



Fellowship Training in Audiology

Michigan Audiology Coalition Conference
October 14, 2022. East Lansing Michigan

Panel

Andrea Martin, Devin McCaslin, Jordan McNair,
Kathryn Makowiec, Violette Lavender

Moderator

Greg Mannarelli



Ye olde Mandatory Disclosure Slide



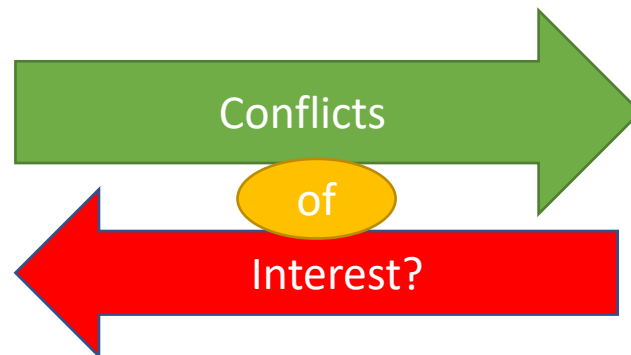
Financial Disclosures

- All presenters are paid employees of their designated health system
- The University of Michigan is a MAC conference sponsor.



Non-Financial Disclosures

- Greg Mannarelli: Member at Large MAC executive Board, Conference Planning Committee, Chair AABIOM
- Katheryn Makowiec: Member at Large MAC executive Board Char Mug Club Committee



Schedule and Objectives

Learning Objectives

1. Learners will be able to summarize, compare, and contrast the current offerings for specialized postgraduate training in audiology.
2. As a result of this activity, learners will be able to identify future needs if this type of training is to become more common in the future.
3. The learners will be able to associate the role of fellowship training and certification.

Course Outline

1. Introductions (~5 minutes)
2. A brief background & context on the progression of advanced training and credentialing in audiology (~10 minutes)
3. Overview and experiences of invited Fellowships (~50 minutes, 12 minutes per presenter)
 1. Order:, McCaslin (for Mackowiek), Martin, Lavender, McNair
4. 25 minutes of discussion topics and audience Q&A



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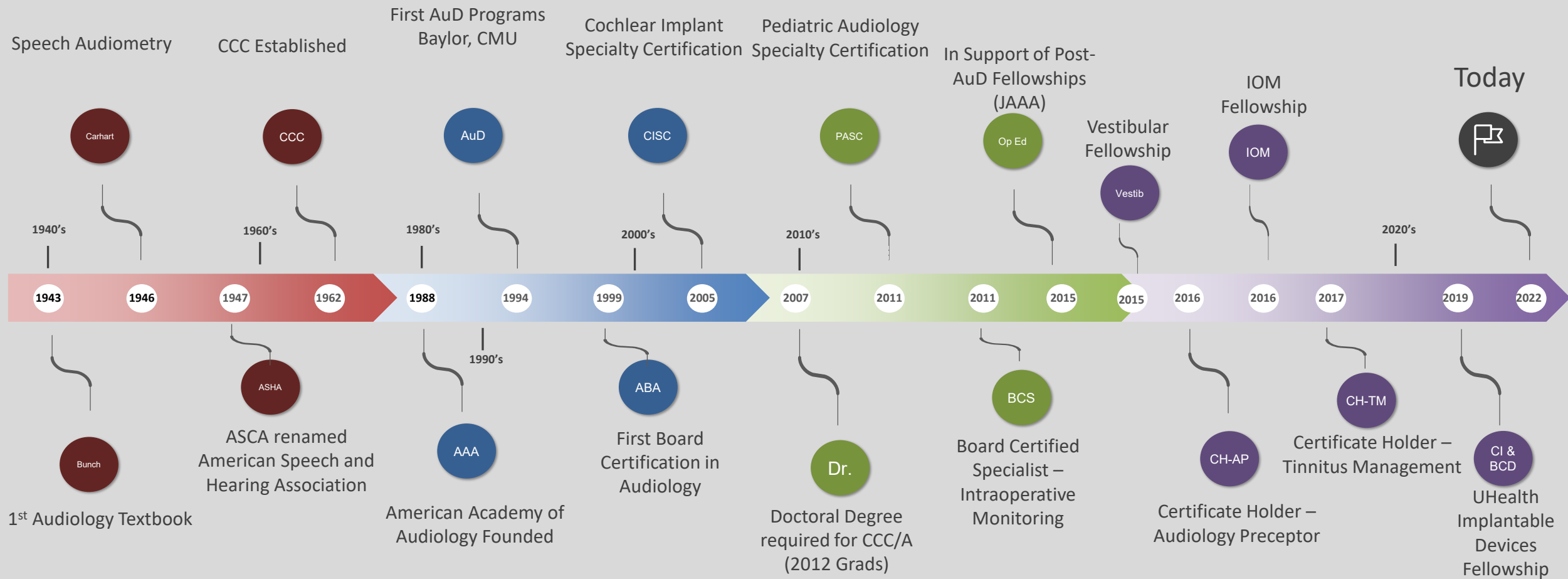
Background and Rationale for the Development of Post-Au.D. Fellowships in Audiology

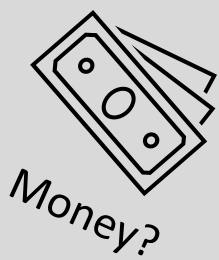
Devin L McCaslin, PhD
Greg Mannarelli, AuD

Credential Soup

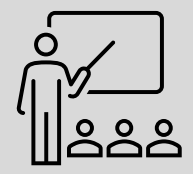
- My veterinarian wife likes to make the joke that audiologists are obsessed with placing long strings of obscure letters after our name.
- Greg Mannarelli, MA, AuD, CCC/A, F-AAA, BCS-IOM, CH-AP
- Sooo, she is kind of right
- But...this is kind of a microcosm of the history of our profession and where we are going.

A brief and approximate timeline

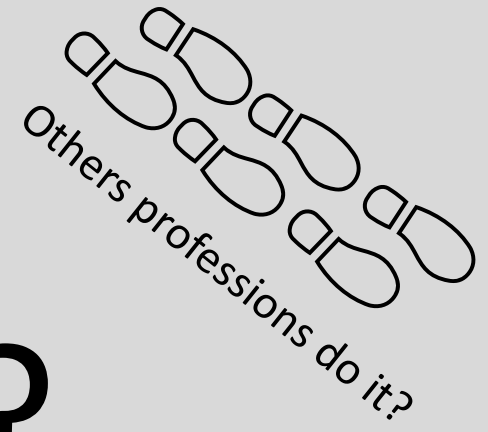




Money?



Some people can never
get enough school?



Others professions do it?

But Why?



Knowledge?



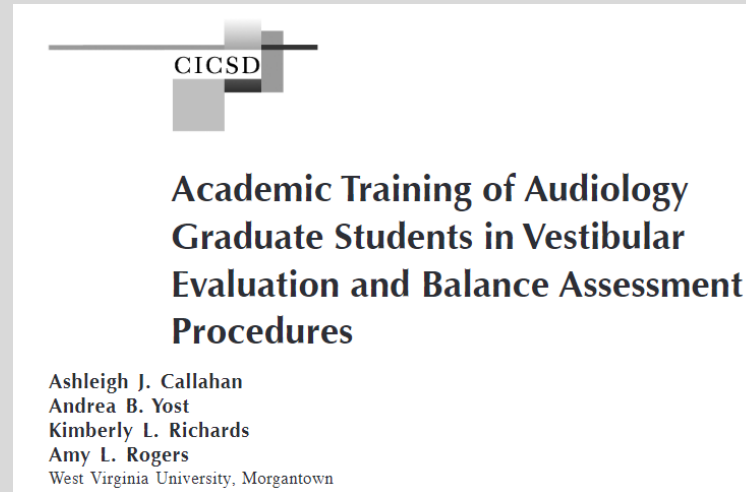
Prestige?



There is a need
for expertise ?

Background for Development

- **Training in vestibular and balance function testing does not ensure audiologists will be the preferred providers.**



- Represented the result of a survey conducted by the investigators describing the level of preparation of students graduating from Au.D. programs. The authors received responses from 29 of the academic programs that were accredited by the Council for Academic Accreditation (CAA).

