

COLLEGE OF HEALTH AND HUMAN SERVICES

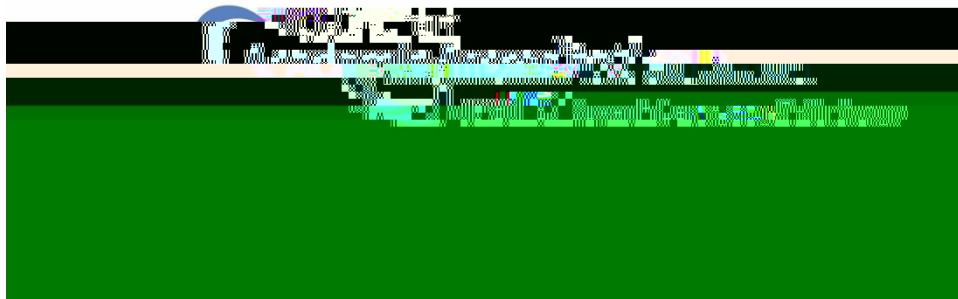
School of Communication Sciences and Disorders

2022-2023



MASTER OF SCIENCE DEGREE

STUDENT ACADEMIC & CLINICAL HANDBOOK AND POLICIES



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

3 Year Transitional Program

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

Pre-requisite Courses are as Follows:

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

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

This track allows eligible students to obtain a Bachelor of Science in Speech-Language Pathology and Audiology an

Example of a Two-Year MS program

Semester	Year One				
Fall Year 1	Child Language Disorders – Preschool SPPA 502	Articulation in Phonological Disorders SPPA 544	Diagnostics in Speech-Language Pathology SPPA 520	Research Methods in Speech-Language Pathology SPPA 574	Practicum I-onsite SPPA 521
Spring Year 1	Adult Language Disorders SPPA 540	Integration of Spirituality in Healthcare SPPA 446/ SPPA 646	Practicum II-onsite SPPA 522	Clinical Professional Seminar in SLP SPPA 580	Neurocognitive Disorders SPPA 596

Summer Year 1

PROGRAM OPTIONS

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

Standard Option

Students choosing the standard option are going to receive a more academic based experience that will include a course in autism assessment and intervention and counseling in the area of speech-language pathology. Students will gain knowledge and expertise in the methods of intervention in communication disorders related to loss of hearing and audiology deprivation for

purchase or gain access to course resources and textbooks. In addition to textbooks students are required to purchase:

Simucase – **\$198.00** (2-year subscription expect to purchase in semester one)

LSVT Loud – **\$300.00** (Expect to purchase in semester three-summer year one)

MBS-IMP - **\$80.00** (expect to purchase in semester four-fall year two)

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

Professional Membership

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

IMPORTANT

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.

Dress appropriately and professionally.

POSITION STATEMENT ON FOREIGN ACCENTS

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

ACADEMIC AND CLINICAL ACHIEVEMENT REQUIREMENTS

All students admitted to the graduate program must maintain a 3.0 grade point average or higher.

Students will be permitted to earn one "C" in an academic course or a B- in a clinical course. **If a C or lower is earned in an academic course or a B- in a clinical course is earned or the student's grade point average falls below a 3.0, the student will be placed on a remediation plan.** The student will also be required to retake the course in which the second academic course C or clinical course B-

The program director or designate will share this plan with the student. All individuals involved in the creation and implementation of the plan will sign and receive a copy of the plan.

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

PROFESSIONALISM EXPECTATIONS

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

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

- 1. Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.
- 2.**

Each student is expected to demonstrate professional behavior and a commitment to learning throughout the program. This will include, but not be limited to, punctuality and preparedness for each class session, and timely completion of assignments. Students are expected to

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

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

ADVISING AND THE ADVISING PROCESS

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

Students with Disabilities

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

MANDATORY INFORMATION/PROFESSIONALISM SESSIONS/TRAINING SESSIONS

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

STUDENT ASSESSMENT OF KNOWLEDGE AND SKILLS

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes for that particular course or student practicum experience. These learning outcomes are stated on each course syllabus. These objectives and learning outcomes are consistent with 2020 Certification Standards for Speech-Language Pathology as determined by the American Speech Language and Hearing Association (ASHA). Instructors and supervisors assess students' knowledge and skills basic to

COMPREHENSIVE EXAMINATION

The comprehensive examination will be administered the Spring Semester of the final year of the program. The student must complete all relevant course work with no incompletes (I) or Deferred Grades (DG) for all courses taken up to the time the student registers for the Comprehensive Examination. Student must have no more than one C to register for the Comprehensive examination. (If the student has more than one C please see remediation plan.) Students must be in good academic and professional standing. Students completing the research project option must be in-line for completion of their project. *See research project outline section of handbook.* Student must have signed permission to register for the Comprehensive Exam

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

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

The Institutional Review Board (IRB)

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

https://www.andrews.edu/services/research/research_compliance/institutional_review/

GRADING POLICIES

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

A	94.0 – 100.0%
A-	90.0 – 93.99%
B+	87.5 – 89.99%
B	83.5 – 87.49%
B-	80.0 – 83.49%
C+	77.5 –

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

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

AUô Audited Classes (including HN, UA and UH)

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

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

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

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

DGô Deferred Grade (including DN)

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

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

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

Iô Incomplete

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

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

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

FERPA

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

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

Student Rights

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

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

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

ANDREWS UNIVERSITY'S POLICY ON DISCRIMINATION

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

http://www.andrews.edu/services/studentlife/handbook/student_handbook_planner_for_web.pdf

ACADEMIC INTEGRITY

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

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

COMPUTER USE AND NETWORKS POLICY

As a part of its educational mission, Andrews University provides data communications and computing se

CLINICAL PRACTICUM EXPERIENCES

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

CERTIFICATION REQUIREMENTS

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

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

PRE-PRACTICUM REQUIREMENTS

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

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

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

CLINICAL ASSIGNMENTS

Students will make any sched

End of Clinical Semester

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

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

PRACTICUM MEETINGS

Along with the regularly scheduled clinical practicum therapy time, the supervisor will schedule regular practicum meetings that the student is expected to attend during the semester. During these meetings, relevant information is

The AU MS-SLP program will verify that the host site is willing to take a student, that the site supervisor understands the rules regarding supervision, and has his/her Certificate of Clinical

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

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1. ASHA requires all supervisors to hold the CCC in the appropriate area. The site supervisor must also hold an active license from his/her state licensing board, if applicable. Supervisors in school settings must also hold the appropriate state teaching license, if applicable. ASHA has established 13 tasks of supervision. These serve as guidelines for the AU MS-SLP program with regard to clinical supervision. The 13 tasks of supervision are:

Establish and maintain an effective working relationship with the supervisee.

Assist the supervisee in developing and modifying clinical goals and objectives.

Assist the supervisee in developing and refining assessment skills.

Assist the supervisee in developing and refining clinical management skills.

Demonstrate for and participate with the supervisee in the clinical process.

Assist the supervisee in observing and analyzing assessment and treatment sessions.

Assist the supervisee in the development and maintenance of clinical and supervisor records.

Interact with the supervisee in planning, executing, and analyzing supervisor conferences.

Assist the supervisee in evaluation of clinical performance.

Assist the supervisee in developing skills of verbal reporting, writing, and editing.

Share information regarding ethical, legal, regulatory, and reimbursement aspects of professional practice.

Model and facilitate professional conduct

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

DOCUMENTING CLINICAL HOURS

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

WHAT COUNTS TOWARD CLINICAL CLOCK HOURS

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

TRACKING HOURS VIA CALIPSO

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

To view/edit daily clock hours, click on the “Daily clock hours” link located within the blue stripe.

Select the record you wish to view (posted by supervisor, semester, course, and setting) from the drop-down menu and click “Show.”

Select the desired entry by clicking on the link displaying the entry date located along the top of the chart. Make desired changes and click save.

Please note: **Supervisors are not notified and are not required to approve daily clock hour submissions.**

STEP TWO: Submitting Hours for Approval Weekly

Click on the “Daily clock hours” link located within the blue stripe.

Select the record you wish to view (posted by supervisor, semester, and course) from the drop-down menu and click “Show.”

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

The following are examples of appropriate attire:

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

CELL PHONE USE DURING PRACTICUM

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

ANDREWS UNIVERSITY SPEECH AND HEARING CLINIC

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

CLINIC MATERIALS AND EQUIPMENT

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

EMERGENCY AND SAFETY PROCEDURES

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

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

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

Various medical emergencies can arise. If such an emergency should occur, the individual should be made comfortable, the clinic director or office manager informed, and Campus Safety called at extension #3321. Check breathing and begin mouth-to-mouth resuscitation if necessary, and check pulse, beginning C.P.R. if necessary.

If any accident, major or minor, occurs involving any individual within the clinic, it must be reported immediately to the clinical supervisor or office manager, and an accident report filed with the department chair. The reporting forms are available from the department administrative assistant.

In the event of weather emergencies, building evacuations, and other disasters, student must be aware of Andrews Emergency Procedures. The Administrative Assistant is the primary communication link for emergency situations and is one of the building captains and serves as the liaison between the department and Campus Safety.

Fires are to be reported immediately to the clinic director, department chair or administrative assistant. Notify Campus Safety at extension #3321. Pull the fire alarm located in the hallway outside the clinic to empty the building. Help individuals in the clinic to safety, and confine the fire, if possible, by the use of the fire extinguisher located in the hallway by the audiology booth. If a potential fire hazard is discovered (combustible materials or faulty electrical connections or wiring), report it to the supervisor, clinic director, chairperson or administrative assistant.

The student will be responsible for his/her client's safety. Watch children carefully. In particular, keep small objects that can be swallowed out of their reach. Do not allow children to leave the clinic area unaccompanied.

- Always get parental permission before giving children food as reinforcement or reward, in order to avoid an allergic reaction or choking hazard.

CLIENT CONFIDENTIALITY

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

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

CLIENT PERMISSION TO PHOTOGRAPH AND AUDIO/VIDEO RECORD

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

MAINTENANCE OF CLINICAL RECORDS

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

ETHICAL RESPONSIBILITY

All clinical practicum students (including observation students), faculty/staff, bAll clinic

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

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

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

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

INFECTION CONTROL PROCEDURES

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

Cleaning

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

Disinfection

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

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

What and When to Disinfect

Disinfection is acceptable on “noncritical” items, those items that do not touch blood or other infectious substances. The basic principle is to clean first; then disinfect.

Noncritical items should be disinfected before re-use by a new user. Unclean items should not be handled with bare hands until the item has been disinfected.

Gloves should be worn while disinfecting the item. Hands should be washed after the process is complete.

Surfaces in work areas and therapy rooms should be disinfected after each use.

Waiting room toys must be disinfected weekly.

Controlling the Human Source of Infection

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

Handwashing

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

Gloves and Other Personal Barriers

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

- Oral-peripheral examination

- Dysphagia Management

- Pre-feeding facial stimulation

- Feeding therapy

- Oral mechanism stimulation or exercises

- Thermal-tactile stimulation with the laryngeal mirror

- Any procedures requiring manipulation or touching the articulators

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

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

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

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

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

GRADUATION CHECKLIST

The following is a checklist to assist students in assuring that they have met all necessary requirements for graduation. The following items do not necessarily occur in the order. It is not intended to be a guarantee of adherence to.

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