



SPEECH-LANGUAGE PATHOLOGY

**Graduate Student Handbook
Master of Speech-Language Pathology
AY 2022-2023**

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I. Introduction

A. Welcome

Welcome to the Austin Peay State University Master of Speech-Language Pathology Degree (MSLP) Program. It is our aim to guide your learning of the scientific principles, evidence-based approaches, and professional behaviors necessary for becoming a prepared, compassionate and successful speech-language pathologist. Program delivery will take place in face-to-face, hybrid and online learning mediums. This program was designed to integrate clinical experiences throughout teaching and learning opportunities, including a variety of practicum, simulations, case-based learning, interprofessional education and lectures from subject matter experts.

This MSLP Student Handbook has been developed to provide you with the essential information about the academic policies and procedures created by the MSLP program faculty and the university. The MSLP Student Handbook is required reading for the MSLP student. Students are required to read the Student Handbook carefully and in its entirety. Each semester MSLP students will be required to acknowledge they have reviewed the Handbook by signing the “Acknowledgement of Review” form each term. Your signature denotes your understanding of the Student Handbook content.

The policies in this student handbook represent the culmination of a rigorous self-study and external review process for the new MSLP academic degree program. These policies and procedures will evolve as the program is engaged in continuous evaluation of its practices. This student handbook is designed to ensure MSLP graduate students know what is expected of them regarding all aspects of the MSLP program. The policies within are also intended to ensure all graduate students are treated fairly in the program.

It is the desire of the MSLP faculty that these policies and procedures reflect our commitment to excellence and professionalism for which we expect and strive for throughout the program components. On behalf of the faculty and staff, thank you for choosing the Austin Peay State University MSLP Program to provide your education, you have made an excellent decision.

Sincerely,



Kelly A. Kleinhans, Ph.D. CCC/SLP

Program Director, Master of Speech-Language Pathology Program

B. Faculty

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C. Mission Statement

Master of Speech-Language Pathology Program

The mission of the Austin Peay State University Master of Speech-Language Pathology program is to lead in improving the lives of persons with communication disorders residing in Tennessee and surrounding regions through preparing professionals who are highly competent with the provision of evidence-based clinical services and who can provide these services while observing the highest standards of ethics, integrity and compassionate care; and by teaching and learning in a culture that cultivates excellence and collegiality, supports diversity, inclusion, critical thinking and engages with the community in meaningful ways.

D. Accreditation

The Master of Speech-Language Pathology (MSLP) education program in speech-language pathology at Austin Peay State 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.

The CAA is a semi-autonomous body within ASHA that is responsible for formulating standards for accreditation of entry-level professional preparation programs in speech-language pathology and audiology, evaluating programs, and granting accreditation to programs that have met the standards. There are six accreditation standards that must be met and a description of those standards is available here:

<https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf>

For additional information about the CAA, students are referred to the [CAA Accreditation Handbook](#). Chapter II of the CAA Handbook states the Mission and Principles of the CAA.

E. Code of Ethics

Professional ethics are at the core of speech-language pathology service delivery. It is the student's responsibility to be familiar with and adhere to the American Speech-Language-Hearing Association (ASHA) Code of Ethics. The ASHA Code of Ethics is available to download from the ASHA website at: <https://www.asha.org/Code-of-Ethics/>. It is also included in Appendix A of this Student Handbook.

Please note graduate students of the APSU MSLP program should always identify themselves as "students" and must always engage in service delivery only under the direction of a clinical educator assigned by the MSLP Clinic Director. Acting as a therapist in any context is a violation of the ASHA Code of Ethics. If you are in question about a specific activity, contact the Clinical Education Coordinator before engaging in the activity.

F. Policy on Professional Integrity

Integrity is a disposition which underscores clinical service delivery as it is a personal commitment to honesty and doing what is morally right. "Integrity is doing the right thing

when you don't have to—when no one else is looking or will ever know—when there will be no congratulations or recognition for having done so” (Marshall¹, 2013, p. 142).

APSU MSLP students are expected to act with integrity in all areas of their academic and clinical experiences. Behaviors that are valued by the MSLP faculty and are evidence of your integrity include, honesty, trustworthiness, accountability, reliability, attentiveness, friendliness and beneficence.

G. Thank-You Notes and Gifts

APSU MSLP faculty expect graduate student clinicians to develop competencies with specific skills as well as behave with integrity as faculty recognize this character trait will enhance clinical and therapeutic relationships and outcomes. Student professional integrity and conduct shall be evaluated and dealt with at the discretion of the program faculty. The Expectations for Professional Conduct Form (found in Appendix B) outlines professional integrity. Additional standards of student conduct, rights and responsibilities are stated in the APSU Student Handbook.

The following policy is intended to avoid the impression that a student is seeking improper influence for their own gain, immediate or delayed, on an APSU faculty, staff or affiliate clinical educators. Students are encouraged to give faculty, staff and affiliate clinical educators thank you notes. However, the giving of gifts to individual faculty and staff by individual students while in the MSLP program is prohibited. Giving of gifts to affiliate clinical educators is permitted only after grades have been submitted by the clinical supervisor and only if the student will not be supervised by that same person again during their program.

H. Notice of Nondiscrimination

Austin Peay State University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability, age, or status as a covered veteran in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Equal Opportunity and Affirmative Action, 601 College Street, Browning Building/Rm 7A, Clarksville, TN 37044, nondiscrimination@apsu.edu.

Additionally, the Austin Peay State University Title IX Coordinator, designated to monitor and oversee Title IX complaints, may be contacted at Director of Equal Opportunity and Affirmative

¹ Marshall, C.W. (2003). *Shattering the Glass Slipper*. Prominent Publishing.

Action, 601 College Street, Browning Building/Rm 7A, Clarksville, TN 37044,
nondiscrimination@apsu.edu.

I. Student Support Services

MSLP students have the program faculty at their disposal as a resource for program policies, procedures, advising and clinical education. The APSU [College of Graduate Studies \(COGS\)](#) is also a source for additional resources that are designed to support student success. Students can access information on student support services on the COGS website: <https://www.apsu.edu/grad-studies/current-students/student-services.php>. Similarly, the [MSLP website](#) provides students with a number of useful links to university resources and other resources to support the student experience.

J. Complaint Procedures

Students at APSU are expected to adhere to the APSU Code of Student Conduct & University Policies found on the APSU website: <https://www.apsu.edu/handbook/student-code/>. The MSLP program will adhere to all institutional policies associated with complaints and resolution of complaints.

Students who have concerns at any time during their program should first communicate complaints and concerns starting with the person most directly concerned, when possible and if that is not possible, or if the student is concerned about negative repercussions, they may submit a written complaint to that person's immediate supervisor. Student's must make the complaint in writing using the form found in Appendix C "Formal Complaint Against the Program or Program Faculty Form. For example, a course level complaint associated with an assignment or grade must first be discussed with that faculty member before discussion with the department chair.

Complaints: Student Course Grade Appeal Policy (APSU Policy 2:040)

- Policy 2:040 details the procedure for appealing a grade. A student should first try to resolve the issue with the faculty member if possible. If this is not agreeable, the student should then appeal in writing to the Chair of the Health and Human Performance (HHP) Department. If the situation is not resolved at this level, the student can then appeal to the dean of the College of Behavioral and Health Sciences. If the appeal needs to proceed further than the dean, the student may then contact the office of Academic Affairs at 931-221-7676. APSU Policy 2:040 provides additional procedure details including timelines and deadlines:
<https://apsu.policytech.com/dotNet/documents/?docid=99&public=true>

Complaints that reach the HHP Department Chair level are entered into a log and tracked through the Office of Student Affairs.

Complaints: Student Non-Academic Grievance Committee Guidelines (APSU Policy 3:002)

- Any student who has a grievance or a complaint about the performance of a University employee (i.e., faculty and staff) should report in writing their grievance or complaint to the employee's immediate supervisor. This is consistent with the APSU Policy 3:002 Student Non-Academic Grievance Committee Guidelines (https://www.apsu.edu/policy/3s_student_policies/3002-student-non-academic-grievance-committee-guidelines.php). The grievance or complaint will then proceed via procedures outlined in the APSU Policy 3:003. Complaints that reach the HHP Department Chair level are entered into a log and tracked through the Office of Student Affairs.

Complaints: Discrimination and Harassment Complaints (APSU Policy 6:004)

- The MSLP program will comply with APSU Policy 6:004: Discrimination and Harassment Complaints (other than Complaints of Sexual Violence and Stalking) - Complaint and Investigation Procedure (https://www.apsu.edu/policy/6s_nondiscrimination_harassment_and_sexual_misconduct_policies/6004-discrimination-and-harassment-complaints-other-complaints-sexual-violence-and-stalking-compla.php). This policy provides for the orderly resolution of complaints of discrimination or harassment on the basis of race, color, religion, ethnic or national origin, disability, age (as applicable), status as a protected veteran, genetic information, and/or any other legally protected class.
- The MSLP program adheres to institutional Policy 6:003 Equal Opportunity, Affirmative Action, and Nondiscrimination (https://www.apsu.edu/policy/6s_nondiscrimination_harassment_and_sexual_misconduct_policies/6003-equal-opportunity-affirmative-action-and-nondiscrimination.php) Which describes the University's intent to comply with the applicable provisions of federal and state civil rights laws, including the Americans with Disabilities Act (ADA) of 1990. The purpose of this policy is to affirm that APSU will not tolerate discrimination or harassment against any employee, applicant for employment, contractor, or vendor, and will not subject any student to discrimination or harassment under any educational program and no student shall be discriminatorily excluded from participation in nor denied the benefits of any educational program on the basis of the protected categories listed in this policy. Because different legal requirements apply to claims of discrimination and harassment depending on the protected category claimed to have been violated, separate policies describe the different procedures applicable based on particular protected categories.

- Allegations of sexual violence and/or stalking will be addressed pursuant to the procedures set forth in APSU Policy 6:001 Sexual Violence and Stalking.
- Allegations of discrimination and/or harassment based on categories other than sexual violence and/or stalking will be addressed pursuant to procedures set forth in APSU Policy 6:004 Discrimination and Harassment Complaints (Other than Complaints of Sexual Violence and Stalking).
- Any current or former student, applicant for employment, current or former employee, contractor or third party who believes he or she has been subjected to discrimination or harassment covered by this policy or who believes that he/she has observed discrimination or harassment taking place shall present the complaint to one of the offices designated below that shall conduct the investigation:
 - Complaints against students (except complaints filed under Title VI – discrimination on the basis of race, color, and national origins): Office of Student Affairs/Dean of Students Morgan University Center, Room 206 (931) 221-7341
 - Complaints against faculty, staff, contractors, or third parties: Office of Equal Opportunity and Affirmative Action Browning Building, Room 7C(931) 221-7160
 - Complaints filed under Title VI (against faculty, staff, students, contractors or third parties): Title VI Coordinator (or his/her designee) Office of Equal Opportunity and Affirmative Action Browning Building (931) 221-7178
- Complaints related to sexual misconduct, sexual discrimination, and sexual harassment (including claims based on pregnancy, sexual orientation, or gender identity/expression) should be addressed under the procedures set forth in APSU Policy 6:001 - Misconduct, Discrimination, and Harassment Based on Sex (Including Pregnancy, Sexual Orientation, and Gender Identity/Expression (https://www.apsu.edu/policy/6s_nondiscrimination_harassment_and_sexual_misconduct_policies/6001-sexual-violence-and-stalking.php). The purpose of this policy is to specifically address misconduct, discrimination, and harassment based on sex (hereinafter to include claims based on pregnancy or sexual orientation/gender identity/expression) as well as the following offenses defined herein: dating violence, domestic violence, sexual assault and stalking; and, to establish procedures for responding to incidents of sexual misconduct, discrimination, and harassment. Sexual misconduct and harassment are forms of sexual discrimination prohibited by Title IX of the Education Amendments of 1972, as amended, and APSU.
 - An institutional complaint can be filed directly with either or both of the following:
 Title IX Coordinator
 Sheila Bryant
 Director of Equal Opportunity & Affirmative Action
 601 College Street
 Browning Building, Room 6A

Clarksville, TN 37044
bryantism@apsu.edu
(931) 221-7178

Deputy Title IX Coordinator
Gregory Singleton
Associate Vice-President for Student Affairs/Dean of Students
601 College Street
Morgan University Center, Room 206
Clarksville, TN 37044
singleton@apsu.edu
(931) 221-7005

Student Appeals and Procedures

- All student appeals of decisions of the University Hearing Board or the Student Affairs Administrator to the Senior Student Affairs Officer or designee are handled through the office of Student Affairs and Dean of Students. The student appeals and procedures are described in the [Student Handbook & Calendar](#) with excerpts on the Student Affairs Website: <https://www.apsu.edu/student-affairs/dean-of-students/student-appeals-and-complaint-procedures/index.php> . All appeals must be submitted in writing to the Office of the Senior Student Affairs Officer within three days after the student/organization is notified of the sanction imposed at any hearing or appellate level.

Complaints: Complaints against the Master of Speech-Language Pathology Program

- Students may submit a signed written complaint to the MSLP Program Director via email using the MSLP Formal Complaint Against the Program or Program Faculty Form found in Appendix C. Complaints that reach the HHP Department Chair level are entered into a log and tracked through the Office of Student Affairs.
- The Master of Speech-Language Pathology (MSLP) education program in speech-language pathology at Austin Peay State 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.
 - If students have complaints regarding the program's compliance with accreditation standards for speech-language pathology programs they may contact the Council on Academic Accreditation for Audiology and Speech-Language Pathology (CAA) <http://caa.asha.org/> .

- A complaint about a graduate program in speech-language pathology accredited or in Candidacy status may be submitted by any student, staff, faculty, adjunct clinical educator or member of the public. The following procedures were taken from the CAA Handbook (<https://caa.asha.org/> pp. 67-68) and should be used by persons to file a complaint about the APSU MSLP program to the CAA.

From the [CAA Handbook pp. 66- 67](#)

Criteria for Complaints

Complaints about programs must meet all of the following criteria:

- a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
- b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology [PDF] in effect at the time that the conduct for the complaint occurred⁹, including the relationship of the complaint to the accreditation standards;
- c. be clearly described, including the specific nature of the charge and the data to support the charge;
- d. be within the timelines specified below:
 - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
 - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
 - if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

Complaints also must meet the following submission requirements:

- a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
- b. include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information;
- c. be submitted using the CAA's complaint form
- d. sign and submit a waiver of confidentiality with the complaint; Because it may be necessary to identify the complainant to the affected program or to other potential sources of relevant information, the complainant is required to sign a waiver of confidentiality as part of the complaint submission. Failure to provide a signed waiver of confidentiality will result in dismissal of the complaint;

- e. must be complete at the time of submission, including the complaint, waiver, and all appendices; If a complainant submits an amended complaint, including providing additional appendices, it will void the original submission and initiate a new process and time line;
- f. append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.
- g. must submit all complaints and supporting evidence in English, consistent with the business practices of the CAA;
- h. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

II. Master of Speech-Language Pathology Program Information

A. Administration

The Master of Speech-Language Pathology Degree Program (MSLP) is administered by the Department of Health and Human Performance (HHP). The HHP Department is administered by the College of Behavioral and Health Sciences.

The Program Director is responsible for the overall supervision and direction of the MSLP Program. The Program Director provides effective leadership for planning, growth and improvement of the program. Other responsibilities include coordination of accreditation and serving as a liaison with the HHP Graduate Coordinator and Chair.

The Clinical Education Coordinator is responsible for overseeing the operation of the APSU Speech-Language and Swallowing Community Clinic. The Clinical Education Coordinator coordinates clinical assignments, clinical placements, clinical affiliation agreements, and provides direct supervision of graduate students.

B. Location of Coursework

The MSLP program is located on the Austin Peay State University Clarksville Campus. The program delivery is a hybrid model. In the first year of the program, the fall and spring terms, academic courses are delivered in face-to-face format. Beginning in the summer of the first year, academic courses are delivered in a hybrid format where 50% of the course may be delivered using online instructional formats (See Table 1). In year one MSLP students will participate in clinical practicum experiences on the APSU campus and at local clinical affiliations. In year two of the program MSLP students will participate in clinical practicum experiences off-campus at various external clinical affiliations. The student is responsible for arranging transportation required to attend all academic courses, clinical practicum experiences, and advising or associated program meetings.

Table 1: Instructional Delivery Method for MSLP Curriculum: Academic Courses

Face-to-Face	Hybrid	Online
6040 Speech Sound Disorders	6060 Hearing & Aural Rehabilitation	6080 Pediatric Motor Speech Disorders
6042 Pediatric Language Disorders	6062 Fluency Disorders	6082 Counseling for the SLP
6044 SLP as Research Consumer	6070 Cognitive-Communication Disorders	6084 Professional Practice Seminar
6046 Neuroscience	6072 Pediatric Feeding & Swallowing	
6050 Aphasia Following Stroke	6074 Voice and Resonance Disorders	
6052 Dysphagia	6076 Augmentative and Alternative Communication	
6054 Language for Learning & Literacy	6086 Grand Rounds	
6056 Contemporary Issues in SLP		
6064 Acquired Motor Speech Disorders		
6093 Diagnostic Procedures		

C. Length of Program

The MSLP program is a 54 credit hour program. The program will enroll a new cohort of students each fall semester. Students are expected to complete the MSLP program in four full-time semesters, referred to as Fall I, Spring I, Fall II and Spring II, and one summer of obligations between Year I and Year II of the program.

In the event a student encounters an extenuating situation, such as family leave, illness, military duty, in which the result in the student being unable to maintain continuous enrollment, a student may request permission to suspend their studies on a temporary basis. A formal request to suspend their progress with the program must be filed by the student and approved by the program director and college of graduate studies. Requests for extensions will be considered on a case by case basis. If approved, the time toward degree completion is suspended. Suspended enrollment of continuous full-time participation toward degree completion cannot exceed two years in duration. This policy is more stringent than the College of Graduate Studies which states all work applied toward the degree must be completed within consecutive years. This policy is to protect the student. Certification standards are frequently updated by the CFCC. Changes to the knowledge and skills during an extended absence or

protracted time may require a student to take additional course work. Students who withdraw from the MSLP program and enter into study for a different graduate degree program would be held to the College of Graduate Studies policy stating the time to degree completion is six years. The 6 years begin with the first course that is taken upon the first semester the student is enrolled in course. The policy for time limits is found in the graduate bulletin and copied below.

The following is from the APSU Graduate Bulletin:

College of Graduate Studies' Time Limit for Degree Completion: The requirements for a graduate degree must be completed within six calendar years from the date of initial enrollment in graduate courses at Austin Peay. This includes all required course work, research, and comprehensive examinations. Appeals to extend the time limit for completion of the degree must be submitted in writing to the Dean of the College of Graduate Studies using the Graduate Academic Appeals form.

Written supportive recommendation(s) from the student's Graduate Committee Chair, Graduate Coordinator, or the Department Chair must accompany the request for a time extension. The Graduate Dean then presents the appeal to the Graduate Academic Appeals Committee for review and a final decision. When a decision has been made, the Graduate Studies Office will notify the student via the student's campus e-mail. The Graduate Academic Appeals form is located on the College of Graduate Studies web site at <http://apsu.edu/grad-studies/current-students/graduate-student-forms.php>

D. Communication

The student's APSU assigned email account shall be the official means of communication with all students. Students are responsible for all information sent to them via their University assigned email account. MSLP students are expected to check their email on a frequent and consistent basis in order to stay current with program and University-related communications. MSLP students have the responsibility to recognize that certain communications may be time-sensitive.

MSLP students are also expected to check their D2L course announcements on a frequent and consistent basis for time-sensitive information related to course updates.

MSLP students are not permitted to share personal phone numbers with clients enrolled at the APSU Speech-Language and Swallowing Community Clinic, nor are they permitted to make clinic associated phone calls with their personal phone. All phone communication associated with clinical service delivery must be made using the clinic phone under the direction of an APSU clinical educator.

E. Balancing Program Load and Outside Work

Graduate school, especially a clinically based program such as the MSLP, is very different than the typical undergraduate experience. Some students find clinical graduate programs in speech-language pathology an intense experience. In order to provide students with learning experiences that will allow them to obtain the knowledge and skills required for certification students will spend an average of 12 hours a week for scheduled classes and approximately 16 hours a week in clinical experiences (direct service delivery and indirect service delivery activities such as documentation, preparation, reflection) during the first year. During the second year of the program of studies students will be required to participate in practicum experiences during the work week consistent with the work week hours (e.g., 40 hours) of the external clinical site. Students should also account for time studying or engaged with course content outside of assigned class time. The academic convention recommends two hours out of class for every credit hour. Students should be cognizant of these time commitments when choosing to work during graduate school. The MSLP faculty recognize that a graduate assistantship or employment outside of the university may be necessary for financial reasons and may offer a potentially a positive experience for the student. However, this should be considered to the extent that the student's academic and clinical obligations are not negatively impacted. Students are advised to carefully consider the time commitment of the program, the total number of hours of employment and the flexibility of their work schedule.

F. Academic Standing

All students are expected to demonstrate acquisition of knowledge and skills required by the program. [The 2021-2022 APSU Graduate Bulletin](#) identifies [Good Standing](#): Students are in good standing as long as their overall cumulative grade point average is 3.0 or higher. Good standing indicates only that the student is meeting the minimum standard for retention. The MSLP program has established the additional following standards of performance in order for a student to be considered for good standing:

- Students must earn a minimum grade of “B” (80%) in all major courses and clinical practicum.
- Students will be expected to demonstrate competency in all professional, academic, and clinical domains associated with Student Learning Outcomes (SLO) for each course at a minimum of 80%.
- Students must act with integrity and as a professional-in-training demonstrating the conduct and behaviors outlined in the Expectations for Professional Conduct form.

G. Student Accommodations

It is the policy of the MSLP program to provide reasonable accommodation to qualified students with a disability so they can meet required technical standards for successful completion of degree requirements. Technical Standards for the MSLP program are found in Appendix D. Whether a requested accommodation is reasonable will be determined on an individual basis by the Office of Disability Services (ODS). Determining what is a reasonable accommodation is an interactive process. It is the student's responsibility to initiate the evaluation for disability accommodation and to contact and communicate with the ODS. Reasonable Accommodations afforded students in a didactic environment do not automatically transfer or apply to clinical service delivery in speech-language pathology or lab simulations.

Applicants or MSLP students who disclose a disability are considered for admission and enrollment if they are otherwise qualified so long as such accommodation does not significantly alter the essential requirements of the curriculum and the educational program, or significantly affect the safety of client care or others. When applicants or students disclose a disability, the provision of reasonable accommodations will be considered in an attempt to assist these individuals in meeting these required technical standards. Applicants whose response indicates that they cannot meet one or more of the technical standards, essential requirements of the curriculum will be reviewed further by the University Disability Services, the MSLP Program Director and the MSLP Clinical Education Coordinator with student and faculty input, to determine if any reasonable accommodations are possible to facilitate successful completion of the MSLP curriculum and preparation for the national praxis exam.

H. Verification of Student Identity

Federal regulation requires that an institution must have procedures in place to facilitate student verification. The MSLP program and is aligned with this policy and will use the following processes to verify that the student who enrolled in a course is the same student who is participating in the course and earning the credit. During the application for admission, student identity is vetted. A letter is mailed to them providing students their A#, username and password. Students can change their password by enrolling in the college account management system. Student identity is verified by required email or text numbers sent directly to the student. This service is available 24 hours a day 7 days a week. APSU uses a single sign-on in which students are required to login using the APSU secure ID and password via Onestop to gain access to the D2L, learning management system. The MSLP program will require picture identification verification when a student is required to use online proctoring for assessments. Student Identify Verification policy: https://www.apsu.edu/academic-affairs/faculty/faculty_handbook/distance-education.php

III. Advising

A. Initial Assignment

The student is assigned an MSLP faculty member as their advisor at the time of admission. The Program Director makes advising assignments that are equitable for the MSLP faculty.

B. Academic Advisor

It is the student's responsibility to meet with their MSLP faculty advisor each semester in preparation for the following semester to discuss progress in the program, academic requirements, and course scheduling. The Program Director will send out a group email to the cohort notifying them the window for scheduling advising appointments for the next semester is open. Students will schedule a time in coordination with the availability of the academic advisor.

The MSLP faculty advisor is responsible for maintaining updated records of completed advising appointments, progress toward program completion, and verification of acquisition of knowledge and skills required for certification. All students are encouraged to meet with their advisor regularly and address any issues related to their graduate program. The student's academic advisor and MSLP Program Director are the only reliable source for program advising information. Students should not rely on their peers for academic advising advice.

MSLP students will receive copies of all documents in the advising record that are created upon matriculation. Copies of materials created during advising will be uploaded to Perceptive the cloud-based document management system used by the College of Graduate Studies (COGS). Degree Works will be used as an advising tool so that faculty can view a degree evaluation (a summary of classes required and classes taken) for each student. This will allow the faculty to review the courses required in each program of study and to also review progression in the MSLP program. Students have access to Degree Works in their Banner-OneStop. The Banner-OneStop advising page will also be used as an advising tool to track individual student advising appointment notes. Student's have access to the OneStop advising page at all times. MSLP program faculty will use Calipso to track student acquisition of knowledge and skills as well as clock hours to meet certification standards. Each student will have their own Calipso account and have unlimited access to this information. Any additional documents created as part of a student's participation in the MSLP program (e.g., Program of Studies, Evaluation of Progress

Reports, Expectations for Professional Conduct Form, Action Plans, Foundational Coursework form) will be uploaded to Perceptive and be considered part of the student's advising folder. Students seeking to review any documents not available in Calipso or Banner-OneStop will be required to schedule an appointment with the Program Director, HHP Graduate Coordinator, or COGS Associate Dean to view documents in Perceptive which are considered part of the student's advising file.

The program does not have the authority to dispose of student records. In accordance with [Policy 4:017 Records Retention and Disposal of Records](#) only the registrar's office may dispose of student records following American Association of Collegiate Registrars and Admissions Officers (AACRAO) best practice guidelines.

C. Thesis Advisor

A thesis is completed under the direction of a thesis advisor. The selection of this individual is based on the mutual consent of both the student and the thesis advisor and typically is made not later than the beginning of the second year of study. The thesis advisor and the academic advisor may be different individuals.

IV. PROGRAM POLICY AND PROCEDURES

A. Academic Standards

The MSLP program at Austin Peay State University was designed to prepare graduates to meet the current professional standards for clinical certification, state licensure and the state teaching credential. The comprehensive curriculum integrates rigorous academic coursework and diverse clinical experiences. In addition to acquiring professional practice competencies useful across work settings, APSU program graduates will be prepared to be leaders in the in the profession at local, regional and national levels.

The American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) is the professional credential for speech-language pathologists.

“Being "certified" means holding the Certificate of Clinical Competence (CCC), a nationally recognized professional credential that represents a level of excellence in the field of Audiology (CCC-A) or Speech-Language Pathology (CCC-SLP). Those who have achieved the CCC—ASHA certification—have voluntarily met rigorous academic and professional standards, typically going beyond the minimum requirements for state licensure. They have the knowledge, skills, and expertise to provide high quality clinical services, and they actively engage in ongoing professional development to keep their certification current.

The standards for certification for audiology and speech-language pathology are established by audiologists and speech-language pathologists, respectively, who are members of ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). Certificate holders are expected to uphold these standards and abide by ASHA's Code of Ethics. More than 170,000 professionals currently hold ASHA certification.²

In accordance with the CFCC standards, candidates for the CCC must have completed the Master's degree or its equivalent, completed nine months of supervised professional experience, and must pass a national exam. Although certification is a voluntary process, most schools, clinics, hospitals, and other service facilities require their employees to have the CCC. Upon completion of the MSLP program graduates will be prepared to meet the academic and clinical requirements for the ASHA Certificate of Clinical Competence, to sit for the PRAXIS

² <https://www.asha.org/certification/AboutCertificationGenInfo/>

exam in speech-language pathology, to obtain employment as Clinical Fellows, and to demonstrate knowledge and skills required of competent entry-level speech-language pathologists.

Accordingly, the MSLP program will assess student's acquisition of knowledge and clinical skills that have been aligned with the professional, academic, and clinical standards of the CFCC. Students must also adhere to APSU College of Graduate Studies (COGS) and the MSLP policy and procedures for successful completion of the academic degree program. Students are advised to review admission, retention, and graduation requirements found on the [COGS website](#) and [Graduate Bulletin](#). The MSLP admission, retention, and graduation requirements exceed those of COGS. This is necessary as the mission of the program is aimed at preparing graduates for successful careers as highly competent speech-language pathologists prepared for certification and state licensure standards.

At APSU a grade of "C" earned in an academic course requirement for the MSLP program will indicate the student may not have acquired necessary knowledge and skills for clinical practice. The student will need to discuss the class performance with the MSLP Academic Progress Committee. During this meeting, the student in collaboration with the MSLP Academic Progress Committee will develop an Action Plan which the student must complete successfully, or although they may meet graduation requirements, they may not meet requirements for certification. The original grade will stand unless the student chooses to extend the length of their program of studies to take the course the next time the course is offered which will result in a delay in their graduation date. Failure to complete the Action Plan satisfactorily as agreed upon by the MSLP Academic Progress Committee will result in dismissal from the program.

At APSU, a grade of "C" or below earned in a clinical course for the MSLP program will require the student to repeat the clinical experience including registering for the class again. An Action Plan developed in collaboration with the MSLP Academic Progress Committee and student will be required for the second enrollment in that particular clinical course. Failure to complete an Action Plan will result in dismissal from the program.

Designated competencies have been identified in each course that are linked to course level Student Learning Outcomes. Faculty teaching the course are responsible for administering the summative assessment and notifying the student of their performance. After completion of a course level summative assessment students will receive feedback. Faculty instructors may choose to let a student retake a course level summative assessment and replace the grade one time. If the student does not pass the retake on the second attempt the faculty instructor will refer the student to the Academic Progress Committee to develop an Action Plan.

MSLP students will be required to take three different Competency Exams during their program of study:

Time 1: after the first fall term and within four weeks of the beginning of the first spring term

Time 2: after the second term and within four weeks of the beginning of the summer term

Time 3: after the second fall term and within 8 weeks of the final semester (spring 2)

These exams will be cumulative. Students who do not achieve 80% on a Competency Exam will be permitted to retake the exam one time. If the student does not pass the retake on the second attempt the Program Director will refer the student to the Academic Progress Committee to develop an Action Plan to facilitate acquisition of knowledge. **If the student fails the third attempt they will be dismissed from the program.**

MSLP students are expected to adhere to the ASHA Code of Ethics, HIPAA guidelines and demonstrate professional integrity as outlined in the Expectations for Professional Conduct form. Failure to adhere to do so may result in immediate dismissal from practicum experience and from the clinic. Your grade may be reduced by one letter grade and may prevent you from continuing in the clinic the following semester and advancing to the next practicum experience. Clinical supervisors will document student's demonstration of professional conduct. Students who cannot demonstrate these competencies may be referred to the Academic Progress Committee for remediation and to develop an Action Plan.

B. Technical Skills

All students must possess the intellectual, physical and emotional capabilities necessary to undertake the full curriculum and to achieve the levels of competence required by the MSLP Program. The Technical Skills set forth the communication, intellectual-cognitive, sensory-observational, behavioral-emotional-social, and motor performance requirements essential to the provision of effective service delivery in a reasonably safe environment for students and clients. MSLP students will be required to demonstrate these technical skills during the course of the program.

A qualified student with a disability is one who with or without reasonable accommodations of modification, meets the MSLP program's technical skill requirements. The Technical Skills are found in Appendix D.

If a student believes that he/she cannot meet one or more of the Technical Skills without accommodations or modifications, it is appropriate for the student to take the responsibility of identifying her or his need for accommodation to the APSU Office of Disability Services. If an applicant or student self-reports that he or she cannot meet one or more of the Technical Skills without accommodations, the MSLP Program Faculty in conjunction with the Office of Disability Services must determine whether accommodations can reasonably be made.

Contact:

Disability Services

Phone: (931) 221-6230

Email: Disabilityservices@apsu.edu
Hours: 8am-4:30pm M-F
Address: Morgan University Center Room 114
<https://www.apsu.edu/disability/index.php>

C. Grades

The MSLP Faculty will use the following grading scale:

A=100-90

B=89-80

C=79-70

D=69-60

F=59 and below

Grades will be carried out to two decimal points throughout the semester and rounded up to the nearest whole number.

For clinical courses (i.e., MSLP 6090, 6092, 6094, 6096, 6098 and elective 6099) any grade less than a B is considered unsuccessful completion of the practicum and demonstration of lack of clinical competence, therefore clock hours will not be awarded. Students will be referred to the Academic Progress Committee and the practicum must be repeated. Graduate student clinicians may be referred to the Academic Progress Committee at any time during a semester if a student fails to demonstrate acquisition of level-appropriate skills. Evaluation of clinical skills incorporates a numeric grade, successful demonstration of clinical skills, and demonstration of professional integrity outlined in the Expectations for Professional Conduct Form.

The university permits a student to repeat a single graduate level course one (1) time with the new grade earned replacing the older grade for the purpose of the GPA calculation. However, all grades earned in all courses will be listed on the student's transcript. After one (1) course is repeated and the original grade replaced by the newly repeated course grade earned, all future grades earned in repeated courses will be averaged for the purposes of GPA calculations. Only the grades of C, D, F, FN, and FA are eligible to be repeated. To initiate a grade replacement, the student must complete and submit the appropriate form found on the COGS website. Graduate courses in the MSLP program are offered only one time per year and thus repeating a course may delay a student's graduation. Final grades below a C in the MSLP program indicate a student has not acquired the knowledge and skills to delivery services and will be addressed by the Academic Progress Committee.

A temporary grade of “I” indicates that a student has performed satisfactorily in the course, but due to circumstances beyond the student’s control, was unable to complete the course requirements. It also indicates that the student has received consent from the instructor to complete the work for which an “I” has been assigned.

The “I” grade cannot be used to enable a student to do additional work to raise a deficient grade. The course will not be counted in the cumulative grade-point average until a final grade is assigned.

An “I” must be removed no later than one calendar year from the time the grade was initially assigned. Time extensions must be submitted and approved by the Dean of the College of Graduate Studies before the time expires. An “I” not removed within a year will be converted to an “F,” **except** in courses involving thesis, field study reports, research project papers, and research literacy papers, as indicated with a grade of “IP.” A student cannot make up an “I” by registering and paying for the course again. No student may graduate with an “I” or “IP” on his or her academic record. In the MSLP program an “I” in a practicum will prevent a student from taking subsequent practica. Clock hours will not be awarded until successful completion of the practicum assignment is completed.

As outlined above, students in the MSLP program are expected to demonstrate acquisition of knowledge, skills and professional integrity as required by the program. Good Standing reflects progress with the MSLP curriculum. To achieve and maintain this status MSLP students must:

- maintain their overall cumulative grade point average at 3.0 or higher,
- earn a minimum grade of “B” (80%) in all major courses and clinical practicum,
- demonstrate competency in all professional, academic, and clinical domains associated with Student Learning Outcomes each course at a minimum of 80%, and
- demonstrate professional integrity demonstrating the conduct and behaviors outlined in the Expectations for Professional Conduct form.

University policy states that when a graduate student’s cumulative GPA falls below 3.0, he or she will be placed on academic probation. **Every semester thereafter, the student must earn a minimum term/semester grade of 3.5, and the student will remain on academic probation until the cumulative GPA reaches 3.0 or better.** When the student’s cumulative GPA has returned to a 3.0 or greater, [and if the student is meeting the other required competencies outlined above] the student’s academic status will return to “Good Standing.” If the student fails to earn a minimum term/semester grade of 3.5 while on probation, he or she will be suspended. No grades of “D” or “F” are allowed in a student’s program of study.

Students in the MSLP program who are placed on academic suspension will need to reapply for admission to the graduate program.

D. Academic Progress Committee

The MSLP faculty will provide students with ongoing feedback on their acquisition of knowledge and skills and behavior consistent with expectations for professional conduct. This feedback will provide the student with information regarding their progress with the curriculum. The Academic Progress Committee, comprised of the MSLP faculty, will meet at the conclusion of each term to evaluate each student's progress. The Committee will compose a letter that will be sent to the student communicating the committee's findings. A copy of this letter will be kept in the student's advising file.

The Academic Progress Committee will also convene as needed through the semester to address deficits of knowledge and skills or professional conduct for students who may require remediation. Remediation is defined as the correction of an academic fault or deficiency either during a course or at the completion of a course. When the committee identifies a student who needs remediation the Academic Progress Committee will convene with the student to develop an Action Plan. Action Plans will be tailored to the specific needs of the student. The plan must specify specific knowledge, clinical skills or behaviors that are to be acquired or improved, the action steps that must be demonstrated and timeline for completion. **Failure to complete an Action Plan will result in dismissal from the program.** Academic and clinical faculty will serve as a resource for the student, but ultimately the student is responsible for completing the work identified to support their acquisition in acquiring knowledge, skills and professional conduct. Academic and clinical faculty may provide a coaching session to clarify points regarding content and to reinforce knowledge and skills. The faculty coach may provide support and resources to help the student improve note taking skills, advise on time management, or refer the student for help with test-taking anxiety.

This policy does not apply to course failure due to academic dishonesty, blatant student conduct violation, or violation of any other University regulations, or policies.

Student performance which may warrant a meeting of the Academic Progress Committee based on remediation needs:

- The student has earned a grade of C or below in any course*
- The student has earned less than 73% on a single exam, assignment, project, or other assessment [Note final exams or other major assessments due during the last week of classes or finals week are not eligible for remediation; Failed make-up exams or make-up assignments are not eligible for remediation; Exams missed due to an unexcused absence are not eligible for remediation; Assignments, projects, etc. that are not submitted on time are not eligible for remediation]
- The student has earned less than 80% on any one of the Competency Exams

*In the case of an Action Plan associated with clinical skills or a grade of C or below in a practicum the student may not progress until the plan is completed.

Note: The original grade will stand unless the student chooses to extend the length of their program of studies to take the course the next time the course is offered which will result in a delay in their graduation date. Failure to complete the Action Plan Satisfactorily as agreed upon by the MSLP Academic Progress Committee will result in dismissal from the program.

E. Dress and Personal Appearance Code

The MSLP faculty strongly encourage MSLP students to consider their dress and personal appearance should reflect the professional behavior associated with serving clients and colleagues with respect and dignity. Clients and their families expect that their speech-language pathologists will be dressed professionally, so now is the time to adapt to this reasonable expectation. Professional attire inspires confidence among clients and fosters a therapeutic relationship.

MSLP students should arrive at all scheduled course activities in attire and in a manner and with an attitude that is consistent with the professional integrity of a speech-language pathologist. Attire should be clean, neat, and convey a professional appearance whenever the student is on campus or at any off-campus clinical affiliation site. Those failing to comply may be dismissed from the classroom and/or the campus with documentation on the Expectations for Professional Conduct Form. Pants/trousers should be mid-calf, full or ankle length. Not too tight or form-fitting against the body. There should be no midriff area exposed. Leggings or tights are unacceptable unless they are worn under a dress or skirt. Tops and shirts should be buttoned up to at least the second button. Avoid low cut tops. There should be no excessive cleavage, chest or midriff area exposed.

When participating in direct service delivery on the Clarksville Campus and affiliate locations scrubs and student badges are mandatory. Students are responsible for any costs associated with compliance with the dress code. Students must wear the approved scrub tops AND bottoms. Closed toe shoes are required. Supervisors will indicate if there are practicum activities when the scrubs will not be worn. When participating in other clinical education activities in the clinic students must dress appropriately during clinic hours as this is a professional environment and attire during clinical hours should reflect professional integrity.

MSLP Students are expected to abide by the Professional Appearance Code during direct service delivery. MSLP faculty and clinical educators may relax these standards during indirect service delivery as long as professional integrity is maintained.

1. Hair should not be in the students face. Only small hair adornments are acceptable. This can be individually stipulated for unique clinical settings. Hair should reflect natural color hues.

Head coverings will only be permitted for religious purposes. Rationale: Hair can be a fomite for bacteria and can contaminate food and procedures as well as be offensive to the client.

2. Earring posts or small unobtrusive earrings may be worn (one earring per earlobe only). No other visible body piercing. Tattoos must be covered. Rationale: Large or inappropriately dressy earrings can be distracting or offensive as well as hazardous. A professional appearance should be maintained.

3. Nails must be short and clean. Artificial nails or nail tips are not acceptable. Rationale: Long fingernails can injure the client and artificial nails harbor bacteria.

4. No strong perfumes or colognes can be worn. No offensive body odor. Rationale: Strong and varied odors can be offensive to clients and co-workers. Some people are allergic to scents.

5. Moderate make-up allowed. Discretion should be employed. Rationale: Non-professional appearance may be offensive in a multicultural society.

6. Rings should be kept to a minimum. Rationale: Rings can harbor bacteria, can injure clients, and can be misplaced or lost.

7. When a student is in uniform the entire dress code must be adhered to. This may include the student's name badge at select settings.

Any student not conforming to this policy will not be permitted to engage in direct service delivery. Students whose religious or cultural customs may conflict with certain aspects of this dress code should speak with the Clinical Education Coordinator, who may consult with the Office of Student Affairs.

Questions regarding dress code and personal appearance code should be directed to the Clinical Education Coordinator

F. MSLP Program Attendance Policy

The MSLP program policy requires that Graduate Students attend all scheduled appointments with clients and all academic class meetings. Only personal illness, death of an immediate family member, or pre-approved extenuating circumstances will be considered an excusable absence and a reason for canceling an appointment with clients, failing to attend assigned clinical placements, or missing MSLP class meetings. Graduate Students must submit a doctor's note if the combined absences for class and any clinical placements are in excess of one session during a semester.

Speech-Language Pathology Graduate Student Clinicians enrolled in the following practicum courses have an obligation to provide clients with regular and consistent therapy sessions: MSLP 6090, 6092, 6094, 6096, 6098 and elective 6099. When students can anticipate that personal obligations will cause absence during a semester, they should consider not registering for clinic that semester. This will require approval from the Clinical Education Coordinator, and may require the graduate student clinician to extend their program of study in order to accumulate the experiences and types of clinical hours required for verification of a variety of clinical skills.

Whenever possible, given the constraints of individual practicum settings and in collaboration with the assigned clinical supervisor, every effort should be made to reschedule clients in a timely manner to make up the missed appointment. Absences from clinical assignments not related to illness will be considered **unexcused** unless approved, **in advance**, by the APSU Clinic Director. Graduate Students who miss more than 10% of any clinical practicum assignment or do not earn a grade of B or better may have their clinical privileges removed. No hours will be accrued. All **unexcused** absences will be considered excessive and will necessitate corrective action. The Graduate Student will be placed on probation and an Action Plan will be developed.

- Graduate Students who have **unexcused absence(s) in MSLP academic courses** will be required to make up all of the class periods missed in the current semester by completion of an outside assignment(s) to be determined in the Action Plan. The student's final grade for the semester may be lowered one letter grade.
- Graduate Student Clinicians who have an **unexcused absence(s) in a clinical practicum** will be required to make up all of the sessions missed in the *current* semester if the situation permits. The final clinical grade for the semester may be lowered one letter grade.
- Graduate Students who have an **unexcused absence(s) in an off-campus clinical assignment** will be required to make up all of the sessions missed in the *following semester* if the situation permits. The final clinical grade for the semester will be "Incomplete" and the grade may be lowered once the sessions are made up. Due to the limited availability of practicum assignments and depending upon circumstances and client availability, Graduate Student Clinicians needing to make up sessions may need to extend their program in order to accumulate the experiences and types of clinical hours provide opportunity for required for verification of a variety of clinical skills.
- Graduate Student Clinicians who demonstrate a pattern of unexcused absences across two semesters may be removed from the clinical program either temporarily or permanently; in this case no hours will be accrued and the Graduate Student Clinician will earn a clinical grade of F for that semester.

Graduate students who miss a scheduled assigned clinical experience are required to complete the Absence form found in Appendix E. Students must submit the Absence form to the Clinical Education Coordinator either in advance of excused absences or within 48 hours of unexcused absences.

G. Conduct in Use of Social Media

The APSU MSLP program runs a community clinic and relies on community partners to deliver the clinical components of the program, and thus Graduate Students in the program are expected to behave professionally and ethically at all times including how they engage with others online. Given the connectedness social media enables, Graduate Student activity online has the potential to be viewed by faculty and clients. The professional and ethical standards outlined in this policy were selected to prevent online student activity by graduate students that may lead to harmful and/or negative long-lasting impact on clients, peers, the career of the graduate student, and the reputation of the MSLP program or university, as well as the profession. Furthermore, it is common practice for clients, potential clinical supervisors and future employers to use social media to learn more about graduate students.

Expected Standards of Conduct for Social Media Use for Graduate Students in the MSLP program:

1. Take responsibility and use good judgment. You are responsible for the material you share through social media. Be courteous, respectful, and thoughtful about how others may perceive or be affected by what you share. False and unsubstantiated claims and inaccurate or inflammatory communications may create liability for you.
2. Think before you post. Anything you post is highly likely to be permanently connected to you and your reputation through Internet and email archives. Current instructors/supervisors, future employers, and clients often have access to this information and may use it to evaluate your personal and professional judgment and suitability for employment. ***Take great care and thought before placing your identifiable comments in the public domain.***
3. Protect your own privacy. Make sure you understand how the privacy policies and security features work on the sites where you are sharing material. Use privacy settings to safeguard personal information and content to the extent possible, but realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently.
4. When interacting with other students, faculty or clinical instructors, or patients on the Internet, maintain appropriate boundaries in accordance with professional and ethical guidelines just as you would in any other context.
5. APSU MSLP students may not engage with clients/students/patients associated with clinical service delivery and clinical education through social media.
6. APSU MSLP students may not post any pictures associated with clinical education.

Activities that may be Grounds for Recommendation of Dismissal from the MSLP Program and are Inconsistent with Expectations for Professional Conduct

1. Publishing, discussing, or sharing in any way the health information of other individuals. Be aware that removal of an individual's name or use of a pseudonym does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, type of treatment or posting of client stories and/or pictures may still allow the reader to recognize the identity of a specific individual.

2. Claiming to be an official representative or spokesperson for the MSLP program or APSU or its entities.
3. Assuming the identity of another person or otherwise attempting to obscure one's own identity or professional status as a means to circumvent the prohibited activities outlined in this policy.

Behaviors that may be the Basis for Disciplinary Action and are inconsistent with Expectations for Professional Conduct

1. Using vulgar language.
2. Using language or photographs that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity or sexual orientation.
3. Publishing or sharing in any way, personal photographs or photographs of oneself or others that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity.
4. Publishing, discussing, or sharing in any way, potentially inflammatory or unflattering material on another individual's website.
5. Publishing or sharing in any way, personal photographs or photographs of clients in clinic or social situations. Keep in mind, permission forms signed for use of photographs, etc. in the program/clinic, are **not** intended for student permission/use. *Only APSU Speech-Language and Swallowing Community Clinic cameras may be used for recording or taking photographs of clients.

H. Dismissal

Failure to complete any Action Plan Satisfactorily as agreed upon by the MSLP Academic Progress Committee will result in dismissal from the program.

Students who fail a competency exam on the third attempt (following remediation via an action plan) will be dismissed from the program.

Any lapse in professionalism may be grounds for dismissal:

- Failure to adhere to the ASHA Code of Ethics (items 1-5 on Expectations for Professional Conduct Form)
- Noncompliance with HPAA guidelines (Items 1-5 on Expectations for Professional Conduct Form)
- Lack or absence of integrity
- Violation of the Social Media Policy

I. Grade Replacement

Within any graduate program, a single graduate level course may be repeated one (1) time with the new grade earned replacing the older grade for the purpose of the GPA calculation.

However, all grades earned in all courses will be listed on the student's transcript. After one (1) course is repeated and the original grade replaced by the newly repeated course grade earned, all future grades earned in repeated courses will be averaged for the purposes of GPA calculations. Only the grades of C, D, F, FN, and FA are eligible to be repeated. To initiate a grade replacement, the student must complete and submit the appropriate form to COGSs. This regulation is not applicable to degrees already conferred.

J. Withdraw /Leave of Absence

After a student has officially registered for a class, the student is considered to be a member of the class unless the student officially drops the class or withdraws from the University. Official withdrawal requires that all courses be dropped online through APSU OneStop. The Program Director and Clinic Director will communicate with COGS and the student to determine the reason the student is not enrolled.

K. Photographs and Recording

Students are to consider lecture materials as an important source of learning in addition to reading and viewing materials assigned and/or suggested. Lecture materials are presented by faculty members responsible for a course, or by guest lecturers appointed by course faculty members. Students are not to assume the privilege of audio recording live classroom presentations of either guest lecturers or faculty members in the MSLP Program. Permission from the faculty member responsible for or presenting the materials must be obtained before recording any presentation. An acknowledgement form must be signed by all parties prior to any audio recording or taking photographs.

Recording intervention on your personal device or on a clinic device without permission is a reason for dismissal from clinic and an earned failing grade. Students found in violation of this policy will be referred to the Dean of Students for Academic Misconduct.

L. Clinical Practicum Requirements

a. Transportation

Note for all clinical practicum experiences MSLP graduate student clinicians may be placed at sites that require transportation by car, and should plan accordingly. The student is responsible for arranging transportation required to attend all academic courses, clinical practicum experiences, and advising or associated program meetings.

b. Recording Supervised Experiences in the Practice of Speech-Language Pathology

Supervised experiences in the practice of speech-language pathology in the form of direct client contact are designed to meet requirements for certification by the American Speech-Language-Hearing Association Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). Therefore, maintaining records and monitoring accumulation of time spent in direct client contact is an important responsibility of the student and the program.

Students are required to keep a written record of their individual time spent delivering treatment and evaluation throughout the semester. Students will use CALIPSO to track time spent in direct client contact. Each supervisor will verify the student's record of supervised experiences in direct contact by approving the hours entered into CALIPSO.

Hours should be counted and calculated as follows:

Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual's family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

Specific guidelines:

- Students may only report time spent in direct contact with clients. This excludes preparation time, report writing, scoring tests or language samples, and writing lesson plans.
- Prevention hours may be reported if the clinician is providing information or participating in activities that are directly related to prevention of communication disorders.
- Evaluation hours may be reported for time spent assessing and diagnosing communication disorders, prior to initiation of an intervention program. Hours may also be reported for informal testing, re-evaluation, and non-standardized tests.
- Treatment or evaluation time may be counted for time spent in professional meetings only if the family or client is present. This excludes time spent meeting with clinical supervisors.
- Clinical clock hours with clients who present with more than one communication disorder should distribute the time spent working on each disorder accordingly.
- A clinician should record the exact number of minutes/hours that he/she is in direct contact with the client during treatment or assessment activities. This can include time spent escorting a client to and from therapy/assessment rooms, as this is engaging in a therapeutic interaction. This can also include time spent conferencing with a parent/spouse/caretaker prior to, or after, a treatment/assessment session.

- Amount of time spent in direct contact with the client or clinical conference should be recorded exactly in terms of minutes/hours. Rounding up to the nearest hour of time increment is not appropriate.
- 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.
- If more than one student is assigned to an assessment, each student is allowed to receive credit for the time spent providing service **ONLY** if different functions are being provided. For example, if one student interviews a parent and another tests the client, each student may claim direct client contact time. However, if more than one student is assigned to one function, such as testing a client, this time must be divided between students, depending on the amount of direct contact. For example, if one student tests for the first 40 minutes and the other student tests for 50 minutes, then this time is divided between the students – 40 minutes for the first student and 50 minutes for the second student

Each student should keep a copy of the Recording Supervised Experiences in the Practice of Speech-Language Pathology Direct Contact Tracking Form for their own records. Forms must be completed accurately and completely. Recording Supervised Experiences in the Practice of Speech-Language Pathology Direct Contact Tracking Form is Found in Appendix F.

c. CALIPSO

The MSLP program requires students to document their progress with academic and clinical education components of the program through CALIPSO. Each student who matriculates will create an account with CALIPSO linked to the MSLP program. In this manner the student will have access at any time to this information. CALIPSO requires a one-time license fee to be paid by each student directly to CALIPSO. Specific instructions will be provided during orientation.

CALIPSO will be used to track:

- Progress toward knowledge and skills to meet the 2020 SLP standards
- Clinical competencies
- Clinical evaluations
- Clock hours
- Client populations
- Clinical settings
- Clinical site information
- Clinical Supervisor information

d. Health Insurance Portability and Accountability Act (HIPAA)

MSLP students are required to comply with program policies and the Health Insurance Portability and Accountability Act (HIPAA) regarding client confidentiality. This applies to any and all clinical service delivery regardless of setting. The requirements of HIPAA apply to the use, storage and/or electronic transmission of patient (client) related information, and are intended to ensure patient confidentiality for all healthcare related information. Students must complete HIPAA training designated by the MSLP program in order to participate in clinical experiences.

e. Background Checks

It is the policy of the MSLP program that all admitted students must consent to, submit to, and satisfactorily complete a criminal background check (CBC) before they may begin supervised practice of speech-language pathology. Results must be deemed acceptable to the Clinical Education Coordinator.

To practice speech-language pathology at the APSU Speech-Language and Swallowing Community Clinic MSLP students will complete a CBC through TrueScreen. Upon enrollment the Clinical Education Coordinator will send the student the instructions for completing the CBC.

External placements also require the CBC be completed prior to participating in the clinical education practicum. Unless otherwise indicated before beginning the second year of the program MSLP graduate students must complete the CBC (this would be a new CBC for the upcoming academic year). Some facilities may also require fingerprinting and/or drug screening. Please note that these requirements may differ based on clinical site and thus the MSLP student may need to complete multiple criminal background checks throughout the program contingent on the clinical affiliation agreement. The APSU MSLP Clinical Education Coordinator will communicate the requirements of specific practicum sites when clinical assignments are made.

All expenses associated with the CBC (and fingerprinting and drug screening) are the responsibility of the MSLP students. Students who do not consent to the required background check, refuse to provide information necessary to conduct the background check, or provide false or misleading information in regards to the background check will not be permitted to participate in clinical experiences associated with the clinical education components of the program.

State licensure laws and school licensure endorsement may prohibit those with criminal convictions from obtaining a professional license to practice. Thus, students with criminal convictions or certain background activity may not be able to obtain the required clinical education experiences required of the curriculum (and national certification standards).

In the case of adverse findings in a CBC report, the Clinical Education Coordinator will proceed as follows:

- The Clinical Education Coordinator will contact the student to discuss the results and the student's perspective on the information. The conversation must be documented in writing and uploaded to Perceptive (the student's advising file). The student will be asked to sign and acknowledgement that s/he understands that a flagged background check may preclude the ability to be placed in clinical sites and therefore preclude successful completion of the MSLP program. The University will have no obligation to refund tuition or accommodate students in the event that a CBC or dug screening renders a student ineligible to complete required courses or clinical experiences.

CBC information is strictly confidential, for use only by authorized MSLP program faculty and or administrative staff and shall be retained in the student's academic advising file in Perceptive.

f. Degree and Amount of Supervision

Consistent with the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the amount of supervision for an individual student must meet the minimum level outlined in Standard V-E:

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.

Supervision must be provided by individuals who have been vetted to meet the requirements of clinical supervision outlined in Standard V-E:

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.

While the minimum amount of direct supervision must not be less than 25% of the student's total contact with each person they serve, the APSU MSLP program is committed to ensuring that students are receiving the degree of supervision that will facilitate achievement of the student learning outcomes and competencies and thus should be adjusted upwards whenever the student's current level of performance (i.e., knowledge, skills and experience) warrants. At the APSU Speech-Language and Swallowing Clinic, students will receive 100% direct supervision for diagnostic procedures.

APSU clinical educators will use the Learning Vector Model for supervision of students. In this model the clinical educator will individualize supervision based on the student's particular

stage of development for each clinical encounter. With each clinical experience the clinical educator progressively modifies their level of support in a manner that transforms a dependent student clinician to one that is relatively independent and can consult with the clinical supervisor to meet their learning needs and effectively and safely deliver care. See Figure 1³.

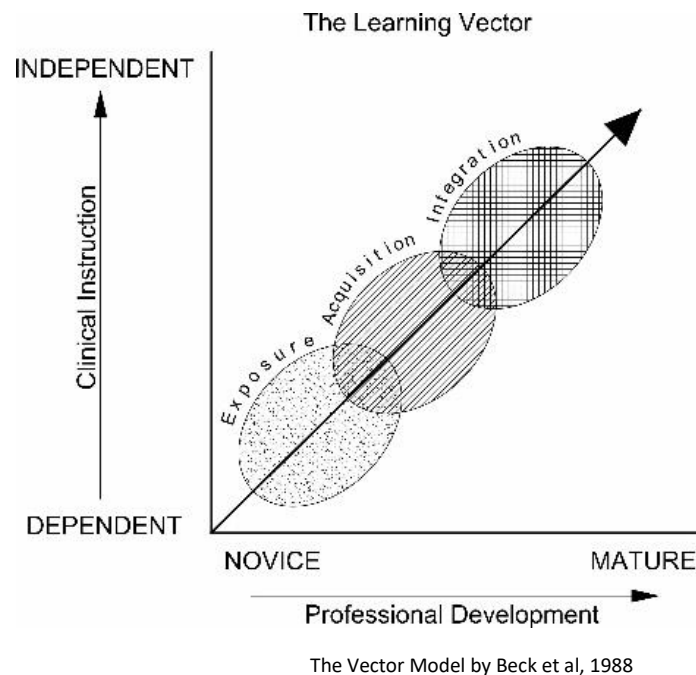


Figure 1: The Learning Vector Model

As the student develops skills and matures they will move through the stages of exposure, integration and acquisition. Using this model, as a student with more experience and skills encounters a new clinical experience, the clinical educator can readily adjust their involvement and level of supervision to a higher degree to accommodate new learning for that experience.

g. Feedback

Providing student clinicians objective feedback is important in clinical education. Clinical educators are charged with providing each MSLP student they supervise in a manner that will facilitate the student's acquisition of the required knowledge and skills. MSLP student clinicians can expect to receive feedback in both oral and written modes of communication. They can also expect to receive feedback in a timely manner. The clinical educator should be conscious in communicating feedback that compares a student clinician's observed performance and the required knowledge and skills appropriate to that clinical experience. The intent of feedback is always to improve the student clinician's progress toward improved performance with learning

³ Beck, S.J. & Stritter, F.T. (1988). Applying developmental instruction in the clinical laboratory, in Beck & LeGrys *Clinical Laboratory Education* (Ed.), Norwalk, CT; Appleton-Lange.

objectives in the areas of knowledge, skills and professional standards of behavior. MSLP students must be able to accept feedback including corrective feedback when warranted. MSLP students are expected to change their behaviors to meet required standards as a condition of demonstrating competency with knowledge, skills and professional standards of behavior. Note, that feedback can be evaluative but is not always evaluative. MSLP students will be informed of the timing of evaluations for the purpose of measuring skill acquisition (e.g., midterms and finals).

h. Respect for Diversity

The MSLP program mission is based on an understanding that in order to lead in improving the lives of persons with communication disorders residing in Tennessee and surrounding regions, faculty, staff and students recognize multicultural communities are those comprised of people of diverse racial, ethnic, class backgrounds, national origins, religious, spiritual, political beliefs, ages, genders, gender identities, sexual orientations, and disabilities. The MSLP program provides opportunities for development of knowledge and skills focused on working effectively with all individuals inclusive of demographic beliefs, attitudes, and values.

Faculty, staff and students are expected to be respectful to and supportive of all individuals they interact with. Furthermore, all should recognize that no individual is completely free from all forms of bias and prejudice. To counter this, faculty, staff and students should be open to learning about others that are different from them, examine their personal values and biases, and avoid assumptions.

i. Clinical Assignment Policy

The Clinical Education Coordinator will make all clinical assignments. MSLP Students may make requests for specific external placements in writing to the Clinical Education Coordinator. Requests will be honored when available and when they support educational and certification requirements. The Clinic Education Coordinator will solicit student requests for second year placements around midterm of the first semester the student is enrolled in the MSLP program. No request can be guaranteed, clinical affiliation agreements can be cancelled, and facilities have the right to refuse a student. Often times personnel factors may influence a facilities' ability to accept a student placement. Some of the APSU affiliate facilities have requested the Clinical Educator make a request a year in advance of the placement.

j. Clinical Material and Equipment Use

The MSLP program owns a variety of materials for screening, assessment and treatment of communication and swallowing disorders. Materials and equipment are located in the APSU Speech-Language and Swallowing Community Clinic. Materials are quite varied in their purpose and type (e.g., standardized tests, treatment activities, toys, AAC devices and instrumental equipment). Students may also access cameras, laptops and iPads.

MSLP students may use materials as needed for their current clinical assignment. Students are asked to respect the program procedures for using the materials and equipment. Students may sign out any item with provision of their APSU student ID. Upon return of the materials the student's APSU student ID will be returned.

Students are expected to treat each item carefully and return promptly. Materials may not leave the premise unless approved by the student's clinical supervisor or Clinical Education Coordinator. If an item is accidentally damaged, the student is responsible for reporting this to the Clinical Education Coordinator.

Standardized tests often come in a briefcase, bag or box and when signed out the student should keep all components together.

Test protocols will be available in a central location. Do not take the last test protocol. Students must inform the Clinical Education Coordinator that additional protocols are needed.

Students may use the copier to copy items from a workbook, but should never take the workbook from the clinic.

Consumable treatment supplies should be discarded after each use.

Reusable nonporous materials should be wiped down with disinfecting wipes located in the clinic.

Items that are lost or destroyed because a student did not follow these procedures must be replaced by the student.

SECTION V: Other Information

A. ASHA CFCC Requirements

The MSLP graduate program was designed to ensure graduates would be eligible to apply for the Certificate of Clinical Competence (CCC) the national credential for Speech-Language Pathology (CCC-SLP). The program is aligned with the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology which went into effect on January 1, 2020.

Upon graduation from the MSLP program, which holds CAA candidacy status, you may submit your online application any time after completing the necessary coursework and graduate clinical practicum, and after receiving confirmation from your program director that the requirements in Standards I–V have been met. This includes verification that you have completed the required 400 clock hours, including 25 observation hours and 375 supervised clinical experiences in speech-language pathology.

Passing the Praxis® Examination in Speech-Language Pathology is required for certification. The MSLP program faculty recommend students take the Praxis exam in the second half of their final semester of the program. The Praxis Exam is test #5331. **APSU MSLP students should mark their score recipient information for Austin Peay State University CODE 1028.** Scores must also be sent directly to ASHA from the Educational Testing Service (ETS). Students may also need to send their scores to the Tennessee Health Related Board for licensure. Please note if the exam is not successfully passed and reported to the CFCC within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, then the applicant will be required to reapply for certification under the standards in effect at that time.

Applicants for certification must also complete a Speech-Language Pathology Clinical Fellowship (CF). The CF experience may be initiated only after completion of all graduate credit hours, academic coursework, and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. [The CF experience](#) must be initiated within 24 months of the date on which the application for certification is received. Once the CF has been initiated, it must be completed within 48 months of the initiation date. Applications will be closed for CFs that are not completed within the 48-month timeframe or that are not submitted to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the standards in effect at the time of re-application. CF experiences more than 5 years old at the time of application will not be accepted.

The CF must be completed under the mentorship of a clinician who held the CCC-SLP throughout the duration of the fellowship and must meet the qualifications described in Standard VII-B. It is the Clinical Fellow's responsibility to identify a CF mentor who meets ASHA's certification standards. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It is incumbent upon the Clinical Fellow to verify the mentoring SLP's status periodically throughout the CF experience. Family members or individuals related in any way to the Clinical Fellow may not serve as mentoring SLPs to that Clinical Fellow. Applicants are referred to the 2020 CFCC Standards for additional CF requirements associated with the certification standards:

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

B. Tennessee Professional School Service Personnel Endorsement

Graduates of the MSLP program who successfully complete all academic and clinical requirements of the program will be eligible to apply to the State Board of Education for licensure and endorsement as a school speech-language pathologist.

From policy 5.502:

Candidates seeking licensure and endorsement as a school speech-language pathologist must complete a program of studies in speech-language pathology at the graduate level prior to obtaining the practitioner school services personnel license.

Candidates must meet the licensure standards, employment standards, and assessment requirements of the State Board. Candidates applying for a professional school services personnel license as a school speech-language pathologist shall satisfy one of the following criteria:

1. Applicants new to the field seeking initial school service personnel licensure must complete a graduate degree in speech-language pathology from a state or regionally accredited institution of higher education with a speech-language graduate level program approved by the American Speech-Language-Hearing Association. They must also achieve a qualifying score on the assessment required by the State Board. Fully licensed teachers who are serving on employment standard waivers as speech-language teachers shall meet these requirements to be licensed as a school speech-language pathologist;

2. Speech-language pathologists who hold a valid license issued by Tennessee or an out-of-state licensing Board of Communication Disorders and Sciences or who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association may be issued the professional school services personnel license upon application. There are no additional requirements;
3. Speech-language teachers who have a graduate degree or master's equivalence in speech-language pathology and hold a valid Tennessee teacher license with a speech-language endorsement may be issued the professional school service personnel license upon application; or
4. Speech-language pathologists who have a graduate degree in speech-language pathology and hold a valid out-of-state educational credential issued before September 1, 2000, may be issued the professional school services personnel license upon application. Applicants with valid credentials issued on or after that date shall pass the assessment required by the State Board.

In the second-year spring term, prior to graduation, MSLP students will be referred to the Coordinator of Teacher Licensure:

Kevin Fee
feek@apsu.edu
931-221-6182
Claxton Building, 228

The Coordinator of Teacher Licensure will confirm the student's eligibility for licensure contingent on successful completion of the degree requirements.

Students seeking credentialing in states other than Tennessee should consult that state's department of education website.

C. Tennessee State License

Prior to engaging in the practice of speech language pathology in Tennessee MSLP graduates must apply for a Tennessee license pursuant to T.C.A. § 63-17-110. Graduates apply for state license through the Tennessee Board of Communication Sciences and Disorders.

The initial application will be for a Clinical Fellow:

(3) Clinical Fellows, pursuant to T.C.A. § 63-17-114(6), shall work under the supervision of a Tennessee licensed Speech Language Pathologist or an ASHA certified Speech Language Pathologist while the Clinical Fellow is obtaining a year of paid professional experience and shall adhere to the regulations established under Rule 1370-01-.10.

MSLP students will receive detailed advising regarding application for state license during their second year of the program during the spring term.

The following qualifications are from Statute 1370-01-.04 found here:

<https://www.tn.gov/health/health-program-areas/health-professional-boards/cds-board.html>

(1) An applicant for licensure as a speech language pathologist or audiologist must meet the following initial requirements to be considered for licensure by the Board: (a) Be at least eighteen (18) years of age; (b) Be of good moral character; (c) An applicant in the area of speech-language pathology must possess at least a master's degree in speech language pathology from an accredited institution; and 1. Possess a current Certificate of Clinical Competence (CCC) in the area of speech language pathology issued through the American Speech Language and Hearing Association (ASHA); or 2. Have successfully completed and documented the following: (i) A minimum of four hundred (400) clock hours of supervised clinical experience (practicum) with individuals having a variety of communications disorders, as required by ASHA. The experience shall be obtained through an accredited institution which is recognized by ASHA; and (ii) A Clinical Fellowship in the area of Speech Language Pathology; and (iii) Passage of the Written Professional Assessments for Beginning Teachers (Praxis Test) as required by Rule 1370-01-.08. RULES FOR SPEECH PATHOLOGY AND AUDIOLOGY CHAPTER 1370-01 (Rule 1370-01-.04, continued).

D. TAASLP

As an entry level speech-language pathologist MSLP graduates must adhere to the 2016 Scope of Practice in Speech-Language Pathology. This document outlines Domains of Professional Practice.

“... a set of skills and knowledge that goes beyond clinical practice. The domains of professional practice include advocacy and outreach, supervision, education, research, and administration and leadership.”

Membership in the Tennessee Association of Audiologists and Speech-Language Pathologists (TAASLP) is one mechanism where an APSU MSLP graduate will find opportunities to develop professionally in these domains. TAASLP, as the state professional association for speech-language pathology, advocates on issues that impact the profession and practice of speech pathology in the state.

Students are encouraged to participate as a student member while enrolled in to MSLP program at APSU and then transition to a full member upon graduation.

<https://taaslp.org/students/>

E. ASHA

The American Speech-Language-Hearing Association (ASHA) is the national professional, scientific, and credentialing association for 218,000 members and affiliates who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology support personnel; and students.

Students who are National NSSLHA members for two years prior to application for ASHA certification are eligible for the NSSLHA to ASHA Membership Conversion which is a one-time discount of \$225.00 off the initial dues and fees.

<https://www.asha.org/members/>

An individual may also choose to apply for certificate-holder status that is, hold the Certificate of Clinical Competence but not become a member of the Association. Non-member certificate holders are not eligible for member benefits.

F. NSSLHA

The Austin Peay State University (APSU) Chapter of the National Student Speech-Language Hearing Association (NSSLHA) is a pre-professional association for APSU students studying communication sciences and disorders and students interested in human communication and disorders of human communication. The purpose of the APSU NSSLHA Chapter is to: encourage the study of communication sciences and disorders (CSDI) and speech-language pathology (MSLP); enhance the APSU collegiate experience; create opportunities and experiences for members to advocate for individuals with communication disorders; create opportunities and experiences for members to network with other students and professionals; develop members as leaders in the area of human communication sciences and disorders and speech language pathology, and provide a point of access for the dissemination of academic and professional information and enhance the student's experiences at Austin Peay State University and assist in planning for life beyond the institution.

The National Student Speech-Language-Hearing Association mission is to provide opportunities and experiences to empower members and develop leadership skills that will enhance their professional preparation and success as a speech-language pathologist or audiologist.

Membership is limited to currently enrolled APSU students or current faculty and staff. Membership in the National Student Speech- Language-Hearing Association will be finalized after a membership application is reviewed and the annual nonrefundable dues of \$15.00 is paid.

Contact Information:

Email: nsslha@gmail.com

Instagram: apsu_nsslha

Appendix

Appendix A



CODE OF ETHICS

Reference this material as: American Speech-Language-Hearing Association. (2016). Code of Ethics [Ethics]. Available from www.asha.org/policy.

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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.

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/SLPCertification/.

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).

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.

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

- A. 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.
- B. 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.

- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. 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.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. 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.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. 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.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. 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.
- K. 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.
- L. 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.
- M. 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.
- N. 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.
- O. 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.
- P. 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.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. 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.

- T. 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.

APPENDIX B: Expectations for Professional Conduct

Failure to adhere to the ASHA Code of Ethics (found in your MSLP Student Handbook and link found on the HHP MSLP webpages) and HIPAA guidelines, and to items *(1-5) may result in your immediate dismissal from a practicum experience and from the clinic. Failure to adhere to the remaining behaviors will have a negative impact on your grade (e.g. reduced by one letter grade) and may prevent you from continuing in the clinic the following semester or advancing to the next practicum experience in the sequence.

Student Name:

Indicate presence or absent; If there was no opportunity to observe leave blank; Provide objective evidence in the space provided for the professional behavior.

Item #	Professional Behavior	Midterm		Final	
		Absent	Present	Absent	Present
1*	Demonstrates professional integrity in interactions with faculty, staff, other professionals, fellow students, clients, and client stakeholders (e.g., collegial, honest, diligent)				
	Evidence:				
2*	Maintains professional appearance appropriate for clinical setting and responsibilities				
3*	Maintains professional relationships in all interactions and shows respect for all aspects of patient confidentiality				
4*	Completes all documentation in timely fashion				
5*	Follows all guidelines for documentation content				
6	Submits completed lesson plans for each session and meets timeline for due date				
7	Is punctual for all appointments				
8	Follows established procedures for absences and session cancellations				
9	Prepares the physical environment before and after clinical sessions including universal precautions				
10	Presents revised plans, materials, and procedures recommended by the clinical supervisor in a timely fashion				
11	Follows MSLP clinical guidelines regarding checkout and return of clinic materials				
12	Takes responsibility for researching evidence for assessing and treating individuals served				
13	Respects the diversity of race, gender, age, disability, religion, or sexual orientation				
14	Demonstrate clinical reasoning by offering novel and alternative diagnoses, therapeutic interventions, reflective insight or actions to enhance service delivery				
15	Demonstrate skill with reflection by describing therapeutic experiences, express findings from a self-evaluation of performance/feelings, analyze the self-evaluation/experience, provide action/alternative actions for future encounters based on the analysis				

Observations:

Date this form was discussed with the MSLP student:

Student:

Date:

Clinical Educator/Supervisor:

Date:

Appendix C

FORMAL COMPLAINT AGAINST THE PROGRAM OR PROGRAM FACULTY

Students are urged to first bring concerns/complaints against the party(s) involved (e.g., faculty member, supervisor etc.). If concerns/complaints cannot be addressed in this manner, students are encouraged to seek guidance and resolution first through their academic advisor, then the program director, and then the Chair of the Health and Human Performance Department, if resolution fails at previous levels.

DATE OF COMPLAINT:

STUDENT NAME:

STUDENT A NUMBER:

STUDENT SIGNATURE:

DATE:

Students are advised to append any documentation supporting the complaint.

Appendix D



Technical Standards

Technical Standards, as distinguished from academic standards, refer to those motor, sensory, communication, cognitive, and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. In order to acquire knowledge and skills requisite to the practice of speech-language pathology which includes the provision of services in a variety of clinical settings with patients who have a diversity of needs, MSLP graduate students are expected to demonstrate functions associated with technical standards. These standards will enable a student to meet graduate and professional requirements as measured by ASHA's Council for Clinical Certification, Tennessee state licensure and Tennessee state board of education. The MSLP program seeks to admit applicants who have the ability to become highly skilled speech-language pathologists. Admission and retention decisions will be based not only on satisfactory prior and ongoing academic achievement but also on nonacademic factors in terms of the required technical standards.

The technical standards of the curriculum will be in the following areas: motor, sensory, communication, intellectual/cognitive (conceptual, integrative and quantitative abilities for problem solving and diagnosis), and the professional behavior and social aspects of the performance of a speech-language pathologist.

Students may be taught many of the specific skills listed below during their educational career, however they will need to have the motor, and intellectual, cognitive, professional, and sensory capabilities to successfully acquire them.

Motor Skills

As a speech-language pathologist you will be asked to:

- Sustain necessary physical activity level in required classroom and clinical activities (*e.g.*, 60-minute sessions including organization and cleanup of materials, room, clinic, for treatment across ages and abilities in areas which may include motor and play; 2 ½ hour classes including class presentations and projects)
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- Be responsible for transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday (*e.g.*, class and clinic assignments during an 8-hour work day up to five days a week).

- Efficiently manipulate testing and treatment environment and materials without violating testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, wheelchairs, etc.) in a safe manner and effective manner.
- Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).

Sensory and observational communication (e.g. vision, hearing and perceptual abilities)

As a speech-language pathologist you will be asked to:

- Recognize disorders of speech, language, pragmatics and cognition.
- Recognize oral and written language disorders.
- Recognize signs of voice, swallowing, and fluency disorders.
- Recognize signs of hearing disorders and identify and use appropriate alternative modalities of communication.
- Recognize various anatomic structures related to and important for communication.
- Interpret imaging testing.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

Communication Abilities

As a speech-language pathologist you will be asked to:

- Communicate proficiently in both oral and written English.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Communicate professionally, intelligibly, and appropriately.
- Communicate proficiently and legibly on patient documentation, reports, and academic papers, and projects.
- Accurately perceive and appropriately use non-verbal communication.
- Accurately model voice, fluency, articulation, and language skills needed for effective evaluation and treatment on demand.

Intellectual and cognitive skills

As a speech-language pathologist you will be asked to:

- Comprehend, retain, integrate, synthesize, and apply information to meet curricular and clinical demands.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic planning, and therapeutic planning.
- Identify and communicate the limits of their knowledge to others when appropriate.
- Follow detailed written and verbal instruction.

Professional behavior and social abilities

As a speech-language pathologist you will be asked to:

- Display mature, empathic, and effective relationships with clients and faculty/staff while maintaining professional boundaries.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Manage the use of time effectively and prioritize actions to complete professional and technical tasks within expected time constraints.
- Accept appropriate suggestions and constructive criticism and when expected, respond by modification of behavior.
- Conduct oneself in an ethical and legal manner, upholding the ASHA code of Ethics, Health Insurance Portability and Accountability Act.
- Maintain general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.

If a student believes that they cannot meet one or more of the technical skills without accommodations or modifications, it is appropriate for the student to take the responsibility of identifying her or his need for accommodation to the APSU Office of Disability Services. If an applicant or student self-reports that he or she cannot meet one or more of the essential skills without accommodations, the MSLP program, in conjunction with the Office of Disability Services must determine whether accommodations can reasonably be made.

Accommodations do not guarantee academic success; the student is still responsible for: learning subject knowledge, demonstrating mastery of content, and meeting the same technical standards required of all students.

Appendix G



SPEECH-LANGUAGE PATHOLOGY

ACKNOWLEDGEMENT STATEMENT

I have read the Master of Speech-Language Pathology Student Handbook. I understand that I must abide by the policies set herein. I certify that I have had ample time to discuss the Handbook and its contents with the Program Director or Clinical Education Coordinator I fully understand its contents.

With this knowledge, I accept the policies outlined herein as a condition of my enrollment in the Speech-Language Pathology graduate program.

Students Name:

Student Signature:

Date:

Master of Speech-Language Pathology

Supervised Experiences in the Practice of Speech-Language Pathology Direct Contact Tracking Form

Student Name:

Student email:

Date of Supervised Direct Contact:

CFCC Standard V-C: The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

TERM: Spring 2021

Client Ref:

Co-treat: ☐ Yes ☐ No

IPP: ☐ Yes ☐ No

TREATMENT	Population	Population Service Delivery Area	Time in Minutes	Client or Clinical Simulation	EVALUATION	Population	Population Service Delivery Area	Time in Minutes	Client or Clinical Simulation
	☐ It	SSD		☐ CI ☐ Cs		☐ It	SSD		☐ CI ☐ Cs
	☐ Pr	FLU				☐ Pr	FLU		
	☐ Sc	VOI/R				☐ Sc	VOI/R		
	☐ A	EL/RLL				☐ A	EL/RLL		
		HEAR					HEAR		
		SW/FE					SW/FE		
		COG/COM					COG/COM		
		SOCAS					SOCAS		
		AAC					AAC		

It=Infant Toddler (B-3); Pr = Preschool (3-5 years); Sc = School aged (6-16), A = Adult (17+)

1=SSD, 2=Fluency Disorders, 3=Voice & Resonance Disorders, 4=E/R Language & Literacy Disorders, 5=Hearing (within SLP scope of practice), 6=Swallowing & Feeding Disorders, 7=Cognitive Communication Disorders, 8=Social Aspects of Communication, 9=AAC

* Forms must be filled out completely and accurately.

**Submit separate forms for separate clients

Date Hours Verified by Clinical Educator (must be completed the day of service):

Date Hours Were Logged (CE or AA initial):

Appendix G



SPEECH-LANGUAGE PATHOLOGY

ACKNOWLEDGMENT STATEMENT

I have read the Master of Speech-Language Pathology Student Handbook. I understand that I must abide by the policies set herein. I certify that I have had ample time to discuss the Handbook and its contents with the Program Director or Clinical Education Coordinator. I fully understand its contents.

With this knowledge, I accept the policies outlined herein as a condition of my enrollment in the Speech-Language Pathology graduate program.

Students Name:

Student Signature:

Date: