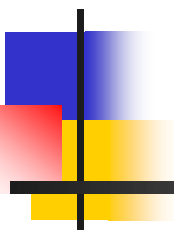


MAKING SUPERVISION COUNT: Facilitating Successful Externship Experiences



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Why Is Supervision So Important?

- Relationship to shortages in the profession
- Changing climate of practice
 - Expanded scope of practice
- Ensuring quality of services provided
- Legacy – future of the profession



Incentives to Promote Externship Supervision

- CE credit for supervision
- Financial incentive
- Reduced caseload/productivity
- More training in supervision
- University perks
 - Library access
 - University courses
- Career Ladder



Rewards for Externship Supervision

- Positive experience; rewarding
- Connection with universities
- Professional growth and development
- Effective recruiting tool
- Opportunity to mentor



The Problem

- Often supervisors have limited knowledge/training on how to be a supervisor!
- Such knowledge and skills are key to effective supervision
- Lack of training can result in an unpleasant situation for both supervisor and supervisee

So what does supervision really mean?



Supervision Defined

- “Supervision is a process that consists of a variety of patterns of behavior, the appropriateness of which depends upon the needs, competencies, expectations and philosophies of the supervisor and the supervisee and the specifics of the situation (task, client, setting, and other variables).
 - --McCrea, Elizabeth S. and Brasseur, Judith A., The Supervisory Process in Speech-Language Pathology and Audiology, Allyn & Bacon, 2003, p. 8



What's Missing from this Definition

- For the most part we want to facilitate independent thinkers who can problem solve when clinical challenges present themselves
- We want to promote self-analysis and self evaluation



So we need to add this to our definition:

“A central premise of supervision is that effective clinical teaching involves, in a fundamental way, the development of self-analysis, self-evaluation and problem-solving skills on the part of the individual being supervised.”

“Clinical Supervision in Speech-Language Pathology and Audiology,” ASHA, 1985 (position statement)

Reinforced by statements in the 2008 ASHA knowledge and skills document on supervision (see reference on last slide)

How can we help externship supervisors promote this skill?



Use of questioning skills:

- **Ability to ask questions may be the most important skill in the supervisor's repertoire**
- **Need to ask questions that generate thinking by the supervisee**
- **Questions should have a purpose and be carefully thought out before they are uttered**



Types of Questions that facilitate thinking

- What would happen if (predicting)
- How might you determine if X is really causing the change in his behavior? (hypothesizing)
- Given these varied research findings, what techniques seem to be most plausible for facilitating narrative discourse? (inferring)
- Given these facts about principles of learning, what things might you have done differently with the articulation group last Tuesday? (problem solving)



2007 Ad Hoc Committee on Supervision

- Issues in rewriting the documents
 - 1985 position statement/task and competencies
 - Special Interest Division 11
 - Differences and similarities between audiology and speech-language pathology
- Status of new documents
 - Position statement, technical report, knowledge and skills
 - Approved by BOD in March, 2008
 - Now appear on ASHA web site:
www.asha.org/policy



1985 Position Statement vs. 2008 ASHA Knowledge and Skills

- 22 years of change
- Student supervision vs. supervision across the spectrum of supervisees
- Basic tasks/competencies for students supervision vs. knowledge and skills for supervising any supervisee
- Written for supervisors



2008 Position Statement on Supervision

- Supervision is a distinct area of practice
- It is an essential component in the education of students and for continual professional growth.
- It consists of a variety of activities and behaviors specific to the needs, competencies, expectations of the supervisor and the supervisee, as well as the requirements of the practice setting.
- Education in the supervisory process is necessary.



How Can Externship Supervisors Acquire Supervisory Expertise?

