

Supervision strategies Speech Pathology student supervisors use to support international students in work placements

Stacie Attrill



@SAttSpeech

Stacie.Attrill@flinders.edu.au

Professor Michelle Lincoln (University of Sydney)

Associate Professor Sue McAllister (Flinders University)



THE UNIVERSITY OF
SYDNEY



Flinders
UNIVERSITY

- › International students' learning behaviours in the classroom:
 - Hofstede's cultural dimensions theory (1980; 2011) – 6 dimensions explaining cultural behaviours & values.
 - Acculturation: The process of adjusting from the home culture to take up the norms and values of the new cultural group

- › International students in clinical placements:
 - English proficiency +/- cultural behaviours related to clinical placement performance

- › Better support for international students' learning
- › Provide opportunities for all students to broaden their intercultural perspectives
- › Practically, specific international and intercultural learning objectives are infused across all components of study.

- › Strategies include:
 - Use of inclusive language in written information and curriculum
 - Removal of colloquialism and jargon
 - Removal of perceived cultural bias
 - Additional time for examinations



- › Australian Speech pathology program context:
 - Speech Pathology qualifying programs in Australia:
 - Undergraduate: 4 years; Graduate Entry (Masters): 2 years.
 - › International students travelling to Australia for the duration of their study.
 - › Students primarily from SE Asia; less from Central Asia, Nth America, UK.
-

- › Speech Pathology students complete a series of placements → supports competency development.
- › Situated within a range of workplaces and university clinics.
 - Workplace settings range: eg Hospitals, schools & childcare, disability service providers, community health.
 - Locations range: Metropolitan, Urban outskirts, rural & remote, interstate, international.



- Supervised by qualified Speech Pathologists: Placement Educators (PEs).
 - Manage learning needs; support competency development; assessment.
- › Complex client needs often have primacy over student learning (Rodger, et al. 2008)



Internationalization strategies may be more difficult to implement in placement settings (Nash, 2012)

“International students experience added communication and cultural load on placement, which increases their learning demands compared to domestic students” (Attrill, et al. 2015).

?? Placement Educator perspective.

Placement Educator perspective?

What are the perceptions of Speech-Language Pathology (SLP) Placement Educators about their experiences working with International students on placement?

What factors do SLP Placement Educators perceive to influence the competency development of International students on placement?

- › Social constructivist approach, using focus group interviews with SLP Placement Educators to generate and collect data.

	University A	University B	Total
No. focus groups conducted	3	2	5
Supervisors consented	19	10	29
Supervisors interviewed	13	7	20



- › Experiences with International students on placement;
- › Perceptions of International students' competency development;
- › Assessment of International students;
- › Strategies to support International students' learning

Analysis strategy

- › Classic Analysis Framework for focus group interview data (Krueger, R. & Casey, M., 2009)
- › “Using thematic analysis in psychology” (Braun, V., & Clarke, V., 2006).

Rigour

- › Research team conducted independent categorisation of open codes
- › Additional focus group conducted with participants to verify and explore themes identified.

Theme 1: Complex teaching and learning relationships

- › *“The international students that I've had have developed their competency, but it has quite frequently required a lot more work for me to talk them through some of these things” (Interview 2, participant 5)*
- › *“If they're struggling with potentially English as a second language, different cultural norms about how you interact with other people. Different cultural expectations about even what they achieve academically, and expect of themselves.... I think those all add many layers of complexity to the task of learning” (Interview 1, participant 3)*

- › Placement Educators use complex processing reflecting many elements
 - Complex workplace settings, clients
 - Synthesis of information about students' acquisition of knowledge, skills and attitudes

- › Walters, L., et al (2009). What do general practitioners do differently when consulting with a medical student? *Medical Education*, 43(3), 268-273

- › Durning, S. J., et al (2012). The impact of selected contextual factors on experts' clinical reasoning performance (does context impact clinical reasoning performance in experts?). *Advances in Health Science Education*, 17, 65-79.

Link cognitive load & Placement Educators' perceptions of time & complexity when working with international students?

Theme 2: 'Conceptions of students as learners'

- >
- > *“It really took her a long time to get her head around yes, but you've got to pull yourself out of that 'you're a child' into a 'you're a clinician role'... Seeing her burst into tears and have a real genuine issue with speaking to an older lady, - in way of authority. It was an interesting thing to see.” (Interview 5, participant 3)*
- > *“That sense of coming forward and asking a question or seeking support or clarification. We value that in terms of the generic competency of, (eg) 'initiates learning, attitude to learning'” (Interview 4, participant 3).*

What do Placement Educators understand about learning?

- › Sociocultural learning theories (eg Lave & Wenger, 1991; Billett, 2014)
 - Educators guide students to develop knowledge and skills, based on their own practices and experiences, grounded in their own culture and values
- › OT Placement Educators perceived their role as assisting students to construct knowledge and skills (Richard, L.F., 2008).

Greater complexity for Supervisors if students don't reflect their norms, practices, values?

Need to construct new understandings?

- > *“I mean it seems that there's a theme that if students have competent English then that makes life easier for them and for you and for clients, and with the competencies” (Interview 1, participant 3).*
- > *“They can't change [English skills] in six months. They probably need three or four years of going away and practicing... before they're competent enough to come back and give it a go in a high level language situation with a... client. They don't have that time. That's the problem.” (Interview 4, participant 2).*

Strategies for professional communication?