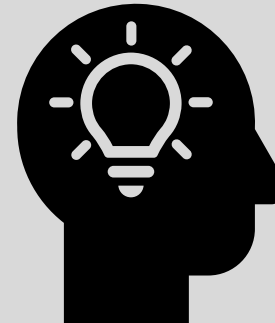
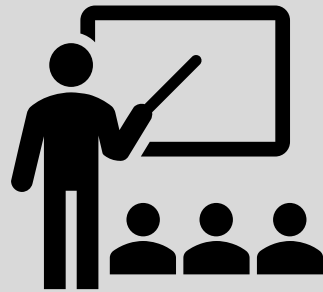
Background for Development – Vestibular Science

- Variability in course offerings, ranging from 0 to 8 credit hours, was found.
- Only 34.5% of respondents indicated that their programs prepare students *very well* to manage vestibular/balance patients.
- Approximately ~60% of programs reported their students had low-no confidence in the interpretation of to rotary chair test data.
- Only 19 of the 63 programs (27%) for which there was information reported a practicum component to formal training in the areas of vestibular and balance assessment



Callahan et al., 2013

So, how can we improve the knowledge and skills of audiologists who wish to specialize in certain areas of Audiology?

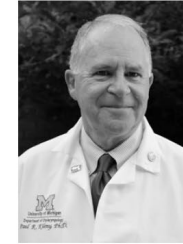


Post-Au.D. Fellowship

Editorial

In Support of a Post-Au.D.
Fellowship

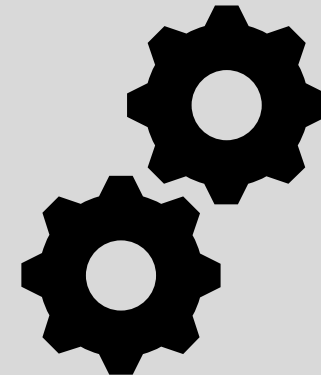
DOI: 10.3766/jaaa.26.6.1



- Development of standardized post-Au.D. fellowships, where recent graduates could receive focused clinical training under the teaching and guidance of a mentor (or mentors) for one year in their special area of interest.
- The fellow would be mentored by a senior-level master clinician. The training might include exposure to the process of conducting clinic-based research.
- At the completion of the fellowship the fellow would receive a certificate attesting to completion of training.

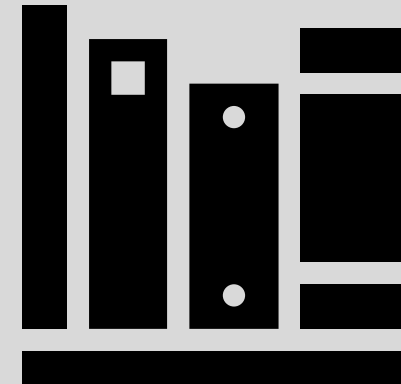
Proof-of-concept

- First Post-Au.D. Fellowship program was rolled out at Vanderbilt University in 2015 and was in the specialty area of Vestibular Sciences.
- The second Post-Au.D. Fellowship program was instituted in 2016 and was in the area of Interoperative monitoring.
 - In addition to the reasons listed above, the lag time in onboarding new providers was hampering the program
 - We had no formal training mechanism.



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Success



First Vestibular Sciences Post-Au.D. Fellow



First Intraoperative Monitoring Post-Graduate Fellow



Vestibular Fellowship



Division of Vestibular Sciences, Vanderbilt Bill Wilkerson Center



Kathryn Makowiec, AuD



My Timeline:

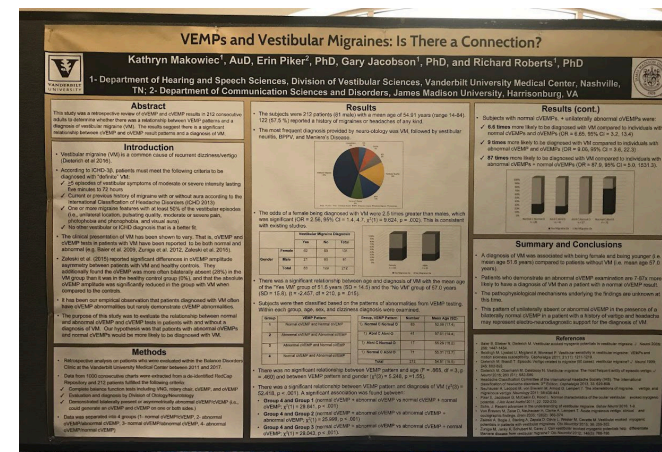


- Graduated with Au.D. in May 2017
- Began Vestibular Fellowship in September 2017
- Completed Vestibular Fellowship in August 2018
- Hired on at Henry Ford Health as a Senior Staff Vestibular Audiologist September 2018

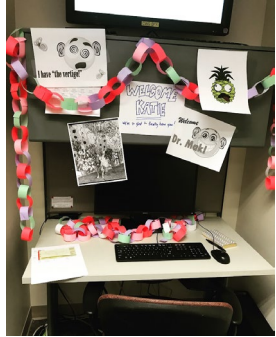
Fellowship Overview:

1 year program (12 months)

- 40-hour work week, full time salary
- 75% clinic, 25% research
- Opportunity to audit all or part of the 3 courses in Vestibular Sciences offered through the Vanderbilt Au.D. program
- Expectation to co-author at least one publication and present research at one conference
- 2 mentors
 - Dr. Gary Jacobson
 - and Dr. Richard Roberts



Clinic as a Vestibular Fellow



- Vestibular Clinic
 - Comprehensive vestibular clinic including VNG, Rotary Chair, vHIT, oVEMP, cVEMP, and Posturography
 - Significant supervision first few months, then independently seeing patients
- ENT Clinic
 - Completing audiograms for patients seeing ENT providers
- AuD student supervision
 - 1-2 student weekly in the balance clinic
 - 2 students weekly in the ENT clinic

Research as a Vestibular Fellow

- Developed plan, write IRB, and conducted 1 study
 - 1st author for publication
- Assisted in other active projects within the Vestibular Lab
 - Assisted in 5 research projects
 - Co-authored 1 case study publication
 - Co-authored 2 research publications
- Presentation opportunities
 - Poster and podium



VANDERBILT UNIVERSITY
MEDICAL CENTER

You Spin My Head Right Round (Right Round)
A Case of Vestibular Neuritis

Kathryn Makowiec, AuD, CCC-A/F-AAA
Clinical Audiologist and Vestibular Fellow
Vanderbilt University Medical Center
kathryn.f.makowiec.1@vumc.org

AAA 2018
FORMERLY AUNDOLOGY NOW!

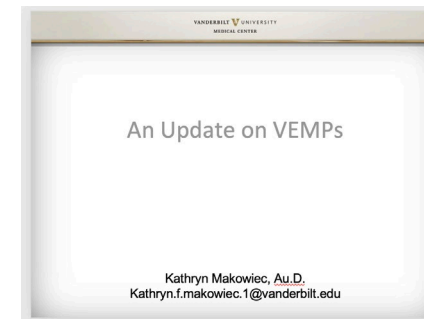
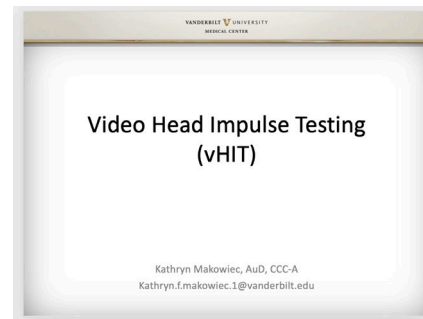
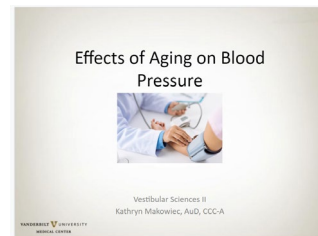
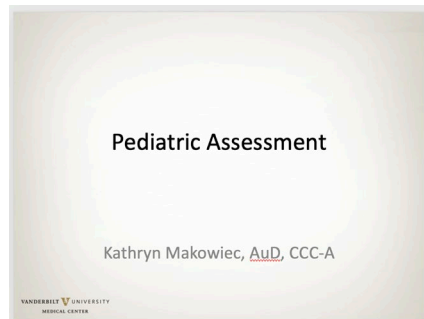
CELEBRATING THE ACADEMY'S 30TH ANNIVERSARY

NASHVILLE

APRIL 18-21
REGISTER NOW!

