

Knowledge and Skills: Integrating Learning across the Classroom and Clinic

**Mikael D.Z. Kimelman, Ph.D., CCC-SLP, F-ASHA – Department Chair,
Duquesne University**

**Caterina Staltari, M.A., CCC-SLP – Director of Clinical Education, Clinical
Assistant Professor, Duquesne University**

Financial Disclosures

Mikael Kimelman's salary and conference expenses are paid by Duquesne University. He does not have any other financial or nonfinancial disclosures to report.

Caterina Staltari's salary and conference expenses are paid by Duquesne University. She does not have any other financial or nonfinancial disclosures to report.



CAPCSD CAFÉ

Objectives

1. Describe methods of integrating learning of knowledge and acquisition of skills
2. Identify opportunities for discussions between academic and clinical faculty as well as students regarding approaches to assessment and treatment.
3. Generate ideas for enhancing integrated learning in your own program.









In the beginning:

1. Excellence
2. Academic Discipline
3. Integration of Academic & Clinical Education



Integration of Academic & Clinical Education

What does it mean?

Who does it?

Who **DOESN'T** do it?

Integration of Academic & Clinical Education

What does it mean?

Sequential

Concurrent

Parallel

???



WHO DOES IT.



&



Integration of Academic & Clinical Education

Who **DOESN'T** do it?

Integration of Academic and Clinical Education

- Integrative Clinical Education
- Academic-Clinical Partnership
- Academic-Practice Partnership
- Closing the Theory-Practice Gap

“Integrated clinical education is a curriculum design model whereby clinical education experiences are purposively organized within a curriculum.”
(Physical Therapist Clinical Education Glossary, 2019)

Integration of Academic & Clinical Education

Why do it?

Theory to Practice Gap

“The concept of theory-practice gap is a byproduct of factors in both the educational and clinical settings.” (Buumbwe, T., 2016)

A brief story (made long)

Buumbwe, T. (2016) Enhancing nursing education via academic-clinical partnership: An integrative review. *International Journal of Nursing Sciences*, 3, 314-322.

Identified themes of academic-clinical partnerships.
Highly applicable to CSD education.

Who is Responsible for What?

Is the education of SLPs and
AUDs a shared responsibility?

Academic Faculty

Clinical Faculty





Evidence-Based Practice

“Academic-practice partnerships promote focus on evidence-based practice and enhance the learning culture.” (Buumbwe, 2016)

Resource Sharing And Collaboration

“Academic-practice partnerships provide a platform for partners to capitalize on the expertise of each other.” (Buumbwe, 2016)

Capacity Building

“Academic-clinical partnership provides an opportunity for the capacity building of stakeholders both in academia and practice. The capacity of clinical mentors to engage in research improves when the mentors work with students. Similarly, the exposure of students to multiple advanced clinical roles influences their career goals.” (Buumbwe, 2016)

Partnership Elements

“The success of academic-practice partnership largely depends on administrative leadership and key decision-makers”

“The academic-practice partnership demands partners to nurture the relationship through commitment and shared knowledge.”

(Buumbwe, 2016)

Premises of the DU SLP Educational Model

Given the opportunity, Academic Faculty want a role in Clinical Education.

Given the opportunity, Clinical Faculty want a role in Academic Education.

Integrative education is advantageous for learning.

So . . . How does it work?

Knowledge and Skills: Integrating Learning across the Classroom and Clinic





The Challenge

We are not alone....

Many SLP students have difficulty transferring the classroom knowledge to the clinical setting.

Clinical interactions are taught in an academic setting, but the framework to transfer this information to clinical settings is not always present, (Horton, Byng, Bunning, Pring, 2004)

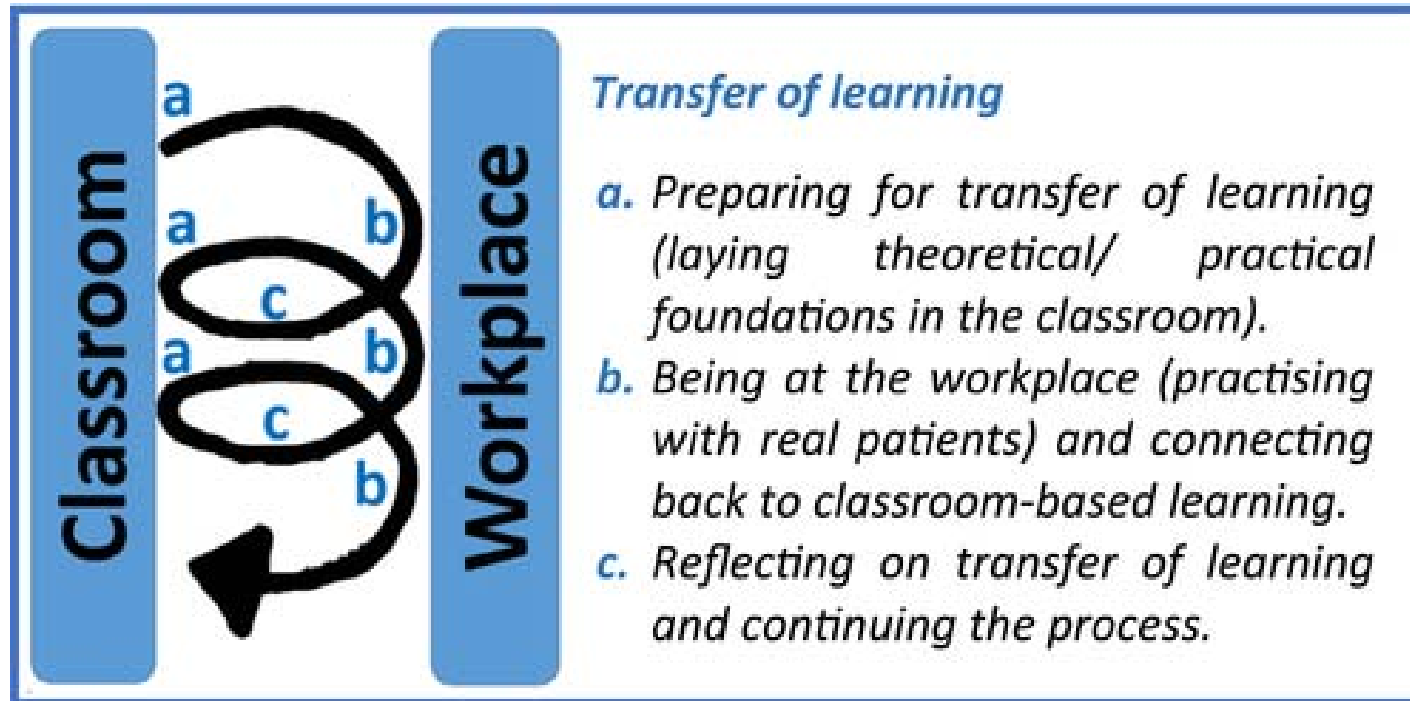
Accredited CSD Programs

- ✓ Timelines are developed
- ✓ Courses are identified
- ✓ Instructors set up Assessments

How do we get there?

Transition, the ‘dynamic process in which the individual moves from one set of circumstances to another’, features prominently in the training of students across the health professions.

