



**INTERNSHIP HANDBOOK
FOR
SPEECH-LANGUAGE PATHOLOGY**

**UNIVERSITY OF LOUISIANA MONROE
COLLEGE OF HEALTH SCIENCES**

**COORDINATOR, STUDENT, AND SITE SUPERVISOR
GUIDELINES**

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

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CLINICAL PRACTICUM HANDBOOK

This handbook is intended as a reference for the Internship Coordinator, hereinafter referred to as “Coordinator,” the Internship Site Clinical Supervisor, hereinafter referred to as “Supervisor,” and the Graduate Student Intern, hereinafter referred to as “Intern”. It is required for students enrolled in practicum to review and is intended to serve as a guide concerning the policies and/or procedures of the Speech-Language Pathology Program. 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, they are required to see clarification from the Coordinator.

GOALS OF THE INTERNSHIP EXPERIENCE

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

THE CLINICAL PRACTICUM

During the semester in which Speech-Language Pathology graduate student clinicians anticipate completion of on-campus ASHA clock hour requirements (140 hours), they are expected to complete documentation to start the process of internship placement. The Speech-Language Pathology Internship Coordinator will provide the documents to be completed and meet with the students to discuss specifics. During both a group and individual meetings, students will have the chance to ask any questions regarding the internship process. All applications are reviewed for completeness by the Internship Coordinator. The Internship Coordinator will make every attempt to place students in one of their three requested locations; however, placement at a requested site is not guaranteed. Placement at a site within Northeast Louisiana is not guaranteed. Placement at a site in one's hometown is not guaranteed.

Each student will be required to complete:

- Approximately 20 hours of observation at each site (usually a week or less and based on Supervisor's discretion)
- Any orientation/training required by the agency/facility (some sites require training prior to placement; some sites do in-house training)
- Complete a background check and drug screening – this is completed upon admission to the Speech-Language Pathology Graduate Program using Castle Branch. This background check and drug screening will be used to for clearance to begin your internship. If an internship site requests an updated background check and drug screening, the student is responsible for paying for and completing this process again.

Each student will submit necessary documentation requested by the facility such as:

- Immunization record
- CPR certification
- Background check
- Liability insurance (students are covered by ULM Liability Policy and they can get a copy of this from the Internship Coordinator if needed)
- Proof of medical insurance (to be given to the Internship Coordinator the semester before internship begins)

Students follow daily schedules set by the site supervisor and are expected to comply with the specific procedural requirements of the agency/facility in accordance with the ASHA Code of Ethics, ASHA SLP Scope of Practice, and University/State/Federal mandates. If at any time the student feels their safety, health, ethics, etc., are being compromised, they should immediately contact the Internship Coordinator for assistance in resolving the situation.

During each week of the internship, students are required to submit weekly summaries of their experiences via email to the Internship Coordinator who will respond to questions,

etc. The Internship Coordinator will also be in regular contact with site supervisors via email, phone and/or site visit (if necessary). At the end of the internship, students will be scheduled to check out with the Internship Coordinator. The following will be needed to check out:

- Completion of final grading on CALIPSO
- Approval of all submitted hours on CALIPSO
- Completed site surveys (both medical and school sites) on CALIPSO
- Evaluation of site supervisor on CALIPSO

Contracts

The Speech-Language Pathology Program maintains on-going contracts with a number of agencies and facilities in the United States in order to provide a wide variety of settings and experiences to match the individual needs of its students. The Internship Coordinator is responsible for the acquisition and maintenance of these contracts. Students wishing to complete internships at sites that do not have a current contract with ULM may provide contact information for the agency/facility to the Internship Coordinator, who will contact appropriate parties to determine if a contractual arrangement is possible. Interns are not to contact facilities to secure contracts or inquire about internship placement availability.

ROLES AND RESPONSIBILITIES

The **Internship Coordinator** will serve as a liaison between The University of Louisiana Monroe Speech-Language Pathology Program and the internship site. The Coordinator's responsibilities are as follows:

1. The Coordinator will provide the student and the site supervisor with information regarding ASHA regulations and our graduate program requirements.
2. The Coordinator will contact the person in charge of contracts to request an Affiliation Agreement between the university and the internship site.
3. When establishing a new internship site, the coordinator will use the following vetting process:
 - a. Research facility online
 - b. Call site directly to find out which rehabilitation company the site is affiliated with and if they are willing to take a student clinician
 - c. Call facility contact for company to start affiliation agreement
 - d. Request the site-supervisor's current resume with the last 3 years of continuing education experiences included
4. The Coordinator will ensure that the internship supervisor aligns with the following list of qualifications:
 - a. Has had a minimum of one year of practice with CCCs. Five years of experience with CCC's is preferred.
 - b. Has a valid state license and certification (this will be double-checked through ASHA and state board websites).
 - c. Up-to-date on current best practice as noted in resume and CE transcript.
 - d. Ensure site supervisor is aware they have to complete 2 hours of continuing of education in the area of clinical supervision per ASHA's guidelines as of January 2020.
 - i. Coordinator can supply supervisor with link to free CEUs for this requirement.
 - ii. Site supervisor must provide proof of completion of CEU in the area of supervision prior to student's start date
5. The Coordinator will ensure that the internship placement provides opportunities for diverse clinical experiences.
6. The Coordinator will ensure that the internship is able to provide a sufficient number of face-to-face hours with clients per week.
7. The Coordinator will provide the graduate student intern and the supervisor with this handbook.
8. The Coordinator will make telephone or email contact with both the student intern and the internship supervisor during the internship to monitor the student's progress and status. The Coordinator is responsible for answering questions that the student or supervisor may have during the semester.
9. The Coordinator will send a minimum of three emails to internship supervisors:
 - a. Beginning – introduction/instructions/handbook.

- b. Midterm – check in remind to grade.
 - c. Final – wrap up/instructions for final grades and approving clinical hours.
10. The Coordinator will require weekly emails from the graduate student interns to provide the following information:
 - a. Types of feedback they are receiving from their supervisors.
 - b. Diversity of patient population seen that week.
 - c. Any significant learning experiences from that week.
 - d. How they are using evidence-based practice.
 - e. Hours obtained during the week and hours needed to reach 375 hours
 11. The Coordinator will be available to consult regarding any problems that may arise during the internship. The Coordinator will inform the Program Director about concerns within an internship placement, and will be available for conferences with the students as necessary.
 12. The Coordinator will be available for in-person (if distance permits) or virtual site visits if concern is indicated by student or supervisor.
 13. The Coordinator will keep accurate documentation of the student’s internship process.
 14. The Coordinator will help monitor student direct contact hours through CALIPSO.
 15. The Coordinator will collect all intern/supervisor paperwork at the end of the semester.
 16. The Coordinator will be responsible for submitting internship grades at the end of each semester.
 17. Upon completion of the internship placement, the Coordinator will ensure that the students evaluate supervisors and sites on CALIPSO.

The **Internship Site Supervisor** will act as a clinical educator to further 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 internship supervisors to hold the CCC in the appropriate area. The supervisor is required to be onsite for all clock hours accrued by the student. The site supervisor’s responsibilities are as follows:

1. ASHA has established 13 tasks of supervision (Special Interest Division II). These serve as a guideline for ULM’s 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 ULM Program, if requested.

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 hours through CALIPSO on a regular basis.

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

- a. The internship experience should begin with approximately 20 hours of observation to introduce the intern to your clients, schedules, and treatment methods. As you feel comfortable, the intern should begin assessment/management independently (they are expected to ask questions but also use their knowledge and textbooks as needed). The clinicians are aware of the number of hours they have left to obtain to achieve the 375 needed for graduation; therefore, the number of hours needed each week will vary depending on the student.
- b. ASHA requires that you directly supervise the student at least 25% of the time. They can only provide patient care if you are physically in the building. Typically, supervision starts at 100% and tapers down to 25% towards the end of the experience.

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

7. 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 located in CALIPSO. These evaluation tools are in accordance with ASHA Standards. Feedback should address strengths and areas of opportunity for growth in a constructive manner. At the time of midterm grading, efforts should be made to establish objectives for improving performance. Results of the evaluation will be available for the internship supervisor to review at midterm and at the end of the practicum experience.

