EXTERNSHIP HANDBOOK
FOR STUDENTS & SUPERVISING SPEECH-LANGUAGE PATHOLOGISTS

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Introduction

This handbook is intended for use by Graduate Student Clinicians (GSC) enrolled in their full-time externship by cooperating Speech Language Pathologists (SLP) and by University of Oregon clinical staff. It provides information on the program’s philosophy and goals, student competencies, policies and procedures related to the practicum experience and evaluation procedures. It is hoped that this handbook will serve to clarify expectations of the GSC as well as the cooperating speech-language pathologist during the externship. It is not intended to limit experiences but rather to serve as a guideline for both the GSC and cooperating SLPs.

This handbook first provides general program policies, followed by the responsibilities of the GSC, the responsibilities of the cooperating SLP and the responsibilities of the Externship coordinator. Additionally, forms needed and support information regarding supervision are provided. STUDENTS: PLEASE NOTE that you are responsible for reading the entire handbook, so you are aware of both cooperating SLP and University of Oregon expectations and responsibilities.

Important Dates
Note: September Experience dates will vary based on district calendar. Students are expected to complete a 4-week practicum before September 24, 2022.

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
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</thead>
<tbody>
<tr>
<td>First Day of Term</td>
<td>September 27, 2022</td>
<td>January 9, 2023</td>
<td>April 3, 2023</td>
</tr>
<tr>
<td>Credentials Updated</td>
<td>October 7, 2022</td>
<td>January 20, 2023</td>
<td>April 14, 2023</td>
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<td>in Calipso</td>
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<tr>
<td>Midterm Grades Due</td>
<td>October 28, 2022</td>
<td>February 10, 2023</td>
<td>May 5, 2023</td>
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<tr>
<td>EBP Presentations</td>
<td>N/A</td>
<td>N/A</td>
<td>TBD</td>
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<tr>
<td>End of term/Final Eval due</td>
<td>December 2, 2022</td>
<td>March 17, 2023</td>
<td>June 9, 2023</td>
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Program Goals

The primary goal of the Final Full Time Practicum (FFTP) is to prepare Graduate Student Clinicians (GSC) to become professionals who will make major contributions to the field of Speech-Language Pathology. There are specific skills that all Speech-Language Pathologists (SLP) perform, and the graduate student clinician will be prepared to demonstrate these skills by the end of this practicum.

As a part of the 4-week, “September Experience” school-based externship, the student will:
1. Assist the supervisor with preparation for the beginning of the year assessment.
2. Help obtain or make materials.
3. Participate in school or district meetings.
4. Participate in IEP meetings.
5. Observe consultation, assessment and/or therapy.
6. Assist with individual or small group intervention.
7. Assist with screening or assessment.
8. Assist in scheduling, planning and paperwork.

As a part of the 10-week, school-based externship, the student will:
1. Follow assessment and screening protocols established by district.
2. Provide treatment to students on the supervisor’s caseload in consultation with the supervisor.
3. Participate in additional duties/responsibilities assigned to the cooperating SLPs such as recess duty, bus duty, staff meetings, and professional development.
4. Utilize information from the student’s IEP/IFSP to plan therapy in consultation with the supervisor.
5. Write assessment reports using the format required by the site.
6. Modify interactions with patients/clients and families as necessary based on their specific cultural needs and values (including, but not limited to race, ethnicity, dialect, sexual orientation, disability, age, socioeconomic status).
7. Work in conjunction with other professionals at the school as appropriate.
8. Participate in IEP/IFSP meetings as appropriate.
9. Practice and demonstrate professionalism at all times in terms of receptivity and responsiveness to feedback, timeliness, and appearance. Follow the ASHA Code of Ethics at all times.

