

**SAINT MARY'S
COLLEGE
OFF SITE CLINICAL
PRACTICUM
HANDBOOK**

INTRODUCTION

The educational and healthcare externships are arguably two of the most important clinical experiences that a graduate clinician in speech language pathology undertakes as part of their graduate education. There are several goals for these externships:

- To provide realistic experiences in a professional environment where they will encounter a range of responsibilities and clinical experiences associated with each site.
- To have daily access to a clinical instructor who is teacher and mentor.
- To have day to day opportunity to work independently as a speech pathologist under the direct supervision of the clinical instructor.
- To be assessed and guided by a speech language pathologist towards meeting the Knowledge and Skills Assessment criteria as outlined by the CFCC (Council for Clinical Certification).

The handbook is a general guide to the clinical instructor to assure that all required processes and assessments are completed and that the minimum (25%) amount of supervision is provided. It is hoped that the clinical instructor will be able to find answers to questions quickly in this guide, and be given the tools necessary to make this externship a rewarding and exciting opportunity for all parties involved.

This guide is dedicated to the many clinical instructors who give of themselves and share their knowledge and expertise with the students who benefit from this commitment to mentoring the next generation of speech language pathologists. It is with immense gratitude that Saint Mary's College Communicative Sciences and Disorders Department acknowledges the clinical externship instructors' many contributions and sacrifices made to our program.

The Off Campus Clinical Practicum Program

The off campus clinical practicum programs are set up to meet the CFCC intent that students have experience across the lifespan and obtain the knowledge base, clinical skills and professional characteristics necessary to be a competent speech-language pathologist. The off-campus placement(s) also helps provide them with the appropriate clinical clock hours necessary to meet ASHA certification requirements (a minimum total of 400 hours over the course of the graduate and undergraduate experiences).

Saint Mary's has established a variety of off campus opportunities available at different times during their graduate studies. For most students, these off-campus placements are a culmination of several semesters of academic and clinical experiences. However, there will be select students who have been deemed as ready to leave the on-campus clinic earlier in their program. The information below serves as a guide for the supervisor as to the coursework the student will have already completed, as well as a general guideline of the number of hours the student will have obtained prior to starting at your site. The ultimate goal is to prepare the students so that they are able to

function in the educational or healthcare setting with lesser degrees of support as the clinical externship progresses.

ROLE OF THE SAINT MARY'S CLINIC DIRECTOR

The Director or designee serves as the facilitator in the placement process. Each student must complete an Externship Interview Form indicating his or her externship preferences and interests during the first semester. The information on this form will allow the Clinical Director to conduct long range planning for students. In addition, students are required to create their resume of educational, clinical, and related work experiences before signing up for an interview with the Director. The interview will serve as a way to gather additional information regarding career interests, preferences for certain specialties and age groups. Geographical preference is also discussed. Assignments are based upon the student's academic background, previous clinical experiences, and student's interests. Special requests for placements cannot always be granted. It is important that students remain ready to accommodate all demands that the offsite placement will place upon their personal and travel arrangements. The designated clinical faculty initiates contact with facilities that may meet the needs of each graduate student. Students should **NOT** initiate contact or establish a relationship with any externship facility or supervisor to arrange an assignment, unless instructed to do so by a saint Mary's clinical faculty. If a potential supervisor is interested in supervising an extern, based upon discussion with the Director, the student then makes the next contact to arrange an interview if desired by the placement. At this interview, the student will bring a copy of his/her resume and clinical clock hour status. If students request a final clinical placement in their hometown they must make the Director aware of this request. They will then be instructed to make contacts themselves IF Saint Mary's does not have an affiliation agreement in place. If an agreement is in place, students should defer to the Director for guidance as to how to make contact, as site preferences vary.

A student is required to complete a variety of on and off campus clinical experiences in order to have opportunities to gain the maximum number of clinical clock hours in order to graduate. The education externship is recommended to prepare you for working with school-age children with communication disorders and to help you understand and learn about the professional role of an SLP in a school setting. Healthcare externships are also highly recommended so that you can gain clinical experience in areas that you might not have exposure to during your time at the Judd Leighton Speech and Language Clinic. Both experiences help to broaden your knowledge regarding the scope of practice of a speech-language pathologist, while making you a more marketable and competent student clinician. You typically cannot complete education externships in another state because state to state requirements for licensing vary. If you are interested in an out of state educational placement, it is your responsibility to research and complete additional coursework requirements and requirements specific to licensing in that state. If you are from Indiana and wish to return to your hometown for placement, this will be communicated to the Clinical Director during the first semester in order to initiate placement coordination. The majority of placements for Saint Mary's College are within 1 hour drive of South Bend. Most students maintain their campus living arrangements during

their final placement. Students are responsible for transportation and the expense related to this. Please be advised that we cannot accommodate all requests for local placements and cannot prioritize because of financial limitations.

