School of Communication Science and Disorders

# Off-Campus Clinical Supervision Handbook

Updated Summer 2024

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## *WELCOME*

Thank you for participating in field supervision for graduate students enrolled in Florida State University's graduate program in Communication Science and Disorders. We're so pleased that you're willing to provide the benefits of your clinical expertise and professionalism through field supervision of our students. We've put together a short handbook for distribution to all off-campus field supervisors in order to:

- facilitate consistency in supervision practices across clinical settings;
- specify requirements and responsibilities of both field supervisors and students; and,
- enhance communication/feedback between supervisors, students, and FSU practicum coordinators.

We hope that you find the information contained in the handbook useful to you as you work with our students. Our ultimate goal is to increase your abilities and confidence in providing clear, appropriate, and necessary guidance to students as they work toward completing their clinical education and acquiring required competencies. We look forward to our collaboration with you and your facility in this important student field experience.

**SCHOOL OF COMMUNICATION SCIENCE AND DISORDERS POSITION STATEMENT**

The Florida State University (FSU) School of Communication Science and Disorders (SCSD) maintains the philosophy that all persons have the need to communicate, that communication is basic to human interaction and survival, and that communication is necessary in order for individuals to be functioning members of society. Communication is defined as the ability to express and/or receive information verbally, aurally, motorically, visually, and/or technologically. When communication is impaired, the SCSD maintains that all persons have the right to appropriate services for the prevention, identification, diagnosis, and/or treatment of problems in the areas of articulation, language, fluency, voice, swallowing, and/or hearing. Further, to ensure the quality of these services to the public, the SCSD commits to the delivery of services in the instruction, supervision, and guidance of graduate and undergraduate students in training to enter the field of speech-language pathology. It is the goal of the SCSD to prepare students to become competent contributors to the field by rendering appropriate services to clients and their families, demonstrating ethical behavior, interacting cooperatively with others, and maintaining a current knowledge base of the field.

**OVERVIEW OF THE FSU SCSD CLINICAL EDUCATION PROGRAM**

Our overarching goal for the clinical education program is that students will be CF ready at the time of graduation, with the knowledge and skills needed to enter the profession.  In order to achieve that goal, we have three main objectives for field experiences in the clinical education program. They are to provide students with opportunities to:

1. Observe and work with clients across the age span who present with the variety of communication disorders that fall within the American Speech-Language-Hearing Association's (ASHA; 2016) Scope of Practice in Speech-Language Pathology;
2. Benefit from professional supervision in the array of settings in which speech-language pathologists typically work; and,
3. Advance through a progression of opportunities and experiences that offer developmental support while simultaneously increasing expectations for independence.

Through these experiences, students majoring in speech-language pathology will earn clock hours toward those required for ASHA certification and state licensure.  FSU's SCSD clinical education program exceeds ASHA standards by requiring a minimum of 50 clock hours to be obtained in at least three different practicum settings, with a final internship completed prior to graduation.

**ASHA COUNCIL FOR CLINICAL CERTIFICATION (CFCC) REQUIREMENTS FOR CERTIFICATION AS A SPEECH-LANGUAGE PATHOLOGIST (effective January 1, 2020)**

ASHA's CFCC delineates educational, clock hour, experiential, and supervision requirements for those seeking to obtain certification as a speech-language pathologist.

| Supervised Clinical Practicum Options | Required | Minimum Toward the 400 Hours | Maximum Toward the 400 Hours |
|---|---|---|---|
| Guided Clinical Observations | Yes | 25 | 25 |
| On-Site and In-Person Direct Contact Hours | Yes | 250 | No maximum |
| Undergraduate Hours | No | 0 | 50 |
| Clinical Simulations | No | 0 | 75 |
| Telepractice | No | 0 | 125 |

Current requirements include:

- o Documenting at least 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.
  - o At least 325 of these clock hours must be completed at the graduate level with appropriate supervision.
  - o **Direct client contact interacting with a client in treatment, evaluation or counseling**
    What activities fit into this?
    - Screenings (includes formal and informal observations of clients/patients)
    - Evaluations
    - Treatment
    - Counseling with caregivers and family
    - Student must be working with the patient/student, not observing

