

**William B. Dean, M.D. Center for Language and Literacy
Development
East Texas Baptist University
MS-SLP Program
Clinic Manual**

Table of Contents

Introduction.....	4
I. Clinical Facilities.....	5
a. Main Office Clinic	
b. Clinic Rooms	
c. Student/Client Parking	
II. Clinical Expectations.....	6
a. Dress	
b. Attendance	
c. Confidentiality	
d. Professionalism	
e. Conflict Resolution and Grievances	
f. Ethics	
III. Clinical Procedures.....	10
a. Clinic Waiting Area	
b. Equipment and Materials (Infection Control Guidelines)	
c. Diagnostic Test Materials	
d. Observation/Video Recording Equipment	
IV. Clinical Practicum.....	15
a. Clinical Overview	
b. Pre-Clinical Requirements	
c. Clinical Structure	
d. Supervision Requirements	
e. Professional Expectations	
f. Client Assignment Guides	
g. Documentation Responsibilities	
h. Assessment and Treatment Responsibilities	
i. Safety and Risk Management	
j. Competency and Development	
k. Resources and Support	

l.	On-Campus Clinical Practicum Load	
m.	Off-Campus Clinical Practicum Load / Externships	
n.	Diagnostic Hours	
V.	Clinical Performance.....	25
a.	Role of the Student Clinician	
b.	Supervision Progression	
c.	Computing Clinic Clock Hours	
d.	Reporting Clinic Hours using CALIPSO	
e.	Clinician Performance Review	
f.	Clinical Supervisor Feedback Form	
	Important Links.....	31
	Signature Page.....	32
	Student Internship Agreement Page.....	33
	Student Externship Agreement Page.....	34

Introduction

This manual is designed to provide information that will help you understand how to perform your clinical duties while at East Texas Baptist University. Further, information is provided relative to the American Speech-Language-Hearing Association. It is important that you become familiar with the policies and procedures in the Clinic Manual.

At the end of this manual is a signed acknowledgement, as well as, a student checklist agreement, noting that you have read and understand all policies, procedures, and requirements associated with Clinical Education in the Speech-Language Pathology Graduate Program, to be submitted to the Clinic Director at the start of your clinical practicum experiences. It is your responsibility to contact your clinical faculty to clarify any questions you may have about any clinical procedures or responsibilities.

I. Clinical Facilities

A. Main Clinic Office

The main office is located at 100 North Bolivar Street on the 3rd floor. The William B. Dean, M.D. Center for Language and Literacy Development is open Monday through Friday with the following hours: Mondays, Tuesdays, Thursdays from 12:00pm-5:00pm; Wednesdays from 8:00am-10:00 am and 1:00pm-5:00pm; and Fridays from 8:00am-10:00 am. The clinic will house a student office assistant who will be responsible for all patient communication such as intake paperwork and scheduling. Contact the clinic at slpclinic@etbu.edu.

B. Clinic Rooms

Students are responsible for keeping all clinical rooms and the client waiting areas presentable, maintaining infection controls, and returning materials when finished using them. All clinic rooms will be maintained at the end of each session implementing an infection control cleaning protocol.

C. Student/Client/Guest Parking

When at the clinic, students will park on the north side of the Synergy Park building (faces the back parking lot of Synergy Park & E Austin St). Client/guest parking is available on the east side of the building, which faces both ETBU property parking lots (i.e., Marshall Grand & Synergy Park) & N Lafayette St.

II. Clinical Expectations

A. Dress

Students will be required to wear charcoal gray scrubs with a white embroidered department logo during clinic practicum. KK's embroidery, located in downtown Marshall on 204 E. Bowie Street, will assist you with this logo. All shirts worn underneath scrubs as well as jackets worn over scrubs must be either solid white, gray, or black in color. Appropriate footwear includes closed-toe shoes, including athletic footwear. Non-obtrusive piercings and jewelry that do not interfere with or inhibit performance of clinical services may be worn.

B. Attendance

Absences. If you are ill and scheduled for practicum, you must contact your clinical supervisor via text or phone message and call the Student Office Assistant who will contact the client/family to make arrangements. Cancellation of sessions will be determined on a case-by-case basis by your clinical supervisor. Excused absences must be kept to a minimum. Unexcused or excessive absences may lead to consequences impacting your grade and/or completion of your practicum.

Missed sessions. Any missed sessions due to client absences do not count against the clinician. Clinicians should work with their clinical supervisor to determine if make-up sessions will be offered. If your clinical supervisor is absent, you will be required to attend as long as the supervisor is able to arrange for someone else to supervise you. In accordance with the new 2027 ASHA Certification Standards, it states that "up to two (2) graduate student clinicians can actively participate in a session together and count the entire session for clock hours." If your client is absent, you are allowed, with your supervisor's approval, to participate in a fellow student clinician's therapy session. Your role within these dual sessions must be discussed and planned in the event of an absence.

Promptness. Professionalism dictates that you be on time for all sessions, arriving, at a minimum, 30 minutes early for the session for preparation time. Consistent tardiness may impact your grade and/or completion of practicum.

Inclement Weather/Campus Closure Policy. The clinic will follow any University weather-related delays or closures. Students will receive email and/or text notifications via Tiger Alert.

If ETBU is cancelled for weather-related reasons, most surrounding schools will be cancelled; however, if you are assigned to a non-school external clinical site, attendance is required if safe travel permits. In any event, a student should call the practicum site to confirm attendance or not.

