



School of Communication Sciences and Disorders
College of Professional Studies
University of Wisconsin - Stevens Point

EXTERNSHIP SYLLABUS

CSD 795

UNIVERSITY OF WISCONSIN - STEVENS POINT
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Stevens Point, Wisconsin 54481
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Accredited by the Council of Academic Accreditation of the
American Speech-Language-Hearing Association

January 2019

**THE UNIVERSITY OF WISCONSIN -- STEVENS POINT
SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS
CSD 795 GRADUATE EXTERNSHIP**

To the Extern Supervisor:

We are pleased that you will be supervising a graduate student during the externship experience. The externship is one of the most important aspects of clinical preparation. It offers students the opportunity to learn within the “real world of work” and to make decisions regarding their future professional goals. You and your colleagues serve as important role models.

This handbook has been prepared for you and the student extern to provide you with information about the University of Wisconsin-Stevens Point School of Communication Sciences and Disorders’ externship program. Students are provided with this externship manual prior to beginning the externship. The purpose is to clarify expectations of the externship experience for all concerned: the on-site supervisor, the extern, and the university supervisor. Students understand, however, that additional requirements may be requested by the policies and procedures of your facility, and that they are expected to follow your guidelines while at your facility.

Thank you for your willingness to supervise an extern and to help build the speech and language pathology profession. Working with student clinicians often requires a great amount of time and effort. Your willingness to participate in this portion of our program is appreciated by everyone in the School of Communication Sciences and Disorders. We recognize your commitment to the preparation of future speech-language pathologists and value your expertise and experience.

Throughout the externship, we welcome any suggestions to strengthen our training program. Suggestions and/or questions about this manual or the externship experience should be directed to Sondra Reynolds, Director of Clinical Services, using the following contact methods:

Sondra Reynolds
Director of Clinical Services
1901 Fourth Avenue
College of Professional Studies, Room 036
University of WI-Stevens Point
Stevens Point, WI 54481
Email Address: sreynold@uwsp.edu
Telephone: (715) 346-4816
Fax Number: 715-346-2157

Access and Accommodations: The Americans with Disabilities Act (ADA) requires State and local governments and places of public accommodations to furnish appropriate auxiliary aids and services where necessary to ensure effective access and communication for individuals with disabilities, unless doing so would result in a fundamental alteration to the program or service or in an undue burden. Therefore, UWSP, in conjunction with its cooperating schools and agencies, is accessible to student externs/interns with disabilities, and will make every attempt to provide reasonable accommodations for qualified individuals with documented disabilities. All accommodations should be approved through the Disability and Assistive Technology Center (DATC) at UWSP.

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Due Dates for Paperwork

1. **Paperwork Due from Extern Supervisor by Midterm, Friday, March 15, 2019** --- Please note that externships in medical sites may begin at variable times within the semester and thus this due date should be adjusted accordingly:
 - a. ONLINE: Completion of midterm evaluation using CALIPSO student management system
 - b. Appendix C: Midterm completion of the Improvement Plan, if this student is not meeting ASHA Standards

2. **Paperwork Due from Extern Supervisor by Friday, May 10, 2019:**
 - a. Appendix C: Facility Status Form-or complete via CALIPSO
 - b. Appendix C: Externship Summary of Evaluation Form
 - c. ONLINE: Completion of final evaluation using CALIPSO student management system
 - d. Appendix C: Exit Questionnaire for Off-Campus Supervisors
 - e. Appendix C: Review of Improvement Plan to determine if all competencies have been met, if this student was not meeting ASHA Standards

3. **Paperwork Due from Student Extern by Friday, May 10, 2019**
 - a. ONLINE: Completed Clock Hour Report up through Friday, May 10, 2019
 - b. Appendix B: Exit Questionnaire: Externship Site Evaluation Form for Students

4. **Paperwork Due from Student Extern Immediately after the Externship is Completed:**
 - a. ONLINE: Completed Clock Hour Forms with clock hours from when submitted on Friday, May 10, 2019 through the last day of the externship

Please send the information directly to the following address:

Sondra Reynolds, Director of Clinical Services
Room 36, College of Professional Studies
1901 Fourth Ave.
UW-Stevens Point
Stevens Point, WI 54481
(715) 346-4816

sreynold@uwsp.edu

Purpose of the Externship Experience

University of Wisconsin-Stevens Point School of Communication Sciences and Disorders Mission Statement

The mission of the undergraduate program in the School of Communication Sciences and Disorders at the University of Wisconsin-Stevens Point is to provide students a liberal arts education that prepares them to be global citizens. Students will develop foundational knowledge and clinical skills in communication sciences and disorders. Upon completion of this pre-professional program, students will be eligible to apply to a graduate program.

