Clinical Instructor:
Ellen Massucci, M.A., CCC-SLP

Phone: (203) 365-4505
Email: massuccie@sacredheart.edu
Office: 2-E-10 Cambridge, CHP

Office Hours: -Mondays 1:00-4:00;
-Wednesdays 11:00-2:00;
(By appointment, during standing office hours, or scheduled with instructor during non-office hours)

Place of Course in Program: The purpose of this course is to provide students with a student teaching clinical experience, in a public school setting. Students are expected to apply coursework to their student teaching clinical experience, to master skills and gain experience, requisite to being an SLP in a public school. The focus of the clinical practicum is working directly with school-aged children who have communication disorders, as well as clinical experience with being an interactive member of a school staff and PPS team. This course is an intermediate to advanced practicum level course. Expectations, level of supervision, and other course requirements will be commensurate with the student's level of experience.
Co-requisite: SLP 601: Practicum Seminar V.

Course Description: Student clinicians will be placed in public school practicum sites four days per week, for the duration of the semester, under the guidance of an on-site SLP externship clinical educator (CE), in conjunction with a Sacred Heart University SLP CE liaison. The format and student population of the student teaching clinical experience will vary from elementary to secondary, depending upon the student’s practicum site assignment. The ultimate goal is for each student clinician to develop advanced independence in the following areas:
- selection and administration of SLP assessments;
- clinical report writing for eligibility, dismissal, and triennial reports;
- service delivery models (push-in, pull-out, co-teaching, individual, group, etc);
- writing school based SLP goals and objectives;
- session planning and implementation for various communication disorders;
- documentation techniques, and progress notes;
- behavior management techniques (individual, small group, whole class)
- working in collaboration with PPS colleagues;
- collaborating/communicating with teachers and paraprofessionals;
- communicating with parents (parent/teacher conference, phone, email, etc);
- participation in team-based IEP/PPT process (initial, annual, triennial);
- participation in team-based RTI/SRBI process.

Basic practicum course outline:

***Students will follow the clinical practicum site's holiday/school calendar, through the end of the semester.***

Week 1-2: Meeting with on-site CE, Orientation, and Observations – Students may begin direct therapy sessions during this time based on CE discretion

Week 3-7: Participation in direct therapy sessions and contact hours with the expectation of supervision to be approximately 50-75% of the time

Week 7: Midterm meeting and evaluations (first on-site observation deadline)

Weeks 8-14: Participation in direct therapy sessions and contact hours with the expectation of supervision to be approximately 25-50% of the time

Week 15: Final meeting and evaluation (second on-site observation deadline)

Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Meets ASHA CFCC Standard</th>
<th>Aligns with CHP Learning Objectives</th>
<th>Aligns with CT SDE Common Core Teaching Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this course, the student will: Independently select and administer appropriate speech, language, voice, fluency, and pragmatic assessment</td>
<td>V-B: 1a</td>
<td>CHP 4</td>
<td>CCT Domain 5 Uses multiple measures to analyze student performance and to inform planning and instruction</td>
<td>self-reflections, supervisor mtgs. (summative); midterm/final evaluations (formative)</td>
</tr>
</tbody>
</table>
Independently review confidential case files for documentation review

V-B: 1b CHP 4 CCT Domain 5 self-reflections, supervisor mtgs. (summative); midterm/final evaluations (formative)

Independently and accurately interpret assessment data, formulate diagnosis and design recommendations from test results and history

V-B: 1e CHP 4 CHP 2 CCT Domain 5 self-reflections, supervisor mtgs. (summative); midterm/final evaluations (formative)

Applies critical thinking and problem solving

Independently complete administrative functions and documentation necessary to support evaluation and treatment

V-B: 1f, 2f CHP 4 CCT Domain 5 self-reflections, supervisor mtgs. (summative); midterm/final evaluations (formative)

Evaluation and Intervention

Independently implement treatment plans, according to EBP and CCT standards

V-B: 2b CHP 4 CHP 3 CCT Domain 1 self-reflections, supervisor mtgs. (summative); midterm/final evaluations (formative)

CCT Domain 4

Implements instruction to engage students in rigorous and relevant learning

Engages in evidence-based practice
<table>
<thead>
<tr>
<th>Activity</th>
<th>V-B</th>
<th>CHP</th>
<th>CCT Domain and Description</th>
<th>Evaluation Methodologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently select and use appropriate materials/instrumentation for intervention</td>
<td>V-B: 2c</td>
<td>CHP 4</td>
<td>CCT Domain 3 Plans instruction to engage students in rigorous and relevant learning</td>
<td>self-reflections,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>supervisor mtgs. (summative);</td>
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<td></td>
<td></td>
<td></td>
<td>midterm/final evaluations (formative)</td>
</tr>
<tr>
<td>Independently measure and evaluate student’s performance and progress</td>
<td>V-B: 2d</td>
<td>CHP 4</td>
<td>CCTV Domain 5</td>
<td>self-reflections,</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>supervisor mtgs. (summative);</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>midterm/final evaluations (formative)</td>
</tr>
<tr>
<td>Independently adapt treatment session to meet student’s needs</td>
<td>V-B: 2e</td>
<td>CHP 4</td>
<td>CCTV Domain 2 Promotes student engagement and independence by facilitating a positive learning environment</td>
<td>self-reflections,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>supervisor mtgs. (summative);</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>midterm/final evaluations (formative)</td>
</tr>
<tr>
<td>Independently communicate and collaborate effectively staff, paraprofessionals, family, and PPS team members (sped, social</td>
<td>V-B: 3a</td>
<td>CHP 4</td>
<td>CCTV Domain 6 Maximizes support for student learning be developing and demonstrating professionalism,</td>
<td>self-reflections,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>supervisor mtgs. (summative);</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>midterm/final evaluations (formative)</td>
</tr>
</tbody>
</table>
Independently provide counseling, regarding communication disorders, (recognizing the needs, values, preferred mode of communication, and cultural/linguistic background) to student, family, and guardians

Independently adhere to ASHA Code of Ethics and demonstrate professional behavior

Independently demonstrate integration of research principles into evidence-based clinical practice, as well as RTI/SRBI practice

Student Teaching Requirements

Supervisory Meetings: At the beginning of the student teaching placement, all students will meet with their on-site CE, to discuss the student teaching placement and supervisor/supervisee expectations. Students will provide their CE with a Clinical Affiliation Student Worksheet (Appendix A) and Supervisory Needs Assessment (Appendix B). The student, on-site CE supervisor, and/or the SHU liaison will also
complete the Practicum Information & Agreement Form (Appendix C) form which will outline the schedule for the practicum, expectations, contact information, etc.

Students will participate in planning/debriefing sessions, with their on-site CE, as often as appropriate. These sessions will be scheduled directly by the CE, with the students. Feedback should be specific and provided both verbally and written, as requested or warranted. Students and CE will also schedule a midterm and final evaluation meeting, to review student teaching performance and evaluation documentation (CALIPSO Evaluation, CCT Rubric for Effective SLP Service Delivery, and Professional Behaviors Rating Scale).

SHU will provide a CE liaison, who will oversee the student teaching placement; act as a resource for the student and the on-site CE; and make no less than two on-site visits. On-site visits will include a 30 minute observation of direct therapy; 10 minute observation of a non-direct therapy activity (ie. IEP development, report writing, assessment scoring, meeting presentation, parent interaction, teacher collaboration, para instruction, etc); and a pre/post observational meeting.

The SHU SLP Program supports the Anderson Continuum Model of Supervision (Anderson, J. L. (1988). *The supervisory process in speech language pathology and audiology*. Austin, TX: Pro-Ed.). Students and CEs should review this model.

**Clinical Activities:** Students will complete no less than 100 direct therapy hours, during the practicum. Student clinicians will assume all clinical responsibilities, in the public school setting, when deemed appropriate by the on-site CE.

Student clinicians will participate in direct therapy sessions including evaluation, treatment, prevention, screening, counseling, and other clinical activities as appropriate. Students should also participate in related activities such as team meetings, PPT meetings, and parent/family/caregiver meetings as appropriate. Level of supervision will depend on student’s clinical experience and site’s policies/regulations, however student clinicians must be supervised at least 25% of the time per ASHA requirements.

**Clinical Documentation:** Clinical documentation (e.g., treatment notes, evaluation reports, IEPs, progress reports, etc.) will be completed based on the on-site’s clinical documentation policies and procedures, and as instructed by the on-site CE.

**Assignments:** Student clinicians must complete three self-reflection forms, using the self-reflection form template located on the course Blackboard site. Reflection forms are to be submitted to their SHU CE liaison via Blackboard, by Friday 12:00pm of the due week. Late submissions will not be accepted, and a '0' will be awarded, for the reflection grade. Reflection due dates are as follows: February 10th; March 10th; April 7th. These reflections may also be shared with the on-site CE, if requested.
At the discretion of the on-site CE, students may be requested to complete a daily or weekly session plan. Students are to submit plans to their on-site CE, according to the CE’s instructions to allow time for review, and feedback, of the session plan, as needed.

**Attendance:** If a student clinician is absent from their school placement for any reason, the student must submit a note, through email or Blackboard, to the SHU CE liaison, indicating the absence and the reason why they are absent. Students must also communicate absences, to their on-site CE. (Additional SHU Course Policies, regarding absences are described in the Course Policies Section of this syllabus.)

**Clock Hours:** Student clinicians are responsible for maintaining accurate records of their clinical hours, according to CALIPSO format, on at least a weekly basis.

**End of Semester:** At the end of the semester, student clinicians will complete a CALIPSO self-evaluation; CALIPSO supervisor evaluation; and a SHU course evaluation. Each student will also provide the SHU Director of Clinical Education with a Clinical Site Information and Feedback form (see SHU Clinical Manual).

**Clinical Portfolio**

Students should maintain copies of assessments, evaluation forms, therapy notes, treatment plans, reflective papers, clinical supervision forms, progress monitoring information and other relevant information for selected clinical experience, to be used as part of the Capstone project during the spring semester of the second year of the program.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of Reflection Scores* (Scoring Rubric found on Blackboard site)</td>
<td>30% *Late submissions will receive a ‘0’</td>
</tr>
<tr>
<td>CALIPSO Final Evaluation Score (Evaluation form found on CALIPSO website)</td>
<td>50%</td>
</tr>
<tr>
<td>CCT Rubric for Effective Service Delivery (Rubric found on Blackboard site)</td>
<td>10%</td>
</tr>
<tr>
<td>Professional Behaviors Form (Form found on Blackboard site)</td>
<td>10%</td>
</tr>
</tbody>
</table>

The score for each assignment will be weighted according to the above table.
If a student has more than one practicum site assignment (i.e., participation in additional graded clinical activities beyond primary practicum assignment), the final score for each clinical assignment will be weighted based on number of direct clinical hours accumulated in each site, per the CALIPSO system.

Your overall percentage grade will determine your letter grade as described in the table below.

**SHU Grade Criteria:**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
<th>Skill</th>
<th>Grade</th>
<th>Reflections</th>
<th>CCT</th>
<th>PBRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.27-5.00</td>
<td>4.0</td>
<td>17.6-20</td>
<td>122.3-140</td>
<td>86.2-98</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>4.26-4.56</td>
<td>3.67</td>
<td>15.1-17.5</td>
<td>105.1-122.5</td>
<td>73.9-86.1</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.95-4.25</td>
<td>3.33</td>
<td>12.6-15</td>
<td>87.6-105</td>
<td>61.6-73.8</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.64-3.94</td>
<td>3.00</td>
<td>10.1-12.5</td>
<td>70.1-87.5</td>
<td>49.3-61.5</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.33-3.63</td>
<td>2.67</td>
<td>7.6-10</td>
<td>52.6-70</td>
<td>37-49.2</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>3.02-3.32</td>
<td>2.33</td>
<td>5.1-7.5</td>
<td>35.1-52.5</td>
<td>24.7-36.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.71-3.01</td>
<td>2.00</td>
<td>2.6-5</td>
<td>17.6-35</td>
<td>12.4-24.6</td>
</tr>
<tr>
<td>F</td>
<td>0-72</td>
<td>1.00-2.70</td>
<td>0</td>
<td>0-2.5</td>
<td>0-17.5</td>
<td>0-12.3</td>
</tr>
</tbody>
</table>

**Course Policies**

**Academic Honesty:** A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University.(University Student Handbook).

**Plagiarism.** Plagiarism means that the work you are turning in is not your own, such as using a paper obtained from the internet as your own, failure to cite material used or quoted, working/consulting with your peers to complete work unless otherwise instructed, or cutting and pasting together work from sources not written by you. Plagiarism is unacceptable for graduate work. All cases of plagiarism will be
addressed, initially, between the student and Instructor. If the Instructor believes the violation to warrant it, a formal Report on Violation of Academic Integrity will be submitted to the Dean of the College, who will rule on the consequences. If you have any questions or doubts regarding plagiarism, please ask the faculty. It is your responsibility to ensure that no cases of plagiarism are found in your work. Since it will not be possible to determine whether plagiarism is intentional or unintentional, all instances will be treated the same way. Any submission of work taken directly from another source (e.g. copied from a book, the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. All students are expected to be familiar with the information on plagiarism in the SHU SLP Student Manual, Appendix 14, and adhere to these guidelines.

Attendance, Tardiness, and Class Participation policies are stated in the SHU SLP Student Handbook:

- Students are expected to attend, arrive on time, come prepared having read and completed all assigned reading and other work, and participate in scheduled activities, both the regularly scheduled class time and scheduled Problem-Based Learning sessions (Tuesdays, 5-6:30).
- More than one unexcused absence from class or PBL will impact the student’s grade.
- Absences due to illness. One excused absence will be granted due to illness per semester, with a doctor’s note documenting that the student was too ill to attend class. This note must be provided on the next scheduled day of class or practicum. If a note is not provided, the absence will be considered unexcused.
  - For each unexcused absence beyond one, the student’s overall final grade will be decreased by 5%.
  - If a student has three or more absences (excused or unexcused) over the course of a single semester, the student may receive a grade of F for the course, may be unable to advance to the next level of practicum, and will be at risk for losing their place in the graduate program.
  - Students are expected to arrive on time to class. For classes lasting less than 1.5 hours, arriving between the class start time and 15 minutes is considered tardy. Arrival after 15 minutes will be considered absent. For classes between 1.5 and 3 hours, arriving up to 30 minutes after class start is tardy; after 30 minutes is absent.
  - Tardy arrivals to class, beyond twice, will result in a 1% deduction of the student’s overall grade per tardy arrival.
  - In the case of a severe or chronic illness on the part of a student or their dependent over the course of a semester, notify the Program Director and the Directory of Clinical Education (DCE) as soon as possible, to determine if accommodations can be made or if a leave of absence from the program will be required. Failure to notify the Program Director and DCE in a timely manner may result in unexcused absences being counted against the student’s grade.
• Absence or tardiness related to illness or other emergency situation should be discussed with the course instructor as soon as possible. Documentation from a physician will be required for more than one day of absence due to illness, and other types documentation may be required for absences or late arrivals due to reasons other than illness.
• In the event of absence or lateness, it is the responsibility of the student to obtain and learn missed materials from another student or from the instructor.
• In the event of an illness or emergency causing the student to miss an exam or quiz, the student must provide documentation of illness or other emergency. It is the student's responsibility to provide the professor with an MD note from their doctor or copy of Discharge Summary from Student Health Services, and to contact the instructor within 24 hours order to make arrangements for a rescheduling the exam or quiz. instructor has total discretion if and when a missed exam or quiz will be rescheduled.
• Unexcused absences from an examination may result in a failing grade for that exam.

Multitasking.
Students are expected to attend fully to class lectures, activities, student presentations, and interactive group assignments. Although computers (and phones, only with instructor permission) may be used to search for resources during class time, this can only occur with instructor permission. At all other times, computers are to be used ONLY for taking notes on class activities. Use of social media or commercial websites is strictly forbidden during class time. Work on classes other than the current one is also strictly forbidden. Infractions of these rules may result in disciplinary action. Although students may use computers to take notes, they should be aware of research that demonstrates that students who take handwritten notes perform better on academic assessments than those who use computers for note-taking (Mueller & Oppenheimer, 2014). Handwritten note-taking is highly recommended.

Students must seek the instructor's permission to record class lectures, as per University policy.

Conduct consistent with professional standards is required of all students in class, and anywhere on the SHU campus or when serving as a representative of SHU in practica or any other setting.

All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 11-12. Any font size less than 11 or larger than 12 will be returned for re-typing to required font size. All submitted work must be correct in mechanics (e.g. spelling, grammar, word choice, punctuation, etc.). Points will be deducted for inadequate work. APA style is required for written papers, including table, figure, and graph formats, references and citations, and appropriate professional language use.
Use people-first language in ALL work, to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with Down syndrome, NOT a Down syndrome child).

Student work will be returned as promptly as possible.

All assigned work is due at the beginning of class on the due date designated in the course syllabus. Work submitted late will receive an automatic 5-point reduction from the earned grade. Students are encouraged to submit all assignments on time.

Competency.
In this course, your knowledge will be assessed on the appropriate portions of the exams, or other assignments. Competency of 80% or better on these assessments is necessary to meet certification standards of the Council for Clinical Certification in Audiology and Speech-Language Pathology. Students failing to attain the set criteria on a required competency assessment will be provided a remediation plan and an additional attempt to pass the competency. If students do not pass the competency a second time, one additional remediation will be provided. For students failing to attain the set criteria on a required competency assessment after the third attempt, the department and university are not able to recommend their application for ASHA certification and state licensure, even though they may receive an acceptable course/clinic grade or exceed the minimum GPA.

ADA Policy
Students with disabilities needing academic accommodation should register with and provide documentation to Jandersevits Learning Center; no accommodations can be provided without written instructions from the Learning Center.

Appendix A
Clinical Affiliation Student Worksheet

Student Name:  

Semester:

Clinical Practicum Level:
Semester 1 & 2 – Primary  
Semester 3 – Intermediate
Semester 4 – Intermediate/Advanced  
Semester 5 - Advanced

Clinical Experience to Date: (or see attached resume)

Student Goals for this Practicum:

Approximate number of clock hours needed:

Specific Big 9 areas clock hours may be needed:

Level of supervision requested/anticipated:

1st half of practicum: 25-50%  
50-75%  
75-100%

2nd half of practicum: 25-50%  
50-75%  
75-100%

Additional Information student would like to communicate:
Appendix B

Supervisory Needs Assessment

1. My supervisor allowing me to observe him/her providing services to my client is important to me.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

2. My supervisor giving me specific suggestions on how to improve my service delivery is important to me.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

3. My supervisor giving me resources and providing guidance for evidenced-based practice and treatment rationales that can be used to better serve my client is important to me.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

4. My supervisor making me feel comfortable talking to him/her in times of difficulty is important to me.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

5. My supervisor giving me the needed encouragement to stay focused in important to me.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

6. My supervisor allowing me to be creative in selecting therapy activities and materials is important to me.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

7. My supervisor treating me like a future professional colleague is important to me.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

8. My supervisor allowing me to exercise my independent judgment regarding assessment and intervention is important to me.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

9. My supervisor giving me constructive criticism with suggestions for improvement in clinical techniques is important to me.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree
10. My supervisor giving me specific feedback following a session about my level of clinical competence is important to me.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

11. My supervisor challenging me to utilize critical thinking skills is important to me.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

12. My supervisor having high expectations for me is important to me.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

13. My supervisor giving me definite reasoning for the things he/she tells me to do is important to me.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree
Appendix C

Practicum Information & Agreement Form

Student Clinician:  
Semester:  

Site Name:  
Type of Facility:  

Location (City/Town, State):  

Practicum Schedule:  
Start Date:  
End Date:  
☐ Monday  
☐ Tuesday  
☐ Wednesday  
☐ Thursday  
☐ Friday  

☐ Email  
☐ Phone  

To be completed by SHU Faculty Liaison:  

Contact Information  
Name:  
Phone:  
Email:  
In the event of an emergency, please contact me at:  

To be completed by the On-Site Clinical Educator:  
Primary Clinical Educator Information  
Name:  
Phone:  
Email:  
ASHA #:  
Expiration:  
Certification:  CCC/  
State License #:  
Expiration:  
Preferred Method of Communication with SHU Faculty Liaison:  

Secondary Clinical Educator Information (if appropriate)  
Name:  
Phone:  
Email:  
ASHA #:  
Expiration:  
Certification:  CCC/  
State License #:  
Expiration:  
Preferred Method of Communication with SHU Faculty Liaison:  

☐ Email  
☐ Phone
Please list the approximate number of hours per week you anticipate that your student will be participating in the following activities:

Evaluation: Treatment: Prevention/Screening: Documentation: Meetings (e.g., staff, PPT, rehab team, etc.): In-services/Professional Development: Other:

How often do you anticipate supervising your student (ASHA requires at least 25% direct supervision of clinical hours):

Site Visits:
For SLP 602 (SLP Student Teaching) 2 site visits are required as part of the practicum and will be arranged by the SHU Faculty Liaison.

For other clinical placements, would you like a scheduled site visit from a SHU Faculty Liaison during this practicum?
☐ Yes ☐ I will request only if needed

_To be completed by the Graduate Student:_
I have reviewed my Student Worksheet and Supervisory Needs Assessment form with my clinical educator ☐ Yes ☐ No

_To be completed by the Graduate Student and Clinical Educator:_
We have discussed that feedback will be provided:
☐ Verbally ☐ Written ☐ Both ☐ Other:

In addition to a midterm & final meeting, we have discussed to have meetings:
☐ Daily ☐ Weekly ☐ Monthly ☐ Other:

In the event of an absence, inclement weather, emergency, etc., the student and on-site clinical educator will contact each other via:
☐ Email ☐ Phone ☐ Text Message ☐ Other:

In the event of a student absence, the student will also contact SHU Liaison via email address.

Any additional information discussed together:

_I have reviewed this form and agree with the above information._
☐ Graduate Student: Date:
☐ On-site Clinical Educator: Date:
☐ SHU Faculty Liaison: Date: