

Externship Handbook

SPHS 5309

A Guide for Graduate Clinicians and Supervisors in
Speech-Language Pathology



LAMAR UNIVERSITY

Department of Speech & Hearing Sciences

Speech & Hearing Building
Corner of Iowa & Rolfe Christopher
PO Box 10076

Beaumont, Texas 77710

Phone: (409) 880-8338

Fax: (409) 880-2265

Last updated Summer 2019

TABLE OF CONTENTS

Introduction to Externships	3
Problem Solving	4
Clinical Externship Information for Lamar Speech & Hearing Clinic.....	5
Verification of ASHA Certification/State License	6
Attendance Policy.....	7
ASHA Standards and Procedures	8
Externship Criteria.....	8
Externship Objectives	9-11
Clinical Skill Time Frame for Graduate Student Externs.....	12-13
Clinical Skills Competency Grading Scale.....	14
Clinical Skills Competency Rating Scale Description.....	15
Feedback Tool Guidelines	16
Site Profile	17
Externship Daily Clock Hour Log	18

Introduction to Externships

This manual is designed to be used by Graduate Clinicians and Supervisors throughout the externship process

Externships are intended to be a hands-on opportunity for a skilled speech-language pathologist to provide guidance and feedback to a clinician-in-training and to facilitate the student's acquisition of essential clinical skills.

Externships are scheduled as one of the last components of the MS-SLP clinical program. This clinical assignment must be at least 10 weeks (full time, five days per week, unless otherwise specified during externship initiation) in length to meet the requirements of the Department of Speech & Hearing Sciences clinical practicum guidelines. However, some hospital/rehabilitation sites require 12-week assignments. Students enroll in SPHS 5309 for credit. Arrangements for this externship are made between Lamar University and the Facility. Students must receive prior approval from the Department of Speech and Hearing Sciences to take part in this experience. In addition, a contract is required.

The objectives for the Extern Experience are:

- to provide the student with a full-time transition experience between the university environment and professional employment,
- to provide the student an opportunity to experience varied approaches and philosophies relating to the professional practice of Speech-Language Pathology, including diagnostic and rehabilitation clinical practices,
- to provide the student direct clinical experience in providing evaluation and treatment services,
- to provide the student the opportunity for professional interaction with speech-language pathologists, audiologists, and other professionals in related disciplines, and
- to provide the student the opportunity to experience the administrative structure and operations of a speech-language program in which client service delivery is the primary mission, which may include aspects of the following:

Roles and Responsibilities of members of a Rehabilitation Team, Procedures for documentation of services, such as: chart notes and/or service delivery reports, Introduction to the financial structure of health-related service delivery, such as: billing and reimbursement issues, Total Quality Management, Outcome Measurement, and/or Consumer Satisfaction.

PROBLEM SOLVING

We know that your healthcare externship will be a positive and productive experience. However, if there are problems or if a conflict arises please follow these suggestions:

Step 1: Discuss the concern with the supervisor or student. A discussion should include information about learning styles and suggestions about the MOST beneficial supervisory style for you as a student clinician. Develop a plan to address areas of concern. Goals should be established.

In general, you should

1. Identify the problem in writing
2. Write down the steps that each of you will take to resolve the problem
3. Arrange a follow-up meeting to determine that progress is being made
4. Contact the Lamar University Externship Advisor if you need advice in determining how to present or resolve the problem.

If the concern is not resolved:

Step 2: Contact the Lamar University Externship Advisor who will in turn hold a meeting with the supervisor and the student. The Lamar University Externship Advisor will act as a facilitator.

Failure to demonstrate identified competencies may result in:

Step 3:

1. An extended placement,
2. Co-supervision by an additional supervisor or
3. Possible removal from the placement

ASHA Clock hours will not be granted for an Incomplete or a Fail in SPHS 5309!

