

# Andrews University

**COLLEGE OF HEALTH AND HUMAN SERVICES**

**School of Communication Sciences and Disorders**

**2020-2021**



**MASTER OF SCIENCE DEGREE**

**STUDENT ACADEMIC & CLINICAL HANDBOOK AND POLICIES**



The Master of Science Program in Speech-Language Pathology at Andrews University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700

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## **PURPOSE OF THE HANDBOOK**

The Graduate Student Handbook outlines Andrews University Master's Degree Program in Speech-Language Pathology's policies and procedures that are in addition to those set forth by the university's graduate school catalog and bulletin. The program's policies are designed to promote understanding and mutual respect among faculty, staff and students in the Speech-Language Pathology program. This document is a work in progress and is subject to revision as necessary.

## **MISSION STATEMENTS**

### **Andrews University Mission Statement**

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to:

#### **Seek Knowledge as they...**

- Engage in intellectual discovery and inquiry
- Demonstrate the ability to think clearly and critically
- Communicate effectively
- Understand life, learning, and civic responsibility from a Christian point of view
- Demonstrate competence in their chosen disciplines and professions

#### **Affirm Faith as they...**

- Develop a personal relationship with Jesus Christ
- Deepen their faith, commitment, and practice
- Demonstrate personal and moral integrity
- Embrace a balanced lifestyle, including time for intellectual, social, spiritual, and physical development
- Apply understanding of cultural differences in diverse environments

#### **Change the World as they go forth to...**

- Engage in creative problem-solving and innovation
- Engage in generous service to meet human needs
- Apply collaborative leadership to foster growth and promote change
- Engage in activities consistent with the worldwide mission of the Seventh-day Adventist Church

### **College of Health and Human Services Mission Statement**

The College of Health and Human Services is firmly committed to fulfilling the mission of Andrews University through the didactic and clinical training of health professionals. The health profession departments provide multi-level educational programs for diverse groups of students. Each is accredited by the appropriate professional accrediting association or adheres to its accrediting association's standards. The health profession faculty provides high quality education, research, and service within a Christ-centered environment that fosters collaboration

and mutual respect. Graduates of these programs serve Christ by ministering to the needs of others through the delivery of effective contemporary healthcare.

### **School of Communication Sciences and Disorders**

#### **Our mission is:**

To cultivate competent professionals in a Christ-centered learning environment, who will positively impact and engage the global community.

### **School of Communication Sciences and Disorders Core Philosophical Values**

We are committed to offering:

- Educational excellence
- Christ-centered environment
- Mutual Respect and Compassion
- Consistency in upholding Ethical and Professional Principles
- Highly Qualified Educators
- Patient/Client Interactions
- State-of-the-Art Technology, Innovation, and Physical Plant
- Inter-professional Education (IPE)
- Unique Service Opportunity

### **Program Objectives/Learning Outcomes**

- Students will critically apply the theoretical framework within the field of practice.
- Students will prescribe evidence-based procedures for appropriate evaluation and treatment within the scope of practice.
- Students will demonstrate the ability to present information clearly, logically, and critically both orally and in writing.
- Students will demonstrate the understanding and application of ethical standards as they relate to their field of study and inter-professional practice.

### **MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY TRACKS**

Andrews University offers three program tracks for the completion of the Master's degree in Speech-Language Pathology.

#### **Traditional Two-Year Track**

Andrews University's Master of Speech-Language Pathology is designed to provide the student with in-depth academic study, the potential for research and extensive clinical experiences in preparation for careers in the diagnosis, evaluation and management of individuals with speech

and language disorders. The core coursework of this program is designed to be completed in 2 years (6 semesters, including summers).

### **3 Year Transitional Program**

Upon admission, students with a BS/BA in an unrelated field of study, will complete one year of undergraduate prerequisite coursework in speech-language pathology. Students must maintain a 3.5 GPA during the prerequisite course completion (with no grade lower than a B). Prerequisites must be completed within one academic year. After successful completion, students will enter the Master's degree program. Students may be required to complete additional courses in order to meet the standards for certification by the American Speech and Hearing Association (ASHA). Students must complete courses in statistics, physics, or chemistry and behavioral science for regular admission to the MS program. A Minimum GPA of 3.0 in graduate level courses must be maintained.

#### **Pre-requisite Courses are as Follows:**

SPPA 234 – Intro to Speech-Language Pathology	3 credits
SPPA 270 – Pre-clinical Observation	1 credit
SPPA 321 – Normal Language Development	3 credits
SPPA 332 – Child Language Disorders	3 credits
SPPA 331 – Basic Audiology	3 credits
SPPA 285 – Applied Phonetics	3 credits
SPPA 280 – Anatomy and Physiology of Speech and Hearing	4 credits
SPPA 374 – Articulation and Phonology	3 credits
SPPA 310 – Speech Science	3 credits
SPPA 340 – Neuroscience of Communication	3 credits
SPPA 448 – Disorders of Voice, Fluency, and Swallowing	3 credits

#### **BS/MS in Speech-Language Pathology 5-year track**

This track allows eligible students to obtain a Bachelor of Science in Speech-Language Pathology and Audiology and a Master of Science degree in Speech-Language Pathology in 5 years. Following acceptance into the program students must begin this track fall semester of the undergraduate freshmen year at Andrews University and meet the criterion high school GPA and ACT or SAT test score.

**For details and requirements of each program please visit the university bulletin page <https://bulletin.andrews.edu/>**



### Example of a two year MS program

<b>Year One</b>						
<b>Fall</b>	Orientation for MS in Speech-Language Pathology  SPPA 500	Child Language Disorders – Preschool  SPPA 502	Articulation in Phonological Disorders  SPPA 544	Diagnostics in Speech-Language Pathology  SPPA 520	Research Methods in Speech-Language Pathology  SPPA 574	Practicum I-onsite  SPPA 521
<b>Spring</b>	Child Language Disorders – School Age  SPPA 503	Adult Language Disorders  SPPA 540	Integration of Spirituality in Healthcare  SPPA 446/ SPPA 646	Practicum II-onsite  SPPA 522	Clinical Professional Seminar in SLP SPPA 580	
<b>Summer</b>	Practicum III-Onsite  SPPA 608	Fluency  SPPA 647	Counseling for SLP  SPPA 510			
<b>Year Two</b>						
<b>Fall</b>	Voice & Velopharyngeal Disorders  SPPA 583	Dysphagia  SPPA 613	Motor Speech Disorders  SPPA 631	Practicum I – Offsite  SPPA 624		
<b>Spring</b>	Praxis Prep Class  SPPA 550	Augmentative and Alternative Communication  SPPA 663	Practicum II – Offsite  SPPA 682	Educational Audiology  SPPA 551	Comprehensive Exam  SPPA 670	
<b>Summer</b>	Practicum III - Offsite  SPPA 683					

### PROGRAM OPTIONS

This program has two completion options. Students can choose the Standard Option or the Research Project Option. Both options are designed to give students a rich, rigorous and highly specialized experience and speech-language pathology skill set.

#### **Standard Option**

Students choosing the standard option are going to receive a more academic based experience that will include a course in educational audiology and counseling in the area of speech-language pathology. Students will gain knowledge and expertise in the methods of intervention in communication disorders related to loss of hearing and audiology deprivation for school-aged children. They will also examine and integrate the role of the speech-language pathologist in counseling patients, students, family members and caregivers. Competencies in effective clinical diagnostics, treatment, information sharing and social/multicultural adjustments, as well as issues specific to swallowing, communication and cognitive disorders are specifically addressed.

### **Research Project Option**

Each graduate student has the option to complete a Research Project. All students pursuing this option will be encouraged to complete a scholarly activity of sufficient quality for professional presentation and/or publication. A research project is intended to familiarize a student with research methodology, peer review article development and submission, and presentation. Students who select the research project option must take the following steps:

- Determine who they would like their research advisor to be.
- Discuss their intentions with the program director or academic advisor (by January of their first year of graduate coursework or the senior year for BS/MS 5-year students).
- Schedule an appointment with the identified research project advisor.
- Obtain written consent noting that the identified faculty member is willing to serve as advisor (consent documents are available on the program webpage).

### **Research Project Advisor and Chosen Committee Members**

- The research project committee will consist of an advisor and two other faculty members with knowledge and expertise in the chosen area.
- In consultation with their research project advisor, the student will determine the two other committee members.
- A faculty member's decision to serve a committee will be based on availability and workload.
- This project decision and advising team process must be completed by the end of the graduate student's second semester.
- The student's final document must be in the form of a peer reviewed article.
- A presentation of the research project must also be conducted.
- Project must be completed, presented, corrected and submitted at least three weeks before graduation.

### **Program Fees**

The MS-SLP program is a professional program. In addition to the AU tuition a \$410.00 professional fee is assigned each semester of the program. This includes BS/MS 5-year students in their first year of the graduate program course work. This fee is subject to change based on incremental university increases. These fees cover various program equipment and supplies such as lab coats and clinical identification cards. These are mandatory items. If lost, students are required to replace them at their expense.

### **Additional Financial Expectations**

The MS-SLP program at Andrews University makes every effort to sufficiently train all students for the professional expectations of the workforce. For this reason, students are expected to purchase or gain access to course resources and textbooks. In addition to textbooks students are required to purchase:

- Simucase – **\$198.00** (2-year subscription expect to purchase in semester one)
- LSVT Loud – **\$300.00** (Expect to purchase in semester three-summer year one)
- MBS-IMP - **\$80.00** (expect to purchase in semester four-fall year two)

This is not inclusive of the aforementioned training tools and students may be required to purchase additional training tools/equipment/programs as determined by the program in order to meet certification requirements.

### **Professional Membership**

Upon Admission to the program each student is required to hold membership with the American Speech-Language and Hearing Association's student organization National Student Speech Language Hearing Association (NSSLHA). Membership is expected to be held for the duration of the program. Proof of membership is required.

### **IMPORTANT RESOURCES AND CONSIDERATIONS**

The following information is designed and shared to assist students in completing this program with greater ease and peace of mind:

- Each student must have access to a computer. While the campus does make available computer and mac labs, it may be difficult for a student without continuous access to a computer to complete assignments, upload documents, record clinical hours etc. It is suggested that students have personal computers.
- Some clinical placements and academic supports may require a student to travel within the local area and/or to and from their clinical placements. For greater ease of program completion, it is necessary that a student have access to a car/vehicle and/or reliable transportation.
- This is a full-time graduate program and it is strongly suggested that students be mindful of the academic rigor and program requirements when choosing to work while in the program. It is recommended that the first semester of study be completed prior to obtaining a job. This will allow students to judge their ability to manage program demands. Job requirements and expectations are not considered a viable reason to miss classes, clinical responsibilities, or programing.

### **PROGRAM BACKGROUND CHECK/VERIFICATION DOCUMENTS REQUIREMENT**

Prior to beginning graduate course work each student must complete a background check/document verification that includes a drug screening, immunization documentation, and a criminal background check. Students must be aware that any unfavorable report on their background check and/or drug screening information may result in dismissal from the program. While certain results of the background check may allow students to continue academic course work they do this at their own risk based on the requirements of external clinical placement sites. International students may not be able to complete certain portions of the background check until they have arrived in the United States. The program does make allowance for this, however, international students must be aware that unfavorable outcomes may result in dismissal from the program and revocation of international student visa status.

## **ELIGIBILITY REQUIREMENTS AND ESSENTIAL FUNCTIONS**

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 have skills and attributes in five following areas without unreasonable dependence on technology or intermediaries: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (\*), however, are skills that are more inherent and should be present when a student begins the program.

### **COMMUNICATION**

A student must possess adequate communication skills to:

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

### **MOTOR**

A student must possess adequate motor skills to:

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

## **INTELLECTUAL / COGNITIVE**

A student must possess adequate intellectual and cognitive skills to:

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

## **SENSORY/OBSERVATIONAL**

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

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

## **BEHAVIORAL/ SOCIAL**

A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.\*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, races, religions, sexual orientations, and cultural and socioeconomic backgrounds.\*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics, university and federal privacy policies.\*
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.\*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.

- Dress appropriately and professionally.

### **POSITION STATEMENT ON FOREIGN ACCENTS**

It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders. As long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, and are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the non-acceptance of individuals into higher education programs or into the professions solely on the basis of the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.

### **ACADEMIC AND CLINICAL ACHIEVEMENT REQUIREMENTS**

- All students admitted to the graduate program must maintain a 3.0 grade point average or higher.
- Students will be permitted to earn one "C" in an academic course or a B- in a clinical course. **If a second "C" in an academic course or a B- in a clinical course is earned or the students' grade point average falls below a 3.0, the students will be placed on a remediation plan.** The students will also be required to retake the course in which the second academic course C or clinical course B- was earned.
- There may be times when students who are consistently demonstrating difficulty in clinical, academic areas or skill sets may be placed on a remediation plan for the purpose of offering additional support. Students can only be placed on a remediation plan once.
- Students must meet all **essential functions** of the Andrews University School of Communication Sciences and Disorders.
- Students must meet clinical requirements as outlined in rubrics.
- Students are required to meet and/or be in contact with their advisor at least once per semester to discuss course plan and program progress.
- Students must meet all academic and clinical requirements for certification with the American Speech and Hearing Association.
- Students who elect to complete a research project must be in good academic and clinical standing prior to securing approval for the research project topic.

## **POLICIES ON PROGRESSION, REMEDIATION, AND DISMISSAL**

There are minimal skills required in order to progress through the master's program. Graduate students must be able to meet, with or without reasonable accommodations, the following minimal standards:

Knowledge – The student is responsible for:

- a) Attaining the knowledge competencies associated with all courses
- b) Keeping track of his/her performance as the semester progresses. Any/all concerns about successful completion of the course should immediately be brought to the attention of and discussed with the instructor. To meet the knowledge competencies for each course, students must attain a final grade of B- or better. If a student's final grade falls below a B-, see remediation section. The Program Director monitors each graduate student's academic performance at midterm and at the end of the semester.

Skill – The student is responsible for:

- a) Attaining the skills associated with clinical practicum experiences
- b) Keeping track of his/her clinical skills as the semester progresses. Any/all concerns about successful completion of the clinical practicum should immediately be brought to the attention of and discussed with the clinical supervisor. The Clinical Director monitors each graduate student's clinical performances at midterm and at the end of the semester.

Disposition – The student is responsible for:

- a) Developing effective and appropriate relationships with faculty, supervisors, staff, peers, individual clients, parents/caregivers, and other professionals.
- b) Adhering to the code of ethics of the American Speech-Language-Hearing Association (ASHA) and be professional at all times. Students must exercise good judgment, complete academic and clinical assignments in a timely manner, maintain client confidentiality, communicate effectively, and be culturally appropriate.  
**(See Professionalism Expectations)**

## **RETENTION AND REMEDIATION**

### **Program Retention, Clinical and Academic Remediation Plan**

This will occur if students' GPA fall below a 3.0, earn their second "C" in an academic course, or first B- in a clinical course. At specific intervals during the semester faculty members will meet to discuss specific student concerns. All documented student concerns will be reviewed. Students not meeting the noted requirements will be placed on a remediation plan. Guidelines for this plan include the following steps:

- The program director will meet with the academic instructor or clinical supervisor involved to discuss the noted student's concern(s).
- An outlined improvement plan will be created to ensure that the student will demonstrate adequate improvement in the area(s) of concern. This plan will include measurable goals, and specific consequences for a student's failure to meet the stated goal(s).

- The program director or designate will share this plan with the student. All individuals involved in the creation and implementation of the plan will sign and receive a copy of the plan.
- As a part of the remediation/improvement plan students may be required to enroll in an independent study course. Students on remedial plans can expect a range of highly specific assignments targeted to assist them in achieving program standards in the identified area(s) of need. (A grade of “S” for satisfactory or “U” for unsatisfactory will be assigned upon completion of this course)
- If the remediation plan is the result of a second earned “C”, the student will be required to retake the class and will not be permitted to enroll in any subsequent coursework until he/she has successfully completed the class.

***REMEDATION WILL NOT CHANGE A STUDENT’S FINAL GRADE IN A COURSE. It will however, allow for the student’s knowledge and skills development outline to note success in the noted area.***

***Sample remediation activities:***

Remediation activities are created based on the need(s) of the students and the area(s) in which they have had difficulty. It is possible to have one remediation plan for multiple areas - if those areas are related. Below is a list of **sample** remediation activities:

- Write a paper on a topic.
  - Complete an independent study of a topic.
  - Complete a literature review for a topic.
  - Receive added individual instruction on a topic.
  - Complete an additional class or supervised experience (e.g., writing class, remedial math class, undergraduate coursework in SPLAD).
  - Complete supervised clinical observations.
  - Be retained in an on-campus clinic for further clinical training prior to going off-site.
  - Complete specific clinical activities, such as diagnostic report writing, and/or working with a mentor.
- If a student fails to successfully complete the remediation plan, a meeting will be scheduled with the program director to determine the appropriate next step, which may include dismissal from the program.
  - Students will only be permitted to be on a remediation plan once during their course of study. If a third “C” is earned in an academic course, a second B- in a clinical course or if the student’s GPA falls below 3.0 for the second time, the student will be asked to leave the program.



**Note:** Remediation will not be needed in cases where the student has demonstrated the knowledge/skills competencies associated with a particular course, but he/she earned a final grade of C or less for other reasons, including but not limited to: failure to attend class, tardiness, late papers/assignments, or class/group participation penalties, and so forth. For additional information, see instructor's course outline and Professionalism expectations. In such cases, the instructor will inform the program director, in writing, that the student has achieved the knowledge/skills competencies.

### **PROFESSIONALISM EXPECTATIONS**

All MS - SLP Program faculty are committed to the concept of adult learning where instructors serve as facilitators of the process of learning. Within this environment the student holds the ultimate responsibility for determining the quality of his/her educational experience.

The *Professional Behaviors* reflect the intent of assessing professional behaviors which are deemed critical for professional growth and development in Speech-Language Pathology education and practice. These behaviors with their criteria are as follows:

- 1. Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.
- 2. Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
- 3. Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- 4. Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
- 5. Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
- 6. Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Speech-Language Pathology profession.
- 7. Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
- 8. Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
- 9. Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions with: self, patient/clients and their families, members of the health care team, and in work/life scenarios.
- 10. Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Each student is expected to demonstrate professional behavior and a commitment to learning throughout the program. This will include, but not be limited to, punctuality and preparedness for each class session, and timely completion of assignments. Students are expected to participate in class discussions in a manner that demonstrates respect for their instructor, fellow classmates, and the department. Students also represent the Speech-Language Pathology program, Andrews University and Christ outside the SPLAD building and therefore, are still held to the professional expectations policy, particularly numbers 2, 4, 5, & 6. **This also applies to social media communications like Facebook, Twitter, etc.**

### **EVALUATING PROFESSIONALISM**

Through clinical and academic means students will be evaluated based upon the professional behavioral expectations listed above. Students who do not meet these standards are notified in writing or through a scheduled meeting. If this behavior continues, the student will be required to meet with his/her advisor to submit a corrective plan of remediation which must be approved by the Speech-Language Pathology Faculty Council in order to continue in the Speech-Language Pathology program. If the remediation plan is not followed, the student will disqualify self from continuing in the MS-SLP program. **Under certain circumstances, the Speech-Language Pathology Faculty Council may deem certain student infractions serious enough to warrant immediate dismissal from the program.**

Students will be oriented to the *Professional Behavior expectations* during MS-SLP program orientation and SPPA 521.

*NOTE: In all cases (progression, remediation, and dismissal), the student is encouraged to first meet with his/her immediate instructor/supervisor to discuss any difficulty he/she may be encountering. If the issue is not resolved at that level the student should then consult with the Chairperson/Program Director and/or clinic director for further assistance, mediation, and resolution. At any time in the process, the student has the right to speak with the department chair to discuss any concerns or options. If a course is taught by the department chairperson and resolution is not reached, the student should seek assistance from the Dean of the College of Health and Human Services. Please see AU Grievance Policy for further information.*

### **SOCIAL MEDIA ACCEPTABLE USE POLICY FOR OFFICIAL**

#### **ANDREWS UNIVERSITY ACCOUNTS**

The Office of University Communication is responsible for all official Andrews University social media accounts, which are intended to share information with the campus community and all others interested in the life of the University.

The tone and content of electronic communication is informed by the University's mission and highest priority to prepare its students for lives of learning, leadership and service, along with Andrews University's broader values as articulated in its Mission Statement.

While the University values open discussion and difference of opinion, we abide by the principle that one need not be disagreeable when disagreeing. We encourage comments that are reasonable and related to the topic being discussed, especially if they are presented in a manner that is constructive, polite and respectful, honoring the dignity of others in the process. Additional information regarding acceptable social media practices can be found at the following link.

**<https://www.andrews.edu/services/uc/social-media-policy/social-media-policy-08-16-18.pdf>**

### **ADVISING AND THE ADVISING PROCESS**

Each graduate student will be assigned an academic advisor(s) for the duration of the degree program. Students will meet with or be in contact with their academic advisor each semester as needed during the course registration period to schedule classes, review program progress, and to set goals for the upcoming semester. The meeting will ensure that the student is in keeping with the proposed timeline for program completion. Documentation of meetings will be kept in academic and clinical documentation files as appropriate.

### **Students with Disabilities**

Students who qualify under the Americans with Disabilities Act have the options of also being advised by Student Success during the course registration period to discuss or determine necessary accommodations for the upcoming semester. Students must inform the University of their disability status as well as request accommodations in order to receive those accommodations as needed.

### **MANDATORY INFORMATION/PROFESSIONALISM SESSIONS/TRAINING SESSIONS**

The profession of speech-language pathology is constantly changing, with new innovations continuously on the horizon. For this reason each graduate student is required to attend mandatory information training sessions and evidence practice instruction provided by the university and led by industry professionals. Some sessions may be either programmatically standalone or tied to specific courses. Such sessions will be documented in student's program file.

### **STUDENT ASSESSMENT OF KNOWLEDGE AND SKILLS**

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes for that particular course or student practicum experience. These learning outcomes are stated on each course syllabus. These objectives and learning outcomes are consistent with 2020 Certification Standards for Speech-Language Pathology as determined by the American Speech Language and Hearing Association (ASHA). Instructors and supervisors assess students' knowledge and skills based on their class, clinic, and research experiences (if the student has chosen the research project option). The ASHA standard Assessment Form for each course and clinical experience will be completed as courses are completed and standards met and addressed. This will be tracked by the advisor and a designated office manager to ensure that all areas of the noted standards are being successfully addressed. This information is tracked through the Calipso Program.

## COMPREHENSIVE EXAMINATION

The comprehensive examination will be administered the Spring Semester of the final year of the program. The student must complete all relevant course work with no incompletes (I) or Deferred Grades (DG) for all courses taken up to the time the student registers for the Comprehensive Examination. Student must have no more than one C to register for the Comprehensive examination. (If the student has more than one C please see remediation plan.) Students must be in good academic and professional standing. Students completing the research project option must be in-line for completion of their project. *See research project outline section of handbook.* Student must have signed permission to register for the Comprehensive Exam or a drop/add form will be completed by the program director. The examination is a culmination of all areas of the Master of Science program in Speech-Language Pathology including articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive assessments of communication, social aspects of communication, and communication modalities (AAC). **A passing grade on the comprehensive examination will permit the student to take the praxis examination.** *See Praxis Examination for further details of that exam.*

There are currently three scores that can be obtained on the comprehensive exams:

- Pass
- Pass with Exception – Further information and details are required to ensure student’s knowledge on the area(s) in question
- Fail – Student must retake the exam at the next administration of the exam (this score may delay student’s completion of program and graduation.)

## PRAXIS EXAM

**In order to graduate from the MS-SLP program in Speech-Language Pathology students must pass the Praxis II Examination or National ASHA Exam.** This exam cannot be taken until students have passed the Comprehensive Examination.

To be certified to practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS II). The examination is designed to assess the student’s ability to integrate academic and clinical knowledge in various areas of Speech-Language Pathology and Audiology.

A passing score of 162 is required.

**This exam is administered by ETS and can only be taken after all noted required academic work is completed. Therefore, students should plan on taking the exam during the last two final semesters of study. For more information, go to <https://www.ets.org/praxis/asha>**

**<http://www.asha.org/certification/SLPCertification/>**

## RESEARCH AT ANDREWS UNIVERSITY

Andrews University is committed to research. For this reason students may have the opportunity to assist in departmental research projects. This may or may not be within the scope of a Master’s research project. The Office of Research Integrity and Compliance at Andrews

University is committed to helping researchers – faculty, staff, and students comply with all applicable federal, state, and institutional requirements and policies.

Research integrity and compliance areas covered by this office include Human Subjects Protections, Conflict of Interest, and Responsible Conduct of Research. Andrews University research activities are overseen by two regulatory and compliance committees—IRB (Human subjects research), and IACUC (Animals Care and Use). Failing to meet compliance may result in penalties to the institution and in some cases to the individual researcher. It is the student’s responsibility as a researcher to be familiar with university policies relating to areas of research requiring compliance with federal, state, and university regulations. The links under each of the two main sections IRB and IACUC below will provide you with information on policies, procedures, and guidelines. The Andrews University IRB Handbook (coming soon) contains valuable information you want to know as a researcher.

### **The Institutional Review Board (IRB)**

The Institutional Review Board (IRB) regulates all research activities involving human subjects at Andrews University (AU). The board ensures that AU researchers operate within the provisions of the Federal Wide Assurance (FWA) for the protection of human subjects obtained from the U.S. Department Office for Human Research Protections (OHRP). It ensures the rights, safety and welfare of human subjects, and researchers compliance with all applicable federal, state, and AU policies on research activities. These include initial, continuation, modification applications, and unanticipated problems, and alleged noncompliance. For additional information regarding Andrews University IRB please call (269) 471-6361 or email at [irb@andrews.edu](mailto:irb@andrews.edu). Students can also access more information at:

[https://www.andrews.edu/services/research/research\\_compliance/institutional\\_review/](https://www.andrews.edu/services/research/research_compliance/institutional_review/)

### **GRADING POLICIES**

At the conclusion of a course students will be given a letter grade. Assignment of a specific letter grade is at the discretion of the instructor. When a grade is assigned a student will receive one of the following:

A	94.0 – 100.0%
A-	90.0 – 93.99%
B+	87.5 – 89.99%
B	83.5 – 87.49%
B-	80.0 – 83.49%
C+	77.5 – 79.99%
C	73.5 – 77.99%
C-	70.0 – 73.49%
D	65.0 – 69.99%
F	Below 65%

Certain courses, where applicable, may assign a grade of “S” for satisfactory or “U” for unsatisfactory. This is also known as a pass/fail course.

There are circumstances which may arise when an alternative grade entry is necessary. Those are as follows:

**AU—Audited Classes (including HN, UA and UH)**

A grade of AU is given for an audited course if the student has met the obligations of the audit agreement. It is possible to audit any class except private music lessons and independent study courses provided (1) there is room in the class, (2) the student has an appropriate background, and (3) the instructor gives permission to attend. The term “audit” refers to registration for attendance only. All auditors, including honors auditors (HN), are expected to attend all class appointments as agreed upon when the instructor granted auditing privileges.

Auditors must attend at least 80% of the class periods. Those who fail to do so are given a grade of UA (Unsatisfactory Audit); honors auditors a UH.

A student may change from “credit” to “audit” registration and vice versa within the published time limits. To make this change the student must present the Office of Academic Records with a Change of Registration form with the required signatures.

The tuition charge for an audited course is the same as a course taken for credit. Full-time honors students may audit one course per semester free of charge.

**DG—Deferred Grade (including DN)**

A DG may be given in certain courses recognized to be of such a nature that all the requirements are not likely to be completed within one semester. It may be given for tours, field/clinical experiences, internships, project and independent study courses, courses requiring research and courses where mastery-level learning is required. The Office of Academic Records will record a DG only for courses previously recommended by a department and approved by the dean of the appropriate school and/or graduate program committee.

An instructor may designate a time limit for a given course or for a specific situation for the DG to be changed to a letter grade. An instructor may change the DG to a DN—Deferred and Not able to be completed, meaning that the course has not been completed and no longer can be completed because time has run out.

A DG may remain on a student’s transcript at graduation if the course does not count toward the degree.

**I—Incomplete**

An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.

An “I” may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The “I” is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with

timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an “I” shall be removed during the following semester. However, an “I” contracted in the spring semester may be extended to the summer or autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I’s on a student’s record affects the student’s class and workload.

### **S/U—Satisfactory/Unsatisfactory**

The grading pattern for lecture and lecture/laboratory courses is A–F. Certain designated courses, such as independent/individual study/readings, independent research, research projects, workshops, seminars, field/clinical experiences and practica may be graded with either an S/U or A–F pattern as the college/school decides. When more than one grading pattern is possible, the determination of which pattern shall be used for a given class shall be made at the beginning of the class. Completed theses/dissertations (except for undergraduate theses) are always graded on an S/U basis. Grading patterns may not be mixed within a given course for any grading period except for independent study courses, as in next paragraph. An S means, for an undergraduate, that a C (2.00) or higher has been earned; for a graduate, a B (3.00) or higher. The letter grade U signifies unsatisfactory performance. Credit is earned only if an S is received. No quality points are assigned S/U courses and an S/U notation does not affect the GPA.

By definition, independent/individual study/reading/research courses imply potentially a different set of purposes, goals, objectives, activities and outcomes for each student. They are not intended to serve as a substitute for a required class or for canceled classes, and they must have an evaluation plan. All students taking one of these courses with the same acronym, course number and section number under the same instructor are typically listed on the same grade sheet, and therefore mixing grading patterns for these courses in a given term is permitted.

### **W—Withdrawal**

Withdrawal is recorded when a student withdraws within the date limitations indicated by the academic calendar. Under certain circumstances the institution may initiate the withdrawal.

### **Repeating Classes**

Students may repeat a course in which they receive an unsatisfactory grade. In such a case, the record of the first attempt is not erased. In the case of graduate students the course may be repeated once. The credits and quality points earned in the most recent course will be used to calculate the GPA. Course grades may be replaced only by grades for coursework repeated on campus. When a course with a laboratory is repeated, the laboratory part also must be repeated.

## **GENERAL CLASS AND ATTENDANCE POLICIES**

### **Late Work**

Policies for late assignments vary by instructors. Please refer to each instructor’s course outline for specific regulations for the course.

## **Attendance**

The following policies are related to class attendance and class absences, and class cancellation:

### **Class Attendance**

Due to the interactive and collaborative nature of professional education and the rigor of this program, class attendance is essential for successful learning. Individual instructors have the right to identify course-specific attendance policies within their course syllabus. In keeping with the professional behaviors that all health care team members uphold, each student is expected to act in a respectful and professional manner. This includes regular attendance at all classes, laboratories, and other academic appointments; being present from the beginning to the end of each scheduled class session. Once registered, students are counted as class members and are charged tuition until they file a Change of Registration form in the Academic Records Office.

### **Examination/Quiz Schedules**

Students are expected to be present for all exams, quizzes and assignments when they are scheduled. All on-line assignments, quizzes, exams, etc. are to be completed at the assigned time. Final examination schedules are printed along with the respective class/laboratory schedules. The final examination date is also listed in the course syllabus. Students are not to ask the instructor to change any previously scheduled assignment, quiz or examination times. Exceptions for taking quizzes or examination(s) are made by each faculty member. (*Travel arrangements made prior to the issuance of the printed class schedule for any given semester are made at the student's own risk and cannot be considered as reason for an excused absence on an examination.*)

### **Excused Absences**

Teachers can excuse absences due to illness for their individual class periods. Full day absences are excused on an individual basis. Reasons to request full day absences include involvement in an accident, the wedding or graduation of a student's immediate family member, a death in the family, or personal illness. Students are required to see the nurse or physician on the first day of any illness that interferes with class attendance and submit written verification of illness. Excused absences do not remove the responsibility of the student to complete all requirements of the course. Work is made up at the discretion of the teacher. Students must also realize that much learning and insight is gleaned from time spent in instruction. Therefore, students who may experience illnesses or other valid absences may need to retake courses if significant work and requirements cannot be made up.

### **Unexcused Absences**

It is possible that no provision will be made for exams, quizzes or assignments missed because of voluntary absences. This is left to the discretion of the instructor.

### **Class Absences**

Whenever the number of absences (excused or unexcused) exceeds 20% of the total course appointments, the teacher may give a failing grade. Being absent from campus does not exempt a student from this policy. Absences incurred due to late registration, suspension, and early/late



vacation leaves are not considered as excused, and the work missed may not be made up except to the extent the instructor allows. Three tardies are the equivalent of an absence.

### **Class Cancellation**

Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations may be rescheduled. A notice of school closing due to inclement weather will be reported on the WAUS 90.7 FM radio station and WNDU, WSBT or WSJV television stations. Andrews University has also established a school closing hotline to announce school closings during inclement weather. Call 471-7660 for a prerecorded message.

Cancellation of a class for reasons other than inclement weather will be emailed to the student, posted on the board of the classroom where the class is normally held or posted on the exterior door of the classroom. It is the responsibility of the student to check those locations for notification. At times the university may choose to inform students through the AU alert system. To ensure multiple means of emergency communication for our campus, Andrews University uses a third party company, Rave Mobile Safety, to send emergency notification alerts to the campus. It is possible that closing information may be disseminated using this method as well. To sign up for AU alert students can go to:

<http://www.andrews.edu/services/safety/aualert/>

### **STUDENT ACADEMIC COMPLAINTS**

If a student feels that his or her academic rights have been violated, the student should first speak directly with the instructor/professor. If the student is not satisfied with the professor's response, the student may appeal to the department chair. Following a decision by the department chair, the student (or professor) may appeal to the Dean of the College of Health and Human Services. If this student is not satisfied with the Dean's response, he or she may then appeal to the Office of the Provost.

### **Gaining Access to Records**

Current students and graduates are able to gain access to their records. Students/graduates who make this request are informed that it may take up to five days to make the information available to them. If current students wish to see their folder, they are permitted to do so, as long as they do not remove it from the department. If a copy is requested, it may take up to the noted five business days.

### **THE OFFICE OF THE OMBUDSPERSON**

The Office of the Ombudspersons is a confidential, independent and neutral dispute resolution service for the University community. As such, it facilitates understanding, communication and resolution of conflict among students, faculty and staff. The office serves as an impartial and confidential means of facilitating dialogue between parties on campus, and as a means apart from formal grievance procedures, of resolving differences. The office was established as part of the University's Christian commitment to fostering a courteous and considerate climate conducive to productivity and well-being for the University community.

The Ombudsperson works independently from University administrative offices. Discussing a matter with an ombudsperson is confidential to the extent allowed by law and does not constitute notice to the university.

### **FERPA**

FERPA is the United States federal law that protects student records privacy review and disclosure rights. This is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). The law guarantees these rights for both current and former Andrews University students. To help you understand FERPA and what it means to you, this page addresses a variety of records privacy questions.

The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. At Andrews University your student records are filed and maintained by the Office of Academic Records.

### **Student Rights**

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the following rights:

- the right to have access to his or her education records
- the right to seek to have the records amended
- the right to have control over the disclosure of personally identifiable information from the records
- the right to file a complaint with the Department.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in making a determination that generated a protected education record.

### **ANDREWS UNIVERSITY'S POLICY ON DISCRIMINATION**

Andrews University prohibits discrimination against any student on the basis of race, color, national origin, sex, religion, age, disability or any other legally protected characteristic. Discrimination that occurs because of a legally protected characteristic may violate the policies of the university even if the discriminatory behavior is not unlawful. For more information to go to page 183 of the Andrews University Student Handbook at:

[http://www.andrews.edu/services/studentlife/handbook/student\\_handbook\\_planner\\_for\\_web.pdf](http://www.andrews.edu/services/studentlife/handbook/student_handbook_planner_for_web.pdf)

### **ACADEMIC INTEGRITY**

The University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University

anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participants' true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness"(Ephesians 4:23-24). As scholars and as Christ's servants, we build His living body through our honesty in all things, both small and great. To that end Andrews University's faculty and students pledge to learn and grow together, committing to the following standards and affirming honesty as a core component of an Andrews University education.

### **COMPUTER USE AND NETWORKS POLICY**

As a part of its educational mission, Andrews University provides data communications and computing services to University students, faculty, administration, and staff. Policies and guidelines are established to maximize the educational benefit realized from the considerable investment of resources necessary to operate and maintain these facilities. Non-compliance with these policies and guidelines may result in penalties of varying degrees. For details and these policies go to:

[http://www.andrews.edu/services/its/comp\\_net\\_policy.html](http://www.andrews.edu/services/its/comp_net_policy.html)

### **EMAIL POLICY**

Each student is assigned an email address prior to beginning coursework at Andrews University. Students are responsible for checking their AU e-mail regularly. Faculty will use e-mail for important class information, updates, and departmental announcements.

### **LEARNING MANAGEMENT SYSTEM**

Andrews University uses a learning management system (Learning Hub) to enhance and support face-to-face instruction. Each student is able to utilize their Andrews University username and password to access Learning Hub. Instructors may choose to utilize Learning Hub for assignment submission, to post additional course materials, update students about the course or post assignment grades. If an instructor chooses to use Learning hub, it is then the student's responsibility to check that portal regularly for updates and course details.

# CLINICAL PRACTICUM EXPERIENCES

Students will be provided a rich variety of experiences working with adults and children with speech, language, and communication disorders.

## CERTIFICATION REQUIREMENTS

The student must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. The clinical observation hours must be completed prior to beginning any practicum experiences.

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Clinical clock hours will be tracked by the student, advisor and administrative assistant to ensure that the student has had a diverse clinical experience and for accuracy. Students are also permitted to obtain 75 hours of simulation experiences that may be applied to the 400 clock hours.

## PRE-PRACTICUM REQUIREMENTS

Prior to beginning the clinical practicum courses, students are required to complete and present a practicum preparation packet. The packet will include the following:

- Completion of a physical examination (due annually)
- Appropriate tuberculosis (TB) screening (due annually)
- Medical insurance for the current school year
- Measles Mumps and Rubella immunization *or* proof of immunization status
- Tetanus immunization
- Hepatitis B vaccination *or* proof of immunization *or* a signed waiver
- Criminal background check
- Drug Test
- Global Compliance Network Training in the following areas:
  - Child Abuse
  - Confidentiality
  - Handwashing
  - Bloodborne Pathogens
  - HIPAA
  - First Aid in Schools
  - Effective Communication

During the clinical practicum experience students may be exposed to blood or bodily fluids. To protect the students and those they may come in contact with, students will be given the opportunity to receive/waive the Hepatitis B vaccine or present evidence for immunization status for the same. Students will sign a consent/waiver which may be filed in the student's permanent file. Please note the Hepatitis B vaccine is a series of three (3) injections. The second is given one (1) month after the first and the third (3<sup>rd</sup>) is given six (6) months after the first. If you decide to receive the Hepatitis B vaccine you must follow through with all three (3) injections.

## **INFECTION CONTROL**

Appropriate education and training with regard to communicable and infectious disease policies will be presented throughout the academic courses, clinical experiences and program orientation. Minimal “Standard Precautions” such as hand washing and disinfection are expected when interacting with clients.

## **CPR TRAINING**

Each student will engage in CPR training during the program orientation. This training will be valid for two years and may possibly meet requirements of external sites.

## **SUPERVISION REQUIREMENTS**

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in speech-language pathology and license for the noted state within which the supervisors practice. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience. Students cannot be observed for less than 25% of the student's total contact. If students are on a clinical remediation plan observation must be for at least 50% of the total direct client contact.

## **CLINIC TRACKING AND HOURS**

Andrews University utilizes the “Calipso” clinical tracking system. This web based system will track students' hours, clinical evaluations, standards towards completion of the program and preparation for certification as a Speech-Language Pathologist.

## **CLINIC DOCUMENTATION**

The AU Speech Language and Hearing Clinic currently utilizes the electronic medical records system, ClinicNote. All students are required to use this system in order to document onsite client's notes and reports, as well as feedback forms. Clinical supervisors will edit these documents and provide feedback to the students through this system. This system is HIPAA compliant, and will allow the students to easily track client's goals and progress.

## **CLINICAL FEEDBACK**

Weekly clinical feedback is shared with students and will be utilized to communicate their progress and assess the need for possible improvement and/or remediation. During each student's first and second clinical practicum the weekly clinical feedback form will be utilized during the semester as well as the Midterm and Final Rubric in Calipso.

## **ONSITE PRACTICUM**

Each student will engage in onsite clinical practicum experiences. These practicum experiences will include but are not exclusive of children and adult clients, assessment and remediation of articulation/speech, cognitive, language, swallowing, fluency, and voice disorders.

## CLINICAL ASSIGNMENTS

Students will make any scheduling conflicts for Practicum I, II, III (onsite) therapy times known to the Clinic Director via email prior to the end of the first day of orientation in the fall and spring of classes. Failure to do so will result in a practicum times being chosen regardless of the student's schedule and other obligations.

Depending on the impairment and age of the client, students can expect to see practicum clients one to two times per week for a total of 50 minutes to one hour. At least one evaluation/screening time, which takes approximately 1 hour, will also be scheduled during the semesters for Practica I and II. By the end of the first three onsite practica, each student clinician is *required* to have accrued 75 hours of direct client contact prior to enrollment in offsite internship, 10 hours of which are required to be diagnostic hours. Ultimately, it is the *student's* responsibility to work with the clinical directors to acquire these hours; take every opportunity to obtain contact hours and be available for clinical assignments.

## THE CLINICAL SEMESTER

### Beginning Clinic

1. The On-Site Clinical Director will notify all students of their clinical assignments and supervisor(s) at the beginning of the semester.
2. Once students have received their clinical assignment(s), a meeting with their supervisor(s) will be arranged.
3. Prior to meeting with supervisor(s), students must review the client file.
4. Prior to meeting with their clinical supervisor, students must be prepared to present the information about their client to the supervisor; including diagnosis, treatment history, thoughts and ideas about goals for the upcoming semester.
5. The supervisor will help students prepare for their first therapy session. The supervisor will give students their guidelines on the submission of semester plans, therapy session plans and SOAP notes. The supervisor will also instruct students on contacting their client to introduce themselves and to confirm the date and time of their first session.  
**Students are not to contact their client until after supervisors have instructed them to do so.**

### Clinic Midterm

At the midpoint of the fall and spring semesters, student clinicians will meet with their clinical supervisors for a midterm review. Prior to this meeting, the student will complete a Midterm self-evaluation in Calipso. The supervisors will prepare the midterm review via Calipso and, during the meeting with the student, will review the evaluation with the student.

## **End of Clinical Semester**

Generally, clinical work ends the week prior to finals (with the exception of summer semester). At the end of the clinical semester, student clinicians must:

1. Sign up to meet with each supervisor to go over their final evaluation
2. Complete Final self-evaluation, as well as supervisor's feedback evaluation in Calipso.
3. Complete an end of semester progress report in ClinicNote
4. Return and check in any therapy materials and software used during the semester.

## **PRACTICUM MEETINGS**

Along with the regularly scheduled clinical practicum therapy time, the supervisor will schedule regular practicum meetings that the student is expected to attend during the semester. During these meetings, relevant information is presented, areas of concern are discussed and the student is given an opportunity to present one of his/her clients to fellow practicum students and supervisor as would be presented in an interdisciplinary team meeting.

## **OFFSITE PRACTICUM**

Each student will engage in three offsite practicum experiences during their second year in the program. These practicum experiences will occur during the last 6 weeks of fall semester, the last nine weeks of the spring semester, and 12 weeks of the summer semester ending one week before graduation. Placements for these offsite practicum experiences will be chosen based on the student's interest, need, and site availability. The clinical experience is more than just hours. For that reason, students are not permitted to leave placements early simply because the total number of hours needed for certification is reached. Students are expected to complete the number of weeks outlined in the course syllabus to successfully complete the course.

## **Housing for Offsite Placements**

On rare occasions clinical sites are able to offer students housing. However, housing will likely not be provided by offsite facilities. Students are responsible for securing housing near their assigned sites. This may be done by contacting local real estate agents, churches in the area where the clinical site is being completed, friends in the area, etc.

**SPPA 624** - Practicum I: Offsite: This offsite practicum experience is 6 weeks and is a full time placement (35+ hours weekly for 4-5 days weekly) for full days at either a school or healthcare site. Students will generally obtain 60 or more clock hours of either therapy, diagnostic or counseling/collaboration with client and/or family members.

**SPPA 682** - Practicum II: Offsite: This offsite practicum experience is 9 weeks and is a full time placement (35+ hours weekly for 4-5 days weekly) for full days at a school site. Students will generally obtain 120 or more clock hours of either therapy, diagnostic or counseling/collaboration with client and/or family members.

**SPPA 683** - Practicum III: Offsite: This offsite practicum experience is 12 weeks and is a full time placement (35+ hours weekly for 4-5 days weekly) for full days at a healthcare site. Students will

generally obtain 120 or more clock hours of either therapy, diagnostic or counseling/collaboration with client and/or family members.

Students are required to obtain a minimum of 375 direct client contact hours prior to graduation, a maximum of 50 of which could be earned at the undergraduate level.

The beginning and ending dates of these internships are negotiated between the site supervisor, the AU Clinical Director, the internship site and the graduate student's needs as they relate to fulfillment of Standards for Certification and graduation requirements. If necessary, a student may begin an internship before the official start of classes and continue for several weeks after the end of the semester. It is acceptable for the student to participate in the internship when the AU MS-SLP program is not in session.

### **GOALS OF THE OFFSITE/INTERNSHIP PRACTICUM EXPERIENCES**

1. To provide students with a full-time transition experience between the university environment and professional employment.
2. To help graduate students further develop their clinical skills in areas of identified need through direct clinical experience.
3. To provide students with an opportunity to experience varied approaches and philosophies to professional practice in the field of speech-language pathology.
4. To provide students the opportunity for professional interaction and mentorship with speech-language pathologists, audiologists, and other professionals in related disciplines.

### **MINIMUM REQUIREMENTS TO QUALIFY FOR INTERNSHIP**

To be eligible, students must be currently enrolled in the AU MS-SLP program and must meet the following requirements:

1. Student must have a cumulative GPA of 3.0 or higher in the graduate program.
2. Students must have accrued a minimum of 75 graduate level clock hours, 10 of which must be diagnostic hours. (Monitored by student and clinical faculty)
3. Student must have completed Practicum I, I and III: Onsite with grades of a B- (in only one course) or higher.

### **INTERNSHIP PROCESS**

The Clinical Director will arrange all placements; **students are not permitted to obtain their own clinical placements.** Students may be asked to commute up to 2 hours one way to their internship site. The student may be asked by the host facility to interview for the internship position. Each student should prepare by bringing a resume and all necessary paperwork to the interview.



The AU MS-SLP program will verify that the host site is willing to take a student, that the site supervisor understands the rules regarding supervision, and has his/her Certificate of Clinical Competence from ASHA (CCC's) and applicable state licenses. The Clinical Director will then send out the necessary paperwork.

**All students are required to meet with the Clinical Director during the first half of the first fall semester to discuss possible internship placements.** After learning of an interest, the Clinical Director will contact the site, evaluate its suitability as an internship placement, and arrange for the placement. All internship placements are at the discretion of the Clinical Director. If the site declines to take the student or if the Clinical Director determines that the site is not a suitable internship site, the Clinical Director will notify the student and the student will need to provide the name of an alternative possible internship site. Only one site will be contacted at a time and once a suitable site is agreed upon that site will be set up for each student unless the site needs to withdraw its availability. **Once this process begins students are not able to request a change of site.**

**Students can consider an internship placement outside the Southwest Michigan area since the program has affiliation agreements in many states.** Once students receive official notification of clinical placements, changes are not permitted and will not be accommodated.

### **PRIMARY PARTICIPANTS OF THE INTERNSHIP EXPERIENCE**

The AU MS-SLP program and the site supervisor will work together to help students as they become qualified speech-language pathologists. The clinical experiences are central to attaining the knowledge and skills necessary to achieve the AU MS-SLP student's learning outcomes. To ensure that the experience is successful in developing an exemplary professional, all parties must create an atmosphere of trust, open communication, and teamwork. Time must be provided for setting goals, reflecting on practice, and providing constructive feedback.

#### **Off-Site Clinical Director's Role and Responsibilities**

The Clinical Director will serve as the program liaison between the AU MS-SLP program and the internship site. This person will be the primary contact between site supervisors and AU MS-SLP program. The Clinical Director's responsibilities are as follows:

1. Establish and maintain contact with the student and the internship supervisor(s) during the internship to monitor the student's progress and status, answer questions, and respond to concerns.
2. Consult regarding any problems that may arise during the internship placement and be available for conferences with the student and site supervisor as necessary.
3. Keep accurate documentation of the student's internship performance, clinic hours accrued, and progress towards Standards for Certification completion with the aid of the site supervisor(s) and student.
4. Obtain all necessary internship paperwork from the student and on-site supervisor(s).

5. Evaluate the merits of a site for future internship placement.
6. Determine and submit the end of semester grade in conjunction with information from the site supervisor(s).

### **Internship Supervisor's Role and Responsibilities**

1. ASHA requires all supervisors to hold the CCC in the appropriate area. The site supervisor must also hold an active license from his/her state licensing board, if applicable. Supervisors in school settings must also hold the appropriate state teaching license, if applicable. ASHA has established 13 tasks of supervision. These serve as guidelines for the AU MS-SLP program with regard to clinical supervision. The 13 tasks of supervision are:
  - Establish and maintain an effective working relationship with the supervisee.
  - Assist the supervisee in developing and modifying clinical goals and objectives.
  - Assist the supervisee in developing and refining assessment skills.
  - Assist the supervisee in developing and refining clinical management skills.
  - Demonstrate for and participate with the supervisee in the clinical process.
  - Assist the supervisee in observing and analyzing assessment and treatment sessions.
  - Assist the supervisee in the development and maintenance of clinical and supervisor records.
  - Interact with the supervisee in planning, executing, and analyzing supervisor conferences.
  - Assist the supervisee in evaluation of clinical performance.
  - Assist the supervisee in developing skills of verbal reporting, writing, and editing.
  - Share information regarding ethical, legal, regulatory, and reimbursement aspects of professional practice.
  - Model and facilitate professional conduct
2. Clinical supervisors will provide copies of his/her ASHA account number and state license number, if applicable, to the AU MS-SLP program Offsite Clinical Director prior

to the student's commencement of the clinical experience. The Offsite Clinical Director and Program Administrative Assistant will verify ASHA Certification and state license.

3. Clinical supervisors will approve clinical clock hour logs on a daily or weekly basis via Calipso.
4. Clinical supervisors will provide appropriate amount of supervision to meet the student's level of knowledge, experience, and competence.
5. Clinical supervisors will provide supervision sufficient to ensure the welfare of the client.
6. Clinical supervisors will provide direct supervision defined, according to ASHA Standard V-E, as real time supervision that must never be less than 25% of the student's total contact with each client, and must take place periodically throughout the practicum or internship. Direct supervision is defined as on-site observation, or closed-circuit TV monitoring, of the student clinician.
7. The student will appreciate and benefit from feedback regarding performance and goal setting. The AU MS-SLP program has developed clinical evaluation tools for this purpose. These evaluation tools are in accordance with ASHA Standards. Clinical supervisors must provide, in a coordinated effort with the student clinician, a formal written evaluation once at midpoint and again at the completion of the experience. Feedback should be conveyed that addresses strengths and areas of opportunity for growth in a constructive manner.

### **Student's Roles and Responsibilities**

1. Regular daily attendance is expected during the internships. Absences are permitted in cases of personal or family illness. Excessive absences for any reason may result in an extension of the student's time at the internship, hence delaying graduation. Decisions about extending or re-taking SPPA 624, 682 or 683 due to excessive absences or inadequate performance will be made by the AU MS-SLP Clinical Director and Program Director, in consultation with the site supervisor.

In the event the site supervisor is absent due to extended illness or personal/professional leave, students are advised to follow the direction of the site supervisor. Arrangements for a change in site supervisor may be made. The AU MS-SLP Clinical Director must be notified in writing of any changes in the site supervisor due to leave of absence.

2. The student will follow the policies and procedures of the site and function as a regular staff member in terms of arrival and departure times. He/she will attend organizational team meetings, after school staff meetings, in-services, conferences, parent-teacher conferences, and/or staffings as applicable. The student will follow the site's calendar, vacation dates, schedules, and personnel rules, including immunization and universal precautions. This means the Andrews University academic calendar is not followed as it relates to observed holidays and days off from classes.

3. The student will maintain client privacy and confidentiality in all matters regarding clients.
4. The student will observe and use appropriate dress code while at the internship facility. He/she is responsible for discussing dress code with the internship supervisor prior to beginning the experience.
5. The student is responsible for keeping track of the number of clinical contact hours obtained daily during the internship. He/she will ask the site supervisor to approve those hours on a weekly basis using Calipso. The student is advised to monitor clock hours closely as the internship progresses to avoid difficulties with earning the required clock hours and obtaining assessment and intervention experiences across various disorders and age groups. The student is not a licensed student teacher and cannot serve as a substitute teacher or hospital based therapist at any time.
6. Prior to initiation of the internship experience, students will submit the required health immunization paperwork to the facility or school, including TB testing results.
7. At the conclusion of the internship, the student is responsible for submitting the following paperwork in Calipso:
  - Supervisor Feedback Form
  - Student Evaluation of Off-campus Placement
8. The student will adhere to the ASHA Code of Ethics.
9. The student will find housing and/or transportation to the internship sites and assume financial responsibility for housing and transportation.
10. The student will prepare for clinical activities as specified by the site supervisor.
11. The student will establish and maintain a working relationship with the site supervisor.
12. The student will self-reflect on strengths, weaknesses, learning styles, and learning needs prior to and throughout the internship.
13. The student is encouraged to ask questions.
14. The student will notify the Offsite Clinic Director of any absences from the internship site within 24 hours, including the reason for absence.

### **DOCUMENTING CLINICAL HOURS**

Students must keep accurate and complete records of earned clock hours. Record keeping is a critical component of the clinical practicum. Students must safeguard these records during the time they are in the graduate program and after graduation in the event they are audited by ASHA.

## WHAT COUNTS TOWARD CLINICAL CLOCK HOURS

Students can earn clock hours in conjunction with a class assignment if pre-approved and supervised by a licensed and ASHA certified speech-language pathologist. For instance, students can earn diagnostic clock hours for an assignment involving direct contact in the diagnostics class. Screenings are marked as evaluation hours. Clock hours spent counseling and training client and or family members of client count as direct intervention. Participation in clinically related activities such as staffing does not count, unless it is a staffing meeting that is directly with the family and/or client. Preparation time does not count as clinical clock hours, e.g., gathering materials or ideas, writing plans, or scoring tests.

## TRACKING HOURS VIA CALIPSO

Students are expected to achieve clinical skills through their clinical education in nine major disorder areas:

- Articulation (including phonology, apraxia, dysarthria)
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
- Social aspects of communication (e.g., behavioral and social skills affecting communication)
- Communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technologies)

**There are 2 steps to follow for tracking hours via Calipso:**

### **STEP ONE: Recording Hours Daily**

- Click on the “Clock hours” link located on the lobby page or the “Student Information” link then “Clock hours.”
- Click on the “Daily clock hours” link located within the blue stripe.
- Click on the “Add new daily clock hour” link.
- Complete the requested information and click “save.”
- Record clock hours and in the “comments” box at the bottom of the page,
- **Enter the date of the therapy session.**
- Click “save” located at the bottom of the screen. You will receive a “Clock hour saved” message.
- **Record the exact amount of time in hours/minutes. Do not round up.**
- Repeat above steps to enter additional clock hours gained under a different supervisor or in a different clinical setting.

- To view/edit daily clock hours, click on the “Daily clock hours” 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 TWO: Submitting Hours for Approval Weekly**

- Click on the “Daily clock hours” 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 “Save selected clock hours to semester clock hour form.”
- 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 “Clock hour list” link prior to approval, daily hours may be resubmitted.
- View consolidated clock hour entries by clicking “Clock hours list” located within the blue stripe

### **PRACTICUM DEFICIENCIES**

There may times and instances when students are assigned a practicum client with a disorder for which the student has not yet received instruction or is receiving concurrent instruction. In this case practicum students will be graded on mastery. To ensure that the student is appropriately prepared for this clinical experience, concentrated and accelerated coursework may be required. The student may also be required to review specific articles and readings, engage in one-to-one tutorials, and/or spend additional time with the clinical supervisor.

### **DRESS CODE**

Practicum students are expected to dress in an appropriate and professional manner during all practicum experiences. Dress should be appropriate to the setting. For example, some hospital facilities require all employees to wear “scrubs.” If this is the case, students participating in practicum at that site should also wear “scrubs.” Students must keep in mind that they are representing the university and must therefore dress in a manner that is representative of the institutions. No dangling jewelry or open toed shoes should be worn. All tattoos should be appropriately covered. The following are also considered inappropriate for a professional setting:

- Skin tight and/or low cut tops
- Shorts of any type
- Flip-flops
- Athletic shoes
- Bare or barely covered midriffs

- Floor length skirts or dresses
- Hats, unless used for therapy purposes

The following are examples of appropriate attire:

- Ties with collared shirts can be worn
- Dockers slacks (for men)
- Low-heeled comfortable shoes
- Closed-toe shoes
- Foundation wear
- Dresses (sleeved, appropriate length)
- Knee-length skirts
- Coordinated skirts and jackets
- Slacks
- Well-fitted Blouses, tops or shirts (no skin-tight, button-popping)
- Student Clinician name tags for all onsite and offsite practicum experiences
- AU Lab jackets are required for all on site practica.

### **CELL PHONE USE DURING PRACTICUM**

Cell phone disruptions of any kind are not permitted during practicum. Cell phones are permitted for use as stopwatches or to contribute to the therapy session. Cell phone use for any other purpose such as texting, making or taking phone calls, or to checking emails is strictly prohibited during clinical sessions.

### **ANDREWS UNIVERSITY SPEECH AND HEARING CLINIC**

Andrews University Speech-Language Pathology is located in Bell Hall, Suite 114. The clinic is equipped to serve children and adults presenting with speech and language disabilities and concerns. Each therapy room is equipped with video monitoring for students and supervisor observation of therapy sessions.

### **CLINIC MATERIALS AND EQUIPMENT**

Assessment and therapy materials for adult clients are maintained in the therapy materials storage and cabinets located in each therapy room. All therapy materials must be signed out with designated administrative assistants. Clinical materials can be signed out overnight but must be returned to the department within 24 hours. Assessment and evaluation materials cannot be removed from the department without prior permission.

### **EMERGENCY AND SAFETY PROCEDURES**

It is strongly recommended that students sign-up for the AU Alert in order to stay updated on critical information pertaining to the safety of the campus. To ensure multiple means of emergency communication for our campus, Andrews University uses a third party company, Rave Mobile Safety, to send emergency notification alerts to the campus. During emergencies, this system will send text messages, emails and voice calls to registered recipients. The system will also post alerts or emergency information to the Andrews University Facebook account

and/or the Andrews University Twitter accounts. AU Alert notices are intended only for situations involving imminent danger to health or human safety. These may include severe weather alerts, winter weather class cancellations, hostile threats, utility failure, major road closings or fire, among others. To receive emergency alert text messages, emails or voice calls, register with AU Alert by clicking on the AU Alert icon. For more information please visit <http://www.andrews.edu/services/safety/aualert/>

Bell Hall, which houses the Speech Language and Hearing Clinic, meets building requirements for safety, health, and accessibility to the handicapped.

- Various medical emergencies can arise. If such an emergency should occur, the individual should be made comfortable, the clinic director or office manager informed, and Campus Safety called at extension #3321. Check breathing and begin mouth-to-mouth resuscitation if necessary, and check pulse, beginning C.P.R. if necessary.
- If any accident, major or minor, occurs involving any individual within the clinic, it must be reported immediately to the clinical supervisor or office manager, and an accident report filed with the department chair. The reporting forms are available from the department administrative assistant.
- In the event of weather emergencies, building evacuations, and other disasters, student must be aware of Andrews Emergency Procedures. The Administrative Assistant is the primary communication link for emergency situations and is one of the building captains and serves as the liaison between the department and Campus Safety.
- Fires are to be reported immediately to the clinic director, department chair or administrative assistant. Notify Campus Safety at extension #3321. Pull the fire alarm located in the hallway outside the clinic to empty the building. Help individuals in the clinic to safety, and confine the fire, if possible, by the use of the fire extinguisher located in the hallway by the audiology booth. If a potential fire hazard is discovered (combustible materials or faulty electrical connections or wiring), report it to the supervisor, clinic director, chairperson or administrative assistant.
- The student will be responsible for his/her client's safety. Watch children carefully. In particular, keep small objects that can be swallowed out of their reach. Do not allow children to leave the clinic area unaccompanied.
- Always get parental permission before giving children food as reinforcement or reward, in order to avoid an allergic reaction or choking hazard.

### **CLIENT CONFIDENTIALITY**

Client confidentiality is an important professional and legal responsibility. All information regarding clients is confidential. In order to maintain confidentiality, clients are not to be discussed with non-Clinic personnel without signed permission. When discussing clients with



staff, students and clinic instructors must use private rooms to avoid being overheard by others in the Clinic. No clinical reports or test forms are to be left, even temporarily, in any location where client confidentiality cannot be ensured. Written materials and therapy plans are not to be left in observation areas.

### **CLIENT PERMISSION TO PHOTOGRAPH AND AUDIO/VIDEO RECORD**

At their initial visit clients sign permission forms that allow the Andrews University Speech Clinic to collect and analyze their communication for educational purposes. The Clinic Administrative Assistant will present these forms to clients or guardians annually; however, clients have the right to refuse permission at any time. The signed forms will be scanned and placed in the client's electronic record. As always, care should be taken with recordings to protect client confidentiality. They should be viewed by authorized individuals only in specifically designated areas.

### **MAINTENANCE OF CLINICAL RECORDS**

Client files are maintained in the administrative assistant work area and/or in the electronic medical records system, ClinicNote. Client files may not be removed from the clinic/department.

### **ETHICAL RESPONSIBILITY**

All clinical practicum students (including observation students), faculty/staff, and adjunct faculty are to conduct themselves according to the Code of Ethics of the American Speech-Language and Hearing Association (ASHA).

Students must demonstrate responsibility and respect for clients and their significant others. Likewise, the students must develop the same characteristics for themselves and other clinical personnel. Evaluation and treatment are under the direct supervision and approval of the assigned clinical instructor. Utilization of every resource is necessary to develop and provide the most effective therapeutic services. All clients and their significant others must be informed of the results of the evaluation, the nature of the disorder, the recommendation for treatment, and the prognosis for improvement. Likewise, ongoing treatment assessment results must be reviewed to determine treatment effectiveness and efficiency. Students must demonstrate responsibility through maintenance of accurate and precise client records.

Professional discretion with, and confidentiality of, client information must be maintained at all times. It is the responsibility of student clinicians to facilitate a confidential environment for open and uninterrupted discussion. Both written and verbal client information will be handled with respect and confidentiality.

### **CLINIC CALENDAR AND CANCELLATION**

A clinical calendar is available in the department and will be noted on each syllabus. Each client will be given a calendar listing the therapy dates. The clinic calendar will follow the university

calendar. Therefore, the clinic will be closed for all university holidays. The clinic will also close if the university closes for inclement weather or for some other unforeseen emergency.

Student clinicians must meet with their clients for all scheduled therapy sessions. Student clinicians who miss sessions because of illness or other excused absences will reschedule the client for make-up sessions with the assistance of on-site clinical director and/or their clinical supervisor. An excused absence is defined as a clearly unavoidable absence due to illness of the student clinician, death in the student clinician's immediate family and/or similar traumatic events. Vacations, persistent car trouble, and social events are not considered excused absences. Student clinicians should discuss any special needs for clinic release or scheduling with their clinical supervisor.

In the event of illness or emergency, the student clinician will make every effort to notify the clinical instructor. If the clinical instructor cannot be reached immediately, the student clinician must contact the Clinic Administrative Assistant who will contact the client. If the clinical instructor and/or the Clinic Administrative Assistant decide to cancel a session, they will contact the client or responsible caregiver.

Clients are requested to notify the Clinic to cancel appointments. The Clinic Administrative Assistant will be available by phone and will check voice messages throughout the day. A client who is absent more than two times in the semester may jeopardize the positive impact that treatment could have on his/her communication skills and the student clinician's potential for accumulating the required minimum number of clinical hours. When a client's attendance is not reliable, the clinical instructor will contact the client and explain the importance of regular attendance. If additional absences occur, the Clinic Director will make a decision regarding the termination of services for a client and then make an alternative assignment for the student clinician.

## **INFECTION CONTROL PROCEDURES**

Avoiding infection from disease has become an important part of clinical practice for speech-language pathologists. Infection control in any setting requires controlling exposure between people. The procedures described are the standards required in the Andrews University Speech and Hearing Clinic.

### **Cleaning**

Cleaning means that gross contamination is removed but germs are not necessarily killed or removed. Cleaning is an important precursor to disinfecting or sterilizing because gross contamination must first be removed before these procedures will be effective.

### **Disinfection**

Disinfection means killing germs. There are various levels of disinfection, depending on how many and which germs are killed. Household disinfectants (low-level) kill a very limited number of germs. Hospital-grade disinfectants (high-level) kill a wide variety of microbes. In healthcare settings, like the SAU Rite Care Clinic, it is recommended that hospital grade disinfectants be used. A dishwasher that heats water to 155 degrees Fahrenheit will provide mid-level disinfection. This is appropriate for the disinfection of plastic toys and other washable items.

Alcohol wipes provide mid-level disinfection for other items. Disinfection materials will be maintained in each clinic room by the Clinic Administrative Assistant.

### **What and When to Disinfect**

- Disinfection is acceptable on “noncritical” items, those items that do not touch blood or other infectious substances. The basic principle is to clean first; then disinfect.
- Noncritical items should be disinfected before re-use by a new user. Unclean items should not be handled with bare hands until the item has been disinfected.
- Gloves should be worn while disinfecting the item. Hands should be washed after the process is complete.
- Surfaces in work areas and therapy rooms should be disinfected after each use.
- Waiting room toys must be disinfected weekly.

### **Controlling the Human Source of Infection**

When a patient or clinician is ill, deferring treatment until they are no longer contagious may be necessary. Clinicians should encourage parents to bring their children for therapy only when they are healthy. Caregivers should be asked to change a diaper when necessary to avoid the clinician’s contact with bodily substances.

### **Handwashing**

Handwashing is critical to any infection control program. Hands should be washed before and after each client. The skin must be washed by rubbing vigorously to clean hands, wrists, and lower forearms. Medical grade, liquid antibacterial soap that contains emollients is available in clinical areas. In some locations, where sinks are not conveniently located, an antimicrobial no-rinse hand disinfectant is acceptable. However, the preferred method of infection control is always handwashing.

### **Gloves and Other Personal Barriers**

Gloves are kept in each clinical area for easy accessibility. Gloves should be worn whenever the client or graduate students have a draining ear, when blood is present, when sores or lesions are evident on the ear or mouth, whenever working in the mouth, or when a medical history indicates an infectious disease. Procedures often performed by the speech-language pathologist that may require the wearing of gloves include:

- Oral-peripheral examination
- Dysphagia Management
- Pre-feeding facial stimulation
- Feeding therapy
- Oral mechanism stimulation or exercises
- Thermal-tactile stimulation with the laryngeal mirror
- Any procedures requiring manipulation or touching the articulators

Gloves should be worn when cleaning up spills of infectious waste and while disinfecting a contaminated area. They should be properly disposed of after use. Hands should be washed immediately after removing gloves. Gloves should be disposed of in plastic lined trash cans unless grossly contaminated with blood or other infectious material in which case they should be placed in a separate plastic bag before disposal. It is important to remember that possible

encounters with blood could result simply from an open scab, a bleeding nose, or cuts and abrasions.

### **Waste Management**

Waste (gloves, wipes, paper towels, etc.) that is contaminated with blood, ear drainage, or cerumen should be placed in Ziploc bags and thrown into plastic lined trash receptacles.

## CERTIFICATION REQUIREMENTS

### NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION MEMBERSHIP

It is required that all SPLAD graduate students and 5-year track students in speech-language pathology become members of the National Student Speech-Language-Hearing Association. Student membership provides a sizable discount in fees when ASHA membership and certification are sought. To obtain this discount, a student must be a member of NSSLHA for a minimum of two years prior to applying for ASHA membership. For more information, see:

<http://www.nsslha.org/default.htm> for more information.

### Praxis Exam

To be certified and practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS II). The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of Speech-Language Pathology and Audiology. A passing score of 162 is required. **This exam is administered by NTE and can only be taken after all required academic work is completed. Therefore, students should plan on taking the exam during the final semester of study.**

### The Clinical Fellowship

After completion of academic coursework (undergraduate and graduate), clinical observation and practicum, SLP students must successfully complete the Clinical Fellowship. This consists of at least 36 weeks of full-time professional experience or its part time equivalent. During this time you are employed and paid by an agency. The Fellowship must be completed under supervision of an individual who holds the AHSA CCC's in the area of practice for which certification is sought, and the professional experience must primarily involve clinical activities. The supervisor periodically conducts a formal evaluation of your progress in the development of professional skills.

### Certificate of Clinical Competence

The American Speech-Language Hearing Association issues Certificates of Clinical Competence (CCC) to individuals who present evidence of their ability to provide independent clinical services to persons who have disorders of communication. Individuals who meet the standards specified by the Association Council on Professional Standards may be awarded their C's in Speech-Language Pathology or Audiology. For more detail regarding the Clinical Fellowship and Certificate of Clinical Competence requirements visit:

<http://www.asha.org/uploadedFiles/SLP-Certification-Handbook.pdf>

### State Licensure

Many states including Michigan require speech-language pathologists to obtain a license to practice in that state. It is the student's responsibility to learn the requirements for licensure in the state they will choose to practice speech-language pathology. For more information about Michigan Licensure go to:

[www.michigan.gov/healthlicense](http://www.michigan.gov/healthlicense).

## **CONCERNS REGARDING ACCREDITATION BY THE COUNCIL ON ACADEMIC ACCREDITATION (CAA)**

Students' concerns regarding the MS-SLP program may relate to accreditation standards of the Council on Academic Accreditation (CAA). This accreditation is an assurance that the program is abiding by all required standards for academic content and following approved procedures in the delivery of this content. In the event of a serious concern, students may contact the CAA directly for information. According to the CAA, complaints about programs must:

- 1) Be against an accredited education program or program in candidacy status in speech-language pathology and/or audiology;
- 2) Relate to the standards for accreditation of education programs in audiology an speech-language pathology;
- 3) Include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

2200 Research Boulevard  
Rockville, MD 20850  
Phone: 800-498-2071 or 301-296-5700  
E-mail: [accreditation@asha.org](mailto:accreditation@asha.org)

## **GRADUATION CHECKLIST**

**The following is a checklist to assist students in assuring that they have met all necessary requirements for graduation. The following items do not necessarily occur in the order. It is the student's responsibility to confirm that all deadlines are adhered to.**

- Successfully completed 60 credit hours of graduate work or its equivalent**
- Completed 400 clinical clock hours in speech-language pathology**
  - 25 hours of observation**
  - At least 375 hours of clinical practicum**
- Received written permission to take Comprehensive Examination in Speech-Language Pathology**
- Passed Comprehensive Examination in Speech-Language Pathology**
- Passed Praxis Exam/ ASHA Examination**
  - scores sent to Andrews University**
- Applied for Graduation. Student will receive an email from AU Records (pay graduation fee)**
- Order regalia from AU Bookstore – Master of Science degree hood should be ordered**
- Confirm the School of Communication Sciences and Disorders has forwarded your Advancement to Candidacy documents to the Registrar's Office.**
- Confirm sizing for White Coat for White Coat Ceremony (pay White Coat Ceremony fee if applicable)**