

Clinical Education & Supervision

Distance Learning as a Tool

Lesley Maxwell, M.S., CCC-SLP
Coordinator of Clinical Education
MGH Institute of Health Professions
Boston, MA

lmaxwell@mghihp.edu



SPAULDING
REHABILITATION
HOSPITAL
NETWORK



MGH INSTITUTE
OF HEALTH PROFESSIONS
an academic affiliate of Massachusetts General Hospital

Supporting Beginning Supervisors through Distance Learning

Thanks to:

Jennifer Mackey, M.A., CCC-SLP

MGH Institute of Health Professions

Denise Ambrosi, M.S., CCC-SLP

Spaulding Rehabilitation Hospital

MGH Institute of Health Professions

Kathryn Violick Boole, M.S., CCC-SLP

Spaulding Rehabilitation Hospital

Boston, MA



SPAULDING
REHABILITATION
HOSPITAL
NETWORK



MGH INSTITUTE
OF HEALTH PROFESSIONS
an academic affiliate of Massachusetts General Hospital

Beyond Knowledge and Skills

- How do we develop excellence and leadership in our students in the context of clinical practicum in both in-house and external experiences?



Quality and Clinical Education

- How can we maintain and advance the quality of clinical teaching and practicum experiences in-house and externally?
- How can we extend an excellence and leadership curriculum into external sites?



Take out some paper and answer these questions:

- What skills do excellent SLPs possess?
- What broad categories of skills will our graduates need to lead the field forward and pursue excellence over the course of their careers?



Our brainstorm list:

Internal drive for excellence

Persistence

Active vs. Passive

Collaborative

Value diversity

Creative, Innovative

Empathic

Critical Thinkers

Risk Takers



Our Big 5

- **Critical Thinking**
- **Collaboration**
- **Social Perception Skills**
- **Innovation and Creativity**
- **Curiosity**



Teaching Students to Think

- *To every complex question there is a simple answer and it is wrong...*
~ *H.L. Mencken*



A Definition

- “Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and socio-centrism.”
- www.criticalthinking.org



A Well Cultivated Thinker:

- Raises vital questions and problems, formulating them clearly and precisely
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, implications, and practical consequences
- Communicates effectively with others in figuring out solutions to complex problems



www.criticalthinking.org



The Importance of Questions

- Thinking is not driven by answers but by questions
- Questions define tasks, express problems and delineate issues.
- Answers on the other hand, often signal a full stop in thought. Only when an answer generates a further question does thought continue its life as such.



Central Objective of the Module

- Teach supervisors how to effectively use a questioning hierarchy to facilitate the development of critical thinking skills in graduate students



How are many SLP learning how to supervise?

- Most are ‘thrown in’ to supervising with no systematic training
- Rely on their previous experiences as a student
- Observe supervisors in current environment
- Discussion challenges with other SLPs



Model for Learning at SRH

- SRH is a teaching hospital
- Mission: patient care, teaching, research
- SLP Department expectations
 - all SLPs will serve in supervisory capacity
 - SLP must be on staff one year
 - SLP coordinators review candidates with schools
 - Potential SLP supervisors conduct interview and student assessment prior to commitment



The Pilot Project

- Supervision education via distance learning (online) model
- Readings (knowledge)
- Cases (application)
- Case discussion activities (extension)

Central theme to help focus discussions

- Use of questioning hierarchy to help students develop critical thinking skills



Why Distance Learning?

- “But I prefer a face-to-face interaction...”
 - Time: flexibility and efficiency
 - Cost effective
 - Opportunity for interactions and exchange of information with supervisors across sites



Why Distance Learning?

- Participants self-select convenient times to read articles, read case discussions and post replies to discussion questions
- Can be done at work or home—no travel!
- Pace self according to learning style
- Gain perspectives from participants working in different facilities
- Format requires active learning by all through interaction and application



Format of the Course

- One F2F meeting (approx. 2 hours)
- 4 weeks of online activities
 - Readings and Online Activities
 - Case Discussions
 - Response to colleagues' postings
 - Log sheets



Online Activities

- 4-6 weeks
- Readings from ASHA website or online sources
- Case to read
- Respond to case questions
- Respond to a colleague's posting



Readings: Example

- ASHA Position Statement on Clinical Supervision in Speech-Language Pathology and Audiology:
- <http://www.asha.org/docs/html/PS1985-00220.html>
- Please see the documents: "Top 10 Reasons to Supervise Students":
- <http://www.asha.org/members/slp/supervision.htm>
- Please see "A Collaborative Model to Improve the Training of Student Interns in Medical Settings" and "The Evaluation of Critical Thinking Skills in Clinical Practicum Students":
- <http://www.asha.org/members/slp/SupervisionArticles.htm>