  - o **Up to 5 hours a semester can be counted for activities that include:** Interpreting, integrating, and synthesizing core concepts & knowledge; Critical thinking & decision making skills while engaged in identification, evaluation, diagnosis, planning, implementation or intervention. Time spent in meetings **with the patient/family present**, when the student is actively reporting evaluation results, treatment plans, progress, etc., can be counted since that is considered advising, educating, and training caregivers and family. ==**However, activities such as planning, paperwork, consulting with allied professionals in the absence of clients/family, cannot be counted.**==

  - o What fits into this **when patient/family is present, and the student is actively participating**?
    - IEP meetings
    - Parent Meetings
    - Interpreting Evaluation Results
    - Treatment Planning based on Evaluation Results
    - Evaluation Report/Treatment Plan writing

  - o **Alternative Clinical Experiences:** Up to 20% of all hours can be in this category (i.e., 75 hours [.20 x 375])
    What fits into this?
    - Standardized patients & simulated cases (i.e., SimuCase)

ASHA CFCC requirements do not specify mandatory minimum requirements for clock hours earned in specific age or disorder categories. Clock hours must be distributed, however, to show that the student has demonstrated competence for a variety of disorders across all age ranges, from pediatric to geriatric.

The variety of disorders in which students must earn hours are commonly referred to as "the Big 9," and encompass those delineated by the ASHA Scope of Practice in Speech-Language Pathology (2016): (1) AAC & Alternative modalities; (2) Speech Sound Production; (3) Cognitive Aspects of Communication; (4) Feeding & Swallowing; (5) Fluency & Fluency Disorders; (6) Hearing; (7) Receptive & Expressive Language; (8) Social Aspects of Communication; and, (9) Voice and Resonance

# THE ROLE OF THE FIELD SUPERVISOR

**SUPERVISOR QUALIFICATIONS (ASHA CFCC 2020 Standards)**

**Standard V-E - Supervisor Requirements for 2020 Standards:**

**Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience (or its part-time equivalent), and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.**

**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 individual receiving services.**

Implementation: Beginning January 1, 2020, clinical educators and clinicians who are involved in the preparation of student clinicians, and who provide guided observation and supervision of clinical practicum hours, must (a) hold the CCC-A or CCC-SLP and have completed a minimum of 9 months of full-time, post-certification (or its part-time equivalent) clinical experience, and (b) must complete 2 hours of professional development/continuing education in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student.

- **Direct supervision must be in real time.**
- **A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator's client.**
- **Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.**
- In the case of Clinical Simulations, asynchronous supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

More information on this requirement and access to free online courses can be found at the following URL: https://commdisorders.cci.fsu.edu/clinical-supervision/ and in Appendix B & C.

It is preferential that those who are considered for field supervision be a full-time staff member (minimum of 30 hours per week) of an approved facility. In addition, we prefer that you have a minimum of three years of experience post Master's degree (CF is included in these three years).

As a field supervisor, you are considered a courtesy instructor in FSU's School of Communication Science and Disorders. As such, you have a commitment to student training in addition to your professional service commitment. The ASHA Code of Ethics (2016) specifically addresses ethical behavior when dealing with graduate students in training.
- Principle I, Rule D: Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the

name, role, and professional credentials of persons providing services.

- Principle I, Rule E: Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- Principle I, Rule G: Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- Principle II, Rule E: Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- Principle II, Rule F: Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- Principle IV, Rule G: Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- Principle IV, Rule H: Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- Principle IV, Rule I: Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- Principle IV, Rule L: Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.

Students may not be brought up on Code of Ethics charges; rather, the student is working under the supervisor's certification and licensure. If any unethical or illegal behaviors are occurring, the charges would be brought against the supervisor. Therefore, it is essential that you are familiar with the 2016 ASHA Code of Ethics and licensure regulations in your state regarding supervision of graduate students.

