

ACAIE Panel: Excellence in Education 2012-13 Stakeholder Survey

Lisa Hunter, PhD

Catherine Palmer, PhD

Virginia Ramachandran, AuD, PhD

Maureen Valente, PhD

Stakeholder Demographics and Viewpoints

Lisa Hunter



Survey Background

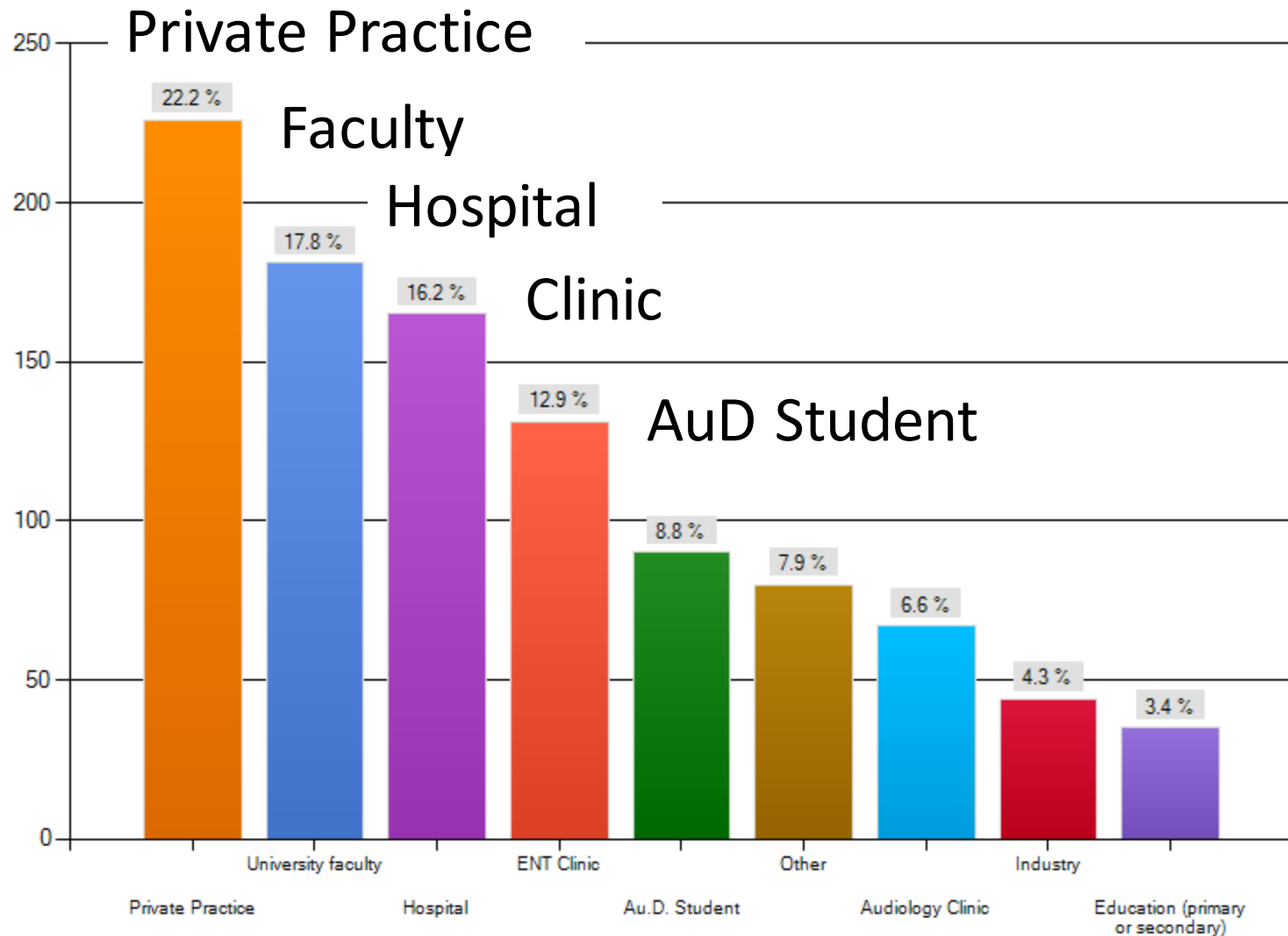
Goals:

- Understand views of educators, clinicians and students
- Importance of current standards
- Achievement of current standards
- Areas of focus for standards update

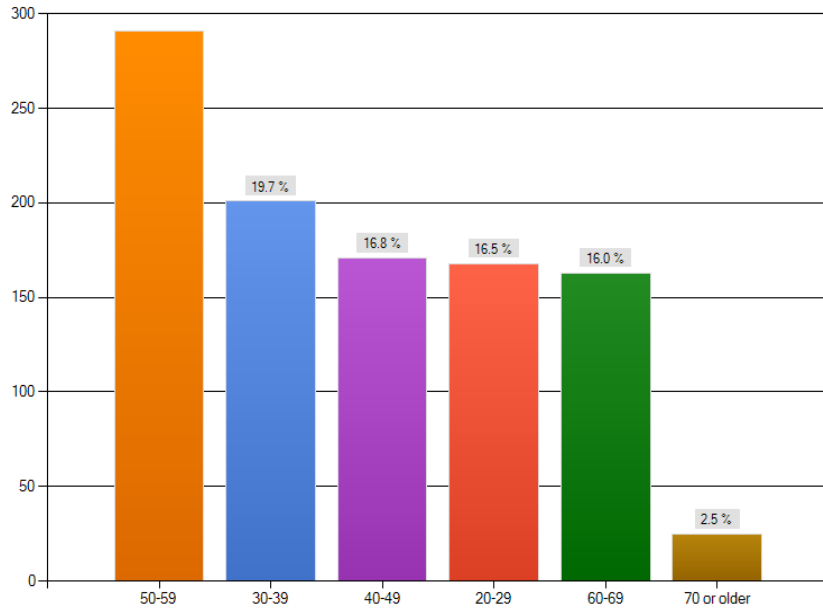
Process:

- Developed by task force of ACAE
- Survey peer-reviewed by AAA, ADA, CAPCSD, SAA
- Sent to all members of AAA, ADA, CAPCSD
- Open 6 weeks for responses

