



Masters of Education in Speech-Language Pathology Graduate Handbook 2022-2023

Nevada State College School of Education

Last edited – July 2022

Table of Contents

Letter to Students from Program Director.....	5
Faculty and Support Staff.....	6
Mission Statement.....	7
Program Goals and Objectives.....	7
College Policies.....	8
Accreditation Status.....	9
Program Description.....	9
Orientation	9
Tracking of academic and clinical skills.....	9
Completion of Program.....	10
Scorpion Alumni.....	10
2020 ASHA standards for certification.....	11
Program and College Resources.....	15
Disability Resources	15
Diversity.....	15
Leadership Opportunities.....	15
NSSLHA.....	15
Research.....	15
Preparing for your career.....	16
Safety.....	16
School Supplies	16
Space and Supplies-Your graduate spaces.....	17
Training	18
<u>Academic Section of Handbook</u>	
Academic requirements.....	19
Additional course requirements.....	20
Policies and Procedures for Written and Spoken English Proficiency...20	
Written English Proficiency	20
Spoken English Proficiency	21
Policy for Determining Proficiency in the language used with clients, other than English	23
Academic grades.....	23
Grading policies.....	23

Graduate Academic Standing in Speech-Language Pathology.....	25
Probation.....	25
Policies and Procedures for Student Success Plans	25
Preparation for success plan- identified at time of admission	25
Intervention plan established during a course	25
Intervention plan established after a final course grade with Low Course Grade	27
Documentation Steps for Intervention Plans	27
Low Course Grade.....	27
Unsatisfactory Practicum Grades.....	27
Transfer Credits.....	27
Inactive Status.....	28
Leave of Absence.....	28
Course Schedules.....	29
Full-time track.....	29
Part-time track.....	30
Course Descriptions.....	31

Clinic Section of Handbook

Clinic Hours Requirements.....	36
Prior Clinical Practicum Hours.....	36
ASHA Code of Ethics (2016)	36
Attendance in on Campus Practicum related to SPA759 series	36
Attendance in Externship Practicum Sites related to SPA790 series and SPA760 series	37
HIPPA Compliance and Confidentiality.....	37
Liability Insurance.....	38
Immunization.....	38
CPR.....	38
Documentation Process.....	38
Tracking of Clinical Hours.....	38
Policy and Procedures for Clinical Sites Selection	39
Policy and Procedures for Monitoring the Clinical Education in External Facilities	39
Removal from Practicum Due to Site Issue.....	41

Practicum Sequences.....	41
Seminars- Full-Time and Part-Time.....	41
Full-Time Externship.....	42
Part-Time Externship.....	42
Clinical Assessment of Graduate Students.....	44
Supplies.....	45
Evaluation Materials.....	45
Treatment Materials.....	45
Audiometers.....	45
Medical Exam Gloves.....	45
Environmental Infection Control & Basic Housekeeping Practices	46
Safety Procedures in Practicum.....	47
Essential Functions.....	49-51
ASHA’s Position Statement On “Students and Professionals Who Speak English with Accents and Nonstandard Dialects”	49
Dress Code.....	52
Complaint Procedures.....	54

Welcome to Nevada State College

Dear Students:

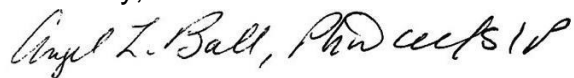
Yes, you are now a graduate student. You have moved to the next level in your careers—into a new part of your life: graduate school in speech–language pathology. So be proud of yourselves and your school. We have faith in your abilities and will guide you as you learn and develop your academic and clinical skills. You should begin with faith in yourselves and your colleagues. Learn to work independently and learn to work in teams. You will learn a lot from each other in addition to making lifelong friendships. Believe in the value of scholarship.

Be ready to make clinical decisions as early as your first week at school. Have a reason behind your clinical decisions, and then those decisions will be valuable. Why do I say these things? Because in my history of teaching graduate students over the past 20+ years, I've seen that the one thing that can impede a student is self-doubt. The second impediment is not taking the chance to reason out your decisions. You will improve your SLP skills when you work with clients. Most of that improvement will come from your interaction with those clients. Your therapy and diagnostic skills will improve even more when you put your knowledge of evidence-based practice into use. Speech-language therapy is not something that is defined and finite. There are new techniques you or your clients might be a part of developing.

Be part of that change, and don't be afraid to say "what if..." Finally, allow yourself some wiggle room. That means give yourself a pass for a mistake or failed task once in a while, as long as you don't give up, and learn from that mistake. Many graduate students think they have to be perfect. Not true. Academic learning is a continual process, and revisions in thinking occur in that development.

I look forward to working with you all.

Sincerely,



Angel Ball, Ph.D. CCC/SLP

Professor and Program Director of Speech-Language Pathology

"Do the one thing you think you cannot do. Fail at it. Try again. Do better the second time. The only people who never tumble are those who never mount the high wire."

— Oprah Winfrey

Faculty and Support Staff

Dean's Office

Dennis Potthoff, Ph.D. Professor and Dean of School of Education
Kayla McDuffie, M.A. Administrative Assistant

Graduate Faculty

Angel L. Ball, Ph.D. CCC/SLP – Professor and Program Director
Christy Fleck, Ph.D. CCC/SLP – Assistant Professor
André Lindsey, Ph.D. CCC/SLP – Assistant Professor
Elizabeth Meyerowitz, Ed.D. CCC/SLP – PTI Instructor
Angie Rozza, M.S. CCC/SLP – PTI Clinical Supervisor
Irene Rodriguez, M.S. CCC/SLP – PTI Clinical Supervisor
Sheri Stronach, Ph.D. CCC/SLP - Assistant Professor
Sarah Tempest, M.S. CCC/SLP – Clinical Supervisor
Beth Vasquez, M.S. CCC/SLP – Clinical Director and Instructor
Brigitta Walker, Ph.D. CCC/SLP – PTI Instructor
Christine Zanni, M.A. CCC/SLP – Clinical Supervisor

Undergraduate Part-time Instructors/Supervisors

Vicki Brumberg, M.S. CCC/SLP
Barbara Forney-Misuraca, Ed.D. CCC/SLP
Terri Lacey, M.S. CCC/SLP
Lisa Dawn Mays, AuD. CCC/A
Pamela Pardee, M.A. CCC/SLP
Jessika Robinson, M.S. CCC/SLP
Tracy Worthington, Ph.D. CCC/SLP

Mission Statement

To equip and empower effective speech-language pathologists to serve as practitioners and researchers to meet the needs of individuals, families, and caregivers impacted by communication and swallowing disorders across the lifespan.

(www.asha.org/policy/sp2016-00343)

Program Goals

- To provide student-centered learning experiences culminating in a MEd in Speech-Language Pathology.
- To prepare students for successful completion (100%) of the Praxis examination (administered by ETS), as is required for application to for Certificate of Clinical Competence (CCC) by the American Speech-Language-Hearing Association (ASHA).
- To prepare students for licensure required by the state of Nevada to work at any school or facility in Nevada, with over 90% employment rate.

In addition, content-specific goals include the development of the following in all MEd students:

- ✓ Knowledge of human communication disorders (speech, language, hearing and swallowing) across the lifespan
- ✓ An understanding of different linguistic and cultural communication norms and disorders the ability to assimilate academic material into evidence-based practice
- ✓ The ability to think critically and evaluate research relevant to the field of speech-language pathology
- ✓ Knowledge of current standards of practice in the speech-language pathology profession including policies and standards of ASHA and state licensing procedures
- ✓ Behavior in accordance with ethical standards of the profession in academic research and clinical environments
- ✓ The ability to work with other professionals to benefit the care of individuals with communication disorders
- ✓ Knowledge of regulations and record keeping in a variety of clinical settings

College Policies

Nevada State Graduate Catalog

To see the Graduate Catalog for your entry year, please go to www.nsc.edu. Select QuickLinks, then choose Catalog.

Nevada State Policies

<https://nsc.edu/college-policies/>

Student Code of Conduct and Policies:

<https://nsc.edu/college-policies/student-code-of-conduct/>

Graduate students are reminded of policies for protection of human subjects:

Institutional review board policies:

To access the information please see the:

<https://nsc.edu/college-policies/institutional-review-board-policy-for-the-protection-of-human-subjects/>

And the Institutional Review Board Canvas course (you will need to log into NSC portal to access the Canvas page). You will need CITI training prior to any IRB submissions.

<https://about.citiprogram.org/>. Instructions for login/registration for CITI can be found on the IRB Canvas course.

Title IX – Gender Equity & Sexual Harassment/Violence Policy

Please see: <https://nsc.edu/title-ix/> for more information.

Accreditation Status

The Master's of Education (M.Ed.) in Speech-Language Pathology {residential} at NSC is an Applicant for Candidacy 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

PROGRAM DESCRIPTION

The Masters of Education (MEd) in Speech-Language Pathology trains students to become certified and licensed Speech-Language Pathologists (SLPs) who can provide clinical services in hospitals, clinics, and schools. This program is an in-person, residential degree. All students will receive supervised practicum experiences with client/patient populations across the lifespan and from culturally/linguistically diverse backgrounds, and who have various types and severities of communication and/or related disorders, differences, and disabilities.

We anticipate starting a full-time cohort and part-time cohort in Fall of 2019. The full-time track is a 5-term plan, with 2 terms of full-time coursework in a day program, a summer with some coursework and transition into off-campus externship, with final 2 terms in full-time externships. The full-time plan will enroll students each incoming fall

The part-time track is a 9-term plan, based on the rationale to provide new master's level training to individuals who work in Nevada School districts with a Nevada endorsement for Speech and Language Impairments. A part time track would enable the student to continue working during the school year, but take courses in the evening. Part-time clinical training and obtain some clinical training in late afternoon/evening, some during their current job setting, and full-time externship opportunities in the summers. At this time, the part-time program is offered for the next cohort in 2021. We are planning every other year fall start.

The full-time and part-time programs are aligned in curriculum flow, credit hours, and practicum training. Part-time students take 2 of the same courses offered to full-time students, but in a hybrid format. The hybrid format will be evaluated after year one.

Orientation

A required orientation will occur the week prior to the start of classes. You will be alerted to the details of the orientation meetings by August 5th, so that you can schedule. Orientation is a mandatory part of the graduate program, and is a mix of in-person and online activities (adjusted accordingly per pandemic guidelines). During the orientation, you will be instructed to purchase CALIPSO, SimuCase, and ClinicNote, and any other required tools. You will receive many training topics critical for your learning, your ASHA credential process, and for the program's requirements. If you are missing any of the 25

observation hours, you may be finishing these during this week. Note if you are missing a substantial amount of observation hours, you may be instructed to complete earlier in August.

Tracking of Academic and Clinical Skills

The Nevada State College Speech Language Pathology program has invested in the CALIPSO system. CALIPSO is a web-based application designed specifically for speech pathology and audiology graduate programs. We will be using the program CALIPSO to track your completion of ASHA Knowledge and Skills (KASA) and the completion of clinical hours. Each student will establish an individual CALIPSO account at a one-time fee of \$100.

Completion of program

Coursework completed at satisfactory level, overall GPA minimum 3.0, and any C grades resulted in successful intervention.

1. All practicum assignments completed, with satisfactory grades and any clinical intervention plan resolved with competencies demonstrated.
2. All supervisor paperwork received and verified completed by Clinic director.
3. Academic and practicum materials include completion of ASHA KASA as outlined in CALIPSO that meets <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>
4. Completion of Summative Exit Exam taken in the 4th term (October) for Full-Time students, and the 8th term (April) for Part-Time students. The exam presents child and adult cases across the 9 CORE ASHA areas, with multiple choice questions regarding evaluation and treatment decisions.
5. Taking of Praxis Examination in Speech-Language Pathology with scores sent to NSC. The exam is recommended during the last term of practicum.

SCORPION ALUMNI

Keep in touch with us after you graduate. Your opinions matter to us.

- ✓ Complete exit survey
- ✓ Give us feedback after you leave
- ✓ Keep us informed of your career outcome
- ✓ Stay involved as future supervisor, invited speaker or instructor

2020 ASHA standards for certification-

Nevada State College will implement the ASHA 2020 standards

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/#2>

“Standard III: Program of Study

The applicant must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.

Standard IV: Knowledge Outcomes

Standard IV-A

The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language

- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H

The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B

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, nonstandardized 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.

Standard V-C

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D

At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

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 take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

Standard V-F

Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

PROGRAM AND COLLEGE RESOURCES

DISABILITY RESOURCES ON CAMPUS

Please take the time to contact the disability resource center if you believe we can help you with your independence and ability to be successful with your academic career.

<https://nsc.edu/academics/disability-resource-center/>

DIVERSITY- BE DIVERSE AND INCLUSIVE

Diversity is a part of our community, from the clients we serve, to each other, to the professors and staff of NSC. Be open-minded and respect differences.

<https://nsc.edu/about/community-and-diversity/>

<https://www.asha.org/about/diversity-and-inclusion-at-asha/>

LEADERSHIP OPPORTUNITIES

- ✓ Check out the Minority leadership program with ASHA
<https://leader.pubs.asha.org/article.aspx?articleid=2677926>
- ✓ Ask about becoming a peer mentor or tutor to an undergraduate

NSSLHA

The first chapter of the National Student Speech Language Hearing Association began in 2019. Become a part of this new group, serve the campus and community, and learn about ASHA opportunities, such as the minority leadership program. Dr. André Lindsey is the group's faculty advisor. Please contact him. Read more about NSSLHA at

<https://www.nsslha.org/>

RESEARCH

As a new program and the first graduate program on the campus of NSC, we are building ideas. Your faculty members are interested in involving you in asking research questions to solve problems and improve the field of speech-language pathology service delivery. Your level of engagement is at a minimum- to ask questions, pose ideas, and discuss concepts. If you wish to be directly involved, discuss your interests with the Program Director. Your courses will include expectation of evidence based practice resources, academic integrity, and appropriate APA formatting for all written and verbal presentations.

PREPARING FOR YOUR CAREER

You are the owner of your career choices, and where you go after graduation. Prepare while you are with us.

- ✓ Explore more about your career choice and options at <https://www.asha.org/students/>
- ✓ Ask about externship settings that match your interest areas.
- ✓ During year two of your program, network with faculty and community SLPs in special seminars
- ✓ Work on resume preparation, and interviewing skills with the career services <https://nsc.edu/current-students/career-services/>
- ✓ Attend annual American Speech and Hearing Association in November of year two.
- ✓ Interested in further doctoral work? Then consider engagement in research activity. Just ask.

SAFETY – your safety comes first in our community

- ✓ CALL 911 for any health emergency or risk situation
- ✓ UNLV police department serve NSC campus: <https://nsc.edu/campus-emergency/>
- ✓ Phone: For police assistance with an immediate emergency or crime in progress, dial 911 from a campus landline or 702-895-3669 from a cellphone. For non-emergency situations, call 311 from a campus landline or 702-895-3668 from a cellphone.
- ✓ Know your surroundings. Know your exits.
- ✓ Emergency call boxes are in the campus parking lot on side of KAB building.
- ✓ Alert supervisor/professor to any concerns on campus, in class, or in your practicum settings.

SCHOOL SUPPLIES

As a graduate student and clinician, you should have:

- ✓ Up-to-date prescription lenses!
- ✓ Plenty of pens and notebooks.
- ✓ Laptop and/or electronic notebook.
- ✓ Required textbooks – ebooks, loaners, and library copies may be available.
- ✓ Sony or Olympus voice recorders with usb port for file transfer. We will have some for sign-out usage, but it is useful to have your own.
- ✓ Therapy kit with pen light, stopwatch.

SPACE and SUPPLIES- YOUR GRADUATE SPACE(S)

✓ **Library**

<https://nsc.edu/library/> provides many seating areas, carrels, and group work spaces.

✓ **CEB Open Access Computer Area** (second floor)

✓ **Break Out/Study Rooms** (both floors)

✓ **The Grad Pad** (CEB 106) includes a kitchen and seating areas along with:

Basic Office Supplies

- ✓ These must be kept in this room, and used on your honor. Misuse or loss of items will result in removal of this privilege.

Bulletin/Schedule Boards

- ✓ You are responsible to attend to announcements regularly.
- ✓ Help keep the boards neat and up-to-date.

Computers

- ✓ Usage is for academic and clinical purposes only. Any evidence of unethical or inappropriate usage will result in a program sanction (see sanction policy).

Anatomical Models

- ✓ Models can be checked out for your study and learning. The models must not leave the grad pad or classroom area. These must be checked out of the clinic assessment closet, using the QR check out system. Upon check in the models must be sanitized with wipes.

✓ **The Clinic Space**

First Aid Kit

- ✓ Familiarize yourself with the location of the first aid kit.
- ✓ Alert the clinic or program director if items need be re-supplied.

Hand Sanitizer/ Cleaning Wipes

Medical Exam Gloves -Non-Powdered

- ✓ Select the size that fits you. Single use for single patient.
- ✓ If you have Latex allergy, be sure to request or use only Nitrile glove

TRAINING

You may need the following either before practicum externship or during your initial orientation:

- ✓ CPR and First Aid Certification
- ✓ Child protective training
- ✓ Safety in transferring clients
- ✓ Behavioral intervention
- ✓ Know when to refer – Child Abuse, Elder Abuse, Mental Health, Suicide prevention

ACADEMIC SECTION OF HANDBOOK

ACADEMIC REQUIREMENTS

Your coursework will require more rigor than you may have been used to in undergraduate programs. Expect to:

- ✓ Maintain regular active involvement in your assigned reading materials- what does “active” reading mean?
 - Thoughtfully read what has been assigned
 - Highlight and identify key concepts
 - Identify new vocabulary and seek out the meaning for later application and improved comprehension
 - Think about concepts you are reading about
 - Compare and contrast ideas with other text material
 - Look for the evidence
 - Create new questions to ask from the readings
- ✓ Take notes while you are listening to lectures
 - Find resources and ideas for good notetaking strategies, such as <https://www.insidehighered.com/blogs/gradhacker/note-taking-graduate-school>
 - <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/skills/building-your-note-taking-and-study-skills>
- ✓ Review materials on your own, and with colleagues
- ✓ Ask for clarification for any points from reading or lectures you may not have understood. Remember, if you misunderstood, then chances are several of your classmates did also.
- ✓ Talk aloud key concepts. If you can explain concepts, then you have put the ideas into your memory store.
- ✓ Make an outline PowerPoint that you then explain to someone, as if you were presenting.
- ✓ Use visual models when possible, particularly if you are a visual learner.

Remember, you are learning to provide speech and language services. If you misunderstand something, then ultimately the client will suffer.

