

## Introduction:

This handbook will outline the policies, procedures and processes associated with the medical and educational externships in the communication sciences and disorders graduate program.

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# Philosophy of Clinical Education

Department of Communication Sciences and Disorders  
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Clinical practicum provides the student in communication sciences and disorders an opportunity to develop skills in integrating and applying theoretical information to assess and manage clinical situations and problems. Research literature in communication sciences and disorders, human development, learning theory and behavioral change, and the diagnostic and clinical process provides the theoretical information necessary for evidence-based practice.

Student clinicians assume the responsibility of planning services that are theoretically sound; appropriate to their clients' needs, abilities, and interests; effective; efficient; and ethical. In order to accomplish this task, student clinicians must integrate information acquired in previous coursework, draw from previous clinical experiences, and research questions for which they have not yet acquired sufficient information. This requires clinicians to think critically, assume initiative, and seek resources that may help them solve clinical problems. Clinical supervisors facilitate this learning process. As student clinicians demonstrate increasing competence, they assume greater levels of independence and responsibility.

# UWMilwaukee

## College of Health Sciences Mission, Vision & Honor Code

We expect all UWMilwaukee CSD externship students to keep in mind the CHS mission and vision statements as well as abide by the CHS honor code and ASHA Code Of Ethics.

### **CHS Mission**

The mission of College of Health Sciences is to enhance and enrich the health of people through innovative research, to provide quality education to future healthcare professionals and to offer health services to the community.

### **CHS Vision**

We envision a College of Health Sciences (CHS) that is a national leader in the generation, dissemination, integration, and application of knowledge, advancing the science and practice of its constituent disciplines. We are committed to providing high-quality academic programs enhanced by dynamic partnerships with the global community. CHS is committed to achieving its goals through the efforts of a diverse faculty, staff, and student body, in a supportive environment. Interdisciplinary approaches to health science research and clinical practice will provide opportunities for students, staff, and faculty to contribute to the College's goals and to the health of the community. The CHS faculty and staff envision collaborations across the University and global community to create an interdisciplinary approach to our mission. State-of-the-art technology for education will be used to facilitate shared courses and programs with other academic units, both on-campus and beyond. We envision graduating a student body that possesses a solid scientific knowledge base, strong professional skills, a well-developed sensitivity to the issues of diverse populations and the ability to think and act as global citizens. We expect our graduates to become leaders in their respective professions and disciplines, as well as advocates for ethical practice and the advancement of the health sciences.

### **CHS Honor Code**

#### **Preamble**

The Honor Code provides a framework for moral, ethical, and professional behavior for all members of the College of Health Sciences , including students, faculty, and staff. With all members of the College committed to upholding and promoting the tenets of the Honor Code, we will continue to work and learn in a supportive and stimulating environment. Commitment to this Honor Code supports the mission of the College of Health Sciences to prepare future health professionals, and conduct nationally recognized research in the health sciences.

#### **Honor Code**

As a member of the University of Wisconsin-Milwaukee, College of Health Sciences community of scholars and professionals, I will abide by the following tenets of this honor code:

**I will demonstrate respect for the dignity of others by:**

- Understanding and respecting that social and cultural differences exist among students, classmates, and colleagues.
- Respecting others expectations of confidentiality and privacy.
- Not engaging in intimidating, harassing, violent, or discriminating behavior or language.

**I will demonstrate respect for the rights and property of others by:**

- Actively working to promote a positive learning, work, and research environment.
- Allowing other individuals to express their opinions, even if they are different from my own.
- Not committing theft, vandalism, destruction, or desecration of another's physical or intellectual property.

**I will take responsibility for my learning, teaching, research, and service by:**

- Demonstrating enthusiasm and being prepared for classes, labs, meetings, and other activities.
- Being prompt in completing duties and assignments, and punctual in attending classes, labs, meetings, and other activities.
- Communicating promptly and making suitable arrangements if a scheduled conflict arises.
- Contributing equitably in discussion and group work.
- Providing fair and constructive feedback when asked to evaluate others.

