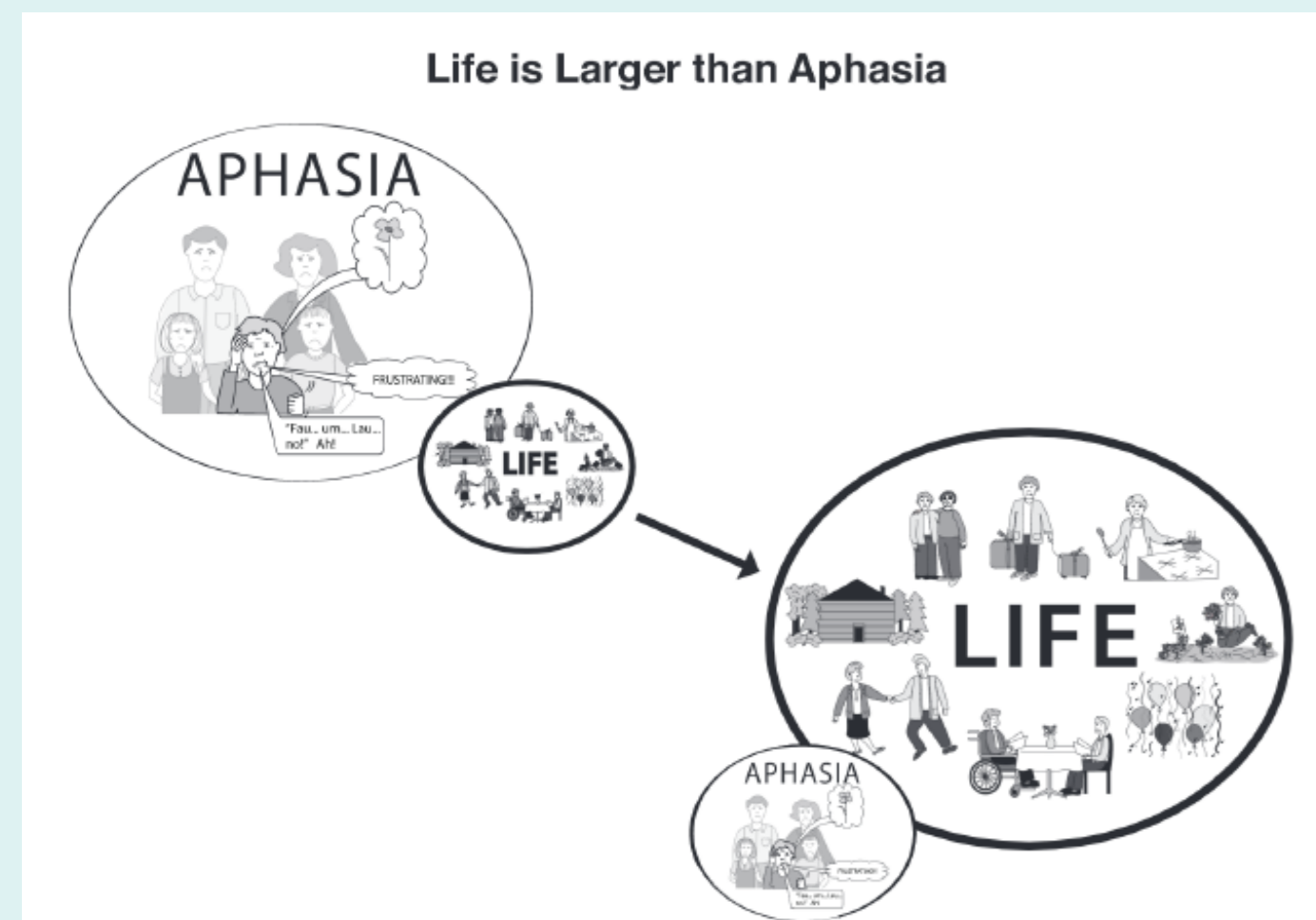


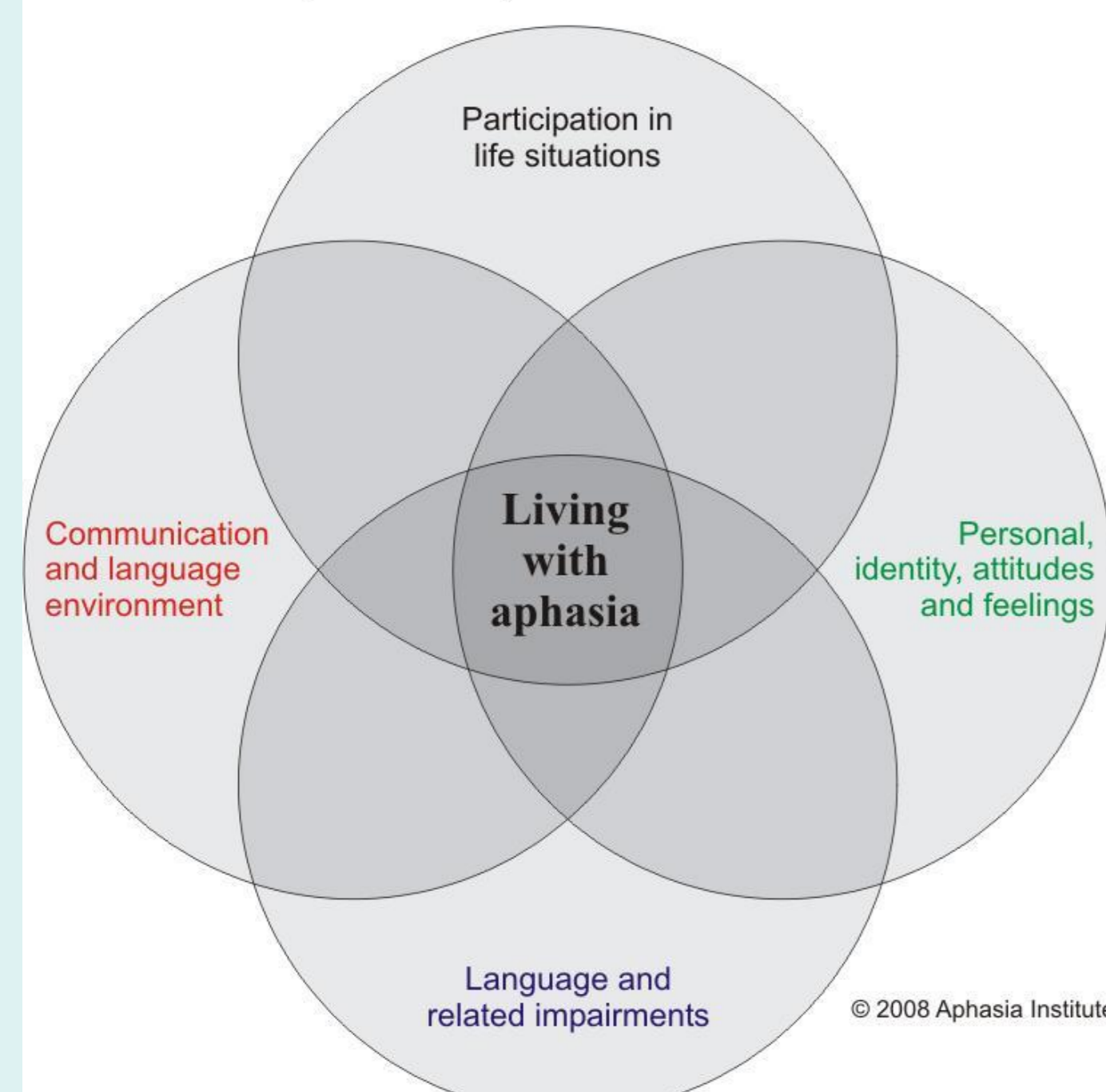
INTRODUCTION

The Aphasia Institute (AI) provides rich opportunities for students, in their field placement, to learn about how people affected by chronic aphasia can live successfully. All programs and services of the Aphasia Institute have an essential goal – to help people, in spite of their aphasia, live a successful and fulfilling life.



A number of theoretical frameworks underlie the service delivery approach at AI – these include the Life Participation Approach to Aphasia (LPAA, 2000) and the Living with Aphasia: Framework for Outcome Measurement (A-FROM, 2008). Both of these frameworks guide all clinical activities including assessment, goal setting, and intervention.

Living with Aphasia: Framework for Outcome Measurement (A-FROM)



Kagan, A., Simmons-Mackie, N., Rowland, A., Huijbregts, M., Shumway, E., McEwen, S., Threats, T., & Sharp, S., (2007). Counting what counts: A framework for capturing real-life outcomes of aphasia intervention. *Aphasiology*, 22 (3), 258-280.

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FIELD PLACEMENT OVERVIEW

Objectives	Activity
Learn to administer the Assessment for Living with Aphasia (ALA 2013) and to learn to set participation goals	Students administer ALA towards the end of their placement
Master the skills of SCA and engage in in-depth conversations about a broad range of topics with persons with aphasia	Classroom training as a part of university coursework Training as part of AI institute training program Observation of proficient Supported Conversations for Adults With Aphasia (SCA) users Close observation by SLP supervisors, including the use of video to develop skills
Explain the elements that help people affected by chronic aphasia (including family and significant others) live meaningful and purposeful lives	Students are exposed to a wide range of activities including ongoing daily learning sessions with staff and volunteers who facilitate conversation groups, weekly client discussions, inter-professional opportunities and an observation of the clients in an activity outside of the framework of the Aphasia Institute
Understand the journey of the clients along the stroke pathway	Listening to client's stories – including completing a life story book; participating in a story listening and writing activity Participating in a guided observation exercise in either a rehab or an acute care facility

“Using the ALA to guide a conversation with a member helped me reflect on his experiences as within the context of the A-FROM. Although we learned about the WHO-ICFD model in most of our academic courses, I have never been in a clinical setting before that actually has an explicit method of integrating this approach into practice. As a student clinician, using this framework for individuals with aphasia helped me understand its broader applicability to any clinical population and I hope I can maintain this perspective in my future clinical practices.”

EXAMPLES OF ACTIVITIES

STUDENT SHADOW EXPERIENCE

Students complete a guided observation either in an acute care or a rehabilitation unit. The goal of this activity is to provide students with the tools to understand the stroke pathway, and the experiences of people with aphasia along this pathway.

“I also gained a better understanding of the stroke pathway through the student shadow experience, where we had the opportunity to observe SLPA in an inpatient rehab setting. This allowed me to reflect upon what some of the members at AI might have experienced. Furthermore, it emphasized the difference between AI's psychosocial/LPAA model and the impairment model, which dominates many healthcare settings.”

SLICE OF LIFE (SINDEN, 2012)

This activity is designed to assist students to understand in depth the impact of aphasia on the day-to-day life of an individual client. The students complete a number of these SOL conversations which set the foundations for goal setting.

“I benefited from completing Slice of Life with a member to better understand their activities, barriers, and goals. This helped me notice the elements that contribute to living a meaningful life.”

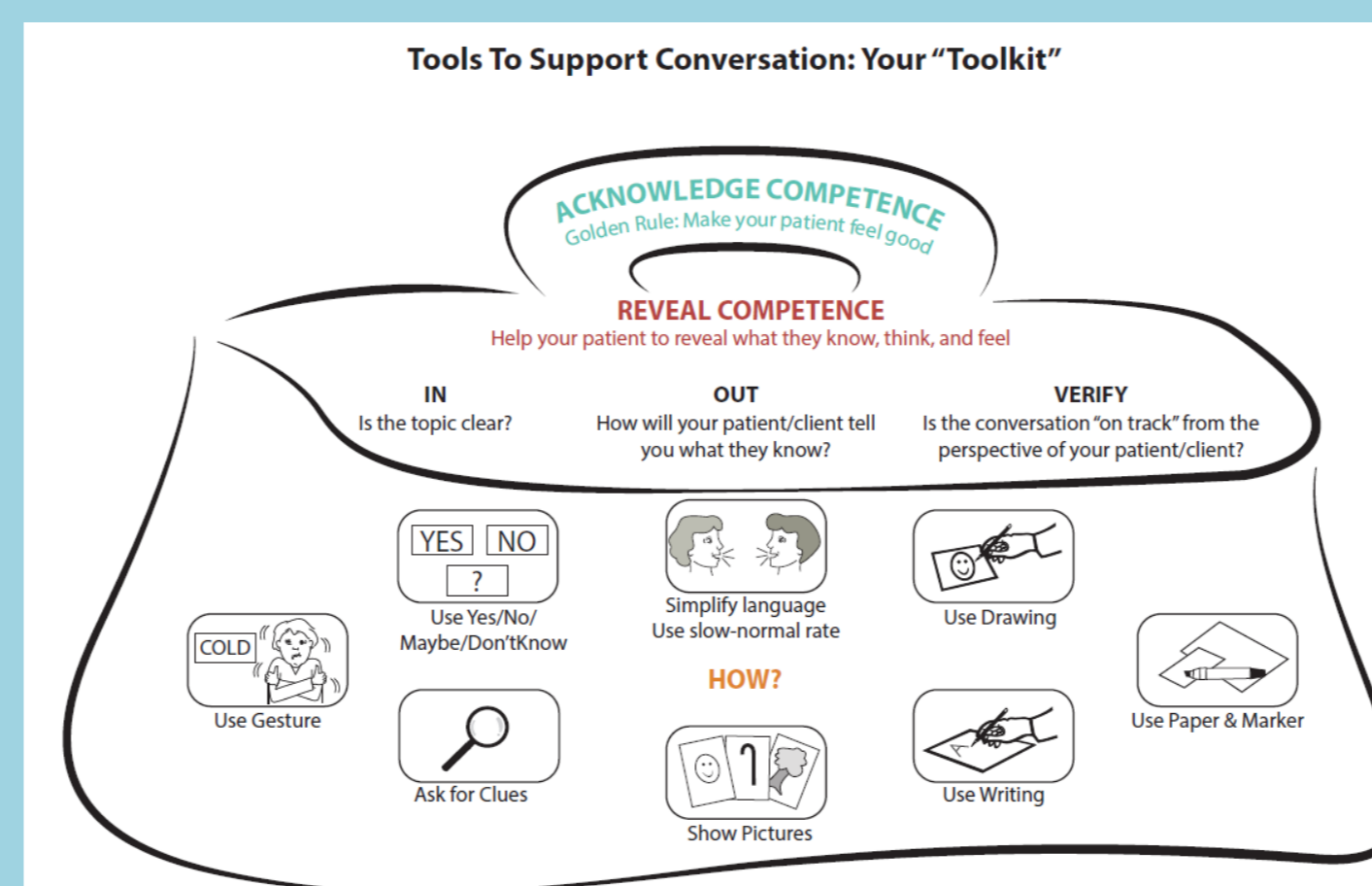
ON THE “JOB” TRAINING – ESSENTIAL ACTIVITIES

- Supported Conversation Training

“One of the most rewarding aspects of this placement was the ability to have truly meaningful conversations with adults with aphasia, with the same breadth and depth as any other adult conversation.”

- How to work in groups
- Working with client emotions and feelings
- Assessment with a LPAA model

“The SCA and group work training, and the emphasis on LPAA throughout, all gave me the knowledge, skills, and confidence to interact with members individually and in groups. Being provided with training and observation opportunities early on were important parts of the placement.”



DEVELOPING “NARRATIVE COMPETENCE” (CHARON ET AL., 2001)

Rita Charon defines narrative competence as “the ability to acknowledge, absorb, interpret, and act on the stories and plights of others” (Charon, 2001 p.1897).

A number of different activities have been designed to help students grasp the concept and application of narrative competence within the LPAA setting of the Aphasia Institute.

One activity involves students listening “live” to a client telling their stroke and aphasia story. The client is asked to recount the events of the stroke incident and the impact of the aphasia. Students are invited to ask questions. Based on the model proposed by Charon et al., all listeners in the room are asked to write what they heard in the telling of the story and then read it out loud to the group. This activity for assists students in being able to listen deeply to the stories being told.

SEEING CLIENTS OUTSIDE OF PROGRAM : BEYOND THE CLINICAL SETTING

Students have the opportunity to participate in group and social activities in the community with the Community Reintegration specialist. Students' attention is drawn to barriers in the environment that impact the person with aphasia's ability to participate, and how clients resourcefully overcome these barriers. In addition, students also participate in the Outreach Program which enables them to see how “life at home” looks for persons with aphasia.

“While I already felt I had a good idea of the impact aphasia can have on participation, I was incredibly struck by seeing first-hand how difficult it can be interacting with people who do not have a good understanding of aphasia.”

On a personal level, I left feeling very motivated to work on improving my own communication skills to enable more meaningful conversations with the individuals I had met.”