SAINT MARY'S COLLEGE OFFSITE PRACTICUM MANUAL

SPEECH LANGUAGE PATHOLOGY ACADEMIC YEAR 2025-2026

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EXTERNAL CLINICAL PRACTICUM PROGRAM INTRODUCTION

These programs adhere to the standards set by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the Council for Clinical Certification (CFCC) to ensure students develop clinical competence through a comprehensive acquisition of knowledge and clinical skills. The off-campus clinical practicum provides students with diverse experiences across various settings and populations throughout the lifespan, preparing them to practice within the full scope of speech-language pathology. These programs equip students with the breadth of clinical experiences and the depth of skills necessary for entry-level practice as speech-language pathologists. Additionally, they support students in accruing the 400 supervised clinical hours required for ASHA certification. Through these experiences, students build competencies that integrate evidence-based practice, professional behavior, and clinical expertise, ensuring they are fully prepared for professional practice across varied settings and capable of meeting the profession's demands.

These programs also emphasize the importance of working with culturally and linguistically diverse populations. Students are expected to demonstrate cultural humility, adapting their clinical approaches to respect and address the needs of individuals from various backgrounds—an essential component of professional practice in speech-language pathology.

These externships aim to:

- Immerse students professionally, 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.

Clinical Affiliation Agreements — Verification & Execution Policy

1) Purpose

To ensure students are only placed at sites with a fully executed and active clinical affiliation agreement on file and accessible in CALIPSO before any clinical activity begins.

2) Definitions

- **Active agreement:** An affiliation contract whose term covers the full placement dates and includes all required signatures.

- **Fully executed:** Signed by the site's authorized representative and the College's authorized signatory (Provost or designee).

- **CALIPSO:** Program's official system of record for placement documentation and contracts.

3) Roles & Responsibilities

- **Administrative Assistant (AA):** Manages agreement paperwork and routing; maintains contract files; creates placements and uploads agreements to CALIPSO.

- **Externship Coordinator (EC):** Confirms agreement status during site selection; coordinates with EC on site-provided contracts; verifies readiness before student start.

- **CLINIC DIRECTOR (CD):** Reviews site-provided agreements and requested revisions; co-reviews with EC as needed.

- **Provost (or designee):** Final institutional signatory.

4) Policy Statement

No student may begin any externship or clinical activity at a site until an agreement is fully executed, active for the full placement period, and uploaded to the site's placement record in CALIPSO.

5) Procedures

A. Verifying agreements for existing placements

1. **Identify placement:** EC or AA selects/receives the proposed site and dates.

2. **Check CALIPSO:** EC or AA verifies in CALIPSO that an agreement is on file, covers the proposed dates, and includes all required signatures.

3. **Confirm status:**
   - If active and complete → proceed to scheduling.
   - If expired, missing signatures, or not covering the dates → treat as a new/renewal and follow Section B.

B. Executing agreements for new placements or renewals

Path 1 — SMC standard agreement requested by site

1. **Prepare agreement:** AA generates the SMC standard affiliation agreement with correct legal name, address, and dates.

2. **Route for signatures:** AA sends to the site for signature **and** routes to the Provost for institutional signature (order may vary per site; both signatures required).

3. **Activate & file:** Once fully executed, AA emails a copy to the site, **creates the placement in CALIPSO**, and **uploads the signed agreement** to the placement record.

Path 2 — Site requests to use their contract

1. **Intake & review:** AA obtains the site's template. CD and EC review terms and request clarifications and/or changes as needed.

2. **Negotiate terms:** CD/EC communicate requested edits with the site until mutually acceptable language is reached.

3. **Route for signatures:** AA routes the mutually acceptable agreement to the Provost and **site** for signature (both required).

4. **Activate & file:** Once fully executed, AA emails a copy to the site, creates the placement in CALIPSO, and uploads the signed agreement to the placement record.

C. Final readiness check (all placements)

Before confirming a student's start date, the EC verifies in CALIPSO that:

- The agreement file is present, fully executed, and covers the full placement dates.

- The placement record is complete (site details, dates, supervisor/preceptor info, and uploaded contract).

6) Documentation & Recordkeeping

- **Authoritative copy:** The fully executed agreement stored in CALIPSO under the site's placement record.

- **Site copy:** AA emails a PDF of the executed agreement to the site when fully executed..

7) Compliance & Exceptions

- **No exceptions:** Students **may not** begin at a site without an active, fully executed agreement uploaded to CALIPSO.

- Any discovered non-compliance must be reported to the EC immediately; student activity must be paused until compliance is achieved.

