

Cavalier Supervisors & Clinical Superheroes

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EOUTE, 2019



After providing some initial praise following a therapy assessment, the supervisor provides an observation about an area of improvement.

I noticed when you worked with Samantha the two other kids in the group got up from the table and gathered over by the behavior chart on the wall . . .

The student interrupts,

I saw that, but I didn't think it was a problem since they weren't distracting anyone.

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Teaching Professional Skills

- Understand your clinical skills
 - How do you describe them?
 - How do you promote self-discovery?

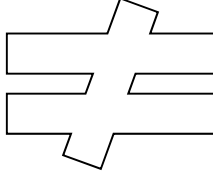
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Teaching Professional Skills

- Explain how to evaluate diadochokinetic rate.
 - Did you provide a rationale?
 - Did you include mono-syllable and multi-syllable repetitions?
 - Did you provide a metric for calculating WNL speech oral motor movements?

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Teaching Professional Skills

knowledge  ability

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Teaching Professional Skills

- View yourself as a clinical instructor
 - Probe knowledge and experience
 - Formative assessments
 - Effective feedback

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Teaching Professional Skills

- Application:
 - Write down 3-5 areas in which new supervisees always need instruction.
 - “Tell the child, say ‘sun.’ Don’t ask him to say it.”
 - Bring more activities than you think you will need.

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Teaching Professional Skills

- Application:
 - How could you assess these prior to beginning therapy?
 - Give an ungraded quiz
 - Give a survey and discuss their responses

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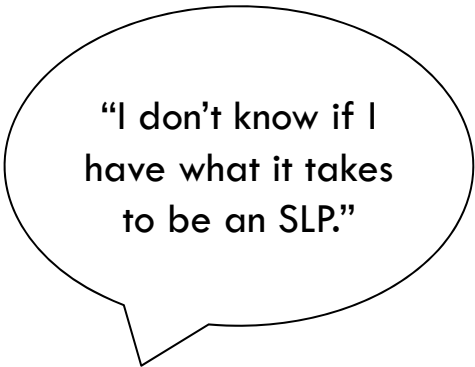
Teaching Professional Skills

- Know the student's skill level
 - Guide to new skills
 - Promote self-evaluation
 - Apply therapeutic knowledge
 - Provide a model
 - Allow imitation

Teach me!

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An undergraduate practicum student arrives on her first day at a school site. After greeting her SLP for the first time the student states . . .



"I don't know if I
have what it takes
to be an SLP."

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Cavalier – *adjective*

1. Showing haughty **disregard**; offhand
2. Casual or **indifferent** toward matters of importance
3. Haughty; **arrogant**; supercilious

Supercilious – behaving or looking as though one thinks one is **superior** to others.

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How do SLPs convey a cavalier attitude?

- Show haughty disregard
- Appear indifferent toward matters of importance
- Act in a haughty, arrogant, or supercilious manner

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The Cavalier Supervisor

- Roles and expectations are unclear
- Language and tone are demeaning
- Supervisee's perception
 - Supervisor doesn't listen
 - Supervisor would rather be somewhere else
- Instructions are unclear

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Helping Profession

- Students/clients with speech and language disorders
- Fellow healthcare and educational professionals
- The next generation of SLPs

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Aware of Affective Behaviors

- Relate to your supervisees.
 - Remember what it was like to be a learner
 - Look at the positive characteristics of a different generation

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Aware of Affective Behaviors

- Respond to affective behaviors
 - Surveys from SLPs
 - Critique a live example

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Provide one or more examples of how you responded to a supervisee's feelings or emotional state.

- **Empathy.** Offering specific ways I could help. **Listening** - allowing them to "vent." / Active listening / **validating** their feelings
- One student was anxious about starting. I responded by being **encouraging** and letting the student know that I will be in the room. I also used **positive and specific feedback** to help them see their strengths. When there was a weakness to be addressed, I tried to use the **sandwich technique**; a positive, addressed the weakness and provide another positive.

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- Providing **additional observation time** before the expectation of direct student involvement (if student did not feel prepared to treat students yet).
- Took the supervisee to **dinner** to discuss their feelings/issues.
- Met with supervisee to **discuss issues** relating to becoming overwhelmed with keeping up with paperwork and discussed **strategies to help** with organization/time management.
- We **discussed their feelings** and collaborated for a solution. / It's ok to feel frustrated. You're just learning.

