



Idaho State University

GREAT IDEAS IN TEACHING ***MINI CONFERENCE***

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ISU College of Education, ISU Center for Learning and Instructional Excellence,
and the ISU Graduate School

Training an Interdisciplinary Cohort of Graduate Students to Utilize Best Practices When Using an Asynchronous Family Support Program

Marie Martinez, M.S., M.Ed., CCC-SLP, BCBA, LBA
PhD Student, Department of Rehabilitation and Health Sciences
College of Health

Kristina Blaiser, PhD, CCC-SLP
Professor, Department of Communication Sciences and Disorders
Director, HATCH lab & IHEAR Project
Associate Dean of Engagement and Opportunity
College of Health

Family-Centered Early Intervention (FCEI) practices are crucial for meeting the needs of families with infants newly identified as having hearing differences (Szarkowski et al., 2024; Moeller et al., 2024). However, many providers lack confidence and explicit training in serving this population (Blaiser & Mahshie, 2022). This mismatch in best practice and provider training leaves families of young children who are DHH with less effective services, negating the impact and purpose of newborn hearing screening. Further compromising this situation is offering real-time support for families who are already juggling schedules of work and appointments. To meet this need, researchers have teamed with families with lived experience to create an evidence-informed asynchronous parent training program that integrates family support with the expertise of early intervention providers. An interprofessional cohort of graduate students learn how to use this program as a component of their graduate training program when learning to use FCEI practices. The students learn how to use this asynchronous model that is not a passive learning model but rather offers opportunities for caregiver coaching by using a learning management system that families can upload documents, videos, and have real-time consultation via telepractice technologies. With mentoring, graduate students in communication disorders and special education can gain experience responding to questions and caregiver coaching. This presentation will highlight how technology is being leveraged to train interprofessional graduate students on key clinical decision-making to meet a workforce shortage in the west.