Education Externship Handbook

SLHS 64800
2018

A guide for the Supervising SLP, Purdue Liaison and Graduate Student Clinician in Speech-Language Pathology

Purdue University

Department of Speech, Language, and Hearing Sciences
COLLEGE OF HEALTH AND HUMAN SCIENCES

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Purpose

This handbook is designed to serve as a reference for all members of the Education Externship Team: the Supervising SLP, the Graduate Student Clinician, and the Purdue Liaison. The roles of each member of the triad are described, and the requirements of the Education Externship, with suggested timelines for completion, are included. Examples of all forms are included in the appendices of this manual.

An electronic copy of this handbook can be found on the Department of Speech, Language, and Hearing Sciences website: http://www.purdue.edu/hhs/slhs/.
OVERVIEW & GENERAL INFORMATION

SLHS 64800, the practicum experience in a public school (Education Externship), is arranged and coordinated by the Department of Speech, Language, and Hearing Sciences (SLHS) in collaboration with the Office of Field Experiences (OFE) in the College of Education. Graduate students who wish to receive speech-language pathology clinical training in preparation for working with school-age children should consider this externship when planning a course of study. Students who wish to do Educational Externships are required to successfully complete SLHS 54400 School Clinical Methods prior to their externships.

General Information:

1. During your first spring semester, you are required to attend a workshop sponsored by OFE, which explains the application process. This will take place during 54900-2. You will be given the necessary information to go online and complete the required application.

2. During each semester of the graduate program, students are asked to provide the Department of SLHS Educational Externship Coordinator with information to be used in planning the Education Externship.

3. If a student is following the typical two-year plan of study, the Education Externship will occur during the second half of the final spring semester. The approximate time period for spring placements is late February through early May. Some students may encounter circumstances that require the Education Externship to occur during the fall semester. Placements for the Education Externship cannot occur during the summer.

4. To be eligible for this placement, the following criteria must be met:

   Coursework requirements- Prior to Education Externship placement, students are required to have completed the following graduate courses: Phonological Disorders, Language Disorders in Children, and School Clinical Methods. All SLHS clinical program core classes must be taken either prior to, or simultaneously with the Education Externship.

   Clinical experience requirements- Prior to Education Externship placement, students must have had at least 2 semesters of clinical assignments working with children, earning a minimum of 50 clinical hours (75 preferred) with grades of "B" or better and no ‘U’s (Unsatisfactories) on the Clinical Skills Evaluation Form (CSCF).

5. To successfully complete this externship, a student must be given a final grade of B or better by his/her SLHS 64800 Teacher or Record and a “Satisfactory” in all “Professional Protocol Behaviors”. A student’s final grade will be lowered if she/he receives a SLHS Professional Infraction Notice or a College of Education Form D-2 (i.e., disposition assessment form).

6. Exemplary professional behavior is both expected and required. Failure to comply with the Purdue Professionalism Agreement will result in a SLHS Professional Infraction Notice and the execution of an OFE disposition assessment form (Form D-2) and/or placement termination. The accumulation of three disposition assessment forms will result in a disciplinary review that may result in removal from the teacher education program. In the case of a significant breach of professionalism, a student may immediately be terminated from his/her placement and may not be eligible to complete that or another Educational Externship.
Role of the Purdue Liaison

A Clinical Faculty Member from the Department of SLHS is assigned to each Student Clinician participating in an Educational Externship. This Purdue Liaison will communicate with the Supervising SLP during the Education Externship and will be interested in observing the Student Clinician in action, as well as discussing on-going progress with the Supervising SLP and the Student Clinician. For students within a two-hour drive of campus, the Purdue Liaison will schedule a site visit during which she will review any records or assignments that the Student Clinician has completed, observe the Student Clinician doing therapy/diagnostic work, meet with the Student Clinician individually, meet with the Supervising SLP individually, and then meet with both to discuss requirements, paperwork, etc. For students who are place more than two-hours from campus, the Purdue Liaison will be in regular contact via email, phone calls or Skype.

The Purdue Liaison should be contacted if any questions or concerns arise at any time during the Externship. She/he will complete a final CSCF and recommend the final grade based on 1) the mid-term & final evaluations completed by the Supervising SLP, 2) the ongoing input received from the Supervising SLP, and 3) direct observation and evaluation of the Student Clinician’s work. The Student Clinician is required to complete the following assignments for the Purdue Liaison to review and evaluate. All PHI should be removed before submitting.

- At least three progress reports, approved by the Supervising SLP
- One IEP, approved by the Supervising SLP
- At least one lesson plan for an on-going speech or language therapy session.
- Two projects

Role of the Supervising SLP

Supervising SLPs are Master’s level Speech-Language Pathologists who maintain their CCC-SLP (ASHA) and are currently employed in a school setting. The individual differences of school settings and personal styles of organizing and managing school programs are respected. Therefore, the role of the Supervising SLP is defined by basic requirements, but is expanded and modified to accommodate various types of school programs and areas of service delivery. Basic requirements that cannot be modified are as follows. The Supervising SLP must:

- Agree to the placement as Purdue’s Office of Field Experiences and the local school corporation arranges it.
- Maintain CCC-SLP at initiation of, and throughout the Education Externship.
- Provide on-site supervision throughout the Education Externship. Between 90-100% supervision is expected for the first seven-eight weeks. This can drop down to but should not be less than 70% for the remainder of the externship.
- Communicate with the Purdue Liaison.
- Complete documentation required for Purdue's College of Education and Department of Speech, Language, and Hearing Sciences including signing the ASHA log cards.

The Supervising SLP is encouraged to:

- Follow the suggested general outline of assignments/experiences.
- Accept the Student Clinician as a colleague-in-training. Include him/her in as many of your daily responsibilities as possible.
- Provide any policy/administrative material concerning school operations.
- Inform the Student Clinician of the school routine.
- Consider the Student Clinician as a member of the school faculty. Introduce him/her to school staff, include him/her in meetings, and encourage participation in extracurricular activities.
- Provide a faculty handbook for reference.
FOR THE SUPERVISING SLP

Thank You!!

The Education Externship is a ten-week school-clinical practicum in communication disorders that is coordinated by the Purdue University Office of Field Experiences and the Department of Speech, Language, and Hearing Sciences. In past years, this experience has been called “student teaching,” and you will continue to see documents in which this term is used. However, as you know, the speech-language pathology practicum in public schools is very different from the experience that students attain if they are learning to be classroom teachers. The Education Externship is a period in which a second year graduate Student Clinician will be working with you in your school setting and learning all about working in public schools. Not only will your Student Clinician gain clinical experience in working with school-age children with speech and/or language problems, she/he will also learn about the administration of school-based programs, and the myriad of daily tasks that you do to keep things running smoothly.

A successful Education Externship is one in which both you and your Student Clinician gain from the experience. We are certain that the student you supervise will acquire many new skills in therapy, diagnostics, and administrative work. In addition, we hope that you will also value the experience, perhaps through new insights into your own work as you explain it to the Student Clinician or by learning about new procedures that a student may use. The third member of the Education Externship “team” is the Purdue Liaison who is your connection to the Department of SLHS. She will be happy to answer questions, help you find resources you may need, and/or share new information with you throughout the Education Externship time period.

Your dedication and willingness to participate in the education and training of new professionals within our field is greatly appreciated! This handbook has been developed to provide you with information about the Education Externship. If you have additional questions, please feel free to contact your Purdue Liaison or Mary Lou Poole at (765) 494-3823, marylou1@purdue.edu.
FOR THE SUPERVISING SLP

Suggested General Components and Timeline

For the Education Externship Experience

Week One:
Student Orientation-
- Introduce the Student Clinician to the faculty and staff of your school.
- Provide information about the school's programs, facility layout, daily schedules, and school calendar.
- Include any pertinent information about risk management and safety procedures.
- Make sure that the Student Clinician is familiar with all child protection policies and procedures.
- Share any school corporation's forms that will be used for evaluation reports, IEP development, progress reports, etc.

Supervision and Assignments-
- Have the Student Clinician observe you working with your caseload
- Have the Student Clinician read student files and research low incidence disorders.
- Discuss which type of supervision best fits your Student Clinician’s learning style. Feel free to adjust the style as needed over the course of the externship. Student Clinicians typically appreciate both written and verbal feedback.
- Verify that your Student Clinician has given you all required forms (see appendix of this manual for examples).
- Discuss and determine two projects that you wish your Student Clinician to complete.

Suggested projects include:
- Develop a bulletin board for the "Speech Therapy Room" or school.
- Present an in-service activity for either a school faculty meeting or a meeting of the Parent-Teacher Organization.
- Schedule a meeting with the school principal to get acquainted and to discuss her/his thoughts/concerns about education and special education services.
- Develop and implement a collaborative therapy activity with a classroom teacher.
- Develop and provide a speech and/or language stimulation activity in a regular education classroom.
- Put together summer homework packets.
- Organize the Supervising SLP’s materials

Activities which do not meet this criterion are those things which you would routinely do in the course of a day (e.g., develop specific materials or activities to be used in S/L therapy).
- You are encouraged to observe different models of school service delivery that is provided in your or another corporation (e.g., preschool, high/middle school, life skills room) but this also does NOT count as a project.
Weeks Two-Three:
Student Clinician begins working directly with students under the supervision of the Supervising SLP. The amount of time and exact implementation procedure is at the discretion of the Supervising SLP. That is, many Supervising SLPs gradually transition the Student Clinician into taking over therapy sessions. Typically, the Student Clinician observes for about 1 week and then gradually assumes the caseload over the next 2-4 weeks. The Student Clinician should maintain a log of all direct therapy and/or diagnostic hours (for ASHA records). The Supervising SLP should provide the Student Clinician with verbal and/or written feedback regarding his/her performance.

Weeks Four-Five:
Student Clinicians are typically seeing all of the caseload by this week. In some cases, the transition may still be underway, but is nearly complete.

Week Six:
The Mid-term Evaluation forms (i.e., CSCF Feedback Summary Form, CSCF Professional Protocol Form, CSCF School-Based Competencies Form, and Clinical Skills Competency Form) should be completed and a copy sent to the Purdue Liaison. Concerns should be discussed with the Student Clinician and with the Purdue Liaison. Students are not required to complete a mid-term evaluation.

Weeks Six-Seven:
Student Clinician continues to see caseload and participate in other related activities (such as Placement Conferences, IEP review meetings, School Faculty Meetings). Continuous feedback should be provided to the Student Clinician. Progress on all projects should be monitored. Concerns should be discussed with the Student Clinician and with the Purdue Liaison.

Week Eight:
Give your student clinician a list of skills that she/he must demonstrate at a higher level in order to earn a grade of A or B. Send the University Liaison a copy of the list.

Weeks Eight-Ten:
Make sure that Student Clinician’s projects are completed. Schedule a final evaluation meeting with the Student Clinician. Complete the: Final Evaluation Forms (i.e., Educational Externship School(s) Information Form, CSCF Feedback Summary Form, CSCF Professional Protocol Form, CSCF School-Based Competencies Form, Clinical Skills Competency Form) and the (green) “Supervisor and Clinical Population Data” sheet. Review the (yellow) “ASHA Hours Summary” form, and sign the Graduate Student Clinician’s ASHA log card. (See example forms in Appendix)
Professionalism Agreement

During my field experiences, I am a guest at the school site or other educational or community setting. I understand that my task is to learn so that I can become a more effective educational professional. I agree to abide by the specific institutional values and policies as well as highest standards of professionalism at all times.

I agree to maintain professional, legal, and ethical conduct at all times. I will respect the privacy of children, families, and school personnel and protect the confidentiality of confidential academic or personal information that I encounter.

I agree to be on site when and where I am expected. In the event that I cannot attend or will be late, I will follow proper notification procedures to let the appropriate individuals know in advance.

I agree to maintain a professional demeanor and appearance, in accordance with the standards of the site where I am placed.

I agree to complete my assigned tasks, duties, and responsibilities on time.

I agree to interact and communicate in a positive and professional manner with students, peers, school and university personnel, and others. I will avoid bias, prejudice, or lack of fairness toward individuals or groups of people.

I agree to remain committed to student learning at all times. I will not make offensive or demeaning comments about students/participants or their abilities to learn or about teachers or their abilities to teach.

I agree to remain committed to improving my own instructional practices and teaching activities. I will remain flexible and open to feedback from others.

I agree to demonstrate commitment to my field of study and to the teaching profession.

I understand that failure to comply with this agreement may result in the execution of a disposition assessment form (Form D-2) and/or placement termination. The accumulation of three disposition assessment forms will result in a disciplinary review that may result in removal from the teacher education program.

Course Instructor (printed) Course

Signature of Candidate Date

College of Education
WEEK ONE

1. Share all forms with the Supervising SLP. Discuss who is responsible for each form and its due date.

2. Select and discuss the two projects you have chosen with the Supervising SLP. Your projects must be things above what you would normally be expected to do. *Suggested* projects include:
   - Develop a bulletin board for the “Speech Therapy Room” or school.
   - Present an in-service activity for either a school faculty meeting or a meeting of the Parent-Teacher Organization.
   - Schedule a meeting with the school principal to get acquainted and discuss her/his thoughts/concerns about education and special education services.
   - Develop and implement a collaborative therapy activity with a classroom teacher.
   - Develop and provide a speech and/or language stimulation activity in a regular education classroom.
   - Put together summer home work packets.
   - Organize the Supervising SLP’s materials
   - Activities which *do not* meet this criterion are those things which you would routinely do in the course of a day (e.g., develop specific materials or activities to be used in S/L therapy). You are highly encouraged to observe the different models of school service delivery that are provided in your or another corporation (e.g., preschool, high/middle school, life skills room). An observation does NOT count as a project.

3. Begin logging your hours. For ASHA certification, record hours as you have done in other clinic practica: For example, 75 hours, child articulation therapy; 20 hours, child speech diagnostics. At the completion of this externship, record this information on the Yellow Hours Sheet, and on your ASHA Log cards. NOTE: Clients aged 18 or older are considered adults. A general goal for hours to be attained in this experience is approximately 120 hours of therapy/diagnostics. Individual settings may result in some variation. If significantly fewer hours are expected, notify and discuss the situation with both the Supervising SLP and the Purdue Liaison.

4. Review all disorder categories and project hours (specific to areas) in which you need experience. Share this information with your Supervising SLP and make plans for you to earn needed hours.

5. Complete the Weekly School Schedule form and send to the University Supervisor. The information on this form will be used throughout the externship to facilitate university-school contact.

6. Provide your Purdue Liaison with copies of your Supervising SLP’s current 1) ASHA certification card and 2) State or DOE licensure card.

