Since Vietnam’s first speech therapists (ST) graduated in September 2012 they have been involved in a capacity building program to become skilled clinical supervisors (CS) by (1) acting as co-supervisors of current ST students with visiting Australian supervisors and receiving on-the-job role mentoring from them; (2) participating in a Supervisor Development Program (SDP). The SDP consisted of six 3 hour sessions covering planning for placements, teaching and feedback techniques, peer learning, reflection, evaluation of placement outcomes, development of self-as-clinical supervisor. Translation of program notes and in-class interpreting between English and Vietnamese was provided by experienced translators/interpreters. The program was highly interactive and the presenters role-modelled techniques throughout. With the participants’ Informed Consent, their reactions to the content and techniques, and suggestions for modification were digitally recorded during the sessions, and in dedicated focus group times. Transcripts were analysed to identify participants’ perceptions of content and techniques that are and are not culturally and pedagogically appropriate for teaching allied health students in Vietnam. Their suggestions for modification of the program will be incorporated in a revised program and delivered with their involvement for future allied health graduates. Lessons from this two-stage approach to supervisor development are applicable to the Australian context.

Keywords: Capacity building, clinical supervision, allied health, speech therapy, indigenisation