



TRUST THE AUDIOLOGIST WHO TEACHES

Teaching Strategies for Clinical Educators

Welcome back to our *Trust the Audiologist who Teaches* series. In this edition, we would like to offer you the perspective of a new generation of student clinicians on the clinical education experience. As clinical educators, we may feel several years removed from being in the role of a student; so this may be a good opportunity to think back and reflect on your experience.

Providing a Student's Perspective on Clinical Instruction

By: Fadyeh Barakat, Au.D., CCC-A and Ann Miller, B.A.

Reflect

- ∂ What challenges did you face as a student clinician?
- ∂ What early clinical experiences helped to shape the clinician/professional that you are today?
- ∂ Who were your mentors? What made them so special to you?
- ∂ What was your graduate school experience like for you? Did you work, care for a family, etc.?
- ∂ How do you think your graduate school experience differs from the students that you work with currently?
How was your graduate school experience similar to your student's experience?

After reflecting on your own student clinical experience, one thing that you might find you have in common with your students is feeling the stress and anxiety associated with being a student. Transitioning to a new clinic, with new equipment, working with a new population, and new instructor with new expectations every few months is challenging. To add to this stress, the cost of living and cost of education has increased so much that most students also have part-time jobs in addition to their course and clinical work. There is so much to learn and so many ways to grow that it can be overwhelming at times. While there is never an excuse for poor professionalism or clinical care, it can be helpful to keep all of this in mind when guiding your students and providing them feedback on their performance.

In our role as clinical instructors, we face the awesome challenge of mentoring, modeling, and guiding a new generation of audiologists in an often fast-paced, sometimes high-stakes clinical environment. To add to this challenge, many of us have not been formally trained as teachers and do the best we can with the resources and knowledge that we already possess, using methods and strategies that worked for us when we were students. Unfortunately, generational differences and the other challenges students face add to the difficulty of providing instruction and direction in a way that is meaningful and useful for the student.

This new generation of students are technologically savvy, inquisitive, and have an inclination for collaboration and innovation. They want to provide a service for the common good of their community and society as a whole. Technology has been ingrained in their every day experience and they have learned to incorporate it seamlessly in their learning and their lives. Traditional educational practice and feedback may not always be effective with this group and may require some thoughtful change in order to meet their needs. Thankfully, this new generation of learners appreciate brief, meaningful, and practical learning experiences and hands-on training, which we are able to provide.

But ... how can we be more effective? And how can we use our own personal experiences to help guide our approach?

Ann Miller is a third year audiology doctoral student in the process of completing a *College Teaching Certificate*. Having had recent experience both in the student and instructor roles, she offers the following teaching tools and tips to ensure a productive and successful clinical experience with your students.

Teaching Tool	Strategy
Pre-Assessment	<ul style="list-style-type: none"> ∅ Have your student complete a pre-assessment/survey prior to the start of their clinical placement. Ask questions similar to: <i>What skills do you feel comfortable with performing and what skills do you feel you need more support?</i> ∅ Listen genuinely and <u>without judgement</u>. Students are constantly being assessed and may not be willing to admit they are struggling if they feel that it may negatively impact your perception of them.
Clear Expectations	<ul style="list-style-type: none"> ∅ Make your expectations clear. Students of varying skill and independence levels will rotate through your clinics. It is helpful to provide them with realistic expectations as well as things they can do to improve if they aren't yet meeting those expectations. ∅ Consider using a rubric for various types of appointments. This can give the student clear feedback regarding areas of concern and help to monitor progress.
Modeling	<ul style="list-style-type: none"> ∅ Provide examples or templates of reports. This can save you and your student a lot of headache. ∅ Model your preferred counseling techniques and be explicit about having the student incorporate some of these in the future.
Catch Students Being Good	<ul style="list-style-type: none"> ∅ Acknowledge what they did well using concrete examples. Go beyond saying "good job today." ∅ If using a rubric, point out areas of strength to help encourage your student.

Clinical Educator Spotlight



Diane Smith, Au.D., CCC-A



Sarah Morris B.S.



Ann Miller B.A.

We are pleased to celebrate one current and two future Audiology Clinical Educators. Dr. Diane Smith, Sarah Morris, and Ann Miller all expressed interest in teaching in the field of audiology during their doctoral program and worked hard to prepare themselves by completing a college teaching certificate. The certificate has allowed them to identify and interpret the characteristics of effective learner-centered teaching.

We would like to highlight the three of you for your desire to go above and beyond to become effective clinicians and teachers!

Series Created by: Tom Muller, Au.D., Aileen Wong, Au.D., and Diane Smith, Au.D.