GOALS, PROGRAMS, PROJECTS OF THE AMERICAN ACADEMY OF AUDIOLOGY FOR INTERNATIONAL AUDIOLOGY EDUCATION

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ACADEMY GLOBAL AND HUMANITARIAN TASK FORCE REPORT (2011):

- 3-part report on:
  - Humanitarian Audiology
  - Clinical and educational needs of culturally and linguistically diverse populations
  - Global audiology
- Focus on the global audiology section, although the section on Humanitarian Audiology and Diverse Populations did address education issues as well.

DIFFERENCES IN AUDIOLOGY EDUCATION IN DEVELOPED AND DEVELOPING COUNTRIES:

- Economic differences to support training programs
- Infrastructure for the training programs
- Support by the country – funding issues, social, governmental recognition of need for such training

SUMMARIZED HOW AUDIOLOGY EDUCATION LOOKS IN DIFFERENT PARTS OF THE WORLD

- Audiology is a specialization following medical training
- Audiology training is specifically focused on hearing loss diagnosis and treatment as opposed to the full scope of practice (as we define it): to include balanced/vestibular assessment, diagnosis and treatment, Auditory processing disorders, electrophysiology specialization, etc. May be related to the cost of training to the full scope of practice or it may be related to the needs of the population who is being served.
- Global educational model a compilation of input from the educators, the practitioners, the researchers and those involved in humanitarian work.
- Understanding a diverse population of those who would be trained as audiologists or audiologist assistants or technicians is no easy task but requires a contemporary, culturally sensitive approach.
- What works here in the U.S. may not work elsewhere.
INTERNATIONAL CONSUMER AND PHILANTHROPIC ORGANIZATIONS

- These groups have a presence in many countries and have a sustainable model in place (of varying degrees) - some that are hearing and balance specific, some that have a healthcare/medical focus.
- Working with and through these organizations strengthens our resources and helps us to learn the specific culture of the country so that we don’t waste time reinventing the wheel.

ACALE TASK FORCE

- Academy convention, AudiologyNOW! In Boston, MA, a task force of the Accreditation Commission on Audiology Education (ACAE) met with attendees from all over the globe (US, India, Africa, South America, China, Europe, Saudi Arabia, Malaysia and Australia) to discuss international standards in Audiology Education.

ISSUES

- Educational delivery models
- Challenges in setting standards
- Methods to validate the training programs to name just a few, etc.
- It was clear that there is great diversity, globally, which can be viewed as a challenge as well as an opportunity.

BASICS

- Need to define what ‘audiology’ means at a basic level for both professional, autonomous practice
- Determine alternative levels of care delivery, such as audiologist assistants and audiology technicians
- Determine the level of education needed for each of these care providers.

THE GOAL

- What are the audiology needs (the hearing and balance care) of the individuals in each country?
- What would the educational model look like to produce providers who can meet these needs?
- Start with an outline of the core skill and knowledge sets needed to engage in audiology education is critical
- There are documents/resources already available in many countries that can be used as a starting point.

THE NEED FOR ACCESSIBLE HEARING AND BALANCE CARE IS REAL

- The need for a supply of appropriately educated audiologists, assistants and technicians to deliver this care is being defined.
- The Academy has set up an International Audiology Education listserve that will help to facilitate these discussions
- We look forward to working with the ACAE and others who will develop a coalition focused on global audiology education.