

Education Externship
Handbook

SPHS 5309

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



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PURPOSE OF THIS MANUAL

This handbook is designed to serve as a reference for all members of the Education Externship Team: the Externship Supervisor, the Graduate Student Clinician, and the University Supervisor. The roles of each member of the triad are described, and the requirements of the Education Externship, with suggested time lines for completion, are included.

Graduate students will record therapy and diagnostic hours on their clock hour forms, which the Externship Supervisors sign at the end of the externship. In addition, a few additional forms are required by the Lamar University Speech & Hearing Department. Required forms will be discussed in this manual.

OVERVIEW & GENERAL INFORMATION

Education Externships are arranged and coordinated by the Speech & Hearing Department (SPHS). Graduate students who wish to receive speech-language pathology clinical training in preparation for working with school age children should consider this Externship when planning a course of study.

To be eligible for this placement, the following criteria must be met:

Course work requirements- Prior to Education Externship placement, students are required to have completed the following graduate courses: Phonological Disorders, Language Disorders in Children, and School Clinical Methods. All SPHS clinical program core classes must be taken either prior to, or simultaneously with the education externship.

Clinical experience requirements- Prior to education externship placement, students must have had at least 2 semesters of clinical assignments of working with children, earning a minimum of 50 clinical hours (75 preferred) with grades of "B" or better and no U's (unsatisfactories) on the Clinical Skills Evaluation Form (CSCF).

PROBLEM SOLVING

We know that your healthcare externship will be a positive and productive experience. However, if there are problems or if a conflict 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 University Supervisor if you need advice in determining how to present or resolve the problem.

If the concern is not resolved:

Step 2: Contact the University Supervisor who will in turn hold a meeting with the supervisor and the student. The University Supervisor 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.

Role of the University Supervisor

A clinical supervisor from the Department of SPHS is assigned to each Student Clinician doing an Educational Extern. This University Supervisor will communicate with the Externship Supervisor during the Education Externship and will be interested in observing the Student Clinician in action, as well as discussing on-going progress with the Externship Supervisor and the Student Clinician. The University Supervisor may schedule site visit(s) during the Externship during which he/she will review any records or assignments that the Student Clinician has completed, observe the Student Clinician doing therapy/diagnostic work, meet with the Student Clinician individually, meet with the Externship Supervisor individually, and then meet with both to discuss requirements, paperwork, etc. The University Supervisor should be contacted if any questions or concerns arise at any time during the Externship. The University Supervisor will complete a Final Evaluation based on 1) the mid-term & final evaluations completed by the Externship Supervisor, 2) the ongoing input received from the Externship Supervisor, and 3) direct observation and evaluation of the Student Clinician's work. The Student Clinician is required to complete the following assignments for the University Supervisor to review and evaluate.

- A minimum of one speech and/or language evaluation (more are encouraged).
- Written IEP, approved by the Externship Supervisor, with name and other identifying information deleted.
- At least one lesson plan for an on-going speech and/or language therapy session.

Role of the Externship Supervisor

Externship Supervisors are Master's level Speech-Language Pathologists who maintain their CCC-SLP (ASHA) and state licensure and are currently working full-time in a school setting. The individual differences of school settings and personal styles of organizing and managing school programs are respected. Therefore, the role of the Externship Supervisor is defined by basic requirements, but is expanded and modified to accommodate various types of school programs and areas of service delivery. Basic requirements that cannot be modified are as follows. The Externship Supervisor must:

- Agree to the placement as it is arranged by Lamar University and the local school corporation.
- Maintain CCC-SLP and state licensure at initiation of, and throughout the Education Externship.
- Provide on-site supervision throughout the Education Externship.
- Communicate with the University Supervisor.
- Complete documentation required for Lamar University's Department of Speech and Hearing Sciences including signing the Student Clinician's clock hour logs.

The Externship Supervisor is encouraged to:

- Follow the general outline of assignments/experiences that is suggested.
- Accept the Student Clinician as a colleague in training.
- Provide any policy/administrative material concerning school operations.
- Inform the Student Clinician of the school routine.
- Consider the Student Clinician as a member of the school faculty. Introduce him/her to school staff, include him/her in meetings, and encourage participation in extracurricular activities.
- Provide a faculty handbook for reference, if the corporation has one. Include the Student Clinician in planning and develop a feeling of partnership.