CLINICAL EXTERNSHIP INFORMATION FOR LAMAR SPEECH & HEARING CLINIC

NAME _____

EXTERN FACILITY _____

ADDRESS DURING EXTERNSHIP _____

CITY _____ STATE _____ ZIP _____

RESIDENCE PHONE DURING EXTERNSHIP (with area code) _____

E-Mail _____

EXTERN DATES _____ to _____

YOUR SUPERVISOR (IF KNOWN) _____

IMPORTANT!!!

STUDENTS, TO RECEIVE AN EXTERNSHIP GRADE YOU MUST COMPLETE THE FOLLOWING:

1. Daily Clock Hours and/or Semester Clock Hours (make copies)	p. 19 (make IN CALIPSO PROGRAM)	Due: NA – <i>for your personal tracking. All official hours must be entered and approved in Calipso.</i>
2. Verification of ASHA Certification/State License	p. 6 IN CALIPSO PROGRAM	Due: Week 1 – <i>Verify that your supervisor has uploaded documents to Calipso.</i>
3. Completed Clinical Skills Competency Grades	IN CALIPSO PROGRAM	Due: Midterm & Final <i>*Ensure all scope of practice experience is represented.</i>
4. Site Profile	p. 17	Due: End of Semester
5. Clinician's Supervisor and Extern Evaluation	p. 16 IN CALIPSO PROGRAM	Due: End of Semester
6. Clinical Skill Time Frame Form signed/dated	p. 12 OR 13	Due: End of Semester

If you are out of town or out of state, please mail/fax the forms to your Lamar University Externship Advisor.

Fax: (409) 880-2265 Email: babergeron@lamar.edu

Mailing Address:

Lamar University
Department of Speech and Hearing Science
c/o Beth Byers
PO Box 10076
Beaumont, TX 77710

DUE Week 1**VERIFICATION OF ASHA CERTIFICATION & STATE LICENSE**

Supervisors, please upload ASHA and Texas certification and licensure to Calipso (see attached instructions), prior to externship start date. If unable to do so, please fax to: 409-880-2265.

Students, please fill in the information below for each SLP supervisor at the site and fax to: 409-880-2265.

Name of Lamar Extern Student _____

Extern Facility _____

Address of Facility _____

Extern Date(s) _____

Extern Facility e-mail _____

<u>Name of all Supervisor(s)</u>	<u>ASHA#</u>	<u>Phone #</u>	<u>E-Mail Address</u>
_____	_____	_____	_____
_____	_____	_____	_____

ATTENDANCE POLICY

Speech-Language Pathology Graduate Student Clinicians enrolled in SPHS 5309 have an obligation to provide clients with regular and consistent therapy sessions. Consistent attendance and adherence to the schedule provided by site supervisors is also required to enable students to gain appropriate skills across disorders. When students can anticipate that other obligations will cause excessive absence during a semester, they should consider not registering for clinic that semester.

Only emergency illness, unforeseen emergencies such as a car accident, or family bereavement will be considered an **excusable absence** and a reason for canceling an appointment with clients, and/or failing to attend assigned clinical placements. Student clinicians will be required to offer make-up sessions for any treatment/diagnostic sessions missed while you were out sick. There is a **maximum of two emergency excused absences** per semester.

The Clinic's policy requires that Graduate Student Clinicians **attend all scheduled appointments** with clients. There are **no unexcused absences** allowed. Clinicians must submit a doctor's note or other appropriate documentation. **During each semester, emergency excused absences in excess of two time per assignment (Lamar Clinic, offsite externship, etc.), will be considered excessive and will necessitate an infraction notice resulting in one lower letter grade and potential corrective action.**

The Remediation Plan will be one of the following three options:

- (1) Graduate Student Clinicians who miss one unexcused session, or more than two emergency excused sessions within a semester will be required to make up all of the sessions missed in the current semester if the situation permits. The clinical grade for the semester will be lowered.
- (2) Graduate Student Clinicians who miss one unexcused session, or more than two emergency excused sessions within a semester will perform the make-up sessions during the following semester. The clinical grade for the current semester will be an F until the sessions are made up. Due to the limited availability of practicum assignments and depending upon circumstances and client availability, Graduate Student Clinicians needing to make up sessions may need to extend their program in order to accumulate the experience and types of clinical hours required for graduation.
- (3) Graduate Student Clinicians who miss one unexcused session, or more than two emergency excused sessions within a semester may be removed from that particular clinical assignment; in this case no hours will be accrued and the clinician will earn a clinical grade of C or lower. The clinician may withdraw with a "pass" or "fail," if allowable by the University's timetable (academic calendar).
- (4) Graduate Student Clinicians who miss more than five percent of any clinical practicum assignment or are not earning a grade of B or better anytime during a semester may have their clinical privileges removed. No hours will be accrued.

**American Speech-Language-Hearing Association
Membership & Certification Handbook
Speech-Language Pathology**

Standards & Implementation Procedures

Standard IV-E Clinical Practicum: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. **The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/client.**

Standard IV-C; V-B: Clinical educators/supervisors of clinical experiences must hold current ASHA certification and state licensure in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA *Scope of Practice in Speech-Language Pathology* in order to count toward the student's ASHA certification requirements

Only the supervisor who actually observes the student in a clinical session is permitted to verify the credit given to the student for the clinical practicum hours.

Direct supervision must be in real time and must never be less than 25 percent of the student's total contact with each client/client and must take place periodically throughout the practicum. These are minimum requirements that should be adjusted upward if the student's level of knowledge, experience, and competence warrants. A supervisor must keep clinician in line of sight and be available to consult as appropriate for the client's/client's disorder with a student providing clinical services as part of the student's clinical education. Direct supervision **must** be in real time. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.

Effective January 1, 2020 - Standard V-E.

The supervising SLP must:

- have an equivalent of a minimum of 9 months of full-time clinical experience (post CF),
- have completed a minimum of 2 hours of professional development in clinical instruction/supervision post CCC status.*

**Lamar University can provide access to CE opportunities in supervision as needed.*

~~~~~

**Healthcare Externship Student Prerequisites**

1. B.A. or B.S. in communication disorders or a related field.
2. Enrollment in the Lamar University SLP program with a GPA of 3.0 or higher on a 4.0 scale
3. Successful completion of an interview with the lead SLP and supervising SLP at the prospected site, if required by the site.
4. Successful completion of clinical practicum in the university clinic.
5. Current immunization record (TB & HEP B testing falls under this category) and CPR certification, **as required** by the facility.
6. Professional liability insurance coverage (provided by Lamar University).
7. Letters of recommendation along with undergraduate and graduate transcripts, **if required by the site.**
8. Successful completion of all portions of writing workshop (goal development, SOAPs, evaluations, etc.).
9. Successful completion of medical terminology quiz (90%).



## **EXTERNSHIP OBJECTIVES**

### **Clinical Objectives for Graduate Student Clinicians**

#### **Objective I - Professional Conduct:**

**The student will develop outstanding standards of professional conduct.**

1. Student abides by professional code of ethics.
2. Student has neat, clean and appropriate appearance.
3. Student shows respect for all members of the rehabilitation team as well as support staff.
4. Student is aware of and follows all departmental policies and procedures.
5. Student demonstrates understanding of the speech pathologist's role as it relates to other disciplines.
6. Student accepts constructive criticism and is aware of his/her own strengths and weaknesses relative to the clinical setting.
7. Student demonstrates curiosity and enthusiasm about his/her profession.
8. Student demonstrates self-discipline and dependability in meeting responsibilities.
9. Student is able to discern and handle appropriately confidential information.
10. Student demonstrates interest in his/her clients.
11. Student demonstrates confidence in his/her clinical skills and promotes feelings of confidence from his/her clients and other clinicians.
12. Student is able to respond appropriately to clients' behavior and seeks assistance when needed.

#### **Objective II - Communication:**

**The student will develop effective communication skills.**

1. Student presents ideas logically and clearly to clients, family members, and other health professionals.
2. Student is knowledgeable and uses appropriate terminology to meet specific communication situations.
3. Student is able to give easily understood and appropriate instructions to clients and family members.
4. Student develops effective rapport with clients, family members and other staff members.
5. Student is able to report progress as well as significant non-clinical information to other staff members and medical staff.
6. Student is able to summarize and verbally present diagnostic findings to clients, family members and other staff members in a clear, concise manner.
7. Student is able to write clear, concise evaluations, discharge summaries, staffing notes and progress notes according to department guidelines.

#### **Objective III - Diagnostic/Treatment skills:**

**The student will develop outstanding diagnostic/treatment skills.**

**These are general guidelines for all diagnostic/therapeutic situations**

1. Student will perform thorough chart review and document relevant information.
2. Student will demonstrate ability to analyze client's medical, social and psychological history as it relates to rehabilitation.
3. Student will choose appropriate diagnostic tools.
