

ICAP-lite – A student led intensive aphasia programme using telehealth

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Background

Covid-19 pandemic:

- fewer clinical placement offers were made to SLT undergraduate students in the 2020/21 academic year
- SLT programme at Strathclyde University created a remotely-delivered, modified Intensive Comprehensive Aphasia Programme (ICAP-lite) in collaboration with Chest, Heart, and Stroke Scotland (CHSS).

Aim: provide essential clinical experience to 2nd and 3rd year SLT students through development and delivery of an ICAP-lite for those with aphasia at the chronic recovery stage

ICAP - Evidence

- ICAPs can help with improvements in language function and wellbeing for participants¹.

Telehealth - Evidence

- alternative to in-person aphasia assessment and treatment²
- Viable option for provision of SLT students' practice-based learning³

Highlights

- ICAP successfully delivered by students
- ICAP enabled inter-year group interaction and peer support tailored to students' stage of clinical education
- ICAP is a feasible placement alternative to develop essential clinical skills and experience, with most students meeting associated learning outcomes

Implementation

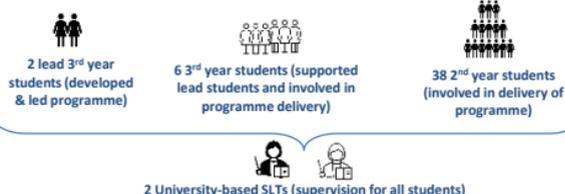
Participants



10 individuals with chronic aphasia were selected following referral from Chest, Heart & Stroke Scotland (CHSS) and subsequent student triage



Therapy delivery occurred via Zoom over a period of 4 weeks, for 2 days a week.



Measures



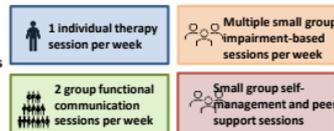
- Functional language measures were taken pre- and post-treatment
- A comprehensive language screening tool was created and utilised by the students in order to assess:
- All measures were completed via Zoom.
- Personalised goal setting: prior to the programme participants were supported to identify what was important for them to work on



Intervention



- 3rd year students were responsible for planning, development and delivery of intervention
- Each student supported 1-2 individual participants for ICAP duration, and worked with small groups
- During a standard day, participants engaged with the following activities:



Outcomes



- ICAP was successfully delivered by the students
- 45/46 students met the learning outcomes that were assessed
- 406 placements sessions were provided to 45 students
→ Telehealth aphasia programmes, such as the ICAP-lite, can provide essential clinical experience.

Feedback/Reflections



Feedback found participants enjoyed the experience:

ICAP participants

ICAP participants established WhatsApp group to stay in contact with each other and practise skills acquired

"I felt you all helped me a lot"- one participant who had not received SLT input due to COVID 19 restrictions after having their stroke

Students

"I really enjoyed experiencing the creation of such a strong rapport with all participants in such a short space of time through the sharing of different experiences and collaborative working." - one of the lead 3rd year students.

"It was great to create topical conversations that were relevant and engaging for the participants. It was fun to see the participants talk about their memories of the different decades and holidays." - one of the lead 3rd year students.

References

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- Hall, N, Boisvert, M, & Steele, R (2013). Telepractice in the assessment and treatment of individuals with aphasia: A systematic review. *International Journal of Tele-rehabilitation*, 5(1), 27-38.
- Finch, E, Lethlean, J, Rose, T, Fleming, J, Theodoros, D, Cameron, A, McPhail, SM (2020). Conversations between people with aphasia and speech pathology students via telepractice: A Phase II feasibility study. *International Journal of Language & Communication Disorders*, 55(1), 43-58.

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