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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.

School of Health Sciences Mission Statement:
The School of Health Sciences is committed to providing interdisciplinary collaboration, cultural competence, and evidence based education and clinical practice as it prepares future health care professionals to combine the art and science of their disciplines with high ethical standards and compassion through service, leadership, research, education, and clinical care within the local and global community.

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

Physical Location:
Baldwin Wallace 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 requires 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 licensure 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 program in speech-language pathology at Baldwin Wallace University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years." - See more at:
http://www.asha.org/academic/accreditation/accredmanual/section2c/

Non-Discrimination Policy
Baldwin Wallace University’s non-discrimination policy can be found on the website https://my.bw.edu/Campus-Life/Your-Campus/Diversity/Documents/Baldwin%20Wallace%20University%20Non-Discrimination%20Policy.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.

The following persons are responsible for receiving reports, questions or concerns of discrimination and harassment at Baldwin Wallace:

- Charles (CJ) Harkness, Chief Diversity Officer/Title IX Coordinator, 202 C Bonds Administration Building, 440-826-2426, charknes@bw.edu (Complaints, General Questions, Investigations, Education and Training)
- Sam Ramirez, Assistant VP for Human Resources, 211 Bonds Administration Building, 440-826-2220, sramirez@bw.edu (Employment related concerns)
- The Bias Incidents/Hate Crime Form located at [https://fs22.formsite.com/bwtest1/form120/](https://fs22.formsite.com/bwtest1/form120/) (may choose to remain anonymous)
- Any of the listed discrimination investigators:
  - Jay T. Hairston, Assistant Dean of Students, Student Affairs, 440-826-2772, jthairsto@bw.edu (Sexual Misconduct complaint against students)
  - Janet Leonard, Benefits Coordinator, Human Resources, 440-826-2220, jleonard@bw.edu
  - Nancy Gussett, Associate Professor, Psychology, (440) 826-2027, ngussett@bw.edu
  - Gerrie Paino, Coordinator Student Services/LGBT Services, Student Affairs, 440-826-2111, gpaino@bw.edu
  - Vic Snyder, Safety and Security Investigator, Safety & Security, 440-826-2336 vsnyder@bw.edu
- The Ethics Compliance Hotline (can be anonymous) 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 School of Health Sciences. The CSD Department offers a Bachelor of Science, and a Master of Science degree, as well as, minor in Communication Sciences and
Disorders. 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 programs, while the Director of Clinical Education is responsible for oversight of the clinical aspects of the program. The Program Director and Director of Clinical Education both report to the Department Chair, who then reports to the Dean of the School of Health Sciences who reports to the Provost.

**Organization of Structure**

![Diagram of organizational structure]

**Academic Program**

The Department of Communication Sciences and Disorders offers a Bachelor of Science, and a Master of Science degree as well as minor in Communication Sciences and Disorders. 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 (prior to Fall 2018 WebExpress))
Bachelor of Science
Please refer to Student Planning Tool and Blackboard for courses by semester.

CSD 105 Introduction to Communication Disorders
CSD 134 Sign Language I
CSD 220 Speech and Language Development
CSD 221 Speech Science
CSD 225 Phonetics & Phonology
PSY 100 Principles of Psychology
CSD 235 Clinical Management and Standards
CSD 236 Speech and Language Observation
CSD 325 Articulation and Phonology Disorders
CSD 340 Language Disorders
PSY 205 Developmental Psychology
PSY 278 Elements of Statistics
CSD 321 Neurology, Anatomy & Physiology of Speech and Hearing Mechanism
CSD 335X Clinical Practice – Individual (2 semesters)
CSD 420 Audiology
CSD 421 Aural Rehabilitation
CSD 440 Research Methods in Communication Disorders
CSD 435X Clinical Practice – Group (1 semester)
CSD 477 Capstone in Communication Disorders

Electives
CSD 285D Intercultural Communication
CSD 334 Sign Language II
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

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 105 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 134 Sign Language
CSD 321 Anatomy & Physiology of Speech & Hearing Mechanisms
CSD 325 Articulation and Phonology Disorders
CSD 334 American Sign Language (ameslan)
CSD 340 Language Disorders
CSD 341 Voice and Fluency Disorders
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 560 Foundations of EBP
Spring
CSD 521 Neurology, Anatomy & Physiology of the Speech and Hearing Mechanism
CSD 531 Diagnostics in Speech-Language Pathology
CSD 536 Clinical Practice
CSD 551 Integrations
CSD 610 Adult Language Disorders
CSD 625 Motor Speech Disorders and Dysphagia
Summer
CSD 534 AAC/Assistive Technology
CSD 537 Clinical Practice
CSD 552 Integrations
CSD 555 Speech-Language Pathology with Special Populations
2nd Year
Fall
CSD 541 Fluency Disorder
CSD 542 Voice Disorders
CSD 621 Aural Rehabilitation
CSD 635 Clinical Practice
CSD 638 Clinical Practice – School-Based Setting-Fall or Spring
CSD 650 Integrations
Spring
CSD 636 Clinical Practice
CSD 638 Clinical Practice – School-Based Setting-Fall or Spring
CSD 651 Integrations
CSD 677 Capstone

Electives
CSD 660 Research Application
CSD 563 SLP 2B in Zambia

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 (replacing WebExpress after fall 2018), 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 log in.

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.

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

**Essential Functions**
All students entering the graduate program in Speech-Language Pathology must be able to meet the essential functions presented below. Students will be required to review the essential functions and sign an agreement of understanding and ability to adhere to the standards. Students may be placed on an assistance plan if necessary to remediate essential functions. If after the assistance plan is complete, a student cannot fulfill the essential functions, dismissal from the program may be considered. Every reasonable attempt to accommodate students with disabilities will be made with consultation from the Disability Services for Students (DSS) and the Learning Center on campus.

Undergraduate students should be aware of the essential functions presented below and should discuss with their advisor any concerns about the ability to meet the essential functions.

**Eligibility Requirements and Essential Functions**
Adapted from the Council of Academic Programs in Communication Sciences and Disorders (2007)

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

**Communication**
A student must possess adequate communication skills to:
- Communicate proficiently in both oral and written English language. *(Language to be determined by program.)*
- Possess reading and writing skills sufficient to meet curricular and clinical demands. *
• Perceive and demonstrate appropriate non-verbal communication for culture and context.*
• Modify communication style to meet the communication needs of patients, caregivers, and other persons served. *
• Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
• Communicate professionally, effectively, and legibly on patient documentation reports, and scholarly papers required as a part of course work and professional practice.
• Convey information accurately with relevance and cultural sensitivity.

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

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

**Sensory/observational**
A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:
- Visually and auditorily identify normal and disordered fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication.
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a patient’s family does or does not understand the clinician’s written and or verbal communication.

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

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 show respect for the person. If you have questions about whether an interaction is professional, please ask the Director of Clinical Education 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. In addition, it is expected for students to be in professional dress for presentations and guest lecturers. 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 or Director of Clinical Education.

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
This policy of academic honesty was taken in its entirety from the Academic Affairs Blackboard Site. It was last revised on 08/20/2009 and is available to students at https://my.bw.edu/Academics/Academic-Affairs/Documents/Academic%20Honesty%20Policy.pdf. A link is also provided in the general BW student handbook, which can be located at https://www.bw.edu/Assets/Offices/student-affairs/handbook.pdf.

Policy on Academic Honesty
Baldwin Wallace is committed to the growth and learning of its students and believes strongly that such growth and learning prospers best within a community of trust. We believe that academic honesty, the fair and straightforward representation of what one has learned, researched and/or written, is the foundation of a healthy environment for learning. Instructors, administrators, staff, and students alike are responsible for upholding high ethical standards of academic honesty in all academic endeavors, and the academic community of Baldwin Wallace supports the policy that any form of academic dishonesty is a serious breach of ethics and shall be dealt with appropriately.

Community Responsibility for Promoting Academic Honesty

A. Administrative responsibility
All department heads, supervisors, and deans are expected to make sure that the employees under their supervision understand and carry out their responsibilities for developing, supporting, and maintaining academic honesty in the Baldwin Wallace community.

B. Instructor’s Responsibility
It is the responsibility of all instructors to remind their students about the College’s Academic Honesty policy, to help their students develop documentation and cooperative learning skills appropriate to the instructors’ disciplines and subject matter. In this effort, all instructors should tell students when it is appropriate for them to collaborate on an assignment and when it is not, explaining carefully the reasons for the distinctions and the penalties for inappropriate cooperation. They should also provide the students with models for documentation that are based upon the newest revision of the chosen style guide and are consistent with current usage within the discipline. To this end, Baldwin-Wallace has adopted a standard text that includes updated style guides for the MLA, APA, Chicago, AIP, and CBE styles of documentation. Instructors who wish to teach a method of documentation not covered in the style manual should provide the students with instructions about how to document according
to that style and devote class time to explaining the documentation style and its advantages.

C. Staff Responsibility
All staff persons are responsible for supporting the instructors’ teaching and assessment of academic honesty in student work. Staff should help to explain to students why academic honesty is important in academic life and in the workplace, and should refer students back to their professors, to the Learning Center, or to the Writing Lab for any additional instruction that the students need.

D. Student Responsibility
It is the students’ responsibility to pay attention to the instruction in class, to learn the principles and mechanics of academic honesty, and to apply that knowledge in all of their work across the curriculum and outside of the classroom. Students are expected to understand and comply with the limits of collaboration imposed by each instructor, and to know how and when to document appropriately in the APA, MLA, Chicago, AIP, and CBE styles. Students who are unclear about the rules and mechanics of documentation are expected to seek clarification from their professors, from the Writing Lab, or from the Learning Center.

Academic honesty violations
Behaviors that manifest academic dishonesty can be classified in three ways. 1. The first is claiming someone else’s work as your own, including but not limited to the following examples:

- Using answers that someone else has given on a test
- Turning in a paper for which someone else did the original research and writing
- Quoting from another person without acknowledging that you are quoting and without giving the source of the quotation.
- Plagiarism, a specific form of false claim, is defined as using someone else’s words or ideas, images, or other intellectual property, written, recorded, or spoken without identifying the source from which they come
- Using someone else’s sentence structure, written, recorded, or spoken without identifying the source from which it comes
- Using the structure of someone else’s argument, written, recorded, or spoken without identifying the source from which it comes
- Paraphrasing or rewording another’s words or ideas, written, recorded or spoken, without identifying the source from which they come
- Missing or inadequate attribution of direct quotations.
2. The second is seeking an unfair advantage over other students in taking a test or fulfilling an assignment. Some examples of such behavior may include but are not limited to the following:

- Copying from another student’s paper, or otherwise communicating with him/her during an examination
- Allowing another student to copy from one’s exam paper
- Unauthorized use of notes or electronic devices during an exam
- Copying another student’s homework or allowing another student to copy one’s homework, or
- Acquiring a copy of an examination without the permission of the instructor.

3. The third is fraud. Examples include but are not limited to the following:

- Signing the name of an academic advisor or any instructor, staff member, or administrator to an official form or document
- Writing a paper or taking an exam for someone else
- Fabricating research material, interviews, or other sources for a project
- Creating, participating in, or using the services of any group or organization that promotes or contributes to academic dishonesty on the Baldwin-Wallace College campus or in the global academic community.

Procedures to follow if Academic Honesty is violated

**Accusations against an Instructor**
Instructors, staff, or students wishing to make an accusation of academic dishonesty against an instructor should contact the Grievance Review Board.

**Accusations against Staff or Administrators**
Instructors or staff wishing to make an accusation of academic dishonesty against a staff member or administrator should contact the staff member’s or administrator’s supervisor.

Students wishing to complain of suspected academic dishonesty against a staff member or administrator should contact the Associate Academic Dean for instructions about how to proceed.

**Accusations against Students**
Instructors, staff, or students wishing to make an accusation of academic dishonesty against a student should contact the Associate Academic Dean.

**Sanctions for Proven Violations of Academic Honesty**
The following are the minimum sanctions that students who violate academic honesty shall incur:
First Offense

- Reduction in grade, as determined by the instructor. Such reductions may include failure or grade of zero on the test, paper, or project in question. This failure or zero may result in failure for the course.
- Notification of the student’s faculty advisor.

Second Offense

- Failure of the course in which the academic dishonesty took place.
- Notification of the student’s faculty advisor.

Alternative sanctions may include:

- Academic Probation.
- Academic Suspension.

Third Offense

- Academic Suspension or Expulsion from Baldwin Wallace University.

Multicultural Considerations

All coursework will include discussion of multicultural issues related to the subject matter. Careful consideration should always be used when working with diverse patients and populations.

