



Department of Communication Sciences & Disorders
Master of Science, Speech-Language Pathology

**MS SLP Student Handbook
2023-2024**

(Revised 06/2023)

Welcome to James Madison University and the Department of Communication Sciences and Disorders (CSD). The following information, rules, and regulations are provided to guide your M.S. degree program in Speech-Language Pathology. In addition to this handbook, you are expected to comply with the policies set forth in the JMU Graduate Catalog which is located on the JMU website under **The Graduate School (TGS)**. This handbook is to serve as a supplemental source of information and *does not supersede* any university policy.

Mission

The Department of Communication Sciences and Disorders engages students, faculty, and members of the community to advance the state of knowledge through basic and applied research, innovative professional and pre-professional education, and enhanced clinical practices to better serve those with communication disorders.

Diversity and Inclusion in CSD

The CSD department is committed to promoting an inclusive environment that is inviting and supportive to all prospective students, current students, alumni, faculty, staff, and those in the greater community that we serve, including our patients and clients. We recognize that we are improved by diversity of thought, perspective, and experience. We affirm that the lives and experiences of Black, Indigenous, and People of Color matter. We acknowledge that within the clinical practice and study of speech, language, hearing, and communication there are deep-rooted and systemic inequalities, racism, sexism, and ableism that disproportionately advantage some members of our community while underrepresenting others. We strive to rectify these inequities and promote access. Here in the JMU CSD department, we embrace all backgrounds, identities, and abilities.

Overview of the Program

The Master of Science in Speech-Language Pathology degree program provides coursework and supervised clinical experiences leading to the development of clinical competence in the practice of speech-language pathology. The program is designed to meet the academic and practicum requirements required for the Certificate of Clinical Competence in speech-language pathology issued by the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA) and state licensure for the Commonwealth of Virginia.

Be aware that the requirements for ASHA, Virginia Licensure and the CSD program are not identical in all cases. Satisfactory completion of the JMU curriculum requirements leads to graduation and the Academic Unit Head's endorsement of your meeting requirements is necessary for ASHA certification and/or Virginia state licensure. **(Note: If you plan to pursue licensure in another state, you are advised to investigate the licensure requirements for the designated state of interest and plan accordingly. See section on State Licensure outside the Commonwealth of Virginia for further information.)**

Notice of Non-Discrimination and Equal Opportunity

James Madison University does not discriminate and prohibits discrimination in its employment, programs, activities, and admissions on the basis of age, color, disability, gender expression, gender identity, genetic information (including family medical history), marital status, military status (including veteran status), national origin (including ethnicity), parental status, political affiliation, pregnancy (including childbirth or related medical conditions), race, religion, sex, sexual orientation, or on any basis protected by law, unless otherwise permitted or required by law. JMU complies with all applicable federal and state laws regarding non-discrimination, affirmative action, and anti-harassment. The responsibility for overall coordination, monitoring and information dissemination about JMU's program of equal opportunity, non-discrimination, and affirmative action is assigned to the Office of Equal Opportunity. Inquiries or complaints may be directed to the Office of Equal Opportunity via <https://www.jmu.edu/oeo/>, email oeo@jmu.edu, or phone (540) 568-6991.

JMU prohibits sexual and gender-based harassment including sexual assault and other forms of interpersonal violence. The responsibility for overall coordination, monitoring and information dissemination about JMU's Title IX program is assigned to the Title IX Coordinator. Inquiries or complaints may be directed to the Title IX Coordinator: Amy Sirocky-Meck (540) 568-5219, <https://www.jmu.edu/access-and-enrollment/titleIX/>, titleix@jmu.edu

DEPARTMENTAL POLICIES AND PROCEDURES

Communication within the Department

Students are required to maintain access to email communications through their JMU Dukes email accounts. Faculty and administrators regularly communicate important information through these JMU accounts. Students are responsible for all information and deadlines communicated through student email accounts.

Students are encouraged to consider how they represent themselves to faculty, professionals, and colleagues through all means of communication. **Keep professional judgment and confidentiality in mind when engaging in social media and email communications.**

Honor Code and Integrity

Each student is expected to observe complete honesty in all academic matters (face-to-face and online), and to report instances where another student has violated the Honor Code.

Every student who matriculates at the university, whether graduate or undergraduate, is subject to the provisions of the Honor System. The university expects the cooperation of faculty members and administrators in upholding this Honor System. The Student Handbook provides complete information on the Honor Code, and the Honor Council office provides students with assistance in understanding Honor System policies. All incoming JMU students are required to complete an online Honor Code tutorial and test during their first semester. The Honor Code Tutorial video, test information, and test are available at <http://www.jmu.edu/honorcode/test.shtml>. The Honor Council encourages all members of the JMU community to familiarize themselves with the Honor Code and Honor System procedures. The Honor Council office is located in Johnston Hall.

In addition to the University's Honor Code, the Department of Communication Disorders requires that all students read and sign the MS SLP Program Academic Integrity Agreement (Appendix E). This agreement describes expectations for proper conduct such as avoiding plagiarism, adhering to copyright laws, abstaining from cheating, and use of unauthorized resources, etc. To facilitate implementation of these expectations, students may be required to secure a proctor for an examination. Proctoring may occur electronically or in-person. In some cases, a fee may be associated with the proctoring. The use and type of proctoring is at the discretion of the faculty and will be communicated to the student at the start of the course.

Core Functions

The Department has a responsibility to the public to ensure that its graduates can become fully competent speech-language pathologists and audiologists, capable of doing benefit and not harm. As future professionals in speech-language pathology, you must be able to perform certain core functions with or without accommodations. These functions include communication, motor, intellectual/cognitive, sensory, interpersonal, and cultural responsiveness skills. Many of these skills can be learned and developed through completion of academic coursework and clinical interactions in campus practicums and externships.

Departmental Funding

There are funding opportunities available to a limited number of qualified graduate students. A student receiving an assistantship or stipend must maintain a 3.0 GPA. Typically, only full-time students are eligible for funding. Students awarded funding will be required to provide necessary documents and sign a contract outlining the terms.

Graduate Assistantships

A limited number of departmental assistantships are available to qualified students. These assistantships provide the student with a taxable stipend, payable in twice monthly installments during the academic year, and may include a tuition or partial-tuition scholarship. In general, assistantships are available only for full-time students enrolled in the initial fall and spring semesters of the program. Duties related to the GA award include up to a 20 hour per week work commitment.

Scottish Rite Fellowships

Scottish Rite fellowships are reserved for Virginia residents. This award is a stipend only, with no tuition payment. Duties related to the fellowship include a work commitment of approximately 12 hours per week during the academic year. In addition, students awarded this fellowship will participate in the Scottish Rite Summer Speech-Language Program.

Students are encouraged to contact the Office of Financial Aid & Scholarships for needs-based assistance. Additional funding opportunities outside of the department are available through Job Link: <https://www.jmu.edu/humanresources/recruitment/joblink.shtml>.

Forms and Applications

Most documents for the program are available electronically. Students are advised to access forms and applications available on the Graduate School website, CSD program website, and the CSD Canvas site as needed.

Students with Disabilities

Students are advised that JMU's Office of Disability Services (ODS) is available as a resource to consider supportive accommodations for a wide range of conditions. It is the responsibility of the student to contact ODS (<http://www.jmu.edu/ods/>) to obtain an approved accommodation plan and to update and/or review the plan as needed. No accommodations can be made by faculty without an approved plan from ODS. This requirement applies to both clinical and academic coursework. Students seeking accommodations are strongly encouraged to meet with the instructor and clinical educator early in the semester in which accommodations are sought.

Students Experiencing Financial, Health, or Emotional Difficulties

Situations involving students who are experiencing unusual financial or physical/mental health crises, but who are in good standing in the program otherwise, are processed in as confidential a manner as possible. Supportive consultation is offered. In some cases, it may be necessary for the student to leave the program on a temporary basis. Students in such situations are strongly encouraged to seek services

through Student Services at James Madison University. Students experiencing financial, physical, or emotional difficulties can meet with any faculty member with whom they feel most comfortable. If the situation must move beyond this meeting, the faculty member should contact the program director (in consultation with the student) for further suggestions.

Intervention Plan for Academic and Clinical Courses

Academic Courses. To meet the ASHA knowledge and skills objectives for an academic course, a student must receive a B or better in the course. For some courses, instructors may require a grade of B or better for a specific assignment in order to demonstrate the knowledge and skill area, even if the overall course grade is a B or better. See course syllabi for individual requirements.

Students who receive a B- or lower in a course (or on a specific assignment as detailed in a course syllabus) will participate in an individualized intervention plan to develop the identified knowledge and skills to a level of expected performance. It is typical that the instructor will develop and implement the intervention plan. The instructor will inform the SLP Council of the need for the intervention plan as well as the outcome for the purpose of documentation. Students who fail to successfully demonstrate the required knowledge and skills through completion of the individualized intervention plan may be placed on probation and be required to repeat the course at their own expense.

Clinical Courses. A student must receive a B or better in clinical courses (reference clinical course syllabi for specific requirements based on semester enrolled in practicum). Performance of clinical skills will be reviewed at midterm and at the conclusion of the practicum experience via the Typhon system.

Any student who receives a B- or lower for any one component (Evaluation, Intervention, Professionalism) on the Midterm/Final Evaluation or any student who receives a rating of "Unacceptable" for any one clinical skill on the rubric used for the Midterm/Final will be reviewed by the Clinical Advisory Council (CAC).

If the clinical course occurs on-campus, the intervention plan will be developed by the clinical educator. If the clinical course occurred off-site, a clinical educator employed by the program and in consultation with the off-site clinical educator, will develop and implement the plan, with input of the CAC. Students who fail to successfully demonstrate the required knowledge and skills through completion of the individualized intervention plan may be placed on probation and/or be required to repeat the course at their own expense. The student may not be permitted to count clinical clock hours obtained during the relevant semester toward graduation requirements.

Students dismissed from a clinical placement due to unsatisfactory clinical and/or professional behaviors will be reviewed by the CAC. Possible outcomes of this review include but are not limited to 1. development of an individualized intervention plan, 2. probationary status, 3. dismissal from the program.

Complaint Procedure

Concerns about a course grade or faculty member should be handled with that faculty member whenever possible. If a faculty member does not address the concerns or if it is not reasonable to approach the faculty member, students are advised to take their concerns to the program director. If

the program director also serves as the faculty of record, the student should contact the Academic Unit Head (AUH). The AUH has the discretion regarding next steps in resolving the complaint, including but not limited to discussion with the faculty, program director, and student.

If the complaint is programmatic in nature (not involving a course or faculty member), the complaint should be directed to the relevant program director (e.g., Audiology, SLP, Clinical).

Probation and/or Dismissal

Failure to maintain the standards of academic performance, failure to make adequate progress, and/or failure to demonstrate skills, behavior, and dispositions specified by the speech-language pathology program may result in probationary status or dismissal from the program.

Probation may occur when the overall GPA falls below 3.0, the student does not demonstrate satisfactory progress in academic or clinical coursework. Probationary status may include an intervention plan or suspension of enrollment in CSD courses and practica. Failure to meet the requirements of probation will result in dismissal from the program.

A student will be dismissed from the degree program or provisional admission status will be revoked if the student receives an “F” or “U” in any graduate course or a total of three “C” grades in his or her graduate program. A student dismissed from the degree program may not enroll in any graduate-level courses for a period of one year. Students who want to return to the university must re-apply and be re-accepted in the usual manner. As noted in the JMU Graduate Catalog (<https://www.jmu.edu/catalog/>), a student may also be terminated from the program for violations of the JMU Honor Code, standards of ethical behavior or for failing “to make satisfactory progress toward the degree.”

The student may be dismissed from the program if they are dismissed from a clinical placement due to unsatisfactory/unprofessional performance. If the student has funding and the student's program is terminated, the student's assistantship and tuition funding will cease. The student will not be permitted to enroll in any classes where credit(s) will be applied to the student's program.

After a decision for dismissal is made, the student will be informed, in writing by the AUH and the Program Director, of the recommendation from the department to The Graduate School. The letter will include the decision of the Council, specified concerns and behaviors, conditions (if any), appeal options, and deadlines.

Due Process and Appeal

The University, the department, and the program assure each student that his or her rights are respected, and that due process is followed, in accordance with the guidelines in the JMU Student Handbook, the Graduate Catalog, the Department of Communication Sciences and Disorders policies, and University policies. All the steps of due process and appeal are handled within the Department of Communication Sciences and Disorders unless the student's difficulties involve a major disciplinary action or necessitate involvement of the JMU Behavioral Assessment Team and/or Office of Judicial Affairs.

Evaluation of student work and assignment of grades on the basis of academic criteria are the responsibilities of and prerogative exercised by the faculty member teaching that particular course. If a student believes a grade was unfairly awarded, the student should address such concerns with the faculty member teaching that course.

It is assumed that disputes, other than grading, will be informally discussed and reconciled at the program or academic unit level.

The appeals procedure will be described in the letter from the Program Director and AUH described above and is detailed below.

1. If a student decides to appeal a decision of the program, they must notify the AUH and Program Director of their intention to appeal, within two days of receiving notification of the decision.
2. The Department of Communication Sciences and Disorders Appeals Committee is made up of all program directors with the exception of any who have been involved in the process to this point (e.g., the student's program director). The AUH appoints one of the committee members as chair. The AUH may meet with the student to act as an impartial guide to the process and procedures. The AUH also ensures that due process is followed, and that the process is fair. The name of the appeals committee chair, as well as all applicable deadlines, will be included in the letter from the program.
3. After notifying the chair of the appeals committee of their intent to appeal, the student then has up to one week to write a letter explaining the grounds of the appeal. The date that this letter is due, and the name of the appeals committee chair will be specified in the letter from the AUH.
4. The appeals committee may consider the fairness of the decision, possible flaws in the process, and/or additional evidence. The committee may request a copy of the letter presented to the student and/or other documents such as semester performance evaluations. The committee may also choose to meet with the student. The committee's decision will be given to the student in writing as soon as possible but in all cases within two weeks of the receipt of the appeal letter or meeting with the student, whichever is later.
5. Students are advised that the Office of the University Ombudsman is committed to providing students with impartial, independent, and confidential support regarding university policies, procedures, and regulations: <http://www.jmu.edu/stulife>.

The faculty of the Department of Communication Sciences and Disorders believes that these procedures are in accordance with accepted practices and the ethical standards of our accrediting bodies and professional associations.

For concerns about matters that could affect compliance with standards or accreditation, students can contact the **Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)** directly at:

American Speech-Language-Hearing Association
2200 Research Boulevard #310 Rockville, Maryland 20850
Phone: 800-498-2071; Email: accreditation@asha.org

ACADEMIC REQUIREMENTS

Program of Study

The M.S. in Speech-Language Pathology program at James Madison University requires students to successfully complete a minimum of 45 semester credit hours of prescribed coursework and clinical practica. Students enrolled in the full-time academic program typically complete the program in five semesters (including a summer). Students enrolled in the online program will be enrolled for a minimum of nine semesters (see Appendices A and B). Students electing the thesis option must complete an additional six semester credit hours. All students matriculate through the program as a cohort. All changes to a student's academic and/or clinical program of study must have prior approval from the appropriate council (e.g., SLP Council, Clinical Advisory Council).

The program is designed to provide students with comprehensive, high-quality educational and clinical experiences to prepare them as entry-level professionals. Students should not anticipate completing the academic program in fewer semesters than posted.

Advising

Students can expect to receive both group and individual advising throughout the program. Some advising will occur face-to-face and other will occur online for purposes of student accessibility and convenience. In all cases, students are required to monitor their official JMU email accounts and Canvas pages for updates.

Each student is assigned an academic advisor who will assist with all academic matters. The SLP Council serves as each graduate student's program committee. The role of the student's program committee is to oversee each student's educational experience and to provide a support system during their matriculation. The SLP Council and Program Director must approve all changes to a student's academic program of study in advance. If an academic problem occurs during the student's graduate career, the student's advisor, and if necessary, the SLP Council will assist to resolve this problem; this may include establishment of an intervention plan.

The Clinical Advisory Council (CAC) and the Director of Clinical Education must approve changes to the clinical program, including practica enrollment and scheduling. If a problem occurs within a student's clinical education, the Director of Clinical Education, student advisor, and if necessary, the CAC will assist to resolve this problem; this may include establishment of an intervention plan.

Required Pre-requisites in Communication Sciences and Disorders

Admitted students are required to have completed the equivalent of the following undergraduate coursework with a minimum grade of C by the time of initial enrollment.

CSD 207	Phonetics
CSD 208	Anatomy & Physiology of the Ear & Voice Mechanism
CSD 209	Acoustics of Speech and Hearing
CSD 300	Language Development
CSD 301	Introduction to Audiology

*Note: Some courses may be waived with the approval of the Academic Unit Head and appropriate council.

**Students who have not successfully completed a course in Aural Rehabilitation (graduate or undergraduate level) will be expected to complete the coursework prior to completion of the master's degree in order to meet knowledge and skills (e.g., competencies).

Basic Science Requirements

Students must complete the basic science coursework as required by ASHA Standard IV-A with a minimum grade of C. It is highly recommended that coursework be completed before enrolling in the program: <https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>

Transfer Credits

Graduate courses completed at other institutions should be approved by the CSD department and the Graduate School **prior** to enrolling to assure them being counted toward JMU degree requirements. A maximum of nine semester hours may be transferred in, with advisor and program director approval. No academic course can be transferred into a JMU graduate program of study that was previously used toward another degree (e.g., undergraduate degree).

Guidelines for Reading & Research Coursework (CSD 659, CSD 680)

For students considering enrolling in an independent study or readings and research coursework, the student and instructor may be required to submit a detailed plan (i.e., a research proposal) of the proposed course for review and approval by the SLP Council, Program Director, and Academic Unit Head. There must be **compelling evidence** to support an independent study. These studies will **not** be granted to students for the sole purpose of early graduation or to replace required coursework.

Thesis Option

Students pursuing a master's degree in CSD are eligible to write a thesis during their graduate career. Six semester hours of graduate credit are required for a thesis. The thesis should involve independent reading and research, which culminates in the scholarly analysis, interpretation, and presentation of the assembled data. For those students who wish to pursue the thesis option, the following steps and guidelines should be followed.

1. Identify a graduate professor in the major who agrees to direct the thesis and seek Academic Unit Head approval
2. Select a thesis topic, with the major professor, and a thesis committee (consisting of at least two additional graduate faculty in the department) and seek Academic Unit Head approval
3. Follow the guidelines for notifying the Graduate School of the faculty members serving on the thesis committee
4. Prepare a thesis prospectus, under the guidance of the thesis director
5. Present the prospectus to the thesis committee for approval. Approval is determined by a majority vote

6. Request approval of thesis prospectus by the Academic Unit Head
7. Obtain approval by University Institutional Review Board (IRB) on the use of human subjects (if applicable)
8. Send a copy of the thesis prospectus to the Dean of The Graduate School
9. Engage in data collection and thesis preparation. Use of APA style in the written document is required
10. Present reading copies of the completed thesis to the thesis committee (should be provided **at least two weeks** prior to the oral presentation)
11. Post notice of oral presentation within the department approximately two weeks before the event
12. Prepare oral presentation of the thesis to the thesis committee for final approval
13. Submit three unbound copies of the thesis, an abstract (not more than 600 words), and an approval sheet (signed by each committee member, the Academic Unit Head, and the Dean of The Graduate School) in accordance with The Graduate School deadline for graduation. Each member of the thesis committee will also receive a copy of the thesis. A bound copy is to be provided to the department

For additional guidelines and final clarification, the student is referred to the Thesis and Dissertation Manual on The Graduate School website. NOTE: The thesis option will require the student to enroll in six additional credit hours beyond the 45-hour degree requirement.

Grading

A graduate student must maintain a 3.0 Grade Point Average (GPA) to remain an unconditional graduate student. If a student falls below the 3.0 GPA the student's academic status is changed to probational. The probational student will have **one academic semester** to improve the cumulative GPA to the 3.0 standard. Students who do not meet the min 3.0 requirement at the end of the probation will be dismissed from the program. REMEMBER that a grade of B- equals 2.7 not 3.0. A student will be dismissed from the program if they receive three "Cs" or one F in any of the graduate level coursework. See section on Probation and/or Dismissal for more information.

An incomplete grade is awarded only for extenuating circumstances, and the student has one semester to remove the "I" or the grade becomes an F. All "I" grades must be completed prior to graduation.

Grading Scale

Letter Grade	Numerical Value
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C	2.0

CLINICAL REQUIREMENTS

Clinical Preparedness

Documentation of items 1-14 must be completed and submitted prior to participating in any clinical activity:

1. **Hep B & MMR (2 series):** *Submit documentation of vaccinations or satisfactory titers*
2. **TB (PPD):** *Submit negative report from MD prior to participating in clinic*
3. **COVID-19 vaccine:** *Submit documentation of vaccination, if applicable*
4. **CPR (Adult and Child; AHA recommended):** *Submit documentation and maintain current certification*
5. **First Aid:** *Submit documentation and maintain current certification*
6. **Confirmation of Understanding Regarding Handbook:** *Sign and submit form; see Appendix C*
7. **Bloodborne Pathogens (Universal Precautions):** *Submit screen shot (with your name) of your completed Quiz; must achieve at least 80% accuracy*
8. **HIPAA:** *Submit screen shot (with your name) of your completed quiz; must achieve at least 80% accuracy*
9. **Confirmation of Understanding Regarding Confidentiality:** *Sign and submit form; see Appendix D*
10. **Honor Code:** *Submit screen shot (with your name)*
11. **Academic Integrity:** *Sign and submit form; see Appendix E*
12. **Acknowledgement of Potential Clinical Site Requirements:** *Sign and submit form; see Appendix F*
13. **Current Background Check:** *Complete per instructions and submit; see Appendix G*
14. **Mandated Reporter Training (child and adult):** *Complete trainings and submit screen shots (with your name) of your completed child quiz AND adult quiz; must achieve at least 80% accuracy on each quiz <http://www.dss.virginia.gov/abuse/mr.cgi>*

Documentation of numbers 15 and 16 will be submitted upon request by the Director of Clinical Education:

15. **Guided Observation Hours:** *Submit documentation of a minimum of 25 required guided observation hours; see Appendix H*
16. **Liability Insurance:** *Strongly recommended that each student obtain liability insurance*

Documentation of number 17-19 may be required for certain off-campus field placement sites prior to initiating placements:

17. **Varicella (2 series), Tdap, & Flu**
18. **COVID-19 testing and/or proof of vaccination/booster**
19. **Drug screening:** *see Appendix G*
20. **Site-specific training**

Graduate Clinical Coursework

Graduate students are required to enroll in a total of 10 credits in clinical coursework (CSD 581, CSD 582, CSD 583, CSD 682, and CSD 683). Graduate student clinicians receiving a final grade of a C or lower will not receive credit for the accumulated clock hours or clinical skills. Clinical courses may have a didactic class meeting time in addition to a practicum. Students must be enrolled in clinical coursework in order to obtain direct contact hours and to be covered under JMU's liability insurance. Failure to enroll in coursework may result in forfeiture of clinical hours obtained during all or part of the semester.

Clinical Hours

Students will acquire a minimum of 375 clock hours of practicum (plus 25 guided observation hours) over the course of their academic program. Up to 75 hours may be obtained through simulation under the supervision of a JMU clinical educator. On rare occasions, enrollment in additional practica course(s) may be necessary for a student to accumulate the minimum clock hours. These courses must be taken *prior to* graduation from the program and are available only to students enrolled in the CSD degree program.

If a student receives a final grade of C or lower in a practicum course, the clinical clock hours and clinical skills accrued during that enrollment will not count toward the CSD program requirements. Grades in practicum are held to the same standards as all graduate courses. Issues related to clinical education are addressed by the Director of Clinical Education and may be referred to the Clinical Advisory Council.

Students are required to gain clinical experience and demonstrate skills in each of the following areas:

- **Speech Sound Production**
- **Fluency and Fluency Disorders**
- **Receptive and Expressive Language**
- **Voice and Resonance**
- **Hearing**
- **Swallowing/Feeding**
- **Cognitive Aspects of Communication**
- **Social Aspects of Communication**
- **Augmentative and Alternative Communication Modalities**

The JMU program requires a minimum (min.) clinical hours in each of the areas below:

Guided Observation	25 total hours
Speech Evaluation	child/adult min. 10 hours each group = 20 total
Speech Intervention	child/adult min. 20 hours each group = 40 total
Language Evaluation	child/adult min. 10 hours each group = 20 total
Language Intervention	child/adult min. 20 hours each group = 40 total
Hearing	10 total hours (screening and intervention)

**Note: These are program requirements and may be different than those required by licensing & certification agencies. Students are advised to review the specific requirements for each state where they intend to seek employment. Some states require more hours in specific areas and some states require an externship in a school setting for individuals interested in working as a school-based SLP.*

***Individuals 18 years or older are considered adults, according to ASHA.*

****Clinical hours must comply with ASHA guidelines for supervision: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>*

Clinical Skills

To be eligible for subsequent clinical assignments, all students must meet certain minimum clinical skills. These are specific clinical skills that are part of the *Graduate Student Clinical Performance Assessment* form. The minimum clinical skills are:

Evaluation

- *Demonstrates ability to accurately conduct screening and prevention procedures*
- *Collects case history information and integrates information from clients/patients, family, caregivers, teachers, relevant others, and other professionals*
- *Selects appropriate evaluation procedures and materials*
- *Appropriately administers evaluation procedures (non-standardized tests, standardized tests, and instrumental procedures)*
- *Organizes/manages session; adapts evaluation procedures to meet client/patient needs*
- *Scores, analyzes, and interprets all diagnostic data, including behavioral observations, to develop diagnoses*
- *Provides organized, effective presentation of information with appropriate recommendations for intervention and/or referral*

Intervention

- *Develops intervention plans with appropriate measurable and achievable goals*
- *Collaborates with clients and relevant others in the planning and treatment processes (interprofessional practice)*
- *Implements intervention plans, using a variety of materials, strategies, and instrumentation*
- *Measures and evaluates client's performance and progress by accurately collecting data*
- *Accurately completes required documentation of intervention results (i.e., soap notes, summarization and interpretation of data)*
- *Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients*
- *Identifies and/or provides appropriate suggestions for carry-over activities to client/caregivers to encourage skill generalization. Refers for additional services as appropriate*

Professionalism

- *Communicates respectfully, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others*
- *Collaborates with other professionals in case management*
- *Articulates education within SLP scope of practice to clients, family, caregivers, & relevant others*
- *Adheres to the ASHA Code of Ethics, HIPAA, FERPA, and site-specific policies and procedures*
- *Maintains appropriate professional demeanor (professional image, dress, and behavior)*

Clinical Advisory Council

The Clinical Advisory Council (CAC) consists of the Director of Clinical Education, Academic Unit Head, full-time clinical educators, and at least two faculty members. The CAC approves policies, procedures, and practices of the JMU Speech-Language Clinic (SLC). Following CAC approval, the SLP Council will also review decisions for approval. The CAC also reviews student requests for off-campus field placement sites. Any request by a student for a change to their clinical curriculum/placement must be submitted *in writing* to the CAC for consideration and approval. **Students must understand that any changes to the prescribed matriculation through the program may impact their ability to graduate on time.** In addition, if problems should arise within a clinical placement, the CAC will review the situation and may issue an intervention plan for student performance, modify the practicum requirements and clinical hours, or terminate the practicum experience. *If the practicum is terminated due to misconduct or poor performance (midterm or final grade C or lower), clinical clock hours/clinical skills will not be counted toward program requirements.*

Clinical Certification Records

Students are responsible for completion of all forms related to ASHA certification and graduation requirements. These include records of clinical clock hours and clinical skills. It is also the student's responsibility to obtain required signatures. It is strongly recommended that **students maintain updated copies in several locations** in the event of damage or loss.

Clinical Enrollment

Acquisition of clinical hours and clinical skills toward ASHA certification must occur while the student is enrolled in clinical coursework. With approval of the Director of Clinical Education, students may earn certain hours (e.g., screening, simulation) while not enrolled in a clinical course.

Complaint Procedure

Concerns about a clinical course or clinical educator should be handled with that clinical educator whenever possible. If a clinical educator does not address the concerns adequately or if it is not reasonable to approach the clinical educator, students are advised to take their concerns to the Director of Clinical Education. All other complaints should be handled per policy of the program.

Criminal Background Check

Students must submit a current background check to the Off-Campus Field Placement Coordinator *prior* to initiating any clinical activity (see Appendix G). Background checks will be reviewed in consultation with legal counsel for the protection of the clients served in the JMU SLC.

Additionally, students should be aware that off-campus field placement sites **may require** them to submit a current criminal background check (within 6-12 months). It is the responsibility of the student to arrange and pay for the background check and to keep it current in order to comply with the requirements of the various clinical sites. Background checks may be obtained through various sites; however, the CSD Department has an affiliation with CastleBranch, Inc. and can be located at: <https://www.castlebranch.com>, use code JA47CO.

Diversity, Equity, & Inclusion

Students will participate in activities aimed at increasing diversity awareness and cultural competency throughout the curriculum. Graduate students are exposed to diverse populations across all clinical coursework. Please refer to the College of Health and Behavioral Studies website for more details <https://chbs.jmu.edu/dei/index.html>. James Madison University is a community dedicated to diversity, equity, and inclusivity. As faculty, we believe that learning environments should support a diversity of thoughts, perspectives, experiences, and identities. We invite you to share anything with us that might help create a more inclusive and welcoming learning environment.

Documentation of Clinical Hours and Skills

Students are responsible for the completeness and accuracy of clinical hours and skills. Students must verify accuracy of this information at midterm and the end of each semester. Failure to do so may result in forfeiture of hours or skills earned.

At the time of graduation, the student must submit to their advisor comprehensive documentation of all hours and skills earned across the categories outlined under "Clinical Hours." Failure to do so may result in a delay/inability to obtain licensure and/or certification and/or employment.

Drug Screening

Students should be aware that off-campus field placement sites **may require** them to complete a drug screening prior to beginning their clinical placement. It is the responsibility of the student to arrange and pay for the drug screening. A drug screening may be obtained through various sites; however, the CSD Department has an affiliation with CastleBranch, Inc. and can be located at and can be located at: <https://www.castlebranch.com>, use code JA47DT.

Ethical Behavior

High standards of ethical behavior are expected of students in all interactions with clients, client families, field placement supervisors, and other professionals. The graduate student is to abide by the ASHA Code of Ethics at <http://www.asha.org/Code-of-Ethics/>. Students are expected to report errors, and to acknowledge lack of preparation or knowledge that impacts performance. According to the JMU Honor Code, any form of cheating or lying, as well as withholding information about unprofessional or unethical behavior of peers is unacceptable. Unprofessional or unethical behavior is sufficient cause for dismissal from the program. Concerns of this nature will be referred to the CAC and the SLP Council. Refer to the appropriate sections of this Handbook for information on probation, dismissal, and due process procedures.

JMU Honor Code

All students are bound by the JMU Honor Code in their academic and clinical activities. Students are referred to <http://www.jmu.edu/honorcode/test.shtml> for a complete description of the Honor Code.

Liability Insurance

It is strongly recommended that each student obtain liability insurance prior to their first off-campus field placement. For information on available plans, you may refer to <http://www.slhadvisor.com/business-insurance/professional-liability/professional-liability/professional-liability.html>

NSSLHA Membership

It is strongly recommended that students join national and local NSSLHA chapters. Benefits of membership include access to online ASHA journals and documents, discounts on conferences and certification/membership, local networking, and resume building: <https://www.nsslha.org/>

Observation Hours

It is required that students complete a minimum of 25 hours of guided observation under the supervision of an ASHA-certified professional. Hours of guided observation may be obtained as part of the undergraduate experience. The student must provide documentation of satisfaction of this requirement, including the type/number of accrued hours, supervisor's name, and ASHA number. Students must complete all guided observation hours by the end of the first academic semester before they may be enrolled in any further clinical activities during the second semester.

Professional Commitment

The Department of Communication Sciences and Disorders has a commitment to both the students who desire clinical experiences and to the clients who will be served. In order to appropriately and adequately meet the needs of these clients, students commit themselves to providing services in a professional and responsible manner in accordance with departmental and University policies, and the ASHA Code of Ethics.

Professional Dress

The Audiology and Speech-Language Clinics are settings where patients/clients, other professionals, and the general public form an impression based on our appearance and conduct. Safety and comfort concerns for both the patient/client and student clinician also drive the need for dress modifications in the clinical setting, as determined by clinical educators. Professional dress expectations may vary by clinical site.

Item	Acceptable	Unacceptable
Attire	Business casual; clothing should cover the midriff, chest, and lower back areas, even when the student bends over or sits down	Jeans, shorts, sweats, exercise pants, T-shirts with logos/slogans, clothing which exposes undergarments, short skirts, flip flops, or athletic shoes

Body art and tattoos	Visible forms of body art and tattoos	Tattoos with graphics or wording that may be considered offensive must be covered during sessions
Body odor	Students must be physically clean (including oral hygiene, hair, and fingernails)	Applied fragrances such as perfumes, aftershaves, strong-scented lotions; pervasive body odors such as smoke or sweat
Identification	AuD students will wear white coat with embroidered name; all other students will wear lanyard with JMU JAC card	
Jewelry	Jewelry should be simple and not interfere with client/patient care, clinic performance, or safety	Dangling earrings (safety reasons); other body or oral piercings (including microdermal implants) may need to be removed or covered during sessions

Tracking of Clinical Clock Hours

It is the *responsibility of each student* to record and document clinical clock hours. Students will record hours on the clinical hours log (see Appendix I) and in the Typhon system. Hours must be accurately entered in Typhon within **three (3) days following the client's visit**. If hours are not entered in Typhon within three (3) days, you will not receive credit for those clinical hours. It is the *responsibility of the student* to ensure that hours are verified and approved by the clinical educator in Typhon on a weekly basis. **Students must keep copies of weekly hours' sheets (either hard copy or digital) for their own records and for audit purposes.**

Students in off-campus field placements are responsible for printing a summary of clock hours (Typhon Case Log Totals (Graphical)) at midterm and final. This summary must be verified and signed by the student and clinical educator(s) and submitted to the department. **Students must keep a copy for their own records.**

The CSD program utilizes the Typhon system to electronically track and verify clinical hours and clinical skills, as well as the clinical and academic knowledge and skills for speech-language pathology (see Appendix J). Students will be assessed a one-time fee (approximately \$100) for this service. Students are responsible for entering their case logs, verifying the accuracy of all information, and submitting copies of required paperwork. Random audits of student entries will be conducted to ensure the accuracy of all information. Students must be prepared to provide their own records (case logs) for comparison during audits.

Failure to comply with documentation requirements for clock hours and clinical skills will negatively impact the student's grade in clinical coursework.

JMU SPEECH-LANGUAGE CLINIC POLICIES AND PROCEDURES

Services

The JMU Speech-Language Clinic (SLC) offers full diagnostic, (re)habilitative, preventative, and related counseling services, as well as speech-language-hearing screenings for individuals across the lifespan. Services may be delivered in-person or via virtual (telehealth) modes. Services are provided within ASHA's Scope of Practice and Code of Ethics.

James Madison University does not discriminate and prohibits discrimination in its employment, programs, activities, and admissions on the basis of age, color, disability, gender expression, gender identity, genetic information (including family medical history), marital status, military status (including veteran status), national origin (including ethnicity), parental status, political affiliation, pregnancy (including childbirth or related medical conditions), race, religion, sex, sexual orientation, or on any basis protected by law, unless otherwise permitted or required by law. JMU complies with all applicable federal and state laws regarding non-discrimination, affirmative action, and anti-harassment. The responsibility for overall coordination, monitoring and information dissemination about JMU's program of equal opportunity, non-discrimination, and affirmative action is assigned to the Office of Equal Opportunity. Inquiries or complaints may be directed to the Office of Equal Opportunity via <https://www.jmu.edu/oeo/>, email oeo@jmu.edu, or phone (540) 568-6991.

JMU prohibits sexual and gender-based harassment including sexual assault and other forms of interpersonal violence. The responsibility for overall coordination, monitoring and information dissemination about JMU's Title IX program is assigned to the Title IX Coordinator. Inquiries or complaints may be directed to the Title IX Coordinator: Amy Sirocky-Meck (540) 568-5219, <https://www.jmu.edu/access-and-enrollment/titleIX/>, titleix@jmu.edu

Referrals

Referrals for services within the JMU SLC are accepted from schools, speech-language pathologists, audiologists, physicians, health-related or other community agencies, family members of individuals, and self-referrals.

Access

Graduate students are granted access to the JMU SLC facilities through use of their JAC ID card.

Attendance

In the case of illness or crisis, graduate students are to contact their clinical educator(s) and JMU SLC administrative assistant immediately. The clinical educator(s) will make the decision to assign another student or to reschedule the client. In rare cases, the student may be asked to contact the client directly. Under no circumstance is a graduate student to communicate with the client about an absence *before* obtaining the approval of the clinical educator. Any graduate student with a suspected infectious illness, rash, etc. should remove themselves from all areas of the SLC and notify the clinical educator

immediately. Other students and clients may be notified of exposure after medical confirmation of a contagious event. The graduate student is not to return to the SLC until receiving medical clearance.

In the event of a planned/excused absence, students are to obtain the approval of the clinical educator before arranging for a replacement student.

Under no circumstances are students to request absences from the practicum for any of the following reasons:

- Class or test preparation
- Fall or Spring break (JMU calendar)
- Trips or vacations scheduled during the semester (including summer semester)
- ASHA examination preparation
- Personal schedules (including work)/non-emergency medical appointments

Cell Phones

Cell phones and other personal electronic devices **must be turned off and placed out of sight** during clinic sessions.

Client Files

Each file is to contain:

- Contact record – written documentation of all communications and notations relevant to client care. (e.g., phone calls, report mailings, conferences, cancellations, etc.)
- Referral information, and the appropriate *Case History* form
- Signed *Release of Information* and *Informed Consent* forms
- *Allergy* information form
- *Medical Emergency* form
- Signed reports (*Evaluation, Semester Summary*) and progress notes with the most recent documentation placed on top
- Scored test forms, data collection sheets, and reports from other professionals

Each client file will contain a working folder. Within this folder, clinicians will keep lesson plans and any client-related data, not included in the client file.

Client files and all client-related materials are to be maintained in the locked file cabinets within the JMU SLC. Students must complete the Sign-Out Sheet to remove a file from the file cabinet in order to review the file in the SLP Prep Room area. When returning the client file, complete the Sign-Out Sheet with time returned. **All files must be checked back in by 4:45 pm.** Failure to comply with this policy will result in disciplinary action.

For virtual telehealth services, client information will be accessible to students via a secured, HIPAA-compliant platform.

Client Informed Consent and Information Release

Individuals being served in the JMU SLC are informed that services are provided by graduate students under the supervision of ASHA-accredited and Virginia state-licensed professionals. Clients are given the option of agreeing to observers, photos and/or videotaping of the sessions, as well as to whom reports are to be released. If interested in participating in virtual telehealth services, additional client consent will be obtained. Access to services for clients who do not consent to observers, photos, and/or videotaping will not be affected. Written informed consent forms must be obtained **prior to** the delivery of any diagnostic or (re)habilitative or research activities.

Data Collection

Graduate students are expected to collect data during both evaluation and intervention sessions. Data should be collected live and may be video/audio taped for later transcription. If data is recorded, the student must use an electronic device (iPad or digital recorder) checked out from the JMU SLC administrative assistant. The recording of telehealth sessions requires use of a JMU-approved encrypted device. *No personal electronic devices may be utilized in sessions.* Following the session, **all data should remain in the client's secured working folder.**

Diagnostic Evaluation

Students will be assigned to a diagnostic team for the semester. Diagnostic teams will be assigned to assess live and virtual patients (clinical simulation), under the direction of a clinical educator. The diagnostic team assignments and scheduling are at the discretion of the clinical faculty.

- Students are to meet with their clinical educator *prior* to the diagnostic session
- Students are responsible for assuring that testing materials and/or equipment are available and in operating order prior to the diagnostic session
- Students are required to seek instruction before using unfamiliar equipment.
- CSD tests and materials are *for use in the JMU SLC only*
- Informed Consent and Release of Information forms are to be completed *prior* to the start of the diagnostic session
- Students are to document all contact(s) on the sheet provided in each client file

Diagnostic Materials

- Most diagnostic materials are checked out through the JMU SLC.
- Access to diagnostic materials is prioritized for diagnostic sessions. Be sure to allow ample time to review test administration and scoring prior to your scheduled diagnostic

Documentation

Students are responsible for written documentation for each client including, but not limited to, the following: Client Log, Informed Consent form, Allergy form, Client Attendance sheet, Superbill, Diagnostic Report, Intervention Plan, Progress Notes, and Intervention Summary. **All reports and progress notes must be completed on computers within the SLP prep area using the secured R: drive. Students must obtain written approval from the Director of Clinical Education in order to use any**

personal devices for clinical documentation. Failure to comply may result in dismissal from the program.

Fire/Emergency Plan

Planned tests of the alarm system will be announced. All unannounced fire alarms should be treated as real notifications that there is an emergency in the building. If there is an alarm, all occupants should **leave** the building immediately and calmly. Evacuation routes are posted in the JMU SLC area. All doors and windows should be closed. Lights should be turned off. Fire doors in the hallways and stairwells should be closed. Elevators are programmed to stop working during a fire alarm. Persons with disabilities should go to an area of rescue assistance where they can be assisted by rescue personnel. Students should accompany their client out of the building. When persons are safely out of the building, they should **move away** from it to one of the designated areas. Program personnel should try to account for staff, visitors, and clients who were in the building when the alarm sounded. Persons should remain in the gathering areas until cleared by fire personnel, police, or the building coordinator to return to the building. The building coordinator will be available to take a head count. **No one may reenter the building** for any reason until told it is safe to do so.

Gifts and Gratuities

Students are not allowed to accept gifts of any monetary value from clients or their family members. This includes cash, checks, gift cards, gift certificates, etc. Tokens of appreciation that are of minimal value are allowed (e.g., baked goods, candy, child's artwork, holiday ornaments, etc.).

