



VERA Z. DWYER
COLLEGE OF HEALTH SCIENCES
School of Rehabilitation Sciences

MS-SLP Supervision Policy # SLP-CL-18-A

About This Policy:

Faculty Approval: 06/29/2020

Effective Date: 06/29/2020

Scope

This policy is for all students enrolled in the MS-SLP program within the Vera Z. Dwyer College of Health Sciences.

Policy Statement

All clinical and diagnostic practicum experiences will be under the supervision of ASHA certified SLPs who have completed the requirements for supervision as stated in the 2020 Standards. Direct supervision will not be less than 25% of the student's total contact with clients, and will be appropriate to each student clinician's level of knowledge, experience, and competence.

Procedure

The Clinical Director will verify that all clinical supervisors are licensed and ASHA certified, and have met the 2020 standards for supervision. The Clinical Director will verify this information by using the state's professional licensing website and ASHA's "Find a Professional" website. Supervisors will be asked to upload copies of their ASHA membership card and state license, as well as educator license if applicable, into CALIPSO prior to the start of a student's practicum experience.

Direct supervision will take place periodically throughout the practicum, and supervision provided will be sufficient to ensure the welfare of clients. Any student who has specific concerns about their clinical supervision should first attempt to resolve the situation with his/her supervisor if able. If the student feels the need for further support or clarification to resolve the supervision issue, the Clinical Director should become involved.

Clinical Supervisors are encouraged to use the following procedural guidance to help determine a sufficient supervision level within 25-100% supervision:

- “appropriate” supervision will need to be determined by supervisors on a case-by-case basis;
- the amount of supervision given should be guided by: the needs and behaviors of the client, the student’s clinical exposure to/experience with the target population, student’s knowledge of the scope of practice area, student’s overall experience and competence in clinic, whether or not the student has completed relevant didactic coursework, the student’s ability to demonstrate the essential abilities in a clinical setting, insurance requirements relevant to supervision in that clinical setting;
- the amount of supervision given should NOT be guided by: the supervisor’s schedule and commitments, the student’s academic performance alone, the performance of past students with a client;
- some examples of situations where supervision should be immediately adjusted include but are not limited to: student demonstrating difficulty carrying out tasks, student providing inaccurate information or incorrectly conducting therapy to the extent that immediate clarification is needed, student requests assistance or verbalizes difficulties, client exhibits escalation of behaviors to potentially harmful level, etc.