As a part of the 10-week medical externship, the student will:
1. Follow assessment protocol as appropriate for patients/clients and setting. Perform clinical evaluation and bedside evaluations as appropriate for setting and in consultation with supervisor.
2. Participate in instrumental assessment (e.g., Modified Barium Swallow studies) if used in and as appropriate for setting.
3. Provide treatment to patients/clients on supervisor’s caseload in consultation with supervisor.
4. Utilize information from chart review and assessment results to write treatment plans (plan of care) in consultation with supervisor.
5. Write reports (daily notes, assessment reports, progress reports, discharge reports) using format and terminology required by the setting.
6. Make appropriate referrals to other disciplines in consultation with supervisor.
7. Summarize and verbally report patient’s history, assessment results, goals, progress and recommendations in meetings with other professionals and family (e.g., in medical rounds, discharge meetings, care plan conferences) using language appropriate for the persons involved.
8. Modify interactions with patients/clients and families as necessary based on their specific cultural needs and values (including, but not limited to race, ethnicity, dialect, sexual orientation, disability, age, socioeconomic status).
9. Practice and demonstrate professionalism at all times in terms of receptivity and responsiveness to feedback, timeliness, and appearance.
Program Policies

Cooperating SLP Credentials
All cooperating SLPs must verify they hold the current Certificate of Clinical Competence (CCC) from ASHA and their appropriate state license. For school placements in Oregon, this may be a state board license OR a Teachers Standards and Practice license with the appropriate endorsement. In addition, ASHA now requires two hours of professional development in the area of supervision post-certification. One option to meet the requirement is to take the courses that CAPCSD (Council of Academic Programs in Communication Sciences and Disorders) currently offers free for member universities: https://www.pathlms.com/capcsd/courses/21495

Once you have completed two hours of continuing education on clinical supervision, log into “My Account” on ASHA’s website (https://www.asha.org) and select “2020 Requirements for Clinical Instructors, Supervisors, and Clinical Fellowship Mentors”. Next, select the two boxes that indicate you have met the requirements. This will save your information with ASHA and only needs to be done once.

Evidence-Based Practice
As all practicing SLPs are aware, evidence-based practice (EBP) is the standard in our field. Evidence-based practice requires SLPs to integrate the best research with clinical expertise and patient values (http://www.asha.org/members/ebp/). It is the intention of the Communication Disorders and Sciences program at the University of Oregon to train students in the use of EBP.

Identification Badge
GSCs (Graduate Student Clinicians) are required to wear a College of Education (COE) identification badge while working in the schools. Badges are issued to students who have completed their required Oregon and FBI fingerprint clearances. If a site has an alternate identification badge they require, that is an acceptable substitute.

Insurance, Criminal Background Check, Immunizations and CPR
CDS students placed for an externship meet requirements to satisfy the Oregon Health Authority Administrative Rules (OAR 409-030-0100 to 409-030-0250) Administrative Requirements for Health Profession Student Clinical Trainings effective July 1, 2014.

Requirements include
1. Immunizations: Hepatitis B, measles/mumps/rubella (MMR), tetanus/diphtheria/pertussis (Tdap), and varicella. Students typically receive immunization for influenza as recommended in the OHA rules.
2. Screenings: Tuberculosis (TB), 10-panel drug screen
3. Criminal background check includes social security number trace, state/national criminal background history, sex offender registry check and OIG LEIE check.
4. Trainings: CPR/Basic Life Support for Healthcare Providers, blood-borne pathogen training. Site-specific privacy and confidentiality practices and site-specific orientation and on-boarding (e.g., facility-specific protocols for safety, security, standards of behavior) will occur at EACH facility.
5. Insurance and liability coverage: The University of Oregon provides professional liability insurance coverage and general liability insurance coverage for all CDS students placed in off-campus settings.

Attendance

Regular and timely attendance is critical to the success of a practicum. GSCs are required to attend full time every day for the duration of the practicum. Their schedule should mirror that of their cooperating SLP. Should a GSC have an extreme extenuating circumstance (illness, death in the family) and need to miss for a day, they are required to email/phone the cooperating SLP and UO supervisor as early as possible. For a 4-week externship, graduate students who miss more than one day or have more than one schedule alteration to meet personal needs (including tardiness or leaving early) may be at risk of not passing. For a 10-week externship, graduate students who miss more than three days of externship or have more than three changes to their schedule to meet personal needs may be at risk of not passing. Students are asked to submit their absences to externship coordinators online. An email will be sent each term with the appropriate link. A limited number of prearranged absences for professional or programmatic purposes (i.e., presentation of EBP, portion of a day of a job interview) are acceptable and must be approved in advance by the cooperating SLP and designated externship coordinator. If a student is repeatedly arriving more than 5 minutes late, please contact the externship coordinator.

