

SPEECH-LANGUAGE PATHOLOGY

PRACTICUM/CLINIC HANDBOOK

COLLABORATIVE DISTANCE LEARNING

SPECIFIC REQUIREMENTS

UNIVERSITY OF CINCINNATI

**DEPARTMENT OF COMMUNICATION
SCIENCES AND DISORDERS**

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See the General Speech-Language Pathology Practicum/Clinic Handbook, Appendix A, for Student Clinician Forms and Appendix B for ASHA’s Code of Ethics.

See the Specific General Speech-Language Pathology Practicum Handbook for samples of clinic forms.

CLINIC PROCEDURES AND REQUIREMENTS

Students are responsible for all of the information contained in Sections I, II IV, V and VI of the General **Speech-Language Pathology Practicum Handbook** found on the CSD website, www.caahs.uc.edu/csd. The information in this document is specific to the Distance Learning Program and is to be used as supplemental information for Section III of the main manual.

Students are supervised by faculty members in the Department of Communication Sciences and Disorders and onsite supervisors employed to work as SLPs in the various practicum sites. All supervisors are licensed by their state and certified by the American Speech-Language-Hearing Association. (ASHA)

Professional Expectations

All students participating in clinical activities are expected to present a professional appearance. Style of dress and jewelry should reflect the role of a professional. Blue jeans, shorts, low cut tops, and gym shoes are not considered appropriate dress.

Promptness is a professional courtesy all student clinicians must extend to clients. Clinicians should arrive in the clinic with enough time before their scheduled appointments to check equipment, set up therapy rooms, speak with their supervisors, etc. in order to enable them to see their clients promptly at the scheduled time.

Practicum Assignments

Students who have completed all required undergraduate courses will start practicum beginning fall or spring semester of the first year. Beginning experiences will include three to six hours of practicum per week with the first practicum experience. Students will have one or two different part-time practicum experiences during the first year and a half of the program. Beginning the second summer and through out the remainder of the program, most students will complete one semester of full-time health care setting internship and/or several part time assignments and the equivalent of a full time of student teaching experience.

The University of Cincinnati is responsible for locating student practicum sites and setting up contracts with appropriate administrative personnel. It is helpful for students to work in partnership with the University to locate potential practicum sites and contacts in their geographical area. Every effort will be made to make assignments in locations close to the student's home but the student's background and experience will also be considered. Final decisions about placements are made by the university practicum supervisor.

Absences

Students are responsible for informing their site supervisor if they are going to be absent that day. They are also responsible for keeping a record of their absences and turning that absence form in to the university supervisor at the end of the semester. Regular attendance is expected, and any unusual length of absence should immediately be reported to the university supervisor by the student or the site supervisor. Extended absences may need to be made up. Attendance at conferences or in-services are not considered absences and are encouraged if the site supervisor and the student think the topics being addressed would be beneficial to the student's experience.

If the site supervisor is absent, the student should still attend that day with arrangements being established ahead of time as to what the student should do that day. Site supervisors may wish to discuss the options for student work during any possible absences with their school principal. Possible ideas might be: having the student take over the caseload in the site supervisor's absence with the okay of the principal and the ability to reach the site supervisor by phone; having the student observe another SLP in the district for the day; having the student observe one or several teachers in the classroom(s) where students who have speech-language IEPs are placed; having the student develop materials for future therapy sessions, etc. A contingency plan for possible site supervisor absences should be discussed at the beginning of the semester during the general orientation time.

University Breaks

Students in the graduate programs will have academic or practicum responsibilities that extend into one or more of the University breaks. Students are expected to adhere to the schedule of the cooperating facility during their assignments at that site. This means that University breaks can not be taken during a multi semester assignment. Students wanting to leave town during the Practicum assignment must obtain permission from the Distance Learning Clinical Practicum Coordinator or the Department Head.

Caseload Considerations

Taking over the site supervisor's caseload should be a gradual process with increasing responsibility as the semester goes on. At first, students are expected to observe their site supervisor conducting therapy sessions and performing assessments in order to become familiar with the students, therapy environment, methods, materials, etc. Naturally, involving the students in this process in some manner is helpful, and students should be able to be directly involved in some way by the end of the first week. Assessment and therapy provide the opportunity for students to develop their skills as do family/parent and staff meetings about clients/students who are being evaluated or who are already on the site supervisor's caseload. Most students need evaluation hours and should discuss the needs in this area with their site supervisor. Student involvement in the MFE and IEP process in school practicum sites also provides valuable experience. The site supervisor and the student should discuss the timing of taking over the caseload responsibilities at the beginning of the semester and should work towards having the student take over full responsibility for the caseload during the last few weeks of the semester.

Students should be encouraged to develop their own style and techniques within the guidelines of the site supervisor, ensuring that a rationale is provided for their ideas. Written lesson plans are expected for each session, including the objectives being addressed and the materials being utilized. Students should also be responsible for record keeping therapy results, integrating results onto future therapy sessions as appropriate. Students and site supervisors should work closely together to review the therapy plans and outcomes, and the expectations from the site supervisor should be clearly stated to the student. Weekly conferences to discuss ongoing work may be helpful in promoting positive communication where both the student and the site supervisor feel comfortable expressing questions and concerns as needed.

Students are responsible for keeping track of their clinical clock hours as outlined in the Speech-Language Pathology Handbook guidelines. The site supervisor should review the clock hours and sign the form including their ASHA certification number. A copy of the form is included at the end of this handbook. ASHA requires a minimum of 25% direct supervision for diagnostic evaluations and 25% direct supervision for therapy. The site supervisor should be on site 100% of the time (see “ABSENCES” section for additional information on this subject.) Students submit their hours to their site supervisors through CALIPSO for approval. (This can be done daily, weekly, monthly or at the end of the semester.

University Supervisor Responsibilities

The university supervisor will make a minimum of one site visit to each student and their site supervisor. Students will be asked to consult with their site supervisor at the beginning of the semester to choose some convenient times for the university supervisor to visit. A schedule will be set by the university supervisor after receiving the input from each student and site supervisor, and the chosen dates will be confirmed with the student who will have the responsibility of informing their site supervisor. Changes will be made in the schedule if necessary, and additional site visits can be scheduled if the need arises.

Generally, the university supervisor will observe the student working as scheduled, either doing therapy, performing diagnostic evaluation, meeting with staff or parents, etc. At the end of the observation period, some time for discussion of the observation and collaboration with the student and the site supervisor would be helpful. The university supervisor is interested in collaborating on a variety of subjects during these conferences, including questions the student or site supervisor may have, review of forms for evaluations during the semester, sharing comments on specific cases, materials, methods, upcoming in-service opportunities, etc.

Materials

Graduate students coming into the practicum setting may or may not have many materials of their own which they can use for therapy sessions. It is always helpful to students if their site supervisor shares materials or resources for materials with the student. Most

students appreciate any ideas which site supervisors may have for materials development. Students are encouraged to ask specific questions about choosing materials and using commercially or personally developed materials which site supervisors have found to be effective in their therapy sessions.

Evaluations

Evaluation is part of the ongoing process of helping students develop their skills. Site supervisors may vary the ways in which they address the evaluation of a student's work, using a variety of collaborative techniques to help guide students in evaluation of their work. Ongoing collaboration will help students to identify possible problem areas along with identifying areas of strength. In this way, students can problem solve where needed and can continue to build on strength areas that have been identified. Students and site supervisors are encouraged to address the process of evaluation together by reviewing the evaluation forms that will be used during the semester. Students will identify two or three key areas that they wish to develop during the semester as part of a self-evaluation process. These key areas, which are shared with the site supervisor and the university supervisor, may become a focus for ongoing evaluation both by the student and the supervisors to help the student monitor progress in development of specific skill areas during the practicum experience.

There will be two formal written evaluations during the semester, one midway and one at the end. These will be done in the CALIPSO student management system. The mid-term evaluation will be completed by the site supervisor and will be discussed with the student. The final evaluation will also be completed by the site supervisor and will be discussed with the student who will sign that he/she has discussed the information with the supervisor. These evaluations will become part of the student's permanent file on CALIPSO.

In addition to the site supervisor's evaluation of the SLP student at the end of the experience, there is also an opportunity for the SLP student to evaluate the site supervisor at the end of the semester as well as an opportunity for a self-evaluation. These forms are found in the CALIPSO system.

Final Comments

The faculty in the Department of Communication Sciences and Disorders recognizes the value of the role that site supervisors play in the development of the graduate students in our program. The extra time that site supervisors spend in training graduate students makes a difference in the quality of work that students go on to perform in their jobs when they complete their graduate degree. The supervised practice that students get in their school based and other clinical speech-language pathology experiences brings their academic coursework to life. Without these supervised real life experiences which are made possible by dedicated professionals in the field of speech-language pathology, students would not be as well prepared to enter our profession.

Nondiscrimination Statement Language

Electronic Nondiscrimination Statement – Websites and Emailed Publications

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