

Clinical Practicum Procedural Manual

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WELCOME!

We are glad you are joining our graduate program, and that soon you will be joining us in the ranks of CCC-SLPs. The Cs stand for *Certificate of Clinical Competence*, and are often referred to as “Cs.” Your Cs will be granted by the American Speech-Language-Hearing Association, the only accrediting body for SLPs. The Cs are also often referred to as your “ASHA certification.”

So that you know what to expect, here is a brief overview of the ASHA requirements for certification, which will also give you an overview of the program. For successful completion of an accredited SLP graduate program, 2 major aspects are required:

- 1) **Graduate Courses** (see the Communication Disorders Graduate Student Handbook for information on academic coursework)
- 2) **Clinical Experiences**

ASHA has certain stipulations about these experiences:

- The student must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Clinical experiences (e.g., assessment, diagnosis, evaluation, screening, treatment, report writing, family/client consultation and/or counseling) should allow students to:
 - interpret, integrate, and apply core concepts and knowledge
 - demonstrate appropriate professional and clinical skills
 - develop critical thinking and decision-making skills
- Successful completion of clinical experiences sufficient in breadth and depth must cover the 3 overarching areas in which you will be scored on a 5-point scale in order to receive satisfactory/unsatisfactory status for each semester of Clinical Practicum. These overarching areas are:
 - Evaluation Skills
 - Treatment Skills
 - Professional Practice, Interaction and Personal Qualities

During your graduate program, your Clinical Practicum will include:

- **3 semesters of on-site clinical experience at the University of Wyoming Speech and Hearing Clinic (UWSHC)**
 - You will attend mandatory weekly meetings on Mondays and Wednesdays from 8:00-8:50am during which you will learn about evaluation and treatment techniques, clinical documentation requirements, UWSHC policies and procedures, etc.
 - You will provide on-going treatment for at least one, but no more than three, clients(s) throughout the fall and spring semesters of your first year of grad school.
 - You will also treat one or two clients during the summer between your first and second years.
 - Your clients will change each semester so that you can get hands-on experience with a wider variety of disorders and age ranges.
 - You will participate in at least one, but no more than two, diagnostic evaluation(s) each semester.

- **1 semester of off-site clinical experience (community placements)**
 - You will go to your off-site location (most likely either a medical setting or public school) 2 days a week for approximately 12 weeks.
 - During those 2 days, you will work the same hours as your supervisor.
 - You will participate in ‘real world’ evaluations, screenings, treatment, meetings, conferences, etc.
- **2 semesters of off-site externships**
 - You will complete **two full-time, twelve-week externships**
 - You will register for one externship in the Spring and one in the Summer semester, but be aware that the beginning and ending dates do not align with semesters.
 - One externship is to occur in an **educational setting** (a school or early childhood program), and one is to occur in a **medical or clinical setting**. Most students will complete the educational externship first.
 - The externships are viewed as an extension of your previous academic and clinical experiences, and clinical instruction is continuous. Your previous academic and clinical performance may be shared with externship supervisors to enable them to best support your learning.

The remainder of this manual explains the policies and procedures you will adhere to as you complete the clinical aspect of this graduate program. Additional information about Clinical Practicum appears in the SPPA 5030 Clinical Practicum Syllabus and the SPPA 5030 Clinical Practicum online WyoCourse. It is not expected that you memorize the information in this manual, or that you use it as the sole source of information for how to complete your clinical duties. Rather, it is meant to be a resource that is available to you at all times. You are always encouraged to ask questions and seek supervisor guidance often.

Again, we are so excited you chose our program, and we wish you success as you pursue a fulfilling career as a Speech Language Pathologist!

CLINIC PRACTICUM PROCEDURAL MANUAL

The Clinic Coordinator, Erin Page, will determine all clinical assignments for your first year of on-site Clinical Practicum. Client assignments for treatment are generally given at the start of each semester; diagnostic assignments are given throughout the semester. Please refer to the SPPA 5030 Clinical Practicum Syllabus for information concerning the specific timelines for written assignments and supervisory conferences, and for information on how your clinical skills will be scored. Also, please note that all forms and documents that are referred to throughout this manual can be found in the SPPA 5030 Clinical Practicum WyoCourse website.

SECTION 1: GENERAL POLICIES

1a. COVID-19 Precautions

For University-wide policies and precautions regarding COVID-19, please see:

<https://www.uwyo.edu/alerts/campus-return/index.html>

In order to mitigate the spread of COVID-19, all clients will be treated and evaluated via telepractice for the fall semester (a determination about spring semester has not yet been made). Clinicians are required to conduct their telepractice sessions from the clinic treatment rooms. Supervisors are required to supervise sessions while in the Health Sciences building for at least the first two weeks of clinic in order to step in quickly to assist the student as the need arises. After the first two weeks, a schedule will be put in place so that at least one supervisor is in the building at all times when sessions are taking place.

Please use only the clinic side doors or the back door to enter and exit the clinic. The clinic front entrance is to be used only by audiology clients. Students are expected to be on the clinic premises only when they are gathering their materials for a session that is immediately about to take place, while they are conducting a session, while they are putting away materials they used for their session, and while they are having a quick verbal de-brief with their clinical supervisor while maintaining a distance of 6 feet apart in an isolated location. Longer discussions between supervisors and clinicians should take place in the supervisor's office, in the 4th floor conference room, or via zoom. Students and supervisors will wear face masks at all times and will maintain a social distance of 6 feet. **In room 170**, only up to 4 individuals can be present at a time: one person at either end of the desks along the far wall, and one person at either end of the table in the center of the room. **In room 429**, a maximum of 14 students can be present at one time: 4 people at the tables in the center of the room, and 10 people positioned 6 feet apart at the stations against the walls around the perimeter of the room. **In the materials rooms**, only one person should be present at a time. If the materials room you wish to enter is occupied, do not linger outside the door. Leave and come back later. **In room 159 (the clinic front office)**, only one person can be present to use the copier or to place documents in supervisors' mail slots at a time. If someone is in there already, do not linger outside the door. Leave and come back later.

Telepractice sessions cannot be scheduled back to back; they must be scheduled at least 15 minutes apart to prevent students from passing by one another in close contact as much as possible, and also to allow students time to sufficiently disinfect the room after their sessions. Sessions can be scheduled ONLY during the following 45-minute time frames, Monday through Thursday:

- 10:00-10:45
- 11:00-11:45

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- 12:00-12:45
- 1:00-1:45
- 2:00-2:45
- 3:00-3:45
- 4:00-4:45
- 5:00-5:45

Once a client has chosen a time window that matches the clinician's and supervisor's availability, they can select any specific start and end time within that window. For example, once the client, the clinician, and the supervisor all agree that the 3:00 to 3:45 time slot would work best for them, they can decide to start the session at 3:15 and end at 3:45; to start the session at 3:10 and end at 3:40; to start right at 3:00 and end right at 3:45, etc. If you cannot find a time frame that meets everyone's availability, notify Ms. Page immediately. Also notify Ms. Page immediately if all rooms are booked during your client's desired time frame. Book sessions in rooms 163, 167, 171, and 173. Step-by-step instructions for booking sessions are in Section 2.

If you need technical assistance from your supervisor during your session, the supervisor will give you verbal instructions via the room intercom system or Zoom. If you still cannot resolve the issue, the supervisor will let you know that they are going to come in the room to resolve the issue themselves. At this point, you will put your mask on and will step out of the room and wait at one of the wall stations in 170. The supervisor will enter the room, resolve the issue, and then pop their head into 170 to let you know that you can re-enter the treatment room to resume your session.

To start your session, follow these steps:

1. Enter the room along with all your materials while wearing your face mask.
 - You must bring to every session:
 - Your **UW laptop**
 - Your **cell phone**
 - **Data sheets**
 - **Treatment materials**
 - A **back-up version of treatment materials** on a flash drive or emailed to yourself in case your laptop fails mid-session and you need to use one of the clinic telepractice stations.
2. Use hand sanitizer.
3. Plug your laptop in to the wall outlet to ensure that the power lasts throughout the session.
4. Plug the Ethernet cord (located behind the table in each room) into the laptop.
5. Turn off your laptop wi-fi. To ensure uninterrupted connections on our end, all sessions are required to be conducted via hard-wired internet, not wireless.
6. If you will be using the room's document camera (located on the table) plug it into your laptop's USB port.
7. Open up the session in your UW licensed Zoom account.
8. Remove your mask and begin the session.

After each session, the student clinician will follow these steps:

1. Log out of the clinic telepractice station (if you did not use your laptop due to technical issues).
2. Use hand sanitizer.

3. Put on a face mask and gloves.
4. Use disinfectant wipes (located in the cabinet above the sink in each room) to wipe down the following surfaces:
 - The **telepractice station touch screen, keyboard and mouse** (if you used one of the clinic stations rather than your UW laptop)
 - notify Ms. Page if the keyboard cover has tears or needs to be replaced)
 - The **doc cam**
 - The **table** you used
 - The **chair** you sat in
5. Gather your belongings and use a disinfectant wipe to wipe down both sides of the door as you exit the room.
6. Discard your gloves in the trash can in room 170 but **KEEP YOUR FACE MASK ON**.
7. Exit the clinic premises as soon as possible.
8. If you are staying on campus, **KEEP YOUR FACE MASK ON**.
9. Once you are off-campus, you may remove your face mask.

1b. Clinic Attire

Clinicians must wear their UW name badge at all times when working in the clinic and with clients at other facilities (e.g., at MOEC). See Ms. Page if you forgot your badge and she will give you a temporary one. It is appropriate to remove your badge when working with a client in a public area (e.g., Turtle Rock) to protect the client's association with the clinic. Clinicians should wear appropriate professional attire (e.g., **no baseball caps, no sweatshirts or hoodies, no revealing clothing**, etc.) for all sessions, including observations. Professional dress is required at all times in the clinic. **Blue jeans and shorts are allowable for telepractice sessions only.**

1c. Clinic Visitors

Due to the vast amount of PHI contained within the clinic, and the need to respect the privacy of individuals receiving services, **unauthorized visitors are not allowed anywhere within the clinic premises at any time.** You may not invite your family or friends to visit you in the clinic. Also, please do not have food delivered to you in the clinic. If needed, you may meet people in the sitting area by the water fountain located outside the clinic front door. Authorized visitors to clinic premises include graduate and undergraduate student clinicians, undergraduate student observers, clinical supervisors, clients, family members/friends/caregivers bringing or brought by clients, Communication Disorders faculty and staff, UWIT workers, Intertech workers, and individuals pre-approved for a clinic tour by either the Clinic Coordinator or Division Director.

1d. Childcare Requests

We occasionally get requests from the parents of current clients for their clinicians or past clinicians to provide childcare outside of sessions (e.g., babysitting, respite care, etc.). This is **not allowed**. As long as a client is receiving clinical services here, no clinician is permitted to provide them with any other services. This is an ethical and professional boundary that must be maintained.

SECTION 2: CLINICAL DOCUMENTATION

2a. Accessing Client Electronic Medical Records

All client records and evaluation/treatment documentation is completed and stored using the electronic medical record online platform called ClinicNote. You will be guided through setting up your ClinicNote login during orientation. Please note that ClinicNote only works when opened using the Google Chrome web browser.

Once you are logged in to ClinicNote, you will see that the ClinicNote home page is set up as a series of modules. In the following sections of this manual, you will read through directions for how to use the ClinicNote modules throughout the semester. Please be aware that we will discuss and practice using each module at length in class, and there are also videos for how to use each module for a variety of documentation purposes contained within the gray ‘ClinicNote Help’ module on your home page. You are encouraged to refer to these videos as often as you may need to as you are learning how to use this electronic medical record system. Don’t forget that your supervisors are here to help also!

When Ms. Page has made your client assignments, she will give you access to those clients’ records in ClinicNote. You will only have access to the clients for whom you are currently providing treatment or diagnostic services. Please follow these steps in order to thoroughly review your clients’ files for treatment planning purposes:

- Once you are logged in to ClinicNote, you will **click on the blue ‘View Client List’ module to see your clients**. Each client appears in a box. Click anywhere within a client’s box to expand it in order to see their full demographic information (phone, address, birth date, parents/guardians, etc.).
- Next, to the right you will see a list of blue buttons. For pre-existing clients, you will want to **go to the ‘File’ button in order to see the client’s previous semester treatment plans and progress reports**. Any other information obtained from outside sources (school-based IEPs, medical reports/referrals, etc.) will be stored here also.
- Finally, you should **go to the ‘Notes’ button to review the client’s most recent SOAP notes**.
- As needed, you will **use the ‘Contact Notes’ button to document each time you have phone or email contact** with a client or their parent/guardian/caregiver. You can also see a list of previous contact notes.

2b. Completing Client Treatment or Diagnostic Evaluation Forms

At the start of each semester, treatment clients will always complete a ‘fresh’ set of permission forms, which will be scanned and uploaded by the Clinic Office Associate, Heather Malek, into the client’s file in ClinicNote once completed. All UWSHC forms that you must print out for the client to complete during their first treatment session or during their diagnostic evaluation session are available in the SPPA 5030 Clinical Practicum WyoCourse website under the ‘Client Treatment Paperwork’ module or the ‘Diagnostic Paperwork’ module. A supply of printed off forms is also available in the UWSHC work room (room 170). A list of the forms and a summary of each form’s purpose follows:

- **Notice of Privacy Practices**
 - This form is required by federal HIPAA law, and is printed on BLUE paper.
 - This form explains to the client how, when, and why we may use their personal health information (PHI) and their rights to request copies, amendments, and disclosures of such information.

- A copy of this form should be offered to the client or client's representative (e.g., parent, guardian, caregiver) for them to keep.
- Additionally, a copy of the Notice of Privacy Practices can be found in a binder in the UWSHC waiting room (on the shelf next to the front desk). Clients are welcome to read this copy as they wait whenever they wish.
- **Patient Acknowledgement Receipt of Notice of Privacy Practice**
 - This form is required by federal HIPAA law, and is printed on BLUE paper.
 - The client or client's representative signs this form to indicate that they have been informed of the UWSHC's privacy practices, and that they were offered a hard copy of the NPP document to keep.
- **Treatment Agreement**
 - This form serves as the financial agreement between the UWSHC and the client/representative to pay for the services provided.
 - Complete all demographic fields and use the current **SLP Fee Schedule** to help the client determine and complete the 'sliding scale fee level' and 'semester fee' fields on the form. The client is welcome to keep a copy of the fee schedule if they wish.
 - The number of members in the client's household and the annual household net income determine the fee schedule level (level 1=full price; level 2= half price; level 3= free services).
 - If the client qualifies for levels 2 or 3 (reduced or waived fees), they must submit proof of their annual household net income (e.g., federal tax return forms, social security statements, etc.) to the Clinic Office Associate within the first month of services.
 - If the client qualifies for levels 1 or 2 (meaning that a full or partial charge for services will be billed), the client must also present a copy of their insurance, Medicaid or Medicare card(s) to the Clinic Office Associate.
 - If the client qualifies for levels 1 or 2 and will be billing MediCARE, notify Ms. Page immediately. MediCARE requires different documentation and supervision procedures.
 - This form is signed by the clinician, supervisor and client/representative.
 - Once signed by all parties, a copy is made for the client to keep.
- **Accent Modification Service Agreement**
 - Complete this form instead of a Treatment Agreement if your client is receiving accent modification services.
 - Accent modification services do not address a disability, and thus cannot be called 'treatment.'
 - Follow the same procedures as for the Treatment Agreement form, except that the client does not need to present their insurance/Medicaid/Medicare card(s) to the UWSHC Office Associate. These services are not 'billable' and must always be paid for by the client.
 - Once signed by all parties, a copy of this form should be given to the client to keep.
- **Permission to Evaluate or Treat**
 - This form is required by federal HIPAA law, and is printed on BLUE paper.
 - This form serves as formal permission for us to commence treatment and/or evaluation services for the semester.

- It also doubly ensures that the client is aware of our privacy and nondiscriminatory practices, and informs them that services will be performed by students under appropriate supervision.
- **Client Attendance Policy**
 - The information in this form outlines the expectations for participation in services provided by the UWSHC. Please make sure the client is especially aware of the 90% attendance policy. If a client is not meeting the 90% attendance rate, we do not automatically dismiss them from services, but it is considered by the supervisor and Clinic Coordinator (Ms. Page) on a case-by-case basis, especially if there are clients with a high level of need on the waiting list.
 - Before you present it to the client, write on the bottom of the form the known closure dates for the UWSHC for that semester.
 - After they have signed, the client/representative is given a copy of this form to keep so that they can record the closure dates in their planners.
- **Permission to Record Sessions and Take Photographs**
 - This form permits us to record sessions or to take photographs of the client.
 - For a diagnostic session for a new client, this form is typically the first to be signed, so that the recording of the session can be started immediately thereafter.
- **Permission for Activities**
 - This form gives us permission to engage with the client in a variety of activities. Note that the only applicable option on this form for telepractice clients is the one for observers.
 - If a client does not permit observers, please notify Ms. Page right away.
 - There is a section labeled 'Exceptions to above' on this form. This is the place to note food allergies and any other restrictions the client may have.
- **Patient Authorization for Disclosure of Protected Health Information (PHI)**
 - If the client/representative wishes us to exchange information with an outside entity, this form is required by federal HIPAA law, and is printed on BLUE paper.
 - This form allows the UWSHC to receive information from or disclose information to another entity such as the client's school SLP or their physician.
 - You must fill out a separate form for each entity that the client wishes us to obtain information from or send information to.
 - A copy of this signed form should accompany all disclosures sent to the entity designated on the form.
 - Each time information is sent or received, it should be noted in the contact log of the client's file in ClinicNote.
- **Parking Permit Application**
 - If the client will receive their services in-person on campus, they must fill out an application in order to be able to park in the lot outside the UWSHC. This application must be completed each semester.
 - Once the client has filled out the application and returned it to you, be sure to write the days and times of their treatment sessions in the 'Permit Restrictions' box at the bottom of the form.
 - Give this form to the UWSHC Office Associate, Heather Malek, for her to forward on to the UW parking office. They will send us back a permit that the client will keep in their car.

- **Telepractice Permission form**
 - This form educates the client about the benefits and risks of telepractice sessions.
 - Before presenting this form to the client, discuss with your supervisor the need for an eHelper. If it is decided that an eHelper will be beneficial during each session, write the designated person (a consistent person present each session is preferred for best outcomes) on the space provided after talking it over with the client/representative.
 - You **MUST** complete the phone number and address at which the client can be consistently reached during every session in case of emergency. Make sure the client knows that they should be available at the same phone number and located at the same address during each session. Make sure your phone is with you during the session and has the client's phone number entered in your contacts so that you can call them if needed. You should also make sure you have a secure way to access their address quickly if needed in the event of an emergency that requires you to call first responders. See the telepractice section of this manual for more information.
- **Telepractice Scholarship form**
 - Clients will be given a copy of this application to complete and send back to us if they wish to receive scholarship funds to cover any service fees not covered by their insurance.
 - Not all applicants will receive scholarship funds, as only a limited amount of funding is available each semester.
- **Satisfaction Survey Letter**
 - At the end of each semester or when the Evaluation Report is mailed to the client (if they are not returning for treatment), this letter should be given or mailed to the client/representative. It contains the link for an online satisfaction survey for them to complete.
- **Client Intention letter**
 - All clients are presented with this form about 2 weeks prior to the end of the semester.
 - This form lets us know if they wish to return for continued services the following semester.
 - Be sure to confer with your supervisor about whether or not continued services are recommended before presenting this form to your client.
 - Clinicians complete the top portion and the client/representative completes the bottom portion, including scheduling and contact preferences.
 - Only the bottom portion is returned to the Clinic Coordinator, Erin Page.
 - Make sure the client keeps the top portion so that they are aware of when they can be expected to be contacted to resume services the following semester.
- **Case History forms**
 - For diagnostic evaluation clients, there are various case history forms that each new client will complete prior to their first diagnostic session.
 - These forms are mailed to the client by the Clinic Coordinator, Erin Page, when the appointment is scheduled.
 - The client will hopefully complete it and mail it back to us prior to the session, but if not, you can complete it in the format of an interview during the session.
 - More details about these forms can be found in the Diagnostic Procedures section of this manual.

- **Evaluation Agreement**
 - This form is to be completed at the start of the diagnostic evaluation for a new client.
 - Follow the same guidelines outlined for the Treatment Agreement form above.
- **Summary of Diagnostic Evaluation**
 - This form will be completed at the end of an evaluation to outline our initial impressions and recommendations.
 - A copy will be given to the client at the end of the evaluation.
 - See the Diagnostic Procedures section of this manual for more details.

These forms are outlined in checklist format along with additional procedural instructions in the treatment and diagnostic paperwork modules in the SPPA 5030 Clinical Practicum Wyocourse website. As you are preparing for the session during which the forms will be presented to the client, be sure to refer to the appropriate checklist to ensure you are following all procedures appropriately. Remember that prior to the session, you should complete all known information on all forms before presenting them to the client to expedite the process. Do not leave blank spaces on any of the forms (if needed, either put a dash or “N/A”). A client must never sign a form until all information has been filled in.

2c. Completing Clinical Service Documentation

You will use the modules in ClinicNote to document client contacts, schedule sessions, mark attendance, complete reports (i.e., Evaluation Reports, Semester Treatment Plans, Midterm and Final Progress Notes), formulate and track clients’ long-term and short-term goals (LTGs and STGs), and complete SOAP notes. You will be trained on how to do all of these things in class. The videos in the ‘ClinicNote Help’ module will walk you through these processes also. Refer to the videos as often as you need, and remember that your supervisor is here to help!

Documenting Client Contacts:

Each time you have contact with the client or other authorized party designated on the Patient Authorization for Disclosure of Protected Health Information form via phone, mail or email, you will document it in the contact log. This would include communication you have with the client outside of treatment sessions such as when you contact the client to schedule sessions or relay information, when they contact you for any reason, when you send them documents, when they send you documents, etc. To make an entry in the client’s contact log, please follow these steps:

- Go to the ‘View Client List’ module.
- Click on the client’s box to expand the list of options.
- Click on the blue ‘Contact Notes’ button.
- Click on the green ‘New Contact Note’ button.
- Enter the date of the contact.
- Type out your note (e.g., Client’s mother called to cancel sessions next week due to a family vacation).
- Click the green ‘Save Contact Note’ button.

Scheduling Sessions:

Once you have logged in to ClinicNote, the left half of your home screen is the scheduling module. All sessions scheduled in the UWSHC that day will be automatically displayed. To schedule new sessions, you will click on

the calendar icon in the upper left corner. Go to the desired day(s) and time(s) to see what rooms are available. Available rooms and times are in white, while unavailable rooms and times are in blue. When you have found an open room at the desired day(s) and time(s), click on the blank space corresponding to that particular day/time/room and the scheduling box will appear. Be sure not to double click on a blue space that has already been scheduled. When scheduling sessions, please follow these steps:

- Leave the 'Event' field blank.
- Select the room from the drop-down list.
- Select both yourself and your supervisor as the 'Therapists'.
- Select the client from the drop-down list.
 - Only your clients will appear in the list, so group sessions with multiple clients and clinicians will need to be scheduled by the Clinic Coordinator who has access to all clients and can schedule everyone within the same booking.
- To enter the start and end times for the session, you can either type the date and time directly into the box, or you can select the date and time using the calendar and clock icons.
 - The clock icon only has half-hour increments to choose from (8:00, 8:30, 9:00, 9:30, and so on), so if your session starts at a different time (e.g., 8:15, 10:10, etc.) you will have to type it in.
- In the 'Description' box, type in one of the following:
 - "diagnostic evaluation session"
 - "recurring therapy session"
 - "one-time make-up session"
- Leave the 'Attendance' box marked as 'unspecified' until after the session has occurred.
- For recurring sessions, select the 'weekly' option.
 - Select 'Repeat every': 1 week
 - Select the days of the week your sessions are scheduled. If the sessions will have the same start and end time on all applicable weekdays and will be in the same room, then you can select all weekdays that apply (e.g., 8:30-9:00 on Tuesdays and Thursdays in room 163). If the sessions will have different start and end times or be in different rooms depending on the weekday, you will have to schedule recurring sessions for each weekday or room separately.
- For the 'End' option, select 'On:' and enter the last day of Clinical Practicum for the semester (see the SPPA 5030 Clinical Practicum Syllabus for this date).
- If your client needs to change their schedule at any point during the semester, do so by double-clicking on one of their already-scheduled appointments, and click 'Edit the Series.'

Marking Attendance:

You must mark attendance for each treatment or diagnostic session that has been scheduled. To mark attendance, please follow these steps:

- Double-click on the appointment in the schedule and select 'Edit current occurrence.'
- Go to the 'Attendance' field and select the appropriate option from the drop-down list.
- For treatment sessions, click on the green pencil icon to indicate that you need to complete a SOAP note for that session.
 - You must complete a SOAP note for all scheduled treatment sessions, even if they were cancelled or unattended.
- Click 'Save'.

- For a treatment session, a dialogue box will now automatically pop up for you to begin the process of writing a SOAP note. If the dialogue box for starting the SOAP note does not appear, it just means that you forgot to click on the green pencil icon. No problem: you can double click on the appointment again from the calendar to select it.

Completing Reports:

When you finish a diagnostic evaluation, you will write an Evaluation Report. In general, Evaluation Reports are due 5 work days after the evaluation session. When you finish baselining for your treatment clients, you will write a Semester Treatment Plan (STP). In general, STPs are due 5 work days after the final baselining session. For each of your treatment clients, you will write a Midterm Progress Note in the 6th or 7th week of Clinical Practicum, and a Final Progress note during finals week. General time frames for these reports are included in the SPPA 5030 Clinical Practicum Syllabus. Your supervisor will always give you a specific due date and time for each report that you are assigned to complete. Note that you will probably not be assigned to complete a Midterm Progress Note for clients that started after the 4th week of clinic. Please see the 'Explanatory Templates' module in the SPPA 5030 Clinical Practicum WyoCourse website for detailed guidelines on the information you need to include in each section of these reports. To complete one of the reports in ClinicNote, follow these steps:

- Go to the blue 'View Client List' module.
- Click on the client's box to expand it.
- Click on the 'Reports' button on the right.
- Click 'Generate Report'.
- You can leave all fields in this menu blank except for the 'Report Template' field. Select the desired report from the drop-down list.
- Select your supervisor.
- Click 'Generate'.
- Click anywhere in the template where you need to enter information.
- If you are not finished and need to come back to it later, use the 'Save Report' button. The report will now appear in your To-do list for you to continue working on later.
- If you are finished with the draft, use the blue button at the bottom to add your electronic signature.
- Click the 'Submit' button and select your supervisor from the drop-down list that appears.
- Click 'Submit' again. The report will now appear in your supervisor's To-do list. They will read it and make edits or comments about changes you need to make and will submit it back to you.
- When the supervisor has sent a report back to you, it will appear in your To-do list again. Once you have opened the report from your to-do list, click on the blue 'Show History/Comments' box at the top.
- Click on 'Comments' to see the comments that your supervisor made. Edits that your supervisor has made within the report will appear as blue text that they added or strike-throughs of text they want you to take out. Delete anything that is a strike-through. You can leave the blue text that your supervisor added in. It will change to black once the report has been finalized and converted to a pdf. Type in any additional information as needed according to your supervisor's comments.
- Use the 'Submit' button to send the edited report back to your supervisor for final approval. If there are further changes they want you to make, the editing and commenting process will be repeated. If they accept it as the final product, they will add their electronic signature and the report will become a permanent part of the client's file.

- To view the finalized report or to show it to your client once your supervisor has signed off on it, go back to the client's box in the 'View Client List' module.
- Click to expand the box.
- Click on the 'Reports' button on the right.
- Click on 'View Reports'.
- Select the report you desire from the list and click the buttons to either 'View' or 'Download/Print'.

Formulating and Tracking Client Long-term and Short-Term Goals:

While you are still in the baselining stages with your client before you have written their STP, you will write baselining objectives which will be entered into ClinicNote as temporary goals. Once your supervisor has approved the STP that you wrote for a client, you will then need to enter the LTGs and STGs contained within the plan into ClinicNote. These temporary baselining objectives and semester LTGs and STGs will all be entered through the yellow ClinicNote 'Manage Client Goals' module. Once you are in this module, follow these steps:

- Select your client from the list.
- Click the green 'Add New Goal' button.
- Add in your first temporary baselining objective or semester LTG in the top box by typing it in or copying and pasting from the STP.
- For 'Date Assigned,' enter first session date for temporary baselining objectives or the STP report date for semester LTGs and STGs.
- Check the box next to 'Use Goal Title for Tracker Title'.
- Click 'Save Goal.'
- Repeat this process until all temporary baselining objectives or semester LTGs have been entered.
- To enter your STGs, click the 'Add New Goal' button again.
- Type the STG into the top box.
- Select the LTG you want this STG to fall under from the list in the "Make this a sub goal of" option.
- The rest of the steps are the same. Repeat as needed until all LTGs and STGs have been entered.

Once you have finished baselining and have written the STP, please follow these steps to remove the temporary baselining objectives from the client's active goal list:

- Find the temporary baselining objectives in the client's list in the 'Manage Client Goals' module and select 'Manage' for each one
- Mark each temporary baselining objective as 'Met' and enter the date of the final baselining session.
- Click 'Save Goal' as you do this for each one.
- Once all have been marked as 'Met,' click the check box next to each temporary objective in the list and click 'Move to Archive.'
- Once this is done, these temporary objectives will no longer appear in the client's goal tracking list or in their SOAP notes.

As you enter qualitative and quantitative data into the SOAP notes for the client's LTGs and STGs throughout the semester, this data will pull over into the 'Manage Client Goals' module. Once you are in the module and viewing a client's goal list, you can click on the 'Quantitative data fields' tab and then click the 'Manage'

button next to any of the LTGs or STGs to see a running list of each data point and associated qualitative comments entered for that particular goal.

If you are completely finished with a goal for the semester and will never target it again, you can mark it as 'Met' or 'Not Met.' To do this, go into the 'Manage Client Goals' module and click 'Manage' next to the desired goal. Click 'Met' or 'Not Met' and enter the date. You can do this at any time during the semester. You will need to do this for all goals at the end of the semester once you have written the client's Final Progress Note. Once you have marked all the client's semester goals as 'Met' or 'Not Met,' you will need to click the box next to each of them and select 'Move to Archive' so that they will no longer appear in the client's active goal list. This will allow the next clinician to start tracking the new set of LTGs and STGs that they formulate for the client in the following semester.

Completing SOAP Notes:

You will complete a SOAP note in ClinicNote for all scheduled treatment sessions, including ones that are cancelled or not attended. Please see the 'Explanatory Templates' module in the SPPA 5030 Clinical Practicum WyoCourse website for guidance on what information goes in each section of the SOAP note. SOAP notes must be initially submitted to your supervisor within 24 hours of the session. There are several different ways to open a new SOAP note for a client in ClinicNote. The way that you are required to open a SOAP note is by first marking attendance in the scheduling module. Once you have marked attendance for a client (see the steps in the previous section on marking attendance) and the SOAP note template has been generated, please follow these steps:

- Under the 'Place of Service' heading, select 'Independent Clinic' if the client attended their session in person at the clinic; select 'Telehealth' if the client attended their session via Zoom.
- Make sure the date matches the date of the session.
- Type in the actual session start and end times. If the session started late or ended early, please make sure the times entered reflect what actually occurred.
- The 'Diagnosis' should reflect what has already been entered into the client's file. Consult with your supervisor if you think a diagnosis may need to be changed, deleted, or added.
- Use the codes listed on the 'SOAP Note Coding Guide' (in the 'Explanatory Templates' module of the SPPA 5030 Clinical Practicum WyoCourse website) to select the appropriate diagnostic (ICD-10) and procedural (CPT) codes. If the client has multiple diagnoses that were related to the treatment you provided in the session, you must enter a CPT code under each diagnosis.
- Leave the 'MOD' field blank unless the client has MediCARE coverage. If the client has Medicare coverage enter the modifier '95' if it was a telepractice session and enter the modifier 'GN' if they have a physician-approved Plan of Care.
- The 'Units' field will be '1' for all CPT codes except for code 97130 (the code for cognitive function intervention). For this code, you will designate the number of 15-minute increments that therapy was provided beyond the first 15 minutes.
- The temporary baselining objectives or the semester LTGs and STGs that you entered into the 'Manage Client Goals' module will automatically appear in the 'Goal' section.
- If this is not the client's first SOAP note, the plan that you entered in the previous note will automatically appear in the 'Previous Plan' section.
- Type your subjective comments into the 'Subjective' box.

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- Enter the quantitative data values for each goal that was targeted during the session. For percentage-based values, you can either type the value in directly (e.g., you would type in '0.75' for 75% accuracy) or you can enter a formula based on # correct out of # total opportunities and ClinicNote will calculate the percentage for you (e.g., =6/8). Note that if you are entering the formula, you must enter the equal sign first.
- Enter your qualitative comments in the 'Additional Comment' boxes under each data point OR click on the 'Combine Objective Comments' option to enter information for all targeted goals in the same box. Check with your supervisor to find out their preference on how qualitative comments are entered.
- For the 'Assessment' section, select each goal that was targeted that day from the drop down list and enter your assessment information for each one.
- In the 'Plan for Next Session' section, enter your plan for what you will do the next time each of those same skills are targeted. Keep in mind that the plan you enter here is not necessarily your plan for the next consecutive session if you plan to target a different set of skills next time. Also keep in mind that the plan is to be written from the perspective of what YOU will do, not what the client will do (e.g., Do **not** write something like: Bryce will use past tense –ed with 100% accuracy; **instead** write something like: Continue to support Bryce's use of past tense –ed by providing an increased number of models and practice opportunities.)
- If you assigned a homework assignment in the previous SOAP note, it will automatically appear under the 'Previous Home Based Therapy Tasks' section.
- Under the 'Home Based Therapy Tasks' section, describe the homework assignment you want the client to complete before the next session.
- Most of the time, the 'Additional Comments' box will be left blank. Your supervisor will give you guidance if there are times when something should be entered there that doesn't fit in any other section.
 - For Medicare clients, this is where the note stating that 100% of the session was supervised will be entered. This is also where the session # will be entered so that you and your supervisor can keep track of when it is time to complete the 10th visit progress report (this report template is only located in the SPPA 5030 Clinical Practicum Wyocourse website).
- Click the blue 'add signature' button to add your electronic signature to the note.
- If you have not finished writing the note and need to come back to it later, click the green 'Save Note' button.
- If you are finished writing the note and are ready to submit it to your supervisor for approval, click the green 'Submit' button.
- Select your supervisor from the list that appears.
- Click 'Submit' again.
- Your supervisor will use the track changes button to edit the note and/or make comments about changes you need to make.
- When you receive the note back from your supervisor, it will appear in your To-do list. Click 'Edit' to open the note.
- Click on the blue 'Track Changes' button at the top to see their edits.
- Click on the 'Comments' box to the left to see their comments and reply to them or mark them as completed.
- When you have completed all the requested edits, click the green 'Submit' button.
- Select your supervisor from the list that appears.

- Click ‘Submit’ again.
- If your supervisor would like you to make further edits, the process will be repeated. If not, they will add their electronic signature to the note and it becomes a permanent note in the client’s file. It will not appear in your To-do list again, and you do not need to take further action.

2d. Clinical Documentation for MOEC Clients

These clients are middle or high school students from the Mae Olson Education Center (MOEC). They reside at the Cathedral Home for Children. Since MOEC does not have an SLP on staff, they have a contract with our clinic to provide SLP services to any student whose Individualized Education Program (IEP) includes such services. Since, in these instances, we are operating as a legally-bound IEP service provider (rather than as an at-will service provider as for all other clients), the paperwork for these clients will be slightly different. All forms listed in the treatment paperwork checklist, **except for the Treatment/Evaluation Agreement, Attendance Policy, Patient Authorization for Disclosure of PHI, and Telepractice Scholarship forms** still need to be completed for these clients within one week after initiating treatment. The forms will be sent to Sara Settle (Case Manager) at MOEC to sign and send back. You will also complete a confidentiality form for Ms. Settle to keep in the client’s file at MOEC. If you have an MOEC client, your supervisor will advise you on following the appropriate report formats and timelines. The confidentiality form and report formats for MOEC clients can be found in the ‘MOEC’ module in WyoCourse.

2e. Clinical Documentation for Medicare Clients

Clients covered under Medicare will fill out all the same treatment and evaluation paperwork as all other clients. The way we document treatment plans, SOAP notes, and progress notes is slightly different. Please see the ‘Medicare’ module in WyoCourse for the specific templates you will use for Medicare clients. Additional Medicare compliance guidelines are as follows:

- Evaluation Session:
 - Eval session counts as first session towards the 10th-visit progress note
 - Eval report will be sent to physician but physician signature is not required
 - Eval session should include all baselining tasks if possible
- Separate Baselining Sessions:
 - Can’t be considered part of the evaluation because the report has to be written sooner by the diagnostic clinicians; can’t be part of treatment, because treatment isn’t supposed to start until the POC has been established. SO:
 - If needed, treating clinician can schedule up to 2 additional baselining sessions as free, stand-alone appointments
 - no billing or green sheets for these sessions
 - no SOAP notes entered in ClinicNote for these sessions
 - these sessions do not count towards the 10-visit reporting period
- Treatment sessions and Plan of Care:
 - Treatment sessions can begin once the first draft of the POC has been written
 - POC is written in lieu of an STP
 - POC must include a home program if the 90-day certification period will include winter break

- Physician must sign the POC within 30 calendar days of the first treatment session
- 100% of treatment sessions must be supervised
- Regular-visit SOAP notes will be numbered 2-9 (eval session was visit #1; 10th visit is documented on the 10th visit progress report template and then uploaded into ClinicNote)
- Medicare clients will be prioritized for treatment during summer clinic
- 10th-visit progress note:
 - 10th-visit progress note is written in lieu of midterm and final progress notes
 - All scheduled sessions, including ones where the client was absent, will be included in the 10-visit reporting period
 - A separate clinical note template is used for this progress report. This template is not available in ClinicNote. It must be downloaded from the SPPA 5030 Clinical Practicum WyoCourse website and then uploaded into the client's file in ClinicNote once it is completed.
 - Progress note will be sent to physician but does not need physician's signature.
- Recertification plan:
 - Will be completed every 90 calendar days after the date of the first treatment session
 - Can be completed sooner if a significant change to the current plan is needed, or if the 90 day period ends during winter break
 - Physician must sign the Recertification plan within 30 calendar days of it being written

2f. Presenting Reports to Clients

For each client that you treat throughout the semester, you will hold at minimum two conferences: an STP conference and a Midterm Progress conference. You will present the Final Progress Report to the client via written communication only. For Evaluation Reports, you will work with your evaluation partner to present the findings to the client during an evaluation conference if they continue seeing us for treatment sessions. If not, you will present the Evaluation Report via written communication only.

STP Conference:

Once your STP has been completed, you will present it to the client or their parent/caregiver by pulling it up in ClinicNote and sharing your screen or by presenting them with a hard copy if desired in an in-person session (if they wish to see a hard copy during an in-person session, still have your laptop handy so that you can obtain their signature electronically). You will verbally summarize the main points in each section by following the STP Conference Outline contained within the 'Powerpoints and Handouts from Class' module in the SPPA 5030 Clinical Practicum WyoCourse website. Once you have presented the STP to the client or their parent/caregiver, ask them to sign the report if they find it to be acceptable. You can obtain their electronic signature by:

- Clicking the 'edit' button
- Then clicking the 'add another signature button.'
- Click on 'reset signature'
- Then give the client/parent mouse control to create their signature.
- They will type in their name and title below
- Then they will click 'accept signature.'
- If your supervisor has already signed the report to make it official, they will need to sign it again to finalize the edited version including the client/parent/caregiver signature.

If the client or parent/caregiver wishes to modify any part of the plan, notify your supervisor immediately so that she can join in on the discussion to collaborate on the client's desired modifications and then work with you later to follow-up on the requested modifications and to create and finalize a new version of the STP. Once finalized and signed by all parties (you, the supervisor, and the client/parent/caregiver), either hand-deliver or mail a hard copy of the STP to the client and to any authorized entities designated on the Patient Authorization for Disclosure of Protected Health Information form. Finally, document the date of the conference and the date that you mailed the report to all parties in the client's contact log in ClinicNote.

Midterm Progress Conference:

Once the Midterm Progress report has been approved and signed by you and your supervisor, you will hold a conference with the client/parent/caregiver during which you will show the report to the client (in ClinicNote or hard copy if the client desires) and will verbally explain the most recent data that has been gathered and the client's overall progress on their goals and objectives. You will also explain any recommended changes to the treatment plan, if needed. It is absolutely okay to change, discontinue, or add goals and objectives if the data you have gathered support it! If you state that a client has not made progress on a particular goal or objective (this definitely happens sometimes!), then you must offer a reasonable explanation and state what you plan to do about it. After the midterm progress conference, either hand-deliver or mail a hard copy of the Midterm Progress Report to the client and to any authorized entities designated on the Patient Authorization for Disclosure of Protected Health Information form. Document the date of the conference and the date that you mailed the report to all parties in the client's contact log in ClinicNote.

Sending Final Progress Reports:

Final Progress Notes are done at the end of the semester after the last treatment session. Once the report has been approved and signed by the supervisor and you, mail a copy to the client along with a letter providing them with a link to an online satisfaction survey (this letter is found in the 'Client Treatment Paperwork' module in the SPPA 5030 Clinical Practicum WyoCourse website). Also mail a copy of the report to any entities authorized on the Patient Authorization for Disclosure of Protected Health Information form. Document the date that you mailed the report to all parties in the client's contact log in ClinicNote.

Evaluation Report Conference:

After the Evaluation Report has been completed and signed by you, your partner, and your supervisor, you and your partner will present the report to the client during one of their treatment sessions if they are continuing with us for treatment. You will show the client the report in ClinicNote (or in hard copy if your client desires during an in-person session) and you and your partner will collaborate to verbally summarize each section of the report. Please work with your partner prior to the conference to decide which of you will discuss each part of the report. When discussing the Background Information section, please let the client know that if any of the information is incorrect, we will modify the report to correct it. You will devote the most time to discussing the Assessment Procedures section. When discussing this section, be sure to describe the purpose of each assessment that you completed, along with a summary of the results. Explain what percentile ranks and standard scores mean as you present results. State the diagnosis, and explain how the results from each assessment support the diagnosis. Finally, summarize the client's strengths and weaknesses, and state your recommendations for treatment. After the Evaluation Report conference, either hand-deliver or mail a hard copy of the Evaluation Report to the client and to any authorized entities designated on the Patient Authorization for Disclosure of Protected Health Information form. Document the date of the conference and

the date that you mailed the report to all parties in the client's contact log in ClinicNote. If the client is not continuing with us for treatment, you will simply mail them and any other authorized entities a copy of the report and will document this in the client's contact log.

Please see the Written Product Feedback form and the Clinical Documentation Scoring Map in the 'Supervisor Forms' module in the SPPA 5030 Clinical Practicum WyoCourse website for how you will be scored on all clinic reports.

2g. Clarification on Long Term Goals Versus Short Term Goals

Long Term Goals: must include an area of function to be improved (e.g., improve expressive language skills), an observable skill (e.g., formulating complex sentences), a condition (e.g., in an expository essay), a criterion (e.g., % accuracy or % of opportunities; **not % of the time**), and a support level (e.g., independently, with minimal support, etc.). For example: 'John will improve his expressive language skills by formulating complex sentences in expository essays with 90% accuracy and minimal support.' You are encouraged to seek guidance from your supervisor about the most appropriate way to word goal criteria for each client and skill. You should plan to meet with your supervisor to discuss client goals before you submit your first draft of the STP. Some acceptable ways to word goal criteria include:

- ___% accuracy
- ___% opportunities
- In ___ out of ___ opportunities (e.g., 3 out of 5 opportunities)
- An average rating of ___ on a scale of ___ to ___ (e.g., an average rating of 3.5 on a scale of 1 to 5)
- A specific number of units of something (e.g., 3 bottles of water per day)
- Qualitative descriptors (e.g., will self-evaluate his performance as fair, improving from a self-rating of poor)
- **Do not use '% of the time,'** unless you are actually using time-based units of measurement to measure the amount of time the client spent doing something (e.g., how many minutes they were attentive out of a total number of minutes)

Short Term Goals: these are the little steps that will help the client build up to performing the functional skill identified in the long term goal. Short term goals may be differentiated from the long term goal in any of the following ways:

- Level of support (e.g., the LTG is for 'independence,' while the STG is 'with minimal support')
- Context (e.g., the LTG context is: 'embedded within a functional writing task,' while the STG context is: 'in isolated instructional tasks')
- Overall skill vs. broken-down components (e.g., the LTG is to 'write a 5-sentence paragraph,' while the STG is to: 'formulate a topic sentence')
- Skill vs. prerequisite (e.g., the LTG is to 'provide an empathetic response,' while the STG is to 'identify emotions based on facial expression')
- Different ways to do something (e.g., the LTG is to 'initiate conversation,' while the 2 different STGs are to 'make a comment' and to 'ask a question')

- Different types of something (e.g., the LTG is to ‘tell a complete narrative,’ while the 2 different STGs are to ‘tell a story about a main event (such as a birthday party the client attended)’ and to ‘tell a story about a problem that needed to be solved’)

Short Term Goals may be written vertically (i.e., the first STG must be met before the second STG can be targeted) or horizontally (i.e., all STGs can be targeted at the same time). At minimum, they must include a skill and an accuracy and support level.

- Example of **vertical** STGs:
 - John will formulate an independent clause (i.e., a complete subject and predicate) with 90% accuracy independently.
 - John will formulate a dependent clause (i.e., an additional subject and predicate that adds a detail about when, why, etc.) to add to an independent clause with 90% accuracy independently.
- Example of **horizontal** STGs:
 - John will formulate complex sentences using the subordinating conjunction ‘whereas’ with 90% accuracy independently.
 - John will formulate complex sentences using the subordinating conjunction ‘although’ with 90% accuracy independently.
 - John will formulate complex sentences using the subordination conjunction ‘unless’ with 90% accuracy independently.

2h. Professional Writing Tips

Below is a collection of tips for clinical writing compiled from ASHA recommendations and the input from previous and current supervisors. They are not written in a hierarchical form and should be used as a checklist as you evaluate your own writing. They are in no way comprehensive for all that is possible in clinical writing.

- **Think/write CLEAR:**
 - C = CLEAR
 - L = LOGICAL
 - E = EVIDENCE / ENOUGH
 - A = ACCURATE
 - R = RELEVANT
- **Chronological age** is marked by using a **semi-colon** (e.g., 13;7), not a colon. In narrative format, it is acceptable to write: *Mary is a 13-year-old student* **or** *Mary is a 13 years, 7 months old student.*
- **Do not use contractions.**
- Avoid referencing yourself, but if you must, do so in 3rd person, referring to yourself as ‘the clinician’ or ‘the examiner’. **Never use personal pronouns** (e.g., ‘I,’ ‘me,’ ‘we,’ ‘us’).
- **Do not use indirect verbs to describe the client or their actions** such as, “*was able to,*” “*appeared to,*” or “*seemed to*”. Instead, **state what you directly observed** (e.g., “John smiled” rather than, “John *appeared to be happy*” or “John wrote” instead of “John *was able to write*”).
- **Do not use verbs that can’t be observed** to describe what will be measured in client goals and objectives. For example, do not use verbs such as ‘understand,’ ‘comprehend,’ ‘recognize,’ ‘remember,’ etc. These are verbs that describe internal mental processes that you cannot observe or measure. Instead, state the verbal or nonverbal skill the client will demonstrate that gives direct evidence of their

understanding, comprehension, recognition, or remembrance. For example, ‘Mr. Smith will answer questions about the anatomy and physiology of his voice production mechanism with 90% accuracy,’ is an observable skill that will tell you whether or not he understands the information. Here are some additional examples:

Don’t say:	Instead say:
Lilly will comprehend an expository passage with 90% accuracy.	Lilly will summarize the main idea and key details of an expository passage with 90% accuracy.
Ms. Carson will recognize familiar household items with 90% accuracy	Ms. Carson will name or point to familiar household items with 90% accuracy.
Ted will remember decoding strategies with 90% accuracy.	Ted will describe and demonstrate decoding strategies with 90% accuracy.

- Refer to phonemes using slash marks (e.g., the /s/ sound). Refer to graphemes using brackets or apostrophes (e.g., [r] or ‘r’).
- The first time you use a **phonetic symbol** in a document, **you must include an example of it in a word**. For example: Reagan correctly produces the /ʃ/ sound (e.g., as in “*ship*”) in the initial position of words with 89% accuracy.
- **Always keep in mind the audience(s)** to whom you are writing. Make sure the document can be understood by the client/parent, and is concise enough for a medical professional.
- **Define all technical terms** (e.g., ‘phonological,’ ‘grammatical morphemes,’ ‘otoscopy,’ etc.) the first time they are used in each document. If you’ve defined a technical term in a previous document, you must define it again. Don’t burden your reader to have to go search for the other document to find out what the term means.
- **Give the full name of an assessment first, immediately followed by the acronym**. For example: Test of Problem Solving (TOPS); then refer to the acronym from that point forward. The same applies for names of organizations, such as American Speech and Hearing Association (ASHA). The name of an assessment does not need to be underlined, only capitalized.
- **You must address all supervisor comments/suggestions for revision** in a draft. If you disagree with a suggestion, you must discuss it with the supervisor.
- Watch verb tense switching throughout document. **Keep tenses consistent within a section** of the report (e.g., the progress report is written in past tense, since the semester/sessions have been completed).
- **PROOFREAD** by reading the report aloud to hear if the language used makes sense to you **and a peer reviewer**. You might try reading the report backwards as a way to check for spelling and punctuation errors. Allow time between the initial writing and proof-reading of the report. Make an editing checklist for problems you frequently encounter in your writing. If you struggle with the same elements consistently, your supervisor may assist you in devising a written checklist as part of an action plan.
- **Beware your use of confusing/commonly misused terms**. For example, *effect* (a noun, as in ‘The book had a strong effect on me’) vs. *affect* (a verb, as in ‘The book affected me strongly’).
- Use the abbreviations ‘**i.e.**’ and ‘**e.g.**’ correctly.
 - ‘**i.e.**’ tells your reader that you are going to **explain or re-state a term** in other words. For example:
 Gretchen produced a complete independent clause (i.e., a clause that includes a subject and predicate) to describe what was happening on each page of the storybook.

- ‘e.g.’ tells your reader that you are going to give a **specific example** of something. For example: Gretchen produced a complete independent clause (e.g., “The little kid is running to his mommy”) to describe what was happening on each page of the storybook.

SECTION 3: GENERAL PROCEDURES

3a. Scheduling Sessions

Only pre-approved GA duties and class times take priority over scheduling sessions. Other than these times, you must be available to accommodate clients’ scheduling preferences between 8:00am and 6:00pm Monday through Friday. Clients should never be scheduled before 8:00am or after 6:00pm. You are responsible for **scheduling treatment sessions**. Please follow these steps:

- 1) Contact your supervisor to check their availability.
- 2) After obtaining your supervisor’s available times, review your schedule and find the times that work for both of you, then contact the client or client’s parent/guardian. (See Section 1a. for acceptable time frames for scheduling sessions to offer the client in accordance with COVID-19 precautions.). Please follow these guidelines regarding when and how often you attempt to contact clients about scheduling:
 - Stick to normal business days. Don’t call on weekends or holidays.
 - Don’t call multiple times in one day when attempting to reach them for the first time.
 - Don’t call consecutive days in a row; call every other day instead to give them time to return your call on their own.
- 3) Once you’ve confirmed a schedule with the client, contact your supervisor once more for final approval.
- 4) Once you’ve obtained supervisor approval of the agreed-upon schedule, book the sessions in ClinicNote (see instructions in Section 2c).
- 5) If your client does not respond to 3 attempts to contact them for scheduling, send them a verbal **and** written final notice. Call and speak to them or leave them a voicemail message **and** send them an email stating that it is your final attempt and that they have 2 days to respond. For example, “This is _____ from the UW Speech and Hearing Clinic. I have been attempting to reach you about scheduling, but I have not heard back from you yet. This is my final attempt to contact you. If I do not hear back from you by 6:00 pm on _____ (tell them the weekday and date 2 days from now), then we will give your spot to another client. You are welcome to call me at _____ or email me at _____. Thanks, and have a pleasant day.”

Diagnostic evaluation sessions will be scheduled by the Clinic Coordinator. Due to limited room availability Monday through Thursday, diagnostic sessions are always scheduled for 2-hour time frames on Fridays. At least 2 weeks before the appointment, you will receive email notification when you have been assigned a diagnostic evaluation, which will include the day and time of the appointment, your diagnostic partner and supervisor, and a few overall details of the assignment (e.g., a voice evaluation for a 60-something year-old male complaining of persistent hoarseness). Notify the Clinic Coordinator immediately if the appointment time conflicts with another program-approved time commitment (e.g., a pre-determined GA duty). Once planning for the appointment is underway by the diagnostic team (you, your partner and your supervisor), any re-scheduling needs due to client request will be handled by the diagnostic team. Please notify the Clinic Coordinator when a diagnostic evaluation has been re-scheduled.

3b. Getting Started with Treatment Clients

At the beginning of each semester, you will be assigned a caseload of at least 1, but no more than 3, treatment clients. You will receive details about your client assignments during orientation. Follow these steps to prepare for your first couple of sessions:

- **Read the client's most recent treatment plan, SOAP notes and progress notes** (see instructions in Section 2a). Be sure to take note of their most recent goals and treatment approaches/procedures. You will want to discuss these with your supervisor during your planning meeting and have some idea of if you want to continue or change them. Do not print out hard copies of any of the client's files, but take thorough notes instead.
- **Schedule a time to meet with the previous clinician** to discuss what they did, what worked/didn't work, behavior management tips, established session routines, etc.
- **Schedule an initial planning conference with the supervisor.** Be prepared to present your ideas for what you want to assess during baselining, and the treatment approaches, procedures, and goals you may want to implement.
- **Review the list of treatment paperwork** (in the Client Treatment Paperwork module in WyoCourse) and gather/prepare all necessary forms. Using information in the client's ClinicNote file, fill out as much of the forms as you can before the session—this will make the paperwork completion process with the client go much more smoothly and efficiently. See the description of each form's purpose in Section 2b so that you are prepared to verbally explain each form to the client. It is recommended that you have the paperwork list with you as you present the forms to the client so that you can double-check to make sure you haven't forgotten anything.
- Based on the potential semester goals discussed with your supervisor during the initial planning conference, **plan baseline tasks for the first 3 sessions.** Although it is not required, you are always welcome to send materials to your supervisor ahead of time for their suggestions and feedback. You might not need 3 full sessions for baselining, but you will probably need at least 2. Remember not to scaffold, prompt or cue at first during baselining tasks. Baselining should tell you what the client's current level of functioning is and what they can do independently. Once you've observed what they can do independently, it might be appropriate to then trial a few different forms/levels of support to determine what performance criteria will be attainable by the client by the end of the semester. Over-plan and bring materials for more activities than you think you will need in a session. If you run out of things to do with a client, you cannot dismiss them from the session early. It will be up to you to figure out something to fill the time with.
- **Prepare and bring data sheets with you to the session.** Your data sheet should be well-organized (charts work well) with specific places to indicate the objective being targeted, whether the client's response was correct or incorrect, and what level of support was needed to elicit a correct response. Sometimes it is helpful to also list the specific stimuli or responses that they are expected to produce (e.g., an articulation word list organized by initial, medial, and final position of words)
- **Call the client/parent/guardian the day before the first session** to remind them of their first appointment and to confirm the schedule one final time. If anyone other than the client (e.g., the parent or guardian) needs to attend the first session in order to be present for the paperwork review process, make sure they know that.
- **Begin the first session by reviewing all paperwork with the client/parent/guardian.** Then begin conducting your baselining activities.

3c. Post-Session Procedures

After each in-person session, please complete the following steps: (see Section 1a for COVID-related post-session procedures for telepractice sessions)

- ❑ Walk the client out to the waiting room or transportation pick-up location. If the client is a child, wait with them until pick-up. Ark clients usually do not need someone to wait with them, unless otherwise noted in their Ark plan of care. Consult with your supervisor for Ark clients.
- ❑ Return to the treatment room and get it ready for the next client by doing the following:
 - Remove **all** materials that you brought in with you from the room. **Treatment materials are not allowed to be left in the rooms overnight or between sessions.**
 - Wipe down the table and chairs you were using with Lysol/Clorox wipes or the bleach/water solution in spray bottles (these cleaning supplies are in the cupboards of each room).
 - Wipe down all reusable materials/toys with Lysol/Clorox wipes or the bleach/water solution before you reuse them or check them back in.
 - Push chairs back under the tables.
 - Turn off and unplug space heaters if they were turned on during the session.
 - Close all window blinds, if opened during the session (to respect client privacy this is generally not allowed, unless the client specifically requests it)
 - Erase any markings made on the marker board
 - Turn off the lights
 - You should leave the room a ‘blank canvas’ exactly how you found it
- ❑ If you recorded the session, stop the recording and transfer the video from taxi flash drive to encrypted personal device.
 - Once this is done, delete the recording folder from the taxi device and return it to the correct observation room.
- ❑ Write the SOAP note for the session & begin planning for the next session.
- ❑ Enter clock hours in Calipso and submit them to the supervisor weekly or bi-weekly.

Please remember that you are responsible for concluding treatment and diagnostic sessions on time. This includes cleaning and disinfecting the room. Another clinician may be scheduled for a session very soon after your session, so please be conscientious and professional with your time management. As a general rule, you should begin to review and close your session about 3 minutes before the actual ending time. If your sessions start late because the clinician before you continually ends late, please discuss this with him/her first. If the problem is not resolved, speak with your supervisor.

Each clinician will donate 30 minutes to one hour during the last week of each semester to clean up the clinic areas, including the clinic lab, treatment, observation and graduate rooms. The Clinic Coordinator will post a sign up sheet with a description of each job to be done the week before finals week. Supervisors will check on the status of this job at the final conference. All cleaning jobs must be completed before final grades will be posted.

3d. Use of Clinic Waiting Room

When you conclude a session, do NOT leave any client who is a minor unattended in the waiting room. If you have another client and cannot wait with them, either ask another clinician to assume the responsibility for this client, or notify your supervisor. Under no circumstances should you leave the client unattended or left with the clinic Office Associate. If your client being picked up late is continually a problem, have a respectful conversation with the client/parent/guardian/transport person about this. If it persists, talk with your supervisor. Be aware that Ark clients may or may not be left alone in the community, depending on what is stated in their Individualized Plan of Care (IPC). Contact Ark if there is not a copy of the client's IPC in the permanent file.

3e. Lock-up Procedures

All rooms within the clinic, the clinic front, side and back doors, the audiology room and all materials rooms must be locked at the end of each day. This will be done by the Clinic Office Associate at 6:00pm. All lights and space heaters must be off, and all window blinds must be closed. Treatment materials cannot be left in the treatment rooms overnight or between sessions. One supervisor will be assigned each weeknight to stay in the building until 6:15 to double-check that the clinic is locked up appropriately after the Clinic Office Associate leaves.

3f. Access to Clinic Rooms After Business Hours

During the weeks when clinic is in session, the front, back and side doors to the clinic will be unlocked between 7:30am and 6:00pm. If you need to use any rooms within the clinic outside of these hours, you can use your student ID card to enter through the front door. The door will automatically lock behind you, so make sure you bring your ID card with you if you need to leave for a moment and then return. Do NOT ever leave the clinic doors propped open, as there is very expensive equipment and PHI contained within.

3g. Clinic Attendance, Cancellations and Substitutes

Attendance in clinic is expected and mandatory. You may only miss a session in the case of an emergency (e.g., you have become ill) or pre-approved program-related scheduling conflict (e.g., you are attending Cleft Palate clinic with Dr. Jones). If one of these 2 conditions apply, you must follow these steps:

1. Call and discuss the matter with your supervisor as soon as possible. Do not consider finding a substitute, notifying the client or canceling the session* until you have gotten your supervisor's approval of appropriate next steps. (*Note that canceling a session is always a last-resort solution.)
2. Once the supervisor agrees that finding a substitute is appropriate, you are responsible for finding the substitute clinician, planning the session, and making sure the substitute is prepared (e.g., materials, routines, instructions for tasks, data sheets, etc.).
3. As soon as possible, notify the client that they will have a substitute clinician.
4. If unable to reach a supervisor in the event of an extreme emergency (e.g., a sudden and unexpected event that arises 30 minutes or less before the session is due to start), contact the clinic office associate (766-6426) and inform them of your absence. They will notify the supervisor and client as needed. If there is no time for the supervisor to arrange for a substitute and it is very short notice for the client (i.e., they are already here or on their way here), the supervisor will conduct the session. If the supervisor is unavailable to conduct the session, they will let the office associate know and the office associate will inform the client of the session cancellation.
5. If a substitute was not feasible and the session had to be canceled altogether, attempt to re-schedule the session later in the week with supervisor consent.

6. Document cancellation and/or re-scheduling of the session in the SOAP note and the contact log.
7. If the session was re-scheduled as a make-up session, book the session in the ClinicNote scheduler.
8. If arranging for a substitute clinician was feasible, keep in mind that clinical documentation must always be done by the actual clinician who provided the services. Therefore, the substitute clinician is responsible for completing the SOAP note.
9. The substitute clinician will submit clock hours for the sessions they conduct to the supervisor assigned to that client.

If a **client** contacts you and asks to cancel a session:

- Inform your supervisor immediately.
- Document the cancellation in the SOAP note and the contact log.
- Talk to your supervisor about whether you can/should offer to re-schedule the session. In most cases, we do not re-schedule sessions that are cancelled due to client request. Exceptions may apply, such as when a client has already missed many other sessions due to an extended illness.

3h. Assigning Client Homework

To facilitate carry-over and promote a sense of pride and ownership regarding speech/language activities, it is expected that clients will be regularly provided with home practice tasks. When presenting a homework assignment to a client, first give them verbal instructions on how to complete the assignment, then demonstrate the completion of one or two items and ask them to complete one or two items to ensure comprehension of instructions. The materials you send home should always include written instructions also. If the assignment is for a child or Ark client and the parent/guardian/caregiver was not present during the session, a letter to the parent/guardian/caregiver and a *written* explicit description and model of the assignments you want the client to complete, how to complete it, and when it is due will be necessary. Encouraging the client to be involved in the development of homework assignments is a great way to ensure that they will be motivated to complete the assignment. If you are unsure of what is needed for your client in this area, visit with your supervisor.

3i. Behavior Management Guidelines

The suggestions below are designed to be a general guide for how to manage behavior problems that are encountered during sessions. Consult with your supervisor for specific suggestions that may facilitate optimal behavior from your client.

Behavior management consists of shaping appropriate client behavior by differentially reinforcing desired behaviors (e.g., verbal praise, stickers, tokens, etc.). Undesired behaviors may either be simply brought to the client's attention or ignored altogether. Note that we do not condone punishing undesired behaviors.

Suggestions for successful behavior management include:

- Use the first session to find out what motivates your client (e.g., what topics/activities they are interested in, what specific communication skills they want to learn, what reading material they prefer, etc.)
- Use interesting and age appropriate materials.
- Keep things simple. Elaborate materials (e.g., complicated games, crafts, etc.) may detract from treatment objectives and be over stimulating to the client.
- Be well organized. Prepare everything, including the room/environment, before the session begins.

- Be prepared for more than you think you will need. Vary materials if necessary but do not feel compelled to use everything that you have prepared.
- Positive reinforcement of desired behaviors is more powerful in shaping behavior than pointing out your client's negative behaviors.
- Resist showing anger or losing your temper. It may frighten your client and/or make the client misbehave even further.
- Be consistent. The client must know what to expect from each task or session. A visual schedule can be very useful for some clients. Clearly explain your expectation and do not have one set of "rules" one day and another set the next session. Consistency will also help to decrease power struggles.
- Maintain a matter-of-fact attitude about accomplishing the session's tasks. **Example:** "I understand that you are feeling tired but this is our scheduled time to work, so let's get to it!"
- Offer as many choices as possible to give the client a sense of control. (e.g., "Do you want to practice the /l/ sound or the /s/ sound first today?"; if the client is playing with something distracting, ask, "where would you like to keep that until we're finished" instead of just telling them to put it away.)
- Tell them how many items they have to complete before they receive a pre-determined break or reward (chosen at the start of the session so that they know what they are working for that day).
- Keep the client's attention. Some ways to refocus a client are to whisper, touch on the shoulder or arm, or silence while looking at the client.
- When a client is demonstrating undesired behavior, remind them of the expectations and rewards and then quickly move on to the task planned.
- Follow through with the reward plan. Make sure you never run out of time before the client receives the reward. If they don't complete the task, let them know that they can try again next session.
- Keep the client's welfare paramount. This may mean keeping the client safe from harm by terminating a given task or the session entirely.
- If a client becomes physically aggressive, distance yourself and all other nearby persons from them (perhaps even leaving the room) but continue to monitor them. You absolutely cannot leave an escalated client unattended. Do not attempt to physically restrain them or stop them from destroying materials. This is extremely unsafe for you and your client. Materials can be replaced. The only situation in which it is appropriate to try to physically intervene is if the client is attempting to harm themselves or another person. Wait until your client is calm before attempting any interactions with them.

Additional strategies to use with young children:

- 1. In giving directions:** Be sure the child understands. Get to the child's level when you give a directive; both in your choice of words and physically (stoop down).
- 2. Be matter-of-fact:** Take compliance for granted (e.g., "We all sit in our chairs like this.")
- 4. Be quiet in manner and tone:** Move slowly, talk softly, be in the background as much as possible.
- 5. Let the child learn by experience:** Help him/her only when it is necessary to avoid a feeling of failure or discouragement.
- 6. Praise the type of behavior you wish to be continued on every opportunity:** It is better to emphasize the good things and let the bad drop out of sight. If you must attend to the bad behavior, attend to the behavior, not the person (e.g., "Hitting is unsafe" instead of "You are not being nice").
- 7. Be consistent:** Praise or disapproval should be given consistently for a definite behavior.
- 8. Suggest the next specific act when a child dawdles:** When a child continues with one activity for too long,

say for instance, “Where is the lid to the box?” to terminate the activity.

9. **Give the child a choice of action when feasible:** Asking, “Where would you like to put your train, here or there?” gives the child a personal interest in the situation and develops his initiative and independence.
10. **Give the child a choice about following instruction only when a negative reply is acceptable:** Do not say, “Do you want to do X?” or “Can you do X?” unless you are prepared to accept them saying, “no.” Otherwise, state the expectation without asking.
11. **When children are in a social conflict situation, let them work through it if they can.** Step in to suggest a socially approved solution if the conflict continues for an extended period of time or if children begin to show signs of escalation. You may need to terminate the task or remove them from each others’ company for a ‘cool down’ period.
13. **Don’t interrupt anything the child is doing without giving him a fair warning:** Prepare him/her in advance (e.g., “After 2 more minutes/turns it will be time to pick up.”) Setting a timer is useful.
15. **State what is expected instead of what is not expected:** Say, “Sit at the table with your juice, Mary.” Not, “Don’t walk around with you juice box, Mary.”
16. **Have confidence in yourself:** Children feel your uncertainty and act on it. A hurried decision is better than losing a child’s attention with uncertainty.

3j. Observers

Undergraduate students or other individuals will be observing treatment and diagnostic sessions pending approval from clients/parents/guardians. These students may ask you for client information to complete assignments. Please provide it to them in a timely manner, always remembering the **minimum necessary rule**. You may only share with them the client’s general communication diagnosis (e.g., vocal hyperfunction, articulation, aphasia, specific language impairment, Autism Spectrum Disorder, etc.) and information about treatment goals, prompting, scaffolding, behavior management strategies, etc. You may **NOT** share with them information about personal or medical history (e.g., specific circumstances leading to a brain injury, complicating factors such as drug/alcohol use, etc.). Sharing such information is a HIPAA violation. If an observer asks you for information that is outside of the minimum necessary rule, let them know that it is against the clinic’s Privacy Practices for you to share such information.

UW undergraduate Communication Disorders students must wear their observer badges and must also be in compliance with clinic dress code. If an observer does not have a badge or is not dressed appropriately, you should dismiss the observer from watching your session (provided that the supervisor is not present to do so). Other outside observers (e.g., visiting SLP, grandparents, Ark staff, etc.) are allowed pending approval from clients/family. Family members, friends, or caregivers of clients do not have to comply with clinic dress code.

3k. Audiological Screenings

We screen each in-person client's hearing once each semester, around midterm, unless there is an exceptional reason not to (e.g., the client has a known hearing loss and is already under the care of an ENT/audiologist). You must obtain supervisor approval if there is a legitimate reason not to screen your client’s hearing. Otherwise, use the sign-up sheet on the audiology suite door to schedule a day and time to perform a hearing screening for each of your clients. Notify your supervisor **at least 48 hours in advance** of when this is scheduled so that they can be sure to be there to give you feedback and scores. You must not ever conduct a hearing screening without your supervisor present. Supervisors will use a hearing screening observation checklist (see the ‘Screenings Feedback’ form in the ‘Supervisor Forms’ module in WyoCourse) to document and evaluate your performance. When

practicing this procedure, you are encouraged to use the ‘Hearing Screening Checklist Explanations’ form in the ‘Diagnostic Paperwork’ module in WyoCourse to ensure that you are including all the necessary components of a well-rounded screening. These screenings are conducted in the audiology suite, in one of the two sound booths with the booth door closed. The two outer stations are for practice only—do NOT use these for screening a real client. You and your supervisor can determine together whether you need assistance from an audiologist in exceptional situations or when OAEs are needed (e.g., your client has a cognitive impairment, is too young to give reliable behavioral responses, has challenging behaviors, etc.). Contact the audiologist in advance for scheduling the screening if these conditions apply.

Follow these steps for hearing screenings:

1. Practice on several members of your cohort several times prior to conducting client screenings.
2. Read Appendices 1 and 2 (*Audiometric Screening Procedures and Guidelines for Referral* and *Biological Calibration of Audiometers*) at the end of Section 3 in this manual.
3. If you have questions about procedures or equipment, have them answered by a supervisor before you are scheduled to begin the screening. You must notify a supervisor if you notice equipment problems as you are practicing.
4. If a client has had a screening before, know the results of this prior screening.
5. Prior to screening your client, make sure equipment is turned on, warmed-up for at least 10 minutes and functioning properly; then perform a biological calibration (see Appendix 2). Make sure the number on the headphones matches the number on the audiometer. Do not switch headphones and audiometers, as this disrupts calibration.
6. Make sure the otoscope is adequately charged or batteries are fresh. Generally, otoscopes are kept plugged in to an outlet at their assigned station when not in use.
7. Conduct the hearing screening (see Appendix 1) and fill out the hearing screening protocol form as you go (in the ‘Diagnostic Paperwork’ module in WyoCourse).
8. Turn off all equipment and otoscopes after the screening, unless someone has signed up directly after you. Make sure headphones and otoscopes stay at their appropriate stations (as labeled numerically).
9. Place used tympanometry tips in the container at each station marked ‘dirty.’ Materials room staff will clean them later. Discard used otoscope tips.
10. The completed screening protocol is due to the supervisor **within 24 hours**.
11. Once you and your supervisor have signed the protocol, scan and upload the signed hearing screening protocol form in the client’s ClinicNote file.
12. Hearing screenings are coded under **Hearing** in the **Evaluation** category on the CALIPSO clock hour form.

31. Oral Mechanism Screenings

Perform an oral mechanism screening on each of your in-person clients each semester around midterm (these are usually done during the same session as the hearing screening). Notify your supervisor **at least 48 hours in advance** of when this is scheduled so that proper supervision is maintained. Supervisors will use an oral mechanism exam observation checklist (included in the ‘Screenings Feedback’ form in the ‘Supervisor Forms’ module in WyoCourse) to document and evaluate your performance. Use this checklist when practicing this procedure to ensure that you are including all the necessary steps. A video tutorial for oral mechanism screenings is located in the ‘Resources’ module in WyoCourse.

Follow these steps for hearing screenings:

1. Practice on several members of your cohort several times prior to conducting client screenings.
2. Before the session, clean the table and gather all materials (e.g., unopened tongue depressor, penlight, nasal mirror, gloves, pen, alcohol wipes). Oral mechanism materials are found in room 185. Put on gloves and clean all reusable materials with alcohol wipes, then place the clean materials on a clean paper towel until they are ready to be used.
3. Put on fresh gloves and conduct the screening following the items on the Oral Mechanism Screening Protocol (in the Diagnostic Paperwork module in WyoCourse) and the checklist on the Screenings Feedback form. If at any time during the screening you touch any surfaces that hadn't been cleaned immediately prior to the session, then you must change gloves.
4. After the session, complete the Oral Mechanism Screening Protocol and turn it in to your supervisor **within 24 hours.**

Examples of acceptable descriptive terminology for specific tasks:

- *Rhythm, speed and accuracy are judged to be inadequate as indicated by _____.*
- *Results are consistent with a diagnosis of Parkinson's disease with reduced strength and coordination noted in _____.*
- *Structures are adequate but deviation noted in function of tongue on elevation which may impact speech production for sounds such as _____.*
- *Additional key markings that are acceptable:*
 - *NR = no response from client*
 - *WNA = client would not attempt*

Examples of acceptable terminology in the Summary/Recommendations section at the bottom of the protocol:

- *Structures and functions are adequate for speech production.*
- *Functions consistent with last screening on xx/xx/xxxx indicating no further regression or loss of skills.*

If needed, write a recommendation such as:

- *Follow-up screening after palate expander has been removed to assess articulation.*
- *Re-screen next semester due to lack of compliance.*

5. Once you and your supervisor have signed the protocol, scan and upload it into the client's ClinicNote file.
6. Oral mech screenings are coded under **Speech Sound Production** in the **Evaluation** section on the CALIPSO clock hour form.

3m. Diagnostic Procedures

The Clinic Coordinator will schedule and assign all diagnostic evaluations. A team of two clinicians typically conducts diagnostic evaluations. Assignments will be emailed to the assigned clinicians and supervisor at least two weeks before the appointment. One clinician is designated as the 'lead clinician' and the other clinician is designated as the 'partner'. The lead clinician is responsible for all communications with the supervisor and client, and also for scheduling and paperwork. Observers may also be assigned if a specific role for them to fulfill is needed (e.g., assist with data taking or transcription). It is the goal of the Clinic Coordinator to assign

every clinician as a lead and as a partner in at least one diagnostic evaluation each semester; however, there is no way to predict how many diagnostic evaluations we will have in a semester, or how many will cancel. Although it is the lead clinician's responsibility for making sure the evaluation runs smoothly, it is up to all team members to work together for a successful outcome. Typically, the clinicians will be scored separately for their roles in conducting the diagnostic session (refer to the 'Evaluation Feedback' form in the 'Supervisor Forms' module in WyoCourse). The clinicians will complete the Evaluation Report (see the eval report template in the 'Explanatory Templates' module in WyoCourse) **collaboratively**, and **one score for the report** will be given to both clinicians. It is the supervisor's discretion to adjust these scoring policies and at times, a clinician may be assigned a specific section of the report to write and be scored on separately.

Below are the detailed steps for conducting a diagnostic evaluation:

- The lead clinician will schedule an initial planning meeting with the supervisor (the partner also attends this meeting).
- After the initial planning meeting and at least 3 days before the session, the lead clinician will turn in the Diagnostic Plan (in the 'Diagnostic Paperwork' module in WyoCourse) to the supervisor for their approval. This plan will include what procedures will be included and which clinician will carry them out. (Note that an oral mechanism and hearing screening are typically included in any in-person diagnostic session.)
- Soon after the initial planning meeting, the lead clinician will contact the client/parent to:
 - Introduce themselves and their diagnostic partner (e.g., "I'll be working with another clinician named _____ during your evaluation session.")
 - Confirm the date and time for the session. Remind them that the session will take approximately 2 hours.
 - Confirm their address and preferred contact information.
 - Confirm that they received the diagnostic packet mailed out by the Clinic Coordinator which includes:
 - Case history form
 - Self-addressed return envelope
 - Fee schedule
 - Campus map indicating our location (if it will be an in-person session)
 - Remind them to return the case history form that was sent by the Clinic Coordinator if they haven't done so already. Let them know that it assists us in planning their session, and so it is preferable for us to receive it back by mail prior to the session.
 - Ask any follow-up questions that were brought up during the initial planning meeting.
 - Discuss having observers, if applicable.
 - Tell them you will call them once again to confirm the appointment the day before the session.
- The lead clinician will document all contact with the client in the ClinicNote contact log.
- The lead clinician will book the session in the ClinicNote scheduler.
- Both clinicians must review and practice all assessment materials and procedures thoroughly before administration. It is expected that standardized procedures will be followed, including application of basal and ceiling rules. Remember that scores are invalid if basal and ceiling rules are not followed exactly as described in the assessment's manual.

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- Assigned observers, if applicable, should be informed of what their role will be during the evaluation by the lead clinician after the planning meeting.
- The lead clinician will contact the client the day before the diagnostic evaluation once more to remind them of the appointment. Remind the client/parent to bring the case history or other pertinent forms with them if they have not already mailed them to us.
- On the day of the diagnostic evaluation session, place copies of all forms and protocols in the observation room for the supervisor and observer (if applicable).
- At the start of the session, the lead clinician will complete the diagnostic paperwork (see the ‘List of Diagnostic Session Forms’ in the ‘Diagnostic Paperwork’ module in WyoCourse) with the client or parent/guardian.
- For in-person sessions, once the paperwork has been completed parents should be encouraged to observe in the observation room and not remain in the diagnostic session unless they are needed due to separation anxiety or to be interviewed.
- As long as the client/representative signs the Permission to Record form, all evaluations should be video-recorded for later review and analysis. As soon as they express permission, start the recording. (Note that although the session is being recorded, clinicians are encouraged to take on-line data during the evaluation for immediate analysis and examples to present during the oral summary at the end of the session.)
- If the case history form was not completed and returned to us beforehand, allow for sufficient time to complete it during the session in the form of an interview.
- When administering a standardized assessment, record the responses immediately and directly on the assessment protocol. (To protect the client’s PHI, do not complete the heading information until it is ready to be scanned and uploaded in to the client’s ClinicNote file.)
- At the end of the session, the supervisor and diagnostic team will meet in the observation room (if it is an in-person session, the parent/caregiver will be sent to join the client in the treatment room) to discuss their findings and complete a Diagnostic Summary Sheet (in the ‘Diagnostic Paperwork’ module in WyoCourse).
- The lead clinician will return to the treatment room to give the client/parent/caregiver a verbal summary of results, findings and recommendations. A **copy** of the Summary of Diagnostic Evaluation sheet is given to the client/parent and it is also scanned and uploaded into the Client’s file in ClinicNote.
- If the client will continue for treatment, discuss how/when scheduling treatment sessions will occur.
- If it is an in-person session, escort the client back to the clinic waiting room to complete any payment procedures (including making a copy of their insurance/Medicare/Medicaid cards) with the office associate based upon the Diagnostic Agreement form.
- Both clinicians will **collaboratively** write the Evaluation Report, unless otherwise directed by the supervisor. This report is typically due within 5 business days of the diagnostic session. Your supervisor will give you a specific due date and time at the end of the session.
- The lead clinician will submit the report to the supervisor via ClinicNote by the due date and time. They will place all data recording sheets, language sample transcripts/analyses, completed assessment protocols and corresponding assessment manuals in the supervisor’s mailbox at the time that they submit the report.
- The supervisor will email the Written Product Feedback form (in the ‘Supervisor Forms’ module in WyoCourse) with feedback and grades to both clinicians. They will scan protocols, data sheets and language sample transcripts into the client’s file in ClinicNote, and will return assessment manuals to the lead clinician.

- Once finalized and signed by the clinicians and supervisor, a copy of the report is mailed by the lead clinician to the client/parent and others who are listed on the signed Authorization for Disclosure form, if applicable. Document that the report was mailed out in the client's contact log in ClinicNote.
- If the client is not returning for treatment, send a satisfaction survey letter (in the 'Client Treatment Paperwork' module in WyoCourse) with a self-addressed stamped envelope along with the copy of the report that is sent to the client.
- If the client is returning for in-person treatment, a copy of the evaluation report may be hand-delivered and discussed with them during the first treatment session instead of mailed.

General Information about **Evaluation Reports**:

An **evaluation report** is a systematic, written description of a client's overall communicative performance. In this report, the clinician states the assessment procedures administered and then describes the client's strengths, weaknesses, and present level of functioning. From this information, a diagnosis and recommendations are made. Consider the following tips:

- For some clients, you must evaluate all aspects of communication. For other clients, only selected aspects of communication need to be assessed. Make those sections that relate directly to the primary reason for the referral first and the most specific. Other sections can be more general.
- In some instances, you will be asked to determine whether or not a communication disorder exists (e.g., articulation, language, dysphagia, etc.). In such cases, the information you present in the diagnostic report will: a) explain the nature, cause, and extent of the disorder, and b) serve as a foundation of support for your recommendations.
- In other cases (e.g., stuttering, and aphasia) you and the client know that a disorder exists. Thus, your job is to describe the parameters of the disorder as it applies to and negatively impacts the client and to make recommendations for further treatment or maintenance.
- In virtually all cases, your diagnostic information will be used as a baseline measurement of performance against which progress in treatment will be measured.
- Clients, parents, educators, physicians, and other professionals read diagnostic reports. Thus, the report is a reflection of you, your supervisor, and the University's credibility. Therefore, accuracy of content and professionalism of wording is tremendously important.
- When writing the report, refer to the client by name. Always use a title (Mr., Mrs., and Miss) when referring to an adult client. Use the same format when referring to the parents of a child (e.g., Mrs. Smith or John's mother).
- Verify all assessment scores and be certain that all information on the assessment protocols (including name, birthdate, date of evaluation, scores, etc.) is correct. There are times when copies of the assessment protocols are requested with the report so information must be accurate.
- Reports should be written with the primary audience in mind (i.e., client and parents), but should also include professional terminology for other SLPs, physicians, etc. Technical terminology (e.g., 'phonation,' 'grammatical morphemes,' 'phonological processes,' 'executive functions,' etc.) contained within the report should be supported with explanations and/or examples.
- Sometimes a client is referred to our clinic to seek an "objective second opinion". In these instances, it is wise to make your observations more specific (by providing examples) and concrete since you are typically unable to support your findings in person.

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- See the 'Evaluation Report Explanatory Template' in WyoCourse for specific guidelines and components of UWSHC's Evaluation Reports.

APPENDIX 3-1

Audiometric Screening Procedures and Guidelines for Referral

Once every semester (usually around midterm), you will complete a hearing screening for each of your clients. For most clients, the hearing screening consists of 3 parts: otoscopy, tympanometry and pure tone screening. If your client has a **known hearing loss and wears hearing aids**, you will complete otoscopy and tympanometry only—**no pure tone screening**. For clients with a known hearing loss, you must state in the 'Recommendations' section of the protocol that they should continue to see their audiologist regularly for ongoing monitoring and management.

Otoscopy

Visualize the external ear (skin tags/pits, malformed pinna, absence of a pinna, absence of an ear canal), ear canal (foreign body, blood, drainage, excessive wax, tube) and TM (perforation, tube placement, redness) and note any abnormalities. If things do not look normal, or you have questions about what you are observing, have your supervisor look.

Acceptable terminology:

- *Otoscopy results are unremarkable.*
- *Otoscopy results show the ear canals to be clear.*
- *Otoscopy results show excessive cerumen (i.e., ear wax) that did not allow for a clear view of the tympanic membrane (i.e., ear drum).*

Unacceptable terminology: Otoscopy is WNL.

Tympanometry

Complete a screening tympanogram on each ear. Tympanometric width (TW) should be equal to or less than 250 daPa to pass the screening. TW is sometimes referred to as a gradient (GR). Normal range for peak pressure (daPa) is +100 to -200, for admittance (cm³) it is 0.2 to 1.8. Ear canal volume (ECV) will vary greatly, but average ECVs are .42 to .97 for children and .63 to 1.46 for adults. If you get a flat tympanogram, reposition the probe and repeat the screening or have your supervisor do it. Flat tympanograms must be interpreted in conjunction with ECV readings.

Interpretation samples:

- Flat tymp (NP, NP) with normal average ECV may suggest middle ear pathology (e.g., otitis media).
- Flat tymp with a small ECV may suggest that the ear canal is occluded with wax/debris (which would have been visualized in otoscopy) or that the immittance probe is pushed against the side of the ear canal.
- Flat tymp with large ECV suggests a patent pressure equalization tube (pe tube) or perforation of the tympanic membrane.

Acceptable terminology:

- *Tympanometry results are within normal limits.*
- *Tympanometry results indicate negative middle ear pressure with normal admittance; (or if admittance is low) reduced admittance.*
- *Tympanometry results indicate flat tympanogram with normal ECV.*
- *Tympanometry results indicate flat tympanogram with large ECV, suggesting patent pe tube, perforated tympanic membrane (depending on what otoscopy revealed or patient/parents report). Otoscopy results are unremarkable.*

Pure Tone Screening

Do not switch the headphones around with different audiometers. Each audiometer is calibrated to a specific set of headphones. Below are the procedures for children and adults.

Children

Pure tones are presented to each ear separately at **20 dB** at the frequencies of 1000 Hz, 2000 Hz, and 4000 Hz. If you are screening in a sound booth, you can also screen at 500 Hz. To be considered a pass they must respond to all frequencies in both ears. For small children you may need to perform conditioned play audiometry. It is also important to vary the pure tone presentation rate to avoid the child from guessing.

Acceptable terminology: *Passed/failed the hearing screening in the both/X ear at X frequency*

Adults

Pure tones are presented to each ear separately at **25 dB** at the frequencies of 1000 Hz, 2000 Hz, and 4000 Hz. If you are screening in a sound booth, you can also screen at 500 Hz.

Acceptable terminology: *Passed/failed the hearing screening in the both/X ear at X frequency*

Otoacoustic Emissions Test

If your client has challenging behaviors or a cognitive impairment and cannot complete the pure tone screening, you may perform an Otoacoustic Emissions test instead. Contact Ms. Garcia to discuss the use of Otoacoustic Emissions for your client.

Guidelines for Referral

- Red bulging TM - medical referral after consulting your supervisor
- Wax occluding ear canal, with flat tympanogram, and failing the pure tones at one or more frequency - medical referral after consulting your supervisor
- Foreign body in ear canal - medical referral after consulting your supervisor
- Tympanometric width (TW) or gradient (GR) > 200 daPa – rescreen in 3 to 5 weeks
- Flat tympanogram with normal looking ear canal and TM – rescreen in 3 to 5 weeks
- Negative middle ear pressure (beyond -200 daPa) – rescreen in 3 to 5 weeks
- Failure to respond to the pure tones at any frequency - rescreen in 3 to 5 weeks or at the discretion of your supervisor
- PE tubes: if the ECV is outside the normal range but with a flat peak (i.e., NP) and the tube is visible, the tube is likely working; if the ECV is within normal range with a normal peak and/or flat and tube is visible, the tube is likely not working.
- **If you are unsure about the recommendation, consult your supervisor!**

APPENDIX 3-2
Biological Calibration of Audiometers

1. Check power.
2. Make sure the number on the headphones matches the number on the audiometer.
3. Check cords for signs of wearing and cracking, and listen to earphones while moving and twisting cords; check for signal intermittency when wires are twisted gently.
4. Check dials and switches for looseness or misalignment.
5. Check operation of interrupter switch/bar.
6. When tones are presented, listen for audible clicks or other sounds that might cue listener, both with and without earphones.
7. With attenuator set to audible level, change frequency on frequency selector. Listen to determine the presence of different and appropriate pitches; do this for both earphones. Listen for any hum, static, distortion (sound quality).
8. Do a rough check of linearity of attenuator by making sure that intensity/loudness is consistent with attenuator settings.
9. Listen for crosstalk between earphones; can disconnect earphone that is being fed a signal; listen to opposite earphone.
10. Check own thresholds or those of another person with known HLs, using both earphones. Levels should be within ± 10 dB of known thresholds.

SECTION 4: HIPAA COMPLIANCE and CORRESPONDENCE

4a. Protection of Clinic-Related Documentation Outside of ClinicNote

- Do not include client personal health information (PHI) in any document stored outside of ClinicNote. If you must store documentation containing client PHI outside of ClinicNote for some reason approved by your supervisor, you must password protect all such documents AND store them only on a password protected flash drive. All supervisors have their own password for all documents sent to or from via email. They will provide you with their password at the start of the semester to ensure protection when e-mailing confidential documents. However, ClinicNote should be used for almost all exchange of documents back and forth between the clinician and the supervisor. Instances in which a document containing client PHI needs to be exchanged outside of ClinicNote (i.e., via email) should be very few.
- Graduate students should only use their personal computers or the laptop assigned to them by the Division for all client sensitive work. Never use the computers in the UW computer labs for clinic-related work.
- Use a high quality and reliable password encrypted flash drive to save clinic documents (e.g., data sheets, treatment materials) and session recordings.
- Consult the Graduate Handbook regarding HIPAA violations.

4b. Telephone confidentiality is important. You may use your personal cell phone to contact clients as long as you are in a private room where no one else not affiliated with the clinic (e.g., roommates, friends, random-passers-by, etc.) may overhear. You may also use the telephones in the clinic front office, clinic lab (room 170), treatment rooms, and graduate room (room 429) to make calls to clients. Properly identify yourself and your affiliation with the University of Wyoming Speech and Hearing Clinic. Leave only the *minimum necessary* information on voicemail for clients to return your call. You do not have to give them your personal cell phone number if you do not wish. In this case, instruct them to call the clinic at 307-766-6426 and leave a message for Heather to relay to you containing the requested information or the best time for you to reach them.

4c. Email correspondence between a supervisor and clinician should be kept confidential by only using initials when referencing the client and disclosing only the minimum necessary information. Again, password protection is required when sending any document containing client PHI via email.

4d. Mailboxes are used to exchange hard-copy documents with client's PHI between clinicians and supervisors, whenever hand-delivery is not possible or convenient. Graduate student clinician mailboxes are in room 268. Clinic documents placed in student mailboxes should always be contained within an envelope. There are many re-usable envelopes for this purpose in room 268. Supervisor clinical mail is received in room 159 (the clinic front office). Since these mail slots are behind a locked door at all times, envelopes are not necessary. Supervisor mailboxes in room 268 should only be used for non-clinical purposes.

4e. Outgoing Mail for clinic purposes should be given to the clinic Office Associate or placed in the 'outgoing mail' box in room 268. Enclose the mail you wish to send in a Division envelope (found in room 268) addressed to your client or client-approved entity (in accordance with a signed Authorization for Disclosure form). Write your last name above the UW return address. Postage will be added for you. Document in the client's contact log in ClinicNote whenever anything is mailed to the client or client-approved entity.

SECTION 5: CLINIC MATERIALS AND TECHNOLOGY

5a. Equipment or Computer Problems

If there are any issues with your UW laptop, contact UWIT.

If there are any issues with any other clinic materials, equipment, printers or computers, please do **not** attempt to fix them yourself or call IT. Notify either Ms. Page or the Clinic Office Associate so that we can contact the correct entity to come and fix the problem. Most clinic technology is maintained by an outside entity, not by UWIT.

5b. Session Recording Equipment

For telepractice sessions conducted on your UW laptop, use the recording capability in Zoom to record your sessions. You can store your recordings on a password encrypted flash drive and delete them as soon as possible. Be extremely careful with session recordings and do not store them in any way that does not require password access.

For in person sessions, the preferred method for recording treatment and diagnostic sessions is to use the computers and flash drives in the observation rooms. The procedure for how to use this equipment to record sessions is easy to follow and is posted at each station. Immediately after the session, you must transfer the recording to your password encrypted flash drive and delete it from the clinic flash drive. Recordings left on clinic flash drives are HIPAA violations which will result in an action plan. If the observation room recording technology is not working properly, you can record sessions using your clinic iPad instead. If you must record sessions on the clinic iPad, it must be protected with a passcode. All clinic iPads are protected with the same passcode. Ask Ms. Page if you do not know the code. A third option for recording sessions is to use a digital recorder for an audio-only recording. These are available in the clinic materials room. No matter how you store a session recording, you must ensure that no other person can access it, and you must always delete the recording as soon as it is no longer needed.

If you used one of the clinic telepractice stations for your session, do NOT record the session in Zoom because it takes too long to download and the station will not be ready for use by another clinician who may need it soon after your session. Instead, use the recording equipment in the observation room or record the session on your clinic iPad. With either of these two options, simply position the camera so that it is focused in on the telepractice screen.

5c. Assessment and Treatment Materials

The rooms in which assessment and treatment materials are kept will be unlocked between 9:00am and 6:00pm each day. You will use your WyoOne card to access the rooms outside of these hours if needed.

Clinic Materials are organized in the following rooms:

- Room 182: Assessments, screeners, and toys for young children
- Room 183: Speech/Language materials, flashcards, resource books, story books, sensory items
- Room 185: Games, stickers, prizes, craft/coloring/writing supplies, balls, tokens, cleaning supplies, oral mech supplies, Thick-it, snacks, timers, cooking materials, laminator

Speech/language materials in room 183 and assessment/screening materials in room 182 must be checked out prior to use and checked back in when no longer needed. Prior to checking out any clinic materials, you must complete a brief training during clinical practicum class. Check-outs and check-ins are done using an app on a dedicated iPad stored in room 183. Each item will be checked out by using this app to scan either the barcode that came with the item, or the 'classroom checkout' barcode that was added to the item. If you cannot find a barcode on an item, notify Ms. Page or the materials room GA. For articulation and phonology kits that contain multiple card sets, please check out only the card set you need, not the entire kit. You must not take any treatment or assessment item from rooms 182 or 183 without properly checking it out first, even if you're only going to use it in a session for a moment, and then 'bring it right back.' These items do not have a check-out time limit, but please be conscientious of your fellow clinicians who may need to use the same item. You must check an item back in before another clinician checks it out and uses it. When checking items back in, scan it with the iPad app first, and then place it in one of the wire baskets in room 183. The materials room GA will check the item to make sure it has all components and is in good condition before re-shelving the item. Please do not re-shelve any items yourself.

The person who has checked out an item is responsible for the item. It is not acceptable for one person to check out an item and then pass it off to another clinician without checking it back in first. An "incomplete" grade or other monetary consequences (i.e., you may have to reimburse the clinic for the dollar amount of the lost item or purchase a replacement item) may be imposed if an item is not returned by the person recorded as having checked out the item.

The toys for young children in room 182 and the items in room 185 do not need to be checked out. Simply take what you need and return it if it is a re-usable item. Notify Ms. Page if any supplies are running low or any items are in poor condition and need to be discarded or replaced.

5d. iPads for Treatment

The clinic owns 6 iPads equipped with speech, language and AAC apps that can be used for treatment throughout the semester. Each iPad will be assigned to 'parent' teams of 2 or 3 students. Those students will keep, share and use that iPad for treatment throughout the semester. AAC apps on these iPads can be individualized for the clients who will be using them that semester. The 'parent' team is responsible for charging and completing updates as needed. You cannot delete apps or purchase new apps on these iPads. Please see Ms. Page if a new app is needed. These iPads can be kept in 170 or 429, but cannot otherwise leave the building. If the iPad is lost or damaged, the clinicians to whom it is checked out will share the cost of replacing it.

5e. Flipboards, Telepractice Stations and Document Cameras

There is a permanent flipboard mounted to the wall in treatment room 173. This board can be used for in-person or telepractice sessions. It has 2 functions: one acts as an electronic white board (simply touch the screen or use the electronic pen at the bottom of the board; when done, you can save your client's work on a flash drive), and the other function acts as a computer to use for Zoom sessions. To use the computer function, complete the following steps: (these steps are also posted in the room next to the flipboard)

- Touch the screen to wake it up
- Touch 'Import'
- Touch 'Laptop'

- Touch 'HDMI'
- Make sure computer hard drive is turned on (located behind the right side of the board). If the power button is flashing, press it once to wake it up
- Computer screen will appear in a small box in the center of the screen
- Touch the in the top right corner of the box to maximize the computer screen
- You are now in computer mode, and the screen is no longer responsive to touch. Use the mouse and keyboard to operate it as you would any other computer.
- Use your UW username and password to logon
- When finished, logout (do not shut down the computer)
- Exit computer mode by pushing the power button on the bottom right of the board
- The computer screen will once again appear as a small box in the center of the screen
- Touch the X to exit
- Select 'Yes' to exit
- You are now out of computer mode and back in whiteboard mode

There are two portable flipboards to be used for the same purposes in any of the other 3 treatment rooms. When not in use, the portable flipboards are to be kept in room 169.

To use the portable flipboard follow these steps:

- Wheel it into the treatment room that you've booked for the session.
- Plug it into the wall outlet.
- Plug the Ethernet cord into one of the internet ports on the wall with a green dot next to it. You may have to unplug the phone if it's occupying the only port with a green dot, and that is okay. Just make sure you have your cell phone with you in case you need to contact someone for an emergency.
- Once the board is plugged in, press the power button on the lower right hand corner (when board is flipped horizontally) to turn it on.
- Follow the same steps listed for the permanent flipboard above to switch to the computer mode.
- Once you are in computer mode, this board continues to operate as a touch screen.
- This board does not have its own external keyboard. When you click on a space on the screen where you need to type something in, a touch keyboard should pop up automatically on the bottom of the screen. If it doesn't, complete the following steps:
 - Click the windows icon in the bottom left corner
 - Scroll down to 'Settings'
 - Select 'Devices'
 - Select 'Typing'
 - Scroll down to the item that says: "Show the touch keyboard when not in tablet mode and there's no external keyboard attached." Slide the toggle to turn this item on.
 - Click anywhere else on the screen to exit settings.
 - The touch keyboard should start working the next time you touch on a space that requires typing something in.

There is an additional telepractice station in room 249. Because this room does not have an attached observation room, it should always be the room used as a last resort. The telepractice station in room 249 is operated on a t.v. screen with a mac computer. To operate it, follow these steps:

- Use the power button on the remote control to turn on the t.v. screen
- If the computer logon screen does not automatically appear after a few moments, check to make sure the computer hard drive is turned on. The hard drive is behind the screen. Locate the power button on the bottom right corner.
- Once the computer login screen appears, select the ‘telehealth ‘ user
- Type in the password: UWSHC18
- From the computer home screen, click the Zoom icon (white camera with blue background) from the bottom toolbar.
- Conduct your telepractice session (see instructions in section 4i of this manual).
- When done, logout (do not shut the computer down)
- Use the remote control to turn the screen off

Document cameras: There is a ‘plug and play’ document camera at each table where you will conduct telepractice sessions on your UW laptop. Simply plug the doc cam into your USB port and open it using your ‘camera’ app from the windows toolbar. The flipboards and the telepractice station in room 249 also have their own document cameras. To use them, follow these steps:

- Plug the orange cable into the back of the doc cam in the port with the USB icon, not the port labeled ‘install’
- Open the Hover Flex 10 desktop app on the computer
- On the doc cam, open the camera arm. This automatically turns the camera on.
- There are only a few buttons on the doc cam. Use them as labeled to turn on the light or adjust them zoom if needed. The button labeled ‘AF’ controls the auto focus.
- When done, close the arm. The camera will automatically turn off. There is no other on/of button.
- Unplug it from the orange cable and put the camera back where it is stored (on the shelf/desk to the right of the station).
- If you need to use a document camera for a session using the portable flipboard, you can use the one from room 173; just check the magnet board to make sure someone else may not be using it for a telepractice session at the same time. When done, you must return the document camera back to room 173.

If you need an additional document camera for any reason, notify Ms. Page and she can check one out to you.

SECTION 6: TELEPRACTICE SESSIONS

6a. Rationale

Even in non-COVID19 times, we strive to ensure that each clinician gets at least one telepractice client during their first year of clinical practicum. There are several reasons for this goal:

- This is a rural state in which many clients can benefit from teletherapy who would not have access to services otherwise. By offering this service, we are having a strong positive impact on the lives of Wyomingites living with disabilities.
- Telepractice is becoming more and more ubiquitous all the time. It is not just for rural areas anymore. Many school districts and medical facilities across the country, including those in highly populated metropolitan areas, are using telepractice as a service delivery model. Chances are very high that you will be a telepractice practitioner at some point in your career.

- Telepractice experience makes you a highly marketable and desirable job candidate straight out of graduate school. It requires development of technical skill, advance preparation and time management skills, and flexibility, all of which are fabulous skills to tout on a resume or in a job interview.
- In many cases, telepractice sessions require active and on-going involvement on the part of the parent, partner, or primary caregiver, which in turn leads to them using effective strategies and techniques to facilitate the client's communication during everyday life. This often leads to more rapid progress and/or greater skill generalization.

6b. Eligibility

Although it might not be the ideal delivery method for everyone, all clients are eligible to receive and can benefit from telepractice services. There is a telepractice service scholarship available through the Barbara Kahn Foundation, and all clients are eligible to apply.

6c. Platform

Telepractice sessions are conducted using Zoom. You must always use your UW Telehealth Network Zoom account to conduct sessions. This account is a HIPAA compliant clinical service account. You must never use your personal Zoom account to conduct sessions. On our end, a hard-wired internet connection (via Ethernet cable) is required. Please make sure the wi-fi is turned off on the station that you are using. The client is encouraged to use a hard-wired internet connection on their end also, but they can use wireless if they wish. If they prefer to use wi-fi, make sure that they are aware that there may be poorer sound quality or more transmission lag time. They should understand that this may impede their therapeutic progress to some extent. They can participate in their sessions via a desktop, laptop, iPad or iPhone.

6d. Wyoming Telehealth Network Enrollment

Before conducting your first telepractice session, you will need to enroll as a temporary Wyoming Telehealth Network service provider using the following link: <http://www.uwyo.edu/wind/wytn/enrollment.html>. Your supervisor will give you specific instructions on how to complete the form. You can also contact wy-telehealth@uwyo.edu for additional assistance or support. Once you have submitted the enrollment form, you will receive an email with instructions for setting up your telehealth Zoom account. You must use your UW email when setting up this account in order for the account to be associated with the Wyoming Telehealth Network and for it to be appropriately HIPAA compliant; do NOT use facebook.

6e. Setting Up and Conducting Sessions

To set up and conduct telepractice sessions once you have your Zoom account, login to Zoom at zoom.us and follow these steps:

- Select 'Schedule a Meeting' in the top right corner.
- Under the 'Topic' heading, name your sessions using the client's initials. For example: 'MS speech sessions.' You can leave the description box blank.
- Enter the date, time, and duration of the first session.
- Click on 'Recurring meeting' and set 'Recurrence' as 'Weekly' and set 'Repeat Every' as '1 week.'
- If your sessions will occur at the same time each day, select the days of the week that apply.
- Select 'End Date By' and then enter the last day of clinic for the semester.

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- If your sessions happen at a different times (for example 12:00 on Mondays and 5:00 on Wednesdays), you will have to repeat the process for each day of the week separately.
- Do **not** select 'required' for Registration.
- You must enable the 'Passcode' and 'Waiting Room' options.
- Turn video 'On' for Host and Participant.
- For Audio, select 'Both' so that they can call in and you can hear each other over the phone if for some reason the computer audio isn't working.
- For Meeting Options, do not select anything.
- Select 'Clinical/Direct Service' as the 'Primary Purpose for Meeting.'
- Click 'Save.'
- Each time you are ready to have a session, go to 'Meetings' in the left-hand column of your Zoom home page.
- Click on the meeting from the list that corresponds to the appropriate day and time.
- Click on 'Copy Invitation' and copy just the URL and the passcode and email them to the client and the supervisor. Do this **at least** 30 minutes before the session is due to start. Please email the link and passcode to the client prior to every session.
- Before starting the session, make sure you have the client's phone number and physical address handy (i.e., stored in your cell phone and/or quickly accessible in ClinicNote) so that you can call them or send emergency responders to them if needed. This is PHI, so make sure you do not leave this information anywhere where someone else will find it!
- To start the session, click 'Start This Meeting' in the upper right corner.
- A box will automatically appear in which you will select 'Join with Computer Audio'
- Check the tool bar at the bottom left to make sure you are unmuted and your video is on. This allows your client to see and hear you.
- When the client joins the meeting, you will be notified to 'admit' them. They will then appear in a box on the screen.
- Talk to your client!
- Share materials by selecting the 'Share' icon in the middle of the bottom toolbar, then selecting which computer application (ex. Document camera image) or internet tab you want them to see. You must open the applications before you can share them. Be sure to check the box labeled 'share computer sound' if you want them to hear whatever it is you are sharing (e.g., a video or a game with sound effects).
- Click on your client's image if you want to see them the whole time; otherwise, the image will toggle back and forth between whoever is talking at the moment.
- If you and your client momentarily can't hear each other for some reason, type messages to them by selecting the 'chat' icon (next to the 'share' icon in the center of the toolbar). When the chat function is pulled up, it will automatically be set to 'everyone,' which means anyone in the meeting will see what you've typed.
- If you want to type a private message or question to your supervisor, while in the 'chat' function you can select their name from the 'To' list as long as they are logged in to the meeting. Your supervisor will use the chat function to send private messages to you if needed throughout the session also.

- If you want to record the session (as long as you are using your UW laptop), click the ‘Record’ icon next to the chat icon in the center of the tool bar. Do not use the Zoom recording tool to record sessions if you are using one of the clinic telepractice stations.
- When you end the meeting by simply Xing out, a message box will automatically pop up after a few seconds asking you to select a location for saving the recording. Remember to save the recording in a secure location (e.g., on a password-encrypted flash drive) so that it is not accessible to anyone but you.

6f. Telepractice Paperwork

At the start of each semester, prepare a fresh set of all forms (see the paperwork instructions in the ‘Client Treatment Paperwork’ module in the SPPA 5030 Clinical Practicum WyoCourse website) and spend the first session reviewing all forms with the client. After the session, document in the contact log of the client’s ClinicNote file that they gave verbal consent for all forms. As soon as the first session is over, complete and sign all the forms and turn them in to your supervisor by hand-delivering them or by placing them in your supervisor’s slot in the clinic front office.

6g. Additional First-Session Discussion Points

Devote some time during the first few sessions with a brand-new telepractice client to walk them through the technical operation aspects of Zoom, and to counsel them and their eHelper/caregiver/parent about reasonable expectations. They need to understand that it is typical for it to take a few sessions to ‘get in a groove,’ so their patience is needed and appreciated. It will take a bit of time for them to become comfortable with the technical aspects, and for the clinician to learn and adjust to the unique pacing needed to accomplish a session due to screen sharing or sound transmission lag time. If a designated eHelper will be present during all sessions, discuss what their specific roles and responsibilities will be (e.g., repeat instructions verbatim, provide prompts, present materials, manage behaviors, give feedback or reinforcement, etc.). If you want them to provide prompting or cuing, teach them the specific prompts or cues you want them to use, and in what order. It is very helpful to type these out and send it to them so that they can reference it as often as needed throughout the session.

6h. Materials

Most treatment materials are presented to the client in Powerpoint or in online websites. You can find tutorials for how to develop a variety of games in Powerpoint. You can also present hard copy materials via the document camera. If the client needs their own copy of materials, email them to the client at least **the day before** the session. Most treatment materials are reproduceable, but most assessment materials are not (due to copyright laws). Do not send copies of assessment materials—use the document camera instead. In cases where technology doesn’t behave as expected, always have a back-up plan. A list of some of our favorite free online resources is available in the ‘Resources’ module in WyoCourse.

6i. In-person Visits to the Clinic

New telepractice clients are encouraged to come to the clinic for an in-person evaluation prior to treatment, but it is not required. They can participate in their initial evaluation via telepractice (during the COVID-19 pandemic, all evaluations will be conducted via telepractice). Clients receiving treatment via telepractice who are not receiving the telepractice scholarship can request in-person sessions at any time.

Clients receiving the telepractice scholarship can request to attend one session in-person at the clinic at no charge, provided they have a good attendance record (except for during times when the clinic is closed to in-person

services due to COVID-19). The remainder of the telepractice scholarship recipient's services must be provided via telepractice.

6j. Conducting Telepractice Sessions From Off-Campus

Federal HIPAA policy requires that the most protective option available must always be the one that is chosen. Conducting sessions from the secure and private clinic treatment rooms is always the option we will use except for (and ONLY except for) times when UW campus is closed due to the COVID-19 pandemic. In this case, sessions will be conducted from clinicians' homes. When conducting sessions from your home, you must:

- Only use your **UW laptop**; never use a computer that is shared by other members in your household
- Be **alone**, behind a **locked** door in a **private** room
- **Let your housemates know your schedule** so that they can be out of the house during sessions if possible or at least know not to knock on your door or disturb you in any way during your sessions
- Use a **headset and microphone** so that other people in your household do not overhear the client
- Use **hard-wired internet** whenever possible or make sure that your wireless connection is solid and reliable
- Keep all **clinic-related materials out of reach** from others in the household

SECTION 7: GRADING & ASHA CLOCK HOURS

7a. Overview

Earning clock hours requires three major aspects: 1) clock hours are supervised by a licensed and certified SLP (at least 25% of each client's total treatment time must be supervised), 2) you record your hours and submit them for supervisor approval via Calipso, and 3) you pass your clinical practicum.

ASHA says, "Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities...**The [student] must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences.**" This means that we ensure you get diverse client experience while enrolled in our graduate program. To do this, we try to vary the types/ages of clients you see while you are completing on campus clinical hours and that we give you diverse off-campus experiences.

Your clock hours and clinic scores are managed in a system called CALIPSO. You will need to sign up for this service. We will cover how to register and use Calipso during clinic orientation and class meetings at the beginning of the semester.

7b. Clock Hour Requirements

ASHA requires **400** clock hours *minimum* for the Certification of Clinical Competence. This is also the *minimum* number required for graduation from our program. At least 25 of these hours must have been spent in clinical observation and at least 375 of these hours must have been spent in direct client/patient contact. 325 of those must be at the graduate level (i.e., you can claim up to 50 clock hours at the undergraduate level—submit documentation of these hours to Ms. Page if they weren't entered into Calipso as part of your UW

undergraduate coursework). Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward the practicum requirement.

The [Council for Clinical Certification in Audiology and Speech-Language Pathology](#) (CFCC) defines 1 clinical practicum hour as equal to 60 minutes. When counting clinical practicum hours for purposes of ASHA certification, experiences/sessions that total less than 60 minutes (e.g., 45 minutes or 50 minutes) cannot be rounded up to count as 1 hour.

While there are no minimum hour requirements in each of the different categories, every attempt is made to have at least some direct contact time listed in each of the big 9 categories for children and/or adults in treatment and/or evaluation with appropriate supervision.

- Hours must reflect the “breadth of the life span” and demonstrate multi-cultural aspects and severity levels.
- Hours should reflect direct services in prevention, screening, evaluation and treatment.
- “Big 9” disorder categories include:
 1. Speech Sound Production (this category includes accent modification)
 2. Fluency
 3. Voice and Resonance, including respiration and phonation
 4. Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing
 5. Hearing (including impact on speech and language)
 6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
 7. Cognitive Aspects of Communication (attention, memory, sequencing, problem-solving, executive functioning)
 8. Social Aspects of Communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
 9. Augmentative and alternative communication modalities

All your clock hours must be logged into CALIPSO. You may make an entry for each individual session, but it is preferred to make one entry for all sessions you had under a particular supervisor each week (by adding your session times together). For example, if you have an adult client and a child client both supervised by Ms. Sandoval, each seen 2 times a week for 30 minutes each session, the weekly entry you submit for her approval will include 60 minutes in the adult column and 60 minutes in the child column. Use the comment box at the bottom of the screen to list the dates of each session, the client initials and the number of minutes supervised out of total session minutes for each session. With your supervisor’s permission, you may submit more than one week’s worth of sessions in a single entry, but do not exceed 3 weeks per entry.

Take care to make sure you enter clock hours in the appropriate section (e.g., evaluation vs. treatment). Note that baselining activities, oral mechanism exams and hearing screenings are all entered in the evaluation section. Don’t worry if you realize you’ve made a mistake after you’ve submitted your entry. Let Ms. Page know and she can fix the entry for you.

IEP/STP/Progress conferences are part of treatment *or* the evaluation/screening category, depending on the nature of the information contained in the report. For example, if the STP you are discussing with your client includes interpretation of standard scores obtained during baselining activities, then this could be counted in the 'evaluation' category. Discussion of semester goals and treatment approaches would go under the 'treatment' category. Clinicians should strive to utilize all categories whenever possible. For example, if a client has more than one disorder, split the service time on your clock hour sheet accordingly (e.g., 15 minutes in fluency and 15 minutes in articulation for a total of 30 minutes of treatment).

7c. The Supervision Process

The graduate clinician's major goal and responsibility in the clinical process is to provide quality service to their clients. This means planning effective assessments and treatment to the best of one's ability. It includes documentation, analysis and interpretation of collected data, and modifying treatment/recommendations as needed for the best possible outcome. In order to achieve this, the clinician should be an **active participant** in the supervision process. This includes critical reflection, self-evaluation of clinical skill/strengths/weaknesses and an on-going collaboration with the clinic supervisor. To be an active part of the supervision process, it is essential that the clinician openly expresses his/her thoughts, concerns, needs and ideas with their supervisor. It is best to go directly to your supervisor for clarification on expectations before consulting another supervisor, faculty member or the Clinic Coordinator. To facilitate increased clinician independence throughout the semester, supervisor involvement should shift from a very hands-on teaching/coaching role at the beginning, to more of an as-needed collaborative role towards the end.

While you are enrolled in graduate school you will have many different supervisors who require or prefer procedures and documentation to be done in specific ways. This will differ between supervisors and may be confusing at times. Embrace these difference as a way to learn to do things many different ways, which contributes to your professional knowledge base as well as your ability to maintain flexibility as a clinician!

In your first two semesters you will have several (if not all!) supervisors that work here at the UWSHC. After that time, you will have supervisors at external placements (community placements and externships).

Please be aware that some supervisors may be more hands-on and take over parts of your session or speak to you during your session over an FM system, while others will quietly observe and never enter the treatment room. These different styles are based on many factors (e.g., the client's needs/behavior, the supervisor's relationship with the client, the supervisor's clinical style, your relationship with the client, etc.). Do not make judgments about your own clinical performance based on the supervisory style (i.e., don't assume that when your supervisor enters the room during a session you are not doing a good job; this is usually not the case!); rather, watch/read/listen and implement the feedback or follow the model you are given from your supervisor. If you are unsure about how you are doing clinically, set up a time to talk to your supervisor(s).

7d. Supervision Requirements

Supervision must be provided by individuals who hold the Certificate of Clinical Competence from ASHA. ASHA states that, "The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient." This means:

- that our supervision has to be in real time (not watching recordings of you after the session, though we can do that...it just doesn't count as direct supervision time). This may take place in the treatment room with you, via Zoom, or from the observation room.
- supervisors must be available to consult with a student providing clinical services to the supervisor's client. In order to meet this ASHA requirement, we hold weekly class meetings, initial, midterm and final conferences, and are also available to meet with you individually by appointment.

7e. Feedback

Supervisors will provide frequent and detailed written feedback about the clinician's performance and may offer data or observations about the client's performance. Electronic feedback is the most common way, but different supervisors may elect to give you feedback in different ways. The number of minutes supervised will be recorded on the feedback form and should be entered into the CALIPSO weekly clock hour form. The scores given on feedback forms correspond with the 5-point rating scale used in CALIPSO.

Your supervisors will all provide you with feedback about your clinical performance. At UWSHC, we provide you with more feedback than you will have at external placements. This is because you are new clinicians, but please note that this will be done differently by each supervisor. You may not receive feedback in the same way (e.g., email versus hardcopy), and you may not receive feedback on the same time schedule (e.g., every time they observe vs. weekly). We use feedback forms for our records to ensure that we are giving you enough direction and/or information, and to ensure that you are implementing the feedback we give you. We also refer back to comments made in feedback forms when writing letters of recommendation.

7f. Personal Goal-Setting and Self-Reflection

In order to facilitate self-directed growth and learning as much as possible, you will be encouraged to set specific goals regarding your improvement of clinical skills. Your supervisor(s) will ask you to informally submit at least one goal for yourself around midterm of first semester, and again at the beginning of second semester. These goals will not be ones you will be formally graded on, but will assist your supervisor in knowing what clinical skills to hone in on during their observation of you so that we can give you helpful and desired feedback and suggestions.

You are also strongly encouraged to engage in self-reflection after every session. This will take place informally during frequent conversations with your supervisor(s) (e.g., What went well during that session? What will you change for next time?, etc.). If needed, your supervisor may assign a more formal self-reflection assignment to be completed. You are also strongly encouraged to watch yourself during video-recorded sessions. This is a very useful way to critique your own skills and recognize areas for growth. This also may be used as a formal assignment as part of an action plan, if needed.

7g. Grading/Conferences *(there is more detailed information about this in your SPPA 5030 Syllabus)*

Students and supervisors will have regular conferences. This includes at minimum the initial planning conference, the mid-term conference and the final conference. Prepare for all supervisory conferences by coming with ideas, potential solutions to problems, and self-reflections/self-evaluations. Adequate preparation demonstrates responsibility and initiative by the clinician. Come to the conferences with items to discuss and be prepared to lead the discussion. Present ideas about areas upon which you would like to improve your clinical

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skills. Share some potential solutions to solve the problems you are encountering with your client or the overall clinic process.

You must be evaluated by all of your supervisors on your clinical skills with diagnostic and treatment procedures, documentation, professionalism, and adherence to policies, procedures, and the ASHA Code of Ethics (<https://www.asha.org/Code-of-Ethics/>). The criteria on which we evaluate you does not change and is determined by CALIPSO and ASHA standards. Our expectations on how well you meet these criteria over time does change. That is, we expect to see you grow in proficiency in all areas as you gain more and more clinical experience throughout graduate school. Your grades in clinic are satisfactory/unsatisfactory, and is based upon whether or not you meet the minimum overall Calipso score for the semester (see the SPPA 5030 course syllabus).

Calipso scores range from 1-5 (see Appendix 4) and can be in increments of .25. Note that it is not at all unusual for clinicians to score in the 1.25 to 1.75 range during their first few weeks of clinic, so don't be alarmed! That is totally expected! It is also not unusual for scores to fluctuate a bit from one week to the next. It is okay if your score one week is one or two increments lower than the week before. As long as your scores are on an overall upward slope throughout the semester, you have nothing to worry about. The only score that should cause you significant concern is a score of 1.0. This indicates that you are not doing something you definitely should know how to do at that specific point in time. This will be addressed via a formal action plan with your supervisor.

You will be evaluated formally in conferences at the midterm and final points of each semester by each supervisor to whom you are assigned until you graduate. This is done using the same CALIPSO form, which you can view anytime, using the same grading scale and criteria found on your session feedback forms. During the conference, you and your supervisor will compare scores, discuss your strengths and weaknesses, and will formulate goals and/or action plans as needed.

Completing a midterm evaluation is required; however, these scores are not permanently recorded. Only your final semester evaluation scores are used to determine a satisfactory/unsatisfactory grade for the semester. It is very possible for a student who is not passing at midterm to improve and pass at the final evaluation...it often just takes some focused work and good communication!

Your final conference will also include a checkout list completed by your supervisor. This checkout list ensures that all client documentation is completed correctly; it also ensures that you have turned in materials, completed clean-up responsibilities, and not left personal items behind before leaving campus.

If a student fails a semester of SPPA 5030:

- 1) He/she cannot count the clinical hours for the semester (this is an ASHA stipulation).
- 2) He/she must comply with a remediation plan. An initial remediation plan is determined by any or all of the following individuals:
 - Clinical supervisor assigning the failing grade
 - Clinical supervisors also assigned to the student
 - Clinic Coordinator
 - Division Director

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- Graduate program Chair
- Faculty or clinical supervisors with specific content knowledge regarding the client/case/disorder

3) He/she must repeat that semester of clinic.

APPENDIX 7-3

CALIPSO Student Performance Evaluations

All clinical courses with the prefix **SPPA 5030, SPPA 5270 and SPPA 5290** use an S/U grading system. Each semester of the clinical courses has a separate cut-off to achieve either an **S** or **U** for mid-term and final grading (see the course syllabus for cut-off scores). The scale is graduated to reflect the increasing student expected performance (i.e., competency) over all clinical experiences.

CALIPSO GRADING:

- 1 **Skill not evident.** In the context of the student's clinical experience and SLP training/education, the student does not demonstrate expected skills, despite a previous history of supervisor feedback. Supervisor must provide a maximal level of support via modeling, demonstration, direct instruction, etc. Student does not demonstrate awareness of behaviors needing to be addressed or attempts to resolve clinical problems.
- 2 **Skill is emerging.** In the context of the student's clinical experience and SLP training/education, the student demonstrates emerging skills inconsistently. Supervisor must provide a moderate level of support via verbal reminders, prompts, cues, etc. Student demonstrates awareness of behaviors needing to be addressed or attempts to resolve clinical problems, but requires supervisor guidance and support to do so.
- 3 **Skill is present.** In the context of the student's clinical experience and SLP training/education, the student demonstrates expected skills, but further development or refinement of skills is required to achieve efficiency. Supervisor must provide on-going feedback or monitoring. Student demonstrates awareness of behaviors needing to be addressed and attempts to resolve clinical problems during sessions.
- 4 **Skill is consistent.** In the context of the student's clinical experience and SLP training/education, the student demonstrates skills that are well-developed and implemented consistently. Supervisor acts as a collaborator in treatment planning. Student is aware and can modify behavior in-session and self-evaluate after the session. Supervisor is needed to suggest possible alternatives. Student's problem solving shows evidence of critical thinking.
- 5 **Skill is automatic.** In the context of the student's clinical experience in various settings, and completion of SLP training/education, the student demonstrates expected skills independently and efficiently. Supervisor serves as a consultant/colleague. Student demonstrates independent case management and problem solving in multiple settings to address a caseload of diverse client needs.

SECTION 8: CLINIC SAFETY POLICIES AND PROCEDURES

** All clinical staff and students should follow these guidelines—see the **Exposure Control Plan and Emergency Action Plan** located in room 170 for more detailed information **

8a. Equipment

Decontamination, cleaning, disinfection, and sterilization of multiple use equipment before reuse should be carried out according to specific infection control policies and procedures (as detailed in the Exposure Control Plan).

All reusable clinical materials (e.g., games, toys, etc.) and work surfaces (e.g., table tops, arm rests on chairs, mirrors) should be cleaned and disinfected after **each** use. Clinical materials may be cleaned with an approved disinfectant (e.g., Lysol wipes) or household bleach solution (these are kept in each treatment room).

Reusable audiological equipment (e.g., tympanometry probe tips, headphones) must be cleaned/disinfected by the materials room GA following the Clinic Equipment Cleaning Protocol. Disposable items such as otoscope tips should be discarded after a single use.

8b. Hand Washing

- Wash hands immediately if they are potentially contaminated with blood or body fluids containing visible blood.
- Wash hands before and after treating patients/clients.
- Wash hands and have clients wash hands before and after snack time in sessions.
- Wash hands after removing gloves.
- Wash hands after cleaning/disinfecting room and materials.
- Follow the basic hand washing technique:
 - vigorous mechanical action whether or not a skin cleanser is used
 - use of antiseptic or ordinary soap under running water
 - rinsing for at least 20 seconds
 - thorough hand drying with a disposable paper towel to help eliminate germs
- An alternative when hand-washing is not feasible is to use an alcohol-based disinfectant gel (i.e., hand sanitizer).

8c. Gloves

A supply of gloves in all sizes is stocked in each treatment room.

- Wear gloves when touching blood or other body fluids containing visible blood.
- Wear gloves when performing **invasive** procedures on all patients/clients. This includes performing an examination of the oral speech mechanism; using a laryngeal mirror, oral endoscope, or nasoendoscope; and assisting with oral-myofunctional tasks.
- Wear gloves to clean/disinfect all equipment, unless otherwise indicated.
- Change gloves after contact with each patient/client or after touching an item (e.g., your pen) that was not disinfected immediately prior to donning the gloves.
- If a glove is torn, remove the glove and use a new glove as promptly as patient/client safety permits.
- After removing gloves, wash hands immediately.
- Discard gloves in the room before exiting.

8d. Spills

To clean and decontaminate spills and/or splashes of blood or other bodily fluids:

- Maintain a barrier between the spill and your own body. Wear a pair of gloves, and eye protection (safety glasses are located in HS 185.)
- Surround spill with disinfectant (e.g., Maxicide—located in room 185).
- Cover with paper towel.
- Saturate paper towel with disinfectant.
- Allow for contact time per disinfectant instructions.
- Paper towels can be thrown in regular waste.
- Clean surface with a freshly prepared 1:9 hydrochloride (e.g., household bleach solution).
- Notify clinic supervisor and/or Clinic Coordinator immediately.
- In the event of a large spill or when items cannot be completely disinfected (e.g., items that are disposable such as fabric chair seat or carpet), call Environmental Health and Safety (EHS) at (6-3277) and the Physical Plant Blood Team at (6-6225).

8e. Human Blood Borne Pathogen Exposure Incident Instructions

- 1) Rinse or wash affected surface immediately and apply first aid.
- 2) Report incident to supervisor immediately.
- 3) Report to student health to seek medical attention.
- 4) Return copy of the incident report and all relevant medical reports to the Division office
- 5) A copy of the report should be sent to the EHS office

8f. Cleaning Solutions

** Gloves and protective eyewear must be worn during all cleaning/disinfecting processes unless otherwise indicated **

Disinfectants

- A fresh mixture of household bleach and water (1:9 parts) is mixed each week for use in each clinic treatment area. At the end of each week, the mixture is disposed of allowing the containers holding the mixture to air dry before each new mixture is made.
 - It is not necessary to wear personal protective equipment (PPE) when using this solution.
 - This solution is changed each week by the materials room attendant.

Sporox

- The Sporox is premixed and ready to use by the clinic GA HS185 (Cleaning room) for cleaning tympanometry tips.
- Pour two cups of Sporox liquid into the clearly marked container.
- The Sporox should be changed every **21** days. The materials room attendant will change the solution and log the date on the sheet posted near the container.
- Dispose of used Sporox into the Hearing Aid Lab or Cleaning room sinks.
- Should you have any reaction from contact with the Sporox, refer to the warnings and precautions sheet posted inside the cabinet where the container is located and notify the appropriate Clinic Coordinator immediately.

Maxicide

- The Maxicide solution must be mixed before use. The two agents (one powder one liquid) become active once mixed.
- For cleaning endoscopes after Maxicide mixture is made, the clinic GA will pour the designated amount into the marked tubes in the room 185.
- The Maxicide in the tubes and any unused solution should be discarded after 21 days into the sink. Log the date when the mixture is made on the container and place the same information on the base of the tubes with the Maxicide mixture.
- Should you have any reaction from contact with the Maxicide, refer to the warnings and precautions sheet posted directly on the container and notify the Clinic Coordinator immediately.

8g. Universal Precautions

1. Assume all human blood, bodily fluids and unfixed tissues are contaminated with Human Immunodeficiency Viruses (HIV), hepatitis viruses including Hepatitis B Viruses (HBV), Hepatitis C Virus (HCV), and other Blood Borne pathogens. Pathogens are disease-producing microbes. These human materials are thus considered biohazardous in any workplace.
2. Any direct physical contact with human biohazardous materials is to be avoided. Maintain a barrier between yourself and the potential contaminant. Use personal protective devices such as gloves and eye protection when appropriate. Gloves should be worn during all invasive procedures, including oral peripheral examinations and otoscopic examinations. Protective glasses should be worn when grinding hearing aids.
3. Know the signs and symptoms of Hepatitis B Virus, and Human Immunodeficiency Virus infections. Report unexplained significant illnesses, rashes and fevers to your supervisor if you have handled human biohazardous materials.
4. Understand the biohazardous tasks you must do in your job classification or category as detailed to you in the Blood Borne Pathogen training.
5. Become proficient at using personal protection (e.g., gloves, masks, eye shields, etc.) *before* becoming in contact with biohazardous materials.
6. It is highly recommended that you obtain the vaccination against Hepatitis B. Notify the Clinic Coordinator when this series has been completed.
7. Avoid needle sticks, cuts, abrasions, and splashes in work associated with human hazardous materials. Protect face and broken, irritated or abraded skin from human materials, and avoid aerosols.
8. Always use good hygiene work practices including antiseptic techniques, spill clean-up, medical waste containment and **regular, thorough hand washing** with soap and water and/or non-water hand sanitizers, especially after removing gloves or when leaving your work area.
9. Dispose of biohazardous human materials and contaminated, disposable lab ware properly. Contaminated recyclable lab equipment must be sterilized. Protect yourself, patients/clients, staff and visitors from accidental exposure.
10. Decontaminate all reusable protective gear immediately after use following specific clinic procedures.
11. Clean work areas thoroughly with disinfectant or a mixture of household bleach before leaving your work area.

12. Report all accidental exposures to the Clinic Coordinators and seek medical follow-up. The attending healthcare professional will want to know the individual's name who was the source of the contaminate, if possible. Do NOT save specimens for HIV or HBV testing.
13. Obtain proper biosafety training and become proficient in performing all biohazardous tasks assigned to you.

** These Universal Precautions must be strictly followed by all Division supervisors, graduate clinicians, and student observers in all settings **

You will complete UW's Bloodborne Pathogens training and will sign a training form before your first client contact. This training will be completed annually.

8h. Hepatitis B Vaccine

Most off-campus sites require a Hepatitis B vaccine before initiating a practicum at that site. Since students may not know their site's requirements until it is too late to order the serum, it is strongly advised that all students obtain the Hepatitis B vaccine while on campus at some point during the first three semesters.

If students choose to receive the Hepatitis B vaccine, they will receive a series of three shots across a six-month period. The Hepatitis B series takes at least 6 months to complete, so plan accordingly or run the risk of the externship being delayed. Students may receive both vaccines at the University of Wyoming Student Health Center. Students are responsible for the cost of this vaccine.

You will sign a form stating that you have either received the vaccine or decline it at that time prior to your first client contact.

8i. Health Insurance

Graduate students enrolled in at least 4.5 credit hours of campus instruction are charged automatically each semester unless a waiver is signed. The deadline for signing the waiver will vary for each semester. Students who are on externship (enrolled in section 80) **are not** automatically enrolled for health insurance (this includes campus track students enrolled in 5270 and 5290 externships and Orals in their final semester). To obtain health insurance, you must a) petition for the optional student fee package through the graduate school, and then b) complete an enrollment form in the Student Health Insurance office. Contact the Student Health Insurance offices at 307/766-3025 for further information.

8j. Liability Insurance

The University of Wyoming provides general and professional liability coverage for clinical undergraduate observation students and graduate students in the Division of Communication Disorders for a nominal fee. Such coverage shall not apply to activities on the part of students which are not part of or are beyond the scope of the educational program.

Recently, an increasing number of externship sites have been requesting higher liability coverage than what is offered through UW. If the student wishes to complete an externship in one of these sites, this additional professional liability insurance coverage is the responsibility of the student. Verification of this additional liability insurance must be provided to the Clinic Coordinator by submitting a photocopy of the page(s) from the insurance policy, which indicates who the coverage is with and effective dates of the policy. Students who fail to provide written verification of this additional coverage will not be allowed to start their externship at the site requesting additional coverage until verification is complete. A relatively easy and inexpensive way to

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obtain additional personal liability insurance is through the National Student Speech Language and Hearing Association (NSSLHA). Contact them at their web site: www.nsslha.org.

8k. Emergency Response Procedure

Client welfare and safety are paramount while clients are attending the UW Speech and Hearing Clinic. The following steps are procedures that should be followed to ensure the client safety is maintained.

If an emergency arises that is client-centered:

- Stay with the client
- Call/yell for assistance (e.g., open door and yell for help)
- Use your cell phone, the phone in 170 or the clinic front office phone to call **9-1-1**
- Offer client assistance (e.g., first aid, CPR, etc.)
- Stay with client until medical assistance arrives
- After situation is resolved, report incident to clinical supervisor and coordinator
- Supervisor/coordinator will follow-up with Risk Management and others as needed

If an emergency arises that is environmental (fire, tornado, etc.)

- Remove or assist client away from the building in case of fire
- Move client to a safe location (such as room 170) away from windows/debris if a tornado
- Remain with the client
- Use your cell phone to call **9-1-1** to report the situation
- After the situation has resolved, report the incident to your clinical supervisor and the Clinic Coordinator
- Return to building only after an “all clear” has been given by the authorities.

See Emergency Action Plan in room 170 for more detailed procedures

SECTION 9: EXTERNAL CLINICAL PLACEMENTS

9a. Overview

SPPA 5270/5290

The externships are viewed as an *extension* of academic and clinical experiences. Clinical instruction continues in these experiences. A student's academic and clinical performance may be shared with external supervisors to enable them to best support the student's learning.

Graduate students complete **two** full-time, **twelve-week externships** following completion of coursework and SPPA 5030 requirements. Students register for one externship in the Spring and one in the Summer semester, but the beginning and ending dates do not align with semesters. One externship is to occur in an **educational setting** (a school or early childhood program), and one is to occur in a **medical or clinical setting**. Most students will complete the educational internship first. The order of externships are arranged and determined by the student and Externship Coordinator.

Determination of a student's preparedness for externships is subject to approval by the clinical supervisors and the faculty. This may include meeting a required number of clinic hours and/or demonstrating the knowledge and skills appropriate for the externship (e.g. successfully completion of coursework). Thesis students must complete the prospectus meeting *before* entering into externships.

Students will be expected to perform in a professional manner and demonstrate growth toward a life of professional service. These externships are more like work settings, although clinical guidance and supervision continues. From their practica and externships, the student needs to gain experiences covering the breadth of the lifespan across the Big 9 disorder categories. If a student is dismissed from an externship, they automatically receive a U and must enroll to repeat the externship in a future semester.

Students are expected to be able to relocate in order to complete these externships. Travel and living arrangements for the externships are the student's responsibility. A letter to financial aid for loan repayment purposes can be issued by the Division indicating the practica are full-time experiences despite their part-time credit hour status (i.e., 6 SCH).

Community Placement and Externship Supervisors may be unfamiliar with CALIPSO. If this is the case:

- Supervisors will be added in CALIPSO as needed. Students should guide their supervisors through the CALIPSO one-time registration process and assist in answering any questions that may arise.
- A *copy* of all supervisors' ASHA certification cards and, if applicable, state licenses must be given to the Clinic Coordinator before the end of each clinical rotation. CALIPSO allows for these documents to be uploaded too.
- Students should include notes to supervisors in the "Comment" box regarding client initials, time supervised, etc. to ensure adequate supervision amounts are met.

9b. Process of Securing an Externship

General Information on Externships

The program will provide opportunities for two externships. In order to complete the program on time, students will need to work with our existent framework and processes described below. Our program does not allow students to "make their own" externship opportunity, as you will see below externships are complicated agreements that involve many parties and aspects beyond student-supervisor. Students are an integral part of the externship process but never to arrange their own externships.

Medical externships include hospitals, medical sites, skilled nursing facilities, outpatient therapy, and clinics (this can include in the home Part C services). For our program, medical externships are available only at established sites listed in the Externship Listings, OR in rare circumstances the Externship Coordinator will inquire with an additional site if the site is in the “Mountain-West region.” A cooperative education agreement (i.e., contract) must be approved by the University and externship facility, and hospital /medical/clinic sites have restrictions and several layers of approval. Typically, it takes 8-12 months to execute a contract in one of these sites, and general counsel and legal consultation expenses make this a costly process. These sites in particular have been increasingly difficult to secure, and we have been turned away from sites outside the region because they simply prefer to train students who are from local programs or who are residents in the area. Bottom line: **Students should plan on completing their medical externship at one of our existent sites from the Externship Listings.**

Educational externships include schools, preschools, and early intervention programs. Our program has more than enough cooperative education agreements with educational externship sites to meet the needs of our students. We strongly encourage students to select from our existent sites, however- we will make up to 2 inquiries if a student would like to request an educational internship in a given educational site for which we do not currently hold a agreement. Consult with the Externship Coordinator prior to completing your Externship Request.

Process/Steps

Students will follow the externship application processes as established by the Externship Coordinator.

SharePoint will be used to organize this process.

Within SharePoint you will find:

- Externship Listings
- Externship Request (an electronic form)

Students should bear in mind that each externship request and each student’s circumstances are unique and the timing for all aspects will vary depending on the site. Many of the educational sites will not be able to commit or respond to requests until the academic year has begun. Some of the medical sites may interview or screen in March while other may do this in September or not at all.

9c. Externship Guidelines

The Externship Coordinator will work from the student’s externship requests, students may not make changes to these requests or begin to pursue other opportunities.

The Coordinator will make inquiries, and in some instances will be required to select 1 or 2 students who are given greenlight to inquire or apply for an externship.

As the internship matching process occurs, students may learn 1) a site is not accepting students 2) students were already selected 3) he/she was not matched or selected to apply to a site 4) or other issues arise or the site is not a viable option. Students will need to consider alternate options in order to graduate on time, including options that he/she may not have included in his/her externship request.

The implementation of the Higher Education Act and current state authorization regulations has affected clinical practicum choices. At this time, the Division of Communication Disorders will not be placing students in clinical practica in certain states. We have adopted this policy to comply with regulations in these states. See the

Division website for the list of eligible states (<http://www.uwyo.edu/comdis/graduate-study/state%20reauthorization-licensure.html>).

The Externship Coordinator decides on the steps for all externship requests. Students must have approval or “greenlight” prior to making any contact with any externship site/possible supervisor. We have been “shut out” of sites in the past because multiple students made requests without approval. In some instances sites have rules about who is contacted and what information is shared, the Externship Coordinator will navigate this process not the student.

Upon approval, graduate students may make *initial inquiries* with sites that they are considering for an externship. This means that they can obtain the name, telephone, or e-mail address of a contact person or a possible supervisor at the facility so that the Externship Coordinator can make contact. After the initial contact, the Externship Coordinator will provide the student with further instructions regarding the externship application process. Some sites may require electronic application in order to be considered for an externship- and some applications require a fee.

There have been instances where the University does not approve a site because of the site’s contracting wording or legal requirements. Students will need to work with the Externship Coordinator at considering alternatives if this should occur.

There also are occasions where a site that was secured unexpectedly “falls through.” Students will need to work with the Externship Coordinator at considering alternatives if this should occur.

Some sites handle multiple requests from students, and may have an interviewing process or a process by which students apply over email with a cover letter and resume. Students will be informed if they have the greenlight to apply to these sites, and they will be provided with general timelines and possibly with deadlines. Some sites will limit the number of students who can apply from a given program, the Externship Coordinator will select who has the greenlight.

Students should refrain from writing the Externship Coordinator to request updates on externship status. As information is available, the Externship Coordinator will update the student.

Many sites will require completing documentation *before* the externship begins, including another criminal background check, drug screening and finger-printing, or purchase of facility attire, such as scrubs or lab coat. Students are responsible for the cost of these extra requirements and documentations.

9d. Supervisor Requirements

Like the University supervisors, the externship supervisor(s) must hold the following minimum credentials:

- a) A Master's degree in Speech-Language Pathology
- b) Certificate of Clinical Competence in Speech-Language Pathology
- c) State license and/or Department of Education Endorsement (if applicable)
- d) **The equivalent of a minimum of 9 months of full-time clinical experience after being awarded ASHA certification**
- e) **Has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification**

A copy of the supervisor’s current ASHA certification card and state license, if applicable, must be given to the Externship Coordinator within the first 6 weeks of the externship. This applies to all supervisors that participate

in clinical education during the externship. The supervisor must supervise a minimum of **25%** of each client's total treatment and/or evaluations (including screenings). It is the **student's** responsibility to notify the Externship Coordinator if the externship supervisor is not maintaining the proper levels of supervision. Clock hours that are not properly supervised will **not** be counted in your accumulation of ASHA hours. Weekly clock hours of client contact are recorded on CALIPSO.

Mid-term conference calls will be held during each externships. This conference will parallel the documentation of the student's overall mid-term performance using the CALIPSO Performance Evaluation form. At mid-term the student must be informed of current grade (S/U) and an understanding of what is needed to improve performance. A final evaluation (CALIPSO) of the student's overall performance is required from the supervisor and should be returned to the Externship Coordinator by the end of the externship. Note that expectations after the midterm continue to increase, and students who do not perform to expectation or who are struggling should inform the Externship Coordinator as soon as possible so that conference calls and remediation can be discussed. Students who fail an externship do not receive any clock hours for that site, and must apply and enroll for a repeat of the externship in a subsequent semester. Additional remediation steps will be required.

9e. Student – Externship Supervisor Communication

Each student should be familiar with the externship site's policy regarding lines of communication and professional responsibilities. Site supervisors bear the ethical and professional responsibility for management of clients seen by the student. This means that the site supervisor must approve all recommendations, referrals, and discussions regarding client management before they are implemented. The Externship Coordinator is responsible for communicating proper supervision practices to the supervisor prior to the start of the externship and if needed, re-assigning a graduate student to another site or supervisor if supervision is not adequate. Respect for professional lines of communication is essential to good client management and avoids placing the student and clients in the position of having to respond to competing and contradictory messages. To gain maximum benefit from this clinical training, students need to maintain open lines of communication with their supervisors. Many unnecessary days of anxiety and difficult situations can be avoided if the supervisor (and Externship Coordinator) are kept informed.

Treat this experience as it is your first professional job. For example, if you are going to be absent, your supervisor must be notified. Any missed days are expected to be made up. However, the student is not expected to "fill-in" for an absent certified clinician nor manage a caseload that is not commensurate with his or her clinical competency. Regardless of what has been learned previously, approach externships as opportunities to develop emerging competencies and acquire new ones.

9f. Student Expectations for Externships...Being a Student and a Professional

Although each externship site is unique and may have specific guidelines for students to follow, some *general* guidelines are meant to serve as recommendations for professional behavior in any site. Students should consult their immediate site supervisor to discuss expectations during the externship. Doing this early can avoid many unnecessary miscommunications for the student and the supervisor. If issues are not resolved, the student should notify the Externship Coordinator so interventions can be made.

- Only the clinical supervisor has been granted clinical privileges at their site. The site supervisor must approve all clinical services you provide.

- These extensions of your academic and clinical education are to provide you with opportunities to learn and not solely to fulfill the required clock hours for graduation. *Be an equal partner in the responsibility of your learning.*
- Treat the externship as you would a job. Demonstrate a positive work ethic. Adhere to the work hours followed by your supervisor.
- Attend the externship for the scheduled duration. Do not arrange time off for vacations or study.
- Be prepared and ready to work with clients.
- Show up on time and where and when you are expected to be someplace. Be accountable to your supervisor when you are on the job.
- Notify your supervisor and office staff **immediately** of any absence. Offer to make up any missed days if the supervisor's schedule allows.
- During any "downtime" from client care, engage in learning opportunities such as treatment planning, studying evaluations, reviewing suggested readings, practicing writing notes or evaluations and helping with miscellaneous facility needs.
- Be involved and absorbed in the site you are participating in. Do not turn down an opportunity to gain more experience because you have already obtained the required clock hours for a particular disorder category.
- Participate and share in your learning by offering to conduct an in-service or share your recent academic background with your supervisor or other related staff. Reciprocal teaching is one of the small 'perks' our program can offer to supervisors for their service.
- Maintain a professional demeanor. Dress and act professionally. Be aware of what you say in front of clients, family members and other staff members and how it may be perceived.
 - Remember that you are representing yourself, the University of Wyoming, the Division of Communication Disorders, and the particular site and supervisor with whom you are working when you are working with clients. *What impression will you leave each of them?*

9g. Supervisor Expectations for Externships

Although each externship site is unique and may have specific guidelines for students to follow, these *general* principals are meant to serve as recommendations for site supervisors about the overall clinical learning process. Students' learning will be commensurate with the opportunities provided by each particular site. The Division recommends that supervisors consult with their students early in the externship to discuss their expectations. This may avoid many unnecessary miscommunications between the student and the supervisor. If issues are not resolved, it is important that the supervisor notify the Externship Coordinator immediately so adjustments can be made.

- Only the clinical supervisor has been granted clinical privileges at their site. The site supervisor is expected to approve all clinical services provided by the graduate student.
- This *extension* of academic and clinical education is to provide students with opportunities to learn, gain hands-on exposure, and to fulfill the required clock hours for graduation and ASHA certification. Supervisors should assist the student by providing a well-balanced clinical experience (treatment, screenings and evaluations).
- Repeated opportunities to learn are a hallmark of any externship. Supervisors should feel confident in providing students with ample opportunities to improve knowledge and skills regardless if the student has obtained "required clock hours" for a particular disorder category.

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- The externship should be treated like a job. Supervisors should not require students to perform duties in their absence to “make-up” for lost productivity nor should supervisors expect students to compensate for staffing shortages by being “free labor”. Supervisors should notify their students if they are to be absent. Coverage by another certified SLP within the facility is acceptable. *If the supervisor’s schedule allows*, students should offer to make-up any missed days. Supervisors should contact the Externship Coordinator if attendance is a concern.
- During any “downtime” from client care, supervisors should assign students learning opportunities such as treatment planning, studying evaluations, reviewing suggested readings, practicing report and note writing and learning about the practical aspects of billing and administration of their particular facility.
- Supervisors may request that students extend their learning by having them conduct an in-service or share their academic or clinical knowledge with supervisors or other related staff.
- Supervisors should submit all documentation required by the Division in a timely manner. This includes a copy of ASHA Certification cards, state license, *if applicable*, bi-weekly feedback forms, and mid-term and final performance evaluations on CALIPSO