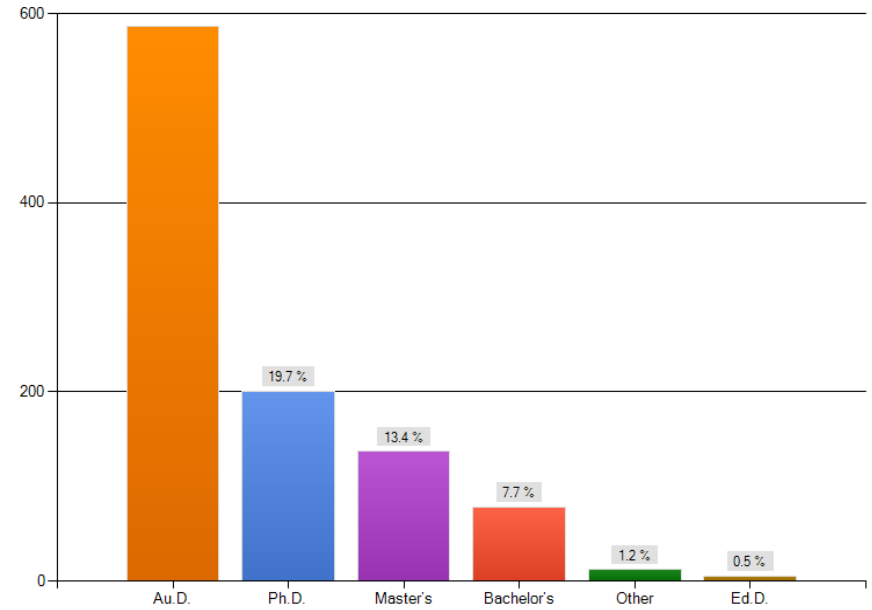
Primary Work Setting



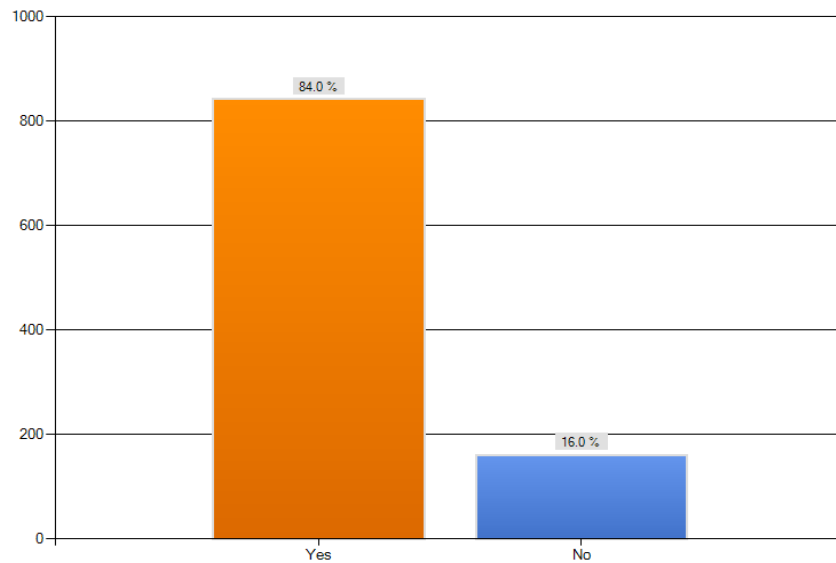
Age Categories



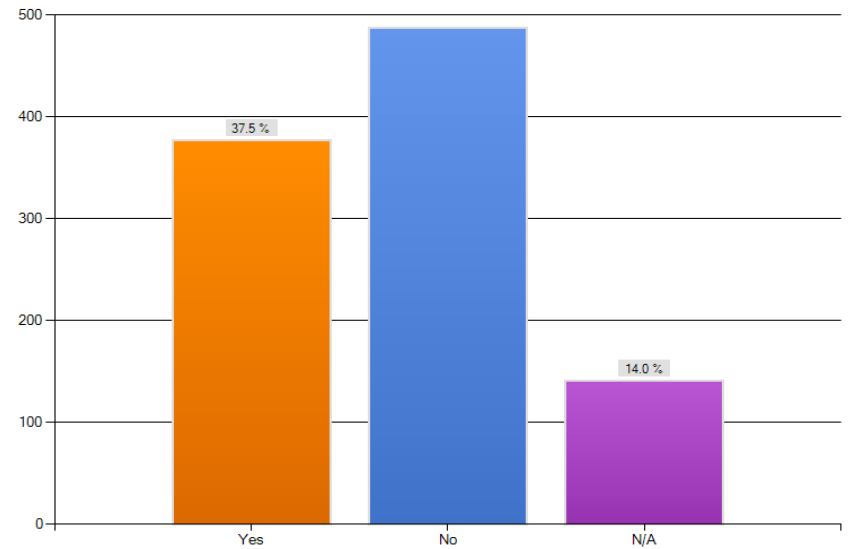
Highest Educational Degree



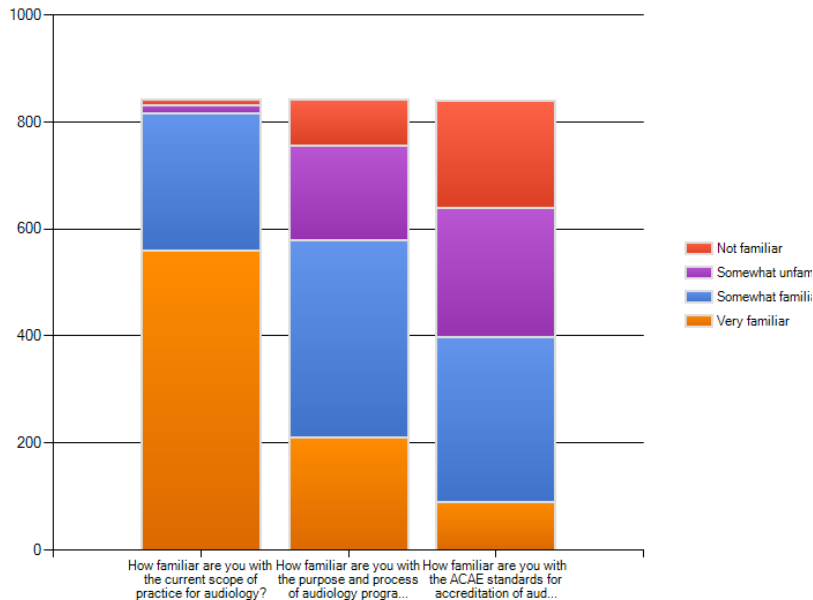
Direct Patient Care



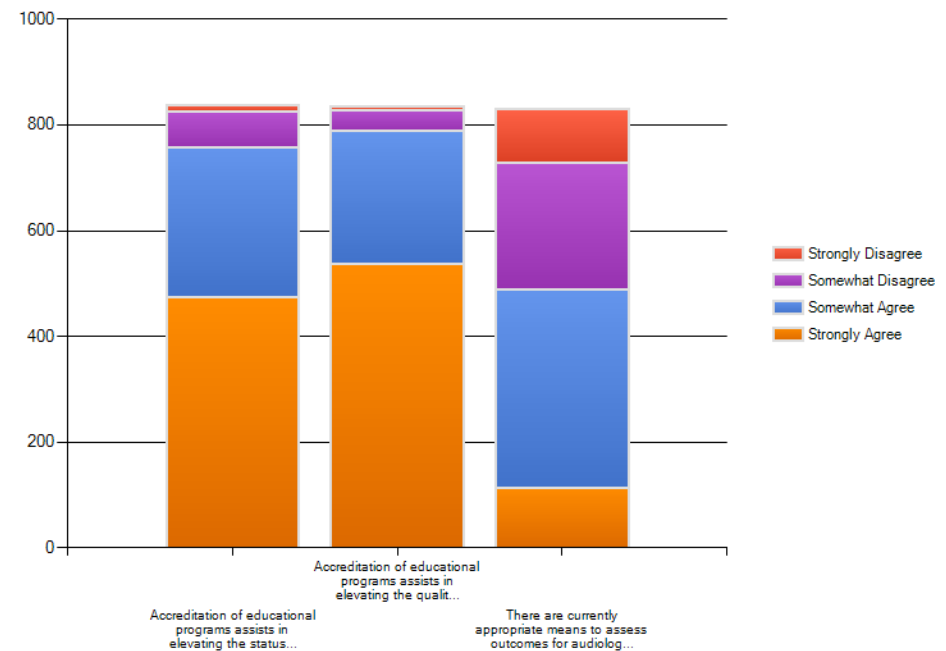
Precept Students



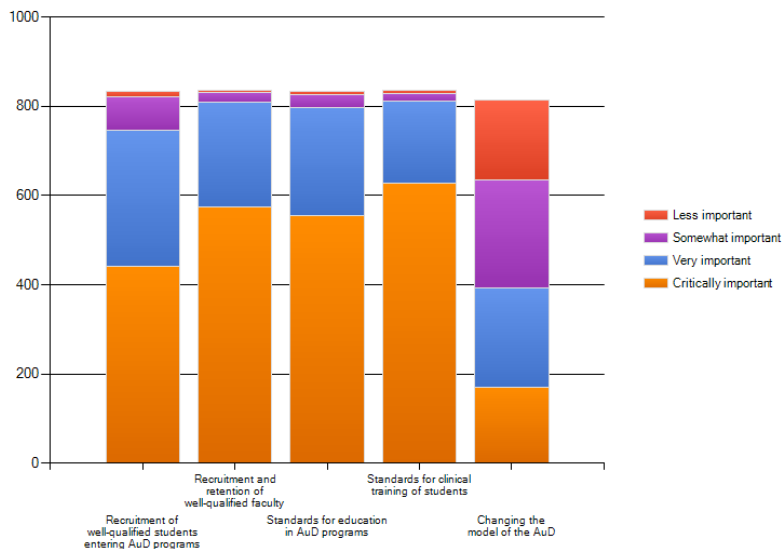
Background Knowledge



Views on Accreditation



Critical Needs for AuD



- Knowledge:
 - Familiar with Scope of Practice
 - Not familiar with ACAE Standards
- Viewpoints:
 - Accreditation elevates quality of programs
 - Outcomes not adequately assessed
- Critical Needs:
 - Recruitment and retention faculty
 - Clinical training standards

ACADEMIC FACULTY:

Most important challenges or barriers programs face in didactic
and clinical education of excellent audiologists

ASHA Assessment ccc Clinical

Experience Excellent faculty

finding Qualified funding Hands Hearing High

Quality Making Off-site Supervisors Patient Care Patient Populations Placements

Practice Professional Programs Role

Skills Supervision Training University

Wide Range Year Externship

Faculty & Clinical Preceptors

What are the most important challenges or barriers that programs face in didactic & clinical education of excellent audiologists?

- Having good faculty, students & preceptors
- Caliber of the student externship
- Too few students and faculty at small, under-sourced programs
- Model of education – needs changing
- Too much dissimilarity among AuD programs

Faculty & Clinical Preceptors

What are the most important changes that programs could make to improve didactic & clinical training of excellent audiologists?

- Standardization in programs
- More audiology education at undergraduate level – more sciences
- Engage more faculty in clinical training
- Proper outcome measures at end of training
- Principles/Philosophy/Research - not cookbook education
- More clinical diagnostic tools for student clinical experiences.

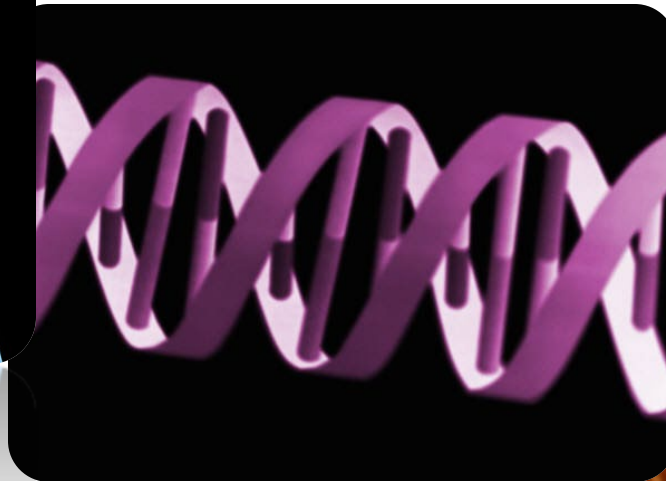
Students

What are the most important changes that programs could make to improve the quality of your education?

- Changing from an externship to a more medical rotation model for clinical education
- Standardize audiology programs
- Drastically reduce costs for externship year – provide stipends – go to 3 or 3.5 year program
- Quality faculty needed in didactic & clinical training
- Better Standards

