

Chapman, L. M. (2016). Transitioning from clinician to fieldwork educator. *SIS Quarterly Practice Connections*. 1(2), 31–33.

- The fieldwork educator assesses the student’s knowledge and skills, establishes goals of instruction, and designs interventions to assist in the process of learning. Instructional design includes the analysis, design, development, implementation, and evaluation of instructional experiences.
- The fieldwork educator demonstrates knowledge about the subject matter being taught; interacts effectively with the student; demonstrates leadership and administration skills; and possesses the skills required for designing learning experiences (Fink, 2003). The effectiveness of the fieldwork experience is influenced by the competency of the educator in implementing effective and efficient instructional design principles.
- The student can provide input into the development of goals, which can enhance his or her sense of empowerment and accountability. Graded learning can be effective in situations where a specific learning need is identified. The educator can provide the student with opportunities for observation by serving as a role model. The student can be challenged by using strategies that include cues, probing questions, and selective trial and error.
- When providing effective feedback, it is important to be mindful of student self-esteem, maintain a focus on the behavior versus on the student, allow the student time to respond, relate feedback to the learning goal, preface feedback with “I” statements, be nonjudgmental, and avoid making assumptions.
- Clinical reasoning can be developed through having discussions; processing personal feelings and/or values; establishing accurate and appropriate intervention plans based on evaluation results by integrating client priorities, context(s), theories, and evidence-based practice; and articulating a clear and logical rationale for the intervention process.
- *Retrospective reflection* involves processing the results of what happened and considering one’s response to it.
- *Prospective reflection* identifies goals, and strategies for achieving those goals. Effective strategies to encourage student reflection include planning key questions in advance; phrasing questions clearly and specifically; adapting questions to accommodate the student’s needs and level of understanding; avoiding answering the question; and allowing the student to question the educator

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