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, which provide the breadth and depth of knowledge and skills necessary for professional practice. Each externship placement is chosen to ensure that students can meet program expectations and gain experiences that prepare them for the full scope of practice in speech-language pathology, including the ability to provide culturally competent care to diverse populations.

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.

Mandatory Rotations:

As part of their offsite commitments, students must complete both a pediatric and adult rotation. This ensures comprehensive exposure to the different aspects and challenges of speech-language pathology across age groups. Students may request an exception be made by meeting with the EC.

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.

Offsite Placement Opportunities in SLP 585:

Second-year students may be considered for an external part-time placement during Fall Year Two. To qualify, students must achieve a Calipso score of 3.50 or higher in Spring and/or Summer of Year 1. This ensures that only those who have demonstrated strong competency in their clinical skills are eligible for these opportunities. Achieving the required score does not guarantee an offsite placement. Placement decisions will acknowledge factors such as student interest, the availability of sites, individual student needs, and other relevant considerations. The final decision about offsite placements is at the discretion of the faculty.

The requirement of a 3.5 Calipso score for eligibility in external placements is based on our commitment to ensuring that students are well-prepared to meet the demands of real-world clinical environments. A score of 3.5 reflects a transition from being "Present" to "Developing Mastery" on our rating scale, indicating that the student has begun to apply clinical skills with minimal supervision. This level of competency is crucial for external placements, where students are expected to operate with greater independence and handle more complex clinical situations.

 By setting the threshold at 3.5, we ensure that only students with sufficient clinical proficiency are considered for these opportunities. This not only protects the quality of care provided to clients at these external sites but also supports the professional development of our students by placing them in environments where they are more likely to succeed and grow. The 3.5 requirement is part of our broader commitment to excellence in clinical education, ensuring that all students selected for external placements are fully prepared to take on the responsibilities and challenges they will encounter.

CHOOSING SLP 586 & SLP 587 OFFSITE PRACTICUM/EXTERNSHIP:

Orientation:

During *SLP 584*, students receive an orientation covering the externship process, requirements, and strategies for selecting sites that provide a wide range of clinical experiences. This ensures students are prepared to meet program learning outcomes and develop clinical competencies.

Externship List Release

After orientation, the EC provides a list of available externship sites, including details on each site's population focus and clinical opportunities.

Externship Site Selection & Form Submission:

Students submit their externship site preferences via a Google form.

Type of Placement:

- ○ Choose three educational placements.
- ○ Choose three medical or private practice placements.

Demographic Focus:

- ○ Select three adult-focused placements.
- ○ Select three pediatric-focused placements.

Communication Protocol with Externship Sites:

- ● No Direct Contact with LOCAL SITES: Students should not contact their chosen sites without the EC's approval.
- ● Non-Local Site Info: For non-local placements, students must provide the EC with the site contact's name, email, and phone number.

The Program and EC's Role in Placement:

The EC matches student choices with site availability and ensures that each site aligns with the student's background, interests, and clinical training needs. Placements are selected to provide students with opportunities to work with diverse populations across the lifespan and in varied settings, ensuring exposure to a range of communication disorders. This approach ensures students gain the breadth of clinical experience required to meet program learning outcomes and achieve the competencies needed for entry-level practice.

SCOPE OF AN EXTERNSHIP PLACEMENT EXPERIENCE

Planning:

Students are responsible for planning assessments and developing treatment plans under supervision, gaining the knowledge and skills needed to practice across the full scope of speech-language pathology. This includes demonstrating cultural humility by incorporating clients' cultural and linguistic backgrounds into their diagnostic and treatment processes. This practicum experience ensures that students acquire the competencies expected of entry-level professionals, preparing them to function effectively as speech-language pathologists.

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. After training, they are expected to adapt to the documentation style of the placement site.

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:

Evaluations are conducted to ensure students meet the clinical competencies, ensuring both formative and summative assessments throughout the externship. CIs will evaluate students midway and at the end of the placement. The course instructor determines the grade for off-site clinical practicum courses (SLP 586 & SLP 587).

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 585: Clinical Practicum (Summer or Fall Year 2)

Duration:

Part Time, 10-16 weeks, starting from the first or second of the semester.

On-site Hours:

Typically 9-16 hours weekly across two or three days, though schedules can vary based on the site.

Clinical Clock Hour Target:

5 hours, aiming for 25+ hours

Expectations:

Students should align with their supervisors' work hours. Students will share the schedule with the Clinical Director. 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:

15-20 hours weekly, aiming for 150+ 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. Students should manage 75%-100% of the caseload by the end of the placement. 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.

Examinations:

Students have departmental finals during their spring graduate semester. They should

inform their supervisors about these dates in advance.

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 timely graduation.

Clinical Clock Hour Target:

15-20 hours weekly, targeting 150+ 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 EC.**_*********

Expectations:

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

ROLE OF THE EXTERNSHIP COORDINATOR RELATED TO OFFSITE PRACTICUM/EXTERNSHIP

Placement Oversight:

The EC oversees student placements at externship sites, ensuring they align with the program's objectives and the development of clinical competencies necessary for entry-level practice.

Facilitation:

The EC is the liaison between Saint Mary's College and externship sites, addressing concerns and fostering a collaborative relationship between students and Clinical Instructors (CIs) to support student success.

Policy Development:

The EC is responsible for establishing and updating externship policies in line with institutional goals and accreditation requirements, ensuring a high-quality clinical education experience.

Affiliation Management:

The EC manages agreements with externship sites, maintaining all partnership standards and ensuring compliance with accreditation requirements.

Feedback & Evaluation:

The EC collects feedback from students and CIs to continually improve the externship placement process and ensure alignment with program learning outcomes.

Site Visits:

The EC organizes visits to new externship locations to ensure that these sites meet the program's expectations and provide appropriate clinical experiences for students.

Midterm Reviews:

Midterm evaluations use the *Calipso* system, providing formative feedback on students' clinical competencies. The EC meets with the student and CI, on-site or virtually, to review the midterm assessment and discuss areas for improvement. During this meeting, the student is encouraged to self-reflect and identify specific focus areas for continued development.

Final Reviews:

The EC offers virtual meetings for final evaluations upon request from the student or the CI. The CI is responsible for reviewing the midterm evaluation and completing a summative assessment of the student's clinical competencies in *Calipso*. If there are concerns about the student's progress, the CI will schedule a meeting with the EC to review the final assessment. The EC monitors the final *Calipso* score to ensure the student has met the clinical competencies and program learning outcomes.

Compliance Monitoring:

The EC verifies that students comply with all externship prerequisites, including documentation, safety protocols, and clinical readiness.

Collaboration:

The EC collaborates closely with CIs to ensure a supportive and enriching student externship experience, promptly addressing any concerns or issues that could impact student progress or site dynamics.

Communication Process for Semester Placements:

Pre-Semester Communication:

Students are provided with their assigned CI's email address and are asked to contact their CI approximately four weeks before the semester begins to introduce themselves and confirm placement details.

Week 1 – Placement Packet Distribution:

At the beginning of the semester, the EC emails the student and the CI the digital *Offsite Student Placement Packet*, which includes all necessary information for the placement.

Regular Check-ins:

The EC emails the student and the CI at regular intervals (Weeks 2 and 4) to ensure that the placement is running smoothly and to address any concerns early to support a successful experience.

Midterm Review Scheduling:

The EC schedules midterm meetings with the CI to review the student's progress and discuss the *Calipso* midterm formative assessment. These meetings provide an opportunity for the CI to offer feedback on clinical competencies and for the student to reflect on areas for improvement.

Week 6 – Final Evaluation Reminder:

In Week 6, the EC emails students and supervisors a reminder to complete the *Calipso* final summative evaluation. This ensures that the evaluation process is completed on time and that concerns are addressed promptly.

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)
Supervisors must meet CAA Standard 3.4B, which requires all clinical educators to hold current ASHA certification (CCC-SLP) and adhere to supervision ratios outlined by the CAA 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.

Core Responsibilities of the Clinical Instructor (CI)

The Clinical Instructor (CI) is crucial in fostering students' professional development, ensuring they acquire the knowledge, skills, and clinical competencies necessary for entry-level practice as competent speech-language pathologists. CIs are responsible for guiding students to meet program expectations and learning outcomes, preparing them for professional practice across the full scope of speech-language pathology. A key focus of this role is helping students develop cultural humility, enabling them to effectively serve individuals from diverse backgrounds and adapt their clinical approaches to meet the needs of varied populations.

Collaboration:

- Engage with students, faculty, colleagues, and clients to foster a collaborative learning environment that supports student growth and clinical development.

