

Appendix E: Self-Assessment of Competencies in Supervision

Name:

Setting:

Date Completed:

As noted on ASHA's Clinical Education and Supervision Practice Portal, "the clinical education process incorporates self-assessment on the part of the student clinician *and* the clinical educator. Self-assessment enhances professional growth and development and provides an opportunity for each person to identify goals and determine whether these goals are being met." This tool was developed by the 2016 ASHA Ad Hoc Committee on Supervision Training (AHCST) to assist all audiologists and speech-language pathologists engaged in supervision in conducting a self-assessment of the knowledge and skills for supervision identified by the Ad Hoc Committee on Supervision (ASHA, 2013). Use this tool to rate your competencies and to develop your goals for training in order to improve your abilities as a clinical educator, preceptor, mentor, or supervisor.

Instructions: Put a checkmark in the box that describes your perceived level of competency for each of the overall knowledge and skills listed on pages 2–6. These items pertain to all audiologists and speech-language pathologists engaged in supervision. The items listed on pages 7–11 are knowledge and skills that are specific to five constituent groups—that is, clinical educators of graduate students, preceptors of audiology externs, mentors of Clinical Fellows, supervisors of support personnel, and supervisors of those individuals transitioning to a new area of practice or those reentering the profession (ASHA, 2013). Complete the self-assessment only for the group(s) for which you engage in supervision. On the final page is space for you to plan any needed training in supervision that is based on your goals.

Example: If you are a mentor of a Clinical Fellow, you would assess your competency on the items listed on pages 2–6 as well as your competency on the additional items listed on page 9.

Acknowledgments: The 2016 AHCST would like to acknowledge two sources that served as examples of formats for this tool: *The American Occupational Therapy Association Self-Assessment Tool for Fieldwork Educator Competencies* and *The Clinical Educator Self-Evaluation Tool: Clinical Instruction Strategies* (Reuler, Messick, Gavett, McCready, & Raleigh, 2011).



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Rating Scale			
0	1	2	3
Not Yet	Occasionally/ <i>Just Starting</i>	Frequently but Sporadically/ <i>Getting There</i>	Consistently/ <i>Got It!</i>

I. Supervisory Process and Clinical Education	0	1	2	3
A. I possess knowledge of collaborative models of supervision.				
B. I possess knowledge of adult learning styles.				
C. I possess knowledge of teaching techniques (e.g., reflective practice, questioning techniques).				
D. I define the supervisor and supervisee roles and responsibilities appropriate to the setting.				
E. I adhere to research/evidence-based practice, convey that information/analysis to the supervisee, and encourage the supervisee to seek applicable research and outcomes data and to use methods for measuring treatment outcomes.				

What are your strengths and items needing improvement in this area?

What are your goals to improve your competencies in this area?

Rating Scale			
0	1	2	3
Not Yet	Occasionally/ <i>Just Starting</i>	Frequently but Sporadically/ <i>Getting There</i>	Consistently/ <i>Got It!</i>

II. Relationship Development and Communication Skills	0	1	2	3
A. I develop a supportive and trusting relationship with supervisee.				
B. I create an environment that fosters learning, and I explore personal strengths and needs of supervisee.				
C. I transfer decision-making and social power to the supervisee, as appropriate.				
D. I educate the supervisee about the supervisory process.				
E. I define expectations, goal setting, and requirements of the relationship.				
F. I define and demonstrate expectations for interpersonal and modes of communication.				
G. I define and demonstrate evidence of cultural competence and appropriate responses to different communication styles.				
H. I demonstrate recognition of and access to appropriate accommodations for supervisees with disabilities.				
I. I engage in difficult conversations when appropriate regarding supervisee performance.				
J. I demonstrate use of technology, when appropriate, for remote supervision.				

What are your strengths and items needing improvement and goals in this area?

What are your goals to improve your competencies in this area?

Rating Scale			
0	1	2	3
Not Yet	Occasionally/ <i>Just Starting</i>	Frequently but Sporadically/ <i>Getting There</i>	Consistently/ <i>Got It!</i>

III. Establishment/Implementation of Goals	0	1	2	3
A. I develop goals/objectives with the supervisee that allow for growth in critical thinking and problem solving.				
B. I set personal goals to enhance supervisory skills.				
C. I observe sessions, and I collect and interpret data with the supervisee.				
D. I give the supervisee objective feedback to motivate and improve performance.				
E. I understand the levels and use of questions to facilitate learning.				
F. I adjust supervisory style based on level and needs of supervisee.				
G. I review relevant paperwork and documentation.				

What are your strengths and items needing improvement in this area?

What are your goals to improve your competencies in this area?

Rating Scale			
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IV. Analysis and Evaluation	0	1	2	3
A. I examine collected data and observation notes to identify patterns of behavior and targets for improvement.				
B. I assist the supervisee in conducting self-reflections until independence is achieved.				
C. I assess supervisee performance.				
D. I determine if progress is being made toward the supervisee's goals.				
E. I modify or add to goals if needed.				

What are your strengths and items needing improvement and goals in this area?

What are your goals to improve your competencies in this area?

Rating Scale			
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V. Clinical and Performance Decisions	0	1	2	3
A. I model/guide the supervisee to respond to ethical dilemmas.				
B. I model/guide the supervisee to apply regulatory guidance in service delivery.				
C. I model/guide the supervisee to access payment/reimbursement for services.				
D. I guide the supervisee in use of reflective practice techniques to modify performance.				
E. I provide guidance regarding both effective and ineffective performance.				
F. I determine if progress is being made toward goals.				
G. I identify issues of concern about supervisee performance.				
H. I create and implement plans for improvement.				
I. I assess the supervisee's response to plans and determine next steps.				

What are your strengths and items needing improvement in this area?

What are your goals to improve your competencies in this area?

Rating Scale			
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VI. Specific Additional Competencies for Clinical Educators of Graduate Students	0	1	2	3
A. I connect academic knowledge and clinical procedures.				
B. I sequence the student's knowledge and skills development.				
C. I facilitate the student's ability to respond to various clinical settings and supervisory expectations.				
D. I build professional identity and engagement.				
E. I facilitate the student's use of information to support clinical decision making and problem solving.				
F. I understand the relationship defined by the agreement between the university and the clinic site, and I adhere to the requirements (when applicable).				

What are your strengths and items needing improvement in this area?

What are your goals to improve your competencies in this area?

Rating Scale			
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VII. Specific Additional Competencies for Preceptors of Audiology Externs	0	1	2	3
A. I understand the relationship defined by the agreement between the university and the clinic site, and I adhere to the requirements.				
B. I develop a multifaceted experience for the extern within the scope of the profession.				
C. I serve as an effective liaison in the relationship between the university, the student, and the facility.				
D. I provide ongoing assessment and objective (data-based) feedback, including the use of any reporting tools provided by the university.				
E. I allow the student to develop increasing independence in the externship.				
F. I collaborate with other supervisors, where and when applicable, to ensure meaningful and relevant educational experiences for the student.				
G. I guide the student in reflective practice (goal setting, self-monitoring, knowing when to request immediate vs. delayed supervisory intervention, and using data to guide clinical decisions) to encourage flexibility, growth, and independence.				
H. I facilitate the student's use of information to support clinical practice (problem solving, accessing evidence-based tools/information, and engaging in professional development).				
I. I assist in the development of workplace navigation skills, including becoming a part of the team and adhering to the policies and procedures of the facility.				
J. I establish and maintain professional boundaries and appropriate relationships.				
K. I foster a professional identity and engagement.				
L. I guide the student in developing advocacy skills for clients, for the student him/herself, and for the profession.				

What are your strengths and items needing improvement in this area?

What are your goals to improve your competencies in this area?

Rating Scale			
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Not Yet	Occasionally/ <i>Just Starting</i>	Frequently but Sporadically/ <i>Getting There</i>	Consistently/ <i>Got It!</i>

VIII. Specific Additional Competencies for Mentors of Clinical Fellows in Speech-Language Pathology	0	1	2	3
A. I accept and adhere to ASHA roles and responsibilities for mentoring Clinical Fellows (reference the <i>Roles and Responsibilities of CF Mentor</i> document from ASHA).				
B. I establish goals for the Clinical Fellowship (CF) experience through a collaborative process of development/assessment.				
C. I provide appropriate balance of direct observation and other monitoring activities consistent with the Clinical Fellow's skills and goals while maintaining compliance with ASHA CF guidelines.				
D. I provide ongoing assessment and objective (data-based) feedback, including the use of any required reporting tool.				
E. I provide opportunities to achieve independence in the workplace.				
F. I guide the Clinical Fellow in reflective practice (goal setting, self-monitoring, knowing when to request immediate vs. delayed intervention, and using data to guide clinical decisions) to encourage flexibility, growth, and independence.				
G. I facilitate the Clinical Fellow's use of information to support clinical practice (problem solving, accessing evidence-based tools/information, and professional development).				
H. I assist in the development of workplace navigation skills, including becoming a part of the team and adhering to the policies and procedures of the facility.				
I. I establish and maintain professional boundaries and appropriate relationships.				
J. I foster a professional identity and engagement.				
K. I guide the Clinical Fellow in developing advocacy skills for clients, for the Clinical Fellow him/herself, and for the profession.				