Foundational Standards

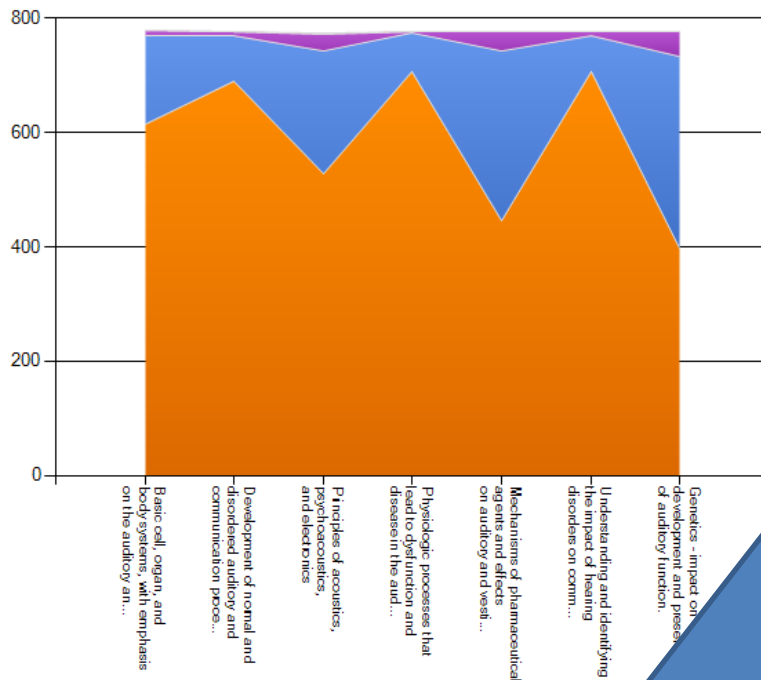
Catherine Palmer



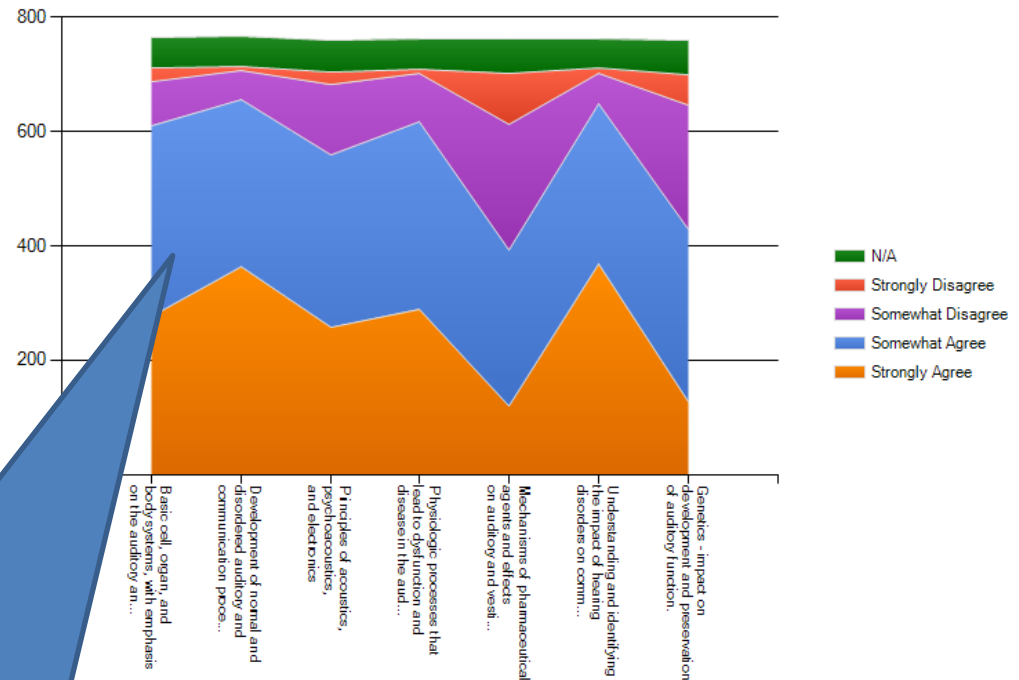
Foundational Standards

Importance VS. *Achieved*

Please rate **IMPORTANCE** of the following **FOUNDATIONAL STANDARDS** for education and training of audiologists



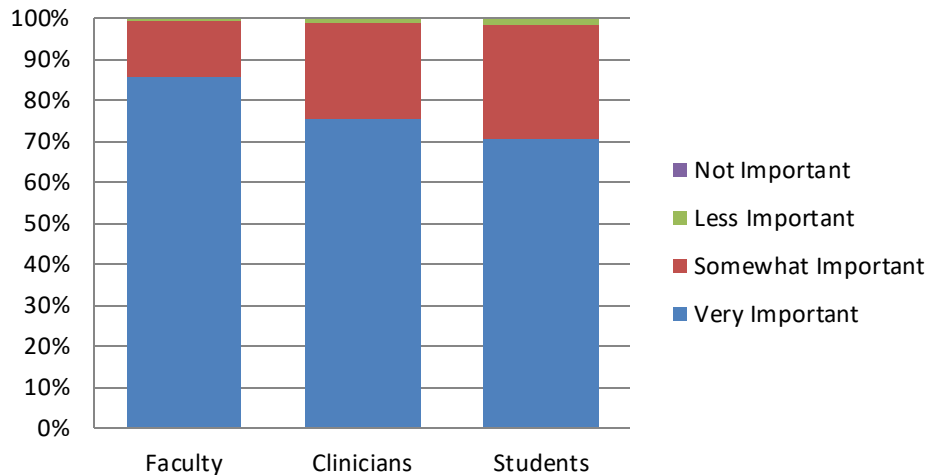
How strongly do you agree that the following **FOUNDATIONAL STANDARDS** are **ACHIEVED** in programs you are familiar with?



Biggest gaps: Development, Physiologic Processes, and Understanding Impact of Hearing Disorders

Basic cell, organ, and body systems, with emphasis on the auditory and vestibular/balance systems

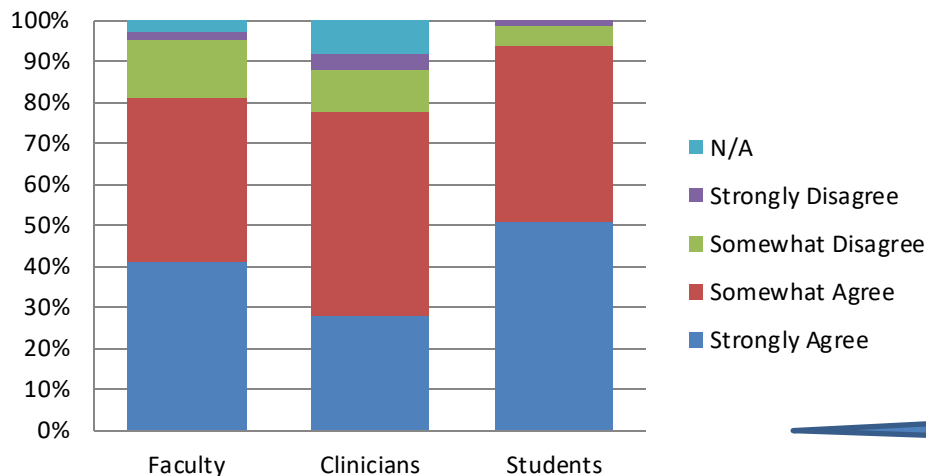
Importance



Dev't of normal and disordered auditory and communication processes

Physiologic processes that lead to dysfunction and disease in the auditory and balance systems

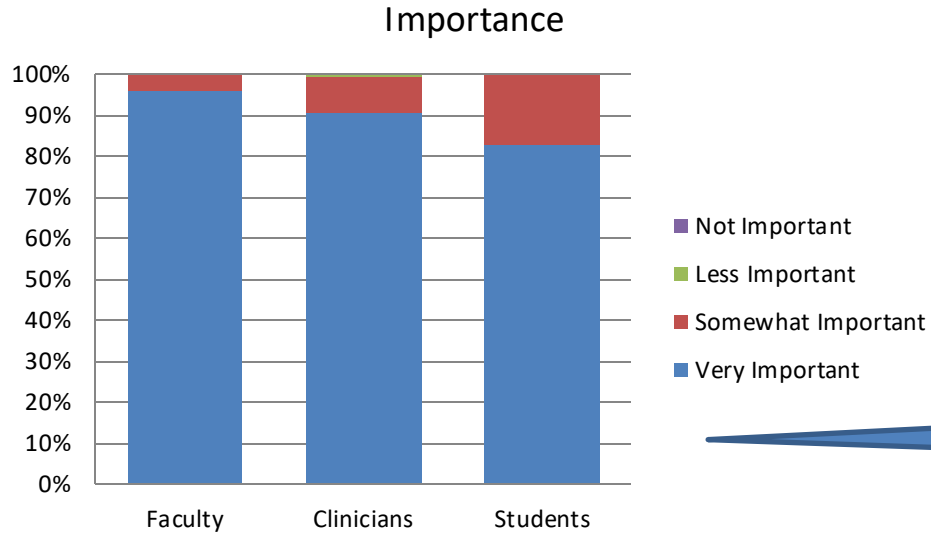
Achieved?



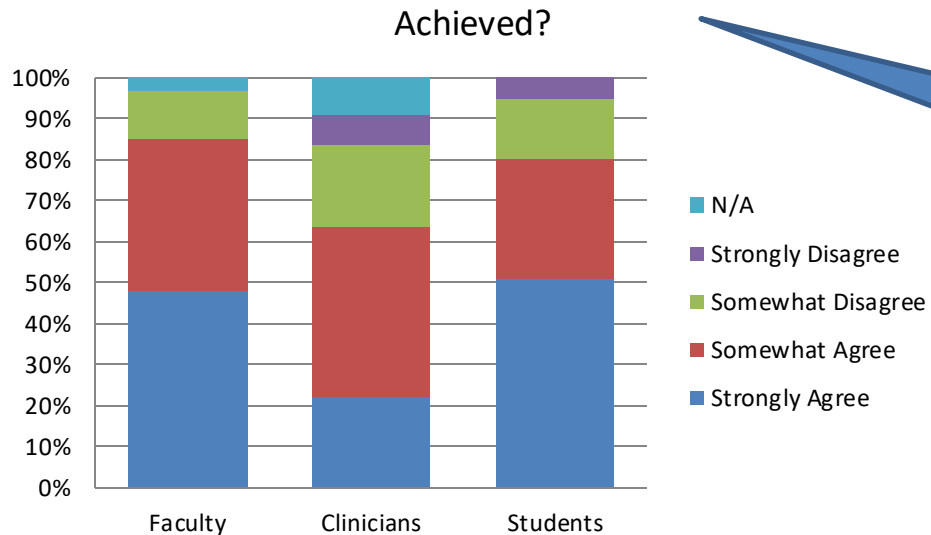
Understanding and identifying the impact of hearing disorders on communication

