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Implementing SimuCase in Your Classroom and Clinic

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Disclosure Statement

Relevant Financial Relationships:

Clint Johnson is employed by Allied Health Media, the parent company of SpeechPathology.com and SimuCase.

Relevant Nonfinancial Relationships:

The speaker has no relevant nonfinancial relationships.

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Learning Objectives

Participants will be able to:

- Explain the six benefits of computer-based simulations.
- Describe how to analyze and interpret students scores and final reports.
- List six strategies for implementing SimuCase successfully in the classroom.
- Describe the guidelines for alternative clinical education and how to count computer-based simulations for clinical contact hours.

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Research on Use of Simulations

- National Council State Boards of Nursing completed randomized, controlled, longitudinal study of 650+ nursing students across 10 programs
- **No significant difference** in clinical competency comparing traditional clinical education to 25% and 50% clinical simulation hours
 - Across two time periods (2 years of education and employment 6 months post)
 - Two types of evaluators (educators and managers)

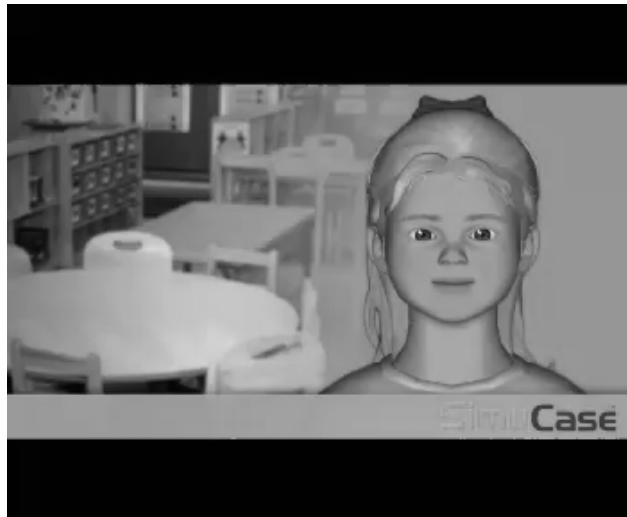
(Hayden, Smiley, Alexander, Kardong-Edgren, & Jeffries, 2014)

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Components of Effective Computer-Based Simulations

- Make reflective decisions
- Include multiple solutions
- Provide feedback
- Train specific skills
- Encourage collaboration
- Apply knowledge
- Promote discovery learning
- Improve critical thinking
- Encourage discussion
- Develop empathy
- Include ethical considerations
- Patient-centered

SimuCase Demonstration



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Implementing SimuCase with Success in the Classroom

- Define goals/objectives for a course and choose cases that would be a good fit
- Review the faculty guide for your case(s) and play a perfect case
- Review goals/objectives with students and provide an overview of the technology (Prebrief). Explain scoring, establish competency level

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Scaffolded Approach

- Classroom activity - complete pieces of a case in class
- Group activity/cooperative learning
- Individual Activities
- Each activity should be followed by a Debrief

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Debriefing

- Start with the clinical debrief. Address clinical mistakes or other clinical issues the team brings up. Spend <5 minutes.
- Provide formal thought time for students to recollect, reflect and report
 - How did it go?
 - What did you do well?
 - What could you do better?
 - What will you do differently next time?
 - How would you summarize your experience?
 - What did you learn from your experience?
 - How does this apply to what you have already experienced or will experience?

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Activities for Each Area

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Case History and Collaborators

- Review reflective, acceptable, and rejected questions
- Have students take their final reports and highlight their reflective questions
- Discuss why certain questions are reflective and others are acceptable or rejected.
- Have students write three reflective questions and share with the group.

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Clipboard Contents

Case History

Reflective (+): 22
Acceptable (0): 24
Rejected (-): 13

Identifying / Family Information

7 seconds
How old is Kara Lynn?
Kara Lynn is three and a half years old.

SpeechPathology.com

Clint Johnson
clint@simucase.com

SimuCase™

9 seconds
What language do you speak at home?
English. We don't speak any other languages.

10 seconds
Do you or anyone else in your family have speech and language difficulties? If yes, please describe.
Yes, her father had difficulty saying the r sound but I don't think he ever went to speech therapy.

Areas of Concern

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Collaborators

- Interprofessional education
- Assign each student in a group a correct collaborator and have them write a summary stating why this person would be helpful to have on the team
- Have other professionals share what they do

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Hypothesis



- Have students complete the Case History and Collaborator sections, and the Hypothesis section.
- Discuss scope of practice as it relates to a particular case or case(s)

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Assessment Instruments Project



- Each assessment case has a PDF listing all of the instruments – formal and informal.

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Assessments Project

- Give groups of students a different assessment to administer.
- For example, for Kara Lynn's articulation assessment, you may administer the CAAP-2, GFTA-3/KLPA-3, or the HAPP-3
- Have students research the psychometric properties of the assessments using McCauley and Swishers 10 Criteria (1984) and the Comprehensive Assessment Reference for Speech-Language Pathology from the Virginia Department of Education:
http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/slp-comprehensive-assessment-card.pdf, (retrieved, July, 2016)

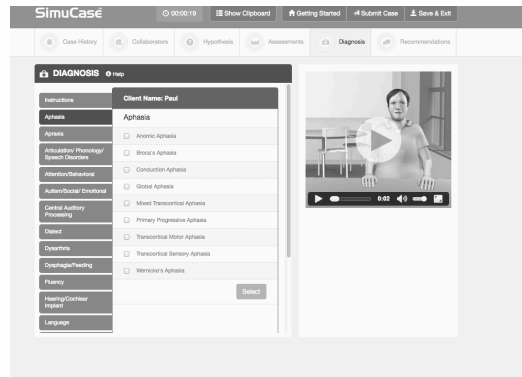
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Assessments Project

- Give the test to each other
- Write a review of the test
- Interpret Kara Lynn's results
- Students present their assessment in class and discuss pros and cons

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Differential Diagnosis



- Discuss the reasons supporting your diagnosis and the ruling out of the other diagnoses

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Treatment Recommendations

- Kara Lynn is recommended the cycles approach
- There are other approaches to treating phonological processes – Multiple oppositions, Maximal Oppositions, Treatment of the Empty Set
- Have students read the literature on other evidence-based approaches and list pros and cons for working with a specific client

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Recommendations

- Goal writing – long term and short term goals



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Use SimuCase as a Part-Task Trainer

- Oral peripheral examinations (Kara Lynn, Doug)
- Interpreting modified barium swallow studies (Audrey, Oliver)
- Analyzing narratives (Doug, Latreece, Paul, Karen)
- Watching interviews with fluency clients (Jack, Molly)
- Symbolic play observations (Kara Lynn)
- Phonetic Transcription (Kara Lynn, Carley, Alex, Anna)

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Alternative Clinical Education



Revision 2: Implementation Language to Standard V-C (additions to paragraph 2) – **Acceptance of Alternative Clinical Education for up to 20% (75 hours) of direct client hours:**

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and **simulation technologies** (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, **computer-based interactive**). Debriefing activities may not be included.

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Implementing SimuCase for Clinical Contact Hours

SimuCase

Assessment Form

CLIENT NAME
Kara Lynn Chaney

REFERRED BY
Emily Jenkins, Teacher

REASONS FOR REFERRAL
Kara Lynn, a three-year-six-month old, was referred for assessment by her preschool teacher because of her unintelligible speech. You are the school based speech-language pathologist responsible for completing her evaluation.

COMMENTS
Kara Lynn's teacher is having difficulty understanding her in class.

CLIENT DOB/AGE
3 years, 6 mos.

Evaluation Planning Sheet		
Key Case History Questions to Ask		
Collaborators to Consult With		
Assessment Plan (Circle All That Apply)		
Adherence	Classroom Performance	Cognition
Dysphagia	Expressive Language	Fluency
Hearing	Motor Speech/Intelligibility	Narrative
Oral Peripheral	Phonological Awareness/Reading	Psychosocial
Reading	Receptive Language	Verbal Expression
Voice and Resonance	Writing	
Use Any Formal and Informal Measures That You Might Use to Assess These Areas		

- Create an immersive environment
- Provide students with the referral form for the case and Prebrief

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- Supervisory component - supervisors should be available to answer students' questions. Feedback that SimuCase provides during a case provides supervision.
- Students must receive a competency score of 90% or greater
- Debrief (may not be included in hours)
- Have student write a diagnostic report/SOAP note

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SimuCase Clinical Clock Hour Guidelines

	Disorder Areas	Related Issues	Classification	Average Completion Time (minutes)	Clinical Clock Hour Range (minutes)	
COMPREHENSIVE ASSESSMENT						
	Oliver: Assessment	Language, Swallowing, AAC	Counseling	Child	90	75 120
	Paul: Assessment	Language, Motor Speech	Counseling	Adult	90	75 120
	Latreece: Assessment	Language, Hearing	Multicultural, Learning Disability	Child	90	75 120
	Karen: Assessment	Language, Motor Speech, Cognition	Counseling	Adult	90	75 120
	Doug: Assessment	Language, Cognition	Counseling	Child	90	75 120
	Deon: Assessment	Social Aspects of Communication, Language	Multicultural	Child	90	75 120
	Amy: Assessment	Voice	Counseling	Adult	90	75 120
ASSESSMENT						
	Audrey: Assessment	Swallowing, Language	Counseling	Adult	60	45 75
	Carley: Assessment	Language, Fluency, Speech Sound Disorder		Child	60	45 75
	Colt: Assessment	Voice		Child	60	45 75
	Dora: Assessment	Language, Speech Sound Disorder, Fluency	Multicultural	Child	60	45 75

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Using SimuCase as a Remediation Tool

- Identify student needs and choose specific cases that would be beneficial
- Establish a baseline score using SimuCase in assessment mode
- Provide the same structured clinical experience (Prebrief, feedback, debrief)
- Student should receive a competency score of 90% or above

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Case Development

- We are currently hiring contract case developers
- Seeking the following cases: Aural Rehabilitation, Cochlear Implant, Hearing Impaired, Motor Speech, TBI
- Contact Katie Ondo (katie@simucase.com)

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Questions ???

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