

EXPERIENTIAL LEARNING THROUGH A PHD-STUDENT MEDIATED MENTORING MODEL

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Objectives

1. Describe two mentorship models within higher education
2. Discuss the advantages and challenges of a PhD student-mediated mentorship model for mentees, PhD student mentors, and faculty advisors
3. List two potential mentoring opportunities for PhD students to serve as mentors

Outline

- Mentoring model descriptions
- Skills gained by mentoring opportunities
- Mutual benefits
- Benefits and challenges through case examples

Acknowledgements

- Ragan Jones, Alex Maxwell, Kaitlyn Minchin, Kathleen O'Neal, Sarah Schneck, Hannah Smilansky, Ana Soares, and Andrea Vargas for contributing videos

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- The authors do not have any additional disclosures to make.

Model's Mission

- Deepen clinicians knowledge of research
- Facilitate development of clinical researchers
- Prepare master's students to be successful PhD students

What is a mentor?

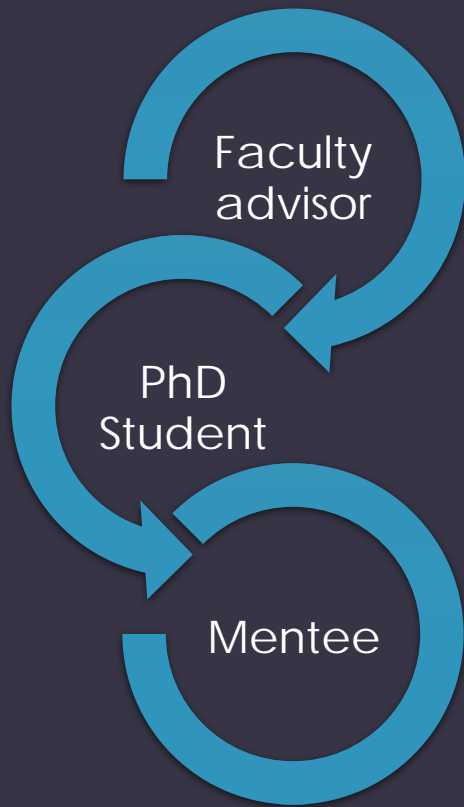
- Mentor: “helps a more junior person develop professionally through a combination of advising on projects, skills development, creation of opportunities, and personal growth in an intensive manner over an extended period of time” (Luckhaupt et al., 2005, p. 1015)
- Responsibilities
 - Teaching methods of scientific inquiry
 - Critiquing scientific literature
 - Promoting career development (Macrina, 2005)

Traditional Mentoring Model

- Emphasizes 1:1 relationship
- Often professor-student
- Frequently project-specific with time constraints
- Challenges
 - Across broad experience gaps
 - Vast amount of knowledge to transfer from mentor to mentee
 - Time constraints
 - Energy constraints

