



Baylor University

**CSD CLINICAL EDUCATOR
OFF-CAMPUS HANDBOOK
ONLINE CSD PROGRAM**



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Dear Clinical Educator:

Thank you for the many experiences you provide for our students in our program. As a faculty, we realize that having students in your facility may be a challenge with workload and productivity demands. We appreciate your willingness to go above and beyond to train our students in the "real world."

In this packet, you will find most of the materials needed for the clinical education of a Baylor CSD graduate student. We would appreciate you taking a few minutes to inform us about the student(s) activities and rate the student(s) according to their strengths and areas for improvement. You will be receiving information from us regarding registration in Calipso. Calipso is an online platform that you will use to approve hours and complete clinical evaluations.

Demonstrating clinical and professional skills, along with feedback, are critical to their growth as a clinician. Thank you for providing this opportunity to our students and training the next generation of speech-language pathologists.

We appreciate your continued support of our program.

Clinical Faculty:

Clinical Program Director: Dr. Steven Moates (steven_moates@baylor.edu)

Assistant Clinical Director (Practicum 1) – Dr. Nicole Niessen (nicole_niessen@baylor.edu)

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Practicum 1 Clinical Advisor – Practicum 1: Dee Presley (dee_presley@baylor.edu)

Practicum 2 Clinical Advisor – Practicum 2: Paige Dorr (paige_dorr@baylor.edu)

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Internship Clinical Advisor – Internship: Orin D'Silva (orin_dsilva@baylor.edu)

INITIAL PROCEDURES

Placement: The initial placement of student clinicians is arranged by the placement team. The student to be placed in the setting must receive prior approval from the department to participate in this experience. This may include appropriate grades in classes within the department and/or recommendations from faculty. Once the placement is agreed upon, the student should contact the supervisor by phone or e-mail.

Clinical Education: The site must be willing to provide the appropriate clinical education by an ASHA-certified/ licensed professional, preferably with two years of experience. Clinical education and supervision will vary according to the student's experience and competency in performing the tasks assigned. [Anderson's model of supervision](#) may be utilized as a guide. It involves three stages of supervision: 1) evaluation-feedback stage; 2) transitional stage; 3) self-evaluation stage.

Clinical Hours: 400 supervised clock hours are required in speech-language pathology.

Evaluation: According to ASHA, evaluation includes the collection of relevant information regarding case history, past and present status, selection and administration of reliable evaluation procedures, interpretation of results, and appropriate referrals for additional evaluation and/or treatment based on the evaluation process. Clock hours devoted to counseling associated with the evaluation/diagnostic processes may be counted in these categories. At least 50% of each student's time in the evaluation of clients must be directly observed by a clinical educator.

Treatment: According to ASHA, treatment is described as the clinical management, including direct and indirect services, progress in monitoring activities, and counseling. At least 25% of each student's total contact with each client in clinical treatment must be observed directly by a clinical educator. These are minimum requirements, and more supervision or support may be needed, depending on the student's level of competence and experience.

Goals, Tasks and Expectations: It is imperative that both student clinicians and clinical educators have a clear understanding of what is expected in the placement or internship. We encourage clinical educators and students to meet weekly to discuss progress, strengths, areas for improvement, and goals for the placement. If a project is required, the student clinician should be advised of such at the beginning of the placement.

Calipso: Clinical educators must complete Calipso registration using the registration email generated by the clinical faculty. After registration, clinical educators will use the following link to access the account: https://www.calipsoclient.com/baylor_online/. Students are organized by their trimester of graduation. To locate your student, please select the student's trimester of graduation from the dropdown menu and click "change". You will find your student under "Student Information".

GUIDELINES FOR STUDENTS IN OFF-CAMPUS SETTINGS

Student clinicians represent the university and the setting in which they are placed. They are expected to be a team member with other professionals in that setting. As with any setting, they will be responsible for following the facility's guidelines.

When asked about competencies for student clinicians in each setting, most clinical educators agree to the following:

- 1) Creativity and flexibility
- 2) Good communication - be a good listener. Be clear and concise in your explanations/directions.
- 3) Collaboration - being a professional is more than just service delivery. Often clients need an advocate in working with other professionals/family.
- 4) Responsibility - punctuality, good personal appearance, follow health safety/universal precautions, behave ethically. *Absences* should only occur in case of emergency or unexpected illness.
- 5) Positive attitude - display a "passion" for the work you are doing. Appear to be happy with yourself each day.
- 6) Competency - be prepared to evaluate and/or treat your clients. Ask your supervisor for references, observe other professionals providing services, and study when clients cancel appointments. SOAP notes should include:
 - a) subjective statement
 - b) objective statement - include percentages taken on a goal
 - c) assessment statement - to include how a patient has improved/declined on each goal attempted
 - d) plan statement - what will therapy include in the next sessions?

Practicum Scheduling: Clinic start and end dates will be communicated to students and clinical educators each trimester. Students are expected to attend clinic every week of the scheduled clinical practicum. Students are expected to be on-site for **3 days/24 hours per week for practicum placements and meet the minimum hour requirements outlined in the chart below**. Practicum students are expected to adjust their schedules to meet the supervisor's needs and the practicum placement requirements. The schedule should be consistent for the entire trimester and not be based on meeting minimum hour and/or competency requirements. **The practicum should be perceived within the context of a course credit requirement and must be completed with full participation from the beginning to the end of the placement.** Please be mindful that students do have additional classes throughout the week and cannot be excused from attending class or coursework requirements. We ask that clinical educators accommodate their class schedule and/or clinical simulation debriefings.

Internship Scheduling: Clinic start and end dates will be communicated to students and clinical educators each trimester. Students are expected to attend clinic every week of the scheduled clinical internship. **Internship students are expected to be on-site for 5 days/35-40 hours per week for internship.** Students should strive to earn as many hours as possible during the

internship. The schedule should be consistent for the entire trimester and not be based on meeting minimum hour and/or competency requirements. **The placement or internship should be perceived within the context of a course credit requirement and must be completed with full participation from the beginning to the end of the placement.** Please be mindful that students do have additional classes throughout the week and cannot be excused from attending class or coursework requirements. We ask that clinical educators accommodate their class schedule and/or clinical simulation debriefings.

Students must meet ALL minimum requirements outlined in the following chart.

Minimum Requirement for Clinical Coursework

Practicum	*Minimum Requirement I	*Minimum Requirement II
Practicum 1	**80 clinical hours	Onsite 3 days/24 hours per week
Practicum 2	**90 clinical hours	Onsite 3 days/24 hours per week
Practicum 3	**90 clinical hours	Onsite 3 days/24 hours per week
Internship	**115 clinical hours	Onsite 5 days/35-40 hours per week

*Both minimum requirements must be met to pass the clinical course.

**These hours include clinical simulations earned during clinical courses.

Attendance for Practicum and Internship Students: Students may miss up to 3 days of a scheduled clinical experience with supervisor approval only. Students do not report these absences to the department unless they are consecutive days. Missing consecutive days of practicum/internship or more than 3 days of clinic will not approved unless it is due to medical reasons. If a student is unable to attend a practicum or internship on a scheduled day, the student should contact the clinical educator immediately and follow the guidelines as set forth by the placement facility. These absences must be approved by the clinical educator (and faculty as needed).

If a student has extenuating circumstances that prevent placement participation more than this, the Clinical Program Director should be contacted for an alternative plan. The Clinical Program Director reserves the right to approve/ not approve clinical absence requests.

SUPERVISION OF STUDENT CLINICIAN

Effective January 1, 2020 (2020 Standard V-E), anyone supervising a student and/or CF must have completed 2 continuing education hours in supervision and 1 hour in ethics for ASHA requirements.

Clinical educators are asked to report their ASHA certification and documentation of their supervision CEUs to the placement team. Students are also encouraged to ask clinical educators about these requirements. By having these multiple checks, we can ensure that students complete experiences that meet program and ASHA certification requirements.

The ASHA Committee on Supervision in 2008 stated that “clinical supervision (also called clinical teaching or clinical education) is a distinct area of practice in speech-language pathology and that it is an essential component in the education of students and the continual professional growth of speech-language pathologists. Please see the position statement at www.asha.org/policy.

Tasks and Responsibilities of Supervisors

1. Establishing and maintaining an effective working relationship with the supervisor
2. Assisting the supervisee in developing clinical goals and objectives
3. Assisting the supervisee in developing and refining assessment skills
4. Assisting the supervisee in developing and refining clinical management skills
5. Demonstrating for and participating with the supervisee in the clinical process
6. Assisting the supervisee in observing and analyzing assessment and treatment sessions
7. Assisting the supervisee in the development and maintenance of clinical supervisory records
8. Interacting with the supervisee in planning, executing, and analyzing supervisory conferences
9. Assisting the supervisee in evaluation of clinical performance
10. Assisting the supervisee in developing skills of verbal reporting, writing, and editing
11. Sharing information regarding ethical, legal, regulatory, and reimbursement aspects of professional practice
12. Modeling and facilitating professional conduct
13. Demonstrating research skills in the clinical or supervisory process
14. Assisting supervisees in billing codes, budgeting, planning, etc.

In addition to the clinical teaching and program management, each supervisor should be responsible for the following:

- 1) Evaluation of the student clinician’s performance. Identify the level of functioning, strengths, weaknesses, and skills still to be developed. Then develop a strategic plan for the student clinician.
- 2) Provide assistance, when necessary, whether in evaluation or therapy.
- 3) Utilize feedback received from students to experiment with new techniques/methods of supervision.

Student evaluation is based on the actual performance of the student. Jean Anderson’s continuum for supervision is an excellent model that supports students and facilitates growth with clinical skills. Each student will be evaluated on competency at the end of the semester with Calipso’s “current evaluation.”

Competencies will not all be achieved in any one semester. It is not the clinical educator’s responsibility to ensure that all competencies are mastered. This is an on-going process. However, at the end of each semester, the supervisor should outline which competencies were considered on the “current evaluation” in Calipso. Please note that the “current evaluation” asks the supervisor to suggest a letter grade for the trimester.

Supervision Requirements: Per ASHA guidelines, diagnostic evaluations should be observed a minimum of 50%. Therapy sessions should be observed at a minimum of 25%. These are minimum requirements, and the amount of observation must be dependent upon the student clinician's level of competence in specific areas. Also, changes in Medicare/Medicaid reimbursement will directly affect how a student clinician should be supervised.

Documentation of Clinical Hours: The student clinician is responsible for keeping track of clinical clock hours. We ask that the clinical educator approve hours every week. Please let clinical faculty know if the student is not submitting hours weekly and/or in a timely manner.

When approving hours, please check to make sure the student has the right placement site entered and that the correct hours are entered in each of the Big 9 categories. It is VERY IMPORTANT that students document the time in each of the Big 9 categories during the program, so we ask that they work with as many different eligibilities as possible in your setting.

Students must submit the paperwork required by each site to the clinical educator in an orderly fashion. Each supervisor may set forth limits for desired paperwork.

Clinical Evaluation: Clinical educators will complete a total of three evaluations during the placement. *Clinical evaluations* are completed on Week 4 of the trimester. Clinical educators should provide the student with a copy of the evaluation for submission to the clinical faculty.

Calipso evaluations are completed at mid-term and at the end of the trimester. Final evaluations (end of trimester) are used to determine the student's grade. Feedback and demonstration of skills are very important in the student's learning experience. Both should be utilized on a regular basis. Feedback forms are available at the back of this handbook, or clinical educators may use their own feedback form.

Grades are recommended by the supervisor at each site; however, the ultimate grade in any experience is awarded by the university faculty. The clinical faculty is responsible for periodic discussions of a student's performance throughout the semester with the clinical educator.

Conflict Resolution: If conflicts arise between clinical educator and the student clinician, the following steps may be used to resolve differences:

- 1) Problems should be discussed between the clinical educator and student clinician. In the discussion, the student must recognize the responsibility the clinical educator has to the patients or clients. The supervisor must also recognize the student's level of training and skill acquisition.
- 2) If the discussion between the clinical educator and the student clinician is not effective, the clinical faculty supervisor may be contacted. The university representative should discuss the issues with the clinical educator and/or the student to resolve the conflict.
- 3) If these steps do not work, a student may need to be removed from a site in order to allow the best working conditions for everyone involved.

EXPECTATIONS OF STUDENT CLINICIANS

Possible Expectations for Student Clinicians:

Clinicians will be expected to act professionally. This includes:

- 1) Being punctual
- 2) Being prepared both for evaluation as well as therapy
- 3) Completing paperwork tasks, as assigned, in a timely manner
- 4) Carry a complete caseload, as outlines by the supervisor
- 5) Follow guidelines set forth by the off-site facility
- 6) Follow the Code of Ethics
- 7) Gain a wide variety of experience
- 8) Participate in sanitation activities for client safety; post-therapy cleanup
- 9) Complete site documentation including
 - a. Lesson Plans
 - b. Data Collection; SOAP Notes
 - c. Eligibility Reports, Plan of Care, IEP
 - d. Dismissal or Progress Notes

Student clinicians should not be expected to do:

- 1) Paperwork not applicable to the student's experience
- 2) Handle situation the students are not trained to do

INTERVENTION PLAN PROCESS

An action plan and remediation plan can be developed for professionalism skills and/or clinical skills while a student is placed at a clinical site. The goal of the remediation plan is to identify areas for growth and support the student in those areas to aid progression in the clinical program.

Pre-intervention Process:

Step 1: Placement supervisor and/or clinic faculty identifies students for remediation – clinical or professionalism based on Clinical Evaluation (Week 4) or Mid-Term Evaluation performance.

Step 2: Clinical Faculty meets with the student and clinical educator individually; the clinical educator provides input.

Step 3: The Clinical Faculty and Clinical Program Director meet to determine if an action plan is warranted. If so, action steps for the student are determined, and a draft of the action plan is developed.

Action Plan Process:

Step 4: Student is informed of the action plan

Step 5: The draft of the action plan is shared with committee; Edits can be suggested.

Step 6: Clinical Faculty, Clinical Educator, & Clinical Program Director meet with the student to review the action plan.

Step 7: Action plan is carried out.

Step 8: If the student receives a passing grade for the trimester, the action plan is considered “complete”. If the student does not receive a passing grade for the trimester, an intervention plan is developed for the following trimester.

Remediation Plan Process:

Step 4: The student is informed of the intervention plan.

Step 5: The draft of the intervention plan is shared with the committee; Edits can be suggested.

Step 6: Chair, Program Director, Clinical Faculty, & Clinical Program Director meet with the student to review the intervention plan.

Step 7: The intervention plan is carried out.

Failure to complete the plan or a revised version will result in delayed graduation and/or removal from the graduate program of Communication Sciences and Disorders.

TYPICAL SCHEDULE FOR A PLACEMENT (13-week Schedule):

Week 1: All Clinical Placements Begin

Week 4: Clinical Evaluation Due

Week 7: Mid-Term Evaluation (Calipso)

Week 13: End of Placement; Final Evaluation Due

GRADING SCALE FOR ALL CLINICAL PLACEMENTS

Description	Scale	Letter Grade
Consistent	4.0 – 5.0	A
Adequate	3.0 – 3.9	B
Developing	2.5 – 2.9	C
Emerging	2.0 – 2.4	D
Non-Evident	1.9 or below	F

SUPERVISOR RESOURCES & FORMS

[Day One Form](#) – completed week 1 of the trimester

[Clinical Evaluation Form](#) – Please complete Week 4

Appendix List: See Below

Appendix A: Clinical Placement Timeline – Pediatric

Appendix B: Clinical Placement Timeline – Adult/Medical

Appendix C: CAPCSD FREE CEU OPPORTUNITIES

Appendix A

Pediatric Placement Timeline

Schedule for the 13-Week Placement (Includes Suggested Timeline for Assuming Caseload)

Week 1:

Activities/Responsibilities

- Detailed discussion of student's clinical experience/coursework related to work with pediatric caseload, expectations, orientation (use of structured form to facilitate discussion of strengths, areas of growth, goals suggested)
- Under clinical direction by the clinical educator, the student actively participates in a few sessions to begin to initiate direct clinical contact
- Student observes majority of sessions and services; reviews files; clinical educator's lesson plan, and data collection forms
- 100% Student Observation of Clinical Educator conducting evaluations
- Review Diagnostic Evaluations- Formal /Informal;
- Begin clinical clock hour logs in Calipso
- Discuss the plan for regularly scheduled feedback (daily/weekly etc)and the mode of delivery
- Clinical Educator – Register for Calipso

Week 2:

Activities/Responsibilities

- Assumes responsibility 25-50 % of targeted caseload of clients (at Clinical Educator's discretion)
- Submits lesson plans/therapy documentation for review (25% - 50% of targeted caseload)
- Continues observing and participating in other services as directed (meetings)
- Review diagnostic test(s), participates in portions of evaluations under full supervision
- Documentation/Approval of clinical clock hours in Calipso

Week 3:

Activities/Responsibilities

- Assumes responsibility for 50% - 75% of targeted caseload (at Clinical Educator's discretion)
- Submits lesson plans/therapy documentation for review (50% - 75% of targeted caseload)
- Continues observing and participating in other services as directed(meetings)
- Provides diagnostic assessments with 75-90% supervision (at Clinical Educator's discretion)
- Submits 1-2 clinical diagnostic reports as directed by the clinical supervisor
- Documentation/Approval of clinical clock hours in Calipso

Week 4:**Activities/Responsibilities**

- Assumes responsibility for 75% - 100% of targeted caseload (at Clinical Educator's discretion)
- Submits lesson plans/therapy documentation for review (75% - 100% of targeted caseload)
- Continues observing and participating in other services as directed (meetings)
- Documentation/Approval of clinical clock hours in Calipso
- Provides diagnostic assessments with 70 - 80% supervision (at Clinical Educator's discretion)
- Submits 1-2 clinical diagnostic reports as directed by the clinical educator
- Clinical Educator - Clinical Evaluation #1 Due - provide copy to student

Week 5:**Activities/Responsibilities**

- Manages 100% of targeted caseload
- Submits lesson plans/therapy documentation for review (100% of targeted caseload)
- Completes other assignments (meetings, conferences, in-services)
- Provides diagnostic assessments with 60-70% supervision (at Clinical Educator's discretion)
- Submits 1-3 clinical diagnostic reports as directed by the clinical educator
- Documentation/Approval of clinical clock hours in Calipso

Week 6:**Activities/Responsibilities**

- Continues in role of SLP, carrying complete targeted caseload
- Submits lesson plans/therapy documentation for review (100% of targeted caseload)
- Completes other assignments (meetings, conferences, in-services)
- Provides diagnostic assessments with 50-60% supervision (at Clinical Educator's discretion)
- Submits 1-3 clinical diagnostic reports as directed by the clinical educator
- Documentation/Approval of clinical clock hours in Calipso

Week 7:**Activities/Responsibilities**

- Continues in role of SLP, carrying complete targeted caseload
- Submits lesson plans/therapy documentation for review (100% of targeted caseload)
- Completes other assignments (meetings, conferences, in-services)
- Provides diagnostic assessments with 50-60% supervision (at Clinical Educator's discretion)
- Submits 2-3 clinical diagnostic reports as directed by the clinical educator
- Documentation/Approval of clinical clock hours in Calipso
- Clinical Educator - Mid-Term Evaluation Due (Completed in Calipso)

Weeks 8-12:

Activities/Responsibilities

- Continues in role of SLP, carrying complete targeted caseload
- Submits lesson plans/therapy documentation for review (100% of targeted caseload)
- Completes other assignments (meetings, conferences, in-services)
- Documentation/Approval of clinical clock hours in Calipso
- Provides diagnostic assessments with no less than 50% supervision (at Clinical Educator's discretion)
- Submits 2-3 clinical diagnostic reports as directed by the clinical educator

Week 13:

Activities/Responsibilities

- Completes reports and other paperwork
- Finishes up with students as assigned by Clinical Educator
- Clinical Educator - Final Evaluation Due (Complete in Calipso)
- Clinical Educator - Approve all pending hours in Calipso

Appendix B

Adult Placement Timeline

Schedule for the 12-Week Placement (Includes Suggested Timeline for Assuming Caseload)

Week 1:

Activities/Responsibilities

- Detailed discussion of student's clinical experience/coursework related to work with adult, expectations, orientation (use of structured form to facilitate discussion of strengths, areas of growth, goals suggested)
- Under clinical direction by Supervisor (Clinical Educator), student actively participates in a few sessions to begin to initiate direct clinical contact
- Student observes majority of sessions and services; reviews files; clinical educator's lesson plan, and data collection forms
- 100% Student observation of clinical educator conducting evaluations
- Review Diagnostic Evaluations- Formal /Informal;
- Begin clinical clock hour logs in Calipso
- Discuss the plan for regularly scheduled feedback (daily/weekly, etc.) and mode of delivery.
- Clinical Educator – Register for Calipso

Week 2:

Activities/Responsibilities

- Assumes responsibility 25-50 % of targeted caseload of clients (at Clinical Educator's discretion)
- Submits lesson plans/therapy documentation for review (25% - 50% of targeted caseload)
- Continues observing and participating in other services as directed (meetings)
- Review diagnostic test(s), participates in portions of evaluations under full supervision
- Documentation/Approval of clinical clock hours in Calipso

Week 3:

Activities/Responsibilities

- Assumes responsibility for 50% - 75% of targeted caseload (at Clinical Educator's discretion)
- Submits lesson plans/therapy documentation for review (50% - 75% of targeted caseload)
- Continues observing and participating in other services as directed(meetings)
- Provides diagnostic assessments with 75-90% supervision (at Clinical Educator's discretion)
- Submits 1-2 clinical diagnostic reports as directed by the clinical educator
- Documentation/Approval of clinical clock hours in Calipso

Week 4:**Activities/Responsibilities**

- Assumes responsibility for 75% - 100% of targeted caseload (at Clinical Educator's discretion)
- Submits lesson plans/therapy documentation for review (75% - 100% of targeted caseload)
- Continues observing and participating in other services as directed (meetings)
- Documentation/Approval of clinical clock hours in Calipso
- Provides diagnostic assessments with 70-80% supervision (at Clinical Educator's discretion)
- Submits 2-3 clinical diagnostic reports as directed by the clinical educator
- Clinical Educator - Clinical Evaluation #1 Due - provide copy to student

Week 5:**Activities/Responsibilities**

- Manages 100% of targeted caseload
- Submits lesson plans/therapy documentation for review (100% of targeted caseload)
- Completes other assignments (meetings, conferences, in-services)
- Provides diagnostic assessments with 60-70% supervision (at Clinical Educator's discretion)
- Submits 2-3 clinical diagnostic reports as directed by the clinical educator
- Documentation/Approval of clinical clock hours in Calipso

Week 6:**Activities/Responsibilities**

- Continues in role of SLP, carrying complete targeted caseload
- Submits lesson plans/therapy documentation for review (100% of targeted caseload)
- Completes other assignments (meetings, conferences, in-services)
- Provides diagnostic assessments with 50-60% supervision (at Clinical Educator's discretion)
- Submits 2-4 clinical diagnostic reports as directed by the clinical educator
- Documentation/Approval of clinical clock hours in Calipso

Week 7:**Activities/Responsibilities**

- Continues in role of SLP, carrying complete targeted caseload
- Submits lesson plans/therapy documentation for review (100% of targeted caseload)
- Completes other assignments (meetings, conferences, in-services)
- Provides diagnostic assessments with 50-60% supervision (at Clinical Educator's discretion)
- Submits 2-4 clinical diagnostic reports as directed by the clinical educator
- Documentation/Approval of clinical clock hours in Calipso
- Clinical Educator - Mid-Term Evaluation Due (Completed in Calipso)

Weeks 8-12:

Activities/Responsibilities

- Continues in role of SLP, carrying complete targeted caseload
- Submits lesson plans/therapy documentation for review (100% of targeted caseload)
- Completes other assignments (meetings, conferences, in-services)
- Documentation/Approval of clinical clock hours in Calipso
- Provides diagnostic assessments with no less than 50% supervision (at Clinical Educator's discretion)
- Submits 2-4 clinical diagnostic reports as directed by the clinical educator

Week 13:

Activities/Responsibilities

- Completes reports and other paperwork
- Finishes up with students as assigned by Clinical Educator
- Clinical Educator - Final Evaluation Due (Complete in Calipso)
- Clinical Educator - Approve all pending hours in Calipso

APPENDIX C

CAPCSD FREE CEU OPPORTUNITIES

Thank you for hosting our Baylor University student(s) for practicum placement. As you know, ASHA now requires supervisors of SLP graduate students to have **completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.**

To help meet these requirements, CAPCSD (Council of Academic Programs in Communication Sciences and Disorders) has provided free CEUs to SLP supervisors. Please click the link below for more information:

[CAPCSD Professional Development - Supervision](#)

Again, we thank you for supervising our Baylor University graduate student(s). We value our supervisors as they play a crucial role in our students' professional development. Please feel free to reach out if you have questions or concerns.

Sincerely,

Baylor University Online Graduate Department

THE NEXT IMPORTANT STEP

Documentation of ASHA CEUs in Supervision: After taking 2.0 hours of continuing education in supervision, your status is not automatically updated on the ASHA website verification letter. You have to go into your ASHA account and update your status! Here is how you can do that!

1. Log in to ASHA: <https://www.asha.org/>
2. Go to “MY ACCOUNT”
3. You will see “Certification and Supervision”
4. Under this you will see “[2020 Requirements for Clinical Instructors, Supervisors, and Clinical Fellowship Mentors](#)” and click on this link
5. You will see the edit button and you will need to click on the box to indicate that “You have completed 2 hours of clinical instruction or supervision professional development”
This will then result in a green check mark!
6. Now, when anyone does an ASHA CERTIFICATION VERIFICATION search on you, the verification letter will have the message that “ [your name] **has met** the 2020 ASHA certification standards for providing clinical instruction and supervision to individuals preparing for ASHA certification.”