

## Welcome to this SpeechPathology.com Live Expert e-Seminar!

Innovative Approaches for Mentoring and  
Supervising for Today's Professionals:  
Focus on Technology

*Presented By:*

Carol Dudding, Ph.D. & Charles Carlin, Ph.D.

*Moderated By:*

Amy Natho, M.S., CCC-SLP, CEU Administrator, SpeechPathology.com

Please call technical support if you require assistance  
1-800-242-5183

---

---

---

---

---

---

---

---

## Live Expert eSeminar

### **ATTENTION! SOUND CHECK!**

Unable to hear anything at this time?

Please contact Speech Pathology for technical support at  
**800 242 5183**

### **TECHNICAL SUPPORT**

Need technical support during event?

Please contact Speech Pathology for technical support at  
**800 242 5183**

Submit a question using the Chat Pod - please include your  
phone number.

---

---

---

---

---

---

---

---

## Earning CEUs

### **EARNING CEUS**

- Must be logged in for full time requirement
- Must pass short multiple-choice exam

Post-event email within 24 hours regarding the CEU  
exam (ceus@speechpathology.com)

•Click on the "Start e-Learning Here!" button on the SP home  
page and login.

•The test for the Live Event will be available after  
attendance records have been processed,  
approximately 3 hours after the event ends!

- Must pass exam within 7 days of today
- Two opportunities to pass the exam

---

---

---

---

---

---

---

---

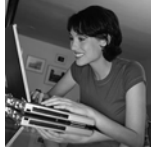
## Peer Review Process

Interested in Becoming a Peer Reviewer?

**APPLY TODAY!**

• 3+ years SLP Clinical experience  
Required

• Contact: Amy Natho at  
[anatho@speechpathology.com](mailto:anatho@speechpathology.com)




---

---

---

---

---

---

---

---

## Sending Questions



Type question or comment  
and click the send button

---

---

---

---

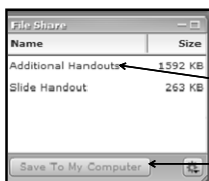
---

---

---

---

## Download Handouts



Click to highlight handout

Click Save to My Computer

---

---

---


---

---

---

---

---



**Innovative Approaches for Mentoring and Supervising for Today's Professional: Focus on Technology**

Presenters  
 Carol C Dudding, Ph.D., CCC-SLP  
 James Madison University

Chuck Carlin, Ph.D., CCC-SLP  
 The University of Akron

---

---

---


---

---

---

---

---



**By the end of this session, you will be able to...**

- Identify factors in deciding on appropriate technologies
- Describe the benefits and challenges of e-supervision and e-mentoring
- Discuss the security issues to be considered in these applications
- Identify differing technologies and support required for implementation of e-supervision and e-mentoring

---

---

---


---

---

---

---

---



**Mentoring & Supervision**

<p><b>Supervision</b></p> <ul style="list-style-type: none"> <li>• 1:1, paired or in groups</li> <li>• Power differential</li> <li>• Goals are typically set and measured by the supervisor</li> <li>• Formal instruction or modeling</li> <li>• Assessment and feedback loop will measure achievement</li> </ul>	<p><b>Mentoring</b></p> <ul style="list-style-type: none"> <li>• Exclusively 1:1. Personal &amp; confidential</li> <li>• Shared responsibility</li> <li>• Goals are directed and self-assessed by the mentee</li> <li>• Formal or informal teaching, demonstration or advising by the mentor</li> <li>• Mutually beneficial relationship where success is derived on an individual level for each.</li> </ul>
---	---

---

---

---

---

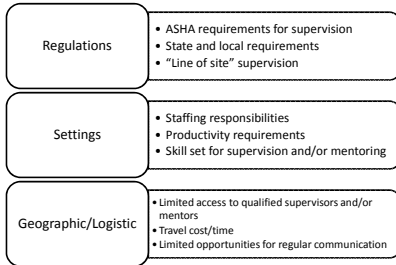
---

---

---

---

## Challenges of Mentoring & Supervision




---

---

---

---

---

---

---

---

## Benefits of Mentoring and Supervision

- Development and recruitment of future employees
- Professional growth and career development
- Personal and professional legacy
- Leadership opportunity
- Advocacy
- Skill development
- Broaden horizons
- Development of relationships
- Quality assurance

---

---

---

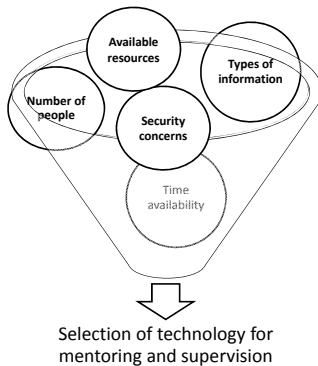
---

---

---

---

---




---

---

---

---

---

---

---

---

**How many people are involved?**

- Point to point – two people
- Multi-point – more than two people

Number of People

**When can people meet?**

- Synchronous –at the same time
- Asynchronous – at different times

Time availability

---

---

---

---

---

---

---

---

**What types of information do you want to share?**

- Document sharing
- Website – resources
- Audio and video
- Audio only

Types of information

**Are there security issues?**

- Password protection
- Encryption

Security Issues

---

---

---

---

---

---

---

---

**What resources are available?**

Available Resources

**HARDWARE**

- WEBCAMS
- DIGITAL VIDEO CONFERENCING UNIT
- TELEPHONES

**SOFTWARE**

- EMAIL
- VIRTUAL MEETING SPACES

**INTERNET TECHNOLOGIES**

- ISDN
- IP
- VOICE OVER IP
- T1/T2

**CONSIDERATIONS**

- SECURITY OPTIONS
- MULTIPLE PARTICIPANTS
- DOCUMENT SHARING
- ADVANCED FEATURES
- TECHNICAL SUPPORT

---

---

---

---

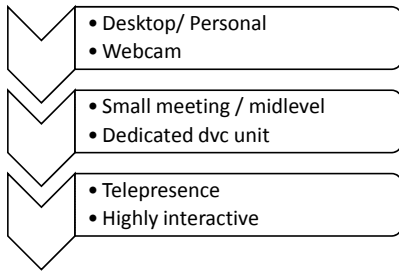
---

---

---

---

## Levels of Videoconferencing




---

---

---

---

---

---

---

### Desktop/Personal DVC

- Webcam
- Minimal equipment costs
- Low bandwidth requirements
- Readily available, free web applications (Microsoft Netmeeting, SKYPE, iGoogle )
- Limited control of video and audio quality
- Avoid “talking head”
- No (limited) ability to control far camera view




---

---

---

---

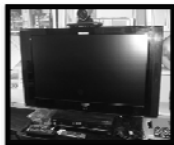
---

---

---

### Small Meeting Room/ Mid-level

- Dedicated digital videoconferencing equipment
- Moderate equipment costs
- Technical knowledge of firewall and internet technologies
- Higher bandwidth requirements
- Control of video and audio quality
- Control of far camera view




---

---


---

---

---


---

---



## Equipment Checklist

- Digital videoconferencing device
  - Format
  - Compatibility with other devices
  - Min bandwidth requirements
- Monitor/TV
- Sound system – microphones
- Internet connection
  - Access, bandwidth, firewalls
- Peripherals
  - Document cameras
  - Scanners/printers/fax
  - Carts
  - Monitoring devices
  - Cell phone



---

---

---

---

---


---

---

---

## E-Supervision Models

- DLVE-SLP
  - online masters degree program
  - utilizes digital video conferencing units
  - allows for two-way, interactive audio-video
  - used for live supervision



---

---

---

---

---

---

---

---

VIDEO DEMO

[http://jmutube.cit.jmu.edu/users/duddincc/video/dvc\\_supervision.mp4](http://jmutube.cit.jmu.edu/users/duddincc/video/dvc_supervision.mp4)

---

---

---

---

---

---

---

---

## E-Supervision Models

### Webcam – based

- Supervision of student teaching / internship placements in public schools.
- Supervisors work from home
- Utilize webcams, laptops, microphones, and sound bars.
- Allows for two-way, interactive audio-video used for real-time supervision and screen sharing.




