

Dual Impressions: Faculty and Student Perspectives in Global Audiology Training and Education

CHERYL DECONDE JOHNSON, ED.D. & GIRI SUNDAR, PH.D.

SALUS UNIVERSITY AUD BRIDGE PROGRAM

Dual Impressions

Students

- Global representation
- Diverse cultures
- Work environments/
settings
- Varying resources
- Practice standards

Faculty

- Various work settings
- Various experiences
- Limited cultural
diversity
- Specialists

Survey Goals: Habilitation Coursework

Identify	Identify faculty teaching practices that have been influenced by instruction with a diverse group of students in the International AuD Bridge program.
Identify	Identify challenges that students experience when implementing learned practices in their local communities.
Identify	Identify key practices that students have identified as most meaningful to their local practice as a result of the International AuD Bridge program.

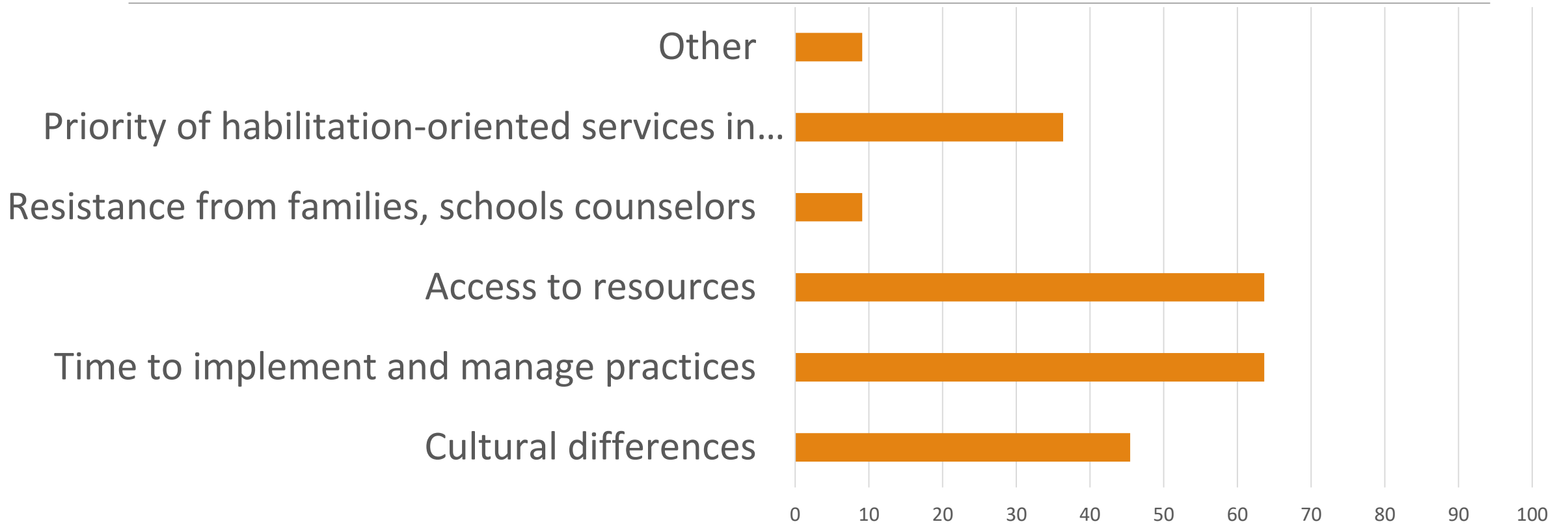


Students

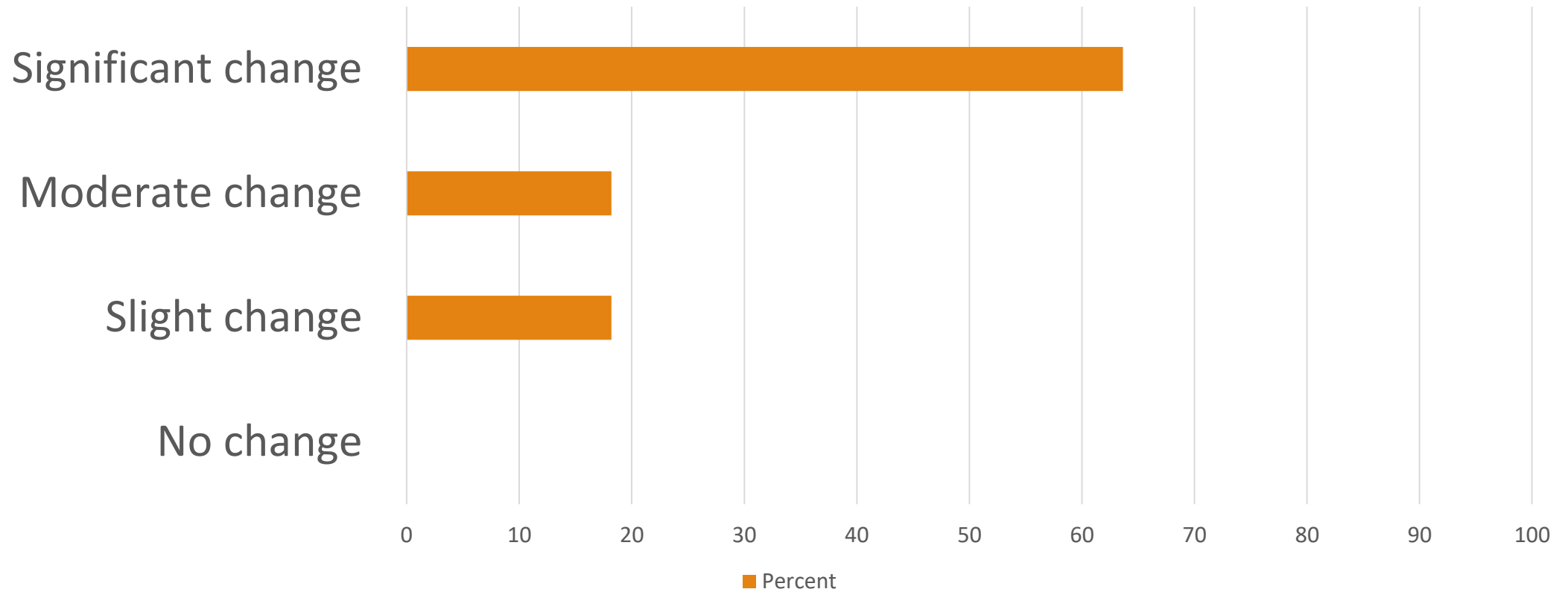
What specific strategies for habilitation, counseling and supports for deaf and hard of hearing students have you learned that have been most effective for you in your local practice?

- Knowing referral pathway as well as classroom modification suggestions
- Early detection and intervention are critical steps toward proactive management of these students; parents should take an active role in the intervention process and they often develop programs for the whole family in order to help the child realize the maximum benefit possible
- Listening strategies, importance of using aids always to get the brain acquainted to using the sound from the aids, ear/listening training
- Patients still benefit from support groups outside the family/significant others
- Knowing when communication breakdown has occurred and teaching the patient how to prevent it
- Creating a plan for classroom accommodations; the in-depth discussion and hands-on activities with school audiology helped transform my mindset in handling school requests for FM and not shy away from exploring different technologies available to the child
- Informational counseling

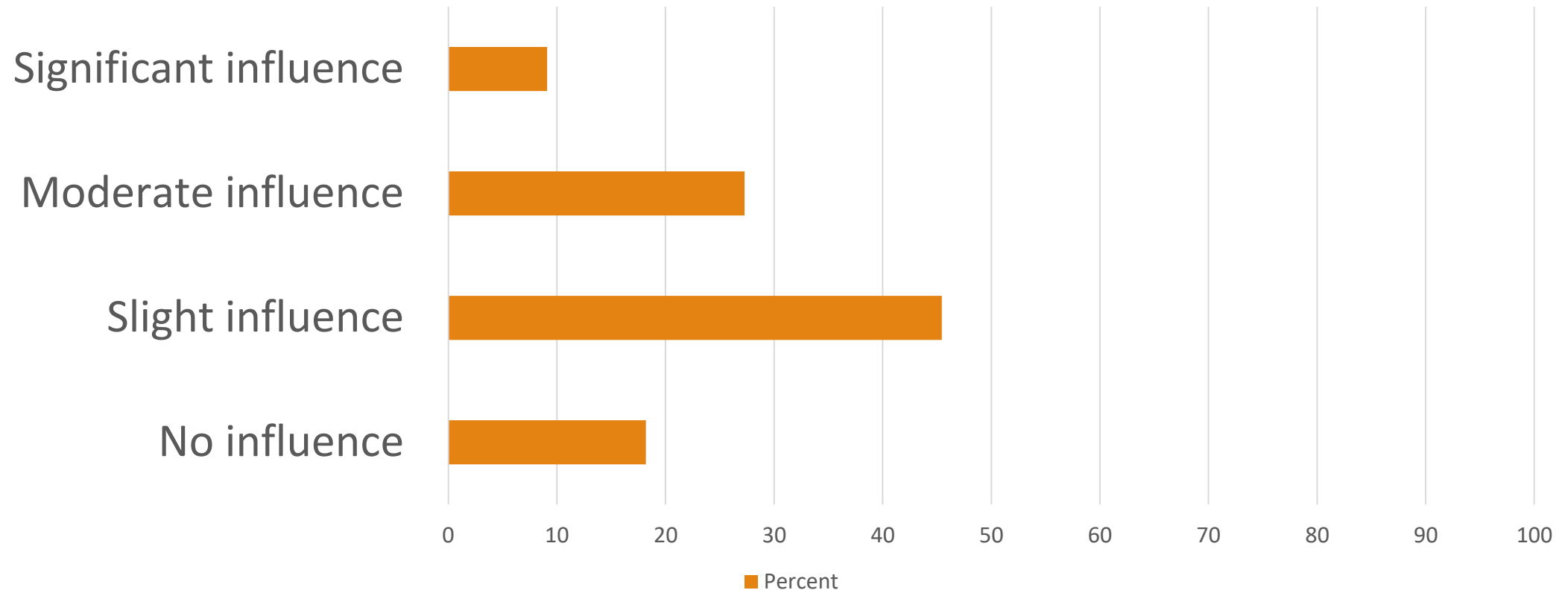
What are the biggest challenges implementing habilitation and counseling services and educational supports for deaf and hard of hearing students?



Have your goals at the start of your AuD Bridge program changed as a result of your coursework in these areas?



