Disclosures

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No financial disclosures
Non-financial disclosures: We are full time clinical supervisors at GWU

You

Current or previous supervisor of clinician or SLPA?
Current student or SLPA?
Current University clinical supervisor?
Unable to take supervisees but want to?

Think back to when you began clinic….

How would you describe your feelings in 1-2 words?

Some Pros:

What are the pros and cons of supervision that you have found?
Giving Back
We were all students at one point
Graduate students need 375 clock hours to graduate
Clinicians need a variety of experiences to make them well rounded

Stay up to date
Clinicians have direct access to professors, research, and textbooks
Clinicians can share materials and resources with you and clients

Networking
You will build relationships with University professionals
May lead to opportunities to collaborate, guest lecture, or change careers

Making a difference
Will influence a clinician across their career, not just while they are in school
Will indirectly impact the clients that the clinician will work with in other settings across their career

Gain a CF or future employee
Many clinicians go on to accept a CF or future job at their externship site
Taking a student clinician allows you to get to know them and train them before hiring them

Improve your own skills
Clinicians make you think on your feet
Have to provide rationale for your decisions for things that have become intuitive over time
Clinicians come to you with fresh ideas
Help with caseload

Students want to get started with their caseload ASAP

Once they become familiar with your caseload, they want independence quickly

ASHA requires a minimum of 25% direct supervision of all sessions

What’s Next:

Contact universities

• Start with the school(s) closest to your work location
• Don’t limit yourself to just those schools. Frequently students choose to travel to other places for externships—maybe that’s where
• University will setup a contract
• Universities often set up externships one or two semesters in advance, though sometimes it can take months to complete the process.
• Let the university know your patient population, caseload numbers, and hours available.
• Some universities may offer both part-time or full-time externships

You’ve decided you are ready to supervise a graduate student. What do you do next?

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Know your style of supervision

Be open with the University so they can match you with a student who is a great fit

Share your experiences and preferences with the externship coordinators

Be flexible though!

You’ve made contact, now what?

• Look for emails. If your facility has a student coordinator, she is likely receiving all the information, including the university policies and instructions.
• Wait for a name and contact info for your assigned student
• Your student will contact you
• Respond as quickly as you can to emails or phone calls.
• Set up an interview if desired. Let student and university know if you will be accepting the assigned student

Interview clinician

Most programs allow you the opportunity to interview a student before taking them

If you don’t feel like the clinician is a good fit, be honest with the program coordinators and give the clinician feedback about what they need to improve
Before the student starts, familiarize yourself with supervision policies:

ASHA University

Supervision Rules
ASHA

As of 1/1/2020, and for all students who will be applying after this date under the 2020 Standards, all clinical educators/supervisors must meet additional requirements, which include:

1) ASHA certification in the appropriate profession
2) The equivalent of a minimum of 9 months of full-time clinical experience after earning the CCCs
3) A minimum of 2 hours of professional development in the area of supervision at least once after earning the CCC.
4) University programs also may require the supervisor to hold the necessary state credential to practice in their setting, i.e. license and/or teacher certification.

The supervisor should have acquired sufficient knowledge and experience to mentor a student and provide appropriate clinical education.

How much direct supervision is required?

- The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience
- Must not be less than 25% of the student’s total contact with each client/patient;
- Must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Can I supervise more than one student at a time?

Yes. Supervisors often find that they are called upon to supervise more than one student at a time. There is no language within the standards that specifies the number of students that can be supervised by one person.
Must the supervisor be onsite?

- If the primary supervisor cannot be on site, another clinician may supervise the student.
- All persons who take on supervisory responsibilities must hold the appropriate CCC in the professional area in which the clinical hours are being obtained in order for the graduate student clinician to apply those supervised clinical hours towards their own CCC application.
- All persons supervising must have the required supervisory CEUs and minimum qualifying experience.

Am I liable for the treatment provided by the student under my supervision?

As a supervisor, you are responsible for any actions taken by the student while under your supervision. You should ensure that the amount of supervision provided is appropriate to the needs of the client/patient and for the graduate student's experience and skill.

Do I have to co-sign all notes, such as treatment plans and IEPs, written by the student? Can anyone else sign the student's notes?

The supervisor of record for the case would be expected to sign all treatment documentation, in accordance with the facility's policies.

How many minutes are in a clinical practicum hour?

One (1) clinical practicum hour is equal to 60 minutes. When counting clinical practicum hours for purposes of ASHA certification, experiences/sessions that total less than 60 minutes (e.g., 45 minutes or 50 minutes) cannot be rounded up to count as 1 hour.

Can I bill for services provided by a graduate student clinician?

- Billing for such services is allowable, provided those services meet or exceed professional standards of supervision.
- Payers differ in their regulations regarding paying for services provided by student clinicians. Medicare coverage of student clinicians differs depending on setting and whether the person is a Part A or Part B beneficiary.
- To find out the requirements for private payers, it is best to contact them directly as each will differ and may or may not follow Medicare's regulations.

Do some diagnoses require more supervision?

