

The A, B, C's of Supervision Preparation – Planning – Growth – Reality



**Presented by Rosemary Scott, MA-CCC
Pasadena City College
WOCCE Staff Development Workshops& Seminars
HBUHSD, District Office, Board Room
May 19, 2017
8:30 to 3:30**

Dedication and Remembrance

Lisa Cabiale O'Connor,
July 16, 1937 – April 16, 2012



I miss my dear friend and mentor who taught me everything about Supervision



Responsibility for Supervision: Part I

- State vs. National Updates, including State Licensing Board Updates and new ASHA Code of Ethics (2016) and ASHA (2013) SLPA Scope of Practice
- Who are you supervising and why?
- Jean Anderson and the Continuum and why it is still applicable 29 years later
- Preparing to Supervise!
- Questions and Answers

State Updates in California

<http://www.speechandhearing.ca.gov/>



The mission of SLPAHADB

- “We protect the people of California by promoting standards and enforcing the laws and regulations that ensure the qualifications and ensure the competence of providers of speech-language pathology, audiology and hearing aid dispensing services.”

The vision of SLPAHADB

- “Every person in the state of California has access to diagnosis, treatment of communication disorders, and related services **of the highest quality.**”



Let's take a look at the Board's "Strategic Plan"

- http://docs.google.com/viewer?url=http%3A%2F%2Fwww.speechandhearing.ca.gov%2Fforms_pubs%2Fstrategic_plan.pdf



The Board's Values

- Consumer Protection
- Efficiency
- Integrity
- Professionalism
- Accountability
- Effectiveness
- Service



The Board's Strategic Goals

- Licensing
- Enforcement
- Outreach
- Laws and Regulations
- Program Administration



What's new with SLPAHADB?

http://www.speechandhearing.ca.gov/board_activity/lawsregs/l5_day_notice_prop_1399_152_2.pdf

• For SLPAs

- Direct Supervision = on site OR **live electronic viewing**
- Reference has been updated to **ASHA (2013) SLPA Scope of Practice for curriculum and SLPA Programs**
- **100 clock hours** = minimum SLPA fieldwork requirement
- SLPA Supervisors or Require Professional Experience Supervisor must:
 - Have 2 years of full-time experience as an SLP **prior** to being a SR
 - Provide **IMMEDIATE** supervision **20%** during first 90 days
 - Complete Supervision training for **6 hours PRIOR** to initial supervision
 - Complete ongoing Supervision training for **3 hours, every 4-year period**

Benefits?



- Safeguard the public and consumers of our services
- In jurisdictions where licensure not required, can still supervise according to these changes
- Ensure that SR can
 - Coach
 - Train
 - Mentor
 - Assess Clinical Activities

ASHA Code of Ethics (March 2016)

<http://www.asha.org/policy/ET2016-00342/>

- What's new?
 - Expanded terminology including
 - Advertising
 - Conflict of interest
 - Crime
 - Diminished decision-making ability
 - Fraud
 - Impaired practitioner
 - May vs. Shall
 - Telepractice, Teletherapy

ASHA Code of Ethics (March 2016)

<http://www.asha.org/policy/ET2016-00342/>

- PRINCIPLE 1: Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities
 - For Supervisors
 - not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
 - may delegate tasks ... only if those persons are adequately prepared and are appropriately supervised. **The responsibility for the welfare of those being served remains with the certified individual.**

ASHA Code of Ethics (March 2016)

<http://www.asha.org/policy/ET2016-00342/>

- PRINCIPLE II: Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance
 - For Supervisors
 - Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that **exceed** the staff member's certification status, competence, education, training, and experience.
 - Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that **compromise** the staff member's independent and objective professional judgment.

ASHA Code of Ethics (March 2016)

<http://www.asha.org/policy/ET2016-00342/>

- PRINCIPLE III: Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.
- Principle IV: Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.
 - For Supervisors
 - Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.

Ethical Practice and Supervision

- Essential
- Protects our consumers
- Protects us as SLPs and those we supervise

ASHA (2013) SLPA Scope of Practice

- An essential document to study
- SLPAHADB and ASHA are now “in line” with each other
- Dedicated to Lisa O’Connor
- I sat as the only member from California to assist with revisions
- <http://www.asha.org/policy/SP2013-00337/>

Supervision

- What does this mean?
- Let's find out with a "Quick-Write?"



