A Practical Approach to Clinical Instruction

EATA Workshop
January 8, 2006
Agenda

♦ Opening Remarks
  – Students’ Skill Level
  – Introduction of Global Concepts
  – Situational Supervision
  – Strategic Questioning
  – Feedback

♦ Application of Concepts
  – Small group breakout sessions

♦ Closing the loop
  – Group Q & A
AT Student’s Skill Levels

♦ Novice
  – Possesses minimal skill level and may have basic knowledge of concepts/theories.

♦ Intermediate
  – Possesses increased skill level but not yet proficient.
  – Possesses increased experience base.
  – Possesses ability to understand, apply, and analyze concepts

Advanced
  – Possesses advanced skill set and is reaching or has achieved proficiency
  – Possesses significant experience with concept/skill
  – Possesses ability to synthesize and evaluate information
When evaluating learning models, a trend exist in the similarities between the continually evolving process of:

- Supervision
- Questioning
- Feedback
SQF Model

ATS's Experiences and Exposures

Supervision
Questioning
Feedback

High
Low

Inexperienced
Experienced
Situational Supervision

Relationship to Clinical Education
Blanchard’s Situational Leadership (1985)

S3  Supporting
Capable, but Cautious Contributor  D3

S4  Delegating
Self-Reliant Achiever

D4  Directing
S1
Enthusiastic Beginner

S2  Coaching
Disillusioned Learner  D2

S1  Directive Behavior
high

S4  Supportive Behavior
low
Situational Supervision

- If student is unable/unsure, the ACI should provide
  - direction, coaching or support as needed

- If student is able to complete the task independently, the ACI should
  - observe and delegate
  - allow ATS to report results
Strategic Questioning

Relationship to Clinical Education
Questioning Athletic Training Students

♦ Non-strategic Questioning
  – “Traveling without a map”
  – “Destination California; got as far as…..”

♦ Strategic Questioning
  – “AAA Trip Tic”
  – Stimulating cognitive processing at multiple levels for the specific purpose of stimulating critical thinking
Terminology to stimulate different levels of thinking (Bloom)

- **Knowledge** → name, describe, define, list
- **Comprehension** → give examples, identify, explain
- **Application** → utilize, apply, based on …
- **Analysis** → compare, separate, determine
- **Synthesis** → create, design, develop
- **Evaluation** → justify, summarize, predict, judge
Strategic Questioning through Funneling

- Funneling is a questioning technique that seeks to assist the student in processing information in a very specific sequence (Priest & Gass, 1997)
Strategic Questioning through Funneling

- **What Level:** what do they know to be true about a given topic/concept/technique?

- **So What Level:** what do they know about applying basic information and how well do they understand concepts/application?

- **Now What:** what is relevant; what meaning can be derived; what are the implications, consequences?
Start with asking What?

**What Questions**: are asked most frequently and target knowledge, comprehension & application
Next ask So What?

So What Questions: fewer number of so what questions are asked; target analysis & synthesis
Next ask Now What?

Now what Questions: are posed least frequently and target synthesis and evaluation.
Finally ask Now What?
Strategic Questioning Through Funneling

♦ Always start with WHAT level questions and progress toward NOW WHAT questions.

♦ Number of questions asked or complexity of questions asked should be determined by level of experience and knowledge student has with given topic/experience.
SQF Model

High

Low

Inexperienced

Experienced

ATS's Experiences and Exposures

Supervision
Questioning
Feedback
Feedback

“the return of information about the result of a process”

American Heritage Dictionary, 2nd ed

“… should encourage and provide feedback when new and/or difficult clinical situations arise”

“constructive feedback should be frequent and objective”

Weidner & Henning, 2004
Formative vs. Summative

♦ Formative:
♦ “… formative evaluation is specific to a particular situation at a particular time.”

♦ Summative:
♦ “…summative evaluation refers to general feedback about overall performance.”
Feedback in Action

An AT student attempts to demonstrate a thumb spica. It does not limit thumb hyperextension.

ACI asks the student to check bilaterally if thumb hyperextension has been limited.

AT student recognizes that the thumb spica technique was inappropriate based on his/her understanding of limiting range of motion.

ACI provides verbal feedback on how to improve the student’s thumb spica skill and demonstrates appropriate technique.
Feedback in Action

**Formative Feedback** = ACI immediately praises/corrects the student’s specific actions (appropriate technique & application of tape)

**Summative Feedback** = ACI assesses the student’s overall performance of completing a thumb spica to prevent thumb hyperextension and provides praise and suggestions for improvement
Novice Skill Level

Minimal skill level and new/basic understanding of a concept/skill

- Requires direction → coaching supervision
  - Requires lower level questioning
  - Requires frequent & specific feedback
Intermediate Skill Level

Has a basic understanding of a concept

Has had some basic experience and analysis of a concept

- Requires coaching \( \Rightarrow \) supporting supervision
- Requires moderate level questioning
- Requires frequent & specific feedback to match ATS’s skill level
Advanced Skill Level

Has a thorough understanding of a concept/skill

Has had significant experience with concept/skill

Has an ability to synthesize information

- Requires supporting → delegating with minimal supervision
- Requires advanced level questioning
- Requires frequent & specific feedback to match ATS’s skill level
SQF Model

ATS’s Experiences and Exposures

Supervision
Questioning
Feedback
Application of Concepts

Breakout session
Closing the Loop

The SQF Model: Putting It All Together
SQF Model

ATS's Experiences and Exposures

 Supervision
Questioning
Feedback

Inexperienced
Experienced

High
Low
SQF Model

Supervision
Questioning
Feedback

ATS’s Experiences and Exposures

High

Low

Inexperienced
Experienced
SQF Model

Supervision

Questioning

Feedback

ATS’s Experiences and Exposures

High

Inexperienced

Experienced

Low
Thank you for your participation. If you have additional questions, please contact us at:

♦ Presenters:
  - Dr. Mary Barnum: mbarnum@spfldcol.edu
  - Ms. Carrie Graham: carrie.graham@uconn.edu
  - Dr. Susan Guyer: mguyer@spfldcol.edu
  - Dr. Linda Levy: levy@mail.plymouth.edu

♦ Facilitators:
  - Dr. Amy Everitt: amy.everitt@salemstate.edu
  - Professor Cristina Haverty: CHaverty@Lasell.edu
  - Thank you to the students who assisted in this workshop!