

The SQF Model of Clinical Supervision Worksheet

(Barnum, Guyer, Levy & Graham, 2009)

1. Describe/characterize the types of situational supervision used within the SQF Model.
2. Describe/characterize the students within each of the 3 levels of clinical development used within the SQF Model.
3. Describe/identify the components of the situation that need to be considered when determining which level of supervision to provide.
4. Describe/characterize the levels of questioning used within the SQF Model.

Video Analysis:

Video 1: You have seen this video clip previously. This time when you view it, look at it from an SQF perspective, noting how all the elements of the model are integrated. Discuss with your group what you are seeing as related to the SQF Model. Is this preceptor using SQF? Is he using it well?

Video 2: This clip provides a simplified representation of the SQ portion of this model. Work with your group to identify the student's level of development. From a SQF perspective, is the Model being implemented? What evidence do you find to support your response?

Video 3: In this segment, the preceptor opens with a Q3 question. Is this appropriate? What is your group seeing that supports your response? What else is different in this segment that has not been present in the previous two clips?

Strategic Questioning:

For the following activities, utilize the Handout on Questioning, Bloom's Taxonomy and Stim Questions.

Activity 1: Please utilize the example questions and stim words provided on the Bloom's Revised Taxonomy handout to create potential questions that might be useful to use with a **D1 student in the following scenario.**

Two new students have been assigned to the preschool language program for the semester. In your initial meeting with them general information about the PreK program was covered, including the concept of "facilitating" language skills with the children with language deficits during the regular PreK activities (ie "push-in" model of services). The students were given the files for three of the language delayed children to read; all three of these clients have the following treatment objective on their treatment plan: **expand utterance length**. You see this as a great opportunity for the SLP student clinicians to consider issues such as normal language milestones, treatment strategies for expanding utterance length, and methods for measuring treatment progress.

Activity 2: now apply to a D2 learner and consciously incorporate all three types of feedback (corrective, confirming and guiding).

Activity 3: Create a strategic questioning pattern to use with a D3 learner and include feedback: corrective, confirming and guiding when prepping student for initial assessment of a 21 y/o patient with TBI.

CLASSIFICATION OF QUESTIONS VIA BLOOM'S REVISED TAXONOMY & SQF MODEL

COGNITIVE LEVEL	COGNITIVE PROCESS (Bloom's Revised Taxonomy)	QUESTION EXAMPLES	SQF Questioning Barnum & Guyer, 2015
<u>LOW</u>	Remembering	<ul style="list-style-type: none"> • What is progressive aphasia? • Label the cranial nerves (CN). • Indicate how each CN is tested. 	<p style="text-align: center;"><u>Questioning Level 1 (Q1)</u></p> <ul style="list-style-type: none"> • The "WHAT" level • Remembering and understanding: • Questions that require student to recall facts, identify foundational knowledge and explain basic concepts • Used to confirm that student has the basic knowledge to engage in discussions and/or activities.
	Understanding	<ul style="list-style-type: none"> • Explain the importance of knowing how to assess cranial nerve function in conducting patient assessments. • Of what value is taking a careful case history? • Summarize the key ways in which hearing and hearing disorders impact communication? 	
<u>MID</u>	Applying	<ul style="list-style-type: none"> • Which diagnostic tools might be appropriate for evaluating the areas of concern? • How should the testing sequence be organized? • Select the appropriate protocol that will help us achieve our stated outcomes for this patient. • How would you go about determining the barriers this patient might be facing in the workplace or home? 	<p style="text-align: center;"><u>Questioning Level 2 (Q2)</u></p> <ul style="list-style-type: none"> • Using: the "SO WHAT" level • Questions requiring student to compare, analyze and apply knowledge • These questions transition the student from lower levels of cognitive processing to higher levels • Used is to confirm that the student is making appropriate connections and correctly applying information. Reinforces and advances understanding.
	Analyzing	<ul style="list-style-type: none"> • What do you think about his prognosis for improvement? • How will his current cognitive level impact the prognosis? • What is the client's prognosis for improving his participation in church activities? • Contrast this patient's strengths with areas that need further attention. 	
<u>HIGH</u>	Evaluating	<ul style="list-style-type: none"> • Evaluate the contents of the clinical report completed on this patient at a different facility last month; are any modifications needed. If so, on what are you basing your recommendations? How did you reach decision? • What home recommendations do you have for this patient? How would you prioritize the implementation of your recommendations? 	<p style="text-align: center;"><u>Questioning Level 3 (Q3)</u></p> <ul style="list-style-type: none"> • Creating: the "NOW WHAT" level • Questions that require the student to evaluate information, create plans, infer meaning and/or defend their decisions, reflect on own thinking • Purpose is provide opportunity for students to develop and practice cognitive processing skills vital for developing sound clinical reasoning abilities
	Creating	<ul style="list-style-type: none"> • Develop strategies & activities for teaching PreK concepts of <i>behind</i> and <i>in front</i>. • What auditory training activities might you create to meet this patient's individual needs? Why have you selected these specific strategies? 	

Bloom content originally adapted from: Phillips N., & Duke, M, (2001) Journal of Advanced Nursing 33(4), 523-529 by E. Morner (ILAA *Applying the Evidence Base in Clinical Supervision*, Jan 2012) with modification by Messick & Morner incorporating Barnum & Guyer, The SQF Model of Clinical Supervision, Workshop presentation at CAPCSD April 2015 . Additional adaptation by M Barnum incorporating Anderson and Krathwohl (2001): Revision of Bloom's Taxonomy.

Bloom's Revised Taxonomy Table

KNOWLEDGE DIMENSION	Metacognitive: Knowledge of cognition and awareness of one's own cognition.	Identify	Predict	Use	Construct	Reflect	Create
	Procedural: How to do or discover something. Criteria for using skills and methods.	Recall	Clarify	Carry Out	Integrate	Judge	Design
	Conceptual: Interrelationships among elements within a larger functioning structure.	Recognize	Classify	Provide	Differentiate	Determine	Assemble
	Factual: The basic elements students must know to be acquainted with a discipline and solve problems.	List	Summarize	Respond	Select	Check For	Generate
		Remembering Retrieve relevant knowledge from long term memory.	Understanding Construct meaning from sources of information.	Applying Carry out or use a procedure in a given situation.	Analyzing Break apart material and determine relation.	Evaluating Make judgements based on criteria and standards.	Creating Produce original thoughts or elements.
		COGNITIVE PROCESS DIMENSION					



Anderson, L. W. & Krathwohl, D.R., et al (2001) *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.)

Knowledge Dimension

Notice that in Bloom's Revised Taxonomy Table, the knowledge dimensions (Factual, conceptual, procedural and metacognition) can be stimulated through multiple cognitive processing dimensions: remembering, understanding, applying and analyzing, evaluating and creating.

Q1 Stim Words

Remembering: who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select.

Understanding: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify.

Q2 Stim Words

Applying: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify.

Analyzing: analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, modify, simplify, test for, and distinguish, relationships, function, and conclusion.

Q3 Stim Words

Evaluating: conclude, criticize, decide, defend, determine, dispute, and evaluate, judge, justify, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, prove, disprove, persuade, value, estimate, deduct, how and why.

Creating: construct, create, design, and develop, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, how and why.