Supervision Defined

- "Supervision is a process that consists of a variety of patterns of behavior, the appropriateness of which depends upon the needs, competencies, expectations and philosophies of the supervisor and the supervisee and the specifics of the situation (task, client, setting, and other variables). --
- McCrea, Elizabeth S. and Brasseur, Judith A., The Supervisory Process in Speech-Language Pathology and Audiology, Allyn & Bacon, 2003, p. 8

Further refinement

- “Professional growth and development of the supervisee and the supervisor are enhanced when supervision or clinical teaching involves self-analysis and self-evaluation. Effective clinical teaching also promotes the use of critical thinking and problem-solving skills on the part of the individual being supervised.”
 - (Clinical Supervision in Speech-Language Pathology,” ASHA 2008)
- The goals of the supervisory process are the professional growth and development of the supervisee and the supervisor, which it is assumed will result ultimately in optimal service to clients.
 - (Anderson, Jean, The Supervisory Process, p. 12, 1988)

Supervision's Central Theme is to develop the SEE's

- Critical Thinking
- Problem-Solving
- Self-Analysis



Supervision = rewarding!

- SLPs learn when they supervise!
- Connect with colleges and universities
- Recruiting
- Opportunity to mentor, demonstrate and model ethical and professional behavior



So, thinking back when you were a “supervisee” (SEE)

- Who supervised you?
- What was that individual (or group of individuals) like?
- If you were to pick your “best” supervisor, what made him/her/them, the “best?”
- Let’s brainstorm!



Who are you supervising?

- Aides
- SLPAs
- RPEs
- Other?

Effective supervision = knowing the differences in supervisees

- Why?
- Your supervisory expectations, style and planning will change depending on **who** you are supervising.

The Speech Aide

- Unlicensed
- Trained on the job
- Formal education or certificate may not be required
- paraprofessional
- Narrower scope of practice or assigned duties
- Supervision?
 - 100% line of site
 - On site, in view

The Speech-Language Pathology Assistant

- The Assistant is
 - Formally Educated
 - 2 year degree AS Board-Approved Program or from out of state
 - Bachelors in Speech Pathology or Communicative Disorders with fieldwork requirement met through academic or full-time work experience (9 months)
 - Continuing ed requirements
 - Registered with our Licensing Board
 - Greater scope of practice/responsibilities
 - Higher salary
 - Supervisory tiers or levels depending on activity performed and type of client served

SLPAs can...



- Screen
- Carry out therapy with individuals/groups
- Interpret/Translate, if bilingual
- Record data/document
- Attend meetings with you
- Assist with research
- Clerical

SLPAs cannot....



- Evaluate and test, but can assist with testing
- Write or amend IEPs
- Conduct parent conferences or do counseling
- Do any task in therapy that not trained and/or skilled to do
- Represent self as the SLP

More on Aides vs. Assistants...

- “In addition, the settings and legal authority for the use of aides is different. Public schools use aides under the governing provisions of the California Education Code [CCR Title 5 Section 3051.1(4)(c)] which authorizes the use of aides under the direct supervision of a credentialed language, speech, and hearing specialist, if specified in the individualized education program.”
- “The provision further states that no more than two aides may be supervised by one credentialed specialist and that the caseloads of the credentialed personnel may not be increased by the use of an aide.”
- “Alternately, SLPAs are governed under the Business and Professions Code (B&P) by the SLPAB regardless of the work setting. ...SLPAs may work in public schools as "related services" under the California Education Code Section 56363. Related services include language and speech development and remediation services that may be provided by an SLPA as defined in B&P Section 2530.2(f).”
- http://www.speechandhearing.ca.gov/applicants/lawsregs_assist.pdf

The Speech Pathologist RPE

- Our “peer” in training and education, Masters degree, minimum
- Another SLP with a temporary license
- An individual who will become a full professional
- Under our supervision, the RPE has a very different scope of practice! That individual is learning to
 - Diagnose
 - Prognosticate
 - Devise and implement treatment plans/IEPs
 - Perhaps develop “areas” of specialty (ASD, AAC, other)
 - AND.....

This SLP-in-training...

- That individual who is your Supervisee will eventually one day be a
- SUPERVISOR!



