

Training New Clinical Educators: The Foundation of the Clinical Education Process

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Rationale for this Session

- The integrity of clinical training in the discipline partially hinges on the nature and quality of clinical education that students receive during their graduate preparation.
- Quality of clinical education logically implies preparation for role as clinical educator
- BUT, currently there is not any recommendation regarding the nature of this training nor requirement for it

Clinical Issues in Clinical Education

(McAllister, 2005)

- Changes in workplaces of SLPs –demands to increase productivity, complex cases, need to increase family involvement
- More business model mindset in clinical service provision
- Standards required by accrediting bodies, licensing boards and professional associations
- **Continued use of outdated approaches to clinical education**
- Preparation and support for clinical educators

- Increased specialization-sites may feel population is not diverse enough for student training.
- Traditional setting is increasingly rare and students need to be trained in teaming, working with other professions and in different settings
- More SLPs work part-time-creates need for flexible placements
- Will we accept that competence can be developed and demonstrated in a range of ways

Informal Survey Results

- Experience with and feedback from a small set of clinical educators indicate a focus, from their perspective, on administrative and evaluative aspects of clinical education, rather than...
- ...The process and educational aspects of clinical education .

Two Primary Considerations in Training of Clinical Educators

- WHAT: Curricular content for training of clinical educators
- HOW: “Packaging” of this content

Dimensions of Being a Clinical Educator

(Higgs and McAllister, 2007)

- Having a sense of self
- Having a sense of relationship with others
- Having a sense of being a clinical educator
- Have a sense of agency
- Seeking dynamic self-congruence and growth as a clinical educator

And, in Addition...

- Challenge of new standards with regard to **critical thinking and formative assessment** means that clinical educators can no longer consider observation and evaluation as their primary tasks.
- Supervisors must understand the process of supervision and clinical education, their role in it and be prepared to use both elements to meet needs of students.

Continuum Model (Anderson, 1988)

- Phases and dynamics of model accommodate multiple variables in process (experience, expectation, competency, site, situation).
- Five phases
- Two of them provide an especially useful platform on which to address student development, formative assessment and critical thinking.

Understanding

- Assessment of and communication about needs and expectations of student, clinical educator, site as well as any other important variables.
- Permits the development of transparency in communication which is fundamental to formative assessment.
- Diminishes surprises across many dimensions and permits sharing of perspectives.

Planning

- Formulation of objectives for any aspect of behavior and performance that is important to a given clinical education experience.
- Make behavior concrete and objective.
- Implies an action plan...in good times and bad.

- Requires collaborative or consultative communication between student and clinical educator.

Examples

- I will increase my wait time between stimulus presentation and provision of additional cues to 15 seconds by end of next session.
- I will provide a rationale for selection of diagnostic procedures based on case history information.
- Each week I will use data-based self-analysis of my clinical performance to determine my effectiveness in achieving my clinical development goals.
- I will use a planner to ensure timely submission of.....

Goal Setting in this Way....

- Empowers students to engage their own behavior and its consequences which is a hallmark of formative assessment.
- Provides students with a mechanism of identifying and solving their own challenges (i.e., task analysis, critical thinking).
- Reduces subjectivity and reduces conflict.
- Enhances transparency.

Additional Training Content

- Ethical parameters of supervision
- Supervision requirements
- Program expectations for students
- Introduction to/use of evaluation strategies and tools
- Specific program placement requirements
- Timeline for documentation
- What to do if major problems arise

Supervisory Competence

- Technical skill in both clinical and clinical education processes
- Process skill
 1. Clinical educator self-awareness
 2. Clinical educator communication style (non-verbal behavior, verbal relational communication)
 3. Conflict resolution

The Problem with Offering Clinical Education the Old Way

- Workplace demands
- More students
- Expectations for new graduate performance
- Need for students to work in diverse settings
- Many clinical educators feel they should be with students all the time, supervise all interactions, set aside significant time for feedback

Thinking Outside the Box

- Training should be functionally based and sensitive to the demands of the clinical educator.
- Training should be offered at times and ways that are convenient to clinical educators.
- Training should be geared to diverse settings.
- Training should be geared to supervision of a diverse group of students/supervisees.

Supervisors Must Individualize Clinical Education

- Student information
- Their own self-awareness and self-analysis
- Goals for themselves as clinical educators to enhance their performance and meet needs of individual students.
- Revised supervision documents

Considerations for “Packaging “ the Content

- Depends upon needs, logistics, resources
- Individualize across levels of clinical educator experience and performance
- Consideration should be given to time, place, functionality of information
- Technology

Package Types

- Hardcopy
- DVD
- Interactive streaming video
- Combination of strategies
- ASHA supervision modules
- Others ?
- Follow-up mentoring by university liaison or by more experienced clinical educator on site

Way Outside the Box

- Clinical education is a formative and reciprocal process
- Prepare students for their role in it, so increasingly they understand their role and responsibilities as a part of it
- Prepare them to enhance the process and its outcomes...it is just not only the clinical educators job

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