C. Confidentiality

- All client information, including assessment results, treatment plans, progress notes, and personal details, must be kept strictly confidential and only shared with authorized individuals directly involved in the client's care.
- Students and supervisors at ETBU must comply with HIPAA regulations and institutional policies, ensuring that client records are stored securely (ClinicNote) and discussions about clients occur only in private, professional settings. In keeping with regulations, when submitting documentation to Canvas, it is imperative that you de-identify your clients. If documentation is not de-identified, your grade will be impacted.
- Written consent is required before sharing any client information with external parties, including family members not present during sessions, other healthcare providers, or educational personnel.
- Confidentiality extends beyond the clinical setting, meaning client cases should be kept from discussion in public spaces, social media, or casual conversations, even when names are not mentioned. Documentation for all clients should be conducted in a secure location where your work is visible to you alone. Secure locations include places such as the clinic and/or your dormitory room/apartment/home. Coffee shops, outside work locations, and any other public areas are NOT secure locations.
- Students may not discuss their clients with individuals outside of the client's professional team (with appropriate authorization) and/or post any client information on any social media outlet. Any questions regarding confidentiality must be discussed with the university instructor/supervisor as well as the site supervisor.

- Students may not video and/or audio record their client on their personal devices. If session recordings are needed, the clinic devices (iPad) can be utilized.
- Violations of confidentiality can result in serious professional, legal, and ethical consequences, including disciplinary action from academic programs, professional licensing boards, and potential legal liability.

D. Professionalism

As a graduate student clinician, you represent not only yourself but also your university program and the speech-language pathology profession. Professionalism encompasses the attitudes, behaviors, and standards that demonstrate your commitment to ethical practice and excellence in patient care. Your professional conduct directly impacts client outcomes, family trust, and the reputation of our clinical services. Professionalism extends beyond technical competence to include your personal presentation, interpersonal skills, and ethical decision-making.

Clients and families place their trust in you as a healthcare provider, and maintaining professional standards ensures that this trust is well-founded and that you provide the highest quality of care. Remember that professionalism is not just about following rules—it reflects your developing identity as a speech-language pathologist and your commitment to the individuals you serve. Every interaction is an opportunity to demonstrate the highest standards of our profession.

Key Areas Where Professionalism is Critical

- Appearance and dress code
- Punctuality and reliability
- Communication with clients and families
- Documentation and record keeping
- Interaction with clinical supervisors and staff
- Confidentiality and HIPAA compliance
- Technology and social media use
- Cultural sensitivity and inclusivity
- Ethical decision-making
- Emergency preparedness and safety

E. Conflict Resolution and Grievances

Concerns regarding case management and practicum in general should be directed first to your clinical supervisor. If you cannot resolve the concerns or problems that arise, you should then discuss the situation with your ETBU Clinical Director. If the matter still cannot be resolved, the Program Director may be enlisted to assist.

F. Ethics

Students are expected to understand and adhere to the ASHA Code of Ethics during their academic and professional career. <https://lisha.org/wp-content/uploads/2024/08/ASHA-Code-of-Ethics-2023.pdf>

III. Clinical Procedures

A. Clinic Waiting Area

The waiting area for speech-language pathology services is located in the lobby of the clinic. For the first initial visit, students should meet their clients on the first floor of the Synergy Park building to greet them and family members. The student should escort the family up to the 3rd floor clinic waiting area to check in. After this initial visit, students should meet their clients in the waiting room prior to each session/appointment. Conferences should not take place in the waiting area. If important information needs to be exchanged with clients or family members, it should be discussed in the privacy of the clinic rooms per privacy policy.

B. Equipment and Materials

The MS-SLP program invests significant resources in equipment and materials for the education of students and service delivery to clients. Part of learning clinical service delivery involves learning to use and manage equipment, keeping in mind that treatment space and equipment is generally utilized hour after hour by many students and instructors. Therefore, equipment must be returned to designated storage areas immediately after use, and treatment spaces must be cleaned and ready for the next client.

Students should utilize the following guidelines for responsibly managing equipment and materials:

- Learn to operate all equipment safely and according to guidelines. If a student is unsure how to operate equipment, they should seek assistance from the clinical supervisor or student office assistant.
- Follow guidelines regarding maintenance and calibration of equipment.
- Report any equipment malfunctions to the clinical supervisor immediately. It is important that malfunctioning equipment not be utilized in service delivery to clients.
- Return all equipment and materials to designated storage areas. Materials should be sorted and cleaned before returning.
- Notify the clinical supervisor or student office assistant if clinic supplies are low or empty so that they may be reordered promptly.

- Do not leave toys, electrical cords, or materials on the floor where they may be a fall hazard to others.
- Keep in mind safety when choosing materials for use with small children. Do not select materials with small parts that may be a choking hazard to a child under 3 years of age.

Students and instructors may make requests for additional materials or equipment to the Clinical Director. Every effort will be made to secure equipment or materials needed for client intervention. Students may make copies of reproducible worksheets or therapy materials on the copier in the work room. Laminating material, construction paper, markers, and other therapy supplies are available in the work area or resource room.

Infection Control Guidelines

The goals of an effective infection control procedure are:

- To provide as safe an environment as possible, based upon our current knowledge, for our patients, students, faculty, and staff.
- To comply with the most recent recommendations published by the American Speech Language-Hearing Association and the Centers for Disease Control.
- To provide a practical and effective infection control model which will be carried into practice by our students, faculty, and professional clinical staff.

