



Placement Expectation Worksheet

(Adapted from Jorgensen, 2010 and Roe, 2008)

COMMUNICATION		
Names	1. Clinical Instructor(s)	
Rec. Methods of Reaching Clinical Instructor & contact info (phone, email)	1. Emergency Cancellation procedure (i.e., clinician illness; death in family)	
	2. Contact info at work	
	3. Contact at home (preferred or not?):	
What happens if...	1. I am ill	
	2. Clinical Instructor is ill/absent from work	
	3. Inclement weather	
	4. Professional absence (ie attend conference)	
Preferred form of Address Supervisor/Self	1. Clinical Instructor	
	2. Clinical Instructor in front of patient	
	3. Self (to patients)	
Background Knowledge	1. Student - coursework; past experiences; strengths; goals (Exxat Profile; should include student vita and CALIPSO clock hour summary)	
	2. Clinical Instructor - clinical experiences; areas of expertise; supervisory experiences	
LOGISTICS		
Pre-Placement Requirements (e.g., orientation; badge; computer access)	1. What needs to be done; where/how and with whom	
Schedule	1. Specific days/times of clinic placement	
	2. Expected arrival & departure time (in relation to anticipated client services)	
Attire	1. Appropriate/Suggested	
	2. Inappropriate	
Materials	1. Materials/supplies student should bring	
	2. Materials/supplies available for student to use (what & where kept)	



Meals	Availability of food on site; refrigerator; locations for eating; eat with other staff?	
Restrooms	Locations	
Introduction to other key staff	1. Other Aud/SLP staff on site 2. Support staff (names; roles)	
Scheduling	1. Where to get schedule	
	2. What happens if client cancels?	
	3. How to know appt type?	
	4. what to do when running behind?	
CLINICAL LEARNING		
Schedule & Typical types of appointments	1. Instructor's responsibilities and typical schedule and clinical services provided (that student will be involved with)	
Role in seeing patients/clients	1. Weeks 1-2	
	2. Weeks 3-5	
	3. Weeks 6-10	
	4. Weeks 11-12	
Feedback	CLINICAL INSTRUCTOR TO STUDENT	
	1. Provide feedback on learning goals	
	2. Feedback during session/appoint.	
	3. Feedback after session/appoint.	
	4. Scheduled discussions (end of day; end of week?)	
	STUDENT TO CLINICAL INSTRUCTOR	
	1. Preferred mode of receiving feedback	
	2. Preferred timing of feedback	
3. Plan for student to provide feedback on supervisory techniques that are helpful/not helpful		

Other Notes/Comments: