

SAINT MARY'S
COLLEGE
OFFSITE PRACTICUM
MANUAL

SPEECH LANGUAGE
PATHOLOGY
ACADEMIC YEAR
2023-2024

TABLE OF CONTENTS

EXTERNAL CLINICAL PRACTICUM PROGRAM INTRODUCTION.....	3
AFFILIATION AGREEMENTS.....	4
EXTERNSHIP PLACEMENT PROCEDURE AT SAINT MARY'S.....	4
SCOPE OF AN EXTERNSHIP PLACEMENT EXPERIENCE.....	6
ROLE OF THE CLINIC DIRECTOR RELATED TO EXTERNSHIP.....	8
ROLE OF THE SUPERVISING SPEECH-LANGUAGE PATHOLOGIST.....	9
STUDENT RESPONSIBILITIES & DAILY TASKS.....	11

EXTERNAL CLINICAL PRACTICUM PROGRAM

INTRODUCTION

The off-campus clinical practicum programs align with CFCC's objectives, ensuring students gain diverse experiences across different age groups. These programs equip students with the essential knowledge, clinical abilities, and professional traits to excel as speech-language pathologists. Additionally, they help students accrue the requisite clinical hours (a total minimum of 400 hours spanning undergraduate and graduate experiences) for ASHA certification.

These externships aim to:

- Immerse students in a professional environment, exposing them to the varied responsibilities and clinical experiences each site offers.
- Allow daily interactions with a clinical instructor who plays the dual role of teacher and mentor.
- Grant the opportunity for hands-on work as a Speech Pathologist, supervised directly by the clinical instructor.
- Ensure assessments and guidance are offered by a Speech-Language Pathologist, adhering to the Knowledge and Skills Assessment criteria by the Council for Clinical Certification (CFCC).

This handbook offers clinical instructors a reference to ensure all necessary processes and assessments are undertaken. It aims to be a quick resource for instructors, equipping them with the tools needed to make the externship beneficial and enriching for everyone.

We dedicate this guide to the selfless clinical instructors who impart their knowledge and expertise to our students. Saint Mary's College Speech Language Pathology Department deeply appreciates their invaluable contributions to our program.

AFFILIATION AGREEMENTS

Affiliation agreements govern both external and selected on-site placements. These legal contracts, established between Saint Mary's College and the placement sites, focus on the clinical education of MS SLP students. Importantly, students are not considered employees of the placement site. These placements span local, regional, and national locales. These agreements outline the duties of students, the responsibilities of the placement sites, and the obligations of Saint Mary's College. We collaborate with various institutions – from healthcare and educational establishments to private practices and other community agencies. Before assigning a student to a new site, a new affiliation agreement is formed if necessary.

EXTERNSHIP PLACEMENT PROCEDURE AT SAINT MARY'S

Clinical Experience Requirements: Every student is mandated to undergo a blend of on-campus and off-campus clinical experiences. Achieving the necessary clinical clock hours essential for graduation is contingent upon these experiences.

Mandatory Rotations: As part of their externship commitments, students are required to complete both a pediatric rotation and an adult rotation. This ensures comprehensive exposure to the different aspects and challenges of speech-language pathology across age groups.

Education Externship: Designed for students to engage with school-age children with communication disorders. This externship deepens understanding of an SLP's role in educational environments, complementing the training received at the Judd Leighton Speech and Language Clinic.

Healthcare Externships: These externships introduce students to medical settings such as long-term care facilities, hospitals, and rehabilitation hospitals. They complement the education received at the Judd Leighton Speech and Language Clinic and offer students a richer understanding of the varied roles of SLPs in different healthcare environments. Such experiences prepare them for a diverse array of clinical challenges and patient needs.

Private Practice/Clinic Site Externship: An externship in a private practice or clinic setting introduces students to the nuances of operating in a more intimate, often specialized environment. These sites often offer a diverse clientele, allowing students to work on varied cases and sometimes rare disorders. Beyond clinical skills, students may also be able to gain insights into the business, administrative, and interpersonal facets of running a private practice.

