



# LACASE

Los Angeles County Administrators of Special Education

## SLP Supervision Training

Making a Difference: Incorporating Generational Diversity into Clinical Instruction, Supervision, and Mentoring

**Date: October 22, 2010**

**Presenter: Paige Shaughnessy, PhD, CCC-SLP**

**Where: Sycamore Centre, Maple Room, 5000 Clark Ave, Lakewood, CA, 90712**

Cost: \$30.00 before Oct 1, 2010 and \$60 Oct 1-15, 2010.

\$65 at the door, subject to space availability. Same price for one or both training's.

Overview of training: The purpose of this two-part conference is to equip speech-language pathologists with the tools necessary to provide appropriate and effective clinical instruction to student clinicians, mentorship of new professionals, and supervision of speech-language pathology assistants.

### **PROGRAM TIMELINE:**

#### **Part I (Intermediate)**

- 7:30 Registration
- 8:15 Opening remarks
- 8:30 Definitions and essential functions - supervision, clinical instruction, and mentoring
- 9:00 Ethical and legal issues related to roles and responsibilities
- 9:45 Management of generational differences (values versus style)
- 10:00 Interactive activity – developing training strategies
- 11:15 Q & A
- 11:30 Adjourn Submit Evaluation Forms and Pick up Certificates

#### **Part II (Intermediate)**

- 12:30 Registration
- 12:45 Opening Remarks
- 1:00 Communication styles
- 2:00 Clash of the generations, characteristics of the “new” generation
- 2:45 Generational differences, defined by events and trends
- 3:45 Q & A
- 4:00 Adjourn Submit Evaluation Forms and Pick up Certificates



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## Course Objectives/Summary/Description:

**Part I (Intermediate).** Participants will be guided through the process of identifying activities and strategies that facilitate effective supervision, instruction, and mentoring, and instruction will clearly define the ethical and legal responsibilities of speech-language pathologists in these roles. Focus will be on identifying generational value and style differences and developing strategies for working within these diverse parameters. Part I is appropriate for participants who have attended Dr. Shaughnessy's six-hour workshop on generational differences.

**Part II (Intermediate).** The concept of generational differences has taken on new significance in the past decade. Generations have always had their differences, but never before have there been four generations trying to coexist in the same learning and working environment. This interactive conference examines events and trends that shape generational values, and addresses generational differences between today's students and young professionals, and those who teach, supervise, and mentor them. It includes opportunities for discussion and hands-on projects, and focuses on ideas for transforming generational challenges into opportunities for growth.

Parts I plus II are appropriate for participants who need the initial six-hours of supervision training.

Parts I and II each stand alone and either one of them will qualify as SLP follow-up training. Each one of these 3 hour follow-up training's will allow SLPs to supervise candidate(s) doing their Required Professional Experience and/or to supervise Speech Language Pathology Assistants.

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## Guidelines from the Speech Language Pathology and Audiology Board:

### Speech-language pathologists planning to supervise the RPE:

- must complete not less than six (6) hours of continuing professional development in supervision training prior to assuming responsibility as a RPE supervisor
- must complete three (3) hours of continuing professional development in supervision training every four (4) years thereafter.

[http://www.slpad.ca.gov/board\\_activity/laws\\_regs/lawsregs\\_update.shtml](http://www.slpad.ca.gov/board_activity/laws_regs/lawsregs_update.shtml)

### Speech-language pathologists planning to supervise the SLPA:

- must complete not less than six (6) hours of continuing professional development in supervision training in the initial two-year period from commencement of supervision
- must complete three (3) hours of continuing professional development every two (2) years thereafter.

[http://www.slpad.ca.gov/board\\_activity/laws\\_regs/index.shtml](http://www.slpad.ca.gov/board_activity/laws_regs/index.shtml)



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## Learner Outcomes:

### Part I (Intermediate):

- Participants will differentially define “supervision,” “clinical instruction,” and “mentoring,” and list activities that facilitate professional growth.
- Participants will differentially identify California licensing board regulations and continuing professional development guidelines for supervisors of SLPAs and RPE.
- Participants will identify ASHA guidelines for mentoring the clinical fellow.
- Participants will identify the essential functions of effective supervision.
- Participants will define critical values and behavioral differences between generations.
- Participants will develop training strategies to facilitate professional growth in supervisees and mentees.

### Part II (Intermediate):

- Participants will identify their own communication styles and develop strategies for using knowledge of communication styles of others to resolve differences.
- Participants will identify the events and trends that shape generational attitudes and behavioral characteristics.
- Participants will describe how insight into generational differences can be used to promote effective clinical instruction and mentoring.

## About the Presenter:

**Paige Shaughnessy, Ph.D.** has been a faculty member in the Department of Communication Sciences and Disorders at Loma Linda University for 18 years. She is the director of the graduate program, and teaches the graduate courses in adult language disorders, traumatic brain injury, motor speech disorders, and graduate portfolio. In 2005 she directed the development and implementation of guidelines for assessing student clinicians’ knowledge and skills to meet the new ASHA requirements for clinical certification. Until two years ago, she was also the clinical coordinator. In that role, she regularly interacted with clinical instructors and supervisors, and has spent nearly a decade presenting seminars and workshops on clinical supervision. More recently, she launched her own study of generational differences in the classroom and workplace, and has incorporated what she learned into her seminars on supervision. In 2001 she co-developed a program for speech-language pathology assistants at LLU and Crafton Hills College.

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**Speech Language Pathology California State and ASHA CEUs available.**

**Three hours of SLPs Continuing Education Credits in the morning and 3 hours in the afternoon:**

Licensed Speech Language Pathologists receive three (3.0) or six (6.0) hours of Continuing Education Professional Development credit as required by the California Speech Language Pathology and Audiology Board. These credits have no effect on pay scales and salary advancement. They only affect state licensure for SLPs and Audiologists. Jane Moir, LACOE PDP19.

**Bring your California SLP license number to the conference for State CEUs.**



**LACOE Division of Special Education-SLP Programs** 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.

Up to 0.6 ASHA CEUs (Professional area) are offered for both the morning and afternoon sessions.

**Bring your ASHA account number to the conference for ASHA CEUs.444**

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## Registration Form

No Purchase Orders, No Credit/Debit Cards, No Refunds.

No registration confirmation will be sent.

Lunch is on your own at one of the many restaurants in the area.

To register, please make your checks payable to LACASE and mail to:

LACASE,

c/o SCV SELPA, 24930 Avenue Stanford, Santa Clarita, CA 91355



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Please reserve a seat for me in:

\_\_\_\_\_ Part I, 8:00-11:30am (3 hours CEU)

\_\_\_\_\_ Part II 12:30-4:00pm (3 hours CEU)

\_\_\_\_\_ Both Part I and Part II (6 hours CEU)

Name: \_\_\_\_\_

District: \_\_\_\_\_

Title: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Note: The registration fee is the same whether you attend one or both sessions.

\$30.00 before Oct 1, 2010 / \$60.00 Oct 1-15, 2010 /

Pay at the door \$65 as space is available—bring check or cash

**Register and Mail Payment no later than: Oct 15, 2010**