



# Speech Pathology and Audiology Student Academic and Clinical Handbook

Academic Year 2023-2024

Speech Pathology and Audiology Department  
Calvin University  
3201 Burton SE  
Grand Rapids, Michigan 49546



The Masters of Arts (M.A.) education program in speech-language pathology (residential and distance education) at Calvin University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

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Updated July 2023

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# INTRODUCTION

The Speech Pathology and Audiology Student Academic and Clinical Handbook, usually referred to as the “Student Handbook,” is intended to serve as a reference for students in the Speech Pathology and Audiology Department. This handbook will assist in the design of the residential and distance student’s academic plan of study and to clearly delineate the requirements and responsibilities of students in the five-year Bachelors-to-Masters Degree Program in Speech Pathology (BA-MA), the four-year Bachelors Degree Program (BA), and the two-year Masters Degree Program (MA). It is not intended to replace Calvin University’s catalog but to supplement the general guidelines with information relative to this specific program. Calvin’s catalog details the official requirements for the completion of both programs. The catalog is available online at <http://www.calvin.edu/academic/services/catalog/>.

## SECTION ONE: GENERAL POLICIES

### STUDENT AND CLIENT EQUAL OPPORTUNITY POLICY

The Speech Pathology and Audiology Program is committed to the principle of equal opportunity. We do not discriminate on the basis of race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, gender identity, genetic information, citizenship, and status as a covered veteran (e.g., the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 [to the Higher Education Act of 1965], the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, the Uniformed Services Employment and Reemployment Rights Act [USERRA], the Genetic Information Nondiscrimination Act [GINA], the Immigration Reform and Control Act [IRCA], and the Equal Employment Opportunity Commission's Civil Service Reform Act of 1978 [CSRA], and all amendments to the foregoing). Questions pertaining to discrimination may be directed to the Speech Pathology and Audiology Department Chair at Calvin University, 3201 Burton Street SE, Grand Rapids, Michigan, 49546, (616) 526-6289. To register a complaint outside the university, students should follow the Complaint Procedure against Graduate Education Programs, which can be found at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>.

### DEPARTMENT STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION

The Department of Speech Pathology and Audiology at Calvin University embraces and recognizes our responsibility and opportunity to foster an open, welcoming environment where students, faculty, clients, and staff of all backgrounds can collaboratively learn, work, grow, and serve. As speech pathologists and audiologists, we understand that we need to be aware of our own cultural and linguistic backgrounds, and that of our clients and students if we want to serve them ethically. It is especially

important that we train ourselves and our students in linguistic awareness so that we recognize that linguistic and dialectal differences do not imply deficiencies or disorders, and that all languages and dialects are equally effective as systems of communication. We value the academic, clinical, social, and broader community benefits that arise from a diverse campus and are committed to equity, inclusion, accountability, and representation. We define diversity as the variety of experiences, skills, knowledge, culture, and attributes that shape every one of us. Diversity enriches our university community and is a driving force instrumental to our institutional success and fulfillment of the university's mission to become agents of renewal.

Going forward, we commit to engaging in an ongoing dialogue to thoughtfully respond to the changing realities of our increasingly interconnected world. We will continually strive to work together to address the challenges of the future in a way that removes barriers to success and promotes a culture of inclusivity, compassion, and mutual respect. We aim not to discriminate based on race, ethnicity, color, nationality, sex, military status, visa status, economic status, geographic location, sexual orientation, and language or linguistic ability. We commit to actively recruiting, admitting, hiring, and retaining the widest array of diverse students, faculty, and staff; to deliberately designing and offering curricula that promote deep learning; to providing support, professional development, and working conditions for students, faculty and staff that lead to long-term understanding of diversity and inclusion of all peoples. We also commit to seek reconciliation in any event of intentional or unintentional racism. This work is central to who we are at Calvin, and who we are as a department.

## ACADEMIC ADVISING

All students are assigned an academic advisor who serves as the academic advisor throughout the student's academic program. All students are required to meet with the assigned advisor before registering for courses for the following semester. See <http://www.calvin.edu/academic/services/advising/> for more information. All graduate students will also meet with the Clinic Director, or her/his representative, and the Program Director, or his/her representative, at the end of every semester to review progress and to set goals for the next semester.

## CALVIN EMAIL AND MOODLE

Students are responsible for checking their Calvin email. Calvin email should be used for all electronic written course communication between student and instructor. Both students and instructors are typically expected to respond to email within 24 hours during the work week (M-F) and on Mondays for emails sent over the weekend. Students are responsible for accessing their course Moodle accounts regularly.

# CALVIN CAMPUS SAFETY

The [Campus Safety webpage](#) has good safety information for those working or taking classes on campus, including info such as setting up emergency notifications, maps of campus, and building access policies.

[KnightGuard App](#): KnightGuard was designed to provide a safe experience for Students, Faculty, Staff and campus guests. This app is an incredible resource for anyone on campus, providing safety alerts, virtual escort, and maps. Find out more information and how to install it on the linked website.

# TECHNOLOGY USE AND SECURITY

As a user of Calvin University information technology resources, it is the student's responsibility to be aware of Calvin's policies on using the university's information technologies and federal, state, and local laws that affect use of technology. This policy outlines information as to what Calvin expects of every student, the student's rights, and how to report policy violations. Further information about technology and security at Calvin University may be obtained at: <http://www.calvin.edu/it/itpolicies/>.

Any student working on items related to the electronic medical records in the Calvin Speech & Hearing clinic or documents with client protected information must be trained in and operate in compliance with the Health Insurance Portability and Accountability Act (HIPAA) guidelines. Students must save all reports and materials to their Calvin Microsoft Office 365 (HIPAA-compliant) account. Students should not save copies of any client protected information to their personal files or hard drive.

# ELECTRONIC DEVICES

The use of electronic devices during synchronous courses is solely to engage with the material and learning community. Please do not check email, surf the internet, and chat/instant message during class times. Please set your cell phones to silent mode, remove smart watches and remove phones and watches from your desk. Any use of any unapproved electronic device during an exam (including a cell phone audio alert), without prior consent of the instructor, will result in a grade of zero for the exam.

Students taking quizzes or exams on a computer will have their exams proctored via Respondus; therefore, students must use a laptop with video and audio capabilities.

# PROGRAM COST & FINANCIAL AID

## Tuition

Students accepted into the BA-MA Program will be charged regular Calvin undergraduate tuition until they graduate with the BA, normally in April of their fourth (senior) year. After receiving their BA, students will be classified as graduate (MA) students and will be charged a fee per credit hour for the remaining courses to complete the MA.

Students entering the graduate program with a degree from outside of Calvin University are classified as graduate (MA) students and will be charged a fee per credit hour for courses.

## **Clinic Course Fees**

A clinical practicum fee will be applied for the practicum courses as specified during registration. The practicum fees help to defray costs associated with clinical supervision, student use of clinical equipment, diagnostic tests, test forms, therapy materials, equipment repair, and expendable items such as tongue depressors, disposable gloves, and other disposables. In addition, this fee will cover the cost of background checks, drug screening and CPR training.

## **Financial Aid**

Please consult with a Calvin financial aid officer early in the BA-MA Program. Merit and need-based aid options are available for the first four years, while students earn a BA degree. Merit aid is not available for the fifth year of the program; however, limited need-based aid is available. US citizens are also eligible for Department of Education loans. Please note that non-US citizens are not eligible for those loans.

## **STUDENT ACADEMIC REQUIREMENTS**

To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the academic and core functions requirements are designed to be one method of ensuring a student's professional competency upon completion of the program. All students must indicate that they have read and understand the Retention Requirements and Core Functions documents by signing the appropriate acknowledgment forms. There are separate retention documents for the BA program and the MA program.

## **Academic Integrity**

The Speech Pathology and Audiology Department has a zero-tolerance policy for any violation of academic integrity and/or academic misconduct for all program requirements. It is the student's responsibility to understand the definitions of academic dishonesty and misconduct. Calvin's Academic Integrity Policy (AIP) is available in its entirety in the Calvin University Student Conduct Code, which can be accessed on-line at <https://calvin.edu/directory/policies/student-conduct-code> or in the Student Handbook at <https://calvin.edu/offices-services/student-life/forms-policies/student-handbook.html>.

Calvin's AIP defines nine forms of academic dishonesty: cheating and using unauthorized material on examinations; cheating and using unauthorized material in coursework; attempting to commit academic dishonesty; improper collaboration; fabrication, falsification, forgery, lying to gain academic advantage; assisting others in academic dishonesty; stealing or vandalism of academic resources; and plagiarism. The AIP also provides examples of each form of academic dishonesty. To elaborate on the examples provided in the AIP, if a student is in possession of any material(s) used in any course from a semester in which the student was not enrolled, that student is considered to have violated the AIP. Specifically, these materials

may include any exam, quiz, completed assignments, handout, class notes (including hand-written notes), PowerPoint notes or narrated PowerPoints developed by the instructor, etc. If a student did not previously take the course, then that student has obtained course information in a clearly inappropriate manner and has violated the AIP. The only exception to this policy includes the sharing/distribution of published readings (e.g., books, journal articles, etc.) with fellow students. Similarly, if a student is retaking the course, they should not be using any material from the previous time they enrolled in the course, such as assignments, exams, and answer keys from exams.

Students should not be in possession of any exam questions and/or answer keys from the exams. Narrated lectures or any other materials developed for a specific course should not be shared with anyone not concurrently enrolled in the course. In addition, students should not record, post, share, or edit any course materials without the written consent of the instructor.

Use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials and does not reflect the student's own words. Therefore, using these tools without proper citation constitutes academic dishonesty. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should "demonstrate the student's own understanding in the student's own words" (Calvin AIP, n.d.). Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported to the [Office of Student Support, Accountability, and Restoration](#) (OSSAR).

In summary, students are expected to submit their own work and ideas for assignments (or properly cite others' work), quizzes, and all exams. Academic dishonesty (in any form) will be determined by the course instructor in consultation with the SPAUD program director or department chair. Then, the violation will be reported to the OSSAR for the adjudication process. If a student is found responsible, the OSSAR and the Speech Pathology and Audiology department will log the violation of academic integrity. In addition, the SPAUD department policy stipulates the following sanctions:

- 1) For a first violation of the academic integrity policy, the student will receive a grade of zero on the assignment or exam.
- 2) For a second violation of the academic integrity policy, the student will receive a grade of F in the course.
- 3) For a third violation of the academic integrity policy, the student will be dismissed from the program permanently.

Confirmed violations of the academic integrity policy are counted over the entire time a student is enrolled at Calvin University and across all academic courses. For example, if a student had one violation of academic integrity in a class outside of SPAUD, and then a violation was found in a SPAUD class, the student would receive the sanction for the second violation of academic integrity (i.e., F in the course).

If a student has been found responsible for academic dishonesty and is not currently enrolled in the course associated with the misconduct incident, a sanction will still be imposed. Possible sanctions in such a case include (but are not limited to): rescind course grade, retroactive zero on assignment with change of course grade, remediation for core functions, hearing in front of the OSSAR board, etc.

Here are some resources for avoiding plagiarism:

- <https://calvin.edu/offices-services/provost/rac/writing-with-integrity/plagiarism/>
- <http://www4.caes.hku.hk/plagiarism/introduction.htm>
- [https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html)
- <https://wts.indiana.edu/writing-guides/plagiarism.html>

## APA Style

All papers submitted in courses are required to follow APA style. Students are strongly recommended to purchase a copy of the most recent manual as early as possible to ensure that they are familiar with its requirements. Please note that while several good online resources exist, ultimately only the manual itself is 100% reliable. The current APA manual reference is:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

## Course Modality

The Speech Pathology & Audiology program offers courses in two different modalities: residential (on-campus) and distance education (online) courses. Students enrolled in either online or residential programming should register for the classes offered for their modality, either on-campus for the residential modality or online for the distance education modality. Residential modality students will not be allowed to take a class online without permission from the program director. Students who have registered for a course in the other modality will be automatically un-enrolled from the course at such time that their enrollment is discovered, which may delay completion of the course, loss of tuition, or a delay in clinical placements or even graduation. Residential modality students are expected to attend classes in person as scheduled.

## STUDENT ASSISTANCE AND ACCOMMODATIONS

Calvin University and the Calvin Speech Pathology & Audiology department are committed to providing access to all students, including both residential and online graduate students. If you would like to learn more about accommodations for students, please see the following links:

- For students with disabilities, please visit the disability services website; <https://calvin.edu/offices-services/center-for-student-success/disability-services/>, or email [disabilityservices@calvin.edu](mailto:disabilityservices@calvin.edu). If you already have an accommodation memo, please share it with your class instructor within the first two weeks of the term.
- For tutoring and academic coaching, see the Center for Student success: <https://calvin.edu/offices-services/center-for-student-success/support/>
- For writing assistance, please contact the Rhetoric Center: <https://calvin.edu/offices-services/rhetoric-center/>

- For more resources about study assistance, see this webpage: <https://calvin.edu/offices-services/center-for-student-success/support/study-assistance/>

## GRIEVANCE PROCEDURES FOR STUDENTS

Policies and procedures pertaining to student grievances depend on the nature of the concern. Course grades may be appealed under the Protest and Appeals Policy, as outlined in Calvin's Student Handbook (see <https://calvin.edu/offices-services/student-life/forms-policies/student-handbook.html>) Concerns about sexual, racial, and ethnic harassment and discrimination may be pursued under the policies and procedures pertaining to those matters.

Students served in our program are treated in a nondiscriminatory manner, without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, gender identification, genetic information, citizenship, or status as a covered veteran. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

Specific policies and procedures are detailed in this handbook. Students may pursue all concerns with the Department Chair. Clinical education concerns may be directed to the Clinic Director. Every effort will be made at the department level to resolve expressed complaints or concerns.

## NATIONAL STUDENT SPEECH–LANGUAGE–HEARING ASSOCIATION MEMBERSHIP

The National Student Speech-Language-Hearing Association (NSSLHA) is the national student organization for pre-professionals studying communication sciences and disorders. [National membership](#) provides benefits that help students stay current on advancements in the field, enhance their academic knowledge, find internships and employment, network with other students with similar interests, and save money on products and services. It is recommended that all SPAUD majors become members of NSSLHA; however, *all first- year MA students are required to become members*. Student membership also results in a sizable discount in fees when American Speech-Language Hearing Association (ASHA) membership and certification are sought after students obtain the MA degree. To be eligible for this discount, a student must be a member of NSSLHA for a minimum of two years prior to applying for ASHA membership. See <https://www.nsslha.org/about/> for more information or to join.

### Calvin NSSLHA Chapter

Students are expected to become members of the Calvin NSSLHA chapter by the beginning of their sophomore year. The chapter seeks to encourage interest in the study of human communication sciences and disorders by equipping students with information about careers, offering opportunities to be represented in matters of professional concern, and promoting lifelong Christian service in the field. The chapter hosts monthly educational speakers, seasonal celebrations, and community service opportunities, and residential program SPAUD students are expected to participate. For more information on Calvin's NSSLHA chapter, see <https://calvin.edu/offices-services/student-organizations/national-student-speech-language-and-hearing-association>.

# REQUIRED EDUCATION FOR PRACTICING AS A SPEECH-LANGUAGE PATHOLOGIST OR AUDIOLOGIST

Students who wish to enter the professions of Speech-Language Pathology or Audiology should seek the degree of BA in speech pathology and audiology. If the student has a Bachelors degree in another field, they can complete the [Certificate in Speech & Hearing Foundations](#) to meet the requirements for enrollment to a Masters program. The undergraduate program prepares students to apply to graduate programs in speech-language pathology or audiology. The graduate programs provide the entry-level education and clinical skills needed to practice in the respective field. Students who wish to become audiologists should apply to accredited doctor of audiology (Au.D.) programs during the fall of their senior year. Students may apply to other MA programs in speech-language pathology in the fall of their senior year. Please note that admission into graduate programs in audiology or speech-language pathology is very competitive.

## STATE LICENSURE DISCLOSURES

Calvin University discloses that the **Master of Arts (M.A.) in Speech-Language Pathology** program (residential mode and distance education mode) will fulfill state requirements for professional license in Michigan. However, some state licensing boards require additional requirements, which may include (but are not limited to): additional post-graduation examinations or experience, application and licensing fees, criminal background checks, reference checks, fingerprint submissions, etc. Continuing education may also be required for maintenance of licensure. Carefully review the academic and clinical prerequisites for your intended state/territory of licensure and whether our program meets those requirements for licensure. Make sure you understand and review any additional requirements prior to enrolling in the M.A. in Speech-Language Pathology program at Calvin University.

**State licensing requirements are always subject to change at any time at the discretion of the state/territory licensing agency.** We strongly recommend you inquire with the applicable agency to confirm your eligibility for licensure prior to enrolling in the M.A. in Speech-Language Pathology program. For any questions regarding licensure, please contact the state/territory agency directly.

**Licensing requirements vary by state/territory and relocating could impact whether you will meet eligibility requirements for licensure.** For any questions about relocation eligibility, contact the agency where you desire licensure before relocating to ensure that you will be eligible for licensure or reciprocity.

If questions remain after speaking with your respective state/territory licensing agency, contact the **program director**. While the University can provide initial guidance, it is ultimately your responsibility to continually check with the state/territory where you intend to seek licensure to confirm all licensing/certification requirements.

## COUNCIL ON ACADEMIC ACCREDITATION (CAA) CONTACT

Concerns and questions relative to academic and clinical training issues of our MA program should be directed to the SPAUD Department Chair first, and then to the Department's Academic Dean. Confidentiality is strictly maintained at all levels.

Students (as well as consumers) may also contact the Council on Academic Accreditation (CAA) with complaints related to our department's compliance with program accreditation standards. All must follow the Complaint Procedure against Graduate Education Programs, which can be found at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>. As part of that process, complaints are submitted in writing to:

Chair

Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language and Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20850

More information on accreditation standards is located at:

<http://www.asha.org/academic/accreditation/accredmanual/section3/>.

## SECTION TWO: UNDERGRADUATE PROGRAMS

### ADMISSIONS INFORMATION FOR BA & BA-MA PROGRAM

Students who wish to enter the undergraduate program (4-year BA or 5-year BA-MA) should declare Speech Pathology and Audiology as their major. The student will then be assigned an academic advisor in the SPAUD department. Any student is welcome to pursue an undergraduate degree in Speech Pathology and Audiology; however, the student should be aware of the retention and core function requirements to remain in the major.

## ACADEMIC PLANS OF STUDY

All undergraduate students are assumed to be on the 5-year BA-MA track unless and until the student discusses the 4-year BA track with their academic advisor and declares the BA track. The student's official Academic Progress Report on Workday should reflect the courses required for the selected track.