(Peters et al, 2017)



The Clinical Teacher, Volume: 14, Issue: 5, Pages: 313-318, First published: 23 August 2017, DOI: (10.1111/tct.12697)

Recommendations for Clinical Instructors

(Peters, S., Clarebout, G., Van Nuland, M., Aertgeerts, B., & Roex, R., 2017)

- **Agree on responsibilities for enabling the transfer of learning**
- **Demonstrate how to apply classroom-based competencies**
- **Prompt students to apply learned competencies**
- **Give students ample opportunities to practice**
- **Provide feedback on students learning**
- **Discuss differences between classroom and workplace**

FACULTY
STUDENTS

COMMUNICATION



Duquesne University Speech-Language-Hearing Clinic



Our DU SLP Model

Services Provided

Evaluation and treatment of communication disorders are provided in the Duquesne University Speech-Language-Hearing Clinic, a state-of-the-art facility located in Fisher Hall. Following an evaluation, individual and/or group therapy sessions are scheduled on an outpatient basis to meet the individual needs of each client. Services may also be provided through Telepractice, allowing the client to remain in their home or office.

Research and clinical faculty work together to provide best practices in six specialty clinics:

- **Adult Language and Cognition Clinic:** Evaluation and treatment for adults with cognitive communication problems resulting from neurological impairment with a primary focus on people with aphasia.
- **Child Language Clinic:** Evaluation and treatment for children from birth to age 18 with language problems related to a variety of diagnoses including autism.
- **Central Auditory Processing Disorder Clinic:** Evaluation and treatment of children and adults with central auditory processing deficits. Hearing screenings and basic auditory evaluations to assess hearing ability. Auditory training, aural rehabilitation and therapy for auditory processing problems.
- **Motor Speech and Voice Clinic:** Evaluation and treatment of individuals experiencing speech and voice production difficulties as a result of neurological conditions including Parkinson's disease and laryngeal tension.
- **Speech Production Clinic:** Evaluations and treatment of children and adults having difficulty producing sounds or being understood by others are provided. Accent modification is also provided.
- **Stuttering Clinic:** Evaluation and treatment of stuttering problems. Specialized approaches to meet the individual needs of children and adults who stutter are provided.



Call us at
412.396.4200
for information
or to schedule an
appointment.

Contact Us

Please contact the Clinic at 412.396.4200 or via e-mail at slhclinic@duq.edu for further information or to schedule an appointment. Our faculty and staff are pleased to respond to your questions about speech, language, and hearing difficulties.

The Duquesne University Speech-Language-Hearing Clinic adheres to the University's nondiscrimination policy. Persons seeking services shall not be subject to discrimination on the basis of a person's race, color, gender, sexual orientation, age, religion, national origin, marital status, genetic history, veteran status, or disability.

The Clinic is located on the 4th floor of Fisher Hall at 711 Forbes Avenue, directly across from the Armstrong Tunnel.

711 Forbes Avenue | Pittsburgh, PA 15282
412.396.4067 | slhclinic@duq.edu

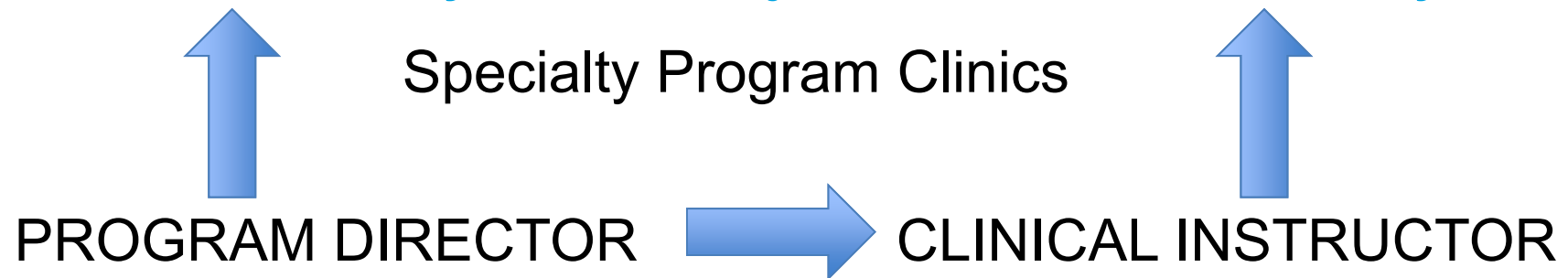
The Duquesne University Speech-Language-Hearing Clinic is a participating provider with many insurance companies and the State Office of Vocational Rehabilitation. Fee reductions may be available for those who qualify.

Clinical Assignments

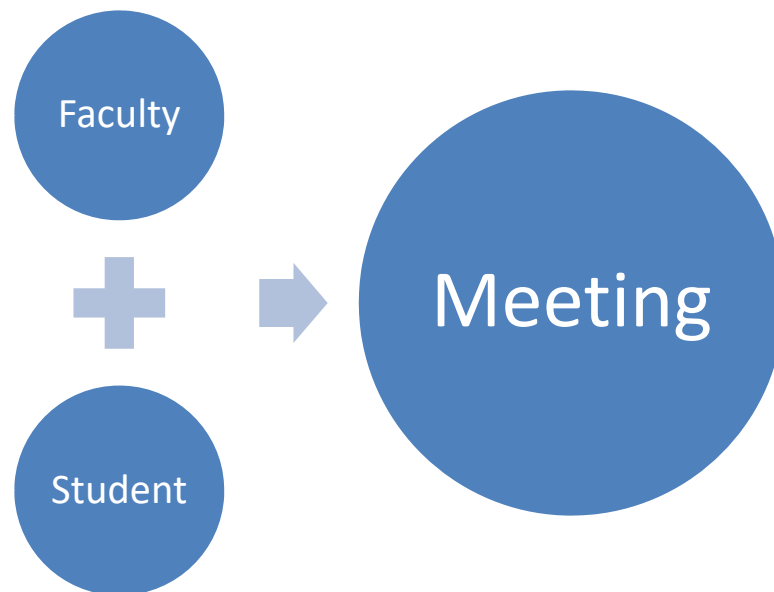
- ✓ 3 Clinical Semesters (Fall, Spring, Summer)
- ✓ Students are assigned to Specialty Clinics across 3 semesters

We Bridge Clinic Education and Academic Education

Academic Faculty Work in Conjunction with Clinical Faculty



Within Specialty Clinics



Orientation Meeting

Full Cohort

- ☐ Review requirements
- ☐ EBP
- ☐ Treatment strategies

Weekly Instructor Meetings

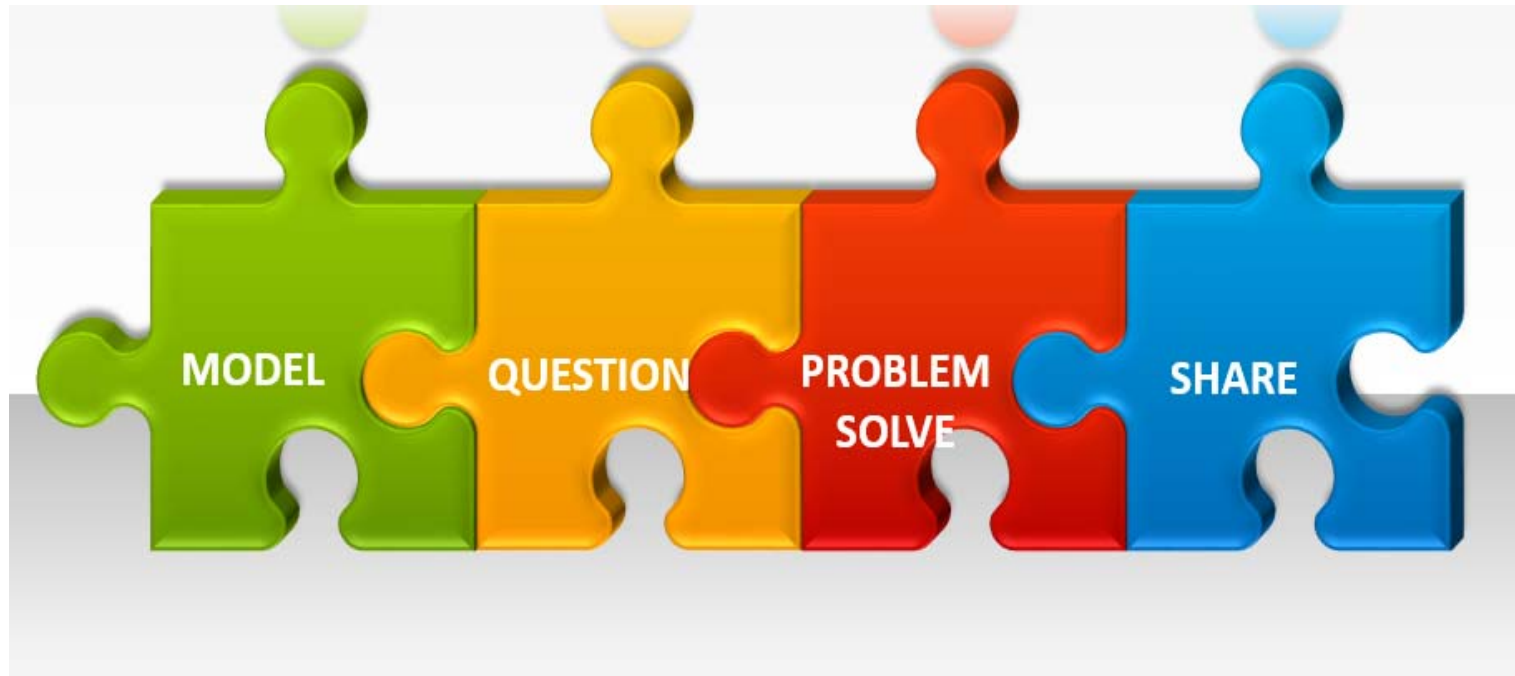
Students Meet 1:1 with Instructor &
Groups with both
Clinical Faculty & Academic Faculty



INSTRUCTION/ MODELING



Diagnostic Prep Meetings



Debriefing Meetings



“Grand Rounds” Meeting

Within and Across Specialty Clinics

- Introduced in the Undergraduate Clinical Procedures Course.
- Specialty Clinic Grand Rounds for full cohort Fall semester- *Special Topics* course (Year 1 Graduate Phase)
- Grand Rounds each semester (spring and summer) of Year 1 in smaller groups per Specialty Clinic

Academic and Clinical Faculty Collaboration

Academic Coursework Sharing

- Blackboard Site Sharing -Academic Course site & Specialty Clinic Site
- Clinical Faculty guest lecture in academic courses
- Clinical Faculty teach academic courses



**GET
INSPIRED
BY THESE
EXAMPLES**

Language Development

Clinical Assistant Professor teaches this course

Added Clinical Activity to support Academic Course

Dysphagia Simulation Clinic

- Students pre-brief activities
- Students perform activity
- Instructor assesses
- Debrief with students
- Include self-reflection

Dysphagia MBS Field Observation

- Students visit local hospital
- Observe MBS studies
- Debrief with Academic and Clinical Faculty

We think it works...



What do students say?

Students' Self-Perceptions of Knowledge and Skills Pre and Post Externship (Oswalt, 2013)

- Students ratings pre- clinical practice: 14% to 42%
- Student's ratings post-clinical practicum: 70% to 100%

What do client's say?

"The Graduate Student Clinician was attentive and effective."

"The Graduate Clinician was knowledgeable."



Client Satisfaction Survey Semester: Spring, 2018

JOHN G. RANGOS, Sr. SCHOOL OF HEALTH SCIENCES
DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY
406 FORT HALL
711 FORT HALL AVENUE
PITTSBURGH, PA 15282
TEL: 412.396.4200
FAX: 412.396.1388

Thank you for your attendance to the Duquesne University Speech-Language-Hearing Clinic this semester. To better serve you in the future, we would appreciate your input on the services provided. Please read each item below and circle the response that best reflects your experience this semester. Please return this form to the Clinic Office after completing it.