THE LIAISON FOR OFF CAMPUS PLACEMENTS

Responsibilities to the student:

- Assists the Clinic Director with planning the externship placement.
- Facilitates initial contact with the externship site contact.
- Ensures that off campus placements with which we have affiliation agreements continue to meet our clinical education needs. These needs include appropriate patient populations, caseload size that can accommodate a part time or full time student, appropriate hours and days of operation, and an appropriate level of supervision by ASHA certified SLPs with prior experience in the field. Sites that do not meet expectations will be reviewed as the contract terms come up for renewal.
- On occasion a student will request a placement for their final off site placement closer to their permanent address (i.e. home). This is possible, at the discretion of the Clinic Director or designee. The Clinic Director is responsible for ensuring that requested sites have the appropriate clinical populations and personnel to provide an appropriate clinical education experience for the student as stated above. A student's request may be turned down if expectations cannot be met. In the event that a site meets the program's criteria, an affiliation agreement must be completed and in place for at least one month prior to placement at the site. The Director or the liaison for off campus placements will be responsible for supplying the requisite standard affiliation form. If a site wishes to use their own form, this is possible, however students are cautioned that the amount of time needed for Saint Mary's College to vet these types of agreements can be extensive (at least 6-8 weeks).
- Assure that all requirements for placement have been met. These include:
 - Successful completion of relevant coursework and clinical practicum.
 - Provision of updated insurance certificate.
 - Provision of proof of background check.
 - Provision of all required health vaccinations.
 - Completion of CPR in the two year period prior to placement.
 - Completion of attendance at annual privacy in-service.
 - Completion of any prerequisites that are specific to a particular externship site.
- Provide guidance and assistance as needed throughout the externship period.
- In coordination with the Director, observe the student's performance during the practicum whenever possible or requested by student and/or clinical instructor at the site. The designee will also monitor ASHA's KASA standards

to ensure that educational objectives are met during each of the externship experiences.

- Document the completion of the practicum to the department and to the college.
- Be available to the student to discuss any concerns regarding the placement. Any such concerns should be communicated to the liaison or Director as soon as possible.

Responsibility to the Site Placement's Supervising Clinical Instructor

- Ensure that the student has complied with all prerequisites for the externship site.
- Communicate information on the College's program and about the student's preparation.
- Assist with completion of the required documentation, as necessary, throughout the placement.
- Collaborate with the CI in establishing a meaningful experience for the student.
- Assist with recommending assignment of grade for the practicum, as appropriate or requested
- Be available to the CI to discuss any concerns regarding the student's future competency as a member of the profession. Any such concerns should be communicated as soon as possible.
- Provide an introduction and orientation to the clinical tracking program, CALIPSO.
- CALIPSO will be used to monitor progress of the student towards obtaining clinical hours and KASA standards. In addition, various evaluations are generated through this program including site evaluation, supervisor evaluations and graduate clinician required assessments, to name a few.

ROLE OF THE STUDENT

Before the Practicum Begins:

- Complete the Interview Form to indicate preferences and interests during the first semester. Forms will be distributed in CSD 584 at the beginning of the semester.
- Schedule an appointment with the Director or designee during the first semester of graduate school to begin the process of planning for the externship.
- Make sure that all prerequisites are taken or are in process. These include, but are not limited to the following:
 - Provision of all required health vaccinations.
 - Completion of CPR in the two year period prior to placement.
 - Completion of attendance at annual privacy in-service (HIPAA).
 - Completion of criminal background check
- Once site is established, arrange an interview, if required.

- Report to the site on the date selected.
- Liability Coverage: During your time as a student at Saint Mary's College, you are covered under the college's liability insurance, however, it is required that students carry his/her own professional liability insurance during off-campus placements. Professional liability insurance is available through the American Speech Language Hearing Association (ASHA).
- Dress Code: Students are expected to observe and use appropriate dress code while engaged in all clinical experiences. Students are responsible for discussing this issue with their supervisor prior to the initiation of the experiences. CIs have the right to send home a student who does not meet dress code requirements.
- Find housing and/or transportation to sites and assume financial responsibility for housing and transportation. Remember that site placements can be an hour away.

During the Externship:

- Verify the supervisor's ASHA number and state license. This step is also done by the Director or designee, however, the student should become familiar with these documents and make copies for the site supervisor's information for his/her own records to facilitate the process of applying for CCCs upon successful completion of CFY.
- Attendance: Placements completed in the 2nd, 3rd or 4th semester are part-time, 2-3 days a week. The final placement, often referred to as the externship, typically occurs in the 5th semester and is full-time, 5 days a week. Regular attendance is expected. Absences are permitted for activities appropriate to the externship, such as attending seminars. Excessive absences for any reason may result in an extension of the externship. Students are required to arrive at the facility at the beginning of the extern supervisor's day and depart at the end of the extern supervisor's day. Decisions about extending externships due to excessive absence will be made by the Director, the extern supervisor, and the extern. Students participating in a public school placement will generally attend every school day in the term as set up by the local district calendar. Students participating in a healthcare placement must attend every day their supervisor is present. If the supervisor has scheduled time off, the placement should make arrangements to have another SLP cover the student during this time or arrange some other activity, e.g. shadowing a different profession. If another qualified SLP is not available, it is the extern's responsibility to notify the Clinical Director to determine if an extension of the placement is necessary in order to acquire the necessary clinical clock hours. All days taken due to illness must be made up, at the discretion of the site. Students may not alter the schedule according to their preferences either before or during the off campus placement. Requests to modify the schedule in any way must be made to the Clinic Director or designee.
- Communicate to the supervising CI specific requirements that you need to complete and/or activities you would like the opportunity to observe or be a