Assignment:

Learning Style Self-Assessment

- * Complete 1-2 learning style assessments and participate in the discussion
- <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>
- <http://www.vark-learn.com/english/index.asp>
- <http://www.metamath.com/lswb/dvclearn.htm>
- <http://www.oswego.edu/plsi/>
- <http://www.learning-styles-online.com/inventory/>



Effective Use of Questions

- Based on Bloom's Taxonomy
- Lower Order: Knowledge and Comprehension
- Higher Order: Application—Analysis—Synthesis—Evaluation
- See Samples in Handouts



Case for Discussion

- You are a clinician working in a rehabilitation setting. You have a student this semester, Jessica, who came in with a 3.8 GPA and strong organizational skills. She can cite facts and information as if she were reading from a textbook. In fact, you think she knows more about the cranial nerves than you do!



Case: continued

- At midterm, Jessica does not seem to be moving ahead in her learning. She follows instructions carefully to plan for therapy sessions but she does not independently use data or evidence to guide decision-making. If you ask her questions about these activities, she can answer factual questions. However, one of the attending physicians asked her why she had chosen a particular approach and she could not answer. With another patient, when you asked why she had chosen a particular test, she was unable to give a clear rationale.



Examples: Case Discussion Questions

- Where does Jessica fall on the Anderson continuum of supervision?
- How could you move Jessica towards an more advanced stage of independence and higher order thinking using questions? Give two examples of questions



F2F Meeting: Purposes

- Hint: Serve dinner!
- Review course format and requirements
- Look at computer interface together
- Connect with other participants
- Guided practice in the real world



F2F Meeting

- Activities and Discussion:
 - Best experience as a student or mentor?
 - What do you hope to learn?
 - What is a challenge that you have experienced as a supervisor?



F2F Meeting

- Learning Styles Discussion
 - Participants completed at least one learning style inventory (from online sites)
- What did you learn from your learning style analysis?
- How might this affect the way you mentor?
- What if a student had a different learning style?



F2F Meeting

- Review of ASHA Position Statement on Clinical Supervision in Speech-Language Pathology and Audiology
- Discussion of Jean Anderson's Continuum of Supervision
- Review Theme: Using questions to help students develop critical thinking skills



Paperwork

- Applied for CEUs through ASHA
- Sign in/out sheet
- Weekly time log for online activities
- Average time calculated for CEUs
- Pre and Post Test
- Course Evaluation (paper and/or online)



Logistics

- Time Logs:
 - Time spent reading articles
 - Time spent reading case
 - Time spent responding to case
 - Time spent responding to colleague's case



Logistics: Challenges

- Scheduling
- Availability
- Commitment
- Vacations/busy work loads
- Computer skills
- Timely participation in discussions



What We Learned...

- Online activities provided unique opportunities for interaction among participants
- Not everyone has the same computer comfort level and skills
- People's schedules presented challenges
- Establish time frames for activities to be completed and expand the time allotted



Feedback from Participants

- “I had time to do the assignments at my own pace”
- “Lively discussion back and forth with other supervisors”
- “The online case discussions were productive and allowed us to gain new perspectives on supervision”
- “Responses and replies from other SLPs encouraged more divergent and innovative thinking”



Feedback from Participants

- “It’s always encouraging to know that other SLPs have the same concerns and are dealing with the same issues you are”
- “It was valuable to read the literature and research on supervision to form a stronger basis to develop and advance as a supervisor”
- “I liked coming together with a group of SLPs and thinking in a new way”
- “I liked that the online format was innovative and, once you got the hang of it, easy to use”



Extension Ideas

- Create modules for different settings: Schools, Early Intervention etc.
- Create leveled courses: for experienced supervisors and for different levels of supervisees
- Create content modules for CE: genetics, phonological disorders, bi-literacy



Extension Ideas: Content Modules

- Create content modules:
 - Genetics
 - Phonological disorders
 - Bi-literacy
 - Late Talkers



Thank You to Our Collaborators

This pilot module was collaborative project
between the

MGH Institute of Health Professions

&

Spaulding Rehabilitation Hospital

Partners Healthcare Affiliates

Boston, MA



SPAULDING
REHABILITATION
HOSPITAL
NETWORK



MGH INSTITUTE
OF HEALTH PROFESSIONS
an academic affiliate of Massachusetts General Hospital

Feel free to email me!

Lesley Maxwell, M.S., CCC-SLP

Director of Clinical Education

MGH Institute of Health Professions

Boston, MA

lmaxwell@mghihp.edu



SPAULDING
REHABILITATION
HOSPITAL
NETWORK



MGH INSTITUTE
OF HEALTH PROFESSIONS
an academic affiliate of Massachusetts General Hospital