

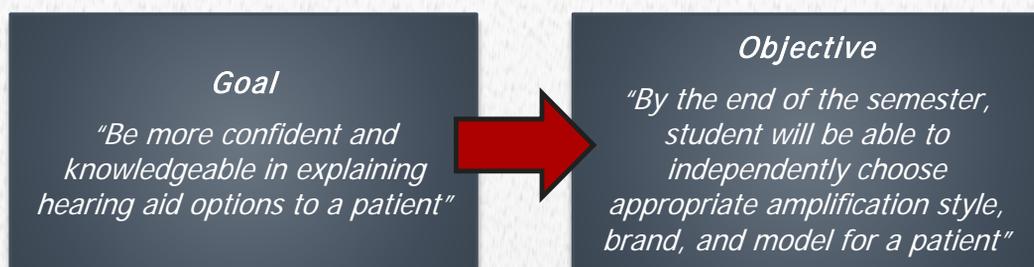
TRUST THE AUDIOLOGIST WHO TEACHES

Teaching Strategies for Clinical Educators

Welcome back to *Trust the Audiologist who Teaches* series. Last quarter focused on establishing rapport and expectations with students. Now, its time to discuss goals and learning objectives. Developing goals and well-formed objectives at the start of the semester will help maximize a student's longer-term clinical accomplishments and success.

Goals vs. Learning Objectives

These terms are often used interchangeably without distinction. However, each serve a unique purpose. Unlike learning objectives, goals are broad in nature, do not specify how to achieve them, and are future-focused on longer term intentions. They are neither time bound nor typically measurable. Objectives on the other hand *support goals* by specifically detailing what a student must be able to do by the end of their clinical rotation. More than one objective may be required to achieve a particular goal. In this example, the objective listed is just one of many that may be needed to achieve the broader, longer term goal:



Think S.M.A.R.T.

Once you have your student's goals, either directly from the student or from the student's academic program based on their skill level, it's time to write learning objectives! One way to do this is using the S.M.A.R.T. writing method. This acronym stands for *Specific, Measurable, Attainable, Relevant, and Time-bound*. It is often associated with writing goals rather than objectives. However, keeping the differences between these two terms in mind, the S.M.A.R.T. method is more appropriate for and should be reserved for writing objectives. The accompanying attachment describes how to formulate S.M.A.R.T. learning objectives. We have also added examples of short- vs. long-term goals for your consideration.

"A Goal Without a Plan is Just a Wish"

This quote by twentieth-century author and aviator, Antoine de Saint Exupéry, nicely sums up the topic of this newsletter. Remember, knowing where you want to go (goal) requires a well-formed plan (learning objectives)!

Attached is more information and tools you might use in considering and setting goals.

Community Clinical Educator Spotlight

We are pleased to introduce this quarter's featured Community Clinical Educator:

Mark DeRuiter, M.B.A., Ph.D., CCC-A/SLP. We welcome Dr. DeRuiter to UA Speech, Language, and Hearing Sciences. Mark will serve as Clinical Professor and Associate Department Head for Clinical Education. He has been working in the field since 1991 and has served as an audiologist in clinic, industry, and university settings. He has also worked as a speech-language pathologist in a variety of settings. He will teach courses in counseling as well as professional issues in SLHS. His professional and research interests include professional issues in audiology and speech-language pathology and auditory processing disorders. Mark is Fellow of both the American Speech-Language-Hearing Association and the American Academy of Audiology, and is the current president of the Council of Academic Programs in Communication Sciences and Disorders. He is dually certified in audiology and speech-language pathology.

Mark loves to spend time with his family, ride his bike, and walk his dog. When asked why he enjoys teaching, he said: " Students are our future. Today's investment will yield great rewards for our profession." Mark looks forward to meeting our community audiologists!

Fall Conferences Reminder!

As a reminder, all of our Community Clinical Educators are invited to two upcoming conferences. Complimentary registration and CEUs are available!

SLHS Annual Grunewald-Blitz Conference

Date: Friday, 9/15/17

Topic: *Issues in Supervision: Coaching for our Future*

Presenter: Mark DeRuiter, PhD, MBA, CCC-A, CCC-SLP

University of Arizona Fall Audiology Conference

Date: Monday, 10/16/17

Topic: *Changing Models of Audiology Service Delivery*

Presenters: Drs. Taylor, Marrone, Saunders, DeRuiter, and Hansen

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