Framework for evaluating and vetting off-campus placements

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Disclosures

Erin Lundblom

Financial: Erin Lundblom is a paid employee with the University of Pittsburgh.

Non-Financial: She is a member of the CAPCSD Professional Development Committee.

Hannah Siburt

Financial: Hannah Siburt is a paid employee with the University of North Carolina- Chapel Hill.

Non-Financial: She is a member of the CAPCSD Program Planning Committee.

Our roles and programs

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Clinical Education Coordinator for Speech-Language-Pathology

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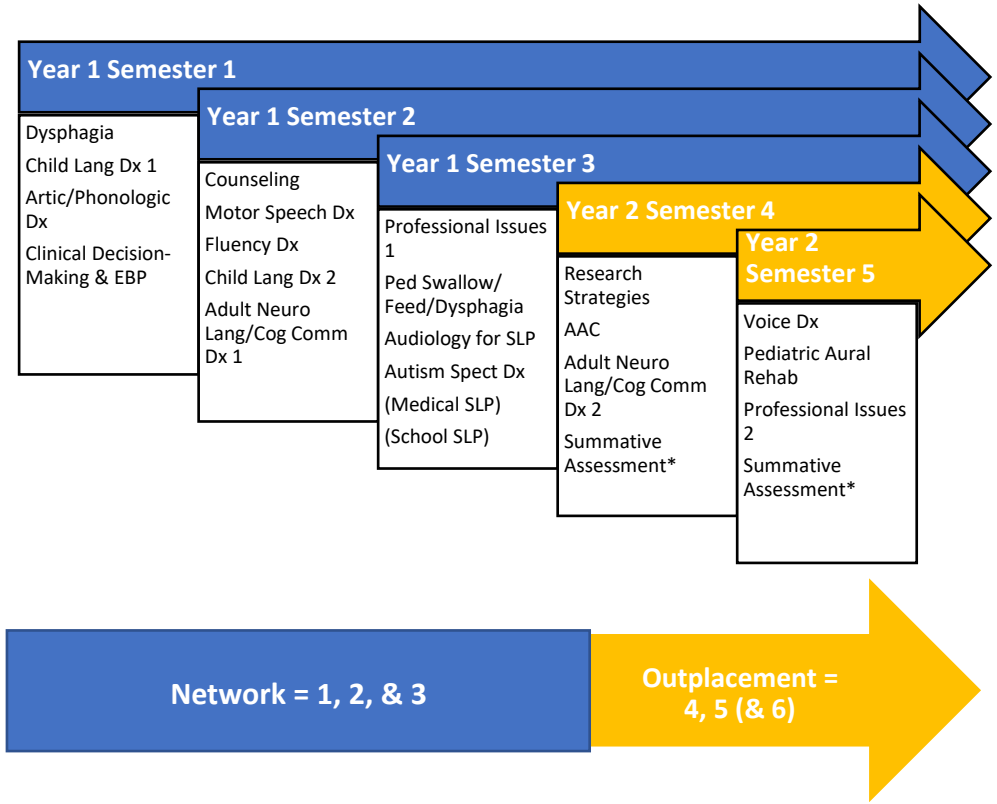
School of Health and Rehabilitation Sciences



Description of Clinical Program in SLP:

- 5 to 6 semesters in length
- All students in off-campus clinical practicum placements each semester.
  - Year 1 cohort = 31 (reduced from 40)
  - Year 2 cohort = 36

