

PENNS^TATE



Module 8

EFFECTIVE COMMUNICATION IN CLINICAL EDUCATION

Effective Communication

- Quality clinical education requires effective communication between CPs, ATs and the ATEP.

Need to Define Athletic Training Student Responsibilities

- Establish acceptable AT responsibilities in the athletic training/sports medicine facility and at practice.
- Establish acceptable ATS responsibilities when traveling to away events.
 - (See Travel Policy)

Communication with ATEP Administration

- CPs must communicate with the Program Director and Clinical Education Coordinator regarding ATS progress towards clinical education goals at regularly scheduled intervals determined by the ATEP.
 - To ensure adequate instruction and evaluation, effective communication must exist between CPs and ATEP administrators.
- Clinical education coordinator will have presence in the clinical settings via scheduled site visits.

Communication Skills in Clinical Education

- CPs must use appropriate forms of communication to clearly and concisely express him/herself to ATs, both verbally and in writing.
- Effective learning requires timely and constructive feedback.
- Often clear verbal instructions and feedback are sufficient but at times written instructions and feedback will be necessary to adequately instruct and evaluate the ATs.

Constructive Critiquing

- CPs must provide appropriately timed and constructive formative and summative feedback to ATSs.
 - Formative feedback = developmental feedback for future practice and skill development
 - Summative feedback = final evaluation
- To effectively develop clinical skills, ATSs must be given formative feedback throughout a clinical rotation.
 - Evaluation of an ATS at the end of a clinical rotation without giving the ATS formative evaluations and practice opportunities throughout does not allow the ATS to fully develop the skills prior to the final evaluation. This does not allow the ATS to change his/her behavior and makes the final summative evaluation biased.

Facilitating Communication in Clinical Education

- CPs must facilitate communication with ATSs through open-ended questions and directed problem solving.
 - Full evaluation of the ATS's clinical ability is evaluated by gaining knowledge of the ATS's cognitive and psychomotor abilities relative to a clinical proficiency.
 - This is accomplished through questioning and problem solving along with skill observation.

Professional Discourse

- CPs must ensure time for on-going professional discussions with the ATS in the clinical setting.
 - Professional development of the ATS requires regular input from the CP.
 - A CP that is not available for discussion creates a stand-offish atmosphere that discourages professional involvement by the ATS.
- CPs must communicate with ATSs in a non-confrontational and positive manner.
 - The CP must remember that the ATS is a student and not an employee; accordingly, the ATS is developing skills and abilities.
 - Positive constructive communication gives the ATS a sense of their strengths and weaknesses as an AT.
 - Negative, confrontational communication is not effective in promoting improved clinical performance.

Clinical Preceptor Feedback

- CPs will receive feedback from the program director and clinical education coordinator as well as ATs.
- A CP must be prepared to receive constructive input from the program director and clinical education coordinator as well as feedback from the ATs.
- The purpose of this feedback is to assist the CP in identifying their areas of strength and weakness in clinical education and supervision.