Issues Surrounding the Challenging Student

Gerald A. Maguire, MD, DFAPA
University of California, Irvine School of Medicine
Colleen M. O’Rourke, Ph.D.
Georgia State University, Atlanta, GA
C. Frederick Britton, Ph.D.
Fort Hays State University, Hays, KS

5/24/12

Issues Surrounding the Challenging Student: Disclosure Statement

☐ As presenters of this session, we have no relevant financial or nonfinancial relationships in the products or services described, reviewed, evaluated or compared in this presentation.

5/24/12

Not a New Issue for Us

☐ Crisis Management – Student Tragedies (2010)
☐ Multilingual/Multicultural Student Success (2010)
☐ Developing Professionalism in our Student Clinicians (2009)
☐ Culturally and Linguistically Diverse Students and English Language Learners in Higher Education (2008)
☐ Understanding & Accommodating Students with Mental Illness (2008)
☐ Essential Functions of Speech-Language Pathologists and Audiologists (2007)

And more …

☐ Issues in the Admission and Retention of Students with Accents and Nonstandard Dialects (2007)
☐ The Non-Clinical Master’s Track: Purposes and Advantages (2007)
☐ Remediation Strategies for Clinical Skills Remediation (2006)

And still more …

☐ Remediating Poorly Performing Students in Our Clinical Programs (2005)

The Challenging Student

Students admitted to our CSD programs that we discover have special needs and circumstances at some point in their academic program.

- Physical or sensory issues
- Mental health issues
- Interpersonal issues
- Academic issues

These challenges can impact academic and/or clinical performance.
Today
- The ethical and legal responsibilities.
- Identifying and addressing mental health, pragmatic issues, and physical, mental, sensory challenges.
- Developing plans and assisting students.

Ethical and Legal Responsibilities
- What do the CAA standards say are our responsibilities to students?
- What does the ASHA Code of Ethics say about our responsibilities to the students?
- What does the ASHA Code of Ethics say about our responsibilities to the clients they are serving or will serve?
- What does the ADA say about our responsibility to students?

What do the CAA standards say are our responsibilities to students?

- Standard 1.0: Administrative Structure
  - Std. 1.6: Non-discrimination

- Standard 3.0: Curriculum
  - Std. 3.1: Curriculum
  - Std. 3.5: Clinical Supervision
  - Std. 3.6: External Placement of Students

- Standard 4.0: Students
  - Std. 4.1: Admission Criteria of Program
  - Std. 6.2: Accessible Facilities

Standard 1.6
3. Students, faculty, staff, and persons served in the program’s clinic are treated in a nondiscriminatory manner that is, without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.


What do the CAA standards say are our responsibilities to students?

- Standard 3.1: Covers full breadth and depth of the scope of practice.
- Responsibility of program to plan an academic and clinical education program for EACH student.

Standard 3.1
- Std. 3.1: Covers full breadth and depth of the scope of practice.
- Responsibility of program to plan an academic and clinical education program for EACH student.
Standard 3.5
- Std. 3.5: Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations.

Standard 4.1: Admission
- The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.

Standard 4.2
- The program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students.

Standard 4.3
- Students are informed about the program’s policies and procedures, degree requirements, requirements for professional credentialing, and ethical practices. Students are informed about documented complaint processes.

Standard 4.4
- Students receive advising on a regular basis that pertains to both academic and clinical performance and progress. Students also are provided information about student support services.

Standard 5.1
- The program conducts ongoing and systematic formative and summative assessments of the performance of its current students.
  - Remediation Guidelines
  - Improvement Plans
Standard 6.2

- The program has adequate physical facilities (classrooms, offices, clinical space, research laboratories) that are accessible, safe, and sufficient to achieve the program’s mission and goals.

ASHA Code of Ethics

- Preamble states that the Code includes members, nonmembers holding the CCC, applicants for membership, and Clinical Fellows.
- Principles of Ethics form the underlying moral basis for the Code of Ethics.
- Rules of Ethics are specific statements of minimally acceptable professional conduct or prohibitions and are applicable to all individuals.

Case Adjudications

- Final dispositions are printed in the ASHA Leader.
- Frequently cited:
  - Fraud: Charging for services not rendered
  - Fraud: Forging documents
  - Impaired Practitioner
- Each case is adjudicated on the information available to the Board of Ethics.