Accommodations due to religious holidays are available. Please complete the UO Registrar form and submit it to Jayme. They will identify appropriate accommodations and communicate these with the site supervisor.

Teletherapy

Per ASHA guidelines, any student engaged in teletherapy/telehealth must be supervised 100% of the time. Students are expected to comply with all state laws regarding telepractice and all HIPAA/FERPA requirements of their site while conducting teletherapy.

COVID-19 Information

Students are expected to comply with all PPE requirements of the assigned site. Students may be required to purchase specific equipment for a placement. Students are expected to comply with all quarantine and closure requirements of the site. If a site reopens, students are expected to follow their supervisor’s work schedule/plan.

If a student is exposed to COVID-19 or is at a site that has to close because of extensive cases, they must notify Jayme immediately. Students in a placement conducting teletherapy must be in reasonable geographical proximity to the site and be available during their supervisor’s work hours.

If a student is at high risk and needs accommodations, this must be discussed with the placement coordinator or director of clinical education before the placement begins. Reasonable accommodations will be made when possible and program extensions will be considered when appropriate. Any requests for accommodations or adjustments to the placements must go through the university, not the site supervisor.
Professional Appearance
Graduate students are expected to maintain a professional appearance while in their externship and follow the dress guidelines of the site. In addition, the use of perfume, cologne, or scents of any kind should be discussed with the supervising SLP as many sites have fragrance-free policies.

Absence of Supervising SLP and site closure
It is recognized that throughout the course of a term, an assigned SLP may need to be absent. The absence may be for a portion of a day, a full day or in some cases for longer periods of time. If possible, it is usually in the best interest of the caseload to have services continue during this absence.

For a graduate student clinician to provide service, an SLP must be on premises. The SLP must have their current ASHA CCC. If the SLP does not have their ASHA CCC, the GSC can provide service but will not be able to count the hours. This is workable for a brief time (.5 - 1 day).

If the supervising SLP will be away from their site and there will not be another SLP on site, the GSC can attend but cannot provide intervention. Attendance may provide an opportunity to shadow a different SLP/related professional within the organization. If desired by the SLP, the GSC can also take the day off. The decision should be made by the supervising SLP.

When a situation arises where a supervising SLP needs to be gone for 3 or more days over the course of the practicum, it is asked that both the supervising SLP and the GSC contact the Externship coordinator.

If a site is closed for more than 5 days during the term due to scheduled breaks, federal/state holiday or inclement weather, the graduate student may be asked to make up some or all of those days during finals week.

Site Visit(s) by Externship coordinator
If GSCs are placed in the local area for their externship or within 120 miles, they may receive a site visit from the externship coordinator. For all other students, contacts will be via email and/or phone. During the visit, the externship coordinator will observe the GSC, provide written feedback and discuss overall performance with the GSC and the cooperating SLP. Arrangements for site visits will be made between the Externship coordinator and the GSC. All visits will be made at a time that is convenient to the cooperating SLP and typically occur in the second half of the term.

Remediation of student performance
In rare circumstances, it may happen that graduate student clinician performance is such that the cooperating SLP needs assistance from the Externship coordinator to attempt resolution. This would be an extreme situation where the level of performance indicates that the GSC would not pass unless significant change was made.

When such a problem surfaces for the cooperating SLP, they should contact the Externship coordinator immediately. These issues often do not resolve themselves. Coming forward earlier in the term is preferable for all parties. The Externship coordinator will arrange a meeting to:
1. Clarify the problem
2. Review expectations related to the problem
3. Identify strategies for improvement
4. Establish expectations of GSC performance for a specified period of time
5. If necessary, involve the UO CDS Director of Clinical Education

If the GSC does not meet established expectations within the agreed-upon time limit, the student will be removed from the practicum and may receive a failing grade. Please see graduate school policy for the implications of receiving a “no pass” grade in a practicum placement.
Responsibilities of the Graduate Student Clinician

Please be aware of the responsibilities listed below. If there are questions, please ask the Externship coordinator immediately. All GSCs will:

1. Assist the cooperating SLP in carrying out the various functions of teaching and other assigned responsibilities. You are considered a full-time member of the staff and as such are expected to participate fully in your supervising SLP’s job responsibilities. In schools, this may include duties in addition to your speech-language practicum, such as recess/lunch/bus duty, staff meetings, PTO meetings, etc.

2. Accept assignments and feedback in a professional manner and with a positive attitude. Conduct yourself professionally, particularly with regards to the comments that you make about faculty, staff, and students. To make pejorative comments about the school, the staff, and/or clients are not professional. Follow the ASHA Code of Ethics at all times.

3. Observe the code of conduct and procedures established at the site. Among other things, this includes dress that is appropriate to your school and role. You should become familiar with policies of the school system, principal, and cooperating SLP. Secure the telephone numbers of your cooperating SLP, university supervisor, and main office.

4. Keep in constant communication with the cooperating SLP on planning and progress of instruction. Carry out existing lesson plans and procedures of the school as asked. Problems sometimes arise because of poor communication. You can prevent many difficulties by anticipating situations and asking questions in advance. If, however, problems do arise, discuss them with the cooperating school SLP or Externship coordinator as soon as possible. Early detection of misunderstandings is to everyone’s advantage.

5. Follow the schedule/calendar of your site/cooperating SLP, not that of the university. Also, follow the schedule for reporting to and leaving the school set by the school and cooperating SLP. GSC’s should arrive just ahead of their cooperating SLP each day and leave at the same time or later. A GSC who modifies the schedule to meet personal needs is at risk of not passing.

6. Respect confidentiality. Do not use client names or identifying information in any paperwork or discussions in university classes.

7. Review program competencies/hours regularly. At the beginning of the FFTP (first week) review competencies/hours which can be completed within this experience and discuss with your cooperating SLP. Review periodically throughout to ensure you are on target to meet all. If you are not able to meet either, contact the Externship coordinator as soon as you are aware.

8. Act as the Calipso expert at your site. Before the end of the first week, work with your cooperating SLP to ensure they are registered on Calipso and are able to access.

9. Track and record all clinical hours. Record clock hours in decimal notation: 0-15 minutes as .25, 16-30 minutes as .5, 31-45 minutes as .75 and 46-60 minutes as 1. Discuss hours tracking early in the term with your cooperating SLP. GSCs are encouraged to record hours on a daily or weekly basis.

10. Anticipate and prepare for a supervisory visit, if applicable. GSCs should complete the observation forms and hand them to the Externship coordinator at the start of the visit. Visits are made to help you develop competency, clinical judgment, and objectivity. This is a shared responsibility among you, the cooperating SLP, and the Externship coordinator.
11. Avoid transportation of patients/students in your personal car. Personal liability makes this a risky practice. Requests of this nature should not be accepted. Remember that neither the practicum site nor the University of Oregon assumes responsibility for any car insurance coverage.

12. Leave administration of medication to authorized personnel. Graduate student clinicians are not authorized to administer medication or corporal punishment. If you are asked, remind school personnel that you do not have the authority to do so. You should not be required to act as an "official" witness to corporal punishment by signing documents in the school office. Practicum students should not use restraint as a form of punishment.

13. Follow carefully any strike discussions at your site. If staff strike, walk out, or have contractual difficulties which disrupt the normal work schedule, as a practicum student you should, insofar as possible, avoid taking sides in the dispute. It would not be appropriate for you to participate in any demonstration or be placed in a position where you could be accused of strike breaking. In the event of a strike or walk out, you should immediately inform your externship coordinator. If it appears that the strike, walk-out, or contractual difficulties will prevent you from completing the minimum requirements, an attempt will be made to arrange an alternative placement.

14. Remember, CDS graduate students are prohibited from serving as regular or substitute teachers in Oregon schools while performing student teaching assignments.

15. Submit all required paperwork by the end of the quarter. Refer to the checklist to ensure all forms are included and complete.

16. Students will be licensed under the 2020 Standards for Speech Language Pathologists.

**Responsibilities of the Hosting SLP**

1. The cooperating SLP has the primary responsibility for the supervision of the GSC student teacher. The minimum amount of time spent in direct supervision must be one-fourth (25%) of the total time for each child the GSC serves in therapy and/or assessment, 100% supervision if services being provided by teletherapy. This guideline is dictated by the program’s accrediting agency, the Council on Academic Accreditation (CAA) of ASHA.

2. It is recommended that cooperating SLPs review ASHA’s documents related to the Knowledge and Skills Needed by Speech-Language Pathologists Providing Clinical Supervision

3. The types of cases and the schedule of therapy will be determined by the cooperating SLP in consultation with the GSC.

4. In addition to the acquisition of formal competencies, it is important for the practicum student to learn the everyday "working rules" of a practicum site. This could include a review of the following types of information:
   a. As soon as possible, introduce the GSC to site administrators, relevant support personnel and program staff.
   b. Orient the GSC to the location of offices, work areas, restrooms, lounges, parking areas and cafeteria.
   c. If there is an official personnel handbook, obtain a copy for the GSC and review the contents with the GSC.
   d. Clarify regulations regarding access to files, IEPs/IFSPs, treatment plans, etc.
   e. Assist the GSC in obtaining any keys, parking passes, cafeteria tickets, and other necessities of the site.
f. Explain all emergency procedures to the GSC (such as fire drills) and point out the location of hall alarms, fire extinguisher devices, and first aid kits/supplies.
g. Explain the smoking/nonsmoking policy as well as the "staff lounge" guidelines and any "lunchroom" rules.

In classroom setting:
1. Review procedures regarding procurement of supplies and texts, as well as AV equipment and materials.
2. Explain routine procedures regarding playground and hall rules, as well as administrative duties such as attendance, seating, lunch count, lavatory use, before school activities, auditorium conduct, dismissal, classroom maintenance, and location of classroom supplies.
3. If appropriate, inform the GSC of the time and location of faculty meetings, PTO meetings and parent-teacher conferences.
4. Discuss your philosophy of behavior management and/or classroom management and whenever possible explain why you respond the way you do in particular situations.
5. Discuss each of the curriculum areas with the GSC and explain what has been taught, what you are teaching, and what you plan to teach.
6. Assist the GSC in becoming aware of individual problems that might exist in the classroom.
7. Evaluate GSC performance throughout the experience. See evaluation guidelines, next section.
8. Inform the GSC's Externship coordinator as soon as possible regarding any concerns and/or problems you experience regarding unacceptable student performance.
9. Verify GSC clinical hours after they are submitted to you on Calipso. It is the responsibility of the GSC to record all hours. Students are encouraged to record daily or weekly. Supervisors typically approve 1-2 times per term.

Responsibilities of the Externship coordinator

The Externship coordinator serves as the liaison between the cooperating SLP and the University of Oregon, providing professional services to both the cooperating SLP and the graduate student clinician. Therefore, the main role of the Externship coordinator is to clarify the externship experience and facilitate the GSC's progress through it by working with both the GSC and the cooperating SLP through site visit, email and or phone conferences. Specifically, the Externship coordinator's role may include the following:
1. To assist in orienting the cooperating SLP and the GSC to the program.
2. To work with the cooperating SLP to provide a network of support for the GSC.
3. To support the cooperating SLP in identifying the GSC's strengths and weaknesses.
4. To conduct conferences to help formulate alternatives for change when necessary and/or support efforts of both the GSC and the cooperating SLP.
5. To help resolve any problems which might arise.
6. To hold conferences and/or meetings to aid the cooperating SLPs in successfully fulfilling their role.
7. To provide the benefit of instructional expertise whenever needed by the GSC.
8. To serve as a liaison between the U of O and the cooperating SLP.
9. To assist in the preparation of the final evaluation of the GSC's experience.
Suggested Time Schedule for Acquisition of Caseload

The suggested time schedule for a 10-week externship does not have to be followed exactly, many students do take on larger portions of the caseload with success earlier in the term. The intent of this schedule is simply to provide guidelines. Some information may not apply to all practicum sites.

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<tr>
<th>First Week</th>
<th>The GSC should utilize this time to:</th>
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<tr>
<td></td>
<td>1. Become acquainted with his/her cooperating SLP.</td>
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<td>2. Become acquainted with the clients in the caseload. Review files to learn names, type(s) of disorder(s)/eligibilities, general speech and/or behavior patterns, significant characteristics and unique features which will help recall each child or influence therapy progress, IEP and other paperwork.</td>
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<td>3. Observe the cooperating SLP, noting daily routine, manner of relating to staff, general therapy procedures, routine management, rapport-building techniques, etc. Practice taking data for individual and group sessions.</td>
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<td></td>
<td>4. Gain general orientation to the building: location of key sites such as administrative offices, health services, supply rooms, staff room, library, kitchen, locations available for charting, radiology suite, materials and office equipment and other important areas or resources.</td>
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<td>5. Become acquainted with schedules and procedures, especially emergency procedures.</td>
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<td>6. Meet other personnel that the SLP works with.</td>
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<td></td>
<td>7. Begin an organizational system containing important information such as scheduling, observation notes, lesson plans, data, etc.</td>
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<td></td>
<td>8. Select the first cases with the cooperating SLP and write lesson plans and goals as needed. It is suggested that lesson plans be submitted the Thursday before the following week so that the cooperating SLP has time to review them, suggest revisions and return them to the student to make corrections before the upcoming week.</td>
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<td>9. Observe clients/students in various settings throughout the site, i.e. in their regular classroom, special education classroom, at recess, at lunch, in library/music/art, with occupational/physical therapist/nursing staff, with other related service specialists, during interactions with family, etc.</td>
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<td>10. Arrange with cooperating SLP for regular meeting time to discuss specific concerns.</td>
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<th>Second &amp; Third Weeks</th>
<th>The GSC should utilize this time to:</th>
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<td>1. Begin therapy with one individual or small group and gradually extend to 2-3 groups. Once the graduate student clinician has taken the responsibility for planning and implementing therapy for an individual or group, he/she should assume that the responsibilities for that session would continue until the externship has been completed.</td>
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<td>2. By the end of the third week, the GSC should assume approximately one-third of the cooperating SLP’s caseload.</td>
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<td>3. When the GSC assumes responsibility for a case, he/she should establish written objectives and develop intervention plans for the individuals or groups assigned, write evaluations as requested by the cooperating SLP, discuss the reasons for success or failure of therapy goals, being as specific as possible, record and chart data, modify objectives as frequently as evaluation indicates the need to do so.</td>
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| Fourth & Fifth Weeks | By the close of the fifth week, the GSC should have assumed a majority of the caseload. During this period, the GSC should:
1. Provide daily (diminishing to weekly, if appropriate) intervention plans and brief evaluations of therapy sessions, submitting plans to the cooperating SLP for corrections and comments at least one day prior to implementation.
2. Gradually introduce those strategies, motivating devices, etc. which will distinguish his/her therapy from that of his/her supervisor.
3. Gradually assume responsibility for routine reporting normally done by the cooperating specialist.
4. Conduct therapy with and without the direct supervision of the cooperating SLP. The cooperating SLP will be alert to the abilities of the student and leave the therapy room for periods of time to help the student establish full responsibility for the therapy situation.
5. Participate in family conferences, multidisciplinary team meetings and other activities related to the success of clients or program.
6. Participate in mid-term conference with cooperating SLP. |

| Sixth to Tenth Week | During this period, the GSC should:
1. Maintain responsibility for the entire caseload with the exception of those clients the cooperating SLP does not believe the student SLP should take responsibility for. (This is left to the discretion of the cooperating SLP.)
2. Assume evaluation, data retrieval and record-keeping duties normally performed by the cooperating SLP.
3. Identify areas in which they would like additional exposure &/or opportunities to treat.
4. Assume client progress reporting normally performed by the cooperating SLP.
5. Complete reporting of clinical clockhours required for the Final Full Time Practicum. Meet with cooperating SLP BEFORE leaving the site to finalize IPPE and approval of hours. |

### Evaluation of Graduate Student Clinician (GSC)

The regular evaluation of GSCs is an important aspect of the final practicum program. It exists for two purposes: to ensure GSC growth in all aspects of clinical practice and to provide a record of this growth for the GSC and for the supervisors. As such, it is the joint responsibility of the cooperating SLP, the GSC, and the Externship coordinator.

1. **Cooperating SLP Feedback to the GSC** - The cooperating SLP will give both written and/or verbal feedback after observations. Feedback should focus on both strengths and areas of needed improvement. There is no one required method of feedback required but a mix is typically most beneficial for GSC’s.
2. **Externship coordinator Feedback to the GSC** - The Externship coordinator will give verbal and/or written feedback after the observation. Feedback will include strengths and areas of needed improvement.
3. **Mid-term Evaluation** - The Individual Practicum Performance Evaluation (IPPE) is completed on Calipso by the cooperating SLP at mid-term and is discussed with the student.

4. **KASA (Knowledge and Skills Assessment) Competencies/clinical Hours** At the beginning of the practicum, the GSC reviews competencies, which may be completed during student teaching and number of hours needed. The cooperating SLP should discuss with the student which competencies will be able to be met as well as possibilities for clinical hours. All hours tracking is the sole responsibility of the GSC and will be approved by the cooperating SLP at the end of the term.

5. **End of Term Paperwork** – The IPPE is again completed on Calipso and reviewed with the student. The attendance form needs to be completed and signed and the clinical hours approved. The university supervisor determines the final grade.

**Calipso**

The CDS program uses an online grading/hour tracking system for all students called Calipso. This software was developed by several SLPs and works to track hours, clinical competencies and grades. The students you are working with have used Calipso throughout their training program and should be a great on-site resource if you have questions. Please feel free to email the Externship coordinator with any questions.

1. **Registration** (*only for SLPs who have not used Calipso for the University of Oregon before*) To gain access to the Calipso system, please email Jayme (jaymes@uoregon.edu) with your ASHA number. She will generate an access number. When the access number is provided, there will also be a step-by-step set of instructions for the system.

2. **Access** (*only for SLPs who have used Calipso before at U of Oregon*) Each cooperating SLP will use the same information they used previously. The login will be your ASHA number and the password will be the one you set. If you need to reset your password, please you the “forgot password” link on the login screen.

3. **Hours** Students will independently record all hours in the Calipso system. At the end of the practicum, supervisors will log on to Calipso and approve them. It is a quick and easy process. Students should record hours in the following manner: 0-15 minutes = .25, 16-30 minutes = .5, 31-45 minutes = .75 and 46-60 minutes = 1. If one student has multiple supervisors, each individual supervisor will need to independently approve the hours they supervised.

4. **Grading.** Grading is pass/no pass. This information and all feedback information will also be provided to the students via the Calipso system. Given that September Experience is short you may find that you have no basis to give a score on the IPPE for certain areas. Please know that you only need to score in the areas where you feel the student has worked. Every item does not need a score for the IPPE to be completed. If one student has multiple supervisors, the supervisors can decide to complete individual IPPE’s or combine information and do one IPPE.

**Individual Practicum Performance Evaluation (IPPE)**

***Clinical practicum is graded on a Pass/No Pass basis.***
The UO CDS program adheres to the standards set by our national accreditation body, ASHA, and is a competency-based program. To better reflect this, students receive a Pass/No Pass grade with feedback given as to where they are in terms of meeting competencies. A “Pass” indicates that a student has met at least minimum requirements (3 in the grading rubric) to count her or his clinical clock hours. A “Pass” in a practicum does not necessarily mean that associated KASA competencies have been met, as they will be met over time with clinical experience.

