

# **Educational Internship Handbook**

# **Educational Internship Overview and Policies**

## **Educational Internship Placement Procedures**

During the first fall semester following admission to the graduate program in communication disorders and sciences, students will be contacted by the educational internship coordinator and asked to attend an informational meeting and complete the CDS Educational Internship Application. The educational internship coordinator will meet in-person or via video conference with students to discuss the application and students' interests and provide information regarding types of educational settings and various sites available as options. This process is completed early in the graduate program to allow access to internship placements that require requests to be made during the fall and spring semesters a year or more prior to internships. In initial meeting, students are notified that regardless of placement location, all students are required to return to EIU campus to take comprehensive exams during internship year.

Once applications have been completed, the educational internship coordinator will begin contacting sites to request placement. Semester of internship will be determined by placement availability, often dictated by medical placements facilitated by medical internship coordinator. Placement request procedures are determined externally by sites and vary greatly by site. While some sites require placement requests a year or more in advance of the internship, other sites will not allow requests until a year to six months immediately prior to the internship start date. Students may be asked by sites to complete an informal or competitive interview prior to placement confirmation. Students are able to meet with educational internship coordinator for interview preparation prior to interviews. Most students are notified of their placement by the end of the first spring semester of graduate program.

If Eastern Illinois University (EIU) does not have a current affiliation agreement with a site, an affiliation agreement must be executed before placement can be confirmed. The EIU Student Teaching office maintains affiliation agreements (contracts) with many schools in Illinois. However, each semester, a number of students select and are placed in sites that do not have a current agreement with EIU. In this situation, an affiliation agreement must be executed between EIU CDS and the external site before the internship can be confirmed. The external site as well as EIU's academic affairs office, business office must approve and sign each agreement. This process can take several months due to the number of parties involved.

## **Educational Intern Preparation and Requirements**

During the second summer semester of the graduate program, students will meet with the educational internship coordinator to discuss educational internship preparation and requirements. During the meeting, specific responsibilities, expectations, and information will be discussed in detail. If the individual site of the placement has district/school-specific requirements to be completed by students, each student is notified individually about these requirements. Students must complete both CDS requirements (e.g., fingerprint background check, course registration, prerequisites, EIU Student Teaching application, etc.) and requirements of the external site. Students are encouraged to begin saving to pay for these expenses as early as possible. Expenses typically range between \$25-\$100 (e.g., background check, physical exam, Varicella titer, 2-step TB test, 10-panel drug screen, CPR certification, etc.).

All students are required to return to EIU's campus in-person to complete comprehensive exams. It is the student's financial obligation to pay for any travel fees associated with any travel that may be necessary to return to campus.

Prior to or near the beginning of internships, students will discuss the Student Goals form with the educational internship coordinator to determine strengths and weaknesses to guide student goals for the internship. The intern is encouraged to discuss these goals with the external site supervisor during the internship.

## **CDS 5970, Educational Internship**

The duration of the educational internship will be 14 weeks, and the student will follow the schedule of the site supervisor. The site supervisor will be an ASHA certified speech-language pathologist who meets and maintains current ASHA supervision requirements. The site supervisor will determine the pace of the educational internship and complete midterm and final evaluations to document the student's performance. The educational internship coordinator will serve as a mentor to both the student and site supervisor as needed during the internship. The internship coordinator will communicate with the student and site supervisor at least two times during the semester. The educational internship coordinator will assign discussion posts to encourage reflection throughout the internship experience. The educational internship supervisor will also assign assignments related to self-reflection and clinical skills, schedule group Zoom meetings, offer individual Zoom/phone meetings, and may assign other activities to further intern learning, as communicated through the course syllabus distributed prior to the first day of the internship experience. Assignments are designed to continue to assist the student in identifying barriers to success and generating goals for improvement, and facilitate group discussion (verbal and written) during educational internships.

At the completion of the internship, students are required to have completed assignments for educational internship coordinator at a level specified in course syllabus. Additionally, contact hours must be approved by the site supervisor in CALIPSO, and students are required to achieve a cumulative rating of 3.5 or above on the final evaluation completed by the site supervisor to pass educational internship. Students will submit an evaluation of the site through CALIPSO at the end of the internship experience. Students should complete the Exemplary Supervisor Award nomination form if the supervision they received was outstanding and deserving of this specific recognition.

## **Evaluation and Student Support Plan**

Students will be evaluated by site supervisors at midterm and final using the 5-point CALIPSO graduated rating scale specific to internships. Students must achieve an average rating of 3.5 or better on final evaluation in order to receive credit for the internship. The department uses a graduated grading scale and ratings are higher than required during on-campus clinical practicum because higher levels of independence are expected as students progress through internships. A support plan may be initiated if site supervisor expresses concerns related to student clinical performance and/or inability to demonstrate core functions. Once a support plan is initiated, the site supervisor, internship coordinator, and student will generate specific goals to be met by the student within a specified period of time. If the student successfully completes goals and meets requirements to pass the internship, the student will receive credit for the internship. If the student demonstrates sufficient progress toward goals, but is not meeting requirements to pass the internship, the internship may be extended/revised to provide an opportunity to meet requirements to pass the internship. Inadequate progress towards goals and/or final evaluation ratings lower than 3.5 may result in no credit for internship experience.

# **Placement Procedures**

## **General Description of Placement Procedures**

During the first fall semester following admission to the graduate program in communication disorders and sciences, students will be contacted by the educational internship coordinator and asked to attend an informational meeting and complete the CDS Educational Internship Application. The educational internship coordinator will meet in-person or via video conference with students to discuss the application and students' interests and provide information regarding types of educational settings and various sites available as options. This process is completed early in the graduate program to allow access to internship placements that require requests to be made during the spring and summer semesters a year or more prior to internships.

Students will be required to complete EIU's School of Education Student Teaching application online and upload a professional resume prior to submitting the CDS Educational Internship Application. Students also need to have a valid ELIS account on ISBE's website (typically completed during first summer of the graduate program with the CDS Graduate Coordinator).

Once applications have been completed, the educational internship coordinator will begin contacting sites to request placement. Students will be asked to indicate if their primary preference for placement is physical location OR caseload/school type. This priority will guide coordinator's efforts to secure a placement whenever possible. Educational internship coordinator will attempt to contact sites in order of student preference whenever possible. If top choices are not available for placement, coordinator will discuss further options with student individually. Top choice placements are not guaranteed and students are expected to remain flexible to accept available placement sites when several options are not available.

Semester of internship will be determined by placement availability, often dictated by medical placements facilitated by medical internship coordinator. Placement request procedures are determined externally by sites and vary greatly by site. While some sites require placement requests a year or more in advance of the internship, other sites will not allow requests until a year to six months immediately prior to the internship start date. Students may be asked by sites to complete an informal or competitive interview prior to placement confirmation. Students are able to meet with educational internship coordinator for interview preparation prior to interviews. Most students will be informed of their educational internship site placement by the end of the first spring semester of graduate program.

If Eastern Illinois University (EIU) does not have a current affiliation agreement with a site, an affiliation agreement must be executed before placement can be confirmed. The EIU Student Teaching office maintains affiliation agreements (contracts) with many schools in Illinois. However, each semester, a number of students select and are placed in sites that do not have a current agreement with EIU. In this situation, an affiliation agreement must be executed between EIU CDS and the external site before the internship can be confirmed. The external site as well as EIU's academic affairs office, business office must approve and sign each agreement. This process can take several months due to the number of parties involved.

## Pre Educational Internship Meeting

Fall 2024

- I. **Complete an EIU student teaching application** at [https://www.eiu.edu/apps/student\\_teaching/login.php](https://www.eiu.edu/apps/student_teaching/login.php) including training module, personal information (no writing sample), mandated reporter agreement, authorization to release, and address in placement info. You do NOT need to upload a transcript, include your GPA, upload a writing sample or a resume. Having this information uploaded through an electronic system helps me easily access the information to send to school districts and also helps the Student Teaching office with certification later.
- II. **Complete an updated resume and upload to PantherShare link:** [Intern 2025-26 Resumes](#). Sample resumes are saved in this file.
- III. **Complete the Educational Internship Application. Due to Mrs. Tish 11/18. Do NOT turn in this application until steps 1 and 2 have been completed.** Name 3 school districts (try to put both the number of the district and the district name) in which you would like to complete your educational internship. Think about the population of students you would like to gain experience with as well (e.g. ABILITY LEVEL—general education; special education; AGE--early childhood, elementary, jr. high, secondary).
- IV. Fingerprinting/background checks may be completed at the clinic in Spring or Summer. Many times, school districts require you to complete another one before beginning your internship (some need it to be within a year). The Human Resource department in each school district may have additional forms for you to complete once the placement has been confirmed. You may be required to pay for additional site requirements, and fees could be up to \$100.
- V. Once a tentative placement has been secured, the school SLP typically wants to “interview/meet” before you begin the experience. The SLP’s email/contact information will be provided to you so you can set up a phone conference, face to face meeting, etc.
- VI. After the interview, the district sends back the confirmation and the placement can be sent to the Student Teaching Office.

