

Manitoba School Clinician  
Certification Supervision

# FRAMEWORK

2024

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# Clinical Supervision

This framework will provide an overview of the clinical supervision process for school clinicians and will guide the work of Manitoba Education and Early Childhood Learning consultants who provide supervision towards Manitoba School Clinician Certification. Supervising clinicians in the field are encouraged to use this resource to guide their work with new clinicians.

Clinical supervision is defined as a working alliance and ongoing process between practitioners intended to enhance knowledge, skills, and judgement; provide professional support and clinical development; and improve student outcomes. It is one of the most important ways that practitioners learn – through practice, observation, reflection, feedback, and implementing recommendations from supervision (Alberta Health Services 2013).

“Competency-based supervision is defined as an approach that explicitly identifies the knowledge, skills, and values that are assembled to form a clinical competency and develops learning strategies and evaluation procedures to meet criterion-referenced competence standards in keeping with evidence-based practices and requirements of the local clinical setting.” (Falender 2007, 233)

## Benefits of Supervision

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Clinical supervision has been associated with the following benefits for clinicians, clinical supervisors, students, and school divisions:

- **Increase Morale, Decrease Stress and Burnout** – The clinical supervision process and relationship can help boost morale, and lower the risk of burnout by encouraging self-reflection and self-expression.
- **Enhance Safety and Quality of Service** – Supervision leads to supervisees monitoring their work, developing ethical decision making and gaining insight into student/school dynamics and encourages safe autonomous practice. Clinical supervision can support clinicians in focusing on the development and refinement of professional practice and evaluating and improving their contribution to the schools and students they serve. As well, effective supervision encourages student voice in the services they receive.
- **Support Professional Development and Enhance Clinical Competency** – Clinical supervision can help clinicians uncover tacit knowledge and be an important developmental tool. It may improve adherence to policies, procedures, and best practices in their given field. Without correction, practice may only increase bad habits.
- **Help Recruit and Retain Staff** – Clinical supervision is considered an important strategy in the recruitment and retention of highly qualified staff and may be a protective factor and an important element related to turnover and occupational well-being for school clinicians.
- **Develop Professional Identity** – Clinical supervision is a means by which counsellors develop a professional identity. Academic learning alone cannot prepare a clinician to integrate complex, and at times contradictory, theory with the personal qualities necessary for building working alliances with students, families, and schools. Also, supervision can help safeguard professional standards.
- **Support Clinicians to Reflect; Enhance Knowledge of Self** – The more clinicians acknowledge about themselves, a process facilitated by clinical supervision, the more they can accept in others. Clinical supervision offers a framework that encourages review and reflection in practice. Many practitioners reflect and plan future work shortly after clinical supervision sessions, when they have been able to discuss issues and identify ways of improving practice.
- **Help Mitigate Impacts of Isolation** – Clinical supervision is considered particularly important where there are issues of social, professional, or geographic isolation. The sense of isolation is intensified if clinical supervision is not available, and some consider it to be the most important strategy to overcome the difficulties of social isolation.

# School Clinician Certification Requirements

Clinicians working in the school system may apply for a school clinician certificate in one of the six following areas:

1. Audiology and Speech-Language Pathology
2. Occupational Therapy
3. Physiotherapy
4. Reading
5. School Psychology
6. Social Work

## Provisional Certification

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Clinicians certified in Manitoba for the first time are issued provisional certificates, valid for three years. Provisional certificates may be extended beyond three years at the recommendation of the school superintendent and supervising clinician.

The submission of the [School Clinician Supervision Report](#) (Appendix E), completed by the supervising clinician, is required at the end of 180 days of employment, at the end of 360 days of employment, and again at the completion of the supervisory period, if extended. The following areas are included in the report:

- assessment/diagnosis
- treatment/therapy/tutoring
- consultation/programming
- workload management and organization
- communication
- team functioning
- report writing/recording
- in-services/presentations
- professionalism-discipline standards
- objectives for continued growth and development

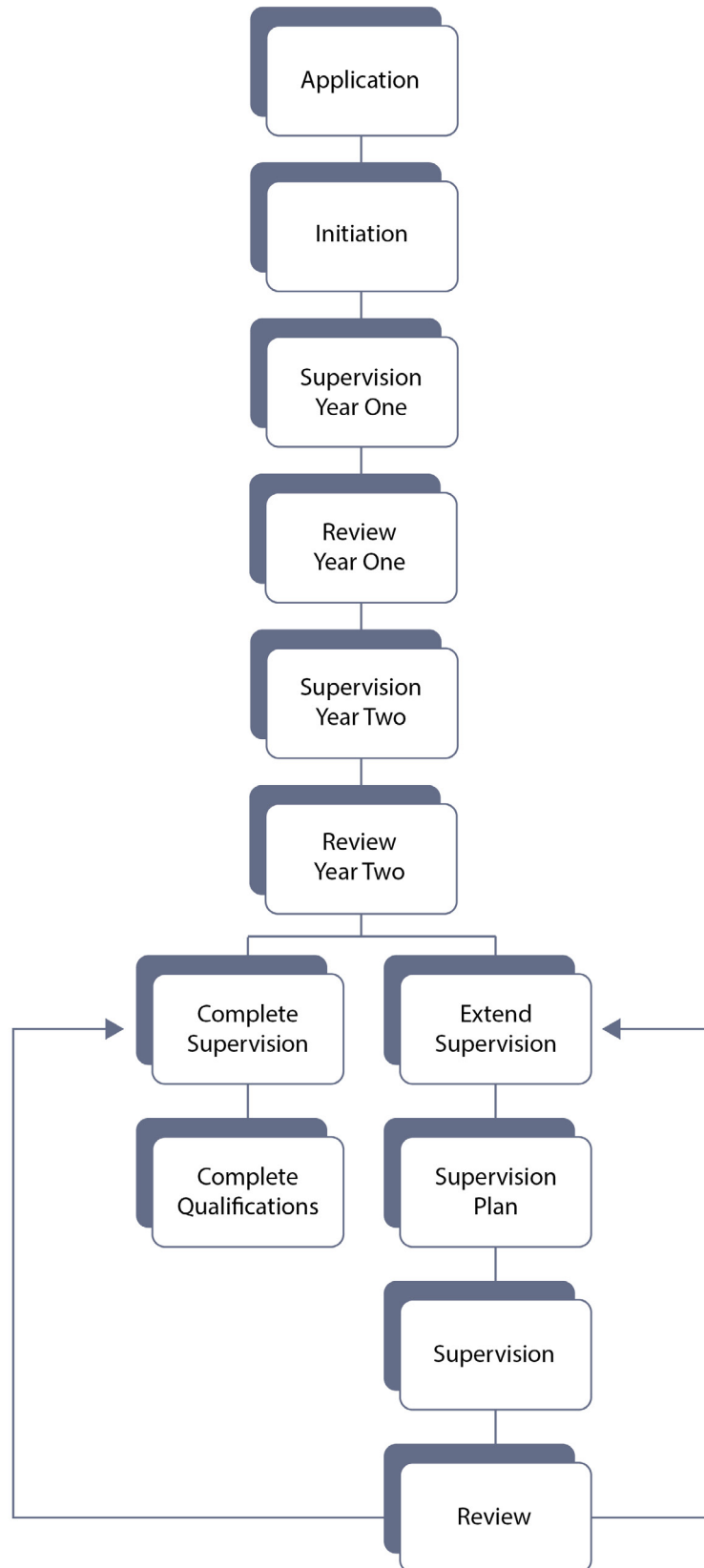
## Permanent Certification

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To be eligible for a Permanent School Clinician Certificate, the clinician must:

- Complete 360 days of clinical experience in a school or school-related activity while holding a Provisional School Clinician Certificate. For example, school clinicians working a 1.0 full time equivalent (FTE) will accrue 360 working days of clinical experience in two school years. School clinicians working a 0.5 FTE will accrue 360 working days of clinical experience in four school years.
- Complete 25 hours of direct supervision by an individual of the same discipline who holds a Permanent School Clinician Certificate, evenly distributed over the 360 days of clinical experience.
- Complete the three-credit University of Manitoba course "Legal and Administrative Aspects of Working in Schools."
- Receive the recommendation of the supervising clinician and school superintendent.

# School Clinician Certification Process



## Application

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- Clinicians apply for Provisional Clinician's Certificate through the [Professional Certification Unit](#).
- Applications with supporting documentation should be completed by early July in order to have the application process completed by September.
- Clinicians must have a Provisional Clinician's Certificate to begin supervision.
- Audiologists, occupational therapists, physiotherapists, social workers, and speech-language pathologists must have their provisional registration in place with their professional regulatory college to start work.

