



NSC's Speech-Language Pathology Graduate Program

Externship Policy Manual

(12/14/2021)

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Thank you for serving your time in helping NSC's Speech-Language Pathology program to develop experienced SLPs!

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Generally, Beth is the first point of contact for student or supervisor issues or concerns. She is involved in clinic related training. In some situations, Angel will be specifically designated for a site, depending on the term. They are all administrators on CALIPSO and can correct any entry errors.

Kayla may be involved in the paperwork processes and can answer questions.

We all work as a team and are here to help the processes run smoothly.

If you know of potential new contracts for us, please contact either one of us.

NSC's Graduate Program in SLP's Mission Statement

To equip and empower effective speech-language pathologists to serve as practitioners and researchers to meet the needs of individuals, families, and caregivers impacted by communication and swallowing disorders across the lifespan.

(www.asha.org/policy/sp2016-00343)

Program Goals

To provide student-centered learning experiences culminating in a MEd in Speech-Language Pathology.

To prepare students for successful completion (100%) of the Praxis examination (administered by ETS), as is required for application to for Certificate of Clinical Competence (CCC) by the American Speech-Language-Hearing Association (ASHA).

To prepare students for licensure required by the state of Nevada to work at any school or facility in Nevada, with over 90% employment rate.

In addition, content-specific goals include the development of the following in all MEd students:

Knowledge of human communication disorders (speech, language, hearing and swallowing) across the lifespan

An understanding of different linguistic and cultural communication norms and disorders the ability to assimilate academic material into evidence-based practice

The ability to think critically and evaluate research relevant to the field of speech- language pathology

Knowledge of current standards of practice in the speech-language pathology profession including policies and standards of ASHA and state licensing procedures

Behavior in accordance with ethical standards of the profession in academic research and clinical environments

The ability to work with other professionals to benefit the care of individuals with communication disorders

Knowledge of regulations and record keeping in a variety of clinical settings

Expectations of the Site Supervisor and/or director and the Facility

- 1) Each Speech-Language Pathology Supervisor(s) of the Facility must participate in training of CALIPSO Software, register as a supervisor, and upload and maintain the appropriate state license(s), American Speech-Language-Hearing Association certification, and evidence of 2 hours of clinical supervisor training. All supervisory personnel of the Facility involved in this externship must hold a Certificate of Clinical Competence (CCC), (no less than 9 months and preferably at least 2 years) from the American Speech-Language-Hearing Association.
- 2) The Director and/or Speech-Language Pathology Supervisor(s) of the Facility will be responsible for coordinating a program of orientation, observation, and clinical training practicum for the student.
- 3) Supervision provided by the Facility will meet the standards set forth by American Speech-Language-Hearing Association's 2020 Certification Standards: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>, and the standards of the Graduate Speech-Pathology Program at the School.
- 4) Each Speech-Language Pathology Supervisor at the Facility, who is assigned to a student and provides direct supervision, will approve clinical hours on CALIPSO tracking software system. The primary Supervisor of the student, or any supervisor who performs a significant portion of the clinical experience, will complete a midterm and final evaluation of the student's performance using the CALIPSO software system each related academic term.
- 5) The Facility shall treat any evaluation of Program Participants in confidence and will not release any such information to third parties without the written consent of Program Participants or a court order. School shall be informed of any such request.
- 6) The staff of the Facility shall retain sole responsibility for the direct care of clients, under their licensure and credentials, and shall follow the American Speech-Language-Hearing Association Code of Ethics <https://www.asha.org/Code-of-Ethics/>.
- 7) The Facility is responsible to inform the clinic director of the School, if there is any change in the clinical population or expectations at the Facility, so that the student assignments are appropriate.

8) The Clinic Director and the NSC SLP Program Director will determine which courses the student's will be taking. The courses and their descriptions are listed later in this handbook. The hours expected of the student at the Facility depends on which course they are enrolled. Typically, a full-time externship is 32-40 hours a week at the site, while a part-time externship is less than 32 hours per week. NSC SoE will send out letters to both the student and the clinician supervisor to confirm the placement, which course the student is taking and if the externship is full- or part-time.

Responsibility of NSC's School of Education Speech-Language Pathology Program

1. provide training to the Facility Supervisors on the use of CALIPSO.
2. offer 2 hours of supervisory training, for those supervisors who lack this requirement.
3. visit or contact the Facility for ongoing verification of the appropriate clinical population and personnel to provide appropriate clinical education experience for each student. Any new externship site requires an in-person direct visit during the first term.
4. verify the supervisor's qualifications and evidence of submitted licensure and credentials.
5. recommend for placement in the externship only those students who have completed all necessary requirements for field experience prior to assignment.
6. be responsible for informing the student that he/she is directly responsible to the Director and/or Speech-Language Pathology Supervisor(s) at the Facility.
7. assign students to the Facility with the student's knowledge and consent.
8. provide the Facility with pertinent information concerning the student prior to an assignment date if such is desired.
9. be available to the Facility for assistance and consultation as the need arises. The clinic director from the School will serve in a liaison role between the School, the student, and the Facility, and will be the primary contact person. The clinic director of the School may request that such duties be shared by the program director or additional School faculty supervisors.

