Clinical and Research Topics in Supervision
SIG 11

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by Jennifer W. Meansa and Casey McCaffrey

A Preliminary Investigation in the Use of Questions by Clinical Educators When Working With First- and Final-Year Speech-Language Pathology Students by Kate J. Cook, Cheryl K. Messick, Ruth M. A. Ramsay, and Gina D. Tillard

Rethinking Assessment of Student Clinician Learning: A Collaborative Faculty Effort by Allison M. Meder and Jane R. Wegner
INTRODUCTION

These Perspectives (SIG 11) articles outlined how using real-time digital recordings of student sessions can support students' ability to self-evaluate, collect data, and prepare for therapy; provided data regarding the use of low-level vs. high-level questions with first- and final-year graduate students; and described a pilot project involving observation-based formative assessment tools for faculty use during clinical supervision.

LEARNING OUTCOMES

You will be able to:

- describe how graduate student clinicians view the benefits of video and Bluetooth technology during the evaluation-feedback supervisory process
- summarize how clinical educators working with students use questions during supervision
- describe a collaborative clinical faculty effort to develop formative assessment tools and describe implementation outcomes based on faculty perceptions

PROGRAM HISTORY

Start date: November 15, 2019
Available through: November 13, 2022

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before November 13, 2022.

This course is offered for 0.20 ASHA CEUs (Intermediate level, Professional area).