



Teaching LPAA:

*Current Resources and Conversations
for the Future*

Aphasia Access Leadership Summit, March 8, 2019

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Jessica Welsh, & Janet Whiteside

Introductions & Disclosures

Financial

Sandra Glista is an emerita Master Clinical faculty, Western Michigan University

Jodi Morgan is employed by Brooks Rehabilitation Aphasia Center, Jacksonville University

Robin Pollens is the Aphasia Communication Enhancement (ACE) Program coordinator and clinical faculty, Western Michigan University

Jessica Welsh is employed by the State University of New York at New Paltz, which paid for conference registration and travel

Janet Whiteside is the founder of Aphasia House

All presenters received a conference registration discount from Aphasia Access.

Non-Financial

All authors are members of Aphasia Access, an alliance of Life Participation Providers.

All authors have a professional bias in favor of incorporating the Life Participation Approach to Aphasia into teaching, research, and clinical activities regarding aphasia.

Sandra Glista, Jodi Morgan, Jessica Welsh, and Janet Whiteside are volunteer members of the Aphasia Access Education and Research committee.

Jessica Welsh is on the Adler Aphasia Center SLP Advisory Committee.

Learning Objectives

After participating in this interactive workshop, participants will:

1. Describe a key feature/detail of freely available LPAA teaching materials.
2. Identify strategies to apply LPAA teaching resources to participant's practice setting.
3. Identify future directions for development of additional LPAA teaching resources.

Session Overview

1. Summarizing history of academic modules working group

2. Asking questions

Who do you teach about LPAA?

In which settings?

What aspect(s) of LPAA are you teaching?

How do you teach? What tools do you use?

3. Teaching LPAA in settings/highlighting tools

4. *Learning from each other*

5. Directing the future

Teaching about LPAA:
Why does it matter?



Background: Working Group

2015	2016 to 2018	2019 to ?
<p data-bbox="183 361 621 743">“...to develop a plan to ensure that LPAA is integrated into curricula in North America.”</p> <p data-bbox="183 829 524 961"><i>(Mary Boyle 5-9-15, personal communication)</i></p>	<p data-bbox="652 361 1803 615">Created materials (or links to existing materials) that would allow anyone teaching students about aphasia (in the classroom or in the clinic) to:</p> <ul data-bbox="652 701 1803 1218" style="list-style-type: none">• educate themselves about LPAA• access content that can be incorporated into classes or clinic seminars• develop LPAA-based student activities or assignments• understand how LPAA can be incorporated into assessment, goal writing, and treatment	<p data-bbox="1834 361 2275 1015">The focus of the working group is expanding to make it easier for a range of practitioners across a variety of settings to teach/learn about the LPAA.</p>

Background:

Adult Learning Principles and Practices

- 1) Personal Benefit.** Adult learners must be able to see the personal benefit of what they are learning, and how it satisfies a need they have.
- 2) Experience.** Adult learners come to each learning event with a unique background of knowledge and experience.
- 3) Self Direction.** Adult learners are self-directed and must have some control over what they are learning.
- 4) Application & Action.** Adult learners are busy and learn by doing.
- 5) Learning Styles.** Adult learners approach learning in a great variety of ways, from hands-on and moving to using their eyes, ears, and/or logic to anchor new skills and knowledge.

Background: Audience

We want to know about **you!** There will be questions interspersed throughout the session.

Use guided notes handed out at the start to keep track of your ideas, and questions.



Are you teaching about LPAA?



Who do you teach (or would like to teach) about LPAA?

- a) *Speech-language pathology students*
- b) *Other allied health students*
- c) *Speech-language pathologists*
- d) *Allied health or medical colleagues*
- e) *People who have aphasia*
- f) *Family member/caregivers/friends*
- g) *Other groups*
- h) *No one. I am not interested in teaching about LPAA.*





Where/in what setting(s) do you teach?

- a) University class or clinic
- b) Medical facility
- c) Rehabilitation facility
- d) Individuals' homes
- e) Professional workshops
- f) Other setting(s)



College of Health and Human Services
Western Michigan University

www.wmich.edu
photo by Justin Mazonochie



How do you teach about LPAA? What tools do you use?



Resources to teach
about LPAA –
Academic Modules



Aphasia Access LPAA Academic Modules

As of March 2019, there are four full, freely available academic modules posted on the Aphasia Access website.