**I will practice personal, professional and academic integrity by:**

- Being reliable, honest and ethical.
- Following through on commitments.
- Avoiding bias and conflicts of interest.
- Adhering to the policies and procedures of organizations with which I am involved.
- Not misrepresenting or falsifying information and/or actions, including acts of plagiarism.
- Not engaging in self-destructive behavior, such as misuse of alcohol, drugs, or tobacco, that would compromise my learning, teaching, research, and service.

**I will follow the Professional Codes of Ethics relevant to my profession by:**

- Knowing and upholding the Professional Codes of Ethics that is set forth by my professional governing body.
- Upholding the ethical standards set forth by the professional and governing bodies associated with the performance and dissemination of research.
- Knowing and upholding relevant local, state, and federal laws and regulations.

*Adopted by the College of Health Sciences on 05/04/07.*

## InTASC 10 Teacher Standards

Standard 1: Learner Development- The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences -The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments -The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Innovative Applications of Content- The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Reflection and Continuous Growth. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Externships:

Medical:...

Educational: Educational externships take place in the Public School Districts in the Southwest Wisconsin area. There is also the possibility of education externships completed in specialty schools in the areas as well. Students are expected to be at their site at least 20 hours. An average of 25-27 hours has historically offered the students a well rounded experience and still allowed time for completion of required coursework.

## General Policies for Students:

### **HEALTH AND ACCIDENT INSURANCE**

Health and Accident Insurance is not provided by UWM or the field site. UWM students should verify that their personal health insurance is in effect and will cover them when they are on location at the site.

### **LIABILITY PROTECTION**

On-the-job UWM students are covered by the district's liability policy. In general, professional and medical malpractice insurance is extended to students while participating at the field site (affiliate) as afforded by Wisconsin statutes under the following conditions:

1. The program is sanctioned by the Dean of the College.
2. Liability protection is extended only for the time specified by the agreement between the affiliate and the School or College.
3. The program provides credit and is a requirement for graduation/certification.
4. The UWM student is registered and in good standing.
5. The UWM student is acting within the scope of the program at the time of the incident.
6. The UWM student reports any incident which may give rise to a claim to the Field Experience Coordinator. The Coordinator will advise the Campus Risk Manager.
7. Should the incident result in a claim or legal action naming the student or UWM staff, the UWM student cooperates fully, and follows instructions given by the Campus Risk Manager. (If a legal action is taken, legal representation will be assigned by the State of Wisconsin Attorney General.)

### **WORKERS' COMPENSATION INSURANCE**

If UWM students are on-the-job, they should consult their employer about coverage. Workers' Compensation Insurance is not available for other UWM students as they are not an employee of UWM or the affiliate. Should they become ill or injured as the result of the field training program, there is no coverage for costs of medical treatment. Again, UWM students should verify that they have personal health and accident insurance.

### **ADDITIONAL REQUIREMENTS**

There may be other requirements by an affiliate indicated by an amendment or memorandum to the affiliation contract. The following requirements occur most often with health care affiliates.

1. Proof that health and accident insurance are in effect
2. Health record and proof of immunizations
3. A University of Wisconsin-Milwaukee photo ID card to be worn while on duty at affiliate
4. Criminal background history may be checked
5. Evidence of competency in
  - a. Regulatory requirements of the Joint Commission on Accreditation of Health Care Organizations
  - b. CPR Certification
  - c. Infection control
  - d. Fire safety
  - e. Electrical safety
  - f. Chemical safety
  - g. Training in the OSHA Blood borne Pathogen Standard
  - h. TB Standard

Your externship coordinator and site supervisor will notify you if any of these requirements are in place at your site.

### **UNIVERSAL PRECAUTIONS**

Universal precautions is a system of infection control which assumes that all human blood and certain body fluids are treated as if known to be infectious for HIV and other blood borne pathogens. CSD UWM students have been trained in relation to blood borne pathogens. They should follow procedures outlined in the training and those of their externship site. Should there be an exposure incident, an accident report should be filed with the facility or school administrator as soon as possible. Immunization against Hepatitis B is recommended before externships.

### **SEXUAL HARASSMENT POLICY**

As representatives of UWM at a field site, UWM students are expected to adhere to the site's sexual harassment policy(ies), if any. If such a policy is not provided at the beginning of the externship, they must ask the site supervisor for a copy. Behavior that may be construed as sexual harassment will not be tolerated at UWM or the field site, as engaging in such acts may subject students and UWM to liability. UWM's Discriminatory Conduct Policy (including sexual harassment) can be found at [www4.uwm.edu/secu/facdocs/2609.pdf](http://www4.uwm.edu/secu/facdocs/2609.pdf). UWM students alleged to have engaged in acts that constitute sexual harassment may be removed from their externships at the discretion of the placement site. UWM students involuntarily removed from their placement site may be subject to a failing grade in the course and/or subject to academic and/or nonacademic misconduct charges pursuant to Wis. Admin. Code Chs. UWS 14 and 17. Should a UWM student feel that s/he is being sexually harassed by an individual at a field site, the supervisor or the Program Chair must be notified immediately.



# Preparing for the Externship

## **Background Checks & Tuberculosis Skin Tests**

All students participating in educational externships are now required to have a criminal background check in compliance with changes in Chapters 48 (Children's Code) and 50 (Uniform Licensure) of the Wisconsin Statutes. All students are also required to have a negative TB test result prior to arriving at their education externship site. Paperwork and directions for completing these two required items are covered during the New Graduate Student Orientation.

## **Externship Application Process and Placement:**

Externship coordinators do their best to meet the interests and needs of the student clinicians when placing students for externships. In order to do this, student clinicians are encouraged to notify and share their special interests or needs early in their graduate programs so the work can be done ahead if needed to find them the most appropriate placement possible. Students will participate in an externship application process the semester prior to doing their placement. Externship coordinators will communicate and guide the students through the process.

## Supervisor Requirements and Paperwork

**There are four WI DPI requirements of education externship supervisors.**

1. Current Certificate of Clinical Competence from ASHA
2. Current WI DPI license #820 Speech/language Pathology
3. Three years of experience with at least one year of experience in the school district in which the supervision is occurring
4. Training in the supervision of student clinicians/teachers.

There is currently an online training for the supervision of student clinicians available through UW-Milwaukee. Supervisors needing to meet this requirement should contact the coordinator of the education externships.

**UW-Milwaukee Documentation required to be completed by the Site Supervisor.**

1. Program Memorandum signed by an administrator of the facility
2. A resume (form provided) completed by the site supervisor
3. Clinical Appointment (form provided)
4. Affiliation Agreement between facility/agency/district and UW-Milwaukee

### **ASHA and WI DPI Supervision Requirements.**

Off-campus supervisors are expected to comply with the ASHA and DPI requirements concerning supervision. Under the “new” curriculum of competencies, ASHA requires that the amount of supervision must be appropriate to the student’s level of knowledge, experience and competence. Direct supervision must be in real time and must never be less than 25% of the student’s total contact with each client/student/patient and must take place periodically throughout the practicum. By the end of the externship, the site supervisor should have completed two written evaluations. This is accomplished by using the UWM evaluation tool for the initial review 5-6 weeks into the externship and using the same tool for the final review during the last week of the externship. ASHA and DPI also require visitation and observation by the campus supervisor. The campus supervisor will contact the site supervisor in regards to a convenient time to observe at least once a semester and most likely twice a semester. The campus supervisor will then provide a written evaluation/observation of the visit(s).

