

# Guidelines for Implementing Graduate Student Telepractice Training Programs

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# Speaker Disclosures



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LLC; Co-host of Telepractice Today podcast,  
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# Learning Outcomes

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Upon completion, participants will be able to:

- Describe the steps in creating different telepractice training models
- Describe telepractice clinical competencies
- Identify regulations, benefits and challenges in implementing telepractice training programs



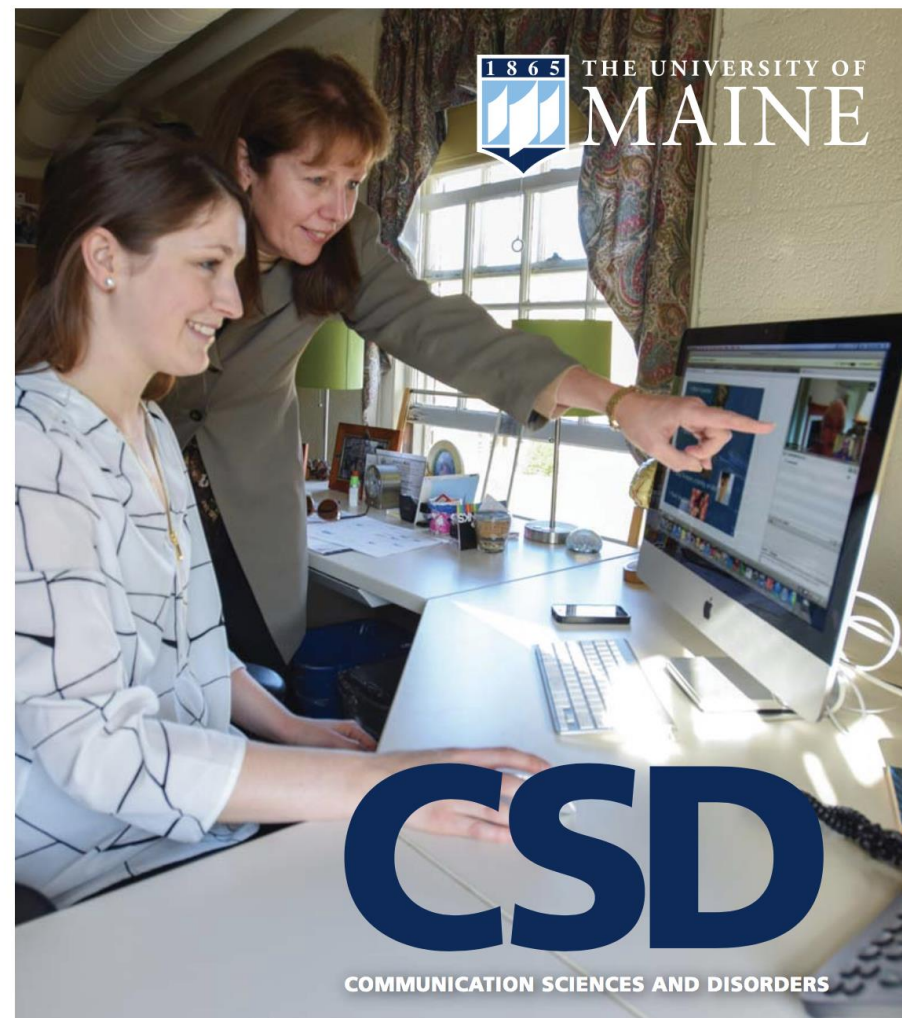
# Introduction

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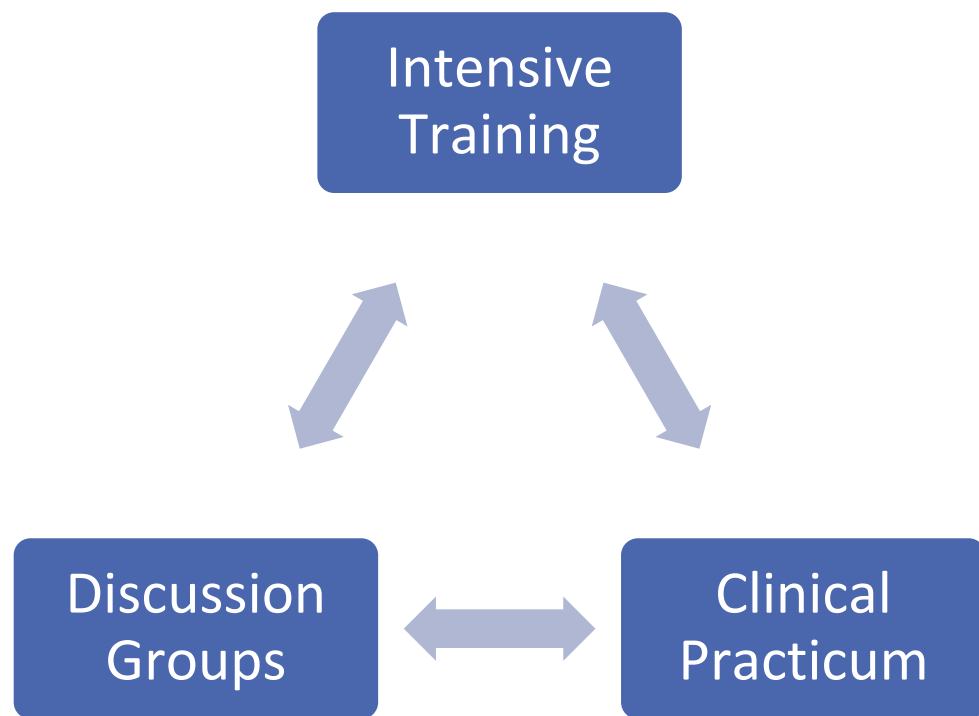
- COVID-19 accelerated the integration of telepractice into CSD programs
- Need for well-developed speech therapy telepractice training is essential to uphold best clinical practices for highest quality telepractice services
- Three well-established speech therapy telepractice training programs will highlight best practices in preparing future clinicians
- Current regulations, benefits and future challenges will also be discussed



# Communication Sciences and Disorders



**SPEECH THERAPY TELEPRACTICE SERVICES**

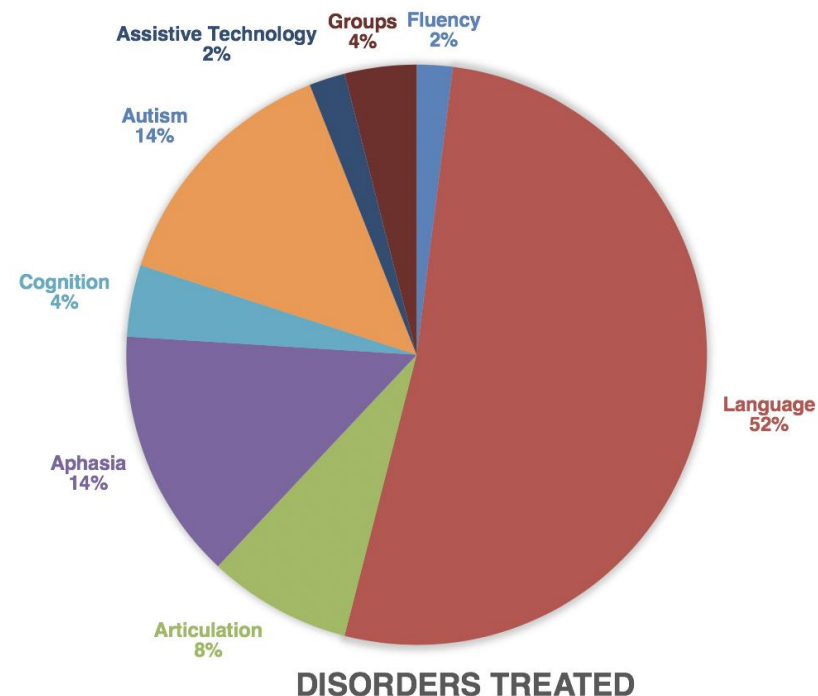


LEARNING COMPONENTS

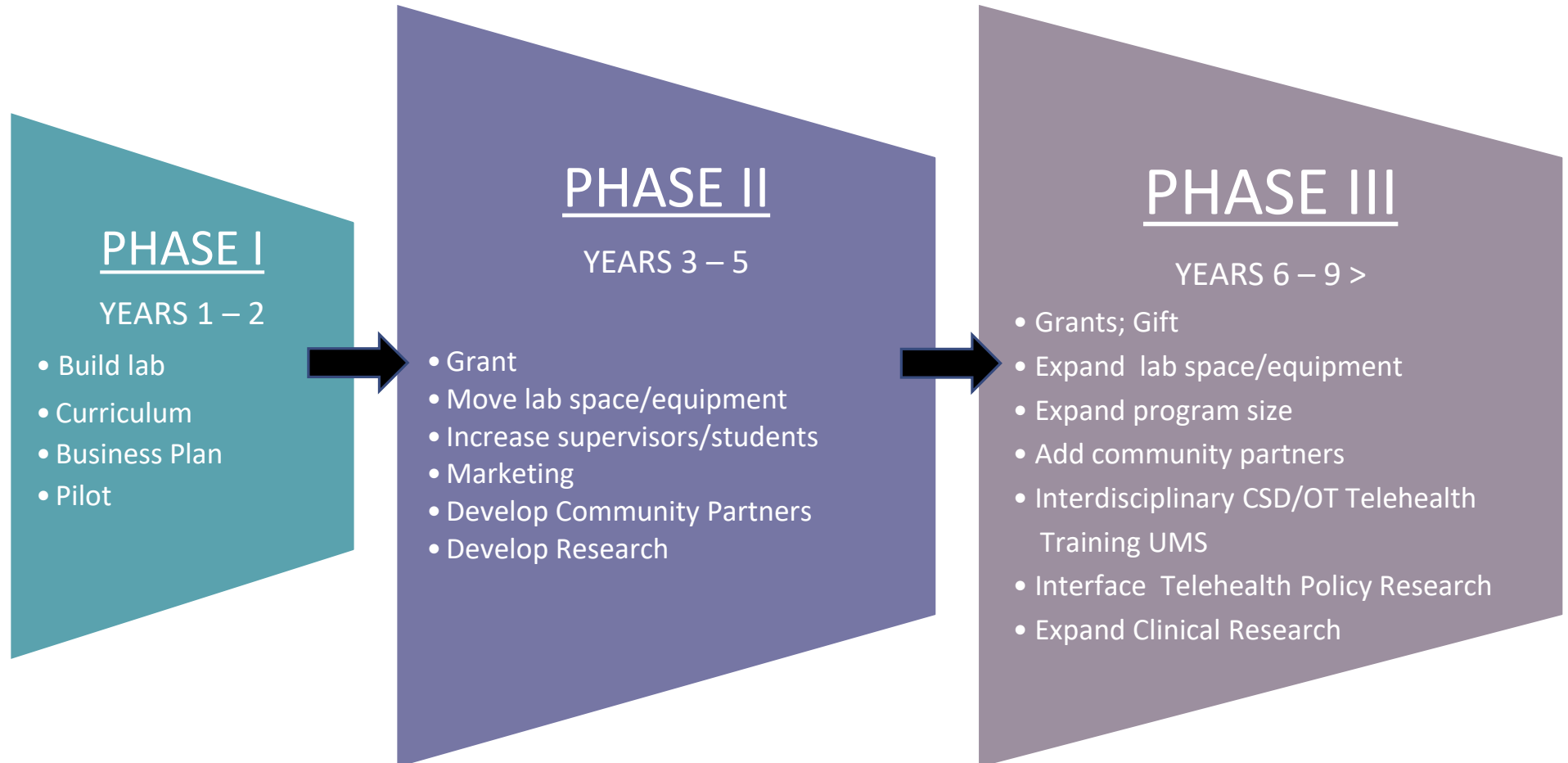
- Philosophy
- Tri-part Mission:
  - Workforce development
  - Service provision
  - Research
- Pedagogy
  - Second year clinical practicum
  - Experiential learning approach

# Communication Sciences and Disorders

## What we do at a glance



# Communication Sciences and Disorders



PROGRAM GROWTH AND SUSTAINABILITY

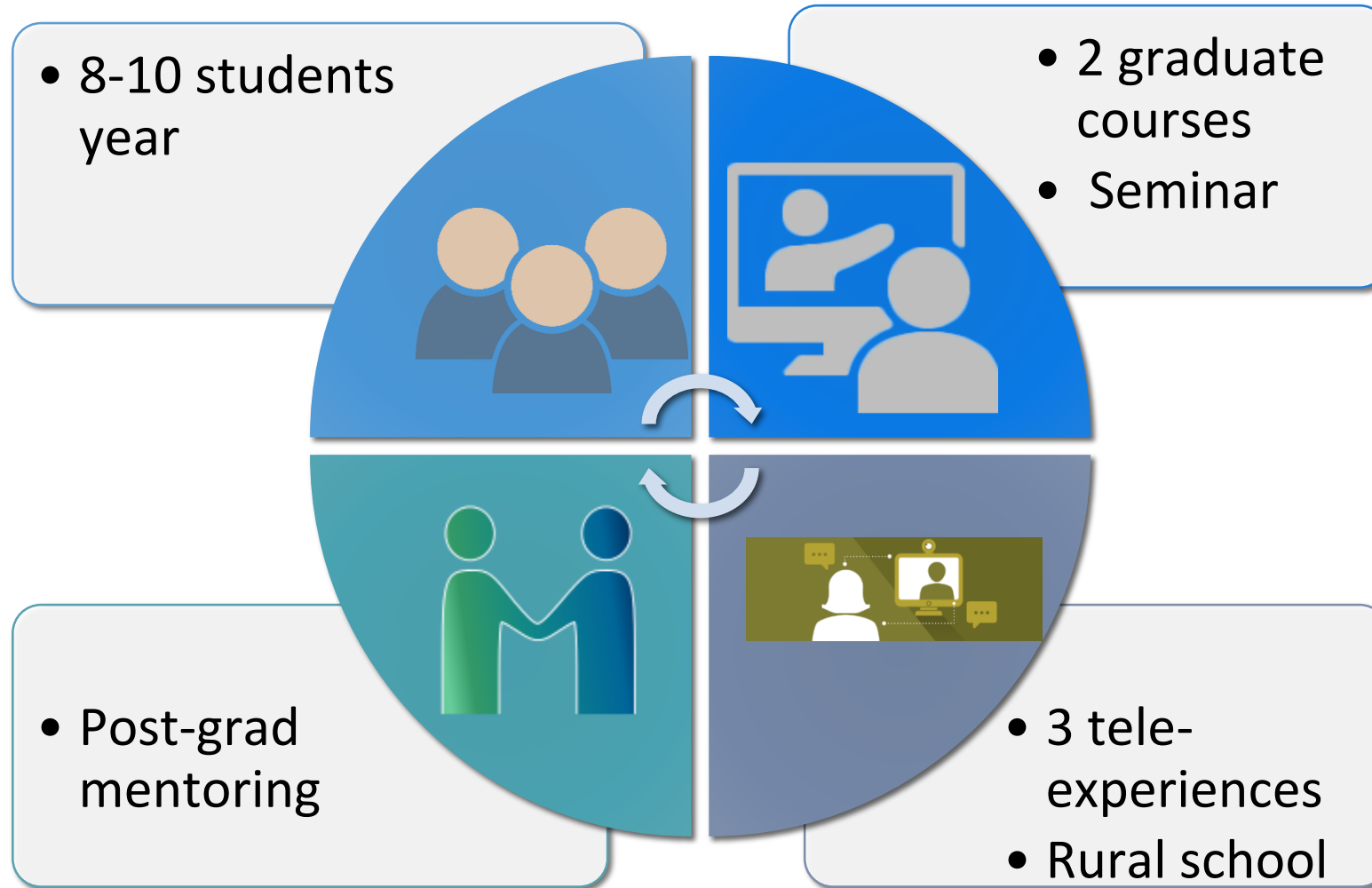





Principle Investigator: Joneen Lowman. Co-PIs: Jane Kleinert, Rob Sprang, Lyn Covert.  
Personnel Preparation, 84.325K, Focus Area C: Related Services funded by U.S. Department  
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# Program Overview



# Integration within Accredited Program

	<b>Year 1 summer-fall-spring</b>	<b>Year 2 summer-fall-spring</b>
Course Work	Speech-language specific	Speech-language specific
Clinical	3 in-house rotations	3 full-time externships
		2 tele-courses Seminar 3 tele-experiences

# Course Sequence and Content

## School Rotation

### Peds DX & TX

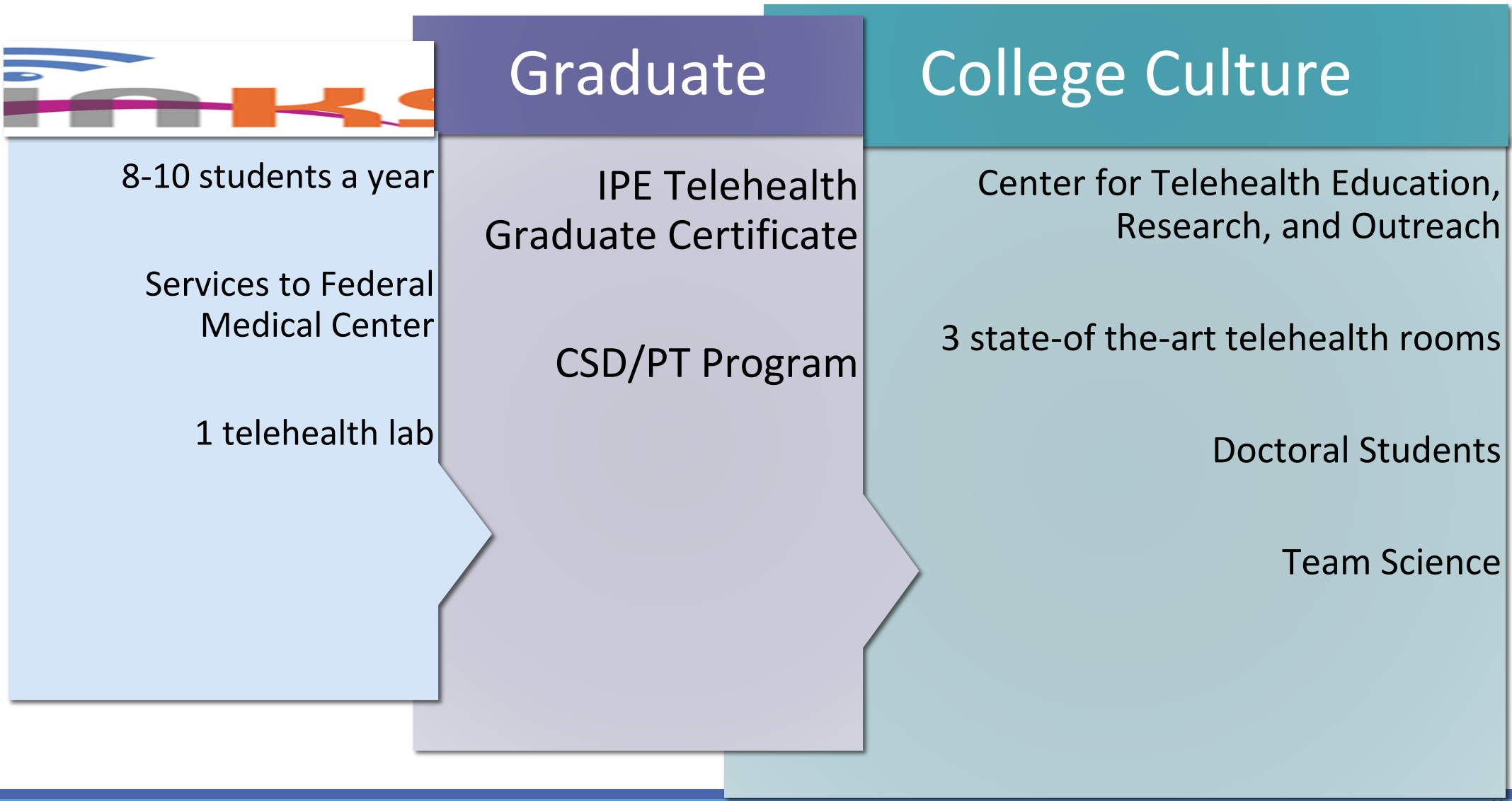
### Intro to Telehealth

Legal & Ethical  
Technology  
Security  
Environment  
Support personnel  
Tele-simulations

Disorder specific  
Professional Issues  
Technology  
Pair tele-experiences  
(home)

Program Development  
Marketing  
Program Evaluation  
Independent tele-  
(groups/school)

# Telehealth Expansion





# University of Akron

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## Pedagogy

- Initially funded by US Department of Education, Office of Special Education
  - Goal: To train future speech-language pathologist to deliver family-centered early intervention services to children with hearing loss
  - Telepractice & in-person services provided to families; students develop competencies with both service delivery models

## Structure

- Two labs that support telepractice
- Delivering services to the clients' homes
  - Synchronous connections, hybrid models, & store & forward model
- Other faculty now using telepractice: fluency, AAC, Adult Language, Adult Aural Rehabilitation
- Clients from throughout Ohio; most in Northeast Ohio



# University of Akron

## Interface with Curriculum

- Summer “Boot Camp” – 3 days of in-training
- Weekly seminar

## Details

- ~8 students specialize in listening & spoken language hearing loss; also receive extensive training in telepractice – up to 3 practica experiences
- ~22 students receive telepractice practica experiences
- WebEx platform used; university supported
- Telepractice practica: UA Hearing & Speech Center, Akron Children’s Hospital, University Hospital (Cleveland), State EI Program





# University of Akron

## Sustainability

- New certificate in development
- 2 semester-length courses
- Increased practica experiences
- New Interprofessional Telehealth Project at College-level
  - Involving multiple Schools & Departments
  - Integrating students from a range of disciplines
  - Support telehealth services across disciplines
- Successful fundraising & grant support

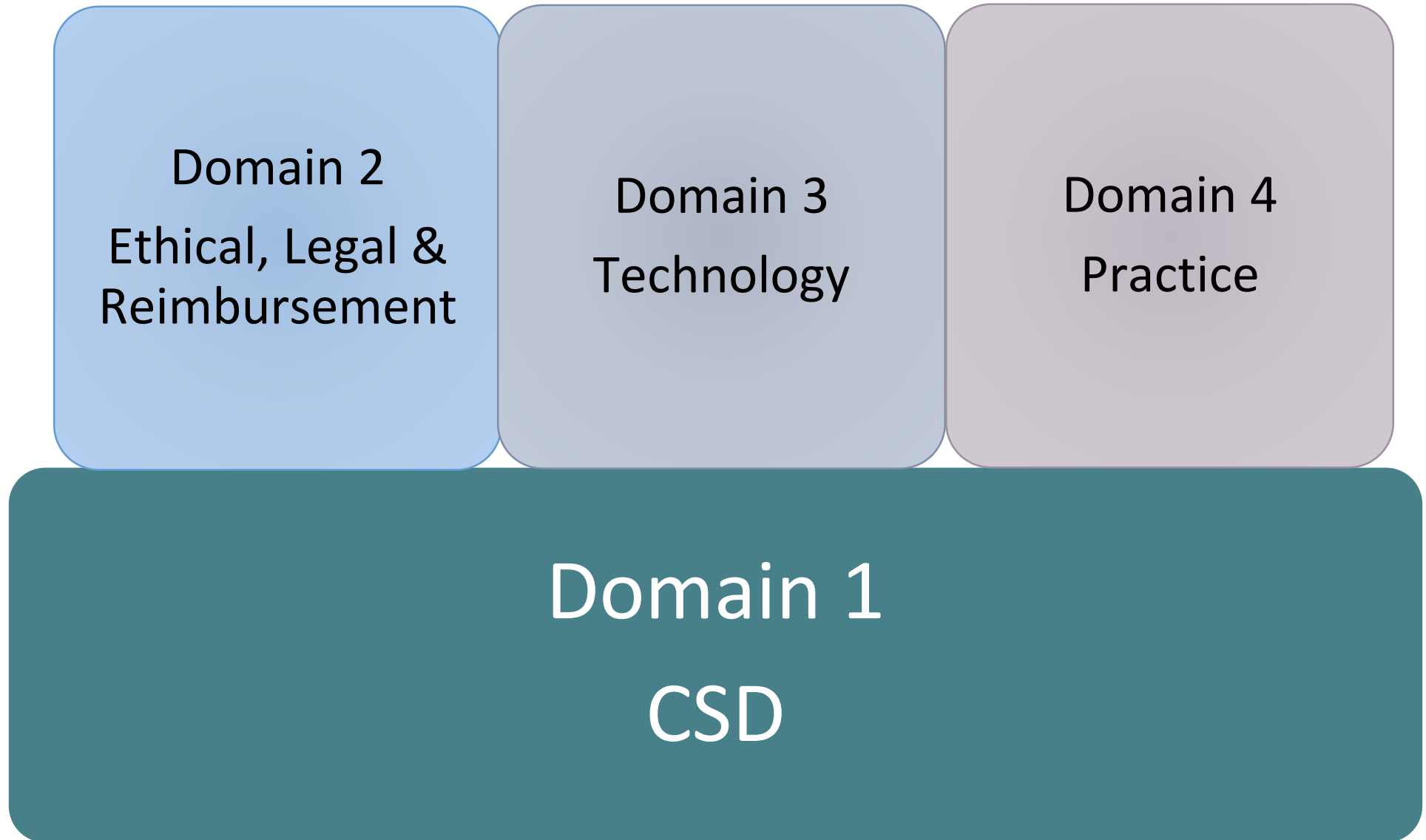






How could an idea shared by one or all three of the programs be incorporated into your current tele-clinical model.

# Curriculum



# Domain 2

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## LEGAL RESPONSIBILITIES

- Rules/Regulations (COVID-19 accommodations)
  - Federal, State, CFCC
- HIPAA, FERPA, HITECH compliance
- Licensure
- Reimbursement

Competency: Demonstrate knowledge of federal regulations regarding telehealth (e.g., HIPPA and FERPA)

PO: Mock environment arrangement; video review



## ETHICAL RESPONSIBILITIES

- Informed Consent
- Quality of services
- Security

Competency: Demonstrate knowledge of state regulations regarding telehealth

PO: Develop consent form/collect consent



# Domain 3

## Technology

- Equipment
  - Computer
  - Monitor (2)
  - Microphone/headset
  - Speakers
  - Document Camera
  - Telephone
  - Devices - tablets

## Platforms

- WebEx
- Zoom
- Doxy.me
- Microsoft Teams
- Adobe Connect

## Infrastructure

- Dedicated space
- Consistent IT support

## Security

- Encryption, virus protection
- Dedicated server



# Domain 4 Practice

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## Establishing remote sites

- Location of student clinicians and clients
- Determine client candidacy
- Train support personnel
- Equipment identification, compatibility and set-up
- Infrastructure
  - Broadband access and speed
- Training platform
- Security

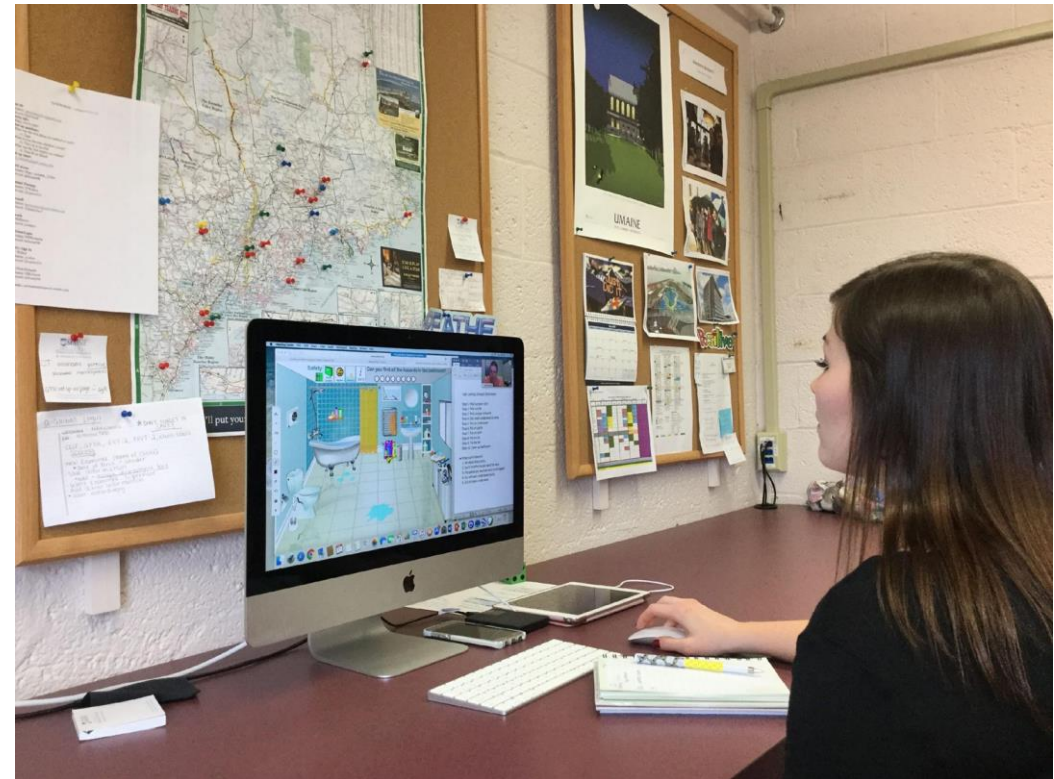




# Domain 4 Practice (continued)

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- Stages of clinical competency
- Professionalism
- Evaluation practices
  - Design dx
  - Application
  - Analyses/Interpretation
  - Documentation
- Treatment practices
  - Design tx program
  - Application
    - Dynamic vs. static materials
  - Documentation
- Trouble shooting



# Tele- supervision Best Practices

(Martin, Lizarondo & Kumar, 2018; Yellowlees, 2019)

- Tele-competent supervisors
- Focus on Interpersonal Relationship
  - Five sessions to feel comfortable (Gammon, Sorlie, Bergvik et al., 2009)
  - Use multiple technologies and approaches
- Structured planning and organization
- Careful Use of Communication Skills
  - Formal/direct style
  - Longer dialogue blocks
  - Email to prepare/confirm

# Impact of COVID-19 on Clinical Training

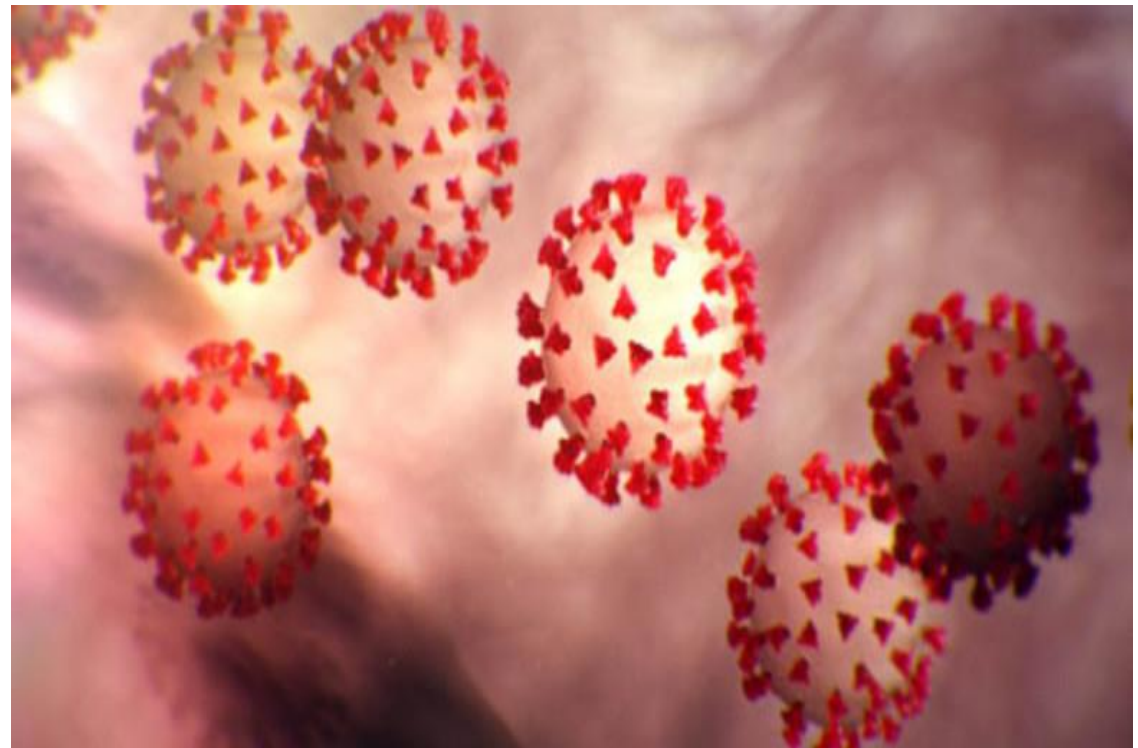
CFCC updated 2/3/21

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## COVID-19 Accommodations

(through Dec. 31, 2021)

- Qualifications
  - must meet supervisory requirements
- All parties can be located at different sites
- Multiple students can service single client
- Supervision
  - Direct 25%; Available 100% (*line of sight*)
- Multiple sessions simultaneously
- Unlimited clock hours



<https://www.asha.org/Certification/COVID-19-Guidance-From-CFCC/>



# Benefits

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- Proper training ensures highest quality of telepractice services
- Future practitioners clinically competent in two types of service delivery
- Workforce multiplier/offset SLP shortages
- Allows underserved populations greater access

# Future Challenges

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## Tele-training

Embed within curriculum



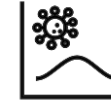
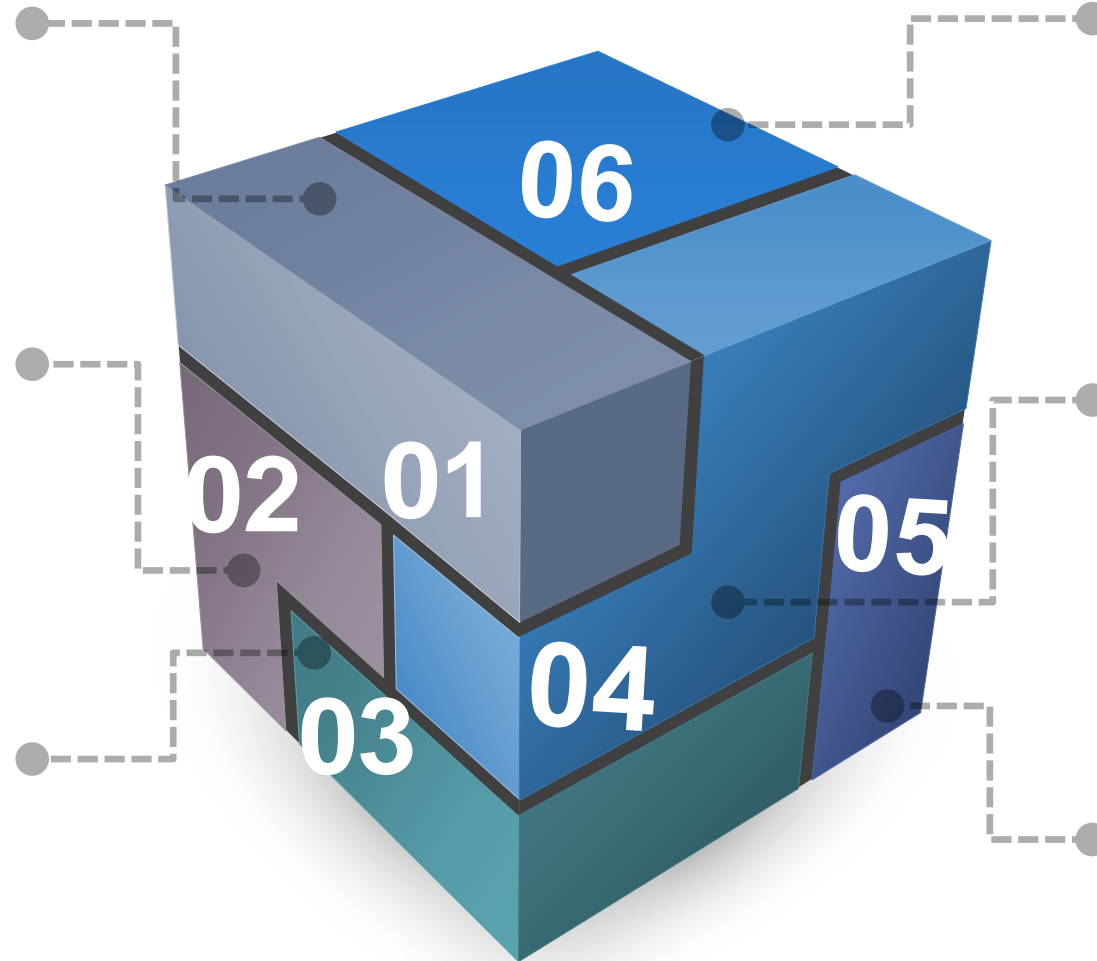
## Maintaining Quality

Personnel, Technology,  
Infrastructure, Presenters



## Ethics

Consent, Interoperability,  
Fiduciary, Candidacy, Security



## Sustainability

Organization, Financial,  
Personnel, Technology upgrades



## Regulations

Federal, State,  
Reimbursement, Setting-  
specific, CAA, CFCC



## Personnel/Supervision

Tele-best practices  
CAA/CFCC Allowances



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Your program's greatest tele-achievements  
and future challenges.

# Uncertain landscape

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- Public Health Emergency extension
- Reimbursement
- HIPAA
- Interstate Compact
- Federal & State Legislation
  - [www.cchpca.org](http://www.cchpca.org)





Technology won't replace  
speech-language  
pathologists &  
audiologists...

...but those speech-  
language pathologists &  
audiologists who  
understand how to use  
technology effectively &  
efficiently will replace  
those who don't.



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