



Department of Speech-Language-Hearing Sciences
Supervisory Agreement for Externship Placement

Semester: Fall Spring Summer

Year: _____

Student's Name: _____

Placement Site: _____

Placement Address (midterm visit location): _____

Supervisor Name	Phone Number	Email	ASHA #	State License #

Student's Weekly Schedule (days and times):

Midterm Conference Scheduling

Best Day/ Time to schedule a midterm site visit:

Do not schedule a conference at these days/ times:

Check your preference for conference method:

- In Person
- Video Conference: FaceTime Skype Zoom
- Phone / Conference Call (____) _____
- No Preference

Supervisor Affirmations: Check All and Sign

- I have received information about the Loyola supervisor website and semester procedures.
- I have reviewed the schedule, facility policies/ procedures and my supervisory expectations with my student. (*Externship expectations checklist provided as a guideline*).
- I am aware to report any incidents or injuries involving the student directly to the Loyola Externship Director Dede Matrangola dede@matrangola.com 410-340-2409
- I affirm that my ASHA certification and state licensure will be valid and active throughout my supervision of the graduate student named above.
- If in Maryland only, I affirm that I meet the MD state requirement that SLPs engaged in student supervision have a minimum of 3 years of clinical experience (CFY plus 2 more years).
- I have completed 2 supervision CEUs for the ASHA supervision requirement.

Supervisor's Signature

Date

Student's Signature

Date

Clarifying Expectations for Supervisor and Student

Logistics/Practicalities	Student Initial	Supervisor Initial
1. Facility policies: start/end times, dress code, illness policy, calendar (days off), emergency procedures, safety concerns, etc.		
2. Use of down time – What are your expectations? Can it be used for planning, research, and/or personal time?		
3. Technology – Use of cellular phone, ipad, etc. Can it be used as a therapeutic tool, research tool, and/or for personal use during down time?		
Intellectual Support		
1. Observation – Expected length of time		
2. Teaching – What area(s) does the student feel (s)he might need more guidance or resources? What goals do the supervisor and student have for the semester?		
3. Level of independence – What does the supervisor expect of the student in terms of how much caseload they take over by which weeks of the semester?		
Emotional Support		
1. Open communication		
a. Mode – How will you communicate (phone, e-mail, text)? How quickly will you be able to respond?		
b. Questions – Student initiated or Supervisor prompted?		
c. Concerns – How should issues be resolved?		
2. Skill development		
a. Critical thinking – How can I challenge you?		
b. Experience – How can I enhance your learning?		
3. Career Development – How can I help? -Networking, interviewing (excused absence?)		
Feedback		
1. Type – Verbal, written, combination?		
2. Frequency – After each session, daily, weekly?		
3. Format – notebook, e-mail, etc.		
4. Manner – What will the feedback include? Positive/constructive feedback, suggestions/techniques, opportunities for self reflection, etc.		
Work Responsibilities		
1. Time management – What is expected to be done after hours?		
2. Written work – When should paperwork be completed? When/how do you expect evaluations to be completed?		