



## **Convergence Supervision Sessions**

3/30/23 2:00 PM—5:00 PM SC#2314

### **SLPA Supervision 101: A Guide for First-Time Supervisors**

**Authors:** Brooke Findley

Collaboration with speech-language pathology assistants (SLPAs) has been highlighted as an opportunity for speech-language pathologists (SLPs) to ensure that they are practicing at the "top of the license" (ASHA, n.d.). In order to ensure these collaborative opportunities are effective as possible, SLPs need to have an understanding of the legal requirements and evidence-based practices that make for a successful supervisory experience. This presentation will serve as a primer for SLPs who will be supervising SLPAs for the first time. Topics reviewed shall include: pathways to state SLPA licensure and ASHA assistant certification, tasks within and outside the SLPA scope of practice, supervision requirements, and evidence-based supervision practices. Attendees will leave this session with knowledge needed to implement effective and compliant SLPA supervision.

**Instructional Level:** Beginner

**Track:** Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)\*

3/30/23 3:45 PM—5:15 PM MS#2326

### **The art of mentoring: Considering Supervision through the Lens of Self-Determination Theory**

**Authors:** Hillary Enclade, M. Eugenia Castro

This seminar will focus on demonstrating how Self-Determination Theory can be considered and applied as a guiding theoretical framework for providing effective supervision in speech language pathology. Self-Determination Theory (SDT) is an evidenced-based theory of motivation which posits that when people have the basic psychological needs of autonomy, competency, and relatedness met they experience more engagement and internalize the values and skills needed to become independent successful clinicians over time (Deci and Ryan, 2017). SDT has been studied and successfully implemented across settings and disciplines including the training of healthcare professionals (Deci and Ryan, 2012). The aim of this seminar is to provide participants with a working knowledge of SDT principles and offer interactive learning experiences for understanding what supervisory factors, choices, and approaches support mentees' motivation, persistence, and engagement. Seminar resources will include material that will serve as a starting point for applying SDT in practice for effective supervision.

**Instructional Level:** Beginner

**Track:** Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)\*



3/31/2023 1:45 PM—3:15 PM MS#2390

### **SLPs and SLPAs: Reframing and Maximizing your Leadership**

**Authors:** Leann Schouten

Supervision and leadership are hard work. It's time to reframe your thinking on how you see the individuals you supervise and work with. In this course, information will be presented on the four essential values that are expected in all leadership communications and organizational strategies. This presentation will review practice standards using CSHA and ASHA guidelines. The ethical concerns of SLPs and SLPAs will be addressed, and scenarios reviewed to determine what they should do to protect themselves and educate team members around them. Participants will learn how to identify the three basic performance categories found in individuals and work teams. Using the PACT system as a starting point, the four major themes will be applied directly to your workplace setting and in your leadership strategies. Participants will learn strategies to use immediately to help counsel and educate individuals they mentor and supervise at all stages of their careers.

**Instructional Level:** Beginner

**Track:** Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)\*

3/31/2023 3:30 PM—5:00 PM MS#2397

### **Ethics in Supervision: Solution-Focused Tools and Resources**

**Authors:** Darla Hagge, Jennifer Ratcliff

The recent global pandemic served to negatively impact the pre-professional clinical experience for many new graduates. Many professionals that are currently coming into the field have limited or reduced face-to-face clinical experiences. This is a critical time to ensure that these new professionals are well supported to move from theory into practice.

This session is designed to provide hands-on tools and review of case studies for experienced supervisors as well as those who are new to supervision. The content of this supervision workshop is applicable for multiple settings including university clinics, internships/externships, and for clinical fellows. The co-presenters will discuss literature-based ways for supervisors to provide feedback that support the development of critical thinking, and clinical growth in the supervisee with an eye towards ethical considerations. Attendees will leave with a variety of tools and resources designed to immediately improve their supervisory skills.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)\*



4/1/23 10:45 AM—12:15 PM MS#23105

### **Supervision Strategies to Support SLP Students Treating Clients with Autism and Other Disorders**

**Authors:** Belinda Daughrity

Students receive direct instruction on intervention in their clinical coursework, but may struggle to translate their academic knowledge to clinical practice. This session will target clinical supervisors supporting students to work effectively with clients with autism and other disorders. Active strategies will be employed to illustrate pedagogical and supervision approaches with tools and resources available for attendees to employ in their clinical settings to support student development from novice to prepared pre-professionals. Supervision topics will include how to prompt functionally including evidence-based practice, developing self-critique, and adjusting communication styles to meet student learning needs. The session will focus on supervising students working with autistic clients with approaches that can generalize to other populations.

**Instructional Level:** Beginner

**Track:** Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)\*

4/1/23 1:30 PM—3:00 PM MS#23139

### **That's Not My Job Is It? Teaching Responsibilities of Professors and School-Based Supervisors**

**Authors:** Leah Beekman

This presentation provides professors and clinical supervisors, in the school setting, a better understanding of the expectations regarding what they are teaching graduate students. Professors often have their own vision of what students need to learn prior to leaving their classrooms, but simultaneously clinical supervisors have their own expectations of what the students need to know when they enter the clinical setting. There are, however, no clear guidelines/expectations that have been laid out in our field regarding who teaches what. The results of a national survey, on this topic, will be shown in the hopes to broaden our understanding of where students may be receiving overlapping teaching and where there may be gaps in the learning.

**Instructional Level:** Intermediate

**Track:** Supervision, Leadership & Management (Includes Diversity Inclusion & Culture)\*