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. Primary sources are defined as original sources containing original data, experiments and observations. Please refer to the course professor for clarification if needed.

Disability Services

Baldwin Wallace University is committed to providing all students equal access to learning opportunities. Students who have, or think they may have a 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 Disability Services for Students at (440) 826-2147 or disability@bw.edu. Students interested in determining their eligibility for services should visit the DSS Portal page, Get Connected.
Learning Center
The mission of The Learning Center 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. Located on the 2nd floor of Ritter Library, The Learning Center provides a host of FREE programs and services for undergraduate students including: Academic Coaching, Tutoring (drop-in, individual and online), Math Specialist, Success Seminars and Supplemental Instruction (SI). Tutoring is available for most undergraduate courses. For more information, please visit the BW SMART Tab in Blackboard or call 440.826.2147.

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.

Information on the Counseling Center can be found at http://www.bw.edu/resources/counseling/ or by calling (440)826-2180.

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 are able to 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 repost 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/
To see confidential advising and resources, please contact the BW Counseling Center at (440) 826-2180 or visit the BW Health Center, 207 Beech St. You may also contact Cleveland Rape Crisis Center (CRCC) by calling or texting the Crisis and Support Hotline at (216) 619-6193 or (440) 423-2020. For information about CRCC services on campus enter the following link in your browser: https://clevelandrapecrisis.org/services/campus-services/Baldwin-wallace/

Knowledge and Skills Assessment

Students will track progress toward completion of the knowledge and skills outcomes (KASA) defined by the above document through the use of CALIPSO. In order for the use of CALIPSO to be most effective for students, clinical hours should 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.

Final Exam
Graduate students are required to take the PRAXIS for Speech-Language Pathology for the graduate degree to be awarded.

In addition graduate students must complete and pass a comprehensive exam of skills and knowledge learned in the program as a part of CSD 677: Capstone.

Academic Status
Student in the Bachelors 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.
Students enrolled in Graduate Program in Speech-Language Pathology are expected to adhere to the academic requirements set forth by the program. A student whose performance within the clinic and/or classroom is at or below a B- will automatically be referred for an academic or clinical assistance plan. Plans may also be developed when concerns arise from clinical preceptors with input from the Director of Clinical Education, and/or from faculty members with the input from the Program Director. Assistance plans will then be developed to include pertinent team members (e.g., faculty member(s), Program Director, Director of Clinical Education, Clinical Faculty, or other members as indicated), and monitored based on the timeline established in the plan. The student will be a part of the development process and will be required to sign an agreement for the implementation of the plan.

Students may only be placed on an assistance plan once per area of concern. For example, a student placed on an assistance plan for clinical placement attendance one semester may not be placed back on an assistance plan for placement attendance in a different semester once the original plan was met. If a problem arises where a student needs further assistance on the same skill, dismissal from program may be considered.

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

Graduate students participating in Study Abroad programs may not travel when on a current assistance plan.

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

**Academic Assistance Plan Qualifications**

Students in the Graduate Program in Speech-Language Pathology may be placed on an academic assistance plan for any of the following reasons:
- Poor overall performance at midterm for any academic course (B- or below)
- Poor overall performance at end of semester grades (B- of below)
- Demonstrated difficulty of one of the knowledge areas targeted by the academic course (one of KASA areas)
- Overall graduate GPA of B- 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 Assistance Plan Qualifications**

Students in both the Graduate and Undergraduate programs may be placed on a clinical assistance plan for any of the following reasons:

- Noted concerns with professional behavior (including, but not limited to, dress, attitude, attendance, etc.)
- HIPAA/Confidentiality concerns or complaints
- Poor clinical writing skills (B- or below) at midterm or final
- 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.

**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 (Undergraduate Clinic Director or Director of Clinical Education for clinical matters and Program Director for 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 School of 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 School of 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: [https://www.bw.edu/Assets/Offices/student-affairs/handbook.pdf](https://www.bw.edu/Assets/Offices/student-affairs/handbook.pdf)
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 program. 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 (prior to Fall 2018 WebExpress). Students and advisors have access to this information through Student Planning Tool (prior to Fall 2018 WebExpress). Students are able to see all of 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 http://www.asha.org/policy/SP2007-00283/. 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 105, 220, 225 and either CSD 325 or CSD 340 and earn a B- or above in both CSD 235 and CSD 236. Students must also have a GPA of 3.2 or above or consent of Director of Clinical Education.

Graduate
Graduate students are required to have completed 25 clinical observation hours, 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 please refer to the information provided at http://www.asha.org/Certification/2014-Speech-Language-Pathology-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 [http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) (Standard V-D, V-E, V-F). The Director of Clinical Education has the right to deny transfer of hours if proper documentation is not provided.

Expectations for Clinical Behavior

Attendance

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.

After a student’s 3rd absence they will be required to attend a meeting with the class professor, academic advisor, and program director; extenuating circumstances are not included.

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. If possible all clinical sessions will be rescheduled at a time mutually agreeable by the patient, supervisor, and student. If it is not possible to reschedule the session, 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. If students are too ill for clinic then they are too ill for class.

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**
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 graduate students are expected to provide passing BCI and FBI Criminal Background Check upon enrollment in the graduate program. Please note that some undergraduate students will also be required to complete this documentation for participation in specific off-campus clinical experiences. Graduate students must complete this process prior to participation in clinical experiences. Failure to complete this process will result in a delay in the start of clinical practicum. Both BCI and FBI must be updated annually while enrolled in the program.

Graduate students should also be aware that a new BCI and FBI Criminal Background Check would need to be obtained when applying for licensure and certification.

Students may obtain BCI and FBI checks at:
**Corporate Screening Services**
16530 Commerce Court
Middleburg Heights, OH 44130  
Weekdays 8:30am-5:00pm (no appointment necessary)  
Students need to present a Driver’s license, BW Identification Card, and know his or her social security number. Please let the Director of Clinical Education know when you complete this process.

Students may also opt to obtain BCI and FBI checks at a different facility. If students chose this option please have the results sent directly to:  
Christie Needham  
Director of Clinical Education  
Baldwin Wallace University  
275 Eastland Road  
Berea, OH 44017

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 immunizations upon enrollment into the graduate program. Documentation of the following immunizations is required Measles, Mumps, Rubella (MMR), Varicella, Tetanus, and Hepatitis B. Graduate students must complete this process prior to participation in clinical experiences. Failure to complete this process will result in a delay in the start of clinical practicum.

