



Professional Support Templates

October 2022



Content

Acknowledgements.....	3
Definitions.....	4
Agreement Templates.....	5
Template 1: Supervision Agreement.....	5
Template 2: Mentoring Agreement.....	9
Template 3: Peer Supervision Agreement	13
Template 4: Community of Practice Charter	17
Template 5: Community of Practice Member Agreement	22
Checklist Templates.....	23
Template 6: Professional Support Checklist	23
Record Templates	24
Template 7: Participation Log.....	24
Template 8: Professional Support Record	25
Evaluation Templates.....	26
Template 9: Evaluation of Professional Support Partnership	26
References.....	29

Acknowledgements

This document is adapted from a range of professional support resources and guidelines, including but not limited to:

- SA Health: Allied health clinical supervision framework (March 2014).
- The Superguide – A handbook for supervising allied health professionals (2012), Health Education and Training Institute, NSW.
- Victorian allied health clinical supervision framework (May 2019).
- Community of Practice design guide: A step-by-step guide for designing & cultivating communities of practice in Higher Education (2005).
- Centers for Disease Control: Community of practice charter template (n.d.)

Contributors to the adaptation were:

Internal

CORNISH-RALEY, Nathan	Professional Support Advisor (<i>current</i>)
PRAIN, Meredith	Professional Support Advisor (<i>former</i>)
BALDAC, Stacey	Manager Professional Standards
JOHNSON, Trish	Manager Ethics and Professional Issues
LYONS, Christine	Advisor Professional Standards

External

BRADD, Patricia	Director Improvement and Innovation, A/Director Clinical Governance, South Eastern Sydney Local Health District
-----------------	---

Important Note

The templates in this document are provided as an example only and it is acknowledged that other templates may be more relevant to a person's workplace. In addition, speech pathologists should seek information from their employers, funding bodies or from relevant state/territory governments regarding current policies and procedures relating to supervision and other forms of professional support.

Definitions

Professional support: a broad term referring to support provided to practitioners to assist them to develop speech pathology and professional skills, abilities and knowledge, and enhance the quality of their work, productivity, safety, and confidence to practice (Winstanley & White, 2003). This may include supervision, mentoring, peer supervision, peer support, communities of practice and coaching.

Supervision: a professional, contracted relationship between a practitioner and an experienced professional (the supervisor) in the practitioner's area of practice. Supervision supports practitioners' accountability and adherence to professional, ethical and workplace standards; critical reflection; and ability to meet the professional development and work role needs of the practitioner. Supervision is collaborative, may result in reciprocal learning, can be formalised via written agreements or discussion regarding relevant terms, participant roles, expectations, learning goals, and may involve documentation of supervisory activities and progress (Australasian Association of Supervision, 2020).

Mentoring: a professional support and guidance relationship between a practitioner and mentor/s. Practitioners may have several mentors throughout their career to support their practice and learning (Howlett, et al., 2020). Mentors are usually selected based on their established skills or knowledge, and ability to support the practitioner's specific learning needs and goals. Mentoring is not typically aimed at ensuring accountability within a workplace.

Peer supervision: occurs between two or more practitioners within the same context or area of practice, who may have similar levels of experience and knowledge. It may include consultation and support for problem-solving and professional decision-making. Reciprocal learning takes place through utilisation of the skills, experience, and knowledge within the group of practitioners which has mutual benefits and involves self-directed learning, reflection, sharing of experiences, and feedback processes. Peer supervision may be formalised through a written agreement or discussion regarding participant roles, expectations, and learning goals, and self-reflection on learning outcomes.

Peer support: occurs between similarly experienced practitioners and can support reflective practice, collaboration and problem-solving. Unlike supervision, mentoring, and peer supervision, it may not include a written agreement and is less likely to have documented learning goals or involve self-reflection on learning outcomes.