SA = Strongly Agree A = Agree	N = Neutral D = Disagree	SD = Strongly Disagree NA = Not Applicable
The clinic office staff greeted me warmly provided necessary forms and information.....	SA A N D SD NA	
The facility appearance was professional and well maintained.....	SA A N D SD NA	
Treatment sessions were initiated and completed on time.....	SA A N D SD NA	
Treatment sessions were well prepared and organized.....	SA A N D SD NA	
The Graduate Student Clinician's attitude was effective.....	SA A N D SD NA	
Services provided addressed the issue of the communication problem.....	SA A N D SD NA	
The Clinical Instructor's experience and knowledgeable.....	SA A N D SD NA	
My treatment goals were well described.....	SA A N D SD NA	
My questions were answered in a way I could easily understand.....	SA A N D SD NA	
Clinician provided a written summary of services that was clear and helpful understanding the treatment provided.....	SA A N D SD NA	
Communication with the clinic faculty and staff, (i.e. phone calls, emails) was prompt and courteous.....	SA A N D SD NA	
Billing for services was prompt and easy to understand.....	SA A N D SD NA	
Fees for services were fair and affordable.....	SA A N D SD NA	
Parking was available and easily accessible.....	SA A N D SD NA	

We welcome any additional comments to help us improve our services:

Name (optional): _____ ☐ I would like to be contacted about my concerns.

Thank you for your time! Phone or email: _____





Integration of Academic & Clinical Education

It is not easy!



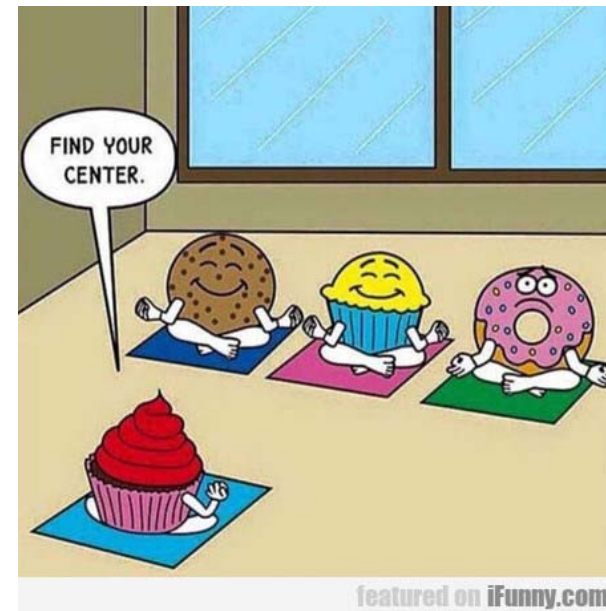
Integration of Academic & Clinical Education

Some not so
apparent
benefits.



Integration of Academic & Clinical Education

The Zen of
harmonizing academic
and clinical education
in CSD.



Thank You!

QUESTIONS?

References

- Buumbwe, T. (2016) Enhancing nursing education via academic-clinical partnership: An Integrative review. *International Journal of Nursing Sciences*, 3, 314-322.
- Lejeune, J.B., & Gunter, C.D.(2003), The Evaluation of Critical Thinking Skills in Clinical Practicum Students, *Perspectives on Administration and Supervision*, 13.1.23-25.
- Oswalt, J. (2013), Students' Self-Perceptions of Knowledge and Skills Pre and Post Externship, *Perspectives on Administration and Supervision*, 23,3,110-120.
- Peters et al. (2018) A Qualitative Exploration of Multiple Perspectives on Transfer of Learning Between Classroom and Clinical Workplace. 30(1):22-32. doi: 10.1080/10401334.2017.1339605. Epub 2017 Jul 28.
- Peters et al. (2017) How to connect classroom and workplace learning. *The Clinical Teacher*, 23 <https://doi.org/10.1111/tct.12697>