

**LONGWOOD**  
UNIVERSITY



**Longwood University  
Communication Sciences and Disorders  
Graduate Program**

**Policies and Procedures Manual  
Academic and Clinic**

**2021-2022**

**Department of Social Work and  
Communication Sciences and Disorders  
College of Education and Human Services  
Accredited by**



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# **Communication Sciences and Disorders Program Mission Statement and Strategic Plan (2020-2023 goals)**

## **Mission Statement**

The Communication Sciences and Disorders (CSD) Program is dedicated to cultivating citizen leaders through a comprehensive education in basic human communication processes and in the prevention, assessment, and treatment of communication disorders across the lifespan.

At the undergraduate level, the CSD program builds on the university's liberal arts education to provide a pre-professional, academic foundation through integrated learning experiences. At the graduate level, the program provides students with the knowledge and skills necessary for entry-level practice in speech-language pathology by integrating academic knowledge, ethical principles, and clinical experiences in both educational and medical settings.

Masters' graduates will be prepared to earn the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and licensure from the Virginia Board of Audiology and Speech-Language Pathology. The program is further committed to helping students understand evidence-based and interprofessional practices and research methods as they relate to clinical practice.

## **Goals and Strategies 2020 – 2023**

1. 100% of graduates of the CSD Masters' program will be rated as ethical and professional by their external supervisors by their final semester.

Strategy: The Clinic Director will annually ask each external supervisor to complete the "Final Evaluation Form" for each student supervised. All students will be rated at 3 ("Clinical Fellowship ready") or higher by the end of the externship placement. The Clinic Director will report on the ratings during the faculty's annual spring program evaluation meeting.

2. 90% of the graduates of the CSD Masters' program will pass the Praxis exam in speech-language pathology.

Strategy: The Program Director will annually gather Praxis scores from graduates at the conclusion of their last semester. The Program Director will report on the pass rate during the faculty's annual spring program evaluation meeting.

3. 90% of the graduates responding to a survey of the CSD Masters' program will become employed in the field within 6 months of graduation; 90% of graduates responding to a survey will retain active state licensure/certification and ASHA certification 4 years after graduation.

Strategy: The CSD faculty will identify graduates' employment at the time of graduation. For those graduates who did not have a job at that time, the faculty will follow-up within 6 months. The CSD faculty will identify graduates 4 years after graduation to determine their licensure/certification status

through certification and license look-up.

4. The faculty-student ratio in the Graduate program (including clinical educators) will not exceed an average of 1:7. The average class size in the undergraduate program shall not exceed 35.

Strategy: The Graduate and Undergraduate Coordinators will annually calculate the faculty-student ratio for the preceding academic year. The coordinators will report on the results during the faculty's annual spring program evaluation. The Coordinators, the Program Director, and the College of Education and Human Services Dean will annually review the data to discuss requirements for faculty lines and pertinent personnel.

5. When completing a survey of future career plans, at least 80% of CSD seniors reporting will indicate that they are pursuing health/education related employment and/or will have applied to graduate school in a health/education (with acceptance status pending and/or have been accepted) graduate program of their choice.

Strategy: The Undergraduate Coordinator will gather data from graduating seniors during the spring semester of their senior year. The Coordinator will follow-up with any students who graduate the following December. The Coordinator will report on the results at the faculty's annual spring program evaluation meeting.

6. 75% or more of graduate students will experience interprofessional practice (IPP) during their program by the conclusion of the 2021-2022 academic year.

Strategy: The CSD team will annually review graduate coordinator's data regarding IPP opportunities provided in the graduate program during the prior academic year during the annual spring program evaluation meeting.

7. The CSD program will initiate interprofessional education with other programs at Longwood by fall 2020, with full implementation by 2023.

Strategy: The CSD program will actively participate in the College of Graduate and Professional Studies' and College of Education and Human Services' interprofessional education initiative.

8. 10% of all graduate students will have experience providing services via telepractice by 2023.

Strategy: Using the telepractice equipment CSD faculty/clinical educators will implement telepractice.

9. 100% of graduate students will have experience in the pediatric feeding clinic by 2023.

Strategy: The Director of CSD Clinical Education will schedule all graduate students in the Speech, Hearing, and Learning Services feeding clinic.

10. The CSD faculty will explore creation of courses to enable students (both on campus and in sponline) to achieve ASHA's Speech-Language-Pathology Assistant credential by 2021.

Strategy: With the support of the College of Graduate and Professional Studies, the CSD faculty will create elective courses that address SLPA roles and responsibilities and SLPA placement.

The CSD Advisory Committee and faculty revised the mission and goals every three years. The CSD faculty reviewed and offered revisions to the CSD Advisory Committee in fall 2019. Using Advisory Committee feedback, the CSD faculty updated the revisions. These were approved by the Dean in fall 2019.

# ACADEMIC POLICIES AND PROCEDURES

## A. Overview: The Graduate Program in Communication Sciences and Disorders

The Master's Degree in Communication Sciences and Disorders is a 52-credit hour program (54 with thesis) that will prepare students to meet the entry-level requirements for employment as speech-language pathologists. These requirements include the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) in Speech-Language Pathology and Speech-Language Pathology License from the Virginia Board of Audiology and Speech-Language Pathology (VaBASLP). Virginia has universal licensure, meaning that a license from the VaBASLP is sufficient to work in all settings in Virginia (public and private schools, health care settings, private practice, universities, etc.). Longwood's CSD program prepares students for both educational and medical placements with coursework and clinical placements in both settings.

The Master's degree program provides in-depth course work and clinical experiences that are designed to give students a scholarly foundation and expertise in the areas of language, articulation, and phonological development; pediatric and adult language disorders; voice disorders, craniofacial anomalies; motor speech disorders; fluency disorders; aural rehabilitation; dysphagia; and acquired neurogenic disorders. The program prepares students to provide competent services to individuals across the lifespan. Competencies are based on the requirements for Certificate of Clinical Competence and for the accreditation of the academic program by the Council of Academic Accreditation in Audiology and Speech-Language Pathology.

Full-time students who have completed the necessary undergraduate prerequisite courses in Communication Sciences and Disorders with a grade of B or better will complete the program in 5 or 6 semesters. The program begins in the fall semester and concludes in the spring semester, 5 semesters later. However, students are welcome to take one or more courses the summer before they matriculate, as this may lighten the course load for the subsequent summer session. Students exercising this option will complete in 6 semesters, graduating in the spring semester. Other students may exercise the option of staying an additional semester to ensure mastery of the clinical competencies required for ASHA certification.

Some students may be required to take other undergraduate courses in communication sciences and disorders, the biological and physical sciences, mathematics (statistics), psychology or sociology, and/or sign language in order to meet specific ASHA certification requirements if they did not successfully complete these courses as a part of their undergraduate program. Students who have not completed the prerequisite courses will require up to three additional semesters to complete the Master's degree program, depending upon the number of prerequisite courses that must be taken. Before the first semester, all students will develop a course of study with the graduate program director in order to plan and account for all courses that must be successfully completed.

## B. Accreditation Status

The masters of science in communication sciences and disorders (speech-language pathology) at Longwood University is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700 for the period 2015 - 2023.

## C. Equitable Treatment Policy

As stated in the *Longwood University Faculty Policy and Procedure Manual*,

“Longwood University is firmly committed to non-discrimination among administrators, faculty, staff, and students on the basis of race, color, religion, handicap, national origin, political affiliation, marital status, sex, or age.”

This policy extends to all programs and activities supported by the University and to all employment opportunities at the University.

**Longwood’s Speech, Hearing, and Learning Services (SHLS)**, where the speech language clinic is located, adheres to the following equitable treatment policy:

“Persons served at Longwood’s Speech, Hearing, and Learning Services (SHLS) are treated in a nondiscriminatory manner – that is, without regard to race, ethnicity, religion, sex, national origin, participation restriction, age, sexual orientation, gender identification, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.”

In accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, **students with disabilities** will not be discriminated against based upon their disability. Students who wish to request reasonable accommodations (note taking support, extended time for tests, etc.) will need to first register with the Office of Disability Resources (434.395.2391). The office will require appropriate documentation of disability. All information is kept confidential. For more information, visit: <http://www.longwood.edu/disability/>

**Counseling services are available at Longwood.** Please contact the following:

Counseling & Psychological Services  
Health & Fitness Center (Upper Level)  
201 High Street  
Farmville, VA 23909  
Phone: (434) 395-2409  
Fax: (434) 395-2613  
<http://www.longwood.edu/caps/>

*Religious Holidays:* The CSD Program will accommodate adjustments to due dates that conflict with a student’s religious observation, if informed in writing by the end of the first week of class each semester.



## **D. Policy Regarding Safe Environment for Learning**

“Longwood University seeks to foster a safe environment conducive to learning and the free exchange of ideas. In accordance with all the policies residing under the Judicial Code of Conduct Standards and Regulations and the Honor Code of Conduct Standards and Regulations, any offense motivated by bias will not be tolerated. An offense motivated by bias is any offense wherein the accused intentionally selects political affiliation, sexual orientation, gender, age, marital status, or inclusion in any group protected by law. (Approved by the Board of Visitors, December 2001).” (Longwood University Student Handbook).

Resources are available to students, faculty and staff that have witnessed or experienced incidents of bias. To report bias incidents, please visit:

<http://www.longwood.edu/police/crime-reports--prevention>

### **Mandatory Reporting of Crimes and Sexual Misconduct**

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood’s commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. Longwood encourages students who have been the victim of a crime or sexual misconduct to report this. If the student discloses this to a faculty member or employee, the faculty member is required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about options at Longwood:

<http://www.longwood.edu/titleix/>

## **E. Policy on Student Records**

Longwood University student record policies comply fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, enacted as section 438 of the General Education Provisions Act. The University accumulates, processes, and maintains student data solely to meet the purposes of the University. Personal data of students is used only for the purpose for which it is collected.

Student data, whenever possible, shall be collected directly from the student. Every effort will be made to ensure its accuracy and security. It shall be the express responsibility of the student to notify the Office of Registration of any changes in status. Any student who initially or subsequently refuses to supply accurate and complete personal information as is legally allowed may jeopardize their current student status. Falsification of records with the intent to give untrue information is a violation of the Longwood University Honor Code.

To comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (as amended), Longwood University will not release education records or personally identifiable information contained therein without the student’s written consent.

Longwood's policy regarding FERPA can be found at <http://www.longwood.edu/registrar/policies--regulations/family-educational-rights-and-privacy-act-ferpa/>

## F. Longwood University Honor Code

The Honor Code is one of Longwood University's proudest traditions; it applies to all students.

"The purpose of the Longwood University Honor Code is to sustain and protect a community of trust where students can grow intellectually, spiritually, and personally without restraints or limitations. The Honor Code, which forbids Lying, Cheating, and Stealing, is intended to promote an atmosphere of trust in which students are assumed honorable unless their actions prove otherwise.

The Honor Code is one of Longwood's proudest traditions. Established by the student body in 1910, for over 90 years the student- elected Honor Board has protected the basic values of honor and academic integrity. The Honor Creed is prominently displayed in the University Library, and each classroom contains a copy of the Academic Honor Pledge.

The Longwood University Honor Code is far more than a set of rules and guidelines to govern student life. The system is a set of moral standards for everyone to follow and take with them wherever their lives may lead."

All students are expected to abide by the Honor Code and to respect the intellectual property and copyright of others. Per the Honor Code, lying, cheating, or stealing are strictly forbidden. The following Honor Code Statement (Academic Pledge) **is required to be written and signed on all academic work:**

***I have neither given nor received help on this paper (test, quiz, etc.) nor am I aware of any infraction of the Honor Code.***

Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any in-class or related violation will be investigated and University policy will be followed. Consequences for violation of the Honor Code on any individual assignment may include a grade of "0" on the assignment in question, a grade of "F" in the course, dismissal from the University, and/or referral to the Longwood University Judicial Board. Additional information regarding the Honor System at Longwood University may be found here: <http://www.longwood.edu/studentconduct/12011.htm>

## G. Communication Sciences and Disorders Graduate Curriculum

Students must successfully complete all courses listed below in order to fulfill some of the requirements for the Master's degree in CSD. All credits are in semester credit hours. Only students who have been offered admission into the Master's program and/or who are currently enrolled in the program may take the courses listed below. A non-CSD student may be permitted to pursue coursework; however, permission is given solely at the discretion of the Program Director.

COMMUNICATION SCIENCES AND DISORDERS 501. *Research Design*. An examination of basic principles of social and behavioral research designs used for investigation of communication and/or swallowing function and disorders. One credit.

COMMUNICATION SCIENCES AND DISORDERS 502. *Research Methods*. This course provides an in depth review of social and behavioral research methods and application of statistical analysis used for investigation of communication and/or swallowing function and disorders. Students are required to present their research at the Longwood Graduate Research Symposium. Prerequisite: CSDS 501: Research Design. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 510. *Adult Dysphagia*. Assessment and treatment strategies for adults with feeding and/or swallowing disorders. Fee required. Three credits.

COMMUNICATION SCIENCES AND DISORDERS 512. *Pediatric Dysphagia*. Assessment and treatment strategies for children with feeding and/or swallowing disorders. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 514. *Telepractice in the Health Professions*. An examination of the basic principles of telepractice including current trends, research, and evidence-based treatment practices required to become an effective tele-practitioner in a health profession. Elective course. One credit.

COMMUNICATION SCIENCES AND DISORDERS 515. *Aphasia and Right Hemisphere Disorders*. This course is an introduction to specific acquired neurogenic language and communicative disorders. Students will become familiar with both theoretical and applied knowledge relating to aphasia and right hemisphere disorders as well as evaluation and treatment for these disorders. This course is designed to build on knowledge acquired in a neuroanatomy course. Fee required. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 520. *Language Disorders in Infants and Preschool Children*. Evaluation and treatment of language disorders in infants, Toddlers and preschool children, including high risk factors, interdisciplinary assessment, program planning, and intervention. Fee required. Three credits.

COMMUNICATION SCIENCES AND DISORDERS 521. *Neurocognitive Disorders*. Assessment and treatment of traumatic brain injury and dementia. Fee required. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 522. *Advanced Study in Articulation and Phonology*. Etiology, evaluation, and treatment of articulation and phonological disorders, with clinical application of current research. Fee required. Three credits.

COMMUNICATION SCIENCES AND DISORDERS 525. *Language Disorders in Children and Adolescents*. Identification, evaluation, and treatment of language disorders in school-aged children and adolescents, including the impact of language in educational contexts, formal and informal assessment methods, alternative service

delivery models, specific strategies for intervention in our culturally and linguistically diverse population. This course is designed to build on knowledge acquired in an undergraduate morphology and syntax course(s). Prerequisite: CSDS 520. Fee required. Three credits.

