



SAN DIEGO STATE UNIVERSITY

SUPERVISORS' MANUAL OFF-CAMPUS SPEECH-LANGUAGE CLINICAL PRACTICA

SLHS 627/SLHS 933

Introduction

Welcome to the Speech-Language Program at San Diego State University and thank you for supervising our students. Your participation in our program makes it possible to continue to develop new members of our profession. The purpose of this manual is to assist you in supporting the development of the student clinician. Our goal is that this manual will explain how the students have arrived at your placement and what they are supposed to be doing now that they are there. If you find that information is incomplete or missing, please let the Speech-Language Clinic Director know. This manual is intended to be a dynamic tool that changes as the program, supervisors, students, and accreditation/certification standards change

School of Speech, Language, and Hearing Sciences Mission Statement

Our school is a community of faculty, scientists, clinicians, students, and staff that conducts educational activities, clinical training, research and scholarship to advance the study of speech, language, and hearing sciences, including the areas of audiology, speech-language pathology, and American Sign Language/deaf studies. We contribute to the understanding of speech, language, and hearing sciences by developing expertise in particular specialties, including: language acquisition and development; the cognitive, linguistic and cultural aspects of bilingualism; language and cognition following stroke and head injury; speech, language, hearing and vestibular disorders across the life span; brain-language relations, including spoken and signed languages; current diagnostic methods and evidence-based practice.

The professional programs of the school are also designed to prepare individuals to serve the communication needs of children and adults from diverse cultural and linguistic backgrounds; to meet state credential and licensure requirements in each of the areas of specialization; to meet the highest professional standards and criteria set by accrediting bodies; and to prepare graduates to serve in a variety of interdisciplinary settings as clinicians, consultants, educators, resource and program specialists, and speech, language and hearing scientists. Diversity is valued, recruited, and supported in our academic programs and in the composition of our student body, faculty, and administration. The school strives to incorporate multicultural perspectives into the curriculum and to prepare students to provide culturally and linguistically appropriate services.

Preparation for Off-Campus Clinical Practica

Course sequence:

Prior to being assigned to an off-campus placement (SLHS 627 Advanced Field Clinical Practice in Speech-Language Pathology or SLHS 933 Clinical Practice in Public Schools) students will have taken a broad spectrum of foundational coursework and clinical practica. For example, during their on-campus clinical practica, all students will have assessed and treated children (618A/619 and 626A) and adults (618B and 626B) .

Below is the current course sequence for students enrolled in the MA program in Speech-Language Pathology.

Fall I: 16 units

600A: Research Methods (1 unit)

609A: Acquired Neurogenic Language and Cognitive Disorders I (Aphasia)

607: Phonology and Phonological Disorders

613: Language Disorders: Infancy through Preschool

617: Diagnostic Methods in Speech-Language Pathology

525: Clinical Processes (1 unit)
626: Intervention Practica (1 unit, 2 sections)
618/619: Diagnostic Practica (1 unit)

Spring I: 15 units

608: Acquired Neuromotor Speech Disorders
609B: Acquired Neurogenic Language and Cognitive Disorders II (Brain Injury)
614: Language Disorders: School Age through Adolescence
*672: Seminar in Communicative Disorders in Bilingual Adults
Or
*673: Seminar in Communicative Disorders in Bilingual Spanish-English Children
525: Clinical Processes (1 unit)
626: Intervention Practica (1 unit, 2 sections)
618/619: Diagnostic Practica (1 unit)

Summer I: 8 units (6 academic)

570: Dysphagia (4 units)
546: Aural Rehabilitation (if needed, 2 units)
626: Intervention Practica (1 unit, 2 sections)
618/619: Diagnostic Practica (1 unit)

Fall II:

600B: Research Methods (2 units)
606: Voice, Resonance, and Fluency Disorders
**700 Level seminars as needed
627: Advanced Field Clinical Practice
Or
929/933: Clinical Practice in Public Schools

Spring II:

675: Augmentative Communication
**700 Level seminars as needed
627: Advanced Field Clinical Practice
Or
929/933: Clinical Practice in Public Schools

* Students take either 672 or 673, students in the Bilingual Certificate program take both 672 and 673

** Students take 2 of the 700 level courses, or work 2 semesters in a research lab

Recommendation for Off-Campus Clinical Practica

The key assessments used to assess candidates up to and through recommending them for the credential or certification include individual course performance, overall G.P.A. and performance in clinical practica. Prior to enrollment in off-campus clinical experiences (SLHS 627 Advanced Clinical Practice and SLHS 933 Clinical Practice in the Public Schools), the student must demonstrate successful completion of prerequisite academic and clinical coursework as well as receive School approval. Students in the M.A. program in speech-language pathology as well as doctoral students working toward clinical certification are reviewed every fall and spring

semester by the faculty of the Speech and Language Sciences Division. Each student's academic and clinical progress is addressed; intervention recommendations, if any, are determined by the faculty of the Division

Requirements for Supervision

All supervisors must have current ASHA certification and California state licensure in Speech-Language Pathology or the Speech-Language Pathology Credential from the Commission on Teaching Credentialing. It is also preferred that the supervisor have at least 2 years of experience prior to supervising a student clinician.

Contact information and Resources

1. Off-Campus Clinician Manual

<https://slhs.sdsu.edu/wp-content/uploads/2012/02/slhs627-933manual-170828.pdf>

This manual contains information about the students' responsibilities as well as those of the University and the off-campus placement supervisors. It also contains information about HIPAA, Infection Control procedures, documentation in medical settings and a (large) list of JCAHO-approved abbreviations.

If the student appears unsure of the requirements for their internship, please refer them to the manual. If you have suggestions for content that should be added to the manual, please let the Speech-Language Clinic Director know.

2. School of Speech, Language, and Hearing website

<http://slhs.sdsu.edu/>

This website has information about our program, contact information for the clinical and academic faculty and links to other important information for the University and the profession.

3. Contact information

A. Speech-Language Clinic Director/Student Teaching Coordinator

Charlotte Lopes, M.A., CCC-SLP

619-594-8051 (office)

619-993-5158 (cell, emergencies)

clopes@mail.sdsu.edu

B. Clinic Office

Marla Fulton, Administrator

619-594-7747

Placement Process for SLHS 627

- A. The semester before the placement begins, the Speech-Language Clinic Director will contact you regarding your plans for the semester
- B. The Director will send you clinician information sheets about the students who will be interviewing with you and a timeline for when we would prefer the interviews be completed.
- C. Students will call you to set-up appointments for the interview.
- D. Please contact the Director after the interviews are complete with your preferences for clinicians to be placed with you.
- E. The Director makes the placement assignments and notifies the sites and the students.

- F. A member of the faculty will visit at least once during the semester to observe the students and to discuss his/her progress with you in the placement.

Placement Process for SLHS 933

- A. Students indicate their preference for age-range (preschool, elementary, middle, high school)
- B. The Student Teacher Coordinator contacts school districts with current Student Teaching Agreements to request Master Teachers
- C. The Student Teacher Coordinator makes the matches based on student area of interest and supervisor availability.

Supervisor Responsibilities

A. Ethics: All supervisors are required to adhere to the ASHA Code of Ethics and to require that their students also follow those guidelines. The Code of Ethics is included in their “Surviving Clinic” manual and are in the addendum to this manual.

B. Supervisors must follow the ASHA guidelines for the amount of supervision provided to the student clinicians. The current standards mandate that students are to be supervised in real time and for no less than 25% of their total contact time with each client and must take place periodically throughout the practicum.

C. Supervisors must provide feedback that is instructive and timely with the goal of developing the clinician’s skills over the course of the semester. Feedback can be written or verbal but should be provided on a consistent basis.

F. Students must be evaluated at mid-term and at the end of the semester. Most supervisors meet with their clinicians at these times and discuss their performance. The mid-term evaluations should include recommendations for areas in which the clinician needs to improve. The evaluation forms are on Calipso. A copy of the evaluation form and recommendations for grading are also located in the forms section of this manual.

G. SLHS 627 and SLHS 933 are Credit/No Credit courses but the students must get at least a grade of B- in order to receive credit. Grading is based on a numerical rating system. It is assumed that as students progress in their training, they will need less direct supervision and will be able to function more independently by the end of the semester. The grading system is designed to reflect that independence. The evaluation forms were designed to objectively evaluate clinician’s skills and the grade obtained by averaging the points. The following table shows the grading rubric based on the evaluation forms used on Calipso

SLHS 627/933	
1.00-3.29	F
3.3-3.69	C
3.7-4.0	C+
4.01-4.29	B-
4.3-4.69	B
4.7-5.0	B+
5.01-5.49	A-
5.5-6.0	A

H. Evaluations and Hours: Students should submit their hours on a weekly basis through Calipso. This becomes part of their grade (professional responsibility standards). Evaluations are also submitted through Calipso. The Speech-Language Director reviews each evaluation and assigns the grade in the University grading system based on the grade assigned on the final evaluation.

Supervision Resources

<http://www.asha.org/Practice-Portal/Professional-Issues/Clinical-Education-and-Supervision/>

This is ASHA's Practice Portal for Clinical Education and Supervision. The site has the essential documents regarding supervision as well as additional resources on specific topics, including those related to supervising student clinicians.

Policy for Student Clinicians having difficulty in their placement

Although this does not happen often, when it does, it can cause stress to both the supervisor and student. If you think that your student is struggling, please contact the Clinic Director as soon as possible. She can help problem-solve strategies to improve performance and monitor progress.

PUBLIC SCHOOL INTERNSHIP EXPECTATIONS

Expectations for off-campus clinicians and supervisors (“Clinician” is used instead of “student” to avoid confusion with students on SLPs caseload)

- Clinician should:
 - Be available for a maximum of 32 hours/week. Clinicians are told that they must follow your school’s vacation/holiday schedule and if they want additional time off, it needs to be negotiated with you. The answer may be “no.”
 - Report absences or change in schedule appropriately
 - Follow all site requirements (dress code, professional behavior, etc)
 - Submit documentation of hours as required
 - Maintain open communication with the supervisor
 - Maintain all deadlines as determined by the supervisor
 - Participate in District department meetings as appropriate
 - Demonstrate knowledge and skills regarding disorder areas for ASHA certification
 - Complete the activities listed on the “Supplementary Knowledge and Skills” form for the SLP credential (available on Blackboard)
- Clinician should
 - Complete at least one IEP from start/finish (if possible) including writing evaluation report, determining/writing goals, presenting results and recommendations to the families
 - Present SLP portion of several IEPs at the discretion of the supervisor
 - Attend team meetings and IEPs when they are not presenting (at the discretion of the supervisor)
 - Practice professional oral/written communication with others at your site (teachers, psychologists, parents, etc) as well as over the telephone
 - Document services provided using whatever system is used in your district
 - Write and implement treatment plans appropriate to the IEP goals
 - Perform evaluations as appropriate to your site
 - Demonstrate understanding of laws pertaining to the schools
- Supervisor should:
 - Supervise a minimum of 25% of the clinician’s contact hours with the understanding that more supervision is required earlier in the semester.
 - Facilitate the clinician’s diagnostic and intervention skill development by providing feedback on a consistent basis.
 - Feedback should be given in either written or oral form although new clinician’s tend to prefer written information, at least initially.
 - Maintain communication with the SDSU program coordinator (in this case, Charlotte Lopes) regarding the student’s progress and any concerns.
 - Complete all administrative duties related to the student teacher (approving Calipso hours, completing mid-term and final evaluations, etc)
 - Share your knowledge, skills, and experience with the next generation!

OFF-CAMPUS INTERNSHIP EXPECTATIONS

Expectations for off-campus clinicians and supervisors

- Clinician should:
 - Be available for a *maximum* of 32 hours/week. Clinicians are told that they must follow your site's vacation/holiday schedule and if they want additional time off, it needs to be negotiated with you. The answer may be "no."
 - Report absences or change in schedule appropriately
 - Follow all site requirements (dress code, professional behavior, etc)
 - Submit documentation of hours as required
 - Maintain open communication with the supervisor
 - Maintain all deadlines as determined by the supervisor
 - Participate in department/patient care meetings as appropriate
 - Demonstrate knowledge and skills regarding disorder areas for ASHA certification
 - Complete the activities listed on the "Supplementary Knowledge and Skills" form for the SLP credential (available on Blackboard) as appropriate
- Clinician should
 - Complete *at least* one diagnostic from start/finish (if possible) including writing evaluation report, determining/writing goals, presenting results and recommendations to the client/families
 - Present SLP portion of several diagnostics at the discretion of the supervisor
 - Attend team meetings and patient care conferences when they are not presenting (at the discretion of the supervisor)
 - Practice professional oral/written communication with others at your site (family members, nurses, physicians, allied professionals, etc) as well as over the telephone
 - Document services provided using whatever system is used at your site
 - Write and implement treatment plans appropriate to the diagnostic goals
 - Perform evaluations as appropriate to your site
 - Demonstrate understanding of laws/regulations pertaining to the site.
- Supervisor should:
 - Supervise a minimum of 25% of the clinician's contact hours with the understanding that more supervision is required earlier in the semester.
 - Facilitate the clinician's diagnostic and intervention skill development by providing feedback on a consistent basis.
 - Feedback should be given in either written or oral form although new clinician's tend to prefer written information, at least initially.
 - Maintain communication with the SDSU program coordinator (in this case, Charlotte Lopes) regarding the student's progress and any concerns.
 - Complete all administrative duties related to the student teacher (approving Calipso hours, completing mid-term and final evaluations, etc)
 - Share your knowledge, skills, and experience with the next generation!