


## PRACTICAL STRATEGIES FOR THE PROFESSIONAL PRACTICE OF CLINICAL SUPERVISION

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## DISCLOSURES

- **Kelly Kleinhans, Ph.D., CCC/SLP**
  - Nonfinancial disclosures: President-Elect of KSHA
  - Financial disclosures: Associate Professor at Murray State University; KSHA support for CCIP training
- **Lauren Bland, Ph.D., CCC/SLP**
  - Nonfinancial disclosures:
  - Financial disclosures: Associate Professor at Western Kentucky University
- **Christina Brock**
  - Nonfinancial disclosures: Member KSHA executive council
  - Financial disclosures: KSHA support for CCIP training
- **Bethany Berry**
  - Nonfinancial disclosures: Member KSHA executive council. Committee member for the Technical Advisory Committee for Medicare and Medicaid Services
  - Financial disclosures: Employed by Ephraim McDowell Health; KSHA support for CCIP training; Serves as a consultant to and receives compensation from Guidepoint Global

## OBJECTIVES

- 1) Explain the benefits of recognizing clinical education as a defined area of practice within the profession of speech-language pathology
- 2) Plan a clinical teaching episode
- 3) Describe strategies for teaching a skill and giving effective feedback
- 4) Use questions effectively during teaching

## 2016 SLP SCOPE OF PRACTICE ASHA, 2016

Domains of Professional Practice	Domains of Service Delivery
1. Advocacy & outreach	1. Collaboration
2. Supervision	2. Counseling
3. Education	3. Prevention & wellness
4. Administration/leadership	4. Screening
5. Research	5. Assessment
	6. Treatment
	7. Modalities, technology and instrumentation
	8. Population and systems

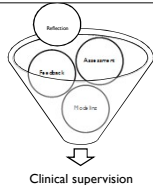
## Supervision

Supervision is a distinct area of practice, is the responsibility of SLPs, and crosses clinical, administrative, and technical spheres. SLPs are responsible for supervising Clinical Fellows, graduate externs, trainees, speech-language pathology assistants, and other personnel (e.g., clerical, technical, and other administrative support staff). SLPs may also supervise colleagues and peers. SLPs acknowledge that supervision is integral in the delivery of communication and swallowing services and advances the discipline. Supervision involves education, mentorship, encouragement, counseling, and support across all supervisory roles. SLPs

- ★ possess service delivery and professional practice skills necessary to guide the supervisee;
- ★ apply the art and science of supervision to all stakeholders (i.e., those supervising and being supervised), recognizing that supervision contributes to efficiency in the workplace;
- ★ seek advanced knowledge in the practice of effective supervision;
- establish supervisory relationships that are collegial in nature;
- support supervisees as they learn to handle emotional reactions that may affect the therapeutic process; and
- establish a supervisory relationship that promotes growth and independence while providing support and guidance.

ASHA, 2016


## PROCESS



Clinical supervision

# Clinical Environment

### CLINICAL SUPERVISION: INTERACTIVE



- The formal process of supervising a learner that facilitates learning
  - Learner develops competence with skill
  - Learner is able to apply knowledge competently
  - Learner becomes reflective about clinical practice
- Inherent in supervision is modeling professional behaviors
  - Supervisor as mentor

CAPCSO, 2013; Pollack et al. 2017

### IS THIS REALLY A GOOD THING... OR DOES IT REPRESENT MORE REGULATION?

Clinical supervisors will have the skills to address a range of issues not specific to their work setting


Maximize the learning process-efficiency

Options and access to support

### ETHICAL OBLIGATION TO PROTECT CLIENTS

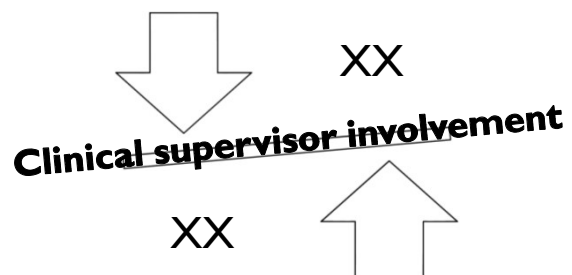
The Board of Ethics cites and interprets the following sections of the Code that pertain to the supervision of student clinicians:

- *Principle I, Rule A:* Individuals shall provide all clinical services and scientific activities competently.
- *Principle I, Rule D:* Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- *Principle I, Rule G:* Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- *Principle II, Rule A:* Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- *Principle IV, Rule H:* Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- *Principle IV, Rule I:* Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- *Principle IV, Rule L:* Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.