### BA Degree 4-Year Track

Students may choose to complete a BA degree in Speech Pathology and Audiology and then apply to graduate programs in speech-language pathology or audiology at other universities. Students who choose this option should be aware that admittance into all speech pathology or audiology programs is highly competitive. A sample course sequence for the BA degree is outlined below.

	Fall	Spring
Year 1	SPAUD 101: Intro to Speech Pathology & Audiology	SPAUD 210: Anatomy & Physiology of the Speech, Hearing, and Language Mechanisms
Year 2	SPAUD 216: Phonetics	SPAUD 212: Speech & Hearing Science
Year 3	SPAUD 343: Principles of Communication Neuroscience	SPAUD 311: Child Language Development
	SPAUD 344: Audiology	
Year 4	SPAUD 370: Intro to Clinical Practicum: Observation	SPAUD 345: Aural Rehabilitation
		SPAUD 381: Speech Sound and Language Disorders - Lifespan
		SPAUD 399: Critical Reflections in Speech Pathology

### BA to MA Degree 5-Year Track

The BA-MA degree program includes six semesters of undergraduate coursework, including core classes, SPAUD requirements, and cognates, followed by six semesters of graduate coursework. This BA-MA Program is typically completed over the course of 5 years, which includes summer work during the MA program. Students are not automatically accepted into the MA portion of the BA-MA Program. Please see admissions requirements in the next section. Students who successfully complete the BA-MA Program will earn a BA in Speech Pathology and Audiology and a MA in Speech-Language Pathology. A sample course sequence is outlined below.

	Fall		Spring			
Year 1	SPAUD 101: Intro to Speech Pathology & Audiology		SPAUD 210: Anatomy & Physiology of the Speech, Hearing, and Language Mechanisms			
Year 2	SPAUD 216: Phonetics		SPAUD 212: Speech & Hearing Science			
			SPAUD 311: Child Language Development			
Year 3	SPAUD 343: Principles of Communication Neuroscience		SPAUD 345: Aural Rehabilitation			
	SPAUD 344: Audiology		SPAUD 381: Speech Sound and Language Disorders - Lifespan			
	SPAUD 370: Intro to Clinical Practicum: Observation					
	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	SPAUD 505: Research Methods	SPAUD 503: Lang Disorders I	SPAUD 504: Lang Disorders II	SPAUD 508: Speech Sound Disorders	SPAUD 510: Fluency	SPAUD 512: AAC
		SPAUD 506: Aphasia	SPAUD 523: Dysphagia	SPAUD 599: Critical Reflections in SLP	SPAUD 522: Neurocognitive Comm	SPAUD 514: Autism Spectrum Disorder
	SPAUD 530: Clinical Practicum On Campus Clinic 1		SPAUD 531: Clinical Practicum On Campus Clinic 2		SPAUD 532: Clinical Practicum On Campus Clinic 3	
Year 5	SPAUD 520: Motor Speech Disorders	SPAUD 521: Voice Disorders	SPAUD 515: Seminar in SLP	SPAUD 524: Cleft & Craniofacial Disorders		
	SPAUD 540: Clinical Practicum Externship 1		SPAUD 541: Clinical Practicum Externship 2		SPAUD 542: Clinical Practicum Externship 3	

## ADMISSION TO THE MA IN SPEECH-LANGUAGE PATHOLOGY PROGRAM AS A CALVIN UNDERGRAD

### Early Admission for BA-MA Program Students

High school graduates interested in the SPAUD BA-MA Program may be eligible for early admission to the MA in Speech-Language Pathology Program at Calvin University. Students must meet the specific high school GPA, ACT or SAT requirements, as outlined in the Calvin University catalog specific to their year of admission to Calvin University.

To maintain early admission status, students are required to meet certain criteria as stipulated in the Calvin University catalog specific to their year of admission to Calvin University.

The catalog archive is available online at <http://www.calvin.edu/academic/services/catalog/>.

### Regular Admission for Calvin Undergraduate Students

Application for regular admission to the MA in Speech-Language Pathology program for undergraduate students in the BA-MA Program normally occurs in the junior year. Applications are due on January 15 for classes beginning fall semester. Those who apply after the submission deadline will be considered on a

space-available basis only. The application process is completed online. Details are given to students at their advising appointments.

In order to apply to the MA in Speech-Language Pathology program, Calvin students must have:

- At least junior standing at the application due date.
- Completed, or enrolled in the prerequisite SPAUD courses. Note these courses must have been completed within the last seven years. Preference will be given to applicants who have completed or will complete all prerequisite courses at Calvin. All prerequisite courses must be completed before MA coursework may begin.
- A minimum overall cumulative grade point average (GPA) of 3.0 at the application due date.
- Met the core functions required to practice as a speech-language pathologist (see the Core Functions Document from CAPCSD in Appendix for more information).

Final enrollment in the MA in Speech-Language Pathology program is contingent upon successful completion of a criminal background check and drug screen.

**Note that completion of the SPAUD courses and achievement of the minimum criteria do not guarantee admission into the MA program. Enrollment in the SPAUD MA program is limited and thus the admission process is selective.**

Enrollment in classes in the MA program for BA-MA students is conditional upon students successfully earning the BA in a timely manner. Specifically, BA-MA students must complete all requirements for the BA in Speech Pathology and Audiology and receive their degree after spring semester in their first year of the graduate program. Students who do not earn their BA in Speech Pathology and Audiology at that time will not be allowed to register for any further MA courses or participate in clinical externships until they have fulfilled all BA requirements and received their BA degree. As a matter of academic integrity, students who do not complete the BA requirements after spring semester in their first year of the graduate program are responsible to notify the department chair and their academic advisor and may not register for further MA courses until they have earned their BA. Students who did not earn their BA prior to starting summer courses in the first year of the graduate program will be unenrolled from those courses at the student's expense and face academic discipline from the department up to and including removal from the MA program.

## STUDENT ACADEMIC REQUIREMENTS

To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the academic and core functions requirements are designed to be one method of ensuring a student's professional competency upon completion of the program. All undergraduate students must indicate that they have read and understand the Retention Requirements and Core Functions by signing the appropriate acknowledgment forms. There are separate retention documents for the BA program and the MA program found in [the appendix](#).

# GRADING SCALES FOR UNDERGRADUATE CLASSES

The grading scale for undergraduate courses in the Speech Pathology and Audiology Department is:

A	93-100%	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	F	0-59.99%

## GRADING POLICIES: INCOMPLETES

Any student who must take an incomplete grade for a course should complete the contract available online (<http://www.calvin.edu/academic/services/forms/incomplete.pdf>) with the course instructor to document the terms of the completion agreement. Specifically, the contract should be used to outline the reasons for not completing the course by the set deadline and document the work necessary to complete the course. Incompletes should not be requested except under extenuating circumstances, and only when a final examination or project cannot be completed in time.

Although incompletes do not average into the student's GPA, they do represent uncompleted work, and therefore contribute to additional workloads on both the students' and faculty members' part. Per university policy, incompletes not made up by posted deadlines will automatically convert to failing grades.

Note that students experiencing extraordinary circumstances causing them to fail to complete substantial portions of a class's requirements should petition for late withdrawal rather than an incomplete. Incompletes are intended solely when the majority of a class has been completed. Students who are experiencing or anticipate experiencing difficulties completing a course should contact the instructor(s) and the department chair as soon as possible, to work out the most beneficial course of action.

## CLASS ATTENDANCE & PUNCTUALITY

The Speech Pathology and Audiology Department expects in-person class attendance and for students to be prompt. Obviously, unforeseen circumstances do arise, and professors handle such circumstances on a case-by-case basis. For graduate courses, every class period is the equivalent of one week of course material for a semester course. Because participation and in-class assignments/discussions are integral to each course, frequent absences or tardiness whether excused or unexcused will affect a student's final grade. Please ensure you complete the following in the event of an excused/unexcused absence:

- Please contact the instructor via email prior to the start of the class session, if possible. Students should be prepared to provide appropriate written documentation for absences if asked to do so (e.g., doctor's note, funeral announcement, note from athletic coach, etc.).

- **Students should not request virtual access to a class (synchronously or asynchronously) or class recordings, in the event that they cannot attend class in person.**
- Students are responsible for obtaining lecture notes and assignments from a classmate. It is also the student's responsibility to follow up on any discussion from the class session. If a graded assignment/activity was completed in the class period, the student with an excused absence is expected to contact the professor for the possibility of a follow-up, which is up to the discretion of the instructor. Students with unexcused absences will receive a zero for any in-class graded activities.
- Extensions on exam/assignments for an excused absence may be considered if students have contacted the instructor prior to the exam/assignment due date. If the exam schedule as indicated on the syllabus is not followed, the format of the make-up exam is up to the discretion of the instructor.

## CALVIN SPEECH & HEARING CLINIC

Undergraduate residential students may have occasion to observe in the Speech & Hearing Clinic as part of SPAUD 370 or other volunteer opportunities. When observing in clinic, undergraduate students have the same confidentiality and safety requirements as graduate clinicians.

### Emergency & Safety Procedures

In the event of weather emergencies, building evacuations, and other disasters, students must be aware of Calvin's emergency procedures. North Hall/Speech & Hearing Clinic's Emergency Liaison is the primary communications link with Campus Safety. The Emergency Liaison is responsible for informing staff, faculty, students, clients and their families, and guests where the shelter area and designated gathering place is in the building.

During a building evacuation, the Emergency Liaison will direct faculty and staff members to walk quickly through the department to verify that everyone is leaving. Then the Emergency Liaison will proceed to the designated gathering place. As faculty and staff members arrive at the gathering place, they are to report any issues of concern to the Emergency Liaison.

Campus and public safety personnel will check with the Emergency Liaison for evacuation status reports and will notify the Emergency Liaison when buildings are cleared for reentry.

If a student or client is involved in an accident, a staff member will phone 911 and then contact Campus Safety. Under no circumstances will a student or client place themselves in a situation where contact with the blood of a client or student could occur. If blood is present, staff and/or faculty may provide assistance in emergency situations, but only while wearing gloves.

If a client has a known problem requiring specific medical intervention methodology or treatment, the spouse, caregiver, or parent must be present during all interactions with the client. Clinic personnel cannot perform medical intervention procedures that are not within the scope of practice of a speech-language pathologist or audiologist.

Given the possibility of injury, no child should be left unattended, either in a therapy room, in the hallways, or in the waiting area. The clinician must also verify that an adult has assumed responsibility for a child upon the completion of an appointment visit, if the responsible adult was not included in the therapy session.

## **Health Insurance and Portability and Accountability Act (HIPAA)**

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, students and clinical instructors at the Calvin Speech & Hearing Clinic must adhere to Federal privacy rules (<http://www.hhs.gov/ocr/privacy/index.html>) which protect health information (PHI) for treatment, payment, and health care operations. All students and clinical instructors are required to complete HIPAA training prior to seeing clients in the clinic and in external facilities.

The clinic administrative assistant at the reception desk will provide clients with the HIPAA form that addresses information regarding privacy practices and how Calvin University must use and disclose health information. Clients or their designated guardians will sign the form to indicate that they understand their rights under HIPAA.

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, all information concerning past and present clients is strictly confidential. The following information is not to be divulged to anyone without express and written permission:

- Name, location, age, contact information, or pictures of client
- Nature of the problem
- Family information
- Tape recordings of the client's speech
- Lesson plans
- Test results
- Observation reports
- Any draft of clinical reports

Students must avoid the following circumstances that may lead to violations of confidentiality:

- Conversations with other professionals not involved with the client
- Taking electronic or hard copy materials pertinent to a client out of the Clinic
- Reports, lesson plans, or other material left in a notebook, on a table, or on a computer screen where others may read them
- Conversations in the Clinic which may be overheard by other people, including other clinicians

## **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-Calvin Speech & Hearing 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. Absolutely no talk about the client's session is allowed outside of the therapy room.

No clinical reports or test forms are to be left, even temporarily, in any location where client confidentiality cannot be ensured, including on computer screens. Written materials and therapy plans are not to be left in observation areas. Only the client's initials should be used on therapy plans.

Client files may not leave the clinic for any reason. After students have finished EMR documentation, they must submit it to the EMR system using approved procedures. Once documentation is submitted, duplicate/draft copies of paper documentation must be destroyed in the shredder located in the secured card-accessed clinic workroom.

**Students may not save copies of reports with identifiable client information for their personal use/records; and no clinic reports are to be retained, even temporarily, on any computer files that can be accessed by anyone other than the responsible student clinician or clinical instructor.**

## **Client Permission to Photograph and Audio/Video Record**

Clients sign permission forms that allow the Calvin Speech & Hearing Clinic to collect and analyze their clinical sessions for educational purposes. This information is for educational use and will not become part of the client's medical record. The clinic administrative assistant will present the permission forms to clients or guardians on the first day of clinic, renewing them annually for returning clients. Clients have the right to refuse permission at any time. The signed forms will be filed in the client's medical record. As always, care should be taken with recordings to protect client confidentiality; viewing should only occur in private rooms or the card-accessed clinic workroom. All recorded material is stored on a secure server in the Calvin Information Technology storage facility and is only accessible by password. Students must not give their passwords to anyone else.

## **Intelligent Video Solutions (VALT) Recording System**

Treatment in the Calvin Speech & Hearing Clinic is monitored by a secure recording system called VALT. Each session is recorded and shared with the student clinician and when applicable, student observer, along with department staff and clinical instructors. Access to the VALT program is limited to SPAUD faculty, staff, and student clinicians. It may only be accessed by computers on Calvin's network, ensuring security and protection of client information. Video recordings are considered educational material and will not become part of the client's medical record. All questions about VALT should be directed to clinic staff or the clinic administrative assistant.

## **Ethical Responsibility**

All clinical students (including student observers), faculty/staff, and adjunct faculty are to conduct themselves according to the Code of Ethics of the American Speech-Language-Hearing Association (ASHA; <https://www.asha.org/Code-of-Ethics/>).

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

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

## **Clinic Dress Code**

Appropriate professional dress is required for all clinical practicum participants. All Calvin students (including student observers), faculty and staff should be neat and professional in appearance when engaged in any clinical activity. Professional dress and posture contribute to credibility when delivering professional information or services. Professional posture includes direct eye contact, pleasant facial expression, composed physical posture, personal hygiene, and professional clothing.

Students are allowed to wear either dress pants or skirts (at least knee-length) that are professional looking. No jeans are allowed. Clinical instructors and the Clinic Director have the authority to determine whether students meet the professional dress-code standards, and if students are judged to be dressed inappropriately, they may be sent home to change and/or miss their session.

Students must adhere to certain personal standards both for their own safety and the comfort of the client. Dangling jewelry is prohibited. Any open lesions must be adequately covered and protected from contamination.

## **Infection Control**

Appropriate education and training regarding communicable and infectious disease policies will be presented throughout the academic courses and clinical experiences. Minimal “Standard Precautions” such as hand washing and disinfection are expected when interacting with all clients. Additional policies and procedures are posted in the clinic related to admission, retention, appeals, counseling, transmission, exposure, and so forth.

Infection control is an important issue across all Speech-Language Pathology and Audiology work settings. Medical settings typically have procedures in place for infection control and prevention, many other clinical settings do not. There is risk of transmission of chronic and communicable diseases such as AIDS/HIV, CMV, Hepatitis B & C, herpes simplex, and others in all types of settings.

Student clinicians involved in on-campus and off-campus clinical practicums will need to follow the infection control policies and procedures of the facility they are in. If that facility does not have specific policies or procedures, the student clinician should follow the procedures outlined below:

### **Wash Hands**

- Before and after working with a client
- After removing gloves
- Immediately if hands come into contact with soiled surfaces or bodily fluids

### **Wear Gloves**

- If there is any expectation of coming into contact with bodily fluids such as blood, sputum, urine, or feces. Always wear gloves for an oral mechanism exam and any procedure that involves entry into the oral cavity.
- Before touching mucous membranes.
- If you have a cut or abrasion.
- If a glove is torn or soiled, remove it immediately, wash hands, and replace with a new glove.
- Change gloves after each procedure and after each client.
- Remove gloves inside-out and dispose of them in a trash container.

### **Other Barrier Precautions**

- Wear gowns, masks, and/or goggles if a splash of bodily fluid or blood is anticipated.
- Stay home if you are not feeling well and wear a mask if you have any symptoms such as a cough or runny nose.

### **Cleaning Clinical Equipment**

- Dispose of single-use items (such as tongue depressors, gloves) immediately after use.
- Clean clinical materials, tabletops, work surfaces, and other equipment with a sanitizing solution following the instructions on the bottle. Some solutions require the surface to remain wet for a certain amount of time to properly disinfect it.

The Calvin Speech & Hearing Clinic is considered a medical site pertaining to any special orders for infection control from the state or federal government, including the Centers for Disease Control and Prevention. All clinic staff, student clinicians, and clients will be required to follow guidelines for the use of personal protective equipment (PPE) to prevent the spread of infection. If PPE is required, staff and students will be trained in the proper use of such equipment.

# SECTION THREE: MA IN SPEECH–LANGUAGE PATHOLOGY RESIDENTIAL MODE

## ACADEMIC PLANS OF STUDY

All undergraduate students are assumed to be on the 5-year BA-MA track unless and until the student discusses the 4-year BA track with their academic advisor and declares the BA track. The student's official Academic Progress Report on Workday should reflect the courses required for the selected track. All post-baccalaureate students will be on the MA degree track. Please note that the required course plan for the Michigan Teacher of Speech and Language Impaired (TSLI) Certification is not offered in Calvin's program.

### BA to MA Degree 5-Year Track

The BA-MA degree program includes six semesters of undergraduate coursework, including core classes, SPAUD requirements, and cognates, followed by six semesters of graduate coursework. This BA-MA Program is typically completed over the course of 5 years, which includes summer work during the MA program. Students are not automatically accepted into the MA portion of the BA-MA Program. Please see admissions requirements under "Admissions Information." Students who successfully complete the BA-MA Program will earn a BA in Speech Pathology and Audiology and a MA in Speech-Language Pathology. A sample course sequence is outlined below.