Our roles and programs

Hannah W. Siburt Au.D., Ph.D., CCC-A

Assistant Professor

Coordinator of AuD Studies

Hannah_Siburt@med.unc.edu

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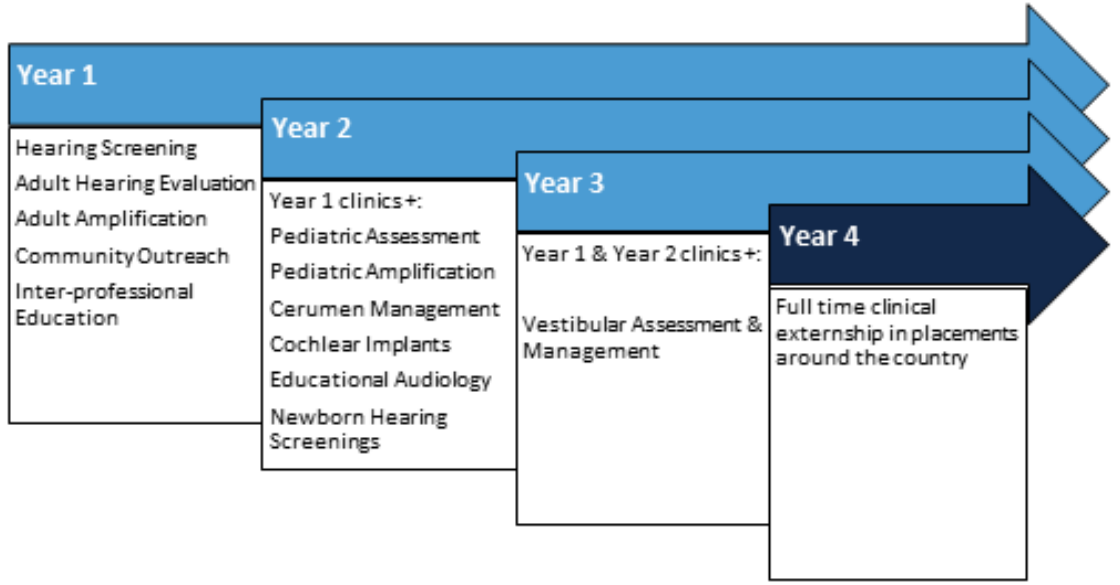
Allied Health Sciences

