Dear Students,

The faculty and supervisors of the University of Mary Speech-Language Pathology Department welcome you to the Speech-Language Pathology Clinical Program! Please dedicate yourself to putting forth the effort required on your journey to becoming a competent and professional Speech-Language Pathologist. The faculty, on-site supervisors, and off-campus supervisors are committed to providing constructive supervision and feedback during your variety of clinical experiences.

This SLP Undergraduate and Graduate Clinical Procedures Handbook is intended to be used as a guide to expectations required by the faculty and supervisors of the University of Mary Speech-Language Pathology Program. Please understand that no document ever contains all the answers. We appreciate that each of you has individual needs and questions.

Best wishes as you begin your clinical practicum and externship experiences.

Sincerely,

Jessica Smith, MS, CCC-SLP
Chair and Assistant Professor,
Speech-Language Pathology Department

Robyn Zeltinger, MS, CCC-SLP
Assistant Professor, Clinical Coordinator
Speech-Language Pathology Department
Table of Contents

University of Mary Speech-Language Pathology Clinical Program General Information
SLP Department Mission, Vision, Outcomes .......................................................... 6
Benedictine Values .................................................................................................. 7
Non-Discrimination Policy .................................................................................. 7
ASHA Code of Ethics ............................................................................................ 8
SLP Scope of Practice ........................................................................................... 8
ND Code of Ethics for SLPs and Audiologists .................................................. 8
2016 SLP Certification Handbook (ASHA) ...................................................... 9
ND Initial Licensure Requirements ................................................................. 9

University of Mary SLP Clinical Program Overview
Minimal Skills and Essential Functions .............................................................. 11
Undergraduate Clinical Lab .............................................................................. 12
CALIPSO ............................................................................................................. 13
Graduate Clinical Program Preparation and Progression ................................ 13
ASHA Clinical Hour Requirements (V-C, V-D) ............................................ 14
Skills Competencies (Standard V-B) ................................................................. 15
CAA Professional Practice Competencies (Standard 3.1.1B) ....................... 15
Clinical Populations (Standard V-F) ................................................................. 18
Onsite vs. Direct Contact Hours ........................................................................ 19
Assessment/Evaluation Teams .......................................................................... 19
Supervision Policies and Procedures ............................................................... 19
Practicum/Externship Site Placement and Supervisor Agreement .................. 20
Externship Policies and Procedures ................................................................. 21

SLP Clinical Program Student Requirements
Federal Criminal Background Check ................................................................. 23
Disclosure of Criminal Offenses Occurring After Initial Background Check .......... 23
Fingerprinting ..................................................................................................... 23
Agency Required Drug Testing .......................................................................... 23
Immunization Records ....................................................................................... 23
CPR/First Aid Training ...................................................................................... 24
Blood Borne Pathogen/Universal Precautions Training .................................. 24
The Health Insurance Portability and Accountability Act (HIPAA) Training ...... 25
Liability Insurance ............................................................................................. 25

SLP Clinical Program Policies and Procedures
Student Advising .................................................................................................. 27
Clinical Skill Competency Intervention Policy and Procedure ......................... 27
Student Grievances ............................................................................................. 27
Sharing of Information to Clinical Sites ............................................................ 27
Confidentiality and Private Policy ..................................................................... 28
Transportation Policy ......................................................................................... 28
Attendance/Cancellation Policy and Procedures .............................................. 28
Professional Appearance ................................................................................... 28
Statement Regarding Reasonable Accommodations ......................................... 29
Name Badge Policy ............................................................................................ 30
Professional Conduct and Behavioral Standards ............................................. 30
SLP Clinical Program Evaluation Procedures

Evaluation of Clinical Practicum and Externship ................................................................. 33
Clinical Formative Assessment .............................................................................................. 33
Clinical Summative Assessment ............................................................................................ 33
Clinical Competency 5-Point Rating Scale ........................................................................ 33
Clinical Practicum and Externship Grading Scales .............................................................. 34
Off Campus Placement Evaluations ...................................................................................... 35
Supervisor Feedback ............................................................................................................. 36
Student Self-Evaluation .......................................................................................................... 36

Appendix A

Castle Branch Student Registration Instructions ................................................................. 38
Criminal Background Check Disclosure Form ........................................................................ 39
Personal Injury Liability Waiver .......................................................................................... 40
Seasonal Influenza Vaccine Waiver ...................................................................................... 41
Confidentiality & Privacy Oath .............................................................................................. 42
Informed Consent: Student Policies and Procedures/Handbook Acknowledgement ........... 43
Student Consent for Release of Information .......................................................................... 44
Off-Campus Practicum Contract ......................................................................................... 45
Off-Campus Attendance Log ............................................................................................... 46
Clinical Contract for Intervention of ASHA Competencies .................................................. 47

Appendix B

CALIPSO Student Registration Instructions ......................................................................... 49
Student Clinical Experience Record ..................................................................................... 50
Student Notice and Consent to Release Information to Clinical Sites .................................. 51
My Clinical Education Checklist ......................................................................................... 52
Clinical Clock Hour Database ............................................................................................. 53
Clinical Performance Evaluation .......................................................................................... 54
Cumulative Evaluation ........................................................................................................ 57
Clinical Site Information ...................................................................................................... 59
Off Campus Placement Evaluation Form ............................................................................... 60
Supervisor Feedback Form .................................................................................................. 62
Student Self-Evaluation Form ............................................................................................... 64
University of Mary
Speech-Language Pathology
Clinical Program
General Information

SLP Department Mission, Vision, Outcomes
Benedictine Values
Non-Discrimination Policy
ASHA Code of Ethics
SLP Scope of Practice
ND Code of Ethics for SLPs and Audiologists
2016 SLP Certification Handbook (ASHA)
ND Initial Licensure Requirements
SLP undergraduate and graduate students are obliged to the University of Mary Speech-Language Pathology Clinical Procedures Handbook as published annually. Students are subject to the policies of the most current Clinical Procedures Handbook.

**SLP Department Mission, Vision, Outcomes**

**MISSION**

The mission of the Speech Pathology Program is to foster the development of highly qualified, ethical and skilled speech-language professionals to be servant leaders with strong academic ability and character that will support their individual growth and a passion for contributing to society and improving the lives of others. (Revised September 2014)

**VISION**

The vision of the Speech-Language Department is to be a leader in Speech Pathology programs for providing outstanding undergraduate and graduate academic and clinical training. The University of Mary Speech Pathology program will positively impact the number of qualified speech-language pathologists to increase service to the community, the state and beyond.

**OUTCOMES**

**Speech Language Pathology Program Outcomes**

1. University of Mary SLP graduates will demonstrate the knowledge and skills necessary to conduct comprehensive speech, language, and swallowing evaluation and provide evidence-based treatment for individuals with communication disorders across the lifespan, exhibiting professional oral and written communication skills.

2. University of Mary SLP graduates will develop and apply critical thinking skills necessary to participate in interdisciplinary collaboration and problem-solving by participating in interprofessional, problem-based learning experiences involving educational and clinical settings.

3. University of Mary SLP graduates will conduct clinical practice under the principles of servant leadership upholding the highest ethical standards to provide service to individuals from a variety of cultures throughout the lifespan.

4. University of Mary SLP graduates will develop knowledge in the areas of quantitative and qualitative research procedures in the field of communication sciences and disorders. Our graduates will have the opportunity to participate in beginning research. They will demonstrate the ability to analyze and interpret data as well as determine the implications and applications to the field of speech-language pathology.

**University of Mary Graduate Outcomes**

The University of Mary graduate programs offer its students preparation in the following four areas of competence:

1. **Communication** - Graduates demonstrate excellence in all facets of communication including the publication and presentation of scholarship
2. **Scholarship** - Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideals which guide decision-making to influence meaningful changes.

3. **Professional Distinction** - Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities.

4. **Moral Courage** - Grounded in faith and reason, graduates clarify and defend personal and social values to uphold the pathway for justice in multiple contexts.

**Benedictine Values**

“Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary.” Father James P. Shea, President, University of Mary

**Community**
Striving together for the common good and growing in relationship with God, one another, and self

[Rule of Benedict 33 - “Let all things be common to all.”]

**Hospitality**
Receiving others as Christ with warmth and attentiveness

[Rule of Benedict 53 - “Let all be received as Christ.”]

**Moderation**
Honoring all of God’s creation and living simply with balance and gratitude

[Rule of Benedict 31 - “Regard all things as sacred and do everything with moderation.”]

**Prayer**
Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God

[Rule of Benedict 4 - “Listen intently to holy readings. Give yourself frequently to prayer.”]

**Respect for Persons**
Recognizing the image of God in each person and honoring each one in their giftedness and limitations

[Rule of Benedict 4 - “Honor everyone and never do to another what you do not want done to yourself.”]

**Service**
Meeting the needs of others in the example of Jesus the servant leader

[Rule of Benedict 35 - “The members should serve one another.”]

**Non-Discrimination Policy (1.6.5)**

The SLP clinical program will follow University of Mary policy to ensure appropriate corrective action will be taken when violations of compliance with nondiscrimination statutes occur. The Non-Discrimination Policy states:

If you have been the target of any form of sexual misconduct, discrimination, harassment, hazing or retaliation perpetrated by an individual member of the University of Mary community (student, faculty, staff, or administrator) or an independent contractor employed at the university, or by members of a group, organization, team or department at the university, you are encouraged to report it to the Conduct Grievance Board using the complaint form available online (Conduct Grievance Procedure Complaint for Life.)
You may also request a complaint form from any of the university officials listed below. Complaint forms may be submitted electronically to conductgrievanceboard@umary.edu or to one of the officials listed below. Persons with questions about the process may contact any of these officials for assistance.

Title IX Coordinator  
Room 211 Benedictine Center for Servant Leadership  
7500 University Drive  
Bismarck, ND 58504 (701) 355-8144  
titleix@umary.edu

Director of Student Life  
Room 1501 Benedictine Center for Servant Leadership  
7500 University Drive  
Bismarck, ND 58504  
(701) 355-8126

Director of Human Resources  
Room 210 Benedictine Center for Servant Leadership  
7500 University Drive  
Bismarck, ND 58504  
(701) 355-8245

**ASHA Code of Ethics (CFCC IV-E)**

The ASHA Code of Ethics is the foundation for ethical practice for speech-language pathology. The code sets the minimal expectations for professional practice in our field. Breaching the code of ethics is considered a serious violation and can result in a speech-language pathologist being sanctioned or having their license suspended or revoked. It is important to understand the code of ethics and refer to it when you have any questions about practice.


