Graduate Clinician Practicum Handbook

Speech@Emerson

Last updated 05/2025

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Mission Statement

As a program, we are committed to providing you with a robust educational experience both in the classroom and in your clinical placements. You should familiarize yourself with the Emerson College mission statement as it guides us in the work that we do.
https://emerson.edu/about-emerson-college/mission-vision-and-values

Code of Ethics

Upholding ethical standards in the field of speech-language pathology is a primary focus of our program. This ASHA document outlines the important values and expectations of all professionals in our field. It supports clinicians in their decision making and helps to define our role across settings. Time should be spent reviewing the expectations outlined in the ASHA Code of Ethics.

Dress Code

Clinical placement settings vary in what is deemed appropriate attire. All students should keep in mind that as new clinicians, earning the respect and trust of clients, families, and collaborators can be positively impacted by professional dress. When choosing what to wear to your placement keep in mind the needs of your clients and balance that with the need to look professional. Some sites and settings may also have dress or uniform requirements. Please discuss the topic of dress code when meeting with your site supervisor to review the student/supervisor contract.

Speech@Emerson Team

Director of Clinical Education

The Director of Clinical Education is responsible for ensuring the clinical education of our graduate students meets our program mission, state regulations, ASHA and CAA standards. Policy development and compliance are also important aspects of the director's role. The director actively supports team members and students by fostering collaboration and working together to effectively achieve shared objectives.

Speech@Emerson Team of Directors

The Team of Emerson Directors plays a role in the placement identification process. They are responsible for vetting sites, matching students and supervisors, and collaborating with Placement Specialists and Student Success Advisors. The directors are the primary point of contact and provide clinical support throughout all aspects of students' clinical practica. They complete welcome calls, site visits, and hold office hours to assist students with their placement needs.

Placement Specialists

Placement Specialists are employees of 2U who work collaboratively with the Speech@Emerson placement team to conduct research and outreach to sites in students' communities. They also initiate Affiliation Agreements with the site, which allow Emerson College to legally partner with placement sites. Placement Specialists collaborate with Emerson Directors and Student Success Advisors to ensure the success of students in their clinical placements.

Student Success Advisors

Student Success Advisors (SSAs) support students during the program and placement process through coaching and proactive planning. SSAs communicate and collaborate with Emerson Directors and Placement Specialists.

Placement Clearances

All students must complete the following placement clearances, per department policy. This information is collected via CastleBranch, a secure platform to track and manage required clearances and documentation. All students must also participate in a background check and document completion of HIPAA and OSHA training. See list of required clearances below:
- Background Check

- MMR (Measles, Mumps, and Rubella) vaccine series OR immunity by blood titer
- Varicella series (chicken pox) OR immunity by blood titer
- Hepatitis B series OR immunity by blood titer
- TB test and TB Risk Assessment Questionnaire (together in one file)
- TDAP
- Meningococcal Immunization (Students 21 years of age or younger) or waiver
- Proof of health insurance coverage
- Physical exam/certification within 12 months of starting the program
- HIPAA & OSHA training(Completed as a part of CD601)

Community placements may require additional screenings and clearances throughout your time in the program. The clearances already submitted to CastleBranch may suffice but it is not uncommon for sites to conduct their own or separate screenings. Students must abide by requirements of the site and be aware that the cost of any additional screening is the student's responsibility.

To submit a request for additional placement clearances to be completed, send an email to placement_ops@emerson.edu and include all necessary information, forms, and documentation.

In addition to the work done through CastleBranch, you will complete knowledge checks through your clinical practicum course in Canvas each semester you are in placement. Knowledge checks ensure you have retained and continue to be up to date on the information related to privacy laws, OSHA, mandated reporters, and professional skills.

Insurance

All students must have medical insurance. All of our affiliation agreements with placement sites mandate students to carry insurance. If you do not have medical insurance you cannot be placed and this will impact your graduation date.

Community Practicum

All students will complete four community-based clinical practicum experiences over the course of the program. Emerson's mission is to provide students with diverse experiences across all four clinical placements. ASHA requires that students gain experiences across the lifespan (pediatrics through adults).

