



MOUNT ST. JOSEPH
UNIVERSITY®
*Speech, Language, and
Hearing Sciences*

MSLP PROGRAM HANDBOOK

Master of Speech Language Pathology
Mount St Joseph University
Cincinnati, Ohio

Welcome to the MSLP Program

Dear Students-

Welcome to the Master of Speech-Language Pathology program at Mount St. Joseph University! Graduate school is an exciting time of learning and growth as a clinician and as a person. The faculty are here to support you as you acquire the knowledge and skills you need to become a high-quality clinician.

This handbook will provide you with information about the program and our expectations for you while in the MSLP program. You should consider it a 'go-to' resource when you have questions about a policy or process. The format is designed to help you easily navigate through hyperlinks to areas within the handbook and links to external websites where referenced.

Please review the content of this handbook carefully. You are responsible for the content presented in this handbook. These policies and requirements are introduced at orientation and will continue to be discussed and referenced as you move through the program. If you are unclear or have additional questions, do not hesitate to reach out to me or another faculty member for clarification. Please remember that your faculty are here to support you and we value your success. You are our future colleagues and will carry the profession forward and our goal is to support your evolution into the highly skilled, culturally-responsive, clinicians we know you can be.

Once you have reviewed the handbook, you will sign the Handbook Acknowledgement form and upload it to Calipso, our clinical documentation tracking system. We will help you with this at orientation.

Mount St. Joseph University is a mission-driven institution and our program aligns with this mission. Our goal is to support you as you develop the knowledge and skills to be high-quality clinician and we to inspire you to makes a meaningful impact in your community and profession.

Please always reach out with questions. Welcome to the Mount!

Erin Redle Sizemore, PhD CCC-SLP
Program Director & Department Chair



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SECTION I: GENERAL INFORMATION

A. Purpose of the Program Handbook

This Program Handbook provides necessary information regarding policies, procedures and regulations for all the students in the Master of Speech Language Pathology (MSLP) Program at Mount St Joseph University.

In addition to the policies and procedures contained in this program handbook, students are also responsible for policies and procedures outlined in the Mount St Joseph Graduate Catalog, and the Mount St Joseph University Program handbook.

B. Accreditation

The Master of Speech-Language Pathology (MSLP) education program in speech-language pathology (residential) at Mount St. Joseph University is an Applicant for Candidacy 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, MD 20850, 800-498-2071 or 301-296-5700.

C. Copyright

No part of this program handbook may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage or retrieval system, without permission in writing from the Chairperson, Department of Speech, Language, and Hearing Sciences, School of Health Sciences, Mount St. Joseph University, Cincinnati, Ohio 45233-1672.

D. Change Notice

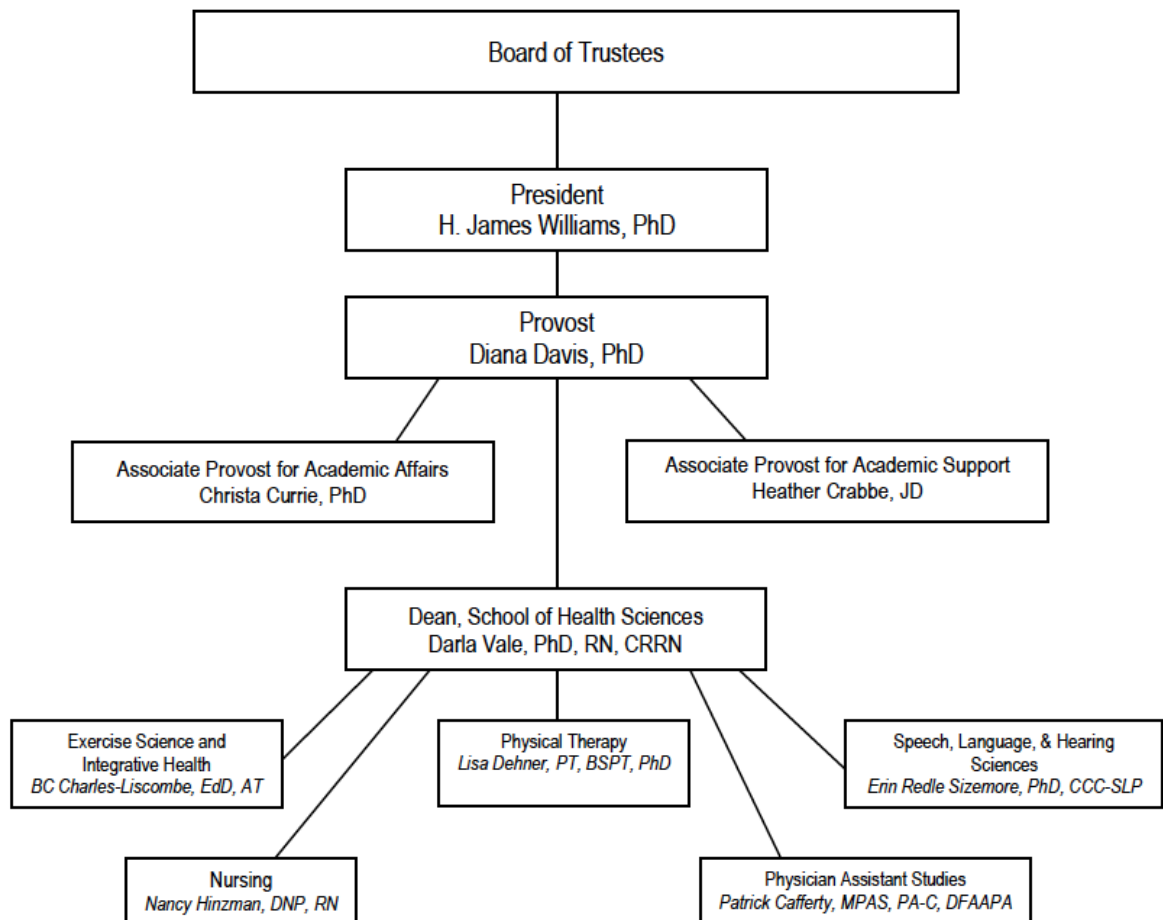
The Department of Speech, Language, and Hearing Sciences, School of Health Sciences reserves the right to make changes in policies, procedures, and regulations after the publication of this program handbook. Notice of changes, revisions, or any additions to the MSLP program handbook will be posted on Blackboard and distributed to each student in electronic format by the Chairperson of the Department of Speech, Language, and Hearing Sciences. The most up-to-date version of the handbook can always be found on the Program website and Program Blackboard page. Students must be aware that the paper copy they receive at orientation may change and should reference the electronic versions moving forward in the program. The version and date of the handbook can be located in the bottom-left corner to ensure currency of the material.

SECTION II: SCHOOL OF HEALTH SCIENCES

A. Mission

The School of Health Sciences prepares students for professional careers in selected health disciplines including exercise science, nursing, physician assistant, physical therapy and speech-language pathology. The School supports the integration of life and learning with the foundation of liberal arts and sciences. The unique contributions of each program are highlighted through stimulating didactic, clinical, simulation, community service, and interprofessional experiences.

B. Organizational Structure of The School of Health Sciences



SECTION III: OVERVIEW OF THE MSLP PROGRAM

A. MSLP Program Website

<https://www.msj.edu/academics/majors-minors-and-programs/speech-language-pathology.html>

B. MSLP Program Mission

Grounded in Catholic values, Mount St. Joseph's Speech-Language Pathology program will prepare high-quality clinicians infused with a deep commitment to meeting the needs and challenges of their clients through professional and personal excellence. Students will acquire the knowledge and skills to implement comprehensive services for individuals with communication and swallowing disorders together with their families, while employing evidence-based practices and accepting persons of all cultures and beliefs. Students will develop the leadership abilities, interprofessional collaborative skills, personal insight, and integrity to make a meaningful impact through service to others, their community, and their profession.

C. Philosophy

Mount St. Joseph University is a mission-driven institution whose faculty, students, and alumni are focused on serving the common good. Decisions regarding academic, clinical, and professional training are guided by the principle of service to others. This program is focused on preparing students to serve individual patients, families, their community, and the profession. Students are prepared to be highly effective, culturally responsive clinicians imbued with deep commitment to life-long learning and professional service.

Throughout the program, the core principle of the integration of academic knowledge and clinical application is woven into the curriculum. In the first three semesters, students participate in simulation activities that provide guided opportunities to apply academic content knowledge to clinical situations. The impact of culture, family, and the social determinants of health are included in both the academic, simulation, and clinical activities.

We believe in the mission of being of service to others. Our first year of clinical education experiences occur in our local community as we are of-service to sites that are historically under-resourced. Through these experiences, our students acquire clinical skills and improve their awareness of the impact of culture and the social determinants of health on not only communication and swallowing, but the life experiences of the people and families we serve.

Finally, our mission and goals are a driver for the Professional Development Plan. Through this plan, students identify their own strengths, interests, and opportunities to develop in a variety of areas (e.g. advocacy, continuing education, professional duty, leadership). These activities are designed to expose students to available resources and opportunities as well as to grow the independence and foundational skills in these areas to continue with these activities beyond graduation.

D. MSLP Program Outcomes

By the end of the program the students will be able to:

- demonstrate an understanding of human communication and swallowing processes across the lifespan as well as the cultural influences on these processes.
- evaluate and diagnose communication and swallowing disorders and in the context of cultural, familial, and social determinants of health.
- identify and implement evidence-based methods of prevention, assessment, and intervention for persons with communication and swallowing disorders.
- integrate current evidence into high-quality and culturally responsive clinical practice.
- demonstrate the ethical decision making, integrity, and advocacy skills to provide meaningful leadership in the community and profession.
- engage in effective communication and collaboration with patients, families, and interprofessional teams.

E. Values

Students are expected to develop attributes and practice consistent with the ASHA Code of Ethics. The unique emphasis on cultural sensitivity and reflective practice s encourages development of values needed to be an advocate for those with communication disorders, an integral member of professional teams, and a leader for the profession to positively influence societal and institutional structures that impact access to and the practice of speech language pathology. In addition, these values integrate the components of MSJ's mission of excellence in academic endeavors, integration of life and learning, respect and concern for all persons, diversity of culture and beliefs, and service to others.

F. Department Curricular Goals and Performance Indicators

The MSLP program will use both formative and summative assessments of students to assess learning outcomes. Within each didactic course, students will complete ongoing formative assessments and a summative assessment within the course (e.g. final case study, final exam). Clinically, students will complete formative assessments throughout their clinical placements with final performance on the Cumulative Evaluation serving as a summative measure. Additional summative assessments are completed in SLP 622 Complex Conditions Across the Lifespan. Completion of the Capstone project serves as a summative assessment; this project requires students to integrate academic knowledge, clinical practice, evidence-based practice principles, and professional practices.

The required knowledge and skills for professional practice will be assessed through a variety of methods, including successful completion of pre-requisite coursework, direct observation/measurement of learning outcomes in didactic courses, assessment of clinical skills using a Clinical Performance Instrument, and demonstration of professional development through the completion of a Professional Development Plan. Didactic courses include learning outcomes with specified, objective criteria identified for instrument

For academic courses, the program will create a curriculum map that identifies and incorporates the ASHA identified Knowledge and Skills and maps all requirements to specific courses, the Clinical Performance Instrument, and the Professional Development Plan. These specific requirements are built into the Knowledge and Skills Summary Acquisition Form that is available in CALIPSO. This form will serve as the primary mechanism to formally track and to provide ongoing feedback regarding academic progress towards achieving the required knowledge and

skills for the profession. Students have unlimited, real-time access to CALIPSO, which contains the Clinical Performance Instrument and the 'My Checklist' which also includes all requirements towards certification and graduation. Students will meet at least once per semester with their Academic Advisor and formally at least twice with their clinical supervisor for additional feedback. Any need for remediation plans, progress towards completion of the plan, and completion will be stored in the student's departmental file.

Within each academic course (multiple courses per each semester), each student must achieve the learning objectives (also called course competencies) as stated on the syllabus. Most courses also have a summative case study as part of the assessment process. Students who do not meet competency within a course must complete the competency by the start of the next semester or their clinical placement may be delayed. The Clinical Performance Instrument is completed by the clinical supervisor each semester. The program's major summative assignments, case studies in Complex Conditions Across the Lifespan (SLP 622) and the Capstone project (SLP 780) are within the last 2 semesters of the program.

Students are ultimately responsible for tracking their own academic and clinical progress in the program. Students should reach out to their academic advisor or the Program Director with any questions regarding program requirements and/or progression in the program.

G. Important Contact Information

Erin Redle Sizemore, PhD CCC-SLP

*Program Director, Chair and Associate Professor
Speech, Language, and Hearing Sciences
Mount St. Joseph University
5701 Delhi Road | Cincinnati, OH 45233-1672
513-244-4512 | Erin.Sizemore@msj.edu*

Emily Buckley, MA, CCC-SLP

*Director of Clinical Education
Speech, Language, and Hearing Sciences
Mount St. Joseph University
5701 Delhi Road | Cincinnati, OH 45233-1672
513-244-4247 | Emily.Buckley@msj.edu*

Sisan Cuervo, PhD, CCC-SLP

*Assistant Professor
Speech, Language, and Hearing Sciences
Mount St. Joseph University
5701 Delhi Road | Cincinnati, OH 45233-1672
513-244-4253 | Sisan.Cuervo@msj.edu*

Darla Vale, PhD, RN

*Dean, School of Health Sciences
Mount St. Joseph University
5701 Delhi Road | Cincinnati, OH 45233-1672
513-244-4295 | Darla.Vale@msj.edu*

SECTION IV: CURRICULUM

The MSLP program requires 5 full-time semesters. The first 4 semesters must be completed on the campus of Mount St. Joseph with clinical placements in the greater Cincinnati area. The 5th semester can be completed through online/distance education provided an appropriate clinical externship can be identified and secured for the student (see Section XXX for additional information on clinical externships outside the greater Cincinnati area). Students cannot complete the program in fewer than 5 semesters.

A. Curriculum Sequence- Year 1

Fall Semester, Year 1 (credit hours are in parentheses)

- SLP 501 Clinical Neuroanatomy & Neurophysiology (3)
- SLP 503 Language Foundations and Early Disorders (3)
- SLP 504 Graduate Seminar (1)
- SLP 510 Research Methods and Application (3)
- SLP 542 Speech Sound Disorders (3)
- SLP 531 Simulation & Integration I (3)
- SLP 650 Clinical Practicum I (1)

Spring Semester, Year 1 (credit hours are in parentheses)

- SLP 520 Clinical Speech Science (2)
- SLP 541 School Age Language & Literacy Disorders (3)
- SLP 601 Dysphagia (4)
- SLP 602 Adult Language Disorders (4)
- SLP 532 Simulation & Integration II (2)
- SLP 651 Clinical Practicum II (1)

Summer Semester, Year 1 (credit hours are in parentheses)

- SLP 544 Fluency & Counseling (2)
- SLP 545 Management of Hearing Loss for SLPs (2)
- SLP 603 Voice and Resonance (2)
- SLP 604 Motor Speech (2)
- SLP 621 Augmentative and Alternative Communication (3)
- SLP 633 Simulation & Integration III (2)
- SLP 652 Clinical Practicum III (1)

B. Curriculum Sequence- Year 2

Fall Semester, Year 2 (credit hours are in parentheses)

- SLP 543 Policy, Funding, and Advocacy in Speech-Language Pathology (2)
- SLP 622 Complex Conditions Across the Lifespan (3)
- SLP 653 Clinical Practicum Med/Clinic (5)

or

- SLP 654 School Practicum (6)
- Elective (3) (Taken Fall or Spring Year 2)

Spring Semester, Year 2 (credit hours are in parentheses)

- SLP 780 Capstone (3)
- SLP 653 Clinical Practicum Med/Clinic (5)

or

- SLP 654 School Practicum
- Elective (3) Taken Fall or Spring Year 2

Please note: There are no unique tracks, this is the curriculum sequence for all students.

SECTION V: ACADEMIC POLICIES

In general, the MSLP Program adheres to the MSJ policies found in the [MSJ Graduate Catalog](#). In the event the MSLP Program has a different policy than what is located in the Graduate Catalog, information regarding that policy can be found in this handbook.

A. Admission to Mount St Joseph University

Applicants for the MSLP Program must:

- Have a bachelor's degree from an accredited undergraduate institution OR be currently enrolled in an undergraduate program with the degree awarded prior to starting the MSLP program.
- Complete the required prerequisite courses
- Have a minimum 3.0 overall GPA

Prerequisite courses are required to ensure students have the necessary foundational skills to be successful in the graduate program and be eligible for certification as a speech-language pathologist through the American Speech Language Hearing Association. In the event a course is taken twice, the admission committee will consider the highest grade earned by the student.

Prerequisite courses directly related to the practice of speech-language pathology must be completed with a 'B' (3.0) or better grade. Students must complete the following related courses:

- Anatomy and Physiology of Speech and Hearing
- Introduction to Audiology
- Speech and Language Development
- Phonetics

A grade of 'C' (2.0) or better is required in related scientific and social science prerequisite areas. Required courses include:

- Physical Sciences (must be a physics or chemistry course)
- Biological Sciences (must be specific to human biology and not specific to speech and hearing)
- Statistics
- Social Sciences (Psychology or Sociology are recommended)

International Students

Students in the MSLP Program must have an iBT minimum score of 90 with minimum individual scores of 26 in speaking, 22 in listening, 20 in writing, and 22 in reading. Official scores must be within 2 years of application to the program. Per the University, the MSLP Program Director can waive this requirement if a satisfactory GRE score is submitted, or the students completed their undergraduate degree at an accredited higher-education institution in the United States.

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Enrollment Deferral

In the event of an extraordinary life circumstance, a student may request deferral of their enrollment for one year. This request must be made in writing to the MSLP Program Director prior to start of the intended semester of enrollment and is subject to program approval. A decision regarding deferral will be made in writing to the student within 10 days of receipt of the request.

B. Conditional Acceptance

In rare instances, students who do not meet all the admission requirements may be conditionally admitted to the program. Students who are conditionally admitted are notified in their acceptance letter of their conditional acceptance, as well as the unique requirements. During the first semester, students with conditional acceptance must meet individually with the Program Director within the first 2 weeks of the term and within 2 weeks of the semester midterm. *It is the student's responsibility to initiate scheduling these meetings.*

If the student is successful during the first semester, enrollment will continue. Success is defined as an overall 3.0 GPA or greater GPA, a B or better in SLP 531 Simulation and Integration I, a B or better in SLP 650 Clinical Practicum I, and appropriate competency ratings in all Professional Practice areas.

C. MSLP Policy on English Language Proficiency

Communication Proficiency is described in the Technical Standards for the MSLP program ([Appendix A](#)). For the completion of academic coursework and clinical practicum experiences, students must be able to proficiently communicate in English. Occasionally, instances arise where additional provision or support is needed to ensure communication proficiency. The policies of the MSLP program are detailed here. The field of speech-language pathology focuses on supporting communication for all, including our students, patients, and other professionals.

Non-native speakers of English must demonstrate proficiency in English. International students for whom English is a second language, admission requirements for English (e.g. TOEFL, GRE scores, undergraduate degree in United States) must be met. If communication deficits and/or variations are identified that will impact clinical practicum experiences, recommendations will be made, including possible speech-language therapy, to minimize the impact of the accent/dialectical/language differences. Students may also be directed to the University's Support Services (e.g. Writing Center).

Non-standard speakers of English identified with speech/language differences that may interfere with successful completion of clinical aspects of training will be notified by their clinical supervisor. Strategies to improve skills in standard English and resources to support this will be provided to the student by the program.

Students with communication disorders that may interfere with successful completion of clinical training are encouraged to report their concerns to the Director of Clinical Education. Students will receive information on assessment and intervention services available in the community. Should clinical and academic faculty suspect a student has a communication disorder that has not been identified, they may request that the student receive a communication screening by a faculty member in the department or through another site of the student's choice. Should the screening results warrant it, the student will be referred for further assessment and treatment (if needed).

Students who have questions or concerns regarding these policies should contact the Program Director.

D. Technical Standards

The Mount St. Joseph University Master of Speech Language Pathology (MSLP) education program has established specific technical standards for enrollment ([Appendix A](#)). These standards reflect the knowledge and skills necessary to demonstrate entry level competency as a speech-language pathologist. Technical standards encompass skills and attributes in five areas: communication, motor, conceptual-integrative, observation, and behavioral-social attitudes. The technical standards set forth by the MSLP program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of entry-level speech language pathologists, as well as meet the expectations of the program's accrediting agency (Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association). Many of these skills can be learned and developed during the course of the graduate program through coursework, clinical experience, and completion of the professional development plan.

E. Nondiscrimination

The MSLP program adheres to the [Mount St. Joseph Non-Discrimination Policy](#). Please visit this link for the up-to-date policy.

Information about filing a complaint related to discrimination, including the direct MSJ faculty or staff member to report are listed in this policy. Additionally, information regarding anonymous reporting is also located in the policy. The web-based version of the policy will always be the most up-to-date version which is why we refer you to the site.

The program highly values the diversity of all people and believes in supporting systems of equity. While students are required to engage in non-discriminatory behaviors, students are encouraged to actively support and engage in antiracist practices.

F. Complaints

Departmental Complaints

Should a situation arise in which a student believes she/he may need to file a formal complaint, this can also be done within the Speech, Language, and Hearing Sciences Department. While you may initially discuss this with any faculty within the department, complaints are referred to the Program Director for action. If the complaint is only verbal, the Program Director will take notes on the meeting and will keep the notes on file. Students are encouraged to put complaints in writing to ensure the complaint is accurately captured. The Program Director will determine the course of action to be taken with the student and any necessary faculty members, as well as any necessary administrators. If the student complaint is about the Program Director (also the Department Chair), the complaint should be directed to the Dean of Health Sciences. The Program Director maintains a record of complaints handled at the department level.

Filing a Complaint about a Program to CAA

Speech-language pathology education programs in the United States are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), which works in conjunction with the American Speech-Language-Hearing Association (ASHA) to maintain the standards of the profession. Students, parents, patients, faculty, and other stakeholders may submit a complaint regarding the MSLP Program to CAA. CAA has a mechanism to consider formal complaints about speech-language pathology education programs that allege a program is not in compliance with one or more of CAA's evaluative criteria or has violated any of CAA's expectations related to academic integrity. To contact CAA call 800-498-2071 or e-mail accreditation@asha.org.

Further information can be found on CAA's website: <https://caa.asha.org/programs/complaints/>

G. Leave of Absence

In the event a student needs to request a leave of absence, a student must make this request in writing to the Program Director and meet with the Program Director to discuss the impact of the leave on the student's progression in the MSLP program. Approval notification will be in writing. Reinstatement into the program will be dependent on terms agreed upon at time of leave.

Students requesting an emergency medical leave of absence should follow the Emergency Medical Leave of Absence procedure in the Graduate Catalog. Students can contact the Program Director for assistance with this if needed.

Students must be aware that in accordance with the Graduate Catalog, all degree requirements must be completed within five years of acceptance into the graduate program.

H. Academic Misconduct

Students are expected to engage in ethical, honest behavior at all times. These concepts are discussed in the MSLP Technical Standards and the ASAH Code of ethics. **Any form of academic misconduct will not be tolerated by School of Health Sciences and the MSLP Program. It may result in dismissal from the program.**

The MSLP program adheres to the [MSJ Academic Honesty Violation](#) policy for incidents of academic misconduct and appeal procedures.

I. Withdrawal Policy

Course Withdrawal Policy

The MSLP Program adheres to the MSJ [Course Withdrawal Policy](#). This policy generally indicates that within the first five weeks of a semester, a student may withdraw from a course by completing the appropriate add/drop form and the course will be removed from the student's permanent academic record. From the sixth through the tenth week, the student may withdraw by the same process and the grade "W" (not calculated in GPA) will appear on the permanent record. Starting with week 11 there will be no withdrawals allowed and a grade will be assigned. Courses that are accelerated

have earlier withdraw dates; refer to class schedules for specific information on accelerated courses. Please refer to the policy for specific details.

MSLP Course Withdrawal

Students withdrawing from a course are strongly advised to meet with their faculty advisor and/or the Program Director prior to withdrawing from a course. *Withdrawing from a course will significantly impact a student's progression in the MSLP program and will impact the length of the program. It may impact the capacity to graduate from the MSLP program.*

Program Withdrawal

Students wishing to withdraw from the program must submit their request in writing to the Program Director. An exit interview with the Program Director will be requested.

J. Academic Advising

Each student is required to individually meet with his or her academic advisor at least once per semester. It is the student's responsibility to initiate this meeting, although the Program Director will send reminders to the students and faculty with general timelines. Students are encouraged to discuss any concerns with their academic advisor or the Program Director. Students must meet with their academic advisor to register for classes for the next semester.

To prepare for advising sessions, students should download the Master Academic Advising Form from the program Blackboard site (or pull from [Appendix B](#) in this handbook) and complete Page 2, up to the starred lines prior to the session.

K. Orientation

Students in the MSLP program are required to attend a 2-day orientation on the Thursday and Friday before the Fall Semester begins (students are only admitted for the Fall Semester). This orientation includes a variety of meetings and activities (e.g. CPR training, clinical placement meetings). A review of the Program Handbook will be led by the Program Director and Director of Clinical Education. This review will include the general course sequence, technical standards (provided prior to and attested to prior to matriculation as well), academic policies (academic integrity, advising requirements, course attendance, course competency), and clinical policies (ethical policies, non-discriminatory policies, client privacy, safety and infection control procedures). The MSJ policy regarding the protection of minors will be reviewed ([Appendix C](#)) and information about required training modules on the topics of Privacy, HIPPA and acknowledgment of review of MSJ FERPA guidelines ([Appendix D](#)) will be presented.

Information regarding the student complaint processes and mechanisms can be found in the Student Complaint Policy which is located 1) in the Graduate Catalog, 2) on the MyMount intranet site, and 3) in the Program Handbook ([Appendix E](#)). Faculty will review the handbook with students at orientation and students will sign a Handbook Acknowledgement Policy as a part of orientation. A copy of the complaint process can be found here:

https://mymount.msj.edu/ICS/icsfs/V_Student_Complaint_Policy.pdf?target=234a98c8-c078-4853-b71c-fd292a350ad9

Students will have ample time to ask questions before confirming they have received the Handbook.

L. Attendance

Consistent with the MSJ Attendance Policy (located in the Graduate Catalog), students are expected to follow the individual instructor's policy regarding attendance as stated in the syllabus. Given that content related to the acquisition of the knowledge and skills necessary for the profession is presented in every class, students are expected to be present in all classes.

Online Course Identity Verification Policy

All online courses offered through the MSLP program require identity verification. This process is to ensure the student participating in the class and completing the coursework for a grade is the student enrolled in the MSLP program. Identity verification is completed through the use of the secure, individual master login and password issued by MSJ when the student enrolls in the university (*Higher Education Opportunity Act, 2007*). For online courses, all required submissions (e.g. assignments, surveys, activities) that contribute to the final grade must be submitted through the university's learning management system (Blackboard) for identity verification. Additionally, realtime meetings will take place using the university's conference software (Zoom) that also requires the master login ID and password. All users of university systems are responsible for maintaining the integrity and security of the system, including their own ID and password. If a student is found to be in breach of this policy, the student may be placed on Probation for academic misconduct. There are no additional fees associated with this verification process.

M. Academic Good Standing/Academic Standards

Consistent with the MSJ Graduate Academic Standards policy, students must maintain a minimum 3.0 grade point average. Additionally, for the MSLP program students must earn a B or better in the Simulation and Integration course series (SLP 531, 532, 533) and the Clinical Practicum course sequence (SLP 650, 651, 652, 653, 654) to remain in good standing. Students will be dismissed from the program for 2 or more C grades in these courses. Please see the Academic Probation section of this handbook for additional information.

Grade Appeal Procedures-Students wishing to appeal a course grade should refer to the Grade Appeal policy in the Graduate Catalog.

N. Student Academic and Clinical Files

Students have two files within the department. The first is a departmental academic file (housed on a secure MSJ server; this includes a backup system) and will contain copies of official transcripts (verified by CSDCAS, graduate admissions, and/or the Program Director), the pre-requisite audit, confirmation of advising sessions, the Professional Development Plan,

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documentation of Action plans, probation notification, etc. Additional information may be included at the discretion of the Program Director. These records are retained indefinitely. Students have the right to inspect these records under FERPA; please see the Graduate Catalog for additional information.

The second file is located in CALIPSO. Calipso is used to track all requirements towards certification including (but not limited to): completion of all CFCC requirements (e.g. clinical hours earned, type of clinical hours), acquisition of the required knowledge and skills for certification (KASA Summary Form), clinical evaluations/ratings for each placement (Clinical Evaluation Form), documentation of site visits and clinical advising, documentation of foundational knowledge, and documentation of compliance (e.g. immunizations, HIPAA training). This file is updated at least every semester (completion of academic coursework, clinical hours, etc.). Students are introduced to Calipso at orientation. Calipso maintains student records online for 8 years. A PDF copy of the student's Calipso record will also be stored in their permanent file indefinitely after graduation.

O. Confidentiality of Student Records

The School of Health Sciences and the MSLP program adhere to the Mount St. Joseph University policy regarding the confidentiality of student records. No education records will be maintained that are not directly related to the purposes of the University and the MSLP program. Students should refer to the [University Family Educational Rights and Privacy Act Policy](#) for additional detail.

P. Criminal Background and Drug Screen Policy

The Department of SLHS abides by the School of Health Science's Criminal Background and Drug Screen Policy. ([Appendix F.](#)) Criminal background checks and drug screening may be required of the School of Health Sciences students for reasons such as any of the following:

- As a requirement for enrollment into the professional phase of the curricula;
- As a requirement of applicable regulatory bodies or assigned affiliated clinical facilities and/or their authorized agents and representatives;
- As a periodic random sampling of the student body; and
- Under reasonable suspicion, documented by at least two University faculty or staff.

The Mount St. Joseph University School of Health Sciences Criminal Background Policy applies to all students in the MSLP program and is included as [Appendix F.](#) Students must read this policy and sign the acknowledgement form attesting to their compliance.

Students will update their background checks annually, and as may be necessary to facilitate compliance with the requirements of health facilities used by the program for supervised clinical experiences. This is undertaken through the [Castle Branch website](#), which students utilized prior to matriculation into the program. Students will receive an email detailing the items necessary and how to provide the necessary documentation. This information must be available to the program prior to scheduling a student for any clinical experience. The cost of the background check is included in MSLP program fees. Failure to complete these requirements will, at the very least, delay the student's progression in the program and may result in disciplinary actions, up to and including possible dismissal from the program.

Q. Classroom Grading Criteria:

The classroom grading scale in the MSLP program is as follows:

A	89.5-100
B	79.5-89.49
C	69.5-79.49
F	≤ 69.49

R. Course Requirements: Academic and Competency

Course competencies are specific knowledge, skills, and/or behaviors that a student must acquire in the course. Both academic performance (grades) and course competencies (as defined by program and faculty) are measured in academic courses. The method through which competency is measured is at the discretion of the faculty member and will be explicitly stated in the syllabus, along with objective mechanism of measurement.

Students are generally expected to obtain a B or better in all courses to maintain the minimum 3.0 GPA. If a student earns a C in a course, the Program Director will email the student regarding these grades. *Even if a cumulative GPA is still above a 3.0, receiving a C in a course will require a meeting with the Program Director.* The student must respond to the Program Director within 3 business days to set up this meeting. At the meeting, the Program Director will recommend action steps for improvement and review the probation and dismissal policies. Documentation of this meeting will be placed in the student's departmental file. The goal of this meeting is to prevent the student from progressing to academic probation and/or dismissal.

IF a student fails to meet a course competency, the Academic Remediation Plan policy is enacted. The remediation policy is located later in this handbook (Section I).

S. Academic Remediation Plans

All course syllabi contain Learning Objectives/Course Competencies that reflects how the content of the course supports the knowledge and skills required for clinical certification. Also, within the syllabi are the specific, objective measures by which competency in the course is measured. When a student does not meet the stated requirement, a remediation plan is developed. The individual faculty member determines the means through which remediation will be completed (e.g. completing additional assignments, rewriting specific questions, retaking a test, etc.).

The student is responsible for initiating the remediation process. Specifically:

1. The student must initiate the remediation process within 72 hours of receiving grade/feedback that indicates the student has not met competency. While the faculty member will remind students of the competency metrics, it is ultimately the student's responsibility to know what competency is.
2. The student initiates the remediation process by completing the Academic Remediation Plan Form ([Appendix G](#)) and emails to the form to the faculty member and copies the Program Director.
3. The faculty member will develop specific remediation activities and send these activities to the student within 2 business days, along with a timeframe for completion of the

activities. The recommended timeframe for completion is 1-2 weeks, depending on the nature of the remediation plan.

4. Once the student has remediated the competency, the student and faculty member will sign and date the form then return it via email to the Program Director, who will store the completed form in the student's departmental file.

If a student still has outstanding remediation activities when grades are submitted, the student will receive a grade of I (incomplete) for the class. This will be assigned regardless the academic activities associated with the class. Once the remediation plan is complete, the student's grade will be changed to reflect the grade earned in the course per the syllabus. If the student does not remediate the competency by the start of the next semester, the student's practicum experience may be delayed or canceled.

Students have 3 opportunities to remediate the competency. If after 3 attempts or assignments (as determined by the faculty member) the student cannot meet competency, the student will need to repeat the course and meet with the Program Director to review the Technical Standards and the student's progression in the program.

T. Academic Probation

The MSLP Program's policy on Academic Probation is consistent with the university policy requiring students to maintain at least a 3.0 GPA. Additionally, students in the MSLP program may be placed on probation for a grade of C in any Simulation and Integration course (SLP 531, 532, 533) or Clinical Practicum course (SLP 650, 651, 652, 653, 654).

In the event the student is placed on academic probation, the Dean of the School of Health Sciences will notify the student they have been placed on formal probation and provide the probation policy in the email. The Program Director and Academic Advisor are copied on the email. The email will also require a response within 3 business days to confirm the student has received the notification and to schedule an appointment with the Program Director. At the appointment, additional documentation of the conversation, including recommended action steps for improvement and advisement of the probation and dismissal policy, will be documented.

U. Criteria for Program Dismissal

The MSLP policies on Academic Probation and Dismissal are consistent with the university's policies (found in the Graduate Catalog). A student who fails to meet the cumulative grade point average of 3.0 in a graduate program for two semesters, or nine additional hours will be dismissed from the program. Additionally, students will be dismissed from the program for 2 or more C grades in the following courses: MSLP (SLP 531, 532, 533) or Clinical Practicum course (SLP 650, 651, 652, 653, 654). Please see the Graduate Catalog for additional information.

V. Dismissal Appeal Process

The MSLP Program follows the MSJ policy for Appeals for Academic Reinstatement as described in the Graduate Catalog. Notably, the student must appeal for reinstatement within 10 business days from the date of dismissal. Appeals must be in writing and addressed to the Provost. The appeal will be reviewed by the Provost's Office to determine whether to grant reinstatement. A written appeal or petition must include the student's self-assessment of factors that contributed to poor academic performance and a statement indicating what will be or has been done differently to positively alter the situation. The Provost or designee will solicit input appropriate to the appeal. The Provost or designee decides whether to grant or deny appeals and determines conditions of reinstatement in consultation with the Program Director/Chair, if granted. Please refer to the Graduate Catalog for additional for additional information.

W. Student Progress Towards Certification

For academic courses, the program will create a curriculum map that identifies and incorporates the ASHA identified Knowledge and Skills and maps all requirements to specific courses, the Clinical Performance Instrument, and the Professional Development Plan. These specific requirements are built into the Knowledge and Skills Summary Acquisition Form that is available in CALIPSO. This form will serve as the primary mechanism to formally track and to provide ongoing feedback regarding academic progress towards achieving the required knowledge and skills for the profession. Students have unlimited, real-time access to CALIPSO, which contains the Clinical Performance Instrument and the 'My Checklist' which also included all requirements towards certification and graduation.

Students should meet at least once per semester for clinical advising. In the first year, students meet twice a semester (midterm and final) with a MSJ supervisor who will review clinical progress (e.g. hours, competencies, rating scores) with the student. In the second year, students meet once a semester with the Director of Clinical Information (site visit/advising) regarding progress during their site visit.

Students should prepare for all midterm and final evaluations by totaling hours and reviewing their own competency performance to contribute to the discussion with their advisor/DCE.

X. MSLP Program Graduation Requirements

Students in the MSLP program will apply for graduation by September 15th of their second year. The status of the items listed below will be reviewed with students during their semester advising sessions. Additional items on the Graduation Checklist ([Appendix H](#)) must be submitted during the exit interview prior to graduation.

- Complete all required coursework (69 credit hours, see below)
- Minimum GPA for graduation is 3.0 or higher
- Minimum of 400 supervised clinical clock hours (375 supervised hours, 25 guided observation hours) documented and approved in CALIPSO

- Completion of Professional Development Plan
- Completion of PRAXIS Exam- *a passing score is not required for graduation*
- Meet all clinical competencies with a rating of 3.0 or higher

Credit Hours

Requirements	Credits
Minimum number of required academic credits	52
Minimum number of elective academic credits	3
Minimum number of required practicum/clinical credits	14
Minimum number of elective practicum/clinical credits	
Minimum number of credits for required research (include dissertation and/or research credits, if applicable)	
Minimum number of credits for elective research (include dissertation and/or research credits, if applicable)	
Other (Specify.)	
TOTAL	69

Y. PRAXIS Test

Students are required to take the Praxis examination prior to graduation (they are not required to pass to graduate). Students must submit their scores to the program through an official score report; they are encouraged to do this as one of the free scores sent by ETS. The number of collected score reports is verified against the ETS Dashboard. Scores will be collected from the students and verified against a report generated from the ETS dashboard.

In preparation for the PRAXIS test, students will have access to test preparation questions through "[Truelearn](#)". Students will answer 10-20 PRAXIS test questions on [Truelearn](#) for each disorder class. The answers to those questions will count toward the final grade for the class. Additionally, students will be given access to one full length PRAXIS practice test to complete. Students will complete the practice test in mid to late October of the second year Fall semester. The results of the test will be reviewed with the student during the Fall semester advising appointment.

The *Praxis* exam in Speech-Language Pathology is used as a requirement for the ASHA Certificate of Clinical Competence.

Z. Professional Licensure/Certification

• ASHA Certificate of Clinical Competence

The MSLP program is intentionally designed to support students meeting the requirements for ASHA certification. When students meet all graduation requirements, the Program Director can verify the student has fulfilled Standards I-V. As part of the application process, students will verify Standards VI & VII.

Additional requirements from ASHA include (see website for additional details):

- Submit the completed and signed Speech-Language Pathology certification application with appropriate dues/fees.
- Send an official graduate transcript that shows the graduate degree earned.

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- Complete a mentored clinical fellowship, and submit the Speech-Language Pathology Clinical Fellowship Report and Rating Form.
- Receive a passing score on the [Praxis Speech-Language Pathology exam](#).

Learn more about [The American Speech-Language-Hearing Association \(ASHA\)](#) and [ASHA Certification](#).

- **State Licensure in Speech-Language Pathology**

States require a license to practice speech-language pathology; most are similar to ASHA's requirements for the Certificate of Clinical Competence. Graduates of the MSLP will most likely be prepared for licensure in any state; however, it is your responsibility to check the state's specific requirements for academic and clinical preparation, if applying to a state other than Ohio. Information about licensure in other states can be found on the ASHA website at by <https://www.asha.org/advocacy/state/> searching the internet for the appropriate state (state.gov), and/or looking for licensing or state agencies. If you have plans to move after graduation, please review this information early in your program to determine if there are additional requirements the MSLP program may be able to support. The program will assist with additional requirements as able, we cannot guarantee we can support license requirements in states other than Ohio. To our knowledge we also satisfy licensure requirements for Kentucky and Indiana but students are encouraged to confirm this early in their program.

- **Ohio Licensure Application**

Students applying for an Ohio license can obtain information and an application online at: <http://slpaud.ohio.gov>. Additional procedures will be provided by the Program Director in the final semester.

- **Teaching Licensure**

Some states have separate requirements to obtain certification/licensure to work as a speech language pathologist in public school systems. The MSLP program prepares you to work in Ohio's Public Schools. Coursework and student teaching requirements will vary among states. You are responsible for determining the eligibility criteria for any state other than Ohio.

To apply for the Pupil Services License-5 year applicants must:

- Complete an Ohio Department of Higher Education approved school licensure program (*MSLP program at MSJ is in the process of obtaining accreditation from Ohio and the application will be submitted by October 15, 2022*)
- Complete 60 days of practicum/student teaching in a school placement (*This is different from the direct contact hours required by ASHA. For example, attendance at school in-service programs count toward the 60-day requirement.*)
- Hold a valid, license from the Ohio Speech and Hearing Professionals Board
- Receive a passing score on the PRAXIS test

More information can be found at The Ohio Department of Education website: v <https://education.ohio.gov/Topics/Teaching/Licensure/Apply-for-Certificate-License/Pupil-Services-Licenses>

SECTION VI: CLINICAL PRACTICUM

A. Clinical Clock Hours

Consistent with [ASHA Certification requirements](#) (Standard V-C), students must obtain a minimum of 400 clinical experience clock hours for graduation and certification. Twenty-five hours must be spent in guided clinical observation and a minimum of 375 hours must be spent in direct client/patient contact. Up to 75 hours may be earned through clinical simulation and 300 hours must be at the graduate level. Allowances were made for telehealth hours during the COVID-19 pandemic but have not been implemented as permanent changes. The Director of Clinical Education will provide additional guidance regarding telehealth for each cohort.

B. Process for Placing Students in Clinical Practicums

The process for placing students in full-time practicums for the second year of the Fall and Spring semesters will be completed by the Director of Clinical Education. Students should not contact potential practicum sites or supervisors without first speaking with the director of clinical education. Many sites have very specific processes and procedures when it comes to placing graduate student clinicians. *Students are encouraged to identify interest areas and possible sites. However, clinical sites cannot be guaranteed based on student request.* The Director of Clinical Education has the responsibility to vet both sites and supervisors to determine the site and/or supervisor can support the student's learning needs and the mission of the MSLP program.

In the Fall Semester of Year 1, all students complete a brief survey regarding second year placements. This survey is not binding but allows the DCE to secure placements as many sites require 9-12 months of preparation. Students may request specific sites, patient populations, and geographic locations but the program cannot guarantee these requests will be honored. Students may be required to drive up to 60 minutes (mileage varies) for clinical placements.

External clinical placements are assigned based on a variety of factors including: 1) an individual student's clinical education needs, 2) the clinical educational needs of other students in the cohort, and 3) student preference for patient population and geography. Within the Greater Cincinnati area (defined as within 60 miles of the MSJ campus), the DCE will contact potential sites potential to meet the student learning objectives as well as the supervisor's experience and qualifications (e.g. ASHA Standards) to host the student with the potential supervisor. If the site and supervisor will meet the student's needs, the DCE will begin the process of securing an affiliation agreement and beginning any necessary on-boarding. Occasionally, even if the site appears to be a good educational match, there can be challenges in completing the clinical placement contract that would prevent the placement.

Fifth Semester Placements Outside the Greater Cincinnati Area

If a student believes she/he will want to complete the Spring Semester, Year 2 at a practicum site that is more than 60 miles from the MSJ campus, the student is responsible for 1) indicating this via the survey and 2) scheduling to meet with the DCE by October 15th of the first year.

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During that meeting, the DCE will discuss the opportunities and challenges that may be associated with a distance placement. If the student still wishes to pursue this, the DCE will help the student identify possible sites and draft an email to a possible site supervisor; the goal of this email to assist the DCE in confirming contact information for the potential site. The student will send the approved email to the potential site supervisor and copy the DCE. If the student does not get a response from the potential site supervisor within 5 business days, the student may email the site supervisor again. If the student still does not get a response the student should identify at least 3 additional potential sites and meet with the DCE again to discuss those sites.

If the student and DCE receive a response from the potential site supervisor that indicates she/he would be willing to discuss this possibility further, the DCE will send an email introducing the MSJ program and key policies, as well as the Clinical Education Handbook. The DCE will determine the site's potential to meet the student learning objectives as well as the supervisor's experience and qualifications (e.g. ASHA Standards) to host the student with the potential supervisor. If the site and supervisor will meet the student's needs, the DCE will begin the process of securing an affiliation agreement and beginning any necessary on-boarding.

Students should never attempt to 'secure' their own placement. Outside of the initial introduction, all activities to secure a placement should be completed by the DCE or another faculty member assisting the DCE.

Checklist for placing students in full-time 5th semester clinical site outside of Cincinnati area (more than 60 miles away):

1. Fill out survey regarding professional interests, geographic needs/requests
2. Research possible placements and identify contact information (email/phone number) for potential clinical/site supervisors
3. Meet with DCE to review request and draft an email to potential off-site clinical supervisor
4. Send approved email to potential site supervisor and copy Director of Clinical Education
5. If you receive a positive response back from potential site supervisor, ensure the DCE is aware so she can communicate with the supervisor to determine if the site can meet your educational and clinical competency requirements and that the supervisor meets the ASHA requirements for supervision
6. If the DCE determines the site is viable, the DCE will work to complete a contract with the site and determine onboarding needs
7. If the student does not receive an email back from the supervisor they may send another email after 5 business days. If the student still does not receive a response or gets a negative response the student must identify at least 3 more potential clinical sites and schedule another meeting with the director of clinical education to determine next steps.

C. Practicum Commitment Form

Students assigned to a clinical practicum must complete a Practicum Commitment Form ([Appendix I](#)) with their supervisor within the first of their practicum. The practicum commitment form is a document outlining the expectations for the student and supervisor. If a student is assigned to more than 1 supervisor at a specific setting, only form is required if the supervisors follow the same schedule (e.g. arrival/departure times) and similar supervision styles. If supervisors do not share a work schedule or wish to structure the practicum experience differently (e.g. conferencing style, methods of feedback), the student and supervisors should consider separate forms.

Students are required to upload a copy of each Practicum Commitment Form for each setting to CALIPSO. See [Appendix J](#) for directions.

D. CALIPSO- Tracking System for Clinical Hours and Competencies

CALIPSO is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology and audiology training programs. As graduate students in the MSLP program at MSJ you will use CALIPSO for a variety of functions including tracking your clinical hours, uploading and saving necessary documents, tracking completion of coursework and competencies needed for graduation, and completion of self-evaluation. Additionally, clinical supervisors will have access to CALIPSO and will complete midterm and final evaluations to rate your competency with various clinical skills. Information accessing CALIPSO is provided during orientation. Please see [Appendix J](#) for additional instructions for use of CALIPSO.

Student records are retained by CALIPSO for 8 years and students are able to access CALIPSO if needed during that time period. If a student needs access to their Calipso records after 8 years, the student will need to request these records from the Departmental file.

E. Supervision Requirements and Timelines

In the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology Standard V-E, CFCC states, “The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience; must not be less than 25% of the student’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.” (Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2018). *For all student clinical experiences, this standard must be maintained and the client’s well-being and welfare held paramount.*

Clinical supervisors will determine when students are able to be moved from active observation to delivery of supervised clinical services. For first semester placements and early in all clinical placements, it is anticipated that students will be directly supervised at 100%. Faculty supervisors will work closely with the students and gain insight into the clinical skills of the student (e.g. ability to implement treatment activities, cue and scaffold, manage behavior, collect data, complete documentation). Once the supervisor is confident the student can deliver quality services, the supervisor may begin to fade the amount of direct supervision but must always abide by the stated standards above.

For external placements, the supervisor will be provided with a list of the didactic courses and clinical practicum experiences of the incoming student. Interpretation of these experiences related to the amount of direct supervision and/or fading of direct supervision is at the discretion of the supervisor, within the professional and ethical standards. In addition to the student's developing skills, consideration for the patient's complexity, severity, safety should be considered when fading from direct to indirect supervision.

The program suggests supervision should be 100% initially and be reduced as the therapist is confident in the student clinician's skills. This must never be less than a minimum of 50% of evaluation and 25% of intervention sessions. Student clinicians must have direct access to a licensed and ASHA certified speech-language pathologist at all times when evaluating or providing intervention. The licensed and ASHA certified SLP must be on site before the student can have client contact.

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). *2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*. Retrieved from www.asha.org/certification/2020-SLP-Certification-Standards

[Appendix K](#) is a suggested guideline to allow for the student to move from active observation to supervised service delivery.

F. Obtaining and Documenting Clinical Hours

- Only direct client/patient contact time may be counted as clinical practicum hours. For example, only direct contact time with the individual receiving services and their family in assessment, intervention, and/or counseling can be counted toward practicum hour fulfillment.
- Per ASHA Standard V-C: Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through CS methods. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.
- Time spent with either the patient/client and their family/caregiver engaging in information seeking, information giving, counseling, training for a home program, participation in Individual Education Plan (IEP) meeting, Family Service Plan meeting, care conference, or habilitation plan meeting may be counted as clinical clock hours provided these activities are directly related to patient care. The competency area of these hours should be determined by the supervisor.
- Per ASHA Standard V-C: Although several students may be involved in a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the individual receiving services or the individual's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services. The applicant must maintain documentation of their time spent in supervised practicum, and this documentation must be verified by the program in accordance with ASHA Standards III and IV.

G. Clinical Action Plan

When a concern arises regarding a student's clinical skills, technical skills, or professional competencies in a clinical practicum experience, the faculty member/supervisor involved will first informally address the concern directly with the student and offer informal suggestions for improvement. If the student is not able to address the concerns, a formal Action Plan ([Appendix L](#)) will be developed. This plan will be developed by a team of faculty members.

The graduate faculty team will consist of no less than three faculty members and will include the Program Director, the Director of Clinical Education, and the academic or clinical faculty member involved (if one of these individuals serves a dual role, another faculty member will be asked to serve on the panel to ensure a minimum of three members). The Action Plan will include measurable goals to be achieved in a specific timeframe. At the end of this timeframe, the student will have an opportunity to meet with the faculty team to determine whether the student has met the Action Plan goals. If the student does not meet the goals as detailed in the Action Plan, the student may be placed on formal probation with the possibility of dismissal from the program.

Completing the Action Plan does not directly influence the grade the student earns in the clinical practicum.

H. CALIPSO- Clinical Competency Rating Scale

Satisfactory clinical performance is an important requirement of the MSLP program. As part of the evaluation process, students are required to complete a self-evaluation, including their self-perceived strengths and areas for improvement. These reflections are discussed with the clinical supervisor during both the mid-term and final evaluation conferences and serve as a guide for further instruction and learning. The self-evaluation will also be discussed during formal advising sessions.

The rating scale below will be used to rate a student's competency with the clinical skills pertinent to the practicum experience.

1-Early Emerging

Specific direction from clinical educator does not alter unsatisfactory performance. Not able to self-reflect even with supervisor support.

For example, a student who is not able to demonstrate a specific clinical skill and does not attempt to integrate the supervisor's feedback would earn a 1.

2-Emerging

The clinical skill/behavior is beginning to emerge. Efforts to modify may result in varying degrees of success. Maximum amount of direction from clinical educator needed to perform effectively and engage in self-reflection.

For example, a student who is sometimes able to perform a clinical skill and is visibly attempting to use strategies the supervisor suggested and still requires considerable feedback to problem solve would earn a 2.

3-Present

Inconsistently demonstrates clinical behavior/skill. Exhibits awareness of the need to monitor and adjust and make changes. Modifications are generally effective. Requires some direction from clinical educator needed to perform effectively and problem solve with self-reflection.

For example, a student who can demonstrate a skill and knows to modify service delivery based on a patient's previous response but still needs minimal support to problem solve would earn a 3.

4-Developing Mastery

Displays minor technical problems which do not hinder the therapeutic process. Occasional direction from clinical educator needed to perform effectively, self-reflect, and problem solve.

For example, a student who conducts therapy with only a minor challenge or problem and only occasionally needing assistance from the supervisor (after several patients or across multiple sessions) would earn a 4.

5-Mastery

Adequately and effectively implements the clinical skill/behavior. Demonstrates independent self-reflection and creative problem solving.

For example, a student who is delivers high-quality services and reflects, responds to patient differences, and independently implements strategies for improvement.

The above clinical competency scores will correspond to an overall grade for the practicum experience. (Grades for practicums are listed below). As the student progresses in the program they will be expected to demonstrate advancing clinical competencies. This is reflected in the increase in clinical competency scores required to obtain grades for practicums throughout the program.

In the absence of incomplete documentation or other criteria set in the course syllabus, Clinical Practicum grades are assigned based on the supervisor rating. The specific thresholds are presented below in this section. Grades/ratings that are in gray would trigger a Clinical Action Plan and an Academic Remediation Plan. The thresholds increase across semesters as students should be gaining competency and skill.

SLP 650 Fall Year 1 Practicum

SLP 651 Spring Year 1 Practicum

2.75	to	5.00	=	A
2.60	to	2.73	=	B
2.25	to	2.59	=	C
≤2.00			=	F

SLP 652 Summer Year 1 Practicum

3.25	to	5.00	=	A
3.00	to	3.24	=	B
2.75	to	2.99	=	C
≤2.50	to	2.74	=	F

SLP 653 Medical/Clinic Placement, Year 2
SLP 654 School Placement, Year 2

3.70	to	5.00	=	A
3.40	to	3.69	=	B
3.10	to	3.39	=	C
≤2.80	to	3.09	=	F

I. Preparing for Practicum

In preparation for your clinical practicum please contact your clinical supervisor via email within 48 hours of receiving your practicum assignment from the Director of Clinical Education. See [Appendix M](#) for an example of a draft email that you can use to contact your supervisor, introduce yourself, and learn more about the requirements of the site. [Appendix N](#) is an additional email example that you can use as a guide to edit/fill in blanks to complete your email. If you do not hear back from your supervisor within 48 business hours after sending the email, please contact the Director of Clinical Education for further guidance.

Additional things you can do to prepare for your practicum:

- Research the facility you will be visiting via the internet to learn about the mission, vision, goals and populations served by organization as well as any special programs or opportunities.
- Develop a plan for commuting to the clinical site. Look up the directions and determine how long your commute will be so that you arrive on-time. Be prepared to add extra time to your commute to account for traffic and parking.
- As you begin to assume responsibility for clients/patients you will likely need to arrive early to prepare for sessions. Factor this time into your daily schedule.

J. Orientation to Clinical Practicum Site

Clinical supervisors will have their own method for orienting the student to the physical facilities and policies/procedures of the clinical site. That may include introducing you to the:

- Organization and structure of the facility.
- Policies and procedures followed at the facility including dress code, work hours, phone use, evacuation and safety information and other pertinent information.
- Availability and location of materials and equipment for use in treatment and evaluation.
- Documentation systems and procedures.
- Storage of confidential information.

- Any site specific policies related to universal precautions as well as location of personal protective equipment
- Introductions to other staff members with an explanation of their roles.
- Requirements and credentialing for the setting, including badging, computer access, trainings, background check, and documentation of immunizations.
- Duties and competencies expected of student clinicians.

The MSLP program provides all clinical supervisors with the Clinical Education Handbook, which specifies information regarding the clinical policies and procedures of the MSLP program. Off-campus sites may also provide written information for the student's review. If you are not clear on something discussed during your orientation or early in your practicum, please ask the supervisor.

K. Tips for the First Week of Practicum

- Take initiative- ask your supervisor if you can help him/her with anything to prepare for sessions and clean up after sessions, once you learn where materials are stored put them away without being asked.
- Actively participate in observation- take notes on what you are observing, ask questions at the end of therapy sessions/evaluations, ask to read documentation at the end of the session.
- Make it a point to meet someone new each day and engage with other clinicians and professionals at the organization.
- Get to know your supervisor by asking them what got them interested in the field of speech pathology and what are some of the highlights of their career.
- Take a notebook and pen with you so that you can write down new information. You will be learning so much new information in a short time and it will be difficult to remember it all. Taking notes will allow you to reference the information later and will show your supervisor that you are interested in learning.
- Treat this experience as you would professional employment. Many sites view placements as on-the job interviews.
- Silence your phone/watch. You should not look at your phone, smart watch, answer calls, or respond to messages while interacting with patients/clients, supervisors, or other professionals.

L. Communication Between Student and Supervisor

Students and supervisors should develop a plan for regular communication while completing the Practicum Commitment Form. This may include exchanging contact information (including phone numbers), determining how and when feedback will be given, and how often formal meetings will occur. At times, students and supervisors may develop confusion or concerns related to something about the practicum experience. In this event both supervisor and student are encouraged to meet and attempt to alleviate these concerns. Both parties are encouraged to listen without judgement and use the opportunity as one for professional growth.

Supervisors should provide feedback, both about strengths and areas of needed growth and development; it is the supervisor's job and professional duty to share feedback, positive and

negative, with the student. Students should be open to this feedback and remember this is a part of clinical education. Just like a comment on a test telling you to include additional details, the supervisor is giving you a way to grow and improve. Students should also be transparent with supervisors about the level of support and guidance they need to develop competencies, although students may need to eventually work outside their comfort zone to grow. If either student or supervisor have a concern that they have not been able to effectively address after having a conversation with one another they should contact the Director of Clinical Education for further guidance.

M. Professional Dress Considerations for Students

The purpose of considering how we present to others is to support our ability to effectively perform within our scope of practice and to cultivate an environment of mutual respect. Please consider the questions below when making decisions about personal presentation:

- Will my personal presentation support the perception of a clean and sanitary clinical environment?
 - Will my clothing allow for safe and easy range of movement needed in my scope of practice?
 - Will my personal presentation support positive rapport with my clients/patients?
 - Will my appearance communicate disrespect for a historically marginalized population?
 - Will my presentation distract me or my clients/patients from working effectively?
 - Have I considered potential allergies or sensitivities that might be present in persons with respiratory and/or sensory compromise (i.e. Scented lotions, perfume, cologne)?
- If at any time your supervisor has questions or concerns regarding your appearance or dress, these questions will be used to facilitate a discussion to ensure the safety and comfort of yourself, your supervisor, your peers and your clients.
 - Off campus placements are likely to follow a specific dress code. The student is responsible for discussing and following the dress code expectations for the practicum site with their supervisor.

N. Attendance Expectations

- Student attendance is mandatory for all scheduled activities during the clinical practicum. Students should treat the clinical practicum with the same level of commitment as they would paid employment. Student absences must be reported to the clinical supervisor as specified on the Practicum Commitment Form and reported to the Director of Clinical Education. Students may be required to offer make-up sessions for any sessions missed while they were ill. In the event of extenuating circumstances, students should discuss the situation with the Director of Clinical Education as soon as possible and any alterations to the set schedule should be documented on the Practicum Commitment Form.

Please note- in general, vacation is not a reasonable excuse for absence. While we understand the importance of family and self-care, you only have a limited time to gain

all of the competencies and hours you will need. Additionally, supervisors may not accept students for placements who are planning for vacation and not disclosing a scheduled vacation would be dishonest.

- Excessive absences may require documentation from a health care provider and may impact the completion date of the practicum experience.
- Supervisors, because of illness or other responsibilities, may occasionally be absent for all or a part of a therapy session. For first year placements, another supervisor will be designated for the session. If an additional supervisor is not available the sessions will be canceled. For external placements, the supervisor may choose to cancel sessions, provide an alternative supervisor (depends on experience at the site), or schedule alternative activities.

O. Social Media Policies

Any violation of privacy, including HIPPA and FERPA, are taken very seriously and can result in immediate dismissal from practicum. *Do not make any social media posts from any practicum site that have people (including your supervisor) or any type of patient information, even without names (e.g. "I saw the cutest little 25-week preemie boy. He is making such great progress!)*. Additionally, please review the social media policies of your site for additional information.

Additional potential violations of privacy include:

- Posting of any information that could allow an individual to be identified, even in a private group (e.g. "I have a patient I am struggling with in my placement. He's a 67-year-old veteran with a TBI who likes the Rolling Stones and his motorcycle." If you have questions about a patient, your supervisor and/or MSJ faculty are where you should be seeking guidance... not social media!
- Sharing of photographs or images taken inside a healthcare facility in which patients or PHI are visible (e.g. someone is accidentally in the background, it happens all the time without people realizing it)
- Sharing of photos, videos, or text on social media platforms within a private group (Hint: Social media is never private! This includes what you think might not be identifiable (e.g. the inside of someone's mouth) but still requires written consent.
- Posting of gossip about patients (e.g. "You will never guess who checked in!")

As you move through your educational career and embark upon your professional career potential employers, clients/patients, their families, and clinical supervisors/coworkers will search for you on social media. Students should take careful consideration about the

information and photographs that they share publicly. Consider adjusting your social media account to reflect content that you are comfortable sharing with others you may encounter in a professional setting. Please be very careful with any information that could be offensive to others, particularly those from marginalized groups. Although you cannot control the perceptions of others you can control what you choose to share.

Protection of Individuals Served

Students are trained in privacy policies (e.g. HIPAA, FERPA) and universal precautions and evidence of this training is stored in Calipso. Students are required to follow these policies at all times. Students can refer to the MSJ [University Family Educational Rights and Privacy Act Policy](#) for additional details on FERPA. If a student is unclear about a specific policy or process, the student should ask a supervisor or faculty member.

SECTION VII PROFESSIONAL DEVELOPMENT

A. Professionalism in Speech Language Pathology

When someone decides to become a speech-language pathologist, they are taking on a serious responsibility, including the role of a professional provider. A professional is someone who offers a service of significant social value with maximum competence. Being a professional means that your actions no longer reflect only you; your actions now reflect the entire profession. Professionals must act according to high standards of technical and ethical competence. Professional Codes of Ethics provide broad guidelines for such behavior. The American Speech Language Hearing Association (ASHA) has a professional Code of Ethics which sets forth ethical principles for the speech language pathology and audiology professions. ([Appendix O ASHA Code of Ethics](#)).

Speech language pathologists historically have upheld high standards of conduct. Members of the profession of speech language pathology are responsible for maintaining and promoting ethical practice. As speech pathology students of Mount St. Joseph University, it is your responsibility to act according to the [ASHA Code of Ethics](#).

B. Professional Development Plan

Each student will complete professional activities from The Professional Development Plan ([Appendix P](#)). The mission and goals of the MSLP program are a driver for the Professional Development Plan. Through this plan, students identify their own strengths, interests, and opportunities to develop in a variety of areas (e.g. advocacy, continuing education, professional duty, leadership). These activities are designed to expose students to available resources and opportunities as well as to grow the independence and foundational skills in these areas to continue with these activities beyond graduation. The Professional Development Plan will be reviewed at advising appointments and completion of the plan is a requirement to receive a passing grade in the SLP 780 Capstone.

Specific detail regarding activities related to the Professional Development Plan can be found in the Program's Blackboard site.

1. Professional Activity Description

Participation in an activity that enhances your knowledge of the profession of speech language pathology or your professional competence as a speech language pathologist. The knowledge or skill gained may be varied and may include, but is not limited to:

- Specific educational content related to patient/client management (such as that provided by a continuing education course, grand rounds, shadowing a therapist)
- Leadership and professional networking/collaboration within the SLP profession at the local, state, or national level
- Provision of educational or screening program

After Year 1 in the program, activities should go above and beyond the activities required for a course or clinical experience.

2. Service Activity Description

An activity that benefits or contributes to the welfare of another. Service activities may benefit the profession, the University, MSLP Program, community or faith-based groups and organizations. The service cannot be provided for a financial incentive (i.e., you cannot be compensated for providing the service). The contribution of the service/the type of service may be varied and may include, but is not limited to:

- fundraising (participating in benefit walks, runs, etc.)
- provision of education or screening programs
- caregiving for those with medical issues or disabilities
- administrative support and organization

After Year 1 in the program, activities should go above and beyond the activities required for a course or clinical experience. The Professional Development plan can be found in [Appendix P](#).

C. Professional Organizations for MSLP Students

As a professional, one has an obligation and a responsibility to become involved in a professional organization. Your professional development begins as a student. The American Speech Language Hearing Association (ASHA) is the national professional organization for speech language pathologists and National Student Speech Language Hearing Association (NSSLHA) is a pre-professional organization designed for students. The Ohio Speech Language Hearing Association (OSLHA) is the ASHA recognized state association for Ohio professionals in the speech and hearing professions; they do have a student rate. OSHLA offers many opportunities for students including participation in the annual conference, grant and scholarship opportunities and student awards.

A. NATIONAL STUDENT SPEECH LANGUAGE HEARING ASSOCIATION

The National Student Speech Language Hearing Association (NSSLHA) is the only national student organization for pre-professionals studying communication sciences and disorders (CSD) recognized by ASHA. National NSSLHA membership helps students stay current on advancements in speech-language pathology and audiology. This knowledge can enhance academic growth, help students find internships and employment, and network with other students with similar interests. Students are provided with 2 years of NSSLHA membership as part of the program by the MSLP program. Information about registering with NSSLHA will be provided at orientation.

B. THE OHIO SPEECH LANGUAGE HEARING ASSOCIATION

OSLHA is the ASHA-recognized state association for Ohio professionals in the speech and hearing fields. OSLHA is a thriving community of professionals empowering those in the field to practice at the highest levels of excellence. OSLHA offers valuable resources to students including virtual student leadership development program, grants, scholarships, awards and recognitions. OSLHA does have a separate student membership rate that is very reasonable.

C. THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

The American Speech-Language-Hearing Association (ASHA) is the national professional, scientific, and credentialing association for 223,000 members and affiliates who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathologist support personnel; and students. ASHA offers mentorship, learning, and networking opportunities to students.

D. Advisory Board

The MSJ SLHS Advisory Board consists of a group of community members and stakeholders from diverse settings as well as family members of individuals with communication disorders. The Advisory Board members will meet periodically with The Department Chair and Faculty to serve as a feedback mechanism and to give insight into decisions and plans that effect the SLHS program. Graduates of the MSLP program are encouraged to volunteer to sit on the Advisory Board and help the program continue to improve.

SECTION VIII: STUDENT SERVICES & RESPONSIBILITIES

A. Accommodations and Academic Support

The MSLP program is committed to educating and preparing a diverse group of students to enter the profession of Speech-Language Pathology, including students with disabilities. Students who believe they require accommodations should contact the Director of Disability Services (Ms. Stacy Mueller, stacy.mueller@msj.edu, 513-244-4623) to initiate the process of seeking accommodations. Disability Services follows a specific process to identify, document, and support reasonable accommodations for students at the university. Additional information can be found in the [MSJ Student Disability Accommodation Policy](#).

As stated in the MSLP Technical Standards, accommodations identified by Disability Services will be honored unless these accommodations alter the minimum technical standards of the program and profession. A reasonable accommodation should not fundamentally alter the academic or clinical requirements of the MSLP program, pose a direct threat to the health, safety, or well-being of the student or others (e.g., supervisor, patient), or present an undue burden to the university. Additionally, external clinical placement sites are not required to honor accommodation requests. Students are encouraged to discuss their recommended accommodations with the Program Director and the Director of Clinical Education as early as possible in their program and/or with potential external supervisors to maximize their opportunity for success.

The [Learning Center](#) provides academic assistance to students [phone (513) 244-4202] including the Writing Center and Peer Tutoring. Please refer to the Mount St. Joseph University Program handbook and the Mount St. Joseph University Graduate Catalog for further information.

B. Student Health and Counseling Services

Full information on Student Health Services can be found at (https://mymount.msj.edu/ICS/Mount_Community/Mount_Groups/Wellness_Center/). The Student Health Services [phone (513) 244-4769] is staffed by a full-time registered nurse and offers some medical services to students. Also offered to students is a counseling center staff of licensed therapists [phone (513)244-4949]. Services provided include individual and group counseling, drug/alcohol assessments and treatment, psychological testing, and referrals to appropriate outside resources.

Students will also be required to show proof of health insurance. Documentation is uploaded to the CastleBranch website. The cost of health insurance varies. Health care services are available to all students at the Campus Wellness Center. While the University does not have a student health plan, we partner with Campus Unity Benefits to provide individual health insurance plans to meet each student's unique needs. Campus Unity's current plan offerings can be found on MyMount.

C. Immunizations and Exemption Request

Students will be required to submit proof of up-to-date immunizations, consistent with the recommendations from the Centers for Disease Control (CDC) recommendations for health care workers available at: <http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>. It is the student's responsibility to obtain these immunizations and document these appropriately.

All graduate students in the MSLP program are strongly encouraged to be fully immunized according to the current Center for Disease Control. In the rare event a student cannot be vaccinated for some reason, MSJ has developed a policy to review this request.

The Immunization Exemption Requests and Waiver Forms ([Appendix Q](#)) must be filled out and submitted to The Wellness Center (wellness.center@msj.edu). After submission you will be notified whether your request has been approved or denied by the University.

Please carefully note: Approval of a waiver by the University does not guarantee approval by external clinical partners. External sites set their own policies and procedures regarding vaccines and we cannot require sites to honor these requests. As such, it may be difficult (or not possible) to obtain a placement for a student who is not fully vaccinated and this would impact your ability to progress through the program.

D. Financial Aid

Applications for scholarships, financial aid, loans, and work study are available through the Office of Financial Aid [phone (513) 244-4418]. Please see the Mount St. Joseph University Program handbook found on MyMount for further information. *Please refer to [Appendix R](#) in the program handbook for additional information about financial aid.* If specific financial aid opportunities are available for MSLP students, the SLHS Chairperson will notify students in class, via email or posting on Cohort Blackboard pages.

E. Communication

- **Responsible Use of E-Mail and Technology**

All MSLP students are required to use their Mount St. Joseph University e-mail addresses. Student use of campus network resources is governed by policies and procedures outlined in the Mount St. Joseph University Program handbook.

- **Faculty Contact**

Per the university's faculty handbook, faculty members are required to identify 6 hours per week during each semester dedicated to office hours (full-time faculty). These times must be posted outside the faculty member's door and on your syllabi. Faculty members are also available via phone, videoconferencing (Individual Zoom accounts), and email. If a student needs to meet with a faculty member, an appointment should be made. Students are encouraged to schedule appointments with faculty 48 hours in advance. Shorter notices and emergencies may be able to be accommodated. The MSLP faculty will make every effort to be accessible to students. The MSLP faculty are encouraged to respond to students within 24 hours, but some responses may take up to 48 hours (business hours; not all faculty respond to email over the weekend and/or on holidays).

- **Guidelines for E-mail**

E-mail communication is an “official” form of communication at MSJ

1. Include a professional and respectful salutation.
2. Use proper sentence structure and punctuation (do not be too casual).
3. Use appropriate subject line.
4. Indicate which class/course that you are enrolled in.
5. Spell Check. (Automatic checking process that can be turned on in Outlook Web Access).
6. Avoid slang and IM abbreviations.
7. Use MSJ email for all communication.
8. Include a professional and respectful signature.

- **Classroom Cell Phone Usage**

1. Keep cell phone on “silent mode.”
2. Exit the classroom before responding to emergency phone calls.
3. Text message only if for instructional or educational purposes.
4. Use camera phones only for instructional or educational purposes.

F. Policies and Procedures for Use of Lab Space and Classrooms

The MSLP Lab Space has been designed primarily for use by students enrolled in the MSLP program. The primary purpose of this space is to provide an opportunity for learning and practicing clinical skills related to the field. Students can access the lobby of the space using the key code (provided at Orientation) at any time and the internal lab space via their Student ID (available 24 hours a day when not in use for classes or labs).

The materials closet will generally be kept locked when the lab is not in use. Students will be able to access various program materials (e.g. testing materials, models) during typical business hours (Monday-Friday, approximately 9 am-4 pm) by obtaining keys to the space from the program administrative assistant and ‘signing out’ the appropriate materials. Materials cannot leave the Skills Laboratory without approval from a faculty member. Arrangements may be made on a case-by-case basis for students to access materials after hours and/or on the weekends.

Technology Support

Blackboard and additional technology support can be accessed with the [HelpDesk](#). Please note the HelpDesk is not available 24 hours; specific hours are provided on the website. Additional information regarding technology support and technology policies can be found on the [Technology MyMount page](#).

SECTION IX: STUDENT AWARDS DESCRIPTIONS AND PROCEDURES

A. University Leadership and Academic Awards

Graduate students are eligible for Mount St. Joseph University's Distinguished Student Award. This is the highest honor the Mount bestows. The recipients must demonstrate superior academic performance; community service in keeping with the Christian mission of the University; and dynamic interpersonal communication skills in academic and community settings. The award is presented to one graduating graduate degree student. The award recipient will have the honor of presenting the Student Address at their respective commencement ceremonies.

To qualify, a student must:

1. Have made formal application for a degree.
2. Complete a personal essay describing how he/she exemplifies the criteria of academic performance, community service, and interpersonal communication skills as outlined above.
3. Provide confidential recommendations from a faculty member and a community resource person.
4. Be willing to address his/her classmates, faculty, and guests at the commencement ceremony.
5. Have a cumulative grade point average of 4.0 by the end of the fall term prior to graduation.
6. Be enrolled at the Mount for at least one course for credit during the term when he/she applies for graduation (August, December, or May).



APPENDIX A

MSLP Program Technical Standards

Technical Standards for the Master of Speech-Language Pathology (MSLP)

Enrollment in the MSLP Program

The Mount St. Joseph University MSLP program has established specific technical standards for enrollment. These standards reflect the integration of the knowledge and abilities to successfully complete the MSLP program and demonstrate entry level competency as a speech-language pathologist. Many of these standards are influenced by the knowledge and skills acquired during the program through coursework, clinical experiences, and completion of the professional development plan. However, students must possess the foundational abilities required to develop these technical skills upon enrollment in the MSLP program. Without these foundational abilities, students will not be able to complete the academic and clinical requirements of the MSLP program and ultimately professional certification.

Technical standards encompass skills and attributes in five areas: communication, physical abilities (motor abilities), conceptual-integrative, observation, and behavioral-social attitudes. These technical standards were developed using guiding documents from the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association and the Council of Academic Programs in Communication Sciences and Disorders. *Students should read this document carefully and contact the Program Director with any questions prior to confirming enrollment.*

Reasonable Accommodations

The MSLP program is committed to educating and preparing a diverse group of students to enter the profession of Speech-Language Pathology, including students with disabilities. Students who believe they require accommodations should contact the Director of Disability Services (Ms. Stacy Mueller, stacy.mueller@msj.edu, 513-244-4623) to initiate the process of seeking accommodations. Disability Services follows a specific process to identify, document, and support reasonable accommodations for students at the university.

Accommodations identified by Disability Services will be honored unless these accommodations alter the minimum technical standards of the program and profession. A reasonable accommodation should not fundamentally alter the academic or clinical requirements of the MSLP program, pose a direct threat to the health, safety, or well-being of the student or others (e.g., supervisor, patient), or present an undue burden to the university. Additionally, external clinical placement sites are not required to honor accommodation requests. Students are encouraged to discuss their recommended accommodations with the Program Director and the Director of Clinical Education as early as possible in their program and/or with potential external supervisors to maximize their opportunity for success.

Specific Technical Standards

The following list and descriptions represent the technical standards required for students to be successful in the MSLP program.

Observation/Sensory

Either with or without reasonable accommodation, a student must enter the program with the sensory abilities to complete thorough observations. These observations require adequate vision, hearing, and tactile skills.

With the development of their knowledge and skills, students must be able to:

- Visually and auditorily identify normal and disordered speech, language, and swallowing processes (e.g. 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, and social interaction related to communication)
- Visualize and identify anatomic structures
- Identify and differentiate findings on imaging studies
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
- Recognize signs that a client or client's family member does or does not understand the clinician's written and/or verbal communication
- Identify and differentiate a client's spoken or nonverbal response
- Identify the need for alternative modalities of communication and make appropriate recommendations
- Accurately monitor through both visual and auditory modalities, equipment displays and controls, including those of hearing instruments, used for assessment and treatment of patients

Physical Abilities (Motor Abilities)

Either with or without reasonable accommodation, a student must enter the program with adequate physical abilities to support the acquisition of the knowledge and skills necessary to program completion and maintain safety across settings. educational and clinical competency development.

With the development of their knowledge and skills, students must be able to:

- Perform and sustain the necessary physical activity level required during classroom and clinical activities which may include transfer between different positions and physical locations
- Respond quickly and appropriately according to emergency procedures (e.g., fire and evacuation events, choking, etc.) to maintain a safe environment for patients, staff, and students
- Participate in classroom and clinical activities for the defined workday
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and best therapeutic practice
- Manipulate patient-utilized equipment (e.g. AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.)

Communication

Consistent with Certification Requirements (Standard V-A) and the current ASHA student recommendations (1998), the MSLP program has developed policies and technical standards related to communication in the graduate program. The policy and specific skills are included below in this document. Additional policies related to English Language Proficiency are located in the Program Handbook

MSJ Technical Standards Policy for Communication: Students must be able to communicate effectively with patients and other professionals. Effective communication includes proficiency for comprehension of spoken and written English, production of spoken and written English, and comprehension and usage of non-verbal communication strategies. Students must be able to understand and analyze disordered spoken and written English. These analyses may include perception of individual sounds, connected speech, and the suprasegmental components of speech production (such as intonation or prosody). Students must be able to be understood by those for whom hearing or comprehension is impaired. For written documentation, students must be able to write and comprehend clinical documentation and professional correspondence within the timelines set forth by the clinical setting.

Either with or without reasonable accommodation, a student must enter the program with reading and writing skills sufficient to meet curricular and demands.

With the development of their knowledge and skills, students must be able to demonstrate:

- Comprehension of spoken language including:
 - Understand and analyze typical and disordered spoken English
 - Accurately perceive correct and errored speech and language, including individual phonemes (sounds), connected speech, and the suprasegmental components of speech production (such as intonation or prosody)
- Comprehension of written language including
 - Understand and analyze typical and disordered written English
 - Synthesize clinical documentation and clinic-related correspondence within the timelines set forth by the clinical setting
- Intelligible and accurate production of spoken language
 - Model target phonemes, grammatical structures, or other aspects of speech and language related to patient diagnosis and treatment goals
 - Articulate conversational speech to be intelligible to patients, colleagues, other healthcare professionals, and community groups
 - Modify speech and/or spoken language to support understanding by those with hearing or comprehension impairments (e.g. raise volume, slow rate)
- Accurate construction of written language
 - Create written communication to the standards set for various academic requirements and clinical documentation
 - Generate clinical documentation and clinic-related correspondence within the timelines set forth by the clinical setting
- Integration of non-verbal and verbal communication strategies
 - Perceive and use verbal and non-verbal communication appropriate for culture and clinical context
 - Modify communication style to meet the communication needs of clients, caregivers, and other persons served
 - Convey information accurately with relevance and cultural sensitivity

Conceptual-Integrative

Either with or without reasonable accommodation, a student must enter the program with the conceptual-integrative, cognitive, and executive functioning skills to support the acquisition of the knowledge and skills necessary to program completion and maintain safety across settings.

With the development of their knowledge and skills, students must be able to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficient to meet curricular and clinical demands
- Identify, analyze, and synthesize significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan
- Reason, solve problems, and make evidence-based 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 to increase knowledge
- Utilize detailed written and verbal instruction to make unique and dependent decisions

Behavioral/Social Attitudes

Either with or without reasonable accommodation, a student must enter the program with the ability to take the perspective of other individuals and respond accordingly, including holding paramount the welfare of individual patients/persons served. Students must also be able to demonstrate behaviors that respect individual and cultural differences.

With the development of their knowledge and skills, students must be able to:

- Demonstrate empathy and concern for others through verbal and non-verbal behaviors
- Recognize and show respect for all individuals regardless of age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status
- Adjust/modify communication methods to improve client understanding while considering characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, physical and sensory abilities) and how these characteristics relate to clinical services
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies (e.g. HIPPA, FERPA, Non-Discrimination Policy)
- Maintain general physical health, mental health, and self-care in order to protect the health and safety of self and others in the academic and clinical setting
- Adapt to changing environments and changing expectations while maintaining self-regulation and other technical standards
- Manage the use of time effectively to complete academic, clinical, and technical tasks within realistic time constraints
- Accept appropriate suggestions and constructive criticism and respond through self-reflection and modification of behaviors
- Dress as required for the specific educational and/or clinical settings, based on the policy of the educational/clinical setting

References

American Speech-Language-Hearing Association. (1998). *Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations*. Retrieved from <http://www.asha.org/policy/PS1998-00117>.

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Jackson, R., Johnstone, P., & Mulligan, M. (April, 2008). Essential functions in speech-language pathology. Presentation at 2008 CAPCSD Meeting, Palm Harbor, FL. Retrieved from http://www.capcsd.org/proceedings/2008/talks/Presentation-Essential_Functions.pdf.

MSLP Student Technical Standards Agreement

Students enrolling in the Mount St. Joseph University MSLP program are required to verify that they understand and meet these technical standards or that they believe they can meet the standards with reasonable accommodations. *Please read the statements below carefully and sign only the statement that applies to you.*

If You **Do Not** Believe You Need Accommodations

I certify that I have read and understand the technical standards for enrollment listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards, I should not enroll in the MSLP program as without these minimum technical standards, I will not be able to meet graduation and certification standards.

Applicant Printed Name: _____ Date: _____

Signature of Applicant: _____ Date: _____

If You **Do** Believe You Need Accommodations

Mount St. Joseph University's Student Disability Services will evaluate a student who believes she/he could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. This includes a review as to whether the accommodations requested are reasonable, also considering if the accommodation would compromise the educational process of the student or the institution. The educational process includes all coursework and clinical education experiences deemed essential to graduation and professional certification, including student, supervisor, and patient safety. Students are responsible for contacting Disability Services to make this inquiry.

I certify that I have read and understand the technical standards of enrollment listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Mount St. Joseph University's Student Disability Services to determine what accommodations may be available. I understand that I am encouraged to reach out to the Program Director (Erin Redle Sizemore, erin.sizemore@msj.edu) and/or the Director of Clinical Education (Emily Buckley, emily.buckley@msj.edu) for additional discussion of how the program can support reasonable accommodations. I understand that if I am unable to meet these standards with or without reasonable accommodations, I should not enroll in the MSLP program as without these minimum technical standards, I will not be able to meet graduation and certification requirements.

Applicant Printed Name: _____ Date: _____

Signature of Applicant: _____ Date: _____

APPENDIX B

Master Academic Advising Form

Page 1 for Review, Page 2 to be completed by student and advisor

Review Courses Currently Taking and Scheduled for Next Semester

Fall 1= 17 credits	Spring 1= 16 credits	Summer 1= 14 credits	Fall 2= 10-14 credits	Spring 2= 9-12 credits
501 Neuroanatomy (3) 503 Language Fundamentals/Early Language (3) 504 Graduate Seminar (1) 510 Research Methods (3) 542 Speech Sound Disorders (3) 531 Integration & Simulation I (3) 650 Clinical Practicum I (1)	520 Clinical Speech Science (2) 541 School-age Language and Literacy (3) 601 Dysphagia (4) 602 Adult Language Disorders (4) 532 Integration & Simulation II (2) 651 Clinical Practicum II (1)	621 AAC (3) 603 Voice and Resonance (2) 604 Motor Speech Disorders (2) 544 Fluency & Counseling (2) 545 Hearing Disorders for SLP (2) 533 Integration & Simulation III (2) 652 Clinical Practicum III (1)	543 Policy, Funding, and Advocacy (2) 622 Complex Conditions Across the Lifespan (3) Assigned by DCE: 653 Med/Clinic Practicum (5) 654 School Practicum (6) <i>Choose Elective:</i> 741 Instrumental Assessments (3) RDG 505 Psychology of Reading (3)	780 Capstone (3) Assigned by DCE: 653 Med/Clinic Practicum (5) 654 School Practicum (6) <i>Choose Elective:</i> 742 Early Intervention (3) RDG 505 Psychology of Reading (3)

Additional Semester Advising Considerations; both advisor and student initial in column

Fall	Spring 1	Summer 1	Fall 2	Spring 2
<ul style="list-style-type: none"> • Prerequisite form complete/signed in Calipso • Clinical placements survey from DCE • Complete end-of-semester form, teacher evals • Review KASA; grad reqs ultimately student responsibility • Brief review clinical placement progress • Course competencies • Observation hours signed in Calipso • Student support services as needed 	<ul style="list-style-type: none"> • Complete end-of-semester form, teacher evals • Review KASA; grad reqs ultimately student responsibility • Brief review clinical placement progress • Course competencies • Student support services as needed 	<ul style="list-style-type: none"> • Register for graduation, link in program Blackboard • Remind before Fall appointment, must complete TrueLearn full Practice Praxis • Elective(s) selected for Fall and Spring Semesters • Confirm Spring 2 semester plan, should be already planned with DCE • Complete end-of-semester form, teacher evals • Review KASA; grad reqs ultimately 	<ul style="list-style-type: none"> • Discuss TrueLearn/Praxis score • Graduation checklist- start completing • Remind must take Praxis and score to MSJ for graduation • Ensure elective(s) selected for Spring Semesters • Confirm Spring 2 semester plan, should be already planned with DCE • Review KASA; grad reqs ultimately student responsibility • Brief review clinical placement progress • Review coursework for any 'I' grades 	<ul style="list-style-type: none"> • Review coursework for any 'I' grades • Review Praxis score if available • Review graduation checklist in full • Exit interview scheduled/completed with MSLP Program Director • Remind to complete Exit Survey and how to access in MSLP Program BB • Review certification process, inquire about employment • Remind must complete all clinical requirements for graduation and certification • Student support services as needed

		student responsibility <ul style="list-style-type: none"> • Brief review clinical placement progress • Course competencies • Student support services as needed 	<ul style="list-style-type: none"> • Course competencies • Student support services as needed 	
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Professional Development Plan Progress/Suggested Progress

Reminder: Students are advised to come to Advising Session with these data, can also confirm via Professional Development Plan tracking system from Program Director/PDP Admin as need

Fall 1 <i>Recommended Total Points: 4</i>	Spring 1 <i>Recommended Total Points: 10</i>	Summer 1 <i>Recommended Total Points: 16</i>	Fall 2 <i>Recommended Total Points: 22</i>	Spring 2 <i>Recommended Total Points: 28</i>
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Master Academic Advising Form

*Student completes up to ***** line prior to session*

Student Name: _____ Date of Advising Meeting: _____

Semester (circle/bold): Fall 1 Spring 1 Summer 1 Fall 2 Spring 2

Academic Summary

Pre-requisite audit form completed and verified by Program Director: ___ Yes (Date____) ___

No

Satisfactory progress in classes this semester? ___ Yes ___ No

Remediation Plan(s) on file for current or previous semester? ___ No ___ Yes*

**If Yes, list courses, course numbers, and current status (e.g. remediated, in-remediation, etc.) and any additional supports that may be needed; may use back of form with clear labels*

Clinical Activities Summary

Observation Hours Complete and Verified/Date of Verification (total of 25 for graduation): _____

Clinical Graduate Hours Completed (signed off) to Date (total of 400 for graduation): _____

Clinical Action Plans on file for current or previous semester? Completed: ___ No ___ Yes*

**If Yes, provide brief summary of current status (e.g. in-progress, completed, etc.) and any additional supports that may be needed; may use back of form with clear labels*

Professional Development Plan Progress to Date				
Area	Points Earned		Area	Points Earned
Advocacy			Ongoing Prof. Education	
IPE			Professional Duty	
Leadership			Service	
Non-dominant Cultures				

This section to be completed by advisor and signed by student and advisor.

____ (initial): Progress towards academic requirements was reviewed and discussed.

____ (initial): Progress towards clinical requirements as they relate to graduation reviewed and discussed.

____ (initial): Progress towards Professional Development Plan requirements was reviewed and discussed.

____ (initial): Discussed additional needs, access to Student Services, questions as needed; advisor notes on back of this form

Additional comments/thoughts/questions:

Student Signature and Date (sign during meeting)

Advisor Signature and Date (sign during meeting)

APPENDIX C

PROTECTION OF MINORS POLICY

https://mymount.msje.edu/ICS/icsfs/V_Protection_of_Minors_Policy.pdf?target=80e1584e-c0c5-45a6-8a94-7e68f060da89

Mount St. Joseph University values the health, safety, and wellbeing of minors and is committed to providing a safe environment for minors on campus and who participate in University programs. In keeping with this value and to fulfill this commitment, the University has adopted this Protection of Minors Policy (“Policy”). This Policy applies to all members of the University community and all offices, divisions, and departments of the University. Failure to comply may lead to disciplinary action, up to and including dismissal, and revocation of the opportunity to use University property or facilities. For purposes of this Policy, a minor is a person, other than an enrolled University student, who is less than 18 years of age.

When participating in University sponsored or University affiliated programs and activities that involve minors, students and faculty and staff must:

- Always be vigilant in protecting the wellbeing and safety of minors with whom they interact on campus or elsewhere.
- Review the informational material about the signs of abuse and neglect of minors in our Protection of Minors Training Program.
- Watch for signs of minor abuse or neglect and promptly report suspected instances of abuse or neglect, or violations of this policy or law, as provided in the Protection of Minors Training Program.
- Before engaging in any University sponsored or University affiliated program or activity involving contact with minors, meet the requirements of the Protection of Minors Procedures and meet any additional requirements that relate to the specific program or activity.

All camps, events, programs, and activities that are intended for minors and that take place on campus, in University facilities, or under the supervision of the University, whether operated by the University or third parties (“Programs”), are subject to this Policy with the following exceptions:

1. undergraduate and graduate academic programs in which minors are enrolled for academic credit;
2. research programs subject to the review and approval of an Institutional Review Board (IRB) sponsored by the University or authorized by the University to provide oversight concerning such research programs;
3. events on campus which are open to the general public and which minors attend at the sole discretion of their parent(s) or guardian(s);
4. Discovery & Get Acquainted Days, single day campus visits by prospective students not involving an overnight stay and such other similar, ongoing

programs as may be designated from time to time by the appropriate administrative officer in advance and in writing as exempted from this Policy.

Any requests for clarification as to whether a particular program or activity is subject to this Policy, or a request for a waiver to this Policy, should be sent to the Vice President of Compliance, Risk, and Legal Affairs/General Counsel. This policy applies to such programs and activities whether they are limited to daily activities or involve the housing of minors in the residence hall or other facilities. In order to promote the safety and general welfare of all minors participating in programs at the University, it is the policy of Mount St. Joseph University that all minors participating in programs must be reasonably and appropriately supervised by an Authorized Adult who will be considered the Program Director ("Program Director").

This information is part of Mount St. Joseph University's Program handbook.

A. University Policies

APPENDIX D

FERPA

Annual Notification of Students Rights Under the Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An eligible student under FERPA is defined as a student who is 18 years of age or older, OR who attends the University. Attending students become eligible the first day of the semester in which they are enrolled.

1. Students have the right to inspect and review their education records within 45 days of the day Mount St. Joseph University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student shall be advised of the correct official to whom the request should be addressed. If the student does not live within reasonable commuting distance from the University and wishes to inspect their records, the student must provide this information with the request, and the University official will make arrangements to provide copies of the education record(s) by mail. The student may be charged a fee for producing copies of the education record(s).

In general, an education record is any record which contains information that is personally identifiable to a student, and is maintained by the University or by a party or organization acting on behalf of the school. Education records may include: written and printed documents; electronic media; magnetic tape (microfilm and microfiche); film, diskette or CD's; video or audio tapes. This includes transcripts or other records obtained from a school in which a student was previously enrolled.

The following exemptions are **not** part of the education record or subject to this Act:

- i. Personal records maintained by University staff/faculty if kept in the sole possessions of that individual, and the information is not accessible or revealed to any other person, e.g. faculty grade book, advising file.
- ii. Employment records not contingent on the student's enrollment. (Therefore, student worker records, evaluations and files are part of a student's education record.)
- iii. Law enforcement records that are created by a law enforcement agency for that purpose.
- iv. Medical and psychological records used solely for treatment and made or maintained by a physician, psychologist, psychiatrist, or other recognized

- professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity.
- v. Alumni records containing information relating to a person after that person is no longer a student at the University.
 2. Students have the right to request the University amend an education record that the student believes to be ., misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested by the student, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
 3. Students have the right to provide written consent before the University discloses personally identifiable information (PII) from the student's record, except to the extent that FERPA authorizes disclosure of directory information without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with a legitimate educational interest:
 - i. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, degree conferral agent, document managing agent, and placement sites for internship, clinical, or similar student work/study opportunities); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, and volunteers or other outside parties to whom the University has outsourced institutional services or functions that it would otherwise use employees to perform. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
 - ii. As allowed within FERPA guidelines, the University may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.
 - iii. The University may disclose without a student's prior written consent under FERPA exceptions for judicial orders and subpoenas; information in accordance with the Patriot Act, Clery Act and the Campus Sex Crimes Prevention Act; and to appropriate parties in connection with an emergency or if the information is necessary to protect the health or safety of the student or other individuals.
 4. The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Mount St. Joseph University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202-4605.

5. At its discretion, the University may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or invasive of privacy if disclosed. Designed Directory Information for the University includes the following:
 - i. Student Name
 - ii. Address(es) (local, home, and email)
 - iii. Telephone (local and home)
 - iv. Date and place of birth
 - v. Photograph
 - vi. Student classification (year in school)
 - vii. Program of study
 - viii. Major(s) and minor(s)
 - ix. Academic advisor
 - x. Inclusive dates of enrollment
 - xi. Enrollment status (undergraduate or graduate programs, full-time or part-time)
 - xii. Degrees earned
 - xiii. Awards received including academic honors
 - xiv. Most recent previous educational agency or institution attended
 - xv. Participation in officially recognized activities and sports
 - xvi. Weight and height of athletic team members

Students may withhold Directory Information by notifying the Registrar in writing within the first two weeks of the academic semester the request is to become effective. A request form to withhold Directory Information is available in the Registrar's Office. The University assumes no liability for honoring a student's withholding of information.

6. As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your

consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

APPENDIX E

STUDENT COMPLAINT POLICY

Students may register concerns in a variety of ways ranging from informal conversations, formal appeals, to feedback on evaluation surveys. If a student wants to register a formal complaint it must be submitted in writing or by email (the official communication medium at the Mount). Written/emailed formal complaints should describe the issue or concern and must include the student's name, signature (electronic signature acceptable), and date. Formal complaints should be submitted to the Provost, the Associate Provost for Academic Support, the Dean of Students, or the President, who will determine if further action is necessary. Before filing a general complaint, students may wish to consider if alternate complaint or grievance procedures are more appropriate for their specific concern. These include, but may not be limited to, Academic Grade Appeal, Academic Dishonesty Appeal Process, Appeals/Petitions for Reinstatement, Disability Related Grievance Procedures, Informal Resolution and Formal Investigation and Resolution of concerns related to discrimination, harassment, sexual harassment, misconduct, and retaliation, and student disciplinary procedure appeal process. Information on these procedures can be found in the Program handbook and/or the Graduate and Undergraduate Catalogs.

The University also has established an anonymous tip line that you can call, text or email:

Call 513-244-TIPS

Text 244-TIPS

Email 244TIPS@msj.edu

If your report/complaint involves conduct relating to sex discrimination (including sexual harassment and sexual misconduct), domestic violence, dating violence, or stalking please refer to the Sexual Misconduct and Interpersonal Violence Policy. If your report/complaint relates to student disability accommodations, please refer to the University's Student Accommodation Grievance Procedure.

APPENDIX F

Criminal Background and Drug and Alcohol Screen Policy

Mount St. Joseph University

School of Health Sciences

B. Purpose

The Criminal Background and Drug and Alcohol Screening Policy (the “Policy”) of Mount St. Joseph University (the “University”) School of Health Sciences (the “School”) is grounded in the School’s mission to “prepare students for professional careers in selected health disciplines” and in accordance with the University Mission to “educate students through...professional curricula emphasizing values, integrity and social responsibility.” The purposes of this Policy are to:

- Encourage students to make decisions with integrity and place value on their own health and well-being as current or future health care providers;
- Uphold our shared social responsibility to protect the public, including patients and clients; and
- Comply with the requirements of regulatory bodies and affiliated clinical facilities and/or their authorized agents and representatives in the health disciplines.

2) Policy Definitions

The following terms apply to this Policy:

“**Under the influence**” means that in the opinion of the University, its employees and/or representatives, a student has drugs and/or alcohol in his or her system and the use is detectable in any manner. Indicators of being under the influence may include, but are not limited to, misconduct or obvious impairment of physical or mental ability such as slurred speech, smell of alcohol, marijuana or other drugs on the student, or difficulty maintaining balance.

A “**drug**” is any substance (other than alcohol) which may, can or does alter the mood, perception, conduct, or judgment of the individual consuming it including both legal and illegal drugs.

A “**legal drug**” includes prescribed drugs and over-the-counter drugs that have been legally obtained and are being used only in the amounts and prescribed and/or for the purpose for which they were prescribed or manufactured.

An “**illegal drug**” means any drug which (a) is not legally obtainable, (b) is legally obtainable but has not been legally obtained, (c) is obtained legally but abused. The term includes prescribed drugs not being used for prescribed purposes. It also includes,

without limitation, those drugs classified as narcotics, stimulants, depressants, hallucinogens, and marijuana/cannabis.

“Non-negative” means any drug screen that is not negative, including but not limited to findings of positive, dilute negative and non-negative.

“Reasonable suspicion” occurs when a student has demonstrated a notable change in affect, behavior, or physical appearance consistent with the prohibited use of drugs or alcohol or when information is obtained that may indicate that a student has engaged in criminal behavior. Reasonable suspicion of drug or alcohol use includes, but is not limited to, slurred speech, decreased coordination, drowsiness, pinpoint or dilated pupils, reddened eyes, forgetfulness, difficulty concentrating, impaired judgment, sedation, decreased inhibitions euphoria, and the possession of drugs, alcohol or paraphernalia. Reasonable suspicion for a background check may be based on information from various sources, including but not limited to, the media, police, third-parties, or other public records.

“Alcohol” means an intoxicating liquid or compound, including beer, subject to liquor control laws of any kind in the State of Ohio.

3) Required Student Conduct Related to Drugs and Alcohol

Students of the School must comply with the standards set forth in this Policy and complete criminal background checks and drug and alcohol screenings as requested and/or required by the School. It is a violation of this Policy for a student to refuse to timely obtain a requested and/or required criminal background check or drug and alcohol screen for any reason.

4) Prohibited Conduct Related to Drugs and Alcohol

Students in the School are required to comply with the University’s Drug and Alcohol Policy and Guidelines at all times, including while participating in clinical program activities of the School that take place on or off campus. The University’s Drug and Alcohol Policy and Guidelines are located in the Program handbook and available at <https://mymount.msj.edu/ICS/icsfs/DrugAlcoholPolicy.pdf?target=2cc870d5-79bb-4a79-9953-435edc251fe2>

In addition, students in the School are prohibited from reporting to or participating in any clinical program or other School activity, including but not limited to classroom or lab work, while under the influence of alcohol, any illegal drug, and/or while under the influence of a legal drug that impairs the student’s healthy and safe performance of School activities. The University reserves its right to determine, in its sole discretion, whether the use of any legal drug by a student poses a threat to the student’s health and safe performance of School activities.

5) Reporting Use of Legal Drugs that May Impair Performance

Any student whose use of a legal drug has the potential to threaten the health or safety of the student or others or to impair the student's clinical performance or any School activities shall immediately report such drug use to the Wellness Center or Learning Center & Disability

Services to discuss any appropriate precautions or accommodations. The student may be required to provide certification from the prescribing physician/physician assistant or nurse practitioner that the drug will not impair the student or threaten the health or safety of the student or others when the student is performing clinical or School activities. Students who are impaired by legal drugs will not be permitted to perform "safety sensitive" clinical or School related tasks.

6) Required and/or Requested Background Checks and/or Drug and Alcohol Screens

Criminal background checks and/or drug and alcohol screens may be requested by the University and required of a student for reasons including, but not limited to, the following:

- As a requirement for enrollment into the professional phase of the curricula;
- As a requirement of applicable regulatory bodies or assigned affiliated clinical facilities and/or their authorized agents and representatives;
- As a periodic random sampling of the student body;
- Under reasonable suspicion by a University faculty member or staff member if the student is on the University's campus, or a clinical instructor/preceptor/professional staff of the clinical facility if the student is at a clinical site off of the University's campus (the "Representative"); and,
- As required by a School-affiliated clinical site/facility and in accordance with the site/facility's reasonable procedures.

7) Immediate Consequences of Suspected Policy Violations

In the event that a student is suspected of violating this Policy by a Representative, the student will be immediately removed from any clinical program or activity of the School while the student is believed to be under the influence subject to the safety and transportation provision described in 8a. Students must immediately comply with requests by Representatives to leave clinical programs or School activities.

8) Process for Obtaining a Required/Requested Criminal Background Check or Drug and Alcohol Screen

a) Request Based on Reasonable Suspicion for Being Under the Influence

Immediately upon the receipt of a verbal or written request of a student to obtain a criminal background check and/or drug and alcohol screen from a Representative based on a reasonable suspicion for being under the influence, the student shall go directly to the Testing Provider (described in this Policy) for the requested test. In the

event that the Testing Provider is closed at the time the verbal or written request is made, the student shall return to the Testing Provider at its next open business hour for the requested testing.

It is the sole responsibility of the student to provide his or her own safe and lawful transportation to and from the test facility or lab when requested and/or required to obtain a criminal background check and/or drug and alcohol screen. Operating a vehicle under the influence of drugs or alcohol is against the law and will be considered a separate violation of this Policy. All costs associated with such transportation will be the student's sole responsibility. University employees, clinical site representatives, other students of the University and/or other individuals affiliated with the academic program shall not provide transportation to students suspected of violating this Policy.

b) Request or Requirement Not Based on Reasonable Suspicion for Being Under the Influence

A student who receives verbal or written request and/or is otherwise required to obtain a criminal background check and/or drug and alcohol screen for any reason other than reasonable suspicion of being under the influence shall complete the required testing at the Test Provider by the deadline established by the Representative.

c) Proof of Compliance

Students who are requested or required to complete a criminal background check or drug and alcohol screen must produce evidence within 48 hours of the verbal or written notification to the student of such a requirement that they have placed the order with the Testing Provider.

d) Failure to Timely Comply

Failure of any student to timely complete a requested and/or required criminal background check and/or drug and alcohol screen under this Policy will, at the very least, delay the student's progression in the student's academic program and may result in disciplinary actions as described in this Policy, up to and including possible dismissal from the student's academic program and/or University.

9) Cost of Background Check or Drug and Alcohol Screen

Regardless of the reason for a criminal background check or drug and alcohol screen, the cost of any such tests will be the sole responsibility of the student.

10) Student Status Pending Test Results

It is the sole discretion of the University to permit a student suspected of violating this Policy to remain enrolled in classroom classes and/or labs while awaiting results of a test, but the student shall not be allowed in any clinical setting.

11) Testing Provider

When a background check or drug and alcohol screen is required and/or requested of a student for any reason, the student must utilize the School's preferred provider for criminal background checks and drug and alcohol screens (the "Testing Provider") and place an order, complete the required steps and provide any required samples in accordance with established testing protocols of the University and/or Testing Provider.

The Testing Provider tests for drug compounds with screening and cutoff levels per their established standard. Confirmed drug testing results at or above their established levels are considered a "positive" or "non-negative" test. Alcohol test results indicating a blood alcohol concentration of 0.02 or greater are considered a "positive", "or non-negative" test.

12) Test Result Evaluation

Each academic program in the School shall have a representative assigned to review criminal background checks and drug and alcohol screen results (the "Program Representative"). In the case of a non-negative result, this person may consult with the Program Director, Department Chair, Assistant Dean of Nursing, and Dean of the School of Health Sciences.

C. Non-negative Criminal Background Check Results

Students shall receive written notice of the results of any criminal background check. In the event of a non-negative criminal background check, the Program Representative shall evaluate whether the non-negative result may be detrimental to the student's potential for matriculation in the program or eventual licensure/certification. This determination will be made in consultation with:

- Ohio Revised Code, or any similar law of Ohio or another state; and/or
- Applicable state practice acts, state boards, rules, laws, or statutes of any state in which the student intends to complete a clinical rotation or practice.

If a student's criminal background check result is determined by the Program Representative and School, in their sole discretion, to be detrimental to his or her potential for progression through an academic program or eventual licensure and/or certification, the student may be dismissed from the program.

In some instances, the Program Representative and School may be unable to definitively determine whether or not a past criminal offense may prove detrimental to the student's matriculation in the program or eventual licensure and/or certification. All students who receive non-negative criminal background check results and decide to remain in an academic program of the School accept full responsibility for any and all time and/or financial investment they make in the program despite the risk that test results may adversely affect the student's ability to graduate or obtain required licensures and/or certifications.

D. Non-negative Drug and Alcohol Screen Results

Students shall receive written notice of the results of any drug and alcohol screen. In the event of a non-negative drug and alcohol screen, the student will have one week from receiving notice of the test result to provide a written explanation to the Program Representative. Drug and alcohol screens that result in dilute negative results are considered a non-negative result and need to be repeated. The student may remain enrolled in classroom classes and labs during the consideration of an explanation, but will not be allowed in any clinical setting during these processes. If the student's written explanation of his or her non-negative result is not accepted as valid by the Program Representative and School, in their sole discretion, the student may be dismissed from the program.

13) Refusal to Submit to Testing

The following list of situations constitute violations of this Policy and shall be deemed a refusal to cooperate with the University's required procedures by any student, which can result in discipline up to and including dismissal from the academic program or University:

- Refusal to submit to a criminal background check or drug and alcohol screening, or complete any required paperwork for same, during the prescribed timeframe.
- Providing false, incomplete, or misleading information in connection with any criminal background check or drug and alcohol screening processes.
- Engaging in conduct that unreasonably obstructs any criminal background check or drug and alcohol screening processes.
- Failing to timely obtain a requested or required drug and alcohol screening or leaving the screening site before submitting to the test.
- Failing to provide adequate urine for a drug and alcohol screen without a valid medical reason/explanation as determined by the Program Representative.
- Failing to permit observation or monitoring while providing a urine sample.
- Tampering with, diluting, adulterating, falsifying or substituting a specimen, as determined by the Testing Provider, Program Representative or the University.
- In the event that any device or other item that may be used to cheat on a drug and alcohol screen is possessed during the collection process or at the collection facility.
- Failure to respond to notice, in writing or by phone, from any Representative regarding a positive test result or the issuance of a non-contact positive result.

14) Consequences of Policy Violations

A student's non-negative criminal background check, non-negative drug and alcohol screen test result, refusal to submit to testing, and/or failure to comply with any terms of this Policy shall be considered Policy violations. Policy violations may result in disciplinary sanctions, including but not limited to the delay or disqualification of a

student's matriculation in any professional or clinical phases of a program, the delay or disqualification of a student from graduation due to inability to complete program requirements, dismissal from an academic program in the School and/or suspension or dismissal from the University. Disciplinary sanctions shall be communicated to students in writing by the Program Representative, program director, or School Dean (the "Sanction Notice").

The School will uphold determinations of affiliated clinical facilities and the consequences of any non-negative criminal background check or non-negative drug and alcohol screen test result established by any affiliated clinical facility, up to and including cancellation of the clinical rotation for a student. In the case of cancellation of a student's clinical rotation, the student does not have a right of appeal and the student's individual program at the School will determine when and if a student may be placed in future clinical placements on a case-by-case and/or if a violation of this Policy occurred subjecting the student to consequences for Policy violations.

Refund of the tuition of a student suspended and/or dismissed from a program, the School and/or University is determined based on the University tuition refund schedule. Consistent with other University policies, course fees are not reduced or refunded once courses begin in any academic term (see Semester Policies and Procedures, posted on MyMount).

15) Appeal of Disciplinary Decisions Issued Under the Policy

A student may appeal the outcome and consequences of a Sanction Notice by making a written request for appeal to the Dean of the School of Health Sciences within 72 hours (excluding University holidays) of receiving the Sanction Notice (the "Appeal Request"). To be valid, an Appeal Request must include the student's summary of the events that led to the Sanction Notice, the student's explanation of those events, and any documentation the student wishes to have considered in the appeal.

Appeal Requests are reviewed by a panel (the "Appeal Panel") including:

- Two faculty members from the student's program;
- One faculty member from another Health Sciences department;
- The Dean of the School of Health Sciences or his/her designee;

A member of the School's faculty from outside the student's department shall serve as the Chair of the Appeal Panel. The Appeal Panel shall schedule a hearing within 30 days (excluding University holidays) of the receipt of the Appeal Request by the Dean (the "Appeal Hearing") and the Chair of the Appeal Panel shall provide written notice to the student of the time and place of the Appeal Hearing at least five (5) days (excluding University holidays) prior to the Appeal Hearing. An Appeal Hearing is not a criminal or civil proceeding; formal rules of evidence are not applicable. Legal counsel may not be present at the Appeal Hearing. However, the student may bring an advisor who is a full-time faculty or staff member at the University to the Appeal Hearing for support and

consultation; however, the advisor may not speak on behalf of the student at the Appeal Hearing. Only the contents of the Appeal Request, test results, and student's statements at the Appeal hearing shall be considered by the Appeal Panel.

Within one week (excluding University holidays) after an Appeal Hearing, the Appeal Panel shall render a written decision to either uphold the Sanction Notice or render some other decision (the "Appeal Decision"). The Chair of the Appeal Panel shall report the Appeal Decision to the School Dean (if the School dean is not on the Appeal Panel). The Dean will notify the student of the Appeal Decision. An Appeal Decision is final and the student has no further right to appeal. During an appeal process, a student may attend classroom classes and labs, but will not be allowed in any clinical setting during the appeals process.

16) Reinstatement

Students dismissed from a School program due to a non-negative criminal background check or drug and alcohol screen may petition the School Dean and program director for reinstatement no sooner than 12 months and no later than 15 months following the effective date of the dismissal. Students are not automatically afforded the opportunity for reinstatement. Each petition for reinstatement will be decided by the School in its sole discretion on a case by case basis.

Reinstatement with non-negative criminal background check results determined to be detrimental to his or her potential for matriculation or eventual licensure will only be considered if a change has been made during the interim to applicable rules, laws and procedures such as:

- Ohio Revised Code, or any similar law of Ohio or another state; and/or
- Applicable state practice acts, state boards, rules, laws, or statutes of any state in which the student intends to complete a clinical rotation or practice.

Reinstatement with a non-negative drug and alcohol screen result will be considered based on the relevant circumstances including but not limited to documented proof:

- Demonstrating participation in a substance abuse education and rehabilitation program; and/or
- Passage of two random drug and alcohol screens with negative results, two weeks apart and 30 days prior to reinstatement.



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APPENDIX G

Academic Remediation Plan Process

Every course syllabus (academic and clinical) will contain an explicit statement regarding academic and competency measures, the specific criteria to measure those competencies, and the timeframe for remediation of the competency. The department's policy on academic competency remediation plan(s) allows the faculty member to determine the nature of the specific assignment/task/plan.

*When a student does not meet competency as stated on the syllabi the SLHS department requires that:

Step 1	The student initiates the remediation process and request for a remediation plan via University email and copy the Program Director within 72 hours of notification of not achieving competency.	Date email sent: _____
Step 2	The faculty member develops the plan and responds to the remediation plan request email within 2 business days (M-F) through university email (and copy the Program Director).	Date email received from faculty member: _____
Step 3	The remediation plan must contain an objective measure of competency and a specific due date (recommended timeframe 1-2 weeks, depending on the nature of the remediation plan).	Objective measure of competency: _____
Step 4	When the remediation plan is complete, the faculty member overseeing the remediation plan will email the student regarding the successful completion of the competency plan and copy the Program Director.	Date notified of completed remediation plan: _____



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APPENDIX H

Graduation Checklist

Bring completed form to exit interview.

Requirement	Initials
1. Prerequisite courses/related-content area courses completed	_____
2. Apply for Graduation by September 15 for Spring graduation (e.g. https://registrar.msj.edu/graduate-catalog/student-rights-policies/academic-policies/graduation.html)	_____
3. Complete all academic coursework (minimum 69 hours)	_____
4. Any outstanding remediation plans completed and paperwork in student departmental folder	_____
5. Professional development plan complete	_____
6. Taken the Praxis and scores on file with the MSLP program	_____
7. Meet all clinical competencies with at least a 3.0 rating (Calipso form- Cumulative evaluation (<i>Cumul. eval</i>))	_____
8. Guided Experience Hours have all been met (Calipso form- <i>Clockhours experience (XPRec)</i>)	_____
9. KASA form complete (Calipso form-KASA)	_____
10. Clinical Education Checklist completed (Calipso form- <i>My Clinical Education Checklist- Checklist</i>)	_____
11. Permanent Contact information on file (form was emailed by Program Director, did you fill it out?)	_____
12. Exit Interview completed	_____

Student Signature/ Date: _____

Director of Clinical Education Signature/Date: _____

Program Director Signature/Date: _____



APPENDIX I

PRACTICUM COMMITMENT FORM

Semester/Year _____

Student Name: _____

Supervisor Name:

Site: _____
Address: _____

Site

Student phone: _____
email: _____

Supervisor preferred

Supervisor preferred
phone: _____

The student and supervisor have agreed to the following schedule and expectations for dates and hours of practicum:

Start date of practicum: _____ End date of practicum: _____

Days Scheduled:	Monday	Tuesday	Wednesday	Thursday	Friday
Scheduled Hours					

*Please keep in mind Scheduled Hours include the full time a supervisor expects a student to be onsite, including prep time and documentation time. Please be aware students may have class in the evening.

Feedback

How will feedback be provided to the student (circle all that apply): written, verbal

Schedule for Feedback

The supervisor and student will meet/debrief to review progress, give feedback, answer questions, identify strengths and areas for improvement, etc. (circle all that apply): ongoing (e.g. between patients), daily (am/pm), weekly, as needed.

Additional Procedures Student

Document the appropriate information after discussing with your supervisor and initial each statement. There is additional space for each item if you and your supervisor would like to add additional information.

- _____ In the event that I am absent due to illness or emergency, I will notify supervisor via phone/email/text (circle one) as soon as possible and Director of Clinical Education via email. I will make attempts to make up missed sessions.
- _____ My supervisor and I have discussed privacy regulations for this site and I understand the site procedure, as well as general privacy rule (e.g. HIPAA, FERPA), related to privacy rules, regulations, and procedures.
- _____ I will participate in at least _____ hours/days/weeks of direct observation before providing supervised clinical services.
- _____ I will submit treatment plans _____ in advance of scheduled treatment sessions via _____.
- _____ I will complete documentation of therapy sessions by _____ and evaluations by _____.
- I understand the appropriate attire/dress for the site is:
_____.
- _____ My supervisor has reviewed the organization's policies that are relevant to the practicum experience such as dress code, social media, technology use, personal protective equipment, standard precautions, and emergency procedures. I understand these policies and know where to access them.

Supervisor

The Supervisor agrees to the following: *Please initial next to each statement.*

_____ The supervisor will have primary responsibility for coordination and supervision of the student's professional work at this site.

_____ The supervisor recognizes and agrees to abide by the observation requirements set by ASHA; supervision of a minimum of 25% of client contact time for therapy and diagnostic evaluations OR as appropriate for student knowledge and skills.

_____ The supervisor will share an evaluation of the student's performance with the student and director of clinical education at midterm and semester end.

_____ In the event of absence or facility closure the supervisor will notify the student via email/phone (circle one).

The Director of Clinical Education will conduct a midterm and end of semester to each site and is available via phone or email as needed. Supervisors are encouraged to reach out with questions and concerns.

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

ASHA # _____

APPENDIX J



CALIPSO INSTRUCTIONS FOR SLP STUDENTS

<https://www.calipsoclient.com/school-login>

Step 1: Register as a Student User on CALIPSO

- Before registering, have available the PIN provided in the CALIPSO registration e-mail.
- Go to your school's unique login URL provided in the CALIPSO registration email, or go to <https://www.calipsoclient.com/school-login>
- Schools are listed alphabetically; locate your school in the list, and click on the school name link.
- 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 your school's unique login URL listed in the header at the top of this page, or go to <https://www.calipsoclient.com/school-login>. locate your school, and login to CALIPSO using your school e-mail and **password that you created for yourself during the registration process (Step 1)**.
- Upon logging in for the first time, you will be prompted to pay the student fee (if applicable) 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.

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Step 4: View and Update 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.
- Upload an electronic file(s) of immunization, training or screening documents as required by your program by clicking on the “Files” link located within the blue stripe at the top of the page.
- Click the “Edit Compliance/Immunization data” link located just beneath the blue stripe to enter the effective dates for the immunization, training or screening items as required by your program. Click in the box to the right of the item for which a date is to be entered, and select the effective date from the pop-up calendar. Click the “Save the changes below” button to save the entered dates.
- To create a “Health Record” document to save and/or print for clinical placements, click “Printable view (PDF)” located within the blue stripe.
- Click “Home” located within the blue stripe to return to the home page.

Step 5: View Clinical Assignments & Site Information Forms

- Within “Student Information,” click the [Clinical Assignments](#) link to view information pertaining to the current semester’s placement, including contact information for your Supervisor.
- Note the details of your assignment’s Semester, Clinical Course, Site and Clinical Setting; when entering clock hours (*see Step 7a*), be sure to record your clock hour entries to match the assignment.
- Additional information about the Site may be available under “Site Information Forms” Click the “Home” link to return to the Lobby page, then click **View** > [Site Information Forms](#).
- 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.]

Step 6: View/Upload Documents and 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.
- From the Lobby, click on “Student Information” and then “Documents” 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.

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- **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 7a: 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 7b: 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.

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- 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 8: 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 9: 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 10: View KASA

- Click on “Student Information” and then “KASA” to view your progress in meeting the academic and clinical requirements for graduation. KASA stands for Knowledge and Skills Acquisition, which is a “roadmap” of academic and clinical standards toward certification requirements.
- Upon graduation, all requirements should have been met, represented with a green check mark.

Step 11: 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 12: 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.

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Step 13: 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 14: 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 15: Complete Evaluation of Off Campus Placement

- At the completion of each clinical course or as directed by your Clinical Coordinator, complete feedback for each off-campus placement.
- From the lobby page, click “Student Evaluation of Off Campus Placement.”
- Click “New off campus placement evaluation.”
- Complete form and click “Save.”

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APPENDIX K

SUGGESTED TIMELINE FOR PRACTICUM EXPERIENCE

The following is a suggested guideline based upon a practicum assignment of 4 -5 days per week for 15 weeks. The goal for the practicum experience is for student clinicians to transition from observation to service delivery with varying levels of support from the supervisor. There are individual differences among students and supervisors and each practicum experience should proceed at the pace needed by those involved. This is guideline for you to reference or adapt as you feel necessary.

Week One Date: _____

- Practicum Site Orientation
- Review of Policies and Procedures, student orientation manual if available
- Observation of supervisor
- Observations of other speech language pathologist (as possible)
- Discuss agency's mission and clinician's philosophy and standards of practice
- Review of client/patient charts:
 - Log/file/progress notes
 - Initial and ongoing evaluations
 - Case/medical history and background information
 - Other documents- IEP, ETR, care plan
- Become familiar with treatment materials, evaluation materials, information given to patients/caregivers, and cleaning/sanitization processes
- Discussion of dress code, technology use, lunch breaks, and working conditions
- Knowledge and sensitivity to cultural and linguistic diversity
- Begin trainings mandated by facility.
- Complete Practicum Commitment Form and upload to CALIPSO

Week Two Date: _____

- Active observation of supervisor (collection of data on goals, collection of speech or language sample, list treatment and behavioral management strategies used by clinician, list schedule of activities/tasks for therapy sessions)
- Become familiar with evaluation procedures and tests-practice scoring a test after observing supervisor
- Become familiar with documentation systems and procedures- practice writing a session note after observing a session
- Establish regular supervisor-student conferences to provide feedback, identify strengths and areas for improvement
- Complete trainings mandated by facility.
- Other _____

Week Three Date: _____

- Plan and initiate at least one therapy task with 25-50% or more of case load.

Version 1.0

Updated 8/3/22

- Complete necessary documentation of treatment notes with guided support from supervisor.
- Conduct 50% of initial evaluation with full guidance from supervisor and write observations/impressions.
- Demonstrate understanding of documentation procedures related to treatment and evaluation and time lines for completion.
- Keep a daily log of practicum hours.
- Select, read, discuss relevant information, articles, resources as needed or suggested by supervisor.
- Supervisor-student feedback conference
- Other _____

Week Four Date: _____

- Plan and implement treatment sessions for 50-75% or more of caseload.
- Demonstrate ability to offer suggestions/ideas for home practice to client/caregivers.
- Demonstrate use of behavior management strategies (if applicable) with moderate assistance from supervisor.
- Write treatment notes for clients/patients being followed with moderate support from supervisor.
- Conduct full evaluation including gathering background information, administering formal and informal testing, scoring tests, and giving results to patient and/or caregivers with moderate assistance from supervisor.
- Write full evaluation report with guidance from supervisor.
- Supervisor-student feedback conference:
- Other _____

Weeks five-eight (mid-term) Date: _____

- Assume responsibility for 75-100% of caseload as deemed appropriate by supervisor (including data collection, documentation, collaboration with staff, and communication with patient/caregivers)
- Guidance/assistance from supervisor may vary based on new clients entering caseload, change in client/patient condition or severity, and introduction of new treatment strategies/methods.
- Develop goals/plan of treatment for client/patient after evaluations with reducing level of support from supervisor.
- Mid-term evaluation (CALIPSO) is completed by supervisor
- Site visit with Director of Clinical Education
- Student completes self-evaluation to determine self-perceived areas of strength and improvement
- Observation and collaboration in interdisciplinary treatment session, evaluation or discussion
- Plan in-service or project for practicum site (optional)
- Supervisor-student feedback conference
- Other _____

Weeks Nine to Thirteen Date: _____

- Assume responsibility for full caseload as deemed appropriate by supervisor (including data collection, documentation, collaboration with staff, and communication with patient/caregivers)
- Give in-service or complete project for practicum site (optional)
- Complete observations of other programs/disciplines when available
- Supervisor-student feedback conference
- Other _____

Final Week Date: _____

- Student will complete final self-evaluation and enter all clinical hours in CALIPSO
- Student should complete all documentation pertinent to patient/client care
- Transfer care back to supervisor by reviewing patient/client progress and evaluation results
- Supervisor will complete final evaluation in CALIPSO and meet with student and Director of Clinical Education to share results
- Student will complete supervisor evaluation in CALIPSO
- Other _____



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APPENDIX L

Clinical Skills Action Plan

Student:	Date of Action Plan Meeting:
Supervisor:	Director of Clinical Education:
Program Director:	Faculty Member (as needed):

List and provide 1-2 examples of the clinical skills, technical skills, or professional competencies that are not being met during practicum:
What steps or strategies for improvement have been implemented to date? Was it successful in any way?
Action plan (including measurable goals) for improvement of clinical skills, technical skills, or professional competencies. Identify supports, strategies, and timelines to assist in meeting these goals as appropriate.
Date for Completion of proposed action plan:

Signatures of Action Plan Panel Members:

Student _____ Date: _____

Practicum Supervisor _____ Date: _____

Director of Clinical Education _____ Date: _____

Department Chair _____ Date: _____

Faculty Member _____ Date: _____



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Action Plan for Technical Standards/Clinical Competencies Outcome Meeting

Student:	Date of Action Plan Outcome Meeting:
Supervisor:	Director of Clinical Education:
Program Director:	Faculty Member (as needed):

Action Plan Outcomes (please list goals, outcomes, and strategies that contributed to student success):

Faculty panel decision based on student completion of action plan:

- Extended time at current practicum site
- Continue practicum at another site
- Complete practicum at this site
- Terminate practicum
- Other

Additional Information:

Signatures of Action Plan Panel Members:

Student _____ Date: _____

Practicum Supervisor _____ Date: _____

Director of Clinical Education _____ Date: _____

Department Chair _____ Date: _____

Faculty Member _____ Date: _____

APPENDIX M



SAMPLE INTRODUCTORY EMAIL TO SUPERVISORS

Dear Ms. Smith,

I have been assigned to be your MSJ graduate student clinician for Spring 2025 semester. I am looking forward to learning more about working with preschool children who have speech and language disorders. I feel that interacting with children is a strength for me, but I'd really like to improve my competency with managing behaviors and administering formal and informal evaluations. I'd also like to learn more about programming and using AAC devices with children.

I have completed a part-time clinical practicum at an after-school program for at-risk youth. The focus of treatment was on improving social skills in both individual and group therapy sessions. I also completed a practicum working with children two to five on language and literacy. My full-time placement this semester (Fall) is in adult skilled nursing facility where I completing communication screenings and providing treatment for cognitive skills and dysphagia.

In preparation for my practicum, I have a few questions for you. If you prefer to talk on the phone about these questions, please let me know what day to call you and what would be the best time to reach you.

What time and where should I meet you on my first day?

How should I dress for the practicum?

Is there anything else that I can do to prepare for practicum?

Is there a particular place that I need to park?

Thank you for your willingness to supervise me.

Taylor Swift, B.S.

Courses I have completed (some course names have been shortened, please let me know if you have questions.)

Completed Fall 2023	Completed Spring 2024	Completed Summer 2024	Enrolled Fall 2024	Enrolled Spring 2025
Language Fundamentals/Early Language	School-age Language and Literacy	AAC	Policy, Funding, and Advocacy	Capstone
Speech Sound Disorders	Adult Language Disorders	Voice and Resonance	Complex Cases	Psychology of Reading
Research Methods	Dysphagia	Motor Speech Disorders	Med/Clinic Practicum	School Practicum
Neuroanatomy	Clinical Speech Science	Fluency & Counseling		
Research Methods	Integration & Simulation II	Hearing Disorders for SLP		
Graduate Seminar	Clinical Practicum II	Integration & Simulation III		
Integration & Simulation I		Clinical Practicum III		
Clinical Practicum I				

APPENDIX N

SAMPLE INTRODUCTORY EMAIL TO SUPERVISOR



MOUNT ST. JOSEPH
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Please edit this template as appropriate. Be sure to edit the font color so the entire email is black before you paste to send to the supervisor.

Dear [insert supervisor name, address as Ms./Mr./Dr. unless known via director of clinical education as having a different title (e.g. Mrs.),]

I have been assigned to be your MSJ graduate student clinician for the [Fall, Spring, Summer][YEAR] semester. I am looking forward to learning more about [at least one thing you are interested in learning more about in the general population you have been assigned]. I feel that [insert a strength] is a strength for me, but I'd really like to improve my knowledge and skills with [insert skills you would like to learn more about].

A list of my completed courses and the courses I will be taking this semester is located below in this email. I have also completed part-time clinical practicums working with [inset a brief description of your clinical experiences thus far in the graduate program. This should be 2-3 sentences, one for each placement].

In preparation for my practicum, I have a few questions for you. If you prefer to talk on the phone about these questions, please let me know the best day and time to reach you. [although you probably have lots of other questions, please try to balance obtaining this information and overwhelming your supervisor with questions].

What time and where should I meet you on my first day?

How should I dress for the practicum?

Is there anything else that I can do to prepare for practicum?

Is there a particular place that I need to park?

Thank you for your willingness to supervise me.

[Your name, degree]

Courses I have completed (some course names shortened, please let me know if you have questions.)

Table Directions: Select the Fall or Spring table. In the top row, fill in the years you have been enrolled in the program. You will also need to appropriately modify your electives.

Fall Semester Table- you will likely still be in summer classes so you will need to indicate 'Enrolled' for the summer; if it is after the summer semester ends, you can choose 'Completed'

Completed Fall XXXX	Completed Spring XXXX	[Completed/Enrolled] Summer XXXX	[Completed/Enrolled] Fall XXXX
Language Fundamentals/Early Language	School-age Language and Literacy	AAC	Policy, Funding, and Advocacy
Speech Sound Disorders	Adult Language Disorders	Voice and Resonance	Complex Cases
Research Methods	Dysphagia	Motor Speech Disorders	Electives: Psychology of Reading
Neuroanatomy	Clinical Speech Science	Fluency & Counseling	Instrumentation
Research Methods		Hearing Disorders for SLP	Med/Clinic Practicum
Graduate Seminar	Integration and Simulation II	Integration and Simulation III	School Practicum
Integration and Simulation I	Clinical Practicum II	Clinical Practicum III	
Clinical Practicum I			

Spring Semester Table- you will likely still be in fall classes so you will need to indicate 'Enrolled' for the fall; if it is after the fall semester ends, you can choose 'Completed'

Completed Fall XXXX	Completed Spring XXXX	Completed Summer XXXX	[Completed/Enrolled] Fall XXX	[Completed/Enrolled]
Language Fundamentals/Early Language	School-age Language and Literacy	AAC	Policy, Funding, and Advocacy	Capstone
Speech Sound Disorders	Adult Language Disorders	Voice and Resonance	Complex Cases	
Research Methods	Dysphagia	Motor Speech Disorders	Electives: Psychology of Reading	Electives: Psychology of Reading
Neuroanatomy	Clinical Speech Science	Fluency & Counseling	Instrumentation	Early Intervention
Research Methods		Hearing Disorders for SLP	Med/Clinic Practicum	Med/Clinic Practicum
Graduate Seminar	Integration and Simulation II	Integration and Simulation III	School Practicum	School Practicum
Integration and Simulation I	Clinical Practicum II	Clinical Practicum III		
Clinical Practicum I				

APPENDIX O

ASHA Code of Ethics

The [ASHA Code of Ethics](#) can be found online and is inserted into this handbook for ease of review.

Code of Ethics

Ethics

Effective March 1, 2016

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Preamble

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as “The Association”) has been committed to a framework of common principles and standards of practice since ASHA’s inception in 1925. This commitment was formalized in 1952 as the Association’s first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional’s role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the

fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code.

Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Terminology

ASHA Standards and Ethics

The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

Advertising

Any form of communication with the public about services, therapies, products, or publications.

Conflict of interest

An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

Version 1.0

Updated 8/3/22

Crime

Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the “Disclosure Information” section of applications for ASHA certification found on www.asha.org/certification/AudCertification/ and www.asha.org/certification/S LPCertification/.

Diminished decision-making ability

Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

Fraud

Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

Impaired practitioner

An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health-related conditions.

Individuals

Members and/or certificate holders, including applicants for certification.

Informed consent

May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

Jurisdiction

The “personal jurisdiction” and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual’s geographic location.

Know, known, or knowingly

Having or reflecting knowledge.

May vs. shall

May denotes an allowance for discretion; *shall* denotes no discretion.

Misrepresentation

Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

Negligence

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a

reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

Nolo contendere

No contest.

Plagiarism

False representation of another person’s idea, research, presentation, result, or product as one’s own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

Publicly sanctioned

A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

Reasonable or reasonably

Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

Self-report

A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

Shall vs. may

Shall denotes no discretion; *may* denotes an allowance for discretion.

Support personnel

Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on [Audiology Assistants](#) and/or [Speech-Language Pathology Assistants](#).

Telepractice, teletherapy

Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service. For more information, [see the telepractice section](#) on the ASHA Practice Portal.

Written

Encompasses both electronic and hard-copy writings or communications.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.

- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Rules of Ethics

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

Principle of Ethics IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

Rules of Ethics

- E. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- F. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- G. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

- H. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- I. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- J. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- K. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- L. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- M. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- N. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- O. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- P. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- Q. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- R. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- S. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

- T. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- U. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- V. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- W. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- X. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

American Speech-Language-Hearing Association. (2016). *Code of ethics* [Ethics]. Available from www.asha.org/policy/.

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APPENDIX P



MOUNT ST. JOSEPH
UNIVERSITY®
*Speech, Language, and
Hearing Sciences*

Professional Development Plan

Advocacy

- **1**-Complete ASHA identified advocacy letters/campaigns
- **1**-Create social media posts related to advocacy
- **2**-Complete novel/self-generated advocacy letters or campaigns (no more than 2 per semester)
- **4**-Attend legislation event

Professional Education

- **1**-Attend online continuing education course
- **1**-Attend journal club
- **2**-Attend live conference
- **2**-Organize and Lead journal club study
- **4**-Present at conference or professional meeting

Interprofessional Education (IPE)

- **1**-Attend IPE conference, talk, or event
- **2**-Engage in IPE activity outside of program assignments
- **2**-Observe and interview a professional in a related field
- **4**-Plan/coordinate IPE/IPP learning or service experience

Leadership

- **Required**- Leadership Identity Survey
- **1**-Leadership reflections/presentations
- **2**-Attend leadership program/training (less than 4 hours)
- **2**-Serve as leader for orientation activities
- **2**-Lead clinical transition meeting
- **2**-Participate in book study related to leadership
- **4**-Hold leadership position/office in SLP related organization
- **4**-Attend leadership development program (more than 8 hours)
- **4**-Organize and lead book study related to leadership

Professional Duty

- **Required**- Professional Identity Letter
- **1**- Belong to professional organization
- **1**- Create social media posts to educate public about discipline related information
- **1**- Represent SLP for campus talks/meetings
- **2**- Community talk/SLP representative
- **2**- Complete community screening
- **2**- Better Hearing and Speech Month campaign on social media
- **2**- Complete project for clinical site (ex. visual support library, adapted book library, etc.)
- **4**- Hold leadership position/office in SLP or related organization
- **4**- Social media chair for one semester

Non-Dominant Cultures

- **Required**-Cultural Identity Survey
- **1**- Volunteer one time at event
- **1**- Create social media posts related to supporting non-dominant cultures
- **2**- Volunteer relationship for one semester or longer
- **2**- Complete book study related to non-dominant culture and share findings with cohort
- **4**- Volunteer relationship for 2 semesters or more
- **4**- Establish new volunteer relationship and recruit 1 or more volunteers for organization

Service

- **1**- Volunteer one time at event
- **2**- Ongoing volunteer relationship for one semester or more
- **4**- Ongoing volunteer relationship for two semesters or more
- **4**- Establish new volunteer relationship and recruit 1 or more volunteers for organization

- Minimal total points in each category = 4
- Students can create activities with prior faculty approval
- Activities can count for more than 1 category with prior faculty approval

APPENDIX Q

MOUNT ST. JOSEPH UNIVERSITY IMMUNIZATION EXEMPTION REQUEST AND WAIVER FORM

Complete all three (3) parts of this form, as applicable, and return it to Wellness.Center@msj.edu.

PART I. CERTIFICATION OF EXEMPTION REQUEST AND WAIVER

Please carefully read and certify your full understanding and voluntary agreement with the statements in Part I.

By signing below, I hereby request that I be exempt from an immunization requirement of Mount St. Joseph University (the "University") or a healthcare facility, school system, or other organization at which I will receive an educational experience necessary or desirable to complete my degree (each, an "External Partner"). I represent that the information I provide to the University on or in connection with this form is true and accurate, and I understand that I will be subject to appropriate corrective action if I am found to have supplied knowingly false or intentionally misleading information.

I also hereby waive all claims against the University and any of its employees, officers, agents, affiliates, and External Partners, and release such persons and entities from any and all liability connected with an outbreak of disease or other public health emergency at the University or an External Partner, including but not limited to, all responsibility for any impairment of my health or delay in my academic/graduation progression that may result from this exemption.

I am aware of the benefits and risks of receiving immunizations as well as the risks of not being immunized. In the event of my exposure to, symptoms for, or diagnosis with any disease or illness which may have been prevented or mitigated by receiving an immunization for which I am requesting an exemption, as well as any outbreak, I agree to follow all applicable policies and directives of the University and External Partners, and applicable public health orders, which may include my removal and exclusion from Seton Residence Hall, campus, External Partners, and other in-person University activities, at my own expense, and until the situation is resolved to the University's satisfaction. I understand that I will be responsible for all consequences of any nature, including but not limited to, any classes or academic requirements missed, as a result of this exemption.

I have read and understand the terms contained in this Immunization Exemption Request and Waiver Form and all applicable University and External Partner immunization policies and requirements. I understand that I may be required to comply with additional or different procedures as a reasonable accommodation to the applicable immunization policy and I hereby agree to comply with same.

Name of Applicant: _____ DOB: _____
(please print)

Applicant's Signature: _____ Date: _____

*Parent/Guardian Signature: _____ Date: _____
**If Applicant is under the age of 18*

NOTICE

After your Immunization Exemption Request and Waiver Form is reviewed, you will be notified whether your request has been approved or denied by the University. Submission of this form does not guarantee that you will receive an exemption from any requirement of the University or an External Partner. Being granted an exemption from a University requirement does not guarantee that you will also be granted an exemption from any External Partner's requirements, and vice versa. If your request is denied, you may appeal the decision by submitting additional information within 10 days to have your request reconsidered by the University. Only one exemption and one appeal may be requested per individual per semester, unless there has been a relevant change in circumstances, as determined by the University. Any denial will remain in effect unless and until your request is approved by the University. Any approved exemption remains in effect for the remainder of the academic year, subject to any external partner requiring more regular exemption review.

PART II. DOCUMENTATION OF BASIS FOR EXEMPTION

Complete Part II to document the basis for your request for an exemption from the University or External Partner's immunization requirements.

All resident students moving into the University residence hall, all Health Sciences and Education students participating in External Partner programs or experiences, and some co-op experiences are required to receive some or all of the following immunizations or screenings, subject to the terms of the applicable University and External Partner policies:

- _____ M.M.R (Measles-Mumps-Rubella)
- _____ Meningococcal Meningitis
- _____ Varicella (Chicken Pox)
- _____ Hepatitis B
- _____ Influenza
- _____ TB (Tuberculosis) screening
- _____ TD (Tetanus-Diphtheria) or TDaP (Tetanus-Diphtheria-Pertussis)
- _____ COVID-19 (please specify Pfizer, Moderna, Janssen or ALL: _____)

Indicate the immunization(s) for which you are requesting an exemption (check one or more, above).

_____ I have returned the Immunization Record documenting my Meningococcal and Hepatitis B immunization status as required by Ohio Revised Code 3701.133(B) (*Residential Students Only*).

I am requesting an exemption for the following two reasons: (check all that apply):

_____ **Religious/Moral Exemption** - Notarized statement of belief required.

To be completed by the applicant:

The following is a brief statement of my sincerely held religious or moral belief (attach additional documentation if needed):

To be completed by a notary:

State of Ohio, County of _____

Subscribed and sworn before me by _____ (name)

on this _____ (date).

[Place Seal of Notary Below]

Signature of Notary

Printed Name of Notary

Medical Exemption – Attach a statement from your licensed healthcare provider addressing the questions below for each immunization selected for exemption:

1. Does the patient have one of the following CDC-recognized contraindications to the immunization(s) selected above?
 - Severe allergic reaction (e.g., anaphylaxis) after a previous dose or to a component of the immunization; or
 - Immediate (within 4 hours of exposure) allergic reaction of any severity to a previous dose or known (diagnosed) allergy to a component of the immunization.
2. If yes, did you treat the patient for the severe/immediate allergic reaction? If you did not treat the patient, have you reviewed medical records documenting the diagnosis and do you agree with the diagnosis?
3. Does the patient have a health condition that significantly limits a major life activity and that prevents the patient from complying with the immunization requirement?
4. If yes, please explain how the health condition prevents the patient from complying with the immunization requirement and for how long.
5. How long have you treated the patient?
6. Include the provider's name, signature, clinic/practice name, address and phone number.

[Continued on Next Page]

PART III. AUTHORIZATION TO RELEASE INFORMATION

Applicants who seek an exemption to any External Partner’s immunization vaccine requirement must authorize the University to send this completed Immunization Exemption Request and Waiver Form to all applicable External Partners. Such applicants must complete Part III of this form to authorize the University to forward their Immunization Exemption Request and Waiver form to External Partners, and vice versa.

The Family Educational Rights and Privacy Act (“FERPA”) affords students certain rights with respect to their education records. These include the right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure of directory information without consent. Ohio law and the federal Health Insurance Portability and Accountability Act (“HIPAA”) protect certain health related information from unauthorized use or disclosure without consent. Protected Health Information (“PHI”) includes personally identifiable material that describes the individual’s health status or condition, treatment, or products.

By signing the authorization below, you agree that University personnel may provide this Immunization Exemption Request and Waiver form, all materials and information submitted to the University in connection with this form, and any related information from your education records or any related Protected Health Information (if and as applicable) to any External Partner(s) identified below. The purpose of the disclosure is to facilitate your request for an exemption from External Partners’ immunization requirements. You further understand and acknowledge that: (1) you have the right not to consent to the release of Immunization Exemption Request and Waiver Form, education records, and/or PHI (if and as applicable); and (2) this consent shall remain in effect until revoked by you in writing and delivered to the University’s Wellness Center or Registrar, but that any such revocation shall not affect disclosures made prior to the receipt of any such written revocation.

Please be aware that failure to provide such consent may affect your eligibility to receive an exemption from an External Partner’s immunization requirements. If you request an exemption from an External Partner, the University’s faculty or staff liaison to the External Partner (i.e., Clinical Coordinator) shall be the only point of contact with the External Partner regarding the request and shall communicate directly with you about the External Partner’s decision unless you are otherwise employed by the External Partner, in which instance your exemption process should be discussed directly with a representative in the Wellness Center. You also understand that if an External Partner denies your placement or denies your exemption request, it is possible that an alternate placement may not be made available to you, which could impact your ability to progress in your program or graduate from such program.

I authorize all such information to be released to the following External Partner(s): (check one)

All entities with whom I may be placed for clinicals, internships, or other educational experiences related to my course of study.

Other: _____

Applicant’s Signature: _____ Date: _____

APPENDIX R

FINANCIAL AID

The Scholarship and Financial Aid Program of the MSJ provides a number of campus-based opportunities for assistance. For a complete list of all Financial Aid Assistance Programs and Scholarships available you will need to contact the Financial Aid Office of the MSJ.

<https://www.msj.edu/tuition-aid/financial-aid-grants-loans-scholarships/>

The Office of Student Administrative Services:

The Office of Student Administrative Services provides financial aid support to students at the Mount. If you have questions about applying for and receiving financial aid, contact us today.

Todd Everett, Ph.D, Director
Phone: (513) 244-4418
Email: todd.everett@msj.edu
5701 Delhi Road
Cincinnati, OH 45233-1670

