

## **Clinical Education Participation as a Continuous Learning Activity**

This document was developed by Ontario University SLP programs to help guide clinical supervisors in developing appropriate CLAC Learning Goals related to the clinical education process. Note this is not a comprehensive list but rather some suggestions to help SLPs recognize the way clinical education contributes to life long learning. Some suggested goal areas and related learning activities are listed below.

### **Specific to a University Program**

Example goal: **To acquire/further knowledge of [university] student evaluation tools to ensure SLP student performance is accurately documented and evaluated**

- Examples of how to achieve this goal:
  - Independent study to review tools, followed by email or phone discussion with university's Director of Clinical Education and initial completion of tools
  - Review of CASLPO guidelines for clinical education:
  - [http://www.caslpo.com/sites/default/uploads/files/PS EN Supervision of Students of Audiology and Speech Language Pathology.pdf](http://www.caslpo.com/sites/default/uploads/files/PS_EN_Supervision_of_Students_of_Audiology_and_Speech_Language_Pathology.pdf)
  - Completion of University CE education sessions/on line education sessions

### **New National Essential Competencies**

Example goal: **To acquire knowledge of the new national essential competencies for SLP to ensure that clinical education experiences move SLP students toward achieving the competencies**

- Examples of how to achieve this goal:
  - Group study with other SLPs in the organization to review the competencies and prepare a cross-referencing chart of what elements of student placement work reflect each area of competency
  - Apply learning to student placement experience. Only count time spent in discussion of new competencies and how they relate to student performance.

### **Models and Methods of Supervision**

Example goal: **To acquire/further knowledge of optimal division of roles and responsibilities between SLP student and placement supervisor in order to set the stage for successful supervision/learning experiences**

- Examples of how to achieve this goal:
  - Independent study to review Clinical Education Handbook from [university] and create a template of roles and responsibilities customized to your site and program
  - Independent study to read Guide to Clinical Supervision (2017), chapter 2, and create a template of roles and responsibilities customized to your site and program (e.g., in Appendix G of the Guide)
  - Independent study of Module 1 at [www.practiceeducation.ca](http://www.practiceeducation.ca) and the Orientation and Preparation module at [www.preceptor.ca](http://www.preceptor.ca) to learn about the orientation process
  - Application of this knowledge in development, implementation, and evaluation of the placement contract/orientation process

Example goal: **To acquire/further knowledge of different models of clinical supervision to develop a system to best balance the learning needs of the SLP student with the service delivery model(s) employed by the organization**

- Examples of how to achieve this goal:

- Independent study to read Guide to Clinical Supervision (2017), chapter 2, and create a cross-referenced list of which models suit which areas of practice in the organization and for which stages of student development
- Application of this knowledge in development, implementation, and evaluation of new supervision models

### Learning and Supervision Styles

Example goal: **To acquire/further knowledge of different styles and approaches to both learning and supervision in order to create a positive and effective learning environment**

- Examples of how to achieve this goal:
  - Independent study to read Guide to Clinical Supervision (2017), chapter 3, and complete self-evaluation questionnaires (Appendices H and L) to understand own learning/teaching style in order to compare to student's
  - Complete Appendix J in Guide to Clinical Supervision (2017) at defined pre- and post-times to document gains in modeling positive interaction styles
  - Independent study of Module 2 at [www.practiceeducation.ca](http://www.practiceeducation.ca) to learn about different learning styles and principles of adult learning
  - Attendance at University lead sessions and training
  - Application of this knowledge in development, implementation, and evaluation of the placement supervision process

### Setting Learning Goals

Example goal: **To acquire/further knowledge of developing SLP students' learning goals to support practical application of functional skills in a measurable way**

- Examples of how to achieve this goal:
  - Independent study to review [university] tools followed by email or phone discussion with university's Director of Clinical Education and initial completion of tools
  - Independent study of the Learning Objectives module at [www.preceptor.ca](http://www.preceptor.ca) to learn about types of learning objectives and how to set SMART goals
  - Application of this knowledge in supervision of student placement – count the learning plan development time not directly related to client care but specific to your goal and the needs of an individual student

### Fostering Clinical Reasoning

Example goal: **To acquire/further knowledge of teaching methods that support the development of clinical reasoning skills in SLP students**

- Examples of how to achieve this goal:
  - Independent study of Modules 3 and 4 at [www.practiceeducation.ca](http://www.practiceeducation.ca) and the Clinical Reasoning and Reflective Practice modules at [www.preceptor.ca](http://www.preceptor.ca) to learn about teaching skills and supporting clinical reasoning processes
  - Completion of Self-Reflection checklists in Appendix C of Guide to Clinical Supervision (2017)
  - Application of this knowledge in supervision of student placement – count the feedback/planning time not directly related to client care but specific to your goal and the needs of an individual student

### Feedback, Coaching, and Evaluation

Example goal: **To acquire/further knowledge of different types of feedback (e.g., formative vs summative) and methods of delivery of both positive and constructive feedback to maximize SLP student learning**

- Examples of how to achieve this goal:
  - Independent study of Modules 5 and 6 at [www.practiceeducation.ca](http://www.practiceeducation.ca) and the Peer Coaching and Evaluation modules at [www.preceptor.ca](http://www.preceptor.ca) to learn about feedback and evaluation processes
  - Independent study to read Guide to Clinical Supervision (2017), chapter 4 and Appendix M, and create a quick reference guide of feedback options
  - Application of this knowledge in supervision of student placement – count the feedback time not directly related to client care but specific to your goal and the needs of an individual student

Example goal: **To acquire/further knowledge of remedial education methods to support struggling SLP students to help them achieve the required competencies**

- Examples of how to achieve this goal:
  - Independent study of Module 7 at [www.practiceeducation.ca](http://www.practiceeducation.ca) to learn about intervention strategies
  - Development of an Intensive Assistance Plan template, based on Appendix O in Guide to Clinical Supervision (2017)
  - Application of this knowledge in supervision of student placement - count the remedial education time not directly related to client care but specific to your goal and the needs of an individual student

### Conflict Resolution

Example goal: **To acquire/further knowledge of sources of conflict and methods to resolve conflict to ensure student learning is fostered without negatively impacting client care**

- Examples of how to achieve this goal:
  - Independent study of Module 8 at [www.practiceeducation.ca](http://www.practiceeducation.ca) and the Conflict module at [www.preceptor.ca](http://www.preceptor.ca) to learn about conflict resolution
  - Independent study to read Guide to Clinical Supervision (2017), chapter 5, with discussion among colleagues of prior successes and challenges
  - Application of this knowledge in supervision of student placement - count conflict resolution time not directly related to client care but specific to your goal and the needs of an individual student

### Knowledge Acquisition

Example goal: **To keep current with knowledge in X in order to enhance service delivery to clients**

- Example of how to achieve this goal:
  - Supervision of graduate students to allow comparison of new evidence and practice methods with the current procedures being taught to students (time spent in feedback/supervision related to this could potentially count toward achieving this goal)