Responsibility of the Graduate Speech-Language Pathology Externship Student

The supervisor and Student should review the student should lists, determine the days /times of the weekly schedule and discuss expectations, requirements for success of the student at your site.

The student reports to the supervisor at the site and both must work collaboratively for success in learning. The Clinic Director or appointed supervisor from NSC is the liaison between the site and the student. Should a problem arise that cannot be solved by the supervisor and/or student the Clinic Director or appointed supervisor should be contacted.

The student and the instructor will sign and date. Both should keep a copy and the student should upload the signed form to CALIPSO.

Nevada State College- Clinical Education Program
Student/ Clinical Instructor Contract:

Clinical Dates: _____ **Clinical Days/ Hours:** _____
Scheduled Days Off (in advance): _____

A clinical instructor should follow guidelines for student supervision per their ASHA guidelines. <https://www.asha.org/certification/prof-dev-for-2020-certification-standards/>

A student should:

1. Be responsible for your actions and the level of supervision from your CI, since the shaping of the clinical experience is a mutual endeavor.
2. Provide your CI with your contact information at the initial meeting and discuss what the plan needs to be in the event of an emergency
3. Discuss the expectations set by the CI for your externship site.
4. Adhere to the dress code required by the facility.
5. Know when to request supervision and when to seek information independently.
6. Be willing to try new suggestions.
7. Do not believe everything is right just because you see a clinician do it.
8. Discuss any potential barriers to successful completion of this clinical with your clinical instructor.
9. Have enthusiasm for patient care and your clinical experience.
10. Take the initiative to try new things. This will show your CI that you enjoy challenges and are eager to learn.
11. Confirm daily/weekly expectations with your CI regarding completion of tasks.
12. Follow standards, guidelines, and rules for a clinical experience (example- policies and procedures).
13. Enter into the clinical with expectations and goals and discuss those with your CI.

- 14. Be assertive and direct with your individual supervision and feedback needs.
- 15. Provide appropriate feedback for the CI on their level and style of supervision. (We cannot change what we don't know isn't working).
- 16. Take the initiative to openly discuss your thought processes and rationale for treatments with your CI. (This educates your CI to your knowledge base and ability to problem solve).
- 17. Don't be afraid to make suggestions to your CI of alternative treatment ideas.
- 18. Self-assess. Self-assess. Self-assess.
- 19. Take ownership to improve your skills.
- 20. Have weekly meeting and hour sheet prepared in advance of weekly meeting with CI.
- 21. Submit CALIPSO hours and have approved weekly at a minimum.
- 22. Submit Midterm and Final Self Evaluations to your supervisor and complete midterm (if needed) and final evaluations at the appointed time, with your supervisor to obtain your grade on CALIPSO.

Student _____

Date _____

Clinical Instructor _____

Date _____

By signing this contract, you the student, understand that it is your responsibility to ensure that you attend the days and times agreed upon by you and your clinic site supervisor in order to receive the clinical hours required for graduation. Failure to receive the required hours may result in late graduation and/or another semester of externships

Mandated Reporting:

Speech Pathologists are **mandated reporters** and are legally required to report suspected child or vulnerable adult abuse or neglect. **Graduate student clinicians and their supervisors alike are mandated reporters of suspected abuse and/or neglect.**

The following information comes from the Nevada State Department of Health and Human Services. They provide extensive information on their website:

<http://dhhs.nv.gov/>. Nevada Revised Statutes (NRS) includes the following definition of child abuse and neglect: 24 Final Revision, July 2017 **NRS 432B.020 “Abuse or neglect of a child” defined.**

1. “Abuse or neglect of a child” means, except as otherwise provided in subsection 2: (a) Physical or mental injury of a non-accidental nature; (b) Sexual abuse or sexual exploitation; or (c) Negligent treatment or maltreatment as set forth in NRS 432B.140, of a child caused or allowed by a person responsible for the welfare of the child under circumstances which indicate that the child’s health or welfare is harmed or threatened with harm.
2. A child is not abused or neglected, nor is the health or welfare of the child harmed or threatened for the sole reason that: (a) The parent of the child delivers the child to a provider of emergency services pursuant to NRS 432B.630, if the parent complies with the requirements of paragraph (a) of subsection 3 of that section; or (b) The parent or guardian of the child, in good faith, selects and depends upon nonmedical remedial treatment for such child, if such treatment is recognized and permitted under the laws of this State in lieu of medical treatment. This paragraph does not limit the court in ensuring that a child receive a medical examination and treatment pursuant to NRS 62E.280.
3. As used in this section, “allow” means to do nothing to prevent or stop the abuse or neglect of a child in circumstances where the person knows or has reason to know that a child is abused or neglected. (Added to NRS by 1985, 1368; A 2001, 1255; 2003, 1149

Division of Child & Family Services in Clark County: **(702) 399-0081**

Children’s Protective Services: **(702) 399-0081**

Adult Protective Services (WCDSS): **(702) 486-6930**

Elder Protective Services: **1-702-486-6930**

If you ever have a question or concern, speak with your supervisor and/or the Clinic Director immediately.

