The University of Akron
School of Speech-Language Pathology and Audiology

# Speech-Language Pathology School Externship Handbook


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## Purpose of the School Externship Experience

The purpose of the school externship experience is to provide graduate clinicians with an opportunity to extend their academic and clinical training outside of the setting of The School of Speech-Language Pathology and Audiology.

## The University of Akron Liaison to the Extern Sites

The Speech-Language Pathology Clinic Director, School Externship Coordinator and/or Distance Learning Coordinator serve as the liaison between The School of Speech-Language Pathology and Audiology and the externship sites for the graduate clinicians in Speech-Language Pathology. All matters related to the externship experience should be brought to the attention of the appropriate coordinator.

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***Site visits can be arranged by contacting the appropriate liaison**

## Graduate Clinician Preparation Prior to Beginning the School Externship

Prior to beginning the school externship experience, graduate clinicians will have completed at least three semesters of graduate coursework in speech-language pathology and approximately 150 hours of clinical experience. See Course of Study for a listing of all courses.

Before enrolling in school externship, graduate clinicians will have gained the theoretical base necessary to understand the communication disorders they will be encountering. They will have observed and directly worked with several clients of various ages, presenting a wide range of communication disorder types and levels of severity. Graduate clinicians will have had practical experiences selecting, and implementing diagnostic, intervention, data collection, and report writing procedures. Finally, they will be aware of the resources they can use for clinical decision-making and problem solving. All of these basic experiences serve to prepare graduate clinicians for advanced clinical preparation in the university clinic and at the off-campus School externship site.

Each graduate clinician is covered with professional liability insurance provided through the University. This certificate is renewed annually through the Office of Risk Management at The University of Akron. A copy of the certificate of insurance is provided upon request.

Many externship settings required that our students have CPR training. Graduate clinicians will need to obtain a Cardiopulmonary Resuscitation (CPR) Certification. This can be obtained through The American Red Cross or The American Heart Association in your area or any CPR training through another agency. The training must be valid (not expired) and include a hands-on component for the skills training in order to be accepted. The student is responsible for the cost of this training.

**How Graduate Clinicians Are Assigned to an Extern Site**

The University of Akron School of Speech-Language Pathology and Audiology maintains Affiliation Agreements with hundreds of medical centers, hospitals, clinics, private practices, schools and community organizations in order to provide our graduate clinicians with a wide variety of clinical experiences.

The externship experiences typically take place during the graduate clinician's final two semesters in the graduate program. There are exceptions to this sequence for graduate clinicians who participate in special training grant programs or for graduate clinicians who are off-sequence in the program. Graduate clinicians who have met all prerequisites for externships consult with the appropriate coordinator for possible placements. Graduate clinicians submit a clinical externship application to the appropriate coordinator. After consulting with the facility, the coordinator matches the graduate clinician with the appropriate facility.

A student who declines a clinical rotation that has been secured for them for any reason may be asked to participate in the process for obtaining a new placement. This includes activities such as researching alternative sites and sharing contact information with the placement coordinators and/or contacting sites directly to make requests. By choosing to decline a placement, the student understands that the placement coordinators must prioritize contacting sites for other students who do not yet have placements secured for the designated semester. Similarly, the student understands that by declining a placement, they risk the possibility of delayed graduation should an alternative site not become scheduled during that same semester.

**Goals of the School Externship Experience**

There are several goals to the school externship experience:

1. To gain competency with communication disorders, service delivery models, and case management procedures that may not be available at The University of Akron
2. To enable graduate clinicians to experience and better understand the demands and responsibilities unique to the particular work settings
3. To provide graduate clinicians with experiences they need for future employment
4. To gain competency working with specific client populations in accordance with

ASHA standards

5. To enable graduate clinicians to gain the clinical hours needed to meet the requirements for the certification and licensure
6. To maintain professional clinical collaboration and interaction between The University of Akron and the extern facility
7. To prepare the graduate clinicians for their Clinical Fellowship following graduation

**The Supervisor's Role**

The extern supervisor ***must*** hold the Certificate of Clinical Competence from The American Speech-Language-Hearing Association ***and be licensed*** by The Ohio Speech and Hearing Professionals Board or the state in which s/he practices in speech-language pathology. Effective January 2, 2020, all supervisors must complete one-time, 2 hours of supervision training prior to supervising a graduate clinician. Additionally, supervisors must have completed 9 months of full time clinical post-certification prior to supervising a graduate clinician.

