

Navigating the Depths of Preceptorship, Supervision, and Mentorship

Theresa H. Rodgers, MA, CCC-SLP, BCS-CL, ASHA Fellow, L-SLP, EdS (LD)
 University of Mississippi Fall Institute
 October 20, 2022


1

Disclosure Information

Financial
 Registration fee waiver

Nonfinancial
 Former CFCC Chair;
 Former Louisiana licensure board member; ASHA SIG 11 Member; Former ASHA President

2




No portion of this presentation may be recorded, photographed, or reproduced without permission.

3

Acknowledgements!

Special thanks to Melanie Hudson whose presentations in the area of supervision were a major factor in the development of this presentation!



4

Who are we?

- Supervisors
- Preceptors
- Mentors
- Clinical educators

5

Who or What Groups Do We Supervise?

Final Report - 2013 Ad Hoc Committee on Supervision (ASHA)
Knowledge, Skills and Training Consideration for Individuals Serving as Supervisors

- Individuals in academic training programs who supervise graduate students
- Individuals (including preceptors of AuD students) providing externship or off-campus supervision to graduate students
- Mentors of Clinical Fellows
- Supervisors of audiology or speech-language pathology assistants
- Supervisors of professionals transitioning to a new practice area or re-entering the workforce

6

Additionally...

Many of us function in a supervisory capacity for professional staff.

In addition to audiologists and speech-language pathologists, we may supervise other staff members. My experiences include supervision of special education teachers, occupational therapists, physical therapists, adapted physical education teachers, social workers, school psychologists, educational diagnosticians, and administrative assistants.



7

"At some point in their career, many speech-language pathologists (SLPs) will be involved in a role that involves supervising students, clinical fellows, practicing SLPs, and/or paraprofessionals. Many of these SLPs do not have formal training or preparation in supervision. Recognizing the importance and complexity involved in the supervisory process, it is critical that increased focus be devoted to knowledge of the issues and skills in providing clinical supervision across the spectrum of a professional career in speech-language pathology."

American Speech-Language-Hearing Association. (2008). Clinical supervision in speech-language pathology. Technical report of the Ad Hoc Committee on Supervision in Speech-Language Pathology. <https://www.asha.org/policy/tr2008-00295/>

8

Williams, A. L. (2021, March). Supervision matters. Seminar presented at the Michigan Speech-Language-Hearing Association Annual Convention.

Early Recognition of Supervision as a Distinct Area of Practice and Training



9



2010: Supervisor credential survey indicated overwhelming recognition of the importance of formal training in supervision

2017: Submitted application for ASHA Specialty Certification in supervision

2013: ASHA Ad Hoc Committee on Supervision noted "All persons engaged in supervision across settings [should] be trained in the overarching skills and knowledge necessary for supervision."

2016: ASHA Ad Hoc Committee on Supervision Training recommends supervision training requirement

Williams, A. L. (2021, March). Supervision matters. Seminar presented at the Michigan Speech-Language-Hearing Association Annual Convention.

10



2013: White Paper: *Preparation of Speech-Language Pathology Clinical Educators* notes "Formal training/preparation of clinical educators is necessary and should be required."

Williams, A. L. (2021, March). Supervision matters. Seminar presented at the Michigan Speech-Language-Hearing Association Annual Convention.



2014: American Board of Audiology *Preceptor Training Needs Gap Analysis* identifies need for preceptor training



Approved (Jan 1, 2020):

9 months of full-time clinical experience after award of ASHA certification prior to supervising students.

Minimum of 2 continuing education /certification maintenance hours in supervision prior to the start of supervising students.



2017 Standards, Revised August 2020:

3.1.1A... "Understand the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel."

For SLP students: "demonstration of ... processes of clinical education and supervision." (3.1.6B)

Adapted from Williams, A. L. (2021, March). Supervision matters. Seminar presented at the Michigan Speech-Language-Hearing Association Annual Convention.

11

12

2023 SLP Standards – Clinical Fellows

For Clinical Fellows (CF) **initiating the CF experience on or after January 1, 2023:**

- At least 75% of hours of the direct hours must be earned on-site in-person
- Up to 25% of hours may be earned via telepractice
- At least 3 hours of direct supervision per segment must occur in person
- All Clinical Fellows who **initiated the CF experience on or prior to December 31, 2022**, may continue to utilize COVID-19 Guidance From CFCC until completion of the CF experience

Muller, T. (2022, October). ASHA certification updates. National Council of State Boards of Examiners for Speech-Language Pathology and Audiology 35th Annual Conference, Santa Fe, NM.

13



Effective Supervisors

Considering the various groups of individuals we must supervise, how do we become effective supervisors?
What are the knowledge and skill requirements?
Experiential requirements?

14

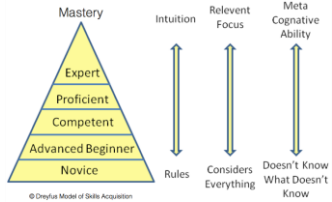
Dreyfus Model of Skill Acquisition

- Five-stage learning process
- Used to assess and support progress in skill development
- Provides definition of acceptable level of assessment of competence
- Supervisee progresses from one stage to the next as the level of clinical knowledge and skills increases

Dreyfus, S. (2004). The five-stage model of adult skill acquisition. *Bulletin of Science, Technology & Society*, 24(3), 177-181. <https://doi.org/10.1177/0270467604264992>

15

Dreyfus Model of Skill Acquisition (1980)



© Dreyfus Model of Skills Acquisition

Hudson, M. (2021)

16

Novice Stage

Minimal connection of knowledge to practice

No experience in application of maxims

Predictably inflexible behavior

Needs close supervision

Cannot be expected to use discretionary judgment

Supervisor needs to use more direct style of supervision (modeling)



Hudson, M. (2021)

17

Advanced Beginner

- Marginally acceptable performance
- Limited situational perception
- Beginning to treat knowledge in context
- Continue to treat attributes and aspects separately and with equal importance
- Second-year grad student (usually)

Hudson, M. (2021)

18

Competent

- Able to plan deliberately using analytical assessment to treat problems in context
- Able to view actions in terms of long-term goals
- Able to incorporate deliberate planning to achieve goals
- Able to use standardized and routine procedures in context
- New SLP graduate at Master's degree level



Hudson, M. (2021)

19

Proficient

- Able to see situation as a whole in terms of long-term goals (Holistic understanding)
- Maxims used for guidance
- Able to modify plans in terms of expectations
- Perceives deviations from typical, so able to make better clinical judgments
- Takes responsibility for own decisions based on what is most important in a situation
- Certified/licensed for independent practice

Hudson, M. (2021)

20

Expert

Makes decisions based on both a set of rules and experience to manipulate rules and achieve end goal

Has intuitive grasp of situations relying on analytical approach to problem-solving only in unfamiliar situations

Able to see end goal and knows how to achieve it

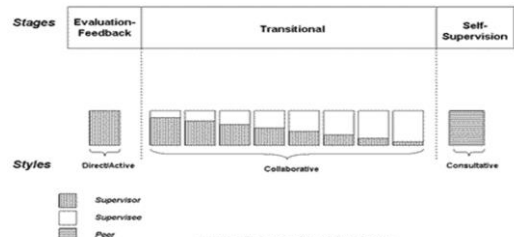
Able to go beyond existing standards to achieve end result

Has had advanced training and clinical experience at proficient level

Hudson, M. (2021)

21

Anderson's Continuum of Supervision



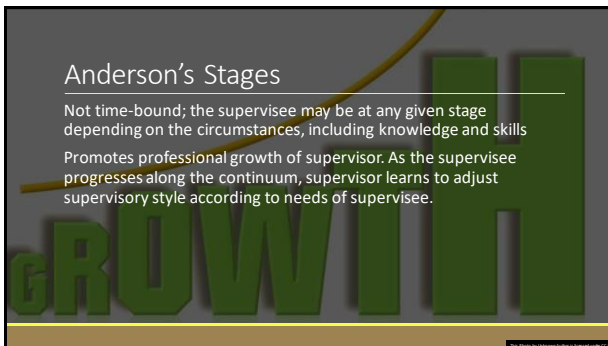
Adapted from: *The Supervisory Process in Speech-Language Pathology and Audiology* (p. 207) by J.L. Anderson, 1985, Boston: College Hill Press/Little Brown and Company.

22

Anderson's Stages

Not time-bound; the supervisee may be at any given stage depending on the circumstances, including knowledge and skills

Promotes professional growth of supervisor. As the supervisee progresses along the continuum, supervisor learns to adjust supervisory style according to needs of supervisee.




23

Anderson's Stages

- ✓ Promote decreased level of direction on part of supervisor, i.e., less strict control
- ✓ Support flexibility
- ✓ Support self-evaluation
- ✓ Support critical thinking
- ✓ Promote collaboration between supervisor and supervisee

24



Features of an Effective Model


- Based on key elements of supervisory process
- As supervisee grows, supervisor adjusts methods and style to fit skill level and confidence of supervisee
- As knowledge base of supervisee increases, independence increases
- Should support principles of *reflective practice* leading to self-supervision

Hudson, M. (2021)

25

Setting Expectations

Fredrickson and Moore cite the importance of clarifying expectations and discussing discrepancies early on as an important strategy.




Hudson, M. (2021)

Fredrickson, T. & Moore, S. (2014). Key Factors of influence in clinical educator relationships. *Perspectives on Administration and Supervision*, 24(1), 12-20.

26


Setting the Stage: Considerations

- Preferences for types of communication (email, phone, text, etc.), frequency and best times
- Dress code
- “Pet peeves” (e.g., cell phone on during sessions)
- Special needs



Hudson, M. (2021)

27




Completing the Clinical Fellowship (CF) Experience

1. Check a program's CF requirements
2. Find a CF mentoring mentor
3. Contact your state board
4. Set expectations
5. Do the CF form together
6. Identify strengths & areas for improvement
7. Complete CF tasks
8. Final Preceptor Session
9. Submit SLP/CF to ASHA
10. Complete with the National Office

ASHA's American Speech-Language-Hearing Association

28



Reflective Practice

Reflective practice enables us to spend time exploring why we acted as we did, what was happening in a group, etc. In doing so, we develop sets of questions and ideas about our activities and practice.

Schon, D. A. (1996). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass, Inc.

Hudson, M. (2021).

29

Critical Thinking

The clinical educator *must not only* teach critical thinking skills but also nurture the *disposition* toward critical thinking.

Gavett, E. & Peaper, R. (2007). Critical thinking: The role of questions. *Perspectives on Issues in Higher Education*, 10(1), 3-5. <https://doi.org/10.1044/ihe10.1.3>

30

Reflective Practice

- Supervisor will assist the supervisee in conducting self-reflections until independence is achieved;
- Supervisor will guide the supervisee in using reflective practice techniques to modify his/her own performance.

(ASHA, 2013)

31



Levels of Reflectivity

- Technical Rationality
- Practical Action
- Critical Reflection

Pultorak, E. G. (1993). Facilitating reflective thought in novice teachers. *Journal of Teacher Education*, 44(4), 288-95.

32

Application of Critical Reflection

(Adapted from Pultorak, 1993)

- ➔ What were the strengths of the session?
- 🗨️ What if anything would you change about the session?
- 📺 Which conditions were important to the desired outcome(s)?
- ⚠️ What, if any, unanticipated outcomes resulted from the session?
- 👤 Was this session successful?

33



Journals

A useful tool for clinical teaching of reflective practice. Can encourage or assign utilization of journaling.

Vega-Barachowitz and Brown (2000) provide interesting information about journal utilization.

Vega-Barachowitz, C. & Brown, J. (2000). Outcomes measurement and management: Cost and benefits of reflective supervision. *Perspectives on Administration and Supervision*, 10(2), 3-5, 15. <https://doi.org/10.1044/aas10.2.3>

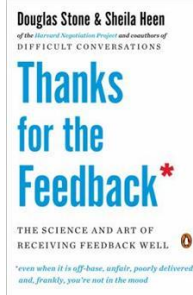
34

Journal Uses – To:...

(Vega-Barachowitz & Brown)

- 👤 Affirm
- 🗨️ Comment
- ✅ Reinforce behaviors
- 🗨️ Share Experiences
- 😡 Express anger

35



36

Types of Feedback

Stone & Heen (2014)

- **Appreciation:** designed to validate and express thanks. Motivates and encourages.
- **Coaching:** geared toward facilitating improvement in the receiver or identifying a problem in the relationship between the giver and the receiver. Helps increase knowledge, skills, capability, growth, or raise feelings in the relationship.
- **Evaluation:** serves to rate or rank the receiver against a set of standards. Tells you where you stand, aligns expectations, and informs decision-making.

37

See Your Blind Spots

Stone & Heen (2014)

- We can't see our own "leaky face". Facial expressions convey a tremendous amount of information.
- We can't necessarily hear our tone of voice.
- Are unaware of even big patterns of behavior at times.

What are your "leaky patterns"?

38

Blind Spots Are Amplified by:

Stone & Heen (2014)

- **Emotional Math:** We discount our emotions, while others count them double.
- **Attribution:** We attribute failure to the situation, but others may attribute it to our character.
- **Impact-Intent Gap:** We tend to judge ourselves by our intentions, while others judge us by our impact on them.

39

FEEDBACK

Feedback can rock our sense of self!

Stone & Heen (2014)

40

Individual Activity – 5 Minutes of Reflection (Use Handout)

(Stone & Heen, p. 277)

- Who has given you feedback well? What was helpful about how they did it?
- Have you ever received good advice that you rejected? Why?
- What motivates you?
- What disheartens you?
- What's your learning style? Visual, auditory, big picture, detail oriented?
- Whose feedback-receiving skills do you admire?

Stone, D. & Heen, S. (2014). *Thanks for the feedback: The science and art of receiving feedback well*. Penguin Books.

41

Individual Activity – 5 minutes of Reflection

(Stone & Heen, p. 277)

- What did your childhood and family teach you about feedback and learning?
- What did your early job experiences teach you?
- What has been the impact of major life events (children, marriage, divorce, death of a parent)?
- What do you dislike most about evaluation?
- What helps you change?

Stone, D. & Heen, S. (2014). *Thanks for the feedback: The science and art of receiving feedback well*. Penguin Books.



42

Listening

Are we open to listening to...

- someone we don't have a positive relationship with?
- someone who will deter us from our predetermined plan?
- an upset student/Clinical Fellow/fill in the blank?



43



44

Active Listening

- Do we listen to understand?
- Do we listen to formulate a response?
- Are we willing to hear the other person?
- Do we engage in other activities when we are supposed to be listening?
- Do we finish sentences for others?



45

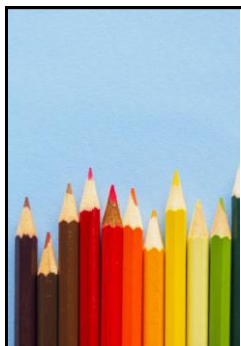
Active Listening

- Listen to understand
- Pay attention to non-verbal cues
- Avoid interruptions and distractions
- Withhold judgment
- Practice (attentive) silence
- Signal encouragement

46

Personality Types – True Colors

Blue	Gold
Seeks harmony in groups Compassionate Creative Sympathetic	Responsible Respects rules and authority Organized Appreciative
Orange	Green
Welcomes change and variety Adventurous Competitive Risk-taker	Analytical Logically driven Independent thinker Focused



47

Generational Differences

Generational Diversity in the Workplace: Hype Won't Get You Results

Jamie Notter



48

Silent Generation – born 1925-42

(Strauss and Howe in J. Notter (2007))

Context

Characteristics

Assets

Liabilities

49

Baby Boomers – born 1943-60

(Strauss and Howe in J. Notter (2007))

Context

Characteristics

Assets

Liabilities

50

Gen X – born 1961-81

(Strauss and Howe in J. Notter (2007))

Context

Characteristics

Assets

Liabilities

51

Millenials – born 82-2004

(Strauss and Howe in J. Notter (2007))

Characteristics

Assets

Liabilities

52

Gen Z: born 1997-2012*

[source Pew Research Center]



- Highly collaborative
- Pragmatic and financially minded
- Want immediate information feedback
- Different pressures on this generation contributing to mental health challenges, burn-out

*Jamie Notter's info on previous slides based on Strauss and Howe's work. They define generations based on life stage cycles and significant social moments in history that due to their weight and significance mark the boundaries between generations.

53



Questions

- Theresa Rodgers: rodgerst@eatel.net
- Theresa Rodgers on Twitter: [@theresahrogers](https://twitter.com/theresahrogers)

54