



POSITION STATEMENT

SUPERVISION OF STUDENTS OF AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY

APPROVED 2002

REFORMATTED May 2014

CASLPO is committed to supporting members who provide on-site education to audiology and speech-language pathology students. Members who supervise students are responsible for all patient/client services provided by the student and are expected to adhere to the supervision requirements set out in this position statement.

ASSUMPTIONS

Audiologists or Speech-Language Pathologists who supervise students in their profession function as clinical educators. In the body of this position statement, the term 'member' refers to audiology and speech-language pathology clinical educators. The member shall:

- be familiar with students' learning objectives and with their curriculum; including course content, program philosophy and expectations;
- orient the student to the facility, department, and/or program (including equipment, protocols and documentation requirements) and to the specific condition, needs and/or goals of individual patient/clients;
- ensure that duties assigned are commensurate with the student's level of education, ability, experience, comfort level and learning style, as well as the complexity of the environment/practice setting;
- provide feedback to the student regarding performance on a consistent, timely basis, based on the criteria established by the respective university program;
- ensure that informed consent is obtained from the patient/client or substitute decision maker, prior to the student initiating direct care with the patient/client;
- discontinue a student placement when the member, in the best interests of the public, deems such action to be appropriate.

GUIDING PRINCIPLES

- The member is responsible for all patient/client services provided by students; including initial evaluations, the development, evaluation and modification of treatment plans, recommendations, and discharge planning.
- If supervising a student, a member must be registered with CASLPO, in good standing without terms, conditions and limitations in either the general or academic membership categories. The member must be comfortable assessing their own skills and abilities such as on the Self-Assessment Tool as well as evaluating the skills and abilities of others. The member should agree to act as clinical educator only in areas of clinical practice where the member is competent.

1. The member accepts responsibility for judging the knowledge, skills and abilities of the students prior to assigning client/patient responsibilities. To facilitate this process, the member must review and utilize materials to be provided by the student. The student should be requested to provide university goals and objectives, course outlines, a clinical curriculum vita including an outline of the student's previous clinical experience.
2. The member and the student should meet to jointly formulate clear, objective and measurable goals to be used in the evaluation process, prior to the student providing clinical service. The goals should be measured using a schedule to be determined jointly by the supervisor, the university and the student.
3. The member shall endeavor to provide an environment that will facilitate learning and clinical growth.

DETERMINING THE AMOUNT OF SUPERVISION REQUIRED

- The member must always directly supervise a student's patient/client contact a minimum of 1/3 of the time.
- The amount of supervision a student will need over the required minimum will depend on the type of task assigned, the patient/client population and the competence of the student.
- For interventions performed by students, which carry a significant risk of harm, 100% direct supervision must be provided. Examples of such tasks would include but not be limited to:
 - taking an initial case history
 - communicating results and recommendations following an initial assessment
 - dysphagia assessment
 - ear mold impressions
 - participating in hearing aid prescription procedures
 - cerumen management

For tasks other than those covered in 3, the member should normally be on site or delegate to an on-site alternate member who meets the requirements for student supervision. If the member or alternate cannot be on site, they must be readily available to speak to the student to provide assistance as necessary, in the best interest of the patient/client.

REQUIREMENTS

- To avoid confusion or misrepresentation, individuals completing clinical placements should use a title that clearly identifies them as students in audiology and speech-language pathology.
- Students must wear nametags that include their names and titles.
- Client records and related documentation written or completed by the student must include the student's full name and title. All written work must be co-signed by the supervising member.
- Members are responsible for the work of the student. Complaints regarding the conduct or actions of a student could result in an investigation of the supervising member by the College.
- A student can participate in performing the controlled act for hearing aid prescription under the direct supervision of an audiologist. The ultimate decision for the prescription of a hearing aid remains the responsibility of the supervising audiologist.

DEFINITIONS

- Direct supervision - on-site, in-view observation, formal feedback and guidance by the member while a student performs an assigned activity.
- Clinical supervision - the tasks and skills of clinical teaching related to the interaction between a clinician and a client/patient.

BACKGROUND

The College of Audiologists and Speech-Language Pathologists of Ontario strongly encourages members to participate in the preparation of university students studying audiology and speech-language pathology. The education and training of audiologists and speech language pathologists requires learning in both the classroom and in the practice setting. While the classroom training is provided in the university setting, a student must receive clinical training from a general member. CASLPO strongly encourages its members to provide on site education to student clinicians.

REFERENCES

College of Physiotherapy of Ontario. "Guidelines for Supervision of Students"

College of Audiologists and Speech-Language Pathologists of Ontario. "Guidelines for the Use of Supportive Personnel", June, 1997.

College of Audiologists and Speech-Language Pathologists of Ontario.

Registration Guide for Initial Registrants, 2001.

American Speech- Language- Hearing Association. "Clinical Supervision in Speech-Language Pathology and Audiology". Relevant paper.

American Speech- Language- Hearing Association. "Preparation Models for the Supervisory Process in Speech-Language Pathology and Audiology". Relevant paper.

College of Physicians and Surgeons of Ontario. "Guidelines for Supervision of Medical Student".