NOTE: This Handbook is updated on an annual basis or sooner if needed. The changes are then reviewed and voted on by the CSD Department full-time faculty. If approved the revised handbook is posted and shared with the students, administration and faculty.
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Introduction

The Department of Communication Sciences and Disorders houses the Bachelor of Science (B.S.) program in Communication Sciences and Disorders as well as a Master of Science (M.S.) in Speech-Language Pathology. The Department has a rich history of community service and linking clinical skills with academic coursework. Further information can be found in the department mission presented below.

The Baldwin Wallace Speech Clinic has been offering speech, language and hearing services to adults and children in the community since 1972. Quality therapy and in-depth diagnostic evaluations are provided by the student clinicians under the supervision of licensed and certified Speech-Language Pathologists. The supervisors are licensed by the Ohio Board of Speech-Language Pathology and Audiology and certified by the American Speech-Language-Hearing Association. The Speech Clinic is located at 285 Front Street in Berea.

Mission

Baldwin Wallace University Mission Statement
Baldwin Wallace University is an academic community committed to the liberal arts and sciences as the foundation for lifelong learning. The University fulfills this mission through a rigorous academic program that is characterized by excellence in teaching and learning within a challenging, supportive environment that enhances students’ intellectual and spiritual growth. Baldwin Wallace assists students in their preparation to become contributing, compassionate citizens of an increasingly global society and encourages their pursuit of personal and professional excellence.

Department of Communication Sciences and Disorders Vision:
Empowering our students to affect meaningful and progressive change, through mindful engagement as global citizens within the greater community, as well as effectively serving those with disabling communication impairments.

Department of Communication Sciences and Disorders Mission:

Mission for Undergraduate Program:
Educating students to be compassionate, innovative leaders in the area of communication disorders and/or related fields.

Mission for Graduate Program:
Educating future Speech-Language Pathologists to be compassionate, innovative leaders and effectively serve the local and global communities.
Baldwin Wallace Speech Clinic Mission Statement
In addition to our commitment to the Mission of Baldwin Wallace University and the Department of Communication Sciences and Disorders, the Baldwin Wallace Speech Clinic is committed to providing students with quality learning experiences that will allow them to expand their knowledge of the areas of speech-language pathology while providing free high-quality services to northeast Ohio.

Mailing Address, Physical Address, and Email

U.S. Mailing Address
Baldwin Wallace Speech Clinic
275 Eastland Road
Berea, OH 44017

Physical Location:
Baldwin Wallace Speech Clinic
285 Front Street
Berea, OH 44017

Clinic Phone: 440-826-2149
Clinic Fax: none
Clinic Email: BWSpeechClinic@bw.edu
Clinic Website: http://www.bw.edu/centers/speech-clinic/

Credentialing and Licensure
The profession of Speech-Language Pathology is regulated by various organizations.

Ohio Licensure
In the State of Ohio all Speech-Language Pathologists are required to hold current licensure from the Ohio Speech and Hearing Professionals Board. The academic and clinical program at Baldwin Wallace University prepares students for application for licensure upon graduation. The Ohio laws and regulations governing the profession can be found at http://shp.ohio.gov/enforcement/laws-and-rules. Application forms can be found at http://shp.ohio.gov/elicenseohiogov. All speech-language pathologists entering the profession immediately after completion of a graduate degree are required to complete a professional experience year in the state of Ohio. Students in the graduate program will have opportunities to interact with the Ohio Speech and Hearing Professionals Board and ask questions about licensure during their second year on campus and every year at the Ohio Speech-Language-Hearing Association Annual Convention.

An overview of educational requirements can be found at: http://codes.ohio.gov/oac/4753-3-04. Students need to be aware that the Ohio Speech and Hearing Professionals Board does require individuals to disclose any criminal convictions and/or attest that you have no prior convictions. Fingerprinting is now also required for licensure.
The State of Ohio requires additional registration for professionals who wish to work in the school setting. Students are encouraged to review the requirements for licensure located at: http://codes.ohio.gov/oac/3301-24-05.

Certificate of Clinical Competence in Speech-Language Pathology
The American Speech-Language-Hearing Association grants qualified individuals with a Certificate of Clinical Competence in Speech-Language Pathology. The academic and clinical program at Baldwin Wallace University prepares students for application for certification upon graduation. After graduation all students are encouraged to apply for certification and to successfully complete a clinical fellowship year. Information on requirements for application can be found at: http://www.asha.org/certification/SLPCertification/

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

Non-Discrimination Policy
Baldwin Wallace University’s non-discrimination policy can be found on the website https://www.bw.edu/Assets/policies/policy-equal-opportunity-harassment-nondiscrimination.pdf

Baldwin Wallace University Non-Discrimination Policy as reflected in the University’s vision, mission, core values and strategic plan Baldwin Wallace challenges its students and employees to live out the spirit of inclusion in their daily pursuits. We maintain that the value of the diversity reflected at BW is far greater than the sum of its parts.
To this end, in concert with the principle of “Respect for Persons” as outlined in our Community Standards of Conduct, Baldwin Wallace University prohibits discrimination and harassment based on race or ethnicity, marital status, sex, age, gender expression or identity, sexual orientation, religion, national origin, disability or veteran status. Discrimination or harassment of members of the University community falls short of our community standards and will not be tolerated.

When a person believes that they or others have been the victim of discrimination or harassment, they should report the incident as soon as possible. Based on the nature of the incident, the University will choose the appropriate response mechanism and do its best to address the situation in a timely manner with care and transparency. Response mechanisms include but are not limited to inquiries performed by the Discrimination Investigators and referrals to Student Conduct.

- Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:
  - Nancy Gussett, Ph. D., Coordinator for Grievance Resolution Center for Inclusion 202C Bonds Administration Building (440) 826-2122 ngussett@bw.edu
  - Inquiries about this policy and procedure may be made internally to: Chief Diversity Officer/ Title IX Coordinator Center for Inclusion 202C Bonds Administration Building (440) 826-2426

Ethics and Compliance Hotline at 440-826-8557

Policies and regulations may be amended by action of the responsible bodies. Check the BW website for further updates.

**Organizational Structure**

The Department of Communication Sciences and Disorders (CSD) is part of the College of Education and Health Sciences (CEHS). The CSD Department offers a Bachelor of Science in CSD, and a Master of Science degree in Speech-Language Pathology, as well as, minor in CSD. The Department Chair is responsible for oversight of all academic and clinical programs, and other administrative responsibilities. The Program Director provides oversight of the academic aspects of the graduate program, while the Director of Clinical Education is responsible for oversight of the clinical aspects of the program. The Program
Organization of Structure

Academic Program
The Department of Communication Sciences and Disorders (CSD) offers a Bachelor of Science in CSD, a 5-Year Integrated BS/MS Program in Speech-Language Pathology, and a Master of Science degree in Speech-Language Pathology, as well as minor in CSD. The following are the suggested course of study for all programs.

Undergraduate Program in Communication Sciences and Disorders
(2017 Catalog, previous years please refer to the University catalog on Student Planning Tool)

Bachelor of Science
Please refer to Student Planning Tool and Teams for courses by semester.

CSD 105D Introduction to Communication Disorders
CSD 220 Speech and Language Development
CSD 225 Phonetics & Phonology
CSD 235 Clinical Management and Standards
CSD 236 Speech and Language Observation
CSD 321 Neurology, Anatomy & Physiology of Speech and Hearing Mechanism
CSD 325 Articulation and Phonology Disorders
CSD 335X Clinical Practice – Individual (2 semesters)
CSD 340 Language Disorders
CSD 351 Speech & Hearing Science
CSD 420 Audiology
CSD 421 Aural Rehabilitation
CSD 435X Clinical Practice – Group (1 semester)
CSD 440 Research Methods in Communication Disorders
CSD 477 Capstone in Communication Disorders
PSY 100 Principles of Psychology
PSY 205 Developmental Psychology
PSY 278 Elements of Statistics

Electives
CAS 285D Introduction to Intercultural Communication
CSD 341 Fluency and Voice Disorders
CSD 359 Faculty Student Collaboration
CSD 459 Faculty Student Collaboration
ENG 210 Introduction to the Study of Language
HPE 206 Medical Terminology
SOC 281 Data Analysis using PASW

5-Year Integrated BS/MS Program in Speech-Language Pathology

Admission process and requirements: Applications for the program are accepted during the summer between sophomore and junior year

Direct admission
- Major in CSD
- Minimum of 60 credit hours completed at BW
- Overall GPA and major GPA of 3.5 or higher

Application for Admission
- Major in CSD
- Minimum of 60 credit hours completed at BW
- Overall GPA and major GPA of 3.2-3.49
- Completion of application for 5-Year program
- Application review and decisions made by mid-July

Requirements for enrollment in graduate courses for the 5-Year program
- Admission into the 5-Year program during the summer between sophomore and junior year
- Completion of required CSD major courses, minor, and general education requirements for the 5-Year Integrated BS/MS Program in SLP
- Completion of at least 90 credits at BW
- Overall and major GPA of 3.2 or higher

**Required courses for 5-Year BS/MS Integrated Program**

- CSD 105D Introduction to Communication Disorders
- CSD 220 Speech and Language Development
- CSD 225 Phonetics & Phonology
- CSD 235 Clinical Management and Standards
- CSD 236 Speech and Language Observation
- CSD 321 Neurology, Anatomy & Physiology of Speech and Hearing Mechanism
- CSD 325 Articulation and Phonology Disorders or CSD 340 Language Disorders
- CSD 335X Clinical Practice – Individual (1 semester)
- CSD 351 Speech & Hearing Science
- CSD 420 Audiology
- PSY 100 Principles of Psychology
- PSY 205 Developmental Psychology
- PSY 278 Elements of Statistics
- BIO – Human or Animal Biology
- Physical Science – Any CHM or PHY course

