


Appendix A: Topics for Supervision Training

Supervision Goals for Five Constituent Groups					
Topic Areas / Knowledge and Skills	Clinical Educators of Graduate Students	Preceptors of Audiology Externs	Mentors of Clinical Fellows	Supervisors of Support Personnel	Supervisors of Those in Transition
	<p><i>Develop clinical and professional knowledge and skills for entry-level practice</i></p>	<p><i>Facilitate transition from supervised/ mentored student to independent practitioner</i></p>	<p><i>Facilitate transition from supervised student to mentored professional to certified independent practitioner</i></p>	<p><i>Facilitate the acquisition of skills needed for the provision of efficient and effective services within the scope of practice under the supervision of a credentialed provider</i></p>	<p><i>Facilitate the acquisition of knowledge and skills needed for those professionals transitioning to a new area of practice or those reentering the profession</i></p>
I. Supervisory process and clinical education Supervisor will:					
a) Possess knowledge of collaborative models of supervision	•	•	•	•	•
b) Possess knowledge of adult learning styles	•	•	•	•	•
c) Possess knowledge of teaching techniques (e.g., reflective practice, questioning techniques)	•	•	•	•	•
d) Define supervisor and supervisee roles and responsibilities appropriate to the setting	•	•	•	•	•



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	Graduate Students	Audiology Externs	Clinical Fellows	Support Personnel	Those in Transition
e) Adhere to research/evidence-based practice, convey that information/analysis to supervisee and encourage supervisee to seek applicable research and outcomes data and to use methods for measuring treatment outcomes	•	•	•	•	•
f) Connect academic knowledge and clinical procedures	•				
g) Explore existing knowledge and skills, including transferable skills					•
h) Sequence knowledge and skills development	•				
i) Facilitate the supervisee's ability to respond to various clinical settings and expectations of SORs	•				
j) Provide appropriate balance of direct observation and other monitoring activities consistent with the Clinical Fellow's skills and goals while maintaining compliance with ASHA Clinical Fellowship guidelines			•		
k) Provide opportunities to achieve independence in the workplace			•		
l) Develop a multifaceted experience for the student within the scope of the profession		•			
m) Allow the student to develop increasing independence in the externship		•			
II. Relationship development and communication skills Supervisor will:					
a) Develop a supportive and trusting relationship with supervisee	•	•	•	•	•
b) Create an environment that fosters learning and exploration of personal strengths and needs of supervisee	•	•	•	•	•
c) Transfer decision-making and social power to supervisee, as appropriate	•	•	•	•	•
d) Educate supervisee about the supervisory process	•	•	•	•	•

	Graduate Students	Audiology Externs	Clinical Fellows	Support Personnel	Those in Transition
e) Define expectations, goal setting, and requirements of the relationship	•	•	•	•	•
f) Define and demonstrate expectations for interpersonal communication and other modes of communication	•	•	•	•	•
g) Define and demonstrate evidence of cultural competence and appropriate responses to different communication styles	•	•	•	•	•
h) Demonstrate recognition of and access to appropriate accommodations for supervisees with disabilities	•	•	•	•	•
i) Engage in difficult conversations, when appropriate, regarding supervisee performance	•	•	•	•	•
j) Demonstrate use of technology, when appropriate, for remote supervision	•	•	•	•	•
k) Collaborate with other supervisors where and when applicable		•		•	
l) Build and foster professional identity and engagement	•	•	•		
m) Promote self-reflection to learn new skills and hone existing skills					•
n) Establish and maintain professional boundaries and appropriate relationships		•	•		
o) Facilitate efficiency, team building, and interprofessional relationships				•	
p) Empower support personnel to (a) work at their top potential and (b) continue to develop relevant skills				•	
q) Model and develop appropriate relationships with support personnel and within the organizational structure				•	

	Graduate Students	Audiology Externs	Clinical Fellows	Support Personnel	Those in Transition
III. Establishment/implementation of goals					
Supervisor will:					
a) Develop goals/objectives with the supervisee that allow for growth in critical thinking and problem solving	•	•	•	•	•
b) Set personal goals to enhance supervisory skills	•	•	•	•	•
c) Observe sessions and collect and interpret data with supervisee	•	•	•	•	•
d) Give the supervisee objective feedback to motivate and improve performance	•	•	•	•	•
e) Understand the levels and use of questions to facilitate learning	•	•	•	•	•
f) Adjust supervisory style based on level and needs of supervisee	•	•	•	•	•
g) Review relevant paperwork and documentation	•	•	•	•	•
h) Establish goals for the Clinical Fellow experience through a collaborative process of development/assessment			•		
IV. Analysis and evaluation					
Supervisor will:					
a) Examine collected data and observation notes to identify patterns of behavior and targets for improvement	•	•	•	•	•
b) Assist supervisee in conducting self-reflections until independence is achieved	•	•	•	•	•
c) Assess supervisee performance	•	•	•	•	•
d) Determine if progress is being made toward supervisee's goals	•	•	•	•	•
e) Modify or add to goals, if needed	•	•	•	•	•
f) Analyze existing skills of the support person				•	

	Graduate Students	Audiology Externs	Clinical Fellows	Support Personnel	Those in Transition
g) Provide ongoing assessment and objective (data-based) feedback, including the use of any reporting tools		•	•		•
h) Conduct ongoing and measurable competency assessment				•	
i) Evaluate support personnel through performance-based measures rather than developmental assessment				•	
j) Assign responsibilities to support personnel based on skills assessment				•	
V. Clinical and performance decisions					
Supervisor will:					
a) Model/guide supervisee to respond to ethical dilemmas	•	•	•	•	•
b) Model/guide supervisee to apply regulatory guidance in service delivery	•	•	•	•	•
c) Model/guide supervisee to access payment/reimbursement for services	•	•	•	•	•
d) Guide supervisee in use of reflective practice techniques to modify performance	•	•	•	•	•
e) Provide guidance regarding both effective and ineffective performance	•	•	•	•	•
f) Determine if progress is being made toward goals	•	•	•	•	•
g) Identify Issues of concern about supervisee performance	•	•	•	•	•
h) Create and implement plans for improvement	•	•	•	•	•
i) Assess response to plans and determine next steps	•	•	•	•	•
j) Identify the need for continuing education and training and develop a plan for achieving necessary skills/knowledge				•	•

	Graduate Students	Audiology Externs	Clinical Fellows	Support Personnel	Those in Transition
k) Adapt to changes in the service delivery environment				•	
l) Understand the relationship defined by the agreement between the university and clinic site, and adhere to the requirements and serve as an effective liaison	•	•			
m) Accept and adhere to ASHA roles and responsibilities for mentoring Clinical Fellows			•		
n) Assist in the development of workplace navigation skills, including becoming part of the team and adhering to the policies and procedures of the facility		•	•		•
o) Facilitate the supervisee's utilization of information to support clinical decision making and problem solving	•	•	•		
p) Guide the supervisee in reflective practice to encourage flexibility, growth, and independence		•	•		
q) Delegate responsibilities effectively				•	
r) Focus on client-centered care				•	
s) Hold appropriate credentialing for the professional and supervisory roles				•	
t) Know and ensure compliance with state, federal, regulatory, and ASHA guidelines for duties and responsibilities; reimbursement; and legal and ethical repercussions in relation to the scope of practice of the supervisor				•	
u) Understand and communicate, to others in the setting, respective roles and responsibilities, including appropriate ASHA guidelines and state regulations				•	
v) Guide the supervisee in developing advocacy skills for clients, himself/herself, and the profession		•	•		
w) Match/develop skills with job assignments				•	

Notes:

1. The knowledge and skills listed in this document as well as the supervision goals for the five constituent groups are adapted from the Final Report of the 2013 Ad Hoc Committee on Supervision, titled [Knowledge, Skills and Training Consideration for Individuals Serving as Supervisors.](#)
2. The topic area for each group's specific set of knowledge and skills was determined by the 2016 Ad Hoc Committee on Supervision Training.
3. It is recognized that specific knowledge and skills might pertain to other constituent groups— that is, just because an item is identified only for clinical educators of graduate students does not mean that it cannot apply to supervisors in other groups.