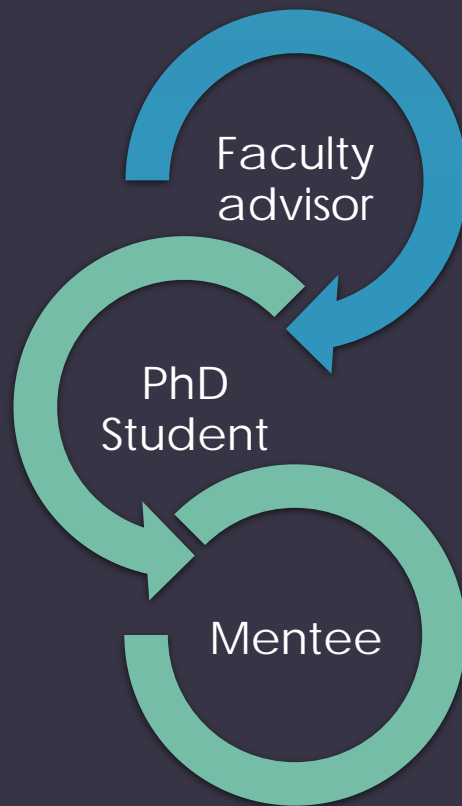
Sarah Schneck Video

PhD student-mediated mentorship model



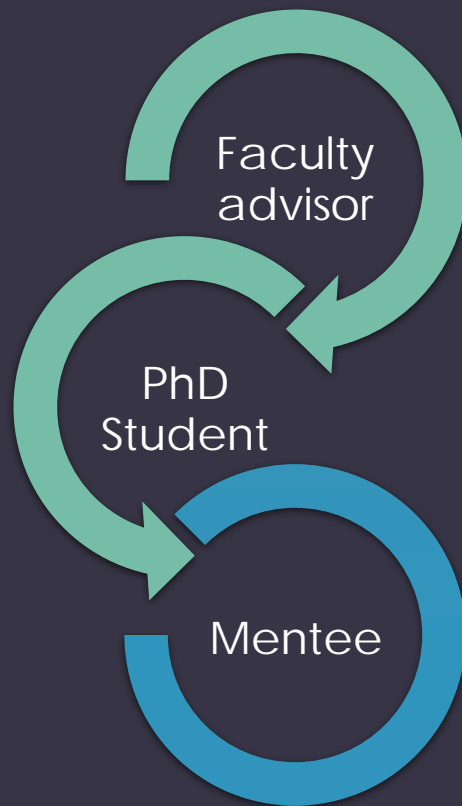
- Faculty member and PhD student serve as mentors
- Faculty member = focuses on higher-level skills
- PhD student = focuses also on day-to-day project implementation

PhD student-mediated mentorship model



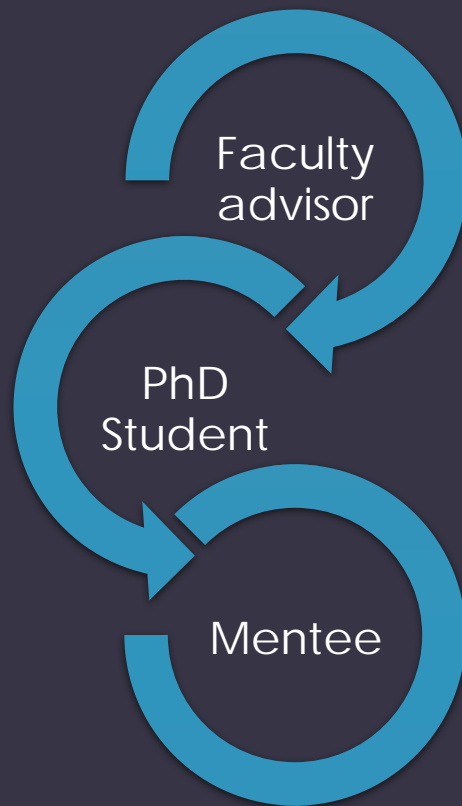
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Mutual Benefits

Master's students and undergraduate students

- Access to multiple mentors and types of supports
- Access to more research opportunities
- Clinical and research skills
- Gain supervisory and interpersonal skills applicable to clinical settings
- Increased willingness to supervise in future

PhD Mentor

- Develop and strengthen mentoring skills (e.g., clear communication, providing feedback, and problem-solving)
- Cultivate and refine marketable skills relevant for mentoring and supervising

Faculty member

- Time to focus on supporting higher-level skills
- Increased feasibility and motivation to mentor more students



CASE EXAMPLES

Case Examples



Case Example: Early Intervention and Affect in Children with ASD

- Mentee: Hannah Smilansky (undergraduate psychology student)
- PhD student: Jena McDaniel
- Faculty Advisor Dr. Paul Yoder
- Undergraduate honors thesis
- Primary tasks: Coding extant data from a large randomized controlled trial and analyzing results

15 hrs/week of Early Start Denver Model	25 hrs/week of Early Start Denver Model
15 hrs/week of Discrete Trial Training	25 hrs/week of Discrete Trial Training

Affect Type
Positive
Negative
Neutral

Case Example: Early Intervention and Affect in Children with ASD

Benefits

- Increased support for mentee
- Multi-year relationship between mentee and PhD student

Addressing Challenges

- Clearly defining roles for providing feedback
- Outlining who is responsible for which decisions

Hannah Smilansky

Case Example: Early Intervention and Affect in Children with ASD

- Used extant data to focus on developing and implementing a coding manual and analyzing the results
- Young children may demonstrate more neutral affect when learning new skills
- No significant difference in number of instances of positive, negative, or neutral affect between frameworks or time intensities
- Determined number of sessions required for stable estimates of affect in future studies
- Presented a poster internally and at 2018 ASHA Convention

