Current issues in the teaching of Clinical Phonetics
PANEL ORGANISER & AFFILIATION

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Background
Clinical phonetics teaching provides speech and language therapy (SLT) students with a core skill base for working with speech disorders in developmental and adult populations. SLTs are required to provide fast, automatic phonetic transcriptions of live speech assessments (Knight, Setter & Cornelius, 2014). To ensure this high standard, many hours of teaching and practising of phonetic skills are desirable. However, allocated contact hours for this teaching are variable and limited.

Purpose
This panel proposes to present information on how clinical phonetic transcription skills are currently taught, assessed and maintained. In particular, we wish to highlight potential areas of best practice and discuss challenges.

Method
The main issues we will present are: The remit and aims of the Clinical Phonetics Teaching Network, U.K.; SLT clinician views on training, use and maintenance of phonetic transcription in speech and language therapy; a cognitivist perspective on transcription skills; the use of online assessment and teaching for clinical phonetics transcription skills; novel approaches and new technology for teaching clinical phonetics; how can we measure 'competency' of clinical phonetics transcription?

Results
The session will provide an introduction to the newly formed Clinical Phonetics Teaching Network within the UK, followed by presentations from each of the contributors. We will encourage audience engagement during all presentations to allow for contributions from an international context. Sharing of practice and opinions from the audience is encouraged throughout.

Conclusions
Recent findings report that students and practising SLTs both acknowledge the need for additional phonetic transcription practice in both training, and throughout their clinical practice (Knight, in press). Innovative approaches to Clinical Phonetics Teaching could help provide this.

SPEAKERS ON THE PANEL AND THEIR AFFILIATION
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