Occasionally students do not progress as expected in their practicum assignment. This will be indicated in their evaluation. Students may not count competencies or clinical hours during a term when a “No Pass” grade is received. The following behaviors or performance will result in a No Pass for clinical practicum and are possible grounds for program termination:

1. Violation of ASHA Code of Ethics
3. Serious breach of professionalism – including but not limited to jeopardizing a client’s safety, sharing inappropriate personal information about self or client, use of profanity or chemical substances while involved in clinic activities. Behaviors that might result in a “No Pass” grade include professionalism issues such as more than three absences in a term or rude behavior toward a client or supervisor either via email or in person. These violations will be recorded in writing on the IPPE.
4. Receipt of a “1” or “2” on the grading rubric for any of the four IPPE areas (assessment, treatment planning & intervention, clinicianship & professionalism, and record keeping) during the third or later term will result in a No Pass grade. All students who are placed in an off-campus practicum are in their third or later term.
5. Occasionally students will be lacking essential skills in the areas of evaluation, treatment and professional that the program has identified as key to success in the program. These should be noted as “critical concerns” in the IPPE. Three or more critical concerns in a term may impact a student’s progress in the program.

IMPORTANT: When documenting a critical concern, also email the UO externship coordinator.

   a. Evaluation
      i. Did not review/practice test
      ii. Did not follow instructions
      iii. Did not make accurate observations
      iv. Did not accurately record data
   b. Treatment
      i. Data collection lacking
      ii. Did not follow lesson plan
      iii. Did not incorporate self-reflection
      iv. Did not incorporate supervisor feedback
      v. Lesson plan not adequate
   c. Preparedness, Interactions, & Personal Qualities
      i. Missed scheduled meetings
      ii. Appearance not professional
      iii. Not punctual
      iv. Lacked professional demeanor
The following grading rubric is utilized on university clinic evaluation forms:

**Grading Rubric**
1. Skill Absent - supervisor modeling/intervention needed
2. Skill Set Emerging - supervisor intervention needed
3. Skill Set Evident - with supervisor support and feedback
4. Independence with skill set given occasional feedback
5. CFY Ready

Supervisors may want to use the following as a **guideline for grading a student’s competencies:**

1. Skill absent – supervisor modeling/intervention needed
   a. Student:
      i. Lacks knowledge base
      ii. Unable to apply knowledge
   b. Supervisor
      i. Plans and implements session
2. Skill set emerging – supervisor intervention needed
   a. Student
      i. Demonstrates some knowledge
      ii. Beginning to apply knowledge
   b. Supervisor
      i. Has a dominant role
      ii. Directs planning and implementation
      iii. Frequent support/intervention in routine situations
3. Skill set evident – with supervisor support and feedback
   a. Student
      i. Demonstrates adequate knowledge base
      ii. Usually applies knowledge in routine contexts
      iii. Occasionally applies knowledge in non-routine situations
      iv. Occasionally analyzes and synthesizes information
      v. Joint problem-solving with supervisor
   b. Supervisor
      i. Provides occasional support in routine situations
      ii. Usually provides support/intervention in non-routine situations
4. Independence with skill set - given occasional feedback
   a. Student
      i. Demonstrates good knowledge base
      ii. Consistently applies knowledge in routine situations
      iii. Usually applies knowledge in non-routine situations
      iv. Usually analyzes and synthesizes information
      v. Takes lead in joint problem solving with supervisor
   b. Supervisor
      i. Rarely provides support in routine situations
      ii. Occasional support in non-routine situations
5. CFY ready
a. Student
   i. Demonstrates good knowledge base
   ii. Consistently applies knowledge in routine and non-routine situations
   iii. Consistently analyzes and synthesizes information
   iv. Consults with supervisor as needed

b. Supervisor
   i. Has role of consultant
   ii. Occasional support in non-routine situations

Please contact the Externship coordinator/Director of clinical education immediately should you have any concerns about the student’s professionalism or the student receiving a No Pass grade.
Program Forms
Externship Checklist

Beginning of the Term
____ (SLP/GSC) Off-campus supervisors update credentials in Calipso, including ASHA expiration and state license

____ (SLP/GSC) Review competencies and hours to determine possible areas of need/focus for term.

During the Term

____ (SLP) Provide oral/written feedback to GSC.

____ (SLP) Complete mid-term IPPE on Calipso and review with GSC.

End of Term

____ (SLP/GSC) Clock Hours, approved on Calipso by cooperating SLP before the final conference. Be sure all are reported accurately so related competencies will be marked.

____ (SLP) IPPE Completed by cooperating SLP on Calipso and reviewed before time of final Externship coordinator meeting.