part of during the externship period. It is the responsibility of the student to ensure that they are keeping track of hours and needed clinical experiences. Students receive instruction during the first semester of the program regarding how to monitor and track clock hours and experiences via Calipso.

- Assure that the supervising CI has all the materials needed to complete assessments and to document completion of requirements as well as clinical hours; this will be available through the clinical tracking program, Calipso. If your supervisor needs assistance using Calipso at any time, please direct him/her to the Clinical Director or site liaison.
- Facility expectations: The student is expected to function as a regular staff member in terms of arrival and departure times. Externs are also expected to attend faculty/staff organizational functions such as team meetings, after school staff meetings, in-services, conferences, parent/teacher conferences, or staffings. The student follows the facility's calendar, vacation days, schedule, building policies, and personnel rules, including immunization requirements and universal precaution policies.
- Clock Hour Requirements: Students are responsible for keeping track of the number of contact hours they obtain during the externship. Students are advised to monitor clock hours closely as the externship progresses to avoid difficulties with earning the required hours. An extern supervisor or clinician holding the appropriate and current ASHA Certificate of Clinical Competence (CCC) must be on-site and available at the externship site at all times when the student is providing clinical services as part of the externship. Extern supervisors may not sign clock hours for clinical experiences that were supervised by another individual. Clinical experiences supervised by a non-certified supervisor do not meet requirements for the externship and therefore cannot be counted.
- Health, Safety, and Injury Policies: Students should complete personal emergency forms in the site's office and follow the site's policies governing the reporting of any accidents or illnesses that affect the externship assignment.
- Statement of Non-discrimination: Saint Mary's College does not discriminate on the basis of sex, race, religion, or ability in its programs. This statement is published, in part, to fulfill the requirements of Section 86.9 of title 45, Code of Federal Regulations, which implements Title IX of the Education Amendments of 1972.
- Access and Accommodations: The Americans with Disabilities Act (ADA) requires State and local governments and places of public accommodations to furnish appropriate auxiliary aids and services where necessary to ensure effective access and communication for individuals with disabilities, unless doing so would result in a fundamental alteration to the program or service or in an undue burden. Therefore, Saint Mary's College, in conjunction with its cooperating schools and agencies, is accessible to student externs with disabilities, and will make every attempt to provide reasonable accommodations for qualified individuals with documented disabilities. All

accommodations should be approved through the Office of Students with Disabilities.

DAILY STUDENT RESPONSIBILITIES WHILE ON EXTERNSHIP:

- While facility orientation and observation are necessary and expected within the first week, the student should become involved directly in intervention and diagnostic experiences as soon as possible or by week two. The student should begin to accumulate the caseload during week two, at the discretion of the site clinical instructor.
- The student extern is expected to fulfill the following responsibilities for completion of the externship and to adhere to the ASHA Code of Ethics.
 - Reflect on own strengths, weaknesses, learning styles and learning needs prior to the externship experiences.
 - Report to the externship facility at the designated time each day and remain “on site” for the work day of the extern supervisor.
 - Share extern supervisor’s facility responsibilities.
 - Attend extramural or outside activities pertinent to the externship assignment, as directed by his/her supervisor.
 - Prepare for clinical activities as specified by the extern supervisor.
 - Participate in clinical activities as specified by the extern supervisor.
 - Participate in written reporting and documentation as specified by the extern supervisor.
 - Attend and participate in staffings for clients.
 - Maintain client confidentiality.
 - Establish and maintain an effective working relationship with the extern supervisor.
 - Attend and participate in in-service and other continuing education programs that are made available for the professional staff members at the extern facility.
 - Manage clinical clock hours using Calipso and ensuring that requirements are met in a timely fashion.

ROLE OF THE SUPERVISING SPEECH LANGUAGE PATHOLOGIST (Clinical Instructor or CI)

- The supervising SLP is part of a training team. Members of this team also includes the student, the College Liaison, the Clinic Director, the Program Director, colleagues of the CI and the clients at the site, to name a few.
- The CI’s role is one of helping the student to change and grow as a professional; to provide a solid foundation for future growth and change of the graduate clinician.
- The supervising CI will be responsible for identifying the needs of the student and to assist with the development of a plan to get those needs met during the course of the externship.
- The supervising CI is able to identify the strengths of a student and assist with building on these.