The **Graduate Student Intern** will acquire skills and gain profession insight while providing supervised therapeutic services to clients.

Clinical Expectations: The clinical competencies seen on the example CALIPSO grading rubric located in Appendix C are expected to be developed by each student during clinical experience courses.

Professional Expectations: When participating in practicum activities and representing ULM and the facility, students are expected to behave in a professional manner at all times. 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 regard to oneself. The student should place professional duties above his/her own convenience. It is important for student 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 the term for each practicum experience. A standard set of behaviors are included in CALIPSO grading form. 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. The student intern's responsibilities are as follows:

1. Regular attendance is expected of the graduate student intern. Excessive absences for any reason may result in an extension of the internship or a lowered grade. Decisions about extending the internship due to excessive absences will be made by the internship coordinator and the site supervisor. In the event the site supervisor is absent due to extended illness, personal leave, or professional leave, interns are advised to contact the Internship Coordinator for further guidance. Arrangements for change in supervisor can be made; however, the internship coordinator should

be notified in writing of any changes in supervision at least 2 weeks in advance of the intern being supervised by another supervisor.

2. The graduate student intern 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 intern follows the facility's calendar, vacation dates, schedule, and personnel rules, including immunizations and universal precautions.

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

4. The graduate student intern is expected to observe and follow appropriate dress code guidelines while at the internship facility. They are responsible for discussing dress code with the supervisor prior to beginning the experience.

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

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

7. The graduate student intern is responsible for maintaining personal medical insurance throughout the duration of the internship (both 5081 & 5086).

GRADUATE COURSE WORK AND PRACTICM TIMELINES

The following sequences show coursework completed prior to starting their school and medical site placements.

Recommended Sequence of Classes for Fall Admits

Fall Year 1

SPLP 5020 Articulation (1st 8 weeks)
SPLP 5005 Research in SLP (2nd 8 weeks)
SPLP 5028 Language Disorders in Children
SPLP 5050 Neurological Disorders I-Introduction
SPLP 4090 Neurophysiology (if necessary)
SPLP 5076 (1 hours) Clinic Site I (1 client)
Total hours= 13 (16)

Spring Year 1

SPLP 5052 Neurological Disorders II
SPLP 5025 Stuttering Research and Remediation
SPLP 5030 Language 0-5 years: Diagnostics
SPLP 5077 Audiology for the SPLP
SPLP 5091 (1) Research Project
SPLP 5076 (2 hours) Clinic Site I (2 clients)
Total hours= 15

Summer 1 Year 1

SPLP 5060 Aug. / Alt. Communication
SPLP 5076 (2 hours) Clinic Site (1 client)
Total hours= (5)

Summer 2 Year 1

SPLP 5070 Professional Issues
SPLP 5076 (2) Clinic Site (1 client)
Total hours= 5

Fall Year 2

SPLP 5042 Voice Disorders
SPLP 5061 Oropharyngeal Involvement
SPLP 5076 (3 hours) Clinic Site I (3-4 clients)
Total hours= 9

Apply for Internship

Register for Graduation for Spring Semester

Winter Session Year 2

SPLP 5081-School/Pediatric Internship = 10 weeks intensive
(4) Total hours = 4 (begin December and continue into January/February)

Spring Year 2

SPLP 5086-Medical/Adult Internship = 10 weeks intensive
Total hours = 4

Comprehensive Examinations

Recommended Sequence of Classes for Spring Admits

Spring Year 1

SPLP 5025 Stuttering Research and Remediation
SPLP 5030 Language 0-5 years: Diagnostics
SPLP 5077 Audiology for the SPLP
SPLP 5076 (1 hour) Clinic Site I (1 client)
SPLP 4090 Neurophysiology (if necessary)
Total hours= 10 (13)

Summer 1 Year 1

SPLP 5060 Aug. / Alt. Communication
SPLP 5076 (2 hours) Clinic Site (1 client)
Total hours= 5

Summer 2 Year 1

SPLP 5070 Professional Issues
SPLP 5076 (2 hours) Clinic Site (1 client)
Total hours= 5

Fall Year 1

SPLP 5020 Articulation (1st 8 weeks)
SPLP 5005 Research in SLP (2nd 8 weeks)
SPLP 5028 Language Disorders in Children
SPLP 5050 Neurological Disorders I-Introduction
SPLP 5042 Voice Disorders
SPLP 5061 Oropharyngeal Involvement
Total hours= 18

Spring Year 2

SPLP 5052 Neurological Disorders II
SPLP 5076 (4 hours) Clinic Site I (4-5 clients)
SPLP 5091 Research Project (1)
Total hours= 8

Apply for Internship

Summer 1 and 2 Year 2

SPLP 5086 Medical/Adult Internship = 10 weeks
intensive
Total hours = 4

Apply for graduation for Fall semester

Fall Year 2

SPLP 5081-School/Pediatric Internship = 10
weeks intensive
Total hours = 4

Comprehensive Examinations

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 clock hours. The first 25 hours accrued as observation and at least 375 hours must be accrued in direct delivery of services. Supervisors will instruct the student clinician on when they would like Clock hours submitted (weekly, bi-weekly).

See Appendix C for Clinical Clock Hour Instructions and an example of the CALIPSO grading rubric.

Liability Insurance & Personal Medical Insurance

Liability insurance is provided by ULM and the ULM Kitty Degree Speech and Hearing Clinic to each student. Proof of insurance can be obtained from the Internship Coordinator.

The graduate student intern is responsible for maintaining personal medical insurance throughout the duration of the internship (both SPLP 5081 & SPLP 5086). Proof of personal medical insurance will be given to the Internship Coordinator the semester before internship begins. The graduate student clinician should be prepared to give a copy of their medical insurance at any time during their internships.

Immunization Records

Evidence of the following immunizations is required by all professional programs:

1. **Two (2) MMR Measles, Mumps, and Rubella Vaccine** (proof of two (2) doses of vaccine is required).
2. **One (1) TDaP Adult Tetanus Diphtheria Pertussis Vaccine** (within the last 10 years)
3. **Three (3) doses of Hepatitis B Vaccine three-part series** (first 2 doses must be completed prior to beginning your clinical rotation) **followed by hepatitis b titer one month after series**
4. **Two step TB skin test.** Tuberculosis testing –Mantoux Method. (Only one tbst if you have proof of a previous tbst within the past year).
5. **Two (2) Varicella vaccine or proof of disease documented by health care provider or positive Varicella Titer.**

MMR – Measles, Mumps and Rubella Vaccine. Proof of two (2) doses of vaccine is required.

Additional vaccinations or testing may be required by your specific internship facility. It is the responsibility of the student to complete and maintain a copy of their immunization records. **Failure to complete or meet requirements for a designated off-campus placement is the responsibility of the student and not the responsibility of the Program or ULM.**

POLICY ON CRIMINAL BACKGROUND CHECKS

It is the policy of the Program of Speech-Language Pathology at the University of Louisiana Monroe that:

1. All Masters students will be informed of the CHS Background Check (BC)/Drug Screening (DS)/Motor Vehicle records Check (MVR) policies both in writing (in the clinic handbook) and in spoken form (in the first clinic staffing).
2. Students are to report any drug use and/or criminal infraction(s) at the **beginning** of the graduate program in order that accommodations, if any, can be made. If an early report is not made before background check/drug screen/Motor Vehicle Records Check (MVR), and a caution flag is raised, accommodations will not be offered.
3. If a caution flag is raised on background check/drug screen, the plan of action of the Speech-Language Pathology program will be the following:
 - a. Contact will be made with LBESPA regarding a ruling on the offense,
 - b. The ULM SLP Program will abide by any decision made by LBESPA; a ruling indicating ineligibility to obtain a license will result in discontinuation of the student's program.
 - c. Individual (not multiple) misdemeanors will generally:
 - not be considered detrimental to continuance in the program,
 - not be reported to LBESPA,
 - not hinder continuance in the program.