To achieve these goals, the following guidelines are to be followed:

- The responsibility for completing effective sterilization and disinfection procedures rests with the students and faculty.
- Students and faculty will wash/disinfect their hands: a) immediately prior to the treatment of each patient, b) at any point during treatment when contact with contaminated items has been made, and c) at the conclusion of treatment.
- Students and faculty will wear properly fitting disposable gloves for intraoral examinations. Gloves are not to be reused after administration of any treatment procedure on a patient (a new pair of gloves is to be used for each patient treated). It is also important to remember that gloves do not serve as substitutes for careful handwashing. Hands should be thoroughly washed with

appropriate handwash preparation that is provided, both before gloving and after gloves are used in clinical areas.

- Items manufactured for single use only, such as tongue blades, oral probes, and drinking cups are not to be reused and are to be disposed of properly.
- All items used in the treatment session are to be disinfected prior to returning to the material storage area. Failure to comply with the above general considerations will result in appropriate disciplinary action.

Handwashing

According to the CDC, handwashing is one of the best ways to protect yourself and others.

- Handwashing is MANDATORY: When should you wash?
 - At the beginning and end of a treatment session.
 - When hands are obviously soiled.
 - After contact with the face, nose, hair, mask, glasses, excretions, etc.
 - Immediately after removing gloves.
 - Before and after eating.

Handwashing procedure

- Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- Scrub your hands for at least 20 seconds (hum “Happy Birthday” twice)
- Rinse your hands well under clean, running water.
- Dry your hands using a clean towel or air dry them.
- Use the paper towel to turn off the faucet, turn off the light switch, and/or open the door. Paper towel should then be properly disposed of.

Use of hand sanitizer

If soap and water are not readily available and hands are not visibly soiled, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. CAUTION: If more than a few mouthfuls of alcohol-based sanitizer is swallowed, alcohol poisoning is possible.

Keep out of reach of children and supervise their use. 1. Apply the gel product to the palm of one hand (read the label to learn the correct amount). 2. Rub your hands together. 3. Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

Use of Gloves

- All personnel working with the oral or nasal cavities must wear properly fitting disposable gloves during all treatment procedures. Disposable gloves are only to be applied immediately prior to actual examination or treatment.
- Clinicians must remove and discard gloves if it is necessary to leave the environment or if any contaminated surface is touched. IT IS FORBIDDEN TO WEAR SALIVA OR BLOOD CONTAMINATED GLOVES WHILE WALKING THROUGH THE HALLWAYS OR IN CLINICAL AREAS.
- Do not touch phones, doors, cabinets or charts with saliva or blood contaminated gloves.
- Upon completion of patient treatment and following environmental decontamination procedures, gloves are to be removed and discarded.
- To remove gloves, grab one glove at the wrist and peel off from wrist to fingertips. While holding removed glove in the remaining gloved hand, use bare hand to remove second glove, wrist to fingertip. All flat surfaces and materials must be disinfected before vacating the room.

C. Diagnostic Test Materials

1. Unless you have explicit permission from a supervisor, student clinicians are not permitted to take diagnostic tests home. If a student has permission to remove a test from the clinic, the test must be checked out after 5:00PM and returned by 8:00AM the following day. Make sure this is indicated when you check out the test. Follow the appropriate procedure for checking out tests.
2. When practicing test administration, DO NOT use original test protocols; these are expensive. Students may make photocopies for practice only. Only ONE original test protocol should be used per assessment given.
3. After you finish scoring the test and the report is finalized, you will turn the completed original test protocol into the student office assistant to be scanned into ClinicNote. This protocol must be completely filled out with the client's identifying information, chronological age, all

composite scores, and all subtest scores. This should be done in ink so as to be permanent. No competed protocols should leave the clinic.

4. Clinic protocols may not be used at off-site placements.

5. If we are down to the last 5 protocols in the drawer, please notify the student office assistant to replenish as soon as possible. You may email slpclinic@etbu.edu.

D. Observation/Video Recording Equipment

All treatment rooms of the clinic are equipped with video recording equipment that may be utilized for clinical supervision activities and/or family/caregiver education. Clinical instructors may observe sessions from their computer or they may choose to observe in the treatment room where they can provide direct assistance or modeling to the student clinician. Instructors may sometimes invite the family/caregiver to observe sessions with them so that they can explain intervention techniques to the family/caregiver while the student clinician works with the client. Clinical instructors may also request that student clinicians review a recorded session for analysis, and they will provide student access to view recorded sessions. Students are not permitted to download or save sessions to their personal flash drives or computers.

IV. Clinical Practicum

As you begin your clinical practicum at ETBU, we will move you through a progression of phases that prepares you for your role as a Speech-Language Pathologist. These phases will include: clinical overview, pre-clinical requirements, clinical structure, supervision requirements, professional expectations, client assignment guidelines, documentation, assessment and treatment responsibilities, safety and risk management, competency development, resources and support, evaluation processes, and externship preparation.

