



Thiel College
**MS-SLP PROGRAM/
CLINICAL EDUCATION HANDBOOK**
CSD/SLP Program



MS-SLP PROGRAM/CLINICAL EDUCATION HANDBOOK

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BS-CSD Program Mission

The Communication Sciences and Disorders (CSD) major at Thiel College provides an interdisciplinary curriculum that prepares students for admission to graduate school in communication sciences and disorders or a related field.

MS-SLP Program Mission

The mission of the Thiel College Master of Science in speech-language pathology program is to graduate speech-language professionals who have disciplinary knowledge and skills, clinical preparation and dispositions to provide entry-level services to diverse clientele and to meet the needs of their community.

Philosophy of Clinical Education

The CSD/SLP Program's objective is to help students acquire the knowledge and skills of their discipline through in-depth academic content, sequential structured clinical education experiences, and learning assignments. The clinical education component is viewed as a dynamic process where students participate actively in learning to apply academic information to clinical practice while working with clients who have varied types of communication disorders. Please refer to Appendix E for a comprehensive list of core functions expected of Thiel College CSD students.

The goal is to prepare clinicians who demonstrate strengths in the following:

- The ability to analyze and synthesize information from a broad base of knowledge in communication science and disorders;
- A problem-solving attitude of inquiry and decision-making using evidence-based practice;
- Clinical competency in prevention, screening, evaluation, diagnosis, and treatment of patients with varied communication disorders;
- The ability to communicate effectively and professionally orally and in writing;
- Self-evaluation skills resulting in active steps to develop and refine clinical competencies and extend their knowledge base;
- Ethical and responsible professional conduct; and
- Skills to work in interprofessional settings.

The long-term result of clinical education is to prepare students with a solid foundation to succeed in diverse educational, healthcare, and rehabilitation environments.

Although student experiences will vary, the goal is for clinicians to have the opportunity to assess and/or treat culturally and linguistically diverse individuals across the lifespan in nine (9) communication disorder areas:

1. Articulation
2. Fluency
3. Voice and resonance
4. Receptive and expressive language
5. Hearing
6. Swallowing disorders
7. Cognitive aspects of communication
8. Social aspects of communication
9. Communication modalities

The scope of practice for speech-language pathology can be found at <https://www.asha.org/policy/sp2016-00343/>. Students should review the scope of practice at the start of the MS-SLP Program and then annually throughout their careers.

Program Prerequisites

Students are expected to complete foundational pre-professional coursework in a variety of subject areas before matriculating at Thiel College for graduate study. Coursework from the following areas is necessary to meet Standard IV-D:

- Acoustical Phonetics
- Nature and Development of Language
- Speech and Hearing Science
- Anatomy and Physiology of the Vocal Mechanism
- Audiology/Aural Rehabilitation (6 credits)
- Human Biology
- Physics *or* Chemistry
- Statistics
- Social Science

MS-SLP Plan of Study and Other Requirements

The sequence of coursework at Thiel College focuses on communication/swallowing disorders, how to diagnose and treat them, and how to meet the nonmedical needs of clients in diverse communities. Students must successfully complete 18 hours of clinical practice and 36 hours of coursework to graduate. Students may not receive more than two Cs in didactic coursework and must maintain an overall program GPA of at least 3.0 to graduate. Course descriptions are available on the Thiel College website.

June Cohort

Semester 1

CSD 500 Neuropathology of Communication Disorders with Lab

CSD 510 Research Methods in CSD with Lab

CSD 511 Speech Sound Disorders with Lab

CSD 512 Language-Based Communication Disorders in Children with Lab

CSD 515 Clinical Practice I

Semester 2

CSD 521 Fluency Disorders with Lab

CSD 522 Aphasia and Cognitive-Communicative Disorders in Adults with Lab

CSD 525 Clinical Practice II

CSD 541 Dysphagia with Lab

CSD 570 Augmentative and Alternative Communication with Lab

CSD 550 Professional Practicum (1 credit)

CSD 580 Capstone in Speech Language Pathology (1 credit)

Semester 3

CSD 531 Motor Speech Disorders with Lab
CSD 550 Professional Practicum (1 credit)
CSD 551 Voice Disorders with Lab
CSD 555 Externship I, Pediatric-Focused
CSD 580 Capstone in Speech-Language Pathology (1 credit)

Semester 4

CSD 550 Professional Practicum (1 credit)
CSD 565 Externship II, Adult-Focused
CSD 580 Capstone in Speech-Language Pathology (1 credit)

Courses in Summer I and Fall are on-campus with classes being face-to-face. Courses in Spring and Summer II are synchronous online in the evening with a residential week (on-campus) at the end of each semester for hands-on training/labs, presentations, and final examinations. This allows students to complete their full-time externships across the United States. Students are responsible for all travel, lodging, and food costs related to residential weeks.

January Cohort

Semester 1

CSD 500 Neuropathology of Communication Disorders with Lab
CSD 511 Speech Sound Disorders with Lab
CSD 515 Clinical Practice I

Semester 2

CSD 510 Research Methods in CSD with Lab
CSD 512 Language-Based Communication Disorders in Children with Lab
CSD 531 Motor Speech Disorders with Lab
CSD 525 Clinical Practice II

Semester 3

CSD 521 Fluency Disorders with Lab
CSD 522 Aphasia and Cognitive-Communicative Disorders in Adults with Lab
CSD 541 Dysphagia with Lab
CSD 570 Augmentative and Alternative Communication with Lab
CSD 550 Professional Practicum (1 credit)
CSD 580 Capstone in Speech-Language Pathology (1 credit)

Semester 4

CSD 550 Professional Practicum (1 credit)
CSD 551 Voice Disorders with Lab
CSD 555 Externship I, Pediatric-Focused
CSD 580 Capstone in Speech-Language Pathology (1 credit)

Semester 5

CSD 550 Professional Practicum (1 credit)

CSD 565 Externship II, Adult-Focused

CSD 580 Capstone in Speech-Language Pathology (1 credit)

Courses in Spring I, Summer I and Fall are on-campus with classes being face-to-face. Courses in Spring II and Summer II are synchronous online in the evening with a residential week (on-campus) at the end of each semester for hands-on training/labs, presentations, and final examinations. This allows students to complete their full-time externships across the United States. Students are responsible for all travel, lodging, and food costs related to residential weeks.

GPA Requirement for Admission to Clinical Practicum

Students seeking admission into clinical practicum courses must have a cumulative grade point average of 3.0 for courses completed at Thiel College.

Thiel College students applying for ASHA certification as a speech-language pathologist (CCC-SLP) must acquire a minimum of 400 clock hours of supervised clinical observation and clinical practicum, including 25 hours of clinical observation prior to the first clinical practicum *plus* 375 hours in direct client/patient contact and demonstrate competency as an entry-level clinician. Students may not begin accruing clinical clock hours until they complete 25 hours of observation and enter this time into CALIPSO. Clock hours should be obtained across the depth and breadth of the SLP Scope of Practice. Students are expected to be proactive in acquiring and tracking clock hours and are highly encouraged to volunteer for as many diverse opportunities as possible.

Supervised clinical observation and clinical practicum: 400 clock hours:

- Clinical observation: 25 clock hours (undergraduate)
- Clinical practicum/externship: 375 clock hours

The Program Director and Director of Clinical Education may approve up to 50 hours of direct contact earned at the undergraduate level to count toward the required clock hour total.

Development and Measurement of Clinical Skills

Clinical education focuses on facilitating the acquisition of the knowledge, skills, and professional attributes needed for professional practice. The following broad competency areas are targeted during clinical education:

1. Professional responsibilities;
2. Interpersonal skills;
3. Communication proficiencies: verbal, nonverbal, and written;
4. Interviewing and counseling;
5. Self-evaluation skills;
6. Assessment: planning, implementing, and analysis; and
7. Treatment: planning, implementing, and analysis.

ASHA Standards

This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the current ASHA Standards and Implementations for the Certificate of Clinical Competence in Speech-Language Pathology which can be found on the ASHA website.

Students should become familiar with these standards during their first term of study and review the standards periodically during their program.

To successfully complete the graduate Speech-Language Pathology Program, the students graduating from the program must provide formative and summative evidence to demonstrate that the graduates of the program have achieved the level of knowledge and skills needed for entry level professional work (i.e., the first professional year of work; clinical fellowship position for SLP students).

Student Role in Clinical Education

Clinical education is different from traditional didactic courses. Students transitioning to the clinical education components of the program must understand that they are responsible for their own learning. CSD/SLP Program faculty and staff are here to facilitate the successful completion of all degrees, clinical education, and professional standards. However, faculty and staff can only help guide students through this process. In clinical education, students must focus on understanding why and how clinical decisions are made. They should be active participants, taking the initiative to gather information on their own, ask questions of their clinical instructors/educators, and incorporate content from their courses into clinical practice. It is critical for students to refine their self-evaluation skills, so they have a heightened awareness of what they know, what they do not know, and strategies for obtaining information and developing necessary clinical skills. This is an important part of developing clinical judgment. The goal is to acquire the knowledge and skills to enable each student to be independent and successful in an entry-level position and proficiently implement screening, prevention, assessment, and treatment services with patients with various communication and swallowing disorders.

Pre-Clinical Requirements

Students must submit 25 hours of observation before they are permitted to earn clinical clock hours at Thiel College. Additionally, students must provide immunization records and other background information before matriculation at Thiel College or at other times as requested by the CSD/SLP Program and/or clinical practicum site. Once at Thiel, students will complete additional trainings (e.g., bloodborne pathogens, the Health Insurance Portability and Protection Act [HIPAA] of 1996) as directed. Students must also provide proof of COVID-19 immunization at entry to Thiel College and influenza vaccination during the Fall semester – permissible inoculation window will be communicated in writing near the beginning of the Fall semester. Students will be responsible for uploading the required records and documentation to CALIPSO.

Clinical Practicum Objectives

During clinical practicum, the student clinician will:

1. Use observation to develop the ability to evaluate client communication skills, determine clinician effectiveness, and become familiar with clinic procedures.
2. Become familiar with a variety of tests, published materials, and professional literature available for a variety of disorder types.

3. Develop skills for conducting effective evaluation sessions, including effective interviewing, the ability to administer and score standardized tests, the ability to develop objectives for intervention based on client needs and assessment data, participation in conferences, and experience with creating clinical paperwork.
4. Implement a plan of care that demonstrates the application of background information, assessment data, and observations to develop an instructional sequence that achieves identified client objectives.
5. Apply teaching and learning principles.
6. Develop the ability to write concise, effective, and appropriate objectives, notes, and reports.
7. Develop the ability to recognize the need for and initiate appropriate referrals to other professionals.

In addition to requirements for the master's degree in Speech-Language Pathology, the CSD/SLP degree programs provide the opportunity for students to meet clinical education requirements for:

- Council on Academic Accreditation (CAA)
 - <https://caa.asha.org/>
- ASHA Clinical Certification
 - <https://www.asha.org/certification/SLPCertification/>
- Commonwealth of Pennsylvania State Board
 - <https://www.pa.gov/agencies/dos/departments-and-offices/bpoa/boards-commissions/speech-language-pathology-and-audiology.html>
- Pennsylvania Educational Certification applicable to speech-language pathology
 - <https://www.pa.gov/agencies/education/programs-and-services/educators/certification/certification-staffing/staffing-guidelines/cspg-86-school-speech-and-language-pathologist-pk-12.html>

Students should monitor their progress toward completion of the requirements for CAA, ASHA, PA, and PA Department of Education. It is important to periodically review the content on the above websites during the program and consult the academic advisor with any questions.

Students who will pursue a clinical fellowship outside of Pennsylvania should visit the licensure board for the other state to ensure eligibility requirements will be met. State-by-State requirements are also available at <https://www.asha.org/advocacy/state/default/>.

Note that all policies, guidelines, instructions, and forms appearing in this manual may be modified. Students will be informed in the event of any such modifications. Any questions or concerns about the information contained in this manual should be directed to the Program Director.

Sequence of Clinical Education Experiences

The CSD/SLP Program has developed a clinical education sequence that ensures students master clinical competencies and become independent at a level for their first entry-level professional position by the time they complete the graduate program. Students must pass the following courses sequentially:

- CSD 415 Introduction to Clinical Observation and Methodology (Thiel CSD undergraduates)
- CSD 420 Clinical Practice (Thiel CSD undergraduates)

- CSD 515 Clinical Practice
- CSD 525 Clinical Practice II
- CSD 555 Externship I, Pediatric-Focused
- CSD 565 Externship II, Adult-Focused

Amount of Supervision

Supervision must be provided by professionals holding the Certificate of Clinical Competence in the appropriate area. Although the minimum amount of supervision required by ASHA with respect to total contact with each client is 25% for screening, evaluation, and intervention, this time should be adjusted upward to meet each student's experience, knowledge, and skills. Supervision must be in real time, not via recorded sessions.

Students conducting research with individuals with communication disorders need approval from the Thiel College Institutional Review Board (IRB). Supervision guidelines for research are the same as for clinical practicum experiences. More information on Thiel College IRB can be found at <https://www.thiel.edu/academics/academic-resources/institutional-review-board>.

Clinic Time Expectations

Enrollment in clinical courses will place significant time demands on students during the week. Preparation for new or weekly clients requires many hours. Students should be prepared to devote at least 15 to 20 hours per week for assignments within the Thiel College Center for Speech-Language Services and up to 40 hours per week during externships. Clinical assignments at various sites may include diagnostics, intervention, meetings (e.g., IEPs), trainings, session preparation, scoring tests, analyzing results, familiarizing oneself with materials, reviewing videos of one's client interactions, counseling, or completing documentation.

On-Campus Clinic

The Thiel College Center for Speech-Language Services is located in the Glen Johnson Community Center at 35 Roy Johnson Drive in Greenville, PA. Clients are notified prior to their assessment that they are agreeing to services provided by graduate students under the direct supervision of speech-language pathologists who are nationally certified and licensed by the state. Clients are afforded the opportunity to identify their desires to not be recorded via the Consent to Use Clinical Information for Educational Purposes. They may also use the Acknowledgment of Health Information Practice/Research Opportunities document to notify the Thiel College Center for Speech-Language Services of their preference to be excluded from any potential research opportunities that may arise during their course of case. These forms are included in the Client Handbook and reviewed with clients prior to initiation of services and made available throughout the course of treatment via the clinic website as well as hard copies available in the clinic.

**Finally, student clinicians are instructed to read the ASHA Code of Ethics: <https://www.asha.org/policy/code-of-ethics-2016/> and the Patient Bill of Rights (Appendix A) during orientation and again throughout their coursework and clinical experiences and at least annually throughout their careers. Clinical educators attest to the code of ethics during renewal of their certification and licensure. These actions also ensure the welfare of everyone served is protected.

Clinic Closings/Cancelations

As stated in the Thiel College Student Handbook, weather events and other emergencies may result in class cancelations and closure of the institution. Cancelation decisions will be made by 7:00 AM of the day in question. The Thiel College Center for Speech-Language Services will not operate when classes are canceled. Closure announcements for the college will be made on the following radio stations:

- WGRP/WEIC Greenville
- Y103 FM Youngstown
- WYSU FM Youngstown
- WKBN: Youngstown

Ethical and Professional Practices

All clinical educators and student clinicians must adhere to the ASHA Code of Ethics and standards established by the CAA. The four principles appear below; see <https://www.asha.org/policy/code-of-ethics-2016/> for the complete list.

- **Principle of Ethics I:** Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.
- **Principle of Ethics II:** Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.
- **Principle of Ethics III:** Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.
- **Principle of Ethics IV:** Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and interprofessional relationships, and accept the professions' self-imposed standards.

Client Focused Care

The Department of Communication Sciences and Disorders and Speech-Language Pathology Program seeks to identify and mitigate potentially disabling barriers to create accessible client opportunities to experience communication/swallowing success. Our goal, to honor each client's values and preferences, includes practitioner knowledge, humility, and responsivity to our clients' identifiable needs from different cultures, lifestyles, and backgrounds, as well as their unique individual differences. The Department of Communication Sciences and Disorders and Speech- Language Pathology Program does not discriminate on the basis of race, color, national origin, age, disability, religion, or sex (including pregnancy, sexual orientation, and gender identity). Please contact Dr. Amy Tepper, Department Chair and Program Director, at atepper@thiel.edu or 724-589-2298 with any questions or concerns.

Thiel College does not discriminate based on race, sex, religious beliefs, national origin, ancestry, age, or disability. Appendix B contains the equity policy that is applicable to the Thiel College Center for Speech-Language Services.

Dress Code

As with all other aspects of conduct related to the student clinician's role as a staff member, the student is expected to dress appropriately for all sessions. Clients will judge the professionalism of the facility by both student clinician's behavior and their appearance. In many cases, such as in a diagnostic session, there may be only one contact between a client and the clinic. Dress for all clinicians should be appropriate for a professional setting as well as the planned client/activities (e.g., do not wear a skirt or dress if you sit/play on the floor with a young child). With that in mind, students will adhere to the following unless otherwise directed by the supervising clinical instructor/educator:

- Closed-toed shoes must be worn. No flip flops, sandals, combat/work boots, and/or slippers are allowed.
- Tops: The clinic shirts provided by the program should be worn at all times during all clinical activities and graduate assistant assignments.
- Bottoms: Khaki slacks, navy blue or black scrub pants
- Hats are not acceptable.
- Distracting facial or intra-oral piercing/jewelry must be removed.
- Facial hair, if worn, must be neat and not obstruct the view of the mouth.
- Tattoos should be covered.
- Excessive jewelry should be avoided.
- Fragrances should be minimal.
- Fingernails should be clean and well-manicured. Nails should be kept to a length that is not detrimental to client safety.
- Any attire or lack of attire that is inappropriate, offensive, or distracting to clients and/or their families are not permitted.

Students should wear their Thiel College identification badge while involved in any clinical activity (direct or observation).

Specifically for clinical and graduate assistant activities at the Center for Speech-Language Services, students must wear the Thiel shirts provided by the Program and adhere to the above dress code guidelines. Students failing to adhere to professional dress requirements may be sent home and could have a negative impact on their performance evaluations.

Forms of Address

Students are expected to act in a respectful manner and use appropriate titles (e.g., Mr., Mrs., Dr.) when addressing adult (i.e., 18 years or older) clients, their family members, clinical educators, staff, and faculty. While it is acceptable to use a client's first name if given permission, students should continue to use the title in paperwork as a matter of professionalism and courtesy.

Person-First Language

Clinicians are expected to use person-first language that is consistent with the Individuals with Disabilities Education Act (IDEA). Emphasize the person more than the disorder or condition (e.g., child with autism, person with aphasia). Be mindful that while some members of certain communities may prefer person-first language, others may not (e.g., Autistic, Deaf). The easiest way to know your client's/client's family/caregiver's preference is to respectfully ask them.

Attendance

Professionalism is required at all times and attendance is crucial for professionalism. Students are expected to demonstrate the highest level of commitment to clinical practicum and should treat it as paid employment. The following list details our attendance expectations during clinical experiences.

- Regular attendance is expected without the expectation of any ‘days off’ across all practicum settings for the duration of the graduate program.
- A request for ‘days off’ is reserved for illness or extenuating circumstances ONLY. Extenuating circumstances are defined as illness or matters out of one’s control, (e.g. death of immediate family member).
- A doctor’s excuse must be provided for all illness-related absences.
- Your direct clinical educator (the supervisor who approves your clinical hours and competencies in the setting) is the person to whom your request/notification should be addressed with additional notifications as specified below.
- In addition to contacting your clinical educator immediately for illness, or in the event of extenuating circumstances, you are required to inform the externship coordinator (see program specifics below).
 - All notifications must be made via email or in writing.
- Potential approved/excused days off from clinical practicum might include religious holidays, professional conferences/conventions, and required department activities.

Students are allowed a total of 1 day for an anticipated absence (such as might occur for weddings, showers, reunions, etc.) over the course of the graduate program. This date(s) should be approved by the Clinical Educator and Director of Clinical Education at the start of the program or by the 1st day of the semester in which the absence will occur. These days off will not be approved beyond the start of the new semester.

- Requests for a potential day off should be made at the start of the practicum to the Director of Clinical Education.
- If excessive absence occurs, the student is required to make up the minutes/days they are absent from practicum, including illness. Make-up dates should be determined by the Clinical Educator and Director of Clinical Education.
- If the student requests a second or subsequent unexcused absence (e.g. weddings, showers, reunions, etc.), this will result in decreased ratings on the clinical evaluation form, possibly disrupt progress in the program, and potentially result in being placed on academic probation.
- Again, excused absences are illness-related (with physician's note) and/or extenuating circumstances (death in the immediate family). If you attempt to negotiate days off or change your practicum schedule (e.g. reducing number of days per week) with your Clinical Educator without discussing this with the Director of Clinical Education or Externship Coordinator, this will be treated as an example of unprofessional behavior and the consequence will result in decreased ratings on the clinical evaluation form, a possible disruption of progress in the program, and may result in being placed on academic probation.

Clinical practicum dates/times are subject to site, may vary site-to-site, and may not correlate with course schedules or university breaks. Do not compare your clinical schedule with that of your peers, as they will likely be different.

ALWAYS follow the clinic schedule of your practicum site.

Attendance and professionalism issues will impact your grade, and are at the discretion of the Clinical Educator, Externship Coordinator, and Director of Clinical Education.

Student clinicians are required to arrive on time for the beginning of their assigned clinical block and remain for the entire clinic block. This time is to be used for preparation and/or meeting with the clinical educator, planning, documentation, and other clinical activities.

Tardiness will be taken into consideration by the clinical educator when evaluating a student's performance on the practicum evaluation form in CALIPSO. Continued tardiness may result in re-assignment of the client to another clinician and dismissal from the practicum for the remainder of the semester. The student will be required to continue the clinic seminar.

Students should have the preferred contact information and medium (e.g., email, phone) for their clinical educators as well as clients. Whenever possible, students should not cancel sessions. In the event the student cannot conduct their scheduled session, they should communicate with their designated substitute who is determined at the beginning of the semester to cover the session. In extreme cases when a session must be canceled, following their clinical educator's approval, students should take the following actions to cancel a session:

1. Receive prior approval from clinical educator for approval to cancel following all appropriate attempts to cover session.
2. Notify the client of the necessary cancellation
3. Notify the clinical administrative assistant.

If the student cannot make direct contact with the client, he or she must notify the clinical administrative assistant. While making up a client-missed session at the end of the semester is up to the discretion of the clinical team, all sessions canceled by the student or clinical educator MUST be made up at the end of the semester.

Handwashing and Personal Protective Equipment

The simplest way to control the spread of infection or agents likely to cause an allergic reaction is by handwashing. Students should use soap and water for at least 20 seconds:

- before and after each in-person clinical session
- after coughing, sneezing, or wiping a nose
- after using the toilet
- after handling soiled items (e.g., dirty toys, used tissue)
- before and after wearing gloves
- before preparing or eating food

When soap and water are not available, students should utilize hand sanitizer.

Students will receive training related to personal protective equipment (PPE), handwashing, hand sanitizing, and surface disinfecting during orientation and as appropriate.

Disinfecting Clinical Environment and Supplies

Students are responsible for thoroughly cleaning and disinfecting treatment areas and equipment after providing services. Surfaces such as tabletops, toys, mirrors, chairs, doorknobs, etc. should be disinfected after each session using disinfection wipes. Disinfectant materials are kept in each room.

E-Mail Etiquette

Professional courtesy and behaviors are expected of students in on- and off-campus clinical sites, in the classroom, and in online communications. In some situations, e-mail may be a student's primary method of communicating with clinical educators, instructors, and the department. The relationships between students, the department, and clinical sites are vital for success of the program. It is of utmost importance that any communication students have with externship sites and clinical educators demonstrate the highest degree of professionalism. All e-mail correspondence should contain an appropriate and professional salutation, well-written with a grammatically correct body and respectful closing.

Dependability

The student should prepare for all meetings with the clinical educator. Student clinicians should notify supervisors of any anticipated absence from clinical responsibilities or change of schedule or location. In the case of an unanticipated absence (e.g., clinician illness), notify the clinical educator first, then the client if another clinician from the clinical block is not available to step in and run the session. Learning to adhere to clinic schedules is an important part of professional development. Courtesy and professionalism dictate clinicians begin and end clinical sessions within the appropriate period and allow time for clean-up and for the next clinician to set up in the room.

Confidentiality

All client information is confidential. Instructions for specific guidelines regarding protected health information (PHI) as it relates to HIPAA will be presented during orientation and throughout the graduate program.

CALIPSO

The program will use Clinical Assessment of Learning Inventory of Performance Streamlined Office operations (CALIPSO) to manage certain aspects of recordkeeping.

- Students will enter diagnostic and intervention hours earned in clinical practicum, externships, and didactic courses.
- Clinical educators will approve clock hours. They will also evaluate student performance by using a competency-based instrument (i.e., Clinical Assessment of Learning).
- CALIPSO will track CFCC and CAA standards for student knowledge and skills obtained through clinical and academic courses.

Student clinicians should enter their clock hours into CALIPSO *as soon as possible*, but no later than 48 hours after their client visit. Failure to enter clock hours in a timely manner may result in hours not being approved by clinical educators. See Appendix F for CALIPSO instructions.

Clinical Hours

According to the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), one clinical clock hour equals 60 minutes. Clock hours should not be rounded, but recorded in the denominations (e.g., 45 minutes) in which they occurred. While there is an exception for telepractice that will be discussed as appropriate, student clinicians typically just receive hours for direct client contact. At this time, the following activities may not be counted as clock hours:

- Preparing for an evaluation or intervention session;
- Creating materials;
- Scoring and analyzing assessments;
- Scheduling appointments;
- Discussing clients with the family or clinical educator;
- Meeting with the clinical team;
- Observing sessions; and
- Participating in IEP/IFSP meetings

Clinicians are responsible for entering clock hours into CALIPSO as they are completed, at least on a weekly basis. Clinical educators on and off campus will have access to CALIPSO and will approve hours via this web-based system. A minimum of 400 clock hours (this includes the 25 clock hours of guided undergraduate observation) must be obtained for ASHA certification. At least 325 of these clock hours must be obtained at the graduate level. Students are expected to be proactive in acquiring and tracking clock hours and are highly encouraged to volunteer for as many diverse opportunities as possible.

Clinical Simulation

In 2016, the CFCC revised Standard V-B for the Certificate of Clinical Competence in Speech-Language Pathology to include the use of simulation. According to this standard, students may obtain up to 75 hours of direct clinical contact with simulation. Students will use the web-based platform SimuCase in clinical and academic courses to provide skills practice in less accessible clinical areas, enhance course material, or remediate aspects of performance. *Students must save each attempt on a case; the total time spent working on the case must meet or exceed the recommended time, or the full amount of clock hours will not be awarded.* There are three (3) components to SimuCase:

1. **Prebrief:** Before students launch a simulation, the clinical educator presents the referral, provides due date, notes the recommended completion time, reiterates scoring, and answers any questions.
2. **Simulation and Feedback:** Students work through the case and contact the clinical educator with questions if they cannot meet the required 90% competency rate.
3. **Debrief:** The clinical educator leads a discussion about the case or, if students have completed multiple related simulations/cases. To meet the supervision requirement necessary to count the clock hours, the debrief must last at least 25% of the total simulation time. A 120-minute block of related cases, for example, would necessitate a debrief of 30 minutes. There may or may not be a written component to the debrief.

Diagnostic Procedures

Students will receive diagnostic assignments, based upon their availability and the client pool, as part of the practicum experience. The Director of Clinical Education will notify a student of the day, time, client, primary disorder, and clinical educator for each evaluation. Once a student has received a diagnostic assignment, they should locate the client's file in ClinicNote or with the clinic administrative assistant and thoroughly review all referral and case history information. The student should then schedule an appointment to discuss the plan for the evaluation with the clinical educator and complete the diagnostic plan in ClinicNote. The student clinician should contact the client no less than 24 hours in advance of the diagnostic appointment to confirm the appointment and obtain any additional information required to better plan for and complete the evaluation. An inventory of tests is available in the Clinic. Student clinicians may check out tests to review procedures for administration and interpretation with the permission of the Director of Clinical Education or the supervisory staff.

Clinical Feedback

Most students require feedback as they learn technical writing skills for documentation and report writing. Students also typically need feedback as they learn facets of assessment, diagnosis, treatment, counseling, etc. Clinical supervisors/educators will provide oral and/or written (i.e., handwritten, electronic) comments to students following assessments and intervention sessions. This may be immediately following the session or at a regularly scheduled meeting. Clinical supervisors/educators will also provide corrective feedback on documentation. Students are responsible for communicating with the clinical supervisor/educator to request additional feedback or feedback in another format than is currently offered.

Grading

Clinical courses will be assigned grades. This will be determined by student performance as evaluated by clinical educators in CALIPSO. Clinical instructors/educators will assess students about halfway through the placement, then again at the end.

	A	B	C	Fail
CSD 515	3.5 or greater	3.25-3.49	3.00-3.24	Less than 2.99
CSD 525	3.75 or greater	3.50-3.74	3.25-3.49	Less than 3.25
CSD 555	4.00 or greater	3.75-3.99	3.50-3.74	Less than 3.50
CSD 555	4.00 or greater	3.75-3.49	3.50-3.74	Less than 3.50

Documentation and Electronic Medical Records

Documentation supports diagnosis, treatment, and outcomes in speech-language pathology and allows clinicians to communicate with clients, families, other professionals, and third-party payors. Although Thiel College Center for Speech-Language Services does not charge for diagnostic or treatment sessions, documentation remains a critical aspect of both student training and client care. Many entities that employ speech-language pathologists use electronic medical records (EMRs). Clinicians in the on-campus clinic will utilize ClinicNote, an internet-housed EMR suite. ClinicNote may be accessed by students creating and editing documentation.

It is possible to modify and individualize ClinicNote templates to provide the most appropriate and important information for a specific client. Note that different clinical educators at the Thiel College Center for Speech-Language Services and at external sites will have different styles of writing and documentation. Students are expected to meet the expectations of each clinical educator in the quest for a well-rounded clinical education.

A section within a client's EMR (i.e., disposition form) should reflect all significant phone calls, parent/spouse conferences, referrals, re-evaluation dates, consultations, and sessions canceled by either the client or clinical team.

Externship Procedures

A student is eligible to complete full-time externships after successfully completing their first two-three semesters of academic coursework and clinical practicums. For externships, students receive clinical training at a variety of externship sites throughout the United States. The establishment of practicum sites and the placement of students at these sites are the sole responsibility of the program. After reviewing a student's externship request form and program confirmation of placement, a student may need to complete an interview if required by the externship site. Externship forms must be submitted to the Program Director or other CSD/SLP faculty or staff as directed by the Program Director.

PLEASE NOTE: UNDER NO CIRCUMSTANCES ARE STUDENTS TO SET UP OR ARRANGE FOR THEIR OWN EXTERNSHIP PLACEMENTS.

Students failing to follow procedures will not be assigned to a practicum site for the semester in which the practicum is requested. Students who do not submit the request by the specified date may not receive a placement.

The CSD/SLP Program maintains affiliation agreements for practicum placements with area agencies, hospitals, schools, and individuals. New practicum sites are added on a regular basis. The program will investigate the feasibility of a practicum site with which a student is interested in affiliating with a site that does not currently have an active agreement with the CSD/SLP Program. The student should contact the Program Director (or other CSD/SLP faculty or staff as directed by the Program Director) regarding the establishment of a new off-campus practicum site. The Program Director (or other CSD/SLP faculty or staff as directed by the Program Director) will then determine whether the site can provide practicum experiences and supervision in accordance with ASHA guidelines and regulations. Students should not take it upon themselves to negotiate a contract with an off-campus site. Thiel College and the CSD/SLP Program maintain strict regulations and procedures in establishing off-campus practicum locations. This ensures students are adequately insured for professional liability in off-campus sites. It also assures that the CSD/SLP Program students are receiving appropriate and well-balanced practicum experience under the supervision of certified, licensed, and qualified individuals. Regular contact is maintained with all off-campus clinical educators.

Students are expected to be professional and proactive during the externship planning process. Students are expected to follow the daily schedule of their externship supervisor. Students may be expected to commute up to 75 minutes to their externship site. All transportation and lodging requirements during an externship are the responsibility of the student. If a site is not secured at the student's preferred geographical location within 90 days of the externship start date, the student will be scheduled for an externship placement that is commutable from Thiel College. Students are responsible for providing all clearances and documentation requested by the externship site. If a student fails to submit requirements for the externship in a timely fashion, the externship (and program completion date) may be extended.

Advising

The Thiel College CSD/SLP Program will routinely monitor and document the progress of each student to promptly identify potential concerns regarding acquisition of knowledge. If necessary, an individualized support plan will be established.

Formal Advising

The MS-SLP Program Director will also act as the academic advisor to all graduate students. The role of the academic adviser is to support the student and to counsel the student if any academic, clinical, or professional disposition concerns are observed by faculty. Students will also be encouraged to see the faculty member(s) if they feel that they are having difficulty.

At the end of each semester, each student will meet with the Program Director and Director of Clinical Education to discuss academic performance, clinical performance, clinical experience hours across scope of practice and lifespan, updates regarding externship placements, and any other issues the program and/or student may have. Each student's KASA will also be updated during these meetings.

The program will utilize an early alert system to identify students at risk. During each of the scheduled department meetings, grade reports and grade trends for the cohort are discussed with all faculty, and students at risk are identified. If a potential program-level problem is identified, the Program Director will contact the student to arrange a meeting to discuss the areas of concern.

Course-Level Support Plan/Remediation

If a student is having difficulty in one specific course or needs to remediate assignment, quiz, exam, etc. to demonstrate competence, the student will receive an email from the course instructor with details of the remediation plan for the specific assignment, quiz, exam and timeline for completion. Once satisfactorily completed, the course instructor will email the student confirmation that the remediation has been successfully completed. Copies of these emails will be kept in the student's secure file. In addition to the remediation assignments, the course instructor may offer the following options to a student having academic difficulty:

- Meeting and working with the course instructor;
- Referral to the Thiel Learning Commons for support services;
- Referral to a faculty representative for assistance with study skills;
- Referral to the Counseling Center for possible evaluation; and/or referral to mental health counseling.

Program-Level Support Plan

If a student is having difficulty across multiple classes or with professional disposition or course-level remediations are completed in the designated timeframe, a Program-Level Support Plan will be initiated by the Program Director. The Program Director or designated faculty member(s) will formally meet with the student to discuss academic concerns and an appropriate support plan. The faculty member(s) will document the concerns, individualized support plan, timeline for plan, and successful completion of plan using the Student Support Plan form. A copy of the completed form will be given to the student, and a copy placed in the student's secure file. (See Appendix C).

Assessment

Formative Assessment: students receive formal midterm grades and ratings for all academic and clinical courses. Faculty will discuss any potential student concerns at their midterm Department Meeting.

Summative Assessment: all program students must complete KASA as tracked in CALIPSO, 400 clinical clock hours across depth and breadth of SLP Scope of Practice documented in CALIPSO, present professional portfolio, and complete Capstone project/presentation.

Student Records

Student records/experiences regarding knowledge and skills acquisition and clinical education are tracked in CALIPSO. Students may also access academic records using *Self Service*.

Academic Probation

To successfully complete the MS-SLP Program, students can have no more than two grades of C+/C/C- and a minimum GPA of 3.0 or above in the graduate program. If students have a GPA lower than 3.0 or more than two grades of C+/C/C-, they will be placed on academic probation. If placed on academic probation, program faculty will develop a Program Remediation Plan. If students on academic probation receive one additional course grades of C+/C/C- or during the remainder of the program for a total of three or more courses grades of C+/C/C-, they will be dismissed from the program effective immediately with no additional chance to remediate. If students have no more than two course grades of C+/C/C- but their GPA is below 3.0, they will have to repeat coursework so that they have a final cumulative GPA of 3.0 to successfully complete the program.

Once a student has been dismissed from the program, they must reapply using the standard application procedure and repeat the entire MS-SLP Program if admitted.

Grievances

Students are strongly encouraged to discuss any concerns directly with the course professor/clinical educator. If they do not receive satisfaction, they should schedule a meeting with the Program Director, Dr. Amy Tepper, (atepper@thiel.edu or 724-589-2298). If they still do not have resolution, they can contact the Dean/Vice President for Academic Affairs only having meeting with professor/clinical educator and/or Program Director first.

For program compliance complaints, individuals should contact the Council on Academic Accreditation (CAA), only after addressing concerns with Program Director and/or Vice President for Academic Affairs first. The CAA will address concerns via the complaint process that are clearly related to a program's compliance with accreditation standards. The CAA cannot intervene in disputes between individuals and programs, and cannot affect outcomes such as grade changes, reinstatement of the graduate program, employment, etc., as part of this complaint process.

Before filing a complaint, it is strongly recommended that you read Chapter XIII: Complaints in the CAA Accreditation Handbook: <https://caa.asha.org/programs/complaints/>. For more information visit: <https://caa.asha.org/Resources/>.

Fees

All students pay a one-time \$1,750 Program Fee and \$750 Clinic Fee at beginning of MS-SLP Program. The fees are in place so program can ensure that students have timely access to all needed materials and equipment. The examples below are not exhaustive as the program covers costs of additional subscriptions, programs, and clinical costs if they arise. The only out-of-pocket expenses that students should incur during the program are transportation, food/lodging, textbooks, Praxis registration fees, and credentialing application fees (e.g., state provisional license, education credential).

Examples of what Program Fees cover for 2 years: Medbridge, CALIPSO, ClinicNote, VALT, National NSSLHA dues with 1 SIG, PSHA dues, MBSimp, Praxis preparation resources, etc.

Examples of what Clinic Fees cover: clinic shirts, lab coat, clearances, drug test if needed for externships, CPR certification, TB test, flu immunization, professional liability insurance, etc.

Students are provided with new laptops at the beginning of the program as part of their Thiel College Technology Fee.

Graduate Assistantships

All incoming MS-SLP will be awarded tuition remission in exchange for 150 hours of service to the department. The tuition remission is in place for the duration of the MS-SLP Program unless the student declines the Graduate Assistantship or is removed from the Graduate Assistantship due to poor performance (ratings of less than 3 on performance evaluation). If the student does not complete all 150 hours of service by the end of Fall semester, their tuition remission will be prorated for the subsequent semesters based on the percentage of required Graduate Assistantship hours successfully completed and recorded.

Responsibilities:

Students will be assigned to work in the Center for Speech-Language Services (non-clinical assignment) or another college department/office for 5 hours each week during the residential semesters of the program. During these assigned hours, students will be present and available in their assigned role. In addition to assigned hours, students can complete their 150 hours by completing approved professional and/or community service, (e.g., volunteering at St. Paul's), Thiel NSSLHA Executive Board duties.

Professionalism:

Graduate Assistants should always act professionally during their assignments. Professionalism includes, but is not limited to integrity, honesty, high quality work, timeliness, cleanliness, responsibility, dependability, and adhering to guidelines provided by Program Faculty/Staff. If a student is found to be conducting themselves in an unprofessional manner, they will be referred to the Program Director and/or Director of Clinical Education for further review and potential disciplinary action. Please refer to Appendix D for additional information.

Tracking Hours:

Students will track their Graduate Assistantship hours using monthly timesheets posted on Moodle.

Missing Assigned Hours:

Students should notify their direct GA Supervisor in advance if they need to miss their assigned hours for the day. Students should use discretion when missing assigned hours as attendance will be evaluated.

Dress Code:

Students are expected to dress appropriately for Graduate Assistantship assignments. Students will adhere to the following unless otherwise directed by Program Faculty/Staff:

- Closed-toed shoes must be worn. No flip flops, sandals, combat/work boots, and/or slippers are allowed.
- Tops: The clinic shirts provided by the program should be worn during all clinical activities and graduate assistant assignments.
- Bottoms: Khaki slacks, navy blue or black scrub pants
- Hats are not acceptable.
- Distracting facial or intra-oral piercing/jewelry must be removed.
- Facial hair, if worn, must be neat and not obstruct the view of the mouth.
- Tattoos should be covered.
- Excessive jewelry should be avoided.
- Fragrances should be minimal.
- Fingernails should be clean and well-manicured. Nails should be kept to a length that is not detrimental to client safety.
- Any attire or lack of attire that is inappropriate, offensive, or distracting to clients and/or their families will not be permitted.

Students should wear their Thiel College identification badge during Graduate Assistantship Assignments.

Specifically for graduate assistant activities at the Center for Speech-Language Services, students must wear the Thiel shirts provided by the Program and adhere to the above dress code guidelines. Students failing to adhere to professional dress requirements may be sent home and could have a negative impact on their performance evaluations.

See Appendix G for Performance Evaluation.

Program Completion

PLEASE REMEMBER THAT STUDENTS WILL NOT BE PERMITTED TO GRADUATE UNTIL ALL ACADEMIC, PRACTICE HOURS, AND SUMMATIVE ASSESSMENT REQUIREMENTS ARE COMPLETED.

Thiel College is committed to assisting students in the journey to become certified speech-language pathologists.

Praxis Exam

The **Praxis Examination in Speech-Language Pathology (5331)** is an integral component of ASHA certification standards. The current passing score for purposes of ASHA certification is **162** (on a 100–200 scale).

The Praxis Exam as a Requirement

The Praxis exam is used as a requirement for one or more of the following:

- ASHA Certificate of Clinical Competence in Speech-Language Pathology
- State Professional Licensure
- State Teacher Credential

Praxis Exam Content

The content for speech-language pathology Praxis exam #5331 is comprehensive and, as a result, test-takers will need to synthesize information they have learned from many sources and understand the subject as a whole.

Students can learn how the Praxis test is structured and what kinds of questions to expect by reading the General Information and Study Tips for the Praxis: <https://praxis.ets.org/test-takers/about-the-test.html>.

Preparation

All students receive access to Praxis preparation resources (e.g., copy of *An Advanced Review of Speech-Language Pathology, 5th Edition: Practice Examinations* by Celeste Roseberry-McKibbin, M. N. Hegde, & Glen M. Tellis, or subscription to Fripty or True Learn (online programs) during the program. Students need to prepare and study for the Praxis examination throughout the program. Students should take the Praxis examination during the last semester of the program.

Registration Information

<https://tinyurl.com/mtpjnxz7>

Test Code: 5331 Speech-Language Pathology

Cost: \$146

Time: 2.5 hours

Passing/Qualifying Score: 162

Score Codes: 0910 (Thiel College MS-SLP Program), 5031 (American Speech-Language Hearing Association, ASHA certification), 8053 (Pennsylvania Board of Examiners for SLP/AUD, state license) 8033 (Pennsylvania Department of Education, education credential)

If you are completing CF in a state other than Pennsylvania, scores should be sent to that State's Licensure Board and Department of Education – the Program Director can share the document(s) with other codes.

If you pass the Praxis exam by August 31st of your graduation year, Thiel MS-SLP will reimburse the cost of one registration in the amount of \$146.

Additional Test Needed for Pennsylvania Department of Education Instructional I Certification:
Test Code: 5511 Fundamental Subjects: Content Knowledge (On-screen scientific calculator
allowed.)

Cost: \$120

Time: 2 hours

Passing/Qualifying Score: 150

Score Codes: 0910 (Thiel College MS-SLP Program), 8033 (Pennsylvania Department of
Education)

Use this link to check educational testing requirements for other states:

<https://praxis.ets.org/state-requirements.html>.

**Students should refer to the Thiel Student Handbook available on the Thiel
College website for any policies not specifically addressed in this document.**

Patient Bill of Rights

Clients as consumers participating in audiology or speech-language pathology services have:

- The **Right** to be treated with dignity and respect.
- The **Right** for services to be provided without regard to race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
- The **Right** to know the name and professional qualifications of the person or persons providing services.
- The **Right** to personal privacy and confidentiality of information to the extent permitted by law.
- The **Right** to know, in advance, the fees for services, regardless of the method of payment.
- The **Right** to receive a clear explanation of evaluation results and to be informed of potential or lack of potential for improvement; and to express their choices of goals and methods of service delivery.
- The **Right** to accept or reject services to the extent permitted by law.
- The **Right** for services to be provided in a timely and competent manner, which includes referral to other appropriate professionals when necessary.
- The **Right** to present concerns about services and to be informed of procedures for seeking their resolution.
- The **Right** to accept or reject participation in teaching, research, or promotional activities.
- The **Right**, to the extent permitted by law, to review information contained in their records, to receive explanation of record entries upon request, and to request correction of inaccurate records.
- The **Right** to adequate notice of and reasons for discontinuation of services; an explanation of these reasons, in person, upon request; and referral to other providers if so requested.

These rights belong to the person or persons needing services. For sound legal or medical reasons, a family member, guardian, or legal representative may exercise these rights on the person's behalf.

This model Bill of Rights is an official statement of the American Speech-Language-Hearing Association (ASHA) approved in 1993. Appendix B

Accessibility Policy

Grooms, D. (2016). New health equity regulations: What you need to know. *The ASHA Leader*, 21(8), 30–32. <https://doi.org/10.1044/leader.BML.21082016.30>

Section 1557 of the Affordable Care Act went into effect on July 18, 2016. Although the Thiel College Center for Speech-Language Services does not provide services in exchange for reimbursement through clients or third-party payors (e.g., insurance carriers), it does receive federal funding. It is important to understand that speech-language pathologists who work for institutions or are self-employed and accept federal funding must abide by Section 1557 when dealing with patients receiving federal coverage (i.e., Medicare A, Medicare C, Medicare D, Medicaid). These regulations expanded existing discrimination prohibitions related to race, color, national origin, sex, age, or disability.

- **Oral interpreter services** – Under Section 1557, providers must offer patients with limited English proficiency the opportunity to have an interpreter at no cost. In an emergency or at the patient’s request, an adult companion or family member may provide interpretation services. Patients also have the right to decline an interpreter.
- **Written-language access plan** – Federally funded providers should develop plans that outline how a patient’s primary language is identified, how interpreters may be contacted for phone service as necessary, how translators may be acquired, how the necessary language-assistance services are determined, and which documents have written translations available.
- **Electronic or information technology** – Providers must ensure that activities and programs offered electronically are accessible to individuals with disabilities. If providing access would burden the institution or change the activity, it is acceptable to provide the information in another format. Federally funded health care providers should strive to include individuals with disabilities whenever possible.
- **Transgender discrimination** – As of January 2017, federally funded providers may not decline service to individuals in any stage of transition. The decision to deny claims may not relate to transitioning or the patient’s identification as transgender. Individuals transitioning may benefit from voice and language services. Providers must use the name and pronouns selected by the patient; not doing so may be discriminatory.
- **Discrimination for association** – Federally funded providers may not refuse service or discriminate against patients who are related to or associate with individuals of whom they do not approve based on belonging to a protected category (e.g., race, age, disability).

Federally funded providers must file a compliance form with the Office for Civil Rights to assure patients and members of the public that their practices do not discriminate, adequately serve individuals with disabilities, offer interpreters, and provide translations of certain documentation. Additionally, providers must provide information about attaining services, contacting the designated responsible employee, and filing grievances. This Notice of Compliance must be posted in conspicuous locations where they provide services and on their websites.

Thiel College CSD/SLP Program Process to Identify Potential Student Deficiencies

The Thiel College CSD/SLP Program will routinely monitor and document the progress of each student to promptly identify potential concerns regarding acquisition of knowledge. If necessary, an individualized support plan will be established.

Formal Advising

The MS-SLP Program Director will also act as the academic advisor to all graduate students. The role of the academic adviser is to support the student, and to counsel the student if any academic, clinical, or professional disposition concerns are observed by faculty. Students will also be encouraged to see the faculty member if they themselves feel that they are having difficulty.

At the end of each semester, each student will meet with the Program Director and Director of Clinical Education to discuss academic performance, clinical performance, clinical experience hours across scope of practice and lifespan, updates regarding externship placements, and any other issues the program and/or student may have. The students' KASA will also be updated during these meetings.

The program will utilize an early alert system to identify students at risk. During each of the scheduled department meetings, grade reports and grade trends for the cohort are discussed with all faculty, and students at risk are identified. If a potential program-level problem is identified, the Program Director will contact the student to arrange a meeting to discuss the areas of concern.

Course-Level Support Plan

If a student is having difficulty in one specific course or needs to remediate assignment, quiz, exam, etc. to demonstrate competency, the student will receive email from the course instructor with details of the remediation plan for the specific assignment, quiz, exam and timeline for completion. Once satisfactorily completed, the course instructor will email student confirmation that the remediation has been successfully completed. Copies of these emails will be kept in the student's secure file. In addition to the remediation assignments, the course instructor may offer the following options to a student having academic difficulty:

- Meeting and working with the course instructor
- Referral to the Thiel Learning Commons for support services
- Referral to a faculty representative for assistance with study skills
- Referral to the Counseling Center for possible evaluation; and/or referral to mental health counseling.

Program-Level Support Plan

If a student is having difficulty across multiple classes or with professional disposition or course-level remediations are completed in the designated timeframe, a Program-Level Support Plan will be initiated by the Program Director. The Program Director or designated faculty member(s) will formally meet with the student to discuss academic concerns and an appropriate support plan. The faculty member(s) will document the concerns, individualized support plan,

timeline for plan, and successful completion of plan using the Student Support Plan form. A copy of the completed form will be given to the student, and a copy placed in the student's secure file.

Updated March 2023

Thiel College Speech-Language Pathology Support Plan

Student Name:

Faculty Member:

Clinic/Course:

Semester:

Year:

Plan Level:

Course

Program

This Support Plan was developed to allow students to address deficiencies in coursework and/or clinical training. This Plan is intended to remediate those deficiencies and allow the student to acquire the necessary knowledge and skills and achieve the technical standards. The student and supervisor/instructor will develop a support plan to achieve competency in any identified deficiency deficient area.

***Directions:** Enter the Course Learning Objective and/or ASHA standard that has not been met. Identify the additional responsibilities of the student and the role(s) of the supporting faculty member.*

Support Plan

Standard/Objective	
Course Learning Outcome	
•	
Student Responsibilities	
•	
Faculty Roles	
• Faculty members will be available for clarifications and to address questions and concerns.	
Begin date:	Review date:
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	
Date:	Faculty Member Signature:

If a student is unable to fulfill the support plan, with or without reasonable accommodation, or refuses to participate in the support plan procedures, a meeting with the Program Director, faculty member, and student will be scheduled to discuss further action.

I participated in the meeting about the Support Plan (attached), and I agree to fulfill its requirements by the date specified above.

Student Signature

Date

I participated in the meeting about the Support Plan (attached):

Faculty Member Signature

Date

Thiel College CSD/SLP Program Process to Evaluate Student Professionalism

- All students' professional behaviors are monitored each semester during their didactic courses and clinical practicums. Professionalism will be addressed in all course syllabi and when the clinic manual is reviewed during CSD 415 and MS-SLP Program orientation.

If a faculty member or course instructor has a concern regarding a student's professionalism, the faculty member should speak with the CSD Department Chair/SLP Program Director. The concern will also be discussed confidentially during the next department meeting after the concern is first noted to alert and/or gain additional insight from other faculty members who interact with the student.

- Professional behaviors are monitored and evaluated specifically during the clinical phase of the program by the clinical supervisor/educator, through the formal midterm and final clinical evaluations. Students receive professionalism ratings as part of the practicum evaluation; this rating is a part of the overall clinical practicum grade. These evaluations will be kept in secure student files.
- To further monitor professionalism, the externship liaison may make personal visits, phone calls, or virtual meetings with the clinical supervisor/educator (either randomly or triggered by a concern) during the student externship.
- Each student will have a virtual visit with program faculty at least once during each externship, to assess and document the student's professionalism (e.g., proper attire and identification, etiquette, attendance). This virtual visit will also provide an opportunity for the program personnel to visit and monitor clinical sites. Face-to-face visits will be scheduled if deemed appropriate/necessary by the externship liaison or if requested by the student, clinical supervisor/educator, and/or site.

Department of Communication Sciences and Disorders Graduate Speech-Language Pathology Program Core Functions for BS-CSD and MS-SLP Students

INTRODUCTION and BACKGROUND

The mission of Thiel College's CSD/SLP Program is to provide students with the academic coursework and clinical practicum experiences required by the American Speech-Language-Hearing Association (ASHA) in partial fulfillment of the requirements for the Certificate of Clinical Competence in Speech-Language Pathology (SLP). The education of a speech-language pathologist requires assimilation of knowledge, acquisition of skills, critical thinking, and the development of sound clinical judgement through client care experience in preparation for independent clinical practice and interprofessional practice and education.

Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic or technical standards that serve to ensure that students can meet the core requirements of the clinical program required for graduation.

Core functions, as distinguished from academic standards, refer to the core qualities and abilities that are considered necessary for a student's success in clinical programs. Thiel College's CSD/SLP program is responsible for the welfare of clients screened, evaluated, treated, or otherwise affected by students enrolled in the CSD/SLP Program. It is important that people who are admitted, retained, and graduated possess the aptitude for complex problem-solving, genuine respect, concern, and empathy for others as well as the physical and emotional capacity necessary to practice in the profession of speech-language pathology. In addition, students need the technological skills to independently manage professional caseloads, documentation, and other professional responsibilities.

The CSD/SLP Program expects all students to possess and demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries (effective use of assistive technology may be used to meet these standards). If you are uncertain about your abilities to meet these technical standards, please consult with the CSD Department Chair/SLP Program Director to discuss your individual situation.

Thiel College is committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. Enrolled students who believe they have a disability for which they seek accommodation should request disability accommodation from the Accessibility Resource Center on-campus.

POLICY

The Thiel College CSD/SLP Program endeavors to select applicants who have the ability to become highly competent speech-language pathologists. As an accredited speech-language pathology graduate program, the MS-SLP program curriculum adheres to the standards and guidelines of the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Within these guidelines, the Thiel College Communication Sciences and Disorders

Department/Graduate Speech-Language Pathology Program has the responsibility of selecting and evaluating its students; designing, implementing, and evaluating its curriculum; and determining who should be awarded a degree. Admission and retention decisions are based not only on satisfactory academic achievement but also on other non-academic factors, which serve to ensure that the candidate can complete the core functions of the program required for graduation.

The Department/Program has a responsibility to the public that its graduates can become fully competent and considerate speech-language pathologists, capable of doing benefit and not harm, and practice at the top of their license. Thus, it is important that all people admitted possess the aptitude for complex problem-solving; genuine respect, concern, and empathy for others; and the physical and emotional capacity necessary to practice in the profession of speech-language pathology.

Procedures for Core Functions:

The Thiel College CSD/SLP Program has developed a list of core functions and abilities that are considered necessary for a student's successful academic and clinical performance in the program.

Dissemination:

The list of core functions for the CSD/SLP Program will be publicly available on the Thiel College website for all students who are applying to the BS-CSD, MS-SLP, and or 5-Year BS-CSD/MS-SLP Program. Once admitted to the program, students will be asked to review and sign the Core Functions document, which will then be stored in the student's file in the Department office.

Procedure when a student does not meet core requirements:

In the event a student is determined to be unable to demonstrate professional dispositional skills as documented for a respective program, a support plan will be developed by the faculty. In the event the support plan is unsuccessful, a student's enrollment may be recommended for termination from the program.

Students: Please review the list of core functions on pages 3-5, then sign the verification statement below:

I certify that I have read and understand the Core Requirements document and that I believe, to the best of my knowledge, that I meet each of these standards either with or without accommodations. If needed, I will contact the Accessibility Resource Center to determine what accommodations are available to me. I understand that if I am unable to meet and maintain these standards for the duration of my studies, I may be dismissed from the program.

Student Signature

Date

CORE FUNCTIONS of the Thiel College CSD/SLP Program

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must demonstrate core skills and attributes in six areas: communication, motor, sensory, intellectual/cognitive, interpersonal, and cultural responsiveness. These skills enable a student to meet programming and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the CSD/SLP Program through coursework and clinical experience. Failure to meet or maintain the core functions may result in negative consequences for the student, including, but not limited to dismissal from the program.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

Motor

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involve a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process.
- Respond in a manner that ensures the safety of clients and others.

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication.
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings.
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
- Apply informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care.

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures, and good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions.
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies.
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities.

Cultural Responsivity

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice.

Glossary

- **Cultural Responsivity** involves “understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction” (ASHA, 2017) and includes “incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices”.
- **Evidence-Based Practice** involves “integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (*Evidence- Based Practice in Psychology*, n.d.).

American Speech-Language-Hearing Association. (n.d.). *Cultural responsiveness* [Practice Portal]: <https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/>

Evidence-Based Practice in Psychology. (n.d.). <https://www.apa.org/>, retrieved March 3, 2023, from <https://www.apa.org/practice/resources/evidence>.

Adapted from Council of Academic Programs in Communication Sciences and Disorders (2023). *A Guide for Future Practitioners in Audiology and Speech-Language Pathology – Core Functions*. <https://growthzonesitesprod.azureedge.net/wp-content/uploads/sites/1023/2023/04/Core-Functions-for-AUD-and-SLP.pdf>



CALIPSO INSTRUCTIONS FOR SLP STUDENTS

<https://www.calipsoclient.com/thiel/>

Step 1: Register as a Student User on CALIPSO

- Before registering, have available the PIN provided in the CALIPSO registration e-mail.
- Go to your school's unique login URL provided in the CALIPSO registration email, or go to <https://www.calipsoclient.com/thiel>
- Schools are listed alphabetically; locate your school in the list and click on the school name link.
- Click on the "Student" registration link located below the login button.
- Complete the requested information, being sure to enter your "school" e-mail address, and record your password in a secure location. Click "Register Account."
- Please note: **PIN numbers are valid for 40 days**. Contact your Clinical Coordinator for a new PIN if 40 days has lapsed since receiving the registration e-mail.

Step 2: Login to CALIPSO

- To login, go to your school's unique login URL listed in the header at the top of this page, or go to <https://www.calipsoclient.com/school-login>, locate your school, and login to CALIPSO using your school e-mail and **password that you created for yourself during the registration process (Step 1)**.
- Upon logging in for the first time, you will be prompted to pay the student fee (if applicable) and to provide consent for the release of information to clinical practicum sites.

Step 3: Enter Contact Information

- Click on "Student Information"
- Click on "Contact Info" and then "Edit" for each corresponding address.
- Enter your local, permanent, and emergency contact info. Enter "rotation" contact info when on externships. Return to this link to update as necessary.
- Click "Home" located within the blue stripe to return to the home page.



Step 4: View and Update Immunization and Compliance Records

- Before each semester, click on “Student Information” and then “Compliance/Immunizations” to view a record of compliance and immunization records.
- Missing or expired records are highlighted in red.
- Upload an electronic file(s) of immunization, training or screening documents as required by your program by clicking on the “Files” link located within the blue stripe at the top of the page.
- Click the “Edit Compliance/Immunization data” link located just beneath the blue strip to enter the effective dates for the immunization, training or screening items as required by your program. Click in the box to the right of the item for which a date is to be entered and select the effective date from the pop-up calendar. Click the “Save the changes below” button to save the entered dates.
- To create a “Health Record” document to save and/or print for clinical placements, click “Printable view (PDF)” located within the blue stripe.
- Click “Home” located within the blue stripe to return to the home page.

Step 5: View Clinical Assignments & Site Information Forms

- Within “Student Information,” click the [Clinical Assignments](#) link to view information pertaining to the current semester’s placement, including contact information for your Supervisor.
- Note the details of your assignment’s Semester, Clinical Course, Site and Clinical Setting; when entering clock hours (*see Step 7a*), be sure to record your clock hour entries to match the assignment.
- Additional information about the Site may be available under “Site Information Forms”. Click the “Home” link to return to the Lobby page, then click **View** > [Site Information Forms](#).
- To view available information, identify the desired site and click “View” located in the fifth column under submitted. [Please note: “In progress” forms are not accessible to students; only “submitted” forms are accessible to students.]

Step 6: View/Upload Documents and Clinical Placement Files

- The file management feature allows you to upload any type of file (e.g. Word, PDF, JPEG, audio/video) to share with your clinical supervisor or clinical administrator.
- From the Lobby, click on “Student Information” and then “Documents” to upload your own file and/or view a file uploaded by your supervisor or clinical administrator.
- **First, select a Local  folder by clicking on the folder name or create a new Local  folder or subfolder.** To create a new folder or subfolder, type in desired folder name in the "Add folder" field and press "create."
- **Upload a file** by pressing the “Browse” button, selecting a file, completing the requested fields, and clicking "upload." The upload fields will display if you have selected an unrestricted folder. **Set the file permission** by choosing “public” for supervisor and clinical administrator access or “private” for clinical administrator access only.
- **Move files** by dragging and dropping from one folder to another.
- **Rename folders** by clicking the "rename" link to the right of the folder name.
- **Delete files** by clicking the “delete” button next to the file name. **Delete folders** by deleting all files from the folder. Once all the files within the folder have been deleted, a “delete” link will appear to the right of the folder name.

Step 7a: Enter Daily Clock Hours

- Click on the “Clockhours” link located on the lobby page or the “Student Information” link then “Clockhours.”
- Click on the “Daily Clockhours” link located within the blue stripe.
- Click on the “Add new daily Clockhour” link.
- Complete the requested information and click “Save.”
- Record clock hours and click “Save” located at the bottom of the screen. You will receive a “Clockhour saved” message.

To add clock hours for a ***different*** supervisor, clinical setting, or semester:

- Repeat the above steps to enter additional clock hours gained under a different supervisor, clinical setting, or semester.

To add additional clock hours to the ***same*** record:

- Click on the “Daily clockhours” link located within the blue stripe.
 - Select the record you wish to view (posted by supervisor, semester, course, and setting) from the drop-down menu and click “Show.”
 - Click the “Copy” button located next to the date of a previous entry.
 - Record the new clock hours (changing the date if necessary) and click “save” located at the bottom of the screen. You will receive a “Clockhour saved” message.
- To **view/edit** daily clock hours, click on the “Daily clockhours” link located within the blue stripe.
 - Select the record you wish to view (posted by supervisor, semester, course, and setting) from the drop-down menu and click “Show.”
 - Select the desired entry by clicking on the link displaying the entry date located along the top of the chart. Make desired changes and click save.
 - Please note: Supervisors are not notified and are not required to approve daily clock hour submissions.

Step 7b: Submit Clock Hours for Supervisor Approval

- Click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, and course) from the drop-down menu and click “Show.”
- Check the box (located beside the entry date) for all dates you wish to submit for approval then click “Submit selected clockhours for supervisor approval.” Clock hours logged for the dates selected will be consolidated into one record for supervisor approval. The designated supervisor will receive an automatically generated e-mail requesting approval of the clock hour record.
- Please note: Daily entries cannot be edited once approved. However, if you delete the entry from the “Clockhour list” link prior to approval, daily hours may be resubmitted.
- View consolidated clock hour entries by clicking “Clockhours list” located within the blue stripe.

Step 8: View Clinical Performance Evaluations

- Click on “Student Information” and then “Evaluations.”
- As clinical performance evaluations are completed by your supervisors, the evaluations will automatically post to this link.
- View a desired evaluation by clicking on the “current evaluation” link highlighted in blue.

Step 9: View Cumulative Evaluation

- Click on “Student Information” and then “Cumulative evaluation” to view a summary of your clinical competency across the 9 disorder areas.
- Upon graduation, you must demonstrate competency for all clinical competencies listed on the form.
- Please make note of any areas of deficiency which are highlighted in orange.

Step 10: View KASA

- Click on “Student Information” and then “KASA” to view your progress in meeting the academic and clinical requirements for graduation. KASA stands for Knowledge and Skills Acquisition, which is a “roadmap” of academic and clinical standards toward certification requirements.
- Upon graduation, all requirements should have been met, represented with a green check mark.

Step 11: View Performance Summary

- Click on “Student Information” and then “Performance summary” to view a summary of your clinical performance across all clinical courses to date.

Step 12: View My Checklist

- Click on “Student Information” and then “My Checklist” to view your progress in meeting the clinical requirements for graduation.
- Upon graduation, all requirements should have been met, represented with a green check mark.

Step 13: Complete Self-Evaluation

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete a self-evaluation.
- From the lobby page, click on the “Self-evaluations” link.
- Click on “New self-evaluation.”
- Complete required fields designated with an asterisk and press “save.”
- Continue completing self-evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, check the “final submission” box and click “save.”
- Receive message stating “evaluation recorded.”
- Please note: you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation saved, the status will change from “in progress” to “final”.
- To view the evaluation, click “Evaluations list” located within the blue stripe.

Step 14: Complete Supervisor Feedback Form

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete feedback for each clinical supervisor.
- From the lobby page, click “Supervisor feedback forms.”
- Click “New supervisor feedback.”
- Complete form and click “Submit feedback.”
- Your completed feedback form will be posted for Clinical Coordinator approval. Once approved, feedback will be posted for the clinical supervisor to view. Until approved, the feedback may be edited by clicking on “View/edit.”

Step 15: Complete Evaluation of Off Campus Placement

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete feedback for each off-campus placement.
- From the lobby page, click “Student Evaluation of Off Campus Placement.”
- Click “New off campus placement evaluation.”
- Complete form and click “Save.”

Failure to upload observation hours, clock hours, and all required documentation could result in not successfully completing the MS-SLP Program.

Graduate Assistant Performance Evaluation

Student performance for their Graduate Assistantship assignment will be evaluated at midterm and end of Summer I and Fall semesters using the guidelines below:

RATING SCALE	DEFINITION
5 = Outstanding	Consistently and significantly exceeds all performance expectations and standards.
4 = Exceeds Expectations	Frequently exceeds assignment requirements.
3 = Meets Expectations	Performance is what is expected of a Graduate Assistant.
2 = Approaches Expectations	Occasionally falls short of consistently meeting performance expectations and standards.
1 = Does Not Meet Expectations	Consistently fails to meet performance expectations. Needs significant improvement.
N/A = Not Applicable	Does not apply to job performance expectations.

	Semester:	
	Midterm	Final
	Date:	Date:
Attendance		
Quality of Work		
Interprofessional Communication/ Collaboration		
Adheres to Graduate Assistant Guidelines		
Average Rating		
GA Hours Completed/Recorded		

Additional Comments:	
Reviewer Signature	Date
Graduate Assistant Signature	Date