

Book Reviews Évaluation des livres

Title: Science of Successful Supervision and Mentorship

Author: Linda Carozza, Ph.D.

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Reviewer: Ian Roth, MHSc
Toronto Western Hospital



SCIENCE OF SUCCESSFUL SUPERVISION AND MENTORSHIP

Student supervision is a responsibility bestowed on senior clinicians with little or no specific training or preparation. Linda Carozza's *Science of Successful Supervision and Mentorship* is a thorough, practical, and easy-to-digest book that, like a good mentor, not only provides guidance but also nudges the reader toward self-reflection and discovery. The author, who is a Speech-Language Pathologist and Assistant Professor in the Department of Communication Sciences at St. John's University in Queens, NY, states that clinical expertise should not be seen as sufficient when supervising a student or new practitioner. Rather, she believes that formal training in management and conflict resolution, as well as gaining an understanding of different conceptual models of supervision, are mandatory steps en route to developing supervisory skills. She acknowledges that this is a tall order – especially considering that supervisors are doing “double duty” in that they are responsible for the progress of both the client and the student. However, the book takes a pragmatic approach to supervision and mentorship, and the author presents reasonable and realistic approaches to create the “win-win” that she cites as the gold-standard in supervisory relationships. Despite the name of the book, Carozza regards supervision as much an art as a science.

The book is organized in three sections of text followed by 10 appendices. Carozza first identifies common issues to do with supervision and mentorship, such as distance/virtual supervision, and she presents multiple approaches and perspectives. This section lays the theoretical groundwork on which supervisors can build their clinical

practica. She then discusses how mentors and supervisors can develop formal expertise in the area of supervision. In the third section, she provides various practical examples of how to create supportive mentorships. Finally, Carozza dedicates approximately 100 pages (almost a third of the book) to useful appendices, including several performance evaluations that supervisors and supervisees can use to assess each other in the context of a clinical internship.

The premise of this book is that being a good supervisor or mentor begins very similarly to how one might begin a clinical relationship. Carozza argues that good supervision, like good clinical practice, should be grounded in evidence. However, since relevant evidence is not always available for clinical supervisory situations, she suggests beginning with data-driven observations of the student and then moving into more formal interactions using surveys and questionnaires, many examples of which are included in the book. Carozza cites and explains the relevant research that has been compiled by her own group, by other S-LPs, and by other health professions as well as from the corporate world. While she acknowledges that it is not always possible for the average S-LP to heed all her advice because of time constraints, most of what is discussed in the book should be feasible to even the busiest clinician. For example, she has taught her students to be “clinical peers,” offering each other feedback in clinical situations and reducing the need for the supervisor's presence in many situations. Carozza presents different appropriate paths that a supervisor can take in a supervisory relationship based on different issues and angles that may have to be considered.

Carozza stresses the importance of self-reflection. As a supervisor, encouraging a student to be aware of her or his own conversational styles, having “metapragmatic awareness” and using “reflective practice” is invaluable in new clinicians' learning. Reflection allows learners to become aware of their communicative and clinical skills, and therefore places them in a position to improve independently. On the other hand, the author gives the example of a non-learning response, such as “presumption,” which might involve a student not seeking clarification in what would otherwise be a learning opportunity. Rather than discredit students who exhibit this type of response, Carozza uses this example to help the reader see different perspectives on this topic: For example, in some cultures it is seen as impolite to advertise a lack of understanding, and not clarifying may be less about ignorance and more about how that particular student was socialized.

Multiculturalism is an issue that the author revisits frequently in the book because of its growing relevance in even the smallest communities in North America.

She suggests that all mentors should receive training in cultural diversity, and she discusses the different issues one might be exposed to when supervisor and student are from a similar cultural background versus the issues that must be considered when they are from different cultural backgrounds. Carozza examines multiculturalism from various perspectives. She describes the results of a survey that she conducted of S-LP supervisors from different multicultural backgrounds. She also includes a case study and introduces the reader to ASHA's S.T.E.P. (Student To Empowered Professional) Mentorship Program, which allows students – particularly those from racial and ethnic minorities – to find a suitable mentor. This comprehensive treatment of the issue provides context and inspires divergent thinking around a subject that might not get as much attention as it should.

Interestingly, the terms “supervisor” and “mentor” are not used synonymously in this book. The author provides an explanation of how a supervisor (someone who “...seeks to encourage and enhance the development of a practitioner within... an organization”) differs from a mentor (someone who “...seeks to develop the mentee in a much broader life and professional construct, regardless of the particular workplace setting”). A mentor is meant to model behaviour rather than actually teach. However, this distinction is largely academic. For readers who are interested in honing their supervisory skills, the exacting distinction between a supervisor and a mentor is less important.