A. Clinical Overview

- Per the New 2027ASHA certification requirements, it states that a “minimum of 400 clock hours of supervised clinical practicum is required with at least 325 of the required 400 clock hours completed while enrolled in graduate study in a CAA-accredited speech-language pathology program.” The new requirements go on to say that the 25 undergraduate guided clinical observation hours are now optional. However, TDLR continues to require 25 observation hours, therefore, ETBU will also continue this requirement. The requirements stating up to 125 hours may be completed via telepractice and up to 75 hours may be obtained through clinical simulations remain the same.
- Experiences must span pediatric and adult populations across 9 ASHA areas that impact communication and swallowing (“The Big 9”)
- Progressive responsibility from observation to independent practice

B. Pre-Clinical Requirements

- Complete required coursework, as well as required, 25 hours of guided clinical observation, under supervision of a licensed Speech-Language Pathologist. During graduate orientation, the submission of these observation hours will be completed in Calipso. Documentation of these hours with a supervisor's signature must be provided.
- Submit immunizations/health clearances, background check, and liability insurance
- Attend mandatory orientation sessions
- Sign ASHA Code of Ethics and confidentiality agreements
- Complete HIPAA and safety training modules
- Complete Blood Borne Pathogen (OSHA) training

- Complete Basic Life Support (BLS)/Cardiopulmonary Resuscitation (CPR) training

C. Clinical Structure

1. Fall Year One Semester – ETBU Clinic

A. Clinical Practicum I: This class will include mandatory, in-person weekly clinical meetings where clinical instructors will debrief the week's sessions, discuss relevant articles, brainstorm and problem-solve challenges, and plan for the following week. Questions and/or concerns regarding clinic operations, regulations or procedures, and specific clients are welcomed. Your grade for this class will be taken from assignments and Calipso evaluations (midterm and final) noted in the syllabus. Refer to your Practicum I syllabus for details. In addition to this class, each student will be assigned a minimum of 4 clients for the Fall semester. Documentation for each client will be reviewed weekly by your clinical supervisor. Failure to meet weekly timelines for this documentation could result in a one letter grade deduction.

2. Spring Year One Semester – ETBU Clinic

A. Clinical Practicum II: This class will include mandatory, in-person weekly clinical meetings where clinical instructors will debrief the week's sessions, discuss relevant articles, brainstorm and problem-solve challenges, and plan for the following week. Questions and/or concerns regarding clinic operations, regulations or procedures, and specific clients are welcomed. Your grade for this class will be taken from assignments and Calipso evaluations (midterm and final) noted in the syllabus. Refer to your Practicum II syllabus for details. In addition to this class, each student will be assigned a minimum of 6 clients for the Spring semester. Documentation for each client will be reviewed weekly by your clinical supervisor. Failure to meet weekly timelines for this documentation could result in a one letter grade deduction.

3. Summer Term One Semester – ETBU Summer Camps
 - A. **Clinical Practicum III:** A portion of this class will meet via Zoom during the Summer Flex I term. All **in-person** summer camp preparations, as well as participation in the camp, are part of this class. In addition, there will be scheduled Zoom meetings and homework assignments to encapsulate your overall grade. Please refer to our Zoom policy within the student handbook.
4. Summer Term Two Semester – No Clinic
5. Fall Year Two Semester – Part-time externship
 - A. **Clinical Practicum IV:** This class does not meet. Here, you will begin your off-site, part-time externship experience. It is REQUIRED that you attend this part-time experience in its entirety obtaining a minimum of 12-16 hours of direct contact weekly. Your grade for this class will be taken from a combination of assignments and Calipso evaluations (midterm and final) noted in the syllabus. Refer to your Practicum IV syllabus for details.
6. Spring Year Two Semester – Full-time externship
 - A. **Clinical Practicum V:** This class does not meet. Here, you will begin your off-site, full-time externship experience. It is REQUIRED that you attend this full-time experience in its entirety obtaining a minimum of 35-40 hours of direct contact weekly. Your grade for this class will be taken from a combination of assignments and Calipso evaluations (midterm and final) noted in the syllabus. Refer to your Practicum V syllabus for details.

Clinical placements, for both part-time and full-time externships, will be based on current clinical affiliation agreements, the clinical needs of the student, and the site's availability and interests. Your clinic director will place you in your externship location. You could be expected to drive up to 45 minutes to your externship site. *Your outside work schedule must be decided AFTER your school responsibilities. These responsibilities include schedules for class and clinic clients.*

D. Supervision Requirements

- Weekly group supervision meetings; individual meetings as needed
- Required Direct observation of a minimum of 25% of clinical hours
- Higher supervision percentage for beginning students (50-75%)
- Written feedback and competency evaluations completed regularly
- Remediation plans developed when performance concerns arise

E. Professional Expectations

- Develop strong communication, analytical, and critical thinking skills
- Effectively assess, diagnose, and treat diverse communication disorders
- Demonstrate compassion, empathy, and a commitment to upholding ethical standards

F. Client Assignment Guidelines

- Based on coursework completion, experience, and skill level, students will be assigned individual clients often starting with less complex cases first.

G. Documentation Responsibilities

- Collect and analyze objective data on client progress
- Write comprehensive assessment plans and treatment plans (Canvas)
- Complete and submit documentation including evaluation reports, SOAP notes, progress reports, and discharge summaries (ClinicNote)

H. Assessment and Treatment Responsibilities

Involves reviewing client records, developing diagnostic plans, administering and interpreting assessments for various communication disorders, and interviewing clients or family members. Treatment goals will be established and carried out, daily session notes will be generated, and reports will be written all under the direct supervision of a licensed and certified Speech-Language Pathologist.

I. Safety and Risk Management

Involves proactively identifying potential hazards, assessing their likelihood and impact, and implementing strategies to minimize or eliminate risks to patients, staff, and the environment. Within the clinic, Incident Reporting is crucial for maintaining a safe and ethical environment for both our clients and graduate student clinicians. Discuss the appropriate steps and procedures, if a report is deemed necessary, with your clinical director and/or program director.

J. Competency Development

Involves the continual process of the refinement of both clinical and professional skills through practical experience and mentorship crucial for providing effective care and navigating the diverse challenges within our field.

K. Resources and Support

Encompasses resources such as faculty mentorship, clinical practicum opportunities, and membership in professional organizations like the National Student Speech Language Hearing Association (NSSLHA).

L. On-Campus Clinical Practicum Load

The clinic load is a coordination of needs and requirements of clients, student clinicians, and clinical supervisors. Flexibility is important. For the student's first and second semester, a typical assignment is a minimum of 3-5 contact hours a week. Students should expect to accrue a minimum of 40 clock hours each semester in their first year.

Clinic begins week 2 and continues through the next-to-last week of classes. During the last week of classes, students will participate in wrap-up procedures as planned by the clinical supervisor, which may include writing progress reports, holding client/family conferences, completing CALIPSO entries, updating ClinicNote (electronic health records platform), returning materials, and any other tasks deemed necessary. Students will complete a Clinician Checklist to check-out with their clinical director each semester.

M. Off-Campus Clinical Practicum Load

Off-campus assignments generally occur in the last two semesters of the graduate program.

- Fall Semester Year 2- Part-Time Externship:
 - Off-site location
 - 2-3 days per week with a minimum of 12-16 hours of direct contact each week
- Spring Semester Year 2-Full-Time Externship:
 - Off-site location (can be in another state)
 - Last semester of your SLP program
 - 5 days a week with a minimum of 35-40 hours of direct contact each week
 - Must participate in this placement for the entirety of the semester

For the Clinical Externship enrollment (SPLP 5651), students will have local and/or regional site options to choose from. However, students are encouraged to seek external clinical sites close to home or a location of their choosing (may be out of state). The student will need to contact the site they are requesting, confirm that the site is interested in providing an external practicum experience, and identify a certified speech-language pathologist who is willing to mentor them. The student should obtain a contact name and number so that the University Clinic Director and/or Program Director can speak with the site, provide an External Practicum Site Application/Affiliation Agreement, and if needed, conduct a verbal site review.

Students must submit a written request for an external site that is not already approved by the University **no later than the end of their first semester of study** (Fall Year One). The student's written request must contain the following information:

1. Proposed site name and location;
2. Proposed External Practicum Site Coordinator and/or Mentor's name and ASHA certification number;
3. The type of experience that the student is seeking and whether the site currently provides or has provided external practicum experiences for other graduate students;
4. Estimated number of clinical hours that can be accrued in this setting;

The clinical externship will be a full-time clinical experience. Some sites may require 5 days per week on site. Clinical activities can include non-patient contact responsibilities. Non-patient responsibilities may include administrative activities, in-service teaching, or other service-related duties. Students are placed at sites that have been vetted by the Program Director and Clinical Director to ensure a high-quality clinical experience. Students will be placed in off-campus practicum experiences that prepare them for entry level practice in the professions.

As a graduate student at ETBU, the role of your externships will be to give you real-world clinical experience in a variety of professional placements spanning diverse settings, including schools, hospitals, medical centers, skilled nursing facilities, and home health agencies in Marshall and surrounding areas (e.g., Tyler, Longview, Mount Pleasant,). External site information, policies, expectations, etc. will be communicated prior to external placements.

Practicum assignments are based on clinical affiliation agreements, the student's clinical needs, as well as the site's availability. Clinical sites **ARE NOT** guaranteed. Your off-site placement **MAY NOT** be the same as your current work location. It is imperative that students participate in varied practicum experiences to satisfy ASHA requirements. Students are expected to accept their confirmed clinical externships. Students should understand that a deferment or refusal of an assigned clinical externship placement may likely prolong his/her educational program and delay graduation.

Note that external practicum participation may not always correspond exactly to the university calendar for classes. Specifically, participation may be required before and/or after university classes start or end or may be required when university classes are not in session (e.g., Fall Break; Spring Break). External practicum sites have different holiday policies, and adjustments may be needed to ensure that students participate in a full 14-16 weeks of activities to earn appropriate contact hours toward certification. Please take note of specific start and end dates when you enroll and are assigned to your external practicum placements. Likewise, external practicum coordinators will provide additional specifics during orientation. Students should contact their external practicum coordinators with any questions regarding specific dates they should be at their external practicum site.

As you begin the externship process, you should anticipate the following:

- Learning the application process for off-campus placements
- Fulfilling site-specific orientation and training requirements
- Integrating ETBU and site supervisor expectations
- Tracking of all clinical hours using CALIPSO, with supervisor verification

Students should plan on starting their off-campus assignment on or before the first day that ETBU classes begin, based on agreement with ETBU and the offsite supervisor. Students should keep in mind:

1. The days/times you will be attending the offsite placement will be provided by the Clinical Director in conjunction with the off-campus placement coordinator and/or supervisor.
2. The offsite supervisor determines what clinical activities students will do and what types of clients.
3. The offsite supervisor will (1) determine the kinds of lesson plans and logs the student will maintain, (2) provide ongoing supervision and evaluation, (3) hold student evaluation sessions, and (4) determine student's clinic grade for the offsite placement.
4. Students should comply with all policies and procedures of the off-campus clinical site, and attendance is MANDATORY! Your outside work schedule MAY NOT trump your off-site placement schedule.
5. If a student clinician has questions, they should first be directed to the offsite supervisor. If a student has irresolvable issues with the offsite placement or supervisor, they should consult with the Clinic Director.

Your externship should serve as the bridge between your academic learning at ETBU and professional practice, where you receive continuous mentorship and feedback regarding your clinical skills. At the end of your externship, you will be able to demonstrate independent competency prior to entering the workforce. Students will take the Praxis® Test of Speech-Language Pathology during their final semester.

