EXTERNAL CLINICAL PRACTICUM HANDBOOK FOR SPEECH-LANGUAGE PATHOLOGY

COMMUNICATION SCIENCES AND DISORDERS

EAST CAROLINA UNIVERSITY
COLLEGE OF ALLIED HEALTH

STUDENT AND SITE SUPERVISOR GUIDELINES

Program in Speech-Language Pathology
Accredited by
Council on Academic Accreditation
Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association

Prepared: July 2007
MISSION STATEMENT

East Carolina University’s educational mission is to provide students with a rich, distinctive undergraduate and graduate educational experience. The university is committed to developing each learner’s ability to discover, evaluate, and communicate knowledge: to make informed decisions; and to recognize a decision’s ethical dimensions. The university also is committed to imparting a sense of citizenship and personal responsibility, fostering lifelong learning, and nurturing understanding of the interdependencies of people and their environments.

THANK YOU TO EXTERNAL CLINICAL EDUCATORS

A successful Clinical Externship is one in which both the graduate student clinician and you gain from the experience. We are certain that the student you supervise will acquire many new skills in therapy, diagnostic, and administrative work. In addition, we hope that you will also value the experience, perhaps through new insights into your own work as you explain it to the graduate student clinician or by learning about new procedures that a student may use. The third member of the Education Externship “team” is the Coordinator of External Clinical Education. S/He will be happy to answer questions, help you find resources you may need, or share new information with you throughout the Clinical Externship time period.

Your dedication and willingness to participate in the education and training of new professionals within our field is greatly appreciated! You are……

Caring
Skillful
Dedicated
Inspiring
# TABLE OF CONTENTS

Introduction, Goals, Position Statement ................................................................. 1
The Clinical Practicum .............................................................................................. 2
Roles and Responsibilities ......................................................................................... 3-7
Clinic Remediation Plan ........................................................................................... 8
Externship Timelines ................................................................................................. 9-10
Specific Requirements and Procedures ................................................................. 11-13
Policy on Criminal Background Checks ............................................................... 14

## Appendix A: Sequence of Study

Course of Study
Sequence of Clinical Education Experiences
Syllabus CSDI 6227
Syllabus CSDI 6992
Syllabus CSDI 6993

## Appendix B: Forms and Documentation

Clock Hours Forms and Instructions
Site Summary Form
Weekly Time Sheet for Internships-Site Hours
Graduate Intern Profile
Graduate Intern Evaluation of Supervision
Appraisal of Externship Facility
Clinical Educator Review of ECU Student Preparation
Clinical Competence Evaluation Form and Instructions
Background Check Procedure for Clinical Field Work
Specified Medical Professional Liability Occurrence Insurance Policy
Ferpa Memorandum

## Appendix C: Matters of Ethics and Code of Conduct

Asha – Scope of Practice
Asha Position Statement: Clinical Supervision in Speech-Language Pathology and Audiology
Supervision of Student Clinicians/Frequently Asked Questions in the Clinical Practicum
Supervision of Student Clinicians: Modeling Ethical Practice for Future Professionals
Asha Guidelines for Fees for Service Provided by Students and Clinical Fellows
New Medicare Requirements for Hospital Inpatient Supervision
Asha Code of Ethics
Asha Clinical Supervision in Speech-Language Pathology Position Statement-2008
Asha Clinical Supervision in Speech-Language Pathology Technical Report-2008
Asha Knowledge and Skills Needed by Speech- Language Pathologists Providing Clinical Supervision-2008

## Appendix D: Contact Information

Important Contact Information for Governing Boards

## Appendix E: Information Pertaining Specifically to Distance Education Students

Program of Studies
Clinical Practicum Guidelines
Site Request
Site Summary
Weekly Site Time Sheet
CLINICAL PRACTICUM HANDBOOK

This handbook is intended as a reference for all members of the clinical externship team, the Coordinator of External Clinical Education (Coordinator), the external site clinical supervisor (Supervisor), and the graduate student intern (Student). It is required as a text for students enrolled in practicum and is intended to serve as a guide concerning the policies and procedures of the clinical training program in Speech-Language Pathology within the Department of Communication Sciences and Disorders. Explanations and examples of requirements, formats, and information pertinent to the student’s successful completion of practicum are included. If, at any time, the student is uncertain about clinic policies or procedures, or finds requirements unclear, s/he is strongly encouraged to seek clarification from the Clinical Practicum Coordinator.

GOALS OF THE EXTERNSHIP EXPERIENCE

1. To provide graduate students an opportunity to develop their clinical skills in speech/language pathology through direct clinical experience.
2. To provide students with an opportunity to observe and participate in the operational and administrative functions of a program whose primary mission is the delivery of clinical services.
3. To provide the students an opportunity to experience varied approaches and philosophies to professional practice in the field of speech/language pathology.
4. To provide students the opportunity for professional interaction and mentorship with speech/language pathologists, audiologists, and other professionals in related disciplines.
5. To provide students, during the final semester, with a full time transition experience between the college environment and professional employment.

POSITION STATEMENT

It is the student’s responsibility to be familiar with, and adhere to, the ASHA Code of Ethics and the laws and regulations governing the provision of clinical services. In addition, the ECU School of Allied Health Sciences Student Code of Conduct states, “students enrolled at ECU are expected to uphold at all times standards of integrity and behavior that will reflect credit upon themselves, their families, and East Carolina University.” Additionally, the faculty of the School of Allied Health Sciences has an academic, legal and ethical responsibility to protect the public and health care community from inappropriate professional conduct or unsafe behaviors in the practice of Allied Health Professions. Students will be provided with documents expressing expectations regarding academic and professional conduct within all academic and clinical aspects of the curriculum during general advisement sessions, course work, clinical affiliations, and other instructional forums. All SAHS students are expected to be familiar with their department policies and professional code of ethics and to conduct themselves in accordance with these standards. Information on matters of Conduct and Ethics can be found in Appendix C.
The Degree Program in Speech/Language Pathology and Communication Sciences at East Carolina University maintains accreditation by the Counsel for Academic Accreditation, a semi-autonomous body, of the American Speech-Language-Hearing Association. The speech-language graduate clinical experience is designed to be sequential and to allow for the development and enhancement of diagnostic and treatment techniques. The achievement of the required clinical clock hours as set forth by the American Speech-Language and Hearing Association is a requirement for the clinical M.S. degree. The Department of CSDI has additional requirements for the accumulation of specific types of clock hours. All clinical activities are under the direct supervision of faculty or off-site clinical supervisors who hold the Certificate of Clinical Competence and NC Board of Examiners Licensure for Speech-Language Pathologists (if located in the state of NC). Please see Appendix A for the Sequence of Classes, Clinical Practica, and Syllabi.

THE CLINICAL PRACTICUM

Throughout your program, you will meet with the Coordinator of External Clinical Education (Coordinator) to discuss off-campus clinical placements. Determination of your clinical placements will depend on your knowledge, skills, abilities, schedule and the geographic location of off-campus sites and their willingness to accept a student extern. Student clinicians may expect to be placed in the on-campus clinic for two semesters before consideration of off-campus placements. The Coordinator will make the initial contact to inquire as to whether an off-campus site is willing to supervise a student extern. Once the site has indicated willingness to supervise a student, the student will be offered the name and contact information so that s/he may further discuss the placement and set up any needed preliminary interview or site visit. Off-campus sites may require you to undergo extra activities such as criminal background checks, drug screenings, inoculations, and site-specific orientation and training. It is your responsibility to complete these activities in order to be placed at the designated site.

Throughout the course of studies, student clinicians must complete a minimum of 400 clinical hours. The student must complete 25 hours of observation and 375 hours of direct client contact. These clinical hours are to be achieved through a variety of practice settings with a diversity of clients. For all students, clinical supervisors will determine when supervisees are able to move from supervised observation into supervised clinical service delivery. This decision will differ depending upon the knowledge and abilities of the student clinician and the specific clinical procedures performed. Typically, coursework related to a procedure must be concurrent or completed prior to clinical participation involving that procedure. All students will rotate through placements in the ECU Speech-Language and Hearing Clinic and formally approved off-campus sites. Student clinicians may only attend sites that are approved by the Coordinator of External Clinical Education for which a current affiliation agreement is in place. When a student enrolls in clinical practicum, it is expected that the student will participate through the end of the designated clinical assignment (i.e., typically the end of one or two semesters). Withdrawal from a clinical assignment would be a rare circumstance that would usually require a determination following consultation with the student, supervisor, the clinic director and externship coordinator. The determination also
would generally include a plan for how to successfully re-introduce the student into clinic in the future.

ROLES AND RESPONSIBILITIES

The Coordinator of External Clinical Education will serve as a liaison between CSDI and the externship site. The Coordinator’s responsibilities are as follows:

1. The Coordinator will assign students to the external practicum and provide the student and the site supervisor with information regarding ASHA regulations, our graduate program requirements, and the Affiliation Agreement process.

2. The Coordinator will contact the Contracts Clerk to request an Affiliation Agreement between the university and the external site.

3. The Coordinator will make telephone or email contacts with both the student extern and the extern supervisor during the externship to monitor the student’s progress and status. The Coordinator is responsible for answering questions that the student or onsite supervisor may have during the semester.

4. The Coordinator will contact the student and/or site supervisor to prearrange a site visit, whenever possible. While conducting the site visit, the Coordinator will observe the student, confer with the supervisee and the site supervisor and hold a group supervision conference.

5. The Coordinator will be available to consult regarding any problems that may arise during the externship. The Coordinator will inform the Clinic Director about concerns within an externship placement, and will be available for conferences with the student as necessary.

6. The Coordinator will keep accurate documentation of the student’s externship process. The Coordinator will help to monitor student direct contact hours and provide copies of the direct client contact hours summaries. The Coordinator will collect all student and supervisor paperwork due at midterm and at end of the semester. The Coordinator will be responsible for submitting the externs’ final grades at the end of the semester.

The External Site Supervisor will act as a clinical educator to further the student’s clinical skills. Supervision for each student will be provided by individuals who are certified by the American Speech-Language-Hearing Association and licensed by the state in which they practice Speech-Language Pathology. Supervision of clinical practicum, according to ASHA standards, must entail the personal and direct involvement of the supervisor in any and all ways that will permit the supervisor to attest to the adequacy of the student’s performance in the clinical training experience. ASHA requires all extern supervisors to hold the CCC in the appropriate area. The supervisor is required to be onsite for all clock hours accrued by the student.
1. ASHA has established 13 tasks of supervision (Special Interest Division II). These serve as a guideline for our program with regard to clinical supervision. The 13 tasks of supervision are:

a. Establishing and maintaining an effective working relationship with the supervisee.
b. Assisting the supervisee in developing clinical goals and objectives.
c. Assisting the supervisee in developing and refining assessment skills.
d. Assisting the supervisee in developing and refining clinical management skills.
e. Demonstrating for and participating with the supervisee in the clinical process.
f. Assisting the supervisee in observing and analyzing assessment and treatment sessions.
g. Assisting the supervisee in the development and maintenance of clinical and supervisory records.
h. Interacting with the supervisee in planning, executing, and analyzing supervisory conferences.
i. Assisting the supervisee in evaluation of clinical performance.
j. Assisting the supervisee in developing skills of verbal reporting, writing, and editing.
k. Sharing information regarding ethical, legal, regulatory, and reimbursement aspects of professional practice.
l. Modeling and facilitating professional conduct.
m. Demonstrating research skills in the clinical or supervisory process.

2. Site supervisors will provide copies of his/her ASHA account number to the student and to the ECU Program.

3. Site supervisors will inform the student of any pre-requisite site requirements such as background checks or immunizations. The supervisor will familiarize the student with the facility’s physical layout, orient the student to the institution’s policies, make staff introductions as appropriate, and provide verbal and/or written expectations regarding the student’s time on site and performance requirements.

4. Site supervisors will help to ensure that the student acquires needed direct client contact hours and will sign off on clinical clock hour logs and on-site hour logs on a regular basis.

5. Site supervisor will provide appropriate amount of supervision to meet the student’s level of knowledge, experience, and competence and will be on-site for the entire session.

6. Site supervisor will provide supervision sufficient to ensure the welfare of the client or pupil.

7. Site supervisor will provide direct supervision defined, according to ASHA Standards, as real time supervision that must never be less than 25% of the student’s total contact with each patient, client or pupil in therapy and 50% of each diagnostic evaluation. This direct contact must take place throughout the practicum. Direct supervision is defined as onsite observation or closed circuit TV monitoring of the student clinician. In addition to
the required direct supervision, supervisors may use a variety of other techniques to obtain knowledge of the student's clinical work, such as conferences, audio- and videotape recordings, written reports, staffing, and discussions with other persons who have participated in the student's clinical training.

8. Supervisors will provide written and verbal feedback on therapy and diagnostic sessions, lesson plans, data, and reports submitted by the student clinicians. The supervisor is responsible for conveying clinical requirements to the student and conveying information on the student's specific areas of strength and weakness in a constructive manner. The student will appreciate and benefit from feedback regarding performance and goal setting. Our Program has developed clinical evaluation tools for this purpose. These evaluation tools are in accordance with ASHA Standards. Site supervisors must provide, in a coordinated effort with the student clinician, a formal written evaluation using the Clinical Competency Evaluation Form, once at midpoint and again at the completion of the experience. Supervisors can also use the Session Evaluation Form or any form of their choosing, to provide feedback on individual diagnostic and therapy sessions. Feedback should address strengths and areas of opportunity for growth in a constructive manner. At the time of the performance review, efforts should be made to establish objectives for improving performance. Results of the evaluation will be submitted to the Coordinator with a letter grade both at midterm and at the end of the practicum experience.

The Graduate Student Extern will acquire clinical skills and gain professional insight while providing supervised therapeutic services to clients.

Clinical Expectations: The clinical competencies that follow are expected to be developed by each student during clinical experience courses and are stated again on the Practicum Evaluation Form.

1. Ability to determine appropriate evaluative procedures, demonstrating knowledge of purpose, administration, and interpretation of the results of selected procedures.

2. Ability to demonstrate appropriate use of non-standardized evaluative procedures

3. Ability to observe, analyze and interpret the effects of possible contributing factors as they relate to appraisal of a given disorder

4. Ability to develop appropriate short and long-term treatment goals and evaluation plans for assigned patients, as well as developing sequential weekly treatment plans consistent with short and long-term goals

5. Ability to demonstrate knowledge of rationale and appropriate implementation of a variety of standard treatment approaches

6. Ability to evaluate the effectiveness of selected treatment approaches and modify them when appropriate
7. Ability to understand and implement appropriate behavioral management procedures, including use of verbal feedback and tangible reinforcement procedures as well as appropriate data collection for each treatment session

8. Ability to provide appropriate parent/spouse/patient counseling as related to specific communicative needs

9. Ability to be responsive to suggestions made by the supervisor

10. Ability to maintain good working relationships with peers, patients, and clinical educators within the clinical setting

11. Ability to write appropriate professional reports and maintain appropriate rapport with outside referral agencies and related professionals.

**Professional Expectations:** When participating in practicum activities students are expected to behave in a professional manner at all times. As noted by Dr. Michael Chial (ASHA Leader) the notion of Professionalism refers to “the manner, spirit, and methods of a profession” and reflects the “underlying principles and values of practitioners.” That is, they are expected to demonstrate appropriate behavior and demeanor in all interactions, including those with clients, family members, staff, and supervisors. Graduate student clinicians are expected to meet professional responsibilities.

Professional responsibilities include arriving on time, being prepared, and taking responsibility for one’s actions without being instructed directly to do so. The student should be able to take responsibility for his/her actions, reactions, and inactions and not avoid responsibility by blaming others or by emotional displays. Professional behaviors also include a forthright manner of verbal and nonverbal communication, a constructive response to criticism, demonstrating self-reliant behaviors, seeking and obtaining feedback, and the skill of collaborating and sharing knowledge. The student should demonstrate a commitment to learning by seeking new ideas, trying out new methods, and contributing beyond assignments. The student should also learn self-advocacy skills such as asking questions, asking for clarification, addressing questions/concerns in a timely manner, expressing and clarifying one’s position, and acting affirmatively in regards to oneself. The student should place professional duties above his/her own convenience. It is important for students to take initiative in all aspects of clinical training including planning for future needs, meeting clinical responsibilities, initiating communication, and documenting progress in the program. Student attainment of professional expectations will be formally measured at midterm and end of term in each practicum experience. A standard set of behaviors are included in Clinical Evaluation forms to measure attainment of Professional Expectations. Unacceptable performance on Professional Expectations will result in lowering of a student’s grade, and can result in removal from practicum experiences. A student may be required to participate in a Remedial Plan when they have difficulties with professionalism.

1. Regular attendance, as defined by the course syllabus, is expected of the graduate student extern. Absences are permitted for activities appropriate to the externship, such
as attending seminars and other activities, but only with the **prior knowledge and consent of the site supervisor and the externship coordinator**. Excessive absences for any reason may result in an extension of the externship or a lowered grade. Decisions about extending the externship due to excessive absences will be made by externship coordinator and the site supervisor. In the event the site supervisor is absent due to extended illness or personal/professional leave, externs are advised to follow the direction of the site supervisor. Arrangements for a change in supervisor must be made and the externship coordinator should be notified in writing of any changes in supervision.

2. The graduate student extern is expected to follow the policies and procedures of the facility and function as a regular staff member in terms of arrival and departure times. They are expected to attend organizational functions such as team meetings, after school staff meetings, in-services, conferences, parent-teacher conferences, or staffings. The graduate student extern follows the facility’s calendar, vacation dates, schedule, and personnel rules, including immunization and universal precautions.

3. The graduate student extern is expected to maintain client privacy and confidentiality in all matters regarding clients.

4. The graduate student extern is expected to observe and follow appropriate dress code guidelines while at the externship facility. He/she is responsible for discussing dress code with the supervisor prior to beginning the experience.

5. The graduate extern must be aware that a site supervisor or clinician holding the appropriate ASHA certification and state license, must be onsite and available at the externship site at all times when the student clinician is providing clinical services as part of the externship.

6. The graduate student extern is responsible for keeping track of the number of clinical contact hours and on-site hours obtained during the externship. The student clinician is advised to monitor clock hours, and supervision time closely as the externship progresses to ensure steady accumulation of the required clock hours.
CLINIC REMEDIATION

Occasionally a student or supervisor will perceive some problem in the supervisory relationship. If not resolved, such a problem may interfere with this relationship and could affect client care. If a student or site supervisor perceives that a problem exists, the following procedures should be implemented:

1. Discuss the problem together. Often simple misunderstandings can be resolved by discussion. The Coordinator should be informed of any issues and can be called in to facilitate problem solving.

2. If discussion does not resolve the problem, the Coordinator should be contacted immediately. If the student is having significant difficulties in clinic practicum s/he may require a Remediation Plan. The remediation plan is a written document that includes a definition of the difficulties being experienced, specific objectives that need to be met, and mechanisms for assisting the student to achieve the objectives (e.g., specific experiences, support, or learning assignments). Difficulties may represent one particular area of performance or may include a number of problems. The nature of the clinic remediation plan is individually determined and is defined largely by the particular problem(s) a student presents. Thus, the Plan may focus intensively on one aspect of clinical work, or may be a more general program focusing on a broad set of concerns. For example, a remediation plan may focus on professional expectations, clinical competencies, self evaluation skills, interpersonal difficulties and/or weaknesses in integrating academic information into clinical practice. Once the plan has been developed by the Coordinator in consultation with the Supervisor and the student, the student must demonstrate growth and improved skills in targeted areas in order to continue to participate in the practicum experience. The Supervisor will provide experiences to assist the student to improve performance in areas of concern. The student’s academic advisor and the Clinic Director may be involved in the remediation process, and will be kept informed of the student’s progress throughout the term. If the student does not successfully complete the requirements of the remediation plan, the student will be withdrawn from the practicum experience. A grade of “Incomplete” will be given at the end of the semester. Decisions regarding upcoming placements will be made following successful completion of the remediation plan. The student will understand that he/she will be graduating at least a semester later than expected.
External Practicum Timelines

Spring Semester: First Year Students

In March, during the Spring Semester of the student's first year, there will be a meeting to discuss requests for the externship experience. The student will fill out a form with his/her proposed “Master Plan” for the entire externship experience. The student will request one external part-time placement that will be completed in the summer of the first year or fall of the second year. The student will request a full-time placement for the spring semester of the second year. The student may request the type of facility and whether s/he wants to work with children or adults, but may not request a specific site for the part-time placement. For the full-time placement, the student may request a specific site if it is outside of the Greenville area. The student should request one site that provides services to adults and one site that provides services primarily to children in order to fulfill the distribution of hours required by ECU.