Clinical placements are selected to ensure that students have experience with a variety of:
- Ages
- Clinical settings
- Supervisors
- Patient/Client severity levels (mild-severe)
- Patient/Client disorders
- Evaluation and treatment
- Cultural/linguistic diversity
- Interprofessional practice (i.e., collaborating with OTs, PTs, school psych, nurses, teachers, etc.)

Of the four community-based placements, one **must** be in a school-based setting. Emerson College is considered an educator preparation program by the Department of Elementary and

[Secondary Education (DESE) in the Commonwealth of Massachusetts](#). In order for the Director of Clinical Education to officially certify end-of-program documentation stating that the DESE requirements were met, all graduate students must participate in at least one school placement for their community-based placements. This requirement must be met by all students regardless of state of residence. **DESE requires that all students be "onsite" and actively participating in school-related activities for a minimum of 100 on-site hours. A minimum of 75 clinical clock hours in a school will satisfy this requirement.** Keep in mind that other states may have additional requirements for educator licensure. Each graduate student is responsible for ensuring they obtain 75 hours in a school setting. If they do not, they will need to extend their school placement or complete a second school placement. Failure to complete the required 75 hours may result in an incomplete grade for placement or delay of graduation.

Medical/adult sites are not a requirement, nor a guarantee, but sufficient clinical opportunity across the lifespan and disorders is required. We highly value the opportunity of a medical/adult setting experience, and make efforts in the 3rd and 4th clinical placement search to find an adult and/or medical placement. If you have an interest in this type of setting, please submit an Interest Form via the placement portal. Please note that many adult/medical placements require a minimum of 4 full days, many requiring 5 full days on site. Medical sites are some of the most difficult to partner with. This is true across the country and across training programs. There are many barriers to securing these placements at the administrative level. Please understand that every effort is made to secure medical placements but there are barriers that can be difficult to overcome.

Please note that as part of the placement process your name, Emerson email, and EID will be shared with your assigned placement and may be shared with potential sites.

Placement Policies and Expectations

All students must meet placement expectations. The placement expectations have been developed by program leadership with the intention of optimizing students' success in placement and the program by leveraging their expertise in the field. While we understand that each student comes to the program with a unique background, experiences, and set of circumstances, the minimum requirements must be met by all students in placement. Prior to starting your placement, we strongly encourage students to proactively speak with their Student Success Advisor to develop a plan to balance their personal commitments, academics, and placement requirements.

*Your placement site may have their own policies. You should ask if there is a handbook or other document that reflects their expectations.

Attendance Policy
Students **must** attend placement a minimum of 3 full days per week, reflecting whatever a full day looks like at the site, for the entirety of the semester (week 2 through week 14). Any circumstance that impacts your ability to start in week 2 of the semester must be brought to the placement team's attention as soon as possible by emailing placement_ops@emerson.edu or by meeting with a placement team member. Even if a late start or early end are not within the student's control, a plan to make up the days/weeks missed will need to be put in place. Options will be discussed that include increasing the days per week at the placement, extending the placement end date or adding Simucase as a supplement. Students will accommodate their supervisor's schedule and understand that sites/supervisors may require students to attend hours or days over and above Emerson College's minimum. Students should make every effort to

select course sections that align with the full-day expectation of placement. Childcare, outside employment, and distance are not acceptable reasons to shorten a placement day. Attendance at a placement site is not about the hours you will gain but about the experience and learning that will occur. This is the most important part of your clinical education. In addition the continuity of care for the clients served must be the primary consideration of every supervisor and student clinician. You must attend placement as required even if you have meet hour requirements.

Time Off
The semesters are short so consistent attendance is crucial to clinical learning and growth. Students are not permitted to take time off during placement for personal matters. Time off for extenuating circumstances must be discussed with and approved by the placement team. Vacations are not permitted during the semester. Students who are taking comprehensive exams will have that week off and supervisors will be notified in their welcome communication. Be sure to add this week to your student/supervisor contract. You are not to miss placement for oral meetings. Please work with your supervisor to find a quiet space and appropriate time for your oral meetings should they occur during a placement day.

Sick Policy
Emerson College does not have a specific policy for students who are ill during their time at placement and need to miss a day. Students are expected to follow the sick policy of their sites. This should be discussed and indicated on the Student/Supervisor Contract that is completed within the first few weeks of placement. If not required by the site to do so, students should offer to make-up any missed time.

