Guiding the Future of Audiology: Perspectives from Doctorate of Audiology Programs in the State of Florida

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Audiology Programs in the State of Florida
Today’s Learning Objectives

1. Participants will be able to discuss learning styles of today’s doctorate of audiology students.

2. Participants will be able to summarize current standards needed for universities to maintain accreditation status.

3. Participants will be able to take information from today back to their clinics and discuss with fellow colleagues the possibility of potentially becoming an internship and/or externship site.
Let’s take a little quiz....
1. Do you have your own web page? (1 point)

2. Have you made a web page for someone else? (2 points)

3. Do you IM your friends? (-1 point)

4. Do you text your friends? (2 points)
5. Do you watch videos on YouTube? (1 point)

6. Do you remix video files from the Internet? (2 points)

7. Have you paid for and downloaded music from the Internet? (1 point)

8. Do you know where to download free (illegal) music from the Internet? (2 points)
9. Do you blog for professional reasons? (1 point)

10. Do you blog as a way to keep an online diary? (2 points)

11. Do you have an AOL email account? (-1 point)

12. Do you communicate with friends on Facebook? (2 points)
13. Do you use email to communicate with your parents? (1 point)

14. Did you text to communicate with your parents? (2 points)

15. Do you take photos with your phone? (1 point)

16. Do you share your photos from your phone with your friends? (2 points)
What Generation do you most fit into?

0-1 point - Baby Boomer

2-6 points - Generation Jones

6- 12 points - Generation X

12 or over - Generation Y

Let me tell you a tale of 6 students...
Who are our current students?
Learning styles of today’s students

You are special, you are smart, you can do it!

Be tolerant and inclusive

It’s available 24/7!

Perform!, Perform!, Perform!

Be mindful of others, serve your community

Keep in touch!
How do we teach our current students?
Teaching Tools

YouTube
Broadcast Yourself™

Kahoot!

Prezi

canvas
BY INSTRUCTURE

AudSim Flex

Master Clinician Network
Times they are a'changing my friends...

- Technology
- Commoditization of hearing devices
- Patient centered healthcare
- Telehealth
- Promoting healthy ears
WHO SAYS TEACHING IS STRESSFUL?

I'M 39, AND I FEEL GREAT!
Accreditation of Graduate Programs in Audiology

• Council on Academic Accreditation (CAA)
  • Established by ASHA but functions autonomously in setting and implementing standards and awarding accreditation

• Accreditation Commission for Audiology Education (ACAE)
  • Established in 2003 by representative members of the American Academy of Audiology (AAA) and the Academy of Dispensing Audiologists (ADA)
  • Board has evolved so that it is no longer required to have members from these organizations but may have liaisons
Accreditation of Graduate Programs in Audiology

- Purpose of accreditation is to recognize, reinforce, and promote high quality performance in Doctor of Audiology educational programs through rigorous verification and credentialing processes (ACAE).

- Establishes, maintains, and applies standards to ensure the academic quality and continuous improvement of audiology education while reflecting the evolving practice of audiology (CAA)
Accreditation Process

• Approximately 1 year to gather all necessary documentation and complete the application
• Site visit scheduled approximately 6 - 9 months later
• Approximately 6 months for board review
• Accreditation takes between 2 and 2 ½ years to achieve
Maintaining Accreditation

• Annual program reviews must be submitted
• Any substantive program changes must be reported
• Re-accreditation every 8 years
Accreditation Standards

• CAA
  • Administrative Structure and Governance
  • Faculty
  • Curriculum (academic & clinical) for audiology programs
  • Curriculum (academic & clinical) for speech-language pathology programs
  • Students
  • Assessment
  • Program Resources

• ACAE
  • Eligibility
  • Institutional and Administrative Structure
  • Mission/Goals/Objectives - Planning and Evaluation Standards
  • Curricular Standards
  • Faculty (Didactic & Clinical)
  • Health and Safety
Clinical Rotations Year 1

**UF**
- First year students are assigned to in house clinical rotations one ½ day a week for the first semester and 1 full day for the second and summer semesters
- Required labs and practical exams during first semester to familiarize with equipment and testing

**USF**
- Students receive training in clinic labs during fall and spring semesters to familiarize them with equipment, policies, and procedures
  - No clinical rotations
- In house clinical rotations during the third semester of the first year for 1 1/2 half-days a week

**NSU**
- Students receive training in diagnostic and amplification labs during fall and spring semesters to familiarize them with equipment, policies, and procedures
  - No clinical rotations
- In house clinical rotations during the third semester of the first year for 2 half-days a week
Clinical Rotations Year 2

- **UF**
  - Second year students are assigned to 1 ½ days of clinical rotations in the fall semester and 2 days in the spring semester
  - Clinical rotations may be in house, VA, or within the local community

