



Department of Communication Disorders

Speech-Language Pathology

External-Site Clinical Practicum Handbook

(December 2014)

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Introduction

External Site Educators

On behalf of the faculty, we thank you for your time and effort expended in educating our speech-language pathology students at Louisiana State University Health Sciences Center–New Orleans (LSUHSC-NO). We welcome you in your unique educational role as clinical educator and we value your commitment to the profession. Without you and the preparation you provide to students, clients in speech-language therapy would not be able to receive the high quality services they deserve.

This handbook is provided as a supportive resource in the educational bridge linking our academic program with SLP practice. It is intended to assist you in your role as clinical educator and give you an overview of our curriculum and how we can work together to guide our students in becoming competent and confident entry-level speech-language pathologists. This collaborative process integrates our curriculum with application in your particular practice area and fieldwork.

Your clinical knowledge and experience as a speech-language pathologist is essential in providing our students with a clinical perspective of the profession that is invaluable and impossible to have available to them within the classroom. Please take a few minutes to review the enclosed materials and we hope that you find it useful. We welcome your feedback and encourage you to contact us if you have questions.

Students

Welcome to External Site Clinical Practicum! This handbook is meant to orient you to off-site clinical policies and guidelines related to the requirements for clinical education at the LSUHSC-NO Master of Communication Disorders Program. The Clinical Coordinator is available to further clarify any information included in this handbook.

The program provides opportunities for students to develop necessary skills and abilities expected for clinical fellowship in speech-language pathology. There is a strong emphasis on encouraging clinical reasoning and critical thinking in working with clients of all ages, cultures, and disability status. The LSUHSC-NO Master of Communication Disorders Program is committed to preparing practitioners who can successfully fulfill the responsibilities of assuming the professional role in an ever-changing healthcare environment.

Please review this handbook prior to beginning your clinical externship to become familiar with your responsibilities during this phase of your clinical education. The information in this handbook includes policies and procedures related to clinical education in speech-language pathology. The purpose of this manual is to guide you through the transition from clinical setting within the University's Speech and Language clinic to an external site clinical setting. It contains specific policies and procedures pertinent to your external site clinical placement in speech-language pathology. Please review and read the contents of this manual thoroughly. Each student enrolled in the speech-language pathology program is responsible for the information contained herein.

Departmental Mission Statement

The Department of Communication Disorders, School of Allied Health Professions, Louisiana State University Health Sciences Center, New Orleans has the following missions:

- To offer an academic and clinical education program to students pursuing a Master of Communication Disorders (M.C.D.) degree in the area of Speech/Language Pathology and a Doctor of Audiology (Au.D.) degree in the area Audiology
- To conduct research in the areas of audiology and speech/language pathology
- To provide clinical services in audiology and speech/language pathology.

Objectives for the External Clinical Experience in Speech-Language Pathology

- To provide the student with a transitional clinical experience between the university environment and professional employment.
- To provide the student an opportunity to experience varied approaches and philosophies relating to the professional practice of Speech-Language Pathology and/or Audiology, including diagnostic and rehabilitation clinical practices,
- To provide the student direct clinical experience in providing evaluation and treatment services.
- To provide the student the opportunity for professional interaction with speech-language pathologists, audiologists, and other professionals in related disciplines.
- To provide the student the opportunity to experience the administrative structure and operations of either a speech-language or audiology program in which patient service delivery is the primary mission, which may include aspects of the following:
 - a. Roles and Responsibilities of members of a Rehabilitation Team
 - b. Procedures for documentation of services, such as: chart notes and/or service delivery reports
 - c. Introduction to the financial structure of health-related service delivery, such as: billing and reimbursement issues
 - d. Total Quality Management, Outcome Measurement, and/or Consumer Satisfaction

Departmental Policies

Dress Code:

The concept of appropriate dress in an academic training program, which also houses clinical treatment areas, is relative rather than absolute. When in the clinical training environment one should dress in a manner that lends credence to the patients' sense of confidence that you are competent in your ability to deal with their problems. For example: shorts, sun-dresses, tank tops, sports bras, revealing clothing (i.e., bare midriffs, cleavage, too-tight clothes, underwear showing), jeans and sweat pants or exercise attire, flip-flops and dirty sneakers or walking shoes, should not be worn when involved in clinic activities or in areas where clients are present.

Appropriate clinical dress may include:

1. Neatly pressed polo shirts monogrammed with Speech-Language Pathology with khaki pants or slacks.
2. Shoes can include loafers, lace-ups, clean walking/running shoes, flats or pumps.
3. Suits, skirts and blouses with pumps or flats;
4. White lab jackets may be required by a supervisor, depending on the age and diagnosis of your client.

Appropriate clinical dress does not include:

1. Blue jeans, tank tops, bare mid-riffs, exposure of cleavage
2. Flip-flops, thong sandals. Some supervisors may ban any type of sandal or open toed shoes.
3. Visible body piercing and body art (simple post earrings are acceptable).

Should you be unsure about your dress, check with your clinical supervisor. Appropriate attire will vary with the type of clinic assignment. Student clinicians should consult their External-Site Clinical Supervisor with any questions regarding proper attire. Off-campus assignments may have dress codes that differ; if so, then the off-campus assignment's particular dress code **must** be followed.

The consequences for not coming to clinical practicum in the appropriate attire can be any or all of those listed below:

1. being sent home
2. having your clinic grade lowered
3. forfeiture of certain remote site placement

Confidentiality:

This Department abides by the Code of Ethics of the American Speech/Language/Hearing Association; the Health Information Portability Privacy Act (HIPAA) and the Louisiana Board of Examiners for Speech-Language Pathologists and Audiologists (LBESPA). All information shared by a patient is considered confidential.

1. Information obtained from an evaluation and/or treatment session cannot be released to others without authorization of the patient/parents.
2. Patient confidentiality must be observed at all times. Patients are not to be discussed outside the diagnostic or management room in which you are working, particularly not in public places or social situations. Even in discussions with your supervisor, it is best to be in a private room and not in the hallway or a public area.

Students must adhere to the standards above and to additional confidentiality requirements specified by each external practicum site.

Social Media:

No digital images can be used publically without written permission from patients for presentations, marketing or other uses. No digital images or audiotapes of patients will leave secure Institute sites at any time.

HIPAA: Health Insurance Portability and Accountability Act:

All LSUHSC Students complete compliance training on HIPAA

Abbreviations: HIPAA: Health Insurance Portability and Accountability Act

PHI: Protected Health Information

TPO: Treatment, Payment, and Operation

Compliance Tips Taken From: Cornett, B. (2002, Feb. 5). The HIPAA privacy rule in everyday life. *The ASHA Leader*, pp.2, 22.)

- Be certain that the client (or his/her representative) has signed all needed consent forms before using and disclosing PHI.
- Make every attempt to keep oral communication with or about a client private, as circumstances allow (e.g., move to a private room, do not do consultations in the waiting area).
- Do not discuss clients in hallways, elevators, classrooms, or other public spaces.
- Turn computer screens inward or provide protective screens so that passersby can't read client information.
- Keep paper medical records in locked rooms and/or locked cabinets. Limit access to authorized staff members.
- Be aware of posting client information (e.g., treatment schedules or charts showing results of activities) on

walls.

- Dispose of unneeded client information in confidential shredding containers, never place in unsecured waste bins.
- Account for all client lists, reports, lesson plans, and other loose records in conference/staffing rooms, work rooms, etc.
- Account for all recordings of clients (i.e., videotapes and audiotapes). Never leave unattended in an unsecured area.
- Never remove client records from the health care facility.
- Do not leave client records in computer printers.

Cell Phones:

Students should use official communication channels to communicate with their clinical supervisors. It is up to the discretion of the external site supervisor whether or not they would like to provide their personal phone numbers to their students. Students should not use texting as a means of communication with their supervisor, unless this communication method has been approved by the external site supervisor. During clinical practicum hours, students should keep their cell phones muted and not engage in active cell phone activity.

USEFUL CONTACT INFORMATION

Department of Communication Disorders

1900 Gravier St., 9th Floor

New Orleans, LA 70112

504-568-4348

Fax: 504-568-4352

www.alliedhealth.lsuhs.edu/CommunicationDisorders

Student Health Services

2020 Gravier St., 7th Floor

New Orleans, LA 70112

504-525-4839

Fax: 866-814-9706

<http://www.lsuhs.edu/orgs/studenthealth/>

LSUHSC Academic Catalog: www.lsuhs.edu/catalog

Student Affairs

1900 Gravier St., 6th Floor

New Orleans, LA 70112

504-568-4254

<http://alliedhealth.lsuhs.edu/Admin/StudentAffairs.aspx>

University Police

24 Hour/Emergencies

504-568-8999

Registrar Campus

433 Bolivar St.

New Orleans, LA 70112

504-568-4829

<http://www.lsuhs.edu/registrar>

Assistance Program (CAP)

Clinical Education Building

1542 Tulane Ave., 8th Fl., Office 866

New Orleans, LA 70112

(504) 568-8888

cap@lsuhsc.edu

Financial Aid

433 Bolivar Street, Room 215
New Orleans, LA 70112-2223
504-568-4820

<http://www.lsuhs.edu/FinancialAid>

IT Help Desk

1-800-303-3290 Financial
504-568-HELP (4357)
helpdesk@lsuhsc.edu

24-Hour Crisis Line
Mental Health
Interpersonal/Family Relationships
Workplace Conflict Resolution
Job Productivity
Career Satisfaction
Alcohol and Other Drug Use
Loss/Bereavement

PROFESSIONAL ORGNIZATIONS REGULATORY AGENCIES

American Speech, Language and Hearing Association: www.asha.org

Louisiana Board of Examiners for Speech-language Pathology and Audiology: www.lbespa.org

LSUHSC Speech-Language Pathology Faculty and Staff:

Interim Department Head/Speech-Language Pathology Program Director: Dr. Sylvia Davis, CCC-SLP
Clinical Practicum Coordinator for Speech-Language Pathology: Mrs. Theresa Nicholls, CCC-SLP

Speech-Language Pathology Faculty: Dr. Meher Banajee, CCC-SLP
Dr. Scott Rubin, CCC-SLP
Mrs. Aloma Lykes, CCC-SLP
Mrs. Susan Pancamo, CCC-SLP
Mrs. Michelle Willis, CCC-SLP

SLP Course Descriptions:

- SPTHAUD 5100 Survey of Communication Disorders. 3 Credits.
 - A survey of the normal and abnormal processes in communication, including articulation, voice, fluency, and language. Audiology students may take this course to meet the speech disorders requirement.
- SPTHAUD 5132 Speech Science. 3 Credits.
 - The basic principles of acoustics related to speech will be introduced. Topics include: generation, transmission, and measurement of sound; frequency, intensity and duration, waveform composition, physiologic and psychologic aspects of acoustic phonetics.
- SPTHAUD 5134 Clinical Linguistics and Psycholinguistics. 3 Credits.
 - Introduction to the scientific study of language. Overview of linguistic terminology and subsystems, sociolinguistics, and psycholinguistics with emphasis on normal aspects of language acquisition. Implications of linguistic theory for the practice of speech language pathology.
- SPTHAUD 5136 Clinical Phonetics and Phonology. 3 Credits.
 - This course introduces articulatory phonetics and transcription using the International Phonetic Alphabet, including extensions for non-normal speech. An overview of normal aspects of articulation and phonology including co-articulation, segmental and non-segmental phonology, and phonological acquisition will also be included. Includes laboratory exercises.
- SPTHAUD 5200 Articulation and Phonological Disorders. 3 Credits.
 - This course provides an overview of speech sound production disorders and their etiology in children. Procedures for the assessment and phonological analysis of child speech. Treatment approaches -- with emphasis on the establishment, generalization, and maintenance phases -- will be covered.
- SPTHAUD 5201 Clinical Audiology. 3 Credits.

- Introduction to the etiologies influencing hearing assessment procedures and management techniques. Observations and clinical laboratory will be required.
- SPTHAUD 5203 Principles of Managing the Hearing Impaired. 3 Credits.
 - This course will focus on the habilitation/rehabilitation of individuals with hearing impairments. Varying procedures and rationales for management in a variety of settings will be discussed. Psychological, social, and educational aspects of hearing impairment in children and adults will be addressed.
- SPTHAUD 5204 Language Disorders of Children: Assessment and Management. 3 Credits.
 - Varying types of language impairment that are found in children with atypical development are overviewed. Standardized and non-standardized assessment procedures are presented, and basic intervention techniques for children are addressed.
- SPTHAUD 5208 Aphasia and Related Disorders. 3 Credits.
 - Normal and disordered aspects of cognitive/information processing will be studied. The nature, assessment and management of aphasia will be addressed from multiple theoretical and practical perspectives.
- SPTHAUD 5490 Issues in Communication Disorders. 1 Credit.
 - Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.
- SPTHAUD 5492 Issues in Communication Disorders II. 2 Credits.
 - Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.
- SPTHAUD 5494 Issues in Communication Disorders III. 2 Credits.
 - Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.
- SPTHAUD 5496 Issues in Communication Disorders IV. 2 Credits.
 - Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.
- SPTHAUD 5498 Issues in Communication Disorders V. 2 Credits.
 - Presentations and lectures on a variety of professional and clinical issues in audiology and speech language pathology.
- SPTHAUD 6028 Geriatric Intervention. 3 Credits.
 - The purpose of this course is to provide an understanding of communication changes, communication disorders, and service delivery options from a gerontological perspective. An overview of direct services offered to communicatively impaired older adults and ancillary or support services will be given. Treatment strategies addressing environment, significant others, and associated professional services will be covered.
- SPTHAUD 6100 Research in Communication Disorders. 3 Credits.
 - Ethical and methodological considerations in speech-language pathology and audiology research. Critical evaluation of research. Application of research to clinical practice.
- SPTHAUD 6130 Neuroscience. 3 Credits.
 - The structure and function of the nervous system are presented and analyzed, with an emphasis on hearing, speech, and language central organizations. Emphasis is on normal structure and function so the clinician can better understand abnormalities.
- SPTHAUD 6201 Anatomy and Physiology of Speech and Hearing. 4 Credits.
 - Detailed anatomy and physiology of the systems involved in speech and hearing, including cadaver dissection. The nervous system, respiration, phonatory-articulatory systems, and auditory system are included. Laboratory required.
- SPTHAUD 6204 Motor Speech and Related Disorders. 3 Credits.
 - This course will focus on motor speech disorders (e.g., dysarthria and apraxia of speech). The neuroanatomy and neurophysiology underlying these disorders will be explored. Motor control will be addressed across the domains of acoustics, aerodynamics, and kinematics. The assessment, diagnosis,

and treatment of motor speech disorders will be approached from both theoretical and clinical perspectives.

- SPTHAUD 6206 Infant Intervention. 3 Credits.
 - Assessment, intervention, and parental training for at-risk infants will be covered. The course will focus on the management of infants at risk and include clinical experiences in short-term neonatal intensive care, long-term infant programming, and interdisciplinary evaluations and intervention. Training will be provided in home programming, classroom and individual intervention. Parental support groups will be discussed.
- SPTHAUD 6210 Fluency Disorders. 3 Credits.
 - The theoretical foundations of dysfluent behavior will be reviewed. Differential diagnosis and principles of therapeutic techniques for children and adults will be studied.
- SPTHAUD 6212 Voice and Related Disorders. 3 Credits.
 - This course addresses the nature, course, evaluation, and treatment of voice and related disorders in children and adults.
- SPTHAUD 6214 Diagnosis and Evaluation in Speech-Language Pathology. 3 Credits.
 - The diagnostic process as it pertains to all speech-language pathology disorders will be presented. The course covers application of evaluation principles and methods of both formal and informal measurement in speech-language pathology.
- SPTHAUD 6216 Augmentative Communication. 3 Credits
 - This course will explore the assessment and treatment of persons requiring non-speech communication.
- SPTHAUD 6218 Dysphagia. 3 Credits.
 - Lectures will cover anatomy and physiology of the normal swallow, abnormal physiological and anatomical conditions leading to dysphagia, and assessment and treatment of strategies for swallowing disorders.
- SPTHAUD 6220 Cleft Palate and Craniofacial Disorders. 3 Credits.
 - Symptomology, etiology, assessment, and treatment of communication disorders associated with cleft palate and craniofacial syndromes. Multidisciplinary management including medical and dental care.
- SPTHAUD 6222 Language Learning/Language Disorders in School-Age Children. 3 Credits.
 - This course covers diagnostic and management issues pertinent to older children with language and/or language learning disorders; transdisciplinary and interdisciplinary models of collaboration with teachers, special educators, related service providers, and families.
- SPTHAUD 6228 Medical Aspects of Speech-Language Pathology. 3 Credits
 - This course is designed to develop students' familiarization with issues related to the practice of speech-language pathology within the healthcare environment. Topics will include charting, medical abbreviations, ethics, multicultural considerations, and universal precautions. Additionally, as the final course in the sequence of neurogenic communication disorders, one section will be focused on the evaluation and treatment of communication disorders associated with Traumatic Brain Injury (TBI).
- SPTHAUD 6230 Seminars in Language Disorders. 1-3 Credits.
 - Seminar will address a variety of topics in language disorders. Topics may vary each semester. May be repeated for credit when the topic is different.
- SPTHAUD 6232 Seminars in Speech Disorders. 1-3 Credits.
 - Seminar will address a variety of topics in speech disorders. Topics may vary each semester. May be repeated for credit when the topic is different.
- SPTHAUD 6236 Seminars in Basic Human Communication Processes. 1-3 Credits.
 - Seminar will address a variety of topics in basic human communication processes. Topics may vary each semester. May be repeated for credit when the topic is different.
- SPTHAUD 6500 Thesis in Communication Disorders. 1-6 Credits.
 - Research project culminating in an original contribution to the scientific literature that is of publishable quality. Approval of the student's thesis committee is required prior to enrollment. This course may be

repeated for credit, although no more than 6 credit hours will count to the degree. Students must be registered in all semesters until thesis is finished.

- SPTHAUD 6702 Clinical Practicum: Level I in Speech-Language Pathology 1 Credit.
 - Supervised clinical experiences for speech language pathology students.
- SPTHAUD 6704 Clinical Practicum: Level II in Speech-Language Pathology 1 Credit.
 - Supervised clinical experiences for speech language pathology students.
- SPTHAUD 6706 Clinical Practicum: Level III in Speech-Language Pathology 1 Credit.
 - Supervised clinical experiences for speech language pathology students.
- SPTHAUD 6708 Clinical Practicum: Level IV in Speech-Language Pathology 1 Credit.
 - Supervised clinical experiences for speech language pathology students.
- SPTHAUD 6710 Clinical Practicum: Level V in Speech-Language Pathology 1 Credit.
 - Supervised clinical experiences for speech language pathology students.
- SPTHAUD 6712 Supplemental Practicum Speech Pathology. 1-8 Credits.
 - Additional supervised clinical experiences for Speech-Language Pathology students. Must be taken with 6702. Grading will be S/U. Does not count towards any Departmental or ASHA requirements.

Clinical Assignments, Pre-Requisites for Field Placement/Clinical Rotation:

The LSUHSC School of Allied Health Professions maintains a network of cooperating hospitals, agencies, schools and private clinics for external practicum placements. Placement opportunities constantly change as a result of availability; therefore it is not always possible to place students at a particular site or at sites near their homes. The students therefore are required to go where they are placed. If you refuse a placement, your program will be extended.

The geographical location of the student's primary residence/community and site locations may be considered when choosing practicum assignments.

There are certain guidelines that the department adhere to when selecting practicum sites.

Practicum sites are selected to provide exposure to caseloads with both children and adults. Sites must be capable of generating the minimum number of direct clinical contact hours required by our department within a specific timeframe.

There are a number of factors that influence the scheduled practicum experiences. These include, but are not limited to, the availability of a site supervisor for a requested site, the site supervisor's schedule during the time the student is placed and the availability of the Off-Site Clinic Coordinator to complete on-site visits. Clinical assignments are made on the basis of academic course work completed, clinical experience, the student's clinical practicum needs, the requirements of the clinical practicum site, and student availability.

The external practicum experience is intended to be either part-time or full-time, depending on the term with which the particular practicum is completed. The student is required to plan ahead in order to meet their financial obligations, while participating in each external practicum placement.

Please note the following:

1. Students should be aware that the each external practicum can be part-time or full-time.
2. The specific timing (including start and end dates, day(s) of week, and hours) of any given clinical education experience may vary from facility to facility and year to year based on resource availability. Students are expected to comply with the facility's timing of clinical education experiences and must flex their personal schedules to accommodate specific time constraints of the facility. In general, clinic will begin and end in accordance with the academic calendar. Students should be available for specific external-site activities,

departmental activities and to complete departmental responsibilities from the first day of class through the last day of exam week.

3. The Clinical Practicum Coordinator will include anticipated timing of clinical placements in information provided to students as part of the clinical education match process. In the event that the timing of a clinical education experience is changed by a clinical facility, the Clinical Practicum Coordinator will communicate the change to the student(s) immediately upon notification by the facility.
4. Clinical assignments are made before the beginning of the semester. The student will receive a copy of the clinic schedule which designates the primary supervisor, additional supervisor(s), the site and type of clinical activity to which the student has been assigned, the number of clock hours per week the student is expected to earn, and, whenever possible, the day and/or time of clinic. It is the student's responsibility to contact the clinic practicum supervisor(s) prior to the first day of classes.
5. A student's personal plans must not interfere or alter the proposed practicum sequence. It is not possible to alter the practicum sequence in any way once it has been assigned.
6. It is the student's responsibility to monitor clock hours throughout the semester. Any problems with scheduling or with client attendance should be discussed first with the clinic supervisor. Changes in the assigned number and type of clock hours to be earned weekly may not be made without the approval of both the clinic supervisor involved and the Clinic Practicum Coordinator.
7. The student will be assigned to at least three clinical settings either within the organizational structure of LSUHSC or affiliated with LSUHSC. All clinic practicum will be supervised by individuals holding ASHA certification and a Louisiana license in speech-language pathology.
8. Evaluation of the student's performance in off-site clinical practicum will be conducted in a manner consistent with LSUHSC grading policies and procedures. All off-site clinic practicum activities will be coordinated and monitored by the Clinic Practicum Coordinator.
9. Clinic Practicum sites, either within the organizational structure of, or affiliated with LSUHSC include: Children's Hospital of New Orleans, LSU Interim hospital, Chabert Medical Center, NorthOaks Healthsystem, St. Charles General Hospital, Trinity Neurological Rehabilitation, Gulfport Memorial, East Jefferson General Hospital, Jefferson Parish Public School System, St. Tammany Parish School System, LSUHSC Department of ENT, Medical Center of Louisiana, New Orleans Speech and Hearing Center, Ochsner Clinics, Slidell Memorial Hospital, Terrebonne General Medical Center, Thibodeaux Regional, Touro Infirmary, Tulane Medical Center, West Jefferson Hospital, Additional Private Practices and School Systems.

Professional Liability Insurance:

Under the LSUHSC's affiliation agreement with the External Clinical Sites, the student is required to carry their own personal professional liability insurance.

CPR Certification:

Under the LSUHSC's affiliation agreement with the External Clinical Sites, the student is required hold CPR certification for Healthcare Providers.

Possible Required Documentation External Practicum Experience:

The items mentioned below are at the expense of the student. The Off-Site Clinic Coordinator will notify the student which of the documentation requirements applies to their specific external-site placement.

- Criminal Background Check
- Record of applicable immunizations or Titters for Rubella, Mumps, Measles and Varicella
- A current TB test
- Hepatitis B Vaccine
- Flu Vaccine

- Fingerprinting
- Negative Drug Screen
- Note: Students should be aware that some practicum sites require specific items prior to confirmation of practicum placement. Consequently, you may be required to submit certain documents, interview, or review/study particular terminology or guidelines far in advance of your practicum assignment.

Ethical Standards:

The Department of Communication Disorders adheres to the Code of Ethics Set forth by the American Speech-Language and Hearing Association. This document can be found at <http://www.asha.org/Code-of-Ethics/>.

Expectations/Responsibilities:

External Site Expectations: Please inform the student of any requirements specific to your site during the first week of the internship. For example, dress code, paperwork, insurance and reimbursement requirements, Medicare/Medicaid rules and regulations, IEP procedures, presentations and or readings, etc.

Expectations of the LSUHSC graduate student clinician in speech-language pathology: An off-site educator should expect the student to have consistent attendance and to demonstrate timeliness related to the start of the day, meetings, and other time dependent activities. The student is required to maintain professional appearance and behavior appropriate to the off-site setting, reflecting a positive attitude and working relationship with supervisor, other off-site personnel and patients/clients. The student's therapeutic activities should be appropriate for each patient/client's ability, interest, and specific speech/language needs and the student should demonstrate enthusiasm in relation to activities during the clinical assignment.

Expectation of the off-site supervisor in speech-language pathology: It is helpful for the off-site supervisor to discuss site specific goals and expectations for the student's experience at the start of the practicum. Clinical teaching involves providing modeling, guidance, feedback and evaluative information regarding the student's performance in the practicum. Support should be provided to the student as he/she transitions from observing therapy to planning and implementing therapy.

The off-site clinical educator provides observation of the student clinician and feedback (verbal and/or written) of assessment, therapy planning, implementation and follow-up. It is useful to offer positive comments as well as constructive criticism. The off-site clinical educator should advise the LSUHSC Clinical Coordinator for Speech-Language Pathology of any questions or concerns regarding graduate student clinician's performance or expectations.

Qualifications of an External- Site Supervisor (Clinical Educator)

An off- site supervisor is a licensed speech-language pathologist who holds a current Certificate of Clinical Competence and has agreed to supervise a graduate student while engaged in various clinical activities. The LSUHSC Clinical Coordinator for Speech-Language Pathology is responsible for insuring that off-site supervisors are current with their ASHA certification. An *External Site Supervisor Certification Form*, located in the appendix of this handbook, should be filled out by each off-site supervisor and returned to LSUHSC within two weeks of the student starting the new clinic practicum.

Styles of Clinical Supervision

Anderson (1988) discusses three types of supervision. The three types, by their nature, require students to progressively function at an increasingly higher level. On the grading sheet, a check by the style of supervision indicates that the student has demonstrated the ability to function independently within that style. Note: Some beginning students may

be able to function at higher levels, at least with some clients. Clinicians should be encouraged to function at as high a level as possible, but not expected to function at a higher level than their experience can support.

Direct Active Style of Supervision

Stated very simplistically, this style involves an exchange in which the supervisor tells the student what to do and the student does it; the supervisor then provides feedback on student performance, gives another directive and the cycle repeats. This style is appropriate for the beginning clinician except if the clinician is capable of performing at a higher level. It also is appropriate when time constraints and/or quality of patient care demands this type of interaction. This style is very time-efficient; however, it does not promote independent thought on the part of the clinician and, therefore, is not the best for higher level students.

Collaborative Style of Supervision

This style places more responsibility on the clinician for independent thought. The clinician is expected to come to supervisor/clinician meetings having already done problem-solving and ready to make suggestions concerning patient care. The supervisor may need to ask questions that lead the clinician to think in the right direction; however, considerable opportunity is provided for the student to state his/her thoughts before the supervisor discusses relevant factors in the situation.

Consultative Style of Supervision

In this style, the clinician and supervisor relate more as colleagues. The clinician is responsible for problem-solving and decision-making “as if” he/she were a licensed and certified professional. All professionals consult with others in order to arrive at good solutions; functioning at the consultative level is fostered by this type of supervision. The clinician functions independently and consults with the supervisor when needed. Even though the student functions as if licensed/certified, the supervisor does not function with this mindset. The 25% and 50% supervision minimums (or more if needed) are still in effect; however, the supervisor, as much as is reasonable, refrains from intervening in order to see if the clinician will recognize those situations in which he/she needs to consult.

Speech-Language Pathology Supervision Requirements of Clinical Practicum:

1. Only a currently certified clinician may supervise student practicum. Current means the clinical supervisor must hold certification at the time the supervision is provided.
 - Supervision of the clinical practicum must include direct observation, guidance, and feedback by the currently certified supervisor to facilitate development of the student’s clinical competence.
2. The supervision must be provided by an individual who holds the Certificate of Clinical Competence in the appropriate area of practice. All observation and clinical practicum hours must be supervised by individuals who hold a current CCC in the area in which the observation and practicum hours are being obtained.
 - Only the supervisor who actually observes the student in a clinical session is permitted to sign to give credit to the student for the clinical practicum hours.
 - Although there may be some practicum supervision overlap, the supervision of clock hours in the minor area should be conducted by individuals who are certified in the minor area. Therefore, a speech-language pathologist should not supervise all of the hours obtained in aural rehabilitation.
3. At least 50% of each student’s time in each diagnostic evaluation, including screening and identification, must be observed directly by a supervisor.

- This is the minimum requirement and the amount of time the student is observed should be increased if the student's level of competence and experience warrants.
 - Observations may take place on-site or by closed-circuit television.
 - In addition to observations, it is recommended that performance evaluations, such as conferences, audio and video recordings, written evaluations, rating instruments, inspection of evaluation plans, and written reports be used in the supervisory process.
4. At least 25% of each student's total contact time with each client in clinical treatment must be observed directly by a supervisor. This is the minimum requirement and the amount of time the student is observed should be increased if the student's level of competence and experience warrants.
 - Observations may take place on-site or by closed-circuit television.
 - In addition to observations, it is recommended that performance evaluations, such as conferences, audio and video recordings, written evaluations, rating instruments, inspection of lesson plans, and written reports be used in the supervisory process.
 5. A supervisor with current CCC must be on site at all times during service delivery.
 6. Students who are not yet professionals should not be reimbursed directly for the provision of clinical practicum services. However, students can receive traineeships, scholarships, and/or stipends.

Remediation Policies and Procedures:

Student Experiencing Clinic Difficulty - Procedures

The primary goal of the procedure outlined below is to ensure that the student will receive individualized instruction for optimum student training.

1. Any student suspected of experiencing difficulty in Clinical Practicum should receive a written evaluation indicating the level of performance at midterm or earlier if possible. Clinical Difficulty is defined as obtaining a grade of C or below in either diagnostics or treatment. Thus, it is possible for a student to obtain an overall grade of B and still be in Clinical Difficulty.
2. The Clinical supervisor and Coordinator of Clinic Practicum will meet immediately following notification of the student. The Coordinator will inform the faculty of the student's Clinical Difficulty, so that faculty will not assign additional responsibilities for that student.
3. The Coordinator of Clinic Practicum, the supervisor under whom the student obtained a grade of C or below and the student will meet to discuss the student's clinical performance within seven days following notification of the student. Specific behavioral objectives reflecting skills that need to be developed will be outlined, along with recommended remediation strategies. Arrangements will be made for team supervision, if determined appropriate.
4. Satisfactory performance toward accomplishment of these specific objectives in conjunction with acceptable overall performance, as delineated by a grade of A or B, in each area (diagnostics and treatment) will be expected by the end of the semester, to avoid being put on Clinic Probation

Expectation of the Clinical Practicum Coordinator: The Clinic Practicum Coordinator will be available for phone calls or e-mail correspondence concerning specific questions and/or clarifications and will discuss the progress of the practicum student with the site supervisor(s). She/he will also discuss the progress of the practicum with the student and monitor

the accumulation of clinical contact hours. The role of the Clinical Practicum Coordinator is to serve as a liaison between the student and the SLP Supervisor at the site in regards to specific problems that may arise during the experience.

Attendance:

Illness/Family Emergencies

Subsequent to illness, if a student is unable to be present at an off-site clinic, he/she must notify BOTH the off-site clinical educator and the LSUHSC Clinical Coordinator for Speech-Language Pathology the morning that he or she is unable to attend. If the student misses more than one day due to illness the student is expected to contact both the site clinical educator and the LSUHSC Clinical Coordinator for Speech-Language Pathology the morning of each day missed.

If a student is unable to attend a clinical assignment due to a family emergency the student must contact the off-site clinical educator AND the Clinical Coordinator for Speech-Language Pathology to make arrangements immediately.

Time off Policy

If a student wishes to take time off during a clinical assignment for any reason other than illness or family emergency, he/she must submit a written request stating the reason for the time off and dates of the absence to the off-site clinical educator and LSUHSC Clinical Coordinator for Speech-Language Pathology. Written requests for time off do not guarantee approval.

Procedures to Modify Clinic Practicum Responsibilities:

The student must submit a written request to modify clinic practicum responsibilities (i.e., decrease in number of clock hours per week to which the student has been assigned). i. The written request must be submitted to: the clinic practicum supervisor, the clinic practicum coordinator and the student's academic advisor

The student must meet with the clinic practicum supervisor, the clinic practicum coordinator, and the academic advisor to discuss the request. The meeting and documentation of specific implications of the student's change in clinic practicum responsibilities should be forwarded to the review committee with a copy to the student's file.

The academic review committee will examine the student's request and approve or deny the request within 5 working days. The chair of the academic review committee will provide the student with written notification of the committee's decision and recommendations.

Withdrawal:

Clinical Practicum is a course that is required similar to academic courses. Students enrolled in clinical practicum are expected to attend their assigned placement. Students who refuse a clinical placement or withdraw from a placement will not be assigned to another placement for that term and may not graduate on time.

Evaluations:

Students:

1. Session Evaluation Forms: Used to provide feedback to the student, along with verbal feedback provided during supervisory meetings. Forms are provided for evaluation of management sessions, diagnostic sessions and written skills.
2. Midterm and Final Evaluations: Mid-term and final clinical evaluation are completed within the CALIPSO system.
3. Students are assigned to a level (Beginning, Intermediate, or Advanced) based on their clock hours obtained and the primary supervisor's recommendation. At midterm and at the end of the semester, all supervisors will provide the primary supervisor with a grade reflecting the student's performance. The primary supervisor will combine these ratings to determine the overall grade. The diagnostic grade is double weighted.
4. If a student receives a grade of "D" or "F" in clinical practicum, *none* of the practicum hours earned that semester will count toward LSUHSC or ASHA requirements.

External Sites and Clinical Supervisor:

At the end of each semester, students are required to complete an evaluation of their supervisor. These forms will be sent via e-mail through the Course Evaluation System utilized by the School of Allied Health Professions. Students are strongly urged to complete this important evaluation which remains anonymous and confidential. In addition, students are encouraged to complete the Supervisor and Site feedback forms with the CALIPSO System. Student interviews are also completed by the Clinical Practicum Coordinator at the end of a student's external site practicum experience.

Fieldwork Placement:

CLINICAL AFFILIATION AGREEMENT

AGREEMENT FOR CLINICAL EDUCATION

THIS AGREEMENT, effective **date** by and between the Board of Supervisors of the Louisiana State University and Agricultural and Mechanical College, on behalf of the Louisiana State University Health Sciences Center, School of Allied Health Professions (LSUHSC) and ##### ("Facility") for the purpose of establishing a clinical education program.

MUTUAL BENEFIT

IT IS AGREED to be of mutual benefit and advantage that LSUHSC and the FACILITY establish a Clinical Education Program to provide clinical instruction and experience to students enrolled in the School of Allied Health Professions. The following provisions shall govern this agreement:

ACADEMIC PREPARATION, ASSIGNMENT, SUPERVISION, RULES

LSUHSC agrees that the students shall have completed academics appropriate to the level of clinical training prior to assignment to the clinical experience. The clinical coordinator for the department of LSUHSC shall make assignment of its students with mutual agreement of and advance notice to the FACILITY. When at the FACILITY the students shall observe and act in accordance with the policies and procedures set forth by the FACILITY.

EVALUATION, WITHDRAWAL

FACILITY shall evaluate the performance of each student subject to final evaluation by LSUHSC. In addition, the FACILITY may request LSUHSC to withdraw any student whose appearance, conduct, or work with patients or personnel is not in accordance with hospital policies or other acceptable standards of performance and such request shall be granted by LSUHSC. Final action of student's evaluation and/or withdrawal is the responsibility of LSUHSC.

STUDENT HEALTH, CPR, OSHA

Prior to clinical education all students are required to have (and to show proof on site of):

- 1) Health insurance; (except that FACILITY shall provide emergency care at student's expense)
- 2) Hepatitis B vaccine (or signed waiver);
- 3) Negative TB/PPD skin test or Negative chest X-ray;
- 4) Current certification in CPR,
- 5) OSHA training in universal precautions.
- 6) Proof of MMR

LIABILITY

LSUHSC provides professional liability insurance for students in accordance with the provisions of the Louisiana Health Care Provider Act No. 660 of 1976. In addition, each student is required to purchase (and to show proof on site) independent liability insurance in the amounts of \$1,000,000 per occurrence and \$3,000,000 aggregate.

In addition, it is understood and agreed that neither of the parties to this agreement shall be liable for any negligent or wrongful act chargeable to the other and this agreement shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by one party against the other or against third parties. In the event of a claim for any wrongful or negligent act, each party shall bear the cost of its own defense.

NONDISCRIMINATION

Parties agree not to discriminate under this agreement and to render services without regard to race, color, religion, sex, national origin, veterans status, political affiliation, disabilities, or sexual orientation in accordance with all state and federal law.

CONFIDENTIALITY

To the extent allowed by the law, LSUHSC and its agents, students or representatives agree to keep strictly confidential all confidential information of FACILITY and/or FACILITY'S patients.

ENTIRE AGREEMENT, REVISIONS, ADDITIONS, EXTENSIONS

This agreement is strictly an agreement for student clinical education. It does not create an employment relationship. This agreement together with provisions (a,b,c,d), infra, constitute the entire agreement between parties and supersedes all previous agreements.

- a) This agreement shall continue until terminated by either party.
- b) Revisions may be recommended by either party which becomes effective upon written approval of both parties.
- c) More specific letter agreements with specific programs may be entered into as needed.
- d) This agreement may be renewed by letter agreement signed by both parties or terminated by either party with sixty (60) days prior written notice, provided any student currently in clinical training at the time of notice be permitted to complete the program

IN WITNESS WHEREFORE:

APPROVED FOR:

Louisiana State University
Health Sciences Center
School of Allied Health Professions
1900 Gravier Street, Suite 6B16
New Orleans, LA 70112

Tel: (504) 568-4246

APPROVED FOR:

Communication Disorders/Audiology

Tel:

J. M. Cairo, Ph.D. Date
Dean
School of Allied Health Professions
LSU Health Sciences Center

Date

Title:

Larry Hollier, M.D. Date
Chancellor
LSU Health Sciences Center

(Signature) Date
Title:

Supervisor Clinical Training:

The clinical practicum coordinator for speech-language pathology and additional members of the speech-language pathology faculty offer training to external site clinical supervisors through a few ways. On occasion, a continuing educational opportunity will be offered by the University to the external -site supervisors. Additionally, the Clinical Practicum Coordinator completes on-site training at facilities where there are supervisors that are new to clinical education. SLP faculty have also presented at state conferences on clinical supervision in speech-language pathology.

Practicum Clock Hour Tracking: Speech-Language Pathology Clinical Practicum and ASHA Clock Hour Guidelines What to Count as Clinical Clock Hours

1. *Only direct contact with client or family in assessment, management, and/or counseling can be counted towards practicum.*

- Clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family.
- Typically, only one student should be working with a given client. In rare circumstances, it is possible for several students working as a team to receive credit for the same session depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and other interviews the parents, both students may receive credit for the time each spent in providing the service. However, if one student works with the client for 30 minutes and another student works with the same client for the next 45 minutes, each student gets credit for the time he/she actually worked, that is, 30 and 45 minutes, respectively -- not 75 minutes.
- If two students work with the same client for the same period and provide essentially the same service, either the students must split the time or only one student can receive credit for the time spent providing the service. If both students take credit for the service provided, the accumulated clock hours must not exceed the total amount of service time actually received by the client.

2. *Clock hours are earned for the evaluation of children and adults with a variety of types and severities of disorders of speech (articulation, fluency, voice, dysphagia), language, and hearing.*

- Evaluation shall include collection of relevant information regarding case history, past and present status, function, selection and administration of reliable evaluation procedures, interpretation of results, and appropriate referrals for additional evaluation and/or treatment based on the evaluation.
- Evaluation refers to those hours in screening, assessment, and diagnosis of language and speech disorders (articulation, fluency, voice, dysphagia) that are accomplished before the initiation of a treatment program.
- Hours to be counted in the evaluation category may also include a formal reevaluation.
- Clock hours devoted to counseling associated with the evaluation/diagnostic process may be counted in these categories.
- *Periodic assessments during treatment are to be considered treatment.*
- The majority of evaluation hours in each category must *not* be in screening activities

3. *Clock hours are earned for the treatment of children and adults with a variety of types and severities of disorders of speech (articulation, fluency, voice, dysphagia), language, and hearing.*

- Treatment for language and speech disorders (articulation, fluency, voice, dysphagia) refers to clinical management, including direct and indirect services, progress in monitoring activities, and counseling.
- Clock hours devoted to counseling associated with the evaluation/diagnostic process may be counted in these

categories.

- If a client presents a communication disorder in two or more of the disorder categories, accumulated clock hours should be distributed among these categories according to the amount of treatment time spent on each.
- Clinical experience should include both individual and group client contact

Documenting Clinical Clock Hours

The student must maintain a record of all clock hours earned in clinic practicum. CALIPSO can be accessed via the following link: <https://www.calipsoclient.com/lshsc/account>.

CALIPSO Instructions for External-Site Clinical Supervisors

To Register as a Supervisor on CALIPSO:

- Before registering, have available your 1) PIN provided by the Clinical Coordinator, 2) ASHA card, 3) state licensure card, and 4) teacher certification information if applicable. If possible, have available scanned copies of your certification and licensure cards for upload during the registration process.
- Go to <https://www.calipsoclient.com/lshsc/account>
- Click on the “Supervisor” registration link located below the login button.
- Complete the requested information and click “Register.”
- On the following screen, again complete the requested information and click “Save” at the bottom of the page. A “Registration Complete” message will be displayed and you will automatically be logged into CALIPSO.

To Login to CALIPSO:

- For subsequent logins, go to <https://www.calipsoclient.com/lshsc/account> and login to CALIPSO using your 8-digit ASHA number and **password that you created for yourself during the registration process**

To Select Supervisee / Student:

- Locate “Change class to:” and select from the drop-down menu the appropriate class
- Click “Change.”
- Click on “Student Information”
- Locate “Add Student of Interest” and select your student from the drop-down menu.
- Click “Add.”

To View Student Clock Hour Records:

- Click on “Clockhours” then “Experience Record” to view a summary of clock hours obtained and clock hours needed.
- Students may be required to gain a minimum of (20) hours in the evaluation and treatment of children and adults for both speech and language disorders which is summarized in the table at the bottom of the page.
- Please note the student’s Clinical Competency Level (I, II, or III) on the page header if applicable.
- Print/save clock hour record by clicking “Print Experience Record.”
- Click “Student Information” located within the blue stripe to return to the student list.

To View Student’s Cumulative Evaluation

- Click on “Cumulative evaluation” to view a summary of your student’s clinical competency across the 9 disorder areas.
- Upon completion of the clinical program, students must have an average score of 3.0 or higher for all clinical competencies listed on the form.
- Please make note of any areas of deficiency (highlighted in orange.)
- Click “Student Information” located within the blue stripe to return to the student list.

To Complete Site Information Form

- From the home page, click on the “Site Information Forms” link under the Management header.
- Click “Add new form.”
- Complete the requested information and click “Save.”

To Approve Clock Hours

- At the completion of the rotation or as often as directed, your student will log their clock hours into CALIPSO.
- An automatically generated e-mail will be sent notifying you that clock hours have been submitted and are awaiting approval.
- Login to CALIPSO (step two.)
- Click “clockhour forms pending approval.”
- Identify your current student’s record.
- Click “View/Edit” in the far right column.
- Review hours, making changes if necessary.
- Complete the % of time the student was observed while conducting evaluations and providing treatment.
- Approve clock hours by selecting “yes” beside “Supervisor approval” located at the bottom of the page.
- Click “Save.”

To View Your Supervisory Summary:

- For an official record of this supervisory experience (past or present), click on the “Supervision summary” link located under the Management header on the home page.
- Select “Printable view (PDF)” to create a document to save and/or print.

To View Your Supervisory Feedback:

- At the completion of the rotation, your student will complete a supervisory feedback form in CALIPSO.
- An automatically generated e-mail will be sent stating that you have feedback available to view.
- Login to CALIPSO (step two)
- Select the desired “Class” and click “change.”
- Click “Supervisor feedback forms.”
- Click “View/Edit” in the far right column.

To Update Your Information:

- Update e-mail address changes, name changes, certification expiration dates with corresponding scanned copies of your card by logging into CALIPSO (step two.)
- Click “Update your information.”
- Make changes and click “save” and/or click “Edit licenses and certification.”
- Update information and upload supporting files and click “save” located at the bottom of the screen.

CALIPSO Instructions for Graduate students in Speech-Language Pathology

To register as a student in CALIPSO:

- Before registering, have available the PIN provided by your Clinical Coordinator via e-mail.
- Go to <https://www.calipsoclient.com/lshsc/account/login>
- Click on the “Student” registration link located below the login button.
- Complete the requested information, being sure to enter your “school” e-mail address, and record your password in a secure location. Click “Register Account.”
- Please note: PIN numbers are valid for 45 days. Contact your Clinical Coordinator for a new PIN if 45 days has lapsed since receiving the registration e-mail.

To login to CALIPSO:

- To login, go to <https://www.calipsoclient.com/lshsc/account/login> and login to CALIPSO using your school e-mail and password that you created for yourself during the registration process (step one.)
- Upon logging in for the first time, you will be prompted to pay the student fee and to provide consent for the release of information to clinical practicum sites.

To Enter Clock Hours in CALIPSO:

- Click on the “Clockhours” link located on the lobby page or the “Student Information” link then “Clockhours.”
- Click on the “Daily clockhours” link located within the blue stripe.
- Click on the “Add new daily clockhour” link.
- Complete the requested information and click “save.”
- Record clock hours and click “save” located at the bottom of the screen. You will receive a “Clockhour saved” message.
- Repeat above steps to enter additional clock hours gained under a different supervisor or in a different clinical setting.
- To view/edit daily clock hours, click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, course, and setting) from the drop-down menu and click “Show.”
- Select the desired entry by clicking on the link displaying the entry date located along the top of the chart. Make desired changes and click save.
- Please note: Supervisors are not notified and are not required to approve daily clock hour submissions.

To Submit Clock Hours to Clinic Supervisor for Approval:

- Click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, and course) from the drop-down menu and click “Show.”
- Check the box (located beside the entry date) for all dates you wish to submit for approval then click “Save selected clockhours to semester clockhour form.” Clock hours logged for the dates selected will be consolidated into one record for supervisor approval. The designated supervisor will receive an automatically generated e-mail requesting approval of the clock hour record.
- Please note: Daily entries cannot be edited once approved. However, if you delete the entry from the “Clockhour list” link prior to approval, daily hours may be resubmitted.
- View consolidated clock hour entries by clicking “Clockhours list” located within the blue stripe.

Communication:

Between the Clinical Facilities and the Department of Communication Disorders:

Ongoing and timely communication is vital to develop a close and collaborative relationship between the academic and clinical facilities. This communication fosters the interchange of ideas and stimulates growth as each facility has unique perspective on the clinical education process, student, and academic program. Effective communication is achieved formally and informally by on-site visits, phone calls, letters, emails, and meetings between the Clinical Practicum Coordinator, the External-Site Supervisor and student.

1. On-site visits are performed to:
 - Evaluate and establish the clinical facility as a clinical affiliation site.
 - Discuss the progress and performance of the student.
 - Discuss the problems or potential problems the student or facility may encounter. This may involve talking to the student to assess the situation and develop an appropriate plan.
 - Evaluate the clinical site with an emphasis on any personnel or administrative changes that may have occurred since the previous visit.

- Gather feedback from the External-Site Supervisor on the strengths and weaknesses of the academic curriculum at LSUHSC- Speech-Language Pathology Department and clinical faculty needs.
2. Telephone Communication
 - The telephone communication provides the method for spontaneous or emergency communication between the student, clinical, and academic facilities. Clinicians and/or students are encouraged to contact the Clinical Practicum Coordinator at any time before, during, or after the affiliation. Telephone communication will be used as a substitute for on-site visits should distance and time considerations preclude an on-site visit.
 3. Email Communication
 - The email communication provides another method for communication between student, clinical, and academic facilities. The external-site supervisor is contacted by email at least five to six weeks prior to the start of an affiliation. In this email, external-site supervisor is updated on curricular, student information, continuing education opportunities, and plans for the affiliation. During the affiliation, the external-site supervisor and student will be contacted by email. Potential problems can be identified and evaluated at this time. Clinicians and/or students are encouraged to contact the Clinical Practicum Coordinator at any time before, during, and after the affiliation.

Between the Facility and the Student:

Once an external-site placement has been confirmed for the student, the student is required to make a phone call to the external-site supervisor to obtain information about work hours, dress code, housing, and type of clinical experiences offered. During the affiliation, it is expected that communication between the student and the external-site supervisor will be ongoing, mutual, and constructive. The external-site supervisor has the responsibility to continuously assess student performance and recognize when the performance is at the correct level, above the expected level, or below the expected level. In the event, the external-site supervisor determines that there is a problem; an early warning system will give the student an opportunity to improve.

If the external-site supervisor has specific concerns or complaints about the SLP program, clinical education program, the clinician is requested to contact Theresa Nicholls, Clinical Practicum Coordinator (504-568-4335, tnicho@lsuhsc.edu). If this is not possible, the clinician should contact the Department Head, Sylvia Davis, Ph.D. (504-568-4336, sdavis2@lsuhsc.edu)

It is expected that students will take the responsibility to develop a good working relationship with their external-site supervisor. Students and external-site supervisor are recommended to set aside time during the day to discuss patient issues and progress.

Communication between the Student and the School During Affiliations:

Students are expected to call the Clinical Practicum Coordinator if they have any concerns or problems related to the clinical affiliation. Students are encouraged to contact her when they identify potential problems. If a student does not want to discuss the issues while at the clinical site, the student should contact the Clinical Practicum Coordinator. Then a time can be determined (during lunch, evenings, weekends, etc.) to discuss the issues. Students are required to notify the Clinical Practicum Coordinator of any absences or emergencies that result in loss of any clinical time. During site visits and phone conferences, students are expected to provide open and honest feedback about their clinical education experiences.

Safety Policies and Procedures:

Students are expected to practice in a manner that minimizes risks to patients/clients, self, and others.

Students will receive formal training on the universal precautions, blood borne pathogens, and potential health risks during a clinical affiliation.

Students who put safety of patients/clients at risk may be removed from the clinical affiliation and receive a grade of “Fail” for the affiliation.

Student who put their own safety at risk may be removed from the clinical affiliation and receive a grade “Fail” for the affiliation.

Safety at risk may include, but is not limited by:

- Failure to observe health, safety, and emergency regulations
- Failure to follow JCAHO standards regarding patient identification (i.e. 2 identifiers)
- Failure to maintain a safe work environment
- Failure to observe patient/client treatment contraindications or precautions
- Failure to recognize, monitor and/or adjust treatments according to patient/client responses
- Failure to use appropriate assistance of others
- Failure to use appropriate techniques for safe handling for patients/clients
- Failure to maintain safety for self (body mechanics, environment, etc.)

If the student demonstrates safety concerns in the affiliation, the external-site supervisor should write an accurate and clear statement regarding the safety concerns. The external-site supervisor should notify the Clinical Practicum Coordinator as soon as possible. The Clinical Practicum Coordinator will determine if the safety concerns warrant one of the following:

- A written plan of action or remediation to help the student adhere to safety standards.
- Immediate removal from the clinical affiliation and a grade of “Fail” for the clinical affiliation.

Note: The University is not responsible for the student’s safety during travel to and from the clinical affiliation.

Student Conduct

During the academic and clinical portions of the program, all LSUHSC - New Orleans Speech-Language Pathology students are required to abide by LSUHSC – New Orleans School of Allied Health Professions “Policy and Procedures Related to Student Conduct” (see link to document below). Students are provided this document at new student orientation. All students are expected to review this document and must sign a form stating that they have done so.

<https://alliedhealth.lsuhs.edu/admin/docs/professionalconduct.pdf>

Substance Abuse

All students at LSUHSC – New Orleans are required to adhere to Chancellor’s Memorandum 23 (CM-23)-LSU Health Sciences Center New Orleans Drug Free Workplace and Workforce. Please see the link below to CM-23 document. Students are required to complete annual compliance training annually in the following to areas:

- The Drug-Free Workplace Policy & Drug Testing Program
- Drug Free Schools and Communities

Students are also subject to the substance abuse policies set forth by their External Clinical Practicum site.

<http://www.lsuhs.edu/administration/cm/cm-23.pdf>

Safety in the Clinic

All LSUHSC – New Orleans students are required to complete training via the Office of Compliance in the following areas:

- Quarterly Safety Training, to include
 1. Safety responsibilities, general safety rules, fire safety, possible hazards (biological, chemical, and radiation), hazard communication, MSDS, reducing hazard exposure, emergency response, and hazardous waste procedures.
 2. Incident/accident reporting and investigation training.
 3. Personal protective equipment and job safety analyses.
 4. Use of fire extinguishers.
- Bloodborne Pathogens
- Internet/Network Safety

Students are taught Standard Universal Precautions and are also required to adhere to all safety policy and procedures set forth by the External Clinical Practicum site.

Student Health Services

LSU Student Health Clinic

The Louisiana State University Student Health Clinic offers a variety of health services. Physicians in the Student Health Clinic are board certified. For more information on student health insurance, please see <http://www.lsuhs.edu/orgs/studenthealth/insurance>.

BlueCross BlueShield Insurance (See bcbsla.com)

LSUHSC-New Orleans is again offering our students the option of purchasing student health insurance through BlueCross BlueShield of Louisiana. If students have coverage through their own plans or as a dependent of someone else, they will continue to have to provide proof of this coverage.

Health Care Services

We provide primary health care, mental health assistance, immunizations, woman's health exams, and exams for away rotations/residency. Immunization/Prevention, unless exempted for health/medical or religious reasons, you will need to have an annual TB screening and tetanus shot every 10 years. Nurse only appointments may be scheduled for immunizations by calling (504) 412-1366. For additional information, see the Student Health Handbook.

Location and Hours

Student Health Services is located on the 7th floor of the Lions Building
2020 Gravier Street, New Orleans, LA 70112

Hours are 8:00 a.m. to 4:30 p.m.

Monday - Friday

Phone: (504) 525-4839

Fax: 866-814-9706

Student Health Clinics are located at:

3700 St. Charles Ave.

(504) 412-1366

200 W. Esplanade Ave., Suite 205 (By Appointment Only)

(504) 412-1705

8:00 a.m. to 4:30 p.m.

After Hours Care

After 4:30pm and on weekends and holidays, contact Dr. Angela McLean @ 412-1366. For immediate treatment you may go to the emergency room.

Office of Compliance

As part of enrollment at LSUHSC - New Orleans, students are required to complete training in accordance with federal and state laws and regulations in the following areas:

- Code of Conduct
- HIPAA Privacy
- HIPAA Security
- Quarterly Safety Meetings
- Security and Confidentiality
- FERPA
- The Breach Notification Rule
- Compliance Update
- Bloodborne Pathogens
- The Drug-Free Workplace Policy & Drug Testing Program
- Drug Free Schools and Communities

Emergency Disaster Plan

All students are required to abide by the policies and procedures of the external clinical sites to which they are assigned. Emergency plans are reviewed as part of a student's orientation to the facility.

At-Risk Incidences, Crisis Incidences, Illness and Injury

All students should report any of these instances to their assigned external site clinical educator as soon as possible. Students are required to abide by the policies and procedures of the external clinical sites to which they are assigned. These policies and procedures are reviewed as part of a student's orientation to the facility.

Assignment of Clinical Grades

Clinical Evaluations are completed in the CALIPSO system and can be accessed via the following link:

<https://www.calipsoclient.com/lshsc/account>.

To Complete a Midterm Clinical Evaluation:

- Login to CALIPSO
- Select the desired "Class" and click "change."
- Click "New evaluation".
- Complete required fields designated with an asterisk and press save.
- Continue completing evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, review it with the student. Type his/her name with the corresponding date as well as your name with the corresponding date located at the bottom of the page.
- Check the "final submission" box located just below the signatures.
- Click "save."
- Receive message stating "evaluation recorded."
- Please note: you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation saved, the status will change from "in progress" to "final". Students will then have access to view the submitted evaluation when logged into the system.
- To view the evaluation, click "Student Information" located within the blue stripe then "evaluations" located to the right of the student's name.

To Complete a Final Evaluation:

- Login to CALIPSO
- Select the desired "Class" and click "change."
- Click "Student Information" then "evaluations" located to the right of the student's name.
- Identify the evaluation completed at midterm and click on "Make a duplicate of this evaluation."
- The duplicated evaluation will appear in the evaluations list.
- Identify the duplicate (noted as "in progress") and click on the "current evaluation" link highlighted in blue.

- Change “Evaluation type” from midterm to final.
- Complete evaluation by changing and/or adding scores for applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, review it with the student. Type his/her name with the corresponding date as well as your name with the corresponding date located at the bottom of the page.
- Check the “final submission” box located just below the signatures.
- Click “save.”
- Receive message stating “evaluation recorded.”

Tips for Success

MICHAEL REESE HOSPITAL AND MEDICAL CENTER
DEPARTMENT OF REHABILITATION CENTER
ESSENTIAL PROFESSIONAL BEHAVIORS - STUDENT THERAPIST

In addition to developing clinical competencies, an important part of the fieldwork experience is the development of professional behaviors. The following qualities have been determined essential to the position of student therapist and reflect the expectations for acceptable performance.

1. Responsibility - demonstrates independent initiative and readily assumes responsibility; demonstrates consistent dependability and reliability in fulfilling responsibilities; is conscientious in meeting responsibilities, demonstrating attention to routine responsibilities.
 - a) Ask questions when in doubt.
 - b) Be punctual in attending meetings and conferences.
 - c) Recognize and act on personal responsibility for learning during the fieldwork experience (e.g., finding answers to questions, providing feedback to supervisor, utilizing opportunities for observational learning experiences, i.e., other therapists, disciplines).
 - d) Take initiative to utilize resources (physical resources, personnel, grand rounds).
 - e) Read student manual the first week so that you are familiar with the information that is in it.
2. Organizational Skills - is punctual in fulfilling responsibilities and requirements of the position, including adhering to schedules, meeting deadlines, etc. By mid-term is able to create functional structure in an unstructured environment; is able to establish realistic priorities and set appropriate limits.
 - a) Plan and organize daily schedule for self and for patient treatment, for short- and long-term projects (e.g., preparation for lectures, note writing, preparation for staffing and rounds, discharge planning, and SIP).
3. Flexibility - effectively adjusts to changes in schedules, policies, and procedures, patient and student program; is able to adjust priorities according to needs of the program and department and others.
 - a) Develop an attitude of flexibility - expect changes to occur (e.g., changes in lecture schedule, supervision meetings, increase or decrease in patient load, early discharges, or patient schedules).
 - b) Utilize time effectively when a patient’s treatment is canceled.
 - c) Help out and fill in for other therapists.
 - d) Offer assistance to others.
4. Interpersonal Skills - is able to establish effective interpersonal relationships with patients and their families, staff members, students, and members of other disciplines; is sensitive to an considerate of others; is able to work and relate effectively with a wide range of diagnoses and disabilities (patients), socioeconomic, age, and ethnic groups (patients, their families, and other personnel).
 - a) Maintain professional relationship with supervisor and others.
 - b) Regard feedback as a learning tool.

- c) Be aware of how your behavior affects others.
- d) Consider timing of questions (e.g., when approaching staff).
- e) Respect personal space and time of others.
- f) Explore situations before responding - make informed interpretations and decisions.

5. Communication Skills - shows effective, appropriate (timing content, and method) communication with intra- and extra-departmental personnel at all levels; oral and written professional communication should reflect the standards established for the department; communication at all levels should be appropriate in timing, open and direct; important for staff to independently initiate communication whenever the need and to maintain consistent feedback to appropriate personnel; discretion and confidentiality; open lines of communication should be maintained with the chief occupational therapist and supervisor at all times.

- a) Expect and respect differences in professional opinions. Open-mindedness allows opportunity to explore different theories and techniques of management (e.g. doctors' goal and plan may differ from your own). You are part of a team; consider the goals of other disciplines when planning your treatment program for the patient.
- b) Be aware of nonverbal behavior, tone of voice, etc., and the effect these can have upon your relationships with others.
- c) Take time to organize your thoughts and make notes before reporting in conferences or contacting other disciplines and doctors.
- d) Follow established guidelines and documentation standards for note writing (in student notebook).

6. Concern for Professional Development - is receptive to guidance and regards constructive feedback as a learning tool; actively assesses, recognizes, and expresses personal needs for further professional development; demonstrates interest and actively participates in continuing education activities; is willing to share professional knowledge and experience with others.

- a) Assume responsibility for learning.
- b) Be resourceful in finding answers to your questions.
- c) Actively seek learning experiences (e.g., versus only utilizing scheduled experiences rounds).
- d) Realize that as a student therapist you have valuable information and experiences to share with others. Be willing to share information, offer suggestions for SLP and student programs, procedures, equipment, etc.

7. Problem-Solving Abilities - demonstrates effective problem-solving skills in approach to patient treatment, and overall functioning within department; readily identifies and communicates problems impacting upon patient care and department functioning to appropriate individuals; maintains an open, objective attitude in assessing and confronting problem situations; appropriately acts upon decisions and maintains communication and effective follow-up and feedback.

- a) Be resourceful. Use common sense and think things through before asking someone else for the answer.
- b) Utilize resources to help find answers to questions and suggestions for patient treatment.
- c) Utilize student manual.
- d) Recognize and act on need to contact other disciplines.
- e) Make yourself aware of material resources available in the unit.

8. Sense of Humor.

9. Supervisory Skills - with experiences, demonstrates those skills essential to the guidance of aides, volunteers, and other ancillary staff (e.g., in patient treatment, group activities, clerical work requests).

- a) Interpersonal skills - respectful approach when working with secretaries, aides, transporters.

10. Demonstrates a commitment to the growth and development of the department's programs and the support of its staff and students. Offers constructive, diplomatic suggestions for change beneficial to the department in all areas of its functioning.

11. Remember that you are a representative of the department and the profession. Through personal demonstration of professional attitudes and appearance, support and contribute to the professional image of the department.

Suggestions for Students

An important part of the fieldwork experience is the opportunity to actively pursue the development and practice of professional qualities and behaviors attributable to a mature therapist. Such qualities would include personal initiative, punctuality, responsibility and resourcefulness, dependability, the ability to relate openly and effectively on a professional level, etc. Although your supervisor and other staff members may provide guidance and direction in this area of professional development, you must assume the primary responsibility for professional behavior.

Below are some “helpful hints” as to how this responsibility might be independently assumed and reflected early and throughout your affiliation.

1. Communication is the most critical essential. Initiate and maintain open, honest, communication with your supervisor.
 - Provide feedback to your supervisor about the nature, quantity, quality, of supervision time. You must assess your needs and openly share them with your supervisor.
 - Let your supervisor know your interests and goals/expectations. Clarify performance expectations with your supervisor - if you are unclear, ask.
 - If you feel you are not getting enough feedback, let your supervisor know.
 - If you feel you need to observe more or to be observed in patient treatment, let your supervisor know.
 - If you have a question or doubt in your mind, try whenever possible to take the initiative to find the answer for yourself. However, never hesitate to utilize staff members as resources.
2. Independently take the initiative and time early in your affiliation to familiarize yourself with your unit’s organization and available resources. It is important to take time to find out where things are kept during the first week. Schedule time to look through cabinets, file drawers, bookcases, etc., and see what is available. If you don’t schedule specific time to do this, you may find that a “convenient” time will never come. Becoming familiar with the unit, its supplies, and equipment will prevent you from having to keep asking where equipment is kept. If you are uncertain about the use or purpose of any equipment, always ask and familiarize yourself with it.
3. Learn how to effectively plan and utilize your time.
 - Make out a schedule for each day; include lectures, meetings, and supervision times in addition to patient treatment.
 - Know your work requirements and set target dates for timely completion. Don’t wait until the last minute to get things done. You will not be continually reminded or prodded once deadline have been established.
 - Utilize your “spare” time appropriately, i.e., for reading, writing notes; developing patient’s treatment programs; observing treatment. Feel free to help out in the unit – ask what you can do to help if you cannot readily identify what the need may be. Don’t get behind in note-writing. The amount of paperwork and documentation requirements is great; now is the time to develop personal discipline in fulfilling responsibilities in this area on a timely basis.
4. Procedures for routine, day-to-day treatment and departmental responsibilities should be established as a habit as quickly as possible. If you are still confused after the first week, let your supervisor know.
5. Use your student manual - it is filled with information concerning performance expectations, departmental policies and procedures, and information regarding patient care. Use it as an ongoing reference as questions arise.
6. Suggestions for treatment planning:
 - Observe other therapists and keep a list of media/techniques they can use. This can be helpful resource during treatment planning.
 - Write a list of treatment goals (brainstorm). When writing treatment plans refer to this list, it will help you to be comprehensive.
 - In the beginning, prepare a list of treatment media or evaluations for each treatment session. Be sure to include alternatives in case equipment is not available. If you have any questions on specific technique or evaluation, ask your supervisor to go through the procedure with you before you treat the patient. Although this takes extra preparation time, it can greatly increase your self-confidence during treatment.

IMPORTANT LINKS

Bylaws and Regulations of the Board of Supervisors for Louisiana State University and Agricultural and Mechanical College:

<http://www.lsuhsac.edu/administration/subscriptions/>

LSU System Permanent Memoranda:

<http://www.lsuhsac.edu/administration/pm/>

LSUHSC-New Orleans Chancellor Memoranda:

<http://www.lsuhsac.edu/administration/cm/>

Office of Compliance Programs:

<http://www.lsuhsac.edu/no/administration/ocp/>

LSUHSC Calendar – PM 5:

<http://www.lsuhsac.edu/administration/pm/>

SAHP Academic Calendar: <http://alliedhealth.lsuhsac.edu/Admin/academicaffairs.aspx>