PURPOSE: The purpose of this research was to determine: (1) the use of the supervisors’ time, (2) determine the supervisors’ current roles, and (3) determine changes in the supervisor’s roles in the past seven years.

METHODOLOGY: Five clinical faculty members working in a university speech-language pathology training program used a modified version of the time-task analysis data sheet from the prior study conducted in 1999. This checklist was used to account for time used in each activity per fifteen minute interval. Each participant provided data that was collected for two week intervals at the beginning, middle, and end of a semester.

RESULTS: Due to the changes initiated by ASHA and VSU regarding graduate class sponsors and completing the KASA, the supervisors’ responsibilities in the areas of advising increased. In addition to the changes in advising, supervisors are now required to observe the graduate clinician at least once during each of his/her student teaching and extern experience and must complete a mandatory Livetext observation instrument for the College of Education. These changes greatly increased supervisory duties/responsibilities in this area.

CONCLUSIONS: These mandated changes have increased the supervisors’ responsibilities; however, their primary role continues to be clinical in nature. Faculty supervisors are still observing more than the mandated 25% of therapy and greater than 50% of diagnostics as required by ASHA. In conclusion, with the new advising and required documentation of the students’ clinical skills and knowledge in coursework, Valdosta State University’s Department of Communication Disorders can actually provide evidence that the graduate students will meet the new ASHA requirements for their graduation and certification. For further information, contact us at lmcole@valdosta.edu.

References:

