USABLE TOOLS FOR THE ACI’S TOOLBOX

Unique teaching methods during clinical instruction
PRESENTERS

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- Mary Barnum, EdD, ATC
- Jessica Barrett, MSEd, ATC
- Tom Dodge, PhD, ATC, CSCS
- Leah Pouliot, MS, ATC, CSCS
- Marketa Schublova, PhD, ATC, CSCS
“I will rarely answer questions asked of me but try to turn the question around and ask the student or peer(s) to figure it out... discovering an answer is more effective than being given or told the answer”.

- Charlie Redmond, NATA Hall of Fame
THOUGHTS

- Which clinical teaching approaches work in the eyes of students?
- Which clinical teaching approaches work in the eyes of the ACI?
“I forgot to make a back-up copy of my brain, so everything I learned last semester was lost.”
IN THE EYES OF STUDENTS

- Value a facilitative approach that includes involving activities with time to interact with course content and one another.
- Participants in a clinical placement seldom appreciate standing by and only listening or observing.
Identify Barriers students face
- Try to remember what it was like as a student and the challenges and anxieties

Consider learning styles
- Students value an opportunity to articulate the ways they learn best

Plan activities collaboratively
- Students welcome opportunities to choose among a variety of activities and to contribute suggestions
A PERSONAL ACCOUNT OF WHAT WORKS:

- Create a learning community
  - Students may need support to feel they are part of the staff group

- Research effective clinical teacher characteristic
  - Students viewed effective clinical instructors as:
    - Knowledgeable, enthusiastic, clinically competent, professional, positive and humanistic orientated
    - Responsive to needs, posed open-ended questions, highlighted student achievements, and responded promptly to performance

- Extend evaluation possibilities
  - Provide feedback and formative evaluations often
IN THE EYES OF TEACHERS

- Designate time to plan clinical activities
- Encourage questions
The student knows more than they think, your job is to bring it out and build on it!

They are not confident in:

- Answering questions
- Supporting why they answered in a certain way
  - Play “devils advocate” with them... Try and talk them out of a response even if it’s correct...
Whether you see it or not most students will be intimidated by you... until they figure out how you teach and provide feedback.
MORE ASSUMPTIONS...

- If the learning and teaching styles are reasonably compatible, clinical education will work... if not then there will be some challenges.
  - Changing or adapting your teaching style will be more productive than trying to change their learning style.
  - You have to be flexible.
ASSUMPTIONS...

'I expect you all to be independent, innovative, critical thinkers who will do exactly as I say'
Level the playing field to decrease their nervousness and increase their confidence.

Emphasize you don’t have all the answers (a little self-deprecation goes a long way).
Simple Strategies for the ACI

- Be patient and don’t get frustrated (“they should know this!!!”)... OK to give some clues, don’t rush in and “show off” or reduce tension by quickly giving the answer.
- Tension can be a positive influence in learning.
**SIMPLE STRATEGIES FOR THE ACI**

- Be positive: no matter how bizarre the response... find someway to work with it.
  - A negative approach and they will be less likely to continue to try and take learning risks.
- Use Peer support and teaching.
  - Students teaching each other can dramatically reduce the nervousness.
Use Self-Evaluations or Peer Evaluations in addition to your feedback even before you provide feedback.
BREAKOUT GROUPS!

- Oh the games people play!
  - List and/or Terminology game
  - Injury mechanisms and special test
  - ACI Role Play
  - Student Role Play
  - Peer Teaching
  - Retro HIPS/HOPS
  - Metamorphosis
  - ABC’s
  - Putty Play
  - And many more...
Activities are limited only by your enthusiasm for student achievement and learning and your creativity.

Make it fun and positive and they will likely want to learn more and become more active and risk taking learners.

Clinical education has it’s challenges but it can really be fun and rewarding!