

SEUCE 2019 Conference Program

If I Ran the Circus: The Changing World of Clinical Education

Conference Dates:

October 3, 2019 to October 4, 2019

Opening Reception:

October 2, 2019 – 6:00 to 8:00 pm

Location:

Hampton Inn & Suites, Jacksonville Beach

1515 1st St. N., Jacksonville, FL

The Southeastern University Clinical Educators (SEUCE) is an organization for clinic directors, clinical educators, and supervisors in Communication Sciences and Disorders (CMSD) higher education programs, primarily from the southeastern United States. SEUCE sponsors a conference annually to focus on the identified needs of speech-language pathology and audiology clinical educators, including topics such as innovative educational approaches, program development, business issues, technological enhancements, regulatory requirements, and best practices in clinical education and supervision. Participants will gain information to improve the quality of education they provide to students in Communication Sciences and Disorders programs. Support and networking opportunities are vital components of the conference.



Florida DOE, BEESS, Working with the Experts Project is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This conference is offered for 1.00 ASHA CEUs (Intermediate level, Professional Area)

SEUCE 2019 Conference Program

If I Ran the Circus: The Changing World of Clinical Education

Thursday, October 3, 2019

| TIME | SESSION |
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| 8:15 am – 9:00 am | <p>Session 1 - Title: Linking the Classroom to Clinic: Using Reflection Journals to Increase Critical Thinking and Self-evaluation Skills</p> <p>Presenter: Karalee Cole, M.A., CCC-SLP, Appalachian State University</p> <p>Abstract: Often student clinicians have difficulty integrating academic knowledge into their clinical experiences. This session will focus on good feedback principals to student clinicians to increase their critical thinking and self-evaluation skills in linking the classroom to the clinic. The use of the CHIRP feedback technique, as well as using Reflection Journals to extend their learning will be discussed. Participants will be able to assess their feedback processes and apply written feedback examples via Reflection Journals to their own supervisory practice as they 1.) increase their knowledge of Seven Principles of Good Feedback Practice, 2.) incorporate the CHIRP technique of providing feedback, and 3.) analyze specific examples of using Reflection Journals to further students' critical thinking and self-evaluation skills.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Describe the Seven Principles of Good Feedback Practice. • Explain the CHIRP technique of giving feedback. • Explain how to use reflection journals to increase student clinicians' critical thinking and self-evaluation skills. |
| 9:00 am – 9:30 am | <p>Session 2 - Title: The INSPIRE Grant: Preparing Clinicians for Interdisciplinary Practice with Young Children who have High Intensity Needs</p> <p>Presenter: Lori-Ann Ferraro, M.A., CCC-SLP, University of Florida</p> <p>Abstract: There is a need for speech-language pathologists to work as a part of interdisciplinary teams to serve children who have disabilities and high intensity needs in early intervention and early childhood programs. This is a special population and specialized training and support is greatly needed to help new graduates work effectively in this area of practice. This session presents an overview of activities associated with a training grant project that the presenter co-directs titled INSPIRE (Interdisciplinary Related Services Personnel Preparation for Early Childhood). The grant is funded by the US Department of Education and is geared toward addressing personnel preparation needs in this area. The session describes how graduate MA-SLP students participate in formalized training and supervised service delivery activities with faculty and students from UF's SLP, Occupational Therapy, and Physical Therapy programs.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Explain the need for interdisciplinary training programs for SLP students • Describe the main components of the training program for INSPIRE scholars • Describe the roles of SLP, OT, and PT students in interdisciplinary intervention. |
| 9:30 am – 10:15 am | <p>Session 3 - Title: Supervising Computer-Based Simulations Effectively and Efficiently</p> <p>Presenter: Clint Johnson, M.A., CCC-SLP, CHSE Simucase, LLC</p> <p>Abstract: Outcome data from three university cohorts completing a portion of their clinical practica with computer-based clinical simulations will be presented. The requirements for supervising, strategies and procedures, and components of successful prebrief and debrief sessions will be addressed. Videos of sessions with students will be shared. Program perspectives and student perceptions following these clinical experiences will be reviewed.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Identify the benefits of utilizing computer-based simulations to meet clinical competencies and earn clinical clock hours. |

