



Streetcar to Licensees' Success Supervision and Regulation

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Disclosures

- EBS provided travel costs for this conference

Session Objectives

- Identify benefits of supervisory training
- Name 3 essential skills needed when providing supervision

State Requirements

- 11 states do not require licensure for new grads/CFs in SLP or Audiology
- 16 states require state licensure for school-based SLPs
- 2 states require training for supervisors of provisionally licensed/CFs in SLP
- ASHA will require training for supervisors in 2020
- What is the discussion in your state?

www.asha.org/-/media/assets/advocacy/state-licensure-state-by-state.aspx

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Supervision Training

- Three recent reports address the fundamental need for supervision training: ASHA's ad hoc committees on supervision (2013) and supervision training (2016) and CAPSD (2013).
- General consensus that clinical educators should receive training in the theory and practice of supervision;
- No national standards for supervision training in SLP or Audiology at present time.

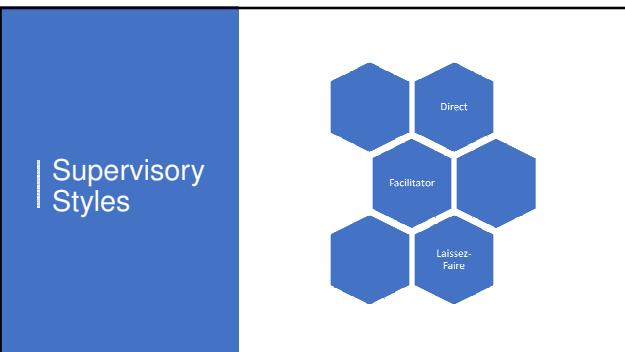
Does Supervision Training Make a Difference?

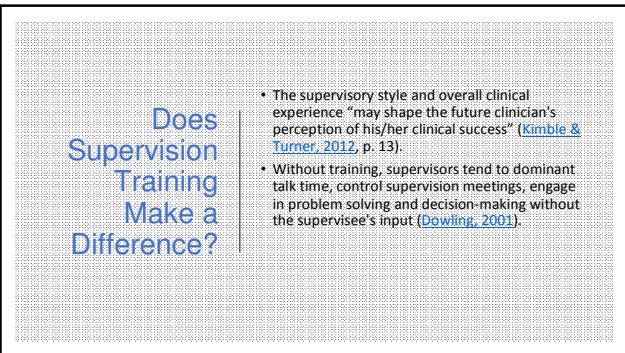
- Literature contains many anecdotal descriptions of behavioral patterns that typically occur between supervisors and supervisees. These patterns emerge because of lack of training and/or lack of use of varied theoretical models to understand the supervision process (Geller & Foley, 2009; Shahmoon-Shanok & Geller, 2009).
- Evidence has revealed that the quality of supervisor-supervisee relationships plays a critical role in the supervisees' clinical development and overall performance (Geller & Foley, 2009; Gilliam et al 1990; Pasupathy & Bogschutz, 2013; Shapiro & Anderson, 1989).



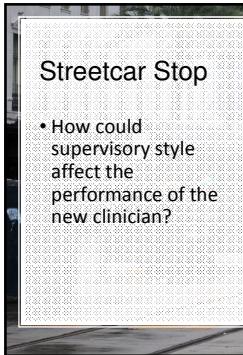
Streetcar Stop

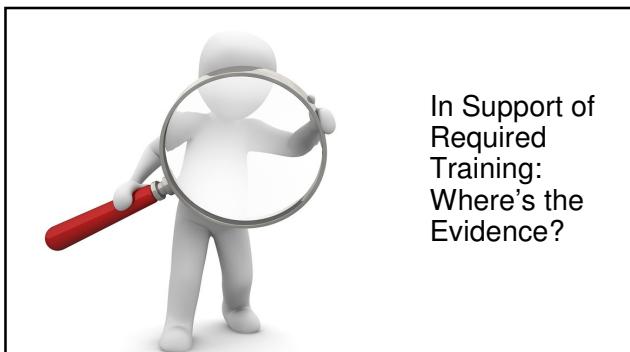
- What behavioral patterns have you seen occurring between supervisors and their supervisees that have had a negative effect on the supervisees' clinical development and overall performance?

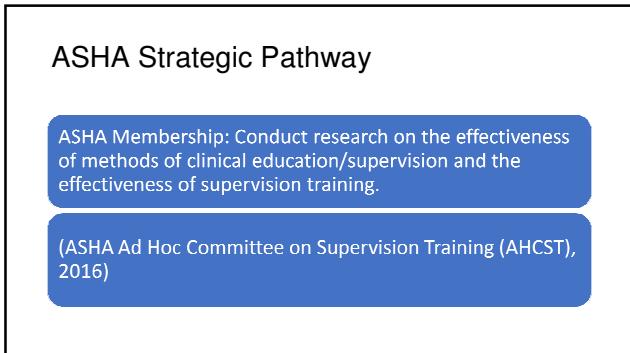




- The supervisory style and overall clinical experience "may shape the future clinician's perception of his/her clinical success" (Kimble & Turner, 2012, p. 13).
- Without training, supervisors tend to dominate talk time, control supervision meetings, engage in problem solving and decision-making without the supervisee's input (Dowling, 2001).







ASHA Publications

- Expand publication opportunities related to clinical education/supervision*. The ASHA Leader
 - Seek clinical education/supervision-related article ideas for possible publication as an issue theme * ASHA Academic Affairs and Research Education (AARE)
 - Include clinical education/supervision funding opportunities in Access Academics & Research e-newsletter
 - Promote, in general, clinical education/supervision as a viable area of research
 - Include clinical education/supervision as an area of research in the CLARC program
 - Offer the Scholarship of Teaching and Learning (SOTL) of clinical education/supervision as a future topic for the Researcher-Academic Town Meeting (RATM) at the ASHA Convention

In Support of Required Training: Talking Points

The Benefits of Supervision Training

- Supervision training provides you with methods and support for doing your part to continue the vibrancy of the professions through excellence in supervision.

The Benefits of Supervisory Training

- 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.

The Benefits of Supervisory Training

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

The Benefits of Supervisory Training

- 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 professions through top-notch supervision and handle your day-to-day responsibilities.

Essential Skills in Supervision

- Knowledge of clinical education and the supervisory process, including teaching techniques, adult learning styles, and collaborative models of supervision
- Skill in relationship development, including the creation of an environment that fosters learning
- Ability to communicate, including the ability to define expectations and engage in difficult conversations
- Ability to collaboratively establish and implement goals, give objective feedback, and adjust clinical education style when necessary
- Ability to analyze and evaluate the student clinician's performance, including gathering data, identifying areas for improvement, assisting with self-reflections, and determining if goals are being achieved

Essential Skills in Supervision (cont'd.)

- Skill in modeling and nurturing clinical decision making, including (a) using information to support clinical decisions and solve problems and (b) responding appropriately to ethical dilemmas
- Skill in fostering professional growth and development
- Skill in making performance decisions, including the ability to create and implement plans for improvement and to assess the student's response to these plans
- Ability to adhere to the principles of evidence-based practice and conveying research information to student clinicians

(American Speech-Language-Hearing Association. (2013c).)

References and Resources

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