Topics include:

- Evidence for LPAA
- Key elements of LPAA
- Assessment
- Intervention

Take a Tour...

www.aphasiaaccess.org

The screenshot displays the AphasiasAccess website. At the top left is the logo with the tagline "Until Every Voice is Understood". To the right are links for "Member Login" and a search bar. A green navigation bar contains the following items: Home, About Us, Resources, Training, Invest, Membership, White Paper, and 2019 Summit. The "Resources" menu is open, listing: Academic Modules (highlighted with a hand cursor), Articles, ASHA Bkfst, FAQ about Research, Find A Program, Medicare, Resource Exchange, Selecting an LPAA Program, Tavistock Award, and It's Still Me DVD. A large green banner on the right announces the "March 7-9, 2019" summit, hosted by SCALE @ The League Aphasias Center, with a "REGISTER TODAY!" button. At the bottom, a green banner reads "Leadership Summit Registration is Open!".

Module 1: The Evidence for LPAA



The Evidence for LPAA

Life Participation Approach to Aphasia

Based on Simmons-Mackie, N. & Kagan, A. (2015).
Research Evidence for Life Participation Intervention in Aphasia.
Presented at the 2015 AphasiaAccess Leadership Summit, Boston

NOTE: The associated document, "Course Module: The Evidence for LPAA", contains information regarding relevant standards/guidelines, learning objectives, additional learning materials, and assessment activities. The document "Summary of Research References" contains the references

Two Types of Research

- **Research supporting need for LPAA**
- **Treatment/intervention research**

Research Supporting Need for LPAA

Environmental barriers

- Five studies and one meta-analysis (of three studies) identified environmental barriers to participation for PWA
- PWA tended to be marginalized by societal barriers. Although barriers exist in multiple categories, often they can be reduced.
- Conclusion:
 - **Intervention should address the environment to reduce/eliminate barriers**

Treatment Targeting a Single Domain

Low-tech AAC

- **Ten studies (seven single cases, three group studies with low Ns)**
- **Reported positive outcomes for improved communication participation**

Course Module

Assessment activities	<p><i>Sample test questions:</i></p> <ol style="list-style-type: none">1. You work in the outpatient department of a rehabilitation hospital. You are trying to convince the administration to start a program of psychological support for people with stroke-induced aphasia and their care partners, but they are resistant. What information from research studies could you present to strengthen your case?2. Early in the rehabilitation process are the goals of SLPs similar to goals of PWA and their families? Explain. <p><i>Sample case study</i></p> <p>Ms. A is a 26-year-old right-handed African-American native-English speaking woman who suffered a left CVA that resulted in Broca's aphasia approximately 1 year ago. She completed college and worked as a nutritionist in a hospital prior to the stroke, but has been unable to return to work. She lives with her very supportive family (mother, sister, brother-in-law) but has become depressed by her loss of independence and her inability to return to work. Her profile of language strengths and challenges is consistent with classical stroke-induced Broca's aphasia. Her expressive language is nonfluent and agrammatic, characterized by the production mostly of nouns in 3-4 word utterances. She is adept at using facial expression, prosody, and gestures to enhance her spoken</p>
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Module 2: Key Elements for Implementation



Key Elements for Implementation

Life Participation Approach to Aphasia

NOTE: The associated document, “Life Participation Approach to Aphasia”, contains information regarding relevant standards/guidelines, learning objectives, additional learning materials, and assessment activities. The document “Summary of Research References” contains the references separated into categories.

Learning Objectives

Upon successful completion of this learning module, participants will be able to:

- **Distinguish key elements in the implementation of LPAA model**
- **Identify how LPAA augments/extends impairment based treatment**
- **Construct a therapeutic environment that encompasses the LPAA model for PWA**

Overview for Users

This presentation will identify the following elements, both within the LPAA model and a traditional impairment-based model of treatment

- **Outcomes**
- **Assessment**
- **Treatment**
- **Persons treated**
- **Environment**
- **Therapists' role**

Taking a look at

OUTCOMES

Beginning with the end...

Looking at desired outcomes first

What kinds of outcomes can be expected when designing impairment-based intervention?

Improvement in skills related to:

- **word recall**
- **auditory comprehension**
- **reading**
- **writing**
- **discourse (verbal and written)**
- **grammar**
- **speech intelligibility**

What kinds of outcomes can be expected when designing LPA intervention?

Increased behaviors as measured by

- **Engagement**
- **Satisfaction of self-chosen activities**
- **Natural conversation or communication**
- **Social connectedness**
- **Emotional well-being**
- **Ability to cope, resiliency**

Let's take a closer look at
GOALS

Impairment-based and participation-based goals in an acute setting

LONG TERM GOAL

Client will participate in discharge planning.

IMPAIRMENT-BASED SHORT TERM GOAL (STG)

Client will respond to multiple choice questions with 80% accuracy.

LPAA SHORT TERM GOAL

Client will engage in choosing health care options by indicating preference with care provider 80% of the time.

Impairment-based and participation-based goals in an out-patient setting

LONG TERM GOAL

Client will follow directions in his environment.

IMPAIRMENT-BASED SHORT TERM GOAL (STG)

Client will follow 2-3 step directives with 80% accuracy.