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Self-Assessment of Competencies in Supervision (ASHA Practice Portal)

II. Relationship Development and Communication Skills	0	1	2	3
A. I develop a supportive and trusting relationship with supervisee.				
B. I create an environment that fosters learning, and I explore personal strengths and needs of supervisee.				
C. I transfer decision-making and social power to the supervisee, as appropriate.				
D. I educate the supervisee about the supervisory process.				
E. I define expectations, goal setting, and requirements of the relationship.				
F. I define and demonstrate expectations for interpersonal and modes of communication.				
G. I define and demonstrate evidence of cultural competence and appropriate responses to different communication styles.				
H. I demonstrate recognition of and access to appropriate accommodations for supervisees with disabilities.				
I. I engage in difficult conversations when appropriate regarding supervisee performance.				
J. I demonstrate use of technology, when appropriate, for remote supervision.				

Awareness of Affective Behaviors

In a 2013 ASHA Leader article Janice Tucker provided 7 tips for successful supervision based on her 15 years of supervisor experience and 120 supervisees.

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Awareness of Affective Behaviors

- Listen!
- Stay informed
- Be available
- ACT: accountable, credible, trustworthy
- Take responsibility
- Give credit where credit is due.
- Lead, follow or get out of the way. (attributed to Thomas Paine)

J Tucker (2013, October 22). How to put the 'super' in supervisor. Retrieved from <https://blog.ashia.org/2013/10/22/how-to-put-the-super-in-supervisor/>

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Awareness of Affective Behaviors

- Working Alliance Inventory (<http://wai.profhorvath.com/>)
 - Clients and therapists
 - Supervisees and supervisors
 - Couples

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(Horvath & Greenberg, 1994)

Awareness of Affective Behaviors

- Reflective model of supervision recognizes that, “all learning takes place in the context of **relationships** and is critically affected by the **quality** of those relationships.”

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(Geller, 2001, pp. 192)

Affective behaviors are not always obvious.



Lou Ferrigno as the Hulk, from the 1978 episode "Married"

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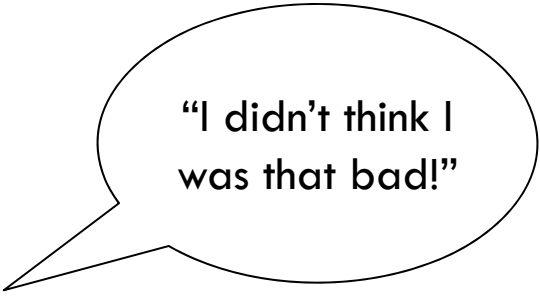
Awareness of Affective Behaviors

Reflective learning “can address the **affective domain** of development . . . This aspect of clinical education has been **ignored** and/or **minimized**.”

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(Geller, 2001, pp. 195-196)

Following a therapy observation session a supervisee receives a typed page full of feedback and recommendations for improvement. In tears the student bursts into the office of another supervisor saying . . .



“I didn’t think I was that bad!”

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A Supervisor's Power

- Think about the first time that you watched an SLP and you thought, "That was amazing! I want to do that!"

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A Supervisor's Power

- What control does the SLP supervisor possess?
 - The clinical setting
 - The flow of information and desired skills
 - The student's grade

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Aware of Cognitive Load

Minimal guidance is **not** effective
for building new schema.

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(Austin, 2013)

Aware of Cognitive Load

- Content learning
 - Complexity inherent in the content
 - Complexity inherent in the learner's expertise
- Presentation method
- Storage and access

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(Austin, 2013)

Aware of Cognitive Load

“Knowledge is dynamic and one has to **tolerate ambiguity** and conceptual complexity.”

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(emphasis added, Geller, 2001, p. 193)

Aware of Cognitive Load

“Graduate students move from a belief that any clinical problem (or question) has one **“right”** answer . . . over time students start to understand that clinical questions do not have one “answer” and can be approached from **multiple paradigms.**”

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(emphasis added, Geller, 2001, p. 193)

Aware of Cognitive Load

- Evaluative feedback + questions
- Objective feedback + questions

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Aware of Cognitive Load

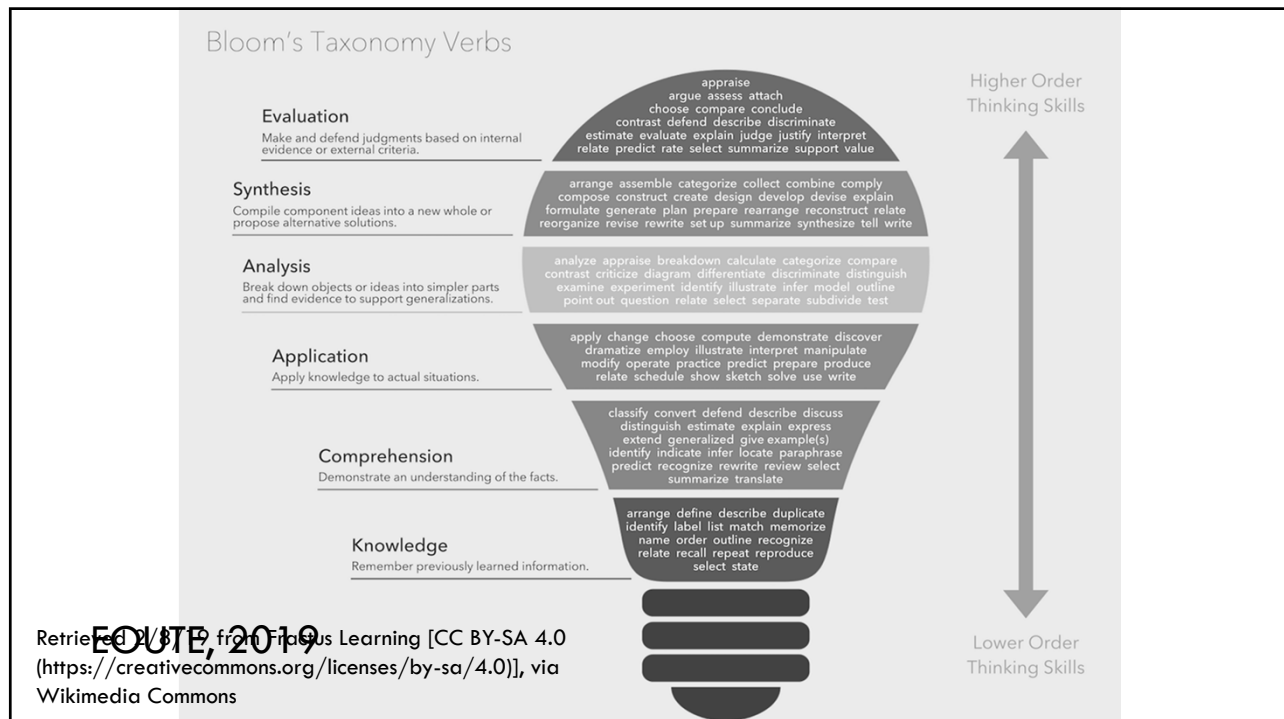
- Evaluative feedback + questions
 - You are not giving him enough time to respond.
 - Excellent job using that moment to teach vocabulary!
- What questions would you ask to expand the student's thinking and skills?

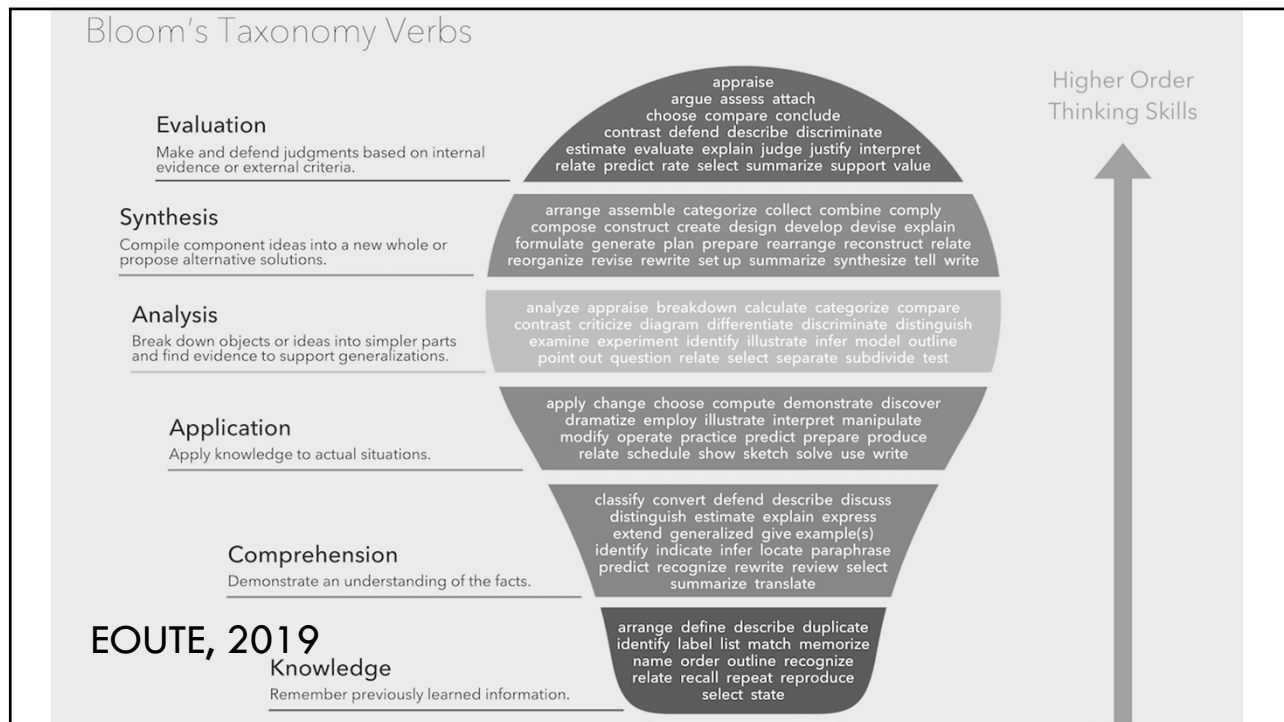
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Aware of Cognitive Load

