

Task Force 12:

Development of Programs of Continuing Education

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Members of the continuing education committee were contacted prior to the workshop regarding their concerns and ideas for objectives and implementation of continuing education programs. Replies were received from Cletus Fisher, Donald Johnson and Gwenyth Vaughn. Dr. Fisher suggested that the committee concern itself with the continuing education problems of the hearing-impaired adult. He listed four basic concerns: communication with the adult hearing impaired, meaningful educational experiences for adult hearing-impaired, training of professionals to work in the area of continuing education for this population, and the high cost of personnel and program for institutions dealing with continuing education for the adult hearing impaired individual.

The committee discussed Dr. Fisher's letter and concluded that while this area was indeed important and timely, it does not legitimately fall under the responsibility of the academy. The committee felt that continuing education for hearing-impaired adults should be undertaken by institutions which have the resources to handle such an endeavor on a high level.

The committee identified three goals for the continuing education program: 1) to upgrade the skills and information of professionals working with the acoustically handicapped, 2) to provide professionals in the field of rehabilitative audiology with in-depth knowledge of areas related to their skills, but not adequately covered in their preservice training, and 3) to develop and distribute materials for formal course work which could be recognized as post-graduate education in aural rehabilitation by certifying agencies.

The committee met during the workshop to brainstorm the areas which might be appropriate topics for continuing education programming. The following topics were suggested as possibilities:

1. Industrial audiology
2. Aural rehabilitation with multi-handicapped acoustically-impaired
3. Language training for young deaf adults
4. Aural rehabilitation for geriatric acoustically-impaired
5. Overview of aural rehabilitation techniques
6. New developments in auditory trainers (individual and group)
7. Acoustic environments
8. Developments in hearing physiology
9. Hearing aid evaluation procedures
10. Methods for predicting success in programming for young acoustically-impaired children
11. Current methodology in diagnostic audiology
12. Diagnostic methods for severely impaired children

13. Trends in hearing aid design
14. Acupuncture and hearing loss
15. Information regarding visual perceptual testing
16. Approaches to deaf education
17. Current information on neurophysiology of audition
18. Up-to-date information on media for training
19. Views on *philosophies* of aural rehabilitation

The continuing education committee reviewed available continuing education procedures. They are outlined below:

A. *Conference format*

1. Didactic (presented papers. One person doing work)
2. Workshops (participative, product generation)
3. Media presentation (instructional package or pre-package materials)
4. Combinations of above (formal presentation plus workshop, etc.)

B. *Instructional materials*

1. General—journals, newsletters, or brochures
2. Supplementary printed material, in addition to a journal or included in the journal, such as case problems or experiences.
3. Media (cassette tapes with or without slides, or videos of conferences for people who might not attend)

C. *Speakers*

1. One method would be to organize a speakers' bureau composed of people who rotate through state organizations, addressing themselves to particular problems or concerns. This may be done in person by videotape.

D. *Other considerations*

1. How to finance
 - a. registration fees
 - b. ARA support
 - c. foundation support
 - d. government projects
 - e. identification with other groups who may have same need and associate with them, i.e., post-graduate medical education and so on.
2. Scope
 - a. tie in with ASHA convention
 - b. stress statewide or regional conferences and/ or programs

The following activities were listed as appropriate action between now and the November business meeting:

1. Survey the membership to determine topics which have the greatest appeal for continuing education programming
2. Survey the membership regarding availability of individuals for a speakers' bureau and their areas of expertise

3. Identify persons from each state or region to coordinate ARA speakers' bureau involvement at state or regional meetings.

Following presentation of the committee report, a small group of members discussed additional concerns in continuing education. It was suggested that the continuing education committee should be the vehicle by which information generated by individuals and task force committees can be disseminated through the membership. Several members of the academy approached the chairman of the committee to volunteer their services as a committee member or to suggest other topics of interest. Strong sentiment was expressed to make our journal different than JSHD, JSHR, etc. Members explored the possibility of having our journal contain philosophical discussions on various topics, synthesizing or abstracting with comment articles from other journals relating to aural rehabilitation or variations of the above. One person suggested an annual review of articles dealing with rehabilitative audiology published by the ARA. The committee chairman was asked to informally explore these ideas with our editor.