

Student Teaching Internship & Fieldwork Guide

Supervisor Edition

University of the Pacific
Speech-Language Pathology Program
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TABLE OF CONTENTS

Letter of Introduction	
	Page
Internship/Fieldwork Guidelines	1
Supervisor Data Form	2
Suggestions for Practicum Experience	3
ASHA Requirements	4
Guidelines for Counting Clinical Clock Hours	5
“What Makes a Good Supervisor”	6
“What Makes a Good Clinician”	7
University Grading Criteria	8
Guidelines for Writing Clinical Practicum Logs	9

To Internship Supervisors:

Thank you for participating in our student training program this year.

The fieldwork experience begins on September 26, 2019 and ends on May 5, 2020. Alternate scheduling may be necessary for off-track supervisors. In this case, arrangements can be made between the student and supervisor to observe at other sites or re-schedule off-track days during school breaks. Please note the enclosed calendar with dates the students will be on semester and spring breaks.

The students are to be at the site Tuesday and Thursday and are expected to begin and end their day at the same time you do. They are advised to attend after-school IEP meetings when appropriate.

ASHA requires that you directly observe the student during client contact 25% of the time and that you be present at the same facility or available by phone 100% of the time.

Midterm and final evaluations should be completed for both Fall and Spring semesters. Evaluation forms are accessed and completed through CALIPSO (see CALIPSO instructions for supervisors). Fall semester evaluations should reflect the student's professionalism, attitude, and attendance, while Spring semester evaluation should focus on demonstrated clinical competencies. **It is imperative that you discuss evaluations with the student**, as he/she will be required to sign the form after the grade has been assigned.

A University of the Pacific fieldwork liaison will monitor the student's performance by making telephone calls or by e-mail, and will visit the site whenever possible during the semester. However, feel free to contact me at any time if problems arise.

Have a successful year!

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University of the Pacific

Department of Speech-Language Pathology

Internship Guidelines

Thank you for participating in our student training program. The following information was compiled to assist you in your supervisory and teaching role.

A University liaison will visit the site once during the spring semester. However, feel free to contact that supervisor at any time if problems arise.

DATES:

Fall starting date:	September 26	Spring starting date:	January 14
Holidays:	Thanksgiving	Spring Break:	March 9-13
Midterm evaluation:	November 7	Midterm evaluation:	March 1
Final Evaluation:	December 3	Final Evaluation:	April 30
Fall ending date:	December 5	Spring ending date:	May 5

SUPERVISOR RESPONSIBILITIES:

- Directly supervise the student at least 25% of the time during client contact time.
- Be at the facility or be available by phone 100% of the time while student is there
- Complete midterm evaluation in CALIPSO (www.calipsoclient.com/pacific, step 10) and discuss with the student.
- Complete the final evaluation in CALIPSO (www.calipsoclient.com/pacific, step 10), recommend a grade at the end of the semester, discuss with the student. See page 8 of this guide for information.
- Sign and verify contact hours (150 minimum at www.calipsoclient.com/pacific, step 11 of attached handout)
- Follow ASHA Code of Ethics

STUDENT RESPONSIBILITIES:

- Work collaboratively with supervisor to provide services to the caseload
- Complete log assignments as outlined in the handbook, submit these to liaison
- Keep an accurate log of contact/student teaching hours (goal: 150 hrs)
- Complete placement evaluation and submit to the Coordinator at the end of the spring semester. Due May 6th.
- Complete supervisor evaluation form on CALIPSO website by May 6th.
- Follow ASHA Code of Ethics

Your University liaison is _____.
Email address: _____ Phone#: _____

SUPERVISOR INFORMATION UPDATE FORM

**PLEASE COMPLETE AND RETURN TO PACIFIC
AS SOON AS POSSIBLE**

NAME _____

SITE NAME _____

ADDRESS _____

_____ ZIP _____

PHONE (____) _____

E MAIL ADDRESS _____

FAX NUMBER _____

HOME ADDRESS _____

_____ ZIP _____

HOME PHONE (____) _____

ASHA NUMBER _____

ASHA NUMBER EXPIRATION DATE _____

STATE LICENSE # _____

STUDENT BEING SUPERVISED _____

(Note: Please return this form even if you think we have your current information.)

University of the Pacific

Department of Speech-Language Pathology

Suggestions for Practicum Experience

Beginning of the semester:

Give the student an orientation and cover the following:

- Arrival, lunch and departure times
- Parking arrangements
- Dress code
- Introductions to the administration, teachers and staff
- Important telephone numbers
- Safety considerations
- Universal precautions
- Client files, their objectives, and how to obtain additional information
- Instruments and materials used most often
- Review ASHA requirements and note the student's need for hours
- Review the final evaluation sheet together
- Discuss your expectations and your supervisory style

During the semester:

- Use the first and second weeks for observation and going over client files
- Schedule weekly meetings for discussion
- Give written feedback every other week
- Allow student to write an IEP
- Allow student to observe swallowing evaluations (does not apply for school fieldwork experience)
- Allow student to attend staff meetings
- Share resources and materials
- Share a variety of teaching techniques, even if not presently used
- Share your data systems, and accountability methods
- Allow student to write summaries (be sure to co-sign)

End of the semester:

- Conduct a mock interview
- Complete the evaluation and discuss your recommendations
- Sign hours and complete with your ASHA and License numbers

SUPERVISED CLINICAL OBSERVATIONS AND PRACTICUM

- A. Clinical Observation (25 clock hours minimum)

- B. Clinical Practicum 400 total clock hours across all clinical experiences
 - * 350 clock hours at the graduate level
 - * 50 hours in each of three types of clinical settings
 - * 20 clock hours in each of the following 8 categories:
 1. Evaluation: Speech disorders in children
 2. Evaluation: Speech disorders in adults
 3. Evaluation: Language disorders in children
 4. Evaluation: Language disorders in adults
 5. Treatment: Speech disorders in children
 6. Treatment: Speech disorders in adults
 7. Treatment: Language disorders in children
 8. Treatment: Language disorders in adults

- C. Clinical experiences
 - * On campus clinics – goal: 100 hours
 - * School internship – goal: 150 hours
 - * Medical externship – goal: 150 hours

**STUDENTS: YOU ARE RESPONSIBLE
FOR KEEPING TRACK OF YOUR HOURS**

Guidelines for Counting Clinical Clock Hours

You **can** count the following:

- Direct contact with clients
 - Screenings and Assessments
 - Treatment
- Giving assessment and/or treatment information (ex. Discussing your diagnosis and recommendations at an IEP meeting)

- Time spent counseling clients or counseling or training family members (ex. Training parents to carry out a home program)

You **can not** count the following:

- Preparation time
 - This includes:
 - planning/gathering materials
 - writing reports/lesson plans/IEPs
 - scoring tests
 - transcribing language samples

WHAT MAKES A GOOD SUPERVISOR?

This list was developed by students during two Clinical Methods Courses after talking about the supervisory process.

1. Give immediate constructive criticism and feedback.
2. Give specific feedback with suggestions for improvement.
3. Be available for conferences.
4. Be supportive.
5. Be a resource person (share your techniques and materials).
6. Check comprehension through communication.
7. Do not make assumptions about what the student knows or does not know.
8. Show specific forms to be used, use samples.
9. Demonstrate therapy when possible.
10. Discuss expectations early in the experience.
11. Be sensitive to individuality (no cloning).
12. Give lots of written feedback and suggestions.
13. Reports handed back in a reasonable amount of time.

WHAT MAKES A GREAT CLINICIAN

Planning

- *Formulates long-term goals
- *Formulates objectives session by session
- *Modifies the clinical program when change is indicated
- *Chooses materials appropriate for the client
- *Has a rationale for clinical procedures
- *Structures plan for maximum number of responses
- *Demonstrates progress to the client
- *Includes significant others in therapy plan

Management

- *Does accurate record keeping
- *Uses stimulus control in therapy
- *Manages client behavior
- *Maintains client motivation and attention

Diagnosis

- *Administers test accurately
 - *Demonstrate appropriate clinical observational skills
 - *Makes appropriate test interpretations and recommendations
- *Writes professional reports

Humanness

1. Caring for the client as a person
2. Having patience with the client
3. Being empathic to the client and his or her problems
4. Giving the client moral support
5. Maintaining a positive attitude
6. Treating the client with dignity

Humor/Cheerfulness

1. Having enthusiasm for the therapy
2. Being cheerful in front of the client
3. Having a sense of humor in therapy
4. Making therapy enjoyable for the client

Interactions: clinical and supervisory

- *Demonstrates sensitivity and awareness
- *Relates to the client as a person
- *Aware of affect in therapy
- *Removes negative, personal factors from therapy
- *Demonstrates initiative and independence
- *Projects a positive image in the clinical setting
- *Has positive response to supervision
- *Keeps clients/significant others informed regarding clinical status
- *Has positive interactions with other professionals

Procedures

- *Makes clinical goals clear to the client
- *Maintains goal-oriented therapy
- *Makes appropriate use of teaching materials and activities
- *Selects appropriate instructional techniques
- *Teaches client to differentiate incorrect from correct behaviors
- *Maintains appropriate client talking/response time
- *Develops appropriate client behavioral data-collection system
- *Maintains focus on session goals

Additional clinical responsibilities

- *Observes rules of the clinic
- *Prepares for clinical conferences
- *Contributes alternative procedures in clinical conferences
- *All written work is professional
- *Develops self-supervision skills

Professionalism

1. Making long-term plans for therapy
2. Being prepared for therapy
3. Demonstration professional competency
4. Appearing in professional dress
5. Maintaining a meaning and purpose for therapy
6. Keeping the goals of therapy clear

A lot to remember? Absolutely!

The list makes you realize that outstanding clinicians must work hard to achieve their level of proficiency. Good therapy is a demanding activity both for the client and the clinician.

UNIVERSITY OF THE PACIFIC DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

This department assigns letter grades for the internship and student teaching experiences. We feel that the letter grades help to avoid the presumption that students will receive a passing grade regardless of performance. For your guidance in recommending a grade for your intern or student teacher, we offer the following guidelines:

1. To fulfill ASHA requirements the site supervisor must directly observe a minimum of 25% of the therapy sessions. These observations should take place regularly throughout the training period, as opposed to limiting the observations to a short period of time.
2. A mid-term evaluation should be conducted and discussed with the student. While this is helpful to all students, it is essential for the student who has significant weaknesses or difficulty with the internship or student teaching experience. It permits this student to become aware of the problem areas and to seek specific help from you to try to improve his/her performance. It also allows the time for the student to make the changes you desire before the end of the term.

Our clinic evaluation form (accessed at www.calipsoclient.com/pacific –see step 9 of attached instructions) may be used for the mid-term evaluation or you may wish to use your own procedure. Please feel free to discuss with the UOP supervisor any concern you may have about your student at any time.

3. The final evaluation form should be completed at www.calipsoclient.com/pacific – see step 10 of attached instructions. Hold a final conference with your student intern and give them feedback and a **recommended** grade. Note: The student's final grade is determined by factoring information from you as well as information from their faculty liaison. Students' logs to liaisons count for 25% of their grade.

The department considers a grade of B to be a grade which indicates that the student has performed well in all areas and has done what is expected with no significant problems.

A grade of A should be reserved for outstanding or truly excellent performance that can be documented on our rating scale and be supported by written comments.

A grade of C should be recommended when the student has had difficulty with the internship or student teaching experience and when these problems have not been fully resolved by the end of the term.

Plus or minus grades (e.g., A-, B+, B-, etc.) may also be recommended in order to reflect more specifically a student's performance.

According to the University of the Pacific Graduate School policy, a grade of C-, D or F indicates unsatisfactory performance. The student would not be recommended to receive the credential until or unless the student teaching or internship experience is successfully repeated. At the graduate level, grades lower than B- are failing grades and no credit can be given.

We appreciate your willingness to provide this essential and valuable experience for our students. If you have any questions or comments, please contact us.

GUIDELINES FOR WRITING PRACTICUM LOGS

Your log will count for 25% of your practicum grade. You will be graded on promptness, completeness and thoroughness of the log. A minimum of 10 logs must be completed during your fieldwork/internship in the schools. Specific assignments and due dates are listed below. You may log with your liaison additional times if you feel the need to.

General Guidelines:

1. Use narrative style, one page minimum per log
2. Email is preferable
3. Questions you ask your on-site supervisor should be included and highlighted
4. Refer to clients by initials only

Each log should include:

1. Insights on your experience
2. A unique or interesting experience
3. Materials used and how
4. Specific teaching techniques used and why
5. Comments regarding your effectiveness
6. What changes will be made
7. Your feelings
8. Include a count of the hours you have acquired to date in the following areas:
Speech Evaluation, Speech Treatment, Language Evaluation, Language Treatment, Aural Rehab
9. The appropriate assignment listed below.

Log #	Due:	Assignment:
1.	10/4	What are your impressions of your placement (including your supervisor)? Describe/Discuss the space and room set-up as well as the caseload (types of students served and how they are served)
2.	10/18	How does your supervisor schedule clients? What is the referral process?
3.	11/1	Discuss time management tips from your supervisor. How/when does he/she prep/plan for groups? How much time is spent on this each week?
4.	11/15	Describe any "extra" duties (recess, committees, etc...), your Supervisor has at school. If none, comment on this. Why/why not? Does it impact relationships with other staff, etc...
5.	1/24	Describe the interaction between/relationship with teachers, staff (secretaries, custodians, etc...) and administration
6.	2/7	What Service Delivery Models does your supervisor use? How does he/she determine which model to use?
7.	2/21	Discuss eligibility and dismissal criteria used. How does your supervisor determine how much treatment a student will receive?
8.	3/6	How are multicultural students assessed and served?
9.	3/20	Does your supervisor provide in-services to teachers regarding referral process, speech and language norms, modifications, etc...? If not, how do they communicate this info?
10.	4/17	Based on the info from your supervisor and your experience, list 5 Pros and 5 Cons to working in the schools. Can you see yourself working in the schools? Why/why not? Has your opinion changed since you started your internship? If yes, how so?