

SPEECHPATHOLOGY.COM _____

If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

SPEECHPATHOLOGY.COM _____

This handout is for reference only. It may not include content identical to the powerpoint. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.



Supervision and Critical Thinking:
From Novice to Expert

Shelley Victor, Ed.D., SLP-CCC

Moderated by:
Amy Natho, MS, CCC-SLP, CEU Administrator, SpeechPathology.com

SPEECHPATHOLOGY.COM

**Need assistance or technical
support?**

- Call 800-242-5183
- Email customerservice@speechpathology.com
- Use the Q&A pod

SPEECHPATHOLOGY.COM

How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of **80%** or higher
 - Within **7 days** for live webinar; within **30 days** of registration for recorded/text/podcast formats
- Two opportunities to pass the exam

SPEECHPATHOLOGY.COM

Interested in Volunteering to be a Peer Reviewer?

- APPLY TODAY!
- 3+ years SLP Professional Experience Required
- Contact Amy Natho at anatho@speechpathology.com

Supervision and Critical Thinking: From Novice to Expert

Shelley Victor, Ed.D., SLP-CCC
September 7, 2017
SpeechPathology.com

Disclosure

- Shelley Victor is a member of SIG 11: Administration and Supervision. She teaches doctoral level courses in supervision at Rocky Mountain University; Provo, UT and teaches a doctoral level course in supervision to doctoral students at Nova Southeastern University, Ft. Lauderdale. FL.

Learner outcomes

The participant will be able to:

List principles of critical thinking and metacognition.

Describe how to develop a hierarchy of critical thinking questions.

Explain strategies used to develop critical thinking in themselves and in supervisees.

Story of Chicken Little

What do these images have in common?

Critical Thinking

“interpretation,
analysis, evaluation,
and inference” (p. 108)

III. Development of the Supervisee's Critical Thinking and Problem-Solving Skills

A. Knowledge Required

- Understand methods of collecting data to analyze the clinical and supervisory processes.
- Understand how data can be used to facilitate change in client, clinician, and/or supervisory behaviors.
- Understand how communication style influences the supervisee's development of critical thinking and problem-solving skills.
- Understand the use of self-evaluation to promote supervisee growth. ^(p.5)

American Speech-Language-Hearing Association, 2008

B. Skills Required

- Assist the supervisee in using a variety of data collection procedures.
- Assist the supervisee in objectively analyzing and interpreting the data obtained and in understanding how to use it for modification of intervention plans.
- Assist the supervisee in identifying salient patterns in either clinician or client behavior that facilitate or hinder learning.
- Use language that fosters independent thinking and assists the supervisee in recognizing and defining problems, and in developing solutions.
- Assist the supervisee in determining whether the objectives for the client and/or the supervisory experience have been met ^(p.5)

American Speech-Language-Hearing Association, 2008

Knowledge, Skills and Training Consideration for Individuals Serving as Supervisors (2013)

- Knowledge of teaching techniques (e.g., reflective practice, questioning techniques) ^(p.6)
- Understand the levels and use of questions to facilitate clinical learning ^(p.7)
- Develop goals/objectives—collaboratively with the supervisee—that allow for the supervisee’s clinical and professional growth in critical thinking, problem solving, etc. ^(p.7)

American Speech-Language-Hearing Association: Ad Hoc Committee on Supervision, 2013

Clinical Reasoning

- Use valid scientific and clinical evidence in decision making regarding assessment and intervention.
- Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.
- Use clinical judgment and self-reflection to enhance clinical reasoning. ^(p.10)

Council on Academic Accreditation in Audiology and Speech-Language Pathology, 2017

Benefits

- Improve our clinical practice
- Improve our interaction with other professionals
- Develop new lines of inquiry

Critical Thinking

“interpretation,
analysis, evaluation,
and inference” (p. 108)