7. Discuss which type of supervisory style best fits your learning style. Adjust the style as needed over the course of the externship. Do not be afraid to ask for more or a different type of feedback.
WEEK SIX
1. If you have not already discussed your progress with the Supervising SLP, request to do so during your MID-TERM EVALUATION.

2. Mail/Fax/Email a copy of the MID-TERM EVALUATION to the Purdue Liaison. If she visits you during this week, you may give it directly to the Purdue Liaison. Do not send this to the Office of Field Experiences.

3. If you have not yet identified a client for the evaluation and IEP writing assignment, do so now. The IEP should be written, with your Supervising SLP’s assistance, on the school corporation’s IEP software program (e.g., IIEP).

4. Project your clinical hours for the remaining four weeks to ensure that you will meet the minimum requirements.

WEEK EIGHT
1. Supervising SLP to give the Student Clinician a written list of skills that need to be demonstrated at a higher level in order for the student to receive an A or B in the educational externship. Send your University Liaison a copy of the list.

WEEK NINE
1. Schedule a time for your final evaluation conference with the Supervising SLP.

2. Make sure all projects are completed and have been reviewed by the Supervising SLP and Purdue Liaison.

WEEK TEN
1. Return all materials, books, and/or equipment belonging to the Supervising SLP and/or the school corporation.

SLHS AND OFE REQUIREMENTS MUST BE COMPLETED IN ORDER FOR YOU TO RECEIVE A GRADE FOR YOUR EDUCATION EXTERNSHIPS: SUBMIT ALL FORMS TO YOUR PURDUE LIAISON.

ALL OF THE FOLLOWING ITEMS MUST BE SUBMITTED. Failure to complete and submit all items will result in an “Incomplete”:
1. (Yellow) “Summary of Contact Hours” form
2. (Green) “Supervisor & Clinical Population Data” forms (one form per school on caseload)
3. “Educational Externship Evaluation” form
4. “Supervising SLP Evaluation” form
5. Written IEP, approved by Supervising SLP, with HIPAA information deleted
6. At least three progress reports
7. At least one lesson plan for on-going speech or language therapy session
8. Supervising SLP’s current ASHA certification card and State or DOE licensure card
9. Final Evaluation. It is your responsibilities to have your Supervising SLP sign both of your ASHA log cards.
Frequently Asked Questions About the Education Externship

Q. Is the Education Externship a requirement for attaining the MS-SLP degree in the Department of Speech, Language, and Hearing Sciences?
A. No, you are not required to complete an Education Externship. The experience is recommended to prepare you for working with school age children with communication disorders, and to help you understand and learn about the professional role of the speech-language pathologist in a school setting. Completion of the Education Externship is required for school licensure in some, but not all, states.

Q. Can I complete my Education Externship in another state?
A. Yes, all is required is a contract between Purdue and your ed extern’s school corporation.

Q. Can I complete my Education Externship back in my hometown?
A. Quite possibly. The university coordinator will contact your hometown special education director to see if any SLPs with their CCCs are available and willing. You should have a backup plan (e.g., another city close to your hometown) in case no one is available.

Q. What are my chances of being placed in the Lafayette area?
A. Only fair. There are always many more students who request being placed in Tippecanoe County than there are available SLPs.

Q. Who gets priority regarding local placements?
A. Priority is given to students who have children, health concerns, and lack of transportation.

Q. For how many course credits of SLHS 64800 should I register?
A. You must register for 6 credits.

Q. Who assigns my final grade?
A. You final grade is assigned by the 64800 teacher of record (Mary Lou Poole).

Attendance Policy

ATTENDANCE IS REQUIRED FOR TEN INSTRUCTIONAL WEEKS. With permission from the Supervising SLP and the University Liaison, a maximum of two days may be missed given a valid excuse (illness, professional development). All other missed days, no matter what the reason, must be made up.
OFE’s official policy is that all missed days need to be made up; however, the Dept of SLHS is given some flexibility. Generally speaking, you may be able to miss one or two days for a valid reason and if your school slp and SLHS supervisor agree that the day(s) do not need to be made up.

You need to fill out the official OFE Request for Absence from Student Teaching Form each time you miss a day (or even ½ day) whether it needs to be made up or not. You need to say why you are missing the day and your plan for making it up. If you do not need to make up the day, indicate on the form that “it was agreed that the absence does not need to be made up.” The absence form must be signed (and thus agreed upon) by your Supervising SLP, your school principal and your Purdue Liaison. Paperwork for four or more absences must be signed off by the Dean’s office.

Unexcused absences can be made up by:
- extending your externship by additional day(s)
- coming in early and making up the appropriate number of hours (hard for you to do since the kids aren’t there)
- staying late and making up the appropriate number of hours (hard for you to do since the kids aren’t there)
- doing some sort of service work that involves your clients (e.g., some school have after hours day care where you could help children with their homework. You cannot count these as ASHA clock hours. Rather you would need to consider them observation hours.
- observing or working with another CCC-SLP over your spring/fall break

I have listed common scenarios which hopefully will answer most questions. Email me if your situation is different.
- You want to go to ISHA or another conference/workshop.
  Answer: You may not need to make up day(s) if your absence is pre-approved by your school and university SLPs and if you have not missed more than one other day. You must fill out the form and note that you will be taking a day’s absence for “professional development”.
- You are sick or someone dies in your family.
  Answer: You do not need to make up day(s) if your absence is approved by your school and university SLPs and if you have not missed many other days. You must fill out the form but note that you took time off due to “illness” or “family bereavement”.
- There is a snow day or a planned school vacation such as spring break.
  Answer: You do not need to make up the day or fill out a form.
- The school is holding a professional development day for teachers/ SLPs.
  Answer: You need to attend with your SLP or observe or work with another SLP or teacher.
- You have personal business (e.g., wedding, sick child or family member, taking Praxis, CF interview).
  Answer: All days must be made up.
- Your SLP is going to be out of the building (e.g., is sick, has a doctor’s appointment).
  Answer: It is OK for you to stay and do therapy only if you and she/he are completely comfortable with the idea. Usually Ed Externs don’t do this until about the 6th week or so. Your Supervising SLP needs to consider liability issues and make sure the building principal is ok with the plan. ASHA says that supervisors need to observe 25% of your sessions over the course of your clients’ treatment. ASHA does not say that supervisors need to be onsite. If you or your school slp is not comfortable with you doing therapy while she is out of the office, you may do observations in or out of that building. You may also work (not observe) with another SLP who has her/his CCCs. You can count these hours as clock hours.

**Note: Observing another therapist or observing in an academic or resource classroom is not considered an absence and does not need to be made-up. The SLP or teacher you observe does not have to have her CCCs.
PURDUE UNIVERSITY TEACHER EDUCATION PROGRAM
REQUEST FOR ABSENCE FROM STUDENT TEACHING

Student Teacher: Complete Sections 1 and 2, then sign and route the form for approval (Section 3).

Section 1. COMPLETED BY STUDENT TEACHER (Please print or type all information.)
A. Name: ____________________________ D. Semester: ____________________________
B. Program Area: ______________________ E. Cooperating Teacher: ______________________
C. Assigned School: ____________________ F. Principal: __________________________

G. Type of Absence:
- Personal Reasons (Including professional development; complete this form and obtain approval prior to planned absence.)
- Illness (Notify your cooperating teacher and principal immediately. Complete this form and obtain approval upon return to student teaching duties.)
- Bereavement: Immediate family (Notify your cooperating teacher and principal immediately. Complete this form and obtain approval upon return to student teaching duties. Specify the relationship of the deceased in Section 2.)

