

MSHA 2013: 216 TASK FORCE

PRECONFERENCE: Monday 8:00am-4:00pm

The Supervision Iceberg: More than Meets the Eye

Presenters: Vicki McCready and Perry Flynn

Introduction/Overview. Speech-language pathologists (SLPs) do not have formal training in supervision might assume that being a competent “master” clinician is enough of a prerequisite for being a supervisor of a student, an assistant, a Fellow, or other professionals. In actuality being a good clinician is just the tip of what we might call the supervision iceberg. Just as the base of real icebergs ranges from three to nine times the height above the ocean surface, the base of the supervision iceberg is far more extensive than the observable tip which includes proficiency as an SLP. This short course will describe all levels of the iceberg in order to prepare any SLP to become a supervisor. Throughout the presentation attendees will have an opportunity to participate in “hands-on” activities to increase their understanding of the components of supervision, i.e., levels of the iceberg.

Above the Surface. The visible part of the supervision iceberg includes all those external facets of an SLP supervisor’s professional life such as :

- competency as an SLP: content knowledge, clinical skills and professionalism
- the work setting and its particular expectations and demands
- Mississippi state licensure requirements and scope of practice for SLPs with a 216 educator license

Below the Surface. It is this section of the iceberg that will comprise the major part of this short course. Below the surface are the necessary processes that the SLP needs to undertake before and during the supervisory process. According to the 2008 Position Statement on Clinical Supervision in Speech-Language Pathology of the American Speech-Language Association (ASHA), “the highly complex nature of supervision makes it critically important that supervisors obtain education in the supervisory process” (p.1). Along with the Position Statement, the Technical Report and the Knowledge and Skills documents are essential reading for anyone undertaking supervision. Additional components of the supervisory base include:

- other pertinent ASHA documents
- supervision: terminology/definitions, components, stages, styles, amounts, forms
- the evidence base for clinical supervision>timeless tips for supervision
- observation, feedback, supervisory conferences, evaluation tools
- supervision of a student vs. an assistant vs. a Clinical Fellow
- interpersonal communication, conflict management
- adult learning styles

- **Outcomes.** Participants will engage in a variety of experiential activities designed to help them prepare to provide high quality supervision across the continuum of service providers. Specifically participants will: discuss the knowledge and skills necessary for the supervisory process; compare and contrast the differences in types of supervision; cite pertinent ASHA documents; list the components of supervision; choose conflict tactics for various scenarios; and cite at least two evidence-based findings from the supervision literature.

Tuesday 8:00-9:30 am: 216 Task Force Update for MASTER'S SLPs: 216 in 2013

Presenters: Carolyn Higdon, Jayne Buttross, Gloria Kellum, Lennette Ivy, Georgene Falcone-Johnson, and Beverly Ray

This seminar will be an update of the work of the 216 Task Force in 2012-2013, a continuation of the Task Force report, as well as a discussion of the progress to date in preparing bachelor level speech therapists for the introduction of the 216 license to practice in the schools that will go into effect in July 2013. A discussion of the scope of practice, prevention of speech and language impairments, defining articulation disability, and discussion of the mentor/supervisor role will be included. Ethical concerns will be highlighted and a discussion of the national trend toward bachelor level associates will be included. This is an intermediate level presentation following the introductory level presentation done at MSHA in 2012, however adequate background will be presented for all attendees to benefit from the presentation. Q&A included. Session is part of the 216 Track, that includes the preconference on supervision training and the presentation for bachelors level speech therapists on the second day of the conference. Bachelor and Masters SLPs are invited, however the focus will be for Masters SLPs who will be mentoring and/or working with Bachelor SLPs. Both Masters and Bachelors individuals are welcome at all 216 sessions.

Tuesday 10:00-12:00: Virtual Patients, Simulations, and Beyond: New Tools for Developing Competency in SLP

Presenter: Stacy Williams

The use of simulations and virtual patients for providing clinical education has been in place for many years. However, the sophistication of simulations used to successfully implement clinical education programs continue to evolve and improve over time. This course reviews new and emerging simulation technologies that promise change for speech-language pathology programs in the area of clinical education. Current research and development for both near and far emerging simulation technologies will be discussed including potential future clinical applications and online technology demonstrations.

Tuesday 9:00- 4:00: Poster Session: Mississippi 216 Task Force

Wednesday 8:00-9:00 am: 216 Task Force Update for BACHELOR'S Speech Therapists: 216 in 2013

Presenters: Carolyn Higdon, Jayne Buttross, Gloria Kellum, Lennette Ivy, Georgene Falcone-Johnson, and Beverly Ray

This seminar will be an update of the work of the 216 Task Force in 2012 as it pertains to the role of bachelor level speech therapists who will be applying for the 216 license effective July 1, 2013. The session will include a discussion of credential terminology, the role of the supervisor/mentor, ethical concerns, and continued discussion of the national trends. Both Bachelor and Masters SLPs are invited.