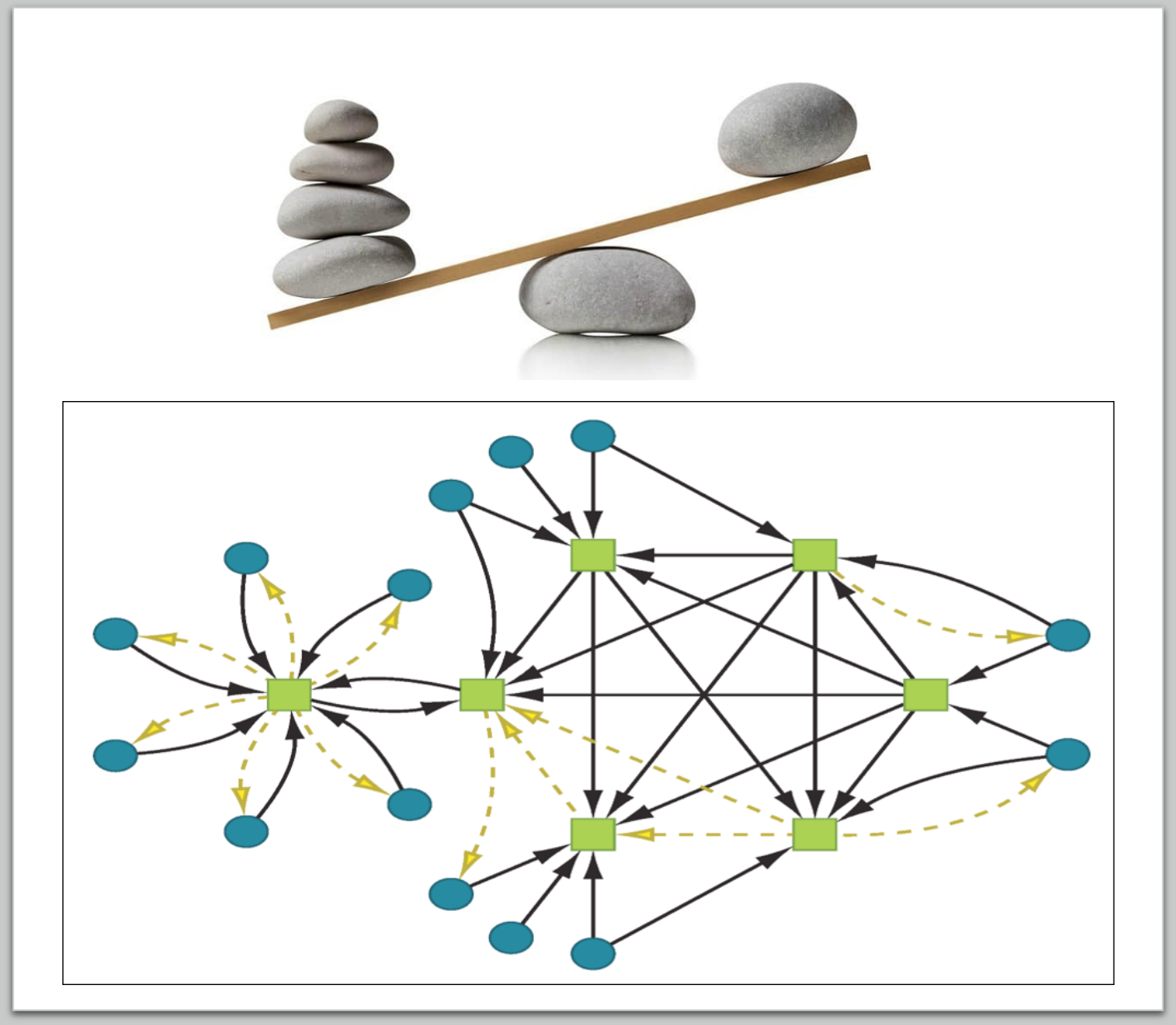


Description of Clinical Program in AuD:

- 8 semesters of local off-campus clinical placements
- 4th year externship
  - Years 1-3 cohorts = 27
  - 4th year cohort = 10

Organizational Structures

- Complex systems
  - Clinical Site
  - University
    - Clinical education nested in CSD programs
- Foster relationships
  - Communication
  - Expectations



Create a Standardized Communication Process: Site & Preceptor

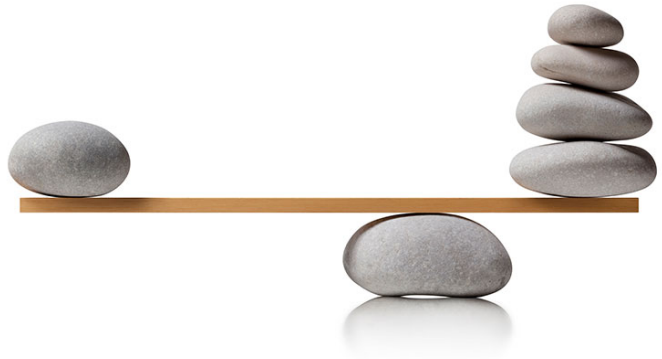
- Create a communication plan
  - Organize contact information for site
  - Track communication with site personnel
  - Coordinate communication from University
  - Monitor status of affiliation agreements
  - Final verification with site/site personnel before start date

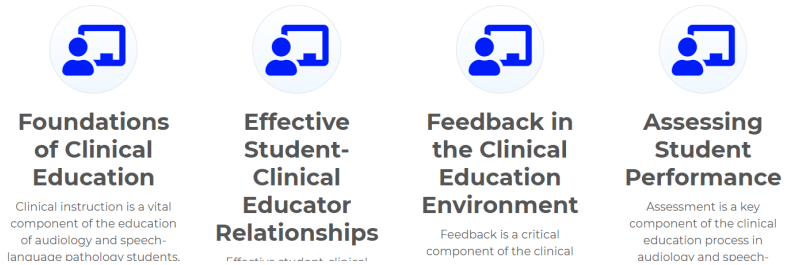
- Communicate with preceptors
  - Introductions or re-introductions
    - Email and Video
  - Collect and curate information about preceptor background, site, caseload, schedule, etc.

"Did you find that email yet?"

Develop Rapport: Preceptor

- Mentor through trainings
- Offer “Benefits”
  - Library access
  - Preceptor Appreciation Events
  - Share CE opportunities
    - CAPCSD, in-house, etc.
- Support through site visits
- Develop Alumni Connections
  - Facebook Groups for students and alumni
    - Maintain ongoing communications via social media





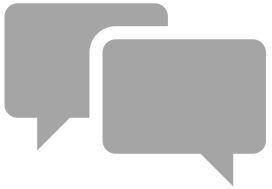
Framing the Clinical Experience: Preceptor