The mission of the graduate program in the School of Communication Sciences and Disorders at the University of Wisconsin-Stevens Point is to provide a foundation of professional preparation in speech-language pathology. Students will engage in critical thinking by integrating the evidence base into clinical practice. Students will develop the necessary knowledge and skills to competently assess and treat individuals with speech, language, hearing, and/or swallowing disorders from diverse backgrounds in a variety of community and work settings. The program is designed to promote a healthy and thriving community by serving and advocating for the people of Central Wisconsin.

For the School of Communication Sciences and Disorder's (SCSD) graduate students, the clinical externship is the final requirement for the Master of Science degree. The experience the students gain in the extern facility serves as a transition between their academic preparation and the "real world" of professional practice.

Graduates of our program who have completed an externship consider it to be the most significant experience of their professional preparation. Graduate students may be placed in a variety of public school settings or medical/clinical settings.

Goals of the Externship Experience

- To develop oral and written communication skills sufficient for entry into professional practice (ASHA Stan V-A; InTASC Stan. 10)
- To develop clinical skill in the evaluation of clients with communicative disorders and/or swallowing disorders (ASHA Stan. V-B-1; InTASC Stan. 6)
- To develop skill in providing intervention to clients with communication and/or swallowing disorders (ASHA Stan. V-B-2; InTASC Stan. 1, 2, 3, 4, 5, 6 & 7)
- To develop interaction and personal qualities for effective professional relationships (ASHA Stan. V-B-3; InTASC Stan. 9)
- To develop students' understanding of the ASHA Code of Ethics and professional behavior (ASHA Stan. IV-E; InTASC Stan. 9)
- To receive a license to teach in Wisconsin, student externs must complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following Wisconsin Teacher Standards (PI 34.02):

Student Preparation Prior to the Externship

The SCSD program is committed to preparing our graduate students for their externship experience. Students will have mastered the theoretical base necessary to understand the communication disorders in their field. They will have observed and directly worked with numerous clients of various ages, exhibiting a wide range of communication disorders and levels of severity. Students will have had experiences selecting and implementing numerous diagnostic, intervention, data collection, and report writing procedures. Finally, they will be aware of resources they can use for clinical decision-making and problem solving.

Prior to beginning the externship experience, a graduate student must demonstrate satisfactory clinical skills and knowledge in required clinical practicum and academic coursework. Speech-language students are required to complete a minimum of four enrollment terms of practicum. They will have accrued between 150-200 hours of clinical experience before the start of the extern semester.

SCSD Clinical Director & Liaison Supervisor's Roles

Clinical Director's Responsibilities:

1. The Clinical Director prepares this Externship Manual, coordinates the externship placements for each graduate student, assigns university liaisons to each student extern, completes Affiliation Agreements and Program Memorandum paperwork, consults with all university liaison supervisors regarding student externs, and collects all final student extern and extern supervisor paperwork due at the end of the semester.
2. The Clinical Director acts as the final evaluator of records and submits the student externs' final grades at the end of the semester.
3. The Clinical Director for the Speech, Language, and Hearing Clinic or a designated UWSP university faculty/staff member will serve as a liaison between the SCSD and the externship site. This person will serve as the link between the externship supervisor and the SCSD.

University Liaison's Responsibilities:

1. The liaison will make contact to introduce themselves within the first two weeks of the semester. In addition, the liaison will make frequent telephone or email contacts with both the student extern and the extern supervisor during the externship to monitor the student's progress and status. The liaison is responsible for answering questions that the student or on-site supervisor may have during the semester.
2. The university liaison will provide the student and extern supervisor with complete and detailed information regarding ASHA, DPI, and university requirements.
3. The university liaison will contact the student and/or on-site extern supervisor to pre-arrange site visits. The Director, or designated faculty/staff member, will make a minimum of one on-site visit during the externship to medical sites within the state and one on-site visit to externs in educational sites. During

each visit to a medical/clinical or educational site, the university liaison supervisor will observe the student for a minimum of 60 minutes, confer with the Supervisee and the Supervisor individually, and hold a group supervision conference.

4. The observation within educational settings must be documented on “The UWSP Observation Report” form from the UWSP School of Education. In order to align this observation with DPI’s PI34 rules, the university liaison supervisor must comment on all ten InTasc teaching standards within this observation report. The university liaison will forward an electronic copy of the observation report to the student.
5. The university liaison will be available to consult regarding any problems that may arise during the externship. They will inform the Clinical Director about concerns within an externship placement. The university liaison will be available for evaluative conferences with the student, upon request.
6. The university liaison will keep accurate documentation regarding the student’s externship process.
7. The university liaison will be responsible for obtaining all necessary externship paperwork from the student and on-site extern supervisor, and will submit all paperwork to the Clinical Director by the due date.
8. The liaison will assist the Clinical Director in evaluating the merits of a site for future externship placements.

Student’s Roles and Responsibilities

1. **Attendance:** The externship is full-time, five days a week. Regular daily attendance is expected. Absences are permitted for activities appropriate to the externship, such as attending seminars and other activities sponsored by UWSP. Excessive absences for any reason may result in an extension of the externship. Students are required to arrive at the facility at the beginning of the extern supervisor’s day and depart at the end of the extern supervisor’s day. Students have 5 floating days that they may use for illness, job interviews or family emergencies. Decisions about extending externships due to excessive absence will be made by the university liaison, the extern supervisor, the extern, and the Clinical Director.

Externships in medical facilities are designed for a minimum of 15 weeks. The beginning and ending dates are not restricted to the UWSP semester but are negotiated between the supervisor and the graduate student. The length of the experience will vary dependent upon facility and/or extern supervisor schedules.

Students in a public school placement begin on the first day of the university’s semester and continue until the end of the facilities’ school year.

In the event that the extern supervisor is absent due to extended illness or personal/professional leave, externs are advised to contact the Clinical Director or university liaison immediately. It may be necessary for a change in the extern supervisor to be made. The School of Communication Sciences Disorders cannot justify the use of graduate student externs as substitute employees.

2. **Facility Expectations:** The student is expected to function as a regular staff member in terms of arrival and departure times. Externs are also expected to attend faculty/staff organizational functions such as team meetings, after school staff meetings, in-services, conferences, parent/teacher conferences, or staffings. The student follows the facility's calendar, vacation dates, schedule, building policies, and personnel rules, including immunization requirements and universal precaution policies.
3. **Dress Code:** Students are expected to observe and use appropriate dress code while at the externship facility. Students are responsible for discussing this issue with the externship supervisor prior to the initiation of the externship experience.
4. **Clock Hour Requirements:** Students are responsible for keeping track of the number of contact hours they obtain during the externship. Students will ask extern supervisors to approve those hours through the CALIPSO student management system. Students are advised to monitor clock hours closely as the externship progresses to avoid difficulties with earning the required clock hours. Clinical externship clock hours will only be earned when all clinical assignments for the semester have been satisfactorily completed with a grade of a "B" or higher.
5. **Substitute Teaching:** Agreements in force between UWSP and local education agencies do not permit unlicensed student teachers to serve as substitute teachers at any time, nor are licensed intern teachers permitted to assume responsibilities beyond the limits of an approved internship design.
6. **Externship Evaluation Form:** Upon completion of the externship experience, the student submits the Exit Questionnaire/ Site Evaluation Form in Appendix B to the Director. It may be helpful for students, university liaisons, and extern supervisors to discuss this evaluation together to help in planning future externships.
7. **Ethics:** Students will adhere to the ASHA code of ethics.
8. **Housing:** Students are expected to find housing and/or transportation to the externship site and assume financial responsibility for housing and transportation.
9. **Clinical Expectations:** Students are expected to prepare for and participate in clinical activities as specified by the supervisor. This includes supervisory conferences and to act on any feedback given by the supervisor.
10. **Rapport:** Students should establish and maintain an effective working relationship with the extern supervisor. Discuss perceptions of the supervisory process, feedback expectations and supervision needs. Communicate ideas and concerns with supervisors so they can effectively facilitate the clinical experience. Students should demonstrate professionalism in all interactions.
11. **Caseload:** Orientation and observation are expected within the first week of the externship with students becoming involved in direct intervention and diagnostics as soon as possible. By week ten, the student extern should be assuming the full caseload, up to a maximum caseload of 35, including diagnostic and therapy responsibilities. Students are looking to earn 150+ clock hours of direct service. Students should be expected to conduct between 5-10 diagnostic assessments and if in the schools, write between 5-10 IEPS (eval/annual) and conduct the corresponding meetings.