LPAA SHORT TERM GOAL

Client will accurately fill weekly pill box, following directions from partner.

Module 3: Assessment in LPAA



Assessment in *Life Participation Approach to Aphasia*

How can SLPs assess people with aphasia using the LPAA?

Learning Objectives

Upon successful completion of this learning module, participants will be able to:

- Differentiate between using the LPAA model from impairment-based models of assessment
- Apply the LPAA model to assessment processes and procedures for people with aphasia

Comparison of impairment-oriented and LPAA assessment

(Whiteside, 2017, LPAA Academic Module)

Impairment-oriented Assessment	LPAA Assessment
<p>Language functions intrinsic to the individual</p> <ul style="list-style-type: none">• Spoken language production• Understanding spoken language• Written language production• Understanding written language• Modalities	<p>All domains of living with aphasia</p> <ul style="list-style-type: none">• Language & communication strengths• Participation goals• Environment and context• Personal factors• Emotional well-being

Example: Home Care

Mr. and Mrs. B. talked with the home care SLP about how life had changed since coming home from the hospital.

Using a patient report tool, the *Communication Activities Checklist* (COMACT) (Cruice, 2001, Cruice et al., 2010), the client's communication interests were assessed. The SLP determined that Mr. B. wanted to read more.

Using the A-FROM framework, the SLP considered:

- ENVIRONMENTAL factors (He and his wife read in the living room every evening)
- PERSONAL factors (They missed the social closeness of reading together) and
- LANGUAGE factors (Significantly reduced reading comprehension).

Identified LPAA Goal: To enjoy reading together with wife using audio books from public library

Methods for assessment in LPAA

1. Standardized Assessments

empirically developed with statistical reliability and validity

2. Self-Report/Family/ or SLP Report Measures

rating scales, inventories or questionnaires

3.. Ethnographic Interviewing / Biographic Narrative

open-ended questions, restatement, and clarification

4. Observation and Contextual Analysis

variables affecting and interacting with communication participation

5. Dynamic Assessment

real-life situation task assessment; treatment applied and changes noted

<http://www.asha.org/Practice-Portal/Clinical-Topics/Late-Language-Emergence/Assessment-Tools-Techniques-and-Data-Sources/>

LCAA Assessment: **Standardized Tool**

Purpose	To reveal immediate needs for communication participation <i>Mr. A, 78, living alone after recent CVA</i>
Tool	Communication Activities of Daily Living - 3 (Holland, Fromm, & Wozniak, 2018)
Outcome	Identified impairment in reading prescription instructions; Mr. A needs to manage his medications at home independently.

LPAA Assessment: **Dynamic Assessment**

(Hersh et al., 2013; Hersh, 2012)

Purpose	To evaluate current impact of aphasia on participation and to guide treatment Mrs. E, 58 with nonfluent aphasia, 3 months post onset
Process	At the skilled nursing facility, the Interprofessional Team meeting noted that Mrs. E was not following safety instructions for use of her new walker. This was a barrier to her goal to reside in her own home. The SLP observed PT working with Mrs. E and assessed her ability to follow the spoken instructions. SLP then provided key word visual support to determine impact on following safety instructions.
Outcome	Mrs. E's personal goal of discharge to her home will require treatment of communication strategies for increasing comprehension of safety instructions.

TOOL	L!V Cards (Life Interests and Values Cards) (Haley et al., 2010)
Description	Communicate with person with aphasia or family/friend about valued life activities. Drawings on cards depict life activities in four categories: Home & Community, Creative & Relaxing, Physical, and Social
Measurement	Determine list of “wants to do more” activities in each area
Example result	Person with aphasia chose camping and traveling as a family life activity to resume.

<https://www.med.unc.edu/ahs/sphs/card/resources/livcards/score-sheets>

Times for LPAA assessment

Assessment using the LPAA takes place across the lifespan of a person living with aphasia (Simmons-Mackie, King, & Beukelman, 2013).

- Soon after onset in acute care
- During active rehabilitation
- Any time new needs arise

Module 4: Intervention in LPAA



Intervention in LPAA

NOTE: The associated document, “Course Module: intervention in LPAA”, contains information regarding relevant standards/guidelines, learning objectives, additional learning materials, and assessment activities.

Learning Objectives

Participants will:

- Identify aspects of intervention as they fit within the A-FROM model
- Identify areas in which LPAA principles can be applied to aphasia intervention
- Access resources to incorporate LPAA into their clinical practice
- Develop client-centered intervention plans grounded in LPAA

Incorporating LPAA into Clinical Practice

It should be about any approach we use in intervention of aphasia. I believe the first thing that should occur to any of us as we choose intervention approaches is : How will this help the PWA reconnect with his or her life? Sometimes the paths are circuitous, but the question should be foremost in all of our activities.

