



Integrated learning: co-teaching clinical skills in speech pathology



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Speech across the lifespan (AUDI90031)

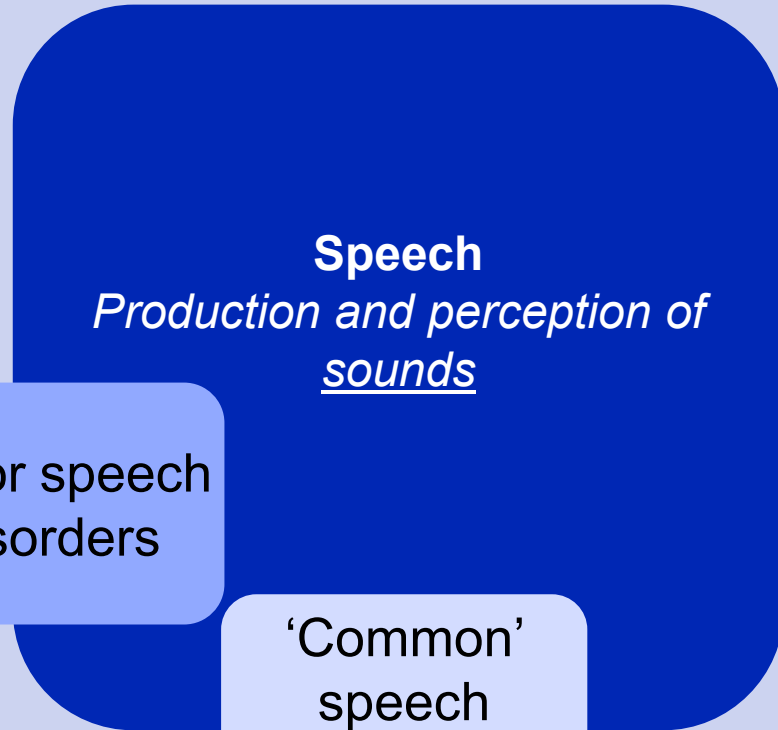
“Mato”
“dis one”

Dysarthria
Apraxia
Stuttering

Motor speech disorders

‘Common’
speech disorders

Articulation Phonological
delay/disorder



Language across the lifespan (AUDI90030)

“I want to eat
tomato”

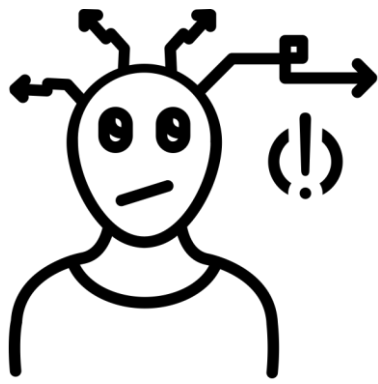
Language
*Understanding and use of words
and sentences to express our
thoughts and ideas.*

Expressive
language

Receptive
language

Written
language

Social
language



**The
challenge**

The solution

Teaching:

- Duplicate content
- Limited student recognition of transferable skills across content areas

Clinic:

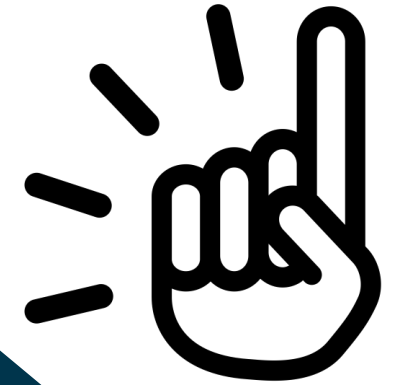
- Teaching "real world" clinical scenarios to prepare students for placement



The
challenge



The
solution



4-hour co-taught workshop

- Case-based, small group learning
- Focus on practical skills: planning, administration and collaborative interpretation of assessment results
- Development of clinical resources via shared documents
- Clear sign-posting of transferrable skills to students

- Peer review of teaching
- Curriculum mapping

Student objectives of workshop



- **What you will do:**
 1. Plan and describe a complete paediatric speech, language and literacy assessment for 2 different age groups, including clinical rationales.
 2. Evaluate and interpret assessment data.
 3. Describe and diagnose paediatric speech and language disorders.
- **What you will leave with:**
 4. Clinical resources for assessment and report writing, which you will develop with your peers during this session.

Workshop structure: 2 cases

Referral information provided

1. Extract key information

Case history information provided

1. Plan case history questions

1. Plan assessment battery

Assessment battery results provided
(images of completed standardised
test results, notes from observations)

2. Interpret assessment results & form working diagnosis

3. Communicate results to parent

3. Identify additional information and referrals required

3. Plan therapy targets and SMART goals


4. Develop clinical
resources (via
shared document)

4. Contribute to
whole-group
Padlet

Student evaluation



94% agreed that the workshop was relevant to their current level of clinical training



88% said that they felt more confident in planning and completing speech & language assessment and differential diagnosis

Student evaluation - what was most valuable?



It was a good first opportunity to go through the whole thought process of how, as a clinician, you go from case history, assessment to diagnosis.

Having a go at interpreting an assessment and making a diagnosis - putting into practice what we learnt

It was great to be able to see different case studies and how they were relevant to both speech and language. It was also great to be able to walk through what an actual assessment would look like - this helps put theory into practice, and is especially relevant for our upcoming placements.

Discussion and collaboration with other students, before being given an acceptable protocol - good for reinforcement and promotes critical thinking.

Reflections

Learning Together, Teaching Together



Staff benefits

- Peer review of teaching
- Mentoring and discussion
- Review and streamlining of curriculum

Student benefits

- Integrated learning experience
- More prepared for placement
- Resource developed
- Peer networking

Future considerations

- Development of pre-workshop learning materials
- Clearer signposting of transferable skills
- Integrate more "I do, we do, you do"
- Location