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 RETURN THE ATTACHED FORMS:

1. Semester Clock Hours
2. Master Clock Hours
3. Site Profile (pg 26)
4. Verification of ASHA Certification/State License from Supervisor(s) (pg 7)
5. Completed Clinical Skills Competency Form(s) from your extern supervisor (pg 14-23)
6. Clinician's Supervisor and Extern Evaluation (pg 24)

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

Fax: (409) 880-2265

Mailing Address:

Lamar University
c/o Gina Watson
PO Box 10076
Beaumont, TX 77710



Attention: Gina Watson, Clinical Director
Department of Speech & Hearing Sciences

VERIFICATION OF ASHA CERTIFICATION & STATE LICENSE

Please fill in the information below for **each** SLP supervisor at the site and fax back: 409-880-2265.

Name of Lamar Extern Student _____

Extern Facility _____

Address of Facility _____

Extern Date(s) _____

Extern Facility e-mail _____

Name of all Supervisor(s)
Who will Provide Supervision

ASHA#

Phone #

E-Mail

**Copy of ASHA
Membership Card**

**Copy of State
License Card**

**Copy of ASHA
Membership Card**

**Copy of State
License Card**

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 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 illness will be considered an excusable absence and a reason for canceling an appointment with clients, and/or failing to attend assigned clinical placements. You will be required to offer make-up sessions for any treatment/diagnostic sessions missed while you were out sick.

The Clinic's policy requires that Graduate Student Clinicians attend all scheduled appointments with clients. Clinicians must submit a doctor's note if absences are in excess of one day during a semester. During each semester, absences not related to illness from clinic in excess of 1 time per assignment (Lamar Clinic, offsite externship, etc.), will be considered excessive and will necessitate corrective action, in the form of a Remediation Plan.

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

- (1) Graduate Student Clinicians who miss more than one unexcused session within a semester in an assignment 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 may be lowered.
- (2) Graduate Student Clinicians who miss more than one unexcused session within a semester in an assignment 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 more than one unexcused session within a semester in an assignment 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 5% of any clinical practicum assignment or do not earn a grade of B or better on the CSCF 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/patient.

Implementation:

Direct supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient 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 be available to consult as appropriate for the client's/patient's disorder with a student providing clinical services as part of the student's clinical education. 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.

All observation and clinical practicum hours used to meet Standard IV-C must be supervised by individuals who hold a current CCC in the professional area in which the observation and practicum hours are being obtained. 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.

FOR THE EXTERNSHIP SUPERVISOR

*Thank you for Being a Externship Supervisor of
Graduate Students in Speech-Language Pathology!*

The Education Externship must be at least 10 weeks in length (full time, five days per week, unless otherwise specified during externship initiation) to meet the minimum requirements of the Department of Speech & Hearing Sciences clinical practicum guidelines. The Education Externship is a period in which a second year graduate Student Clinician will be working with you in your school setting to learn all about what it takes to work in public schools. Not only will they gain clinical experience in working with school-age children with speech and/or language problems, they will also learn about the administration of school based programs, and the myriad of tasks that you do daily to keep things running smoothly.

A successful Education Externship is one in which both your graduate Student Clinician and you gain from the experience. We are certain that the student you supervise will acquire many new skills in therapy, diagnostics, and administrative work. In addition, we hope that you will also value the experience, perhaps through new insights into your own work as you explain it to the graduate Student Clinician or by learning about new procedures that a student may use. The third member of the Education Externship “team” is the University Supervisor. The University Supervisor will be happy to answer questions, help you find resources you may need, or share new information with you throughout the Education Externship time period.

Your dedication and willingness to participate in the education and training of new professionals within our field is greatly appreciated! This handbook has been developed to provide you with information about the Education Externship. If you have additional questions, please feel free to contact your University Supervisor.

FOR THE EXTERNSHIP SUPERVISOR

Suggested General Components and Timeline For the Education Externship Experience

Week One

Student Orientation-

- Introduce the Student Clinician to the faculty and staff of your school.
- Provide information about the school's programs, facility layout, daily schedules, and days off.
- Include any pertinent information about risk management and safety procedures.
- Make sure that the Student Clinician is familiar with all child protection policies and procedures.
- Allow the Student Clinician to observe you working with your caseload and to read student files.
- Provide school corporation forms that will be used for evaluation reports, IEP development, etc.
- Verify that you have been given all required documentation forms by your Student Clinician.
- Discuss and determine specific assignments that you wish your Student Clinician to complete. These assignments are ***in addition*** to those required by the University Supervisor. It is recommended that at least two assignments be selected. If more than three are desired, the complete assignment list should be discussed as a group with the Education Extern team: University Supervisor, Externship Supervisor, and Student Clinician.