4. Student will administer the diagnostic tools appropriately, demonstrating sensitivity to the client's specific status at time of evaluation.
5. Student will accurately score and interpret the diagnostic results.
6. Student will discern reliability of testing results.

7. Student will use informal assessments appropriately.
8. Student will establish a realistic plan of treatment with appropriate long and short-term goals.
9. Student will write functional long and short-term goals.
10. Student will re-evaluate treatment programs and revise them when appropriate.
11. Student will record and maintain objective data for each goal addressed.
12. Student will observe and report non-language behavior, which may affect the client's progress.
13. Student will demonstrate flexibility/ability to adapt task within a session to meet the client's needs.
14. Student will provide appropriate feedback/reinforcement to client during the session.
15. Student will involve client and/or family members in treatment when appropriate.
16. Student will analyze effectiveness/ineffectiveness of treatment techniques in a timely and accurate manner.
17. Student will utilize time effectively.
18. Student will complete the FIM and the Client/Family Education sheet if required by his/her site.

**These are specific guidelines for dysphagia diagnosis and treatment.**

1. Student demonstrates knowledge of the anatomy and physiology of the oral, pharyngeal and upper one-third of the esophageal swallow.
2. Student obtains pertinent information from the client's chart, which provides diagnostic/prognostic information relative to dysphagia.
3. Student accurately performs a bedside dysphagia assessment using the appropriate forms.
4. Student accurately summarizes and reports findings of the bedside evaluation in the medical chart.
5. Student makes appropriate recommendations for dysphagia management and communicates findings of the bedside and/or instrumental evaluation to medical staff, other disciplines and the client/family members.
6. Student performs a modified barium swallow study with 90% independence at the completion of his/her externship experience.
7. Student demonstrates ability to prepare the barium in the correct consistencies for each client specifically.
8. Student administers the barium and food items in the appropriate order and demonstrates flexibility of thinking to meet the client's specific needs.
9. Student analyzes the oral, pharyngeal stage of the swallow with 90% independence and minimal input from the supervising speech pathologist at the completion of his/her externship experience.
10. Student makes observations of the upper one-third of the esophageal stage of swallowing with input from the supervising speech pathologist.
11. Student identifies and reports the type of dysphagia, aspiration risk level, presence of penetration and any other diagnostic factors, which cause a client's diet to be modified from a regular consistency.
12. Student demonstrates knowledge of the effects of normal aging on the swallow and makes diagnostic/prognostic statements accordingly.
13. Student demonstrates knowledge of specific neurogenic disorders on the swallowing mechanism and makes diagnostic/prognostic statements accordingly.
14. Student completes the modified barium swallow checklist in a timely manner with minimal input from the supervising speech pathologist at the completion of his/her externship experience.
15. Student makes appropriate recommendations for diet changes, alternative methods of nutrition, therapeutic intervention and follow-up studies.
16. Student communicates results, recommendations and prognosis to the client, family members, other disciplines, and medical staff.

**Objective IV – Time Management and Knowledge of the clinic's specific policies and procedures for practicing speech pathology:**

**The student will develop outstanding time management skills. The student will abide by the clinic's policies and procedures.**

1. Student is familiar with the operation of equipment prior to use in treatment.
2. Student demonstrates safe, accurate use of equipment and supplies.
3. Student maintains a clean and neat work station.
4. Student is knowledgeable and abides by standard precautions as stated in the policy and procedure handbook.

5. Student is able to effectively schedule clients according to procedure.
6. Student is able to make scheduling adjustments to accommodate unexpected changes.
7. Student assembles all necessary materials prior to initiating treatment/evaluation.
8. Student independently schedules one hour of observation for each discipline during his/her externship experience; or student independently schedules to follow a client for an entire day through all aspects of care. This objective is dependent upon the nature of the client caseload at the beginning of the student's externship.
9. Student manages his/her schedule so that she/he completes the day's work in an eight-hour time frame.
10. Student completes all documentation in a timely manner and in accordance with the department's guidelines.
11. Student will maintain a clock hour log with number of hours obtained during the externship experience. This log will be sent to the student's university and a copy will remain in the student's file at the site.
12. Student will become proficient in all billing procedures.