## DOCUMENTATION OF SUPERVISOR QUALIFICATIONS

Included in the list of resources you've received with this handbook is a handbook for using CALIPSO, FSU's online student documentation program (www.calipsoclient.com/fsu). Once a student has submitted your name, ASHA number, and email address to the Director of Clinical Education, you will receive an email with instructions on accessing CALIPSO for the first time. One area of information needed from site supervisors is confirmation of your credentials.

1. Log into CALIPSO at www.calipsoclient.com/fsu, using your ASHA number and password.

2. Open the template for adding this information by clicking on "Management – Update Your Information."
3. Once this screen is open, click on "Edit licenses and certification." This information is required from any supervisor the student is assigned to and who signs off on the student's clock hours. All supervisors who will approve hours for the student must be enrolled in CALIPSO and complete this information.
4. We need a copy of your most recent ASHA card:
   a. We will verify your ASHA Certification & that you have met the supervision requirement via the ASHA portal (https://www.asha.org/eweb/ashadynamicpage.aspx?webcode=ccchome) and keep that on file
   b. We will verify your state licensure (or FL Teaching Certificate) online when applicable. If we are not able to obtain primary verification online, we will ask that you email us a copy of your state license or FL Teaching Certificate
   c. You can scan your card and upload it to CALIPSO yourself in the "Edit Licenses and Certification" field by clicking on the "upload file" link.
5. If you need additional CALIPSO logins for additional supervisors, simply provide the supervisor's ASHA number and license number to the student, the Clinical Practicum Instructor, or to the Director of Clinical Education, who will then verify that the supervisor meets the supervision requirements and then add the supervisor to the system. We will also need to obtain copies of that supervisor's ASHA and state license documentation.

**DOCUMENTATION OF SITE DEMOGRAPHICS**

Another area of needed information is the demographics of your site. This information is required by ASHA so that the FSU program can document that we are placing students in high quality facilities! Early in the term, your student will ask you to complete the "**Site Demographic Form**" in Microsoft Teams; it is his or her responsibility to ensure that the form is filled out and submitted to the program. In future semesters, students may ask you to complete a new "**Site Demographic Form**". Subsequent submissions are important, as they allow us to update the information on your site as well as provide the student with an overview of the facility.

**FIELD SUPERVISOR RESPONSIBILITIES**

An initial responsibility of the field supervisor is to determine which graduate student practicum or intern applicants should be accepted by your facility. It is the intent of the SCSD to place graduate students who are well prepared both academically and clinically for the clinical experience under consideration. As applicable, you will carefully review all applications sent, interview candidates, and assess student needs in the light of resources available in your facility. You have a professional responsibility to accept only those students for whom meaningful clinical experiences can be provided. You will also consider the objectives of the clinical education program in conjunction with the student's expressed professional goals, previous practicum experiences, and clock hour needs for

certification and licensure. Finally, you can help prepare students for the upcoming clinical experience by providing a program description, required readings, or a list of tests and procedures with which they should be familiar prior to starting the placement.

If you are supervising a student in his or her final internship placement, the student intern should come to the internship already possessing the majority of the clock hours in each area of the "Big 9" necessary for certification at the conclusion of the internship semester, thus alleviating the pressure of obtaining significant numbers of clock hours during the internship experience. It is very helpful to students to know the types of hours "typically" available at your facility so they can obtain the other requirements prior to the internship.

Once a student has been placed, you are responsible for assigning duties to the student, supervising and evaluating the student's conduct of assigned duties, regular case staffings and certification of the student's clock hours. We also request that you provide the student with an orientation to the clinical site and the speech-language program. Scheduling time for the demonstration of clinical techniques and approaches, behavioral management, supervising sessions, providing feedback, approving clock hours in CALIPSO, and evaluating student performance are considered necessary for an optimal student experience, as well as assuring that the best services are provided to the clients at the clinical placement facility. Students will follow the procedures of the facility as directed by the supervisor.