### PLANNING A TEACHING EPISODE

PLAN FOR EACH CLINICAL EXPERIENCE



**Clinical supervisor involvement**

**Set**

- Know the learner's level
- Identify the learning outcome
- Assess the environment

**Dialogue**

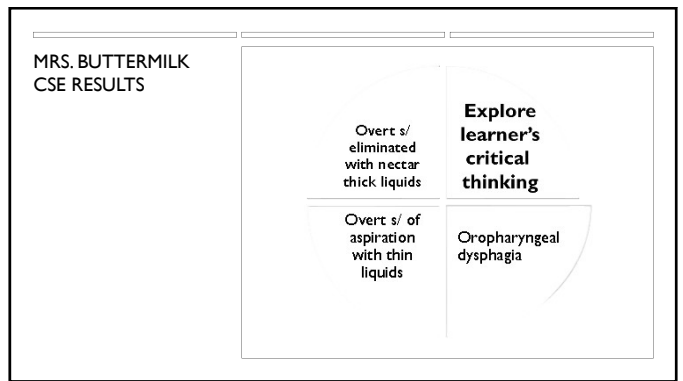
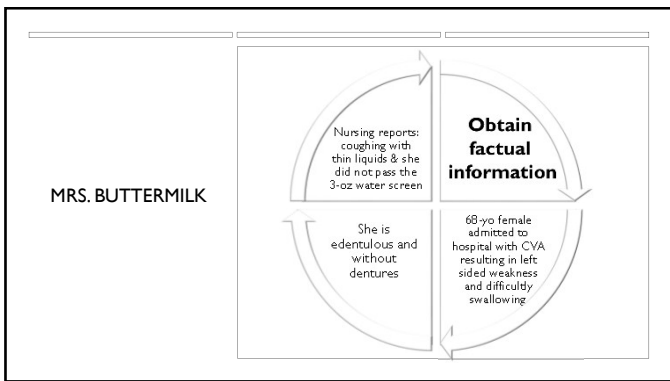
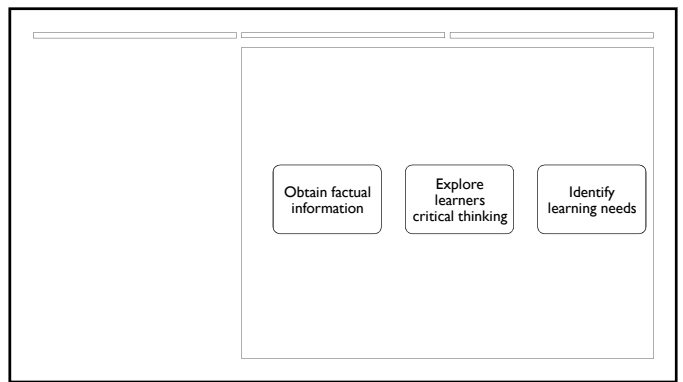
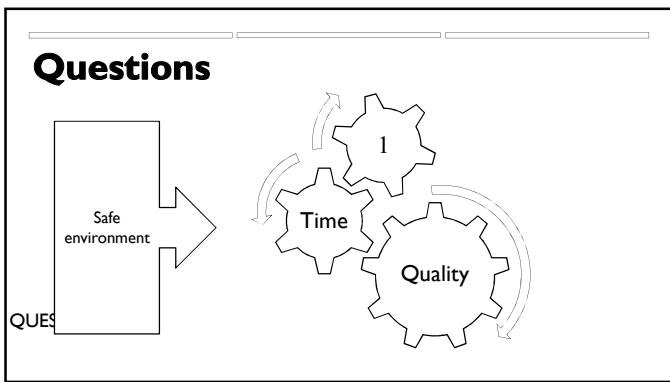
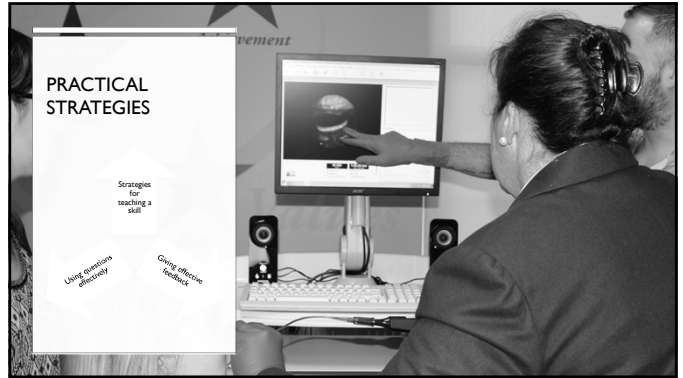
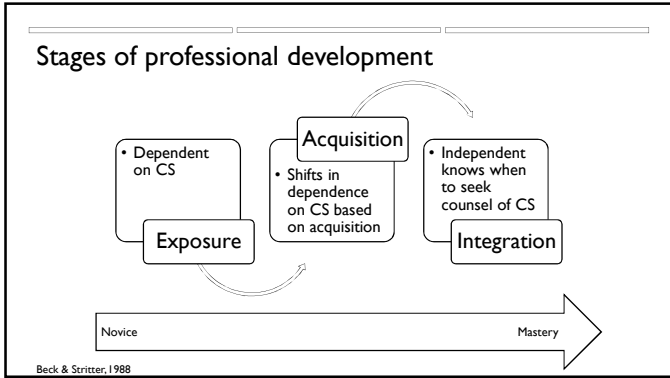
- 5-10-15 min scripts
- Reflect on interaction variables

