

**UNIVERSITY OF LOUISIANA  
MONROE**

**SPEECH-LANGUAGE PATHOLOGY  
GRADUATE STUDENT HANDBOOK  
ACADEMIC PROGRAM  
CLINICAL PROGRAM  
INTERNSHIP  
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*  
**700 University Ave. Monroe, LA 71209-0321**  
**Academic Program Administration: (318) 342-1392; Fax: (318) 342-1230**  
**ULM Speech-Language Pathology Clinic: (318) 342-1395; Fax 342-1366**  
• [www.ulm.edu/slp](http://www.ulm.edu/slp)  
**A Member of the University of Louisiana System, AA/EOE**

## **Introduction**

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 School of Allied Health within the College of Health Sciences.

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 and meets ASHA CF Supervisor qualifications.

This handbook is a supplement to ULM's 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 Comprehensive Exams, and applying for 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 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 is 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.

### **SPLP M.S. Program Mission Statement**

The mission of 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 lifespan. 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.

### **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). <https://www.ulm.edu/it/banner-steps.html>

### **Financial Information**

Information regarding tuition and fees can be found in the [graduate catalog](https://www.ulm.edu/graduatecatalog/) 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](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](#).

### **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 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 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)

**Full-Time Faculty**

- Mary Ann Thomas, M.S., CCC-SLP, Program Director and Instructor  
[thomas@ulm](mailto:thomas@ulm), 318.342.1389, 4114 DeSiard Street
- Donna Thomas, Ph.D., CCC-SLP, Assistant Professor  
[dthomas@ulm.edu](mailto:dthomas@ulm.edu), 318.342.1397, Strauss 239
- Kelly Koch, Ph.D., CCC-SLP, Assistant Professor and Clinical Instructor  
[Koch@ulm.edu](mailto:Koch@ulm.edu) 318.342.1465, Strauss 235
- Amanda Elias, M.A., CCC-SLP, Academic and Clinical Instructor  
[elias@ulm.edu](mailto:elias@ulm.edu), 318.342.7963, 4114 DeSiard Street
- Sarah Hayes, M.A., CCC-SLP, Academic and Clinical Instructor  
[hayes@ulm.edu](mailto:hayes@ulm.edu), 318.342.3277, 4114 DeSiard Street
- Kaila Razon, M.S., CCC-SLP, Clinical Instructor  
[razon@ulm.edu](mailto:razon@ulm.edu), 318.342.7948, 4114 DeSiard Street
- Holley Perry, M.S., CCC-SLP, Clinic Director, Clinical Instructor, and Internship Coordinator  
[hperry@ulm.edu](mailto:hperry@ulm.edu), 318.342.1393, 4114 DeSiard Street

**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](mailto:madix@ulm.edu), 318.342.1392
- Lezlee Shauf Vincent, M.S., CCC-SLP, Instructor and Clinical Faculty  
[shauf@ulm.edu](mailto:shauf@ulm.edu), 318.342.1392

**Staff**

- Jalyssa Fredericks, Administrative Assistant, [fredericks@ulm.edu](mailto:fredericks@ulm.edu), 318.342.1392, Strauss 238

# Part 1: Academic Program

## **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. Courses required include and are not limited to the following:

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 Disorders

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 prerequisites to complete.

## **Core Functions**

Speech-Language Pathologists must possess appropriate oral and written communication skills, consistent with their age, gender, and culture. The Speech-Language Pathology program strives to prepare all students for graduation and entry into professional practice through the development of Core Functions for Future Practitioners established by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD, 2007). These core functions can be found at [Core Functions for Future Practitioners](#)

### **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 typically 4 full semesters and 1 summer. 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 is a 53-55-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, and research.

<b>Course Number</b>	<b>Title</b>	<b>Credits</b>
SPLP 5005	Research in Speech-Language Pathology	3
SPLP 5020	Seminar in Speech Sound Disorders	3
SPLP 5025	Current Topics in Stuttering Research and Remediation	3
SPLP 5028	Seminar in Language Disorders in School Age Children	3
SPLP 5031	Seminar in Language Disorders in Children Birth to Four	3
SPLP 5042	Seminar in Voice Disorders	3
SPLP 5060	Seminar in Augmentative/Alternative Communication	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-Pediatric Site	4-18
SPLP 5086	Internship- Adult 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

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.