- The supervising CI will be a teacher, model, and mentor for the graduate clinician.
- The supervising CI is responsible for giving routine feedback and to evaluate the performance of the graduate clinician in a constructive, objective and affirming way so that the student may learn from mistakes and build on successes.
- The supervising CI is responsible for identifying significant areas of concern regarding a graduate student as soon as they are identified. In these cases it is best to inform the student about the concern and the intent to contact the Liaison. However, in cases where this is not possible or not advisable the Externship Liaison may be contacted first. The Liaison and/or Clinic Director will contact the externship supervising CI within 3 business days of notification to determine a course of action.
- It is acknowledged here that the first responsibility of the supervising speech language pathologist is to their clients. It is imperative that all clients or their representatives be made aware of the student's presence and role in the externship site. It is understood that a client has the right to refuse the services of a graduate student clinician.
- Likewise, the supervising SLP also has the right to refrain from assigning certain cases to the graduate clinician, if in their judgment the case is not appropriate for the skill level of the student.

SCOPE OF THE PLACEMENT

- Planning: Students should be given the responsibility to plan assessments/diagnostics and to develop appropriate treatment plans. In addition quarterly reports, annual reviews and the like can and should be assigned to the student with the oversight of the CI.
- Assignments: Students are required to take on all reasonable assignments. One of the required assignments for the final placement is that the student must provide an in-service presentation related to a clinical case or another topic at the discretion of the CI.
- Observations: Opportunities to observe a variety of clinicians are encouraged, especially in the case of swallowing/feeding disorders, AAC and other areas of special interest for which it may be difficult to obtain clinical hours. It is also recommended that the student be allowed to observe different disciplines whenever possible.
- Collaborations: Collaboration with other disciplines is encouraged. Some suggestions include: being part of a multidisciplinary assessment, co-treatment with another discipline, training or participation in another discipline's area of specialization (for example developing a sensory diet with an occupational therapist).
- Clinical Activities: These include writing formal reports, experience in completing documentation for an IEP, IFSP or a medical record note etc., designing and justifying treatment goals and writing treatment plans. Implementing a treatment

plan including data collection, daily documentation, counseling with families/clients, and client education.

- **Documentation**: The graduate Clinician will have had experience in electronic documentation on a medical record. She/he will have had experience with assessment, writing treatment plans, writing progress reports, treatment summaries and many other types of plans. It is expected that he/she should be able to complete the required documentation at a given site with an acceptable amount of training and orientation to the new paperwork style.
- **Billing**: It is expected that the graduate student will have opportunity to complete billing procedures, as applicable, for the clients seen at the site. It is acknowledged that this may be counter to the policies of some organizations. In this case those policies supersede this expectation. In this case it is hoped that the student is given an opportunity to observe the billing process and get information on reasons for the process.
- **Student Evaluation**: Students will be evaluated at the midterm and end of the placement by the CI. Ultimate responsibility for the grade in the off-site clinical practicum course (CSD 587, i.e., externship) is the clinical practicum course instructor.
- **Scheduling**: Students will be given the opportunity to schedule clients, as appropriate as part of their externship placement. This will be done with the guidance of the CI and within the policies of the site.
- **Professional Behavior**: Students are expected to display appropriate professional behavior at all times. Personal calls, texting and emails are to be avoided during the work day, except as allowed during 'breaks' (e.g. lunch time). At no time should personal information related to clients, the placement or courses be posted on social media of any kind. Written communications are to follow proper conventions and required expectations of the site. The student clinicians are to represent themselves in a professional manner to all staff, clients, family/caregivers and supervisors. All HIPAA/HITECH and FERPA guidelines are to be followed at all times. Confidentiality is to be maintained in all circumstances.
- **Professional Attire**: Student clinicians will be required to follow the dress code guidelines of the site. Clothing should be cleaned and pressed. Clothing needs to be neat and functional. Most healthcare facilities require closed heels and toes as well as stockings/socks. Jeans, graphic tees, shorts, sweats, low cut tops (men or women) are NOT acceptable attire. All alternate body piercings should not be visible or should be covered. Body art is to be kept covered. Recall that good hygiene is very important and that most healthcare sites have a policy that does not allow excess make up, nail polish, artificial nails and cologne/other fragrances. No revealing clothing of any kind may be worn including tight clothes, short skirts/dresses, and heels greater than two inches. When in doubt follow the CI's lead.
- **Work hours**: Generally the student clinician follows the work hours of the CI. A contingency plan should be in place if the CI is absent; typically the student may be supervised by another staff person or, more likely they will be assigned to observe in other areas. It is the responsibility of the graduate clinician to make sure they are acquiring the expected number of hours in their placement.

- Clock Hours Recording: Clock hours will be entered into the tracking program, CALIPSO, directly. The CI is responsible for signing off on these clinical hours.
- Competency tracking Form: The KASA form will be completed and authorized by the CI, This will be entered into the tracking program, CALIPSO, directly

SITE SUPERVISOR PLACEMENT PREPARATION:

Please review the student's previous academic experience and clinical experiences at the start of the externship. Below are recommended action items and topics to address during the first week of the placement: The clinical placement letter will be made available one month prior to the placement.