Extended Absence Policy
Due to the intense and rigorous nature of clinical placements it is not possible to meet clinical learning goals if students miss more than two consecutive weeks in a clinical placement. An absence of this length or greater is considered a **prolonged absence.**

When a student anticipates or experiences a prolonged absence, they should notify their Student Success Advisor and the placement team immediately. Prolonged absences have the potential to impact students' overall plan of study and anticipated graduation date.

If a student does experience a prolonged absence, options include:
- taking a Leave of Absence for the term
- taking an Incomplete grade in academic coursework. *(Because CD 612, 613, 614, 615 are associated with external contracts negotiated with non-Emerson sites, taking an Incomplete may not be an option.)*

Student Accessibility Services (SAS)
If you have a disability and anticipate you may need accommodations to fully participate in placement, please reach out to sas@emerson.edu. SAS is available for informational meetings and to talk you through the application process. You can also read about the process on the Emerson website. You will need to complete the

SAS Registration Form, and then a member of the SAS team will then follow up with you to continue the process.

All requests for accommodations must be submitted 15 weeks in advance of the placement. While late requests will still be considered, the placement team cannot guarantee they will be able to secure a placement within the identified accommodation parameters.

Office of Equal Opportunity (OEO)
The OEO staff is a valuable resource. Any student who is pregnant or experiencing pregnancy related conditions (miscarriage, fertility treatments, lactation, etc) is directed to this office for support. They also provide information and support to those who have concerns related to discrimination, harassment, or sexual assault. Please reach out to the OEO office at oeo@emerson.edu.

Distance Policy
Speech@Emerson policy indicates that students may be placed up to 75 miles away from their home or preferred placement address. The placement team makes every effort to place students as close to home as possible, however, there are various factors that may impact this, such as geographical location, ability to partner with sites due to the high volume of schools in the area, ability to obtain an affiliation agreement with the site, etc. Students have acknowledged and agreed to this policy upon completion of their Intent to Enroll paperwork and are not permitted to reject a placement based on distance.

Placement Interviews

The Student Hub is a great resource for clinical information, including preparing for your first meeting with your supervisor. See links below for additional information:
- Initial Meeting with Your Supervisor
- Formal Interview Prep
- Placement Timeline and Action Items

Confirmed Placements
Once a placement has been identified, students must move forward with their approved placement. Delays in moving forward with an approved placement will have consequences, including potential impacts to graduation dates. Referrals and sites/areas of interest that are submitted after a placement is identified may be considered for further placements but will not be used as an alternative to an identified placement. If you are sent on interviews for placements and you are rejected from more than 1 site you will be put in a placement hold and must meet with a member of the placement team to discuss interview skills and feedback from the sites if available. Please note that rejection from multiple sites will likely delay the placement process and your graduation date. There are resources available through the career center to help with interview skills and resume building. Please reach out to them to set up a session through email at careers@emerson.edu or by phone at 617-824-8586.

Placement Hold

A placement assignment includes a set of expectations that the student needs to meet around specific dates. If a student receives their placement and does not follow the expectations they will be automatically put on a Placement Hold. This means that the student needs to wait for a placement assignment until all other students have received a placement. This may have a direct impact on the student's plan of study including graduation date. If a student rejects a placement for any reason, they will be put in a placement hold. If a student is rejected from more than 1 site they will also move into a placement hold.

Place of Employment Practicums

Students may be permitted to complete one community placement at a Place of Employment (POE). In order to request this, students must complete a Referral Form via the placement portal. The placement supervisor and caseload must be different from the work supervisor. As with all referrals, a POE referral must go through the same approval process and is never guaranteed.

Adult Hours

All students are required to have experience across disorders and across the lifespan, which includes all students being required to have some adult experience outside of CD 611 (Virtual Placement). If by their final semester a student has only received adult experience from CD 611 they will be required to participate in a supplemental round of adult Simucase to meet the expectations of the program. Students with low adult hours will also be invited to participate in a supplemental round to allow them a more well rounded clinical experience and help prepare for the Comprehensive Exam.

Cold Calling

Cold calling is unsolicited outreach made by a student to a potential supervisor/community placement with whom they have had no prior contact with the goal of securing a placement. Cold calling includes but may not be limited to: phone calls, email, social media outreach, etc.

The Placement Team works hard to identify and secure community-based clinical practicum experiences for all students. Students are not permitted to reach out to any sites on their own, as this can cause unexpected consequences (i.e., the site already said no, we may not want to partner with the site, etc). Failure to comply with this policy will require a meeting with the Placement Manager and Director of Clinical Education to determine consequences.

Areas of Interest

Students are welcome to send a list of sites, populations, or disorders they wish to be considered for placement through the Interest Form, which can be found on the placement portal via the Digital Campus. The placement team will make every effort to consider sites and areas of interest but placement at these sites is not guaranteed.

Referrals

Students are welcome to provide a referral for a site/supervisor they have an established connection with using the Referral Form, which can be found on the placement portal via the Digital Campus. We greatly value opportunities to partner with sites and supervisors

that students have an established relationship with but a placement with them is not guaranteed.

Simucase Placement

At this time, we're offering Simucase as a placement on a limited and case-by-case basis only. Students must submit a request for a Simucase placement which will be reviewed by the placement team. Approval is based on several factors including your clinical trajectory through the program. Please note that Simucase requests to accommodate child care needs, work schedule, or to replace an identified placement will not be considered.

Information to keep in mind:
- Simucase is offered in two 5 week rounds a semester. You may be assigned to one or both rounds of Simucase. Each round will offer approximately 20 clinical clock hours of additional experience.
- In addition to completing assigned cases for the round of Simucase, you will need to attend a weekly 60 minute debrief session with your Simucase supervisor. This is an opportunity to discuss cases, ask questions, and learn more about the client/patient population. The debrief constitutes the 25% supervision requirement, per ASHA.
- Expectations:
  - You are required to attend the orientation/onboarding session run by Simucase to orient yourself to the experience, as well as to prebrief your first set of cases. Each missed session results in a decrease of one letter grade.
  - You are required to spend *at least* the time assigned for each case on all cases. (Notably, you may spend more time if needed.)
  - You are required to submit your cases *prior* to the debrief session (by 11:59PM ET the evening before your debrief).
  - You are required to submit your hours into CALIPSO no later than 24 hours after the debrief session.
  - And finally, you are required to attend and *participate* in the debrief sessions with the Simucase supervisor(s) (camera and microphone on).
- You must complete a five week round in its totality in order to gain clinical clockhours. Clinical clockhours *will not be approved and counted toward your 375 hours* unless all of the above requirements are fulfilled.
- This is a different experience than CD 611 but similar to a community based clinical placement. You will be with a supervisor from Simucase who will manage the debrief sessions for the assigned cases. We offer a set curriculum that you will be assigned to- typically two rounds are required (for a total of 40 clinical clock hours)
- Some students will also be invited to participate in Simucase as a part time supplement to their community based placement opportunity. If you have questions about whether or not you'd benefit from a Simucase supplement, please reach out to placement_ops@emerson.edu..
- If you are participating in a round (or two) of Simucase for the semester, and your membership has expired, you are responsible for renewing your Simucase membership for the semester.
- Per ASHA, students may only earn up to a total of 75 clinical clock hours in Simucase and as such, Simucase as a placement may only be used once.

Virtual (telepractice) Placement

ASHA accepts clinical clock hours accrued through telepractice practice towards your total clinical clock hours. Notably, graduate students initiating applied course work with Emerson College on or after January 1, 2023 need to comply with the following Council Certification in Audiology and Speech-Language Pathology (CFCC) standards, in accordance to Standard V-C for the Certificate of Clinical Competence in Speech-Language Pathology, related to acquiring the minimum clinical clock hours (i.e. 375 clinical clock hours) to meet graduation requirements:

1) A student must earn a minimum of 250 hours of supervised clinical practicum within the graduate program must be acquired through on-site and in-person (e.g. "knee-to-knee") direct contact hours.
2) A student can earn up to 75 clinical simulation (e.g. Simucase) hours.
3) A student can only earn a maximum of 125 hours of *combined* telepractice AND clinical simulation

Supervised Clinical Practicum Options	Required	Minimum Toward the 375 Hours	Maximum Toward the 375 Hours
On-Site and In-Person Direct Contact Hours	Yes	250	No maximum
Clinical Simulations (Simucase)	No	0	75
Telepractice+Simucase	No	0	125

Supervision Requirements

Number of clients/ramp up in responsibility
The goal in all placements is for the student to demonstrate independence in all clinical areas at least 75% of the time. Each student will likely have a different road to this end goal depending on the placement site, supervisor, complexity of clients served and student experience. There are many models of supervision but the most common ones used (including the Anderson Model) allow for observation of the supervisor first and then gradual release of responsibility over to the student clinician. For some students, there may be a steeper learning curve and they may need more time to prepare for sessions and to reflect on changes they may want to make each week. Students can and should take on more responsibility as they demonstrate the ability to do so. Please understand that the expectations for independence and clinical competence often change as you move through your placements. Many supervisors release

responsibilities to students faster when a student is in their last placement as they prepare you to enter the workforce.

Percentage of supervision
As all of the Speech@Emerson students are graduate clinicians, ASHA has supervision expectations regarding the percentage of time that a student must be supervised
- If in-person ASHA states "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." Additionally, per Emerson policy, an approved supervisor MUST be in the building/on-site for any sessions that the student conducts with a client.

- **Per ASHA/CFCC guidelines, for sessions that are conducted via telepractice**, supervisors must be directly supervising a minimum of 25% of the time and must be available by phone (call or text) and/or be in the actual videoconference (Zoom) room (but could have camera off) for 100% of the session. **However, per Emerson College placement policy, it is expected that in addition to the 25% direct supervision, supervisors are in the video conference room 100% of the time.**

Placement Concerns

If you have concerns related to your placement and/or supervisor your first step should always be to discuss these concerns with your placement supervisor. If you need guidance with how to navigate these types of discussions or if you have tried to work with your site please email the placement team at placement_ops@emerson.edu. If you are injured at placement please reach out to the Director of Clinical Education as soon as you are able to do so through the placement_ops@emerson.edu email. Utilize the placement team drop in hours to talk about placement related topics.

Student Supervisor Contract

ASHA requires that all students and clinical instructors complete a student/supervisor contract. This contract serves as an agreement between the both of you and sets clear expectations for the semester. Please make note of both the student's responsibilities as well as the potential activities that the student may participate in during this placement. There is also a section for identifying supervisor's responsibilities including type/frequency of feedback and meetings. **Please complete this contract no later than 3 weeks after you begin placement. Students must upload the completed contact to their Canvas Clinical Practicum Site.** Students should complete a separate contract for each distinct placement (site and/or supervisor) they are in. This contract will be completed collaboratively with your supervisor and will be graded as part of your clinical placement course.

Clinical Clock Hours

Students should target a minimum of 90 clock hours per semester. This number is a goal and a minimum. Due to a number of factors, students may earn more or less in a semester. Per ASHA guidelines, you must accrue a total minimum of 375 direct clinical clock hours to graduate from the program. The Student Hub is a great resource to learn about clinical clock hours with

visuals. Students are NOT permitted to leave a placement prior to the end of the semester simply because they have completed 90 hours in that placement or because they have gained their 375 hours. Time in your placement is about much more than hours; you have an obligation to the site, supervisor, and clients you serve and should look to continue growth and learning throughout the semester. Leaving a placement early without permission from the college will require a meeting with the placement team and is likely to impact your placement grade and progression through the program.

CALIPSO
Students are responsible for logging their clinical clock hours in CALIPSO every 1-2 weeks. Once logged, supervisors will be alerted via email and able to approve the hours. Supervisors must have an active account in order for students to select them when logging hours.

Logging Hours
The Student Hub is a great resource to learn about clinical clock hours with visuals. Please keep in mind:
- Age Ranges are as follows: 0-17 (Child) and 18+ (Adult).
  - When working with high school students, check the student's DOB to ensure appropriate categorization of hours.
- Accurately record your diverse clinical learning experiences in your clock hours by dividing hours from one session across multiple areas and entering them accordingly. Ensure that the diversity of your logged clinical clock hours is reflective of your clients and their needs.
- When dividing the accrued time across all appropriate areas, think of the client as a whole.
  - How does the client present?
  - What are you addressing informally?
- Log only direct clinical contact time. Students are encouraged to observe in the beginning of the semester as they are learning and throughout the placement if new opportunities arise, however, observation time should not be logged.

What is a Clock Hour?
Any form of active, clinical engagement with the client can count as a clinical clock hour in CALIPSO. Students do not necessarily need to be independently providing services in order to count towards clinical clockhours. The following would also count towards a clinical clock hour: co-treating, taking a language sample, scoring along with SLP during the evaluations, or providing one subtest of an entire evaluation. In each of these examples, the student could count the full clinical clock hour because some portion of the treatment or evaluation session the student was clinically engaged with the client/patient.

As of of January 1, 2023:
Students may only count the time that they are in direct contact with the client/caregiver during that session. This applies to all methods of service delivery. **Example**: 3 graduate students are present for a 1-hour treatment session. Student #1 provides 20 minutes of intervention, Student #2 provides 30 minutes of intervention, and Student #3 provides 10 minutes of intervention. While the total time equals 60 minutes, each student may only count the time that they were the active clinician during the session.

What Does Not Count as a Clock Hour?
- Observations - not doing much directly with the client
- Lesson planning and making materials for therapy
- Clinical writing - IEPs, evaluation reports, progress reports, goal writing, SOAP notes, documentation.
    - Clinical writing is important to our field, so any opportunities to participate in clinical writing are certainly encouraged but can not count towards hours.
- Programming of AAC devices
- Attending meetings (including IEP meetings) *unless* the client is present, for clinical writing, nor for programming of AAC devices.
    - While ASHA and Emerson recognize the value of these experiences, ASHA does not currently allow students to accrue hours for these tasks.

**Ultimately it is up to the discretion of the supervisor as to what they are comfortable approving. Have open communication and ask your supervisor what you should log if you are unsure.

Drop-in Placement/Advising Office Hours

Students sometimes benefit from 1:1 support to discuss placement concerns, ask questions, seek guidance on any number of topics related to any aspect of the program, and share their experiences. All Speech@Emerson directors dedicate 1 hour a week to provide placement/advising drop in hours for all students, beginning once they start their applied coursework. Students can access the schedule and Zoom links for drop-in hours via their Portfolio course in Canvas. Please utilize the hours marked as placement for all issues related to placements and the hours marked as advising for all program related topics.

Portfolio

The Portfolio is an ASHA requirement of the program which promotes long-term tracking of student learning beyond academic grades and clinical clock hours. It is an opportunity to integrate academic and clinical knowledge. Students create one set of artifacts per term in which they're enrolled in clinical practicum - CD612, CD613, CD614 & CD615. Artifacts include evidence of an EBP project that was implemented in practicum, a semester reflection, and a review sheet documenting knowledge and skills gained.

The portfolio process also includes documentation of ASHA General Education requirements that you may have completed before enrolling in the program. If you have not yet finished your General Education requirements (Biology, Physics or Chemistry, Statistics, and a Social or Behavioral Sciences), you can learn more about these requirements here.

Some portfolio artifacts will have point values assigned that will contribute to your practicum grade**.** Specific information can be found in your clinical practicum course. Please note that failure to complete all required portfolio tasks by the end of the semester will result in an incomplete or deferred grade for your placement course.

Evidence Based Practice (EBP) Assignment

The Evidence Based Practice Assignment is the student's semester long project, while they participate in their clinical placement. Once students are acclimated to their placement site and

clients they will be working with, they should identify a client or group of clients they have a clinical question about.

Requirements for Choosing an Evidence Based Practice Article
Students must find an investigatory research article that has been published within the last 10 years to be considered current. The article needs to be a primary research study that includes participants. Students must use the evidence found within the article with either a similar population or similar clinical question in mind and actively try to implement the evidence. The article CANNOT be a tutorial, systematic review, meta-analysis or book chapters. **Only primary investigatory articles published in a peer reviewed journal will be accepted for this assignment.**

Students have access to their program advisors and research librarians at Emerson. These resources can be helpful in finding an article that meets their needs. Students are also provided with a shared space to work through their questions, article selection processes and other quandaries with guided feedback from their peers and program advisors.

Using your EBP Article for the Assignment
Once a student has identified an article that meets the requirements for the EBP assignment, they are required to share the article with their community supervisor(s). Students should be prepared to discuss with their supervisors how to best implement outcomes from the research with their client(s) over the course of several sessions/weeks and collect data on the outcomes.

What to do with Collected Data
Students are responsible for writing a short paper providing details of the implementation of the research, baseline measures, post treatment outcomes and any other considerations that might be worthy of noting. The paper is highly focused on processes and reflection (ie. it is ok if the implementation was 'unsuccessful' for any number of reasons including attrition, scheduling and any number of situations). Students are asked to analyze the process in order to set them up to be successful EBP SLPs once they graduate.

Role of the Supervisor
Students should seek guidance and feedback from their supervisors throughout the process. Supervisors should serve as a mentor to provide feedback about implementation of the research. Students and supervisors may learn about something new in the literature, providing an opportunity for students to dive deeper into a treatment approach their supervisor is using.

After the EBP Paper is Written
Students are required to have their supervisor sign the EBP paper to indicate that the student collaborated with the supervisor on the assignment and implemented the research from the article. At the end of the semester, students will meet with their program advisor to discuss their research article, implementation of the research and the client(s) outcomes.

Midterm

Around week 8 of the term, students and supervisors must complete three **required** midterm assignments. Refer to your Canvas Clinical Practicum site for specific due dates. It is recommended to have completed these three steps prior to your scheduled site visit.

Midterm Evaluation
The supervisor(s) will complete a midterm evaluation by the end of week 8 in CALIPSO to formally assess clinical development and professional skills of the student. This is a 1-5 rating scale (in .25 increments) designed to help you objectively measure your student's progress and provide feedback. This will be tracked in your clinical placement course as complete/incomplete.

Self-Evaluation
The student will complete a self-evaluation in CALIPSO by the end of week 8 in CALIPSO to assess their own clinical development and professional skills. The self-evaluation is identical to the midterm evaluation. Your self-evaluation will be graded as part of your clinical placement course.

Midterm Meeting
Schedule and conduct a midterm meeting to share your respective midterm evaluations and to discuss the student's clinical performance to date. This is an opportunity to provide verbal feedback and identify areas of strength and areas of growth as you move into the second half of the semester. *This is separate from a Site Visit with a Speech@Emerson team member.*

Site Visit

A site visit is completed around the midpoint of the placement to discuss the student's clinical performance and to address any concerns/questions that may arise. Site visits are conducted via Zoom with a member of the Speech@Emerson team. Students and supervisors are encouraged to complete the midterm on CALIPSO (supervisor) and self-reflection on CALIPSO (student) and conduct their required midterm meeting ahead of the site visit.

Students and supervisors will receive an email around week 7 of the term which will include instructions to sign up and information about the site visit. Site visit scheduling is done through Calendly

Final Grade

There are a number of items that will contribute to your final placement grade. Your final grade will be calculated based on the final grade entered into CALIPSO by your site supervisor(s), the knowledge checks completed through Canvas, completion of your student supervisor contract, completion of a self-evaluation, and your EBP assignment. Each placement course Canvas site has a breakdown of the grading along with the grading rubrics used.

End of Semester Feedback

We elicit feedback from students regarding their clinical experience each semester. Following completion of placements students are asked to provide feedback about their placement. A CALIPSO form is used to elicit feedback from students about their site, supervisor, experience, and the kinds of clinical growth opportunities available at that time.

The information shared by students is confidential and only viewed and shared internally for Emerson College and is not shared with the site or supervisor. The information provided by students helps the program learn more about the students' experience and helps determine if the experience is a good fit for a student in the future.

Licensure

You are responsible for knowing the specific licensure requirements for the state(s) in which you plan to seek state licensure and teaching certification if that is required. The Director of Clinical Education will work with you to complete paperwork and gather any other required information including the school seal. You have a number of resources that will be provided to you through CD 604. Please utilize these resources to help navigate this process.

Resources

Speech@Emerson Student Hub
Graduate Clinician Semester at a Glance
Supervisor Semester at a Glance
Emerson College Academic Calendars
Initial Meeting/ Interview Prep
CALIPSO Instructions (Student | Supervisor)
Student Supervisor Contract (To edit: File → Make a copy)