Audrey Holland (2010, ASHA SIG2 blog)

Incorporating LPAA into Clinical Practice

Examples of ways in which LPAA principles can be incorporated into clinical practice:

1. Setting goals with clients and families
2. Training communication partners
3. Working with PWA to maximize all communication modalities
4. Incorporating technology
5. Providing group-based services
6. Providing individual intervention (e.g., script training)
7. Promoting community participation
8. Advocating – education and outreach to increase aphasia awareness

Intervention Across A-FROM Domains

Goals in different A-FROM domains can be addressed in multiple contexts, with some overlap in domains addressed through each area:

Impairment

- communicative support/output
- technology
- aphasia groups
- script training
- education/outreach
- evidence-based interventions

Personal

- cooperative goal setting
- aphasia groups
- education/outreach

Activity/Participation

- cooperative goal setting
- communication partner training
- communicative support/output
- technology
- aphasia groups
- script training
- community participation
- education/outreach

Environment

- communication partner training
- communicative support/output
- aphasia groups
- community participation

1. Cooperative Goal Setting - Why?

Most people with aphasia will be living with aphasia for the rest of their lives, so we need to:

- Work collaboratively with people with aphasia and their families/caregivers to establish relevant and meaningful goals
- Make *living successfully with aphasia* a real possibility by making sure those living with aphasia participate in meaningful activities again
- Foster hope and an optimistic outlook for the future

Cooperative Goal Setting – How?

Assessing and prioritizing personal goals should be a target of therapy.

Identifying barriers to participation and working together to reduce barriers and achieve goals are integral parts of the intervention process.

Using available tools, e.g., Assessment for Living With Aphasia Toolkit, second edition (Kagan et al, 2013) and Life Interests and Values Cards (Haley et al. 2010)

Writing goals in authentic ways, using goal attainment scaling (GAS) (Schlosser, 2004) and SMARTER goals (Hersh, et al, 2012)

What Does Cooperative Goal setting Look Like?

Resources for how to write them:

Goal Attainment Scaling

<https://swoslpnetwork.files.wordpress.com/2014/05/the-use-of-goal-attainment-scaling2014-for-handouts21.pdf>

SMARTER Goals

<http://www.aphasiapathway.com.au/?name=SMARTER-framework>

Collaborative Goal Setting

<https://www.med.unc.edu/ahs/sphs/card/resources/aphasia-goals>

Resources to teach
about LPAA – ***other***



Tools to Support Adult Learners

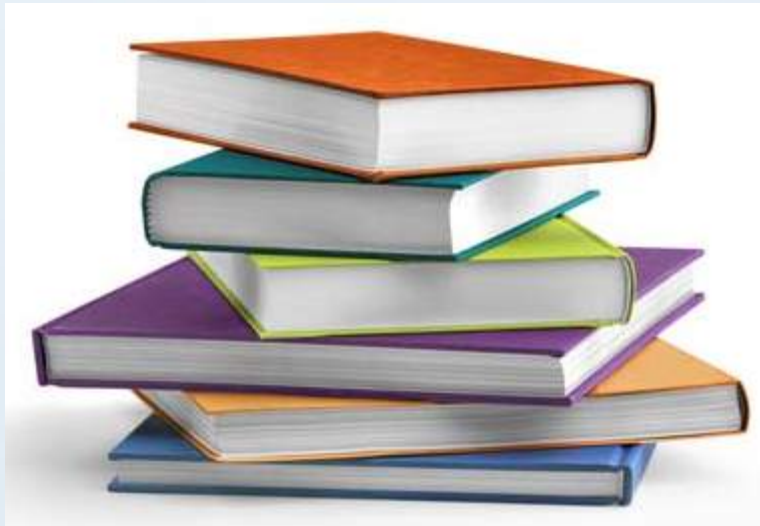
- Case studies and simulations
- Classroom training, lectures, and lecturettes
- Experiential learning, role play, and demonstration
- Games
- Reading, projects and writing tasks
- Self-study
- Teaching back, showing another
- Watching, assisting, doing the “real thing”



