

Supervision: With Quality and Ethics for ALL!

Jennifer Buhrmann, M.S., CCC-SLP, MT-BC – Presenter – February 2020

According to CAPCSD, “Clinical supervisors do more than oversee the work of the student clinician. They _____ specific skills, clarify concepts, assist with critical _____, conduct performance evaluations, _____, advise, and model professional behavior.”

Ethics 101

1. Is it _____?
2. Is it _____ or not best practice?
3. Is it unpleasant, uncomfortable, and/or _____?

Ethics – Abridged

PRINCIPLES OF ETHICS I-A, I-B, and IV-A

“Individuals shall work _____, when appropriate, with members of one’s _____ profession and/or members of other professions to deliver the _____ of care.”

Supervision – Ethics

PRINCIPLES OF ETHICS I-E,F,G

Supervision Research-Based Addendum

1. Learning is a _____!
2. Remember: _____ 2 people are _____!

Assistant SUPERvisor Role

- Train supervisee regarding therapist/_____ success
- Train supervisee regarding TEAM/_____ success

Student/CF SUPERvisor Role

- Train supervisee regarding therapist/_____ success
- Train supervisee regarding TEAM/_____ success
- Get the supervisee _____ and treatment _____!

Qualifications of Supervisors

1. Hold ASHA certification in the designated profession
2. Completed the equivalent of _____ months of full-time clinical experience after earning CCCs
3. Completed minimum of _____ hours of professional development in the area of supervision after earning CCCs
4. Hold appropriate state license

Supervisory Requirements

1. “Hold paramount the _____ of persons [you] serve professionally”
2. “ _____ specific skills, clarify concepts, assist with critical thinking, conduct performance evaluations, mentor, advise, and model professional behavior”
3. Inform patients/families being served of the qualifications and _____ of your student clinician & that you will be serving as supervisor
4. Uphold _____ compliance

Supervisory Requirements by Level

LEVEL	Assistant	Student	Clinical Fellow/Intern
DIRECT	_____ hours per month	_____ % of total time with _____ client, spread out over the supervisory experience	_____ hours per segment (3 segments over course of CFY)
INDIRECT	TOTAL of _____ hours of supervision per month	Sign off on student hours Cosign all treatment documentation Provide guidance/feedback throughout the supervisory experience	_____ hours of other monitoring activity per segment (3 segments over course of CFY) During each segment, each supervisor shall conduct a formal _____
CAN	Perform tasks related to the _____ of clinical services if he/she is adequately prepared and _____	Perform tasks related to the provision of clinical services that _____ the unique skills, knowledge, and _____ that are within the scope of practice of their profession only if those students are _____ prepared and are appropriately _____	Perform tasks related to the provision of clinical services that _____ the unique skills, knowledge, and _____ that are within the scope of practice of their profession, with _____
CanNOT	Perform tasks that require the _____, _____, knowledge, judgment, or credentials that are within the scope of SLP profession	_____ or perform as a _____	Sign or _____ as a CCC-SLP

A person CCC'd in the designated discipline must be _____ to serve as supervisor while a student is treating.

In the event a growth plan is needed, it must be in _____ and _____ by both supervisor and supervisee.

Hours

1 Clinical Clock Hour = _____ minutes

DIRECT Supervision = You saw the _____ working with _____/family

INDIRECT Supervision = Anything else related to supervision of supervisee

Supervisor hour requirements for assistants are _____ dependent on the number of hours per week/month worked by the assistant

Students must log _____ hours by graduation
(25 observation, _____ provision of service)

CFs must log at least _____ hours over the course of the CFY, and at least _____ of the hours must be in direct _____ contact.

Rule of thumb for, "countable hours"

_____ present during interaction
Student _____ engaged
Doing all of the treatment/assessment without your involvement is _____ a requirement for counting time!

Independence and proficiency will vary with _____ of _____.
(first semester vs. final AND learning continuum)

The 3 Questions

1. Can he/she _____ the job?
2. Does he/she _____ about the _____ he/she has been assigned?
3. Is he/she trying to _____?
**What is the _____ to support your answer?!*

Throughout supervisory research/literature, the importance of the supervisor/supervisee _____ is emphasized!

- * _____ concepts start here, they learn from us!
- *They need to feel _____ and _____!
- *Draw out independence, don't have them look to you for everything, but remember you know more than they do about the _____ therapy world -
Engage _____ in processes!

Learning Progressions

Assume the clinician is competent, caring, and motivated to do a good job!

DON'T

1. _____ him/her what to do
2. Get stuck on the only _____ way is your way

DO

1. _____ good practices across all aspects of professionalism
2. Walk him/her _____ the appropriate research-based problem-solving processes for your facility/populations
3. _____/challenge him/her to make _____ and _____ independence

What would you do for your _____?!

-Have you given your supervisee that same amount of thought/care?

THINGS TO KEEP IN MIND

1. Make sure _____ are _____!

2. Your way is _____ necessarily the _____ way.

3. _____, non-attacking _____ are usually more effective than directives.

4. Balance between novelty and _____ is often very helpful.

5. _____ are key to thinking/learning.

6. _____, _____ experiences assist with input/learning/memory/recall.

7. Timely _____ is _____ to learning!
_____/be open to feedback from your supervisee!

Jennifer Buhrmann
Joyful Noises
joyfulnoisesonline.com
(817) 915 – 5264
jennifer@joyfulnoisesonline.com