

Fostering Clinical Independence: Matching Needs and Supervisory Strategies

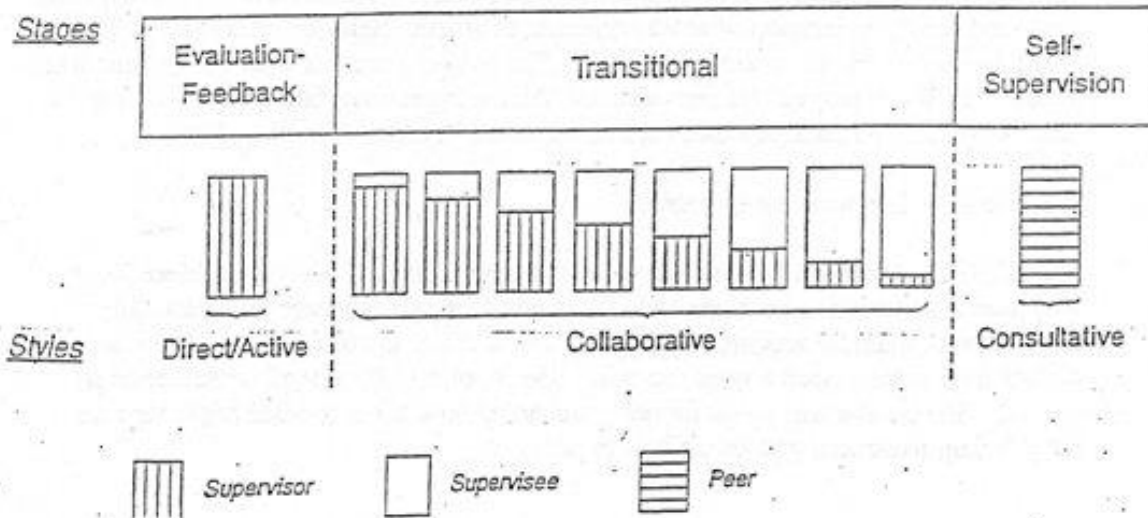
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Abstract

Clinician self-supervision and independent thought are the goals of supervision. Supervisors need to be skillful at assessing both the supervisee and themselves to adapt supervision and maximize outcomes. Strategies for three supervisees, the beginning, experienced, and the working professional will be the focal points for discussing the implementation of effective supervision.

Summary

Clinician self-supervision and independent thought are the goals of supervision. To achieve this end, supervisors need to be skillful at assessing both the supervisee and themselves in order to adapt supervision and to maximize the outcomes of the process. This presentation will provide participants with a model for tailoring their supervision to the individual needs of clinicians. Strategies for three supervisees, beginning, marginal, and working professional will be the focal points for discussing the implementation of effective supervision and the measurement of the supervisory outcomes. The intent is for the audience members to leave the presentation with new knowledge about adapting and matching their supervisory strategies to the individual needs of supervisees. They will also have an approach to assess and continually monitor their own supervisory styles.



Composite of Stages of Supervision and the Appropriate Styles for Each Stage
 Anderson, J. (1988)

Factors To Consider In Determining a Supervisee's Level of Development

1. Desired outcomes for supervision
2. Assessment of the supervisee
3. Supervisee professional goals
4. Expectations for conference involvement
5. Data collection application
6. Nature of the conference - *stage of conf.*
7. Growth and the evaluative process - *level of problem solving*

Clinical Scenarios

Scenario #1-Beginning clinician

Rose is a beginning clinician. Initially, she was unsure of herself. In response to her anxiety, she engaged in extensive planning. Her treatment was well organized and implemented. Early in the term she was concerned that she seemed unable to think "on her feet" or to resolve problems on the spot. She was aware, almost from the outset, when a procedure was less than optimal. She began planning alternative strategies to use if the first did not work. She was then able to spontaneously lower or increase task difficulty when needed. (Downing, 2000)

Scenario #2 - The marginal clinician

Kate, a second semester clinician began with a flourish. After excellent initial planning, things began to fall apart. Three weeks into treatment, her client refused to perform some tasks and didn't understand what was expected in others. Behavior deteriorated. Kate, in panic, jumped from one strategy to another. She couldn't sort out what worked and what didn't. She was annoyed with her client and felt her supervisor should tell her how to fix this. When offered data, she didn't see how it could help her. (Downing, 2000)

Scenario #3 - The working professional

Meg, CCC-SLP, has worked for four years in a school district. She has excellent success with routine articulation problems and with youngsters with language disorders. She struggles with multiple articulation disorders and at times, in voice. She tries to collect efficacy data at least once a week per child. She is not sure if some of her strategies are working. She is reluctant to ask for help, concerned how her supervisor might view her. She is feeling frustrated and unsure how to proceed.

Professional Abilities Assessment (PAA)*

Instructions to Student: Assess each ability based on your self-assessment by circling the appropriate level. Comment on the basis of your decision. Please sign and date the assessment

Instructions to Clinical Supervisors: Assess each ability based on your assessment by circling the appropriate level prior to the end-of-semester conference with the clinician.

NOTE: This tool is designed to promote and monitor growth in professional abilities. It will be used in conjunction with the Clinician Evaluation Form.

B – Beginning level D – Developing level A – Advanced level P – Professional level

1. **Commitment to Learning** B D A P
(The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.)
Comments: _____

2. **Interpersonal Skills** B D A P
(The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.)
Comments: _____

3. **Communication Skills** B D A P
(The ability to communicate effectively, i.e., speaking, body language, reading, writing, listening, for varied audiences and purposes.)
Comments: _____

4. **Effective Use of Time and Resources** B D A P
(The ability to obtain the maximum benefit from a minimum investment of time and resources.)
Comments: _____

5. **Use of Constructive Feedback** B D A P
(The ability to identify sources of and seek out feedback, and to effectively use and provide feedback for improving personal interaction.)
Comments: _____

6. **Problem-Solving** B D A P
(The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.)
Comments: _____
7. **Professionalism** B D A P
(The ability to exhibit appropriate professional conduct and to represent the profession effectively.)
Comments: _____
8. **Responsibility** B D A P
(The ability to fulfill commitments and to be accountable for actions and outcomes.)
Comments: _____
9. **Critical Thinking** B D A P
(The ability to question logically; to identify, generate, and evaluate elements for logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.)
Comments: _____
10. **Stress Management** B D A P
(The ability to identify sources of stress and to develop effective coping behaviors.)
Comments: _____

Clinician Signature

Date

Supervisor Signature

Date

*Adapted from Generic Ability Assessment, University of Wisconsin, Madison, WI. by the Vermont Rural Autism Project, University of Vermont, Burlington, VT.

Instructions: Use these behavioral criteria to self assess your performance.

Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Advanced Level Behavioral Criteria	Professional Level Behavioral Criteria
<p>1. Commitment to Learning</p>	<p>Demonstrates open and active listening skills using appropriate verbal and non-verbal communication; receptive without becoming defensive; actively seeks feedback and help; demonstrates a positive attitude toward feedback while respecting own limits.</p>	<p>Prioritizes information needs; takes collaborative approach; analyzes and subdivides large questions into components; monitors own progress; accepts learning as a lifelong process; accepts that there may be more than answer to a problem; recognizes the need to and can verify solutions to problems; prioritizes use of professional literature; reads articles critically and understands limits of application to professional practice</p>	<p>Reconciles conflicting information; seeks out additional learning opportunities; applies new information and re-evaluates performance; formulates and re-evaluates position based on available evidence</p>	<p>Questions conventional wisdom; formulates and re-evaluates position based on available evidence; demonstrates confidence in sharing new knowledge with others; modifies programs and treatments based on newly-learned skills and consideration; consults with other professionals for treatment ideas</p>
<p>2. Interpersonal Skills</p>	<p>Maintains professional demeanor in all clinical interactions; demonstrates empathy and interest in others; exhibits a respectful and non-judgmental attitude regarding cultural, racial, sexual orientation and personal lifestyle differences of others; recognizes impact of non-verbal communication and modifies non-verbal communication to match the message; listens actively; uses appropriate body language; cooperates with faculty, staff, families, providers, team members; communicates with others in a respectful, confident manner; respects personal space of others; recognizes influence of outside commitments on performance, and is able to strike balance; maintains confidentiality in service delivery interactions</p>	<p>Assumes responsibility for mistakes, apologizes; motivates others to achieve; establishes trust; maintains appropriate professional relationships</p>	<p>Aware of differences in learning styles in others and is able to accommodate those differences; allows expression of feelings but returns to original focus, diverts anger, listens to others but reflects back on original concern; approaches others with appropriate affect; responds appropriately to unexpected and/or entirely new experiences</p>	<p>Recognizes role as a leader; builds partnerships with other professionals; establishes mentor relationships</p>

(Adapted from the Dept. of Kinesiology, Physical Therapy Program, School of Education, University of Wisconsin, Madison, WI. by the Vermont Rural Health Practitioner)

Instructions: Use these behavioral criteria to self assess your performance.

Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Advanced Level Behavioral Criteria	Professional Level Behavioral Criteria
3. Communication Skills	Demonstrates understanding of basic English (verbal and written); uses correct grammar, accurate spelling and expression; recognizes voice quality and avoids vocal detractors (e.g. sin-song, sigh, ah); writes legibly; recognizes impact of non-verbal communication; maintains eye contact. Listens actively	Summarizes verbal or written message clearly and concisely; presents verbal or written message with logical organization and sequencing, using accurate professional and/or lay terminology; utilizes non-verbal communication to augment verbal message; gives feedback constructively and receives feedback without defensiveness; reconciles differences with appropriate level of assertiveness; listens actively. demonstrates basic computer skills	Awareness of differences in learning styles in others and is able to accommodate those differences; tactfully redirects conversation; collects all necessary information from the interview process; speaks at receiver's communication level and modifies communication (oral and written) to meet needs of different audiences	Demonstrates ability to write scientific research papers and grants; fulfills role as a family and child advocate; communicates professional needs and concerns; mediates conflict
4. Effective Use of Time and Resources	Meets external deadlines; able to focus on tasks at hand without dwelling on past mistakes; demonstrates flexibility/adaptability; uses instructional materials as appropriate; recognizes own resource limitations and uses existing resources effectively	Sets priorities and reorders when necessary; collaborates with others; coordinates schedule with others	Sets realistic goals; able to perform multiple tasks simultaneously and delegate when appropriate; able to use limited resources effectively	Uses limited resources creatively; manages meeting times effectively; takes initiative in covering for absent team members; follows up on projects in a timely manner; advances professional goals while maintaining expected workload
5. Use of Constructive Feedback	Demonstrates open and active listening skills using appropriate verbal and non-verbal communication; receptive without becoming defensive; actively seeks feedback and help; demonstrates a positive attitude toward feedback while respecting own limits	Assesses own performance accurately; utilizes feedback when establishing professional goals; provides constructive and timely feedback when establishing pre-professional goals; develops plan of action in response to feedback	Seeks feedback from others; modifies given to others according to their learning styles; reconciles differences with sensitivity; considers multiple approaches when responding to feedback	Engages in non-judgmental, constructive problem-solving discussions; acts as conduit for feedback between multiple sources; utilizes feedback when establishing professional goals; utilizes self-assessment for professional growth
6. Problem-Solving	Recognizes problems; states problems clearly; reports or describes know solutions to problems	Prioritizes problems; identifies contributors to problems; identifies resources needed to develop solutions when not known; possesses skills such as active listening and interviewing needed to define problems; objectifies problems	Considers consequences of possible solutions; weighs advantages of outcomes vs. costs of solutions; accepts responsibility for implementation of solutions; evaluates outcomes; seeks solutions through brainstorming and peer interaction	Weights advantages; participates in outcome studies; contributes to formal quality assessment in work environment; seeks solutions to community health-related problems

(Adapted from the Dept. of Kinesiology, Physical Therapy Program, School of Education, University of Wisconsin, Madison, WI, by the Vocational Project, UVM.)

Instructions: Use these behavioral criteria to self assess your performance.

Abilities	Beginning Level Behavioral Criteria	Developing Level Behavioral Criteria	Advanced Level Behavioral Criteria	Professional Level Behavioral Criteria
7. Professionalism	Abides by a professional Code of Ethics; follows state licensure regulations; abides by program policies and procedures; projects professional image; continuous regard for all; describes personal value systems; attends professional meetings	Identifies positive professional role models; discusses professional values and societal expectations; displays scientific skepticism in current professional practice; discusses role of discipline-specific profession in health care and the care of children with special health needs and their families	Accountable to others for decisions; acts on moral commitment; demonstrates collaborative, family-centered approach to decision making/informed consent; dedicated to research and quality of service delivery; actively promotes profession; recognizes when services are not warranted and directs children with special health needs to appropriate services and their families	Participates actively in professional organizations; attends workshops; actively promotes the profession; acts in leadership role when needed; supports research
8. Responsibility	Demonstrates dependability; demonstrates punctuality; fulfills commitments; budgets time wisely	Accepts responsibility for actions and outcomes; helps to create safe and secure environment for families and others; collaborates with others who have complementary skills	Accepts realistic workload; delegates when appropriate; knows personal and professional limitations	Accepts role as team leader; facilitates responsibility for program development and modification
9. Critical Thinking	Raises relevant questions; considers all available information; states the results of scientific literature; recognizes "holes" in knowledge base; articulates ideas	Identifies and articulates problems; critiques solutions; formulates new ideas; seeks alternative ideas; formulates alternative hypotheses; feels challenged to understand and solve problems; critiques hypotheses and ideas	Exhibits openness to contradictory ideas; assesses issues raised by contradictory ideas; justifies solutions selected; determines effectiveness of applicable solutions	Distinguishes relevant from irrelevant data; identifies complex patterns of associations; demonstrates intuitive thinking; distinguishes when to think intuitively vs. analytically; recognizes own biases and suspends judgmental thinking; challenges others to think critically
10. Stress Management	Recognizes own stressors or problems; recognizes distress or problems in others; seeks assistance when appropriate; maintains professional behavior regardless of problem situation	Keeps balance between professional and personal life; demonstrates appropriate affective responses to situations; prioritizes multiple commitments; has appropriate outlets to cope with stressors	Accepts constructive critical feedback; works effectively with colleagues; deals effectively with professional environment; recognizes unsolvable problems	Recognizes when problems are unsolvable; assists others in recognizing stressors; demonstrates preventative approach to stress management; establishes support network for self and others; offers solutions leading to the reduction of stress within the work environment

(Adapted from the Dept. of Kinesiology, Physical Therapy Program, School of Education, University of Wisconsin, Madison, WI. by the Vermont Rural

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