Common Themes of Inquiries

- Employer demands
- Use and supervision of support personnel
- Impaired practitioner/professional
- Reimbursement for services
- Professional [vs] business ethics
- Clinical fellowship supervision

Adjudication Workload: 2008-2010

- Principle of Ethics I
  - Individuals shall hold paramount the welfare of the persons they serve professionally or who are participants in research and scholarly activities and shall treat animals involved in research in a humane manner.
  - Eight Rules could be involved:
    - Rule B; Rule C; Rule E;
    - Rule F; Rule G; Rule M;
    - Rule O; Rule Q.
Principle of Ethics II

- Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.
  - Rule D
  - Supervisor-Student-Staff

Principle of Ethics III

- Individuals shall honor their responsibility to the public by promoting public understanding of the professions.
- Three Rules could be affected:
  - Rule A;
  - Rule D;
  - Rule E;

Principle of Ethics IV

- Individuals shall honor their responsibility to the professions and their relationships with colleagues, students, and members of other professions.
- Seven Rules could be affected:
  - Rule B; Rule D; Rule E;
  - Rule G; Rule H; Rule K;
  - Rule M.

Initial Determination

- The Board of Ethics reviews each case, considering only the information presented in the complaint and the response.
- Based on the information provided, the Board renders an “Initial Determination”:
  - May find that there is insufficient evidence to support a violation
  - May find that there is a violation of the Code of Ethics (the board will indicate the portions of the Code that have been violated)
  - May spend several hours adjudicating a case.
- The Board does not have investigative powers!!!
Evaluating Students with Mental Health Issues

Proper Monitoring and Treatment

Gerald A. Maguire, M.D.
Associate Professor
Department of Psychiatry
Sr. Associate Dean, Medical Education

Students and Mental Health

- Why Students are at risk?
  - Recent Move
  - Increase in Responsibility
  - Change of Social Support
  - Sleep Deprivation
  - Average Age consistent with onset of mood disorders
- Types of Mood Disorders: Depressive and Bipolar
  - Involve alterations in sleep, appetite, energy, concentration, mood

Mental Health Issues in Students

- Warning Signs
  - Change in Sleep Pattern (beyond that of academic duties)
  - Not performing up to expectations academically
  - Change in Appetite
  - Weight Gain/loss
  - Anhedonia
  - Disrupted concentration
  - Guilt
  - Changes in Energy level—Fatigue or Anxiety
  - Can become severe—suicidal thoughts or behaviors
  - Isolation
  - Paranoia
  - Responding to Voices

Mental Health Issues

- Schizophrenia and other psychotic disorders
  - Characterized by Delusions/Hallucinations
  - Average Age of onset late teens to early 20's
  - Negative Symptoms and Cognitive Symptoms also prevalent
  - Substance Abuse can worsen/exacerbate symptoms and onset

Substance Abuse

- Alcohol—withdrawal, dependence
- Marijuana—apathy, depression
- Amphetamines/Cocaine—psychosis, mania, depression
- Opiates—depression, anxiety
- Hallucinogens—psychosis
- Sedatives—depression, anxiety, impaired cognition

Treatment of Psychiatric Disorders

- Early recognition key. Referral to Psychology and Psychiatry
- Psychotherapy
- Pharmacotherapy
- Avoidance of illicit substances
- Students respond best in supportive environment
- Medical Examination to rule out hormonal causes
Developing Plans & Assisting Students

- Determine expectations
- Establish policies and procedures
- Identify challenging students early
- Develop a plan that addresses the individual difference among students

Determine Academic & Clinical Expectations (Inform All Students)

- Determine
- Inform

- Faculty Discussions
- Essential Functions
- Input from Employers
- CFCC Standards
- Code of Ethics
- CAA Standards

Establish Written Policies & Procedures

- What will be done if expectations are not met?
- Follow the same policies and procedures with all students to ensure consistency and fairness.

Identify Challenging Students Early

- Implement a system for continuous evaluation of student performance.
- Don’t assume a problem is “transient” (may become chronic).
- Get input from all faculty and supervisors.
- Document the behaviors.
  - dated notes, samples of tests, written work, rating scales, records of interactions.

Meeting with the Student

- Who?
- When?
- What?

Developing a Plan

- Involve the student to develop a plan unique to that student that specifies:
  - Unmet expectations
  - Measurable goals
  - Strategies
  - Time lines
  - Consequences
  - Signatures
**Sources of Support**

- Office of Disability Services
- Writing Lab
- Study Skills Center
- Counseling Center

**QUESTIONS??**

We have no answers!