Interpret

Interpret words

- Translate
- Clarify
- Solve
- Decipher
- Explain

Analysis

Analysis words

- Analyze
- Break down
- Contrast
- Differentiate
- Distinguish

Evaluate

Evaluation words

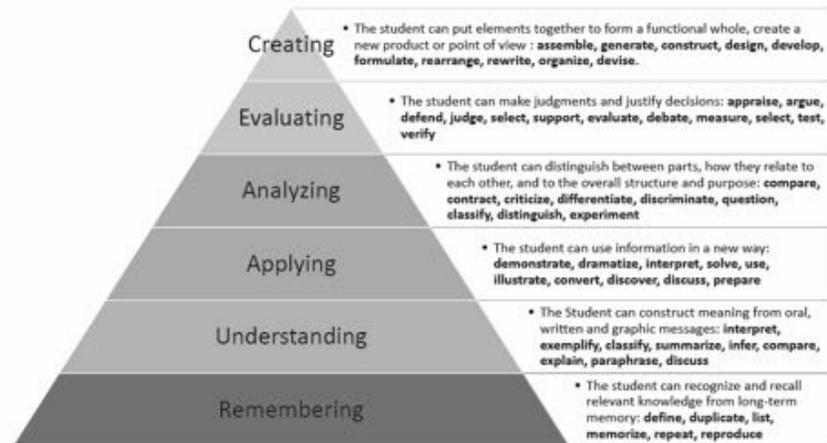
- Appraise
- Judge
- Criticize
- Defend
- Justify

Infer

Inference words

- Connect
- Imply
- Draw conclusions

Consider where your questions fall on Bloom's taxonomy



Synonyms for Critical Thinking

- Diagnostic reasoning
- Problem solving
- Clinical reasoning

Harg, Nemes, & Shattstein, 2014

Background knowledge

- Need conceptual knowledge
- Should have a common language

Hidden Curriculum

- What is implicit should be made explicit?

<https://www.linkedin.com/pulse/5-steps-ask-relevant-questions-expert-sara-avarozzi>

Critical Thinking and Clinical Practice

- Need critical thinking for clinical practice
- Problems need to be viewed from different perspectives
- Need to be empathetic

Let's think critically

Stephen was looking at a photo. Someone asked him, "Whose picture are you looking at?" He replied: "I don't have any brother or sister, but this man's father is my father's son." So, whose picture was Stephen looking at?

Strategies to teach critical thinking

- Pose questions and ask supervisee why you would ask that question
 - What information does it add or provide?
 - Is it necessary to ask the question?
- Develop attitude of questioning and expect the supervisee to question

- Provide the answer and let the supervisee develop the question

The child's expressive-receptive language disorder is complicated by a hearing loss.

- Provide a clinical scenario with missing, irrelevant, and conflicting information

dogtrainerblogger.com

- Maintain file of complex cases which can be used with supervisees
- The supervisee develops written questions
- Ultimate goal is for the supervisee to develop questions in real time

Goodyear, 2014; King, 1995



NEW PATIENT INTAKE FORM

Full Name: _____ Profession: _____
 Phone #: _____ Email: _____

Do I wish to schedule you at the location above?

QUICK CHECK

Have you been a therapy client?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Are you interested in feedback?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you currently on medication?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Do you have any medical problems?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How long have you been in therapy?	<input type="checkbox"/> 0-3 <input type="checkbox"/> 3-6 <input type="checkbox"/> 6+	Are you currently in a relationship?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you have a current health problem?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Are you currently a student?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What are your goals for therapy?	<input type="checkbox"/> 0-3 <input type="checkbox"/> 3-6 <input type="checkbox"/> 6+	How long have you been in therapy?	<input type="checkbox"/> 0-3 <input type="checkbox"/> 3-6 <input type="checkbox"/> 6+
What are your goals for therapy?	<input type="checkbox"/> Yes <input type="checkbox"/> No	How long have you been in therapy?	<input type="checkbox"/> Yes <input type="checkbox"/> No

What are you hoping to achieve through therapy?

Do you have any concerns you would like me to know about?

I declare under oath I have read this therapist's current disclosure statement as well as all other documents provided or understand the contents of those documents and agree to the terms set forth herein.

Therapist Signature: _____
 www.therapistandclient.com

- Model critical thinking
- Use a think aloud strategy
- Provide a cognitive prompt
- Scaffold and gradually remove support

Goodyear, 2014; King, 1995

Develop three variations on a question

- Change a lower level question to a higher level
- What is milieu language intervention?
- How does milieu language intervention differ from focused stimulation?

Providing sources for the answer

Discuss and provide access to finding the answers

- Databases
- PubMed
- ASHA Live Wire
- Sign up for journal alert

Avoid providing the answer

Use pause time

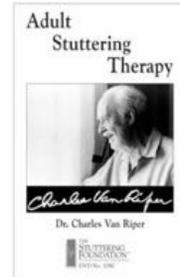
- In small groups, supervisees can critique each others' questions

Hypothetically change the clinical scenario

McGaly, 2011

Emulate experts

- What questions do they pose?



Question forms

- What are the strengths and weaknesses of
 - analysis (p.14)
- Explain why
 - analysis
- What would happen if.....
 - predicting
 - strategy for exceptional student

Copyright 1985

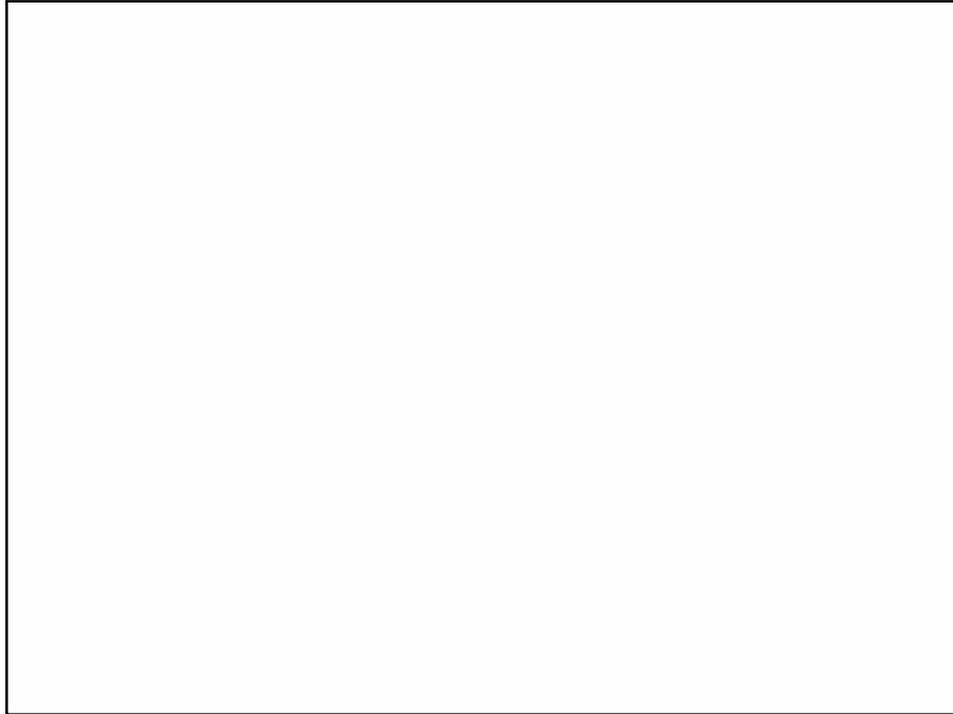
Question forms

- Why is.....happening?
 - inferencing
- How could this be used?
 - application
- How does X affect Y ?
 - cause -effect

Question forms

- What evidence supports your answer?
 - Evaluation
- What is another way to view?
 - Taking other perspective
- Compare X and Y with regard to Z.
 - Synthesis

King, 1985



Consider alternatives

- Two women apply for a job. They are identical. They have the same mother, father, brothers, sisters, birthday, height and weight. The interviewer ask if they are twins and they reply no. Why?

Quality of Questions

yamashita4.deviantart.com, dearsstime.com, pinterest.com

Questions for intellectual standards Paul-Elder Model

- Question for clarity
 - elaborate on this
- Accuracy
 - how can this be verified?
- Precision
 - provide more details
- Depth
 - what are the complexities of the case?

Holman & Gilly, 2014

Noncritical thinker

- close minded
- maintain same viewpoints for self-interest
- difficulty providing rationale
- misinterprets
- comes to an incorrect conclusion (p. 132)

Fairbank & Fairbank, 1996

- **Breadth**
 - other perspectives
- **Significance**
 - which fact is most important?
- **Fairness**
 - are you only including your viewpoint?
- **Relevance**
 - what facts issues relate to the problem?

Hohmann & Grillo, 2014

Too much information

- I have seven letters. The first two stand for a boy. The first three stand for a girl. And the first four stand for a brave boy.

depositphotos.com

Consider feedback- another presentation

- Does your feedback stop the supervisee's question asking?

Metacognition

- Think about your thinking and other's thinking
- "Higher order mental abilities" (p. 95)
- "Habit of inquiry" (p. 13)
- How do you know when you are correct?

What about Chicken Little ?

cinema4dble

Parting quotes

- "He who asks a question is a fool for five minutes; he who does not ask a question remains a fool forever." - CHINESE PROVERB
- "The important thing is not to stop questioning." - Albert Einstein

More questions

- How has this content enhanced your critical thinking?
- How can this information be used?
- Will asking higher level questions improve your practice?
- How will you appraise the level of your supervisee's questions?

Last puzzle (if we have time)

- This puzzle is from the late logician and mathematician Raymond M. Smullyan: A dealer bought an article for \$7, sold it for \$8, bought it back for \$9, and sold it for \$10. How much profit did he make?

<http://pbl.wgfy.black/links/3pce/juzdcqtp>

References

- American Speech-Language-Hearing Association. (2008). *Knowledge and skills needed by speech-language pathologists providing clinical supervision* [Knowledge and Skills]. Available from www.asha.org/policy.
- American Speech-Language-Hearing Association: Ad Hoc Committee on Supervision. (2013). Final report: Knowledge, skills and training consideration for individuals serving as supervisors. Retrieved from <http://www.asha.org/uploadedFiles/Report-Ad-Hoc-Committee-on-Supervision.pdf>
- Council on Academic Accreditation in Audiology and Speech-Language Pathology. (2017). Standards for accreditation of graduate education programs in audiology and speech-language pathology (2017). Retrieved [date] from <http://caa.asha.org/wpcontent/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>
- Deal, K. H. (2004). The relationship between critical thinking and interpersonal skills. *The Clinical Supervisor*, 22(2), 3-19.
- Facione, N. C., & Facione, P. A. (1996). Externalizing the critical thinking in knowledge development and clinical judgment. *Nurse Outlook*, 44, 129-136. [doi.org/10.1016/S0029-6554\(06\)80005-9](https://doi.org/10.1016/S0029-6554(06)80005-9)
- Goodyear, R. K. (2014). Supervision as pedagogy: Attending to its essential instructional and learning processes. *The Clinical Supervisor*, 33, 82-09.
- Graffam, B. (2008). Deriving better questions: Creating better clinical instruction. *The Clinical Teacher*, 5, 98-102. doi: 10.1111/j.1743-498X.2008.00212.x
- Hohmann, J. W., & Grillo, M. C. (2014). Using critical thinking rubrics to increase academic performance. *Journal of College Reading and Learning*, 45, 35-51. doi/abs/10.1080/10790195.2014.949551

Huang, G. C., Newman, L. R. , & Schwartzstein, R. M. (2014). *Critical thinking in health professions education: Summary and consensus statements of the millennium conference 2011*, 26(1), 95-102. 10.1080/10401334.2013.857335.

Kanbay, Y., & Okan, A. (2017). The effect of critical thinking education on nursing students' problem-solving skills. *Contemporary Nurse*, 7(6), 108-116. doi:10.5430/jnep.v7n6p108

King, A. (1995). Designing the instructional process to enhance critical thinking across the curriculum. *Teaching of Psychology*, 22(1), 13-17.

McCarthy, M. P. 2003 Promoting problem-solving and self-evaluation in clinical education through a collaborative approach to supervision, 20-26

Reznitskaya, A., & Gregory, M. (2013). Student thought and classroom language: Examining the mechanisms of change in dialogic teaching. *Educational Psychologist*, 48(2), 114-133. doi/abs/10.1080/00461520.2013.775898

Sicinski, A. (n.d.). The ultimate guide for improving your critical thinking skills. Retrieved from <http://blog.iqmatrix.com/critical-thinker>