- › *“I think the limitations of the strategies, so that sense of sending them off to the education unit or the learning support centre.... Those services are based on generic, academic student performance” (Interview 4, participant 3).*
- › *“I think the other thing from my perspective is knowing how to help them.” (Interview 4, participant 3). “Exactly, I think that’s the biggest thing” (participant 1).*

Theme 4: 'Positive mutual learning relationships'

- › *“For me, while there are challenges there are also real benefits. Professionally and personally I think. It's that sort of learning about and finding out about that's really important” (Interview 1, participant 4).*
- › *“I think the international students make me think a lot more about my attitude as a white Anglo Australian” (Interview 2, participant 1)*
- › *“I just kind of see them as being enriching in my teaching and enriching in understanding my clinical practice” (Interview 4, participant 3).*

Cultural adjustment and learning expectations

- › interpretation of client interactions and behaviours
- › discussing issues of culture
- › finding out about IS' background and learning experiences
- › understanding of the operations and processes within the setting

Nilsson & Anderson (2004) Cultural mentoring




Teaching strategies

- › structure and explicit teaching
- › stepped instruction
- › modelling, repetition and practice of skills

Cognitive load?

- › Competency development
- › + Communication adjustment
- › + Cultural adjustment



- › Clinical Educators felt positive about international students
 - Mutual learning benefits
 - › Complexity
 - Factors related to international students
 - Clinical environments
 - › Strategies
 - Cultural adjustment
 - Learning
 - Professional communication is more difficult to support in placements
 - › Future research
 - Development of theory: Cognitive load; Understanding of learning
 - Development of effective strategies to support international students in placements
-  **Internationalisation**

- > Attrill, S., et al. (2015). "International students in speech-language pathology clinical education placements: Perceptions of experience and competency development." *International Journal of Speech-Language Pathology* **0**(0): 1-11.
- > Billett, S. (2014). "Integrating learning experiences across tertiary education and practice settings: A socio-personal account." *Educational Research Review* **12**(0): 1-13.
- > Bolderston, A., Palmer, C., Flanagan, W., & McParland, N. (2008). The experiences of English as second language radiation therapy students in the undergraduate clinical program: Perceptions of staff and students. *Radiography*, *14*(3), 216-225.
- > Braun, V. and V. Clarke (2006). "Using thematic analysis in psychology." *Qualitative research in psychology* **3**: 77-101.
- > Clouten, N., et al. (2006). "Clinical education and cultural diversity in physical therapy: Clinical performance of minority student physical therapists and the expectations of clinical instructors." *Physiotherapy Theory and Practice* **22**(1): 1-15.
- > deBrew, J. C., Lewallen, L. P., & Chun, E. (2014). Outsiders in nursing education: cultural sensitivity in clinical education. *Journal of professional nursing*, *30*(2), 149-154.
- > Durning, S. J., et al (2012). The impact of selected contextual factors on experts' clinical reasoning performance (does context impact clinical reasoning performance in experts?). *Advances in Health Science Education*, *17*, 65-79.
- > Hofstede, G. (1984). *Culture's Consequences: International Differences in Work-Related Values*: SAGE Publications.
- > Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture*, *2*(1). doi: 10.9707/2307-0919.1014
- > Jones, E. and H. De Wit (2012). "Globalization of internationalization: thematic and regional reflections on a traditional concept." *AUDEM: The international journal of higher education and democracy* **3**: 35-54.
- > Krueger, R. A. and M. Casey (2009). *Focus groups: a practical guide for applied research*. USA, Sage Publications Inc.
- > Lave, J. and E. Wenger (1991). *Situated learning: legitimate peripheral participation*. Cambridge, Cambridge University Press.

- > Leask, B. (2011). "Assessment, learning, teaching and internationalisation – engaging for the future." *Assessment, Teaching and Learning Journal* **11**(Summer): 5-20.
- > Mori, Y., Inman, A. G., & Caskie, G. I. L. (2009). Supervising international students: relationship between acculturation, supervisor multicultural competence, cultural discussions, and supervisor satisfaction. *Training and education in professional psychology*, *3*(1), 10-18.
- > Nash, R. (2011). *Promoting resilience and effective workplace functioning in international students enrolled in health courses*. Australia: Australian Learning and Teaching Council Ltd.
- > Ng, K.-M. (2006). "Counselor educators' perceptions of experiences with international students." *International journal for the advancement of counselling* **28**(1): 1-20.
- > Nilsson, J. E., & Anderson, M. Z. (2004). Supervising international students: the role of acculturation, role ambiguity, and multicultural discussions. *Professional psychology: research and practice*, *35*(3), 306-312.
- > Richard, L. F. (2008). "Exploring connections between theory and practice: stories from fieldwork supervisors." *Occupational Therapy in Mental Health* **24**(2): 154-175.
- > Rodger, S., et al. (2008). "Clinical education and practice placements in the allied health professions: an international perspective." *Journal of Allied Health* **37**(1): 53-62.
- > Sweller, J. (2011). Cognitive load theory. *Psychology of learning and motivation: cognition in education*. J. P. Mestre and B. H. Ross. USA, Elsevier Inc. **55**: 37-76.
- > van Merriënboer, J. G. and J. Sweller (2005). "Cognitive load theory and complex learning: recent developments and future directions." *Educational Psychology Review* **17**(2): 147-177.
- > Walters, L., et al (2009). What do general practitioners do differently when consulting with a medical student? *Medical Education*, *43*(3), 268-273
- > Wu, H.-p., Garza, E., & Guzman, N. (2015). International Student's Challenge and Adjustment to College. *Education Research International*, 2015, 9. doi: 10.1155/2015/202753