



REFRAMING DEBRIEFING: ENHANCING CLINICAL EDUCATION IN CSD

0.1 ASHA SUPERVISION CEU and 1 Act 48 PDH

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JENNIFER GREGOR RECEIVES A SALARY FROM PENNWEST UNIVERSITY.

Learning Objectives

- Summarize the current evidence base for debriefing practices in clinical education.
- Identify key variables influencing the logistics and implementation of debriefing.
- Differentiate among established models of debriefing used in clinical education.



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The concept of debriefing originated in military training, where it was referred to as an after-action report. Over time, this structured reflective practice has been widely adopted across disciplines, particularly within medical and allied health education. A substantial body of evidence supports and describes the use of debriefing in fields such as nursing, medicine, and psychology, including research examining specific models and frameworks for effective implementation. In contrast, the literature about debriefing within Communication Sciences and Disorders (CSD) education remains limited, with most studies focusing on its application specifically in clinical simulation or emphasizing questioning and feedback techniques only. This presentation seeks to broaden the current perspective within CSD by situating debriefing within a wider interprofessional context. Participants will be encouraged to reconceptualize debriefing as a multifaceted pedagogical tool that extends beyond feedback, fostering reflective practice and deeper clinical learning.

Speaker Bio: Jennifer Gregor, M.S., CCC-SLP is a faculty member in the Department of Communication Sciences and Disorders and serves as the Director of Clinical Education at PennWest California. She has almost 15 years of experience as a medical speech-language pathologist and continues to provide administrative support and PRN clinical services for a home health and hospice agency. Jenna is currently completing her Doctor of Education in Educational Leadership and Administration (Higher Education Track) at Slippery Rock University. Her dissertation research examines debriefing practices within on-campus clinical education experiences.