

# UWG External

## Supervisor's Handbook

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**Communication Sciences and Disorders**

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Professional Counseling**

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## **PREFACE**

The *Communication Sciences and Disorders Site Supervisor Handbook* has been created to assist site supervisors when supervising University of West Georgia students. These guidelines reflect the Council on Academic Accreditation standards, the Board of Regents (B.R), and the department of Communication Sciences and Professional Counseling.

We invite you, as site supervisors, to provide feedback about these field experiences.

## PRACTICUM AND INTERNSHIP EXPECTATIONS

Externships aim to give participants practical experiences in their fields of study. The goal of an externship is to provide additional insight into a specific field. Externships are completed by audiology and speech-language pathology students as part of their educational (degree) programs. Externs have not yet graduated. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) requires a mutual agreement between the academic program and the externship facility. The externship facility is providing a clinical opportunity, not a job. Students are expected to gain the necessary knowledge and skills to work with a variety of populations and disorders in various settings.

Successful completion of the field experiences depend on the contributions of three people: (a) the student, (b) the site supervisor, and (c) the faculty supervisor. This section contains details about the expectations and responsibilities of each.

### Expectations for Students

At minimum, Practicum and Externship students should:

1. Possess **fundamental skills and knowledge**, such as self-knowledge, listening skills, responding skills, clarifying skills, willingness to learn and change, knowledge about human development and diversity;
2. Accept **supervision** and feedback;
3. Participate in **self-evaluations**, including developing goals for the field experience and periodically assessing progress toward those goals;
4. **Audio/videotape** client/student sessions as required for supervision (see Appendix A for required consent forms);
5. Establish and maintain client/student **confidentiality**;
6. Maintain **records** of field experiences;
7. Be familiar with and follow **CEPD policies, ethical guidelines, law, and field site policies and procedures**;

8. Participate in a **wide variety of field activities** that involve professional interactions with other professionals, family members, and other appropriate individuals and agencies;
9. Complete **field site evaluations**.

## **Expectations for Site Supervisors**

To ensure a successful quality experience, site supervisors are expected to meet certain criteria and perform specific functions.

### **(1) Site Supervisor Qualifications:**

Site supervisors must meet qualifying criteria as detailed below:

- a. Hold a master's degree in Communication Sciences and Disorders/Speech Language Pathology;
- b. Hold a CCC-SLP certification in appropriate area of practice

### **(2) Site Related Training:**

In order to help students become thoroughly familiar with the placement, site supervisors are expected to:

- a. Provide an orientation including mission statement, goals and objectives of the agency/school;
- b. Provide training and supervision about the site's policies and procedures;
- c. Provide information and answer questions about standards and operation;
- d. Provide any other training/orientation he/she deems appropriate.

### **(3) Ethical and Legal Issues:**

To help students meet ethical and legal responsibilities, site supervisors are expected to:

- a. Require that students follow the ASHA Ethical Codes and Standards of practice as well as other codes of ethics pertinent to their internship responsibilities  
<http://www.asha.org/Code-of-Ethics/>;
- b. Be available for consultation when students have ethical/legal questions.

### **(4) Consultation and Supervision:**

Site supervisors are expected to provide close supervision by:

- a. Scheduling time for consultation and supervision on a regular basis; ASHA says "Direct supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient and must take place periodically throughout the practicum. These are minimum requirements that should be adjusted upward if the student's level of knowledge, experience, and competence warrants"
- b. Being available during internship work hours. If the primary supervisor cannot be on site, another clinician may supervise the student, if needed. It is important to note that all persons who take on supervisory responsibilities must hold the appropriate CCC in the professional area in which the clinical hours are being obtained in order for the graduate student clinician to apply those supervised clinical hours towards their own CCC

application.

**(5) Opportunities:**

Site supervisors are expected to:

- a. Provide opportunities for students to meet the clock hour requirement;
- b. Assist student efforts to meet client/student contact requirements;
- c. Help students work with a wide variety of clients/students in both individual and group settings;
- d. Encourage students to become involved in all appropriate aspects of the site as time allows;
- e. Provide adequate space for practicum responsibilities, supplies, materials, and other resources.

**(6) Integration with Site Staff and Other Professionals:**

A complete experience will include the student developing sound working relationships with administrators, staff, and other professionals. Site supervisors are expected to:

- a. Involve students in staff meetings, consultations with other professionals, and other related opportunities as appropriate;
- b. Assist and support student efforts to be accepted as a member of the staff.

**(7) Evaluations:**

Periodic evaluations of their work will enable students to meet their goals. Site supervisors are expected to:

- a. Help students formulate their activities and review their progress throughout the term;
- b. Assist students with periodic self-evaluations;
- c. Provide feedback about the student's work and verify the clock hours in weekly supervision sessions;
- d. Meet with the university supervisor on scheduled visits;
- e. Advise the university supervisor of any concerns that may arise related to the supervisee's progress;
- f. Complete, discuss with the student, and return to the university supervisor the midterm and final assessment.
  - a. Midterm evaluations should use the Student Evaluation form in Calipso and be completed between weeks 7 and 9 for Full Semesters (Fall/Summer) and at week 4 for Summer Term.

## Expectations for University Supervisors

The university supervisor directs the academic requirements and acts as a liaison with the site supervisor. University supervisors will:

- a. Visit the site during the semester to discuss student progress and issues of concern with the site supervisor;
- b. Provide supervision to the student;
- c. Provide consultation/supervision to the site supervisor, when requested;
- d. Establish course requirements via the course syllabus;
- e. Evaluate the site and site supervisor;
- f. Evaluate progress of the student;
- g. Assign the course grade (*Satisfactory or Unsatisfactory*) based on the criteria below:
  1. Adequacy of meeting individually set activities and objectives,
  2. The site supervisor's evaluation,
  3. The university supervisor's own evaluation, and
  4. Fulfillment of course requirements.

***PERFORMANCE OBJECTIVES FOR THE CSD CANDIDATE:***

**The following are course objectives for each of the externship classes (SLPA 6793, SLPA 6794, SLPA 6796)**

**SLPA 6793 ADVANCED CLINICAL PRACTICUM: SPEECH-LANGUAGE PATHOLOGY IV**

1. explain the basic sciences, anatomy, physiology, speech/hearing science, and the nature of communication disorders across a wide spectrum of disorders and diverse populations for limited clinical practicum including etiology, characteristics, prevention, assessment, and intervention for the client with severe-profound disorders. (Standards: ASHA Standards III-A, B, C, D)
2. select, administer, adapt, and interpret appropriate case history and assessment materials/procedures based on client's presenting profile including relevant etiology and characteristics of the client with severe-profound disorders. (Standards: ASHA Standards III-D, IV-G)
3. formulate and document treatment plans for the client with severe-profound disorders based on the results of client's evaluation and diagnosis. (Standards: ASHA Standard IV-G)
4. select, administer, and adapt appropriate intervention materials, procedures, techniques, and goals for remediating communication disorders of the client with severe-profound disorders. (Standards: ASHA Standard IV-G)
5. document the effectiveness of treatment using ongoing informal and formal assessment procedures for the client with severe-profound disorders. (Standards: ASHA Standard IV-G)
6. document results of therapy in a professional report and make referrals and suggestions for continued treatment in typed professional reports for the client with severe-profound disorders. (Standards: ASHA Standard IV-G)
7. illustrate knowledge of multi-cultural issues when selecting and administering therapy programs and communicating with client or family of the client with severe-profound disorders. (Standard: ASHA Standard IV-G)



## SLPA 6794 Medical Externship in Speech-Language Pathology

1. demonstrate professional standards of the receiving agency (hospital/private practice, etc.) for punctuality, dress, and other codes of conduct for all aspects of the externship placement  
(Standards: ASHA Standards III-D, IV-G)
2. discriminate between the medical standards for client classifications, billing, and reporting options for clients with communication disorders (Standards: ASHA Standard IV-G)
3. demonstrate assessment and intervention skills for medically based clients using appropriate procedures for the nature and difficulty level of the client  
Standards: ASHA Standards III-D, IV-G)
4. explain results of treatment to the client, parent, and related professionals (Standard: ASHA IV-G)
5. summarize results of assessment and treatment in appropriate reports  
(Standard: ASHA Standard IV-G)

## SLPA 6796 School Internship: Speech Language Pathology

1. identify appropriate objectives for treatment based on prior assessment of the client's communication disorder (ASHA Standards IV-C, IV-D);
2. select appropriate material and treatment procedures for training communication skills (ASHA Standard IV-G)
3. appraise the effectiveness of treatment using informal and formal assessment procedures (ASHA Standards IV-C, IV-D, IV-F, IV-G);
4. explain results of treatment to the client, parent, and school personnel (ASHA Standard IV-E, IV-G); and
5. summarize results of assessment and treatment in reports (ASHA Standard IV-D).

### **Supervision**

As previously stated, extensive supervision is provided by the University supervisor, on-site supervisor, peer supervisors, and/or other means as established by the University supervisor.

Guidelines:

1. As is stated in the implementation language for Standard V-E, supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient. Supervision must take place periodically throughout the practicum experience.
2. Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward the practicum requirement. Activities must be within the scope of practice of speech-language pathology (<http://www.asha.org/policy/SP2007-00283/>) to meet the requirements.
3. Supervision must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, improve performance, and develop clinical competence.
4. Only individuals holding current ASHA certification in speech-language pathology may supervise the observation and clinical practicum hours required for ASHA certification. (See Standard V-C.)

## **Site Supervisor Credential Information**

The Department of Clinical and Professional Studies at University of West Georgia is required to collect data regarding the professional qualifications of the practitioners who serve as site supervisors for our CSD students. You will be required to provide your name, your ASHA number, and your state license to the University. Once this information is received, you will receive your login information for Calipso, the CSD program assessment tool.

## Practicum/Internship Consent Form for Minors

### PRACTICUM/INTERNSHIP INFORMATION AND VIDEO/AUDIO RECORDING CONSENT FOR MINORS

I am pleased to work with \_\_\_\_\_ as a *Speech Language Pathologist Candidate*. This document is intended to inform you about my background and to ensure that you understand my professional relationship with you/your child. I am currently a student in the Communication Sciences and Disorders Program at the University of West Georgia. I am pursuing a graduate degree in *Speech Language Pathology*.

As part of my education and training, I am required to enroll in a Practicum/Internship class that involves assessments and therapy to individuals and groups in order to practice the skills I am learning. University faculty, peer supervisors, and my site supervisor will supervise my work. Therapy with you/your child help me meet the requirements for this class that ends \_\_\_\_\_.

My relationship with you/your child is professional rather than social. My contact with you/ your child will be limited to therapy sessions arranged with me until \_\_\_\_\_. I am ethically unable to accept you /your child's invitations to social gatherings or gifts, or have any relationship other than the professional relationship we will have within the context of school. It is important for you/your child to remember that you/your child are/is experiencing me in my professional role.

Supervision for Practicum **requires the audio/video recording** of counseling sessions and assessment of my work with clients in order to help evaluate my skills. The recordings will be reviewed **only** by faculty supervisor, peer supervisor(s), and site supervisor. All recordings will be destroyed upon completion of the course. All information from the recordings is confidential given the above-described supervision and learning experiences. These procedures require your consent. *If you have questions, please feel free to talk with me or my supervisor Emily Leak at 678.839-6163.*

#### CONSENT:

I, \_\_\_\_\_ (print full name) parent or guardian (if minor child) of \_\_\_\_\_ (print child's full name), agree to allow this minor child or I agree (if adult client) to participate in Practicum/Internship counseling sessions. I understand the above conditions and have resolved any questions or concerns. I have read and understand the Practicum/Internship Information and Video/Audio Recording Consent form.

