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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 Practicum

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.

College of Health Sciences Mission, Vision & Honor Code

We expect all UW-Milwaukee 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.

Medical Externships

General Information

• Student clinicians participate in medical externships in southeastern Wisconsin unless otherwise approved by the medical externship coordinator and the student clinician’s advisor.
• Externships may occur in acute, outpatient, subacute, long-term care, inpatient rehab and home health settings.
• Students are required to spend a minimum of 28 hours per week at your facility, unless otherwise approved, for 16 weeks with a preference of 4 days per week; however, many
medical externship sites will only take student clinicians that commit 35 to 40 hours per week.

Planning

Student clinicians are required to complete necessary planning documents distributed by the externship coordinator to communicate preferred settings and student availability. Student clinicians are also required to attend a planning meeting in the semester before their externship is to occur to review externship policies and procedures.

Placement

The externship coordinator will match students to facilities based on academic performance, academic courses completed, clinical experiences, clinical performance, career goals and student preferences. In addition, there will be an initial class discussion meeting to review externship procedures. Students will interview at two medical sites and will submit feedback to the externship coordinator with their preferred site. While student preference is important, site/student matches will be largely based on supervisor preference and requests.

Once a student has been placed at an externship site, they will need to complete the requirements associated with that site. Some sites may ask for such items such as a 10-panel drug screen, immunization record, background check, proof of liability insurance and employee training. It will be the student clinician’s responsibility to maintain currency and proof of completion of these requirements in the Castlebranch system each time there is a change in their status or additional information is required by a specific site. Student clinicians must have all requirements for an upcoming clinical experience complete at least one month in advance. If the requirements are not current in Castlebranch within the one-month period of the clinical experience, the clinical experience will be delayed or terminated.

Completion

Beginning The Externship: Upon the start of the education externship, students should engaged in a discussion with their supervisor regarding the student clinician’s cumulative evaluation from Calipso to determine which remaining clinical evaluation, intervention and professional competencies can be met across the nine disorders at that particular site. All communication disorders might not be assessed or treated at a particular site. The site and student clinician should also discuss the student clinician’s scope of practice, level of supervision needed and additional experience needed in already achieved competencies. It is especially important to discuss screening and referral competencies.
**UWM Supervisor Visits to Externship Sites:** The visits from the university coordinator will be scheduled through the student and/or supervisor at a time that is convenient for the off-campus supervisor. The University supervisor will make one on-site visit, if able, during the externship. A virtual meeting will take place in lieu of the on-site visit based on company policy.

**Discussion Section:** The student clinicians are expected to participate in 3 synchronous meetings with their fellow classmates in their medical externships. Additionally, the student clinicians are expected to participate in 6 electronic discussions through the course Canvas page. Participation in these discussions is required. Failure to participate will negatively impact your overall grade.

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**Education Externships**

**General Information**

- Student clinicians participate in educational externships in the Public-School Districts and at times private school options that employ SLPs in the Southwest Wisconsin area. There is also the possibility of education externships completed in specialty schools in the area as well.
- Education externships take place at the early childhood, elementary, middle, high school level or a combination of any of these levels.
- Populations can include a variety of disorders, children with autism, children using AAC and/or alternative forms of communication, bilingual, medically fragile, etc.
- Students are expected to be at their site at least 24 hours. An average of 25-30 hours a week for 16 weeks of the semester has historically offered the students a well-rounded clinical experience and still allowed time for completion of required coursework.

**Planning**

Student clinicians are required to complete the necessary education externship application the year prior to placement. The application includes a resume and supervisory feedback scale distributed by the externship coordinator to communicate preferred settings and student availability. Student clinicians are also required to attend a planning meeting in the semester before their externship is to occur to review externship policies and procedures.
Placement

The education externship coordinator will match available education sites with the student’s preferences, academic performance, clinical performance, and scope of practice. While student preference is highly considered, placement will also rely heavily on student clinician’s clinical skill level, site availability and the supervisor’s supervision abilities. Student clinicians will be asked to participate in interviews based on the school districts’ requirements. Some districts require interviews others do not.

Once a student clinician is placed at an education externship site, it is their responsibility to complete any requirements associated with the specific site and school district (i.e., criminal background checks, immunization record, TB results, flu shot, etc). These requirements should also be documented and kept current in Castlebranch. All requirements should be meet the deadline set by the school district/site or at least one month prior to beginning the externship. If the requirements are not completed within the required timeline, the externship will be delayed or terminated.