Additional Opportunities

- Teaching opportunities
 - Lectured for the Vestibular I and Vestibular II course within the Au.D. program
 - Co-instructed the hands-on lab portion of the Vestibular I and Vestibular II courses



Post-Fellowship Life

- Hired on as a Senior Staff Vestibular Audiologist at HFH immediately after
- Currently:
 - 70% vestibular patients, 20% ABRs and hearing tests
 - 10% administrative focus (research & other professional commitments)
 - Wayne State Au.D. student precepting & HFH Audiology Extern precepting

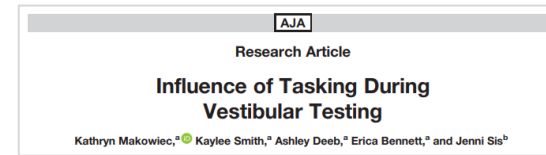
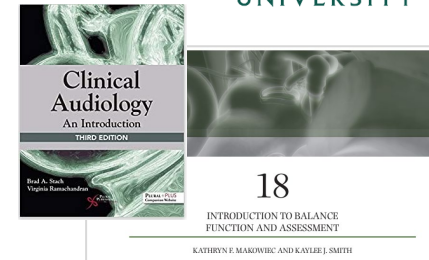


Kathryn Makowiec, AuD
Member-at-Large

Term expires 6/2023



WAYNE STATE
UNIVERSITY



Should you [or your student] consider a post-AuD Fellowship?

- Yes!
- Reasons why:
 - More in-depth, concentrated training in a specific area
 - More experience with conducting research
 - Help answer the question of should I pursue a PhD or not?



I'm interested, now what?

- Applications for Vanderbilt's Vestibular Fellowship typically open in February each year.
- Other post-AuD vestibular fellowship option:
 - Medical University of South Carolina (MUSC in Charleston, South Carolina)
 - 1-2 year position
 - Gain experience in vestibular diagnostic evaluation and interpretation
 - Develop a portfolio of vestibular related translational research
 - Applications typically open in April/May
- A few other major medical centers are in the process of developing vestibular fellowships



Questions?

- Send me an email at kmakowi1@hfhs.org

DEPARTMENT OF OTOLARYNGOLOGY - HEAD AND NECK SURGERY

Intraoperative Monitoring (IOM) Fellowship

Andrea Martin, Au.D.
Michigan Audiology Coalition
Fellowship Panel



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HEAD AND NECK
SURGERY



What is IOM?



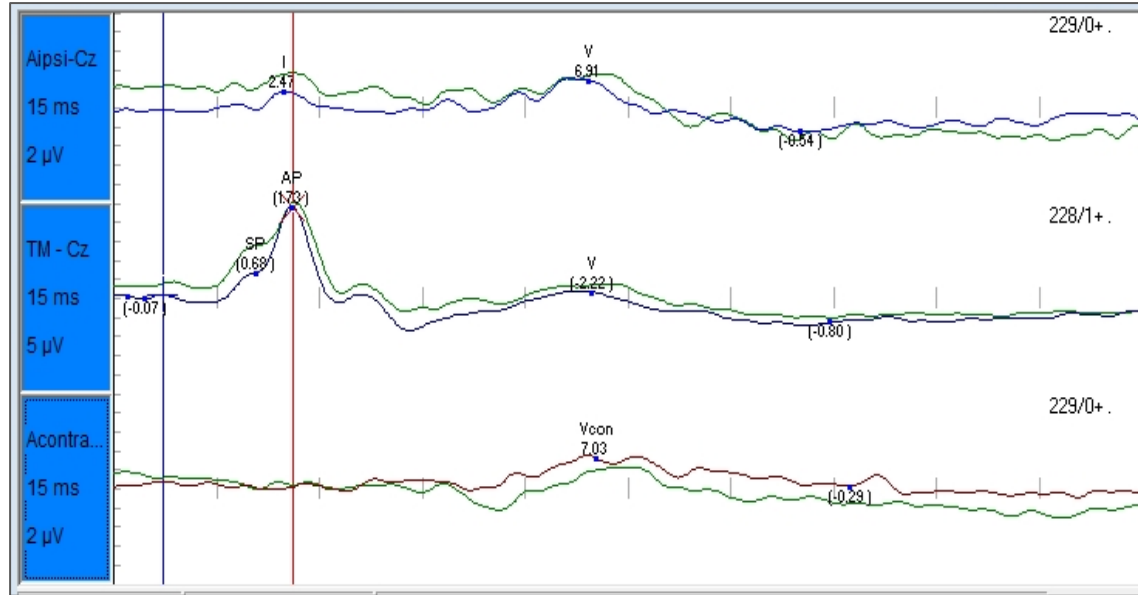


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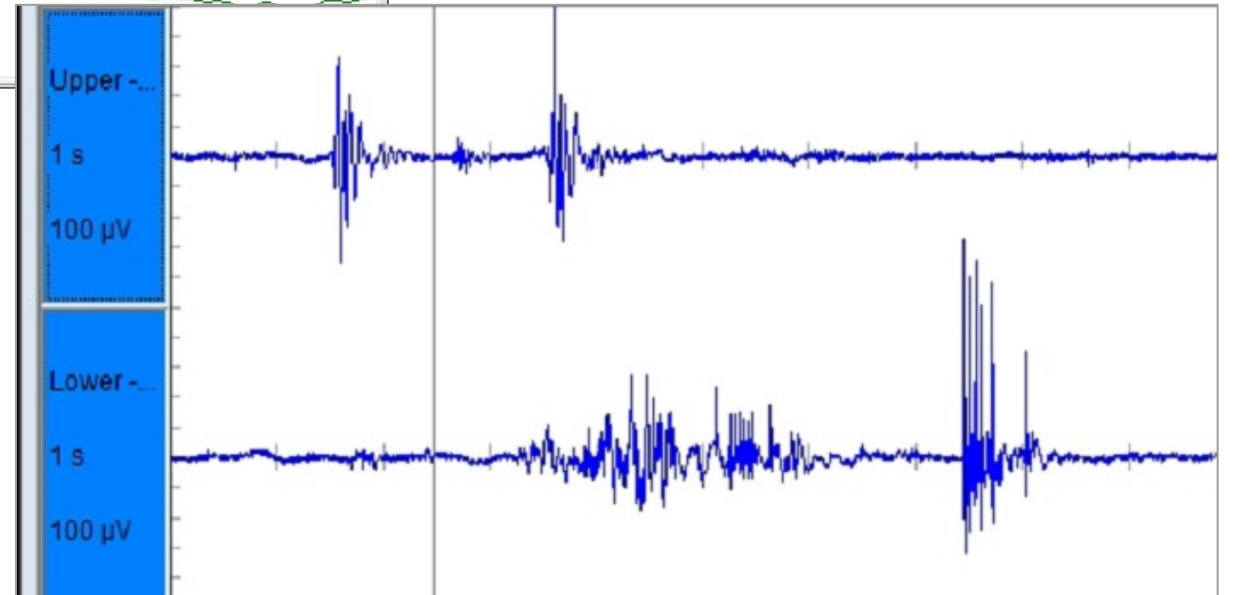
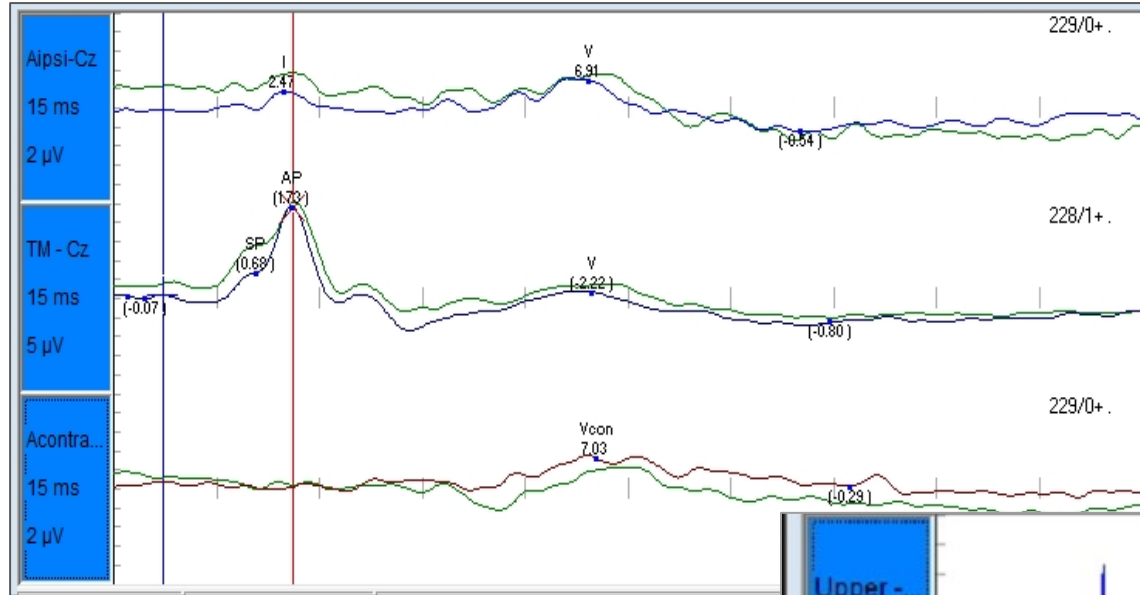




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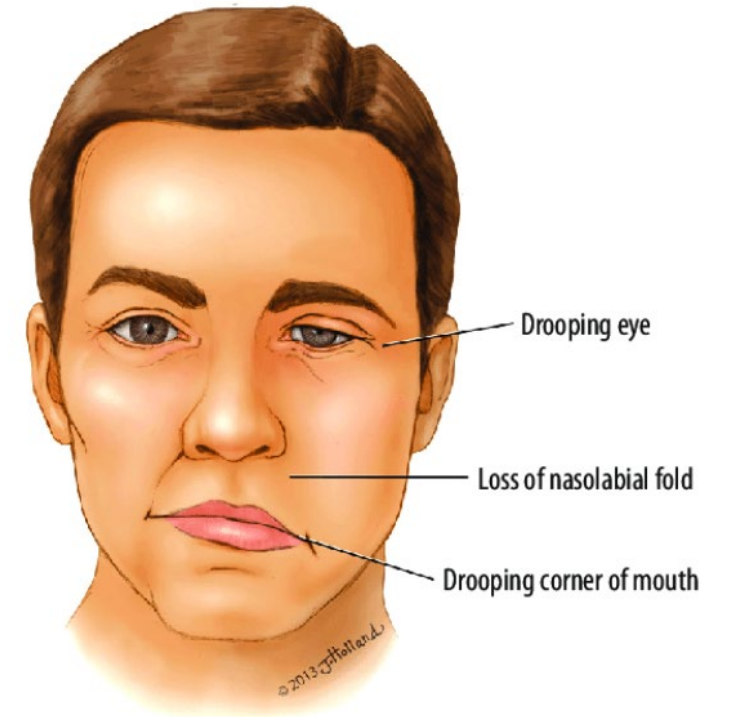


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Why IOM?



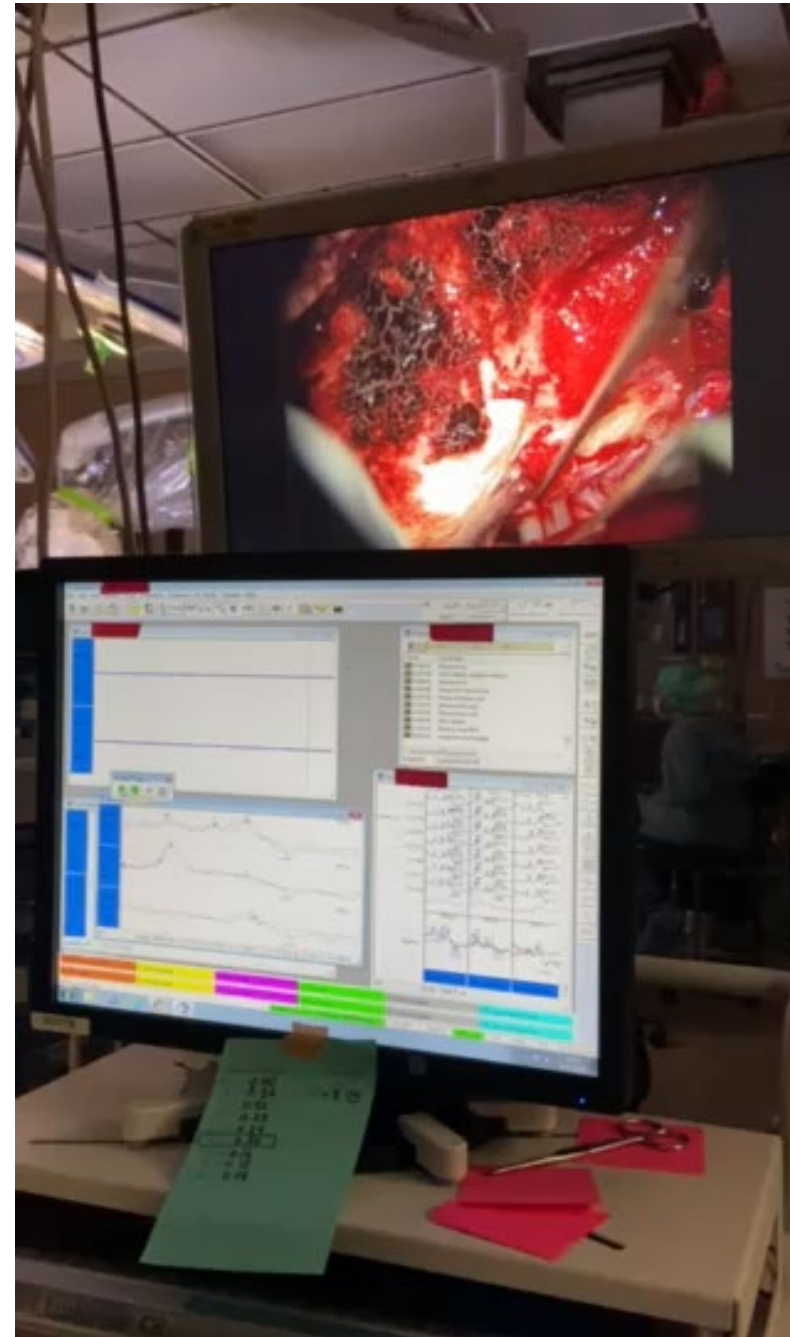


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IOM in practice



Training happens in stages...



Zaki, Z. (2017). *The Four Stages of Competence*.

The IOM Fellowship also happens in stages!



DEPARTMENT OF OTOLARYNGOLOGY - HEAD AND NECK SURGERY

Interview & Observation



DEPARTMENT OF OTOLARYNGOLOGY - HEAD AND NECK SURGERY

Expectations



IOM Training Checklist

Prior to Case:

- Perform a chart review and accurately determine monitoring needs. This includes reviewing audiology and surgical notes
 - Routinely researches the surgical procedure and/or reviews the anatomy of monitored nerves and proximity to the surgical field
 - Has reviewed relevant radiology and/or how radiology will impact case
 - Is prepared to discuss all relevant aspects of the case with the supervising audiologist
- Ensure IOM cart is properly stocked for needs of the case and ready to go
- Familiar with IOM modality terminology and fundamentals
 - This includes familiarity with the relevant nerves, target muscles, and evoked potential generators
 - Routinely reviews the IOM protocol for the case
 - Has a copy of the protocol in OR until the fellow has said protocol memorized
- Navigating Snapboard
- Communicating with OR Room staff about start time of cases that are not 'first start'
- Comes to the case prepared to take notes and record lessons learned

Set up:

- Present in room on time
- Determine proper cart placement
- Confirm monitoring plan with surgical team (cranial nerves to monitor, AEP's, SSEP's, anesthesia requirements)
- Prepare electrodes, alcohol, tape, tegaderm, mastisol, AEP needs, etc.
- Can describe (active recall) of anatomy relevant to set-up (muscles/nerves)
- Demonstrate understanding of the surgical field so that needle placement will not interfere
- Efficient, accurate, and secure placement of needle electrodes, including stimulator return electrode and/or extension cable
- Efficient, accurate, and secure setup of AEP's:
 - ABR (ipsi & contra)
 - EchoG (including placement of TM electrode)
- Plug needles into headbox and perform impedance check PRIOR to surgical prepping



Clinical Application



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Anatomy & Surgical Approach



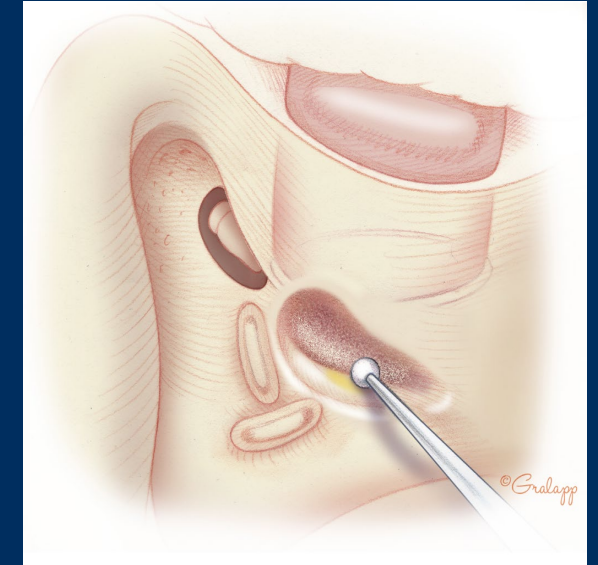
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Preparation & Set-up



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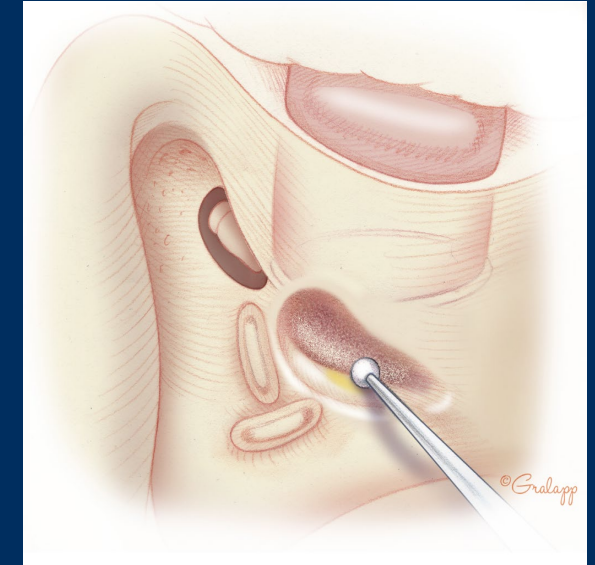
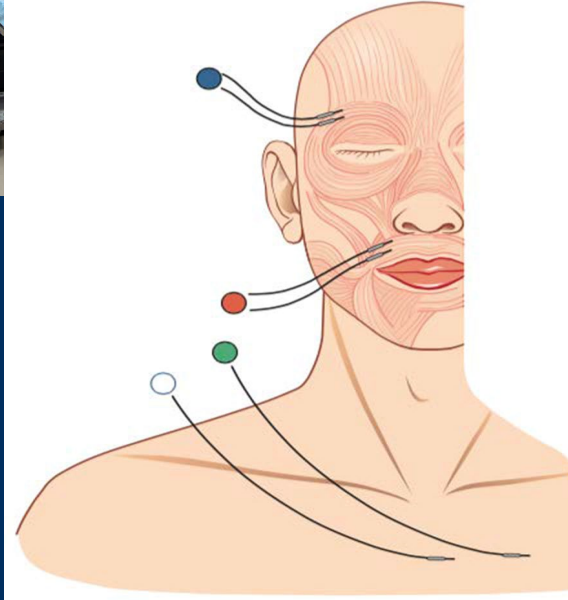
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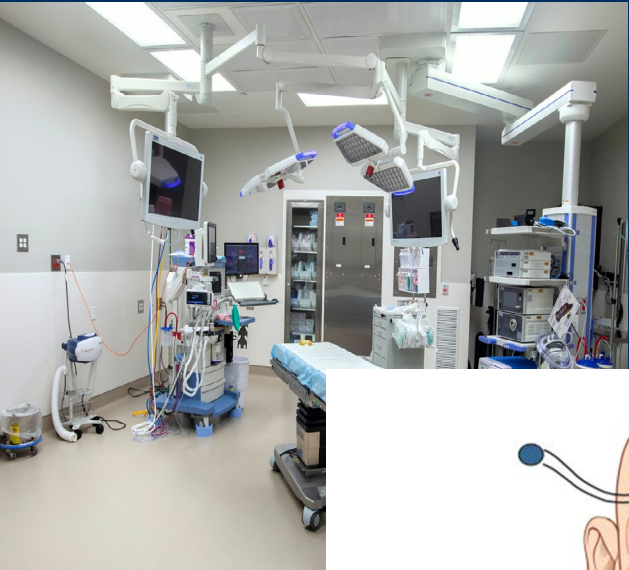
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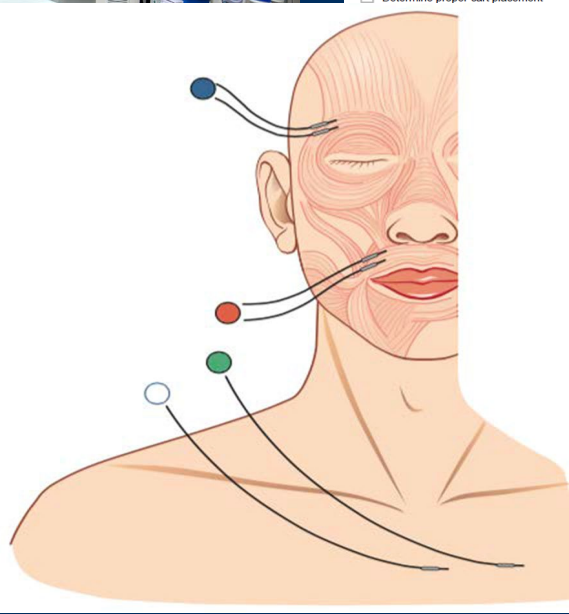
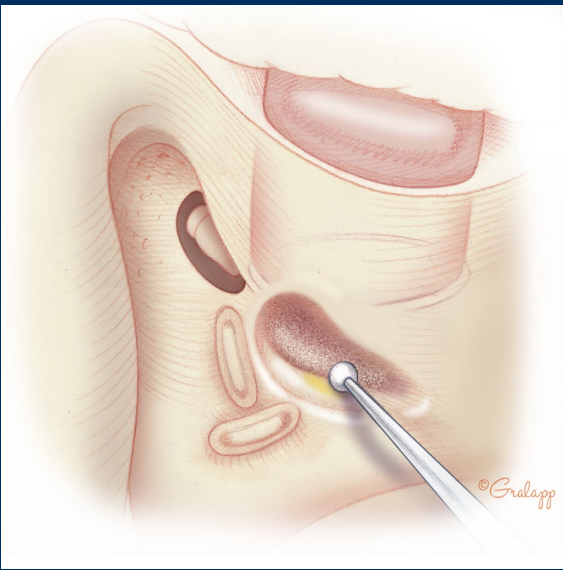
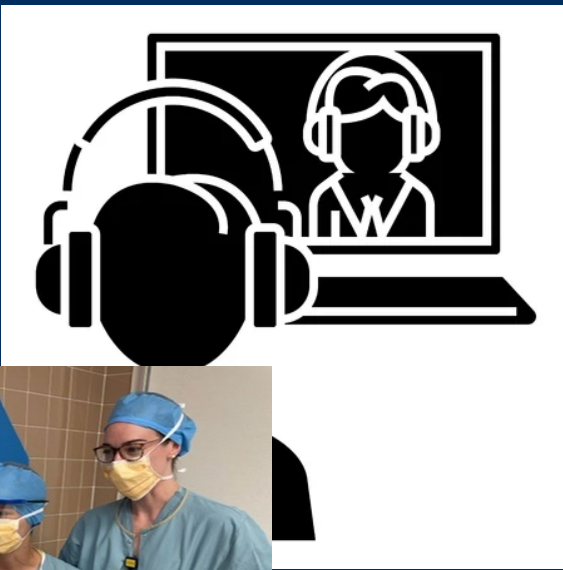
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Supervision



- IOM Training Checklist**
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Independence



