



The University of Akron
School of Speech-Language
Pathology and Audiology

Distance Learning Speech-Language Pathology Graduate Student Handbook

The University of Akron
College of Health and Human Sciences

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Introduction to the University of Akron Speech-Language Pathology Graduate Program

Introduction:

This handbook is intended to provide information for speech-language pathology graduate students related to academic and clinical experiences.

What is the mission of *The School of Speech-Language Pathology and Audiology*?

The mission of the Speech-Language Pathology Graduate Program is to provide Ohio and the nation with a pool of culturally responsive speech-language pathologists who are dedicated to helping individuals achieve their full potential in the areas of communication, cognition, and swallowing. To that end, the School:

1. Prepares speech-language pathologists through professional education and clinical training who can diagnose and treat a variety of communication, cognitive, and swallowing disorders in a variety of settings;
2. Enhances service to the professional community through continuing education, mentoring, consulting, joint research and provision of clinical service through contracts;
3. Provides for research and clinical service through entrepreneurship and external funding from federal, state, and local agencies.
4. Engages in professional, interprofessional practice and research partnerships in the University, regional, and statewide communities.

Policy of nondiscrimination in programs and activities:

The University of Akron does not discriminate on the basis of sex, sexual orientation, race, color, religion, age, handicap, status as a veteran, or national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loans programs, or other school-administered programs.

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

Guiding Principles: The ASHA Code of Ethics

What guides the decision making at the Audiology and Speech Center?

The Code of Ethics of the American Speech-Language Hearing Association serves as the “ground rules” for the professions of speech-language pathology and audiology. The principles encompass: conduct toward the client, the public, and fellow professionals. Graduate clinicians are expected to read and observe the principles of the Code of Ethics in all aspects of clinical practice while enrolled in the program.

The complete ASHA Code of Ethics may be found on the ASHA website
<http://www.asha.org/Code-of-Ethics/>

Certificate of Clinical Competence ASHA 2020 Standards

What are the ASHA standards for certification?

Overview of the standards:

- Master’s, Doctoral, or another recognized post-baccalaureate degree
- Coursework and clinical work must be completed at an ASHA accredited program. Program must be sufficient in depth and breadth to achieve knowledge and skills outcomes.
- Coursework in statistics and biological, physical, and social/behavioral sciences.
- Knowledge in basic human communication and swallowing processes: biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- Knowledge in communication and swallowing disorders and differences: etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates
- Knowledge in the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders
- Demonstrate knowledge of ethical standards, research principles, and current professional and regulatory issues
- Skills in oral and written communication
- Practicum experiences that:
 - Encompass the breadth of the current scope of practice
 - Across the lifespan
 - Culturally/linguistically diverse populations
 - Various types and severities of communication and/or related disorders, differences, and disabilities
 - Interprofessional education and collaborative practice
 - Without specific clock-hour requirements for given disorders or settings
- A total of 400 clock hours of supervised practicum with at least:
 - 375 in direct client/patient contact
 - 25 in guided clinical observation
 - 325 must be completed while in an accredited graduate program
 - Up to 75 hours in clinical simulation

- Amount of supervision proportional to graduate clinician's level of knowledge, experience, and competence, with no less than 25% supervision of direct client/patient contact
- A combination of formative and summative assessments for the purpose of improving and measuring graduate clinician learning
- Supervision must be provided by an individual who holds the Certificate of Clinical Competence in the appropriate area of practice.

Standard V-B: Skills Outcomes:

Evaluation

- Conduct screening and prevention procedures, including prevention activities.
- Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
- Adapt evaluation procedures to meet the needs of individuals receiving services.
- Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- Complete administrative and reporting functions necessary to support evaluation.
- Refer clients/patients for appropriate services.

Intervention

- Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- Implement intervention plans that involve clients/patients and relevant others in the intervention process.
- Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- Measure and evaluate clients'/patients' performance and progress.
- Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- Complete administrative and reporting functions necessary to support intervention.
- Identify and refer clients/patients for services, as appropriate

Interaction and Personal Qualities

- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- Adhere to the ASHA *Code of Ethics*, and behave professionally

Approved by ASHA Council on Clinical Certification in Audiology and Speech Language Pathology, 2020

Graduate Clinician Clinic Assignment

What do I need to know about clinical assignments?

The coordinator and students work collaboratively to arrange clinical placements in their communities depending upon the graduate clinician's individual training needs as well as upon his/her level of training and competence. **In order to receive an assignment, graduate clinicians MUST be enrolled in the appropriate practicum course(s).**

CLINIC ASSIGNMENTS ARE NOT OPTIONAL AND MUST BE A FIRST PRIORITY

Clinic scheduling is a complicated process, and numerous variables must be considered. It is the graduate clinician's responsibility to arrange employment so that it does NOT interfere with clinical practicum obligations. Any changes in clinical assignments MUST be approved by the Distance Learning Coordinator.

Clinical functions to which the graduate clinician may be assigned include:

- Individual therapy with clients with varying disorders
- Group therapy
- Speech-language-hearing screening team
- Speech-language diagnostic team
- Client and family counseling
- Audiologic/speech-language screening
- Externships

The coordinator and students work collaboratively to arrange clinical placements in their communities. Students complete a spreadsheet that will outline facilities that are located within 50 miles of his/her residence. This spreadsheet is a shared document between the student(s) and the coordinator, which tracks communication between the student, the coordinator, and the sites. While students are expected to provide potential clinical sites of interest, the Clinical Coordinator may also utilize sites outside of the student's list, provided they are within a 50-mile radius. Students acknowledge that once a placement has been secured, Clinical Coordinators must prioritize outreach efforts for students who have not yet obtained placements for the designated semester. Students acknowledge/accept responsibility for finding placements in the event that a site is declined by a student.

Graduate clinicians are assigned to clients by their supervising SLPs in order to meet clinic caseload demands as well as to provide experience necessary for certification

Students may be asked to make the first point of contact with facilities, in order to request placements. Students should begin contacting sites between 6-12 months prior to the intended term.

Graduate Clinical Practicum Courses

What do I need to know about the Clinical Practicum Program?

Clinical Practicum experiences are organized so that graduate clinicians meet, at a minimum, licensure requirements of the Ohio Speech and Hearing Professionals Board, certification requirements of the American Speech-Language Hearing Association. (ASHA) and licensure requirements of the Ohio Department of Education. Additional experiences may be required to fulfil a graduate clinician's specialization, interests and/or needs, or out of state licensure. Students who live out of state are responsible for researching their state licensure requirements and communicating this information with the coordinator at the start of the program.

Clinical certification requirements are outlined in ASHA's Certification Handbook for Speech-Language Pathology or Audiology. This may be found on line at <https://www.asha.org/uploadedFiles/SLP-Certification-Handbook.pdf>. All membership and certification forms may be downloaded and printed from the website.

What clinical courses must graduate clinicians have in order to obtain the M.A. in Speech-Language Pathology?

Graduate students and the Distance Learning Coordinator collaborate together to arrange all of the clinical practica for speech-language graduate clinicians.

COURSES: FOR SPEECH-LANGUAGE PATHOLOGY GRADUATE CLINICIANS

<u>Course Number</u>	<u>Course Name</u>	<u>Course Description</u>
SLPA:650 (3 credit hours)	Advanced Clinical Practicum (Repeated three times)	Provides clinical practicum experiences in the Audiology and Speech Center or at external sites. Graduate students and the Distance Learning Coordinator collaborate together to arrange a variety of clinical experiences in order to prepare them for externship practica. Placements are arranged for a minimum of 2 days per week.
SLPA:693 (6 credit hours)	School-Based Extern	Provides graduate clinicians with an opportunity to extend their academic and clinical training to a public school setting. Placements are arranged for a minimum of 3 days per week.
SLPA:691 (1 credit hour)	School-Based Extern Seminar	This course is designed as a supplement to the School-Based Extern experience
SLPA:695 (6 credit hours)	Medical Extern	Provides graduate clinicians with an opportunity to extend their academic and clinical training to an adult medical setting. Placements are arranged for a minimum of 3 days per week.
SLPA:696 (1 credit hour)	Extern Seminar	This course is designed as a supplement to the Medical Extern experience

Externship Information

What is the purpose of the Externship Experiences?

The purpose of the medical and school-based externship experiences is to provide graduate clinicians experience working in the medical setting and the school setting.

The University of Akron Liaisons to the Extern Sites

The Distance Learning Coordinator serves as the liaison between the School of Speech-Language Pathology and Audiology and the medical/school externship sites for the graduate clinicians in Speech-Language Pathology. All matters related to the externships experience should be brought to the liaison's attention.

Graduate Clinician Preparation Prior to Beginning the Externships

Prior to beginning the externship experiences, graduate clinicians will have successfully completed at least three semesters of graduate clinical coursework and approximately 100-150 hours of clinical experience.

Prior to or concurrently with the externships, graduate clinicians will gain the theoretical base necessary to understand the communication disorders they will be encountering. They will have observed and directly worked with several clients of various ages, presenting a wide range of communication disorder types and levels of severity. Graduate clinicians will have had practical experiences selecting and implementing diagnostics, interventions, data collection, and report writing procedures. Finally, they will have access to resources they can use for clinical decision-making and problem solving. All these basic experiences serve to prepare graduate clinicians for advanced clinical preparation in the university clinic and at the off-campus externship sites.

Each graduate clinician is covered with professional liability insurance provided through the University prior to beginning the extern experience; the fee for this is paid through course fees; this is arranged by the Director of the Center. A copy of the certificate of insurance can be provided upon request.

Goals of the Externship Experiences:

There are several goals to the externship experiences:

1. To gain competency with communication disorders, service delivery models, and practice management procedures that may not be available at The University of Akron
2. To enable graduate clinicians to experience and better understand the demands and responsibilities unique to the particular work settings
3. To provide graduate clinicians with experiences they need for future employment
4. To gain competency working with specific client populations in accordance with ASHA standards
5. To enable graduate clinicians to gain the clinical hours needed to meet the requirements for the certification and licensure
6. To maintain professional clinical collaboration and interaction between The University of Akron and the extern facility
7. To prepare the graduate clinicians for their Clinical Fellowship following graduation

How Graduate clinicians Are Assigned to Extern Sites:

The University of Akron School of Speech-Language Pathology and Audiology maintains Affiliation Agreements with hundreds of medical centers, hospitals, clinics, private practices, schools and community organizations in order to provide our graduate clinicians with a wide variety of clinical experiences.

The externship experiences typically take place during the graduate clinician's final 2-3 semesters in the graduate program. Graduate clinicians who have met all prerequisites for externships consult with the coordinator for possible placements. Graduate clinicians submit a clinical externship application to the coordinator. After consulting with the facility, the coordinator matches the graduate clinician with the appropriate facility.

School-Based Externship

What do I need to know about the School-Based Externship?

The school-based externship is designed to give graduate clinicians experience in public school settings. It also enables a graduate clinician to be eligible for licensure by the Ohio Department of Education; this licensure is required of all speech-language pathologists who work in a public-school setting in the State of Ohio.

School Externship Handbook is available on the Graduate Program's Brightspace site and the SLP Supervisor site at <https://uakron.edu/sslpa/gslpp/slp-supervisors>

Medical Externship

What do I need to know about the Medical Externship?

Medical externships are designed to give graduate clinicians experience in adult medical settings. These settings may include: skilled nursing, rehabilitation, acute care, and home health care. It is a requirement of ASHA that graduate clinicians get experience across the lifespan and across disability areas.

Medical Externship Handbook is available on the Graduate Program's Brightspace site and the SLP Supervisor site at <https://uakron.edu/sslpa/gslpp/slp-supervisors>

Preferred Practice Patterns

What are the *preferred practice patterns*?

Clinical Instructors and Graduate Clinicians are expected to follow and reference *Preferred Practice Patterns of the Profession of Speech-Language Pathology* as outlined by the American

Speech-Language Hearing Association (2004) and available at <https://www.asha.org/policy/pp2004-00191/>

Preferred Practice Patterns define universally applicable characteristics of the activities directed towards the recipients of audiology and speech-language pathology services.

Components of Preferred Practice Patterns describe EACH diagnostic or therapeutic procedure:

- Professionals who perform the procedure(s)
- Support personnel who perform procedure(s)
- Expected outcomes
- Clinical indications
- Clinical processes
- Setting/equipment specifications
- Safety and health precautions

Obtaining and Documenting Clinical Clock Hours

What are ASHA's standards for obtaining and documenting clinical clock hours for certification in Speech-Language Pathology and Audiology?

The graduate clinician is required to log the amount of time spent participating in direct client contact. These clock hours are tracked in the on-line management system, Calipso at <https://www.calipsoclient.com/uakron/account/login>. This system helps to keep accurate records of graduate clinicians' clinical hours that are maintained for graduation, for ASHA certification and state licensure purposes. Graduate clinicians receive instructions on using the Calipso management system when they enter our graduate program.

Prior to supervising a graduate clinician, each supervisor will be emailed instructions and a one-time PIN to register for his/her free supervisor account. Once a supervising SLP has registered, he/she will remain in the Calipso management system for subsequent semesters. Supervisors approve all clinical clock hours within the Calipso management system.

In order to count clinical clock hours toward meeting certification and/or licensure requirements, a graduate clinician must be actively involved in the diagnostic or intervention process.

Active involvement includes the following activities when the client is present and participating:

- Actual service delivery (therapy or diagnostics)
- Recording and analyzing data during the session
- Interviewing and counseling with clients/families regarding treatment recommendations, home programming, etc.
- Managing client's behavior
- Managing technological devices with the client present (speech-generating devices,

- assistive listening devices, preparing computer programs for sessions)
- Clinical documentation with the client present

The following activities CANNOT be counted towards clinical clock hours:

- Report writing without the client present and participating
- Planning sessions
- Learning to administer tests or procedures
- Passively observing without active involvement with the client/family
- Interprofessional or staff meetings without the client present and participating
- Conference time with supervisor

If you are in doubt about the legitimacy of an activity, consult the appropriate coordinator

Supervision of Clock Hours:

Persons holding the CCC-SLP may supervise:

- All Speech-Language Pathology evaluations and treatment services
- Aural habilitation and rehabilitation services
- Audiologic screening (i.e. pure-tone air conduction screening and testing, and screening tympanometry) for the purpose of the initial identification and/or referral of individuals other communication disorders or possible middle ear pathology
- Management of children and adults with central auditory processing disorders

Persons holding the CCC-A may supervise:

- Audiologic evaluation/assessment
- Intervention for central auditory processing disorders
- Amplification (hearing aid selection and management)
- Speech and/or language screening for the purpose of initial identification of individuals who may have other communication disorders
- Aural habilitation and rehabilitation services
- Evaluation and management of children and adults with central auditory processing disorders

How do graduate clinicians keep track of *clinical clock hours*?

Graduate clinicians are required to log the amount of time spent participating in direct client contact. These clock hours are tracked by a web-based program, Calipso. Graduate clinicians are required to enter their clock hours information into this system and monitor it to assure that their clock hours are correct and that they are approved by their supervisor(s). All clock hours must be entered by the graduate clinician into Calipso prior to the end of the clinical placement. Errors in entering clock hours or failure to submit clock hours may result in an In Progress (IP) for the practicum experience, and/or delay or prevention of ASHA certification or state licensure. The accuracy of your clinical hours is NOT the Clinical Instructor's responsibility-it is YOUR RESPONSIBILITY!! It is strongly recommended that graduate clinicians maintain a personal record of clinical hours.

Instructions for the Calipso

- Log into: <https://www.calipsoclient.com/uakron/account/login>

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- You will be prompted to enter your UA email and the unique password you created prior to beginning graduate school. If you have not completed this step- contact the clinic director for an initial PIN number.
- Go to “Clockhours” and then create a new daily clock hour. Enter all required site information as well as the hours received. Detailed instructions can be obtained from the clinic director if needed.
- You will be expected to monitor your own clock hours and their approval by your supervisor(s).

Expectations of Graduate Clinicians

What is expected of graduate clinician clinicians?

Attendance:

Graduate Clinician Absence: Professionalism is always required, and good attendance is one crucial aspect of professionalism. Students must be committed to their clinical practica and externships in the same way that they would be for paid employment. Graduate clinicians are expected to attend clinical placements a minimum of 2-3 days per week during the externship semesters. Additionally, graduate clinicians follow the calendar of the facility where they are completing their externships. If the University of Akron is closed, but the facility remains open, the graduate clinician is expected to report to their externship site. Graduate clinicians are expected to be at the externship placements while the SLP supervisor is present. Schedules may vary based on the SLP supervisor’s availability, caseload management, and delivery of in-direct services.

Graduate clinicians are not permitted to be absent from externships unless the absence is excused. The student must email the supervisor and clinic/program coordinator prior to each/every absence. Problems with attendance and professionalism will negatively impact your grade, affect letters of recommendations and references, and influence competencies and clock hours. In some cases, where problems with attendance and professionalism exist, a student may be removed from their clinical site at the discretion of the supervisor, clinic/program coordinator, or department chair.

Reasons for excused absences include:

- Personal illness/injury, including exposure to contagious disease which can be communicated to others
 - 1-2 days off: no doctor’s note required, make up at the supervisor’s discretion
 - 3rd day off: must have doctor's note, make up at the supervisor’s discretion
 - 4-5+ days off: requires discussion of practicum extension, medical leave, grade reduction, and/or an incomplete and will be determined by supervisor & faculty.
- Significant illness/injury of immediate family (spouse, parents, children, grandparents, siblings, grandchildren) to care for the family member
 - Make-up days typically required and per the supervisor/clinic director/program coordinator’s discretion
- Medically necessary appointments that cannot be scheduled at an alternative time
 - Make-up days typically required and per the supervisor/clinic director/program

coordinator's discretion

- Funeral
 - No make-up day required
- Religious holidays/observation
 - No make-up day required
- Other reasons approved by the supervisor and clinic/program coordinator

Any additional, unapproved absences not classified within this policy or excessive absences may result in an In Progress grade/extension of placement or letter grade reduction. In addition, failure to follow the notification procedure outlined in this policy may also result in a letter grade reduction and is at discretion of the faculty. Students should not attempt to negotiate days off with their supervisors. This will be seen as unprofessional behavior and will be reflected in the student's grade and/or demonstrate need for a support plan in the area of professionalism.

Supervising SLP absence: Graduate clinicians cannot provide direct services unless a licensed/certified SLP is on the premises. If a supervising SLP is going to be absent, the graduate clinician should only attend his/her externship if alternative arrangements have been made in advance. Arrangements may include completing observations, paperwork, or projects related to the externship. Make-up days are scheduled according to the supervisor's discretion.

Dress, Grooming, and Appearance:

Graduate clinicians are expected to dress for evaluations and therapy in an appropriate, **professional** manner, i.e. in attire appropriate to any place of business. Clothing which is either too casual or too dressy, i.e. shorts, sundresses, very short skirts, jeans, tee-shirts, sweatshirts, party wear, see-through clothing, etc., is out of place in a clinical work environment. In general, a clean, neat pair of pants, a dress, a skirt, together with a blouse, shirt, jacket or sweater is considered to be appropriate. **Bare midriffs, plunging necklines and low-rise pants are not allowed.** Makeup, jewelry, and hair color should be tasteful. If you have an obvious body piercing or tattoo, remove it or cover it while you are at clinic. Certain clinical sites have specific dress codes that you must follow; your Clinical Instructor will give you this information. If you have any questions about the matter of dress, consult with your Clinical Instructor.

Timeliness:

You are expected and required to be **on time** for all on-campus and off-campus clinical appointments. You are also expected to arrive ahead of the appointment time in order to prepare for your session and begin on time. If there are circumstances beyond your control that cause you to be late or you are ill, you must call your supervisor immediately.

Clinic Assignments:

Clinic assignments are not optional! When you are assigned to a particular client or clinical experience, it is because it is part of YOUR clinical training program and the standards mandated by ASHA and the Ohio Board of Speech and Hearing Professionals. We are also obligated to provide services to the clients of our Center and off-campus contract sites. Turning down or refusing to participate in a clinical assignment may result in lowered practicum grades and an extension of your graduate school program.

Clinical Supervision Guidelines

What are the clinical supervision requirements for graduate clinicians?

ASHA Standard V-E: Supervision of graduate clinicians must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience post-certification, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

The amount of direct supervision must be commensurate with the graduate clinician's knowledge, skills, and experience; must not be less than 25% of the graduate clinician's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

It is understood that in a clinical training program, clinical supervision takes place according to the training level and individual needs of each graduate clinician and each client served. ASHA standards specify a minimum of 25% supervision; however, clinical supervision time must be adjusted accordingly for beginning clinicians and adjusted as the graduate clinician become more independent.

How are graduate clinicians graded for clinic?

Evaluation and Grades:

At a minimum, graduate clinicians should be provided with a formal verbal and written evaluation twice during the experience; once at the midterm and again at final. Clinical Performance Evaluations are completed using an on-line management system, Calipso. During the evaluation, the graduate clinician and supervisor should discuss the graduate clinician's strengths and areas in need of improvement. Efforts should be made to establish objectives for improving performance.

What if a graduate clinician needs support in his/her academic achievement or clinical skills?

Academic and Clinical Support Plans:

All speech-language pathology graduate students must meet the minimum criteria set by their course instructors or clinical supervisors for each class or clinical experience. An academic support plan will be created for students who have earned a grade of C+ or lower in the course by midterm. Midterm coincides with week 8 during fall and spring semesters and week 4 during summer semester. Clinical support plans will be created for students who receive a Likert score less than 4 for any standard on the CALIPSO Performance Evaluation or if s/he fails to demonstrate competency with the skills and abilities as outlined in the Technical Standards. The point of the support plan is to assist the student in meeting any criterion not achieved during the initial instructional or clinical experience. If a graduate clinician requires a Support Plan, the appropriate coordinator (Clinic Director or Externship Coordinator for clinical support plans, or

Graduate Coordinator for academic support plans) will assist with development of the Support Plan.

Procedures:

Support plans can be either academically or clinically based. The instructor(s) and/or supervisor(s), along with the appropriate coordinator(s) are responsible for creating a plan based on knowledge, skill, or ability deficiencies demonstrated by a graduate clinician with the academic or clinical setting. Once a plan has been devised, the instructor/supervisor must review and discuss the plan with the graduate clinician. After doing so, the graduate clinician, instructor/supervisor, and coordinator must sign and date the plan, acknowledging the goals created, and the anticipated completion date/deadline. A copy of the signed support plan must be provided to the graduate clinician, the graduate clinician's graduate file, the supervisor/instructor, and the Clinic Director (clinic) or Graduate Coordinator (academic).

Prior to the start of a new clinical semester, the graduate clinician's supervisor(s) will be notified and receive a copy of the graduate clinician's plan from the Coordinator.

The instructor(s) and/or supervisor(s) will assist the graduate clinician with development of knowledge, skill, and/or ability area(s) specified on the Support Plan. This assistance may include strategies including but not limited to: written feedback, verbal feedback, modeling of a skill, clinician self-assessments, research into a disorder, audio taping, videotaping, skill proficiency checklists, review of policies/procedures, in-services, supplemental readings, regular supervisory conferences, data collection by supervisor or the graduate clinician.

Until the plan is completed, the graduate clinician must meet with their instructor(s) and/or supervisor(s) on a pre-determined schedule to discuss progress made toward accomplishing the specified plan goals. The plan goals must be achieved no later than the end of the subsequent semester.

If an instructor(s) and/or supervisor(s) observes minimal to no improvement and/or failure of the graduate clinician to meet the plan deadline, the instructor(s) and/or supervisor(s) must inform the Distance Learning Coordinator. In this situation, the Coordinator will set up a meeting with the graduate clinician to discuss potential plans of action, e.g., delay externship placement, repeating a course, extension of a graduate clinician's program, etc.

Completion of the clinical support plan goals will be verified by the Coordinator; this verification will be provided by the graduate clinician's current or subsequent supervisor once the plan is in place. Once the plan has been completed, the Coordinator will document the graduate clinician's attainment of goals on the original plan or as a written addendum.

Completion of the academic support plan goals will be verified by the Graduate Coordinator; this verification will be provided by the graduate clinician's current or subsequent instructor once the plan is in place. Once the plan has been completed, the School Director will document the graduate clinician's attainment of goals on the original plan, or as a written addendum.

Clock Hours:

If a graduate clinician receives an average of 3.9 or lower as their final clinical grade on any Calipso evaluation, the graduate clinician will not be granted the hours for that clinical experience.

Student Summative Assessment

All candidates for the Master of Arts in Speech-Language Pathology must complete and pass an end of program comprehensive examination of learning outcomes, including acquisition of knowledge and skills, at the culmination of course work and at the culmination of the program. Content If a student fails to achieve a grade of 80% or higher, then the student will be offered a “retake” opportunity within 2 weeks. The “retake” opportunity will be centered on the areas in which the student did not achieve competency (i.e., 80% or higher). In order to focus the student’s preparation of the “retake”, the graduate program coordinator will provide the student with guidance on areas to restudy. If the student fails to achieve a score of 80% in their weak area, then a case-based assessment will be created.

The Code of Student Conduct

It is each student’s responsibility to know what constitutes academic misconduct. The Code of Student Conduct defines academic misconduct as any activity that compromises the academic integrity of the student and university and undermines the educational process. Academic misconduct includes but is not limited to cheating, plagiarism, and/or engaging in any behavior specifically prohibited by a faculty member in the course syllabus or during class discussion. Allegations of academic misconduct will be resolved following the [academic misconduct procedure](#) outlined in the [Code of Student Conduct](#). For additional information or resources concerning academic misconduct or the Code of Student Conduct please contact the Department of Student Conduct and Community Standards by phone at (330) 972-6380, by email at studentconduct@uakron.edu, or online at www.uakron.edu/studentconduct

Current UA Graduate School Grade/Dismissal Policies: Graduate Bulletin

<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>

Grades:

A graduate clinician admitted to graduate study under any status at the University is expected to maintain a minimum 3.00 grade-point average (4.00=“A”) at all times. Students must obtain an overall grade of B- or higher for all University of Akron degree courses, advanced clinical practica, and externships. If a student is not able to obtain an overall grade of B- or higher, then the course advanced clinical practica, or externship must be retaken, which may delay graduation.

Furthermore, the Graduate School will not transfer a grade lower than a B from another University to receive graduate credit. If a student earns lower than a B in any of his/her courses

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completed at the University of Cincinnati, the student will need to retake the course to earn a grade that can be transferred.

Probation and Dismissal:

Any graduate clinician whose cumulative graduate grade-point average falls below 3.00 will be placed on probation and is no longer in good standing. In consultation with the college or department, as appropriate, the dean of the Graduate School will dismiss full-time graduate clinicians who do not return to good academic standing within two consecutive semesters (excluding summers) and part-time graduate clinicians who do not return to good academic standing within the attempting of 15 additional credits. For the purpose of administration of the full-time and part-time provisions of this policy, full-time and part-time status are determined by the semester in which the graduate clinician goes on probation. Full-time enrollment constitutes nine or more graduate credits; part-time is less than nine graduate credits. The dean of the Graduate School, with the approval of the relevant department chair, may also dismiss anyone who fails to make satisfactory progress toward declared goals or who accumulates six semester credits of “C+” or below. The accumulation of six semester credits of “F” will result in mandatory dismissal.* A graduate clinician dismissed from the Graduate School for academic reasons may not be readmitted for one calendar year, and then only if evidence for expecting satisfactory performance is submitted and found to be acceptable.

*Grades of “D+,” “D,” and “D-” are treated as “F” grades. (See previous section on **Grades**.)

A graduate clinician may be dismissed from the Graduate program if:

- If they have accumulated 6 credits of C+ or lower in clinical practicum over two semesters
- A maximum of two Clinical Support Plans are developed for the graduate clinician; if
- they are not able to complete these plans after two semesters with a reasonable amount of assistance from faculty, the graduate clinician may be dismissed from the program.

Should a clinical graduate clinician accrue clinic grades as described above, a conference to discuss the graduate clinician’s progress will be held with the graduate clinician and members of the SLP faculty. The graduate clinician may provide a written statement prior to this meeting addressing any issues they feel are pertinent to the proceedings. Should a determination be made that the graduate clinician has made insufficient clinical progress to warrant continuing in the program, dismissal may be recommended.

If the graduate clinician is non-compliant with the support plan, is unable to complete the plan or additional issues arise, discussion by the Faculty will determine the next course of action:

- Education/Counseling
- Continue/revise current support plan
- Referral to Graduate clinician Judicial Affairs
- Dismissal from the program
- Contacting appropriate authorities

At any time if it is determined by the faculty that a graduate clinician's behavior poses a risk to the health or safety of clients, faculty/supervisors, staff or fellow graduate clinicians, clinical practicum may be terminated, and the case will be referred by the School Director to the Office of Judicial Affairs or the proper authorities. The Dean of the College of Health Professions will be notified of this referral.

Termination of a Clinical Experience:

A graduate clinician may be removed/terminated from a clinical site at any time for safety reasons. Following a removal from a clinical site a meeting will be held with the graduate clinician to discuss the removal and the appropriate next steps.

What is covered during orientation?

Every graduate clinician is encouraged to participate in orientation during the fall leading up to their first year of graduate school. Information will be provided in person or on-line. At the end of the orientation, the graduate clinician should be comfortable with the following protocols and procedures unique to this work setting:

- ASHA Code of Ethics
- Technical Standards
- Informed Consent
- Release of Information
- Clock hours management (Calipso)
- Graduate clinician obligations/responsibilities; academics and clinic
- Professional behavior

Graduate Clinician Contact Information:

It is essential that accurate home address, e-mail address, and home/cell phone numbers are filed in MyAkron and with the Graduate Coordinator. If your address, phone number, or e-mail address changes, it is the graduate clinician's responsibility to update this information with the Academic Administrative Assistant, the Graduate Coordinator and all clinical supervisors.

Technical Standards

What are the technical standards?

The technical standards of the University of Akron School of Speech-Language Pathology and Audiology & Audiology and Speech Center reflect the essential qualities and abilities that are considered necessary to a student's academic and clinical performance. Once admitted, ability to meet these technical standards must be maintained throughout a student's progress in the graduate program. In the event that, during training, a student is unable to fulfill these technical standards, with or without reasonable accommodation, then the student may be asked to leave the program.

The Master of Arts in Speech-Language Pathology is designed to prepare students to enter the
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profession as a generalist with skills, knowledge, and ability to perform successfully all the required functions associated with the role of an entry-level speech-language pathologist. In keeping with applicable federal and state law regarding disabilities and our program philosophy, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully the skills necessary to fulfill the role of a speech-language pathologist. **If a student has a disability that they feel may require special accommodation to perform any of the tasks identified as essential to the clinical practice of speech-language pathology, it is the student's responsibility to inform the Office of Accessibility so appropriate steps can be taken to accommodate the student's needs.**

Students should carefully review the technical standards below to determine whether or not they can meet these standards (with or without accommodation).

COPIED FROM THE UNIVERSITY OF AKRON SCHOOL OF SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY, AUDIOLOGY AND SPEECH CENTER TECHNICAL STANDARDS

TECHNICAL STANDARDS

To perform the essential functions of a speech-language pathologist and be successful in the MA graduate program, an individual must possess specific skills and abilities in the following five areas:

- 1. Communication**
- 2. Sensory/Observation Skills**
- 3. Psychomotor Skills**
- 4. Cognitive Abilities**
- 5. Affective/Behavioral/Social Skills**

1. Communication Skills

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and context.
- Modify communication style to meet the communication needs of clients/patients, caregivers, and other persons served.
- Communicate professionally and intelligibly with clients/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.

2. Sensory/Observation Skills

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

- Observe client's/patient's activity and behavior to visually and auditorily identify

- normal and disordered communication during assessment and treatment procedures.
- Identify the need for alternative modalities of communication
- Visualize and identify anatomic structures
- Read, comprehend, and interpret information (text, numbers, tables, and graphs) accurately from diagnostic test, equipment, and client records.
- Accurately monitor through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients.
- Visualize, identify, and discriminate imaging findings
- Recognize when a client's/patient's family does or does not understand the clinician's written and/or verbal communication

3. Psychomotor Skills

A student must possess adequate motor skills to:

- Attend and arrive on time to lecture and laboratory classes, and access laboratories, classrooms, and work stations.
- Attend clinical internships/externships in assigned locations.
- Sustain necessary physical activity level in required clinical and academic settings.
- Have the fine motor coordination to accurately and efficiently use materials/equipment used for assessment and treatment of patients.
- Respond quickly to provide a safe environment for clients/patients in emergency situations including fire, choking, etc.
- 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.

4. Cognitive Abilities

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, integrate, synthesize, infer, evaluate, and apply a large body of information/knowledge in a short period of time.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan
- Solve problems, reason, analyze, and make sound clinical judgments in patient assessment, diagnostic, and therapeutic plan implementation when analyzing complex patient problems.
- Reflect on clinical and academic performance and self assess performance accurately.
- Utilize appropriate and effective spoken, written and non-verbal communication. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

5. Affective/Behavioral/Social Skills

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
- Demonstrate appreciation and respect for individual, social, and cultural differences in fellow students, colleagues, staff, and patients.

- Demonstrate appropriate behaviors, to protect the safety and well-being of clients/patients and classmates.
- Possess and demonstrate empathy, and demonstrate commitment to the role of health care provider.
- Demonstrate ability to appropriately handle situations that may be emotionally, physically, or intellectually stressful.
- Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations.
- Manage the use of time effectively to complete professional and technical tasks within a realistic time constraints
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors
- Dress appropriately and professionally
- Demonstrate honesty, integrity, and professionalism.
- Maintain confidentiality of patient information.
- Provide services to all clients/patients regardless of sex, sexual orientation, race, color, religion, age, handicap, status as a veteran, political affiliation, socioeconomic status, or national or ethnic origin.

Continuation in the graduate program will be contingent on the student's verification that they understand and meet these technical standards either with or without accommodation. **Students who may have a disability and believe they can meet the technical standards with accommodation are encouraged to contact the Office of Accessibility** to discuss and identify reasonable accommodations the University or program would need to make so the candidate may be able to meet these standards.

Technical Standards: Procedures for Enforcement

The technical standards of the University of Akron School of Speech-Language Pathology and Audiology & Audiology and Speech Center reflect the essential qualities and abilities that are considered necessary to a student's academic and clinical performance. Ability to meet these technical standards must be maintained throughout a student's progress throughout the graduate program. The technical standards are tied to all academic and clinical coursework and are included in the syllabi of all faculty.

These standards were approved by the faculty of the School of Speech-Language Pathology & Audiology in the Spring 2018.

If an area of concern arises with a student regarding violation of any Technical Standard(s), the following steps will be taken:

- The issue of a suspected violation may be raised by the following sources: faculty, supervisors, staff, clients/patients, caregivers, or fellow student(s). This concern should be submitted in writing to the School Director of The University of Akron.
- A conference to discuss this concern will be held with the student, the School Director, the Graduate Coordinator and/or Clinic Director, academic advisor, and any other appropriate faculty members/preceptors.
 - Factual information, such as but not limited to supervisor evaluations, grades, written

incident reports that document date/time/place, written statements of individuals, or written witness accounts will be provided regarding the concern. The factual information required will be decided upon on a case by case basis.

- If the committee determines that a violation has occurred, a written warning will be issued to the student, along with a support plan to remediate the issue. This plan will be signed by the student and Graduate Coordinator, indicating that the student agrees to the plan. The student will be given the opportunity to provide a written response regarding the concern; the written response must be submitted within one month of the issuance of the written warning.
- If a student disagrees with the initiation of the plan, refuses to participate in, or fails to agree to the terms of the plan, the student may be disciplined, which may include dismissal from the program.
 - If it is determined at any point in the process that no violation has occurred, or the concern is unfounded, then no action will be taken. Documentation to this effect will be placed in the student's file.
- Copies of the developed support plan will go to the School Director, the Graduate Coordinator, and to the student's permanent file.
- A follow-up conference or conferences will be scheduled, with the date for completion included in the plan. This follow-up conference will be held no later than one year after the original conference.
- At the follow-up conference, which will include the same people listed above, it will be determined if the plan has been successfully completed.
- If the plan has been successful, it will be considered to be achieved; a memo to this fact will be written and distributed to the School Director, the Graduate Coordinator, and to the student's permanent file.
- If the student is non-compliant with the plan, is unable to complete the plan or additional violations regarding the technical standards arise, the faculty will determine the next course of action:
 - Education/Counseling
 - Remediation
 - Referral to Student Judicial Affairs
 - Dismissal from the program
 - Contacting appropriate authorities
- At any time if it is determined by the faculty that a student's behavior poses a risk to the health or safety of clients/patients, faculty, supervisors, staff or fellow students, the case will be referred by the School Director to the Office of Judicial Affairs. The Dean of the College of Health Professions will be notified of this referral.

Criminal Background Checks

As future speech-language pathologists, there are important ethical and professional considerations of which you should be aware. Convictions of egregious felonies may prevent you from being licensed in Ohio or elsewhere and may preclude you from obtaining gainful employment as a professional in your field. Even after obtaining your license, convictions of such crimes may cause your license to be suspended or revoked. Background checks may reveal graduate clinician's unsealed and sealed criminal records. It is therefore important that you conduct yourself professionally and ethically as a law-abiding citizen. Please read the following information.

All graduate clinicians in The School of Speech-Language Pathology and Audiology are subject to criminal background checks upon acceptance into the programs. The results are valid for one year, and annual checks must be completed. Currently, it is the preference of the Distance Learning Speech-Language Pathology Master's Program that students use COEUS Global for this process. The graduate clinicians are responsible for the cost. If a student chooses to use a different process, fingerprints are submitted to the state Bureau of Criminal Identification and Investigation and Federal Bureau of Investigation. Students must provide a sealed copy of the results to the Distance Learning Coordinator via mail.

Applications for professional certification with the American Speech-Language-Hearing Association, licensure by the Ohio Speech and Hearing Professionals Board and Ohio Department of Education require that you disclose any criminal convictions and/or attest that you have no prior convictions.

For your information regarding criminal offenses, excerpted information from The Rules and Regulations of the Ohio Board of Speech-Language Pathology and Audiology follows below.

4753.10 Disciplinary actions. *Effective Date: 11-05-1992*

In accordance with Chapter 119. of the Revised Code, the board of speech-language pathology and audiology may reprimand or place on probation a speech-language pathologist or audiologist or suspend, revoke, or refuse to issue or renew the license of a speech-language pathologist or audiologist. Disciplinary actions may be taken by the board for conduct that may result from but not necessarily be limited to:

- *Committing any act of dishonorable, immoral, or unprofessional conduct while engaging in the practice of speech-language pathology or audiology;*
- *Engaging in illegal, incompetent, or habitually negligent practice;*
- *Using any narcotic or controlled substance or other drug that is in excess of therapeutic amounts or without valid medical indication.*
- *Being convicted of or pleading guilty or nolo contendere to a felony or to a crime involving moral turpitude, whether or not any appeal or other proceeding is pending to have the conviction or plea set aside;*

- *Being disciplined by a licensing or disciplinary authority of this or any other state or country or convicted or disciplined by a court of this or any other state or country for an act that would be grounds for disciplinary action under this section.*
- *If any person has engaged in any practice which constitutes an offense under the provisions of this chapter or rules promulgated thereunder by the board, the board may apply to the court of common pleas of the county for an injunction or other appropriate order restraining such conduct, and the court may issue such order*

The full text of these Rules and Regulations may be found at:

<http://slpaua.ohio.gov/lawsandrules.htm>

Graduate clinicians will be required to complete clinical rotations at public schools or health care facilities. The clinical sites will review the background checks for confirmation that a graduate clinician would not be barred under the clinical sites rules and regulations or under state or federal law. Clinical sites may bar graduate clinicians with certain types of convictions, which could negatively impact a graduate clinician's ability to successfully complete the academic program.

Specialized Training Requirements

Will I need any specialized health training?

Health Insurance Portability and Accountability Act of 1996 (HIPAA): All graduate clinicians entering clinicals will be required to complete HIPAA training; graduate clinicians who do not comply with this requirement will not be allowed to participate in clinical practicum until it is completed.

Since April 14, 2003, the Audiology and Speech Center has been HIPAA compliant.

At the completion of the training, all participants are required to upload their HIPAA certificate to Calipso, which acknowledges that they have received training and pledge to abide by the standards.

No graduate clinician or faculty member is allowed to participate in clinic or have access to client files until this training has been completed.

HIPAA Important Guidelines and Reminders:

- Never save files and documents containing PHI on student computers outside of the Clinic Note system. Any email or word document communication with your supervisor or other parties must be de-identified.
- Never save files and documents containing PHI on public computers.
- Never leave files and documents containing PHI open and unattended on computers. Close files and programs when you leave your workstation.

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- Refrain from completing clinic documentation in public places where information may be viewed by other parties.
- Use strong passwords or passphrases and timer-based screen savers on all PC's. Screen savers should activate in no more than 2 minutes and should require employees/student clinicians to log in again to use the computer.
- Always use appropriate anti-virus and anti-spyware programs. Keep them updated regularly, if not automatically.
- Always securely delete ePHI. This should be done with file-wiping or file-shredding software. The windows "delete" function is not secure and does not really delete files.
- If you are transporting medical records in your car, keep the records out of sight in the trunk, if possible, and always lock the vehicle securely.
- When discussing PHI with anyone, lower your voice, or move to a quiet area if possible, to avoid being overheard.
- Don't discuss patients, their treatment, or their PHI outside of work. You never know who may be listening.

Universal Precautions for Infection Control

What procedures are utilized for infection control in the Audiology and Speech Center?

Personal Protection:

WASH HANDS when arriving on duty for clinical practicum activities, before leaving, before and after eating, after using the restroom, between clients, before handling clean supplies, after handling dirty items, and as needed.

Use gloves when handling blood, saliva, cerumen, and any other body fluids and/or anytime you are in contact with mucous membranes or broken skin.

Wear a cover if any clothing is likely to be soiled.

Use face protection if spraying is possible.

Wear a mask for suspect respiratory illnesses.

Treatment Rooms and Materials:

Each treatment room is equipped with Infection Control materials including: gloves, alcohol wipes, hand sanitizer, tissues, disinfecting wipes, and paper towels.

Clean all surfaces and materials with disinfectant solution after each session. This includes but is not limited to the following: tables, chairs, windows, doorknobs, light switches, mirrors, treatment/diagnostic materials, and toys.

Throw away all contaminated material including tissues, tongue blades, cups, q-tips, gloves, therapy materials etc.

Become familiar with standard precautions taken at various work sites and share these procedures with your clinical instructors and fellow graduate clinicians.

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Social Media Guidelines

What are the guidelines for social media?

You may not post any content that is personal health information, including client/patient images, on any social media site or any other Internet site. Remember that these are public forums and whatever information you share will be viewed by others and may be archived by various third parties.

Do not post opinions of any kind about clients, faculty and/or staff of the University of Akron, or any fellow graduate clinician.

Think twice before posting:

Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect on both you and the University. Search engines can turn up posts years after they are created and comments can be forwarded or copied.

Graduate clinicians who share confidential or inappropriate information do so at the risk of disciplinary action or expulsion.

The School of SLPA has a Facebook page and Twitter feed for general information, announcements, and posts of general interest about our School. This page is **not** for making personal posts or comments.

Always think about consequences when using social media or the Internet.

Health Forms

What do I need to know about health forms, TB tests, and immunizations?

Graduate clinicians entering our graduate programs are expected to comply with all health requirements. This includes a physical examination by a licensed physician, current tuberculosis (TB) test, and updated immunizations as required by State of Ohio law.

As you are entering a healthcare or educational profession, there are certain public health requirements to which our programs expect you to adhere. All State of Ohio immunizations that are required by State law and recommended by the Centers for Disease Control and Prevention (CDC) must be up to date when you enter our program. People who are not correctly immunized pose a significant public health risk to their client/patients, co-workers and themselves.

The CDC and State of Ohio requirements are as follows: Two doses of MMR and one dose of Tdap (Adacel). The Tdap is the most recent Tetanus/diphtheria/pertussis vaccine containing the pertussis (whooping cough) which has been on the rise. Most health care facilities and our program also require the 3 dose Hepatitis B vaccine.

Seasonal flu shots are being required by many external clinical sites and will not accept graduate clinicians who have not had this immunization. Flu shots are available in the Fall of each year and can be obtained through UA Graduate clinician Health Services, the Akron Health Department, your personal physician's office, local pharmacies, and other flu shot clinics in the area.

The State of Ohio has specific guidelines on all immunizations; consult with your primary care physician or The University of Akron Student Health Center to make sure that you are up to date. Complete information on immunizations may be found at <http://www.cdc.gov/vaccines/recs/schedules/downloads/adult/mmwr-adult-schedule.pdf>.

Current documentation of all immunizations and TB testing must be submitted to the program coordinator in August of each year. You will not be permitted to begin your clinical rotations until the documentation is provided. If a graduate clinician has commenced a clinical rotation and these requirements are found to be undocumented or expired, he/she will not be allowed to continue at the site until all requirements are met.

If immunizations and TB tests are not up to date, we cannot guarantee that you will be accepted at medical and/or educational clinical rotation sites. This could impact your timely progression through the program, prevent you from participating in a variety of clinical experiences and ultimately prevent you from graduating.

Report Writing

What do I need to know about report writing?

Types of Reports:

Speech-language pathology graduate clinicians will be exposed to several types of reports including but not limited to reports for speech-language assessments, speech-generating device (SGD) assessments, auditory skills assessments, progress reports for therapeutic interventions, reports to physicians, discharge summaries, and justification for service reports to third party payers.

The type of report you are generating will dictate the content and organization of information contained in the document. It is recommended that you spend time reviewing client files for different types of reports, read literature which reflects current standards for report writing, and get specific guidance from your clinical instructors on what is expected.

Content and Style:

The content and style of report writing is guided by your clinical supervisors. Reports are expected to contain this content:

- Complete and accurate client identifying information
- Type and severity of the communication or related disorder
- Associated medical conditions
- Results of previous assessment and treatment

- Analysis and interpretation of current assessment/diagnosis
- Recommendation for further assessment, treatment or referral
- Clear justification for treatment when indicated and information on the frequency, estimated duration, and type of service required.
- A plan of treatment including both long and short term goals
- Prognosis including statement that the diagnosis and plan of treatment have been discussed with the client and/or family and that they are in agreement
- Signature of graduate clinician involved in the procedure and licensed/certified speech-language pathologist

Student Procedures for Filing a Complaint

At the University of Akron, students have certain rights and responsibilities as stated in The University of Akron Bylaws (3359-42-01-C2, 3359-11-13, and 3359-41-01) and in the Student Code of Conduct. Pursuant to these rights and responsibilities, the following policy sets forth procedures for students in the School of Speech-Language Pathology and Audiology to follow in order to receive a fair hearing and equity in the resolution of complaints related to their affiliation with the School. To expedite a resolution, the procedure is designed to be initiated at the level closest to the issue. In many instances, the student will achieve this resolution through communication with a faculty member or program advisor. However, other levels may be incrementally involved to assist the student. **To assure that a problem is fully explored, complaints that reach the School Director level are entered into a log and tracked through final disposition.**

Level I: Program/Faculty Advisor

The appeal may be made verbally or in writing. Seek resolution of a concern or complaint at the level of occurrence. (Example: A course-related complaint [e.g., assignment, activity, or grade] must be discussed with the instructor prior to requesting intervention by a school director.)

Level II: School Director

The appeal must be made in writing using the Student Complaint Form. Consider an initial resolution of a complaint at a level above the level of occurrence when there is concern with the potential for reprisal if resolution is attempted at the level of occurrence. (Example: If the student wishes clarification of his/her rights and fears reprisal if approaching the instructor directly with the complaint, initial inquiry can be made to the School Director.)

Consider appealing the resolution to the complaint rendered at the level of occurrence. (Example: A student can provide documentation or information that significantly questions the appropriateness of the resolution at the level of occurrence and believes the complaint requires involvement of a neutral, third party. In example #1 above, the student would appeal the decision made by the faculty member or advisor to the School Director.)

Level III: College Level – Associate Dean for Academic Affairs

For an appeal to be addressed at this level, it must be accompanied by the completed Student Complaint Form, signed by the School Director. At the College of Health Professions level, the final appeal resides with the Office of the Associate Dean for Academic Affairs.

Consider an appeal to the Office of the Associate Dean for Academic Affairs when documentation and factual information the student can provide directly contradict the appropriateness of the resolution of the

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complaint at the previous level. The Associate Dean for Academic Affairs with the concurrence of the Dean may resolve the complaint or request that the complaint be referred to the College Grievance Committee. (Example: The Associate Dean for Academic Affairs will review the appeal and enter into fact-finding before rendering a final decision or referring the appeal to the College Grievance Committee. Decisions of the College Grievance Committee will be conveyed to the student by the Associate Dean for Academic Affairs.)

Level IV: University Level – Assistant Provost and Dean of Students

If the fairness of the action is still viewed by the student as unacceptable, the issue may, in most instances, be directed to the Senior Vice-President and Provost. Complaints involving sexual harassment should follow specific procedures set forth in The University of Akron Bylaws section 3359-13. Complaints evolving from serious student misconduct may be directed to the Assistant Provost and Dean of Students.

Should the student desire, he/she may also contact

American Speech-Language-Hearing Association: Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Website: <http://www.asha.org/academic/accreditation/accredmanual/section8>

Contact Information:

National Office Staff: 1-800-498-2071 (members) or 1-800-638-8255 (non-members)

STUDENT COMPLAINT FORM
The University of Akron College of Health Professions
School of Speech-Language Pathology and Audiology

Date: _____

Student ID: _____

Name: _____

Telephone: _____

Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Course: _____

Faculty Member: _____ Meeting Date: _____

School Director: _____ Meeting Date: _____

1. If this complaint involves an instructor or supervisor have you sought resolution with that individual? _____
I have _____ I have not

2. Detailed description of the complaint (use a second page, if necessary):

Graduate clinician Signature: _____ Date: _____

SCHOOL LEVEL

Action:

School Director Signature _____ Date: _____

Family Educational Rights and Privacy Act (FERPA)

What do I need to do if I want The University of Akron to provide a copy of my education records to a third party?

Federal regulations ([34 C.F.R. 99.30](#)) state that students who wish the University to provide a copy of their education records, in whole or in part, to a third party must consent to the release of records in a signed and dated writing that specifies the person(s) to whom the records should be released, the records to be released, and the purpose of the release. A writing of this nature may be required before the University may provide a copy of student records to the student's parents or a potential employer. For your convenience, The University of Akron has created an authorization form for this purpose. A copy of this form is available online at: www.uakron.edu/ogc/docs/FERPARelease.pdf. Students may use the University's authorization form or draft their own writing.

The University of Akron
Akron, Ohio 44325
330-972-7111

Authorization for Release of Information

STUDENT NAME: _____ DATE: _____
STUDENT ID: _____ DATE OF BIRTH: _____
STREET ADDRESS: _____
CITY: _____ STATE: _____ ZIP: _____
TELEPHONE NUMBER: _____

I, _____, authorize The University of Akron
to release the following records (indicate records or types of records to be released),

_____, to the following individuals or organizations (name & address of
persons/organizations to receive information) _____

_____ for the purpose of _____.

Confidentiality of academic records is protected by the Family Educational Rights and Privacy Act. To the extent it is applicable, FERPA may protect the records being released pursuant to this request. Any person/facility receiving authorized information may not further disclose such information without the written consent of the person to whom it pertains.

I understand that I can revoke this authorization at any time by providing written notice to the person/facility to whom I have instructed to release the information. I understand also that any information released prior to revocation cannot be retrieved and neither the person/facility releasing, nor the person/facility receiving the information will be held responsible for such.

I hereby release The University of Akron, and its employees and agents from all legal responsibilities or liability that may arise from this act.

Release Authorized By:

Witnessed By:

GRADUATE CLINICIAN SIGNATURE

WITNESS SIGNATURE

Date

Date

NOT VALID AFTER ONE CALENDAR YEAR

FROM DATE OF ISSUANCE

Professional Organizations

What do I need to know about professional organizations?

There are several organizations graduate clinicians can join for professional growth and development.

NSSLHA:

NSSLHA is the National Graduate clinician Speech-Language Hearing Association. It was founded in 1972 and serves as the national organization for graduate and undergraduate graduate clinicians interested in the study of normal and disordered communication. It is the only official graduate clinician association recognized by ASHA. To become a member, contact Mrs. Jenna Day at jday@uakron.edu, web site: www.nsshla.org.

OSLHA:

The Ohio Speech-Language-Hearing Association serves the needs of Audiologists and Speech-Language Pathologists in the state of Ohio by providing support for professional growth, public opportunities, awareness, and advocacy of issues related to the highest quality of care for the individuals they serve. To become a member, graduate clinicians can contact OSLHA.

Ohio Speech-Language-Hearing Association (OSHLA)

Phone: (800) 866-6742

Webiste: www.ohioslha.org

OSSPEAC:

OSSPEAC is the Ohio School Speech Pathology and Educational Audiology Coalition. It was founded in 1994 and is a professional organization for speech-language pathologists and audiologists employed in an educational setting in Ohio. It provides professional development, networking, advocacy, and support to its members. Student membership is available. To become a member, graduate clinicians can contact the OSSPEAC website at www.osspeac.org.

ASHA:

The American Speech-Language-Hearing Association is the professional and scientific association for more than 96,000 speech-language pathologists, audiologists, speech, language and hearing scientists in the United States and internationally. ASHA's mission is to promote the interests of and provide services for professionals and to advocate for people with communication disabilities. Graduate clinicians can become members by contacting ASHA.

American Speech-Language-Hearing Association (ASHA)

Phone: (301) 897-0148

Action Center

Phone: (800) 498-2071

Website: www.ASHA.org

Ohio Speech and Hearing Professionals Board:

Phone: (614) 466-3145

Website: www.slpaud.ohio.gov

Important University of Akron Contact Information

Audiology and Speech Center Administrative Assistant	330-972-6035
Audiology and Speech Center fax	330-972-7884
Audiology and Speech Center Billing Coordinator	330-972-5894
School of Speech-Language Pathology and Audiology Administrative Assistant	330-972-6803
Graduate School Receptionist	330-972-7663
Graduate School Financial Aid	330-972-6310
Graduate School Degree Clearance	330-972-5169
College of Health Professions Dean's Office Receptionist	330-972-7551
College of Health Professions Dean's Office fax	330-972-5737
Accounts Payable	330-972-7200
Police Department emergency	330-972-2911
Police Department non-emergency	330-972-7123
Parking Services	330-972-7213
Campus Patrol (safety escorts on campus)	330-972-7263
IT help desk	330-972-6888