

The Pathfinder

The Official Newsletter of the Indian Speech and Hearing Association



From the President's desk..



I am happy to write for this issue of *The Pathfinder*. The EC of ISHA approved the creation of *The Pathfinder* two years ago to involve participation of all ISHA members. This is the last issue of *Pathfinder* in my term as president. I am grateful for the opportunity to be associated with *The Pathfinder*. Dr. Reddy Sivaprasad has put in a lot of effort in this magazine, bringing out high quality articles of general interest and those that gave a glimpse of things to be. I would like to call upon all the Branches and Chapters of ISHA to send news items to be placed here.

There is a growing concern about professionalism exhibited by professionals in our field. There are innumerable instances of issues in diagnosis and intervention reported by members of our own or allied fields that point to a lack of knowledge, commitment and hence respect to our field. This thus leads to the following questions:

What is the role of an audiologist and/or Speech Language Pathologist? limited to what? How much responsibility does the degree carry with it? How much "professionalism" do we professionals put into our diagnosis and intervention? How much commitment do we have to updating our knowledge? How much respect we get from allied professionals for knowledge and commitment? Do we have standard formats of reporting? Will a person diagnosed to

have an X condition receive the same diagnosis in a Y set up as in a Z set up? Is there really a difference between theory and practice?

What are the issues that plague training programs in the country?

A small number of professionals in the fields of speech language pathology and audiology opt for an academic career. As a career, it has a different kind of responsibility, teaching, mentoring, publishing and often unsaid reams of administrative work. No doubt the first responsibility is to bring out strong ethical graduates. In this issue three generations of teachers have been interviewed. How do they perceive their responsibilities? What skills do they feel are important and how do they achieve the same? We have a view from three generations of teachers- Dr. B. Rajashekhar presently Dean - MAHE, Dr. Lakshmi Venkatesh from SRMC and Mr Himanshu Kumar, Amity University.

There is a strong trend of similarity in the three views- A passion for teaching, and mentoring. Surprising? Not really, afterall, we share the same values. It is heartening to see this, and through the interviews emerges also a role for ISHA- conducting teaching programs for teachers. Not everyone has access to this input and I can tell from experience the difference made by a teaching skills program conducted by SRU way back in 2009 and all others that followed. We need a larger debate among teaching schools and regulatory body and ofcourse the association too. There is a definite need to modernize our teaching practices.

I hope you are making all arrangements to attend the upcoming ISHACON in Mysore from 5-7 Jan 2018. We have made several arrangements for you to get best learning experience of the year.

Dr Madhuri Gore

From the Secretary's desk..



I am very happy to contribute for this issue of *The Pathfinder*.

Our Indian speech and hearing association is entering into the 50th years of existence and privileged to be the secretary of this vibrant organisation. When I look back, I find lots have been done by my predecessors. In order to maintain the momentum steps have to be made. The 50th ISHACON is going to be held in the city of palace and is expecting lots of intellectuals to share there work and experiences which will enrich our profession and the professional development.

We are also working on redesigning our website in order to make it interactive and user-friendly. ISHA has planned to come out with monographs on this historic event at Mysore. Journal of ISHA is being streamlined and regular issues are also available online. ISHA is also working on maintaining quality of scientific presentation and publications. Valuable comments of the ISHA members to the newly amended rehabilitation council of India act which is available in the RCI website. Please respond with feedback to ISHA and make our presence felt. I request members of ISHA to give the feedback and support to strengthen the organisation.

Indranil Chatterjee

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50th ISHACON

- Venue: Mysore
- Dates: 5-7 Jan 2018
- Contact & Website:

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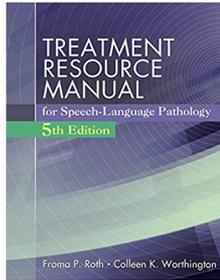
www.ishacon.com

ISHA WEBSITE &
MEMBERS AREA

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Book Review



Treatment Resource Manual for Speech-Language Pathology / Edition 5

Author- Colleen K. Worthington,
Froma P. Roth
Publication Year - 2016
Publisher- Cengage Learning

