

# NEW AND USED CLINIC DIRECTORS: TIPS FOR PREPARING, EVALUATING AND SUPPORTING CLINICAL EDUCATORS

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## Introductory Remarks

First, we'll discuss the mechanisms that are in place for preparing, evaluating and supporting clinical educators

- What currently exists?
- Who is responsible for setting these up?
- Are there written guidelines for these issues?

We will next turn to Issues related to humanistic aspects of clinical education, emotional intelligence, and leadership vs. management, as a back drop for looking at the issues related to this topic. The following are ideas, comments, questions, and issues identified during this clinical exchange:

### ***ON-CAMPUS CLINICAL EDUCATORS***

**Q: What methods/strategies/tools do you use in the preparation of clinical educators, including:**

- **Orientations**
- **Written vs. Oral instructions**
- **“On-the-job” training**
- **Job Description and/or Contract?**

**The summary of responses in this topic area included:**

- Information initially provided via:
  - Handbooks/Manuals (Supervisor Manual, Student Manual, Clinic Operations)
  - Intranet or website
  - Mentoring via initial meeting, then periodic follow-up (i.e., 1x for 3 mos.)
- Discussion and provision of information on:
  - Supervision Philosophy
  - Student Expectations (i.e., assignments, dress, etc.)
  - Practicum course notes and syllabi
  - Relevant course materials to be familiar with didactic info students receive
- Exploration of incoming Clinical Educator's philosophy on supervision and their own expectations of students they will be supervising – are we on the same page?
- On-going support through:
  - Regular weekly/bi-monthly or monthly supervisor meetings
  - Retreats with focused purposes
  - Supervisor's Workshop – annually
  - Dedicated time each term that part-time/adjunct faculty know Director is available to problem-solve/meet with as needed
  - Checklist of supervisory responsibilities – make sure procedures are known; to be completed and handed into Director at end of each term

**Q: What methods or tools are used for the evaluation of clinical educators:**

- **Who is responsible for the evaluations?**
- **When do these take place?**
- **How often are they completed?**
- **What is the purpose?**

**The summary of responses in this topic area included:**

- Who completes the evaluation:
  - Clinic Director
  - Chair or Program Director
  - May include:
    - Self-appraisal
    - Peer assessment
    - Student feedback
    - Client feedback
- Tools used included:
  - Job description to review performance
  - A scale that includes rating across 5 areas of responsibilities
  - Notebook of student feedback: a collection across years, not specifically for or about 1 clinical educator, but rather to provide students' perspectives on +/- clinical experiences
  - Written feedback to students
  - ASHA Guidelines for Supervision – as a benchmark for review of skills and competencies
- Frequency:
  - Initially, twice in 1<sup>st</sup> year – then annually
  - Annually – may need to request this be put in place
- Issues:
  - Knowing what to expect and who will complete evaluation
  - The presence or absence of rewards – identifying what motivates us
  - Peer Evaluation
    - By whom and how?
    - Familiarity with clinical educator responsibilities? Concern that those who evaluate may not be familiar with responsibilities
  - Purpose of evaluations: rewards/motivation to complete or participate?
  - Assigned workloads for supervising – reported experiences where clinical and professorial faculty perceived their assignments to be weighted differently; questions around how to approach this; desire to share “workload formula” information in future sessions

<p><b>Q: What methods are used for supporting clinical educators?</b></p> <ul style="list-style-type: none"> <li>○ Regular clinic meetings and/or individual meetings</li> <li>○ Frequency of meetings</li> <li>○ Purpose?</li> <li>○ Topics?</li> <li>○ Who coordinates?</li> </ul>
<p><b>The summary of responses in this topic area included:</b></p> <ul style="list-style-type: none"> <li>○ Orientation and job description to set the stage</li> <li>○ Regularly scheduled meetings facilitate communication/checking-in</li> <li>○ Frequency of meetings is key – weekly or monthly</li> <li>○ Purpose of meetings set by director or lead supervisor</li> <li>○ Topics – generated by group, or by lead; can be continuing ed. opportunity</li> </ul>
<p><b>Q: What are the perceived challenges?</b></p>
<p><b>The summary of responses in this topic area included:</b></p> <ul style="list-style-type: none"> <li>○ Implementing ASHA KASA Standards (including 25 more clock hours)</li> <li>○ CEU funding and development</li> <li>○ Adequate training and standards for supervision</li> <li>○ Communication with each other</li> <li>○ Need to identify effective strategies and resources</li> </ul>
<p><b><i>OFF-CAMPUS CLINICAL EDUCATORS</i></b></p>
<p><b>Q: What methods and tools are used in the preparation of off-campus clinical educators?</b></p> <ul style="list-style-type: none"> <li>● Orientations</li> <li>● Introductory in-services</li> <li>● Packets <ul style="list-style-type: none"> <li>○ How much to include</li> </ul> </li> </ul>

- **Student vs. site packets**
- **Paper v. Electronic packets**

**The summary of responses in this topic area included:**

- In-servicing off-site supervisors
- Guiding documents are critically important
- Three-way conference at start of assignment (student, off-site supervisor, and on-site faculty)
- Off-site agreements
- Net meeting: video-conferencing with a site

**Q: What methods or tools are used for the evaluation of off-site clinical educators:**

- **Who evaluates? Student feedback, but who else?**
- **How should it be done?**
- **What happens to the information?**
- **Student feedback**

**The summary of responses in this topic area included:**

- Similar strategies as noted above
- Site and supervisor evaluation completed by student – could be shared anonymously with upcoming students
- Difficulty being candid when encountering problematic supervisors/difficult situations
- Can provide general feedback to the site; can decrease use of site
- Develop resources to support clinical education needs in building supervision skills

**Q: What methods or tools are used for supporting off-campus clinical educators?**

- **Ongoing in-services to facilitate successful preparation of educators**
- **Continuity of off-site liaisons can build strength in quality of supervision**
- **Visits/Contacts**
  - **In-person**
  - **By phone**
  - **By email**
- **“Perks”**
- **Acknowledgement**
  - **Thank you letters**
  - **Luncheons/events**
- **Other social opportunities**
- **Use of technology to facilitate communication and education**
- **Privacy issues need to be addressed**

**The summary of responses in this topic area included:**

- Stipends
- ASHA Dues for all supervisors
- Offering CEU activities
- Tuition waivers for cumulative amount of supervision
- Dept. collected data on the amount of “free training” provided by off-sites
- Identify financial and other benefits (e.g., appointment title, library or exercise facility access)
- Recognize contributions; may give special thank you’s; even inexpensive gifts are appreciated
- Social opportunities with faculty and educators
- SID 11 Newsletter in 2001 referred to statement that: the more competition in your area to place a student, the more you had to compensate supervisors

**Q: What are the perceived challenges in this area?**

- In-services – which way is the information going?
- Best methods for communication
- Handling difficult issues
- Supporting both students and supervisors in difficult situations
- ASHA standards

**The summary of responses in this topic area included:**

- Enough time for site visits
- Consider dividing visits across multiple faculty
- Implementing new standards and educating off-site supervisors
- Having enough individuals with CCC available and willing to supervise

**Closing Thoughts:**

- Although discussion about the general process of supervision is initiated in the first conference, it continues throughout the entire experience
- Examples of resources:
  - Joining SID 11
  - The *“One-Minute Manager”* – Blanchard & Johnson
  - *“The Supervisory Process in SLP”* – McCrea & Brasseur
  - *“Leadership and the One-Minute Manager”* – Blanchard & Johnson
  - *“Getting to Yes: Negotiating Agreement without Giving In”* – Fisher, et.al.