CDS 609

MEDICAL EXTERNSHIP HANDBOOK FOR STUDENTS & SUPERVISING SPEECH-LANGUAGE PATHOLOGISTS

Contact Information for UO Externship Coordinator:

Susan Boettcher
Phone: (541) 346-2643
E-Mail: susanb@uoregon.edu

Fax: (541) 346-6772
INTRODUCTION

This handbook is intended for students enrolled in CDS 609 Medical Externship, supervising speech-language pathologists (SLP), and University of Oregon clinical staff. It provides information on the program’s philosophy and goals, student competencies, policies and procedures related to the practicum experience, and evaluation and grading procedures. We hope that this handbook will serve to clarify expectations of the student as well as the supervising school speech-language pathologist during the medical externship. This handbook is not intended to limit experiences but rather to serve as a guideline for both the student and supervising SLP.
STUDENTS - PLEASE NOTE that you are responsible for reading the entire handbook so you are aware of both supervising SLP and University of Oregon expectations and responsibilities.

Supervising Speech-Language Pathologist - Appreciation

We appreciate your willingness to have a university student work with you this year. Off-campus practicum is a vital component of our training program. We couldn't adequately prepare our students without support from field-based supervisors. We are confident that this will be a positive learning experience for our students, and we hope that each student will contribute to your professional growth.

InfoCDS

Medical Externship dates and important forms are available on infoCDS. InfoCDS is an internal website that provides a forum for CDS students, faculty, supervisors, and staff to share information and ideas. It includes policies and procedures, intervention protocols, clinic forms, and resources as they relate to the preparation and training of graduate students in Communication Disorders and Sciences. All off-campus supervisors receive access as subscribers during the year they supervise a CDS student.

PROGRAM GOALS

The University of Oregon Communication Disorders and Sciences Program is a two-year program with academic courses and on- and off-campus practica during the first five terms and a full-time medical externship and a full-time school externship during terms six and seven. By the time students begin their externships, they will have completed their academic courses and typically have had a minimum of 175 contact hours with clients.

The primary goal of the off-campus medical externship is for students to integrate and apply knowledge from academic and clinical training and to develop clinical skills and competencies under the supervision of an ASHA certified speech-language pathologist in order to prepare them for their Clinical Fellowship Year and to become skilled providers of clinical services in the field of speech-language pathology.

Objectives for Medical Externship

As part of the medical externship the student will:

1. Follow assessment protocol as appropriate for patients/clients and settings and perform clinical evaluations and bedside evaluations as appropriate for setting and in consultation with supervisor.
2. Participate in instrumental assessments (e.g., Modified Barium Swallow Studies) if used in and as appropriate for setting.
3. Provide treatment to patients/clients on supervisor’s caseload in consultation with supervisor.
4. Utilize information from chart review and assessment results to write treatment plans (plan of care) in consultation with supervisor.

5. Write reports (daily notes, assessment report, progress report, discharge report) using format and terminology required by the setting.

6. Make appropriate referrals to other disciplines in consultation with supervisor.

7. Summarize and verbally report patient’s history, assessment results, goals, progress, and recommendations in meetings with other professionals and family (e.g., in medical rounds, discharge meetings, care plan conferences) using language appropriate for the persons involved.

8. Modify interactions with patients/clients and families as necessary based on their specific cultural needs and values (including, but not limited to race, ethnicity, dialect, sexual orientation, disability, age, socioeconomic status).

9. Practice and demonstrate professionalism at all times in terms of receptivity and responsiveness to feedback, timeliness, and appearance.

Evidence-Based Practice

As all practicing SLPs are aware, evidence-based practice (EBP) is the standard in our field. Evidence-based practice requires SLPs to integrate the best research with clinical expertise and patient values (http://www.asha.org/members/ebp/). It is the intention of the Communication Disorders and Sciences program at the University of Oregon to train students in the use of EBP.

All students have been taught to use CHARTR (Charting Rational Treatment) clinical decision-making system. It was developed at the University of Oregon as an explicit method to improve the training of our graduate student clinicians. CHARTR has aided our training by making the clinical process concrete and improving the consistency of supervisor feedback. CHARTR has two main components: flowcharts and worksheets. The flowcharts take a student through each step of an assessment or treatment plan and integrate EBP. The worksheet walks students through specific parts of the decision-making process.

