



SPEECH-LANGUAGE PATHOLOGY DEPARTMENT
CALIFORNIA STATE UNIVERSITY, LONG BEACH
Course: SLP 686A

Sections:

- I. **Guidelines for Graduate *Student School-Based* Internship Placements**
 - II. **School Internship Suggestions For Grading**
 - III. **Role Descriptions**
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I. **Guidelines for Graduate *Student School-Based* Internship Placements***

General Requirements and Information:

1. Before the initial advising meeting related to SLP 686A, you will be given a list of possible placements (electronically via an application link) based on school districts with whom we have current affiliation agreements. On the application, you will indicate your top 3 choices (i.e., district or grade-levels); however, final placement will be decided upon by the school site coordinators in conjunction with their staff. Students must be placed on a full-time basis 4-5 days/week for up to 14-16 weeks. Students are required to complete the minimum hours and entire placement (i.e., duration in weeks) to which they committed at the beginning of the semester. Placements **cannot end earlier** than the pre-arranged "last day" even if the minimum amount of hours are accumulated before the scheduled end date unless approved by the CSULB coordinator, graduate advisor, and off-site Master Clinician.

Master Clinicians (a.k.a. "Supervisors"):

Only individuals holding current ASHA certification in speech-language pathology may supervise the clinical practicum hours required for ASHA certification. (See Standard V-C.) Supervisors must hold an active CCC and, after receiving their certification, must (1) have a minimum of 9 months of full-time clinical experience and (2) have completed a minimum of 2 hours of professional development in the area of clinical instruction supervision. *[Other appropriate individuals, as determined by the graduate program, may supervise hours that are acquired beyond the ASHA certification requirements. The graduate program may use the input of these individuals in assessing the student's acquisition of knowledge and skills in particular areas].*

2. Each student must **complete a minimum of 120 direct contact clock hours with children/adolescents in the school setting**. All clinical supervisors are required by CTC (California Commission on Teacher Credentialing) and ASHA to **directly observe a minimum of 25% of all therapy sessions and 50% of all diagnostic evaluations sessions**.

Per ASHA: From March 16, 2020 – December 31, 2021, telepractice and telesupervision may be used to obtain the required supervised clinical practicum. It is up

to the discretion of the graduate program to determine how many hours can be earned through telepractice. See below for additional accommodations.

The following activities may be included as part of the **direct clinical practicum hours**:

- Screenings (includes formal and informal observations of clients/patients)
- Evaluations
 - informal
 - formal
 - parent/caregiver history/interviews
 - explaining evaluation results to parents/caregivers/clients/patients
- Treatment
 - must be synchronous
 - individual or group
- Counseling with caregivers and family
 - "wrap-up sessions"
 - advising, training, and providing education
 - demonstrating skills to caregivers
 - demonstrating to families how to program AAC devices
- **Time spent in meetings with the patient/family present, when the student is actively reporting evaluation results, treatment plans, progress, etc., can be counted since that is considered advising, educating, and training caregivers and family.** However, activities such as planning, paperwork, consulting with allied professionals in the absence of clients/family, cannot be counted. Asynchronous service delivery may not be counted.

-See link below for additional information:

<https://www.asha.org/certification/covid-19-guidance-from-cfcc/>

3. Students must keep a detailed log of student teaching hours via CALIPSO and submit hours to Master Clinician for approval on a regular basis (**weekly** is a recommended frequency to submit to clock hours to Master Clinician for approval). Upon reaching the midterm period, if it is determined that the student is not adequately meeting the minimum amount of hours required, the placement may be extended until the end of the semester (contingent upon special verbal and written arrangements made between the Master Clinician, Field Coordinator, and student).
4. If necessary, periodic meetings will be held with the Field Experience Coordinator and the Master Clinician. Typically, this will entail a minimum of one meeting per semester, [unless more contact is deemed necessary by mutual agreement of the Field Experience Coordinator and the Master Clinician].
5. State law requires for the Master Clinician to **be available and on-site at all times**. If the Master Clinician is ill or absent for other reasons, the student should be sent home or sent to observe someone else unless a duly licensed and certified substitute is available on site.

6. Student clinicians should not be used to supplement caseloads. The Master Clinician's caseload should remain the same as when the student clinician is not present.
7. Master clinicians will offer direct supervision at the ASHA required levels and sign or electronically approve documentation logs for the student's file.