Many clinical placements also require documentation of 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](http://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. Practice Perfect 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
CSD 638 Clinical Practice – School-Based Setting

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 assistance plan as outlined above.
Specifics on how students are graded on clinical knowledge and skills are listed below. A sample assessment is located 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 in the letter 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 letter grades as follows:

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Undergraduate 2nd Semester
Undergraduate student ratings in the 2nd semester of clinical practicum will be converted to letter grades as follows:

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

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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 students completed coursework. Students are then assigned patients based on successful completion of the prerequisite coursework first. (for example: 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**

In order to participate in externship rotations graduate students must successfully complete onsite clinical experiences, complete a minimum of 50 clinical hours, 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. These hours as approved will be added to the students 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.

IF IN DOUBT ABOUT WHETHER TO COUNT TIME TOWARD CLINICAL CLOCK HOURS PLEASE CONTACT THE DIRECTOR OF CLINICAL EDUCATION.

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
All students are expected to come to clinic in appropriate clinical attire. This means females are to wear dress slacks, skirts, sweaters or blouses. Skirts and dresses must be knee length. Blouses and sweaters must cover cleavage, even
when the student bends over. The student should also be sufficiently covered when bending over so that no skin shows along the back area. Leggings may only be worn with dresses that are knee length. Males should wear dress slacks (khakis are acceptable) and collared shirts, button down or polo style shirts. Under no circumstances are t-shirts, jeans, or shorts acceptable for clinic attire.

**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 dress shoes to clinic. No tennis shoes or flip flops allowed. Dress sandals are permitted.

****Please note the supervisor has the right to tell student students that clothing choices are inappropriate for the clinic setting and the student is required to make requested adjustments.****

**Smoking**
Smoking in the Baldwin Wallace Speech Clinic is prohibited. Students will not be permitted to smoke near the entrances to the clinic. It is important for students to be aware of visitors and patients entering the clinic. Many patients that come to the clinic have allergies or compromised health and exposure to second hand smoke can have negative consequences. In addition students will not be permitted to work with patients or in common areas of the clinic smelling of smoke. Baldwin Wallace University’s Tobacco policy is as follows and can be found in the University Student handbook.

**Effective January 1, 2017**
**Tobacco and Smoke-Free Policy**
In the interest of the health, safety, and comfort of students, faculty, staff, and campus visitors, smoking is prohibited on all university-owned or leased property. This policy applies to faculty, staff, students, visitors, subcontractors, consultants, and vendors. This prohibition includes all university buildings, athletic and recreational facilities, parking lots and university owned, or personal vehicles being driven or parked on campus. Tobacco use means the personal use of any tobacco product, whether lighted or not, including but not limited to: cigarettes, pipes, cigars, e-cigarettes, smokeless and chewing tobacco. Employees are authorized and encouraged to communicate this policy with courtesy, respect and diplomacy. If an employee refuses to comply with this policy, Human Resources shall be notified. If a student refuses to comply with this
policy, the Office of Student Affairs shall be notified. If contractors, consultants, visitors, or vendors refuse to comply with the policy, the Safety and Security Department should be contacted. Individuals violating the policy should initially be reminded about the policy. Continuing violations may also result in appropriate disciplinary action up to and including dismissal. Tobacco is a leading cause of death in the United States. BW encourages any employee or student who uses tobacco to quit. More information on tobacco and smoking cessation programs can be obtained from Human Resources or the Student Health Center.

**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](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 user name and password for the video and audio recording at the beginning of the semester. The Director of Clinical Education is responsible for assigning user names and passwords. If you forget your password or username please contact the Director of Clinical Education.

**Instructions for Recording on the Video and Recording Equipment**

1. Using the touchscreen located on the credenza, find the room that you will be using.
2. Press the User Name box beside the selected room.
3. Select your User Name from the list (alphabetical order by user name)
4. Click on Save
5. Press the Title box beside the selected room.
6. Type a title for the session
7. Click on Save
8. Click on Record beside the room number and the screen will turn red.
9. After your session be sure to press Stop beside the room you were using.

**Instructions for Viewing Video and Audio Recordings**

All comments and feedback for videos will now be provided with your videos. You will use the computers in the clinic (computer in workroom, or either laptop, or the computer in supervisor office with supervisor permission) to view...
sessions. Please be aware of your surroundings when viewing sessions and be sure that confidentiality is maintained for all patients.

1. You may review sessions anytime and immediately following your session.
2. When clinic is not in session you may use the laptop that the supervisors use for writing observations.
3. To log in follow the steps below
   A. Log into the computer and make sure it is connected to the wireless network.
   B. Open Internet Explorer
   C. Type https://speechdvr.bw.edu
   D. At the login screen enter your BW username and the password you selected during training
   E. In the left navigation column expand the year you are interested in browsing
   F. Click on your username below the year. This will display all of the videos you have captured in the selected year.
   G. Select the video you would like to play.
   H. For a larger playback window click the “Launch Player” button below the video window.

**Clinic Materials Procedures**

The Baldwin Wallace Speech Clinic has a large inventory of materials, tablets, equipment, and diagnostic materials available for student use. Materials are not available for use outside of the clinic unless approved by the Director of Clinical Education. If a student desires to use materials at an offsite place he/she must complete the materials request form and submit it to the Director of Clinical Education a minimum of 2 business days prior to the date of use.

Limited materials are also available for checkout through Ritter Library. For directions on how to check out materials from Ritter please go to: [https://my.bw.edu/Academics/Library/Pages/default.aspx](https://my.bw.edu/Academics/Library/Pages/default.aspx)

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 Blackboard. 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 Blackboard.

**Audiometers**
Multiple audiometers and other hearing equipment is available for use through the Baldwin Wallace Speech Clinic. This equipment must be signed out with the Director of Clinical Education for use.

**Laptops**
The Baldwin Wallace Speech Clinic has two laptops available for use with patients or for clinic activities. All laptops must be signed out from the Director of Clinical Education 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, Practice Perfect. 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 Practice Perfect. Correspondence includes, but is not limited to, telephone calls, texts, emails, and traditional mail correspondence.

Prior to contacting clients, students should refer to the contact preference noted in the client’s medical chart. This will tell the student or clinical educator which method of communication the client prefers. It will also tell the student if voicemail messages are permitted.

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 his/her 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 when contact with mucus, blood or other bodily fluid is possible. This includes oral mechanism evaluations and exercises.