	Fall		Spring			
Year 1	SPAUD 101: Intro to Speech Pathology & Audiology		SPAUD 210: Anatomy & Physiology of the Speech, Hearing, and Language Mechanisms			
Year 2	SPAUD 216: Phonetics		SPAUD 212: Speech & Hearing Science			
			SPAUD 311: Child Language Development			
Year 3	SPAUD 343: Principles of Communication Neuroscience		SPAUD 345: Aural Rehabilitation			
	SPAUD 344: Audiology		SPAUD 381: Speech Sound and Language Disorders - Lifespan			
	SPAUD 370: Intro to Clinical Practicum: Observation					
	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	SPAUD 505: Research Methods	SPAUD 503: Lang Disorders I	SPAUD 504: Lang Disorders II	SPAUD 508: Speech Sound Disorders	SPAUD 510: Fluency	SPAUD 512: AAC
		SPAUD 506: Aphasia	SPAUD 523: Dysphagia	SPAUD 599: Critical Reflections in SLP	SPAUD 522: Neurocognitive Comm	SPAUD 514: Autism Spectrum Disorder
	SPAUD 530: Clinical Practicum On Campus Clinic 1		SPAUD 531: Clinical Practicum On Campus Clinic 2		SPAUD 532: Clinical Practicum On Campus Clinic 3	
Year 5	SPAUD 520: Motor Speech Disorders	SPAUD 521: Voice Disorders	SPAUD 515: Seminar in SLP	SPAUD 524: Cleft & Craniofacial Disorders		
	SPAUD 540: Clinical Practicum Externship 1		SPAUD 541: Clinical Practicum Externship 2		SPAUD 542: Clinical Practicum Externship 3	

## MA Degree 2-Year Track – Residential Mode

Students who have completed an undergraduate degree at other universities and successfully complete the graduate program will earn a MA in Speech-Language Pathology. Sample course sequence is outlined below.

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505: Research Methods	SPAUD 503: Lang Disorders I	SPAUD 504: Lang Disorders II	SPAUD 508: Speech Sound Disorders	SPAUD 510: Fluency	SPAUD 512: AAC
		SPAUD 506: Aphasia	SPAUD 523: Dysphagia	SPAUD 599: Critical Reflections in SLP	SPAUD 522: Neurocognitive Comm	SPAUD 514: Autism Spectrum Disorder
	SPAUD 530: Clinical Practicum On Campus Clinic 1		SPAUD 531: Clinical Practicum On Campus Clinic 2		SPAUD 532: Clinical Practicum On Campus Clinic 3	
Year 2	SPAUD 520: Motor Speech Disorders	SPAUD 521: Voice Disorders	SPAUD 515: Seminar in SLP	SPAUD 524: Cleft & Craniofacial Disorders		
	SPAUD 540: Clinical Practicum Externship 1		SPAUD 541: Clinical Practicum Externship 2		SPAUD 542: Clinical Practicum Externship 3	

# MA PROGRAM MODALITY

The MA in Speech-Language Pathology program offers two different modalities: the residential (on-campus) mode and the distance education mode. Students enrolled in either one or the other should register for the classes offered for their modality, either on-campus for the residential modality or online for the distance education modality. Residential modality students will not be allowed to take a class online without permission from the program director. Students who have registered for a course in the other modality will be automatically un-enrolled from the course at such time that their enrollment is discovered, which may delay completion of the course, loss of tuition, and a delay in clinical placements or even graduation. Residential modality students are expected to attend classes in person as scheduled.

## ADMISSIONS INFORMATION FOR MA PROGRAM

Students who wish to become speech-language pathologists may apply to Calvin University's MA Degree Program. There are several ways to apply for admission:

- Calvin students in the BA-MA program may apply before the second semester of their junior year.
- Undergraduate students who have transferred to Calvin to continue their undergraduate education must have completed at least two semesters of full-time academic work at Calvin by the time they apply for admission to the MA program. Transfer students can expect to be full-time at the undergraduate level for at least four semesters before beginning the MA in Speech-Language Pathology Program.
- Post-Baccalaureate students with a degree or equivalent coursework in speech pathology and audiology, or with degrees in other disciplines/areas of study along with prerequisite coursework may apply for the residential mode of the MA at any time before the January 15 deadline.

### Admission to the MA in Speech-Language Pathology Program

#### *Early Admission for Calvin Undergraduate Students*

High school graduates interested in the SPAUD BA-MA Program may be eligible for early admission to the MA in Speech-Language Pathology Program at Calvin University. Students must meet the specific high school GPA as outlined in the Calvin University catalog specific to their year of admission to Calvin University.

To accept early admission status, students must make their deposit to Calvin University by May 1 before the fall of their incoming year. They must meet the minimum requirements detailed on our department webpage to maintain early admission status.

Early admission students who maintain the criteria for early admit status are guaranteed admission to the Calvin MA in Speech-Language Pathology program; however, admission to a specific learning mode (on-campus or distance education) is not guaranteed with early admit status. All early admit students will

have the opportunity to complete their BA on campus. It is likely that most students with early admit status will be admitted to the on-campus MA mode; however, it is not guaranteed. Admission to the on-campus MA mode is competitive due to its limited capacity and is determined by a student's standing relative to other students applying at the time of application to the Calvin MA program. All early admit students will have the option to be admitted to the Calvin MA in Speech-Language Pathology program via distance-education mode.

The catalog archive is available online at <http://www.calvin.edu/academic/services/catalog/>.

### *Regular Admission for Calvin Undergraduate Students*

Application for regular admission to the MA in Speech-Language Pathology program for undergraduate students in the BA-MA Program normally occurs in the junior year. Applications are due on January 15 for classes beginning fall semester. Those who apply after the submission deadline will be considered on a space-available basis only. The application process is completed online. Details are given to students at their advising appointments.

In order to apply to the MA in Speech-Language Pathology program, Calvin students must have:

- At least junior standing at the application due date.
- Completed, or enrolled in the prerequisite SPAUD courses. Note these courses must have been completed within the last seven years. Preference will be given to applicants who have completed or will complete all prerequisite courses at Calvin. All prerequisite courses must be completed before MA coursework may begin.
- A minimum overall cumulative grade point average (GPA) of 3.0 at the application due date.
- Met the core functions required to practice as a speech-language pathologist (see Core Functions Document from CAPCSD in the Appendix for more information).

Final enrollment in the MA in Speech-Language Pathology program is contingent upon successful completion of a criminal background check and drug screen.

**Note that completion of the SPAUD courses and achievement of the minimum criteria do not guarantee admission into the MA program. Enrollment in the SPAUD MA program is limited and thus the admission process is selective.**

Enrollment in classes in the MA program for BA-MA students is conditional upon students successfully earning the BA in a timely manner. Specifically, BA-MA students must complete all requirements for the BA in Speech Pathology and Audiology and receive their degree after spring semester in their first year of the graduate program. Students who do not earn their BA in Speech Pathology and Audiology at that time will not be allowed to register for any further MA courses or participate in clinical externships until they have fulfilled all BA requirements and received their BA degree. As a matter of academic integrity, students who do not complete the BA requirements after spring semester in their first year of the graduate program are responsible to notify the department chair and their academic advisor and may not register for further MA courses until they have earned their BA. Students who did not earn their BA prior to starting summer courses in the first year of the graduate program will be unenrolled from those courses at the student's expense and face academic discipline from the department up to and including removal from the MA program.

### *Post-Baccalaureate Admission*

Prospective applicants to the MA in Speech-Language Pathology program with a degree or equivalent coursework in speech pathology and audiology, or with degrees in other disciplines/areas of study, may apply. A limited number of seats may be available for post-baccalaureate students. Please note that simply meeting the criteria is not a guarantee of admission. As is the case with most graduate programs in speech pathology, admission is highly competitive. Final enrollment in the MA in Speech-Language Pathology program is contingent upon successful completion of a criminal background check and drug screen. Please see the [SPAUD website](#) for admission requirements and how to apply.

## ACADEMIC ADVISING

All students are assigned an academic advisor who serves as the academic advisor throughout the student's academic program. All students are required to meet with the assigned advisor before registering for courses for the following semester. See <http://www.calvin.edu/academic/services/advising/> for more information. All graduate students will also meet with the Clinic Director, or her/his representative, and the Program Director, or his/her representative, at the end of every semester to review progress and to set goals for the next semester.

## TRANSFER CREDIT

A student may transfer a maximum of six semester hours of graduate course credit into the MA program, subject to approval of the program and the university. Students seeking transfer credit should contact the department chair for approval. Students should provide syllabi and other course materials from the prior institution to assist in determining suitability of graduate work completed elsewhere. Undergraduate credits will not be accepted as transfer credits for the MA program (e.g., undergraduate research methods, language disorders, speech sound disorders, etc.). All courses taken for transfer credit must be completed before beginning the MA program.

## CLASS ATTENDANCE & PUNCTUALITY

The Speech Pathology and Audiology Department expects in-person class attendance and for students to be prompt. Obviously, unforeseen circumstances do arise, and professors handle such circumstances on a case-by-case basis. For graduate courses, every class period is the equivalent of one week of course material for a semester course. Because participation and in-class assignments/discussions are integral to each course, frequent absences or tardiness, whether excused or unexcused, will affect a student's final grade. Please ensure you complete the following in the event of an excused/unexcused absence:

- Please contact the instructor via email prior to the start of the class session, if possible. Students should be prepared to provide appropriate written documentation for absences if asked to do so (e.g., doctor's note, funeral announcement, note from athletic coach, etc.).
- **Students should not request virtual access to a class (synchronously or asynchronously) or class recordings, in the event that they cannot attend class in person.**

- Students are responsible for obtaining lecture notes and assignments from a classmate. It is also the student's responsibility to follow up on any discussion from the class session. If a graded assignment/activity was completed in the class period, the student with an excused absence is expected to contact the professor for the possibility of a follow-up, which is up to the discretion of the instructor. Students with unexcused absences will receive a zero for any in-class graded activities.

## STUDENT ACADEMIC REQUIREMENTS

To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the academic and core functions requirements are designed to be one method of ensuring a student's professional competency upon completion of the program. All students must indicate that they have read and understand the Retention Requirements by signing the appropriate retention documents. There are separate retention documents for the BA program and the MA program found in the appendix.

## GRADING SCALES FOR THE MA PROGRAM

Final course grades for master's-level (5xx) courses are based on overall performance on all assessments and whether students successfully completed assessments for each objective with B or better.

Final course grades are earned based on the following criteria:

- A = 90-100% and completion of all objectives with B or better
- B = 80-89.99% and completion of all objectives with B or better
- C = 70-79.99% and/or at least one objective not completed with B or better
- D = 60-69.99%
- F = < 59.99%

## INCOMPLETES, WITHDRAWALS, AUDITS

**Incompletes:** Any student who must take an incomplete grade for a course should complete the contract available online (<http://www.calvin.edu/academic/services/forms/incomplete.pdf>) with the course instructor to document the terms of the completion agreement. Specifically, the contract should be used to outline the reasons for not completing the course by the set deadline and document the work necessary to complete the course. Incompletes should not be requested except under extenuating circumstances, and only when a final examination or project cannot be completed in time.

Although incompletes do not average into the student's GPA, they do represent uncompleted work, and therefore contribute to additional workloads on both the students' and faculty members' part. Program policy strongly discourages requesting and awarding incompletes during the MA program. Per university policy, incompletes not made up by posted deadlines will automatically convert to failing grades.

Incompletes are intended solely when the majority of a class has been completed. Students who are experiencing or anticipate experiencing difficulties completing a course should contact the instructor(s) and the department chair as soon as possible, to work out the most beneficial course of action.

**Withdrawals:** Students experiencing *extraordinary* circumstances causing them to fail to complete substantial portions of a class's requirements should petition for late withdrawal rather than an incomplete.

**Audits:** Auditing master's level courses is not permitted under any circumstances.

## ASSESSMENT OF STUDENT KNOWLEDGE AND SKILLS

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes that are expected in a particular course or student practicum experience. These learning outcomes are stated on each course syllabus.

Instructors and supervisors assess students' knowledge and skills based on class, clinic, and research experiences (if the student has chosen the thesis option) of the student. Each student in the graduate program completes the *ASHA Standards Assessment Form* for each class or clinical experience each semester, by indicating student performance as either "met," "emerging," or "remediate." All instructors provide the department chair with written verification of those designations. The records of all students are compiled on a master form by a department staff person dedicated to this task. This system is based on the principles of **multiple indices**, **flexibility**, and **development**.

**Multiple Indices:** Each student will have multiple opportunities to learn each knowledge and skill required for entry-level clinical practice. The assessment system tracks each exposure to a knowledge or skill area for a class of students, as well as assessing the performance of individual students.

**Flexibility:** The assessment system requires that all students meet all ASHA standards in their MA program. However, each student may meet these goals with a different mix of classes, clinical assignments, research, independent studies, and other approved activities. This flexibility also allows faculty to adapt classes to address important concepts as they pertain to current best practices, while still meeting the ASHA standards.

**Development:** The assessment system is used as a developmental tool for students. There are multiple opportunities for students to achieve all of the specific knowledge and skills needed for entry-level clinical practice. However, should a student require extra assistance, there is a system in place to identify weak areas and create objective remediation plans to address those needs.

Students will meet with assigned academic advisors and clinical instructors each semester to discuss progress in the program and towards the ASHA standards as reflected on the record form.

Students will receive pertinent materials during the last semester prior to graduation to ensure all standards have been met.

## Remediation for MA Students

Remediation is designed to improve an MA student's academic and/or clinical knowledge and skills, based on their performance in academic and clinical courses. Remediation can be instated to address academic and/or clinical knowledge and skills. The steps for academic and clinical remediation are listed below. Remediation plans will not be implemented for MA students who have earned less than a 3.0 GPA for a second semester; these students will be dismissed from the MA program.

A remediation plan may impact a student's progress towards off campus placement and eventual graduation, which therefore may result in additional financial costs and time commitments to the student. For example, a remediation plan could prevent a student from beginning an off-campus clinical placement and require them to complete an additional semester of on-campus clinical placement and coursework. See "Prerequisites for External Clinical Placements" in this handbook.

### Academic Remediation

Academic remediation will occur if a student does not demonstrate sufficient understanding and application of the course material and/or instructors raise concerns regarding core functions or professional behavior. Concerns regarding core functions or professional behavior will be addressed as a part of the clinical remediation plan. In lieu of individual academic remediation plans, students must retake the course the next time it is offered if the criteria below are met.

#### *Criteria for Remediation*

- In the syllabi, instructors will identify 3-4 learning outcomes, corresponding KASA standards, and assessment methods for each learning outcome. There will be at minimum two assessment methods specified for each learning outcome.
- The assessment methods listed will have objective data associated with them. For example, score on exams, rating on rubric, score on assignment, etc., and not, for example, class participation or discussion. The average score across the assessment methods will be calculated for each learning outcome.
- Students must achieve a minimum average of 80% (B) on each learning outcome (KASA standard) to demonstrate competency. This average is independent to the overall course grade. If they do not receive this score, they have satisfied the criteria for remediation.
- Students are encouraged to meet with the instructor if needed to identify and discuss strategies that the student can implement during the semester.

#### **After the grading is completed for the end of the semester**

- The average grade of the assessment methods for each learning outcome will be calculated.
- **If the student does not earn an average score of at least 80% on any learning outcome, the student must retake the course.**
- **If the student does not earn a course grade of B or better, the student must retake the course. A second grade below a B in the same course will result in the student being terminated from the program.**

- The instructor will send an email to the student and copy the program director and department administrative assistant. A copy of the email will be saved in the student file. The department assistant will also notify the student's advisor.
- The student will register for the course the next time it is offered for the cohort, which under most circumstances is the following year. **The student should be aware that academic remediation may result in delayed externship start, delayed graduation date and additional tuition expenses for the academic course.**

## Clinical Remediation

For clinical classes, if a student is not showing sufficient development as a clinician, or if clinical instructors or academic instructors raise concerns regarding core functions or professional behavior, a plan will be created outlining the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one semester, as well as specification of persons who will be responsible for monitoring and implementing plans to achieve each goal.

- A student who does not earn a B or higher in any clinical course must retake the course. **The student should be aware that clinical remediation may result in a delayed graduation date and additional tuition and fees for the course.**
- Students will be given one semester to successfully complete the remediation. This may be either the semester in which the need for remediation was identified or the semester immediately following. The semester for completion will be identified in writing on the signed remediation plan.
- Students may not remediate the same or similar issue more than one time. If a clinical instructor identifies the same or similar issue for remediation in subsequent semesters as was covered in a previous remediation plan, the student will not be offered a remediation, and will instead be dismissed from the program.
- Students may complete more than one clinical remediation plan over multiple semesters provided the remediation is not for the same or similar issues covered in a prior remediation plan.
- Students can complete a maximum of two clinical remediation plans. As a part of the second clinical remediation plan, the student will be required to complete an **additional semester** of clinical work at the Calvin Speech and Hearing Clinic on the Grand Rapids campus (including students taking the distance education mode). **The student should be aware that a second clinical remediation will result in a delayed graduation date and additional tuition expenses for the clinical course.** If additional issues are identified that would require a third remediation plan, the student will be dismissed from the program.
- Students can expect a range of highly specific assignments targeted to assist them in achieving program standards in the identified area of need. (See below for sample remediation activities.)
- If a remediation need is identified in an off-campus placement, the student may be required to end that placement. At the discretion of the remediation committee, the student may be required to return to the Calvin Speech and Hearing Clinic on the Grand Rapids campus for the remainder of the semester. The student will be assigned to the Calvin Speech and Hearing Clinic on the

Grand Rapids campus the following semester (including students taking the distance education mode). **The student should be aware that this type of remediation will result in a delayed graduation date and additional tuition expenses for the clinical course.**

- The remediation committee, with the consent of the department chair, will appoint a clinical instructor as a mentor for the student for the remediation.
- At the completion of the remediation plan, the remediation committee will gather all pertinent information from faculty and staff to determine if the student successfully completed the remediation plan. The student will be notified with the decision and a copy of the decision will be placed in the student's file.
- If the remediation committee determines that the student did not successfully complete the remediation plan, the student will be dismissed from the program.

#### *Sample Clinical Remediation Activities:*

- Complete additional supervised clinical observations.
- Add an additional on-campus clinical semester for further clinical training.
- Complete specific clinical activities successfully, such as diagnostic report writing.
- Receive extra oversight and documentation of appropriate professional practices as outlined in the Core Functions document.

## SUMMATIVE ASSESSMENTS FOR MA STUDENTS

### Comprehensive Examination

Students must take and pass a comprehensive examination to earn a MA degree. The comprehensive examination is taken in the penultimate semester of the student's MA program. Specific details on the format and timing of the exam are provided several months before the exam. The comprehensive examination must be taken on the specified date, without exception.

