

RECOMMENDED EXPERIENCES FOR GRADUATE EXTERNSHIPS

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Adapted from Table 11 (Experiences for School-based Externships)

Blosser, J. (2012). *School Programs in Speech-Language Pathology: Organization and Service Delivery* (5th Ed). San Diego: Plural Publishing.

PRIOR TO INITIATION OF THE EXTERNSHIP EXPERIENCE

- Review the procedural guidelines provided by your university department.
- Review the externship organization's guidelines for university students if available.
- Contact the clinician who will be supervising you to learn about the organization, program and caseload.
- Visit the clinician and facility in advance of your start date if possible.
- Obtain fingerprinting and background check if required.
- Obtain a physical exam and inoculations (if required by your university or organization).
- Review procedures, test protocols and policies required by the supervisor or school.

WEEK ONE

- Confirm the work schedule and school/organization calendar.
- Get oriented to the organization and meet key administrators and staff.
- Obtain an ID Badge (if required).
- Observe the supervisor and various classrooms or units (if permitted).
- Tour the organization facility to learn about important departments and resources.
- Attend a departmental staff meeting (if one is being held).
- Become familiar with organization procedures, code of conduct, emergency procedures, etc.
- Discuss expectations and goals of therapy program and externship experience program.
- Discuss treatment plan and IEP procedures and forms.
- Review client/student records making sure to maintain confidentiality.
- Schedule a time for a weekly meeting with your supervising clinician to discuss progress, issues, concerns and strategies.
- Discuss and orient to assessment and intervention materials.
- Obtain information about risk management and infection control procedures to be followed.
- Assist the supervisor in preparing your assignment and daily schedule.
- Start a personal journal to document your observations, perceptions, feelings, and goals.

WEEK TWO

- Observe and jointly participate in assessment and intervention sessions with your supervisor.
- Continue with orientation to paperwork, IEPs, student records, assessment and intervention materials.

WEEK THREE

- Plan and independently implement intervention and/or evaluation for 2 to 10 clients/students.
- Collect and document data on client/student performance and maintain daily attendance records, parent/teacher communication logs, etc.
- Complete appropriate paperwork regarding treatment and evaluations conducted.
- Observe students in classrooms or clients in other situations.

WEEK FOUR

- Demonstrate greater independence.
- Continue to collect and document data on client/student performance and maintain daily attendance records, parent/teacher communication logs, observations, etc.
- Plan and implement intervention and/or evaluation for more students.
- Complete appropriate forms, records and reports for students.
- Attend treatment team or child study or IEP planning meetings.

WEEK FIVE THROUGH THE END OF THE EXTERNSHIP EXPERIENCE

- Increase independence at planning and implementing intervention and/or evaluation.
- Assume entire caseload with about 4-5 weeks left in the experience.
- Draft IEPs/ISFPs and other reports and participate in team meetings when appropriate.
- Continue to collect and document data on client/student performance and maintain daily attendance records, student progress reports, parent/teacher communication logs, etc.
- Consult with teachers regarding communication skills and intervention strategies in the classroom of students on caseload. Follow recommendations of the supervisor. Pre-plan the purpose and content of the conversation.
- Communicate with family or parents regarding progress. Follow recommendations of your supervisor. Pre-plan the purpose and content of the conversation.

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