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# Knowledge, Skills, and Competencies for Supervision

## INTRODUCTION

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Feedback and reflection is a key component of professional growth—for supervisees *and* supervisors. Self-assessment plays a vital role in improving the skills of clinical educators, preceptors, mentors, and supervisors, and this course will provide the opportunity for clinicians to explore their own competencies in supervision based on the results of a self-assessment tool. The course will discuss specific competencies from five overall knowledge and skill areas and give participants the opportunity to brainstorm and share scenarios. Participants will walk away with specific goals to improve their knowledge, skills, and competencies in supervision.

## LEARNING OUTCOMES

*You will be able to:*

- describe how critical reflection supports the professional growth of both the supervisee *and* supervisor
- develop self-directed goals to improve identified competencies in supervision

## PROGRAM HISTORY and IMPORTANT INFORMATION

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**Original program date:** July 25, 2017

**End date:** July 26, 2021

To earn continuing education credit, you must complete and submit the learning assessment on or before **July 26, 2021**.

To see if this program has been renewed after this date, please search by title in ASHA's online store at [www.asha.org/shop](http://www.asha.org/shop).



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.1 ASHA CEUs (Intermediate level, Related area).

## STATEMENT ON EVIDENCE-BASED PRACTICE

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It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*

## FACULTY

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**Melanie W. Hudson, MA, CCC-SLP**, is a director at EBS Healthcare. She has more than 30 years of experience as a speech-language pathologist in public schools, private practice, and university settings. She is an ASHA Fellow and currently serves on the ASHA Board of Directors as Chair of the Speech-Language Pathology Advisory Council. She has served on the ASHA Board of Ethics and on ASHA's Board of Special Interest Group Coordinators as the Coordinator for SIG 11, Administration and Supervision. She also served on ASHA's Ad Hoc Committee on Supervision in 2013. She is co-editor and chapter author for the 4th edition of *Professional Issues in Speech-Language Pathology and Audiology*, (Lubinski & Hudson; Delmar, Cengage Learning, 2013). She is a former president of the Georgia Speech-Language-Hearing Association and received the Honors of the Georgia Speech-Language-Hearing Association award in 2014 as well as the Hull Leadership Award in 2017. She currently serves on the Georgia Board of Examiners for Speech-Language Pathology and Audiology. Hudson presents on a variety of topics related to school-based services, autism spectrum disorder, clinical education (supervision and mentoring), and professional ethics.



### *Financial Disclosures*

- Financial compensation from ASHA for this presentation

### *Nonfinancial Disclosures*

- Member of ASHA's Board of Directors