An inquiry into the current practices of support and professional development provided to newly graduated speech pathologists in rural NSW

This qualitative research project explored the support and professional development provided to a small number of newly graduated speech pathologists in their first two years of employment. The impact of the support and development provided is examined in relation to the issue of retention. Results of this pilot study highlight the variability in the support and professional development provided to newly graduated speech pathologists. Through the mapping of the positive support experiences, a model of the key components of a facilitative induction process has been proposed. This can be used as a theoretical tool to help conceptualise the components of an appropriate induction program aimed at retaining speech pathologists in rural areas.