### **Suggested Guidelines for Speech Language Pathologist Site Supervisors**

The responsibility for helping a student translate his/her academic training and background into meaningful diagnosis and therapy with speech and language handicapped clients is a challenging opportunity. We appreciate your willingness to assume this role. Students are generally fearful when entering the school experience. They are testing themselves in their chosen profession. They have self doubts and insecurities. They wonder if they have the talent and ability to modify another person’s behavior. They wonder if they will get along with you. Will you like them? Will you expect more of them than they are able to produce? What indeed will you expect? Discuss with them their role as student speech language pathologists. The following suggestions may be helpful:

1. Establish rapport and open lines of communication

2. Set basic ground rules for behavior
  - Tell students how to address you and other faculty and staff
  - Discuss standards for attire/dress
  - Set a weekly schedule that is convenient for both of you
  - Delineate housekeeping responsibilities
  - Establish your expectations concerning materials (commercial vs. original)
  - Discuss ethical and professional behavior
  - Review expectations related to confidentiality
  - Discuss attendance and punctuality expectations
  - Discuss procedures for communicating absences from externship
3. Discuss Clinical Procedures
  - Observation procedures of supervisor when observing the student clinician
  - Lesson Planning procedures
  - Data collection requirements and procedures
  - Billing procedures
  - Report/IEP writing procedures
  - Behavior management procedures
  - Schedule of acquisition of caseload: Arrange a timeline that the student will move from observation, to co-treatment with supervisor to independent therapy. The student clinician should be given adequate time to observe and co-treat before they are expected to perform independently.
4. Discuss how and how often feedback will be given along with evaluation procedures
  - Oral critiques
  - Written critiques
  - Immediate intervention or demonstration
  - Withhold comments for later scheduled conferences
  - Use of UWM evaluation tool
  - Set conference and meeting schedule
5. Establish goals with the student
  - Ask student to list clinical strengths and needs
  - Discuss previous clinical experiences
  - Discuss research or thesis experience
  - Identify diagnostic goals
  - Identify therapy goals
  - Identify collaboration goals
  - Identify administrative (case management) goals
  - Ask student clinician about needed competency areas that they expect to achieve during the education externship. There may be some that are just not available at this particular site. It is good for the student to know that asap.

6. It is hoped that the student clinician will have the opportunity to obtain an idea of the SLP's complete role in the medical or educational environment. So our students look forward to such things as:
  - a. Starting a student/client or group new to the speech/language program
  - b. Observation and treatment in the classroom or other therapies
  - c. Family contact (conferences, progress reports)
  - d. Conferring, collaborating and co-treating with teachers, staff and therapists
  - e. Screening/assessment experiences
  - f. Record keeping and report writing
  - g. Participation in IEP activities, staff meetings, support teams
  - h. Curriculum based or functionally based treatment in the speech language therapy rooms
7. It is suggested that you review the UW-Milwaukee CSD evaluation tool with your student clinician and identify the opportunities listed that will be available and those that will not. This relates to the competencies as well.
8. Student clinicians need time to work with you on paperwork and therapy planning, however, they should understand the reality of the amount of work that SLP/teachers often do after hours.
9. Review with the student clinician, emergency procedures and plans, such as:
  - a. Procedures for fire and tornado drills
  - b. Building evacuation procedures
  - c. Special procedures or plans for specific clients (behavior, medical)
10. Provide a tour of the facility or building introducing student clinician as you proceed.
11. You may want to share your clinical philosophy with the student and ask them to share their clinical philosophy with you.
12. Discuss the Larson Rating Scale that the student clinician completed
13. Demonstrate available technology to the student clinician along with other materials available for the provision of services
14. Explain the school schedule to the student clinician

### **Suggestions for Writing a Letter of Recommendation for the Externship Student**

The letter of recommendation is a narrative description that briefly summarizes the student's performance in the student teaching assignment and the student's demonstrated potential as a licensed speech/language pathologist. The following are some suggestions of information that you might want to include in the recommendation letter.

1. A description of the setting and population serviced. This would include: grade level, school, service delivery models employed, disabilities serviced, etc.

2. A description of the student teacher's relationships with supervisor, children, parents, staff members, etc. Topics might include: behavior management strategies, classroom management skills, co-teaching skills, willingness to accept suggestions from supervisor, etc.
3. A description of the student teacher's responsibilities during the externship, i.e., lesson plan development, scheduling, evaluation/diagnosis, report writing, billing, IEP writing, and updating, etc.
4. Comment on the student teacher's commitment to teaching. Describe the level at which the student was willing to take responsibility and exercise initiative; the extent to which the student can be depended upon to follow through on commitments and ability to self-assess effectiveness of teaching and incorporate the assessment in the future.
5. Comment on the student clinician's content knowledge.
6. Note the student clinician's human relation skills, i.e., sensitivity towards individual learning styles, cultures, and social differences. Does he/she encourage and respect differences?
7. Provide a summary in regards to student clinician's overall performance and demonstrated potential as a clinician.

## Student Responsibilities

### **Attendance at externship site**

Student clinicians should be at their externship sites at least 20 hours a week with an average of 25-27 hours allowing them the most benefit from the experience. The 20 hours are not client contact hours. They are 20 hours overall. For DPI licensure, at least 100 hours must be achieved during at an education externship. If students are in need of additional clinical hours, you may arrange an earlier start date and/or extension of placement with your off campus supervisor. You must then obtain approval for this plan from your campus supervisor if there are any changes from the regular scheduled semester. Excellent attendance is expected at your externships. There will be no more than three excused absences allowed during a semester. If three absences are exceeded, a meeting with the site supervisor, campus supervisor and the student clinician will occur. If needed a support plan will be put into place to improve attendance and make up the missed time and skills. When a student clinician needs to be absent from her/his site, they must notify **both** the site supervisor and the campus supervisor of their absence. Notification of the site supervisor must be made in a timely manner as to allow for coverage and planning of the caseload.

### **Discussion Sections**

The student clinicians are expected to participate in four discussion meetings with their fellow classmates in their education externships. Two of the meetings will require attendance on campus and the other two meetings will be held online and will involve the completion of activities. A doctor's excuse or prior approval by the campus supervisor is required if you are unable to attend a session. You will be given one warning for lack of participation in the discussion. If the lack of participation continues, it will begin to affect your final grade.

### **Procedures for Collecting and Recording Clinical Practicum Hours at Externships**

It is important to keep track of clinical hours on a daily basis. The student clinician should develop a procedure for daily documentation of practicum hours whether that be using the table provided, their lesson plan book, etc. At the end of the week the student clinician should then transfer all their clinical hours over to the UWM CSD Clinical Clock Hours Weekly Log and review it with their site supervisor. The site supervisor should then initial the log once he/she is in agreement with the documented hours. Please note that at least five hours in a content area must be experienced in order to achieve competency. For example, 5 hours in fluency evaluation must be completed to achieve any of the fluency evaluation competencies. You must have at least 5 hours that match the competency you are trying to achieve. The hours must match the competency when you turn in your final paperwork or it will delay the processing of your practicum hours.

### **Lesson Planning and Data Collection**

A condensed version of lesson planning as discussed in COMSDIS 725 must be employed at the externship sites. Data collection is a beginning clinician's guide to the

direction and focus of therapy. Therefore, the student clinician is required to participate in data collection during the externship experiences.

### **Portfolio Requirement**

The student clinician will be beginning the fine tuning of their portfolio by this time. The work being done at externships should be used as experiential artifacts in the student's portfolio. Site supervisors can support the student clinician's portfolio development by encouraging self reflection, self analysis and prompting them to use lesson plans, reports, etc. as experiential artifacts.

### **Competency areas to collect artifacts for e-portfolio:**

**1. Normal development:** Candidate demonstrates understanding and application of concepts, tools and structures related to basic human communication and swallowing processes. (*Coordinated with ASHA standard III-B and UWM-WI Teacher Standards 1 & 2*).

**2. Disorders:** Candidate demonstrates knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates. Candidate will apply this knowledge effectively in their provision of services regarding communication and swallowing disorders. (*Coordinated with ASHA Standard III-C and UWM-WI Teacher Standards 1 & 2*).

**3. Assessment, intervention and prevention:** Candidate must possess knowledge of the principles and methods of assessment, intervention and prevention for people with communication and swallowing disorders. (*Coordinated with ASHA Standards III-D & IV-G and UWM-WI Teacher Standards 2, 3, 4, 7, & 8*).