**SUPERVISION RATIOS**

During the early part of the practicum, it is recommended that you remain in the room with the student and provide a high percentage of supervision until you feel comfortable with the clinical management being provided by the student. Students who are enrolled in beginning practicum experiences (i.e., SPA 5941) will need the most supervision, as they are new to the practicum experience. If you have a student who is at the mid-point of their program (e.g., enrolled in SPA 5942), they should require less supervision. By the time a student is enrolled in their final internship, e.g., SPA 5944, they should require minimal supervision (i.e. 25-30%).

**Be mindful of the healthcare policies and procedures when a student is working with your caseload.** For example, Medicare/Medicaid and some insurance providers have specific supervisory requirements in order to bill for services in which students have participated.

***Supervision Minimum Ratios: Treatment & Diagnostics***

ASHA's CFCC requires 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. This ratio must be maintained for **each individual client/group and not be an average of supervision time across the entire caseload**. Supervision must be sufficient to ensure the welfare of the individual receiving services. ***NOTE: This is ASHA's recommendation for a***

*student to count clock hours; insurance companies may require a higher level of supervision (i.e., Medicaid & Medicare require 100% supervision).*

### *Supervisor Absences*

Although we expect students' attendance and professional behavior to be commensurate with their stage of clinical development, please remember that the practicum/internship is being completed by a student under your mentoring and observation. The student is also working under your certification and licensure; if something negative occurs, the worst that can happen to the student is that he or she is dismissed from the practicum experience. The supervisor, though, is at risk to lose licensure and certification. Therefore, **students cannot see clients/patients/students without supervision; the student should never cover your caseload without supervision. This means that there should ALWAYS be another licensed, certified SLP on site if you are absent and wish for the student to provide services to your caseload.** If you need to be absent and another licensed, certified SLP is unavailable, observations with other professionals (e.g., classroom teacher, allied service, physician) could be scheduled. It may be helpful to establish a "back-up" plan for observations or alternative supervision in the event you are ill or have an unexpected absence.

## GOAL SETTING

The student you are supervising this term should not be expected to be operating completely independently at this point in the program, *even if this is his or her final internship*. The student will have additional knowledge and skills to learn. We encourage you to ask the student about his or her progress in the program, what s/he hopes to learn from the clinical experience you will be supervising, and any particular areas of knowledge or skills that s/he would like to emphasize during the experience with you.

Review of the experiences the student has had will enhance your ability to plan broadly for the experiences that will enhance the breadth as well as the depth of the student's learning. One way to evaluate the student's experiences in order to set goals are by reviewing the student's clock hour status and matching the obtained hours with opportunities available in your work setting. Clock hours status reviews can involve discussing the areas of the Big 9 in which the student has accumulated hours, the number of hours earned with each age group (i.e., pediatric, school-age, adult, and geriatric), and areas of deficiency in which the student has yet to earn hours. If the student has needs in a particular area, such as voice disorders or alternative modalities, it is helpful to work with the student to identify any potential opportunities to earn even a few hours while placed with you.

## PROVIDING STUDENT FEEDBACK

Providing frequent and specific feedback is the most important duty of the field supervisor. Although it takes some time to learn the student's strengths and areas to develop, you should be prepared to offer verbal and written feedback for the first few sessions you observe. Using agreed upon goals should also guide your feedback.

Difficulties reported by either students or supervisors with a practicum experience are almost always related to frequency and adequacy of communication.  Please make plans to address this critical component of a successful experience at the beginning of the semester. Let the student know your preferences for providing feedback to her/him, including whether you will offer it on a session-by-session, day-by-day, or weekly basis; whether you prefer to offer feedback verbally or in writing; and, your expectations for how the student will use the feedback.

**GRADING**

Grades are required for the student at midterm and upon completion of the off-campus placement.  Procedures for completing student evaluations, including deadlines, knowledge/skills to be evaluated, and performance criteria, will be distributed to the supervisor at the initiation of the practicum/internship. All grading is completed within CALIPSO (www.calipsoclient.com/fsu). The final evaluation report will become part of the student's permanent record.

