



School of Health Professions

Department of Speech-Language Pathology and Audiology



Student Educational and Clinical Handbook

INTRODUCTION

Welcome to the Speech-Language Pathology and Audiology department at Andrews University. We the faculty and staff look forward to assisting you on your journey to an exciting and rewarding career.

The Speech-Language Pathology and Audiology department (SPLAD) handbook was created to give you the necessary tools to successfully complete your desired degree. This handbook will provide information for all undergraduate programs as well as the first three years of the 5-year BS/MS program.

This handbook is available online at: <http://www.andrews.edu/shp/splad>.

I. Mission & Philosophy

Andrews University Mission Statement

Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Andrews University students will:

Seek Knowledge as they

- Commit to a mindset of intellectual discovery
- Demonstrate the ability to think clearly and critically
- Communicate effectively utilizing multiple media
- Understand the arts, letters and sciences from a Christian point of view
- Become competent to serve humanity in their chosen disciplines and professions

- Prepare for meaningful work in a complex, technological and global society

Affirm Faith as they

- Nurture life in the Spirit through a personal relationship with Jesus Christ
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a wholesome way of life

- Respect ethnic and cultural diversity

Change the World as they go forth to

- Cultivate the capacity for creative problem-solving and innovation
- Commit to generous service through civic engagement
- Create a caring culture of global leadership
- Carry out the worldwide mission of the Seventh-day Adventist church

School of Health Professions Mission Statement

The School of Health Professions 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 their accrediting association 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.

SPLAD Department Mission Statement

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

Purpose & Philosophy

Professionals working in the areas of speech-language pathology or audiology have a unique opportunity to work with those who have a wide range of communication disorders. The birth of a child who is cognitively impaired, hearing impaired or physically disabled brings a challenge to family and friends concerning future goals, values and commitment. The teenage head-injured patient, the adult stroke patient or a comatose 2-year old near drowning victim not only presents communication difficulties or impossibilities, but may also cause feelings of guilt and raise questions concerning God, suffering, and healing. Adult stuttering or voice clients often bring issues of rejection and self-worth to the therapy relationship along with their communication problems. The aging adult who is experiencing progressive hearing loss faces isolation and confusion because of reduced communication abilities. The adult stroke patient facing a swallowing disorder has to make decisions on whether he may be able to eat again.

Our emphasis is on excellence in education at both theoretical and practical levels. As part of the academic component, students have the opportunity to pursue a dual degree in Spanish and Speech Language Pathology and Audiology or enter the honors program and complete an

honors research project. Eligible students will enroll in clinical practicum courses, and perform a variety of clinical activities with actual clients. As part of the commitment to service, students are encouraged to become involved in speech and hearing screenings conducted in the community in order to identify those individuals who need further evaluations. Our students are prepared academically and clinically for graduate education or other health related fields while they learn about the needs of others through involvement in service.

Since we are part of a church-affiliated university we are also able to provide students with an opportunity to explore the potential impact of Christianity in areas of suffering, guilt, healing, self-worth and the establishment of values. Students can focus their attention on the many situations, both professional and personal, in which God seeks to strengthen their faith. Without underrating the importance of developing good clinical skills, it is our belief that many critical aspects of professional development are best achieved as God continually reveals His acceptance and love through the Spirit. Professional and personal lives will be influenced positively as a deeper understanding is gained concerning our acceptance of Christ as Savior and Lord.

Departmental History

The Speech Department, which later became the Communication Department, was established at Andrews University in 1956. Beginning in 1969, a concentration in speech therapy was added, allowing students to complete course work preparing them for entrance into a Master's program in Speech Pathology or Audiology. In 1980, Communication Disorders became a department separate from the Communication Department. In 1988, the name of the department was changed to Speech-Language Pathology and Audiology to more effectively convey the nature of the Department. In the Fall of 2014, Andrews University began offering the Masters of Science Degree in Speech Language Pathology.

II. Department of Speech-Language Pathology and Audiology

A. Location & Contact Information

The address is: Department of Speech-Language Pathology and
Audiology
4195 Administration Dr. Bell Hall Suite 114

Berrien Springs, MI 49104-0120

The office hours are: Monday thru Thursday 8:00 am – 5:00 pm
Friday 8:00 am – 12:00 pm.

The department phone number is: 269-471-3468.

Office hours for faculty change from semester to semester and to some extent from week to week, depending on class schedule and clinic load. Faculty office hours are posted on each faculty member's door. Appointments can be made through the department administrative assistant, or by speaking directly with the faculty member.

The department email is: speech@andrews.edu

The web address is: www.andrews.edu/shp/splad.

B. Faculty

The faculty in the Department of Speech-Language Pathology and Audiology are all members of the American Speech-Language and Hearing Association, (ASHA). They hold the Certificate of Clinical Competence (CCC) in their respective areas of competence. They are:

- D'Jaris Coles-White, PhD., CCC-SLP
Professor of Speech-Language Pathology
Bell Hall Suite 114G
Tel: x~~3479~~
dcoleswhite@andrews.edu
- Brynja K. Davis M.S., CCC-SLP
Assistant Professor of Speech-Language Pathology
Bell Hall Suite 114B
Tel: x6370
brynja@andrews.edu
- Heather Ferguson M.S., CCC-SLP
Chairperson
Associate Professor of Speech-Language Pathology
Bell Hall Suite 114F
Tel: x6369
hferguson@andrews.edu
- Darah J. Regal Au.D., CCC-A
Assistant Professor of Audiology
Bell Hall Suite 114D
Tel: x3469
dregal@andrews.edu
- Tammy Shilling M.A., CCC-SLP
Undergraduate Program Director
Clinical Associate Professor of Speech-Language Pathology
Bell Hall Suite 114E
Tel: x3451
tammys@andrews.edu
- Lara Scheidler-Smith, MS., CCC-SLP
Clinic Director
Assistant Professor of Speech-Language Pathology and Audiology
Bell Hall Suite 114I
Tel: x3618
scheidlersm@andrews.edu
- Suzanne Mondak, M.A. CCC-SLP
Interim On-site Clinic Director
Bell Hall Suite
Tel: x6569
suzannem@andrews.edu