N. Diagnostic Hours

A specific number of hours is not specified for diagnostic experiences. The MS-SLP program requires all students to accrue diagnostic hours of “sufficient breadth and depth” to demonstrate assessment and evaluation procedures. This experience is part of clinical practicum courses. In addition, students are offered a didactic course on diagnostics.

Explanation of specific notes/forms is listed below:

Evaluation Planning Form

Guides systematic assessment planning by identifying specific areas to evaluate, appropriate test instruments, and evaluation procedures based on referral concerns and case history. Ensure comprehensive and efficient evaluation while maintaining clinical focus and time management.

Evaluation Report Form

Documents comprehensive assessment of findings, diagnostic impressions, and clinical recommendations following evaluation. Provides a standardized format for reporting test results, observations, severity ratings, functional impact, and evidence-based treatment recommendations for insurance and referral purposes.

Treatment Planning Form

Establishes measurable goals, objectives, and intervention strategies based on evaluation findings. Documents treatment frequency, duration, methodology, and outcome measures while ensuring goals align with client needs, evidence-based practice, and insurance requirements for service authorization.

SOAP Note (Session Note)

Records individual treatment session details using Subjective, Objective, Assessment, and Plan format. Documents client performance, clinician observations, progress toward goals, and modifications to treatment approach while maintaining consistent session-to-session clinical documentation.

Progress Report Form

Summarizes client advancement toward established goals over specified time periods for insurance reauthorization and stakeholder communication. Quantifies progress using objective data, updates treatment plans as needed, and justifies continued service necessity with measurable outcomes.

Discharge Summary Form

Documents treatment outcomes, final status, and service termination rationale when clinical services conclude. Provides recommendations for ongoing care, home programming, or follow-up services while summarizing overall treatment effectiveness and client functional communication status.

V. Clinical Performance

New graduate students should understand the importance of balancing coursework with hands-on client interactions in diverse settings. A transition from memorization to application, using analytical and critical thinking skills, is the goal of becoming a competent, knowledgeable clinician.

A. Role of the Student Clinician

The student clinician serves as the primary service provider under direct supervision, conducting assessments, implementing treatment plans, and documenting client progress while developing clinical skills and professional competencies.

They are responsible for preparing session materials, maintaining accurate records, and collaborating with supervisors to ensure evidence-based practice and appropriate clinical decision-making.

Throughout the practicum, the student clinician must demonstrate growing independence in clinical reasoning, ethical practice, and professional communication while meeting certification requirements and program standards.

Student clinician clock hours must be calculated and submitted weekly and approved by their clinical supervisors each month in CALIPSO. If these hours are not submitted weekly by Friday afternoon, you could receive an overall one letter grade deduction. Refer to the Student Internship/Externship Agreement at the end of the Clinic Manual for additional information.

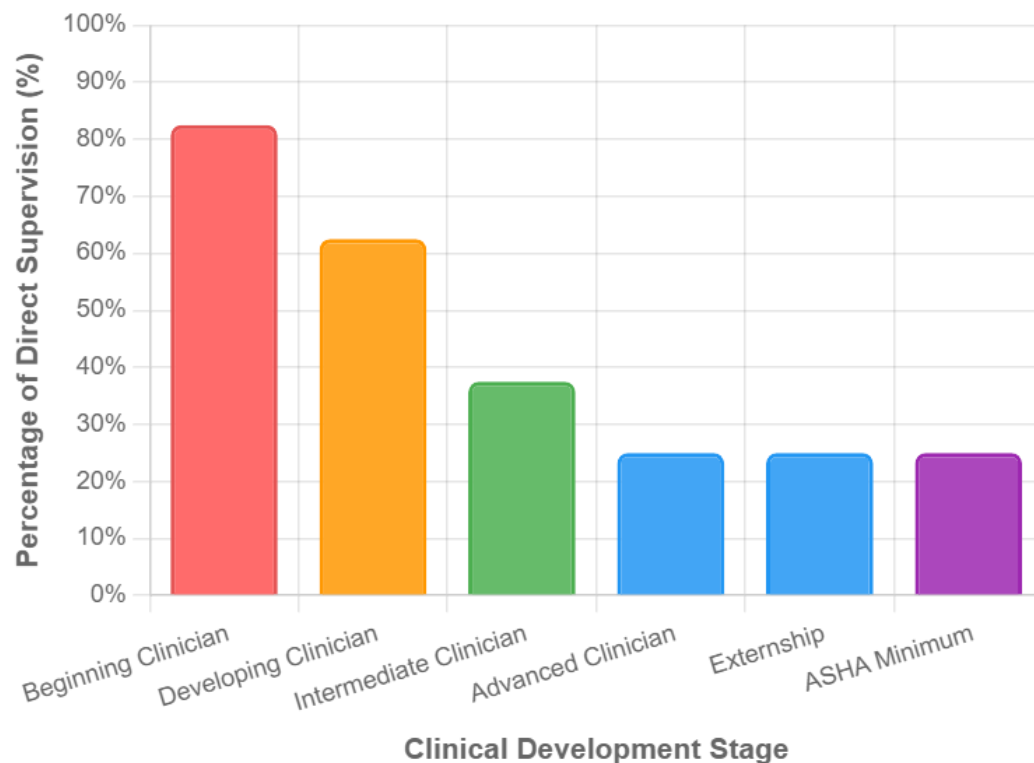
Student clinicians will be given opportunities for refinement of their skills through guidance, support, feedback, and other methods of continued growth. We desire that students gain confidence in their clinical decision-making abilities and develop the critical thinking skills necessary to independently assess, treat, and advocate for clients across diverse populations and settings.