The CALIPSO grading scale is based on a scale of 1-4, and using incremental values is acceptable (e.g., 3.25, 3.5, etc.). This rating system applies to students at all levels of clinical development. **This scale can be found in Appendix D.**

- Only complete fields in which the student has gained experience; all other fields remain blank.
- It is also useful to both the student and the FSU practicum instructor if the comments field is used to qualitatively describe the student's behavior, but comments do not need to be extensive unless the supervisor feels they will be helpful in interpreting the student's ratings.

Grade due dates are provided in the student syllabus and in the letter accompanying this manual.  The numerical values should be supported by ongoing verbal and written feedback provided at least weekly.

Any problems or difficulties involving the student should be immediately communicated to the student's FSU practicum instructor, the Graduate Program Coordinator - Distance Learning (Jinger Deason, jdeason@fsu.edu) or the Director of Clinical Education (Tricia Montgomery, tmontgomery@fsu.edu). The Director, in consultation with you, the student's practicum/ internship course instructor, and the graduate advising team, will work to ameliorate problems.

**COMMUNICATION**

It is important to be explicit about how you prefer the student communicate with you if he or she needs to call in sick or has other questions when not on site with you. Students may assume it is ok to email or text, or simply call in to the front desk of your facility without speaking to you directly, unless you specify otherwise.

Not only do we believe communication between you and the student is essential, we encourage communication between you and the FSU program. You will receive a call or email from the student's instructor after the student has had time to settle in and get started. The purpose of this initial check-in is strictly to see if you have any questions or immediate concerns. If everything is going well and there are no questions/concerns, you do not need to return the call/email to FSU. Any time questions or concerns arise, however, please call the student's practicum/internship instructor (whose contact information is in a cover letter accompanying this manual) or the Director of Clinical Education, Dr. Tricia Montgomery at 850-644-9143. Email is also an excellent system to contact and maintain communication with program faculty. Dr. Montgomery's email is tmontgomery@fsu.edu.

**FREE CONTINUING EDUCATION CREDITS**

Florida State University is a member of The Council of Academic Programs in Communication Sciences and Disorders (CAPCSD). As a member of this organization, we are able to offer our supervisors a free series of self-paced, online course modules focused on the process of clinical education. Through high-quality and dynamic readings, multimedia offerings and reflective activities, participants will gain a richer understanding of the role of clinical education in graduate programs. These courses are provided at no cost and offer ASHA CEUs for participation. **Beginning January 1, 2020, anyone supervising a student, CF, or support personnel (e.g., SLP-A) will be required to have completed a minimum of 2 hours of continuing education in the area of supervision.**

# STUDENT RESPONSIBILITIES/REQUIREMENTS

## ATTENDANCE

General attendance expectations (e.g., number of days per week on site, hours per day) are established in collaboration with you, the practicum course instructor, and the student. The schedule is also tied to the practicum course in which the student is enrolled and the corresponding number of credit hours for that course. Attendance guidelines are delineated in the course syllabus (provided to you along with this handbook). If you are uncertain regarding expectations for attendance, ask your student to confirm which course s/he is enrolled in and for how many credit hours. If you have questions about attendance expectations, please contact the practicum course instructor or the Director of Clinical Education.

***Non-Internship Practica** (i.e., **SPA 5941**, Beginning Practicum; **SPA 5500**, Schools Practicum; **SPA 5505**, Advanced Clinical Practicum; **SPA 5942**, Community Practicum)*

Attendance schedules for non-internship practica are typically 2-3 days per week for the entire work day and follow the university calendar. In other words, if the university has an official holiday, the student should be excused from attendance that day. If the student is requesting to be excused for a holiday, check with the practicum course instructor or the official university calendar, found at http://registrar.fsu.edu/dir_class/. ***Number of days per week and hours on site may vary, however, if the student is enrolled in the Distance Learning cohort.***

## Internships (i.e., SPA 5944)

The attendance expectation for students enrolled in an internship is that s/he will treat it were a job. As such, they should attend every day, work the same hours that you work, carry a full caseload, complete documentation, and be as punctual and prepared as an employee would. If it is the student's final internship, the student will follow the site's calendar rather than the university's (e.g., no Spring Break, etc.).