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| | <ul style="list-style-type: none"> Describe procedures and supervision requirements for the use of computer-based simulations in clinical practica. Summarize outcome data from university cohorts that have utilized computer based-simulations. |
| 10:15 am – 10:30 am | Break |
| 10:30 am – 11:30 am | <p>Session 4 - Title: Combining Standardized Patients with Computer-Based Simulations to Enhance Students' Clinical Skills</p> <p>Presenter: Lori J. Kincannon, M.S., CCC-SLP, East Carolina University</p> <p>Abstract: ECU CSDI utilizes Simucase® in graduate level courses to support learning and offer alternative clock hour experiences in low incidence populations. In addition, East Carolina University has one of the largest standardized patient programs in the country. A pilot was developed to extend Simucase® learning and practice through training standardized patients as caregivers or patients using and enhancing the case history information from patient cases in Simucase®. Students interacted with the trained standardized patients to practice counseling and interviewing skills across two encounters. The students were rated by observers and rated their own performances by watching videos of the interactions. The pilot was created based on feedback from a previous student cohort indicating a need for more practice of counseling skills. This presentation is a review of the development, implementation, and outcomes from the pilot.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> Describe the process for extending computer-based clinical cases to standardized patient training. Describe the process for preparing the students for interaction with standardized patients as an extension of the computer-based clinical cases. Discuss how students' self-perceptions change following training that is based on case history information from virtual patient cases. |
| 11:30 am – 1:30 pm | Lunch on Your Own |
| 1:30 pm - 2:30 pm | <p>Session 5 - Title: Balancing Academic and Clinical Skills Under the Big Top</p> <p>Presenters: Kimberly Mory, M.A., CCC-SLP, Laura Moorer, M.A., CCC-SLP, and Melissa Stockholm, M.Ed., CCC-SLP, Texas Women's University</p> <p>Abstract: In our graduate program, we have worked hard to develop admission criteria to enable us to identify characteristics and qualities of students which will ensure their success in the program and in the field. In the past few years, we have had 3 students who were not able to complete the graduate program due to poor academic performance or inability to demonstrate clinical competence. While this has impacted a small number of students, it is difficult to generate an appropriate remediation plan, and even more difficult for the student and the faculty when the remediation plan is not successful. In this presentation, we would like to present our experiences, and lead a discussion with participants about how other universities have dealt with similar situations.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> Describe three ways to support struggling students. Describe three components of a remediation plan for student improvement. Describe two means of providing students alternate career paths |
| 2:30 pm – 3:00 pm | <p>Session 6 - Title: Speech and Snack: An Interprofessional Experience Providing Language and Literacy Services</p> <p>Presenter: Karalee Cole, M.A., CCC-SLP, Appalachian State University</p> <p>Abstract: Speech-language pathologists are well-equipped to play a critical role in addressing the areas of reading and writing. Children need strong knowledge of both the spoken and the written word in order to be successful readers and writers. Children with spoken language problems frequently have difficulty learning to read and write, and children with reading and writing problems often have difficulty with spoken language (Kamhi & Catts, 2012). However, to be most effective, SLPs must work with other disciplines. This presentation will focus on a six-week Summer Literacy Program supported by The Duke Endowment that</p> |

