

Clinical Educator Engagement Event



Discover the Potential of Collaborative Supervision: A Group Model for SLP and Audiology Students

Tuesday January 28, 2025

12:00-1:00 p.m.

Hosted by the Academic Coordinators of Clinical Education (ACCE) Team



Land Acknowledgments



With gratitude, we acknowledge that the University of British Columbia Faculty of Medicine and its distributed programs, which include four university academic campuses, are located on traditional, ancestral and unceded territories of Indigenous peoples around the province.

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the *xwməθkwəyəm* (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam People, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

We acknowledge and respect the *Ləkʷəŋən* (Songhees and Esquimalt) Peoples on whose territory the Vancouver Island Speech-Language Pathology Program is located, and the *Ləkʷəŋən* and *WSÁNEĆ* Peoples whose historical relationships with the land continue to this day.



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Event Format

- Panelist Introductions
- Panelist Q & A
- Final Questions
- Who to Contact
- Acknowledgments



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A Few Reminders

- We would like to keep this event as interactive as possible – please keep your cameras on if you are able to.
- Please use your first and last name as your Zoom name.
- Use the “raise hand” function to ask a question at any time.
- Panelists will answer questions as they arise.
- If your question is not answered and the event is coming to an end, please type it in the chat.

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Meet our Panelists

Audiology

1. Rachel Jordan, Costco Burnaby

Speech-Language Pathology

2. Elaina McCarron, Student Northern Aphasia Project (SNAP) in Prince George
3. Rhea Lazar, VCH, Singing Frog and Eagle's Nest Aboriginal Head Start Preschools
4. Paige Griffiths, Kitimat Child Development Centre
5. Eavan Sinden, ACCE member & CE at SASS's Aphasia Mentors Program (AMP)



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Questions

1. What is your experience with group models and what does a group model look like in your clinical setting? **All panelists.**
2. What was/is your reason for taking more than one student? **Rachel**
3. How do you orient students? **Rhea** and **Eavan**
4. How do you manage physical space restrictions at your site? **Elaina**
5. What are some strategies you use to help with time management? **Rachel**
6. How do you assign workload and caseload responsibilities? **Rhea**
7. How do you provide feedback? **Eavan**
8. How do you manage student differences with respect to competencies, experience, and interpersonal skills? **Paige**
9. What is one tip for success for group models of learning? **All panelists.**



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Final Questions



THANK YOU EVERYONE FOR ATTENDING!



Our Next Clinical Educator Engagement Event

**Introduction to the New 2025 Externship Evaluation Tool:
*The Canadian Assessment of Clinical Competence (ACC)***

Wednesday February 19

12:00-1:00 p.m. via Zoom

RSVP here:

https://ubc.ca1.qualtrics.com/jfe/form/SV_ebQzGfkuHCUvFOK



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SASS Clinical Faculty Representatives

Audiology – Yinda Liu

Speech-Language Pathology – Tamra Bing



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Who to Contact on the ACCE Team

Speech-Language Pathology

Marcia Choi - marciac@audiospeech.ubc.ca

Lisa Luft - lisa.luft@audiospeech.ubc.ca

Cheryl McGee – cheryl.mcgee@audiospeech.ubc.ca

Eavan Sinden - esinden@audiospeech.ubc.ca

Audiology

Sasha Brown - sasha.brown@audiospeech.ubc.ca

Darlene Hicks - darlene.hicks@audiospeech.ubc.ca



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Acknowledgements

Jamie Nagy - Senior Clinical Program Assistant at Point Grey campus

Bailey Fennellow - Program Administrator, Speech-Language Pathology in Victoria

Valerie Nair - Executive Assistant to the Director

Clint Meyers - Manager, Administration

All SASS Faculty and Staff for their support

Additional Resources

Professional Development Module on the Virtual Community of Practice:

<https://clinicaled.audiospeech.ubc.ca/continuing-professional-development/clinical-educator-learning-modules/the-21-learning-model-in-clinical-education/>

For a Canadian perspective of implementing a 2:1 Learning Model

Claessen, J. (2004). Incorporating Reciprocal Peer Coaching, Clinical Reasoning, and Self-and Peer-Evaluation. *Journal of Speech-Language Pathology and Audiology*, 28(4), 156-165.

For an in-depth look at advantages and disadvantages

Dawes, J., & Lambert, P. (2010). Practice educators' experiences of supervising two students on allied health practice-based placements. *Journal of Allied Health*, 39(1), 20-27.

For an accessible overview of terminology and literature

Briffa, C., Porter, J. (2013). A systematic review of the collaborative clinical education model to inform speech-language pathology practice. *International Journal of speech-language pathology practice*, 15(6), 564-574.

For an accessible overview of "Peer Assisted Learning"

Sevenhuysen, S., Thorpe, J., Molloy, E., Keating, J., & Haines, T. (2017). Peer-Assisted Learning in Education of Allied Health Professional Students in the Clinical Setting: A Systematic Review. *Journal of Allied Health*, 46(1), 26-35.