Suggested assignments include:

- 1) Observations of different types of school service delivery that is routinely provided in your corporation.
- 2) Development of one or two bulletin boards for the "Speech Therapy Room" or school.
- 3) Development of an In-service Activity for either a school faculty meeting, or a meeting of the Parent-Teacher Organization.
- 4) A meeting with the school principal to get acquainted and discuss her/his thoughts/concerns about education and special education services.
- 5) Develop and implement a collaborative therapy activity with a classroom teacher.
- 6) Develop and provide a speech and/or language stimulation activity in a regular education (inclusive of students with S/L disabilities) classroom.
- 7) Develop specific materials or activities to be used in S/L therapy.

Weeks Two-Three

Student Clinician begins working directly with students under the supervision of the Externship Supervisor. The amount of time and exact implementation procedure is at the discretion of the Externship Supervisor. That is, many Externship Supervisors gradually transition the Student Clinician into taking over therapy sessions. Typically, the Student Clinician observes for about 1 week and then gradually assumes the caseload over the next 2-4 weeks. The Student Clinician should maintain a log of all direct therapy and/or diagnostic

hours (for ASHA records). The Externship Supervisor should provide the Student Clinician with verbal and/or written feedback regarding his/her performance.

Week Four-Five

Student Clinicians are typically seeing all of the caseload by this week. In some cases, the transition may still be underway, but is nearly complete. The **Mid-term Evaluation forms (i.e., CSCF and Mid-term Educational Externship Competencies Form)** should be completed and sent to the University Supervisor. Concerns should be discussed with the Student Clinician and with the University Supervisor. Students are not required to complete a mid-term evaluation.

Weeks Six-Eight

Student Clinician continues to see caseload and participate in other related activities (such as Placement Conferences, IEP review meetings, School Faculty Meetings). Continuous feedback should be provided to the Student Clinician. Progress on all assignments should be monitored. Concerns should be discussed with the Student Clinician and with the University Supervisor.

Weeks Nine-Ten

Make sure that Student Clinician's assignments are completed. Schedule a final evaluation meeting with the Student Clinician. Complete the: Final Evaluation Forms, review the Site Profile form, and sign the Graduate Student Clinician's ASHA clock hours. At the end of the externship, send all graded forms to the University Supervisor.

FOR THE GRADUATE STUDENT CLINICIAN

Timeline & Checklist

Week One

1. Share all forms with the Externship Supervisor. Discuss who is responsible for each form and its due date.
2. Review and discuss the required assignments, *additional assignments*, and the “Roles of the Education Extern Team” with the Externship Supervisor.
3. Begin logging your hours. For ASHA certification, record hours as you have done in other clinical practicum. **NOTE:** Ask the Externship Supervisor to sign all clock hour forms, and to include their ASHA number on the forms. Clients aged 18 or older are considered adults.

A general goal for hours to be attained in this experience is approximately 140 hours of therapy/diagnostics. Individual settings may result in some variation; if significantly fewer hours are expected, *discuss the situation with both the Externship Supervisor and the University Supervisor.*

4. Complete the Supervisor ASHA Verification/State License Form and return to your University Supervisor.
5. Review all disorder categories and project hours (specific to areas) in which you need experience. Share this information with your Externship Supervisor and make plans for you to earn needed hours.

Week Five

1. If you haven't already discussed your progress with the Externship Supervisor, request the Mid-Term Evaluation for a feedback discussion at this time. You are not required to evaluate your Education Extern experience at midterm.
2. If you have not yet identified a client for the evaluation, written report, and IEP writing assignments, do so now. The evaluation report should be written in the format required in the school setting. Your Externship Supervisor will advise you of the content and writing style that is required.
3. Project your clinical hours for the remaining four weeks to ensure that you will meet the minimum requirements.
4. MAIL the MIDTERM EVALUATION TO THE UNIVERSITY SUPERVISOR (or, if he/she visits you during this week, you may give it directly to the University Supervisor).

Week Ten

1. Schedule the time for your final evaluation conference with the Externship Supervisor.
2. Make sure all assignments are completed and have been reviewed by the Externship Supervisor and/or University Supervisor.
3. Return all materials, books, and/or equipment belonging to the Externship Supervisor and/or the school corporation.

SPHS REQUIREMENTS MUST BE COMPLETED TO RECEIVE A GRADE FOR YOUR EDUCATION EXTERNSHIPS: SUBMIT ALL FORMS TO YOUR UNIVERSITY SUPERVISOR.

CLINICAL SKILLS COMPETENCY FORM

Externship Grading Cover Sheet

Extern Clinician: _____ Semester/Year: _____

Supervisor: _____

Assignment:

Facility	Age Range	Cultural Diversity

Total clock hours earned during current semester: _____

MIDTERM

Clinical Skills Competency (A ≥ 100% of expected ratings, B = 99-85%, C = 84-70%, D ≤ 69-55%, F ≤ 54%)			
Approach to Clinical Work	Evaluation	Intervention	Interaction/ Personal Qualities

Professional Competency (S = Satisfactory, U = Unsatisfactory)		
Professional Behavior	Written Communication	Oral/Nonverbal Communication

FINAL

Clinical Skills Competency (A ≥ 100% of expected ratings, B = 99-85%, C = 84-70%, D ≤ 69-55%, F ≤ 54%)			
Approach to Clinical Work	Evaluation	Intervention	Interaction/ Personal Qualities

Professional Competency (S = Satisfactory, U = Unsatisfactory)		
Professional Behavior	Written Communication	Oral/Nonverbal Communication

*If a student has obtained at least 1 **unsatisfactory rating** (U, C, D, F) a remediation plan is recommended and a copy is sent to the Clinical Director.*

Mid-Term Evaluation Date: _____ Recommended Grade: _____

Final Evaluation Date: _____ **Recommended Grade:** _____

Extern's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Key Experiences:

Strengths/Accomplishments:

Recommendations for Future Clinical Growth:

CLINICAL SKILLS COMPETENCY FORM

Professional Protocol

Student Name: _____ Semester/Year: _____
 Please indicate satisfactory behavior with an "S" and any unsatisfactory behavior with a "U". Attach a written explanation of any unsatisfactory behavior.

Professional Behavior (IVG; 3d)	Midterm	Final
Ethical Practice Conducts all clinical work in accordance with Lamar University Professional Protocol and the Code of Ethics and scope of Practice in Speech-Language Pathology set forth by the American Speech-Language Hearing Association.		
Responsibility Consistently prepares for and completes clinical services, conferences, and other practicum activities. Uses universal safety precautions whenever necessary.		
Punctuality Completes all clinical practicum responsibilities in a timely manner and follows prescribed clinical procedures for service delivery.		
Confidentiality Protects and maintains confidentiality of clinical information as prescribed by HIPAA guidelines and clinic protocols.		
Personal Appearance Presents professional image through appropriate personal appearance and dress, identification with professional nametag, and professional demeanor.		
Written Communication Skills (IV-B)		
Consistently and accurately conveys professional information from coursework, supervisory input, clinical activities and other resources.		
Consistently writes information in a clear and organized manner using accurate spelling and grammar.		
Consistently and accurately uses professional writing conventions, terminology and style to clearly communicate information in a manner consistent with audience and/or clinical setting.		
Oral/Nonverbal Communication (IV –B)		
Consistently and accurately uses oral communication that demonstrates speech & language skills in English, which, at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects.		
Consistently and accurately conveys correct information from course work, supervisory input, and clinical activities and other resources.		
Consistently and accurately describes behaviors of client and patient.		
Nonverbal language, including but not limited to affect, eye contact, tone, or body language, is consistently appropriate for clinical interactions.		
Consistently models appropriate communication in all clinical settings and provides appropriate clarification to clients, family members, or other professionals when needed.		
Oral and nonverbal communications are appropriate for the cultural, socioeconomic, and semantic needs of the audience.		

Failure to meet these standards will result in probationary status. If exhibited behaviors violate these standards of our profession, the supervising SLP who identifies a clinician's conduct as inappropriate will complete a Professional Infraction Notice. The result may be lowering of the semester clinical grade and/or termination of clinical responsibilities determined by the SLP Department Chair, the Clinical Director or the Externship Advisor based on the severity and/or consistency of the violation. A remediation plan will be developed, if appropriate.

CLINICAL SKILLS COMPETENCY FORM

Grading Sheet

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

Expected ratings are used to determine student's grade for the given semester. (i.e. expected ratings for a clinician in the 4th semester will be found under semester 4 in the box for each section.)

- 0 = Absent: Specific repeated direction from supervisor does not alter unsatisfactory performance/evaluation skills; inability to make change.
- 1 = Taught: Specific repeated direction/demonstration from supervisor required to perform clinical skills and to accurately evaluate self/client-patient.
- 2 = Emerging: Specific supervisory direction results in some generalization and application of knowledge to perform competently and accurately evaluate self/client-patient
- 3 = Present: General and some specific supervisory direction results in competence and accurate evaluation of self/client-patient.
- 4 = Developed: Demonstrates independence but some supervisory direction needed to perform competently and accurately evaluate self/client-patient.
- 5 = Exceptional: Demonstrates independence by taking initiative; displays superior competencies and accurately evaluates self/client-patient.

APPROACH TO CLINICAL WORK

A. Clinical Perspective

- Initiates and accomplishes professional activities related to overall case management
- Demonstrates ability to focus on client's needs and to modify case management as needed to meet those needs.
- Demonstrates clear understanding of assessment, intervention, and case management responsibilities.

Semester	4	5
Expected ratings	4	4

Comments: _____

Rating for Midterm: _____ Rating for Final: _____

B. Organizational Skills

- Accomplishes clinical work in an efficient and effective manner
- Thoroughly plans and prepares for all clinical activities to increase competence
- Organizes information within a theoretical perspective that is guided by current research and clinical experience

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____ Rating for Final: _____

C. Clinical Initiative/Decision-Making

- Demonstrates an active and responsible approach to clinical work
- Seeks and considers alternative interpretations of clinical data, observations, other relevant information
- Seeks and considers alternative approaches for providing effective professional services

Semester	4	5
Expected Ratings	3	4

Comments: _____

Rating for Midterm: _____ Rating for Final: _____

D. Participates in the Supervisory Process by:

- Actively participating in own clinical development by recognizing and stating own needs and requesting meaningful feedback
- Positively responding to supervisory feedback by thoughtful consideration of new ideas and information
- Implementing supervisory suggestions to maximize clinical growth and effectiveness
- Demonstrating strategies to analyze and develop own clinical effectiveness including self-observation and analysis of knowledge and skills

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____ Rating for Final: _____

E. Flexibility in Clinical Practice

- Actively develops a variety of clinical perspectives, models, and strategies
- Demonstrates self-confidence in considering and utilizing a variety of clinical perspectives, models, and strategies
- Demonstrates and applies a range of interaction styles and clinical approaches to provide services appropriate to each client

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____ Rating for Final: _____

EVALUATION SKILLS
A. Conducts screening and prevention procedures (IV-G; 1a)

- Selects/adapts screening procedures appropriate for each individual client
- Effectively administers and accurately scores screening instruments
- Accurately interprets screening results and makes appropriate recommendations

Semester	4	5
Expected Ratings	4	4

Comments:

Rating for Midterm: _____

Rating for Final: _____

B. Collects and integrates case history information (IV-G; 1b)

- Gathers information from clinic file, client, family, caregivers, and professionals
- Thoroughly reads and summarizes information
- Formulates questions to clarify and update information
- Obtains needed information taking into consideration perspectives of client, family, and other agencies

Semester	4	5
Expected Ratings	4	4

Comments:

Rating for Midterm: _____

Rating for Final: _____

C. Selects and implements evaluation procedures (non-standardized tests, behavioral observations, and standardized tests, IV-G; 1c)

- Develops comprehensive assessment battery to accomplish clinical purpose
- Selects appropriate standardized tests for individual client
- Plans for and develops non-standardized probes
- Appropriately administers standardized test to obtain representative client performance
- Accurately observes and records relevant communication and other behaviors
- Consistently and accurately scores standardized tests and analyzes results of non-standardized measures

Semester	4	5
Expected Ratings	4	4

Comments:

Rating for Midterm: _____

Rating for Final: _____

D. Adapts interviewing and testing procedures to meet individual client needs (IV-G; 1d)

- Recognizes need to adapt assessment battery and testing procedures to accommodate needs unique to specific client
- Plans for and implements modifications based on client's responses and participation
- Actively utilizes a variety of resources to obtain relevant assessment information

Semester	4	5
Expected Ratings	3	3

Comments:

Rating for Midterm: _____

Rating for Final: _____

E. Interprets and integrates test results and behavioral observations, synthesizes information gained from all sources, develops diagnostic impressions, and makes recommendations (IV-G; 1e)

- Determines validity and appropriateness of information obtained
- Interprets assessment information to determine client's current functioning
- Compares client performance to peer group
- Determines profile of skills including strengths, difficulties, and error patterns
- Diagnoses communication difficulties and their impact for client and family
- Determines client's responses to trial teaching procedures
- Considers factors contributing to communication difficulty

Semester	4	5
Expected Ratings	3	4

Comments:

Rating for Midterm: _____

Rating for Final: _____

F. Completes administrative and reporting functions necessary to support evaluation (IV-G;1f)

- Consistently and accurately prepares for evaluation session.
- Organizes formal/informal test results
- Writes a comprehensive and accurate evaluation report that is appropriate to the clinical setting and needs of the client
- Completes a comprehensive written report of assessment results including accurate description of client's current status, strengths, and needs. Completes appropriate billing in a timely manner

Semester	4	5
Expected Ratings	4	4

Comments:

Rating for Midterm: _____

Rating for Final: _____

G. Makes appropriate recommendations and referrals for clients/patients (IV-G; 1g)

- Develops appropriate recommendations for case management including referrals and consultations
- Develops appropriate recommendations for intervention and/or re-evaluations to address client's needs.

Semester	4	5
Expected Ratings	3	3

Comments:

Rating for Midterm: _____

Rating for Final: _____

INTERVENTION SKILLS

A. Develops focused, measurable and achievable treatment plans (IV-G; 2a)

- Includes meaningful and measurable long-term and short-term goals
- Selects effective treatment strategies and approaches based on academic and diagnostic information
- Develops treatment plan in coordination with client, family, and relevant others
- Develops thorough lesson plans to support achievement of short-term goals including clinical materials/instrumentation, motivating activities, instructions, and feedback

Semester	4	5
Expected Ratings	4	4

- Implements suggestions from previous sessions and supervisory conferences

Comments: _____

Rating for Midterm: _____ Rating for Final: _____

B. Implements intervention plans (IV-G; 2b)

- Utilizes treatment time to address client communication and other needs
- Applies treatment contexts, approaches, and strategies to foster client progress
- Implements strategies to involve client, family, and relevant others to support communication progress

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____ Rating for Final: _____

C. Effectively utilizes materials and instrumentation for prevention and intervention (IV-G; 2c)

- Appropriately uses materials, instrumentation, instructions, prompts, and feedback to facilitate client participation and change
- Recognizes and utilizes spontaneous teaching opportunities to facilitate client progress

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____ Rating for Final: _____

D. Measures/evaluates client performance and progress (IV-G; 2d)

- Accurately observes and records client and clinician behavior
- Analyzes observational data to determine effective and ineffective aspects of treatment
- Periodically monitors client progress through appropriate data collection
- Consults with client, family, and relevant others concerning progress and changing needs of the client

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____ Rating for Final: _____

E. Modifies intervention plan to meet individual needs of clients (IV-G; 2e)

- Modifies treatment procedures, materials, and/or instrumentation within sessions based on client's response
- Modifies subsequent sessions based upon session analyses and supervisor feedback

Semester	4	5
Expected Ratings	4	4

- Modifies goals and approaches in response to client progress and changing needs
- Utilizes a variety of resources to gain information concerning approaches to treatment

Comments: _____

Rating for Midterm: _____

Rating for Final: _____

F. Completes administrative and reporting functions necessary to support intervention (IV-g; 2f)

- Maintains appropriate and comprehensive clinical records
- Completes appropriate clinical reports in a timely manner
- Writes professional reports characterized by comprehensive and accurate description of the intervention process, client's current status, client's strengths/needs.
- Completes case management activities necessary to address needs of individual clients, their families, and relevant others

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____

Rating for Final: _____

G. Identifies associated conditions and refers clients, their families, and relevant others for additional services as appropriate (IV-G; 2g)