- **USF**
  - Second year students are assigned to in house clinical rotations the fall and spring of their second year for 1 ½ days per week

- **NSU**
  - Second year students continue their in-house clinical rotations at 2, half days per week
Clinical Rotations Year 3

- UF
  - Third year students are assigned to 2 days of clinical rotations in the fall semester and 2 ½ days in the spring semester
  - Clinical rotations may be in house, VA, or within the local community

- USF
  - Third year students are assigned to community (greater Tampa Bay Area) clinical rotations starting the summer semester and going through the spring of their third year 2 days per week

- NSU
  - Third year students are assigned to tri-county area clinical rotations starting the summer semester and going through the spring of their third year 2 days per week
Clinical Rotations Year 4

• UF
  • Fourth year students begin their 1 year externship
• USF
  • Fourth year students begin their 1 year externship
• NSU
  • Fourth year students begin their 1 year externship
Current Research

• UF
  • Early development of children with hearing loss
    • Susan Nittrouer, Ph.D.
  • How children learn to understand speech
    • Susan Nittrouer, Ph.D.
Current Research

• USF
  • Genetic links for presbycusis
    • Dave Eddins, Ph.D. and Ann Eddins, Ph.D.
  • Novel inner ear drug delivery method for the treatment of hearing loss, deafness, and balance disorders
    • Robert Frisna, Ph.D.
  • Development of the first drug globally to advance to Phase II Clinical Trials for the treatment of presbycusis
    • Terry Chisolm, Ph.D. and K. Paul Boyev, M.D.
  • Best practices for audiologic interventions to minimize cognitive decline
    • Victoria Sanchez, Ph.D. and Michelle Arnold, Au.D.
  • Effectiveness of cognitive interventions to counter age-related cognitive decline
    • Jennifer Lister, Ph.D.
Current Research

• NSU
  • Electrophysiologic evaluation as part of the auditory processing evaluation assessment
    • J. Davie, Ph.D. and S. Wakefield, Au.D.
  • Development and implementation of a competency-based clinical skills evaluation tool
    • A. Needleman, Ph.D. and E. Friedland, Au.D.
  • Frequency of type I errors in auditory steady state response (ASSR) testing
    • T. Hamill, Ph.D. and L. Lazarus, B.S.
  • Clinical utility of auditory steady state response (ASSR) in children: Correlation in threshold estimation between the ASSR and behavioral assessment
    • A. Needleman, Ph.D.
UNLESS someone like you cares a whole awful lot, nothing is going to get better. It's not.

—The Lorax
Preceptor

• A teacher; an instructor

• An expert or specialist, such as a physician, who gives practical experience and training to a student, especially of medicine and nursing
Precepting in audiology

- Audiology programs rely on community preceptors to provide hands-on clinical education throughout a student’s education
  - 3rd year semester rotations
  - 4th year externship
AAA externship guidelines

• Preceptor’s role
  • Patient service
  • Student clinical education
  • Communication with student and university

• University expected to provide an affiliation agreement

• Preceptor may hold masters or doctoral degree
  • Minimum of 3 years clinical experience

http://www.audiology.org/education-research/education/externships
Becoming a preceptor

• Either a university may contact you and/or you may contact a university
• Standardized education now available, not yet mandatory
American Board of Audiology certificate

- Certificate Holder - Audiology Preceptor (CH-AP™) Training Program
  - Teach preceptors how to facilitate clinical education/experience
  - Create training standards
  - Generate a larger group of skilled preceptors to provide clinical experiences for audiology students

American Board of Audiology certificate

• The training program is comprised of 4 modules (about 2 hours each)
  • Role of the preceptor in a clinical environment
  • Clinical dynamics - assessment and performance
  • Creating effective learning programs
  • Legal, ethical and professional considerations

Perks of externship precepting

- Giving back to the profession
- Learning from the student
- Free CEU opportunities
- Adjunct faculty
- Access to current literature
Challenges of externship precepting

• Balancing responsibility as health care provider and clinical educator
• Workload increase (at least at first)
• Providing constructive feedback
Common questions preceptors have

• Do I need CCC-A to become a preceptor?

• Do Medicare patients really require 100% supervision? What does that mean?
Why become a preceptor?

YEA, IF YOU COULD JUST SURRENDER TO THE FORCE

THAT'D BE GREAT
Learning styles of today’s students include incorporating technology, collaboration, and flexibility in keeping up with a changing profession.

All Universities must adhere to regimented guidelines that include both didactic and clinical education.

Being a preceptor shouldn’t be a scary endeavor, instead it should be thought of as shaping the future of our profession.
How to get involved

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