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| | <p>offered student clinicians the opportunity to team with a nutrition student in providing language and literacy services during snack to 19 students, who by the end of their kindergarten year had not mastered expected literacy skills. Self-reported perceptions of the clinical benefits from the student clinicians, as well as planned improvements for next year will be shared.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Discuss the roles SLPs assume in helping early learners develop literacy skills. • Describe specific activities that SLPs can use to help early learners develop literacy skills. • Identify opportunities within their own supervisory sites for their student clinicians to implement literacy interventions. |
| 3:00 pm – 3:15 pm | Break |
| 3:15 pm – 4:00 pm | <p>Session 7 - Title: We Are All on the Same SEC (Supervisor Education Course) Team</p> <p>Presenters: Elizabeth Zylla-Jones, M.S. CCC-SLP, Auburn University; Melissa A. Cheslock, M.S. CCC-SLP, University of Montevallo;</p> <p>Non-presenting Authors: Esther Phillips-Ross, M.A., CCC-SLP, Alabama A & M University; Steven Moates, Samford University, SLP.D., CCC-SLP</p> <p>Abstract: The American Speech-Language and Hearing Association (ASHA, 2008) recognizes supervision as a distinct area of practice. Consequently, the new CFCC 2020 certification standards for audiology and speech-language pathology require certified professionals involved in supervising students or clinical fellows receive two-hours of continuing education in supervision. In response to recent changes in CFCC Standards, clinic coordinators and clinic directors from the state of Alabama developed a supervision-training course for external practicum and clinical fellow (CF) preceptors. The primary goal was to develop a two-hour supervisor-training course to meet CFCC requirements. A secondary goal was to streamline required student documentation and clinical procedures. The training highlighted the knowledge and skills necessary for clinical education, the supervisory process, effective communication with supervisees across generational differences, establishing affiliations, and responsibilities of external clinical educators. This presentation will detail procedures for developing and implementing a statewide supervision- training course for external practicum and CF supervisors.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Explain the importance and benefits of establishing a statewide supervision-training course. • Discuss steps needed to establish a supervision-training course in their state. • Discuss topics to include in a supervision-training course. |
| 4:00 pm to 5:00 pm | <p>Session 8 - Title: Community Partnership with Special Olympics of NC: A Unique Clinical Training Model</p> <p>Presenter: Emily Hamuka, M.A., CCC-SLP, University of North Carolina, Greensboro</p> <p>Non-Presenting Author: Perry Flynn, M.Ed., CCC-SLP, University of North Carolina, Greensboro</p> <p>Abstract: A partnership between a University training program and Special Olympics allowed graduate students to work directly with athletes to improve public speaking skills. Athletes rated their confidence and comfort regarding their public speaking skills both before and after the training sessions. Positive outcomes were achieved by every athlete who participated in the program.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Explain the importance and benefits of establishing a statewide supervision-training course. • Discuss steps needed to establish a supervision-training course in their state. • Discuss topics to include in a supervision-training course. |