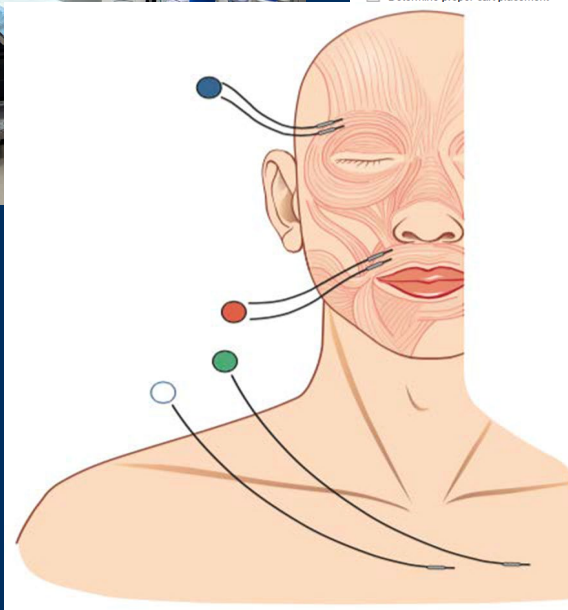
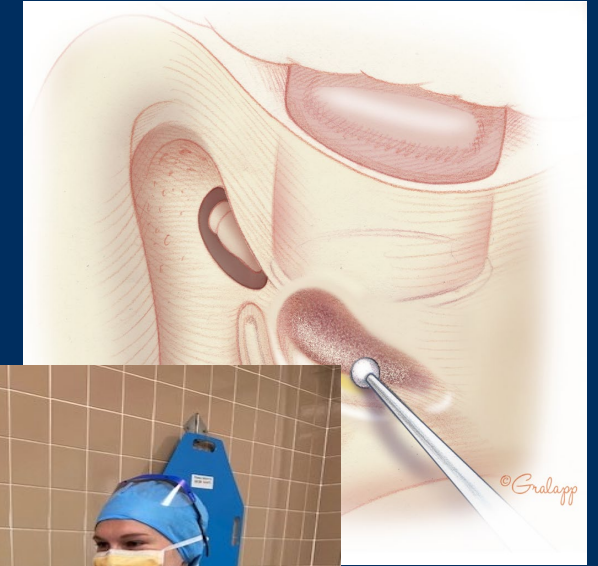
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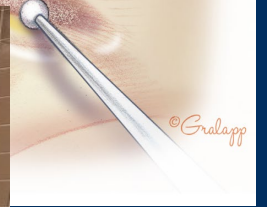
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Highlights



Highlights

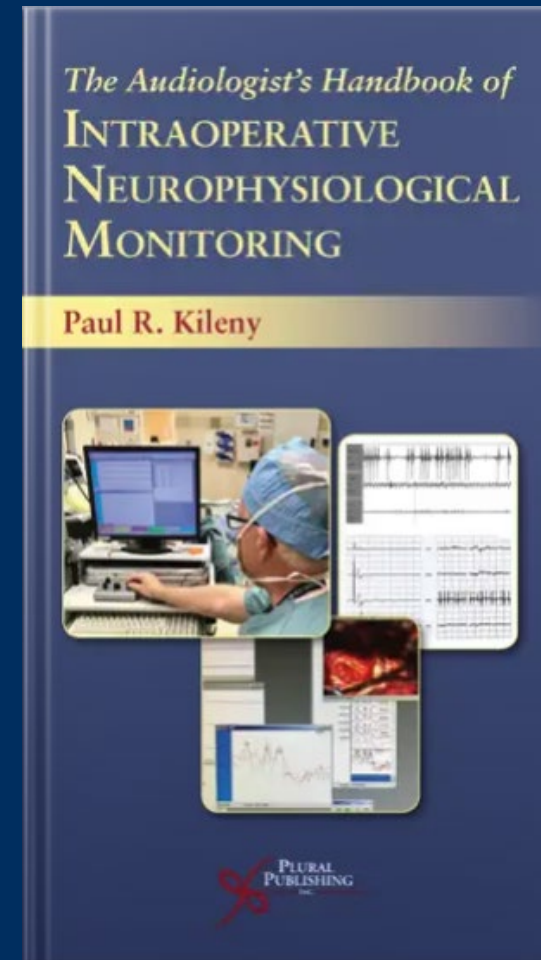


Thank you!



Resources

- Textbooks/Handbooks
- Audiology Online
- American Audiology Board of Intraoperative Monitoring



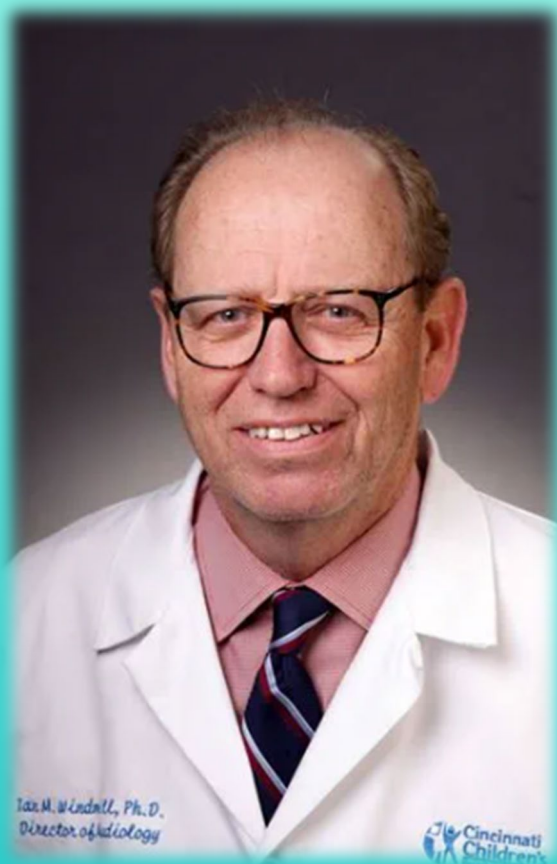
Kileny, P. (2015). *The Audiologist's Handbook of Intraoperative Neurophysiological Monitoring*. Plural Publishing.



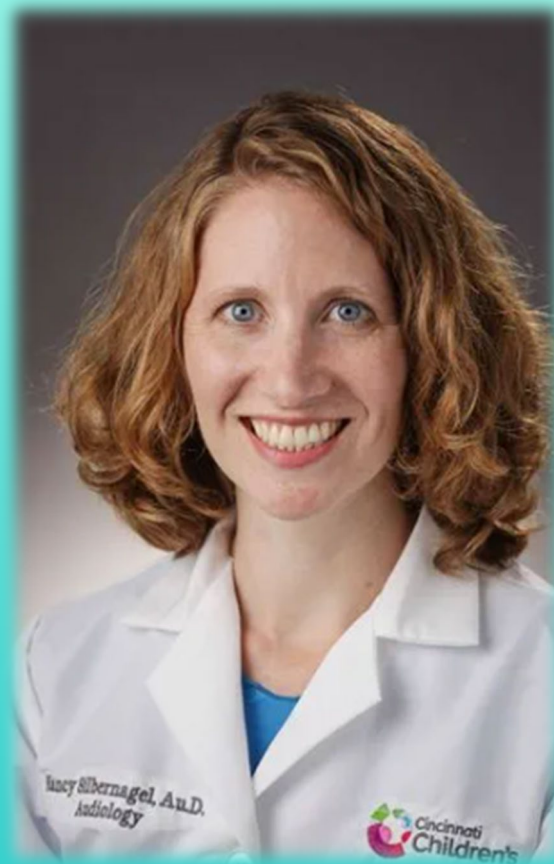
DIVERSITY, EQUITY, AND INCLUSION (DEI) FELLOWSHIP

Content delivered by Violette Lavender, AuD

FELLOWSHIP CREATORS



Ian Windmill, PhD



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- ▶ Slide Credits

- ▶ Many of today's slides were created by Alicia Gonzalez, AuD
- ▶ Information was provided by Ian Windmill, Nancy Silbernagel, and Erin Pinsky

THANK YOU!

- ▶ Improve diversity within three Allied Health Divisions
 - ▶ Division of Audiology
 - ▶ Division of Speech-Language Pathology
 - ▶ Division of Occupational/Physical Therapies
- ▶ Increase understanding of equity and inclusion across staff
- ▶ Expanding clinical delivery within communities of interest
- ▶ Develop a pipeline of diverse practitioners in divisions



PURPOSE

- ▶ Race concordance increases the likelihood of visiting a provider (Ma A, 2019),
- ▶ Improves patient participation in decision-making (Cooper-Patrick L, et al., 1999)
- ▶ Improves overall communicative interactions (Shen MJ, et al., 2017)

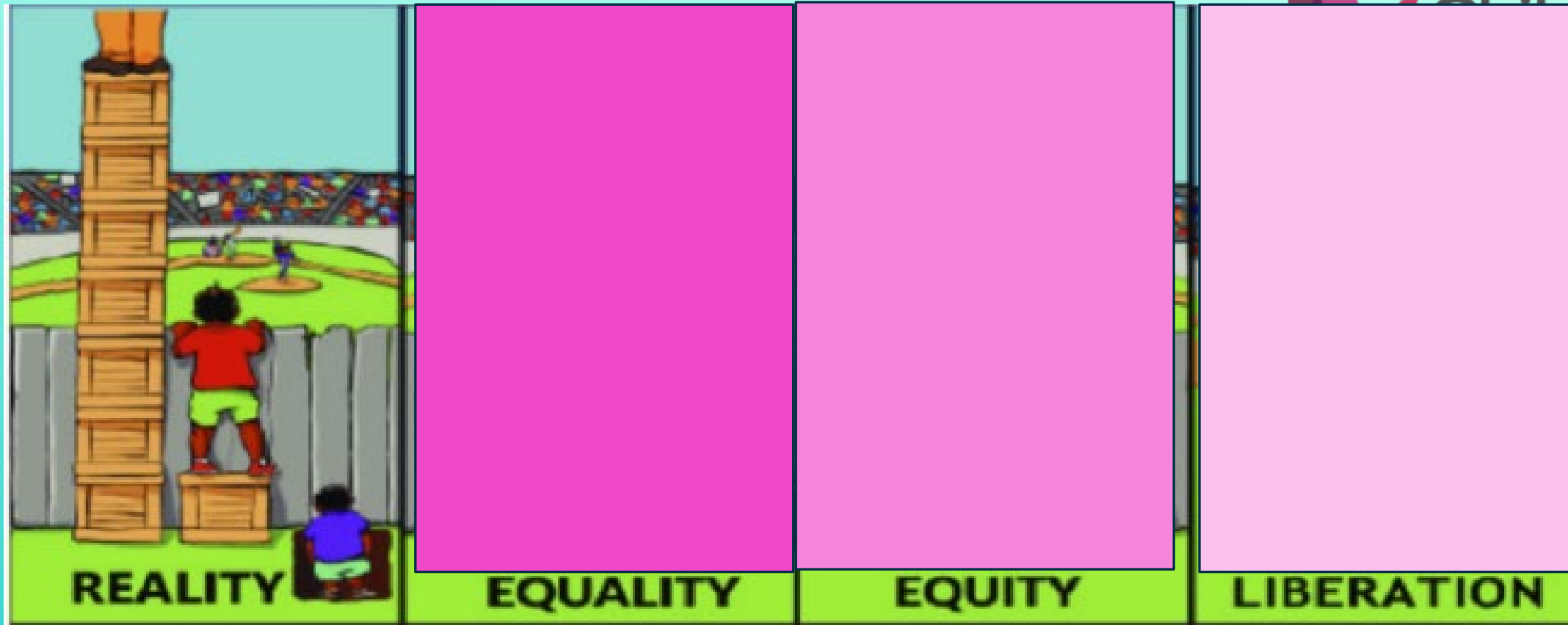
LITERATURE REVIEW

- ▶ Fewer than 15% of black patients report their usual providers match their race/ethnicity compared with nearly 95% of white patients
- ▶ Hispanic patients identify a 43% race/ethnicity match with their provider (Sweeney CF, et al., 2016)

LITERATURE REVIEW

- ▶ **Diversity**
 - ▶ Similarities and differences across physical, social and psychological characteristics
 - ▶ Diversity includes everyone
- ▶ **Equity**
 - ▶ Fair treatment, access, and opportunity for all. Eliminating barrier that have prevented full participation in the past
 - ▶ Equity helps everyone reach their potential
- ▶ **Inclusion**
 - ▶ Behaviors and creation of an environment to honor individual uniqueness and foster a sense of belonging
 - ▶ Inclusion must be intentional

WHAT IS DEI?



This version of a famous online graphic was created by Angus Maguire, based on a graphic designed by Craig Frohle in 2012.



Inspire, attract, and recruit diverse talent to have a full representation of individuals at all levels across the organization

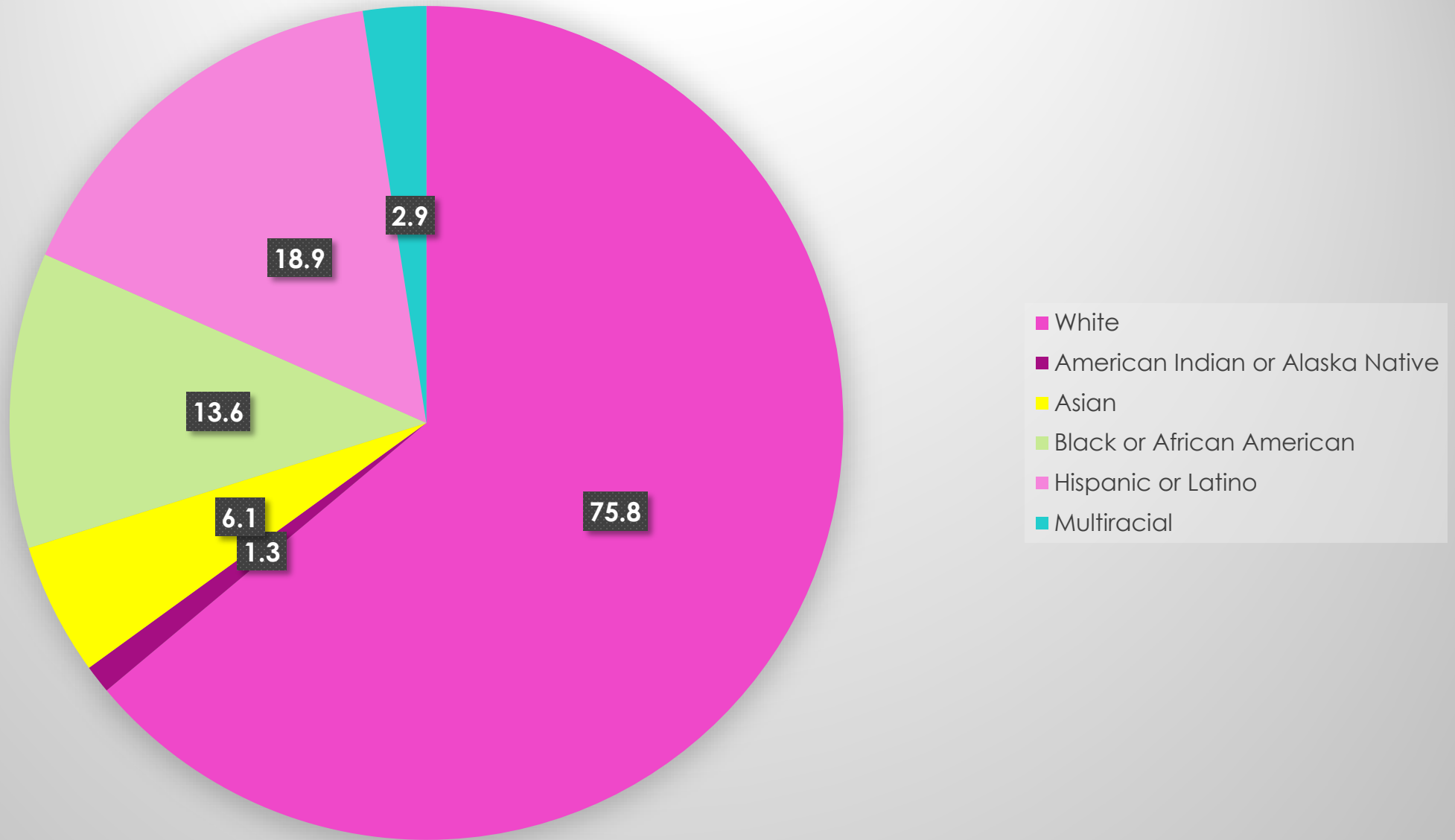


Implement structures and programs to onboard, develop, advance, and retain diverse employees.



Partner across the organization as well as with underserved and vulnerable communities, local organizations, and civic leaders on outreach and services to advance child and community health.

Census Demographics 7/2021



Source: <https://www.census.gov/quickfacts/US#qf-headnote-b>

- Race
 - American Indian or Alaska Native 0.2%
 - Asian 3.8%
 - Black or African American 2.4%
 - Native Hawaiian or Other Pacific Islander 0.1%
 - White **91.9%**
 - Multiracial 1.5%

- Ethnicity
 - Hispanic or Latino 3.4%
 - Not Hispanic or Latino 96.6%

- Sex
 - Female 86.6%
 - Male 13.4%

ASHA National Demographics of the Audiology Profession (2021)

	AUDIOLOGY STUDENTS	DENTISTRY	OPTOMETRY	CURRENT AUDIOLOGISTS
White	81.90%	51.10%	51.40%	90.80%
Black or African American	2.90%	5.30%	2.70%	3.59%
Hispanic or Latino (any race)	4.60%	9.00%	6.60%	3.00%
American Indian or Alaska Native	0.00%	0.40%	0.50%	0.00%
Asian	6.00%	24.00%	30.30%	3.10%
Native Hawaiian or Other Pacific Islander	0.00%	0.20%	0.30%	0.00%
Two or More races	4.30%	3.00%	2.00%	2.49%
Unknown		2.50%	6.10%	

Changing Demographics & Other Professions

- ▶ Black or African American
- ▶ Hispanic or Latino
- ▶ American Indian or Alaska Native
- ▶ Native Hawaiian and other Pacific Islander
- ▶ Persons with disabilities
 - ▶ Hearing loss (audiology)
 - ▶ Communication disorders (speech-language pathology)
 - ▶ Developmental disabilities (occupational therapy)
 - ▶ Movement disorders (physical therapy)



DIVERSE PIPELINE

- ▶ Meets the institutional strategy for recruitment, development, and retention of diverse talent through offering a program specifically targeting underrepresented individuals within their respective professions and subsequently identifying individuals who can be retained as part of the staff moving forward.
- ▶ To provide and support opportunities that enable existing employees to develop educationally, personally, and professionally at CCHMC in DEI.
- ▶ Projects that can examine demographic data relative to service delivery and identify benchmarks and targets for improvement in the delivery of care to communities of interest. TARGET: GAPS IN CARE!

GOALS OF THE FELLOWSHIP

- ▶ Opportunities for the development of staff's cultural competence through ongoing education and training that result from the presence of, and the experience of the fellows.
- ▶ Fellows will provide culturally diverse clinicians that should improve communication and connection within the Cincinnati communities (racial concordance), thus moving the Allied Health Divisions toward more equitable outcomes for patients.
- ▶ Opportunity to partner across three Allied Health Divisions to identify and deliver services to underserved and vulnerable areas of the community through the guidance of the leadership within the Office of Diversity and Inclusion
- ▶ The fellowship program requires an initial investment for program initiation, but thereafter will be self-supporting, leading to substantive return on the investment over years

GOALS OF THE FELLOWSHIP

- ▶ Continue to develop the fellowship curriculum
- ▶ Increase knowledge of audiology as a profession, by forming relationships/connections and mentoring students.
 - ▶ Particularly focusing on students who belong to organizations designed to provide support for historically marginalized communities. These organizations focus on racially/ethnically diverse, first-generation college students, lower SES etc.
 - ▶ We cannot increase the diversity of the profession without mentoring and telling younger individuals about audiology and the field. By having mentors in the field who may be able to connect with future audiologists by sharing a background/story of their race/ethnicity we can help create this 'pipeline' of diversity into the field
 - ▶ Diversity in the field is important due to a racial/ethnic concordance that patients will feel with their provider
- ▶ Project ideas for the year: looking at loss to follow-up in birth to three populations, no-show rates of our hearing aid patients, race/ethnicity trends of our vestibular patients, use of foreign language interpreters.

CURRENT PROJECT IDEAS FOR THE YEAR

- ▶ Clinical care – 75% of the time
 - ▶ Licensed to practice audiology in the state of Ohio
- ▶ Educational Seminars – 5% of the time
 - ▶ Bi-monthly meetings for learning, networking, project support and collaboration
- ▶ Projects – 20% of the time
 - ▶ Develop and complete 2-3 projects through the year

FELLOWSHIP STRUCTURE

- ▶ Twice a month with the other fellows, department managers, and other members of hospital/community
- ▶ Presentations including:
 - ▶ Pastoral care
 - ▶ Transgender clinic
 - ▶ Community based research
 - ▶ Health Equity Network

EDUCATIONAL SEMINARS

- ▶ Anticipated Applications due early 2023
- ▶ Fellowship: July-June

FELLOWSHIP

- ▶ Bachelors of Science (2018) - Grand Valley State University
- ▶ Doctor of Audiology (2022) – The Ohio State University
 - ▶ Fourth Year Externship – Cleveland Clinic
- ▶ Pediatric Audiologist, Allied Health DEI Fellow – Cincinnati Children's
- ▶ Other involvements: Ohio Academy of Audiology Scholarship/Awards Chair
- ▶ Interests: access to healthcare, healthcare inequities/disparities, multidisciplinary/interdisciplinary practice



OUR CURRENT FELLOW- ALICIA GONZALEZ, AUD

- ▶ *“This is such a unique opportunity that I am so grateful to be a part of. Had you asked me a year ago if I would be doing a fellowship this year, I would have said no. I never knew that I could combine my love for access to hearing healthcare and DEI with my love for pediatric audiology until I found out about this fellowship. I felt as though this fellowship was the perfect next step for me to learn and grow in the clinical care I can provide patients, improving patient experiences/outcomes, all while also refining leadership skills along the way. “*

-ALICIA GONZALEZ



OTHER QUESTIONS?

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OR

ERIN.PINKSY@CCHMC.ORG

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- ▶ ² Cincinnati Children's Hospital (2022). Diversity, Equity, and Inclusion Strategic Plan
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REFERENCES

Auditory Implants Fellowship

Jordan McNair, AuD



EAR
INSTITUTE

Background

- **University of Miami began offering post-doctoral fellowships in 2019**
 - Focused on auditory implants (cochlear and acoustic) across the lifespan
 - 1st fellowship in the country for this specialty
- **Personally, completed the fellowship in year 2020-2021**
 - Focused on auditory implants across the lifespan
 - Secondary focus on pediatric audiology

Why a fellowship in this area?

- **Auditory implantable device exposure is not offered at every training site**
- **Exposure in this area can be limited to a specific/isolated rotation**
 - Limited by manufacturer
 - Limited by patient population
- **New hires and young professionals often lack full competency in this area**

Goals and Expectations

- To foster the development of new (between 1-5 years post graduate) audiologists with specific passion for auditory implantable devices
- To seek candidates who express desire to be future leaders and innovators in this specialty area
- To jumpstart specialty exposure for audiologists who desire to work towards becoming experts in the area of auditory implantable devices

Fellowship Breakdown

- **Clinical (80%)**

- Clinical mentors identified at beginning of fellowship
- Goal: see patients on an independent schedule by the second half of the year
- Goal: Develop full competency and advanced skill in this specialty

- **Research (20%)**

- Research mentors identified at beginning of fellowship
- Goal: present research project at annual departmental research forum
- Goal: prepare related manuscript
- Grand rounds presentation

Supervision

- **100% supervision to start**
 - Gaining independence as clinical competencies are met
 - Goal is to have an independent schedule within the fellowship year
 - Formal supervisor evaluations with quarterly meetings to monitor progress
- **Informal weekly check-ins with primary clinical mentor**
- **Formal weekly or bi-weekly meetings with research mentor**

Research

- **Research mentor and project are established within the 1st month of start date**
 - Strict timeline for Departmental Research Forum
 - Established meeting schedule with primary research mentor
- **Final research presentation to conclude the fellowship experience**
 - Formally judged and awarded

Personal Experience

- Adapted to a hybrid auditory implant/ pediatric focused fellowship due to staffing changes
- Research project posed initial challenges due to inability to see research subjects in person due to Covid-19
- Achieved full competency for auditory implantable devices/ pediatrics
 - Experience with all manufacturers for cochlear and acoustic implants
 - Full independence with adult and pediatric population in this specialty

Unique Experiences

- Educational audiology training with local auditory aural school
- Parent and teacher presentations on a variety of topics
- Advocacy efforts at the Florida State Capital
- Research Presentation at the departmental research forum
- Development of clinical pocket-guides for new hires and trainees
- Collaborative work for ongoing research projects in the department



Personal Experience

- Gained necessary experience to fulfill a position as a pediatric hearing implant audiologist with U-Miami following post-doc training!





THANK



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Fellowship Training in Audiology

Michigan Audiology Coalition Conference
October 14, 2022. East Lansing Michigan

Question and Answer Session

