Supervision Resource Handout

Supervisors
The following are some forms, handouts, and references to support you in your clinical education of UM CSD graduate students. Please review and chat with the CSD clinical liaison or Director of Clinical Education about tools to support your in working with students and course or books that might continue to build your professional supervision skills. Be sure to check in with us about our yearly offering so supervisor workshops.

Included are:

- Graduate Student Clinical Learning Profile (students complete for you)
- Graduate Student Clinician Interview Questions (optional question for you to ask)
- Reflective Log (personal growth for graduate students)
- Growth in Student Clinicians: Professional Paradigm Shifts (visual of student clinical skill development)
- Giving Feedback and Preparing Written Comments (suggestions)
- Larson’s Supervisory Expectations Rating Scale (Designed to support students to reflect on the supervisory meetings)
- Larson Supervisory Needs Rating Scale (for students to learn more about their needs in the supervisor meetings)
- Supervisory Conference Notes
- Excellence vs. Perfectionism

Resources from ASHA

Provides links to the ASHA standards of Supervision, ASHA special interest Group 11, Texts for Clinical supervision in Communication Disorders, Perspectives on Supervision from related Disciplines, Practical Supervision Aids, and Clinical Research and Supervision.

**Supervision and the Professions: Resources for Supervision by Cheryl Gunter, PhD, and CCC-SLP**

Join Specific **Special Interest Group 11** resources can be of value to supervisors. In particular, the publication of the SIG introduces readers to current issues in supervision, as well as to practical solutions and resources.

Review the ASHA practice portal http://www.asha.org/Practice-Portal/Professional-Issues/Clinical-Education-and-Supervision/

1.28.2016 CMerriman, forms are adapted from University of Washington, UW speech and Hearing Clinic Nancy Alarcon, M.S. CCC-SLP, BC-ANCDS
ASHA Clinical Education and Supervision: Specific Topics


ASHA resources to purchase:

EWorkshop Essential Supervisory Skills for clinical Educators

CEUs: 0.3
Professionals involved with the preceptorship and supervision of graduate students in audiology and speech-language pathology require practical skills for providing effective clinical education. This web workshop presents models of supervision, communication, assessment, and feedback and how they are applied in Communication Science and Disorder settings. Participants interact with the content through multimedia case studies and self-assessment activities. Scenarios dealing with marginal students are presented.

Books
Carozza, Linda. Science of Successful Supervision and Mentorship, ASHA store Item # 0113317 or Plural Publishing


ASHA Issues in Ethics: supervision of Student Clinicians published 2010  This Issues in Ethics statement is a revision of Supervision of Student Clinicians (2003). The Board of Ethics reviews Issues in Ethics statements periodically to ensure that they meet the needs of the professions and are consistent with ASHA policies.

ASHA Links:
Frequently Asked Questions about Student Supervision
http://www.asha.org/slp/supervisionfaqs/

Student Supervision Newsletter Articles: Special Interest Group 11: Administration and Supervision link to many PDF articles

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Graduate Student Clinical Learning Profile

Name: 
Semester / Clinical site: 

**Directions:** Students please complete this profile before every new practicum. Upload a copy to Typhon and share a copy with your supervisor during the first week of your practicum placement.

1. Describe your learning style (i.e. visual, verbal or mixed).

2. The following are some of my clinical strengths (may include specific tasks as well as personal attributes/characteristics).

3. The following are some areas in which I feel I could improve (growth area for clinical or interpersonal skills).

4. Share your clinical practice learning goals for this semester.

5. Describe what makes you nervous or anxious about your practice or this practicum setting.

6. In terms of receiving feedback, do you need immediate verbal feedback in addition to written information following a session or…?

Graduate Student Clinician Interview Questions

Tell me about your most recent clinical experience. Walk me through a typical day and tell me what was involved.

- Can lead to discussion regarding related “threads” across settings – chart reviews, documentation, working with multi-disciplinary teams
- Gives insight into how the student perceives their previous experience.

How comfortable are you in touching patients?

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• Students will often say, “I’ve never touched a patient before” when referring to someone at the bedside. They have, however, worked with clients at the DeWit Rite Care clinic with oral mechanism exams and hearing screenings.

How much direct interaction have you had with physicians, social workers, school psychologists, nurses, and family members?
• Gives insight into how many opportunities the student may have had for these interactions (if they are nearing the end of their program and this area is limited, may want to provide with some more experiences here).
• Gives insight into their comfort level regarding interaction with the healthcare team and imparting information.

Did you perform any special services during your last clinical experience, like in-services?
• Gives insight into special skills areas
• If answer is “no” would like like to participate in such experience?

Think about your favorite client or clinical rotations. What did you like best about that experience?
• Negates the need to impulse to name a particular supervisor or setting. Talk about the experience: can build on this.

Think about your least favorite client or clinical rotation to date. What was problematic? How would you have liked the experience to be different?
• Negates the need or impulse to "name a particular supervisor or setting. Talk about the experience: can try to prevent this situation from happening again.
• May also provide insight regarding students’ expectations- are they realistic? A mismatch?

What situations make you uncomfortable? This can be anything from something you encounter in patient care (sights, smell, sounds) to interpersonal relations/conflicts.
• Gives student “permission” to be proactive in talking about these situations
• Get a head start on problem solving and solutions
Reflective Log

Name: 
Session Date 
Client Initials: 

Please use these questions as a guide for your reflective log. The log should be returned to your supervisor with in one day from your session(s). Your supervisor will respond and discuss at your next clinic session. Your comments will not be used as a judgment of your knowledge or clinical expertise. Our goal is for you to reflect on the session and create discussion points for you and your supervisors. The reflective logs are one tool to support you in receiving constructive and meaningful feedback.

What new issues about theory or clinical practice were raised in this session?

What skills did you observe or use?

Do you have any comments or questions about the session or event in today’s session?

Do you have any feedback/reflections for the supervisor?

Any other business, i.e. organization, need for more information, problems with Typhon, written tasks, interactions with other professionals, or other

Comments

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