Completion

**Beginning The Externship:** Upon the start of the education externship, students should engaged in a discussion with their supervisor regarding the student clinician’s cumulative evaluation from Calipso to determine which remaining clinical evaluation, intervention and professional competencies can be met across the nine disorders at that particular site. All communication disorders might not be assessed or treated at a particular site. The site and student clinician should also discuss the student clinician’s scope of practice, level of supervision needed and additional experience needed in already achieved competencies. It is especially important to discuss screening and referral competencies.

**Lesson Planning and Data Collection**

A condensed version of lesson planning as discussed in COMSDIS 725 must be employed at the education 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.

**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.

**Discussion Section**

The student clinicians are expected to participate in four discussion meetings with their fellow classmates in their education externships. One of the meetings will require
synchronous attendance and the other three discussion will involve asynchronous 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.

**UWM Supervisor Visits to Externship Sites:** The visits from the university coordinator will be scheduled through the student and/or supervisor at a time that is convenient for the off-campus supervisor. The University supervisor will make three WI DPI required visits to the externship sites during the semester. Each visit will be up to two hours long. A triad meeting between the externship coordinator, site supervisor and student clinician is required during at least two of these meetings.

**Completion of Externship:** By the completion of your externship, you should have 5 evaluations required by Wisconsin Department of Public Instruction for your education externship. An initial and final report from the site supervisor along with three evaluations/observation reports from the three visits the university coordinator made. For your medical externship, you should have the two Calipso evaluations. Copies of all these evaluations should be placed in your portfolio.

Documentation to be completed at the end of the semester includes:

1. Clinical hours completed and verified on Calipso
2. Evaluation tool (initial and final eval) completed on Calipso
3. Evidence Based Practice assignment
4. Student Evaluation of Off Campus Placement
5. Evaluation of Campus Supervisor sent from UWM

Please make sure the above documentation is complete on the last day of your externship experience.

**Department of Public Instruction (DPI) Licensure**

Wisconsin Department of Public Instruction no longer has an hours requirement for the semester, however; 150 clinical hours are required for Illinois DPI licensure. Please make sure you are balancing your hours spent your education externship and medical externship in order to achieve the ASHA required hours. Review your current clinical practicum hours achieved and set a goal for the number of clinical hours you wish to achieve each semester. It should be somewhere between 130 to 150 hours. Please make sure you share this goal with your site supervisor.

These are the 10 standards you need to prove competency and independence to obtain Wisconsin Department of Public Instruction licensure through UW-Milwaukee.
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 and Portfolio Development

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.

**Artifacts**

Candidates will make at least four to five artifact entries for the first three areas (Normal development, Disorders and Assessment, Intervention and Prevention) and two 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 two types of entries are:

1. **Working entry:** Demonstrate that you are applying knowledge and skills to teaching and learning, with support from a supervisor or faculty member.

2. **Experiential entry:** Demonstrate that you are independently refining your skills and the application of knowledge in a professional setting, with limited support.

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**General Externship Policies & Procedures**

**Externship Planning**

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 must attend a planning meeting held by the coordinators in November/December of their 1st year to share their special interests or needs so the work can be done ahead if needed to find them the most appropriate placement possible. Externship coordinators will communicate and guide the students through the process. The semester in which student clinicians will
complete their externships will be released to the students via their advisors in the spring semester of their first year.

**Health, Background & Training Requirements: 2^{nd} Year**

Prior to beginning your 2^{nd} year of graduate school, students will be required to update your health requirements such as a second-year health declaration, an annual TB test, annual flu shot and drug screen. Second year student clinicians will also verify receipt of the externship handbook information by submitting a signed student attestation by August 31 of their second year of graduate programming.

**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.

**Mandatory Reporter Training**

Most education and medical environments as well as WI DPI and ASHA require student clinicians to complete a mandatory reporter training for children and the elderly before beginning clinical experiences. The UWM Learning Center and the UWM Speech and Language Clinic also require this training. As a result, all student clinicians will be required to complete a mandatory reporter training before participating in the above-mentioned clinical experiences. Clinical supervisors will offer options for the trainings as needed and the information will again be reviewed before entering their first externship experience in the fall of second year of graduate program.

**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.

**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 http://www4.uwm.edu/secu/docs/other/S_78_Sexual_Violence_Policy.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.

Student Performance Evaluation

Evaluation: Student clinician performance is assessed twice throughout the externship. The initial evaluation is to be completed during the 5th - 7th week of the externship. A final evaluation is to be completed during the final week of the externship. Both the student and the externship supervisor are required to submit an evaluation at both points during the externship using Calipso. Specific directions for evaluation completion, competency rating and clockhour submissions will be communicated via the course Syllabus.

Grading: Using the Calipso system, 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 within the Calipso web-based system. 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.
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 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. If a student clinician is displaying unprofessional behavior that has damaged the supervisor/student clinician relationship, the externship experience may be terminated immediately. The student clinician will then meet with the education externship coordinator and their advisor to develop a plan to address the inappropriate professional behavior.

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.

### Externship Code of Conduct

#### Professional Appearance

It is important for students to keep in mind that professional demeanor significantly influences a client’s assessment of the competence of the professional. Right or wrong, appearance of the professional is a key component of professional demeanor. Individuals who are not compliant with the clinical dress code will be asked by their supervisor to return home to change clothing.

Regardless of the externship setting, student clinicians are expected to dress appropriately for a work environment. Students in medical externships are expected to adhere to their site’s dress code which may include purchasing a uniform/scrubs.

Appropriate dress should be modest and professional, and care should be taken so that clothing is not potentially embarrassing for the client or clinician. Shoes or sandals must be worn. Casual shorts, blue jeans, tight-fitting clothes, running shoes, flip-flops, halter tops, and T-shirts are not permitted. Additionally, cut-off, patched, frayed, raveled, or otherwise excessively tattered items of clothing should not be worn. Tattoos should be covered and jewelry from piercings, as well as other distracting jewelry removed. Make-up should be subtle and fingernails kept at a reasonable, well-groomed length. Hair color should be in the natural spectrum of shades. Students should not wear perfumes or after-shave lotions, since many clients may be allergic to the scent.

The following items are not allowed: - Jeans - Shorts - T-shirts with logos, slogans or writing (plain, professional style T-shirts are appropriate) - Exposed undergarments - Tank tops - Flip flops - Athletic shoes - Exposed mid-drift - Very short skirts, tight fitting pants, or see-through clothing - Un-natural hair color (pink, green, purple, etc.) - Tongue studs/rings - Legging pants without long, tunic style tops in the event that a student is garnering a tattoo, he/she may be asked to cover it if it is deemed distractible to clients.

#### Professional Behavior

Student clinicians are expected to follow the standards for academic and ethical conduct. The ASHA Code of Ethics governs professional ethical behavior. The Code of Ethics is
available at the ASHA web site (http://www.asha.org) and should be reviewed. Please see the copy in your handouts. Please approach all interactions with professionalism. Professional expectations at externships include: Arriving on time ready to work and dressed appropriately, address others with professionalism and respect, maintain confidentiality as needed, ask questions when in need of help or verification, keep space organized and neat, receive guidance and feedback with professionalism even when in disagreement, if you sign documents you sign as a student clinician and supervisors co-sign all documents, sarcasm and rudeness towards supervisors or other professionals is not tolerated and will lead to termination of your externship. Please also read “Conveying Expectations About Professional Behavior”. These are the expected professional behaviors.

Cell Phone Use

Student clinicians are not permitted to use personal cell phones during scheduled externship hours except for scheduled break times. In emergency situations, student clinicians must notify their site supervisor of these extenuating circumstances to gain approval for personal cell phone use. This expectation should be taken very seriously, and compliance is mandatory.

Attendance At Externship Sites

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, an improvement 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. 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.

Medical Externships: Student clinicians should be at the medical externship sites at least 20 hours a week but should expect 35 and even up to 40 hours a week. The hours requirement will be set by the medical site.

Education Externships: Student clinicians should be at their education 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 WI DPI licensure, at least 100 hours must be achieved during at an education
externship. For IL DPI Licensure, at least 150 hours must be achieved during the education externship.

**Soft Skill Analysis and Awareness**

It is imperative as a professional to possess the ability to communicate professionally, problem solve, collaborate, adapt, be creative, demonstrate a work ethic, employ interpersonal skills and leadership, manage time, and attend to detail. Student clinicians at externship sites will be expected to continually analyze their soft skills and demonstrate growth as needed. Training and support will be provided with the expectation that the student clinician will make necessary growth.

**Violations**

When a student clinician has violated the externship code of ethics or does not follow procedures and policies outlined in this document, support plans, improvement plans or termination from externships will be considered. The plan of action will depend on the severity of the infraction and decided by the externship coordinator, site supervisor, advisor and student clinician. Violations requiring use of mandated reporter policies will also require law enforcement notification and involvement as required by law and responsibility of the supervisors involved.
Student Attestation

I attest to the Externship Code of Conduct and accept all consequences should a violation occur, including an improvement plan, potential termination of my externship placement and dismissal from the graduate program.

________________________________________
Student Signature

________________________________________
Printed Student Name

________________________
Date