Minor such as Psychology Diversity Studies or other minor approved by the Department Chair

- All Core Curriculum Requirements EXCEPT Interdisciplinary requirement and International Studies requirement.
- All required Graduate SLP courses

**Minor in Communication Sciences and Disorders**

A total of 18 credits are required for the Communication Sciences and Disorders minor, courses include:

**Required Courses**

- CSD 105D Introduction to Communication Disorders
- CSD 220 Speech and Language Development
- CSD 225 Phonetics and Phonology

**Take 9 credits from the following list of courses:**

- CSD 321 Anatomy & Physiology of Speech & Hearing Mechanisms
- CSD 325 Articulation and Phonology Disorders
- CSD 340 Language Disorders
- CSD 341 Voice and Fluency Disorders
CSD 351 Speech & Hearing Science
CSD 420 Audiology
CSD 440 Research Methods in Communication Disorders

**Graduate Program: Masters of Science in Speech-Language Pathology**

**1st Year**

**Fall**
CSD 510 Child Language Disorders
CSD 525 Articulation and Phonology Disorders
CSD 530 Clinical Foundations
CSD 535 Clinical Practice
CSD 550 Integrations
CSD 557 Culturally Responsive Practitioners

**Spring**
CSD 521 Neuroanatomy of the Speech and Hearing Mechanism
CSD 536 Clinical Practice
CSD 551 Integrations
CSD 560 Foundations of EBP
CSD 563 SLP 2B in Zambia
CSD 610 Adult Language Disorders
CSD 625 Dysphagia

**Summer**
CSD 531 Diagnostics in Speech-Language Pathology
CSD 534 AAC/Assistive Technology
CSD 537 Clinical Practice
CSD 552 Integrations
CSD 626 Motor Speech Disorders

**2nd Year**

**Fall**
CSD 541 Voice Disorder
CSD 542 Fluency Disorders
CSD 621 Aural Rehabilitation
CSD 635 Clinical Practice
CSD 638 Clinical Practice – School-Based Setting-
CSD 650 Integrations

**Spring**
Student Records
Students have the ability to access progress toward program completion through two different tools. One tool is maintained by the University and contains progress on academic requirements. This program, called Student Planning Tool, can be accessed via the web and a secure login.

Students can also access progress toward completion of clinical hours and the Knowledge and Skills Assessment by utilizing the CALIPSO program. This program is also web-based and can be accessed with a secure login.

Student Advising
All undergraduates in the program will be assigned an academic advisor by the academic advising office. Advising is assigned based on each faculty member’s current advising load. If an undergraduate student wishes to change an advisor, he or she should discuss this with the Department Chair. The Department Chair will consider changes based on the faculty member’s advising load.

Students admitted to the 5-Year BS/MS Program in Speech-Language Pathology will be assigned an additional advisor (SLP Program Director) for their junior year. This advisor will provide them with information regarding coursework that needs to be completed prior to enrolling in the graduate courses.

Graduate students will be assigned both an academic and clinical advisor. Research doctoral faculty will serve as academic advisors and clinical practitioner faculty will serve as clinical advisors.

If a graduate student wishes to change an advisor, he or she should discuss the request with the Program Director. These requests will be considered based on faculty member’s advising load.
Admission Information for Graduate Program
Please see website (https://www.bw.edu/academics/speech-language-pathology/admission/) for information regarding admissions.

Technical Standards
Students admitted to the Speech-Language Pathology program within the School of Health Sciences at Baldwin Wallace University must be able to meet the technical standards for health sciences. The highest priority is placed upon developing graduates who are competent, caring health care professionals who possess the skills of life-long learning needed to incorporate new knowledge and methods into their practice settings and to adapt to an ever-changing health care environment. Therefore, the following specific attributes are essential for admission, progression, and graduation from the programs in the School of Health Sciences:

- General
- Observational
- Communication
- Motor
- Intellectual and analytical
- Behavioral, emotional and social

The University endorses the Americans with Disabilities Act and will endeavor to provide reasonable accommodations for all students with documented disabilities while ensuring the academic integrity of its programs. Students with disabilities who are seeking accommodation should contact the Baldwin Wallace University Office of Accessible Learning for Students, room 207 Ritter Library or https://www.bw.edu/about/offices/disability-services/. Baldwin Wallace University does not discriminate in admission or treatment of students on the basis of disability.

**General:** The student is expected to possess functional use of the senses of vision, touch, hearing, taste and smell, so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner in order to gather significant information needed to effectively evaluate the stakeholders, which include patients, clients, and/or community members.

**Observational:** The student must have sufficient capacity to accurately observe and participate in the lecture hall, laboratory, clinical settings, field work and with stakeholders at a distance and close at hand, including nonverbal and verbal signals, to assess alterations in stakeholders in a variety of settings.

**Communication:** The student must be able to communicate proficiently in both
oral and written English language. The student must be able to use verbal and nonverbal communication to elicit, describe and perceive information from stakeholders and professionals across a variety of settings (i.e., classroom, clinical, medical, field work, etc.). Each student must have the ability to modify their communication style to meet the needs of stakeholders.

**Motor:** Based on the profession, the student must be able to perform gross and fine motor movements with sufficient coordination needed to assess and treat stakeholder populations. The student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, management and operation of diagnostic and therapeutic instrumentation/equipment utilized in the general and emergent care of stakeholders. The student must be able to maintain consciousness and equilibrium; have sufficient levels of postural control, neuromuscular control, and eye-to-hand coordination; and possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for satisfactory performance in the classroom and field work settings.

**Intellectual and Analytical:** The student must be able to utilize problem-solving skills that are crucial to their area of practice within the Health Sciences. Problem solving involves the abilities to comprehend three-dimensional relationships and understand the spatial relationships of structures; to measure, calculate, reason, analyze and synthesize objective and subjective data; and to make decisions that reflect consistent and thoughtful deliberation and sound judgment. A student must have the capacity to read and comprehend research literature. Each student must demonstrate mastery of these skills and the ability to incorporate new information from peers, teachers, and research literature to formulate sound judgment in stakeholder assessment and planning.

**Behavioral, Emotional and Social:** Flexibility, empathy, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of students in the Health Sciences. The student must possess the emotional health required for full utilization of their intellectual abilities, exercise of good judgment, prompt completion of all responsibilities in the classroom and field settings, and development of mature, sensitive, and effective relationships with stakeholders and professionals. Each student must be able to effectively self-regulate emotional status within professional contexts in order to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with stakeholders from a variety of social, emotional, cultural, and intellectual backgrounds is critical for practice within the fields. The student must be able to effectively manage stress, adapt to changing environments,
display flexibility, graciously accept constructive criticism, and learn to function cooperatively and efficiently in the face of the uncertainties inherent within their area of practice.

**Professional Behaviors**
Students are expected to demonstrate professional behaviors in the classroom, clinic and all activities sponsored or endorsed by the University. The University’s Student Handbook has detailed description student behavior standards. That handbook can be found at: https://www.bw.edu/Assets/Offices/student-affairs/handbook.pdf

The Communication Sciences and Disorders Department requests that students following the additional guidelines listed below:

**Email/Communication**
Students are expected to be respectful in all communication with faculty, staff, supervisors, patients, and each other. This includes emails, phone calls and face-to-face interactions. Students should remember that emails sent during the week to full-time faculty would get replies within 24 hours (sent Monday through Thursday). Emails sent on the weekend may take longer for a reply. Emails sent to off-site supervisors, patients, or adjunct faculty may require students to wait longer for a reply. Face-to-face interactions should be conducted in a way that shows respect for the person. If you have questions about whether an interaction is professional, please ask the Director of Clinical Education/Program Director/Department Chair for further guidance and support.

**Cell Phone Policy**
The use of cell phones during class and clinic will not be permitted. Texting, using social media, responding to emails, or taking phone calls are all examples of behaviors not permitted in class or clinic. This list is not exclusive. Faculty members are permitted to ask students to leave class if disruptive.

**Technology**
Students are encouraged to speak with faculty members regarding the use of technology during clinic and academic classes.

**Professional Dress**
Students must be aware of the clinic’s hours of operation. During clinic hours, students are requested to be in professional dress, if they will be entering the clinic space for any reason. Each professor also has the right to require a separate dress code during courses.
Ethical Practice and Behaviors
All students engaged in either the undergraduate Communication Sciences & Disorders program or the graduate Speech-Language Pathology program are expected to be familiar with and abide by the ethical guidelines established by the profession upon admission to the programs. Violations of the code of ethics will be reported to the Program Director and Director of Clinical Education and the student will be requested to meet with the appropriate administrator. Consequences of ethical violations may be remediation of ethical skills or ultimately dismissal from program.

Students are instructed to review the American Speech-Language-Hearing Association Code of Ethics at: https://www.asha.org/policy/ET2016-00342/

And the Ohio Board of Speech-Language Pathology and Audiology Code of Ethics at: http://codes.ohio.gov/oac/4753-9

Students are also advised that some activities are considered violations of the code of ethics. Some of these activities are providing speech and language therapy activities while babysitting, tutoring in the areas of speech and language, planning, and administering speech and language activities during ABA (Applied Behavior Analysis, Discrete Trial) tutoring, providing speech and language activities during respite care. If a student has questions about what activities may be considered unethical, please contact the Program Director, Director of Clinical Education, or Department Chair.

HIPAA and Confidentiality
In 1996 the Health Insurance Portability and Accountability Act (HIPAA) was passed. The Baldwin Wallace Speech Clinic and the Department of Communication Sciences and Disorders hold patient confidentiality as a high priority. Secondary to this, all students in the Department of Communication Sciences and Disorders who are engaged in observation hours, clinical practice, or externships will be trained in HIPAA by the Director of Clinical Education.