Documentation

Calendar

Handbooks

Forms



Ongoing communication

Trainings

Email / Newsletters

Meetings

Framing the Clinical Experience: Preceptor

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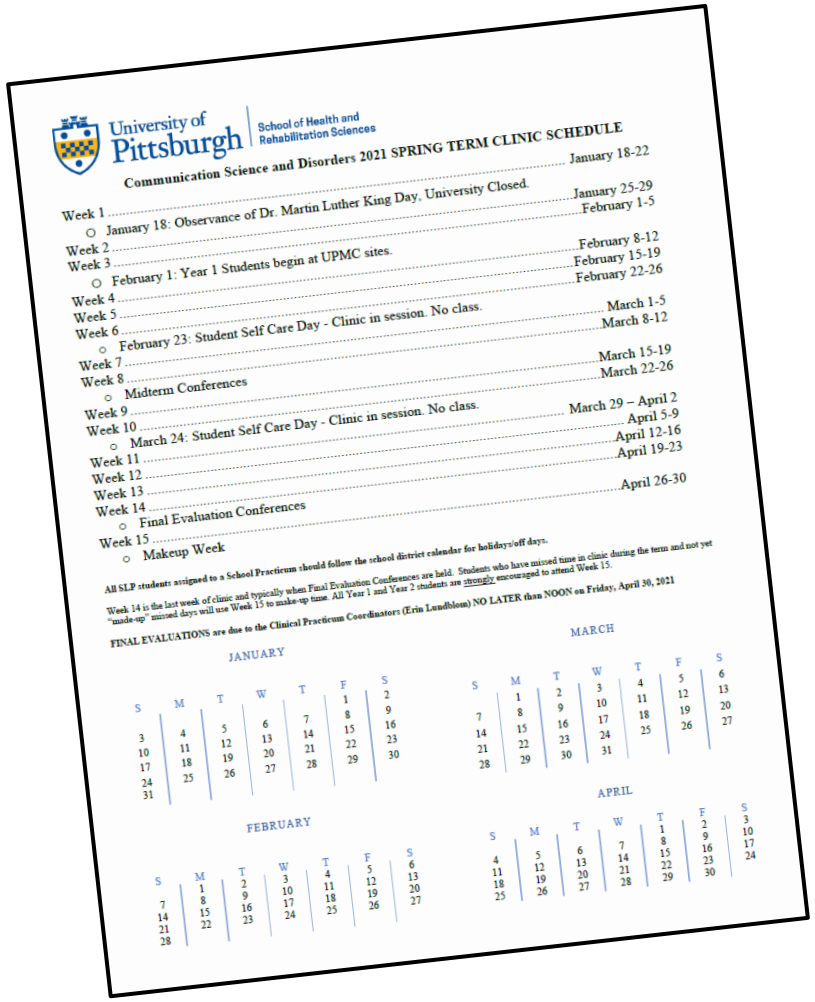

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Communication Science and Disorders 2021 SPRING TERM CLINIC SCHEDULE

Week 1 ..... January 18-22
- January 18: Observance of Dr. Martin Luther King Day, University Closed.

Week 2 ..... January 25-29
Week 3 ..... February 1-5
- February 1: Year 1 Students begin at UPMC sites.

Week 4 ..... February 8-12
Week 5 ..... February 15-19
Week 6 ..... February 22-26
- February 23: Student Self Care Day - Clinic in session. No class.

Week 7 ..... March 1-5
Week 8 ..... March 8-12
- Midterm Conferences

Week 9 ..... March 15-19
Week 10 ..... March 22-26
- March 24: Student Self Care Day - Clinic in session. No class.

Week 11 ..... March 29 – April 2
Week 12 ..... April 5-9
Week 13 ..... April 12-16
Week 14 ..... April 19-23
- Final Evaluation Conferences

Week 15 ..... April 26-30
- Makeup Week

All SLP students assigned to a School Practicum should follow the school district calendar for holidays/off days.

Week 14 is the last week of clinic and typically when Final Evaluation Conferences are held. Students who have missed time in clinic during the term and not yet "made-up" missed days will use Week 15 to make-up time. All Year 1 and Year 2 students are strongly encouraged to attend Week 15.

FINAL EVALUATIONS are due to the Clinical Practicum Coordinators (Erin Lundblom) NO LATER than NOON on Friday, April 30, 2021