**4. Learning theories and styles:** Candidate possesses knowledge of a variety of learning theories and styles and is able to translate their knowledge into appropriate instructional strategies/techniques related to individual learning styles/needs, behavior needs and emotional needs. Candidate readily adapts and modifies instructional strategies, techniques and environment to motivate and actively involve the client in assessment and/or treatment. (*Coordinated with ASHA Standard IV-G and UWM-WI Teacher Standards 2, 3, 4 & 5*).

**5. Professional issues:** Candidate is reflective about the quality of their provision of services. S/He bases their services on good, best and evidenced-based practices, evaluates the effects of their practices, treats within the boundaries of their scope of practice, provides services based on ASHA ethic and practice guidelines, are accountable

for client success and are committed to being life-long learners. (*Coordinated with ASHA Standards IV-G, III-E, III-F, III-G, & III-H and UWM-WI Teacher Standards 8 & 9*).

**6. Communication:** Candidate will model and practice respectful, effective and professional communication in all interactions( oral, written, nonverbal). Candidate uses communications skills to advocate for their client’s needs and strengths. Candidate clearly communicates in a fashion that motivates and encourages client participation and success. (*Coordinated with ASHA Standard IV-B and UWM-WI Teacher Standard 6*).

**7. Diversity:** Candidate has a repertoire of knowledge and skills to meet the needs of diverse clients they service. Candidate will demonstrate consideration of the impact of socio-cultural influences on the assessment, diagnosis and treatment of communication and swallowing disorders when considering provision of services. Candidate appreciates the role of the client’s culture and community. (*Coordinated with ASHA Standard IV-F and UWM-WI Teacher Standards 3, 5 & 6*).

**8. Collaboration:** Candidate fosters and builds strong relationships with colleagues, family members, community members, etc. which in turn supports client success and well being. (*Coordinated with ASHA Standard IV-G and UWM-WI Teacher Standards 6 & 10*).

**9. Technology:** Candidate is skilled in the strategic use of technology to support provision of services in regards to communication and swallowing disorders. Candidate demonstrates the ability to use technology in direct assessment/treatment, to support assessment/treatment, for research purposes, as well as for presentational purposes.

Candidates will make at least four to five artifact entries for the first three areas (Normal development, Disorders and Assessment, Intervention and Prevention)and three entries for competency areas 4-9. They need to show a formulation of knowledge and skills leading to a level of independence and competency in these areas. The three types of entries are:

- 1. Acquisition entry:** Demonstrate that you are acquiring knowledge and skills and that you are building a knowledge base.
- 2. Working entry:** Demonstrate that you are applying knowledge and skills to teaching and learning, with support from a supervisor or faculty member.
- 3. Experiential entry:** Demonstrate that you are independently refining your skills and the application of knowledge in a professional setting, with limited support.



### **Evidence Based Practice Assignment**

Each student clinician will complete an evidence based practice assignment during each externship experience. The assignment will be graded satisfactory or unsatisfactory. If the assignment is completed as unsatisfactory, the student clinician will lose half a grade at the end of the semester from their final practicum grade.

**Attendance at the CHS/CSD Research Symposium:** At the close of each semester, other than the summer semester, a research symposium is held which allows our CSD undergrad and grad students to showcase their current research experiences. As a graduate student, the student clinicians will be required to attend this event. The date of the event will be shared at the beginning of the semester so student clinicians can make appropriate plans to attend. If you do not attend, your lack of attendance will affect your final grade. Site supervisors are always welcome to attend this event.

**Grading:** The site supervisor will suggest a final grade for the University coordinator. The University coordinator will then make the final decision in regards to the grade. The University coordinator may change a grade according to the amount of support and guidance the student needed in order to be successful. A formal student evaluation should be completed two times during the semester. Student Clinicians are encouraged to read through the evaluation tool prior to beginning their externship. The student and off-campus supervisor will each complete the Evaluation of Student Practicum Experience and meet to review the evaluation. **The initial evaluation is based on performance through clinic week #5-6. The final evaluation is based on performance from clinic week #5 through the end of the semester.** See the evaluation tool enclosed. It includes the standards, learner's outcomes, standards ratings and grade scale.

**If the student clinician's grade at mid semester is judged to be a B- or poorer, the university coordinator should be notified so that a meeting to review the student's performance can be arranged immediately.** The site supervisor recommends the student clinician's grade for the externship. Only clinical clock hours and competencies for clinical practicum experiences in which the student has earned a grade of B or better will apply toward degree, certification, or licensure requirements. Thus, if a student receives a grade of -B or below in a clinical experience (including externships), the clock hours accrued during that experience will not be applicable toward the 375 hours required by ASHA for the Certificate of Clinical Competence, for licensure or DPI requirements or for departmental requirements. The competencies achieved during the experience will be documented. The University coordinator, after discussion with the site supervisor and student clinician as well as the student's advisor, has the right to terminate an education externship if she feels that requirements for the placement are not being met successfully. When possible, a struggling student clinician will receive a support plan that addresses the specific areas of need before termination. The support plan is developed by the campus supervisor with input from the site supervisor and student. The support plan will identify items/skills the student clinician needs to focus on and improve as well as the supports that the site supervisor and university coordinator will be responsible for. If and when a placement is terminated, a grade will be determined by the campus and site supervisors together. A student may appeal a grade on the grounds that it is based on a

capricious or arbitrary decision of the site supervisor. Such an appeal shall follow the established procedures adopted by the department, college or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College. Graduate students should refer to page 48 of the Graduate Student and Faculty Handbook; additional information will be posted on the Department web page.

**Incomplete:**

A notation of "incomplete" may be given in lieu of a final grade to a student who has completed the externship until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to complete some limited amount of term work. An incomplete is not given unless a student can prove to the supervisor/instructor that they were prevented from completing the course requirements for just cause as indicated above. A more detailed description of the Incomplete Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-31 and UWM Faculty Documents #1558 and #1602. Also, a description of this policy may be found in UWM Schedule of Classes

**Termination of Placement**

No student will be permitted to drop clinical practicum without the consent of the university coordinator and the student's advisor.

**Clinical Remediation and/or Termination**

The primary goal of the procedures listed below is to ensure that each student will receive individualized instruction for optimal clinical education, and all clients will receive clinical services which adhere to all recognized standards of ethical and professional practice. This policy reflects the responsibility of the faculty and clinical instructors to ensure professional, legal and ethical clinical services.

*Clinical Remediation Procedures*

1. Clinical practicum and externship students are evaluated on an ongoing basis throughout the semester. It is important that the students understand the following: 1) clinical, professional and ethical behaviors; 2) competencies; and 3) proficiency levels by which their clinical performance is judged. Each student is given a written evaluation at least two times a semester at which time areas of strength and weakness are discussed and expected levels of performance are defined. Clinical students also receive oral and/or written feedback critiquing their clinical performance, when the supervisor observes their session or evaluates other clinical requirements, e.g. lesson plans, reports. Undergraduate students receive a letter grade reflecting clinical performance at midterm and at the end of the semester, and graduate students receive a letter grade only at the end of the semester.
2. A student who is experiencing clinical difficulty will receive continued support from his/her clinical supervisor/site supervisor. If the level of clinical performance does not improve with this support, a meeting will be held with the

student, the supervisor, and the Clinic Coordinator or the Externship Coordinator. The student's clinical performance will be discussed and an Improvement Plan containing specified behavioral objectives, reflecting skills that need to be developed during the remainder of the semester, will be set. The Improvement Plan may also contain specific responsibilities of clinical instructors. The Improvement Plan acts as a contract and will be signed by student, clinical supervisors/instructors and other responsible parties. The student will be informed that he/she is on clinical probation. For graduate students, his/her advisor will be notified with a copy of the Improvement Plan.

3. Satisfactory performance toward accomplishment of the specified objectives in the Improvement Plan, in conjunction with acceptable overall performance as delineated by the evaluation system, will be expected. At the end of the semester, the student's performance will be reflected by the student's final grade. Recommendations, which may include a Support Plan for future clinical courses of the Communication Sciences and Disorders Program, will be made. The Support Plan will include strategies to facilitate the student's success in future clinical practica. The Support Plan will be developed by the student, the Clinic Coordinator and/or the Externship Coordinator, and other supervisors, as appropriate. For graduate students, his/her advisor will be notified with a copy of the Support Plan. The need for the continuation of the Support Plan will be reviewed at the end of each semester.

### *Clinical Grades*

1. All grades of B and higher in clinical practica will count toward requirements for the ASHA Certificate of Clinical Competence, Wisconsin licensure, or DPI certification. A graduate student must complete two successful semesters of speech-language clinic prior to participation in an externship.
2. If a graduate student has earned a B- or lower in a clinical course and/or been terminated from a clinical course, he/she will be placed on Clinical Probation for the remainder of their graduate program, and a Support Plan developed.

### *Termination of Clinical Practicum or Externship*

1. On occasion a student may be performing adequately in the practicum and externship; however, the student engages in an incident that necessitates immediate dismissal from the practicum. Due to the abrupt nature of the incident the student may not have an opportunity to correct their behavior to complete the practicum. Situations that may result in immediate dismissal include, but are not limited to: illegal or unethical activity; discriminatory conduct; violation of facility policy; impaired functioning in the practicum setting; or harm caused to a client.

2. If the performance of a student on clinical probation does not improve or falls below a previously specified level stated in the Improvement Plan, the student will receive written notification and be terminated from the clinical experience. Documentation (e.g., evaluation, meetings, other communication, data related to Improvement Plan objectives, etc.) of the student's unacceptable performance will be provided. All responsible clinical instructors will provide input into the determination of a final grade. Students will not be allowed to withdraw from a clinical course because of unacceptable performance. The Termination Agreement will be signed by the student, Coordinator of Clinical Services or Externship Coordinator, Advisor (if graduate student), and Undergraduate or Graduate Program Coordinator (as applicable to student status). The student has the right to follow UWM academic appeal procedures. For further information, refer to your clinic or externship syllabus. Graduate students should refer to Graduate School policies, and undergraduate students to College of Health Sciences policies

## End of Externship Procedures

**There are four forms that need to be turned in at the end of the semester.** They are:

1. The UW-Milwaukee Evaluation Tool signed on the final page by both the site supervisor and the student clinician
2. The Off Campus Grade Report and Clinical Practicum Summary
3. The UWM CSD Clinical Clock Hours Weekly Log Initialed weekly by site supervisor
4. The Diversity Verification form

**The following procedures should be completed at the end of semester and externship experience:**

1. Final UW-Milwaukee CSD Evaluation Tool. The directions for the evaluation tool will help with the completion of this as well. The evaluation tool should be used to determine a final grade. An initial grade should not be determined but if the student seems to be struggling at this point, the campus supervisor should be notified. The competency summary tables after each competency should be filled in accordingly as well. The grade should be determined on the last page. Both the student clinician and the supervisor should sign the evaluation tool.
2. UWM CSD Clinical Clock Hours Weekly Log. The supervisor and student clinician should make sure the Weekly log is thoroughly completed with all hours totaled and each column initialed by the site supervisor.
3. Off Campus Grade Report and Clinical Practicum Summary: The supervisor and student clinician should use the weekly logs to determine the hours obtained. Enter the totals on the Off Campus Grade Report and Clinical Practicum Summary Form. All supervisors should sign and supply their ASHA account number. Supervisors of our student must hold current ASHA certification.
4. Diversity Verification Form. The student clinician should complete the diversity verification form documenting the different cultural populations they serviced during the education externship experience.

5. Mail the originals of these forms to:

Dawn Marie Hennes  
Clinical Associate Professor  
University of Wisconsin-Milwaukee  
P.O. Box 413  
Milwaukee, WI 53201