



DEPARTMENT OF SPEECH PATHOLOGY

XAVIER UNIVERSITY SPEECH, LANGUAGE &
HEARING CENTER

GRADUATE STUDENT CLINIC HANDBOOK

Updated August 2022

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Section I: Introduction

Welcome to the graduate program in the Department of Speech Pathology in the Division of Biological & Public Health Sciences in the College of Arts & Sciences at Xavier University of Louisiana! We look forward to guiding you in developing your knowledge, clinical skills, and professional behaviors in speech-language pathology. This handbook was developed to provide you with an ongoing resource to be used throughout your graduate studies. The faculty and staff members are honored that you have chosen our program and we are dedicated to your success! – Melissa R. Handy, MS, CCC-SLP, Director of

Katrina (much of the campus was underwater), but \$130 million in renovations as well as the construction of the state-of-the-art Pharmacy Pavilion, Convocation Center, and St. Katharine Drexel Chapel, leave no traces of that tragic event.

Both Xavier's core and each discipline's specific curriculum are guided intimately by the University's mission such that students are developed to be life-long learners and global leaders that actively contribute to a more just and humane society for all.

SPEECH PATHOLOGY GRADUATE PROGRAM MISSION AND GOALS

The mission of the master's program in Speech-Language Pathology at Xavier University of Louisiana is to produce professionals who are clinically competent as defined by the American Speech-Language-Hearing Association (ASHA) to respectfully and compassionately address the needs (i.e., prevention, identification, treatment) of individuals across the life span with communicative disorders, differences or those who are at-risk of such problems within and across diverse communities, settings, and contexts.

The strategic plan has identified four focal areas each having a specific goal that relates to the mission of the program as well as its success. These are:

Student Recruitment and Retention – The Program will attract and retain a pool of high achieving post-baccalaureate students each year to become a premiere graduate program.

Cultural and Linguistic retain a pool of high

All diagnostic and therapy services are performed under the direct supervision of an instructional staff member or faculty member who holds the Certificate of Clinical Competence in Speech-Language

Clinical Practicum II – Spring
(on-site – peds/adult, /off-site

SUPERVISION

ASHA - CFCC Standard V-E

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision. 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 individual

FEEDBACK ON CLINICAL PERFORMANCE

The purpose of clinical feedback is to monitor progress towards attainment of clinical competencies and provide the students and university with information regarding which areas hours are being accrued and which areas of the Big 9 are assessed. Clinical scores on clinical evaluation forms provide a continuous record of student performance across the graduate program and allow students to track their progress on meeting ASHA & department clinical competencies. Students will be formally evaluated (in writing and in an oral conference) twice per semester: at mid-term and at the end of each semester. Mid-term grading provides a mechanism for identifying student strengths and areas to improve. They also provide

Become competent in analyzing assessment and treatment behaviors to evaluate the effectiveness of clinical practices;
Become competent in charting and monitoring patient records;
Develop professional communication skills—both verbal and written;
Develop professional behaviors, including the ability to work with individuals and their families;
Develop skills necessary to function appropriately on an interprofessional team; and become competent in medical coding and billing.

Things to remember:

Paperwork does not count toward clock hours.

Clock hours cannot be rounded.

Supervisors should be on-site to supervise students.

Joint planning and open communication facilitate a successful clinical placement.

Students must earn hours and demonstrate competency in each area of the BIG 9 prior to graduation.

Section III: Policies & Procedures

The following policies and procedures are in place to facilitate health and safety, continuity of care, consistency across all cohorts, and professionalism.

HEALTH AND IMMUNIZATION REQUIREMENTS

The following requirements are to be completed prior to the initiation of any clinical practicum. Proof of completion of the requirements designated by an asterisk (*) must be completed prior to clinical orientation. The remaining trainings will be completed before or during clinical orientation. The cost of all immunizations, proof of immunity (titers), and required trainings not provided by XULA staff will be the responsibility of the student.

Be advised that some outside clinical sites may have additional immunization, drug testing, and/or training requirements. You will be informed of these requirements by the practicum site and/or DCE upon application to those clinical sites and students are required to pay any fees associated with those requirements.

All health requirements, trainings, and certifications should be uploaded/updated/verified on CALIPSO at the beginning of each semester.

REQUIREMENTS

- Physical exam by healthcare provider documenting the student is physically and mentally able to participate in practicum. 2 792 reW* nBT/F1 12 Tf1 0 0 1 72.024 455.83 Tm0 G[()] TJparticipa54.010 612 792 reW* nBT/

do not accept the waiver; therefore, if you waive the flu vaccination for any reason, this may eliminate clinical opportunities at particular fieldwork sites.

If any of the listed vaccinations, titers or screenings are deemed to be medically contraindicated by a health care

*Graduate students may need to travel up to 90 minutes for clinical placements.

It is expected that you arrive earlier and/or stay later to fulfill your clinical responsibilities such as session planning and documentation.

PROCEDURES TO REQUEST TO MODIFY A CLINICAL PLACEMENT

The student must submit a written request to modify clinic practicum responsibilities (i.e., decrease in number of clock hours per week to which the student has been assigned). The written request must be submitted to the clinic practicum supervisor, the DCE, and the student's academic advisor.

The student must meet with the clinic practicum supervisor, the clinic practicum coordinator, and the academic advisor to discuss the request. The meeting and documentation of specific implications of the student's change in clinic practicum responsibilities should be forwarded to the review committee with a copy to the student's file.

The staff will examine the student's request and approve or deny the request. The student will receive written notification of the decision and recommendations.

WITHDRAWAL

Clinical Practicum is a course that is required similar to academic courses. Students enrolled in clinical practicum are expected to attend their assigned placement. Students who refuse a clinical placement or withdraw from a placement may not be assigned to another placement for that term and may not graduate on time.

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RECORDING AND OBSERVATION POLICY

All treatment rooms are equipped with cameras and each session may be recorded for the purposes of further evaluation of performance and to provide student feedback on clinical skills. Video recordings are kept on a website that can only be accessed on-site and with a given username and password.

Undergraduate students may complete observation hours by reviewing videos in the observation room and by completing a summary of the observation. Students are responsible for tracking their hours using the given Clinical Clock Hours Tracking Form and for obtaining a supervisor's signature each day an observation is completed.

Students who are observing therapy sessions must adhere to confidentiality and professional behavior standards, at all times. Failure to do so will constitute dismissal from practicum. Talking, laughing, and other loud noises must be avoided to prevent clients from hearing activity in the therapy

Relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards. Be clearly described, including the specific nature of the charge and the data to support the charge.

Be within the timelines specified below:

- If the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint.
- If the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred.
- If the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. It is expected that the complaint includes all relevant documentation at the time of submission.

Copies of the CAA's complaint procedures, relevant Standards for Accreditation, and the Complaint Form are available in paper form by contacting the Accreditation Office at accreditation@asha.org or 800-498-2071. All complaint materials (completed and signed complaint form and relevant appendices) must be typewritten and/or printed.

PROFESSIONAL ORGANIZATIONS REGULATORY AGENCIES

American Speech, Language and Hearing Association: www.asha.org

Louisiana Board of Examiners for Speech-language Pathology and Audiology: www.lbespa.org

ETHICAL STANDARDS

XULA's Speech Pathology Program adheres to the Code of Ethics Set forth by the American Speech-Language and Hearing Association. This document can be found at <http://www.asha.org/Code-of-Ethics/>.

XAVIER UNIVERSITY OF LOUISIANA POLICIES

STUDENTS WITH DISABILITIES

The Department of Speech Pathology at Xavier University of Louisiana is committed to its moral, educational, and legal responsibilities with the Americans with Disabilities A40 0 1 rg0 0 1 RG[(-)] TJETQ0 0 1 rg37

Section IV: Implementation of Clinical Practicum

This section provides additional details and guidelines related to the clinical practicum experiences.

PRACTICUM EXPERIENCES AND EXTERNSHIPS

Each student will participate in four (4) practicum experiences and a full-time clinical externship as detailed in the curriculum. Clinical experiences will be assigned by the Director of Clinical Education. Students may not contact practicum sites, prior to assignment, without the permission of the DCE.

STUDENT RESPONSIBILITIES

Students will be responsible for 80 hours of clinical experience (40 hours of part-time and 40 hours of full-time) per week for the last semester Externship. Transportation to and from clinical sites is the responsibility of the student. Students will have the opportunity to earn clock hours with both pediatric and adult clients during their course of study to obtain clinical experience across the lifespan. The last semester will be a full-time clinical experience of the student's preference pending site availability. Thesis students will be assigned to a part-time practicum during their last semester.

CLINICAL POPULATIONS

Graduate students will have practicum experience with client populations across the life span and from culturally and linguistically diverse populations, in addition to populations with various types and severities of communication disorders, differences and disabilities, including articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive, and social aspects of

*This process is repeated each semester.
Appendix: XULA Clinical Tracking Form*

TRACKING OF CLINICAL REQUIREMENTS REQUIRED FOR GRADUATION

1. Director of Clinical Education meets with each student between the start of school and midterms per semester.

- A. For Clinical Practicum I, the requirements for graduation are explained. Meetings are completed at midterm and final to discuss progress toward graduation requirements using CALIPSO Experience Records.

- Prior to the Externship Placement, the DCE and student complete the Clinical Tracking Form. The student then shares the checklist with their off-site Clinical Educator to ensure continuity of information.
- At midterm and final reporting periods for Clinical Practicum III, IV, and Externship via email/meetings.
 - To ensure the hours approved from the Clinical Educator include an associated grade, The XULA –SPTH Grading Tool was created.

Accuracy of Evaluations Based Upon Approved Clock Hours

To assist students in obtaining scores in appropriate standards across the ASHA Big 9, a grading tool is used. See appendix – XULA Grading Tool

Grading Tool Purpose: Assist Clinical Educators in completing midterm and final grades on CALIPSO by providing them with a summary of the areas of the ASHA Big 9 where hours have been approved in diagnosis (DX) and/or treatment (TX). The clinical educator and student should discuss if a minimum number of hours is required prior to the student receiving a midterm/final grade in any area for evaluation or treatment.

Directions:

1. The student should keep track of the areas of the ASHA Big 9 where hours are being acquired by indicating DX (diagnosis) and/or TX (treatment) in the appropriate column and updating the form regularly as hours are submitted for various activities/areas.
2. The student should check off the populations treated.
3. The student should include the titles of collaborators and update throughout the semester.
4. The student should list their name, semester along with graduation year, and course number.
5. A copy of the form should be submitted to the clinical educator 1-2 weeks prior to midterm grading period and 1-2 weeks prior to the final grading period.

GRADING - See Appendix – CALIPSO Performance Evaluation Form

will allow the DCE and clinic staff to pursue placements, investigate availability of experiences, and determine appropriateness.

EXTERNSHIP GUIDELINES

Graduate Students complete one or two externship placements to fulfill requirements for certification during the spring semester of the second year of the Speech Pathology graduate program. Following are the expectations and guidelines for the externship placements.

General Rules for Externships:

1. Externship obligations can include the following:

- A. Single-site placement: provides about 35-40 hours of workplace experience per week over one 14-week or three-month placement.
- B. Two-site placement: provides about 35-40 hours of workplace experience per week over seven weeks or one and a half months in one site and the same in the second site.

Student externs should be able to accomplish some obligations related to the externship requirements during regular work hours including such tasks as:

Graduate students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. A minimum of 325 hours of direct client/patient contact must be obtained at the graduate level. The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) defines 1 clinical practicum hour as equal to 60 minutes. When counting clinical practicum hours for purposes of ASHA certification, experiences/sessions that total less than 60 minutes (e.g., 45 minutes or 50 minutes) cannot be rounded up to count as 1 hour.

Clock hours can be obtained only for the time during which the student clinician is providing direct evaluation or treatment services for clients who present communication disorders or with the client's family. Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward the practicum requirement.

Ancillary activities such as writing lesson plans, scoring tests, transcribing language samples, preparing treatment activities, and meetings with practicum Clinical Educators (CE) may not be counted as clock hours.

The CALIPSO Database represents the official record of Clock Hours for the student's clinical program. It is the responsibility of each student to enter their clock hours into CALIPSO at the end of each practicum day and then are required to submit to the CE at least weekly. It is recommended that students also keep track of their Clock Hours on paper as a hard copy and back-up, but it will not be collected and will not constitute an official record of Clock Hours earned. Clinical Educators are recommended to review and approve clock hours in CALIPSO weekly though no less than at least 2 times per month.

- Failure to enter clock hours on a weekly basis may result in hours not being approved by your CE.
- Failure to not submit your clock hours prior to the last day of the semester may result in forfeiting of the acquired hours.

The student should be aware of the total number and distribution of Clock Hours across content areas and client populations at all times during the graduate program. The DCE will also monitor this information. If at any time the student has a concern that she/he will not achieve the required 375 Clock Hours or that she/he lacks distribution in a certain content area or client population, the student should make an appointment to meet with the DCE as soon as possible.

CLINICAL PRACTICUM ADVANCEMENT

All students who achieve a letter grade of "B" or better in Clinical Practicum will automatically advance to the next level of Clinical Practicum in the sequence. Sring0 G G[(o)-(u)3(rs)u8] TJe7(c)] TJaJ(shdP)-4(athl)11(c)

Courses & Expected Placement Details Populations Expected
1 st Year Fall Semester - Coursework: Neuroanatomy, Lang. Learning Disorders, Research Methods, & Clinical Practicum I
Placement: XULA clinic/off-site pediatric placement possible if UG clock hours earned and/or on-site clinic completed, and clinical simulation. At least 20 hours/2-3 days per week.
Population: XULA Clinic - peds, off-site - school-based
1 st Year Spring Semester - Coursework: Diagnostic Methods, Dysphagia, Aphasia & Cognitive Disorders, & Clinical Practicum II
Placement: XULA clinic/off-site pediatric placement possible if UG clock hours earned and/or on-site clinic completed, and clinical simulation. At least 20 hours/2-3 days per week.
Population: XULA Clinic - peds and adult, off-site - school-based, ped- medical possible
1 st Year Summer Semester - Coursework: Voice Disorders, Early Intervention, & Clinical Practicum III
Placement: XULA Clinic/off-site and clinical simulation - based upon curriculum, ped medical cont., and adult medical placements start
Population: Combination of peds and adult placements. Expectation 5 - 7 students at adult placements. 20 hours/3 days per week.
2 nd Year Fall Semester – Coursework: Motor Speech, AAC, Fluency Disorders, Clinical Practicum IV
Placement: 25 - 30 hrs., off-site placement/XULA clinic voice rotation
Population: Combination of peds and adult placements - medical placements continue. Expectation 5 - 7 students at adult placements
2 nd Year Spring Semester – Coursework: Multicultural Issues, Professional Issues, & Externship
Placement: Full-time, off-site placement /XULA clinic voice rotation
Population: Combination of special population peds and adult placements. Expectation 5 -

Section V: Clinical Documentation

This section summarizes documentation tools for the on-campus clinic and guidelines for off-site practicums.

It is the responsibility of the Clinic Secretary to gather all initial vital information, such as name of client, names of parents, address, birth date, school, referral source, and statement of problem. This information is then placed in the temporary or permanent file.

It is the student's responsibility to ensure that all appropriate documents are completed: Consent Form, Service Agreement, Release of Information, Request for Therapy, Request for Continued Therapy, Case History, etc.

CLINICAL ATTENDANCE LOG FOR CLIENTS

Students providing clinical services are required to ensure that their clients sign in upon arrival at the Clinic. Their record of attendance enables the Clinic to maintain a record of service activities.

If the student knows in advance that a client has canceled, he/she must call and notify the supervisor, clinic supervisor and/or Director of Clinical Education immediately and the same will be done if the clinic staff is informed of an absence. The students should note the absence in the client's SOAP note and on the attendance calendar.

CLIENT FILES

All therapy and diagnostic clients will have a permanent file kept in a "working" file cabinet in the clinic file office. These files contain all confidential information such as: evaluations, copies of test, final case summaries, correspondence, and records of telephone contacts related to the client. These files can be checked out by the Clinic Secretary and reviewed in the Clinic only. Under no circumstances are these folders or any information from them to leave the general cl(the)(n)3(5. 1 142es)-4(ar)13(e)-3(th)12(ese)-3()] TJETOq0.

the final evaluative conference, except under extenuating circumstances approved by the supervisor and Director of Clinical Education. Delinquent paperwork will result in a letter grade reduction.

Off

