
Supervision in the Era of COVID-19: Tips from a Trauma-Informed Perspective (SIG 11)

INTRODUCTION

This course discusses the challenges of speech-language service provision and supervision during the COVID-19 pandemic, focusing on the needs of clients, supervisees, and clinicians themselves. The pandemic has created many professional challenges for SLPs, including the need to quickly adjust to telepractice for service delivery and supervision, emotional stressors and trauma that may exacerbate clients' communication difficulties, and vicarious traumatization of clinicians themselves. The speaker discusses mindfulness, presence, and self-regulation as tools to enhance and adapt speech-language intervention and supervision in the current reality.

This course is part of the SIGnature Series, a collection of courses developed by volunteers from ASHA's Special Interest Groups, who share practical, evidence-based suggestions and solutions based on their in-depth knowledge, clinical experiences, and passion for their specialty areas. This course was developed by SIG 11: Administration and Supervision.

LEARNING OUTCOMES

You will be able to:

- Describe three techniques to engage clients during highly stressful times
- Identify three aspects of trauma-informed supervision that will enhance supervisees' work with their clients
- Discuss two aspects of emotional readiness and self-awareness SLPs can use to self-assess before they begin a speech-language treatment session

PROGRAM HISTORY and IMPORTANT INFORMATION

Original program recording: October 2020

End date: October 1, 2025

To earn continuing education credit, you must complete and submit the learning assessment on or before **October 1, 2025**.



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 0.15 ASHA CEUs (Intermediate level, Professional area).

FACULTY

Carol Falender, PhD, is a psychologist and author of multiple books and peer reviewed journal articles on clinical supervision. She is co-author of *Supervision Essentials for the Practice of Competency-Based Supervision* (APA, 2017); *Clinical Supervision: A Competency-based Approach*, 1st and 2nd editions (APA, 2004, 2021); and, with Edward Shafranske, *Getting the Most Out of Clinical Supervision: A Guide for Interns and Trainees* (APA, 2012). Falender is co-editor of *Casebook for Supervision: A Competency-based Approach* (APA, 2008) with Edward Shafranske; *Multiculturalism and Diversity in Clinical Supervision: A Competency-based Approach* (2014) with Edward Shafranske and Celia Falicov; and *Consultation in Psychology: A Competency-based Approach*. She was a member of the Association of State and Provincial Psychology Boards Supervision Guidelines Group and Chair of the Supervision Guidelines Task Force of the Board of Educational Affairs of APA. She directed APA-approved internship programs at child and family clinics for more than 20 years. She is an Adjunct Professor at Pepperdine University and Clinical Professor in the UCLA Department of Psychology and has provided training to multiple disciplines on trauma-informed and competency-based supervision. She is a fellow of Divisions 37, 29, and 43 of the American Psychological Association. She received the APA 2018 Distinguished Career Contributions to Education and Training in Psychology Award.



Financial Disclosures

- Complimentary ASHA Learning Pass subscription from ASHA for this presentation
- Author royalties from the American Psychological Association

Nonfinancial Disclosures

- None