- Supervision requirements do not differ based on disorder or patient population, however, you should use your judgement.
- Many student clinicians will come to the facility with minimal experience in some areas and may require additional supervision to develop competencies in this area.
University Guidelines

On Site Hours vs Direct Supervision Hours
On site requirements
Clinical hours tracking system
Evaluation system

You have a student, now what?
Once the student arrives:
- Orient them to your facility
- Tour, introductions to staff, explanation of policy, explain dress code, HR training as appropriate, client and chart reviews.
- Find out how many hours the student needs
- Create a contract setting your expectations right away. (sample)
- Setting a plan in advance can help relieve a lot of aggravation.
- Set your schedule
  - Full time or part time. Do they have classes to return to campus for?
  - Daily arrival and departure time
  - Last day
  - Holidays

Beginning with a Student:

- Determine approximately how many clinical hours the student will receive each week.
- Students are often overwhelmed at first, so a gradual increase in caseload is recommended after a short period of observation.
- What will the expectation be for taking over clients? How quickly and how many?
- What is the expectation for evaluations?
- Will the student be expected to attend meetings? Interact with families? How often?
- Will she need to submit treatment plans? When and how often?
- Will there be a project involved? This is up to you!

Feedback
Determine how you will provide feedback.
- Immediately following the session?
- During the session?
- Daily or Weekly?
- Dialogue or written feedback or a combination of both?
- Remember feedback is an opportunity to tell her what she did well along with what skills or activities need to be strengthened.
- Feedback goes both ways! Encourage your student to let you know how you can best support them.

Evaluation
Complete a mid-term and final review and evaluation.
The university likely has a system that they use for this, but make sure you are sitting down and reviewing it with her face-to-face. This should not be a time to surprise her with concerns you have. You should be reviewing concerns with her along the way and helping her to problem solve issues that come up.
Reminders

- Do not use your student as a replacement for yourself. She is there to learn from you, not be you!
- She will take over your sessions, so you can use some of this time to accomplish other activities when she is ready to be independent, but she needs your feedback and support! This is not the time to take a nap or shop on Amazon.
- Remember to be a good model for your student. Negative comments about clients or co-workers are never helpful to anyone.

The Student-Supervisor Relationship

We tend to supervise the way that we have been supervised

What are qualities of a successful supervisor?

Set expectations

Outside of the ASHA requirements of 25% of direct supervision and midterm/final evaluation of clinician, you set the expectations

Be clear with the students about what the expectations are, no matter how ‘small’ (dress code, time to arrive, bringing lunch/snacks)

Give assignments to prepare them

Clinicians won’t know everything before coming to you

Clinicians need time to learn and grow- we didn’t know everything either before beginning externships!

Give clinicians assignments to complete or things to read so they can better prepare themselves with information specific to your site and populations seen

Check in frequently

Clinicians aren’t always aware of when they are getting feedback. Sometimes you have to be direct and say ‘this is feedback’.

In addition to the ASHA required 25% of direct supervision, check in with the student frequently and give them questions to reflect on:

What went well
What would you change
What questions do you have

Share stories

Clinicians want to please everyone. Sometimes this means that they won’t ask for help.

Share stories of when you experienced a similar situation (ex: unsure of yourself, difficult client/family member)
Give clinician a variety of experiences
Clinicians are eager to obtain a variety of experiences. Offer clinicians experiences outside of their regular schedule:
- have them provide an in-service
- complete screenings
- work a Saturday
- Attend meetings or trainings
- Work with another SLP in a different department
- Observe other disciplines.
*If the clinician doesn’t take these opportunities, let the program know.

When things don’t go smoothly
Make sure you let your student know right away if you feel that they are not meeting your expectations or should be doing something in a different way.

What if things don’t go as planned?
Occasionally, you may supervise a student who is struggling. Maybe she isn’t comprehending the therapy techniques you are teaching her. Perhaps she is late every day. Maybe she is turning in treatment plans late or not writing reports on time. Perhaps you have a difference of opinion about the best therapy choices for a student. Or maybe your personalities just clash.

Set boundaries and expectations, but be kind. Intimidated students rarely perform their best. Recognize the stress that they are under.

What can you do?
- Be open minded! Give her the space to try something new with a client. Discuss methods you have tried in the past and why they worked or didn’t work.
- Students are excited to put what they have learned into practice. Give your student the time to learn that not everything works exactly as they expect it to.
- Communication is key! Laying out your expectations from day one will go a long way to heading off these problems before they start!
- If you have a concern, say something immediately. Work together to problem solve a solution.
- Contact university as soon as possible!
- Make sure you share your concerns directly with the student clinician and document all conversations.
- If you cannot work out the issues together with your student, she keeps showing up late even after you have let her know that this is impacting her treatment opportunities and hampering the client’s progress, contact the school’s externship coordinator. They will work with you and the student to set up a plan.
- Programs will need your help in making a decision to have the clinician continue at the site or repeat an externship.
Failing a student

Be aware of what semester the student is in. Is she graduating in a few months, or does she have another semester to go?
If you truly feel that the student is not prepared to move forward, then make sure you have been working with the university along the way to document the effort made along with the student’s response.
You are never required to pass a student who is not qualified.
Be honest in your mid-term and final assessments.

Graduate Students with Disabilities

Recognize that it is not unusual for people with disabilities to choose to go into this helping field, but the university cannot divulge any personal or private information about a student.

Be patient
University Externship Coordinators in DC/MD/VA

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