Communities of practice: involve a group of practitioners, of potentially different levels of experience and knowledge, engaging in a collective learning process. Communities of practice involve: a shared domain or area of practice; a community or group of practitioners who engage in joint activities and discussions, and help and support each other; and a practice where 'shared repertoire of resources: experiences, stories, tools, [and] ways of addressing recurring problems' is developed (Wenger-Trayner & Wenger-Trayner, 2015, p. 2). Communities of practice may be facilitated by someone with experience in facilitation to encourage the collective wisdom of the group to identify and find solutions. Communities of practice may exist within various formats including journal clubs and learning networks.

Coaching: involves a partnership between a practitioner and coach where the practitioner is supported to 'maximise their personal and professional potential' (International Coaching Federation, 2022, n.p.). Coaches support practitioners to identify goals, engage in self-reflection, and implement self-directed solutions and strategies. Coaches may not be speech pathologists or allied health professionals; in which case they are not able to provide guidance specific to speech pathology practice.

Agreement Templates

Template 1: Supervision Agreement

Between supervisee and supervisor

Date Agreement Made	
Supervisee	
Supervisor	
Review Date	

1. Supervision will address the following areas:

(General practice or professional areas in which support will be provided)

Learning Goals

(What skills, knowledge, or qualities are desired? Are these goals specific, measurable, achievable, realistic, and timely?)

2. Supervision will take the following format, frequency, and duration:

(e.g., 1:1, group, onsite, video conference, fortnightly, monthly, 30 minutes, 1 hour, etc.)

3. Confidentiality

- We agree to keep all discussions confidential between participants.
- We agree to only share details about speech pathology service users that are required to engage in professional support related to their circumstances.
- We agree that when a service user is discussed, we will de-identify their information.
- We agree that, if it is required to share identifiable information about a speech pathology service user during supervision, we will first obtain informed consent from that service user or their responsible carer.
- We agree to store records containing confidential service user information in a manner that complies with legal and ethical obligations.
- We understand that there is a Duty of Care that may override confidentiality in exceptional circumstances.

- Such circumstances could be if the supervisee describes unsafe, unethical, or illegal practices and does not go through appropriate procedures to address these after discussion between the supervisor and supervisee.
 - If disclosure is determined to be necessary, the supervisor will inform the supervisee of the perceived reasons for the disclosure.
 - In some circumstances, the supervisor may be obligated by the court to disclose information in a legal proceeding.
 - Additional confidentiality considerations:
-

4. Supervision Records

Who will record and maintain the following documentation?

- **Participation log:**
(Records date, time, format, and attendees of a supervision session. May be shared with operational manager and others.)
-
- **Detailed record of supervision sessions:**
(Can include discussion topics, progress on learning outcomes, actions, new learning to undertake, future agenda items, preparation for next session. Typically remains confidential.)
-

The supervisee is typically responsible for maintaining any Continuing Professional Development (CPD) Record. This is a separate document which records the date, CPD category (S), hours of learning, general statements about key learnings and impact or implications for practice.

Where will the records be kept?

- **Participation log:** _____
- **Detailed record of supervision sessions:** _____

Paper and digital records will be kept secure by participants.

Who will have access to this information?

- **Participation log:** _____
- **Detailed record of supervision sessions:** _____

Review the Confidentiality section of this agreement.

What will happen to records when the supervision partnership is concluded.

Participants will discuss whether the supervisee prefers that records should be archived or passed on to a new supervisor.

Records will be maintained in line with state/territory records management policies and for as long as a claim in negligence or contract may be brought against either the supervisor or supervisee.

Additional considerations related to records:

5. Supervision Sessions

The supervisee will prepare for each session by:

The supervisor will prepare for each session by:

Should a session need to be rescheduled we agree to:

6. Evaluate

When will participants review and evaluate learning goals and outcomes?

(This can include achievement of learning outcomes, discussing factors that could assist in the attainment of goals, modifying current goals, or creating new goals.)

When will participants review and evaluate the supervision partnership?

(This includes discussion of any factors that impact on the partnership, such as format, frequency, scheduling, interpersonal communication, feedback style, fulfilment of expectations, etc.)

7. Other Considerations

The details of this document can be modified at any time when agreed by each participant.

We will give each other open and honest feedback.

We will listen to and respect each other's personal perspective.

Additional considerations:

Signed: _____ Date: _____

Name: _____ (Supervisee)

Signed: _____ Date: _____

Name: _____ (Supervisor)

Template 2: Mentoring Agreement

Between mentee and mentor

Date Agreement Made	
Mentee	
Mentor	
Review Date	

1. Mentoring will address the following areas:

(Practice or professional areas in which support will be provided)

Learning Goals

(What skills, knowledge, or qualities are desired? Are these goals specific, measurable, achievable, realistic, and timely?)

2. Mentoring sessions will take the following format, frequency, and duration:

(e.g., onsite, video conference, fortnightly, monthly, 30 minutes, 1 hour, etc.)

3. Confidentiality

- We agree to keep all discussions confidential between participants.
 - There is a Duty of Care that may override confidentiality in exceptional circumstances.
 - Such circumstances could be if the mentee describes unsafe, unethical, or illegal practices and does not go through appropriate procedures to address these after discussion between the mentor and mentee.
 - If disclosure is determined to be necessary, the mentor will inform the mentee of the perceived reasons for the disclosure.
 - In some circumstances, the mentor may be obligated by the court to disclose information in a legal proceeding.
 - Additional confidentiality considerations:
-

4. Mentoring Records

Who will record and maintain the following documentation?

- **Participation log:**
(Records date, time, format, and attendees of a mentoring session. May be shared with operational manager and others.)

- **Detailed record of mentoring sessions:**
(Can include discussion topics, progress on learning outcomes, actions, new learning to undertake, future agenda items, preparation for next session. Typically remains confidential.)

The mentee is typically responsible for maintaining any Continuing Professional Development (CPD) Record. This is a separate document which records the date, CPD category (S), hours of learning, general statements about key learnings and impact or implications for practice.

Where will the records be kept?

- **Participation log:** _____
- **Detailed record of mentoring sessions:** _____

Paper and digital records will be kept secure by participants.

Who will have access to this information?

- **Participation log:** _____
- **Detailed record of mentoring sessions:** _____

Review the Confidentiality section of this agreement.

What will happen to records when the mentoring partnership is concluded.

Participants will discuss whether the mentee prefers that records should be archived or passed on to a new mentor.

Additional considerations related to records:

5. Mentoring Sessions

The mentee will prepare for each session by:

The mentor will prepare for each session by:

Should a session need to be rescheduled we agree to:

6. Evaluate

When will participants review and evaluate learning goals and outcomes?

(This can include achievement of learning outcomes, discussing factors that could assist in the attainment of goals, modifying current goals, or creating new goals.)

When will participants review and evaluate the mentoring partnership?

(This includes discussion of any factors that impact on the partnership, such as format, frequency, scheduling, interpersonal communication, feedback style, fulfilment of expectations, etc.)

When will this partnership conclude?

(Date or timeframe.)

7. Other Considerations

Either of us may request a review of this agreement at any time.

We are committed to establishing a mutually beneficial partnership for the duration of this agreement.

We will give each other open and honest feedback.

We will listen to and respect each other's personal perspective.

We agree to a no-fault conclusion to our partnership if necessary.

Additional considerations:

Signed: _____ Date: _____

Name: _____ (Mentee)

Signed: _____ Date: _____

Name: _____ (Mentor)

Template 3: Peer Supervision Agreement

Between peer supervision participants

Date Agreement Made	
Participant 1	
Participant 2	
Review Date	

1. Peer supervision will address the following areas:

(Practice or professional areas in which support will be provided)

Participant 1	Participant 2

Learning Goals

(What skills, knowledge, or qualities are desired? Are these goals specific, measurable, achievable, realistic and timely?)

Participant 1	Participant 2

2. Peer supervision will take the following format, frequency, and duration:

(e.g., onsite, video conference, fortnightly, monthly, 30 minutes, 1 hour, etc.)

3. Confidentiality

- We agree to keep all discussions confidential between participants.
- We agree to only share details about speech pathology service users that are required to engage in professional support related to their circumstances.
- We agree that when a service user is discussed, we will de-identify their information.
- We agree that, if it is required to share identifiable information about a speech pathology service user during peer supervision, we will first obtain informed consent from that service user or their responsible carer.
- We agree to store records containing confidential service user information in a manner that complies with legal and ethical obligations.

- We understand that there is a Duty of Care that may override confidentiality in exceptional circumstances.
 - Such circumstances could be if a peer supervision participant describes unsafe, unethical, or illegal practices and does not go through appropriate procedures to address these after discussion between the participants.
 - If disclosure is determined to be necessary, the participant will inform their peers supervision partner of the perceived reasons for the disclosure.
 - In some circumstances, the peer supervisor may be obligated by the court to disclose information in a legal proceeding.
 - Additional confidentiality considerations:
-

4. Peer Supervision Records

Who will record and maintain the following documentation?

- **Participation log:**
(Records date, time, format, and attendees of a peer supervision session. May be shared with operational manager and others.)
-
- **Detailed record of supervision sessions:**
(Can include discussion topics, progress on learning outcomes, actions, new learning to undertake, future agenda items, preparation for next session. Typically remains confidential.)
-

Each peer supervisor is typically responsible for maintaining their own Continuing Professional Development (CPD) Record. This is a separate document which records the date, CPD category (S), hours of learning, general statements about key learnings and impact or implications for practice.

Where will the records be kept?

- **Participation log:** _____
- **Detailed record of peer supervision sessions:** _____

Paper and digital records will be kept secure by participants.

Who will have access to this information?

- **Participation log:** _____
- **Detailed record of peer supervision sessions:** _____

Review the Confidentiality section of this agreement.

What will happen to records when the peer supervision partnership is concluded.

Participants will discuss whether the peer supervisor prefers that records should be archived or passed on to a new professional support partner.

Records will be maintained in line with state/territory records management policies and for as long as a claim in negligence or contract may be brought against either participant.

Additional considerations related to records:

5. Peer Supervision Sessions

Peer supervisors will prepare for each session by:

Participant 1	Participant 2

Should a session need to be rescheduled we agree to:

6. Evaluate

When will participants review and evaluate learning goals and outcomes?

(This can include achievement of learning outcomes, discussing factors that could assist in the attainment of goals, modifying current goals, or creating new goals.)

When will participants review and evaluate the peer supervision partnership?

(This includes discussion of any factors that impact on the partnership, such as format, frequency, scheduling, interpersonal communication, feedback style, fulfilment of expectations, etc.)

When will this partnership conclude?

(Date or timeframe.)

7. Other Considerations

Either of us may request a review of this agreement at any time.

We are committed to establishing a mutually beneficial partnership for the duration of this agreement.

We will give each other open and honest feedback.

We will listen to and respect each other's personal perspective.

We agree to a no-fault conclusion to our partnership if necessary.

Additional considerations:

Signed: _____ Date: _____

Name: _____ (Participant 1)

Signed: _____ Date: _____

Name: _____ (Participant 2)

Template 4: Community of Practice Charter

Community Organisers

Date Charter Made	
Domain or Topic Area of the Community	
Community Leaders	
Review Date	

Domain

1. Purpose

(Broad description of why the Community is being created, the value to participants and speech pathology service users, and what participants can expect to learn or actions they may undertake.)

Objectives

(How will the community's purpose be realised? What skills, knowledge, or qualities will participants obtain? What actions will participants undertake? Are any goals specific, measurable, achievable, realistic and timely?)

Community

2. Membership

(Who will participate in the community? Are there eligibility criteria for participation?)

Expectations

(What are the expectations for community participation? What norms will lead to productive and professional engagement by community members?)

Practice

3. Roles

(What roles are required for the community to operate? Who will fulfil these roles? Are there eligibility criteria for specific roles? Roles could include community leaders, sponsors, learning facilitators, etc.)

4. Ways of Working

(How will the community work together? What format will they use to connect? How frequently will meetings take place? How long will meetings last?)

5. Confidentiality

- We agree to keep all discussions confidential between community members.
- We agree to only share details about speech pathology service users that are required to engage in professional support related to their circumstances.
- We agree that when a service user is discussed, we will de-identify their information.
- We agree that, if it is required to share identifiable information about a speech pathology service user in the community, we will first obtain informed consent from that service user or their responsible carer.
- We agree to store records containing confidential service user information in a manner that complies with legal and ethical obligations.
- We understand that there is a Duty of Care that may override confidentiality in exceptional circumstances.
- Such circumstances could be if a community member describes unsafe, unethical, or illegal practices and does not go through appropriate procedures to address these after discussion within the community.
- If disclosure is determined to be necessary, the community members will inform the participant of the perceived reasons for the disclosure.
- In some circumstances, a community member may be obligated by the court to disclose information in a legal proceeding.

- Additional confidentiality considerations:
-

6. Community Records

Who will record and maintain the following documentation?

- **Participation log:**
(Records date, time, format, and attendees of community meetings. May be shared with relevant individuals outside the community.)
-

- **Detailed record of community meetings:**
(Can include discussion topics, progress on learning outcomes, actions, new learning to undertake, future agenda items, preparation for next session. Typically remains confidential.)
-

Each community member is typically responsible for maintaining their own Continuing Professional Development (CPD) Record. This is a separate document which records the date, CPD category (S), hours of learning, general statements about key learnings and impact or implications for practice.

Where will the records be kept?

- **Participation log:** _____
- **Detailed record of community meetings:** _____

Paper and digital records will be kept secure by participants.

Who will have access to this information?

- **Participation log:** _____
- **Detailed record of community meetings:** _____

Review the Confidentiality section of this agreement.

What will happen to records when the community of practice is concluded.

Additional considerations related to records:

7. Community Meetings

Community members will prepare for meetings by:

Should a community meeting need to be rescheduled we agree to:

8. Evaluate

When and how will members review and evaluate their individual learning outcomes and actions?

(This can include achievement of learning outcomes, discussing factors that could assist in the attainment of goals, modifying current goals, or creating new goals.)

When and how will members review and determine whether the community's purpose and objectives are being met?

(This includes discussion of any factors that impact on the community, such as format, frequency, scheduling, interpersonal communication, feedback style, fulfilment of expectations, etc.)

9. Other Considerations

Community members may request a review of this charter under the following conditions:

Community members are committed to establishing a mutually beneficial partnership for the duration of this community.

Community members will give each other open and honest feedback.

Community members will listen to and respect each other's personal perspective.

Community members agree to a conclusion of the community under the following conditions:

Additional considerations:

Signed: _____ Date: _____

Name: _____

Signed: _____ Date: _____

Name: _____

Signed: _____ Date: _____

Name: _____

Signed: _____ Date: _____

Name: _____

Template 5: Community of Practice Member Agreement

Community Organisers and Members

Date Agreement Made	
Community of Practice	
Community Member	
Review Date	

1. Agreement with Domain

I have read and I understand the Domain as described in the Community of Practice Charter. I agree to the community's Purpose and Objectives.

2. Agreement with Community

I have read and I understand the Community as described in the Community of Practice Charter. I agree to the community's terms of Membership and Expectations.

3. Agreement with Practice

I have read and I understand the Practice as described in the Community of Practice Charter. I agree to the community's Roles, Ways of Working, terms of Confidentiality, maintenance of Community Records, expectations for Community Meetings, systems of Evaluation, and any Other Considerations.

4. Other Terms of Agreement

(Any other terms for participating in the community that are not outlined in the Community of Practice Charter.)

Signed: _____ Date: _____

Name: _____ (Community Member)

Signed: _____ Date: _____

Name: _____ (Community Leader)

Checklist Templates

Template 6: Professional Support Checklist

Checklist for Supervision, Mentoring, Peer Supervision	
Name of Support Provider	
Name of Speech Pathologist:	
Tick when completed	TASK
	Support provider identified
	Support partners introduced
	Professional support agreement meeting scheduled
Professional support agreement:	
	Roles and responsibilities discussed
	Goals of the support partnership determined considering the experience, knowledge, skills and attributes of the speech pathologist and the requirements of the workplace
	Methods for engagement determined considering the experience, knowledge, skills and attributes of the supervisee and the requirements of the workplace
	Frequency and duration of support activities determined
	Terms and limits of confidentiality discussed and agreed
	Where appropriate, engagement of external supervision support has been negotiated
	Arrangements for support records discussed and agreed
	Arrangements to review and evaluate the professional support partnership discussed and agreed
	Copy of agreement shared with supervisor and supervisee
	If applicable, copy of agreement shared with other, relevant individuals, (e.g., a workplace manager)

Record Templates

Template 7: Participation Log

Speech Pathologist: _____ Support Provider: _____

Date of Session	Duration of Session / CPD Hours of Learning	Format	Attendees

Template 8: Professional Support Record

Present: _____

Apologies: _____

Date: _____ Duration / CPD Hours or Learning: _____

Topic	Discussion	Agreed action

Agenda items for next session	Preparation required

Signed _____ Signed _____

Date _____ Date _____

Evaluation Templates

Template 9: Evaluation of Professional Support Partnership

Support Provider: _____ Speech Pathologist: _____

Partnership Type: _____ Date: _____

Rating scale

1. Almost never 2. Occasionally 3. Often 4. Almost always 5. Always

Quality of the Professional Support Partnership	Support Provider	Speech Pathologist
1. We created a mutually acceptable agreement specifying format, goals, roles/responsibilities and accountability of both partners.		
2. The support partner fulfilled their commitments as specified in the agreement.		
3. The support partner collaborated in creating and working to an agenda for sessions and meetings.		
4. The support partner collaborated in identifying questions and topics for discussion.		
5. The support partner was responsive, met expected timelines, and was punctual in attending sessions.		
6. The support partner was prepared for sessions and meetings.		
7. The support partner completed assigned actions and tasks in a timely manner.		
8. The support partner considered ethical issues relating to professional practice and consulted the profession's Code of Ethics.		
9. The support partner prioritised understanding of the perspectives, strengths, and needs of individuals with communication and/or swallowing difficulties.		
10. The support partner engaged in culturally and linguistically safe and responsive practices related to the support partnership and to speech pathology service users.		
11. The support partner was responsive to individual learning and communication styles.		
12. The support partner used questions and feedback effectively to explore issues and solutions.		
13. The support partner facilitated or engaged in a process of critical self-reflection on practice questions and professional issues.		
14. The support partner understood and met confidentiality obligations.		
15. The support partner regularly evaluated, sought feedback, or raised issues related to satisfaction with the support partnership.		

16. The support partner maintained an appropriate, professional relationship.		
17. The support partner facilitated an atmosphere of trust and support.		
18. The support partner was flexible and adapted to changing needs in the support partnership.		
Support Provider Outcomes	Support Provider	Speech Pathologist
19. The support provider effectively modelled professional and practice skills (if applicable)		
20. The support provider explained concepts and material clearly.		
21. The support provider considered and responded to the learning goals, experience, knowledge, skills and attributes of the speech pathologist. .		
22. The support provider encouraged the speech pathologist to share their unique perspectives and respected their opinions.		
23. The support provider assisted the speech pathologist to identify their learning needs, knowledge, skills, and attributed related to professional practice.		
24. The support provider demonstrated knowledge, skills, and attributes related to the professional area in which support was provided.		
Speech Pathologist Outcomes	Support Provider	Speech Pathologist
25. The speech pathologist's learning goals were achieved, and/or they increased their professional knowledge, skills and attributes.		
26. The speech pathologist's confidence related to professional practice increased.		
27. The speech pathologist's understanding of and engagement in the workplace and/or profession increased.		
28. The speech pathologist's knowledge of ethical issues increased.		
Outcomes and Future Directions		
29. What are some positive outcomes that were achieved from the professional support partnership?		
i)		
ii)		
iii)		

30. What could have been done differently in the professional support partnership?
i)
ii)
iii)
31. What knowledge, skills and attributes could the speech pathologist focus on in future professional support?
i)
ii)
iii)
32. What professional development activities could be benefit either support partner? <i>(I.e., Professional development related to the areas in which the speech pathologist sought support or in the provision of professional support.)</i>
i)
ii)
iii)

References

- Adapted from Australasian Association of Supervision. (2020). What is supervision?
<http://www.supervision.org.au/what-is-supervision>
- Cambridge, D. and Suter, V. (2005). Community of Practice design guide: A step-by-step guide for designing & cultivating communities of practice in higher education. EDUCAUSE Learning Initiative (ELI). <https://library.educause.edu/-/media/files/library/2005/1/nli0531-pdf.pdf>
- Centers for Disease Control and Prevention. (n.d.). Communities of practice charter template. CDC. Atlanta, Georgia, USA.
<https://www.cdc.gov/publichealthgateway/phcommunities/resourcekit/resources-2-2.html>
- Health Education and Training Institute. (2012). The superguide: a handbook for supervising allied health professionals. HETI. Sydney. <https://www.heti.nsw.gov.au/education-and-training/our-focus-areas/allied-health/clinical-supervision>
- International Coaching Federation. (2022). Frequently asked questions. Author. Retrieved from <https://coachingfederation.org/faqs>
- SA Health. (2014). *Allied health clinical supervision framework*, SA Health. Adelaide.
<https://www.sahealth.sa.gov.au/wps/wcm/connect/ad788900438bd2b689308dfd37f1549d/ASH+Clin+Super+Framework+2014.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-ad788900438bd2b689308dfd37f1549d-nKKoBwb>
- SPA. (2020a). Professional standards for speech pathologists in Australia. Author.
https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/Professional_Standards/Professional_Standards/SPAweb/Resources_for_Speech_Pathologists/CBOS/Professional_Standards.aspx?hkey=583a56af-74e0-4111-95fa-656502269967
- SPA. (2022). *Position statement: Professional support, supervision and mentoring*. Author.
https://www.speechpathologyaustralia.org.au/SPAweb/Members/Position_Statements/SPAweb/Members/Position_Statements/Position_Statements.aspx?hkey=b1a46941-246c-4609-bacc-1c1b5c52d19d
- State of Victoria, Department of Health and Human Services. (2019.) *Victorian allied health clinical supervision framework*. DHHS. Melbourne. <https://www.health.vic.gov.au/allied-health-workforce/victorian-allied-health-clinical-supervision-framework>
- Wenger-Trayner, E. & Wenger-Trayner, B. (2015). Communities of practice: A brief introduction. Retrieved from <https://wenger-trayner.com/introduction-to-communities-of-practice/>
- Winstanley, J. & White, E. (2003). Clinical supervision: Models, measures and best practice. *Nurse Researcher*, 10(4), 7–38.

+++++

Original: March 2016

Updated: October 2022

Disclaimer: To the best of the Speech Pathology Association of Australia Limited's ("the Association") knowledge, this information is valid at the time of publication. The Association makes no warranty or representation in relation to the content or accuracy of the material in this publication. The information in this publication is of a general nature; it does not apply to any specific circumstances. The information does not constitute legal or other advice. The Association expressly disclaims any and all liability (including liability for negligence) in respect of the use of the information provided. The Association recommends you seek independent professional advice prior to making any decision involving matters outlined in this publication.