1. Become acquainted with the student's previous clinical experiences, goals and progress, as well as their personal goals for this internship. Students are required to supply the site supervisor with a student information form.
2. Introduce student to the setting, service and clinical experiences at your site.
3. Describe your caseload and scope of practice.
4. Develop clinical goals for the externship. Consider establishing a contract between you and the student in order to ensure that you both stay "on task," focused on the educational goals. Consider establishing a timeline for goal achievement. For example, at the end of Week 3, you might expect the student to be administering two tests independently. This is very helpful for students, since they are accustomed to working in accordance with course syllabi, which are actually very detailed timelines.
5. Consider instituting a weekly meeting with the student so that you are both clear about the goals of the clinical experience.
6. Describe clinical organization and administrative procedures at your site.
7. Familiarize the student with equipment, tests and materials. Establish an environment in which questions are permitted, even expected, since these students are very new to this type of work and need to have the space to learn freely from their mentors.
8. Introduce the student to other staff and team members. Refrain from involving our students in any workplace difficulties, e.g. between staff members, management, disciplines. This experience is already very challenging for them and they can get distracted and intimidated by such workplace "drama." Furthermore, they are unsure how to approach a supervisor around these types of personal issues.
9. Discuss student learning style and preferences. Every student is different and open communication and adjustments to teaching style related to this are important.
10. Discuss how and when you'll provide feedback. If you sharing a student with another staff member at your facility, please make every attempt to be consistent with your information and approaches. If you cannot be, please provide the student with a rationale so that they can learn to see each Supervisor as an individual mentor, with their best interests at heart.
11. Discuss procedures and timing of midterm and final evaluations. Provide ample time during the evaluations for discussion.
12. Discuss structure of the day/week; schedule, preparation time, lunch breaks, etc.
13. Exchange contact information in case of absences/illnesses and identify the person the student reports to in your absence.

Off Campus practicum guidelines

CSD 585

Clinical Practicum-Spring of 2nd semester

Mid-January to April

Duration: 13 to 15 weeks

On site hours: 18-24 hours per week

Clinical clock hour target: 6-15 per week/ 90-180 hours per practicum

Students participating in this practicum have 35 to 50 clinical hours. Some may have received contact hours as undergraduates or they have treated one to two clients at the on-campus clinic during the fall semester. All students will have completed the required 25 observation hours per ASHA guidelines. Students will have taken CSD 584 Clinical Proseminar in Speech-Language Pathology, CSD 502 Assessment, CSD 503 Speech Sound Disorders, CSD 505 Early Childhood Language Disorders, CSD 512 Neurology for SLP. During this semester, they will be enrolled in CSD 506 Later Childhood Language Disorders, CSD 508 Adult Language Disorders I, CSD 510 Research Methods, CSD 516 Motor Speech Disorders and CSD 585. It is not expected that the student assigned to this practicum be exposed to all aspects of your position as a speech-language pathologist.

The expectation for this practicum is that the student will:

- Become familiar with caseload, documentation and other pertinent information related to the clients with minimal to moderate assistance from the supervisor.
- Take data during sessions and complete documentation, incorporating professional terminology into notes.
- Discuss the steps for evaluations based on case history.
- Participate in planning and executing assessments, be able to administer at least 4 diagnostic tests and/or evaluation tools, provide interventions and begin diagnostic decision making with minimal supervision.
- Carry out goals established by supervisor and begin to establish next steps in the treatment hierarchy.
- Identify treatment goals with assistance from supervisor.
- Complete portions of written assessments, IEPs, IFSPs, and other documentation with support from supervisor, incorporate terminology into reports with supervision.
- Participate in team meetings and other team conferences and perform team responsibilities with support from supervisor.

Sample Week-by-Week Practicum Guide

Week 1

- Orientation
- Establish clinical goals for the externship

- Other learning opportunities may occur, such as observation or co-treatment with other disciplines
- Review goals and charts of at least 5 students on caseload.
- Assist with documentation or data keeping
- Goal: 1-4 ASHA clinical clock hours.

Weeks 2-4

- Student and supervisor share 1-5 client sessions. Student may carry out familiar activity with a new client or prepare a new activity for a familiar client.
- Student gradually begins assessment, planning and initiation of treatment.
- Student and supervisor share evaluations (i.e. student administers test, transcribes speech samples, and takes data).
- With assistance, student plans an assessment and sets goals.
- Goal: 3-6 clock hours per week

Weeks 5-7

- Student becomes more independent in planning treatment and following goals set by supervisor. May begin to draft own treatment plan and goals.
- Made decisions regarding assessments.
- Establish treatment goals and carry out goals with supervision.
- Generate daily notes and keep data.
- Write initial notes or discharge summaries with minimal assistance.
- Participate in team reporting.
- Goal: 6+ clinical clock hours per week

Weeks 8-15

- Make decisions regarding assessments
- Establish treatment goals and carry out with supervision
- Generate daily notes
- Goal: 10+ clinical clock hours per week

CSD 585

Clinical Practicum Summer

July to Mid-August

Duration: 6 weeks

On-site hours: 35-40 hours per week (typically Mon-Friday)

Clinical clock hour target: 6-15 per week/30-75 hours per practicum

This is the first non-school based practicum experience for our students. Students at this level should already have between 50-75 clinical hours, but most will be in pediatrics. Prior to this practicum, students will have already completed coursework in CSD 510 Research Methods, CSD 508 Adult Language Disorders I (Aphasia and Right Hemisphere), CSD 516 Motor Speech Disorders, CSD 515: AAC/Cleft Palate, CSD 514 Fluency and Voice, CSD 512 Neurology for SLP, CSD 502 Assessment, and CSD 585 clinical practicum in addition to the

coursework completed pertinent to pediatrics: Speech Sound Disorders, Early and Later Childhood Language Disorders.

Some goals of this experience include:

- Complete basic chart review and history taking with increased speed and efficiency
- Discuss the steps for evaluation based on medical chart review with supervisor guidance
- Participate in planning and executing assessments, be able to administer at least 2 diagnostic interventions and begin diagnostic decisions with minimal supervision.
- Carry out goals established by supervisor, identify next steps in treatment hierarchy.
- Write SOAP or daily notes, incorporating medical terminology into notes
- Participate in team reporting

Sample Week-By-Week Practicum Guide

Week 1

Orientation

Address suggested discussion topics outlined above in Placement Preparation

Establish clinical goals

Complete chart review and history taking

Write SOAP notes with guidance from supervisor

Student and supervisor share patient/client sessions.

Student and supervisor share evaluations

With assistance, student plans 1-2 assessments and sets goals.

Goal: 5-10 clinical clock hours

Weeks 2-3

Student becomes more independent in planning treatment and following goals set by supervisor

Student may begin drafting own treatment plan and goals.

Student becomes more independent in case history collection and assessment.

Student writes initial consult and/or discharge summary.

Student becomes familiar in billing practices and is able to enter appropriate charges with supervision.

Goal: 10-15 clinical hours

Weeks 4-5+

Student assumes majority of caseload as deemed appropriate by supervisor and coursework completed.

Student completes assessment procedures, related documentation and devises goals and treatment plan with minimal assistance from supervisor.

Student executes treatment plan with minimal supervision.

Student participates in care conferences, team meetings, etc.

Goal: 15-20 clinical clock hours per week.

CSD 586**Clinical Practicum Second Year Fall****Late August-mid December**

Duration: 13 to 15 weeks

On-site hours: 18-24 hours per week

Clinical clock hour target: 6-15 per week/90-180 hours per practicum

Students participating in this practicum have typically had 1-2 previous off campus experiences and should have over 100 clinical clock hours.

The expectation for this practicum is that by the end of the placement, each student should be responsible for approximately 75% of the caseload. The number of onsite hours may vary depending on the site and student availability. By the end of this placement, students will have gained experience with a number of different client populations across the lifespan. As with previous placements, students will start with observations and shared sessions with supervisors, but are expected to move quickly into more independence. Rate of progress will depend on the individual student strengths and past experiences.

Prior to this practicum, students will have already completed coursework in CSD 510 Research Methods, CSD 508 Adult Language Disorders I (Aphasia and Right Hemisphere), CSD 516 Motor Speech Disorders, CSD 515: AAC/Cleft Palate, CSD 514 Fluency and Voice, CSD 512 Neurology for SLP, CSD 502 Assessment, in addition to the coursework completed pertinent to pediatrics: CSD 503 Speech Sound Disorders, CSD 505 and 506 Early and Later Childhood Language Disorders and CSD 524 Communication in Autism Spectrum Disorders. During this practicum, student will be taking CSD 501 Aural Rehabilitation, CSD 509 Adult Language Disorders II (TBI/dementia), CSD 522 Dysphagia, and CSD 525 Counseling and CSD 586 Clinical Practicum.

CSD 587**Final Clinical Practicum: Spring 2nd year****mid-January to May**

Students are required to supply the site supervisor with a student information form.

Duration: Full time externships scheduled at the discretion of the placement site. Typically there is one externship scheduled. Under special cases there may be two externships. However, both are a combined 6 credits.

One externship -15-16 weeks, 32-40 hours per week

Two externships: 8 weeks each, 32-40 hours per week

Clinical clock hour target: 10-25 hours per week/100-200 hours (student must have 325 clinical clock hours obtained at the graduate level with a total number of clinical hours of 400+ to graduate)

In order to meet the requirements for the clinical externship (CSD 587), which includes , earning 6 credit hours, this placement MUST be full time. Students are expected to be on

site 32-40 hours a week, which is typically 5 days a week. Some supervisors may have different work schedules that require the student to work 4 days a week, still averaging to 32-40 hours per week. The student is to work the hours that the supervisor works without exception. Modifications to the 32-40 hour a week requirement must be submitted in writing to the Clinical Director and will be considered under extenuating circumstances only. The student may be required to either extend the length of the externship or postpone it into an additional semester, thus delaying graduation. The number of clock hours that a student has going into his/her final externship is NOT a determining factor of a change in schedule. A student who has already met the required clock hours (400 total) or who will meet them a few weeks into the semester, MUST still remain onsite 32-40 hours per week for 15-16 weeks. If a student contacts a clinical supervisor about a modified schedule and this information has not been previously communicated to you by the Clinic Director, please contact the Clinic Director immediately.

The expectation for this final clinical practicum is that by the end of each placement, the student is responsible for 75-100% of the caseload. The number of onsite hours may vary depending on the site and student availability. By the end of this placement, students will have gained experience with a number of different client populations across the lifespan. As with previous placements, students will start observations and shared sessions with supervisors, but are expected to move quickly into more independence. Rate of progress will depend on the individual student's strengths and past experiences.

Students will be in their final semester of graduate school and will be completing their departmental final examinations. These examinations are scheduled in mid-March (typically the week after the college's spring break). The student is responsible for notifying supervisors as soon as this date is known to plan for this absence.

Following the successful completion of the final externship placement, whether education or healthcare, each student will be eligible for the Master's Degree in speech language pathology from Saint Mary's College. The student is then eligible to begin the Clinical Fellowship Year which ultimately leads to the Certificate of Clinical Competence from the CFCC, and subsequently a license from the Indiana Professional Licensing Agency (IPLA). Once licensure from IPLA is complete the student is eligible to work in most settings. They will then be eligible to obtain licensure from the Indiana Department of Education to provide services in the public schools.

SUPERVISORY PROCESS

For detailed information on the supervisory process the reader is referred to the book *The Supervisory Process in Speech Pathology and Audiology*, Anderson, J. (1988) Boston: Little Brown and Company.

In addition the ASHA website has several documents that may be helpful:
www.asha.org.

There are many different approaches to supervision, what works for you is the one to use! Several years ago there was an introduction to supervision that covered many topics through Speech Pathology .com In general the following have been identified as important pieces to successful supervision of graduate (and other) clinicians.

1. Goal setting
 - a. Set goals that you wish to accomplish through the supervisory process.
 - b. Meet with the student and jointly set some goals to be met during the externship.
 - c. Present the goals in behavioral terms.
2. Feedback
 - . Verbal and written feedback is helpful for most students. This does not have to be elaborate but show recognition of successes and challenges and serve as a problem solving tool to assist the clinician in developing critical self-analysis skills. Collection of data is often one of the most difficult therapy activities for new clinician's to develop so addressing this early on is often one of the first things the clinician may need feedback on. The goal is to have the clinician develop self-supervision skills so that they can begin to take some responsibility for their own supervision.
3. Conferences
 - . Mini conferences at various convenient junctures during the day are helpful to keep the new clinician moving forward during the initial weeks. For example 5 minutes before or during lunch and daily wrap up at the end of the day are good times to 'touch base'. This might not happen each day, but more than once a week. These will become less useful as the clinician begins to gain knowledge, skills and self-confidence.
 - a. Formal conferences are typically held twice during a 10 week placement at 5 weeks and at the end of the externship. This is a time for formal assessments to be discussed and reviewed with the clinician. One activity which may help is to have the clinician do a self-assessment and bring it to the conference. Then the supervisor and clinician can compare assessments and talk about discrepancies.
4. Evaluation: The students should be aware of the assessment parameters. They are typically graded at 5 and 10 weeks. Send the assessment to the liaison at both the middle and end of the externship period. Especially at week 5, but anytime there is a problem, the liaison coordinator should be apprised immediately. The goal is for all problems to be addressed immediately and brought to the student's attention at the earliest possible moment. Grades are recommended by the site supervisor but assigned by the clinical practicum instructor.

We encourage feedback and suggestions on this document. Ultimately this is meant as an aid to the student extern and the externship supervisor. Please contact the clinic director at Saint Mary's College Masters of Speech pathology program for any comments, questions or information

Clinic Director
Communicative Sciences and Disorders Dept.

Madeleva Hall
 Suite 150
 Notre Dame IN 46556
 574-284-4532

Opportunity for CEUs in Clinical Supervision

Please contact the Clinic Director for Communicative Sciences and Disorders at Saint Mary's College if you are interested in getting CEU's for an internet series of courses on supervision developed by the Council on Academic Programs in Communication Sciences and Disorders (CAPCSD). This is a multi-module course meant for clinical instructors, CFY mentors and supervisors of SLPA's and is currently offered through our program at no cost to you.

References

American Speech-Language-Hearing Association. (2008). *Clinical supervision in speech-language pathology* [Technical Report]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2008). *Knowledge and skills needed by speech-language pathologists providing supervision* [Knowledge and Skills]. Available from www.asha.org/policy.

Anderson, J. (1988). *The supervisory process in speech-language pathology and audiology*. Boston: Little, Brown and Co.

Brasseur, J. (1989). The supervisory process: A continuum perspective. *Language, Speech and Hearing Services in the Schools*, 20, July (274-295). Retrieved from <http://pubs.asha.org/>

Mancinelli, J. (2016). *Interpersonal Dynamic Guidelines*. LaSalle University

McCrea, E.S. (n.d.). *Handbook for supervisors of externships in speech-language pathology*. Indiana University, Dept. of Speech and Hearing Sciences, R.L. Milisen. Speech and Hearing Center.

O'Connor, L. (2008). A look at supervision in the 21st century. *The ASHA Leader*, April 15. Retrieved from <http://www.asha.org/Publications/leader/2008/f080415b.htm>

Peaper-Fillyaw, R., Bruce, M., Gavett, E., Klick, P., McCollum, M., Robinson, L. & Scott, L. (April, 2013). *Preparation of speech-language pathology clinical educators* [White Paper].

Working Group on The Preparation of Speech-Language Pathology Clinical Educators.
Council of Academic Programs In Communication Sciences and Disorders.

Poole, M. (2011). *Education Externship Handbook*. Purdue University Department of Speech,
Language and Hearing Sciences.

Purdue University (2011). *Education Externship Handbook*.

Taylor, K., White, e., Kaplan, R. & O'Rourke, C.M. (n.d.). *The supervisory process in speech-
language pathology: graduate students perspective*. Downloaded from: [http://sig 11/
perspectives.pubs.asha.org/](http://sig 11/
perspectives.pubs.asha.org/)

University of Wisconsin-Stevens Point (2011). *School of Communicative Disorders
Externship Handbook CD 795*.

University of Wisconsin-River Falls (2005). *Department of Communicative Disorders Clinical
Supervisor Handbook*.

STUDENT INFORMATION SHEET

Name: _____ Year of
Graduation: _____

Contact Information:

Address:

Home Phone

Cell phone:

Email address

Limitations (physical or others):

Transportation Limitations:

Other considerations:

Number of pediatric hours:

Number of adult hours:

Total clinical hours:

Please list your professional goals below.

1.

2.

3.

Please share any information regarding your clinical skills and other related experiences below

CLINICAL EXTERNSHIP PLACEMENT: AGENCY

Thank you for facilitating the clinical externship placement of our graduate clinician. The following information is provided to assist you in planning for an appropriate supervisor and experience for this student.

- Supervising clinicians must have the Certificate of Clinical Competence in Speech Language Pathology from the American Speech language and Hearing Association (ASHA).
- Their ASHA number must be provided to the Director of Clinical practice, or designee, of the Communicative Sciences and Disorders Department of Saint Mary’s College for verification.
- Any state required licensure or teaching credential must be up to date.
- It is recommended that the clinical supervisor has at least three years’ experience in the field.
- The supervisor should be aware of the ASHA guidelines for supervision of graduate clinicians and be willing to provide mentoring and evaluations, as needed and/or requested.

Student Name: _____

Semester and Dates of placement: _____

Assigned placement(s) name, address and telephone: _____

Supervising Clinician Name: _____ Email address: _____
 _____ Phone: _____
 _____ Preferred method of
 contact: _____ ASHA
 number: _____
 _____ Number of Years
 experience: _____

Calipso Grades:

Calipso uses a 5 point scale to rate the student. The following scale and description has been adopted by Saint Mary's College.

- 1 **Early Emerging:** Specific direction from supervisor does not alter unsatisfactory performance.
- 2 **Emerging:** The clinical skill/behavior is beginning to emerge. Efforts to modify may result in varying degrees of success. Maximum amount of direction from supervisor needed to perform effectively.
- 3 **Present:** Inconsistently demonstrates clinical behavior/skill. Exhibits awareness of the need to monitor and adjust and make changes. Modifications are generally effective. Moderate amount of direction from supervisor needed to perform effectively.
- 4 **Developing Mastery:** Displays minor technical problems which do not hinder the therapeutic process. Minimum amount of direction from supervisor needed to perform effectively.
- 5 **Independent:** Adequately and effectively implements the clinical skill/behavior. Demonstrates independent and creative problem solving.

When rating students for Midterm and Final evaluations, the 1-5 rating the CI provides will result in a total score out of 5.0. Please only rate areas that are applicable. Leave non-applicable areas blank, as a 0 score will be detrimental to the final grade. You may use decimal points in your ratings. Scores will convert to yield the following letter grades.

4.27 – 5.00 A
3.96 – 4.26 A-
3.65 – 3.95 B+
3.34 – 3.64 B
3.03 – 3.33 B-
2.72 – 3.02 C+
2.41 – 2.71 C
2.10 – 2.40 D
1.00 – 2.09 F