



Alberta College of
Speech-Language Pathologists
and Audiologists

ACSLPA Course for Supervisors & Supervisees

Clinical Supervision: Tips & Requirements

Helpline for
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Today's Learning Objectives


- Provide general orientation to ACSLPA's new web-based course on supervised practice for internationally educated applicants.
- Share considerations more broadly related to effective supervision and the supervisor-supervisee relationship.

Supervisor accountability, such as:

- Power dynamics
 - Culturally safe and effective clinical supervision
 - Learning and supervision styles
- Basic guidance regarding ACSLPA's supervised practice period for internationally educated registrants.

Relevant Documents & References

1. ACSLPA's Supervised Practice Period for Internationally Educated Applicants Course



 ACSLPA's Supervised Practice Period for Internationally Educated Applicants

An information session created by ACSLPA for Supervisors and Supervisees.

Introduction

Course Purpose

This presentation is suitable for supervisors or supervisees involved in the ACSLPA supervised practice period, or anyone interested in finding out more about the supervised practice period.






Goals for this session

We want to ...

- Outline the purpose and basic structure of the supervised practice period.
- Summarize the roles and responsibilities of ACSLPA, the supervisor, and supervisee.
- Present practical tips for supervisors and supervisees for a successful supervised practice period.

Learning Path Instructions

To complete this session, participants need to review the course material in each module.

	Tools to Access
	Course Content
	Tips to Navigate the Course



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Considerations...



Supervisor Accountability – Power Dynamics

- **Power:** *The capacity or ability to direct or influence the behavior of others or the course of events.*
- The supervisor has more power *because*:
 - They may have greater authority and influence in the workplace and wider healthcare systems.
 - They may have influence over the supervisee's progression.
- Power imbalance could raise feelings of vulnerability for supervisees – i.e., fear that evaluation may be compromised.

Greater power
is held by the
supervisor.



Supervisor Accountability – Power Dynamics

- Supervisors must be mindful that a power imbalance exists and strive to create an equitable and supportive environment that minimizes its impact.
- However, there will be situations a supervisor will need to assert their authority.

ACSLPA

- Arranges and reviews supervision agreement and midterm and final evaluations.
- Answers questions and responds to concerns from the supervisor and supervisee.
- Checks in regarding supervised practice period progression, as needed.
- Follows up re: administrative requirements with supervisee.

Supervisor

- Meets supervisor conditions.
- Establishes and communicates expectations and responsibilities.
- Provides adequate training and orientation.
- Contacts ACSLPA with questions or concerns, as needed.
- Submits midterm and final evaluations to ACSLPA liaison.
- ***Provides verification that supervision was successfully completed.***



Power Dynamics in Supervision

Practical Suggestions

1. Stay mindful of the power imbalance in the relationship.
2. Create a welcoming environment and be available.
3. Establish a 'risk free' environment.

For example, timely, open, two-way communication and encouragement of questions.

4. Clear expectations and responsibilities (and find out theirs).
5. Invite supervisee evaluation.
6. Delivery of feedback: *consistent, non-judgmental language, provide choice.*

Supervisor Accountability – Cultural Safety



Supervisor Accountability – Cultural Safety

Practical
considerations
in culturally
safe
supervision

Mindful of:

- Lack of diversity within the professions.
- Canadian workplace culture – focus is on independence and initiative.
- Different norms, beliefs, values and behaviors.

Supervisor Accountability – Cultural Safety

Practical
considerations
in culturally
safe
supervision

Mindful of...

- Differences in social location and individual experiences can influence service provision.
- Use of dominant culture norms for evaluation.
- Feedback.
- Realities – additional stressors of racialized individuals.

Culturally Safe Supervision

Practical Suggestions

1. Seek knowledge, respectfully.

Ask open-ended questions about the supervisee's culture

✗ Don't assume knowledge

2. Sharing experiences about working with different cultures.

3. Acknowledging own level of experience with different cultures.

e.g. "I haven't worked extensively with X cultural group, but I'm eager to learn from your experiences."

4. "Dominant culture" expectations.

5. Tools to support culture.

6. Enact structural changes. (SoP 4.6)

e.g. Safe reporting systems, policies and procedures to support an inclusive workplace.

- See the 'multicultural supervision inventory' section in the course.

Supervisor Accountability – Learning & Supervision Styles

- Learning and supervision styles of both individuals in the supervisory context must be recognized.

'Learner-focused'

Supervisees are independent and self-directed

- Supervision relationship is more informal
- Activity planning is collaborative
- Uses experiential teaching (e.g., hands-on practice) and independent study
- Often relies on supervisee's self-assessment

'Expert-focused'

Supervisees are dependent on supervisor

- Supervision relationship is formal and hierarchical
- Activity planning is conducted by the supervisor
- Uses transmittal teaching techniques (e.g., lectures, assigned readings)
- Supervisor evaluates supervisee

Learning & Supervision Styles

A more **learner-focused supervisor** may perceive an **expert-focused supervisee** as:

- Lacking motivation to learn
- Lacking initiative
- Having poor critical thinking skills

A more **expert-focused supervisee** may view a **learner-focused supervisor** as:

- Lacking professional knowledge
- Behaving unprofessionally
- A poor teacher

Open and honest conversations about learning and supervisory styles and preferences may help the supervisor and supervisee find a happy medium for supervision!

Supervisor Accountability – Client and Family Centered Care

A client and family centered approach is expected in service provision:



CLIENT & FAMILY-CENTERED

Expert offers knowledge, expertise, and recommendations; client is responsible for analyzing and evaluating information offered by expert and making informed decisions about their own care. Clients, as well as their families and care partners, may expect to be closely involved in their care, including decision-making processes and formal decisions.



EXPERT FOCUSED

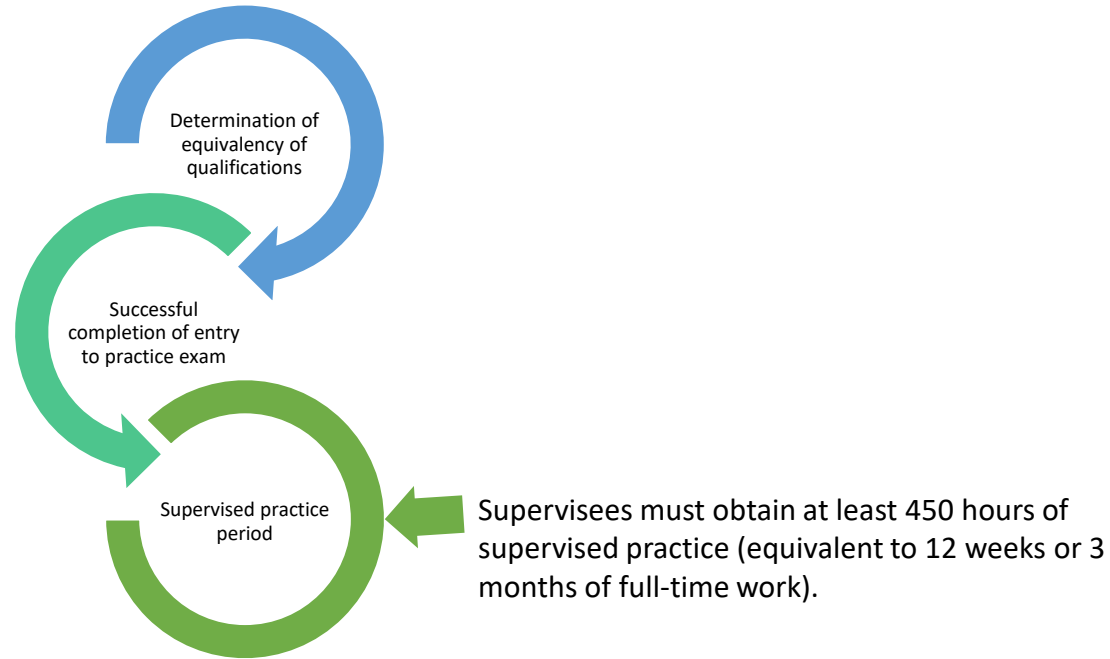
Expert is responsible for imparting knowledge and making decisions; client is responsible for accepting the knowledge shared and decisions made about their care by the expert.



ACSLPA's Supervised Practice Period

- Internationally-educated

The ACSLPA
registration process
for internationally
educated applicants



Why a Supervised Practice Period?



- To ensure supervisees have the knowledge and skills required to practice their profession in Alberta.

Protect the public: The supervised practice period helps ACSLPA meet its mandate for public protection by taking steps to ensure that new registrants can provide competent, safe, and ethical care.

- It's also intended to be a **supportive process** for supervisees to:
 - ✓ Gain **hands-on experience** with a designated experienced professional,
 - ✓ Develop an **understanding** of Alberta's practice systems and **legislation**,
 - ✓ Build professional **connections and networks**,
 - ✓ Be prepared and experience **success**, ready for independent practice.

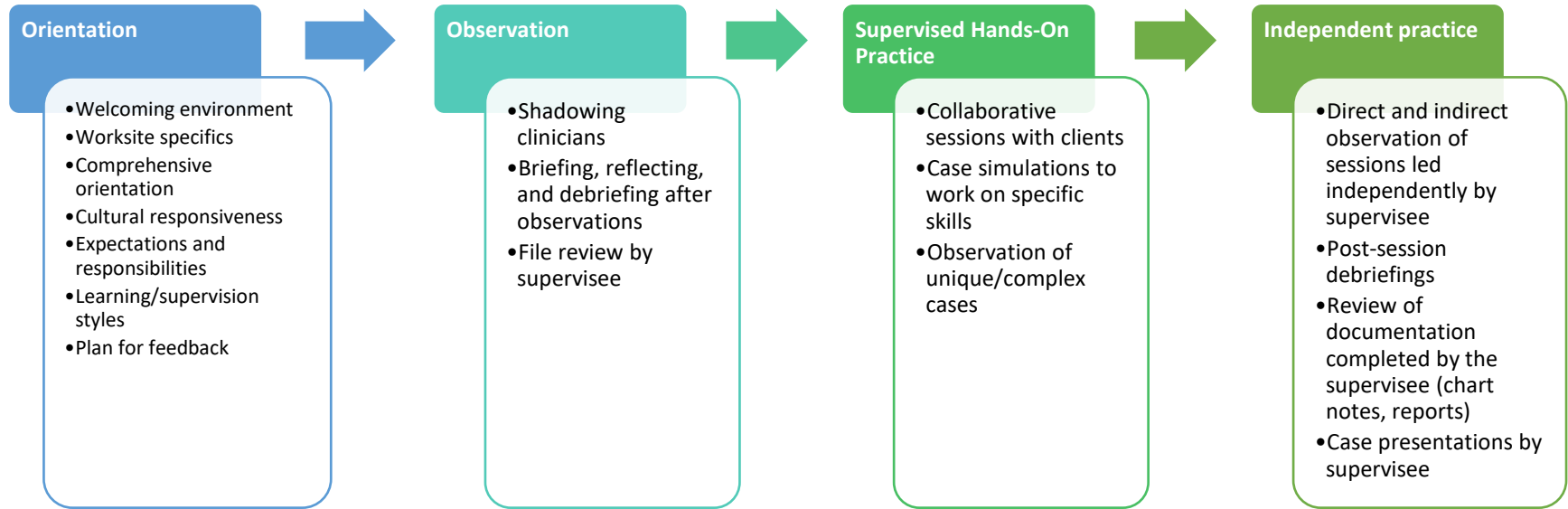
Keep in Mind



Supervising an internationally educated applicant is not the same as supervising a student!

- We assume these supervisees already have the competencies to do the job, although there will be variability between individuals.
- The beginning phase of supervision is important for establishing the details required for an individual to succeed in supervised practice.

Supervised Practice Period – Suggested Progression



The duration of each stage will be dependent on supervisee's level of readiness, prior experience, etc.

FAQs



“Can anyone registered with ACSLPA be a supervisor?”

No...

An approved supervisor (in the case of internationally-educated applicants) must :

- be on the ACSLPA General Register with a valid practice permit;
- have a minimum of 3 years of clinical experience in their respective profession with an understanding of the Alberta practice environment (preferably with a minimum of one year of recent experience practicing in Alberta);
- be of good character and reputation;
- be in good standing with ACSLPA and not be subject to any complaints or investigations at the time of the supervision; and
- be approved as a supervisor by the Registrar



“Can supervision occur remotely?”

Not typically allowed. However, some virtual supervision within Alberta could be considered on a case-by-case basis.

Additional Resources

➤ Take some time to learn about:

- **Conflict Management**

- e.g., [Successfully Navigating Conflicts](#) from the Preceptor Education Program for Health Professionals and Students

➤ ACSLPA's Standards of Practice: 4.4 Clinical Supervision, 4.6 b) c) Human Resources Management

➤ Multicultural Supervision Inventory (MSI)

➤ ACSLPA's Guidelines:

- ['Anti-Racist Service Provision for Speech-Language Pathologists and Audiologists'](#) (specifically pages 25-31 relating to supervision strategies)
- ['Speech-Language Pathologists' and Audiologists' Guideline for Working with Support Personnel'](#) (Appendix D 'communications style inventory')

Questions?

- Email ACSLPA via the “contact us” on the website.



Survey

Post-Webinar Survey: Clinical
Supervision - Tips and
Requirements



**Thank you
for attending!**