

## Charting your Path as a Clinical Instructor

### Presenters

Kristin Schweizer PT, DPT

Leigh Ronald PT, DPT, GCS, CEEAA

Beverly Fein PT, DPT, EdD

### Instructional Level

Advanced

### Course Description

Through this interactive course, participants will create an individualized professional development plan focused on advancing their clinical teaching effectiveness. Emphasis will be on participant self-assessment, exploration of resources for continued development, introduction to clinical teaching tools such as reflection and questioning, and the development of an individualized plan to enhance teaching effectiveness. Participants will have an opportunity for an individual conference with course instructors to discuss their development plan.

### Learning Objectives

Participants will:

1. Self-assess their clinical teaching effectiveness
2. Establish professional goals related to clinical teaching
3. Utilize resources such as certifications, continuing education courses, current literature and seasoned mentors to support their ongoing development of clinical teaching effectiveness
4. Incorporate best practice strategies including use of reflection and questioning to enhance clinical teaching

### Key References: Minimum of 5 current references

1. Buccieri, KM, Pivok, SE and Olzenak, DL. Development of an expert clinical instructor: A theoretical model for clinical teaching in physical therapy. *J Phys Ther Educ.* 2013;27(1):48-57.
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3. Farmer RW, Saner S, Weingartner LA, Rabalais G. Questioning Aid for Rich, Real-Time Discussion (QARRD): a tool to improve critical thinking in clinical settings. *MedEdPORTAL.* 2021;17:11132. [https://doi.org/10.15766/mep\\_2374-8265.11132](https://doi.org/10.15766/mep_2374-8265.11132)
4. Furze, J, Kenyon, LK, Jensen, GM. Connecting classroom, clinic, and context: Clinical reasoning strategies for clinical instructors and academic faculty. *Pediatric Physical Therapy,* 2015;27:368-375
5. Glech, J. Critical self-reflection for nurse educators: Now more than ever! *Teaching and Learning in Nursing.* 2021;16, 89-91.
6. Recker-Hughes, C, Wetherbee, E, Buccieri, K, et al. Essential Characteristics of Quality Clinical Education Experiences: Standards to Facilitate Student Learning. *J Phys Ther Educ.* 2014 28: 48-55. Retrieved from

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7. Wormley, ME, Romney, W, Schweizer, K, Fein, B, LaFay, V, Martin, R, Greer, A. Using a valid and reliable measure to assess clinical instructor self-perception of teaching behaviors. *J Phys Ther Educ*. 2018 32(4):344-354.

Speaker 1 brief bio:

Kristin Schweizer PT, DPT graduated from Fairfield University (BS '96), Allegheny University of the Health Sciences, formerly Hahnemann University, currently Drexel University (MPT '98) and University of New England (DPT '16). She serves as Clinical Assistant Professor of Physical Therapy and Associate Director of Clinical Education at Sacred Heart University in Fairfield, CT. Her primary teaching responsibilities include health policy, practice management, neuropathology and neuro-rehabilitation. She is a Credentialed Trainer for the APTA CCIP Level 1 Course. Research interests include factors that influence student success, excellence in clinical teaching and clinical education.

Speaker 2 brief bio

Leigh Ronald is a Clinical Assistant Professor and Associate Director of Clinical Education at Sacred Heart University. Previously, Leigh has worked at SHU as a tutorial leader/senior tutor, lab instructor, and elective course instructor. Her area of specialty practice is with older adults and she is a Board-Certified Clinical Specialist in Geriatric Physical Therapy and Certified Exercise Expert for the Aging Adult. She has presented at the state level in topics on geriatric PT and clinical education curricula. Her clinical experience is with older adults and individuals with neurological conditions spans the continuum and focuses on evidenced-based physical therapy evaluation and intervention, high-intensity functional training, and anti-ageist practice. Additionally, she serves as Director at Large on the APTA CT Board of Directors, programming chair for the APTA CT Geriatric SIG, and Co-State Advocate for APTA Geriatrics. Leigh has a passion for teaching and learning specifically in clinical education curricula and has developed a comprehensive clinical education curriculum utilized in both inpatient and outpatient clinical settings and is a Level 1 and 2 APTA Credentialed Clinical Instructor.

Speaker 3 brief bio

Beverly D. Fein PT, DPT, EdD earned a BS in Physical Therapy from the University of Pennsylvania, an Advanced Masters from Temple University, a transitional DPT from MGH, and an EdD in Educational Leadership from the University of Bridgeport. She serves as Clinical Associate Professor of Physical Therapy & Director of Clinical Education at Sacred Heart. She speaks regularly about professional education, curriculum, communication and specialized teaching techniques. She is a Credentialed Trainer for the both the APTA CCIP Level 1 and 2 courses. She is the Chair of the Acute Care Section's Task Force on the Development of Residencies and Fellowships. Research interests include excellence in clinical teaching, interprofessional education, curriculum and clinical education.