~~~~~

HEALTHCARE CLINICAL SKILL TIME-FRAME **FOR GRADUATE STUDENT EXTERNS**

Student Name: _____ **Semester/Year:** _____

<u>Skill/Activity</u>	<u>Timeline for Achievement</u>	<u>Date Mastered</u>
1. Orientation	Within 2 weeks	_____
2. Therapy Observations	Within 2 weeks	_____
3. Chart Review	Within 2 weeks	_____
4. Accurate completion of billing forms	Within 2 weeks	_____
5. Selection of appropriate diagnostic tools	Within 3 weeks	_____
6. Accurate completion of diagnosis of acute rehabilitation client	Within 4 weeks	_____
7. Accurate identification of anatomy and physiology of the oral/pharyngeal swallow	Within 4 weeks	_____
8. Accurate interpretation of training tapes of various types of dysphagia	Within 4 weeks	_____
9. Accurate completion of evaluation forms	Within 5 weeks	_____
10. Accurate completion of short/long-term goals	Within 5 weeks	_____
11. Report at team conference	Within 4 weeks	_____
12. Accurate completion of daily progress notes	Within 4 weeks	_____
13. Identification and use of informal diagnostic tools	Within 5 weeks	_____
14. Appropriate interaction with other disciplines	Within 5 weeks	_____
15. Making appropriate referrals	Within 6 weeks	_____
16. Independent completion of evaluation plan of treatment, discharge planning and objective/subjective information gathering	Within 8 weeks	_____
17. Counsel clients and family	Within 8 weeks	_____
18. Complete a clinical swallowing evaluation independently	Within 8 weeks	_____
19. Perform a Modified Barium Swallow Study with minimal supervision	Within 8 weeks	_____

Approved: _____
Externship Supervising SLP(s)

Approved: _____
Director of Facility/Department

Approved: _____
Lamar University Externship Advisor

EDUCATION CLINICAL SKILL TIME-FRAME **FOR GRADUATE STUDENT EXTERNS**

Student Name: _____ **Semester/Year:** _____

<u>Skill/Activity</u>	<u>Timeline for Mastered Achievement</u>	<u>Date</u>
1. Orientation	Within 2 weeks	_____
2. Therapy Observations	Within 2 weeks	_____
3. Student File / Child Protection Policy Review	Within 2 weeks	_____
4. Review of Evaluation Reports and IEPs	Within 2 weeks	_____
5. Development and Implementation of a Therapy Plan	Within 4 weeks	_____
6. Accurate completion of documentation	Within 5 weeks	_____
7. Accurate completion of short/long-term goals	Within 5 weeks	_____
8. Attendance in conferences, ARDs, faculty meetings	Within 5 weeks	_____
9. Appropriate interaction with other disciplines	Within 5 weeks	_____
10. Selection of appropriate diagnostic tools	Within 6 weeks	_____
11. Appropriate referrals	Within 6 weeks	_____
12. Independent completion of evaluation plan of treatment, discharge planning and objective/subjective information gathering	Within 8 weeks	_____
13. Education of parents and teachers	Within 8 weeks	_____

Approved: _____ Externship Supervising SLP(s)

Approved: _____ Director of Facility/Department

Approved: _____ Lamar University Externship Advisor

CLINICAL SKILLS & COMPETENCY GRADING SCALE

Please see the attached handbook for utilizing the Calipso online software to track midterm and final grades for student clinicians. All grades are posted in Calipso.

