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KEY PRINCIPLES IN CSD CLINICAL EDUCATION

Key Principles in CSD Clinical Education

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Abstract

The education of audiologists and speech-language pathologists is dependent upon clinical instruction that is provided in an effective, evidence-based manner. The American Speech-Language-Hearing Association (ASHA) recognizes clinical supervision as a distinct area of clinical practice. It requires those serving as clinical educators/supervisors/preceptors to engage in formal training to gain the specialized knowledge and expertise needed to serve effectively in this role. They must have at least 9 months of full time / part time equivalent clinical experience prior to supervising a student and must complete a minimum of 2-hours of professional development in clinical instruction. It is recognized that clinical educators/supervisors/preceptors commit to ongoing learning to grown and refine their skills in clinical education. This course discusses a variety of key issues central to becoming an effective, evidence-based clinical educator/supervisor/preceptor. By completing the six modules in this course, learners will explore basic principles and obligations of clinical education. They will be introduced to evidence-based strategies for effective clinical instruction. Learners will examine the importance of effective communication, feedback and relationship building to the clinical education process. They will consider their obligation for ethical and culturally responsive engagement. Learners will have opportunities to reflect on how principles and techniques discussed in the course can be integrated into their own work in clinical education.

Learner Objectives

By completion of the six modules in this course, the learner will be able to:

Module 1 - Precepting in Clinical Education

- Describe the roles and responsibilities of the preceptor and clinical learner.
- Identify at least three characteristics of an effective preceptor.

Module 2 - Strategies for Clinical Teaching

- Describe common models of clinical supervision.
- Utilize the 'One Minute Preceptor' approach to feedback.

Module 3 - Relationships in the Clinical Education Process

- Describe communication strategies that enhance preceptor-clinical learner relationships.
- Explain strategies to productively manage conflict.

Module 4 - Cultural Dynamics in Clinical Education

- List aspects of their culture and identity that are relevant to clinical education/precepting.
- Describe strategies related to culturally responsive teaching that they can incorporate into precepting for clinical learners.

Module 5 - Assessment and Feedback

- Define and explain feedback, debriefing, and assessment/evaluation in clinical education.
- Discuss examples of how to engage in feedback, debriefing, and assessment in as a preceptor.
- Describe the role of clinical learner feedback for the preceptor and several ways to engage in that discussion.

Module 6 - Ethics in Clinical Education

- Identify key ASHA Code of Ethics issues that relate to clinical education.
- Describe a situation common to working with clinical learners that may present an ethical challenge.
- Recognize opportunities that may require the preceptor to initiate a challenging discussion.

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Audience

These courses are provided at no cost to CAPCSD member programs in Communication Sciences and Disorders (CSD). Member programs are encouraged to share access to these resources with individuals engaged in the clinical instruction of graduate students in on-campus and off-campus sites.

Module Availability

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