- Recognizes associated conditions and/or needs warranting professional attention, such as: audiological, educational, medical, psychological, social, and vocational
- Appropriately refers and supports clients, their families, and relevant others in obtaining appropriate services

Semester	4	5
Expected Ratings	3	3

Comments: _____

Rating for Midterm: _____

Rating for Final: _____

INTERACTION AND PERSONAL QUALITIES

A. Communicates effectively with client, family, caregivers, and relevant others (IVG; 3a)

- Communicates clearly and effectively with client, family, caregivers, and relevant others demonstrating sensitivity to cultural/linguistic backgrounds, preferred modes of communication, and communication status
- Uses communication characterized by:
 - o Responsiveness to others
 - o Appropriateness of tone/level/demeanor
 - o Flexibility in communication strategy and style

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____

Rating for Final: _____

B. Collaborates with other professionals in case managements (IV-G; 3b)

- Gathers and considers information from supervisors and other professionals
- Accurately and clearly describes client's behavior/communication status, strengths, and needs to supervisors and other professionals.
- Accurately and clearly describes the intervention process
- Makes appropriate decisions based on shared information
- Initiates activities and contributes information that promotes mutual problem solving

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____

Rating for Final: _____

C. Counsels and collaborates with clients, family, caregivers, and relevant others regarding communication and swallowing disorders (IV-G; 3c)

- Obtains information from client, family, and relevant others pertinent to case management
- Accurately and clearly explains information regarding client status and needs using appropriate terminology
- Facilitates discussion of attitudes and feelings pertinent to progress
- Effectively uses conventional counseling strategies such as listening and reflecting to facilitate progress
- Engages client, family, and relevant others in problem solving activities to facilitate progress

Semester	4	5
Expected Ratings	4	4

Comments: _____

Rating for Midterm: _____

Rating for Final: _____

CLINICAL SKILLS COMPETENCY FORM

Grading Sheet Summary

Ratings Summary (circle): Artic / Language / Voice / Fluency / Cog-Ling / Swallowing / Pragmatics / Hearing / AAC

Approach to Clinical Work	Standard	Expected Ratings		Midterm	Final
		4	5		
A. Clinical Perspective	Lamar	4	4		
B. Organizational Skills	Lamar	4	4		
C. Clinical Initiative/Decision Making	Lamar	3	4		
D. Participation in Supervisory Process	Lamar	4	4		
E. Flexibility in Clinical Practice	Lamar	4	4		
TOTAL		19	20		

Evaluation	Standard	Expected Ratings		Midterm	Final
		4	5		
A. Conducts screening and prevention procedures	IVG; 1a	4	4		
B. Collects and integrates case history information	IVG; 1b	4	4		
C. Selects and implements evaluation procedures	IVG; 1c	4	4		
D. Adapts interviewing and testing procedures	IVG; 1d	3	3		
E. Interprets results and makes recommendations	IVG; 1e	3	4		
F. Completes administrative & reporting functions	IVG; 1f	4	4		
G. Makes appropriate recommendations & referrals	IVG; 1g	3	3		
TOTAL		25	26		

Intervention	Standard	Expected Ratings		Midterm	Final
		4	5		
A. Develops treatment plans	IVG; 2a	4	4		
B. Implements intervention plan	IVG; 2b	4	4		
C. Effectively utilizes materials & instrumentation	IVG; 2c	4	4		
D. Measures/evaluates performance and progress	IVG; 2d	4	4		
E. Modifies plan to meet needs of clients	IVG; 2e	4	4		
F. Completes administrative & reporting functions	IVG; 2f	4	4		
G. Identifies associated conditions/makes referrals	IVG; 2g	3	3		
TOTAL		27	27		

Interaction/Personal Qualities	Standard	Expected Ratings		Midterm	Final
		4	5		
A. Develops treatment plans	IVG; 3a	4	4		
B. Implements intervention plan	IVG; 3b	4	4		
C. Effectively utilizes materials & instrumentation	IVG; 3c	4	4		
TOTAL		12	12		
				Midterm	Final
OVERALL RATING (add all four rating TOTALS)		83	85		

- 0 = Absent: Specific repeated direction does not alter unsatisfactory performance/evaluation skills; inability to make change
- 1 = Taught: Specific repeated direction/demonstration required to perform clinical skill and to accurately evaluate self/patient.
- 2 = Emerging: Specific direction results in some generalization and application of knowledge to perform competently and accurately evaluate self/patient.
- 3 = Present: General and some specific supervisory direction results in competence and accurate evaluation of self/patient.
- 4 = Developed: Demonstrates independence but needs some supervisory direction to perform competently and accurately evaluate self/patient.
- 5 = Exceptional: Demonstrates independence by taking initiative; displays superior competencies and accurately evaluates self/patient.

Feedback Tool

Lamar University

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

Date: _____ Semester/Year: _____

Student Name: _____

Extern Supervisor(s): _____

Site: _____

- A.** Establishment and maintenance of an effective working relationship.
Comments:

- B.** Assisting in the development and implementation of the therapy program. Comments:

- C.** Developing verbal and written communication skills.
Comments:

- D.** Evaluation of clinical process.
Comments:

- E.** Professionalism.
Comments:

- F.** Overall evaluation of supervisor.
Comments:

- G.** Would you recommend this site to other graduate clinicians? Please be specific in your feedback concerning strengths and/or weaknesses of the facility.

Feedback Tool Guidelines

Lamar University

- A. Establishment and maintenance of an effective working relationship:
 - 1. a. Clinical responsibilities and expectations (e.g., lesson plan format, due dates, report format, contract, optional lesson plans as determined by clinician's experience, etc.) were developed jointly and communicated clearly during the initial supervisory conference.
 - b. Contract was modified accordingly as semester progressed.
 - 2. Provided enough on-going, objective feedback to satisfy personal needs regarding clinical skills.
 - 3. a. Areas of strength were communicated clearly.
 - b. Areas of weakness were communicated clearly.
 - c. Feasible suggestions/alternatives were provided.
 - 4. Jointly evaluated and communicated the effectiveness of the clinician-supervisor relationship.
 - 5. Expressed a willingness to integrate feedback suggested by the clinician.
 - 6. Encouraged clinician to analyze his/her work to become more independent as the term progressed commensurate with the level of experience with designated population.
 - 7. Provided opportunities for clinician to communicate suggestions/critiques regarding supervisory process or contract.
- B. Assisting in the development and implementation of the therapy program:
 - 1. Offered guidance in jointly determining effective assessment strategies/tools for each designated population.
 - 2. Offered guidance in the development of effective goals if requested by clinician and/or deemed necessary by the supervisor.
 - 3. Discussed and demonstrated basic clinical and counseling techniques when appropriate and/or requested.
 - 4. Served as a resource person in supplementing theoretical information with practical suggestions regarding clinical activities (e.g., materials, data collection techniques, equipment activities, etc.).
 - 5. 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.
- C. Developing verbal and written communication skills:
 - 1. When possible, the clinician's individual writing styles were preserved during revisions of written work (e.g., reports, soaps, evaluations, etc.).
 - 2. Offered guidance in presenting both verbal and written information in a logical, concise, and sequential manner if necessary.
 - 3. Assisted clinician in critical self-evaluation.
 - 4. Lesson plans were reviewed prior to sessions and returned to clinician in time to make indicated changes.
 - 5. Written reports were returned to the clinician within a reasonable amount of time.
- D. Evaluation of clinical process:
 - 1. Held sufficient number of conferences with the clinician.
 - 2. Written/verbal evaluation was given to the clinician.
 - 3. Observed sufficient number of sessions based on individual need (e.g., level of experience with client population).
 - 4. Promoted active participation of clinician during supervisor/clinician conferences.
 - 5. Evaluation was based on clinician's abilities rather than client's progress/performance.
- E. Professionalism:
 - 1. Modeled appropriate professional behavior during professional contacts.
 - 2. Demonstrated punctuality for supervisor/clinician conferences.
 - 3. Demonstrated ability to work with other professional team members (e.g., OT, PT, medical professionals, etc.).
 - 4. a. Diplomatically presented criticism.
 - b. Responded tactfully to clinician's comments.
 - 5. Diplomatically presented praise to clinicians.
 - 6. Openly received constructive criticism and modified conduct when appropriate.
 - 7. Demonstrated objectivity throughout all facets of the clinical process.
- A. 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 supervisors 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. Number of terms your program has used this facility in the past two years: _____

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

9. 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: _____