Payment

Unless otherwise noted in the program policy, payment for all drug screening is the responsibility of the student.

Positive Drug Screen Results

Each incidence of a positive drug screen will be reported by the program director or his/her designee to the Dean's representative on the Committee on Ethical and Professional Conduct, who in turn will report the particulars to the Dean. The Dean's representative on the Committee on Ethical and Professional Conduct, in consultation with the Dean, will determine if the case will be heard by the committee or if the penalties of the positive drug screen will be determined by the program (unless otherwise determined by the licensing board).

Appeals Process

Students wishing to appeal any decision or penalty imposed as per this policy may do so through the Dean.

Suspicious Behavior

Drug and/or alcohol screening may be required in cases of suspicious behavior observed by an employee of the university or the applicable site supervisor. Suspicious behavior is defined by any or all (but not limited to) of the following being observed:

1. Lack of attendance, frequent absences or tardiness from class, clinical, lab or other program related activity.
2. Sudden and/or unexplained disappearance from class, clinical, lab or other program related activity.
3. Isolation.
4. Withdrawal.
5. Errors.
6. Increased poor judgement.
7. Haphazard and/or illogical case notes, charting, or other written work.
8. Unusual accidents/incidents.
9. Unusual behavior, moods, or appearance (such as personality changes, mood swings, aggression, illogical thought patterns, slurred speech, pupil size and/or appearance).
10. Changes in motor functioning (such as gait disturbances, impaired dexterity, drowsiness, sleepiness).
11. Changes and/or deterioration in personal hygiene.
12. Detectable odor of alcohol or drugs.

Two university officials will complete and sign off on the suspicious behavior checklist and inform the student if a drug screen is required. If so, the student will be required to sign the suspicious behavior checklist agreeing or refusing to be tested. In the case of agreement, the Program Director or designee will inform the closest designated laboratory of the requirement and the student must report to that closest designated laboratory within the required timeframe (immediately to up to 2 hours, depending upon program policy). However, the student may not drive to the screening facility but is responsible for arranging his/her own transportation and transportation costs. In the event a drug screen is required based upon suspicious behavior of a student, the Program Director or designee must inform the Dean through the Dean's representative of the Committee on Ethical and Professional Conduct.

The student may not attend class, practicum, clinical rotation, internship, or any other program related activity until approval is granted by the Program Director. Such approval can only be granted after reviewing the drug screen results and verifying that they are negative and/or otherwise cleared. A positive drug screen will result in the enforcement of appropriate actions and penalties, as per this policy.

Failure to agree to, or show up for, such testing is considered admission of student's drug use and failure to comply with this policy and will be sufficient cause for implementation of any and/or all sanctions/consequences allowed as per this policy. If the student refuses to test, they are required to sign a statement to that effect. If they refuse to do so, the form will be signed by two university officials with note of student's refusal to sign. Failure to test when required, or refusal to sign the refusal to test statement, is grounds for immediate dismissal from the program and referral to the Vice President of Academic Affairs.

APPENDIX A: SYLLABI FOR INTERNSHIPS

SPLP 5081 (Pediatric/School-Site Internship) Syllabus

Course Description:

SPLP 5081 is a clinical practicum where student clinicians are placed in approved off-campus settings to work with individuals with communication and swallowing disorders. Students must accumulate the clinical clock hours and gain knowledge and skills consistent with the American Speech-Language-Hearing Association 2020 standards. These standards include/emphasize professional development of student clinicians in the areas of: experience with individuals from Culturally/Linguistically Diverse backgrounds, clients with a variety of communication and/or swallowing disorders, and with client/patient populations across their lifespan. Evidence-based practice is promoted in all clinical experiences. Practicum for this course must be at a site different from that used for SPLP 5076 and 5086.

Course Prerequisite

Satisfactory completion of all SPLP graduate courses, including SPLP 5076, and at least 140 clinical practicum hours (excluding observation hours).

Course Objectives and Outcomes

Student Learning Outcomes: Learner outcomes will be based on the 2020 ASHA Standards for Certification (<https://www.asha.org/certification/2020-slp-certification-standards/>) and Standard 3.0B – Curriculum (Academic and Clinical Education) in Speech-Language Pathology. Throughout the internship experience, students will have opportunities to meet the following Standards, and mastery of outcomes will be reflected on their final grade form in CALIPSO:

Standard 3.0B - Curriculum (Academic and Clinical Education) in Speech-Language Pathology	
3.1.2B	Foundations of Speech-Language Pathology Practice
3.1.3B	Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences
3.1.4B	Evaluation of Speech, Language, and Swallowing Disorders and Differences
3.1.5B	Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms
3.4B	Diversity of society
3.5B	Scientific and research foundations of the profession
2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology	
Standard IV-B	Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

	Demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.
Standard IV-C	<p>Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:</p> <ul style="list-style-type: none"> • Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification; Fluency and fluency disorders • Voice and resonance, including respiration and phonation; • Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing • Hearing, including the impact on speech and language; • Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span; • Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning; • Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities; • Augmentative and alternative communication modalities
Standard IV-D	For each of the areas specified in Standard IV-C, demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
Standard IV-E	Demonstrate knowledge of standards of ethical conduct.
Standard IV-F	Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
Standard IV-G	Demonstrate knowledge of contemporary professional issues.
Standard V-A	Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.
Standard V-B	<p>Demonstrate the following skills outcomes:</p> <p><i>Evaluation</i></p> <p>a. Conduct screening and prevention procedures, including prevention activities.</p>

	<ul style="list-style-type: none"> b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals. c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures. d. Adapt evaluation procedures to meet the needs of individuals receiving services. e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention. f. Complete administrative and reporting functions necessary to support evaluation. g. Refer clients/patients for appropriate services. <p><i>Intervention</i></p> <ul style="list-style-type: none"> a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process. b. Implement intervention plans that involve clients/patients and relevant others in the intervention process. c. Select or develop and use appropriate materials and instrumentation for prevention and intervention. d. Measure and evaluate clients'/patients' performance and progress. e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients. f. Complete administrative and reporting functions necessary to support intervention. g. Identify and refer clients/patients for services, as appropriate. <p><i>Interaction and Personal Qualities</i></p> <ul style="list-style-type: none"> a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others. b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice. c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others. d. Adhere to the ASHA Code of Ethics, and behave professionally.
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Course Topics

Topics of this course will vary on a site by site basis. Clients will be seen with disorders described under the nine treatment areas defined by the American Speech-Language-Hearing Association.

Instructional Methods and Activities:

Required Reference:

1. Internship Clinical Practicum Handbook – link to handbook will be sent in an email prior to the internship meeting held the semester before the student is to begin their internship. This handbook will also be located online at <https://www.ulm.edu/slp/handbooks.html>.
2. SLP Graduate Student Handbook – a copy is located online at <https://www.ulm.edu/slp/handbooks.html>.
3. Additional references will be required and determined by the supervisor in accordance with principles of Evidence-Based Practice.

Initial internship meeting will be held by internship coordinator and interns the semester prior to going out to internship site.

Each student will be required to complete

- a minimum of 20 hours observation at each site
- any orientation/training required by the agency/facility
- HIPAA trainings at medical sites during the first week at the site
- Finger printing (at the discretion of the site), background check, and drug screening

Each student will submit necessary documentation requested by the facility such as:

- Immunization record
- CPR certification
- Liability insurance (you are covered by ULM Liability Policy, get a copy of this from the Internship Coordinator if needed)
- Proof of medical insurance (to be given to the Internship Coordinator the semester before internship begins)

Students follow daily schedules set by the site supervisor and are expected to comply with the specific procedural requirements of the agency/facility in accordance with the ASHA Code of Ethics, ASHA SLP Scope of Practice, and University/State/Federal mandates. If at any time the student feels their safety, health, ethics, etc., are being compromised, they should immediately contact the Internship Coordinator for assistance in resolving the situation.

During each week of the internship, students are required to submit weekly summaries of their experiences via email to the Internship Coordinator who will respond to questions, etc. The Internship Coordinator will also be in regular contact with site supervisors via email, phone, and/or site visit. At the end of the internship, students will be scheduled to check out with the Internship Coordinator. The following will be needed to check out:

- All clock hours submitted and approved in CALIPSO
- Completed site surveys in CALIPSO
- Evaluation of site supervisor completed on CALIPSO

All students enrolled in SPLP courses are expected to act morally, ethically, professionally, responsibly, and with integrity in all activities. This includes, but is not limited to, activities when in Clinic/Internship Site Uniform and when representing the program in any internal or external activities.

Conflict Resolution:

Students should utilize the appropriate chain of command during conflict resolution. In the event of a conflict, you are expected to discuss the matter with the instructor first (Internship Coordinator). If no resolution is obtained, you should then discuss the problem with the Program Director. If no resolution follows that meeting, the Program Director will direct you to the next appropriate administrator in the chain of command.

COVID Policy

As COVID management is an ever-changing situation, please continue to monitor university communication. For more information, visit: <https://www.ulm.edu/coronavirus/>. You must follow the COVID Policy and Procedures of your Internship Site.

Evaluation and Grade Assignments

Grading

Students are graded at mid-term and at the end of the internship utilizing CALIPSO and SLP clinic grading scale that follows:

4.60 – 5.00 = A

4.10 – 4.59 = B

3.60 – 4.09 = C

3.10 – 3.59 = D

1.00 – 3.09 = F

Grading areas in CALIPSO are associated with CAA Standards and CFCC Standards.

Mid-term grades will be posted online for students to view via CALIPSO. Mid-term grades indicate a student's status at mid-semester only and do not indicate the final performance outcome of a student.

NOTE: The final letter grade awarded may not be more than one letter grade higher than the lowest of the three letter grades averaged, regardless of the overall average of the three sections; therefore, the highest numerical correlate of the earned letter grade will be entered as the final grade.

Performance Rating Scale

5: Meets Performance Expectations - Effectively implements clinical skills/behaviors. In areas where student has less experience, supervisor serves as consultant with student maintaining clinical skills/behaviors 90% of the time or more. Demonstrates independence and creative problem solving.

4: Moderately Acceptable Performance - Clinical skills/behaviors are demonstrated most of the time. Student may display minor problems which do not hinder the therapeutic process. Student can evaluate their own performance and change their clinical behaviors with minimal direction from the supervisor. A minimal amount of direction is needed from the supervisor to manage clinical skills/behaviors.

3: Needs Improvement in Performance - Student inconsistently demonstrates clinical skills/behaviors. Student is aware of need to modify their clinical behavior but cannot do this without on-going monitoring and feedback from the supervisor. A moderate amount of direction from supervisor is needed to manage all clinical skills/behaviors.

2: Unacceptable Performance - Clinical skills/behaviors are emerging but they are inconsistent or inadequate. Supervisor frequently provides instructions and support for all aspects of case management and client services. Student is unaware of need to modify their clinical behavior. Maximum amount of direction from supervisor needed to perform effectively.

1: Not Evident - Clinical skills/behaviors are not evident most of the time. Student requires direct and multiple instruction to modify behavior. Supervisor must frequently model behavior and implement the skill required for client to receive optimal care. Specific direction from supervisor does not alter unsatisfactory performance.

Professionalism and Personal Qualities

The last section of the CALIPSO grading rubric consists of elements of professionalism and personal qualities that are graded as met or not met. The criteria pertain to all clinical settings, both on and off campus.

All aspects on the *Professionalism and Personal Qualities* rubric must be judged as met by the site supervisor on the CALIPSO grading tool. If any one item in the *Professionalism and Personal Qualities* section is determined to be not met, the student must meet with his/her committee. A Clinical Education Support Plan (CESP) will be implemented if the committee determines it is appropriate. A student cannot graduate until all items are determined to be met.

The final grade is calculated at the end of the internship experience. However, if a student is required to change sites at any time while enrolled in this course, they will be graded by the supervisor at both sites and grades will be averaged. Signatures of student and site supervisor are required and any comments can be documented. Student signature does not necessarily reflect agreement. The Internship Coordinator is considered the Instructor of Record by ULM and will review all grade sheets, submit grades for each intern and assume responsibility for all grades submitted.

Any student earning a final grade other than A, B, C, I, or IP in SPLP 5081 shall forfeit all clock hours obtained during the clinical practicum. The Internship Coordinator and Major Advisor will meet with the student to discuss strategies/actions concerning future clinical practicum. Other graduate committee members and/or Program Director may also be invited to the meeting by the Major Advisor or student.

The student's CFCC Standards will be completed automatically in CALIPSO when Final Grades are submitted.

Class Policies and Procedures

At a minimum, all policies stated in the current ULM *Student Handbook should be followed* (see <https://www.ulm.edu/studenthandbook/>) Additional class policies include:

- A. Textbook(s) and Materials: SLP Graduate Handbook and Internship Handbook are required for this course. Any additional materials will be determined and required by the student and supervisor in accordance with evidence-based practice.
- B. Attendance Policy: It is required for the clinician to be on site and work the same hours as the assigned supervisor. In the case of an absence, an excuse is required and the clinician must let the Internship Coordinator and the on-site supervisor know.
- C. Make-up Policy: Clinicians must follow the on-site supervisor's policy for make-up sessions; generally, there will be no opportunities to make-up missed sessions with your client.
- D. Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation.
- E. Emergency Procedures: Emergency procedures will vary depending on the site location.
- F. Discipline/Course Specific Policies: Students must adhere to the ASHA Code of Ethics as well as any policies present at the internship location.
- G. Must meet the criteria outlined by the Council of Academic Programs in Communication Sciences and Disorders for Eligibility Requirements and Essential Functions (See Appendix A)

Student Services:

Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

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- Counseling Center www.ulm.edu/counselingcenter/
- Special Needs at www.ulm.edu/studentaffairs/
- Library www.ulm.edu/library/reference.html
- Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website: www.ulm.edu/counselingcenter/

- If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:
- Voice phone: 318-342-5220
- Fax: 318-342-5228
- Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- The ULM Counseling Center: 318-342-5220
- The Marriage and Family Therapy Clinic: 318- 342-9797
- The Community Counseling Center: 318-342-1263

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that the Internship Supervisor needs to be made aware of, you should contact them within the first two days of class.

Sexual Harassment or Gender-Based Discrimination

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix.

Eligibility Requirements and Essential Functions

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

COMMUNICATION

A student must possess adequate communication skills to:

- *Communicate proficiently in both oral and written English language. (Language to be determined by program.)
- *Possess reading and writing skills sufficient to meet curricular and clinical demands.
- *Perceive and demonstrate appropriate non-verbal communication for culture and context.

- *Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student must possess adequate motor skills to:

- *Sustain necessary physical activity level in required classroom and clinical activities.
- *Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- *Access transportation to clinical and academic placements.
- *Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.)

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- *Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.

- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

- *Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- *Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- *Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- *Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

SPLP 5086 (Adult/Medical/Rehabilitation-Site Internship) Syllabus

Course Description:

SPLP 5086 is a clinical practicum where student clinicians are placed in approved off-campus settings to work with individuals with communication and swallowing disorders. Students must accumulate the clinical clock hours and gain knowledge and skills consistent with the American Speech-Language-Hearing Association 2020 standards. These standards include/emphasize professional development of student clinicians in the areas of: experience with individuals from Culturally/Linguistically Diverse backgrounds, clients with a variety of communication and/or swallowing disorders, and with client/patient populations across their lifespan. Evidence-based practice is promoted in all clinical experiences. Practicum for this course must be at a site different from that used for SPLP 5076 and 5081.

Course Prerequisite

Satisfactory completion of all SPLP graduate courses, including SPLP 5076, and at least 140 clinical practicum hours (excluding observation hours).

Course Objectives and Outcomes

Student Learning Outcomes: Learner outcomes will be based on the 2020 ASHA Standards for Certification (<https://www.asha.org/certification/2020-slp-certification-standards/>) and Standard 3.0B – Curriculum (Academic and Clinical Education) in Speech-Language Pathology.

Throughout the internship experience, students will have opportunities to meet the following Standards, and mastery of outcomes will be reflected on their final grade form in CALIPSO:

Standard 3.0B - Curriculum (Academic and Clinical Education) in Speech-Language Pathology	
3.1.2B	Foundations of Speech-Language Pathology Practice
3.1.3B	Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences
3.1.4B	Evaluation of Speech, Language, and Swallowing Disorders and Differences
3.1.5B	Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms
3.4B	Diversity of society
3.5B	Scientific and research foundations of the profession
2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology	
Standard IV-B	Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.
Standard IV-C	Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and

	<p>anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:</p> <ul style="list-style-type: none"> • Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification; Fluency and fluency disorders • Voice and resonance, including respiration and phonation; • Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing • Hearing, including the impact on speech and language; • Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span; • Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning; • Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities; • Augmentative and alternative communication modalities
Standard IV-D	For each of the areas specified in Standard IV-C, demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
Standard IV-E	Demonstrate knowledge of standards of ethical conduct.
Standard IV-F	Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
Standard IV-G	Demonstrate knowledge of contemporary professional issues.
Standard V-A	Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice.
Standard V-B	<p>Demonstrate the following skills outcomes:</p> <p><i>Evaluation</i></p> <ol style="list-style-type: none"> a. Conduct screening and prevention procedures, including prevention activities. b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

	<p>c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.</p> <p>d. Adapt evaluation procedures to meet the needs of individuals receiving services.</p> <p>e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.</p> <p>f. Complete administrative and reporting functions necessary to support evaluation.</p> <p>g. Refer clients/patients for appropriate services.</p> <p><i>Intervention</i></p> <p>a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. Collaborate with clients/patients and relevant others in the planning process.</p> <p>b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.</p> <p>c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.</p> <p>d. Measure and evaluate clients’/patients’ performance and progress.</p> <p>e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</p> <p>f. Complete administrative and reporting functions necessary to support intervention.</p> <p>g. Identify and refer clients/patients for services, as appropriate.</p> <p><i>Interaction and Personal Qualities</i></p> <p>a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.</p> <p>b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.</p> <p>c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</p> <p>d. Adhere to the ASHA Code of Ethics, and behave professionally.</p>
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Course Topics

Topics of this course will vary on a site by site basis. Clients will be seen with disorders described under the nine treatment areas defined by the American Speech-Language-Hearing Association.

Instructional Methods and Activities:

Required Reference:

1. Internship Clinical Practicum Handbook – link to handbook will be sent in an email prior to the internship meeting held the semester before the student is to begin their internship. This handbook will also be located online at <https://www.ulm.edu/slp/handbooks.html>.

2. SLP Graduate Student Handbook – a copy is located online at <https://www.ulm.edu/slp/handbooks.html>.
3. Additional references will be required and determined by the supervisor in accordance with principles of Evidence-Based Practice.

Initial meetings will be held with discussion between Internship Coordinator and Site Supervisor at the beginning of each semester prior to placement of student intern.

Each student will be required to complete

- a minimum of 20 hours observation at each site
- any orientation/training required by the agency/facility
- HIPPA trainings at medical sites during the first week at the site
- Background check and drug screening

Each student will submit necessary documentation requested by the facility such as:

- Immunization record
- CPR certification
- Liability insurance (you are covered by ULM Liability Policy, get a copy of this from the Internship Coordinator)
- Proof of medical insurance (to be given to the Internship Coordinator the semester before internship begins)

Students follow daily schedules set by the site supervisor and are expected to comply with the specific procedural requirements of the agency/facility in accordance with the ASHA Code of Ethics, ASHA SLP Scope of Practice, and University/State/Federal mandates. If at any time the student feels their safety, health, ethics, etc., are being compromised, they should immediately contact the Internship Coordinator for assistance in resolving the situation.

During each week of the internship, students are required to submit weekly summaries of their experiences via email to the Internship Coordinator who will respond to questions, etc. The Internship Coordinator will also be in regular contact with site supervisors via email, phone, and/or site visit. At the end of the internship, students will be scheduled to check out with the Internship Coordinator. The following will be needed to check out:

- All clock hours submitted and approved in CALIPSO
- Completed evaluation of clinical placement in CALIPSO
- Evaluation of site supervisor completed on CALIPSO

All students enrolled in SPLP courses are expected to act morally, ethically, professionally, responsibly, and with integrity in all activities. This includes, but is not limited to, activities when in Clinic/Internship Site Uniform and when representing the program in any internal or external activities.

Conflict Resolution:

Students should utilize the appropriate chain of command during conflict resolution. In the event of a conflict, you are expected to discuss the matter with the instructor first (Internship Coordinator). If no resolution is obtained, you should then discuss the problem with the Program

Director. If no resolution follows that meeting, the Program Director will direct you to the next appropriate administrator in the chain of command.

COVID Policy

As COVID management is an ever-changing situation, please continue to monitor university communication. For more information, visit: <https://www.ulm.edu/coronavirus/>. You must follow the COVID Policy and Procedures of your Internship Site.

Evaluation and Grade Assignments

Grading

Students are graded at mid-term and at the end of the internship via CALIPSO, corresponding criteria, and SLP clinic grading scale that follows:

4.60 – 5.00 = A

4.10 – 4.59 = B

3.60 – 4.09 = C

3.10 – 3.59 = D

1.00 – 3.09 = F

Grading areas in CALIPSO are associated with CAA Standards and CFCC Standards.

Mid-term grades will be posted online for students to view via CALIPSO. Mid-term grades indicate a student's status at mid-semester only and do not indicate the final performance outcome of a student.

NOTE: The final letter grade awarded may not be more than one letter grade higher than the lowest of the three letter grades averaged, regardless of the overall average of the three sections; therefore, the highest numerical correlate of the earned letter grade will be entered as the final grade.

Performance Rating Scale

5: Meets Performance Expectations - Effectively implements clinical skills/behaviors. In areas where student has less experience, supervisor serves as consultant with student maintaining clinical skills/behaviors 90% of the time or more. Demonstrates independence and creative problem solving.

4: Moderately Acceptable Performance - Clinical skills/behaviors are demonstrated most of the time. Student may display minor problems which do not hinder the therapeutic process. Student can evaluate their own performance and change their clinical behaviors with minimal direction from the supervisor. A minimal amount of direction is needed from the supervisor to manage clinical skills/behaviors.

3: Needs Improvement in Performance - Student inconsistently demonstrates clinical skills/behaviors. Student is aware of need to modify their clinical behavior but cannot do this without on-going monitoring and feedback from the supervisor. A moderate amount of direction from supervisor is needed to manage all clinical skills/behaviors.

2: Unacceptable Performance - Clinical skills/behaviors are emerging but they are inconsistent or inadequate. Supervisor frequently provides instructions and support for all aspects of case management and client services. Student is unaware of need to modify their clinical behavior. Maximum amount of direction from supervisor needed to perform effectively.

1: Not Evident - Clinical skills/behaviors are not evident most of the time. Student requires direct and multiple instruction to modify behavior. Supervisor must frequently model behavior and implement the skill required for client to receive optimal care. Specific direction from supervisor does not alter unsatisfactory performance.

Professionalism and Personal Qualities

The last section of the CALIPSO grading rubric consists of elements of professionalism and personal qualities that are graded as met or not met. The criteria pertain to all clinical settings, both on and off campus.

All aspects on the *Professionalism and Personal Qualities* rubric must be judged as met by the site supervisor on the CALIPSO grading tool. If any one item in the *Professionalism and Personal Qualities* section is determined to be not met, the student must meet with his/her committee. A Clinical Education Support Plan (CESP) will be implemented if the committee determines it is appropriate. A student cannot graduate until all items are determined to be met.

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Any student earning a final grade other than A, B, C, I, or IP in SPLP 5086 shall forfeit all clock hours obtained during the clinical practicum. The Internship Coordinator and Major Advisor will meet with the student to discuss strategies/actions concerning future clinical practicum. Other graduate committee members and/or Program Director may also be invited to the meeting by the Major Advisor or student.

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Class Policies and Procedures

At a minimum, all policies stated in the current ULM *Student Handbook should be followed* (see <https://www.ulm.edu/studenthandbook/> Additional class policies include:

- A. Textbook and Materials: SLP Graduate Clinical Practicum Handbook and Internship Clinical Practicum Handbook are required for this course. Any additional materials will

be determined and required by the student and supervisor in accordance with evidence-based practice.

- B. Attendance Policy:** It is required for the clinician to be on site and work the same hours as the assigned supervisor. In the case of an absence, an excuse is required and the clinician must let the Internship Coordinator and the on-site supervisor know.
- C. Make-up Policy:** Clinicians must follow the on-site supervisor's policy for make-up sessions; generally, there will be no opportunities to make-up missed sessions with your client.
- D. Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation.
- E. Emergency Procedures:** Emergency procedures will vary depending on the site location.
- F. Discipline/Course Specific Policies:** Student must adhere to the ASHA Code of Ethics as well as any policies present at the internship location.
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- If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

- Voice phone: 318-342-5220
- Fax: 318-342-5228
- Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- The ULM Counseling Center: 318-342-5220
- The Marriage and Family Therapy Clinic: 318- 342-9797
- The Community Counseling Center: 318-342-1263

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that the Internship Coordinator needs to be made aware of, you should contact them within the first two days of class.

Sexual Harassment or Gender-Based Discrimination

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix.

Eligibility Requirements and Essential Functions

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

COMMUNICATION

A student must possess adequate communication skills to:

- *Communicate proficiently in both oral and written English language. (Language to be determined by program.)
- *Possess reading and writing skills sufficient to meet curricular and clinical demands.
- *Perceive and demonstrate appropriate non-verbal communication for culture and context.
- *Modify communication style to meet the communication needs of clients, caregivers, and other persons served.

- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student must possess adequate motor skills to:

- *Sustain necessary physical activity level in required classroom and clinical activities.
- *Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- *Access transportation to clinical and academic placements.
- *Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.)

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- *Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

- *Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- *Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- *Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- *Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

APPENDIX B: CALIPSO CLOCK HOUR AND GRADING

CLINICAL CLOCK HOUR INSTRUCTIONS

CALIPSO INSTRUCTIONS FOR CLINICAL SUPERVISORS

Step 1: Register as a Supervisor on CALIPSO (Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations)

- Before registering, have available your **1)** CALIPSO Registration PIN (provided via “CALIPSO registration” email sent by no-reply@calipsoclient.com or perhaps alternatively provided by the program Clinical Coordinator), **2)** ASHA card, **3)** state licensure card, and **4)** teacher certification information if applicable. If possible, have available scanned copies of your certification and licensure cards for upload during the registration process.
- Go to your student’s school unique login URL listed in the header at the top of this page, or go to <https://www.calipsoclient.com/school-login>
- Schools are listed alphabetically; locate your student’s school, and click on the school name link
- Click on the “Supervisor” registration link located below the login button. • Complete the requested information and click “Register.”
- On the following screen, again complete the requested information and click “Save” at the bottom of the page. A “Registration Complete” message will be displayed and you will automatically be logged into CALIPSO.

Step 2: Login to CALIPSO

- For subsequent logins, go to your student’s school unique login URL listed in the header at the top of this page, or go to <https://www.calipsoclient.com/school-login>, locate your student’s school, and login to CALIPSO using your 8-digit ASHA number and **password that you created for yourself during the registration process (Step 1).**

Step 3: View Clinical Assignment / Select Student

- From the Supervisor’s lobby page, use the class selection dropdown menu at the top of the page to choose the appropriate class/cohort for your student and click **Change** to activate that cohort.
- Click the **View > Student Information** link.
- Click the **Clinical Assignments** link to view contact information and other details about a new student assignment.
- Or, to locate your student if not assigned via Clinical Assignments, use the “Add Student of Interest” dropdown menu to select your student and then click **Add**.

Step 4: View Student Clock Hour Records

- Click on “Clock hours” then “Experience Record” to view a summary of clock hours obtained and clock hours needed.

- Students may be required to gain a minimum of (20) hours in the evaluation and treatment of children and adults for both speech and language disorders which is summarized in the table at the bottom of the page.
- Please note the student’s Clinical Competency Level (I, II, or III) on the page header if applicable.
- Print/save clock hour record by clicking “Print Experience Record.”
- Click “Student Information” located within the blue stripe to return to the student list.

Step 5: View Student Cumulative Evaluation

- Click on “Cumulative evaluation” to view a summary of your student’s clinical competency across the 9 disorder areas.
- Upon completion of the clinical program, students must obtain a competency score set by the program for all clinical skills listed on the form.
- Please make note of any areas of deficiency (highlighted in orange.)
- Click “Student Information” located within the blue stripe to return to the student list.

Step 6: View Student Immunization and Compliance Records

- Click “Compliance/Immunizations” to view a record of compliance and immunization documents.
- To create a document to save and/or print, click “PDF.”
- An electronic file of the original documents can be accessed, if necessary and if uploaded by the Clinical Coordinator, by clicking “Files” located within the blue stripe.
- Click “Home” located within the blue stripe to return to the home page.

Step 7: Complete Site Information Form

This form will take approximately 20 minutes to complete. The bulk of the information requested is used by the graduate program to **maintain their ASHA accreditation**. This form only needs to be completed once unless the requested information changes.

- From the home page, click on the “Site Information Forms” link under the Management header.
- Click “Add new form.”
- Complete the requested information. Click “Save.”
- The new site form will post to a table. To finish completing, click on the “Edit” link in the Basic Info column. Check to see that all of the information is complete, and check the box that states “Check here to mark this section as complete.”
- Continue to complete the remaining 5 sections of the form by clicking on each remaining tab (Facility/Department/Student/Misc./Appendix VI-B*) and complete the requested information. After completing the information in each section, check the box that states “Check here to mark this section as complete”. Click “Save.” [*Note: Appendix VI-B tab only needs to be completed if the program you are supervising for is a new program in candidacy)
- After all tabs have been completed, click on the “Site Form List” link located near the top of the page or on the “Site Forms” link located within the blue strip.
- If any sections are incomplete, they will be flagged with a red explanation point. To complete those fields, just click on “edit” and make the necessary changes.

- Once each section is assigned a green checkmark, a “Submit” link will display within a column of the table. Click “Submit” and verify that the status changes to “Submitted.”

To Edit/Update a Submitted Form:

- To edit a previously submitted form, simply click the “Copy” link located in the next to the last column. Edit each section as necessary by clicking on the “Edit” link for the corresponding section, making changes, and clicking “Save.” Once editing is complete, click “Submit” and verify that the status changes to “Submitted.” Delete the older version by clicking on the red “X”.

Step 8: Upload Documents for Student or Clinical Administrator (optional)

- The file management feature allows you to upload any type of file (e.g. Word, PDF, JPEG, audio/video) pertinent to the clinical experience for a specific student.
- Select the desired student and then click on the “Documents” link to upload your own file and/or view a file uploaded by your student.
- **First, select a folder by clicking on the folder name or create a new folder or subfolder.** To create a new folder or subfolder, type in desired folder name in the "Add folder" field and press "create."
- **Upload a file** by pressing the “Browse” button, selecting a file, completing the requested fields, and clicking "upload." The upload fields will display if you have selected an unrestricted folder. **Set the file permission** by choosing “public” for student and clinical administrator access or “private” for clinical administrator access only.
- **Move files** by dragging and dropping from one folder to another.
- **Delete files** by clicking the “delete” button next to the file name. **Delete folders** by deleting all files from the folder. Once all the files within the folder have been deleted, a “delete” link will appear to the right of the folder name.

Step 9: Complete Midterm Evaluation

- Login to CALIPSO (step two)
- Select the desired “Class” and click “change.”
- Click “New evaluation”.
- Complete required fields designated with an asterisk and press save.
- Continue completing evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, review it with the student. Type his/her name with the corresponding date as well as your name with the corresponding date located at the bottom of the page.
- Check the “final submission” box located just below the signatures.
- Click “Save.”
- Receive message stating “evaluation recorded.”
- Please note: you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation saved, the status will change from “in progress” to “final”. Students will then have access to view the submitted evaluation when logged into the system.

- To view the evaluation, click “Student Information” located within the blue stripe then “evaluations” located to the right of the student’s name.

Step 10: Complete Final Evaluation

- Login to CALIPSO (step two)
- Select the desired “Class” and click “change.”
- Click “Student Information” then “evaluations” located to the right of the student’s name.
- Identify the evaluation completed at midterm and click on “Make a duplicate of this evaluation.”
- The duplicated evaluation will appear in the evaluations list.
- Identify the duplicate (noted as “in progress”) and click on the “current evaluation” link highlighted in blue.
- Change “Evaluation type” from midterm to final.
- Complete evaluation by changing and/or adding scores for applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, review it with the student. Type his/her name with the corresponding date as well as your name with the corresponding date located at the bottom of the page.
- Check the “final submission” box located just below the signatures.
- Click “save.”
- Receive message stating “evaluation recorded.”

Step 11: Approve Clock Hours

- At the completion of the rotation or as often as directed, your student will log their clock hours.
- An automatically generated e-mail will be sent notifying you that clock hours have been submitted and are awaiting approval.
- Login to CALIPSO (step two.)
- Click “clock hour forms pending approval.”
- Identify your current student’s record.
- Click “View/Edit” in the far-right column.
- Review hours, making changes if necessary.
- Complete the % of time the student was observed while conducting evaluations and providing treatment.
- Approve clock hours by selecting “yes” beside “Supervisor approval” located at the bottom of the page.
- Click “Save.”
- If it is determined that there are errors in the clock hour form that the student should correct, exit the form by clicking on the “Clock hours List” link at the top of the page in the blue stripe to return to the student’s Clock hours List. Click on the “Un-submit” button towards the right end of the line for the clock hour form in question. This returns the form to the student’s Daily Clock hours for the student to edit and re-submit.

Step 12: View Your Supervisory Summary

- For an official record of this supervisory experience (past or present), click on the “Supervision summary” link located under the Management header on the home page.
- Select “Printable view (PDF)” to create a document to save and/or print.

Step 13: View Your Supervisory Feedback

- At the completion of the rotation, your student will complete a supervisory feedback form in CALIPSO.
- An automatically generated e-mail will be sent stating that you have feedback available to view.
- Login to CALIPSO (step two)
- Select the desired “Class” and click “change.”
- Click “Supervisor feedback forms.”
- Click “View/Edit” in the far-right column.

Step 14: Update Your Information

- Update e-mail address changes, name changes, certification expiration dates with corresponding scanned copies of your card by logging into CALIPSO (step two.)
- Click “Update your information.”
- Make changes and click “save” and/or click “Edit licenses and certification.”
- Update information and upload supporting files and click “save” located at the bottom of the screen.

CALIPSO GRADING RUBRIC EXAMPLE

Home Logout Make a duplicate Student information

Performance Evaluation

Fields marked with an * are required

Supervisor: Elias, Amanda J

*Student:

*Site:

*Evaluation Type:

*Semester:

*Course number:

*Patient population:

- Young Child (0-5)
- Child (6-17)
- Adult (18-64)
- Older adult (65+)

* Severity of Disorders (check all that apply):

- Within Normal Limits
- Mild
- Moderate
- Severe

Interprofessional (or collaborative) practice (IPP) includes (check all that apply): [\[?\]](#)

- Audiologist
- Dentist
- Dietitian
- Family Member
- Nurse/Nurse Practitioner
- Occupational Therapist
- Pharmacist
- Physical Therapist
- Physician
- Physician Assistant
- Psychologist/School Psychologist
- Recreational Therapist
- Respiratory Therapist
- Social Worker
- Special Educator
- Teacher (classroom, ESL, resource, etc.)
- Vocational Rehabilitation Counselor
- Other

Cultural and Linguistic Variables (check all that apply when the variables for the client/patient differ from that of the student): [\[?\]](#)

- Age
- Bilingual/Multilingual
- d/Deaf and Hard of Hearing
- Disability
- Ethnicity
- Gender Expression
- Gender Identity
- National Origin
- Non-Verbal Language
- Race
- Religion
- Sex
- Sexual orientation
- Verbal Language
- Veteran Status
- Other

Save

PERFORMANCE RATING SCALE

[Click to see Rating Scale](#)

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- 1 - Not Evident
- 2 - Unacceptable Performance
- 3 - Needs Improvement in Performance
- 4 - Moderately Acceptable Performance
- 5 - Meets Performance Expectations

* If n/a, please leave space blank

9/16/2018

Performance Evaluation | CALIPSO

Evaluation	Articulation	Fluency	Voice	Language	Hearing	Session times out in: 1:35:08				
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.									
1. Conducts screening and prevention procedures (std IV-D, std V-B, 1a)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Selects appropriate evaluation instruments/procedures (std V-B, 1c)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Administers and scores diagnostic tests correctly (std V-B, 1c)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Makes appropriate recommendations for intervention (std V-B, 1e)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Refers clients/patients for appropriate services (std V-B, 1g) [?]	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Score totals: 0 0 0 0 0 0 0 0 0										
Total number of items scored: 0 Total number of points: 0 Section Average: 0										
Comments:										

Save

Intervention	Articulation	Fluency	Voice	Language	Hearing	Swallowing	Cognition	Social Aspects	AAC
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process (std V-B, 2a, std 3.1.1B)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Implements intervention plans (involves clients/patients and relevant others in the intervention process) (std V-B, 2b, std 3.1.1B)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Sequences tasks to meet objectives	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Provides appropriate introduction/explanation of tasks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Uses appropriate models, prompts or cues. Allows time for patient response.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

APPENDIX C: MATTERS OF ETHICS

Scope of Practice



Scope of Practice in Speech-Language Pathology

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

Please go to: <https://www.asha.org/policy/sp2016-00343/>



Clinical Supervision in Speech-Language Pathology and Audiology

Committee on Supervision

Please go to: <https://www.asha.org/policy/ps1985-00220/>



Supervision of Student Clinicians

Board of Ethics

Please go to: <https://www.asha.org/practice/ethics/supervision-of-student-clinicians/>

Certification Standards for Speech-Language Pathology Frequently Asked Questions: Clinical Practicum

Please go to: <https://www.asha.org/certification/certification-standards-for-slp-clinical-practicum/>

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: https://www.asha.org/practice/ethics/supv_of_student/



Fees for Clinical Service Provided by Students and Clinical Fellows

Board of Ethics

Please go to: www.asha.org/docs/html/ET2004-00170.html



Code of Ethics

Please go to: <https://www.asha.org/code-of-ethics/>

MEDICARE COVERAGE OF STUDENTS AND CLINICAL FELLOWS: SPEECH-LANGUAGE PATHOLOGY

Please go to: https://www.asha.org/practice/reimbursement/medicare/student_participation_slp/

APPENDIX D: CONTACT INFORMATION

IMPORTANT CONTACT INFORMATION FOR GOVERNANCE

LA State Licensure

Louisiana Board of Examiners for Speech-Language Pathology and Audiology

CALL: (225)-313-6358

GO TO: <https://www.lbespa.org/>

READ: Website above, licensure packet

ASHA Membership & Certification

American Speech-Language-Hearing Association

CALL: 1-800-498-2071

GO TO: <https://www.asha.org/certification/recommended/>

READ: Membership & Certification Handbook (link above)

Teaching Certification for Louisiana

Department of Public Instruction

Division of Exceptional Children

CALL: 1-877-453-2721

GO TO: <https://www.teachlouisiana.net/teachers.aspx>

READ: Website above

Other State Licensure:

Find out what requirements each state has for SLP licensure

GO TO: <https://www.asha.org/advocacy/state/>

The “ASHA Exam” a.k.a. NESPA, The Praxis

GO TO: <https://www.asha.org/certification/praxis/>

<https://www.ets.org/praxis>

APPENDIX E: INTERNSHIP PROCESS

During the graduate student's last semester on campus, a meeting will be scheduled in which the internship agreement forms will be explained. These forms will be filled out during this meeting. Also, during this meeting, the student will receive instructions to complete their CPR certification. Students are required to complete a background check and drug screening upon admission to the Speech-Language Pathology Graduate Program using Castle Branch. If an internship site requests an updated background check and drug screening, the student is responsible for paying for and completing this process again.

