



HARDIN-SIMMONS
UNIVERSITY

SPEECH-LANGUAGE
PATHOLOGY

Externship Handbook

MISSION STATEMENTS AND PROGRAM GOALS

UNIVERSITY MISSION

The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

COLLEGE OF HEALTH PROFESSIONS MISSION

It is the vision of the College of Health Professions that the Hardin- Simmons University Graduate Program in Speech-Language Pathology will attract students who are committed to striving for excellence in the profession of speech-language pathology and Christian service throughout the world.

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT MISSION

The mission of the Hardin-Simmons University Speech-Language Pathology program is to equip highly competent speech-language pathologists who are enlightened by Christian faith and values and demonstrate the knowledge and skills needed to work in the diverse communities of the world.

STRATEGIC GOALS

1. To attract students who are committed to striving for excellence in the profession of speech-language pathology and Christian service throughout the world.
2. To work together as faculty, staff and University to provide accurate and up-to-date information regarding the graduate program to current and prospective students.
3. To cultivate a balanced and experienced faculty to accomplish the goals and mission of the program and university and meet ASHA standards.
4. To encourage and promote faculty research, presentations, and other opportunities for professional growth to create a balanced and experienced faculty.
5. To provide curriculum which vigorously meets the standards for accreditation, cultivates competency and reflects the diversity of the world in which we live.
6. To provide a robust Clinical Practicum experience.



HARDIN-SIMMONS UNIVERSITY

SPEECH-LANGUAGE PATHOLOGY

Dear Graduate Clinician:

Congratulations! You are embarking on your first intensive externship placement of your graduate career! This is a time where you will be able to gain invaluable experience and improve your diagnostic and therapeutic skills.

This handbook will serve as a guide to the policies and procedures of the externship placement as well as to the conduct that is expected of you during your placement. Please read carefully and refer to the handbook frequently during your placement. Please note, should any change or update in this handbook is required, the Director of Clinical Education will provide you with written notice.

Should any concerns arise during your placement, contact the Director of Clinical Education immediately.

Thanks, and have a great externship!

Sincerely-

Dee Kirby

dlyla.kirby@hsutx.edu

325-670-1039



Receipt & Acknowledgment of the
Hardin-Simmons University Speech and Language Clinic (HSUSLC)
Externship Handbook

The Externship Handbook is an important document intended to help you become acquainted with the Hardin-Simmons University Speech and Language Clinic Externship policies and procedures.

Please read the following statements and sign below to indicate your receipt and acknowledgment of the Hardin-Simmons University Speech and Language Clinic Externship handbook.

- I have read, fully understand, and agree to be held responsible for knowing and adhering to the Hardin-Simmons University Speech and Language Clinic Externship handbook.
- I am responsible for tracking and submitting clinical hours to Calipso weekly.
- I am also responsible for notifying the Director of Clinical Education of any changes in the externship placement or any concerns that may affect the success of the externship.
- I am required to submit all documentation before a final grade will be assigned for the externship.
- My signature below indicates that I understand and agree with the above statements and acknowledge my responsibility to read the Hardin-Simmons University Speech and Language Clinic Externship handbook, be familiar with its contents, and adhere to all policies and procedures.

Student's Printed Name

Classification

Student's Signature

Date

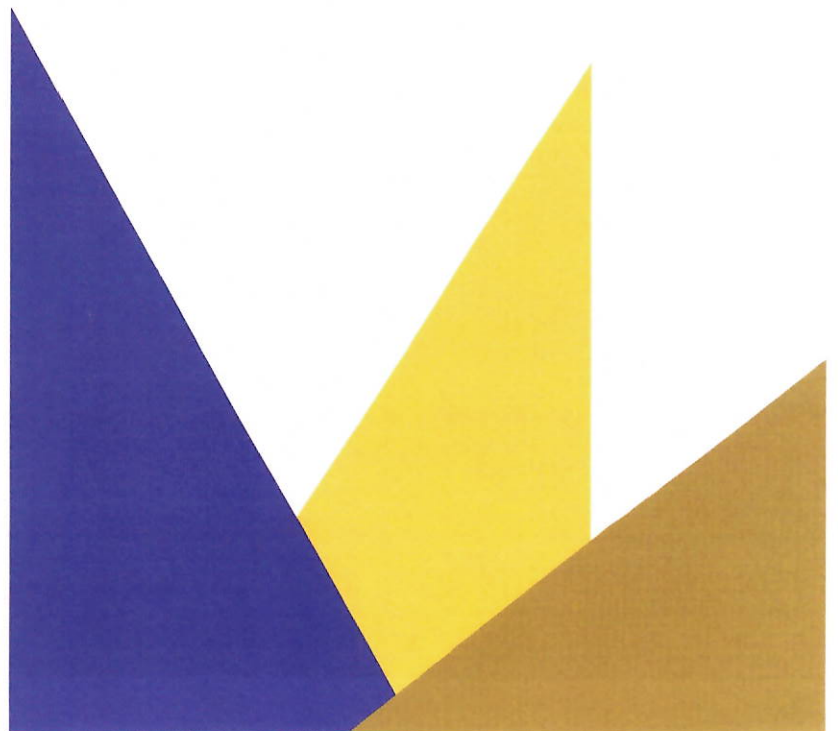
The signed original copy of this agreement will be filed in your department file.



HARDIN-SIMMONS
UNIVERSITY

SPEECH-LANGUAGE
PATHOLOGY

Policies and Procedures





Responsibilities of Graduate Clinician

- Adhere to the ASHA Code of Ethics at all times. Any violation of the Code may result in the graduate student's immediate dismissal from the program.
- Assist the externship supervisor in carrying out various functions and responsibilities. Graduate clinicians are considered a full-time member of the clinical team and should participate fully in responsibilities deemed appropriate by the externship supervisor
- Accept assignments and feedback in a professional manner and with a positive attitude. Graduate clinicians should conduct themselves professionally both in actions and communication. Making derogatory statements about other professionals and or clients is not acceptable. **Adhere to the ASHA Code of Ethics at all times**
- Observe policies, procedures, and code of conduct established by externship site.
- Follow the externship site's calendar as well as the site's arrival and dismissal times. Graduate clinicians are to mirror the externship supervisor's work schedule.
- Record clinical hours weekly into CALIPSO. Graduate clinicians may also serve as the "CALIPSO expert" for the site.
- Review clinical hour totals frequently. It is the graduate clinician's responsibility to notify the Director of Clinical Education immediately if concerned about number of hours being obtained at the externship site. To obtain the desired 140 clinical hours, graduate clinicians should be obtaining no less than 14 hours per week.
- Complete an evaluation of the externship experience at the end of the experience. The evaluation must be completed for a grade to be assigned to the experience. The evaluation form may be found in CALIPSO.
- Respect confidentiality at all times.
- Maintain communication with the externship supervisor. Actively seek feedback and ask questions.



Professional Competence

When participating in clinical practicum, graduate students are expected to behave in a professional manner at all times. Graduate students are expected to meet all professional responsibilities and competencies including:

- Arriving on time and maintaining timelines
- Being prepared and organized for all treatment sessions
- Taking responsibility for one's own actions without being instructed directly to do so
- Refraining from blaming others or engaging in emotional display
- Communicating clearly and respectfully
- Responding constructively to criticism
- Refraining from negative communication regarding externship sites and/or supervisors
- Demonstrating self-reliant behaviors such as resourcefulness and reliability
- Seeking and obtaining feedback
- Collaborating and sharing knowledge
- Demonstrating a commitment to learning by seeking new ideas, exploring new methods, and contributing beyond assignments
- Learning self-advocacy skills by asking questions, asking for clarification, addressing questions and concerns in a timely manner
- Placing professional duties above one's own convenience (i.e. not scheduling employment interviews during times scheduled at externship sites)
- Taking initiative
- Demonstrating active participation in all interactions
- Responding in a timely manner to all communication from faculty and/or supervisors
- Utilizing appropriate non-verbal communication in interactions with others (no heavy sighing, rolling eyes, making faces)
- Representing HSU and externship sites in a professional manner

Failure to meet these professional competencies will result in lowering clinical grades and may result in removal from clinical practicum which may delay completion of graduate studies.



HARDIN-SIMMONS
UNIVERSITY
SPEECH-LANGUAGE
PATHOLOGY

Attendance Policies and Procedures

Placement at an externship site is intended to provide the graduate clinician with an intensive training experience in a specific clinical setting. Externship attendance is not dependent on a) completion of clinical hours or b) client caseload at the externship site.

Graduate clinicians are expected to maintain the same work schedule as their externship supervisor and participate in any required duties of the supervisor. Graduate clinicians are expected to arrive on time and remain at the placement site for the duration of the workday. If a need arises where the graduate clinician must be absent, the graduate clinician must immediately notify the Director of Clinical Education, by phone, and the supervising clinician by preferred method (text or phone call). It is the responsibility of the Director of Clinical Education to approve all absences. Documentation (medical note) for any absences must be provided to the Director of Clinical Education within 24 hours of the absence.

There may be occasions when a supervisor needs to be absent. Graduate clinicians may not be supervised by another supervisor without prior approval from the Director of Clinical Education. Graduate clinicians can observe therapy sessions, read assigned articles, or prepare for future sessions during the supervisor's absence.



Documenting Clinical Clock Hours

Direct client/patient contact hours must be within the scope of practice of speech-language pathology and must be completed under the supervision of an ASHA certified speech-language pathologist.

Hours that may be counted toward meeting the required hours for certification and licensure requirements include direct contact with client/patient or client's/patient's family in assessment, intervention, and/or counseling. This can include but is not limited to actual service delivery, recording data, information seeking and giving, or training for a home program as long as directly related to assessment or intervention. If a client/patient has two or more diagnoses, the clinical hours can be distributed among the diagnoses in accordance with the time spent addressing each diagnosis.

Only one student should be working with a client/patient at a time. If students are working as a team, each student can record the time they spent in direct interaction with the client. If each student has a particular client/patient assigned to them, they each can count the time they spent providing intervention for their client/patient.

Hours are to be submitted in *Calipso*. For accuracy, hours are to be submitted weekly. Include all hours obtained for the week on one form. If a graduate clinician has more than one supervisor, a separate clock hour form is submitted for each supervisor.

The following activities CANNOT be counted toward clinical clock hours:

- Report writing
- Planning sessions
- Learning assessment tools/procedures
- Participation in multidisciplinary staffings
- Meeting with professionals regarding diagnosis and treatment
- Conference with clinical instructors/supervisors

Direct supervision must be in real time and should never be less than 25% of the student's total contact time with each client/patient.

The following activities are within the scope of practice for speech-language pathology and may be counted toward clinical hours:



Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience (or its part-time equivalent), and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.

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. Supervision must be sufficient to ensure the welfare of the individual receiving services. ([2020 Certification Standards in Speech-Language Pathology](#))

HSU graduate students should only be supervised by supervisors who have been approved by the HSU Director of Clinical Education. There may be an occasion when the approved supervisor is unavailable for a period of time (sickness, vacation). An alternate speech-language pathologist may provide supervision only after approval from the Director of Clinical Education. Any hours obtained before the supervisor is approved will not count toward the required total of clinical hours.

Supervisors must be on-site and available to provide guidance and/or answer any questions that the graduate clinician may have.

Direct supervision must be in real time.

Graduate clinicians may provide telehealth services that are within the scope of the state's license for speech-language pathology. Graduate clinicians must also comply with all state laws regarding telehealth, HIPAA, and FERPA. Telehealth services must be supervised at least 25% of the time in compliance with the laws of the state.



HARDIN-SIMMONS
UNIVERSITY
SPEECH-LANGUAGE
PATHOLOGY

Externship Evaluations

Externship Clinician Evaluations: Graduate clinicians are evaluated at least twice during the externship placement: at mid-point and at end of placement. These evaluations are completed in *Calipso*. The supervisor will review the evaluations with the graduate clinician. If concerns are identified at the midterm evaluation, a Clinical Improvement Plan may be initiated. **Remember, per the graduate handbook, if a grade of “C” or lower is made on the final externship evaluation, the clinician will be required to repeat the course which will delay graduation.** For due dates on externship evaluations, refer to the “Externship Calendar.”

Evaluation of Externship Site: At the completion of the externship placement, the graduate clinician will complete the off-campus placement form found in *Calipso*. For due date, refer to the “Externship Calendar.”

Evaluation of Externship Supervisor: At the completion of the externship the graduate clinician will complete a feedback form for each supervisor. This “Supervisor Feedback” form can be found in *Calipso*. For due date, refer to the “Externship Calendar.”

Graduate Clinician Self-Evaluation: The graduate student will complete a “Self-Evaluation” form at the conclusion of the externship. This form can be found in *Calipso*. For due date, refer to the “Externship Calendar.”



Communicating with Supervisors

Information taken from Burns, A.E. & Willis, L.B., (2022). Professional writing and speech language pathology: How to write, talk, and act like a clinician (4th Ed.). Plural Publishing

During the course of obtaining a graduate degree in speech language pathology, a student will be required to interact with a variety of individuals. This could include classmates, professors, clients, parents, and supervisors. While appropriate interaction is important with each of these groups, perhaps appropriate interaction with supervisors is the most critical. Because, let's face it, the supervisor is the one assigning your grade in clinical practicum.

Literature is filled with the ways generations (Baby Boomers, Gen X, Gen Z) differ in their values, traits, and ways of communication. As a graduate student, it is important to be aware of these differences and adjust the style of communication accordingly.

Burns and Willis list several mistakes graduate students may make when dealing with supervisors. A summary of some of these mistakes is presented below.

1. Students will complain to other students

When we don't like something we are asked to do or we feel it is too much, the natural tendency is to complain to those around us. In Graduate School, this more than likely means to fellow classmates. Yes, it makes you feel better because you get the support you need, and your classmates will often voice their outrage as well. But take a good look at this situation-- yes, you get the support you want /need, but you also set a precedence with your classmates that this supervisor is unfair or too mean. This does nothing to improve the situation, it only makes it worse! Perhaps a conversation with the supervisor would be more appropriate-- unless you just like whining and don't really want things to be better.

2. Failure to discuss the issue with the supervisor

Granted, this is a difficult one! However, complaining to fellow students or faculty members **will not** resolve the issue. If you truly want to resolve an issue or disagreement, you must address it with the individual involved. Generally, if a supervisor is approached in a respectful manner, the concern will be heard and the two of you can work on a solution. If this does not resolve the issue, then you can approach the clinic director for assistance guidance.

3. Copying information from previous reports without thinking

Often students are searching for ways to “lighten” their responsibilities and the time they have to spend completing an assignment. So, in an attempt to make their life easier, students will, at times, copy information that appears in a client’s previous reports. While this reduces the effort that is required of this student, it is wrong for so many reasons.

- The main reason this should be avoided is that it is **unethical!** Principle of Ethics IV, Rule L states, “individuals shall reference the source when using other persons’ ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism”.
- The information that is copied may be incorrect. If your name is going on a document, you want to make sure the information is accurate.
- By copying information from someone else’s report, you have denied yourself the opportunity to critically think about the information and therefore have learned **NOTHING** but how to copy and paste.

4. Failure to take initiative

This is a common complaint from supervisors-- students don't go the extra mile. Some students tend to do just the bare minimum because anything else is too “much trouble”. Go that extra mile by researching the client's diagnosis and asking questions, agreeing to attend therapy on Saturdays if your supervisor is working, or just simply asking questions in general. When students do not ask questions, supervisors perceive that as the student is not serious about learning-- and wants everything handed to them

On the other side of this issue is taking too much initiative. Be aware of your clinical limitations. If there is something you would like to do (such as counseling parents on how to handle behaviors), check with your supervisor first. In this case, the old adage of “it is easier to gain forgiveness than permission” does not apply.

5. Failure to progressively assume more clinical responsibility

A supervisor will have an idea of what your knowledge base should be depending upon the clients you have previously worked with and where you are in your clinical practicum experience. One of the things the supervisor is looking for is your ability to apply your knowledge and your previous experience to the current caseload.

6. Not being punctual for meetings and assignment deadlines

One of the most critical parts of running a clinical program is making sure sessions start and end on time and that documentation is completed within stated timelines. Not being punctual is a sure way to receive a lower grade in clinical practicum and is something you can control. And, as with any mistake you make, the best way to handle it is to own your mistake and try not to ever let it happen again. Supervisors may be more forgiving if you just admit the mistake instead of blaming it on other things or other people. **Take responsibility!**



Clinical Improvement Plan

Early notification and documentation are key components to a successful resolution to identify clinical issues in the event a clinical issue does arise a clinical improvement plan may be developed.

A clinical improvement plan will be developed for a graduate clinician who is requiring maximum support with minimal growth and/or has a grade below 'B' at the midterm evaluation.

The clinical improvement plan will be developed by the graduate clinician, the externship supervisor, and the HSU Director of Clinical Education. The plan will include the following components:

- clarification of concern
- expectations related to the concern
- strategies for improvement
- evidence of improvement
- timeline for completion

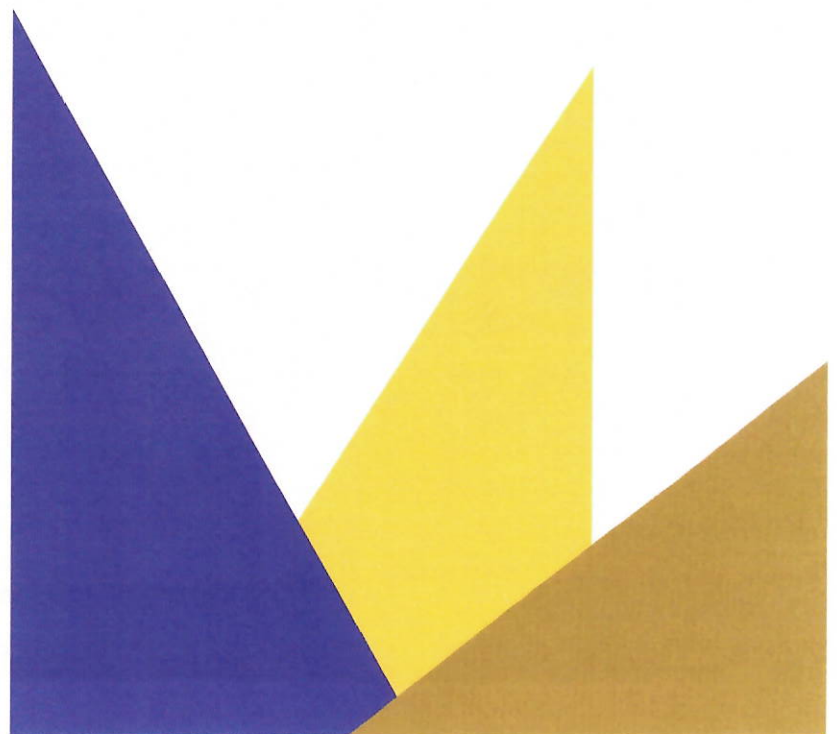
If the graduate clinician is unable to meet the expectations of the plan in the established timeline, he/she may be removed from the externship and may receive a failing grade. If a student is removed from an externship, any clinical hours obtained during the placement will not count towards the required 400 hours.



HARDIN-SIMMONS
UNIVERSITY

SPEECH-LANGUAGE
PATHOLOGY

Supervisor Resources





HARDIN-SIMMONS UNIVERSITY

SPEECH-LANGUAGE PATHOLOGY

Dear Externship Supervisor:

The faculty of the Hardin-Simmons University Department of Speech-Language-Pathology are pleased you have agreed to supervise our graduate students. Your willingness to supervise allows our program to provide graduate clinicians experiences across the depth and breadth of the profession in a variety of settings.

The purpose of this handbook is to serve as a guide to the policies and procedures of the externship placement as well as the professional conduct expected of graduate clinicians. Please read carefully and refer to the handbook when questions arise or contact the externship coordinator.

Thank you again for partnering with us in educating new professionals. You are truly appreciated.

Sincerely,

A handwritten signature in cursive script that reads 'Dee'.

Dee Kirby

dlyla.kirby@hsutx.edu

325-370-1039



Responsibilities of Externship Supervisor

- Adhere to the ASHA's Code of Ethics.
- Maintain appropriate credentials (CCC's and license) throughout the duration of the externship. Provide onsite supervision in accordance to ASHA guidelines throughout the duration of the externship.
- Maintain consistent communication with the graduate clinician.
- Notify the university's Director of Clinical Education of any concerns /questions regarding the graduate clinician's performance.
- Complete documentation according to the university's guidelines. Verify clinical hours when submitted.
- Orient the graduate clinician to the facility, administrators, staff, and policies and procedures including but not limited to:
 - protocols followed by the facility including dress code and attendance
 - parking
 - personnel handbook, if applicable
 - availability of materials for assessments and intervention



Standard V-B: Skills Outcomes

The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

Evaluation

- Conduct screening and prevention procedures, including prevention activities.
- Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- Adapt evaluation procedures to meet the needs of individuals receiving services.
- Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- Complete administrative and reporting functions necessary to support evaluation.
- Refer clients/patients for appropriate services.

Intervention

- Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- Select or develop and use appropriate materials and implementation for prevention and intervention.
- Measure and evaluate clients'/patients' performance and progress.
- Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- Complete administrative and reporting functions necessary to support intervention.
- Identify and refer clients/patients for services, as appropriate.

Interaction and Personal Qualities

- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.

- Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
- Adhere to the ASHA *Code of Ethics* and behave professionally.

Citation: Council for Clinical Supervision in Audiology and Speech Pathology of the American Speech Language Hearing Association (2018). 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved from www.asha.org/certification/2020-SLP-Certification-Standards



CALIPSO INSTRUCTIONS FOR CLINICAL SUPERVISORS

<https://www.calipsoclient.com/school-login>

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)** CALIPSO Registration PIN (provided via “CALIPSO registration” email sent by no-reply@calipsoclient.com or perhaps alternatively provided by the program 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 your student’s school’s unique login URL provided in the CALIPSO registration email, or go to <https://www.calipsoclient.com/school-login>
- Schools are listed alphabetically; locate your student’s school, and click on the school name link.
- 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 your student’s school unique login URL provided in the CALIPSO registration email, or go to <https://www.calipsoclient.com/school-login>, locate your student’s school, and login to CALIPSO using your 8-digit ASHA number and **password that you created for yourself during the registration process (Step 1)**.

Step 3: View Clinical Assignment / Select Student

- From the Supervisor’s lobby page, use the class selection dropdown menu at the top of the page to choose the appropriate class/cohort for your student and click **Change** to activate that cohort.
- Click the **View > Student Information** link.
- Click the [Clinical Assignments](#) link to view contact information and other details about a new student assignment.
- Or, to locate your student if not assigned via Clinical Assignments, use the “Add Student of Interest” dropdown menu to select your student and then 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 obtain a competency score set by the program for all clinical skills 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

!This form will take approximately 20 minutes to complete. The bulk of the information requested is used by the graduate program to **maintain their ASHA accreditation**. This form only needs to be completed once unless the requested information changes.

- From the home page, click on the “Site Information Forms” link under the Management header.
- Click “Add new form.”
- Complete the requested information. Click “Save.”
- The new site form will post to a table. To finish completing, click on the “Edit” link in the Basic Info column. Check to see that all of the information is complete, and check the box that states “Check here to mark this section as complete.”

!Step 7 Cont'd: Complete Site Information Form

- Continue to complete the remaining 5 sections of the form by clicking on each remaining tab (Facility/Department/Student/Misc./Appendix VI-B*) and complete the requested information. After completing the information in each section, check the box that states “Check here to mark this section as complete”. Click “Save.” [*Note: Appendix VI-B tab only needs to be completed if the program you are supervising for is a new program in candidacy]
- After all tabs have been completed, click on the “Site Form List” link located near the top of the page or on the “Site Forms” link located within the blue strip.
- If any sections are incomplete, they will be flagged with a red explanation point. To complete those fields, just click on “edit” and make the necessary changes.
- Once each section is assigned a green checkmark, a “Submit” link will display within a column of the table. Click “Submit” and verify that the status changes to “Submitted.”

To Edit/Update a Submitted Form:

- To edit a previously submitted form, simply click the “Copy” link located in the next to the last column. Edit each section as necessary by clicking on the “Edit” link for the corresponding section, making changes, and clicking “Save.” Once editing is complete, click “Submit” and verify that the status changes to “Submitted.” Delete the older version by clicking on the red “X”.

Step 8: Upload Documents 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 “Documents” 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*.
 - *If an error message appears stating the evaluation you are attempting to duplicate is not of the current evaluation question set, then you will not be able to duplicate the evaluation, and you will need to start a “New” evaluation, following the instructions in Step 9. You will designate the “New” evaluation as a “Final” (rather than a Midterm). This mechanism is in place to prevent old/not-current evaluations from being duplicated.
- 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.
- 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 sure student has entered the correct time in all disorder areas, as applicable.
- 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.”
- If it is determined that there are errors in the clockhour form that the student should correct, exit the form by clicking on the “Clockhours List” link at the top of the page in the blue stripe to return to the student’s Clockhours List. Click on the “Un-submit” button towards the right end of the line for the clockhour form in question. This returns the form to the student’s Daily Clockhours for the student to edit and re-submit. The student receives an email alerting them of the un-submitted form.

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.

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 First Day of Externship	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					

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3 Midterm Clinical Evaluations Due	4 Independence Day Holiday	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		

August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8 LAST DAY Final Clinical Evaluation Due	9
10	11	12	13	14	**Clinician Evaluations Due	15
17	18	19	20	21	22	23
24	25	26	27	28	29	30

** Evaluation of Supervisor, Evaluation of Clinical Site, Self Evaluation