Storm Front Approaching: The Consequences of Doing Nothing

The Audiology Perspective

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The Bottleneck of Audiology Clinical Education

- Audiology students have limited opportunity for good clinical training

Institutional Factors

- Institutions & practices may not have all clinical experiences available for all students
- Audiologists do not always have support for clinical education

Numbers of Professionals

- 312 m current U.S. population
  - Audiologists ~ 10,000
  - Optometrists ~ 35,000
  - Dentists ~142,000

The Bottleneck of Audiology Clinical Education

- Audiology students have limited opportunity for good clinical training

- What do we have control over?

The Way We Were

- Brad A. Stach
- B.A. New Mexico State University 1977
- M.A. Vanderbilt University 1979
- Ph.D. Baylor College of Medicine 1986
- Degree was non-descriptive
- Clinical education was incomplete upon graduation
- CFY following graduation
- Obtained CCC-A following CFY to practice (no other credentialing available)
The Times They Are A-Changin’

- MiChelle Carpenter
- B.A. Grand Valley State 2002
- Au.D. Wayne State University 2010
- Externship during university program at Henry Ford Hospital
- Degree designates her as an audiologist
- Obtained licensure following graduation to practice
- Has not obtained certification

Concerns of Clinical Education

- Current models of clinical education depend on:
  - VOLUNTEERS
  - Clinicians who provide clinical education for free
  - Must balance commitment to clinical education with their role in the real-world healthcare arena

Challenges of Clinical Education

1. Requirements for Clinical Educators
2. Reimbursement
3. Qualities of Students
4. Quality of Students

What are the most common requirements for audiology clinical educators?

- Formal training in methods & theory of clinical education?
- Informal review of the literature on clinical education?
- Mentorship by university program faculty or an experienced clinical educator?
- An arbitrary number of clinical experience?

The Mandate for Certification as a Credential for Clinical Education

"Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology."

"The program must ensure that students…qualify for state & national credentials…"

Therefore, the university program is compelled to provide clinical education by those who hold the CCC-A

Requirements for Clinical Educators

- Quality Assurance
- Accessibility
Certification Does Not Promote Quality in Clinical Education

Why the Certification Mandate?

- Lack of evidence base to support certification as a quality assurance measure in clinical education

If I’m a great clinical educator in 2010 & I drop my certification in 2011, am I now a bad clinical educator?

If I’m a lousy clinical educator in 2010 but I obtain my certification in 2011, am I now a great clinical educator?

Certification Mandate Creates a Bottleneck

- Choosing between certification & access to quality clinical education experiences

There are Not Enough Clinicians with Certification

- “More and more audiologists are dropping the CCC, making it harder to get our students enough hours with ASHA certified audiologists.”

Requirements for Clinical Educators

- University programs will run out of clinical educators if they continue to require them to possess entry-level certification

Challenges of Clinical Education

1. Requirements for Clinical Educators
2. Reimbursement
3. Qualities of Students
4. Quality of Students
Reimbursement
• CMS requires line-of-site supervision of students to bill for services
• Clinical supervisors cannot opt out of CMS
• Real-world clinicians must bill for services
• Clinicians who allow students the opportunity for independent practice take on enormous professional risk

University programs will run out of clinical educators if they fail to help facilitate change of CMS regulations for clinical education

Challenges of Clinical Education
1. Requirements for Clinical Educators
2. Reimbursement
3. Qualities of Students
4. Quality of Students

Qualities of Students
• Millennial Generation is perceived as:
  • Entitled
  • Self-absorbed
  • Defensive
  • Abrasive
  • Unfocused
  • Indifferent
  • Unable to communicate

Quality & Qualities of Students
• Whose job is it?
Qualities of Students

- Whose job is it?
  - Does not matter
- Do you want your students to be hired after graduation?
- Do you want clinicians to continue to supervise your students?

Challenges of Clinical Education

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Quality of Students

- Does YOUR program produce good audiologists?
- How do you know?

Lack of Evidence

- Lack of effective outcome measures for audiology education
  - Praxis?
    - Only addresses knowledge base (not clinical skill)
  - KASA?
    - Designed to ensure a minimum level of competency
    - Poor indicators of program effectiveness

Clinical Education Standards

- Quality: Standards
  - Current standards have no evidence base
  - Current standards do not allow sufficient room for innovations in clinical education
    - Observation, non-certified clinical educators, distance clinical education, standardized patients, etc.

Challenges of Clinical Education

- If university programs do not heed the concerns of clinicians, they will run out of clinical educators
  1. Requirements for Clinical Educators
  2. Reimbursement
  3. Qualities of Students
  4. Quality of Students
The Clinical Education Model

Current

Predicted