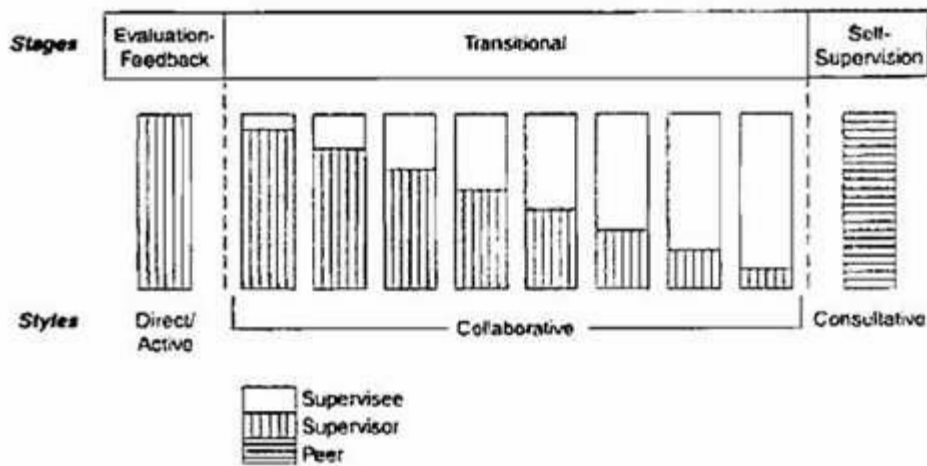
The Extern Supervisor's Roles and Responsibilities

ASHA requires all supervisors to hold the CCC in the appropriate area. The site supervisor must also hold an active license from their state licensing board, if applicable. A supervisor in school settings must also hold the appropriate state teaching license, if applicable.

1. **Attendance:** An extern supervisor or clinician holding the appropriate and current ASHA Certificate of Clinical Competence (CCC) must be on-site and available at the externship site at all times when the student is providing clinical services as part of the externship. Extern supervisors may not approve clock hours for clinical experiences that were supervised by another individual.
 2. **CALIPSO:** Supervisors will approve clock hours and submit mid-term and final grades through the online grading system.
 3. **Supervision:** Clinical supervisors will provide direct supervision defined, according to ASHA Standard V-E, the amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Direct supervision is defined as on-site observation, or closed-circuit TV monitoring.
 4. **Feedback:** The student will appreciate and benefit from frequent verbal and/or written feedback regarding performance and goal setting. *At a minimum, the student should be provided with a formal written evaluation twice during the experience, once at the midpoint and again at the completion of the experience.* During the evaluation, the student and supervisor should discuss the strengths and areas in need of improvement. Efforts should be made to establish objectives for improving performance.
 5. **Expectations:** Supervisors should take time in the first week to discuss and clarify expectations for the student. Topics may include: safety procedures and policies, hours of attendance, staff meeting attendance, other duties as assigned to SLP to be shared with extern, days when SLP may be gone, how to handle sick days, observation of other SLPs or related staff, deadlines for reports, lesson plans, student use of materials, method of feedback, formal or informal meeting times for feedback.
- *Please contact the Director about any student who may receive a B- or lower. According to the School of Communication Sciences and Disorder's academic policies, a B- or lower grade in an externship would indicate unsatisfactory performance. Any serious problems concerning the student's performance should be brought to the attention of the Director of Clinical Services at the School of Communication Sciences and Disorders as soon as a problem is suspected.*
 - *The extern supervisor, the extern facility, the School of Communication Sciences and Disorders, or the student has the right to discontinue the clinical experience of the extern after consultation with the Director of Clinical Services. Examples of reasons for discontinuation are (a) health problems, (b) detrimental professional performance, (c) unethical conduct, (d) participation in the experience adversely affects the students/clients served in the facility, and/or (e) participation in the experience adversely affects the graduate student extern.*