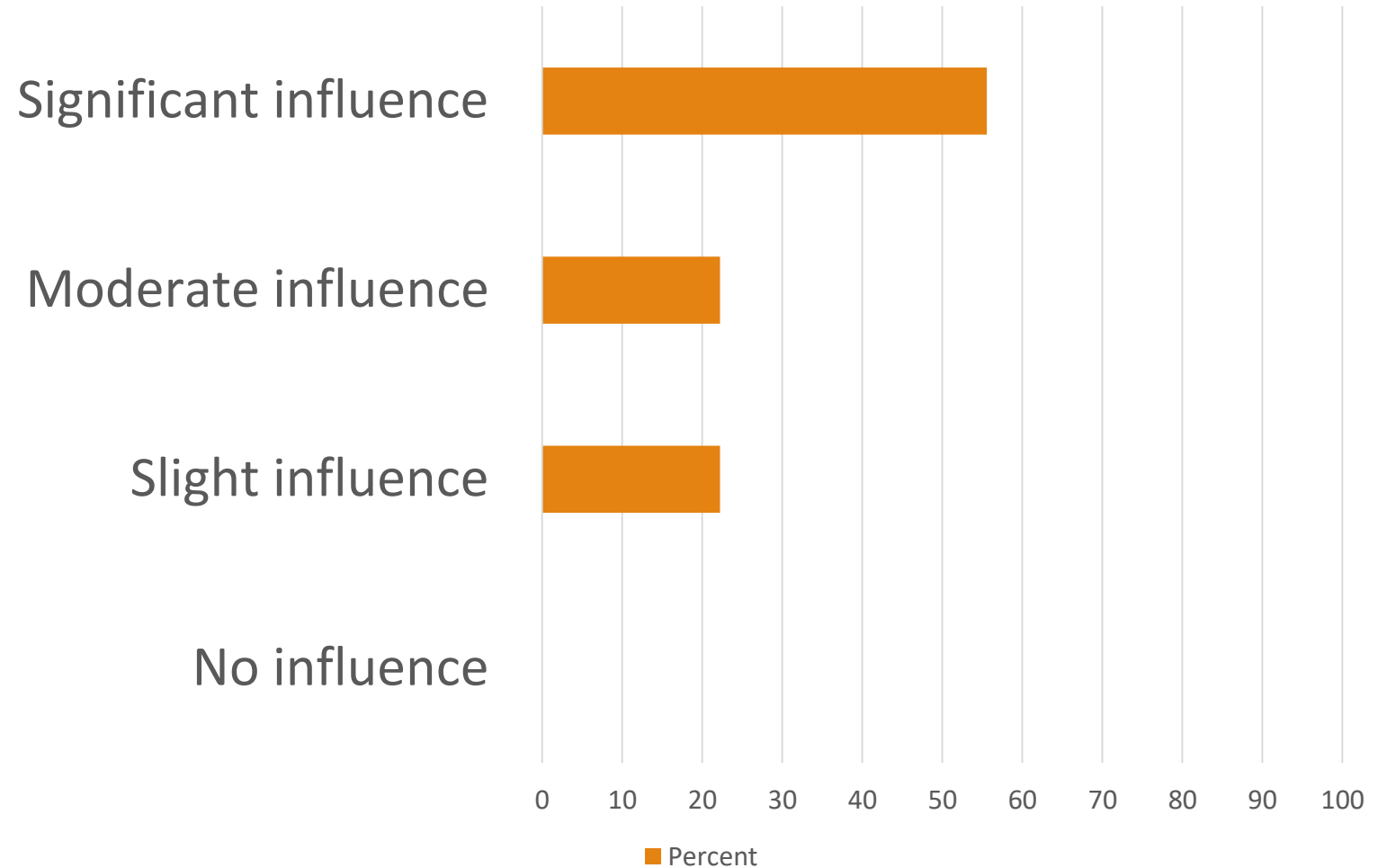
To what degree do you feel you have influenced the faculty's cultural perspectives?



