

BACKGROUND

Self-efficacy is positively correlated with clinical performance (Pasupathy and Bogschutz, 2013).

Currently, there are few if any studies investigating flipped learning in graduate speech-language pathology students for clinical skills in a particular domain.

PURPOSE

This pilot study still in development intended to determine if flipped learning impacted graduate students' self-efficacy in various clinical skills pertaining to augmentative-alternative communication (AAC). This also included how students would rank class activities as most beneficial.



Students' **self-efficacy** in their treatment skills for AAC clinical service provision improved from **flipped learning**.



METHODS

Participants: 12 graduate speech-language pathology students.

Questionnaires pre and post-course.

Paired t-test analysis

RESULTS

Self-efficacy in treatment skills significantly improved but not assessment.

Higher ratings for the pair-explore-share activities than professional development.

CONCLUSION

Flipped learning improved this cohorts' self-efficacy in certain domains; however, it is unlikely that one pedagogy will enhance self-efficacy in all clinical skills. Also, professional development may not always be the preferred activity.