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Loyola University Maryland Speech-Language-Hearing Sciences Department

Welcome

Thank you for joining with Loyola University Maryland to help shape and develop the next generation of speech-language pathologists. In order to assist both first-time and continuing supervisors in being informed and effective, the Speech-Language-Hearing Sciences Department has compiled **Strategies for Successful Supervision**, a list of tips and topics to consider while supervising a graduate student. Please refer to these tips throughout the semester, and carry them with you through your career, as appropriate.

For your reference, included at the end of this publication is a list of other resources to consult for more in-depth information about the supervisory experience.

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Supervision According to ASHA

According to the American Speech-Language-Hearing Association (ASHA), "clinical supervision is a distinct area of practice in speech-language pathology and that it is an essential component in the education of students and the continual professional growth of speech-language pathologists. The supervisory process consists of a variety of activities and behaviors specific to the needs, competencies, and expectations of the supervisor and supervisee, and the requirements of the practice setting."

ASHA American Speech-Language-Hearing Association. (2008). Clinical Supervision in Speech-Language Pathology [Position Statement]. Available from www.asha.org/policy.

Strategies for Successful Supervision

...Clinical supervision is a collaborative process with shared responsibility for many of the activities involved in the supervisory experience.

The supervisory relationship should be based on a foundation of mutual respect and effective interpersonal communication...

- ASHA, 2008

- *Communicate*
 - Explain placement requirements to the student.
 - Set up regular times for conferences.
 - Maintain communication with the university regarding the student's progress.
 - Encourage the student to be an active participant in establishing mutually agreed upon educational goals for the placement.
 - Consider the benefits of written feedback to supplement verbal discussions.
- *Plan*
 - Clearly and explicitly state your expectations for the student over the course of the practicum. Determine accountability.
 - Establish a primary goal and identify potential facilitators and barriers of this goal.
 - Clearly state how the student will be evaluated.
 - Discuss professional behavior.
- *Set Realistic Expectations*
 - Be aware of the student's level of experience.
 - Be aware of the student's learning style and how s/he responds to feedback.
 - Be aware of generational differences.
 - Avoid attempting to expose the student to every type of patient and disorder.
- *Assess*
 - Provide descriptive, specific, well-timed feedback.
 - Provide ongoing assessment, both formal and informal.
 - Encourage self-reflection and promote change.
 - Avoid problems through planning, goal setting, and regular communication.
 - Be flexible.
 - Consult with peers or the university supervisor.
 - Schedule a formal conference with the student.
- *Set Boundaries*
 - Do not abuse your authority.
 - Personal friendships are discouraged.

What do Students Expect?

Students report that the best supervisory relationships occur when supervisors:

- Are supportive
- Impart knowledge, techniques, and share experiences
- Give instructional feedback
- Assist in professional goal development
- Allow independence
- Clearly define objectives
- Are respectful
- Are aware of skill level
- Are organized

"Supervisors serve as the keepers of the faith and the mentors of the young. There is a quiet profession that combines the discipline of science with the aesthetic of creativity of art...it is a curious paradox that at their best they are the least visible."

- *The Quiet Profession*

Additional Resources

The most comprehensive resource is the ASHA Website on supervision, <http://www.asha.org/members/slp/supervision.htm>. This site contains information about certification standards, ASHA policy documents, FAQs, and information for first-time supervisors in addition to other valuable resources. Other resources include:

ASHA Board of Ethics (Rev 2003). *Supervision of student clinicians*. Issues in Ethics Statement.

King, D. (2003, May 27). *Supervision of student clinicians: Modeling ethical practice for future professionals*. The ASHA Leader

McCrea, E.S. and Brasseur, J. A. *The supervisory Process in Speech-Language Pathology and Audiology*. Pearson Education Inc., Boston, 2003.

Newman, W. (2005, Aug. 16). *The basics of supervision*. The ASHA Leader, pp. 12-13, 30-31.

Thank You!

Thank you for your vital contribution to the education and development of our next generation of speech pathologists. We hope that this resource for Clinical Supervisors is helpful.

If you have any suggestions of tips or resources to include in this newsletter, please send your comments to Dede Matrangola, (dmatrangola@loyola.edu)

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