After training, all students will be asked to take and pass an online quiz. Students will also be asked to sign an acknowledgement and agreement to maintain HIPAA directives. Score on the online quiz and the signed agreement will be maintained by the Director of Clinical Education and must be renewed annually.
**Academic Integrity Statement**

The Academic Integrity Statement is posted within each course site as part of the Syllabus Statements. It states the following: Academic honesty is always expected. Academic dishonesty includes claiming someone else’s work as your own (e.g., plagiarism), seeking an unfair advantage over other students in taking a test or fulfilling an assignment, and fraud. Any offense will result in a zero or grade of F for the exam or assignment in question and may result in failure of the course. Infractions will be reported to the student’s advisor and to the Provost. The complete Academic Honesty Policy can be found at [https://my.bw.edu/Academics/Academic-Affairs/Documents/Academic%20Honesty%20Policy%20approved%20SP21.pdf](https://my.bw.edu/Academics/Academic-Affairs/Documents/Academic%20Honesty%20Policy%20approved%20SP21.pdf)

**Expectations for Primary Sources in Class Projects**

All students will be required to complete a wide variety of assignment types throughout the curriculum. It is the expectation of the Department of Communication Sciences and Disorders that all assignments will utilize primary sources that are appropriately cited using the most recent edition of the American Psychological Association (APA) Publication Manual. Primary sources are defined as original sources containing original data, experiments, and observations. Ideally, these primary sources should be peer-reviewed prior to publication or presentation. Please refer to the course professor for clarification if needed.

**Accessible Education Statement**

Baldwin Wallace University is committed to providing all students equal access to learning opportunities. Students who have a diagnosed disability (e.g., mental health, attentional, learning, vision, hearing, physical or systemic) and would like to determine if they are eligible for reasonable accommodations should contact the Office of Accessible Education at (440) 826-2090 or disability@bw.edu. Additional information about how to get connected with OAE is available at: [https://my.bw.edu/Campus-Life/Services/Disability/Pages/default.aspx](https://my.bw.edu/Campus-Life/Services/Disability/Pages/default.aspx)

**Learning Center**

The mission of The Learning Center (LC) is to engage and empower Baldwin Wallace University students to become active, independent learners. We are committed to providing innovative, diverse support programs designed to encourage student development and academic excellence. The Learning Center provides students with various free academic support programs and services: Academic Coaching, Grammarly, Online Resources, Study Edge, Success
Seminars, and Tutoring (drop-in, individual and virtual/ (Smarthinking). See 2021 Baldwin Wallace University Student Handbook, page 20. For more information on the LC:
Location: Ritter Library, 203 Website: [www.bw.edu/learningcenter](http://www.bw.edu/learningcenter)
Phone: (440) 826-2147 Email: lrncntr@bw.edu

**Counseling Services**
Counseling Services are available on campus to all students. Free services are available to students for emergency, individual and group therapy services. A small fee is charged for psychiatry services.

Students are encouraged to utilize the Counseling Center as appropriate for assistance with anxiety, depression, stress management, time management, and coping strategies that students may encounter.

JacketCare is a supplement to mental health services available through BW Counseling Services and provides access to 24/7/365 mental telehealth care from anywhere in the United States, with no cost at the time of visit. Students can visit [www.jacket.care](http://www.jacket.care) or counseling on my.bw.edu for more information.

Information on the Counseling Center can be found at or by calling (440)826-2180.
*24/7 crisis counseling is available by calling (440) 260-4399

**BW Sexual Misconduct Reporting**
All faculty and staff of Baldwin Wallace University are mandated reporters of sexual misconduct (excluding Health & Counseling Center staff and University Chaplain who provide confidential services). Mandated reporters are required by University policy to report any disclosure of sexual misconduct to appropriate University administrators and can promise the utmost discretion but not full confidentiality. The BW Sexual Misconduct Policy can be found by entering the following link into your browser:

To report Sexual Misconduct directly and seek University resources and response (including interim measures) please contact CJ Harkness, Chief Diversity Officer/Title IX Coordinator at 440-826-2426 or complete the online report form by entering the following link into your browser:
[https://fs22.formsite.com/bwtest1/form120/](https://fs22.formsite.com/bwtest1/form120/)

To seek Confidential advising, contact the following resources:
• BW Counseling and Health Services can be accessed by calling (440) 826-2180 or visiting the BW Health Center, 207 Beech St.
• The University Chaplain can be reached by calling (440) 826-2175 or visiting the Lindsay Crossman Chapel, 56 Seminary St.
• The Cleveland Rape Crisis Center (CRCC) can be reached by calling or texting the Crisis and Support Hotline at (216) 619-6192 or (440) 423-2020. For information about CRCC services

Knowledge and Skills Assessment

Students can track progress toward completion of the knowledge and skills outcomes defined by the above document using CALIPSO. In order for the use of CALIPSO to be most effective for students, clinical hours are to be entered daily or weekly dependent upon the supervisor’s request. At the end of each semester the Director of Clinical Education will review progress toward clinical hours and the Program Director will review progress toward academic knowledge outcomes. Students are encouraged to meet with his/her academic advisor, Director of Clinical Education or Program Director if concerns about progress toward completion are present.

Praxis Exam
In addition to successfully completing and passing all the academic and clinical requirements for the program, graduate students in the Speech-Language Pathology program are required to take the PRAXIS Examination in Speech-Language Pathology (offered by ETS) in order for the graduate degree to be awarded.

Academic Status
Student in the Bachelor of Science in Communication Sciences and Disorders are expected to meet the academic requirements set forth by the University. A copy of the current academic status requirements is located in the student handbook and can be found at: https://www.bw.edu/Assets/Offices/student-affairs/handbook.pdf
General Academic Expectations of Graduate Students
Students enrolled in the Graduate Program in Speech-Language Pathology are expected to adhere to the academic requirements set forth by the program. A student whose performance within any clinical assignment and/or academic course is at or below a B- will automatically be referred for an academic or clinical remediation plan. Concerns regarding a student’s performance related to ethics and professionalism (e.g., consistently late assignments, inconsistent performance in the classroom or clinical setting, suspicion of or verification of plagiarism, effective communication, etc.) can also lead to the need for an assistance plan. Any faculty member and/or Clinical Supervisor who has concern about a student’s academic and/or clinical performance will communicate that concern (via Qualtrics Survey regarding Clinical or Academic Concerns links on the Departments Teams site, email, or personal communication) to either the Director of Clinical Education and/or the Program Director. The Director of Clinical Education and the Program Director will meet to discuss any areas of concern and determine the appropriate plan of action which may include a conversation with the student regarding the areas of concern and/or a formal remediation plan designed to aid the student in meeting the expectations in the area(s) of concern.

Students may only be placed on a remediation plan once per area of concern. For example, a student placed on a remediation plan for clinical placement attendance one semester may not be placed back on a remediation plan for attendance in a different semester once the original plan was met. If a problem arises where a student needs further remediation on the same skill, dismissal from program may be considered. Furthermore, the maximum number of remediation plans allowed during the graduate program is five remediation plans. If a student exceeds this number, the student will be dismissed from the program. Additional information regarding program dismissal is discussed below.

It should be noted that clinical hours and academic credits will not be earned for performance below a B-.

Graduate students on a remediation plan may not be eligible to participate in extern opportunities. This determination will be made by the team and documented on the remediation plan.

Academic Remediation Plan Qualifications
Students in the Graduate Program in Speech-Language Pathology may be placed on an academic remediation plan for any of the following reasons:
- Poor overall performance in any academic course (B- or below)
- Poor overall performance at end of semester grades (B- or below)
- Demonstrated difficulty of one of the knowledge areas targeted by the academic course (one of KASA standards)
- Overall graduate GPA of 3.25 or below
- Excessive absences from academic courses
- Any documented reason that is interfering with the student’s ability to
demonstrate knowledge outcomes of the academic course

**Clinical Remediation Plan Qualifications**
Students in both the Graduate and Undergraduate programs may be placed on a
clinical remediation plan for any of the following reasons:
- Poor clinical writing skills
- Difficulty maintaining or establishing clinical rapport
- Difficulty demonstrating clinical decision making commensurate with
student’s education level
- Lack of growth in clinical skills
- Any documented reason that is interfering with the student’s ability to
demonstrate skills outcomes of the clinical course

**NOTE:** It may be necessary to the Director of Clinical Education to remove a
student from a clinical placement or case dependent upon the needs identified
above.

**Professionalism & Ethical Practice Remediation Plan Qualifications**
- Violations of the University Academic Integrity Statement, ASHA
Code of Ethics, and/or the program’s statements of Professional
Behaviors and/or Ethical Practice and Behaviors.
- HIPAA/Confidentiality concerns or complaints. Three HIPAA
violations will result in a failing grade in clinic and may result
dismissal from program.
- Noted concerns with professional behavior including, but not limited
to, professional interactions, timely completion of work, attendance,
and unacceptable behavior towards faculty, staff, supervisors, clients,
caregivers, classmates, etc.
- Dishonest behavior in the classroom, clinic, and off-campus settings.

**Remediation Plan Implementation**
Remediation plans will be developed by the pertinent team members (e.g.,
faculty member(s), Program Director, Director of Clinical Education, Clinical
Faculty, academic or clinical advisor, and/or other members as indicated) and
the student. The student will be an active member in the development process and will be required to sign an agreement for the implementation of the plan. Each plan will have explicit goals (SMART goals – specific, measurable, achievable, relevant, and time-bound), recommended strategies for achieving the goals, and a specific time period in which the plan will be completed. The plan will be monitored based on the specific timeline established in the plan. If remediation is required in more than one area (i.e., course, clinic or professional and ethical behavior), then a separate plan will be developed for each area. If the need for remediation is determined at the end of the semester, then the student will earn an “Incomplete” for that course or clinical placement, until the remediation plan is completed. At that time, the course and/or clinical grade will be submitted to the Registrar.

If a student does not complete the remediation plan by the target date, the team has the option of extending the deadline if the student has been making adequate progress on the goals; or the student fails that aspect of the course and therefore earns a failing grade for the course (grade of C+ or lower or a fail in a pass/fail course).

**Leave of Absence**
A leave of absence may occur for a medical and/or personal reason. Students requesting a leave of absence need to contact the Program Director to discuss the leave of absence and possible implications for program completion. Typically, if the requested is under 4-weeks – it will be managed at the program/department level; however, this is dependent on the semester a student is in the program (i.e., externships may not allow extended absence as part of a placement). If the needed leave of absence is more than 4-weeks, then academic administrators may be involved in the management of the leave of absence.

**Probation**
Students are placed on probation for the following reasons:
- Being on a remediation plan
- Earning two or more B-’s during a semester.
- Semester and/or overall GPA of 3.25 or below without any grades of C+ or below.

Students on probation are at risk of being dismissed from the program if they do not improve their performance or grades to be in “good standing”. Specifically, students on a remediation plan must successfully meet the goals stated on the plan by the agreed upon date on the plan. Students on probation due to an overall GPA at or below 3.25 will have one semester to improve their grades in order to obtain an overall GPA above 3.25. During this time, the student is not
eligible to participate in the Study Abroad portion of the program. Should the student wish to participate in the Study Abroad program, they can appeal this aspect of the probation.

**Dismissal**
Students will be dismissed from the program for any of the following reasons:
- Earning an overall grade below a B- or fail (in a pass/fail course) in any course or clinical practicum (No C’s or failing grades in the program)
- Overall GPA below a 3.25 after the probationary period
- Being on more than 5 Remediation Plans (academic, clinical and professionalism) during the program.
- Academic integrity violations
- Violations of the BW Student Code of Conduct

**Conflict Resolution Process**
This department structure is meant to demonstrate for students and faculty how the chain of command in the clinic and academic courses operate. Students and faculty should always start by speaking to the faculty member, then moving up through the chain of command (Director of Clinical Education for clinical matters and Program Director for graduate academic matters). If concerns persist after speaking to the Director of Clinical Education or Program Chair, then Department Chair should be contacted, and then the Dean of the College of Education and Health Sciences. We encourage all students and faculty to follow the chain of command when issues/concerns or comments arise.

If the student continues to have concerns after working with the Director of Clinical Education, Program Director, Department Chair, and Dean of the College of Education and Health Sciences, then a grievance may be filed with the grievance board on campus. This procedure is outlined in the Student Handbook for the University this is located at:  

If the student continues to have concerns that have not been addressed, then the student or faculty member may file a complaint with the Council for Academic Accreditation. The procedure for this complaint process is located online at: https://caa.asha.org/programs/complaints/
Policy on Work Outside of CSD Department

It is recommended that students be very cautious about taking on work positions outside of the CSD and/or Speech-Language Pathology programs. Students may not work with patients outside of the clinic environment if the student currently sees that patient. This includes babysitting and/or respite care. Students are never allowed to provide speech/language tutoring services to anyone outside of supervised practicum. This can lead to misrepresentation as a speech-language pathologist and create ethical dilemmas.

Applied Behavioral Analysis (ABA) tutoring may be an option for student work, but only if the student is provided with a specific plan and is not responsible for making clinical or therapeutic decisions on the patient’s behalf. It is also recommended that students only provide ABA tutoring in areas other than speech and language.

If at any time a student has questions about whether a work position may be appropriate, they should see the guidance of their academic advisor, Program Director, or Director of Clinical Education.

Degree Checklist

Records for each student’s planned course of study will be maintained by the Registrar’s Office. Each student will meet with their academic advisor prior to registration to discuss the appropriate courses to register for. As each student registers and successfully completes each course, the Registrar will update their transcript, which in turns updates the Academic Evaluation on Student Planning Tool. Students and advisors have access to this information through Student Planning Tool. Students can see all the required courses, completed courses, courses that are in-progress, and grades for all completed courses.

Clinical hours and progress toward completion of ASHA’s CCC requirements and the Ohio Board of Speech-Language Pathology and Audiology requirements will be maintained through CALIPSO. Students will be required to update clinical hours daily or weekly dependent upon supervisor request. Students, academic advisors, clinical advisors, Program Director, and Director of Clinical Education can then monitor this progress.

Internship Placement Procedures

Students enrolled in the Bachelor of Science degree in Communication Sciences and Disorders will need to complete 3 credits of internship if the student does not meet the minimum GPA requirements for clinic. Students should work with Career Services on campus and their academic advisor in determining
appropriate internship experiences. It is important for students to note that these internship credits may not be at a clinical placement for Speech-Language Pathology (see Externship section of this handbook).

Procedures on securing an internship and internship requirements can be found on the career services website at: http://www.bw.edu/career/

Clinical Placement Requirements

Scope of Practice
All students (undergraduate or graduate) participating in clinical placements are expected to be familiar with and adhere to the scope of practice for Speech-Language Pathologists. This position statement is written by the American Speech-Language-Hearing Association and can be found at https://www.asha.org/siteassets/publications/sp2016-00343.pdf. If students have questions about the Scope of Practice, please ask the Program Director or Director of Clinical Education.

Prerequisites

Undergraduate
Undergraduate students must complete CSD 105D, 220, 225 and either CSD 325 or CSD 340, earn a B- or above in both CSD 235 and CSD 236; and have a GPA of 3.2 or above or consent of Director of Clinical Education in order to enroll in CSD 335X or 435X.

Graduate
Graduate students are recommended to have completed 25 hours of guided clinical observation, thus meeting the requirements set forth by the American Speech-Language-Hearing Association. Proof of completion according to these standards must be given to the Director of Clinical Education prior to enrollment in the 1st semester of graduate coursework. For information on the guidelines for the hours of guided clinical observation, please refer to the information provided at https://www.asha.org/certification/2020-slp-certification-standards/ (Standard V-C).

Transferring Hours from Undergraduate Programs to Graduate Work
Graduate students will be allowed to submit clinical hours completed as an undergraduate to the Director of Clinical Education for approval. Once approved up to 50 clinical intervention or diagnostic hours may be counted toward the
total 375 hours needed for licensure and certification. Please note that verification
of hours from the undergraduate program will be needed to assure that all hours
were obtained in accordance to the guidelines set forth by the American Speech-
Language-Hearing Association. These guidelines can be obtained at
https://www.asha.org/certification/2020-slp-certification-standards/ (Standard
V-D, V-E, V-F). The Director of Clinical Education has the right to deny the
transfer of clinical hours if proper documentation is not provided.

Expectations for Clinical Behavior

Attendance
Attendance Policy for Blended, Hybrid, or HyFlex Courses - The rules,
expectations, and outcomes set forward in the general attendance policy apply in
their entirety to blended, hybrid, or hyflex courses. Because these courses may
require students to commit to an assigned schedule of attendance either in-
person, synchronous remote, or asynchronous remote, a further expectation
exists around these modes of attendance. Students are expected to attend class in
the manner they are assigned. Absent prior written approval from the instructor
to attend a particular class in a different mode (for example, attend a class period
remote synchronous when assigned in-person) constitutes an absence from class.
Such an absence counts against attendance requirements listed in the course
syllabus and against the total number of absences listed in the University general
attendance policy and may result in a lowering of an assigned grade or an
automatic failure

Attendance during clinical practice is mandatory. Students who are unable to
come to clinic MAY NOT come to academic classes. If students are too ill for
clinic, then they are too ill for class and vice versa.

Students should arrive at the clinic and check in with the clinical supervisor or
designee at least 30 minutes prior to their first scheduled client. Students also
must check out with the clinical supervisor or designee prior to leaving the clinic.

Illness/Family Emergency
A student with contagious illnesses or a family emergency (i.e., death in family)
should contact his/her clinical supervisor as soon as possible. The student
should also contact the Director of Clinical Education and the office manager.
The student is responsible for contacting and securing a substitute clinician.
Clinical sessions will only be cancelled as a last resort when coverage is not
possible. Students that are unable to come to clinic MAY NOT come to academic
classes.
**Communication**

Students are asked to remember that the clinic is a functioning business. Every interaction with faculty members and supervisors, patients, caregivers, community members and other students reflects upon the Baldwin Wallace Speech Clinic. For this reason, students are asked to be aware of their language, conversation, body language, and overall communication in the clinic.

**Teamwork**

The Baldwin Wallace Speech Clinic requires a team effort to operate. This means that students may be asked to assist with duties around the clinic. Some examples of these may be greeting patients upon arrival, cleaning/organizing supplies, wiping down therapy materials, or covering for a peer.

**Confidentiality**

The protection of patient confidentiality is the responsibility of all students in the clinic. Students should not talk about patients in hallways, the waiting room, or other common areas.

**Tb Tests**

Tuberculin (Tb) Testing: The two-step Mantoux Tb skin test is required to be completed by the student's healthcare provider. This is an annual requirement of the affiliating clinical agencies and will need to be repeated by the student during the program prior to expiration with documentation provided to the SLP program. Students who have a medical history of a false positive, allergy to the Mantoux test, BCG vaccination or are a converter are required to undergo Tb QuantiFERON testing (interferon-gamma release assay [IGRA]) for Tb infection through their provider, annually. All students are required to provide documentation of a two-step Tb Test to the Director of Clinical Education. This test must be current (within the last 12 months) and students must obtain new documentation annually. Students not providing this documentation will not be assigned to clients within our clinic or off-site until proper documentation is obtained. This test must be updated yearly.

Some extern sites also request documentation of current Tb Test completion. The Director of Clinical Education will provide this documentation with a signed release from the student. Students can view dates of completion for this requirement at any time on the CALIPSO program.

**Criminal Background Checks**

All SLP students are required to complete a comprehensive background check, including fingerprinting, as part of the initial enrollment process.
The BW SLP program has partnered with CastleBranch, a background check and compliance management company to coordinate fingerprinting, medical information, and CPR. Students whose background checks reveal a criminal history or arrest record of any sort that has not been expunged or sealed, and that cannot be successfully adjudicated prior to the beginning of the program, will not be allowed to begin the Master of Science SLP program.

Although students with an expunged record may be eligible for enrollment in BW’s SLP program, an expunged or sealed record may impact a student’s eligibility for clinical placement or future employment in certain work settings. Eligibility for a professional license varies by state and may be assessed on a case-by-case basis by the professional licensing board.

Some extern sites and clinical placements require copies of BCI and FBI checks. The Director of Clinical Education will provide this documentation with a signed release from the student. Students can view dates of completion for this requirement at any time on the CALIPSO program.

**Immunization Records**

All graduate students will need to provide documentation of appropriate immunizations, or written validation of titers establishing immunity for measles (rubeola), German measles (rubella), mumps, tetanus, diphtheria, pertussis, chicken pox (varicella), hepatitis B and polio immunizations upon enrollment into the graduate program. Failure to complete this process will result in a delay in the start of clinical practicum.

Many clinical placements also require documentation of the COVID vaccine series (including boosters) and the Flu Vaccine annually. The Director of Clinical Education will provide this documentation when a signed release is on file for the student. Documentation should be provided directly to the Director of Clinical Education and will be maintained in the CALIPSO program.

**Liability Insurance**

Undergraduate and graduate students are covered under the University’s liability insurance policy. This policy covers students enrolled in clinical experiences and supervised by on and off-site clinical supervisors. This insurance is included as part of your tuition.

Many clinical placements also require that students provide proof of additional liability insurance. If this is the case, it is recommended that the student contact the Ohio Speech-Language-Hearing Association (OSLHA) at www.ohioslha.org. Liability insurance can be purchased for a very reasonable cost through OSLHA.
Clinic Fee Schedule and Billing

Fee Schedule
The Baldwin Wallace University Speech Clinic is a free clinic. So, all services are provided at no charge to clients at the facility.

Billing
Students will utilize ICD 10 billing codes with the assistance of their supervisor to learn proper coding as if insurance was billed. ClinicNote provides a vehicle for students to learn billing with the patients in the clinic.

Clinical Sequence

Undergraduate Students in B.S. Program

| Semester One: CSD 335X Clinical Practice: Individual |
| Semester Two: CSD 335X Clinical Practice: Individual OR CSD 435X Clinical Practice: Group |
| Semester Three: CSD 335X Clinical Practice: Individual OR CSD 435X Clinical Practice: Group |

For a total of 2 semesters of CSD 335X and 1 semester of CSD 435X

Graduate Students

| Semester One: |
| CSD 530 Clinical Foundations |
| CSD 535 Clinical Practice |
| Semester Two: |
| CSD 536 Clinical Practice |
| Semester Three: |
| CSD 537 Clinical Practice |
| Semester Four: |
| CSD 635 Clinical Practice |
| CSD 638 Clinical Practice – School-Based Setting |
| Semester Five: |
| CSD 636 Clinical Practice |

Clinical Knowledge and Skills Assessment
The clinical supervisor assesses clinical knowledge and skills twice a semester. The first assessment occurs at midterm and the second at the conclusion of the semester (finals). The CALIPSO program tracks all assessments and students that earn below a B- will be placed on a clinical remediation plan as outlined above. Specifics on how students are graded on clinical knowledge and skills are listed below. A sample assessment is in the appendices.
Rating Scale
Supervisors will use a 7-point rating scale to rank a student’s clinical competence on different skills across the nine areas of speech and language prevention/intervention/assessment (articulation, swallowing, voice, fluency, receptive/expressive language, cognitive language skills, communication modalities, hearing, and social aspects). Different conversion measures are used based on the clinical course in which the student is enrolled. This allows for the student’s independence level in the clinic to be accounted for pass/fail grade for the course.

7-point Scale
7 – Clinical skills are consistent and well developed. Student can modify behaviors independently and problem solves familiar clinical situations with little to no supervision. The supervisor consults with student during unfamiliar cases.
6 – Clinical skills are adequate. Student requires less supervision and is beginning to self-evaluate and problem solves behaviors. Supervisor is needed to assist with consistency of skills and works collaboratively with the student.
5 – Clinical skills are present. Student demonstrates clinical skills and behaviors. The student can recognize the need for modification of skills but needs supervisor input to assist with modification.
4 – Developing clinical skills. Student is demonstrating clinical skills with limited self-awareness. The supervisor assists the student in recognizing the need for changes and possible solutions to clinical problems.
3 – Beginning clinical skills. Student is beginning to demonstrate some clinical behaviors/skills without direct instruction from supervisor. These clinical behaviors may have varying levels of success and require frequent supervisor instruction.
2 – Maximum support. Student requires maximum instruction and support from the supervisor. Responds to direct instruction from supervisor.
1 – Skills not evident or demonstrated. Direct instruction from the clinic supervisor does not alter behavior.

Undergraduate 1st Semester
Undergraduate student ratings in the 1st semester of clinical practicum will be converted to pass/fail as follows:

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Letter</th>
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<tbody>
<tr>
<td>3.40</td>
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<td>Pass</td>
</tr>
<tr>
<td>0.00</td>
<td>3.39</td>
<td>Fail</td>
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**Undergraduate 2nd Semester**
Undergraduate student ratings in the 2nd semester of clinical practicum will be converted to pass/fail grades as follows:

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<td>Pass</td>
</tr>
<tr>
<td>0.00</td>
<td>3.60</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Undergraduate 3rd Semester**
Undergraduate student ratings in the 3rd semester of clinical practicum will be converted to letter grades as follows:

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<tr>
<th>Start</th>
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<th>Letter</th>
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<tbody>
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<td>Pass</td>
</tr>
<tr>
<td>0.00</td>
<td>3.99</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Graduate All Semesters**
Graduate student ratings clinical practicum will be converted to letter grades as follows:

**CSD 535:**

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<tr>
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<td>Pass</td>
</tr>
<tr>
<td>0.00</td>
<td>4.49</td>
<td>Fail</td>
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**CSD 536:**

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<th>Start</th>
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<tr>
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<td>7.00</td>
<td>Pass</td>
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<tr>
<td>0.00</td>
<td>4.99</td>
<td>Fail</td>
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</table>

**CSD 537:**

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<th>Letter</th>
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<tbody>
<tr>
<td>5.50</td>
<td>7.00</td>
<td>Pass</td>
</tr>
<tr>
<td>0.00</td>
<td>5.49</td>
<td>Fail</td>
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</table>

**CSD 635:**

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<th>Start</th>
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<th>Letter</th>
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<tbody>
<tr>
<td>5.50</td>
<td>7.00</td>
<td>Pass</td>
</tr>
<tr>
<td>0.00</td>
<td>5.49</td>
<td>Fail</td>
</tr>
</tbody>
</table>
Clinical Assignment Protocol
This document is meant to clarify how students are assigned patients in the speech clinic.

- At the beginning of the semester clinical supervisors and Director of Clinical Education look at the student’s completed coursework. Students are then assigned patients based on successful completion of the prerequisite coursework first. (e.g., completion of Voice and Fluency Disorders will result in fluency patient in the clinic)
- First semester students will be paired first with articulation and language patients.
- If for any reason a student is assigned a patient for which they have not completed the prerequisite coursework the following protocol goes into effect:
  - The clinical supervisor and student will meet, and the clinical supervisor will provide individualized training on the patient’s disorder.
  - The clinical supervisor will provide the student with further readings and video case studies.
  - The clinical supervisor and student will then meet and write goals and lesson plans for the patient.
  - The first session will be led by the clinical supervisor with student participating. Each following session will result in the student taking a more active role in leading the session and eventually running the session without clinical supervisor support during intervention.
  - The student will write detailed lesson plans that contain rationale and support for all activities. Each lesson plan will be approved by the clinical supervisor.
  - The student will be observed initially 100% of time and eventually moving to 50%.
- If a student is struggling with a clinical assignment the following protocol will go into effect:
  - The student and clinical supervisor will schedule weekly meetings or more frequently if needed.
  - A remediation plan will be developed. This plan will include measurable objectives and a timeframe for completion. See clinical remediation for more details.
The student may be asked to complete additional activities to assist with remediation of target skills. These activities may include, but are not limited to, reviewing session tapes, further observation, and/or completion of simulation cases.

- The clinical supervisor will provide 100% supervision during the remediation process.
- If the student is not making the desired progress the student may be removed from the patient’s case.

**Externships**

Graduate students will be asked to participate in up to 2 externships during the five-semester program. Externships are clinical experiences at off-site placements. A licensed and certified Speech-Language Pathologist employed by the externship site supervises these experiences. The Director of Clinical Education coordinates all placements. Graduate students or their families ARE NOT permitted to contact facilities directly.

**Requirements**

To participate in externship rotations graduate students must successfully complete onsite clinical experiences, complete a minimum of 50 clinical hours, be in good academic standing (i.e., not on probation) and have the permission of the Director of Clinical Education.

**Procedure for Requests**

Requests do not guarantee placements at the facility. They must be made 1 year in advance using the form the clinic handbook (appendix). Placements are determined by the Director of Clinical Education based on students’ needs and abilities.

**Supervision Requirements**

Graduate students must be supervised a minimum of 25% of the time for intervention and 25% of the time for diagnostics. A licensed and certified Speech-Language Pathologist must provide this supervision. In Ohio this means that the therapist must have a current Ohio License from the Ohio Board of Speech-Language Pathology and Audiology, and a Certificate of Clinical Competence in Speech-Language Pathology from ASHA.

**Attendance**

Graduate students must arrive on time to the facility (prior to the start of the first session-specific times are arranged with supervising therapist). Daily attendance at the externship site is mandatory. Graduate students are not permitted to ask for days off during the externship experience. Students are also expected to follow the externship’s schedule. For example, a hospital will not have Spring Break; therefore, the student is expected to attend the externship even during the University’s Spring Break.
**Dress Code**
Every facility has different requirements for dress code. The graduate students should communicate with the supervisor prior to starting the externship about proper dress. When in doubt students should adhere to the dress code for the Baldwin Wallace Speech Clinic.

**Clinical Hours Tracking**
All students enrolled in clinical practicum (undergraduate and graduate) will be required to enroll in CALIPSO. Students will enter clinical clock hours daily or weekly dependent upon supervisor preference. The hours as approved will be added to the student’s total clock hours. The Director of Clinical Education will review clock hours at minimum once a semester.

Directions on how to enter clinical clock hours can be found in the Student CALIPSO Instruction section of this handbook.

**Guidelines for Clinical Hours**
ASHA guidelines for earning clinical clock hours state that “student clinicians may earn clock hours only for that portion of time they are solely responsible for providing services to a client.”

*This means that only hours spent actively engaged in intervention or diagnostic activities may count toward the licensure or certification requirements.*

Active engagement includes, but is not limited to, the following:
- Actual service delivery (therapy or diagnostics)
- Recording data during the session
- Interviewing and counseling with clients/families regarding treatment recommendations, home programming, etc.
- Managing client’s behavior

Report writing, planning sessions, learning to administer tests or procedures, or passively observing without active involvement with the client/family CANNOT be counted as legitimate clinical clock hours.

Time spent in multidisciplinary staffing, educational appraisal, and review or in meeting with professional persons regarding diagnosis and treatment of a given client may NOT be counted.

Conference time with Clinical Instructors/Supervisors may NOT be counted.

If a client presents communication disorders in two or more of the disorder categories, accumulated clock hours should be distributed among these categories according to the amount of treatment time spent on each.
Supervision Requirements
Students must be provided with supervision commensurate with their level of competence with each patient and disorder. All students must be supervised a minimum of 25% of the time for intervention and 25% of the time for diagnostics. A licensed and certified Speech-Language Pathologist must provide this supervision. In Ohio this means that the therapist must have a current Ohio License from the Ohio Board of Speech-Language Pathology and Audiology, and a Certificate of Clinical Competence in Speech-Language Pathology from ASHA.

Supervisor Feedback
All students enrolled in clinical practicum at the undergraduate or graduate level will be asked to provide supervisor feedback at minimum one time each semester. This feedback will be collected via CALIPSO and provided to the supervisor anonymously. Written directions can be found in the CALIPSO Student Instruction located in the Appendix of this handbook.

Grievance Policy and Procedures
Please refer to section entitled Conflict Resolution in this handbook.

Relationships with Clients and Families
Students may not engage in personal relationships with clients or families. Students may not transport patients at any time due to liability issues. Students may not provide childcare or babysitting services for current clients or families. Students should refer to the ethical behaviors portion of this handbook for more information on what behaviors may be considered inappropriate.

Dress Code
Students should plan to come to clinic in clothing that allows them to be comfortable and best represent themselves and Baldwin Wallace University to their supervisor, peers, and clients. Students should strive to be present in clothing that will not be interpreted as offensive in nature. A good standard to consider is wearing a pair of pants (not jeans/leggings/sweats) with a top that reaches the top of pants (to cover the body when you bend over). Skirts and dresses may be worn if they are long enough to provide coverage when bending over.

All graduate students will receive a clinic uniform shirt. This shirt should be worn at community partner activities and can also be worn in the clinic.
Perfumes/Lotions
Students need to be aware of scented lotions and perfumes in the clinic setting. Many patients are allergic or sensitive to smells so clinicians will not be allowed to wear perfumes or lotions with strong smells at the clinic.

Shoes
All students are expected to wear shoes that are comfortable to the clinic. Please be aware that you will be sitting on the floor and possibly following a patient at a hurried pace down the hall.

****Please note the supervisor has the right to request that a student not wear a specific outfit for clinic in the future. The Director of Clinical Education can assist if there are questions about appropriateness*****

Smoking
Baldwin Wallace University is a non-smoking campus. This includes the Baldwin Wallace Speech Clinic. The official university policy can be found in the student handbook.

Drugs/Alcohol/Substance Abuse
Students must adhere to the policies set forth in the Baldwin Wallace University Student Handbook. This handbook can be found at https://www.bw.edu/Assets/Offices/student-affairs/handbook.pdf
In addition, ethical practice guidelines for the profession of Speech-Language Pathology state that individuals may not provide intervention, diagnostics, counseling or services while influenced by drugs or alcohol or illegal substances. Students found in violating this will be subject to disciplinary action as outlined in the student handbook and will be immediately removed from patient care.

Video and Audio Recording Procedures
All students will be given a username and password for the video and audio recording at the beginning of the semester. The Director of Clinical Education is responsible for assigning usernames and passwords. If you forget your password or username, please contact the Director of Clinical Education.

For specific instructions regarding use of the video system please see the Director of Clinical Education.

Clinic Materials Procedures
The Baldwin Wallace Speech Clinic has a large inventory of materials, tablets, equipment, and diagnostic materials available for student use. All students are required to check out materials to use in sessions and check the items back in when done. If a student desires to use materials at an offsite placement, he/she must checkout the materials using Libib.
Limited materials are also available for checkout through Ritter Library. For directions on how to check out materials from Ritter please go to: https://libguides.bw.edu/borrow

Students are responsible for putting all materials away after use and may not leave materials laying in work areas, hallways, or common areas.

**Intervention/Therapy Materials**
A large number of intervention and therapy materials are available for student use. These materials range from resource manuals with therapy activities to board games or toys. All materials should be cleaned after patient use if possible. If a student notices that materials are damaged or there are materials that the student would like to request for purchase, the student should complete the Materials Request/Repair Form in the appendix of this document. Please remember that most of the materials have been purchased through grants or donations so please handle all materials accordingly.

**Diagnostic Materials**
Diagnostic materials are available for use in the Baldwin Wallace Speech Clinic. All materials needed for each diagnostic should be stored together and signed out as a set (i.e., do not sign out just the manual for a diagnostic).

**Tablets**
The Baldwin Wallace Speech Clinic has been able to provide a library of tablets (iPads and Samsung) for student use with patients. The clinic account already holds a large number of apps suitable for use with patients of all diagnosis, ages, and skills. A list of current apps is available in the materials inventory document located on Teams. If a student wishes to purchase an app for a specific client, the student should complete a Materials Request/Repair Form located in the appendix of this handbook and on Teams.

**Audiometers**
Multiple audiometers and other hearing equipment are available for use through the Baldwin Wallace Speech Clinic. This equipment must be signed out with Libib for use.

**Access to Clinic and Clinical Materials**
Students can obtain access to the clinic 24 hours a day and 7 days a week. Students should swipe into the building and use the secure keypad to enter the materials/workroom.

**Client Medical Records Procedures**
All client medical records are kept in a HIPPA compliant medical records program, ClinicNote. This electronic program contains billing information,
diagnostic and intervention information, consents, correspondence documentation, and information from outside sources.

This information should only be viewed in settings where the confidentiality of the client can be maintained. So medical records cannot be viewed in public places, such as, but not limited to, restaurants, coffee shops, computer labs, libraries, or stores. Students need to be sure to place themselves so that individuals cannot see their computer screen and should not save any documents with identifying information to personal computers, unencrypted flash drives, public computers, etc.

**Correspondence with Clients and Families**

All correspondence with clients and families must be documented in the client’s medical record on ClinicNote. Correspondence includes, but is not limited to, telephone calls, texts, emails, and traditional mail correspondence.

When calling a client of the Baldwin Wallace Speech Clinic, students should not use personal cell phones. Students should only contact clients from phones located within the clinic. Students should also clearly identify themselves when corresponding with clients.

**Clinical Paperwork Timelines**

Students are expected to adhere to the paperwork guidelines established by the supervisor. Grades will not be posted at the end of the semester until the student has completed and properly filed all paperwork.

**Infection Control Procedures**

**Hand Washing**

Antibacterial soap is located in all restrooms. Students should wash their hands prior to each patient. If hand washing is not an option, hand sanitizer is available in the supervisor office, student work rooms and on the shelves in some of the therapy rooms.

**Disinfectant Procedures for Equipment and Materials**

All tables and chairs should be wiped with disinfecting wipes at the end of each therapy day. They should also be wiped if a patient attends with a known illness or cold, prior to the next therapy session. This will assist in limiting the spread of disease from one patient to another.

The waiting room should be wiped with disinfecting wipes at the beginning of each therapy day and at the end. Headphones and observation rooms should also be sanitized on a daily basis.

Any toy that has been used with a patient that is ill or when the patient has put
the toy in his/her mouth MUST be sanitized before placing back in the materials room. Please use disinfecting wipes or a Clorox mixture to sanitize toys.

**Employee and Student Health Safety**
Students and supervisors are required to wear gloves, goggles, KN95 masks/N95 masks, and disposable gowns as needed when engaged in aerosol generating activities, feeding, or oral motor activities. In addition, gloves and masks should be worn if the student or faculty will be contact with mucus, blood or other bodily fluid is possible.

**Emergency Procedures**

**Fire**
In the case of fire, exit the building in a safe manner. Students first need to remove patients and visitors from the building. Exits on the FIRST floor are located at the front and back of the building. NOTE: the only handicapped accessible exit is the door at the top of the ramp. If this exit is blocked, please remove clients from wheelchairs and carry them from building down the back stairs. On the BASEMENT floor, utilize the exits at the front and back of the building.

Once all patients, students, and supervisors have been safely evacuated from the building, call 911 to alert the Fire Department of the fire.

After the situation has been reported to the authorities, the clinical supervisor is responsible for immediately notifying the Director of Clinical Education.

**Tornado/Inclement Weather**
In case of tornado/inclement weather that require patients, students, and supervisors to seek shelter please follow the procedure below:

- Evacuate patients to lowest level of building (basement).
- Carefully enter basement and stay away from all windows.
- Wait for supervisor to give all clear.

**Campus Wide Emergencies**
In case of a campus wide emergency (i.e., lock down, evacuation, etc.) instructions will be delivered via the campus phone system.

**Medical Emergencies**
If a patient has a medical emergency, please follow the protocol below:

- If the Patient is accompanied by a Caregiver/Parent:
  1. Notify Parent/Caregiver immediately
  2. Send for supervisor help.
3. Call 911, if life threatening
4. Once help has arrived, the clinical supervisor will immediately notify Director of Clinical Education of situation
5. Within 24 hours the Director of Clinical Education will assist with the completion of any required paperwork.

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Appendices

Material Repair/Request Form

Baldwin Wallace Speech Clinic
Materials Repair/Request Form

Date of Request: ____________________

Name of Person Completing Request: ________________________________

Email of Person Completing Request:_________________________________

If person completing request is a student, please name your current supervisor:
______________________________________________

For Repair/Replacement:

Name of Material/Equipment:___________________________________

Description of Damage:__________________________
__________________________________________________________________
__________________________________________________________________

Name current location of material/equipment:_________________________
__________________________________________________________________

Request for New Equipment/App/Materials:

Name of Requested Item:___________________________________________

Cost of Item: _____________________________________________________

Is this item for a patient currently being treated at the clinic?___________

Reason for request:________________________________________________
__________________________________________________________________
Supervisor Feedback Form

Baldwin Wallace University
CALPSEO
Session times out in: 1:39:07

Supervisor Feedback Form

1. Provided an orientation to the facility and caseload.
   - N/A
   - No orientation provided. Student oriented him/herself.
   - Informal orientation provided.
   - Formal orientation provided with supplemental documentation.

2. Provided the student with feedback regarding the skills used in diagnostics.
   - N/A
   - Comments were vague; and therefore, difficult to apply.
   - Comments were useful but lacked specifics or concrete examples.
   - Comments were useful, specific, and constructive.

3. Provided the student with feedback regarding the skills used in interviewing.
   - N/A
   - Comments were vague; and therefore, difficult to apply.
   - Comments were useful but lacked specifics or concrete examples.
   - Comments were useful, specific, and constructive.

4. Provided the student with feedback regarding the skills used in conferences.
   - N/A
   - Comments were vague; and therefore, difficult to apply.
   - Comments were useful but lacked specifics or concrete examples.
   - Comments were useful, specific, and constructive.

5. Provided the student with feedback regarding the skills used in behavioral management.
   - N/A
   - Comments were vague; and therefore, difficult to apply.
   - Comments were useful but lacked specifics or concrete examples.
   - Comments were useful, specific, and constructive.

6. Provided the student with feedback regarding the skills used in therapy.
   - N/A
   - Comments were vague; and therefore, difficult to apply.
   - Comments were useful but lacked specifics or concrete examples.
   - Comments were useful, specific, and constructive.

7. Provided the student with feedback regarding his/her selection of diagnostic or therapy materials.
   - N/A
   - Comments were vague; and therefore, difficult to apply.
   - Comments were useful but lacked specifics or concrete examples.
   - Comments were useful, specific, and constructive.

8. Explained and/or demonstrated clinical procedures to assist student in clinical skills development.
   - N/A
   - Provided minimal explanations and/or demonstrations.
   - Provided adequate explanations and/or demonstrations when requested.
   - Provided thorough explanations and/or demonstrations for all clinical procedures.

   - N/A
   - Rarely referenced current literature.
   - Occasionally referenced current literature.
   - Frequently referenced current literature.

10. Encouraged student independence and creativity.
    - N/A
    - Minimally receptive to new ideas and differing techniques.
    - Somewhat receptive to new ideas and differing techniques but did not encourage them.
    - Very receptive to new ideas and encouraged use of own techniques.

11. Provided positive reinforcement of student's successes and efforts.
    - N/A
    - Rarely commented on successes and efforts.
    - Occasionally commented on successes and efforts.
    - Frequently commented on successes and efforts.
12. Provided student with written and/or verbal recommendations for improvement.

- N/A
- Occasionally provided written and/or verbal recommendations in addition to the midterm and final evaluations.
- Systematically provided written and/or verbal recommendations in addition to the midterm and final evaluations.

13. Demonstrated enthusiasm and interest in the profession and in providing clinical services.

- N/A
- Enthusiasm and interest rarely observed; frequent negative comments.
- Enthusiasm and interest occasionally observed; occasional negative comments.
- Enthusiasm and interest regularly observed; frequent positive and optimistic comments.

14. Demonstrated effective interpersonal communication with student.

- N/A
- Seemed uninterested and/or unwilling to listen or respond to student's needs.
- Some interest in student's needs shown, but communication lacked sensitivity.
- Aware of and sensitive to student's needs; open and effective communication.

15. Receptive to questions.

- N/A
- Unwilling to take time to answer questions.
- Answered questions inconsistently.
- Answered questions with helpful information or additional resources which encouraged me to think for myself.

16. Available to me when I requested assistance.

- N/A
- Supervisor was rarely available.
- Supervisor was occasionally available.
- Supervisor was always available.

17. Utilized effective organizational and management skills.

- N/A
- Rarely organized; showed difficulty balancing supervisory and clinical responsibilities.
- Somewhat organized; balanced supervisory and clinical responsibilities with little difficulty.
- Always organized; balanced supervisory and clinical responsibilities with ease.

18. Referred me to or provided me with additional resources (materials, articles, video tapes, etc.)

- N/A
- Provided minimal or no additional resources.
- Provided helpful resources upon student request.
- Provided helpful resources without student request.

19. Realistically demanding of me as a student intern.

- N/A
- Expectations were either too high or too low for level of experience with no attempts to adjust.
- Expectations were generally appropriate for my level of experience.
- Expectations were individualized and adjusted according to my strengths and weaknesses.

Overall, how would you rate this clinical experience?

Additional comments:

What experience during this practicum provided you with the greatest learning opportunity?

Submit feedback
Clinical Skills Evaluation Form

Performance Evaluation

*Student: Doe, Jane
*Site: BW Speech Clinic
*Evaluation Type: Final
*Semester: 2013 Fall

Client(s)/Patient(s) Multicultural Aspects (check all that apply): [ ]
- Ethnicity
- Race
- Culture
- National origin
- Socioeconomic status
- Gender identity
- Sexual orientation
- Religion
- Exceptionality
- Other

Client(s)/Patient(s) Linguistic Diversity (check all that apply): [ ]
- English
- English Language Learner
- Primary English dialect
- Bilingual
- Polyglot
- Gender identity
- Sign Language (ASL or SEE)
- Cognitive / Physical Ability
- Other

Evaluation skills

<table>
<thead>
<tr>
<th>1. Conducts screening and prevention procedures (std IV-G, 1a)</th>
<th>2. Performs chart review and collects case history from interviewing patient and/or relevant others (std IV-G, 1b)</th>
<th>3. Selects appropriate evaluation instruments/procedures (std IV-G, 1c)</th>
<th>4. Administers and scores diagnostic tests correctly (std IV-G, 1d)</th>
<th>5. Adapts evaluation procedures to meet patient needs (std IV-G, 1e)</th>
<th>6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std II-C)</th>
<th>7. Interprets and formulates diagnoses from test results, history, and other behavioral observations (std IV-G, 1f)</th>
<th>8. Makes appropriate recommendations for Intervention (std IV-G, 1g)</th>
<th>9. Completes administrative functions and documentation necessary to support evaluation (std IV-G, 1h)</th>
<th>10. Refers clients/patients for appropriate services (std IV-G, 1j)</th>
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Evaluation Scale:
- Poor (0)
- Below average (1)
- Average (2)
- Above average (3)
- Excellent (4)

Score totals: 0 0 0 0 0 0 0 0 0 0

Total number of items scored: 0 Total number of points: 0 Section Average: 0

Comments:
### Treatment skills

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<th>Articulation</th>
<th>Fluency</th>
<th>Voice</th>
<th>Language</th>
<th>Hearing</th>
<th>Swallowing</th>
<th>Cognition</th>
<th>Social</th>
<th>Communication</th>
<th>Motor Skills</th>
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</table>

Score totals:
- Articulation: 0
- Fluency: 0
- Voice: 0
- Language: 0
- Hearing: 0
- Swallowing: 0
- Cognition: 0
- Social: 0
- Communication: 0
- Motor Skills: 0

Total number of items scored: 0
Total number of points: 0
Section Average: 0

### Preparedness, Interaction, and Personal Qualities

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Comments:
- Total number of items scored: 0
- Total number of points: 0
- Section Average: 0
**Improvements Since Last Evaluation:**

**Strengths/Weaknesses:**

**Recommendations for Improving Weaknesses:**

---

**Session times out in: 1:39:25**

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<th>Total points (all sections included):</th>
<th>0.0</th>
<th>Adjustment: 0.0</th>
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<tr>
<td>divided by total number of items</td>
<td>0.0</td>
<td>Evaluation score: 0.0</td>
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<tr>
<td>Letter grade</td>
<td>N/A</td>
<td>Quality points: N/A</td>
</tr>
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</table>

By entering the student's name, I verify that this evaluation has been reviewed and discussed with the student prior to final submission.

**Student name:**

**Date reviewed:**

I verify that this evaluation is being submitted by the assigned clinical supervisor and that I have supervised the above named student.

**Supervisor name:**

**Date completed:**

---

- **Final submission** (if this box is checked, no more changes will be allowed)

---

Standards referenced herein are those contained in the Membership and Certification Handbook of the American Speech-Language-Hearing Association. Readers are directed to the ASHA Web site to access the standards in their entirety.

Approved by: Louise R. Hays, Ed.D., CCC-SLP and Sadaf A. Pharao, M.S.

© 2006 CALIPSO LLC
CALIPSO INSTRUCTIONS FOR STUDENTS
https://www.calipsoclient.com/bw

Step 1: Register as a Student User on CALIPSO

• Before registering, have available the PIN provided by your Clinical Coordinator via e-mail.
• Go to https://www.calipsoclient.com/bw
• Click on the “Student” registration link located below the login button.
• Complete the requested information, being sure to enter your “school” e-mail address, and record your password in a secure location. Click “Register Account.”
• Please note: PIN numbers are valid for 40 days. Contact your Clinical Coordinator for a new PIN if 40 days has lapsed since receiving the registration e-mail.

Step 2: Login to CALIPSO

• To login, go to https://www.calipsoclient.com/bw and login to CALIPSO using your school e-mail and password that you created for yourself during the registration process (step one.)
• Upon logging in for the first time, you will be prompted to pay the student fee and to provide consent for the release of information to clinical practicum sites.

Step 3: Enter Contact Information

• Click on “Student Information”
• Click on “Contact Info” and then “Edit” for each corresponding address.
• Enter your local, permanent, and emergency contact info. Enter “rotation” contact info when on externships. Return to this link to update as necessary.
• Click “Home” located within the blue stripe to return to the home page.

**Step 4: View Immunization and Compliance Records**

Before each semester, click on “Student Information” and then “Compliance/Immunizations” to view a record of compliance and immunization records.
• Missing or expired records are highlighted in red.
• To create a document to save and/or print, click “PDF” located within the blue stripe.
• An electronic file of the original documents can be accessed, if uploaded by the Clinical Coordinator, by clicking “Files” located within the blue stripe.
• Click “Home” located within the blue stripe to return to the home page.

**Step 5: View/Upload Clinical Placement Files**

• The file management feature allows you to upload any type of file (e.g. Word, PDF, JPEG, audio/video) to share with your clinical supervisor or clinical administrator.
• Click on “Student Information” and then “Clinical Placement” to upload your own file and/or view a file uploaded by your supervisor or clinical administrator.
• **First, select a folder by clicking on the folder name or create a new folder or subfolder.** To create a new folder or subfolder, type in desired folder name in the "Add folder" field and press "create."
• **Upload a file** by pressing the “Browse” button, selecting a file, completing the requested fields, and clicking "upload." The upload fields will display if you have selected an unrestricted folder. **Set the file permission** by choosing “public” for supervisor and clinical administrator access or “private” for clinical administrator access only.
• **Move files** by dragging and dropping from one folder to another.
• **Rename folders** by clicking the "rename" link to the right of the folder name.
• **Delete files** by clicking the “delete” button next to the file name. **Delete folders** by deleting all files from the folder. Once all the files within the folder have been deleted, a “delete” link will appear to the right of the folder name.
Step 6a: Enter Daily Clock Hours

- Click on the “Clockhours” link located on the lobby page or the “Student Information” link then “Clockhours.”
- Click on the “Daily clockhours” link located within the blue stripe.
- Click on the “Add new daily clockhour” link.
- Complete the requested information and click “save.”
- Record clock hours and click “save” located at the bottom of the screen. You will receive a “Clockhour saved” message.

To add clock hours for a **different** supervisor, clinical setting, or semester:
- Repeat above steps to enter additional clock hours gained under a different supervisor, clinical setting, or semester.

To add additional clock hours to the **same** record:
- Click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, course, and setting) from the drop-down menu and click “Show.”
- Click the “Copy” button located next to the date of a previous entry.
- Record the new clock hours (changing the date if necessary) and click “save” located at the bottom of the screen. You will receive a “Clockhour saved” message.

- To **view/edit** daily clock hours, click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, and course) from the drop-down menu and click “Show.”
- Select the desired entry by clicking on the link displaying the entry date located along the top of the chart. Make desired changes and click save.
- Please note: Supervisors are not notified and are not required to approve daily clock hour submissions.

Step 6b: Submit Clock Hours for Supervisor Approval

- Click on the “Daily clockhours” link located within the blue stripe.
- Select the record you wish to view (posted by supervisor, semester, and course) from the drop-down menu and click “Show.”
- Check the box (located beside the entry date) for all dates you wish to submit for approval then click “Submit selected clockhours for supervisor approval.” Clock hours logged for the dates selected will be consolidated into one record.
for supervisor approval. The designated supervisor will receive an automatically generated e-mail requesting approval of the clock hour record.

- Please note: Daily entries cannot be edited once approved. However, if you delete the entry from the “Clockhour list” link prior to approval, daily hours may be resubmitted.
- View consolidated clock hour entries by clicking “Clockhours list” located within the blue stripe.

**Step 7: View Clinical Performance Evaluations**

- Click on “Student Information” and then “Evaluations.”
- As clinical performance evaluations are completed on you by your supervisors, the evaluations will automatically post to this link.
- View a desired evaluation by clicking on the “current evaluation” link highlighted in blue.

**Step 8: View Cumulative Evaluation**

- Click on “Student Information” and then “Cumulative evaluation” to view a summary of your clinical competency across the 9 disorder areas.
- Upon graduation, you must demonstrate competency for all clinical competencies listed on the form.
- Please make note of any areas of deficiency which are highlighted in orange.

**Step 9: View Performance Summary**

- Click on “Student Information” and then “Performance summary” to view a summary of your clinical performance across all clinical courses to date.

**Step 10: View My Checklist**

- Click on “Student Information” and then “My Checklist” to view your progress in meeting the clinical requirements for graduation.
- Upon graduation, all requirements should have been met, represented with a green check mark.
Step 11: Complete Self-Evaluation

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete a self-evaluation.
- From the lobby page, click on the “Self-evaluations” link.
- Click on “New self-evaluation.”
- Complete required fields designated with an asterisk and press “save.”
- Continue completing self-evaluation by scoring all applicable skills across the Big 9 using the provided scoring method and saving frequently to avoid loss of data.
- Once the evaluation is complete, check the “final submission” box and click “save.”
- Receive message stating “evaluation recorded.”
- Please note: you may edit and save the evaluation as often as you wish until the final submission box is checked. Once the final submission box is checked and the evaluation saved, the status will change from “in progress” to “final”.
- To view the evaluation, click “Evaluations list” located within the blue stripe.

Step 12: Complete Supervisor Feedback Form

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete feedback for each clinical supervisor.
- From the lobby page, click “Supervisor feedback forms.”
- Click “New supervisor feedback.”
- Complete form and click “Submit feedback.”
- Your completed feedback form will be posted for Clinical Coordinator approval. Once approved, feedback will be posted for the clinical supervisor to view. Until approved, the feedback may be edited by clicking on “View/edit.”

Step 13: View Site Information Forms

- The “Site Information Forms” link located on the lobby page displays pertinent information on the sites/facilities that your school affiliates with for clinical placements.
- To view available information, identify the desired site and click “View” located in the fifth column under submitted.
- Please note: “In progress” forms are not accessible to students; only “submitted” forms are accessible to students.
Remediation Plan Template

Student Name: ___________________________ Date: ____________

Area in need of remediation:
   ☐ Academic   ☐ Clinical   ☐ Professional & Ethical Behaviors

Identification/Explanation of Student Needs:

Remediation Plan Team Members (* Team Leader):

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Principles of the Remediation Team and Plan
1. Student needs remediation beyond the usual teaching and supervision procedures in order to fulfill skills and knowledge requirements under ASHA standards.
2. When a student is on a remediation plan, they are on probation until the plan is successfully completed.
3. Team consists of clinical educators, faculty, advisors, and others as deemed necessary by the Team members.
4. Student and Team will identify academic, clinical, or professional and ethical behavior needs and develop goals for the semester. All goals must be approved by Team.
5. Progress toward goals will be reviewed by the Team in meetings held during the time period identified on the plan.
6. The Team serves to guide and support the student through the knowledge and skills improvement process, but the student is responsible for demonstrating necessary knowledge and skills as defined by the plan.
7. Students who choose to decline a remediation plan team may be prohibited from participating in clinical practicum if it is determined that doing so would not be in the best interest of clients.
8. Students on remediation plan can be removed from clinical practicum at any time if it is deemed in the best interest of the patient.
9. Documentation regarding active remediation plans are held by the Team Leader. Once the plan is completed the documentation will be stored in the student’s folder in the Director of Clinical Education’s office.
10. See the CSD Student Handbook for additional information regarding Remediation Plans.

Remediation Plan Agreement: I understand the Principles of the Remediation Team and Plan as stated above. I agree with the goals developed in this document.

Student’s Name and Date
<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Strategies</th>
<th>Date &amp; Status</th>
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**Status:**
N = Not started or insufficient data
I = Inadequate progress
A = Adequate progress
C = Completed – met goal

**Meeting Notes** (include meeting date, Team members in attendance and specific notes regarding status)