Health Insurance Portability & Accountability Act (HIPAA) Compliance & Client Confidentiality

The JMU SLC operates in compliance with HIPAA Privacy Rule, 164.502. All individuals are assigned a client identification number to protect confidentiality. All client files are kept in a secured location with limited access by authorized individuals only. The students and office staff are responsible for tracking files and maintaining records in a confidential manner. All Fax transmittals will include a Fax Transmittal Form coversheet. Digital data are not identified by client information and are maintained in a secure area. **Files are not to be removed from the SLC or secured drives.** Electronic client data must be stored on the R: drive and not on personal electronic devices. Observation of sessions is restricted to authorized persons. The observation room is a closed area and not visible to all.

Each student is responsible for completion of HIPAA training. Students are expected to abide by HIPAA and Confidentiality policies as instituted by the SLC and off-campus field placement sites. Failure to comply with the policies may result in dismissal from clinical practicum.

Identification

Students are required to obtain and wear a name badge at all times when interacting with clients and their families. Instructions for obtaining name badges will be provided. Students are responsible for the cost of name badges. Undergraduate student observers must also wear an identifying badge obtained from the JMU SLC administrative assistant.

Inclement Weather

The JMU SLC will follow the JMU schedule for closings and delays due to inclement weather. Students are to check the JMU website regularly for updates. During periods of inclement weather, students assigned to off-campus field placements are to follow the closing policy of the off-campus field placement site and not JMU.

Infection Control

The health and safety of our clients and students are of utmost concern. Students will participate in Infection Control training prior to their clinic assignment. Additional training may be required by off-campus field placement sites. Students are expected to comply with infection control policies instituted by the JMU SLC. The tutorial can be located at the following link: <http://www.jmu.edu/bbp/>. **Students must disinfect all materials and equipment after each use. Clinic rooms must also be sanitized after each session. Hand washing and/or use of hand sanitizer should be practiced regularly as part of universal precautions.**

Intervention

Students will be assigned clients within the JMU SLC and affiliated settings under the direction of the Director of Clinical Education and clinical educators. Students are reminded that they are to be available for clinic assignments at any time, except for scheduled class times. Students are responsible to comply with all policies and procedures regarding paperwork, infection control, HIPAA and confidentiality and the graduate program. Students will participate in regular meetings with their clinical educator(s) to include weekly debriefs and periodic supervisory conferences.

Mailboxes

Students are assigned mailboxes, which are to be checked regularly. Mailboxes are located in the SLP Prep Room.

Materials/Equipment Check-Out System

The JMU SLC has a collection of materials, books, audiometers, iPads, and digital recorders that may be checked out for in house use only. These materials are not to be used off campus unless permission is granted by a clinical educator. Please remember that we are a community of learners, and the materials are used by everyone. Never place clinic materials in locations where they are not accessible to other students. After the session has concluded, please promptly disinfect, and return the materials to their proper place.

Students are responsible for cleaning up after themselves. However, each student will be assigned a "Clean Up" week during which they are responsible for overall appearance and organization of the SLP Prep Room.

Research

One mission of the JMU SLC is to conduct clinical research and advance the knowledge base of the profession. All clinical research will comply with the standards and processes put forth by the JMU Institutional Review Board (IRB) and HIPAA regulations.

Safety

No client will be left unattended at any time. Any *emergency* that requires a student to leave the client should coincide with an immediate report to the Clinic administrative assistant, clinical educator, or Director of Clinical Education. **In the event that an accident occurs, a written incident report detailing the accident must be prepared and submitted to the Director of Clinical Education.** Police and security officers called to the JMU SLC are also responsible for filing reports. Should charges be placed against students, clinical educators, or the University, the narrative reports and officers' reports are forwarded to the State Attorney General's Office for legal counsel and representation. The University's liability insurance protects all persons acting on behalf of the University. In general, medical costs associated with injury to a graduate student are covered by the individual's health insurance policy. Students are required to seek assistance with any piece of unfamiliar equipment. All incidents of malfunctioning or unsafe equipment should be reported to the Director of Clinical Education.

Scheduling of Clients

Students enrolled in clinical practicum courses will be assigned to client(s) in the JMU SLC and/or affiliated sites according to anticipated graduation, academic preparation, and client needs. Graduate students are expected to be available for clinic assignments with the exception of scheduled class times. Students will be notified of client and clinical educator assignments via Canvas. It is the responsibility of the student to arrange a meeting with the clinical educator *prior* to the initial meeting with the client.

Socializing with Clients

On occasion, a student and client may develop a friendship during the therapeutic process. To maintain objectivity during intervention, the following policy exists. ***It is inappropriate to fraternize with a client (i.e., work for or socialize with outside of clinic) during the time in which you are responsible for their intervention.***

Videotaping

Students are allowed to audio/videotape clients ***only after written permission has been obtained from the client or client's parent.*** Videotaping capabilities are available in each clinic room. If the student wishes to use additional audio/video recording equipment, the student must use an electronic device (iPad or digital recorder) checked out from the JMU SLC administrative assistant. The recording of telehealth sessions requires use of a JMU-approved encrypted device. ***No personal electronic devices may be utilized in sessions.***

OFF-CAMPUS FIELD PLACEMENTS

All students are required to complete off-campus field placements according to their plan of study. Clinical assignments are made under the guidance of the clinical educators and Director of Clinical Education. Final review of assignments is obtained from the CAC and placements are secured by the Off-Campus Field Placement Coordinator. Students must be in good academic standing and have met the minimal clinical skills in order to request a placement. Placement decisions are based, in part, on an individual's academic and clinical performance, level of experience, availability of site clinical educators, and consideration of the legal and professional requirements of the clinical site. The combination of these factors enables both student and facility to be matched with one another so that the off-campus field placement experience will be mutually beneficial and rewarding.

While the program will make every effort to assist in securing a clinical placement in accordance with your plan of study, clinical placements cannot be guaranteed. In these rare circumstances, the program will do everything possible to assist you in obtaining clinical clock hours through alternative means.

Students may be expected to commute 60 - 90 minutes to accrue clinical clock hours and skills. Once a placement is secured, if a student refuses the placement, then the student's request will be reviewed by CAC. Students who refuse placements should not expect that an alternative placement will be offered for that semester.

Any student-initiated changes to the clinical plan of study, including changes to placement dates or scheduled hours, must be pre-approved by CAC and may impact the student's ability to graduate on time.

It is important to remember that a minimum of 375 direct clinical hours, under the supervision of an ASHA-certified and licensed SLP, are required for graduation and ASHA certification. In addition to direct clock hours, students are required to meet clinical skills across the life span and all nine disorder areas.

****It is the responsibility of each student to review the
Off-Campus Field Placement Handbook at the start of each semester****

Identifying Potential Sites

Identifying and securing placements is a collaborative process between the student and the University. Students are expected to be active participants in identifying potential off-campus field placement sites in their area and provide ongoing communication with the Off-Campus Field Placement Coordinator.

1. Students should spend time reviewing local options for placement sites. Person-to-person networking, in addition to web searches, is often successful in identifying potential sites.
2. Students may elect to observe SLPs at potential sites to increase understanding of their clinical populations. Students may contact sites directly to inquire about opportunities for observation.
3. **With the permission of the Off-Campus Field Placement Coordinator**, students may contact potential sites to find out the availability of the site for an externship, timelines for requests, and contact information for the site's placement coordinator.

Requesting Practicum Sites

1. Students complete an *Off-Campus Field Placement Request* form for **each external placement** to initiate the formal process of obtaining a site (see Appendix K).
 - Students must indicate a minimum of 3 choices for each placement
 - Students are not guaranteed their choice of placements
 - The type (e.g., child/adult) and number of hours needed must be considered based on hours and skills completed to date
 - Failure to submit a completed site request form by the due date will result in a delay in initiating student requests
2. The Off-Campus Field Placement Coordinator will provide updates on the process. Failure to promptly follow all instructions from the Off-Campus Field Placement Coordinator carefully may result in missed opportunities for placement.
3. Students must prepare a resume and cover letter and are encouraged to have it reviewed by the University Career Centers and/or the University Writing Center. The final documents must be available when requested by the Off-Campus Field Placement Coordinator.

Securing Placements

1. *Off-Campus Field Placement Requests* will be reviewed by the CAC.
2. Once placement requests have been reviewed, the Off-Campus Field Placement Coordinator will manage all communications with potential sites on the student's behalf. Students are not to directly contact potential sites until they have been directed to do so by the Off-Campus Field Placement Coordinator.
3. When the placement site is confirmed by the Off-Campus Field Placement Coordinator, students will receive an email informing them of the assigned off-campus field placement.
4. Once confirmed for a site, students do **not** have the right of refusal for an assigned practicum site or client/patient. Requests for change of placement must be approved by CAC. These change requests are rarely granted.

Preparing for Placements

1. The placement site (or the Off-Campus Field Placement Coordinator) will provide site-specific requirements that must be completed and turned in prior to beginning the placement.
 - These requirements are mandatory and must be completed by the dates indicated or the placement may be forfeited
 - Students are responsible for any costs that may be associated with their placement
2. Sites may require the following:
 - Documentation of a negative TB skin test
 - CPR and first aid certification. Please be advised that most hospitals require American Heart Association (AHA) certification (**not** American Red Cross), and some require Basic Life Support (BLS) certification
 - Recent (within 6-12 months) criminal background check
 - Evidence of HIPAA training
 - Completion of Infection Control (Universal Precautions) training
 - Documentation of vaccinations, including Hepatitis B (3 series), MMR (2 series), Varicella (2 series), Tdap, COVID-19, and Flu
 - Drug screen
 - Other documentation specific to their system's policies

3. Students are required to review the Off-Campus Field Placement Handbook prior to the start of each clinical placement.
4. Every student is required to complete, along with the off-campus field placement supervisor, a *Student Clinician-Clinical Supervisor Agreement* form (see Appendix L). By signing this form, the student and supervisor agree to the terms agreed upon. This form must be uploaded to Typhon by the **end of the first week of the placement.**

During the Placement

1. Students are expected to fulfill their obligation to the practicum as outlined in the *Student-Supervisor Agreement* form. Even if the student earns all required clock hours/clinical skills before the conclusion of the semester, the student is required to fulfill their commitment for the duration of the agreement.
2. Be aware that at all times students are representing JMU, and more specifically the graduate speech-language pathology program and CSD department. It is essential that students conduct themselves with the highest level of professionalism in all interactions with patients/clients/families, supervisors, and other people or professionals with whom they interact during their placement.
3. If students need to miss scheduled time at their clinical placement for any reason, they must inform both the off-campus field placement supervisor AND the Off-Campus Field Placement Coordinator via email as soon as possible. Students are responsible for coordinating with their supervisor to make up any missed time. Multiple missed days may result in the placement being forfeited. Students dismissed from a clinical placement for any reason will be reviewed by the CAC (see p. 5).
4. If students encounter any problems or issues, they must contact either the Director of Clinical Education (residential students) or the Coordinator of the Online MS SLP program (online students).
5. If students find they are not able to fulfill their commitment to perform their off-campus assignment, they must present **in writing** justifiable reasons supporting their request to alter and/or withdraw from the placement site to the CAC **before** any changes can be made.
6. All changes in placement must be pre-approved by the CAC. Each request will be considered on an individual basis, and the student will be expected to comply with the final decision of the council.
7. Withdrawing from placements or changes to the clinical plan of study may impact the student's ability to graduate in the expected time frame.
8. At midterm and final, students will submit a graphical summary of clinical hours from Typhon that has been verified and signed by both the student and clinical supervisor(s). Students are **required to maintain organized and legible original documentation (Clinical Hours Logs and signed summaries) of clinical hours and skills in either hard copy or digital format for their own records and audit purposes.**
9. At the conclusion of each off-campus field placement, students are required to complete and submit a *Clinical Population* form (see Appendix M) and a *Site Survey* form (see Appendix N) to the Off-Campus Field Placement Coordinator.

GRADUATION REQUIREMENTS

In addition to requirements stipulated by the University, candidates for the M.S. degree in Speech-Language Pathology are expected to meet the academic and clinical requirements of the Department of Communication Sciences and Disorders.

- A minimum of 75 semester credit hours (including applicable undergraduate coursework) culminating in a master's degree
- Evidence of transcript credit for the basic sciences for each of the following areas: biological science (with content related to human or animal science), physical science should include physics or chemistry, social/behavioral science, and statistics
- Skills in oral and written communication and demonstrated knowledge of ethical standards, research principles, and professional and regulatory issues
- Knowledge and skills across the spectrum of communication and swallowing disorders, in keeping with the scope of practice in speech-language pathology
- Documentation of formative and summative assessments that are part of the academic program
- Successful completion of the **comprehensive assessment** as described below
- Individuals must demonstrate core functions in five skill areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social in order to effectively address various communication and swallowing disorders
- Completion of Exit Survey, Site Evaluation Forms, and Clinical Population Forms. The survey link and forms will be available on CANVAS to be completed at the end of the final externship

A student is recommended for graduation by the academic advisor, program director, and Academic Unit Head after completing an *Application for a Graduate Degree*, including an approved Program of Study (and thesis outline, if applicable). The *Application for a Graduate Degree* form, available in the student's "My Madison" page (select the "Graduation" link in the "other academic" dropdown menu), must be submitted to and approved by the Dean of the Graduate School. Students are responsible for completing this process during the academic term (semester) prior to the semester in which the student plans to graduate (exact dates specified on the TGS website).

Comprehensive Assessment Policy

The program conducts a comprehensive evaluation of student learning outcomes, including acquisition of knowledge and skills, at the culmination of an educational experience. Acquisition of these knowledge and skills are documented through successful completion of the following:

1. A minimum of 400 clinical clock hours in the areas prescribed by the program. 375 hours must be in direct client/patient contact and 25 hours in guided clinical observation. Up to 75 hours of simulated experiences may be counted toward the 375 hours.
2. Demonstrated clinical skills at the level of **Refining (R) or Independent (I)** level for evaluation and intervention across the nine disorder areas, as documented by the bar graphs in the student's Typhon Graphical Record Summary.
3. Satisfactory completion of the Cumulative Digital Portfolio to include the student's resume and artifacts demonstrating knowledge and skills in prevention and screening, professional issues and advocacy, cultural and linguistic competence, collaborative practice, clinical education and supervision, and counseling. Refer to the Canvas for specific information related to the portfolio.
4. Completion of coursework with a minimum GPA of 3.0
5. Completion of the Praxis Exam in Speech-Language Pathology, administered by ETS and official score reported to JMU CSD (use code 0313) at least one month prior to anticipated date of graduation (by April 1st for spring graduates/July 1st for summer graduates).

Refer to other sections of this Handbook for detailed descriptions of these five components.

Cumulative Digital Portfolio

Students will complete a digital portfolio throughout the duration of their program. The portfolio is a summative assessment of their knowledge and skills development and part of the comprehensive assessment process. A minimum of eight (8) artifacts across six (6) content areas will be added, by designated due dates (see Canvas), and must include:

1. Prevention and screening
2. Professional issues and advocacy
3. Cultural and linguistic competence
4. Collaborative practice
5. Clinical education and supervision
6. Counseling

The Praxis Exam in Speech-Language Pathology

- Students are required to complete the Praxis Exam in Speech-Language Pathology, required by ASHA, administered by ETS prior to graduation.
- Students are responsible for assuring that the official ETS reports are received by the department by the deadline. It is strongly recommended that students complete the exam at the beginning of the last semester to allow time for scores to be reported to the department prior to posted graduation deadlines.
- Use code **0313** to have results sent to JMU.
- Students are responsible for sending official Praxis scores to ASHA and state licensing board(s) as indicated.

- While JMU does not require a minimum score for purposes of the degree requirement, ASHA has a minimum score required to pass the Praxis. Your state licensing board may have a minimum score requirement as well.

Beginning A Professional Career

As students begin their professional careers, there are new milestones and requirements ahead. As emerging professionals, students are responsible for assuring compliance with all graduation, certification, and licensure requirements. Students are responsible for maintaining accurate and updated records and seeking assistance from their advisor as needed.

The information below is to assist students in obtaining licensure and certification required for employment. Students are responsible for completion of all paperwork and fees associated with licensure and certification. The CSD program is not responsible for securing licensure. The CSD department will sign documents verifying completion of graduation requirements. In order to facilitate this process students are expected to participate in a check-out process immediately prior to graduation.

State Licensure in the Commonwealth of Virginia

A student who obtains a master's degree from a college or university whose speech-language pathology program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association is eligible for state licensure awarded by the Department of Health Professions Board of Audiology & Speech-Language Pathology.

Address: Perimeter Center
9960 Mayland Drive, Suite 300
Richmond, Virginia 23233-1463

Website: www.dhp.virginia.gov
E-mail: AudBD@dhp.virginia.gov
Phone: 804-367-4630

JMU's CSD program is a state-approved teacher preparation program.

State Licensure Outside of the Commonwealth of Virginia

JMU's graduate program meets the requirements for licensure as an SLP in the Commonwealth of Virginia (see above). Our graduates are usually able to secure licensure outside of the Commonwealth. It is strongly advised that you become familiar with your state's requirements and plan accordingly. Refer to <https://www.asha.org/advocacy/state/>.

Students requiring program certification for a license outside the Commonwealth of Virginia should consult with their advisor to obtain the necessary information.

ASHA Certificate of Clinical Competence

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 Speech-Language Pathology (CCC-SLP). Students are strongly encouraged to obtain and maintain ASHA Certification throughout their careers. Failure to do so may require additional coursework and clinical practica at a later date.

Graduating students interested in obtaining national Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) are referred to the following ASHA websites for information on certification <https://www.asha.org/certification/slpcertification/>.

ASHA Clinical Fellowship

The Clinical Fellowship (CF) is a transition between being a student and being an independent provider of clinical services that involves a mentored professional experience after the completion of academic course work and clinical practicum: <https://www.asha.org/certification/clinical-fellowship/>.

Job Opportunities

The Career and Academic Planning office of James Madison University offers a series of services to assist you in the job market. Students and alum are directed to Handshake for job postings and career fair offerings: <https://www.jmu.edu/cap/handshake/index.shtml>.

Appendix A. Sample Curriculum for Residential (on-campus) SLP Students. Note that coursework sequence is subject to instructor availability.

SLP MASTER'S DEGREE CURRICULA (ON-CAMPUS) - YEAR ONE							
Fall 2022				Spring 2023			
	Courses	Credit(s)			Courses	Credit(s)	
CSD 500	Research in Communication Sciences & Disorders	2		CSD 560	Motor Speech Disorders	3	
CSD 541	Birth to Five: Language Dev. & Disorders	3		CSD 582	Speech Practicum	2	
CSD 544	Eval & Treatment of Swallowing Disorders	3		CSD 640	School-Age Language & Literacy Disorder	3	
CSD 581	Speech Practicum	2		CSD 641	Adult Language Disorders	3	
CSD 604	Neurology of Speech and Language	3		CSD 605	Physiological and Acoustical Phonetics	2	
CSD 623	Pediatric Speech Sound Disorders	2		CSD 656	Voice Disorders	2	
					Aural Rehab (if needed), +3 credits/18 credits		
		15					15
Maymester 2023				Summer 2023 (Possibly May also)			
	Courses	Credit(s)			Courses	Credit(s)	
CSD 632	Fluency Disorders	2		CSD 522	Communication Disorders following TBI	2	
				CSD 583	Speech Practicum	2	
		2					4
SLP MASTER'S DEGREE CURRICULA (ON-CAMPUS) - YEAR TWO							
Fall 2024				Spring 2024			
	Courses	Credit(s)			Courses	Credit(s)	
CSD 527	Aging	1		CSD 683	Externship: required	2	
CSD 528	Autism	2		CE 650	Additional Practicum (only if needed)	1-5	
CSD 529	Augmentative Communication	1					
CSD 682	Speech Practicum	2					2
CSD 625	Pediatric Dysphagia	1					
		7			TOTAL PROGRAM CREDITS		45
Students that have not completed an aural rehabilitation class will need to take CSD 515 or an approved substitute.							
Fall 2024: CSD 527, 529 and 625 will run in 5 weeks segments.							

Appendix B. Sample Curriculum for Online MS SLP program.

	Course #	Title	O/F/C	Credits	Semester Totals
Summer 2023	500	Research in Communication Sciences & Disorders	O	2	5
	604	Neuroanatomy & Neurophysiology of Speech & Language	O	3	
Fall 2023	541	Birth to Five: Language Development & Disorders	O	3	5
	623	Pediatric Speech Sound Disorders	O	2	
Spring 2024	581	Speech Practicum, Clinical Preparation (online)	O	2	5
	640	School-Age Language & Literacy Disorders	O	3	
Summer 2024	528	Autism	O	2	4
	582	Intern Speech Practicum (on-campus)	F	2	
Fall 2024	544	Evaluation & Treatment of Swallowing Disorders	O	3	5 (7)
	605	Physiological & Acoustical Phonetics	O	2	
	583	OPT 1: Extern Speech Practicum (School or Private Practice)	C	2	
Spring 2025	560	Neuromotor Speech Disorders	O	3	6 (8)
	641	Language Disorders in Adults	O	3	
	583	OPT 2: Extern Speech Practicum (School or Private Practice)	C	2	
Summer 2025	682	All: Extern Speech Practicum (FULL TIME adult placement) + Adult Clinical Module	C	2	4
	656	Voice Disorders	O	2	
Fall 2025	522	Communication Disorders of the Traumatically Brain Injured	O	2	4 (6)
	527	Aging & Communication (6 weeks)	O	1	
	625	Pediatric Dysphagia (6 weeks)	O	1	
	683	OPT 1: Extern Speech Practicum (Final Placement)	C	2	
Spring 2026	529	Augmentative Communication	O	1	3 (5)
	632	Processes & Disorders of Speech Fluency	O	2	
	683	OPT 2: Extern Speech Practicum (Final Placement)	C	2	

*Subject to change

Students who have not completed Aural Rehabilitation will need to take an approved course through JMU or another institution prior to graduation.

Appendix C. Confirmation of Understanding Regarding Handbook.

Confirmation of Understanding Regarding Handbook

I have read and understand the Student Handbook for the Master of Science Program in Speech-Language Pathology. I agree to abide by the practices, policies, and procedures set forth in this Handbook along with those of James Madison University and the Communication Sciences and Disorders program. I also agree to abide by the James Madison University Honor Code in all aspects of academic and clinical conduct.

The program is guided by the principles put forth in the American Speech-Language-Hearing Association Code of Ethics. High standards of ethical behavior are expected of students in all situations. Students are expected to report errors, and to acknowledge lack of preparation or knowledge that impact performance. According to the JMU Honor Code, any form of cheating or lying, as well as withholding information about unprofessional or unethical behavior of peers is unacceptable. This code of behavior includes accurate reporting of clinical hours. Unethical or unprofessional behavior is sufficient cause for dismissal from the program. My signature verifies that I have read and will adhere to all policies outlined in this Handbook.

Printed Name

Signature

Date

Appendix D. Confirmation of Understanding Regarding Confidentiality.

Confirmation of Understanding Regarding Confidentiality

I have completed the online HIPAA compliance module available on the JMU website. I have read the rules regarding confidentiality of information and agree to abide by the policies in securing information. I understand that violation of these policies may result in removal from the clinical experience, a failing grade in a semester's practicum, or dismissal from the program.

Printed Name

Signature

Date

Appendix E. Academic Integrity Agreement.

Academic Integrity Agreement

As part of the requirements for the MS SLP program at James Madison University, I agree to practice personal, professional, and academic integrity, and to discourage all forms of dishonesty, plagiarism, deceit, and disloyalty. I shall abide by the Honor Code of James Madison University. I shall abstain from cheating and use of unauthorized resources; avoid plagiarism, practice proper citation of sources of information, and adhere to copyright laws; and provide true and accurate information in all matters. I attest that all work submitted will be of my own efforts, unless otherwise approved by a faculty member. I understand that I shall not share my password and/or provide access to Canvas, email, and library accounts. I agree to report honor code violations. I understand that I may be required to take examinations under proctored conditions, which may require payment for each exam. The use of proctoring is at the discretion of individual faculty. I am aware that violations will be addressed according to the policies and procedures of James Madison University.

The program is guided by the principles put forth in the American Speech-Language-Hearing Association Code of Ethics. High standards of ethical behavior are expected of students in all situations. Students are expected to report errors, and to acknowledge lack of preparation or knowledge that impact performance. According to the JMU Honor Code, any form of cheating or lying, as well as withholding information about unprofessional or unethical behavior of peers is unacceptable. This code of behavior includes accurate reporting of clinical hours. Unethical or unprofessional behavior is sufficient cause for dismissal from the program. My signature verifies that I have read and will adhere to all policies outlined in this Handbook.

Printed Name

Signature

Date

Identify verified by picture ID _____
Witnessed by _____

Appendix F. Acknowledgment of Potential Clinical Site Requirements

I acknowledge that in addition to tuition and program fees, there may be variable expenses related to clinical placements. Students are responsible for these fees. These may include, but are not limited to:

- Background checks
- Drug Screening
- Vaccinations or titers
- Site-specific training
- On-boarding fees
- Travel, parking
- Uniforms (i.e., scrubs)

Printed Name

Signature

Date

Appendix G. Background Check & Drug Screen.

Criminal Background Checks and Drug Screenings

To obtain a background check or a drug screen through CastleBranch visit their website at

<https://www.castlebranch.com>

1. Click on “Place Order” in upper right corner and enter the package code
2. Review the information and verify that it says “James Madison University”
3. Click on the Terms and Conditions of Use, and then click “Continue”
4. Create your secure account by entering identifying information needed for security and compliance purposes. The email used will become your CastleBranch username and will be the primary form of communication
5. Payment methods include MasterCard, Visa, debit card, electronic check, money order, or installment payment

Criminal Background Check:

Students enrolled in the M.S. SLP programs must submit a certified criminal background check *prior to* participating in any clinical activities. Background checks are required to ensure the safety of our clients in the JMU Clinics. Additionally, most off-campus field placement sites will require current background checks (within 6-12 months of start date) prior to initiating an externship.

It is the responsibility of the student to arrange and pay for the required check and to keep it current in order to comply with the requirements of the various clinical sites.

For the background check use code **JA47CO**. The background check includes:

- Virginia statewide criminal records (7 years)
- Residence history (7 years)
- Social security alert (confirms identity and legal employment status)
- Nationwide database search (criminal records & nationwide sex offender registry)
- Fraud Abuse Control Information System (FACIS®)

Drug Screening:

For a 10-panel drug screen use code **JA47DT**. After you complete the information, you will receive information about a site in your area to go to in order to complete the drug screen. It is the responsibility of the student to arrange and pay for the required screening.

Appendix H. Guided Observation Hours.

**JAMES MADISON UNIVERSITY COMMUNICATION SCIENCES AND DISORDERS
Speech-Language Clinic & Audiology Clinic
SEMESTER REPORT OF GUIDED OBSERVATION HOURS FOR PRE-PRACTICUM PREPARATION
SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY**

STUDENT _____

SEMESTER _____

DATE SUBMITTED _____

GRADUATE _____

UNDERGRADUATE _____

	PRE-PRACTICUM OBSERVATION	SITE	SUPERVISOR'S SIGNATURE	ASHA ACCOUNT NUMBER	CCC-SLP CCC-A
SPEECH (CHILD)					
SPEECH (ADULT)					
LANGUAGE (CHILD)					
LANGUAGE (ADULT)					
RELATED DISORDERS (DESCRIBE)					
AUDIOLOGY					
TOTAL HOURS					

NOTES:

--A minimum of 25 hours of observations is required to fulfill the requirements set forth by the American Speech-Language-Hearing Association.

--Students are responsible for maintaining this documentation of earned guided observation hours.

Appendix I. Clinical Hours Log.

Clinician _____
 Supervisor(s) _____

James Madison University
 Communication Sciences and Disorders
 Clinical Hours Log

Site(s) _____

Identifying Information							Speech								Language								Hearing	Modality						
							Evaluation (Dx)				Intervention (Tx)				Evaluation (Dx)				Intervention (Tx)					Simulation	In-person	Telehealth				
Date	Age	Gender	Race	ICD-10	CPT	Multi-cultural	Articulation	Fluency	Voice	Swallowing	Articulation	Fluency	Voice	Swallowing	Rec/Exp	Social	Cognitive	AAC	Rec/Exp	Social	Cognitive	AAC								
Subtotals																														

Page Totals

ADULT Speech DX	
CHILD Speech DX	

ADULT Speech TX	
CHILD Speech TX	

ADULT Language DX	
CHILD Language DX	

ADULT Language TX	
CHILD Language TX	

Hearing	
Simulation	

Total time to date (in minutes)

ADULT Speech DX	
CHILD Speech DX	

ADULT Speech TX	
CHILD Speech TX	

ADULT Language DX	
CHILD Language DX	

ADULT Language TX	
CHILD Language TX	

Hearing	
Simulation	

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
-----	--------------	----------	---------------------	------------	---------------------	----------	-------------

Additional Comments

6. Organizes/manages sessions: *adapts evaluation procedures to meet client/patient needs.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
-----	--------------	----------	---------------------	------------	---------------------	----------	-------------

7. *Scores, analyzes, and interprets all diagnostic data, including behavioral observations, to develop diagnoses

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

8. *Provides organized, effective presentation of information with appropriate recommendations for intervention and/or referral.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

2

For each evaluation competency rated **Refining** or **Independent**, please check the area(s). You only need to complete the competencies rated as either Refining or Independent.

*Demonstrates ability to accurately conduct screening and prevention procedures.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Lanugage
- Hearing
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

3 *Collects case history information and integrates information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

4 *Selects appropriate evaluation procedures and materials.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

5 *Appropriately administers evaluation procedures (non-standardized tests, standardized tests, and instrumental procedures).

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

6

Organizes/manages session: *adapts evaluation procedures to meet client/patient needs.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

7

*Scores, analyzes, and interprets all diagnostic data, including behavioral observations, to develop diagnoses.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

8

*Provides organized, effective presentation of information with appropriate recommendations for intervention and/or referral.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

Please use the following scale to rate each competency/skill in the area of **INTERVENTION**

(Note: Minimal clinical competencies have an asterisk in front of them.)

1. **No/Limited Opportunity (N/A)**: Not enough opportunities to rate student performance.
2. **Unacceptable (U)**: Demonstrates unacceptable performance: unresponsive and/or unable to make changes given extensive feedback.
3. **Emerging (E)**: Competency/skill is emerging. Requires consistent supervisory modeling/intervention.
4. **Emerging/Developing (E/D)**
5. **Developing (D)**: Competency/Skill is present, but needs further developing. Requires intermittent supervisory monitoring and infrequent supervisory instruction.
6. **Developing/Refining (D/R)**
7. **Refining (R)**: Competency/skill is developed, but needs refinement and/or consistency. Requires infrequent supervisory monitoring.
8. **Independent (I)**: Competency/skill is well developed and consistent for entry level clinician. Requires minimal guidance and/or consultation.

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
10. Thoroughly reviews client's file and identifies pertinent information. Makes contacts as appropriate to secure and update necessary information.							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments <input style="width: 100%; height: 30px;" type="text"/>							
11. *Develops intervention plans with appropriate measurable and achievable goals.							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments <input style="width: 100%; height: 30px;" type="text"/>							
12. *Collaborates with clients and relevant others in the planning and treatment processes (interprofessional practice).							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments <input style="width: 100%; height: 30px;" type="text"/>							
13. *Implements intervention plans, using a variety of materials, strategies, and instrumentation.							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments <input style="width: 100%; height: 30px;" type="text"/>							

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
-----	--------------	----------	---------------------	------------	---------------------	----------	-------------

14. *Measures and evaluates client's performance and progress by accurately collecting data.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
-----	--------------	----------	---------------------	------------	---------------------	----------	-------------

15. *Accurately completes required documentation of intervention results (i.e. soap notes, summarization and interpretation of data).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

16. *Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

17. Identifies and/or provides appropriate suggestions for carry-over activities to client/caregivers to encourage skill generalization. *Refers for additional services as appropriate.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

10

For each intervention competency rated **Refining** or **Independent**, please check the area(s). You only need to complete the competencies rated as either Refining or Independent.

Thoroughly reviews client's file and identifies pertinent information. Makes contacts as appropriate to secure and update necessary information.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

11

*Develops intervention plans with appropriate measurable and achievable goals.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

12

*Collaborate with clients and relevant others in the planning and treatment processes (interprofessional practice).

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

13

*Implements intervention plans, using a variety of materials, strategies, and instrumentation.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

14

*Measures and evaluates client's performance and progress by accurately collecting data.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

15

*Accurately completes required documentation of intervention results (i.e. soap notes, summarization and interpretation of data).

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

16

*Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

17

Identifies and/or provides appropriate suggestions for carry-over activities to client/caregiver to encourage skill generalization. *Refers for additional services as appropriate.

- Articulation
- Fluency
- Voice and Resonance
- Receptive and Expressive Language
- Swallowing
- Cognitive Aspects of Communication
- Social Aspects of Communication
- Augmentative and Alternative Communication Modalities

Please use the following scale to rate each competency/skill in the area of **PROFESSIONALISM**

(Note: Minimal clinical competencies have an asterisk in front of them.)

1. **No/Limited Opportunity N/A:** Not enough opportunities to rate student performance.
2. **Unacceptable (U):** Demonstrates unacceptable performance: unresponsive and/or unable to make changes given extensive feedback.
3. **Emerging (E):** Competency/skill is emerging. Requires consistent supervisory modeling/intervention.
4. **Emerging/Developing (E/D)**
5. **Developing (D):** Competency/Skill is present, but needs further developing. Requires intermittent supervisory monitoring and infrequent supervisory instruction.
6. **Developing/Refining (D/R)**
7. **Refining (R):** Competency/skill is developed, but needs refinement and/or consistency. Requires infrequent supervisory monitoring.
8. **Independent (I):** Competency/skill is well developed and consistent for entry level clinician. Requires minimal guidance and/or consultation.

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
*Communicates respectfully, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others.							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>							
*Collaborates with other professionals in case management.							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>							
Demonstrates initiative in clinical management and independently seeks information and resources.							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>							
*Articulates education within SLP scope of practice to clients, family, caregivers, and relevant others.							
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>							

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
-----	--------------	----------	---------------------	------------	---------------------	----------	-------------

*Adheres to the ASHA Code of Ethics; HIPAA, FERPA, and site specific policies and procedures.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
-----	--------------	----------	---------------------	------------	---------------------	----------	-------------

Completes all clinical practica responsibilities and paperwork by due dates and follows prescribed clinical procedures. Prepared and on-time for all clinical assignments and meetings.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

*Maintains appropriate professional demeanor (professional image, dress, and behavior).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

Is approachable and responsive to supervisor; communicates with the supervisor in an appropriate and non-defensive manner.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

Carefully edits and proofreads written documentation and reports before submission.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Additional Comments

Responds to and integrates supervisor feedback in all clinical areas (evaluation, intervention, and written documentation).

N/A	Unacceptable	Emerging	Emerging/Developing	Developing	Developing/Refining	Refining	Independent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments							
<input type="text"/>							

19

Please rate the student's overall performance:

- Performance has been above expectations.
- Performance has been satisfactory and met expectations.
- Performance has not met expectations. An improvement plan will be established immediately.

20

Please comment on the student's [Strengths](#) and [Areas to Improve](#).

▶ Response Required

Appendix K. Off-Campus Field Placement Request.

Graduate SLP Off-Campus Field Placement Request

Please complete this form and submit to the Off-Campus Field Placement Coordinator, Diane Heller. **Do not contact potential sites** without approval from the Off-Campus Field Placement Coordinator.

Reminder: Clinical assignments are made under the guidance of the clinical educators and Director of Clinical Education, with final review from the Clinical Advisory Council. Refer to the Student Handbook for Master of Science Program in Speech-Language Pathology for more information. Placement decisions are based in part on an individual's academic and clinical performance, level of experience, clinical skills inventory, and in consideration of the requirements of the clinical site. The combination of these factors enables both student and facility to be matched with one another so that the practicum experience will be mutually beneficial and rewarding. Specific sites cannot be guaranteed.

Name: _____ Email: _____

Date of Request: _____ Requested semester: _____

Telephone number: _____ Anticipated graduation date: _____

Comments/Considerations: _____

*(*Requests must meet requirements stated in the program curriculum. Most medical sites require a full-time placement. Limiting hours may significantly impact placement options.)*

Selections, in no particular order *(be prepared with additional sites & contact information if requested):*

Facility: _____ Type of Hours: Adult / Child (circle one)

Address: _____ Phone: _____

Contact Person/Title: _____ Email: _____

Facility: _____ Type of Hours: Adult / Child (circle one)

Address: _____ Phone: _____

Contact Person/Title: _____ Email: _____

Facility: _____ Type of Hours: Adult / Child (circle one)

Address: _____ Phone: _____

Contact Person/Title: _____ Email: _____

Appendix L. Student Clinician-Clinical Supervisor Agreement.

JAMES MADISON UNIVERSITY
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

STUDENT CLINICIAN and CLINICAL SUPERVISOR AGREEMENT

Off-Campus Field Placement Location Name: _____ Date: _____

The James Madison University Student Clinician _____ agrees to:
(printed name)

1. Begin practicum on _____ (date) and complete practicum on _____ (date). Any changes to practicum dates need to be approved by the program.

2. Maintain the following hours and days of the week: _____

3. Schedule, in advance, the following days off: _____

Under no circumstances are student clinicians to request absences from the off-campus field placement for:

- Class and/or test preparation
- JMU-recognized holidays or breaks (including Fall/Spring breaks)
- Trips or vacations scheduled during the semester (including summer)
- Preparation for the Praxis examination
- Personal schedules (including work)

4. Participate in at least _____ hours of clinical observation before beginning to provide clinical services.

5. Be responsible for continuity of care by not canceling or postponing clinical services without prior consent of the off-campus field placement supervisor.

If students need to miss scheduled time at their clinical placement for any reason, they must inform both the off-campus field placement supervisor *and* the Off-Campus Field Placement Coordinator via email as soon as possible. Students are responsible for coordinating with their clinical educator to make up any missed time. Multiple missed days may result in the placement being forfeited.

6. Submit evaluations, progress notes, therapy plans, and other reports within these guidelines:

7. Implement decisions regarding evaluation and intervention only after receiving approval from clinical supervisor.

8. Observe appropriate dress codes and professional behavior while at the off-campus field placement:

9. Adhere to the following guidelines established by this off-campus field placement:

10. Students must remain in this placement for the duration of the semester, as agreed upon. Placements may only be terminated after careful consideration and consultation with the JMU liaison, clinical educator, and with CAC approval.
11. Complete and submit via Typhon the following paperwork at midterm and the end of the placement: midterm and final evaluation and signed Case Log Graphical

The clinical supervisor _____ agrees to:
 (printed name)

1. Maintain and submit to Typhon proof of ASHA Certificate of Clinical Competence (CCC) and state licensure at the beginning of the off-campus field placement.
2. Verify completion of the ASHA-required 2 hours of continuing education in the area of supervision.
3. Direct supervision must be in real time and must never be less than 25% of the student clinician's total contact with each client/patient and must take place periodically throughout the placement. These are minimum requirements and should be adjusted upward if the clinician's level of knowledge, experience, and competence warrants.
4. Schedule conferences with the student clinician with the following frequency:

5. Schedule the student clinician for an estimated minimum of _____ clinical hours and an estimated maximum of _____ clinical hours of patient contact per week (based on fluctuating client census).
6. Complete and submit the paperwork from the Off-Campus Field Placement Handbook at the designated times.

 Clinical Supervisor Signature Date

 Student Clinician Signature Date

Clinical Supervisor Email: _____

Appendix M. Clinical Population.

**CAA Accreditation Application
Speech Language Pathology Clinical Site Data Collection Worksheet**

(Obtained from www.asha.org)

Date Completed: _____

Clinical Site Name: _____ City _____ State _____

Type of facility (select one):

- Hospital
- School
- Industry
- Government agency
- Private practice
- College/university
- Residential healthcare facility
- Research/science/lab
- Other

Specify: _____

What is the distance of this site from the program? _____

Indicate the typical number of students per supervisor per term: _____

List the types of activities in which students typically engage.

List the academic and clinical prerequisites required for student placement at this facility.

What is the age range for adults? _____

What is the age range for children? _____

List the culturally and linguistically diverse populations served:

Indicate the METHOD for reporting clinical population data in the table below: (select only one method)

_____ Average number of clients (children and adult) per academic semester

_____ Average number of hours spent (children and adult) per academic semester

SPEECH SOUND PRODUCTION	Children	Adult	Total
Evaluation			
Intervention			

VOICE AND RESONANCE	Children	Adult	Total
Evaluation			
Intervention			

FLUENCY AND FLUENCY DISORDERS	Children	Adult	Total
Evaluation			
Intervention			

LANGUAGE DISORDERS (Receptive & Expressive)	Children	Adult	Total
Evaluation			
Intervention			

SWALLOWING/FEEDING	Children	Adult	Total
Evaluation			
Intervention			

COGNITIVE ASPECTS OF COMMUNICATION	Children	Adult	Total
Evaluation			
Intervention			

SOCIAL ASPECTS OF COMMUNICATION	Children	Adult	Total
Evaluation			
Intervention			

COMMUNICATION MODALITIES	Children	Adult	Total
Evaluation			
Intervention			

HEARING	Children	Adult	Total
Evaluation			
Intervention			

AUGMENTATIVE & ALTERNATIVE COMMUNICATION	Children	Adult	Total
Evaluation			
Intervention			

Appendix N. Site Survey.

**JMU CSD
Graduate Student Clinician Review of
Off-Campus Field Placement Site**

SPEECH-LANGUAGE PATHOLOGY

Facility Name: _____

Location: _____

Site Supervisor(s): _____

Dates attended: _____

Days per week: _____ Number of weeks: _____

Travel from JMU # Miles: _____ Drive Time: _____

Additional Expenses & Requirements: _____

SLP Hours earned at this site:

Total hours: _____ Total child: _____ Total adult: _____

Caseload type: (check all that apply)

- | | |
|---|--|
| _____ speech sound production | _____ swallowing/feeding |
| _____ voice & resonance | _____ cognitive aspects of communication |
| _____ fluency & fluency disorders | _____ social aspects of communication |
| _____ language (receptive & expressive) | _____ augmentative & alternative comm |
| _____ hearing | |

Briefly describe the clinical experiences at this site:

Briefly describe the supervisory experiences at this site:

As a result of my clinical and supervisory experiences at this facility, I am better able to:

My experience could have been improved by:

Date of Review: _____

Completed by: _____ (optional)