WHO SHOULD I CALL?

UTILIZING YOUR RESOURCES

Claudia Mornout, M.S., CCC-SLP Purdue University
Cara Boester, M.S., CCC-SLP Illinois State University
Financial Disclosures

Claudia J. Mornout, MS, CCC-SLP, Director of Clinical Education in SLP
Clinical Professor at Purdue University, W. Lafayette, IN

Financial Disclosure: Reimbursement of expenses during Pre-Conference presentation at CAPCSD; Employee of Purdue University

Non-Financial Disclosure: ASHA Member

Cara Boester, M.A., CCC-SLP, Director of Clinical Experiences in SLP
Clinic Director/Clinical Supervisor at Illinois State University, Normal, IL

Financial Disclosure: Reimbursement of expenses during Pre-Conference presentation at CAPCSD; Employee of Illinois State University

Non-Financial Disclosure: ASHA Member
Learner Outcomes

- Identify areas in their daily work where resources are essential.
- Describe available resources on their campus.
- List other resources available to Clinic Directors.
Selected as the Director of Clinical Education or Clinic Director!!

NOW WHAT DO I DO???????
Beliefs and Cognitive Illusions regarding Clinical Administration

Beliefs you have regarding what will be effective:
1. 
2. 
3. 

Evidence to support it:
1. 
2. 
3. 

<table>
<thead>
<tr>
<th></th>
<th>Belief-Effective</th>
<th>Belief-Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-Effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence-Not Effective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Can you draw a penny? You believe you can. You have seen thousands of pennies. See the evidence.

Penny Drawing Test
“.investigators are now questioning that popular view and suggesting instead that the recall process is selective, subjective and malleable.”

“We store bits and pieces of information, and when it comes time to retrieve we take bits and pieces of our experience from different times and we integrate it.”

Elizabeth Loftus, Ph.D.

Advice from the “Guide on the Side” not the “Sage on the Stage”
Understand role with ASHA for a certified program:

- Read and understand your job description! If there is not one look at the ad that described what the department was looking for. Create a specific job description for YOUR job.

- Discuss with the Head of the Department what your standing is in the Department. Ask if there is an "Organizational Chart" so you can see how the department is aligned. It will prevent you from false "beliefs/illusions."
Organizational Chart from Purdue University 2016-2017
Shared by Department Head, Keith R. Kluender
Illinois State University

CSD DEPARTMENT ORGANIZATIONAL CHART

Chair

- Lead staff (CS)
- DFSC
- Director of Advisement (AP)
- Department Council (TT & AP)
- Clinic Director (AP)

- Office support associate (CS)
- TT Faculty
- Director of Clinical Experiences SLP (AP)
- Director of Clinical Experiences AuD (AP)
- Clinic support specialist (CS)
- Clinic support associate (CS)

- SLP supervisors (AP)
- AuD supervisors (AP)
What to Have in Place as You Begin Your Journey

- Supervisory “handbook” including caseload expectations, promotion/salary increase information, links to University HR policies
- Clinic Handbook for Policies/Procedures for supervisors and graduate students
- Externship Handbooks
- Risk Management & HIPAA Handbook
CAMPUS RESOURCES
Find other clinical programs on your campus and talk with the clinical director(s):

a. Pharmacy
b. Nursing
c. Physical Therapy, Occupational Therapy
d. Social Work
e. Psychology
f. Education

What do you talk about?

a. In-house clinics and how they are set up
b. Contracts for internship/externships—are you able to “piggy-back” on the contracts
c. Clinical educators role vs. supervisors
d. IPE opportunities
e. Simulation labs?
f. Other........
Legal

- Contracts

- SARA-State Authorization Reciprocity Agreements for out of state placements
  - www.nc-sara.org

- Risk Management

- HIPAA Officer

- Legal Counsel: in-house or fee for service

- Immigration
Health Center/Nursing Department

- TB test
- Drug test
- Flu Shot
- Health Records
- Resource to understand Health Requirements for Internships/Externships
Education Department

- Teacher certification
- Education Contracts
- Funding for expenses for educational externships (student teaching)
CPR Training Information

- Kinesiology/Recreation Department
- University Office of Environmental Health and Safety
- Local Red Cross
- Local Hospital
- Police/Fire Departments

On Campus Student Support

- Office of Student Disabilities
- Dean of Students/Graduate Program
- Mental Health Clinic
- Financial Aid
Getting Help Outside of your University
Other Groups or Mentors

- Visit another program with an experienced SLP Director
  - Establish a mentor

- Join other groups
  - ASHA Sig 11
  - Regional groups Local/Regional
    - Ours is Midwest Clinic Directors
  - Northeast Council of Educational Programs in Communication Sciences and Disorders

- Contact other programs in your state/area to establish relationships
  - Networking for externship placements
- Become involved with CAPCSD
Link to Resources on ASHA

- Provides resources for:
  - ASHA standards for supervision
  - ASHA SIG 11
  - Texts for clinical supervision in CSD
  - Perspectives on supervision from related disciplines
  - Practical supervision aids
  - Clinical research and supervision
  - [http://www.asha.org/academic/teach-tools/supervision-resources/](http://www.asha.org/academic/teach-tools/supervision-resources/)

- Scenarios for Consideration
  - [http://www.asha.org/academic/teach-tools/supervision-scenarios/](http://www.asha.org/academic/teach-tools/supervision-scenarios/)
SIG 11: Administration & Supervision

- Keeps up-to-date information on best practices in
  - Administration
  - Leadership
  - Supervision

- Serves as a valuable resource for:
  - CE activities
  - Networking
  - Research
SUPPORTING YOUR SUPERVISORS
ASHA’s Tips for First-Time Clinical Supervisors

- Helps supervisors understand his/her role in overseeing graduate students
  - Specifically externship supervisors

- Lays out expectations prior to supervision and after supervision
- Gives tips on how to help the graduate student succeed as a clinician.
- Could be modified to each state’s/university’s expectations

- [http://www.asha.org/slp/supervisortips/](http://www.asha.org/slp/supervisortips/)
Clinical Education and Supervision

- **Overview**
  - Involved in clinical training, education, and supervision of graduate students

- **Key Issues**
  - ASHA defines the important knowledge and skills necessary for an effective clinical educator

- **Other Resources**
  - [www.practiceeducation.ca/modules.html](http://www.practiceeducation.ca/modules.html)
CAPCSD Clinical Educator Training Modules

- Resource and training opportunities

- CAPCSD is promoting the modules during the conference.
  - They will show members how to access the courses
  - How to share with your clinical educators/preceptors
CAPCSD Clinical Educator Training Modules-continued

- Training provided for the following groups:
  - Clinical educators of graduate students in University Programs (on and off campus)
  - Preceptors of Audiology in their final externship
  - Mentors of Clinical Fellows
  - Supervisors of support personnel
  - Supervisors of Professionals Transitioning to a new practice area or re-entering the workforce

Retrieved from “CAPCSD Ad Hoc Committee on Supervision Training May 2016”
SUPERVISION TRAINING BRAND ESSENCE

My Core Value
I want to pay it forward and do as others have done for me. It’s my turn. I’m responsible for the future of the profession. Practice under the guidance of experts is how everyone learns; it’s critical to the vibrancy of our profession.

I Need or I Am Motivated By
I’m committed to supporting the growth and vitality of the profession. I need to equip future professionals to provide the highest quality service to people with communication disorders.

I want the best information. I need practical, applicable information about supervision that is grounded in evidence.

I need to build my professional relationship with my students so I can effectively guide, inspire, exchange ideas, and mentor.

I care deeply about those I serve. I need to ensure the success of those I serve while also supporting the growth of the students I supervise.

Supervision training provides you with methods and support for doing your part to continue the vibrancy of the profession through excellence in supervision. We provide guidance for how to prepare future professionals in the most effective manner possible and to ensure that you have the knowledge and skills you need to excel as a clinical educator, preceptor, mentor, or supervisor.

Role of Supervision Training

Benefits of Supervision Training
Mastery of the Supervisory Process
Supervision training helps you learn and apply models for effective supervision based on best practices in the field and research on adult learning styles through courses, programs, publications, and web-based tools.

Relationship and Communication Skills Development
Supervision training provides you with methods for building cultural competence, for responding to different communication styles, and for developing supportive, trusting relationships with supervisees.

Ongoing Support as You Supervise
Supervision training connects you to mentors and experts in supervision who can provide practical information on how you balance it all—i.e., how you contribute to the continued growth of the profession through top-notch supervision and handle your day-to-day responsibilities.

POSITIONING STATEMENT

TARGET (who uses this brand)
For audiologists and speech-language pathologists who want to do their part to continue the growth and vibrancy of the profession through excellence in supervision.

FRAME OF REFERENCE (where brand fits)
supervision training is the recommended method

POINT OF DIFFERENCE (what sets us apart)
that helps you prepare future professionals in the most effective manner possible

SUPPORT (why it’s believable)
because it ensures that you have support and a distinct set of supervisory knowledge and skills that are practical, applicable, and grounded in evidence.

This Supervision Training Brand Essence may be reproduced and redistributed, as is or with adaptations, without prior permission, provided all such uses include the following statement ©2016 American Speech-Language-Hearing Association, From A Plan for Developing Resources and Training Opportunities in Clinical Supervision [final report of the ASHA Ad Hoc Committee on Supervision Training]. May 2016. Retrieved from: asha.org
SIG 11: Administration & Supervision

- Continuing Education Opportunities
  - Short course seminar at annual ASHA Convention
  - Complete self-study questions related to Perspectives publication articles
- Networking
  - Online community where members can ask and answer questions
SIG 11 Perspectives on Administration and Supervision

- Each journal article is listed with title and tags
  - Tags help easily identify if the article assesses the topic needed
  - If an article has a specific tag pertaining to your needs, clicking on it will bring up more articles with the same tag.

- ASHA’s list of commonly used SIG 11 articles
  - [http://www.asha.org/SLP/SupervisionArticles/](http://www.asha.org/SLP/SupervisionArticles/)
Internship Placement FAQ’s

Supervision of Speech-Language Pathology (SLP)
Graduate Students in Health Care Settings
What Administrators Need to Know

What’s the importance of graduate student clinicians in health care?
Graduate clinical experiences are critical requirements for obtaining the Certificate of Clinical Competence (CCC) from the Council for Clinical Certification (CFCC) of the American Speech-Language Association (ASHA). Students working to become certified speech-language pathologists (SLPs) must be supervised in a variety of settings and have experience with clients across the age span who present with a variety of communication disorders.

Many states require similar standards as those required for the CCC, making obtaining liaison easier. Also, Medicare and other payers require the CCC or equivalent to become a qualified provider.

What benefits does my facility realize from student placements?
Graduate student clinicians are a potential source of future employees who are knowledgeable about the facility’s population and the types of patients and disorders encountered in practice. These students have experienced a “real-world” schedule, obtained a variety of clinical experiences, and acquired clinical education required to meet individuals in health-care settings, making them valuable employees. In addition, students who have had a positive experience will speak highly of the facility to other students, faculty, and other SLPs in the area, further improving the facility’s reputation and increasing the pool of potential employees.

What do SLPs say about their student supervisory experience?
SLPs who serve as clinical educators to graduate student clinicians report many benefits derived from the graduate experience, including:
- current information that students bring from their coursework
- stimulation of a new role as a supervisor as well as service provider
- professional and educational perks that may come from a relationship with a university
- satisfaction from sharing their expertise with future colleagues and ensuring that students are prepared for employment in health care.

The facility then benefits from increased employee motivation and morale, key elements of a good employee retention program.

My SLPs are already too busy! How can I expect them to do more?
Many facilities have found that the benefits of educating student clinicians justify the support that they put in place to encourage their SLPs to take on supervisory roles. These supports may include:
- release time for supervisory responsibilities
- professional education in supervision
- recognition for this professional contribution through incentives and other means.

Most SLPs see graduate student supervision as having more advantages than disadvantages, and are willing to accept that responsibility because of its many benefits.

How do I find graduate student clinicians?
A list of graduate programs in speech-language pathology is available at www.asha.org/teradivide. You can speak with the department chair, graduate program director, or clinic director for further information.

Supervision of Speech-Language Pathology (SLP)
Graduate Students in Public Schools
What Administrators Need to Know

What’s the importance of graduate student clinicians in my school?
Graduate clinical experiences are critical requirements for obtaining the Certificate of Clinical Competence (CCC) from the Council for Clinical Certification (CFCC) of the American Speech-Language Association (ASHA) as well as state license and/or state teaching certification. Students working to become certified speech-language pathologists (SLPs) must be supervised in a variety of settings and have experience with students/students across the age span who present with a variety of communication disorders.

What benefits does my school obtain from school-based student placements?
Graduate student clinicians are a potential source of future employees who are knowledgeable about the district’s policies and practices and its students. Often, graduate student clinicians will stay on in schools as full-time employees, thus helping with the problem of vacancies and shortages. These students have experienced a “real-world” schedule, obtained a variety of clinical experiences, and acquired the clinical education required to treat school-age children and adolescents, making them valuable employees.

What do SLPs say about their student supervisory experience?
SLPs who serve as clinical educators to graduate student clinicians report many benefits derived from the graduate experience, including:
- current information that students bring from their coursework
- stimulation of a new role as a supervisor as well as service provider
- professional and educational perks that may come from a relationship with a university
- satisfaction from sharing their expertise with future colleagues and ensuring that students are prepared for employment in school settings.

The district then benefits from the increased motivation and morale of its employees.

My SLPs are already too busy! How can I expect them to do more?
Many school districts have found that the benefits of educating graduate student clinicians justify the supports that they put in place to encourage their SLPs to take on supervisory roles. These supports may include:
- release time for supervisory responsibilities
- professional education in supervision
- recognition for this professional contribution.

Most SLPs see graduate student supervision as having more advantages than disadvantages, and are willing to accept that responsibility because of its many benefits.

How do I find graduate student clinicians?
A list of graduate programs in speech-language pathology is available at www.asha.org/teradivide. You can speak with the graduate program director or clinic director for further information.
## Appendix C

A Sampling of Non-ASHA Training Opportunities and Resources in Clinical Education/Supervision

<table>
<thead>
<tr>
<th>Organization</th>
<th>Professional Development Opportunities and Resources</th>
</tr>
</thead>
</table>
| American Academy of Audiology (AAA)              | • Audiology NOW!  
• Journal of the American Academy of Audiology  
• Audiology Today                                                                                                                                                               |
| American Board of Audiology (ABA)                | • ABA Certificate Holder—Audiology Preceptor (CH-AP™) Training Program                                                                                                           |
| Council of Academic Programs in Communication    | • CAPCSD Clinical Educator Online Training Modules  
• CAPCSD Conference Proceedings                                                                  |
| Sciences and Disorders (CAPCSD)                   |                                                                                                                                                                                   |
| Local, State, and Regional Professional          | • University-sponsored training  
• State association convention sessions or courses  
• Regional convention training such as:  
  • South Eastern University Clinical Educators (SEUCE)  
  • Mid-West Clinic Directors’ Conference  
  • New England Clinic Directors’ Group                                                                                                                                          |
| Organizations                                    |                                                                                                                                                                                   |
| Related Professional Organizations               | • Clinical education courses offered by other associations, such as:  
  • American Physical Therapy Association (APTA)  
  • American Occupational Therapy Association (AOTA)  
  • National Athletic Trainers' Association (NATA)  
• Clinical education courses offered by other health care entities such as the Veterans Health Administration (VHA)  
• Ida Institute Clinical Supervisor Kit  
• Examples of journals associated with other professions  
  • The Clinical Supervisor  
  • Journal of Clinical Nursing  
  • Medical Education  
  • International Journal of Clinical Skills (JIOCS)                                                                                                                                |
| Scholarship of Teaching and Learning (SoTL)       | • SoTL conferences, such as:  
  • Lilly Conference Series on College and University Teaching  
• Examples of SoTL journals  
  • JoSoTL: Journal of the Scholarship of Teaching and Learning  
  • Teaching and Learning in Communication Sciences and Disorders (TLCSD)  
  • Wiley Online Library: New Directions for Teaching and Learning                                                                                                  |
How does that impact me....

- Medical Internships
  - Challenging to obtain
    - Staffing issues
    - Request time frame
    - Agreements
  - Charging
  - Only top 3 in the class
  - Out of state agreements (SARA)
  - Interview

- Educational internships
  - Typically easier to get
  - Be clear it’s an unpaid internship (student teaching)
  - Who to contact?
    - SLP
    - Principal
    - Special Ed. Director
    - HR
  - Interview
SUPPORTING STUDENTS

Changing Clinical Education for 21st Century Students
Generational, Diversity, ETC.

Millennials by Micah Tyler

HERE'S A CHEERFUL TUNE TO BEGIN YOUR DAY.

http://tinyurl.com/hc2paq7
<table>
<thead>
<tr>
<th>Generation</th>
<th>Influential People</th>
<th>Places</th>
<th>Defining Events</th>
<th>Traits/Key Words</th>
<th>Things/Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditionalists</strong> (Born 1900-1945) 75 million strong</td>
<td>Joe DiMaggio, <em>Dr. Spock</em>, Franklin Roosevelt, <em>Charlie Lindberg</em>, Betty Crocker, John Wayne, Eisenhower</td>
<td>Pearl Harbor, Normandy, Hiroshima, Korea, Bay of Pigs, Two Jims, Suez</td>
<td>WWI, <em>Roaring 20’s</em>, <em>Great Depression</em>, <em>Fascination</em>, <em>The New Deal</em>, WWII, <em>Korean War</em>, GI Bill, Women’s right to vote</td>
<td><em>Military style of management, top-down approach</em>, <em>Loyal, patriotic</em>, <em>Faith in institutions</em>, <em>Hard work, sacrifices for greater good</em></td>
<td><em>Save for a rainy day</em> and <em>Waste not, want not</em> (things were often scarce)</td>
</tr>
<tr>
<td><strong>Millenials (Born 1981-1999) 76 million strong</strong></td>
<td><em>Chelsea Clinton</em>, <em>Prince William</em>, <em>Leonardo DiCaprio</em>, <em>Venus Williams</em>, <em>Ricky Martin</em>, <em>Britney Spears</em></td>
<td><em>Virtual and tangible classrooms</em>, <em>Darwin’s Creek</em>, <em>Oklahoma City</em>, <em>Outer space</em>, <em>Cyberspace</em></td>
<td><em>Columbine, school campus violence</em>, <em>READILY available illegal drugs</em>, <em>Proliferation of gangs</em>, <em>World Trade Center attacks</em>, <em>Space shuttle disasters</em>, <em>Terrorism</em>, <em>Desert Storm</em></td>
<td><em>Optimistic</em>, <em>Loyal</em>, <em>Realistic</em>, <em>Appreciation of diversity</em>, <em>Technology-savvy</em>, <em>digital natives</em>, <em>Collaborative</em>, <em>Team oriented</em>, <em>Multitaskers</em>, <em>Overprotected and overprogrammed</em>, <em>Work-life balance</em>, <em>Confused</em></td>
<td><em>Internet</em>, <em>Cell phones</em>, <em>Pagers</em>, <em>Personal computers</em>, <em>Pod</em>, <em>MP3s</em>, <em>CDs</em>, <em>DVDs</em></td>
</tr>
</tbody>
</table>
9 Skills Graduate Students Need for Success in the Workplace

- Planning and priority setting
- Organizing and time management
- Managing diversity
- Team building
- Interpersonal savvy and peer relationships
- Organizational agility
- Conflict management
- Problem solving, perspective, and creativity
- Dealing with paradox and learning on the fly

- [http://www.asha.org/academic/reports/changing/](http://www.asha.org/academic/reports/changing/)

  Provides explanations on how each skills is useful

  Provides further resources recommended to aid in development of each skill

- University-Practicum collaboration is key to graduate student success
CLINIC RESOURCES
Common University Clinic Challenges

- **Fees and Reimbursement**
  - Students need to know and understand coding
    - Common Procedural Technology (CPT) codes
    - International Classification of Diseases, Clinical Modification codes (ICD-9-CM)

- **Privacy**
  - Students should follow patient security with medical records
    - Health Insurance Portability and Accountability ACT (HIPAA)

- **Documentation**
  - Students must document all patient interactions
    - Important for avoiding denial by insurance
    - See article for steps to proper documentation of services

- These challenges came after university clinics needed to become self-supporting
  - Generation of revenue
  - Billing patients or private health insurance

http://www.asha.org/Academic/questions/Challenges-of-a-University-Speech-and-Hearing-Clinic/
http://www.asha.org/Academic/questions/An-Effective-Business-Model-For-A-University-Clinic/
Medicare/Medicaid

- Guidance for SLPs and Audiologists that work in a university clinic
  - Covers compliance requirements
  - Covers how to enroll in Medicare
  - Factors to consider for achieving compliance with Medicare

- [http://www.asha.org/uploadedFiles/Medicare-Enrollment-for-University-Clinics.pdf](http://www.asha.org/uploadedFiles/Medicare-Enrollment-for-University-Clinics.pdf)
QUESTIONS ??

- What do I do when.....