Kaitlyn Johnston Minchin

Case Example: Language Profiles of Preschool Children with Hearing Loss

- Mentee: Kaitlyn Johnston Minchin (MS-SLP student)
- PhD student: Jena McDaniel
- Faculty advisor: Dr. Melanie Schuele
- MS-SLP thesis
- Primary tasks: Administered 10 assessments to children with hearing loss who had “caught up” to same age peers for vocabulary and on an omnibus language assessment and analyzed the results

Case Example: Language Profiles of Preschool Children with Hearing Loss

Benefits

- Clinical experience for mentee including guidance from PhD student
- Faculty advisor focused on “big picture”
- Multiple presentations for mentee and PhD student

Addressing Challenges

- PhD student responsible for supervising testing
- PhD student was responsive to day-to-day questions to navigate interacting with families and school (e.g., recruitment, scheduling, and testing)

Case Example: Language Profiles of Preschool Children with Hearing Loss

- Focused on data collection, interpretation of the data, and dissemination of the findings
- Scores across language measures varied—even within participants.
- Vocabulary skills outpaced other language domains.
- Abstract, complex, and novel task performance varied from structured, simple, and more closed-set task performance.
- Multiple oral presentations at local through national level

Ragan Jones

Case Example: Phonological Awareness Intervention Using a Standard Treatment Protocol for Individuals with DS

- Mentee: Ragan Jones (MS-SLP student)
- PhD student: Alison Hessling
- Faculty advisor: Dr. Melanie Schuele
- MS-SLP thesis
- Primary task: Complete single case research design intervention study

Case Example: Phonological Awareness Intervention Using a Standard Treatment Protocol for Individuals with DS

Benefits

- Varying levels of feedback, guidance, and structure geared towards developing graduate student's clinical and research skill set
- Ease and flexibility of keeping an open line of communication and setting up ample meeting times
- Served as resource to bridge the gap between graduate student's knowledge base and faculty member's knowledge base

Addressing Challenges

- Working to keep the project a priority while both graduate student and PhD student maintained full course loads and clinical placements

Case Example: Phonological Awareness Intervention Using a Standard Treatment Protocol for Individuals with DS

- Completed a clinically relevant, single case research design study not possible within another clinical context
- No observed functional relation between group intensive phonological awareness intervention and improved levels of phonological awareness skills
- Despite variability and overlap in the data, increased levels on phonological awareness skills suggests that children with DS can benefit from intensive, systematic phonological awareness intervention
- Children with DS may require repeated exposure to educational material over an extended period of time

Case Example: Comparing Bilingual Versus Monolingual Vocabulary Instruction for Bilingual Children with Hearing Loss

- Mentees: Andrea Vargas (SLP) and Ana Soares (teacher of the deaf)
- PhD students: Jena McDaniel and Carlos Benítez-Barrera
- Faculty advisor : Dr. Stephen Camarata
- Two additional AuD students served as coders
- Completed a single case research design intervention study within an authentic educational setting

Andrea Vargas & Ana Soares

Case Example: Comparing Bilingual Versus Monolingual Vocabulary Instruction for Bilingual Children with Hearing Loss

Benefits

- Exposed clinicians to research principles
- In vivo research exposure for PhD students to apply during career
- PhD students developed skills for managing multiple team members
- Faculty advisor participated in higher-level decisions and problem solving
- Dissemination of findings

Addressing Challenges

- Weekly team meeting
- Clear communication using common language for across team members with varying research backgrounds
- Clinicians willing to ask questions and PhD students responsive to questions

Case Example: Comparing Bilingual Versus Monolingual Vocabulary Instruction for Bilingual Children with Hearing Loss

- Completed study to provide meaningful evidence related to service provision for children with hearing loss who are bilingual
- Findings do not support the recommendation to teach bilingual children with HL in only one language
- No differential effect for bilingual and monolingual conditions observed for labeling words in English (strong evidence for both)
- Strong evidence of a functional relation between bilingual condition and labeling target words in Spanish
- Presented posters at ASHA Convention and AG Bell Convention
- Manuscript published in the *Journal of Deaf Studies and Deaf Education*

Case Example: Strategies for Teaching Verbs

- Mentees: Alex Maxwell and Kathleen O'Neal (MS-SLP students)
- PhD students: Alison Hessling and Jena McDaniel
- Faculty advisor: Dr. Melanie Schuele
- MS-SLP students gained research skills without committing to a thesis project
- PhD students increased their productivity and research program

Case Example: Strategies for Teaching Verbs

Benefits

- More flexible commitments for MS-SLP students
- Support for PhD student research projects

Addressing Challenges

- Communicate about upcoming schedule changes in advance
- Provide clinically applicable experiences for students

Alex Maxwell

Kathleen O'Neal

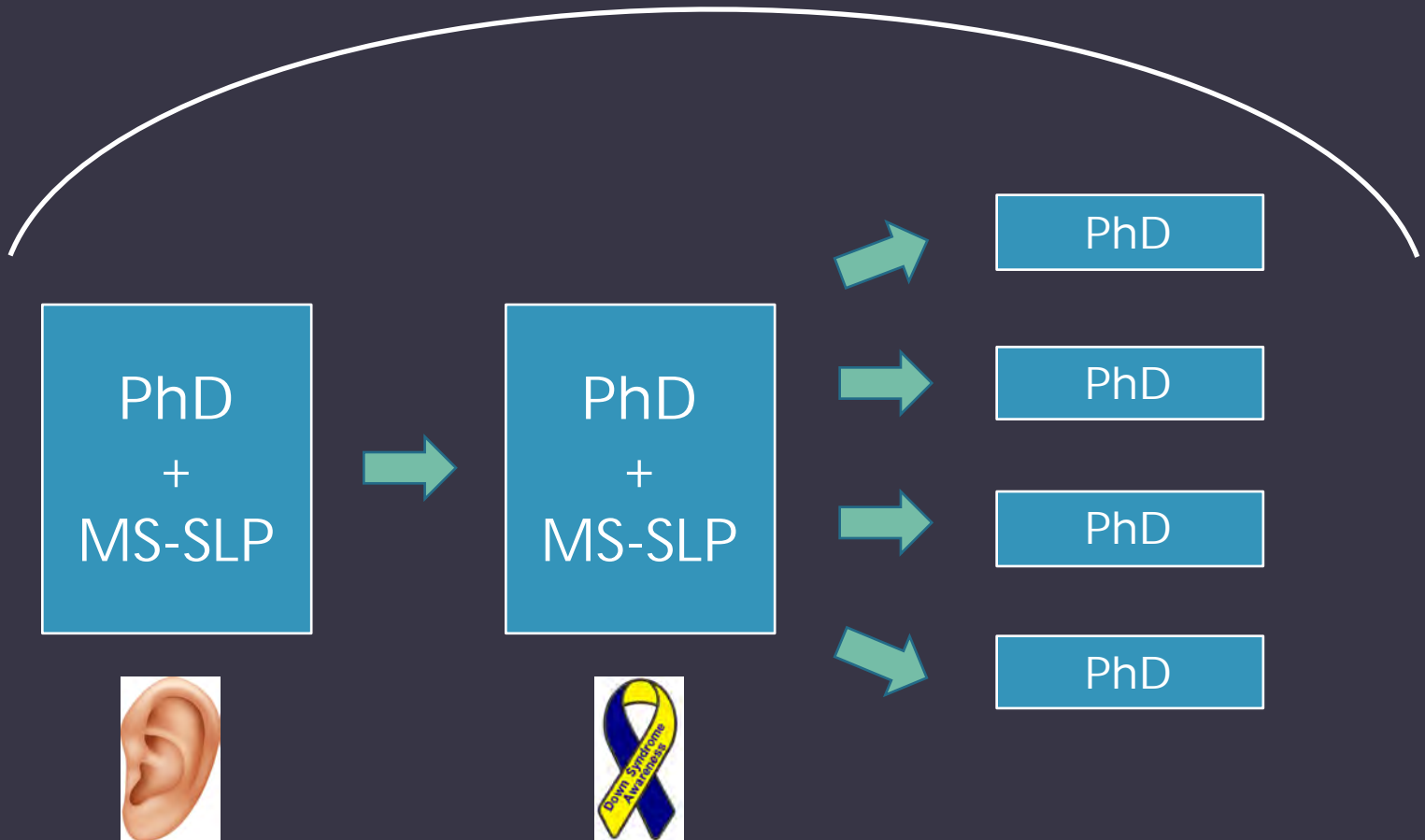
Case Example: Strategies for Teaching Verbs

- Collaboration among MS-SLP and PhD students facilitated completion of the project and created opportunity to MS-SLP students to engage in numerous steps of the research process
- Project is ongoing
- Preliminary findings show that preschool children with typical development learned to identify and label novel words above chance levels
- No significant difference between teaching conditions (i.e., semantic, syntactic, and combined) for preschool children with typical development

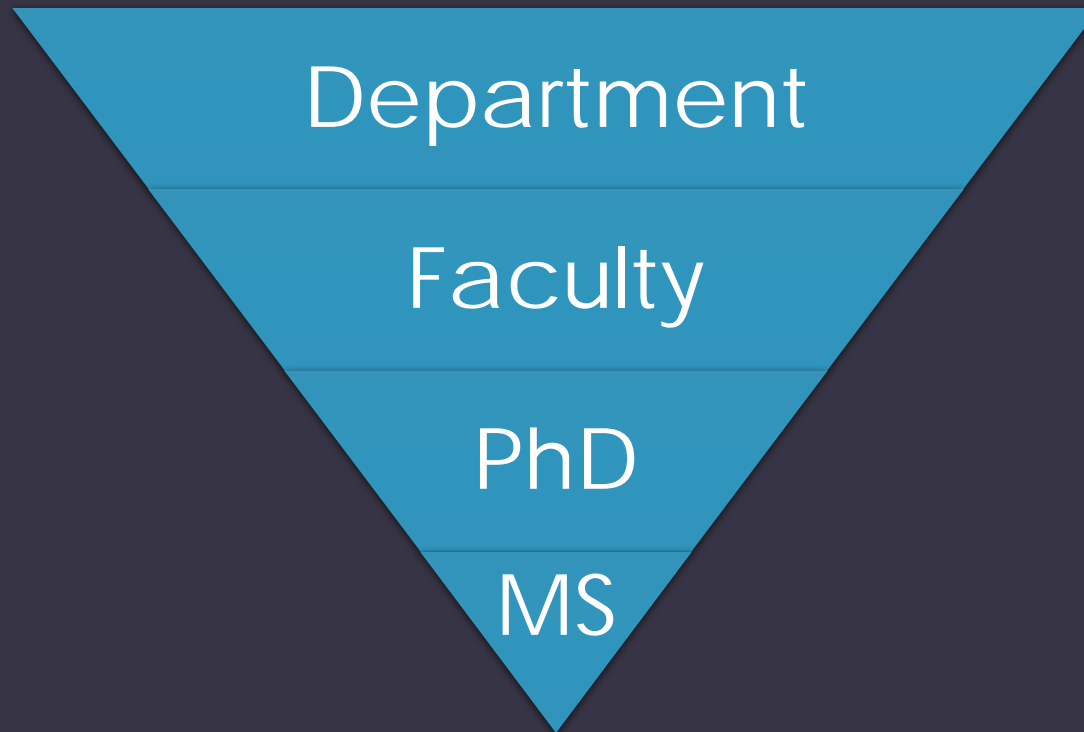


STEPS FOR IMPLEMENTATION

Faculty Member



Steps for implementation



Dr. Schuele



Dr. Schuele

- Lab is completing larger research projects and more research projects
- Recruiting more students to complete thesis projects
- Provides insights into potential next career stages
 - Masters students understanding PhD programs
 - PhD students understanding faculty responsibilities
- The PhD-student mediated model provides hands-on learning for the skills PhD students need to succeed in academic positions
- Increased productivity for graduated PhD students in early years of faculty positions

Take Home Messages

- The PhD-mediated mentorship model is an alternative to the traditional model
- The PhD student and faculty member share mentoring responsibilities strategically
- Most identified challenges can be lessened or avoided with planning and communication
- This model has demonstrated benefits for all stakeholders, within the time in their academic programs, and for PhD student, in their initial years of assistant professor positions.

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QUESTIONS

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Title: Experiential Learning Through a PhD Student-Mediated Mentoring Model

Authors: Alison Hessling, Jena McDaniel, C. Melanie Schuele

Day: Saturday, April 13, 2019, **Time:** 11:30 AM - 12:30 PM

We introduce a mediated mentorship model that provides PhD students with hands-on mentoring experiences as an important component of PhD research training. We discuss (a) skills gained through opportunities to mentor undergraduate and graduate students and (b) identified challenges and mutual benefits experienced by stakeholders (e.g., faculty advisors, PhD students, and mentees) in mentoring relationships.

- I. Overview of Mentoring and Mentoring Models
 - a. Traditional Model
 - b. PhD Student-Mediated Model
- II. Mutual Benefits of a PhD Student-Mediated Mentorship Model
- III. Case Examples
 - a. Benefits
 - b. Challenges
- IV. Questions