C. Contract Faculty

- Karen Kellogg MS, CCC-SLP
Speech-Language Pathologist Bell Hall Suite 114
karenk@andrews.edu

D. Staff

- Winona Hays
Administrative Assistant to the Chair Bell Hall Suite 114
Tel: x3468
speech@andrews.edu
- Tamlin LeRoux
Office Assistant Bell Hall Suite 114
Tel: x3608
speech@andrews.edu

III. Academic Program Description

A. Programs Offered

	Credits
MS: Speech-Language Pathology	60
5 Year BS/MS Speech- Language Pathology	120
BS: Speech-Language Pathology and Audiology	46
BA/BS: Spanish and Speech-Language Pathology and Audiology	87
BHS: Wellness with an emphasis in Speech-Language Pathology and Audiology	60
Minor in Speech-Language Pathology and Audiology	23

B. Program Descriptions

While speech-language pathology and audiology are two separate fields, they are connected in many ways. Both are involved in evaluating and treating people who have difficulties with communication. Both fields have proven to be a viable career choice with numerous job opportunities in a variety of settings.

Speech-Language Pathologists evaluate, diagnose and treat articulation, stuttering and voice problems. They also treat receptive and expressive language disorders, cognitive linguistic, and swallowing disorders. The age groups and types of clients that SLP's work with range from 0-100 years old and may include: children with developmental delays and disorders, neurologically impaired children and adults, and medically impaired children

and adults. They are able to work and consult with other professionals such as teachers, physicians, audiologists, psychologists and many others.

Audiologists specialize in the prevention, identification, treatment and management of hearing loss, balance problems and central auditory processing problems.

The department of Speech-Language Pathology and Audiology at Andrews University offers a pre-professional (undergraduate) degree for those interested in becoming speech-language pathologists or audiologists.

Individuals desiring to become audiologists must obtain a clinical doctorate (Au.D). Details of graduate programs are available through the department office or the ASHA website.

MS in Speech-Language Pathology offers coursework and clinical experience that prepares students for completion of a professional level certification as a Speech-Language Pathologist with the American Speech and Hearing Association.

BS in Speech-Language Pathology and Audiology provides students with the prerequisite coursework for graduate school admission in both speech-language pathology and audiology.

BA/BS: Spanish and Speech-Language Pathology and Audiology integrates the study of the Spanish language and culture with preparation in the field of Speech-Language Pathology and Audiology. The main goal of this degree is to prepare students to serve in both a medial setting as well as in an education setting. Students will participate in clinical practicum/internships in which they will have the opportunity to apply the knowledge acquired in classes. It is required that students attend one of the American Colleges Abroad (ACA) programs for a full year. Students in this joint degree will receive two separate but integrated degrees, a BA in Spanish studies and a BS in Speech-Language Pathology and Audiology.

BHS: Wellness with emphasis in Speech-Language Pathology and Audiology prepares the student for work as a speech assistant in any setting where the certified speech-language pathologist may work. There are also many other health related and educational related careers that the BHS degree will prepare a student for.

A **Minor** in speech-language pathology and audiology may be helpful for students in education, communication, and behavioral science by increasing their awareness and understanding of people with speech, language, and hearing impairments. The minor also gives students with another major the necessary background to pursue graduate studies in speech-language pathology or audiology.

C. List of Major Courses

As a Speech-Language Pathology & Audiology major, you are required to complete all credits in your major area from the following courses. Some of the courses have a pre-

requisite that is required and some courses can be taken as a co-requisite. For course descriptions, check out the Andrews University online bulletin <http://bulletin.andrews.edu/>

<u>Course Number</u>	<u>Course Name</u>	<u>Credits</u>	<u>Pre-requisites</u>	<u>Co-requisite</u>
<u>SPPA234</u>	<u>Introduction to Speech-Language Pathology& Audiology</u>	<u>3</u>	<u>NA</u>	<u>NA</u>
<u>SPPA270</u>	<u>Preclinical Observation</u>	<u>1</u>	<u>NA</u>	<u>NA</u>
<u>SPPA280</u>	<u>Anatomy & Physiology of Speech & Hearing</u>	<u>4</u>	<u>NA</u>	<u>NA</u>
<u>SPPA285</u>	<u>Applied Phonetics</u>	<u>3</u>	<u>NA</u>	<u>NA</u>
<u>SPPA310</u>	<u>Speech Science</u>	<u>3</u>	<u>280, 285</u>	<u>NA</u>
<u>SPPA321</u>	<u>Normal Language Development</u>	<u>3</u>	<u>234</u>	<u>234</u>
<u>SPPA322</u>	<u>Child Language Disorders</u>	<u>3</u>	<u>321</u>	<u>NA</u>
<u>SPPA331</u>	<u>Basic Audiology</u>	<u>3</u>	<u>234</u>	<u>234</u>
<u>SPPA332</u>	<u>Audiological Procedures</u>	<u>3</u>	<u>280, 331</u>	<u>280</u>
<u>SPPA340</u>	<u>Neuroscience of Communication</u>	<u>3</u>	<u>234, 280</u>	<u>NA</u>
<u>SPPA374</u>	<u>Articulation &Phonology: Development & Disorders</u>	<u>3</u>	<u>234, 285</u>	<u>234</u>
<u>SPPA425</u>	<u>Clinical Principles & Practices</u>	<u>3</u>	<u>322</u>	<u>NA</u>
<u>SPPA448</u>	<u>Disorder of Voice, Fluency and Swallowing</u>	<u>3</u>	<u>310</u>	<u>310</u>
<u>SPPA458</u>	<u>Aural Rehabilitation</u>	<u>3</u>	<u>332</u>	<u>NA</u>
<u>SPPA481</u>	<u>Clinical Applications in Speech-Language Pathology</u>	<u>2, 3</u>	<u>322,374</u>	<u>425</u>
<u>SPPA482</u>	<u>Clinical Applications in Audiology</u>	<u>2, 3</u>	<u>332</u>	<u>458</u>