**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 clinical supervisor should complete the Injury Report
Form located at: https://my.bw.edu/Employees/Human-Resources/Forms/Injury%20Report%20Form.pdf
Faculty
Colleen F. Visconti, Ph.D., CCC-SLP
Dean of Health Sciences
Program Coordinator of Communication Sciences and Disorders
(440) 826-5909
cviscont@bw.edu

Christie Needham M.A., CCC-SLP
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Assistant Professor
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cjones@bw.edu

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Adjunct Faculty

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(440)826-2149  
tneuman@bw.edu

Chuck Williams  
Adjunct Faculty, Baldwin Wallace University  
(440)826-2278  
cwilliam@bw.edu

Michelle Adessa, M.S., CCC-SLP  
Adjunct Faculty, Baldwin Wallace University  
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Melissa Pawlak, M.S., CCC-SLP  
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Julianne Wolf, M.A., CCC-SLP  
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Amy O’Brien, M.A., CCC-SLP  
Adjunct Faculty, Baldwin Wallace University  
aobrien@bw.edu

Maureen Bartinelli, M.A., CCC-SLP  
Adjunct Faculty, Baldwin Wallace University  
mbartine@bw.edu

Kelli Wright, Au.D.  
Adjunct Faculty, Baldwin Wallace University  
(440) 826-2149  
kwright@bw.edu
Appendices

Essential Functions Agreement

Essential Function Agreement

By signing below I am verifying that I have read the Essential Skills list contained in the student handbook. I understand all of the skills listed and to the best of my knowledge can perform the functions named. I understand that these essential functions are necessary to complete a graduate degree in Speech-Language Pathology and failure to demonstrate these skills may result in the need for academic/clinical assistance or even dismissal from the program.

____________________________________  __________________________
Signature of Student                          Date

________________________________________
Printed Name of Student
Clinic Documents

Consent for Treatment

Baldwin Wallace Speech Clinic
Consent for Treatment

Patient’s Name:________________________________________________________
Date of Birth:__________________ Phone Number:__________________________
Parents/Guardian Name(s):_______________________________________________
Address (including city, state and zip code):
____________________________________________________________________

I, ____________________________, hereby give consent for the staff of the
Baldwin Wallace Speech Clinic to provide treatment for
________________________________. I understand that this treatment will be
provided by a student clinician under the direct supervision of a licensed and
certified speech-language pathologist. I also understand that this consent may be
revoked in writing at any time.

Signature ____________________________ Relationship ____________________________ Date ______________
Witness ____________________________ Date ______________

I hereby sign that I have received my Notice of Use of Private Health Information
handout.

Signature of Responsible Party ____________________________ Date ______________
Witness ____________________________ Date ______________
Consent for Videotaping

BALDWIN WALLACE SPEECH CLINIC
AUTHORIZATION FOR VIDEOTAPEING

I, ____________________________, give permission for the Baldwin Wallace Speech Clinic to videotape the therapy sessions of ____________________________, for the purposes of supervisor feedback to students, and educational purposes for other students and professionals only. Identifying information will be kept confidential. Videos are destroyed at the end of every semester.

_______________________________
Client Name

_______________________________
Signature                  Date

_______________________________
Witness                    Date
Attendance Policy

Baldwin Wallace Speech Clinic
Attendance Policy

In order to maintain a high quality of therapeutic experiences for our clients and students it is essential to address the importance of attendance. Effective September 2006 Baldwin Wallace Speech Clinic will be instating an attendance policy for our clients. Beginning at that time it will be necessary for all clients to maintain a 75% attendance rate or above over a two month period to remain on the clinic’s schedule.

We do realize that circumstances arise in which cancellations are difficult to avoid. When these instances occur please call to cancel your appointment at 440-826-2149. If you have any questions or concerns regarding this attendance policy please feel free to call 440-826-2149 and speak to Christie Needham, Director of Clinical Education.

I have been given a copy of the above attendance policy.

__________________________________________  __________________
Signature of responsible party                Date

__________________________________________
Client’s Name

__________________________________________  __________________
Witness                                Date
Release of Information

BALDWIN WALLACE SPEECH CLINIC

AUTHORIZATION FOR THE RELEASE OF USE
OF PROTECTED HEALTH INFORMATION (PHI)

Section A:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td></td>
</tr>
</tbody>
</table>

I, __________________________, hereby authorize ___________________________ to disclose protected health information to ____________________________________ for the purpose of _______________ (Name of Individual) (Name of facility) (Name of receiving facility)

________________________________________________________________________

(describe why this information is being released)

The Protected Health Information is to be mailed to:

Street: City: State: Zip Code:

The Protected Health Information may be discussed via: telephone yes/no e-mail yes/no

Section B:

The specific health information to be released is:

________________________________________________________________________

(What information should be released?)

Section C: By signing below I understand that:

- This authorization shall expire three months from date below unless revoked by me in writing, whichever comes first.
- I have the right to revoke or cancel this authorization at any time by providing notice in writing to this office.
- If I revoke or cancel this authorization, it is not effective for the use or for the disclosure of my protected health information that has already occurred.
- Any information used or disclosed as per this specific authorization may be re-disclosed by the person or entity receiving the information. In such a situation, it may no longer be protected by federal or state law.
- I am not required to sign this authorization.
- I have a right to inspect or copy the protected health information that will be used or disclosed as per this authorization.
If by law we cannot send that protected health information to the entity listed above, please initial the following space if you want a copy of the information sent to you directly: _____.

**Section D:**

<table>
<thead>
<tr>
<th>Signature of Individual or Authorized Representative</th>
<th>Print name of individual</th>
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</thead>
<tbody>
<tr>
<td>Representative’s legal authority to individual</td>
<td>Print name of Authorized Representative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Witness</th>
<th>Date</th>
</tr>
</thead>
</table>
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:_______________________________________________

_________________________________________________________________

_________________________________________________________________

Please return form to the Director of Clinical Education
Request to Take Materials Off-Site

Baldwin Wallace Speech Clinic
Materials Request for use Off-Site

Today’s Date:____________________

Date Materials Needed:____________________

Name of Person Requesting Materials:____________________

Email of Person Requesting Materials:____________________

Name of Supervisor:______________________________

Where would you like to take materials?____________________

________________________________________________________________________

What materials are being requested?____________________

________________________________________________________________________

________________________________________________________________________

Date materials will be returned:____________________

I agree to take responsibility for materials being checked out if the request is approved by the Director of Clinical Education. I understand that all materials must be returned on or before the date above and the Director of Clinical Education must be notified upon the return of the materials.

________________________________________________________________________

Name of Person Requesting Materials Date

**Please return this form to the Director of Clinical Education for approval.
Lesson Plan Template (Long Form)

Client Number:
Date of Birth:
Date of Session:
Student Clinician:
Clinical Supervisor:
Lesson Plan #:

SOAP note for session dated:

S: Subjective Data
O: Objective Data
A: Assessment of session
P: Lesson Plan

Goals:
Semester Goal 1:
  Short Term Goal 1:
  Short Term Goal 2:
  Short Term Goal 3:
Semester Goal 2:
  Short Term Goal 1:
  Short Term Goal 2:
  Short Term Goal 3:

Activity 1:
  Goal Addressed in activity:
  Materials:
  Procedure: Remember to include how room will be set-up. Describe how activity will be introduced and conducted. Include how to make task easier/harder, how to provide cues and prompts, and reinforcement strategies.
  Data Chart: Include description of how you will chart data. Include the chart with ALL words/questions/directions/etc.

Activity 2:
  Goal Addressed in activity:
  Materials:
  Procedure: Remember to include how room will be set-up. Describe how activity will be introduced and conducted. Include how to make task easier/harder, how to provide cues and prompts, and reinforcement strategies.
  Data Chart: Include description of how you will chart data. Include the chart with ALL words/questions/directions/etc.

Activity 3:
Goal Addressed in activity:

**Materials:**

**Procedure:** Remember to include how room will be set-up. Describe how activity will be introduced and conducted. Include how to make task easier/harder, how to provide cues and prompts, and reinforcement strategies.

**Data Chart:** Include description of how you will chart data. Include the chart with ALL words/questions/directions/etc.
History:
I want a BRIEF (3 sentence max) history of patient’s diagnosis and how long they have been attending therapy here at B-W.

Focus of Treatment: What areas of speech and language did you address this semester. List these. (Examples: articulation of /r/, listening comprehension, fluency, etc.)

Progress on Current Goals:
Here I want you to list your semester goals and short-term goals together (i.e., your first semester goal with its short term goal below it). Then put a status comment below the goals. This status portion should have whether the goal is achieved, in progress, or in rare cases not addressed. The comments portion should talk about the client’s performance, strengths, weaknesses or current needs with this goal.
Example:
LTG: blah blah
Baseline Data: 0
Final Data: 10
Status: In progress
STG: blah blah
Baseline Data:
Final Data:
Status:
Comments: While a significant increase in the data is not indicated, the client is able to achieve 80% accuracy with a visual cue. Recent sessions have focused on beginning to fade these visual cues that are currently needed for success.

Plan:
Here I want a recommendation of what the client should do after this semester. Should the client continue therapy, be discharged etc. **This should not be written in the first person.** This is your professional recommendation that will be shared with people from other agencies.

_____________________________  ________________________________
Your Name  Christie A. Needham, M.A., CCC-SLP
Student Clinician  Clinical Supervisor
Child Case History

BALDWIN WALLACE SPEECH CLINIC

Please complete and return to the Baldwin-Wallace Speech Clinic in the enclosed envelope.

Child’s Name:____________________________ Date of Birth: _________
Address:______________________________ Sex: _________
City:________________________ State:___________ Zip Code________________
Home Phone Number:_________________ Referred By: ______________
Cell Phone Number:___________________ Form Completed By: _________
Work Phone Number:__________________ Date Form
Completed:________

FAMILY HISTORY:
Child lives with: ______________________________________________________

Parent Name:__________________________ Occupation: ________________
Address if different from above: ________________________________________
Work Phone Number: ________________ Okay to contact at Work: yes/no

Parent name:__________________________ Occupation: ________________
Address if different from above: ________________________________________
Work Phone Number: ________________ Okay to contact at Work: yes/no

Please list child’s siblings along with their age, grade in school and sex.

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Age</th>
<th>Sex</th>
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What are your concerns regarding your child’s speech and language development?
______________________________________________________________
______________________________________________________________


When did you first begin to suspect a speech and language problem?
____________________________
_______________________________________________________________________
________________________________

Has child ever had a speech and language evaluation? If yes where?
____________________________
_______________________________________________________________________

What were told about your child’s speech and language skills at that evaluation?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Has/Is your child involved in speech and language therapy? If yes where?
____________________________
_______________________________________________________________________
_______________________________________________________________________

What did/does this therapy focus on?
____________________________________
_______________________________________________________________________
_______________________________________________________________________

PREGNANCY AND BIRTH INFORMATION:
Any complications with mother’s health during pregnancy?
____________________________
_______________________________________________________________________
_______________________________________________________________________

Any complications with delivery of baby?
____________________________________
_______________________________________________________________________
_______________________________________________________________________

Any difficulties with baby immediately following delivery?
____________________________
_______________________________________________________________________
_______________________________________________________________________

Was baby released with mother from hospital?
____________________________
_______________________________________________________________________
_______________________________________________________________________

Any additional information regarding mother or baby?
____________________________
_______________________________________________________________________
_______________________________________________________________________

DEVELOPMENTAL HISTORY:
State ages for the following:
Rolled Over:____________ Sat Alone:____________
Babbled(bababa, etc):________ Took Steps:________
Used Jargon (nosense vowels and consonants to communicate):_____
Said first words:____________
Give examples of first words: ______________________________________

______________________________________________________________

Check the phrases that describe your child’s communication abilities:

_____ Does not understand words  _____ Does not attempt to express
him/herself

_____ Understands gestures  _____ Uses gestures to communicate

_____ Understands familiar words only  _____ Uses sounds to communicate

_____ Understands single step directions  _____ Uses single words

_____ Understands two step directions  _____ Uses words together in
sentences

_____ Understands everything well  _____ Uses long sentences and
tells stories, but is hard to understand

Any other comments or concerns regarding your child’s speech and language
development?

________________________________________________________________________

________________________________________________________________________

HEALTH HISTORY:
Indicate AGE and SEVERITY for the following illness, accidents, or operations:

Chronic colds  _____  _____ Earaches  _____  _____ Chicken Pox  _____  _____

Croup  _____  _____ Pneumonia  _____  _____ Sinus  _____  _____

Headaches  _____  _____ High Fevers  _____  _____ Encephalitis  _____  _____

Asthma  _____  _____ Meningitis  _____  _____ Tonsillitis  _____  _____

Head Injuries  _____  _____ Tonsillectomy  _____  _____ Allergies  _____  _____

Adenoidectomy  _____

Indicate any other illnesses, accidents, or operations child has had:

__________________________

Is child on medication?___________  If yes, list type and
dosage___________________

__________________________

Does child wear glasses?___________ When were they
obtained?___________________

For what purpose?_____________________________________________________

Any other type of appliance (like hearing aid)?___________________

If yes, please explain___________________________________________________
List other agencies consulted for any physical, neurological, psychological or speech/language/hearing evaluations.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name and Location</th>
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Please send copies of evaluation if possible.

**DAILY BEHAVIOR:**
Does child have any feeding problems? _______ If yes, explain__________

Does child have any sleeping problems? _______ If yes, explain__________

How does your child get along with other children?______________________

Explain any concerns you have regarding your child’s behavior_____________

In general how do you discipline your child?____________________________

**EDUCATIONAL HISTORY:**
Is your child currently attending a preschool or other school?____________

If yes, give: Name of school:________________________ Name of Teacher:________________________

Grade:_______ Does your child have an Individualized Education Plan (IEP)? Yes/no

Does your child receive special education services?________ If yes, please list

services provided and frequency.____________________________________

Are you concerned with your child’s ability to learn?____________________

Please indicate your child’s strengths and weaknesses in learning____________

______________________________________________________
Adult Case History

Baldwin Wallace Speech Clinic
275 Eastland Road • Berea, Ohio 44017
Phone: (440) 826-2149

ADULT CASE HISTORY FORM

General Information:
Name: ________________________________ Date: ________________
Date of Birth: ________________________ Age: ________ Sex: ___________
Name/Relationship of person completing this form:
______________________________________________________________________
______________________________________________________________________

Physician: _____________________________

Background Information:
1. What are your current concerns regarding your speech, language, or motor skills?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. What do you think caused the above difficulties?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. When was the problem first noticed?
______________________________________________________________________
______________________________________________________________________

4. Has the problem changed (worsened/ resolved) since it was first noticed? Describe.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

5. Have you ever seen a specialist/therapist regarding these difficulties? If so, when? What were their conclusions/recommendations? If so, do you have copies or may we obtain copies of progress and/or discharge reports?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Medical History:
Please check if the patient has ever had:

- □ Allergies
- □ Asthma
- □ Cancer
- □ Dizziness
- □ Osteoporosis
- □ Colds
- □ Headaches
- □ Ear infections
- □ Head injury
- □ Neurological problems
- □ Pneumonia
- □ Encephalitis
- □ High blood pressure
- □ Pacemaker
- □ Heart problems
- □ Developmental delay
- □ Meningitis
- □ Seizures
- □ Diabetes
- □ Stroke
- □ Lung problems

1. Do you currently have any medical diagnoses? If so, what are they?
   ____________________________________________
   ____________________________________________

2. Have you ever had surgery or been hospitalized for any reason? If yes, please list and indicate approximate dates.
   ____________________________________________
   ____________________________________________

3. Do you/have you suffered from any illnesses or medical conditions? If yes, please list and indicate approximate dates.
   ____________________________________________
   ____________________________________________

4. Are you currently taking any medications? Please list.
   ____________________________________________
   ____________________________________________

5. Has your hearing been evaluated? If so, indicate where, when, and the status of that evaluation.
   ____________________________________________
   ____________________________________________

6. Has your vision ever been evaluated? If so, indicate when, where, and the status of that evaluation.
   ____________________________________________
   ____________________________________________

7. Do you use English as a second language? If so, what is your native language?
   ____________________________________________
   ____________________________________________
Family/Social History:
1. Indicate current marital status: Single ___ Widowed ___ Divorced ___ Married ___
   Spouse’s Name if applicable: 

2. Describe current or past occupation:

3. Highest grade, diploma, or degree earned.

4. List any children (names, gender, and ages):

5. Is there any family history of speech, language, learning, hearing, medical or mental health issues? Describe.

6. List hobbies/interests:

7. What is the best way you learn new things?
   ___Written instruction   ___Demonstration ___Verbal instruction
   ___Hands-on learning   ___Other: ________________________________

Therapy History:
1. Have you ever received any type of therapy (speech/language, occupational, physical)? If, so indicate which type(s) and durations.

2. If applicable, please list conditions treated in therapy.

   ________________________________
Speech and Language Skills:

Do you have difficulty with any of the following:

- □ Expressing your wants and needs
- □ Understanding others
- □ Hearing in a loud room
- □ Memory
- □ Word finding (remember names of people, objects, etc.)
- □ Problem solving and making decisions
- □ Reading
- □ Writing

Please explain any items you checked above:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activities of Daily Living:

1. Do you require assistance with any of the following?:
   - ___ Dressing  ___ Toileting  ___ Money Management/ Bill Payments
   - ___ Cooking  ___ Eating
   - ___ Transportation/ Driving  ___ Keeping track of appointments
   - ___ Showering/ Personal Hygiene  ___ Moving/ walking from place to place
   - ___ Telling Time  ___ Making phone calls  ___ Grocery Shopping
   - ___ Housekeeping  ___ Other

________________________________________________________________________

2. Do you have any difficulties with fine motor skills to be able to manipulate clothing fasteners, utensils, opening jars, keyboarding, etc.? If yes, please explain.

________________________________________________________________________
________________________________________________________________________

Therapy Goals:

1. What are your current speech or language related goals and expectations?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. Are there any issues (language, religious, cultural, food restrictions, etc.) that may interfere with therapy?

________________________________________________

______________________________________________________________

______________________________________________________________

**Please provide any additional information that may be helpful to the evaluation/treatment process:

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Completed by: ________________________ on _______________ (date)
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
   □ Rarely provided written and/or verbal recommendations except on midterm and final evaluations.
   □ 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. Readiness 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 in managing 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 the clinical experience?

Additional comments:

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

Submit feedback
### Performance Evaluation

**Supervisor:** Undergraduate Supervisor;

**Student:** Doe, Jane

**Site:** BW Speech Clinic

**Evaluation Type:** Final

**Semester:** 2013 Fall

**Course number:** Clinical Practice Fall I

**Patient population:**
- Young Child (0-5)
- Child (6-17)
- Adult (18-64)
- Older adult (65+)

### 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
- Secondary English dialect
- Bilingual
- Polyglot
- Gender identity
- Sign Language (ASL or SRF)
- Cognitive / Physical Ability
- Other

### Evaluation skills

| Evaluation skills                                                                 | Articulation | Phonetics | Voice | Language | Receptive | Expressive | Cognitive | Social | Communication & Behavior | Score | Total-
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducts screening and prevention procedures (std IV-G, 1a)</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>10 points</td>
</tr>
<tr>
<td>2. Performs chart review and collects case history from interviewing patient and/or relevant others (std IV-G, 1b).</td>
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<td></td>
<td></td>
<td>10 points</td>
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<tr>
<td>3. Selects appropriate evaluation instruments/procedures (std IV-G, 1c).</td>
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<td></td>
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<td>10 points</td>
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<tr>
<td>4. Administers and scores diagnostic tests correctly (std IV-G, 1d).</td>
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<td></td>
<td>10 points</td>
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<tr>
<td>5. Adapts evaluation procedures to meet patient needs (std IV-G, 1e).</td>
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<td></td>
<td></td>
<td>10 points</td>
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<tr>
<td>6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorders (std III-C).</td>
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<td></td>
<td>10 points</td>
</tr>
<tr>
<td>7. Interprets and formulates diagnoses from test results, history, and other behavioral observations (std IV-G, 1a).</td>
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<td></td>
<td></td>
<td>10 points</td>
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<tr>
<td>8. Makes appropriate recommendations for intervention (std IV-G, 1e).</td>
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<td></td>
<td>10 points</td>
</tr>
<tr>
<td>9. Completes administrative functions and documentation necessary to support evaluation (std IV-G, 1f).</td>
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<td></td>
<td>10 points</td>
</tr>
<tr>
<td>10. Refers clients/patients for appropriate services (std IV-G, 1g).</td>
<td></td>
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<td></td>
<td></td>
<td>10 points</td>
</tr>
</tbody>
</table>

**Score total:** 0

**Total number of items scored:** 0

**Total number of points:** 0

**Section Average:** 0

**Comments:**
### Treatment skills

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develops appropriate treatment plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process. (std IV-G, 2a)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Implements treatment plans (std IV-G, 2b).</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Selects and uses appropriate materials/instrumentation (std IV-G, 3c).</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sequences task to meet objectives.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Provides appropriate introduction/explanation of tasks.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Measures and evaluates patients' performance and progress (std IV-G, 2d).</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Uses appropriate models, prompts, or cues. Allows time for patient response.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Adapts treatment session to meet individual patient needs (std IV-G, 2e).</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Completes administrative functions and documentation necessary to support treatment (std IV-G, 2f).</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Identifies and refers patients for services as appropriate (std IV-G, 2g).</td>
<td></td>
</tr>
</tbody>
</table>

**Score totals:**

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

### Preparedness, Interaction, and Personal Qualities

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Possesses foundation for basic human communication and swallowing processes (std III-B).</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Possesses the knowledge to integrate research principles into evidence-based clinical practice (std III-F).</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Possesses knowledge of contemporary professional issues and advocacy (std III-G).</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std IV-G, 3a).</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Establishes rapport and shows sensitivity to the needs of the patient.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Uses appropriate rate, pitch, and volume when interacting with patients or others.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Provides counseling and supportive guidance regarding communication and swallowing disorders to patients, family, caregivers, and relevant others (std IV-G, 3c).</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Collaborates with other professionals in case management (std IV-G, 3b).</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Displays effective oral communication with patient, family, or other professionals (std IV-B).</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Displays effective written communication for all professional correspondence (std IV-B).</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std III-E, IV-G, 3b).</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Assumes a professional level of responsibility and initiative in completing all requirements.</td>
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</tr>
<tr>
<td>13</td>
<td>Demonstrates openness and responsiveness to clinical supervision and suggestions.</td>
<td></td>
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<tr>
<td>14</td>
<td>Personal appearance is professional and appropriate for the clinical setting.</td>
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<tr>
<td>15</td>
<td>Displays organization and preparedness for all clinical sessions.</td>
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<tr>
<td>16</td>
<td>Is punctual for all appointments (clinic and supervisory).</td>
<td></td>
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<tr>
<td>17</td>
<td>Maintains confidentiality</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>follows clinic guidelines regarding client files and materials</td>
<td></td>
</tr>
</tbody>
</table>

**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

Total points (all sections included): 0
Adjustment: 0

Total points divided by total number of items: 0
Evaluation score: 0

Letter grade: No need for remediation

Quality points: N/A

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

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

Final submission (If this box is checked, no more changes will be allowed)

Save

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

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, course, and setting) 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.
Assistance Plan Template

Student: _____________________________________________

Semester: __________________

Team Members (* Team Leader) Present Present Present Present
_________________________ Date ______ Date ______ Date ______ Date ______
_________________________ Date ______ Date ______ Date ______ Date ______
_________________________ Date ______ Date ______ Date ______ Date ______
_________________________ Date ______ Date ______ Date ______ Date ______

Principles of the Assistance Team (Student is provided with copy of principles)
1. Student needs assistance beyond the usual teaching and supervision procedures in order to fulfill skills and knowledge requirements under ASHA standards.
2. Team consists of clinical educators, faculty, advisors and others as deemed necessary by the aforementioned Team members.
3. Student and Team will identify clinical needs and develop clinical goals for the semester. All goals must be approved by Team.
4. Progress toward goals will be reviewed by the Team in meetings held during the expected term of the plan.
5. The Team serves to guide and support the student through the skills improvement process, but the student is responsible for demonstrating necessary skills and knowledge as defined by the plan.
6. Students who choose to decline the assistance 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.
7. Students can be removed from clinical practicum at any time if it is deemed in the best interest of the patient.
Student: ____________________________________________

Identification of Student’s Needs:
Goals for ____________________/ _______  
Student Date  

A = Making adequate progress  
I = Making inadequate progress  
R = Reached the goal  
C = Continue to assess - Insufficient data

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Strategies</th>
<th>Review Date</th>
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(Add another page of goals if needed)

I understand the Principles of the Assistance Team as stated on page one. I agree with the goals above.

_________________________________  
Student Clinician / Date
### BWU Speech Clinic
### Assistance Plan  Page ____of ____

Student ______________________  Semester __________

Notes may be added by the student or any team member

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<thead>
<tr>
<th>DATE</th>
<th>NOTES (Include date of next meeting)</th>
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(Add another page of notes as needed)