COMMUNICATION SCIENCES AND DISORDERS 530. *Ethics and Professional Issues in Communication Disorders*. Discussion of the ASHA Code of Ethics, contemporary professional, multicultural, and legal issues with application to clinical practice. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 542. *Motor Speech Disorders*. Assessment and treatment of apraxia and dysarthria. This course is designed to build on knowledge acquired in an aphasia course. Prerequisite: CSDS 515. Fee required. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 570. *Aural (Re) Habilitation*. This course is designed to provide students with an introduction to the effects of hearing loss on speech/language/communication, hearing conservation, and principles of pediatric and adult hearing (re)habilitation. It builds on knowledge acquired in an introduction to audiology and speech science course(s). Fee required. Three credits.

COMMUNICATION SCIENCES AND DISORDERS 575. *Fluency Disorders*. Theories of causation, evaluation, and management of disorders of fluency in children and adults. Fee required. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 580. *Initial Practicum in Speech Language and Hearing*. Directed fieldwork with individuals with communication and/or swallowing disorders in the Longwood University speech-language clinic. May be repeated for credit. Fee required. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 585. *Medical Settings in Speech Language Pathology*. This course is an introduction to medical settings in which speech-language pathologists are frequently employed. Students will demonstrate knowledge of pertinent aspects of both acute and long-term care setting requirements such as expected competencies required for each setting, billing, goal writing, and medical terminology. Prerequisite: CSDS 580. One credit.

COMMUNICATION SCIENCES AND DISORDERS 605. *Educational Settings in Speech-Language Pathology*. This course is a study of service delivery and administrative requirements for speech- language pathologists in education settings. The course includes a review and application of federal and state requirements associated with special education; language and communication expectations of the classroom; and collaborative service delivery approaches. One credit.

COMMUNICATION SCIENCES AND DISORDERS 609. *Speech-Language Pathology in a Multicultural Society*. This course is a study of knowledge and skills speech language pathologists need to work with consumers from diverse cultures. This course builds on disorder-specific course information on cultural differences in 500-level courses. One credit.

COMMUNICATION SCIENCES AND DISORDERS 622. *Social Cognitive Learning Challenges and Autism Spectrum Disorders*. This course will explore the development of social communication skills in neurotypical children and adolescents. Using that developmental lens, students will assess social communication skills in individuals with

autism spectrum disorders and Asperger's syndrome and will develop an individually relevant plan for intervention. Prerequisites: CSDS 520 and CSDS 525. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 625. *Voice Disorders*. This course provides information related to the anatomical and physiological bases for the normal production of voice as well as functional, organic, and neurogenic disorders of voice including theories, evaluation, and therapy methods. This course is designed to build on knowledge acquired in a speech science course. Fee required - \$10.00. Two credits.

COMMUNICATION SCIENCES AND DISORDERS 630. *Craniofacial Anomalies*. Etiology and management of communication disorders related to cleft lip, cleft palate and associated disorders with emphasis on interdisciplinary management. Fee required. One credit.

COMMUNICATION SCIENCES AND DISORDERS 640. *Augmentative Communication*. Introduction to augmentative and alternative communication including the strategies and AAC systems used to improve the communication skills of individuals with limited or nonfunctional speech. Fee required. One credit.

COMMUNICATION SCIENCES AND DISORDERS 680. *Practicum in Speech Language and Hearing, and/or Dysphagia*. Directed fieldwork with individuals with communication and/or swallowing disorders in the Longwood University speech language clinic. Prerequisites: CSDS 580 and successful application to the CSD Clinical Affairs Committee. May be repeated to a maximum of eight credits. Fee required per credit. 1 – 4 credits. (NOTE: Course is taken for two credits and repeated for three semesters.)

COMMUNICATION SCIENCES AND DISORDERS 685. *Externship in Speech-Language and Hearing, and/or Dysphagia*. Directed fieldwork with individuals with communication and/or swallowing disorders. Prerequisites: CSDS 680, completion of 150 clinical clock hours, and successful application to the CSD Clinical Affairs Committee. May be repeated up to a maximum of nine credits. Grading is Pass (P), Satisfactory Progress (SP), or Not Pass (NP). Fee required - \$50.00 per credit. 1 – 6 credits. (NOTE: This course is taken for five credits during the final semester.)

**SPECIAL NOTE FOR CSDS 580, 680, 683 AND 685:** Students must earn a minimum letter grade of a B- or better (CSDS 580 and 680) or a Pass (CSDS 683 and 685) in each CSD practicum and externship course in order to count the clinical clock hours. A minimum of 13 credit hours of practicum / externship must be completed as a part of the total requirements for a Master's degree in CSD.

A student may be removed from clinic courses if there are concerns with professionalism or their ability to safely practice. Additionally, passing grades in 580 and 680 courses do not mean that a student is going to be allowed to complete an externship. It is possible for a graduate student to earn a passing grade in an academic or clinical course, yet fail to demonstrate **overall** satisfactory performance in the acquisition of ASHA Certification required competencies.

**SPECIAL NOTE FOR 683 AND 685:** These are pass/fail courses and students must apply for their externships. The supervisor(s) evaluation of the student along with the successful submission of all required forms will determine whether the student passes.

All graduate students must complete either a thesis (CSDS 600) or a professional portfolio (CSDS 691), in partial fulfillment for the requirement of the Master of Science degree in Communication Sciences and Disorders.

COMMUNICATION SCIENCES AND DISORDERS 600. *Thesis*. A graduate student in Communication Sciences and Disorders may elect to complete a thesis as part of their graduate program. The thesis option is taken in place of the comprehensive examination. Grading is Pass, Satisfactory Progress, and Not Pass. Continuous enrollment required until completion. 1 – 3 credits; three credits required.

COMMUNICATION SCIENCES AND DISORDERS 691 *Professional Portfolio*. The Professional Portfolio entails the student applying knowledge and skills gained throughout the program as part of a culminating experience and exit requirement. Documentation and presentation of materials during the final semester of enrollment to display mastery of those skills required by the American-Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) in Speech-Language Pathology. Prerequisite: Permission of instructor. Grading is Pass/Not Pass. A student who earns a Not Pass is allowed to retake CSDS 691 once. Should the student earn a second Not Pass, they will be dismissed from the graduate program. One credit.

Students may pursue an area of interest by taking a Special Topics course. This course is designed with the Graduate Program Director and the sponsoring faculty member. This can be an excellent way for a student to pursue a research interest without completing a thesis.

COMMUNICATION SCIENCES AND DISORDERS 595. *Special Topics*. Topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. 1 – 3 credits.

COMMUNICATION SCIENCES AND DISORDERS 695. *Special Topics*. Topics will vary from semester to semester. Descriptions will be available from academic advisors. May be repeated for credit when topics change. Prerequisite: Permission of Instructor. 1 – 3 credits.

Students who have completed any of the above courses as an undergraduate student at Longwood or any other university must meet with the Program Director in order to determine if the course can meet graduate program requirements and/or how it may/may not influence the graduate course sequence.

## **H. Communication Sciences and Disorders Undergraduate Prerequisite Coursework**

The graduate curriculum builds upon the foundation of an undergraduate coursework in Communication Sciences and Disorders. The following courses are prerequisites and shall be completed before taking graduate level courses.

ASL 110: Introduction to American Sign Language  
CSDS 503: Language Development Across the Lifespan

CSDS 505: Anatomy and Physiology of the Speech and Hearing Mechanisms §  
CSDS 507: Phonetics  
CSDS 550: Speech Science\*  
CSDS 508: Introduction to Audiology and Hearing Science  
CSDS 585: Language Development Across the Lifespan  
CSDS XXX: Phonology and Language Disorders  
CSDS 555: Neurology of Human Communication\*  
CSDS 589: Introduction to Clinical Practice

Students must earn a grade of B- or better in the above courses. Enrollment in certain graduate courses may be delayed to ensure student competency in the above pre requisite courses.

\*ASL 110: Sign Language, CSDS 550: Speech Science, and CSDS 555: Neurology of Human Communication may be taken after enrollment in graduate classes.

ASL 110: Sign Language **must** be taken prior to the spring semester of the first year and may be taken at another institution of higher education (e.g., community college or four – year college or university).

CSDS 550: Speech Science and CSDS 555: Neurology of Human Communication are taken for graduate-level credit.

CSDS 550: Speech Science is taken during the spring semester of the first year.

CSDS 555: Neurology of Human Communication is taken during the fall semester of the first year.

Students who have not earned 25 observation hours must take CSDS 589: Introduction to Clinical Practice before taking CSDS 580 during fall semester of the first year. This course is available only for admitted students and must be successfully completed online the summer **before** fall matriculation.

Longwood University offers these prerequisite courses on campus. Many are also available online for students who need to successfully complete or retake the courses prior to enrolling in graduate-level work. Information regarding these prerequisite courses is available at <http://www.longwood.edu/socialworkcsds/communication-sciences-and-disorders/communication-sciences--disorders-course-listing/>

ASHA requires students to successfully complete coursework in the biological sciences, physical sciences, statistics, **and** social/behavioral sciences in order to meet ASHA Certificate of Clinical Competence (CCC) requirements. Students who have not completed these courses at the undergraduate level **must** complete them prior to graduation. Failure to complete any of these courses may result in ASHA denying application for certification

See the Course of Study Form (Appendix A) for a listing of courses and the course sequence.

## I. Advising

The Graduate Director is the advisor for all graduate students. The Program Director contacts students after notification from the College of Graduate and Professional Studies that the applicant has accepted the offer of admission into the program. The Program Director will provide information about the option to take some courses in the summer, as well as competency requirements that must be completed in the areas of phonetics, phonology, syntax, and audiology.

Students can request an advising appointment at any time during the program. Frequently, announcements regarding course availability, changes to schedules, or other issues related to advising are made through the Canvas announcements on the Graduate Program page. Students are expected to turn on their Canvas notifications for announcements and contact the Program Director if there are questions about these announcements.

Individual advising appointments are scheduled prior to students beginning in the fall. Group advising occurs during the annual two – day orientation that is held in August - immediately prior to the start of the fall semester. Each student completes and signs the Course of Study Form and meets with the Graduate Director to review the planned course of study. Group advising takes place at the end of each semester prior to course registration for the next semester. The CSD course sequence builds students' academic skills in parallel with their clinical experiences. Students are not permitted to deviate from the stated course sequence except under rare and extraordinary circumstances. Should such circumstances arise, then the student must meet with the Graduate Director and Director of Clinical Education in order to determine whether a change in program is indicated. The student shall also work in conjunction with the Graduate Director and Director of Clinical Education in order to ensure proper and appropriate integration of academic and clinical coursework in the event that the student is allowed to deviate from the original course of sequence. **The Course of Study is updated during group advising every semester. During the third semester (summer) students will complete the Application for Graduation with the Graduate Director.**

Students' progress acquiring the knowledge and skills that are required for ASHA certification is tracked by Longwood University using the Calipso system. This online system tracks acquisition of both academic **and** clinical competencies. The Graduate Director/Graduate Coordinator enters acquisition of academic competencies after a course is successfully completed and the Director of Clinical Education enters the acquisition of clinical competencies at the end of each semester. Students are provided a password so that they may monitor their own profile. Questions or concerns regarding academic and or clinical competencies must be directed to the Graduate Director or Director of Clinical Education, respectively, as soon as they arise.

## J. Mandatory Orientation

New students in CSD are oriented to the academic and clinical program in the days preceding the beginning of the first fall semester of classes. Returning students participate in shorter orientations at the beginning of each semester. Students must participate in the required orientation sessions in order to be placed in the SHLS clinic for that semester. Students should also attend The Graduate College orientation for new graduate students before the start of the first fall semester.



## **K. Essential Skills**

The following policy establishes the essential skills that all graduate students must meet:

*Longwood University and the CSD Program are committed to diversity. Thus, students from culturally and linguistically diverse backgrounds are an important part of the student body. All students are expected to meet all the clinical and academic requirements of the program. Students from diverse backgrounds can expect to participate fully in the clinical component of the program as long as they can communicate effectively with clients and their families and can model the clients' target behaviors.*

This policy is implemented as follows:

1. All graduate students will review and sign the Eligibility Requirements and Essential Skills located in Appendix F and return it to the Director of Clinical Education.
2. All graduate students shall participate in an Oral Communication Screening with CSD faculty or clinical educators within the first two weeks of matriculation into the program. The purpose of this screening is to assess basic communication competencies as defined in the Essential Skills Policy. Any student who does not pass the screening or whose communication skills are in question must submit to a second screening conducted by another faculty member or clinical educator. The Director of Clinical Education and the Program Director will jointly meet with any student who does not successfully pass the second screening.

All students must possess sufficient skills in oral and written and/or other forms of communication in order to enter professional practice, in accordance with ASHA certification standards.

Faculty and students are equally responsible for ensuring that adequate skills in oral and written communication, as well as other forms of communication that are deemed critical for entry into professional practice, are developed.

## **L. Professional Skills**

The Council on Academic Accreditation (CAA) Standards state that students will demonstrate the following attributes related to professional skills:

### Accountability

- Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.
- Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.
- Understand the fiduciary responsibility for each individual served.
- Understand the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.).

- Use self-reflection to understand the effects of his or her actions and makes changes accordingly.
- Understand the health care and education landscape and how to facilitate access to services.
- Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values.

### Integrity

- Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers; and
- Understand and use best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.

### Effective Communication Skills

- Use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.
- Communicate—with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.

### Clinical Reasoning

- Use valid scientific and clinical evidence in decision-making regarding assessment and intervention.
- Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.
- Use clinical judgment and self-reflection to enhance clinical reasoning.

### Evidence-Based Practice

- Access sources of information to support clinical decisions regarding assessment and intervention/management,
- Critically evaluate information sources and applies that information to appropriate populations, and
- Integrate evidence in provision of speech-language pathology services.

### Concern for Individuals Served

- Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and
- Encourage active involvement of the individual served in his or her own care.

### Cultural Competence

- Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care. These include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
- Understand the impact of the cultural and linguistic variables of the

individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.

- Understand the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.
- Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services.

### Professional Duty

- Engage in self-assessment to improve his or her effectiveness in the delivery of services.
- Understand the roles and importance of professional organizations in advocating for rights to access to speech-language pathology services.
- Understand the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.
- Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
- Understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.
  - Understand and use the knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.

### Collaborative Practice

- Understand how to apply values and principles of interprofessional team dynamics.
- Understand how to perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.

Students who exhibit serious and/or persistent concerns with professionalism will be referred to the CSD Leadership Committee. The student may have an improvement plan put into place, pink slip issued, and/or be removed from the clinic. The CSD Leadership Committee may also recommend changes to the students' course sequence or timing as well as recommend dismissal from the program under extreme circumstances.

## **M. Ethical and Professional Violations**

ASHA and the Virginia Board of Audiology and Speech-Language Pathology address the development of professional skills and ethical practice. ASHA's Code of Ethics can be found here: <https://www.asha.org/code-of-ethics/>. The Virginia Laws and Regulations governing the practice of Speech-Language Pathology can be found here:

<https://www.dhp.virginia.gov/Boards/ASLP/PractitionerResources/LawsRegulations/>.

Students are expected to adhere to both the ASHA Code of Ethics and the Virginia Laws regarding safe practice. It is imperative that these rules are abided by in order

for students to be eligible for their state license and national certification upon graduation. In rare instances that a student has a significant violation, the faculty cannot ensure successful completion of the CSD program leading to licensure or certification.

As such, any student that is in violation of any portion of these documents will be referred to the CSD Leadership Committee for review. Examples of violations of ethical and professional standards include but are not limited to: (1) unprofessional conduct; (2) being charged with a felony or a misdemeanor involving moral turpitude; (3) substance abuse; (4) plagiarism; or (5) cheating.

The CSD Leadership Committee will review all cases where ethical or professional violations are in question. The Graduate Director will prepare a written statement of the situation, the evidence provided, and a written statement from the student. The CSD Leadership Committee will meet with the student to discuss the situation and then convene without the student present to decide on any action necessary.

The CSD Leadership Committee may dismiss the allegations with no consequences to the student. If the CSD Leadership Committee believes that the situation warrants action, they have several options for addressing the violations including, but not limited to: (1) development of an improvement plan; (2) referral to community and university resources with evidence of follow-through by the student to be submitted to the Graduate Director; (3) referral to the university honor board; and/or (4) removal from clinic courses.

## **N. Improvement Plans**

Students and faculty are equally responsible in ensuring that a student meets the necessary academic and clinical competencies in order to meet ASHA certification standards. At the end of each semester, the faculty and clinical educators review the academic and clinical performance of all students, using the form Student Progress Evaluation (See Appendix I). Each student will receive a copy of the completed form and may be asked to meet with the Graduate Director and/or the Director of Clinical Education.

In the event that the students' clinical supervisor notes a failure to comply with clinic policies, an incident report (Longwood CSD Clinical Incident Report) will be completed (See Appendix H). This will be shared with the student and the Director of Clinical Education.

If a student fails to meet competencies in academic, clinical, or professional areas then an Improvement Plan (see Appendix B) will be developed in order to assist the student in earning those competencies. Any Improvement Plan must contain goals and objectives for achieving knowledge and mastery, indicators for achievement, and a target date for completion. Both the student and faculty member / clinical educator are required to sign the plan. Parties are given a copy and a copy is retained by the Graduate Director. For students that have an improvement plan in place and the goals or objectives are not met by the specified date, the student will be referred to the CSD Leadership Committee for review. The CSD Leadership Committee will determine the next steps for the students which may include, but are not limited to, any of the following: (1) revision of the improvement plan; (2) removal from clinic for the semester

with a failing grade; (3) referral to community or university resources; and/or (4) removal from clinic.

It is possible for a graduate student to earn a passing grade in an academic or clinical course, yet fail to demonstrate **overall** satisfactory performance in the acquisition of ASHA Certification required competencies. In such circumstances, the student may be dismissed from the program at the recommendation of the CSD Leadership Committee. A student who has more than two Improvement Plans throughout the program may be recommended for dismissal.

## **O. Probation or Dismissal from the Program (Tentative Fall 2022)**

Students who have been admitted into the CSD program must continue to meet all criteria for progression throughout their course of study. The Graduate Director monitors GPA, course grades, professional behaviors, progress on Improvement Plans, and other program expectations. Students will be referred to the CSD Leadership Committee if there are concerns. Students may be placed on probationary status after the implementation of an improvement plan for: (1) failure to maintain the standards of academic performance; (2) failure to make adequate progress in clinical skills; (3) failure to develop professional behaviors; (4) unethical behavior, and/ or (5) failure to develop the dispositions specified by the CSD program based on the annual student progress evaluation.

Probation may occur when the overall GPA falls below 3.0 and/or the student does not demonstrate satisfactory progress, and/or fails to meet Essential Functions as outlined by the program. Probationary status includes an Improvement Plan and may include suspension of enrollment in CSD clinic courses. Failure to meet the requirements of probation may result in dismissal.

A student may be dismissed from the program if they receive three “Cs” in the program, 2 Cs in clinic courses, or one F in any of the graduate level coursework. Two C’s in clinic courses result in referral to the Clinical Affairs Committee to determine if dismissal is warranted. Referral to the CSD Leadership Committee is made for professional or ethical violations including: (1) unprofessional conduct; (2) being charged with a felony or a misdemeanor involving moral turpitude; (3) substance abuse; (4) plagiarism; or (5) cheating.

If a student's program is terminated, the student's graduate assistantship and tuition funding will cease. The student will not be permitted to enroll in any classes where credit(s) will be applied to the student's program. After a decision is made, the student should be informed, in writing, of the recommendation from the CSD Leadership Committee or the Clinical Affairs Committee, specified concerns and behaviors, conditions (if any), as well as appeal options and deadlines.

## **P. Course Policies: Attendance, Technology Use**

### **Attendance**

Students are expected to attend each class and to arrive promptly at the beginning of class. Those who elect to commute to Longwood University are responsible for

planning their drive to campus such that sufficient time is allowed for travel. Students will not be excused from class due to travel issues except under rare and extraordinary circumstances. In addition, failure to attend class will impair academic performance and may result in an unsatisfactory grade that precludes advancement in the program and/or implementation of an improvement plan.

Absences are disruptive to the educational process for others and demonstrate disrespect for both classmates and faculty. Students who miss a class or classes are solely responsible for the material that was covered on the day that the absence(s) occurred, as well as any assignments (tests, papers). If an assignment is due on the day that the student misses class, the student will automatically receive a zero for the assignment even if it is submitted in Canvas. Adjustments to the course schedule due to absence(s) are typically not made except under rare and extraordinary circumstances. Instructors may allow a student to make up work when an absence is excused. However, it is up to the individual instructor and only in circumstances when advanced notice is given. Faculty may require documentation for excused absences. Examples of excused absences include those that result from the student's participation in a University-sponsored activity, recognizable emergencies, or serious illness or injury. Unexcused absences include conflicts with work schedules, attendance at weddings or events, vacations, or absences where the faculty was not notified in advance. Advance notification of an absence includes the student notifying the faculty in writing and the faculty member responding to the student and giving them permission to miss the class.

All instructors include their attendance policy in the course syllabus. In accordance with University policy, instructors have the right to assign a course grade of "F" when the student has missed a total (excused and unexcused) of 25 percent of the scheduled class meeting times.

See the Clinic Policies and Procedures section for information on attendance during clinic.

## **Technology:**

**Computers, iPads, tablets, etc.:** Students are welcome to use computers or other personal computing devices in class for note-taking. However, use of the computer, iPad, or any other technology for non-academic purposes, such as visiting Facebook, checking e-mail, or completing on-line shopping during class is **strictly prohibited**. All electronic devices must be turned off during exams unless directed otherwise by the instructor. Use of a laptop during class time not directly related to the course will result in the loss of ½ a letter grade on the final grade for the course for each offense.

**Smart Phones and Smart Watches:** Use of smartphones, smart watches, or any cellular device for non-academic or non-clinical purposes is prohibited. Students who must make or take a phone call due to an emergency during class must excuse themselves from the classroom. Texting during class or clinic at any time is prohibited and will result in the loss of ½ a letter grade on the final grade for the course for each offense.

Students are expected to place **all electronic devices, including but not limited to personal laptops, cell phones, and iPads, as well as similar items**, in their bags during any in-class assessments.

## Q. Grading Scales

**Academic:** All faculty members in the CSD program use a common grading scale for academic grades. The total number of points required for a particular course may vary, but the percentage of points that are equivalent to a specific grade will remain constant. The grading scale is as follows:

A	94 – 100%
A-	90 – 93.9%
B+	88 – 89.9%
B	83 – 87.9%
B-	80 – 82.9%
C+	78 – 79.9%
C	73 – 77.8%
C-	70 – 72.9%
F	Below 70 (Must be repeated)

**Clinic:** The expectations for students' performance in clinic changes with increased experience, as reflected in the clinic grading scale (Appendix G). ALL paperwork for clinic (e.g., progress reports, evaluation reports) must be completed by the end of the semester, or the student will receive a grade of Incomplete. Any students receiving an "I" will have the final grade lowered following completion of the assignment (e.g., a student who would have received an A- will receive a B+).

**Overall:** Students who earn a grade of C+, C, or C- shall expect the development and implementation of an improvement plan. This may include repeating the class or taking a 1 credit hour Special Topics class devoted to the specific areas of lower performance. Students who have a grade of C+ or lower for two semesters in clinic will be referred to the CSD Leadership Committee with the recommendation to be dismissed from the program.

## R. References

All faculty members use the American Psychology Association (APA) style for all citations. Students who use ideas, phrases, sentences, illustrations (including graphs, charts, and photos), and arguments that were created by another person(s) must give appropriate credit for that work using APA format. Students who paraphrase the work of others must also give credit using APA style. Students can reasonably expect to use APA formatting in preparing research papers, theses, literature reviews, annotated bibliographies, and the like. APA format follows a very precise style that includes the appropriate and consistent use of parentheses, commas, italics, periods, and other

forms. Students are required to master APA format and to employ it consistently when preparing their assignments. Information is available at the Greenwood Library web site <http://libguides.longwood.edu/home/research/home> under "Citation Help."

## **S. Optional Thesis**

Graduate students in CSD may elect to complete a thesis during the last year of graduate education. The thesis option serves in lieu of the Professional Portfolio. The students must sign up for CSDS 600 during their second summer, fall, and spring (1 credit each semester). Grading is Pass/Not Pass.

To be considered for thesis option, students must earn a grade of B+ or higher in CSDS 501: Research Design and CSDS 502: Research Methods (or equivalent course) and have a cumulative GPA of at least 3.6. Please see the CSD Thesis Manual found on the CSD web page and in the CSD Graduate Canvas site for further information and required forms.

The student's thesis must be presented at the Longwood Graduate Research Symposium during their last semester in order to meet the requirements of the course. The student must pass the thesis course for all three semesters in order to graduate. If a student takes the thesis course and decides to not finish, they will be allowed to enroll in CSDS 691 during their last semester in order to meet graduation requirements.

## **T. Professional Portfolio**

The professional portfolio was developed after researching other successful programs both here at Longwood University and other institutions and in response to student feedback. Students will be able to take the portfolio with them to job interviews, conferences, and other potential opportunities that may arise.

All students in the Master of Science in Communication Sciences and Disorders complete The Professional Portfolio, CSDS 691, as the summative assessment requirement for the program. Students are scaffolded by a faculty member regarding professional portfolio requirements. During their final semester of enrollment, students are required to develop and present a professional portfolio that documents their mastery of program standards and highlights their growth throughout the program. Grading is Pass/Not Pass. A student who earns a Not Pass is allowed to retake CSDS 691 once. Should the student earn a second Not Pass, the student will be dismissed from the graduate program.

## **U. Student Feedback, Grade Appeals, and Complaints**

### **Student Feedback**

Longwood University is committed to offering a high quality academic and clinical education program and values all feedback received from students. *Students are strongly encouraged to complete standard University faculty and course / clinical*



*evaluations at the conclusion of each semester.* All information students provide remains confidential (in a deidentified format) and is not available to faculty or clinical educators until a final grade is submitted for a course or clinical experience. In addition, faculty and clinical educators may routinely solicit student feedback regarding their external clinical supervisors, course work, and clinical experiences throughout a semester. The Director of Clinical Education and Program Director carefully review this feedback.

Faculty members may also solicit student feedback in evaluation forms tailored to specific courses. This provides valuable information about student perception of their own acquisition of the course objectives and student feedback about course activities and materials.

Prior to graduation, students participate in an evaluation of the academic and clinical program to provide anonymous feedback regarding the strengths and needs of the CSD program.

Faculty and clinical educators annually review all sources of data regarding the program (e.g., student evaluations, focus group feedback, and internal and external supervisor feedback) at the conclusion of the spring semester. In the past, the faculty have used these data to make adjustments and improvements to the academic and clinical program.

## **Student Concerns, Grade Appeals, and Complaints**

Students with concerns about their program are invited to voice their complaints with the faculty or administration in a professional manner. Students should first address their concerns with the particular faculty member or clinical educator. In the event that a complaint(s) is not successfully resolved at this level, the student must address concerns with the Director of Clinical Education and/or Program Director, depending upon whether it is a clinical or academic concern. All conversations are kept confidential.

If a student has a problem with a clinical or group partner, it is expected that the students will attempt to resolve their issues together before taking these concerns to their clinical educator or professor first.

The Department Chair has an open door policy and receives all students who make appointments. In addition, the Deans of the College of Education and Human Services and the College of Graduate and Professional Studies have open door policies for student appointments. All persons who receive student complaints/concerns will share the information with the Program Director in a confidential manner.

The Program Director reviews all student complaints to (a) determine the nature of the complaint, (b) assess the impact of the complaint on the student's matriculation through the program, (c) explore probable remedies, and (d) determine if an accreditation standard has been violated.

## **Complaints Related to Accreditation Standards**

Students with concerns about Longwood's compliance with the accreditation standards of the Council of Academic Programs in Audiology and Speech-Language Pathology

(CAA) may contact the CAA with that complaint (Council of Academic Programs in Audiology and Speech-Language Pathology, 2200 Research Boulevard, Rockville, MD 20850-3289 (301-296-5700 or [accreditation@asha.org](mailto:accreditation@asha.org)).

## Grade Appeals

Students who wish to appeal a grade are referred to the Graduate College website <http://www.longwood.edu/graduatestudies/> for policies and procedures regarding grade appeals.

## V. Other Relevant University Policies and Services

### Academic Warning, Probation, and Dismissal Policy

Refer to the Graduate College website for university policies:  
<http://www.longwood.edu/graduatestudies/>

### GPA Requirements

Students must retain a 3.0 GPA, per Graduate College policy, to remain in the program. (See the Graduate College web site for further information:  
<http://www.longwood.edu/graduatestudies/>

### Graduation Requirements

To graduate with a Masters' degree in Communication Sciences and Disorders, a student must:

- Demonstrate a minimum GPA of 3.0 (on a scale of 4.0).
- File an Application for Graduate Degree, **no later than the completion of 36 credit hours** (during the 3<sup>rd</sup> semester).

The form is available at

<http://www.longwood.edu/registrar/graduation-requirements/>

- Successfully complete the requisite courses, including clinical practica, as outlined in the section on curriculum.
- Successfully complete the professional portfolio or thesis option.
- Successfully complete all program requirements within five years from the term of admission.

## Library Services

Greenwood Library offers a variety of academic support services to students. Visit <http://libguides.longwood.edu/home> for additional information.

## Parking

Students may purchase a graduate student-parking pass, which will allow access to specific university lots.

**NOTE: The parking lot behind the building is for SHLS clients and other tenants of the**

**building ONLY.** The building owner has authorized towing of non-tagged vehicles. Students may park in SHLS client spots **AFTER 5:45 pm.**

## **Student Financial Aid**

Information about financial aid opportunities, policies, and procedures may be obtained from <http://www.longwood.edu/financialaid/>

## **Student Responsibility**

Students are solely responsible for understanding and observing all regulations and procedures required by the University. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority. Students should be especially familiar with the academic regulations, the requirements for the degree that they plan to complete, and the offerings by the major department. Departments reserve the right to decide which graduate courses will be offered in any semester or summer session.

## **Transfer of Graduate Credit**

The Longwood University Graduate College policy regarding transfer of credit hours from other institutions is applicable for students entering the CSD program with graduate-level professional coursework. In general, the University accepts graduate credits from institutions that are accredited by the appropriate regional accreditation agency, provided such credits carry a final grade of "B" or better, are comparable to graduate courses offered at Longwood University, and are no more than five years old. Internships and portfolio-based experiential credits are not accepted for transfer credit. A maximum of six (6) graduate credit hours may be transferred and applied to a graduate degree. Students should discuss transfer credits during orientation and prepare requests at that time.

Grades earned at other institutions will be recorded at Longwood University in terms of semester hours of credit earned and will reduce the number of credits required for graduation, but will not be included in the calculation of the grade point average (GPA). The cumulative GPA is calculated only on work completed at Longwood.

The Graduate Coordinator will review the academic and clinical experiences the student acquired at another university and make the determination regarding transfer of those hours into the Longwood program.

# CLINICAL POLICIES AND PROCEDURES

## Overview: Clinical Education in Communication Sciences and Disorders

Clinical Education in the Communication Sciences and Disorders program at Longwood University is based on the following guiding principles:

- Evidence-Based Practice
- ASHA Code of Ethics
- ASHA Scope of Practice
- ASHA Certification Standards
- Best Practice in Clinical Supervision
- Health Insurance Portability and Accountability Act (HIPAA) Regulations

Students participate in educational experiences through the practicum courses, clinical teaching teams, and service to clients at the clinic, contract sites, and in external placements.

The Mission of Longwood's Speech, Hearing and Learning Services (SHLS) is to provide quality, professional services to individuals of all ages through SHLS and community outreach programs. These services may include early intervention; speech, language, fluency, articulation, voice, and cognitive-linguistic evaluation and treatment services, individualized tutoring, and parent support programs. Further, the Mission of the SHLS is to provide quality academic and clinical education experiences to Longwood University students as they engage in professional activities through SHLS under faculty supervision.

### I. CLINICAL PREPAREDNESS

#### A. Certifications and Clinical Paperwork

Each student must submit the following documents **prior** to beginning the first clinical practicum. Unless otherwise informed, all documentation should be given to the Director of Clinical Education at the first clinical orientation meeting.

- A negative tuberculin skin test (PPD skin test) indicating that the student is free from tubercular infection. The certification **must** be dated within 3 months prior to submission. **Students must have a PPD skin test prior to the first orientation meeting at the beginning of their graduate program.**
- Current immunization record. (need a copy of the university record or doctors)
- Current health insurance (by signing *Acknowledgement of Risk and Release*), available by visiting this link: [https://www.longwood.edu/media/materielmanagement/solomon/rm\\_risk-release.pdf](https://www.longwood.edu/media/materielmanagement/solomon/rm_risk-release.pdf) Students are required to print and sign this document.

- Criminal Background Check through CastleBranch (see specifics on completing the background check in Section B). **Print/Sign Criminal Background Certification Appendix K of this manual.**
- Successful completion of the HIPAA and OSHA training through CastleBranch. Print certificate (see specifics in Section B).
- Current CPR and First Aid certification through the American Red Cross or other nationally recognized organization.
- Signed “Agreement of Understanding” form. **Students should print and complete the form in Appendix E of this manual.**
- Verification of completion of 25 observation hours from Undergraduate program
- Calipso (see specifics in Section C)
- Complete the Essential Skills Document (**Appendix F**)

In addition, some external placements require additional documentation, including but not limited to: Drug testing, Hepatitis B (HepB) vaccinations, cardiopulmonary resuscitation (CPR) training for healthcare providers, radiation training, infection control training, updated TB tests, evidence of current flu and or Covid vaccination, and criminal background checks. Students will be notified prior to the placement about any specific conditions of the placement.

### **Additional paperwork that will be signed and submitted at orientation**

- Signed Confidentiality Agreement. **Students must print and complete the form in Appendix D of this manual.**

## **B. Criminal Record Background Check/HIPAA/OSHA**

Longwood University policy requires that each student who participates in a program related field placement must complete a criminal background check/HIPAA/OSHA; therefore, each student who registers for CSDS 580: Initial Practicum in Speech Language and Hearing must submit evidence of a satisfactory criminal record background check, to be completed **no earlier than three months prior to the start of the course.** To obtain a criminal record background check, follow this procedure:

1. Go to [www.Castlebranch.com](http://www.Castlebranch.com) and click on "place order."
2. In the package code box, enter **og79.**
3. Select a method of payment: Visa, MasterCard, or money order. The cost is the responsibility of the student.
4. Students will receive a password to review the results of the background check. Results are typically available in 72 hours.

Once the background check/HIPAA/OSHA is complete, print **ONLY** a copy of the **HIPAA/OSHA certification**. **DO NOT** print results of the background check. Students will sign and submit the “**Criminal Background Check Certification**” only (**Appendix K**) and give it to the Director of Clinical Education at the orientation meeting. **Students will not be allowed to participate in any clinical activities**, including but not limited to evaluation and treatment, until appropriate documentation is submitted.

If the results of the criminal background check (CBC) indicate that there is a conviction on the individual’s record, the following procedures shall apply:

1. The student shall notify the Director of Clinical Education within 1 week of receipt of the CBC that the results indicate a conviction is on the individual’s record.
2. He/she shall provide a written, signed statement to the Director of Clinical Education explaining the conviction and any actions that have been taken in response to the conviction within 1 week of receipt of the above notification.
3. The CSD Leadership Team (Director of Clinical Education, Graduate Coordinator, Chair and legal counsel if necessary) shall review the information and make a decision of if/how the conviction will affect the individual’s placement/provision of services at SHLS and provide a written response to the individual within 21 days of receiving the individual’s statement.

All information shall remain confidential. A copy of written correspondence and information shall be placed in the individual’s file by the respective program director.

Criminal record background checks are valid for a period of 24 months. After 24 months, students will be asked to repeat the procedure for criminal record background check by following the steps outlined above.

Some external practicum sites may require additional criminal record background checks immediately prior to a student’s placement at that facility. External practicum placements will evaluate the information obtained from a student’s criminal background record in accordance with their facility policies. The CSD program will abide by the decision of each external practicum site as to the acceptability of the practicum student at their agency.

## **C. Calipso**

All Longwood University graduate students must have access to Calipso, an internet based application that records clinical clock hours and competencies as required by the

Council of Academic Accreditation in Audiology and Speech-Language Pathology and for students' acquisition of the Certificate of Clinical Competence. Students will use the system to document clinical hours throughout their graduate career. The cost per student is \$85, which is typically covered by course fees.

The Director of Clinical Education provides each student access before the start of clinic.

## **D. Hearing Screening**

All new graduate students must have their hearing screened by a second – year graduate student under the direct supervision of a faculty member or clinical educator.

## **E. Confidentiality**

### **HIPAA Training**

The Health Insurance Portability and Accountability Act (HIPAA) regulates confidentiality and security of healthcare information. Students are responsible for understanding the principles of HIPAA.

All students are expected to successfully complete the HIPAA training before seeing clients. Each student will receive a package via USPS mail from the IT department at Longwood University in early August. Once setting up your secure email account, the student will receive a link to "Securing the Human." Once you have completed all of the modules, please print out the certificate, and bring it with you the day of the orientation. The students will also have to complete additional HIPAA training which will happen during orientation. Certificates of completion must be turned in to the Clinic Director before the start of clinic.

**NOTE: Students are given a secure email account to communicate with the faculty and clinical educators. This email MAY NOT be forwarded to any other email account as this compromises security and violates HIPAA regulations.**

### **Confidential Records**

As required by the ASHA Code of Ethics and HIPAA regulations, **ALL** information pertaining to clients and their families is deemed confidential information. **Any information** pertaining to a client and his or her family must not be discussed with friends, roommates, relatives, or any other party outside of the clinical setting or relationship. Moreover, discussion of client / family information should only be conducted in secure areas within SHLS.

All students must sign the non-disclosure Confidentiality Statement located in Appendix D before beginning clinical practicum.

Students **may not exchange information about clients**, either by phone, fax, or email, with other individuals or agencies, **without the written permission of the client**

**AND verbal permission of the clinical supervisor.** If a student clinician believes that additional information about a client is needed or that the client needs to be referred outside of SHLS for evaluation and treatment, then the student must first discuss the matter with the supervisor. Once the supervisor determines the need for referral or additional information, then the student clinician will complete a release of information form for the client to sign. The clinical supervisor must review release of information forms before they are transmitted.

**Students may only transport client information (i.e., lesson plans, clinician notes, evaluation results, and the like) to any area located outside of the secure area of SHLS (i.e., public or private school, physician's office, and the like) by first placing the information in a locked black box. (This includes faculty offices since they are in the non-secure area of SHLS.)** These boxes are stored in the student workroom. Client information is placed in the box, the box is locked, and then the information must be transported only in the trunk of the vehicle. Locked boxes may not be kept in the passenger area of the vehicle. If testing is conducted at an off-site placement, then the completed test forms must be returned to SHLS in the locked box. Completed forms are then placed in the locked file cabinet on the same day that the data was collected.

When students generate draft copies of lesson plans, notes, and reports, any and all client confidential information must be removed. Client confidential information includes, but is not limited to, date of birth, name, address, and social security number. Any questions regarding whether information should be removed from a document should be directed to the clinical supervisor. Students must transfer files for review to their supervisor using **ONLY** their secure (i.e., encrypted) Longwood University email account.

Whenever giving the client/family a copy of a clinic report, it should be placed in a sealed envelope after reviewing with the client.

Information **MAY NOT** be sent using the @live.longwood.edu system, nor any private email account such as Gmail or Hotmail.

All students are prohibited from preparing any clinical documentation using Google docs as this platform is unsecure.

**Any violation of any of the regulations outlined in this manual will result in the development and implementation of an Improvement Plan and may further result in the termination of some or all clinical privileges.**

### **Electronic Medical Record: Practice Perfect**

The clinic uses an electronic medical records system ("Practice Perfect") for all documents that pertain to the client. (The exception is clients served in local school divisions.)

All students have access to this system in the graduate workroom **ONLY!** Students are prohibited from accessing the system remotely.

When assigned a new client either for evaluation or treatment, please check the system for files, intakes, reports, etc. before meeting with your supervisor.



### *Requirement for using Practice Perfect:*

- When using Practice Perfect **all** other windows on computers in the graduate workroom must be **closed** to prevent any type of access to the program from an outside source. This includes email, internet, etc.
- Students shall NOT give their password or ID to any other clinician or person at any time.
- Practice Perfect should not be visible to someone other than those students that are HIPAA trained.
- **Nothing may be changed** in the files in Practice Perfect without prior permission of the responsible clinical educator.

### **Entering paper documents into Practice Perfect**

All documents (e.g., test protocols, checklists, interview questions, screening forms) must be scanned and uploaded into Practice Perfect. All students are to follow the guidelines below for scanning:

- Place documents in tray for supervisors to approve in graduate workroom. All documents should be to the supervisor within 48 hours for approval.
- Once documents have been initialed and approved by the supervisor then place them in the tray in the graduate workroom labeled documents to be scanned.
- The graduate assistants (GAs) will then obtain the documents within 24 hours to be scanned and uploaded into Practice Perfect. .
- **Only GAs** (or office staff) can scan documents and upload into Practice Perfect.

### **Clinical Notebooks**

Students are required to maintain a notebook with the items listed below in chronological order, with the most recent document placed on top. The notebook should be readily available to the student and given to the supervisor (e.g., placed in the observation room) every clinical session. (NOTE: Care should be given to ensure non SHLS personnel in the observation room do not have access to the notebook.)

These notebooks must be maintained for off – site placements as well and available to the off-site placement supervisor.

A divider must separate each section below:

1. Personal clinical goals (described in the section on Clinical Teaching Teams) – for the semester at the front of the notebook
2. Lesson plans – Only plans approved by the supervisor should be placed in the book.
3. Observation Feedback forms – from supervisor.

The notebook is to remain at SHLS at all times unless the student is transporting it to an off-site placement. When transporting the clinical notebook outside of SHLS, students must use a black locked box. Confidential information that is no longer needed must

shred using the shredder located in the Graduate Student Workroom. Students must inform their clinical superior prior to shredding any information.

## **Building Security**

The student workroom must remain locked at all times when students are not present, accordance with confidentiality and HIPAA policies. Only graduate students, clinical educators, faculty, and staff will have access to this area.

Parents, clients, family members, or friends are **NEVER permitted** in the building outside of business hours. During work hours, only SHLS faculty and staff, graduate students, clients and caregivers are permitted in the secure area.

## **F. Use of Computers, Printer, Copier**

**Computers are provided for student use in the Graduate Student Workroom. These computers are limited to those functions necessary for the preparation and reporting of diagnostic and therapy sessions and related correspondence.**

**Personal e-mail accounts, games, social media, may NOT be used on the workroom computers.**

Students should use personal laptops or other electronic devices for checking personal e-mail and social media websites.