- Self-study
- ASHA's products
- Courses and workshops
- Special Interest Division 11
- Mentoring by an experienced supervisor
- Distance Learning Opportunities



Things Fundamental to the Supervisory Process

- Supervisors should engage in ongoing self-analysis to facilitate the refinement of supervisory skills
- Supervisory relationship should be based on a foundation of mutual respect and effective interpersonal communication.
- Supervisors must be aware of the legal and ethical responsibilities involved in supervision.
- Supervision must be appropriate to the student's level of knowledge, experience and competence

The Continuum of Supervision

Jean Anderson, *The Supervisory Process*, 1988.

242 Supervisee Preparation for the Supervisory Process

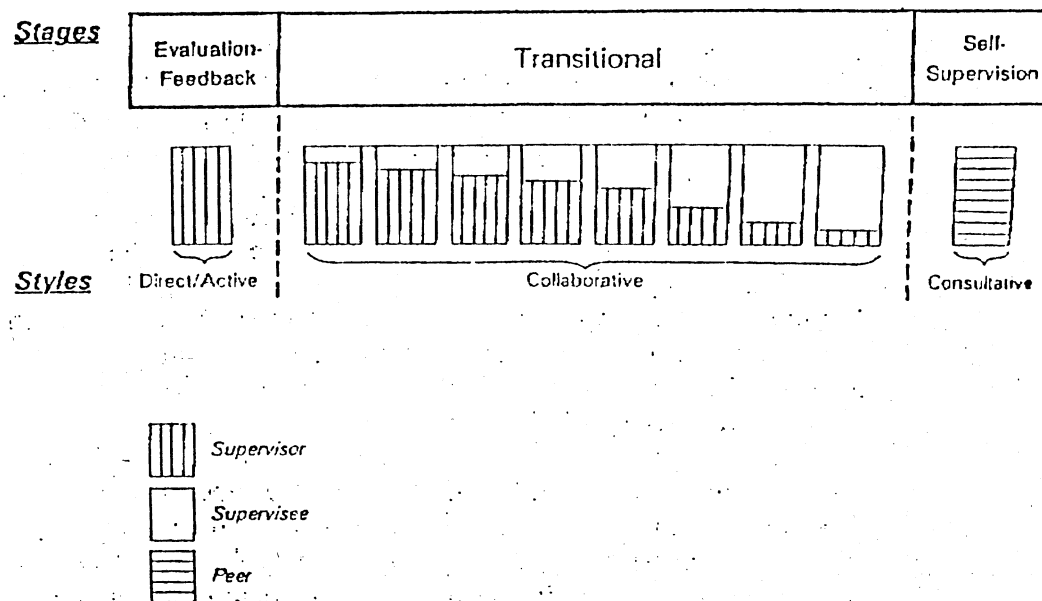


Figure 8-1. Composite of Stages of Supervision and the Appropriate Styles for each Stage.

(Anderson, J.L. 1988. *The Supervisory Process in Speech-Language Pathology*. Austin, TX, College-Hill Press)



Supervisory Continuum (Anderson, 1988)

– Successful Outcomes

- Recognize the supervisees will be at different positions (stages) on the continuum throughout clinical training
- Supervisory styles change based on the supervisee's position on the continuum
- Supervision is a dynamic process with knowledge, skills of both the supervisor and the supervisee continually changing.



Issues Related to Quality Supervision

- Training
 - How can you facilitate training for externship supervisors?
- Supervisor Accountability
 - Evaluation by the supervisee (pitfalls)
 - Self-analysis/self-evaluation
- Effective Communication Skills
 - Not an innate ability.

These factors become particularly important when supervisors are presented with challenging supervisees.

Supervising Challenging Supervisees



- Definition – Individuals who cannot work independently, are unable to formulate goals and procedures, have basic gaps in conceptual understanding, and cannot follow through with suggestions (Dowling, 1985, p. 51)
- Feedback needs to be specific and concrete
- Additional time and resources required
- Promoting self-evaluation of skills

We must also consider how the “Power Differential” can affect the performance of supervisees



Power Differential

- Supervisors hold the reins and most supervisees recognize this
- Need to recognize the differential in power and not allow abuse of power
- Keep in mind relationship with supervisee needs to be respectful, supportive, friendly and professional



KNOWLEDGE AND SKILLS NEEDED FOR EFFECTIVE SUPERVISION

New ASHA Policy Document on
Supervision



Preparation for the Supervisory Experience

- Familiarity with literature on supervision
- Recognize that planning and goal setting are critical components
- Understand principles of observation and benefit for supervisee growth and development
- Understand how to collect and analyze data
- Understand types and uses of technology in supervision



Interpersonal Communication and the SOR/SEE Relationship

- Dynamics of interpersonal communication
- Challenges to effective communication
- Importance of effective listening skills
- Differences in communication styles based on gender, generation, cultural background
- Understand key principles of conflict resolution



Development of Critical Thinking and Problem Solving

- Understand how data can be used to facilitate change in client, clinician and/or supervisory behaviors
- Understand how language used influences supervisee's development of these skills (e.g. questioning skills as discussed earlier)
- Facilitate self-evaluation to promote supervisee growth.



Development of SEE's Clinical Competence in Assessment

- Principles for establishing effective client/clinician relationship
- Use of appropriate tools and techniques specific to clients served
- Principles of counseling when providing assessment results
- Alternative procedures for diverse clients



Development of SEE's Clinical Competence in Intervention

- Familiarity with intervention materials, procedures and techniques for specific communication and swallowing disorders
- Methods of data collection to analyze client behaviors and performance
- Role of counseling in therapeutic process
- Resources for intervention with diverse clients.



Supervisory Conferences

- Importance of scheduling regular conferences or team meetings
- Understand use of conferences to address salient issues relevant to professional growth
- Involve supervisee in establishing the conference agenda
- Strategies that facilitate joint discussion of clinical or supervisory issues
- Understand characteristics of feedback and strategies for providing this information



Evaluating the Growth of the Supervisee

- Understand supervisory role in this process
- Make it a collaborative activity
- Understand purposes and use of evaluation tools to measure growth
- Understand the differences between subjective and objective aspects of evaluation



Characteristics of Effective Evaluation

- Appropriate number of performance evaluations
- Specific feedback
- Honesty
- Consistency
- Effective communication



Diversity

- Understand how differences influence learning and behavioral styles
 - Impact on interactions
 - Impact on feedback given
 - Impact on clinical interactions with clients and family members



Development of Clinical and Supervisory Documentation

- Value of accurate and timely documentation
- Importance of effective record keeping for clinically related interactions
- Current regulatory requirements for clinical documentation in different settings



Ethical, Regulatory and Legal Requirements

- Current standards of student supervision
- ASHA Code of Ethics
- State licensure requirements
- State, national and setting specific requirements for confidentiality, billing, and documentation policies

Ethical Considerations



- *Resources include:*
 - *ASHA Code of Ethics (ASHA, 2003)*
 - *Clinical Fellowship Supervisor's Responsibilities (ASHA, 2004),*
 - *Fees for Clinical Service Provided by Students and Clinical Fellows (ASHA, 2004),*
 - *Supervision of Student Clinicians (ASHA, 2004).*

All of these are available at:

www.asha.org/policy/type.htm



Beneficial Qualities for Supervisors

- Ability to balance constructive criticism with appropriate amount of praise
- Ability to give specific feedback that is beneficial for growth of the supervisee
- Ability to establish relationship with supervisee that is non-threatening in order to promote communication and respect



More on Supervisor Qualities

- Ability to realize that not all supervisees have the same ability or learning style
- Wide range of knowledge in all areas of the field of Communicative Disorders with at least two or three years of experience
- Ability to facilitate critical thinking and problem solving



Resources

- Bibliography in handout
- Supervision Resources

www.asha.org/members/slp/supervision

Division 11 – Administration and
Supervision

[www.asha.org/about/Membership-
certification/divs/div_11.htm](http://www.asha.org/about/Membership-certification/divs/div_11.htm)