Furthermore, we desire to cultivate a strong professional identity grounded in Christ and His love for all mankind. It is the prayer of all educators at ETBU that all students will develop the foundation for lifelong learning and excellence in speech-language pathology.

B. Supervision Progression

1. **Beginning:** 75-90% (intensive guidance)
2. **Developing:** 50-75% (building independence)
3. **Intermediate:** 25-50% (increased autonomy)
4. **Advanced/Externship:** 25% (ASHA minimum standard)

Recommended Supervision Percentages by Clinical Stage



C. Computing Clinic Clock Hours

Clinicians may define countable time to be reported for ASHA certification as any time spent when a student is engaged in a clinical speech-language pathology task and is supervised by a professional in speech-language pathology.

Expectations and inclusions of these activities include:

- According to the New 2027 ASHA Certification Standards, students may report time spent in both direct and indirect contact with clients. As stated, “At the discretion of the graduate program, the applicant may include up to 50 clock hours of non-clinical care management (e.g. note writing, report, writing, test scoring with interpretation, chart reviews, interprofessional care conferences, programming augmentative and alternative communication [AAC] devices) without the individual receiving services or the care partner(s) present.” **ETBU requires that these “non-clinical care” areas such as documentation be performed here in the clinic and under the supervision of a licensed speech-language pathologist.** “Non-clinical care” documentation will be determined by your clinical supervisor.
- Prevention hours may be reported if the clinician is providing information or participating in activities that are directly related to prevention of communication disorders (e.g., education on noise exposure, alcohol-related birth defects).
- Evaluation hours may be reported for time spent assessing and diagnosing communication disorders, prior to initiation of an intervention program. Hours may also be reported for informal testing, re-evaluation, and non-standardized tests.
- Treatment or evaluation time may be counted for time spent in professional meetings and/or individual education (IEP) meetings only if the family or client is present. This excludes time spent meeting with clinical instructors.
- Observation hours may only be reported as observation and count towards the 25 required hours. These hours may also be reported in the KASA competencies.
- Clinical clock hours with clients who present with more than one communication disorder should distribute the time spent working on each disorder accordingly.

D. Reporting Clinic Hours Using CALIPSO

Throughout your clinic experience, students will be tracking all hours using the electronic program: Clinical Assessment of Learning, Inventory of Performance, and Streamlined-Office Operations (CALIPSO). Students should submit their clinical clock hours via CALIPSO, and clinical instructors will approve these hours prior to the end of each semester. All clock hours must be submitted and approved, along with a clinical evaluation, **BEFORE** a final grade will be entered into the student CALIPSO system.

Students may also use a hard copy to keep track of their hours throughout the semester using the student clock hour worksheet. If you have any questions or concerns regarding CALIPSO, please ask your clinical instructor, or the general CALIPSO website resources can be found at: <http://www.calipsoclient.com/>. All clinic hours obtained at assigned external placements should be logged into and verified via CALIPSO as well.

E. Clinician Performance Review

Each student's clinical skills are evaluated at midterm and at the end of the semester by their clinical supervisor in CALIPSO. The supervisor will grade all applicable clinical skills across the appropriate ASHA areas for services rendered. You will be graded on a variety of competencies as well as your personal qualities such as professionalism and punctuality. Refer to the Student Internship/Externship Agreement at the end of the Clinic Manual for additional information. Using the performance rating scale in CALIPSO of 1-5 (see below) numbers will be assigned.

Performance Rating Scale (CALIPSO)

- 1.00 **Early Emerging** The clinical skill/behavior is early emerging and not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor/clinical educator must model behavior and implement the skill required for the client to receive optimal care. Supervisor/clinical educator provides numerous instructions and frequent modeling. Critical thinking/problem solving is early emerging. Student primarily observes and states facts. (Skill is present <25% of the time).
- 2.00 **Emerging** Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor/clinical educator input. Supervisor/clinical educator frequently provides instruction and support for all aspects of case management and services. Critical thinking/problem solving is emerging. The student is beginning to identify problems. (Skill is present 26-50% of the time).
- 3.00 **Developing** Skill is present and needs further development. Student is aware of the need to modify behavior, but does not make changes independently. Supervisor/clinical educator provides ongoing monitoring and feedback; focusing on increasing student's critical thinking on how/when to improve skill. Critical thinking/problem solving is developing. The student is identifying and analyzing problems and is beginning to reach conclusions. (Skill is present 51-75% of the time).
- 4.00 **Refining** Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in the session, and can self-evaluate. Supervisor/clinical educator acts as a collaborator to plan and suggest possible alternatives. Critical thinking/problem solving is refining. The student analyzes problems and more consistently reaches appropriate conclusions. (Skill is present 76-90% of the time).
- 5.00 **Consistent** Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Supervisor/clinical educator serves as consultant in areas where the student has less experience. The supervisor provides guidance on ideas initiated by the student. Critical thinking/problem solving is independent. The student identifies and analyzes problems, reaches appropriate conclusions and adequately communicates to others. (Skill is present >90% of the time).

From the average of all numerical ratings, the clinical supervisor will assign a grade based on the grading rubric and performance evaluation. The student and supervisor will meet to discuss clinical skills at both midterm and final evaluations/conferences.

Graduated Grading Rubric (CALIPSO)

Clinical Competency Score = 3.00

Level 1				
SPLP 5351		Clinical Practicum I		
SPLP 5352		Clinical Practicum II		
A	=	3.55	to	5.00
B	=	3.00	to	3.54
C	=	2.70	to	2.99
D	=	2.55	to	2.69
F	=	0.00	to	2.54

Level 2				
SPLP 5353		Clinical Practicum III		
SPLP 5354		Clinical Practicum IV		
SPLP 5651		Clinical Externship		
A	=	4.00	to	5.00
B	=	3.25	to	3.99
C	=	3.00	to	3.24
D	=	2.75	to	2.99
F	=	0.00	to	2.74

Satisfactory/Action Plan:				
Sim		Simulation/SimuCase		
OCE		Other Clinical Experiences		
Satisfactory	=	3.00	to	5.00
Unsatisfactory	=	1.00	to	2.99

Any deviations from clinical practicum/externship rotations or issues with successful completion of practicum experiences will be handled case-by-case by the Clinical Director and Program Director

F. Clinical Supervisor Feedback Form

At the completion of each semester, students are **required** to complete a feedback form about their clinical education experience. This form is located in CALIPSO. The completion of this form will be a portion of your final class grade. Failure to complete this form will negatively impact your grade. Feedback should have positive information as well as constructive feedback. Regardless of feelings about the clinical site or placement, students should keep their comments restricted to the clinical education experience.

Important Links for Reference

American Speech-Language-Hearing Association (ASHA) Information Links

Issues in Ethics and Confidentiality: <https://www.asha.org/Practice/ethics/Confidentiality/>

ASHA 2020 Standards: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

ASHA 2027 Standards: <https://www.asha.org/certification/2027-slp-certification-standards/>

ASHA Code of Ethics: <https://www.asha.org/Code-of-Ethics/>

ASHA Scope of Practice: <https://www.asha.org/policy/SP2016-00343/>

ASHA Issues in Ethics: Ethical Use of Social Media:

<https://www.asha.org/practice/ethics/ethical-use-of-social-media/>

Texas License Information

Link for Texas Speech-Language Pathologists and Audiologists: <https://www.tdlr.texas.gov/slpa/>

Clinic Manual Signature Page

I have fully read, understand, and agree to the terms and conditions outlined in the Clinic Manual.

Graduate Student Printed Name

Graduate Student Signature

Date

Please print a hard copy of this page, sign, and return it to the Clinic Director.

Student Internship Agreement

1. Students must be available at clinic on their assigned clinical practicum day(s) for the duration of the scheduled clinic hours. _____
2. Treatment Plans are due as assigned by your clinical supervisor. _____
3. Evaluations, Progress Reports, and Discharge Summaries rough drafts are due as assigned by your clinical supervisor. _____
4. SOAP notes are to be written by the end of each clinic day or as assigned by your clinical supervisor. Check with your clinical supervisor regarding submissions for approval requirements. _____
5. Corrected drafts of ALL reports are due to your clinical instructor the next day. _____
6. Departmental/site dress code requirements must be followed. _____
7. Absences are highly discouraged. Family trips, weddings, etc., should be scheduled on weekends, holidays, or during semester breaks so as not to interfere with academic or clinical education. _____
8. You are expected to attend clinic on the days you are scheduled. If for any reason you are unable to attend clinic on your assigned days, you must contact your clinical supervisor and the clinical director by phone as soon as you are aware of your inability to attend. An excused absence from clinic due to illness requires a note from your physician/medical provider. _____
9. If the clinic site is open, you are expected to be there. You will be notified of any delays, closures, or other changes due to inclement weather via clinical director. You will need to monitor the weather, maintain contact with your clinical supervisor, and plan accordingly. _____
10. ALL assigned clinical documentation must be completed before semester grades can be posted. _____
11. If clinical and/or professional skills are found to be in need of remediation, a plan will be developed with guidelines for required performance. Lack of adequate progress in the action plan may result in repeating a clinical semester or dismissal from clinical practicum. _____
12. Completed clinical practicum hours are to be submitted daily or as assigned by your clinical supervisor. Failure to enter hours as required will result in a forfeit of those hours. _____
13. Students should be aware that all recorded sessions and documentation related to clinic practicum may be used by instructors for teaching purposes. _____

I have read and understand and agree to follow the general guidelines for SPLP 5351/5352.

Student/Date

Clinical Supervisor/Date

Student Externship Agreement

1. ETBU Program externship practicum may only be completed at the sites with which the Program has a formal affiliation agreement. _____
2. SPLP 5354 and 5355 courses and externships are full semester requirements. _____
3. Absences in general are not recommended and may result in an “incomplete” grade for the semester requiring an additional semester of clinical practicum. _____
4. Requests for planned absences from an externship must be submitted to the clinical director in writing prior to the beginning of your externship and approved by your extern clinical supervisor. _____
5. Off-site dress code requirements must be followed. _____
6. The “400 hours” of clinical practicum is a **minimum~not a maximum**. _____
7. The midterm performance evaluation is due in Calipso by the date designated in the course syllabus. _____
8. Clinical review meetings with clinic director are to be scheduled by the student clinician during the last weeks of the semester. Final performance evaluations from externship clinical supervisors are prior to your scheduled clinic review. _____
9. Completed clinical practicum hours must be entered routinely and approved by the clinical supervisor every two weeks. Failure to enter and gain approval for hours by this schedule will result in a forfeit of those hours. _____
10. Required training and documentation from off-site placement must be completed prior to starting an externship semester. _____
11. Required clinical documents are due completed to the clinical director by the date assigned in the course syllabus. _____

I have read and understand and agree to follow the general guidelines for SPLP 5354/5651.

Student

Clinical Supervisor

Date/Semester

Date/Semester

