**Effective**

**Student-Clinical Educator Relationships**

PARTICIPANT WORKBOOK

**NOTE:** *This workbook is meant to help you keep track of your learning and your thoughts and strategies for how you might incorporate what you have learned in this course in your practice. You will not be submitting this work to anyone for feedback. It is solely for personal use as a helpful resource.*

**PART 1: Strategies for Effective Communication**

What are five communication strategies that you would like to work on? Choose 1-2 strategies and outline specific steps you will follow to enhance your effective communication.

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| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

**PART 2: Examining Your Defensive Triggers**

Use the chart below to list the defense mechanisms you personally use most often when defending yourself and then the behaviors you tend to use to put others on the defensive.

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| --- | --- |
| **My Defense Mechanisms** | **Behaviors I Use to Put Others on the Defensive** |
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| Describe a recent example that illustrates one of the behaviors you listed above and concrete strategies or actions that could be used in a similar situation to create a more supportive atmosphere. | |
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**PART 3: Philosophy of Teaching Statement**

Copy the "philosophy of teaching" statement you completed in Activity 1 of Module 2 here. Continue to refer back to this statement throughout the course to adjust and expand on it as you expand your understanding of effective supervisory relationships.

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**PART 4: Self-Assessment Preferences**

Reflect on the self-assessment you completed in Activity 2 of Module 2 and what you learned about communication in Module 1. Note your preferences in the table. Then, in the next column, describe how these preferences might affect the way you communicate with your students.

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| **My Self-Assessment Preferences** | **How Preference Affects Communication with Students** |
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**PART 5: Perspective Mindmap**

In Activity 2 of Module 3, you created a “mindmap of cultural perspective”. Write about the process of creating your mindmap. What new awareness did you gain of your personal perspectives? What did you learn by viewing the mindmaps of others?

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### PART 6: Implicit Bias

Think about what you learned about unconscious/implicit biases in Module 3. List some strategies that will help you acknowledge your potential biases and concrete steps you can take to make sure you are making unbiased decisions.

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| **Strategies to Acknowledge Potential Biases** | **Steps to Making Sure I Make Unbiased Decisions** |
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### PART 7: Strategies for Addressing Emotions

First, describe an experience with a student with whom you worked (or one from your own experience as a student) where emotion played an important role in the way events unfolded. *How was the emotional aspect of this experience addressed (or not addressed)?*

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Next, use the table below to list several strategies for how you would support a student if this situation were to occur now. Think about both the actions you would take, and perhaps the actions that you would want to avoid as well.

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| **Strategies to Support Student** | **Steps to Support Student and Actions to Avoid** |
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### PART 8: Emotional Vocabulary

Explore these resources that offer a vocabulary that encompasses the rich spectrum of adult emotions:

* [Emotion Wheel](https://s-media-cache-ak0.pinimg.com/564x/d7/5e/b0/d75eb08a042a3c57947548ff5213d426.jpg" \t "_blank)
* [Emotional Vocabulary List](http://karlamclaren.com/emotional-vocabulary-page/" \t "_blank).

Next, think of a particular conversation or situation you have had professionally that was emotionally charged in some way and describe the following:

* *What emotions were you willing to share with that person and what (if any) were withheld?*
* *What did you learn from this?*
* *What does this tell you about your relationship with that person?*
* *How did the process of describing your emotions affect your understanding of them?*

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### Part 9: Strategies

In the table on the next page, list the strategies you will employ when doing the following:

* Giving feedback
* Managing conflict
* Engaging in difficult conversations with your supervisees

Since these three categories may overlap, you might find it easier to create one list encompassing all three.

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| --- | --- | --- |
| Strategies for Giving Feedback | Strategies for Managing Conflict | **Strategies for Engaging in Difficult Conversations with My Supervisees** |
|  |  |  |

### Part 10: Revisit Your “Philosophy of Teaching” Statement

Look back at the philosophy of teaching statement you created in Module 2 and recorded in Part 3 of this workbook.

Given what you have learned in the later modules of this course, are there changes you would make to your statement? Modify you philosophy of teaching statement as needed to encompass any new strategies or attitudes you have about your approach to teaching.

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