Carol Nichols Ray Speech-Language Pathology Clinic in the Kitty DeGree Speech and Hearing Center

UNIVERSITY OF LOUISIANA
MONROE

SPEECH-LANGUAGE PATHOLOGY
GRADUATE STUDENT HANDBOOK
ACADEMIC PROGRAM
CLINICAL PROGRAM
POLICIES AND PROCEDURES

College of Health Sciences • Speech-Language Pathology Program
Accredited in Speech-Language Pathology by the Council on Academic Accreditation of the American Speech-Language-Hearing Association
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Academic Program Administration: (318) 342-1392
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A Member of the University of Louisiana System, AA/EOE

PART 1
Academic Program

Welcome to the graduate program in Speech-Language Pathology at the University of Louisiana Monroe. This handbook is a resource for students enrolled in the M.S. degree program. The M.S. program has been designed to meet the academic and clinical requirements of the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association (ASHA). It serves as an outline of practices and procedures required for the successful completion of the degree program. Please note changes can be made during the year. If that occurs, students will be notified in class, staffing, or by email. The Speech-Language Pathology Program is part of the College of Health Sciences. Policies and procedures as they relate to the College of Health Sciences can be found here.

The M.S. program in Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association (ASHA). As an accredited program, graduates of the M.S. in Speech-Language Pathology are eligible to apply for state licensure and clinical certification from ASHA. Clinical certification is granted to an individual clinician who has achieved the following: a) completed the M.S. program; b) passed a national certification examination in Speech-Language Pathology; and c) completed a clinical fellowship (CF) under the supervision of a clinician who holds the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from ASHA.

This handbook is a supplement to the Graduate Catalog. It is the primary resource for students enrolled in the M.S. degree program in Speech-Language Pathology and their advisors. Students are responsible for knowing the content of the handbook and are expected to have read the relevant sections prior to consulting faculty with questions. In addition, each student should be especially familiar with sections on Grading, Withdrawing from Classes, Appeals, GA/Work-Study, and Registering for Comprehensive Exams and Graduation in the current ULM Graduate Catalog.

Students should review the Speech-Language Pathology Program section for details about faculty, accreditation, program requirements, and courses. Note that there may have been some changes since it was published. See the Program Director for further information.

ULM Vision Statement

ULM will change lives by bringing true equality, inclusiveness, and opportunity for all individuals in our region and beyond.

ULM Mission Statement

The University of Louisiana Monroe prepares individuals from northeast Louisiana and beyond to compete, succeed, and contribute in an ever-changing global society through a transformative education while positively impacting society through research and service.

College of Health Sciences Mission Statement

The Mission of the ULM College of Health Sciences to prepare students as health practitioners to improve the health, health care, and well-being of individuals, families, and communities in Northeast Louisiana and beyond through education, service, and research. This is accomplished by incorporating evidence-based clinical practice into curricula; through strengthening our communities; and by promoting student engagement, interprofessional development, and compassion through innovation and demonstrated commitment to patient-and-family-centered care.

College of Health Sciences Vision Statement

The Vision of the ULM College of Health Sciences is to improve the health of Northeast Louisiana, and beyond, through the impact of our graduates. We believe in what's best for all of us, not just a few and define "health" to include all things that allow individuals, families, and communities to become healthier. Everyone should have access to quality healthcare and we are responsible for making that happen.

SPLP Program Mission Statement

M.S. Mission Statement: The Speech-Language Pathology program is committed to educating and training students to apply speech-language pathology knowledge and skills with diverse populations across a broad range of settings and the life-span. The M.S. program strives to integrate didactic academic coursework with on- and off-campus clinical education experiences to prepare students for the workforce in a wide variety of settings to serve an ever-changing society.

Full-Time Faculty

- Judy A. Fellows, Ph.D., CCC-SLP, Professor, Program Director
  fellows@ulm.edu 318.342.1392, Sugar 106
- Donna Thomas, Ph.D., CCC-SLP, Assistant Professor
  dthomas@ulm.edu, 318.342.1397, Sugar 155
- Kelly Koch, Ph.D., CCC-SLP, Assistant Professor and Clinical Faculty
  Koch@ulm.edu 318.342.1465, Sugar 107
- Amanda Elias, M.S., CCC-SLP, Instructor, Clinical Faculty, Intern Coordinator,
  elias@ulm.edu, 318.342.7964, Sugar 155C
- Sarah Hayes, M.A., CCC-SLP, Instructor and Clinical Faculty
  hayes@ulm.edu, 318.342.3277, Sugar 152F
- Kaila Jones, M.S., CCC-SLP, Clinical Faculty
  kjones@ulm.edu, 318.342.7948, Sugar 152G
- Holley Perry, M.S., CCC-SLP, Clinic Director
  hperry@ulm.edu, 318.342.1393, Sugar 152E
- Mary Ann Thomas, M.S., CCC-SLP, Instructor and Clinical Faculty
  thomas@ulm.edu 318.342.1389, Sugar 109

Part-Time Affiliated Faculty (Didactic and Clinical)

The SPLP program hires adjunct faculty & Clinical Instructors to meet the needs of the program.

- Steve Madix, Ph.D., CCC-SLP/A, Instructor and Clinical Faculty
  madix@ulm.edu, 318.342.1392, Sugar 155
- Lezlee Shauf, M.A., CCC-SLP, Instructor and Clinical Faculty
  shauf@ulm.edu, 318.342.1392, Sugar 152
- Linda Bryan, Ph.D., CCC-SLP, Clinical Faculty
  lbryan@ulm.edu, 318.342.1392, Sugar 107
- Sarah Romero, M.S., CCC-SLP, Clinical Faculty
  sromero@ulm.edu, 318.342.1392, Sugar 152

Staff

- Eileene M. Victorian, MPA, Assistant to the Program Director, victorian@ulm.edu
  318.342.1392, Sugar 105

SPLP Academic Pre-Requisites

A baccalaureate degree is a pre-requisite to enter the M.S. program in Speech-Language Pathology. Students are expected to have obtained a broad general education background prior to commencing their graduate studies.

SPLP 1013 Introduction to Speech/Language/Hearing Disorders
SPLP 1052 Speech and Language Acquisition
SPLP 2002 Speech and Language Science
SPLP 2040 Anatomy and Physiology of Speech Processes
SPLP 4001 Phonetics
SPLP 4004 Multicultural Issues in Clinical Service Delivery
SPLP 4005 Diagnosis of Communication
SPLP 4007 Phonetics Lab
SPLP 4010 Supervised Clinical Observation
SPLP 4028 Articulation Disorders
SPLP 4029 Fluency & Voice Disorders
SPLP 4033 Language Pathology
SPLP 4035 Clinical Procedures and Observation
SPLP 4077 Audiology
SPLP 4090 Neurophysiological Bases for Communication
Total Credit Hours for Completion= 41

Additional undergraduate requirements for ASHA certification include:

- Social Science (psychology, sociology, anthropology, or public health)
- Statistics
- Biological Sciences (biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
- Basic Physical Sciences (physics or chemistry)

Generally, students who have a bachelor's degree in Speech-Language Pathology have few, if any, undergraduate deficiencies to make up.

It is important to note that meeting the above criteria minimums or maximums is not a guarantee of acceptance into the ULM graduate program in Speech-Language Pathology.

Students without a B.S./B.A. in Speech-Language Pathology, Audiology, or Communication Disorders

Students without an undergraduate degree in Speech-Language Pathology (or one of the other name derivatives), must complete the pre-requisite SPLP and non-SPLP undergraduate pre-requisite courses or their equivalent with a grade of "C" or better before applying to the Graduate program. Completion of these courses does not guarantee admission into the M.S. in Speech-Language Pathology program. https://www.ulm.edu/gradschool/

Maintaining Full-Time Status

A full-time graduate student in Speech-Language Pathology may schedule from nine to eighteen semester hours during a regular semester. A graduate student who has a graduate assistantship or a graduate work-study position must have the approval of the major professor and the Dean of the Graduate School to enroll in a course load exceeding fifteen semester hours during a regular semester. The maximum course load for a student registered for graduate study during any single summer session is seven semester hours; the minimum for a full-time student is four semester hours.

Length of the Program

All SPLP Graduate students begin in the fall semester. The length of their program is usually one year, nine months (e.g., begin in August 2023, finish in May 2025). If students have undergraduate deficiencies or are required to remain on campus for remediation, the length of their program may increase.

M.S. Degree Curriculum

The graduate program at ULM is a 56-credit hour graduate program which includes a combination of didactic classroom learning and clinical hands-on experiences. Students typically complete the program in two academic years and one summer or 5 concurrent semesters (Summer counts as one block of time but is broken into two semesters).

Graduate academic and clinical courses are designed to meet the requirements identified by the CAA to provide students with opportunities to acquire knowledge and skills in nine content areas: Articulation and Phonology, Fluency, Voice, Receptive and Expressive Language, Hearing, Swallowing, Cognition, Social, and Communication Modalities. These content areas represent the entities in the full scope of practice and encompass additional areas such as professional issues, ethics, research, and diversity.

Students are required to earn approximately 140 clinical clock hours during on-campus clinical practicum (SPLP 5076), excluding observation, prior to initiating internship (SPLP 5081 – Pediatric, SPLP 5086 – Adult). During both fall and the first spring semesters, students are enrolled in SPLP 5076 and credit hours vary based on experience and clinical hours needed (1

client=1 slot, 2x/wk for 1hr). The number of clients assigned will increase each semester. In the summer, clients are seen four times a week (1 client =1 slot, 4x/wk for 1hr,15min). For internships, students must register for at least 4 credit hours of both SPLP 5081 and SPLP 5086. Graduate academic courses in Speech-Language Pathology are offered one time per year. Students are required to enroll in the following courses in a specific sequence.

Course Number	Title	Credits
SPLP 5005	Research in Speech-Language Pathology	3
SPLP 5020	Seminar in Articulation	3
SPLP 5025	Current Topics in Stuttering Research and Remediation	3
SPLP 5028	Seminar in Communicative Language Disorders in Children	3
SPLP 5030	Seminar in Speech/Language Pathology: Diagnostics	3
SPLP 5042	Seminar in Voice Disorders	3
SPLP 5060	Seminar in Augmentative/Alternative Communication for Persons with Severe Expressive Disorders	3
SPLP 5061	Seminar in Oropharyngeal Involvement	3
SPLP 5070	Seminar in the Profession	3
SPLP 5076	Practicum – Site I	1-18
SPLP 5077	Audiology Issues for the Speech-Language Pathologist	3
SPLP 5081	Internship-School Site	4-18
SPLP 5086	Internship-Medical/Rehabilitation Site	4-18
SPLP 5091	Research Project	1-6
SPLP 5150	Seminar in Aphasia and Motor Speech Disorders	3
SPLP 5152	Seminar in Cognition and Related Communication Disorders	3
SPLP 5099	Thesis option (if applicable)	1-6

Sequence of Graduate Courses

The ULM Speech-Language Pathology department currently accepts graduate students in the fall semester. A sequence of courses has been established. Students must follow the sequence of courses and register for the credit hours indicated. Only the Program Director or Clinic Director can make changes for clinic course credit hours. The track is followed by students who do not need undergraduate deficiency courses. For those students needing to take deficiency courses, the major advisor will determine where in the schedule to add the deficiency course(s). The Program Director and major advisor must be made aware of these changes.

RECOMMENDED SEQUENCE OF CLASSES FOR FALL ADMITS

Fall Year 1	**Spring Year 1**
SPLP 5020 Articulation (1st 8 Weeks) SPLP 5005 Research (2nd 8 Weeks) SPLP 5028 Language Disorders in Children SPLP 5150 Seminar in Aphasia and Motor Speech Disorders SPLP 4090 (if necessary) Neurophysiology SPLP 5076 (1) Clinic Site I (1 Client) Total = 13 hours (16)	SPLP 5025 Stuttering Research and Remediation SPLP 5030 Language 0-5 Years: Diagnostics SPLP 5077 Audiology for the SLP SPLP 5152 Seminar in Cognition and Related Communication Disorders SPLP 5091 (1) Research Project SPLP 5076 (2) Clinic Site (2 Clients) Total = 15 hours
Summer 1 Year 1 SPLP 5070 (1st 8 Weeks) Professional Issues SPLP 5076 (1) Clinic Site I (1 client) Total = 4 hours **Summer 2 Year 1** SPLP 5060 Aug./Alt. Communication SPLP 5076 (1) Clinic Site I (1 Client) Total = 4 hours	**Fall Year 2** SPLP 5042 Voice Disorders SPLP 5061 Oropharyngeal Involvement SPLP 5076 Clinic Site I (3 hours) 3-4 Clients Total = 9 hours Apply for internship Register for graduation for spring semester
Winter Session Year 2 SPLP 5081 School Internship = 8 weeks intensive (4) Total = 4 hours (Begin December and continue into January/February).	**Spring Year 2** SPLP 5086 Medical Internship = 8 Weeks intensive (4) Total = 4 hours Comprehensive Exam = TBA
This is a recommended sequence and may require modification based on individual student or program needs. No program will be shorter than recommended though some may be longer. **Students will register for SPLP 5076 in both Summer 1 and Summer 2.** **Internship applications are accepted only after successful completion of the SPLP 5076 requirement.** **Placement for SPLP 5081 and SPLP 5086 are assigned by the Internship Coordinator. Local placement is not guaranteed.** **Meetings with your major advisor are required each semester.**	

Staffing

Staffing is not a course in which students enroll, although attendance is mandatory and an attendance document is maintained in the student's file. Dates and times established by the Program Director and Clinic Director; Staffing is held two times per week for one hour. Topics during the first session each week are typically related to clinic, Academic Training Records, KASA, Comprehensive Examinations, Praxis, Internships, ASHA membership, Licensure, Clinical Fellowship Experience, and other topics deemed pertinent at the time. SPLP 5070 - Professional Issues covers other topics, formerly included in forum. A Praxis review is held during the second staffing session each week.

Thesis

Students who are interested in writing and defending a graduate thesis must notify the Program Director no later than the end of the first semester of study. In addition to any Program requirements or guidelines, students are required to follow the guidelines of the Graduate School, as they relate to the thesis. Students will be required to submit to the Program Director the following components

1. Research Questions
2. A completed literature review

3. A plan for the methodology or completed methodology section (chapter 3)

Students must submit this information to the Program Director no later than the first month of the second semester of study. The program director, along with departmental faculty will review the documents and discuss the viability of the student completing the thesis option. The student will then be assigned a committee of three graduate faculty who will preside over the completion of the thesis. Completion and defense of the thesis will occur during the last semester of the program of study. Additional guidance and information will be provided by the student's thesis advisor and committee.

Advising

The advising process is a collaborative effort between the student and advisor. The advisor helps the student plan their academic program. At a minimum, the student will meet formally with their major advisor once during each fall and spring semester to assess progress toward degree completion. Both academic and clinical advising are ongoing processes. Major advisors are appointed by the Program Director during the student's first semester of graduate school. Students will meet with the Program Director prior to beginning the program of study for initial advising. At least one time each semester major advisors will provide and ask for information from the other faculty regarding their advisees' academic and clinical progress as well as any accolades or concerns to pass on to the student. Students should proactively keep the advisor and/or Program Director informed of any issues that could affect the students' progress toward the degree. Continuous communication between the advisor and the student makes advising a meaningful and productive process.

Appointment of Graduate Committee

In addition to the major advisor, all Speech-Language Pathology graduate students must have a graduate committee consisting of three Speech-Language Pathology faculty members. Typically, this includes one or two doctoral faculty and one or two master's faculty. This committee is generally formed during the first graduate semester. One committee member must be the major advisor with the remaining members consisting of full and associate members of the graduate faculty. The committee is available for consultation throughout the graduate program. This committee will guide the student's academic program and will be involved in any meetings related to the development of a Remediation Plan or to address other concerns.

Graduate Plan of Study

During the first graduate semester, all Speech-Language Pathology graduate students must meet with their major advisor and determine a graduate plan of study. Most plans will be the same; however, some students might be required to complete an undergraduate deficiency course (e.g. Neurophysiology) in addition to the standard graduate plan. The formal plan document will be circulated to the committee members for signatures. After all appropriate Speech-Language Pathology faculty have signed, the document will be signed by the Dean of the Graduate School and then filed in the student's academic file in the Graduate School and the SPLP Program office.

Academic Standing
Students are expected to maintain the highest standards of academic and clinical performance and conduct. Refer to the ULM Student Handbook for university policies. https://www.ulm.edu/slp/handbooks.html

Progress and Dismissal
To fulfill the course requirements for a master's degree, the candidate shall present an average of not less than 'B' on all graduate work pursued. The university requires that all work in the major field is completed with no grade lower than 'C', not more than six semester hours of credit with a grade of 'C', and a cumulative grade point average of at least 3.0. Additional policies and information on grading and appeals can be found on the graduate school website. Students that do not meet minimum university requirements may be dismissed.

Remediation Plan
A grade of "C" in any class that is attached to ASHA and CAA competencies for certification (including SPLP 5076) or less than 80% on the comprehensive examination in a course, automatically results in development of a Remediation Plan. The remediation should be for no more than one semester per class and may require the completion of additional coursework to demonstrate competencies. A student may not leave campus for internship (SPLP 5086/SPLP 5081) without successfully completing the remediation.

Completion of the Master's Degree
Students participate in a number of formative and summative exams in their courses each semester. A minimum grade of 80% is required on all course summative exams that align with standards for certification at the end of each course. Any student who does not obtain an 80% grade or higher will be required to complete remediation per program policy. Speech-Language Pathology Program Student Intervention Remediation Policy

To be eligible for the M.S. degree, the following are required:

- Completion of graduate credit hours in academic coursework
- Completion of graduate credit hours in clinical practicum
- Completion and passing of Written comprehensive examination (or thesis defense)
- Completion and passing of Oral examination
- Completion of sufficient clinical experience by obtaining a minimum of 400 clock hours, at least 325 of these clinical hours should have been earned 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).
- Verification of registration for the Praxis exam with scores to be sent to ULM Speech-Language Pathology Program.

Specific Formative Assessment Outcomes
Formative assessment is documentation of outcome on an on-going basis. Formative assessment occurs through didactic grades and evaluation of clinical practicum by Clinical Instructors. Note that these outcomes are designated IV-C through IV-H for the following specified areas: Articulation, Fluency, Voice and Resonance, Receptive and Expressive Language, Hearing,

Swallowing, Cognitive Aspects of Communication, Social Aspects of Communication, and Communication Modalities. Students are expected to acquire both knowledge and skill in these areas as they progress through their graduate program. Faculty will assist students in identifying areas of concern addressed in each class or clinic experience. Depending on the student's performance and needs, a Remediation Plan or a Clinical Education Support Plan (CESP) may be developed between the faculty member and the student. Remediation between students will differ based on student needs. Remediation and/or CESP can include such activities as researching and writing a supplemental paper, completing additional coursework/clinical experiences, or other activities as the mentor and Graduate Committee view as appropriate.

Summative Assessment

Summative assessments are those outcomes judged at the end of a specified time. All M.S. didactic courses have a summative assessment as part of the comprehensive final examination requiring a grade of 80% or higher. Those who do not score at least 80% on the comprehensive examination final trigger remediation (discussed previously). Summative assessment occurs at the end of the program to verify acquisition of CAA mandated knowledge and skills. To be eligible for the M.S. degree in Speech-Language Pathology from ULM, students must successfully complete written and oral comprehensive examinations to document acquisition of knowledge and skills.

SLP Praxis National Examination

Although not considered a summative assessment to earn the M.S. in Speech-Language Pathology, the PRAXIS national examination in Speech-Language Pathology is offered several times a year. ASHA has designated a passing score of 162 on the PRAXIS examination in Speech-Language Pathology as one type of summative assessment requirement for speech-language pathologists to qualify for the Certificate of Clinical Competence. Check availability at www.ets.org. Students may take the examination at ULM or other test centers. Students are required to list ULM- Speech-Language Pathology as a score recipient on the application (code 0117). The PRAXIS is a two-hour long 120 item multiple-choice test. The range of scores is 100-200 with 162 as passing. Students are encouraged not to take the examination until the end of the semester prior to beginning internship when the majority of coursework has been completed. The FRIPTY, a PRAXIS preparation tool, is provided to all graduate students by the program. Students are expected to study for the exam using the FRIPTY, course materials, etc. to prepare for the examination. Students are required to register for the examination using the following codes:

- ULM - 0117
- Louisiana State Board of Examiners for SLP/Aud. - 7331 (Unless you plan to work and be licensed in another state)
- ASHA - 5331

All students are required to show verification of registration for the Praxis exam at the time of the final check out with the Program Director. Students are not required to pass the PRAXIS to graduate with the M. S. degree in Speech-Language Pathology but are required to pass the exam before they can qualify for the Certificate of Clinical Competence (CCC) from ASHA. https://www.asha.org/Certification/Certification-Standards-for-SLP--Maintenance-and-Forms/

Students can take the Praxis exam prior to entering internship after completing the majority of didactic coursework, when enrolled in SPLP 5081 and SPLP 5086, or following graduation during the Clinical Fellowship Year.

Comprehensive Examinations

Comprehensive examinations are another type of summative assessment required by the program. Students will complete two comprehensive works to demonstrate completion of the program requirements.

Written Comprehensive Exam

The written comprehensive examination is a case study examination completed during the internship semester. The Internship Coordinator will provide specific details. The written comprehensive examination is based on evidence-based practices and real-life experiences diagnosing and treating clients during the internship. Two examinations will be completed via Moodle using Respondus Monitor/Lockdown Browser. The first written exam will focus on a case study related to the adult internship site experience (SPLP 5086 – adult diagnosis and treatment). The second written exam will focus on a case study related to the pediatric internship site experience (SPLP 5081- pediatric diagnosis and treatment). Students will have one-hour to complete each examination.

The written comprehensive examination is a case study exam. Students are required to complete the exam in a private, pre-approved space on the date designated by the Program Director. The exam is designed to evaluate each student's acquisition of knowledge and skills across the nine content areas identified by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Students will complete case studies for pediatric assessment, pediatric intervention, adult assessment, and adult interventions. Students have one hour to complete each section (total of four hours).

Students can prepare for the written comprehensive examination by reviewing assessment and evaluation protocols and procedures for clinic and internship clients, course content for each of the courses on their degree plan, and using the FRIPTY and Praxis study guide published by ETS and other providers. Students who complete a thesis are not required to sit for the written comprehensive examination.

Oral Comprehensive Exam

The oral examination is held after successful completion of the written exam. It allows the student and faculty to exchange information related to the written comprehensive exam, their internship, and other experiences during their graduate program. This is considered to be another summative examination.

ASHA 2020 and 2023 Speech-Language Pathology Certification Standards

Students initiating graduated studies prior to January 1, 2023 fall under the 2020 certification standards. Students entering after January 1, 2023 fall under the 2023 standards.

Knowledge and Skills

The current academic standards are *more knowledge and skill oriented than process oriented.* The Speech-Language Pathology program uses a modified Knowledge and Skill (KASA) procedure. Prior to reading about the ULM KASA system, students should read about the background of the standards and the actual standards themselves. Go to the ASHA website, study the standards and print a copy for your records.
https://www.asha.org/certification/2020-slp-certification-standards/
https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf

For students to be eligible for the CCC in Speech-Language Pathology, they must demonstrate the acquisition of knowledge and skills in Articulation/Phonology, Fluency, Voice, Receptive/Expressive Language, Hearing, Swallowing, Cognitive and Social Aspects of Communication, Augmentative and Alternative Communication Modalities, Professional Issues, Ethics, Research, and Diversity, Equity, and Inclusion to be eligible for the CCC in Speech-Language Pathology. Knowledge and skills in these areas can be obtained through course work, clinical experiences, research activities, independent study, workshops, and conferences. Students are to document these experiences in Clinical Assessment of Learning Inventory Performance and Streamlined Office Operations (CALIPSO).

Essential Functions

Speech-Language Pathologists must possess appropriate oral and written communication skills, consistent with their age, gender, and culture. The Speech-Language Pathology program requires that each student meet the Eligibility Requirements and Essential Functions established by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD, 2007).

Upon successful completion of the M.S. Program, students are eligible to apply for ASHA certification and state licensure. To acquire the knowledge and skills required of a Speech-Language Pathologist to function in a wide variety of clinical settings and to render a wide spectrum of patient care, individuals must develop skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. Acquisition of these skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification.

The majority of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The italicized items, however, are skills that are more inherent and should be present when a student begins the program.

Communication

A student must possess adequate communication skills to:

- *Communicate proficiently in both oral and written English language. (Language to be determined by program.)*
- *Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- *Perceive and demonstrate appropriate non-verbal communication for culture and context.*
- *Modify communication style to meet the communication needs of clients, caregivers, and other persons served.*

- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

Motor

A student most possess adequate motor skills to:

- *Sustain necessary physical activity level in required classroom and clinical activities.*
- *Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.*
- *Access transportation to clinical and academic placements.*
- *Participate in classroom and clinical activities for the defined workday.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

Intellectual/Cognitive

A student must possess adequate intellectual and cognitive skills to:

- *Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

Sensory/Observational

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

Behavioral/Social

A student must possess adequate behavioral and social attributes to:

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

PART 2
Clinical Practicum

Procedural information for Speech-Language Pathology graduate students enrolled in SPLP 5076. Specific instruction regarding use of forms will be provided by the Clinic Director during Staffing and by Clinical Instructors during individual student meetings. Always refer to the SPLP 5076 syllabus for updated & specific information.

Part A: Carol Nichols Ray Speech-Language Pathology Clinic in the Kitty DeGree Speech and Hearing Center

Introduction

This section is designed to address the facilitation of the acquisition of knowledge and skills by students in clinical practicum courses in the M.S. program in Speech-Language Pathology at the University of Louisiana at Monroe. It includes clinical policies/procedures, relevant program and university policies, reference to forms used by student clinicians, and other reference information. It also serves to support clinical teaching provided by Clinical Instructors, the Clinic Director, and other Speech-Language Pathology and Audiology professionals who supervise graduate students in off-campus settings. Students are encouraged to also utilize textbooks, lecture notes, professional journal articles, the complete ASHA Desk Reference (available to ASHA and NSSLHA members on-line), the resources of the ULM Library, and especially the information and guidance provided by their assigned Clinical Instructors in the planning and implementation of supervised clinical practicum.

Mission/Purpose

The Clinical Component of the ULM Speech-Language Pathology Program offers its students the opportunity to gain clinical knowledge and skills in professional settings under the guidance and supervision of experienced Speech-Language Pathologists and Audiologists certified by the American Speech-Language Hearing Association and licensed by the State of Louisiana (or other states if requirements are met).

Students must obtain a minimum of 400 clinical clock hours (including 25 observation hours) which were supervised by an ASHA certified Clinical Instructor. Students can only complete these hours when enrolled in an accredited educational program and registered for the appropriate course. Observation hours are typically obtained in the undergraduate program while the remaining 375 hours must be obtained when enrolled in practicum at the graduate level (SPLP 5076, 5081, 5086).

The Policies and Procedures for graduate clinical practicum courses within the Speech-Language Pathology Program at the University of Louisiana at Monroe, were developed and/or implemented with consideration to mandates of the Program, the University, the State of Louisiana, as well as applicable federal laws. In addition, these policies and procedures seek to adhere to requirements of the 2023 Standards for Certification and Preferred Practice Guidelines in Speech-Language Pathology of the American Speech-Language-Hearing Association, as well as the Standards for Training Programs in Speech-Language Pathology of the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

On-Campus Facilities

The Speech-Language Pathology program is located on the first and second floors of Sugar Hall on the ULM campus. Within the Kitty DeGree Speech and Hearing Center (KDSHC) is the Carol Nichols Ray Speech-Language Pathology Clinic and the Lynn Moore Hearing Evaluation center. The center includes nine therapy rooms, each with a separate observation room, clinic materials room, clinic preparation room, a lab and technology room, and a monitoring room.

Referrals for clinical services from individuals, health professionals, other ULM personnel, and community agency representatives are welcomed. Individual evaluation and treatment sessions are scheduled for all semesters of the academic year (fall, spring, summer). In addition, screenings of students in other academic programs (e.g., education, occupational therapy, dental hygiene) are conducted on a regular basis throughout the year.

The ULM Literacy Clinic is located on the second floor of Sugar Hall. The referral process is the same as that of the KDSHC- CNRC.

Clinic Hours of Operation and Behavioral Expectations

The exact hours of operation of the Clinic may vary from semester to semester depending on the number of clients served and their availability. Room assignments are determined by the Clinic Director but may be modified by Clinical Instructors as needed. Sessions conducted outside of the clinic room must be pre-approved by the Clinical Instructor. Whenever clients are present in the Clinic, all persons who need to be in the Clinic area are expected to maintain a quiet tone, check out materials during the timeframe outlined in the Test Check-Out Policy, and limit the number of persons in the area. The use of the Clinic phone to discuss confidential client matters or for personal use is not permitted during the hours of operation. All graduate students must wear the approved clinic uniform and comply with the Speech-Language Pathology official dress code. Refer to the Dress Code section for specific information regarding appropriate clinical attire.

Mailboxes for all Speech-Language Pathology faculty are located in designated areas in the Clinic and Program offices. Mailboxes for students are located in the Clinic. As time-sensitive information is often placed in these boxes, they should be checked daily. Important announcements will be posted in the student room and/or sent to students electronically on their ULM student email. Sugar Hall permits wireless access to the internet for students with their own laptop computers. Students also have access to the computers in the student room, the STAP lab, and other computer labs around campus.

Student clinicians are expected to act ethically and professionally throughout the graduate program. They are expected to make an introductory call on the clinic phone to clients/families prior to the first day of Clinic, greet clients, assure that clients sign-in, and escort them to therapy rooms. In addition, clinicians are expected to remain with minor clients until the client's parent/guardian arrives at the end of the session. If clients are absent/tardy without notice, clinicians are expected to wait a minimum of fifteen minutes before notifying the Clinical Instructor, Clinic Director, and/or Clinic Graduate Assistant and leaving the Clinic. It is the responsibility of each student clinician to notify the Clinic Director and Clinical Instructor of planned or unplanned absences of the client. Clinical Instructors should also be notified of any issue of concern regarding client attendance/promptness. Clinicians should be familiar with guidelines related to ethics, professional practice, cultural considerations, etc., located in this section of the Handbook.

Organization of SPLP Clinical Program

The *Program Director* of Speech-Language Pathology reports directly to the Director of the School of Allied Health and the Interim Dean of the College of Health Sciences. The Program

Director serves as head of the entire program, coordinates the academic and clinical programs, and is accessible to all students, faculty, and staff.

The *Clinic Director* reports directly to the Program Director and is responsible for the general administration and operation of the KDSHC and CRNC including promoting appropriate services for clients while fostering an optimal learning environment for student clinicians.

Scheduling of clients/student clinicians/Clinical Instructors into available clinic slots and monitoring/confirming clinical clock hours earned by student clinicians are also duties of the Clinic Director. The Clinic Director supports the clinical teaching of students through direct instruction, conferencing with Clinical Instructors and students, as well as supporting applied research conducted in the clinical setting. Other related activities include preparation of clinic documents/records/forms, scheduling staffings and on-campus/off-campus screenings/awareness activities for SPLP 5076 students, providing consultation to other ULM Programs, and supervising the Clinical Instructors.

Speech-Language Pathology Clinical Instructors are ULM faculty who provide clinical teaching and supervision to student clinicians through the KDSHC and other affiliated SPLP 5076 clinical sites (e.g., Early Head Start, private schools, CommuniHealth, Gardens of Somerset). They are experienced, state licensed, and ASHA certified Speech-Language Pathologists who are committed to the mission of fostering the development of competent professionals through a broad-based clinical program that promotes the acquisition of knowledge and skills by students enrolled in practicum courses. Clinical Instructors view clinical teaching as a primary role, second only to ensuring the welfare of clients. They spend extensive time in direct clinical teaching, mentoring, and counseling of student clinicians, as well as communicating regularly with clients and their families. Clinical Instructors assure that required percentages of direct supervision of all clinical hours obtained by each assigned student clinician are documented in CALIPSO.

Internship Clinical Instructors (SPLP 5081, SPLP 5086) These individuals are practicing Speech-Language Pathologists employed by external agencies (not ULM). Through contractual arrangements with their specific pediatric or adult based facility they share their expertise with their Speech-Language Pathology Interns. Internship Clinical Instructors are ASHA certified and, if applicable to the state in which they are employed, hold appropriate licensure. These professionals provide clinical instruction and mentoring, guidance, and supervision to SPLP students in their last semester of their graduate program without any financial compensation. They work closely with the Internship Coordinator to help assure the acquisition of knowledge and skills in the variety of disorder areas documented using CALIPSO, which follows the student clinician to each off-campus site.

Student Clinicians/Interns are graduate students enrolled in SPLP 5076, SPLP 5081, or SPLP 5086. It is the responsibility of each student to understand the importance of the roles they assume whenever working with clients and their families. Student clinicians are responsible for sessions in which clinical hours are earned and are expected to devote the time necessary to adequately prepare for sessions, write reports, and complete documentation required for appropriate service delivery. All student clinicians are expected to conduct themselves

professionally, treat each client and family with respect and consideration, communicate regularly with assigned Clinical Instructors, and to follow Speech-Language Pathology policies and procedures and those of the facility/agency in which services are provided.

A designated SPLP Graduate Assistant is responsible for the activities in the common area of the Clinic. This individual assists the Clinic Director and Clinical Faculty in enforcing clinical policies, maintaining client records and obtaining emergency contact information for Clinical Instructors and graduate clinicians, communicating with students, clients, and other professionals as well as disseminating and receiving surveys regarding client services. It is the responsibility of student clinicians to inform their Clinical Instructor and the Clinic Director's Graduate Assistant if they or their client(s) will be absent. Student clinicians are responsible for notifying clients of session changes, except in unusual circumstances.

Overview of Policies and Procedures for On-Campus Clinical Practicum (SPLP 5076)

Requirements for Clinical Contact Hours

The SPLP graduate student must complete a minimum of 400 clock hours of supervised clinical experience in the practice of Speech-Language Pathology. Twenty-five hours must be spent in guided clinical observation at the undergraduate level and 375 hours of direct client/patient contact services at the graduate level.

Implementation: Guided clinical observation hours generally precede direct contact with clients/patients. Examples of guided observations may include but are not limited to, the following activities: debriefing of a video recording with a Clinical Instructor who holds the CCC-SLP, discussion of therapy or evaluation procedures that have been observed, debriefings of observations that meet course requirements, or written records of the observations. It is important to confirm that communication occurred between the clinical educator and observer, rather than merely a passive experience where the student views sessions and/or videos. It is encouraged for the student to observe live and recorded sessions across settings with individuals receiving services with a variety of disorders and completes debriefing activities as described above.

The observation and direct client/patient contact hours must be within the ASHA *Scope of Practice in Speech-Language Pathology* and must be under the supervision of a qualified professional who holds current ASHA certification and state licensure in the appropriate practice area. Guided clinical supervision may occur simultaneously during the student's observation or afterwards through review and approval of the student's written reports or summaries. Students may also use video recordings of client services for observation purposes.
Applicants are assigned practicum only after they have acquired a base of knowledge sufficient to qualify for such experience. Only direct contact (e.g., the individual receiving services must be present in live time in person or via video conferencing) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

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

Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or the client's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the client. The applicant must maintain documentation of their time spent in supervised practicum and this documentation must be verified by the program in accordance with Standards III and IV. For more information go to https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf

Forms/Client Records/Confidentiality/Student Responsibilities

Students enrolled in SPLP 5076 obtain supervised clinical clock hours through the ULM Kitty DeGree Speech and Hearing Center Carol Nichols Ray Speech-Language Pathology Clinic and at various sites within the local community. Forms and sample documents are available to students that should be utilized for completion of clinical activities at these sites. Some forms are for client records and others for required student documentation of activities. Specific instruction on the use of the forms will be provided directly by the Clinic Director and/or the assigned Clinical Instructor at Staffings and during individual meetings. A Clinic Calendar will also be provided each semester for student clinicians on dates for specific activities and due dates for completion of assignments or reports. All student clinicians must maintain a "Working Folder" for each client of all current, relevant client and/or student clinician documents not yet officially filed in the client's confidential record or the student's Clinical File. This folder will include case management plans, diagnostic materials, and the supervisor/clinician correspondence log. The folder is turned in weekly to the Clinical Instructor for review and approval of the upcoming week's case management plan and any testing materials. At other times the working folder is kept in the possession of the student clinician with confidentiality maintained at all times. SOAP notes are submitted weekly in ClinicNote to the Clinical Instructor for approval. Clinical reports are to be documented in ClinicNote. A printed copy of each clinical report will also be kept in the client's confidential file which are kept in a locked filing cabinet.

All client records are considered confidential information. It is the policy of the KDSHC to hold the welfare and confidentiality of clients paramount. Although the CRN Clinic is currently not designated as a HIPAA covered entity, Speech-Language Pathology faculty and graduate students are provided information regarding the intent of this federal law and other applicable legislation concerning patient privacy. It is the responsibility of student clinicians, Clinical Instructors, and Clinic staff to protect the privacy of each client through appropriate use and protection of confidential client information. Students who do not comply fully with confidentiality procedures jeopardize their grade and/or continuation in the program. While client files may be checked-out for review, etc., no client file is permitted to leave the building. Files may not be accessed outside of Clinic working hours. Student clinicians must adhere to the

Privacy Notice given to clients. Only clients and their legal guardians may make decisions and grant permission for services to be provided. Permission of parents/guardians is required for service delivery until the age of 18 years.

Signed permission forms, release of information forms, policy documents, and the client contact information form should be completed during the first clinic session of the semester and immediately placed in the Confidential Client file. Clinicians should also provide the clients/families with a Clinic Calendar at the beginning of the semester. At the end of the semester, clients/families should be given surveys related to continuation of services and services received. Once services are concluded at the end of the semester, client documents in the working folder should be filed in the Confidential Client Record by the Clinical Instructor. Students may also access grades and feedback that the Clinical Instructor inputs in CALIPSO at any time from their personal CALIPSO account.

Student clinicians are expected to author two written reports per client each semester: Pretreatment Report (PTR) and the End of Semester Report (ESR). These documents are submitted to the Clinical Instructor in accordance with the Clinic Calendar. Grades are based on the first draft submitted, with consideration given to the student's evaluation level. Each Clinical Instructor has a different writing style with different expectations of the Student Clinician. Being able to adapt to different writing styles prepares the student for internship and professional practices. Guidelines for writing the PTR and ESR, as well as for semester objectives are included in this section of the Handbook. Specific instruction will also be provided at Staffings and during individual meetings with Clinical Instructors. A conference will be conducted by the Student Clinician with the client/family to review each of these documents, with at least one of the conferences directly supervised by the assigned Clinical Instructor.

In addition to assigned clients, opportunities to conduct comprehensive speech-language evaluations will be provided as available to student clinicians. Students are required to submit a tentative evaluation plan to the assigned Clinical Instructor and schedule a planning meeting to review/revise the plan. After the evaluation, the student clinician will submit a written report of the evaluation to the Clinical Instructor. The final report signed by both Student Clinician and Clinical Instructor, along with any other documentation that contains identifying information, should immediately be placed in the client's file and should never leave the building. The Student Clinician will be provided with a grade by the Clinical Instructor, utilizing CALIPSO, after the final report has been submitted and/or reviewed with the client or guardian. Numerous and varied opportunities exist for students to earn other diagnostic and related hours during their clinical practicum. Student clinicians regularly provide speech and hearing screenings for the School of Education and for other programs and community agencies. The faculty and students in the Speech-Language Pathology Program also participate in numerous awareness activities throughout the year both on-and off-campus. Students do not earn hours for activities that are not direct client service but do participate in these for pre-professional experience.

Student clinicians are encouraged to communicate regularly with their assigned Clinical Instructor and to avail themselves of supplemental opportunities for clinical learning outside of their designated clients. Clinical Instructors are best accessed during their posted Office Hours or official ULM email but are also available for individual meetings by appointment.

All students must attend three mandatory meetings with each Clinical Instructor and should sign up accordingly for these at the beginning of the semester, mid-term, and end of the semester. At these meetings, information, clinical teaching, feedback, and/or counseling will be provided. Prior to the first meeting with the Clinical Instructor, student clinicians should, at a minimum, complete the following activities: review the client's folder, call client/guardian to confirm session day/time, and prepare an outline of tentative pre-testing for the first session.

At the end of the semester, students check out with each Clinical Instructor. At this meeting, a grading conference is conducted, client documents filed, and CALIPSO hours checked. Prior to this conference, the student should have entered clock hours in CALIPSO under the appropriate headings and submitted them to Clinical Instructors on the dates designated on the clinic calendar. Specific information regarding the use of CALIPSO and other forms will be provided at Staffings and during the semester by the Clinical Instructor. After checking out with all assigned Clinical Instructors, student clinicians with multiple clients then meet with the Clinic Director to get their final clinic grade.

Students receive regular written feedback for diagnostic and treatment sessions. In addition, written feedback/corrections will be provided for all student-generated documents/reports. The Clinic Director and Clinical Instructors work with students to determine which disorder areas and experiences are needed each semester to satisfy KASA.

In the event of absence of the client or student clinician, it is the responsibility of the student clinician to notify the Clinical Instructor as soon as possible. The Clinical Instructor is always the first person a student or other faculty member consults in matters pertaining to the clinicians and clients assigned to them. In the event that the student is unable to reach a client, the Clinical Instructor or Clinic Director should be contacted for assistance. See the SPLP 5076 Syllabus for further information regarding attendance and promptness.

At the end of each semester, students are given the opportunity to evaluate each of their Clinical Instructors. Since ULM's current on-line system is not designed to provide students with a way to evaluate multiple Clinical Instructors, the program utilizes the CALIPSO supervisor evaluation system. All evaluations are treated confidentially and are maintained by the Clinic Director.

CALIPSO and KASA Rating Forms

All graduate students will have their Knowledge and Skills Acquisition (KASA) tracked and completed on the CALIPSO program. Additionally, this system will also be used to track and document clinical clock hours. CALIPSO records meet all ASHA requirements and is operational for you up to eight years from when you initially purchase it. Students are required to pay a one-time registration fee of $100 to CALIPSO. The fee allows the use of CALIPSO for eight years from the date of purchase. Faculty and on-campus and off-campus Clinical Instructors will utilize CALIPSO in all matters related to clinical experiences, education, and internships. Information regarding registration and training for CALIPSO will be provided as needed. Additional information will be provided about maintaining records for the KASA with the CALIPSO program. Registration and more information can be found at www.calipsoclient.com to register and for more information.

Documentation of Knowledge and Skills

The Knowledge and Skills Acquisition (KASA) form is maintained in CALIPSO by the SPLP Faculty. It is updated periodically and can be viewed by each student at any time. It provides a record of academic progress within the curriculum to meet the CAA and CFCC requirements. Clinical ratings for all students are updated each semester and a final Cumulative Rating Form for Clinical Practicum is completed after the student has completed all clinical clock hours.

Speech-Language Pathology Student Clinical File

A file documenting hours earned by each Speech-Language Pathology graduate student clinician is maintained in CALIPSO which also contains the student's Record of Observation Hours, the Clinical Clock Hours Determination Form for Graduate Students completed by the student at the beginning of the Speech-Language Pathology graduate program, all documentation of clinical hours earned, and the student's official Clinical Hours Record. The file may be reviewed by the student, Clinical Instructor, Clinic Director, and other appropriate Speech-Language Pathology faculty as needed for review and update.

Professionalism

The last section of the CALIPSO grading rubric consists of elements of professionalism, communication, cultural competence, and professional practice, that are graded as met or not met. These criteria pertain to all clinical settings, both on and off campus.

Level 1 Clinicians:

If more than one item in the Professionalism section is determined to be not met, the student must meet with his/her committee. A Clinical Education Support Plan (CESP) will be implemented if the committee determines it is appropriate. This must be resolved before Clinic is initiated in the next semester.

Level 2 Clinicians:

If any one item in the Professionalism section is determined "not met", the student must meet with his/her committee. A Clinical Education Support Plan (CESP) will be implemented if the committee determines it is appropriate. This must be resolved before the student is allowed to leave campus for an internship.

Clinical Pre-requisites

Students must present records with Clinical Instructors' signatures, documenting completion of 25 clock hours of directed clinical observation. Students who have not completed the 25-hour requirement have two options:

a. If 15 or more hours have been completed, the student may enroll in clinic (SPLP 5076) but the required observations must be completed prior to initiating services with a client.
b. If fewer than 15 hours have been completed, all 25 hours must be obtained before the student can enroll in clinic (SPLP 5076).

Clinician Levels/Grading

The student clinician evaluation instrument (CALIPSO) is a competency-based system designed to facilitate the development of clinical skills while taking into consideration the student clinician's academic and clinical experience. This system is based on the model developed by the CALIPSO program. The expected competencies were revised by the Administrators at CALIPSO to reflect changes in the ASHA 2023 Standards. The Clinic Director and Clinical Instructors closely monitor the standards of CALIPSO and revise as appropriate to enhance correlation with KASA competencies for students graduating under the 2023 ASHA Standards for Certification.

The CALIPSO grading instrument is divided into five clinical ability levels, each of which examines clinical competencies in areas of evaluation, intervention, and professionalism. The student clinician's evaluation level is based on a review of academic training and clinical contact hours previously earned. At the beginning of each semester, the student's clinical level is determined by the Clinic Director based on the number of clinic hours obtained and progress in the program. The following progression is generally used for most graduate students following a typical plan of study.

Level	Fall Admits
1	1st Fall and 1st Spring of SPLP 5076
2	Summer & 2nd Fall of SPLP 5076

The level for any student not following a typical plan of study will be determined after review of their clock hours earned, clinical performance, and faculty/student ratings on CALIPSO.

The grading scale for SPLP 5076 is based on the student's clinic level as follows:

Level 1 Grading Scale:

4.26 – 5.00 = A
3.33 – 4.25 = B
2.71 – 3.32 = C
2.40 – 2.70 = D
1.00 – 2.39 = F

3.32 or below = Remediation (SPLP 5092)

Level 2 Grading Scale:

4.50 – 5.00 = A
4.00 – 4.49 = B
3.50 – 3.99 = C
3.00 – 3.49 = D
1.00 – 2.99 = F

3.99 or below = Remediation (SPLP 5092).

Students enroll in SPLP 5076 every semester, with credit hours noted in the Sequence of Classes. Clients are assigned accordingly based on student's preparation and clinical needs. Student

clinical clock hours are monitored closely, with modification of assignments made when necessary to meet requirements.

Student Clinicians are graded at mid-term and the end of the semester. Criteria within the CALIPSO instrument is used and discussed during a conference between the Clinical Instructor and clinician. The final grade from each Clinical Instructor is based on the final grade recorded on the grading instrument. The Clinic Director determines the overall SPLP 5076 grade by calculating the grades assigned by each Clinical Instructor for *each* clinical assignment (screenings, diagnostics, clinic). Students earning an overall grade of a D or F will forfeit clinical hours for that clinical assignment. See the SPLP 5076 Syllabus for other information regarding grading.

Clinical Education Support Plan and Remediation

The Clinical Educational Support Plan, CESP, (Jumonville, 2015) is a method to support students who have not met the expectations of the program in clinical practicum for a variety of reasons. These reasons could include but are not limited to, evaluations, professional writing, clinical intervention, and professionalism. A student who has a CESP has not triggered a formal Clinical Remediation Plan but has challenges meeting specific areas of concern during the clinical education portion of the program. Speech-Language Pathology Program Intervention CESP Policy Speech-Language Pathology Program Intervention Remediation Policy

A Clinical Education Support Plan (CESP) for SPLP 5076 may be triggered if:

a) A score of 2 or lower is earned on the CALIPSO grading rubric for SPLP 5076 even if the average grade is above a C.
b) Areas of concern are identified by SPLP faculty with a student's time management, professionalism, stress management, professional writing, and/or intervention.

The process for utilizing the CESP is as follows:

1. Clinical Instructor(s) identify(ies) area(s) of concern in clinical practice that have been occurring consistently.
2. Face-to-face meetings are held with the student to discuss the concerns and provide written and verbal feedback to address and improve upon the area(s) of identified need.
3. If there is a lack of improvement to meet the expectations of the clinical education of the program, the Clinical Instructor(s) will recommend to the student's Major Advisor to schedule a meeting to discuss the development and implementation of the CESP.
4. A meeting is held with the student, Major Advisor, Graduate Committee members, and the Clinical Instructor(s) who supervise the student.
5. A review of the area(s) of concern and the results of meetings to address the concern(s) are discussed with the student and the faculty who are present.
6. If it is determined by the faculty that a more specific plan is needed to address the area(s) of concern, then a CESP is developed with the student at that time.
7. During discussion with all who are present, the student takes notes regarding the strategies, methods, and suggestions specifically to address the concern(s).

8. The student is provided the CESP template. The student is directed by the Graduate Committee to develop objectives, strategies, and methods to improve upon the areas of concern.
9. The student sends a draft of the CESP to his/her Graduate Committee within one week of the meeting.
10. All of those present at the meeting review the CESP and provide written feedback including comments, suggestions, and implementation of strategies.
11. Any revisions required by the Graduate Committee are shared with the student and further changes (if any) are written on the CESP.
12. A final version of the CESP is submitted to the Graduate Committee and Clinical Instructor(s) for approval.
13. The student provides the Major Advisor with an updated CESP at the end of the semester to document progress.
14. The Major Advisor shares the CESP with the Graduate Committee and determines if objectives are being addressed and met.
15. The student is provided written feedback about the updated CESP. If any areas are not showing improvement, the Major Advisor will discuss these areas and develop additional strategies in conjunction with the Graduate Committee and any other pertinent faculty.
16. If the area(s) of concern have been addressed and shown significant improvement, then the Major Advisor will inform the student that the objectives of the CESP have been met and no further updates are necessary.

Remediation Plan for Clinic

- A grade of C or lower is earned on any section of any grading criterion for any Clinical Instructor. [Practicum hours are forfeited for any semester during which a student earns a D or F.]
- A grade of "C" in any class (including SPLP 5076) automatically triggers Remediation Plan. Practicum hours are forfeited for any semester in which a student earns a D or F.
- Remediation Plan may last no more than one semester per class.
- A student may not leave campus for internship (SPLP 5086/SPLP 5081) without successfully resolving remediation requirements.
- Specifically, if the "C" is earned during the last scheduled semester of SPLP 5076, then the student will be required to complete an additional semester of on-campus clinic (SPLP 5076) to demonstrate proficiency in the areas judged to be weak.
- Clinical Remediation Plan may last no more than two semesters. Clinical Remediation Plan is not offered in the summer semesters. Therefore, if remediation is triggered in the Spring semester, the student is not able to register for remediation, SPLP 5092 or SPLP 5076 until the Fall which will delay completion of the program.
- A student who is in remediation for SPLP 5076 (Practicum Site I), must enroll in SPLP 5092 Clinical Remediation. The student is to consult with the Clinic Director regarding the procedures for enrolling in SPLP 5092.

National Student Speech-Language-Hearing Associations (NSSLHA)

The Speech-Language Pathology program has an active chapter of NSSLHA. The organization is very involved with many campus and community-based projects. Graduate students are required to become active members at the local, state, and national levels for net-working opportunities, pre-professional development, scholarships, awards, and a reduction of initial ASHA membership fees. Announced meetings are held monthly. Information will be provided by NSSLHA officers at the first clinic meeting regarding membership and meeting schedules. To receive discounts toward ASHA membership, students must have documented membership in both the national and local NSSLHA for two years. [To be eligible for program or college awards, students must be members of both the local and national NSSLHA.] Consult with www.asha.org to determine the "conversion program" from national NSSLHA membership to ASHA membership and certification.

NSSLHA/Clinic Events

Attendance is expected at meetings and the organization's activities, most of which support the service mission of the Clinic. Monthly NSSLHA meetings are held at various times and locations to provide both graduates and undergraduates optimal opportunities for attendance. All clinicians should participate in the Annual Speech-Language Pathology Fall Field Day for clients; they are considered to be the designated hosts for their respective clients. Attendance at meetings is mandatory for Graduate Students. As members of NSSLHA, they must obtain at least 4 points throughout the semester. Points are obtained by attending meetings or participating in NSSLHA events. There are usually 8-10 points offered throughout the semester, so there are plenty of opportunities to obtain the required points. Students who do not obtain all 4 points must pay a $10 fine. All meetings are held in the evenings (usually starting after 6:00) to allow Undergraduate and Graduate students who have late clinic obligations to attend.

Part B: Internship

Internship Policies and Procedures

During the semester in which Speech-Language Pathology graduate student clinicians anticipate completion of on-campus ASHA clinical clock hour requirements (140 hours) and didactic courses, they are to notify the Clinic Director and the Internship Coordinator to begin the internship assignment process. The Internship Coordinator will meet with students about initiating SPLP 5081 and SPLP 5086. The Internship Coordinator will make every attempt to place students in one of their three requested locations. Placement at a requested site is not guaranteed nor is placement at a site within Northeast Louisiana. The following process is followed prior to determining if the student's knowledge and skills can be matched with a site requested by the student:

- KASA Summary Form
- Master clinical file with clock hours record
- Contact will be made with relevant parties at the anticipated agency/facility and the Speech-Language Pathologist who will assume primary responsibility for clinical supervision.
- Students in remediation during their final semester of SPLP 5076 may not leave campus for internship (SPLP 5081/SPLP 5086) without successfully resolving remediation requirements.
- Specifically, if a "C" is earned during the last scheduled semester of SPLP 5076, then the student will be required to complete an additional semester of on-campus clinic (SPLP 5076) to demonstrate proficiency in the areas judged to be weak. This will delay graduation.

The Internship Coordinator will provide students with the following:

- Individualized calendar and schedules for SPLP 5081 and SPLP 5086 placements
- Adult and Pediatric Practicum Experience Survey forms
- Instructions regarding procedures and use of internship forms

The Internship Coordinator will provide Site Clinical Instructors with the following:

- Individualized intern calendar
- Procedural information
- Advanced Level grading criteria
- Copy of Certificate of Insurance (if requested)
- Link to ASHA statement regarding Medicare coverage of SLP students

Each student will be required to complete:

- Approximately 20 hours of observation at each site (usually a week or less and based on Clinical Instructor's discretion)
- Any orientation/training required by the agency/facility (some sites require training prior to placement; some sites do in-house training)
- Up-to-date background check and drug screen prior to leaving campus—this is coordinated by the Internship Coordinator and clearance will be given or denied prior to your leaving campus for either SPLP 5081 or SPLP 5086

During each week of the internship, students are required to submit weekly summaries of their experiences via email to the Internship Coordinator who will respond to questions, etc. The Internship Coordinator will also be in regular contact with site Clinical Instructors via email, phone and/or site visit (if necessary). At the end of the internship, students will be scheduled to check out with the Internship Coordinator. The following will be needed to check out:

- Completion of final grading on CALIPSO
- Approval of all submitted hours on CALIPSO
- Completed site surveys (both medical and school sites)
- Evaluation of site Clinical Instructor on CALIPSO

Contracts

The Speech-Language Pathology Program maintains on-going contracts with a number of agencies and facilities in the United States in order to provide a wide variety of settings and experiences to match the individual needs of its students. The Internship Coordinator is responsible for the acquisition and maintenance of these contracts. Students wishing to complete internships at sites that do not have a current contract with ULM may provide contact information for the agency/facility to the Internship Coordinator, who will contact appropriate parties to determine if a contractual arrangement is possible. The student is prohibited from contacting the facility.

Each student will submit necessary documentation requested by the facility such as:

- Immunization record
- CPR certification
- Background check
- Liability insurance (you are covered by ULM Liability Policy, get a copy of this from the Internship Coordinator before leaving campus if needed)

Students follow daily schedules set by the site Clinical Instructor and are expected to comply with the specific procedural requirements of the agency/facility in accordance with the ASHA Code of Ethics, ASHA SLP Scope of Practice, and University/State/Federal mandates. If at any time the student feels his/her safety, health, ethics, etc., are being compromised, he/she should immediately contact the Internship Coordinator for assistance in resolving the situation.

Grading

Students are graded at mid-term and at the end of the internship using the grading forms on CALIPSO. The Speech-Language Pathology grading scale follows:

A = 4.60 - 5.0
B = 4.10 - 4.59
C = 3.60 - 4.09
D = 3.10 - 3.59
F = <3.09

The Final grade is calculated from the end of the internship grade without regard for the mid-term grade. Signatures of the student and the site Clinical Instructor are required and any comments should be documented on the CALIPSO grading form. Student signature does not

necessarily reflect agreement with the final grade. The Internship Coordinator is considered the Instructor of Record by ULM and will review all grade sheets, submit grades for each intern, and assume responsibility for all grades submitted.

Any student earning a final grade of D or F in either SPLP 5081 or SPLP 5086 shall forfeit all clock hours obtained during the clinical practicum. The Internship Coordinator and Major Advisor will meet with the student to discuss strategies/actions concerning future clinical practicum. Other graduate committee members and/or the Program Director may also be invited to the meeting by the Major Advisor and/or the student.

PART 3
Graduation and Clinical Fellowship

Application For Graduation

Students should submit an application for graduation on Banner by the deadline listed on the official ULM calendar www.ulm.edu when they are scheduled to complete their internship experiences and comprehensive examinations. Each student is responsible for submitting an application for graduation by the deadline.

Before Graduation

After all internship experiences are completed, students will check out first with the Clinic Director and lastly the Program Director. During the checkout with the Clinic Director, all clinical documents must be completed and approved. During the checkout with Program Director, all training records and documents must be updated and filed in proper sequence in the student's academic folder. The KASA Summary Form Packet will also be reviewed. The Program Director or designee must complete and sign the verification document. Individuals who successfully complete the graduate degree program are eligible to apply for state licensing and ASHA certification. Licensing requirements vary by state and can be found on the ASHA State-by-State page. It is the responsibility of the student to have all forms needed for licensing available at the time of the final check out, prior to graduation.

Students should submit the online ASHA membership application prior to beginning the Speech-Language Pathology Clinical Fellowship (SLPCF).
https://leader.pubs.asha.org/doi/10.1044/leader.an1.24042019.64
Register for Praxis; use code (0117) for ULM, (5331) for ASHA, and (7331) for LBESPA.

After Graduation

Prior to working as a Speech-Language Pathologist, students must apply for a *license* in the state in which they plan to work. It is a felony to practice without a license. State licensure information: https://www.asha.org/advocacy/state/StateLicensureTrends/. *Do not work without a license!* Some states allow applicants to work while the application is being processed. It is the applicant's responsibility to determine requirements. Changes to the Clinical Certification Standards began in January 2020. Review changes:
https://www.asha.org/Certification/Certification-Standards-Change-in-2020/
Students enrolled before January 2023 fall under 2020 standards, those after January 2023 fall under 2023 standards.

Clinical Fellowship

The Clinical Fellowship is a required component of ASHA certification. It is the graduate's responsibility to obtain employment and a SLPCF Clinical Supervisor. The CF is to begin after the student has completed the graduate degree program and at no date sooner than the date of degree conferral. The CF must be completed within 48 months of the initiation date. Applicants must meet the certification standards (including coursework requirements) in place at the time of application for certification submission. More information on certification standards and guidelines can be found here: SLP Certification Standards

Students must complete a Speech-Language Pathology Clinical Fellowship experience before qualifying for the Certificate of Clinical Competency issued by ASHA. The SLPCF experience must be supervised appropriately by your SLPCF Clinical Instructor. Information about the SLPCF is available on the ASHA website https://www.asha.org/Certification/Certification-Standards-for-SLP--Clinical-Fellowship/

If you are employed in the public schools as an SLP, you may need to have a teaching certificate. Please consult the ASHA website for more information and search "Teacher Certification". https://www.asha.org/advocacy/state/StateLicensureTrends/

In summary, to obtain CCC status from ASHA you must follow this sequence:

Complete the M.S. degree in Speech-Language Pathology from ULM
Apply for ASHA membership (Document 2 years of National NSSLHA membership)
Apply for/obtain a SLP state license
Obtain employment for the Clinical Fellowship Experience
Obtain a Clinical Fellowship Experience Clinical Instructor
Submit a passing SLP PRAXIS score to ASHA, ULM-SPLP, and LBESPA.
Complete the Clinical Fellowship Experience Form
Submit all Clinical Fellowship documents properly signed and processed
Receive CCC
Maintain certification and licensure by completing mandatory continuing education

Program Accreditation Purposes (also discussed in SPLP 5070 Professional Issues):

- Louisiana Professional and Occupational Standards found here: https://www.lbespa.org/assets/docs/Policies/Final-RulesfromOSR.46v75.Jan2023.pdf.
    - Pay special attention to: 103, 107 (D, H, J, K), 109, 111, 113, 119, 123, 125,127,129,135,301,701.
    - Review this whether you are planning to apply for licensure in Louisiana or not as there are typically similarities between states
- "Applying for the Provisional SLP License in Louisiana": https://www.lbespa.org/index.cfm/license/apply
- If you are not planning to apply for a Louisiana License, please review and be sure you understand the Licensure Rules for that state https://www.ulm.edu/professional-licensure-disclosures/index.html.
- A Guide to the ASHA Clinical Fellowship Experience: https://www.asha.org/certification/clinical-fellowship/
- Provide ULM Code (0117) so Praxis score is sent to ULM

Part 4
Policies and Procedures

Student Policy Manual and Organizational Handbook

Each student should review the current ULM Student Policy Manual & Organizational Handbook on the Registrar's website https://www.ulm.edu/studenthandbook/22_23_ulm-student_handbook.pdf . Specifically, ULM CODE OF STUDENT CONDUCT. In that category look for section nine — "Student Records" and read about FERPA and any other sections of interest.

Speech-Language Pathology Program Student Conduct Policy

Official Communication

The official means of communication between faculty/staff and students is through the University's e-mail system https://www.ulm.edu/it/office365_help/web_users.html. Students are responsible for all information sent by e-mail. Students are not to use a personal account or texting to communicate with faculty or clinical instructors for any reason except in extenuating circumstances initiated by faculty or staff.

Administration

All graduate degrees are conferred by the Office of Graduate Studies and Research under the direction of Dr. Sushma Krishnamurthy, Dean, Graduate School, at the University of Louisiana at Monroe. Speech-Language Pathology is one of eight programs administered by the School of Allied Health in the College of Health Sciences.

Contact Information:

Speech-Language Pathology Program
The University of Louisiana at Monroe
700 University Avenue
Monroe, Louisiana 71209-0321

(318) 342-1392 (Program Office)
(318) 342-1230 (Program Fax)
(318) 342-1395 (Kitty DeGree Speech and Hearing Center – Carol Nichols Ray Speech-Language Pathology Clinic)
(318) 342-1366 (Kitty DeGree Speech and Hearing Center – Carol Nichols Ray Speech-Language Pathology Clinic Fax)

Health Insurance

Enrolled domestic students are eligible to purchase a plan of group student injury and sickness insurance. This plan is mandatory for all international students**.** https://www.healthcare.gov/

Additional Requirements

Students are required to have the following completed prior to beginning the M.S. in Speech-Language Pathology program: Immunizations, Background Check, Drug Screenings

Immunizations (College of Health Sciences Policy)

As a student in one of ULM's professional programs, you are required to meet specific vaccination requirements according to your program's policy. It is your responsibility to locate your health records and submit proof to the Student Health Center according to your program's guidelines. Acceptable proof is a legible copy of a public health unit record, a physician's office record, a completed university immunization compliance form, military record, or official laboratory report. If you have obtained these immunizations from a licensed medical professional and/or practice please consult the Affinity Health group at the Student Health Center on University Avenue as to how that needs to be documented and verified. No student will be allowed to start clinical practicum without clearance from the proper agencies.

Immunizations Procedures

An immunization letter is sent to students prior to the beginning of their first semester of graduate school. It is mandatory for students to keep all immunizations current and that all documents are submitted to the ULM Student Health Services to assure requirements for participation in program activities, especially clinical practicum, are met.

Immunization Requirements for All Professional Programs

Evidence of the following immunizations is required by all professional programs:

1. **Two (2) MMR Measles, Mumps, and Rubella Vaccine** (proof of two (2) doses of vaccine is required).
2. **One (1) TDaP Adult Tetanus Diphtheria Pertussis Vaccine (**within the last 10 years**)**
3. **Three (3) doses of Hepatitis B Vaccine three-part series** (first 2 doses must be completed prior to beginning your clinical rotation) **followed by hepatitis b titer one month after series completed.**
4. **Two step TB skin test.** Tuberculosis testing –Mantoux Method. (Only one tbst if you have proof of a previous tbst within the past year).
5. **Two (2) Varicella vaccine or proof of disease documented by health care provider or positive Varicella Titer.**

For your convenience, the following services are available at the Affinity Health Group:

1. Drawing of all blood titers:
    - Varicella IgG titer
    - Rubella IgG titer
    - Mumps IgG titer
    - Rubeola IgG titer
    - HbsAB (Hepatitis B titer)
2. Hepatitis B vaccine (three part series)
3. Tetanus Diphtheria Pertussis TDaP
4. Tuberculosis testing – Mantoux Method
5. Meningococcal vaccine
6. Physical Exams

Payment for immunization services is required on the date of service. Pricing for vaccinations, testing and blood titers are subject to change based on cost of medication or testing. Payment methods accepted are cash, check, Warhawk express, debit/credit card or money order. Any outstanding fees owed to Student Health Services must be paid prior to receiving services.

Put your ***current name, campus wide ID number, and professional program*** on all forms that you submit, and keep a copy for your personal records. Bring all records to the immunization clinic for consultation at the following clinic hours. Clinic hours are from 8 a.m. to 5 p.m., Monday through Friday.

Affinity Health Group at ULM
University of Louisiana Monroe
1140 University Avenue
Monroe, LA 71209
Tel. (318) 342-1651
Fax (318) 342-5239

As proof that you have completed all of the above requirements submit your immunization card from Affinity Health Group on the ULM Campus to the clinic director no later than the Friday of the second week of classes.

The University of Louisiana Monroe
College of Health Sciences (COHS)
School of Allied Health (SOAH)
Student Drug Screen Testing Policies and Procedures

Preamble

The ULM COHS student drug screen testing policies and procedures exist for the well-being of the professions, university, students, public, and community.

Drug screening policies, and consequences resulting from a positive drug screen result, are developed based upon professional best practices and codes of conduct, and/or licensing board requirements. Therefore, COHS programs' policies and procedures may vary.

Positive drug screen results (including pre-admission, pre-clinical, random, and suspicious behavior-initiated tests), may result in inability to begin and/or complete the professional program, inability to practice professionally, inability to become licensed/credentialed, submission of a welfare-concern to the Interim Dean of Students, and/or dismissal from the program.

Speech-Language Pathology: Policy Regarding Background Checks/Drug Screening

a. All students in the Speech-Language Pathology program are required to complete a background check and drug screenings. This must be completed before you can begin clinical practicum on or off campus. Students must complete before the beginning of their first semester of enrollment.
b. All Masters students will be informed of the COHS Background Check (BC)/Drug Screening (DS)/Motor Vehicle records Check (MVR) policies both in writing (in the clinic handbook) and in spoken form (in the first clinic staffing).
c. Castle Branch/Drug Screen and Background Check Instructions are as follows:
   Cost $100.75
   Website – www.castlebranch.com
   Choose "Student" on right
   Package code is ua33 (no spaces)
   Print all confirmation pages for your records
   Follow all prompts until you get to end of process.
   Castle Branch will email paperwork to you to take to LabCorp.

*Unless otherwise noted in the program policy, payment for all background checks and drug screening is the responsibility of the student.
*Any violations that occur after a student's initial background check (e.g., misdemeanor or felony charge or conviction) must be reported to the Program Director who will consult with the Interim Dean's representative on the Committee on Ethical and Professional Conduct.

Purpose of Background Checks and Drug Screening

For obvious health and safety concerns, students must conduct health and educational activities fully in control of their manual dexterity and skills, mental facilities, and judgment. The presence of alcohol or use of drugs, lawful or otherwise, which interferes with the judgment or motor coordination of Speech-Language Pathology students poses an unacceptable risk for clients, colleagues, the University, and affiliating clinical agencies. The Speech-Language Pathology Program recognizes its responsibility to provide a safe and effective academic environment for

students and cooperates with clinical agencies to provide safe and effective care of their patients during Speech-Language Pathology students' clinical experiences in their facilities. Therefore, the following policy has been adopted to:

1. Prevent substance abuse and/or activities or behaviors that are prohibited by the University's Substance Abuse policy.
2. Cooperate with affiliating clinical agencies by requiring Speech-Language Pathology students reporting to those agencies to consent voluntarily to allow those agencies to drug/alcohol screen students in accordance with their policies, and to disclose any drug/alcohol screening results to the appropriate Speech-Language Pathology Program officials (e.g., Program Director, Internship Coordinator).
3. Require all Speech-Language Pathology students enrolled in clinical courses in the Speech-Language Pathology Program to submit program initiation, random screening, and mandatory drug/alcohol screening results based on reasonable suspicion of substance abuse.

Definition of Terms in Policy

Drug/Alcohol Screening: specific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for purposes of detecting a drug or alcohol.

1. Pre-internship screening means that all Speech-Language Pathology students will be screened prior to their first semester of enrollment in SPLP 5076 clinical practicum.
2. Random screening means that students may be arbitrarily selected for drug/alcohol screening using a random selection process. This screening can occur at any time during enrollment in the undergraduate progressed courses or Master's level programs.
3. Reasonable suspicion screening means that evidence exists which forms a reasonable bias for concluding that it is more likely than not that a student has engaged in substance abuse. Facts that could lead to this conclusion may include, but are not limited to: odor of alcohol or drugs; impaired behaviors such as slurred speech, decreased motor coordination, balance issues, or changes in personality or job/clinical performance; and unexplained accidents.
4. Illegal drug: any drug which is not legally obtained; or a legally obtainable drug that has been obtained illegally; any prescribed drug not legally obtained or used for the purpose for which it was prescribed. Examples of illegal drugs include: stimulants, depressants, narcotics, hallucinogenic, cannabis substances, cocaine, heroin, methamphetamine, phencyclidine and 'designer drugs' and 'look alike drugs'.
5. Impaired: the person's mental or physical capabilities are reduced below their normal levels of functioning.
6. Speech-Language Pathology student: individuals enrolled in the Speech-Language Pathology Program who have progressed in the undergraduate program or who are pursuing a Master's degree.

Students are considered on campus or in clinical when:

1. On any university/health agency property, including parking lots.
2. Present at any university or program sanctioned activity.
3. Wearing an official Speech-Language Pathology Program uniform.

Policy Requirements

The Speech-Language Pathology Program prohibits the following when a student is on any ULM campus or in a clinical agency. Failure to adhere to these restrictions will result in disciplinary action by the Speech-Language Pathology Program as outlined in the Procedures section of this document.

1. Unauthorized possession or use of a controlled substance and/or alcohol.
2. Being under the influence of a controlled substance and/or alcohol, including, but not limited to DUI arrests, convictions, and driving suspensions.
3. Illegal manufacture, distribution, sale or purchase of a controlled substance including, but not limited to arrests and convictions.
4. Use, or being under the influence of other drugs, including prescription drugs and over the counter drugs while there is a possibility that such use may impair the student's ability to perform safely, or possibly affect their own safety or patient safety.

Duty to Notify of Drug/Alcohol Convictions

Substance abuse as defined in this policy or a violation of any terms of the University's Substance Abuse policy while engaged in any University experience is strictly prohibited.

All Speech-Language Pathology students are required to abide by these policies when reporting to Speech-Language Pathology-related courses and clinical experiences while at affiliating clinical agencies.

1. Under no circumstances should Speech-Language Pathology students participate in Speech-Language Pathology-related courses or clinical activities while they are impaired.
2. Speech-Language Pathology students who violate these rules will be deemed to be unable to meet the essential qualifications of the Speech-Language Pathology curriculum and may be suspended or dismissed from the Speech-Language Pathology Program.
3. Any violation must be reported to the Speech-Language Pathology Program Director within five days. If the violation is substantiated, it will result in disciplinary action which may include suspension or dismissal from Speech-Language Pathology Program.

Agreement to Consent to the Drug/Alcohol Screening

The Speech-Language Pathology student must agree to submit to program initiation drug/alcohol screening, screening prior to any clinical experiences, random screening, and for reasonable suspicion. The student will sign a consent to abide by the drug/alcohol polices and drug/alcohol screening policies of the Speech-Language Pathology Program and those of the affiliating clinical agencies in which the student is assigned and to release a copy of any and all drug/alcohol screening results to the Speech-Language Pathology Program Director and Internship Coordinator.

1. A student's failure to submit to a required drug/alcohol screen, or attempting to tamper with, contaminate, or switch a sample will result in dismissal from the Speech-Language Pathology Program.
2. The cost of all required drug/alcohol screening shall be the responsibility of the student. The student will complete payment as required by the certified collector chosen by the Speech-Language Pathology Program.

Procedures for Drug/Alcohol Testing Required by Speech-Language Pathology Program

All Speech-Language Pathology students will submit to drug/alcohol testing before initiating SPLP 5076 and prior to off campus placements, if deemed necessary. Failure to submit within a specified time frame will be considered an admission of guilt and the student will be dismissed from the Speech-Language Pathology Program.

1. Drug/alcohol testing for progressed and graduate Speech-Language Pathology students will be arranged by the Speech-Language Pathology Program Director or designee if determined to be necessary at any time. The cost of this drug/alcohol testing shall be the responsibility of the student.
2. Random drug/alcohol testing can occur at any time. Students will be notified by the Speech-Language Pathology Program Director, or designee, that their name was selected. They will be given instructions to report immediately for testing as directed by faculty of Speech-Language Pathology Program. The cost of this drug/alcohol testing shall be the responsibility of the student.
3. When there is reasonable suspicion of substance abuse, a decision to drug/alcohol test may be made by faculty and the clinical agency. Drug/alcohol testing will be arranged by the Speech-Language Pathology Program, unless done in cooperation with the affiliating agency. The cost of this drug/alcohol testing shall be the responsibility of the student.
4. Drug/alcohol testing will be performed by a certified collector (e.g., LabCorp) in accordance with established methods and procedures. The procedure for collection will involve urine, blood, breath, saliva, hair, tissue, or other specimen collected in a secure container following chain of custody procedures.
5. The drug/alcohol test shall screen for the use of drugs, whose use is either illegal or which are prone to abuse, and/or alcohol.
6. Positive tests will be confirmed by additional screening. If the test is positive, the entirety of the relevant evidence, including health history, will be used to determine the presence or absence of substance abuse. Positive tests and/or screening will be documented in the student's records and will be stored in a locked filing cabinet in the Program Director's office.
7. The Speech-Language Pathology Program Director will notify a student who has a positive drug/alcohol test and/or screening. If the results confirm the presence of a prescribed drug, the student will be required to obtain a written statement from the prescribing health care provider or Substance Abuse personnel stating that the drug level is within prescribed limits and that the level does not indicate abuse. The statement must also indicate that the drug will not interfere with safe practice in the clinical area.
8. Refusing to submit to pre-clinical, pre-internship, internship, random, or reasonable suspicion drug/alcohol screening will result in dismissal from the Speech-Language Pathology Program.
9. If a Speech-Language Pathology student self-discloses active/on-going substance use or abuse, the individual will be given the opportunity for medical leave without punitive repercussions. The student will be allowed re-entry to the program following a completed rehabilitative program of the student's choice and negative drug/alcohol testing.
10. If a Speech-Language Pathology student fails a drug/alcohol test at any point in the program without self-disclosing first, the individual will be required to withdraw from the

program. The individual can re-apply after successfully completing a rehabilitative program of the student's choice and negative drug/alcohol testing.

11. A second failed drug test will result in dismissal from the Program.

Drug or alcohol screening of students is authorized under this policy allowing the Speech-Language Pathology Program Director, or designee, to direct a student to undergo screening under the following circumstances when there is reasonable suspicion or cause to believe that a student is or has recently been under the influence of any drug or alcohol. The usual signs and symptoms of alcohol or drug use serve as a determination of reasonable suspicion:

1. Frequent absences from classes, clinical or lab, or disappearance from such
2. Isolation and withdrawal
3. Patient care errors
4. Detectable odor of alcohol
5. Increasingly poor decision and judgement about client care
6. Illogical or sloppy clinical documentation
7. Unusual accidents/incidents
8. Deteriorating personal appearance
9. Changes in motor function, behavioral patterns including personality changes, mood swings, illogical thought patterns, gait disturbances, impaired dexterity, slurred speech, drowsiness/sleepiness, and pupillary changes
10. When a student is found in possession of alcohol or drugs in violation of this policy

When such signs and/or symptoms are observed in a student, the faculty member will notify the Program Director. The Program Director or designee will go to the campus/clinical area and direct the student to immediately submit to drug/alcohol screening and sign a consent form. Testing must be completed within two hours of signing the consent form. Failure to agree to such screening shall be considered an admission of violation of the policy and will result in immediate dismissal from the Program. The cost of drug/alcohol testing and/or screening for either random or reasonable cause will be the responsibility of the student.

Confidentiality

All drug/alcohol testing and screening results will be treated by the Speech-Language Pathology Program as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by school officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the student has consented in writing to release this information. The University shall have the right to use and disclose the results of drug/alcohol screening required by this policy in connection with internal academic processes and in connection with the defense of any student grievance and any claims filed by the student or his/her personal representative, in any court of law, or with any state or federal administrative agency.

Appeals Process

Students wishing to appeal any decision or penalty imposed as per this policy, may do so through the Interim Dean of the College of Health Sciences.

Committee on Ethical and Professional Conduct

The college or school committee on ethical and professional conduct will be made up of at least a representative from the School Director's Office, a licensed mental health professional, and two faculty members. A representative from the Interim Dean's Office will serve as an ex-officio member. All members of the committee will be appointed by the Interim Dean.

The committee is responsible for reviewing student ethical and professional issues, such as drug use or abuse, at the request of the Interim Dean's representative. The committee is also responsible for suggesting and implementing preventative approaches to encouraging a drug free campus, such as community support/involvement, and student and faculty education.

Practicum/Internships

Drug screening is required in the SLP program before a student can participate in defined clinical rotation, practicum, internships, and/or externships. All professional programs require drug screening as per the guidelines and criteria set forth by the participating site and/or listed in the applicable Memorandum of Understanding (MOU) and/or affiliation site agreement. As such, positive drug screens may result in the student not being eligible to begin their clinical facility site rotation, practicum, internship, and/or externship.

Program Policies

Programs requiring drug screening will notify students in writing of the requirement and the program's applicable policies, prior to the student beginning the program. The program will maintain copies of signed student acknowledgements of receiving the notification and policies, of fully understanding the policies, and of giving the applicable ULM personnel permission to view the results on a secure website and appropriately share internally.

Programs requiring drug screening will inform students of the policies. Policies may be located in course syllabi, program handbooks, clinical handbooks, and/or program websites.

Programs requiring drug screening will have clearly written policies that detail at a minimum:

1. The company which will be used to facilitate the drug screen testing process.
2. Instructions for registering for the drug screen testing.
3. Whose responsibility it is for payment of drug screen testing.
4. Instructions for paying for the drug screen, if applicable.
5. Instructions for verifying legally prescribed drugs.
6. Who will have access to the results of the drug screen testing.
7. How results of the drug screen will be shared and stored.
8. How frequently the student will be tested.
9. Whether or not random drug screening is, or may be, required.
10. Procedures that will be followed in the event that suspicious behavior is observed by an employee of the university or the applicable site.
11. How suspicious behavior is defined.

12. How soon after suspicious behavior is observed and documented that a student is required to submit for drug screen testing (immediate to up to 2 hours).
13. How self-disclosure of drug use or abuse may be handled differently than a positive drug screen result.
14. Procedures and/or consequences that will follow a first positive drug screen result.
15. Procedures and/or consequences that will follow a second positive drug screen result.
16. How the student's inability to complete clinical rotation, practicum, internships, and/or externships will impact their ability to complete the program and/or professional practice.
17. How the student can appeal consequences imposed by the program and/or student conduct committee as a result of a positive drug screen result.
18. The student's rights to refuse testing, and the possible applicable resulting consequences/ actions.

Students are to report any drug use and/or criminal infraction(s) at the **beginning** of the graduate program so that accommodations can be considered and possibly made, if any. If an early report is not made before background check/drug screen/Motor Vehicle Records Check (MVR) are received, and a caution flag is raised, accommodations may not be offered and could result in dismissal from the program.

If a caution flag is raised on background check/drug screen, the plan of action of the Speech-Language Pathology department will be the following:

a. contact will be made with LBESPA regarding a ruling on the offense,
b. the ULM SLP department will abide by any decision made by LBESPA; a ruling indicating ineligibility to obtain a license will result in discontinuation of the student's program.
c. individual (not multiple) misdemeanors (e.g., speeding ticket; parking illegally) will generally:
    - not be considered detrimental to continuance in the program,
    - not be reported to LBESPA,
    - not hinder continuance in the program.

Background Checks and Drug Screen Results

The coordinator of SPLP internships will receive results of background checks and drug screens. Any background incidents of concern or positive drug screen results will be reported to the Program Director. The Program Director or his/her designee will report the particulars to the Interim Dean. The Interim Dean's representative on the Committee on Ethical and Professional Conduct, in consultation with the Interim Dean, will determine if the case will be heard by the committee or if the penalties of the background check or positive drug screen will be determined by the program (unless otherwise determined by the licensing board).

Penalties of Positive Drug Screens

Possible actions and penalties for first positive drug screen result (unless otherwise dictated or suggested by program policies, professional standards, affiliation agreement, or licensing board): Substance abuse assessment, treatment, and education; counseling or therapy; random drug

screening; and suspension from academic program for one year with option to return after one year, if no further positive drug screen results, and if evidence is provided of being drug free and successful completion of treatments.

Penalties include one or more of the following –

- Documented reprimand
- University community service
- Disciplinary program probation
- Counseling or therapy
- Substance abuse treatment
- Random drug testing
- Suspension from clinical rotation, practicum, internship, externship (with or without conditions)
- Suspension from academic program (with or without conditions)
- Dismissal from academic program with conditions and option to re-apply
- Permanent dismissal from academic program

Suspicious Behavior

Drug and/or alcohol screening may be required in cases of suspicious behavior observed by an employee of the university or the applicable site Clinical Instructor. Suspicious behavior is defined by any or all of the following being observed (but not limited to):

- Lack of attendance, frequent absences or tardiness from class, clinical, lab or other program related activity
- Sudden and/or unexplained disappearance from class, clinical, lab. or other program related activity
- Isolation
- Withdrawal
- Errors
- Increased poor judgement
- Haphazard and/or illogical case notes, charting, or other written work
- Unusual accidents/incidents
- Unusual behavior, moods, or appearance (such as personality changes, mood swings, aggression, illogical thought patterns, slurred speech, pupil size and/or appearance)
- Changes in motor functioning (such as gait disturbances, impaired dexterity, drowsiness, sleepiness)
- Changes and/or deterioration in personal hygiene
- Detectable odor of alcohol or drugs

Two university officials will complete and sign off on the suspicious behavior check-list and inform the student if a drug screen is required. If so, the student will be required to sign the suspicious behavior checklist agreeing or refusing to be tested. In the case of agreement, the

program director or designee will inform the closest designated laboratory of the requirement and the student must report to that closest designated laboratory within the required timeframe (immediately to up to 2 hours, depending upon program policy). However, the student may not drive to the screening facility but is responsible for arranging his/her own transportation and transportation costs. In the event a drug screen is required based upon suspicious behavior of a student, the program director or designee must inform the Interim Dean through the Interim Dean's representative for the Committee on Ethical and Professional Conduct.

The student may not attend class, practicum, clinical rotation, internship, externship, or any other program related activity until approval is granted by the Program Director. Such approval can only be granted after reviewing the drug screen results and verifying that they are negative and/or otherwise cleared. A positive drug screen will result in the enforcement of appropriate actions and penalties, as per this policy.

Failure to agree to, or show up for, such testing is considered admission of student's drug use and failure to comply with this policy, and will be sufficient cause for implementation of any and/or all sanctions/consequences allowed as per this policy. If the student refuses to test, he/she is required to sign a statement to that effect. If he/she refuses to do so, the form will be signed by two university officials with note of student's refusal to sign. Failure to test when required, or refusal to sign the refusal to test statement, is grounds for immediate dismissal from the program and referral to the Director of Advocacy and Accountability.

Speech-Language Pathology General Dress Code

1. Professional behavior and professional attire are expected in the classroom and clinic at all times (regardless of location of either). These expectations will be supported by the faculty and staff. Students will be denied entry into the classroom or clinical area when their appearance and/or behavior does not conform. [Pants should be properly hemmed (not dragging the ground). Shirts should be neatly tucked in or have a tailored hem that falls below the waistline of pants or skirts. Skirt hems should not be more than 2" above the knee. Uniform skirts must be the same material and color as the uniform top. Men's ties may be required depending on faculty request and on certain occasions (e.g., Spring Conference). Conservative jewelry (earrings, watches, necklaces, etc.) should also be worn on non-class or non-clinical occasions (e.g., Spring Conference).]
2. All Speech-Language Pathology Graduate Student Clinicians must wear the adopted and approved clinical attire (i.e., uniform) when working with clients, in class, or when representing the Clinic or program at other service functions.
3. Enforcement: If any part of the dress code is not followed, faculty have the option of sending a student home from clinic or class; give a warning for the first offense; and/or refer the student to the Program Director and/or Clinic Director. Referral could impact Professionalism grade.
4. Students are to wear solid black scrubs with no other visible colors on trim or piping. The scrub top must be V-necked and loose fitting. Pants should also be loose fitting. A plain black scrub jacket may be worn over the uniform. Any uniforms, other than the styles and colors designated in this policy, are unacceptable.

5. A Speech-Language Pathology patch must be purchased from Monograms Unlimited on Forsythe Avenue in Monroe and attached to the left sleeve of the uniform top. The patches are approximately $6 each. Monograms Unlimited may attach the patch for an additional fee.
6. Name tags will be purchased by NSSLHA as part of your dues. Students are to send their preferred name for the name tag to the NSSLHA Advisor, Mrs. Amanda Elias, elias@ulm.edu by July 25th each year.
7. Professional appearance and behavior is mandatory. Cleanliness of the individual body, mind, mouth, and uniform is of utmost importance.
8. Proper body hygiene is essential. In addition, there should be no malodorous smell of smoke apparent on the uniform. Smoking in uniform must be done in designated areas only, but smoking while in uniform is strongly discouraged.
9. Strong cologne/perfume is discouraged to avoid disruption to clients, peers, or other personnel.
10. Visible and/or distracting tattoos are strongly discouraged.
11. Fingernails that are distracting (length, color) should be avoided.
12. Hair should be neat, clean, and in a simple controlled hairstyle; hair must be a normal human hair color.
13. Beards must be neatly trimmed.
14. Scrubs are to be worn every day while in class or any type of clinical setting.
15. Scrubs must be clean, pressed, and properly hemmed (not dragging the ground)..
16. Scrub pants must ride at the waist when seated.
17. When in clinical uniform (scrubs), white, black, or gray crew socks or hose are appropriate.
18. No part of the uniform may be worn in combination with "Street Clothes" (for example, the uniform top may not be worn with blue jeans) and the uniform may not be worn in inappropriate settings.
19. Students will receive their name tag early in the semester; it is to be worn every day while in the class or clinical setting during the semester. Students will be responsible for the cost of replacing a lost name tag. Students are welcome to purchase an additional name tag through Unique Trophies in West Monroe at their own expense.
20. Uniform shoes should be non-distracting, preferably black, gray, or white athletic shoes of leather or canvas material. The shoe trim should be non-distracting, preferably black, gray, or white without colors or designs other than a small designer brand logo. Laced shoestrings must be black, white, or gray and match the color of the shoe. Open-heeled, open-toe, flip-flops, non-supportive (e.g., Converse and Toms), clogs, or shoes with non-rubber soles are not allowed. Uniform shoes should only be worn in the clinical area (i.e., not for gardening or working out) and kept clean and/or polished at all times.
21. A watch with a second-hand is required for clinic. This may be smart watch if it has the capability to change the watch face to include a second-hand.
22. Rings, bracelets, necklaces, and earrings should not be distracting (sound, color, size, etc.) and should complement the uniform color.
23. Facial or dermal (eyebrow, tongue, or lip) piercings are not allowed while in uniform. One discrete piercing in the side of the nose is the only visible nose piercing allowed.
24. Ear piercings are limited to no more than two in one ear, preferably non-distracting small posts, with the exception of a daith piercing (for migraine headaches) per the discretion

of a healthcare provider's order; proper documentation must be provided to the Clinic Director who will inform the teaching and clinical faculty. A simple silver or clear ring with one-bead closure is permitted. Horseshoe, barbell, and any shape other than a non-embellished ring are not allowed. The total sum of ear piercings should not exceed three.

25. Hair jewelry is not allowed other than simple barrette, ponytail, or black, white, or gray headband not greater than 2 inches in width.

Friday (Non-Clinical) Dress Code

On Fridays, SPLP students will be allowed to wear nice jeans/pants (not shorts), a NSSLHA shirt, and their name tag unless they are at a clinical site (e.g., CommuniHealth, Head Start, etc.) or fulfilling a GA somewhere else on campus.

Speech-Language-Hearing Screenings

All incoming graduate students, regardless of where undergraduate degree was earned, will be screened upon entry into the program even if they were screened in SPLP 1013 as Undergraduates. If deficiencies are evident, the participating Clinical Instructors will meet in private with the student to discuss services/referrals indicated. Speech-Language Pathology students may receive services in the ULM Clinic. The development of each student clinician's appropriate oral and written professional communication skills is evaluated and fostered by Clinical Instructors during implementation of practicum activities.

Tutoring

Students enrolled in Speech-Language Pathology are advised that participation in tutoring/teaching activities related to reading or writing/spelling, whether for pay or on a volunteer basis, could be construed as practicing Speech-Language Pathology without a license. In order to help avoid any situation that could potentially jeopardize the ability to be licensed to practice or become certified by the American Speech-Language-Hearing Association, these situations should be avoided while enrolled in SPLP's graduate or undergraduate programs. If there are any questions, see the Clinic Director.

Student Safety

It is the policy of the SPLP Program at the University of Louisiana at Monroe that:

1. The door to the student entrance of the Clinic in Sugar Hall should remain closed, locked, and accessible only with ULM IDs. Each semester the Clinic Director obtains authorization for the graduate students to use electronic access to enter the clinic. If students have difficulty opening the door with their ID, the Clinic Director or Program Director should be notified immediately. Likewise, if the door malfunctions and remains unlocked a report should be made to the Program Director or Clinic Director immediately. The door is never to be propped open.
2. The client entrance will only be unlocked during Clinic (not university) hours. When the external door is unlocked, interior entrances to clinical areas will remain closed and locked, from the outside, except during changeover times between clinic sessions. When the external door is locked, internal doors may remain open. Students are not to use the client entrance, only the student entrance. Students must carry ID cards with them to allow access to the

student entrance only. Keys for internal clinic doors will be maintained by program director, clinic director, and program administrative staff.

3. Weekend access to Sugar Hall including the Carol Nichols Ray Speech-Language Pathology Clinic in the Kitty DeGree Speech and Hearing Center, is prohibited to students. Students may only access the clinic during hours of operation while faculty members are present. The typical hours are 7:30 am to 6:00 pm Monday through Thursday while clinic is in session in the fall and spring semesters and 7:30 am to 5:00 pm Monday through Thursday when clinic is not in session and during the summer semesters. Friday hours are 7:30 to 11:30 a.m. If the university is closed for any reason, the building and clinic may not be accessed.
4. The lobby will be monitored via the internet surveillance system already utilized for monitoring treatment rooms.
5. Students who disregard stated safety policies are subject to disciplinary action.
6. Students should exercise precautions when leaving the building (especially in the dark).
7. Always go to your car with a group.
8. Students are encouraged to contact University Police Department (UPD) at 342-5350 for an escort after dark.
9. Students should move their vehicle from the parking lot/garage to the Sugar Hall lot before dark (after 4:30).
10. Have your keys and your phone in your hand before approaching the parking garage.
11. Don't sit in your car in the parking lot/garage to study or talk on your phone.
12. Find a location with good lighting if you must talk or text.
13. Tell others an approximate time you expect to arrive at your next destination.
14. Download the free "ULM Safe App" from the App Store or Google Play.

Health/Safety/Emergencies/Immunizations/Liability Insurance

As professional care providers, student clinicians must follow universal precautions to help prevent the spread of contagious diseases to clients and themselves. Although the risk of transmission of bloodborne pathogens (such as AIDS/HIV or hepatitis B) is extremely low, being aware of how to anticipate and respond to situations where you may encounter blood or bodily fluids contaminated with visible blood is necessary.

With this in mind, clinicians are advised to carefully review and follow the ULM Policy on Bloodborne Pathogens (https://webservices.ulm.edu/policies/download-policy/331) and the SPLP Policy on Disease Prevention. The Clinic maintains supplies for use by clinicians as needed. These materials, including gloves, N-95 masks, face shields, tongue depressors, paper towels, tissues, and alcohol preps, all of which should be discarded after each use. A special cleaning solution, aerosol disinfectant, paper towels, and plastic trash bags are available for use by all clinicians. Contaminated materials should be discarded. Tables and therapy manipulatives that have been handled or mouthed should be cleaned after each session. Headsets (audiometers, etc.) and any other therapy equipment that touches a patient's body (e.g. electrolarynx) should be cleaned after each use. Disposable otoscope covers are also available for use when otoscopy is performed.

Regular and appropriate handwashing by clinicians is essential. The use of non-water antibacterial gel on hands will also foster infection control when handwashing is not immediately available. Open wounds must be covered.

Additional protective equipment in kit form is readily accessible in the Clinic for use by student clinicians, faculty, and staff who are exposed to other potentially infectious bodily fluids, waste, etc. A red bag is available in the kit for disposal of consumable contaminated items. This bag will be disposed of following university policy.

For more specific precautions as they relate to Speech-Language Pathologists, refer to the website for the Center for Disease Control www.cdc.gov. The nurses at the ULM Affinity Clinic are also a resource for questions regarding infection control, etc.

Accident/Injury

In the event of an accident/injury/or matter of personal safety, University Police should be called immediately at 911 or 342-5350 (University Police). Each student clinician should also be familiar with the ULM Evacuation Policy and the Evacuation Plan for the Clinic in this Handbook. Faculty and staff will follow ULM Policies regarding these situations. See the ULM Student Handbook for further information.

In any case of suspected child abuse and/or neglect involving a client, the Clinical Instructor and Clinic Director are designated as "mandated reporters" under the Louisiana Children's Code. Students should discuss procedures to follow in the event of such situations during their first meeting with the Clinical Instructor.

All student clinicians are required to complete an Emergency Contact form on themselves and a Contact Form for each client. These are maintained by the Clinic Director in the event of an emergency.

Students are made aware of ULM immunization policies as undergraduates when they progress into the Speech-Language Pathology major or when accepted into the SPLP graduate program (See Academic portion of this Handbook). It is the responsibility of each student to maintain current immunization status throughout the clinical program. No student will be permitted to participate in any clinical activity without clearance documentation from the ULM Affinity Clinic Nurse given to the Clinic Director. SPLP personnel (e.g., Clinic Director) **do not** have access to any student health records. Students are responsible for maintaining a record of their immunizations and tuberculosis tests.

Student clinicians are covered under the ULM liability insurance policy at no additional charge. This coverage is necessary for all persons providing clinical services to the general public.

Social-Media Use

Students and Faculty/Clinical Instructors who need to communicate about clients electronically must use only ULM email and refer to clients exclusively by initials, not by either first or last name. Communication about clients, parents/guardians, clinic, or the program is prohibited via any other communication system; these include Facebook, blogs, text-messaging, personal mail, etc. Official Facebook postings about departmental activities can only be made by students with approval of the Program Director, Clinic Director, or NSSLHA Advisor. While faculty cannot stop students from doing so, it is not in the students' best interest to speak negatively about themselves, faculty, the program, college, or university on any type of social media. If a

student's public communication is interpreted in a slanderous and/or non-beneficent manner, the student can and will be held ethically and/or legally responsible. Furthermore, students should be aware that some social media (e.g. Facebook) is viewable and viewed by faculty, clients, and parents/guardians of clients, students at other universities, potential students, and future employers. Before a post is made on social media, students should ask themselves, "What will a future employer (client, client's parent/guardian, etc.) think when they see this post?" Faculty (including off-campus Clinical Instructors) are not allowed to befriend on social media any current student of the program, client, or parent/guardian of a client.

Tests/Materials /Technology and other Equipment

Current editions of a wide array of diagnostic measures are available for use and/or check-out by student clinicians. Students are expected to follow the Test Check-Out Procedures and should be sensitive to the fact that other student clinicians may also need to use these items/kits (especially during Pre-Test/Post-Test days noted on Clinic Calendar). If a test is checked out for review overnight, it must be returned the following morning by 7:45 a.m. In the event that a specific protocol is not available, the form at the back of the protocol folder should be utilized. Many test protocols are copyrighted material and should not be copied for use during assessment.

The Materials Area is accessible during the hours of the Clinic's operation. Student clinicians have full access to therapy manipulatives, kits, and manuals and should follow the clinic materials check-out procedures. Students should keep decks, kits, etc., together, as taking only portions may result in the loss of some items. The Speech-Language Pathology Program strives to provide an adequate array of materials; student clinicians are expected to help maintain organization and should use appropriate care when selecting, transporting, and utilizing them. Suggestions are welcomed by the Clinic Director regarding the requisition of new materials.

The Speech-Language Pathology Program maintains a wide inventory of clinical equipment, sophisticated augmentative/alternative communication devices, other assistive technology, and computer software for use during evaluation and treatment sessions. Check-out of equipment is required and is essential for maintaining security. Some therapy rooms have computers with clinical software pre-loaded. Students are especially encouraged to preview available clinical software to enhance session planning. The Audiologist should be consulted prior to the use of any Speech-Language Pathology amplification devices.

No food or drink is allowed in the Clinic, with the exception of clear water (no additives) in the Kitty DeGree Speech and Hearing Center/Carol Nichols Ray Speech-Language Pathology Clinic when they are not in Clinic. The exception to this relates to the needs of the client (e.g., voice) and modeling appropriate behavior (e.g., hydration).

When therapy rooms are not in use, Student Clinicians may use the computers in the student workroom for preparing academic and clinical documents. These computers may be used for printing only with express permission of their Clinical Instructor.

A closed-circuit video/audio system is utilized by Clinical Instructors for monitoring of sessions by Clinical Instructors and observation by authorized individuals (e.g. students in SPLP 4010).

Blank Forms, Sample Documents, and Related Information for Use in SPLP 5076

Blank forms, sample documents, and other information will be available to clinicians; some will be provided in Clinic Staffing and via Moodle for SPLP 5076. They should be retained for use throughout the program.

Speech-Language Pathology Copy Policy

Copyrighted material, including test protocols, may NOT be copied. Student clinicians may copy for their use, and at their own expense, other diagnostic and therapy materials that are not copyrighted or those which specifically grant copy privileges. Confidential client information may not be copied or photographed by any student clinician. In the event that clients/families wish to provide copies of confidential information for the client file or wish a copy of reports, etc., only the Clinic Assistant, Clinical Instructors, or Clinic Director may duplicate the requested information. Documentation of who received documents should be included in the client's file. Failure to comply with this policy compromises both the clinician and the Program and may jeopardize a student's grade and ability to continue the required practicum.

Student Break Room, Sugar 112

1. Provision of student room containing a microwave and refrigerator is a privilege.
2. Students are responsible for cleaning the room and storage of food items.
3. General cleaning is done by the custodial staff, but they do not clean dishes, wipe down the tables, nor pick up uncontained trash. The rule is to leave the room as it is found.
4. Activities should be limited to eating and not as a place to prepare for class/clinic or for general socializing.
5. Any dirty dishes left in the room will be discarded immediately.
6. Shared food (e.g., cupcakes, cookies) should be discarded at the end of each week.
7. If the room is left unacceptable by students, they will lose this privilege. Compliance is a shared responsibility.

Other areas of Sugar Hall

Students should not leave cups and other items on the wooden ledge that is in front of the posters exhibiting research/public information.

ASHA and CAA Resources

ASHA Scope of Practice: https://www.asha.org/siteassets/publications/sp2016-00343.pdf
ASHA Code of Ethics: https://www.asha.org/Code-of-Ethics/
CAA Standards for Accreditation: https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf
ASHA State by State: https://www.asha.org/advocacy/state/
ASHA Verification of Certification: https://www.asha.org/certification/cert-verify/
ASHA Guide to Clinical Fellowship: https://www.asha.org/certification/clinical-fellowship/

Evaluation of the Faculty and Program Director

Students are expected to evaluate faculty at the conclusion of each course and clinic semester. All faculty members submit annual goals to the Program Director each fall. In late spring, faculty members write summations related to the status of their goals. The Program Director

uses these, along with other documents (e.g., student evaluations), to evaluate the faculty. Similarly, the same procedure is followed as the School Director evaluates the Program Director. The faculty, however, also evaluate the Program Director; that information is sent to the School Director.

Speech-Language Pathology Policy and Procedure for Filing Complaints

Students are expected to follow the Chain of Command for any concerns. Academic issues should be brought to the attention of the Program Director and clinical issues should be referred to the Clinic Director. For academic issues, students should speak with the instructor first. If the issue cannot be resolved at that level, the student and faculty member are welcome to contact the Program Director for a joint meeting. For clinical issues, students should speak with the Clinical Instructor first. If the issue cannot be resolved at that level, the student and Clinical Instructor should contact the Clinic Director for a joint meeting. If the issue continues to be unresolved, all parties should meet with the Program Director. The CAA www.caa.asha.org can also be contacted about program accreditation concerns. Procedures are also posted in the Clinical Work Room in the Kitty DeGree Speech and Hearing Center – Carol Nichols Ray SLP Clinic.

Non-Discrimination Policy

The University of Louisiana at Monroe does not discriminate on the basis of race, color, national origin, age, retirement status, religion, sex, sexual orientation, citizenship, Vietnam era or veteran status, sickle cell trait; pregnancy, childbirth or related medical conditions, or disability in admission to, access to, treatment in, or employment in its programs and activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended; the Equal Pay Act of 1963; Executive Order 11246 of 1965; the Age Discrimination in Employment Act of 1967; Title IX of the Educational Amendments of 1972; the Rehabilitation Action of 1973; the Americans with Disabilities Act of 1990; the Americans with Disabilities Amendment Act of 2008; the Vietnam Era Veterans Readjustment Assistance Act of 1974; the Immigration Reform and Control Act of 1986; Title II of the Genetic Information Nondiscrimination Act of 2008; and the Louisiana Employment Discrimination Law.

The Kitty Degree Speech & Hearing Center/Carol Nichols Ray SLP Clinic does not discriminate in the delivery of professional services on the basis of race, color, religion, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran; or other characteristics protected by federal, state or local statute or ordinance. SPLP Diversity, Equity, and Inclusion Policy. If a student or client has questions or concerns related to discrimination, they may contact the Program Director, Clinic Director, or the American Speech-Language Hearing Association.

Identification

Students are issued a student identification card by the university upon enrollment. This card allows them access to buildings, classrooms, and copying services. Students should always know where their card is and not loan it to others.

Registration Information and Requirements
Course Information, Catalog https://www.ulm.edu/academics/catalogs//.
schedule of classes https://www.ulm.edu/schedule/
Course registration https://www.ulm.edu/

Transcripts
Transcript requests. https://www.ulm.edu/registrar/

Holds on Records
If there is a hold on a student's record, they may not register or, in many cases, obtain transcripts until that hold is cleared with the appropriate office. A hold may be imposed for financial indebtedness to the University or for disciplinary or scholastic reasons. Notice of any hold, including the name of the department where it may be cleared, is available on the Banner website. https://www.ulm.edu/it/banner-steps.html

Human Experimentation
Effective November 1, 2006, ULM Institution Review Board (IRB) training is mandatory for all persons who participate in Human Subjects Research https://ulm.edu/research/irb.html. Prior to initiating any research with human subjects, it must first be approved by the IRB. Students conducting research under the mentorship of a faculty member must file a request for approval. Forms should be submitted several weeks prior to the planned initiation of the research. In many cases, an expedited review can be requested.

Financial Information
Information regarding tuition and fees can be found in the graduate catalog or the financial aid website https://www.ulm.edu/financialaid/. Graduate assistants and work study applications can be found here https://www.ulm.edu/gradschool/assist_workstudy.html

Several scholarships are available to graduate students. More information on scholarships can be found on the academic works page.

Library Information
The purpose of the University Library, as adopted by the Library Faculty, is to support the teaching, research, and service programs of the University. This shall be accomplished through instruction, networking, and access using the appropriate technology, acquisition, organization, and maintenance of necessary information resources. The University Library shall also provide the optimum learning environment for its diverse users.

The Library is centrally located on the University campus beside the bayou. It is readily accessible from all campus housing and classroom buildings. The resources of the library include 644,120 print volumes, including 199,356 state and federal documents, 225 journal and newspaper subscriptions, and 620,039 volumes in microformat. The Library is a member of AMIGOS, which enables cataloging and bibliographic verification and interlibrary loan via computer terminals connected on-line to the system headquarters. NEON, the Library's Electronic catalog, is part of LOUIS, the Louisiana Library network. Being part of LOUIS, the library has access to EBSCOhost which provides access to over 40,000 full-text electronic

journals. In addition, LOUIS provides access to other bibliographic and abstracting sources via the Web. Access is also provided to more than 35,000 electronic books via netLibrary.

All are welcome to use the resources of the Library. To borrow library materials, one must have a valid ID card or obtain a LOUIS Reciprocal Borrowing card.

For more library information, refer to www.ulm.edu/library https://www.ulm.edu/library/

More information

Additional information about the policies of the University of Louisiana at Monroe and the Graduate School can be found at www.ulm.edu or https://www.ulm.edu/gradschool/
Speech-Language Pathology Program policies can be found here SPLP Policies.

Program Feedback and Alumni Questionnaire

Alumni are encouraged to keep the Speech-Language Pathology Program updated about their professional journey. Results are confidential and identifying information is not required.

Thank you for selecting ULM and the M.S. in Speech-Language Pathology Program.

We wish you the best in your graduate education.

The Speech-Language Pathology Faculty and Staff

University of Louisiana Monroe
M.S. in Speech-Language Pathology
Graduate Handbook Signature Page

By signing this page, I acknowledge that

- **I have read the handbook in its entirety.**
- **I understand I am responsible for following all program and university related policies and procedures.**
- **I understand that this document is subject to change at the discretion of the program, and I am responsible for following all changes.**
- **I will abide by all policies including but not limited to drug and alcohol screening, background screening, and motor vehicle records check.**

Drug Screen Acknowledgment:

- **I understand that I will be required to complete a drug screen through Castle Branch.**
- **I give permission for designated ULM personnel to view the results and share them internally as appropriate.**

Graduate Student's Printed Name_____

Graduate Student's Signature _____

CWID _____

Email _____

Cell Phone Number _____

Date_____

Complete this document and return the original to the SPLP Program Director no later than the Friday of the first week of classes.