What are your strengths and items needing improvement in this area?

What are your goals to improve your competencies in this area?

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IX. Specific Additional Competencies for Supervisors of Support Personnel	0	1	2	3
A. I model and develop appropriate relationships with the support personnel and within the organizational structure.				
B. I understand, and communicate to others in the setting, respective roles and responsibilities, including appropriate ASHA guidelines and state regulations.				
C. I facilitate collaboration with multiple/joint supervisors.				
D. I adapt to changes in the service delivery environment.				
E. I hold appropriate credentialing for the professional and supervisory roles.				
F. I assign responsibilities to support personnel on the basis of skills assessment.				
G. I analyze existing skills of the support personnel.				
H. I match/develop skills with job assignments.				
I. I delegate responsibilities effectively.				
J. I evaluate support personnel through performance-based measures rather than developmental assessment.				
K. I conduct ongoing and measurable competency assessment.				
L. I identify needs for basic and continuing education, and I develop a plan.				
M. I know and ensure compliance with state, federal, regulatory, and ASHA guidelines for duties and responsibilities, reimbursement, and legal and ethical repercussions in relation to the scope of practice of the supervisor.				
N. I facilitate efficiency, team building, and interprofessional relationships.				
O. I focus on client-centered care.				
P. I empower support personnel to work at their top potential and to continue to develop relevant additional skills.				

What are your strengths and areas needing improvement in this area?

What are your goals to improve your competencies in this area?

Rating Scale			
0	1	2	3
Not Yet	Occasionally/ <i>Just Starting</i>	Frequently but Sporadically/ <i>Getting There</i>	Consistently/ <i>Got It!</i>

X. Specific Additional Competencies for Supervisors of Individuals Transitioning to a New Area of Practice or Reentering the Profession	0	1	2	3
A. I explore existing skills and knowledge, including transferable skills.				
B. I identify the need for continuing education and training, and I develop a plan for achieving necessary skills/knowledge.				
C. I assist in the development of workplace navigation skills, including becoming part of the team and adhering to the policies and procedures of the facility.				
D. I promote self-reflection to learn new skills and hone existing skills.				
E. I provide ongoing collaborative assessment.				

What are your strengths and items needing improvement in this area?

What are your goals to improve your competencies in this area?

PLAN FOR CONTINUING EDUCATION

Competency Areas to Be Addressed <i>(include constituency group, where applicable)</i>	Independent Study	Academic coursework	Conference presentation	Publication	Mentorship	Other	Date Training Completed

References

American Occupational Therapy Association. (2009). *Self-assessment tool for fieldwork educator competency*. Available from [http://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20\(2009\).pdf](http://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20(2009).pdf)

American Speech-Language-Hearing Association. (n.d.). *Clinical Education and Supervision* (Practice Portal). Available from [http://www.asha.org/Practice-Portal/Professional-Issues/Clinical- Education-and-Supervision/](http://www.asha.org/Practice-Portal/Professional-Issues/Clinical-Education-and-Supervision/)

American Speech-Language-Hearing Association. (2013). *Knowledge, skills and training consideration for individuals serving as supervisors* [Final report, Ad Hoc Committee on Supervision]. Available from <http://www.asha.org/uploadedFiles/Supervisors-Knowledge-Skills-Report.pdf> [PDF]

American Speech-Language-Hearing Association. (May 2016). *A plan for developing resources and training opportunities in clinical supervision* [Final report, Ad Hoc Committee on Supervision Training]. Available from www.asha.org

Reuler, E., Messick, C., Gavett, E., McCready, V. & Raleigh, L. (2011, March). *Evidence-based practice for clinical education: What do we know and what can we do?* Proceedings of the Annual Conference of the Council of Academic Programs in Communication Sciences and Disorders, St. Pete Beach, FL.

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