Other Teaching/Learning Resources

Teaching LPAA - Resources for adult learners		
<i>Learning strategy</i>	<i>Learners</i>	<i>Example Tools & Resources</i>
Testimonials / first person accounts	persons with aphasia & families	SCOPE videos https://www.youtube.com/watch?v=lcQuzGi6LEg
Didactic courses and lecture materials	SLP students	AphasiaAccess Academic Modules power points Aphasia Bank resources for teaching
Case studies	SLPs	More Than a Story: My Life Came Back to Life Katie A. Strong , Mary D. Lagerwey , and Barbara B. Shadden
Projects & writing tasks	SLPs	AphasiaAccess Academic Modules: 4 Course Modules
Continuing Professional Education	SLPs	Client centered assessment & goal writing in aphasia rehabilitation, (Coppens et al.)
Low- to high-fidelity simulations including standardized patients	All learners	Aphasia simulations (Hinckley) http://aphasiacorner.com/aphasia-simulations/ See also Moineau; Pollens & Lynn
Teach-back, show others	All learners	https://www.ahra.gov/professionals/education/curriculum-tools/shareddecisionmaking/tools/tool-6/index.html
Creative arts: videos/art/music/poetry & dramatizations	All learners	RIC Aphasia Journeys https://www.youtube.com/watch?v=hM5Xddae9da
Self-study	All learners	Communicating with those who know more than they can say LPAA 101: What is the Life Participation Approach to Aphasia?
Coaching / problem solving	Certified Nursing Assistant	Dementia Collaborative Coaching Empowering Nursing Assistants and Rethinking Skilled Therapy (Douglas)
Experiential learning, role play, and demonstration	Health and rehab professionals	Educating the Community About Aphasia: Experiential Learning Approaches. (Hinckley et al.)
Games	Interprofessional Team	Hiccup Hospital (customized questions can be added) http://www.hiccuphospital.com/

Reading and Listening and Thinking



AphasiaBank

Communication in aphasia. Access to the data
AphasiaBank consortium group.

When joining the consortium should read the
policy and affiliation. Please include a brief
statement using the data should ask their faculty
to be. AphasiaBank is supported by NIH-NIDCD

Topics

[Videos about Aphasia](#)

[Related Sites](#)

[Discourse Analysis](#)

[Gesture Analysis](#)

Teaching

[Grand Rounds -- students](#)

[Grand Rounds -- videos only](#)

[Examples](#)

[Classroom Activities](#)



Communication

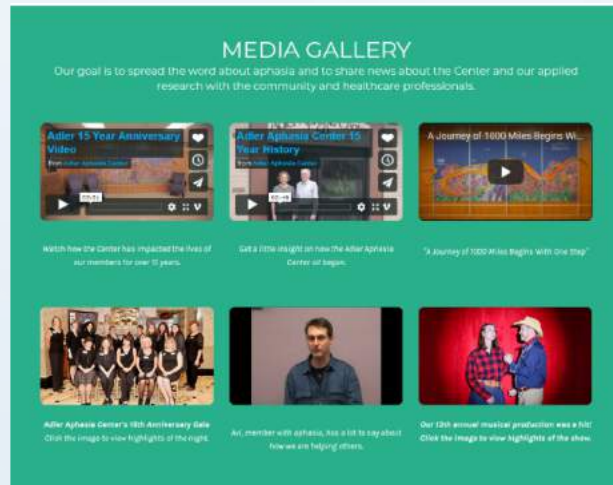


Is The Joint Establishment Of Meaning

Watching and Discussing

First person experiences

– Adler Aphasia Center



Demonstrations

– Aphasia Access videos



Movies about aphasia

TalkBank



AphasiaBank

This page provides links to spreadsheets that have details on videos about aphasia.

Click [here](#) for a spreadsheet originally created for the 2013 ASHA Convention by Ellen Bernstein-Ellis, Denise McCall, Audrey Holland, Carol Dow-Richards, Sandra Glista, Andrew Gomory, Janet Patterson, and Gretchen Szabo.