Carozza recommends for both supervisors and mentors that they be attentive to the clinical learning process rather than be too outcome-driven. It is the process that leads the learner to become an independent decision maker adept at handling new clinical situations. She suggests that a student's self-sufficiency is increased if the supervisor adopts a consultative role, as opposed to that of a teacher or counsellor.

In many ways, the book was very reassuring to read. Thankfully, it was not filled with many time-consuming extra steps that a clinician in a supervisory position could not realistically add to her or his repertoire. Nor did the book suggest that there are finite or fixed ways of providing quality leadership. Rather, the book is characterized by an emphasis on process, organization and vision that, if employed by a seasoned clinician, would allow a learner to discover and refine his or her own professional and clinical skills. The book is broad enough to be appropriate for speech-language pathologists and other health care practitioners, regardless of the population with whom they work. Because it is so inclusive and theoretical, the text does not offer ready-made solutions to some of the practical obstacles to supervision, such as how to recruit

more mentors, how to maximize safety to clients, etc. However, the book exposes the reader to the many paths he or she can take to further explore an issue that is relevant in a specific situation. It is this kind of process-oriented guidance that shows that Linda Carozza is practising what she preaches. ▶

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Title: Interventions for Speech Sound Disorders in Children

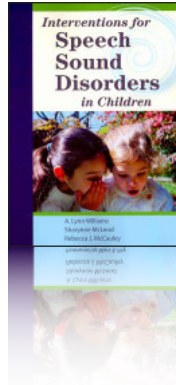
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INTERVENTIONS FOR SPEECH SOUND DISORDERS IN CHILDREN

Part of the *Communication and Language Intervention Series*, this edited book is a collection of 25 chapters written by authors from around the world. The editors, all experts in the field of childhood speech disorders, assembled this book with two purposes in mind: “to thoroughly describe, analyze and generally expose readers to a broad spectrum of intervention approaches designed for all types of SSD (speech sound disorders) and what is known about their efficacy; and to provide clinicians with enough information to enable them to select an appropriate intervention for a specific child with whom they are working.”

The editors have divided the book into three major sections. The first, ‘Direct Speech Production Intervention,’ contains seven interventions that directly target a child’s speech production, from reducing homonymy and increasing stimulability to boosting generalizability and establishing consistency. Chapters include ‘Minimal Pair Intervention,’ where Elise Baker outlines the well-known method of pairing words produced as homonyms by the child in an effort to create contrast, and ‘Multiple Oppositions Intervention’ by A. Lynn Williams who describes this variation of the minimal pair contrastive approach, used for children who collapse several target sounds into a single error. Elise Baker and A. Lynn Williams then weigh in together on

‘Complexity Approaches to Intervention,’ introducing the reader to a technique that uses complex targets to expand a child’s knowledge of the phonological system. ‘Core Vocabulary Intervention’ (a chapter written by Barbara Dodd, Alison Holm, Sharon Crosbie and Beth McIntosh) explains the approach used to establish consistency for a child who exhibits inconsistent production of the same lexical item. Raúl F. Prezas and Barbara Williams Hodson report on ‘The Cycles Phonological Remediation Approach,’ which identifies deficiencies in phonological patterns and uses cycles of presentation to increase intelligibility. ‘The Nuffield Centre Dyspraxia Programme,’ by Pam Williams and Hilary Stephens, outlines the British intervention approach based on motor learning theory. The final technique ‘Stimulability Intervention’ is described by A. Lynn Williams and the late Adele W. Miccio as a technique that enhances the restricted phonetic inventories of children through the pairing of consonants with alliterative characters and with hand or body movements.