Disparity in ratings of achievement

Principles of acoustics, psychoacoustics and electronics



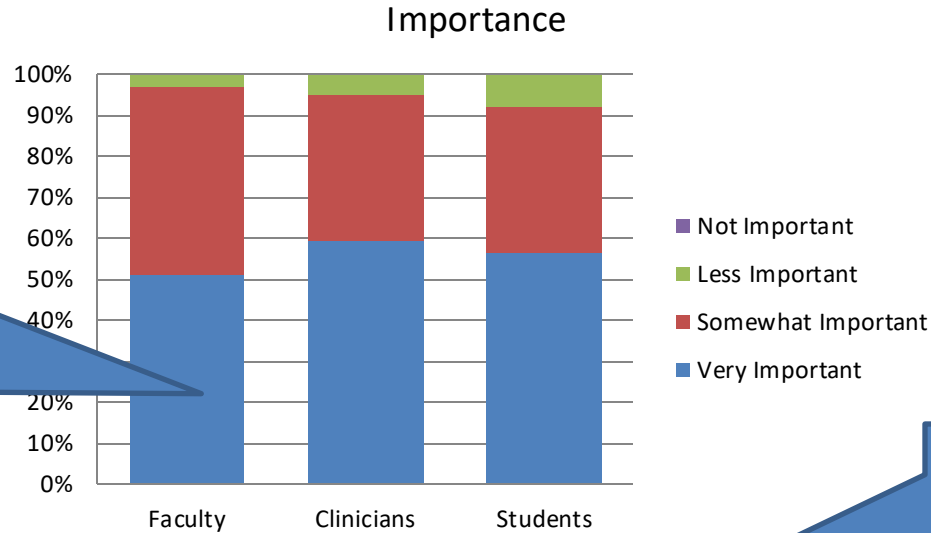
... same pattern, but overall lower



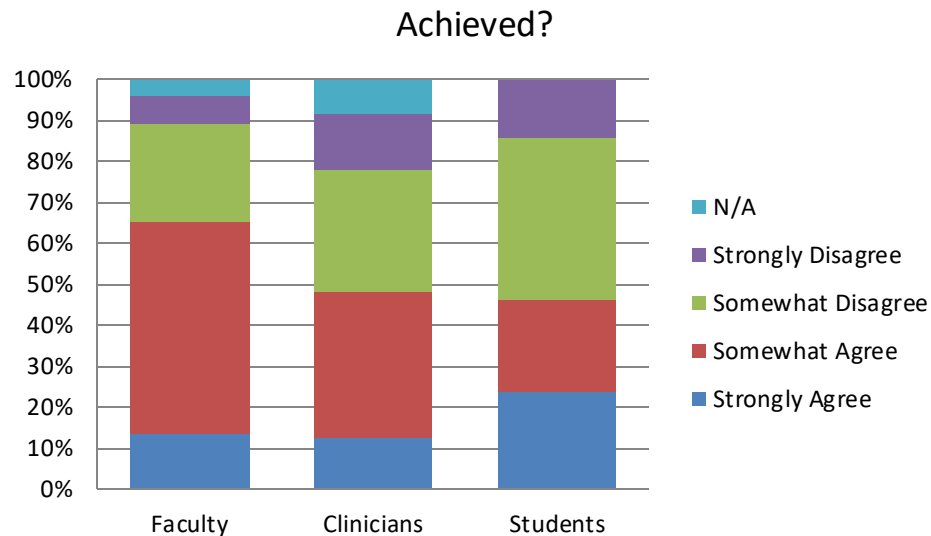
“The interaction of technology, acoustics and psychoacoustics”

Mechanisms of pharmaceutical agents and effects on auditory and vestibular systems

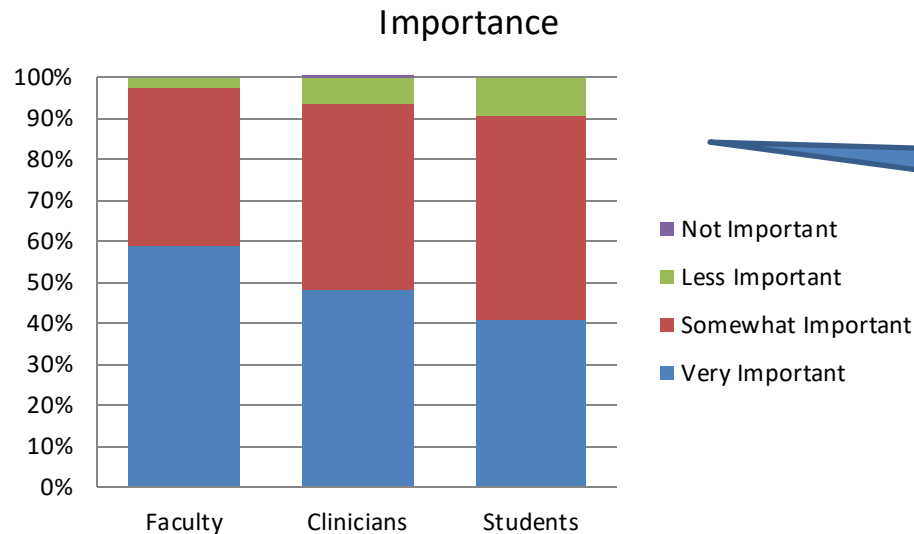
Only item rated with less relative importance by faculty than by clinicians or students.



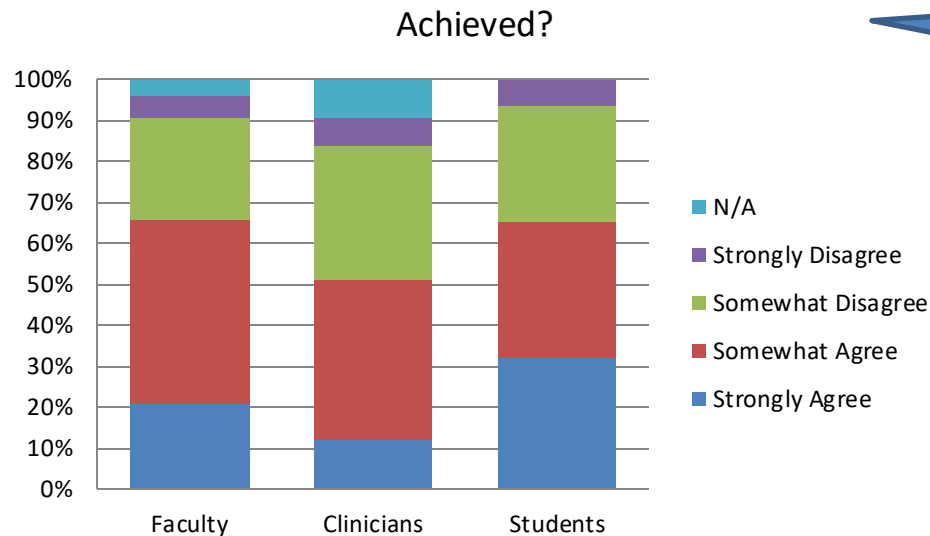
“Under pharmaceutical agents, need better defined testing protocols”



Genetics - Impact on development and preservation of auditory function

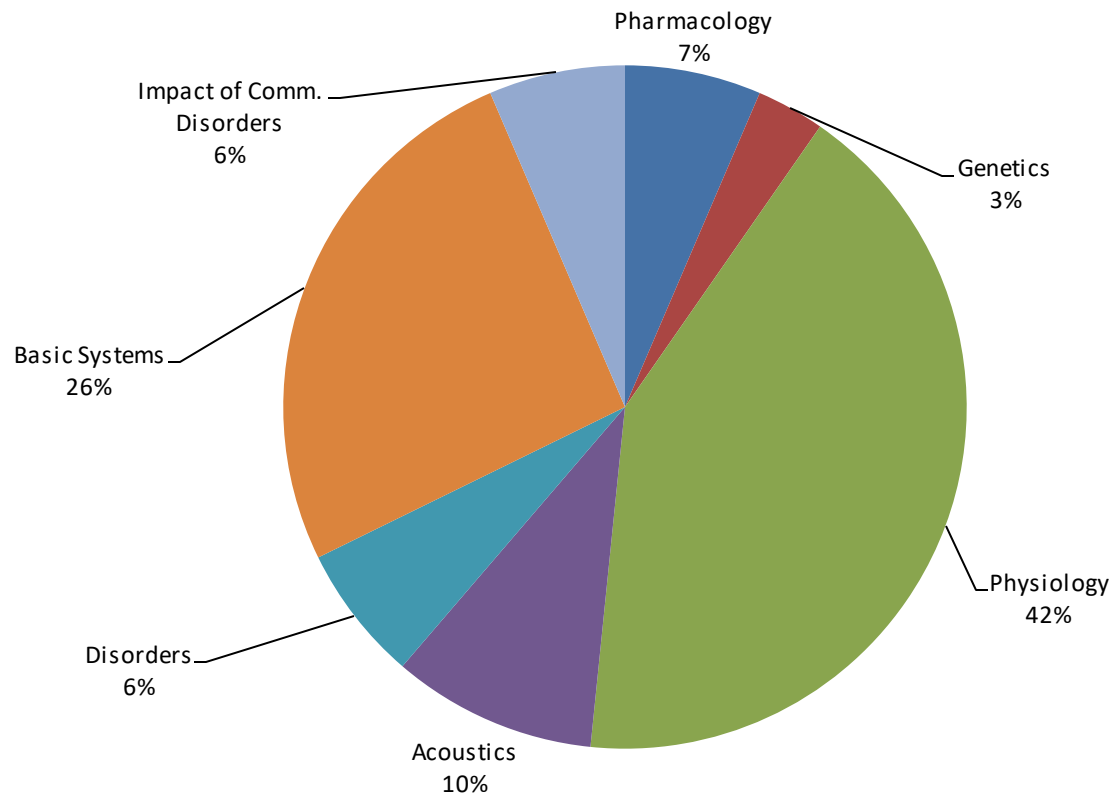


Ranking of
“somewhat to less
important”.



Gerontology was a
frequent area of
comment, eg,
“recognition of
cognitive
impairment in that
population”

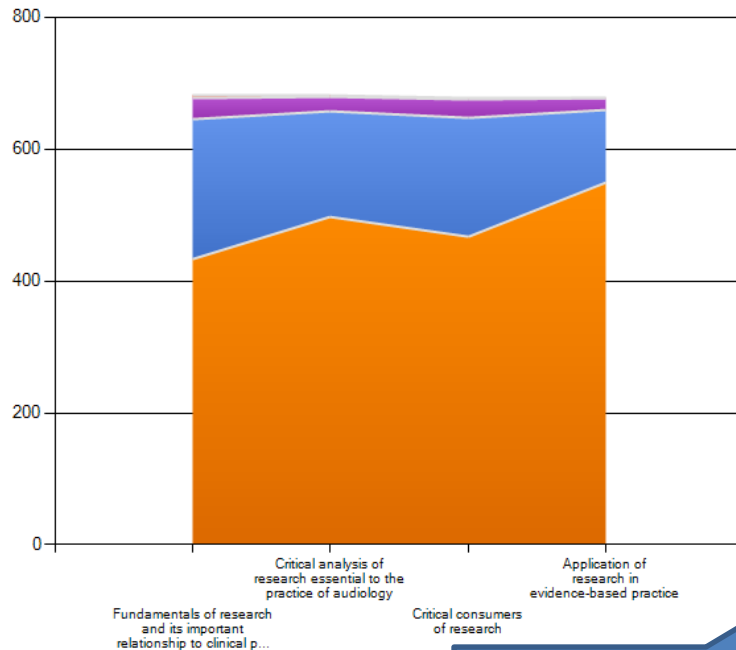
What areas [related to foundational knowledge] do you believe to be important?



