

UNIVERSITY OF WASHINGTON
Department of Speech and Hearing Sciences
Educational SLP Program

Quarter-By-Quarter Outline of Clinical Learning Expectations

Our goal is to provide graduate students with community-based clinical experiences that help them obtain the knowledge base, clinical skills and professional characteristics necessary to be a competent speech-language pathologist across the lifespan and provide them with the appropriate number of clinical hours necessary to meet ASHA certification requirements.

Please be aware that this guide is general and will need to be modified for practicum experiences depending on the student's previous experiences, rate of learning, and the demands of the practicum site.

Placement Preparation

Please review the student's previous academic and clinical experiences at the start of the practicum. If the student has completed previous offsite practicum experiences, the student will share prior experiences to facilitate a discussion of next steps and goals.

Below are recommended action items and topics to address during the first week of the placement:

1. Become acquainted with the student's previous clinical experiences, learning style and preferences, goals, and progress, as well as their personal goals for this practicum experience.
 - review your student's Clinical Learning Profile which he/she/they will provide to you upon arrival.
 - review his/her/their prior Student Clinical Evaluations from Typhon
2. Introduce student to the setting, services, and clinical experiences at your site
3. Describe your caseload and scope of practice
4. Develop clinical goals for the first half of the practicum experience
5. Describe the clinical organization and administrative procedures at your site
6. Familiarize the student with equipment, tests, and materials
7. Introduce the student to other staff and team members
8. Discuss how and when you'll provide feedback (e.g., before and/or after sessions, at the beginning/end of day, etc.)
9. Discuss procedures and timing of midterm and final evaluations
10. Discuss structure of the day/week: schedule, preparation time, lunch breaks, etc.
11. Exchange contact information in case of absences/illness and identify the person the student reports to in your absence
12. See sample week-by-week practicum guide for Fall/Winter at end of this document for examples of activities.

Offsite Practicum #1

October – December

Duration: 10 weeks
Onsite hours: ~20-25 per week
Clinical clock hour target: ~7 per week/~70 per rotation

The first offsite practicum experience is 10 weeks in length and provides students with their first intensive opportunity to link classroom material to the working world. There are several areas of clinical skill that students have been developing in the UW Speech and Hearing Clinic (UW SPHC) that should continue to develop in the working world:

1. an understanding of the role of the speech-language pathologist
2. skills in basic assessment procedures specific to the school setting
3. skills in planning and implementing treatment for children/adolescents on caseload
4. the ability to observe and define children/adolescent's communication behavior
5. sensitivity to the child/adolescent as a whole person
6. the ability to observe and differentiate techniques used by the clinical supervisor
7. self-evaluation of their interactions with children/adolescents, families and other professionals

The expectation for practicum placement #1 is that students will:

- complete basic *chart review and history-taking* with minimal supervision
- *discuss* steps for evaluations based on educational chart review with supervisor guidance
- be able to *administer* at least 2 evaluation tools (standardized or non-standardized) and begin to make diagnostic decisions with assistance from supervisor
- *carry out* treatment goals established by supervisor
- *write* therapy notes/IEPs with assistance from supervisor

During this practicum experience, students take advanced coursework in literacy disorders, foundations in special education and fluency disorders. Some students are also working on their masters theses. To view the schedule, visit the [Educational SLP Program Plan](#)

Sample Week-By-Week Practicum Guide for Fall

Week 1

- Orientation
- Address suggested discussion topics outlined in the Quarter-by-Quarter Outline
- Establish clinical goals for the first half of the practicum
- Student shadows clinician and shares diagnostic/treatment sessions as appropriate
- Student begins taking data and is actively involved with sessions as appropriate.

Weeks 2 -4

- Student and supervisor share sessions. Student may carry out a familiar activity with a new child/adolescent or prepare a new activity for a familiar child/adolescent
- Student gradually begins assessing, planning and initiating treatment, documenting change, and writing reports, as appropriate for site.
- Student and supervisor share evaluations (e.g., student administers specific test protocols or methods, transcribes language sample, takes data, etc.).
- SLP monitors student's performance and gives feedback frequently.

- Student gradually takes on 30-40% of caseload for days attending

Weeks 5 – 6

- Student becomes more independent in planning treatment and following goals set by supervisor.
- Midpoint evaluations occur to set goals for the remainder of the placement.
- Student gradually takes on 40-60% of caseload for days attending

Weeks 7-9

- Student and supervisor develop skills for goals developed in the midpoint evaluation. Supervisor continues to provide feedback.
- With assistance, the student plans 1-2 assessments and sets goals for that child/adolescent's treatment plan
- Other learning opportunities may occur, such as observation or co-treatment with other disciplines, team meetings, etc.
- Student may present at a team meeting or discuss assessment/treatment results with family members.
- Student gradually takes on 60-100% of caseload for days attending

Week 10

- Final evaluations occur.

Offsite Practicum #2

January – March

Duration: 10 weeks
Onsite hours: ~25-30 per week
Clinical clock hour target: ~9 per week / 90 per practicum

Each student will move into a new setting for their second, 10-week placement and will focus on building upon the foundation from the previous experience in Fall quarter. At this point students will have a good sense of their strengths and the areas they will need to develop as beginning professional speech-language pathologists. Goals can be tailored to individual students and build on the person's previous experiences.

The expectation for practicum placement #2 is that students will:

- complete *chart review and history-taking* with increased speed/efficiency, with minimal supervision
- *discuss* steps for evaluations based on educational chart review with supervision
- *participate in planning and executing* assessments
- *carry out* treatment goals established by supervisor and begin to *identify next steps* in the treatment hierarchy
- *identify* treatment goals with assistance from supervisor
- *continue to document* IEPs and daily notes and begin writing initial therapy notes with decreased assistance from supervisor

During this practicum experience, students take Language Development in children with ASD and other neurodevelopmental disorders, Collaborating with Educational teams, and pediatric dysphagia. Some students are also working on their masters theses. To view the course schedule, visit the [Educational SLP Course Page](#)

Sample Week-By-Week Practicum Guide for Winter

Week 1

- Orientation
- Address suggested discussion topics outlined in the Quarter-by-Quarter Outline
- Establish clinical goals for the first half of the practicum
- Student shadows clinician and shares diagnostic/treatment sessions as appropriate
- Student begins taking data and is actively involved with sessions as appropriate.

Weeks 2 -4

- Student and supervisor share sessions. Student may carry out a familiar activity with a new child/adolescent or prepare a new activity for a familiar child/adolescent
- Student gradually begins assessing, planning and initiating treatment, documenting change, and writing reports, as appropriate for site.
- Student and supervisor share evaluations (e.g., student administers specific test protocols or methods, transcribes language sample, takes data, etc.).
- SLP monitors student's performance and gives feedback frequently.
- Student gradually takes on 30-40% of caseload for days attending

Weeks 5 – 6

- Student becomes more independent in planning treatment and following goals set by supervisor.
- Midpoint evaluations occur to set goals for the remainder of the placement.
- Student gradually takes on 40-60% of caseload for days attending

Weeks 7-9

- Student and supervisor develop skills for goals developed in the midpoint evaluation. Supervisor continues to provide feedback.
- With assistance, the student plans 1-2 assessments and sets goals for that child/adolescent's treatment plan
- Other learning opportunities may occur, such as observation or co-treatment with other disciplines, team meetings, etc.
- Student may present at a team meeting or discuss assessment/treatment results with family members.
- Student gradually takes on 60-100% of caseload for days attending

Week 10

- Final evaluations occur.

Full Time Internship #3

April – June

Duration: 10 weeks
Onsite hours: ~37.5-40 per week
Clinical clock hour target: ~15-20 per week / ~150-200 per practicum

The internship is designed to give the intern an opportunity to function as an SLP in the school environment. The intern gradually assumes responsibility for the caseload and associated workload activities for the internship placement systematically over a 10-week period.

The internship is also a time for the new intern and supervising SLP to establish a professional working relationship, become comfortable interacting around professional issues, and clarify expectations and goals. The content of this experience is flexible and can be altered to meet an intern's needs.

The internship consists of 10 full school weeks. The schedule is set according to the supervising SLP's schedule (especially when multiple sites or supervisors are involved). The intern gradually assumes responsibility for treatment and assessment activities over the course of the internship experience (up to 50 students). If you believe the intern needs to attend more hours than planned, please discuss this with the intern and, if necessary, with the University coordinator.

Students can receive ASHA clock hours for internship activities as long as they are involved in the **planning, implementation and analysis of a session**. You may also give the student an assignment for data collection during a session early on in the internship with the expectation that the student assumes responsibility for all duties related to the SLP job assignment. The face-to-face time is what counts with ASHA clock hours although the other parts of the job are equally important and vital to the workplace.

During the internship, interns are expected to complete the following:

1. Maintain records in Typhon, to include the following:
 - a. Date/site/total hours in service delivery (client contact hours)
2. Begin seeing students during your first week and, by approximately the fourth week, carry a full caseload as assigned by your supervising SLP(s)
3. Fulfill paperwork requirements expected at your site (determined with supervisor)
4. Fulfill additional assignments given you by your supervisor(s), such as attending meetings, preparing for conferences, communicating with other professionals, or researching information about disorders or treatments
5. Complete bi-weekly reflections. These reflections are meant to keep the coordinator "in the loop." What are you learning? How are things going? Is there anything you need assistance with? You will also answer some questions in each update designed to help you reflect on your experiences.
6. Notify the coordinator immediately if there are *any* concerns about the internship, the sites, your supervisor(s), or expectations.
7. Notify the supervisor of any absences-student or supervisor and the plan for how to make up missed days as possible.

Suggested timeline (can be adjusted based on supervisor/intern discussion)

Week Activities/Responsibilities

- 1 Intern:
- begins direct contact with students to the extent possible
 - participates in sessions as directed by supervisor
 - observes all other sessions and services
 - Begins log of hours, activities, caseload

2 Intern:

- assumes responsibility for students (approximately 25% - 40% of targeted caseload, at supervisor's discretion)
- continues observing and participating in other programs as directed by supervisor
- Completes Reflection #1 in Canvas

3 Intern:

- takes over 50% -70% of targeted caseload
- participates in other students' programs as directed by supervisor

4 Intern:

- takes over 75% - 100% of targeted caseload
- participates in other students' programs as directed by supervisor
- Completes Reflection #2 in Canvas

5 Intern:

- manages 100% of targeted caseload

Intern and Supervisor: (between weeks 5 and 6)

- complete mid-term Student Clinical Evaluation (SCE) via Typhon Allied Health Student Tracking System in face-to-face meeting

Week **Activities/Responsibilities**

6 - 9 Intern:

- continues in role of SLP, carrying complete targeted caseload
- completes other assignments (meetings, conferences, in-services)
- Completes Reflection #3 at end of week 6
- Completes Reflection #4 at end of week 8

Kate Krings:

- when possible, visits sites to meet supervisors, observe interns, and learn about programs (30 min – 1 hour, depending on schedule)

10 Intern:

- Completes reports and other paperwork
- Finishes up with students as directed by supervisor
- Completes Reflection #5 on Canvas

Intern and Supervisor:

- Complete final SCE via Typhon system
- Sign completed evaluation

Intern:

- Submits completed SCE to UW Kate Krings
- Finalizes clinical clock hours on Typhon for supervisor approval