Student Mentorship:

- **Support professional development** by guiding students through formative and summative assessments using the *Calipso* system.
- Conduct a **midterm formative assessment** using *Calipso* to provide feedback on the student's clinical competencies, identifying areas of strength and opportunities for improvement. This ensures continuous monitoring of the student's progress.
- Conduct a **final summative assessment** using *Calipso* to evaluate the student's overall performance and clinical competency development by the end of the placement. The final evaluation provides an opportunity to assess whether the student has achieved the program's learning outcomes.
- **Identify students' needs** and provide actionable strategies for improvement.
- Recognize and nurture student strengths and encourage self-reflection to further clinical development.
- Act as a teacher, mentor, and role model, offering consistent feedback and guidance to promote student growth.
- Report any concerns about student performance or progress to the EC promptly, ensuring any issues are addressed early in the placement.

Client Management:

- Prioritize client well-being, ensuring clients are informed of the student's role in their care.
- Use discretion when assigning cases to students, ensuring assignments align with the student's current level of competency and readiness for more complex clinical situations.

Promote Evidence-Based Practice (EBP):

- Encourage evidence-based practice (EBP) by integrating the latest research and clinical methodologies into decision-making processes.

- ○ Update students on current methodologies and advancements, helping them apply research to clinical practice.
- ○ Assess students' ability to utilize EBP in their clinical decision-making and treatment planning.

SUPERVISORY PROCESS

For detailed guidance on supervision practices, please refer to ASHA's website: www.asha.org. Supervision approaches may vary based on individual student needs and site dynamics. However, effective supervision should incorporate the following key components to ensure students acquire the clinical competencies necessary for entry-level practice:

Goal Setting

Collaboratively set behaviorally defined goals with students, ensuring that both supervisory and externship goals are specific, measurable, and aligned with the program's clinical competency requirements. This process helps students focus on developing the knowledge and skills necessary for independent practice.

Feedback:

Provide consistent, formative feedback throughout the placement. Emphasize self-evaluation and data collection skills to encourage students to monitor their progress and actively engage in professional development. This ongoing feedback supports both formative and summative assessments of clinical competencies.

Conferences:

Conduct regular check-ins and formal reviews to assess student performance. These conferences provide opportunities for students to reflect on their progress, address any areas of concern, and make adjustments to meet program learning outcomes and clinical competencies.

Evaluation:

Clearly outline evaluation criteria at the start of the placement, providing assessments at regular intervals (e.g., verbal and written weekly feedback, midterm and final evaluations). These evaluations should include formative and summative assessments of the student's performance to ensure they progress toward the competencies required for entry-level practice.

STUDENT RESPONSIBILITIES & DAILY TASKS

Prerequisites & Preparations:

- Ensure that all externship prerequisites, including vaccinations, CPR certification, HIPAA training, and other required documentation, are met or in progress before the start of the placement.
- Upon site placement confirmation, promptly schedule any required interviews or orientations 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, ensuring that all professional behavior aligns with ethical standards in clinical practice.
- Verify your supervisor's credentials to ensure that you are working under the supervision of a qualified clinical instructor during all clinical services.

Presentation & Logistics:

- Adhere to the externship site's dress code, and wear the college name tag unless otherwise instructed.
- Ensure logistical arrangements, including securing housing and transportation, are made in advance, accounting for commute times to the externship site.

Attendance & Time Management:

- Understand and respect the attendance policies for each semester, ensuring consistent attendance and securing approvals for any valid absences.
- Record and manage clinical clock hours using the *Calipso* system, ensuring all hours are accurately tracked and verified by your Clinical Instructor (CI).

Clinical Engagement:

- Actively participate in diagnostics and interventions, beginning clinical activities by the second week of placement.
- Gradually accumulate your caseload during the externship, taking increasing responsibility as your clinical competencies develop.
- Engage in clinical documentation and written reporting, maintaining client confidentiality at all times. Contribute to client staffing meetings

and interdisciplinary discussions when required.

Continuous Learning & Development:

- Reflect regularly on your personal strengths, weaknesses, and learning styles, and seek feedback from your CI to guide your professional growth.
- Attend in-service training and other professional development opportunities available at the externship site to enhance your clinical skills and knowledge.

Communication & Collaboration:

- Foster a productive and respectful relationship with your externship supervisor, ensuring open communication and discussing specific requirements for clinical services.
- Utilize *Calipso* for tracking clinical hours and competencies, and assist your Clinical Instructor (CI) with any necessary materials or documentation related to your externship.

Facility Adherence & Safety:

- Follow all facility rules and protocols, attend mandatory meetings, and complete any additional tasks or projects as directed by the externship site.
- Abide by all health and safety protocols, promptly reporting any incidents or concerns to your supervisor.

Policies & Respect:

- Uphold the college's non-discrimination policy and foster a respectful, inclusive environment in your clinical practice.
- If accommodations are needed, coordinate with the Office of Students with Disabilities to ensure proper support during the externship.