

**2002 PRECONFERENCE FOR CLINIC DIRECTORS**  
**INTRODUCTORY COMMENTS ON CLINICAL EDUCATION: PAST AND PRESENT**

Vicki McCready, M.A.

The University of North Carolina at Greensboro

Supervision in communication sciences and disorders (CSD) has evolved over a period of approximately 65 years. It was conceived in 1925 when our profession first emerged as the American Academy of Speech Correction and born in 1937 when Farmer (1989) first mentioned supervisor responsibilities in print in the *Journal of Speech and Hearing Disorders* (JSHD). Throughout my comments and on my handout (see Appendix), I have borrowed Farmer's analogy to the stages of human development as a way of looking at the development and maturation of supervision in our profession. I also refer to Erik Erikson's (1950) specific work on the eight stages of human development.

According to Farmer's (1989) developmental timeline (covering 1925-1987), our infancy was prolonged, lasting over 25 years. As Anderson (1987) noted, the profession was busy building its scientific base and accumulating knowledge about normal development and disorders. Programs were small and professional roles tended to blend together. During this period of infancy, as Farmer noted, professional members of ASHA were considered "qualified to supervise others in the correction of defects" (ASHA, 1946, p.55). By the early 1960s, however, concern was growing about the qualifications of those supervising and about the supervision of practicum in university training programs.

We were "toddlers" in the 1960s, asserting our will and determination to be recognized as a viable entity within the profession. There was an ASHA convention seminar on supervision; supervision guidelines were established for the CFY; and a few conferences and additional seminars were held (Farmer, 1989).

After our delayed development, by the 1970s we entered a healthy, active pre-school period with purpose and courage. According to Farmer's timeline, supervision events increased in number as did supervisors, and a peer group for school supervisors was created in 1970 (The Council of College and University Supervisors of Practicum in Schools). An ASHA Task Force on Supervision in the schools was established and a standing committee on supervision in speech-pathology and audiology was appointed by ASHA. In addition, the first supervision training program at Indiana University was started in 1972. By 1974, the ASHA Committee on Supervision formed and the group for school supervisors under the leadership of Thelma Albritton and Jean Anderson became the Council of University Supervisors of Practicum in Speech Pathology and Audiology, known to many of us as CUSPSPA (Anderson, 1987; Farmer, 1989).

The mid 70s to the mid 80s encompassed our "school-age" period in which we demonstrated our developing competence. Supervision entered "an age of literacy and formal operations" (Farmer, 1989, p.6). Four textbooks on supervision were published and the first supervision research was published in the *Journal of Speech and Hearing Research* (JSHR). In 1980, a conference on the training of supervisors directed by Jean Anderson was held at Indiana University and in 1982, CUSPSPA published its constitution.

Our adolescence in the mid to late 1980s involved the achievement of our ego identity as we answered the common teenage question of "Who am I?" (Erikson, 1950). The writing and 1985 publication of the ASHA position statement on Clinical Supervision in Speech-Language Pathology and Audiology established supervision as a distinct area of expertise and refuted the 1946 claim that any ASHA member was qualified to supervise. Indeed, we had "come of age" and with that developmental milestone in mind, CUSPSPA held its first national conference on supervision in 1987 with the theme "Clinical Supervision: A Coming of Age."

And as if all this were not enough, continued adolescent energy was

demonstrated with the graduation of 14 Ph.D.s in supervision from Indiana University (personal communication with L. McCrea, 2002) and the publication of five more texts in supervision. Anderson's (1988) text included her now well-known model of the stages and styles of supervision that progress along a continuum culminating in self-supervision.

Just as in young adulthood you no longer need to prove yourself, so supervision in the late 80s and early 90s demonstrated a clear sense of identity and the ability to participate fully in the profession at large and across disciplines. CUSPSPA, for example, changed its name to the Council of Supervisors in Speech-Language Pathology and Audiology (CSSPA), deleting the word "university" and recognizing the wide range of supervisory roles and settings. More national conferences were held and in 1990, SID 11: Administration and Supervision was established. (See McCready's timeline covering 1988-2003 in the Appendix.)

Middle adulthood, according to Erikson (1950), is a time of generativity. We are less selfish than young adults and we become actively involved in raising and instructing the next generation. As supervisors in the 1990s, we continued to offer continuing educational opportunities through CSSPA conferences, ASHA presentations, SID 11 Leadership Conferences, and course offerings at training programs. In 1996, CSSPA celebrated its 25<sup>th</sup> anniversary and published a 25<sup>th</sup> anniversary edition of *The Supervisors' Forum*.

As middle adulthood was continuing for us in the 1990s, significant changes were also occurring in the areas of health and education as well as in the demographics of our country. These changes affected the workplace expectations of CSD clinicians requiring them to develop expertise across a wide range of clinical and management skills as well as cross-cultural awareness and competence (ASHA, 2000). University training programs had to re-think/revise their curriculum and practicum experiences to reflect these workplace demands. McAllister and her colleagues in Australia (McAllister,

Lincoln, McLeod, & Maloney, 1997) recommended that we consider calling ourselves "clinical educators" versus supervisors in order to encompass "a teaching and learning process which is student-focused and may be student-led, which occurs in the context of client care" (p.3).

Terminology and concepts in supervision were further challenged by Gillam and Pena in their 1995 publication in *The Supervisor's Forum* with their introduction of Vygotsky's social constructivism into supervisory practices. With Vygotsky's theoretical concepts in mind, they recommended that "supervision should begin as an apprenticeship relationship, should evolve into a coaching relationship, and should continue indefinitely as a collegial relationship" (Gillam & Pena, p. 29). Goldberg, in his 1997 book *Clinical Skills for Speech-Language Pathologists*, recommended that students in training spend a "significant amount of time observing and working with competent master clinicians"(p.310). In a later workshop (2001), he presented the term "apprenticeship model" to describe the supervisory relationship and stated that "we are clinical educators and not supervisors."

More challenges came for supervisors in the late 1990s. When many adults undergo a mid-life crisis, they ask "What am I doing it all for?" This question has become a relevant one for us all as we enter this new century with a shortage of doctoral level professionals graduating from our programs. Without a continued research base in supervision, we cannot be held accountable for what we do and we cannot pass on our findings to future generations.

In spite of our concerns, we have aged well into our 60s and late adulthood with much wisdom to impart to future supervisors/clinical educators. As implementation of the new standards begins, all of us in clinical education will be sharing our knowledge, past experiences, and ideas for the future. With the addition of assistants to our service delivery teams, we are and will be imparting our expertise in supervision to all those SLPs hiring and supervising assistants.

We continue to publish: Look for a revised edition of Anderson's 1988 book by McCrea and Brasseur as well as *The SLP Assistant Supervisor's Companion* edited by Mullins and McCready with contributions from members of the North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA). We also continue to present and are pleased now to have become a vital part of CAP annual conferences. This is the third year that clinic directors have been included in the planning and implementing of the conference. In the future, we can look forward to more conferences, more publications, and more contributions from clinical supervisors/educators to the CSD profession.

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## APPENDIX

### Continued Developmental Timeline of Supervision in CSD

<http://www.capcsd.org/proceedings/2002/ppts/McReady-CAPCSD2002.ppt>