

TRINE UNIVERSITY
FORT WAYNE

COLLEGE OF HEALTH PROFESSIONS

**Master of Science
in
Speech-Language Pathology**

Clinical Practicum Guide

2021

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Welcome to the MS-SLP Program and Clinical Practicum!

The goal of the MS-SLP clinical education program is to provide you, the MS-SLP student clinician, with the knowledge and skills to practice as a speech-language pathologist in evolving healthcare and educational systems to serve the needs of an increasingly diverse community. Trine University and the MS-SLP program has the expectation of the highest standards of professionalism and clinical practice, and we depend on you to help us maintain this expectation.

During your MS-SLP program, you will experience a variety of clinical experiences. Each experience will increase your clinical skills and prepare you to be a speech-language pathologist. Confidence and independence will come after many hours of planning, evaluation, intervention, data collection, data analysis, and documentation.

You will be immersed in professional settings where interprofessional collaboration is key for best patient care. It is important that you become aware of your professional scope of practice through American Speech-Language-Hearing Association (ASHA) (included in this practicum guide), so that you can communicate with other professionals for the best intervention/care for the person being treated. You are the professional representing speech-language pathology on the team.

While you are working with clients, remember that their care is why we are here, and their welfare is paramount. It is with the utmost respect and dignity that we must treat each individual that is entrusted into our care. We must value each person for their differences, determine how we can assist with their communication and swallowing skills, and advocate as appropriate.

As you navigate each of your clinical experiences, the clinic director will connect you with the clinical educator at each practicum site. This person will be a valuable resource for you! Enclosed in this practicum guide you will find your responsibilities and your clinical educator's responsibilities, be prepared and know what these responsibilities are before you go to the site. Learn from this person and follow their lead.

Resources are listed throughout this practicum guide you should keep this as a reference guide, it will be a useful resource during all five of your semesters of practicum while in the MS-SLP program.

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CURRICULUM (CAA 1.9.3)

The MS-SLP curriculum is available on the [Course Catalog | Trine University](#).

Practicum hours/weeks

Practicum	Hours per week	Weeks
Practicum I (3) starts second 8-weeks	10 hours per week	8-weeks
Practicum II (3)	15 hours per week	8-weeks
Practicum III (3)	20 hours per week	12-weeks
Practicum IV (6)	30 hours per week	12-weeks
Externship (6)	40 hours per week	15-weeks

The Clinical Practicum: Degree Requirements (CAA 3.4.3, 4.4.4)

The MS-SLP program at Trine follows CAA and CFCC (ASHA) requirements [ASHA 2020 SLP certification standards link](#). During a variety of clinical experiences, students will complete clock hours (face-to-face time) toward the minimum of 400 clinical hours. At least 375 direct client contact hours must be earned during your graduate school clinical practicums and the externship. It is preferred that the twenty-five hours of guided observation be completed prior to graduate school with appropriate documentation.

Guided clinical observation will precede placement in a practicum in the MS-SLP program. Guided observation typically consists of the observer, clinical educator and client. The observer and the clinical educator will debrief following the session. Evidence to provide could include dates, hours, activities observed, and signature from a clinical educator who holds CCC-SLP.

Trine University and the MS-SLP program does not accept the transfer of clinical hours earned at the undergraduate level. Only observation hours are accepted with documentation. During the achievement of the 375 face-to-face hours earned, the MS-SLP program requires a minimum of 50 hours of treatment with adult clients, and a minimum of 15 hours of evaluation with adult clients. Further, the program requires a minimum of 50 hours of treatment with pediatric clients, and a minimum of 15 hours of evaluation with pediatric clients.

Per the CAA the program’s academic and clinical standards must include the following:

1. Nine professional practice competencies (page 15-17 in this practicum guide)
2. Foundations of speech-language pathology practice
3. Identification and prevention of speech, language, and swallowing differences and disorders
4. Assessment of speech, language, and swallowing differences and disorders
5. Intervention to decrease the impact of speech, language, and swallowing differences, and disorders

Student Learning Outcomes (CAA 2.1.1): Students who graduate from Trine's Master of Science in Speech-Language Pathology program will demonstrate:

1. The ability to evaluate, diagnose, plan and provide intervention for individuals with communication and swallowing impairments across the lifespan using an evidence-based practice framework.
2. An understanding of and observance of ASHA's code of ethics, and the standards of practice endorsed by the profession.
3. Knowledge and skills of different organizational frameworks and clinical delivery models across educational and healthcare settings.
4. The skills to contribute to the profession and the community by engaging in lifelong learning, service, and community advocacy and education.

ASHA

As the professional organization for speech-language pathologists, ASHA has many resources and benefits to being a member both as a student and professional. One benefit is that you can, as a student, attend the state and national conferences, and student conclave at discounted rates.

Trine University MS-SLP students are strongly encouraged to become student members of ASHA. The National Student Speech-Language-Hearing Association (NSSLHA) is the student organization for pre-professionals studying communication sciences and disorders recognized by ASHA. Students are advised to participate in state chapter and national activities. Students who have questions are encouraged to visit the ASHA website (ASHA.org) and speak with your academic advisor for more information.

ASHA Code of Ethics (CAA 3.10.1)

The American Speech-Language-Hearing Association (ASHA) has adopted the [Code of Ethics](#) for all speech-language pathologists. It is the responsibility of the MS-SLP student to uphold this code in all situations. Failure to uphold the ASHA code of ethics could result in the failure of a course or clinical experience, or result in removal from the program. The MS-SLP program **Code of Ethics Agreement Form** (appendix page 43) is to be signed and put into the Clinical Tracker from Castle Branch® (see page 11-13) prior to placement at a clinical practicum.

ASHA's Scope of Practice (CAA 3.2.4)

ASHA states that the Scope of Practice in Speech-Language Pathology is to:

1. Delineate areas of professional practice
2. Inform others about professional roles and responsibilities of qualified providers
3. Support SLPs in the provision of high-quality, evidence-based services to individuals with communication, feeding, and /or swallowing concerns
4. Support SLPs in conducting and disseminating research
5. Guide education preparation and professional development of SLPs to provide safe and effective services.

Refer to <C:\Users\goelzk\Downloads\ASHA's Scope of Practice> for complete information on the Scope of Practice Policy for Speech-Language Pathology.

Code of Conduct (CAA 3.8, 3.10)

To ensure consistency and compliance with all students, each MS-SLP student will be required to affirm that they have read the policies contained within this clinical practicum guide, including the ASHA Code of Ethics and ASHA Scope of Practice, and follow them as they are assigned to practicums. The MS-SLP program **Code of Conduct Agreement Form** (appendix page 43) is to be put in the *Clinical Tracker* from Castle Branch® (see page 11-13). You will be required to sign this form prior to placement at a clinical practicum.

Professional Behaviors

Professional behavior is, without exception, required. It is expected that all students demonstrate behaviors consistent with those of healthcare professionals. It is required that all students exhibit these behaviors in the classroom and clinical practicum settings, during site visits, clinical externships, and service learning activities. Failure to demonstrate these behaviors could result in failure of a course or clinical experience. Professional behaviors (listed in the MS-SLP Student Handbook) and the nine CAA professional competencies, starting on page 15, are considered required of a speech-language pathologist.

All Trine University MS-SLP students are expected to:

1. Demonstrate safe performance of activities, sensitivity to individuals, appreciation for alternate points of view, respectful communication, concern for self, cooperation with others, and acceptance of personal and corporate responsibility for the coursework.
2. Show respect for facilities and equipment in the College of Health Professions and in the clinical education settings.
3. Present an appropriate personal appearance in classrooms, laboratories, and clinical education settings and at public meetings where their identity as speech-language pathology students is apparent. Please refer to the dress code for details.

Professional behaviors are evaluated by self-assessment, clinical instructors, peers, and faculty. Written clinical instructor comments and instructor observation of student performance provide the basis for counseling on professional behavior. It is expected that most cases of professional misbehavior can be successfully corrected by sensitive discussion and counseling between the faculty and the student. A plan for intervention can be developed and implemented as needed. (see Intervention Policy)

Commitment to Diversity (CAA 1.8.1)

Trine University remains committed to cultivating diversity, inclusion and fairness. As a leading private institution of higher education, Trine fosters a culture of understanding, growth and inquiry; values the diverse qualities of its students, faculty and staff; promotes an inclusive environment free of discrimination and intolerance; and welcomes everyone. Trine will not allow discrimination and will continue to grant admission and provide educational opportunities without regard to race, age, disability, gender, gender identity, sexual orientation, marital status, national origin, religion or veteran status. The culture of Trine University dictates that these same standards of acceptance apply to all faculty, staff, alumni and community members.

Commitment to Program Quality Improvement (CAA 1.4.4., 3.9.5, 5.3.1, 5.3.2, 5.3.4, 5.3.6, 5.10.3)

The academic assessment process at Trine University is designed to measure the abilities and knowledge of students graduating from all degree programs. It also measures student satisfaction with the program.

Students will be asked to reply to surveys or questionnaires that rate the quality of instruction, the level of satisfaction with career preparation, and the overall satisfaction of the Trine experience. Occasionally, anonymous samples of student course work will be used in an assessment process.

Use of this information is vital to our program for academic credentialing with the Council on Academic Accreditation (CAA) and ASHA. Trine University is committed to providing quality educational experiences for our students. The information gathered through the assessment process provides information for continual improvement of our program.

MS-SLP Academic and Clinical Education Standing Policy

Academic and Clinical Education Requirements (CAA 5.5.4):

Students admitted to the Master of Science in Speech-language Pathology are required to meet the criteria of the program as follows:

- Earn a minimum GPA of 3.0 each semester
- Earn a minimum cumulative GPA of 3.0
- Earn no more than 6 credit hours below a B

Academic and Clinical Program Probation (CAA 4.6.6):

A student will be placed on academic probation under this condition:

- Earning a semester GPA below 3.0 once
- Upon earning an overall GPA below 3.0, the student will be referred to the Academic Review Committee.
- Following a review by the Academic Review Committee, the Dean of the College of Health Professions can place the student on probation.
- Failure of a clinical course will result in the student being placed on probation. The student will be required to repeat the clinical prior to moving forward to a more advanced practicum. Due to the cohort nature of the MS-SLP program, further didactic courses will not be permitted until the successful clinical experience has been achieved. Clinical hours obtained during an unsuccessful clinical experience will not count toward the minimum required clock hours for graduation.

Academic and Clinical Program Dismissal (CAA 3.10.2):

A student will be academically dismissed under these conditions:

- Earning more than 6 credit hours below a B
- Earning a semester GPA below 3.0 twice
- Upon earning an overall GPA below 3.0 twice, the student will be referred to the Academic Review Committee.

- Following a review by the Academic Review Committee, the VPAA can dismiss the student.

Appeals and Incomplete Grade Policy (4.3, 4.4):

The awarding of grades is the prerogative of the classroom instructor in accordance with Trine University policies. Please refer to the [Trine University Student Handbook](#) and [Trine University Course Catalog](#) for information regarding grading appeals, incomplete grade, in-progress grade, and course repeat policies.

Trine University Institutional Policy for Satisfactory Academic Progress (SAP) (4.2.3):

Federal regulations mandate that all students make satisfactory, measurable academic progress toward completion of a degree in order to receive federal assistance through Title IV federal grant, work, and loan programs; as well as all institutional and state grant/award programs. Follow this link for full information starting on page 22 [Trine University Student Handbook](#).

College of Health Professions Academic and Clinical Review Committee

The Academic Review Committee promotes adherence to academic standards and program-specific standards of conduct. The committee consists of 5 program directors, 2 ad hoc faculty, and the Dean of the College of Health Professions. Examples include but are not limited to: plagiarism, cheating on an exam, falsifying clinical documentation, failure to meet program requirements for academic standing such as GPA, course repeats, progression, etc. Other instances of misconduct, specifically non-academic behavior, are referred to the dean of students (DOS) by the program director immediately after the incident occurs as outlined in the University handbook.

Steps for the Academic and Clinical Review:

Step 1: Program level investigation and recommendation from the program director submitted to the dean of CHP who convenes the Academic Review Committee.

Step 2: Academic Review Committee examines evidence, student statement (s), and policy before making a recommendation.

Step 3: Dismissal recommendations are forwarded to Vice-President of Academic Affairs (VPAA) and DOS. Non-dismissal decisions are at the level of the dean of CHP’s discretion.

Step 4: VPAA and DOS review investigation documentation and recommendation from the dean of CHP. Render final decision on the dismissal and information the student, dean, and program director.

ACADEMIC STANDARDS

Grading System (CAA 1.9.3, 5.1.3)

A	Very Good to Excellent	4.0	90-100%
B	Good to Very Good	3.0	80-89%

C	Fair	2.0	70-79%
D	Poor	1.0	60-69%
F	Failing	0.0	<60%

- <80% for a final course grade is not considered within academic standing for the MS-SLP program (see below)
- <80% on a course assignment, examination, or at midterm on a practicum would result in a referral to the Student Success Committee for assistance on intervention. (See Academic and Clinical Intervention Policy)

Academic and Clinical Advising Policy (CAA 2.2.2B, 4.3, 4.4, 4.6.1, 4.7, 5.1)

The academic advisor is responsible for advising students in didactic education. The advisor will provide support to the student throughout the academic coursework.

During these academic advising sessions, a review is completed of the student's progress toward achieving knowledge and skills. The CALIPSO tracking form is utilized and documented during this session.

Clinical Advising is completed by the clinical director and others as assigned. This advising will support the student, the clinical educator and other supervisors during the student's practicum experiences.

Each student in the MS-SLP program will meet with their academic and clinical advisors during each semester.

If there are concerns regarding performance in either course work or practicum skills, your advisor is there to assist with an intervention plan. This intervention plan will be carried out by the student while being monitored by the academic or clinical advisor. (See section on grading for further information on the intervention plan.)

INTERVENTION PLAN POLICY

Academic and Clinical Intervention (CAA 4.3.1)

Should a student have difficulty achieving a learning outcome during an academic course or practicum, have an assignment grade below a "B," or demonstrate difficulty with clinical skill levels as indicated by a clinical educator that could cause the student to fail the practicum, a team meeting will occur. For a clinical intervention, the team will consist of the clinic director, student clinician, and clinical educator. For academic intervention, the team will consist of the course instructor, the student and the student's academic advisor. Should an additional person be required, the program director can assist in an intervention meeting/plan creation.

Academic and Clinical Intervention Plan (CAA 4.3.2)

A written Intervention Plan (form Appendix page 33) will be created with a specific timeline for completion, with expected outcomes, and selected tasks for the student to complete outlined. The plan will be signed by each member of the team.

Selected tasks for the Intervention Plan are to be guided by the clinic director and/or clinical educator. Selected tasks can include, but is not limited to the following examples:

- Observation of therapy session with targeted skill being modeled

- Assigned readings from the clinical educator
- Simulated exercises
- Role-playing exercises with an assigned partner and task

At the end of the allotted timeline, the student's skills will be reassessed by the clinical educator. At that time the student clinician, clinical educator and clinical director will meet again to determine the outcome of the Intervention Plan. Action steps could be continuation of the plan, conclusion the Intervention Plan as successful, and/or clinical probation.

A copy of the completed Intervention Plan is to be sent to the program director for review and placement in the student's file.

Castle Branch

Clinical Tracker from Castle Branch® is an easy to use platform that the MS-SLP program utilizes as a database to collect and store information related to your personal health information and information that pertains to clinic [Castle Branch link](#). Registration for *Clinical Tracker* from Castle Branch® is a part of your orientation packet information. **Note:** you will be required to pay a fee for services for Castle Branch® Clinical Tracker to store your personal information for your clinical experiences.

Once you have completed reading the policies that are contained within this clinical practicum guide, you will log-in to your Castle Branch® account and sign *code of conduct form* (page 43) to all policies contained within the practicum guide.

Information regarding immunizations and health insurance must be entered into Castle Branch® prior to placement for a practicum. Information that will be contained on Castle Branch® and updated prior to clinical rotations are the following:

Certificate of Liability Insurance

All students are provided professional liability insurance through Trine University. Professional liability insurance covers activities completed as Speech-Language Pathology students in the classroom, laboratory educational experiences, and clinical education experiences. A student's professional liability insurance does not cover the student in activities outside the domain of the MS-SLP program (e.g. while employed as a SLP-A or aide). Proof of professional liability insurance by clinical sites is available upon request from the Clinic Director.

Health Insurance

Students will be expected to show proof of coverage for personal health insurance before the start of the program and maintain coverage throughout the professional program. Students are required to submit a copy of their health insurance card annually to the program. Copies of insurance cards will become part of the students' clinical education file.

Substance Abuse Testing (CAA 3.8.4)

Students are required to consent to and pass a substance abuse test prior to being placed on clinical practicums. Some full-time clinical education experiences have additional testing requirements.

Immunizations

Immunizations are based on Centers for Disease Control recommendations for Health Care Providers and requirements of our affiliating health care institutions. Completion of the **MS-SLP Program Health Clearance & Vaccination Form** (pages 39-40) is to be completed and uploaded to Castle Branch with Immunization, Titers, Vaccination, and TB information.

Titers (require blood to be drawn)

Titer results indicate immunity to the conditions listed below. Vaccinations alone do not meet the Center for Disease Control (CDC) recommendations for Health Care Providers.

Our clinical partners require that we follow CDC recommendations. Therefore, they are program requirements:

- Hepatitis B - Antibody IgG
- Measles (Rubeola)
- Mumps
- Rubella
- Varicella

Vaccinations

Tetanus, Diphtheria, Acellular, Pertussis (Tdap) is required within 10 years of anticipated graduation date.

Annual TB Screen (CAA 3.8.4)

- Option 1 - TB Blood Draw (also called the interferon-gamma release assays or IRGAs): There currently are two types of IRGAs used in the US: QuantiFERON®–TB Gold In-Tube test (QFT-GIT) and T-SPOT®. TB test (T-Spot). Either of these tests are acceptable.

NOTE: Advantage – This option only requires one trip to the lab or physician office.

Disadvantage – More expensive.

- Option 2 – Multiple Step PPD/TB Screen:
 - Step 1: Have skin surface test performed
 - Step 2: Return between 48 and 72 hours after administration to have this test read
 - Step 3: Wait 1-3 weeks (10-14 days preferred)
 - Step 4: Have second skin surface test performed
 - Step 5: Return between 48 and 72 hours after administration to have this test read

NOTE: Advantage – Less expensive.

Disadvantage – Requires four trips to the lab or physician office. (If you miss a test or reading, the whole process may need to be repeated.)

Medical Contraindication/Waivers

If there is medical contraindication to any required immunization(s), verification from the primary healthcare provider must accompany the health record. When any medical contraindication exists, a waiver must be signed (form on pages 37-38) by the student to acknowledge that inadvertent exposure might occur and to release the clinical site and university from liability in the event of exposure. If signed, the waiver form must be uploaded to Castle Branch.

The form on pages 37-38 of this workbook must be signed if declining an immunization. If a student, for whatever reason, elects to waive (decline) an immunization requirement(s), placement in a clinical setting cannot be guaranteed. As such, the student may be deemed

unable to complete the required clinical education coursework. See vaccine acknowledgement form, page 41, which is required by the Trine University College of Health Professions.

Background Check

The purpose of the background check policy is to:

1. Promote and protect patient/client safety as well as the well-being of the campus community.
2. Comply with the mandates of clinical sites which require student background checks as a condition of their written contracts with the Master of Science in Speech-language Pathology, and Trine University.
3. Promote early self-identification of students who may be at risk for not meeting Speech-Language Pathology licensure eligibility requirements in some states due to a felony conviction.
 - o Students with an identified history of criminal activity may be at risk for not being able to successfully complete the required clinical education requirements of the MS-SLP program. Successful completion of all designated clinical education experiences is a graduation requirement for a MS-SLP degree.

NOTE: All incoming Speech-language Pathology students are required to submit to and receive a criminal background check as a condition of enrollment at the student's expense. Instructions for obtaining the initial background screening will be provided to the student at program orientation.

The MS-SLP program will track each student to ensure compliance and to verify presence of a negative criminal record. If a background check identifies a history of criminal behavior, the student may be prohibited from participation in clinical education courses. Completion of the practicum and externship courses are required for acquisition of this degree. Cases will be evaluated on an individual basis by the clinical director with consultation from the MS-SLP program director and/or other University administrative personnel. Any criminal activity in question must be disclosed to the clinical site prior to placement. Clinical sites have the right to refuse placement for any student possessing a history of criminal activity. All information gathered in the process of criminal background checks is strictly confidential. Information may not be revealed to any other party without written permission from the student. Students will have access to the results in Castle Branch

Practicum and Externship Policies and Procedures

HIPAA Training Policy (CAA 3.7.4, 3.8.4)

The Health Insurance Portability and Accountability Act (HIPAA) defines a set of uniform standards relating to the security, privacy, and confidentiality of patient health-related data. All students must participate in HIPAA training prior to participation in clinical and/or patient-related activities. This training is to orient the student to concepts of confidentiality, appropriate access of information, and appropriate release of information procedures for protected health information. Students must pass a post-test and receive a certificate of completion to meet this requirement. Students may not participate in any clinical practicum or externship or patient-related activity unless certification is current. A \$15 HIPAA course is provided on Castle Branch [Castle Branch link](#).

OSHA Training Policy (CAA 3.8.4)

The Occupational Safety and Health Administration (OSHA) has defined requirements which specify the protective measures all healthcare personnel are required to perform in order to prevent the spread of communicable disease. All students will participate in Blood-borne Pathogens Training prior to participation in clinical and/or patient-related activities. A \$15 OSHA training is provided on Castle Branch [Castle Branch link](#).

MS-SLP Program First Aid/CPR Policy (CAA 3.8.4)

All students in the MS-SLP program are required to obtain and maintain certification in First Aid/CPR/AED training. There is a Red Cross sponsored on-line courses available at [Red Cross adult - child- baby- CPR and first aid](#). Current price (September 2021) is \$35.00. Students may not participate in any clinical or patient-related activity unless CPR certification is current.

Cellphone and Electronic Use Policy

Appropriate conduct in every teaching environment in the MS-SLP program promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach or student learning is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom.

Examples include but are not limited to: ringing cell phones, text messaging, watching videos, playing computer games, accessing email, instant messaging, or surfing the internet on your devices. Students who participate in disruptive behaviors will be asked to leave the classroom. Students are expected to follow these simple regulations to avoid the inappropriate use of technology in the classroom:

1. All cell phones must be turned off while in class and be stored away from the study space.
2. If expecting a critical health or family-related call, please inform the instructor prior to start of class. Please sit nearest the door and leave class when your phone alerts (silently) that your call has arrived.
3. Laptop computers, iPads, etc., are to be used for note-taking only, unless specifically addressed by the instructor of record.
4. If electronic devices are improperly used, a verbal warning will be issued first, followed by a request from the instructor for the student to leave the class.

Social Media Policy

Trine University MS-SLP students are expected to follow professional guidelines set forth by the University and ASHA. Students are expected to be professional at all times while representing the University. This includes the appropriate use of social media. Access the ASHA's position on use of social media at [Issues in Ethics: Ethical Use of Social Media](#).

The student will abide by the following:

1. Standards of professionalism are the same online as in any other setting.
2. MS-SLP students must not share or post identifiable patient or university information or photos
3. Maintain ethically prescribed professional client-SLP, faculty-student boundaries while a student at the University.
4. Do not make disparaging remarks about patients, employers, healthcare agencies, co-workers, peers, faculty or staff, even if they are not identified by name.

5. MS-SLP students must be aware that clients, colleagues, institutions, and employers may view postings.
6. Promptly report a breach of confidentiality or privacy.

Activities that May be Grounds for Dismissal from the MS-SLP Program (CAA 3.10B.2)

1. Publishing, discussing, or sharing in any way the health information of other individuals. Be aware that removal of an individual's name or use of a pseudonym does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or posting of patient stories and/or pictures (such as a before/after photograph of a patient having surgery, a photograph of a patient participating in speech-language pathology, or a photograph of the contents of a patient's room) may still allow the reader to recognize the identity of a specific individual.
2. Claiming to be an official representative or spokesperson for Trine University or its entities, including the Master of Science in Speech-language Pathology.
3. Assuming the identity of another person or otherwise attempting to obscure one's own identity as a means to circumvent the prohibited activities outlined in this policy.

Unprofessional Behavior that May be the Basis for Disciplinary Action (CAA 3.10B.2)

1. Using vulgar language.
2. Using language or photographs that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity, or sexual orientation.
3. Publishing or sharing in any way personal photographs or photographs of oneself or others that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity.
4. Publishing, discussing, or sharing in any way potentially inflammatory or unflattering material on another individual's website (e.g. on the "wall" of that individual's Facebook site).

Professional Practice Competencies (CAA 3.1 B) (Documentation Guidance: 2017 Standards for Accreditation):

Accountability

- Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.
- Understand the fiduciary responsibility for each individual served.
- Understand the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.).
- Use self-reflection to understand the effects of his or her actions and make changes accordingly.
- Understand the health care and education landscape and how to facilitate access to services.
- Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values. Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.

Integrity

- Use the highest level of clinical integrity with each individual served, family members, care givers other service providers, students, other consumers, payers; and

- Understand and use best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.

Effective Communication Skills

- Use all forms of expressive communication – including written, spoken, and non-verbal communication – with individuals served, family members, caregivers and any other involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.
- Communicate – with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.

Clinical Reasoning

- Use valid scientific and clinical evidence in decision making regarding assessment and intervention.
- Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.
- Use clinical judgment and self-reflection to enhance clinical reasoning.

Evidence-Based Practice

- Access sources of information to support clinical decisions regarding assessment and intervention and management.
- Critically evaluate information sources and apply that information to appropriate populations.
- Integrate evidence in the provision of speech-language pathology services.

Concern for Individuals Served

- Show evidence of care, compassion and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and
- Encourage active involvement of the individual served in their own care.

Cultural Competence

- Understand the impact of their own set of cultural and linguistic variables on delivery of effective care. These include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
- Understand the impact of the cultural and linguistic variables of the individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
- Understand the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.
- Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services.

Professional Duty

- Engage in self-assessment to improve their effectiveness in the delivery of services.

- Understand the roles and importance of professional organizations in advocating for rights to access speech-language pathology services.
- Understand the role of clinical teaching and clinical modeling as well as supervision of student and other support personnel.
- Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.
- Understand and use the knowledge of one's own role and those of other professionals to appropriately assess and address the needs of the individuals and populations served.

Collaborative Practice

- Understand how to apply values and principles of interprofessional team dynamics.
- Understand how to perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.

Director of Clinical Education (Clinic Director) Responsibilities

The MS-SLP clinic director is responsible for coordination of practicum and externship placements for students enrolled in this program. Recruitment of clinical educators and facilities are the responsibility of the clinic director. The clinic director will establish or determine that the affiliation agreement with each practicum site is current prior to placement of a student at that site. Further, the clinic director will ensure that the clinical educator, who will be supervising a MS-SLP student clinician, is appropriately vetted and holds current ASHA certification and Indiana State licensure.

The clinic director is responsible for placing each student at a clinical placement and notifying students of their clinic placements. Progress toward goals and clinical course objectives are monitored by the clinic director. Progress toward achievement of the CAA Knowledge and Skills is also monitored by the clinic director. Should a concern arise in a clinical skill area, the clinic director will assist the student clinician and clinical educator with an Intervention Plan.

Open lines of communication are essential for the clinic director, clinical educator and student clinician, in order for there to be successful completion of the practicum. The clinical director will complete a site visit at least one time per semester for practicums 12-weeks and longer (externship). Also, the clinic director will meet with each student at least one time per semester to discuss the next semester's placement in a clinical practicum/externship. The clinic director counsels students individually on clinical performance and professionalism.

The clinic director will submit practicum grades from CALIPSO to the Trine University system. The student and clinical educator are responsible for completing all supervision documentation prior to submission of grades by the clinic director.

Practicum Placement Policy (CAA 3.1B 12, 3.3, 3.4, 3.6, 3.7, 3.9, 4.2)

Each MS-SLP student will rotate through different placements to include but not limited to the Trine Speech and Language Clinic (TSLC), a hospital setting, a skilled nursing facility, a school setting, a rehabilitation setting (inpatient or outpatient), or a specialty area (pediatrics, ENT

clinic, etc.). These sites will provide you an array of practice for your clinical experiences. MS-SLP students will be selected for a practicum based on a variety of factors. Placement of a student at a practicum site will be based on knowledge, skills, abilities, and schedule. Practicum assignments will be at the discretion of the clinic director and/or program director.

Each MS-SLP student will be asked to complete a **Clinical Practicum Selection Form** (appendix page 30). On this form you will be asked to rank the types of placements/experiences and indicate what area of the city you live to place a consideration on location if needed.

The clinic director will take into consideration the requests and decide based on clinical experience, facility requirements and student abilities, educational and/or personal goals of the student, and any student requests.

During your fifth semester in the MS-SLP program, you will experience the entire 15-weeks in a 40 hour per week externship. By the end of the externship, it is expected that you will be serving the full caseload of your supervising SLP. Complete the **Externship Request Form** (appendix page 34) and submit to the clinic director by the end of your first semester.

Notification of Placements

Two to four weeks before the new semester the clinical director will notify the student clinician of the placement site. Practicum notification will come by email and will include the following information:

1. Site name, address, and phone number
2. Clinical educator name and contact number
3. Days/hours expected to be at practicum
4. Vocabulary/terminology specific to site (patient, client, billing, coding, etc.)
5. Services provided at this site
6. Expected attire for the practicum
7. Initial meeting will be set or the notification will instruct the student to contact the clinical educator for the initial meeting prior to the practicum start date.

Affiliation Agreements (CAA 3.9.1)

All practicum sites will have current affiliation agreements with Trine University and the MS-SLP program prior to having students placed at the clinical site. A **Student Release of Information Form** (appendix page 39-40) will be required from the student for each practicum and the externship site. The information will be annually up-loaded into Castle Branch and Trine University will release the information to the clinical site/practicum or externship with the student's signed release.

CALIPSO (CAA 3.1B.16, 3.7.1, 5.3.8)

The MS-SLP program has adopted the Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO), which manages student clinical learning and clinical competencies in a web-based format.

CALIPSO scoring is a competency-based program and adheres to the standards set forth by the Council on Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC). Students must demonstrate specified clinical competencies in order to qualify for graduation.

CALIPSO Competency-Based Scores:

1. *Not Evident*– Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of the need to change. Clinical educator must model the behavior and implement the skill required for client to receive optimal care. Clinical educator provides numerous instructions and frequent modeling. (skill is present <25% of the time).
2. *Emerging* – Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with clinical educator input. Clinical educator frequently provides instructions and support for all aspects of case management and services. (skill is present 26-50% of the time).
3. *Present* - Skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Clinical educator provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill. (skill is present 51-75% of the time).
4. *Adequate* - Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Clinical educator acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).
5. *Consistent* - Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Clinical educator serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time)

The clinical educator will rate the student on several factors, which will be calculated into one score. This information will be provided through orientation and through CALIPSO.

NOTE: Each MS-SLP student must register and pay a one-time \$100.00 user fee to CALIPSO. CALIPSO is a web-based format that will be used to track clinical hours, clinical practicum grades, and CAA professional knowledge and skills competencies throughout the program.

Clock Hour Requirements (CAA 2.3.3, 2.3.5)

The CFCC (ASHA) defines one clinical practicum hour as sixty-minutes. As the student records clock hours, only record face-to-face time with a client/patient providing direct care, when in contact with a family during assessment, management and/or counseling can be counted. There can be no rounding up of hours.

Documentation time, therapy preparation time, sanitizing, creation of therapy materials, scoring and analyzing tests, meetings regarding the client, telephone calls regarding the client, or talking to your supervisor about the client cannot be counted as billable time. This is considered *non-billed time*, not clock hours.

Student clock hours are to be tracked, submitted, approved, and calculated within CALIPSO.

CFCC Certification Competencies (CAA 4.7.2)

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is the credentialing body of ASHA. The certification competencies are based on knowledge and skills outcomes and lead to certification as a speech-language pathologist. Standard V-A to V-F

are to be completed in a graduate program. Each student should be well versed in the [2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](#) on ASHA's website as they prepare to complete their degree and pursue a clinical fellowship position.

Clinical Fellowship

Standard VII: the speech-language pathology clinical fellowship can be initiated only after all academic and clinical graduate work has been completed successfully delineated in Standards IV and V and successful completion of the Praxis ® examination. Refer to ASHA for a full description of the Clinical Fellowship ([Standard VII - Speech-Language Pathology Clinical Fellowship](#)).

Student Clinician Responsibilities

Expectation (CAA 3.10B.1)

MS-SLP student clinicians will follow the policies and procedures of the site that they are assigned. The clinical educator will discuss the rules and expectations with the student clinician during the orientation to the site. The student clinician is to take responsibility of their own learning and take a dynamic role in the practicum experience. The following is expected:

- All dates for practicum, the student will be present and prepared.
- All documentation required of the site and of the clinic director is completed on time.
- Student clinician is professional in behavior and presentation in all situations. Student clinician is participatory in all practicum experiences.
- Student clinician has read and abides by all policies and procedures of Trine University, the MS-SLP program, the clinical placement site, and ASHA.
- Student clinician will communicate any concerns during the practicum to the appropriate person.
- Student clinician will actively participate in the formal weekly meetings with the clinical educator.
- Student clinician notifies the clinical educator and the clinic director if they are unable to be at practicum (includes all late arrivals to site). Early departure from practicum requires prior approval.
- Student clinician will complete all assignments for the practicum.

Cultural Sensitivity and Diversity (CAA 3.4.3, 4.2.1)

MS-SLP student clinicians will be practicing in a variety of settings and working with a diverse population. Cultural variables, such as age, gender, occupation, sexual orientation, disability, socioeconomic status, religious beliefs, and ethnicity, can impact evaluation and intervention. It is essential for the student clinician to be sensitive to cultural influences which can be improved through greater cultural competence.

Throughout the MS-SLP program, students will construct an understanding of cultural and linguistic factors that occur during the delivery of therapy services. This construct will occur through knowledge and skills utilization. MS-SLP students will strive to understand how their own set of cultural beliefs can impact the delivery of speech and language therapy. Some of the variables that can impact this care includes, but is not limited to, age, ethnicity, national origin, race, linguistic background, religion, gender, and sexual orientation.

Equal Opportunity/Anti-Harassment

Trine University and the MS-SLP program are committed to cultivating diversity, inclusion, and fairness. Trine will not allow discrimination or harassment in any form. Trine's Equal Opportunity/Anti-Harassment Policy is on page 33 of the [Trine University Student Handbook](#). Please refer to this policy for additional information.

Class and Clinic Attendance Policy (3.10B)

Attendance to your practicum placement is expected. In the event that you are unable to attend you will notify the clinical educator and the clinic director. The facility/site will have a protocol for you to follow should you have an unexpected emergency. The clinical educator together with the clinic director will determine if you will be able to 'make up' the missed hours with the clients.

Attendance to your practicum placement is expected. In the event that you are unable to attend due to an unexpected emergency or illness, you will notify the clinical educator and the clinic director with as much notice as possible. The facility/site and clinical educator will have a protocol for you to follow should you have an unexpected emergency. The clinical educator together with the clinic director will determine if you will be able to 'make up' the missed hours with the clients.

Dress Code

Classroom dress code is analogous to wearing attire that most represents to your client that you are a professional. In some cases, it is specifically directed as a condition of employment. Student clinicians shall wear name tags at all times. The MS-SLP program requires student clinicians to introduce themselves as Trine University MS-SLP student clinicians.

1. Students are expected to appear professional and neat at all times while on campus and at practicum sites. Because we share the space with patients, clinicians, health care administrators, and distinguished visitors, it is important for students in a professional education program to be sensitive to their professional image and the reactions of others while you are on campus.
2. Maintain clean, well-kept hairstyles.
3. Avoid heavily scented perfumes, personal care products and/or aftershave.
4. Keep body art covered as much as possible. Discuss any visible body art and piercings (other than ears) with the program director.
5. Wear closed toed shoes for all patient encounters.
6. Do not wear hats indoors.
7. Jewelry at a minimum during practicums.
8. No blue jeans, holes in clothes, overly casual clothing, revealing clothing, flip flops or sweatpants.
9. Students will follow dress code of the facility where they will be performing their clinical education experiences.

If you have questions about presenting a professional appearance, please ask the clinical or program director.

Student Clinician and Clinical Educator Partnership

Communication between the student clinician and the clinical educator is essential for a successful practicum partnership. The student clinician and the clinical educator will formally

meet weekly to discuss the student's next steps. During this meeting a **Weekly Clinical Supervision Meeting Form** (appendix page 29) will be completed and submitted to CALIPSO.

The Student Clinician will:

- Follow the code of conduct
- Interact with compassion and cultural competence to family members and caregivers
- Manage behaviors of clients and motivate clients to work toward goals
- Set realistic and achievable session goals
- Take data and document each session
- Move goals in a step-wise progression toward mastery
- Ask questions of self-reflection to determine knowledge and skills
- Follow supervisor's lead
- Implement all suggestions by supervisor in a timely fashion
- Ask for assistance if you do not understand
- Select and administer evaluation tools with supervisor approval – be able to provide rationale as to why you chose that assessment tool over another

The clinical educator will:

- Create an environment of mutual respect
- Teach therapy techniques to enable student learning
- Plan the client evaluation or intervention with the student clinician
- Recommend alternative ideas to encourage goal achievement
- Observe all evaluation and intervention sessions
- Provide feedback about evaluation and intervention to encourage learning
- Discuss grades with student and clinical director
- Guide and support the student clinician in the development of cultural sensitivity and diversity
- Guide and support the student clinician in the development of professional knowledge and skills

Orientation (CAA 3.7.4)

The student must attend an orientation meeting at the practicum site prior to starting the practicum. Students will learn rules and regulations specific to this facility to be prepared for evaluation and intervention of the clients.

Authorized persons in clinic areas

Only the individuals assigned to be in the clinic areas to provide services to clients are to be in the clinic areas. Each facility will have a list of individuals and professionals that are preferred in the clinic areas. The MS-SLP student will familiarize themselves with this list during orientation.

Recording and Documenting Clients

Each facility will have regulations on recording of clients and documentation will be different at each site. Part of becoming a well-rounded clinician will be to experience different requirements and being flexible and adaptable in each setting. Students will learn the regulations and the documentation procedures at orientation.

Clinical Educator Qualifications and Responsibilities

Clinical Educator Qualifications (CAA 2.3.4, 2.3.5, 3.9.4)

All MS-SLP program clinical educators will hold the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence. Verification will be made prior to the onset of the first practicum and annually thereafter. All clinical educators will be required to maintain licensure in the state they are providing services. Should an out-of-state externship be requested/occur, ASHA certification and that state's licensure would require verification prior to initiation of the externship. Annual verification of state licensure will occur as well.

All clinical educators will be required to take the required two-hours of continuing education in supervision through ASHA or an accepted by ASHA course. Certificate of hours will be a part of the clinical educator's electronic file.

Clinical educators will be asked to provide a signed statement that they have and will maintain ASHA certification and state licensure while supervising. Further they agree to adhere to ASHA's Code of Ethics and Scope of Practice for speech-language pathology. Certification, licensure, and the signed statement will be included in the information on CALIPSO. This information is updated per semester at minimum. **Code of Ethics Agreement Form Clinical Educator** (appendix page 43)

Clinical Educator Responsibilities (CAA 3.3.5, 3.7.1, 3.8.1, 3.8.2, 3.8.4)

Clinical educators set the tone of the practicum and should establish an atmosphere of mutual respect, teaching, and development of essential clinical skills. The clinical educator is responsible for establishing expectations at the onset of the practicum. Further, it is the clinical educator's responsibility to orient the student clinician to all aspects of the practicum, including but not limited to, documentation, policies and procedures for the site, materials, assessment tools, therapy schedule, dress code for site, and contact information.

Clinical educators at the practicum sites will determine when students are able to be moved from observation to delivery of supervised clinical services. Didactic courses and clinical practicum experiences of the incoming student will be provided to the clinical educator to ensure knowledge of the needed level of supervision for the student.

Supervision should be 100% initially and be reduced as the therapist is confident in the student clinician's skills, but be no less than a minimum of 50% of evaluation and 25% of intervention sessions.

Student clinicians must have direct access to a speech-language pathologist at all times when evaluating or providing intervention. The licensed and ASHA certified SLP must be on site before the student can have client contact.

Mandatory meetings are required at least weekly with the MS-SLP student with documentation of the meeting. The student must attend an orientation meeting at the practicum site. Feedback from the clinical educator on the **Weekly Clinical Supervision Meeting Form** (appendix page 29) is to be submitted following your weekly meeting.

Practicum Grading (CALIPSO)

The student will receive a midterm and a final grade. At the midterm or sooner, if an Intervention Plan is required, the clinical educator will speak with the student and contact the clinic director. Intervention Plan form is on page 33.

Documentation and Coding

Documentation (CAA 3.7.4, 3.8.4)

It is essential in providing evaluation and treatment to the clients you will serve that you document what service you have provided. Information included in the document will have a standard format, but differ by facility. The purpose of the documentation is to state what service has been provided, how long it took to provide that service, professional assessment of the client's status on that date, provision of rationale for continued services for the client, and provide a treatment plan pathway for your client and you to follow. Different types of documentation will be covered in your didactic and clinical coursework. An example of a daily note, better known as a **SOAP note** can be found in the appendix on page 31. SOAP stands for Subjective, Objective, Assessment and Plan. Documentation will be covered thoroughly in your courses and practicum work.

ICD-10-CM codes

International Classification of Diseases, 10th Revision, Clinical Modification (ICD-10-CM or ICD codes) specify client diagnoses. SLPs should each be very familiar with ICD codes. ASHA provides a list of ICD codes related to the SLP discipline: [2021 ICD-10-CM Diagnosis Codes related to Speech, Language, and Swallowing Disorders](#) Further instruction on ICD codes will occur between the clinical educator, clinic director and the student clinician during clinical practicums and during the clinic methods course.

CPT codes

Current Procedural Codes (CPT codes), reflect what service has been provided by a healthcare provider. There are specific CPT codes for each treatment. SLPs may only use designated SLP CPT codes. ASHA provides a list of SLP CPT codes on their website: [CPT codes and Medicare Rules for SLPs](#). Many of the CPT codes are untimed, meaning the reimbursement is one-time fee only for the service no matter how long is needed for the procedure/session, and some codes follow 15-minute intervals. Further instruction on CPT codes occurs between the clinical educator, clinical director, and clinician during clinical practicums and during the clinic methods course.

Data Collection (CAA 3.7.4, 3.8.4)

Data collection is an essential part of an evidenced-based practice and is what guides our clinical decision making for treatment of our clients. For SLPs to make informed decisions about a client's progress, we have to have collected data during sessions to indicate what is the best course of action for our client's achievement of goals.

Collecting data during a therapy session can be integrated easily. There are many forms to assist or you can create one on your own (**example of data collection form** appendix page 32). This data is to be reported each day on the daily note/documentation.

Professional Development Plan

A professional development plan is a comprehensive organized collection of information, developed throughout your graduate program. This collection of information will highlight what you have learned during your MS-SLP program. This will provide evidence of on-the-job training for you to take with you as you complete your transition from student to professional upon completion of your clinical fellowship. This will include a list of education information, work-site information, and responsibilities performed throughout your graduate education.

You will not include information that has to do with client or fellow students – remember ASHA’s code of ethics.

There is a checklist and a grading rubric (Appendix pages 35 and 36) of what to include in your portfolio. You have the freedom and creativity to design your own portfolio to be unique to you as the professional SLP. You are to initiate your portfolio during your first semester and work on this each semester throughout your program. Further guidance on the portfolios will occur in the SLP 5133 Clinical Methods course.

The portfolios will be presented to the faculty one month prior to graduation. All faculty in the MS-SLP program will be reviewing the portfolios. The grade is a pass/fail, but all items from the checklist must be present to pass.

Include the following items; meetings with academic advisor, setting your own professional practice goals written in the SMART format (specific, measurable, attainable, realistic, and timely), as well as:

Service Related Activities – demonstrate leadership through volunteering in a SLP related field AND participate in professional related activities (NSSLHA, communication walk/disability, student fair/career fair to educate about SLP) – 10+ hours

Continuing Education: attend a continuing education event, complete an ASHA on-line CEU module, attend a SLP workshop, etc. – 10+ hours

Advocacy Activities: attend a support group, participate in IEP, IFSP, collaborative meeting, discharge planning meeting, assistance to client in a referral or support services, assistance with funding proposal

Professional Resume: create a complete resume with education, experiences, skills, etc. to apply for a position as a SLP

Clinical Reflection: single page, brief information sheet listing strengths and areas to focus on growth. Self-assessment or self-reflection can be one of the greatest tools in a Speech-Language Pathologist’s tool box. A single page is required on each practicum and the externship.

Presentation and Organization: demonstrates care, time, effort, potential for leadership, desire to complete task presented, cognizant of the impact of this assignment.

Resources

Trine University’s website has a [resource section](#) that can assist in the location of information for academics, campus resources, financial aid and student accounts, online, departments, international services, and employment resource center.

Library (CAA 6.5.3)

A collection of current texts, journals, periodicals and reference materials applicable and related to the curriculum and the continued professional growth of SLPs is housed in the Learning Resource Center (LRC). Additional materials are available online for student use. Various items are kept on reserve at the LRC for on premise use only. Interlibrary exchange is available via

interlibrary loans (ILL) from the main Trine University library and will be delivered and/or returned as needed.

For electronic access to MS-SLP resources in the library, go to the library's home page. Start in the MS-SLP program guide, search "Trine Library and Beyond" search box or through any of the links to books, journals, etc. Login using your Trine credentials (email and password). Check the tutorials for how-to guides, such as downloading eBooks.

Internet (CAA 6.5.2, 6.5.3)

The University provides Internet access to all students. The MS-SLP program is housed in a Wi-Fi enabled building. All students will use their assigned Trine University email address for program emails.

Writing Center (CAA 4.6.5)

The University offers students assistance with writing, as well as help in using computers for research or composition of a paper. Appointments can be made for face-to-face, e-tutoring, or on-line (zoom). Please make an appointment online by visiting [TrineWrite](#) or you can email the Writing Center directly at writingcenter@trine.edu.

Student Grievance Procedure (CAA 1.8.4, 4.5.1, 4.5.2, 4.5.5)

The MS-SLP program follows the University procedures for filing grievances. Students are encouraged to voice concerns they have and should attempt, in the first instance, to resolve a concern by using a direct and informal approach. Concerns may be addressed with the support and involvement or intervention of university faculty and/or staff members. It is advisable to voice concerns as soon as possible and to seek informal resolution, if possible.

If, however, a student feels that a complaint has not been dealt with satisfactorily they should use the appropriate process to have the issue addressed and are encouraged to submit a Formal Complaint Form.

Step One: Complete a Notice of Complaint form found on the Trine University myPortal – Student Page, under Miscellaneous Student Forms – Formal Complaint Form. The student will need to provide the date of the incident and a thorough explanation of what happened. The student complaint must be submitted within 30 business days of the incident.

Step Two: The vice president for academic affairs (or designee) will review the complaint and forward the complaint to the appropriate University administrator who will be responsible for meeting with the concerned student and investigating the complaint. Action must be taken within 10 business days.

Step Three: After completing the investigation of the incident, the University administrator will render a decision in writing to all entities involved in the grievance process within 5 business days. That decision is considered final. A summary of the findings will be submitted to the office of the VPAA for archiving purposes.

Students who are not satisfied with the results of the complaint process can contact the following entities:

Indiana Commission for Higher Education
101 W. Ohio Street, Suite 300

Indianapolis, IN 46204
Phone: 888-528-4719
Website: <https://www.in.gov/che/student-complaints/>

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800-621-7440
Website: <https://www.hlcommission.com/student-resources/complaints.html>
Complaints concerning any violation of Title IX should refer to [Trine University Title IX](#).

If the dean is the object of the complaint, the vice president for academic affairs will attempt to resolve the dispute. Students maintain their right to due process by filing all complaints and grievances against the program, faculty, or staff through procedures outlined in the [2021 Trine Student Handbook](#). Visiting students will operate under the same handbook.

Any complaints of sexual harassment must be handled in accordance with [Trine University Title IX policy](#) and should be referred to the director of human resources.

Filing a Complaint about the Program to CAA

Speech-language pathology education programs in the United States are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), which works in conjunction with the American Speech-Language-Hearing Association (ASHA) to maintain the standards of the profession. Students, parents, patients, faculty, and other stakeholders may submit a complaint regarding the MSLP program to CAA. CAA has a mechanism to consider formal complaints about speech-language pathology education programs that allege a program is not in compliance with one or more of CAA's evaluative criteria or has violated any of CAA's expectations related to academic integrity.

To contact CAA call 800-498-2071 or e-mail accreditation@asha.org.

Further information can be found on CAA's website <https://caa.asha.org/programs/complaints/>.

Appendixes

Clinic To Do List

Item	Action	Due	Done
Code of Conduct	Read, agree, and sign		
ASHA's Code of Ethics	Read, and adhere to in practice		
Code of Ethics for Supervisor	Turn in signed agreement from clinical educator		
ASHA's Scope of Practice	Read and adhere to in practice		
Clinic Policies and Procedures	Read and adhere to Trine policies		
Site Policies and Procedures	Read and adhere to		
CastleBranch	All information completed: -code of conduct -student release of information -background check		
Student Clinician Responsibilities	Read and apply		
Clinical Educator Responsibilities	Read and understand		
CALIPSO	Understand how to utilize during practicums, understand clock hour recording piece, understand grading part, and ensure your account is activated		
Practicum Placements	Read guidelines, information about site, and sign student release of information form		
Practicum Grading	Read and understand grading rubric and syllabus		
Treatment and Diagnosis Codes	Read and follow site for use of treatment and diagnosis codes		
Clinical Standards	Read CAA's 9 professional Practice Competencies		
Certification Competencies	Read CFCC/ASHA certification competencies		
Academic Advising	Information for Professional Development Plan during clinicals – see MS-SLP Student Handbook		

Weekly Clinical Supervision Meeting Form

<p>TRINE UNIVERSITY FORT WAYNE</p> <hr style="width: 30%; margin: auto;"/> <p>COLLEGE OF HEALTH PROFESSIONS</p> <p>Master of Science in Speech-Language Pathology</p>		
Date:		Clinical Educator:
Site:		Student SLP:
Skill Achieved	Progressing	Comments:

 Clinical Educator – ASHA #

 Date

 Student SLP

 Date

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MS-SLP Practicum Selection Form

Student Name:	Student Address:	Special Request:

1	2	3
First Choice: (circle)	Second Choice: (circle)	Third Choice: (circle)
Hospital	Hospital	Hospital
School	School	School
Skilled Nursing Facility	Skilled Nursing Facility	Skilled Nursing Facility
Rehab or Specialty Facility	Rehab or Specialty Facility	Rehab or Specialty Facility

Student Signature _____

Date _____

Student name printed _____

	Client's Name:	Date:
	Student Clinician:	Hours Billed:
	<i>What goes here:</i>	<i>Example:</i>
S	Subjective portion of the note will contain your observations of the child's behavior and wellbeing. You will include any information that the child or family provide you in this section.	Client appeared happy and completed all tasks. Parent reported that client is practicing the /r/ sound at home.
O	Objective portion of the note will include goals and progress toward goals from data collected during this session. List all or just the goals worked on this is up to clinical educator during practicums.	Client produced /r/ in initial word positions following a model with 6/10 success (60%). Client produced initial and medial /r/ words in phrases following a model with 4/10 success (40%).
A	Assessment portion of the note will include descriptions of formal or informal assessments completed during the session. Could also include your assessment of progress across sessions.	Client continues to demonstrate strong gains toward /r/ production, which is now consistently produced at 60% following a model in the initial word position.
P	Plan portion of the note will include your plan for the next and continued treatment of this client. You can write that you are continuing therapy as recommended or put any changes in goals in this section.	Recommend goals as stated one time per week until mastery level is reached.

Student Clinician: _____ date: _____

Clinical Educator: _____ date: _____
Indiana license #

(SOAP Note information)

Name:
1.
2.
3.
4.

Date:	Activity:										/20 Ind. %
Goal #	Notes:										/20 Cued %

Date:	Activity:										/20 Ind. %
Goal #	Notes:										/20 Cued %

Date:	Activity:										/20 Ind. %
Goal #	Notes:										/20 Cued %

Prompts & Cues:	V=Visual	A=Auditory	T=Tactile	G= Gestural
	W- Written	Im-Imitation	R- Repetition	M- Modeled

Level	I_Independent	Min- 1 Cue	Mod – 2 Cues	Max- 3+ Cues
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Data Collection Form (example)

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Master of Science in Speech-Language Pathology

Intervention Plan

Date:	Facility:	Course #:
Student Clinician:	Clinical Educator:	Clinic Director:
Learning Outcome (s) or Clinical Skill (s) of concern:		
Selected Tasks:		
Observation of therapy session with targeted skill being modeled (# of sessions)		
Assigned readings from the clinical educator		
Simulated exercises		
Role-playing exercises with an assigned partner and task		
Timeline for Completion of Intervention Plan:		
Student Signature:		
Clinical Educator Signature:		
Clinic Director Signature:		
Program Director Signature:		
Reassessment of Skills:		
Further Action Steps:		

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MS-SLP Program

Externship Selection Form

Date:	
Student Name:	
Externship site requested:	
Dates of externship:	
Contact person at site:	
Phone number of contact person:	

MS-SLP Portfolio Final Grading Rubric		
Presentation of Portfolio: <ul style="list-style-type: none"> Organized with cover page, table of contents, and objectives Demonstrates care, time, effort, desire to complete Potential for leadership Comprehensive without being voluminous 	absent	pass
Didactic and Clinical Evidence <ul style="list-style-type: none"> Project, paper or exam – one from each didactic course Lesson plans – one from each clinical practicum with client info removed Weekly supervisor meetings during clinicals – choose one per practicum minimum Semester meetings with academic advisor – a report from each 	absent	pass
Professional Resume and Essays <ul style="list-style-type: none"> Well written and ready to submit for an open position for hire Personal statement of why you chose Speech-language Pathology 3 reflection essays: first practicum, client impact, multicultural topic 	absent	pass
Praxis scores	absent	pass
Document 10 or more hours of: <ul style="list-style-type: none"> Volunteer service at skilled nursing facility hospital, school, community group, or other professionally-related facility Participation in profession-related activities, such as career or student fair where handouts are given about the profession SLP, NSSLHA events/activities, and or activities that focus on increased awareness of communication/disability 	absent	pass
Completion of 10 or more continuing education hours: <ul style="list-style-type: none"> ISHA or state/regional conference attendance ASHA conference attendance Attend profession related workshop within a clinical environment Completion of employer sponsored training/CEU events related to a clinical population Completion of ASHA approved on-line CEU modules (excludes self-study) 	absent	pass
Documentation of participation in activities demonstrating advocacy for individuals with disabilities via at least two items from this list: <ul style="list-style-type: none"> Attend a support group Participate in an IEP, IFSP, collaborative meeting with other healthcare professionals and/or a discharge meeting Assist a client in obtaining other professional services (referral) Assist a client in obtaining funding for services or equipment Assist in preparation of proposal for external funding 	absent	pass
Student Choice: <ul style="list-style-type: none"> Include any supporting evidence from your MS-SLP program experiences that demonstrates support for your portfolio 	absent	pass
Please Note: Any resulting 'absent' on scoring form will result in a fail and it will be required that the activity be completed.	fail	pass

Professional Development Plan Checklist

Documentation
<input type="checkbox"/> Academic Advisor Meetings: minimum one per semester with a form completed for the portfolio
<input type="checkbox"/> Advocacy Activities: attend a support group, participate in IEP, IFSP, collaborative meeting, discharge planning meeting, assistance to client in a referral or support services, assistance with funding proposal
<input type="checkbox"/> Clinical Reflection: single page, brief information sheet listing strengths and areas to focus on growth. Self-assessment and self-reflection can be the greatest tools in a Speech-language Pathologist's tool box. A single page of self-assessment and self-reflection is required on each practicum and the externship.
<input type="checkbox"/> Continuing Education: Attend a continuing education event, complete an ASHA on-line CEU module, attend a SLP workshop, etc. – 10+ hours
<input type="checkbox"/> Evidence for CFCC Standards for Certificate of Clinical Competence IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, IV-H, V-A, V-B V-C
<input type="checkbox"/> Examinations, Projects and Assignments: Each semester select an examination, a project or an assignment that you feel demonstrates your acquisition of knowledge and outcomes being met.
<input type="checkbox"/> Lesson Plans: one from each practicum
<input type="checkbox"/> Letters of Recommendation: during MS-SLP program
<input type="checkbox"/> Organization: cover page, table of contents, excellent communication skills demonstrated (written grammar, syntax, etc.)
<input type="checkbox"/> NSSLHA membership (optional)
<input type="checkbox"/> Praxis: results
<input type="checkbox"/> Presentation and Organization: demonstrates care, time, effort, potential for leadership, desire to complete task presented, cognizant of the impact of this assignment.
<input type="checkbox"/> Professional goals: 4-6 goals written in SMART format (specific, measurable, attainable, realistic, and timely).
<input type="checkbox"/> Professional Resume: demonstrate ability to create a complete resume with education, experiences, skills, etc. to apply for a position as a SLP
<input type="checkbox"/> Reflective essays: first client, multicultural topic, and client impact.
<input type="checkbox"/> Service related activities: demonstrate leadership through volunteering in a SLP related field, or participate in professional related activities (NSSLHA, communication walk/disability, student fair/career fair to educate about SLP) – 10+ hours
<input type="checkbox"/> Statement: why choose the field of speech-language pathology (one-page)
<input type="checkbox"/> Statement: future professional plans in speech-language pathology (one-page)
<input type="checkbox"/> Weekly Meeting Form: one from each practicum

**Further portfolio guidance will take place in your SLP 5143 Clinical Methods course*

**Trine University – College of Health Professions
Master of Science in Speech-Language Pathology
Medical Contraindications Wavier/Declination Form**

NAME: _____ DATE: _____

PROGRAM: MS-SLP

I understand that because I participate as a speech-language pathology student in a health care environment involving both direct and indirect patient care, I am at risk for exposure to (and possible transmission of) serious, and sometimes deadly, vaccine-preventable diseases.

I acknowledge that I have a shared responsibility to prevent occupationally acquired infections and avoid causing harm to patients by taking reasonable precautions to prevent transmission of vaccine-preventable diseases.

I am aware that Influenza (www.flu.gov), Hepatitis B and other vaccinations are recommended by the Centers for Disease Control (<http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>) for all health care personnel. These screenings, in addition to others, are also required by Trine University's College of Health Professions and may be a requirement of clinical agencies in which I may be assigned.

I understand that I may be required to comply with other agency policies such as wearing a mask, etc. with direct patient contact if the agency requires these because of any vaccination declination.

I understand that the implications of not being vaccinated could have life-threatening consequences to my health and the health of those with whom I have contact, including my patients, others in the healthcare setting, and my family.

I understand that a healthcare agency may deny me entry as a student SLP for clinical practice in that facility, which may impact my ability to progress through the courses required for program completion. There is no guarantee that another facility will accept a student for a clinical experience who is not compliant with these requirements.

I have read, asked any questions, and fully understand the information presented above.

Student Signature

Date

Student Vaccination Waiver/Declination Form Instructions

Medical Waiver - Requirements:

The student **MUST** provide documentation from their Medical Provider which includes:

1. A signed, written statement (*on the lines below or may attach to this document*) requesting an exemption from receiving any required vaccination(s) due to:
 - a. A medical condition(s), including the nature and probable duration of medical condition(s)

and/or,

- b. Circumstances that contraindicate receiving any vaccination(s).
2. The written statement MUST include identification of the SPECIFIC vaccination(s) that could be detrimental to the student's health and for which this waiver is requested.
 3. This completed and signed form, including any additional documentation must be submitted to Castle Branch and your clinical instructor at least four (4) weeks prior to starting any clinical course.

_____/_____
Signature with credentials /Date: Address:

M.D., D.O., or N.P.

Religious Declination - requirements:

The student MUST provide:

1. a signed, written statement (*on the lines below or may attach to this document*) requesting an exemption from receiving any required vaccination(s) due:
 - a. to specified religious reasons.
2. The written statement MUST include identification of the SPECIFIC vaccination(s) for which the student is requesting a waiver for religious reasons.
3. This completed and signed form, including any additional documentation must be submitted to Castle Branch and your clinical instructor the at least four (4) weeks prior to starting any clinical course.

Student Signature Date:

**TRINE UNIVERSITY – College of Health Professions
MS-SLP Program Health Clearance & Vaccination Form
Student Release of Information**

Instructions:

- This completed and signed form, including any additional documentation must be submitted **at least four weeks prior** to starting any MS-SLP practicum.
- It is the student’s responsibility to ensure that the form is complete and signed in all required areas prior to submission to Castle Branch.

THIS SECTION TO BE COMPLETED BY THE STUDENT

Student Name: _____ Student ID: _____ Date of Birth ___/___/___

Address: _____

Phone: Work ___ - ___ - ___ Cell ___ - ___ - ___ Email: _____

- I understand that the information on this form or the form itself may be given to practicum affiliate sites as required for institutional accreditation.
- By signing this agreement, I affirm that I meet all requirements listed below and I do not have any physical or mental limitations which would prevent me from performing the speech-language pathology practicum in a clinical or public health setting.

Name of Student (PRINT)	Student Signature	Date
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THIS SECTION TO BE COMPLETED BY A PHYSICIAN, LICENSED PHYSICIAN ASSISTANT, OR ADVANCED REGISTERED NURSE PRACTITIONER

Students are expected to provide proof of immunization or serologic evidence of immunity (titer) prior to being enrolled MS-SLP practicum courses. If the student declines one or more the following vaccinations, a Student Vaccination Declination Form must be completed and signed by the student and health care provider. Forms are available in the MS-SLP Clinical Practicum guide.

	Date of Vaccination(s)	Date of Titer(s) Showing Immunity if <u>No Vaccination</u>	<u>If Titer Negative for Immunity, Date of Subsequent Vaccination(s)</u>
	Attach Record	Attach Lab Report	Attach Record
Hepatitis B #1			
Hepatitis B #2 (1 mo. following #1)			
Hepatitis B #3 (5 mo. following #2)			
Influenza (1 dose annually)		N/A	
Rubeolla (2 doses, at least 4 weeks apart)	MMR 1:		MMR 1:
Mumps (2 doses, at least 4 weeks apart)			

Rubella (1 dose)	2:		2:
Varicella (2 doses, at least 4 weeks apart)	1: 2:		1: 2:
Tetanus, Diphtheria, & Pertussis (Tdap) – (1 dose)			
Tetanus (Td) Booster (every 10 years after Tdap)			
Tuberculosis testing is required by one of the following methods: A chest x-ray is required if any test results are positive, or if the student has written documentation of a prior positive TST or treatment for TB disease.			
Tuberculin skin testing (TST)	Date given: ___/___/___ time: ___ Date Read: ___/___/___ time: ___ Results: _____ mm <input type="checkbox"/> Negative <input type="checkbox"/> Positive (chest x-ray required)		
Quantiferon GOLD (QFT-GIT), IGRA, T-Spot	Date of test: ___/___/___ <input type="checkbox"/> Negative <input type="checkbox"/> Positive (chest x-ray required)		
Chest X-Ray (if required as stated above)	Date of chest x-ray: ___/___/___ <input type="checkbox"/> Normal <input type="checkbox"/> Abnormal		

Is there, on examination, any abnormality of the following?	Comments
Eyes, ears, nose, mouth, pharynx	
Vision; corrective lenses	
Nervous system (include gait, reflexes, paralysis)	
Respiratory system	
Cardiovascular system	
Gastrointestinal system	
Genitourinary system	
Endocrine system	
Musculoskeletal system (spine, joints, deformities, amputations)	

I have reviewed the student's immunity status documentation and verified this information to be accurate, including initiation of immunization series.

Yes No

I have reviewed results of TB screening and verify that the student is free of active tuberculosis.

Yes No

I have completed the examination above and based on my assessment, the medical history, and information provided by the patient, I have not identified any physical or mental limitations which would prevent the student from performing the nursing practicum in a clinical or public health setting.

Yes No **comments** _____

PROVIDER PRINTED NAME/CREDENTIALS: _____

(MD, DO, NP, PA)

PROVIDER SIGNATURE: _____

DATE: _____ **PROVIDER PHONE:** _____ - _____ - _____

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Vaccine Acknowledgement

If a student, for whatever reason, elects to waive (decline) an immunization requirement(s), placement in a clinical setting cannot be guaranteed. As such, the student may be deemed unable to complete the required clinical education coursework or continue progression within the program of study.

Signing below indicates that you acknowledge receipt of this notification:

Signature

Printed Name

Date

Self-Reflection Form

1	The student clinician provides clear instructions or directions to the client so they are able to understand what is expected.	Yes	No	Sometimes
2	The student clinician arranges the environment to facilitate a successful session.	Yes	No	Sometimes
3	The student clinician uses appropriate level or language so that the client understands them.	Yes	No	Sometimes
4	The student clinician correctly models the target behavior.	Yes	No	Sometimes
5	The student clinician uses appropriate elicitation techniques.	Yes	No	Sometimes
6	The student clinician provides appropriate amount of time for client to respond.	Yes	No	Sometimes
7	The student clinician sets and maintains limits on inappropriate behaviors during the session.	Yes	No	Sometimes
8	The student clinician appropriately identifies/discriminates target behavior.	Yes	No	Sometimes
9	The student clinician records correct/incorrect responses appropriately.	Yes	No	Sometimes
10	The student clinician provides consistent and clear feedback to client.	Yes	No	Sometimes
11	The student clinician encourages client to self-evaluate.	Yes	No	Sometimes
12	The student clinician provides appropriate correction methods.	Yes	No	Sometimes
13	The student clinician utilized therapy materials to achieve target behaviors.	Yes	No	Sometimes
14	The student clinician spent an appropriate amount of time on each activity.	Yes	No	Sometimes
15	The student clinician transitioned between activities successfully.	Yes	No	Sometimes
16	The student clinician can think on-line or problem solve during session.	Yes	No	Sometimes
17	The student clinician transition to close the end of the session.	Yes	No	Sometimes
18	The student clinician provided a carry-over activity from session to home.	Yes	No	Sometimes
19	The student clinician provided information to family/caregiver regarding session.	Yes	No	Sometimes
20	The student clinician's written documentation of session is clear, accurate, concise and complete.	Yes	No	Sometimes

Give yourself 2 points for yes, 1 point for sometimes, and zero for no. What is your percentage?

MS-SLP Student Code of Conduct Agreement



Master of Science in Speech-Language Pathology

I agree to follow the policies outlined within the clinical practicum guide. By signature I will agree to adhere to ASHA's Code of Ethics and Scope of Practice as a practicing speech-language pathology student clinician. Further I will adopt professional behaviors, standards and competencies as outlined within the text of the clinical practicum guide.

Student Printed Name

Student Signature

Date

Code of Ethics Agreement

Name of Site _____



Master of Science in Speech-Language Pathology

By signature I will agree to continue to adhere to ASHA's Code of Ethics and Scope of Practice as a practicing speech-language pathology clinician.

Clinical Educator Printed Name

Clinical Educator Signature

Date