Prior to the semester begin, supervisors need to:

- Register and activate a profile
- Complete site information
- Upload license & certification

While there will be some variation across different competencies based on unequal access to all populations, the grading scale below outlines how the average scores on the 1-5 rating scale correspond to traditional letter grades. Guidelines for using this 5 point scale are found on page 15 of this document.

Midterm is an opportunity to assess progress thus far, meet with the student to review expectations, and determine whether any additional supports are necessary for optimal skills development. Midterm grades are due approximately seven or eight weeks into the Fall/Spring semesters. However, we understand that, due to fluctuating caseloads, your availability to complete this process may not always be consistent. Therefore we happily allow for an extra week, if necessary.

Grading Scale for Semesters 4 and 5 – Externship:

4.8-5.0	A+	In need of clinical remediation
4.6-4.79	A	
4.2-4.59	A-	
3.9-4.19	B+	
3.6-3.89	B	
3.3-3.59	B-	
3.0-3.29	C+	
2.7-2.99	C	
2.4-2.7	D	
1-2.39	F	

Please note that the scale above reflects expectations for FINAL grades. A minimum of a B- is required to pass a clinical rotation. If you have concerns that a student is operating below the B level at any time in the semester, please contact Ms. Karen Whisenhunt Saar as soon as possible to discuss.

CLINICAL SKILLS & COMPETENCY

Performance Rating Scale for Calipso

Please utilize the rating scale below to guide decisions in determining midterm and final grades.

Performance Rating Scale

- 1 **Not evident:** Specific direction from supervisor does not alter unsatisfactory performance. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling. (skill is present less than 25 percent of the time).
- 2 **Emerging:** Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Efforts to modify may result in varying degrees of success. Frequent supervisor feedback, specific instruction, and support is required for all aspects of case management and services. (skill is present 26-50 percent of the time).
- 3 **Present:** Skill is present and needs further development, refinement, and/or consistency. Student is aware of need to modify behavior, but does not demonstrate consistent independent ability to do so. Specific supervisor feedback is rarely generalized to other actions or areas of intervention sessions. Supervisor provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill. (skill is present 51-75 percent of the time).
- 4 **Adequate:** Skill is developed/implemented most of the time, though in need of some continued refinement or consistency. Student demonstrates some independent ability to generalize superior feedback to other aspects of intervention. Student is aware and can modify behavior in-session. Student demonstrates ability to self-reflect and evaluate clinical performance. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90 percent of the time).
- 5 **Developed:** Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Demonstrates independent and creative problem solving. Supplements supervisor feedback with consultation and critical analysis of reliable external sources such as recent academic literature. Supervisor serves as consultant in areas where student has less experience; provides guidance on ideas initiated by student (skill is present more than 90 percent of the time).

Feedback Tool

Clinician's Supervisor and Extern Evaluation Completed by Student Course SPHS 5309

Each student clinician will complete supervisor feedback in Calipso at the end of the semester. Potential items to consider in feedback process include:

