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Supervision: Feedback, Criticism and Expectations

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Supervision: Feedback, Criticism and Expectations

Kerri Phillips, SLP.D. CCC-SLP
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May 5, 2016

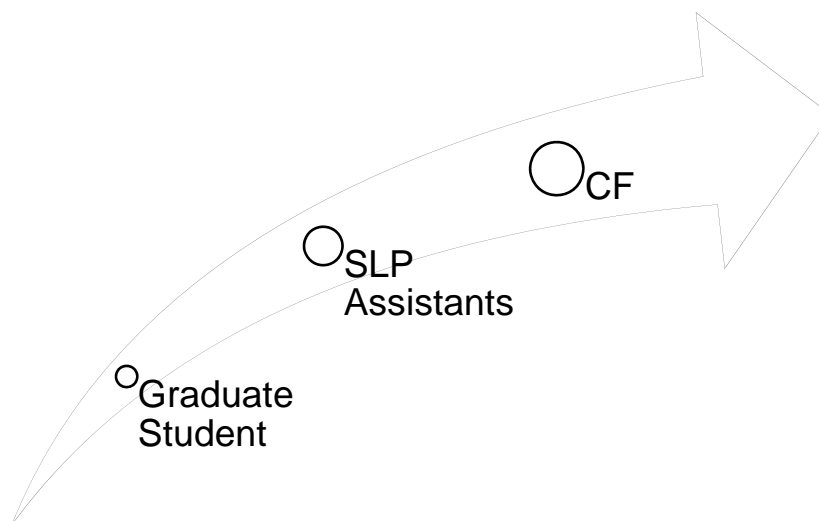
Learning Objectives

After this course, participants will be able to:

- Describe how to provide positive and negative feedback effectively.
- Describe how to provide criticism that is beneficial to the supervision process.
- Describe how to provide clear expectations of clinical/job responsibilities.

Overview

Professional Continuum



Let's Define Supervision

Definition of Supervision

- “An intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the client(s) she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession” (Bernard & Goodyear, 1998)

One more definition

- “Clinical supervision is a disciplined, tutorial process wherein principles are transformed into practical skills, with four overlapping foci: administrative, evaluative, clinical and supportive” (Powell & Brodsky, 2004).

THE DEFINITION

Anderson's (1988) definition of supervision:

Supervision is a process that consists of a variety of patterns of behavior, the appropriateness of which depends on the needs, competencies, expectations and philosophies of the supervisor and the supervisee and the specifics of the situation (tasks, client, setting and other variables). 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. (p. 12)

Supervision Awareness: The Basics

(ASHA, 2008, Kaslow, et al, 2004)

- Knowledge of the literature on supervision and the impact of supervisor behaviors on the growth and development of the supervisee.
- Knowledge of area being supervised (research, assessment, intervention, etc.)
- Knowledge of models, theories, modalities, and research on supervision
- Knowledge of interpersonal communication and learning styles
- Knowledge of professional/supervisee development (how therapists develop, etc)
- Knowledge of ethics and legal issues specific to supervision
- Knowledge of evaluation and process outcomes (competence)
- Awareness and knowledge of diversity in all of its forms

Supervision Skills: The Basics

(ASHA, 2008; Kaslow, et al, 2004)

- Ability to build supervisory relationship
- Sensitivity to multiple roles with supervisee and ability to perform and balance multiple roles
- Ability to provide effective formative and summative feedback
- Ability to promote growth and self-assessment
- Ability to assess the learning needs and developmental level of the supervisee
- Ability to encourage and use evaluative feedback from the trainee
- Flexibility
- Translation of evidence-based practice throughout professional development

Supervision as a Job Duty

- Many practicing professionals consider supervision a duty, but may not understand the legal issues involved.
- Understanding the process of supervision enables navigation of the encompassing legal and ethical issues in supervision.
- Remley and Hendren (1989) state that it is important to realize the similarities that exist in ethical and legal issues.
- With all things, there are inherent risks especially when becoming responsible for the actions of others.
- Regardless of job or title, if you are supervising a student, colleague, or employee, you could be legally and ethically responsible for their actions

Responsibilities of the Supervisor

- Guest and Dooley (1999) stated a supervisor should be aware of the potential for malpractice.
 - "elements of malpractice as duty of care, standard of care, harm, and proximate cause" (p. 270).
- Although these are rather legal terms, further examination of each of these issues is relevant to speech-language pathology and audiology.

Responsibility for the Action of Others

- Voluntary organizations (e.g., ASHA, state associations, or teacher unions) or state laws (e.g., licensure) establish “standards of care” through codes of ethics.
- Malpractice would consist of disregarding the “standard of care” in such a way that it would be evident to the consumer, or peer experts.

Responsibility for the Action of Others

- “Harm” can exist at a physical or subjective level.
- “Harm” could consist of overextension of the supervisee, and consequent injury.
- Guest and Dooley (1999) define consequent injury as “behavior from the supervisor that may cause the supervisee to lose income or be unable to obtain licensure” (p. 272).
- Subjective “harm” was defined as the frequently used terms “pain and suffering” (p. 272).
- Finally, if harm is established “proximate cause” could be proven.

Avoiding Liabilities of Supervision

- Seek training in supervision
- Supervise only in the area of competence
- Develop contracts with supervisees outlining duties and responsibilities
- Practice risk management
- Evaluate performance of supervisees on an ongoing basis.

How does one develop supervisory skills?

- What you learned about supervision was learned from those who supervised you.
- Your style may be “a melting pot” from different supervisors.
- Gathered information from books on leadership.
- Your style may be influenced by the organizational structure.
- Supervisor's characteristics and interpersonal relationships may influence a supervisor's style.

Academic Course or Continuing Education Activities in Supervision

- Majority of speech-language pathologists learn to supervise by being the recipient of supervision.

Focus of Supervision

- Helping individuals practice in a safe working environment.
- Helps people synthesize their personal beliefs and views with their job requirements.
- Provides assistance with helping others reflect about past, present, and future and identify links through continuum of time.
- Helps people adapt to change with respect for existing knowledge and practice.
- Help train individuals on how to handle conflict.
- To encourage open communication.

Burning questions?

- If you are a good clinician, are you a good supervisor????
- What would happen if we did not have supervisors?

Supervising the Next Generation

Why Can't You Be Just Like Me: The Generations

- Greatest Generation (1900-1928)
- Silent Generation (1929-1945)
- Boomers (1946-1964)
- Generation X (1965-1983)
- Generation Y (1983-1995)
- Generation Z (1995-2010)
- Generation Alpha (2010 to present)

The “New” Generation

(Elmore, 2010)

- Millennials/Generational Y (1984-2002)
 - Generation Z (born after 1990)
 - Life is about “I”
 - iPod, iBook, iPhone, iTunes.....
 - Grown up online
 - Impact on interpersonal skills
 - Life is a cafeteria
 - Overwhelmed, overconnected, overprotected, and overserved p.28

Overwhelmed

(Elmore, 2010)

Internal and external sources of stress

- Pressure to perform by parents
- Self-imposed to be the best

Overconnected

(Elmore, 2010)

24 hour access to every piece of data you can imagine

- Cope by escaping reality or to be perfect
- Leads to low emotional intelligence
- Impatient
- Poor listeners
- Poor conflict resolution

Overprotected

(Elmore, 2010)

Shielded by parents, educators,
government
Have poor independent coping skills

Overserved

(Elmore, 2010)

8 of 10 high school students think
they are very important people
"me" centered generation
Don't understand when the "going
gets tough the tough get
going"....they tend to just walk away.

Effective and Interpersonal

Interpersonal Skills

- Being socially perceptive
- Identifying emotional intelligence
- Managing interpersonal conflicts

Barriers of Communication

Arango, J. (2001). Nova Southeastern University

- Criticizing
- Name Calling
- Diagnosing
- Praising
- Evaluatively
- Advising
- Reassuring
- Ordering
- Threatening
- Moralizing
- Excessive questioning

How these barriers impact supervision

- Reduction of communication
 - Nonverbal and Verbal
 - The act of hearing versus listening
- Detachment
 - Keeps you from being aware of issues in the workplace
 - As supervisors, you are responsible for the working environment

Effective traits to prevent barriers

- Develop and refine Interpersonal skills
 - Initiate
 - Connect
 - Provide
 - Direct
- Learn to listen
 - Show empathy
 - Ask good questions

Conflict Management

- Tips to Manage Conflict More Effectively
 - Take the bull by the horns
 - This is not personal
 - Is conflict the problem or the symptom
 - Positive or negative
 - Policies and procedures
 - Document everything
 - Give and request feedback
 - Be respectful

Develop and refine Interpersonal skills:
Initiate

- **Develop a “Host” relationship**
 - Creates comfort in the supervision process
 - Don’t get caught up in the busyness of work
- **Self reflect**
 - Fear
 - Pride
 - Laziness
 - Personality
 - (rate yourself from 1[poor] to 10[excellent])

Graduate Students’ Perceptions

- You are responsible for my growth
- You should know how to motivate me
- You should listen to all the problems
- You should solve all the problems
- You should be a role model
- You should understand my generation

How perceptions differ with CF?

- Initially, the CF's perceptions may not differ from the Graduate Student's.
 - The role of supervisor should be on mentoring and assisting in the transition from student to professional.

Documentation

- Documentation is critical!!!!!!
- Keep e-mails. Make sure organization has policy on this.
- Keep written on-going log.
- Keep any records of interaction.
- Keep mutually negotiated plans which include strengths and weaknesses. Include competencies that are achieved and include consequences if not achieved.
- Important to hold conferences regularly.
 - Topics of discussion during conferences

Challenges

- What are your goals?
- How can I offer direction?
- How would you like me to hold you accountable?
- What are your strengths, needs, temptations?

Stress of Supervision

- Try to avoid getting too many commitments
- Love what you are doing
- Maintain a balance
- If overwhelmed, try to step back and generate alternatives to assist with working quickly and more efficiently
- Set “Realistic objectives”
- Find a support system
- Cultivate interests outside your job
- Take advantage of “high-tech” toys.

The Art of Supervision

- Many times supervisors find that interactions in the supervisory and/or clinical process may feel like a constant “battle of the wills” and those you supervise are not speaking the same language. There are many challenges to being a good supervisor. Knowing your supervisory style is crucial to effective supervision.

Final Thoughts...

- Just because someone is supervising does not mean the quality is there.
- Learn from those supervise daily.
- If you do something for a long time, you go into it with assumptions. Supervisees don't have assumptions yet.
- Keep in mind there is a lot of stress to supervision.

Final Thoughts

- Try to avoid getting too many commitments
- Love what you are doing
- Maintain a balance
- If overwhelmed, try to step back and generate alternatives to assist with working quickly and more efficiently
- Set “Realistic objectives”
- Find a support system
- Cultivate interests outside your job
- Take advantage of “high-tech” toys.

Summary

- Being a supervisor is a life-long, cumulative, developmental process with levels of proficiency beyond competence
- Diversity in all of its forms is related to every aspect of the supervision process
- Legal and ethical issues are super-ordinate to all aspects of supervision
- Self-assessment is necessary across all levels of supervision
- Supervision competence is influenced by both professional and personal factors

“In order to solve a problem you first have to know what the problem really is in the same way that you can’t untie a knot until you have found the knot”.

-

Aristotle

Remember

“Success is not final, failure is not fatal:
it is the courage to continue that
counts.”

Winston Churchill

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