Summer Semester: First Year

Half of the students will have an externship in the local area (CSDI 6229-2 credits) and the other half of the students will remain in the ECU Clinic (CSDI 6227 - 3 credits). The Coordinator, in conjunction with the Clinic Director and entire supervisory staff, will take several factors into account in determining which students will be placed externally and which will be placed in the ECU clinic for the summer practicum. The factors under consideration will include: student requests, academic achievement, direct client contact hours accrued, and demonstrated clinical skill and professionalism. The Coordinator will make every effort to arrange a placement that matches the student’s requests as closely as possible. Those students who will be going to an external site will also complete the Graduate Student Intern Profile to be submitted to the site supervisor. Once the Coordinator and external site have agreed to your externship, the student will not be permitted to change sites. The student will be expected to attend the external site at least three days per week and expected to accrue a minimum of 60 direct client contact hours. The summer semester may be divided into two distinct sessions, Summer Session I and Summer Session II. If the faculty provides classes in only Summer Session I, the students will be formally enrolled in clinic only in Summer Session II and will attend the external site for two days a week in Session I and five days a week in Session II. If the faculty provides classes during the entire Summer Semester, the student will attend the site consistently for three days a week over the entire summer.

Fall Semester: Second Year

The students who were at an external site in the summer will return to the ECU clinic in the fall. (CSDI 6227 - 3 credits) The students who were in the ECU clinic in the summer will be placed at the external site requested in the spring meeting. These students will now complete the Student Profile for the site supervisor. The Coordinator will make
every effort to arrange a placement that matches the student’s requests as closely as possible. Once the Coordinator and external site have agreed to your externship, the student will not be permitted to change sites. The student will be expected to attend the external site at least three days per week and is expected to accrue a minimum of 60 direct client contact hours.

(CSDI 6992) 2 credits

Spring Semester: Second Year Students

This is the full-time external practicum. In July, the student will have the opportunity to meet with the Coordinator to review the hours of direct client contact accrued, experiences, and desires for the full-time externship experience. The student will revise the externship plan, if necessary, and will fill out an updated Student Profile. If the student is attending a site outside of the state of North Carolina, there is a likelihood that an Affiliation Agreement will have to be initiated and signed. If this agreement is fulfilled, the student will not be permitted to switch sites. The student is expected to attend the site five days a week and may be able to accrue up to 200 direct client contact hours. The student must attend the site full-time regardless of the number of hours needed for completion of the degree. This is the student’s opportunity to refine skills and the transition experience between the college experience and professional employment.

(CSDI 6993) 9 credits
SPECIFIC REQUIREMENTS AND PROCEDURES

Clinical Hours
The hours requirement for each placement is based on direct intervention hours. These hours include: screening, assessment, and therapy. To be eligible for graduation, students will accrue a minimum of 400 hours. The first 25 hours are accrued as observation and at least 375 hours must be accrued in direct delivery of services. In addition, 160 of the 375 hours must be accrued in Specific Client Service Categories. The student is required to fill out the Clock Hours Form daily and have the supervisor sign in the appropriate space. All designated areas of this form are to be completed, with clock hour data reported in terms of hours and minutes of treatment or diagnostic time for each patient. Also, faculty supervision time should be entered in terms of hours and minutes of supervision for each patient. It is the responsibility of the student to keep an accurate record of hours accrued during the practicum and to submit these to the supervisor to sign. Students must enter direct client contact hours into the clock hour management system weekly. On Monday by 5:00 pm, the student clinician is required to enter his/her accumulated clock hours for the previous week into the clock hour management system. If the student is off-campus, the Clock Hours form should be faxed to the Coordinator weekly. Students who are on-campus must file the original Clock Hour Forms (pink sheets) at the end of each week of scheduled treatment in their folder in the file cabinet in the Tests and Materials room. Students off campus are to bring or send their original pink sheets to the Director of Clinical Operations at the end of the semester. Each student is urged to make copies of the originals before submitting them.

In addition to tracking direct client service hours, the student is required to keep track of the hours spent at the site and to submit the On-Site hours form to the Coordinator weekly.

The minimum hours in specific disorder areas are outlined in Appendix B. If, over the course of the practicum experiences, a student does not obtain the minimum amount of hours, the student will be required to enroll in additional clinical practica until the hours are acquired.

The grade for the clinic practicum will be determined by the external site supervisor and the Coordinator. While the site supervisor's input provides 80% of the grade, 20% of the grade is determined by the Coordinator and will be based on timely completion of the student's administrative responsibilities and professionalism. Each student is expected to attend the site for the specified amount of hours per day, days per week, and weeks per semester. A grade of Incomplete will be given if the student is unable to complete at least 80% of the required site hours and/or 80% of the direct client contact hours recommended. This "Incomplete" grade will be assigned only if the student's performance has been deemed satisfactory by the external supervisor and the Coordinator and the lack of completion of the recommended hours is caused by extenuating circumstances beyond the student's
control. The Incomplete grade may be remediated by attending the site longer within the parameters of the semester or may be completed the following semester.

A grade of C or lower may be assigned to any practicum in which the student’s performance is unsatisfactory or in which the student accrues less than 80% of the required site hours or recommended direct client contact hours due to poor attendance.

**Liability Insurance**

Liability insurance needs to be paid at the beginning of each fall semester of practicum. The policy is good for one year. The cost of insurance varies slightly from year to year. Students will be advised of the cost and payment process during the fall clinic orientation meetings.

**Hepatitis B Vaccination/Declination**

Students must review and sign the Hepatitis B vaccination/declination form to either indicate that s/he has completed the series, intends to start the series, or declines the series of vaccinations. Students need to be aware that while participation in the ECU Speech-Language & Hearing Clinic is possible for those declining, there are off-campus sites that require the vaccination series for students wishing to be placed.

**HIPAA Overview & Training**

The HIPAA overview and training takes place in two forms. The HIPAA policies are reviewed during the fall clinic orientation sessions. Throughout the year, students and faculty are directed to participate in university computer-based training and review, with documentation of participation to be submitted to the Clinic Director. All faculty and students participating in a clinical activity are required to complete the HIPAA training and refresher courses on an annual basis. Web-based training is available at:

http://www.ecu.edu/hiss/hipaa.htm

**FERPA Memorandum**

According to FERPA, information on student coursework and/or performance may not be shared with individuals other than faculty members with a legitimate educational interest. This means that information related to your coursework and/or performance can be shared with other faculty supervisors. You will be asked to sign a FERPA permission to allow the Coordinator to discuss your coursework and/or performance with off-campus supervisors. The purpose of that type of communication is to allow off-campus supervisors to determine whether you have the skills and knowledge to succeed at the site and the determine types of clinical activities in which you might participate. Failure to permit this information exchange could result in a supervisor refusing your training at the clinical site.

**Criminal Background Check**

Some clinical placement sites require that graduate student clinicians comply with the facility’s employee screening/criminal background check policies and procedures. It is the responsibility of the student to obtain these records.
Immunization Records
Some clinical placement sites require that graduate student clinicians comply with the facility's employee immunization policies and procedures and/or sign a waiver of liability. It would be advantageous for the graduate student clinician to have records of Hepatitis B, Tuberculosis, and Measles/Mumps/Rubella (MMR) immunizations readily available.

Often the supervisor at that site will offer you information on how to complete these activities. All reports and documentation from those activities should go to that site or to the ECU Contracts Clerk who will keep the information on file for future use. Failure to complete or meet requirements for a designated off-campus placement is the responsibility of the student and is not the responsibility of the department or the university.

The extern is to become familiar with all procedures and forms: See Appendix B
POLICY ON CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING
ON STUDENTS FOR CLINICAL FIELD SITE PLACEMENT
ECU SCHOOL OF ALLIED HEALTH SCIENCES
Revised September 14, 2006

Due to JCAHO regulations that now require students to provide criminal background checks and, in some cases, drug screenings to prospective clinical sites the following policy is being established for students in the School of Allied Health Sciences (SAHS). It is a student’s responsibility, when applying for placement in a clinical site associated with the completion of degree requirements, to obtain and provide required reports/copies of the requested criminal background checks, drug screens and other requested records to the appropriate official(s) at the prospective clinical site for review and consideration in determining acceptance for the clinical field experience placement. In lieu of providing the required information to the clinical site, it can be submitted to the SAHS Contracts Clerk who will house and provide the information to the requested sites. Students are responsible for arranging, paying for, and submitting the required documentation to any and all clinical sites that are being considered for placement, or to the SAHS Contracts Clerk for distribution to requested sites. Academic departments, the School of Allied Health Sciences, the Division of Health Sciences, or East Carolina University are not responsible for arranging, paying for, or submitting the required reports, or determining the student’s eligibility for placement at the clinical site as a result of the contents of the required reports. Academic departments, the School of Allied Health Sciences, the Division of Health Sciences, or East Carolina University are not responsible or liable for nor will they intervene in any way in the decision by a clinical site to not accept a student based on the contents of required reports. Decisions by clinical sites are final and have no reflection on or responsibility to the student’s academic department.

Note to Departments: This policy must be published in department student manuals and shared with students in application and orientation materials and presentations. Students must also indicate that they understand and agree to abide by the requirements of this policy.

Approved:
________________________________________ Date: ________________________

Stephen W. Thomas, Dean
School of Allied Health Sciences
Division of Health Sciences
East Carolina University
SEQUENCE OF CLINICAL EDUCATION EXPERIENCES

**CSDI 6225:** Clinical Practicum in Speech and Language Pathology
This practicum takes place in the ECU clinic in the Fall Semester of the graduate student’s first year.

**CSDI 6226:** Clinical Practicum in Speech and Language Pathology
This practicum takes place in the ECU clinic in the graduate student’s first year.

**CSDI 6227:** Clinical Practicum in Speech and Language Pathology (repeatable for 3 credit hours each)
This practicum takes place in the ECU Clinic and typically occurs in the Summer Semester of the first year of study or the Fall Semester in the second year of study.
This clinical practicum course is designed to provide expansion of clinical competencies in areas of treatment, assessment, management, and clinical research. Specific objectives include the development of (1) advanced clinical competencies in the assessment and treatment of communication disorders, (2) proficiency in report writing related to assessment and treatment of communication disorders, (3) comprehensive administrative skills, (4) competencies in counseling, and (5) skills in interdisciplinary approaches to habilitation and rehabilitation.

**CSDI 6229 (601) – Distance Education**

**CSDI 6990 and 6991 Internship in Speech-Language Pathology** (1 credit hour each)
These courses are designed to help the clinician further develop competencies defined by ASHA in the KASA (Evaluation Skills, Treatment Skills, Management Skills, and Interaction Skills) in an outside clinical facility affiliated with ECU. Students will have continuing opportunities to accrue clock hours and experiences in the following areas: Diagnosis, Treatment, and Minor Area (audiology) with a variety of persons with a varying types and degrees of communication disorders.

**CSDI 6992 Part-time Internship in Speech-Language Pathology** (2 Credit Hours).
This practicum takes place at an external site in the summer of the first year or fall of the second year.
This course is designed to help the clinician further develop competencies defined by ASHA in the KASA (Evaluation Skills, Treatment Skills, Management Skills, and Interaction Skills). Students will have continuing opportunities to accrue clock hours in the areas of Prevention, Diagnosis, and Treatment with a variety of persons with communication disorders.

**CSDI 6993 – Full-time Internship in Speech-Language Pathology** (9 Credit Hours)
This final clinical course takes place in the Spring Semester of the second year and is designed to help the clinician further develop competencies defined by ASHA in the KASA document (Evaluation Skills, Treatment Skills, Management Skills, Interaction Skills). Students will have continuing opportunities to accrue clock hours in the following areas for ASHA certification: Diagnosis, Treatment, Minor Area (audiology).
CSDI 6227: Clinical Practicum in Speech and Language Pathology (repeatable for 3 credit hours each). Takes place within the ECU Clinic.
This clinical practicum course is designed to provide expansion of clinical competencies in areas of treatment, assessment, management, and clinical research. Specific objectives include the development of (1) advanced clinical competencies in the assessment and treatment of communication disorders, (2) proficiency in report writing related to assessment and treatment of communication disorders, (3) comprehensive administrative skills, (4) competencies in counseling, and (5) skills in interdisciplinary approaches to habilitation and rehabilitation.

1-Prerequisites
a. CSDI 6226 and academic coursework for first semester of graduate program.

2-Requirements
a. Complete all practicum assignments and submit all documentation as required by clinical supervisor/s and the Director of Clinical Operations.
b. Final grade will be determined by the assigned clinical supervisor/s and Director of Clinical Operations (the final grade based upon clinical supervisors’ observations of treatment and evaluations and management of clinical responsibilities).

3. Responsibilities
a. Patient management throughout the semester
   1. Schedule assigned patients under the guidance of the clinical supervisor/s.
   2. Complete a detailed patient review for the purposes of developing an in-depth treatment rationale and critically analyzing all available information.
   3. Based upon the rationale, plan and write an individualized comprehensive treatment sequence and objectives.
   4. Maintain a clinical work folder containing a weekly treatment plan for each patient and document on Patient Encounter Form each session and contact. This folder will be submitted each week to the supervisor.
   5. Submit a semester progress report for each patient, including pre- and post data to specifically quantify results of treatment.

b. Completion of diagnostic evaluation
   1. Develop a diagnostic plan to be approved by the clinical supervisor.
   2. Complete all evaluative procedures.
   3. Interpret test and examination data.
   4. Provide appropriate recommendations.
   5. Submit a comprehensive diagnostic report.

c. Adhere to all policies and regulations of the ECU Speech-Language and Hearing Clinic (See Handbook).
d. Attend clinical conferences on days and times scheduled each semester
CSDI 6992 Part time Internship in Speech-Language Pathology (2 Credit Hours).

This practicum takes place at an external site in the summer semester of the first year of study or the fall semester of the second year of study. This course is designed to help the clinician further develop competencies defined by ASHA in the KASA document. (Evaluation Skills, Treatment Skills, Management Skills, Interaction Skills). Students will have continuing opportunities to accrue clock hours in the areas of Prevention, Diagnosis and Treatment with a variety of persons with communication disorders.

1. Prerequisites
   a. CSDI 6226 and academic coursework for the first two semesters of the graduate program.
   b. Permission of Director of Clinical Operations, Externship Coordinator, and ECU Clinical Supervisors

2. Requirements
   a. Clinical
      (1) Complete all practicum assignments as required by the site supervisor in the areas of patient review, development of treatment plans, direct therapeutic intervention, and progress notes/reports.
      (2) Complete diagnostic evaluations by developing a diagnostic plan, completing all diagnostic procedures, interpret test and examination data, provide appropriate recommendations, and submit a comprehensive diagnostic report.
      (3) Attend staffings, IEP meetings, conferences, etc. as assigned by your clinical supervisor.
   b. Administrative
      (1) Attend planning meetings and complete Internship Experience Master Plan
      (2) Complete Graduate Student Intern Profile
      (3) Complete Site Summary Sheet
      (4) Complete weekly clock hour sheets and retain them to hand in at the end of the semester. Direct client contact hours should be entered into clock hour management system weekly. The on-site hours form should be faxed, mailed, or delivered to ECU CSDI externship coordinator at the end of the each week.
      (5) Complete the clinical supervisor evaluation at the end of the semester
      (6) Remind the clinical supervisor of mid-term and/or final grades if needed
   c. Communications
      (1) Notify the Coordinator of any requests for days off or changes in schedule that are not consistent with the clinician card and internship site requirements.
      (2) Notify the Coordinator of direct supervisor(s) name, ASHA number, and license number.
d. Attendance and Hours
   (1) Attend at least 3 days per week throughout the semester. Students must 
       continue throughout the entire semester even though minimum clock hour 
       requirements may be met earlier in the semester. 
   (2) Tardiness and unapproved absences are not acceptable. Clinical supervisors 
       are to report any problems with this immediately to the Coordinator. 
   (3) It is recommended that the student accrue a minimum of 75 direct client 
       contact hours. 

3. Grading
   (1) Clinical Work (Evaluation by Clinical supervisor) – 80%
   (2) Administrative requirements, communications, and attendance 
       (Coordinator)-20%
CSDI 6993 - Full time Internship in Speech-Language Pathology (9 Credit Hours)
This final clinical course is designed to help the clinician further develop competencies
defined by ASHA in the KASA document (Evaluation Skills, Treatment Skills;
Management Skills, and Interaction Skills). Students will have continuing opportunities
to accrue clock hours in the following areas for ASHA certification: Diagnosis,
Treatment, Minor Area (audiology).

1. Prerequisites
   a. Completion of CSDI 6226, 6227, and 6992
   b. Permission of Director of Clinical Operations, Coordinator, and ECU Clinical
      Supervisors.

2. Requirements
   a. Clinical
      (1) Complete all practicum assignments as required by the site supervisor in the
          areas of patient review, development of treatment plans, direct therapeutic
          intervention, and progress notes/reports.
      (2) Complete diagnostic evaluations by developing a diagnostic plan, completing
          all diagnostic procedures, interpret test and examination data, provide appropriate
          recommendations, and submit a comprehensive diagnostic report.
      (3) Attend staffings, IEP meetings, conferences, etc. as assigned by your clinical
          supervisor.
   b. Administrative
      (1) Attend planning meetings and complete Internship Experience Master Plan
      (2) Complete Graduate Student Intern Profile
      (3) Complete Site Summary Sheet
      (4) Complete weekly clock hour sheets and retain them to hand in at the end of
          the semester. Direct client contact hours should be entered into the hours
          maintenance program weekly. The on-site hours form should be faxed, mailed,
          or delivered to ECU CSDI externship coordinator at the end of the each week
      (5) Complete the clinical supervisor evaluation at the end of the semester
      (6) Remind the clinical supervisor if mid-term and/or final grades if needed
   c. Communications
      (1) Notify the Coordinator of any requests for days off or changes in schedule that
          are not consistent with the clinician card and internship site requirements.
      (2) Establish “buddy” at ECU to check mailboxes and send necessary items to
          you
   d. Attendance
      (1) Attend 5 days per week throughout the semester. Students must continue
          throughout the entire semester even if minimum clock hour requirements are met.

3. Grading
   (1) Clinical Work (Evaluation by Clinical supervisor) – 80%
   (2) Administrative requirements, communications, and attendance
       (Coordinator)-20%
APPENDIX B: FORMS AND DOCUMENTATION

CLINICAL CLOCK HOUR FORM INSTRUCTIONS
(fondly known as “the pink sheet”)
Instructions

1. Each therapy or evaluation or screening session that you participate in should be noted on the pink sheet according to date, place (setting), requirement, time, and supervised time. Complete at least one sheet each week (more if space is needed). Following each session, the supervisor MUST sign off as to the number of hours and/or minutes that he/she supervised you working with each patient. If the supervisor is off campus, he/she is asked to sign and also include the ASHA certification number.

2. For group sessions, write GROUP under “client initials” and enter only the amount of real time spent with the group. For example, if you see a group of 3 children for a 30 minute session, you get 30 minutes of clinical clock hour time, not 150 minutes!

3. By Monday of each week all clock hours from the previous week must be entered into the Clock Hours Maintenance system.

4. When the hours are entered, the original pink sheet should be filed in the individual clinical folders in the file cabinet in the Tests and Materials Room. If a person is off-campus, he/she should keep the originals and fax the sheet to the Coordinator weekly. At the end of the semester, the originals should be mailed to the Coordinator or the Director of Clinical Operations.

5. Time Conversions

10 minutes = .17 unit
15 minutes = .25 unit
20 minutes = .33 unit
30 minutes = .50 unit
40 minutes = .67 unit
45 minutes = .75 unit
50 minutes = .83 unit
60 minutes = 1.0 unit

Definitions for completion of time sheets:

Patient Age:
Pediatric Age Categories
IT = Infant Toddler 0-35 months
PK = PreSchool 3-5 years
SA = School Age 6-18 years
Adult Age Categories
EA = Early Adult 19-29 years
MA = Middle Age 30-64 years
GR = Geriatric 65+ years

Nine Types of Communication Disorders

Speech
1. Articulation
2. Fluency
3. Voice & Resonance including respiration & phonation
4. Swallowing: oral, pharyngeal, esophageal, & related functions including oral function for feeding; orofacial myofunction.