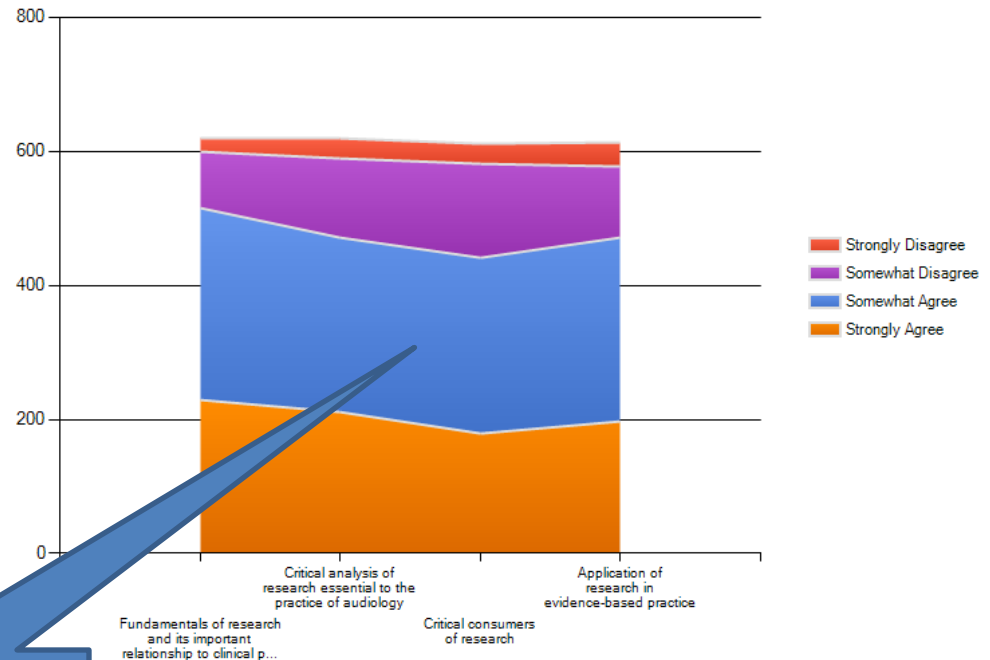
Research and Scholarship

Importance VS. *Achieved*

Please rate the **IMPORTANCE** of the following **RESEARCH AND SCHOLARLY ACTIVITY STANDARDS** for education and training of audiologists.



How strongly do you agree that the following **RESEARCH AND SCHOLARLY ACTIVITY STANDARDS** are **ACHIEVED** in programs you are familiar with?



Biggest gaps in
Critical Analysis and
Application of
Research in EBP

Fundamentals of research and its important relationship to clinical practice

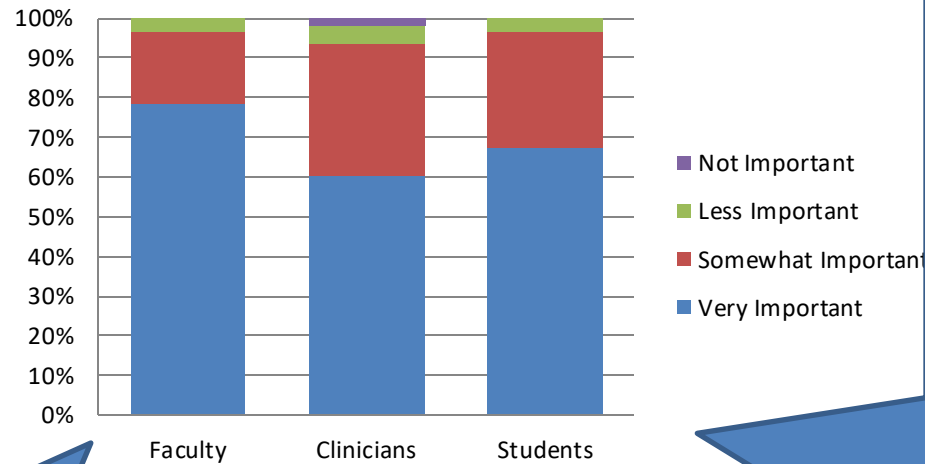
"The importance of developing clinical insights and critical thinking, as opposed to cookbook."

"Relationship between clinical work and research - they are not separate entities; rather, they are closely intertwined."

"I am concerned about maintenance and progression of research in the field."

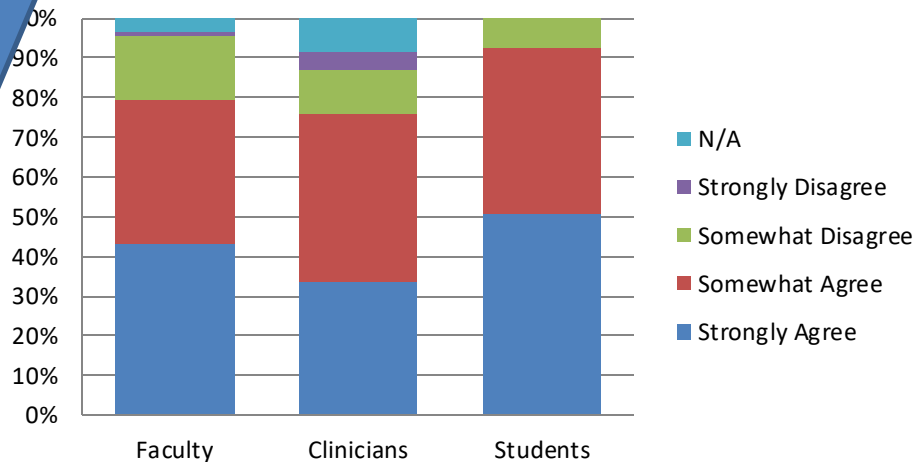
"Emphasis on the need for clinical audiologists to participate in and contribute to audiology research."

Importance



"This is a loaded question. Understanding and analyzing research is entirely different from being required to conduct research during professional education. Requiring a capstone project should not be required for professional education that is specifically designed as a profession to administer patient care."

Achieved?

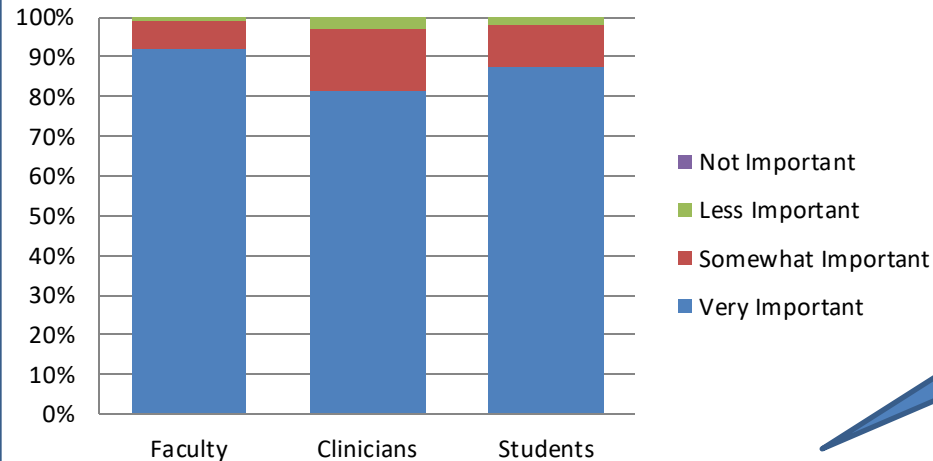


Application of research in evidence-based practice

"Patients, students, and the profession would be far better served if audiology programs would direct the time they require students to perform research and actually teach the students to operate an audiology practice."

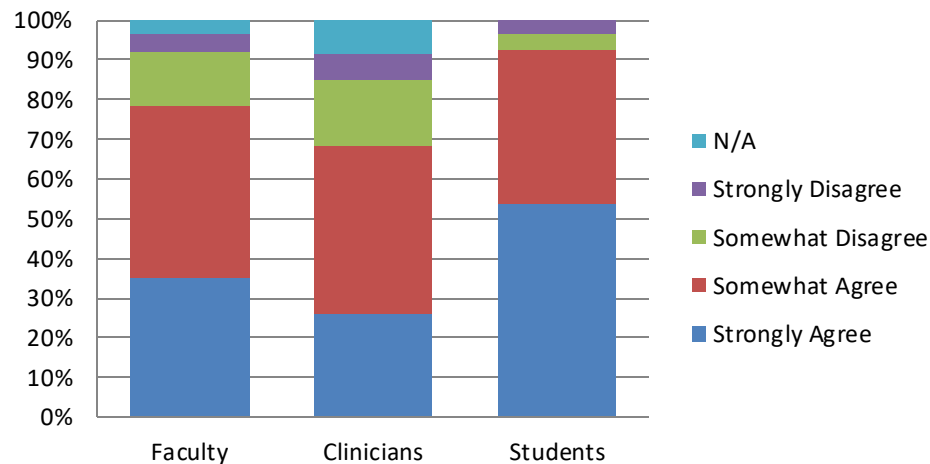
"These concepts need more than lip service."

Importance



"We need to be taught how to better measure and organize results from patient outcomes."

Achieved?



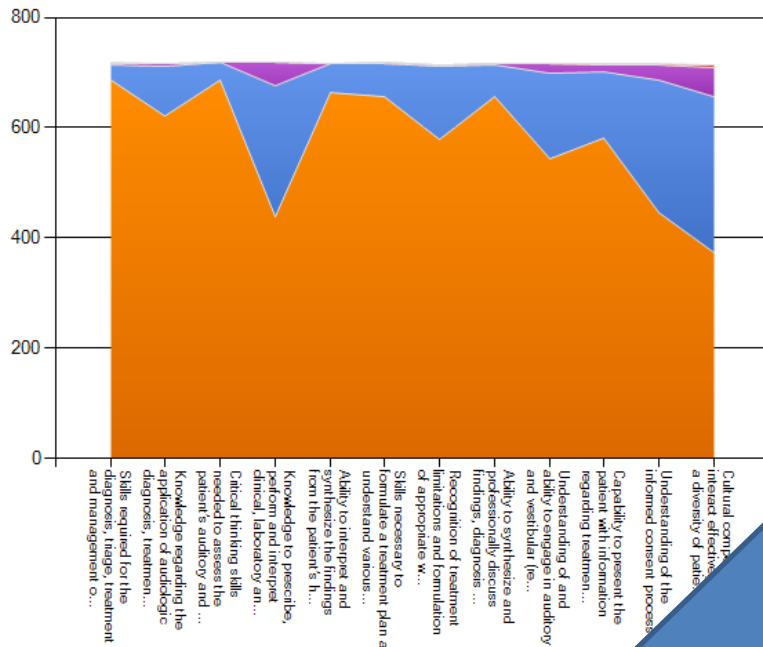
Diagnosis and Management Standards

Virginia Ramachandran

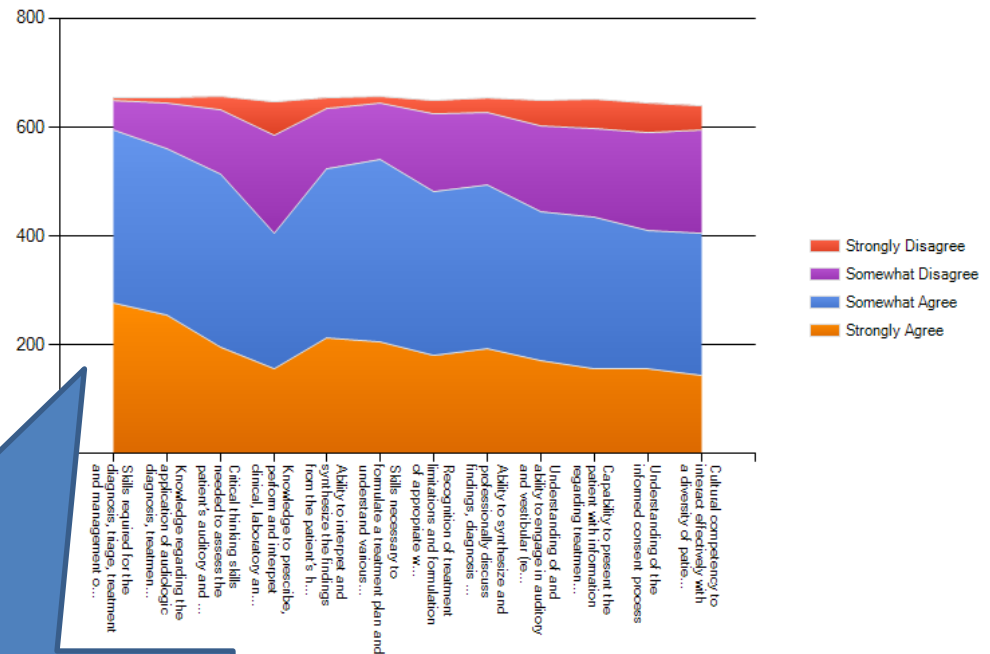


Diagnosis and Management Importance VS. Achieved

Please rate **IMPORTANCE** of the following **DIAGNOSIS AND MANAGEMENT STANDARDS** for education and training of audiologists



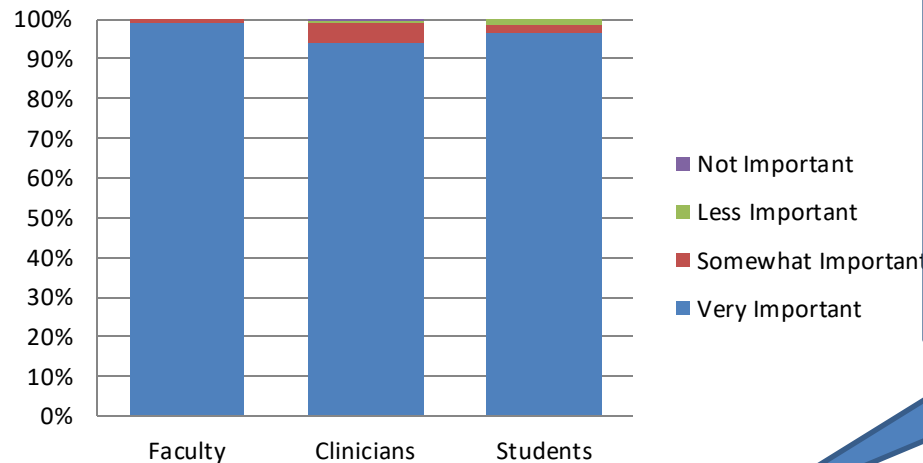
How strongly do you agree that the following **DIAGNOSIS AND MANAGEMENT STANDARDS** are **ACHIEVED** in programs you are familiar with?



Gaps across all areas of diagnosis, interpretation, critical thinking, prescription, treatment plans and patient management

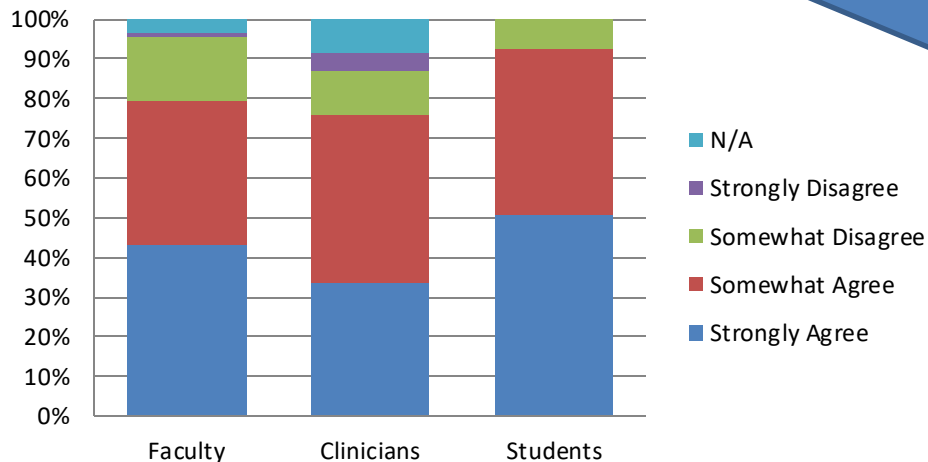
Skills required for the diagnosis, triage, treatment and management of auditory and vestibular/balance disorders

Importance



"The ability to synthesize information across the scope of practice. Many students can read or interpret a test, but are unable to relate it to other test findings "

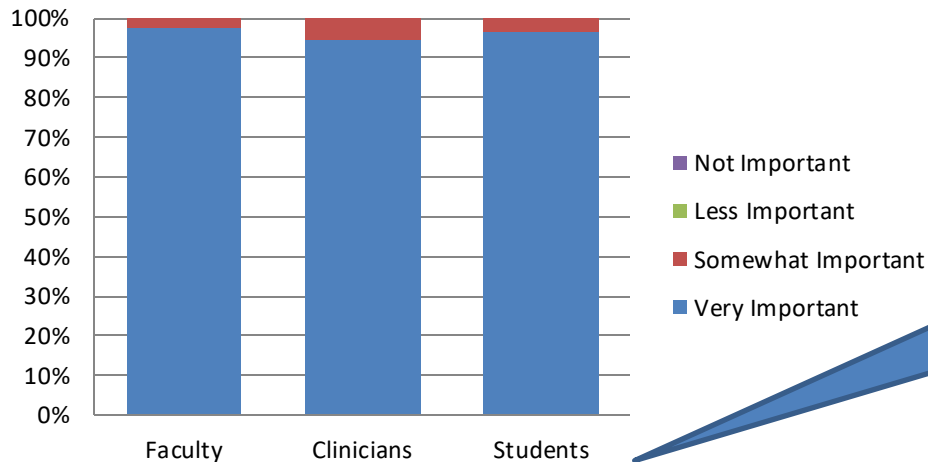
Achieved?



"Students need to be able to recognize the underlying principles and theories of amplification and have the skills to fit accurately, objectively amplification"

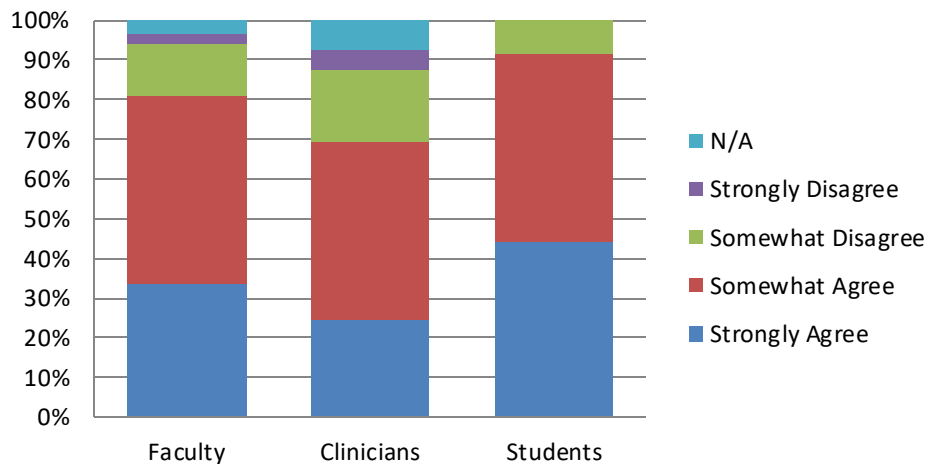
Critical thinking skills needed to assess the patient's auditory and vestibular status

Importance



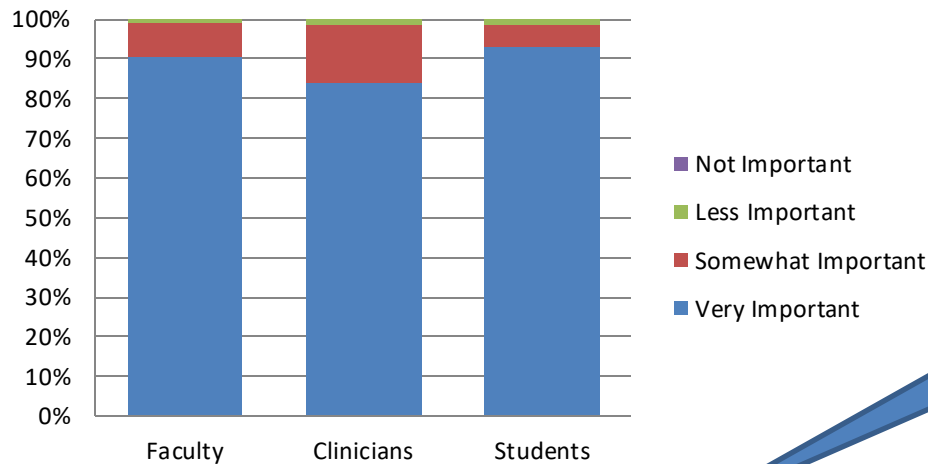
"Clinical efficiency and efficacy; picking the minimal data sets needed to meet the individual patient's needs and to ensure the best outcome."

Achieved?



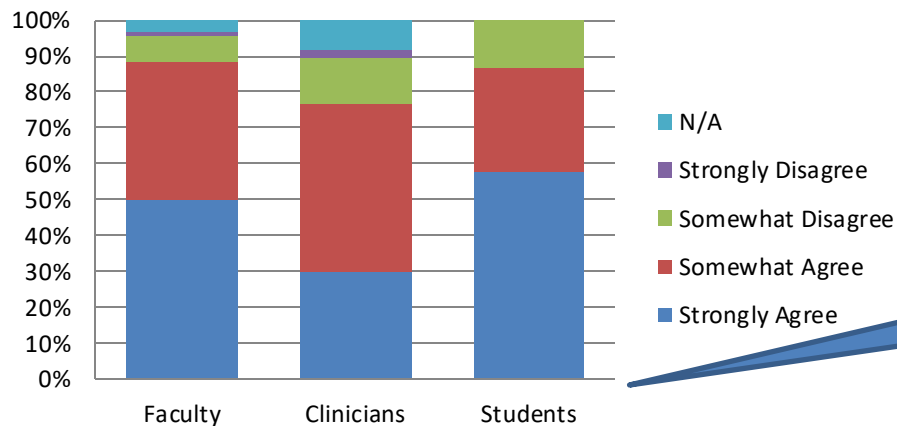
Knowledge regarding the application of audiologic diagnosis, treatment and management principles in diverse settings

Importance



"Differences in all these topics by age, culture, socio-economic status, etc.."

Achieved?



Disparity in ratings of achievement

Communication and Professional Standards

Maureen Valente



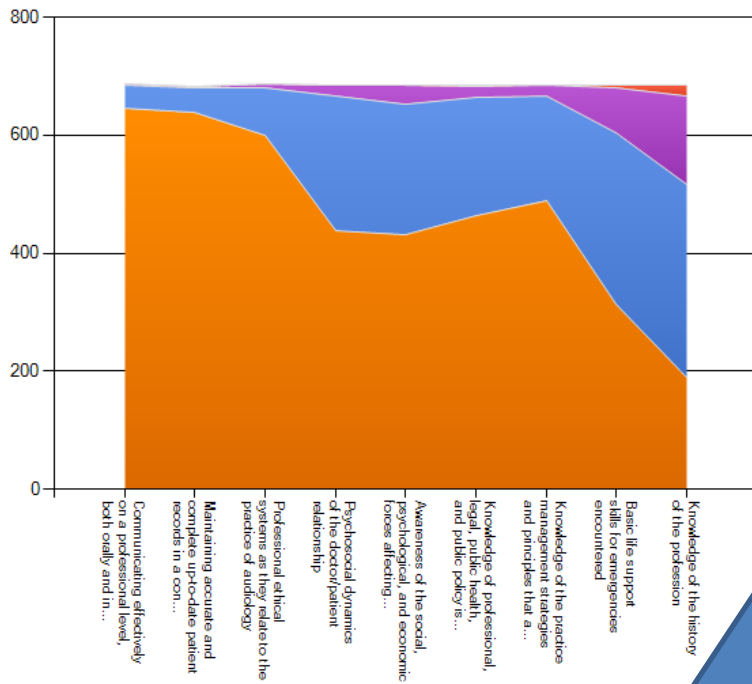
Communication and Professional Standards

Importance

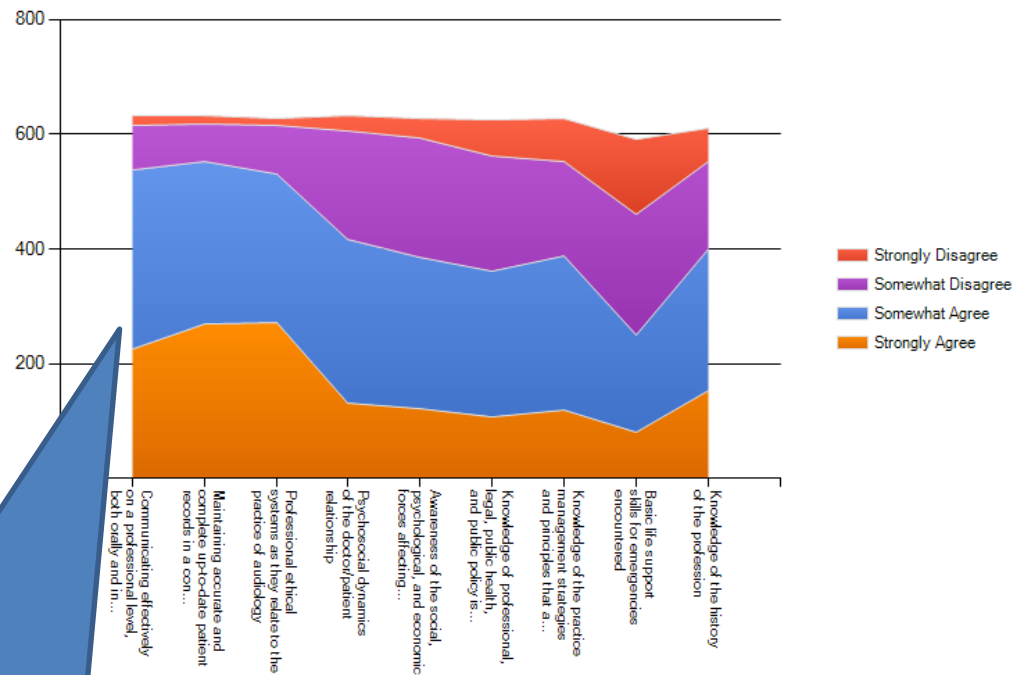
VS.

Achieved

Please rate **IMPORTANCE** of the following **COMMUNICATION AND PROFESSIONAL STANDARDS** for education and training of audiologists



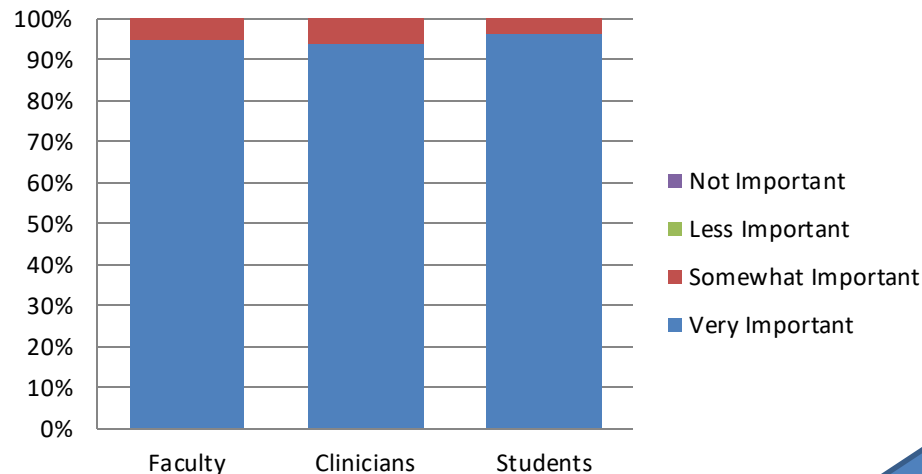
How strongly do you agree that the following **COMMUNICATION AND PROFESSIONAL STANDARDS** are **ACHIEVED** in programs you are familiar with?



Biggest gaps in Effective communication, Documentation, Professional ethics, Practice management.

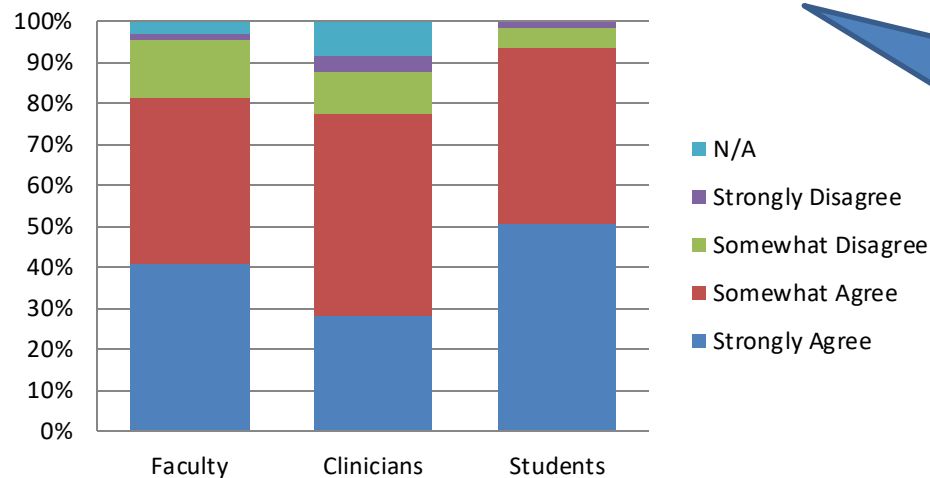
Communicating Effectively on a Professional Level, Both Orally and in Written Form

Importance



Capability to present oneself in a professional manner - clothing, overall appearance (without facial jewelry and body tattoos), addressing different generations' likes and dislikes AS they are diagnosing and managing clients.

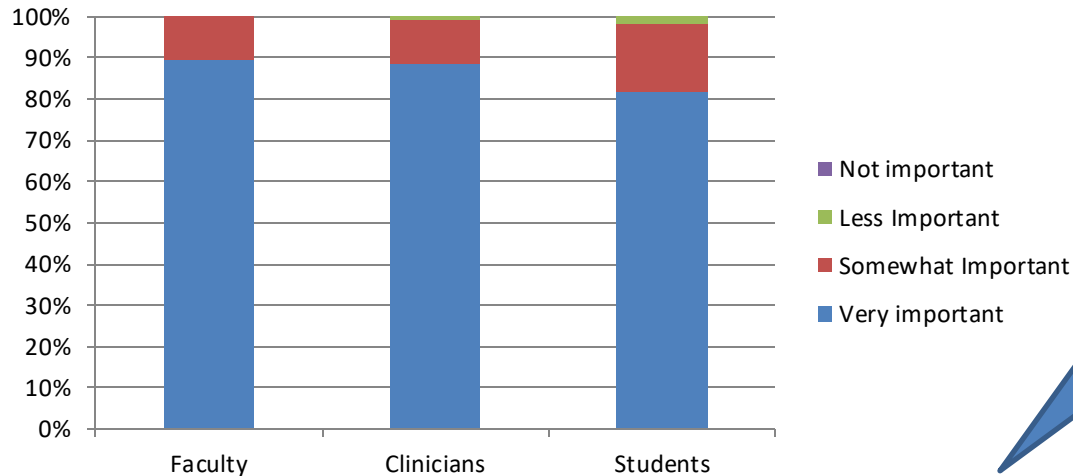
Achieved?



Seeing oneself as the expert. Patients come to an audiologist for his/her expert recommendation. too often professionals leave the decision to the patient due to lack of confidence in making recommendations

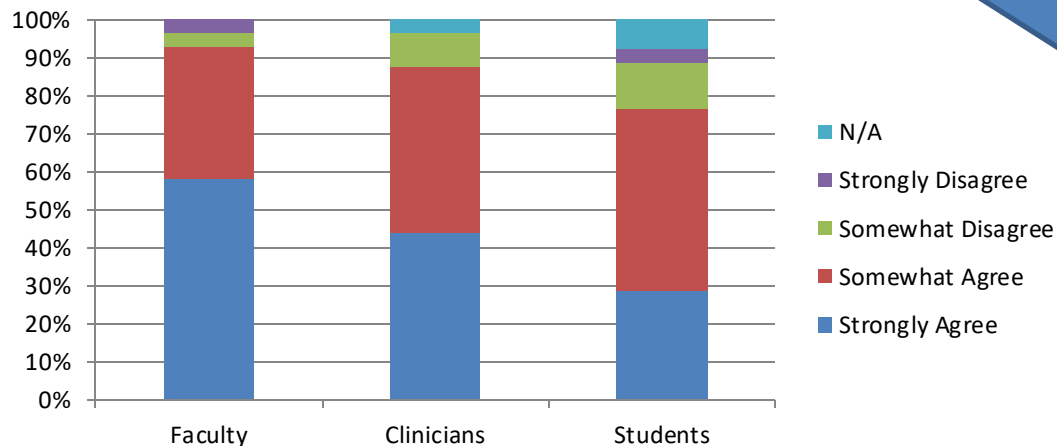
Professional ethical systems as they relate to the practice of audiology

Importance



Business, understanding medicine in America how CPT's, ICD's work and are utilized to effectively get reimbursed for what we do.

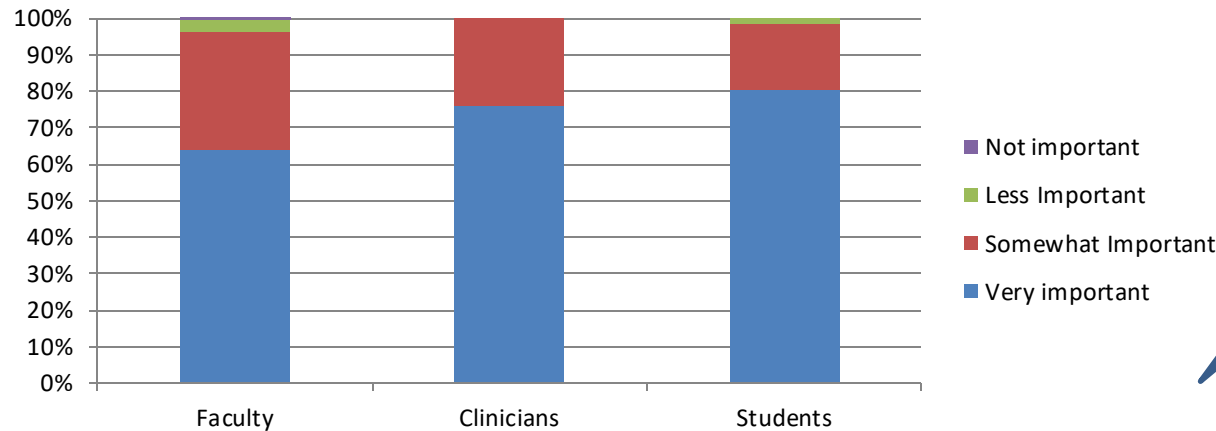
Achieved?



Knowledge of future trends in healthcare; developing professional philosophies and attitudes that ensure the survival of the field of audiology.

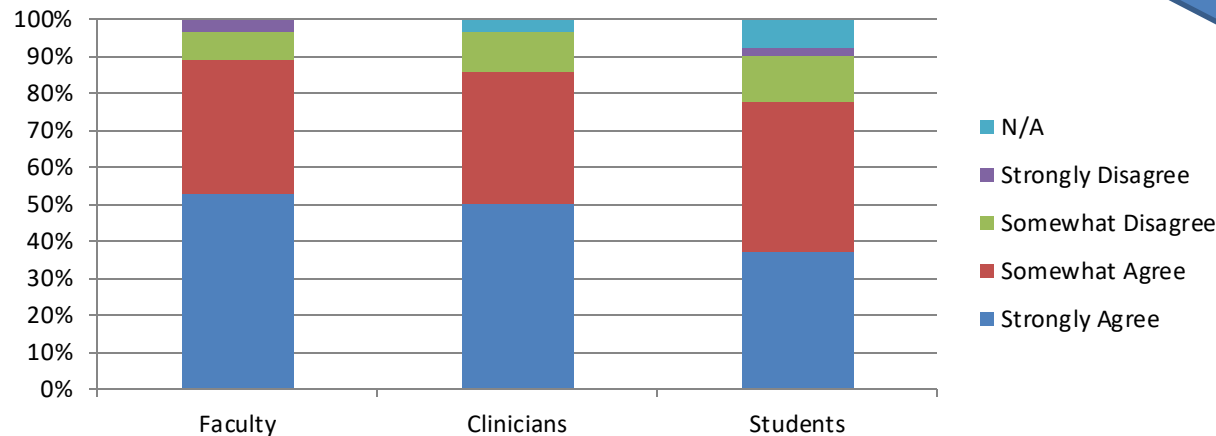
Knowledge of Professional, Legal and Other Policies

Importance



Ethics and professionalism education that includes emphasis on multiculturalism

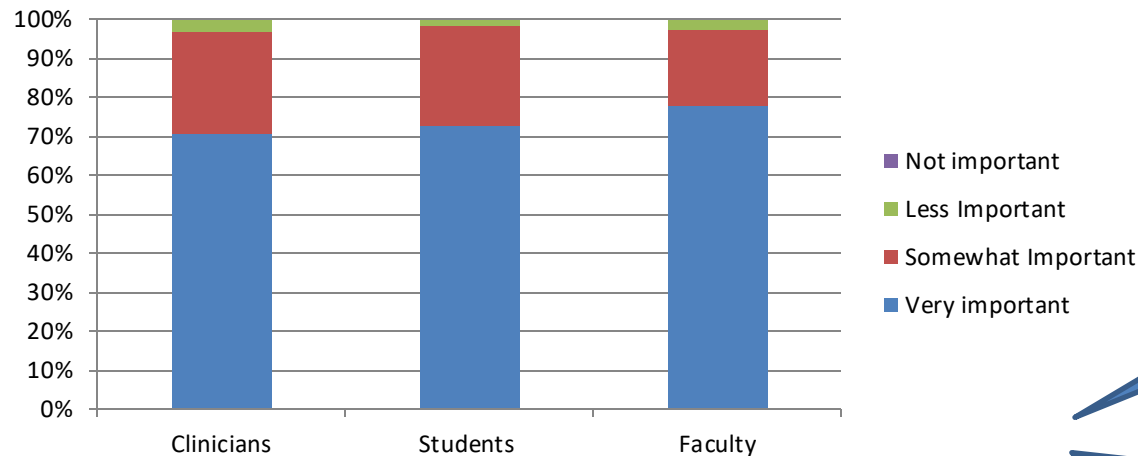
Achieved?



Business and social interactions with people of all ages, religions, races and languages.

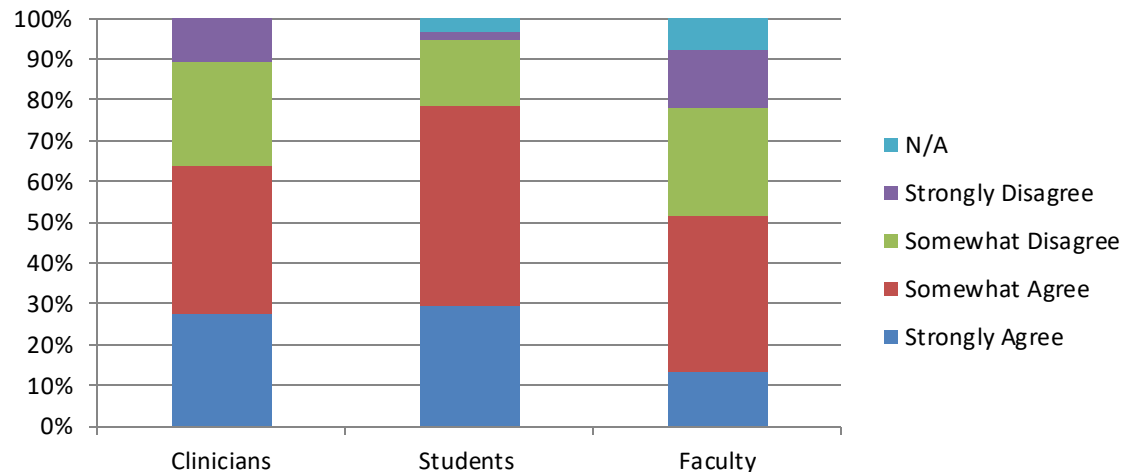
Knowledge of Practice Management

Importance



“Working Knowledge of business fundamentals such as marketing, planning and selling”

Achieved?



“Business basics and accounting...whether you practice privately or for an institution it's important to know where money comes and goes.”

Survey Summary

- First survey of all stakeholders in education
- Very large gaps across standards in perception of importance, versus achievement
- Biggest gaps are in areas most important to clinical outcomes
- Clear need for better linkages between educators and clinicians
- Students are demanding better standards in education for their investments

Next Steps

- Results will be used by the ACAE Standards Update Committee
- Results will be communicated via a wide range of presentations and print media
- Audiology is ripe for a dramatic change in how we educate and train the next generation of audiologists
- The future of our profession depends on us getting this right
- The only way to success is if we join forces – faculty, clinicians, students and academy leaders

Learning is like rowing upstream:
not to advance is to drop back