All client reports, correspondence to referral sources, or any other documents containing personal identifying information must be maintained **on these computers only**. Students may **not** save reports to personal flash drives (i.e., USB or similar devices), external hard drives, or compact discs (CDs).

**The printer in the graduate workroom is for clinical uses only.** Students are NOT permitted to use this printer for any class materials (e.g., papers, handouts, PowerPoint presentations, assignments). If a student inadvertently prints to this computer, a fee of \$.25 per page must be given to the office.

**Students are not permitted to use the copier located in the business office (SHLS121).** Students who need to copy information that is NOT related to clinical business may use a copier located in Greenwood Library.

## **G. Procedures for Writing Clinical Documents**

Students are never allowed to remove client files from the clinic, unless they have been given permission by the clinical supervisor to transport to an off-site contract placement. Once permission has been obtained, then files may only be transported using a locked black box.

Clinical reports, treatment plans, lesson plans, progress notes, and progress reports may be prepared using a personal (i.e., home) computer **under the following conditions:**

1. All clients identifying information must be removed before it is transported outside of the clinic area.
  - a. Students may **never** remove the case history form from SHLS, but may take notes, **eliminating all identifying information. This de-identified document may then be removed from SHLS.**
  - b. Students may **never** remove the completed test protocols from SHLS, but may take notes about the test results – item analysis, scores, etc., as long as any and all identifying information is removed from the notes that will be used to generate the report. Students who perform evaluations at an off-site contract placement must return the completed test protocols to SHLS in a locked black box on the **same day** that the data was collected.
  - c. Students are allowed to review the video recording of a session at SHLS and take notes, eliminating all identifying information, in order to prepare the report, progress note, next lesson plan, etc.
2. **Students are not allowed to prepare any written clinical documentation in the presence of anyone who is not a student or supervisor at SHLS.**
3. Once client documents have been approved by the supervisor and returned via secure email, students must then delete the original document from the personal computer.
4. Students are **never allowed to prepare any documentation** pertaining to any client using a public computer located in a campus-computing lab, library, Starbucks, etc. There are only two acceptable areas where client documentation may be prepared: the Graduate Student Workroom or in the student's private residence (without any client identifying information).
5. **Students must submit all SOAP** from the week's sessions **to their clinical supervisor within 48 hours after completion of the session**, unless otherwise directed by their supervisor.
6. Students must submit lesson plans to their supervisor, using their secure Longwood email address, within **48 hours of the session, unless otherwise directed by their supervisor.**
7. **Students must submit draft copies of evaluation reports to their clinical supervisor within 48 hours of the evaluation**, unless otherwise directed their supervisor.
8. After completing a SOAP, students must submit the SOAP the electronic medical records (EMR) system, also known as Practice Perfect, to the clinical supervisor for approval. The clinical supervisor will review the document to the student with comments, corrections, or with approval. It's the student's responsibility to check Practice Perfect for edits.

## H. Infection Control

All State of Virginia immunizations that are required by state law and that are

recommended by the Centers for Disease Control and Prevention (CDC) must be current when the student enters the program. Individuals who are not correctly immunized pose a significant public health risk to their patients, co-workers, and themselves. Seasonal flu vaccinations are required by many external clinical sites. Any student who declines any vaccination runs the risk of being denied external placement at many health care and educational facilities. Flu vaccinations are available every fall from the Longwood University Student Health Services, the Health Department, students' personal physician's office, local pharmacies, and other flu vaccination clinics in the area.

Documentation of the flu shot (or documentation as to why it cannot be administered) must be provided to the Director of Clinical Education by the end of the fall semester. Failure to maintain current immunization records, TB test results, and/or flu vaccination may result in denial of external practicum placement by the external supervisor and may ultimately result in restricted clinical experiences, reduction in clinical clock hours, and delayed graduation.

The health and safety of clients, student clinicians, faculty, guests, visitors, and clinic staff are of utmost concern. Student clinicians must complete a training module on universal precautions and other measures relevant to infection control. The training modules are included in the Castle Branch background check.

## **I. Liability Insurance**

Students enrolled in all levels of clinical practicum **are strongly encouraged by both the CSD program and the Longwood University Office of Material Management (Risk Management) to carry professional liability insurance.**

Liability insurance is designed to protect the student who serves in a professional capacity in the event that someone pursues legal action (i.e., lawsuit). It is important to remember that individuals can and do pursue legal action for a variety of reasons, of which none may be justified or fair. Student clinicians are not exempt from potentially being name in a lawsuit by virtue of services that they do or do not render.

Any legal claim must be answered, regardless of how untrue or frivolous it may seem. Insurance does not prevent an individual from bringing suit; however, it does provide financial assistance for legal fees and other expenses incurred in answering a legal claim.

One option for obtaining the insurance is through the National Student Speech Language-Hearing Association (NSSLHA); membership is required. Through NSSLHA, liability insurance may be purchased for low cost. For more information about coverage go to: <https://www.personal-plans.com/asha/welcome.do> Choose the "Professional Liability" button from the menu to the left.

Proliability administers the professional liability insurance and contact information can be found at: <http://www.proliability.com/professional-liability-insurance/speech-language-pathologists/american-speech-language-hearing-association>

## **II. CLINICAL PRACTICUM**

## A. Observation Hours

All students must complete and provide documentation of having completed 25 hours of observation of an ASHA certified speech-language pathologist engaged in therapy and/or evaluation with clients. It's the student's responsibility to enter these observation hours into Calipso for approval by the Director of Clinical Education.

## B. Clinical Clock Hours

Students develop and plan clinical practicum experiences with the Director of Clinical Education; however, students are solely responsible for the accumulation of ASHA clinical clock hours.

While it is expected that students will accrue more hours when engaged in a higher number of credit hours for practicum, there is no direct correspondence between the number of credit hours and the number of clinical clock hours that may be earned. Students may not earn clinic hours unless currently enrolled in one of the clinical practicum courses.

All students are required to participate in practicum at SHLS during their first 3 semesters (for two credit hours each semester). Students typically complete more than 50 clinical clock hours before an external placement is approved. Students must complete a minimum of two off-campus clinical experiences approved by the CSD Clinical Affairs Committee. Students must have external experiences with both pediatric and adult populations.

**Admission to the graduate program does not guarantee admission to off-campus clinical placements.** Admission to these placements depends on the quality of the graduate student's academic record, clinical performance under the supervision of faculty and clinical educators, and the ability to display personal and professional characteristics that are acceptable to the profession and the Department. Students must apply for off-campus clinical experiences and placements are made at the discretion of the CSD Clinical Affairs Committee. A minimum letter grade of B- must be earned in each CSD practicum and externship course in order to count clinical clock hours. Hours must be obtained under the supervision of an ASHA – certified speech-language pathologist.

## C. Clinical Affairs Committee

The Clinical Affairs Committee consists of the Director of Clinical Education and the clinical educators. The committee meets each semester to review each student's readiness for the next practicum.

### Clinical Education

Students will learn the following while engaged in clinical experiences offered at SHLS and off-campus clinical sites:

- Develop, implement, and interpret a vast range of diagnostic assessments and procedures;

- Report diagnostic assessment results in an organized, accurate, and professional manner;
- Interact appropriately with clients, clients' families, and other professionals;
- Develop and implement appropriate treatment plans and procedures;
- Manage and direct client behaviors during assessments and treatment; and
- Participate in self-evaluation of clinical performance.
- 

**Students must notify the Director of Clinical Education of any prerequisite courses (e.g., sign language, neurology, speech science) that must be taken during the current or subsequent semesters.** The Director of Clinical Education will need this information when planning clinical assignments for the following semester.

All faculty and clinical supervisors are ASHA-certified and licensed to practice as speech-language pathologists in the Commonwealth of Virginia. All provide ongoing, direct supervision of the assessment and intervention activities of the clinic. Evaluations and treatment sessions are digitally video-recorded in accordance with the regulations set forth by HIPAA so that students, supervisors, faculty, and clients can review the sessions.

All faculty and clinical educators will supervise clinical experiences a minimum of 25% of each session. In general, Longwood faculty supervises at a much higher rate (approaching 100% in the first semester). **Students may NOT** meet with a client without knowing the supervisor is in the building and present or on the way to the clinic space.

### **Alternative Clinical Education/Simulations.**

Certification standards now permit earning clinical education hours through alternative clinical education (e.g., Simucase, class simulations, role- plays). Student will have the opportunity to earn alternative clinical education hours throughout their program (e.g., classroom simulations). However, approval of the faculty member (for class simulations) or the Director of Clinical Education (for all other alternative clinical education experiences) must be secured in advance of entering the hours into Calipso. For these hours to count towards your 400 there has to be a debriefing after the assignment is complete. The type of debriefing (written reflection, small group discussion, etc.) will be determined by the faculty/clinical educator administering the alternative hours.

**Telehealth.** Students will have the opportunity to participate in telehealth services throughout the program. Students must sign and submit to the Director of Clinical Education the *Telehealth Compliance Assurance form* (Appendix L), prior to beginning Telehealth services. Faculty and Clinical Educators must supervise 25% of the session and be readily available to students for 100% of the session. Students must have access to a computer, laptop or tablet to conduct these sessions with a stable and reliable internet connection that is located in a private space in order to maintain patient confidentiality. Students will be provided training on telehealth the faculty/clinical educator.

## Mentoring

All 2<sup>nd</sup> year graduate students will mentor 1<sup>st</sup> year students the first 2-3 weeks of clinic before leaving for their first internship in the fall of their 2<sup>nd</sup> year. Mentoring obligations include the following expectations but not limited to:

- The 2<sup>nd</sup> year students will complete the chart review in Practice Perfect with the assigned first year student.
- The 2<sup>nd</sup> year will **plan and conduct** the first week's sessions with the new student clinician observing, securing approval from the supervisor.
- **The two students will jointly write the lesson plan for the 2<sup>nd</sup> week.** All therapy plans must have **final approval** by supervisor **at least one full day before** it is to be discussed with the parent.
- The 1<sup>st</sup> year student will begin taking responsibility for the therapy session, beginning the second week. The supervising clinical educator/faculty member will guide the transition from the 2<sup>nd</sup> year student to the 1<sup>st</sup> year student.

The second year student will be evaluated on their mentoring using the CSD Mentoring Checklist (Appendix J). Second year students will self-evaluate. The forms shall be given to the Director of Clinical Education by September 30.

## Summary of Clinical Education Experiences Needed To Meet ASHA Certification Standards

Type of Session	Areas (“Big 9”)	Minimum Number of Hours
<b>Clinical Observation</b>		<b>25 Hours</b>
<b>Assessment</b> <b>Treatment</b> <b>Prevention</b>	1. Articulation 2. Fluency 3. Voice and resonance, including respiration and phonation 4. Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities 5. Hearing, including the impact on speech and language 6. Swallowing (oral, pharyngeal, esophageal, and related functions Including oral function for feeding; orofacial myofunction) 7. Cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning) 8. Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities) 9. Communication modalities (including oral, manual, communication techniques and assistive technologies)	Practicum experience must be obtained in all nine areas, across the life span (pediatric, adult, and geriatric), and must be sufficient in duration to establish and document competence in each area. A minimum of 325 hours must be gathered at the graduate level



## E. Coordination of Clinical Education/Academic Coursework

Clinical practicum is designed to follow academic coursework as closely as possible. Students either have completed, or are currently enrolled in, the academic disorder course that corresponds to the clinical experiences in which they are engaged.

## F. Maintaining Record of Clinical Clock Hours

**Maintaining a record of clinical clock hours is imperative!** At the start of CSD 580, students will be instructed on how to complete clock hour forms in Calipso.

All hours are to be entered into Calipso **by Friday of every week** that clinic is in session. (There is no guarantee that hours submitted after this date will be approved by the student's supervisor.).

Additional information about entering clinical clock hours into the Calipso system will be provided at the first clinical orientation meeting.

Students are often assigned in teams for diagnostics. When they are, the clock hour time is allocated by the percent of services each student provides, as specified by the supervising faculty/clinical educator.

## G. Policies for External Practicum Placements

### Students Participating in an External Practicum Placement

Prior to placement each student must complete a resume and letter of interest along with meeting with the graduate writing center. Each student can set up an appointment by the following link: <http://www.longwood.edu/graduatestudies/student-resources/graduate-student-tutoring/>

The link gives basic information on how to access the services and, although some students have been nervous in advance about using the technology.

1. Prior to placement in an external facility, students must have successfully completed at least three semesters of practicum at SHLS under the supervision of Longwood University faculty and clinical educators, completed the *Application for CSD External Placements*, and earned a minimum of 50 clinical clock hours.
2. Longwood's Director of Clinical Education is responsible for making the clinical placement. Students may only be placed in those external facilities that have a current, signed clinical affiliation agreement with Longwood University.

Students are encouraged to identify sites for their external placements, but are not **permitted to contact facilities directly**. Establishing potential placements is the **sole responsibility of the Director of Clinical Education**.

3. All students must provide proof of current auto insurance, negative current TB test results, current immunization record, and satisfactory criminal background

record check **before** they may begin work at any external placement.

4. External facilities may require additional training requirements (e.g., CPR, infection control). It is the student's responsibility to meet those requirements as outlined by the facility at the time of placement.
5. **Students are expected to attend their external placement on all assigned days.** Prior to the start of the placement, the Director of Clinical Education informs the external supervisor of any dates in which the student may need to be excused due to academic conflict (i.e., Longwood University course or workshop).

A student who needs to be excused from external placement for non-academic reasons **must first** inform the Director of Clinical Education who in turn, shall take the request to the student's external supervisor. Under no circumstance is a student permitted to decide the days and hours he or she will work at a given placement! Longwood University holidays (fall break, spring break) do not apply to students who are working external placements. All students are expected to be at the external placement 4 days a week in the fall and 5 days a week in the spring. This can vary per placement.

Students are only allowed to miss 2 days without a medical excuse or academic excuse. If a student misses over 2 days without prior approval, they may be pulled from a placement and will have to repeat that placement. Students also have to be on time for all placements. Excessive tardiness will also result in a failing grade for the placement.

Any student who cannot attend an external placement due to illness/injury **must notify the Director of Clinical Education promptly.**

## 6. Declining a Practicum Assignment

Given the academic and clinical intensity of the Master's program, students must complete a minimum of three clinical assignments each semester. Students who decline any clinical assignment must do so in writing, submitted to both the Program Director and the Director of Clinical Education. The statement must acknowledge that this choice will likely result in delayed graduation (i.e., the student will have to complete extra semesters at Longwood University in order to complete the Master's program).

## External Practicum Placement Facilities

When assigning external clinical practicum placements, the Director of Clinical Education shall assure the following:

1. An affiliation agreement/contract is prepared and signed by both the Director of Clinical Education, the Program Director, and the Vice President of Administration and Finance (or designee), as well as the representative of the external facility.
2. A copy of the current ASHA certification and Commonwealth of Virginia state license for each supervisor in the facility is obtained.
3. Completion of 2 hours of continuing education in the area of supervision.
4. The Director of Clinical Education conducts a supervisor training session

for all external placement supervisors at the beginning of each semester. External placement supervisors are given an electronic copy of the Longwood *University Clinical Supervision Handbook*. Training sessions may include the following topics:

- a. Longwood policies for supervision
- b. The student evaluation system
- c. Best practices in supervision

The Director of Clinical Education serves as the liaison between the University and the external site. The Director will check-in with the supervisor at least twice during the semester (midterm and final). These check-ins can be provided via in-person, phone, e-mail or Zoom.

## H. Interprofessional Practice

As the professional world requires speech-language pathologists to work interprofessionally for the benefit of the client, Longwood has created some on-site interprofessional practice (IPP) opportunities.

**Audiology Practicum.** All graduate students will complete an Audiology Practicum, prior to external placement. This should be planned for in the first semester but can be completed during the 3 semesters on campus. Students should be prepared to conduct those activities that are within the speech-language pathology scope of practice (e.g., hearing screenings, case history, tympanometry screening, and hearing aid check).

**Infant-Toddler Connection of the Heartland.** The local early intervention agency is housed in SHLS, giving students a unique opportunity to collaborate with and provide services with early intervention professionals. All students will have the opportunity to participate in desk eligibilities or intervention during the 3 semesters on campus.

All students will participate in one desk eligibility and one interprofessional assessment during their first 3-semesters on campus. Many student will have the opportunity to participate in intervention.

## III. ROLES AND RESPONSIBILITIES OF THE STUDENT CLINICIAN

### A. Professional Commitment

The CSD Program has a dual and equal commitment to all students for academic and clinical preparation and to the clients who will present themselves for speech and language services. In order to meet both of those commitments, SHLS **is operated as a business**. Students who are assigned clients in at SHLS are expected to meet their clients for **each scheduled session** during all semester, including summer session.

If a student is ill or an emergency occurs, s/he shall prepare a member of his/her Clinical Teaching Team to cover the session. A session shall not be cancelled without prior approval from the clinical educator/faculty supervisor.

During periods of inclement weather, SHLS will follow the same closing procedures as Longwood University. Student clinicians should advise clients and parents/caregivers to

check [www.longwood.edu](http://www.longwood.edu) or call 395-2000 to determine if the University is open.

Students are required to be available for clinical assignments from the start of the semester through the end of exam week, summer included. Summer clinic typically runs for 10 weeks, depending on Longwood's schedule. Academic classes and clinic typically run at different times. It should NOT be assumed that if the clinic is closed, students don't have class and vice versa.

## **B. Responsibility for Materials, Equipment, and Facility Individual Materials and Supplies**

Each student is responsible for providing some of his or her own equipment, including the following:

- A pen light with additional batteries for oral mechanism examinations; ξ A stop watch;
- Calculator; and
- A high quality audio tape recorder with extra batteries.
- (Although your smart phone may make recordings, this may not be used for clinical purposes as it does not meet confidentiality requirements.)

The items listed below are recommended, but not required:

- Small dry erase board and markers
- Clipboard
- Index cards
- Multi-colored markers

### **Procedures for Borrowing Tests and Materials**

Materials housed in the Material Room may be borrowed by students for preparation of or use in a diagnostic or therapy session. Students **may not** store materials in their baskets, mailboxes, or other location.

Diagnostic and treatment materials **may not be removed from SHLS** unless the item(s) are for use at an off-site contract site assignment. Materials may not be borrowed for student use at external placements. Students may borrow materials for use as a part of coursework at SHLS.

Students must adhere to the following when borrowing any item:

- **Check out an entire test, kit, or set of materials. DO NOT** remove components.
- All items must be returned, intact, **within 2 days**. Check and recheck to be certain that all pieces, pictures, etc. are returned together.

Students may be required to replace any materials that are damaged while s/he has checked them out.

Students check out iPad, audiometers, otoscopes, laptops, and other equipment from the main office, requesting the information at the glass window on the lobby side of the office.

Books on the bookcases in the classroom may be checked out for a week. Books on the bookcases in the faculty office area may be used in that area or the classroom and returned the same day.

### **Copying Materials for Therapy**

All materials that need to be copied for therapy have to be done by a Graduate Assistant. Please follow the following guidelines for copying materials: 1. Place document in the tray in the graduate workroom that needs to be copied along with instructions **48 hours** in advance of needed the document. 2. The GA will copy the document and return it to you after it is complete.

***Only GAs are allowed to use the copier!***

### **Maintenance of Facility**

After every evaluation or treatment session, the student clinician is responsible **for light cleaning of the room**, including **re-arranging furniture**, **returning borrowed materials** to the therapy supply closet, and **disinfecting all surfaces and non consumable materials**. In the event that a room requires additional maintenance above and beyond what a student can reasonably be expected to provide, then the student must inform the Office Manager or Receptionist (SHLS 121).

Students are also expected to maintain the cleanliness and orderliness of the Graduate Student Workroom. Students are expected to perform the following duties weekly:

- Remove of all trash from floors and surfaces;
- Re-organize furniture, equipment, and materials to their original order;  
and
- Disinfect all table surfaces.

### **SHLS furnishings**

All graduate students in CSD are equally responsible for the preservation, maintenance, and judicious use and management of furnishings, equipment, and materials found at clinic. The appearance of walls in therapy rooms, Graduate Student Workroom, observation rooms, and SHLS reception area must be preserved.

Only approved posters, notices, or wall hangings may be displayed in the common areas. In therapy rooms, **Do NOT use of tape, tacks, or push pins to attach therapy materials to walls**. Post-it notes and Post-it paper may be used. Be careful to prevent bleeding through of ink when using markers by doubling the paper. Each graduate student will be assigned a section of the materials closet to maintain throughout the semester.

Students are NOT permitted to enter the main office at SHLS, unless they are employed as Graduate Assistants. Students **may not knock on the door or window to the office to speak with Graduate Assistants** while they are working. Students needing to speak with the Office Manager and/or Receptionist should be respectful of their time and their need to first attend to client needs.

## C. Professional Behavior, Etiquette, and Dress

### Punctuality and Timeliness

Student clinicians who are assigned clients at SHLS or in external practicum placements must be prepared and prompt in meeting those clients for their scheduled sessions. **No less than 15 minutes prior to the beginning of a session**, student clinicians must have the following:

- Clinical notebook available for supervisor;
- Data collection forms prepared for use;
- All materials, supplies, and equipment that will be used in the forthcoming session must be organized and ready for use; and
- The assigned treatment room must be open and prepared according to established protocols.

Similarly, student clinicians will end the therapy session promptly. If there is a session in that room immediately afterwards, the student should conclude the session 5 minutes early to allow the next student user time to prepare.

A clinical or faculty supervisor **must be present in the building** before any evaluation or a student renders treatment.

### Professional Interactions

Student clinicians are expected to:

- Wear professional dress and name tag whenever in the clinic space.
- Promptly greet assigned clients in the waiting room and escort them to the designated therapy room.
- Introduce themselves to new clients using their first and last names.
- Start the video recording equipment and alert the clinical supervisor immediately prior to beginning the session.
- Stop the video recording equipment immediately after the session.
- Refrain from sharing any information about treatment or evaluation, expectations or outcomes, or any other similar types of information where another party in the common areas at SHLS could readily identify a client and his or her family.
- Remain with the client for the duration of the therapy session.
- Remain in SHLS with the assigned client for the duration of the therapy unless prior permission to leave the building with the client has been previously obtained from the clinical supervisor.
- Allow 15 minutes post-start time for late arrivals. Students must check first with the clinical supervisor before assuming that the client is a “no-show.” Students may not clean the treatment room or leave the building following a “no-show” unless granted permission by the clinical supervisor.
- Request permission from the clinical supervisor to observe a diagnostic or therapy session conducted by another student clinician. Students should observe from the observation room.
- Use professional decorum in interacting with others. Refrain from interrupting a diagnostic or therapy session unless it is necessary (i.e., a

- legitimate emergency).
- Maintain a quiet atmosphere in the Graduate Student Workroom.
- Avoid cooking things in the microwave in the Graduate Student Workroom that will create an odor (i.e. don't burn popcorn!)

## **Professional Etiquette**

While at SHLS, a conference, workshop, or off-site clinical practicum site, students must remember that they are representing the program and University at large. As such, students must present a professional attitude, manner, and appearance at all times by adhering to the following:

- Use professional language and communication that demonstrates knowledge of the profession and respect for others, regardless of age or ethnicity.
- Refer to faculty, staff, visitors, and guests using appropriate salutation (i.e., Dr., Miss, Mrs., and Mr.).
- Encourage parents or caregivers to observe the diagnostic and treatment sessions. In secure areas and with appropriate individuals, share information regarding a client's progress and/or treatment strategies in order to facilitate carryover.
- Refrain from chewing gum during a therapy or diagnostic session or while conferencing with a client/parent/caregiver or other professional on the phone or in person.
- Limit eating/drinking to the Graduate Student Workroom. Avoid leaving food in the workroom (items may be left in the refrigerator) and eating / drinking while at the computer.
- Refrain from smoking or using any tobacco products on the premises of the clinic.
- Refrain from loud talking or laughter while in the observation room as this level of noise could interfere with the diagnostic or treatment session. At the discretion of the clinical supervisor, a student may be dismissed from the observation room if the student's behavior threatens to interfere with the clinical session.
- Respect the ideas and materials owned and/or developed by fellow student clinicians. Sharing materials and ideas is a great way to expand students' clinical "tool" kit. Frequently, student clinicians may bring personal materials to the Graduate Student Workroom or use that space to create and leave materials. Remember to return borrowed materials and give credit for borrowed ideas.

## **Professional Dress**

Student clinicians shall demonstrate professional attire whenever they are at SHLS, conference, workshop, or at off-site clinical practicum. Even if students are not directly working with clients, but are engaged in report writing, materials development, and conferencing with faculty supervisor, passing through to speak with a fellow student, or attending class, professional dress is the expectation.

*Accommodations are made for cultural diversity and traditions.*

Students whose dress does not follow these guidelines may be sent home to change or, if time does not permit, will be asked to wear a SHLS smock. Student clinicians are

encouraged, but not required, to wear the Longwood CSD polo shirt that they are given at orientation.

The following summarizes expectations for professional dress:

Item	Acceptable	Unacceptable
Attire	Business casual; clothing should cover the midriff, chest, and lower back areas, even when the student bends over or sits down; slacks and collared shirts are appropriate for males; footwear should be appropriate for professional setting (sandals need to have back strap)	Jeans, pants with holes or frayed, shorts, sweats, exercise pants or leggings, T-shirts with logos/slogan, clothing which exposes undergarments, is too tight or spaghetti straps, short skirts, flip flops, or tennis shoes
Body art and tattoos	Visible forms of body art and tattoos appropriate in content	Tattoos with graphic or wording that may be considered offensive must be covered
Body Odor	Students must be physically clean ( including oral hygiene, hair, and fingernails)	Applied fragrances such as perfumes, aftershaves, strong-scented lotions; pervasive body odors such as smoke, body odor or sweat
Facial Hair	Neat and trimmed facial hair	
Fingernails	Fingernails should be clean, well groomed, and an appropriate length; polish is permitted	Nail decals and nail jewelry
Hair	Hair should be well-groomed and conservative in color (natural color, not necessarily your color)	Bright, distracting, unnatural colors



Identification	All students need to wear their Longwood name badge when in the clinic	
Jewelry	Jewelry should be simple and not interfere with client/patient care, clinic performance, or safety; no more than two earrings per ear; post earrings, plugged ear gauges, and one facial surface piercing with stud jewelry are acceptable	Dangling earrings (safety reasons); other body or oral piercings (including microdermal implants) must be removed or covered

## D. Clinical Placements

**Clinic responsibilities take priority over fall and spring break and designated holidays.**

Whereas the clinic is closed during Longwood University breaks and designated holidays, external placements may not be; therefore, when in external placements, students shall follow the holiday schedule of the facility where they are assigned. The Director of Clinical Education must first approve any deviation from this policy before discussing with an external supervisor.

## E. Evidence Based Practice

Students provide services to clients using evidence based practices. Students are introduced to the principles of evidence-based practice in CSD 580: Initial Practicum in Speech, Language, and Hearing and learn about evidence-based practice specific to each of the disorder areas within their content courses.

## F. When faculty, staff, or students are the parent/caregiver of the client

The following policies apply to faculty, staff, or graduate students who are a family member of a client at SHLS:

- The faculty/staff/graduate student has the same rights as any parent/caregiver regarding access to the client's file; that is, a written request must be made and then a copy will be provided.
- The faculty/staff/graduate student may **not** access, under any circumstances, the client's files. As with all clients and caregivers, client files must be requested through the Office Manager.
- The faculty/staff/graduate student is to discuss the client's services, progress, outcomes with the student clinician/faculty supervisor before or after the client's session or during a scheduled conference. The supervisor should always be present when the faculty/staff/graduate

- student is discussing their family member with the student clinician.
- Faculty/staff/graduate students do not have input as to the selection or assignment of a particular student clinician or supervisor.

## **G. Parent/Caregiver Observation**

Student clinicians encourage parents and caregivers to observe therapy sessions. Allow time during therapy sessions to discuss outcomes or new strategies that may facilitate carry over. Such discussion should occur in the therapy room, not the hallway.

When working with ITC clients, the parent/caregiver should participate in all sessions so that he/she will be able to implement the strategies in the home environment.

## **H. Cancellations**

**By clients:** Advise clients/parents to contact the SHLS main office as soon as possible when a session needs to be cancelled. Students must document cancelled sessions in Practice Perfect.”

**By clinicians:** Student clinicians are expected to attend each therapy session except in cases of personal illness or emergency. Student clinicians should NOT conduct therapy when there is reasonable expectation that they may be contagious (e.g., fever, sore throat, deep cough, skin rash, pink eye, or other infectious conditions).

For the benefit of the clients, the students in each Clinical Teaching Team will be responsible for filling in when one of their colleagues is absent due to illness, etc. Students are responsible for finding substitutes and notifying the Director of Clinical Education and their supervisor. **Substitutes are only to be used for health emergencies and not for personal convenience.**

## **I. Gifts to/from Clients**

It is the policy of the CSD program that students will not give gifts to clients. It is permissible to give a client a sticker or a reward from the reward box in the materials closet, but it is not permissible to give a gift to any client for any reason.

Student clinicians may receive a gift from a client if it is handmade or of minimal monetary value. The student clinician should inform the supervisor of the gift and seek his/her guidance regarding whether it should be accepted.

## **J. Health and Safety Issues: fire prevention, first aid, building security, supervision of children, emergencies, evacuation plan**

### **Fire Prevention**

In the event of a fire drill or actual fire emergency, students must escort clients, family, visitors, and guests to the furthest point in the rear of the parking lot located behind SHLS.

## **First Aid**

A well-stocked First Aid kit is available in the kitchen at the SHLS. (A smaller one is available in the office.) Faculty supervisors and infant-toddler-connection (ITC) staff are required to maintain current CPR certification. A functioning automated external defibrillator (AED) is mounted in the kitchen.

## **Building Security**

The exterior doors to SHLS are open from 8 AM to approximately 5 PM on business days only. The facility is closed after 5 PM, on weekends and holidays, and at times when the University is closed.

Graduate students may access the building after hours by swiping their Longwood University identification badge across the door pad. Students may not let a non-student enter the building after hours.

## **Supervision of Children**

Children aged 15 and younger must be accompanied by an individual who is at least 16 years of age at all times when at SHLS. If the clinician notices that a child is not so accompanied, the clinician should raise this immediately with the clinical supervisor.

## **Emergencies**

Any situation that threatens the health, safety, and welfare of clients and their families, students, faculty, visitors, or staff should be reported immediately to the Director of Clinical Education, Program Director, faculty supervisor, or Office Manager. Persons who believe that their welfare or health is at immediate risk should call 911 or the Longwood University police at 434.395.2091.

Any student who is involved in an automobile accident while driving to or from a clinical placement **must immediately** call Dr. King or Mrs. Frank, after calling 911.

For any emergency that occurs while onsite at external placement, contact the Director of Clinical Education as soon as possible.

## **Additional health and safety policies:**

- Drugs and Alcohol are strictly prohibited anywhere in the SHLS facility. Students must be substance-free at least 24 hours before providing services to clients.
- Smoking is not permitted anywhere in the SHLS facility or on the sidewalk outside the facility
- Students should practice frequent hand washing (before and after sessions) to reduce the risk of exposure to infection to self and others. If hand washing is not feasible, use a hand sanitizer.
- Students who are ill should not enter SHLS and expose clients or fellow students to infection. A student who is feverish or has any condition that can be transmitted to another person should **STAY AT HOME**.

- Food items that are shared as a part of evaluation or therapy must be approved by the clinical supervisor, client (if adult), and family (if applicable). Students should avoid giving food products that may possibly contain peanuts or that may have been processed in a factory that also processes peanuts. At the discretion of the supervisor or Director of Clinical Education, families and clients may be asked to supply their own food products in order to avoid possible severe allergic reaction.
- Rubber gloves are to be worn by student clinicians or supervisors who are conducting oral mechanism exams, and at any other time when there is a risk for transferring possible infection. PRIOR to the use of gloves, check with clients/parents about a possible latex allergy.
- Following **EACH** diagnostic or therapy session, all table surfaces and all manipulative items used by clients as a part of treatment or evaluation must be sterilized with disinfectant solution or disinfectant wipes. Students are responsible for disinfecting all surfaces in a room. In the event that a room requires additional attention above and beyond what a student can reasonably be expected to render, then the student must notify the Office Manager

## K. Guidelines for the Use of Social Media

- No friending, adding, or following of any professors, current or active clients, or clients' family members and friends on social media websites such as Facebook, Pinterest, Twitter, Snapchat, Instagram, and the like.
- The Director of Clinical Education in advance of publication must approve posting on official social media for supporting the clinic.
- All HIPAA regulations must be adhered to on social media.
- No Personal Health Information may be disclosed through social media.
- No posting of photographs, videos, or recordings of clients or clients' family members.
- No using social media (for personal reasons) while working on computers in the graduate workroom.
- Students will not engage in behavior that reflects poorly upon the University or program via social media.
- If a current client or parent of a client contacts a clinician via social media, the clinician must report this to the clinical supervisor immediately. The interaction **SHALL not be reciprocated**.
- All ideas for treatment or evaluation that are obtained from the Internet must be supported by evidence-based practice (EBP).
- Students will use appropriate privacy settings on all personal social media accounts.
- Students shall not refer to the SHLS, any clinical experience or course assignments on any personal social media websites.
- **Photos or videos are not to be taken at any time during a session or while participating in activities at the clinic, without prior permission obtained from the supervisor.**
- If given permission to take photographs they may NOT be taken on a

personal camera or phone. After securing permission from the supervisor, a digital camera may be checked out from the office.

- If the student is concerned that a client/family is taking photos during the session, s/he should report this to the clinical supervisor.

## IV. CLINICAL SUPERVISION

### A. Supervisory Process

Clinical supervision is a collaborative process between supervisor and supervisee with the eventual goal of student independence and professional knowledge that will effectively serve clients with communication disorders. Supervision exists on a continuum beginning with significant levels of direct feedback provided by the supervisor and transitioning through a collaborative stage to the eventual goal of self-supervision. Students meet regularly with their clinical supervisors.

### B. Clinical Teaching Teams (CTT)

Each semester, students participate in a clinical teaching team (CTT) that is led by a faculty member or clinical educator. Collaboration as a part of an inter-disciplinary team is an essential aspect of effective service provision in most work settings for Speech-Language Pathologists. The CTT provides students with the opportunity to work cooperatively as part of an educational and professional service team. **Attendance at CTT is mandatory.**

Teams meet on a set schedule announced at the start of each semester and students rotate roles and responsibilities throughout the semester as part of the team. Students bring questions and ideas about clients, treatments, and other assigned topics to the team for discussion. Students are expected to take an **ACTIVE** role in the supervisory process at CTT meetings by:

1. Initiating and facilitating discussions;
2. Sharing ideas, plans, and concerns;
3. Asking questions;
4. Identifying issues;
5. Offering alternatives; and
6. Planning strategies and approaches.

### Personal Clinical Goals & Clinical Effectiveness

Each semester students develop their own personal clinical goals for the semester. This will be discussed at the first CTT meeting and students will receive guidance on developing their goals. At the end of each semester (CSD 683 and 685 included), students will complete *Clinical Effectiveness* and submit it to the Director of Clinical Education.

### C. Student Feedback

Student feedback is very important to the growth of the CSD program. Students will complete course evaluations at the end of each semester. In addition, at the end of

the program (prior to graduation), students will complete an anonymous program evaluation along with focus groups targeting academic and clinic (on-campus and external) feedback. Evaluations are confidential and submitted anonymously.

#### **D. Signature Lines**

The following format shall be used for clinic reports.

Christine Eubanks, Au.D., CCC-A  
Stephanie Bailey, M.A., CCC-SLP  
Ann Cralidis, Ph.D., CCC-SLP  
Caitlin Frank, M.S., CCC-SLP  
Alison King, Ph. D, CCC-SLP  
Anna Labosier, M.S., CCC-SLP  
Julie Meyer, M.S., CCC-SLP  
Shannon Salley, SLP. D, CCC-SLP  
Ronda Walker, Ph.D., CCC-SLP  
Erin Wallace, Ph.D., CCC-SLP

**APPENDIX A**

**Master of Science in Communication Sciences and Disorders  
Course of Study 2021-22**

Name: \_\_\_\_\_  
 Longwood ID # \_\_\_\_\_ Catalog Year: \_\_\_\_\_  
 Date Enrolled: \_\_\_\_\_ Anticipated Program Completion Date: \_\_\_\_\_

Students will complete this *Course of Study* at the **beginning** of the program, update it **each** semester, and **review** their progress with the Graduate Coordinator **before** registration for the next semester.

**Undergraduate Prerequisites<sup>1</sup>**

<i>Course</i>	<i>Institution</i>	<i>Course Number and Title</i>	<i>Completion Date</i>	<i>Grade</i>
Biological Concepts and Applications				
General Chemistry or Physical Science or General Physics				
Mathematics (Statistics)				
Social or Behavioral Sciences				
Anatomy & Physiology of Speech & Hearing Mechanisms ( <i>CSDS 505 as graduate student</i> )				
Phonetics ( <i>CSDS 507 as graduate student</i> )				
Speech Science ( <i>CSDS 550 as graduate student</i> )				
Introduction to Audiology and Hearing Science ( <i>CSDS 508 as graduate student</i> )				
Language Development Across the Lifespan ( <i>CSDS 503 as graduate student</i> )				
Phonology and Language Disorders ( <i>CSDS 506 as graduate student</i> )				
Neurology of Human Communication ( <i>CSDS 555 as graduate student.</i> )				
Acquisition of 25 observation hours <sup>2</sup> ( <i>CSDS 589 as graduate student.</i> )				
Morphology and Syntax (class /competency; <i>CSDS 504 as graduate student</i> )				
Sign Language (must be completed prior to the spring semester of the first year)				

**I understand it is my responsibility to keep track of my completion of the coursework necessary for attainment of my degree and discuss my schedule with the graduate director prior to registration each semester.**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

<sup>1</sup> Students may be required to provide a syllabus to demonstrate the required content has been covered.

<sup>2</sup> A signed copy of observation hours must be given to the Clinic Director at orientation

<i>Course</i>	<i>Year/Semester</i>	<i>Completed</i>	<i>Grade</i>
CSDS 501 (1 cr) Research Design	Year 1 Fall		
CSDS 512 (2 cr) Pediatric Feeding and Swallowing	Year 1 Fall		
CSDS 520 (3 cr) Language Disorders in Infants & PreK Children	Year 1 Fall		
CSDS 522 (3 cr) Adv Studies in Articulation and Phonology	Year 1 Fall		
CSDS 580 (2 cr) Init Practicum Speech-Language and Hearing	Year 1 Fall		
CSDS 514 (1) Telepractice for the Health Professions (elective)	Year 1 Winter Intercession		
CSDS 502 (2 cr) Research Methods	Year 1 Spring		
CSDS 510 (3 cr) Adult Dysphagia	Year 1 Spring		
CSDS 515 (2 cr) Aphasia and Right Hemisphere Disorders	Year 1 Spring		
CSDS 525 (3 cr) Language Disorders in School-Aged Children and Adolescents	Year 1 Spring		
CSDS 570 (3 cr) Aural Rehabilitation	Year 1 Spring		
CSDS 680 (2 credits <b>each</b> semester) Practicum in Speech, Language, Hearing and/or Dysphagia	Year 1 Spring, Year 1 Summer		
CSDS 521 (2 cr) Neurocognitive Disorders	Year 2 Summer*		
CSDS 530 (2 cr) Ethics and Professional Issues in Communication Disorders	Year 2 Summer*		
CSDS 542 (2 cr) Motor Speech Disorders	Year 2 Summer*		
CSDS 575 (2 cr) Fluency Disorders	Year 2 Summer*		
CSDS 609 (1 cr) Speech-Language Pathology in a Multicultural Society	Year 2 Fall		
CSDS 622 (2 cr) Social, Cognitive, Learning Challenges & ASD	Year 2 Fall		
CSDS 625 (2 cr) Voice Disorders	Year 2 Fall		
CSDS 630 (1 cr) Craniofacial Anomalies	Year 2 Fall		
CSDS 640 (1 cr) Augmentative Alternative Communication	Year 2 Fall		
CSDS 683 (2 c) External Placement I	Year 2 Fall		
CSDS 691 (1) Professional Portfolio	Year 2 Winter Intercession		
CSDS 585 (1 cr) Medical Settings in Speech-Language Pathology	Year 2 Spring		
CSDS 605 (1 cr) Educational Settings in Speech-Language Pathology	Year 2 Spring		
CSDS 685 (5 cr) Externship in Speech, Language, Hearing, and/or Dysphagia	Year 2 Spring		
CSDS 600 (3 cr) optional Thesis	Year 2 Spring		



\*These courses may be taken the summer before starting graduate school in the fall.

NOTE: Students must attain a minimum of 13 credit hours in a combination of clinical practica and externship, distributed among CSDS 580, 680 and 685. Students enroll in clinical practica each semester. A minimum letter grade of B- must be earned in each CSDS 580 and 680 and an Satisfactory Pass (SP) must be earned in CSDS 683 and 685 for the clinical hours to apply toward ASHA certification. Graduate Coursework (53 credits required; 55 credits with thesis)

CSDS 691 Professional Portfolio. The portfolio is a collection of artifacts demonstrating competency in all the domains of speech-language pathology. Students will conclude with a presentation during their last semester. (1 credit)

CSDS 600 THESIS OPTION FOR COMMUNICATION SCIENCES AND DISORDERS (3 credits)  
Review the thesis manual for additional information.

**Acquisition of competencies for certification by the American Speech-Language-Hearing Association**

Students are responsible for monitoring their acquisition of competencies in the acquisition of competencies in evaluation and treatment in all clinical areas and in professional areas requires for ASHA certification. These data are posted in the CALIPSO each semester by faculty and the clinical educators.

**External Placements**

Placements at off-campus practicum facilities are not automatic. The CSD Clinical Affairs Committee reviews student applications and the student’s academic record and clinical performance to determine if the student is ready for the increased independence associated with an off-campus placement. Each student will plan practicum experiences with the Clinic Director. All students will have both educational and health placements.

**Assessments and Competencies**

<i>Assessment</i>		<i>Date Taken</i>	<i>Results</i>
Tb Test (current)			
Criminal Background Check (CBC)			
Infection Control and HIPAA/FERPA knowledge			
Child Abuse Recognition			
Praxis II (during final semester)			
First Aid/CPR Certification			

Certain placements may also require updated TB and CBC and may require drug testing, CPR, AED, First Aid and/or a physical examination.

**Graduation Requirements**

To graduate with a master’s degree in Communication Sciences and Disorders, a student must maintain a minimum of 3.0 GPA. Students must successfully pass the Professional Portfolio Class (CSDS 691) or complete a Thesis (CSDS 600).

**Appendix B  
Longwood University CSD Graduate Program Competency**

**Improvement Plan Student Faculty Date**

**Goals for Knowledge and Mastery:**

**Objectives to Achieve Mastery:**

**Indicators of Achievement:**

**Target Date(s):**

+++++

**Date Completed:**

**Student  
Signature  
Faculty  
Signature**

+++++  
+++++  
+++++  
+++++

**Student Signature Faculty Signature**

**Copies are distributed as follows: student, faculty member, and graduate coordinator.**

## Appendix D

### CONFIDENTIALITY STATEMENT

I understand that Longwood's Speech, Hearing, and Learning Services have a legal and ethical responsibility to protect the integrity, availability, and confidentiality of its information and the privacy of its clients. Under no circumstances should client information be released or discussed with anyone unless it is in the course of performing legitimate clinical responsibilities. I understand that I am responsible for implementing security measures in accordance with applicable laws and regulations. I further acknowledge my responsibilities to protect *Confidential Information* as stated below:

1. I acknowledge that all clinical, financial, and personal information is confidential and is to be protected against unauthorized viewing, discussion, and disclosure.
2. I will make sure that my computer in the workroom is turned off each night.
3. I will not use IM or personal e-mail accounts on SHLS computers
4. I will set the password protection on my assigned computer so that I must log back into the computer if I am idle more than 5 minutes.
5. I will lock the client file cabinet after every use.
6. I further understand that this information is privileged and confidential and no matter what format (electronic, written, observed, overheard, etc.) that it may originate from or exist in.
7. I further understand that I may use, view, disclose, and/or copy information only as it relates to the performance of my assigned responsibilities. Unauthorized viewing, discussion, or disclosure is a violation of SHLS policy and may be a violation of state and federal laws. Any such violation may result in immediate termination of clinical privileges and possibly civil liability and/or criminal charges.
8. I will not discuss *Confidential Information* where others can overhear, such as in hallways or elevators or anywhere outside the SHLS, even if the patient's name is not used.
9. I will limit distribution of *Confidential Information* to only those individuals with a legitimate need for the information.
10. I agree to follow all established policies regarding the changing, amending, deleting, or destroying of information in any form and agree to not make any unauthorized transmissions, changes, amendments, or deletions. Such unauthorized transmissions may include, but are not limited to, transferring *Confidential Information* from SHLS's computer system to another system or location, such as a home personal computer or laptop.
11. I will not use the information in any way detrimental to SHLS and will keep all information confidential.
12. I will immediately report to the Clinical Director or SHLS Director any activity, by any person, including myself, that is a violation of this Agreement or any SHLS policy.
13. I agree that my obligations under this Agreement will continue after I graduate or otherwise terminate my association with SHLS.
14. This agreement shall be interpreted in accordance with the laws of the State of Virginia.
15. I understand that this signed and dated document will become part of my student clinical record.

Print Name/Student Clinician

Signature Date

Print Name of Witness

Signature Date

## **Appendix E**

### **Agreement of Understanding**

- I have read the CSD Graduate Student Handbook and agree to abide by the policies outlined in the academic and clinical education sections of the handbook.
- I will use the handbook as a reference throughout practicum and will download the updated versions of the handbook each fall that I am enrolled in the graduate CSD program.

Print Name/Student Clinician

Signature Date

## **Appendix F**

### **Eligibility Requirements and Essential Functions**

*Adapted from a draft document of the*

*Council of Academic Programs in Communication Sciences and Disorders (2007)*

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred 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.\*
- 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 must 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; social interaction; and cognition related to communication.
- Identify the needs for alternative modalities of
- 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 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 concerns 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 appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

## **Essential Functions Statement**

### **PLEASE SIGN THE STATEMENT BELOW**

I declare that I have and understand the attached description of Eligibility Requirements and Essential Functions. I understand that if I am unable to meet these standards, I may be dismissed from the program.

Signature of Applicant Date

### **NOTE TO NON-NATIVE ENGLISH SPEAKERS**

A high level of English language proficiency is critical for clinical work as a speech language pathologist. Satisfactory performance on the TOEFL does not, in and of itself, imply that one can meet this minimum standard. Students should contact the Program Director and Director of Clinical Education to discuss any concerns.

### **RESOURCES FOR STUDENTS WITH DISABILITIES**

Students with a disability who wish to request reasonable accommodations (note taking support, extended time for tests, etc.), will need to register with the Office of Disability Resources (Graham Hall, 395.2391). The office will require appropriate documentation of disability. All information is kept confidential.

## Appendix G: Clinic Grading Scale

### Rating Scale

1. **Not evident:** The student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling. (Skill is present <40% of the time).
  
2. **Emerging:** The skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services. (Skill is present 41-70% of the time).
  
3. **Present:** The skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Supervisor provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill. (Skill is present 71-90% of the time).
  
4. **Developed:** The skill is developed/implemented most of the time and may need continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present >91% of the time).

Level 1 grading: CSDS 580 Semester 1	4.0 to 3.48 A 3.47 to 3.20 A- 3.19 to 3.10 B+ 3.09 to 2.90 B 2.89 to 2.80 B-
CSDS 680-2 Semester	2.79 to 2.71 C+ 2.70 to 2.55 C 2.54 and below F
Level 2 grading: CSDS 680-3 Semester 3	4.0 to 3.58 A 3.57 to 3.35 A- 3.34 to 3.24 B+
CSDS 680-4 Semester 4	3.23 to 3.02 B 3.01 to 2.90 B- 2.89 to 2.82 C+



CSDS 680-5 Semester 5	2.81 to 2.65 C 2.64 and below F
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Level 3 grading CSDS 683 External Placement 1 CSDS 685 External Placement 2	4.0 to 3.0 Pass 2.9 and below - Fail
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## Appendix H: Longwood CSD Incident Report

**Student:**

**Date of Incident:**

**Name of Instructor:**

<i>Clinical Incident</i>	<i>Academic Incident</i>	<i>Professionalism</i>
<input type="checkbox"/> Late for Clinic <input type="checkbox"/> Failure to attend CT meetings or schedule meetings with supervisor <input type="checkbox"/> Appropriate materials or equipment not transported to off-site clinic <input type="checkbox"/> Dress code violation <input type="checkbox"/> HIPAA/FERPA violation <input type="checkbox"/> Inappropriate use of departmental resources <input type="checkbox"/> Failure to sanitize/organize TX/DX room <input type="checkbox"/> Materials not returned to closet after session and kept in cubbies <input type="checkbox"/> Failure to sign in/out a DX tests/materials <input type="checkbox"/> Failure to delete images on departmental iPad, digital cameras, etc <input type="checkbox"/> Inappropriate use of cell phone during clinic <input type="checkbox"/> Use of main office equipment for personal needs and not clinic related <input type="checkbox"/> Inappropriate use of any SHLS PC or Laptop <input type="checkbox"/> Failure to use black box <input type="checkbox"/> Failure to complete documentation on time (LP, TX plan, Progress notes, SOAPS, etc.) <input type="checkbox"/> Documentation is copied or "cloning of documentation" <input type="checkbox"/> Absent from a session (this may result in a 10% grade reduction) <input type="checkbox"/> Other	<input type="checkbox"/> Chronic (2 or more) tardiness <input type="checkbox"/> Chronic (2 or more) absenteeism <input type="checkbox"/> Sleeping in class <input type="checkbox"/> Failure to attend meetings with faculty <input type="checkbox"/> Use of main office equipment for class <input type="checkbox"/> Cheating <input type="checkbox"/> Chronic (2 or more) late assignments <input type="checkbox"/> Academic performance Issues <input type="checkbox"/> Concerns with writing skills <input type="checkbox"/> Difficulty with collaborative assignments <input type="checkbox"/> Not prepared for class <input type="checkbox"/> Other	<input type="checkbox"/> Unprofessional correspondence (written or verbal) <input type="checkbox"/> Unprofessional behavior with peers, faculty or clients <input type="checkbox"/> ASHA Code of Ethic violation <input type="checkbox"/> Not responsive to feedback or suggestions from clinical supervisor <input type="checkbox"/> Not responding to supervisor feedback/e-mails in a timely manner <input type="checkbox"/> Other

Comments:

\_\_\_\_\_  
Signature/Date of Clinical Instructor

\_\_\_\_\_  
Signature/Date Director of Clinical Education

\_\_\_\_\_  
Signature/Date of Student

Sanction per CSD Leadership Team (Clinic Director, Chair, Graduate Program Director):

Remediation  Grade Reduction (amount of reduction )  Other

## Appendix I: Student Progress Evaluation

Student Name: \_\_\_\_\_

Semester/Year \_\_\_\_\_

Need for Support: \_\_\_\_\_ Indicated (please see below) \_\_\_\_\_ Not Indicated

Ratings: P= Positive Growth      C=Concern Exists

N = Need for Support is Indicated

### Academic Progress

Demonstrates:

- \_\_\_ Satisfactory progress on performance objectives
- \_\_\_ Satisfactory academic performance
- \_\_\_ Professional conduct
- \_\_\_ Constructive attitude
- \_\_\_ Good writing skills
  
- \_\_\_ Good interpersonal communication skills
- \_\_\_ Growth towards independence
- \_\_\_ Critical thinking skills
- \_\_\_ Initiative
- \_\_\_ Collaboration on group projects
- \_\_\_ Is prepared for class
- \_\_\_ Participates in class
- \_\_\_ Work is thorough
- \_\_\_ Work is prompt
  
- \_\_\_ Progressing through course of study on schedule

### Clinical Progress

Demonstrates:

- \_\_\_ Professional conduct
- \_\_\_ Constructive attitude
- \_\_\_ Good interpersonal communication skills
- \_\_\_ Preparedness for clinical appointments
- \_\_\_ Flexibility and adaptability to changing conditions
  
- \_\_\_ Punctuality with client appointments
- \_\_\_ Punctuality with required documentation
- \_\_\_ Growth in clinical competencies
- \_\_\_ Growth towards independence
- \_\_\_ Critical thinking skills
- \_\_\_ Active participation in Clinical Teaching Team meetings/assignments
- \_\_\_ Responsiveness to supervision
- \_\_\_ Growth in professional speaking skills
  
- \_\_\_ Growth in professional writing skills

\_\_\_ Good work ethic

\_\_\_ Initiative

- \_\_\_ Professional dress
- \_\_\_ Seeks out additional resources as necessary
- \_\_\_ Follows up on supervisors' recommendations
- \_\_\_ Accepts new assignments
- \_\_\_ Accepts and discharges responsibilities faithfully
- \_\_\_ Volunteers for announced opportunities
- \_\_\_ Seeks additional support, as necessary
- \_\_\_ Passed hearing and essential communication screenings

### Citizen Leader

Demonstrates:

- \_\_\_ Constructive and professional attitude
- \_\_\_ Positive contributions to the Program
- \_\_\_ Initiative
- \_\_\_ Uplifting and supportive attitude towards peers and Program
- \_\_\_ Involvement in Program activities
- \_\_\_ Seeks support as needed

## Appendix J CSD Mentoring Checklist

During the fall semester of your 2<sup>nd</sup> year, students will serve as mentors to incoming 1<sup>st</sup> year student. During that period students are expected to do the following. The 1<sup>st</sup> year student will complete this form for each student who serves as a mentor and turn into Mrs. Pulliam. The results be the basis for your competency rating in collaboration.

Student Rated:

Rater:

(Include your name if self-rating).

Date:

Rating	Activity
	Meets with mentee to review accessing client records in Practice Perfect
	Meets with mentee to discuss client(s) in advance of first session; review videotapes of past sessions
	Develops initial lesson plan, explaining each element
	Develops initial SOAP, explaining each element
	Jointly develops second lesson plan, soliciting suggestions from the 1 <sup>st</sup> year student
	Jointly develops second SOAP, soliciting suggestions from the 1 <sup>st</sup> year student
	Unless otherwise directed by the supervisor, identifies 1 – 2 activities for 1 <sup>st</sup> year student to co-treat for 1 <sup>st</sup> session
	Unless otherwise directed by the supervisor, identifies 50% of activities for 1 <sup>st</sup> year student to co-treat for 2 <sup>nd</sup> session
	Is available for face-to-face meetings, at least once each week, for at least 30 minutes until beginning external placement
	Provides mentee plenty of opportunities to ask questions
	Demonstrate submission of hours into Calipso

NOTE: Lesson plans and SOAPs will be developed “from scratch,” not copying a prior document. Rating Scale: 3 being Clinical Fellow “ready” and 0 1 being the poorest. Provide comments regarding any rating above or below a 2.

## **Appendix K**

### **Criminal Background Certification**

I, \_\_\_\_\_ certify that there has not been any change in my background check since the date of completion. I will inform the Director of Clinical Education and /or Program Director if I acquire any new offenses while attending Longwood's graduate program.

Student Signature Date

Witnessed by the Director of Clinical Education Date

## APPENDIX L

### Health Insurance Portability and Accountability Act Compliance Assurance for Telehealth

As a Speech, Hearing and Learning Services (SHLS) staff member, Communication Sciences and Disorders (CSD) faculty member, or student clinician, I understand and agree to the following procedures to ensure the confidentiality of the information associated with clients served by SHLS using telehealth for therapy services.

1. All applicable confidentiality protections shall apply to the services.
2. To ensure that privacy and confidentiality of protected information is maintained during and following the provision of telehealth services, including compliance with Health Insurance Portability and Accountability Act (HIPAA) regulations and other federal and state law, I will deliver therapy services in a room separate from others.
3. Faculty and staff will keep client records used to provide tele therapy in a locked box in a secure location. I will not permit an unauthorized person to have access to the secure area. Student clinicians shall maintain their clients' lesson plans and notes using the same HIPAA secure procedures they have for on campus clients (removal of identifying information from lesson plans and entering notes directly into Practice Perfect).
4. I will not use any device (e.g., cell phone, laptop, iPad, etc.) to record the session and pictures and screen shots will not be taken of the device or client information used for the tele-therapy session.
5. When providing tele-therapy services, I will take following steps to increase the security of the telehealth session:
  - a. Not share the telehealth session link/id in a public location and have a secure way to invite participants to the session (e.g., using secure and encrypted email);
  - b. Utilize features to manually allow participants into the telehealth session, instead of participants joining automatically;
  - c. Create new links for each individual session;
  - d. Require a meeting password for each individual session;
  - e. Utilize features that prevent participants from joining the therapy session before the clinician or student clinician; and f. Disable file-transfer and all recording features to ensure that session files or recordings are not saved on the local device or in the Cloud.
  - g. Any additional security measures that Longwood identifies that are communicated with me after this date.
6. Procedures for filing and resolving complaints will be the same as those contained in SHLS Policy and Procedure manual  
SHLS' standard policies regarding consent for the release of protected health information, and the retention and storage of electronic medical records shall apply to the use of telehealth.

Name (printed and signature) Date

Witness (printed and signature) Date

Must be updated annually.