Castle Branch/Drug Screen Instructions are as follows:

- Cost \$100.75
- Website – www.castlebranch.com
- Choose “Student” on right
- Package code is ua33 (no spaces)
- Print all confirmation pages for your records
- Follow all prompts until you get to end of process
- Castle Branch will email paperwork to you to take to LabCorp for drug testing

The Internship Coordinator will receive a report stating the student has been Cleared or Not Cleared. The student will be able to check their status on the Castle Branch website.

Current CPR certification is required to participate in off-campus internship experiences. A class is set up by the internship coordinator each year; however, students are allowed to seek out their own certification course. The outside certification course must be approved by the Internship Coordinator prior to the internship placement beginning. The student is responsible for providing proof of completion to the internship coordinator prior to beginning their internship experience.

**University of Louisiana at Monroe
Speech-Language Pathology Program
Internship Intake Forms**

Please submit this document to the Coordinator of Graduate Internships by _____.

Name: _____ CWID#: _____

Address: _____

Home Phone: _____ Cell: _____

Warhawks Email: _____

Please **initial** by each of the following to indicate that you are aware of each item and/or have completed each item. See the Internship Coordinator with any questions you have.

1. Will you have at least 140 clinical clock hours and at least three semesters of practicum at the ULM Kitty DeGree Speech and Hearing Center/Scottish Rite Speech and Hearing Clinic prior to beginning your internship?

Yes _____ (initial)

If not, please explain: _____

2. _____ I have read and understand the information pertaining to the application process in the Off-Campus Internship Handbook
3. CPR certification. **Do you have** or do **you need** CPR certification? Circle one please. If you are currently CPR certified, the certification must last until the end of your internship experience. If you have a CPR card already when does it expire? _____
4. _____ I understand that I will be given proof of professional liability insurance by the Internship Coordinator if requested by my site.
5. I am up to date on my ULM required immunizations, including Hep B, Mantoux (TB).

Yes _____ No _____ Please do not submit any documents with this, just check yes or no. Please note, your internship sites will require proof of current immunization status so you will need to contact Student Health Services for a copy of your immunization card prior to leaving campus for your internships. I recommend you contact Student Health Services approximately one month prior to the date you plan to leave campus.

COVID-19 Vaccination series completed? Yes _____ No _____

List 3 options (in prioritized order) for placement at your Pediatric-Based Internship site. You can list the city or name of the company in which you would like to be placed. The locations must be 60 minutes apart from each other.

1. _____
2. _____
3. _____

List 3 options (in prioritized order) for placement at your Adult-Based Internship site. You can list the city or name of the company in which you would like to be placed. The locations must be 60 minutes apart from each other.

1. _____
2. _____
3. _____

Please acknowledge the following by **initialing** and circling **Yes or No** for each.

1. _____ I understand that I will not be paid for the services rendered at these sites. **Yes No**
2. _____ I understand that I will work the same hours as my internship supervisor and that these hours may sometimes extend beyond the normal hours for that site (e.g., if the supervisor normally works 7:00-3:30, you are still responsible for remaining at the site until you are done with your paperwork or you are dismissed for the day). **Yes No**
3. _____ I understand that the internship supervisor will be primarily responsible for assigning the practicum grade; however, the Internship Coordinator ultimately has control over your assigned grade. **Yes No**
4. _____ I understand the letter grade awarded may not be more than one letter grade higher than the lowest of the three letter grades averaged, even if the number grade averages out to be so. For example, a student who earns 5.0 (A) in Evaluation, 4.9 (A) in Treatment, and a 3.9 (C) in Professional Practice, Interaction and Personal Qualities (13.8/3+4.6/A), would receive a B/4.49. **Yes No**
5. _____ I understand that my final grade must be an "A, B or C". If my final grade is an incomplete "I", then it will be necessary to complete all requirements in the specified time period or a grade of "F" will be recorded. If I earn a "D" or an "F", all clock hours will be forfeited. **Yes No**

6. _____ I understand that I may be required to extend my internship if this is my last clinical practicum and I am deficient in the clock hours required for ASHA certification. **Yes No**

7. _____ I understand that I will pay for a background check, drug screening, and finger printing prior to beginning any internship (this information will be reviewed by the Associate Dean of the COHS who will make the final determination of whether or not you will be granted permission to begin your internship). **Yes No**

8. _____ I understand that I may not do any therapy if my supervisor is not in the building (e.g., if your supervisor has left for the day or for lunch, you may not evaluate, treat, or make any recommendation if they are not in the building). **Yes No**

9. _____ I understand that local (Northeast LA region nor hometown) placement is not guaranteed. **Yes No**

10. _____ I understand that I will not be allowed to leave campus if I earn a letter grade lower than a “B” on any grading criterion or any item of the *Professionalism and Personal Qualities* section is “not met” for any supervisor in SPLP 5076 the semester before internship. **Yes No**

Do you plan to work during your internship? This is strongly discouraged and may affect your grade if your internship work suffers because of your outside employment. Yes _____ No _____
 If yes, explain:

Will you need to enroll in a minimum number of hours for financial aid? Yes _____ No _____
 See your major graduate advisor for the appropriate number of hours to enroll in for both 5081 and 5086.

What population are you interested in working with in the future (pediatrics/adult/geriatric)? If you had to choose a facility to work in right now, what would you choose (private practice/schools/SNF/hospital)? Knowing your interests helps me find placements for you.

Student Signature

Date

ULM SPEECH-LANGUAGE PATHOLOGY PROGRAM
INTERNSHIP AGREEMENT

Please acknowledge the following by initialing next to each number.

_____1. I understand that I will not be permitted to begin my internship placement if I do not successfully complete academic requirements and/or the requirements of SPLP 5076 stated in the course syllabus.

_____2. I agree to not attempt to negotiate placements independent of the Internship Coordinator or attempt to find another site for myself after I have already been assigned a site.

_____3. I recognize that I am required to complete two internships on a full-time (~10 weeks) basis (approximately 35-40 hours per week) beginning when I have successfully completed all of my course work. I will make the necessary arrangements to make myself available to the facilities that I am assigned during the specified periods for my Internship experiences.

_____4. I understand that in order to graduate from the program, all Internships must be completed prior to final check out with the Internship Coordinator and the Program Director so that a grade for each Internship may be assigned. Also, that Internships are non-paid experiences for the purpose of gaining knowledge and skills required for graduation per ASHA's 2020 Standards. A few Internship sites offer small stipends; however, these are not considered salary/pay.

_____5. I agree to notify my Internship supervisor and course instructor whenever I or my supervisor are absent from the site according to facility or course policy. I recognize that the program does not permit sick, personal, or vacation days, and that I am responsible for making up any days that I miss during both Internships.

_____6. I understand that I am responsible for maintaining all of my health records, health insurance, and CPR certification, and to submit any required documents to the site prior to beginning any Internship. I am responsible for payment of all background checks, finger printing, drug testing, and/or physician visits, etc. as required by the facility.

_____7. I understand that the ULM Speech-Language Pathology Program will make all efforts to accommodate me for Internship placements, but that the Program cannot guarantee that travel will be less than one (1) hour and/or that relocation will not be necessary.

_____8. I understand that if I fail to secure living arrangements for out of town placements, I will not be considered for off-campus placement until the following semester. I understand that my Internship site will not change if I am delayed in beginning Internships for any reason.

_____9. I fully understand the expectations and need for functioning on a professional level while at my Internship site. I will adhere to the ASHA/LBESPA Code of Ethics and comply with the policies and procedures of the facility including but not limited to HIPAA standards.

_____10. I understand that if I fail to comply with any of items listed above, I risk (1) failing my Internship and (2) being dismissed from the Program.

Print Name: _____

Signature/Date: _____