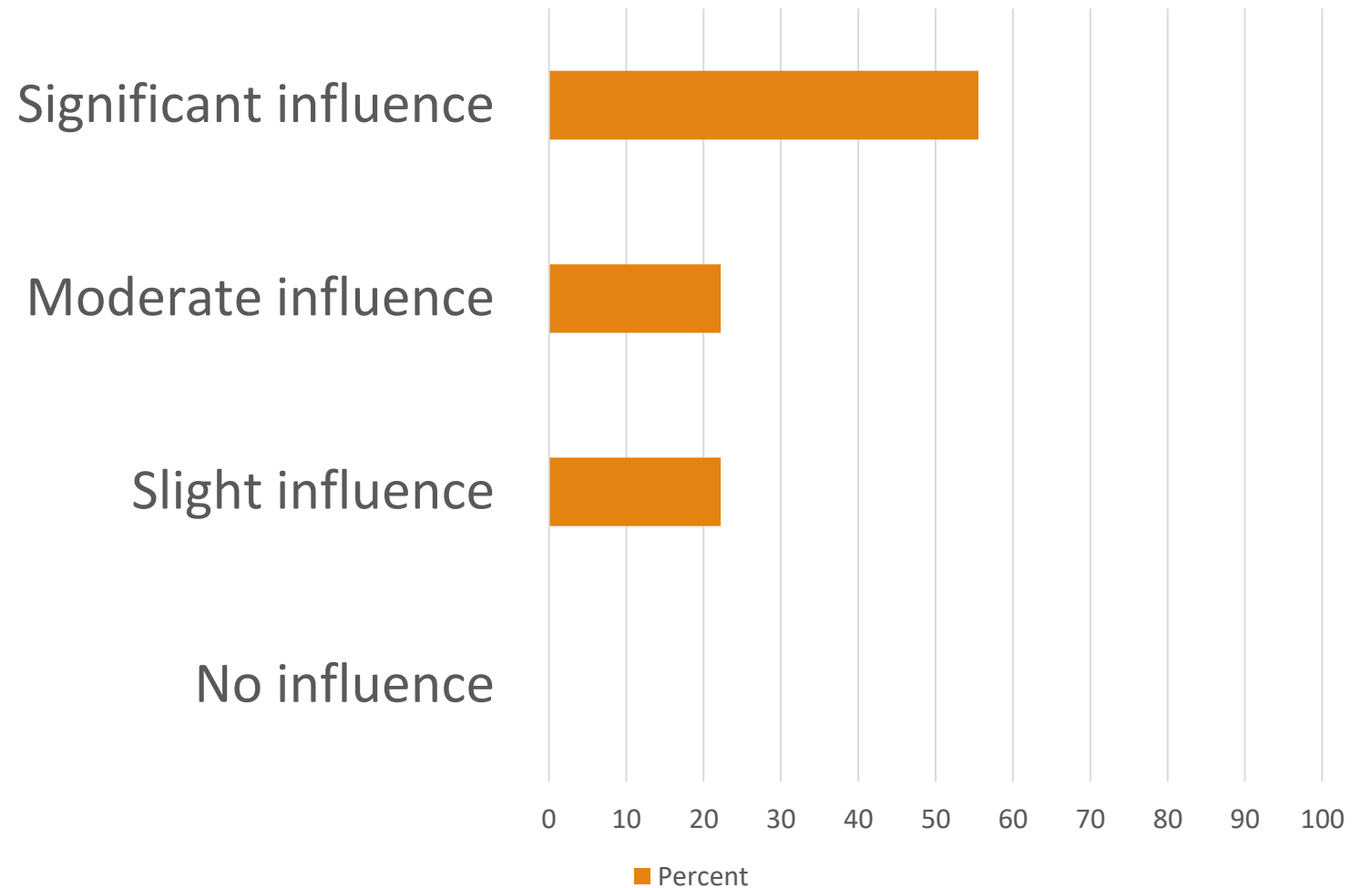
Faculty

DO WE HAVE A PHOTO OF OUR BRIDGE FACULTY

To what degree have the students impacted your world view and the influence of local cultures on audiology practices?



To what degree have the students impacted your instructional practices?



Describe
teaching
practices that
have been
MOST
influenced by
teaching in this
program

- Teaching at a level to match the student
- Taking into account that often English is not the student's first language
 - Try to be mindful of the language, avoiding jargon and colloquialisms as much as possible
- Recording an entire set of lectures has benefits
- More focus on threaded discussions
- Intense face-to-face hands-on teaching sessions
- Adapting to students with varying backgrounds in audiology
- Encouraging group discussions and personal experiences through online platforms
- Modification of lectures to include diagrams and written words for each slide
- Use of workshop style of teaching for class assignments and interaction between the professor and students
- Flexibility within assignments so that students can adapt to their context

Reflection and Discussion