**Closure**

- Summarize the take-home message
- Link to future learning

(Lalio & Ryan, 2004)

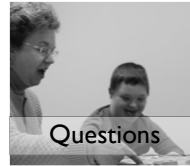
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MBS CONFIRMED ASPIRATION WITH THIN LIQUIDS, DECREASED TONGUE BASE RETRACTION, DECREASED HYOLARYNGEAL ELEVATION AND EXCURSION, DECREASED AIRWAY PROTECTION, AND INITIATION OF PHARYNGEAL SWALLOW WITH BOLUS HEAD IN THE PIRIFORM SINUSES.

## Identify learning needs:

## PRACTICAL STRATEGIES



Questions



Feedback



Strategies



## REFLECTION

looking back at something, considering it in critical manner

Aronson, 2012

## FEEDBACK IS GOAL BASED

## Establish Goals!

Formal/informal  
What does supervisee want to accomplish  
What do you want the learner to accomplish

FEEDBACK  
If done well, feedback is non-judgmental and is meant only to provide a frame of reference to the learner so they may better understand their level of performance based on observations from the preceptor.


- It is intended to improve skills or change behavior, rather than being an estimate of the students' worth

## "I..." STATEMENTS

- I saw
- I noticed
- I observed
- I find
- I think

### SPECIFIC FEEDBACK

- Molly is at the mastery level of acquisition
- Goal is to independently evaluate the pre-linguistic communication skills of baby Sophia
  - Clearly stated
  - Suggestions for improvement
    - Help Molly improve her evaluation skills, provide feedback on her behavior evaluating play, gesture, other forms of nonverbal communication, or interaction as well as feeding skills observed or caregiver report




**Remember less is more!**



### STUDENTS DESIRE FEEDBACK THAT IS ...

- Private
- Objective
- Supportive
- Meaningful/Useful



Using questions effectively

Giving effective feedback

Strategies for teaching a skill

### TAKETIME TO TEACH

Plan	Plan to meet learner needs
Set	Set daily teaching goals
Reinforce	Reinforce important concepts from prior learning experiences
Collaborate	Collaborate with supervisee in planning of learning activities

### BE A REFLECTIVE CLINICAL SUPERVISOR

- What do I need to know to be an effective clinical teacher?
- What role(s) will I need to adopt?
- What attributes do I need to possess?
- How do I know that my clinical teaching is effective?

## Thank-you for your time!

**WE INVITE YOU TO REACH OUT TO US FOR HELP!**

DON'T FORGET ASHA HAS MANY RESOURCES