Friday, October 4, 2019

| TIME | SESSION |
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| 8:15 am – 9:30 am | <p>Title: The Glue Cycle: Strengthening the Clinical Experience</p> <p>Presenters: Laura Cizek, M.A., CCC-SLP, Allyson Schaff, M.S., CCC-SLP, and Jane Tragesser, M.A., CCC-SLP, University of Houston</p> <p>Abstract: How do you build cohesion between graduate students, clinical faculty, and academic faculty? Using the analogy of a glue cycle, this presentation will describe the triumphs and pitfalls the university clinic encountered when changing the clinical education model. In 2018, the goal was to implement a cohort system whereby graduate students rotated through teams during their first year of graduate school. What began as a means to create camaraderie among students and simplify client scheduling evolved into a clinical education model that incorporates teamwork at every possible level. The presentation will describe building clinical teams from the ground up and the growing pains associated with the process. Clinical teams that place equal importance on all team members, namely students, clinical educators, and academic faculty, foster student learning, diversity of thought, and create an inclusive environment grounded in a growth mindset.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Identify key steps needed to build a cohesive clinical team that includes graduate students, clinical faculty, and academic faculty. • List strategies to increase peer support, student engagement, and self-reflection of all team members. • Describe techniques to promote collegial relationships with team members and bridge clinical and academic learning. |
| 9:30 am- 10:15 am | <p>Title: Incorporating Standardized Patient Clinics Within MS-SLP CSD courses</p> <p>Presenter: Virginia F. Chapa, M.S., CCC-SLP, Jacksonville University</p> <p>Abstract: This presentation will review a learning model of incorporating standardized patient clinics within MS-SLP CSD courses. This approach provides opportunities for students to demonstrate clinical skills learned within a course in a safe environment, with immediate feedback provided regarding the student's competencies. Implementation issues and challenges will also be discussed.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Describe a learning model that incorporates standardized patient clinics within an MS-SLP CSD course. • Discuss benefits and challenges of incorporating a standardized patient clinic within an MS-SLP CSD course. • Describe how concepts from this learning model can be applied within their own university program. |
| 10:15-10:30 | Break |
| 10:30 am – 11:00 am | <p>Title: Integrating hands-on vendor demonstrations within high-tech Augmentative and Alternative Communication (AAC) graduate course curriculum.</p> <p>Presenter: Dawn Lechwar, M.S., CCC-SLP, Jacksonville University</p> |
| | <p>Abstract: This presentation will focus on providing a model for hands-on instruction regarding high-tech Augmentative and Alternative Communication (AAC) devices. The participants were graduate students in the Jacksonville University Speech-Language Pathology program. Students were taught feature analysis for all devices prior to the event. Representatives for the vendors were invited to participate in short demonstrations during a two-hour long session. The graduate students received small group instruction from each vendor. Outcomes and future direction of this instructional method will be discussed.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Describe how to use outside vendors to enhance AAC course learning objectives. • Describe how to generalize this hands-on model to increase learner outcomes. • Describe how to integrate this approach into their own program's curriculum. |

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| 11:00 am – 11:45 am | <p>Title: Literacy Fair: Blending Clinical and Academic Education with Community Outreach</p> <p>Presenters: Rhonda Walker, Ph.D., CCC-SLP; Caitlin Frank, M.S. CCC-SLP, Longwood University</p> |
| | <p>Abstract: This session will describe the collaboration between undergraduate Communication Sciences and Disorders (CSD) students, graduate CSD students, and a state-wide book conference. Since 2011, The Virginia Children’s Book Festival (VCBF) has been a popular event for students in grades K-12 for years. The mission of the book festival is to create a culture of readership for every child, regardless of circumstance, by offering literacy-based activities and book distribution. However, in the past, students in special education programs were not able to fully participate in the festival. Through a partnership with Longwood University’s Speech, Hearing, and Learning Services, the VCBF produces programs tailored to children with sensory sensitivity and other special needs. This session will highlight the relationship between the Longwood CSD program and the VCBF</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Identify opportunities for collaboration between clinical education and community programs. • Describe the importance of exposing students to the benefits of planning and implementing community outreach programs. • Describe ways for students to integrate information learned in the academic setting in the clinical setting. |
| 11:45 am – 12:15 pm | <p>Title: Problem-Solving for Academic and Clinical Issues</p> <p>Presenters: Kenneth J. Logan, Ph.D., CCC-SLP, University of Florida; Judith Wingate, Ph.D., CCC-SLP, Jacksonville University</p> |
| | <p>Abstract: This facilitated discussion session provides a forum for clinical directors and preceptors to discuss issues related to verifying students’ competencies, dealing with students’ communication issues, and training clinical preceptors. Questions will be addressed with an opportunity for group problem solving and information sharing to facilitate solution-centered support.</p> <p>Session Objectives: <i>Participants will be able to:</i></p> <ul style="list-style-type: none"> • Delineate methods that program directors use for verifying student competencies. • Develop strategies for dealing with student communication issues. • List three strategies for enhancing clinical preceptor training. |
| 12:15 pm – 1:30 pm | <p>Business meeting</p> |