## Initiation

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- Employer and Clinician should determine a clinical supervisor for the School Clinician Certificate supervision period together, within the first week of employment.
- The Clinical Supervisor must be of the same discipline and have a permanent school clinician certificate.
- The Clinical Supervisor may be the same as the mentor/supervisor for the professional regulatory college.
- The Clinician is responsible for contacting the Clinical Supervisor to initiate the supervision process, within the first two weeks of employment.
- The [Clinical Supervisor Declaration-Change form](#) (Appendix A) must be submitted to the Student Services Unit ([SSUInfo@gov.mb.ca](mailto:SSUInfo@gov.mb.ca)) and approval received from the Coordinator, Student Services Unit, before the supervision process can begin.
- If a change of clinical supervisor is needed for any reason, the initiation process should be repeated, including submission of the Clinical Supervisor Declaration-Change form.
- Decision to accept direct supervision hours from the previous clinical supervisor is at the discretion of the new clinical supervisor. Factors to consider include the reason for a change in clinical supervisor, and documentation and information available about the clinician's clinical competency from the previous clinical supervisor.

## Supervision Year One

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- The Clinical Supervisor and Clinician will engage in supervision activities to accrue 50% (recommended) or more of the minimum required supervision hours.

## Review Year One

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- The Clinical Supervisor and Clinician will engage in a collaborative assessment process to determine current competency and establish goals for the upcoming year of supervision.
- A [School Clinician Supervision Report](#) (Appendix E) must be completed by the Clinical Supervisor and Clinician after 180 days of employment.
- The School Clinician Supervision report must be signed by the Clinician, Clinical Supervisor, and Administrative Supervisor, and reviewed by the Superintendent.
- The report must be submitted after 365 calendar days from the issue date on the Clinician's provisional school clinician certificate to the Professional Certification Unit ([certification@gov.mb.ca](mailto:certification@gov.mb.ca)).

## Supervision Year Two

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- The Clinical Supervisor and Clinician will engage in supervision activities to accrue the remaining required supervision hours.

## Review Year Two

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- The Clinical Supervisor and Clinician will engage in a collaborative assessment process to determine current competency and decide if all requirements for the School Clinician Certificate have been met or if the supervision process should be extended.

## Complete Supervision

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- A [School Clinician Supervision Report](#) (Appendix E) must be completed by the Clinical Supervisor and Clinician after 360 days of employment.
- The report must be signed by the Clinician, Clinical Supervisor, and Administrative Supervisor, and reviewed by the Superintendent.
- The report must be submitted after 730 calendar days from the issue date on the Clinician's provisional school clinician certificate.
- Employer must submit [Employer Recommendation for Extension of Provisional or Permanent School Clinician Certification form](#) (Appendix G) recommending permanent certification to the Professional Certification Unit ([certification@gov.mb.ca](mailto:certification@gov.mb.ca)).

## Extend Supervision

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- The Clinical Supervisor and Clinician will engage in a collaborative assessment process to determine the length of the supervision extension and establish goals for the upcoming period of supervision.
- A [School Clinician Supervision Report](#) (Appendix E) must be completed by the Clinical Supervisor and Clinician after 360 days of employment (and at the end of the extension).
- The report must be signed by the Clinician, Clinical Supervisor, and Student Services Administrator, and reviewed by the Superintendent.
- The report must be submitted after 730 calendar days from the issue date on the Clinician's provisional school clinician certificate (and at the end of the extension) to the Professional Certification Unit ([certification@gov.mb.ca](mailto:certification@gov.mb.ca)).
- The Clinical Supervisor and Clinician will engage in supervision activities to address the goals established.
- The Clinical Supervisor and Clinician will engage in a collaborative assessment process to determine current competency and decide if all requirements for the School Clinician Certificate have been met or if the supervision process should be extended.
- If the supervision process needs to be extended beyond three years from the issue date on the Clinician's provisional certificate, the Employer must submit an [Employer Recommendation for Extension of Provisional or Permanent School Clinician Certification form](#) (Appendix G) recommending an extension to the Professional Certification Unit ([certification@gov.mb.ca](mailto:certification@gov.mb.ca)).
- Provisional certification may be extended for up to three additional years. No further extensions will be considered.

## Complete Qualifications

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- Clinicians must meet the [Permanent School Clinician Certification Qualifications](#) required by the Professional Certification Unit to complete the process for receiving their Permanent School Clinician Certification.