### **Sequence of Graduate Courses**

The ULM Speech-Language Pathology Program 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 sequence is followed by students who do not need undergraduate prerequisite courses. For those students needing to take prerequisite courses, the major advisor will determine when they will be completed. The Program Director and major advisor must be made aware of these changes.

### **Appointment of Graduate Committee**

All Speech-Language Pathology graduate students must have a graduate committee consisting of three Speech-Language Pathology faculty members. This committee is appointed 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 their academic and clinical development.

### **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. Students should proactively keep the advisor and/or Program Director informed of any issues that could affect the students' progress toward the degree.

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 prerequisite 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.

**RECOMMENDED SEQUENCE OF CLASSES**

<p style="text-align: center;"><b><u>Fall Year 1</u></b></p> <p>SPLP 5020 Speech Sound Disorders (1<sup>st</sup> 8 Weeks)          SPLP 5005 Research (2<sup>nd</sup> 8 Weeks)          SPLP 5028 Language Disorders in School Age Children          SPLP 5150 Seminar in Aphasia and Motor Speech Disorders          SPLP 4090 (if necessary) Neurophysiology          SPLP 5076 (1) Clinic Practicum (1 Client)</p> <p>Total = 13 hours (16)</p>	<p style="text-align: center;"><b><u>Spring Year 1</u></b></p> <p>SPLP 5025 Stuttering Research and Remediation          SPLP 5030 Language Disorders in Children Birth to Four          SPLP 5060 Aug/Alt Communication          SPLP 5152 Seminar in Cognition and Related Communication Disorders          SPLP 5091 (1) Research Project          SPLP 5076 (2) Clinic Practicum (2 Clients)</p> <p>Total = 15 hours</p>
<p><b><u>Summer 1 Year 1</u></b></p> <p>SPLP 5070 (1<sup>st</sup> 8 Weeks) Professional Issues          SPLP 5076 (1) Clinic Practicum (1 client)          Total = 4 hours</p> <p><b><u>Summer 2 Year 1</u></b></p> <p>SPLP 5077 Audiology for the SLP          SPLP 5076 (1) Clinic Practicum (1 Client)</p> <p>Total = 4 hours</p>	<p style="text-align: center;"><b><u>Fall Year 2</u></b></p> <p>SPLP 5042 Voice Disorders          SPLP 5061 Oropharyngeal Involvement          SPLP 5076 (3) Clinic Practicum (3 Clients)</p> <p>Total = 9 hours          Apply for internship          Register for graduation for spring semester</p>
<p style="text-align: center;"><b><u>Spring Year 2</u></b></p> <p>SPLP 5081 Pediatric Internship = 8 weeks intensive (4) Total = 4 hours</p> <p style="text-align: center;"><b><u>Spring Year 2</u></b></p> <p>SPLP 5086 Adult Internship = 8 Weeks intensive (4) Total = 4 hours</p> <p>Comprehensive Exams = TBA</p>	



### **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>

Students participate in formative and summative assessments in their academic courses and clinical practicum each semester. A minimum grade of 80% is required on all course summative assessments that align with standards for certification.

### **Specific Formative Assessment Outcomes**

Formative assessments are documentation of student knowledge and skill outcomes on an on-going basis. Note that these outcomes are designated [IV-C through IV-H and V-A and V-B](#) 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. In addition, students must obtain knowledge and skills related to Ethics, Professionalism, and Diversity, Equity, and Inclusion. Students are expected to acquire both knowledge and skill in these areas as they progress through their graduate program.

Academic formative assessments occur during academic courses in the form of tests, presentations, projects, and other graded learning activities.

Formative assessments in clinical practicum occur through grading by individual clinical educators based on student acquisition of knowledge and skills in screening, assessment, treatment, professional practice, and diversity, equity, and inclusion related to communication disorders.

Depending on the student's performance and needs, an Education Support Plan or a Remediation Plan may be developed between the faculty member, the student's committee, and the student.

### **Summative Assessment**

Summative assessments are those outcomes judged at the end of a specified time. All M.S. academic courses have a summative assessment as part of the comprehensive final examination requiring a grade of 80% or higher. Summative assessment also 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.

### **Comprehensive Examinations**

Comprehensive examinations are another type of summative assessment required by the program. Students will complete written and oral forms of comprehensive assessment to demonstrate completion of the program requirements.

### Written Comprehensive Exam

Written comprehensive examinations will be given at the end of each academic course and clinical practicum experience, and during each internship placement.

### Oral Comprehensive Exam

Oral comprehensive examinations are held during the second internship after successful completion of all academic coursework, clinical practicum, first internship placement, and a passing midterm grade of the second internship placement. It allows the student and faculty to exchange information related to the written comprehensive exams, clinical practicum, and internship.

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

- Successful completion of graduate credit hours in academic coursework
- Successful completion of graduate credit hours in clinical practicum
- Successful completion and passing of written comprehensive examinations (or thesis defense)
- Completion and passing of oral comprehensive examination
- Completion of sufficient clinical experience by obtaining a minimum of 400 clock hours, with 25 observation hours at the undergraduate level and 375 direct clinical practicum hours at the graduate level meet all minimum requirements for the Certificate of Clinical Competence (CCC).
- Verification of registration for the Praxis exam with scores to be sent to ULM Speech-Language Pathology Program.

### 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.

### **SLP Praxis National Examination**

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 a requirement for speech-language pathologists to qualify for the Certificate of Clinical Competence. Check availability at [www.ets.org](http://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. Students can take the Praxis exam prior to entering internship after completing the majority of academic coursework, when enrolled in SPLP 5081 and SPLP 5086, or following graduation during the Clinical Fellowship.

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

**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/>

### **Education Support Plan**

The Educational Support Plan, ESP, (Jumonville, 2015) is a method to support students who have not met the expectations of the program in academic courses. These reasons could include but are not limited to late submission of assignments, and any grade below a 'C' at midterm.

The process for utilizing the ESP is as follows:

1. Face to face meetings are held with the student to discuss the concern(s) and provide written and verbal feedback to address and improve upon the identified area(s).
2. If there is a lack of improvement to meet the expectations of the program, the Professor/Instructor will recommend to the Program Director to schedule a meeting to discuss the development and implementation of the ESP.
3. A meeting is held with the student, the Professor/Instructor of the student and the Program Director (if warranted).
4. The student is provided the ESP template and directed to develop objectives, strategies, and methods to improve upon the areas of concern.
5. The student sends a draft of the ESP to their Professor/Instructor on an agreed upon date.

6. The ESP is reviewed by all applicable faculty and feedback, including comments, suggestions, and implementation of strategies, is provided.
7. If changes were required, a final version of the ESP is submitted to the Professor/Instructor for approval.
  1. At a predetermined time, the student updates the ESP with progress towards goals/objectives, and submits the document to the Professor/Instructor who determines if objectives have been addressed and met.
  2. If any areas are not showing improvement, the Professor/Instructor will discuss these areas and develop additional strategies in conjunction with the Program Director (if warranted).
  3. If the area(s) of concern have been addressed and shown significant improvement, no further action is necessary.

### **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 5081/SPLP 5086) without successfully completing the remediation. [Speech-Language Pathology Program Student Intervention Remediation Policy](#)

### **Progress and Dismissal**

To fulfill the course requirements for a master’s degree, the candidate shall earn an average of no 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.

### **ASHA 2023 Speech-Language Pathology Certification Standards Revisions**

Students entering after January 1, 2023 fall under the 2023 standards revisions. [2023 Standards Revisions \(asha.org\)](#)

### **Knowledge and Skills**

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. These

experiences are documented in Clinical Assessment of Learning Inventory Performance and Streamlined Office Operations (CALIPSO).

**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 networking 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](http://www.asha.org) to determine the “conversion program” from national NSSLHA membership to ASHA membership and certification.

## **PART 2**

# **Clinical Practicum**

**Procedural information for Speech-Language Pathology graduate students enrolled in SPLP 5076. Specific instructions 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.**

## **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 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.

The Policies and Procedures for graduate clinical practicum courses within the Speech-Language Pathology Program at the University of Louisiana 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.

## **Mission/Purpose**

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.

To obtain an M.S. degree and obtain licensure and certification in speech-language pathology, students (graduate clinicians) must obtain a minimum of 400 clinical clock hours (which includes 25 observation hours) under the supervision of a licensed, ASHA certified Clinical Instructor while enrolled in an accredited educational program and registered for the appropriate courses.

While enrolled in SPLP 5076, on-campus clinical practicum, students will obtain approximately 140 clinical clock hours.

## **Organization of SPLP Clinical Program**

The *Clinic Director* is responsible for the general administration and operation of the ULM Speech-Language Pathology Clinic including promoting appropriate services for clients while fostering an optimal learning environment for student clinicians.

*Speech-Language Pathology Clinical Instructors* are ULM faculty who provide clinical teaching to student clinicians through the ULM Speech-Language Pathology Clinic and other affiliated SPLP 5076 clinical sites (e.g., Early Head Start, INK, Emily Williamson Laboratory School, private schools, Gardens of Somerset).

*Student Clinicians/Interns* are graduate students enrolled in SPLP 5076, SPLP 5081, and 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.

### **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.

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).

### **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).

### **Confidentiality/Student Responsibilities**

Students enrolled in SPLP 5076 obtain supervised clinical clock hours through the ULM Speech-Language Pathology Clinic and at various sites within the local community.

All client records are considered confidential information. It is the policy of the ULM Speech-Language Pathology Clinic to hold the welfare and confidentiality of clients paramount. Although the 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.

In addition to assigned clients, opportunities to conduct comprehensive speech-language evaluations will be provided as available to student clinicians. 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.

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.

See the SPLP 5076 Syllabus for further information regarding clinic procedures.

### **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. Students are required to pay a one-time registration fee of \$105.75 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](http://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.

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	1 <sup>st</sup> Fall, 1 <sup>st</sup> Spring, and Summer 1 of SPLP 5076
2	Summer 2 & 2 <sup>nd</sup> 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.

**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 “not met”, the student must meet with their committee. A Clinical Education Support Plan (CESP) will be implemented if the committee determines it is appropriate.

**Level 2 Clinicians:**

If any one item in the Professionalism section is determined “not met”, the student must meet with their committee. A Clinical Education Support Plan (CESP) will be implemented if the committee determines it is appropriate.

**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 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.
- c) Face to face meetings are held with the student to discuss the concern(s) and provide written and verbal feedback to address and improve upon the identified area(s).

The process for utilizing the CESP is as follows:

4. 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.
5. A meeting is held with the student, Major Advisor, Graduate Committee members, and the Clinical Instructor(s) who supervise the student.
6. The student is provided the CESP template and directed by the Graduate Committee to develop objectives, strategies, and methods to improve upon the areas of concern.
7. The student sends a draft of the CESP to their Major Advisor on an agreed upon date.
8. The CESP is reviewed by all applicable faculty and feedback, including comments, suggestions, and implementation of strategies, is provided.
9. If changes were required, a final version of the CESP is submitted to the Major Advisor for approval.
10. At a predetermined time, the student updates the CESP with progress towards goals/objectives, and submits the document to the Major Advisor that shares the CESP with the Graduate Committee and determines if objectives have been addressed and met.
11. 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.
12. If the area(s) of concern have been addressed and shown significant improvement, no further action is 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.]
- Remediation Plan may last no more than one semester.
- A student may not leave campus for internship (SPLP 5081/SPLP 5086) without successfully resolving remediation requirements.
- Specifically, if the "C" is earned during the last scheduled semester of SPLP 5076, 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 will meet with their Graduate Committee to determine a plan of action.

- 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.

### **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. Whenever clients are present in the Clinic, all persons who need to be in the Clinic area are expected to maintain a quiet tone.

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 Clinic and/or sent to students electronically on their ULM student email. Students also have access to the computer in 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 should call their client/caregiver. If no answer, the clinician should wait approximately fifteen minutes before leaving the clinic. The clinician should notify the Clinical Instructor, Clinic Director, and/or Clinic Graduate Assistant before 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.

### **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 for undergraduate students or participating in NSSLHA events. There are usually 6-10 points offered throughout each 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 to continue membership. 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.

# **Internship (SPLP 5081 & SPLP 5086)**

## **See Internship Handbook for More Detailed Information**

### **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 and didactic courses, they will meet with the Internship Coordinator to discuss the internship process. 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 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 while off campus

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

- Individualized intern calendar
- Procedural information
- Copy of Certificate of Insurance (if requested)
- Link to ASHA statement regarding Medicare coverage of SLP students
  - [https://www.asha.org/practice/reimbursement/medicare/student\\_participation\\_slp/](https://www.asha.org/practice/reimbursement/medicare/student_participation_slp/)

Each student will be required to complete:

- Any orientation/training required by the agency/facility (some sites require training prior to placement; some sites do in-house training)
- If required by agency/facility, a background check and drug screen
- Approximately 20 hours of observation at each site (usually a week or less and based on Clinical Instructor's discretion)

During each week of the internship, students are required to submit weekly summaries of their experiences via email to the Internship Coordinator. 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 and Program Director. 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 pediatric and adult sites)
- Evaluation of site Clinical Instructor on CALIPSO
- Completion of Written and Oral Comprehensive Exams
- Completion of Exit Survey

## **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. The Internship Coordinator is considered the Instructor of Record by ULM and will review all grades, 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 Program Director, 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.

## **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

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 their safety, health, ethics, etc., are being compromised, they should immediately contact the Internship Coordinator for assistance in resolving the situation.

## 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](http://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 with the Program Director. The Program Director or designee will review the KASA Summary Form on CALIPSO and will complete and sign the verification document. Individuals who successfully complete the graduate degree program are eligible to apply for provisional state licensing. 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.

### **After Graduation**

Prior to working as a provisional 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.

- “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>.

Register for Praxis; use code (0117) for ULM, (5331) for ASHA, and (7331) for LBESPA.

Students should submit the online ASHA membership application prior to beginning the Speech-Language Pathology Clinical Fellowship (CF-SLP).

<https://leader.pubs.asha.org/doi/10.1044/leader.an1.24042019.64>

### **Clinical Fellowship**

The Clinical Fellowship (CF) is a required component of ASHA certification. It is the graduate's responsibility to obtain employment and a Clinical Fellowship Supervisor. The CF-SLP 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-SLP 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](#)

The CF-SLP experience must be supervised appropriately by the Clinical Fellowship Supervisor.

- A Guide to the ASHA Clinical Fellowship  
Experience: <https://www.asha.org/certification/clinical-fellowship/>

Information about the CF-SLP 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
- Submit a passing SLP PRAXIS score to ASHA
- Complete the Clinical Fellowship Experience Documentation
- Apply for ASHA membership (Document 2 years of National NSSLHA membership)

## 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/2223ulm-studenthandbook.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/office365help/web\\_users.html](https://www.ulm.edu/it/office365help/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.

### **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/>

### **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 Speech-Language Pathology 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.

### **Immunizations**

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 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 email regarding immunization 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.

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.

### 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 and/or money order. Any outstanding fees owed to Student Health Services must be paid prior to receiving services.

## **BACKGROUND CHECKS AND DRUG SCREENING**

### Speech-Language Pathology: Background Checks/Drug Screening

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 and will complete another before beginning their internship experience.

Castle Branch/Drug Screen and Background Check Instructions are as follows:

**Cost \$105.75**

**Website – [www.castlebranch.com](http://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) will be reported to the Program Director who will consult with the 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.

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. **Students are considered on campus or in clinical practicum when on any university/health agency property, including parking lots, present at any university or**

**program sanctioned activity, and wearing an official Speech-Language Pathology Program uniform.**

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.

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.

**Procedures for Drug Testing Required by Speech-Language Pathology Program**

All Speech-Language Pathology students will submit to drug 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. Random drug 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 testing shall be the responsibility of the student.
2. When there is reasonable suspicion of substance abuse, a decision to drug/alcohol test may be made by faculty and the clinical agency. Drug testing will be arranged by the Speech-Language Pathology Program, unless done in cooperation with the affiliating agency. The cost of this drug testing shall be the responsibility of the student.
3. Drug 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.

4. The drug test shall screen for the use of drugs, whose use is either illegal or which are prone to abuse, and/or alcohol.
5. 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 office.
6. The Speech-Language Pathology Program Director will notify a student who has a positive drug 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.
7. Refusing to submit to pre-clinical, pre-internship, internship, random, or reasonable suspicion drug screening will result in dismissal from the Speech-Language Pathology Program.
8. 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 testing.
9. 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.
10. A second failed drug test will result in dismissal from the Program.

#### *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.

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.

#### *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.

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.

#### Background Checks and Drug Screen Results

The Program Director and Internship Coordinator 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 their designee will report specifics to the Dean. The Dean's representative on the Committee on Ethical and Professional Conduct, in consultation with the 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

#### 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, disclosure is needed to override public health and safety concerns, or the student has consented in writing to release this information.

### Appeals Process

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

### 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
- Isolation
- Withdrawal
- Unusual accidents/incidents
- Unusual behavior, moods, or appearance
- Changes in motor functioning (such as gait disturbances, impaired dexterity, drowsiness, sleepiness)
- Changes and/or deterioration in personal hygiene

In the event a drug screen is required based upon suspicious behavior of a student, the program director or designee must inform the Dean through the Dean's representative for the Committee on Ethical and Professional Conduct.

The student may not attend class, practicum, clinical rotation, internship, 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, they are required to sign a statement to that effect. 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.



2. All Speech-Language Pathology Graduate Student Clinicians must wear the adopted and approved clinical attire (i.e., uniform) when working with clients or when representing the Clinic or program at other service functions.
3. Students are to wear solid black scrubs with no other visible colors on trim or piping. The scrub top must be V-neck, short sleeve 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.
4. 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 \$15 each. Monograms Unlimited may attach the patch for an additional fee.
5. Professional appearance and behavior is mandatory.
6. 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.
7. Strong cologne/perfume is discouraged to avoid disruption to clients, peers, or other personnel.
8. Visible and/or distracting tattoos are strongly discouraged.
9. Fingernails that are distracting (length, color) should be avoided.
10. Hair should be neat and clean.
11. Beards must be neatly trimmed.
12. Scrubs must be clean and properly hemmed (not dragging the ground)..
13. Scrub pants must ride at the waist when seated.
14. Uniform shoes should be non-distracting, preferably black, gray, or white athletic shoes of leather or canvas material. Open-heeled, open-toe, flip-flops, non-supportive (e.g., Converse and Toms), clogs, or shoes with non-rubber soles are not allowed.
15. 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.
16. Rings, bracelets, necklaces, and earrings should not be distracting (sound, color, size, etc.) and should complement the uniform color.
17. 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.

### **Student Safety**

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

1. The door to the student entrance of the Clinic 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 lobby will be monitored via the internet surveillance system already utilized for monitoring treatment rooms.

3. Students should exercise precautions when leaving the building (especially in the dark).
4. Always go to your car with a group.
5. Students are encouraged to contact University Police Department (UPD) at 342-5350 for an escort after dark.
6. 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, tongue depressors, paper towels, tissues, and alcohol prep pads, 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. Tables, therapy equipment, and therapy materials that have been handled or mouthed should be cleaned after each session.

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 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](http://www.cdc.gov). The nurses at the ULM Affinity Clinic are also a resource for questions regarding infection control, etc.

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 Staffing.

All student clinicians are required to complete an Emergency Contact form. These are maintained by the Clinic Director in the event of an emergency.

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.

### **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 Program Director.

### **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, and/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, and/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.

### **Evaluation of the Faculty and Program Director**

Students are expected to evaluate faculty at the conclusion of each course and clinic semester.

### **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](http://www.caa.asha.org) can also be contacted about program accreditation concerns. Procedures are also posted in the Clinic.

### **More information**

Additional information about the policies of the University of Louisiana Monroe and the Graduate School can be found at [www.ulm.edu](http://www.ulm.edu) or <https://www.ulm.edu/gradschool/> Speech-Language Pathology Program policies can be found here <https://www.ulm.edu/slp/policies.html>

### **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/>

### **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.**

**Background Check/Drug Screen Acknowledgment:**

- **I understand that I will be required to complete a background check/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.