Location and Logistics: A significant chunk of Saint Mary's placements are located within an hour's drive from South Bend. Students are expected to be prepared to drive 60 minutes from campus. Students predominantly maintain their on-campus lodgings during their fall placement. Relocations might be necessary for distant externships. Students bear the onus for transportation and associated expenditures.

Choosing Externships:

1. Orientation: In course SLP 584, students receive an orientation on the externship process, requirements, and decision-making strategies.
2. Externship List Release: Post-orientation, the Clinic Director provides students with a list of available externship sites.
3. Externship Site Selection & Form Submission: After orientation, students record their site choices on a Google form.
 - a. Type of Placement: Students pick:
 - Three local educational placements.
 - Three local medical/private practice placements.
 - b. Demographic Focus: Students also select:
 - Three adult-focused placements.
 - Three pediatric-focused placements.
 - c. SLP 587 Rotation: If a student desires the SLP 587 rotation outside South Bend:
 - They must note this on the form.
 - They should list three rotation location options.
4. Clinic Director's Role in Placement: The Clinic Director matches student choices with site availability and ensures each site aligns with the student's background and interests.
5. Communication Protocol with Externship Sites:
 - a. No Direct Contact with LOCAL SITES: Students shouldn't reach out to their chosen sites without the Clinic Director's approval.
 - b. Non-Local Site Info: For non-local placements, students must provide the Clinic Director with the site contact's name, email, and phone number.

SCOPE OF AN EXTERNSHIP PLACEMENT EXPERIENCE

Planning: Students are responsible for planning assessments and developing treatment plans. They should also prepare quarterly reports, annual reviews, and similar documents under the supervision of the CI.

Observations: Students should observe diverse clinicians, especially in areas like swallowing/feeding disorders and AAC. Observing different disciplines is also highly encouraged.

Collaborations: Interdisciplinary collaborations are promoted. Examples include multidisciplinary assessments, co-treatment, and training in another discipline's specialization (e.g., creating a sensory diet alongside an occupational therapist).

Clinical Activities: Encompasses formal report writing, documentation for IEP, IFSP, medical records, creating treatment goals, implementing treatment plans, collecting data, daily documentation, and counseling clients/families.

Documentation: Graduate Clinicians will have prior experience in electronic medical record documentation. They are expected to adapt to the documentation style of the placement site after brief training.

Billing: Students should have opportunities to learn billing procedures for clients. If organizational policies prevent direct involvement, students should at least observe and understand the billing process.

Student Evaluation: CIs will evaluate students midway and at the end of the placement. The grade for off-site clinical practicum courses (SLP 586 & SLP 587) is determined by the course instructor.

Scheduling: Students should have chances to schedule clients under the CI's guidance and as per site policies.

Professional Behavior: Students must exhibit professionalism. Avoid personal calls, texting, and emails during work, barring breaks. Confidentiality and privacy guidelines like HIPAA/HITECH and FERPA should always be followed.

Professional Attire: Adhere to the site's dress code. Dress neatly and appropriately. For instance, closed shoes, no jeans, graphic tees, or revealing attire. Hygiene is vital, and some sites may have specific guidelines regarding makeup, fragrances, and nail polish.

Work Hours: Typically, students mirror the CI's work hours. If the CI is absent, a backup plan should be in place, such as observation in other areas. Students must ensure they meet the required clinical hours.

Clock Hours Recording: Hours should be logged into the CALIPSO tracking program. The CI is in charge of verifying these hours.

Competency Tracking: The CI will complete and authorize the KASA form, which will be directly entered into the CALIPSO tracking program.

OFF-CAMPUS EXTERNAL PLACEMENT GUIDELINES

SLP 586: Clinical Practicum (Fall Year 2)

Duration: 12-16 weeks (subject to site).

On-site Hours: 15-24 hours weekly (site-dependent).

Clinical Clock Hour Target: 15 clinical contact hours weekly, or around 150 hours by placement end.

Expectations:

By the end of the placement, students should manage 75%-100% of the caseload. Initially, they might observe and co-conduct sessions with supervisors but should quickly assume more responsibilities (within 1-2 weeks). Progress rates will depend on individual competencies and prior experiences.

SLP 586: Clinical Practicum (Spring Year 2)

Duration: Full-time, 10 weeks, starting from the seventh week of the semester.

On-site Hours: Typically 32-40+ hours weekly for 5 days, though schedules can vary based on the site.

Clinical Clock Hour Target: 20-30 hours weekly, aiming for 200+ hours.

Expectations: Students should align with their supervisors' work hours. Any variations require written approval from the Clinical Director, granted under special circumstances only. Failure to adhere might delay graduation. By the end of the placement, students should handle between 75-100% of the caseload.

SLP 587 Clinical Practicum Externship (Summer year 2)

Duration: Full-time, 10 weeks in Summer.

On-site Hours: Typically 32-40+ hours weekly for 5 days, but this can change depending on the site.

Expectations:

It's imperative that students mirror their supervisors' work hours. Alterations require the Clinical Director's written consent and are granted only under unique conditions. Not maintaining the stipulated hours could result in delayed graduation.

Clinical Clock Hour Target: 20-30 hours weekly, targeting 200+ hours. For graduation, students must achieve a total of 325 clinical clock hours, reaching 400 hours in total.

*******Note:** The 400-hour milestone isn't the culmination of a student's learning journey. Achieving this doesn't mean they've mastered all there is to know. Continuous learning and engagement in the field are paramount. Issues regarding deviations from the set schedule should be promptly addressed with the Clinic Director. *****

Expectations:

Like the SLP 586 practicum, by the placement's conclusion, students should manage between 75-100% of the caseload.

Examinations:

During their last graduate semester, students have departmental finals. They should inform supervisors about these dates in advance.

ROLE OF THE CLINIC DIRECTOR RELATED TO EXTERNSHIP

Placement Oversight: Oversee student placements in externship sites, ensuring they align with program objectives.

Facilitation: Act as the liaison between Saint Mary's College and externship sites, addressing concerns.

Policy Development: Establish and update externship policies in line with the institution's goals and accreditation.

Affiliation Management: Handle agreements with externship sites, maintaining all standards.

Feedback & Evaluation: Collect feedback for improving the placement process.

Site Visits: Organize visits to new externship locations.

Midterm Reviews: Conduct reviews with students and site supervisors for feedback.

Compliance Monitoring: Verify student compliance with externship prerequisites.

Collaboration: Engage with the CI for an enriching student experience and promptly addressing any concerns.

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

SLP Supervision Requirements for Clinical Educators at Saint Mary's College

As per the 2020 audiology and Speech-Language Pathology certification standards set by ASHA, there are defined requirements for professionals supervising students. While ASHA prescribes certain standards, Saint Mary's College SLP program has enhanced requirements for their clinical educators. Below are the standards outlined specifically for Speech-Language Pathology:

Speech-Language Pathology (2020 Standard V-E)

Before serving as a supervisor within the context of ASHA certification, individuals must meet the following criteria:

1. **Certification:** Hold an ASHA certification, CCC-SLP.
2. **State License:** Maintain an active state license in Speech-Language Pathology.
3. **Practice Experience:**
ASHA Requirement: Have completed a minimum of nine months of post-certification practice experience.
Saint Mary's College Requirement: A minimum of three years of post-certification practice experience is necessary.
4. **Professional Development:** Undertake a minimum of two hours of post-certification professional development. This is a one-time requirement, specifically in the domain of supervision and/or clinical instruction.

How to Confirm Your Eligibility

For professionals seeking to verify their compliance with the new supervision standards:

Certification Verification: Access the certification verification page on ASHA's website. If you've met the ASHA criteria, your status will indicate your eligibility to provide clinical instruction and supervision pertaining to ASHA certification.

For Those Who've Completed the Course but Status Doesn't Reflect: Sign into your ASHA account, navigate to the "2020 Requirements for Clinical Instructors" section, and opt for "edit" to self-attest that you have accomplished this one-time mandate.

For Those Yet to Complete the Supervision Course: Initially, acquaint yourself with the accepted course content. Complete the required two-hour professional development. Subsequent to this, log into your ASHA account, head over to the "2020 Requirements for Clinical Instructors" link, and then select "edit" to self-acknowledge the completion of the one-time prerequisite.

Externship Preparation & Student Onboarding

Pre-Externship Review: One month before placement, students must send their resumes and a clinical placement letter outlining their background, experiences, and goals. Review these details.

Introduction to Clinical Site: Share information about the facility, services, caseload, and the team.

Goal Setting: Define clear objectives and create an agreement that lists out expectations.

Operational Familiarity: Introduce students to equipment and tests, and encourage an open dialogue.

Feedback System: Set up regular feedback sessions. Address different supervisory styles if students interact with multiple staff.

Evaluation Process: Explain midterm and final evaluation processes.

Daily Routine: Describe a typical workday, including breaks.

Contact Protocol: Share contact information and discuss procedures for absences.

Core Responsibilities of Clinical Instructor (CI)

1. *Collaboration:* Engage with students, college staff, colleagues, and clients.
2. *Student Mentorship:*

- Support professional development.
 - Identify students' needs and provide actionable strategies.
 - Recognize and nurture student strengths.
 - Act as a teacher, mentor, and role model.
 - Offer consistent feedback and evaluations.
 - Report concerns promptly to the Clinic Director.
3. *Client Management:*
- Prioritize client well-being and inform them of the student's role.
 - Use discretion when assigning cases to students.
4. *Promote Evidence-Based Practice (EBP):*
- Incorporate the latest research into clinical decisions.
 - Update students on current methodologies.
 - Assess students' ability to use EBP.

SUPERVISORY PROCESS

For insights into supervision, refer to:

ASHA's website: www.asha.org.

Supervision varies. Find an approach that fits. Key components include:

1. *Goal Setting:* Set supervisory and externship goals with students, ensuring they're behaviorally defined.
2. *Feedback:* Provide consistent feedback, emphasizing self-evaluation and data collection skills.
3. *Conferences:* Conduct regular check-ins and formal reviews.
4. *Evaluation:* Clearly outline evaluation criteria, providing assessments at set intervals.

STUDENT RESPONSIBILITIES & DAILY TASKS:

Prerequisites & Preparations:

- Ensure all requirements like vaccinations, CPR, HIPAA, etc., are met or in progress.
- Upon site placement confirmation, schedule required interviews and report as instructed.

Professionalism & Compliance:

- Maintain personal professional liability insurance in addition to the college's coverage.

- Adhere to the ASHA Code of Ethics throughout the externship.
- Confirm your supervisor's credentials and ensure the presence of a qualified supervisor during clinical services.

Presentation & Logistics:

- Adhere to the clinical experience dress codes and wear the college name tag unless otherwise directed.
- Secure housing and transport, accounting for potential commute times.

Attendance & Time Management:

- Understand and respect the attendance expectations for each semester. Ensure regularity and secure permissions for valid absences.
- Record and manage clinical hours using Calipso.

Clinical Engagement:

- Participate actively in diagnostics and interventions, aiming to start by the second week.
- Begin accumulating your caseload during this period.
- Prepare for and partake in clinical activities as guided by the externship supervisor.
- Engage in written reporting, maintaining client confidentiality. Contribute to client staffings when required.

Continuous Learning & Development:

- Reflect on personal strengths, weaknesses, and learning styles.
- Attend in-service training and other professional development opportunities at the externship facility.

Communication & Collaboration:

- Foster a productive relationship with the externship supervisor and discuss specific requirements.
- Use Calipso for tracking and guide your Clinical Instructor (CI) in accessing any necessary materials.

Facility Adherence & Safety:

- Respect all facility rules, attend mandatory meetings, and complete any additional tasks or projects as directed.
- Abide by health and safety protocols, promptly reporting any incidents.

Policies & Respect:

- Uphold the college's non-discrimination policy.
- If accommodations are needed, liaise with the Office of Students with Disabilities.