# Supervision Responsibilities

## The Relationship between Clinical Supervision and Administrative Supervision

While the clinical and administrative supervision functions are, for the most part, separate, it is understood that clinical and administrative supervisors will collaborate and communicate regularly. Clarification of roles and responsibilities pertaining to both clinical and administrative supervision is critical.

- **Administrative Supervision** – Involves recruiting, establishing workloads, ensuring that work is performed, maintaining records and undertaking performance management.
- **Clinical Supervision** – Focuses on the development of the supervisee as an effective clinician in the identified competency domains. The clinical supervisor helps clinicians gain the confidence, skills, and insights to be purposeful in their work and to apply theoretical knowledge into practical skills.

Administrative Supervisor	Clinical Supervisor	Clinician	Clinical Supervisor and Clinician
<ul style="list-style-type: none"> <li>• Engage in recruitment.</li> <li>• Provide divisional orientation.</li> <li>• Establish workloads.</li> <li>• Ensure that work is performed.</li> <li>• Maintain employment records.</li> <li>• Manage performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a safe environment.</li> <li>• Explore and clarify thinking.</li> <li>• Give clear feedback.</li> <li>• Share information, experience and skills.</li> <li>• Confront personal and professional blocks.</li> <li>• Be aware of organizational contracts and limitations.</li> <li>• Respect confidentiality, unless disclosures conflict the law or professional code of conduct.</li> <li>• Keep a record of supervision hours and activities.</li> <li>• Maintain a record of supervision hours, activities, evaluations, and outcomes and share these records with the supervisee, their administrative supervisor, and the professional certification unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate and organize their own personal, professional, and practical development and relevant supervision arrangements.</li> <li>• Aware of the professional codes of conduct and competencies, where relevant.</li> <li>• Identify practice issues for exploration and improvement of practice.</li> <li>• Prepare any materials that might be needed for the session.</li> <li>• Explore interventions which are useful.</li> <li>• Open to feedback and develop an ability to use this constructively.</li> <li>• Be accountable for his/her work and informing their manager and clinical supervisor of any difficulties.</li> <li>• Ensure that they fulfil their supervision contract with their clinical supervisor.</li> <li>• Keep their manager informed of their clinical supervision arrangements.</li> <li>• Keep notes on the outcome of each session and record.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange when and where the next meeting will take place.</li> <li>• Prepare for clinical supervision so time is used effectively.</li> <li>• Determine the frequency and duration of clinical supervision.</li> <li>• Maintain confidentiality for what goes on in a meeting.</li> <li>• Review, periodically, the effectiveness of clinical supervision.</li> <li>• Know the boundaries of clinical supervision in relation to the organizational policy.</li> </ul>

(National Association of Clinical Tutors UK, 2018)



# Clinical Supervision Checklist

The Checklist is a comprehensive list of requirements for documentation, education, and resources integral to the clinical supervision process. Both supervisors and clinicians should use this tool to document that all areas are covered by the end of the supervision process. The checklist can be found in **Appendix B**.

## School Clinician Certificate Clinical Supervision Checklist



Registration/Certification and Reports	Date Completed	Clinician Initials
Manitoba School Clinician Provisional Certification Number		
Manitoba School Clinician Certificate Interim Report		
Manitoba School Clinician Certificate Final Report		
Mentorship and Supervision	Date Completed	Clinician Initials
Supervision Framework		
Roles and Responsibilities		
Report Forms and Definitions		
Supervision Contact Form		
Meetings and Schedule		
Tracking Hours		
Students/School Case Competency Assessment		
Caseload/Workload Flow and Forms		
School Assignments		
Scheduling Visits		
Service Delivery Models		
Referral Process		
Assessment: Process, Tools, and Reports		
Consultation: Process and Templates		
Direct Intervention: Process and Therapy Plans		
Documentation		
Professional Development		
Introduction to Learning Activity		

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# Administrative Supervision Checklist for Clinician Orientation

This is a recommended checklist to guide student services administrators in the school division clinical staff on-boarding process. The following topics are recommended for inclusion in orientation both verbally and in written documentation, to facilitate clear and consistent expectations and communication, and to support new staff integration. The checklist can be found in **Appendix C**.

## Administrative Supervision Checklist for Clinician Orientation



This is a recommended checklist to guide student services administrators in the school division clinical staff on-boarding process. The following topics are recommended for inclusion in orientation both verbally and in written documentation, to facilitate clear and consistent expectations and communication, and to support new staff integration.

	Date Completed	Clinician Initials
School division HR orientation		
HR: Payroll, health benefits, pension		
IT Set up: Laptop, e-mail address, VPN, phone, iPad		
Processes: Leave requests, expense claims		
Identification: Photo, business cards, keys		
Tour of office/space		
Administrative assistants introduction		
Workplace health and safety, office alarm		
Schedule reporting and expectations (e.g. start/end, lunch)		
Absence reporting		
Meeting schedule		
Annual performance review process		
Materials and resources inventory and locations (e.g. assessment)		
Resources/equipment sign-out process		
Digital/online accounts and subscriptions (e.g. Q-Global)		
Divisional policies		
Service delivery model		
MEELC Inclusion Support Branch Train the Trainer Professional Development		
Online staff/student platform		
Referral process		
School assignments		
Scheduling visits		
Assessment: Process, template, timelines		
Consultation: Process, templates, timelines		
Documentation: Contact notes, progress summary		
Filing: clinical file format, location, document sharing protocol		
Professional development process and expectations		

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# Evaluation and Feedback Structure

The supervisory process's evaluation and outcome is integral to the development of school clinicians. The evaluation of the clinician, as well as the evaluation of the impact and outcome of supervision, is a significant responsibility of the clinical supervisor. Competency-based clinical supervision supports formative and summative assessment by articulating the knowledge, skills, and attitudes that comprise the competencies that are the focus of training. Such an approach minimizes confusion, eliminates final evaluation "surprises," and sets the supervisory agenda.

The [School Clinician Supervision Report form](#) (Appendix E) is the tool used to capture a clinician's summative evaluation. The form is completed by the supervising clinician at the end of 180 days of supervised employment and again at 360 days. Once completed, the forms are shared with the clinician and their administrative supervisor, signed by all parties, and sent to the Professional Certification Unit. The School Clinician Supervision Report form indicates if a clinician meets the clinical competencies required for permanent certification.

The [Clinical Supervision Contact form](#) (Appendix D) is used to document and provide feedback to the clinician after each clinical supervision activity. They also inform summative evaluation by documenting clinician strengths, opportunities for growth, goals, and outcomes.

Throughout the supervision experience, clinicians will receive ongoing formative feedback from their clinical supervisor to inform their work. The clinical supervision feedback and evaluation model indicates a five-phase cycle to provide formative feedback. This cycle is illustrated below (Figure 1).

**Figure 1**



Figure 1 – Five-stage cycle for clinical supervision (Gürsoy et al., 2013)

# Clinical Supervision Activities

- **Direct Supervision Activities**

- ◇ Orientation
- ◇ Observations

- **Indirect Supervision Activities**

- ◇ Consultation
- ◇ Case Studies
- ◇ Group Supervision Meetings
- ◇ Regional Clinical Meetings
- ◇ Other

At least 25 hours of direct supervision is required for certification. Additional supervision hours, both direct and indirect, will be acquired during the supervision period, as determined by the clinical supervisor or clinician.

## Direct Supervision Activities

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The following supervision activities are considered direct supervision:

### Orientation

School divisions are responsible for providing orientation to clinicians about the divisional service delivery model, policies, processes, and expectations. Topics recommended for orientation are listed in [Administrative Supervision Checklist for Clinician Orientation](#) (Appendix C). It is recommended that administrative supervisors provide divisional orientation to clinicians to facilitate clear expectations and communication. Other divisional staff may assist with orientation as assigned.

Clinical supervisors are encouraged to attend the orientation as learners to have a shared understanding of divisional expectations, especially for those clinical supervisors who are not employees of the same school division as the clinician. Clinicians, clinical supervisors, and administrative supervisors are encouraged to schedule orientation to accommodate individual schedules. Direct supervision hours may be counted during orientation for the period of time during which both the clinician and clinical supervisor attend orientation together.

### Observations

Observations occur at the clinician's place of work. Observations can occur in schools, homes, out in the community, or at the school division office. The location will depend on the activities planned by the clinician for the observation day. The goal of these sessions is to observe the clinician's current level of performance across a wide range of competencies and for the clinical supervisor to provide feedback to further the clinician's growth. Observations are scheduled in advance by mutual agreement of the clinician and clinical supervisor. They are usually scheduled for a full school day and occur approximately once per month, unless it is agreed upon that more or less frequent observations are needed.