\_\_\_\_\_  
(Client/Parent or Guardian)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(School/ CSD Student Clinician)

\_\_\_\_\_  
(Date)

**Student Evaluation of Field Site Experience &  
Field Site Supervision**

**Student Name:**

This evaluation is for the purpose of providing feedback to the University regarding student perceptions of the Field Site Experience. This instrument is designed as a guide to facilitate the sharing of the most significant perceptions and impressions that occur throughout the experience. Your responses can aid your own professional development, and your assessment will significantly help the Agency and the University be even more responsive to student needs.

**EVALUATION OF CLINICAL SUPERVISOR**

Supervisor's Name \_\_\_\_\_ Semester \_\_\_\_\_

Student's name (optional) \_\_\_\_\_

Number of clients for which supervisor is responsible \_\_\_\_\_

Please mark your degree of satisfaction with your supervisor in each of the following categories. Provide comments about supervisory behavior in the spaces provided. If you choose #1 or #2 as a rating, we strongly urge you to elaborate below the category or at the end of the form. Please return the form TO THE CLINIC DIRECTOR'S MAILBOX as soon as possible.

RATING-SCALE – Select from categories 0-5 and insert number on blank line.

0 – not applicable

1 – not at all

2 – less than adequate

3 – adequate

4 – better than adequate

5 – very satisfied

**A. Discussion at the beginning of the semester**

1. Did discussion of case help you prepare to begin therapy? \_\_\_\_\_
2. If you requested, were you directed to additional resources? \_\_\_\_\_

**B. Case Management**

1. Were case management conferences held regularly and on time? \_\_\_\_\_
2. Did she help you formulate appropriate rationale for procedures? \_\_\_\_\_
3. Did she provide adequate information regarding programming?  
(reinforcement, sequencing, of behavior, task analysis, etc.) \_\_\_\_\_
4. Was supervisor's involvement helpful in therapy sessions? \_\_\_\_\_
5. Was feedback regarding reports and lesson plans adequate and constructive? \_\_\_\_\_
6. Did she appear knowledgeable about subject matter or willing to guide students to other sources? \_\_\_\_\_
7. Do you feel your time in case management conferences was worthwhile?  
\_\_\_\_\_

**C. Discussion at the end of the semester**

1. Did supervisor provide adequate feedback of semester performance? \_\_\_\_\_
2. Did supervisor provide written summary for your file? \_\_\_\_\_
3. Were all clock hours and paperwork completed in a timely manner? \_\_\_\_\_

**Comments:**

1. Describe one or more aspects of your student-supervisor interaction that you found valuable.

2. Please provide one or more suggestions for improving your student-supervisor interaction.

The following information should be completed by the student and submitted to the offsite supervisor.

## CLINICAL INFORMATION FOR THE OFF-SITE SUPERVISOR

This form should be completed by the student SLP and given to the off-site supervisor at the initial visit.

Student SLP: \_\_\_\_\_ Sem/YR \_\_\_\_\_

Number of previous practicum assignments by disorder type:

	EVALUATION	THERAPY
CHILD SPEECH	_____	_____
CHILD LANGUAGE	_____	_____
ADULT SPEECH	_____	_____
ADULT LANGUAGE	_____	_____
AUDIOLOGY	_____	_____
HEARING IMPAIRMENT	_____	_____

What experience have you had in working with groups?

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List supplemental or elective coursework in audiology, hearing impaired, learning disabilities, or other special education area:



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What do you believe are your clinical strengths?

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What do you believe are your clinical weaknesses?

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What type of clock hours do you especially need to satisfy during this internship?

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Helpful links:

[2014 Standards of CCC-SLP](#)

[Clinical Education and Supervision](#)

[Clinical Education and Supervision Resources](#)

[Clinical Education and Supervision References](#)

[Clinical Education and Supervision: Key Issues](#)