

THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO

School of Health and Human Performance
CSD - UNCG Speech and Hearing Center

GUIDELINES FOR EXTERNSHIP SUPERVISORS

PRIOR TO THE EXTERNSHIP

Prior to coming to your practicum site, the student will have signed a contract agreeing to abide by the provisions of the current Letter of Agreement between UNC-Greensboro and your facility. In addition, the student will have read the background information about your site that you have provided to us.

Before the externship begins, the student will call you to make an appointment to meet you and discuss the arrangements for the externship. At this time, the student can give you some specific information about her/his background, interests, and needs.

ORIENTATION

An orientation to your physical facilities and professional procedures is very helpful to student externs. As part of your orientation, you might include:

- 1) Rules and regulations which apply to employees of the facility such as dress requirements, hours of work, use of the phone, etc.
- 2) Forms used by the practicum site.
- 3) Materials and equipment available for use.
- 4) Program functions and services.
- 5) An introduction to other staff members and explanation of their roles.
- 6) Emergency procedures to be followed, e.g. fire, patient distress.

During the orientation period, it is helpful if both student and supervisor prepare a list of expectations for the practicum experience. These lists provide the basis for a discussion of the externship and an opportunity to identify and clarify areas of agreement, disagreement, or misconception.

OBSERVATION

It is helpful for student externs to have opportunities to observe your work with clients/patients, read files of persons receiving your services, become familiar with written and oral communication

practices, and “shadow” you as you carry out various activities in your setting. This observation time will afford opportunities for both supervisor and extern to assess the extern’s needs for information, guidance, and supervision.

SUPERVISION

The ASHA directives for accredited educational programs should be followed. These require practicum observation to be at least 25% of client contact time for therapy and at least 50% of client contact time for diagnostic activities. At the beginning of the externship, the student may need more supervision—50% to 100%. As the student’s competencies and confidence increase, less direct supervision may be necessary, although observation time should never fall below the minimum required levels.

EVALUATION OF THE EXTERN

The extern should be evaluated at least at the mid-way point of an externship and at the end of the externship. Forms and guidelines for their use are included in your packets. Please read carefully the “Guidelines for Clinical Evaluation,” which explains the use of the forms and the meaning of the symbols on those forms.

Extern self-evaluation is valuable as well. A sample form for self-evaluation is included for your information. The extern has several forms also. Comparison of extern self-evaluation and supervisor evaluation to find areas of agreement and discrepancy is useful to both extern and supervisor.

WRITTEN RECORDS AND OTHER REQUIREMENTS

In addition to evaluation forms described above, there are a few additional requests of supervisors:

- 1) Sign your extern’s ASHA Hour Log sheet.
- 2) Provide oral or written feedback to externs for clinical activities you observe. You may choose to use an enclosed example or any other format you prefer. Praise and suggestions are both important. Encourage and reward objective and insightful self-evaluation too!
- 3) Provide feedback to your extern on required written communications, staff presentations, or other such activities.
- 4) Confer with your extern in at least three formal conferences during the externship. Two of these conferences would include the mid-way and final evaluations.

EVALUATION OF SUPERVISION

Students are required to evaluate the supervision during their externship. Evaluations during the externship help to inform the supervisor about the most helpful guidance to a particular student and afford the basis for clarifying mutual expectations, etc. A sample form is included for your information. The student has been given several forms as well.