**COURSE 1:**

**Foundations of Clinical Education**

PARTICIPANT WORKBOOK

**NOTE:** *This workbook is meant to help you document your learning, reflect on your supervisory role, and focus on action steps you may take in the future as a result of your participation in this self-paced course. You will not be submitting this work to anyone for feedback. It is solely for personal use.*

**PART I:**

What are three challenges you have faced as a clinical educator that you would like to address through this course?

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| 1. |
| 2. |
| 3. |

**PART II:**

Use the chart below to list your responsibilities as a supervisor and your expectations of your supervisees.

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| **Supervisory Responsibilities** | **Supervisee Expectations** |
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**PART III:**

Which of the following assessment instruments will you use with your supervisees and how?

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| **TOOL** | **Will I use it?** | **How will it be used?** |
| Casey’s Supervisory Skills Self-Assessment Instrument |  |  |
| Larson’s Supervisory Expectations/Needs Rating Scales |  |  |
| Broyles’ Perceived Effectiveness of Various Supervision Strategies I / II |  |  |
| Tihen’s Expectation Scale |  |  |
| Powell’s Rating Scale for Measurement of Attitudes Toward Clinical Supervision  |  |  |
| Brasseur and Anderson’s Supervisory Conference Rating Scale |  |  |

**PART IV:**

What do you feel is the most important aspect of the supervisor-supervisee relationship?  How will you convey this to your students and how will you support this in your work?

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**PART V:** Rate your skill/knowledge level in the following core areas identified as essential for a clinical education supervisor.

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| **CORE AREA** | **RATING** | **NOTES** |
| Preparation for the Supervisory Experience |  |  |
| Interpersonal Communication and the Supervisor-Supervisee Relationship |  |  |
| Development of the Supervisee’s Critical Thinking and Problem-Solving Skills |  |  |
| Development of the Supervisee’s Clinical Competence in Assessment |  |  |
| Development of the Supervisee’s Clinical Competence in Intervention |  |  |
| Supervisory Conferences or Meetings of Clinical Teaching Teams |  |  |
| Evaluating the Growth of the Supervisee as a Clinical and a Professional |  |  |
| Diversity (Ability, Race, Ethnicity, Gender, Age, Culture, Language, Class, Experience, and Education) |  |  |
| The Development and Maintenance of Clinical and Supervisory Documentation |  |  |
| Ethical, Regulatory, an Legal Requirements |  |  |
| Principles of Mentoring |  |  |

**PART VI:** Rate your skills/knowledge in the “10 Generic Abilities”:

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| --- | --- | --- |
| **GENERIC ABILITY** | **RATING** | **NOTES** |
| Commitment to learning |  |  |
| Interpersonal skills |  |  |
| Communication Skills |  |  |
| Effective Use of Time and Resources |  |  |
| Use of constructive feedback |  |  |
| Problem solving |  |  |
| Professionalism |  |  |
| Responsibility |  |  |
| Critical Thinking |  |  |
| Stress Management |  |  |

**PART VII:** Consider the following definition of ***cultural competence***:

a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations

List 5 concrete actions you will take to ensure you employ culturally competent actions with your supervisees and/or model culturally competent practices in your clinical education.

1.

2.

3.

4.

5.

**PART VIII:** Describe a specific clinical supervisee with whom you have worked in the past, and the specific supervisory strategies or approaches you employed.  What worked best with this student? What changes, if any, might you make to your methods if you were to have a similar student in the future?

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**PART IX:** List the evidence-based approaches you currently use in your clinical education and those you wish to use moving forward.

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| **Current Evidence-Based Practices** | **Additional Practices to Implement** |
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**PART X:** Reflect back on the three challenges you listed in **Part I**, and note any new thinking or strategies you have gleaned from the course to address these challenges.

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| **Challenges** | **New Strategies**  |
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