

**SLP-590 Clinical Internship in Speech-Language Pathology**  
**Western Kentucky University**  
**Department of Communication Sciences and Disorders (CSD)**  
**Summer 2021**

**Clinic Director Information**

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My office hours are 8:30 a.m.-4:30 p.m. (CST) Monday-Thursday. In general, *email is the best way to contact me*. I always have my email open when I am at my desk during the week. You should normally get an email answer within 24 hours Monday through Friday. Any question that comes in Friday through Sunday evening will be answered as soon as possible on Monday. I am also happy to schedule a face to face zoom meeting at any point in the semester. Please place SLP 590 in the subject line of e-mails. I am happy to help you, so don't be afraid to ask. If you are having technical difficulties you should contact WKU/IT Help Desk for those issues.

**Course Description**

This clinical practicum/internship is designed to provide students with clinical experiences. This internship is cooperatively supervised and administered by WKU's CSD program. Students are directly supervised by state licensed and ASHA certified speech-language pathologists. This course provides students with the opportunity to interpret, integrate, and synthesize core concepts and knowledge they have acquired in academic courses. Experiences in this internship will also allow students to demonstrate appropriate professional and clinical skills, and incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention to individuals presenting with diverse populations and a wide variety of communication disorders. Students will also gain valuable experiences in clinical documentation, and other related professional activities as appropriate

**Clinical Assignments**

Student clinicians are assigned clinical supervisors during orientation week and will sign up for initial conferences. Every student will have a clinical supervisor for each assigned telepractice case or virtual case. Clinical questions, concerns and requests for assistance should be directed to the assigned clinical supervisor. Student clinicians will meet their assigned clinical supervisor during initial conferences. Supervisors will provide students with their preferred contact information at the initial conference meetings or prior to in some cases. Please direct any questions prior to initial conferences to the Clinic Director. Clinicians will also meet with an assigned clinical supervisor in a small group setting via zoom meetings to discuss a variety of topics relevant to speech-language pathologists.

*Please note: An instructor of record is assigned to each section of SLP 590 in TopNet. The instructor of record is only responsible for posting a student's grade at the end of the summer semester and may not necessarily directly supervise the student clinician under the section of SLP-590 in TopNet. The instructor of record for students in TopNet is not responsible for assisting with clinical questions/concerns. Please contact the Clinic Director with any questions.*

## **Course Objectives & Student Learning Outcomes**

The following course objectives are derived from Council on Academic Accreditation (CAA) accreditation standards in Audiology and Speech-Language Pathology (2019). Students may access the standards for accreditation of graduate education programs in audiology and speech-language pathology (2017) in their entirety at: <http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>.

1. Students will be able to demonstrate integration and application of knowledge of the interdependence of speech, language, and hearing in clinical practice (3.1.6B).
2. Students will be able to use clinical reasoning and demonstrates knowledge of and the ability to integrate research principles into evidence-based clinical practice (3.1.1B).
3. Students will be able to use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers (3.1.1B).
4. Students will be able to understand and use best professional practices related to maintenance of client confidentiality for all individuals in accordance with HIPAA and FERPA requirements (3.1.1B).
5. Students will be able to use valid scientific and clinical evidence in decision-making regarding assessment and intervention (3.1.1B).
6. Students will be able to apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals serve (3.1.1B).
7. Students will be able to use clinical judgment and self-reflection to enhance clinical reasoning (3.1.1B).
8. Students will communicate effectively, recognize the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregiver, and relevant others (3.1.1B).

The following student learning outcomes are derived from ASHA Standards and Implementation Procedures under Standard V, Skills Outcomes (*Standard V-B*). Students may access ASHA's Web site to read the standards in their entirety. Students may not complete all of the outlined objectives in this clinical internship course, but should expect to complete several.

**A. Evaluation** of articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognition, social aspects of communication, and communication modalities.