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
				1	2	3
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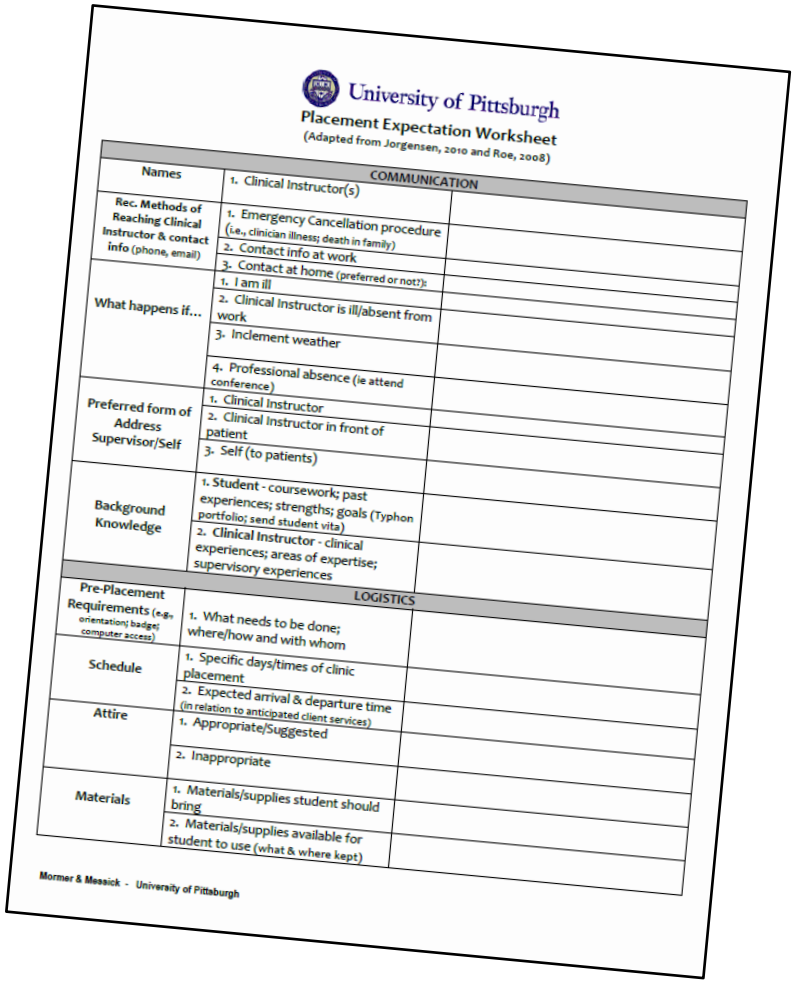
18	19	20	21	22	23	24
25	26	27	28	29	30	



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Placement Expectation Worksheet

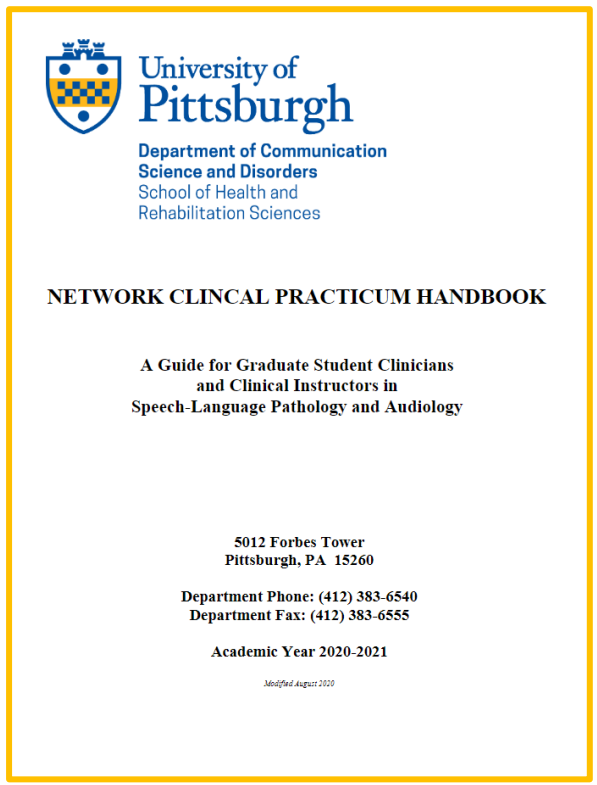
(Adapted from Jorgensen, 2010 and Roe, 2008)