**EDUCATIONAL INTERNSHIP APPLICATION  
CDS DEPARTMENT  
Eastern Illinois University**

SEMESTER/YEAR for INTERNSHIP: _____
--

Date \_\_\_\_\_

Name \_\_\_\_\_  
(Last) (First) (Maiden or Middle)

E-Number \_\_\_\_\_

College Address \_\_\_\_\_  
(Street)  
\_\_\_\_\_  
(City) (Zip)

Telephone \_\_\_\_\_

Home Address \_\_\_\_\_  
(Street)  
\_\_\_\_\_  
(City) (Zip)

Telephone \_\_\_\_\_

Email Address \_\_\_\_\_

Check to confirm the following have been completed PRIOR to turning in application:

\_\_\_ EIU Student Teaching Application      \_\_\_ Upload Resume

\*\*\*\*\*

**Site Preferences:** (Cannot guarantee requests)

	School District #	Names of School(s)	City, State	Contact Name and Phone #
1				
2				
3				

**Population of Interest:** (Check all that apply)

- Elementary                       Jr. High                       Secondary  
 Spec. Ed.                               Early Childhood                       Other \_\_\_\_\_

**Disorder area(s) of interest** \_\_\_\_\_  
(e.g., hearing impaired, AAC, language/learning disabilities)

**Other requests/notes:**

**Communication  
&  
Agreements  
with Educational  
Internship Sites**



## **General Description of Placement Agreements**

Semester of internship will be determined by placement availability, often dictated by medical placements facilitated by medical internship coordinator. Placement request procedures are determined externally by sites and vary greatly by site. While some sites require placement requests a year or more in advance of the internship, other sites will not allow requests until a year to six months immediately prior to the internship start date. Typically, both fall/spring placement conversations with school districts/schools/special education cooperatives begin in late fall/early spring semester. All sites manage placing interns/student teachers differently. Some students may be asked by sites to complete an informal or competitive interview prior to placement confirmation. Students are able to meet with educational internship coordinator for interview preparation prior to interviews.

If the EIU coordinator or student knows an SLP in a particular district personally, often that SLP is the initial point of contact to see if they are interested in supervising an intern. If so, administration, and often human resources department are then contacted to finalize placements. If an SLP is not known personally, coordinator attempts to contact SLP director, special education/student services director or coordinator in the desired district as a first point of contact. Once initial interest is shown from site, coordinator discusses current caseload make-up with interested supervisor to ensure clinical population and workload is appropriate for an internship experience.

If Eastern Illinois University (EIU) does not have a current affiliation agreement with a site, an affiliation agreement must be executed before placement can be confirmed.

The EIU Student Teaching office maintains affiliation agreements (contracts) with many schools in Illinois. However, each semester, a number of students select and are placed in sites that do not have a current agreement with EIU. In this situation, an affiliation agreement must be executed between EIU CDS and the external site before the internship can be confirmed. The external site as well as EIU's academic affairs office, business office must approve and sign each agreement. This process can take several months due to the number of parties involved.

Once a formal agreement has been established with the school district/special education cooperative and a supervisor has been assigned, a departmental Administrator Agreement form is sent to the supervising SLP's direct supervisor to ensure they are in agreement with, and supportive of, the placement of an intern to ensure they are aware of the placement. If the supervising SLP's direct supervisor (e.g., building principal, SLP district coordinator, etc.) has facilitated the placement and assignment to supervisor, no Administrator Agreement form is required.

Once a supervising SLP has been assigned to the intern, supervisors are asked to complete a Supervisor Contact Form including their professional/licensure/certification details and contact information. Internship coordinator verifies supervisor has met supervision requirements specified by ASHA.

If the site has additional requirements for the intern to complete, it is the student's responsibility to complete the tasks in a timely manner to begin the internship on time.

**\*\*Sample Memorandum of Understanding/Affiliation Agreement between School District and EIU and CDS Department Administrator Agreement Form\*\***

**Student Teaching and Clinical Experiences Affiliation Agreement**

**Eastern Illinois University, 600 Lincoln Avenue, Charleston, IL 61920**

This affiliation agreement made on \_\_\_\_\_(date) is by and between the Board of Trustees of Eastern Illinois University, hereafter referred to as “University” and the governing body of SCHOOL NAME HERE (district name and number/private school or other educational organization name), CITY, COUNTY, STATE HERE (city, county, and state) hereafter referred to as “Site”.

**It is mutually agreed by and between the parties as follows:**

**Part A - Student Teaching:**

- 1) When agreeing to host a student teacher, the Site will provide a cooperating teacher who has completed a minimum of three years teaching, who is properly licensed to teach and is teaching the grade and content area in which the student teacher is seeking licensure, and has received a performance rating of proficient or above in his/her most recent evaluation.
- 2) The Site will ensure that each cooperating teacher will provide assistance with planning, teaching, evaluating, and mentoring each student teacher assigned to them.
- 3) The Site will allow the student teacher to video record students and use student work samples, with properly executed parental/guardian consent, as allowable by law, in order to complete the Teacher Performance Assessment (edTPA).
- 4) The University will provide an assigned coordinator who will visit (electronically) on a regular basis to participate in the supervision of the student teacher, and incorporate the cooperating teacher’s ratings and feedback in preparing the final evaluation of the student teacher.
- 5) The University will provide handbooks which describe the roles and responsibilities of cooperating teachers, coordinators, and student teachers.
- 6) The University will respond to all problems, inquiries, and other situations in a prompt manner.
- 7) The University will inform each student teacher that s/he is required to follow the Site’s calendar during student teaching and meet district requirements regarding fingerprint-based criminal history checks, TB tests, health physicals, and mandated reporter training.
- 8) Should any situation arise that may threaten a student’s successful completion of his/her student teaching, the University and Site will discuss and attempt to reach mutual agreement regarding remediation and options for completing or cancelling the placement. The final decision regarding termination of a student teacher’s placement resides with the Site.

**Part B – Pre-student Teaching Clinical Experiences**

- 1) Where possible the Site agrees to host teacher education candidates completing early field experiences and practica.

- 2) The Site will ensure that each cooperating teacher is properly licensed and will provide opportunities for the teacher education candidate to participate in classroom and school activities.
- 3) The Site will ensure that each cooperating teacher will assist the candidates in completing logs and/or evaluations as provided.
- 4) The University will ensure that teacher education candidates have met necessary pre-requisites including a fingerprint-based criminal history check before reporting to the building.
- 5) The University will notify Site of any teacher education candidates scheduled to visit their schools.
- 6) The University will advise students of their responsibilities including but not limited to:
  - a. Reporting promptly to the assigned site pursuant to arrangements
  - b. Adherence to University Standards of Conduct and conduct expected of one visiting PK-12 schools.
  - c. Adhering to Site policies, expectations, and conduct standards.

### **Part C – General Provisions**

- 1) The University and Site agree to comply with all applicable federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. University and Site shall not engage in unlawful discrimination or harassment against any person because of race, color, ancestry, nationality, religion, pregnancy, sexual orientation, order of protection, gender identity and expression, age, marital status, disability, genetic information, unfavorable military discharge, status as a veteran, or gender identity. The Site agrees to cooperate with any University investigation and/or complete its own review and provide the University with a written outcome of its appropriate review and handling of any complaints of discrimination or harassment made by participating students arising out of this agreement.
- 2) The University and Site acknowledge that certain information about University's students is contained in records maintained by University and/or Site and that this information is confidential by reason of University policy and the Family and Educational Rights and Privacy Act (FERPA) of 1974, 20 USC 1212(g). Both parties agree to protect these records in accordance with FERPA and University policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities.
- 3) This agreement shall be governed and construed under the laws of Illinois.
- 4) This agreement may be amended or revised from time to time by mutual agreement of the parties hereto. Such amendments and/or revisions shall be in the form of an amendment to this agreement. The procedure for approval of such amendments shall be in accordance with the procedure used in approving the original agreement.
- 5) Upon termination of this contract any student currently participating in his/her student teaching or clinical experience at the Site will be allowed to complete his/her experience.
- 6) The agreement is effective from the date of execution to XXXXXXXX. This agreement may be terminated by either party giving 90 days prior written notice to the other or may be terminated at any time by written mutual agreement of the parties.

7) All notices required herein shall be in writing and sent via registered or certified mail return receipt requested or by overnight courier service to the persons listed below and are effective upon receipt

a. Notices to Site shall be sent to: (include full mailing address and email address)

Mailing: \_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_

b. Notices to University shall be sent to: Dean of the College of Education, Eastern Illinois University, 600 Lincoln Avenue, Charleston, IL 61920.

**In witness thereof, the parties hereto have executed this agreement.**

Site Name

University

\_\_\_\_\_

Board of Trustees of Eastern Illinois University

BY:

BY:

\_\_\_\_\_

Dr. Laretta Henderson

Name and Title (Print)

Dean, College of Education

Signature

Signature

Date

Dr. Jay Gatrell  
Vice President, Academic Affairs

Signature

Date

Dr. Sean Reeder  
Vice President, Business Affairs

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Signature

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Date

# Administrator Agreement

Please indicate your approval below for an EIU speech/language pathology intern to be placed in your school and/or district for a 14-week educational internship experience.

Prior to internships our students complete a fingerprint criminal background check, a TB test and a hepatitis B shot series. They will also complete a face-to-face, virtual, or phone interview with the supervising SLP. SLP/administrator will have the opportunity to cancel this placement, if desired, after the interview.

Please contact [jmtish@eiu.edu](mailto:jmtish@eiu.edu) with any questions.

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**Your Name \***

<input type="text"/>	<input type="text"/>
First	Last

**Your Title:****Intern Name \***

<input type="text"/>	<input type="text"/>
First	Last

**Supervising SLP's Name(s) \***

<input type="text"/>	<input type="text"/>
First	Last

**Please select one: \***

- We accept the educational internship (student teaching) assignment
- We do not accept the educational internship (student teaching) assignment

**Are there other professionals within your district or special education cooperative that need to be contacted to finalize intern requirements (e.g., HR professional, superintendent, etc.)? \***

- Yes
- No

**If YES to previous question, please list the professional's name and contact information**

**Signature of Administrator. Please draw your signature into the box below. \***

Draw or [Type](#)

I understand this is a legal representation of my signature.

[Clear](#)

I'm not a robot  

reCAPTCHA  
[Privacy](#) - [Terms](#)

Submit

# Education Internship Supervisor Contact Form

Department of Communication Disorders and Sciences  
Eastern Illinois University

Contact [jmtish@eiu.edu](mailto:jmtish@eiu.edu) with any questions.

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**Supervising SLP Name \***

First

Last

**Intern Name**

First

Last

**Email \***

**Cell Phone Number: \***

**Preferred mode of contact during Summer months (Please include preferred phone number and/or email address). \***

**Site Name \***

**Site Address \***

Street Address

Address Line 2

City

State / Province / Region

Postal / Zip Code

Country



**State License Number \***

**License Expiration Date \***

**ASHA number \***

**ASHA membership expiration date \***

**I meet ASHA Supervisor Certification Standards (practiced for at least nine months after CFY and earned at least two supervision CEUs)**

**\*If you have not earned two supervision CEUs, information for a free course will be emailed to you\*\***

\*

Yes

No

**Direct Supervisor Name (Please list the name of your direct supervisor. This may be your building principal, special education coordinator, SLP coordinator, etc.). \***

First

Last

**Direct Supervisor E-mail (A form will be sent to this email address to obtain administrative approval before intern placement). \***

**Name**

First

Last



I'm not a robot

reCAPTCHA  
[Privacy](#) - [Terms](#)

Submit

**Educational  
Internship  
Preparation and  
Requirements**

## **General Educational Intern Preparation and Requirements**

During the second summer semester of the graduate program, students will meet with the educational internship coordinator to discuss educational internship preparation and requirements. During the meeting, specific Responsibilities, Expectations, and Information will be discussed in detail. Information discussed includes hour requirements in placement, overview of additional assignments/discussion expectations, professional expectations, etc. Students are informed of the minimal hour requirement for the experience (100 direct treatment hours; 50 indirect treatment hours). If students are absent for greater than 2 days of their internship experience for illness/bereavement/interview, they must make up days/time if any is missed beyond the 2 allocated days.

If the individual site of the placement has district/school-specific requirements to be completed by students, each student is notified individually about these requirements. Students must complete both CDS requirements (e.g., completion of EIU Student Teaching application, fingerprinting, prerequisites, etc.) and requirements of the external site. Students are encouraged to begin saving to pay for the external site expenses as early as possible. Expenses typically range between \$25-\$100 (e.g., district-specific background check, physical exam, Varicella titer, 2-step TB test, 10-panel drug screen, CPR certification, etc.).

Prior to beginning, or near the beginning of, internships, students will discuss the Student Goals form with the educational internship coordinator to determine strengths and weaknesses to guide student goals for the internship. The intern should discuss these goals with the external site supervisor.

# **Expectations & Evaluation**

## **Educational Internship Expectations**

The duration of the educational internship will be 14 weeks, and the student will follow the schedule of the site supervisor. The site supervisor will be an ASHA certified speech-language pathologist. The site supervisor will determine the pace of the educational internship and complete midterm and final evaluations to document the student's performance. The educational internship coordinator will serve as a mentor to both the student and site supervisor as needed during the internship. The internship coordinator will communicate with the student and site supervisor at least two times during the semester. The educational internship coordinator will assign discussion posts to encourage reflection throughout the internship experience. The educational internship supervisor will also assign an assignment related to self-reflection and clinical skill strengthening, schedule group Zoom meetings, offer individual Zoom/phone meetings, and may assign other activities to further intern learning, as communicated through the course syllabus distributed prior to the first day of the internship experience. Assignments are designed to continue to assist the student in identifying barriers to success and generating goals for improvement, and facilitate group discussion verbally and in writing during educational internships.

At the completion of the internship, students are required to have completed assignments for educational internship coordinator at a level specified in course syllabus. Additionally, direct contact hours must be approved by the site supervisor in CALIPSO, and indirect contact hours must be approved and signed by site supervisor and submitted to the Internship Coordinator.

Students are required to achieve a cumulative rating of 3.5 or above on the final evaluation completed by the site supervisor to pass educational internship. Students will submit an evaluation of the site through CALIPSO at the end of the internship experience. Students should complete the Exemplary Supervisor Award nomination form if the supervision they received was outstanding and deserving of this specific recognition.

## **Evaluation and Student Support**

Students will be evaluated by site supervisors at midterm and final using the 5-point CALIPSO graduated rating scale specific to internships. Students must achieve an average rating of 3.5 or better on final evaluation in order to receive credit for the internship. The department uses a graduated grading scale and ratings higher than during on-campus clinical practicum because higher levels of independence are expected as students progress through internships. A student support plan may be initiated if site supervisor expresses concerns related to student clinical performance and/or ratings at or lower than 3.5. Once a support plan is initiated, the site supervisor, internship coordinator, and student will generate specific goals to be met by the student within a specified period of time. If the student successfully completes goals and meets requirements to pass the internship, the student will receive credit for the internship. If the student demonstrates sufficient progress toward goals, but is not meeting requirements to pass the internship, the internship may be extended/revised to provide an opportunity to meet requirements to pass the internship. Inadequate progress towards goals and/or final evaluation rating of 3.5 or lower may result in no credit for internship.



Communication Disorders and Sciences  
Speech-Language-Hearing Clinic

Human Services Center, Second Floor  
600 Lincoln Avenue  
Charleston, Illinois 61920-3099

Office: (217) 581-2712  
Fax: (217) 581-7105  
[www.eiu.edu/commdis](http://www.eiu.edu/commdis)

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## VERIFICATION OF EDUCATIONAL INTERNSHIP HOURS

\_\_\_\_\_, a graduate student in Communication Disorders and Sciences has completed \_\_\_\_\_ hours of supervised school-based professional experience related to planning, the learning environment, service delivery, professional conduct and ethics, and facilitation and advocacy as partial requirement for CDS 5970 Educational Internship. Additional hours related to intervention/direct service hours are reported via CALIPSO.

\_\_\_\_\_  
Educational Supervisor

\_\_\_\_\_  
ASHA Certification Number

\_\_\_\_\_  
IDFPR License Number

\_\_\_\_\_  
Date

\_\_\_\_\_  
EIU Educational Coordinator



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

COUNCIL ON ACADEMIC ACCREDITATION  
ACCREDITED  
SPEECH-LANGUAGE PATHOLOGY

**Educational  
Internship  
Responsibilities  
(Intern, Supervisor,  
Coordinator)**

## **RESPONSIBILITIES OF THE INTERN, COORDINATOR, AND SUPERVISOR**

### **A. Intern**

1. To become acquainted with and understand her job as related to the total school program.
2. To participate in the school speech therapy program as directed by the cooperating teacher and the supervisor.
3. To contact the cooperating teacher with a record of previous therapy experiences.
4. To provide the cooperating teacher with a resume, including a record of previous therapy experiences.
5. To become familiar with the student teaching evaluation form at the beginning of the intern experience.
6. To understand the roles of all school personnel and to observe their interaction.
7. To participate in all meetings and functions appropriate to the intern's training as recommended by the cooperating teacher.
8. To observe in classrooms, especially noting reading and vocabularies of children, relationships with peers and methods of classroom management.
9. To prepare lesson plans as recommended by the cooperating teacher.
10. To take the initiative in developing and presenting appropriate materials and methods.
11. To participate in scheduling procedures.
12. To participate in professional reporting and record keeping.
13. To participate in reporting progress to parents and teachers.
14. To plan correlated activities with the classroom teacher when feasible.
15. To participate in parent conferences, staffings, and home visits when permitted.
16. To make frequent self-evaluations for purposes of analyses and growth, identifying strengths and weaknesses.
17. To become familiar with agencies and facilities for consultation and referral.



## **B. Coordinator**

1. Establish a liaison between student, university administration, university department, participating agency (school or institution), cooperating teacher, and the public.
2. Analyze, evaluate, and select the participating agency and cooperating teachers.
3. Interpret the educational internship to students, participating agencies, cooperating teachers, and principals.
4. Negotiate with participating agencies and supervisors.
5. Serve as counseling and placement agent who must match the education and experience of the intern with appropriate agency and supervisor.
6. Explain assignment policy and program structure to all concerned.
7. Provide preventive and diagnostic supervision as necessary.
8. Serve as a mediator as the situation warrants.
9. Perform as a public relations agent for the program.
10. Assist, as necessary, in the appraisal and evaluation of the intern's efforts.
11. Serve as a resource person, confidant, and in some circumstances, as a technician.
12. Accumulate data and prepare necessary reports.
13. Continuously appraise, evaluate, and improve the program.
14. Disseminate necessary information relative to the program.
15. Perform as an active, interested, resourceful, and tactful co-worker.

## **C. Supervisor**

1. To help the intern understand the job as it relates to the total school program.
2. To familiarize the intern with the therapy program.
3. To discuss the therapy program with the intern so that the latter will understand the program's activities in relation to the immediate and long-term goals.

4. To define for the intern the extent of her responsibility and authority in relation to the total school situation.
5. To provide opportunities for observation and indicate to the intern what to look for when observing.
6. To serve as a model and/or help the intern participate in:
  - a. setting up a program
  - b. making contacts with school personnel and related professionals
  - c. establishing discipline
  - d. making and using activities
  - e. establishing parent contacts
7. To inform the intern about scheduling, screening, and testing procedures.
8. To supervise lesson planning.
9. To permit the intern to assume responsibilities for planning, preparation, instruction, and evaluation for a sufficient period of time to provide a realistic experience in terms of the responsibilities for continuity of the therapy program.
10. To provide varied therapy experiences, both as related to case load and to techniques.
11. To encourage the intern to develop and use her own materials and methods.
12. To provide diagnostic experience.
13. To involve the intern in record keeping.
14. To help the intern become acquainted with resource and referral agencies.
15. To frequently evaluate the intern for purposes of analysis and guidance, identifying strengths and weaknesses.
16. To report to the university coordinator the overall functioning of the intern.
17. To work as needed with the supervisor of student teaching in helping the intern with whatever problems arise while she is assigned to the school.
18. To formally evaluate the intern at midterm and final.

**Educational  
Internship  
Sample  
Syllabus**

# Syllabus

**CDS 5970**  
**Educational Internship**  
**Fall 2024**

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**2209 Human Services Center**  
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**217-521-2571 (C)**

## **I. Course Description**

(9 credit hours). This is a full time (14-week, 40 hours/week) internship experience completed in an off-campus educational setting selected and approved by the department. Internship placements have been selected to provide students a clinical experience in a variety of educational settings. EIU practicum students engage in direct interaction with school-aged children under the supervision of ASHA accredited speech-language pathologists who act as off-campus supervisors. Agreements have been established between the University and the school to establish expectations, requirements, and an overall structure for the clinical experience.

## **II. Course and Departmental Learning Objectives**

1. The student demonstrates knowledge and skills necessary for assessment, prevention and intervention of articulation/phonological disorders
2. The student demonstrates knowledge and skills necessary for assessment, prevention and intervention of oral and written developmental language disorders
3. The student composes professionally written documents.
4. The student engages in professional oral communication and interaction.
5. The student evidences independent learning strategies, critical thinking, and problem solving skills.
6. The student collects and interprets case history information
7. The student designs, selects, administers, and interprets formal and informal evaluation tools
8. When conducting an evaluation, the student demonstrates flexibility and makes appropriate modifications to meet client needs
9. The student compiles evaluation information to generate appropriate diagnosis, recommendations and referrals
10. The student completes administrative tasks relevant to evaluation and intervention
11. The student collaborates with client/relevant others/other professionals to design and implement intervention plans
12. The student writes measurable intervention goals

13. The student selects and utilizes case appropriate materials during intervention
14. The student utilizes instructional techniques (modeling, cueing, feedback, strategies) during intervention
15. The student measure client progress and generates appropriate therapy modifications
16. The student counsels clients, family members and relevant others regarding communication disorders
17. The student interacts in a professional and ethical manner
18. The student is sensitive to cultural back grounds when interacting with client and relevant others
19. The student demonstrates effective use of technology

**III. Formative Assessment & Ratings:** Graduate students' acquisition of knowledge and skills designated within the *2020 Standards for the Certificate of Clinical Competence* is rated as 'met' or 'not met' at the end of each graduate course and clinical experience. All coursework (e.g., assignments, projects, exams, discussions) provides students with opportunities to demonstrate their knowledge and/or skills and will be used to determine ratings.

The following ASHA Standards are evaluated in this particular course:

<b>KASA Standards</b>	<b>Written Discussion</b>	<b>Oral Case Presentation</b>	<b>Oral Discussion</b>	<b>On-site SLP Supervisor Rating of Clinical Skills</b>
The student demonstrates knowledge and skills necessary for assessment of phonological/articulation disorders.	X	X	X	X
· The student demonstrates knowledge and skills related to the prevention and intervention of phonological/articulation disorders.	X	X	X	X
· The student demonstrates knowledge and skills necessary for assessment of oral and written developmental language disorders.	X	X	X	X
· The student demonstrates knowledge and skills related to the prevention and intervention of oral and written developmental language disorders.	X	X	X	X
· The student demonstrates knowledge and skills necessary for assessment of fluency disorders.	X	X	X	X
· The student demonstrates knowledge and skills related to the prevention and intervention of fluency disorders.	X	X	X	X
· The student demonstrates knowledge and skills necessary for assessment of cognitive communication disorders.	X	X	X	X
· The student demonstrates knowledge and	X	X	X	X

skills related to the prevention and intervention of cognitive communication disorders.				
· The student demonstrates knowledge and skills necessary for assessment of social aspects of communication.	X	X	X	X
· The student demonstrates knowledge and skills related to the prevention and intervention of social aspects that effect communication.	X	X	X	X
· The student demonstrates knowledge and skills necessary for assessment of alternative and augmentative communication modalities.	X	X	X	X
· The student demonstrates knowledge and skills related to intervention with alternative and augmentative communication modalities.	X	X	X	X
· The student composes professionally written documents.	X			X
· The student engages in professional oral communication and interaction.		X	X	X
· The student evidences independent learning strategies, critical thinking, and problem solving skills.	X	X	X	X
· The student can collect and interpret case history information.		X		X
· The student can design, select, administer, and interpret formal and informal evaluation tools.	X	X		X
· When conducting an evaluation, the student demonstrates flexibility and makes appropriate modifications to meet client needs.				X
· The student compiles evaluation information to generate appropriate diagnosis, recommendations, and referrals.	X	X		X
· The student completes administrative tasks relevant to evaluation and intervention.				X
· The student collaborates with client/relevant others/other professionals to design and implement intervention plans.				X
· The student writes measurable intervention goals.				X
· The student selects and utilizes case appropriate materials during intervention.				X
· The student utilizes instructional techniques (modeling, cueing, feedback, strategies) during intervention.				X
· The student measures client progress and generates appropriate therapy modifications.				X
· The student counsels clients, family members and relevant others regarding communication disorders.				X

· The student interacts in a professional and ethical manner.		X	X	X
· The student is sensitive to cultural backgrounds when interacting with client and relevant others.	X	X	X	X
· The student demonstrates effective use of technology as appropriate.	X	X	X	X

#### IV. Course Outline

1. Under the supervision of ASHA certified speech-language pathologists, students will engage in clinical practicum experiences in a school setting which may include reviewing records, taking student histories, writing IEP and student documentation, conducting evaluations, developing goals, providing therapy, counseling patients and families, providing education and teaching, implementing evidence-based practice (EBP) collaborating with other professionals, attending staffings, and giving report to other educational professionals.
2. While engaged in service delivery, students are also expected to adhere to the ASHA Scope of Practice and Practice Policy, as they develop clinical decision making skills, particularly for ethical dilemmas, service to individuals with cultural or linguistic differences, implementation of EBP, and/or any other student-based needs which may require professional decision-making skills.
3. Students are expected to develop time-management skills which meet the needs of students and other professionals.
4. Students are also expected to develop professional oral and written communication skills, use critical thinking to solve problems, and integrate evidence-based practice into their decisions.
5. Students typically spend the first two weeks observing their educational site supervisor before beginning to engage in assessment and treatment. As the semester progresses, students and their educational site supervisors will determine the rate at which students will transition to assuming greater responsibility.
6. Student interns are expected to follow the administrative policies, regulations, and procedures of the practicum site, including confidentiality of patient information.
7. Students will report on time and follow regularly scheduled operating hours of the practicum site. Students are responsible for conforming to standards and practices established by the University while functioning at the practicum site.
8. Students will complete all paperwork required by the site by the last placement date.
9. On the last placement date, students will obtain the approval of clinical hours by their supervisor through CALIPSO to verify clinical hours acquired.

#### Sample Weekly Time Frame of Duties at Placement

*While exact week to week duties will vary according to site supervisor, caseloads, etc., the following table outlines an example of a 14 week outline of responsibilities.*

---

*Week 1 \*Exact date varies depending on placement\**

- Attend orientation meetings and school professional development/welcome-back meetings
- Observe therapy and/or screening and diagnostics
- Compose letter of introduction to parents
- Begin to review “student info” sheets/electronic files/IEPs and develop your own student info sheets to familiarize yourself with each student’s needs, disorder areas, goals, minutes, etc.

- Begin exploring supervisor's materials/activities and compile ideas, pictures, copies to keep for yourself
- Discuss EBP in the schools with your supervisor. Familiarize yourself with resources related to your caseload.
- Familiarize yourself with forms and documentation used by your supervisor to communicate with teachers, parents, etc.
- Review supervisor's data sheets and develop some for yourself
- Become familiar with building/staff

*Week 2*

- Observe therapy and assist with screening and diagnostics
- Observe meetings with other professionals/family (e.g., conferences, IEP meetings, etc.)
- Send letters of introduction to parents
- Continue developing student info sheets
- Continue compiling materials/activities for your own records

*Week 3*

- Assume  $\frac{1}{4}$  caseload and assist with diagnostics
- Continue materials/activities file
- Write diagnostic reports and IEP documentation

*Week 4*

- Assume  $\frac{1}{2}$  caseload and assist with diagnostics
- Continue materials/activities file
- Write diagnostic reports and IEP documentation

*Week 5*

- Assume  $\frac{3}{4}$  caseload and assist with diagnostics
- Write diagnostics reports and IEP documentation
- Complete materials/activities file

*Week 6*

- Assume full caseload
- Continue assisting and writing diagnostic reports/IEP
- Participate (assist) in an IEP meeting

*Week 7*

- Midterm evaluation
- Continue with full caseload
- Assist with diagnostics
- Participate in IEP conferences

*Week 8*

- Full caseload
- Diagnostics
- Participate in IEP conferences



*Weeks 9-10-11-12*

- Full caseload
- Diagnostics
- Conduct some IEP conferences
- Complete progress reports for student goals (as determined by school schedule)

*Week 13*

- Full caseload
- Rough drafts of progress reports
- Consider spending some time observing other professionals

*Week 14*

- Update IEPs
- Final days of therapy/evaluation
- Final evaluation
- Return all borrowed materials

Weekly Time Frame of Duties due to Internship Coordinator

CDS 5970, Educational Internship, and CDS 5670, Professional Regulations and Issues in the Educational Setting for Speech-Language Pathologists, are companion courses. The purpose of these courses is to facilitate clinical and professional growth as students advance to independent practice as speech-language pathologists during their internships. Topics and assignments align between courses, and the following course outline includes topics and assignments for both courses:

Week	Synchronous Meetings and Topic	Educational Internship Discussion
Pre-Internship		Yellowdig: Meet weekly point targets in Yellowdig by posting, commenting, etc. Students are encouraged to use videos, pictures, memes, links, hashtags, and more to engage with the group about professional regulations and issues topics and educational internship.
Week 1 (8/19)	-	
Week 2 (8/26)	Synchronous meeting Tuesday, 8/27 from 5:30 – 7:00 p.m.  Topic: Getting Started in the Educational Setting	
Week 3 (9/2)	-	
Week 4 (9/9)		
Week 5 (9/16)	Synchronous meeting Tuesday, 9/17 from 5:30-7:00	

	<p>Topic: Pragmatic Language Assessment/Treatment Presentations</p> <p><b>Recorded Presentation and Handout due in D2L 9/8 11:59 PM*</b></p>
<b>Week 6 (9/23)</b>	
<b>Week 7 (9/30) Midterm</b>	<p>Synchronous meeting Tuesday, 10/1 from 5:30-7:00</p> <p>Topic: Oral Receptive/Expressive Language Assessment/Treatment Presentations</p> <p><b>Recorded Presentation and Handout due in D2L 9/22 11:59 PM*</b></p>
<b>Week 8 (10/7)</b>	<p>Synchronous meeting Tuesday, 10/8 from 5:30-7:00</p> <p>Topic: AAC Assessment/Treatment Presentations</p> <p><b>Recorded Presentation and Handout due in D2L 9/29 11:59 PM*</b></p>
<b>Week 9 (10/14)</b>	
<b>Week 10 (10/21)</b>	<p>Synchronous meeting Tuesday, 10/22 from 5:30-7:00</p> <p>Topic: Speech Sound Disorder Assessment/Treatment Presentations</p> <p><b>Recorded Presentation and Handout due in D2L 10/13 11:59 PM*</b></p>
<b>Week 11 (10/28)</b>	
<b>Week 12 (11/4)</b>	
<b>Week 13 (11/11)</b>	<p>Synchronous meeting: Tuesday, 11/12 from 5:30-7:00</p> <p>Topic: Current Issues in the Educational Setting; Preparing for Career</p>
<b>Week 14 (11/18)</b>	

\*Sign up for ONE topic to present

## V. Description of Course Assignments:

### Yellowdig Discussion

Yellowdig is an online conversation platform for this course. Students receive points for participating in Yellowdig conversations, and the points received in Yellowdig factor into your final grade. Students will be expected to participate in and engage meaningfully and insightfully with Yellowdig discussion board topics, earning a minimum of 70% of possible points assigned by the Yellowdig system as designed by instructor.

Students are required to create at least one post per Ed Internship Content Topic (Assessment/Treatment in 1. Pragmatic Language; 2. AAC; 3. Oral Receptive/Expressive Language; 4. Speech Sound Disorders). Each required post should include reference to at least one external EBP source. Students should relate their chosen EBP source to students on their caseload in internship. If a topic is not relevant to the current internship caseload, the student should choose a question to investigate related to the topic and share the findings of their evidence search. Instructor will evaluate the content of required posts, and students will be given the opportunity to re-submit assignments after receiving feedback from the instructor if posts do not reflect an adequate level of critical thinking or insight.

Additionally, students are welcome to post about anything meaningful about their experiences in Yellowdig at any time (e.g., share a valuable activity idea or EBP, celebrate a student victory, ask for help brainstorming, etc.).

**To receive credit for this course, students must earn a minimum of 70% (9,100 Yellowdig points) of all possible Yellowdig points (13000).**

### Oral Case Presentation, Handout, & Discussion

Students will be required to present a case of their choosing from their internship experience related to one of the following topic areas: Assessment/Treatment in 1. Pragmatic Language; 2. AAC; 3. Oral Receptive/Expressive Language; 4. Speech Sound Disorders to internship coordinator and peers via video recording posted to D2L. The purpose of this presentation is to provide students with an opportunity to demonstrate professional oral presentation skills as well as to discuss challenging cases and brainstorm ideas for ongoing services. Presentations should be 10 minutes in length. Students' oral fluency, critical thinking, and rationale will be rated using a 4-point scale. Specific instructions and complete rating scale with expectations will be provided. Ratings of 2.7 or below will result in the student having to present another case to internship coordinator at an agreed upon time.

Students will create a 1-2 page handout summarizing the most important details about their case to share with internship coordinator and peers. Students will be responsible for reviewing each handout to prepare for discussion about each case during synchronous Zoom sessions. Each student will be responsible for watching and providing constructive feedback to ONE of their peers, to be assigned by internship coordinator.

## VI. CALIPSO Evaluation and In-Course Support

CALIPSO Rating

Students will be evaluated by site supervisors at midterm and final using the 5-point CALIPSO graduated rating scale specific to internships. **Students must achieve a Final Rating at/above a minimum rating of 3.5 for the student to receive credit for the experience.** Individual skill ratings below 3.0 at final may result in failure of this course.

Site supervisors will be rating the clinicians by evaluating and monitoring reports, therapy plans, progress notes, observing assessment and intervention therapy sessions, presenting at parent conferences, planning and managing therapy sessions, and interpersonal skills. The following 5-point scale is used by the site-based supervising speech-language pathologist to rate each area:

	<b>Skill Levels and Independence Levels Demonstrated by Clinician</b>
1	<b>Unacceptable Performance.</b> Specific direction from supervisor does not alter unsatisfactory performance. Clinician is unaware and/or unresponsive of need to change.
2	<b>Needs Improvement in Performance/Maximum Support:</b> The clinical skill/behavior is beginning to emerge. Efforts to modify may result in varying degrees of success. Maximum amount of direction from supervisor needed to perform effectively. Student shows awareness of need to change behavior with supervisor input.
3	<b>Moderately Acceptable Performance/Moderate Support:</b> Inconsistently demonstrates clinical behavior/skill. Student is aware of need to modify behavior, but does not do this independently. Supervisor provides moderate amount of support focusing on increasing student's critical thinking on how/when to improve skill.
4	<b>Meets Performance Expectations/Minimal Support:</b> Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem solving is emerging. Supervisor provides minimal amount of support and acts as a collaborator to plan and suggest possible alternatives.
5	<b>Independently Meets Performance Expectations:</b> Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Supervisor serves as a consultant in the areas where student has less experience. Provides

- By the end of the educational internship, students are expected to be nearing/have developed modified independence with many of the skills listed above.
- Midterm ratings must be above 3.0. Any midterm ratings below 3.0 (on a 5.0 scale) will minimally result in collaboration between the internship coordinator, student, and site supervisor, to address concerns before they become a more significant problem.
- Educational internship coordinator will contact off-campus supervisors at least twice during the internship experience with more frequent communication as needed for students who require greater support.
- Final ratings must be at/above a minimum rating of 3.5 for the student to receive credit for the experience. Individual skill ratings below 3.0 at final may result in failure of this course.

In class support plan may be initiated if site supervisor expresses concerns related to student clinical performance and/or inability to demonstrate essential functions. Once a support plan is initiated, the site supervisor, internship coordinator, and student will generate specific goals to be met by the student within a specified period of time. If the student successfully completes goals and meets requirements to pass the internship, the student will receive credit for the internship. If the student demonstrates progress toward goals, but is not meeting requirements to pass the internship, the internship may be extended/revised to provide an opportunity to meet requirements to pass the internship. Inadequate progress toward goals and/or final ratings of 3.49

or lower may result in failure of internship.

## **VII. Educational Internship Coordinator Liaison**

The educational internship coordinator is available to students and site supervisors at all times, by phone or email. Visits to sites are typically prohibitive due to the distance involved since many internships are in the Chicagoland area and out of state. However, don't hesitate to ask me to visit if you want me there. The internship coordinator maintains bi-weekly contact, via email or D2L with the class as a group, to engage discussion, share experiences, integrate course content with real-world experiences, etc. Yellowdig discussion posts are posted multiple times per week. Both the supervisor and the student often have questions that pertain to the specific site, Calipso, hours, etc. and those questions are typically handled through email and/or phone. The role of the coordinator is to assist the student as needed to assure that he/she meets the learning outcomes of the experience. I want you to know we are accessible to you and want to hear from you regarding your experiences. It is important to identify any potential problems early in the experience so they can be resolved and/or a plan/goals can be established to help you.

## **VIII. Assistance and Accommodations**

**CDS faculty have an “open-door” policy, and our priority is providing you with excellent course and clinical instruction.** All faculty have regular office hours but also have their schedules posted outside their doors so you can see other times they are likely available. Faculty are happy to meet with you to answer your questions and provide guidance. Please don't hesitate to ask questions in class and in supervisory meetings and seek out assistance when you need it. If you are struggling within a class or clinical experience, we strongly encourage you to speak with your academic or clinical instructor. The clinic director, graduate coordinator and department chair are also available if you are struggling or have concerns.

**The Counseling Center:** Graduate school can be very stressful, and most students experience some anxiety at times. Please talk to faculty, family, and/or friends if you feel overwhelmed. Some students experience levels of anxiety that interfere with their ability to meet the demands of graduate school. Graduate students in Communication Disorders and Sciences can and do use the services of the Counseling Center (located downstairs in our building). You can make an appointment in person downstairs or call 217-581-3413.

**Students with disabilities:** If you are a student with a documented disability in need of accommodation in meeting the requirements of the graduate program, please contact the Office of Accessibility and Accommodations. Please stop by McAfee Gym, Room 1336, or call 217-581-6583 to make an appointment. Additional information can be found at <https://www.eiu.edu/accommodations/>. Eligible students can also contact Dr Mulvey for assistance in this process. Please communicate with me as your instructor as soon as possible if you need course adaptations or accommodation arrangements

**The Academic Support Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Academic Support Center (<https://www.eiu.edu/academicssupportcenter/>), a branch of the Student Success Center, for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Academic Support Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee

Gym, Room 2230.

- IX. Building an Inclusive Environment:** At the EIU CDS department, we want to bring out the best in our students, faculty, and colleagues by creating a sense of belonging, being a place where everyone can grow, and ensuring everyone feels valued, heard, and supported so we can support communication as a human right. Respect for and learning from others will be practiced and expressed.
- X. Building Professional Presence:** Professional behavior and communication is expected in class and in verbal or written communication with other students and the instructor. Students should take responsibility for their own learning, be proactive when they have questions, and communicate with their instructor. Core Functions will be monitored throughout all aspects of the course.
- XI. Communication:** D2L and EIU email will be the primary methods of communication for this class. D2L will be used as the source for posting class assignments, grades, notes/outlines, and resources. You will submit assignments and materials via the Dropbox option in D2L. Questions regarding assignments and notes should be asked in person either during class time or office hours. EIU e-mail is the most efficient way to contact me, as I will check this e-mail daily Monday through Friday. Please allow 24 hours for an e-mail response. This means if you e-mail me on the weekend, you can expect an e-mail by Monday afternoon.

## **XII. Texts & Supplemental Materials**

There is no required text book for this course.

Readings:

American Speech-Language-Hearing Association. (2010). *Roles and Responsibilities of Speech-Language Pathologists in Schools* [Position Statement]. ASHA.

<https://www.asha.org/policy/pi2010-00317/>

American Speech-Language-Hearing Association. (n.d.). *School-Based Service Delivery in Speech-Language Pathology*. ASHA. <https://www.asha.org/slp/schools/school-based-service-delivery-in-speech-language-pathology/>

American Speech-Language-Hearing Association. (Accessed on 2023, November 22). *New Roles for Speech-Language Pathologists in Schools*. ASHA.

<https://www.asha.org/slp/schools/prof-consult/newrolesslp/>

American Speech-Language-Hearing Association. (2022). *Joint Statement on Interprofessional Collaborative Goals in School-Based Practice*. Retrieved from <https://www.asha.org/siteassets/ipp/joint-statement-on-interprofessional-collaborative-goals-in-school-based-practice-2022.pdf>

American Speech-Language-Hearing Association. (2023). *Code of Ethics [Ethics]*. Available from [www.asha.org/policy/](http://www.asha.org/policy/).

American Speech-Language-Hearing Association. (2021). *Cultural competence check-in: Culturally responsive practice*. <https://www.asha.org/siteassets/>

uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf.

Students are expected to apply their research abilities to secure any necessary reading materials to support their clinical experience. Reading materials may include peer-reviewed research articles, textbook chapters, clinical publications, assessment manuals, intervention resource books, materials from previous graduate courses, etc.

### **XIII. Office Hours**

The Internship Coordinator maintains office hours M, W 2:00-3:00 However, consultation by phone or email is available at any time.

### **XIV. Academic integrity**

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Academic Misconduct includes acts of cheating, improper and unauthorized collaboration, plagiarism, cheating, unauthorized resubmission of work, and acts of fabrication including presenting oral or written course work prepared by another and/or advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Grammarly, or Dall-E 2) as one's own. Violations will be reported to the Office of Student Standards. See website for possible sanctions for violations.

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Grammarly, or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. If permission is granted to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Grammarly, or Dall-E 2), they must be properly documented and credited. Text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your prompt."

### **XV. Attendance Policy**

The policy and procedures outlined in the EIU Graduate Catalog will apply to this class. When possible, the student should notify the EIU internship instructor AND on-site supervisor in advance of an anticipated absence. Two **properly verified and documented absence days** due to illness, emergency, job interviews, or participation in an official University activity are granted during the semester of the internship. Any absences beyond two days must be made up by the student.

### **XVI. About Yellowdig**

Yellowdig is an online conversation platform for this course You receive points for participating in Yellowdig conversations, and the points you receive in Yellowdig factor into your final grade. Each week, you can earn up to **1000** points. 13000 points are possible

through the semester. To pass in Yellowdig, you must have at least **9,100** points by the end of the course. If you reach the weekly max by the end of each week, you are guaranteed to get receive passing credit for the Yellowdig course expectations.

The grading period for Yellowdig will begin on **8/19** and end on **11/22**. You are required to obtain 70% of possible Yellowdig points to receive credit for this course.

Your goal is to earn 9,100 points between when point earning starts on 8/19/2024 and ends on 11/22/2024. You should aim to average 1000 points each period (week). The periods end in this community on Sun 12:00 AM CDT.

Here are some ways you can earn points in your community:

- **Earning Rules**

Creating a new post

Points for submitting a post: 40

Points for submitting a post with 40 words: 240

Commenting on another user's Post

Points for submitting a comment: 50

Points for submitting a comment with 20 words: 160

Receiving a Comment from another user

Points: 70

Receiving a Reaction from another user

Points: 55

Adding a video in a post or comment

Points: 75

You are encouraged to reward your peers for producing excellent content by commenting on and reacting to their Posts. In addition, I will reward particularly exemplary Posts and Comments by giving Accolades. To earn as many points as possible, you are strongly encouraged to contribute to our Yellowdig Community early and often. Just keep in mind that, once you reach the weekly max, you cannot earn additional points until the weekly reset deadline (***Sundays at Midnight***).

Yellowdig passes back your Yellowdig grade to **D2L** as a proportion (a percentage) that represents your current *pace* toward getting an "A" in Yellowdig. Therefore, the points you see in Yellowdig might not match the points you see in **D2L**. If any of this confuses you, just remember: *if you end every week with a Yellowdig grade of 80-100%, you are guaranteed to pass Yellowdig requirements.*

**What should I do in Yellowdig?**

I really want you to read what other people are thinking about and have real conversations about course-relevant content. Please pay attention to the fact that you will earn quite a few points when other people react to your Posts and Comments. Your Posts will also get more points if they get a good conversation started (i.e. if people comment on them). So think about your audience when you participate (i.e., your fellow classmates). Also, be sure to recognize good posts by reacting to them and talking about them.

It is also helpful to realize that you can't get points from people interacting with your posts if you don't have posts up in the community feed for other students to see. Therefore, coming in earlier in the week and getting good conversations started can actually save you work. I will also be dropping in occasionally to give Accolades to exceptionally thoughtful Posts. You'll increase your odds of your posts receiving that recognition if you have them up and I can see you are contributing to a vibrant conversation.

Our Community will thrive when we treat each other with respect and sensitivity. We will be adopting Yellowdig's code of conduct for this course.



A few additional recommendations:

- ✓ Watch Yellowdig's [student orientation videos](#).
- ✓ Peruse the [Features and Functionality](#) section of Yellowdig's Knowledge Base.
- ✓ If you have any technical questions or are having trouble, send Yellowdig a support ticket [here](#).
- ✓ Take advantage of features like [#hashtags](#) and [@mentions](#) to bring your conversations to life!

**CALIPSO On-  
Site  
Evaluation  
Form**



Eastern Illinois University  
**CALIPSO**  
 Performance Evaluation  
 Printed for  
 Tish, Jacki

## Performance Evaluation

Evaluation saved. You can now enter the scores.

Supervisor: Tish, Jacki

\*Student: Doe, Jane ▼

\*Site: Clare Woods Academy ▼

\*Evaluation Type: Midterm ▼

\*Semester: 2022 Fall ▼

\*Course number: CDS 5970 Educational Internship ▼

\*Patient population:

- Young Child (0-5)
- Child (6-17)
- Adult (18-64)
- Older adult (65+)

\* Severity of Disorders (check all that apply):

- Within Normal Limits
- Mild
- Moderate
- Severe

Interprofessional (or collaborative) practice (IPP) includes (check all that apply): [?]

- Audiologist
- Dentist
- Dietitian
- Family Member
- Nurse/Nurse Practitioner
- Occupational Therapist
- Pharmacist

Cultural and Linguistic Variables (check all that apply when the variables for the client/patient differ from that of the student): [?]

- Age
- Bilingual/Multilingual
- d/Deaf and Hard of Hearing
- Disability
- Ethnicity
- Gender Expression

- Physical Therapist
- Physician
- Physician Assistant
- Psychologist/School Psychologist
- Recreational Therapist
- Respiratory Therapist
- Social Worker
- Special Educator
- Teacher (classroom, ESL, resource, etc.)
- Vocational Rehabilitation Counselor
- Other
- Gender Identity
- National Origin
- Non-Verbal Language
- Race
- Religion
- Sex
- Sexual orientation
- Verbal Language
- Veteran Status
- Other

**Save**

PERFORMANCE RATING SCALE

[Click to see Rating Scale](#)

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- 1 - Unacceptable Performance
- 4 - Meets Performance Expectations/Minimal Support
- 2 - Needs Improvement in Performance/Maximum Support
- 5 - Exceeds Performance Expectations/Independent
- 3 - Moderately Acceptable Performance/ Moderate Support

\* If n/a, please leave space blank

Evaluation	Speech Sound Production [?]	Fluency [?]	Voice [?]	Language [?]	Hearing [?]	Swallowing [?]	Cognition [?]	Social Aspects [?]	AAC [?]
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Conducts screening and prevention procedures, including prevention activities (CFCC V-B, 1a)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Demonstrates current knowledge of the principles and methods of prevention and assessment, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (CFCC IV-D)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Collects case history information and integrates information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals (CFCC V-B, 1b)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Selects appropriate evaluation procedures (CFCC V-B, 1c) [?]	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Administers non-standardized and standardized tests correctly (CFCC V-B, 1c) [?]	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Adapts evaluation procedures to meet the needs of individuals receiving services (CFCC V-B, 1d)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. Demonstrates knowledge of communication and swallowing disorders and differences (CFCC IV-C) [?]	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Interprets, integrates, and synthesizes all information to develop diagnoses (CFCC V-B, 1e)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Interprets, integrates, and synthesizes all information to make appropriate recommendations for intervention (CFCC V-B, 1e)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Completes administrative and reporting functions necessary to support evaluation (CFCC V-B, 1f)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. Refers clients/patients for appropriate services (CFCC V-B, 1g) [?]	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Score totals:	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>									

**Save**

Intervention	Speech Sound Production [?]	Fluency [?]	Voice [?]	Language [?]	Hearing [?]	Swallowing [?]	Cognition [?]	Social Aspects [?]	AAC [?]
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Develops setting-appropriate intervention plans with measurable and achievable goals that meets client/patient needs, demonstrating knowledge of the principles of intervention and including consideration of anatomical/physiological, developmental, and linguistic cultural correlates. Collaborates with clients/patients and relevant others in the planning process (CFCC IV-D, V-B, 2a)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Implements intervention plans that involve clients/patients and relevant others in the intervention process (CFCC V-B, 2b)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Selects or develops and uses appropriate materials and instrumentation (CFCC V-B, 2c)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Measures and evaluates clients'/patients' performance and progress (CFCC V-B, 2d)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (CFCC V-B, 2e)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Completes administrative and reporting functions necessary to support intervention (CFCC V-B, 2f)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Identifies and refers patients for services as appropriate (CFCC V-B, 2g) [?]	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Score totals:	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>									

Save

Additional Clinical Skills	Score
1. Sequences tasks to meet objectives	<input type="text"/>
2. Provides appropriate introduction/explanation of tasks	<input type="text"/>
3. Uses appropriate models, prompts or cues. Allows time for patient response.	<input type="text"/>
4. Demonstrates effective behavior management skills	<input type="text"/>
5. Practices diversity, equity and inclusion (CAA 3.4B)	<input type="text"/>
6. Addresses culture and language in service delivery that includes cultural humility, cultural responsiveness, and cultural competence (CAA 3.4B)	<input type="text"/>
7. Demonstrates clinical education and supervision skills. Demonstrates a basic understanding of and receives exposure to the supervision process. (CAA 3.1.6B) [?]	<input type="text"/>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>	

Save

Professional Practice, Interaction and Personal Qualities	Score
1. Demonstrates knowledge of basic human communication and swallowing processes. Demonstrates the ability to integrate information pertaining to normal and abnormal human development across the life span (CFCC IV-B; CAA 3.1.6B) [?]	<input type="text"/>
2. Demonstrates knowledge of processes used in research and integrates research principles into evidence-based clinical practice (CFCC IV-F; CAA 3.1.1B Evidenced-Based Practice) [?]	<input type="text"/>
3. Demonstrates knowledge of contemporary professional issues that affect Speech-Language Pathology (CFCC IV-G; CAA 3.1.1B) [?]	<input type="text"/>
4. Demonstrates knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice (CFCC IV-H)	<input type="text"/>
5. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others (CFCC V-B, 3a; CAA 3.1.1B Effective Communication Skills, CAA 3.1.6B) [?]	<input type="text"/>
6. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (CFCC V-B, 3c; CAA 3.1.6B) [?]	<input type="text"/>
7. Manages the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice (CFCC V-B, 3b; CAA 3.1.1B) [?]	<input type="text"/>
8. Demonstrates skills in oral and other forms of communication sufficient for entry into professional practice (CFCC V-A) [?]	<input type="text"/>
9. Demonstrates skills in written communication sufficient for entry into professional practice (CFCC V-A) [?]	<input type="text"/>
10. Demonstrates knowledge of standards of ethical conduct, behaves professionally and protects client welfare (CFCC IV-E, V-B, 3d; CAA 3.1.1B-Accountability; 3.8B) [?]	<input type="text"/>
11. Demonstrates an understanding of the effects of own actions and makes appropriate changes as needed (CAA 3.1.1B - Accountability)	<input type="text"/>
12. Demonstrates professionalism (CAA 3.1.1B - Professional Duty, 3.1.6B) [?]	<input type="text"/>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>	

**Save**

Met All	Not Met All	(N/A) All	Met/Not Met
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	1. Demonstrates openness and responsiveness to clinical supervision and suggestions
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2. Personal appearance is professional and appropriate for the clinical setting
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3. Displays organization and preparedness for all clinical sessions
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4. Practices the principles of universal precautions to prevent the spread of infectious and contagious diseases (CAA 3.8B)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5. Differentiates service delivery models based on practice sites (e.g., hospital, school, private practice) (CAA 3.1.1B - Accountability)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6. Explains healthcare landscape and how to facilitate access to services in the healthcare sector (CAA 3.1.1B - Accountability)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7. Explains educational landscape and how to facilitate access to services in the educational sector (CAA 3.1.1B - Accountability)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8. Identifies and acknowledges the impact of both implicit and explicit bias in clinical service delivery and actively explores individual biases and how they relate to clinical services (CAA 3.4B)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	9. Identifies and acknowledges the impact of how their own set of cultural and linguistic variables affects clients/patients/students' care (CAA 3.4B) <a href="#">[?]</a>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10. Identifies and acknowledges the impact cultural and linguistic variables of the individual served may have on delivery of effective care (CAA 3.4B) <a href="#">[?]</a>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	11. Identifies and acknowledges the interaction of cultural and linguistic variables between caregivers and the individual served (CAA 3.4B) <a href="#">[?]</a>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	12. Identifies and acknowledges the social determinants of health and environmental factors for individuals served and how these determinants relate to clinical services (CAA 3.4B) <a href="#">[?]</a>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	13. Identifies and acknowledges the impact of multiple languages. Explores approaches to address bilingual/multilingual individuals requiring services, including understanding the difference in cultural perspectives of being d/Deaf and acknowledge Deaf cultural identities. (CAA 3.4B)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	14. Recognizes that cultural and linguistic diversity exists among various groups (including d/Deaf and hard of hearing individuals) and fosters the acquisition and use of all languages (verbal and nonverbal), in accordance with individual priorities and needs (CAA 3.4B)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	15. Engages in self-assessment to improve effectiveness in the delivery of clinical services (CAA 3.1.6B)

**Save**

**Strengths:**

**Improvements since last evaluation if applicable:**

**Opportunities for growth:**

**Recommendations for continued growth:**

**Considering the student's knowledge and experience obtained thus far in the program, is the student meeting your expectations? Is the student performing above expectations, meeting expectations or performing below expectations?:**

Do you recommend an intervention or action plan for this student? If yes, what skills should be supported and what specific recommendations do you have for the intervention or action plan?:

Total points (all sections included):  0 Adjustment:  **0.0**  
divided by total number of items  0  
Evaluation score:  0  
Letter grade unsatisfactory performance

By entering the student's name, I verify that this evaluation has been reviewed and discussed with the student prior to final submission.

Student name:  Date reviewed:

I verify that this evaluation is being submitted by the assigned clinical educator/supervisor and that I have mentored/educated the above-named student.

\*Clinical educator/supervisor name:  \*Date completed:

Final submission (if this box is checked, no more changes will be allowed!)

**Save**

Standards referenced herein are those contained in the Membership and Certification Handbook of the American Speech-Language-Hearing Association. Readers are directed to the ASHA Web site to access the standards in their entirety: [CFCC Standards](#) | [CAA Standards](#)

Authored by: Laurel H. Hays, M.Ed., CCC-SLP and Satyajit P. Phanse, M.S.

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**Eastern Illinois University**  
**CALIPSO**  
**Student Evaluation of Clinical Placement**  
**Printed for**  
**Tish, Jacqueline**

## Student Evaluation of Clinical Placement

Student: AL

Site:  Semester: 

Using the following scale, rate your agreement: N/A 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

**OVERALL**

This practicum experience met my training goals and interests

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree

This practicum experience met expectations regarding clinical population, workload, and documentation

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree

The site furthered my efforts to achieve my professional goals

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree

The site provided a reasonable balance between direct clinical contact hours vs. related clinical responsibilities

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree

There were opportunities to discuss the process of ethical decision making

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree

Evidence-based clinical practice was utilized

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree

In general, I felt welcomed at this site

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree

I felt prepared to meet the challenges and expectations of this practicum site

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree

I would recommend that this site be used for future practicum placements

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree
**THE PRACTICUM SITE PROVIDED ADEQUATE:**

Supervision by clinical supervisor

 1 Strongly Disagree       2 Disagree       3 Neutral       4 Agree       5 Strongly Agree

Training and orientation

1 Strongly Disagree     
  2 Disagree     
  3 Neutral     
  4 Agree     
  5 Strongly Agree

Physical facilities and work space

1 Strongly Disagree     
  2 Disagree     
  3 Neutral     
  4 Agree     
  5 Strongly Agree

Equipment and materials to engage in effective service delivery

1 Strongly Disagree     
  2 Disagree     
  3 Neutral     
  4 Agree     
  5 Strongly Agree

Administrative/clerical support

1 Strongly Disagree     
  2 Disagree     
  3 Neutral     
  4 Agree     
  5 Strongly Agree

**THE PRACTICUM SITE ALLOWED APPROPRIATE OPPORTUNITIES FOR:**

Diagnostic experiences

1 Strongly Disagree     
  2 Disagree     
  3 Neutral     
  4 Agree     
  5 Strongly Agree

Treatment

1 Strongly Disagree     
  2 Disagree     
  3 Neutral     
  4 Agree     
  5 Strongly Agree

Client and family interactions

1 Strongly Disagree     
  2 Disagree     
  3 Neutral     
  4 Agree     
  5 Strongly Agree

Interactions with other professionals

1 Strongly Disagree     
  2 Disagree     
  3 Neutral     
  4 Agree     
  5 Strongly Agree

Interactions with culturally and linguistically diversified populations

1 Strongly Disagree     
  2 Disagree     
  3 Neutral     
  4 Agree     
  5 Strongly Agree

**PROVIDE COMMENTS ON THE FOLLOWING:**

What were the strengths/positive aspects of this practicum site?

By treating patients in the acute setting, rehab setting, as well as outpatient setting I was able to experience a variety of different diagnoses.

What might you suggest to strengthen the experience at this practicum site?

My experience would have been strengthened by being given more opportunities to complete instrumental swallow assessment. However, this problem was resolved in the last week of my internship, so I do not believe this will be a concern for future students.

What advice would you give the next student placed at this site?

Don't be afraid to ask questions, not only to your supervisor but to other medical professionals as well. I have learned so much as this placement from other professionals as well as my supervisor. I would also advise the next student to always offer a helping hand to nursing or other professionals you are collaborating with.



Eastern Illinois University  
CALIPSO  
 Supervisor Feedback by A  
 Printed for  
 Tish, Jacqueline

## Supervisor Feedback by AL

Student: Allen, Hallie

This feedback has been approved and is available to the supervisor.

\* Supervisor:

\* Site:

\* Semester:

1. Provided an orientation to the facility and caseload.

N/A	No orientation provided. Student oriented him/herself.	Informal orientation provided.	<b>Formal orientation provided with supplemental documentation.</b>
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2. Provided the student with feedback regarding the skills used in diagnostics.

N/A	Comments were vague; and therefore, difficult to apply.	Comments were useful but lacked specifics or concrete examples.	<b>Comments were useful, specific, and constructive.</b>
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3. Provided the student with feedback regarding the skills used in interviewing.

N/A	Comments were vague; and therefore, difficult to apply.	Comments were useful but lacked specifics or concrete examples.	<b>Comments were useful, specific, and constructive.</b>
-----	---	---	--

4. Provided the student with feedback regarding the skills used in conferences.

N/A	Comments were vague; and therefore, difficult to apply.	Comments were useful but lacked specifics or concrete examples.	<b>Comments were useful, specific, and constructive.</b>
-----	---	---	--

5. Provided the student with feedback regarding the skills used in behavioral management.

N/A	Comments were vague; and therefore, difficult to apply.	Comments were useful but lacked specifics or concrete examples.	 <b>Comments were useful, specific, and constructive.</b>
6. Provided the student with feedback regarding the skills used in therapy.			
N/A	Comments were vague; and therefore, difficult to apply.	Comments were useful but lacked specifics or concrete examples.	 <b>Comments were useful, specific, and constructive.</b>
7. Provided the student with feedback regarding his/her selection of diagnostic or therapy materials.			
N/A	Comments were vague; and therefore, difficult to apply.	Comments were useful but lacked specifics or concrete examples.	 <b>Comments were useful, specific, and constructive.</b>
8. Explained and/or demonstrated clinical procedures to assist student in clinical skills development.			
N/A	Provided minimal explanations and/or demonstrations.	Provided adequate explanations and/or demonstrations when requested.	 <b>Provided thorough explanations and/or demonstrations for all clinical procedures.</b>
9. Utilized evidence-based practice.			
N/A	Rarely referenced current literature.	Occasionally referenced current literature.	 <b>Frequently referenced current literature.</b>
10. Encouraged student independence and creativity.			
N/A	Minimally receptive to new ideas and differing techniques.	Somewhat receptive to new ideas and differing techniques but did not encourage them.	 <b>Very receptive to new ideas and encouraged use of own techniques.</b>
11. Provided positive reinforcement of student's successes and efforts.			
N/A	Rarely commented on successes and efforts.	Occasionally commented on successes and efforts.	 <b>Frequently commented on successes and efforts.</b>
12. Provided student with written and/or verbal recommendations for improvement.			
N/A	Rarely provided written and/or verbal recommendations except on midterm and final evaluations.	Occasionally provided written and/or verbal recommendations in addition to the midterm and final evaluations.	 <b>Systematically provided written and/or verbal recommendations in addition to the midterm and final evaluations.</b>
13. Demonstrated enthusiasm and interest in the profession and in providing clinical services.			

N/A	Enthusiasm and interest rarely observed; frequent negative comments.	Enthusiasm and interest occasionally observed; occasional negative comments.	 <b>Enthusiasm and interest regularly observed; frequent positive and optimistic comments.</b>
14. Demonstrated effective interpersonal communication with student.			
N/A	Seemed uninterested and/or unwilling to listen or respond to student's needs.	Some interest in student's needs shown, but communication lacked sensitivity.	 <b>Aware of and sensitive to student's needs; open and effective communication.</b>
15. Receptive to questions.			
N/A	Unwilling to take time to answer questions.	Answered questions inconsistently.	 <b>Answered questions with helpful information or additional resources which encouraged me to think for myself.</b>
16. Available to me when I requested assistance.			
N/A	Supervisor was rarely available.	Supervisor was occasionally available.	 <b>Supervisor was always available.</b>
17. Utilized effective organizational and management skills.			
N/A	Rarely organized; showed difficulty balancing supervisory and clinical responsibilities.	Somewhat organized; balanced supervisory and clinical responsibilities with little difficulty.	 <b>Always organized; balanced supervisory and clinical responsibilities with ease.</b>
18. Referred me to or provided me with additional resources (materials, articles, video tapes, etc.)			
N/A	Provided minimal or no additional resources.	Provided helpful resources upon student request.	 <b>Provided helpful resources without student request.</b>
19. Realistically demanding of me as a student intern.			
N/A	Expectations were either too high or too low for level of experience with no attempts to adjust.	Expectations were generally appropriate for my level of experience.	 <b>Expectations were individualized and adjusted according to my strengths and weaknesses.</b>

Overall, how would you rate this clinical experience?

Additional comments?

H did a great job teaching as well as allowing me to learn at my own pace. She demonstrated expertise in a multitude of areas in our field and provided me with extensive opportunities to learn and grow as a clinician.