GUIDELINES FOR CLINICAL EDUCATION IN A SCHOOL SETTING

The purpose of the school practicum is to teach the student about service delivery models for speech-language pathology in a public school setting. It is anticipated that upon completion of a school setting practicum, the student will demonstrate an understanding of the skills needed to successfully function in that setting. Furthermore, upon completion of an externship in a school setting, the student must demonstrate the ability to understand and use the knowledge and skills necessary to be hired as a Clinical Fellow in that setting.

Specific skills and knowledge which the student should acquire include:

- Knowledge of appropriate referral procedures for clients in need of evaluation beyond the scope of practice defined by ASHA and the specific site
- IEP preparation and presentation at an IEP conference
- Ability to plan and conduct appropriate screening/diagnostic/assessment procedures using the education history information, applying academic knowledge about the disorder, and integrating clinical skills
- Ability to interpret results of assessments, including justifying procedures used for therapy and data collection, and conclusions drawn from the data
- Participation in a variety of service delivery systems (collaboration, consultation, “pull-out”, etc.)
- Behavior management/classroom management
- Report writing skills appropriate to the setting
- Interdisciplinary team functioning
- Administrative, legal, and ethical issues and procedures which impact service delivery

When possible, we would like for student to be exposed to other disciplines such as physical therapy, occupational therapy as well as special and general education classrooms. It is important for the students to understand how speech pathologists can collaborate with other disciplines.

We realize each site is bound by a variety of administrative practices, but we would like to stress that practicum implies “hands-on” experience. While it may be necessary for the student to observe initially, it is expected that no later than week 4, the student is conducting therapy and diagnostics with the appropriate
levels of supervision. We do not believe it is our place to dictate how you conduct your clinical education program, but the following schedule is offered as a general guideline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Student Activity/Participation Level</th>
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<tbody>
<tr>
<td>1</td>
<td>Basic familiarization: student observes/reviews policies and procedures; tours facility Establish learning objectives: meet with supervisor to identify strengths and weaknesses, expected learning outcomes, develop specific objectives, criteria for receiving a Satisfactory score. Discuss learning style and level and type of interaction with supervisor.</td>
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<tr>
<td>2-3</td>
<td>Student assists clinician (gains hands-on experience but does not plan or direct therapy; is supervised 100%</td>
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<tr>
<td>4-5</td>
<td>Student assumes some responsibility for planning and begins to conduct therapy and diagnostic sessions; is supervised 75-100%</td>
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<tr>
<td>6-10</td>
<td>Student assumes full responsibility for planning and conducting therapy and evaluations; is supervised 25-75%</td>
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The time line suggested is for second and third semester students who are having their first experience in a school or medical site. For students in their fourth or fifth semester, this time line should progress more quickly than the suggested rate so that the student is assuming full responsibility for the therapy and evaluations by the end of the 3rd week at the latest. The students who are in their externship should be able to completely skip the “assists” level described for weeks 2-3.

For practica, the students typically begin on the 3rd day of classes. They need a couple of days on campus to register and get their clinic assignments. They are bound by the university calendar which means that when the University is not in session, they cannot be required to be at practicum (see calendar). Practicum ends on the Friday before exams begin.

For externs, the students report to their site on the 3rd day of classes since they often need some time on campus to complete registration. They are not bound by the university calendar with regards to holidays. This means that each student should be at his/her internship site in accordance with that site’s schedule. However, the students need to plan to return to campus for the last two weeks of the semester in order to complete activities prior to graduation.