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
  - $\chi^2(4, N = 132) = 62.62, p = .000$