
Department of Speech, Language
Pathology & Audiology

Southern University Speech,
Language and Hearing Clinic
Handbook



Revised Fall 2024

Southern University – Baton Rouge, LA

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Clinical Faculty

Bynum-Lathan, Kellie , Adjunct Clinical Faculty, Speech-Language Pathology kellie.lathan@sus.edu 117 A.C. Blanks Hall
Gaines, Tiffany , Assistant Professor, Clinical Faculty, Speech-Language Pathology tiffany.gaines@sus.edu 238 A.C. Blanks Hall
Minnis, Dr. Patricia , Dept. Chair, Program Director, Clinical Faculty, Speech-Language Pathology patricia.minnis@sus.edu 125 A.C. Blanks Hall
Nichols, Gail , Adjunct Clinical Faculty, Speech-Language Pathology gail.nichols@sus.edu 117 A.C. Blanks Hall
Pointer, Rose , External Placement Liaison rose.pointer@sus.edu 117 A.C. Blanks Hall
Robertson, Trena , Coordinator of Clinical Services, Clinical Faculty, Speech-Language Pathology trena.robertson@sus.edu 117 A.C. Blanks Hall
Robins, Tahshawnda , Adjunct Clinical Faculty, Speech-Language Pathology tahshawnda.robins@sus.edu 117 A.C. Blanks Hall
Smith, Brandi , Adjunct Clinical Faculty, Speech-Language Pathology brandi.smith@sus.edu 117 A.C. Blanks Hall

I. Southern University Speech and Hearing Clinic Overview

The SU Speech and Hearing Clinic has as its aim the following: **(1)** to train students pursuing undergraduate degrees in Speech-Language Pathology and Audiology and graduate degrees in Speech-Language Pathology; **(2)** to conduct research regarding the nature, causes and remediation of disorders of speech, language and hearing; **(3)** to provide services to the community by way of evaluation and remediation of individuals having communication disorders; and **(4)** to provide training and consultation for professionals, families, caregivers and agencies serving persons with speech, language and hearing deficits. The Speech-Language Pathology and Audiology undergraduate program and the Speech-Language Pathology graduate program provide students with quality academic training and clinical practicum experiences. As such, these programs adhere to the highest standards regarding quality training and service.

The information that follows introduces the student clinician to the rules, policies, procedures, code of ethics and other important aspects needed for the provision of clinical services.

Student clinicians will conduct all clinical activities in accordance with the Southern University Speech-Language-Hearing Clinic Handbook (Revised 2023) and the Code of Ethics as set forth by the American Speech-Language and Hearing Association (ASHA, Revised 2010).

MISSION STATEMENT

The mission of the Speech, Language and Hearing Clinic is to train future professionals in the field of Speech-Language Pathology and Audiology to provide quality care to persons with speech, language and hearing impairments.

VISION

The vision of the Speech, Language and Hearing Clinic is to be a resource to university students and their families as well as to persons from the greater Baton Rouge area and surrounding communities.

POSITION STATEMENT

It is the student's responsibility to be familiar with and adhere to the ASHA Code of Ethics and the laws and regulations governing the provision of clinical services. The Code of Ethics and Scopes of Practice are available to download from the American Speech-Language-Hearing Association website. There are some activities that may place students in violation of the Code of Ethics and Louisiana licensure laws. Some of these activities may include, but are not limited to, providing speech/language/hearing diagnosis and therapy while babysitting, engaging as a tutor for the purpose of providing speech/language/hearing services, implementing speech/language/hearing goals from a student's Individualized Education Plan (IEP), and acting as a therapist in an Applied Behavior Analysis (ABA, Discrete Trial Therapy) program. If you are in question about a specific activity, contact the Clinic Coordinator, Program Director and/or Department Chairperson and/or faculty before engaging in the activity.

II. Clinic Diversity Statement & Non-Discrimination Policy

Non-Discrimination Policy

We are committed to fostering diversity at the **SU Speech-Language-Hearing Clinic**. All individuals with any relationship to the SU Speech-Language-Hearing Clinic will be treated with respect and dignity and will not be discriminated against on the basis of race, color, sex, religion, creed, national origin, age, citizenship, disability, marital status, sexual orientation, veteran status, or any other legally protected status. The clinic adheres to all institutional expectations regarding Title IX-related matters and following mandatory reporting guidelines for any potential violations. See university policies regarding harassment and non-discrimination here:

[Southern University Non-Discrimination Policy](#)

Policies and Procedures for Complaints

The policies and procedures for filing student complaints is established to provide an appropriate framework and method to resolve student complaints. This policy is specifically designed to maintain the integrity of the academic environment and program to ensure that the rights of students in such matters are clearly ensured and protected. At Southern University and A & M College, students have certain rights and responsibilities as stated in the University policies and procedures and in the Student Code of Conduct. Pursuant to these rights and responsibilities, the following policy sets forth procedures for students in the Department of Speech-Language Pathology and Audiology to follow in order to receive a fair hearing and equity in the resolution of complaints related to their affiliation with the department. To expedite a resolution, the procedure is designed to be initiated at the level closest to the issue. For example, instructor level (academic or clinic). In many instances, the student will achieve this resolution through communication with a faculty member or an advisor. There may be other that might be levels may be incrementally involved to assist the student. To assure that a problem is fully explored, complaints that reach the Department Chair level are entered into a log and tracked through final disposition. Students must complete the **Student Complaint Form** at the level of occurrence to begin the process.

Level I: Faculty Member/Instructor/Advisor

Level II: Department Chair

Level III: College Level –Dean of the College

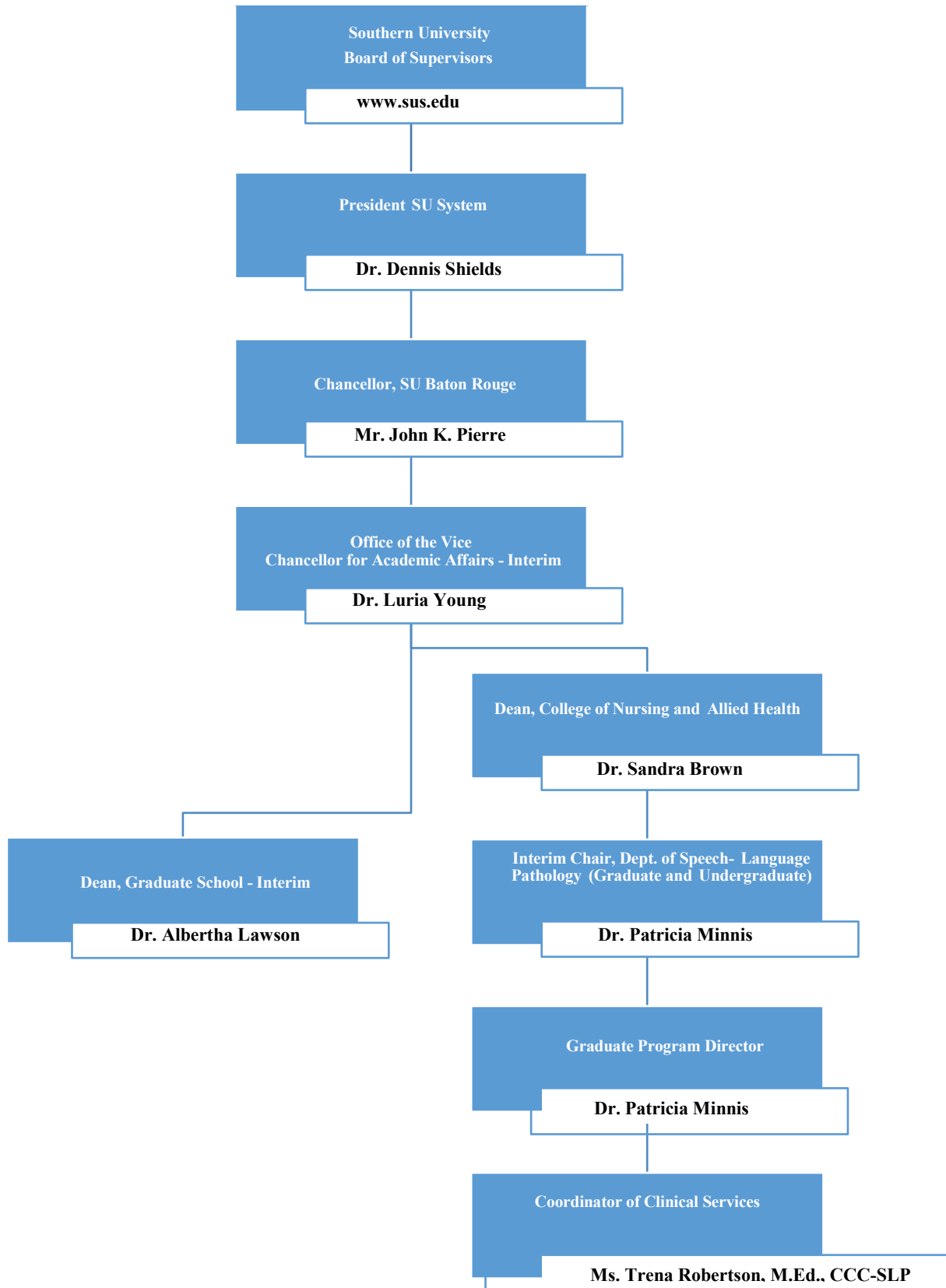
Level IV: University Level-Senior Associate Vice Chancellor, Executive Vice President, Vice Chancellor

CONTACTING COUNCIL ON ACADEMIC ACCREDITATION IN AUDIOLOGY AND SPEECH LANGUAGE PATHOLOGY (CAA)

ASHA's Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) is obligated by federal regulations to review complaints it receives about any accredited program or program in candidacy status. A complaint process is also in place for considering complaints filed against the CAA. Below please find an overview of the options available to students with concerns. Please visit the CAA website for detailed information and instructions regarding filing a complaint.

If students have major concerns or complaints about the Department of Speech-Language Pathology and Audiology graduate program, they may file them with the CAA. Complaints must relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology or Speech-Language Pathology in effect at the time the conduct for the complaint occurred. CAA does not accept complaints over the phone, so all complaints must be submitted in writing using the CAA's official Complaint Form, and mailed to the following address:

ORGANIZATIONAL CHART



Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

Complaints Against the CAA

The CAA also has a process in place for complaints to be filed against the CAA. Before filing a complaint, it is strongly recommended that you read Chapter XIII: Complaints in the Accreditation Handbook. Complaints against the CAA must be filed within 1 year of the date the conduct being complained about occurred and must relate to the content or the application of the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology, or the policies, procedures, and operations that were in use by the CAA at the time the conduct being complained about occurred. There is no formal complaint form for filing complaints against the CAA. However, the complaint must address all the required criteria and be submitted in writing to:

Vice Presidents for Academic Affairs (“Vice Presidents”)
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

[ASHA Accreditation Handbook](#)

III. ASHA SKILLS STANDARDS

Applicants for certification in speech-language pathology must complete **400** hours of supervised clinical experiences in which they demonstrate skill competencies in evaluation, intervention, and personal interaction with people who exhibit the range of communication disorders and represent populations across the lifespan that are culturally and linguistically diverse. Of the **400** hours obtained, a minimum of **325** hours must be completed at the graduate level. The remaining required **50** clinical hours and **25** observation hours may have been completed at the undergraduate level. The competencies/outcomes are listed below:

The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. Conduct screening and prevention procedures, including prevention activities.
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

- c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet the needs of individuals receiving services.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA *Code of Ethics* and behave professionally.

IV. Scheduling

Students are responsible for scheduling their own coursework to ensure that they can attain their goals. They should pay attention to the graduate school's posted schedule for each academic year for important dates AND deadlines available at: registrar@subr.edu

Class Scheduling

Students and advisors plan the sequence of their courses depending upon their professional goals and undergraduate background. The *typical* MS program is five semesters if ***all prerequisites have been met.***

Clinical Practica Scheduling

Students must have successfully achieved knowledge outcomes regarding the characteristics, etiologies, assessment, prevention, and intervention of a particular type of speech/language disorder prior to enrolling in practica with a person exhibiting that disorder, including supervised observation of clinical practice, for a particular type of disorder prior to scheduling a client with that type of disorder. As a result, students at first are scheduled for a limited variety of clients.

With each semester, they are eligible to schedule a wider variety of clients. However, there are situations when a student may be enrolled in a class and clinic simultaneously. The following are examples of eligibility, based on the classes in which a student has successfully demonstrated knowledge outcomes.

Determination of Practicum Assignments (On-Campus, Off-Campus)

Before registration each semester, students should meet with the Clinic Coordinator (in a face-to-face meeting) for clinical advisement. Students must also submit a **Clinic Practicum Request Form (See APPENDIX)** through email each semester by the defined deadline (the deadline will be communicated to students via email). Planning for clinical education needs are greatly facilitated through clinical advising sessions with times posted by Clinic Coordinator each semester. Students should consider preferred setting types, possible sites, type of hours sought, types of communication disorders, long term career goals and number of credits to be completed. If a student has a specific interest, the student should talk to the Clinic Coordinator as soon as possible so that plans can be made to help develop a plan for the student's clinical education. Enrollment in initial clinic practicum is dependent on the successful completion (grade of B or better) in coursework.

Enrollment in off-campus clinical practicum is dependent on the successful completion (grade of B or better) in coursework and on-campus clinic in the prior semester. A failing grade, or multiple grades at a C level, may preclude the student from participating in clinical practicum. Deficits in performance on professional expectations may also be cause for removal from practicum. Clinic Remediation Plans and/or restrictions from practicum will be made at the discretion of the Clinic Coordinator and Graduate Program Director.

On-Campus Clinical Practicum Assignments:

Clinical assignments are made by the Clinic Coordinator, Graduate Program Director and Clinical Faculty. The assignments are handed out to students in a **mandatory clinic orientation meeting** facilitated by the Clinic Coordinator. These assignments will include the name of the clinic instructor, name of the client, contact person, telephone number, and the days and time of the scheduled services. For a given clinic, the clinical instructor will be assigned no more than 3-4 students per hour per clinical practicum course. Each clinical instructor will meet with students to review clinical procedures after assignments are made.

Off-Campus Clinical Practicum Assignments:

The Clinic Coordinator, Graduate Program Director and Clinical Faculty will make recommendations to students regarding possible off-campus placements. Guidance regarding optimal sites for an individual's need and goals will be discussed. It is the responsibility of the Clinic Coordinator, Graduate Program Director, and Clinical Faculty to help develop a series of

practicum experiences for each student to enable them to meet ASHA and department requirements, and to pursue individual goals. The Clinic Coordinator and External Placement Liaison manage off-campus placements for students in the program; however, individual requests cannot always be met. Attempts are made to meet the students' requests when possible. As defined by CAA guidelines, ***students may NOT make their own arrangements for practicum assignments or clinical experiences.*** Note that students are required to provide their own transportation to practicum assignments. **Across a student's graduate program, the student should be prepared to have some placements that are located close to campus, and others that require a longer commute.** Once the off-site begins the student is **NOT ALLOWED** to drop the off-site clinic (unless extenuating circumstances occur). This registration does not follow general drop and add rules of courses. **Students are also obligated to participate in clinical practicum the entire semester at clinic sites as agreed upon by the University liaison and the Agency (site) supervisor.**

Typical Sequence of Clinical Practicum Experiences (See Detailed Flowchart in Addendum)

The Department of Speech-Language Pathology has developed a clinical education sequence that ensures students master clinical competencies and become independent at a level for their first entry-level professional position by the time they complete the graduate program.

CLINICAL PRACTICUM SEMESTER 1: On-Campus at the SU Speech, Language and Hearing Clinic, SU Laboratory School, or Child Development Lab with the supervision of a speech-language pathologist employed by SUBR.

CLINICAL PRACTICUM SEMESTER 2: On-Campus at the SU Speech, Language and Hearing Clinic and/or SU Laboratory School, and/or Off-Campus in a pediatric setting.

CLINICAL PRACTICUM SEMESTER 3+: Off-Campus in a pediatric and/or adult setting.

Initial practicum experiences take place on-campus working with clinical instructors from the Department of Speech-Language Pathology to acquire an understanding of the clinical process. Students typically remain on-campus for 1-2 semesters, with the length of time on-campus determined by a student's individual rate of progress in meeting clinical requirements. On-campus, students receive 1 hour per week of teaching time with their assigned clinical instructor and 2 hours of client-contact time. On-campus clinical instructors work closely with each student providing direct instruction, modeling clinical behaviors, suggesting resources, and developing learning activities. Teaching focuses on helping students develop and master the necessary clinical skills to be successful and ready for off-campus placement. On-campus clinical education focuses on teaching the underlying structure of the clinical processes involved in prevention, screening, evaluation and treatment. Understanding the foundations for clinical decision making is also taught in academic courses. Students in on-campus clinical practicum participate in a series of required activities in order to develop the competency level necessary for moving to community based off-campus assignments. Students vary in the rate at which they acquire and meet on-campus requirements and the number of terms they participate in on-campus clinical education activities.

Practicum Requests

Near the middle of each semester, the Clinical Coordinator will ask students to submit requests for practica assignments for the following semester. Students who wish to request practica assignments for the following semester will submit the **Clinical Practicum Request Form** via email as designated by the Clinical Coordinator. Students are responsible for knowing what type of experiences they need to fulfill their ASHA requirements. In addition, they are responsible for seeking a variety of experience in their interest areas. This request form asks for information on the courses that have been completed, will be completed, or will be taken during the semester of the requested clinic. In addition, it requests information regarding the student's schedule for the following semester and the specialty clinics in which the student is interested. If a student has not obtained the appropriate clinical observation hours for an assignment, the student should contact the supervisor immediately to make arrangements to do so. **It is the student's responsibility to register for the appropriate clinical course numbers, credit hours, and section numbers prior to the deadline, posted by the Registrar's Office to avoid a late registration fee.**

Declining a Practicum Assignment

Completion of the master's program within a two-year period with all of the clinical experiences necessary to demonstrate the full range of competencies typically requires that the student complete clinical assignments each semester. Students who choose to decline a clinical assignment will be asked to submit a **Declining a Class or Clinical Assignment Form** (found in the APPENDIX), acknowledging that this choice will likely result in their graduation being delayed. This must be completed prior to the initiation of the practicum. Once practicum has begun, the student is NOT allowed to drop clinic, unless there are extenuating circumstances.

CLINICAL PLACEMENTS CATEGORIZED BY COMPETENCIES EARNED

ARTICULATION (Pediatric/School Age)

Launch

Ascension Parish Schools

East Baton Rouge Parish Schools

EBR Head Start Centers

Southdowns (special needs school in Baton Rouge)

Lafayette Parish Schools

Livingston Parish Schools

Baker Schools

Pointe Coupee Parish Schools

St. Mary Parish Schools

Zachary Schools

Speech By Design, LLC

Express Yourself, LLC

Therapy Works, LLC

Therapy Bee, LLC

Lucid Speech Therapy, LLC

Hubbard & Tennyson, LLC

Geo Prep

Collegiate Academies

Lopez Addison Therapy, LLC

NOLA Public Schools (New Orleans)

SU Lab School
Vernon Parish Schools
Iberville Parish Schools
Jefferson Parish Schools
Our Lady of the Lake (OLOL)
High Level Speech & Hearing Center
La. Speech and Learning Center, LLC

LANGUAGE (Pediatric/School Age)

Launch
Ascension Parish Schools
Southdowns (special needs school in EBR)
East Baton Rouge Parish Schools
EBR Head Start Centers
Lafayette Parish Schools
Livingston Parish Schools
Baker Schools
Pointe Coupee Parish Schools
St. Mary Parish Schools
Zachary Schools
Speech By Design
Express Yourself, LLC
Therapy Works, LLC
Therapy Bee, LLC
Lucid Speech Therapy, LLC
Hubbard & Tennyson, LLC
Geo Prep
NOLA Public Schools (New Orleans)
Collegiate Academies
Lopez Addison Therapy, LLC
SU Lab School
Vernon Parish Schools
Iberville Parish Schools
Jefferson Parish Schools
Our Lady of the Lake (OLOL)
High Level Speech & Hearing Center
La. Speech and Learning Center, LLC

AUTISM

Launch
Play and Say, LLC
The Emerge Center
GulfSouth Autism Center
Dynamic Therapy Specialists

LANGUAGE/COGNITION (Adult)

On-campus
Sage Inpatient Rehab
Premier Rehab
Sterling Place
Synergy Care, Inc.
Lakeview Manor Nursing Home

Landmark Nursing and Rehab
Moreau Physical Therapy
Affiliated Rehab
HealthPro Heritage
Reliant Rehab
Beauregard Health System
Volare Health, LLC
Cobalt Rehab
Charlie's Place
Our Lady of the Lake (LOL)
North Oaks Hospital
The Healthcare Authority of Anniston, dba: Northeast Alabama Regional Medical Center

FLUENCY

To be determined at Pediatric Sites and On Campus Clinics

DYSPHAGIA (Adult)

Sage In/Out-Patient Rehab
Golden Age
Louisiana Voice & Swallow Solutions
Sterling Place
Affiliated Rehab
HealthPro Heritage
Tru Speech-Language & Swallow Solutions
Reliant Rehab
North Oaks Hospital

DYSPHAGIA (Peds)

LOL Ped Center
North Oaks Hospital
Tru Speech-Language & Swallow Solutions

SOCIAL

This will be added on to your Pediatric and/or Adult Placements. This is not an isolated clinic. Examples: Autism, Aphasia Groups, Cognitive Groups, Pediatric Groups

MODALITIES

This will be added on to your Pediatric and/or Adult Placements. This is not an isolated clinic. Examples: AAC, Voice Restoration

AURAL REHAB

This can also be added on to some Pediatric and/or Adult Placements. This may or may not be an isolated clinic. Examples: Adults with hearing aids, Children with hearing aids

VOICE

Louisiana Voice & Swallow Solutions
Tru Speech-Language & Swallow Solutions

V. Attendance

Graduate clinicians enrolled in clinical practicum, both on campus or at external campus sites, have an ethical obligation to attend clinic as scheduled. Consistent attendance is required to enable students to gain appropriate skills and competencies.

Absences

Only illness will be considered an excusable absence and a reason for canceling an appointment with patients, and/or failing to attend assigned clinical placements. You may be required to offer make-up clinic days missed while you were out sick. Other absences are deemed excusable if approved by the Clinic Coordinator or Graduate Program Director. Clinicians must submit a doctor's note if absences are in excess of one day during a semester. During each semester, absences not related to illness from clinic, in excess of one time per assignment (SU clinics, externship, etc.), will be considered excessive and will necessitate corrective action.

The following actions may be considered and determined appropriate by the clinical supervisor:

- (1) Graduate clinicians who miss more than one unexcused day within a semester will be required to make-up the days missed in the current semester if the situation permits. The clinical grade for the semester may be lowered. Graduate clinicians in external placements will be required to attend practicum on an additional day at the discretion of the externship supervisor.
- (2) Graduate clinicians who miss more than one unexcused day within a semester will perform the make-up days during the following semester. The clinical grade for the current semester will be an "Incomplete" and the grade may be lowered. Depending upon circumstances and client availability, graduate clinicians needing to make-up days may need to extend their program to accumulate the experience and types of clinical hours required for graduation.
- (3) Graduate clinicians who miss more than one unexcused day within a semester may be removed from that particular clinical assignment; **in this case no hours will be accrued, and the clinician will earn a clinical grade of C or lower.**
- (4) Graduate clinicians who miss more than 5% of clinical practicum or do not earn a grade of B- or better will be placed on clinical probation and a remediation plan will be developed. No clinical hours will be accrued.

VI. Clinical Observation

In order to be eligible for certification in speech-language pathology by the American Speech-Language-Hearing Association, the student must complete the requisite number of clock hours of supervised clinical observation and supervised clinical practicum. The supervision must be provided by an individual who holds an active Certificate of Clinical Competence in speech-language pathology. Students will obtain observation hours by observing on-campus clinics. Students may also obtain observation hours through www.masterclinician.org at their cost.

Guided observation hours generally precede direct contact with clients/patients. The observation

and direct client/patient contact hours must be within the scope of practice of speech-language pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the

student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use approved video recordings of client services for observation purposes. The observation form must be completed and signed by the clinical instructor after each session. Observation hours earned from another university must be signed by the appropriate university official and placed in the student's clinical practicum folder in the clinic office.

See link here for the [2020 Certification Standards](#)

VII. Additional Requirements Prior to Clinical Practicum

Professional Liability Insurance

Southern University provides for general liability insurance on all students engaged in clinical practicum experiences. The policy runs from July 1 through June 30.

Drug Screening

An increasing number of off-campus sites are requiring additional health reviews, such as drug testing. If you are assigned to a site that requires drug screening you will need to complete the measure according to the requirements of the site. Drug testing might be available through the site, or you may need to obtain and pay for the drug testing on your own. Ask the clinical instructor from the off-campus facility for more information about drug screening procedures.

Cardiopulmonary Resuscitation (CPR) Certification

All students participating in clinical practicum are required to have completed a CPR training course and to maintain current CPR certification. CPR training will be offered by the department every year. Documentation of current CPR certification must be provided and placed in the student's clinical practicum folder in the clinic office. Prior approval from the Clinical Coordinator is required for on-line CPR training programs.

Tuberculosis/Vaccinations/Covid-19 Vaccine and Booster

Many off-campus sites require proof of a negative Tuberculosis (TB) skin test within the past year prior to beginning clinical practicum. Some sites will require two negative skin tests. It is the student's responsibility to get the skin test completed and provide the results to the department as well as the off-campus facility. A list of vaccinations may also be required, including the Covid-19 vaccine and booster. The Southern University Student Health Center is able to print immunization records for Louisiana residents.

Background Checks & Clearances (Castle Branch)

Background checks are required for clinical practicum sites. The University does not guarantee a student's clinical education requirements can be met if their background precludes them from participating in placements in required settings. Students should be aware that in most employment settings for audiologists and speech/language pathologists, background clearances are required. Students may obtain these clearances through the **Castle Branch** on-line platform at their cost.

VIII. Supervisors of Clinical Experience

The major responsibility of Clinic Supervisors is the training, observation and evaluation of student clinicians. Clinic Supervisors are responsible for all matters of clinical procedures, such as assisting the Clinical Coordinator in the scheduling of clients, interviewing and counseling parents, evaluations, and planning and carrying out therapy.

ASHA mandates that student clinicians be directly supervised during at least **25%** of the therapy sessions they conduct. Diagnostic sessions are mandated to be directly supervised at least **50%** of the contact time. These are the minimum requirements that should be adjusted upward if the student's level of knowledge, experience and competence warrants. The patient's needs should also be considered. **The clinical supervisor must remain on-site at all times.**

Mid-semester and final conferences are held with each student, at which time the student is informed of his/her current ratings on the appropriate clinician rating form and also informed of his/her grade using CALIPSO.

Clinic Supervisors are responsible for the distribution, collection, and care of clinical materials and clinical forms used by the students they supervise. All Clinic Supervisors are directly responsible to the Clinical Coordinator.

IX. Student Clinician Responsibilities

Students are assigned to the clinic to receive training and experience in interviewing, evaluating, counseling, and providing therapy. Student practicum is assigned according to the caseload of the clinic and the needs of the student clinician.

The student is expected to translate and integrate their academic knowledge with clinical skills and procedures. The Clinical Instructors may give demonstrations, guide student clinical performance through observations and conferences, and assist them in other ways to achieve clinical competence.

The student clinician is directly responsible to his/her Clinical Instructor(s). It is hoped that the student clinician will not hesitate to use the supervisory staff and other faculty members in their quest for knowledge and clinical competence. It is important; however, to remember that final decisions regarding clinical practice with a specific client and student practicum grades lie with the assigned Clinical Instructor.

The following are the student's responsibility during any clinical practicum:

1. Students will adhere to the [ASHA Code of Ethics](#) and conduct themselves in a professional manner in all activities relating to the Department of Audiology and Speech-Language Pathology and the practicum sites to which they are assigned. Students are required to review the Code of Ethics prior to the first week of clinic. An orientation meeting will be held during the students' first academic year related to ASHA Code of

Ethics and professionalism.

2. Students enrolled in the program are required to complete 25 observation hours prior to beginning direct patient contact.
3. Students must complete Universal Precautions/Infection Control training prior to the beginning of any clinical practicum. Students are required to adhere to Universal Precautions in all clinical interactions.
4. Students must complete training/turn in any applicable paperwork in the following areas after the initial clinic orientation before students can participate in their clinical practicum. These include: ASHA Code of Ethics, Universal Precautions/Infection Control, and HIPAA training.
Students are also required to sign the clinical attendance policy; technical standards form and clinic handbook signature page. These three documents may be turned into the Clinic Coordinator's mailbox or emailed. Students are made aware of these assignments at first year orientation.
5. All clinical pre-requisite information must be turned into appropriate personnel before beginning clinical practicum. These include immunizations (Hep B, MMR), physical, TB test, CPR, liability insurance, training certificates, NSSHLA card, background check, completed clinical observation hours. Students are required to get a flu shot for some clinical sites. The Clinic Coordinator will inform students when this is necessary.
6. Students must actively participate in their clinical education on understanding why and how clinical decisions are made. This includes taking initiative to gather information on their own, asking questions of their clinical instructors, and incorporating content from their didactic courses to the clinical practice. Students also need to refine their self-evaluation skills so that they have heightened awareness of what they know, what they do not know, and strategies for obtaining information and developing clinical skills needed. All our supervisors will be pleased to provide any student with bibliographical references and a list of ASHA materials are available to students to reference/borrow.
7. Students should keep track of their clinical clock hours to ensure that they are accumulating the necessary hours to meet the requirements of graduation. These hours will be entered into the CALIPSO online tracking system on a **weekly** basis for supervisor approval per semester.
8. Students must clear all major decisions regarding patient management with their clinical supervisor prior to implementing or communicating them to clients, family members, or other professionals.
9. Students must be prompt, well prepared, and should show initiative concerning clinical responsibilities.
10. Students are expected to always respect client confidentiality and are cautioned to refrain from gossiping about clients and/or other professionals. This shall be covered in more detail during HIPAA training with clinical supervisors.
11. Students are expected to present an acceptable professional appearance when involved in clinical or clinically related activities.
12. Each student is responsible for ensuring that the clinic area is clean following each appointment and that all materials have been returned properly.
13. All students enrolled in a clinic course are obliged to participate in clinical practicum the

entire semester at the assigned clinic site as agreed upon by the University liaison and the Agency (site) supervisor regardless of the number of clinical clock completed prior to the end of the semester.

X. Procedures for Students Displaying Marginal Clinical Competence

Clinic Intervention Plan

Students enrolled in clinical practicum must earn a grade of “B” or better to receive credit for clinical clock hours earned. If a student is performing below this grade range, the student will be counseled by the clinical instructor on the clinical skills that need to be addressed, and will be provided with an intervention plan developed by the clinical instructor with a reasonable timeframe for completion. The clinical instructor will inform the Clinical Coordinator of the intervention plan and the timeframe in which it is to be completed. Students who fail to successfully demonstrate the skills addressed in the intervention plan in the timeframe designated will be counseled again by both the clinical instructor and the Clinical Coordinator to withdraw from the clinic course for that semester. **(See the Clinic Intervention Plan Form in APPENDIX).**

XI. Clinical Materials and Equipment

Checkout of Materials and Assessment Instruments

All materials and assessment tools must be checked out by signing the appropriate document in the Clinic Materials Room inside of room 121. These items ***must*** be returned immediately after therapy. Failure to return items at the designated time will result in a reprimand for first offenders. Should a student fail to adhere to the policy the second time, he/she will no longer be permitted to check out items. If a student fails to return an item(s) after repeated requests, he/she will be required to pay for the replacement of such items, and/or failure to return the items could negatively impact the student’s grade.

It would be beneficial for clinicians to obtain the following items to facilitate their clinical practicum experience at Southern University: clip board with storage space, black ink pens, pen light, and an audio recorder.

XII. Clinical Documents/Files

Clinical Documents in Blanks Hall Room 117

All client folders are available in the Clinic Documents Room (Blanks Hall Room 117) for use by students (under the guidance of supervisors) prior to the initial meeting with the client. Client folders must be signed out by the student or supervisor and must be returned and signed in immediately after obtaining needed information. **Folders are to be reviewed in assigned locations only and are never to leave the building.** Information contained in the client’s folder is confidential. Therefore, students must maintain the confidentiality of information contained therein and no parts of the client’s file should be photocopied.

XIII. Media Security Policy

Social Media, Cell Phone Use & Professional Considerations

Students should take caution in posting comments related to graduate education activities on social media sites or any other public communication venues. HIPAA guidelines must be followed at all times and clients should never be discussed in public areas. Note that potential employers often search social media sites prior to hiring an employee. A student's professionalism may be judged by others from social media activity. When participating in clinical education one should not access or post on social media sites. Cell phone use during therapy sessions is strictly prohibited.

Students in the Speech-Language Pathology program should not engage in social media communications via social media sites such as Facebook, Twitter, Snapchat, Tumbler, Instagram, etc. with their clients and/or client families, whether current or prior, unless part of the treatment program. The individual should exercise caution and follow all professional and ethical guidelines of the profession relative to the use of social media.

Viewing Recorded Sessions

All viewing will be initiated by your Clinical Instructor and will take place in the observation room. Recordings of clients are not to be taken out of the clinic. Any viewing of recorded sessions other than in the designated clinic area will be a breach of client confidentiality and will be subject to penalty.

On-Campus Tele-practice

Tele-practice sessions may occur with prior approval from the Clinical Coordinator, in accordance with the tele-practice rules set by the State of Louisiana and the Louisiana Board of Examiners for Speech Pathology and Audiology.

XIV. Clinical Administrative Procedures

It is the responsibility of the Administrative Secretary and the Clinical Coordinator to gather all initial vital information, such as name of client, names of parents, address, birth date, school, referral source, and statement of problem. This information is then placed in files in the Clinic office.

It is the student's responsibility to ensure that all appropriate documents are completed: Consent Form, Service Agreement, Release of Information, Request for Therapy, Request for Continued Therapy, Case History, etc. Once these documents have been completed, they are to be placed in the client's file in the Documents Room.

These documents are not to leave the clinic

Students are NOT allowed to print any reports/treatment plans/SOAP notes, with patient health information, from home or from anywhere outside the clinic. All final reports will be printed in the Clinic Computer Lab (Room 129). Student jump drives containing client information must be kept in the designated lock box in the Lab. At the end of each semester, client information will be erased from the drives and returned to the students. If a student violates this policy, it will result in an immediate F in clinic and a loss of all clock hours for that particular client.

XV. Tracking Your Progress

CALIPSO

Our department uses the CALIPSO web-based program to track clinical clock hours and clinical competencies. Each student is required to pay the individual registration fee of approximately \$125.00. This fee will allow you to access your clock hours and clinical profile. You will be registered and trained on CALIPSO during your clinical prerequisite course(s).

Clock Hour Forms

It is the responsibility of the Student Clinician to record and maintain all clinical clock hours using the **Daily Clinical Record Form** and **CALIPSO**. These hours must be signed by each individual supervisor during weekly staffing meetings. The student is to turn in the original copy to their Clinical Instructor and keep a copy for themselves. If you do not keep a copy of these hours and the hours are lost, the department is not responsible, and the student may not gain those hours and competencies. **KEEP A COPY OF ALL OF YOUR RECORDS.**

Tracking of Clinical Performance

A variety of mechanisms are used to provide formative measures of student progress in demonstrating clinical skills. Students receive written/verbal feedback weekly from their instructor as a means of monitoring progress throughout the semester. Student self-evaluation steps also provide an indication of awareness of strengths and areas to improve. The **Clinical Skills Evaluation Form** provides another format for considering progress in specific areas. Students are encouraged to review their end of semester forms or evaluations to identify areas of achievement and areas to develop further in upcoming terms. Note that a student's performance may vary from semester to semester due to factors such as the type of setting, type of disorder, severity of the client communication disorders, service type (treatment vs. diagnostic), and clinical instructor characteristics. Students need to monitor their own performance and track their performance both in terms of the range of scores within a competency area and the average score. Students should play an active role in keeping their clinical instructors and academic advisors informed regarding progress on achieving clinical competencies. Instructors and faculty members can help a student take

steps to develop or improve clinical competencies, but it is each student's responsibility to ensure that they can implement the skills at a 4-5 level on the 5-point scoring system before exiting the program for SLP students.

Grading Policy

Our program is using a web-based program called CALIPSO to manage clinical course grades and hours. Students receive a midterm and final grade for clinic. According to university and program policy and procedures, practicum site supervisors recommend letter grades for students and the program faculty reviews in order to validate the level of competency. Competency is evaluated by program faculty and not determined by practicum site supervisors in the external site (agency) because they are not employees of the university. Grades are determined by the instructor on record based on the competency performance criteria below. Students may refer to the performance scale to identify which skills are evaluated and what performance level is expected. Students are graded as compared to peers on the same clinical experience scale. The grading form is based on a five-point scale, with scores for each graded item ranging from 1-5. Students earn points for each item on the form. Students receive a number grade as well as a list of their clinical and professional strengths and weaknesses. Supervisors may use the items listed on the grading form as strengths and weakness, or they may generate comments based on their own feedback to the student. Supervisors recommend the grade and once it is validated by program faculty for the level of competency then the form in CALIPSO is shared with the students. The student and supervisor can then discuss the student's growth as the semester continues as needed.

COMPETENCY PERFORMANCE CRITERIA

Performance Scale	%	Competency Performance Criteria
5= Independent	90-100	Exceeds performance expectations; skill well-developed and consistent; requires guidance and/or consultation only
4= Refining	80-89	Meets performance expectations/minimal support; skill developed but needs refinement and/or consistency; requires infrequent supervisory monitoring
3= Developing	70-79	Moderately acceptable performance/moderate support: skill present but needs further development; requires frequent supervisory monitoring
2= Emerging	60-69	Needs improvement in performance/maximum support; skill emerging; requires frequent supervisory instruction/input
1= Not Evident	50-59	Unacceptable performance; skill not evident; requires constant supervisory modeling/intervention
NA		Not Applicable

Feedback on Clinical Performance

The purpose of clinical feedback is to monitor progress towards attainment of clinical competencies. Clinical scores on clinical evaluation forms provide a continuous record of student performance across the graduate program and allow students to track their progress on meeting ASHA & department clinical competencies. Students will be formally evaluated at least (in writing and in an oral conference) twice per semester: at mid-term and at the end of each semester. Mid-term grading provides a mechanism for identifying student strengths and areas to improve. They also provide a structure for setting up learning goals for the remainder of the term. A student's actual grade for the term is based on performance at the end of the semester as measured across the last 3-4 weeks of the grading period. **According to academic guidelines set forth by the University and the department, successful completion of a practicum requires a grade of "B" or better. Neither the credit, nor the contact hours obtained from a failing practicum (grade less than "B") experience may be counted toward the degree or ASHA requirements.** A student receiving a failing grade may be required to successfully complete an on-campus placement before participating in off-campus training. A Clinic Intervention plan will be developed by the clinical instructor and/or Clinical Coordinator, and Program Director to help the student work towards improving areas of concern. A failing grade may also be assigned if required paperwork is not completed, or if there is a serious breach in professionalism. **Students who earn a failing grade two practicum experiences will no longer be permitted to participate in practicum education.**

XVI. Professional Ethics

Everyone involved in any aspect of clinical practice must be thoroughly acquainted with the CODE OF ETHICS of the American Speech-Language-Hearing Association (ASHA). In addition, student clinicians must employ the following ethical and professional behaviors:

- a. Keep all client information confidential. Do not revealing any information obtained from or about him/her without his/her express written permission. This includes giving reports to outside agencies or professionals. It also includes discussing clients outside of the therapy room or the Clinic Instructor's offices, removing case folders or their contents from the clinic, keeping identifiable therapy files outside clinic, viewing client video tapes outside of the clinic, or in other ways violating the client's confidentiality. This includes following HIPAA guidelines. Do not discuss/post client information on any social media outlet.
- b. Do not write or report things that may discredit professional colleagues or members of allied professions.
- c. Do not question the diagnosis of a client except with the appropriate Clinic Instructor. Doubts or disagreements should never be expressed to the client or other laypersons.
- d. Use only diagnostic or therapeutic techniques for which the Student Clinician has received adequate training and supervision and supervisory approval.
- e. Do not significantly modify clinical techniques, goals, or client management

- without the approval of the Clinic Instructor.
- f. Avoid being absent from any scheduled therapy session without prior notification to and approval by the Clinic Instructor. All unexcused absences will be reported to the Coordinator of Clinical Services. **The penalty for the first unexcused absence will be loss of all previously earned clinical hours with that client for that semester. The second unexcused absence will result in loss of all previously earned clinical hours for the semester and removal from all clinical duties for that semester. In addition, after the second unexcused absence the student will be placed on Clinical Probation.**
 - g. Punctuality. Being late to scheduled therapy sessions. Three such occurrences shall be treated as one unexcused absence.
 - h. Address clinical faculty and staff or student clinicians by their appropriate title (Dr. Mr., Mrs., Ms.) during clinical activities.
 - i. Appropriate dress.
 - j. Providing speech, language or hearing services unless this service is under competent supervision and as a part of the training program. A student cannot, “perform therapy” with a neighbor’s child, etc.
 - k. Engaging in practices or actions that might have undesirable effects on the client, other professionals or students, or the training program.

***Please see Professional Qualities Rating Form. Note your letter grade will be dropped should professional and ethical practices be violated.**

XVII. Dress Requirements

Dressing for Clinical Responsibilities

In providing or participating in professional service, clinicians are expected to wear the designated agency identification and to dress in a manner befitting a professional person. This expectation applies to clinical responsibilities both on-campus and at off-campus sites. Dress standards may vary with the off-campus site, so students should inquire about the dress code at the site. At on-campus sites, student clinicians are required to purchase departmental scrubs or SU polo shirt with scrub pants to wear each session to appropriately reflect these responsibilities. All clinic personnel, students and staff, should be neat and professional in appearance when engaged in any clinic activity.

Accessories, jewelry, and perfume/cologne should not distract clients from clinical interaction. Please realize that various clinical populations may require more formal attire while others may require less formal clothing. Students are expected to follow the dress code assigned to the specific clinical assignment. **Long eyelashes, exposed body and facial**

piercings (other than ears) and exposed tattoos are not acceptable in any clinical setting. Long fingernails are not allowed to be worn during on and off campus clinics. So, if you get your nails done you can wear them short to the nail bed, only clear or neutral colors allowed.

The supervising SLP or Audiologist will instruct you in specific dress for your practicum.

XVIII. Professional Qualities

All students are expected to adhere to the following professional qualities.

Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others.

- Uses professional language (Ex. Avoids slang expressions, uses standard grammar)
- Demonstrates acceptance and tolerance for cultural differences
- Daily performance elicits level of trust to allow independence

Collaborates with other professionals in case management.

- Consults with others (family, supervisor, other professionals, after discussion with supervisor) to identify problems and possible solutions.
- Maintains confidentiality per HIPPA guidelines (uses files in appropriate locations, does not discuss client with others, does not photocopy file information, purges computer files at semester's end)
- Recognizes the value of professional meetings and demonstrates excellent attendance

Provides counseling regarding communication and swallowing disorders to clients, family, caregivers and relevant others.

- Appropriate interaction with client and caregivers
- Provides organized information and appropriate language during conferences

Adheres to ASHA Code of Ethics and behaves professionally.

- Abides by ASHA Code of Ethics
- Abides by Department and Clinic policies and procedures
- Demonstrates consistent punctuality
- Completes assignments on time
- Projects professional image (demeanor, appearance, dress, body language, and maturity in all situations)
- Excellent attendance (see Department Handbook for guidelines on absences)
- Uses time effectively: begins on time, quickly engages with client, consistently provides therapy
- Leaves clinical setting sanitized and in order

*****Each unsatisfactory rating at the final conference will decrease the final grade by one letter.**

(Ex. 2 unsatisfactory ratings will decrease an A to a C)***

XIX. Infection Control Policy & Procedure

Infection control is the conscious management of the clinical environment for purposes of minimizing or eliminating the potential spread of disease (Bankaitis & Kemp, 2004; 2005).

Standard Precautions

“Assume that every person is potentially infected or colonized with an organism that could be transmitted in the healthcare setting and apply the following infection control practices during the delivery of healthcare (Rhinehart et al, Center for Disease Control and Prevention (CDC) 2007)”.

The Southern University Speech, Language and Hearing Clinic has implemented an infection control policy. The purposes of this policy are to maintain health standards and regulations as set by the American Speech-Language-Hearing Association (ASHA), to prevent infectious spread between clients and clinicians and, in general, to keep the Clinic in order. **This infection control policy will only be successful through the cooperation and continuing effort of all students enrolled in clinic.**

At present, the target areas of infection control include the therapy and observation rooms in the Speech Pathology and Audiology Clinic, audiology suite, room 107, and the materials room. Each student is responsible for maintaining infection control policies. The storage area in room 107 is equipped with disinfectant spray, paper towels, alcohol, and gloves. **Each therapy room is to be cleaned with disinfectant (tables, chairs, toys and equipment) prior to and after therapy.**

Sterilizing Clinical Equipment and Materials

Decontamination, cleaning, disinfection, and sterilization of multiple-use equipment before reuse should be carried out according to facility-specific infection control policies and procedures. The materials reuse guidelines found in the original [ASHA](#) article were quite strict but consistent with CDC recommendations at the time. However, based on the most recent CDC information, all clinical materials (e.g., test items, audiometer earphones) and work surfaces not contaminated by blood or body fluids bearing visible blood need not be cleaned after each use. Clinical materials may be cleaned with simple soap and water or, according to the CDC, a 1:100 solution of household bleach to water. Manufacturer’s instructions for cleaning and facility-specific infection control policies and procedures should

always be followed when cleaning assessment and treatment materials. In direct client care, disposable materials should be used whenever possible and never reused. It is best to use disposable or washable materials during all evaluation and treatment procedures. Whenever possible, use materials that can be disposed in the regular trash. The underlying assumption

regarding all testing supplies is, if there is a likelihood that these items may come in contact with blood or body fluids bearing blood, then Universal Precautions must be followed. Speech-language pathologists and audiologists who are not associated with any health care institution are encouraged to contact their local health department if there are any questions regarding maintenance of clinical materials.

Respiratory Hygiene/Cough Etiquette

Educate personnel on the importance of source control measures to contain respiratory secretions to prevent droplet transmission of respiratory pathogens. Instruct persons with symptoms of a respiratory infection to:

- cover their mouths/noses when coughing and sneezing using elbow
- use and dispose of tissues
- perform hand hygiene after hands have been in contact with respiratory secretions.

Care of the Environment

Establish policies and procedures for routine and targeted cleaning of environmental surfaces as indicated by the level of patient contact and the degree of soiling. Clean and disinfect surfaces that are likely to be contaminated, including those that are in close proximity to the patient and frequently-touched surfaces (e.g. door knobs and horizontal surfaces). All cleaning policies and procedures are placed on the wall of each therapy room and should be followed and initialed daily.

In facilities with pediatric patients and waiting areas with child play toys, toys should be cleaned at regular intervals.

- Select toys that can be easily cleaned and disinfected
- Do not permit use of stuffed furry toys
- Clean and disinfect large stationary toys at least weekly or whenever visibly soiled
- If toys are likely to be mouthed, rinse with water after disinfection; alternatively wash in a dishwasher
- When a toy requires cleaning and disinfection, do so immediately OR store in a designated labeled container separate from toys that are clean and ready to use

Cleaning – removal of gross contamination from surfaces or objects *without killing germs*.

Disinfecting – process in which germs are killed.

Sterilizing – killing 100% of vegetative organisms.

Critical instruments include:

- 1) instruments or objects introduced directly into the bloodstream
- 2) non-invasive instruments that come in contact with mucous membranes or bodily substances

ESSENTIAL FUNCTIONS

Department of Speech-Language Pathology and Audiology

Students admitted to the graduate speech-language pathology program are expected to complete course and clinical requirements which necessitate the physical and mental abilities listed below. Any student who thinks he/she does not possess one or more of the following skills or attributes should seek assistance from a faculty member within the department, or a counselor at the [SU Counseling Center](#) or [Disability Services](#) concerning any flexibility in program requirements and possible accommodation through technical aids and assistance. Several of these standards have been adapted from the Essential Functions checklist of the Council of Academic Programs in Communication Sciences and Disorders.

1. **Communication and Cognition:**
 - a. Communicate proficiently in oral and written English language with correct grammar, style and mechanics (e.g., spelling and pronunciation).
 - b. Read and write in order to meet curricular and clinical demands.
 - c. Perceive and demonstrate phonological patterns of English and perceive and analyze differences from Standard English.
 - d. Perceive and demonstrate appropriate nonverbal communication for culture and context.
 - e. Modify communication style to meet the communication needs of clients, families, and other professionals.
 - f. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
 - g. Solve problems, reason, and make sound clinical judgments in client assessment, diagnostic and therapeutic planning and implementation.

2. **Motor skills:**
 - a. Sustain physical activity level necessary in classroom and clinical activities (e.g., ambulate to access clients; lift and manipulate clinical instruments, tests and materials).
 - b. Respond quickly to provide a safe environment for clients in an emergency situation (e.g., fire, choking).
 - c. Access transportation to clinical and academic placements.
 - d. Participate in classroom and clinical activities for the defined workday (e.g., full 8-10-hour workday).
 - e. Manipulate patient-utilized equipment (e.g., computer systems, hearing aids) in a safe manner.

3. **Sensory skills:**
 - a. Possess sufficient hearing and vision to meet curricular and clinical demands.
 - b. Possess adequate hearing to auditorily identify and differentiate normal and disordered speech, language, hearing, and swallowing functions.

- c. Possess adequate vision to visually identify and differentiate normal and disordered speech, language, hearing, and swallowing functions.

4. **Behavioral/Social skills:**

- a. Display empathy and effective professional relationships by exhibiting compassion, integrity and concern for others.
- b. Show respect for individuals with disabilities and different backgrounds.
- c. Establish interpersonal rapport sufficient to interact appropriately with others in academic and clinical settings.
- d. Maintain good physical and mental health and self-care in order not to jeopardize the health, safety and well-being of self and others in classroom and clinical settings.
- e. Adapt to changing and demanding environment which includes maintaining professional demeanor and emotional balance in stressful circumstances.
- f. Manage time effectively to complete academic and clinical tasks.
- g. Respond in a professional manner to suggestions and constructive criticism.
- h. Dress appropriately and professionally.

_____ I have read and understood the basic mental and physical requirements needed for successful completion of courses and clinical practicum.

_____ I understand that it is my responsibility to get assistance from a faculty member within the department, or a counselor at the SU Counseling Center (or Disability Services concerning any flexibility in program requirements and possible accommodation through technical aids and assistance.

Student Name Printed

Student Signature

Date

APPENDIX

STUDENT INTERVENTION PLAN FORM

STUDENT NAME:	DATE:
Purpose for Intervention:	
Intervention Goal(s):	
Activities for Intervention/Achievement Time Frame:	
Outcomes:	
Other:	

Student Signature/Date

Clinical Instructor Signature/Date

DECLINING A CLASS/CLINICAL ASSIGNMENT FORM

Student Name: _____

Date: _____

Semester: _____

Cohort: _____

Class(es) Declined:

Clinical Assignment(s) Declined:

Reason for Declining Class(es)/Clinical Assignment(s):

****Note:**

Completion of the master’s program within a two-year period with all of the clinical experiences necessary to demonstrate the full range of competencies typically requires that the student complete clinical assignments each semester. Students who choose to decline a clinical assignment will be asked to submit a **Declining a Class or Clinical Assignment Form**, acknowledging that this choice will likely result in their graduation being delayed. This must be completed prior to the initiation of the practicum. Once practicum has begun, the student is NOT allowed to drop clinic, unless there are extenuating circumstances.

Student’s Signature

Clinical Coordinator’s Signature

Clinical Practicum Request Form

FIRST SEMESTER OF CLINIC? YES__ NO__ (If YES, attach a list of completed courses and what courses you have left to take)

Semester Requesting Clinic:	Classification: __MS 1 st __MS 2 nd
-----------------------------	---

___Fall ___Spring ___Summer	___Fast Tracker entering clinic
Name:	Expected Graduation Date:
SU Email:	Cell No.:
Transportation: YES___ NO___ Transportation Type: Personal___ Public Transportation___ SU Bus System___ If YES, to Personal Transportation, are you willing to travel off campus for your clinical rotation? YES___ NO___	
Number of clinics enrolled for this semester:	
SECD 567___ SECD 568___ SECD 569___ SECD 571___	

ASHA BIG 9: Circle CLINICS you have COMPLETED and in which you are CURRENTLY enrolled:	Student Special Request: What are your areas of interest? Any additional information you would like me to know?
Artic Voice Fluency Cognition AR Dysphagia Language Social Modalities	

Specialty Clinic Requests (All are off campus and require transportation)	
Specialty	Interested (check Y/N)
General Adults-Outpatient	Yes___ No___
General Pediatrics	Yes___ No___
School-Age Articulation	Yes___ No___
Autism/Preschool Age	Yes___ No___
Adult/Child Voice/Dysphagia	Yes___ No___
NICU	Yes___ No___

Shade in the schedule below with your class and work schedule for the semester you are requesting clinic. Please include **COURSE NAME** and **NUMBER**.

TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 9:00					
9:00 – 10:00					
10:00 – 11:00					
11:00 – 12:00					
12:00 – 1:00					
1:00 – 2:00					
2:00 – 3:00					
3:00 – 4:00					
4:00 – 5:00					
5:00 – 6:00					
6:00 – 8:00					

Graduate Assistant Information:

(Days/times/flexibility/etc.) **BE SPECIFIC**

***If your GA hours are flexible, please **DO NOT** write those hours above. If you document your work or GA hours, I will assume these hours are **NOT FLEXIBLE**, and I will schedule your clinics accordingly. Please note, some of your requests may not be fulfilled due to GA or work hours.

Number of Clock Hours projected to receive this semester (current semester)
Additional Notes/Questions

SOUTHERN UNIVERSITY ALCOHOL AND DRUG POLICY

SU Policy on a DRUG-FREE CAMPUS as stated in Graduate Student Handbook and online must also maintain a safe academic environment for students and faculty and must provide safe and effective care of clients while students are in the classroom and clinical/field settings. The presence or use of substances, lawful or otherwise, which interferes with the judgment or motor coordination of students in these

settings, poses an unacceptable risk for clients, colleagues, the institution, and the health care agency.

Students will also sign a Statement of Acknowledgement and Understanding Release Liability Form (attached to this policy) to indicate that they have read and understood the policy.

Therefore, the use, possession, distribution, sale or manufacture of alcoholic beverages, or public intoxication on property owned or controlled by the University; at a university-sponsored event; on property owned or controlled by an affiliated clinical site; or in violation of any term of the SU Drug- Free Schools and Communities Policy Statement is prohibited.

In addition, the unlawful use, possession, distribution, sale or manufacture of any drug or controlled substance (including any stimulant, depressant, narcotic, or hallucinogenic drug or substance, or marijuana), being under the influence of any drug or controlled substance, or the misuse of legally prescribed or “over the counter” drugs on property owned or controlled by the University; at a university-sponsored event; on property owned or controlled by an affiliated clinical site; or in violation of any term of the SU Drug-Free Schools and Communities Policy Statement is prohibited.

Behaviors that may constitute evidence that an individual is under the influence of alcohol or drugs are stated and attached to this form. Individuals who suspect a violation of this policy are required to take action. The actions to be taken are spelled out in the procedures which follow. As this policy refers to positive drug/alcohol screening procedures, the following definitions of “positive” will be used:

1. Screen results indicating the use of an illegal drug;
2. Screen results indicating the use of a non-therapeutic level of prescribed or non-prescribed drugs;
3. Screen results indicating the presence of alcohol in the blood.

Students may be required to take blood tests, urinalysis and/or other drug/alcohol screen tests when an affiliate used for student clinical/field experiences requires screening without cause if such screenings are the policy for employees of that affiliate; and when clinical supervisory personnel (faculty or hospital employee), fellow students, or a student’s self-professed use determine that circumstances justify testing.

PROCEDURES:

1. If reasonable suspicion has been established (as identified on a form attached to this policy) that any provision of this policy has been violated, the following actions are to be taken:
 - a. In all cases, the faculty or affiliate personnel responsible for that student has the responsibility for dismissing the student from the classroom or clinical/field experience

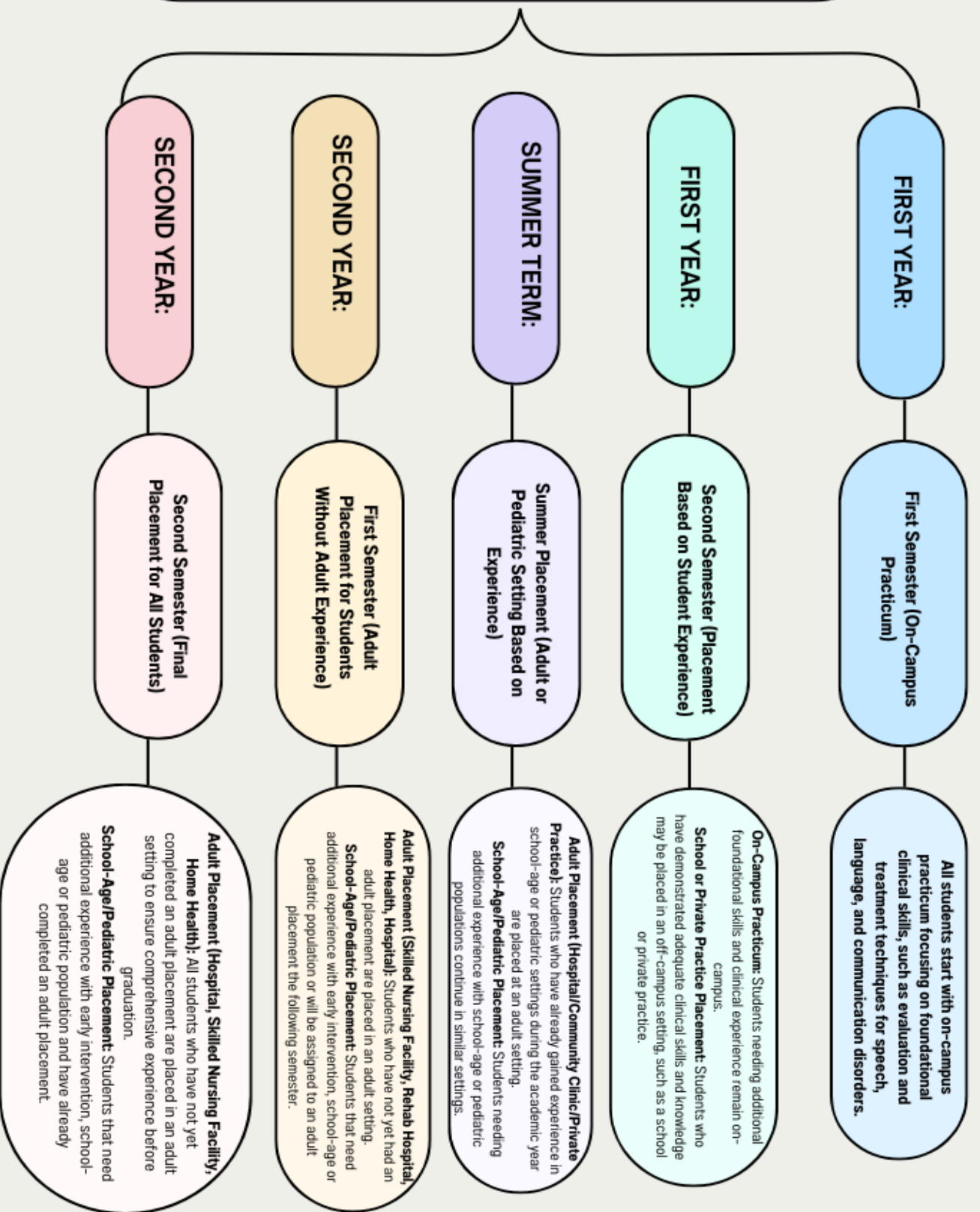
immediately.
 - b. If the incident occurs in the classroom, the individual will be accompanied to the Dean’s office or Dean’s Designee.
 - c. If the incident occurs in a clinical setting, the Dean or Dean’s Designee will be notified by telephone.

2. Subsequent to an immediate preliminary investigation by the Dean or Dean's Designee, that office will make the determination as to whether testing is appropriate and will then take steps to have the student tests at the student's expense.
If the determination is made that testing is appropriate, the student will immediately be asked to submit body fluid testing for substances at a laboratory designated by the Dean of Students, College and Department. Based on the outcome of the test, the Dean or Dean's Designee will determine whether to initiate disciplinary charges.
3. If any student is asked and refuses to submit to a drug/alcohol screen, this information will be given to the Dean or Dean's Designee. That office will determine whether university judicial charges for failure to cooperate with an institutional officer are to be forwarded to the Office of Student Affairs.
4. The Dean or Dean's Designee will report screening results for licensed students/personnel to the respective state boards of licensure when applicable in accordance with their practices.
5. Upon determination that a student has violated SU/Drug Rules as set forth in this policy, disciplinary sanctions may be imposed as outlined in the policy.
6. All cases may be appealed by the student to the next higher-level judicial authority in accordance with the Appeal Procedures.

All information related to these procedures will be held in confidence and released only in those instances required by the University, the Office of Student Affairs, the College of Nursing and Allied Health and the SU Speech-Language and Hearing Clinic, and/or appropriate state board policy.

(See Graduate Student Handbook for Release Liability Form)

CLINICAL PRACTICUM FLOWCHART FOR GRADUATE STUDENTS IN SPEECH-LANGUAGE PATHOLOGY



LIST OF CLINICAL PRACTICUM FORMS

Adult Case History Form	Oral Speech Mechanism Exam Form
Adult Release of Info Form	SOAP Notes
Audiological Report Form	Referral for Re-evaluation
Graduate Clock Hours Summary Sheet	Release Form for Media Recording
Undergrad Clock Hours Cover Sheet	Request for Continued Therapy
Clinical Clock Hour Record Form	Spontaneous Speech Sample Form
Child Case History Form	Supervisor Evaluation Form
Clinical Skills Evaluation Form	Tally Sheets
Contact Sheet	Treatment Plan Form
Staffing Sign-in Form	Confidentiality Agreement
Daily Clinical Skills Form	Discharge Form
Final Case Summary Form	Initial Case Summary Form
Follow-up Interview	Lesson Plan Form
Observation Form	Parent/Guardian Release of Info Form
Clinical Practicum Request (Google Form)	Incident/Accident Report
Student Complaint Form	Declining Class/Clinic Assignment Form
Screening/Evaluation/Consultation Treatment/Consent Form	Student Leave Request Form
Consent to Use Video/Pic Form	Consent to Use Food in Therapy Sessions
Externship Clinical Practicum Agreement Form	Prior Clinical Experiences Form
Student Intervention Plan Form	Clinical Policy & Procedure Agreement Form

Resources for Clinical Supervisors and Students

ASHA Position Statement on Clinical Supervision in Speech-Language Pathology

<http://www.asha.org/policy/PS2008-00295/>

ASHA Technical Report for Clinical Supervision in Speech-Language Pathology

<http://www.asha.org/policy/TR2008-00296.htm>

Knowledge and Skills Needed by SLP's Providing Clinical Supervision

<http://www.asha.org/policy/KS2008-00294/>

ASHA Code of Ethics

<http://www.asha.org/Code-of-Ethics/>

Supervision of Student Clinicians

<http://www.asha.org/Practice/ethics/Supervision-of-Student-Clinicians/>

ASHA Scope of Practice

<http://www.asha.org/policy/SP2016-00343/>

Tips for first-time Supervisors of Graduate Student Clinicians

<http://www.asha.org/slp/supervisortips>

Resource for Evidence-Based Practice

<https://blog.asha.org/2019/10/16/new-tools-to-simplify-using-evidence-based-practice/>

Speech-Language and Hearing Clinic

Mailing:

SU Student Union
500 Jesse Stone #9500
Baton Rouge, LA 70813

Physical:

A.C. Blanks Hall Rm 117
Southern University
Baton Rouge, LA 70813

Clinical Policy and Procedure Agreement Form

I, _____ (print name), have received a copy of the Southern University Clinic Handbook for the Speech-Language and Hearing Clinic and Externship Practica. I have read the Handbook and understand that I am responsible for adhering to all policies and procedures described therein, and that failure to do so may result in my being prohibited from treating clients in the Southern University Speech-Language and Hearing Clinic, completing externship practica, and/or my removal from the program. I further understand that I am responsible for any changes or updates to the policies and procedures that may be made, and, thus, am responsible for maintaining communication with the Clinic Coordinator, External Placement Coordinator and Program Director so that I may be aware of and respond to these changes and notifications in a timely manner.

Student Signature

Date

Student U#

Received by (Clinic Coordinator/Clinical Supervisor Signature)

Date

A copy of this form must be maintained in the student's clinical records file in the Program Director's office.