H. Days Absent:
First Day: __________ through Last Day: __________
MM/DD/YY MM/DD/YY

Number of Student Teaching Days Missed During THIS Absence: __________
Number of Student Teaching Days Missed PREVIOUS TO This Absence: __________
Total Number of Days Absent This Semester: __________*

*IMPORTANT: If this number is 4 or higher, the approval of the Associate Dean for Learning and Engagement is required.

Section 2. Provide an explanation for your absence here. Include a description of your plan to make up your absence.
(Attach additional pages as needed.)

Section 3. SIGNATURES

Student Teacher: ____________________________ Signature ____________________________ Date __________
Cooperating Teacher: ____________________________ Signature ____________________________ Date __________
Principal (or designee): ____________________________ Signature ____________________________ Date __________
University Supervisor: ____________________________ Signature ____________________________ Date __________
Instructor of Record: ____________________________ Signature (or attach email approval) ____________________________ Date __________
*Associate Dean: ____________________________ Signature (or attach email approval) ____________________________ Date __________

RECEIVED
OFFICE OF FIELD EXPERIENCES
Purdue University

Not valid unless dated by OFE

Once this form has been completed, please hand-deliver or mail to Purdue University, Office of Field Experiences, BRNG 3229, 100 N. University St., West Lafayette, IN 47907-2098
How does one about getting licensed to work in a school in the state of Indiana?

- **For school practice you need 2 licenses**
  - 1 license is issued by the IPLA’s SLPA Board
  - 1 license is issued by the IDOE’ Division of Professional Standards

- **Step 1: Finish graduate school.** I will notify the Purdue College of Education’s Office of Professional Preparation and Licensure (OPPL) that you are a “Program Completer” (i.e., you successfully completed a school methods class and a student teaching experience (i.e., educational externship)).

- **Step 2: Get a school job.**

- **Step 3: Register with ASHA as a Clinical Fellow.** ASHA’s website has all the necessary information regarding process and forms.

- **Step 4: Register with the Indiana Professional Licensing Agency (IPLA).** Mail completed APPLICATION FOR REGISTRATION FOR SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY CLINICAL FELLOWSHIP YEAR to the IPLA with:
  - Website: [http://www.in.gov/pla/speech.htm](http://www.in.gov/pla/speech.htm)
  - $50 fee
  - Photograph taken within 8 weeks of the submission of the application
  - Official transcript issued by Purdue or a letter from Purdue which indicates that all requirements have been completed and the date you will graduate.

  > It is possible to start your job before actually graduating. In such a case, you must submit a letter from Purdue that says that all requirements have been completed and lists the date you will graduate. This replaces the official transcript. Contact Vicki Black if you are in this position. The SLHS Graduate Chair (currently Amanda Seidl, Ph.D.) will sign the letter.

**CF Information:**

- You may not begin your CF until your IPLA application has been approved and your registration number has been issued.
- The clinical fellowship may not exceed a maximum period of 18 consecutive months. The CF shall consist of 9 months full-time employment or its equivalent. A CF of fewer than 15 hours per week will not fulfill any part of the supervised experience requirement.
- Registered clinical fellows who fail to complete their requirements within the allotted 18 months must apply for a new CFY registration and the experience hours earned during the initial 18-month period will not count toward the requirements for licensure.

- **Step 5: Upon completion of your CF, apply for:**
  - ASHA certification [http://www.asha.org/Certification/SLPCertification.htm](http://www.asha.org/Certification/SLPCertification.htm)
  - IN Speech-Language Pathology license [http://wwwla/speech.h.in.gov/ptm](http://wwwla/speech.h.in.gov/ptm)
  - IN DOE Original Rules 2002 Communications Disorders (SLP) license [http://www.doe.in.gov/licensing](http://www.doe.in.gov/licensing)
State Licensure Requirements and Contact Information

http://www.asha.org/advocacy/state/

About state contacts and licensure information.

Alabama  Hawaii  Minnesota  Ohio  Virginia
Alaska  Idaho  Mississippi  Oklahoma  Washington
Arizona  Illinois  Missouri  Oregon  West Virginia
Arkansas  Indiana  Montana  Pennsylvania  Wisconsin
California  Iowa  Nebraska  Rhode Island  Wyoming
Colorado  Kansas  Nevada  South Carolina  U.S. Territories
Connecticut  Kentucky  New Hampshire  South Dakota  Overseas
Delaware  Louisiana  New Jersey  Tennessee  Association of
District of Columbia  Maine  New Mexico  Texas  Communication
Florida  Maryland  New York  Utah  Sciences
Georgia  Massachusetts  North Carolina  Vermont
Michigan  North Dakota  Virginia

U.S. Territories
Overseas
Association of Communication Sciences
Appendix
Forms Checklist

The following forms must be filled out during your educational externship. It is important that you retain these forms and submit them in a timely manner. Your final grade cannot be given until all forms are returned to your University Education Externship Supervisor.

Week One - Student Clinician is to provide the following forms to her Purdue Liaison by the end of the first week of the practicum:

1) Educational Extern Schedule (cream) - to be filled out by Student Clinician.
2) Copy of Supervising SLP’s ASHA card (be sure the date is current).
3) Copy of Supervising SLP’s State or DOE licensure card (be sure the date is current).

Week Six – Student Clinician is to submit a copy of the following mid-term evaluation forms by the end of the 6th week:
1) CSCF Feedback Summary Form
2) CSCF Professional Protocol Form
3) CSCF School-Based Competencies Form
4) Clinical Skills Competency Form

Student clinician is to provide the University Liaison with a description of the two projects he/she has chosen.

Week Ten - Student Clinician is to give the following forms to his/her Purdue Liaison on or before the last day of his/her practicum.

1) External Practice-Summary of Client Contact Clock Hours (yellow) – to be filled out by Student Clinician.
2) External Practicum Sites for Purdue Students: Supervisor and Clinical Population Data (green) - to be filled out by Supervising SLP. Must complete one form per school.
3) Educational Externship Evaluation Form (pink) – to be filled out by Student Clinician.
4) Supervising SLP Evaluation Form (yellow) – to be filled out by Student Clinician.
5) Final Evaluation Forms:
   Educational Externship School(s) Information Form
   CSCF Feedback Summary Form
   CSCF Professional Protocol Form
   CSCF School-Based Competencies Form
   Clinical Skills Competency Form
6) IEP of child on whom a diagnostic was completed
7) 3 Progress reports of children on caseload
8) Lesson Plan

The Student Clinician is responsible for having his/her Supervising SLP sign both ASHA log cards. The Purdue Liaison does not sign them.
Education Extern Schedule  Semester____________________

STUDENT INFORMATION:
Name ____________________________________________________________
Address where you will be living during your educational externship ____________________________
Cell Phone __________________________
Email Address _______________________________________________________

SUPERVISING SLP INFORMATION:
Name: ____________________________________________________________
Email: ____________________________________________________________
ASHA certification number: __________________________________________
State license number: ________________________________________________
School Corporation/COOP (NOT INDIVIDUAL SCHOOLS- LIST THOSE BELOW)
____________________________________________________________________

