

SLP Program Appendix 3.7

Goals and Expectations for Clinical Practicum in SLP

- I. The Directors of Clinical Education in Speech-Language Pathology will:
 - a. Design an individualized clinical practicum sequence for the student with the input from clinical faculty and in collaboration with the student with the emphasis on the skills the student has obtained and still needs to learn as well as his/her areas of interest;
 - b. Retain and add external placements that will provide a rich learning environment for students;
 - c. Be available for students to express interests and concerns about their clinical training or education in general;
 - d. Keep all issues of concerns addressed with a student confidential;
 - e. Maintain currency of the practice trends in speech-language-swallowing disorders and business practices to ensure the best opportunity for learning for students.
- II. The clinical educator (supervisor) will:
 - a. Provide background information about the clients and procedures for specific programs;
 - b. Initially, inquire about the student's knowledge and experience with the disorder type/age of client assigned and determine the level of instruction needed for the student to succeed with the client;
 - c. Share expectations of skill level for a student at his/her level of study by the end of the semester;
 - d. Meet with students on a regular basis to plan and debrief the sessions as well as give feedback regarding the sessions;
 - e. Be open to student questions and suggestions;
 - f. Continuously assess the student's skill and knowledge to provide the optimal learning experience for the student;
 - g. Encourage questions and guide the student regarding the types of questions a learner at his/her level of study is expected to ask;
 - h. Foster critical thinking and problem-solving skills;
 - i. Guide the student to a level of expected skill for his/her level of learning with the ultimate goal of independence in the session;
 - j. Participate in self-assessment of clinical teaching methods and strategies and encourage feedback from students;
 - k. Ultimately be responsible for providing the best services to the client and families
- III. The student will:
 - a. Participate in clinic assignments that will expose them to the breadth of the scope of practice across the lifespan, with diverse populations, and in as many different settings as possible;
 - b. Work with each of the CSD clinical faculty in the majority of clinical programs offered at MSHC;
 - c. Understand his/her responsibility to provide the best and most efficient care/service to the client and their families;

- d. Come to the session prepared with the necessary plans, materials, knowledge, and practice of tests/techniques, and mindset to provide the best services for the client;
- e. Be open to learning new techniques and to be an active learner in the education process;
- f. Be familiar with the policies and procedures in the CSD Handbook and refer to it for information before asking questions;
- g. Apply course content in the clinic and ask insightful questions to assist the clinical educator in identifying any disconnect of knowledge and application;
- h. Gain meaningful insight, through self-assessment and instructor feedback, and achieve progress with each clinical placement;
- i. Express concerns about the clinical experience with the assigned clinical faculty member throughout the semester and not just at the end of the assignment;
- j. Participate in at least one placement in a medical setting and one in pediatric placement (i.e., school, private practice, etc.)
- k. Meet the knowledge and skills outlined for certification of clinical competence for ASHA, TN teacher licensure, and other state licensures;
- l. Exceed the minimum ASHA requirement of 400 clock hours