

EFFECTIVE CLINICAL INSTRUCTION

Expectations:

- ✓ The effective CI clearly defines role expectations.
- ✓ Delegation of jobs, as well as authority, must be spelled out in the very beginning.
- ✓ In determining roles and responsibilities, the CI must consider:
 - 1) the needs of the program/clients;
 - 2) the needs and skills of the student clinician; and,
 - 3) CI and student clinician preferences.
- ✓ Expectations should be conveyed by:
 - 1) demonstration;
 - 2) practice; and
 - 3) timely feedback.

Planning for Observations:

- ✓ Mutually determine how and when they will occur.
- ✓ Determine, in advance, what format will be used for evaluating therapy sessions.
- ✓ Mutually agree on how and when feedback will be given.
- ✓ Encourage self-evaluation, and determine how this will be done.

Planning for Supervisory Conferences:

- ✓ Plan conferences in advance.
- ✓ Plan for regular conferences (e.g., weekly).
- ✓ In the beginning, set dates and times for midterm and final conferences.
- ✓ Plan the agenda together. The agenda might include feedback from the CI, feedback from the student clinician, perceptions, expectations, client progress, the supervisory process, learning issues.

Communication:

- ✓ Cultivate listening skills. Be mindful of the student clinician's "unspoken words."
- ✓ Limit telling, making suggestions giving information, and criticizing; rather, develop the use of questions to facilitate reflection.
- ✓ Invite dialogue and discussion (create a non-threatening environment).
- ✓ Use your counseling skills.

Strategies That Facilitate Effective Listening:

- ✓ The listener must receive the message accurately, or the message is of little value.
- ✓ Be quiet and listen.
- ✓ Focus your attention.
- ✓ Do not interrupt.
- ✓ Listen with mutuality and understanding.
- ✓ Limit mental distractions (be present).