



## Just Text Me: Let's Get REAL with Clinical Supervision

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### Identified Need and Purpose

- Student clinicians and educators consistently indicate specific, immediate feedback during clinical sessions is their preferred instructional method (Lorino, Delehanty, & Woods, 2016); however, this was very difficult in the COVID-19 world.
- Use of "in the room" modeling and teaching by clinical educators was discouraged and used only when necessary. Clinical educators were forced to supervise sessions from a significant distance, making real-time in the moment feedback challenging.
- The purpose of this research study was to explore the effect wearable technology and real-time feedback had on clinical experiences

### Needs

- HIPAA compliant
- Quick to implement
- Cost effective
- "Readable"
- Rechargeable
- "Dedicated" within the department
- Easily integrated into multiple clinical settings
- Portable



### System Selection

- MM Call medical staff paging system
- <https://mmcallus.com/medical/staff-paging-system>

### Results

- 17 students completed the survey
- Liked best:
  - Decreased interruption
  - Ability to implement changes in the moment
- Liked least:
  - Vibrations were distracting
  - Challenging to interpret short messages
- Student Anecdotal Feedback:
  - Liked the real-time feedback IN COMBINATION with the written feedback
  - Still felt like a professional in front of the client and family
  - The supervisor didn't miss anything because there was no time lost transitioning to the therapy room

- Increased my confidence during the session

### **References**

Scott, C., Becker T, & Simpson, K. (2017) The Effect of Real-Time Feedback Using a Smartwatch on the Clinical Behavior of Novice Student Clinicians. *Perspectives of the ASHA Special Interest Groups: American Speech-Language Hearing Association SIG 11, 2(2), 79-90.*

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