Language
5. Receptive and (6) Expressive Language: phonology, morphology, syntax, semantics, and pragmatics in speaking, listening, reading, writing & manual modalities
8. Social aspects of Communication including challenging behavior, ineffective social skills, lack of communication opportunities
9. Communication Modalities including oral, manual AAC techniques and assistive technology

Hearing
- Hearing screening supervised by certified audiologist
- Hearing loss impact on speech and language:
  Aural rehabilitation
  - Speech reading skills
  - Speech/voice production as influenced by hearing impairment
  - Language deficits as influenced by hearing impairment
  - Cochlear Implant Rehabilitation

REQUIRED DISTRIBUTION OF HOURS;

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Speech and Language Clinical Clock Hour Log Sheet  
East Carolina University  
Department of Communication Sciences and Disorders

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<tr>
<th>Date</th>
<th>Client Initials</th>
<th>Requirement</th>
<th>Hours</th>
<th>Supervised Hours</th>
<th>Clinical Educator Signature</th>
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Requirements (Major Headings are in BOLD, individual areas are under major headings):

1 Child Speech Dx
   a. Articulation/Phonology
   b. Fluency
   c. Voice
   d. Swallowing/Feeding
   e. Screening

2 Child Lang Dx
   a. Toddler Communication
   b. Preschool
   c. School-Aged
   d. Written Lang
   e. Screening

3 Adult Speech Dx
   a. Voice
   b. Swallowing/Feeding
   c. Articulation/Phonology
   d. Fluency
   e. Dysarthria
   f. Apraxia
   g. Screening

4 Adult Lang Dx
   a. Cognitive Linguistic
   b. Aphasia
   c. Written Lang
   d. Screening

5 Child Speech Tx
   a. Articulation/Phonology
   b. Fluency
   c. Voice
   d. Swallowing /Feeding

6 Child Lang Tx
   a. Toddler Communication
   b. Preschool
   c. School-Aged
   d. Written Lang

7 Adult Speech Tx
   a. Voice
   b. Swallowing
   c. Articulation/Phonology
   d. Fluency
   e. Dysarthria
   f. Apraxia

8 Adult Lang Tx
   a. Cognitive Linguistic
   b. Aphasia
   c. Written Lang

9 Audiology
   a. Aural Rehab
   b. Hearing Screening

Instructions:
1. Fill in name, setting, semester, year.
2. Each week, keep running log of activities. Under Column labeled “Requirements” choose one of the major headings and one of the secondary headings under it.
3. Put amount of direct patient contact for each section under “Hours” and have clinical educator (supervisor) sign off on how much he/she observed.
4. Place in Ms. Morrow’s box in the clinic or send/fax to Ms. Morrow (522-744-6109) at the end of each week. All originals will need to be turned in to Ms. Morrow at the end of each semester. MAKE COPIES OF ALL CLOCK HOUR SHEETS BEFORE TURNING THEM IN!
SITE SUMMARY

Student Name: ____________________________________________

Semester: _________________________________________________

Name of Agency: __________________________________________

Name of Site (if different) _________________________________

Address: _________________________________________________

Telephone Number: ________________________________________

Fax Number: ______________________________________________

Email Address: ____________________________________________

Name of Primary Contact Person: ____________________________

Name of Immediate Supervisor: ______________________________

Supervisor's ASHA #: _______________________________________

Any other information that might be helpful: ___________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Department of Communication Sciences and Disorders
East Carolina University

Weekly Time Sheet for Internships

Student Name: ________________________________

Supervisor Name: ________________________________

Site Name: ________________________________

Week: ________________________________

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<th>Date</th>
<th>Beginning Time</th>
<th>Ending Time</th>
<th>Supervisor's Initials</th>
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Supervisor's Signature: ________________________________ Date: __________

Clinician's Signature: ________________________________ Date: __________

This form is to be turned in to Ms. Morrow’s clinic mailbox each Friday. If you are completing an internship out of town, you may fax it to 252-744-6109 or mail it.
Graduate Student Intern Profile: Speech-Language Pathology

Fall, 20__  Spring, 20__  Summer, 20__

1. Name: ____________________________________________________________

Address: (Current address during internship) _____________________________

Telephone: ___________________________  email: _________________________

2. Practicum Level: ( ) 1st sem. part-time( ) 2nd sem. part-time( ) 3rd sem. full time

Expected Date of Graduation: ________________________________

Undergraduate Degree: Type ___________ Major Area _______________________

University __________________________  Year _________

3. Mark with an X the following required graduate courses that you will have completed prior to this internship. Mark with a O the courses that you will take concurrently with the internship.

- CSDI 6100 Language Disorders (3)
- CSDI 6106 Stuttering (3)
- CSDI 6108 Articulation Disorders
- CSDI 6121 Speech Science (3)
- CSDI 6101 Language and Learning Disabilities
- CSDI 6104 Voice Disorders (3)
- CSDI 6110 Brain/Language/Aphasia (3)
- CSDI 6114 Dysphagia & Neuromotor Functions (3)
- CSDI 6226 Clinic (2)

- CSDI 6103 Research Design (3)
- CSDI 6200 Multicultural (3)
- CSDI 6109 Motor Speech (3)
- CSDI 6112 Cranio-Facial Disorders (3)
- CSDI 6113 Linguistic/Cognitive Impairments (3)
- CSDI 6900 Administration (3)
- CSDI 6227 Clinic (2)
- CSDI 6992 Part-time Internship (2)
- CSDI 6993 Full time Internship (9)

4. Clinical Hours: Indicate total number of clinical hours accrued to date.

Total Number of hours: (375 required) ________________________

Adult Language Diagnostics (20 required) ________________________
Adult Language Therapy (20 required) __________________________
Adult Speech Diagnostics (20 required) _________________________
Adult Speech Therapy (20 required) ___________________________

Child Language Diagnostics (20 required) ________________________
Child Language Therapy (20 required) __________________________
Child Speech Diagnostics (20 required) _________________________
Child Speech Therapy (20 required) ___________________________

5. What types of clinical experiences would you like to gain from this internship?

6. What specific goals would you like to achieve from this internship? (use additional sheet if necessary)
SPEECH-LANGUAGE PATHOLOGY
GRADUATE INTERN EVALUATION OF SUPERVISION

Supervisor _________________________ Internship Site _________________________

Semester _________________________ Year _________________________

1. The supervisor provided verbal and/or written feedback of sessions observed.
   4  3  2  1
   Frequently Occasionally Seldom Never

2. The supervisor provided suggestions and/or demonstrated techniques that enabled me
to improve my clinical skills.
   4  3  2  1
   Strongly Agree Agree Disagree Strongly Disagree

3. The supervisor reviewed plans and other paperwork required at the internship site
and made necessary comments and suggestions.
   4  3  2  1
   Strongly Agree Agree Disagree Strongly Disagree

4. The supervisor reviewed evaluation and/or progress reports and made
recommendations regarding revisions when necessary.
   4  3  2  1
   Strongly Agree Agree Disagree Strongly Disagree

5. Opportunities were provided by the supervisor to discuss overall clinical concerns and
clinical progress.
   4  3  2  1
   Strongly Agree Agree Disagree Strongly Disagree

6. Overall, my clinical skills have improved under this supervisor.
   4  3  2  1
   Strongly Agree Agree Disagree Strongly Disagree

COMMENTS:
APPRAISAL OF EXTERNSHIP FACILITY

Name:_________________________ Date:________________

Externship Site:_____________________________________

Approximate number of hours accrued in:
Voice:_________ Developmental Language:__________
Fluency:_________ Articulation/Phonology:__________
Acquired Language:_________ Motor Speech:__________
Dysphagia__________________

Diagnostics:_________ Audiology:_________

Were there any living accommodations arranged for you?

Did you receive any form of financial assistance?_____ If yes, please describe.

1. Would you recommend this experience for other students?____
   If no, please explain.

2. Were an adequate amount of treatment and diagnostic session observed?____
   If no, please explain.

3. Expectations of my capabilities were:
   Too high_____ Too low_____ Appropriate_____

4. Was supervisory feedback appropriate to your needs?____ If no, please explain.

5. Did you receive a midterm evaluation?____
6. What activities did you participate in other than treatment and diagnostics?

7. What were the three most valuable aspects of this externship?

8. What were the three least productive aspects of this externship?

9. Please list suggestions which would improve the experience for future students.

10. Rate the overall quality of this placement.
    Poor--- -     to     4     -----Excellent
        1           2          3

11. Rate the effect of this placement on your desire to become a speech-language pathologist.
    Poor ---     to--     -Excellent
        1           2          3          4          5
EDUCATOR REVIEW OF ECU STUDENT PREPARATION

Please complete this questionnaire, considering the skills of your most recent student clinician. Your response will remain anonymous and will be combined with responses of other supervisors. The information obtained from this survey will be used within the CSDI to assist us in evaluating our clinical placements program.

Background Information
With what age groups and/or disorder areas did your student acquire experience? (Check all that apply)
Preschool _____ School-age _____ Adult _____

What month and year did your student's placement begin? ________________

Please rate your satisfaction with the background preparation of your student. Please keep in mind the student’s current level in terms of courses taken and prior clinical experience.

Strongly Disagree Disagree Neutral Agree Strongly Agree

1. My student had sufficient academic preparation.

   1    2    3    4    5

2. My student had sufficient clinical preparation for this placement.

   1    2    3    4    5

3. My student had sufficient professional preparation for this placement (Ethics, confidentiality, professional demeanor).

   1    2    3    4    5

4. I was satisfied with my student's overall skills during this placement.

   1    2    3    4    5

Comments:
Please rate your satisfaction with the clinical administration of the placement.

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<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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1. The Clinical Externship Handbook provided useful information on placement requirements.

   1  2  3  4  5

2. Communication with the university was effective for the purposes of completing required paperwork and meeting deadlines.

   1  2  3  4  5

3. Requests for information or assistance were handled effectively and efficiently.

   1  2  3  4  5

4. Requests for assistance with Student management were handled effectively.

   1  2  3  4  5

With what aspects of your student's preparation were you most pleased?

What would prepare our students better for clinical practicum assignments?

What could we do to improve the efficiency or effectiveness of our clinical placements?

Additional Comments:

Thank-you for your feedback. This questionnaire can be returned to the Externship Coordinator.
EAST CAROLINA UNIVERSITY
CLINICAL COMPETENCE EVALUATION FORM
FOR CLINICAL INTERNSHIP IN SPEECH/LANGUAGE PATHOLOGY

Student Clinician:

Clinical Supervisor:

Practicum Site:

Semester: Fall Spring Summer Year:

Clinical Rating Scale:

5 = Exceptional: Demonstrates independence by taking initiative; displays superior competencies and accurately evaluates self/client. The competency/skill is consistently implemented at an outstanding level.

4 = Developed: Demonstrates independence but some supervisory direction is needed. Competency/skill is well implemented consistently with average to above average evaluation of self/client.

3 = Present: General and some specific supervisory direction results in satisfactory clinical skills and satisfactory evaluation of self/client. The competency/skill is implemented appropriately most of the time.

2 = Emerging: Specific supervisory direction results in some generalization and application of knowledge to perform clinical skills. Skill is present but underdeveloped.

1 = Teachable: Specific repeated direction/demonstration from supervisor required to perform clinical skills and to evaluate self/client.