### Praxis Exam

To be certified and practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS: see <https://www.asha.org/Certification/SLPCertification/>.) The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of speech-language pathology and audiology. **Students should plan on taking the exam during the spring or summer of their final year of the MA program; however, earning the MA degree is not dependent on passing the PRAXIS.**

## THESIS (OPTIONAL)

Students deciding to pursue the thesis option will be encouraged to complete a scholarly activity that will be of sufficient quality for subsequent professional presentation and/or publication. A thesis is intended

to acquaint the student with research methodology; it is expected that original research or replication of a research project will be undertaken. Students who select the thesis option should notify their advisor by their academic advising appointment in the fall of their first year of the MA program. The student should also identify a thesis advisor who is willing to work with them on their topic of interest. The thesis advisor will provide the student with the required guidelines and deadlines to ensure proper completion of a thesis.

## Thesis Approval

The thesis candidate will submit a *4-to-5-page review of literature* in the topic of interest to the departmental thesis committee (double-spaced, not including references). The candidate will follow the APA (most recent version) formatting style for preparation of this document. References must be provided at the end of the document. The departmental thesis committee will evaluate the scientific writing ability of the candidate and provide feedback/recommendations regarding the potential ability of the student to complete a master's thesis project.

## Thesis Process and Deadlines

The thesis student and thesis advisor will decide together the “complete by” dates for the various steps of the process:

- Topic development
- Proposal preparation
- Human subjects' protection training
- Institutional Review Board (IRB) submission
- Data collection and analysis
- Final preparation of thesis for thesis defense
- Thesis defense
- Final thesis submission

## Thesis Credits

All thesis students will register for at least 4 graduate credits for thesis class (SPAUD 595) with their thesis advisor according to the following timeline. Even though you are officially registering in these semesters, work on the thesis project will most likely be initiated in earlier semesters. Failure to complete the thesis work assigned for a specific semester will require the student to re-register for that same section the following semester. **The student should be aware that retaking the same section due to failure to complete the assigned work in a semester will require an additional tuition expense for the course.**

- 1 credit: I Summer
- 1 credit: II Fall
- 1 credit: II Spring
- 1 credit: II Summer

# TECHNOLOGY USE IN THE MA PROGRAM

Students who are in the residential and distance education mode are required to have their own laptop with a working camera and microphone, for both academic testing purposes and clinical work.

In compliance with the Health Insurance Portability and Accountability Act (HIPAA) guidelines, students must save all reports and materials to their Calvin Microsoft Office 365 (HIPAA-compliant) account.

After students have finished the required reports, they must submit them to the Electronic Medical Records system using the process specified in their clinic class. The clinic administrative assistant will then distribute an official copy of the report to the client. Students may not, under any circumstances, save electronic or paper copies of reports with identifiable client information in their personal files.

As a user of Calvin University information technology resources, it is the student's responsibility to be aware of Calvin's policies on using the university's information technologies and federal, state, and local laws that affect use of technology. This policy outlines information as to what Calvin expects of every student, the student's rights, and how to report policy violations. Further information about technology and security at Calvin University may be obtained at: <http://www.calvin.edu/it/itpolicies/>.

# TAKING A HIATUS FROM A GRADUATE PROGRAM

Graduate students may request an official hiatus (interruption in enrollment) status for up to one calendar year by filling out a [Request for Hiatus form](#) and submitting it to [successcenter@calvin.edu](mailto:successcenter@calvin.edu) for processing.

An approved hiatus will eliminate re-application paperwork upon return and will maintain student accounts. An approved hiatus will not maintain status as an active or enrolled student.

Students will be reported as withdrawn to the National Student Clearinghouse, which may result in loan repayment being required.

If hiatus status lasts more than one calendar year, the student will be officially unenrolled and will lose student status and therefore, program declaration and student (IT) accounts.

Students who are not enrolled for a semester and do not request hiatus status will be considered inactive and will lose tech access.

Readmission procedures if hiatus status lasts longer than one year:

- Student completes a [Graduate Readmission form](#) in Slate
- Readmission form is linked to student record by admissions operations team
- Student's program reinstated so that a student can register for a class
- Student will receive automated messages from Slate with information about reactivating technology accounts

# CHECKLIST FOR ATTAINING THE MA DEGREE

This checklist is provided to help ensure that students meet requirements for the degree at the appropriate times:

1. Secure formal admission to the MA Program.
2. Complete prerequisite undergraduate course deficiencies. In the first conference with the academic advisor during the MA portion of the program, the student should identify such deficiencies and develop a plan to remediate them. It is the student's responsibility to ensure that all prerequisite coursework has been completed sufficiently.
3. Successfully complete all knowledge and skills outcomes associated with the clinical and academic training program and document those on the Knowledge and Skills Assessment form.
4. Complete sufficient clinical experience to obtain a minimum of 400 clock hours, at least 325 hours at the graduate level with 50 clock hours in each of three types of clinical settings and meet all minimum requirements for the Certificate of Clinical Competency (CCC). Keep all documentation of 25 observation hours and at least 375 clinical clock hours.
5. Submit the application for graduation at the beginning of the second to last semester of study.
6. Successfully pass the Comprehensive Examinations in the final year.

*For thesis students only:*

7. Complete thesis for committee review by June of final year.
8. Pass oral examination of thesis by July of final year.
9. Submit final copies of thesis to your thesis advisor and the Department Chair by July 31 of final year.

## CLINICAL PRACTICUM INFORMATION FOR RESIDENTIAL MODE STUDENTS

Each graduate student clinician is to complete a minimum of three clinical practicums per year. The first year typically includes a combination of simulated case studies, teletherapy, and in-person therapy through the Calvin Speech & Hearing Clinic. Clinical experiences are designed to support the interests of graduate students while providing depth and breadth of knowledge and experience.

### Screening Requirements of All Student Clinicians

According to university and state regulations, student clinicians are required to undergo drug screenings and criminal background checks. These will occur twice during the program, once upon admission, prior to starting coursework and a second time during the semester before externships begin.

## Drug Screening

Calvin University's Department of Speech Pathology and Audiology has a **zero-tolerance** policy regarding illegal substance use and/or substance abuse.

- The Department of Speech Pathology and Audiology identifies illegal substance use/abuse as the use of illegal substances, use of alcohol by a person under the age of 21, illegal use of alcohol by a person 21 years or older, and illegal use of legal drugs. Please note that while cannabis is legal in many states, Calvin University follows Federal regulations which state it is an illegal substance.
- All students are considered conditionally admitted to the SPAUD program pending completion of a drug screen test of the department's choice.
- All students will undergo a second drug screening within 90 days before their first externship placement starts.
- Students will be considered in compliance only when drug screening results are negative.
- Failure to undergo any drug screening by the designated due date will result in dismissal from the program.
- If the drug screen comes back adulterated the student will be dismissed from the program.
- Any student whose drug screen is positive will be referred to Calvin University's Student Life Division. There will be open sharing of information regarding drug screening results between the Department of Speech Pathology and Audiology and the Student Life Division. A positive drug screening may result in dismissal from the SPAUD program and/or in university disciplinary action.
- Random drug screening may occur at the request of the practicum site and/or by the Department of Speech Pathology and Audiology. If the student is selected for random testing, the SPAUD Department or the practicum agency will notify them. The student will be responsible for covering the costs of any ongoing drug screening. Failure to have a random drug screen within the specified time will result in dismissal from the SPAUD program. If the random drug screen comes back adulterated the student will be dismissed from the program. Results of the random drug screen will be forwarded to the Calvin University Department of Speech Pathology and Audiology and the Student Life Division of Calvin University. A positive random drug screen may result in dismissal from the program and/or university disciplinary action.
- Calvin University Department of Speech Pathology and Audiology will furnish drug screening information to the Student Life Division and to third parties, such as clinical sites, in the course of fulfilling its official responsibilities. The decision to accept students into a clinical placement setting is the prerogative of the clinical agency and not Calvin University.
- Reapplication to the SPAUD program following a positive drug screen is possible after a minimum of three years from the date of dismissal from Calvin University or the date of non-admission to the SPAUD program, whichever is latest. The opportunity to reapply will be possible only if the applicant has successfully followed the prescribed program of intervention and drug screening required by Calvin University during this interim period. It should be noted that a student would need to complete the intervention, spanning a minimum of three years, prior to reapplying to the SPAUD program (i.e. If the application deadline is May 15, the student must have completed the

prescribed three year intervention prior to May 15 to be deemed eligible for reapplication). Should the applicant's bid for readmission be successful, it is likely that an ongoing program of intervention and drug screening would be required during all semesters in the program. All intervention programs will be developed and supervised by the Student Life Division of Calvin University. The student will be responsible for any costs related to these interventions.

## **Background Checks**

- All students applying to and/or admitted into the Speech Pathology and Audiology (SPAUD) program must complete a criminal background check performed by a third-party vendor.
- All students are considered conditionally admitted to the SPAUD program pending completion of a background check of the department's choice.
- All students will undergo a second background check within 90 days before their first externship placement starts.
- Students will be considered in compliance when the background check results show no matching records.
- Failure to undergo any background checks by the designated due date will result in dismissal from the program.
- Any false information will result in dismissal from the program.
- Students whose background checks return record matches will undergo further review by members of an interdisciplinary review team including, but not limited to, the Director of Campus Safety, a representative of the Student Life Division, and Directors of the SPAUD program.
- Felony convictions will generally be considered a disqualifying factor for admission and/or continuation in the SPAUD program. All other convictions will be reviewed by members of an interdisciplinary review team including the Director of Campus Safety, a representative of the Student Life Division, and Directors of the SPAUD program. A determination will be made regarding admission and/or continuation in the SPAUD program based on the recommendations from the review team.
- Students who believe a mistake has been made on their criminal background check may contact the vendor directly to gain more specific information and resolve the issue if possible.
- Calvin University Department of Speech Pathology and Audiology will furnish criminal background check information to the Calvin University Campus Safety and Student Life Divisions and to third parties, such as clinical sites, in the course of fulfilling its official responsibilities. The decision to accept students into a clinical placement setting is the prerogative of the clinical agency and not Calvin University.
- The student has a continual obligation to report any criminal conviction to the chairperson of the SPAUD Department within 30 days of its occurrence. Failure to do so, or to comply with any other aspect of this policy, will result in immediate dismissal from the program.
- Random criminal background checks may be performed. The student will sign an authorization for repeat checks and give permission for dissemination of those results.

- If a student does not receive background check clearance after initial review, a meeting will be scheduled with the Chairperson of the Department of Speech Pathology and Audiology, the Clinic Director and the student to discuss the information received. The student will be given an opportunity to respond to the information returned on the background check report. Based on the outcome of the meeting, a decision will be made by the Chairperson of the Speech Pathology and Audiology Department, in consultation with the Dean for the School of Health and others as appointed, regarding the applicant's admission to the SPAUD program or the current student's ability to continue in the program.

## Health Screenings

There are inherent risks to working in the healthcare field, including exposure to communicable diseases. In alignment with requirements set forth by healthcare facilities, Calvin University requires students to be up to date on vaccinations, including but not limited to, Measles, Mumps, Rubella, Hepatitis B, Varicella, Tetanus, Diphtheria, and Pertussis. In addition, students must undergo testing for tuberculosis. While Calvin does not require influenza or Covid-19 vaccinations, many clinical sites do, and students will need to comply with the guidelines set forth by their externship locations.

If a student does not have access to vaccination records, they can get blood tests that will indicate if they have the appropriate level of immunity.

If students choose not to be vaccinated, they will significantly limit their options for externship locations. The SPAUD department will work with these students to identify locations and opportunities where vaccinations are not required but cannot guarantee that students will be able to complete all necessary clinical practicums needed for graduation and subsequent certification. Students who are not vaccinated should seriously consider entering a healthcare and helping field where they will be exposed to communicable diseases and can be a carrier, potentially placing themselves and their clients/patients at risk.

## Screening Procedures

All drug screenings, background checks, and health screenings are completed through a third-party vendor known as Castle Branch. Students must order these items through and follow all procedures outlined by Castle Branch. Results will be available to designated faculty/staff of the SPAUD department and will be maintained in the student's confidential records.

## Students With Disabilities

In accordance with the university's policy, if a student has a documented disability and requires accommodations to obtain equal access in a class or in the clinical practicum, the student should contact the Program Director, the Clinic Director at the beginning of their clinical practicum courses and the instructor(s) of their class(es) each semester to make this need known and to provide documentation thereof. Instructors are not permitted to make individual judgments about accommodations. Regardless of accommodations, all students must meet the core functions for speech-language pathology education, as outlined in [the appendix](#).

Students with disabilities who are requesting accommodation must first verify their eligibility through the Academic Services Office (see <http://www.calvin.edu/academic/services/disability/>). Grievance procedures related to disabilities are located in Calvin's Student Handbook (see <http://www.calvin.edu/student-life/forms-policies/pdf/student-hdbk.pdf>).

## Clinical Practicum Fee

As is the case for other programs at Calvin with a clinical component, a clinical practicum fee has been established to cover costs associated with the entire clinical experience while students are enrolled in the graduate program. The practicum fee helps to defray costs associated with clinical supervision, student use of clinical equipment, diagnostic tests, test forms, therapy materials, equipment repair, and expendable items such as tongue depressors, disposable gloves, and other disposables. In addition, this fee will cover the cost of background checks, drug screening, and on campus BLS training. The fee amount for each academic year will be set annually as part of the general student tuition determination for the university and will be associated with enrollment in the practicum courses.

## Ethical Responsibility

All clinical students (including student observers), faculty/staff, and adjunct faculty are to conduct themselves according to the Code of Ethics of the American Speech-Language and Hearing Association (ASHA; <https://www.asha.org/Code-of-Ethics/>). Students must demonstrate responsibility and respect for clients and their significant others, for clinical personnel, and toward themselves. Evaluation and treatment of clients are under the direct supervision and approval of the assigned clinical instructor. Utilization of every resource is necessary to develop and provide the most effective therapeutic services. All clients and their significant others must be informed of the results of the evaluation, the nature of the disorder, recommendation for treatment, and prognosis for improvement. Likewise, ongoing treatment assessment results must be reviewed to determine treatment effectiveness and efficiency. Students must demonstrate responsibility through maintenance of accurate and precise client records.

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

## Tevera

The Speech Pathology and Audiology Program at Calvin University uses secure, on-line electronic systems to track clinical experiences. These systems enable students to maintain an electronic portfolio, clinical instructors to manage a variety of external documents, and the Clinic Directors to maintain a comprehensive database of clinical sites and instructors. Students will have access to Tevera over the course of their graduate studies and after they graduate. *Students are responsible for staying up-to-date with clinical hours and assignments during clinical practicum classes, including entering hours at least once per week.* It is the student's responsibility to ensure that all hours are logged onto Tevera before the end of the semester. Hours added after that will not be approved by the supervisor.

# CALVIN SPEECH & HEARING CLINIC (ON CAMPUS FACILITY)

The Calvin Speech & Hearing Clinic is located in North Hall on the campus of Calvin University. All therapy rooms are equipped with cameras and recording devices that allow clinical instructors, students, and families to observe sessions. Within the clinical space, there are areas available for students to research clinical information, analyze clinical data, and prepare materials and clinical documentation. This clinical space is card-access protected to protect client information. The Speech & Hearing Clinic also houses an audiology testing room. The voice and swallowing research lab, autism research lab, and the audiology research lab are also sometimes used by the clinic (with permission of the lab directors).

Clinical practicum experiences are extremely important and valuable in students' training to be an effective clinician. ***Students are expected to take ownership of the clinical process.*** Clinical Instructors will walk along side of students and guide them throughout the clinical experience, but it is the responsibility of students to research things they do not know, use resources available to them (including writing tutors, spell check, etc.), practice therapeutic tasks before sessions, and incorporate supervisory feedback. Students are also encouraged to engage in self-reflection on their areas of strengths and opportunities and seek out ways to continually develop their knowledge and skills.

## Donation-Based Clinic

Clients are not charged a fee for services. Donations of any amount are welcomed and encouraged to cover costs and help the clinic remain sustainable. All donors are given a letter of receipt from Calvin University which can be used as a record of a taxable donation.

## Clinic Materials & Equipment

Assessment and therapy materials are stored in the clinic facility. An inventory of materials is maintained by the clinic staff, and students are required to sign out any materials. Standardized testing materials must be signed out utilizing the shared OneDrive form prior to using tests or protocols. Students must then sign the materials back in after using them, or the student will be held fully responsible for the replacement of standardized testing materials if lost or not returned. Of note: students are expected to take excellent care of all clinic materials and will be assigned clinic clean up responsibilities.

## Emergency & Safety Procedures

In the event of weather emergencies, building evacuations, and other disasters, students must be aware of Calvin's emergency procedures. North Hall/Speech & Hearing Clinic's Emergency Liaison is the primary communications link with Campus Safety. The Emergency Liaison is responsible for informing staff, faculty, students, clients and their families, and guests where the shelter area and designated gathering place is in the building.

During a building evacuation, the Emergency Liaison will direct faculty and staff members to walk quickly through the department to verify that everyone is leaving. Then the Emergency Liaison will proceed to the designated gathering place. As faculty and staff members arrive at the gathering place, they are to report any issues of concern to the Emergency Liaison.

Campus and public safety personnel will check with the Emergency Liaison for evacuation status reports and will notify the Emergency Liaison when buildings are cleared for reentry.

If a student or client is involved in an accident, a staff member will phone 911 and then contact Campus Safety. Under no circumstances will a student or client place themselves in a situation where contact with the blood of a client or student could occur. If blood is present, staff and/or faculty may provide assistance in emergency situations, but only while wearing gloves.

If a client has a known problem requiring specific medical intervention methodology or treatment, the spouse, caregiver, or parent must be present during all interactions with the client. Clinic personnel cannot perform medical intervention procedures that are not within the scope of practice of a speech-language pathologist or audiologist.

Given the possibility of injury, no child should be left unattended, either in a therapy room, in the hallways, or in the waiting area. The clinician must also verify that an adult has assumed responsibility for a child upon the completion of an appointment visit, if the responsible adult was not included in the therapy session.

## **Health Insurance and Portability and Accountability Act (HIPAA)**

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, students and clinical instructors at the Calvin Speech & Hearing Clinic must adhere to Federal privacy rules (<http://www.hhs.gov/ocr/privacy/index.html>) which protect health information (PHI) for treatment, payment, and health care operations. All students and clinical instructors are required to complete HIPAA training prior to seeing clients in the clinic and in external facilities.

The clinic administrative assistant at the reception desk will provide clients with the HIPAA form that addresses information regarding privacy practices and how Calvin University must use and disclose health information. Clients or their designated guardians will sign the form to indicate that they understand their rights under HIPAA.

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, all information concerning past and present clients is strictly confidential. The following information is not to be divulged to anyone without express and written permission:

- Name, location, age, contact information, or pictures of client
- Nature of the problem
- Family information
- Tape recordings of the client's speech
- Lesson plans
- Test results
- Observation reports
- Any draft of clinical reports

Students must avoid the following circumstances that may lead to violations of confidentiality:

- Conversations with other professionals not involved with the client
- Taking electronic or hard copy materials pertinent to a client out of the Clinic
- Reports, lesson plans, or other material left in a notebook, on a table, or on a computer screen where others may read them
- Conversations in the Clinic which may be overheard by other people, including other clinicians

## 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-Calvin Speech & Hearing 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. Absolutely no talk about the client's session is allowed outside of the therapy room.

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. Only the client's initials should be used on therapy plans.

Client files may not leave the clinic for any reason. After students have finished EMR documentation, they must submit it to the EMR system using approved procedures. Once documentation is submitted, duplicate/draft copies of paper documentation must be destroyed in the shredder located in the secured card-accessed clinic workroom.

**Students may not save copies of reports with identifiable client information for their personal use/records; and no clinic reports are to be retained, even temporarily, on any computer files that can be accessed by anyone other than the responsible student clinician or clinical instructor.**

## Client Permission to Photograph and Audio/Video Record

Clients sign permission forms that allow the Calvin Speech & Hearing Clinic to collect and analyze their clinical sessions for educational purposes. This information is for educational use and will not become part of the client's medical record. The clinic administrative assistant will present the permission forms to clients or guardians, renewing them annually for returning clients. Clients have the right to refuse permission at any time. The signed forms will be filed in the client's medical record. As always, care should be taken with recordings to protect client confidentiality; viewing should only occur in private rooms or the card-accessed clinic workroom. All recorded material is stored on a secure server in the Calvin Information Technology storage facility and is only accessible by password. Students must not give their passwords to anyone else.

## Clinic Calendar & Scheduling/Cancelation Policy

MA students will receive a clinic calendar and course syllabus which will list the beginning and ending dates of practicum, all required meeting dates, holidays, and due dates for paperwork for the academic

year. Specific details for client appointments are available to students on the Electronic Medical Records SharePoint Page.

The Calvin Speech & Hearing Clinic schedule follows the Calvin University academic calendar. The clinic staff manages scheduling of the clients; however, graduate clinicians are responsible for calling or connecting with clients **the week before the initial therapy session** to remind clients of their appointments and answer any questions the client may have. Student clinicians may be required to remind clients of their appointment by telephone call, text message, or email 24 hours before scheduled appointments.

The clinic will be closed if Calvin University is closed for any reason. Student clinicians are encouraged to listen to local radio/TV stations for weather-related closings. Since some of our clients travel from distances beyond the Grand Rapids area, clinicians may be asked to call clients if the clinic is cancelled to prevent them from traveling to the clinic unnecessarily. In addition, student clinicians are asked to update their contact information so that the clinic administrative assistant can inform clinicians regarding appointment cancellations.

Student clinicians meet with their clients for all scheduled therapy sessions. Student clinicians who miss sessions because of illness or other excused absences should immediately contact their clinical supervisor and the clinic administrative assistant. 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, or similar traumatic events. Student clinicians are required to find their own coverage from a fellow graduate student and communicate this change with their direct supervisor, clinic administrative personnel and the clinic director. 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 instructors and Clinic Director.

In the event of illness or emergency, the student clinician will make every effort to notify the clinical instructor, who will tell the student clinician whether to call the client to cancel therapy or to find a replacement clinician.

Clients are requested to notify the clinic to cancel appointments. If the client notifies the student of a cancellation, the student must immediately notify their supervisor and the clinic administrative assistant. The clinic administrative assistant will be available by phone and will check voice messages and emails throughout the day. If a client has two absences in one semester, the clinic administrative assistant will contact the client and explain the importance of regular attendance. If additional absences occur, the clinic administrative assistant may contact the client notifying them of the termination of services and then make an alternative assignment for the student clinician.

## Telehealth

Diagnostic and intervention services may be delivered via telehealth over the course of clinical practicum. Specific documentation acknowledging that you are aware of the HIPAA constraints, as well as policies and procedures for telehealth service delivery will be made available when services are assigned. Most telehealth services will be delivered by two graduate students. Students will be supervised virtually by a

Calvin clinical instructor. The clinical instructor must be a licensed SLP in the state in which we are providing Teletherapy services and in the state where the client is receiving the Teletherapy services.

Students will have access to web-based assessment administration, scoring, and reporting through Q-global. **Q-global may only be used within and for clinical coursework.** Use of this technology for any other purposes will result in penalties which may include dismissal from the program.

## **Intelligent Video Solutions (VALT) Recording System**

Treatment in the Calvin Speech & Hearing Clinic is monitored by a secure recording system called VALT. Each session is recorded and shared with the student clinician, along with department staff and clinical instructors. Access to the VALT program is limited to SPAUD faculty, staff, and student clinicians. It may only be accessed by computers on Calvin's network, ensuring security and protection of client information. Video recordings are considered educational material and will not become part of the client's medical record. And questions about VALT should be directed to clinic staff or the clinic administrative assistant.

## **Electronic Medical Records SharePoint Site**

Client medical records are stored in a secure Microsoft SharePoint site, protected by a HIPAA agreement between Calvin University and Microsoft. Records stored on the SharePoint site include protected health information (PHI) including client names, addresses, and sensitive health information. Each student will be given access to the SharePoint site using their Calvin University login. Students are responsible for keeping up with charting and medical records pertaining to their clients, including frequent chart audits, and re-submitting missing documentation. Any questions about the EMR process may be addressed to clinic staff or the clinic administrative assistant.

## **Maintenance of Medical Records**

Permanent client medical records are maintained online in the Electronic Medical Records SharePoint page and can be obtained by the Department Chair, Clinic Director, clinic and department administrative assistants, clinical supervisors, and student clinicians. Permanent client medical records may never be downloaded to other devices. Graduate clinicians are responsible to ensure that client records remain complete and in good order.

## **Clinic Room Assignments**

For all clients who attend the clinic at a regular time each week for the entire semester, room assignments are made at the beginning of the semester and posted on the clinic schedule. Other assignments can be made by the clinic administrative assistant on an as-needed basis.

Student clinicians are expected to keep the rooms neat and clean, as would be expected in any professional environment. These procedures include surface sanitization per clinic standards, vacuuming any heavily used areas, and removing any trash that may include food or medical waste.

In addition, there will be a team of graduate student clinicians assigned to monitor and clean the clinic each week. The clinic staff will provide the cleaning schedule, supplies, and cleaning checklist.

## **Therapeutic Observation**

Spouses, parents, legal guardians, and significant others of persons receiving therapy are permitted to observe therapy sessions via our video monitoring system. Arrangements can be made with the clinic administrative assistant. On occasion, family members are encouraged to join the client and clinicians, especially during sessions to gather information.

Clients and/or their legal guardians will be asked to give written permission for spouses, parents, legal guardians, and significant others of other clients who are receiving therapy at the same time to be present in the observation room. If a client and/or legal guardian does not give permission, that client will receive services in a therapy room with private observational facilities that do not serve other clients.

Guests who wish to observe clinic sessions for educational purposes are required to read some brief HIPAA educational materials, sign acknowledgement forms, and maintain standard HIPAA laws.

## **Dress Code**

Appropriate professional dress is required for all clinical practicum participants. All Calvin students (including student observers), faculty and staff should be neat and professional in appearance when engaged in any clinical activity. Professional dress and posture contribute to credibility when delivering professional information or services. Professional posture includes direct eye contact, pleasant facial expression, composed physical posture, personal hygiene, and professional clothing.

Student clinicians are required to purchase and wear the designated uniform shirt and/or sweater for the Calvin Speech & Hearing Clinic. The shirts and sweaters will have a Calvin University Speech Pathology & Audiology monogrammed logo. The uniform, along with a clinic name badge, is required to be worn for any clinical session for SPAUD 530, 531, 532 – both on and off-campus. Students are allowed to wear either dress pants or skirts (at least knee-length) that are professional looking. No jeans are allowed. Clinical instructors and the Clinic Director have the authority to determine whether students meet the professional dress-code standards, and if students are judged to be dressed inappropriately, they may be sent home to change and/or miss their session.

Students must adhere to certain personal standards both for their own safety and the comfort of the client. Dangling jewelry is prohibited. Any open lesions must be adequately covered and protected from contamination.

## **Infection Control**

Appropriate education and training regarding communicable and infectious disease policies will be presented throughout the academic courses and clinical experiences. Minimal “Standard Precautions” such as hand washing and disinfection are expected when interacting with all clients. Additional policies and procedures are posted in the clinic related to admission, retention, appeals, counseling, transmission, exposure, and so forth.

Infection control is an important issue across all Speech-Language Pathology and Audiology work settings. Medical settings typically have procedures in place for infection control and prevention, many other clinical settings do not. There is risk of transmission of chronic and communicable diseases such as AIDS/HIV, CMV, Hepatitis B & C, herpes simplex, and others in all types of settings.

Student clinicians involved in on-campus and off-campus clinical practicums will need to follow the infection control policies and procedures of the facility they are in. If that facility does not have specific policies or procedures, the student clinician should follow the procedures outlined below:

### **Wash Hands**

- Before and after working with a client
- After removing gloves
- Immediately if hands come into contact with soiled surfaces or bodily fluids

### **Wear Gloves**

- If there is any expectation of coming into contact with bodily fluids such as blood, sputum, urine, or feces. Always wear gloves for an oral mechanism exam and any procedure that involves entry into the oral cavity.
- Before touching mucous membranes.
- If you have a cut or abrasion.
- If a glove is torn or soiled, remove it immediately, wash hands, and replace with a new glove.
- Change gloves after each procedure and after each client.
- Remove gloves inside-out and dispose of them in a trash container.

### **Other Barrier Precautions**

- Wear gowns, masks, and/or goggles if a splash of bodily fluid or blood is anticipated.
- Stay home if you are not feeling well and wear a mask if you have any symptoms such as a cough or runny nose.

### **Cleaning Clinical Equipment**

- Dispose of single-use items (such as tongue depressors, gloves) immediately after use.
- Clean clinical materials, tabletops, work surfaces, and other equipment with a sanitizing solution following the instructions on the bottle. Some solutions require the surface to remain wet for a certain amount of time to properly disinfect it.

The Calvin Speech & Hearing Clinic is considered a medical site pertaining to any special orders for infection control from the state or federal government, including the Centers for Disease Control and Prevention. All clinic staff, student clinicians, and clients will be required to follow guidelines for the use of personal protective equipment (PPE) to prevent the spread of infection. If PPE is required, staff and students will be trained in the proper use of such equipment.

# EXTERNAL CLINICAL PLACEMENTS

After successful completion of clinical practicums 530-532 and all first-year MA academic courses, student clinicians are eligible to complete off-campus clinical practicum experiences. Off-campus placements are carefully selected to offer a variety of experiences while considering the student's interests. The goal is to provide both a medical and educational experience, and then a shorter placement of the student's choosing. The same professionalism and code of conduct detailed for the on-campus clinic is expected when placed off-campus, in addition to abiding by the specific rules of each facility.

## Prerequisites for External Clinical Placements

The purpose of the externship experience (SPAUD 540, 541, and 542) is to provide graduate clinicians with the opportunity to extend their academic and clinical training, using the knowledge gained in their didactic academic and clinical courses.

Prior to beginning the externship experience (SPAUD 540), graduate clinicians must have successfully completed the first eleven academic courses and three clinical courses (see below) with a grade of B or better. No student who is currently under academic or clinical remediation or probation will be placed in an externship experience.

Graduate students who have courses to retake or remediation to complete may need to take a break from their clinical practicum sequence to complete those courses before starting externship experiences. Academic performance that does not meet the department retention requirements may result in a delay in graduation date, potentially by several semesters.

**Prerequisite Courses that must be completed with a B or better prior to enrollment in SPAUD 540:**

Didactic Courses	Clinical Courses
SPAUD 505: Research Methods	SPAUD 530: Clinical Practicum Calvin Clinic I
SPAUD 503: Language Disorders I	SPAUD 531: Clinical Practicum Calvin Clinic II
SPAUD 506: Aphasia	SPAUD 532: Clinical Practicum Calvin Clinic III
SPAUD 523: Dysphagia	
SPAUD 504: Language Disorders II	
SPAUD 508: Speech Sound Disorders	
SPAUD 524: Cleft and Craniofacial Disorders	
SPAUD 522: Neurocognitive Comm Disorders	
SPAUD 510: Fluency	
SPAUD 514: Autism	
SPAUD 512: Augmentative & Alternative Comm	

**Prerequisite Courses (in addition to those above) that must be completed with a B or better prior to enrollment in SPAUD 541:**

Didactic Courses	Clinical Courses
SPAUD 520: Motor Speech Disorders	SPAUD 540: Clinical Practicum Externship 1

SPAUD 521: Voice & Voice Disorders	
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**Prerequisite Courses (in addition to those above) that must be completed with a B or better prior to enrollment in SPAUD 542:**

Didactic Courses	Clinical Courses
SPAUD 515: Seminar in SLP	SPAUD 541: Clinical Practicum Externship 2
SPAUD 599: Clinical Reflections in SLP	

## Specialized Training for External Clinical Placements

Some off-campus sites may require additional training, such as LSVT. Students are responsible for those costs. We will notify students as early as possible so that they can determine if they would like to apply and accept positions at those sites.

## Locations for External Clinical Placements

**All students must provide their own reliable transportation to and from practicum sites, which are usually within a 60-mile radius from Calvin University. It is the responsibility of the student to arrive at assigned practicum locations in a timely manner.**

## Process for Securing External Clinical Placements

All clinical placements are coordinated by and at the discretion of the Clinic Director. Start dates and end dates are negotiated beforehand and may not be flexible. If you have any questions about your external clinical placements before they begin, please communicate with the Clinic Director, *not* your external supervisor.

# SECTION FOUR: MA IN SPEECH-LANGUAGE PATHOLOGY DISTANCE EDUCATION MODE

## ADMISSIONS INFORMATION FOR MA PROGRAM

### *Post-Baccalaureate Admission*

Prospective applicants to the MA in Speech-Language Pathology program with a degree or equivalent coursework in speech pathology and audiology, or with degrees in other disciplines/areas of study, may apply. A limited number of seats may be available for post-baccalaureate students. Please note that simply meeting the criteria is not a guarantee of admission. As is the case with most graduate programs in speech pathology, admission is highly competitive. Final enrollment in the MA in Speech-Language Pathology program is contingent upon successful completion of a criminal background check and drug screen.

Please see the [SPAUD website](https://online.calvin.edu/programs/master-of-speech-language-pathology/) or <https://online.calvin.edu/programs/master-of-speech-language-pathology/> for admission requirements and how to apply.

## ACADEMIC PLANS OF STUDY

All MA in Speech-Language Pathology distance education mode students are required to declare which track they intend to pursue. The student's official Academic Progress Report on Workday should reflect the courses required for the selected track. Students may change their selection of track from the two-year track to the three-year track within the first 90 days of their first semester only, due to the program's need to plan for students' clinical placements. Please note that the required course plan for the Michigan Teacher of Speech and Language Impaired (TSLI) Certification is not offered in Calvin's program.

### MA Degree 2-Year Track – Distance Education Mode

Students who have completed an undergraduate degree at other universities and successfully complete the graduate program will earn a MA in Speech-Language Pathology. **Students should take note that this accelerated track requires an intensive amount of time. Students who are unsure about handling this workload are strongly encouraged to pursue the 3-year distance education track below, to provide the best opportunity for success.** In order to remain in the accelerated track, a student must earn a B or better in every course. If a student fails to complete a course (or courses) with a B or better or withdraws from a required course, the student will be moved automatically to the 3-year track to reduce their academic load to support future success and to allow them time to retake the course (or courses). The course sequences for the 2-year track are outlined below (see sequences for fall cohort or spring cohort).

#### *2 Year Track, Fall Semester Cohort*

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 510	SPAUD 514
		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 522	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 2	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

#### *2 Year Track, Spring Semester Cohort*

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 510	SPAUD 514
		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 522	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 2	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

## MA Degree 3-Year Track – Distance Education Mode

Students who have completed an undergraduate degree at other universities and successfully complete the graduate program will earn a MA in Speech-Language Pathology. Students may change their track from the three-year track to the two-year track within the first 10 days of the program (before the “add a course” deadline) only. The course sequences for the 3-year track are outlined below (see sequences for fall cohort or spring cohort).

### *3 Year Track, Fall Semester Cohort*

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 522	SPAUD 514
Year 2		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 510	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 3	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

### *3 Year Track, Spring Semester Cohort*

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 522	SPAUD 514
Year 2		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 510	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 3	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

## MA PROGRAM MODALITY

The MA in Speech-Language Pathology program offers two different modalities: the residential (on-campus) mode and the distance education mode. Students enrolled in either one or the other should register for the classes offered for their modality, either on-campus for the residential modality or online for the distance education modality. Residential modality students will not be allowed to take a class online without permission from the program director. Distance education modality students will not be allowed to take a class on-campus without permission from the program director.

## ACADEMIC ADVISING

All students are assigned an academic advisor who serves as the academic advisor throughout the student's academic program. All students are required to meet with the assigned advisor before registering for courses for the following semester. See

<http://www.calvin.edu/academic/services/advising/> for more information. All graduate students will also meet with the Clinic Director, or their representative, and the Program Director, or their representative, at the end of every semester to review progress and to set goals for the next semester.

## TRANSFER CREDIT

A student may transfer up to a maximum of six semester hours of graduate course credit into the MA program, subject to approval of the program and the university. Students seeking transfer credit should contact the department chair for approval. Students should provide syllabi and other course materials from the prior institution to assist in determining suitability of graduate work completed elsewhere. Undergraduate credits will not be accepted as transfer credits for the MA program (e.g., undergraduate research methods, language disorders, speech sound disorders, etc.). All courses taken for transfer credit must be completed before beginning the MA program.

## STUDENT ACADEMIC REQUIREMENTS

To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the academic and core functions requirements are designed to be one method of ensuring a student's professional competency upon completion of the program. All students must indicate that they have read and understand the Retention Requirements and Core Functions by signing the appropriate acknowledgement forms. There are separate retention documents for the BA program and the MA program found in the appendix.

## GRADING SCALES FOR THE MA PROGRAM

Final course grades for master's-level (5xx) courses are based on overall performance on all assessments and whether students successfully completed assessments for each objective with B or better.

Final course grades are earned based on the following criteria:

- A = 90-100% and completion of all objectives with B or better
- B = 80-89.99% and completion of all objectives with B or better
- C = 70-79.99% and/or at least one objective not completed with B or better
- D = 60-69.99%
- F = < 59.99%

# INCOMPLETES, WITHDRAWALS, AUDITS

**Incompletes:** Any student who must take an incomplete grade for a course should complete the contract available online (<http://www.calvin.edu/academic/services/forms/incomplete.pdf>) with the course instructor to document the terms of the completion agreement. Specifically, the contract should be used to outline the reasons for not completing the course by the set deadline and document the work necessary to complete the course. Incompletes should not be requested except under extenuating circumstances, and only when a final examination or project cannot be completed in time.

Although incompletes do not average into the student's GPA, they do represent uncompleted work, and therefore contribute to additional workloads on both the students' and faculty members' part. Program policy strongly discourages requesting and awarding incompletes during the MA program. Per university policy, incompletes not made up by posted deadlines will automatically convert to failing grades.

Incompletes are intended solely when the majority of a class has been completed. Students who are experiencing or anticipate experiencing difficulties completing a course should contact the instructor(s) and the department chair as soon as possible, to work out the most beneficial course of action.

**Withdrawals:** Students experiencing *extraordinary* circumstances causing them to fail to complete substantial portions of a class's requirements should petition for late withdrawal rather than an incomplete.

**Audits:** Auditing master's level courses is not permitted under any circumstances.

## ASSESSMENT OF STUDENT KNOWLEDGE AND SKILLS

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes that are expected in a particular course or student practicum experience. These learning outcomes are stated on each course syllabus.

Instructors and supervisors assess students' knowledge and skills based on class, clinic, and research experiences (if the student has chosen the thesis option) of the student. Each student in the graduate program completes the *ASHA Standards Assessment Form* for each class or clinical experience each semester, by indicating student performance as either "met," "emerging," or "remediate." All instructors provide the department chair with written verification of those designations. The records of all students are compiled on a master form by a department staff person dedicated to this task. This system is based on the principles of **multiple indices**, **flexibility**, and **development**.

**Multiple Indices:** Each student will have multiple opportunities to learn each knowledge and skill required for entry-level clinical practice. The assessment system tracks each exposure to a knowledge or skill area for a class of students, as well as assessing the performance of individual students.

**Flexibility:** The assessment system requires that all students meet all ASHA standards in their MA program. However, each student may meet these goals with a different mix of classes, clinical assignments, research, independent studies, and other approved activities. This flexibility also allows

faculty to adapt classes to address important concepts as they pertain to current best practices, while still meeting the ASHA standards.

**Development:** The assessment system is used as a developmental tool for students. There are multiple opportunities for students to achieve all of the specific knowledge and skills needed for entry-level clinical practice. However, should a student require extra assistance, there is a system in place to identify weak areas and create objective remediation plans to address those needs.

Students will meet with assigned academic advisors and clinical instructors each semester to discuss progress in the program and towards the ASHA standards as reflected on the record form.

Students will receive pertinent materials during the last semester prior to graduation to ensure all standards have been met.

## Remediation for MA Students

Remediation is designed to improve an MA student's academic and/or clinical knowledge and skills, based on their performance in academic and clinical courses. Remediation can be instated to address academic and/or clinical knowledge and skills. The steps for academic and clinical remediation are listed below. Remediation plans will not be implemented for MA students who have earned less than a 3.0 GPA for a second semester; these students will be dismissed from the MA program.

A remediation plan may impact a student's progress towards off campus placement and eventual graduation, which therefore may result in additional financial costs and time commitments to the student. For example, a remediation plan could prevent a student from beginning an off-campus clinical placement and require them to complete an additional semester of on-campus clinical placement and coursework. See "Prerequisites for External Clinical Placements" in this handbook.

## Academic Remediation

Academic remediation will occur if a student does not demonstrate sufficient understanding and application of the course material and/or instructors raise concerns regarding core functions or professional behavior. Concerns regarding core functions or professional behavior will be addressed as a part of the clinical remediation plan. In lieu of individual academic remediation plans, students must retake the course the next time it is offered if the criteria below are met.

### *Criteria for Remediation*

- In the syllabi, instructors will identify 3-4 learning outcomes, corresponding KASA standards, and assessment methods for each learning outcome. There will be at minimum two assessment methods specified for each learning outcome.
- The assessment methods listed will have objective data associated with them. For example, score on exams, rating on rubric, score on assignment, etc., and not, for example, class participation or discussion. The average score across the assessment methods will be calculated for each learning outcome.

- Students must achieve a minimum average of 80% (B) on each learning outcome (KASA standard) to demonstrate competency. This average is independent to the overall course grade. If they do not receive this score, they have satisfied the criteria for remediation.
- Students are encouraged to meet with the instructor if needed to identify and discuss strategies that the student can implement during the semester.

#### **After the grading is completed for the end of the semester**

- The average grade of the assessment methods for each learning outcome will be calculated.
- **If the student does not earn an average score of at least 80% on any learning outcome, the student must retake the course.**
- **If the student does not earn a course grade of B or better, the student must retake the course. A second grade below a B in the same course will result in the student being terminated from the program.**
- The instructor will send an email to the student and copy the program director and department administrative assistant. A copy of the email will be saved in the student file. The department assistant will also notify the student's advisor.
- The student will register for the course the next time it is offered for the cohort, which under most circumstances is the following year. **The student should be aware that academic remediation may result in delayed externship start, delayed graduation date and additional tuition expenses for the academic course.**

## **Clinical Remediation**

For clinical classes, if a student is not showing sufficient development as a clinician, or if clinical instructors or academic instructors raise concerns regarding core functions or professional behavior, a plan will be created outlining the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one semester, as well as specification of persons who will be responsible for monitoring and implementing plans to achieve each goal.

- A student who does not earn a B or higher in any clinical course must retake the course. **The student should be aware that clinical remediation may result in a delayed graduation date and additional tuition and fees for the course.**
- Students will be given one semester to successfully complete the remediation. This may be either the semester in which the need for remediation was identified or the semester immediately following. The semester for completion will be identified in writing on the signed remediation plan.
- Students may not remediate the same or similar issue more than one time. If a clinical instructor identifies the same or similar issue for remediation in subsequent semesters as was covered in a previous remediation plan, the student will not be offered a remediation, and will instead be dismissed from the program.

- Students may complete more than one clinical remediation plan over multiple semesters provided the remediation is not for the same or similar issues as covered in a prior remediation plan.
- Students can complete a maximum of two clinical remediation plans. As a part of the second clinical remediation plan, the student will be required to complete an **additional semester** of clinical work at the Calvin Speech and Hearing Clinic on the Grand Rapids campus (including students taking the distance education mode). **The student should be aware that a second clinical remediation will result in a delayed graduation date and additional tuition expenses for the clinical course.** If additional issues are identified that would require a third remediation plan, the student will be dismissed from the program.
- Students can expect a range of highly specific assignments targeted to assist them in achieving program standards in the identified area of need. (See below for sample remediation activities.)
- If a remediation need is identified in an off-campus placement, the student may be required to end that placement. At the discretion of the remediation committee, the student may be required to return to the Calvin Speech and Hearing Clinic on the Grand Rapids campus for the remainder of the semester. The student will be assigned to the Calvin Speech and Hearing Clinic on the Grand Rapids campus the following semester (including students taking the distance education mode). **The student should be aware that this type of remediation will result in a delayed graduation date and additional tuition expenses for the clinical course.**
- The remediation committee, with the consent of the department chair, will appoint a clinical instructor as a mentor for the student for the remediation.
- At the completion of the remediation plan, the remediation committee will gather all pertinent information from faculty and staff to determine if the student successfully completed the remediation plan. The student will be notified with the decision and a copy of the decision will be placed in the student's file.
- If the remediation committee determines that the student did not successfully complete the remediation plan, the student will be dismissed from the program.

#### *Sample Clinical Remediation Activities:*

- Complete additional supervised clinical observations
- Add an additional on-campus clinical semester for further clinical training.
- Complete specific clinical activities successfully, such as diagnostic report writing.
- Receive extra oversight and documentation of appropriate professional practices as outlined in the Core Functions document.

## SUMMATIVE ASSESSMENTS FOR MA STUDENTS

### Comprehensive Examination

Students must take and pass a comprehensive examination to earn a MA degree. The comprehensive examination is taken in the penultimate semester of the student's MA program. Specific details on the format and timing of the exam are provided several months before the exam. The comprehensive examination must be taken on the specified date, without exception.

## Praxis Exam

To be certified and practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS: see <https://www.asha.org/Certification/SLPCertification/> .) The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of speech-language pathology and audiology. **Students should plan on taking the exam during the last two semesters of their final year of the MA program; however, earning the MA degree is not dependent on passing the PRAXIS.**

## THESIS (OPTIONAL)

It is rare that a distance education MA student will have the opportunity and time to pursue a thesis. Students deciding to pursue the thesis option will be encouraged to complete a scholarly activity that will be of sufficient quality for subsequent professional presentation and/or publication. A thesis is intended to acquaint the student with research methodology; it is expected that original research or replication of a research project will be undertaken. Students who select the thesis option should notify their advisor by their academic advising appointment in the first semester of their first year of the MA program. The student should also identify a thesis advisor who is willing to work with them on their topic of interest. The thesis advisor will provide the student with the required guidelines and deadlines to ensure proper completion of a thesis.

## Thesis Approval

The thesis candidate will submit a *4-to-5-page review of literature* in the topic of interest to the departmental thesis committee (double-spaced, not including references). The candidate will follow the APA (most recent version) formatting style for preparation of this document. References must be provided at the end of the document. The departmental thesis committee will evaluate the scientific writing ability of the candidate and provide feedback/recommendations regarding the potential ability of the student to complete a master's thesis project.

## Thesis Process and Deadlines

The thesis student and thesis advisor will decide together the "complete by" dates for the various steps of the process:

- Topic development
- Proposal preparation
- Human subjects' protection training
- Institutional Review Board (IRB) submission
- Data collection and analysis
- Final preparation of thesis for thesis defense
- Thesis defense
- Final thesis submission

## Thesis Credits

All thesis students will register for at least 4 graduate credits for thesis class (SPAUD 595) with their thesis advisor according to the following timeline. Even though you are officially registering in these semesters, work on the thesis project will most likely be initiated in earlier semesters. Failure to complete the thesis work assigned for a specific semester will require the student to re-register for that same section the following semester. **The student should be aware that retaking the same section due to failure to complete the assigned work in a semester will require an additional tuition expense for the course.**

- 1 credit: I Summer
- 1 credit: II Fall
- 1 credit: II Spring
- 1 credit: II Summer

## TECHNOLOGY USE IN THE MA PROGRAM

Students who are in the residential and distance education mode are required to have their own laptop with a working camera and microphone, for both academic testing purposes and clinical work.

In compliance with the Health Insurance Portability and Accountability Act (HIPAA) guidelines, students must save all reports and materials to their Calvin Microsoft Office 365 (HIPAA-compliant) account. After students have finished the required reports, they must submit them to the Electronic Medical Records system using the process specified in their clinic class. The clinic administrative assistant will then distribute an official copy of the report to the client. Students may not, under any circumstances, save electronic or paper copies of reports with identifiable client information in their personal files.

As a user of Calvin University information technology resources, it is the student's responsibility to be aware of Calvin's policies on using the university's information technologies and federal, state, and local laws that affect use of technology. This policy outlines information as to what Calvin expects of every student, the student's rights, and how to report policy violations. Further information about technology and security at Calvin University may be obtained at:

<http://www.calvin.edu/it/itpolicies/>.

## TAKING A HIATUS FROM A GRADUATE PROGRAM

Graduate students may request an official hiatus (interruption in enrollment) status for up to one calendar year by filling out a [Request for Hiatus form](#) and submitting it to [successcenter@calvin.edu](mailto:successcenter@calvin.edu) for processing.

An approved hiatus will eliminate re-application paperwork upon return and will maintain student accounts. An approved hiatus will not maintain status as an active or enrolled student.

Students will be reported as withdrawn to the National Student Clearinghouse, which may result in loan repayment being required.

If hiatus status lasts more than one calendar year, the student will be officially unenrolled and will lose student status and therefore, program declaration and student (IT) accounts.

Students who are not enrolled for a semester and do not request hiatus status will be considered inactive and will lose tech access.

Readmission procedures if hiatus status lasts longer than one year:

- Student completes a [Graduate Readmission form](#) in Slate
- Readmission form is linked to student record by admissions operations team
- Student's program reinstated so that a student can register for a class
- Student will receive automated messages from Slate with information about reactivating technology accounts

## CHECKLIST FOR ATTAINING THE MA DEGREE

This checklist is provided to help ensure that students meet requirements for the degree at the appropriate times:

1. Secure formal admission to the MA Program.
2. Complete prerequisite undergraduate course deficiencies. In the first conference with the academic advisor during the MA portion of the program, the student should identify such deficiencies and develop a plan to remediate them. It is the student's responsibility to ensure that all prerequisite coursework has been completed sufficiently.
3. Successfully complete all knowledge and skills outcomes associated with the clinical and academic training program and document those on the Knowledge and Skills Assessment form.
4. Complete sufficient clinical experience to obtain a minimum of 400 clock hours, at least 325 hours at the graduate level with 50 clock hours in each of three types of clinical settings and meet all minimum requirements for the Certificate of Clinical Competency (CCC). Keep all documentation of 25 observation hours and at least 375 clinical clock hours.
5. Submit the application for graduation at the beginning of the second to last semester of study.
6. Successfully pass the Comprehensive Examinations in the final year.

*For thesis students only:*

7. Complete thesis for committee review by final semester of final year.
8. Pass oral examination of thesis by final semester of final year.

9. Submit final copies of thesis to your thesis advisor and the Department Chair before graduation date.

## CLINICAL PRACTICUM INFORMATION FOR DISTANCE EDUCATION MODE STUDENTS

Each graduate student clinician is to complete a minimum of three clinical practicums per year. The first year typically includes a combination of simulated case studies and teletherapy through the Calvin Speech & Hearing Clinic. Clinical experiences are designed to support the interests of graduate students while providing depth and breadth of knowledge and experience.

### Student Location & Home Address

Due to the nature of clinical practicums in an online modality, it is of utmost importance that students keep their home address updated with the university and the Speech Pathology & Audiology department. To update your address in Workday, please see the [instructions on the Workday help sharepoint site](#). To update your address with the Speech Pathology & Audiology department, please email [spaud@calvin.edu](mailto:spaud@calvin.edu).

### Screening Requirements of All Student Clinicians

According to university and state regulations, student clinicians are required to undergo drug screenings and criminal background checks. These will occur twice during the program, once upon admission, prior to starting coursework and a second time during the semester before externships begin.

### Drug Screening

Calvin University's Department of Speech Pathology and Audiology has a **zero-tolerance** policy regarding illegal substance use and/or substance abuse.

- The Department of Speech Pathology and Audiology identifies illegal substance use/abuse as the use of illegal substances, use of alcohol by a person under the age of 21, illegal use of alcohol by a person 21 years or older, and illegal use of legal drugs. Please note that while cannabis is legal in many states, Calvin University follows Federal regulations which state it is an illegal substance.
- All students are considered conditionally admitted to the SPAUD program pending completion of a drug screen test of the department's choice.
- All students will undergo a second drug screening within 90 days before their first externship placement starts.
- Students will be considered in compliance only when drug screening results are negative.
- Failure to undergo any drug screening by the designated due date will result in dismissal from the program.
- If the drug screen comes back adulterated the student will be dismissed from the program.
- Any student whose drug screen is positive will be referred to Calvin University's Student Life Division. There will be open sharing of information regarding drug screening results between the

Department of Speech Pathology and Audiology and the Student Life Division. A positive drug screening may result in dismissal from the SPAUD program and/or in university disciplinary action.

- Random drug screening may occur at the request of the practicum site and/or by the Department of Speech Pathology and Audiology. If the student is selected for random testing, the SPAUD Department or the practicum agency will notify them. The student will be responsible for covering the costs of any ongoing drug screening. Failure to have a random drug screen within the specified time will result in dismissal from the SPAUD program. If the random drug screen comes back adulterated the student will be dismissed from the program. Results of the random drug screen will be forwarded to the Calvin University Department of Speech Pathology and Audiology and the Student Life Division of Calvin University. A positive random drug screen may result in dismissal from the program and/or university disciplinary action.
- Calvin University Department of Speech Pathology and Audiology will furnish drug screening information to the Student Life Division and to third parties, such as clinical sites, in the course of fulfilling its official responsibilities. The decision to accept students into a clinical placement setting is the prerogative of the clinical agency and not Calvin University.
- Reapplication to the SPAUD program following a positive drug screen is possible after a minimum of three years from the date of dismissal from Calvin University or the date of non-admission to the SPAUD program, whichever is latest. The opportunity to reapply will be possible only if the applicant has successfully followed the prescribed program of intervention and drug screening required by Calvin University during this interim period. It should be noted that a student would need to complete the intervention, spanning a minimum of three years, prior to reapplying to the SPAUD program (i.e. If the application deadline is May 15, the student must have completed the prescribed three year intervention prior to May 15 to be deemed eligible for reapplication). Should the applicant's bid for readmission be successful, it is likely that an ongoing program of intervention and drug screening would be required during all semesters in the program. All intervention programs will be developed and supervised by the Student Life Division of Calvin University. The student will be responsible for any costs related to these interventions.

## Background Checks

- All students applying to and/or admitted into the Speech Pathology and Audiology (SPAUD) program must complete a criminal background check performed by a third-party vendor.
- All students are considered conditionally admitted to the SPAUD program pending completion of a background check of the department's choice.
- All students will undergo a second background check within 90 days before their first externship placement starts.
- Students will be considered in compliance when the background check results show no matching records.
- Failure to undergo any background checks by the designated due date will result in dismissal from the program.
- Any false information will result in dismissal from the program.

- Students whose background checks return record matches will undergo further review by members of an interdisciplinary review team including, but not limited to, the Director of Campus Safety, a representative of the Student Life Division, and Directors of the SPAUD program.
- Felony convictions will generally be considered a disqualifying factor for admission and/or continuation in the SPAUD program. All other convictions will be reviewed by members of an interdisciplinary review team including the Director of Campus Safety, a representative of the Student Life Division, and Directors of the SPAUD program. A determination will be made regarding admission and/or continuation in the SPAUD program based on the recommendations from the review team.
- Students who believe a mistake has been made on their criminal background check may contact the vendor directly to gain more specific information and resolve the issue if possible.
- Calvin University Department of Speech Pathology and Audiology will furnish criminal background check information to the Calvin University Campus Safety and Student Life Divisions and to third parties, such as clinical sites, in the course of fulfilling its official responsibilities. The decision to accept students into a clinical placement setting is the prerogative of the clinical agency and not Calvin University.
- The student has a continual obligation to report any criminal conviction to the chairperson of the SPAUD Department within 30 days of its occurrence. Failure to do so, or to comply with any other aspect of this policy, will result in immediate dismissal from the program.
- Random criminal background checks may be performed. The student will sign an authorization for repeat checks and give permission for dissemination of those results.
- If a student does not receive background check clearance after initial review, a meeting will be scheduled with the Chairperson of the Department of Speech Pathology and Audiology, the Clinic Director and the student to discuss the information received. The student will be given an opportunity to respond to the information returned on the background check report. Based on the outcome of the meeting, a decision will be made by the Chairperson of the Speech Pathology and Audiology Department, in consultation with the Dean for the School of Health and others as appointed, regarding the applicant's admission to the SPAUD program or the current student's ability to continue in the program.

## Health Screenings

There are inherent risks to working in the healthcare field, including exposure to communicable diseases. In alignment with requirements set forth by healthcare facilities, Calvin University requires students to be up to date on vaccinations, including but not limited to, Measles, Mumps, Rubella, Hepatitis B, Varicella, Tetanus, Diphtheria, and Pertussis. In addition, students must undergo testing for tuberculosis. While Calvin does not require influenza or Covid-19 vaccinations, many clinical sites do, and students will need to comply with the guidelines set forth by their externship locations.

If a student does not have access to vaccination records, they can get blood tests that will indicate if they have the appropriate level of immunity.

If students choose not to be vaccinated, they will significantly limit their options for externship locations. The SPAUD department will work with these students to identify locations and opportunities where vaccinations are not required but cannot guarantee that students will be able to complete all necessary clinical practicums needed for graduation and subsequent certification. Students who are not vaccinated should seriously consider entering a healthcare and helping field where they will be exposed to communicable diseases and can be a carrier, potentially placing themselves and their clients/patients at risk.

## **Screening Procedures**

All drug screenings, background checks, and health screenings are completed through a third-party vendor known as Castle Branch. Students must order these items through and follow all procedures outlined by Castle Branch. Results will be available to designated faculty/staff of the SPAUD department and will be maintained in the student's confidential records.

## **Basic Life Support Training**

All students must complete training in Basic Life Support (BLS) for healthcare providers. Students are responsible for locating and paying for the in-person skills course. All students may complete BLS training at Calvin University when it is offered annually in the fall if they so choose.

## **Students With Disabilities**

In accordance with the university's policy, if a student has a documented disability and requires accommodations to obtain equal access in a class or in the clinical practicum, the student should contact the Clinic Director at the beginning of their clinical practicum courses and the instructor(s) of their class(es) each semester to make this need known and to provide documentation thereof. Instructors are not permitted to make individual judgments about accommodations. Regardless of accommodations, all students must meet the core functions for speech-language pathology education, as outlined in Appendix C.

Students with disabilities who are requesting accommodation must first verify their eligibility through the Academic Services Office (see <http://www.calvin.edu/academic/services/disability/>). Grievance procedures related to disabilities are located in Calvin's Student Handbook (see <http://www.calvin.edu/student-life/forms-policies/pdf/student-hdbk.pdf>).

## **Clinical Practicum Fee**

As is the case for other programs at Calvin with a clinical component, a clinical practicum fee has been established to cover costs associated with the entire clinical experience while students are enrolled in the graduate program. The practicum fee helps to defray costs associated with clinical supervision, diagnostic tests, test forms, virtual therapy materials, and equipment repair. In addition, this fee will cover the cost of background checks, drug screening, and Typhon accounts. The fee amount for each academic year will be set annually as part of the general student tuition determination for the university and will be associated with enrollment in the practicum courses.

## Ethical Responsibility

All clinical students (including student observers), faculty/staff, and adjunct faculty are to conduct themselves according to the Code of Ethics of the American Speech-Language and Hearing Association (ASHA; <https://www.asha.org/Code-of-Ethics/>). Students must demonstrate responsibility and respect for clients and their significant others, for clinical personnel, and toward themselves. Evaluation and treatment of clients are under the direct supervision and approval of the assigned clinical instructor. Utilization of every resource is necessary to develop and provide the most effective therapeutic services. All clients and their significant others must be informed of the results of the evaluation, the nature of the disorder, recommendation for treatment, and prognosis for improvement. Likewise, ongoing treatment assessment results must be reviewed to determine treatment effectiveness and efficiency. Students must demonstrate responsibility through maintenance of accurate and precise client records.

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

## Tevera

The Speech Pathology and Audiology Program at Calvin University uses secure, on-line electronic systems to track clinical experiences. These systems enable students to maintain an electronic portfolio, clinical instructors to manage a variety of external documents, and the Clinic Directors to maintain a comprehensive database of clinical sites and instructors. Students will have access to Tevera over the course of their graduate studies and after they graduate. *Students are responsible for staying up-to-date with clinical hours and assignments during clinical practicum classes, including entering hours at least once per week.* It is the student's responsibility to ensure that all hours are logged onto Tevera before the end of the semester. Hours added after that will not be approved by the supervisor.

## CALVIN SPEECH & HEARING CLINIC (ON CAMPUS FACILITY)

The Calvin Speech & Hearing Clinic is located on the campus of Calvin University in Grand Rapids, MI, but serves clients virtually around the United States. Though distance education students will not visit our clinic facility in person, they are part of the clinic in every other way, serving the clients through the teletherapy platform during their first year of clinical practicums.

Clinical practicum experiences are extremely important and valuable in students' training to be an effective clinician. ***Students are expected to take ownership of the clinical process.*** Clinical Instructors will walk along side of students and guide them throughout the clinical experience, but it is the responsibility of students to research things they do not know, use resources available to them (including writing tutors, spell check, etc.), practice therapeutic tasks before sessions, and incorporate supervisory feedback. Students are also encouraged to engage in self-reflection on their areas of strengths and opportunities and seek out ways to continually develop their knowledge and skills.

Students will have access to web-based assessment administration, scoring, and reporting through Q-global. **Q-global may only be used within and for clinical coursework.** Use of this technology for any other purposes will result in penalties which may include dismissal from the program.

## Donation-Based Clinic

Clients are not charged a fee for services. Donations of any amount are welcomed and encouraged to cover costs and help the clinic remain sustainable. All donors are given a letter of receipt from Calvin University which can be used as a record of a taxable donation.

## Clinic Materials & Equipment

Distance Education mode students will primarily be using digital materials for assessment and treatment of Calvin Speech & Hearing Clinic clients. Paper copies of protocols used in evaluations will be mailed to the graduate clinician the week before the start of clinic. An inventory of materials is maintained by the clinic staff, and students are required to request any materials in a timely fashion.

## Health Insurance and Portability and Accountability Act (HIPAA)

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, students and clinical instructors at the Calvin Speech & Hearing Clinic must adhere to Federal privacy rules (<http://www.hhs.gov/ocr/privacy/index.html>) which protect health information (PHI) for treatment, payment, and health care operations. All students and clinical instructors are required to complete HIPAA training prior to seeing clients in the clinic and in external facilities.

The clinic administrative assistant at the reception desk will provide clients with the HIPAA form that addresses information regarding privacy practices and how Calvin University must use and disclose health information. Clients or their designated guardians will sign the form to indicate that they understand their rights under HIPAA.

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, all information concerning past and present clients is strictly confidential. The following information is not to be divulged to anyone without express and written permission:

- Name, location, age, contact information, or pictures of client
- Nature of the problem
- Family information
- Tape recordings of the client's speech
- Lesson plans
- Test results
- Observation reports
- Any draft of clinical reports

Students must avoid the following circumstances that may lead to violations of confidentiality:

- Conversations with other professionals not involved with the client
- Taking electronic or hard copy materials pertinent to a client out of the Clinic

- Reports, lesson plans, or other material left in a notebook, on a table, or on a computer screen where others may read them
- Conversations in the Clinic or in public which may be overheard by other people, including other clinicians

## 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-Calvin Speech & Hearing 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. Absolutely no talk about the client's session is allowed outside of the therapy room.

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. Only the client's initials should be used on therapy plans.

Client files may not leave the clinic for any reason. After students have finished EMR documentation, they must submit it to the EMR system using approved procedures. Once documentation is submitted, duplicate/draft copies of paper documentation must be destroyed in the shredder located in the secured card-accessed clinic workroom.

**Students may not save copies of reports with identifiable client information for their personal use/records; and no clinic reports are to be retained, even temporarily, on any computer files that can be accessed by anyone other than the responsible student clinician or clinical instructor.**

## Client Permission to Photograph and Audio/Video Record

Clients sign permission forms that allow the Calvin Speech & Hearing Clinic to collect and analyze their clinical sessions for educational purposes. This information is for educational use and will not become part of the client's medical record. The clinic administrative assistant will present the permission forms to clients or guardians, renewing them annually for returning clients. Clients have the right to refuse permission at any time. The signed forms will be filed in the client's medical record. As always, care should be taken with recordings to protect client confidentiality; viewing should only occur in private rooms or the card-accessed clinic workroom. All recorded material is stored on the HIPPA-compliant Microsoft Teams platform and is only accessible by password. Students must not give their passwords to anyone else.

## Clinic Calendar & Scheduling/Cancelation Policy

MA students will receive a clinic calendar and course syllabus which will list the beginning and ending dates of practicum, all required meeting dates, holidays, and due dates for paperwork for the academic year. Specific details for client appointments are available to students on the Electronic Medical Records Sharepoint Page.

The Calvin Speech & Hearing Clinic schedule follows the Calvin University academic calendar. Clinic assignments are not optional and must be a first priority in the student's schedule. The clinic staff manages scheduling of the clients; however, graduate clinicians are responsible for calling or connecting with clients **the week before the initial therapy session** to remind clients of their appointments and answer any questions the client may have. Student clinicians may be required to remind clients of their appointment by telephone call, text message, or email 24 hours before scheduled appointments.

The clinic will be closed if Calvin University is closed for any reason which will be communicated via email. Student clinicians meet with their clients for all scheduled therapy sessions. Student clinicians who miss sessions because of illness or other excused absences should immediately contact 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, or similar traumatic events. Student clinicians are required to find their own coverage from a fellow graduate student and communicate this change with their direct supervisor, clinic administrative personnel and the clinic director. 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 instructors and Clinic Director.

In the event of illness or emergency, the student clinician will make every effort to notify the clinical instructor, who will tell the student clinician whether to call the client to cancel therapy or to find a replacement clinician.

Clients are requested to notify the graduate clinician or clinic to cancel appointments. If the client notifies the student of a cancellation, the student must immediately notify their supervisor and the clinic administrative assistant. The clinic administrative assistant will be available by phone and will check voice messages and emails throughout the day. If a client has two absences in one semester, the clinic administrative assistant will contact the client and explain the importance of regular attendance. If additional absences occur, the clinic administrative assistant may contact the client notifying them of the termination of services and then make an alternative assignment for the student clinician.

## Telehealth

Diagnostic and intervention services may be delivered via telehealth over the course of clinical practicum. Specific documentation acknowledging that you are aware of the HIPAA constraints, as well as policies and procedures for telehealth service delivery will be made available when services are assigned. Most telehealth services will be delivered by two graduate students. Students will be supervised virtually by a Calvin clinical instructor. The clinical instructor must be a licensed SLP in the state in which we are providing Teletherapy services and in the state where the client is receiving the Teletherapy services.

## Electronic Medical Records SharePoint Site

Client medical records are stored in a secure Microsoft SharePoint site, protected by a HIPAA agreement between Calvin University and Microsoft. Records stored on the SharePoint site include protected health information (PHI) including client names, addresses, and sensitive health information. Each student will be given access to the SharePoint site using their Calvin University login. Students are responsible for

keeping up with charting and medical records pertaining to their clients, including frequent chart audits, and re-submitting missing documentation. Any questions about the EMR process may be addressed to clinic staff or the clinic administrative assistant.

## **Maintenance of Medical Records**

Permanent client medical records are maintained online in the Electronic Medical Records SharePoint page and can be obtained by the Department Chair, Clinic Director, clinic and department administrative assistants, clinical supervisors, and student clinicians. Permanent client medical records may never be downloaded to other devices. Graduate clinicians are responsible to ensure that client records remain complete and in good order.

## **Dress Code**

Appropriate professional dress is required for all clinical practicum participants. All Calvin students (including student observers), faculty and staff should be neat and professional in appearance when engaged in any clinical activity. Professional dress and posture contribute to credibility when delivering professional information or services. Professional posture includes direct eye contact, pleasant facial expression, composed physical posture, personal hygiene, and professional clothing.

Student clinicians are required to purchase and wear the designated uniform shirt and/or sweater for the Calvin Speech & Hearing Clinic during clinic sessions, including teletherapy. The shirts and sweaters will have a Calvin University Speech Pathology & Audiology monogrammed logo. The uniform is required to be worn for any clinical session for SPAUD 531 or 532.

## **Infection Control**

Appropriate education and training regarding communicable and infectious disease policies will be presented throughout the academic courses and clinical experiences. Minimal “Standard Precautions” such as hand washing and disinfection are expected when interacting with all clients. Additional policies and procedures are posted in the clinic related to admission, retention, appeals, counseling, transmission, exposure, and so forth.

Infection control is an important issue across all Speech-Language Pathology and Audiology work settings. Medical settings typically have procedures in place for infection control and prevention, many other clinical settings do not. There is risk of transmission of chronic and communicable diseases such as AIDS/HIV, CMV, Hepatitis B & C, herpes simplex, and others in all types of settings.

Student clinicians involved in on-campus and off-campus clinical practicums will need to follow the infection control policies and procedures of the facility they are in. If that facility does not have specific policies or procedures, the student clinician should follow the procedures outlined below:

### **Wash Hands**

- Before and after working with a client
- After removing gloves
- Immediately if hands come into contact with soiled surfaces or bodily fluids

## **Wear Gloves**

- If there is any expectation of coming into contact with bodily fluids such as blood, sputum, urine, or feces. Always wear gloves for an oral mechanism exam and any procedure that involves entry into the oral cavity.
- Before touching mucous membranes.
- If you have a cut or abrasion.
- If a glove is torn or soiled, remove it immediately, wash hands, and replace with a new glove.
- Change gloves after each procedure and after each client.
- Remove gloves inside-out and dispose of them in a trash container.

## **Other Barrier Precautions**

- Wear gowns, masks, and/or goggles if a splash of bodily fluid or blood is anticipated.
- Stay home if you are not feeling well and wear a mask if you have any symptoms such as a cough or runny nose.

## **Cleaning Clinical Equipment**

- Dispose of single-use items (such as tongue depressors, gloves) immediately after use.
- Clean clinical materials, tabletops, work surfaces, and other equipment with a sanitizing solution following the instructions on the bottle. Some solutions require the surface to remain wet for a certain amount of time to properly disinfect it.

The Calvin Speech & Hearing Clinic is considered a medical site pertaining to any special orders for infection control from the state or federal government, including the Centers for Disease Control and Prevention. All clinic staff, student clinicians, and clients will be required to follow guidelines for the use of personal protective equipment (PPE) to prevent the spread of infection. If PPE is required, staff and students will be trained in the proper use of such equipment.

# **EXTERNAL CLINICAL PLACEMENTS**

After successful completion of clinical practicums 530-532 and all first-year MA academic courses, student clinicians are eligible to complete off-campus clinical practicum experiences. Off-campus placements are carefully selected to offer a variety of experiences while considering the student's interests. The goal is to provide both a medical and educational experience, as well as a third placement, that is different from the other two. The same professionalism and code of conduct detailed for the Calvin Speech & Hearing Clinic is expected when placed off-campus, in addition to abiding by the specific rules of each facility.

## Prerequisites for External Clinical Placements

The purpose of the externship experience (SPAUD 540, 541, and 542) is to provide graduate clinicians with the opportunity to extend their academic and clinical training, using the knowledge gained in their didactic academic and clinical courses.

Prior to beginning the externship experience (SPAUD 540), graduate clinicians must have successfully completed the first eleven academic courses and three clinical courses (see below) with a grade of B or better. No student who is currently under academic or clinical remediation or probation will be placed in an externship experience.

Graduate students who have courses to retake or remediation to complete may need to take a break from their clinical practicum sequence to complete those courses before starting externship experiences. Academic performance that does not meet the department retention requirements may result in a delay in graduation date, potentially by several semesters.

**Prerequisite Courses that must be completed with a B or better prior to enrollment in SPAUD 540:**

Didactic Courses	Clinical Courses
SPAUD 505: Research Methods	SPAUD 530: Clinical Practicum Calvin Clinic I
SPAUD 503: Language Disorders I	SPAUD 531: Clinical Practicum Calvin Clinic II
SPAUD 506: Aphasia	SPAUD 532: Clinical Practicum Calvin Clinic III
SPAUD 523: Dysphagia	
SPAUD 504: Language Disorders II	
SPAUD 508: Speech Sound Disorders	
SPAUD 524: Cleft and Craniofacial Disorders	
SPAUD 522: Neurocognitive Comm Disorders	
SPAUD 510: Fluency	
SPAUD 514: Autism	
SPAUD 512: Augmentative & Alternative Comm	

**Prerequisite Courses (in addition to those above) that must be completed with a B or better prior to enrollment in SPAUD 541:**

Didactic Courses	Clinical Courses
SPAUD 520: Motor Speech Disorders	SPAUD 540: Clinical Practicum Externship 1
SPAUD 521: Voice & Voice Disorders	

**Prerequisite Courses (in addition to those above) that must be completed with a B or better prior to enrollment in SPAUD 542:**

Didactic Courses	Clinical Courses
SPAUD 515: Seminar in SLP	SPAUD 541: Clinical Practicum Externship 2
SPAUD 599: Clinical Reflections in SLP	

## Specialized Training for External Clinical Placements

Some externship sites may require additional training, such as LSVT. Students are responsible for those costs. We will notify students as early as possible so that they can determine if they would like to apply and accept positions at those sites.

### Locations for External Clinical Placements

All students must provide their own reliable transportation to and from practicum sites. It is the responsibility of the student to arrive at assigned practicum locations in a timely manner.

### Process for Securing Clinical Placements

While enrolled in the SPAUD 530 course, students will receive an intake form requesting information on their expected location during each externship semester and if they have any relationships with facilities near them. Students will provide the name and location of at least two educational, at least two medical, and at least two other placement ideas in their location. Calvin staff is not likely to know the area you are in and is relying on students to provide externship ideas.

Calvin's Distance Education Clinic Coordinator, or an identified representative of them, will research and contact prospective externship partners on students' behalf.

- Requested placement sites are NOT guaranteed.
- Calvin will work hard to find an externship location that is within a 60-mile radius of where the student is staying, but this is NOT guaranteed.
- Distance education students should be open minded about placements and may need to relocate. Consider staying with friends, relatives, Air B&B, etc. that would support taking a placement in another location.
- Calvin will complete a Clinical Affiliation Agreement with the externship facility, which may take several weeks to finalize. Students may not begin an externship until all parties have signed the written affiliation agreement.
- Once an external clinical instructor is identified, the Clinic Coordinator will prompt the student to send their resume and arrange a meeting and/or interview with the clinical instructor.
- The Clinic Coordinator will maintain communication with the student and Clinic Director throughout the placement process as necessary.
- Once a placement has been identified, there will not be an option to change clinical placement sites.
- If a student plans to relocate at any time during the externship process, they are required to provide a minimum of 3 months' notice.
- Students will not attempt to modify their clinical placement sites, including scheduled number of days on site or physical location of clinical externship without the express permission and direction of the clinic coordinator.

## External Clinical Placement Schedules and Hours

Students must complete three unique in-person clinical placements. While clinical clock hours are important and necessary to graduate, the primary goal of the placements is a well-rounded experience in each setting. All students will complete at least one full-time placement in which they will be on-site 32-40 hours per week (although, ideally, all 3 placements will be full-time). This allows students to not only obtain clinical experience, but also understand the non-clinical aspects of being an SLP, such as attending meetings, managing a caseload, building relationships with colleagues within and outside of the field, balancing work and home life, etc. The MA program sequence is intentionally designed so that students have less academic coursework during their externship semesters and can dedicate their time and energy to their clinical work.

We acknowledge that many students enrolled in the distance mode of the MA program could benefit from alternate schedules and flexibility in their clinical placements. Students may request up to two part-time clinical placements which will be considered on a case-by-case basis by the Clinic Coordinator and Clinic Director.

## Types of Placements

### Place of Employment

Student clinicians may complete an externship at their place of employment for one semester only and they cannot be paid for the externship hours. Externships at a student's place of employment will only be considered if the student is able to work with a supervisor and clinical population that are different from their professional role (for example, in a different department of the same building or network).

### International Placements

Students may complete an externship outside of the United States with an ASHA credentialed SLP.

### Working as an SLPA

Students may not count any hours accrued as part of their SLPA program of study or during employment as an SLPA. Students may not be supervised by a prior SLPA supervisor at any site.

### Paid Placements

Students may not be paid for any clinical placements.

### Clinical Instructors

Students cannot be supervised by a relative, significant other, or any individual with whom they have a prior or standing personal relationship.

## Declination of a Placement

A student's lack of reliable transportation, distance required to travel, needs for family care or other personal obligations is not considered in the assignment of practicum sites. If a student declines a placement for the reasons above, the program is under no obligation to provide an alternate, more amenable site for a student in such cases. Exceptions to these policies are granted only in situations where a student's participation restrictions are secondary to a documented physical condition, disability, etc.

When a student has a clinical placement offered to them, they should strongly consider accepting it. Calvin cannot guarantee that an alternate placement will be identified for that semester and is under no obligation to seek out alternate sites. Students who decline a confirmed clinical placement may need to defer the externship until the following semester, which will delay graduation from the program. Flexibility is an integral part of being an effective Speech-Language Pathologist and students who do not demonstrate this within the clinical placement process may jeopardize their professional appearance which could be recognized by professionals within their community.

## ABSENCE POLICY

Any student clinician absence must be communicated to the external Clinical Instructor and the Clinic Liaison as soon as possible. Excused absences include clearly unavoidable absence due to illness of the student clinician, death in the student clinician's immediate family or similar traumatic events. Vacations, unreliable transportation, and social events are not considered excused absences. Student clinicians should discuss any special needs for absences from externships with their Clinical Instructor and the Clinic Director.

*Note: Some of the content of this handbook was adapted with permission from the Masters Handbook for the Department of Communication Disorders at Bowling Green State University.*

## APPENDICES

# SAMPLE COURSE SEQUENCES

## Calvin University - Speech and Hearing Foundations Certificate

Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
SPAUD 210	SPAUD 216	SPAUD 212	SPAUD 311	SPAUD 344	SPAUD 345

## 4 year BA sample course template

	Fall	Spring
Year 1	SPAUD 101	SPAUD 210
Year 2	SPAUD 216	SPAUD 212
Year 3	SPAUD 343	SPAUD 311
	SPAUD 344	
Year 4	SPAUD 370	SPAUD 345
		SPAUD 381

## 5 year BA-MA sample course template

	Fall	Spring
Year 1	SPAUD 101	SPAUD 210
Year 2	SPAUD 216	SPAUD 212
		SPAUD 311
Year 3	SPAUD 343	SPAUD 345
	SPAUD 344	SPAUD 381
	SPAUD 370	

  

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 510	SPAUD 514
		SPAUD 506	SPAUD 523	SPAUD 599	SPAUD 522	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 5	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 524		
	SPAUD 540		SPAUD 541		SPAUD 542	

## 2 year MA in Speech-Language Pathology course sequence (GR Campus)

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 510	SPAUD 514
		SPAUD 506	SPAUD 523	SPAUD 599	SPAUD 522	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 2	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 524		
	SPAUD 540		SPAUD 541		SPAUD 542	

## FALL Cohort

### 2 year MA in Speech-Language Pathology course sequence (Distance Mode)

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 510	SPAUD 514
		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 522	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 2	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

### 3 year MA in Speech-Language Pathology course sequence (Distance Mode)

	Fall 1	Fall 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 522	SPAUD 514
Year 2		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 510	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 3	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

## SPRING Cohort

### 2 year MA in Speech-Language Pathology course sequence (Distance Mode)

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 510	SPAUD 514
		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 522	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 2	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

### 3 year MA in Speech-Language Pathology course sequence (Distance Mode)

	Spring 1	Spring 2	Summer 1	Summer 2	Fall 1	Fall 2
Year 1	SPAUD 505	SPAUD 503	SPAUD 504	SPAUD 508	SPAUD 522	SPAUD 514
Year 2		SPAUD 506	SPAUD 523	SPAUD 524	SPAUD 510	SPAUD 512
	SPAUD 530		SPAUD 531		SPAUD 532	
Year 3	SPAUD 520	SPAUD 521	SPAUD 515	SPAUD 599		
	SPAUD 540		SPAUD 541		SPAUD 542	

## **CALVIN UNIVERSITY SPEECH PATHOLOGY AND AUDIOLOGY RETENTION REQUIREMENTS FOR UNDERGRADUATE STUDENTS**

Entering Calvin in Catalog Year 2023-2024

The SPAUD Undergraduate Program at Calvin University will prepare students for graduate-level programs in the Speech-Language Pathology or Audiology professions. To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the minimum grade and essential functions requirements for majoring in speech pathology and audiology are designed to be one of the processes of ensuring a student's professional competency upon completion of their academic work.

The requirements for remaining in Speech Pathology and Audiology major as an undergraduate student are:

- Students must earn at least a 3.0 GPA every semester. If a student earns below a 3.0 GPA in any one semester, the student will be placed on probation and must earn a 3.0 GPA for the remainder of the program. A second semester with an earned GPA below 3.0 will result in the student being terminated from the program.
- Students must meet the essential functions required to practice as a speech-language pathologist, as outlined in the SPAUD Handbook. Failure of the student to meet the essential functions requirements will result in the student being terminated from the program.
- A student with early admission status must earn a grade of B+ or better in all SPAUD prerequisite courses and have earned at least a 3.7 cumulative GPA by the time of official application to the graduate program to maintain early admissions status. Failure to earn a B+ in any prerequisite SPAUD course or a 3.7 cumulative GPA by the time of application will result in the loss of early admission status. A student who did not earn a B+ in a SPAUD course may retake the course. If the student retakes the course and earns a B+ or better, the student can regain early admission status.
- Students must earn at least a B in every 500-level course. A student may earn below a B in each 500-level course only one time during their tenure at Calvin University. Students may retake SPAUD courses to improve their course grade. A second grade below a B in the same course will result in the student being terminated from the program.
- A student is expected to meet with his/her academic advisor at least once each semester to review their progress in the academic and clinical program. The Department Chair will submit the names of students in academic and/or clinical jeopardy to the Department's faculty for appropriate remediation action.

To indicate that you have read and understand the above requirements, please print and sign your name below. If you have any questions, please request a meeting with your academic advisor or the SPAUD Department Chair.

---

Student's Name (print)

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Student's Signature

---

Date

*According to the **Uniform Electronic Transactions Act** and **The United States Electronic Signatures in Global and National Commerce Act**, the signature you provide on this document is a binding agreement that you have read this document in its entirety and that by signing, you agree to adhere to its standards. By signing, you agree your electronic signature is the legal equivalent of your manual signature. No contract, signature, or record can be denied legal impact just because it is in electronic form.*

## CALVIN UNIVERSITY SPEECH PATHOLOGY AND AUDIOLOGY RETENTION REQUIREMENTS FOR GRADUATE STUDENTS

Entering the MA in Speech-Language Pathology Program in Catalog Year 2023-2024

The MA in Speech-Language Pathology program at Calvin University will prepare students for entry-level skills in speech-language pathology. To practice as a speech-language pathologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the minimum grade and essential functions requirements for completing the MA program are designed to be one of the processes of ensuring students' professional competency upon completion of their academic work.

For the purposes of this document, a graduate student in Speech-Language Pathology is defined as a student admitted into the MA program and taking 500-level courses. The requirements for remaining in the MA in Speech-Language Pathology program as a graduate student are:

- Students must earn at least a B in every 500-level course. A student may earn below a B in each MA course only one time during their tenure as graduate students at Calvin University. A second grade below a B in the same course will result in the student being terminated from the program.
- Students must earn at least a 3.0 GPA every semester. If a student earns below a 3.0 GPA in any one semester, the student will be placed on academic probation. A second semester with an earned GPA below 3.0 will result in the student being terminated from the program.
- Students must meet the essential functions required to practice as a speech-language pathologist, as outlined in the SPAUD Handbook. Failure of the student to meet the essential functions requirements after remediation will result in the student being terminated from the program.
- Students are expected to meet with the clinic director and department chair each semester to review their academic and clinical progress. The department chair will submit the names of students not meeting academic or clinical standards, and/or essential functions to the department's faculty for appropriate remediation action.
- Students who elect to write a thesis in the MA program must be in good academic and clinical standing throughout the thesis process.
- Retention in the graduate program is contingent upon successful completion of a criminal background check and drug screen and upon a review of disciplinary actions as documented by the Calvin University Student Life Division.

To indicate that you have read and understand the above requirements, please print and sign your name below. If you have any questions, please request a meeting with your academic advisor or the Department Chair.

---

Student's Name (print)

---

Student's Signature

---

Date

*According to the **Uniform Electronic Transactions Act** and **The United States Electronic Signatures in Global and National Commerce Act**, the signature you provide on this document is a binding agreement that you have read this document in its entirety and that by signing, you agree to adhere to its standards. By signing, you agree your electronic signature is the legal equivalent of your manual signature. No contract, signature, or record can be denied legal impact just because it is in electronic form.*



## **A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions**

This document is intended as a guide for educational programs in speech-language pathology or audiology and individuals seeking a career in these professions. It identifies the core functions that individuals of such programs typically are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice. This document replaces the Essential Functions document created by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2008. The document was updated to differentiate core functions from individual program requirements and to be inclusive of differences in behavioral and learning preferences associated with race, ethnicity, culture, sexual orientation, gender identity, language, and sensory, physical, or neurological status.

### **Instructions for Appropriate Use of this Document**

#### This document may be used when:

- *informing individuals* about the core functions associated with the professions of audiology and speech-language pathology
- *initiating discussions* between students and programs regarding student success
- *empowering students* to make informed choices regarding their pursuit of professions in audiology and speech-language pathology
- *facilitating strategies* to achieve student success
- assisting programs and students in *identifying and advocating* for appropriate resources and accommodations
- *advancing* the professions of audiology and speech-language pathology through the lens of justice, diversity, equity, and inclusion.

#### This document must not be used:

- to *discriminate* against individuals for any reason
- as a measure of *acceptance or denial* into an educational program
- as a tool to *presumptively judge* individuals' potential for success
- as a *stand-alone* student assessment or intervention plan
- to *dismiss* students from a program

Use of this document is **not required** by CAPCSD or any accrediting or credentialing body, including the Council on Academic Accreditation or the Council for Clinical Certification of the American Speech-Language-Hearing Association.

For the sake of this document, the term “core functions” refers to behavioral or cognitive functions that an individual must be able to perform with or without accommodations necessary to ensure equitable access. The document intentionally does not address how stated core functions are demonstrated, recognizing that there are multiple ways an individual can successfully meet the demands of clinical education and practice. The determination of possible accommodations exemplified in this document varies from institution to institution based on numerous factors not covered in the scope of this document. The degree to which accommodations are determined is under the governance of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the institution and the individual to work together to identify possible services and accommodations.

To ensure the integrity of the messaging in this document, a glossary of terms is included at the end of the document.

### **Communication**

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

**Motor**

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others

**Sensory**

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

**Intellectual/Cognitive**

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

### **Interpersonal**

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

### **Cultural Responsiveness**

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

This document should be considered a living document and therefore reviewed by CAPCSD at regular intervals to ensure that current terminology, practice, and ideas are reflected.

### Glossary

- **Cultural responsiveness** involves “understanding and respecting the unique cultural and linguistic differences that clients bring to the clinical interaction” (ASHA, 2017) and includes “incorporating knowledge of and sensitivity to cultural and linguistic differences into clinical and educational practices”.
- **Evidence-based practice** involves “integrating the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (*Evidence-Based Practice in Psychology*, n.d.).

American Speech-Language-Hearing Association. (n.d.). *Cultural responsiveness* [Practice Portal <https://www.asha.org/Practice-Portal/Professional-Issues/Cultural-Responsiveness/>]

*Evidence-Based Practice in Psychology*. (n.d.). <https://www.apa.org>. Retrieved March 3, 2023, from <https://www.apa.org/practice/resources/evidence>

This Document should be cited as: Council of Academic Programs in Communication Sciences and Disorders (2023). *A guide for future practitioners in audiology and speech-language pathology: Core functions*. <https://www.capcsd.org/academic-and-clinical-resources/>

Approved by the CAPCSD Board of Directors  
April 3, 2023

Reference update April 25, 2023

## CONSENT FOR CRIMINAL BACKGROUND CHECK

### Policies: Criminal Background Check

1. I consent to the performance of a criminal background check.
2. Students will be considered in compliance when the background check results show no matching records.
3. Students whose background checks return record matches will undergo further review by members of an interdisciplinary review team including, but not limited to, the Director of Campus Safety, a representative of the Student Life Division, and Directors of the SPAUD program.
4. Students who knowingly provide false information regarding criminal conviction in this statement may be subject to civil or criminal penalties.

\_\_\_\_\_  
Name: First                      Middle                      Last

\_\_\_\_\_  
Signature

## CONSENT FOR DRUG SCREENING

You have been asked to participate in laboratory services for collection of a urine sample as required by the Calvin University Department of SPAUD Program Handbook.

### Policies: Drug Screening

1. Acceptance into the SPAUD program is contingent upon passing a drug screen.
2. The Calvin University SPAUD Program has a no tolerance policy regarding substance abuse. Students must clear a drug-screening test in order to enter the program.
3. Failure to undergo the drug screening will result in dismissal from the program.
4. If the drug screen comes back adulterated the student will be dismissed from the program.
5. After the initial drug screening, random drug screening may occur depending on the requirements of the practicum site/agency. If the student is selected for random testing, notification will be given by either the SPAUD Program or the practicum site/agency. **Failure to have a random drug screen within the allowed time will result in dismissal from the program.** Results of the random drug screen will be forwarded to the Calvin University SPAUD Program and the Student Life Division of Calvin University. If the student is removed from the SPAUD Program, she/he will be referred to the Student Life Division.

Test results will be sent directly to the Calvin University SPAUD Program and will not be included in your medical record.

I, \_\_\_\_\_, have been fully informed of the reason for urine testing (I understand what I am being tested for), the procedure involved, and do hereby freely give my consent. In addition, I understand that the results of this test will be forwarded to the Calvin University SPAUD Program.

I hereby authorize a urine sample to be taken and for these test results to be released to the Calvin University SPAUD Program.

Signature \_\_\_\_\_ Date \_\_\_\_\_

*According to the Uniform Electronic Transactions Act and The United States Electronic Signatures in Global and National Commerce Act, the signature you provide on this document is a binding agreement that you have read this document in its entirety and that by signing, you agree to adhere to its standards. By signing, you agree your electronic signature is the legal equivalent of your manual signature. No contract, signature, or record can be denied legal impact just because it is in electronic form.*



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

## CODE OF ETHICS

Reference this material as: American Speech-Language-Hearing Association. (2016). Code of Ethics [Ethics]. Available from [www.asha.org/policy](http://www.asha.org/policy).

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## PREAMBLE

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as “The Association”) has been committed to a framework of common principles and standards of practice since ASHA’s inception in 1925. This commitment was formalized in 1952 as the Association’s first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional’s role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one’s professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the

professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

## TERMINOLOGY

ASHA Standards and Ethics – The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

**advertising** – Any form of communication with the public about services, therapies, products, or publications.

**conflict of interest** – An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

**crime** – Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the “Disclosure Information” section of applications for ASHA certification found on [www.asha.org/certification/AudCertification/](http://www.asha.org/certification/AudCertification/) and [www.asha.org/certification/SLPCertification/](http://www.asha.org/certification/SLPCertification/).

**diminished decision-making ability** – Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

**fraud** – Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

**impaired practitioner** – An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health-related conditions.

**individuals** – Members and/or certificate holders, including applicants for certification.

**informed consent** – May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

**jurisdiction** – The “personal jurisdiction” and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual’s geographic location.

**know, known, or knowingly** – Having or reflecting knowledge.

**may vs. shall** – May denotes an allowance for discretion; shall denotes no discretion.

**misrepresentation** – Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

**negligence** – Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s);

failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

***nolo contendere*** – No contest.

***plagiarism*** – False representation of another person’s idea, research, presentation, result, or product as one’s own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

***publicly sanctioned*** – A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

***reasonable or reasonably*** – Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

***self-report*** – A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

***shall vs. may*** – Shall denotes no discretion; may denotes an allowance for discretion.

***support personnel*** – Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders).

***telepractice, teletherapy*** – Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service.

***written*** – Encompasses both electronic and hard-copy writings or communications.

## PRINCIPLE OF ETHICS I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

## RULES OF ETHICS

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be

allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

## PRINCIPLE OF ETHICS II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

## RULES OF ETHICS

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.

- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

### PRINCIPLE OF ETHICS III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

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#### RULES OF ETHICS

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

### PRINCIPLE OF ETHICS IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

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#### RULES OF ETHICS

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.

- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical

harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.