Treatment resource manual for speech-language pathology, Fifth Edition, is the standard text for clinical methods where courses are more updated and expanded to serve as the comprehensive single resource for specific therapy techniques for a wide variety of communication disorders, covering children and adults. It is an ideal text for students entering a clinical practicum or preparing for certification and licensure, as well as practicing professionals who need a thorough guide to reliable intervention materials. Book includes two parts: Part one is preparing for effective intervention which consist of Chapter 1 (The Essential Ingredients of Good Therapy: Basic Skills) and Chapter 2 (Information Reporting Systems and Techniques). Chapters 1 and 2 focus on an introductory part to the general principles of intervention, theories of learning, different behaviour modification principles, and ultimately into an effective way of report writing. Report writing in the field of speech language pathology plays a prominent role, hence thanks to chapter 2 which has evi-

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dently described technical writing styles, report formats for therapy plans and progress notes.

Part two is providing treatment for communication disorders, which has been divided into 10 different chapters on intervention on different disorders. Chapter 3 focuses on Intervention approaches for Articulation and Phonology in Children wherein they have described about the treatment approaches that have to be followed throughout the management procedures for an individual with articulation disorder. Not only the treatment approaches have been discussed, but also the authors have provided different example profiles for functional articulation and phonological disorders which may be helpful for the budding SLPs.

Chapters 4 & 5 is an introduction to language intervention for children throughout adolescents. The authors have basically described about the need for early intervention as per ASHA guidelines also it has critically classified the characteristics of students and adolescents across age groups. Chapter 6 has been completely dedicated for intervention for Autism Spectrum Disorder (ASD) by beginning with an overview of ASD followed by characteristics of children with ASD. This chapter throws a light on the treatment of ASD and its efficacy. Chapter 7 is on intervention for Adult Aphasia with Introduction to Traumatic Brain Injury. Specific intervention approaches for each type of aphasia is clearly mention along with its efficacy. In addition, suggestions for enhancing verbal interaction with a family members

with Aphasia and guidelines for conversational coaching has also been provided. Not only are intervention for language disorders have been discussed, but also intervention approaches and treatment efficacies for Motor speech disorders, fluency disorders and voice disorders have been incorporated. The last two chapters focus on Client and Family Counselling and Multicultural Issues in Intervention that lacks its information in most other books till date. This book is a beautiful resource for establishing the therapeutic relationship and its implementation in counselling intervention.

Summary in a nutshell:

The manual covers almost all the speech and language disorders with popular and effective treatment procedures. As more and more speech-language pathologists work privately and more independently, this manual serves as an aide to help supplement their knowledge when immediate consultation with colleagues is not available.

Highlights:

- New data from studies on efficacy of treatment.
 - New multicultural counselling strategies.
 - Updated reference resource with new software information.
- Expanded appendix of data collection forms.

Contributed by S Jothi and Aparna Kumar, MASLP Students at NISH, Trivandrum

Quiz Time

Audiology

Q1. Identify the famous personality?



Q2. What does Tullio sign refer to ?

Q3. Which evoked potentials are largely interfered by postauricular myogenic responses?

Q4. Which Wave is enhanced in recording ABR using horizontal electrode montage?

Q5. Click ABR over estimates the threshold in which configuration of audiogram?

Q6. Who coined the term 'cochlear microphonics' ?

Q7. Which tests make use of the same principle as that of the Fusion Inferred test?

Q8. Which tests help to diagnose Meniere's disease?

Q9. Ontogenetically, where is stapes derived from?

Q10. What happens to contralateral suppression of OAEs in a subject with auditory dyssynchrony?

Speech-language Pathology

Q1. Which Aphasic test is developed by Schuell?

Q2. The phenomenon of conducted approach is seen in ?

Q3. Phonemes which are visible are called?

Q4. Turbulence occurs when Reynolds number is ?

Q5. What is the full form of acronym TOLD?

Q6. Which extra pyramidal disorder has a strong genetic link?

Q7. What does Validity Measure?

Q8. When does Canonical Babbling occur?

Q9. Misarticulation of (l) is termed as ..

Q10. A child exposed to Malayalam language will learn?