**SLP Scope of Practice**

The *Scope of Practice in Speech-Language Pathology* of the American Speech-Language-Hearing Association (ASHA) includes the following: a statement of purpose, definitions of *speech-language pathologist* and *speech-language pathology*, a framework for speech-language pathology practice, a description of the domains of speech-language pathology service delivery, delineation of speech-language pathology service delivery areas, domains of professional practice, references, and resources.


**ND Code of Ethics for SLPs and Audiologists**

2016 SLP Certification Handbook


ND Initial Licensure Requirements
The state of ND has specific requirements for licensure. Please reference the link below for further information.

University of Mary SLP Clinical Program Overview

Minimal Skills and Essential Functions
Undergraduate Clinical Lab
Graduate Clinical Program Preparation and Progression
CALIPSO
ASHA Clinical Hour Requirements (Standards V-C, V-D)
Skills Competencies (Standard V-B)
Clinical Populations (Standard V-F)
Onsite vs. Direct Contact Hours
Assessment/Evaluation Teams
Supervision Policies and Procedures
Practicum/Externship Site Placement and Supervisor Agreement
Externship Policies and Procedures
Minimal Skills and Essential Functions

Council of Academic Programs in Communication Sciences and Disorders (2007)
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 areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the graduate program through coursework and clinical experience. The starred (*) items should be present when the student begins the M.S in Speech-Language Pathology Program at the University of Mary.

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 individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
• Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
• Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
• Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
• Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
• Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
• Dress appropriately and professionally.

Undergraduate Clinical Lab (CAA Standards 3.1B.16, 3.1B.17)

• Undergraduate students will complete observations, assignments and clinical lab experiences relating to service delivery in Speech-Language Pathology. Seniors majoring in Communication Sciences and Disorders may accrue up to 25 hours of observation in Speech-Language Pathology and up to 25 hours of client contact hours. This course is designed to introduce students the knowledge and skills required for observation and treatment of a variety of communication disorders.
• Supervised clinical practicum lab experience including remediation of a variety of communication disorders will be completed under the direction of a certified Speech Language Pathologist. Two to
three hours of clinical/lab work and additional interaction with supervisors each week are required in addition to the weekly class.

- The course is offered Fall and Spring semesters. Students are only required to take this course one time.
- Prerequisites: Admittance to the Communication Sciences and Disorders Undergraduate Program, CSD; All CSD 200 and 300 level courses
- Students must maintain a 3.00 GPA in CSD courses to be eligible for the practicum.
- Approximately 20 undergraduate students will be enrolled in clinical lab on an annual basis. Undergraduate students will complete one semester of clinical practicum experience and can expect to earn an average of 15 clinical practicum hours per semester.

**CALIPSO**

CALIPSO (Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations), a web-based application, will be used to maintain an electronic record of the students' progress toward completion of the CCC requirements. Completion of all clinical experiences will be recorded in CALIPSO. The program director and clinical coordinator will monitor the student’s progress in completing the ASHA CCC requirements. Students will register and pay a one-time fee of $85 for use of CALIPSO to track their clinical clock hours and experiences throughout their time in the University of Mary SLP Program. See Appendix B for student registration information and CALIPSO forms.

**Graduate Clinical Program Preparation and Progression (CAA Standards 3.1B, 3.2)**

**Preparation**
The University of Mary SLP Clinical Program will prepare its graduate students for the ASHA Certificate of Clinical Competence, state licensure, and state teacher certification. Graduate students will earn clinical credit hours each semester. Each student will be required to complete a minimum of 16 practicum/clinical credits.

Practicum and externship experiences will provide opportunities for students to learn about professional issues through various settings and clinical populations. Student clinical education experiences will include clients from various cultures including individuals from various ethnicities. Students will have unique experiences with Native American populations.

Students will use guided self-reflection to assess their performance. Recorded sessions will be reviewed by students to further assess the effectiveness of their clinical services guided by their clinical supervisor.

**Progression**
Two clinical practica will be offered each semester for 15 weeks:

1. **School-based (Educational) Practicum (Spring Year 1/Fall Year 2)**
   - Bismarck Public School District
   - Bismarck Early Childhood Education Program
   - Mandan Public School District
   - Morton-Sioux Special Education Unit
2. Clinical Practicum (Spring Year 1/Summer Year 1/Fall Year 2)
   - Community-based clinic OR
   - On-campus clinic. On-campus faculty and clinical supervisors will supervise students in the University of Mary clinic.

Students will complete an Externship in the spring of their 2nd year of graduate school. (Spring Year 2)

**ASHA Clinical Hour Requirements**

*2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (Revised March, 2016) (CFCC Standards V-C, V-D; CAA Standard 3.1)*

Completion of all clinical experiences will be recorded in CALIPSO*. The clinical coordinator will review these records to ensure that all students are meeting minimal clinical experiences.

**Skills Outcomes Standard V-C**

The applicant for certification in speech-language pathology must complete a minimum of 400 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.

**Implementation:** Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student’s observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes. Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client’s family in assessment, intervention, and/or counseling can be counted toward practicum.

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included.

Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client’s family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. In rare circumstances, it is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III (Program of Study) and IV (Knowledge Outcomes).

*Completion of 25 observation hours and 375 direct client/patient contact hours are tracked via the clock hour feature in CALIPSO and summarized on the Clinical Experience Record (See Appendix B) and in the My Checklist Link (See Appendix B).*
Skills Outcome Standard V-D

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.

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

CALIPSO tracks each student’s completion of 325 clock hours at the graduate level via the clock hour feature. This information is summarized on the Clinical Experience Record, Clinical Clock Hour Database, and in the My Checklist Link (See Appendix B).

Skills Competencies/Professional Practice Competencies (CFCC Standard V-B)
(CAA Standards 3.1.1B, 3.7, 5.2)

The program director and clinical coordinator will monitor the student’s progress in completing the ASHA CCC requirements.

CALIPSO will be used to maintain an electronic record of students’ progress toward completion of the CCC requirements. All objectives of Standard V-B are included on the Clinical Performance Evaluation Form and the Cumulative Evaluation (See Appendix B). Supervisor scores are collectively average on the Cumulative Evaluation.

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients' performance and progress.
e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

   b. Collaborate with other professionals in case management.

   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

   d. Adhere to the ASHA Code of Ethics and behave professionally.

**Professional Practice Competencies (CAA 3.1.1B)**

The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified.

**Accountability**

   ● Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.

   ● Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.

   ● Understand the fiduciary responsibility for each individual served.

   ● Understand the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.).

   ● Use self-reflection to understand the effects of his or her actions and makes changes accordingly.

   ● Understand the health care and education landscape and how to facilitate access to services.

   ● Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values.

**Integrity**

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

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

**Effective Communication Skills**

   ● Use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.

   ● Communicate—with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.

**Clinical Reasoning**

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

**Evidence-Based Practice**
• Access sources of information to support clinical decisions regarding assessment and intervention/management,
• Critically evaluate information sources and applies that information to appropriate populations, and
• Integrate evidence in provision of speech-language pathology services.

August 2017 Standards for Accreditation Page 20 of 42

**Concern for Individuals Served**
• Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and
• Encourage active involvement of the individual served in his or her own care.

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

**Professional Duty**
• Engage in self-assessment to improve his or her effectiveness in the delivery of services.
• Understand the roles and importance of professional organizations in advocating for rights to access to speech-language pathology services.
• Understand the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.
• Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
• Understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.
• Understand and use the knowledge of one’s own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.

**Collaborative Practice**
• Understand how to apply values and principles of interprofessional team dynamics.
• Understand how to perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.
Implementation: The applicant must have acquired the skills referred to in this standard applicable across the following nine major areas listed in ASHA Standard IV-C:

- Articulation
- Fluency
- Voice and Resonance (Including respiration and phonation)
- Receptive and Expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing
- Hearing (Including the impact on speech and language)
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, and orofacial myology)
- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- Augmentative and alternative communication modalities

Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects. The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology.

Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

These experiences should allow students to:

- Interpret, integrate, and synthesize core concepts and knowledge;
- Demonstrate appropriate professional and clinical skills; and
- Incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

Clinical Populations (CAA Standard V-F; CAA Standards 3.1B, 3.7)

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

Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.
Using CALIPSO, supervisors verify experience with various types and severities of disorders on the Clinical Performance Evaluation. This information is displaced on the student’s Clinical Experience record and within the My Checklist feature. Supervisors also verify experience with culturally and linguistically diverse backgrounds on each clock hour submission. This information is also displayed within the My Checklist feature. Finally, experience with clients across the life span is reported by supervisor on the Clinical Performance Evaluation and displayed on each student’s Performance Summary form and within the My Checklist feature. CALIPSO also tracks clock hours by child and adult and clinical experiences across the life span (young child, child, adult, and older adult).

“On-site” versus “direct contact” hours

Students will only count the clinical time when they are directly involved with clients during the evaluation or treatment sessions. Time physically present at the practicum site is referred to as “on-site” hours. On-site hours included meetings, lunches, etc. On-site hours are not documented or logged. Please do not confuse on-site hours with ASHA’s “direct contact” hours which are documented and logged using CALIPSO. Direct contact hours include evaluation and treatment. You need to acquire an accumulated total of 375 “direct contact hours” by the conclusion of the Externship.

Assessment/Evaluation Teams (CAA Standard 3.1B.15)

When students are assigned in teams for assessment or intervention, students will only count the clinical time when they are directly involved with clients during the assessment or treatment sessions.