School Assignments:
1. ___________________________  Phone _____________________________
2. ___________________________  Phone _____________________________
3. ___________________________  Phone _____________________________
4. ___________________________  Phone _____________________________

Weekly Schedule - list the school’s name(s) and specific hours you are in the building(s):
Monday AM ___________________________  PM ___________________________
Tuesday AM ___________________________  PM ___________________________
Wednesday AM ________________________  PM ___________________________
Thursday AM ___________________________  PM ___________________________
Friday AM _____________________________  PM ___________________________
Best time to call school(s): ____________________________________________
Fall/Spring Break Dates: ______________________________________________
Scheduled Visits (TBA by supervisors)
### External Practicum-Summary of Client Contact Clock Hours

(A=Adult  C=Child  Ev=Evaluation  Tx=Treatment)  See reverse side for instructions.  NAME OF STUDENT  ____________________________

<table>
<thead>
<tr>
<th></th>
<th>Ev Hours</th>
<th>Tx Hours</th>
<th>Name of SLHS external practicum supervisor</th>
<th>First and last name of facility supervisor</th>
<th>ASHA number of facility supervisor</th>
<th>Practicum facility Name and city</th>
<th>Dates – Month/Year</th>
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Cognitive: attention, memory, sequencing, problem-solving, executive functioning
Social aspects: challenging behavior, ineffective social skills, lack of communication opportunities
Communication modalities: oral, manual, augmentative, and alternative communication techniques and assistive technologies

External Practicum Form R 10/03 (YELLOW)
External Practicum Sites for Purdue Students:
Supervisor and Clinical Population Data
(See reverse side for instructions)

Name of facility: ____________________________  Semester: __________

Location: ____________________________________________

Facility Supervisors: ____________________________  ASHA CCC No. __________

Facility Supervisors: ____________________________  ASHA CCC No. __________

Student Clinician: ____________________________

SLHS external practicum supervisor for this placement: ____________________________

Average Number of Clients **Available** per semester at this Facility *

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<th>Other (specify)</th>
<th>Total</th>
<th>Children</th>
<th>Adults</th>
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</thead>
<tbody>
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<tr>
<td>Intervention</td>
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</table>

Age range for adults: _______ - _______ yrs., for children: _______ - _______ yrs.

**Refers to clients available at this facility (not just the ones that a particular Student Clinician works with).**

Cognitive: attention, memory, sequencing, problem-solving, executive functioning
Social aspects: challenging behavior, ineffective social skills, lack of communication opportunities
Communication modalities: oral, manual, augmentative, and alternative communication techniques and assistive technologies
EXTERNAL PRACTICUM SITE FORM FOR PURDUE STUDENTS:
INSTRUCTIONS

To student clinicians planning an external practicum:

External practicum is defined as practicum which takes place at a facility where services are provided by an agency other than the Department of Speech, Language and Hearing Sciences although the student signs up for practicum credit in SLHS. External practicum must be arranged in advance by a member of the SLHS faculty or professional staff, who is the departmental supervisor of record and is responsible for overseeing this external practicum experiences. This person will be referred to as your SLHS external practicum supervisor. You will also have at least one certified supervisor who is employed by the external practicum site. A supervisor in this category will be referred to as you facility supervisor.

Keeping accurate and complete practicum records is necessary for certification, licensure, and accreditation purposes. All students taking an external practicum must complete two forms. This one, the SITE Form, is to be completed when the external practicum is arranged. It focuses on characteristics of the external practicum site. (The other, which focuses on the characteristics of the practicum experience, is completed at the end of the external practicum.) Both forms include necessary information about the supervision of practicum.

This SITE Form is designed to be completed by you, with the information being provided by your facility supervisor, at the time that the external practicum is arranged. The top part shows the name of the facility and the names of ASHA numbers of the person or persons who have agreed to supervise you at that facility, your facility supervisors.

You will need to supply all of the information in the top part of the SITE Form.

The table part of the form shows some of the characteristics of clients/patients available at that facility (not just the ones that you work with) in your area of concentration (speech-language pathology or audiology). In the table, you will need to provide numbers only about the type of population with which your facility supervisor(s) is/are working at that site (the number of clients/patients receiving speech-language services in each category or the number of clients receiving audiology services in each category). Most student clinicians will not need to supply information about the client/patient population in both categories because they will not be working with clients/patients in both areas.

Be sure to give the age-range information about this population below the table.

Your facility supervisor should be able to provide you with these figures because each facility keeps records of such information to use for various reporting needs.

Make a photocopy of the front of this sheet. Give the original to the graduate secretary and give the photocopy to your SLHS external practicum supervisor at the time that your external practicum plans are made. This should be no later than the beginning of your external practicum. (You can turn in this form in person or by mail.)
# Educational Externship Evaluation Form

Please rate the following: Circle NA if your externship does not provide experience with a specific population 1 = strongly disagree; 2 = moderately disagree; 3 = agree; 4 = mildly agree; 5 = strongly agree.

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. The school setting provided the opportunity to learn a wide variety of speech-language therapy services.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. The school clinician experience provided opportunities to apply my knowledge of public school documentation and procedural requirements (IEPs, placement conferences, etc.).</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. The school clinical experience allowed me to develop an understanding of the role of the speech-language pathologist as a school faculty member.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. The school clinical experience improved my skills for doing group S/L therapy.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. The school clinical experience improved my skills for doing articulation therapy.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>6. The school clinical experience improved my skills for doing language therapy.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. The school clinical experience improved my skills for doing voice therapy.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. The school clinical experience improved my skills for doing fluency therapy.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. The school clinical experience developed my skills for collaborating with classroom teachers.</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
10. The school clinical experience has provided me with adequate information for developing therapy activities for school-age children.

   NA  1  2  3  4  5

11. The school clinical experience has provided me with adequate information to develop materials to use in speech and language therapy.

   NA  1  2  3  4  5

12. My school supervisor gave me adequate orientation for a smooth transition in service delivery.

   NA  1  2  3  4  5

13. My school supervisor provided me with necessary information about my school setting(s).

   NA  1  2  3  4  5

14. My school supervisor gave me supervisory feedback that assisted in development of my diagnostic and intervention skills in the school setting.

   NA  1  2  3  4  5


   NA  1  2  3  4  5

16. My school supervisor provided an adequate amount of supervision.

   NA  1  2  3  4  5

17. My school supervisor made additional assignments that further developed my skills, methods, or preparation for working in a school setting.

   NA  1  2  3  4  5

18. My Purdue Liaison made at least one visit and was available to me throughout the Education Externship.

   NA  1  2  3  4  5

19. My Purdue Liaison was an effective link between the University and my school supervisor.

   NA  1  2  3  4  5

20. The SLHS Education Extern handbook clearly explained information related to responsibilities, assignments and timelines.

   NA  1  2  3  4  5
Supervising SLP Evaluation Form

Date: ___________________  Course: SLHS 64800 Education Externship

Supervising SLP: ___________________  Educational Extern: ___________________

Please refer to description on next page for categories of feedback.

