

Graduate Clinicians' Preferences for On Campus Supervisory Methods

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Background

- Supervision is a critical component of the graduate level education of future speech-language pathologists.
- Many graduate programs require graduate students to complete the initial stages of their clinical work in settings that are housed on-campus.
- These settings aid in the provision of both the initial and the foundational educational elements of the clinical intervention process.

Background

- Providing effective supervision to graduate students requires collaboration with the student in order to:
 - Establish expectations regarding clinical competencies
 - Implement self-evaluative practices
 - Emphasize the critical thinking process
 - Enhance problem solving skills
 - Become independent clinicians
- Providing effective supervision also requires that decisions be made in regards to the methods utilized for:
 - Observing clinical sessions
 - Teaching documentation
 - Assessing student clinician performance
 - Teaching treatment delivery methods

Background

- Supervision methods can vary greatly in terms of:
 - Location
 - Within clinical rooms, remotely, telepractice, etc..
 - Documentation
 - SOAP notes, lesson plans, etc. and the frequency of which they are expected
 - Feedback
 - When and how feedback should occur
 - Clinician assessment
 - Formative and/or summative methods and the frequency by which they are completed
 - Teaching new treatment methods
 - Modeling, utilization of handbooks/literature, videos, etc..

Purposes

- Although previous research has indicated that the ability of students to learn clinical skills can be affected by a number of variables (Austin, 2013; Daly, 2010; Smith, 2015), no research exists which investigates students' opinions regarding the means by which these crucial skills are taught.
- The purpose of this study was to investigate the opinions of graduate speech-language pathology clinicians regarding the supervision that they receive.
- If as suggested by Smith (2015) supervision is to be a collaborative process, students' opinions should be considered when developing best practices for the supervision of graduate clinician's clinical experiences.

Methods

- An online survey was created which allowed graduate clinicians to rate their opinions regarding five different aspects of supervision.
- A 5-point Likert scale was used to assess student opinions regarding the five aspects of supervision
 - 1 = strongly preferred; 2 = preferred; 3 = neutral; 4 = less preferred; 5 = not preferred
- Clinicians were required to rate their opinion on each methodology independently of their opinions regarding all other methodologies.
- All on-campus graduate clinicians were solicited to participate via email.

Methods: Materials

- Students were required to rate their opinion regarding:
 - How they are supervised:
 - In person, from an observation room, via one-way mirrors, video-recordings, from faculty offices
 - Documentation:
 - Daily treatment plans, weekly treatment plans, daily SOAP notes, weekly SOAP notes, session reflections
 - Feedback:
 - Verbal feedback during sessions, verbal feedback after sessions, written feedback, email, video assessment
 - Grading:
 - Daily grading, weekly grading, periodic grading, formal midterm grading, formal final grading
 - New technique instruction:
 - Supervisor model during session, instruction during planning session, being supplied instructional materials such as the manual, observation of similar case, instructional video

Methods

- 81 graduate clinicians completed the online survey
 - 35 1st semester graduate students
 - 27 2nd semester graduate students
 - 16 3rd semester graduate students
 - 3 "Other" semester graduate students
- These 81 student clinicians provided survey responses related to 140 clients.

Methods: Statistical Methods

- In order to address the experimental question regarding student supervisory opinions, a series of chi-square goodness of fit analyses were performed on the Likert-scale survey data.
- A separate analysis was completed for each of the five supervisory areas that were addressed in the current study.
- To simplify the visual depictions of student opinions, the responses were categorized as either preferred (response of 1-2), neutral (response of 3) or not preferred (responses of 4-5). All five responses were considered independently for statistical analyses.

Results: How students are supervised

- Students showed a significant dislike of supervision occurring in a face to face fashion
 - $\chi^2(4, N = 134) = 31.00, p = .000$
- Students showed a significant preference toward hallway supervision
 - $\chi^2(4, N = 140) = 64.57, p = .000$
- Students showed a significant preference toward observation room supervision
 - $\chi^2(4, N = 137) = 58.95, p = .000$
- Students showed a significant neutrality toward faculty office supervision
 - $\chi^2(4, N = 137) = 36.98, p = .000$
- Students showed a significant dislike of video-recorded supervision
 - $\chi^2(4, N = 134) = 98.02, p = .000$

Results: Documentation

- Students showed a significant dislike of daily treatment plans
 - $\chi^2(4, N = 133) = 99.82, p = .000$
- Students showed a significant preference toward weekly treatment plans
 - $\chi^2(4, N = 135) = 65.56, p = .000$
- Students showed a significant dislike toward daily SOAP notes
 - $\chi^2(4, N = 133) = 45.61, p = .000$
- Students showed a significant preference toward weekly SOAP notes
 - $\chi^2(4, N = 134) = 88.03, p = .000$
- Students showed a significant neutrality toward session reflections
 - $\chi^2(4, N = 132) = 62.62, p = .000$

Results: Feedback

- Students showed a significant dislike of verbal feedback during sessions
 - $\chi^2(4, N = 132) = 39.29, p = .000$
- Students showed a significant preference toward verbal feedback after sessions
 - $\chi^2(4, N = 134) = 77.79, p = .000$
- Students showed a significant preference toward written feedback
 - $\chi^2(4, N = 134) = 111.31, p = .000$
- Students showed no consistent response pattern regarding email
 - $\chi^2(4, N = 131) = 4.08, p = .396$
- Students showed a significant dislike toward audio/video recorded feedback
 - $\chi^2(4, N = 131) = 88.12, p = .000$

Results: Grading/Assessment

- Students showed a significant dislike of daily assessment
 - $\chi^2(4, N = 133) = 27.49, p = .000$
- Students showed a slightly significant preference toward weekly assessment
 - $\chi^2(4, N = 130) = 16.00, p = .003$
- Students showed a significant preference toward periodic assessment
 - $\chi^2(4, N = 130) = 39.85, p = .000$
- Students showed a significant preference toward formal midterm assessment
 - $\chi^2(4, N = 132) = 121.49, p = .000$
- Students showed a significant preference toward formal final assessment
 - $\chi^2(4, N = 132) = 139.06, p = .000$

Results: New Treatment Instruction

- Students showed no consistent response pattern regarding supervision modeling during sessions
 - $\chi^2(4, N = 133) = 1.92, p = .750$
- Students showed a significant preference toward planning sessions occurring prior to treatment sessions
 - $\chi^2(4, N = 134) = 92.99, p = .000$
- Students showed a significant preference toward being provided with instructional materials
 - $\chi^2(4, N = 130) = 25.46, p = .000$
- Students showed a significant preference toward observing similar cases
 - $\chi^2(4, N = 130) = 52.31, p = .000$
- Students showed a significant neutrality toward viewing video demonstrations
 - $\chi^2(4, N = 131) = 28.05, p = .000$

Discussion

- How students are supervised:
 - Students tended to prefer their supervisors to remain in close proximity although they did not prefer supervisors to remain within the treatment room.
 - Students desire high levels of independence while acknowledging their need for occasional assistance
- Documentation
 - Students tended to strongly dislike daily documentation of any form and instead preferred weekly documentation regarding client progress.
 - This is once again indicative of a desire for independence, but also indicative of the high volume of additional academic work during graduate school.
- Feedback
 - Students tended to prefer feedback to occur after sessions in either written or verbal forms although students were neutral regarding email feedback.
 - This finding indicates that students prefer to be given a chance to learn from their mistakes as the session progresses instead of being interrupted.

Discussion

- Grading/Assessment
 - Students prefer to be graded in formal established manners.
 - This finding perhaps represents students' comfort level with previously established methods of assessment.
- New Treatment Instruction
 - Students preferred all methods that occur prior to treatment sessions.
 - This finding represents graduate clinicians' desire to be prepared for sessions
- Overall Discussion:
 - Overall, these findings indicate that graduate clinicians like to be allowed to develop independence by receiving consistent although not overly time consuming feedback and instruction.
 - However, it should be noted that there were individuals who did not follow these reported patterns, so it is advised that individual supervisory plans continue to be considered

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