Observations may include face to face contact with:

- ◇ Student
- ◇ Parent
- ◇ Staff
- ◇ Regional colleagues
- ◇ Agencies
- ◇ Presentations

## Indirect Supervision Activities

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Indirect supervision activities can occur over a variety of mediums. The following supervision activities are considered indirect supervision.

### Consultation

Consultation may include contact by email, phone, virtual meeting, or in person. The purpose is to discuss situations, students, or materials, engage in file reviews, or address other issues. These may occur as often as needed.

### Case Studies

Student case studies may be used as self-reflection/assessment activities as part of the clinician's supervision experience. These activities are meant to support professional growth and assist in planning future supervision activities that can help the clinician work towards their goals.

### Group Supervision Meetings

Clinicians receiving supervision from Manitoba Education and Early Childhood Learning consultants participate in group supervision sessions. The main group supervision meetings occur two times per year in Winnipeg, while other regional group supervision meetings are offered periodically in response to regional demand. During these group sessions, new clinicians have the opportunity discuss issues relevant to practice in Manitoba.

### Regional Clinical Meetings

Regional clinician meetings are typically held three to five times per year. These meetings offer collegial, professional connections and learning opportunities. They are supported by the consultants of the Student Services Unit and are typically organized by professionals at the division level.

### Other

- Goal-setting meetings
- Attending in-person or virtual professional development and training as required

# School Clinician Certification Decision Tree

At the end of Year Two, the Clinical Supervisor and Clinician will engage in Review, a collaborative assessment process to determine current competency and decide if all requirements for the School Clinician Certificate have been met, or if the supervision process should be extended. The following decision tree can be used to assist the Clinical Supervisor and Clinician with the Review.


End of Second Year		
Clinician demonstrates all competencies	Clinician does not demonstrate all competencies	Clinician does not demonstrate all competencies
Recommend for Permanent Certification	Recommend for continued supervision	Recommend for continued supervision
	Clinician, Clinical Supervisor, and Administrative Supervisor agree.	Encounter disagreement from one or more people
	Establish supervision plan – goals, timeline, support, evaluation review date, etc.	The Clinician, Clinical Supervisor, and Administrative Supervisor are encouraged to engage in positive communication and collaboration to reach an agreement about proposed next steps, which may include additional supervision hours.
	Share with Administrative Supervisor.	Addition planning may be required if an alternate clinical supervisor is requested by the Clinician and their Administrative Supervisor.

## References

- Alberta Health Services. (2013). *Clinical Supervision and Practice Supports for an Integrated Service Delivery System: A Guidance Framework*. Retrieved from [https://www.albertahealthservices.ca/webapps/elearning/TIC/Mod05/story\\_content/external\\_files/Clinical%20Supervision%20and%20Practice%20Supports.pdf](https://www.albertahealthservices.ca/webapps/elearning/TIC/Mod05/story_content/external_files/Clinical%20Supervision%20and%20Practice%20Supports.pdf)
- Falender, C. A. (2007). Competence in Competency-Based Supervision Practice: Construct and Application. *Professional Psychology: Research and Practice*, 232–240. <https://doi.org/10.1037/0735-7028.38.3.232>
- Gürsoy, E., Bulunuz, N., Baltacı Göktalay, Ş., Bulunuz, M., Kesner, J. & Salihoğlu, U. (2013). Clinical supervision model to improve supervisory skills of cooperating teachers and university supervisors during teaching practice. *Hacettepe University Journal of Education*, 1(1). 191-203.
- National Association of Clinical Tutors UK. (2018). *Roles & Responsibilities of a Named Clinical Supervisor*. Retrieved from <https://www.guysandstthomaseducation.com/wp-content/uploads/2018/06/Named-Clinical-Supervisor-JD-April2018.pdf>

# Appendices

## Appendix A: Clinical Supervisor Declaration-Change Form

**School Clinician Supervisor Declaration/Change of Supervisor** 

This form must be submitted if a change of supervisor is needed for any reason. The decision to accept direct supervision hours from the previous clinical supervisor is at the discretion of the new clinical supervisor.