Supervisory Requirements

- Aide
- Assistant
- RPE

Supervision for Aide

- You, as Supervisor, must be physically present **at all times**.
 - “Be physically present while the speech-language pathology or audiology aide is assisting with patients, unless an alternative plan of supervision has been approved by the board.”
- Activities delegated must be within ethical and legal mandates
- See the application link
- http://www.speechandhearing.ca.gov/forms_pubs/app_pack_slp_aide.pdf

Supervision for the SLPA

- Tiers of Supervision
- Immediate
 - “medically fragile” individual and SR must be physically present and in site
- Direct
 - New students, activities or skills
 - You as Supervisor must be physically present and accessible or view electronically (new regulation!)
- Indirect
 - The SLPA is trained and has demonstrated competency
 - You as Supervisor must be accessible by electronic means (telephone, cell phone, email, text message)

http://www.speechandhearing.ca.gov/forms_pubs/app_pack_slp_assist.pdf

A key element for both assistive service delivery personnel

- **Assist** with the caseload and **NOT to increase the caseload** of the Supervising SLP or for the paraprofessional to have his/her “own” caseload!
- ASHA (2013) SLPA Scope of Practice states:
- “As the supervisory responsibility of the SLP increases, overall responsibilities will change because the SLP is responsible for the students, patients, and clients as well as for supervision of the SLPA. Therefore, adequate time for direct and indirect supervision of the SLPA(s) and caseload management must be allotted as a critical part of the SLP's workload. The purpose of the assistant level position is not to significantly increase the caseload size for SLPs. Assistants should be used to deliver services to individuals on the SLP's caseload. **Under no circumstances should an assistant have his or her own caseload.**”

Why?

- According to the ASHA (2013) SLPA Scope of Practice:
- *Diagnosis and treatment for the students, patients, and clients served remains the legal and ethical responsibility of the supervisor. Therefore, the level of supervision required is considered the minimum level necessary for the supervisor to retain direct contact with the students, patients, and clients. The supervising SLP is responsible for designing and implementing a supervisory plan that protects consumer care, maintains the highest quality of practice, and documents the supervisory activities.*



Specified amount of time for supervision of these paraprofessionals?

- For Aides, it is 100% supervision
- For SLPAs, supervision depends on variables of task, setting, client, competency
- New SLPAHADB regulation states to provide **IMMEDIATE supervision 20% during first 90 days**
- Supervision should never be “random” or unplanned.
- There must be a plan for supervision of your SLPA.

Plan for Supervision of SLPAs

- “The supervisor shall ensure that the extent, kind and quality of the clinical work performed is consistent with the training and experience of the person being supervised, and shall be accountable for the assigned tasks performed by the speech-language pathology assistant. The supervisor shall review client/patient records, monitor and evaluate assessment and treatment decisions of the speech-language pathology assistant, and monitor and evaluate the ability of the assistant to provide services at the site(s) where he or she will be practicing and to the particular clientele being treated, and ensure compliance with all laws and regulations governing the practice of speech-language pathology.”
- Please refer to the website with Legal Regulations of SLPAs:
- http://www.speechandhearing.ca.gov/applicants/lawsregs_assist.pdf

Supervisors of SLPAs also have forms to complete and file with the Board

- The **“Supervisory Responsibility Statement”**
- Article 12 Section 1399.170.15. Requirements for the Supervision of the Speech-Language Pathology Assistant.
- “Any person supervising a speech-language pathology assistant registered with the Board on or after April 10, 2001, (hereinafter called “supervisor”) shall submit, **within thirty (30) days** of the commencement of such supervision, the “Responsibility Statement for Supervision of a Speech-Language Pathology Assistant”
- Please find the form at the website below!
- http://www.speechandhearing.ca.gov/forms_pubs/resp_s_tmt.pdf

When stopping supervision of a SLPA

- At the time of termination of supervision, the supervisor shall complete the **“Termination of Supervision”** form (77S-61 New 12/99) . This original signed form shall be submitted to the Board by the supervisor **within fourteen (14) days** of termination of supervision
- Please find the form at the link below:
- http://www.speechandhearing.ca.gov/forms_pubs/sup_termination.pdf

Supervision for the SLP completing their Required Professional Experience

- Direct monitoring of your RPE which means personal observation, at a minimum of 50% of the time, of...
 - Evaluation and assessment procedures
 - Treatment procedures
 - Additionally, Supervisor must monitor
 - Record-keeping; reports; summaries of case conferences
 - Participation in case conferences/IEPs
 - As Supervisor, you must countersign all written assessments/evaluations/reports/treatment plans/discharge