**To assure a quality clinical learning experience for graduate clinicians, we suggest that supervisors:**

- Create a positive learning environment that fosters the graduate clinician's professional and personal growth
- Establish and maintain an effective working relationship with the supervisee
- Orient the graduate clinician to the facility
- Provide the graduate clinician with instructional materials, access to the records, facilities, and facility policies
- Assist the supervisee in developing clinical goals and objectives
- Demonstrate clinical methods and participate with the supervisee in the clinical process
- Assist the supervisee in developing and refining assessment skills
- Assist the supervisee in developing and refining therapeutic skills
- Assist the supervisee in developing and refining practice management skills
- Assist the supervisee in analyzing assessment and treatment sessions
- Assist the supervisee in the development and maintenance of clinical records (e.g. medical records, ETR, IEP or IFSP)
- Assist the supervisee in preparing, executing, and analyzing interprofessional/team interactions
- Assist the supervisee in self-evaluation of clinical performance
- Assist the supervisee in developing skills of verbal counseling and communication with team members
- Share information regarding ethical, legal, regulatory, and reimbursement aspects of professional practice
- Model and facilitate professional conduct
- Demonstrate research skills in the clinical or supervisory processes
- Complete on-going clinical performance evaluations to include, but not limited to, midterm and final

**Workload Activities**

A document published by the American Speech-Language-Hearing Association (2002) entitled "A workload analysis approach for establishing speech-language caseload standards in schools: Guidelines," cites an extensive list of workload activities performed by school-based SLPs across the county. The purpose of including the list in this publication is to suggest that while the graduate clinicians are completing their school externship experience they should have exposure to as many topics on the list as possible. Exposure to these topics will best prepare the graduate clinicians for establishing a school-based speech-language program independently once they complete their graduate training and begin their professional work.

**List of workload activities of school SLPs***

- Analyze demands of curriculum and effect on graduate clinicians
- Attend staff/faculty meetings
- Participate in student planning teams to solve specific problems
- Analyze and engineer classroom environments to increase communication opportunities

- Attend teacher/service provider meetings (planning, progress monitoring, modifications to program)
- Perform assigned school duties (e.g., hall, lunch, bus)
- Collect and report student performance data
- Complete compliance paperwork
- Communicate and coordinate with outside agencies
- Document service time to students and parent communication
- Connect academic content standards for learner to the IEP
- Consult with teachers and other staff to facilitate communication success for student in the classroom
- Contribute to the development of IEPs, IFSPs
- Design and implement/monitor pre-referral intervention activities
- Design/recommend adaptations/modifications to students' curriculum
- Document services to students and other activities
- Participate in specialized training to provide services to students
- Document third party billing activities
- Evaluate students for eligibility for special education programs
- Implement IEPs and IFSPs
- Interview teachers
- Make referrals to other professionals
- Monitor implementation of IEP accommodations/modifications
- Participate in parent/teacher conferences
- Participate in activities designed to help prevent academic and literacy problems
- Participate in professional development
- Participate on school and district committees
- Prepare intervention plans
- Plan for student transitions
- Provide staff development to school staff, parents, community
- Design, program and maintain assistive technology/augmentative communication systems and equipment
- Provide direct intervention to students using a continuum of service delivery options
- Observe student performance in the classroom
- Re-evaluate students
- Screen students for suspected problems with communication, learning or literacy
- Serve multiple schools and sites
- Supervise paraprofessionals, teacher assistants, interns, CFs, student teachers
- Train teachers and staff to implement assistive technology/augmentative communication systems
- Travel between buildings
- Write grant proposals for equipment/supplies to meet students' needs
- Write periodic student progress reports
- Write student evaluation reports
- Write funding reports for assistive technology and augmentative communication

*Adapted from Table 1. Brainstorm list of workload activities of school SLPs in American Speech-Language-Hearing Association. (2002). A workload analysis approach for establishing speech-language caseload standards in schools: Guidelines. Rockville, MD: Author.

## Suggestions for Supervisor of Graduate Clinicians

**Observation by the Supervisor:**
ASHA requires that a supervisor must provide a minimum of 25% direct supervision of the graduate clinician with each client during evaluation and treatment. In addition, the amount of direct supervision must be commensurate with the graduate clinician's knowledge, skills, and experience, as well as, third party payors/intermediaries' requirements. Please maintain this schedule throughout the graduate clinician's extern experience to assure awareness of the graduate clinician's performance and competence. Documentation of supervision will be completed through the Calipso management system.

**Expectations:**
Problems sometimes arise because of confusion regarding the graduate clinicians' and/or supervisor's expectation for one another. Please take some time at the initiation of the externship to discuss and clarify your expectation for the graduate clinician along with his/her expectations for you. This simple suggestion may alleviate problems in the future. Encourage the graduate clinician to take notes regarding your discussion.

**Topics you might want to discuss:**
- Dress code
- Immunizations/health check requirements
- Background check requirements
- Special projects or reading required of externs
- Externship schedules
- Location of materials and resources
- Student files, report writing, and record keeping procedures
- School forms, protocols, policies (e.g. sign-in, parking, etc.), and procedures
- Lesson plans and treatment notes
- Staff/team meetings
- Grading policies

Graduate Clinicians cannot be left alone at a facility without a SLP Supervisor due to the concern of liability for personal harm/injury, damage/theft of property, and access to confidential student records. If the SLP supervisor is unavailable, then graduate clinicians may be present during school hours when school employees (i.e. other school staff) are present. SLP supervisor must be present while graduate clinician(s) are in the facility outside of facility business hours.

*Any serious problems concerning the graduate clinician's performance and/or placement should be brought to the attention of the appropriate coordinator.*

**Evaluation and Grades**

The graduate clinician appreciates frequent positive and constructive feedback regarding his/her performance. Please provide verbal or written feedback regarding his/her progress, strengths, weaknesses, etc. on-going throughout the semester.

Effective clinical teaching involves the development of the graduate clinician's self-analysis, self-evaluation, and problem-solving skills. Graduate clinician self-evaluation should be ongoing throughout the externship experience.

At a minimum, the graduate clinician should be provided with a formal verbal and written evaluation twice during the experience; once at the midterm and again at final. Clinical Performance Evaluations are completed using an on-line management system, Calipso. Each supervisor will need to register for a free Calipso account one-time, then s/he will have access for all subsequent semesters. Supervisors can use the following link to access Calipso: https://www.calipsoclient.com/uakron/account/login. Instructions on using Calipso are available on the SLP supervisor website at: https://uakron.edu/sslpa/gslpp/slp-supervisors. During the evaluation, the graduate clinician and supervisor should discuss the graduate clinician's strengths and areas in need of improvement. Efforts should be made to establish objectives for improving performance.

**Clinical Support Plans**

If a graduate clinician scores below a "4" on any category of the Clinical Performance Evaluation or if s/he fails to demonstrate competency with the skills and abilities as outlined in the Technical Standards, a Clinical Skills Support Plan form must be completed. This form is included below. A Support Plan is designed to support students in achieving competence in skills and abilities that are outlined in Clinical Performance Evaluation and the Technical Standards. If a graduate clinician requires a Support Plan, please contact the appropriate Coordinator (on-campus – School Externship Coordinator or distance learning – Distance Learning Coordinator). Coordinator(s) will assist with development of the Support Plan.

Instructions:

- Fill out the identifying information at the top
- In the chart, fill in the specific skill area that needs support
- Briefly state what step(s) need to be taken to achieve this skill
- Specify a date to accomplish this skill
- Confer with the graduate clinician about the plan
- Supervisor, graduate clinician, and coordinator sign and date the form
- Provide copies to: 1. graduate clinician, 2. Coordinator at The University of Akron, 3. supervisor

**Obtaining and Documentation of Hours**

The graduate clinician is required to log the amount of time spent participating in direct client contact. These clock hours are tracked in the on-line management system, Calipso at https://www.calipsoclient.com/uakron/account/login. Graduate clinicians receive instructions on using the Calipso management system when they enter our graduate program.

Prior to supervising a graduate clinician, each supervisor will be emailed instructions and a one-time PIN to register for his/her free supervisor account. Once a supervising SLP has registered, he/she will remain in the Calipso management system for subsequent semesters. Supervisors approve all clinical clock hours within the Calipso management system.

The graduate clinician is responsible for recording and tracking his/her accumulation of clock hours and entering them into the clock hours system. All clock hours must be entered by the graduate clinician into Calipso prior to the end of the clinical placement. Errors in entering clock hours or failure to submit clock hours may result in an In Progress (IP) for the practicum experience and/or delay or prevention of ASHA certification or state licensure.

**In order to count clinical clock hours toward meeting certification and/or licensure requirements, a graduate clinician must be actively involved in the diagnostic or intervention process.**

**Active involvement includes the following activities when the client is present and participating:**

- Actual service delivery (therapy or diagnostics)
- Recording and analyzing data during the session
- Interviewing and counseling with clients/families regarding treatment recommendations, home programming, etc.
- Managing client's behavior
- Managing technological devices with the client present (speech-generating devices, assistive listening devices, preparing computer programs for sessions)

**The following activities CANNOT be counted towards clinical clock hours:**

- Report writing without the client present and participating
- planning sessions
- learning to administer tests or procedures
- passively observing without active involvement with the client/family
- interprofessional or staff meetings without the client present and participating
- conference time with supervisor

*If you are in doubt about the legitimacy of an activity, consult the appropriate coordinator*

**Distribution of Clock Hours**

If a client presents communication disorders in two or more of the disorder categories, accumulated clock hours should be distributed among these categories according to the amount of treatment time spent on each.

**Supervision of Clock Hours:**

Persons holding the CCC-SLP may supervise:

- All Speech-Language Pathology evaluations and treatment services
- Aural habilitation and rehabilitation services
- Audiologic screening (i.e. pure-tone air conduction screening and testing, and screening tympanometry) for the purpose of the initial identification and/or referral of individuals other communication disorders or possible middle ear pathology
- Management of children and adults with central auditory processing disorders

**Graduate Clinician Roles and Responsibilities**

As the semester progresses, the graduate clinician will assume many of the responsibilities of the supervising SLP. This shift in responsibility is necessary for the graduate clinician to gain the experience of working in the school setting. The following is a list of graduate clinician responsibilities related to participation in the school externship experience.

- Arriving on time to externship, sessions, and scheduled meetings
- Demonstrating self-assessment skills, welcoming constructive suggestions and incorporating them in subsequent planning
- Displaying initiative and accepting responsibilities of the supervising SLP
- Preparing lesson plans in accordance with guidelines established or school policies in advance of intervention
- Providing appropriate treatment to address students IEP goals
- Performing non-instructional duties if these are expected of the supervising SLP
- Maintaining accurate records of student progress
- Assisting with and writing evaluation team reports (ETR) and Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs) as deemed appropriate and necessary by supervising SLP
- Observing and participating in evaluation team report (ETR) team and IEP or IFSP meetings
- Demonstrating the ability to assume the full caseload of students for the last 8 weeks of the semester

**Policy Regulations for SLP/A Graduate Clinician Externs**

**Graduate Clinician Absence:** Professionalism is always required, and good attendance is one crucial aspect of professionalism. Students must be committed to their clinical practica and externships in the same way that they would be for paid employment. Graduate clinicians are expected to attend clinical placements a minimum of 5 days per week during the externship semesters.

Typically, graduate student clinicians follow the calendar of the facility where they are completing their externships. If the University of Akron is closed, but the facility remains open, the graduate clinician is expected to report to their externship site. Graduate clinicians are expected to be at the externship placements while the SLP supervisor is present. Schedules may vary based on the SLP supervisor's availability, caseload management, and delivery of in-direct services.

An exception to this guideline is the University of Akron's spring break. Students who are participating in the medical externship may be excused from their placement during the week of spring break. Students who are participating in the school externship during the spring must follow the spring break schedule of the district where they are placed.

Graduate clinicians are not permitted to be absent from externships unless the absence is excused. The student must email the supervisor and clinic/program coordinator prior to each/every absence. Problems with attendance and professionalism will negatively impact your grade, affect letters of recommendations and references, and influence competencies and clock hours. In some cases, where problems with attendance and professionalism exist, a student may be removed from their clinical site at the discretion of the supervisor, clinic/program coordinator, or department chair.

Reasons for excused absences include:

- Personal illness/injury, including exposure to contagious disease which can be communicated to others
    - 1-2 days off: no doctor's note required, make up at the supervisor's discretion
    - 3rd day off: must have doctor's note, make up at the supervisor's discretion
    - 4-5+ days off: requires discussion of practicum extension, medical leave, grade reduction, and/or an incomplete and will be determined by supervisor & faculty.
- Significant illness/injury of immediate family (spouse, parents, children, grandparents, siblings, grandchildren) to care for the family member
    - Make-up days typically required and per the supervisor/clinic director/program coordinator's discretion
- Medically necessary appointments that cannot be scheduled at an alternative time
    - Make-up days typically required and per the supervisor/clinic director/program coordinator's discretion
- Funeral
    - No make-up day required
- Religious holidays/observation
    - No make-up day required
- Other reasons approved by the supervisor and clinic/program coordinator

Any additional, unapproved absences not classified within this policy or excessive absences may result in an In Progress grade/extension of placement or letter grade reduction. In addition, failure to follow the notification procedure outlined in this policy may also result in a letter grade reduction and is at discretion of the faculty. Students should not attempt to negotiate days off with their supervisors. This will be seen as unprofessional behavior and will be reflected in the student's grade and/or demonstrate need for a support plan in professionalism.

**Supervising SLP absence:** Graduate clinicians cannot provide direct services unless a licensed/certified SLP is on the premises. If a supervising SLP is going to be absent, the graduate clinician should only attend his/her externship if alternative arrangements have been made in advance. Arrangements may include completing observations, paperwork, or projects related to the externship. Make-up days are scheduled according to the supervisor's discretion.

**Suggested Schedule for School Externship Experience**

The activities listed below are suggestions to the type of schedule that could be followed to provide graduate clinicians with a diverse and beneficial school externship experience. An individualized plan should be developed based on the school's requirements and /or capabilities, the supervisor's schedule, pre-established procedures, and the graduate clinician's capabilities.

| Time Frame | Suggested Activity |
|---|---|
| Prior to initiation of school externship | • Provide required documentation of physical exam, immunizations, and background check(s)<br>• Provide any other documentation or training required by the site<br>• Review externship guidelines<br>• Visit and tour school<br>• Meet supervising SLP, principal, and staff<br>• Discuss expectations with supervisor<br>• Confirm schedule with externship supervisor<br>• Read any materials required by the cooperating SLP or school district |
| Week One | • Obtain school I.D, if needed<br>• Orientation to school building and staff<br>• Become familiar with school procedures including code of conduct, fire/tornado, etc.<br>• Introduce yourself to staff and other professionals<br>• Attend school staff meeting<br>• Become familiar with facility diagnostics and therapeutic protocols<br>• Review HIPAA/student privacy protocols<br>• Discuss lesson plan procedures<br>• Review student records/files<br>• Observe intervention sessions with supervising SLP<br>• Schedule a regular planned meeting time each week<br>• Obtain information about risk management and infection control procedures followed by school<br>• Assist supervising SLP in preparing intervention schedule (fall) |
| Week Two | • Observe and jointly participate in intervention sessions with supervising SLP<br>• Observe various classroom and students<br>• Continue with orientation to paperwork, student records, assessment and intervention materials |
| Week Three | • Plan and implement intervention and/or evaluation for 10-25% of caseload<br>• Collect and document data on student performance and maintain daily attendance records, parent/teacher communication logs, etc. |

| | |
|---|---|
| | • Complete appropriate documentation (progress reports, data collection, ETR) |
| Week Four | • Plan and implement intervention and/or evaluation for 25-50% of caseload<br>• Continue to collect and document data on student performance and maintain daily attendance records, parent/teacher communication logs, etc.<br>• Complete appropriate documentation (progress reports, data collection, ETR) |
| Week Five Through the End of school externship | • Plan and implement intervention and/or evaluation for 50-100% of the caseload. (Assume entire caseload with about 8 weeks left in school externship)<br>• Continue to collect and document data on student performance and maintain daily attendance records, parent/teacher communication logs, etc.<br>• Draft IEPs/ISFPs and ETRs and participate in these team meetings when appropriate<br>• Consult with teachers regarding communication skills in the classroom of students on caseload<br>• Communicate with parents regarding student progress<br>• Other responsibilities required by the supervisor and/or facility |

**Certificate of Clinical Competence ASHA 2020 Standards**

*Approved by ASHA Council on Clinical Certification in Audiology and Speech Language Pathology, 2020*

**Overview of the standards:**

- Master's, Doctoral, or another recognized post-baccalaureate degree
- Coursework and clinical work must be completed at an ASHA accredited program. Program must be sufficient in depth and breadth to achieve knowledge and skills outcomes.
- Demonstrate knowledge of ethical standards, research principles, and current professional and regulatory issues
- Skills in oral and written communication
- Practicum experiences that:
    - encompass the breadth of the current scope of practice
    - across the lifespan
    - culturally/linguistically diverse populations
    - various types and severities of communication and/or related disorders, differences, and disabilities
    - Interprofessional education and collaborative practice
    - without specific clock-hour requirements for given disorders or settings
- A total of 400 clock hours of supervised practicum with at least:
    - 375 in direct client/patient contact
    - 25 in clinical observation
    - 325 must be completed while in an accredited graduate program
- Amount of supervision proportional to student's level of knowledge, experience, and competence, with no less than 25% supervision of direct client/patient contact
- A combination of formative and summative assessments for the purpose of improving and measuring student learning
- Supervision must be provided by an individual who holds the Certificate of Clinical Competence in the appropriate area of practice.

**Standard V-B: Skills Outcomes:**

**Evaluation**

- Conduct screening and prevention procedures, including prevention activities.
- Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- Adapt evaluation procedures to meet the needs of individuals receiving services.
- Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- Complete administrative and reporting functions necessary to support evaluation.
- Refer clients/patients for appropriate services.

**Intervention**

Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.

- Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- Measure and evaluate clients'/patients' performance and progress.
- Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- Complete administrative and reporting functions necessary to support intervention.
- Identify and refer clients/patients for services, as appropriate

**Interaction and Personal Qualities**

- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- Adhere to the ASHA *Code of Ethics*, and behave professionally

## Frequently Asked Questions about the KASA

**What are the main differences between previous standards and the new 2020 KASA standards?**

- Supervisors must complete a one-time, 2-hour supervision training prior to January 2, 2020 in order to supervise graduate clinicians
- Supervisors must have 9 months of full time (or equivalent part-time) clinical experience post-certification prior to supervising a graduate clinician
- Elimination of the specific number of clock hours in the various categories

**How is the KASA organized?**

The KASA is organized into academic skills and clinical skills. Academic skills are achieved in the undergraduate/graduate curriculum at the University of Akron. Clinical skills are achieved during practicum experiences. Academic and/or clinical skills can also be achieved through research projects, case studies, labs, or other activities.

**What are the "Big Nine" categories and what do they mean?**

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

**What are the responsibilities of the extern supervisor/school SLP with regards to KASA documentation?**

Extern supervisors are responsible for evaluating their graduate clinician at least twice each semester; once at midterm and once at the final. The supervisor will need to use the Clinical Performance Evaluation in the Calipso management system. The supervisor is also responsible for identifying any skills that need a Clinical Skills Support Plan.

**How do I assess and grade the graduate clinician?**

Clinical Performance Evaluations are completed using the Calipso management system. Each Supervising SLP will be assigned a unique username and password, and can access the Calipso management system at https://www.calipsoclient.com/uakron/account/login

Instructions on how to use the Calipso management system are distributed to supervising SLPs upon registration and are available on the SLP supervisor website at https://uakron.edu/sslpa/gslpp/slp-supervisors. Supervisors must complete the necessary licensure and certification verification upon registering for the Calipso management system.

Thank you! The School of Speech-Language Pathology and Audiology appreciate your time, talents, and supports while mentoring our graduate clinicians. Our graduate clinicians and the future of our profession relies on these robust educational experiences.

**Appendix:**

1. Graduate Curriculum
2. Clinical Support Plan Form
3. Weekly Clinical Feedback Form
4. Student Clinician Self-Evaluation

## 1. Graduate Curriculum

| | | |
|---|---|---|
| **First Year:** | **Fall Semester** | |
| SLPA: 628 | Topics in Differential Diagnosis of SLP Disorders | 2 Credits |
| SLPA: 631 | Cognitive-Communicative Issues | 3 Credits |
| SLPA: 540 | Augmentative Communication | 3 Credits |
| SLPA: 623 | Support Systems for Ind. & Families with Comm. Disorders | 2 Credits |
| SLPA: 650 | Advanced Clinical Practicum: Speech-Language Pathology | 3 Credits |
| | Total Credit Hours | 13 Credits |
| **First Year:** | **Spring Semester** | |
| SLPA: 624 | Neurogenic Speech and Language Disorders | 3 Credits |
| SLPA: 626 | Voice and Cleft Palate | 3 Credits |
| SLPA: 620 | Articulation/Phonology | 2 Credits |
| SLPA: 632 | Dysphagia | 3 Credits |
| SLPA: 650 | Advanced Clinical Practicum: Speech-Language Pathology | 3 Credits |
| | Total Credit Hours | 14 Credits |
| **First Year:** | **Summer Semester** | |
| SLPA: 633 | Professional Issues | 2 Credits |
| SLPA: 561 | Organization and Administration: Public School SLH Programs | 2 Credits |
| SLPA: 627 | Stuttering: Theories and Therapies | 2 Credits |
| SLPA: 590 | Workshop-Literacy-based Approach 3-5 year-olds | 2 Credits |
| SLPA: 650 | Advanced Clinical Practicum: Speech-Language Pathology | 3 Credits |
| | Total Credit Hours | 11 Credits |
| **Second Year:** | **Fall Semester** | |
| SLPA: 611 | Research Methods in Communicative Disorders I | 3 Credits |
| SLPA: 630 | Clinical Issues in Child Language | 4 Credits |
| SLPA: 695 | Externship: Speech-Language Pathology | 6 Credits |
| SLPA: 696 | Externship Seminar | 1 Credits |
| **OR** | | |
| SLPA: 693 | School-based Externship Speech-Language Pathology | 6 Credits |
| SLPA: 691 | School-based Externship Seminar | 1 Credit |
| | Total Credit Hours | 14 Credits |
| **Second Year:** | **Spring Semester** | |
| SLPA: 585 | Developmental Disabilities | 2 Credits |
| SLPA: 639 | Audiology for the SLP | 3 Credits |
| SLPA: 695 | Externship: Speech-Language Pathology | 6 Credits |
| SLPA: 696 | Externship Seminar | 1 Credits |
| **OR** | | |
| SLPA: 693 | School-based Externship Speech-Language Pathology | 6 Credits |
| SLPA: 691 | School-based Externship Seminar | 1 Credit |
| | Total Credit Hours | 12 Credits |

## 2. Clinical Support Plan Form

**Graduate Clinician Name**: _____

**Clinic Supervisor/Course Instructor:** _____

**Clinic/Course:** _____

**Semester:** _____ **Year:** _____

This support plan was developed in order to allow the graduate clinician to address deficiencies in coursework and/or clinical training. This plan is intended to remediate those deficiencies and allow the graduate clinician to acquire the necessary knowledge and skills and achieve the technical standards. The graduate clinician and supervisor/instructor will develop a support plan in order to achieve competency in any identified deficiency deficient area.

***Directions:*** *Enter the ASHA standard and course/clinic objective that has not been met. Identify the additional responsibilities of the graduate clinician and the role(s) of the supporting supervisor/instructor.*

**Support Plan**

<table>
<tr><td colspan="3">Standard/Objective</td></tr>
<tr><td colspan="3">Graduate Clinician Responsibilities</td></tr>
<tr><td colspan="3">Instructor Roles</td></tr>
<tr><td colspan="2">Begin date:</td><td>Review date:</td></tr>
<tr><td>Met ☐<br><br>Not Met ☐</td><td>Date:</td><td>Supervisor/Instructor: _____<br><br>Clinic Director/Graduate Coordinator: _____</td></tr>
</table>

**Support Plan**

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</table>

In the event that a graduate clinician is unable to fulfill the support plan, with or without reasonable accommodation, or refuses to participate in the support plan procedures, the graduate clinician may be dismissed from the program.

**I participated in the meeting about the support plan (attached) and I agree to fulfill its requirements by the date specified above.**

Graduate clinician Signature_____ Date_____

**I participated in the meeting:**

Supervisor/ Instructor Signature_____ Date_____

Clinic Director/Graduate Coordinator Signature _____ Date: _____

Copies:
Academic support plan: graduate clinician, instructor, graduate coordinator, advisor, permanent file
Clinical support plan: graduate clinician, supervisor, clinic director, advisor, graduate clinician permanent file

Weekly Supervisor Clinical Feedback Form

Client(s) Initials: _____ Graduate Clinician Name: _____

Session Date: _____ Supervisor:_____

| | |
|---|---|
| **Independent 7** | Supervisee takes initiative, makes changes when appropriate, and is effective (0-5% guidance) |
| **Consistent 5-6** | Supervisor provides general guidance and/or demonstration or modeling in order for supervisee to perform effectively (5-25% guidance) |
| **Emerging 3-4** | Supervisor provides frequent or specific guidance, demonstration or modeling in order for supervisee to perform effectively (25-50% guidance) |
| **Underdeveloped 1-2** | Supervisor must provide specific direction to alter supervisee's performance or supervisee's inability to make changes (50% or more guidance) |
| **N/A** | Not applicable at this time |

| | |
|---|---|
| **I. PREPARATION SKILLS** | |
| A. Prepares for treatment sessions | |
| B. Modifies plan and strategies to meet needs | |
| C. Selects materials consistent with functional needs of client(S) | |
| **II. INTERVENTION IMPLEMENTATION** | |
| A. Provides clear instructions and demonstration of desired responses | |
| B. Provides consistent and informative feedback | |
| C. Interprets performance recognizing difficulty and applies strategies to improve | |
| D. Maximizes use of time in therapy | |
| E. Uses appropriate reinforcers and schedules | |
| F. Modifies physical environment to facilitate learning and communication | |
| G. Manages interfering behaviors effectively and engages in conflict resolution | |
| H. Keeps goals in focus | |
| K. Collects data (Discriminates correct vs. incorrect responses) | |
| **III. INTERPERSONAL AND PROFESSIONAL SKILLS** | |
| A. Interaction with client and family is appropriate and culturally competent | |
| B. Interaction with supervisor/peers | |
| F. Therapy administrative responsibility (SOAPs, treatment plans, etc.) | |
| G. Response to supervision | |

**Comments:** _____

_____

_____

_____

_____

**Next week, focus on:**

_____

Student Clinician Self-Evaluation of Session

Clinician: _____ Client's Initials: _____ Date: _____

Rating Scale: 1 = rarely/did not occur; 5 = consistently; NA = not applicable

| | | | | | | |
|---|---|---|---|---|---|---|
| **PLANNING:** | | | | | | |
| Selected session objectives were appropriate for this session | 1 | 2 | 3 | 4 | 5 | NA |
| The task difficulty level for this session was appropriate | 1 | 2 | 3 | 4 | 5 | NA |
| Therapy techniques and materials were appropriate for client's age/ developmental level and disorder | 1 | 2 | 3 | 4 | 5 | NA |
| **ATTENTION, MOTIVATION, AND BEHAVIOR MANAGEMENT:** | | | | | | |
| Clinical goal (purpose of task) was explained to client | 1 | 2 | 3 | 4 | 5 | NA |
| Instructions were given for each task, and were clear and simple | 1 | 2 | 3 | 4 | 5 | NA |
| The client understood what was expected of him/her | 1 | 2 | 3 | 4 | 5 | NA |
| The client attended to you, your instructions, and the therapy tasks | 1 | 2 | 3 | 4 | 5 | NA |
| The environment was arranged to support the client's attention (materials, etc.) | 1 | 2 | 3 | 4 | 5 | NA |
| Behavior limits were set and followed | 1 | 2 | 3 | 4 | 5 | NA |
| **THERAPY:** | | | | | | |
| Stimuli were paced appropriately | 1 | 2 | 3 | 4 | 5 | NA |
| Target behavior/response was modeled accurately for client | 1 | 2 | 3 | 4 | 5 | NA |
| Client was given sufficient processing time | 1 | 2 | 3 | 4 | 5 | NA |
| Therapy and materials appeared to be organized | 1 | 2 | 3 | 4 | 5 | NA |
| Majority of the clinical interactions were directed toward the specific clinical goals (session focused on therapy goals) | 1 | 2 | 3 | 4 | 5 | NA |
| Appropriate type of reinforcement used (both positive and negative) | 1 | 2 | 3 | 4 | 5 | NA |
| Appropriate schedule of reinforcement used (constant or intermittent) | 1 | 2 | 3 | 4 | 5 | NA |
| A sufficient number of correct responses were obtained | 1 | 2 | 3 | 4 | 5 | NA |
| Error responses were accurately identified | 1 | 2 | 3 | 4 | 5 | NA |
| All responses were charted (data collection) | 1 | 2 | 3 | 4 | 5 | NA |
| Sufficient time was allotted to each therapy activity/goal | 1 | 2 | 3 | 4 | 5 | NA |
| Goals/procedures/tasks modified as necessary during session | 1 | 2 | 3 | 4 | 5 | NA |
| **INTERACTION:** | | | | | | |
| Clinician related to client as a person – showed caring and respect | 1 | 2 | 3 | 4 | 5 | NA |
| Clinician's language level & communication style were appropriate for age and ability of client | 1 | 2 | 3 | 4 | 5 | NA |
| Clinician demonstrated appropriate interpersonal skills; rapport established with client and significant others | 1 | 2 | 3 | 4 | 5 | NA |

State at least one thing you liked about this session:

_____

_____

State one thing you need to change before the next session:

_____

_____

Any other comments or questions about the session?

_____

_____