

American Board of Audiology

The Ideal Preceptor: CH-AP™ **The First Standards-Driven Certificate** **Training Program** **for Audiology Preceptors**

Phoenix 
CONVENTION April 13-16, 2016
EXHIBIT HALL April 13-15, 2016

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Phoenix AZ

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What is the ABA?

**The American Board of Audiology® (ABA)
creates, administers, and promotes
rigorous credentialing programs
that elevate professional practice
and advance patient care.**



Who Holds ABA Credentials?

**ABA credentials are earned by
leading audiologists,
respected by other healthcare providers,
and trusted by patients.**

American Board of Audiology
aba@audiology.org
www.boardofaudiology.org

Voluntary Credentials

All ABA credentials are voluntary.

An audiologist does not need to be a member of any particular professional membership organization to obtain, or be eligible for, a credential.

ABA Independence

The ABA Board has complete autonomy, authority and control over all essential certification decisions in establishing and maintaining its credentialing and certification functions.

This autonomy is enforced and maintained through a strict firewall between partner organizations.



What Certificates Does ABA Offer?

**Based on feedback from the audiology profession,
in 2014 the ABA Board
determined that targeted assessment-based
certificate training delivered best in class
education to active-learning audiologists interested in
bridging gaps in their clinical education.**

The first Certificate developed by ABA is CH-AP™.

Certification vs. Certificate

Certification

- requires recertification
- Coursework not integral to program
- Ongoing requirements, such as CEUs

Certificate

- has “date of validity”; certificates expire
- requires coursework
- intended learning outcomes

Assessment-Based Training

ABA Training Needs Survey 2012

- More than 800 audiologists from across the nation participated in an ABA training needs survey
- **Survey findings ranked the development of a preceptor training as one of the top priorities for professional development**

Demand for Trained & Qualified Preceptors

- Based on 2012 survey results, the ABA Board approved the development of an Assessment-Based Certificate Training Program for Audiology Preceptors

Analyzed Training Needs

ABA's 2014 Clinical Preceptor "Training Needs Gap Analysis"

The ABA sought input on training needs from three major stakeholder groups:

Gap Survey I:
Experienced Preceptors

Audiologists experienced in supervising audiology students in internships, rotations, externships and other field experiences in various settings

Gap Survey II:
Clinical Education Coordinators

Faculty representing audiology doctorate programs who are responsible for facilitating student clinical placements with practicing audiologists

Gap Survey III:
Recently Graduated Audiologists

Audiologists who had graduated within the last 3 years, who participated in field work and completed externships and internships in various clinical settings

Analyzed Training Needs

ABA's 2014 Preceptor "Training Needs Gap Analysis"

All stakeholder groups agreed that the profession needed preceptor training that:

1. Provides curriculum designed specifically for audiologists and the students with whom they work;
2. Improves and enhances the quality and consistency of audiology students clinical learning experiences;
3. Strengthens the field of audiology by promoting best practices in clinical skills and professional competency among future generations of clinicians.

Chris Focht, AuD

Board Certified in Audiology

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Phoenix AZ
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The Role of a Preceptor

A well-trained preceptor is essential to the audiology educational model.

Preceptors...

- ▶ Oversee more than $\frac{1}{4}$ of an audiology student's total educational experiences;
- ▶ Provide critically important opportunities for students to apply classroom learning in authentic clinical settings;
- ▶ Facilitate the student's transition from novice clinician to competent, independent professional.

A Preceptor Performs Many Roles

Coach

Mentor

Role Model

Evaluator

Facilitator

Teacher



Building CH-AP™

What is an “assessment-based certificate program”?

- In building CH-AP™, Certificate Holder – Audiology Preceptor, the ABA aligned the development of the training program to *ASTM E2659 Standard Practice for Certificate Programs*.
- ASTM International is one of the largest voluntary standards developing organizations in the world. Training and assessments are tightly linked, and designed around the training program’s learning objectives.

Citation:

ASTM E2659-15, Standard Practice for Certificate Programs, ASTM International, West Conshohocken, PA

www.astm.org

Building CH-AP™

Key ASTM Development Standards:

- ▶ Provides guidelines for quality program development and administration;
- ▶ Distinguishes qualified workers with industry-recognized credentials;
- ▶ Differentiates certificate programs from non-assessment-based programs that award “certificates of attendance” or “certificates of participation”

All training modules are followed by an assessment to confirm that the learner has mastered the material taught.

2015 and 2016 Preceptor Training Modules Work Group

Development Expertise

- ▶ Patricia Muenzen, MA, Director of Research Professional Examination Service, New York, NY
- ▶ Torryn Brazell, MS, CAE, Managing Director, American Board of Audiology
- ▶ LiLi Taylor, MA, Curriculum Design Consultant

Subject Matter Expert Organizations

- ▶ American Board of Audiology (ABA)
- ▶ Accreditation Commission for Audiology Education (ACAE)
- ▶ American Academy of Audiology (AAA)

2015 and 2016 Preceptor Training Modules Work Group

Subject Matter Expert Volunteers

- ▶ Mindy K. Brudereck, AuD, *Board Certified in Audiology* – PA
- ▶ Christopher Focht, AuD, *Board Certified in Audiology* – CA
- ▶ Jonette B. Owen, AuD – PA
- ▶ Virginia Ramachandran, AuD, PhD – MI
- ▶ Gail Whitelaw, PhD, *PASC, Board Certified in Audiology* – OH

Building the CH-AP™ Training Program

2015 and 2016

Preceptor Training Modules Work Group

Development Process:

- ▶ Development of instructional modules, units of instruction, and learning objectives
- ▶ Policy discussions on a range of issues, including:
 - **eligibility criteria,**
 - **certificate designation, certificate expiration,**
 - **sequence of module release, training delivery methods,**
 - **assessment methods.**

CH-AP™ Program Policies & Practices

▶ Eligibility Criteria to Earn Certificate

- ▶ 1. Licensed audiologists, and licensed audiologists that serve as faculty providing audiological clinical instruction in university clinics
- 2. Successful completion of CH-AP™ Training

▶ Training Delivery & Assessment Method

Modules and assessments are delivered in an online format utilizing AAA's **eAudiology** platform

▶ National CH-AP™ Directory of Audiology Preceptors

Certificate Holders are added to the publicly searchable online Directory of Audiology Preceptors

Certificates expire in five (5) years after successful completion of CH-AP.

CH-AP™ Curriculum

Module 1 *(approximately 2 hours)*

Role of the Preceptor in a Clinical Environment

MODULE 1

- The historical context for and current role of preceptors in audiology education
- The roles and interactions of stakeholders in the precepting process
- Accrediting bodies in audiology and their requirements for training programs
- Professional responsibilities and obligations of a preceptor
- The attributes of an effective preceptor
- Activities, processes and resources needed to bring students into a clinical placement
- Legal obligations and considerations for preceptors

CH-AP™ Curriculum

Module 2 *(approximately 2 hours)*

Clinical Dynamics – Assessment & Performance

MODULE 2

- The role of assessments in clinical education
- The elements of the assessment cycle
- The function and benefits of formative assessment
- Techniques to conduct a student's initial diagnostic assessment
- Setting realistic goals for the clinical experience
- Formulating effective learning objectives
- Commonly used tools for assessing students clinical performance
- Methods for guiding students through the self-reflection process
- Effective feedback – giving it, getting it, and using it
- Summative evaluation

CH-AP™ Curriculum

Module 3 *(approximately 2 hours)*

Creating Effective Learning Programs

MODULE 3

- Adult teaching and learning principles
- Models of learning
- Learning styles
- Effective instructional strategies for the clinical setting
- Adapting instructional strategy and tactics to match the student's developmental level and preferred learning style
- Identify opportunities for teachable moments in the clinical environment.
- Guiding independent learning

CH-AP™ Curriculum

Module 4 *(approximately 2 hours)*

Legal, Ethical and Professional Considerations

MODULE 4

- Professional ethics in precepting
- Confidentiality issues
- Basic Human Resource issues
- Licensure and certification
- Professional boundaries for student-preceptor relationships
- Strategies for managing exceptional situations and negotiating “difficult conversations”
- Appropriate duties and assignments for students and preceptors
- Billing and coding issues related to precepting

CH-AP™ Training Tools

Additional Resources and Tools with the Certificate Training Program



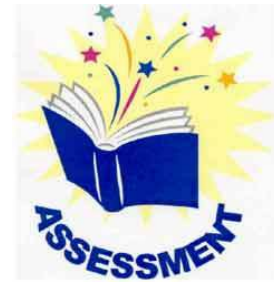
WORD TO THE WISE

Advice from experienced preceptors.



TOOLBOX

Additional resources and tools.



THINK ABOUT IT...

Apply CH-AP™ content to the realities of your clinical setting.



TERMINOLOGY ALERT!

Terms that can have multiple or confusing meanings.



CH-AP™ Training Tools to Reinforce Learning

CH-AP™ Toolbox – Sample Module Contents

- **Clinical Site Readiness Assessment**
- **Student Recruitment and Selection Guide**
- **Student Orientation Manual**
- **FERPA Resources**
- **HIPAA Overview**
- **Links to training videos and free training programs offered by DOL, DOE and CMMS**
- **Goal-Setting Worksheet**
- **Blooms Taxonomy Guide**
- **Initial Student Clinical Assessment Guide**
- **Medicare Manual**

How Many Assessment Questions are in Each Module?

Each Hour of Training ~ 20-25 Questions

- An assessment is given at the end of each training module to assess whether learning objectives and learning of the materials have been met.
- Each assessment is tightly linked, and designed around, the training program's learning objectives.
- Learners must pass all four training module assessments to earn the CH-AP certificate. However, assessments remain open until passed.

CONGRATULATIONS!

**You've successfully completed
all four training modules.**

Provide your signature on the
*Statement of Adherence to the
Applicable Ethical Codes* and ...
you've earned the CH-AP™ Certificate!



Example: Sara Towers, AuD, CH-AP

**Thank you to
Starkey Hearing Technologies**



Development Level Underwriter of CH-AP™

and to Sprint CapTel and Audigy Group

Module Level Supporters of CH-AP™

CH-AP™ Curriculum

Ownership of Module Training Materials

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