Names	COMMUNICATION	
Rec. Methods of Reaching Clinical Instructor & contact info (phone, email)	1. Clinical Instructor(s)	
	1. Emergency Cancellation procedure (i.e., clinician illness; death in family)	
	2. Contact info at work	
	3. Contact at home (preferred or not?):	
What happens if…	1. I am ill	
	2. Clinical Instructor is ill/absent from work	
	3. Inclement weather	
	4. Professional absence (ie attend conference)	
Preferred form of Address Supervisor/Self	1. Clinical Instructor	
	2. Clinical Instructor in front of patient	
	3. Self (to patients)	
Background Knowledge	1. Student - coursework; past experiences; strengths; goals (Typhon portfolio; send student vita)	
	2. Clinical Instructor - clinical experiences; areas of expertise; supervisory experiences	
	LOGISTICS	
Pre-Placement Requirements (e.g., orientation; badges; computer access)	1. What needs to be done; where/how and with whom	
Schedule	1. Specific days/times of clinic placement	
	2. Expected arrival & departure time (in relation to anticipated client services)	
Attire	1. Appropriate/Suggested	
	2. Inappropriate	
Materials	1. Materials/supplies student should bring	
	2. Materials/supplies available for student to use (what & where kept)	

Mormer & Measick - University of Pittsburgh

Documentation

Calendar
Forms
Handbooks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School of Health and Rehabilitation Sciences

NETWORK CLINCAL PRACTICUM HANDBOOK

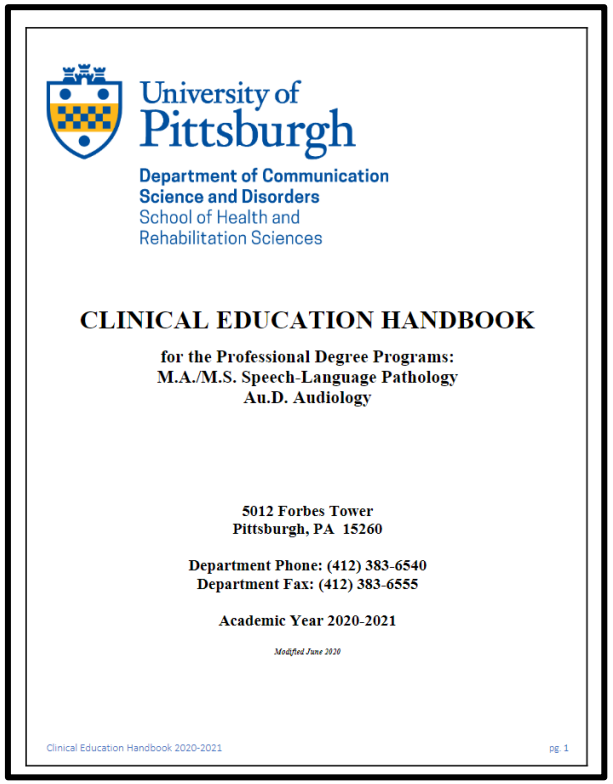
A Guide for Graduate Student Clinicians
and Clinical Instructors in
Speech-Language Pathology and Audiology

5012 Forbes Tower
Pittsburgh, PA 15260

Department Phone: (412) 383-6540
Department Fax: (412) 383-6555

Academic Year 2020-2021

Modified August 2020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School of Health and Rehabilitation Sciences

CLINICAL EDUCATION HANDBOOK

for the Professional Degree Programs:
M.A./M.S. Speech-Language Pathology
Au.D. Audiology

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Pittsburgh, PA 15260

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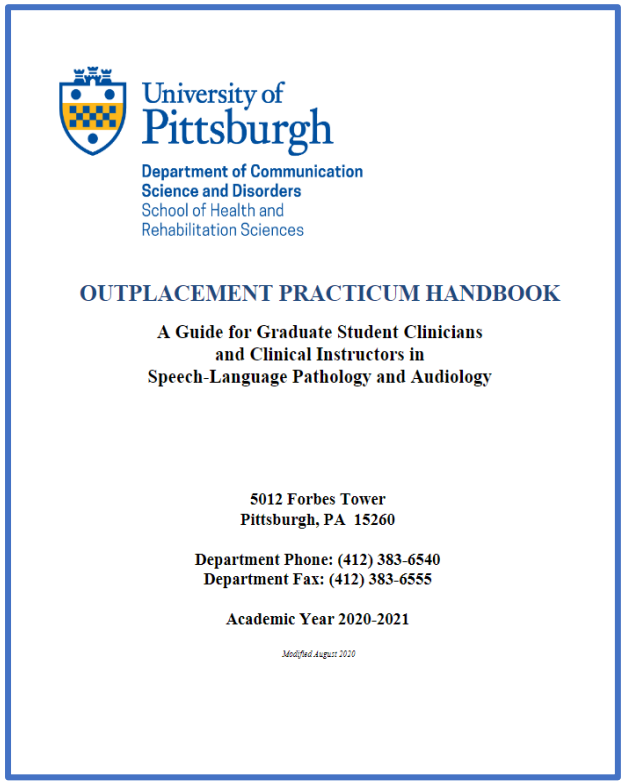
Department Fax: (412) 383-6555

Academic Year 2020-2021

Modified June 2020

Clinical Education Handbook 2020-2021 pg. 1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OUTPLACEMENT PRACTICUM HANDBOOK

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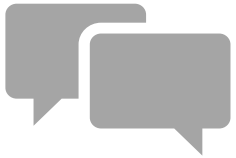
Framing the Clinical Experience: Preceptor

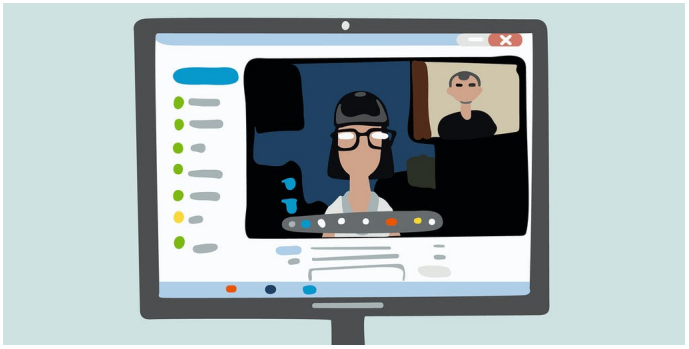


Ongoing communication

Trainings

Email / Newsletters

Mentoring Meetings



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After a few clinical experiences, I hope that your SLP students have moved beyond the initial jitters and each is learning from your expertise in the field. The clinical experiences and teaching you provide are critical to helping the SLP students understand clinical processes and decision-making, acquire knowledge about communication disorders, and develop/refine clinical competencies and skills.

As you continue working with your student to help support and develop their clinical skill set, **I wanted to send along a few reminders regarding Network requirements.**

1. **Learning Activities** = Students should be given assignments to complete outside of clinic to enhance personal learning. Assignments might include activities such as locating and reading applicable journal articles, developing session plans, analyzing session data, learning a specific clinical materials/tools, creating a tool to use at clinic, or completing written documentation.
2. **Written Clinical Documentation Activities** = The type and style of written documentation activities is flexible to the SLP and site. These types of activities help students acquire clinical writing skills and learn the documentation format of their placement. **Across the term students should complete at least 10 written documentation activities/assignments**

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dates to Remember

Spring 2021 Clinic Calendar

Spring 2021 Clinic term:

January 19th to April 23rd
UPMC placements to begin February 1

Midterm conferences = March 8 to 12
Final conferences = April 19 to 23
Makeup Week = April 26 to 30

Due to the uncertainty in the months ahead including spring term, when possible please offer as many face-to-face clinical contact hours to your student as possible. Students can remain at your clinical site for more than 4 hours if that

Balanced Communication

- Clear chain of communication with sites
- Establish early channels of communication between preceptor and student
- Method for reporting achievements and concerns
- Site competition

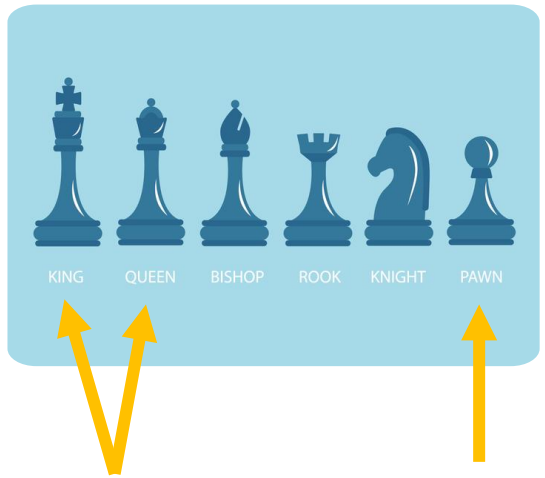
Framing the Clinical Experience: Student

- Define Role of Student
- Define Role of Preceptor
- Define Expectation of Students
  - Guest
  - Hierarchy

Reiterate.

Reiterate.

Reiterate.