IV. Andrews Academic Requirements

A. Andrews Core Experience (ACE): Professional Degrees

The rapid expansion of knowledge in a global community requires those who would be truly educated citizens to adopt a philosophy of lifelong learning. One must engage the mind in the study of many fields, from the fine arts and humanities to the empirical, quantitative, and social sciences. This broad encounter with the varied perspectives of the liberal arts tradition forms the domain of General Education, one of the two pillars of American higher education. By contrast, the other pillar is one's chosen major, usually a focused study of a specific discipline and the development of required skills. The university will provide a cohesive Andrews Core Experience Program, supported by faculty committed to an effective core curriculum. (2015-16 Bulletin) Copy below URL to see complete outline:

http://bulletin.andrews.edu/content.php?catoid=11&navoid=1329#professional_degree_program

B. Application Process and Requirements

Students who are entering Andrews University as freshmen will apply directly to the University for admission. When accepted they will be listed as BHS: Wellness with emphasis in Speech-Language Pathology and Audiology. During the sophomore year, if students wish to pursue a BS degree, a formal application to the department of Speech-Language Pathology and Audiology for admission to the Bachelor of Science degree is made. If the student is a 5-year BS/MS student, then the formal application for the BS program is made during their Freshmen year. If the application is accepted then the student will be listed as majoring in Speech-Language Pathology and Audiology; if the application is rejected the student can continue their pursuit of a BHS: Wellness with emphasis in Speech-Language Pathology and Audiology (See course outlines for specific information)

The following are the basic requirements for admission to the BS program: 3.0 cumulative GPA, a math placement score of P2, a strong aptitude in written expression, and two completed recommendation forms completed by previous teachers, professors, or work supervisors; a student may apply to the program a total of 2 times. It is also required that a B.S. student have a current membership with the National Student Speech, Language and Hearing Association

C. Required Cognates

The Undergraduate Core Requirements conform to pre-professional guidelines established by the American Speech-Language-Hearing Association (ASHA). According to ASHA, students are expected to have completed a set of courses at the undergraduate level that provide substantial academic foundations for the study of Speech Language Pathology and Audiology to include foundations in: (a) the basic sciences and mathematics; (b) social/behavioral sciences, (c) communication sciences; and (d) communication disorders. (See the Table below).

PHYS225 (4)
Sound and Waves

STAT285 (3)
Statistical Methods I (or a 3-credit basic Statistics course)

BIOL100 (or any 4-credit Biology class)
Human Biology (4)

PSYC301
Human Development – Life Span (3)

SPPA 440
Fundamentals in Spirituality and Ethics in Healthcare (3)

Table 1

Comparison of ASHA Requirements with Andrews Coursework

<u>ASHA Academic Foundations</u>	<u>Andrews Coursework Requirements</u>
1. Biological Sciences	Any course with a BIOL acronym & SPPA 280
2. Physical Sciences	PHYS225
3. Mathematics	STAT 285
4. Social/Behavioral Sciences	Intro to Psychology and Human Development course
5. Communication Sciences	SPPA 270, 285, 310, 321, 331
6. Communication Disorders	SPPA 234, 322, 332, 374, 447, 455, 458, 481, 482

Students who may have completed equivalent courses [at another institution](#) can petition for acceptance of those courses in lieu of Andrews University cognate requirements. [See Andrews University guidelines on the process for petitioning.](#)

D. Minor Requirements

Students in education, communication, and behavioral science find a speech-language pathology and audiology minor helpful for increasing their awareness and understanding of people with speech, language, and hearing impairments. The minor also gives students with another major the necessary background to pursue graduate studies in speech-language pathology or audiology.

Andrews University offers a wide variety of minors or areas of concentration. Please check your Bulletin for a complete list. Although SPLAD majors are not required to declare a minor, many students elect to do so. Minors frequently chosen include:

- Behavioral Sciences
- Psychology
- Communication
- English/ESL
- Spanish
- [Family Studies](#)
- Business

If students elect not to declare a minor, it may be necessary to take some elective courses in order to reach the 124 credits required for graduation.

E. GPA Requirements

A student that has declared a BHS:Wellness with emphasis in Speech Language Pathology and Audiology major must maintain a cumulative GPA of 2.5 or higher. If the student's cumulative GPA falls below 2.5, the student will no longer be a BHS student and will be required to change their major to General Studies.

A student who has been admitted to the B.S. in Speech Language Pathology and Audiology program will need to maintain a cumulative GPA of 3.0 or above.

The GPA of all courses in the SPLAD major must also be at 3.0 or above. No course grade below a C can count toward the SPLAD major.

F. Essential Functions for Majors

All speech-language pathology and audiology majors are expected to be able to adequately perform a basic set of functions in order to effectively provide professional services as speech-language pathology and audiology trainees. The functions are described below according to three ability categories (physical, affective and cognitive).

Physical Abilities

- Able to participate in classroom or clinical activities for 2-4 hour blocks of time with 1 or 2 breaks
- Able to move independently to, from and in academic/clinical facilities
- Able to provide for one's own personal hygiene
- Able to manipulate therapeutic/diagnostic materials, including setting out test items, turning pages, etc.
- Able to respond quickly enough to provide a safe environment for clients in emergency situations, including fire, choking, etc.
- Able to read the dials on instruments and to visually monitor a client's response
- Able to make accurate judgments about speech and/or acoustic signals

Affective Abilities

- Able to work effectively with people in person and on the telephone
- Able to make appropriate decisions, including the ability to evaluate and generalize appropriately without immediate supervision
- Able to understand and respect supervisory authority
- Able to maintain appropriate work place behavior, including punctuality and regular attendance.
- Able to maintain appropriate emotional well-being in order to effectively interact with clients.

Cognitive Abilities

- Able to comprehend and read professional literature/reports and write university level papers and clinical reports in English
- Able to speak English intelligibly, including the ability to give live-voice test items to clients (See ASHA Communication Competency Policy below).
- Able to independently analyze, synthesize, interpret ideas and concepts in academic and diagnostic/clinic settings
- Able to maintain attention and concentration for sufficient time to complete academic/clinical activities, typically 2-4 hours with 1-2 breaks.

G. ASHA Communication Competency Policy

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. Clinicians need to demonstrate 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, 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.

V. Andrews Clinical Requirements

A. Evidence of Medical/Physical Preparation

Prior to participation in the clinical or practicum segments of the professional programs in Speech-Language Pathology and Audiology; students are required annually by Andrews University to present to their department chairs evidence of the following **NO LATER THAN August 1st, preferably earlier.**

- Completion of a physical examination
- Appropriate tuberculosis (TB) screening
- Medical insurance for the current school year
- Chicken pox immunization *or* proof of immunization status *or* History of Disease
- Rubella immunization *or* proof of immunization status
- Hepatitis B vaccination *or* proof of immunization *or* a signed waiver
- Criminal background check
- National Student Speech Language and Hearing Association membership card

All students whose education or training may require contact with blood or bodily secretions are required to:

- a) Attend a seminar/video class, which describes the communicable diseases and their prevention. The seminar/video class shall include the importance of proper aseptic techniques while dealing with blood and body secretions, the prophylactic use of vaccines and their risks, if any. Each department involved shall keep and file attendance records for such seminars/video classes.
- b) Have 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 (3rd) 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.

B. Pre-Clinical Observation

Students must complete at least 25 clock hours of supervised observation prior to beginning the initial clinical practicum. The 25 clock hours must involve evaluation and treatment of children and adults with disorders of speech, language, or hearing. Either the individual observed or the supervisors of the observation must hold the Certificate of Clinical Competence (CCC) from ASHA.

VI. Departmental Procedures & Policies

A. Academic Dishonesty

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 participant's 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" (Eph. 4:23-24, NRSV). As scholars and as Christ 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.

B. Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu (or 269-471-6096) as soon as possible so that accommodations can be arranged..

C. Cell Phone Use

Cell phone disruptions of any type are not permitted during class time. Students are therefore requested to turn cell phones completely off—including vibration mode—when entering the class. Students, whose cell phones are deemed responsible for disrupting classes, will be asked to leave class immediately and to create no further disruptions.

D. Use of Department Phone

The department telephone is not for student use. Long-distance personal calls may not be made including collect, or calls charged to the caller's home telephone number or credit card. In an emergency situation, please contact a faculty member for assistance in reaching necessary individuals.

E. Photocopying Services

Copying services for people who are not employed by the department of Speech Language Pathology and Audiology are not provided. Such services are available in the James White Library, the Men's and Women's Dormitories and other departments on campus. The following are some general guidelines by which the department functions:

- Copying/Printing services for class assignments are not provided.
- Copies may not be made of anything from clients' file that is of a confidential nature.
- Copies may be made for your client, only if you are directed by your clinical supervisor to do this. This could include homework assignments, copies of reports, etc. Students are responsible for their own copies of therapy worksheets.
- Asking either a Faculty or Staff member to make copies for a class assignments or personal item is considered unprofessional behavior.

F. E-mail Communication

You are responsible for checking your Andrews e-mail account for messages from class. Faculty may use e-mail for important class information and for club sponsored activities. Please check your e-mail on a regular basis for important messages. If you would prefer to have your Andrews e-mails directly sent to another e-mail account, please use your iVue account on the Andrews home page to make the necessary transfer.

G. Late Work

Policies for late assignments vary by instructors. Assignments and projects turned in late may not be accepted at all or not accepted for full credit. If students cannot be at class because of an excused absence, yet wish to have their assignment/project receive full credit, they need to be sure that the instructor receives the assignment prior to class time. Late work will be either (a) discounted 10% each day until a 50% reduction has been reached, or (b) not accepted if late. No credit will be given for work turned in after the time specified on the instructor's course outline. Please refer to each instructor's course outline for specific regulations for the course.

H. Attendance

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

1. 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; respecting one's classmates and the instructor; and being committed to a positive learning experience. 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.

2. 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.)*

a) Any challenges to scores for exams, quizzes and the overall class grade may only be made in the academic year it was received. It is your responsibility to assess your progress and work towards a positive GPA.

3. Excused Absences

Teachers can excuse absences due to illness for their individual class periods. Full day absences are excused on an individual basis. 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.

4. Unexcused Absences

No provision is made for exams, quizzes or assignments missed because of voluntary absences. Students will automatically receive a zero for all exams, quizzes or assignments missed due to an unexcused absence.

5. Class Absences

Whenever the number of absences (excused or unexcused) exceeds 10% 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.

6. Class Cancellation

Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations **may be** rescheduled. 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 on the Andrews University Website.

7. Class Course Evaluation

Students are provided the opportunity to complete an anonymous course evaluation at the end of every semester for each of their courses. These forms are beneficial to our department in that they give us feedback on how we are teaching and where we can make improvements. The form is also a way for students to voice their ideas or opinions about the class, and make suggestions about any changes or improvements.

VII. Clinical Procedures & Policies

A. Andrews University Speech & Hearing Clinic

1. Services Provided for Clients

Andrews University operates a Speech and Hearing clinic, which offers a variety of clinical services. Services include assessment and intervention for articulation, language, cognitive linguistic, fluency, swallowing, and voice disorders, as well as specialized assessment of hearing acuity and central auditory processing disorders.

Services are supervised by academic and clinical faculty members, all of whom possess Master's or Doctoral degrees in speech-language pathology or audiology, and hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association. These faculty members also hold a Michigan state license to provide clinical services.

The majority of intervention is provided by Undergraduate seniors and Graduate students majoring in Speech-Language Pathology and Audiology under the supervision of faculty members. Assessment and intervention may also be provided by faculty members.

Assessment and intervention services are obtained through self-referral or referral from a physician or other professional. Appointments can be arranged by calling (269) 471-3468 between 8:30am and 4:30pm, Monday thru Thursday and 8-12 on Fridays.

2. Admission Criteria for Clients

Clients with suspected speech and language, voice, fluency, swallowing, cognitive-linguistic or auditory disorders are referred to the SPLAD department by physicians, dentists, psychologists, teachers, community workers and other professionals. Clients may also contact the department's office themselves to schedule diagnostic or consultative appointments. Therapy services are provided on the basis of the results of these initial appointments.

3. Client Folders

All client folders are filed in designated areas. They should contain correspondence, reports, formal tests, daily therapy notes, and medical information. Due to the Health Information Protection and Privacy Act, the information is accessible ONLY to the clinic staff, and to the student clinicians who are currently involved in practicum. Student clinicians should request the folders only of those clients they are working with, if needed. The client folders are NOT to be REMOVED from the clinic. Information regarding your client should not be discussed outside of the clinic.

B. Practicum Objectives

Practicum is offered to give supervised practice in test administration, report writing, and clinical management of communicative disorders. To some extent objectives vary according to the individual strengths and weaknesses of the student clinician and his/her previous practicum experience. However, the following objectives are applicable to ALL students:

1. Audiology

The student is to show ability and growth in the following skills:

- a) Skills in administration of audiometric procedures as reflected in:
 - 1) Rate of administration
 - 2) Reliability of test results
- b) Proficiency in test selection to achieve the objectives of evaluation
- c) Proficiency in test interpretation
- d) Skills in interviewing clients seen for audiology services to determine the complaint, relevant historical data and attitudes that are pertinent to planning rehabilitation.
- e) Clinical maturity in the management of clients seen for Audiological services.

- f) Preparation of professional reports related to the service provided.

2. Speech-Language Pathology

The student is expected to demonstrate ability and growth in the following areas:

- a) Establishing rapport with the client
- b) Interviewing skills in determining suspected disorder and obtaining related information
- c) Determination of diagnostic procedures pertinent to client and client's suspected disorder
- d) Accurate administration and scoring of diagnostic tests (Both objectives c and d may be modified depending on how recently the client has been evaluated)
- e) Administration of an effective therapy program, including:
 - 1. Use of effective antecedent events
 - 2. Use of appropriate contingent events
 - 3. Control of undesirable behaviors
 - 4. Keeping track of data
- f) Ability to carry out family conferences (if applicable) and provide carry over materials for home practice.
- g) Completion of all required paperwork, including:
 - 1. Diagnostic reports (if applicable)
 - 2. Treatment plans (including long and short term objectives for the semester)
 - 3. Task sequence/analysis if deemed necessary
 - 4. Daily therapy plans
 - 5. Daily therapy log
 - 6. Progress reports

C. Professional and Ethical Considerations

The Andrews University Speech and Audiology Clinic provide services to people from the surrounding communities as well as students, faculty and staff of Andrews University. Therefore, it is expected that students maintain a professional attitude with clients and their families, as well as with peers and supervisors in the clinic. Professional conduct includes the following:

1. Clinical Appointments

Once the supervisor has been informed that you are planning to participate in practicum, a client or time slot will be assigned to you. Students are expected to meet all clinical appointments, whether on or off campus and are expected to demonstrate professionally

responsible behavior during their practicum experiences. Students do not have the option of auditing the class or taking an incomplete, they are expected to either complete all requirements or withdraw from the course.

In case of a serious illness or death in the family, the clinical supervisor should be notified as soon as possible. Please refer to attendance policy section.

Your client /caregiver may notify the administrative assistant regarding the cancellation of a session for various reasons. The administrative assistant or your clinical supervisor will attempt to contact you with that information.

Students are expected to be prompt in meeting appointments, and should be at the clinic/therapy site at least **10 minutes** before the client is scheduled to arrive in order to prepare for the appointment. In practicum, it is very important to begin and end therapy sessions on time. Students may be expected to stay after the appointment depending on the specific practicum expectations.

2. Dress

Clinical staff and faculty, student clinicians and student observers are expected to dress appropriately for a professional business environment.

The appearance is to be neat and modest, befitting that of a trained professional, and not potentially embarrassing for the client or clinician. Jeans, casual clothing, and revealing attire are not considered appropriate for clinical practice. Clothing which is patched, frayed, raveled, or otherwise excessively worn is not professional. Be acutely aware of low riding pants/low cut tops. Avoid embarrassing displays that may be caught by observers or on videotape.

Make-up and fingernail polish is acceptable if colors are subtle and fingernails are kept at a reasonable, well-groomed length. Students should not wear strong-smelling perfumes or after-shave lotions, since many clients may be overly sensitive to the scent. In accordance with the policies established by Andrews University and the Seventh-day Adventist Church, visible jewelry is not acceptable. The supervisors reserve the right to ask a student clinician to change to more appropriate attire. Please remember that you are representing the University.

Acceptable Dress:

- Ties with collared shirts (for men)
- Dockers slacks (for men)
- Low-heeled comfortable shoes
- Closed-toe shoes
- Dresses (sleeved, appropriate length)
- Knee-length skirts
- Coordinated skirts and jackets
- Slacks
- Well-fitted Blouses, tops or shirts (no skin-tight, button-popping)

Unacceptable Dress:

- Sleeveless tops
- Blue jeans/denim pants
- Skin tight and/or low cut tops

- Shorts of any type
- Flip-flops
- Athletic shoes
- Bare or barely covered midriffs
- Obvious Jewelry/piercings of all types (except wedding or engagement rings)
- Tattoos (if obvious, should be covered)
- Gauzy or see-through blouse/shirts
- Floor length skirts or dresses
- Hats, unless used for therapy purposes

3. Confidentiality

All information about clients is to be held with the utmost confidentiality. Clients are ethically and **LEGALLY** entitled to privacy with regards to their records and any information they relate to you verbally. Never discuss your clients with anyone other than staff members, and if you are asked to do so, with fellow student clinicians in practicum meetings. **Do not talk about your clients in the waiting room, office area, or hallways, or in the presence of other clients.**

Be extremely careful with any written materials pertaining to your clients. These materials are not to be left unattended at any time. Anything that does not get placed in the client's permanent folder is to be thoroughly destroyed (shredded) before being thrown away. If you want to keep any written materials, such as rough drafts of reports, as models for future clinical assignments, you must carefully edit all identifying client and clinic information from the materials. This includes names, dates, addresses and phone numbers.

D. Prerequisites for Clinical Practice

1. Pre-Clinical Observation

Students are required to have completed 25 hours of documented observations before being allowed to work directly with a client. These 25 hours can be in the areas of Speech-Language Pathology and/or Audiology.

Hours may be obtained in a variety of ways:

- Courses taught in the Department of Speech-Language Pathology and Audiology may require that a certain number of observations be completed as part of the requirements for that class.
- The course SPPA270 – Preclinical Observation – is offered through the department for the purpose of acquiring observation time. Observations may be done at the Andrews University clinic, private clinics and/or area schools and hospitals of your choice.
- Students may also choose to complete their observation hours during the summer in the area in which they live.
Whichever course you decide to follow, you must either (a) observe an individual who holds the Certificate of Clinical Competence in his/her area from ASHA, or (b)

be supervised by a certified individual (if observing a non-certified clinician, e.g. a student clinician).

Regardless of where your observation hours are obtained, you are expected to present documentation of your observations to your clinical supervisor. This documentation includes: dates when observation occurred and the printed name, signature, and ASHA certification number of the clinician you observed or the supervisor under which you observed. You will also need to fill out a record of your observations at the University Clinic, which will be signed by the appropriate supervisor, along with the date.

2. Prerequisite Coursework

(a) For **audiology practicum (SPPA 482)**, you are required to successfully complete the following courses:

- SPPA331 Basic Audiology
- SPPA 332 Audiological Procedures
- SPPA458 Aural Rehabilitation can be taken as a co-requisite along with audiology practicum

(b) For **speech-language pathology practicum (SPPA 481)**, you are required to successfully complete the following courses:

- SPPA322 Child Language Disorders
- SPPA374 Articulation and Phonology: Development and Disorders
- SPPA425 Clinical Principles and Practices can be taken as a co-requisite along with speech-language pathology practicum

3. Instructor Permission

- a) All students must receive permission from the pertinent clinical supervisor before registering for practicum. Seniors will receive priority for practicum placements.

4. Practicum Registration

After completing the prerequisite observations and courses, and receiving permission from the clinical supervisor, you may register for either SPPA481 Clinical Application in Speech-Language Pathology or SPPA482 Clinical Application in Audiology. Your practicum packet must be complete (required documentation) before registering for practicum.

5. Clinical Assignments

A copy of your schedule for the semester in which you are participating in practicum must be turned in to the pertinent supervisor at least 30 days prior to the first day of classes in

order for practicum times to be set. Failure to do so may result in no practicum placement, making it necessary for you to withdraw from practicum.

The necessity of working within the supervisor's academic schedule and with the clients' availability may involve requesting you to change your work schedule in order to accommodate practicum hours. Every measure of avoiding this will be taken. However, if a mutually satisfactory time cannot be worked out, you may find it necessary to complete practicum during another semester.

Specific requirements as to client interaction time per week and documentation expectations will be outlined in the appropriate syllabus. Typically, each credit hour is equivalent to 50-60 minutes of client interaction time and documentation of skilled services.

6. Practicum Group Meetings

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

7. Clinical Duties

a. Audiology Practicum

1. Students are expected to learn to interview clients, as well as perform the following tests and record the results:
 - a) Pure tone air conduction threshold audiogram
 - b) Pure tone bone conduction threshold audiogram
 - c) Speech Reception Threshold (SRT) with spondee words
 - d) Discrimination for Phonetically Balanced (PB) words
 - e) Employ masking when necessary
2. Students are to prepare a written report for each client that is tested. A rough draft of the report is turned in to the supervisor, for approval, immediately following the evaluation.
3. Students will assist the supervising audiologist in performing procedures and other activities as requested.
4. Students are expected to maintain a daily log of clients seen, with a record of their responsibilities for the management of the client and the time of client contact for each. A form is provided for this.
5. At the end of the semester, students will submit an original and one copy of the Clinical Clock Hours form for audiology to the supervisor, completed as to number of hours of practicum accrued, name, dates, and facility. The supervisor will sign both, return the copy to keep, and file the original in the department.

b. Speech-Language Pathology Practicum

1. For each client assigned to you during the semester, you are to compile an informal client folder. This folder will contain a copy of the semester plan for that client, daily lesson plans, supervisor's observation reports, a record of client contact, and any other pertinent information gathered during the semester. You will bring this with you for each therapy session, and should be prepared to present it to the supervisor upon request.
2. Typically, for each registered credit of practicum, students will be assigned one client with whom they meet for therapy twice a week. In working with the client, students are expected to do the following:
 - a) Perform an **evaluation** of the client, including a hearing screening, oral peripheral evaluation, and either screening or in-depth examination of voice, fluency, articulation, swallowing and language, as applicable. The "completeness" of the diagnosis will depend on how recently the client had been evaluated.
 - b) Provide **therapy** twice a week that includes:
 1. Determining the client response
 2. Determining level of accuracy (criteria)
 3. Providing stimuli that will cause a desired response to occur (antecedent events)
 4. Giving the client the appropriate feedback about his responses (contingent events)
 5. Recording of data
 6. Behavior managementIt may be necessary to adapt your clinical methods in order to provide an effective and efficient therapy program.
 - c) For some clients, **carry-over assignments** will need to be provided. When the client is a child you will need to spend about 5 minutes following each session with his/her parents, explaining that day's session and results, and how the parents can help their child with the carry over.
 - d) You will be required to complete the following paperwork:
 1. Semester therapy plan – a treatment plan for your client is to be completed following the second session you have with your client. This includes long-term (semester) and short-term goals, written in behavioral terms and may also require completion of task sequences/ analyses. The original of this treatment plan is to be filed in the client's folder, with a copy retained for your informal folder.
 2. Daily lesson plan – a daily lesson plan is required prior to each session you will have with your client. This includes: letter and number of that day's goals, antecedent events, contingent events, and materials needed and how you will

keep track of your data. These are turned into your supervisor the day before your session.

3. Daily Progress Note (SOAP Note) - a daily therapy log is to be completed following each session. The log is written up in the following format:

S = Subjective. Your assessment of the client's affective state: how the client appears to feel, etc.

O = Objective. A record of the client behaviors you directly observed. Include data information.

A = Analysis. Your evaluation of the session. This should lead logically to your next session's plan.

P = Plan. The goals for the next day's session.

The daily therapy logs are to be turned in to your supervisor the day after the session for which they were written. He/she will return them to you after reading and signing them, and you are then to place them in the client's permanent folder.

4. A progress report is to be completed for each of your clients. This includes identifying information, summarizing statement, therapy program and progress, and recommendations. A rough draft is turned in to your supervisor to review. You will be expected to re-type the revised report, incorporate any changes made, and return it to your supervisor by the time specified. After your supervisor has signed it, you are also to sign it and place it in the client's permanent folder.
5. At the end of the semester, submit an original and one copy of the Clinical Clock hours form for speech-language pathology to your supervisor, completed as to the number of hours of practicum accrued, name, dates, and facility. The supervisor will sign both, give you the copy to keep, and file the original in your folder in the department.
6. You may also be required to assist the supervisor in completing a speech and /or language evaluation. Your participation may include:
 - a) Interviewing the client/caregiver as to the disorder suspected and related information.
 - b) Informally observing the client
 - c) Administration of formal diagnostic instruments
 - d) Scoring of formal diagnostic instruments
 - e) Discussion of findings and impressions with the clinical supervisor
 - f) Writing the diagnostic report

E. The Role of the Clinical Supervisor

The clinical supervisor is directly involved in your practicum in the following ways:

1. As a Resource

Your supervisor will expect you to use your knowledge of the area in which you are doing practicum, as well as your creativity, but she/he is also available to help you plan your sessions, should you need input.

2. As a Supervisor

The clinical supervisor will supervise a minimum of 50% of all diagnostic sessions and 25% of all therapy sessions. Usually as first time clinicians, you will be supervised 100% of the time, during at least the first part of the semester.

The supervisor will complete at least three observation reports over the course of the semester. This report will point out both your strengths and weaknesses, and will include suggestions for you to incorporate in following sessions. In addition, the supervisor will discuss your practicum performance with you in person, as time allows.

3. As an Evaluator

At the end of the semester, the supervisor will fill out an evaluation of your practicum performance. This will be given to you to read, discuss with the supervisor, date and sign. A copy will be given to you, and the original will be placed in your permanent file in the department.

F. Use of Therapy Materials

The following guidelines will be enforced regarding the use of speech therapy materials and supplies:

1. ~~Therapy materials may be checked out for no more than 24 hours. More than 24 hours will require both (a) permission from the chair/instructor, (b) a cash/security deposit of \$20.00, and/or an Andrews ID card left as collateral.~~ **Under Review**
2. All materials should be **checked** out with, and returned to, the department administrative staff or a faculty member.
3. After perusing materials in the storage area, students are expected and required to return all materials to their original position. This also applies to AUDIOLOGY practicum students. {Please note that part of practicum training is to develop professional habits of organization and cleanliness}.
4. Tests and assessment materials should be used IN the department OR be in your possession only when accompanied by your therapy supervisor. There are NO exceptions to this rule.

Final practicum grades may be delayed if these requirements are not met.

G. Use of Audiological Booth and Equipment

Equipment in the audiology booth is expensive and must be properly taken care of. The following “rules” will prolong the usefulness of the equipment and reduce the risk of damage to the contents. Violating these rules may result in expulsion from the practicum or the lowering of a letter grade.

1. NO FOOD OR DRINK is allowed in the audiology booth. This includes bottled water, juice, candy, and snacks. This rule applies to both the patient and the examiner booths.
2. NO INTERNET ACCESS is allowed on the audiometer computer.
3. NO DOWNLOADS on to the audiometer computer or departmental laptop are allowed.
4. Students are NOT allowed to ACCESS THE INTERNET from the audiology laptop, except when e-mailing the report to the instructor or the clinician. NO INTERNET ACCESS is allowed when the patient is being tested.
5. Students are required to bring their own pens and audiograms for lab assignments. ONLY registered practicum students are allowed to use forms from the filing cabinet in the booth.
6. Students are required to use hand sanitizer and/or wash hands thoroughly before and after patient contact.
7. Any problems with the computers should be reported to the clinical supervisor as soon as possible.

H. Treatment and Therapy Rooms

The Speech and Hearing Clinic in Bell Hall is for clinical use only. All other uses require approval from the department chairperson. Students may use the treatment room, just prior to seeing a client, in order to prepare the testing and/or therapy materials that they plan to use. Students are not allowed to eat, drink, apply cosmetics or lip balm, or handle contact lenses in treatment areas, or in the waiting areas.

Off-site Clinical Rules and Regulations

It is sometimes necessary to assign students to off-campus sites for practicum during one or both of their semesters during the senior year. In this event, it is the students’ responsibility to arrange their own transportation. It is not the responsibility of the Department to provide or arrange for such transportation. The department may facilitate arrangements for transportation by posting sign-up sheets for ride-sharing, but the department does not accept liability for the student while traveling.

In certain situations, it may become necessary for students to ride with their clinical supervisor to and from the clinic site. The students should understand that there are risks involved in driving with another and hereby accept any and all risks, including but not limited to injury, illness, disability, and death. Students who ride with their professors will be required to sign a Hold Harmless Agreement form.

Students will be expected to follow all rules and regulations including dress code, parking, documentation and any other requirements of the off-campus site.

I. Infection Control Procedures

1. Hand washing

Hands are always washed before and after contact with clients. Hands are washed even when gloves have been used. If hands come in contact with blood or body fluids, they are immediately washed with soap and water. Hands are also washed after sneezing, coughing, or wiping a nose.

Follow the basic Hand washing technique:

- Remove all rings and put them in a safe place while washing hands.
- Using a liquid antibacterial soap to lather your hands.
- Scrub the palms, backs of the hands, wrists and forearms under running water, using vigorous mechanical action. Also, clean under the fingernails and between the fingers.
- Wash/Scrub for a minimum of 30 seconds when in contact with clients, devices or equipment not grossly contaminated.
- Wash/Scrub for a minimum of 60 seconds when in contact with clients, devices, or equipment with gross contamination.
- Thoroughly rinse under running water.
- Thoroughly dry by blotting with a paper or a disposable towel to help eliminate germs.
- Since faucets are considered contaminated, turn faucets off with the paper towel used for drying hands.
- In the event that the clinician cannot access soap and water, a waterless hand disinfectant is available in each therapy room for cleaning hands.
- Waterless hand disinfectants can be used if the hands are not visibly soiled, before direct client contact, after contact with client's intact skin, after removing gloves, and after contact with objects (including equipment) located in the client's environment.

- Choose alcohol hand cleaners containing 60-95% isopropyl, ethanol, or n-propanol and 1-3% glycerol or other emollients. The waterless hand disinfectants are flammable liquids, so they should be handled with reasonable care.

When using the waterless hand disinfectants, the clinician should use the following guidelines:

1. Apply approximately 3cc (size of a dime) of product to palm of one hand.
2. Rub hands together, cover all surfaces of hands and fingers. Rub until hands are dry.

2. Gloves

- Gloves should be worn when contact with blood, body fluids containing visible blood, mucous membranes, or non-intact skin of clients is anticipated.
- Gloves should be worn on the hand(s) that come in contact with the blood or body fluid containing visible blood, or for handling items or surfaces soiled with blood or body fluids.
- The clinician should change gloves after contact with each client.
- Care should be taken so that the clinician does not touch the contaminated portion of the glove.
- To remove gloves safely use the following procedure:
 - Peel off one glove from the wrist to the fingertip.
 - Grasp it in the gloved hand.
 - Using the bare hand, peel off the second glove from the inside, tucking the first glove inside the second glove as it is removed.
 - Wash hands after gloves are removed.
- Contaminated gloves should be placed in the red biohazard bags that are found in each therapy room.

J. Grades

Grades of A thru F, DG and I are assigned for practicum. A satisfactory grade necessitates your completion of all requirements to your supervisor's satisfaction.

K. Safety and Emergencies

Bell Hall, which houses the Speech 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 to 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.

- Fires are to be reported immediately to the clinic director or office manager. 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 or office manager.
- Please realize that you are responsible for your client's safety. Remember to assist the clients as they step into and out of the audiology sound booth. Keep a careful watch on children. In particular, keep small objects out of their reach that they could swallow. Do not allow them to tip their chairs back while sitting in them, and discourage them from climbing on to the furniture in the therapy room.
- Always get parental permission before giving children foodstuff as reinforcement or rewards. You may trigger an allergic reaction or a choking spell—both potentially dangerous.



Department of Speech-Language Pathology & Audiology

Andrews University

Student Handbook Agreement

As an Andrews University Speech-Language Pathology and Audiology (SPLAD) student, I understand that I must follow the procedures and policies that are printed in the SPLAD department Handbook as well as the Andrews University Bulletin.

I acknowledge that I am responsible for reading this material and understand that it is only available online at:

http://www.andrews.edu/shp/speech/resources/student_handbook/

Student's Name (Please Print)_____

Student's Signature: _____

Date: _____

This page is the property of Andrews University Department of Speech-Language Pathology and Audiology and shall become a permanent part of the Student's department file.