Attendance Policy (in accordance to Course Requirements AND University Policy as stated in SLP 686A Course Syllabus)

Instructor Policy: Attendance during School-Based Field Experience*

This is a graduate course. Consistent and regular attendance is reflective of your professionalism and is required at your field site assignments and at the scheduled CD 686A class meetings. Excused absences require a "valid reason" (See the CSULB Attendance Policy on page 13 for updated language effective immediately). Limits of excused absences are as follows related to field experience:

- a) Field site 3-days per week assignment: One excused absence per semester
 - b) Field site 4 –days per week assignment: Two excused absences per semester
 - c) Field site 5 –days per week assignment: Two excused absences per semester
- Unexcused and/or excessive absences may result in being dropped from the course.

*For Comprehensive Exam dates, if you are assigned to your placement on those specific days, you need to arrange those days off ASAP with your supervisor(s) using a specific approval form (available on BeachBoard) to be signed by her/him and the Field Coordinator; absences on Exam dates are considered "Excused" per this course policy; however, being absent before the exam dates "to study" are not considered excused.

University Attendance Policy Guidelines:

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members, of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- A. Illness or injury to the student, or medical condition, including those related to pregnancy
- B. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student
- C. Religious reasons (California Education Code section 89320)
- D. Jury duty, military service, or government obligation
- E. University sanctioned or approved activities (examples include but are not limited to: artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

The earliest possible notification is preferred for all excused absences. Advance notification minimally one week in advance is required and verification may be requested for the following absences: Jury duty, military service, or other government obligation; religious reasons; university-sanctioned or approved activities.

Suggestions Specific to the SLPs (Student Teaching) Experience:

(Note: Requirements specific to placements other than student teaching are detailed on the evaluation forms on CALIPSO and are drawn from prevailing ASHA standards.)

1. Identification of communicative disorders consistent with the candidate's discipline focus (speech-language or audiology) and in keeping with prevailing district practices.
2. If available and when appropriate, experience with caseload selection and scheduling.
3. Individual and group therapy -- lesson plans optional but highly recommended for in-class lessons. Collaborative and consultative service delivery experience desirable.
4. When appropriate, participation in / observation of Parent conferences and IEP meetings. Confidentiality/Privacy policies should be adhered at all times.
5. Writing case reports and keeping entries in case record folders. Exposure to the Pre-referral process and service deliver process (prevention, Student Study Team, RtI/MTSS).
It is recommended that a minimum of one assessment report (either a portion of the report or the entire report (with minimal guidance from the supervisor/contingent upon supervisor's discretion) be completed before the placement is over.
6. Evaluation of students for admission to or dismissal from therapy. With guidance, writing portions of an assessment and/or IEP report.
7. Exposure to December or April census procedures, daily attendance procedures and selected district reports that may be helpful to know. Exposure to Educational Code and how eligibility is determined through staffing meetings.
8. Observation of other special education programs and grade levels in the district.
9. Either therapy or observation at all grade levels at which services are delivered - preschool, primary, upper elementary, middle/intermediate school, and high school.
11. Other experiences as required to comply with credential specific preconditions set by CTC (California Commission on Teacher Credentialing).

Suggested School Campus-related Experiences:

The student teacher should be considered a member of the school staff and should make every effort to participate in faculty activities and use facilities available to them. To that end, the student teacher should, at the discretion of the master clinician, participate in the following experiences:

1. Observation of and active participation in consultations with other staff members and

paraprofessionals, such as principals, teachers, nurses, and psychologists, as appropriate and applicable.

2. Faculty meetings with regular education staff and any regularly scheduled SLP staff meetings.
3. Relevant school events such as, back to school night, fundraisers, etc.
4. Socialization with school staff during lunch hours and other appropriate social situations.

Supervision/Observations:

1. Master clinicians serve as the candidate's primary clinical supervisor. All clinical supervisors are required by CTC (California Commission on Teacher Credentialing) and ASHA to **directly observe a minimum of 25% of all therapy sessions and 50% of all diagnostic evaluations sessions**. It is suggested that written or verbal feedback be provided in a consistent and systematic manner to the student intern (e.g., following individual sessions, at the end of the school day, at appointed times during the week, etc.). Holding these feedback sessions on a regular, consistent, and mutually agreeable basis should optimize communication between the Master clinician and the extern and promote a positive learning experience for both.
2. Observations MAY be made by the University's Field Experience Coordinator at least once throughout the semester. An on-campus appointment may be scheduled with the student to discuss their performance and obtain the student's input concerning the field placement experience. Telephone conversations with the student and Master clinician may be used to supplement these on-site observations, on an as-needed basis.

Evaluations:

1. Formal evaluations will be completed via our CALIPSO on-line documentation system and must be completed by the Master clinician twice during the semester. A hand-out entitled "CALIPSO Instructions for Supervisors" will be given to you. A grading rubric will also be provided separately for suggestions on how to rate the student's skills.
 - The mid-term (formative) evaluation should be completed at the approximate midpoint of the field experience (i.e., 8 weeks for 16-week placements).
 - The final (summative) evaluation should be completed at the end of the field experience. This evaluation will be entered into the student's cumulative file and should reflect exit-level skills to indicate competency in all required areas.

Remediation Plan (See Graduate Handbook pages 42-43 for details):

Before or around the midterm period (i.e., between weeks 6-9), if there are concerns about the student passing the course, the supervisor will contact the course instructor. Per SLP department policy, a remediation plan may be warranted if the student is having difficulty performing as expected (and as such, may need to put supports in place to help the student achieve the required competency levels of the course). The remediation plan will be developed between the internship supervisor, student, and course instructor.

2. The midterm and final evaluations should be discussed in depth with the student, and reviewed/electronically signed by the supervisor and student. Practical suggestions for improvement should be made and documented on the CALIPSO form by the supervisor.
3. Should there be any prevailing concerns at the time either evaluation is completed, the Field Experience Coordinator should be contacted prior to completion of the evaluation.

You may reach the instructor directly at: (562) 307-2599, university office: (562) 985-5282 or via email at Alaine.ocampo@csulb.edu

4. Based on the ratings from the Master Clinician, a letter grade will be developed via the point system and should correspond with the intended grade. However, the final determination of grade for any student will be at the discretion of the Field Experience Coordinator/Instructor.

**Reviewed 8.18.21; Amidst the covid-19 pandemic, course guidelines will be adapted as needed for alternate mode of instruction and limitations for face-to-face interactions with students per CA Dept. of Health Guidelines.*

II. Suggestions for Grading (using the Rubric and Levels on CALIPSO)

Grades should be based on the level of support required.
Do not take into account the student's experience level.

If clinicians need support to assess, treat, or document anything during the clinic, CALIPSO scores should reflect the level of support needed AND given.

- o 4 – indicates independence at the level of a CFY. A clinician who is at a 4 may need feedback about an idea or some minor guidance, but the interaction with the supervisor is more like a collaborative process.
- o 3 – indicates a clinician who requires some feedback but responds and makes the appropriate changes
- o 2 – indicates a clinician who is struggling clinically. The clinician requires extensive feedback/support. Proper changes are eventually implemented after support. Role playing is generally effective. Specific examples might be needed. Clinician is eventually able to apply the feedback to different situations and different clients.
- o 1 – indicates a clinician who does not have basic clinical skills. The clinician requires extensive feedback/support. Clinician requires multiple models/examples to be able to apply the feedback. Clinician demonstrates difficulty with adjusting to different situations within the clinic setting.

- Score breakdown as listed in the syllabus:

Independent: 4.0 – 3.7 points

Skill demonstration meets standards and student is independent in performance of a desired skill. Student demonstrates clear and consistent knowledge and demonstration of a desired skill. Minimal-to-no assistance from the instructor is required. Interactions with the instructor relative to this skill are collaborative only, without direct instructor assistance/guidance required.

Adequate with Support: 3.6 – 3.0 points

Skill demonstration approaches standard and is adequate with instructor support. Student evidences knowledge of and *consistent* demonstration of a desired skills, but independence without instructor assistance/guidance is not evident. Intermittent assistance/guidance from the instructor is required.

Emerging: 2.9 – 2.0 points

Skill development is emerging. Student evidences *some* knowledge of and *intermittent* ability to demonstrate a desired skill; however, consistent demonstration and clear knowledge is not evident. Additional instruction/guidance from the instructor is required. 1:1 demonstration from the instructor is not required.

Minimal 1.9 – 1.5 points

Skill development is minimal. Student **attempts** stated requirement(s), but student demonstrates minimal knowledge of –or- ability to demonstrate a desired skill. Student requires consistent instructor assistance/guidance AND 1:1 demonstration from the instructor in skill development; **student successfully duplicates supervisor’s demonstrated skills in clinical sessions.**

Not Begun: 1.5 - 1 points

Skill development has not begun. Student **attempts** stated requirement(s), but **student demonstrates significant gaps in knowledge of –or- significant difficulty demonstrating a desired skill.** Student requires consistent instructor assistance/guidance AND 1:1 demonstration from the instructor in skill development; **student does not duplicate supervisor’s demonstrated skills in clinical sessions.**

Role Descriptions (Master Clinician/Supervisor and Student Intern)

THE ROLE OF THE MASTER CLINICIAN

The role of the Master Clinician is to assist the student as appropriate in moving along the supervision continuum to become a self-sufficient school SLP, able to demonstrate independent problem-solving and critical-thinking skills. As a Master Clinician, it is important to keep in mind that there is a wide range of abilities, background, and experience among students and that some will need more guidance and support than others. For instance, some students may start their internship at the initial evaluation-feedback stage while others may begin at the collaborative stage. Some Master Clinicians have found it worthwhile to have students observe and then give them responsibility for two or three therapy sessions initially, gradually increasing responsibility for the entire caseload and duties, as appropriate, whereas other Master Clinicians may have the Student Intern take over the caseload in part or wholly sooner.

In addition to the Guidelines included in the Internship Packet, below are some ideas that other Master Clinicians have used in the past. They are intended to help the Master Clinician in planning the Graduate Internship experience.

1) During the first week:

- a. Orient the student to the school site(s) and other staff. In particular, explain any personnel rules and safety procedures of the facility.
- b. Provide the student with clear and specific expectations, responsibilities, and procedures such as weekly duties, daily schedule, dress code, documentation, meetings, therapy and assessment procedures, how feedback will be given, etc.
- c. Other Master Clinicians have found it helpful to provide the Student Intern with some opportunity to observe them during assessments, therapy, IEP meetings, etc. The extent of this observation will depend upon the Master Clinician's personal preference, style of instruction, and/or the Student Intern's background.
- d. Some Master Clinicians have found it useful to have students provide written lesson plans at the beginning of each internship day. Session plans may help the Master Clinician during supervision hours and may serve as a source of dialogue for strengths and areas of need in the interns' therapy method or techniques, especially when modifications in intervention have been suggested. The first week is also a good time to schedule at least a tentative date for the formal midterm and final evaluation. The midterm evaluation should take place during the 7-8th week of the experience for 15-16 week internships.
- e. Students are encouraged to plan times to observe other types of therapies in addition to observing their Master Clinician.

2) Throughout the experience:

- a. The Master Clinician may give regular feedback and suggestions for improvement as well as encouragement for work well done.
- b. Suggest resources or readings when appropriate to enhance learning and critical thinking relative to specific disorders or therapy approaches.
- c. Students should be gradually assuming greater responsibility in all aspects of the position.
- d. Provide the student with a midterm and a final formal evaluation by completing the Evaluation Forms on CALIPSO.

THE ROLE OF THE FIELD SERVICE COORDINATOR AND/OR SUPERVISORS

The Field Service Coordinator and/or Field Service Supervisor(s) serve as the connection between the Dept. of Speech and Language Pathology, CSULB and the Master Clinician. Examples of responsibilities include (not an exhaustive list):

- Arrange internship placements of Graduate Students in school sites.
- Verify compliance of ASHA and Departmental guidelines in order to ensure successful completion of each student's internship.
- Provide the Student Intern and the Master Clinician with an internship packet (including required documentation and guidelines) and any other information pertinent to the internship.
- Be available for consultation and be of any assistance to the Master Clinician and the Graduate Intern throughout the entire internship experience.
- Meet with the Graduate Interns periodically to ensure an optimal internship experience for all parties and to assist students in learning all the necessary skills and competencies of the school Speech-Language Pathologist (SLP) role.
- Visit with the Master Clinician and Graduate Intern at least once during the semester regarding the Graduate Intern's performance and overall internship experience.
- Collect all evaluation information from the Master Clinician, and use all pertinent information to determine and submit all grades for the entire internship experiences.

THE ROLE OF THE GRADUATE STUDENT INTERN

In addition to the requirements included in the Guidelines in the *SLP 686A E- Packet*, the Student Intern is expected to fulfill the following responsibilities:

- Take initiative in all aspects of clinical training including planning for future needs, initiating communication, asking questions, and seeking resources or guidance.
- Communicate one's own strengths, present abilities and performance levels, and indicate learning needs with regards to any of the skills to be performed during the internship.
 - Show a constructive response to criticism and a commitment to learning by seeking new ideas, trying new methods, asking for clarification, expressing one's opinion with a solid evidence-based rationale, and modifying clinician behavior according to the Master Clinician's suggestions.
 - Behave in a professional manner at all times that would mean appropriate

behavior and demeanor in all interactions, including those with clients (students), family members, school and district staff, and Master Clinicians.

- Understand and meet the broad range of professional responsibilities and competencies required to function within the school setting.
 - Follow procedures and policies as required (which may include): dress code, arrival and departure time, attending organizational functions such as after-school staff meetings, parent conferences, etc. The Student Intern is expected to follow the school site's calendar, vacation dates, and all personnel rules.
 - Monitor and keep track of all contact hours and supervision time, as well as requesting from the Master Clinician his/her ASHA certification status, in order to ensure that the minimum internship requirements are being fulfilled.
 - Adhere to the ASHA Code of Ethics at all times.