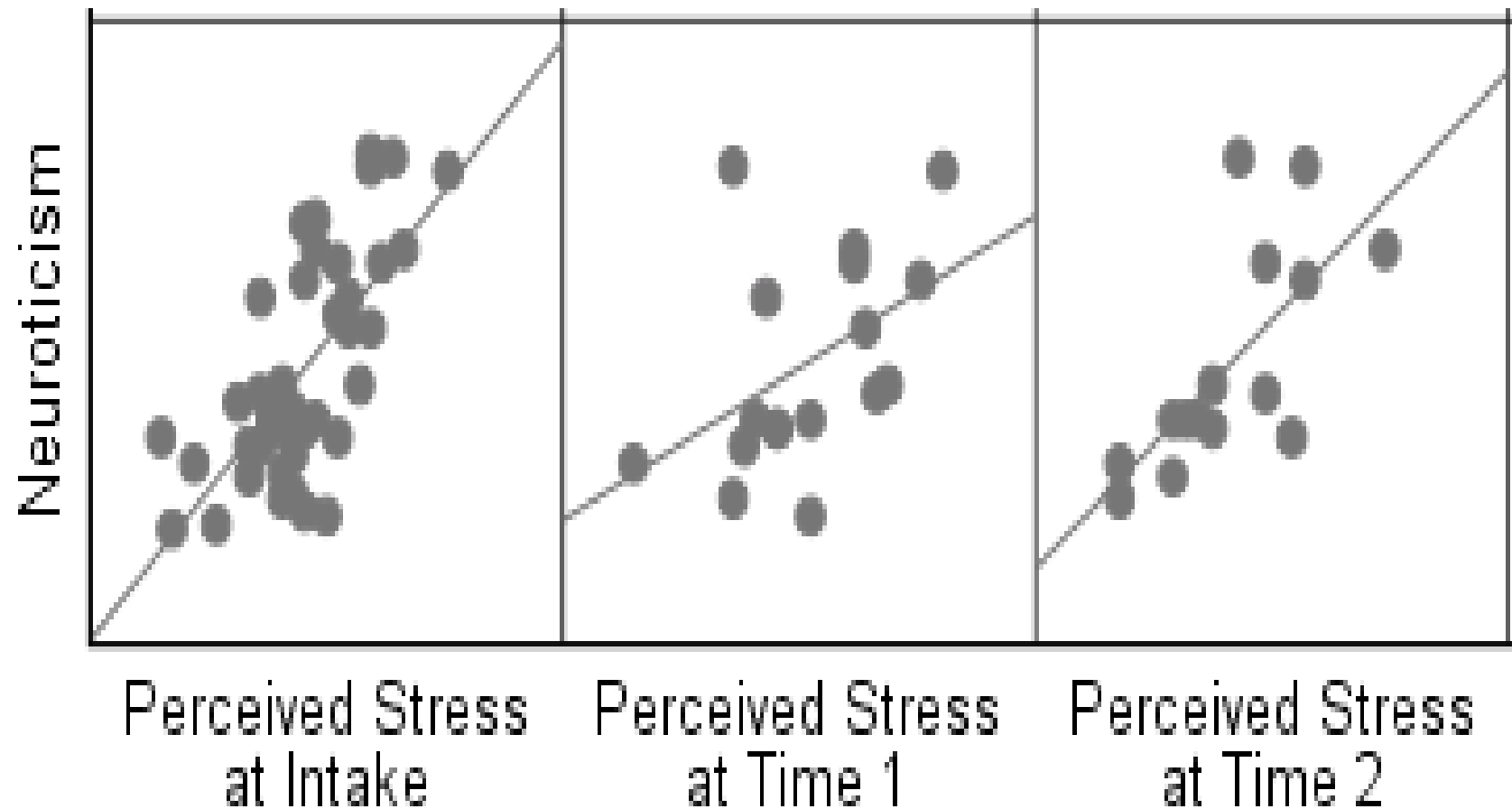
Early Outcomes

Is anything predictive of success vs. struggle?

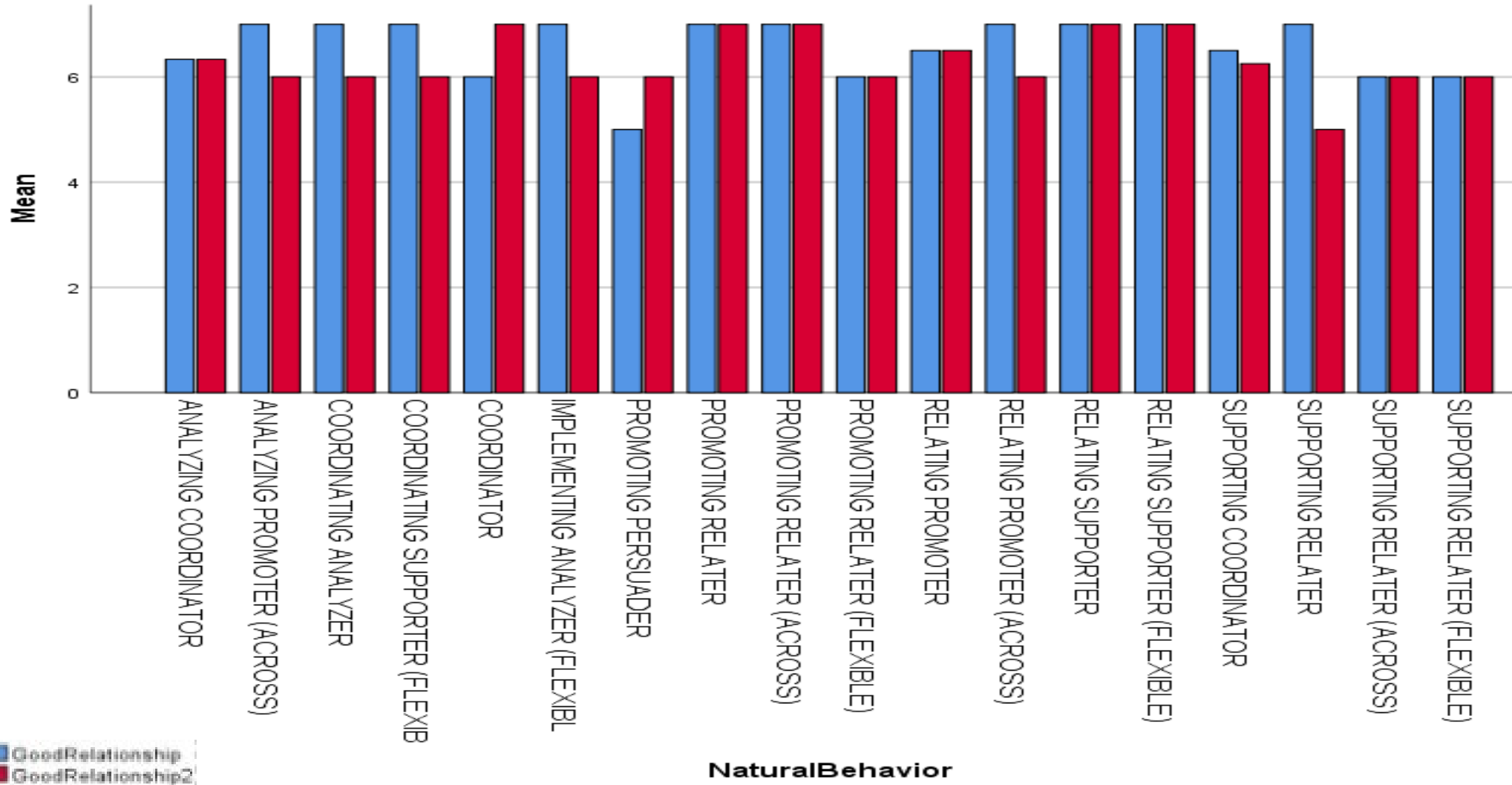


Stress Over Time

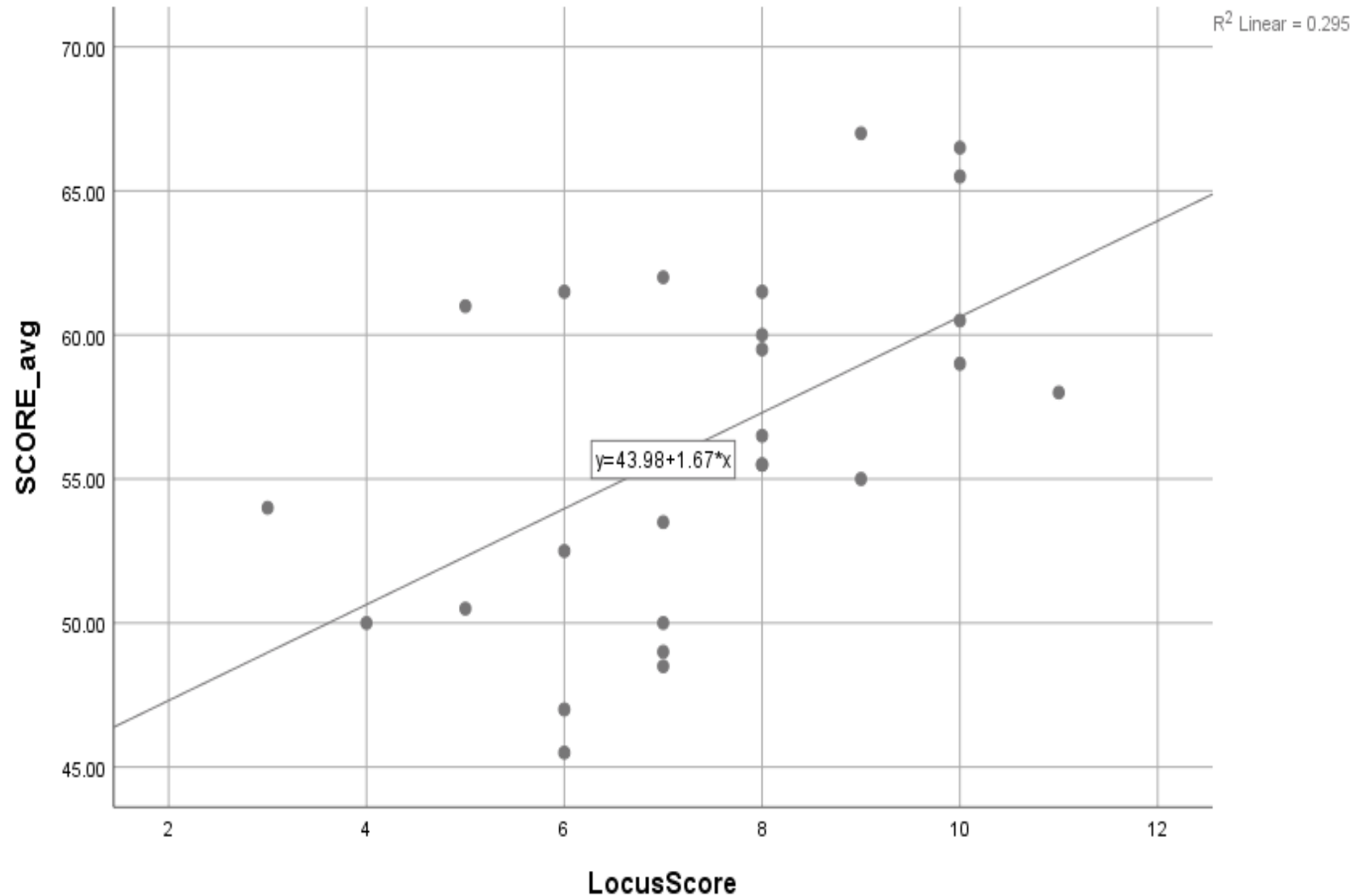
What Does Affect Stress Levels?



What *Does NOT* Affect Supervision?



What *Does* Affect Supervisory Relationship?





Attrition

The rate of attrition *of participating students* from all causes in this cohort is 11.9% after the first year, combined across the four programs.

What *Does NOT* Predict Attrition?

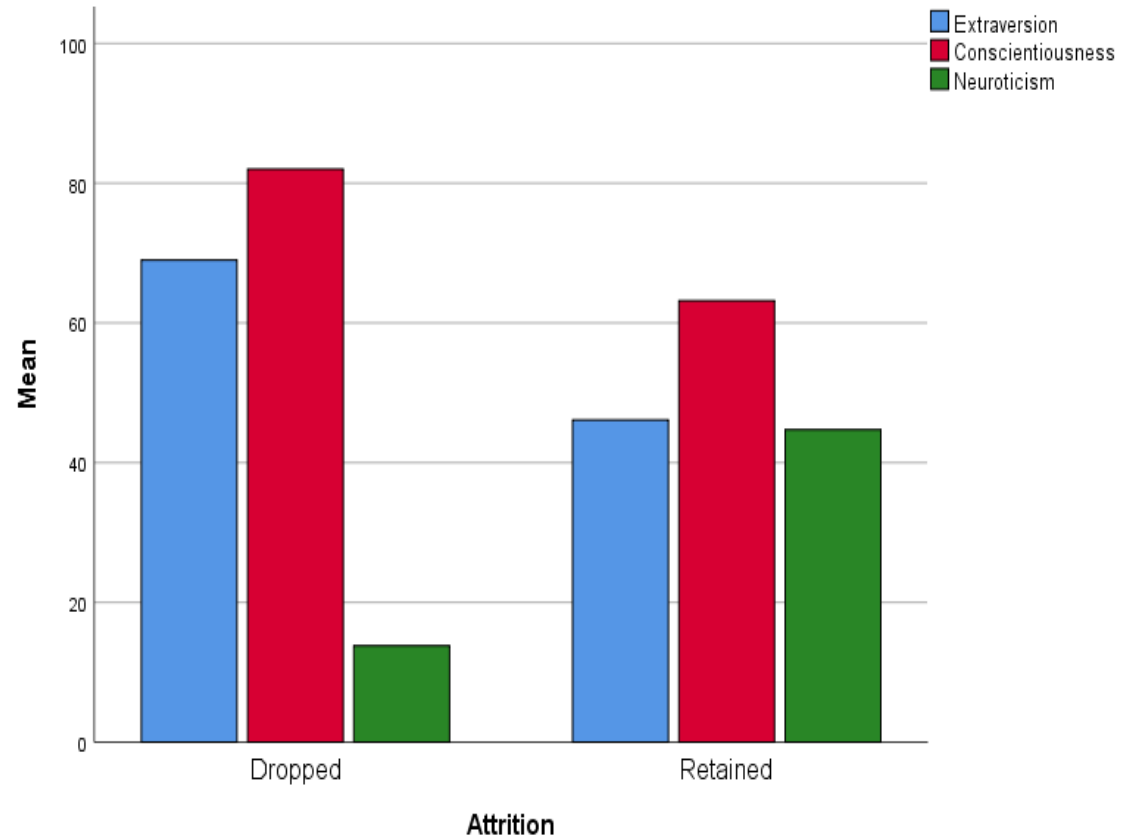
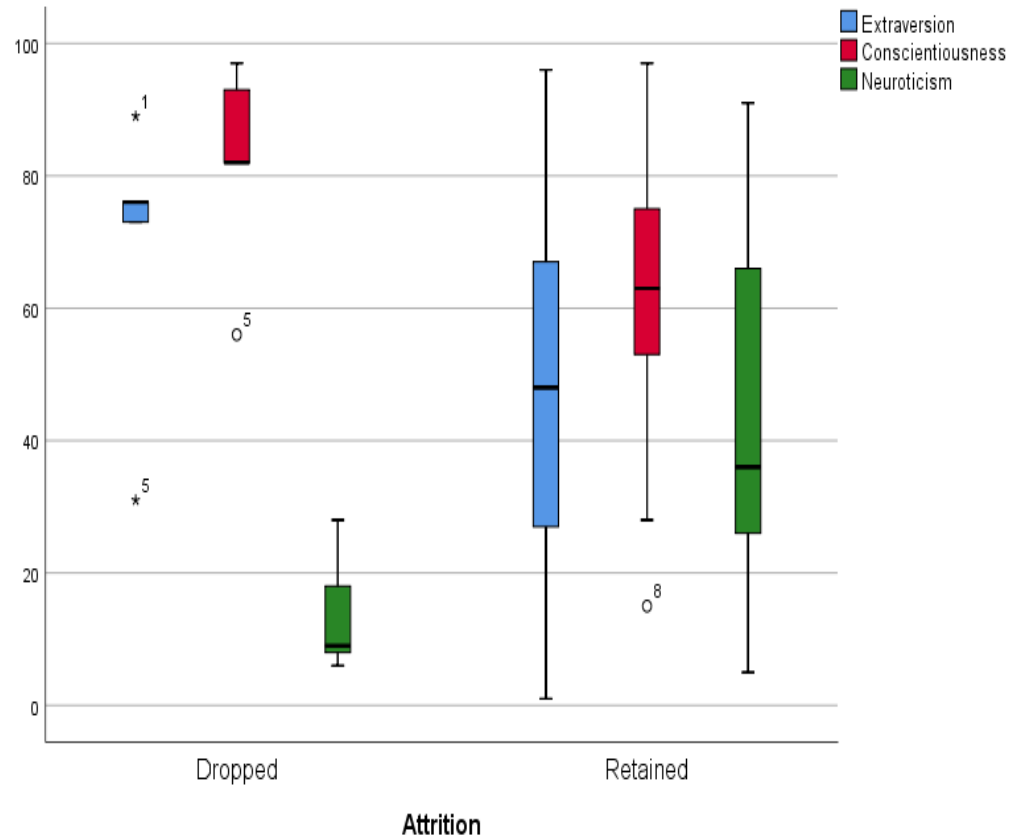
Empathy

Stress

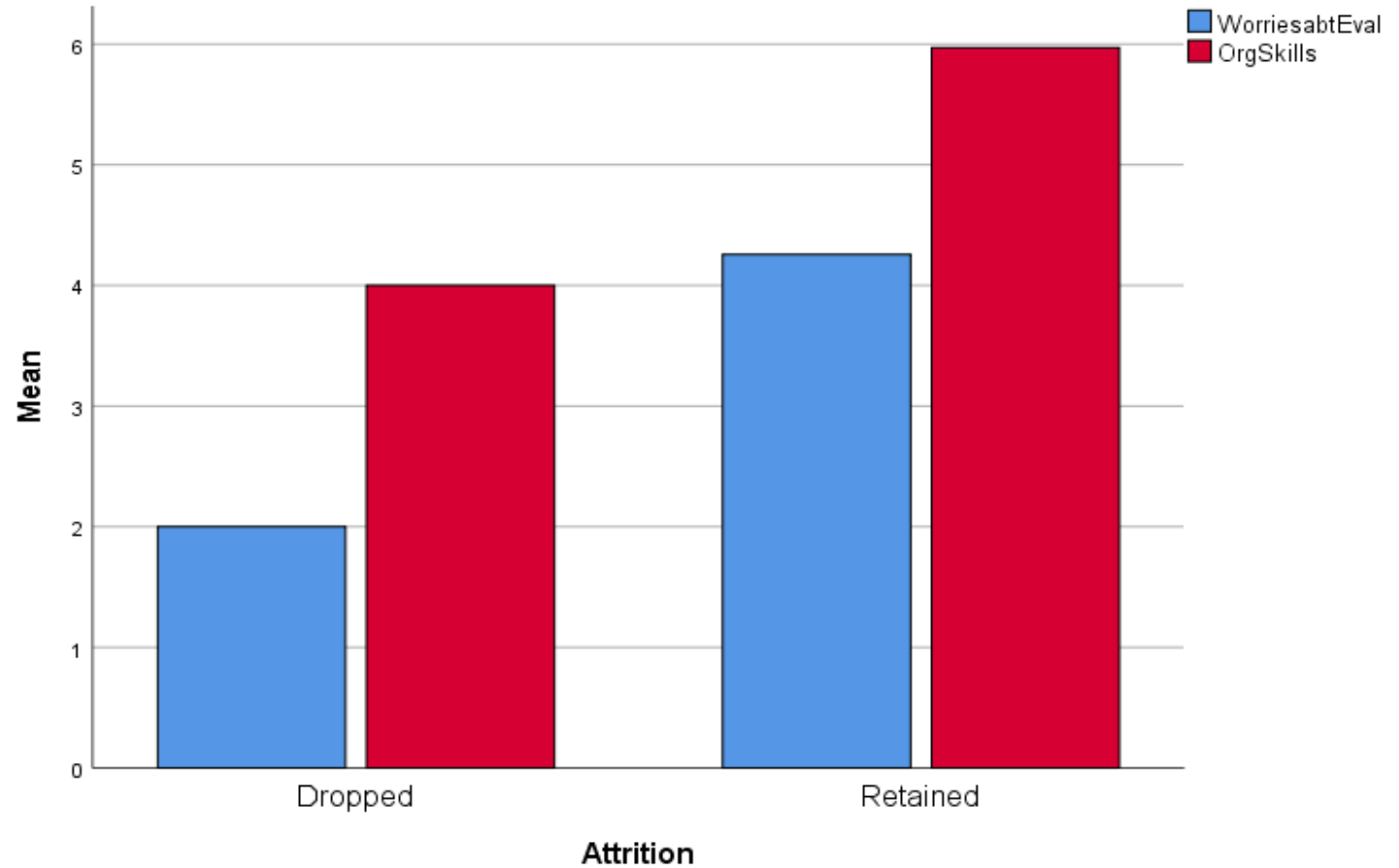
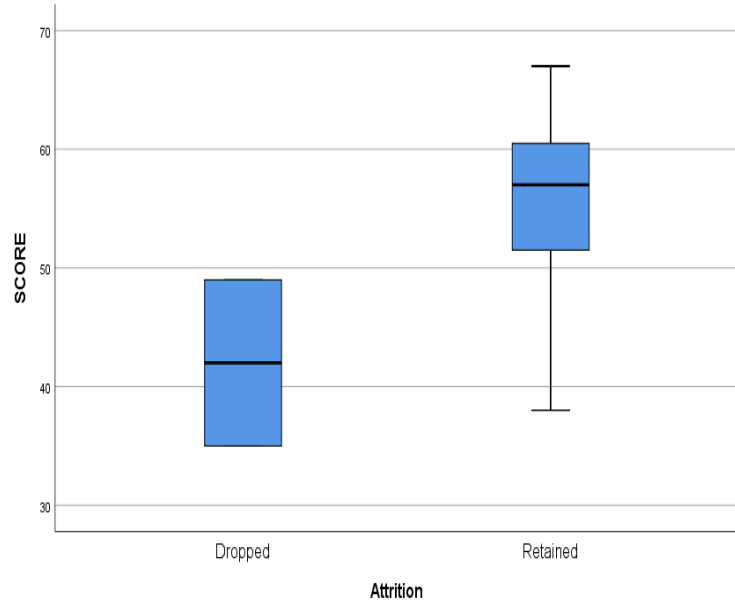
Locus of Control

What *Might* Predict
Attrition?

Personality Extremes



Supervisor Ratings



Can We Predict Retention?



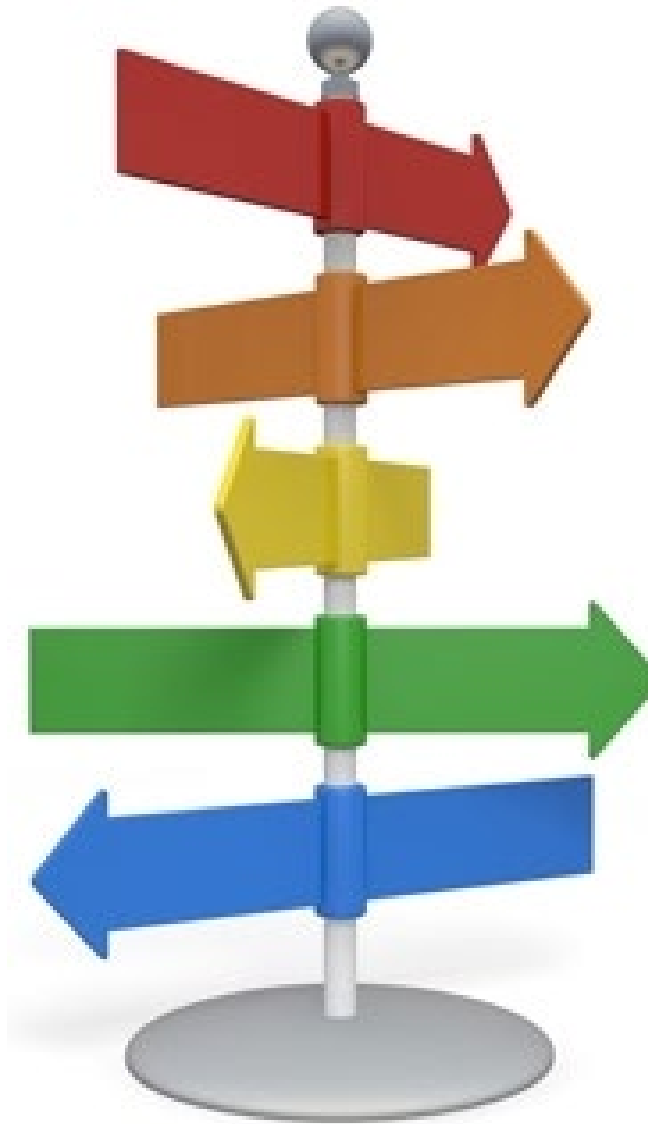
Implications & Future Directions

Implications

- Participating AUD students appear to have similar overall communication behavior traits to a sample of SLP students.
- In these limited samples, AUD students appear to be more likely than SLP students to have utilitarian motivators.
- AUD student stress appears to decline over the first year and is related to overall neuroticism.
- Currently available data do not show a direct relationship between undergraduate success markers and retention after the first year in the doctoral program.
- Preceptors appear to rate students impartially to most personality characteristics.



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Future Directions

Greatest need = more data
(longitudinally + more cohorts)

Possible prediction algorithm

Possible experimental approaches in
remediation relative to risk factors

Acknowledgements

- David Gosselin, Ph.D., of University of Nebraska-Lincoln has enabled the use of the TTI assessment instrumentation and has provided extremely valuable guidance in its interpretation to the rest of the research team, as well as training in its use to the students.
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.to be continued.