---

---

---

---

---

---

---

---

## Aims of E-Mentoring

- (1) Consulting and counseling
- (2) Socio-emotional support
- (3) Goal-setting and problem-solving

- Thompson, Jeffries and Topping (2010)

---

---

---

---

---

---

---

---

## Benefits of E-Supervision & E-Mentoring

- Addresses recruitment and retention issues related
- Provides access to high-quality and experienced supervisors and mentors
- Allows supervisors and mentors to work from centralized location (e.g., home, office)
- Reduces transportation costs
- Reduces time to transition from site to site
- Allows for easy rescheduling

---

---

---

---


---

---

---

---





## Limitations of E-Supervision & E-Mentoring

- Adds cost of technology to the supervision or mentorship process
- Introduces problems with transmitting the signal during peak hours
- Eliminates hands-on demonstration
- Limits interpersonal relationships
- Includes additional personnel into process (e.g., setting up technology, repairing computer)

---

---

---


---

---

---

---

---



## Support Considerations

- Administrative
  - Permission to implement
  - Access to technology/funding
  - Allay concerns
- Technological
  - Troubleshooting
  - Setting-up technology
  - Removing firewalls

---

---

---


---

---

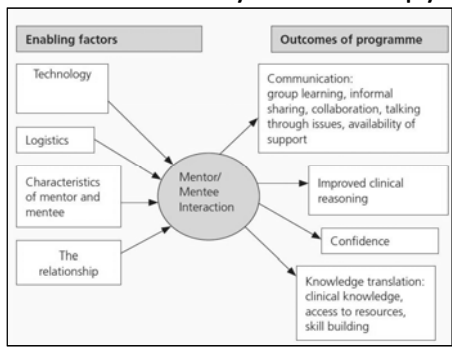
---

---

---



## A Lesson from Physical Therapy



```

graph LR
    subgraph Enabling_factors [Enabling factors]
        Technology
        Logistics
        Characteristics[Characteristics of mentor and mentee]
        Relationship[The relationship]
    end
    subgraph Outcomes_of_programme [Outcomes of programme]
        Communication[Communication: group learning, informal sharing, collaboration, talking through issues, availability of support]
        Improved_reasoning[Improved clinical reasoning]
        Confidence
        Knowledge_translation[Knowledge translation: clinical knowledge, access to resources, skill building]
    end
    Enabling_factors --> Interaction((Mentor/Mentee Interaction))
    Interaction --> Outcomes_of_programme
  
```

Stewart & Carpenter, 2009

---

---

---


---

---

---

---

---



### E-Mentoring Model

- ASHA's S.T.E.P & M.A.R.C mentoring programs
  - Email exchanges
- NetMed-SLP – informal mentoring
- Commercially available solutions
  - E-mentoring organizations
  - Hosting companies
- Other opportunities...

---

---

---


---

---

---

---

---



### Closing Activity

1. What is *one* thing you can do immediately after this presentation?
2. Who are *two* people you need to contact?
3. What are *three* questions that you need to have answered before moving forward?

---

---

---

---

---

---

---

---





---

---

---


---

---

---

---

---



## References

- Dudding, (2006), Distance Supervision: An Update, ASHA Division 11 Perspectives Newsletter, Vol 16 (1) March 2006.
- Dudding and Justice, (2004) A Model for E-Supervision: Videoconferencing as a Clinical Training Tool. Communication Disorders Quarterly, Vol 25, No.3.
- Thompson, L., Jeffries, M. and Topping, K.(2010) E-mentoring for e-learning development. *Innovations in Education and Teaching International*. 47(3), 305–315.
- Stewart, S. and Carpenter, C. (2009)Electronic mentoring: An innovative approach to providing clinical support. *International Journal of Therapy and Rehabilitation*, 16 (4)

---

---

---

---

---

---

---