CHARTR was developed as an internal training tool for student clinicians to use while being supervised by UO supervisors. It is not an expectation that community professionals follow this system as they continue the training of our students. The only expectation is that everyone is aware of the existence of this system and that it may serve to guide SLPs in their supervision. To that end, the flowcharts and worksheets are available through the following links:

- CHARTR Assessment Flowchart
- CHARTR – Treatment Flowchart
- CHARTR Worksheet – rev 9-10-13

We appreciate your assistance in the training of EBP. As the student comes to you, our hope is that the supervising SLP will primarily provide the clinical expertise component of EBP. The other two parts, research and client values, should come for the most part from the graduate student clinician and client respectively.
PROGRAM POLICIES

Supervising SLP Credentials

All cooperating SLPs must verify they hold the current Certificate of Clinical Competence (CCC) from ASHA. The CDS program keeps a record of the supervisor’s name, background, and ASHA certification number as required by the Council on Academic Accreditation (CAA). Please complete the short VITA form during the first week of the externship and return via fax or e-mail to Lindsay Elliott (fax: 541-346-6772; e-mail: lelliott@uoregon.edu). We ask that students assist as appropriate. The form is available on infoCDS on the Medical Externship page.

ASHA Supervision Requirements

Standard V-E of the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology notes the following requirements for supervision:

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor’s client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The 25% supervision standard is a minimum requirement and should be adjusted upward whenever the student's level of knowledge, skills, and experience warrants.

Medicare Supervision Requirements

Please, refer to the ASHA website for information on Medicare rules regarding supervision of students under Part A and Part B. Note the restrictive rule under Part B (this does not affect students in hospitals, inpatient rehabilitation or SNFs), stating that the supervising practitioner needs to be “present and in the room for the entire session … and guiding the student in service delivery” (Medicare Benefit Policy Manual, Chapter 15, Section 230.B.1)

Student Requirements

Students are responsible for carrying out all tasks required by the supervising SLP. This might include researching additional information on a specific disorder, trying different evaluation or treatment strategies, completing paperwork by due dates, attending staffings, observing other professionals, etc. Students may have limited experience with certain
disorders (e.g., dysphagia), so a period of observation prior to direct contact may be necessary based on the supervisor’s evaluation of the student’s abilities. Students are responsible for keeping track of the clinical clock hours.

**Insurance, Criminal Background Check, Immunizations, CPR**


Requirements include:

**Immunizations:** Hepatitis B (Hep B), Measles, mumps and rubella (MMR), Tetanus, diphtheria, pertussis (Tdap), and Varicella. Students typically received immunization for Influenza (seasonal flu) as recommended in the OHA Rules.

**Screenings:** Tuberculosis (TB); 10-panel drug screen

**Criminal Background Check:** Includes Social Security Number trace, state/national criminal background history, sex offender registry check, and OIG LEIE check.

**Trainings:** CPR/Basic Life Support (BLS) for Healthcare Providers; Bloodborne Pathogen training. Site-specific privacy and confidentiality practices and site-specific orientation and on-boarding (e.g., facility-specific protocols for safety, security, standards of behavior) will occur at EACH facility.

**Insurance and Liability Coverage:** The University of Oregon provides professional liability insurance coverage and general liability insurance coverage for all CDS students placed in off-campus settings.

**Identification Badge**

Students are required to wear a College of Education (COE) identification badge. Badges are issued to students who have completed their required Oregon and FBI fingerprint clearances as well as a background check by the Oregon Teacher Standards and Practices Commission. Some sites require a facility-specific identification badge, which is an acceptable substitute.

**Attendance**

Regular attendance is critical to the success of the medical externship. **The student is expected to follow her or his supervisor’s (or the supervisor’s designated alternate’s) regular hours, which may follow a non-traditional work schedule and may include weekends.** Students who have an extreme extenuating circumstance (illness, death in the family) and need to miss for a day are required to email/phone the supervising SLP and UO coordinator as early as possible. Students who miss more than three days of medical externship will be at risk for not passing. The student will need to complete and submit an attendance form (included in the handbook) at the end of the practicum.
ATTENDANCE FORM

Attention: Information is necessary for licensure and graduation requirements. To streamline the process, the assumption will be made that the graduate student clinician is present every day. Please track any days/hours missed on this form throughout the term and submit at the end. Thank You

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Please sign below indicating that the attendance information is correct.

_________________________________________  _____________________________
Student Clinician                          Cooperating Teacher
**Absence of Supervising SLP**

It is recognized that throughout the course of a term, an assigned SLP may need to be absent from the work site. The absence may be for a portion of a day, a full day or in some cases for longer periods of time.

For a graduate student clinician to provide services during the supervisor’s absence, an SLP must be on premise. The SLP must have current ASHA CCC. If the supervising SLP is away, this may provide an opportunity for the student to complete paperwork or shadow a different SLP/related professional (e.g., PT, OT). If desired by the SLP the student can also take the day off. The decision should be made by the supervising SLP. Note that if the supervising SLP will be away from the building and there will not be another SLP on site, the student can attend but cannot provide direct patient services.

When a situation arises where a supervising SLP needs to be gone for 3 or more days over the course of the practicum, we ask that both the supervising SLP and the student contact the UO supervisor.

**Responsibilities of University Coordinator**

The UO Medical Externship Coordinator will be the contact person for any questions or concerns from the agency supervisor or student. The UO coordinator will be in contact with you by e-mail, phone, and/or by visiting the facility during the off-campus practicum. If, at any time, you or your agency has concerns about the student’s performance, the UO coordinator should be contacted immediately.

**Midterm Check-In/Site Visit by UO Coordinator:**

The UO coordinator will check in via email with the supervising SLP and the student during midterm to review the students' progress, discuss any suggestions, and address any concerns. If the placement is in the Eugene, Roseburg, Salem, Corvallis, or Portland area, the UO coordinator may arrange a visit at the externship site at a time that is convenient for the supervising SLP. For those students who are placed farther away, the UO coordinator will contact the supervising SLP via e-mail. Phone contact is also possible. Please let the UO coordinator know if that is your preferred method of communication. Please, note that should any questions or concerns arise at any point, the supervising SLP or the student should contact the UO coordinator right away.

**CALIPSO**

The UO CDS Program adopted Calipso, an online tracking system to document students' clinical clock hours and evaluate their clinical performance. To access the UO Calipso website, go to the [Calipso login page](#).

**Registration - for SLPs who have not used Calipso before**

To gain access to the Calipso system, you will be emailed a one-time PIN number. Together with the PIN number, you will receive step-by-step instructions for using the system.
Access - for SLPs who have used Calipso before

You will use the same information as last time. The login will be your ASHA number and the password will be the one you set. If you forgot your password, please, follow online instructions for re-setting your password. If you need any help, please, contact Lindsay Elliott at lelliott@uoregon.edu.

Instructions for Calipso

You will find instructions for approving clock hours and submitting students’ midterm and final evaluations on the Calipso website and on infoCDS (Calipso step-by-step instructions for supervisors). Step 9 describes what you need to do to complete the midterm evaluation, step 10 describes the final evaluation, and step 11 describes how you approve the student’s clock hours.

GRADING POLICY AND STUDENT EVALUATION

Clinical practicum and externships are graded on a Pass/No Pass basis. The UO CDS program is a competency-based program and adheres to the standards set forth by the Council on Academic Accreditation (CAA), our national accreditation body, and the Council for Clinical Certification (CFCC). This means that students have to demonstrate specified clinical competencies by program graduation. Competency on a standard is considered to be met when a student’s average on this standard reaches at least a “3” on the Cumulative Evaluation on CALIPSO, the electronic student tracking system used by the UO CDS program.

Competency-Based Scores

1. Skill absent – supervisor modeling and intervention needed
2. Skill set emerging – supervisor intervention needed
3. Skill set evident – with supervisor support and feedback
4. Independence with skill set – given occasional feedback
5. CFY-ready - consultation with supervisor

A pass in a practicum course indicates that a student has met at least minimum requirements to count clinical clock hours. In order to receive a pass during the medical externship, a student must have a minimum average competency score of 3. If a student receives a competency score of lower than 3, it will be at the discretion of the UO coordinator/Director of Clinical Education to decide if a student passes the externship. Adjustments may be made based on client complexity, client attendance, and student familiarity with that client. Furthermore, multiple critical concerns documented on the final Individual Practicum Performance Evaluation may result in receiving a no pass and the student not being able to count the clock hours (for a list of critical concerns, see the Plan of Support section below).

This decision will be at the discretion of the Director of Clinical Education. Students may not count clinical hours during a term when a No Pass grade is received.
Competency on a standard is considered to be met when a student’s average on this standard reaches at least a “3” on the Cumulative Evaluation on CALIPSO, the electronic student tracking system used by the UO CDS program. Note: Adjustments may be made based on client complexity, client attendance, and student familiarity with that client.

Students’ clinical performance is evaluated and graded on the IPPE, a competency-based scoring system of students’ acquisition of skills. The competency rating scale used on the IPPE includes five ratings (see the following page for a detailed description of the ratings).

The purpose of the rating system is to provide feedback on specific clinical competency areas and guide decisions about where students need practice or support. In most cases, the ratings on the final IPPE will reflect a student’s performance over the last 3 to 4 weeks of the term. There may be cases where, based on student experience and/or difficulty of a particular clinical case, the student’s final score may be adjusted.

The supervisor evaluates and grades the practicum or externship student’s performance at midterm and at the end of the placement. Students’ clinical performance is evaluated and graded on the Individual Practicum Performance Evaluation (IPPE), a competency-based scoring system of students’ acquisition of skills. The competency rating scale used on the IPPE is based on the following scoring rationale:

**Scoring Rationale for Competency-Based Scores on IPPE**

1. **Skill absent – supervisor modeling/intervention needed**
   - Student o Lacks knowledge base o Unable to apply knowledge
   - Supervisor o Plans and implements session

2. **Skill set emerging – supervisor intervention needed**
   - Student o Demonstrates some knowledge o Beginning to apply knowledge
   - Supervisor o Dominant role
     o Directs planning and implementation
     o Frequent support/intervention in routine situations
   ***A competency grade of 2 might be appropriate initially if a student works with a new type of client, in a new setting, or uses a new method***

3. **Skill set evident – with supervisor support and feedback**
   - Student o Demonstrates adequate knowledge base o Usually applies knowledge in routine contexts o Occasionally applies knowledge in non-routine situations o Occasionally analyzes and synthesizes information o Joint problem-solving with supervisor
• Supervisor
  o Provides occasional support in routine situation
  o Usually provides support/ intervention in non-routine situations

4. Independence with skill set - given occasional feedback
   • Student
     o Demonstrates good knowledge base
     o Consistently applies knowledge in routine situations
     o Usually applies knowledge in non-routine situations
     o Usually analyzes and synthesizes information
     o Takes lead in joint problem solving with supervisor
   • Supervisor
     o Rarely provides support in routine situations
     o Occasional support in non-routine situations

5. CFY ready
   • Student
     o Demonstrates good knowledge base
     o Consistently applies knowledge in routine and non-routine situations
     o Consistently analyzes and synthesizes information
     o Consults with supervisor as needed
   • Supervisor
     o Has role of consultant
     o Occasional support in non-routine situations

Remediation of Student Performance
In rare circumstances, it may happen that a graduate student clinician performance is such that the supervising SLP needs assistance from the UO coordinator to attempt resolution. This would be an extreme situation where the level of performance indicates that the student would not pass unless significant change was made.

When such a problem surfaces for the supervising SLP, she or he should contact the UO coordinator immediately. These issues often do not resolve themselves; therefore coming forward earlier in the term is preferable for all parties. The UO coordinator will arrange a three way meeting to:

1. Clarify the problem
2. Review expectations related to the problem
3. Identify strategies for improvement
4. Establish expectations of student performance for a specified period of time
5. If necessary, involve the UO CDS Graduate Student Advisor/Director of Clinical Education

If the student does not improve within the agreed-upon time limit and/or the medical site is not conducive to success, the student will be placed on a longer timeline or removed from the practicum. If placed on a longer timeline, the student may:
1. Stay on, receive an “incomplete”, and do additional work during following term.

2. Be reassigned to a new placement (may involve an “incomplete” and additional work) – reassignment would be determined by the UO coordinator.

RESOURCES FOR SUPERVISING STUDENT CLINICIANS

Cooperating SLPs provide crucial training for students preparing to be Speech-Language Pathologists. An ASHA certified (CCC) supervisor supervises students in order to ensure provision of quality services to clients/patients at all times. Key principles and issues of supervision are outlined in ASHA Technical Report on Clinical Supervision in SpeechLanguage Pathology (2008). See the ASHA website on supervision at http://www.asha.org/slp/supervision#first%20time for additional information. Feel free to contact the UO coordinator with any questions regarding the supervision process.

Questions/Concerns. If there are any questions or concerns regarding this practicum or you experience unacceptable student performance, please call/email the UO coordinator as soon as possible for assistance (see front page for contact information).

We sincerely appreciate your willingness to work with our graduate students. They gain experience they could get nowhere else and become better prepared to provide high quality services when they obtain their first jobs.

Thank you so much!