Supervision Policies and Procedures (CFCC Standards V-B, V-C, V-E; CAA Standards, 2.1, 3.5, 5.4)

Only supervisors who hold the ASHA CCC will supervise undergraduate and graduate students’ clinical experiences. The program administrative assistant and clinical coordinator will monitor the credentials of supervisors to ensure that those are current and appropriate. Program administrative assistant and clinical coordinator will monitor credentials by verification through via the ASHA website on an annual basis and prior to each student’s placement. Supervisor state licensure requirements and credential will also be verified by the program administrative assistant and clinical coordinator. Program administrative assistant and clinical coordinator will obtain copies of supervisors’ state licensing credential which will be verified through the North Dakota State Board of Examiners on Audiology and Speech-Language Pathology annually and prior to each student’s placement.

Supervision of Students ASHA Standard V-E

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience, must not be less than 25% of the student’s total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor’s client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student’s acquisition of essential clinical skills. The
amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience, must not be less than 25% of the student’s total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

**CALIPSO requires supervisors to register using their ASHA number, teacher certification (if applicable), and state licensure. Diagnostic and Treatment Supervisor Observation Percentages will be tracked via CALIPSO.**

Criteria used to identify qualified supervisors include the following:

- Accessibility to students
- Appropriate state credentials for clinical practice
- Appropriate national credentials for clinical practice
- Clinical practice setting
- Demonstrated abilities in the supervisory processes
- Educational experience (including post-graduate continuing education activities)
- Mastery and expertise in the clinical area supervised
- Specialized training in supervision

Students will have adequate access to supervisors when providing services to clients in on- and off-campus placements. Access to supervisors will be available via a combination of the following methods:

- At the time of the clinical session
- Email
- Phone
- Posted office hours
- Regularly scheduled meetings/conferences

**Practicum/Externship Site Placement and Supervisor Assignment (CFCC Standards V-B, V-E, V-F; CAA Standards 2.1, 3.1B, 3.4, 3.5, 3.6, 3.7)**

Students in the speech-language pathology clinical program will complete a variety of clinical experiences in many different clinical settings. Practicum sites are varied across the lifespan by diagnosis and by setting. Each student will have practicum experience at on-campus clinic, private clinics, schools, early intervention, and skilled nursing centers.

Students will be placed in clinical sites only when they have had the appropriate academic background in preparation for the site. The academic curriculum was developed to allow for coursework to occur before placement within a specific clinical site.

When a student is assigned to a clinical experience before or concurrent with appropriate course work, clinical supervisors or the clinical coordinator will assign extra readings and observations (live/video)
appropriate for the setting. A one-to-one tutorial and additional time spent with the supervisor will occur to ensure the student is prepared for the clinical experience.

To evaluate the adequacy and effectiveness of the activities used to ensure the student is appropriate prepared, the clinical supervisor or coordinator will design pre-and post-tests regarding specific knowledge required to evaluate or provide treatment for the client. The student will compete the assignments and post-tests to ensure appropriate preparation for the clinical experience. Additionally, Simucase and Master Clinician will be used to provide training experience as needed.

The coordination of off-campus placements with facilities will be managed by the clinical coordinator, Robyn Zeltinger, who will review the previous clinical experiences of each student. At the beginning of each semester, students will be placed at (1) schools, or (2) community clinic/campus clinic for the entire 15-week practicum. Students will rotate between school and clinical external settings. Students will be supervised for no less than 25% of their contact time and the supervision will be provided by SLPs with ASHA CCCs. Allowing a rotation through at least each site one time, our students will gain clinical experience with a diverse population across the life span including individuals from varied SES, minority and ethnic backgrounds.

Supervisors will complete a Clinical Site Information form on CALIPSO which includes information regarding the Speech Pathology Manager, Student Intern Coordinator, and Contract Contact.

**Externship Policies and Procedures (CAA Standard 3.6)**

The coordination of externships will be managed by the clinical coordinator, Robyn Zeltinger. The clinical coordinator, administrative assistant, and legal office are responsible for monitoring agreements with external facilities. The program currently has externship affiliation agreements with two local hospitals (Sanford and CHI/St. Alexius), two local school districts (Mandan Public Schools and Bismarck Public Schools) and a local clinic (Red Door Pediatric Therapy). Students may choose to complete externships at various other locations across the United States; in this case, the clinical coordinator will contact the site and complete affiliation agreements prior to student placement. It is the responsibility of the SLP Department Faculty and Clinical Supervisors to ensure all students have the opportunity to meet the skill competencies required for ASHA certification. Students will, however, have the opportunity to provide input regarding placements throughout their clinical experience. On a site-specific basis, the Clinical Coordinator will inform students of the application and/or interview process.

The SLP department administrative assistant will ensure written agreements are in place between the external site and program before students are placed. Documentation will be available in CALIPSO and verified before students begin their placements.

The SLP clinical program will monitor and document clinical education placements by meeting the externship supervisors in person or via phone/web conference, on-site visits, review of clinical site evaluations, and review of student clinical records/files.
SLP Clinical Program
Student Requirements

Federal Criminal Background Check
Disclosure of Criminal Offenses Occurring After Initial Background Check
Fingerprinting
Agency Required Drug Testing
Immunization Records
CPR/First Aid Training
Blood Borne Pathogen/Universal Precautions Training
The Health Insurance Portability and Accountability Act (HIPAA) Training
Liability Insurance
Federal Criminal Background Check

The University of Mary Speech-Language Pathology Program requires completion and submission of a criminal background check prior to participation in clinical practica and externships and annually thereafter. All applicants are expected to complete the background checks through CastleBranch (See Appendix A for CastleBranch Instructions). Any applicant, who is living outside of the US or who has not lived within the borders of the US for the last seven consecutive years, are required to also have an international background check completed.

All costs incurred in completing the criminal background checks are the responsibility of the student. Results from the criminal background check will be made directly available to the Speech-Language Pathology Department. Criminal background reports will undergo administrative review within the Speech-Language Pathology Department.

Most clinical agencies require criminal background information. Students should be aware that offenses on their criminal background may prevent clinical placement or practical experiences at various agencies and therefore may impact their academic progression. On occasion, an agency may have a differing criminal background check policy. In this instance, a student would be required to be in compliance with both the individual agency policy and this policy.

Students will be required to sign and return the Criminal Background Disclosure Form found in the Appendix. This release allows the Clinical Coordinator the authority to access and release a criminal background report to clinical agencies upon their request.

The criminal background check will be kept confidential and will be maintained in the electronic database, separate from the student’s academic file.

Disclosure of Criminal Offenses Occurring After Initial Background Check

Certain convictions may be considered a disqualifying factor for progression in the SLP Program. It is the student’s responsibility to report any new criminal conviction(s) within 14 days from the date of the conviction(s) to the Chair of the Speech-Language Pathology Department (regardless of whether an appeal is pending). Failure to do so may result in immediate dismissal from the University of Mary SLP Program.

Fingerprinting

On a site specific basis, students will need to have their fingerprints on file. Students will receive site specific instructions on the fingerprinting procedures from the Clinical Coordinator. If a student already has fingerprints on file with a site, it is the student’s responsibility to provide evidence of this documentation.

Agency Required Drug Testing

If an agency requires drug testing, the student is responsible for any costs associated with this testing.

Immunization Records

Evidence of immunization and titers for the following are required to be submitted to the CastleBranch Immunization Tracker for review before participating in clinical practicum/externship experiences:

- Measles/Mumps/Rubella (MMR) vaccine
• Tetanus-Diphtheria-Pertussis (Tdap)
• Tuberculosis (TB): 2-Step Skin Test or QuantiFERON
• Hepatitis B virus (HBV) vaccine (series of 3 vaccines over a 6 month period)
• Varicella (Chicken Pox)  
  ➢ You must submit documentation of one of the following:
  ➢ 2 vaccines OR
  ➢ A positive antibody titer (lab report required)
  ➢ Evidence or documentation of disease will not be accepted.
  ➢ If titer is negative or equivocal, a new alert will be created for you to submit a single booster and a repeat titer.
• Annual flu vaccine. Note: If a student chooses to decline the flu vaccination, he or she must sign a waiver (See Appendix A). Students, faculty, and supervisors choosing not to receive the flu vaccine may be required to follow additional site specific safety procedures.

Students are responsible for submitting their immunization requirements to CastleBranch by a predetermined date set by the Clinical Coordinator. Refer to the CastleBranch Instruction Form in Appendix A for guidance.

**CPR/First Aid Training**

To ensure the health and safety of all SLP students, faculty, supervisors, and clients as well as meet practicum/externship site requirements, SLP Students shall obtain CPR/First Aid Training prior to participation in clinical practicum/externship experiences.

One of the following is required:

• American Heart Association OR
• American Red Cross Healthcare Provider course OR
• Heart Saver Course

Students will upload proof of training to the CastleBranch document tracker by a predetermined date set by the clinical coordinator. You do not need to submit the back of your card. Certifications issued in accordance with AHA Curriculum are acceptable. The renewal date will be set according to the expiration date of your card. Certificates OR letters from the provider are accepted temporarily until the card arrives with a renewal date of 30 days. Refer to the CastleBranch Instruction Form in Appendix A for guidance.

**Blood Borne Pathogens/Universal Precautions**

Students will complete four online medical OSHA courses addressing 37 topics covering all required safety regulations and standards including blood borne pathogens, workplace safety, and work-related injuries.

Students will register and complete these training courses via the CastleBranch website.
The Health Insurance Portability and Accountability Act (HIPAA) Training

Students will complete three 20-60 minute online courses issues related to the Health Insurance Portability and Accountability Act (HIPAA). Students will register and complete these training courses via the CastleBranch website.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BF15101</td>
<td>Understanding Your Organization’s Exposure Control Plan</td>
<td>Audio Only</td>
</tr>
<tr>
<td>BF15102</td>
<td>Why Emergency Communication Plans Matter</td>
<td>Audio Only</td>
</tr>
<tr>
<td>BF15103</td>
<td>Patient and Workplace Safety Measures</td>
<td>Audio Only</td>
</tr>
<tr>
<td>BF15104</td>
<td>Steps to Minimize Workplace-Related Injuries</td>
<td>Audio Only</td>
</tr>
</tbody>
</table>

Appropriate for Allied Health students
3 courses: 20-60 minutes each to complete
HIPAA Privacy & Security Overview
HIPAA Privacy Scenarios for Office Nurses & Medical Technicians
HIPAA Security Scenarios for Clinics

Liability Insurance

Students are required to have professional malpractice and liability insurance for practicum, externship and other client experiences. The University of Mary purchases malpractice and liability insurance and charges student accounts for the cost of this insurance.
SLP Clinical Program
Policies and Procedures

Student Advising
Clinical Skill Competency Intervention Policy and Procedure
Student Grievances
Sharing of Information to Clinical Sites Policy
Confidentially & Privacy Policy
Transportation Policy
Attendance/Cancellation Policy and Procedures
Professional Appearance
Statement Regarding Reasonable Accommodations
Name Badge
Professional Conduct and Behavioral Standards
Student Advising (CAA Standard 4.4)

Students will schedule individual appointments with the clinical faculty (assigned at the beginning of each semester) throughout the graduate program. Furthermore, group advising meetings will be planned to review various policies, procedures, and topics that are relevant to the graduate cohort.

Clinical Skill Competency Intervention Policy and Procedure

A structured and individualized Clinical Intervention Plan will be put into place for students who are experiencing difficulty acquiring and/or exhibiting satisfactory clinical skills. The method for reconciling the missed clinical competency will be at the instructors’ discretion. When a student does not successfully complete an activity that is required to meet a competency, the clinical coordinator will devise an intervention plan and share the plan with the student and the program director. The student will complete the assignments of the plan. The course instructor will verify competency and that the knowledge and/or skill(s) delineated on the intervention plan have been successfully demonstrated. Both academic and clinical faculty will have significant involvement in the plan for clinical competency intervention. The Clinical Practicum Contract for Intervention of ASHA Competencies form can be found in Appendix A.

Student Grievances

When students have a grievance related to their learning experience at the University of Mary, they are to follow the channel of communication beginning with the individual most closely aligned to the grievance. The typical procedure for a grievance is for the student to first try to resolve it with the Instructor. If that is not successful, the student may take the grievance to the Program Director, Dean, and/or to the VP Academic Affairs. More detail regarding the student grievance policy is available in the student handbook on page 43 and can be found at http://www.umary.edu/_resources/pdfs/StudentHandbook.pdf

The student complaint will follow the following channel of communication which requires this sequence: Instructor > Department Chair> Dean of School of Health Sciences > VP Academic Affairs.

If the instructor if unable to resolve the complaint, then the complaint goes to Chair, then the Dean and then to VP of Academic Affairs.

A client or caregiver complaint will follow a similar channel of communication. The client or caregiver will take the complaint to student and supervisor; if the supervisor and student are unable to resolve the complaint, it will go to the Clinical Coordinator, then the Department Chair, then the Dean of the School of Health Sciences and then to the VP of Academic Affairs.

The complaints will be reviewed by the Department Chair. If the complaint impacts compliance with accreditation standards, changes in policies or practices will be reviewed and changed immediately. CAA will be informed of any complaint that impacts compliance with accreditation standards.

The record of student complaints will be maintained in a locked filing cabinet under Complaints and not in student academic files. Each year any complaints received during the year will be reviewed by the faculty to determine if changes are warranted. Privacy will be protected by keeping the information confidential in a locked filing cabinet and after each academic year, scanned and stored in electronic confidential password protected file and the paper documents will be shredded.

Sharing of Information to Clinical Sites Policy

SLP students will be asked to provide the University of Mary Speech-Language Pathology Department consent to release information regarding results of background checks, HIPAA training, CPR and First Aid
certification, and drug testing with clinical sites. Signing consent is voluntary. Lack of consent may impact clinical practicum and externship placements. Students may revoke consent at any time. Students will complete The Notice and Consent to Release Information to clinical sites on CALIPSO (See Appendix B).

**Confidentiality & Privacy Policy**

All SLP students are required to sign a Confidentiality & Privacy Oath as shown in the appendix. Additional confidentiality statements may be required for specific clinical experience sites. If an organization has such a requirement, students will be required to comply with that organization’s expectations prior to engaging in any clinical/practical experience.

**Transportation Policy**

SLP undergraduate and graduate students are responsible for securing reliable transportation to and from off-campus practicum and externship sites. If a student consistently experiences difficulties arriving at and/or departing from clinical sites in a timely manner, academic warning, probation, or dismissal may result.

**Attendance/Cancellation Policy and Procedures**

SLP Students are expected to attend all scheduled dates and hours during clinical practicum and externship assignments. If a student is unable to attend on a given day, it is the student’s responsibility to notify BOTH the site supervisor and the Clinic Coordinator PRIOR to the absence. Students are responsible for filling out the attendance form (See Appendices), obtaining their off-campus supervisor’s signatures at the end of the semester, and turning the form in to the Clinical Coordinator.

**Professional Appearance**

All SLP students shall represent the profession effectively through professional dress and appearance.

**Procedures:**

- **Client Interactions & Practicum Experience:** As a representative of the University of Mary community, cleanliness, professionalism, good taste, and safety are the primary considerations for a professional appearance during client interactions and practicum experiences. Effective therapeutic use of self, includes professional presentation to clients in one’s manner, dress, and appearance. It is the student’s responsibility to find out the dress code requirements for a fieldwork site and to wear the appropriate attire. Students must be in compliance with the dress code for the facility as the site may require a stricter dress code or uniform. All students are expected to meet at least the following dress code/professional appearance standards:

  - All clothing should be modest, clean, neat, pressed, and not stained. Clothing should not contain any suggestive or offensive pictures or messages. All clothing should be of opaque fabric (not see-through); fit appropriately, not too low cut, tight or loose; and long enough to remain tucked in with movement (i.e., no bare midriffs).

  - Tops should allow for raising of hands above head without exposing skin. T-shirts that convey a casual appearance are not to be worn.
- Pants should fit appropriately, loose enough to allow for mobility but not to present a safety hazard by getting caught in equipment. Denim jeans or comparable jean styles, leggings, or skin tight stretch pants are not acceptable.
- Appropriate leg and foot covering, as deemed by the facility, must be worn. A closed toe, low or no-heeled shoes must be worn for your personal safety.

- Hairstyles or colors should be conservative, clean, and well kept. Unconventional hair colors, styles, or accessories that are distracting, unkempt, unhygienic, etc. are not acceptable. To assure patient safety, hair should be cut/contained/styled/pinned sufficiently not to distract or interfere with the client or student therapist’s movement, attention, or vision.

- Jewelry should be simple and minimal to avoid snagging on patient’s clothing, scratching patient’s skin or getting entangled in equipment. Students may wear one stud earring in the bottom of each ear lobe (note: some practicum settings may not allow any ear jewelry). No additional body jewelry is permitted (cartilage, nose, eyebrow, tongue, earlobe extenders, etc.)

- All tattoos must be covered during fieldwork experiences. This may involve wearing long sleeve shirts during summer months.

- Perfume/Aftershave should not be worn. Any obvious scent (e.g., tobacco, perfume or body odor) can be offensive or cause an allergic reaction in a sensitive patient/coworker.

- Fingernails should be kept clean with filed, smooth edges. Long nails that could gouge a patient’s skin or that could be broken in the course of work are not acceptable. Acrylic nails, brightly colored nails, flashy polish/designs or chipped nail polish are not permitted.

- University of Mary student name tags should be worn during all fieldwork experiences when it is within the fieldwork site regulations.

- Clinical Observations/Other Professional Activities: At times, students will do clinical observations or engage in other professional activities to fulfill requirements for courses. Professional dress with name tags is required for these experiences.

Statement Regarding Reasonable Accommodations (CAA Standard 4.2.1)

The Student Accessibility Center-Student Success Center ensures equal access for students with disabilities to fully participate in the university environment. The Student Accessibility Center provides individual consultation regarding the possible presence of a disability, making referrals when appropriate, determines eligibility for reasonable accommodations, consults with students, faculty, and staff to coordinate appropriate accommodations, promotes an accessible and inclusive campus environment, and promotes self-advocacy within students with disabilities, disability awareness, and universal design principles. The program will work with The Student Accessibility Center to provide accommodations for student enrolled in the program with special needs.

Students with disabilities who have need of accommodations are responsible for submitting an application to the Office of Student Accessibility Services. As part of the application process, the students must also provide documentation of their disability or diagnosis, which also should include a statement regarding related functional limitations for any accommodation requested. All documentation must be current and must be provided by a qualified professional. Applications, documentation, and requests for accommodations should be submitted to the Director of Student Accessibility Services at least 60 days prior for Life.
Applications for accommodations due to TEMPORARY disabilities resulting from unexpected accident, injury, illness, hospitalization, etc. should also be submitted to the same office. Applications are available from the Student Accessibility Services Office, located in the Welder Library, The University of Mary, Bismarck, ND.

The University of Mary, in compliance with the Americans with Disabilities Act and the spirit of our mission, offers support for students who provide required documentation. Please contact Betsy Hermanson, Coordinator of Student Accessibility Services in the Student Success Center, located in the lower level of Welder Library, at (701)355-8264 or ejhermanson@umary.edu; or log on to: http://www.umary.edu/accessibility

Name Badge

Student clinicians are required to wear a name badge while participating in clinical practicum and externship experiences. The SLP Department will provide the student’s first name badge. If a badge is lost or damaged, the student is responsible for replacing the name badge and incurring any costs associated with the replacement.

Professional Conduct and Behavioral Standards

Students are referred to the Student Conduct in Instructional Settings and in Online Courses and Discussions Policy in the University Catalog.

It is an expectation that SLP students demonstrate professional conduct in all interactions that include but are not limited to peers, faculty members, clients, colleagues, and all other persons with whom they may interact. Professional conduct reflects active practice of the Benedictine values of Respect, Community, Hospitality, Moderation, and Service. Professional conduct and maintenance of behavioral standards is a measure of satisfactory clinical program progression.

Although this is not an all-inclusive list, professional standards include the following behaviors:

- Uses appropriate vocabulary.
- Interacts in a manner that demonstrates civility and respect.
- Demonstrates self-direction and initiative in one’s own learning process.
- Participates thoughtfully in self-evaluation processes.
- Seeks and/or thoughtfully considers constructive criticism.
- Accepts responsibility for own actions and judgments.
- Demonstrates professional interactions that are consistent with the ASHA Code of Ethics

The Speech-Language Pathology faculty and clinical supervisors have: 1) a strong commitment to the Mission and Vision of the University of Mary that includes the Benedictine values, and 2) an obligation to the development of professional behavior competence among speech-language pathology students.

If a student demonstrates behaviors inconsistent with the professional conduct and behavioral standards, the following will occur:

- The clinical supervisor, coordinator, and/or faculty will provide feedback to the student regarding perceived inappropriate behavior(s) and professional and behavioral expectations.
• If a significant change towards appropriate professional behavior(s) does not occur, the student will be subject to appropriate consequences as determined by the faculty ranging from intervention to dismissal from the program.
SLP Clinical Program Evaluation Procedures

Evaluation of Clinical Practicum and Externship
Clinical Formative Assessment
Clinical Summative Assessment
Clinical Competency 5-Point Rating Scale
Clinical Practicum and Externship Grading Policy and Scales
Off Campus Placement Evaluations
Supervisor Feedback Form
Student Self-Evaluation
Evaluation of Clinical Practicum and Externship (CFCC Standards V-C, V-D, V-E; CAA Standards 5.1, 5.3)

Student clinical performance will be evaluated at mid-term and the end of the clinical placement. The University of Mary asks that each supervisor assess a student’s clinical performance in the following areas: Evaluation Skills, Intervention Skills, and Preparedness, Interaction, and Personal Qualities at mid-term and at the end of the clinical practicum experience. Students will receive written notification of the results of these evaluations. A student who is not performing adequately will be informed through written and verbal notification and individual advisement.

The program director and clinical coordinator will monitor the student’s progress in completing the ASHA CCC requirements. CALIPSO (Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations), a web-based application, will be used to maintain an electronic record of the students’ progress toward completion of the CCC requirements.

Students in Clinical Practicum will receive an academic letter grade and a clinical competency rating at midterm and at the end of the semester. The grade is based on direct clinical performance (evaluation, intervention, and/or counseling regarding communication disorders), written communication, and interaction, personal and professional skills. A student who is at the beginning stages of his or her clinical experience is expected to require more supervision and assistance those one with more experience.

Clinical Formative Assessment (CAA Standards 5.1, 5.2, 5.3)

Formative assessment of clinical competencies will occur via evaluations of individual clinical sessions and midterm and final evaluations of practicum. Both the Clinical Performance Evaluation and the Cumulative Evaluation in CALIPSO serve as ongoing measurement of progress toward clinical goals. Students have access to all of their records on CALIPSO. Student self-evaluations completed through CALIPSO also serve as an ongoing formative assessment of clinical skills.

Clinical Summative Assessment (CAA Standards 5.1, 5.2, 5.3)

Summative assessment of clinical progress will occur through successful completion of all clinical practica and externship and completion of all knowledge and skills requirements tracked through CALIPSO.

Clinical Competency 5-Point Rating Scale (CAA Standards 5.1, 5.2)

<table>
<thead>
<tr>
<th>UMary SLP Program 5-Point Clinical Competency Rating Scale via CALIPSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
provides on-going monitoring and feedback; focuses on increasing student’s critical thinking on how/when to improve skill. (skill is present 51-75% of the time).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Adequate: Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).</td>
</tr>
<tr>
<td>5</td>
<td>Consistent: Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Supervisor serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present &gt;90% of the time).</td>
</tr>
</tbody>
</table>

Clinical Practicum and Externship Grading Policy and Scales (CFCC Standards V-C, V-D, V-E; CAA Standards 5.1, 5.2, 5.3)

For clinical practicum and externship, the SLP Department uses a graduated rating scale based on level of clinical experience. The grading scale uses Competency Ratings which correspond to a letter grade. For clinical practicum and externship experiences, grades below a “B-“ are considered in need of clinical intervention. See Clinical Skill Competency Intervention Policy and Procedure in the SLP Clinical Program Policies and Procedures Section of this handbook.

**Students receiving below a B- in clinical practicum or externship:**

The student must effectively complete an intervention plan before the start of the next semester (successful completion of the intervention does not change the grade). Failure to complete the intervention will result in dismissal from the program. If dismissed, the student may apply for readmission which would begin the next time the course with the low grade is offered (most often the following year). Readmission, if allowed, will be contingent on the student retaking the failed course and obtaining a grade of no less than a B-.

**SLP Department Policy: 2nd Below B- grade (on any course):**

Program dismissal. The student may reapply for readmission the following year. Readmission, if allowed, will be contingent on the student retaking the failed course and obtaining a grade of no less than a B- on both courses.

**Incompletes**

Graduate students may request an Incomplete for a course when unforeseen circumstances prevent them from completing a course at its scheduled time. Students must obtain written permission for an Incomplete from the course instructor and the course instructor must agree to provide continued academic guidance to the student. Incompletes must be completed within three (3) weeks following the published end date of the course or the “I” [Incomplete] grade will convert to a grade of “F” unless an extension (Passing Incomplete or “PI”) is granted in writing to the Registrar by the instructor. Students may be assigned no more than one incomplete grade per term.
The following graduated grading scales will be used to evaluate students’ clinical competencies.

### Level I (Spring 1 Practicum/Spring 1 School-Based)

<table>
<thead>
<tr>
<th>Competency Rating</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00 - 5.00</td>
<td>A</td>
</tr>
<tr>
<td>3.66-3.99</td>
<td>A-</td>
</tr>
<tr>
<td>3.35-3.65</td>
<td>B+</td>
</tr>
<tr>
<td>3.04-3.34</td>
<td>B</td>
</tr>
<tr>
<td>2.73-3.03</td>
<td>B-</td>
</tr>
<tr>
<td>2.72 or below</td>
<td>In need of Clinical Intervention</td>
</tr>
</tbody>
</table>

### Level II (Summer 1 Practicum, Fall 2 Practicum, Fall 2 School-Based)

<table>
<thead>
<tr>
<th>Competency Rating</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.27-5.00</td>
<td>A</td>
</tr>
<tr>
<td>3.96-4.26</td>
<td>A-</td>
</tr>
<tr>
<td>3.65-3.95</td>
<td>B+</td>
</tr>
<tr>
<td>3.34-3.64</td>
<td>B</td>
</tr>
<tr>
<td>3.03-3.33</td>
<td>B-</td>
</tr>
<tr>
<td>3.02 and below</td>
<td>In need of Clinical Intervention</td>
</tr>
</tbody>
</table>

### Level III (Externship)

<table>
<thead>
<tr>
<th>Competency Rating</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.57-5.00</td>
<td>A</td>
</tr>
<tr>
<td>4.26-4.56</td>
<td>A-</td>
</tr>
<tr>
<td>3.95-4.25</td>
<td>B+</td>
</tr>
<tr>
<td>3.64-3.94</td>
<td>B</td>
</tr>
<tr>
<td>3.33-3.63</td>
<td>B-</td>
</tr>
<tr>
<td>3.32 and below</td>
<td>In need of Clinical Intervention</td>
</tr>
</tbody>
</table>

### Off-Campus Placement Evaluations (CAA Standard 5.3)

Following completion of a clinical practicum or externship experience, students will have the opportunity to provide feedback on their experiences using CALIPSO’s Off-Campus Placement Evaluations form (See Appendix B). Students are asked to provide feedback regarding their experiences at the site, perceived strengths and weaknesses of the site, and recommendation for students who will complete clinical experiences at that site in the future.
**Supervisor Feedback (CAA Standards 5.3, 5.4)**

Following completion of a clinical practicum or externship experience, students will have the opportunity to provide feedback regarding their clinical supervisors. Students will complete CALIPSO’s Supervisor Feedback Form (See Appendix B).

**Student Self-Evaluation (3.1, 5.1)**

Following completion of a clinical practicum or externship experience, students will have the opportunity to participate in reflection and self-evaluation. Students will complete the Self-Evaluation form via CALIPSO.
Appendix A

CastleBranch Student Registration Instructions  
Criminal Background Check Disclosure Form  
Personal Injury Liability Waiver  
Seasonal Influenza Vaccine Waiver  
Confidentiality & Privacy Oath  
Informed Consent: Student Policies and Procedures/ Clinic Handbook Acknowledgement  
Student Consent for Release of Information  
Off-Campus Practicum Contract  
Off-Campus Attendance Log  
Clinical Contract for Intervention of ASHA Competencies
CastleBranch Background Check and Immunization Tracker Registration

Clinical Coordinator will provide directions for registration and passcodes via email.
CRIMINAL BACKGROUND CHECK DISCLOSURE FORM

This disclosure form is pertinent to applicants and students currently enrolled in the Speech-Language Pathology Program.

According to the University of Mary Graduate Nursing Program Criminal Background Check Policy, a criminal background check is required to be completed on application to the University of Mary.

Students are required to sign a release of information form which is kept in their student file. The criminal background report will be shared with clinical agencies upon their request. Students who do not consent to disclosure of the criminal background report may not be allowed in the clinical site and therefore would not be able to progress academically. On occasion, an agency may have a differing criminal background check policy. In this instance, a student would be required to be in compliance with both the individual agency policy and this policy. The student is responsible for any costs incurred for all background checks.

Student Name: __________________________________________________________
Address: ___________________________________________________________________
Phone: _____________________________ Date of Birth: ________________________

For student experiences affiliated with the University of Mary, I give my permission for information from this report to be shared with those agencies, organizations or individuals requesting it as part of standard procedure for accepting students within their respective settings.

Student’s Signature: _______________________________________________________
Date: ____________________________________________________________________
PERSONAL INJURY LIABILITY WAIVER

The University of Mary, Speech-Language Pathology Department acknowledges speech-language pathology is a practice discipline with potential risks for personal injury. It is the responsibility of the Speech-Language Pathology Department to inform students of this and ensure proper instruction in the performance of skills and client care so as to minimize such risk.

It is the responsibility of the student to be prepared to correctly perform patient care and procedures in the clinical setting, and to follow all agency policies in the performance of skills and procedures.

The University of Mary does not provide personal health insurance for students and is not responsible for any expenses incurred by students as a result of personal injury during clinical practica and externship experiences. This includes physician or emergency care charges, laboratory and diagnostic testing, medication or follow-up care.

Potential hazards/injuries in nursing practice include, but are not limited to:

- Exposure to infective material such as blood (needle stick injury) or body fluids (sputum, stool, urine, emesis)
- Falls
- Muscular injury, especially back injury
- Exposure to hazardous materials such as radiation (x-ray), radioactive dye, cleansers, latex, anesthetic gases
- Assault

If a student experiences a personal injury as a part of a nursing practice experience, the student is required to notify the instructor immediately after the injury, and follow all agency policies regarding the injury.

As a student in the University of Mary Speech-Language Pathology Program, I am aware of potential injuries that may occur as a result of clinical experiences and I agree to participate in such experiences despite the risk of personal injury.

I also agree not to hold the University of Mary responsible for any injury incurred as a result of clinical experiences.

Student Name: __________________________________________________________

Student’s Signature: _______________________________________________________

Date: _____________________________________________________________
SEASONAL INFLUENZA VACCINE WAIVER/DECLINATION FORM

After viewing CDC information and guidelines of the seasonal influenza, http://www.cdc.gov/flu/, I wish to NOT receive the vaccine at this time. I understand that as a result of NOT being immunized for the seasonal influenza, I may be required to make accommodations in the clinical setting or I may not be permitted to complete a clinical practicum/externship at certain practicum/externship placement sites. I understand that I can revoke my waiver of the seasonal influenza immunization at any time and upload documentation of a seasonal influenza immunization to the CastleBranch Immunization Tracker.

Print Name: ______________________________________________________________
Signature: _______________________________________________________________
Date: ___________________________________________________________________
Program of Study: _______________________________________________________

for Life.
CONFIDENTIALITY & PRIVACY OATH

As a student or course faculty in the Speech-Language Pathology Department at the University of Mary I, __________________________________________ promise to hold confidential, verbal and written information received through observations of, direct contact with, or written and verbal material about, individuals or groups of individuals who are recipients of services from health care providers and organizations. I further promise to uphold, in good faith ethical obligations expected by the University of Mary and the Speech-Language Pathology Department concerning privacy, rights, and respect of all information related to individuals and healthcare organizations who are a part of the learning experience, directly or indirectly, including health information, organizational data, professionals, families, student peers, and support staff.

Student Name: ___________________________________________________________

Student’s Signature: ______________________________________________________

Date: ___________________________________________________________________
INFORMED CONSENT
STUDENT POLICIES AND PROCEDURES/HANDBOOK ACKNOWLEDGEMENT

By signing this informed consent I am acknowledging that I have read and understood the content of the University of Mary Speech-Language Pathology Clinical Procedures Handbook. Furthermore, my signature implies my consent to comply with the policies and procedures delineated in the Speech-Language Pathology Clinical Procedures Handbook.

Signature: _______________________________________________________
Date: ___________________________________________________________________
Program of Study: ________________________________________________________
STUDENT CONSENT FOR RELEASE OF INFORMATION

In accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), it is school representatives of the University of Mary must have written consent from a student to release information regarding student’s academic records to any source outside of the university.

I, ____________________________________________________________, authorize the following faculty member(s), adjunct faculty, or clinical supervisors of the Department of Speech-Language Pathology at the University of Mary:

1. ____________________________________________________________________
2. ____________________________________________________________________
3. ____________________________________________________________________
4. ____________________________________________________________________

To: (Initial all that apply)

_______ Write a letter of recommendation for the graduate school admission process
_______ Write a letter of recommendation for the purpose of employment
_______ Serve as a reference by telephone or email for the purpose of employment
_______ Other (please indicate)

I understand and acknowledge that my signature on this form serves as written consent for the above listed individuals to release information regarding my academic and clinical performance. I understand that this consent for release of information is effective on the date of my signature and will remain in effect until I submit written notification to rescind this request.

Signature: _______________________________________________________
Date: ___________________________________________________________________
Program of Study: ________________________________________________________
OFF-CAMPUS PRACTICUM CONTRACT

I, ________________________________
(Student)

have met with my practicum site supervisor, ________________________________
at _________________________________________________________________
(Name of Site)

regarding my responsibilities for __________________________________________.
(Semester/Year)

We have agreed on the following:

1. I will be at the site during the following start and dates: ____________________.

2. I will be at the site during the hours of ________________ on ____________________.

3. My clinical experience will include _______________________________________

   _______________________________________________________________________

   _______________________________________________________________________

I am also aware that I must complete the following to ensure the clock hours I earn are properly recorded to pass the clinical practicum experience:

1. Clinical Hours Form

2. Site Evaluation Form

Student Clinician: ________________________________  Date: __________________

Site Supervisor: ________________________________  Date: __________________

ASHA Number: ________________________________  Email: ____________________
Off-Campus Attendance Log

Consistent attendance is critical to the successful completion of your clinical experience. Please notify your site supervisor and the University of Mary clinical coordinator in the event of all absences.

Use this form to track your days and/or hours of absence. You are responsible for submitting this form to the clinical coordinator upon completion of your practicum.

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Hours Absent</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please sign below indicating this attendance information is accurate.

Student Clinician: _______________________________ Date: _______________
Supervisor: _______________________________ Date: _______________
ASHA Number: _______________________________ Email: _______________
Clinical Practicum Contract for Intervention of ASHA Competencies

Student: ___________________________ Date: __________________

Supervisor: ___________________________ Date: __________________

Clinical Coordinator: ___________________________ Date: __________________

1. Identify (and agree to) ASHA Knowledge/Skill Competency(ies) not being met during the practicum:

   Evaluation:

   Intervention:

   Interaction/Personal Qualities:

2. Plan of action/Remedial Activity

3. Action Steps Achieved and Date

If not achieved: ______ Extend time at site ______ Practicum at different site ______ Terminate practicum ______ Other

Comments:

Student Clinician: ___________________________ Date: __________________

Supervisor: ___________________________ Date: __________________

Clinical Coordinator: ___________________________ Date: __________________
Appendix B

CALIPSO Student Registration Instructions
Student Clinical Experience Record
Student Notice and Consent to Release Information to Clinical Sites
My Clinical Education Checklist
Clinical Clock Hour Database
Clinical Performance Evaluation
Cumulative Evaluation
Clinical Site Information
Off Campus Placement Evaluation Form
Supervisor Feedback Form
Student Self-Evaluation Form
CALIPSO Student Registration Information

- The clinical coordinator will provide each student with a PIN via email.
- Go to https://www.calipsoclient.com/umary
- Click on the “Student” registration information.
- Enter your “school” email address and record your password in a secure location.
- Click “Register Account”
- PIN numbers are valid for 40 days. Contact the Clinical Coordinator for a new PIN if 40 days have lapsed since receiving the registration email.
## Class of xTest

<table>
<thead>
<tr>
<th></th>
<th>Child</th>
<th>Adult</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation - Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Language</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Hearing</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td><strong>Observation - Treatment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Language</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Hearing</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td><strong>Total Observation Hours</strong></td>
<td></td>
<td></td>
<td>0:00</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Fluency</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Voice and resonance</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Expressive/Receptive language</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Hearing</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Swallowing</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Cognitive aspects of communication</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Social aspects of communication</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>AAC</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td><strong>Treatment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Fluency</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Voice and resonance</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Expressive/Receptive language</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Hearing</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Swallowing</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Cognitive aspects of communication</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Social aspects of communication</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>AAC</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td><strong>Clock hours needed</strong></td>
<td>375:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**CALIPSO Experience Record**

**Doe, Jane**

**Observation Hours**

<table>
<thead>
<tr>
<th></th>
<th>Child</th>
<th>Adult</th>
<th>Audiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Language</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
</tbody>
</table>

**Total Dr Hours**: 0:00

**Tx**

<table>
<thead>
<tr>
<th></th>
<th>Child</th>
<th>Adult</th>
<th>Audiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td>Language</td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0:00</td>
<td>0:00</td>
<td>0:00</td>
</tr>
</tbody>
</table>

**Total Tx Hours**: 0:00

**Total**: 0:00

**Total Hours Earned in Different Settings**

| (note) | - |
Notice and consent to release information

NOTICE TO STUDENTS

Your academic institution is required to acquire important documents for your clinical education file. As a condition of your placement at a clinical education site, the Department is required to verify that these documents are in your file, and/or to provide copies to the clinical education site to which you have been assigned. In addition, information about your academic and clinical performance, and your professional attributes, will be shared with, and by, the clinical education site for the purposes of assuring an appropriate and satisfactory placement, and for evaluating and documenting your progress.

The documents listed below represent your insurance, training, and related credentials considered essential to placement at a clinical education site, internal or external.

1. Personal professional liability insurance,
2. Medical insurance,
3. OSHA training,
4. HIPAA training,
5. CPR training,
6. Memorandum assuring criminal background check clearance,
7. Health immunization record, to include current TB screening, rubella, rubella, mumps, varicella, tetanus, and HEP B series, and
8. Related documents that the Facility might require.

The Federal Educational Rights and Privacy Act (FERPA) requires that we obtain your informed consent for release of information pertaining to your educational records that include personally identifiable information.

CONSENT FOR RELEASE OF INFORMATION

I understand that the mutual obligations of my academic institution and our affiliated clinical sites are governed by an approved contract. I understand that my consent for the purpose stated ends upon my graduation.

I have read and understood this Notice and Consent for Release of Information, and give my permission for verification and/or release of these and related documents to any clinical site to which I apply, or to which I am assigned, during my educational experience.

I, Robyn Zeitinger, certify that I have read and understood the NOTICE TO STUDENTS and the CONSENT FOR RELEASE OF INFORMATION as shown above.

Enter the last 5 digits of your Student ID Number:

Submit

Authorized by: Laurel H. Hays, M.Ed., CCC-SLP and Sanya P. Phamme, M.S.

© 2018 Calliper, LLC

https://www.callipscient.com/umary/consent_form
My Clinical Education Checklist

Doe, Jane (xTest)

Requirements for successful completion of the clinical education program:

- Completed the cumulative evaluation with average scores of 3.5 or higher in each block [View cumulative evaluation]
- Completed the Knowledge and Skills Acquisition (KASA) Summary Form [View KASA Summary]
- Obtained minimum required hours in the speech, language, and hearing clockhour areas:
  - View exp. record
    - Gained clinical clock hours across the disorder areas:
      - Children (optional)
      - Adult (optional)
      - Total
  - View exp. record
    - Obtained a minimum of 25:00 observation hours [View exp. record]
    - Obtained a minimum of 375:00 total clinical hours [View exp. record]
    - Obtained at least 325:00 clinical clock hours while engaged in graduate study [View clockdb]
    - Received experience in 3 distinct clinical settings [View exp. record]
    - Obtained supervisor approval for all clock hour entries [View clockhours]
    - Gained clinical experience with all 4 patient populations (young child, child, adult, older adult) [View clinical performance summary]
    - Completed clinical experiences with at least two different Multicultural Aspects
    - Completed clinical experiences with at least two different Linguistic Diversities
    - Received experience that included patients with various types and severities of disorders
    - Provided (student) signature for all clinical performance evaluations

Download and save the following documents for your files:

- Clinical Clock Hour Database (View clock hour database)
- Clinical Experience Record (View XP Record)
- Cumulative Evaluation (View Cumulative Evaluation)
- Clinical Performance Summary (View Clinical Performance Summary)
- KASA Summary (View KASA Summary)

Author: Laurel H. Hays, M.Ed., CCC-SLP and Satya P. Phanse, M.S.

© 2010 Calipsoc LLC

https://www.calipsoclient.com/umary/reports/checklist?id=1
A: Speech-Language Pathology

B: Audiology

C: Summary

<table>
<thead>
<tr>
<th>Observation total clock hours</th>
<th>0:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical practicum total clock hours</td>
<td>0:00</td>
</tr>
<tr>
<td>Hours in SLP</td>
<td>0:00</td>
</tr>
<tr>
<td>SLP hours at graduate level</td>
<td>0:00</td>
</tr>
<tr>
<td>Hours in audiology</td>
<td>0:00</td>
</tr>
</tbody>
</table>

Total Hours Earned in Different Settings

<table>
<thead>
<tr>
<th>(none)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

______________________________  ____________________________
Program Signature                Date
### Performance Evaluation

**Supervisor:** Zettlinger, Robyn Lee  
**Student:** Doe, Jane  
**Site:** University of Maryland Speech-Language-Hea  
**Evaluation Type:** Final  
**Semester:** Fall 2 Practicum  
**Course number:**  

<table>
<thead>
<tr>
<th>Client(s)/Patient(s) Multicultural Aspects (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
</tr>
<tr>
<td>Race</td>
</tr>
<tr>
<td>Culture</td>
</tr>
<tr>
<td>National origin</td>
</tr>
<tr>
<td>Socioeconomic status</td>
</tr>
<tr>
<td>Gender identity</td>
</tr>
<tr>
<td>Sexual orientation</td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>Exceptionality</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Client(s)/Patient(s) Linguistic Diversity (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>English Language Learner</td>
</tr>
<tr>
<td>Primary English dialect</td>
</tr>
<tr>
<td>Secondary English dialect</td>
</tr>
<tr>
<td>Bilingual</td>
</tr>
<tr>
<td>Polyglot</td>
</tr>
<tr>
<td>Gender Identity</td>
</tr>
<tr>
<td>Sign Language (ASL or SEE)</td>
</tr>
<tr>
<td>Cognitive / Physical Ability</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

**Evaluation saved. You can now enter the scores.**

<table>
<thead>
<tr>
<th>Evaluation skills</th>
<th>Attentiveness</th>
<th>Flexibility</th>
<th>Verbal</th>
<th>Language</th>
<th>Hearing</th>
<th>Swallowing</th>
<th>Cognition</th>
<th>Social Aspects</th>
<th>AAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducts screening and prevention procedures (std V-B. 1a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B. 1b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Selects appropriate evaluation instruments/procedures (std V-B. 1c)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Administers and scores diagnostic tests correctly (std V-B. 1c)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Adapts evaluation procedures to meet clients/patient needs (std V-B. 1d)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnosis (std V-B. 1e)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Makes appropriate recommendations for intervention (std V-B. 1e)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Completes administrative and reporting functions necessary to support evaluation (std V-B. 1f)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Refers clients/patients for appropriate services (std V-B. 1g)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of items scored</td>
</tr>
</tbody>
</table>

**Comments:**

https://www.calipsoclient.umd.edu/evaluations/show?id=8
Treatment skills

1. Develops setting appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process (std V-B, 2a)

2. Implants intervention plans (involves client/patient and relevant others in the intervention process) (std V-B, 2b)

3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c)

4. Sequences tasks to meet objectives

5. Provides appropriate introduction/explanation of tasks

6. Measures and evaluates client/patient's performance and progress (std V-B, 2d)

7. Uses appropriate models, prompts or cues. Allows time for patient response.

8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e)

9. Completes administrative and reporting functions necessary to support intervention (std V-B, 2f)

10. Identifies and refers patients for services as appropriate (std V-B, 2g)

Score total:

Total number of items scored: 0
Total number of points: 0
Section Average: 0

Comments:

Preparedness, Interaction, and Personal Qualities

1. Possesses foundation for basic human communication and swallowing processes (std IV-B)

2. Possesses the knowledge to integrate research principles into evidence-based clinical practice (std IV-F)

3. Possesses knowledge of contemporary professional issues and advocacy (includes trends in professional practice, ASHA practice policies and guidelines, and reimbursement procedures) (std IV-G)

4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std V-B, 3a)

5. Establishes rapport and shows sensitivity to the needs of the patient

6. Uses appropriate rate, pitch, and volume when interacting with patients or others.

7. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c)

8. Collaborates with other professionals in case management (std V-B, 3b)

9. Displays effective oral communication with patient, family, or other professionals (std V-A)

10. Displays effective written communication for all professional correspondence (std V-A)

11. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std IV-E, std V-B, 3d)

12. Assumes a professional level of responsibility and initiative in completing all requirements

13. Demonstrates openness and responsiveness to clinical supervision and suggestions

14. Personal appearance is professional and appropriate for the clinical setting

15. Displays organization and preparedness for all clinical sessions

Comments:

Total number of items scored: 0
Total number of points: 0
Section Average: 0

Improvements Since Last Evaluation:

Strengths/Weaknesses:

Recommendations for Improving Weaknesses:

https://www.calipsoclient.com/lumary/evaluations/show?id=8
### Performance Rating Scale

1. Not evident  
2. Emerging  
3. Present  
4. Adequate

<table>
<thead>
<tr>
<th>Client(s)/Patient(s) Multicultural Aspects (check all that apply)</th>
<th>Client(s)/Patient(s) Linguistic Diversity (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>English</td>
</tr>
<tr>
<td>Race</td>
<td>English Language Learner</td>
</tr>
<tr>
<td>Culture</td>
<td>Primary English dialect</td>
</tr>
<tr>
<td>National origin</td>
<td>Secondary English dialect</td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>Bilingual</td>
</tr>
<tr>
<td>Gender identity</td>
<td>Polyglot</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Gender identity</td>
</tr>
<tr>
<td>Religion</td>
<td>Sign Language (ASL or SFE)</td>
</tr>
<tr>
<td>Exceptionality</td>
<td>Cognitive / Physical Ability</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Evaluation skills

<table>
<thead>
<tr>
<th>Evaluation skills</th>
<th>Articulation</th>
<th>Fluency</th>
<th>Voice</th>
<th>Language</th>
<th>Hearing</th>
<th>Swallowing</th>
<th>Cognition</th>
<th>Social Aspects</th>
<th>AAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducts screening and prevention procedures (std IV-D, std V-B, 1a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Selects appropriate evaluation instruments/procedures (std V-B, 1c)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Administers and scores diagnostic tests correctly (std V-B, 1c)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Makes appropriate recommendations for intervention (std V-B, 1e)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Refers clients/patients for appropriate services (std V-B, 1g)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of items scored: 0  
Number of items remaining: 90  
Section Average: 0.00
<table>
<thead>
<tr>
<th>Treatment skills</th>
<th>Articulation</th>
<th>Fluency</th>
<th>Voice</th>
<th>Language</th>
<th>Hearing</th>
<th>Swallowing</th>
<th>Cognition</th>
<th>Social Aspects</th>
<th>AAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process (std V-B, 2a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Implements intervention plans (involves clients/patients and relevant others in the intervention process) (std V-B, 2b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sequences tasks to meet objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provides appropriate introduction/explanation of tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Measures and evaluates clients/patients’ performance and progress (std V-B, 2d)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Uses appropriate models, prompts, cues. Allows time for patient response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Completes administrative and reporting functions necessary to support intervention (std V-B, 2f)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Identifies and refers patients for services as appropriate (std V-B, 2g)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of items scored: 0  Number of items remaining: 90  Section Average: 0.00

<table>
<thead>
<tr>
<th>Preparedness, Interaction, and Personal Qualities</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possesses foundation for basic human communication and swallowing processes (std IV-B)</td>
<td></td>
</tr>
<tr>
<td>2. Possesses the knowledge to integrate research principles into evidence-based clinical practice (std IV-F)</td>
<td></td>
</tr>
<tr>
<td>3. Possesses knowledge of contemporary professional issues and advocacy (includes trends in professional practice, ASHA practice policies and guidelines, and reimbursement procedures) (std IV-G)</td>
<td></td>
</tr>
<tr>
<td>4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std V-B, 3a)</td>
<td></td>
</tr>
<tr>
<td>5. Establishes rapport and shows sensitivity to the needs of the patient</td>
<td></td>
</tr>
<tr>
<td>6. Uses appropriate rate, pitch, and volume when interacting with patients or others</td>
<td></td>
</tr>
<tr>
<td>7. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c)</td>
<td></td>
</tr>
<tr>
<td>8. Collaborates with other professionals in case management (std V-B, 3b)</td>
<td></td>
</tr>
<tr>
<td>9. Displays effective oral communication with patient, family, or other professionals (std V-A)</td>
<td></td>
</tr>
<tr>
<td>10. Displays effective written communication for all professional correspondence (std V-A)</td>
<td></td>
</tr>
<tr>
<td>11. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std IV-E, std V-B, 3d)</td>
<td></td>
</tr>
<tr>
<td>12. Assumes a professional level of responsibility and initiative in completing all requirements</td>
<td></td>
</tr>
<tr>
<td>13. Demonstrates openness and responsiveness to clinical supervision and suggestions</td>
<td></td>
</tr>
<tr>
<td>14. Personal appearance is professional and appropriate for the clinical setting</td>
<td></td>
</tr>
<tr>
<td>15. Displays organization and preparedness for all clinical sessions</td>
<td></td>
</tr>
</tbody>
</table>

Number of items scored: 0  Number of items remaining: 15  Section Average: 0.00
Off-campus Placement Evaluations

Site: [ ] Semester: [ ]

Using the following scale, rate your agreement: N/A 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

OVERALL

This practicum experience met my training goals and interests

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

This practicum experience met expectations regarding clinical population, workload, and documentation

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

The site furthered my efforts to achieve my professional goals

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

The site provided a reasonable balance between direct clinical contact hours vs. related clinical responsibilities

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

There were opportunities to discuss the process of ethical decision making

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

Evidence-based clinical practice was utilized

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

In general, I felt welcomed at this site

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

I felt prepared to meet the challenges and expectations of this practicum site

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

I would recommend that this site be used for future practicum placements

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

THE PRACTICUM SITE PROVIDED ADEQUATE:

Supervision by clinical supervisor

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

Training and orientation

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree
### Physical facilities and work space
- [ ] 1 Strongly Disagree
- [ ] 2 Disagree

### Equipment and materials to engage in effective service delivery
- [ ] 1 Strongly Disagree
- [ ] 2 Disagree

### Administrative/ clerical support
- [ ] 1 Strongly Disagree
- [ ] 2 Disagree

**THE PRACTICUM SITE ALLOWED APPROPRIATE OPPORTUNITIES FOR:**

#### Diagnostic experiences
- [ ] 1 Strongly Disagree
- [ ] 2 Disagree

#### Treatment
- [ ] 1 Strongly Disagree
- [ ] 2 Disagree

#### Client and family interactions
- [ ] 1 Strongly Disagree
- [ ] 2 Disagree

#### Interactions with other professionals
- [ ] 1 Strongly Disagree
- [ ] 2 Disagree

#### Interactions with culturally and linguistically diversified populations
- [ ] 1 Strongly Disagree
- [ ] 2 Disagree

### PROVIDE COMMENTS ON THE FOLLOWING:

What were the strengths/positive aspects of this practicum site?

What might you suggest to strengthen the experience at this practicum site?

What advice would you give the next student placed at this site?

---

3/28/2017

Session times out in: 1:39:14

[https://www.calipsoclient.com/umary/offcampus_placement_evals/new](https://www.calipsoclient.com/umary/offcampus_placement_evals/new)
## Supervisor Feedback Form

* Supervisor:  
* Site:  
* Semester:  

1. Provided an orientation to the facility and caseload.  
   - N/A  
   - No orientation provided. Student oriented him/herself.  
   - Informal orientation provided.  
   - Formal orientation provided with supplemental documentation.  

2. Provided the student with feedback regarding the skills used in diagnostics.  
   - N/A  
   - Comments were vague; and therefore, difficult to apply.  
   - Comments were useful but lacked specifics or concrete examples.  
   - Comments were useful, specific, and constructive.  

3. Provided the student with feedback regarding the skills used in interviewing.  
   - N/A  
   - Comments were vague; and therefore, difficult to apply.  
   - Comments were useful but lacked specifics or concrete examples.  
   - Comments were useful, specific, and constructive.  

4. Provided the student with feedback regarding the skills used in conferences.  
   - N/A  
   - Comments were vague; and therefore, difficult to apply.  
   - Comments were useful but lacked specifics or concrete examples.  
   - Comments were useful, specific, and constructive.  

5. Provided the student with feedback regarding the skills used in behavioral management.  
   - N/A  
   - Comments were vague; and therefore, difficult to apply.  
   - Comments were useful but lacked specifics or concrete examples.  
   - Comments were useful, specific, and constructive.  

6. Provided the student with feedback regarding the skills used in therapy.  
   - N/A  
   - Comments were vague; and therefore, difficult to apply.  
   - Comments were useful but lacked specifics or concrete examples.  
   - Comments were useful, specific, and constructive.  

7. Provided the student with feedback regarding his/her collection of diagnostic or therapy materials.  
   - N/A  
   - Comments were vague; and therefore, difficult to apply.  
   - Comments were useful but lacked specifics or concrete examples.  
   - Comments were useful, specific, and constructive.  

8. Explained and/or demonstrated clinical procedures to assist student in clinical skills development.  
   - N/A  
   - Provided minimal explanations and/or demonstrations.  
   - Provided adequate explanations and/or demonstrations when requested.  
   - Provided thorough explanations and/or demonstrations for all clinical procedures.  

   - N/A  
   - Rarely referenced current literature.  
   - Occasionally referenced current literature.  
   - Frequently referenced current literature.  

10. Encouraged student independence and creativity.  
    - N/A  
    - Minimally receptive to new ideas and differing techniques.  
    - Somewhat receptive to new ideas and differing techniques but did not encourage them.  
    - Very receptive to new ideas and encouraged use of own techniques.
11. Provided positive reinforcement of student's successes and efforts.
- N/A
- Rarely commented on successes and efforts.
- Occasionally commented on successes and efforts.
- Frequently commented on successes and efforts.

12. Provided student with written and/or verbal recommendations for improvement.
- N/A
- Rarely provided written and/or verbal recommendations except on midterm and final evaluations.
- Occasionally provided written and/or verbal recommendations in addition to the midterm and final evaluations.
- Systematically provided written and/or verbal recommendations in addition to the midterm and final evaluations.

13. Demonstrated enthusiasm and interest in the profession and in providing clinical services.
- N/A
- Enthusiasm and interest rarely observed; frequent negative comments.
- Enthusiasm and interest occasionally observed; occasional negative comments.
- Enthusiasm and interest regularly observed; frequent positive and optimistic comments.

14. Demonstrated effective interpersonal communication with student.
- N/A
- Seemed uninterested and/or unwilling to listen or respond to student's needs.
- Some interest in student's needs shown, but communication lacked sensitivity.
- Aware of and sensitive to student's needs; open and effective communication.

15. Receptive to questions.
- N/A
- Unwilling to take time to answer questions.
- Answered questions inconsistently.
- Answered questions with helpful information or additional resources which encouraged me to think for myself.

16. Available to me when I requested assistance.
- N/A
- Supervisor was rarely available.
- Supervisor was occasionally available.
- Supervisor was always available.

17. Utilized effective organizational and management skills.
- N/A
- Rarely organized; showed difficulty balancing supervisory and clinical responsibilities.
- Somewhat organized; balanced supervisory and clinical responsibilities with little difficulty.
- Always organized; balanced supervisory and clinical responsibilities with ease.

18. Referred me to or provided me with additional resources (materials, articles, video tapes, etc.)
- N/A
- Provided minimal or no additional resources.
- Provided helpful resources upon student request.
- Provided helpful resources without student request.

19. Realistically demanding of me as a student intern.
- N/A
- Expectations were either too high or too low for level of experience with no attempts to adjust.
- Expectations were generally appropriate for my level of experience.
- Expectations were individualized and adjusted according to my strengths and weaknesses.

Overall, how would you rate this clinical experience?  

Additional comments:

What experience during this placement prepared you with the greatest training opportunity?

Submit feedback
Self-evaluation

Evaluation saved. You can now enter the scores.

*Site: University of Mary Speech-Language-Hea
*Evaluation Type: Final
*Semester: 2018 Fall
*Course number: Fall 2 Practicum

Client(s)/Patient(s) Multicultural Aspects (check all that apply): [ ]
Ethnicity  Race  Culture  National origin  Socioeconomic status
Gender identity  Sexual orientation  Religion  Exceptionality  Other

Client(s)/Patient(s) Linguistic Diversity (check all that apply): [ ]
English  English Language Learner  Primary English dialect  Secondary
English dialect  Bilingual  Polyglot  Gender identity  Sign Language
(ASL or SEE)  Cognitive / Physical Ability  Other

Performance Rating Scale
Click to see Rating Scale
Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 4, in 0.25 increments (1.25, 1.5 etc.).

1 - Not evident  4 - Adequate
2 - Emerging  5 - Consistent
3 - Present

* If nil, please leave space blank.

Evaluation skills: Articulation  Fluency  Voice  Language  Hearing  Swallowing  Cognition  Social Aspects  AAC

1. Conducts screening and prevention procedures (std IV-D, std V-B, 1a)
2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b)
3. Selects appropriate evaluation instruments/procedures (std V-B, 1c)
4. Administers and scores diagnostic tests consistently (std V-B, 1c)
5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d)

https://www.calipsoclient.com/umary/self_evaluations/show?id=9

https://www.calipsoclient.com/umary/self_evaluations/show?id=9

1/3
6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C)

7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std IV-B, 1e)

8. Makes appropriate recommendations for intervention (std IV-B, 1e)

9. Completes administrative and reporting functions necessary to support evaluation (std IV-B, 1f)

10. Refers clients/patients for appropriate services (std IV-B, 1g)

Total number of items scored: 0 Total number of points: 0 Section Average: 0

Comments:

Save
10. Displays effective written communication for all professional correspondence (std V-A)

11. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std IV-E, std V-B, 3d)

12. Assumes a professional level of responsibility and initiative in completing all requirements

13. Demonstrates openness and responsiveness to clinical supervision and suggestions

14. Personal appearance is professional and appropriate for the clinical setting

15. Displays organization and preparedness for all clinical sessions

Comments:

Total number of items scored: 0  Total number of points: 0  Section Average: 0

Improvements Since Last Evaluation:

Strengths/Weaknesses:

Recommendations for Improving Weaknesses:

Total points (all sections included): 0  Adjustment: 0.0

Evaluation score:
Letter grade: 
Quality points: 

Final submission (if this box is checked, no more changes will be allowed)

Standards referenced herein are those contained in the Membership and Certification Handbook of the American Speech-Language-Hearing Association. Readers are directed to the ASHA Web site to access the standards in their entirety.

Author: Laurel Hays, M.Ed., CCC-SLP and Satyajit P. Phanse, M.S.

© 2010 Calipso, LLC

https://www.calipsoclient.com/umary/self_evaluations/show?id=0