## Excused/Unexcused Absences

Students are expected to abide by the university's attendance policy regarding excused/unexcused absences. The FSU policy, as written in the University Handbook, is:

> **Instructors must accommodate absences due to documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities and must do so in a way that does not penalize students who have a valid excuse. Consideration should also be given to students whose dependent children experience serious illness** [emphasis added]. All students are expected to abide by this class attendance policy. Students must also provide, when possible, advance notice of absences as well as relevant documentation regarding absences to the instructor as soon as possible following the illness or event that led to an absence. Regardless of whether an absence is excused or unexcused, the student is responsible for making up all work that is missed.

You may approve for a student to be absent for a day with good cause. It is the student's responsibility to inform the practicum course instructor of the request via email. You may also require the student make up the missed time. There should be no unexcused absences. If the student misses more than two days that you do not approve and that are not made up to your satisfaction, the student may be dismissed from the practicum. Please contact the course instructor or Director of Clinical Education immediately if you have concerns about the student's punctuality or attendance.

Students are not permitted to end practica/internships early (i.e., prior to the end of the last day of classes in the specific academic term), although exceptions may be made on a case-by-case basis. Students who wish to end a placement earlier than the last scheduled day of the term must submit a written request to the course instructor who consults with you and the Graduate Advising Team. You, the instructor, and the Graduate Advising Team, must all approve the student's request.

**CLOCK HOUR DOCUMENTATION AND VERIFICATION**

To provide verification of clock hours obtained during enrollment in clinical education programs, the student will enter into CALIPSO contact time for each client/or group seen for diagnostics or clinical management. Periodically, the student will forward these hours to you for approval; you will receive an email from CALIPSO stating that you have hours that need to be approved. Refer to the CALIPSO instructions for further information on how to approve clock hours.

We request that you review clock hours at least weekly and document the amount of time supervised. It is imperative that you identify the amount of time you have supervised each session to verify that the ASHA standards have been met. Reviewing and approving clock hours weekly will increase the accuracy of the documentation and support the student's professional accountability.

Students may need assistance in determining which areas of the Big 9 are most appropriate for a given session when entering hours. It is helpful if you can discuss with them the category most appropriate for the documentation. For example, social and cognitive aspects of communication are often language related. However, it is a more accurate illustration to document the memory strategies as a cognitive aspect and the conversational interventions as social aspects. When memory books or visual systems are used to support communication, it may be documented as an alternative modality.

*Logging of Clock Hours*

Clock hours should be logged as actual contact time in minutes, and **not rounded**. Any management of a hearing-impaired client (whether articulation, language, auditory training, etc.) is logged as hearing treatment hours.

**LIABILITY AND HEALTH INSURANCES/OTHER SITE REQUIREMENTS**

Students who are enrolled in this practicum have proof of liability insurance, health status and appropriate medical coverage on file at Florida State University's Speech and Hearing Clinic.  Copies are available for your records upon request.

If your site has additional requirements for participation (e.g., immunizations, background checks, CPR, etc.), we have made every effort for the student to be notified of these requirements and have them met prior to the first day on site. It is the student's responsibility to pay for all costs associated with these requirements and to provide the site with appropriate documentation.


**NAME TAGS AND DRESS CODE**

Students are expected to wear their official FSU nametag during all clinical experiences, which identify them as student clinicians.  Students may wear any appropriate nametag *as long as they are clearly identified as a student clinician*. If your site has a particular dress code requirement, please share this expectation with the student.  Costs associated with name badges and dress codes are the student's responsibility.

# SUMMARY

Again, thank you for participating in field supervision for graduate students enrolled in Florida State University's graduate program in Communication Science and Disorders. Your participation as a field supervisor is a significant contribution not just to your assigned student's professional growth but to the overall mission of our program.

We hope that the handbook has been useful in communicating policies and establishing guidelines that will aid you in supervision of the student placed with you. If, at any time, you have concerns about a student's clinical performance, professionalism, attendance, etc., contact the practicum course instructor or Director of Clinical Education immediately. Addressing concerns early in the term makes it more likely that you and the student will establish a successful working relationship. The Director of Clinical Education is Dr. Tricia Montgomery, and she can be reached at 850-644-9143 or tmontgomery@fsu.edu. The course instructor's contact information accompanies other information provided with this manual.

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References

American Speech-Language-Hearing Association. (2016). *Code of Ethics* [Ethics]. Available

from www.asha.org/policy.

American Speech-Language-Hearing Association. (2016). *Scope of Practice in Speech-*

*Language Pathology* [Scope of Practice]. Available from www.asha.org/policy.

American Speech-Language-Hearing Association. (2014). Standards and Implementation

Procedures for the Certificate of Clinical Competence in Speech-Language Pathology.

Available from http://www.asha.org/Certification/2014-Speech-Language-

Pathology-Certification-Standards/.

Hayes, L. (2016). *CALIPSO Supervisor's Manual*. Charleston, SC: CALIPSO, LLC.

**APPENDIX A – LIST OF REQUIRED RECORDS & FORMS**

**Logging Clock Hours in CALIPSO**

At least weekly, the graduate student is to enter into CALIPSO actual contact time for each client seen for diagnostics and/or clinical management. These hours should then be forwarded to you for your review and approval.

**Clinical Supervisor Information in CALIPSO**

This information is required for all supervisors the student is assigned to and documents clock hours with the student during their clinical placement. Enter your information into CALIPSO via "Management – Update my information" and then selecting "Edit licensures and certification." A copy of the ASHA & License (or Teaching Certificate) verification must be kept on file. If we are not able to obtain the documentation online, the Director of Clinical Education will request that you provide a copy for our records.

**Site Information Form in CALIPSO**

This information is required for all sites to document facility characteristics. Enter your facility's information into CALIPSO via "Management – Site Information Forms" and then selecting "Add new form."

**Midterm and Final Evaluations in CALIPSO**

The same form in CALIPSO is used for midterm and final grading. Instructions for completing the grading form can be found in the CALIPSO manual (Hayes, 2016), www.calipsoclient.com/fsu.

**APPENDIX B: RESOURCES FOR CLINICAL SUPERVISION**

**FSU General Documents: https://commdisorders.cci.fsu.edu/clinical-supervision/**

- ASHA Supervision Requirements

    o Courses that meet the ASHA Supervision Requirement
    o Editing the ASHA Portal
    o ASHA Supervision Requirements
- CALIPSO
    o CALIPSO Supervisor Handbook
    o CALIPSO Clinical Competency Key

- Clinical Practicum Resources
    o Off Campus Supervision Handbook
    o Community Placement Expectations Worksheet

**Available from www.asha.org/policy.**

- ASHA 2016 Code of Ethics
- ASHA 2016 Scope of Practice in Speech-Language Pathology
- ASHA Preferred Practice Patterns for the Profession of Speech Language Pathology
- ASHA Position Statement on Clinical Supervision in Speech-Language Pathology

**Appendix C:**
**ASHA's 1/1/2020 Supervision Continuing Education Requirement**
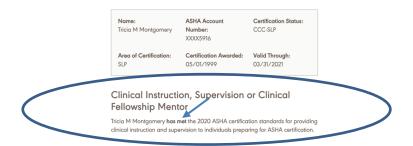
Beginning January 1, 2020, ASHA Council for Clinical Certification (CFCC) will require that any SLP or AuD supervising an **undergraduate or graduate student earning clock hours**, **Clinical Fellow**, or **support personnel** (i.e., SLP-A) has completed 2 hours of continuing education (0.2 ASHA CEUs) on supervision.

Specifically, the language from the ASHA Certification page emphasizes that each certified individual must have completed continuing education that demonstrates (https://www.asha.org/Certification/Prof-Dev-for-2020-Certification-Standards/):

> Knowledge and skills specific to clinical educators of undergraduates, graduate students,
> preceptors of audiology externs, mentors of clinical fellows in speech-language
> pathology, supervisors of support personnel, and supervision of individuals transitioning
> in a new area of practice or reentering the profession.

Clinical directors and employers will be able to search on an individual's certification page in ASHA's system to determine whether an individual has completed the required supervision training. If not, a student, CF, or support personnel **cannot be supervised by someone who has certification but has not yet completed the training**. Again, this change in professional development requirements goes into effect on January 1, 2020.

If you're unsure about whether you have continuing education credits in this area already, go to https://www.asha.org/certification/. Clinic on the teal box in the upper right area of the page that says "Verify ASHA Certification." Enter the individual's name or ASHA number. If you have completed the required continuing education, it will be noted under "Clinical Instruction, Supervision, or Clinical Fellowship Mentor:"



This is a one-time ASHA requirement, so you won't need to renew with more CEUs unless ASHA changes this standard. We will be unable to place any students with you unless the requirement is met. If an SLP new to FSU's roster of clinical educators requests a student, we will be unable to assign a student to that person until the requirement is met. Also, remember that this requirement is not intended only for supervision of students, but for anyone who supervises a Clinical Fellow or SLP-A.

We are so grateful for your support of FSU graduate students in their clinical development.

Sincerely,

*Tricia Montgomery, PhD. CCC-SLP*

Tricia Montgomery, Ph.D., CCC-SLP
Director of Clinical Education

Cc:     Carla Wood, Director, Ph.D., Director, FSU School of Communication Science & Disorders
        Jinger Deason, M.S., CCC-SLP, FSU SCSD Graduate Program Coordinator - Distance Learning

# <u>CALIPSO Clinical Competency Key</u>

**1.00**     **Not Evident**:  The student requires direct instruction to modify behaviors and is unaware of the need to change. Supervisor must model behavior and implement the skill required for client the receive optimal care.  Supervisor provides constant instructions and constant modeling. The student may observe and state facts; however, critical thinking/problem solving skills are not yet present.  (skill is present <20% of the time).

**1.50**     **Becoming Evident**:  The student requires direct instruction to modify behaviors and is unaware of the need to change. Supervisor must model behavior and implement the skill required for client the receive optimal care.  Supervisor provides numerous instructions and frequent modeling. The student may observe and state facts; however, critical thinking/problem solving skills are not yet present. (skill is present 20-29% of the time).

**2.00**     **Early Emerging**:  The skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change the with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services. Critical thinking/problem solving skills are emerging and the student is beginning to identify problems. (skill is present 30-44% of the time).

**2.50**     **Emerging**:  The skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change the with supervisor input. Supervisor intermittently provides instructions and support for all aspects of case management and services. Critical thinking/problem solving skills are emerging and the student is beginning to identify problems. (skill is present 45-59% of the time).

**3.00**     **Present with Ongoing Monitoring/Feedback**:  The skill is present and needs further development, refinement or consistency.  Students is aware of need to modify behavior, but does not do this independently. Supervisor provides ongoing monitoring and feedback; focuses on increasing the students' critical thinking on how/when to improve the skill.  (skill is present 60-74% of the time).

**3.50**     **Present with Intermittent Monitoring/Feedback**:  The skill is present and needs further development, refinement or consistency.  Students is aware of need to modify behavior, but does not do this independently. Supervisor provides intermittent monitoring and feedback; focuses on increasing the students' critical thinking on how/when to improve the skill. Critical thinking and problem solving skills are present. The student identifies and analyzes problems and is beginning to reach conclusions.  (skill is present 75-89% of the time).

**4.00**     **Developing:**  The skill is developing/implemented most of the time and may need continued refinement or consistency. Student is aware and can modify the behavior in-session and can self-evaluate. Reflection is generally effective at modifying approach in-session. Critical thinking and problem solving is developed.  The student identifies and analyzes problems, reaches appropriate conclusions and can adequately communicate those problems to conclusions to relevant others. Supervisor acts as a collaborator to plan and suggest possible alternatives. Student is CF ready. (skill is present 90-100% of the time).