- Objective feedback + questions
 - You gave him ~5 seconds to respond.
 - You defined new vocabulary.
- What questions would you ask to expand the student's thinking and skills?

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Provide one or more examples of how you helped reduce “cognitive load” at the beginning of a new supervisor-supervisee relationship.

- Reduce expectations early on - allow for the student to complete **fewer duties/responsibilities initially** and gradually increase expectations.
- Allowed supervisee to **shadow/observe** during evaluations or iep meetings to provide a framework for them to build skills.
- Giving them a **trajectory** and easing into full expectations
- **Writing down** steps or procedures or cues

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- Providing an simple overview on paper. **Chunking** information - presenting a little at one time.
- Emphasized that perfection was not expected or possible; provided an introductory outline with **expectations**, therapy sequencing, etc; **encouraged questions** and was available by text for answering questions; found relevant **videos on Youtube** for different therapy techniques.
- I provided a copy of the **checklist** or info sheet that assisted with the load.

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T. A. C. T.

- Teach skills
- Affective behaviors
- Cognitive load
- Transfer autonomy

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(Eoute, 2019)

T. A. C. T.

- Teach skills with an
- Awareness of affective behaviors &
- Cognitive load limits to
- Transfer autonomy

TEACH professional SKILLS with an awareness of AFFECTIVE BEHAVIORS and COGNITIVE LOAD LIMITS in order to TRANSFER AUTONOMY.

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(Eoute, 2019)

Case Study 1

You are the supervisor of a graduate student in SLP who will be with you for one semester as his first off-campus externship placement. During his first week with patients/clients, you begin to plan for the supervisee to assume treatment for a nine year old child with an articulation problem. The supervisee indicates that he is having difficulty knowing what to target with the child. He indicates that he only has worked with an articulation problem one time and that child was working on generalization of correct productions to conversational speech.

ASHA Practice Portal retrieved on 2/4/19 from <https://www.asha.org/academic/teach-tools/supervision-scenarios/>

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Case Study 1 – apply T.A.C.T

T - Ask the supervisee how he would probe a child's level of production. Teach this skill if he is unsure.

A - Assure the student that you will track data along with him so he doesn't have to capture every response during the next few sessions.

C - Demonstrate strategies for tracking data and provide preprinted data sheets.

T - The supervisee is in the evaluation-feedback stage of the supervisory continuum.

ASHA Practice Portal, retrieved on 2/4/19 from <https://www.asha.org/academic/teach-tools/supervision-scenarios/>

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Case Study 2

You are the supervisor of a graduate student completing the last semester of clinical externship. You are working with the supervisee in an adult facility where the student has just completed an evaluation of a 75 year old patient who has suffered a TBI. The supervisee indicates that she has had quite a bit of experience in working with geriatric patients who have dysphagia and aphasia but has not worked with a patient who has had a TBI . . .

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Case Study 2 (adult TBI)

... She indicates that receptive and expressive skills are judged to be adequate based on formal and informal assessment. Pragmatic issues seem to be a presenting problem. The patient is having difficulty in organization skills and in monitoring talk time with others. The student indicates that her materials for the assessment were well selected, however, she adds that the patient was allowed to control too much of the available time for the assessment.

ASHA Practice Portal, retrieved on 2/4/19 from <https://www.asha.org/academic/teach-tools/supervision-scenarios/>

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Case Study 2 – apply T.A.C.T

T - Ask the student to apply strategies from working with individuals with dysphagia and/or aphasia to the management of this patient. Suggest an intervention strategy for consideration with this patient. Have the student identify additional strengths of the assessment and areas to improve.

A - Explore what would enable her to feel confident in the use of a new strategy for redirecting a patient to the evaluation task. What were some of the feelings she experienced when she couldn't redirect the patient successfully? Did those feelings impact the direction of the session?

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Case Study 2 – apply T.A.C.T

C - Provide a video or live demonstration showing the use of the new strategy. Suggest use of the strategy with a less severe patient.

T - The supervisee in this scenario is probably at the transitional stage of the supervisory continuum. She is evidencing beginning ability to self-evaluate and she is applying some information from prior experiences to new patients. Provide feedback/support in a collaborative manner as the student begins to evidence more independence.

ASHA Practice Portal, retrieved on 2/4/19 from <https://www.asha.org/academic/teach-tools/supervision-scenarios/>

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Two weeks into her practicum a student in a school setting is still working with only two articulation disorders groups. Her supervisor says . . .

I thought you could start working with our 8:00 language group tomorrow morning. Any questions about that group?

The student replies,

I just don't think I'm ready for a new group yet. Could I just watch you work with that group tomorrow?

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Anderson Continuum of Supervision (1988)

What should the transfer
of autonomy look like?

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Transferring Autonomy

● Use the 6 “i’s” of independence:

- *Ignore*
- *Interact*
- *Intervene*
- *Interrupt*
- *Interject*
- *Intercept*

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(Saras & Post, 2004, p. 122)

Transferring Autonomy

- Ignore-do not respond but give comments later
- Intervene-surreptitiously resolve the issue
- Interject-verbally add or emphasize without disrupting the session flow
- Interact-pull the supervisee aside to confer privately with minimal disruption
- Interrupt-assume control of the session, then return it to the supervisee
- Intercept-take complete control of the lesson while the supervisee observes

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(Saras & Post, 2004, pp. 123-124)

Transferring Autonomy

- Self-evaluation and self-reflection
 - **Supervisee** journals her experiences
 - Informational details
 - Emotional details
 - **Supervisor** journals her experiences with the supervisee

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Ideal Characteristics



Supervisor



Supervisee

Case Study 3

You are the supervisor of a clinical fellow in SLP who is completing the last three months of the clinical fellowship experience. You visit the supervisee at her site in a public school. You observe the supervisee with a variety of children and in some inclusion work in a kindergarten class. In a conference with the clinical fellow following the observations, you discuss a presenting issue with a classroom teacher who objects to the child being pulled from the class for individual work.

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Case Study 3 – apply T.A.C.T

T - You discuss some advocacy strategies with the fellow and suggest that she meet with her school supervisor with a plan to consider relative to the growing caseload.

A - The clinical fellow also expresses concern about the number of children on her caseload. You affirm the reality of this challenge and share some helpful strategies that you have found that enable you to maintain your wellbeing in a chaotic caseload environment. Encourage continued openness about the challenges she is experiencing in this setting.

ASHA Practice Portal, retrieved on 2/4/19 from <https://www.asha.org/academic/teach-tools/supervision-scenarios/>

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Case Study 3 – apply T.A.C.T

C - You problem solve with the clinical fellow and develop a solution strategy where the child will be seen in the class for one session per week and will be pulled for individual work only one time per week.

T - You provide feedback in a consultative manner as the clinical fellow is working well independently and is demonstrating clinical and professional skill consistent with the completion of a clinical fellowship experience.

ASHA Practice Portal, retrieved on 2/4/19 from <https://www.asha.org/academic/teach-tools/supervision-scenarios/>

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T. A. C. T.

TEACH professional SKILLS with an awareness of
AFFECTIVE BEHAVIORS and COGNITIVE LOAD
LIMITS in order to TRANSFER AUTONOMY.

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(Eoute, 2019)

Session Outcomes

- Outcome 1: evaluate the merits of different **supervisory models** used in the field of SLP and related disciplines.
- Outcome 2: compare their own **supervision methods** with current models & research to identify **potential improvement**.
- Outcome 3: create **2-3 personal goals** for improving the quality of their supervision.

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END

Thank you for coming!

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