**Friday, May 10, 2024
11:00 am – 1:00 pm, Central**

**Enhancing Your Clinical Instruction with Reflective Practice**

Clinical education is essential to the development of future speech-language pathologists (SLPs). Supervised clinical experiences, where SLP graduate students apply the knowledge, skills and professional behaviors learned in the classroom, are a core component of clinical education and a requirement of SLP graduate curriculum. Supervised clinical experiences cannot occur without SLPs who choose to serve as clinical educators. Just as graduate students must acquire the knowledge, skills and professional behaviors needed to be competent clinical practitioners, practicing SLPs must learn a unique set of teaching and learning skills to be effective clinical educators. This course explains how reflection and reflective practice are key elements in the skill building process for both graduate students and clinical educators, relating this to the learning principles of mastery, metacognitive instruction and self-directed learning. The course also provides reflective practice strategies that can be utilized in clinical education to enhance student clinical learning and SLP clinical educator effectiveness.

**Speaker:**Erin Regis Bailey, SLPD, CCC-SLP
Concordia University

Erin Regis Bailey, SLPD, CCC-SLP, is an Assistant Professor and the Clinical Education

Coordinator for the Department of Speech-Language Pathology (SLP) at Concordia University

Wisconsin, located in Mequon, Wisconsin. Dr. Regis Bailey is responsible for program

development, coordination, and management of school-based and medical-based off-campus

clinical experiences. She also provides academic and clinical instruction in adult neurogenic

communication disorders, neuroanatomy and physiology, and clinical education and supervision.

Before this role, she practiced clinically for 17 years in diverse adult medical settings, including

acute care, outpatient, home health, subacute care, and inpatient rehabilitation. As part of her

clinical practice, she served as a clinical educator for colleagues, students, and clinical fellows,

culminating in her role as the Center Coordinator for Clinical Education for the SLP Department

at Aurora St. Luke’s Medical Center in Milwaukee, Wisconsin (2014-2019).

Dr. Regis Bailey earned her BS (1998) and MS (2001) in Communication Sciences and

Disorders from the University of Wisconsin-Milwaukee. In 2023, she earned her Doctor of

Speech-Language Pathology (SLPD) from Northwestern University and a Qualitative Research

Design and Methods for Public Health Specialization from Emory University and Coursera. Her

area of interest is clinical education and supervision, focusing on recruitment, retention, and

motivation of off-campus clinical educators in SLP and the clinical, academic, and professional

development of SLP students. She is a member of the American Speech-Language-Hearing

Association (ASHA); ASHA Special Interest Groups Division 02, Neurogenic Communication

Disorders, Division 10, Issues in Higher Education and Division 11, Administration and

Supervision; the Council of Academic Programs in Communication Sciences and

Disorders (CAPCSD); and Wisconsin Speech-Language Pathology and Audiology Association

(WSHA).

Disclosures:
Financial – Erin Regis Bailey, SLPD, CCC-SLP is employed by Concordia University and receives a salary.
Non-financial – No relevant disclosures exist.

**Learning Objectives:**

* Define reflection and reflective practice related to clinical education and supervision.
* Describe the relationship between reflective practice and the learning principles of mastery, metacognitive instruction and self-directed learning related to clinical education and supervision.
* Identify at least 3 reflective practice strategies that clinical educators can use to support personal teaching effectiveness and graduate student clinical knowledge, skill and professional behavior development.