Your professor’s lectures and discussions will not just be a repeat of what is in the text. Professors expect that you are reading the material, and the lectures may highlight some concepts, but may also introduce additional concepts.

DO NOT EXPECT TO BE TESTED ONLY ON WHAT WAS LECTURED. CONTENT IN READING ASSIGNMENTS ARE PART OF THE KNOWLEDGE THAT MAY BE EVALUATED.

Support with technology

Contact Sandi Patton, Director of Disability services if you have need for supportive technology such as Read and Write for Windows.

Additional Course Requirements

If you do not have evidence of these courses in your past college transcripts, you may need to add the course to your graduate program, or take prior to the start of the master's.

- biological science
- chemistry or physics
- statistics
- psychology or sociology
- a course of study regarding parental involvement and family engagement (for Nevada Department of Education Endorsement for Speech Language Impairment)
- a course of study on special education (for Nevada Department of Education Endorsement for Speech Language Impairment)
- diagnostics in speech-language pathology or related field

Policies and Procedures for Written and Spoken English Proficiency

Written English Proficiency:

All applicants to the graduate program are asked to submit a written sample with the graduate application. Two graduate speech-language pathology faculty will independently evaluate the written sample of those applicants selected for possible admission. The evaluation will include completion of a pre-approved rubric previously approved by the graduate admissions committee. The written samples will have been presented anonymously and in randomized order. An average score of the 2 faculty will be submitted in the student's entry information. The rubric for the written sample includes grammar and mechanics, content and clarity (vocabulary), and writing style.

If the judgement of the faculty is that the sample is not at an English Proficiency level expected of a 1st year graduate student, 3 outcomes are possible:

- 1) The writing sample shows evidence of occasional spelling, syntactic and vocabulary errors that minimally distract or are unclear to the reader.

Outcome- The student may still be considered for the graduate program. If admitted, the student will be required to attend regular meetings at the writing center at the onset of the program, with documented attendance. Writing center support should be used with course

assignments as well. The program director will re-evaluate proficiency at the end of the first term by a) collecting opinions of the faculty who gave writing assignments, and b) screening at least two written essays or assignments. If the opinion of the program director and student is that a more structured training may be necessary, the student may request a leave of absence (see program handbook description of leave of absence).

- 2) The writing sample shows moderate evidence of spelling, syntactic and vocabulary errors that result in frequent lack of clarity to the reader. The writing sample indicates that the student would be at risk for academic failure, and be unable to evaluate and treat clients with writing disorders.

Outcome- the student is required to take a year of English writing training in a program of his/her choice. The student is responsible for the training inclusive of the cost (if any).

Options can be obtained locally, such as <https://www.sdiae.edu/intensive-english-program/>

The student should contact the Program Director by Nov 1 of the following graduate application cycle, if they wish to re-apply the following year. The Program Director at that time will arrange a screening of the candidate's English writing proficiency prior to recommending re-application to the program.

- 3) The writing sample shows significant evidence of spelling, syntactic and vocabulary errors that result in a high degree of lack of clarity to the reader. The writing skill indicates that the student would be at risk for academic failure, and be unable to evaluate and treat clients with writing disorders. Ability to improve may take more than a year to gain competency.

Outcome- the student would not be admitted. Options for English writing training can be obtained locally, such as <https://www.sdiae.edu/intensive-english-program/>

The student should contact the Program Director to screen for English writing proficiency prior to re-applying to the program. The student should contact the Program Director by Nov 1 of the graduate application cycle for in the year of intended re-application. The Program Director at that time will arrange a screening of the candidate's English writing proficiency prior to recommending re-application to the program.

Documentation of the sample, the ratings, and the subsequent outcome will be kept in the student's electronic file.

Spoken English Proficiency

All graduate applicants that are in the selected for admission category are asked to submit a video responding one of 3 possible open ended questions. Responses will be limited to no more than 3 minutes. Two graduate faculty will independently rate the candidate's spoken English Proficiency. We will not be able to keep these anonymous, but will maintain integrity to use objective rating. All faculty raters will also sign that they have reviewed ASHA position statement on "Students and Professionals Who Speak English with Accents and Nonstandard dialects". A previously created rubric, similar to the written sample rubric, will be used. The rubric for the spoken sample includes speech clarity and prosody, grammar, content and clarity (vocabulary).

If the judgement of the faculty is that the sample is not representative of spoken English

Proficiency at a level expected of a 1st year graduate student, then 3 outcomes are possible:

- 1) The spoken sample shows evidence of speech that is largely intelligible, with mild speech and prosodic variances from native English speaker, and occasional syntactic and vocabulary errors that only minimally distract or are unclear to the listener.
Outcome- The student may still be considered for the graduate program. If admitted, the student is required to attend spoken English training in a program of his/her choice. The NSC Speech Pathology clinic may be a resource. If an outside program is selected, the student is responsible for the training inclusive of the cost (if any). Options can be provided locally, such as <https://www.sdiae.edu/intensive-english-program/>
The program director will re-evaluate proficiency at the end of the first term by a) collecting opinions of the faculty, and b) screening via interview. If the opinion of the program director and student is that a more structured training may be necessary, the student may request a leave of absence (see program handbook description of leave of absence).
- 2) The spoken sample shows moderate evidence of pronunciation, syntactic and vocabulary errors that result in frequent lack of clarity to the listener. The spoken performance indicates that the student would be at risk for academic failure, and be unable to evaluate and treat clients with speech and language disorders in English.
Outcome- The student would not be admitted. The student is required to take a year of spoken English training in a program of his/her/their choice. The student is responsible for the training inclusive of the cost (if any). Options can be provided locally, such as <https://www.sdiae.edu/intensive-english-program/>
The student should contact the Program Director by Nov 1 of the following graduate application cycle, if he/she/they wish to re-apply the following year. The Program Director at that time will arrange a screening of the candidate's English writing proficiency prior to recommending re-application to the program. The candidate must demonstrate evidence of completed training.
- 3) The spoken sample shows significant evidence of pronunciation, syntactic and vocabulary errors that result in frequent lack of clarity to the listener. The spoken performance indicates that the student would be at risk for academic failure, and be unable to evaluate and treat clients with speech and language disorders in English. Ability to improve may take more than a year to gain competency.
Outcome- The student would not be admitted and is required to complete spoken English training in a program of his/her/their choice. The student is responsible for the training inclusive of the cost (if any). Options for spoken English writing training can be obtained locally, such as <https://www.sdiae.edu/intensive-english-program/>
The student should contact the Program Director to screen for English writing proficiency prior to re-applying to the program. The student should contact the Program Director by Nov 1 of the graduate application cycle for in the year of intended re-application. The Program Director at that time will arrange a screening of the candidate's English writing proficiency prior to recommending re-application to the program. The candidate must demonstrate evidence of completed training.

Documentation of the sample, the ratings, and the subsequent outcome will be kept in the student's electronic file. If the student was not admitted, electronic files will be kept for up to 2 years.

Policy for Determining Proficiency in the language used with clients, other than English

If a student self-identifies fluency in another language, and wishes to provide therapy services in that language, the following procedure will be implemented.

That student will be asked to submit a written and spoken sample in that language, similar to the entrance samples.

At least 2 individuals who claim fluency in that language (i.e. other faculty, or students), will be asked to rate the written and spoken samples provided. Attempts to keep the students' material confidential will be made. A similar rating scale will be used to evaluate the written and spoken samples. Only those judged at proficiency level will be able to perform services.

ACADEMIC GRADES

Read the 2018 article "Am I Good Enough" by Kaitlin DiCristofaro in The ASHA Leader, May 2018, Vol. 23, 44-45. doi: 10.1044/leader.SSAY.23052018.44

<https://leader.pubs.asha.org/article.aspx?articleid=2679450>

GRADING POLICIES

In the program in speech-language pathology you must maintain a 3.0 average. This means you have shown the learning you need to do the job you are planning to undertake.

At NSC, your academic courses will provide you with letter grades including use of the + and – system of NSC. Be aware that there are differences from the undergraduate grading. Your clinical externship courses will be Satisfactory/Unsatisfactory grades. Graduate students in the program of speech language pathology are given these grades.

A	the highest grade, is given for work of exceptional quality. Each credit earned with a grade of "A" carries 4.0 grade points.
A-	carries 3.7 grade points for each credit earned.
B+	carries 3.3 grade points for each credit earned.
B	is awarded for minimum expectation for graduate school. Each credit earned with a grade of "B" carries 3.0 grade points.
B-	carries 2.7 grade points for each credit earned.

C+	carries 2.3 grade points for each credit earned. Represents below-expectation for graduate school.
C	represents below-expectation for graduate school. Each credit earned with a grade of "C" carries 2.0 grade points.
C-	carries 1.7 grade points for each credit earned. <u>"C-" is the lowest passing grade for graduate credit that is allowed.</u> The student's accomplishment is deficient of minimum expectations.
F	represents failure. No credit or grade points are earned with a grade of "F." Failed courses count as credits attempted.
S/U	indicates satisfactory or unsatisfactory performance in designated courses offered with this grading option. For clinical courses, the grade of "S" indicates clinical skills expected for the student's practicum level, and the grade of "U" represents performance equivalent to a that is below expectations for the student's practicum level. Neither the "S" nor "U" grades are assigned a grade-point value.
AD	indicates audit and is given when a student registers in a course for no credit and no grade.
W	signifies that a course has been dropped or that a student has withdrawn from the college with passing grades. The grade of "W" is not included in the grade-point average. Students who withdraw from the college after 60 percent of the course instruction has occurred and are not passing, receive a grade of "F."
I	<p>is a neutral mark and represents incomplete. An "I" is given when a student is performing passing work, but for some uncontrollable reason cannot complete the course requirements during the instructional period. "I" mark is excluded from grade-point average computation. Nonattendance, poor performance or requests to repeat the course are unacceptable reasons for issuance of the "I" mark. When the student's request for an incomplete mark is deemed acceptable, the instructor must indicate the specific work necessary to complete the course. Marks of "I" are automatically changed to "F" if they are not made up by the last day of the next regular semester (Summer Session excluded). Students may not graduate with an outstanding incomplete mark issued under this policy. The extension of an incomplete mark for one semester must be requested and approved by the instructor. The instructor will need to notify the Office of the Registrar, at least two weeks before the end of the semester in which the approved "I" mark expires. Students may make up incomplete marks by completing outstanding course requirements before the end of the next regular semester. The requirements must be submitted to the student's instructor, who reports the final grade and acquires the approval of the Academic Director. The written approvals must appear on the Grade Change Form before the form can be filed with the Office of the Registrar.</p>
NR	Signifies that an instructor has failed to assign a grade to a student's course work. This grade is assigned by the Office of the Registrar until the proper grade is determined. Students may not graduate with grades of "NR" on their record. All grades of "NR" must be resolved by the last day of the following semester. Unresolved grades of "NR" become grades of F.

GRADUATE ACADEMIC STANDING in SPEECH- LANGUAGE PATHOLOGY

All graduate students must maintain a cumulative graduate GPA of 3.0. If a student's GPA drops below 3.0, the student will be placed on probation or dismissed. Undergraduate or post-baccalaureate courses will not count towards graduate GPA. S/U graded credits, and transfer credits do not affect a student's GPA.

Probation

Students whose cumulative graduate GPA is below a 3.0 will be placed on academic probation for one semester. If they fail to raise their cumulative GPA to 3.0 by the end of one semester, they are dismissed from their graduate program.

Students must be

aware that courses are offered only once a year in sequence, and therefore an individual degree plan would need to be revised with the Speech-Language Pathology Program Director.

Policies and Procedures for Student Success Plans:

Preparation for success plan- identified at time of admission

If the graduate admissions committee identified a possible area of concern in written or spoken language, the student would have been informed at the onset of the admission/acceptance offer. We ask that the student understands that it is the opinion of the committee that the student will succeed in graduate school, but may benefit from initial assistance. The plan sets the student in an independent role of using the supports and resources to succeed. The student is required to initiate support services, such as the writing center. The program director and/or student's advisor will discuss the recommendations during the first week of the program, and then complete and document at least 2 support meetings during the term. (See also Written and Spoken English proficiency policies.) The SPA 720 Research Design will be the primary course for key performance measure of skill. The program director and/or student's advisor will provide recommendations if further support is needed.

Preparation for Written and Spoken English Success- program director and/or student's advisor will document meetings on "Log of Success Meetings" (Appendix K) located on the x-drive student file

Intervention plan established during a course

*What is an **intervention plan** related to a course?*

An intervention plan provides the student additional opportunity to learn a concept or technique, which is identified in the course syllabi as an ASHA Knowledge and Skill, but was demonstrated as lacking or below expectations in the class. The plan is a learning experience, mutually created and agreed upon by the student and the professor of the course. The student's learning style may be integrated in the approach. Examples include: focused reading assignments, video training, hands-on application with guidance, etc. This is not a plan to help the student study for the final or to get "points" for improved grade. **A plan is not extra credit or of a point value towards the course grade.** Note that the academic or clinical activities in the SPA 759 Seminar in Clinical Procedures sequence- is included in this policy.

How and when is the intervention plan initiated?

Either the student or the faculty can request a learning plan up until the last two weeks of the course. **A decision to initiate a plan must be done only AFTER the student has completed required course assignments.** In other words, a student cannot have assignments missing or has not read the textbook, and then ask for a plan. The student or faculty will complete the "Intervention Plan for Success" form, which includes a request for a meeting. The form should be emailed to the other. If a meeting is not scheduled within one week of the request, the initiating party should contact the program director. A copy of the request form should be sent to the program's administrative assistant who will upload to the student's electronic file. If a faculty received a form and the student has not completed required assignments, then that faculty will respond back to the student that the course requirements must be completed first.

What if the student does not agree with the professor on the plan?

If this occurs, the student may request a meeting with an additional person of his/her/their choice (i.e. student, advisor, friend), and the faculty member may request an additional faculty member or program/clinic director. The meeting of these 4 people will aim to resolve the disagreement and facilitate a mutually agreed upon plan. The student reserves the right to ultimately refuse a plan, but then forfeits an outcome of post-course intervention, e.g. may not initiate an intervention after the course grade (see Low-grade policy).

What about the student's privacy of these intervention tasks?

At this level, the intervention is part of the course and should be confidential between the student and faculty. However, the student's assigned advisor may view the student's file and help to monitor the intervention activities and success outcomes. However, if a low course grade (below B-) occurs, the program director will review the student's file to identify the prior intervention steps that were taken, and speak with the professor of the course to provide recommendations.

Intervention plan established after a final course grade with Low Course Grade

Documentation Steps for Intervention Plans:

1. "Intervention Plan for Success Form" initiated by student or faculty member
2. Signed form given to the program's administrative assistant to upload to student file.
3. The faculty member of the course will document meetings on "Log of Success Meetings" located on the x-drive student file.
4. If the Intervention plan is following a Low Course Grade, then the faculty will need to document the timely completion of the comprehensive exam or task at satisfactory level (B- or better; See above).

Low Course Grade (Speech-Language Pathology policy)

(updated Jan. 2022).

If a course grade of C+ to C- is obtained, regardless of probation status, then the following will occur. A grade of C+ to C- in an academic class, will result in a) an individually determined intervention plan, and b) a successful completion to that intervention plan, no later than the midpoint of the following semester. This option is forfeited if the cause of the low grade is non-submission of assignments, and the course will need to be repeated. If the course is prior to an externship practicum semester, the externship will not begin until the comprehensive exam or task is passed at B- or better. If the externship site does not approve of the delay, the student may forfeit that externship placement. If the student does not obtain a B- or better on the intervention plan, the student will have to retake the course when next offered. Note that the grade on the intervention does not result in a course change of grade. A course may not be retaken more than 1 time. Thus 2 attempts at a course with outcome of low course grade will result in dismissal from the program.

Unsatisfactory Practicum Grades

If a grade of U is given in a practicum rotation, the student may not continue into the next practicum sequence. Any removal from a practicum due to below expectation performance, ethical issues, or site policy infractions, may cause an automatic U. The student will have one term to repeat the practicum, either at the same or a different site location. If a second U is given, the student will be removed from the program.

Transfer Credits

These are graduate credits transferred from another institution. Transfer credit must be approved by the Speech-Language Pathology Program Director, and must be signed] by the student, the Speech-Language Pathology Program Director and the School of Education Dean.

Inactive Status

A student will be assigned to inactive status if they fail to enroll in classes for one semester without formal approval. Should the student wish to return to the program, they will need to reapply.

Leave of Absence

Students in good standing may request a leave of absence for approval by the Speech-Language Pathology Program Director and School of Education Dean. The leave of absence must be requested by the last day of enrollment for the semester that the leave is to begin. The student will not be required to maintain continuous registration. Usually, a leave of absence is approved for one or two semesters. The leave of absence request may be extended by the student filing an additional leave of absence form[\[a4\]](#). Students must be aware that courses are offered only once a year in sequence, and therefore an individual degree plan would need to be revised with the Speech-Language Pathology Program Director. The revised degree plan must be submitted and signed by student, Program Director and School of Education Dean before the start of the resuming semester's courses.

COURSE SCHEDULES

Full Time Track

Total program - 54 credit hours (new degree plan as of fall 2021)

Fall Year 1 (14 credits)

SPA 752 Fluency – 3 credits

SPA 660 Advanced Speech Sound Disorders- 3 credits

SPA 751A Aphasia – 3 credits

SPA 720 Research Design- 3 credits

SPA 759A Seminar I in Clinical Procedures – 2 credits

Spring Year 1 (14 credits)

SPA 667 Language Assessment and Intervention- 3 credits

SPA 777 Swallowing and Swallowing Disorders -3 credits

SPA 753 Motor Speech- 3 credits

SPA 751B Cognitive Communication Disorders -3 credits

SPA 759B Seminar II in Clinical Procedures- 2 credits

Summer, Year 1 (8 credits)

SPA 762 Voice – 3 credits

SPA 690A Special Topics in Speech Language Pathology

(laryngectomy/oral cancer/trach&vent) – 1 credit

SPA 690B Special Topics in Speech Language Pathology

(cleft palate and craniofacial anomalies) – 1 credit

SPA 759C Seminar III in Clinical Procedures- 3 credits

Fall Year 2 (9 credits)

1st 8 weeks: SPA 790A Practicum Externship I Beginning-4 credits

2nd 8 weeks: SPA 790B Practicum Externship II Intermediate-4 credits

SPA 690 Special Topics in Speech Language Pathology (Aural rehab/hearing issues) -1 credit

Spring Year 2 (9 credits)

SPA 790C Practicum Externship III Advanced (8 credits)

SPA 690 Special Topics in Speech Language Pathology (Multicultural issues)- 1 credit

Part Time Track

(Updated Jan. 2022)

Total program – 48*- 58 credit hours * depends on clinical skills and experience

*** As of fall 2022, pending curriculum approval*

****Below is an example of the schedule of coursework and is subject to change*

Fall Year 1 (6 credits)

SPA 660 Advanced Speech Sound Disorders- 3 credit

SPA 720 Research Design- 3 credit

Spring Year 1 (6 credits)

SPA 667 Language Assessment and Intervention - 3 credit

SPA 751A Aphasia - 3 credit

Summer, Year 1 (4 credits)

SPA 690D Special Topics in Speech Language Pathology (Multicultural issues) – 1 credit

SPA 690C Special Topics in Speech Language Pathology (Aural rehab & hearing issues) – 1 credit

SPA 759A Seminar I in Clinical Procedures – 2 credit

Fall Year 2 (8 credits)

SPA 753 Motor Speech – 3 credit

SPA 751B Cognitive Communication Disorders – 3 credit

SPA 759B Seminar II in Clinical Procedures – 2 credit

Spring Year 2 (6 credits)

SPA777 Swallowing and Swallowing Disorders - 3 credit

SPA 759C Seminar III in Clinical Procedures – 3 credit

Summer, Year 2 (4 credits)

SPA 790A Practicum Externship I Beginning - 4 credit

Fall Year 3 (5 credits)

SPA 762 Voice – 3 credit

SPA 690B Special Topics in Speech Language Pathology (Cleft Palate-Craniofacial anomalies) – 1 credit

SPA 760A Advanced Practicum in schools -1 credit

Spring Year 3 (5 credits)

SPA 752 Fluency – 3 credit

SPA 690B Special Topics in Speech Language Pathology (laryngectomy/oral cancer/trach & vent) – 1 credit

SPA 760B Advanced Practicum in schools -1 credit

Summer Year 3 (4 credits)

SPA 790B Practicum Externship II Intermediate 4 credits

COURSE DESCRIPTIONS

SPA 660 – Advanced Speech Sound Disorders

SPA 660 is designed to expand student's knowledge of phonological development, disorders, and treatments. The course provides opportunities to compare and contrast disorders of phonology with disorders of articulation. Assessment and treatment methods are covered in depth and students are provided with theoretical and clinical information to hone their skills in working with children exhibiting these language-based speech sound disorders. Prerequisite(s): Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology.

SPA 667 – Language Assessment and Intervention

Assessment and intervention of communication and language disorders in children. Prerequisite: Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology or permission of Program Director for special considerations.

SPA 690A – Special Topics in Speech Pathology – Communication with Alaryngeal Speech, Oral Cancer, Trach/Vent

Specialized and advanced instruction in communication needs of people post-laryngectomy, with oral cancer and/or tracheostomy & ventilation for Speech-Language Pathology. Co-requisite or Prerequisite(s): SPA762 Voice. Prerequisite: must be an admitted, degree-seeking student in the MEd in Speech Language Pathology, permission of Program Director for special considerations

SPA 690B – Special Topics in Speech Pathology – Cleft Palate and Craniofacial Anomalies

Specialized and advanced instruction in communication and swallowing needs of people with cleft palate and craniofacial anomalies, with focus in children. Co: Requisite or Prerequisite(s): SPA 762 Voice, SPA 753 Motor Speech. Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology or permission of Program Director for special considerations.

SPA 690C – Special Topics in Speech Pathology – Aural Rehab and Issues in Hearing Impaired

Seminar in communication issues that occur in children and adults who are deaf, hard of hearing. Rehabilitation or habilitation techniques of speech-language pathology. Prerequisite(s): Course in audiology at undergrad level or post-bacc level, and must be an admitted, degree-seeking student in the MEd in Speech Language Pathology or permission of Program Director for special considerations.

SPA 690D – Special Topics in Speech Pathology – Multicultural Issues in Speech Pathology

Seminar in multicultural and linguistic issues in children and adults. Prerequisite(s): Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology or permission of Program Director for special considerations.

SPA 690E – Special Topics in Speech Pathology –to be determined

Seminar in speech language pathology issues. Prerequisite(s): Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology or permission of Program Director for special considerations.

SPA 720 – Research Design

Evaluation of research in speech-language pathology, with an emphasis on reading, understanding, and evaluating existing research, as well as an overview of research design. Prerequisite(s): Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology, or permission of Program Director for special considerations.

SPA 751A – Aphasia

Acquired language disorders related to central nervous system deficits. Prerequisite(s): Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology or permission of Program Director for special consideration

SPA 751B – Cognitive Communication Disorders

Diagnosis and treatment of cognitive-linguistic disorders related to central nervous system deficits. Prerequisite(s): Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology or permission of Program Director for special considerations.

SPA 752 – Fluency

Disorders of speech rhythm and fluency. Emphasis on etiology, diagnosis, and methods of treatment in children and adults. Prerequisite(s): Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology or permission of Program Director for special considerations.

SPA 753 – Motor Speech

Causes, assessment, and treatment of motor speech disorders in children and adults. Prerequisite: Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology or permission of Program Director for special consideration.

SPA 759A – Seminar I in Clinical Procedures

A seminar addressing clinical skills and ethics, documentation, interprofessional interactions, while providing introductory on-campus practicum opportunities. Prerequisite: Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology.

SPA 759B – Seminar II in Clinical Procedures

A second seminar addressing clinical skills and ethics, documentation, interprofessional interactions, while providing intermediate on-campus practicum opportunities. Prerequisites: SPA 759A. Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology.

SPA 759C – Seminar III in Clinical Procedures

The third seminar addressing clinical skills and ethics, documentation, interprofessional interactions, while providing advanced on-campus practicum opportunities.

Prerequisites: SPA 759B. Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology.

SPA 760A – Advanced Practicum I in Schools

Speech-language pathology clinical training opportunity in a school-based setting.

Prerequisite(s): SPA 660, SPA 667, SPA 759A, SPA 759B, SPA 759C. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

SPA 760B – Advanced Practicum II in Schools

Speech-language pathology clinical training opportunity in a school-based setting.

Prerequisite(s): SPA 660, SPA 667, SPA 760A. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

SPA 760C – Advanced Practicum III in Schools

Speech-language pathology clinical training opportunity in a school-based setting.

Prerequisite(s): SPA 760B. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

SPA 760D – Advanced Practicum IV in Schools

Speech-language pathology clinical training opportunity in a school-based setting.

Prerequisite(s): SPA 760C. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

SPA 762 – Voice

Etiologies, diagnosis, and treatment of voice disorders. Prerequisite(s): Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology, or permission of Program Director for special consideration.

SPA 777 – Swallowing and Swallowing Disorders

Speech-language pathology assessment and intervention strategies for persons with dysphagia (deglutition and swallowing impairments). Prerequisite(s): Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology. Pre- or Co-requisite SPA 753 Motor Speech

SPA 790A – Practicum Externship I Beginning

Beginning off-campus clinical experience in the assessment and treatment of children and adults with a variety of communicative disorders. Prerequisite(s): SPA 759A; SPA 759B; SPA 759C. Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology. S/U grading only.

SPA 790B – Practicum Externship II intermediate

Intermediate level off-campus clinical experience in the assessment and treatment of children and adults with a variety of communicative disorders. Prerequisite(s): SPA 759A; SPA 759B; SPA 759C, SPA 790A. Must be an admitted, degree-seeking student in the MEd in Speech Language Pathology. S/U grading only.

SPA 790C – Practicum Externship III Advanced

Advanced clinical experience in the assessment and treatment of children and adults with a variety of communicative and/or swallowing disorders. Prerequisite(s): SPA 790A; SPA 790B. Must be an admitted, degree-seeking student in the full-time MEd in Speech Language Pathology. S/U grading only.

SPA 790D – Practicum Externship IV Advanced

Advanced clinical experience in the assessment and treatment of children and adults with a variety of communicative and/or swallowing disorders. Prerequisite(s): SPA 790A; SPA 790B. Must be an admitted, degree-seeking student in the part-time track of the MEd in Speech Language Pathology. S/U grading only.

CLINIC SECTION OF HANDBOOK

NOTE: A criminal background check and a drug screen may be required for placement at practicum sites. Placement at any practicum site is expressly the decision of the site, and is based on the recommendation from the Clinical Director.

Clinic Hours requirements

ASHA requires at least 400 hours of clinical experience to satisfy professional certification standards. Typically, each graduate student clinician will accrue at least 375 hours of clinical experience throughout their graduate program. Student must meet the minimum hours, but also meet the ASHA Standards IV-A through IV-G and Standards

V-A through V-C: “sufficient in depth and breadth to achieve the specified knowledge and skills outcomes.”

Prior Clinical Practicum Hours

Students may provide evidence of prior clinical practicum hours obtained under a licensed and ASHA certified clinician while in a speech pathology program. The student may be given credit for 25 hours of observation, and up to 50 hours of direct diagnostic or treatment hours, under the discretion of the Program Director and Clinic Director. Prior clinical hours must show evidence of a minimum of 25% supervision by a licensed and ASHA certified clinician, and indicate distinction of diagnostics vs. treatment, type of disorder, and age of client.

ASHA Code of Ethics (2016)

All students are required to be familiar with the ASHA code of ethics for professional conduct in the classroom, clinic, and in research activities. You are required to abide by the code. A violation can result in dismissal. In addition, you should be expecting your clinical supervisors to do so as well. If you have any concerns, please alert the Clinic Director or the Program Director.

<https://www.asha.org/code-of-ethics/>

Attendance in on Campus Practicum related to SPA759 series

Student clinicians are expected to be at clinic at least 15 minutes prior to the client's appointment time or when requested by the supervisor.

Student clinicians are expected to be 100% present for assigned sessions. If there is a serious reason for an absence, the following steps should occur:

1. Notify the supervisor and the clinic director immediately via email (same email).
2. Discuss with supervisor as to who will reach out to the client (will appointment be changed to Zoom, be covered by another clinician, or cancelled).

3. A make-up session would be advisable if supervisor approves.
4. If a group session is missed, then an extra activity may be assigned to the clinician.

If session is telehealth, and there is more than one clinician, the expectations are the same.

A prolonged serious situation or illness, must be discussed with the Clinic Director, who may recommend either a course withdrawal or arrange a make-up plan, if time permits. If the issue occurs past withdrawal date, then the grade will be affected, and the student may need to retake the course.

More than 1 no-show/no-call absence will result in a meeting with the Clinic Director and a clinical warning. Any beyond 1 no-show/no call absence may result in unsatisfactory grade and the student will need to retake the course.

Attendance in Externship Practicum Sites related to SPA790 series and SPA760 series

Student clinicians are expected to be in attendance in externship practicums (SPA790 series and the SPA760 series) 100% of the time. The days and times of the externship are set by the supervisor and must be adhered to by the student, unless the clinic director has set-up a different schedule with the supervisor.

Student clinicians are expected to be on-time and ready for sessions as directed by the site supervisor. Any dates that the student is not available during the semester (e.g., wedding, travel, family event, etc.) should be clearly communicated at the start of the semester with the site supervisor and the clinic director. These dates must be included on the supervisor-student contract before the externship starts.

If there is a serious reason for an absence, the following steps should occur:

1. Notify the site supervisor and the clinic director immediately via email (same email).
2. Discuss with the supervisor as to when you will return to the site.
3. If make-up sessions are required, make-up days will be scheduled with the supervisor and clinic director.

A prolonged serious situation or illness, must be discussed with the Clinic Director, who may recommend either a course withdrawal or arrange a make-up plan, if time permits. If the issue occurs past withdrawal date, then the grade will be affected, and the student may need to retake the course.

HIPPA Compliance and Confidentiality

1. All information concerning clients is confidential. Instruction in specific guidelines

regarding Protected Health Information (PHI) as it relates to HIPAA (Health Insurance Portability and Accountability Act) will occur during orientation.

2. Clients may be discussed with supervisors, SLP faculty members, and SLP students only when such discussions serve a clinical or educational purpose.
3. Clients are not to be identified or discussed with friends, roommates, or any other person outside of the Clinic.
4. Extreme care should be taken when having conversations in the Clinic facility as clients and families are likely to be within hearing distance. Please follow confidentiality guidelines.
5. Material from electronic documentation system may not be copied or stored in another location.
6. No videotaping, or cell phone videos of clinic sessions. Any evidence of client material (text, picture, or video) on social media will result in immediate dismissal from the program.
7. Written drafts of reports and other client notes must be destroyed. Take these items to a shredding box (near copiers).
8. Student clinicians are not to exchange information regarding clients with other agencies without permission from the supervisor and a signed release from the client/guardian.
9. At no time should student clinicians be engaging in speech/language-related discussion about and/or regarding clients outside of the Clinic facility. Additionally, suggestions/materials should not be provided to the client or family unless done so under the direction of the supervisor during the time therapy services are being provided at the Clinic.

Liability Insurance

Graduate student clinicians must obtain liability insurance through the NSC annually before any client is assigned. Information will be provided at orientation.

Immunization

Some clinical placement sites require that graduate student clinicians comply with the facility's employee immunization policies and procedures and/or sign a waiver of liability.

CPR

Graduate student clinicians must show proof of CPR training each semester.

Documentation Process

- The clinical scheduling, paperwork, report writing will be created using an electronic clinical report writing program, such as ClinicNote.
- You will not be allowed to put client paperwork on your computers, phones, or tablets. Any evidence of will violate clinic guidelines.
- Health Insurance Portability and Accountability Act rules apply

<https://www.hhs.gov/hipaa/for-professionals/index.html>

Tracking of Clinical Hours

Each clinician is responsible for keeping track of his/her own clinical clock hours, and enter hours into CALIPSO. Clinical supervisors (state licensed and with active ASHA CCCs) will approve hours and complete clinical assessments of students each semester. When counting clock hours, ASHA allows you to count only that time spent directly with clients. Hours spent preparing for sessions, waiting for clients, meeting with supervisors, etc. may not be counted. Actual session length should be recorded; i.e., ASHA does not allow 45-minute sessions to be "rounded" to an hour. Each clinician

gets approved by their supervisor(s) for supervised before leaving at the end of each semester. CALIPSO will maintain student records for six years after graduation, but students are encouraged to also keep personal paper or digital records.

Timelines Fall Year 1

1. Initiate activation of CALIPSO program by Week 2 of Seminar in Clinical Procedures meeting.
2. Friday of each week, input any clinical hours obtained that week.
3. You are responsible to be sure your supervisor signs off on the hours, no later than 2 weeks post service date.
4. By Oct 15, complete a midterm self-evaluation on CALIPSO;
5. Advisor meetings week of October 20, with performance feedback from clinical supervisors' reviews and personal goals set. Any academic concerns should also be addressed. Registration for Spring by Nov 26.
6. All clinical activities must be completed by Dec 10, with final self-evaluation on CALIPSO. Any special contract arrangements with externships that extend beyond Dec 10, must be approved by the Clinic Director.
7. By December 9, complete a final self-evaluation on CALIPSO.
8. Advisor meetings the week of December 9 to review self-evaluation , status of

midterm goals and finalizing Clinical Grade, Clinical Hours and Clinical Documentation. 7. Program Director will update academic KASA on CALIPSO upon review of final grades; and Clinic Director will update clinical KASA on CALIPSO upon review of supervisor feedback and grades.

Policy and Procedures for Clinical Sites Selection

The graduate program is developing a wide range of clinical sites for the graduate clinical education program. Each student will obtain opportunities with culturally and age diverse range of clients, and receive experience in the areas of articulation, fluency, voice & resonance, language, hearing, swallowing, cognition, social aspects of communication, and augmentative and alternative communication needs. Some of the opportunities will be within our on-campus clinic. The remaining will be in off-campus clinical sites (also referred to as external practicum). In order to provide those opportunities, the program will first evaluate the site and obtain contract agreements. Note: Students may suggest practicum locations to the Clinic Director, but must not make initial contact.

Policy and Procedures for Monitoring the Clinical Education in External Facilities

Once a student is placed in an approved external practicum, the placement site will provide clinical orientation, an appropriate period of observation, and clinical training and supervised hours. The NSC Speech-language pathology clinic director will be responsible to verify each stage. All approved supervisors must have license to practice speech-language pathology in Nevada (or in the state of the service), active ASHA Certificate of Clinical Competence, have completed a minimum of 2 hours of clinical supervisory training, and have at least 2 years of experience as a speech-language pathologist. The supervisors must have provided written verification of the above to the program, and have been approved by the NSC Speech-Language Pathology program. (see Policy and Procedure for Clinical sites- clinical population and personnel).

The clinical opportunities and supervision provided by the site will meet the minimum standards mandated by the 2020 standards and Implementation Procedures for the Certificate of Clinical competence in Speech-Language Pathology (<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>), including abiding by the ASHA Code of Ethics (<https://www.asha.org/Code-of-Ethics/>).

All supervisors must have reviewed Standard V-C as retrieved from <https://www.asha.org/Certification/2020-SLP-Certification-Standards/> and attend to the following key points (see link for full list):

- *“Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum.”*

- *“When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up.”*
- *When using clinical simulations (CS), “Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.”*
- *“Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the individual receiving services or the individual's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services.”*

Monitoring will be accomplished in three ways

1. The student's input: The student will track her clinical hours, service delivery, and types of clients using CALIPSO. The student will be responsible to share with the clinic director if the clinical experience is not meeting the contractual agreements for either population types, number of hours, or degree of supervision. The student must complete a supervisor evaluation at midterm and at the end of the term.
2. The clinic director's supervision: The clinic director will be primarily responsible to monitor the input of clinical experience data on CALIPSO from the student clinicians, and will review midterm and final supervisor evaluations both from students regarding supervisors, and supervisors regarding students. The clinic director will follow-up with the supervisor by phone, email or in-person at least once pre-midterm, and once post midterm regarding the success of the placement. For any new practicum site, an in-person direct visit must occur during the term. The clinic director will serve in a liaison role between NSC, the student, and the supervisor, and the site primary contact person. The clinic director may request the duties be shared by the program director or additional clinical supervisors as our program develops.
3. The student's advisor: The student's graduate advisor is available as an additional source for the student to share concerns anytime during the term. If the students' feedback indicates a concern in the clinical education, that advisor may alert the clinic director.

Removal from a Practicum due to Site Issue

If removal from a practicum is due to an issue with the site or supervisor, attempts

will be made to provide additional site location that term. The student would individually work with the clinic director to determine a new plan. (see Academic section for Unsatisfactory performance issue).

Practicum Sequences

NOTE: A criminal background check and a drug screen may be required for placement at practicum sites. Placement at any practicum site is expressly the decision of the site, and is based on the recommendation from the Clinical Director.

Both Full-time and Part-time Cohorts will attend SPA 759A, 759B, and 759C, which are Seminar I, II, and III in Clinical Procedures, provides guided training in clinical skills with introductory practicum opportunities. Each course includes a goal of completing

10-20 clinical hours in on-campus practicum experiences, including guided SimuCase, speech and hearing screenings, case evaluations and treatment.

- SPA 759A will be introductory level for students to address clinical expectations in on-campus clinical activities. Topics will include (but are not limited to) professional behavior, how to write in clinical settings, insurance and funding issues, interprofessionalism, multicultural issues, goal setting and lesson plans. Along with the seminar will be opportunities to obtain introductory clinical hours.
- SPA 759BA intermediate level for students to address clinical expectations in on-campus clinical activities. Topics will include (but are not limited to) professional behavior, how to write in clinical settings, insurance and funding issues, interprofessionalism, multicultural issues, goal setting and lesson plans. The goal will be to complete
- SPA 759C is one of three seminar courses designed to specifically address ASHA requirements. SPA 759C will be advanced level for students to address clinical expectations in on-campus clinical activities. Topics will include (but are not limited to) professional behavior, how to write in clinical settings, insurance and funding issues, interprofessionalism, multicultural issues, goal setting and lesson plans. The SPA 759 sequences are provided by the on-campus clinic director and supervisors.

Full-time Track Externships

SPA790A Practicum Externship I- Beginning: 4 credits Year Two Fall during the 1st 8 weeks, will be your first opportunity for off-campus experiences, depending on availability and your skill level. The Clinical Director will work with you over the summer, to determine placement(s) and obtain contracts for the fall term. Depending on availability practicum may include some RiteCare clinic, on campus, and part-time off-campus, OR a full-time practicum. Students will gain experience of 50-120 hours at this level.

Satisfactory grade expectation 3.0 on 5 points scale based on final supervisory report. If more than one supervisor, the scale score will be averaged. (note that this scale is preliminary and may be adjusted before the start of the program)

SPA790B Practicum Externship II- Intermediate: 4 credits during the 2nd 8 weeks of Fall Year Two, expects increased clinical demands. Sometimes, you will continue in the same practicum, but the minimum clinical score will be higher for a satisfactory grade. Students will gain continued experience with 75-130 hours.

Satisfactory grade expectation 3.25 on 5 points scale based on final supervisory report. If more than one supervisor, the scale score will be averaged. (note that this scale is preliminary and may be adjusted before the start of the program)

SPA790C Practicum Externship III- Advanced: for 8 credits will be your final term during the Spring of Year Two. Expectations are to work in either 2 part-time off campus settings, or one full-time off campus settings. Gain experience of 100-150 hours, with CALIPSO minimum scoring expectation of 3.5 on 5-point scale. (note that this scale is preliminary and may be adjusted before the start of the program)

Part-time Track Externships

Part-time students are working in the schools with Nevada Endorsement license. SPA760A, SPA 760B, SPA 760C, SPA 760D Advanced Practicum in Schools (I-IV, respectively) is offered to provide some practicum experience in the students' actual work setting. A contractual agreement must be created with the school district- CCSD or Charter school to provide supervision. That contract must be finalized within 2 months of the start of the term.

Students must take at a minimum SPA 760A and 760B. They have the option of continuing with SPA 760C or SPA 760D in sequence, which allows up to 4 terms of supervised practicum experience in the schools. This provides the student with supervised school based opportunities that align with his/her current job, while meeting specific expectations for clinical learning and experiences as outlined with the assigned supervisor. Students must have a plan approved by the NSC clinic director, the school supervisor, and employer.

SPA 760A Satisfactory grade expectation 3.00 on 5 points scale on CALIPSO based on final supervisory report. If more than one supervisor, the scale score will be averaged. (note that this scale is preliminary and may be adjusted before the start of the program)

SPA 760B, SPA 760C, SPA 760D Satisfactory grade expectation 3.20 on 5 points scale on CALIPSO based on final supervisory report. If more than one supervisor, the scale score will be averaged. (note that this scale is preliminary and may be adjusted

before the start of the program)

The part-time students also must obtain externship opportunities to provide the range of ages and disorders that is required by ASHA. All part-time students must take SPA 790A Practicum Externship 1, and SPA 790B Practicum Externship II:

SPA790A Practicum Externship I- Beginning for 4 credits Year One Summer during the 2nd 6-weeks, will be the first opportunity for off-campus experiences, depending on availability and the student's skill level. The Clinical Director will work with the student over the spring/summer, to determine placement(s) and obtain contracts the term. Depending on availability practicum may include some RiteCare clinic, on campus, and part-time off-campus, OR a full-time practicum. Gain experience of 50-120 hours at this level.

Satisfactory grade expectation 3.0 on 5 points scale on CALIPSO based on final supervisory report. If more than one supervisor, the scale score will be averaged.

SPA790B Practicum Externship II- Intermediate for 4 credits during the Year Two Summer, expects increased clinical demands. Sometimes, you will continue in the same practicum, but the minimum clinical score will be higher for a satisfactory grade. Gain continued experience with 75-130 hours.

Satisfactory grade expectation 3.25 on 5-point scale on CALIPSO based on final supervisory report. If more than one supervisor, the scale score will be averaged.

In some situations, the student may be either needing additional clinical hours, or additional experience to meet ASHA KASA standards. In that case, the student may need an additional externship term- SPA 790D Practicum Externship IV. (note that SPA 790C is only for full-time students).

SPA790D Practicum Externship IV- Advanced for 4 credits will be offered during the Year Three Summer. Expectations are to work in either 2 part-time off campus settings, or one full-time off campus settings. Gain experience of 100-150 hours, with CALIPSO minimum scoring expectation of 3.5 on 5-point scale.

Satisfactory grade expectation 3.5 on 5 points scale based on final supervisory report. If more than one supervisor, the scale score will be averaged.

Note: Due to the individual nature of the student's program, there is an option of not obtaining Clinical hours during Year Two and Three in the Fall or Spring terms (Min of 2 terms- Max of 4 terms). And/or the student may have the possibility of not needing the final summer of SPA 790D Practicum Externship IV. Clinical learning includes not only

clinical hours, but also variety of ages, and 0diversity in types of disorders and cultures, is what is important to us at NSC. When the student has met the requirements, as demonstrated by completion of CALIPSO, then the clinical component is done. However, students may not end a contract prior to the agreed upon terms. Along each step in your training, hours and skills will be reviewed.

CLINICAL ASSESSMENT OF GRADUATE STUDENTS

Formal written evaluation of clinical skills occurs at midterm and at the end of each semester to determine each student's clinical performance, clinical competence, and clinical course grade. However, a written evaluation may be initiated during the clinical experience. Ongoing written and verbal evaluation is also provided for individual therapy/diagnostic sessions.

At the midterm and final clinical meeting with the site supervisor, your clinical strengths and weaknesses will be discussed. The Clinic Director will review and/or discuss with the supervisor your performance. If at midterm, the performance is below expected level, then an intervention plan will be developed. If the skills have not improved to the satisfactory level by the final grading, AND this is your first Unsatisfactory, then you will have one term to repeat the practicum, either at the same or a different site location. If a second U is given, you will be removed from the program, as you are not demonstrating skills that lead to ASHA certification.

SUPPLIES

EVALUATION MATERIALS

Test materials and manuals must remain in this location, with removal ONLY as needed for client service. If removed, you must sign out and indicate the name of supervisor/ or professor. Test materials must remain intact, and neatly returned to the appropriate location. Test materials must be returned immediately after use.

- ✓ Do not write on or destroy protocol sample forms. Keep these forms with the test kit. If one is missing, inform Kayla McDuffie.
- ✓ Original protocol forms may only be used with real clients, not for practice. Original protocol forms for use with clients will need to be signed out from Kayla McDuffie or the assigned monitor.
- ✓ Do not put client names on the forms, as you may be working on the data outside of clinic. Use a code number instead.
- ✓ Do not copy any materials with copyright information.

TREATMENT MATERIALS

- ✓ Treatment materials are for classroom learning, and for client use. We will have a sign-out and reserve list available. Remember that you are sharing with your colleagues, so return the materials within the next business day.
- ✓ Do not copy any materials with copyright information.
- ✓ All manipulatives must be cleaned before returning, and/or between clients.

AUDIOMETERS

- ✓ Audiometer and associated equipment may be removed as needed for client service. When removed, you must sign out and indicate the name of supervisor/ or professor. Return intact, and neatly returned to the appropriate location immediately after use. If any problems are noted with the equipment contact the clinic director.

MEDICAL EXAM GLOVES -non-powdered

- ✓ Select the size that fits you. Single use for single patient.
- ✓ If you have Latex allergy, request or use only Nitrile glove

Environmental Infection Control & Basic Housekeeping Practices

Surface Disinfection

Surface disinfection is a two-step process. The general policy is first to clean to remove gross contamination, then disinfecting to kill the germs. Sanitizing wipes or a bleach-water mixture (3 parts water: 1-part bleach) may be used for both cleaning and disinfecting. This protocol will be used on:

- a. Table tops and chairs in therapy and evaluation rooms between each client.
- b. The reception counter in the morning and after closing.
- c. Headphones used with tape recorders, delayed auditory feedback machines, and portable audiometers will be disinfected between clients using a disinfectant towelette.
- d. Any equipment routinely handled or manipulated by clients will be disinfected after each client.
- e. Therapy materials (i.e., score sheets and picture cards) that are laminated or sealed will be disinfected after each client.
- f. Objects used by clients (game pieces, toys, computer keyboards, pens, pencils, or microphones) will be disinfected after each client.
- g. Toys or objects used by clients in the waiting room will be disinfected after each client. All waiting room toys will be disinfected each week on Friday before closing.
- h. Waiting room tables, chairs, and doorknobs will be disinfected in the morning and after closing.

Surface disinfection will incorporate these steps:

1. Always wear gloves while handling or disinfecting contaminated objects or surfaces.
2. Wipe away all gross contamination using a paper towel, or coarse brush if necessary.
3. Spray surface with bleach-water or wipe with sanitizing wipes.

Waiting Room or Motivational Toys

It is assumed that toys will be mouthed by children, potentially becoming infectious.

These steps will be taken to address this issue:

1. Nonporous, easily cleaned toys will be provided. This will allow the use of a spray disinfectant or sanitizing wipes.
2. These toys will be disinfected after a child plays with them.
3. Latex/Nitrile exam gloves or household gloves will be worn when routinely cleaning toys. Gloves will be worn when handling toys known to have been exposed to bodily substances.
4. Hand washing, using a liquid medical grade antibacterial soap, will be completed after cleaning and disinfecting toys.

Controlling the Human Source of Infection

Hand Washing

1. Hands will be thoroughly cleaned before and after each client. When water is not available, a no-rinse antibacterial hand disinfectant will be used. When water is available, hospital grade medicated soap, containing emollients, will be used.
2. The hand washing procedure to be followed is: remove rings, start the water, and lather the soap, scrubbing palms, the backs of hands, between fingers, under fingernails, over the wrists, and onto the forearms. Rinse the soap off with running water, dry the hands using a paper towel, then turn off the water using the damp towel, not clean hands.
3. Hands will be washed after removing gloves, applying cosmetics or lip balm, smoking, using the toilet, and routine cleaning.
4. Hands will be washed before and after providing services to each client, eating, adjusting contact lenses, or handling waiting room toys.

Gloves

Gloves will be worn when any therapy or evaluation procedure may create exposure to bodily substances. Hearing screenings will begin with a thorough inspection of the ear and surrounding scalp and face. A determination of the need for gloves will be made. If the client has visible ear drainage, sores, or lesions, gloves will be worn before performing the screening. In addition, gloves will be worn when cleaning up spills of infectious material (e.g., blood, vomit, urine). Two pairs of gloves will be worn when treating clients known to be infected with HIV or hepatitis B. Gloves will be available in the sizes appropriate for each employee who requires them. Housekeeping will be called immediately to clean up bodily fluid spilled on floors. The clinician and client will evacuate the contaminated room and complete the therapy session or evaluation in another area.

Use the following procedure to safely remove gloves, making sure that the hands do not contact potentially infectious material on the surface of the glove. First, peel off one glove from wrist to fingertip and then grasp it in the gloved hand. Next, using the bared hand, peel off the second glove from the inside, tucking the first glove inside the second glove as it is removed. Wash hands thoroughly when completed.

Safety Procedures in Practicum

In off-campus practicum, do not accept any form of abuse (verbal or physical), sexual misconduct, or harassment from individuals in those environments. Leave the setting, and inform that supervisor that you have a safety concern and immediately contact your

NSC liaison supervisor, NSC clinic director, or NSC speech-language pathology program director. You may file a police report. Leave no patient or client unattended though. Be sure that you have left that patient or client with a responsible clinician at the setting.

In off-campus practicum if any form of abuse (verbal or physical) sexual misconduct, or harassment occurs from a patient or client, remove yourself from the client, and inform your site supervisor immediately. Inform your NSC liaison supervisor or NSC Clinic Director within 24 hours. You may have facility policies to follow at your site. Know some of our clients lack cognitive control of impulsive behaviors, judgment, and emotional responses. Some verbal and physical behaviors can occur post-seizure and are not intentional acts. Some head injured individuals and people with dementia can change demeanor and emotional reactions quickly. Your safety is important, so best to remove yourself from immediate danger and call for assistance. Do not rationalize or raise your voice with a combative client. Step back and use low tone. Always document objectively what occurred after the incident.

ESSENTIAL FUNCTIONS

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, individuals 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 graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more 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 languages. *
- ∕ 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 clients, 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 course work and professional practice.
- ∕ Convey information accurately with relevance and cultural sensitivity.

ASHA's position statement on "Students and Professionals Who Speak English with Accents and Nonstandard Dialects"

<https://www.asha.org/policy/ps1998-00117/>

Motor

A student most possesses adequate motor skills to:

- ∕ Sustain necessary physical activity level in required classroom and clinical activities. *
- ∕ Respond quickly to provide a safe environment for clients 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, etc.) safely.
- ✓ Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

Intellectual/Cognitive

- ✓ A student must possess adequate intellectual and cognitive skills to:
- ✓ Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient 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 judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- ✓ 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 to increase knowledge.
- ✓ Utilize detailed written and verbal instruction to make unique and dependent decisions.

Sensory / Observational

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- ✓ Visually and auditorily identify normal and disordered communication (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 augmentative and 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 and adjust when a client and/or client's family does or does not understand the clinician's written and or verbal communication.
- ✓ Identify and discriminate a client's spoken responses.

- ✓ Accurately monitor through both visual and auditory modalities, equipment displays and controls, including those of hearing instruments, used for assessment and treatment of patients.

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, race, religions, sexual orientation, 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 setting. *
- ✓ Adapt to changing and demanding environments (which includes maintaining 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.

CLINIC DRESS CODES

Students should wear proper attire. Please review these guidelines, and remember three cardinal rules of clinical attire:

I. IF YOU HAVE A QUESTION, ASK.

II. IF YOU ARE ASKED TO CHANGE, CHANGE.

III. IF YOU THINK IT'S A "MAYBE", DON'T WEAR IT.

Our goal in this effort is to maintain a professional appearance, which is appropriate to our setting. We **do not** feel that appropriate only means dressy, fancy, expensive, etc. We also know SLPs in other work settings may wear types of clothing we do not feel are appropriate for our clinic. For our purposes, the guidelines are:

Yes - **Business casual attire/ Sensible for your placement environment:**

- ✓ slacks, skirts (not mini-skirts), dresses, neat capris
- ✓ dress shirt, or polo shirt
- ✓ blouses, jackets, cardigans, vests
- ✓ boots, flats, loafers, heels (low to modest heels), sandals (not beach kind), clogs
- ✓ Neat t-shirts that are NSC or facility (depending on your site)

No

- ✓ sweat pants; beach flip-flops
- ✓ spaghetti straps, t-shirts that are not NSC or facility.
- ✓ jean shorts or cutoffs
- ✓ Obviously worn or torn clothing
- ✓ Perfume; any other strong fragrance,
- ✓ Any skin that would be better off being covered - including bellies, lower backs, cleavage etc. Please, no bare skin between skirt/pants and top
- ✓ Hoop earring (which can be pulled by clients), tongue piercings.

IF attire, jewelry, or tattoos are considered inappropriate by the supervisor, the clinician will be required to change clothes or cancel the session. Clinicians may consider keeping an "emergency" change of clothes in a locker, cubby or car in the case that supervisor deems attire inappropriate.

Complaint Procedures

Speech-Language Pathology Program-- Graduate Student Complaint Procedure

If you have any concern regarding your program's quality, please initiate with Step 1- informal complaint.

Step 1: Informal complaint. Speak to your professor or supervisor. Before filing a formal complaint, you should attempt to resolve the issue using your communication and professional skills. Make an appointment to meet with the faculty or staff member most directly involved in the concern.

- a. If the concern is regarding an NSC clinical supervisor or Externship supervisor, please begin by discussing with that individual. Clinic issues could include, but are not limited to, concerns with amount of clinical supervision, CALIPSO scores, amount of hours, type of feedback, etc. (See also the Externship manual <https://nsc.edu/wp-content/uploads/2021/12/NSC-Externship-Policy-Manual.pdf>)
- b. If the concern is regarding an instructor, please begin by discussing with that instructor. Academic issues could include, but are not limited to, a concern with faculty behavior or performance, course items, grading process, remediation processes, etc.

Step 2: If the issue is not resolved informally within 2 weeks, then contact the Clinic Director or Program Director (as appropriate to the concern) and follow-up with a meeting to discuss. In some cases, the directors may recommend a meeting with the student and the supervisor/instructor, and/or with the other director. The goal is to reach a positive outcome with the ability to move forward in the learning process.

Step 3: If the program does not resolve the issue within 2 weeks of contacting the appropriate director, the next step is to follow the Formal Complaint process with the Dean of Students (see instructions: <https://nsc.edu/college-policies/student-complaint-policy/>).

Students may also contact: American Speech-Language-Hearing Association, Council on Academic Accreditation (CAA) 2200 Research Boulevard, Rockville, MD 20850-3289, Telephone 301-296-5700. Procedures for Complaints to the CAA Against Graduate Education Programs: A complaint about any accredited program or program in Candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public. Criteria for Complaints: Complaints about programs must: a. be against an accredited educational program or program in candidacy status in audiology or speech-language pathology and/or

audiology, b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology (<http://www.asha.org/Academic/accreditation/accredmanual/section3.htm>), and c. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA. All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile. Additional information can be located on the ASHA website, specifically at: <https://caa.asha.org/programs/complaints/>