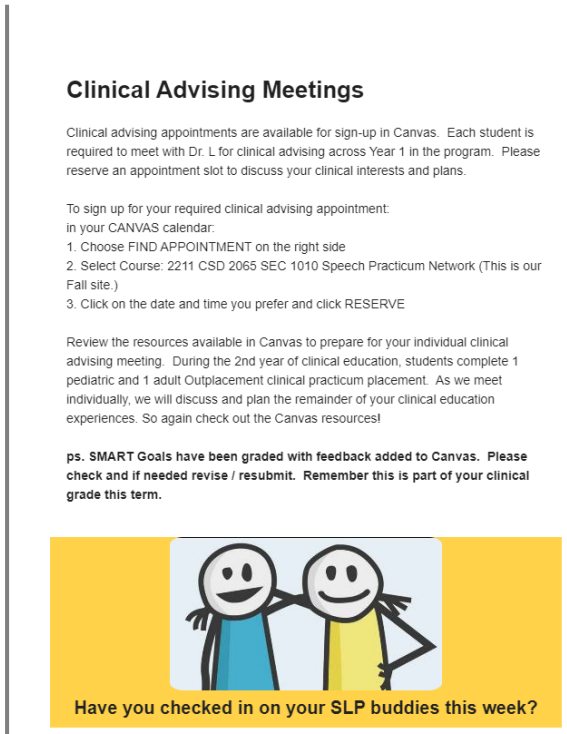


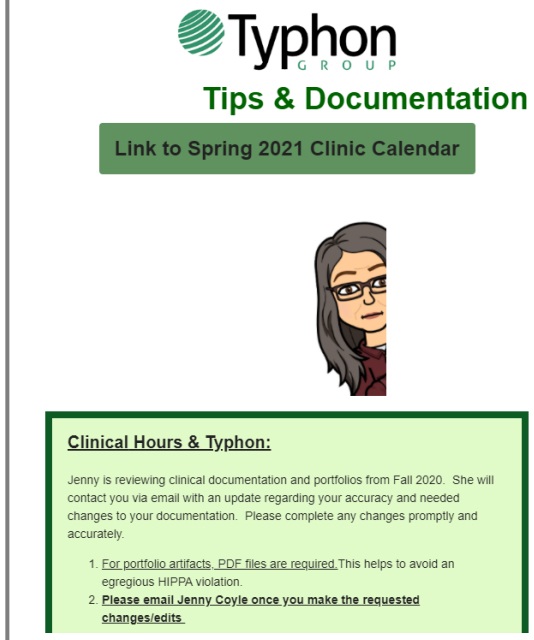
Manage Expectations: Student

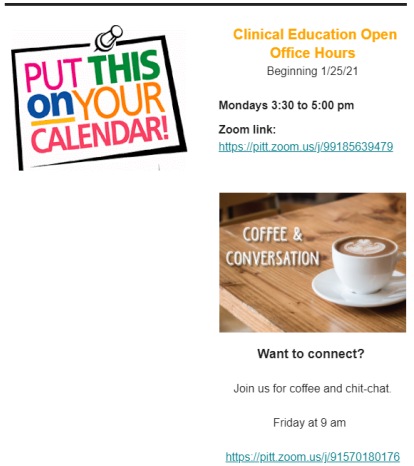
Ongoing Communication

- Weekly Clinical Education Office Hours
- Clinical Advising Meetings: Group & Individual
  - Background on clinical education process
- Weekly Newsletter
  - Focus on mindset, upcoming clinical education tasks, and timely reminders

Manage Expectations: Student



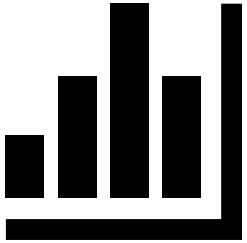




Weekly Newsletter Examples

Ongoing Evaluation

- Monitor clinical hours of students
  - Number of hours
  - Clinical procedures
  - ICD-10 codes / disorder areas
- Regularly scheduled Site visits / Preceptor check-ins
- EBP Implementation
  - Coaching preceptors
  - Coaching students on how to respond



Covid-19 Impact

- Site shutdowns
- Policy changes
- Preceptors performing other roles (i.e., temperature screenings)
- PPE
- Vaccinations

Complex processes. Keep it simple.

When life gets you down do you wanna know what you've gotta do?

JUST KEEP SWIMMING.
JUST KEEP SWIMMING.
JUST KEEP SWIMMING.