



# INTEGRATING SYNCHRONOUS SIMULATIONS INTO GRADUATE CURRICULA

0.05 ASHA SUPERVISION CEU and .5 Act 48 PDH

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ELIZABETH GRILLO RECEIVES A SALARY AND BENEFITS FROM WEST CHESTER UNIVERSITY AND INDIRECT COSTS FROM TWO NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS OF THE NATIONAL INSTITUTES OF HEALTH GRANTS, R15DC014566 & R15DC019954, TO SUPPORT CONFERENCE REGISTRATION AND TRAVEL.

### Learning Objectives

- Define simulation.
- Describe the synchronous simulations used in academic graduate courses.
- List three strategies for integrating synchronous simulations in academic graduate courses with large numbers of students



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Simulation is an educational method where learners integrate cognitive, psychomotor, and affective skills in structured activities reflecting real-life clinical care. Simulation may use manikins, part-task trainers, virtual reality, computerized programs (e.g., SimuCase), and standardized patients (SPs). These experiences are student-centered, allowing learners to assess, hypothesize, act, and observe outcomes without patient risk. Key components include prebriefing, simulation, and debriefing. Simulations possess a multitude of benefits including increased knowledge and skills in specific clinical competencies and improved student confidence. In fact, at West Chester University, graduate speech-language pathology (SLP) students, engaging in diverse simulations (e.g., interprofessional, telehealth, SPs, manikins), reported significantly higher confidence than those using only computerized simulations. To foster creativity, critical thinking, and communication, the author developed synchronous simulations embedded in required SLP academic graduate courses (voice disorders, dysphagia, medical SLP). Strategies for success include: designing appropriate learner objectives considering the level of learner and time constraints of the simulation, training SP actors, dedicating an entire class period to the simulation event, assigning participants vs observers, completing an observer feedback form, and creating other activities that students complete when not in the simulation. This session will define simulation and share strategies for embedding synchronous simulations in courses with large numbers of students, illustrated with examples and videos. Debriefing strategies will be presented from the framework of Promoting Excellence and Reflective Learning in Simulation (PEARLS). The attendees of the session will be able to apply the strategies to academic graduate courses in speech-language pathology and audiology for successful synchronous simulations.

**Speaker Bio:** Elizabeth U. Grillo, Ph.D., CCC-SLP, CHSE, EMT is a professor in the Department of Communication Sciences and Disorders at West Chester University. She created the strategies to apply synchronous simulations in academic graduate speech-language pathology courses. She received the American Speech-Language-Hearing Association (ASHA) Certificate of Recognition for Special Contributions in Higher Education in 2018 and was named an ASHA Fellow in 2025, one of the highest honors of the association.