RPE Supervision = a specified time requirement

- Full-time RPE = 8 hours monthly supervision
 - Full time = 30 hours or more
- Part-time RPE = 4 hours monthly
 - Part time = 29 hours or less
- Please note! These are MINIMUMS!
- Minimum may not be optimum and will depend on your Supervisee's needs, competencies and learning styles!
- Check out the application online!
- http://www.speechandhearing.ca.gov/forms_pubs/rpe_perform_review.pdf

You must also file a “plan” to supervise

- “Application for Temporary Required Professional Experience License”
- Completed by both you and the RPE
- Application must be approved prior to RPE beginning
- Employing or supervising an RPE before approval has been received is a VIOLATION and may subject both SR and RPE to sanction and citation/fine.
- http://www.speechandhearing.ca.gov/forms_pubs/app_pack_aud_rpe.pdf#page=12

Additional RPE time specifications

- 50% of your supervision of the RPE shall be...
 - Evaluation, assessment and treatment procedures
- Monthly review with the RPE to discuss SR’s evaluations and to improve the RPE’s expertise and competency
- Written documentation of evaluations and reviews
- Written evaluations shall be signed by SR and SEE

And, if your RPE does not demonstrate *minimal* competency for licensure...

- You as SR must notify the RPE orally and in writing
- A written statement detailing your assessment must be submitted to the Board, as well!



Lots of differences!

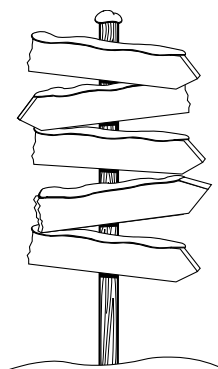
- Aide, Assistant, RPE
- These differences will also reflect in your supervisory style, planning and time

Key areas in common

- Supervision is a part of our **scope of our practice**
- **Education is required** to do it well, and few of us have had that formal education at all.
- **Continuing education is a must!**
 - 6 hours initially for SR of RPE and SLPAs
 - 3 hours every 4 year period for SLPAs *
 - 3 hours every 4 year period for RPEs
- **Great need** within our profession
- The magic number of **3**
- **Legal/Ethical responsibility** rests with Supervising SLP!

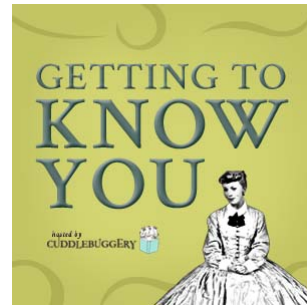
It is all in the **planning...**

- “Those who fail to plan, plan to fail.”



Get to know your applicant right away!

- I've included our PCC Fieldwork Application
- WORD document and can be updated or revised as you wish!



Think of your intern is a part of your clinical team!



So, the best “mindset” is TEAM

- **T**ogether
- **E**veryone
- **A**chieves
- **M**uch

All websites are online!

- State Licensing Board
 - <http://www.speechandhearing.ca.gov/>
- All Laws and Regulations in your computer
 - http://www.speechandhearing.ca.gov/board_activity/lawsregs/regulations.shtml

Everything you need as a Supervisor is online

- <http://www.slpab.ca.gov/home.shtml>
 - Verify a licensee
 - [http://www2.dca.ca.gov/pls/wllpub/wllqryna\\$lcsev2.startup?p_qte_code=LIC&p_qte_pgm_code=7700](http://www2.dca.ca.gov/pls/wllpub/wllqryna$lcsev2.startup?p_qte_code=LIC&p_qte_pgm_code=7700)
 - Forms and Publications
 - http://www.speechandhearing.ca.gov/forms_pubs/index.shtml

Information about “Support Personnel”

- Over 17,000 SLPs are supervising support personnel
- Medicare policy does not recognize SLPAs, regardless of level of supervision and does not reimburse for SLPA services. Medicaid services vary from state to state. Please see ASHA link: <http://www.asha.org/associates/SLPA-FAQs.htm#f1>
- Private insurers may cover, but one must query each payer to verify coverage.
- Interesting statistics available at ASHA:
 - School Settings: <http://www.asha.org/uploadedFiles/Support-Personnel-Requirements-School-Settings.pdf>
 - Non-School Settings: <http://www.asha.org/uploadedFiles/Support-Personnel-Excluding-School-Settings.pdf>

SLPAs and ASHA

- Associate status for SLPAs
 - Requirements
 - Currently employed as a SLPA to an ASHA-certified SLP
 - If not employed, obtain signature from a SLPA training program director
 - <http://www.asha.org/associates/default/>

Assists in avoiding the ethical “slippery slope” of Supervision

- <http://www.asha.org/policy/SP2013-00337>

Where do we start?

- Identifying and Explaining the Process
- Increasing our Communication
- Identifying Attitudes which may hinder, rather than help
- Focusing on Cooperation....

The Continuum of Supervision

Jean Anderson, The Supervisory Process, 1988.

242 Supervisee Preparation for the Supervisory Process

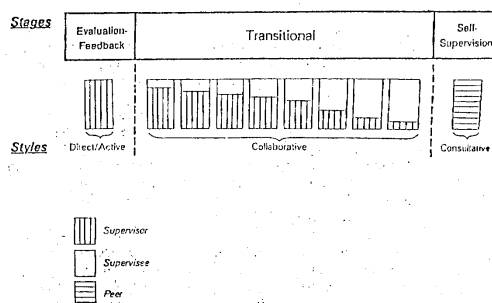
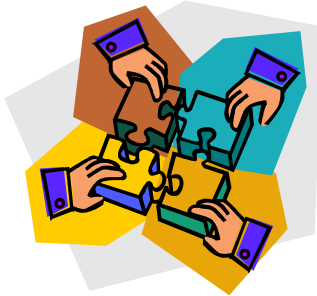


Figure 8-1. Composite of Stages of Supervision and the Appropriate Styles for each Stage.
(Anderson, J.L. 1988. The Supervisory Process in Speech-Language Pathology. Austin, TX, College-Hill Press)

Basic Components of Supervision -UPOAI



Understanding

- Roles
- Expectations
- Needs
- Schedules

An example of **UNDERSTANDING** is our "*Acknowledgement and Commitment Form*" which we have our SLPA student interns sign prior to ever being accepted for fieldwork!

- Some statements that each intern must acknowledge and commit to...
 - I understand that if I elect to do fieldwork in the regular semester that I am bound to be present at my fieldwork site for 2 full days and that a full day constitutes an 8 hour day, including a break for lunch and short morning and afternoon break
 - I understand that I must have a working email address and that I must respond within 24 hours to emails sent by the On-Campus Instructor or Master Clinician
 - I understand that I must adjust or cancel my employment, family needs, child and daycare or elder care needs and any other personal schedule to adapt to the required fieldwork assignment
 - Available for you today in a WORD document which you can adapt, as you wish.

Planning Together!

- Make time for...
 - Conferences
 - To observe
 - To communicate
 - To collaborate

Observing mutually!

- Watching is not the same as observing
- Good observing
 - Has a format
 - Collects data objectively
 - Charts behaviors
 - Differentiates between events and impressions
 - An Observation form which I have previously used with my SLPA interns is provided for you today in a WORD format. (Please feel free to adapt to your needs)

Here's an example *

*

McCrea, E; Brasseur, J. The Supervisory Process in Speech-Language Pathology and Audiology, Allyn & Bacon, 2003, p. 177

- Kansas Inventory of Self-Supervision (KISS)
- “Self-Assessment: Overuse of ‘OK’”
 - “OK” as a filler
 - i.e. “Ok, let’s turn to the back page.”
 - “OK” as a positive reinforcer
 - i.e. Given after a client has given a response
 - “Ok” as corrective feedback
 - i.e. instead of descriptive feedback for a response
 - “Ok” as a tag question
 - i.e. “Now, let’s get out our speech books, ok?”

Analyzing Together and Individually

- Make sense of the data!
- What did you observe and chart?
- What did your Supervisee observe and chart?

At PCC, students are observing themselves

- Videotaped sessions
- IPAD videos
- Specific observation goals
 - Reinforcers
 - Rate of reinforcers
 - Materials management
 - Introduction of a task
 - Session closure

Our Performance Based Competency Assessment at PCC

- Has been provided for you today
- You may want to use this as a tool in supervising

Integrating and Application

- Putting it all together
- Process oriented, continual refinement
- For the benefit of our consumers!



This is another visit to your SELPA.....

- Let's reflect and share as to how it has been going for you



Let's take a moment....

- Questions and Answers
- Needs
- If you will join us after lunch, we will talk about the “A, B, C’s of Supervision”
- Including time management, allowing your SE to “grow”, how to clinically “teach” and balancing caseload demands with supervisory demands!



If you have further questions

- Please contact Rosemary Scott, MA-CCC
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