



BALANCING PRODUCTIVITY AND SUPERVISORY EXPECTATIONS

0.1 ASHA SUPERVISION CEU and 1 Act 48 PDH

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ABBIGAIL HOKE IS AN EMPLOYEE OF THE PARKLAND SCHOOL DISTRICT. ABBIGAIL IS A MEMBER OF ASHA AND PSHA. THIS PRESENTATION WAS DEVELOPED AS PART OF THE SLPD CURRICULUM AT MORAVIAN UNIVERSITY. THERE ARE NO OTHER RELEVANT FINANCIAL RELATIONSHIPS OR RELEVANT NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

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CLAIRE MACKENZIE IS AN EMPLOYEE OF SCRIPPS MEMORIAL HOSPITAL IN ENCINITAS, CALIFORNIA, SCRIPPS MERCY HOSPITAL IN SAN DIEGO, CALIFORNIA, AND PARADISE VALLEY HOSPITAL IN NATIONAL CITY, CALIFORNIA. THIS PRESENTATION WAS DEVELOPED AS PART OF THE SLPD CURRICULUM AT MORAVIAN UNIVERSITY. CLAIRE IS A MEMBER OF THE AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION (ASHA), THE CALIFORNIA SPEECH-LANGUAGE HEARING ASSOCIATION (CSHA), AND THE WORLD FEDERATION FOR NEUROREHABILITATION (WFNR). CLAIRE IS AN AFFILIATE OF THE ACADEMY OF NEUROLOGIC MUSIC THERAPY® AS A CERTIFIED NMT-AP™, THE PARKINSON VOICE PROJECT AS A CERTIFIED SPEAK OUT!® PROVIDER, AND THE NATIONAL COUNCIL FOR MENTAL WELLBEING AS A CERTIFIED ADULT MENTAL HEALTH FIRST AID USA PROVIDER. THERE ARE NO OTHER RELEVANT FINANCIAL RELATIONSHIPS OR RELEVANT NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

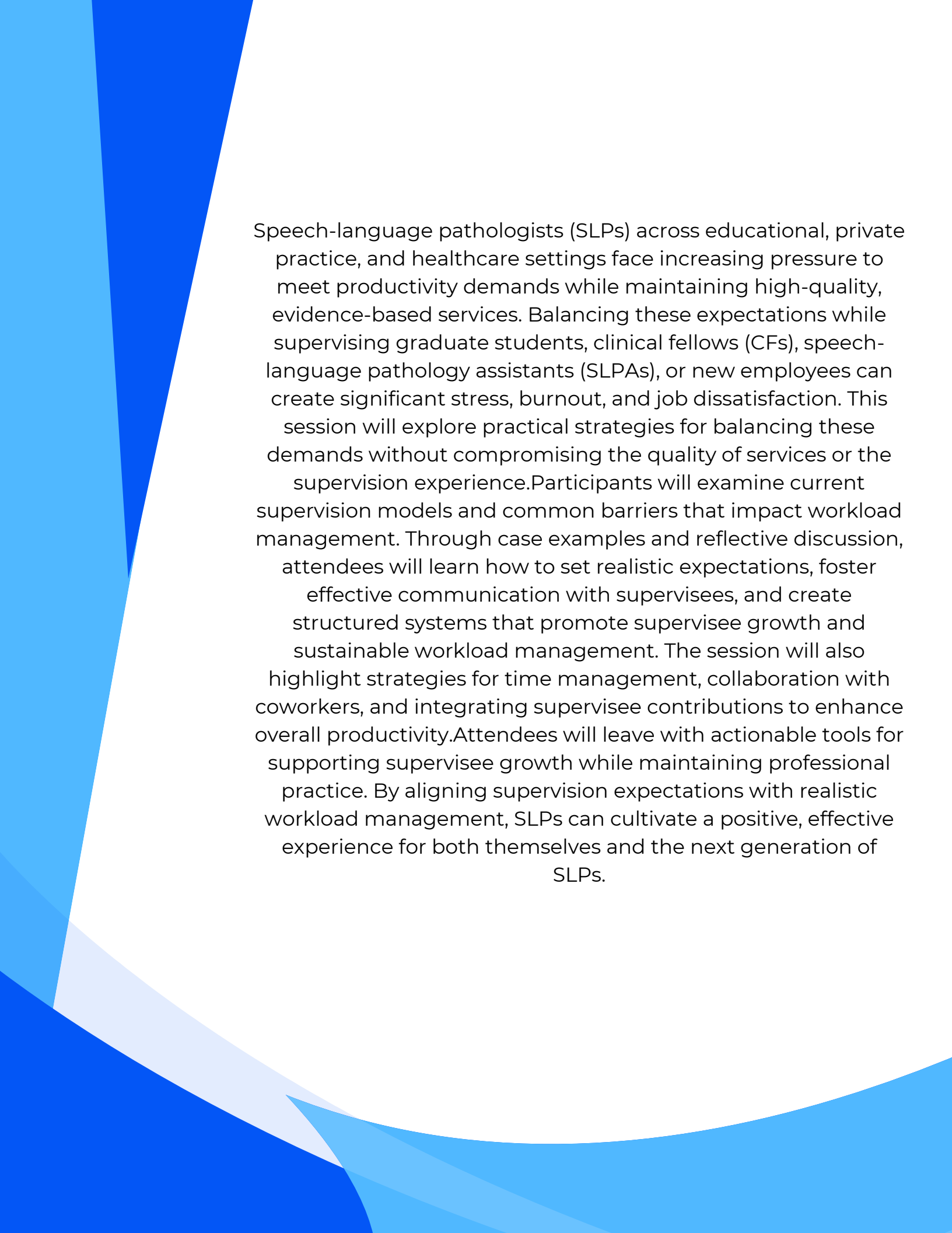
Learning Objectives:

- Describe common challenges in balancing productivity with supervision responsibilities
- Develop strategies to prioritize tasks and balance caseload demands with supervisee mentoring
- Apply practical solutions for balancing clinical and supervisory roles in various work settings



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Speech-language pathologists (SLPs) across educational, private practice, and healthcare settings face increasing pressure to meet productivity demands while maintaining high-quality, evidence-based services. Balancing these expectations while supervising graduate students, clinical fellows (CFs), speech-language pathology assistants (SLPAs), or new employees can create significant stress, burnout, and job dissatisfaction. This session will explore practical strategies for balancing these demands without compromising the quality of services or the supervision experience. Participants will examine current supervision models and common barriers that impact workload management. Through case examples and reflective discussion, attendees will learn how to set realistic expectations, foster effective communication with supervisees, and create structured systems that promote supervisee growth and sustainable workload management. The session will also highlight strategies for time management, collaboration with coworkers, and integrating supervisee contributions to enhance overall productivity. Attendees will leave with actionable tools for supporting supervisee growth while maintaining professional practice. By aligning supervision expectations with realistic workload management, SLPs can cultivate a positive, effective experience for both themselves and the next generation of SLPs.

Speaker's Bio: Abbigail Hoke, M.S., CCC-SLP, is a school-based speech-language pathologist with a strong passion for pediatric communication. She has experience across educational and outpatient pediatric settings, with clinical interests in child language development, speech sound disorders, augmentative and alternative communication (AAC), and stuttering. Abbigail earned her master of science in speech-language pathology from Misericordia University and is currently pursuing her doctorate in speech-language pathology at Moravian University. She is committed to advancing evidence-based practices, with her current research interests focused on promoting meaningful communication growth for children across learning environments in the school setting. Abbigail is a member of ASHA (American Speech-Language-Hearing Association) as well as PSHA (Pennsylvania Speech-Language-Hearing Association).

Marcel Broadway, M.S., CCC-SLP, earned her B.S. in Communication Disorders from West Chester University and her M.S. in Speech-Language Pathology from Florida State University. She holds ASHA CCC certification and is pursuing a clinical doctorate at Moravian University. Marcel specializes in pediatric dysphagia across NICU, PICU, medically fragile, trach/vent, feeding tube management, outpatient, early intervention, and swallowing studies. She is trained in SOS, SOFFI, NMES/VitalStim, PROMPT, and LAMP. Marcel is an active member of ASHA and PSHA and previously served as Vice President for Programming and Development for NESHAP.

Claire MacKenzie, M.M., M.S., CCC-SLP, NMT-AP™, is a doctoral student at Moravian University. She holds dual master's degrees in music from Boston University and CSD from Chapman University. She works across inpatient/outpatient settings at several hospitals in Southern California. A certified Neurologic Music Therapy Allied Professional (NMT-AP™), she also directs therapy choirs for survivors of stroke and brain injury. Her current research initiatives focus on leveraging music for acquired neurogenic communication disorders. Claire is dedicated to bridging music and neurorehabilitation and mentoring the next generation of dual-interested clinicians.