How to Help the Student

- Prepare a plan of observation and experiences to move the student from entry-level proficiency to a higher level. Provide goal setting and performance feedback to the student on a regular basis.
- Expose the student to a varied caseload including disorder type and complexity, ages, and service delivery models. If possible, direct the students to other departments or schools. Encourage the student to spend some days within the semester in observing other professionals in other settings.
- Encourage the student to select and administer diagnostic tests, develop appropriate goals and objectives, and implement intervention techniques.
- Help the student become familiar with policies regarding data collection, criteria, and other relevant information.
- Review procedures and format for report writing. Discuss specific expectations, frequency and type of reports and lesson plans at the beginning of the experience. All reports done by the student should be approved by the site supervisor and countersigned.
- Instruct the student to be responsible for complying with procedures for legal, ethical, regulatory, and confidentiality aspects of professional practice.
- Encourage the student to consult and collaborate with other professionals.
- Introduce the student to the interdisciplinary team process. Make clear the student's role regarding participation in meetings and in communicating with families.
- Explain the lines of communication and the administrative organization of the facility.
- Expose the student to the fees charged for services, billing procedures, and budget issues.
- Inform the student of required readings, special projects, or in-service requirements of the facility.
- Assist the student in analyzing diagnostic and treatment sessions, and in developing problem-solving skills.



Continuum of supervision. From *The Supervisory Process in Speech-Language Pathology and Audiology* (p. 25), by E. S. McCrea and J. A. Brasseur, 2003, Boston: Allyn and Bacon. Copyright © 2003 by Pearson Education. Reprinted by permission of the publisher.

Speech Language Pathology Graduate Program Coursework

- CSD 710 - Research Methods and Critical Thinking in Communication Sciences and Disorders
- CSD 723 - Fluency Disorders
- CSD 724 - Neuromotor Speech Disorders
- CSD 735 - Language Disorders: School Age and Adolescents
- CSD 738 - Early Intervention
- CSD 740 - Aphasia and Age-related Changes
- CSD 741 - Cognitive-Communication Disorders
- CSD 742 - Autism Spectrum Disorders
- CSD 745 - Advanced Study in Phonological Disorders
- CSD 746 - Dysphagia
- CSD 765 - Augmentative and Alternative Communication
- CSD 773 - Counseling in Speech-Language Pathology
- CSD 775 - Medical Settings
- CSD 776 - School Methods
- CSD 784 - Disorders of Phonation
- CSD 786 - Cleft Palate and Craniofacial Disorders
- CSD 791 - Graduate Practicum I
- CSD 792 - Graduate Practicum II
- CSD 793 - Graduate Practicum III
- CSD 794 - Graduate Practicum IV
- CSD 795 - Externship in Speech-Language Pathology

SPEECH-LANGUAGE FACILITY STATUS FORM
University of Wisconsin – Stevens Point Program

Date Completed: _____

Facility Information

Facility Name/Department: _____

Facility Address: _____

Telephone: _____ Fax: _____

Supervisor Information

Primary Supervisor Name: _____

Email Address: _____ Highest Degree _____

Certification: CCC-SLP _____ CCC-A _____ ASHA # _____

Please attach a copy of ASHA certification and State Licensure cards for all supervisors at site