Clinician Name  Clinician Certificate Number  Issue Date   
 Clinician Discipline  Clinician Email  Clinician Phone   
 Supervisor Name  Supervisor Certificate Number   
 Supervisor Discipline  Supervisor Email  Supervisor Phone   
 Anticipated Start Date  Anticipated End Date


**Signatures:**  
 Clinician Signature (in ink)  Date   
 Supervisor Signature (in ink)  Date

Submit to: [SSUInfo@gov.mb.ca](mailto:SSUInfo@gov.mb.ca) at least one week prior to start of supervision.

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## Appendix B: Clinical Supervision Checklist

**School Clinician Certificate Clinical Supervision Checklist** 

Registration/Certification and Reports	Date Completed	Clinician Initials
Manitoba School Clinician Provisional Certification Number		
Manitoba School Clinician Certificate Interim Report		
Manitoba School Clinician Certificate Final Report		


  

Mentorship and Supervision	Date Completed	Clinician Initials
Supervision Framework		
Roles and Responsibilities		
Report Forms and Definitions		
Supervision Contact Form		
Meetings and Schedule		
Tracking Hours		
Student/School Case Competency Assessment		
Caseload/Workload Flow and Forms		
School Assignments		
Scheduling Visits		
Service Delivery Models		
Referral Process		
Assessment: Process, Tools, and Reports		
Consultation: Process and Templates		
Direct Intervention: Process and Therapy Plans		
Documentation		
Professional Development		
Introduction to Learning Activity		

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## Appendix C: Administrative Supervision Checklist for Clinician Orientation

**Administrative Supervision Checklist for Clinician Orientation** 


This is a recommended checklist to guide student services administrators in the school division clinical staff on-boarding process. The following topics are recommended for inclusion in orientation both verbally and in written documentation, to facilitate clear and consistent expectations and communication, and to support new staff integration.

	Date Completed	Clinician Initials
School division HR orientation		
HR: Payroll, health benefits, pension		
IT Set up: Laptop, e-mail address, VPN, phone, iPad		
Processes: Leave requests, expense claims		
Identification: Photo, business cards, keys		
Task of administrative		
Administrative assistants introduction		
Workplace health and safety, office alarm		
Schedule reporting and expectations (e.g., start/end, lunch)		
Absence reporting		
Meeting schedule		
Annual performance review process		
Materials and resource inventory and locations (e.g., assessment)		
Resource/equipment sign-out process		
Digital/online accounts and subscriptions (e.g., Q-Global)		
Divisional policies		
Service delivery model		
MFECCL Inclusion Support Branch Train the Trainer Professional Development		
Online staff/student platform		
Referral process		
School assignments		
Scheduling visits		
Assessment: Process, template, timelines		
Consultation: Process, templates, timelines		
Documentation: Contact notes, progress summary		
Filing: clinical file format, location, document sharing protocol		
Professional development process and expectations		

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## Appendix D: Clinical Supervision Contact Form

**Clinical Supervision Contact Inclusion Support Branch** 

Date  Location   
 Field Clinician  Supervising Clinician   
 Dates and Duration of Visit   
 Type of Contact  Summary of Contact

**Strengths:**

**Opportunities:**

**Plan:**

**Signatures**  
 Clinician Signature (in ink)  Date   
 Supervisor Signature (in ink)  Date

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# Appendices (continued)

## Appendix E: School Clinician Supervision Report

**School Clinician Supervision Report**

Manitoba Education and Early Childhood Learning Professional Certification Unit

**School Clinician Information**

Legal Surname \_\_\_\_\_ Given Name \_\_\_\_\_ Middle Name \_\_\_\_\_  
 Email Address \_\_\_\_\_ Date of Birth (Day/Month/Year) \_\_\_\_\_ Certificate Number \_\_\_\_\_  
 Employer \_\_\_\_\_

**Discipline Supervisor Information**

Legal Surname \_\_\_\_\_ Given Name \_\_\_\_\_ Middle Name \_\_\_\_\_  
 Email Address \_\_\_\_\_ Supervisor Telephone Number \_\_\_\_\_ Certificate Number \_\_\_\_\_  
 Report Period from: \_\_\_\_\_ Report Period to: \_\_\_\_\_

Note: This report must cover from the issue date of a valid school clinician certificate to the same day of the next year (e.g. April 28, 2021 to April 28, 2022). Reports that do not cover a full year of supervision will not be accepted.  
 Hours of direct supervision (minimum of 25 hours over two years): \_\_\_\_\_  
 Report type:  First Year Supervision  Second Year Supervision

ACTIVITY	SUB-SKILL	PERFORMANCE			
		Meets Performance Expectations	Not Meeting Performance Expectations	In Progress/Developing	Not Observed
1. Assessment	Appropriateness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Supplementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Treatment / Therapy	Appropriateness of treatment / therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Supplementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Evaluate effectiveness of intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Consultation / Programming	Appropriateness of consultation / programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Supplementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Follow-up of programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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ph: 1-800-463-2378 or 1-204-773-2996

## Appendix F: School Clinician Supervision Report Activity Definitions

**School Clinician Supervision Report Activity Definitions**

**Assessment**

- Clinician independently selects an assessment battery with consideration for relevant factors.
- Clinician efficiently and accurately administers the battery and consistently scores tests accurately.
- Clinician consistently, independently, and accurately interprets and integrates assessment results and behavioural observations to define the student's functioning.
- Clinician seeks supervisory guidance when needed.

**Caseload Management and Organization**

- Clinician independently and consistently prioritizes activities, schedules student/family contact and meetings, maintains student records accurately and makes and documents professional contacts in a timely manner.
- Clinician independently and consistently complies with regulatory and divisional file management requirements in a timely and accurate manner.

**Communicating and Relating to Students, Parents, Educators, and Outside Agencies**

- Clinician independently presents information accurately, clearly, logically and concisely. Oral communications, written reports and letters are appropriate for the needs of the audience.
- Clinician uses terminology and phrasing consistent with the semantic competency of the audience and includes accurate and complete information (listen carefully to others, take initiative in providing appropriate clarifications when needed and demonstrates appropriate nonverbal communication style).
- Clinician seeks supervisory guidance if needed.

**Consultation/Programming**

- Clinician collaborates/consults with school personnel to select, develop and implement interventions that support appropriate educational programming. Consultation/programming considers unique characteristics and needs of the student, family, classroom, school, and community.
- Clinician periodically monitors and evaluates progress.
- Clinician seeks supervisory guidance if needed.

**In-services/Presentations**

- Clinician appropriately and effectively presents clear and meaningful educational information relevant to the needs of the audience.

Manitoba Education and Early Childhood Learning Professional Certification Unit

1 | School Clinician Supervision Report Activity Definitions  
School Clinician Supervision Report Activity Definitions | 2

## Appendix G: Employer Recommendation for Extension of Provisional or Permanent School Clinician Certification Form

**Employer Recommendation for Extension of Provisional or Permanent School Clinician Certification**

Manitoba Education and Early Childhood Learning Professional Certification Unit

To be completed by an authorized official of the employing authority providing recommendation:

School Clinician for Recommendation: Surname \_\_\_\_\_ Given Name \_\_\_\_\_ Middle Name \_\_\_\_\_  
 Cert. No. \_\_\_\_\_ School Division/School District \_\_\_\_\_

I recommend that an extension of a Provisional School Clinician Certificate be granted.  
 I recommend that a Permanent School Clinician Certificate be granted.

Supervising Clinician \_\_\_\_\_ Name (Please Print) \_\_\_\_\_ Date \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent \_\_\_\_\_ Name (Please Print) \_\_\_\_\_ Date \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

To be completed by authorized personnel of the employing authority to verify full days worked for each individual year of employment:

Please Note: This submitted experience is for certification purposes only.

MMMM D, YYYY to MMMM D, YYYY	Total Full Days:	PCU Office Use
For example: July 1, 2017 to March 15, 2018	55 days	
to		
to		
to		

Authorized Personnel \_\_\_\_\_ Name (Please Print) \_\_\_\_\_  
 Position \_\_\_\_\_ Please Print \_\_\_\_\_ Email Address \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

Return to:  
 Professional Certification Unit Telephone: 1-204-773-2998  
 P.O. Box 700, 402 Main Street N. in Manitoba: 1-800-667-2378  
 Russell, Manitoba, Canada R2J 1W0 Fax: 1-204-773-2411

This personal information is being collected under the authority of Manitoba Regulation 115/2015 made under The Education Administration Act, and will be used for employer verification of certification and notification. Personal information is protected under the Freedom of Information and Protection of Privacy Act. If you have any questions about the collection, contact Professional Certification Unit, Box 700, Russell MB R2J 1W0 ph: 1-800-463-2378 or 1-204-773-2996.

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