- **Relationships with Clients and Families:** During the process of working with a client and his/her family, it is very typical to develop a positive and warm relationship. However, it is critical that you maintain a relationship that is professional and not personal in nature. With the vast majority of our clients, this distinction is understood; but with a few, it is important to communicate the policy clearly and firmly. In order to maintain professionalism, you are not permitted to socialize with clients/families outside the clinic setting, or exchange personal gifts. You may not befriend a client on Facebook or any other electronic/social medium. If you have any questions, please see your supervisor or the clinic director.

CALIPSO grading and Course Grading:

CALIPSO Scoring Rubric Varies by Institutions. Be aware, if you have a student from another university, there is probably a different scoring rubric.

Scoring is related to level of independence vs. need for support. Each performance skill is rated individually during midterm and final evaluations. CALIPSO automatically combines the score for a composite score. The Composite score of the final evaluations are used for the NSC Course Grade.

Performance Rating Scale

- 1 **Not evident:** Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling (skill is present <25% of the time).
 - 2 **Emerging:** Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services (skill is present 26-50% of the time).
 - 3 **Present:** Skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Supervisor provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill (skill is present 51-75% of the time).
 - 4 **Adequate:** Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).
 - 5 **Consistent:** Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Supervisor serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time).
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Your student will enter CALIPSO clinic hours under the course section being taken. Please help to be aware that the right section and semester is selected.

NSC COURSES- and Passing CALIPSO scoring:

SPA 760A – Advanced Practicum I in Schools

Speech-language pathology clinical training opportunity in a school-based setting. Prerequisite(s): SPA 660, SPA 667, SPA 759A, SPA 759B, SPA 759C. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

SPA	760A	PT cohort	School 1
3.20	to	5.00	= Satisfactory
1.00	to	3.19	= Unsatisfactory

SPA 760B – Advanced Practicum II in Schools

Speech-language pathology clinical training opportunity in a school-based setting. Prerequisite(s): SPA 660, SPA 667, SPA 760A. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

SPA	760B	PT cohort	School 2
3.20	to	5.00	= Satisfactory
1.00	to	3.19	= Unsatisfactory

SPA 760C – Advanced Practicum III in Schools

Speech-language pathology clinical training opportunity in a school-based setting. Prerequisite(s): SPA 760B. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

SPA	760C	PT	School 3
3.20	to	5.00	= Satisfactory
1.00	to	3.19	= Unsatisfactory

SPA 760D – Advanced Practicum IV in Schools

Speech-language pathology clinical training opportunity in a school-based setting. Prerequisite(s): SPA 760C. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

SPA	760D	PT	School 4
3.20	to	5.00	= Satisfactory
1.00	to	3.19	= Unsatisfactory

SPA 790A – Practicum Externship I Beginning

Beginning off-campus clinical experience in the assessment and treatment of children and adults with a variety of communicative disorders. Prerequisite(s): SPA 759A; SPA 759B; SPA 759C. Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology. S/U grading only.

SPA	790A	Beginning Practicum 1
3.00	to	5.00 = Satisfactory
1.00	to	2.99 = Unsatisfactory

SPA 790B – Practicum Externship II intermediate

Intermediate level off-campus clinical experience in the assessment and treatment of children and adults with a variety of communicative disorders. Prerequisite(s): SPA759A; SPA 759B; SPA 759C, SPA 790A. Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology. S/U grading only.

SPA	790B	Intermediate Practicum 2
3.25	to	5.00 = Satisfactory
1.00	to	3.24 = Unsatisfactory

SPA 790C – Practicum Externship III Advanced

Advanced clinical experience in the assessment and treatment of children and adults with a variety of communicative and/or swallowing disorders. Prerequisite(s): SPA 790A; SPA 790B. Must be an admitted, degree-seeking student in the full-time MEd in Speech Language Pathology. S/U grading only.

SPA	790C	FT Cohort Advanced Practicum 3
3.50	to	5.00 = Satisfactory
1.00	to	3.49 = Unsatisfactory

SPA 790D – Practicum Externship IV Advanced

Advanced clinical experience in the assessment and treatment of children and adults with a variety of communicative and/or swallowing disorders. Prerequisite(s): SPA 790A; SPA 790B. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

SPA	790D	PT Cohort Advanced Practicum 4
3.50	to	5.00 = Satisfactory
1.00	to	3.49 = Unsatisfactory