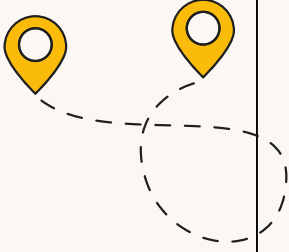


# Tips for Clinical Instructors

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## Graded Learning



- Initiate the experience with exposure to practice: Observation, Model practice to the student.
- Challenge the student: Reduce direction and ask probing questions in a supportive environment.
- Promote independence and allow trial and error

## Teaching Modes



Move through the following modes during the experience:

**Expert:** You possess the knowledge and are introducing concepts and skills to the student.

**Formal Authority:** You provide structure and standards, with clear objectives and expectations.

**Personal:** Teach by example and encourage observation then have the student complete it.

**Facilitator:** Guide and direct, explore options and suggest alternatives so students can make informed choices.

**Delegator:** Promote autonomy and independence of the student

## Student Centered Strategies



**Organizational:** A proactive plan for the FW experience. Make sure to have frequent feedback sessions, outline assignments, set weekly expectations, and have site-specific objectives.

**Collaborative:** Embrace the mutual responsibility of yourself and the student. Utilize flexible problem-solving, talk your clinical reasoning out loud, ask for student ideas, and collaborate.

**Adaptive:** Be flexible and adapt to the student's needs. Ask for the student's feedback on what you can do better. Set goals for yourself as the instructor during the experience.

## Styles of Supervision to Reach Student Independence



**Directing:** Impart your knowledge to the student.

**Coaching:** Guide student knowledge and thinking.

**Supporting:** Offer guidance and collaborate with the student. Be nearby and available, but not directly with them.

**Delegating:** Mentor the student and advise students in the FW experience.

## Feedback Tips

- Watch for assumptions: consider what reactions you are having to result in the feedback (cognitive or emotional).
- Consider the student's level of experience/education and their self-esteem.
- Tie feedback to learning goals/objectives.
- Provide feedback routinely and in a timely manner.
- Provide feedback in an objective and nonjudgmental way, avoiding inflammatory language.