Please attach a resume for all supervisors at site

Support Supervisor: _____ ASHA # _____

Support Supervisor: _____ ASHA # _____

Support Supervisor: _____ ASHA # _____

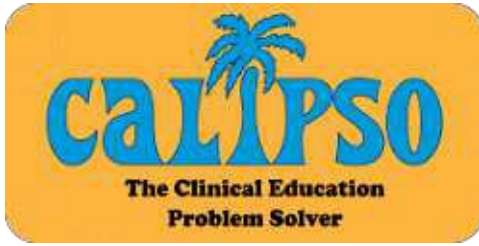
Typical number of students from all training programs per supervisor per semester: _____

Academic coursework and clinical skills pertinent to the types of cases being served at the facility must be completed prior to the student clinician being assigned to the facility. Briefly list academic and clinical prerequisites for student placement at this facility/site: _____

Briefly describe the learning opportunities available for students at your facility:

Estimate the speech/language clinical population of the facility for a typical semester on the following chart:

CATEGORY	AVERAGE NUMBER OF CLIENTS PER SEMESTER		
	Total	Children (birth – 16)	Adults (17 years+)
ARTICULATION			
Evaluation			
Intervention			
VOICE & RESONANCE			
Evaluation			
Intervention			
FLUENCY			
Evaluation			
Intervention			
LANGUAGE DISORDERS			
Evaluation			
Intervention			
SWALLOWING DISORDERS			
Evaluation			
Intervention			
COGNITIVE ASPECTS OF COMMUNICATION			
Evaluation			
Intervention			
SOCIAL ASPECTS OF COMMUNICATION			
Evaluation			
Intervention			
COMMUNICATION MODALITIES			
Evaluation			
Intervention			
HEARING			
Evaluation			
Intervention			
OTHER (specify)			



CALIPSO INSTRUCTIONS FOR CLINICAL SUPERVISORS

<https://www.calipsoclient.com/uwsp>

Step 1: Register as a Supervisor on CALIPSO

(Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations)

- Before registering, have available your 1) PIN provided by the Clinical Coordinator, 2) ASHA card, 3) state licensure card, and 4) teacher certification information if applicable. If possible, have available scanned copies of your certification and licensure cards for upload during the registration process.
- Go to <https://www.calipsoclient.com/uwsp>
- Click on the “Supervisor” registration link located below the login button.
- Complete the requested information and click “Register.”
- On the following screen, again complete the requested information and click “Save” at the bottom of the page. A “Registration Complete” message will be displayed and you will automatically be logged into CALIPSO.

Step 2: Login to CALIPSO

- For subsequent logins, go to <https://www.calipsoclient.com/uwsp> and login to CALIPSO using your 8-digit ASHA number and **password that you created for yourself during the registration process (step one.)**

Step 3: Select Supervisee / Student

- Locate “Change class to:” and select from the drop-down menu the appropriate class
- Click “Change.”
- Click on “Student Information” Locate “Add Student of Interest” and select your student from the drop-down menu.
- Click “Add.”

Step 4: View Student Clock Hour Records

- Click on “Clockhours” then “Experience Record” to view a summary of clock hours obtained and clock hours needed.
- Students may be required to gain a minimum of (20) hours in the evaluation and treatment of children and adults for both speech and language disorders which is summarized in the table at the bottom of the page.
- Please note the student’s Clinical Competency Level (I, II, or III) on the page header if applicable.
- Print/save clock hour record by clicking “Print Experience Record.”
- Click “Student Information” located within the blue stripe to return to the student list.

Step 5: View Student Cumulative Evaluation

- Click on “Cumulative evaluation” to view a summary of your student’s clinical competency across the 9 disorder areas.
- Upon completion of the clinical program, students must have an average score of 3.0 or higher for all clinical competencies listed on the form.
- Please make note of any areas of deficiency (highlighted in orange.)
- Click “Student Information” located within the blue stripe to return to the student list.

Step 6: View Student Immunization and Compliance Records

- Click “Compliance/Immunizations” to view a record of compliance and immunization documents.
- To create a document to save and/or print, click “PDF.”
- An electronic file of the original documents can be accessed, if necessary and if uploaded by the Clinical Coordinator, by clicking “Files” located within the blue stripe.
- Click “Home” located within the blue stripe to return to the home page.

Step 7: Complete Site Information Form

- From the home page, click on the “Site Information Forms” link under the Management header.
- Click “Add new form.”
- Complete the requested information and click “Save.”

Step 8: Upload Files for Student or Clinical Administrator (optional)

- The file management feature allows you to upload any type of file (e.g. Word, PDF, JPEG, audio/video) pertinent to the clinical experience for a specific student.
- Select the desired student and then click on the “Clinical Placement” link to upload your own file and/or view a file uploaded by your student.
- **First, select a folder by clicking on the folder name or create a new folder or subfolder.** To create a new folder or subfolder, type in desired folder name in the "Add folder" field and press "create."
- **Upload a file** by pressing the “Browse” button, selecting a file, completing the requested fields, and clicking "upload." The upload fields will display if you have selected an unrestricted folder. **Set the file permission** by choosing “public” for student and clinical administrator access or “private” for clinical administrator access only.
- **Move files** by dragging and dropping from one folder to another.
- **Delete files** by clicking the “delete” button next to the file name. **Delete folders** by deleting all files from the folder. Once all the files within the folder have been deleted, a “delete” link will appear to the right of the folder name.

Step 9: Complete Midterm Evaluation

- Login to CALIPSO (step two)
- Select the desired “Class” and click “change.”
- Click “New evaluation”.
- Complete required fields designated with an asterisk and press save.
- Continue completing evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, review it with the student. Type his/her name with the corresponding date as well as your name with the corresponding date located at the bottom of the page.
- Check the “final submission” box located just below the signatures.
- Click “save.”
- Receive message stating “evaluation recorded.”
- Please note: you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation saved, the status will change from “in progress” to “final”. Students will then have access to view the submitted evaluation when logged into the system.
- To view the evaluation, click “Student Information” located within the blue stripe then “evaluations” located to the right of the student’s name.

Step 10: Complete Final Evaluation

- Login to CALIPSO (step two)
- Select the desired “Class” and click “change.”
- Click “Student Information” then “evaluations” located to the right of the student’s name.
- Identify the evaluation completed at midterm and click on “Make a duplicate of this evaluation.”
- The duplicated evaluation will appear in the evaluations list.
- Identify the duplicate (noted as “in progress”) and click on the “current evaluation” link highlighted in blue.
- Change “Evaluation type” from midterm to final.
- Complete evaluation by changing and/or adding scores for applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, review it with the student. Type his/her name with the corresponding date as well as your name with the corresponding date located at the bottom of the page.
- Check the “final submission” box located just below the signatures.
- Click “save.”
- Receive message stating “evaluation recorded.”

Step 11: Approve Clock Hours

- At the completion of the rotation or as often as directed, your student will log their clock hours into CALIPSO.
- An automatically generated e-mail will be sent notifying you that clock hours have been submitted and are awaiting approval.
- Login to CALIPSO (step two.)
- Click “clockhour forms pending approval.”
- Identify your current student’s record.
- Click “View/Edit” in the far right column.
- Review hours, making changes if necessary.
- Complete the % of time the student was observed while conducting evaluations and providing treatment.
- Approve clock hours by selecting “yes” beside “Supervisor approval” located at the bottom of the page.
- Click “Save.”

Step 12: View Your Supervisory Summary

- For an official record of this supervisory experience (past or present), click on the “Supervision summary” link located under the Management header on the home page.
- Select “Printable view (PDF)” to create a document to save and/or print.

Step 13: View Your Supervisory Feedback

- At the completion of the rotation, your student will complete a supervisory feedback form in CALIPSO.
- An automatically generated e-mail will be sent stating that you have feedback available to view.
- Login to CALIPSO (step two)
- Select the desired “Class” and click “change.”
- Click “Supervisor feedback forms.”
- Click “View/Edit” in the far right column.

Step 14: Update Your Information

- Update e-mail address changes, name changes, certification expiration dates with corresponding scanned copies of your card by logging into CALIPSO (step two.)
- Click “Update your information.”
- Make changes and click “save” and/or click “Edit licenses and certification.”
- Update information and upload supporting files and click “save” located at the bottom of the screen.

Medicare Rules for Student Supervision in Skilled Nursing Facilities -- Effective October 1, 2011

New Medicare regulations remove line-of-sight supervision requirements for therapy students in skilled nursing facilities (SNFs) but other restrictions remain, according to recently released guidance.

The regulations state "each SNF would determine for itself the appropriate manner of supervision of therapy students consistent with applicable state and local laws and practice standards." However, in guidance on adherence to the new regulations, the Centers for Medicare and Medicaid Services clarifies that the supervising clinician cannot treat another resident or supervise another student while the student is treating a resident. CMS notes that ASHA (and the American Physical Therapy Association and American Occupational Therapy Association) provides recommended guidelines for student supervision. ASHA's guidelines are reproduced below.

The CMS restrictions on billing students' services are based on two principles; for billing purposes, the student is considered an extension of the therapist and only one billable service can be provided at one time by the student/supervisor. Billing guidance includes the following:

- Code as **individual therapy** when the speech-language pathologist (SLP) *or* student is treating one resident, while the other is not treating/supervising any other residents/students.
- Code as **concurrent therapy** (i.e., patients are performing different activities) if the SLP is treating two residents while the student is not treating any residents *or* if the student is treating two residents while the SLP is not treating any residents.
- Code as **group therapy** (i.e., patients are performing similar activities) if the full group is conducted by *either* the supervising SLP or the student; the other may not be supervising any other students or treating residents.

These regulations apply only to Part A residents in SNFs; more restrictive student rules for Part B services (i.e., 100% supervision in the room) in SNFs and other settings remain unchanged.

For further information contact reimbursement@asha.org

ASHA's Student Supervision Guidelines

ASHA submitted the following guidance on supervision of students to CMS; the guidelines are not included in the regulation, but are references in implementation guidelines.

- Graduate students who have been approved by the supervising speech-language pathologist to practice independently in selected patient situations can perform the selected clinical services without line-of-sight supervision by the supervising speech-language pathologist. The supervising speech-language pathologist must be physically present in the facility and immediately available to provide observation, guidance, and feedback as needed when the student is providing services.
- The amount of supervision must be appropriate to the graduate student's documented level of knowledge, experience, and competence.
- When the supervising speech-language pathologist has cleared the graduate student to perform medically necessary patient services and the student provides the appropriate level of services, the services will be counted on the MDS as skilled therapy minutes.

- The supervising speech-language pathologist is required to review and co-sign all graduate students' patient documentation for all levels of clinical experience and retains full responsibility for the care of the patient.
- Supervising speech-language pathologists are required to have one year of practice experience.
- *Graduate students who have not been approved by the supervising speech-language pathologist to practice independently require line-of-sight supervision by the qualified speech-language pathologist during all services.* In addition, the supervising speech-language pathologist will have direct contact with the patient during each visit. The graduate student services will be counted on the MDS as skilled therapy minutes.

Supervision Requirements when Billing Medicaid

When supervision requirements are met, Medicaid reimbursement is available for services provided by assistants, students, or aides who are qualified to provide the service. Refer to the following table for allowable services and supervision requirements for PTAs, COTAs, SLP provider assistants, PT students, OT students, SLP students, and PT aides. The following definitions apply to the supervision requirements:

- "Direct, immediate, on-premises supervision" is defined as face-to-face contact between the supervisor and the person being supervised, as necessary, with the supervisor being physically present in the same building when the service is being performed by the person being supervised.
- General supervision is defined as direct, on-premises contact between the supervisor, the person being supervised, and the member at least once every two weeks. Between direct contacts, the supervisor is required to maintain indirect, off-premises contact (by telephone, written reports, and group conferences) with the person being supervised.
- Direct, immediate, one-to-one supervision is defined as one-to-one supervision with face-to-face contact between the person being supervised and the supervisor during each PT, OT, or SLP session with the person being supervised assisting the supervisor.

Allowable Service

All PT, OT, and SLP services, including evaluations, may be reimbursed by Wisconsin Medicaid when provided by students during their practicum

Supervision Requirements

SLP students must be under the direct, immediate, on-premises supervision of an ASHA-certified and Medicaid-enrolled speech and language pathologist who is responsible for member care.

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