Practicing in Simulations

Role-playing with peers



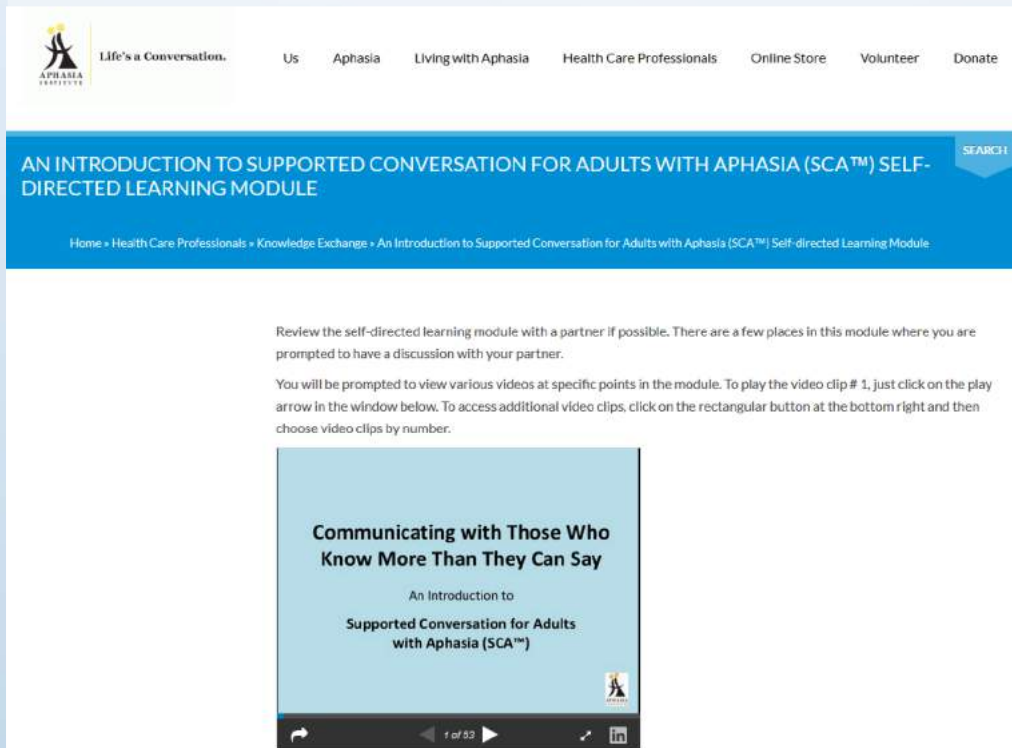
On-line experiences

Interprofessional education
simulations with standardized
patients

Virtual reality simulations?

Completing Webinars

Online/self-paced instruction



The screenshot shows the Aphasia Society website with a navigation menu including "Life's a Conversation.", "Us", "Aphasia", "Living with Aphasia", "Health Care Professionals", "Online Store", "Volunteer", and "Donate". Below the menu is a blue banner for "AN INTRODUCTION TO SUPPORTED CONVERSATION FOR ADULTS WITH APHASIA (SCA™) SELF-DIRECTED LEARNING MODULE" with a search button. The main content area includes text about reviewing the module with a partner and a video player titled "Communicating with Those Who Know More Than They Can Say".

Life's a Conversation. Us Aphasia Living with Aphasia Health Care Professionals Online Store Volunteer Donate

SEARCH

AN INTRODUCTION TO SUPPORTED CONVERSATION FOR ADULTS WITH APHASIA (SCA™) SELF-DIRECTED LEARNING MODULE

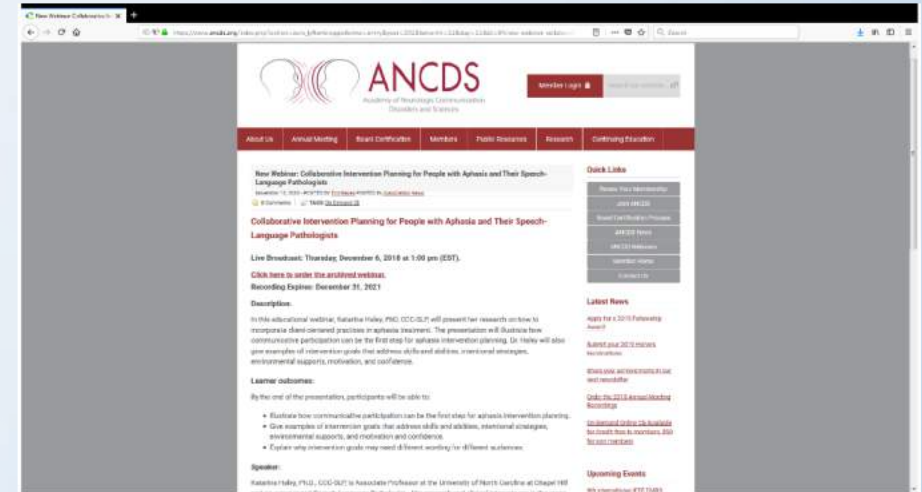
Home » Health Care Professionals » Knowledge Exchange » An Introduction to Supported Conversation for Adults with Aphasia (SCA™) Self-directed Learning Module

Review the self-directed learning module with a partner if possible. There are a few places in this module where you are prompted to have a discussion with your partner.

You will be prompted to view various videos at specific points in the module. To play the video clip # 1, just click on the play arrow in the window below. To access additional video clips, click on the rectangular button at the bottom right and then choose video clips by number.

Communicating with Those Who Know More Than They Can Say

An Introduction to
Supported Conversation for Adults with Aphasia (SCA™)



The screenshot shows the ANCDs website with a navigation menu including "About Us", "Annual Meeting", "Board of Directors", "Members", "Public Resources", "Research", and "Continuing Education". The main content area features a webinar titled "Collaborative Intervention Planning for People with Aphasia and Their Speech-Language Pathologists" with details on the live broadcast date and a description of the presentation.

ANCDs
Academy of Neurologic Communication Disorders and Sciences

ABOUT US Annual Meeting Board of Directors Members Public Resources Research Continuing Education

New Webinar: Collaborative Intervention Planning for People with Aphasia and Their Speech-Language Pathologists

Collaborative Intervention Planning for People with Aphasia and Their Speech-Language Pathologists

Live Broadcast: Thursday, December 6, 2018 at 3:00 pm (EST).
Click here to order the archived version.
Recording Expires: December 31, 2023

Description:

In this educational webinar, Suzanne Haley, PhD, CCC-SLP will present her research on how to incorporate client centered practices in aphasia treatment. The presentation will illustrate how communicative participation can be the first step for aphasia intervention planning. Dr. Haley will also give examples of intervention goals that address delayed address, interactional strategies, environmental supports, motivation, and confidence.

Learning outcomes:

By the end of the presentation, participants will be able to:

- Illustrate how communicative participation can be the first step for aphasia intervention planning.
- Give examples of intervention goals that address skills and abilities, interactional strategies, environmental supports, and motivation and confidence.
- Explain why intervention goals may need different wording for different audiences.

Speaker:

Suzanne Haley, PhD, CCC-SLP is Associate Professor at the University of North Carolina at Chapel Hill and is an international leader in research on aphasia and communication disorders.



The poster features the AphasiaAccess logo at the top, followed by the text "WEBINAR ON DEMAND". The central image shows a document with "DIAGNOSIS" and "APHASIA" written on it. Below the image is the title "Aphasia: What I Know Now That I Wish I Knew Then: The Art of Influence" and the text "Originally Aired: March 10th".

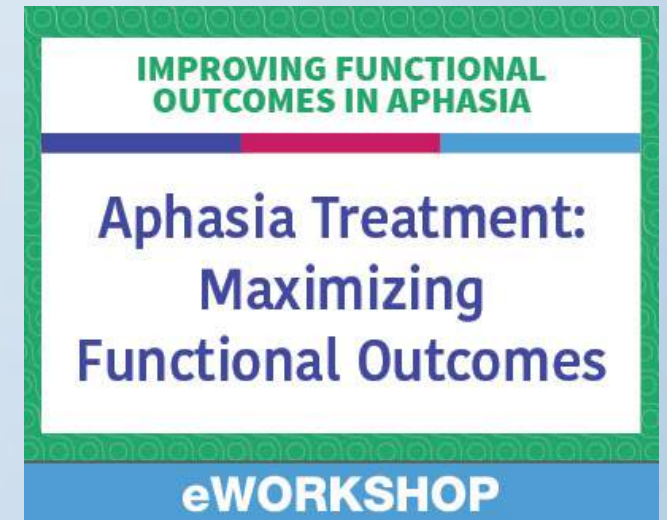
AphasiaAccess
An Alliance of Life Participation Providers

WEBINAR ON DEMAND

DIAGNOSIS
APHASIA

Aphasia: What I Know Now That I Wish I Knew Then: The Art of Influence

Originally Aired: March 10th



The poster has a green border and features the text "IMPROVING FUNCTIONAL OUTCOMES IN APHASIA" at the top. Below this is the main title "Aphasia Treatment: Maximizing Functional Outcomes" and the word "eWORKSHOP" at the bottom.

IMPROVING FUNCTIONAL OUTCOMES IN APHASIA

Aphasia Treatment:
Maximizing
Functional Outcomes

eWORKSHOP

Reviewing Case Studies



Applied learning/meaningful, “real-world” contexts



- Interprofessional consultations
- Web-based master clinician models
– LPAA ?
- Textbook examples

Instructing by PWA



- First person stories / narratives
- PWA teaching others
 - Scope



Coaching and Problem Solving




Collaborative Coaching (Douglas, 2018)

Playing Games



Innovating and Creating **TODAY**

<p><i>Rochelle Cohen-Schneider</i> – Teaching LPAA in the Field: A curriculum for students</p>	<p><i>Caterina Staltari</i> – Preparation for Aphasia Group Treatment in a University Clinic</p>
<p><i>Amy Engelhoven, Megan Sherod, & Janet Whiteside</i> – Building Student Learning and Community Participation in Persons with Neurological Injury</p>	<p><i>Jerry Hoepner & Tom Sather</i> – Course Embedded Clinical Experiences: Meaningful LPAA interventions delivered by students who learn in the process</p>
<p><i>Juliana Ruth Powell</i> – Aphasia Focused Standardized Patient Simulation and Communication Partner Training for Healthcare Providers</p>	<p><i>Melinda Corwin & Carolyn Perry</i> – Hospital Simulation and Interprofessional Education for Future Health Care Professionals Interacting with Persons with Aphasia</p>
<p><i>Esther Kim & Andrea Reulling</i> – Experiential learning and the LPAA: A guide for facilitators</p>	



Write/Share

Take a minute or two to identify one tool, resource, or idea from today's session to incorporate into your work setting.

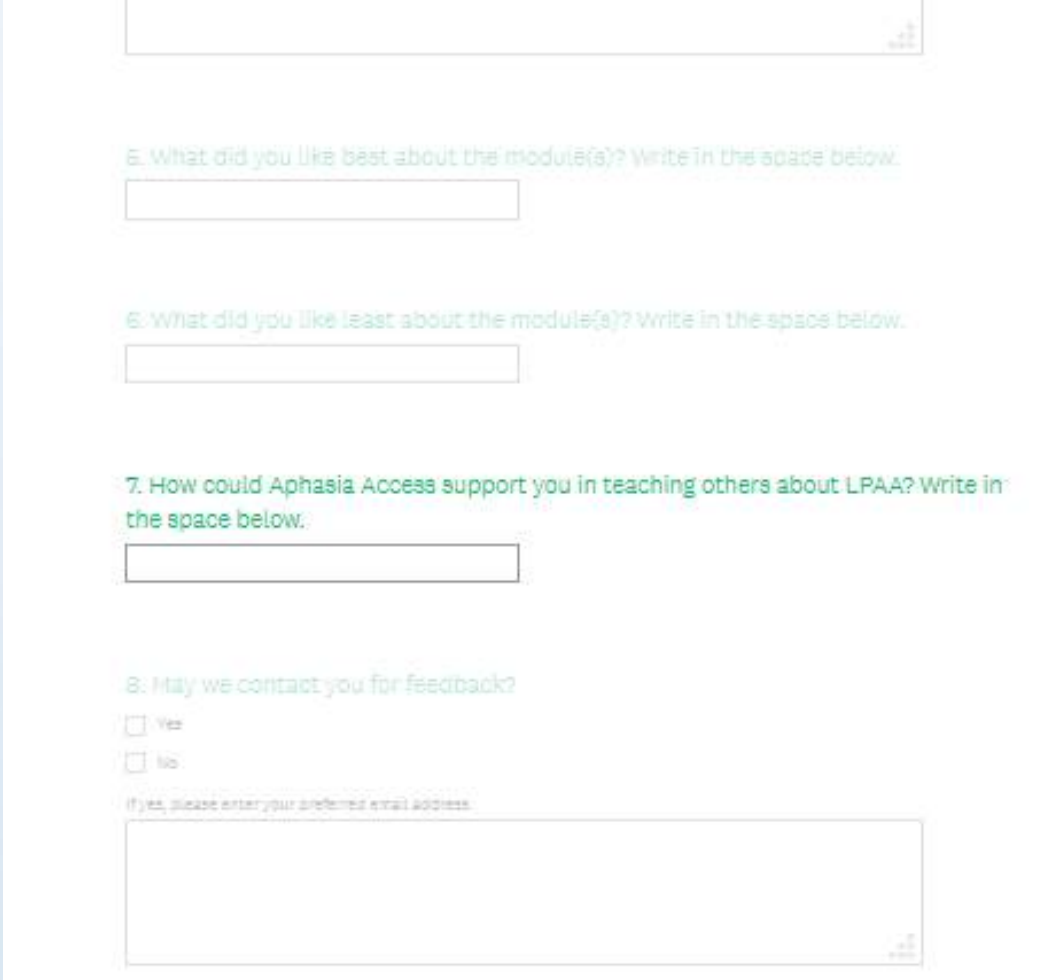
As time permits, share with a neighbor.

Looking Forward...



User Survey

- To identify additional needs & guide future working group projects
- Link on the Academic Modules page, or accessed directly here:
<https://www.surveymonkey.com/r/MWHS9VP>



5. What did you like best about the module(s)? Write in the space below.

6. What did you like least about the module(s)? Write in the space below.

7. How could Aphasia Access support you in teaching others about LPAA? Write in the space below.

8. May we contact you for feedback?

Yes

No

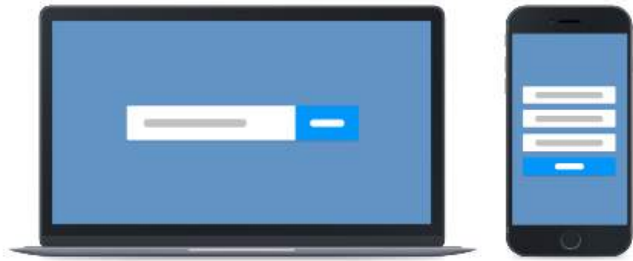
If yes, please enter your preferred email address.



Share your suggestions & identify needed teaching tools

How to join

Web



- 1
- 2

Text



- 1
- 2

What LPAA teaching resources/tools would you like to see? Share your suggestions.

The End...

...for now!

See you in 2021 with the next phase, based on our discussion today.

THANK YOU!

References

- Coppens, P., Cunningham, K., Hinckley, J., Patterson, J. (2018, November). Client centered assessment & goal writing in aphasia rehabilitation. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Boston.
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