

San Francisco State University  
Department of Speech, Language and Hearing Sciences  
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## INTERNSHIP OBJECTIVES

The objectives of the internship experience are to provide the student intern with the education, training, skill development and experience necessary for the evaluation and treatment of children or adults in educational or clinical settings who have communication and swallowing disorders. Within the internship setting, the student intern is assigned a clinical supervisor and a caseload increasing from shadowing the supervisor to assuming part to all of the workload by the end of the internship.

Responsibilities of the student intern include the writing of progress notes, treatment plans and weekly and discharge summaries. Student interns, under the supervision of their clinical supervisor, attend and participate in team panels and conferences. Additionally the student intern attends speech therapy and facility-wide in-services. The student intern is expected to complete related readings, studies, collaborate with teachers and others in the school setting, and offer in-services to faculty during the internship period, as deemed appropriate by the clinical supervisor.

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## PLACEMENT OF STUDENT INTERNS

Students are traditionally placed in school settings during their final year in the graduate program at San Francisco State University (SFSU). At the recommendation of the faculty of the Department of Speech, Language and Hearing Sciences, the SFSU procurement department establishes a formal training agreement with school districts, or other institutions.

The prospective student intern must meet with his or her advisor to determine preliminary eligibility for off-campus placements. The student must submit the appropriate request form for the off-campus assignment the semester prior to the practicum. The student is not to contact any off-campus site until specifically instructed to do so by the internship coordinator. Site supervisors will not interview students nor will students be assigned to a particular site until the school internship coordinator has notified that site supervisor of the students who are eligible and who will be coming for interviews.

The selection process for internships requires the prospective intern to have a formal interview with the speech-language pathologist who is interested in mentoring a student. The student is asked to provide his or her resume and samples of the student's clinical writing. Students are informed in advance that if selected, they are expected to adhere to the schedules, procedures, rules and regulations of the school setting where they will train. The typical training period is 3-4 days per week for the full semester.

SFSU Faculty members make at least one regularly scheduled site visit, either in person or virtually, to meet with on-site supervisors and to observe the student intern working with patients. Student interns are also required to attend four evening meetings on campus or virtually during the internship experience, for the course SLHS 712.

If interviewed before the internship placement is confirmed, the student provides the clinical supervisor with information about experiences, current number of clock hours, and the number of clock hours needed at the site. The following materials are made available to the clinical supervisor during the interview: resume; a sample of a clinical report; proof of TB/hepatitis clearance (if requested) and Certificate of Clearance from the CCTC; current contact information (phone/email); and current CPR certificate (if required by the site).

### PAPERWORK REQUIREMENTS DURING THE INTERNSHIP EXPERIENCE

When placements are confirmed, information is emailed from the clinic coordinator or director to the on-site supervisor confirming the placements, including:

- The name of the SLHS department faculty who will be supervising the student intern
- The date of the master's comprehensive exam and retake date
- Dates of mandatory campus meetings for student interns
- Dates when mid-term and final grades are due to SLHS faculty supervisor
- Intern Data Sheet (SC-08) to be filled out and faxed to the SLHS Clinic Office at 415.338.0916

Once placements are confirmed, the student intern and the on-site supervisor will determine the weekly work schedule and the work requirements during academic holidays. This schedule should be in writing, a copy of which is to be emailed to the faculty supervisor. The student intern is responsible for keeping track of his/her clock hours (SC-09 Internship Residency Hours and SC-10 Semester Clock Hours Form) for the clinical supervisor to sign at the end of the internship experience.

Using the Knowledge and Skills Acquisition (KASA) criteria and other supporting documentation, internship performance is evaluated by the on-site supervisor. These evaluations are held during mid-term and final grading periods. Both evaluations include a letter grade and written comments. These are reviewed in conference with the student and supervisor. For students performing below average (less than a B) at midterm, the supervisor must submit a Learning Outcomes Variable (LOV) notice to the designated faculty member. This notice describes the areas of concern and is used to develop a remediation plan to address those areas of weakness.

The on-site speech-language pathologist(s) responsible for the supervision of the student intern must hold ASHA certification and have a minimum of three years experience in the setting in which the student intern is training. They must also have completed the ASHA 2-hour supervision requirement (<https://www.asha.org/certification/supervision-requirements/>). The KASA evaluation

tool lists the different levels of intensity of supervision associated with each level of training, from beginning to intermediate to advanced. Levels of supervision should be adjusted to ensure that the specific needs of each individual receiving services is met. Observation should be at 25% line of site observation.

From Certification Standard V-E (<https://www.asha.org/certification/2020-slp-certification-standards/>): 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.