**Introduction**
- Clinical education is considered to be a “distinct area of expertise and practice” (ASHA, 1985) with ASHA’s most recent Ad Hoc Committee Report stating that “effective supervision requires a unique set of knowledge and skills” (ASHA, 2013).
- Available trainings, research, and mentorship opportunities in supervision are limited.
- The purpose of this survey was to gain further insight into the path that leads clinicians into supervision and subsequently better inform leaders on how to facilitate service to the profession in the area of supervision.

**Methods**
- 13-question, multiple-choice survey created using Qualtrics
- Distributed to state and national speech-language pathology groups using social media and listservs
- Basic descriptive statistics of results to identify trends in supervision experience and education

**Population Sample**
- Over 350 speech-language pathologists completed the survey.
- Majority of SLPs completing survey work in schools, universities, or outpatient facilities. Other represented settings include inpatient hospitals, telepractice, skilled nursing facilities, and early intervention.
- Majority of SLPs completing survey had 11+ years of experience.
- 83.64% of participants indicated supervisory experience.

**Conclusions**
- Many clinicians begin supervising early in their career and because they are asked.
- Clinicians seek out more formal methods of education in the area of supervision after their first supervisory experience.
- Time and money are the greatest barriers to clinicians participating in supervision.
- Mentorship and continuing education opportunities were rated as the most effective methods of improving supervisory skills.

**Future Directions**
- Determine effective methods of disseminating supervision instruction to new clinicians.
- Partner with clinical settings (e.g., schools, hospitals, etc.) to provide continuing education in the area of supervision.
- Develop training opportunities that are time and cost-effective.
- Create formal mentorship opportunities or programs for new supervisors.

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**Pathways to Supervision**
How can we better prepare speech-language pathologists for clinical supervision?

**Professional Preparation**

**How did you first become involved in supervision?**
- 69.16% supervised with the first 6 years of practice
- Majority supervised first within a school (43.32%) or hospital (15.31%)/outpatient (16.61%) setting

The authors are employees of The University of Iowa and have no other financial or non-financial relationships to disclose.