0 = Absent: Skill is absent and efforts to modify behavior are unsuccessful.
NA = Not Applicable to setting

Clinical Perspective:

Please keep in mind that you will be providing clinical education/supervision for student's at various levels in their academic careers. All ECU Graduate Students receive clinical education in the first two semesters of the program within the ECU Speech/Language/Hearing Clinic. The student must accrue 50 hours of direct clinical contact before beginning an external placement. In the third semester, (summer) half of the students will be placed at an external facility and half will remain on the ECU campus. This means:

* If you have a student in the Summer Semester (May - August), s/he has had only two semesters of graduate education and as little as 50 hours of direct client intervention. Therefore, ratings of 1, 2, or 3 are probably appropriate. Although the final total average
score may be low, the student may achieve an A or B for that semester if s/he meets expectations for that level. A grade of C at mid-term will indicate that the student is not making satisfactory progress and a remediation plan should be instituted. A grade of C at the end of the semester indicates that the student has not met the minimum requirements at this level and will have to repeat the course.

**If you have a student in the Fall Semester (August – December), s/he has had three semesters of graduate education and at least 75 hours of direct client contact obtained within the ECU Speech/Language/Hearing Clinic. This student will be expected to achieve ratings of 2-3 at minimum and may demonstrate higher level skills. Although the total grade point average may still be relatively low, the student may still achieve a grade of A or B if s/he meets expectations for this level. A grade of C at mid-term will indicate that the student is not making satisfactory progress and a remediation plan should be instituted. A grade of C at the end of the semester indicates that the student has not met the minimum requirements at this level and will have to repeat the course.

*** If you have a student in the Spring Semester (January- May), this is the student’s final, full- time placement. The student has already completed all of the academic requirements and the next step is graduation followed by the Clinical Fellowship Year. At this point, the student has had three placements in the ECU Clinic and one part-time externship. The student will have accrued a minimum of 150 direct client contact hours and should be well prepared this final placement. As such, a rating of 3 would be acceptable but ratings of 4 to 5 should be prevalent. A total average rating of 4 to 5 would certainly earn an A or B. If the student is performing below the 3 level at mid-term of the final semester, the coordinator should be notified immediately and a remediation plan should be developed.

There may be some exceptions to this sequence, but you will be notified in advance if your supervisee is out of the regular rotation of classes and/or clinical practica.

As the external clinical educator/supervisor, we at ECU depend on you to monitor the student’s progress and help insure that we all adhere to the ASHA Code of Ethics and put the welfare of our clients/patients ahead of all other considerations. Rating scales and numbers can only be used as guidelines. It is up to you and your best judgment as to the student’s final grade and recommendation that the student has met competencies at an appropriate level. Thank you for your diligence and for thoughtful consideration of the grade the student earns while under your tutelage. Please do not hesitate to contact the Coordinator of External Clinical Education with any questions or concerns you may have.
<table>
<thead>
<tr>
<th>Section A: Clinical Skills – Screening</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates an ability to screen hearing</td>
<td></td>
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<tr>
<td>2. Demonstrates an ability to screen speech-language skill in children</td>
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<tr>
<td>3. Demonstrates an ability to screen speech-language skills in adults</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section B: Clinical Skills – Diagnostic Evaluation</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gathers and thoroughly reads all pertinent background information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interprets referral and case history information appropriately</td>
<td></td>
<td></td>
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<tr>
<td>3. Uses academic knowledge to formulate diagnostic hypothesis</td>
<td></td>
<td></td>
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<tr>
<td>4. Selects appropriate assessment measurements</td>
<td></td>
<td></td>
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<tr>
<td>5. Conducts client interview</td>
<td></td>
<td></td>
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<tr>
<td>6. Establishes rapport with client</td>
<td></td>
<td></td>
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<tr>
<td>7. Manages client behavior</td>
<td></td>
<td></td>
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<tr>
<td>8. Provides appropriate reinforcement</td>
<td></td>
<td></td>
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<tr>
<td>9. Administers formal and informal tests accurately and records responses accurately and unobtrusively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Scores formal assessment instruments accurately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Accurately analyzes, interprets, and integrates data</td>
<td></td>
<td></td>
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<tr>
<td>12. Produces an appropriate Diagnostic Evaluation Report which follows the appropriate format and incorporates all pertinent information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Makes recommendations based on integration of assessment information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Recognizes associated conditions and/or needs and makes appropriate referrals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Conveys diagnostic findings clearly and concisely to client/caregivers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUBTOTAL I: For Sections A and B**

<table>
<thead>
<tr>
<th>Section C: Therapeutic Intervention</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interacts and communicates appropriately with clients and family members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reads file for pertinent information and asks questions as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Correctly interprets diagnostic and background information and integrates this with academic knowledge to develop an appropriate treatment plan.</td>
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<tr>
<td>4.</td>
<td>Plans specific, appropriate, and sequenced therapy goals using methods that are appropriate for client needs, age, developmental level, and learning style.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Selects appropriate materials and uses them effectively to elicit type and level of response required</td>
<td></td>
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<tr>
<td>6.</td>
<td>Develops a variety of meaningful, creative, and interesting tasks to support objectives</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Follows intervention plan and records response data accurately</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Uses time effectively to elicit maximum number of responses</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrates flexibility within the session, modifying plans as necessary</td>
<td></td>
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<tr>
<td>10.</td>
<td>Provides appropriate and effective reinforcement that is not too time consuming or distracting</td>
<td></td>
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<tr>
<td>11.</td>
<td>Models target behavior and gives cues accurately</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Provides target-specific feedback consistently</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Demonstrates ability to manage challenging behavior</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Demonstrates problem-solving skills</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Measures and evaluates client’s performance and progress</td>
<td></td>
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<tr>
<td>16.</td>
<td>Uses qualitative and quantitative data to adjust client’s program as necessary</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Self-evaluation reflects awareness of reasons for client performance</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Provides home program with instructions</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Client makes good progress toward goals</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Uses ongoing assessment techniques to evaluate progress and makes decisions about discharge.</td>
<td></td>
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<tr>
<td>20.</td>
<td>Clearly communicates goals, progress, discharge to client</td>
<td></td>
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</tbody>
</table>

**SUBTOTAL II: For Sections C and D**

<table>
<thead>
<tr>
<th>Section D: Oral Communication Skills</th>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrates effective speaking and listening skills</td>
<td></td>
<td></td>
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<tr>
<td>2. Interacts effectively with clients, parents, associated professionals</td>
<td></td>
<td></td>
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<tr>
<td>3. Adapts communication style to needs of client (vocabulary, language level, nonverbal)</td>
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<tr>
<td>4. Clearly describes client status and needs to supervisor and other professionals</td>
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<tr>
<td>5. Uses professional grammar and appropriate terminology for disorder and setting</td>
<td></td>
<td></td>
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</tbody>
</table>
## SECTION E: Written Expression

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>1. Presents information in a clear and concise manner</td>
<td></td>
</tr>
<tr>
<td>2. Uses correct grammar, syntax, spelling, and sentence structure</td>
<td></td>
</tr>
<tr>
<td>3. Uses professional language and terminology</td>
<td></td>
</tr>
<tr>
<td>4. Follows appropriate format for type of document</td>
<td></td>
</tr>
<tr>
<td>5. Edits and proofreads all documentation</td>
<td></td>
</tr>
<tr>
<td>6. Completes administrative reporting functions as necessary in a timely manner (SOAP notes, billing, lesson plans)</td>
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<tr>
<td>7. Prepares reports that are accurate and complete, reflecting an integrated understanding of the client’s performance and the norms of the institution</td>
<td></td>
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</tbody>
</table>

**SUBTOTAL III: For Sections D and E**

## Section F: Professionalism

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrates understanding of professionalism and professional issues</td>
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<tr>
<td>2. Demonstrates knowledge of ASHA and the Code of Ethics and adheres to those standards</td>
<td></td>
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<tr>
<td>3. Demonstrates knowledge of HIPAA regulations and maintains client confidentiality</td>
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<tr>
<td>4. Understands and uses universal precautions as necessary</td>
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</tr>
<tr>
<td>5. Demonstrates pride in profession</td>
<td></td>
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<tr>
<td>6. Demonstrates professional dress, appearance, and demeanor</td>
<td></td>
</tr>
<tr>
<td>7. Projects self-confidence and poise</td>
<td></td>
</tr>
<tr>
<td>8. Is approachable and responsive to clients, parents, and other professionals</td>
<td></td>
</tr>
<tr>
<td>9. Respects cultural beliefs and linguistic diversity of clients and caregivers</td>
<td></td>
</tr>
<tr>
<td>10. Collaborates with other professionals as needed</td>
<td></td>
</tr>
<tr>
<td>11. Demonstrates effective organizational and time management skills</td>
<td></td>
</tr>
<tr>
<td>12. Demonstrates prompt and regular attendance</td>
<td></td>
</tr>
<tr>
<td>13. Is punctual for meetings and therapy sessions</td>
<td></td>
</tr>
<tr>
<td>14. Completes all assignments within required time frame, accurately, and according to procedures</td>
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<tr>
<td>15. Keeps complete and accurate records</td>
<td></td>
</tr>
<tr>
<td>16. Follows facility policies and procedures</td>
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<tr>
<td>17. Actively develops a variety of clinical perspectives, models, and strategies</td>
<td></td>
</tr>
<tr>
<td>18. Seeks to improve clinical skills by reviewing textbooks and a variety of educational materials to provide best care</td>
<td></td>
</tr>
<tr>
<td>19. Demonstrates self-evaluation skills and proactive attitude</td>
<td></td>
</tr>
<tr>
<td>20. Learns from mistakes</td>
<td></td>
</tr>
<tr>
<td>Section G: Supervisory Process</td>
<td>Midterm</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1. Interacts cooperatively and collaboratively with supervising clinician</td>
<td></td>
</tr>
<tr>
<td>2. Actively participates in own clinical development by recognizing and stating own needs and requesting meaningful feedback</td>
<td></td>
</tr>
<tr>
<td>3. Uses supervisory feedback to refine clinical performance</td>
<td></td>
</tr>
<tr>
<td>4. Shows an interest in improving performance</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates accountability and responsibility for actions or inactions</td>
<td></td>
</tr>
</tbody>
</table>

**SUBTOTAL IV: For Sections F and G**

**SUBTOTAL I _____ + II_____ + III_____ + IV_____ = _______**

**TOTAL FROM ABOVE DIVIDED BY 75 = ____________ grade point average**

Midterm Evaluation Date: ________________________________

Supervisor Signature: ___________________________________

Student Signature: _____________________________________

---

**SUBTOTAL I _____ + II_____ + III_____ + IV_____ = _______**

**TOTAL FROM ABOVE DIVIDED BY 75 = ____________ grade point average**

Final Evaluation Date: ________________________________

Supervisor Signature: __________________________________

Student Signature: ____________________________________

Final Letter Grade: ________________________________
STUDENT INFORMATION / BACKGROUND CHECK
PROCEDURE FOR CLINICAL FIELD WORK

- Most all students are required to have criminal background checks and other related information available for review by clinical sites prior to acceptance.
- As a courtesy, the contracts office will keep a file for the students and mail information as needed. This information is kept confidential, in a locked filing cabinet.
- All information should be completed and delivered to the contracts office before applying for clinical field work.
- Students may also retain their information and distribute to clinical sites as needed. Be aware that some sites will not accept this information unless provided by the University.
- Please note that the background checks are required for most students and that whether or not students want the contracts clerk to keep them on file, information packets are available for use by students in obtaining and mailing background forms.
- The contracts clerk is responsible for putting packets (forms) together, disbursing to students and keeping information on file to mail as requested. The student is responsible for obtaining all information in the packet (i.e., requesting and paying for all background checks).
- Forms included in Information/Background Check packet:

  ✓ Student Information Worksheet (coral)
  ✓ Consent Waiver and Release (gold)
  ✓ Request for Provision of Background Information to a Specific Site (light blue)
  ✓ Release to Share Background Information and Agreement to Report Felony of Misdemeanor Convictions (green)
  ✓ Health Examination Certificate Release Form (white)
  ✓ Report of Medical History (white)
  ✓ CertifiedBackground.com flyer (white)
  (official source for obtaining criminal background checks).

For additional information or to obtain a packet, please contact:

Frankie Lynn Albritton, Contracts Clerk
East Carolina University
School of Allied Health Sciences
Health Sciences Building, Room 3437
Phone (252) 744-8027
Fax (252) 744-6028
albrittonfl@ecu.edu
FERPA MEMORANDUM

According to the Family Educational Rights and Privacy Act (FERPA), information on student coursework and/or performance may not be shared with individuals other than faculty members with a legitimate educational interest.

When you are placed at off-campus internship sites, the supervisors often ask for information related to coursework and clinical performance. The intent is for the supervisor to determine if a student has the pre-requisite knowledge, skills, and abilities to succeed at the placement site. The information also gives the supervisor some information about your needs as a developing clinician.

Please indicate below whether or not you will offer permission to the Director of Clinical Operations (or future Coordinator of Internships), to share information from written documentation pertaining to your coursework and/or performance. If you do offer permission, that permission will remain in force until one year after the date on this signed form unless you formally request to change that and deny permission.

__________________________
I do permit the Director of Clinical Operations (or Coordinator of Internships) to share information from written documentation pertaining to my coursework, clinical activities, and/or performance in any area that is requested.

__________________________
I do not permit the Director of Clinical Operations (or Coordinator of Internships) to share information from written documentation pertaining to my coursework, clinical activities, and/or performance in any area that is requested.

__________________________
Student Clinician Signature

__________________________
Date
APPENDIX C: MATTERS OF ETHICS
Scope of Practice in Speech-Language Pathology

Ad Hoc Committee on Scope of Practice in Speech-Language Pathology

Please go to: http://www.asha.org/docs/html/SP2001-00193.html
Clinical Supervision in Speech-Language Pathology and Audiology

Committee on Supervision

Please go to:  www.asha.org/docs/html/PS1985-00220.html
Supervision of Student Clinicians

Board of Ethics

Please go to: http://www.asha.org/docs/html/ET2004-00181.html
Supervision of Student Clinicians: Modeling Ethical Practice for Future Professionals

by Deborah King

(This article originally appeared in the May 27, 2003 issue of The ASHA Leader.)

Please go to:  http://www.asha.org/about/ethics/supv_of_student.htm
Fees for Clinical Service
Provided by Students and Clinical Fellows

Board of Ethics

Please go to:  www.asha.org/docs/html/ET2004-00170.html
New Medicare Requirements for Hospital Inpatient Supervision of SLP Students

The Centers for Medicare and Medicaid Services (CMS) recently released a new policy for Part A inpatient hospital therapy services that will be effective April 1, 2007 regarding the supervision of speech-language pathology (SLP) students.

SLP students are now considered to be under the direct supervision of a qualified therapist if the speech-language pathologist is present on the same unit or same floor while the patient is treated. The speech-language pathologist must be "immediately available according to the circumstances appropriate to the service rendered," sign all documentation and actively participate in treatment. The current student services policy for Part B outpatient services remains unchanged, that is, requiring the supervising speech-language pathologist to be in the room and totally involved in the evaluation or treatment session.

The same CMS transmittal establishes that coverage policies for outpatient therapy services (Chapter 15 of the Benefit Policy Manual) apply to inpatient hospital settings unless there are specific national inpatient policies that differ. "Inpatient hospitals" are defined as acute care hospitals, inpatient rehabilitation facilities and units, long term care hospitals, critical access hospitals, and inpatient psychiatric facilities and units.

The full text of the revisions to the Medicare Benefit Policy Manual can be found on the CMS Web site at http://www.cms.hhs.gov/transmittals/downloads/R65BP.pdf. For further information, please contact Mark Kander, ASHA’s Director of Health Care Analysis, via e-mail at mkander@asha.org or by phone at 800-498-2071, ext. 4139.
Code of Ethics

Please go to:  www.asha.org/docs/html/ET2003-00166.html
APPENDIX D: CONTACT INFORMATION

IMPORTANT CONTACT INFORMATION FOR GOVERNANCE

NC State Licensure
North Carolina Board of Examiners in Speech Language Pathology & Audiology
CALL: 336-272-1828
GO TO: www.ncboeslpa.org
READ: Website above, licensure packet

ASHA Membership & Certification
American Speech-Language-Hearing Association
CALL: 1-800-498-2071
GO TO: www.asha.org/students/join-asha/default-handbooks.htm
READ: Membership & Certification Handbook (link above)

Teaching Certification for North Carolina
Department of Public Instruction
Division of Exceptional Children
CALL: 919-807-3300
GO TO: www.ncpublicschools.org
READ: Website above

Other State Licensure:
Find out what requirements each state has for SLP licensure
GO TO: www.asha.org/about/legislation-advocacy/state/

The “ASHA Exam” a.k.a. NESPA, The Praxis
Go To: http://www.asha.org/students/praxis/
http://www.ets.org/praxis/prxreg.html
CLINICAL PRACTICUM GUIDELINES

All students must complete 25 hours of observation and 375 hours of direct patient contact. The 375 hours must be accumulated in at least 3 different sites, with both adults and children, and with a variety of communication disorders. Distance education students will begin accruing clock hours no later than the first summer session after admission to the program. The first summer session consists of a 10 week clinical practicum. Fieldwork in speech-language pathology or “externship,” is intended to broaden the scope of a clinical education to include experiences not commonly encountered in the student’s regular workplace (if practicing as a speech therapist or SLPA). CSDI 6229 (601) requires that you devote 14-15 weeks to part-time clinical education. If you are currently practicing as a speech therapist in the schools or as a SLPA in any location, you may take a maximum of 6 credits at your worksite. All other practica must occur at other locations. Please see the syllabus for CSDI 6229 for complete details.

ELIGIBILITY FOR EXTERNSHIP

Eligibility for externship is determined by the following criteria:

1. Completion the first two semesters of your academic program with a GPA of at least 3.0.
2. A minimum of 25 supervised observation hours.

Eligibility for participation in your graduate externship is verified by the Externship Coordinator. Excellent record keeping of your clock hours, practicum records and prompt submission of practicum administrative paperwork are crucial to this process. If you have any questions about your eligibility, please contact the Program Coordinator.

ESTABLISHING YOUR EXTERNSHIP SITE

Establishing your externship site is a collaborative, coordinated effort between you and the ECU Externship Coordinator. Your responsibilities include externship site identification and an initial contact to determine their willingness to accept an intern. Once you have established those two basic facts, the Coordinator will initiate contact and complete the process. The Coordinator’s responsibilities include making contact with your potential site once you have identified it, requesting an affiliation agreement with your proposed site as needed, providing all necessary information and forms to the site, and monitoring your progress through your externship.

Step 1: Identify potential sites and make initial contact.
The earlier you start identifying potential sites, the better. Our recommendation is to begin identification 6 months prior to the expected externship. Identify at least 3 possible sites. Identification of potential sites requires contacting individuals at these sites and determining:

1. If the site offers graduate clinical externships;
2. If the site has any restrictions regarding student applications for externships. Clarify that you would be a potential applicant.
3. If there is an affiliation agreement already established with the site. (Coordinator will provide you with that information if they are unsure.)

4. If there is a formal application process and, if so, what this process entails. Specify how you apply for their externship site.

**WORDS OF CAUTION:**
If you are choosing an externship site that is not established with ECU by a current affiliation agreement, there is a high risk of contract negotiations not being completed by the time you want to begin your externship. Further, if your selected externship site has its own affiliation agreement document, the contractual process may be substantially lengthened. **Negotiations alone may require up to 6 months to be completed.** Should you wait too long to identify and establish your externship site, there is a risk that contractual discussions or negotiations will not be initiated and completed by the time you desire to begin your externship. For this reason, it is good to pursue at least three possible sites. Clearly, if you can identify a site that will accept ECU’s standard agreement, establishment of your externship site will proceed most smoothly. Always allow plenty of time for completion of the process.

Once you feel you have established a potential site, contact the Coordinator.

**Step 2: Submit Externship Site Identification form to CSDI Externship Coordinator.**

1. Complete the Site Summary Form and submit it to the Externship Coordinator a minimum of 6 months in advance of anticipated externship start date.
2. The Externship Coordinator will confirm your academic status, determine the affiliation status with the site and request an affiliation agreement if one is not already in place. The Coordinator will contact your potential externship supervisor to provide information such as the course syllabus, evaluation forms, etc.
3. Sign a copy of the Student Responsibility Statement and fax or mail it to the Externship Coordinator.

**Step 3 Complete your Externship**

1. Make final arrangements for specific externship period (beginning and ending dates) with the site supervisor and send this information to the Externship Coordinator.
2. During your externship, record treatment clinical clock hours and diagnostic clinical clock hours on the appropriate forms. Fax your Site Hours form and your Clock Hours Form to the Coordinator at the end of each week and maintain a record of your accrued direct client contact hours.
3. When your externship is complete, make a copy of your Clinical Clock Hours for your records and send your original signed clock hour forms to the Coordinator. Also have your supervisor send in the completed Evaluation Form. You will not receive a grade for externship until all these items are received and reviewed.
DE SITE REQUEST – First Choice

Student Name: __________________________________________________________
Semester: _____________________________________________________________
Name of Agency: ________________________________________________________
Name of Site (if different) ______________________________________________
Address: ______________________________________________________________
Telephone Number: ______________________________________________________
Fax Number: ___________________________________________________________
Email Address: _________________________________________________________

Name of Primary Contact Person: _________________________________________

Any other information that might be helpful: ________________________________

____________________________________

____________________________________

DE SITE REQUEST – Second Choice

Student Name: __________________________________________________________
Semester: _____________________________________________________________
Name of Agency: ________________________________________________________
Name of Site (if different) ______________________________________________
Address: ______________________________________________________________
Telephone Number: ______________________________________________________
Fax Number: ___________________________________________________________
Email Address: _________________________________________________________

Name of Primary Contact Person: _________________________________________

Any other information that might be helpful: ________________________________

____________________________________
SITE SUMMARY

Student Name: ____________________________________________

Semester: ________________________________________________

Name of Agency: __________________________________________

Name of Site (if different) _________________________________

Address: ________________________________________________

Telephone Number: _______________________________________

Fax Number: ______________________________________________

Email Address: ___________________________________________

Name of Primary Contact Person: ___________________________

Name of Immediate Supervisor: _____________________________

Supervisor’s ASHA # ______________________________________

Any other information that might be helpful:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Department of Communication Sciences and Disorders  
East Carolina University

Weekly Time Sheet for Internships

Student Name: ____________________________

Supervisor Name: ____________________________

Site Name: ____________________________

Week: ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Beginning Time</th>
<th>Ending Time</th>
<th>Supervisor's Initials</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Supervisor's Signature: ____________________________  Date: ____________

Clinician's Signature: ____________________________  Date: ____________

This form is to be turned in to Ms. Morrow's clinic mailbox each Friday. If you are completing an internship out of town, you may fax it to 252-744-6109 or mail it.
STATEMENT OF COMMITMENT for Distance Education Students
East Carolina University CSDI Clinical Externship Agreement

Site: ________________________________

1. Student will begin the practicum experience on ______ and finish on _______.
   Student will work the following days per week: (Circle) M T W Th F

2. Student will maintain the following hours: ________________________________

3. Student is allowed the following days off: ________________________________

4. Student is responsible for continuity of student caseload contact in that therapy
   services may not be cancelled or in any way postponed without prior consent of the site
   supervisor.

5. Therapy plans, evaluations or other reports must be submitted by deadlines specified
   by the site supervisor: ________________________________

6. The student will participate in at least ____ days of directed observation up to a
   maximum of ____ days before he/she begins to provide therapy services.

   It is understood that the SLP externship experience may be terminated if the terms of a
   Remediation Plan are not followed or completed successfully.

The site supervisor has agreed to the following guidelines:

1. The site supervisor certifies that he/she currently holds ASHA certification (CCC-SLP)
   and state licensure (as required by individual states) in speech-language pathology.
   ASHA # ________________________________
   License #:/State ____________________

2. The site supervisor recognizes and agrees to abide by the observation requirements set
   by ECU: Observation of a minimum of one fourth of therapy time and one half of
   diagnostic evaluation time.

3. In the case of the site supervisor’s absence from the setting, the supervisor will arrange
   a substitute supervisor who holds the appropriate qualifications.

4. The site supervisor will provide a mid-semester and an end-semester evaluation of the
   student’s performance to the Coordinator.

_________________________________________________________________________
   (Student)

_________________________________________________________________________
   (Site Supervisor)

_________________________________________________________________________
   (Date)
Graduate Student Intern Profile: Speech-Language Pathology - DE

Year 1: _____Summer, 20_____
Year 2: _____Fall, 20 ______ Spring, 20 ______ Summer, 20_____
Year 3: _____Fall, 20 ______ Spring, 20 ______ Summer, 20_____

1. Name: _______________________________________________________
   Address: (Current address during internship) _______________________
   Telephone: ____________________________________________________
   Email: ________________________________________________________

2. Practicum Level: ( ) 1st year part-time( ) 2nd year part-time( ) 3rd year part-time
   Expected Date of Graduation: _________________________________
   Undergraduate Degree: Type __________________________ Major Area __________________
   University __________________________________________ Year ________

3. Mark with an X the following required graduate courses that you will have completed prior to this internship. Mark with an O the courses that you will take concurrently with the internship.

   _____ CSDI 6100 Language Disorders (3)    _____ CSDI 6103 Research Design (3)
   _____ CSDI 6106 Stuttering (3)    _____ CSDI 6200 Multicultural (3)
   _____ CSDI 6108 Articulation Disorders    _____ CSDI 6109 Motor Speech (3)
   _____ CSDI 6121 Speech Science (3)    _____ CSDI 6112 Cranio-Facial Disorders (3)
   _____ CSDI 6101 Language and Learning Disabilities
   _____ CSDI 6104 Voice Disorders (3)    _____ CSDI 6113 Linguistic/Cognitive Impairments (3)
   _____ CSDI 6110 Brain/Language/Aphasia (3)    _____ CSDI 6200 Administration (3)
   _____ CSDI 6114 Dysphagia & Neuromotor Functions (3)    _____ CSDI 6227 Clinic (3)
   _____ CSDI 6226 Clinic (2)    _____ CSDI 6992 Part-time Internship (2)
   _____ CSDI 6993 Full time Internship (9)

4. Clinical Hours: Indicate total number of clinical hours accrued to date.

   Total Number of hours: (375 required)    Child Language Diagnostics (20 required)
   Adult Language Diagnostics (20 required)  Child Language Therapy (20 required)
   Adult Language Therapy (20 required)    Child Speech Diagnostics (20 required)
   Adult Speech Diagnostics (20 required)    Child Speech Therapy (20 required)
   Adult Speech Therapy (20 required)    

5. What types of clinical experiences would you like to gain from this internship?

6. What specific goals would you like to achieve from this internship? (Use an additional piece of paper as needed)
SYLLABUS

CSDI 6229: Distance Education Clinical Internship (1-9 credits, may be repeated)
Clinical Practicum in Speech and Language Pathology

This clinical practicum course is designed to provide Distance Education Graduate Clinicians with the opportunity to further develop competencies defined by ASHA in the KASA document. (Evaluation, Intervention, Interaction, and Personal Qualities) Students will have continuing opportunities to accrue clock hours in the areas of Diagnosis and Treatment with a variety of persons with communication disorders in order to fulfill requirements for ASHA certification and state licensure.

The students will:

a. Obtain clinical competencies as outlined in the ASHA KASA document
b. Improve time management skills for administrative, clinical, and caseload requirements
c. Improve quality and quantity of written documentation for client intervention, client management, and administrative requirements.

1. Prerequisites

a. Admission to the CSDI Distance Education Program
b. Completion of 12 s.h. academic CSDI graduate coursework with a minimum grade point average of 3.0 and/or consent of Director of Distance Ed program and Coordinator of External Clinical Education
c. Have completed 25 hours of observation and have received authorization prior to accrual of clinical clock hours.

2. Requirements

a. Clinical

(1) Complete all practicum assignments as required by the site supervisor in the areas of patient review, development of treatment plans, direct therapeutic intervention, and progress notes/reports.
(2) Complete diagnostic evaluations by developing a diagnostic plan, completing all diagnostic procedures, interpret test and examination data, provide appropriate recommendations, and submit a comprehensive diagnostic report.
(3) Attend staffings, IEP meetings, conferences, etc. as assigned by your clinical supervisor.

b. Administrative

(1) Complete and submit Internship Experience Master Plan form
(2) Complete and submit Graduate Student Intern Profile
(3) Complete and submit Site Summary Sheet
(4) Complete weekly clock hour sheets and weekly site hours sheets. Email the excel sheets weekly and fax or mail hard copies at midterm and the end of the semester.
(5) Complete the clinical supervisor evaluation at the end of the semester
(6) Remind the clinical supervisor of mid-term and/or final grades, if needed
c. Communication
(1) Notify the Coordinator of ANY requests for days off, days missed, or changes in schedule that are not consistent with the internship site schedule.
(2) Notify the Coordinator if any concerns arise during the course of the internship.

Attendance
(1) Students will attend the university affiliated clinical internship site during the entire semester as outlined in the semester clinical calendar.
(2) Students may not take days off for any reason without written permission of the Coordinator and/or Director of the DE Program.
(3) Tardiness and unapproved absences are not acceptable
(4) Attendance will be determined by the number of credit hours in which the student enrolls.

<table>
<thead>
<tr>
<th># of Credits</th>
<th>Minimum Required On-Site Hours Per Week</th>
<th>Recommended Direct Client Contact Hours</th>
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<tbody>
<tr>
<td>1</td>
<td>4.5</td>
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3. Grading
a. Clinical Work (Evaluation by Clinical Supervisor) – 80%
b. Administrative Requirements, communications, and attendance (Coordinator) – 20%

The grade for the practicum will be determined by both the site supervisor and the Coordinator. The 20% of the grade determined by the Coordinator will be based on timely completion of the student’s administrative responsibilities, attendance, and professionalism. A grade of Incomplete will be given if the student is unable to complete all of the required onsite hours and at least 75% of the the recommended direct client hours. This incomplete grade will be assigned only if the student’s performance has been deemed satisfactory by the external supervisor and the Coordinator and the inability to complete the required number of hours is caused by extenuating circumstances beyond the student’s control. This incomplete grade may be remediated by attending the site longer with the parameters of the semester or may be completed the following semester.
**REPORT OF OBSERVATION HOURS Cont.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Evaluation (DX) or Treatment (TX)</th>
<th>Type of Disorder Observed</th>
<th>#Minutes Observed (or convert to hours)</th>
<th>Student Clinician Initials</th>
<th>OFF-CAMPUS = Speech-Language Pathologist or Audiologist = Name (Printed &amp; Initialed) &amp; ASHA#</th>
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**Total Hours (Minimum of 25 to meet ASHA requirement)**

NOTE: It is required that each student observe a minimum of twenty-five (25) hours of treatment/evaluation in as many areas of speech and hearing as possible.

**This form must be maintained as a permanent record in each student’s personal file within the clinic.**

Revised 7/17/03
When we do the best that we can, we never know what miracle I wrought in our life, or the life of another.

Helen Keller