Students will:

1. Conduct screening and prevention procedures (including prevention activities).
2. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
3. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
4. Adapt evaluation procedures to meet client/patient needs.
5. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
6. Complete administrative and reporting functions necessary to support evaluation.
7. Refer clients/patients for appropriate services.

**B. Intervention** of articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognition, social aspects of communication, and communication modalities.

Students will:

8. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs.
9. Collaborate with clients/patients and relevant others in the planning process.
10. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
11. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
12. Measure and evaluate clients'/patients' performance and progress.
13. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
14. Complete administrative and reporting functions necessary to support intervention.
15. Identify and refer clients/patients for services as appropriate.

### **C. Interaction and Personal Qualities**

Students will:

16. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
17. Collaborate with other professionals in case management.
18. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
19. Adhere to the *ASHA Code of Ethics* and behave professionally.

### **Course Schedule Information**

The following is the tentative course schedule for the 2021 summer term.

- Orientation Week
  - Orientation week will be Monday, June 21, 2021 through Friday, June 25, 2021. Students need to be available from 9:00 a.m. CST to 4:30 p.m. CST each day of orientation week. A detailed orientation week agenda will be provided on the 590

course Blackboard site. Attendance at all orientation week events is mandatory for all 590 clinical internship students.

- Students will receive clinical assignments on Tuesday, June 22, 2021.
- Students will have initial conferences with their assigned clinical supervisor(s) Wednesday, June 23, 2021. These conferences will happen in-person or via zoom. Students will sign up individually for initial conferences using an online platform following notification from clinical assistants. This protocol will be clearly communicated during orientation week.
- Mandatory midterm conferences, between student clinicians and their direct clinical supervisor(s) will be Wednesday, July 7 or Thursday, July 8 or Friday, July 9, 2021.
- Students will have mandatory clinic meetings on Friday, June 25, Friday, July 9, and Friday July 16. Students need to be available from 9:00 a.m. to 12:15 p.m. CST each of these Fridays.
- The **first day** of clinical services will be Monday, June 28, 2021. The **last day** of clinical services this summer will be Wednesday, July 21, 2021.
- Final conferences, between student clinicians and their clinical supervisor(s), will be Thursday, July 22, 2021.
- There will be no clinical services on Friday, July 2 or Monday, July 5 due to the Independence Day holiday.

### **Grading Scale:**

The grading scale for SLP 590 is Pass or Fail.

Scoring of clinical competencies using a performance rating scale on CALIPSO is utilized for grading this course. CALIPSO is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology training programs. CALIPSO scores will be confidentially reviewed at a midterm conference (PRN) and at the final conference. Midterm scores do not affect the final grade; however, the “Final Evaluation” scores do affect the final grade. Students are required to keep CALIPSO updated with current goal statements, reflection statements, and resumes. Updated resumes and complete a final reflection and supervisor evaluation in CALIPSO must be completed at the end of the term. Final grades will not be posted in TopNet until: (a) ALL mandatory CALIPSO documents have been uploaded, reviewed and approved by the clinic director, and (b) all Blackboard assignments are completed. These requirements are discussed more in detail during orientation week and through various announcements using Blackboard. All compliance documents must be up-to-date at all times to conduct clinical services.

### **Course Policies**

#### **Attendance**

Students must attend all scheduled orientation week events, Friday clinic meetings, conferences, clinic sessions, and scheduled telepractice sessions on time and well prepared. All SimuCase assignments must be completed on time.

Students must notify their assigned clinical supervisor and a clinical assistant as soon as possible in the event of an unplanned absence for a clinic session or telepractice session, so that clients/client families may be notified in a timely manner. Students should notify their assigned clinical supervisor, the clinic director and a CD clinical assistant in the event of an unexpected absence for conferences and clinic meetings using the recipient's most preferred method of communication. An email will suffice for the clinic director and the clinic assistant; preferred methods of communication will vary with each clinical supervisor. Absentees are responsible for missed information. Information from clinic meetings are placed on the SLP 590 Blackboard site. Content and announcements will be posted and it is the student clinician's responsibility to check this site regularly.

***Please note: Unexcused absences for scheduled sessions with clients and any scheduled meetings will affect determination of competency ratings in the area of professionalism in CALIPSO. As stated above, it is the student's responsibility to contact his or her clinical internship supervisor in the event of illness.***

### **Discussion Boards**

Discussions on Blackboard will be posted on Monday mornings by 7:00 a.m. and are due by the following Sunday at 11:59 p.m. CST each week; these will be mandatory to complete and points will be awarded for quality responses. These grades will be shared with assigned clinical supervisor(s). A discussion board will be posted on June 21, June 28, and July 12. A rubric will be provided in the course Blackboard site.

### **Mandatory Conferences**

All clinical internship students will meet with their assigned clinical supervisors for initial conferences (beginning of term), midterm conferences (midterm) and final conferences (end of term). HIPAA guidelines must be strictly followed at all times regarding any clinical records or client information. Specific HIPAA guidelines and the ASHA's Code of Ethics will be reviewed during orientation week events.

The following are materials that must be maintained in clients' files over the course of the semester. There should be an "audit" of materials and forms at the beginning and at the end of the term.

- Referral Form(s)
- Permission to Test for Diagnostic Evaluation and all Clinic Forms
- Case History Form
- Release of Information Form (if applicable)
- Diagnostic Report (dated and signed; parent signature NOT required)
- All test raw data and protocols (dated and signed)
- Treatment Plan (dated and signed)
- Initial Assessment Plan (dated and signed)
- Lesson Plans (initialed by clinical supervisor upon approval)
- Final Summary (dated and signed; parent signature NOT required)

- Discharge Summary (dated and signed)
- Soap notes (dated and signed by student clinician; only initialed by clinical supervisor following approval)

Due dates for all clinical documentation are as follows:

<b>Assigned Clinic Documents</b>	<b>Due Date</b>
Weekly SOAP Notes and Lesson Plans	Due each week by noon on Fridays
ITP or IAP Rough Draft	Friday, June 25 by 4:00 p.m. CST
ITP or IAP Final Draft	Thursday, July 1, 2021 by 11:59 p.m. CST
Midterm Conference Checklist	Due at midterm conferences on Wednesday, July 7, 2021 thru Friday, July 9, 2021.
Final Summary Rough Draft	Friday, July 16, 2020 by 4:00 p.m. CST.
Final Summary Final Draft	Due at final conferences Thursday, July 22, 2021.
CALIPSO Documentation	Wednesday, July 21, 2021 at 11:59 p.m. CST.

\*Clinical supervisors may adjust paperwork deadlines to a later time and date at their discretion.

\*Midterm conference details will be clearly communicated to students prior to July 7, 2021.

\*CALIPSO documentation will be discussed at orientation, clinic meetings and information on Blackboard will be posted.

\*Each assigned clinical supervisor will set the due dates for diagnostic reports.

### **Technology Management**

The course will involve the use of Blackboard software. Managing student technology is the sole responsibility of the student. Blackboard tutorials are available online. The Blackboard Help/WKU IT Help Desk number is 270-745-7000.

### **Accreditation statement and CAA Policy and Grievance**

The Speech-Language Pathology program is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

### **Educational Rigor**

Educational/academic rigor is expected of each student clinician at the CDC to maximize the clinical experience, which includes a variety of teaching and learning experiences. A rigorous clinical experience is difficult yet satisfying; however, it requires the mindset of achieving the utmost level of excellence as a student clinician. Rigorous student clinicians at the CDC:

- Set high personal standards, develop a strong sense of purpose, and arrive at scheduled sessions, conferences and meetings on time and well prepared. They complete assignments and clinical documentation on time.
- Develop an effective relationship with their clinical supervisors and peers, in and outside of class, and make the most of other opportunities for learning and engaging.
- Treat their clinical supervisor, fellow student clinicians, and the clinic and classroom environment with complete respect.
- Accept continuing responsibility for learning and for the scores on clinical competencies that are earned.
- Approach all clinic sessions and clinic meetings in a professional manner, as if these sessions and the clinic meetings were real employment.
- Experiment with a variety of teaching and learning strategies that are taught, modeled, and coached by instructors and supervisors; determine which work best for the intended client(s) and clients' families.
- Follow ASHA's *Code of Ethics* at all times.
- Follow the CDC's **Policies and Procedures** at all times; policies and procedures will be reviewed in detail during orientation; the CDC's policies and procedures manual is on the CDC's shared drive; students will be assigned access to the CDC shared drive during orientation week.

### **University Policies**

#### **Plagiarism**

From the WKU Faculty Handbook, 24th edition, p. 61-62: "To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism."

#### **Title IX/Discrimination and Harassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040)

at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398; or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be

able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270- 745-3159.

**Special Services**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Grievance**

The University's Grievance Policy is specified at the following URL: <https://www.wku.edu/handbook/academic-complaint.php>



## Initial Conference Checklist for Student Clinicians with Individual Clients

Student Clinician: \_\_\_\_\_

Term: \_\_\_\_\_

### I. Tasks to be completed before the initial conference (I.C.):

#### ● Review client chart

- If your client is returning from a previous semester, you must review the final summary, especially the summary section. There should be suggested objectives for the following semester.

#### ● Contact client/client family

- Find your client/family contact information in the chart. Call to introduce yourself and give a friendly reminder of the session day/time your client is scheduled.
  - If there is no answer, leave a generic message: "This is \_\_\_\_\_ from WKU's Communication Disorders Clinic and I am calling to introduce myself. Please return my call at your earliest convenience." If you do not hear a response in 24 hours, call again (on a weekday). If you do not hear anything by Friday, please let your supervisor know at your initial conference.
  - If someone does answer, ask client/parent/caregiver the following (according to circumstance):
    - If a new referral and no information (i.e., case history) on client:
      - Does the client currently receive services elsewhere?
        - If so, ask what goals/objectives are being targeted.
      - Kindly ask family to bring documents from other agencies such as a treatment plan or IEP, etc.
    - Kindly ask what concerns the caregiver has regarding the client.
    - Ask for permission to briefly interview the parent over the phone. Use questions from the parent interview form "All About Me" to help guide you. This will help you know what materials to bring to the first session.
  - If a returning client or new but we already have a case history form and other documents filed:
    - Ask if the client receives services elsewhere and what
    - Kindly ask for at least two objectives the client/parent/caregiver wants you to focus on this semester.
    - Ask for permission to briefly interview the parent over the phone. Use questions from the parent interview form "All About Me" to help guide you. This will help you know what materials to bring to the first session. Make sure to ask what the child is motivated by such as preferred items/toys/interests (i.e., motivators).

### II. Arrive at your I.C. with the following items:

1. Background info on client, including his/her "motivators"; Show you actually did a quality chart review on the client. Some supervisors may not know this client.
2. Rough Draft Goal(s) and Objectives for client for an ITP or an IAP. You may type or handwrite, unless otherwise specified by your direct clinical supervisor.

- Follow goal writing guidelines included in the handout, *Tips for Writing ITPs*. Have at least 3-4 total objectives that are individualized for this particular client (one Goal with 3-4 objectives OR two Goals with 2 objectives each). Please note: You may have a supervisor that shares specific information with you regarding what they require of you for what to bring to the I.C. You will receive this information by email from your supervisor before your conference with them.
  - All ITPs must include a transactional support goal.
3. Client-specific, functional and creative ideas/examples for visual supports and **behavior management**.
  4. Rough draft Lesson Plan(s) for Week 1. See the LP example created by Dr. Roden-Carrier on Blackboard. Use this form and format. It includes specific comments for what you should include in each LP. In order to delete the comments, go to the Review tab, Delete All Comments. Goals on rough drafts may be the same as last semester; objectives may follow recommendations made in the final section of the Final Summary.
    - For Week 1, your rough draft should include the following. List all objectives in the far left hand column as indicated.
      - *Establish rapport with client/family*
      - *Collect baseline data on the following projected objectives:*
        - *1.1*
        - *1.2*
      - *Provide intake forms (i.e., initial client paperwork) and ask parent/caregiver/client to complete, including the "All About Me" form (unless this form was completed over the phone prior to the first session).*
  5. Session schedule/agenda (draft; may get feedback from supervisor)
    - Know what you are going to do with the client and the order in which you plan to do it (can be detailed on LP or a separate agenda sheet)
  6. Pre-Clinical Experience Reflection Form
    - Print and complete so you can bring to your first session to share with your supervisor.

### **Checklist: Preparing for the First Session & Beyond**

Student Clinician: \_\_\_\_\_ Term: \_\_\_\_\_

#### **I. Task to be completed immediately after your initial conference:**

- Start the official rough draft of the IAP or ITP (full version) for your client.
  - For the ITP, refer to the handout, *Tips for Writing ITPs*. You may do this prior to your first session. Some supervisors are very particular about format; some may share this initially, others may have you try first and give you feedback afterwards.
  - For the IAP, see the example on Blackboard.
  - See the examples on Blackboard that are acceptable. You must use the most current CDC logo/letterhead format.
  - Communicate any questions to your direct clinical supervisor.
  - Turn in your first “rough draft” report to your supervisor using the “soft file.”
  - Expect revisions.

#### **II. Tasks to be completed at your first session:**

1. On the day of your session, set up and prepare your room as soon as you can get access to your assigned room (~15 minutes prior to your session).
2. Place a copy of your Lesson Plan outside of the treatment room a few minutes before you go to meet your client.
3. Make proper introductions upon meeting the client/family for the first time. Take a deep breath, try to relax and don't forget to SMILE ☺
4. Kindly ask the client/parent/caregiver to complete all of intake forms if he/she did not complete it prior to the first session; this may include the *All About Me* form or another questionnaire that asks similar information (remember to approve this form with your direct supervisor).
5. Remember and demonstrate what you learned during the presentation “How to Have a Great First Session.”
6. Collect Pre-therapy Data
  - For treatment only clients, follow procedures for baseline data collection; use a data collection form or an extra copy of the LP to collect baseline data on client's pre-determined objectives.

- For assessments, follow standardized procedures if it is a standardized assessment; use the assessment protocol form. Take notes or use the proper forms if it is an informal evaluation. Take information discreetly if possible.

### **III. Tasks to be completed after your first session:**

1. Write your progress notes (i.e., SOAP notes) as soon as possible. The longer you wait, the more difficult it is to remember details. Refer to your data sheet. See the recommended format and suggested guidelines on Blackboard.
2. Proofread your progress notes; you will have your paper returned immediately if there are several grammatical errors or other issues in the first section for obvious reasons. You must also be able to “analyze” your results/data to help you make clinical decisions about evaluation/treatment.
3. Turn in SOAP notes to your direct clinical supervisor by Friday at noon (unless otherwise instructed) using your client’s ivory-colored “soft file.” Include LP’s for the following week. If you are at Health Services (HS), you directly place the file in your supervisor’s mailbox. If you are at CEC, give the “soft” file to an employee at the front desk, they will place the folder in your supervisor’s mailbox behind the front desk.
4. Expect edits/corrections on your SOAP notes and LP’s- it’s all in the name of improving your clinical writing skills.
5. Initial and sign the appropriate intake forms after the parents/clients/caregivers return all of the paperwork you provided at the first session. There are places that you have to initial or sign as the student clinician. Finally, place forms in client’s permanent binder.