Wednesday 9:30-12:00: Fostering Quality Professional Growth through Supervision and Mentoring

Presenter: Jean Blosser

SLPs' roles and responsibilities continue to evolve. Supervisors and mentors play influential roles in shaping quality professionals and services. Supervision and mentoring are essential for preparing future SLPs / SLPAs and ensuring that practitioners are successful and continue to grow professionally. Supervisors and mentors nurture and guide, ensure compliance, share knowledge, present solutions, and foster professional development. This interactive session clarifies the difference between supervision and mentoring. Model programs for supervision and mentoring are shared. Emphasis is placed on efficiency and effectiveness.

Speaker's Biographies

Jean Blosser, Ed.D., is a national expert in school-based service delivery and early intervention. Dr. Blosser has held academic, clinical, and leadership positions in the field of speech-language pathology, special education, and universities. She is a Fellow of The American Speech- Language-Hearing Association, The Ohio Speech and Hearing Association and The American Council on Education. Throughout Jean's career, she has focused on researching, developing, and implementing innovative and effective school-based services. She has strived to foster meaningful changes in service delivery practices by mentoring professionals to lead the way. She has developed efficient, effective ways to supervise and mentor students, employees, and colleagues in related professions. Jean has authored numerous books, articles, therapy tools and resources for clinicians, parents and teachers. In 2012 she published the 5th edition of "School Programs in Speech-Language Pathology: Organization and Service Delivery" (Plural Publications).

Jayne Buttross, Attorney, works for The Children's Center for Communication and Development at Southern Miss. An attorney who started out in the private sector, Jayne has held various legal and non-legal positions with the State for nearly 24 years. Jayne was appointed by Dr. Burnham to support the 216 Task Force.

Georgene Falcone-Johnson, MA, CCC-SLP, employed by Biloxi Public Schools since 1992, has over 30 years experience as a speech-language pathologist working in public and parochial schools, private practice, home health, nursing home and hospital

settings. She has won numerous local, state, national awards for her exceptional work, worked on various advisory groups and tasks forces and is the ASHA-SEAL for MS.

Perry Flynn, M.Ed., CCC/SLP is the Consultant to the North Carolina Department of Public Instruction in the area of Speech Language Pathology and an Associate Professor/ Clinical Educator in the Department of Communication Sciences and Disorders at the University of North Carolina Greensboro. He is the Past President of the State Education Agencies' Communication Disabilities Council and is the Vice Chair of ASHA's SLP Advisory Council. He presents nationally on a variety of topics related to public school service. His most recent publications focus on the Common Core Standards and service delivery models in school settings.

Carolyn Wiles Higdon, Ph.D., CCC-SLP, ASHA Fellow is ASHA Vice President of Finance, professor at the University of Mississippi and CEO of Wiles Higdon Associates, LLC, with specializations in forensics and international rehabilitation. Dr. Higdon has extensive experience in international rehabilitation, AAC and adult neurogenics, with research interests in brain interface.

Lennette J. Ivy, Ph.D., CCC-SLP is an associate professor and department chair in communication sciences and disorders, at The University of Mississippi. She teaches courses in child language and phonological disorders. Her research interests are in language and literacy development in diverse populations and the impact linguistic differences has on students' writing development within the educational system. Dr. Ivy has eighteen years of experience working in the public schools.

Gloria D. Kellum, Ph.D., CCC-SLP, ASHA Fellow, retired from The University of Mississippi in 2009 as Vice Chancellor for University Relations and Professor of Communication Sciences and Disorders. She remains active in Speech-Language Pathology through teaching at Ole Miss and co-chairing a licensure task force for the Mississippi State Department of Education and Institutions of Higher Learning. Dr. Kellum was proud to receive the Honors of ASHA in 2011.

Vicki McCready, MA, CCC-SLP ASHA Fellow, is Professor Emeritus at the University of North Carolina at Greensboro and the former Director of the UNCG Speech and Hearing Center. She has over 30 years of experience as a clinical supervisor and has published and presented extensively in the areas of supervision and clinical education. She has served on numerous ASHA Committees and Task Forces. For her outstanding professional contributions she was awarded the 2012 Dorothy Dreyer Award for Volunteerism by ASHA.

Beverly Ray, CCC-SLP, a Speech-Language Pathologist with over 35 years experience, owns Speech Pathology Associates, Inc., a private practice serving pediatric and adult clients in the outpatient clinic, local hospital, and area schools. She has served on Mississippi's Task Force for the new bachelor's license serving as the supervision workgroup chair.

Stacy Williams, Ph.D., CCC-SLP is the Chief Operating Officer of SpeechPathology.com and an Adjunct Assistant Professor at Case Western Reserve University. Stacy was the Director of Virtual Immersion Center for Simulation Research at Case Western Reserve University and currently serves as the Website Technology

Director for the Ohio Speech Language Hearing Association. Dr. Williams has researched and presented on the topics of virtual world technology, immersive virtual reality systems, simulations and serious gaming applications for the speech-language pathology profession for the past 15 years at various state, national, and international conferences.

Join us March 25-27 in Jackson, MS for the 2013 MSHA conference!

Register online or view the conference schedule:

<http://www.mshausa.org/continuing-education/conference/#Registration>