(Find answers in the last page)

Contributed by Neha Chhabra and Tushar, MASLP students of PGIMER, Chandigarh.



Creating Habits of the Mind, Heart and Hand

Audiology and Speech-language pathology as a professional course is taught in schools approved year-on-year by the Rehabilitation Council of India (RCI). This academic year as many as 50 schools are offering these courses at bachelors level and 19 schools are offering courses at masters level. *The Pathfinder* takes a look at what could make the quality of education a bit better.

It is noteworthy that our profession started right at these schools in India. It is clear from the curricula that the education and teaching practices were heavily influenced by those in medicine, psychology and special education. This year when we are celebrating of 50 years in India is also the celebration of speech and hearing education in India.

Several school administrators over the 5 decades and now using the platform of RCI, have finetuned and redesigned the curricula several times. Also introduced new courses and continuing to do so. Several of these changes have been to meet the internal demands and also match the developments in the USA. The great journey of speech and hearing education should consider the following to deliver the needs of this great country.

The **first** set of considerations should be based on UNESCO's (2012) guidelines on pedagogical practices for the 21st century.

- *Renew the focus on Quality:* With more schools coming up and changes in the speech and hearing sciences and practices, the curricula and annual course evaluation leading to recognition by RCI, needs to be redesigned.
- *Personalize and Customize Learning:* Several concepts and theories in speech and language sciences and some critical skills in clinical sciences should be personalized and customized to different types of trainees. There needs to be ways to teach 2-3 techniques for some advanced skills and theories.
- *Emphasize project and problem-based learning:* There needs to be more emphasis on clinical and field projects in the curricula.
- *Employ appropriate learning tools:* Tools such as effective questioning, mobile-based technologies and social media-based technologies can bring learning more closer to the reality
- *Encourage life-long learning:* There is growing awareness that lifelong learning embodies the philosophy, conceptual framework and organizing principle for education in the twenty-first century, with the idea of learning for empowerment at its centre.
- *Redefine the role of teachers:* High quality teachers have strongest influence on the learners. Redefining their roles along with improving their own learning opportunities is very important.

The **second** set of consideration should come from all speech and hearing schools redefining their own role and ultimate objective of each of the courses offered by them. These schools should first define if they are graduate or professional schools. The distinction between graduate school and professional school is somewhat like the distinction between basic science and applied science; the differences lie in the focus. In graduate school, students focus primarily on mastering a particular field of study. Graduate degrees do not focus on training a student for a specific career, although the expertise that is gained should ultimately be applicable to a field of work. In professional school, the student focuses more directly on preparing for a specific career. Coursework and training are rooted in traditional disciplines, but emphasize "real world" applications. As Lee Schulman explains, professional schools seek to "form habits of the mind, habits of the heart, and habits of the hand" referring to knowledge, ethics and skill in that order.

Professional Education is not education for understanding alone; it is preparation for accomplished and responsible practice in the service of others. It is preparation for 'good work.' Professionals must learn abundant amounts of theory and vast bodies of knowledge. They must come to understand in order to act, and they must act in order to serve

The lack of such focused learning is evident in the learners in India. After passing out from speech and hearing schools, these learners have a great amount of difficulty and confusion in choosing a career that is suitable for them. This could have been resolved to a great extent if the school from which the learner has passed out had offered a clear focus and approach throughout.

The **third** set of considerations should come from differentiating the amount and type of training inputs to be provided to learners at undergraduate and postgraduate levels. Patricia Benner has done such a differentiation in nursing education. She classified the stages of learning from novice to expert.



Source: <https://cft.vanderbilt.edu/guides-subpages/pedagogy-for-professional-schools-and-students/>

The Pathfinder interviewed 3 generations of Speech & Hearing teachers in India. We invited Dr B Rajashekhar, Manipal University; Dr Lakshmi Venkatesh, SRMC; and Mr Himanshu Kumar, Amity University. We asked them identical questions and please find their responses about the teaching profession.

Generation 1: Dr Rajashekhar

Gen2: Dr Lakshmi Venkatesh

Gen3: Himanshu Kumar

| | Generation 1: Dr Rajashekhar | Gen2: Dr Lakshmi Venkatesh | Gen3: Himanshu Kumar |
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| Give us a brief about your journey to become a teacher? | After my post-graduation, I joined the Kasturba Medical College, Manipal in the designation of Audiologist cum Speech Pathologist (Non-teaching/Clinician) in October 1976. I began teaching the basics of Audiology & Speech pathology to the ENT Post graduates as a means of awareness about our specialty & to fulfil their examination needs. With the popularity & acceptance of my classes for the ENT PGs, my designation was changed to Lecturer in Sp.& Hg.in the Dept. of ENT in 1982. A teaching position at that time had the advantages of being brought into the category of essential staff for college benefits & revised salary. Though promoted on a time scale to Asst. Professor, not possessing a PhD & not having a dedicated graduate program in our specialty were hindrances to my promotion & future prospects. In 1991, with the offering of a Graduate Program in Speech & Hearing, my focus in teaching encompassing the quantity & quality of knowledge delivery took new directions with the future of the graduates in mind. Thus began my actual teaching career with reference to our specialty. | I think the journey began during the master's program at AIISH itself. I enjoyed the opportunity to conduct review classes for junior students as part of NSS activities. Teaching was a great way to reinforce my own readings and learnings as a student. The Ph.D. program at the University of Washington provided formal preparation for teaching at college/university level with ample opportunities to learn about instructional and assessment methods as well as undertake teaching assignments. Since completion of Ph.D, I have been involved in teaching students of the undergraduate and postgraduate programs (and recently PhD,) in speech and hearing sciences for the past 10 years | My journey to become a teacher was like a roller coaster ride. When I completed my higher secondary exams, like other students I was also in a dilemma regarding which stream to choose that can fetch me respect, financial gains and professional growth. As my father is also presently working as Professor in one of the renowned college in Northern India, I had felt and observed that profession of a teacher is one of the high respectable, knowledgeable and encouraging position which makes this profession unique compared to other professions. From that stage, I found my ability to explain the difficult topics in simpler ways which encouraged me to take this noble profession. So, well now I am working as Assistant Professor in one of prominent University of India!!! One dream changed into reality |
| Is it necessary to be inspired to be a teacher? Who is your inspiration? | Absolutely! The latent passions of any kind need to be kindled & that's where the role of a teacher comes to the forefront. My inspiration to be a good as well as a popular teacher came from my dear Professor Dr. N. Rathna at AIISH. | Definitely! I have drawn inspiration from several of my teachers who have contributed to the excitement I feel towards the study of the fascinating and complex process of human communication. I endeavour to transfer the same excitement to my students. I continue to draw inspiration from interactions with mentors and peers as well my professional and personal interactions with individuals from different walks of life to evolve my teaching practices. | I have already mentioned I was in cloud nine during my post-graduation level when I got cherished for my work, this gave me hope and of course my dad's reputation and lifestyle definitely inspired me to reach my preliminary goal. My prime admirer is always my guide and my mentor Dr. Prawin Kumar. Yes, how can I forget Ma'am Dr. Asha Yathiraj. Lastly but not the least, the teachings by Sir Dr. Sujeet Kumar Sinha and Dr. Niraj Kumar Singh. |
| Tell us about the relationship you maintain with your students? | My relationship with my students is that of a father- child, big brother & mentor. Accessible, supportive, appreciative in open but being critical in person, I develop great rapport with my students. | Well, you should really ask this question to my students! It really changes from the first year to the final year students. | I try to maintain a healthy and friendly relation with students so that they can approach me and can upgrade their knowledge. I always think that a good teacher should earn a student's trust. |
| What are the essential values you maintain as a teacher? | Accessibility, knowledgeable, inspiring, encouraging & being a role model. | To be an effective teacher, one must not stop learning themselves. It requires a flexibility and open-mindedness to understand and appreciate the diverse needs of students in the classroom. It is also important to reach out to the spectrum of students from low- to high-achievers within a classroom. Critical thinking – A teacher must endeavour to cultivate in students the knowledge, the tools and the desire to be critical thinkers. | As a teacher I always want to be passionate, enthusiastic and have a positive attitude toward teaching. I think that students are the core reflections of a teacher. It is necessary for a teacher to be attentive, sensible about his/her action. |

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| How often you update your knowledge and what are the sources? | On a daily basis with the need to moderate PG seminars & guide doctoral students. My main sources are Journals & net. | Being updated on the knowledge base in a specific area needs continuous effort. I constantly try to remain updated by following the research publications focusing on specific areas, ensuring use of current editions of books for courses or seeking professional interactions at conferences, continuing education programs etc. | I keep myself updated with the latest technology based updates related to speech and hearing on a daily basis. I always read magazines, journals and newsletter to update my knowledge. I also attend conferences and workshops on quarterly basis to get updates of recent advancement in speech and hearing. |
| How often you take an update on teaching/ training methods? How do you individualise your teaching inputs? | The advantage of being in the No.1 Private University in the country with emphasis on academic enhancement & pedagogy has helped me update with the modern teaching methods. The Unit of Manipal Centre for Professional & Personal Development organises regular programs to cater to the needs of teachers. | I am fortunate to work in a University environment with several opportunities for updates on teaching/learning methods. Faculty development programs are part of the academic schedules. A bigger strength is the peer group in our department – we are a group of nearly 20 teaching faculty in the department. We continually meet to reflect on our teaching methods- that worked or did not work for each of us individually as well as a group. Critical reflection helps us ‘think about teaching’ and evolve better teaching practices. | Well I myself feel very much glad and lucky that I am working in such a well framed corporate educational system wherein the faculties do get chance to upgrade their knowledge so that they can perform better academically. As, administration of Amity University Haryana frequently organizes faculty development program (FDP), conferences, workshops on various teaching and training methods Being a faculty of Amity University, I always get an opportunity to learn teaching/training methods via various modes. |
| With your vast experience, what do you think the metrics for teaching effectiveness in our field? | Self-assessment substantiated by student & peer evaluation/feedback would be the metrics. | This is a challenging one! Ideally, learning includes not only the students’ absorption and retention of material provided in lecture and readings, but also an ability to apply this material to solve problems, such as those arising in everyday life. One metric for teaching effectiveness in our field can be the clinical application of working with individuals with speech and hearing disorders. | The student’s performance academically and clinically is the best way to measure effectiveness of teaching. The other method used at Amity is faculty evaluation, where a teacher can know his/her own strength and weakness. A teacher should also do self-evaluation. |
| There are growing expectations from this role. What message you would like to give it to the upcoming teachers? | As teachers, students would look up to you for knowledge, professionalism, human nature, mentoring & be a role model. You must feel privileged to be a teacher who would ever be remembered by your students for the knowledge & values imparted. | Well, teaching poses formidable yet exciting challenges. It gives us an opportunity and responsibility to demonstrate our passion for our chosen field in an effort to create similar enthusiasm in the students. Never stop learning yourselves! | My message to upcoming teachers is that <i>Become professionally adaptable, Be confident, Be a Team Player, Be Imaginative and Earn Ability to Empower</i> |
| What is that one thing each you would like ISHA and RCI to work on to make teaching an effective role? | To organise periodic pedagogy & personality related workshops for teachers. | To conduct/ sponsor faculty development programs in different parts of the country to disseminate methods used by different institutes for curricular transactions specific to speech and hearing sciences and share best practices. | ISHA and RCI can make education more interesting by sharing and creating options for the students to access the core areas of speech and hearing by e-learning process/tele-teaching mode wherein an expertise. ISHA/RCI can initiate the concept “e-library” consisting of pdf books/journals of core subjects. |

Audiology Quiz Answers

1. Pawell Jastreboff
2. Vertigo and nystagmus in response to high intensity signals
3. AMLR
4. Wave 1
5. Rising
6. Adrian
7. Stenger test

8. Glycerol Dehydration test

9. Second Arch

10. Absent

SLP Quiz Answers

1. MTDDA

2. Conduction Aphasia

3. Visemes

4. >2000

5. Test of language development

6. Huntigton’s Chorea

7. Interpretative error

8. 6-10mnths

9. Lambdacism

10. Nasals before fricatives

Please drop in your suggestions & feedback to
chair.jisha@ishaindia.org.in