‘Speech Interventions in Broader Contexts,’ the second section of the book, covers 12 interventions which target speech production with a focus on broader aspects of communication, such as language and literacy. Goals of these interventions include increasing phonological awareness, establishing prosodic structures and expanding a child’s vocabulary. In the ‘Psycholinguistic Intervention’ chapter, Joy Stackhouse and Michelle Pascoe write about the psycholinguistics framework and its use in selecting and interpreting assessment data, and in planning and evaluating interventions. Anne Hesketh then describes ‘Metaphonological Intervention: Phonological Awareness Therapy,’ which uses a child’s phonological awareness to support and drive speech change. The ‘Computer-Based Interventions’ chapter (by Yvonne Wren, Sue Roulstone and A. Lynn Williams) describes how software can increase access to therapy materials and decrease preparation time for busy clinicians. The next chapter, ‘Speech Perception Interventions,’ written by Susan Rvachew and Françoise Brosseau-Lapré, covers interventions aimed at helping the child develop a detailed internal model of the acoustic-phonetic characteristics of the phonemes that are being misarticulated. B. May Bernhardt, Karen D. Bopp, Bonnie Daudlin, Susan M. Edwards and Susan E. Wastie discuss ‘Nonlinear Phonological Intervention’ developed from phonological theories that describe the hierarchical representation of phonological form from the prosodic phrase to the individual feature. ‘Dynamic Systems and Whole Language Intervention’ is a chapter by Paul R. Hoffmann and Janet A. Norris and details interventions within the context of interactive storybook reading. ‘Morphosyntax Intervention,’ as explained by Ann A.

Tyler and Allison M. Haskill, involves targeting speech indirectly through language structures such as grammatical morphemes. The next chapter, Stephen M. Camarata's 'Naturalistic Intervention for Speech Intelligibility and Speech Accuracy,' presents an intervention that focuses on increasing overall intelligibility rather than individual phoneme accuracy. Caroline Bowen contributed 'Parents and Children Together (PACT) Intervention' where intelligibility is targeted through family centred, broad-based approaches. 'Enhanced Milieu Teaching with Phonological Emphasis for Children with Cleft Lip and Palate' is described by Nancy J. Scherer and Ann P. Kaiser as a naturalistic paradigm that both facilitates vocabulary and speech sound production. 'PROMPT: A Tactually Grounded Model' is one of the final interventions in this section, and stands for Prompts for Restructuring Oral Muscular Phonetic Targets. It is explained by Deborah A. Hayden, Jennifer Eigen, Anne Walker and Lisa Olsen as a sensory-motor and cognitive-linguistic model that helps the therapist develop assessment and intervention frameworks. Concluding this section, Nicole Watts Pappas reports on 'Family-Friendly Intervention' and presents a model of modifying any speech intervention for use in a family setting.

The third and final section is entitled 'Interventions for Achieving Speech Movements' and outlines 4 different interventions, which can be used to assist children in developing the articulatory movements. Chapters in this section include 'Visual Feedback Therapy with Electropalatography,' in which Fiona E. Gibbon and Sara E. Wood focus on electropalatography and the tongue-palate contact information it provides as an instrumental feedback device in speech therapy. Chapter 22 (by B. May Bernhardt, Joseph P. Stemberger and Penelope Bacsfalvi) introduces 'Vowel Intervention,' which outlines the use of nonlinear phonological theory and articulatory visual feedback to improve vowel production. Megan M. Hodge describes 'Developmental Dysarthria Interventions' that focus on increasing control of speech muscles as a way of increasing intelligibility in this population. The final intervention discussed, 'Nonspeech Oral Motor Intervention' by Heather M. Clark explores several oral motor exercises (OMEs) that target the functions thought to underlie speech sound production. The volume concludes with a 'Future Directions' chapter where the book editors discuss conclusions and research implications for children with speech sound disorders.

Each of the three sections also includes a table which compares the interventions across 10 factors, including client age, primary population, intervention agents, key interventional components, broad goals, basis of

target selection, level of focus, session type, technology/materials requires and the key codes of the International Classification of Functioning, Disability and Health: Children and Youth Version. Standardized headings across chapters facilitate comparisons between interventions. The subheadings cover topics such as theoretical and empirical basis for the intervention, practical requirements, assessments, special considerations and case studies. The book also includes a supplementary DVD, in which the chapter authors introduce the technique and demonstrated the interventions. The DVD clips are well made and add interest. They further help readers appreciate the differences between the different approaches.

The editors state that their book addresses students of Speech-Language Pathology, clinical practitioners who work with children with speech sound disorders, professors who teach in this field, and parents of children. Though well suited to the first three groups mentioned, this book would be too challenging and detailed a read for most parents. It is a very extensive volume, and parents would probably benefit more from a book specific to the disorder of their child. As well, the language used throughout this book would be too scientific and technical for the average parent.

In summary, this book simultaneously presents well-organized and detailed information about each intervention while providing the reader with the ability to easily and quickly compare interventions on a number of aspects. Overall, this is a great resource, bringing together theory, evidence, step-by-step explanations, multimedia supplementation and more. It would be especially useful for clinicians and researchers working in the field of speech sound disorders. ►