- 1) Establishment and maintenance of an effective working relationship:
 - a) a. Clinical responsibilities and expectations (e.g., lesson plan format, due dates, report format, contract, optional lessonplans as determined by clinician's experience, etc.) were developed jointly and communicated clearly during the initial supervisory conference.
 - i) Supervisor expectations were modified accordingly as semester progressed.
 - b) Provided enough on-going, objective feedback to satisfy personal needs regarding clinical skills.
 - c) a. Areas of strength were communicated clearly.
 - i) Areas of weakness were communicated clearly.
 - ii) Feasible suggestions/alternatives were provided.
 - d) Jointly evaluated and communicated the effectiveness of the clinician-supervisor relationship.
 - e) Expressed a willingness to integrate feedback suggested by the clinician.
 - f) Encouraged clinician to analyze his/her work to become more independent as the term progressed, commensurate with the level of experience with designated population.
 - g) Provided opportunities for clinician to communicate suggestions/critiques regarding supervisory process or contact.
- 2) Assisting in the development and implementation of the therapy program:
 - a) Offered guidance in jointly determining effective assessment strategies/tools for each designated population.
 - b) Offered guidance in the development of effective goals if requested by clinician and/or deemed necessary by the supervisor.
 - c) Discussed and demonstrated basic clinical and counseling techniques when appropriate and/or requested.
 - d) Served as a resource person in supplementing theoretical information with practical suggestions regarding clinical activities (e.g., materials, data collection techniques, equipment activities, etc.).
 - e) Permitted a variety of therapeutic techniques as well as differing philosophical beliefs within the framework of the student's experience without jeopardizing the client's performance.
- 3) Developing verbal and written communication skills:
 - a) When possible, the clinician's individual writing styles were preserved during revisions of written work (e.g., reports, soaps, evaluations, etc.).
 - b) Offered guidance in presenting both verbal and written information in a logical, concise, and sequential manner if necessary.
 - c) Assisted clinician in critical self-evaluation.
 - d) Lesson plans were reviewed prior to sessions and returned to clinician in time to make indicated changes.
 - e) Written reports were returned to the clinician within a reasonable amount of time.
- 4) Evaluation of clinical process:
 - a) Held sufficient number of conferences with the clinician.
 - b) Written/verbal evaluation was given to the clinician.
 - c) Observed sufficient number of sessions based on individual need (e.g., level of experience with client population).
 - d) Promoted active participation of clinician during supervisor/clinician conferences.
 - e) Evaluation was based on clinician's abilities rather than client's progress/performance.
- 5) Professionalism:
 - a) Modeled appropriate professional behavior during professional contacts.
 - b) Demonstrated punctuality for supervisor/clinician conferences.
 - c) Demonstrated ability to work with other professional team members (e.g., OT, PT, medical professionals, etc.).
 - d) Diplomatically presented criticism.
 - e) Tactfully responded to clinician's comments.
 - f) Diplomatically presented praise to clinicians.
 - g) Openly received constructive criticism and modified conduct when appropriate.
 - h) Demonstrated objectivity throughout all facets of the clinical process.
- 6) Overall evaluation of supervisor

SITE PROFILE

Student Name: _____ Semester/Year: _____

Site Name: _____ Type of Facility: _____ Site Phone: _____

Site Address: _____

1. Distance of site from campus: _____

2. Full name of your supervisor(s) on site; ASHA and license number(s)

3. Academic and clinical prerequisites for student placement at this site: _____

4. Number of trainees per supervisor this term:

a. From other programs _____

b. From Lamar University _____

5. Average number of hours a week you spend at the site: _____

6. Number of weeks you were at the site: _____

7. Types of activities in which the student engages: _____

8. Describe the entire clinical population for the current semester on the chart below:

CATEGORY	Number of Clients		
	Total	Children *	Adults *
Articulation			
Evaluation			
Intervention			
Voice & Resonance			
Evaluation			
Intervention			
Fluency			
Evaluation			
Intervention			
Language Disorders (Receptive & Expressive)			
Evaluation			
Intervention			
Swallowing disorders			
Evaluation			
Intervention			
Cognitive Aspects of Communication			
Evaluation			
Intervention			
Communication Modalities			
Evaluation			
Intervention			
Hearing			
Evaluation			
Intervention			
Social Aspects of Communication			
Evaluation			
Intervention			

*Age range for adults: _____, Children: _____

Note: All clock hours need to be logged as increments of 1 hour. For example, .25=15 mins., .5=30 mins., .75= 45 mins and 1.0 = 1 hour.

Name: _____ Site: _____ Semester/Year: _____

[illegible]

Supervisor signature & ASHA#/ License **TO BE ENTERED IN CALIPSO.**

STUDENTS TO VERIFY ALL INFORMATION IN CALIPSO IS ACCURATE!