



## **Small Group Reflective Teaching Clinic Ground Rules**

- 1) Each demonstration clinician must prepare to present a clinical scenario to the peer group. Typically this will involve the student's interactions with a client, but it may also involve interactions with team members. Include, where appropriate, a brief case history of the client, including initials, age, "diagnosis", strengths and areas for development and the goals/objectives focused upon to share with each member of the group.  
  
*Video and audio clips of clinical practice are welcome, and encouraged, as a presentation format provided the "Release of Video Recordings or Audio Recordings for Teaching Purposes" has been signed by the client and the clinical educator.*
- 2) Analysis and discussion throughout the Teaching Clinic must be directed to the clinical behaviour of the demonstration clinician, not to that individual as a person.
- 3) Observer feedback and discussion must be specific to clinical behaviours, skills and approach, and should have a rationale and some supporting evidence.
- 4) *All comments made during the Teaching Clinic remain in the room in which they are made.*
- 5) Participants should ensure turn-taking among themselves.
- 6) The Group Monitor monitors the time for each section of the clinic.
- 7) The Teaching Clinic is not focused on evaluation (and will not be used to support any evaluations), but on a positive learning environment which is supportive of skill development. As such, positive language is encouraged to set the tone and promote this rule.

## **Goals of the Small Group Teaching Clinics**

1. Development of skills in a positive learning environment through a structured, collaborative group clinical education method.
2. Specifically, development of:
  - Observational skills
  - Skills of balanced, constructive analysis of clinical behaviour, both of self and of others
  - Skills in giving and receiving feedback
  - Problem-solving/clinical reasoning skills
3. Modeling of the clinical education paradigm used in placements.
4. Development of confidence in clinical judgments.
5. Increase in knowledge beyond the student's own clinical experience.

## Roles

### 1. **Clinical Educator Facilitator**

- Facilitates the group process and promotes development of student self-assessment and critical reasoning in relation to developing clinical skills
- Monitors and encourages the Teaching Clinic ground rules
- Guides participants to fulfill responsibilities
- Stimulates discussion and interaction among the peers by asking probing questions to extend student reasoning where appropriate
- Leadership role may be adopted by others as comfort and skill grow

*Note: SLP facilitators can offer valuable feedback. They are encouraged to provide input during the session, but are encouraged to do so only after the presenting student clinician and student peers have developed and shared their insights and suggestions. Some additional sharing based on clinical experience is also appropriate to enhance insights and learning by the group.*

### 2. **Demonstration Clinician**

- Presents clinical scenario for group discussion
- Prepares **learning questions** focused on clinical skills applied or needing development, or management of the client more generally
- Notes and reports on “take-aways” that arise from the discussion that apply to his or her own SLP clinical practice

*Note: In addition to the clinical scenario being discussed, presentation content can also include material that may be of broader interest to peers (e.g., “Here is a unique circumstance and what I learned”). Caution: This is not intended to be the exclusive focus of the discussion, which should primarily address clinical skills development.*

### 3. **Peers**

- Observe videotape of session, collecting salient information and forming impressions
- Provide feedback to the demonstration clinician
- Assist in problem-solving and clinical reasoning around strategies for future sessions

### 4. **Group Monitor**

- Observes the group process and provides feedback on roles and responsibilities
- Determines if ground rules are followed
- Monitors the time for each section of the clinic



## **Small Group Teaching Clinic Format**

### *Introduction/Review*

- Review of last session, as appropriate, including sharing of outcomes of strategies
- Group monitor reviews ground rules with specific feedback, as required, from previous session

### *Focus/Planning*

- Demonstration clinician presents brief case history, objectives/goals
- Demonstration clinician shares learning questions in order to elicit specific feedback about clinical and/or professional skills
- CE Facilitator may help with the above
- Demonstration clinician describes the clinical scenario to the group, or shares a video or audio clip

### *Problem-Solving/Strategy Development*

- Self-analysis from demonstration clinician
- Analysis of data collected, if any, from peers
- Comments/feelings/viewpoints stated with rationale from peers
- Balanced/constructive feedback given and rules of effective feedback followed
- Problem-solve/clinically reason strategies for future clinical use
- CE Facilitator guides and facilitates, doesn't monopolize
- Equal turn-taking expected among team members

### *Resolution*

- Demonstration clinician and group determine which strategies may be pursued (not coercive)

### *Integration/Review*

- Group discusses what they've learned from the process
- Group monitor reports on effectiveness of group interactions in terms of all participants and observance of ground rules

The focus for this portion of the Teaching Clinic is on:

- \* **accurate observation**
- \* **analysis**
- \* **problem-solving/clinical reasoning skills**

in a group format to **augment** the individual clinical education you obtain with your clinical educator(s) in your placement. This is a structured method that allows you to critically examine clinical behaviour and to develop **your clinical skills** and the process of clinical interaction.

These may include:

- \* planning skills
- \* explanation/modelling/prompting/cueing of assessment/therapy procedures
- \* arrangement and use of therapy materials/equipment
- \* match of materials/procedures to age/interest/ability of client
- \* judgement of adequacy of client's responses
- \* type and schedule of reinforcement
- \* provision of specific/accurate feedback to client
- \* collecting accurate data during session
- \* consideration of response rate
- \* utilization of time
- \* ability to make on-line modifications to meet client's needs
- \* provision of appropriate home activities
- \* goal selection
- \* task selection
- \* treatment strategies
- \* content and manner of verbalizations
- \* balance of client/clinician talking time
- \* clinician's nonverbal behaviour
- \* demonstration of empathy and respect
- \* maintenance of client attention/interest
- \* inclusion of client in planning/evaluation

This allows you to further develop your **self-evaluation skills** and allows you to **modify your behaviour**.