



GOLD STANDARDS SUMMIT 2009 AND AUD PROGRAM SURVEY: OUTCOMES

Transforming Clinical Audiology Education



WELCOME

- ① Overview
- ① Survey Results
- ① 4th year Issues and Initiatives
- ① Next Steps/Outcomes
- ① Q&A



PURPOSE OF THE SUMMIT

- ⊙ Bring together key stakeholders to discuss issues relating to the effectiveness, efficiency and consistency of current clinical audiology education
 - ⊙ Plenary Sessions
 - ⊙ Breakout Groups
- ⊙ Evaluate current issues/processes and define alternatives to address weaknesses and build on strengths to transform clinical audiology education



ATTENDANCE AT THE SUMMIT

- ① Each of the current seventy-two Au.D. training programs was invited to send a representative to the Summit
- ① 172 attendees with representation from 65 training programs, externship preceptors, the ABA, the ASHA, the ACAE, the CAPCSD, industry and licensing boards

PRELIMINARY WORK BY THE TASK FORCE

Members:

Kris English
Pat Feeney
Alison Grimes
Mikael Kimelman
Loretta Nunez
Todd Ricketts
Jack Roush
Christie
Yoshinago-Itano
Maureen Valente
Therese Walden
Ian Windmill
Victoria Keetay
Meggan Olek
Lisa Yonkers

- ① Developed a comprehensive read-ahead list
 - ② proceedings from prior conference reports
 - ② articles from audiology and other healthcare professions relative to programmatic training issues
 - ② internet sites for accreditation and certification bodies
- ① TF assembled an online survey for completion by Au.D. training programs
 - ② responses to the survey were received from 65 programs
 - ② information is available on the Academy website



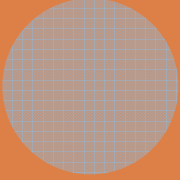
TOPICS PRESENTED

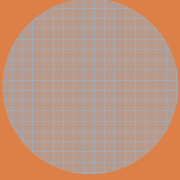
- ⊙ Challenge of Clinical Education
- ⊙ AuD Program Survey Results
- ⊙ Clinical Education in other Health Professions
- ⊙ Contemporary Adult Learning
- ⊙ Assessment in Other Professions and Current Assessment Models in Clinical Audiology



GOALS TO TRANSFORMING CLINICAL AUDIOLOGY EDUCATION

- Mastery of a core set of skills and competencies: what should a graduating professional know to practice effectively?
 - Patient-centered focus
 - Evidence-based practice algorithms
 - Treatment efficacy (and documentation of the same)
 - Need to document the necessity and outcomes of the care provided to regulatory agencies, legislative bodies and, ultimately, the public served

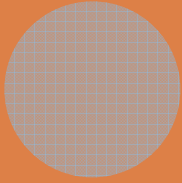
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- Integration of basic science knowledge/facts and real-world clinical application - learning to work within a healthcare delivery team
 - Continue to create and build on our own scientific and technological knowledge base
 - Advance knowledge base collaboratively across varied practice settings (clinic, academia, research) in the field as well as with effective partnerships with other scientists, engineers and industry

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- ⦿ Uniform assessment of student performance
 - understandable outcomes for consumers (patients, employers, lenders, regulators, legislators, etc.)



RECURRING THEMES: (WILL LEAD TO NEXT STEPS)

- ◎ Core competencies and professional standards necessary for an entry-level professional
- ◎ Focus on outcomes for the students (national, uniform assessments)
- ◎ Preceptor training
- ◎ Emphasis on problem-based learning
- ◎ Sharing resources and collaboration across programs
- ◎ Recalibration to a more effective interdisciplinary focus of learning



- ◎ Effective use of available technology and methods for teaching
- ◎ Need for data to define the effectiveness and efficiency of the current training paradigms
- ◎ Data that defines the populations we serve (and their needs)
- ◎ The number of audiologists required to meet those needs and the most effective methods to produce those professionals

AUD PROGRAM SURVEY