

Speech-Language Pathology Student Handbook

2022



**NORTHEASTERN
STATE UNIVERSITY**

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INTRODUCTION

Welcome! This handbook contains information for students enrolled in the Master of Science (M.S.) in Speech-Language Pathology program at Northeastern State University (NSU). Students can access the NSU student handbook [here](#), and the information from the Graduate College [here](#). This handbook provides students with policies and procedures specific to the SLP program, and does not supersede requirements of NSU or the Graduate College.

NSU FOCUSED MISSION STATEMENT

We empower students, faculty, staff, and the community to reach their full intellectual and human potential by creating and expanding a culture of learning, discovery, and diversity.

VISION STATEMENT

Northeastern State University shapes the future of its region as the educational partner of choice, setting a standard of excellence by serving the intellectual, cultural, social, and economic needs of the University's diverse communities.

CORE VALUES

- **Integrity:** NSU models integrity through ethical and intellectual behaviors and practices by advancing honesty, human dignity, and accountability.
- **Collaboration:** NSU engages in collaboration through partnerships to create learning opportunities and promote educational and economic success.
- **Creativity:** NSU advances creativity through exploration, innovation, critical inquiry, and intellectual freedom.
- **Leadership:** NSU inspires leadership through its commitment to prepare and serve others.
- **Excellence:** NSU pursues excellence by continually improving individually and as a community.
- **Communication:** NSU advocates communication through the free flow of information and ideas.
- **Diversity:** NSU values diversity and empowerment by promoting the rights of individuals and equal access to educational and enrichment experiences, respecting cultural differences, and ensuring equal opportunity

SLP PROGRAM MISSION STATEMENT

The **mission** of the Northeastern State University Speech-Language Pathology Program is two-fold:

- To provide pre-professional undergraduate education leading to a Bachelor of Science as a prerequisite for admission to a master's degree program in communication disorders
- To provide graduate education leading to a Master of Science with the academic and clinical practicum experience necessary to meet requirements for:
 - The Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association
 - A license in speech-language pathology from Oklahoma Board of Examiners for Speech Language Pathology and Audiology
 - The Oklahoma State Department of Education Standard Certificate in Speech-Language Pathology

SLP PROGRAM STUDENT LEARNING OUTCOMES

1. Demonstrate competency in etiologies & characteristics of the 9 major disorder areas.
2. Demonstrate competency in assessment and treatment for the 9 major disorder areas.
3. Demonstrate competency in professional skills and habits such as oral and written reporting of assessment & therapy results, confidentiality, and ethical behavior.
4. Demonstrate competency in the field of Speech-Language Pathology in order to obtain national certification provided by ASHA.

STUDENT ASSESSMENT

The above Student Learning Outcomes will be assessed throughout the graduate school coursework, practicum, internship, and externship. Courses and practicum are designed to prepare SLP students to be successful clinicians in all applicable settings and workplaces.

Formative Assessment—ongoing measurement throughout educational preparation for the purpose of monitoring acquisition of knowledge and skills and improving student learning. Some examples of formative assessment can include, but are not limited to,

daily discussions, homework, group work over lecture, and/or writing therapy goals related to a lecture topic.

Summative Assessment—comprehensive evaluation of learning outcomes, including acquisition of knowledge and skills, at the culmination of an educational experience (e.g., course, program). Summative assessment can include, but is not limited to, unit tests, semester exams, case studies, therapy plans, projects, or research papers.

DIVERSITY

Speech-Language Pathologists need to develop cultural sensitivity in order to plan relevant treatment interventions. Therapy and participation are greatly influenced by culture. The program is located in a region with a rich cultural heritage and in order to be effective practitioners, students must learn about the differing cultures and be sensitive to these cultures. The theme of culture is widespread in the curriculum and appears in courses each semester. Standard IV-B, IV-G.

ACCREDITATION

The Master of Science (M.S.) education program in Speech-Language Pathology at Northeastern State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech- Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

COURSE SEQUENCE

The NSU SLP Program is a full time cohort program in that all SLP students travel through the program together – taking the same courses at the same time, following the RoadMap. This includes summer courses. This has several advantages. The instructors know what course each student has already completed, allowing the content of each course to build on the content of the previous courses. Cohorts contribute to the strength of the relationships among the students. Each cohort becomes close knit and strongly supports one another.

SLP PROGRAM ROAD MAP

The road map for the SLP Master of Science (M.S.) Graduate Program can be accessed [here](#).

COURSE CATALOG

Information regarding admission requirements, Accelerated Degree Plan (ADP) requirements, SLP prerequisite courses, SLP leveling courses, SLP Program courses, retention standards, and graduation requirements are found in the Course Catalog [here](#).

ADVISING

- Speech language pathology students enter and progress through the program as a cohort. The students in the cohort progress through the SLP Program together, taking the same courses in the same order, following the [RoadMap](#).
- The Program Chair serves as an advisor to students within the program for general advising issues including:
 - Enrollment in classes
 - Adherence to institutional and program policies such as those related to progression in the program or graduation
 - Referral to services within the university
 - Information regarding career options and opportunities for advanced studies
- Faculty members within the program may advise students within the courses they are instructing regarding performance in the course or referral to related services within the university (such as test anxiety).
- The Clinic Director advises students related to the clinical practicum portion of the program including:
 - Verifying that students have all documentation submitted for practicum requirements such as Hepatitis B vaccination series completion, PPD/TB negative test results, MMR vaccination or positive titers, varicella history verification, influenza vaccination, Tetanus or T-dap verification, background checks, drug screens, CPR, proof of professional liability insurance, and other items as necessary.
 - Determining internship and externship placements
 - Issues that may arise during internship and externship placements
- Students will be scheduled to meet with the Program Chair and the Clinic Director at the end of the Fall and Spring semester to ensure proper progression through the program.

ACADEMIC INTERVENTION

- Students are welcome to initiate contact with faculty regarding their performance in the classroom at any time.
- Faculty will calculate grades at midterm. At this time, if a student's grade is 85 or below, the instructor will send an email to that student with a reminder of faculty

office hours, and the location for study and test-taking strategies provided in Blackboard. Referrals to other on-campus resources will be made as needed.

- If a student's grade is 80 or below, the instructor will schedule a face-to-face meeting with the student to make an informal plan of action.
- Other concerns within the academic learning environment that will warrant an informal plan of action between the instructor and the student include any concerns within the policies of this Student Handbook regarding tardies, attendance, late assignments, or ethical and professional attitudes and behaviors that may hinder opportunities for success for the student or other students in the SLP Program.
- If student performance does not improve or if the student does not adhere to the informal plan of action, a formal meeting with the Program Chair will be scheduled to sign a written, formal action plan. The formal action plan will be a written document to be signed and agreed upon by the student and the Program Chair. As appropriate, the meeting will include the instructor or the clinical supervisor with the Clinic Director. A hardcopy of the formal plan of action will be placed in the student's file.
- The student must make a B or better in all didactic coursework as well as internship and externship experiences. A student that does not make a B or better in a course will be placed on academic probation and must retake the class. The student will be allowed one attempt to improve the course grade to a B or better. A student that fails to earn a B or better in the retake will be denied enrollment in additional SLP courses.

REINSTATEMENT

A student must apply for readmission following a withdrawal. If the student did not complete an academic year, the student must apply for readmission in a future cohort. The student will be required to meet the current admission requirements. Readmission into the program will be reviewed by the Graduate College and the program's Admissions Committee.

STUDENT CONCERNS

The official grade appeal policy with the necessary form can be accessed at [Student Resources](#).

Other concerns regarding the SLP Program should be directed to the Program Chair. Upon receipt, the Program Chair will investigate the concern, reviewing available information and interviewing any individuals involved with the concern. A face-to-face meeting or phone conversation with the person(s) bringing forward the concern will be scheduled. Every effort will be made to understand and resolve the concern.

If unresolved, the concern will be directed to the Chair of the Department of Health Professions. From there, the concerns will be addressed via the following chain of command.

- Associate Dean of the Gregg Wadley College of Science and Health Professions
- Dean of the Gregg Wadley College of Science and Health Professions
- Dean of the Graduate College
- Provost
- University President

Students may request advice and receive support from the Office of Student Affairs at 918-444-2120.

STUDENT RECORDS AND COMMUNICATION

Northeastern State University and all programs, departments, and colleges within the university are committed to following the Family Educational Rights and Privacy Act (FERPA) related to managing and maintaining student records. Student records related to enrollment, transcripts, grades, and credits for courses are maintained by the Registrar. Any requests for this information should be directed to the Registrar's office. The SLP Program keeps and maintains the security of hard-copy student files within the program offices as well as within password-protected university and program-specific databases such as DegreeWorks, Blackboard, CALIPSO and CastleBranch.

The confidentiality of all communication regarding a student's academic status and professional development will be strictly enforced within the program, the faculty, and the student.

RESEARCH

Faculty and students in the Speech-Language Pathology Program who engage in research follow NSU's policies and procedures of the Institutional Review Board (IRB). Categories of review include exempt, expedited, and full board. All research proposals must be approved prior to beginning the data collection process. Meeting schedules are available on the IRB's website.

DRESS CODE

For daily class attire, students are expected to wear modest clothing, although casual clothing is acceptable. Avoid plunging necklines, short shorts/skirts or exposed skin at the waistline. Be aware that practicum sites frequently have specific dress codes. Some sites have jewelry and piercing rules. The student, including the undergraduate student

performing guided observations, is expected to follow the dress code requirements for the site as well as for any special occasion.

In the event of field trips or guest speakers, students are expected to wear NSU name tags and be well-groomed with clothes free of holes, tears, or other signs of wear. Refer to the course instructor for individual dress code preferences. As a medical professional, students should ask themselves if they are dressed in a manner that denotes professionalism and respect for patients and other healthcare providers.

Students should refrain from strong perfumes or other choices that may be a hindrance to success for a client or peers in the classroom. At all times, students should display a clean, well-kept appearance that includes clean clothing and good personal hygiene.

ATTENDANCE

The NSU SLP Program is a face-to-face program. Attendance is required by the program. It is the student's responsibility to contact instructors prior to any absence. Classroom attendance policies can be found within the syllabi. The SLP Program adheres to the university's policies regarding excused and unexcused absences.

Only illness with documentation and approved university functions are automatically excused absences. Students are allowed two (2) unexcused absences equivalent to two (2) 50-minute class sessions. Subsequent absences will result in lowering of the course grade by one (1) letter grade for each subsequent unexcused absence.

PROFESSIONAL BEHAVIORS

Academic performance is only part of the expectations for students in the Speech-Language Pathology Program. Students are expected to put forth their best professional effort at all times and to treat clients, guests, staff, faculty, and fellow students in a respectful manner. Professional behaviors include but are not limited to flexibility, punctuality, professional communication, respectfulness, leadership, active participation, organization, and mature responses to feedback.

The SLP Graduate Program utilizes a quantitative rating scale to measure professional skills and behaviors during practicum. This rating scale is found in CALIPSO.

PROFESSIONAL BEHAVIOR PROBATION, SUSPENSION, AND REINSTATEMENT

In the event a student does not meet the professional behavior expectations of the program, the program will follow the intervention policies described under the section headings

Academic Intervention or Clinical Support Plan, Intervention, and Remediation. If the concern is not rectified through the informal action plan process, the student will be placed on professional behavior probation. The student will have one semester to modify behaviors and return to good standing. If the student does not meet expectations, the student will be suspended from the program for one academic year. An additional action plan may be required prior to re-entry into the program. The student may not earn practicum hours while on professional behavior probation.

CLASSROOMS

Classrooms should be maintained as an environment conducive for learning. Students should keep their personal items contained to their area. Food and drinks are permitted, but crunchy foods, loud packaging, food with strong aromas, and other concerns for the learning and clinical environments should be avoided. Remember to clean up after yourself and wipe your area.

EQUIPMENT, SUPPLIES, AND ASSESSMENTS

Every effort will be made to ensure students have access to clinical equipment, tools, materials, and assessments in order to learn and practice skills. No items belonging to the program or university may leave the classroom, clinic, or campus unless specific permission is received and the student has followed the check-out procedures. Students are expected to handle all equipment, tools, materials, and assessments with care. Anything that is checked out must remain securely locked out-of-sight when not in use and without exposure to moisture or extreme temperatures that may cause damage. Anything that is checked out must be returned within two school days with all components intact, properly stowed, and cleaned. The student is expected to practice professional courtesy by returning the item to the proper shelf, ready-for-use.

If concerns with any item are discovered, the student should practice professional courtesy by immediately notifying the Clinic Director or the Program Chair so that the appropriate measures can be taken for cleaning, repair, or replacement of the item or its components.

The student may be required to pay the replacement costs if equipment, tools, materials, or assessments are lost, stolen, or damaged.

CELL PHONES, LAPTOPS, AND OTHER ELECTRONIC DEVICES

We live in a digital age and as such it is expected that there will be a need to utilize cellular phones and other electronic devices; however, these devices should not become a distraction. In the classroom, all electronic devices should be turned off unless the use is

directly related to the topic of instruction and is not distracting to the instructor or other students. In the clinical setting, it is expected that all electronic devices should be turned off during all therapy and professional meetings except for specific therapeutic needs such as an app for therapy or data collection.

EVACUATION AND EMERGENCIES

University emergency and evacuation procedures will be followed in the event of an emergency. Evacuation routes, maps, and procedures are posted in hallways adjacent to classrooms, laboratories, and offices. In case of fire, weather related emergencies, drills, environmental disasters, or any condition impacting the health or safety of clients, students, staff, and faculty, everyone is expected to exit the building immediately. Elevators may not be used during evacuation due to suspected fires, earthquakes, severe weather, or any condition where disruption of electrical power may occur. Certain situations, where immediate threats to physical safety of individuals may occur (such as active shooters, suspicious individuals or threatening actions of others) may result in the need to shelter in place. The telephone numbers for campus police are posted in each of the program's classrooms and laboratories.

ACADEMIC INTEGRITY

Academic integrity is the understanding and respect for scholarship through learning and teaching. As defined within the university's core values, "We model ethical and intellectual development by advancing honesty, human dignity, and accountability." The SLP Program follows the policies of NSU related to academic integrity and academic misconduct.

Academic misconduct, according to the University, includes cheating, plagiarism, and other practices outlined in the NSU Student Handbook. Students are expected to review the related University materials. Academic misconduct is unacceptable, prohibited, and may result in a student's dismissal from the program.

Clinic Policies and Procedures

The Northeastern State University Speech-Language Pathology program offers a range of clinical experiences during which students develop and refine the ability to apply theory to practice while evolving and improving problem solving and clinical skills. The process is a formative one, in which students will progressively acquire clinical judgment, and will gradually be allowed to assume more independence in their rendering of clinical services (at the discretion of their clinical supervisor).

Before enrolling in practicum coursework, the Graduate Student Clinician will have gained the theoretical base necessary to understand the communication disorders they will be encountering. They will have observed several clients of various ages, presenting a wide range of communication disorder types and levels of severity. The Graduate Student Clinician will have had classroom experiences selecting and implementing diagnostic, intervention, data collection and report writing procedures. Finally, they will be aware of the resources they can use for clinical decision-making and problem solving. All of these basic experiences serve to prepare the Graduate Student Clinician for advanced clinical preparation in the university clinics, the school contract sites, and the internship and externship sites.

Students are expected to work closely with clinical and school supervisors and incorporate feedback diligently in order to provide excellent diagnostic, intervention, and consultative services.

RESEARCH/EVIDENCE-BASED PRACTICE

The NSU Speech Clinics are committed to expanding scholarly knowledge of the professions and using the knowledge in the evaluation and treatment of communication disorders. Research and clinical practice are interdependent. Evidence-based practice is the use of current best evidence (obtained through research and scholarly study), clinical expertise (obtained through experience in assessment and treatment of communication disorders), and client/patient values (ASHA, 2005).

Evidence-based practice is the cornerstone of all service delivery within the NSU Speech Clinics. As a result, each student's clinical experiences should include:

- Application/integration of research evidence presented in coursework
- Opportunity to pursue evidence as a guide in clinical decision-making
- Opportunity to present research to clients/family members to help them make informed decisions about care
- Opportunity to identify potential research questions

All students must demonstrate Knowledge and Skill of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following nine areas for both assessment and treatment.

- Articulation
- Fluency
- Voice and Resonance, including respiration and phonation
- Receptive and Expressive Language – Pediatric and Adult (phonology, morphology, syntax, semantics, pragmatics, pre-linguistic communication and paralinguistic communication) in speaking, listening, reading, writing
- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
- Cognitive Aspects of Communication – Pediatric and Adult (attention, memory, sequencing, problem solving, executive functioning)
- Social Aspects of Communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- Augmentative and Alternative Communication Modalities

Refer to the [2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](#) Refer to the resources below for more detail regarding these requirements. See [CAA Standard 3.1B](#) and [CFCC Standards V-B, V-C, V-D, V-E, V-F](#).

CLINICAL PRACTICUM - FIRST YEAR

Clinical education is a vital part of the preparation of students for the practice of speech-language pathology. The clinical education component of the curriculum - including observation and clinical rotations - is graded in the same way as all other coursework in the curriculum with a focus on mastery of critical knowledge and skills.

Clinical education starts during the second semester. The three university clinics at Muskogee, Tahlequah, and Broken Arrow along with various school contracts obtained by the university provide an opportunity for students to learn how to conduct speech-language pathology services in a closely supervised environment. Depending on the stage of clinical education, students will be responsible for obtaining pertinent case history information, planning and executing evaluation and treatment, and documenting sessions while always seeking assistance as needed. Clinical clock hours obtained during these experiences will be applied toward the minimum 400-hour requirement mandated by ASHA.

CALIPSO will be used to manage documentation and records of clinical information (documentation of clinical education assignments, documenting and tracking clinical practicum clock hours, clinical education practicum evaluations, documentation of clinical clock hours for ASHA certification).

Any student enrolled in Clinical Practicum SLP 5152 will be required to accept clinical assignments, on and off campus, that are made by the Clinic Director during a given semester. These assignments may be scheduled at any time between the hours of 8:00AM – 6:00PM Monday through Friday. The assignment of clinical practicum experiences will be based on student training needs, American Speech-Language-Hearing Association (ASHA) requirements, and service demands of the NSU Speech Clinics. Clinical assignments will NOT be made or modified because of student's personal preferences, altered work schedules, academic loads, or individual travel constraints (e.g. lack of transportation, commuting schedules).

The Performance Scale for Student Clinicians is utilized in the university clinics and contracted school sites. The rating code is on a scale from 1-5 representing (1) absence of skills to (5) skills independently present.

The performance rating evaluates the following areas of clinical performance:

1. Lesson plan used as a guide for therapy
2. Lesson plan appropriate for client's disorder and level
3. Provided Evidence-Based Rationale for client's disorder
4. Material appropriate for client and disorder
5. Techniques used in therapy appropriate for client and disorder
6. Selection and application of procedures indicates knowledge base to therapy
7. Time utilized efficiently
8. Client interest and involvement maintained
9. Client given ample opportunity to respond
10. Client exhibits appropriate number of responses
11. Clinician uses reinforcement appropriately
12. Clinician recognizes correct responses
13. Clinician in control of session
14. Clinician flexible enough to meet client needs
15. Clinician charted responses unobtrusively
16. Room set-up appropriately for observation
17. Lesson plan turned in on time
18. Clinician maintained professional attitude
19. Clinician exhibited correct speech
20. Clinician dressed appropriately
21. Clinician followed universal precautions standards

CLINICAL INTERNSHIP/EXTERNSHIP - SECOND YEAR

Clinical internships and externships are off-campus placements comprising supervised clinical experiences completed at our affiliated clinical education sites. Each clinical education experience is completed under the supervision of one or more SLPs.

Some clinical educators work 10-hour days (versus typical 8-hour days). Students should always be prepared to follow the schedule of their clinical supervisor, as the experience should mimic the real world. Students should seek guidance from the NSU SLP Clinic Director regarding questions about clinical education schedules.

Clinical activities include, but are not limited to, observation, discussion, preparation, and direct patient contact. In addition to these activities, students are expected to complete report writing and other documentation and to complete assignments or projects assigned by clinical supervisors.

Students are also expected to learn the non-clock hour related knowledge and skills required to work in the different practice settings.

Students, like faculty, must be flexible when involved in clinical services. Flexibility is needed to accommodate fluctuating caseloads and to help each clinical supervisor accommodate individual student's clinical needs for knowledge and skill attainment, as well as direct contact hour accumulation.

Off-campus sites often have specific requirements prior to a student training at the facility. These requirements may include an interview and/or provision of a copy of resume or CV, transcripts, letters of recommendation, copies of immunization records, current CPR certification, 2 stage TB test, proof of health care coverage, drug screen, background check, etc. The Clinic Director will provide information about specific requirements for a given site at the time the clinical assignment is made.

SUPERVISION DURING CLINICAL EDUCATION

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 occur throughout the practicum.

Supervision must be sufficient to ensure the welfare of the individual receiving services. Clinical supervisors have the responsibility and authority to ensure that patient needs are prioritized before student experiences/hour acquisition. Supervisors are expected to adjust the amount of direct supervision and the nature of clinician/student/patient involvement to meet the needs of the individual receiving services. Major decisions by student clinicians regarding evaluation and treatment of a patient are implemented or communicated to the patient only after approval by the clinical educator. All clinical supervisors must be available on-site to consult with the student clinician as appropriate during all clinical service delivery. All experiences must meet CFCC (ASHA) standards for clinical education.

All clinical supervisors must provide their ASHA number to ensure current certification by ASHA and valid state license, prior to the clinical rotation start date. SLP clinical hours must be supervised by holders of current ASHA certification for those clinical hours to be counted. Each clinical supervisor will be required to complete 2 hours of continuing education in supervision.

The Clinic Director will verify that the internship and externship site has a speech pathologist who meets the [ASHA requirements](#) to serve as a clinical supervisor using the procedures below. The Clinic Director maintains these records securely within the Clinic Director's office.

- The Clinic Director will verify that the designated clinical supervisor at the site has the ASHA-required supervisory training and current certification through the [ASHA portal](#).
- The Clinic Director will verify that the designated clinical supervisor has a current state license to practice. In Oklahoma, the SLP license is verified [here](#).

CLINICAL HOURS

The NSU Speech Clinics utilize the online student evaluation grading and clinical clock hour tracking portal known as CALIPSO. All students are required to have and maintain an account. A one-time expense is required for students to set up and own an account, which they will have access to indefinitely. Students should submit their clinical clock hours via the CALIPSO program, and supervisors will approve these hours prior to the end of each week. All clock hours must be submitted and approved, along with a clinical evaluation, before a final grade will be entered into the student CALIPSO system at the

end of each semester. Students should also keep a permanent, hard copy file of all important documentation for future licensure and certification needs. If you have any questions or concerns regarding CALIPSO, please ask the Clinic Director. All clinic hours obtained at assigned offsite centers should be logged into and verified via CALIPSO as well.

Key requirements regarding clinical clock hours include:

- Minimum of 400 direct contact hours required
- Maximum of 50 hours from undergraduate (if applicable).
- Includes 25 observation hours (25 required, no additional observation hours can be counted as part of the 400)
- Hours documenting the acquisition of knowledge and skills must be gathered across the scope of practice (the 9 disorder areas), in intervention, evaluation, and prevention, with different populations, severities, ages, and settings
- May include up to 75 hours of clinical simulation
- Some requirements regarding the counting of hours and supervision requirements are temporarily modified due to COVID-19

In order to count clinical clock hours toward meeting certification and/or licensure requirements, a Graduate Student Clinician must be actively involved in the diagnostic or intervention process. Active involvement includes the following activities when the client is present and participating:

- Actual service delivery (therapy or diagnostics)
- Recording and analyzing data during the session
- Interviewing and counseling with clients/families regarding treatment recommendations, home programming, etc.
- Managing client's behavior
- Managing technological devices with the client present (speech-generating devices, assistive listening devices, preparing computer programs for sessions)

The following activities CANNOT be counted towards clinical clock hours:

- Report writing without the client present and participating
- Planning sessions
- Learning to administer tests or procedures
- Passively observing without active involvement with the client/family
- Interprofessional or staff meetings without the client present and participating
- Conference time with supervisor
- If you are in doubt about the legitimacy of an activity, consult the appropriate coordinator

All students are required to log their daily clinical clock hours each week and have them approved by their clinical supervisor. All documentation and record keeping will be done in CALIPSO. Records of hours must be tracked accurately without adjustment. For

example, if 1 hour and 26 minutes are accumulated, only 1 hour and 26 minutes may be recorded, rounding up to 1.5 hours is not allowed.

It is the responsibility of each student, in conjunction with the NSU SLP Clinic Director, to ensure that all necessary practicum clock hour requirements are obtained prior to graduation. At the end of your final semester, a record of the total number of clinical hours will be confirmed by the student, Clinic Director, and Program Chair in preparation for graduation and beginning your SLP CF (speech-language pathology clinical fellowship).

CLINICAL INTERNSHIP/EXTERNSHIP EXPERIENCE

The clinical externship is an important aspect of each student's clinical experience. It provides a transition from classroom instruction and part-time university clinic and school contract placements to full time, intensive clinical training. In the final semester of enrollment, this full-time experience is reflected by enrollment in 9 semester credit hours.

Clinical internships/externships entail supervised management of patients displaying a variety of communication and swallowing disorders. The NSU SLP Clinic Director will ensure the site has the clinical population to meet the educational needs of the student by reviewing the student's categories of practicum hours in CALIPSO as compared to information gathered from the internship/externship site via the [Site Information Form](#).

The experience will be monitored by the Clinic Director, but it is the student's responsibility to ensure that midterm and final evaluations are completed in a timely fashion.

Students are responsible for arranging transportation to any arranged clinical education sites. Optimally, students should have a car available, as public transportation is not always accessible to competitive sites. Students who cannot arrange transportation may jeopardize the opportunity for an external placement in any given semester which may extend the program or may limit their possible clinical education sites. All students should expect to travel for clinical education.

Externship sites have been established at hospitals and other cooperating health care facilities, educational, and private facilities. Affiliation agreements are arranged and maintained with each of our external practicum sites.

The Clinic Director will verify that the internship and externship site has a speech pathologist who meets the [ASHA requirements](#) to serve as a clinical supervisor using the procedures below. The Clinic Director maintains these records securely within the Clinic Director's office.

- The Clinic Director will verify that the designated clinical supervisor at the site has the ASHA-required supervisory training and current certification through the [ASHA portal](#).
- The Clinic Director will verify that the designated clinical supervisor has a current state license to practice. In Oklahoma, the SLP license is verified [here](#).

The Clinic Director uses information gathered in a four-page Site Information Form to determine whether the internship and externship site will provide an appropriate clinical education experience for the student. This form includes information regarding the client population.

Placements are arranged by the Clinic Director on the basis of a review of the student's academic and clinical education records. All contacts and arrangements for externship sites MUST be initiated through the Clinic Director. Students are NOT allowed to make individual arrangements.

Roles of students in selection of internship/externship sites:

Student requests will be taken into consideration whenever possible but cannot be guaranteed. The Clinic Director will allow each student to complete a preference sheet by choosing from the list of established affiliation agreements. Students interested in a new clinical site will be able to submit a request for a new site to be reviewed and approved by the Clinic Director. This information will be gathered from the students during the third semester of their program and discussed with the Clinic Director.

If a student is interested in going out-of-state for the final, full-time placement, the student is allowed to gather initial information and submit this to the Clinic Director. The official request should be submitted via email, containing the following:

- Name/location/setting
- Link to a website of the site of interest
- Contact information for the coordinator of graduate student SLP placements

Students should recognize that throughout their coursework and clinical practicum experiences within the NSU Speech Clinic and university school contracts, faculty and supervisors will be evaluating each student's readiness for off-campus practicum. Students will be provided the opportunity for remediation if their level of performance does not indicate readiness for placement. Students will not be placed in an off-campus practicum when their level of performance in coursework or clinical assignments suggests a significant likelihood of failure in the off-campus placement. Students should be aware that their placements are carefully made with consideration of skill level and need for well rounded experiences over the course of the program; placement requests will be considered but are not guaranteed of your placement. The placements, once assigned by the Clinic Director for the semester, are final.

It is our obligation as a graduate program to provide and arrange supervised clinical experiences with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum experiences must include a sufficient depth and breadth of evaluation and intervention opportunities with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities in a variety of different settings. Students are required to obtain hours across the scope of practice, with different populations, ages, and settings. The program will ensure each student has breadth and depth in their clinical experiences. Progress in these areas will be monitored throughout the duration of the program in CALIPSO.

We will individualize clinical rotations for each student to best meet the 1) need to provide depth and breadth of experiences, 2) need to ensure that each student has demonstrated mastery in key knowledge and skill areas, and 3) desire to prioritize rotations according to student career goals.

ROLES AND RESPONSIBILITIES OF THE GRADUATE STUDENT CLINICIAN

As the semester progresses, the Graduate Student Clinician will assume many of the responsibilities of the supervising SLP. This shift in responsibility is necessary for the Graduate Student Clinician to gain the experience of working in the clinical setting. The Graduate Student Clinician is expected to fulfill the following roles and responsibilities for successful participation in the practicum experience.

- Arriving with sufficient time to be prepared for client appointments, internship and externship responsibilities, and scheduled meetings
- Demonstrating self-assessment skills, welcoming constructive suggestions, and incorporating them in subsequent planning
- Displaying initiative and accepting responsibilities as assigned by the supervising SLP
- Preparing therapy plans in accordance with guidelines established or policies in advance of intervention
- Providing appropriate treatment to address client goals
- Maintaining accurate records of client progress
- Assisting with and writing evaluation reports as deemed appropriate and necessary by supervising SLP
- Observing and participating in team meetings
- Demonstrating the ability to assume the full caseload of clients
- Performing non-clinical duties as assigned by the supervising SLP

Professional Conduct Standards

Under the code of professional conduct, a student enrolled in the Northeastern State University Speech-Language Pathology Graduate Program in the College of Health Professions is expected to, but not limited to these behaviors and values:

Compassion

- Be guided at all times by concern for the welfare of patient/clients entrusted to his/her care via attention, respect, empathy and responsiveness in care.

Collaborate

- Communicate in a direct and respectful manner. Be aware of and adhere to channels of communication for needs associated with the program:
 - 1.) Communicate with the supervisor;
 - 2.) If further advice is required, seek guidance from your Clinic Director;
 - 3.) If further advice is warranted, communicate with the Program Chair; and
 - 4.) If necessary, contact the Department Chair.
- Regard as strictly confidential all information concerning each patient/client and refrain from discussing this information with any unauthorized individual, per Health Information Portability and Accountability Act (HIPAA) regulations.

Respect

- Appear and conduct himself/herself in a professionally acceptable manner in accordance with the SLP dress code and the [ASHA Code of Ethics](#)
- Show respect for and be mutually supportive of patient/clients, fellow students, faculty, and staff regardless of race, religion, gender, sexual preference/identity, nationality, or economic status
- Demonstrate respect by responding to requests (written, verbal, email, telephone) in a timely manner

Integrity

- Be trustworthy by acting in a reliable and dependable manner
- Identify truthfully and accurately his/her credentials and professional status
- Demonstrate accountability for decisions and actions
- Refrain from performing any professional service which requires competence that he/she does not possess, or which is prohibited by law, unless the situation morally dictates otherwise
- Accept responsibility for reporting unprofessional and unethical conduct to the proper authorities. Adhere to College and Division specific policies and procedures including but not limited to attendance, dress code, etc.

Innovation

- Support and create a culture of discovery

Technical Standards/Essential Functions Skills and Expectations

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, Graduate Student Clinicians must have skills and attributes in five areas, according to ASHA and the Council of Academic Programs in Communication Sciences and Disorders (2007). These technical standards areas, while not exclusive, include: **communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social.**

Such skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience.

All graduate students entering the NSU SLP Graduate Program will be provided a Graduate Student Clinician Essential Functions Agreement (Appendix B) to read and sign, thus ensuring understanding of the essential functions and professional skills required for professional practice in speech-language pathology as defined by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD.)

Dress Code

The Northeastern State University Speech-Language-Hearing Clinics provide professional services to clients from a diverse community. How clients see you will determine to a great extent how they view the quality of the entire clinic, the services received, and the profession. Professionalism is reflected in one's personal appearance, which includes clothing, grooming, and social manners. The following dress code is required for student clinicians and is to be followed at each clinic supervisor's discretion.

Approved Attire:

- NSU Scrub Set ordered at orientation or through the Clinic Director. No other scrub sets are allowed.
- Polo shirt with the NSU SLP program logo ordered at orientation or through the Clinic Director
- NSU Nametag ordered at orientation or through the Clinic Director
- Appropriate footwear includes closed-toe shoes such as black athletic footwear/clogs. All shoes should be clean
- Conservative ear piercings and non-obtrusive jewelry
- NSU SLP approved jackets or pullovers

Attire Not Appropriate for Patient Care:

- Undergarments should not be visible through tops or pants.
- Any clothing that allows skin to be seen when bending down or over are not appropriate. Undershirts/camisoles may be considered.
- Unnatural hair colors (blue, purple, pink, orange, etc.) are not appropriate for the clinic.
- Nose rings/studs, bullring, eyebrow, tongue, lip, and ear-gauge piercings are not permitted during patient care. Cultural piercings should be discussed with the Clinic Director when necessary.
- Other jewelry, rings and bracelets, must be simple so as to not injure a client.
- Tattoos should be covered and not be visible.
- Shorts, jeans, T-shirts, midriff shirts, flip flops, rain boots, leggings, and other casual clothing.
- Extremely long fingernails. Fingernails are to be neatly manicured and of a reasonable length, not to exceed ¼”, beyond the fingertip. Nails must be rounded rather than pointed. Nail polish is permitted but must be in good condition with no chipping visible.
- Avoid perfumes. Many clients have allergies or are sensitive to fragrances.

*Any exceptions to this policy must have the consent of your Clinical Supervisor. Supervisors have final authority regarding appropriateness of dress.

It is important for students to keep in mind that professional demeanor significantly influences a client’s assessment of the competence of the professional. Right or wrong, appearance of the professional is a key component of professional demeanor. Individuals who are not compliant with the clinical dress code will be asked by their supervisor to return home to change clothing.

Professional Language

- Formal address of adults is required for clinic: Dr., Mr., Mrs., and Ms.
- Any type of profanity is unacceptable.
- Proper modeling is essential. Make sure your voice, speech, and language reflect the concepts reflected in SLP research.
- Be polite. Avoid loud talking and yelling.
- Avoid professional jargon when speaking with clients/caregivers. If you need to memorize the meaning of a term or phrase for an exam, the client/caregiver will probably not understand it when you use it.
- Remember to keep clinic information confidential.

Professional Attitude

A professional attitude is expressed in the positive way a person accepts and performs assigned tasks, and respects and interacts with supervisor, clients, and peers. The following list consists of some of these positive behaviors.

- Be on time and be prepared for practicum.
- Be in a positive frame of mind.
- Recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others, either immediately or in the long term.
- Strive to work effectively with others for the benefit of the persons served.
- Properly credit others for their work.
- Take responsibility for your actions, reactions, and inactions. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.
- Do what you say you will do.
- Accept direction and correction.
- Respect others values, interests, and opinions that may differ from yours.
- Adopt evidence-based practice.
- Cell phones should be turned off in the clinic. Exceptions can be made for possible emergencies with prior approval.

Social Media Guidelines

Do not post **any** content related to any client or patient, including pictures or other images, on any social media site or any other internet site.

Do not post opinions of any kind about any fellow student, client, faculty and/or staff of Northeastern State University.

Think twice before posting: Privacy does not exist in the world of social media. Remember that these are public forums and whatever information you share will be viewed by others and may be archived by various third parties.

Consider what could happen if a post becomes widely known and how that may reflect on both you and the University. Search engines can turn up posts years after they are created and comments can be forwarded or copied.

Graduate Student Clinicians who share confidential or inappropriate information do so at the risk of disciplinary action or expulsion.

The NSU Speech-Language Pathology program has a Facebook page for general information, announcements, and posts of general interest about our Program. This page is not for personal posts or comments.

Always think about consequences when using social media or the Internet.

Attendance

Speech-Language Pathology Graduate Student Clinicians enrolled in practicum have an obligation to provide clients with regular and consistent therapy sessions. Consistent attendance and adherence to the schedule provided by site supervisors is also required to enable students to gain appropriate skills across disorders. You are expected and required to be on time for all on-campus and off-campus clinical appointments. You are also expected to arrive ahead of the appointment time in order to prepare for your session and begin on time. If there are circumstances beyond your control that cause you to be late or you are ill, you must call your supervisor immediately.

Absence from Practicum:

- The SLP Program adheres to the university's policies regarding excused and unexcused absences.
- Routine or follow-up personal appointments should not be scheduled in conflict with practicum responsibilities.
- The Graduate Student Clinician is expected to be in attendance and to arrive early enough to be sufficiently prepared for all scheduled appointments with clients in the university clinics, the school contract sites, internships and externships. Tardies and unexcused absences are not allowed. Graduate Student Clinicians must submit a doctor's note or other appropriate documentation for an excused absence. Student clinicians will be required to offer make-up sessions for any treatment/diagnostic sessions missed. Teletherapy sessions are encouraged when possible to avoid canceled and rescheduled appointments.
- The Graduate Student Clinician is expected to be in attendance during the same hours and on the same schedule as the internship and externship clinical supervisor.
- During each semester, emergency excused absences in excess of two times per assignment will be considered excessive and will necessitate a Clinical Support Plan and potential corrective action.
- Practicum assignments follow the university's semester calendar.
- If Northeastern State University is closed due to weather or other unforeseen circumstance but the internship/externship facility remains open, the Graduate Student Clinician is expected to report to the internship or externship site if the clinical supervisor reports for duty.

- The Graduate Student Clinician is expected to be at the internship and externship site while the SLP supervisor is present. Practicum schedules may vary based on the SLP clinical supervisor's availability, assigned work hours, caseload management, and delivery of services.

Absence of the clinical supervisor:

Graduate Student Clinicians are not licensed to practice and cannot provide services unless a licensed/certified SLP who meets the ASHA requirements for clinical supervision is on the premises, within the therapy environment, and available for immediate assistance. The clinical supervisor must observe and supervise a minimum of 25% of every therapy session performed by each Graduate Student Clinician that has been assigned to that supervisor. If a supervising SLP is going to be absent, the Graduate Student Clinician should attend only if alternative arrangements have been made in advance with the permission of the NSU SLP Clinic Director. The arrangements may include study, preparation, or paperwork related to the practicum assignment.

The Graduate Student Clinician is expected to be in attendance at any IEP, IFSP, or other scheduled meeting or conference with a client and/or the caregivers if the clinical supervisor attends. A clinical supervisor cannot be absent from supervision due to attendance at a meeting or conference.

POLICY FOR GRADING CLINICAL PERFORMANCE

All Graduate Student Clinicians in SLP practicum and internship/externship assignments will be formally graded based on:

1. CALIPSO Clinical Performance Evaluation
2. Attendance in practicum courses and clinical assignments (see Attendance on pages 11 and 28)

Specific clinical competencies for treatment and diagnostic clinical skills are listed in the NSU CALIPSO tracking system. Students will receive continual feedback, both written and verbal, formal and informal, about their practicum performance. The CALIPSO Clinical Performance Evaluation is a rating scale that is used at midterm and at the end of the semester.

The SLP Clinic Director will review attendance and the CALIPSO Clinical Performance Evaluation at the end of each semester to determine if the student's performance meets the requirements to receive a passing final grade of an "A" or "B." The SLP Clinic Director will be responsible for reporting this grade to the student's university academic record.

CLINICAL SUPPORT PLAN, INTERVENTION, AND REMEDIATION

Time spent in the clinical setting as a Graduate Student Clinician, whether it be school contracts, campus clinics, or internship/externship, will be a positive and productive experience. If there are concerns regarding the Graduate Student Clinician's roles and responsibilities, the Program will follow the written policies published in this Student Handbook.

Professional Conduct

If a student does not adhere to the roles and responsibilities of the Graduate Student Clinician along with the professional conduct standards, the student will be counseled by the Program Chair, the SLP Clinic Director, and/or the clinical supervisor who observed the behavior. If unprofessional behavior/conduct continues to be noted, the student will receive a written notice of unsatisfactory professional conduct that will be placed in their student file and will be counseled by the Program Chair, Clinic Director, and/or appropriate member of the faculty. If further issues continue, students could be suspended from the clinical program.

Regarding attendance, emergency excused absences in excess of two times per assignment will be considered excessive and will necessitate a Clinical Support Plan and potential corrective action.

Clinical Performance

If the Graduate Student Clinician scores "3" or lower on any category of the CALIPSO Clinical Performance Evaluation or if s/he fails to demonstrate competency with the skills and abilities as outlined in the Technical Standards, a Clinical Support Plan form must be completed. This form is included below.

A **Clinical Support Plan** (included below) is designed to support students in achieving competence in skills and abilities that are outlined in Clinical Performance Evaluation and the Technical Standards. The Clinic Director and Program Chair will assist with development of the Clinical Support Plan.

Clinical Support Plan Instructions:

- Fill out the identifying information at the top
- In the chart for concern, fill in the specific skill area that needs support. List the Standard/Objective not met.
- Confer with the Graduate Student Clinician about the plan
- Briefly state what step(s) need to be taken to remediate the concern
- Specify a date to accomplish the plan
- The Clinic Director, Graduate Student Clinician, and Program Chair will sign and date the form. The clinical supervisor will be included, as needed.

Determinations of outcomes following the process may include but are not limited to: no action, non-punitive feedback to foster professional growth, supportive interventions, monitoring, mandatory leave of absence, or dismissal. Upon recommendation of the Department Chair, a student who receives an unsatisfactory evaluation on professional development for one or more semesters may be dismissed from the SLP program. In the event that the Graduate Student Clinician is unable to fulfill the Clinical Support Plan, with or without reasonable accommodation, or refuses to participate in the Clinical Support Plan, the Graduate Student Clinician may be dismissed from the program.

The action plan will be communicated to the student in a joint meeting involving the Clinic Director, the Program Chair, and the clinical supervisor. The student will be asked to approve the action plan and the expected clinical performance competencies as outlined on the Clinical Support Plan (CSP).

The CSP and other supporting documents (if applicable) will be placed in the student's permanent file and downloaded to the student's CALIPSO account. An additional student meeting will be scheduled near the end of the academic semester to review the student's clinical progress, current performance, and to determine if the student is meeting stated expectations as outlined on the CSP.

If a student is in the fifth or sixth semester of graduate training, the clinical internship or externship semester, the review process will be guided by the input of the clinical supervisor.

APPENDIX A

**Northeastern State University
Speech-Language Pathology Program
CLINICAL SUPPORT PLAN**

The Clinical Support Plan (CSP) form is used by the NSU Speech-Language Pathology Program to alert students and to provide a written record for the concerns that may prevent a student from successfully completing the NSU SLP Program. The CSP should be reserved for only those situations that, if not addressed or corrected, would be a significant barrier to success in the Speech-Language Pathology Program and the potential for future professional success. The process involved with the CSP form is focused on helping the student improve skills and to provide a tracking mechanism for identifying and applying action plans designed to alleviate the concern. Faculty or the clinical supervisor must complete this form as completely and specifically as possible and must involve the student by reviewing the information and issues of concern. The student should sign the CSP before it is saved to the student's file and the student's CALIPSO records.

Student Name	NSU ID	Email
Graduate Level (circle): Semester 2 Semester 3 Semester 4 Semester 5 Semester 6		

Date Issued	Written by (please print):

Describe your concern as specifically as possible. Explain what you have already done to assist the student in resolving this concern. (Recommend resources/services, accommodations, discussing the concern, allowing additional opportunities to demonstrate competence, etc.) This information will help the SLP staff to recommend effective interventions and to avoid repeating strategies that have already proven unsuccessful (include attachment if appropriate).

Status of Concern	
Low - Alert Status (following a one-time infraction, for example)	<input type="checkbox"/> Any actions already taken were determined to be sufficient at this time, but this written record has been determined necessary to prevent future concerns. <input type="checkbox"/> The student has received this written alert. No further action is determined to be necessary at this time, but the concern will be monitored.
Medium - In need of remediation	<input type="checkbox"/> The student needs assistance with this formal action plan with identified services and resources to help with success.
High - Immediate action needed	<input type="checkbox"/> Extension of the student's academic or clinic program. <input type="checkbox"/> The issue may warrant possible removal from the program.

<input type="checkbox"/> SKILLS	<input type="checkbox"/> CONTENT KNOWLEDGE	<input type="checkbox"/> PEDAGOGY or PERFORMANCE	<input type="checkbox"/> PROFESSIONAL DISPOSITION
May include concerns in: Speaking Writing Reading Listening or other skills	Many include concerns in factual accuracy, conceptual understanding, procedural understanding, theoretical bases, problem solving or other knowledge issues.	May include concerns with client rapport, developing therapeutic goals and training strategies, data collection, behavior management, treatment preparation and implementation, client tracking, clinical confidence, or other clinic	May include concerns with attendance, respect, responsibility, initiative, judgment, teamwork, clinic attire, honesty, emotional coping, meeting deadlines, following procedures, or other professional behaviors.

		performance issues.	
RATE YOUR LEVEL OF CONCERN IN THE AREA OF SKILLS (see above): <input type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/> not applicable	RATE YOUR LEVEL OF CONCERN IN THE AREA OF CONTENT KNOWLEDGE (see above): <input type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/> not applicable	RATE YOUR LEVEL OF CONCERN IN THE AREA OF PEDAGOGY OR PERFORMANCE (see above): <input type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/> not applicable	RATE YOUR LEVEL OF CONCERN IN THE AREA OF PROFESSIONAL DISPOSITION (see above): <input type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/> not applicable

Action Plan: Identify what needs to be completed and/or demonstrated so that the student may move forward in the SLP program. Specify the completion date(s). If applicable, identify other faculty/staff who will participate in determining the student's success in resolving this concern.

Completion Date: _____

Clinic Director Signature: _____

Program Chair Signature: _____

Student Signature: _____

Other: _____

Date of conference: _____

Provide copies to:

1. Graduate Student Clinician,
2. Clinic Director,
3. Student file,
4. Student's CALIPSO records,
5. Program Chair, and

6. Department Chair.
7. Clinical Supervisor, as needed

APPENDIX B

Graduate Student Essential Functions Agreement NSU Speech-Language Pathology Graduate Program

This agreement is intended as a guide for incoming students in the Speech-Language Pathology Graduate Program to understand the necessary professional and functional requirements associated with successful completion of the clinical program.

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, the Graduate Student Clinicians must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social.

These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience.

In the event that the Graduate Student Clinician fails to demonstrate the essential function skills, the student may be subject to remediation and/or suspension from practicum activities.

The starred items (*) are skills that are most inherent and should be present when a student begins the program.

Communication – A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. (Language to be determined by program.) *
- Possess reading and writing skills sufficient to meet curricular and clinical demands. *
- Perceive and demonstrate appropriate non-verbal communication for culture and context. *
- Modify communication style to meet the communication needs of patients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation reports, and scholarly papers required as a part of coursework and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

Motor – A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities. *
- Respond quickly to provide a safe environment for patients in emergency situations including fire, choking, etc. *
- Access transportation to clinical and academic placements. *
- Participate in classroom and clinical activities for the defined workday. *
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs)

Intellectual/Cognitive – A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficiently to meet curricular and clinical demands. *
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgements in patient assessment, diagnostic, and therapeutic plan and implantation.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

Sensory/Observational – A student must possess adequate sensory skills of vision, hearing, tactile, and smell in order to:

- Visually and auditorily identify normal and disordered – fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology, and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication.
- Identify the need for alternative modalities of communication
- Visualize and identify anatomic structures
- Visualize and discriminate imaging findings
- Identify and discriminate findings on imaging studies
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
- Recognize when a patient's family does or does not understand the clinician's written and or verbal communication.

Behavioral/Social – A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others. *
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, races, religions, sexual orientations, and cultural and socioeconomic backgrounds.*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and University and federal privacy policies. *
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical settings. *
- Adapt to changing and demanding environments, which includes maintain both professional demeanor and emotional health
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors
- Dress appropriately and professionally
- Function in accordance with clinical training standards, requirements, and expectations in such a way that emotional, physical, and mental health do not negatively impact clinic-clinician clinical interactions in the NSU Speech Clinics or at off-site practicum sites.

Adapted from the *Council of Academic Programs in Communication Sciences and Disorders* (2008) <https://www.capcsd.org/proceedings/2007/talks/EFchecklist.pdf>

The original CAPCSD Essential Functions document may be located at the following link: <https://www.capcsd.org/academic-and-clinical-resources/>.
Click on Essential Functions References.

Under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, colleges and universities are not required to change, lower, waive or eliminate academic requirements or technical standards that the institution can demonstrate are essential to its program of instruction or to any directly related licensing requirement. Accommodations requested by students need not be provided if they fundamentally alter the nature of the program or activity. The SLP Program works with the university's Student Disability Services regarding approved request(s) for academic accommodation.

I understand and agree to adhere to the Graduate Student Essential Functions Agreement. I understand that if these skills are not demonstrated at any level of my graduate student clinical training, I may be subject to remediation and/or suspension from practicum activities.

Student Name

Date