

Supplemental Material S1. Full questionnaire.

Demographic Information

What is the name of your institution? (optional)

In which state is your institution located?

What is the best description of your institution?

What is the best description of your institution's location?

What is your CSD program's status of accreditation?

Does your CSD program offer distance education courses?

Indicate the approximate number of students in each of the following degree programs offered at your institution.

Which of the following designations best describes the college in which your program is housed within your institution?

What is the current (last 2 years) capacity level for your program?

Do your current program objectives include program growth?

Does your program have an on-campus clinic?

What type of clinical services does your clinic provide?

What is the estimated number of individual patients/clients seen in your clinic per week?

At which level do your students begin to accrue direct clinical contact hours?

In which areas do your students have difficulty meeting clinical requirements?

Does your institution have a dedicated simulation lab with multiple task trainers, mannequins or computers used for virtual patients (i.e., a simulation center)?

Have you ever participated in a simulation at your institution's simulation center?

Which statements are true of the simulation center experience?

What factors prevent you from using the simulation center?

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Indicate which of the following types of simulations were used in your program(s) within the last 3 years.

In what year did your program begin using simulations in your academic and/or clinical teaching?

At what degree level is simulation use occurring?

In which undergraduate courses (if any) is simulation occurring?

In which graduate courses (if any) is simulation occurring?

In which audiology courses (if any) is simulation occurring?

In which doctoral level courses (if any) is simulation occurring?

In which clinical skill areas do you use simulations to enhance your academic/clinical teaching?

In which of the following patient/client populations do you use simulations to enhance clinical competency?

How do you assign grades to students for their participation in simulation-based education?

Which components do you include in your simulation-based education activities?

Do you have a coordinator and/or expert who has a major responsibility of the operation of simulated teaching?

This person uses approximately what percent of their time overseeing/using simulation technology?

How many faculty members/clinical educators in your department use simulation technology?

What kind of training do faculty/ clinical instructors have in using or creating simulations?

Have faculty/instructors been generally receptive to using the simulation technology in their courses?

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Do you believe that your program is using the right amount of simulation-based education?

What barriers do you perceive as preventing ongoing or expanded use of simulations in your program?

From the same list of barriers, what do you see as the top barrier to ongoing or expanded use of simulations in your program?

At which level do you think simulation-based education could be beneficial to students?

What resources would you require to increase the use of simulations in your program?

From the same list of resources, what do you see as the main resource that you require to increase the use of simulations in your program?

Has your program conducted research, or do you have future research planned using simulation technology?

What research have you conducted? Please describe.

What barriers do you perceive as preventing use of simulations in your program?

From the same list of barriers, what do you see as the top barrier preventing use of simulations in your CSD program?

What resources would you require to begin implementing simulation based education in your program?

From the same list of resources, what do you see as the most important resource required to begin implementing simulation based education in your program?

In which clinical skill areas do you think simulation-based education could enhance learning for your students?

In which of the following patient/client populations do you think simulations could be used to enhance clinical competency?

If you were to use simulation-based education with your students, how would you grade them?

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Indicate your level of agreement with the following statements: The appropriate use of simulations in clinical/academic training in CSD can result in the following benefits to the students:

Indicate your level of agreement with the following statements: The appropriate use of simulations in academic/clinical training in CSD can result in the following benefits to the program:

If there were no rules, regulations, or limitations would you substitute simulations for obtaining clinical contact hours?

If simulation technology were allowed to replace direct clinical contact hours, what is the appropriate percent of direct clinical contact hours that could be replaced with simulations?

If simulation technology were allowed to replace direct clinical contact hours, what is the ratio you think should be used?

What do you see as limitations to using simulations for academic/clinical education in CSD?

What do you see as benefits to using simulations for academic/clinical education in CSD?

Would you be interested in participating in a network of programs using simulation technology that would communicate through e-mail or newsletter? If yes, please send an email to slp@jmu.edu

This survey is based on the work of Hayden, 2010; MacBean, Theodoros, Davidson, & Hill, 2013; Nehring & Lashley, 2004.

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References

- Hayden, J. (2010). Use of simulation in nursing education: National survey results. *Journal of Nursing Regulation*, 1(3), 52–57.
- MacBean, N., Theodoros, D., Davidson, B., & Hill, A. E. (2013). Simulated learning environments in speech-language pathology: An Australian response. *International Journal of Speech-Language Pathology*, 15(3), 345–357. <https://doi.org/10.3109/17549507.2013.779024>
- Nehring, W. M., & Lashley, F. R. (2004). Current use and opinions regarding human patient simulators in nursing education: An international survey. *Nursing Education Perspectives*, 25(5), 244–248.