A. Establishment and maintenance of an effective working relationship.
   Comments:

B. Assisting in the development and implementation of the therapy program.
   Comments:

C. Developing verbal and written communication skills.
   Comments:

D. Evaluation of clinical process.
   Comments:

E. Professionalism.
   Comments:

F. Overall evaluation of supervisor.
   Comments:

G. Would you recommend this site to other graduate clinicians? Please be specific in your feedback concerning strengths and/or weaknesses of the facility.
A. Establishment and maintenance of an effective working relationship:
   1. Clinical responsibilities and expectations (e.g., lesson plan format, due dates, report format, lesson plans, I.E.P.’s, conferences) were developed jointly and communicated clearly during the initial supervisory conferences.
   2. Provided enough on-going, objective feedback to satisfy personal needs regarding clinical skills.
   3. a. Areas of strength were communicated clearly.
      b. Areas of weakness were communicated clearly.
      c. Feasible suggestions/alternatives were provided.
   4. Jointly evaluated and communicated the effectiveness of the clinician-supervisor relationship.
   5. Expresses a willingness to integrate feedback suggested by the clinician.
   6. Encouraged clinician to analyze his/her work to become more independent as the term progressed commensurate with the level of experience with designated population.
   7. Provided opportunities for clinician to communicate suggestions/critiques regarding supervisory process.

B. Assisting in the development and implementation of the therapy program:
   1. Offered guidance in jointly determining effective assessment strategies/tools for each designated population.
   2. Offered guidance in the development of effective goals if requested by clinician and/or deemed necessary by the supervisor.
   3. Discussed and demonstrated basic clinical and counseling techniques when appropriate and/or requested.
   4. Served as a resource person in supplementing theoretical information with practical suggestions regarding clinical activities (e.g., materials, data collection techniques, equipment activities, etc.)
   5. Permitted a variety of therapeutic techniques as well as differing philosophical beliefs within the framework of the student’s experience without jeopardizing the client’s performance.

C. Developing verbal and written communication skills:
   1. When possible, the clinician’s individual writing styles were preserved during revisions of written work (e.g., reports, lesson plans, evaluations, etc.)
   2. Offered guidance in presenting both verbal and written information in a logical, concise, and sequential manner if necessary.
   4. Lesson plans were reviewed prior to sessions and returned to clinician in time to make indicated changes.
   5. Written reports were returned to the clinician within a reasonable amount of time.

D. Evaluation of clinical process:
   1. Held sufficient number of conferences with the clinician.
   2. Written/verbal evaluation was given to the clinician.
   3. Observed sufficient number of sessions based on individual need (e.g., level of experience with client population).
   4. Promoted active participation of clinician during supervisor/clinician conferences.
   5. Evaluation was based on clinician’s abilities rather than client’s progress/performance.

E. Professionalism:
   1. Modeled appropriate professional behavior during professional contacts.
   2. Demonstrated punctuality for supervisor/clinician conferences.
   3. Demonstrated ability to work with other professional team members (e.g., level of experience with client, etc.)
   4. a. Diplomatcally presented criticism.
      b. Responded tactfully to clinician’s comments.
   5. Diplomatically presented praise to clinician.
   6. Openly received constructive criticism and modified conduct when appropriate.
   7. Demonstrated objectivity throughout all facets of the clinical process.
Educational Externship
School(s) Information Form

Extern Clinician: ________________________________________

Supervising SLP: ________________________________________

Date: ______________________

Assignment:

<table>
<thead>
<tr>
<th>School(s)</th>
<th>Number on Caseload</th>
<th>Age Range</th>
<th>List the Culturally and Linguistically Diverse Populations Served</th>
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Total Clock Hours: ____________

Not less than 25% of student’s total contact with client was directly and periodically supervised.  Yes______ No______

Supervising SLP’s Signature: ___________________________ Date: ___________

Extern’s Signature: ________________________________ Date: ___________
CLINICAL SKILLS COMPETENCY FORM
FEEDBACK SUMMARY FORM

Educational Extern: ____________________________________________

Supervising SLP: _____________________________________________

Mid-term Evaluation Date: ______  Recommended Letter Grade: ___

Final Evaluation Date: _______  Recommended Letter Grade: ___

KEY EXPERIENCES:

STRENGTHS/ACCOMPLISHMENTS:

RECOMMENDATIONS FOR FUTURE CLINICAL GROWTH:
### CSCF Professional Competency Form

<table>
<thead>
<tr>
<th>Professional Behavior (V-B; 3d)</th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Practice: Conducts all clinical work in accordance with Purdue University Professional Protocol and the Code of Ethics and Scope of Practice in Speech-Language Pathology set forth by the American Speech-Language Hearing Association. (See Graduate Handbook.)</td>
<td></td>
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<tr>
<td>Responsibility: Consistently prepares for and completes clinical services, conferences, and other practicum activities. Uses universal safety precautions whenever necessary.</td>
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<tr>
<td>Punctuality: Completes all clinical practicum responsibilities in a timely manner and follows prescribed clinical procedures for service delivery.</td>
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<tr>
<td>Confidentiality: Protects and maintains confidentiality of clinical information as prescribed by HIPAA guidelines and clinic protocols.</td>
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<tr>
<td>Personal Appearance: Presents professional image through appropriate personal appearance and dress, identification with professional nametag, and professional demeanor.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Communication Skills (V-A)</th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently and accurately conveys professional information from coursework, supervisory input, clinical activities and other resources.</td>
<td></td>
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<tr>
<td>Consistently writes information in a clear and organized manner using accurate spelling and grammar.</td>
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<tr>
<td>Consistently and accurately uses professional writing conventions, terminology and style to clearly communicate information in a manner consistent with audience and/or clinical setting.</td>
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</table>

<table>
<thead>
<tr>
<th>Oral /Nonverbal Communication (V-A)</th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently and accurately uses oral communication that demonstrates speech and language skills in English, which, at a minimum, are consistent with ASHA’s most current position statement on students and professionals who speak English with accents and nonstandard dialects.</td>
<td></td>
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<tr>
<td>Consistently and accurately conveys correct information from coursework, supervisory input, clinical activities and other resources.</td>
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<tr>
<td>Consistently and accurately describes behaviors of client.</td>
<td></td>
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<tr>
<td>Nonverbal language, including but not limited to affect, eye contact, tone, or body language, is consistently appropriate for clinical interactions.</td>
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<tr>
<td>Consistently models appropriate communication in all clinical settings and provide appropriate clarification to clients, family members, or other professionals when needed.</td>
<td></td>
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<tr>
<td>Oral and nonverbal communications are appropriate for the cultural, socioeconomic, and semantic needs of the audience.</td>
<td></td>
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<tr>
<td>Effectively and promptly communicates with supervisor regarding all aspects of case management.</td>
<td></td>
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</tr>
<tr>
<td>Interacts and communicates in a professional and positive manner with students, peers, school and university personnel, and others. Avoids bias, prejudice, or lack of fairness toward individuals or groups of people.</td>
<td></td>
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</tbody>
</table>

**PLEASE INDICATE S= SATISFACTORY OR U = UNSATISFACTORY**
CSCF School-Based Competencies Form

Educational Extern: ____________________________________________________________

School: ____________________ Subject: Speech Language Pathology

Supervising SLP: ________________________________________________________________

Note: you may indicate “NA” on this form or the CSCF form if the student clinician has not had the opportunity to demonstrate a skill. The Purdue target rating is what is expected at the end of the ten weeks.

