Improving Clinical Training for Audiologists and Speech-Language Pathologists

INTRODUCTION

Academic programs in audiology and speech-language pathology provide education and training to students preparing for challenging and ever-expanding professions. Finding innovative ways to ensure appropriate training is a constant struggle. In addition, students report high levels of stress as they navigate school demands. This journal self-study explores how programs are using simulation, peer-assisted learning, and mindfulness practice to address these concerns. While focused on academic training, these articles will also benefit clinical supervisors as well as practicing clinicians looking to find new training methods for themselves and colleagues.

LEARNING OUTCOMES
You will be able to:
- discuss the benefits and challenges of using simulation for clinical training
- describe peer-assisted learning and how it fosters learning in both the teacher and student
- explain how mindfulness practice benefits student clinicians
- discuss three mindfulness practices that can be incorporated into clinical training

CONTENTS

Assessing the Believability of Standardized Patients Trained to Portray Communication Disorders, by Carolyn Baylor, Michael I. Burns, Jennie Struijk, Lindsay Herron, Helen Mach, and Kathryn Yorkston, published in American Journal of Speech-Language Pathology.................................CE-1

Teaching Transnasal Endoscopy to Graduate Students Without a Hospital or Simulation Laboratory: Pool Noodles and Cadavers, by Shari Salzhauer Berkowitz, published in American Journal of Speech-Language Pathology..........................CE-16

Interprofessional Peer-Assisted Learning as a Model of Instruction in Doctor of Audiology Programs, by Yula C. Serpanos, Deborah Senzer, and Daryl M. Gordon, published in American Journal of Audiology.................................CE-23


Effectiveness of a Method for Teaching Self-Compassion to Communication Sciences and Disorders Graduate Students, by Ann R. Beck and Heidi Verticchio, published in American Journal of Speech-Language Pathology.................................CE-47

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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

**Start date:** November 19, 2018  
**End date:** November 19, 2021

To earn continuing education credit, you must complete the test with a passing score on or before **November 19, 2021**.

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