A. PROFESSIONAL ATTITUDES
1. Is enthusiastic about the profession. 4
2. Actively communicates with other professionals (e.g., teachers) regarding child’s strengths/challenges, goals and progress, strategies, etc. 4
3. Presents self in an appropriate professional demeanor. 4
4. Provides an appropriate communication model for client/family and other professionals (rate, vocabulary, construction, articulation, tone). 4
5. Understands the importance of school and community information (PR) programs. 4

B. PROFESSIONAL COMPETENCIES
1. Understands scheduling and grouping. 4
2. Correctly evaluates speech sound production. 4
3. Incorporates classroom vocabulary, units, etc. into therapy. 4
4. Makes each child aware of his/her goal(s). 4
5. Encourages self-evaluation by each child. 4
6. Meets child’s needs in a group situation. 4
7. Utilizes the dynamics of a group situation to reinforce each child’s efforts. 4
8. Maintains discipline. 4

0 = Absent: Specific repeated direction does not alter unsatisfactory skills
1 = Taught: Specific repeated direction required
2 = Emerging: Specific direction results in some generalization of skills
3 = Present: General and some specific direction results in competence
4 = Developed: Demonstrates independence but needs some supervisory direction
5 = Exceptional: Takes initiative; displays superior competencies
### Clinical Skills Competency Form (CSCF)

#### COMPETENCY/SKILLS

<table>
<thead>
<tr>
<th>APPROACH TO CLINICAL WORK</th>
<th>STD. #</th>
<th>PU Target</th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Clinical Perspective</td>
<td></td>
<td>Purdue</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B. Organizational Skills</td>
<td></td>
<td>Purdue</td>
<td>4</td>
<td></td>
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<tr>
<td>C. Clinical Initiative/Decision-Making</td>
<td></td>
<td>Purdue</td>
<td>4</td>
<td></td>
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<tr>
<td>D. Participation in Supervisory Process</td>
<td></td>
<td>Purdue</td>
<td>4</td>
<td></td>
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<tr>
<td>E. Flexibility in Clinical Practice</td>
<td></td>
<td>Purdue</td>
<td>4</td>
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</table>

#### Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th></th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Conducts Screening and Prevention Procedures</td>
<td>V-B; 1a</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B. Collects and Integrates Case History Information</td>
<td>V-B; 1b</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>C. Selects and Implements Evaluation Procedures</td>
<td>V-B; 1c</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>D. Adapts Interviewing and Testing Procedures</td>
<td>V-B; 1d</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>E. Interprets Results and Makes Recommendations</td>
<td>V-B; 1e</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>F. Completes Administrative &amp; Reporting Functions</td>
<td>V-B; 1f</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>G. Makes Appropriate Recommendations &amp; Referrals</td>
<td>V-B; 1g</td>
<td>4</td>
<td></td>
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</tbody>
</table>

#### Intervention

<table>
<thead>
<tr>
<th>Intervention</th>
<th></th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Develops Intervention Plans</td>
<td>V-B; 2a</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B. Implements Intervention Plans</td>
<td>V-B; 2b</td>
<td>4</td>
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<tr>
<td>C. Effectively Utilizes Materials &amp; Instrumentation</td>
<td>V-B; 2c</td>
<td>4</td>
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<tr>
<td>D. Measures/evaluates Performance &amp; Progress</td>
<td>V-B; 2d</td>
<td>4</td>
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<tr>
<td>E. Interprets Results and Makes Recommendations</td>
<td>V-B; 2e</td>
<td>4</td>
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<tr>
<td>F. Completes Administrative &amp; Reporting Functions</td>
<td>V-B; 2f</td>
<td>4</td>
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<tr>
<td>G. Identifies Associated Conditions &amp; Makes Referrals</td>
<td>V-B; 2g</td>
<td>3</td>
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</table>

#### INTERACTION & PERSONAL QUALITIES

<table>
<thead>
<tr>
<th>INTERACTION &amp; PERSONAL QUALITIES</th>
<th></th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Communicates Effectively w/ Client, Family, etc.</td>
<td>V-B; 3a</td>
<td>4</td>
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<tr>
<td>B. Collaborates with Other Professional</td>
<td>V-B; 3b</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>C. Counsels and Collaborates with Client, Family, etc.</td>
<td>V-B; 3c</td>
<td>4</td>
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</tbody>
</table>

#### Overall Rating (add four rating TOTALS)

0 = ABSENT: Specific direction from supervisor does not alter unsatisfactory performance/evaluation skills; Inability to make change.
1 = TAUGHT: Specific repeated direction/demonstration from supervisor required to perform clinical skill and to accurately evaluate self/patient.
2 = EMERGING: Specific supervisory direction results in some generalization and application of knowledge to perform competently and accurately.
3 = PRESENT: General and some specific supervisory direction results in competence and accurate evaluation of self/patient.
4 = DEVELOPED: Demonstrates independence but some supervisory direction needed to perform competently and accurately evaluate self/patient.
5 = EXCEPTIONAL: Demonstrates independence by taking initiative; displays superior competencies and accurately evaluates self/patient.
Approach to Clinical Work

A. Clinical Perspective
- Initiates and accomplishes professional activities related to overall case management
- Demonstrates ability to focus on client’s needs and to modify case management as needed to meet those needs
- Demonstrates clear understanding of assessment, intervention, and case management responsibilities

Comments:________________________________________________________________________________________

Rating for Midterm: ___________ Rating for Final: ___________

B. Organizational Skills
- Accomplishes clinical work in an efficient and effective manner
- Thoroughly plans and prepares for all clinical activities to increase competence
- Organizes information within a theoretical perspective that is guided by current research and clinical experience

Comments:________________________________________________________________________________________

Rating for Midterm: ___________ Rating for Final: ___________

C. Clinical Initiative/Decision-Making
- Demonstrates an active and responsible approach to clinical work
- Seeks and considers alternative interpretations of clinical data, observations, other relevant information
- Seeks and considers alternative approaches for providing effective professional services

Comments:________________________________________________________________________________________

Rating for Midterm: ___________ Rating for Final: ___________

D. Participates in the Supervisory Process by:
- Actively participating in own clinical development by recognizing and stating own needs and requesting meaningful feedback
- Positively responding to supervisory feedback by thoughtful consideration of new ideas and information
- Implementing supervisory suggestions to maximize clinical growth and effectiveness
- Initiating discussions of clinically relevant information and issues to facilitate clinical effectiveness
- Demonstrating strategies to analyze and develop own clinical effectiveness including self-observation and analysis of knowledge and skills

Rating for Midterm: ___________ Rating for Final: ___________
E. Flexibility in Clinical Practice

- Actively develops a variety of clinical perspectives, models, and strategies
- Demonstrates self-confidence in considering and utilizing a variety of clinical perspectives, models, and strategies
- Demonstrates and applies a range of interaction styles and clinical approaches to provide services appropriate to each client

Comments:________________________________________________________________________________
__________________________________________________________________________________________

Rating for Midterm: _____________________________ Rating for Final: _____________________________

Evaluation Skills

A. Conducts screening and prevention procedures (V-B; 1a).

- Selects/adapts screening procedures appropriate for each individual client
- Effectively administers and accurately scores screening instruments
- Accurately interprets screening results and makes appropriate recommendations

Comments:________________________________________________________________________________
__________________________________________________________________________________________

Rating for Midterm: _____________________________ Rating for Final: _____________________________

B. Collects and integrates case history information (V-B; 1b).

- Gathers information from clinic file, client, family, caregivers, and professionals
- Thoroughly reads and summarizes information
- Formulates questions to clarify and update information
- Obtains needed information taking into consideration perspectives of client, family, and other agencies

Comments:________________________________________________________________________________
__________________________________________________________________________________________

Rating for Midterm: _____________________________ Rating for Final: _____________________________
C. Selects and implements evaluation procedures (non-standardized tests, behavioral observations, and standardized tests (V-B; 1c).

- Develops comprehensive assessment battery to accomplish clinical purpose
- Selects appropriate standardized tests for individual client
- Plans for and develops non-standardized probes
- Appropriately administers standardized test to obtain representative client performance
- Accurately observes and records relevant communication and other behaviors
- Consistently and accurately scores standardized tests and analyzes results of non-standardized measures

Comments:__________________________________________________________________________________________

Rating for Midterm: ___________________________ Rating for Final: ___________________________

D. Adapts interviewing and testing procedures to meet individual client needs (V-B; 1d).

- Recognizes need to adapt assessment battery and testing procedures to accommodate needs unique to specific client
- Plans for and implements modifications based on client’s responses and participation
- Actively utilizes a variety of resources to obtain relevant assessment information

Comments:__________________________________________________________________________________________

Rating for Midterm: ___________________________ Rating for Final: ___________________________

E. Interprets and integrates test results and behavioral observations, synthesizes information gained from all sources, develops diagnostic impressions, and makes recommendations (V-B; 1e).

- Determines validity and appropriateness of information obtained
- Interprets assessment information to determine client’s current functioning
- Compares client performance to peer group
- Determines profile of skills including strengths, difficulties, and error patterns
- Diagnoses communication difficulties and their impact for client and family
- Determines client’s responses to trial teaching procedures
- Considers factors contributing to communication difficulty

Comments:__________________________________________________________________________________________

Rating for Midterm: ___________________________ Rating for Final: ___________________________

34
F. Completes administrative and reporting functions necessary to support evaluation (V-B; 1f).
- Consistently and accurately prepares for evaluation session.
- organizes formal/informal test results.
- Writes a comprehensive and accurate evaluation report that is appropriate to the clinical setting and needs of the client.
- Completes a comprehensive written report of assessment results including accurate description of client’s current status, strengths, and needs.
- Completes appropriate billing in a timely manner.

Comments:__________________________________________________________________________________________

Rating for Midterm: __________________________ Rating for Final: __________________________

G. Makes appropriate recommendations and referrals for clients/patients (V-B; 1g).
- Develops appropriate recommendations for case management including referrals and consultations
- Develops appropriate recommendations for intervention and/or re-evaluations to address client’s needs

Comments:__________________________________________________________________________________________

Rating for Midterm: __________________________ Rating for Final: __________________________

Intervention Skills

A. Develops focused, measurable and achievable treatment plans (V-B; 2a).
- Includes meaningful and measurable long-term and short-term goals
- Selects effective treatment strategies and approaches based on academic and diagnostic information
- Develops treatment plan in coordination with client, family, and relevant others
- Develops thorough lesson plans to support achievement of short-term goals including clinical materials/instrumentation, motivating activities, instructions, and feedback
- Implements suggestions from previous sessions and supervisory conferences

Comments:__________________________________________________________________________________________

Rating for Midterm: __________________________ Rating for Final: __________________________
B. Implements intervention plans (V-B; 2b).
  - Utilizes treatment time to address client communication and other needs
  - Applies treatment contexts, approaches, and strategies to foster client progress
  - Implements strategies to involve client, family, and relevant others to support communication progress

Comments:________________________________________________________________________________
__________________________________________________________________________________________
______________________________________________________

Rating for Midterm:                               Rating for Final:                               

C. Effectively utilizes materials and instrumentation for prevention and intervention (V-B; 2c).
  - Appropriately uses materials, instrumentation, instructions, prompts, and feedback to facilitate client participation and change
  - Recognizes and utilizes spontaneous teaching opportunities to facilitate client progress

Comments:________________________________________________________________________________
__________________________________________________________________________________________
______________________________________________________

Rating for Midterm:                               Rating for Final:                               

D. Measures/evaluates client performance and progress (V-B; 2d).
  - Accurately observes and records client and clinician behavior
  - Analyzes observational data to determine effective and ineffective aspects of treatment
  - Periodically monitors client progress through appropriate data collection
  - Consults with client, family, and relevant others concerning progress and changing needs of the client

Comments:________________________________________________________________________________
__________________________________________________________________________________________
______________________________________________________

Rating for Midterm:                               Rating for Final:                               

E. Modifies intervention plan to meet individual needs of clients (V-B; 2e).
  - Modifies treatment procedures, materials, and/or instrumentation within sessions based on client’s response
  - Modifies subsequent sessions based upon session analyses and supervisor feedback
  - Modifies goals and approaches in response to client progress and changing needs
  - Utilizes a variety of resources to gain information concerning approaches to treatment

Comments:________________________________________________________________________________
__________________________________________________________________________________________
______________________________________________________

Rating for Midterm:                               Rating for Final:                               

36
F. Completes administrative and reporting functions necessary to support intervention (V-B; 2f).
- Maintains appropriate and comprehensive clinical records
- Completes appropriate clinical reports in a timely manner
- Writes professional reports characterized by comprehensive and accurate description of the intervention process, client’s status, client’s strengths/needs.
- Completes case management activities necessary to address needs of individual clients, their families, and relevant others

Comments:________________________________________________________________________________
__________________________________________________________________________________________

Rating for Midterm:                               Rating for Final:

G. Identifies associated conditions and refers clients, their families, and relevant others for additional services as appropriate (V-B; 2g).
- Recognizes associated conditions and/or needs warranting professional attention, such as: audiological, educational, medical, psychological, social, and vocational
- Appropriately refers and supports clients, their families, and relevant others in obtaining appropriate services

Comments:________________________________________________________________________________
__________________________________________________________________________________________

Rating for Midterm:                               Rating for Final:

Interaction and Personal Qualities

A. Communicates effectively with client, family, caregivers, and relevant others (V-B; 3a).
- Communicates clearly and effectively with client, family, caregivers, and relevant others demonstrating sensitivity to cultural/linguistic backgrounds, preferred modes of communication, and communication status
- Uses communication characterized by:
  o Responsiveness to others
  o Appropriateness of tone/level/demeanor
  o Flexibility in communication strategy and style

Comments:________________________________________________________________________________
__________________________________________________________________________________________

Rating for Midterm:                               Rating for Final:
B. Collaborates with other professionals in case management (V-B; 3b).
- Gathers and considers information from supervisors and other professionals
- Accurately and clearly describes client’s behavior/communication status, strengths, and needs to supervisors and other professionals.
- Accurately and clearly describes the intervention process
- Makes appropriate decisions based on shared information
- Initiates activities and contributes information that promotes mutual problem solving

Comments:__________________________________________________________________________________________
________________________________________________________________________________
______________________________________________________

Rating for Midterm:                               Rating for Final:

C. Counsels and collaborates with clients, family, caregivers, and relevant others regarding communication and swallowing disorders (V-B; 3c).
- Obtains information from client, family, and relevant others pertinent to case management
- Accurately and clearly explains information regarding client status and needs using appropriate terminology
- Facilitates discussion of attitudes and feelings pertinent to progress
- Effectively uses conventional counseling strategies such as listening and reflecting to facilitate progress
- Engages client, family, and relevant others in problem solving activities to facilitate progress

Comments:__________________________________________________________________________________________
________________________________________________________________________________
______________________________________________________

Rating for Midterm:                               Rating for Final: