



**Department of Communication Sciences & Disorders (CSD)
For Students Completing BA or BS in CSD
Or Graduate Preparation Program in CSD**

**Student Handbook
and Clinical Practicum Handbook
2022-2023**

**Elmhurst University
190 S. Prospect Avenue
Elmhurst, IL 60126
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WELCOME

Welcome to new and continuing students. We are pleased you are pursuing your undergraduate degree in CSD at Elmhurst University. This is an important step in your professional preparation, and we encourage you to make the most of it!

PLEASE READ NOW

Students are responsible for following all policies and procedures associated with Elmhurst University including all current [COVID precautions and policies](#) and the Department of Communication Sciences & Disorders (CSD). It is the responsibility of the student to be familiar with the contents of this Student Handbook and Practicum Handbook (SHPH).

Please think of this handbook as a guide and NOT a contract between students and the Department of Communication Sciences and Disorders. Policies and procedures may be changed at the discretion of Elmhurst University and/or the CSD Department.

This handbook has been prepared to assist you in your progress through your program. It provides department policies and procedures that supplement those in the University Catalog and University Student Handbook, and which you must meet in order to complete the Bachelor of Arts, Bachelor of Science, or Graduate Preparation Program in Communication Sciences and Disorders.

Become familiar with the contents of this handbook and use it as a reference throughout your education in the CSD program. You are responsible for adhering to the contents of this handbook. If there are points that are unclear, it is your responsibility to seek clarification from your academic advisor or one of us.

Thank you.

Ruiying Ding, Ph.D., CCC-SLP
Chair, Communication Sciences & Disorders

Kelly Gillespie, M.S., CCC-SLP
Speech-Language-Hearing Clinic Director

ELMHURST UNIVERSITY

Founded in 1871, Elmhurst University is accredited by the North Central Association of Colleges and Schools and is a private school. Elmhurst ranks among the top schools in the Midwest, according to “America’s Best Colleges,” the survey by *U.S. News & World Report*. The Princeton Review also lists Elmhurst among the region’s premier institutions of higher learning. The University is located in Elmhurst, Illinois, a beautiful suburb that recently ranked Number 1 in a *Chicago* magazine survey of the “best places to live.” Downtown Chicago is a 30-minute train ride away. The Elmhurst campus is a 48-acre arboretum. It boasts nearly 800 trees and shrubs, plus modern facilities required of scholarship today. The University offers more than 70 majors, 4 accelerated majors for adults, 15 pre-professional programs, 44 study abroad locations, 2 undergraduate and 9 graduate certificate programs, and 17 graduate programs. The University also offers the Elmhurst Learning and Success Academy (ELSA), a four-year, post-secondary certificate program for young adults, ages 18-28, with differing abilities.

DEPARTMENTAL INFORMATION

The academic and clinical faculty members are certified by the American Speech-Language-Hearing Association (ASHA) and licensed by the State of Illinois. A listing of the faculty and staff of the department with brief biographies can be found on the website at <https://www.elmhurst.edu/academics/departments/communication-sciences-disorders/faculty-staff/>

Mailing Address: Department of Communication Sciences and Disorders
Jean Koplin Memorial Hall #210
Elmhurst University
190 S. Prospect Avenue
Elmhurst, IL 60126

Department Location: Second floor, Jean Koplin Memorial Hall

Department Phone: 630-617-3555
Department Fax: 630-617-6461

Website: <https://www.elmhurst.edu/academics/departments/communication-sciences-disorders/>

CSD DIRECTORY

Name	Position	Office #	Phone	Email
STAFF				
Ramona Sykora	Dept. Administrative Assistant	227A	630-617-6452	sykora@elmhurst.edu
Francesca Garza	Clinic Administrative Assistant	237	630-617-5393	garzaf@elmhurst.edu
FACULTY & CLINICAL EDUCATORS				
Name	Position	Office #	Phone	Email
K. Cannon-Janettas, CCC- SLP	External Fieldwork Coordinator	229	630-617-6451	karen.cjanettas@elmhurst.edu
C. Carrico, Ph.D. CCC- SLP	Professor	234	630-617-3196	cheric@elmhurst.edu
D. Cozzi, Ph.D., CCC- SLP	Adjunct Faculty / Clinical Educator	235/A	630-617-3555	darlene.cozzi@elmhurst.edu
M. Dineen, M.A., CCC- SLP	Visiting Assistant Professor	248	630-617-3555	michelle.dineen@elmhurst.edu
R. Ding, Ph.D. CCC-SLP	Chair/Professor	247	630-617-3107	ruiying.ding@elmhurst.edu
L. Dunne, M.S., CCC-SLP	Adjunct Clinical Educator	235/A	630-617-3555	laura.dunne@elmhurst.edu
I. Feld, M.S., CCC-SLP	Clinical Assistant Professor	229	630-617-3588	
L. Ferguson, M.S. CCC- SLP	Clinical Assistant Professor	231	630-617-5386	lauren.ferguson@elmhurst.edu
M. Fisher, M.S., CCC- SLP	Adjunct Faculty	235/A	630-617-3555	Micaela.fisher@elmhurst.edu
K. Gillespie, M.S., CCC- SLP	Speech Clinic Director	232	630-617-3197	kelly.gillespie@elmhurst.edu
B. Gorman, Ph.D. CCC- SLP	Professor	233	630-617-6122	brenda.gorman@elmhurst.edu
L. Greenberg, M.S., CCC- SLP	Adjunct Clinical Educator	235/A	630-617-3555	lauren.greenberg@elmhurst.edu
V. Jay, Ph.D., CCC-SLP	Visiting Clinical Educator	227	630-617-6123	victoria.jay@elmhurst.edu
J. Kremkow, Ph.D. CCC-SLP	Graduate Program Director/Associate Professor	246	630-617-3263	jennifer.kremkow@elmhurst.edu
K. Malesevic, AuD.	Adjunct Faculty	235/A	630-617-3555	karyn.malesevic@elmhurst.edu
A. Mead, CI/CT, NIC Advanced	Adjunct Faculty	235/A	630-617-3555	annmarie.mead@elmhurst.edu
N. Meer, MHS, CCC- SLP	Adjunct Clinical Educator	235/A	630-617-3555	nancy.meer@elmhurst.edu
D. Morean, Ph.D., CCC-SLP	Assistant Professor	249	630-617-5190	diane.morean@elmhurst.edu
J. Petru, M.S., CCC-SLP	Adjunct Clinical Educator	235/A	630-617-3555	jan.petru@elmhurst.edu
J. Pontrelli, M.S., CCC- SLP/L	Adjunct Faculty	235/A	630-617-3555	Jenelle.pontrelli@elmhurst.edu
S. Vargas, Ph.D., CCC-SLP	Clinical Educator	230	630-617-6429	susanna.vargas@elmhurst.edu
S. Wu, M.A., CCC-SLP	Adjunct Faculty	235/A	630-617-3555	sarah.wu@elmhurst.edu

MISSION OF THE UNDERGRADUATE PROGRAM IN CSD

The mission of the Undergraduate Program in Communication Sciences and Disorders is to provide students with the scientific and cultural foundations of the development of typical human communication, communication differences, and communication disorders across the lifespan. Students will exhibit the knowledge and skills necessary to be prepared for graduate study and meaningful and ethical work in areas related to speech-language pathology, audiology, speech and hearing sciences, health sciences, human services, and education, using a framework driven by evidence-based practice. Students will actively engage in the pursuit of intellectual excellence and self-formation, demonstrating the commitment, integrity, and compassion necessary to be socially responsible in a culturally and linguistically diverse, global society.

MISSION STATEMENT OF THE ELMHURST UNIVERSITY SPEECH-LANGUAGE-HEARING CLINIC

The Elmhurst University Speech-Language-Hearing Clinic is dedicated to being a widely recognized provider of quality services for individuals with speech, language and hearing problems. The clinic works in conjunction with the Communication Sciences and Disorders Program (CSD), which is dedicated to providing quality education for students preparing for certification in speech-language pathology and audiology. The clinic abides by the American Speech-Language-Hearing Association (ASHA) Code of Ethics. All clinicians and clinical educators must be familiar with the ASHA Code of Ethics, maintain professional standards, and show respect for human dignity.

The Communication Sciences and Disorders Program and the Speech-Language-Hearing Clinic serve two major functions:

- 1) To provide training for students in speech-language pathology and audiology; and
- 2) To provide clinical services for clients with speech, language, and hearing problems.

All services, whether part of the clinical practicum, part of an academic course, or related to private practice, are the responsibility of the Speech-Language-Hearing Clinic and fall under its direct review.

STUDENT LEARNING OUTCOMES (SLOs) OF THE CSD UNDERGRADUATE PROGRAM

Knowledge

- 1) Describe the anatomical, physiological, and neurological structures and processes involved in speech, language, hearing, and swallowing functions.
- 2) Describe characteristics of typical versus atypical communication skills across the lifespan.
- 3) Explain the linguistic and acoustic characteristics and etiologies of prevalent communication disorders.
- 4) Describe the social-emotional, sensory, motor, and cognitive correlates of communication across the lifespan.
- 5) Explain scientifically driven, evidence-based principles of assessment and treatment of communication and swallowing.

Skills

- 6) Transcribe normal and disordered speech and language production using standard disciplinary conventions.
- 7) Demonstrate skills that contribute to the provision of providing culturally and linguistically responsive assessment and intervention services to diverse populations.
- 8) Demonstrate effective oral communication skills to present disciplinary information accurately and clearly.
- 9) Demonstrate effective written communication skills that conform to information literacy and disciplinary standards.
- 10) Apply critical thinking and analysis of scientific evidence to solve clinical problems related to prevention, assessment and treatment.
- 11) Demonstrate essential functions and professional ethics as required for engagement in clinical practicum.

Speech-Language-Hearing Clinic

The Speech-Language Pathology Program was established in 1946 as a program in speech correction. Both the program and the clinic were established by Marjorie Cochran-Hessler with the support of C.C. Arends, Chairman of the Speech Department. Ms. Cochran had just completed her master's degree under the direction of Helmut Myklebust at Northwestern University. The Program and the Clinic were moved from Kranz Hall to Irion Hall in 1979 and then to Circle Hall, recently renamed and dedicated to Jean Koplin Memorial Hall in 2021. The clinic contains seven treatment rooms with adjacent observation rooms, faculty

offices, a well-equipped materials room, student resource room and child-size restroom. We recently added a well-equipped voice and swallowing center.

Essential Functions for Clinical Practicum

In addition to the program requirement of satisfactory academic achievement, students must demonstrate competence in cognitive, physical, professional, and behavioral abilities that are necessary for satisfactory mastery of the curriculum and appropriate clinical service delivery. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on the abilities that are included in what are known as the essential functions of the academic and clinical program required for graduation.

The program in communication sciences and disorders at Elmhurst University adheres to the standards set by the American Speech-Language-Hearing Association (ASHA). Faculty in the Program have a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the program. Thus, it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology.

In order to fulfill this responsibility, the Program has established academic standards and minimum essential requirements to participate in the graduate program. When requested, the University will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum CDS requirements. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to ensure that the candidate can meet the essential functions of the clinical program required for appropriate clinical service delivery and graduation. Essential functions, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation.

PHYSICAL ABILITIES

- Participate in professional responsibilities/activities for up to four-hour blocks of time with one or two breaks.
- Move independently to, from, and in work setting
- Provide for one's own personal hygiene
- Manipulate screening/diagnostic materials, including completion of screening evaluation protocols
- Effectively implement necessary treatment/behavior plan appropriate for the client, including the use of materials/instrumentation and data collection
- Provide a safe environment for others in responding quickly to emergency situations such as fire or choking, and in the application of universal precautions
- Visually monitor client responses and materials
- Make accurate judgments about linguistic and/or acoustic signals

BEHAVIORAL AND SOCIAL ATTRIBUTES

- Maintain emotional and mental health required for the use of intellectual abilities
- Complete academic and clinical responsibilities by established due dates
- Demonstrate regular and on-time class and meeting attendance
- Demonstrate appropriate relationships with clients and colleagues
- Maintain composure and emotional stability in demanding situations
- Adapt to changing environments and situations
- Communicate effectively using appropriate pragmatic skills with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener
- Understand and respect authority
- Maintain appropriate professional behavior
- Participate in collaboration with other professionals
- Speak English intelligibly, including the ability to model English phonemes
- Comply with all program, administrative, legal, and regulatory policies

COGNITIVE ABILITIES

- Demonstrate the mental capacity to learn and assimilate professional information, including the ability to comprehend professional literature and reports
- Solve clinical problems through critical analysis
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines
- Generate discipline-specific documents and clinical reports in English
- Analyze, synthesize, and interpret ideas and concepts in academic and diagnostic treatment settings
- Maintain attention and concentration for sufficient time to complete clinical activities for up to four-hour blocks of time with one or two breaks
- Demonstrate university-level writing skills as evidenced by written assignments

Procedures for Essential Functions Dissemination:

- The List of Essential Functions for the CSD program will be included with admission to the major and will be referred to in practicum courses. This form will include a signature line for students to sign acknowledging that they have received the List of Essential Functions.

Procedure when a student does not meet an essential function

- Instructors and/or clinical supervisors may identify a student who is not displaying an essential function.
- The instructor/clinical supervisor will notify the program director/advisor of the concern and need for intervention.
- The instructor/clinical supervisor, program director/advisor and student will discuss the need for intervention with the student and write a remediation plan (i.e., academic remediation form, clinical remediation form) that describes the course of action to correct the deficiency and timeline.
- Documentation of the meeting and the remediation plan will be placed in the student's file.
- If the student is not able to successfully complete remediation to demonstrate the required essential functions, despite reasonable accommodations and reasonable levels of support from the faculty, the student will be dismissed from the CSD program. The student may be eligible for other degree programs at the University.

Professionalism

As noted in the Essential Functions above, the CSD faculty expect students in the CSD major to have courteous and professional interactions, no matter what form the communication takes. We expect professional behavior for encounters with faculty, staff, fellow students, and individuals at clinical observation or service learning sites. Your education in CSD depends on the cooperation of many individuals inside and outside Elmhurst University. When you maintain a high standard of professional behavior, you lay the groundwork for future groups of students to benefit from these interactions.

We encourage all students to be familiar with and to comply with American Speech-Language-Hearing Association's Code of Ethics: <https://www.asha.org/Code-of-Ethics/>

Email Account and Correspondence/Information to Students

Faculty and staff in CSD send critical course and program information for students electronically to their Elmhurst University email address. Students must use the Elmhurst University email account for all clinic-related correspondence. This is related to HIPAA guidelines. Further discussion of this will occur in clinical practicum courses.

Students Resources – Scholarship Opportunities

The CSD Department makes scholarships available to full-time CSD undergraduate majors and first-year graduate students. The CSD Department will post information about these opportunities during the fall term of each year. Award decisions involve a combination of demonstrated financial need, faculty recommendations, academic accomplishment, and potential as a professional in speech-language pathology or audiology. Some of these scholarships are specifically awarded to students who demonstrate an interest in autism, some are awarded to undergraduate women who are involved in the campus community,

and others are for students who demonstrate a commitment to lifelong learning, critical thinking, self-improvement, and contributions to society.

CSD UNDERGRADUATE PROGRAM POLICIES

Program Participant Agreement Statement

As a student in the CSD program in Speech-Language Pathology, you will be asked by the Clinic Director to electronically sign and date a statement indicating that you have read the contents of this handbook, including but not limited to the Essential Functions document; that you have asked questions as needed and understand the contents; and that you agree to abide by the policies expressed therein. Record of your signature will be kept within the Department.

Academic Requirements for the BA or BS in Communication Sciences and Disorders

CSD Major Requirements 2020-2021 Catalog

REQUIRED COURSES		
Course Number and Name	Prerequisite	Credits
CSD 200 Introduction to Communication Sciences and Disorders		.5
CSD 205 Clinical Phonetics	2 nd term sophomore standing, 3.00 GPA	1
CSD 234 Anatomy and Physiology of Speech and Hearing	2 nd term sophomore standing, 3.00 GPA	1
CSD 237 Applied Linguistics for the Speech-Language-Hearing Sciences	2 nd term sophomore standing, 3.00 GPA	1
CSD 339 Introduction to Audiology	CSD 234, junior standing and a 3.20 GPA	1
CSD 341 Speech Sound Disorders	CSD 205 and 3.20 GPA	1
CSD 344 Speech Science	CSD 205, physical science course, 3.20 GPA	1
CSD 345 Professional Writing in Speech-Lang Pathology	ENG 106, CSD 341, CSD 390, 3.20 GPA	1
CSD 390 Language Development and Disorders	CSD 237, CSD major, junior status, and 3.2 GPA	1
CSD 433 Neurological Bases of Communication	CSD 234, biological science course and 3.20 GPA	1
CSD 455 Aural Rehabilitation	CSD 339, 3.20 GPA	1

REQUIRED CLINICAL PRACTICUM		
CSD 450 Beginning Practicum: Clinical Methods and Diagnostics	CSD 390, CSD major, junior status, 3.2 GPA.	1
CSD 477 Experiential Learning and Assisting in Clinical Practicum (repeatable for credit)	CSD major, CSD 341, CSD 390, CSD 450, clinic director consent, 3.20 GPA	.5

ELECTIVES (One is required for CSD major)		
CSD 100 Introduction to Sign Language		.5
CSD 101 Sign Language I	CSD 100 or consent of instructor	.5
CSD 102 Sign Language II	CSD 101 or instructor consent	1.0
CSD 242 Towards Understanding Autism		1
CSD 247 Dementia, Alzheimer's and Related Cognitive Disorders: Principles and Practices for Health and Human Service Providers	Sophomore status, SPRING semester	.5
CSD 340 Fluency Disorders	CSD 237, 3.20 GPA and junior standing	.5
CSD 356 Children at Risk from Birth to Five	Junior status or sophomore with instructor consent	1
CSD 376 Principles and Methods for Medical Settings in Speech-Language Pathology	CSD 450	.5
CSD 381 The China Experience		.5

CSD 382 Global Perspectives in Comm Dis: Costa Rica		1
CSD 476 Language Stimulation and Enrichment Experiences	CSD 390, CSD 450	.5

OTHER ELECTIVES		
CSD 468 Internship in Speech-Language Pathology	Through CPE	
CSD 492/292 Independent Study in Speech-Language Pathology	Instructor consent	25, .50
CSD 495 Honors Independent Research	Consent of the faculty supervisor and the director of the Honors Program	.5

Foundational Science Requirements for the CSD Major

The BA or BS in CSD prepares students for a range of human services fields, but many students plan careers in speech-language pathology or audiology. Both of these professions require a graduate degree to practice as a licensed speech-language pathologist or audiologist. One element that enhances student preparedness for graduate admission is the completion of the common pre-requisites for the graduate programs. These include foundational science and math courses. See <https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/> for more details on acceptable courses.

Students completing the CSD major must take foundational science and statistics courses that meet the requirements for ASHA Certification as a Speech-Language Pathologist. These courses should also meet the Elmhurst University Integrated Curriculum (ECIC) requirements for the Elmhurst University degree. ASHA certification requires completed coursework in:

- physical sciences (physics or chemistry)
- biological sciences (human or animal biology, such as a course in biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
- social/behavioral sciences (psychology, sociology, anthropology or public health)
- statistics (stand-alone course)

Students should complete these foundational courses prior to enrolling in upper-level courses in CSD. The foundational course in **physical sciences is a pre-requisite for CSD 344** (Speech Science), and the foundational course in **biology is a pre-requisite for CSD 433** (Neurological Bases of Communication).

Students may meet these requirements by taking a designated Elmhurst University course, by taking a course that is the transfer equivalent, or by getting credit for an equivalent course by testing out of the course (e.g., AP credit). The listed courses are those meeting the requirements that do not have a pre-requisite course at the University.

The **Elmhurst University graduate program only considers grades of a C- or higher grade in these courses as meeting the requirement**. The grade minimum may vary by program, so you will need to determine the grade requirement of the graduate programs to which you apply.

Courses at Elmhurst University that fulfill both ECIC and CSD Major requirements for foundational sciences and statistics include:

1. Physical Sciences (PS)
 - PHY 101 Physical Science, PHY 111 Introductory Physics I (intended for students of speech-language pathology with less math background) or PHY 121 General Physics I (more math intensive, Calculus required)
OR
 - CHM 100 Chemistry in the Natural World, CHM 101 General Chemistry
 - Note: Meet this requirement prior to enrolling in CSD 344.
2. Life Sciences (LS)
 - BIO 100 Principles of Biology, BIO 104 Human Biology, or BIO 200 General Biology I.
 - Note: Meet this requirement prior to enrolling in CSD 433.

3. Social-Behavioral Science (may meet Cognitive and Behavioral Sciences (CBS) or Social Political Analysis (SPA) requirements of ECIC)
 - CBS: Psychology 210 Intro to Psychology OR SOC 211 Society and the Individual
OR
 - SPA: SOC 212 Cultural Anthropology
4. Separate Course in Statistics (meets Quantitative Reasoning tag for ECIC)
 - MTH 345 Elementary Statistics OR MTH 346 Statistics for Scientists (requires MTH 151 Calculus or equivalent)
OR
 - PSY 355 Stats for Scientific Research

Readiness to Pursue Professional Educator License

Approximately half of speech-language pathology jobs are in schools. As a result, students in the CSD major are strongly encouraged to prepare for the requirements of a Professional Educator License (PEL) in Illinois. The PEL (non-teaching) with an endorsement in speech-language pathology requires completion of a course introducing the student to the characteristics of children with cognitive, social, emotional and physical disabilities, as well as the educational principles applicable to them. This course is typically entitled, *Learners with Exceptionalities* or *Methods of Instruction for PK-12 Learners with Exceptionalities*, EDU 223 at Elmhurst University.

Regarding basic skills testing, in August 2019, the Illinois Governor signed SB1952 that eliminates the Basic Skills testing requirement. However, students are always advised to refer directly to the website for current information about PEL requirements: <https://www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx>.

Admission and Retention Requirements for the CSD Major

Students in the CSD major must meet minimum grade requirements. The purpose of these requirements is so that students who pursue the major have a good chance of admission to graduate programs in speech-language pathology, audiology and related human services fields. A graduate degree is required to practice as licensed speech-language pathologist or audiologist.

Students must have an Overall (cumulative) 3.0 GPA to begin the following 200-level core courses in CSD: CSD 205, CSD 234, and CSD 237. Students who earn any grade lower than a C (C-, D+, D, D-, F) in these core courses or more than one C in these core courses are not eligible for the CSD major. If a student receives a grade of C- or lower in a 200-level course, they have the opportunity to retake the class (per the policy outlined in the Elmhurst University Catalog) and improve their grade for entry into the major.

To declare the CSD major, students must have completed the core courses (i.e., CSD 200, CSD 205, CSD 234, CSD 237) and earned an Overall (cumulative) 3.2 GPA or higher. Students are also required to have earned a B or better in English 105 (Composition I) and English 106 (Composition II) or their equivalents. Students who otherwise meet the requirements to enter the CSD major but earn a B- or any C grade in English 106 must take English 201 (Composition III) and earn a B or better to qualify to enter the CSD major.

Enrollment in a clinical practicum is contingent upon an earned Overall (cumulative) 3.2 GPA or higher and the clinic director's approval of the student's demonstration of essential functions required for clinical service delivery as detailed in the CSD Student Handbook.

To remain in the CSD major, students must have an Overall (cumulative) 3.2 GPA by the end of their junior year (i.e., before completing the final two semesters and/or 8 remaining credits for graduation). Students who do not have a 3.2 GPA by this designated time must drop the CSD major and declare another major. If a student fails to declare a non-CSD major, the Office of Advising will change their major to "Open," and students will no longer be able to register for 300-400-level CSD major courses. Students unsure about what major to select are encouraged to consult the Center for Professional Excellence, register for CPE 299, or make an appointment with the University Office of Advising to discuss selection of a major. Students who later restore their cumulative GPA to the 3.2 standard may re-enter the CSD major, meet with a CSD faculty advisor, and register for CSD major courses.

Class Attendance

The Communication Sciences and Disorders Department of Elmhurst University is committed to maintaining the highest standards of academic, clinical, and professional integrity. Faculty have a responsibility for the welfare of clients affected by students enrolled in the program. Thus, students must demonstrate competence in physical, cognitive, behavioral, and social abilities that are necessary for satisfactory mastery of the curriculum and learning outcomes; the ability to demonstrate regular class attendance and meet responsibilities in a timely manner is one of the Essential Functions as outlined in the CSD program handbook. The CSD attendance policy serves to provide an environment free of disruption and distraction that is conducive to students' learning and development of knowledge and professional skills that are necessary to practice speech-language pathology, audiology, and related human services professions.

Attendance: In accordance with the University's policy, attendance at all academic and clinical meetings is expected. Students who demonstrate a pattern of non-attendance and/or tardiness will earn a reduced final course grade. The definition of tardiness and the amount of point/grade reduction for non-attendance and tardiness are at the discretion of the instructor and will be detailed in the course syllabus; students are responsible for all course syllabi material. At their discretion, instructors may also elect to include attendance and participation as a graded item for which students earn points. The student assumes full responsibility for material or information missed due to absence. If you are absent, it is your responsibility to arrange to obtain the handouts, notes, assignments, notes about assignments/quizzes/exams, etc. from Blackboard and a classmate. If you are absent on a day that an assignment is due, you must submit the assignment by the due date/time as specified by the instructor. Make-up quizzes/exams or extensions will be permitted only following written documentation of the necessity of an excused absence (i.e., student illness, medical emergency of the student/dependent/spouse, funeral or wake of an immediate family member, jury duty, or participation in Elmhurst University events that are pre-approved by the instructor in advance. This policy does NOT accept personal travel plans as excused absences). To ensure consistency and fairness to all students, individual exceptions that do not meet these requirements for an excused absence will not be granted.

Documentation. Course instructors may require written documentation to verify the cause of absence; if so, the policy will be stated in the course syllabus, and students must abide by the policy if they request that the absence be excused. The department considers verifiable documents those which an outside agency or source can validate, with a date and time of service/event and original signature. Examples of verifiable written documentation include an official physician's note, ER visit note, or other service provider note. Students must provide documentation of absence on the next day of class attendance in order to have the absence excused.

UNDERGRADUATE CLINICAL PRACTICUM

Observation Hours

ASHA requires students to obtain 25 clock hours of guided observation of treatment or evaluation. Practicum students must satisfy this requirement prior to working directly with a client. You will gain a broader perspective of the types of disorders treated by speech-language pathologists and audiologists during observation experiences. The more clients you observe, the more comfortable you will feel about starting therapy. Once you complete your guided observation hours, any treatment you do counts as therapy hours. You will need 400 clinical hours by the end of your graduate program.

Every time you observe in the Elmhurst University Speech-Language-Hearing Clinic or in other clinical settings, you must have your Record of Guided Observation Hours Form, (see list of clinic forms) signed by the ASHA-certified clinician conducting the treatment or evaluation. You must also obtain the supervisor's ASHA number. Documented correspondence must occur between the observer and the supervisor regarding the session to ensure the observation is guided. A written summary is required for each observation as specified by the instructors in CSD 200 and 450. Procedures related to obtaining and documenting observation hours will be reviewed in these courses.

Assignment of Clients-CSD 477

Students will be assigned clients as well as a clinical educator. Client assignments will be given during CSD 477 class meetings in the early part of each term. You may not begin treating your client until AFTER you have read the practicum handbook. A background check must also be submitted to the CSD 477 course instructor.

Scheduling of Clients-CSD 450 and 477

Clients (observation and treatment) are scheduled by Clinical Faculty. Students must have at least TWO days where their schedule is open from 3:00 to 6:00 pm. If you do not have any time open during these hours scheduling may be difficult, and we cannot guarantee that you will have a client to observe or treat.

Clinic Procedures

Background Checks and Finger Printing

Students enrolled in CSD 477 must complete a criminal background investigation during the beginning of the first term they are enrolled. This procedure will be discussed the first week of class. Background checks must be completed and submitted to the instructor of CSD 477 prior to receiving a client assignment.

The background check includes fingerprinting. Students will be given information on how to complete the background check. There will be options on campus that will be presented. Specific days and times will be announced to allow for timely completion. Certain felony, sex, narcotic, and drug convictions prohibit certification and/or employment in school districts in Illinois as specified by the Illinois School Code. A student who has been convicted of a felony, narcotics, drug, or sex offense will not be able to have direct contact with clients. Students are advised to immediately disclose any prior convictions to the Clinic Director.

Immunizations

Students enrolled in any practicum course must provide evidence of the following prior to participating in clinic each fall term:

- TB test (within the last year)
- Flu Shot

Students may contact the Wellness Center on campus as needed (630-617-3565).

Permanent Client Files

Permanent client files are kept in a locked cabinet and can only be accessed during posted hours in room 237. Students can review files in the file room, in therapy rooms, or in clinical educator offices. The student resource room is used only during specific times, when HIPAA compliance can be ensured (on a scheduled day to review files, not throughout the semester). Specific procedures will be reviewed at the beginning of each term in Practicum classes.

Supervisory Meetings (See Forms: File Review Checklist, Maintaining Your 1st CCC's)

A mandatory supervisory meeting will be held prior to the initial therapy session. It is the student's responsibility to contact the assigned clinical educator(s) in order to schedule an initial meeting. Before this initial supervisory meeting, students must be familiar with all material in the client's permanent folder. This includes information regarding primary disorder, etiology, prior and/or concurrent treatment and evaluations, specific communication strengths and areas of deficit. The File Review Form should be completed (typed) prior to initial meeting with supervisor and turned into the CSD 477 instructor.

Students must meet with the clinical educator for each of their clients at least once a week throughout the term when they are conducting therapy. Students need to be prepared to discuss specific therapy plans, goals, procedures, etc. for each client. The time/day of these meetings will be determined by the clinical educator. These are mandatory meetings. A percentage of the Practicum grade is based on attendance at and participation in these meetings. A variety of forms may be used to assist the undergraduate clinician as they prepare for treatment sessions. These will be reviewed in CSD 477.

Name Badges

The State of Illinois requires all licensed individuals who provide health related services to wear a name badge in all activities that involve clients. This requirement also applies to students. Consequently, ALL individuals (clinical educators and students) who provide treatment to clients or supervise and students who observe treatment activities **MUST** wear a name badge during all interactions within the clinic. You will be given a name badge prior to the start of clinic in the first fall term. The first badge is provided at no cost. If you come to clinic to provide therapy or observe, you **MUST** wear your **permanent** name badge. If you forget this name badge, the clinic administrative assistant will issue a temporary badge. If you need a permanent replacement, please let the clinic administrative assistant know, and she will make a permanent replacement name badge for you.

Professional Dress

Student clinicians and student observers are expected to maintain professional dress standards. These standards are expected during ANY AND ALL clinical situations. This includes screening activities, diagnostic evaluations, therapy sessions and observation. This also includes ANY time that you are in the clinic area (meeting with supervisors, working on projects whether academic or clinic related, or looking at materials).

- A. **When setting up for and conducting therapy:** Student clinicians are required to wear the designated clinic uniform. This consists of the Elmhurst University Speech-Language-Hearing Clinic shirt, black or gray business casual pants (can be straight, ankle cropped, or boot cut (NO leggings), flat, closed-toe shoes of a neutral/solid color (black, nude, gray), name badge, and watch. Smart watches are allowed, but there is a ZERO tolerance for using any feature outside checking the time during a therapy session (absolutely no reading texts/email). In addition, hair should be kept off the face so that it does not interfere with clinical work and will not be accessible for clients to pull. Jewelry should be kept to a minimum.
- B. **When observing:** Student observers are required to wear black or gray business casual pants (can be straight, ankle cropped, or boot cut (NO leggings), and flat, closed-toe shoes of a neutral/solid color (black, nude, gray). A "clinic appropriate" top is required (see list below for guidelines).
- C. **When in the clinic area, but not conducting therapy:** The clinic uniform is not required; however, you must wear "clinic appropriate" attire. See the list below.

The following items are **NOT** acceptable for students while in the clinic area:

1. Ripped jeans, low-cut pants exposing the midriff or back, or shorts
2. Strapless or transparent dresses or tops
3. Skirts more than 2 inches above the knee
4. Shirts or tops that expose the chest, back or midriff
5. T-shirts, low cut tops, tank tops, or spaghetti strap tops
6. Work boots or excessively high heels
7. Long jewelry or lanyards worn around the neck, elaborate or large jewelry

Practicum grades will be lowered if professional dress standards are not maintained as this is a violation of the Essential Functions.

Day of Session

All therapy materials should be fully prepared (example: pictures cut out) after the lesson plan is approved. Allow at least **30 minutes** prior to the start of your session to have all therapy materials ready in your therapy room (if there is not another session in the room). If you are participating in a teletherapy session, you must be in the Zoom session at least 10 minutes prior to the start of the session. Supervisors may look for you immediately prior to your session to check your materials and to see if you are appropriately prepared. Any last-minute changes to a lesson plan must be approved by your supervisor and then amended in your typed lesson plan. Your grade will be impacted if you are not fully prepared for sessions.

Meeting the Client-CSD 477 (for in-person sessions)

Clinicians are required to meet the client in the reception area promptly at the designated time for therapy. Clients and clinicians should wash their hands prior to each session. When the session is completed, escort your client back to the reception area or to the adult responsible for the client's care. Do NOT leave a child unsupervised in the reception area. The student clinician is responsible for the client's welfare until an adult meets the client. Locate your clinical educator or clinic director if assistance is needed.

Day of Therapy Session Policy (Teletherapy):

All digital and tangible therapy material should be fully prepared (e.g., tabs open on the computer). You must be in the HIPAA compliant Zoom room at least 10 minutes prior to the start of your session. Any last-minute changes to a lesson plan must be approved by your supervisor and then amended in your typed lesson plan. Your grade will be impacted if you are not fully prepared for sessions. Make sure you are dressed appropriately. It is the responsibility of the clinician to wait fifteen minutes for a client to arrive. The clinician may telephone or email the client within the fifteen-minute timeframe to check on their status or estimated time of arrival. The clinician may use their own telephone but must adhere to HIPAA guidelines regarding privacy while telephoning. The student clinician is not required to see a client who arrives more than 15 minutes late, although you may decide to do so. Immediately consult with your clinical faculty/clinical educator regarding any change in the time of your session.

Absences

All absences, either the clinician's or the client's, are to be recorded in ClinicNote, the EUSLHC electronic medical record (EMR) system. Attendance data will be used at the end of the semester to document direct treatment time.

Client's Absence

When a client telephones to say he/she is unable to keep an appointment, the clinic administrative assistant or person taking the message will contact the clinician and clinical educator by telephone and/or email and will place a purple note on the CANCELLATIONS bulletin board in the drawer at the outer reception desk. Since contact cannot always be made, it is the clinician's responsibility to check the Cancellation bulletin board upon entering the clinic prior to therapy room set up on days when therapy is scheduled. If a graduate clinician has an undergraduate student assisting, they should also try to contact their assistant to let them know about the cancellation. If your client cancels a session, you are still required to attend the weekly meeting unless directed otherwise by your clinical educator.

NOTE: In the case of illness, clients should be symptom free for 24 hours before returning to the clinic.

It is the responsibility of the clinician to wait fifteen minutes for a client to arrive. You are not required to see a client who arrives more than 15 minutes late, although you may decide to do so. Consult immediately with your clinical educator regarding any change in the time of your session. You also must make sure a room is available for use. A client, who misses more than one session without notifying the clinician or clinic, may be dismissed. Remind the client of this policy after the first absence, following a discussion with the clinical educator.

Clinician's Absence

It is the responsibility of the student clinician to be present for each session with the client. If it is necessary to be absent from a session due to illness or emergency, **the student is responsible for notifying the clinical educator as soon as possible**. Contact your clinical educator FIRST.

Undergraduate assistants (CSD 477) should have the contact information (email/phone) with them for the graduate student they are working with in case an emergency situation arises.

Make-up Sessions

If the client is absent, make-up sessions are arranged at the discretion of the clinical educator. Bear in mind that you must accumulate clock hours and the clients sign an attendance policy for the term. It is of mutual benefit for the client and clinician to make-up canceled sessions whenever possible.

If the clinician is absent, the therapy time must be re-scheduled. You must also sign up to use a therapy room indicating the date needed. See the Clinic Director regarding this immediately. It is very important to keep the therapy room schedules accurate.

Failure to Meet the Client

Clinicians who fail to attend a therapy session or cancel a client's therapy without first notifying the clinical educator or arrive more than five minutes late for a therapy session are subject to severe disciplinary action, including removal from the client assignment.

Client's Medical Record File (Permanent Clinic File and in ClinicNote)

The client's medical record file is a legal document and can be used in a court of law as evidence. The rules governing materials in the folders are important and must be adhered to. Our clinic files must reflect the highest professional standards yet must be flexible enough to be used as training and research tools. With many students needing access to the contents of the files, the problem of monitoring becomes a serious one requiring strict rules.

Important forms in the client's medical record file:

a. Inventory Sheet for Permanent Clinic Folder

Each Permanent Clinic Folder should have an Inventory Sheet located in the left inside cover. Each time a report is filed, it must be entered on the Inventory Sheet. Each entry must be dated, and the name of the clinical educator and student entered. Each time a copy of a report is sent out, a notation must be made indicating the date and the person or agency to whom the report was sent. The Inventory Sheet also includes a place to mark whether a signed Release Form is on file. No reports can be released without a signed release form specifically indicating where the report may be sent.

b. Release of Information

A client or parent may be asked to electronically sign a Release of Information form authorizing the Elmhurst University Speech-Language-Hearing Clinic to release and receive information obtained about the client with other designated professionals. The Consent to Release Information form authorizes an outside agency to release information to our clinic. These forms are located on the left inside cover of the folder, under the Inventory Sheet. If a request for a report comes from another agency, the student clinician must immediately notify the clinical educator. Reports may, of course, be provided to the client or parent without a signed Release of Information form. If the parent or client declines to sign the Release form, this must be indicated on the Inventory Sheet. Signed permission must be obtained if, at a future date, the client wishes to have information from the file shared with other professionals.

c. Record of Telephone or Personal Contacts

Frequently, information about the client is obtained through parent conferences, telephone calls, school visits, emails, etc. At all times, pertinent information derived from these sources should be recorded, dated and signed for placement in the Permanent Clinic Folder. All communications to or from other agencies should be completed by clinical educators. The Record of Contacts Form, located on the left side of the client's folder, should be used for recording all contacts.

d. Contents of Clinical Folder Checklist

At the beginning of each term, the graduate student clinician is responsible for completing a Content of Clinical Folder Checklist for each client's folder. Use the checklist to indicate which documents are included in the client's folder and which documents are missing from the client's folder. Arrange all existing documents in reverse chronological order (with the most recent document on top).

Any reports or forms having multiple pages must be stapled together. Loose sheets and paper clips are not acceptable. After completing the checklist and organizing the folder, obtain your clinical educator's initials on the Contents of Clinical Folder Checklist form. The Contents of Clinical Folder Checklist should be located on the left inside cover of the folder, under the Record of Contact form.

e. HIPAA

- **HIPAA Guidelines: (See Appendix F)**
HIPAA guidelines will be reviewed at the beginning of each semester. Students must pass a quiz on HIPAA guidelines in CSD 477.
- **HIPAA Privacy Officer:**
The Clinic Director is the HIPAA Privacy Officer for the CSD Department. If you observe any violations of HIPAA guidelines, inform the Clinic Director immediately.
- **HIPAA form**
This form pertains to The Health Insurance Portability and Accountability Act. Clients are required to sign this form when they begin therapy at the EUSLHC. It explains the clinic's policies regarding HIPAA.
- **HIPAA Authorization for Family Members/Friends form:**
Adult clients may be asked to electronically sign the HIPAA Authorization for Family Members/Friends, so that the Elmhurst University Speech-Language-Hearing Clinic (EUSLHC) can obtain written authorization to release protected health information to designated family members and/or friends. This permission may include details about speech therapy sessions, speech-language evaluations, therapy updates, and/or end of semester conferences.

Lesson Plans and SOAP Notes

Lesson Plans and SOAP or follow-up notes must be completed for each session by all students providing treatment in the clinic. In order to assure client confidentiality, clients are to be identified only by XX or "the client" on Lesson Plans and SOAP notes. Due dates/times for Lesson Plans and SOAP notes should be discussed with individual clinical educators. Lesson Plans and SOAP notes are to be typed using a professional writing style.

Evidence-Based Practice

ASHA's position is that current research be integrated into all clinical practice and decision-making. Students will be guided through this process as part of practicum course work. Evidence from current literature for therapy that is provided to each client in the clinic will be addressed.

Semester Treatment Progress Reports

At the end of the term, students in CSD 477 need to share treatment data with their graduate clinician. Class assignments may include practice in writing sections of the treatment report.

The Dr. Victoria L. Jay Clinic Resource Center

The Elmhurst University Speech-Language-Hearing Clinic is extremely fortunate to have the Dr. Victoria L. Jay Clinic Resource Center for use by student clinicians. Your cooperation is necessary to keep this room organized and clean. Use of the items in the Resource Center is a privilege afforded to all students enrolled in practicum. Out of consideration for your fellow students, please return all borrowed materials at the end of each therapy session. Clinic materials may not be left in therapy rooms or in lockers between sessions or overnight. In addition, all materials should be returned to the exact spot from which they were borrowed. Further, all parts of various materials should be returned together. For example, all puzzle and game pieces should be put together in the appropriate box or container, dolls should be returned with the appropriate clothing, markers should be returned with the caps on, etc.

Testing materials are available for check-out and can be found in the clinic administrative assistant's office. All testing materials must be signed out and checked back in.

In addition, there are several I-pads available for student use in treatment sessions. Check out procedures will be discussed in class. Students who are unable to comply with these procedures will be asked to supply their own materials for therapy. It is suggested that you purchase a plain clipboard to use for data collection within sessions.

Infection Control

Appropriate education and training with regard to communicable and infectious disease policies will be presented throughout the clinical courses and clinical experiences. Minimal "Standard Precautions" such as hand washing and disinfection are expected when interacting with clients. All non-disposable items (toys, etc.) that come in contact with the client's saliva must be washed with soap, bleach, and water before use with another client. DO NOT RETURN THESE MATERIALS TO THE RESOURCE ROOM SHELF WITHOUT FIRST DISINFECTING THE MATERIALS.

Student clinicians are susceptible to contracting illnesses due to working in close proximity to clients (e.g., droplet transfer of small particles of moisture such as those expelled during speech or a sneeze). Routine use of aseptic procedures reduces the probability of disease transmission. Students have an ethical and legal obligation to provide a safe environment for their clients, themselves, and fellow student clinicians and clinical staff. Follow the handwashing, latex glove, and disinfection procedures posted on BlackBoard before and after each session.

Therapy Rooms

Therapy rooms will be open during clinic hours and will be locked at the end of the day by Campus Security. When you are finished with your last session, please turn off the lights and close the door. Periodically check all material located in the therapy rooms using the checklist that is in each room. Let the clinic director or your clinical educator know if you need any items that are supposed to be in the room and may have been used. Therapy rooms are to be used ONLY for treatment. They are not study areas or places to meet with other students. Eating in therapy rooms is prohibited. You CAN use therapy rooms when you need to review a client file during the term. See the clinic administrative assistant to determine which room is available.

Clinician Evaluation and Practicum Grades – CSD 477

At the end of each semester, an evaluation of each student's clinical performance is made by the clinical educators who have observed the student's clinical work. The practicum grade is based on:

- 1) Written Work: Lesson Plans, SOAP notes, therapy progress reports judged on content, grammar, organization, professionalism and neatness.
- 2) Therapeutic Skill: Clinicians are judged on their ability to spontaneously adapt to the need for change, variety of therapeutic techniques, management of the client, relationship to the client and appropriateness of techniques.
- 3) Interpersonal Skills/Professional Behaviors and Attitudes: Conscientiousness, ethics, punctuality, ability to relate to the client and the client's family members, and appropriate attire. Demonstrates the Essential Functions.
- 4) Responsibility in monitoring of equipment and supplies and following clinic policies and procedures.
- 5) Attendance and participation in supervisory meetings.

Clinicians should review the Undergraduate Student Performance Evaluation. This form will be used by the clinical educators to evaluate clinical performance. Be aware that clinical educator expectations change as a clinician moves through the program.

Individual therapy sessions will be evaluated throughout the term by your clinical educator. The Clinical Educator Feedback Form may be used by your clinical educator, and you will also be given verbal feedback about individual therapy sessions.

Record of Clinical Hours

It is the responsibility of the student to know the Illinois State Certification and ASHA Certification requirements. The student must keep a record of supervised therapy in order to know what requirements have been fulfilled. The following form is available for this purpose. This form will be reviewed in Practicum classes and completed at the end of each term.

- Final Summary of SLP Hours

Student Evaluation of Clinical Educator

At the end of each term of practicum, clinicians will have the opportunity to evaluate clinical educators using the Student Evaluation of Clinical Educator **Form**. You must complete the evaluation of your clinical educators and submit the form to the clinic administrative assistant in order to receive your final clinic practicum grade.

Student Copy and Printing Policy

Students may use the speech clinic printer/copier (CH_210_XC8045 on Papercut) ONLY for materials used in treatment planning and for direct contact with a client. Students may use the speech clinic printer/copier for therapy materials and for supervisor meetings. Personal use is not permitted, including any materials relating to classes, assignments, or PowerPoints. Through their technology account, students have access to free color and black and white printing services in the library and black and white printing in the computer labs in Daniels Hall. Students also have free access to the scanners in the library. The reference librarians are there to assist.

Use of the Clinic Telephone

Students are allowed to use the telephone in your Clinical Educator's office, if needed, to make and receive **client-related** phone calls. Clinic phones may not be used for personal phone calls (either incoming or outgoing), except in emergency situations. The front desk is **NOT** to be used for socializing. It is a reception area for clients.

Do not use your cell phone in the clinic waiting area.

Removing Furniture from Therapy Rooms

Therapy room furniture cannot be left in the hallway. This is a violation of Fire and Safety Codes. If you need to remove furniture from a therapy room, you will need to move it into another therapy room and return it to the original therapy room at the end of each session.

Unlocking and Locking Therapy Rooms and Observation Rooms

Check to make sure that the observation room is open prior to beginning your session. If the room is locked, ask the clinic administrative assistant to open the door. When the session is finished, please sanitize the tables and make sure the room is neat. Be sure all lights are turned off and materials removed from the room before leaving. Close the door when you leave.

Audio/Video Recording

Each student is expected to purchase and have their own recording device. Audio record each treatment session. Do not use your personal cell phone to do any recording of the treatment session. Any video and/or audio recordings should be reviewed in the clinic, using earbuds. Confidentiality must be respected and maintained in viewing and/or listening to any recording. Do not leave audio or video recordings unattended in or out of the therapy room. Failure to adhere to this policy will result in the lowering of your practicum grade and possible dismissal from the program. Beginning January 2020, treatment in the EUSLHC will be monitored by a secure recording system. Each session will be recorded and shared with the student clinician, along with department staff and clinical instructors. Access to the Intelligent Video Solutions (IVS) program is limited to CSD faculty, staff, and student clinicians. It may only be accessed by computers on Elmhurst University's network, ensuring security and protection of client information. Video recordings are considered educational material and will not become part of the client's medical record. And questions about IVS should be directed to your clinical educator, Clinic Director, or the clinic administrative assistant.

Social Media

Social Media Policy (adapted from the Elmhurst University Department of Nursing). The Communications and Sciences Department supports the use of social media to reach audiences important to the University such as students, prospective students, faculty, and staff. The participation on social media sites is guided by policy. This policy applies to CSD students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media. General Information: Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. As students you will want to represent the university in a fair, accurate and legal manner while protecting the brand and reputation of the institution. When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of nursing student. Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and the university. Do not use marks, such as logos and graphics, on personal social media sites. Do not use name to promote a product, cause or political party or candidate. Use of the logos and graphics for university sanctioned events must be approved (posters, fliers, postings) by administration. No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary. Use of computers (PDAs, notebooks, etc.) during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity. No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients be videotaped or photographed without written permission of other patient/client and of the facility. HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.

Reporting Accidents and Injuries

Student clinicians must report if they or the client experiences an accident or injury. If the person is injured, make him/her comfortable. Notify a clinical educator, and the clinical educator will call for assistance as needed. It is best practice to make emergency calls from a landline (i.e., from a department landline, call Campus Security at ext. 3000, or if the injury appears serious, 911 for emergency agencies). When using a department landline, Campus Security will automatically be notified that a call was made to 911 and will immediately come without us having to call them separately. **This is not the case when using a cell phone.** The student clinician must inform the injured person that the clinical educator has been notified and that assistance has been requested. The student clinician should offer the person comfort, but please refrain from discussing the immediate circumstances of the accident. Specifically, avoid making comments which tend to admit fault or negligence on the University's part or assurance of payment for medical or other costs. If the client is injured but insists on leaving the clinic, immediately notify the clinical educator of the incident. The student clinician must provide the clinical educator with a written description detailing the nature of the incident, including the date, time, and place of its occurrence. This description must be written within 24 hours of the incident. After the clinical educator approves the description of the incident, the incident report should be signed by the clinical educator and the student clinician and placed in the client's file with a copy given to the Clinic Director and Campus Security.

Help prevent accidents from occurring by reporting a "near miss" (a condition that you consider unsafe), to the clinical educator or the Clinic Director. An attempt to remedy any condition which appears to represent an "accident waiting to happen" will occur.

Blood and Bodily Fluid Accidents

Because of the risk of exposure to HIV and the Hepatitis B Virus when in contact with blood and bodily fluids, we MUST carefully follow certain precautionary procedures. See Appendix E for specific guidelines proposed by ASHA.

Eye Wash Station

An eye wash station is available for clinical educator, student, and client use in The Koplin and Kobulnicky Center for Voice and Swallowing, when there is the potential for an exposure to the eyes or body with corrosive or injurious substances.

Seizure Policy

A seizure protocol (Appendix XX) must be completed for any client who discloses a history of seizure activity or is taking anti-seizure medications. Student clinicians should review updated medical history with clients at the beginning of each term.

Latex Gloves

Some clients and clinicians may be allergic to latex. Vinyl gloves are available for individuals with latex sensitivities. All clinicians MUST wear gloves when doing oral-motor procedures that require direct contact with the client. You should thoroughly wash your hands with soap and water before AND after working with the client.

Inclement Weather Policy ----EC ALERT

The Elmhurst University Speech-Language-Hearing Clinic will be closed at all times when the university is officially closed by the Dean. You can call the campus emergency phone number (630-617-3000) to find out if the university has been closed due to inclement weather. Every clinician should sign up for the EC Alert system. This will be discussed in practicum class. Additional procedural details will be discussed in class.

Every attempt will be made to make up sessions canceled by the university due to inclement weather.

On occasion, an incident may occur that results in the clinic closing although the university remains open (e.g., a power outage isolated in Jean Koplin Memorial Hall). If this occurs, clients will be cancelled as directed by the Clinic Director.

Supervision Requirements

ASHA requires a minimum amount of direct supervision to be provided to any student clinician. Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession.

ASHA indicates that supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client.

FORMS

Undergraduate Observation Hours Form

Student Name: _____

Tentative Graduation/Completion Semester and Year: _____

RECORD OF GUIDED OBSERVATION HOURS

DATE	TYPE OF DISORDER	TIME OBSERVED (minutes)	OBSERVATION SITE	SUPERVISOR NAME	SUPERVISOR ASHA #	SUPERVISOR SIGNATURE
TOTAL OBSERVATION HOURS = (in hours/minutes)						

RECORD OF GUIDED OBSERVATION HOURS (continued)

DATE	TYPE OF DISORDER	TIME OBSERVED (minutes)	OBSERVATION SITE	SUPERVISOR NAME	SUPERVISOR ASHA #	SUPERVISOR SIGNATURE
TOTAL HOURS FROM PAGE 1 = (in hours/minutes)						
TOTAL OBSERVATION HOURS = (in hours/minutes)						

Date: _____

Kelly Gillespie, M.S., CCC-SLP
 Clinic Director---ASHA # 12151945
kelly.gillespie@elmhurst.edu

FILE REVIEW CHECKLIST

Please remove the previous clinic term clinical folder checklist form and shred. Once you finish going through the checklist, place this checklist in the left-hand pocket of the client file.

Go through this checklist before starting the Semester Report: File Review.

ClinicTerm:

Document	Document Date	Status of Document*	Review Date	Clinician Last Name
Case History Form				
Initial Evaluation Report Agency:				
Most Recent Evaluation Agency:				
Most Recent Assessment Assessment Given:				
Most Recent IEP Report School District:				
Most Recent Elmhurst College Speech-Language-Hearing Clinic Semester Report Clinic Term:				
Release of Information Form				
Seizure Questionnaire				
Seizure Protocol				
HIPAA Form (HIPAA forms are good for 1 year)				
Client Contact Form				
Allergies Listed on Contact Form AND allergy sticker present on outside of client folder				

*Status of Document Key

- ✓ Document present
- Document missing
- NR Document not required

BEGINNING OF SEMESTER REPORT: FILE REVIEW

Once you have completed the File Checklist for your client(s), please start formulating your beginning semester report based on the information found during your client file review.

Client: Adult Child Age: _____

Diagnosis:

Paragraph #1 – Diagnosis

- State the diagnosis name and definition, citing at least 1 reputable reference
- State some characteristics of the diagnosis and how it may impact the client
- State typical treatment options for this diagnosis

Paragraph #2 – Relevant Medical History and Significant Information

- State medical birth and developmental history, if significant
- Ignore this information if the client is an adult and does not impact Dx or intervention
- List any medications the client is taking – type and dosages
- Language spoken in the home other than English (indicate if they are dual, etc.)
- Additional information related to hearing, AAC, vision and/or physical accommodations

Paragraph #3 and #4 – Past Evaluations and Goals

- List past evaluations, treatments in chronological order (past to present)
- Cite the dates, names, implementers and locations of the evaluations and/or treatments
- List past IEP goals related to speech and language
- Is all info current? IEP within one year? Is client receiving supplemental therapy? Receiving other therapy (PT, OT, Psych, Counseling, etc.)?
- Summarize treatment and/or recommendations

Paragraph #5 – Current Goals and Information

- List current ECSLHC goals, if any
- Provide IEP’s current goals, if any

Use past tense and complete sentences	Use (;) to indicate year; month for 13 & younger
Check spelling, grammar, punctuation	Use exact dates of reports
Cite references	Write out names of schools, hospitals, etc. the first time and acronyms can be used after

Maintaining Your 1st CCC's: Clinical Competence Checklist

Preparing for the Initial Supervisor Meeting

- Review client file. Take notes.
- Complete a typed copy of the File Review. Bring to the meeting.
- Sign up for a 45-minute meeting with each supervisor during the designated prep week.
- Be prepared to share a summary of the client.
- Identify objectives that you would like to work on this semester with your client.
- Identify at least one age-appropriate activity that you can use with your client.
- Determine baseline needs for the first session.
- Determine behavioral management and supports needed for the first session.
- Set-up and confirm a permanent 30-minute weekly supervisor meeting.
- Set-up and confirm due dates for Lesson plans and SOAP Notes
- Sign contract.

Participating in Your Weekly Meeting with Your Supervisor

- Meet with your clinical supervisors once a week at the prearranged 30 – minute time slot.
- Bring a completed Graduate Student/Supervisor Meeting Form to the weekly meeting.
- Come prepared to engage in a discussion about therapy intervention for your client.
- This can include previous session updates, Clinical Feedback, SOAP note feedback and new LESSON PLAN
- Calculate data from previous session. Use percentages.
- Ask questions.
- Brainstorm client needs for baseline data.
- (i.e., elicitation techniques, diagnostics, language sampling)
- Brainstorm client needs for behavioral management.
- (i.e., visual schedule, rewards, charts, Brain Breaks)
- Share own strengths and weaknesses about session.

Conducting Therapy

- Follow guidelines for professional dress per the Graduate Handbook.
- Arrive professionally dressed at least 30 minutes prior to session to gather materials, prepare room
- Greet and meet the client in the waiting room.
- Follow hand washing policies, as appropriate.
- Follow your Lesson plan procedures as appropriate.
- Be prepared to defend your reasoning to your supervisor if changes are made.
- Record your session. Do not use your personal cell phone. Do not delete this recording as your supervisor may ask to hear the recorded session.
- Take paper-pencil data and notes during every session.
- Develop an efficient system to collect data during sessions.
- Explain session expectations and transitions to your client throughout the session.

Completing Post-therapy Responsibilities

- Analyze all data.
- Complete SOAP Note, including Reflection component.
- Develop a draft lesson plan for the upcoming session and submit to the clinical supervisor by e-mail, and bring a hard copy to the meeting.
- Make all corrections, additions and/or suggestions from Supervisor and return revised SOAP note to Supervisor in a timely fashion.

FINAL SUMMARY OF SPEECH, LANGUAGE, AND HEARING CLINICAL HOURS
 Elmhurst University – Communication Sciences and Disorders
 Elmhurst, IL 60126 630-617-3555

Student's Full Name _____

CLINICAL PRACTICUM (Speech-Language Pathology)

Final Semester of Practicum: _____

Note: The supervisor's name should correspond to the specific clock hours supervised.

A. Evaluation: ADULTS

(Record hours under areas in which they were obtained)

Supervisor's Full Name (inc. Maiden and Middle Name)	University Listing	Supervisor's ASHA Account Number	Supervisor's CCC Area	Practicum Site	Practicum Completion Date	Articulation	Fluency	Voice and Resonance	Express/Receptive Dis-orders	Swallowing	Cognitive Aspects Of Communication	Social Aspects Of Communication	Communication Modalities	Total Hours

B. Evaluation: CHILDREN

C. Treatment: ADULTS

D. Treatment: CHILDREN

CLINICAL PRACTICUM (Audiology)

Student's Full Name _____

A. CHILDREN

(Record hours under areas in which they were obtained _____)

Supervisor's Full Name (Inc. Maiden And Middle name)	University Listing	Supervisor's ASHA Account Number	Supervisor's CCC Area	Practicum Site	Use of Amplification and Assisted Devices	Evaluation	Treatment	TOTAL HOURS

B. ADULTS

(Record hours under areas in which they were obtained _____)

Supervisor's Full Name (Inc. Maiden And Middle name)	University Listing	Supervisor's ASHA Account Number	Supervisor's CCC Area	Practicum Site	Use of Amplification and Assisted Devices	Evaluation	Treatment	TOTAL HOURS

SUMMARY OF CLINICAL PRACTICUM HOURS

Guided Observation Total Clock Hours: _____ Maximum of 25

Clinical Practicum Total Clock Hours: _____
 (Total observation hours plus the hours in your major & minor areas)

Hours in Major Area: _____

Hours in Minor Area: _____

For the Certificate of Clinical Competence, a student must have a minimum of 400 hours, which includes the 25 guided observation hours.

Verified by:

Ruiying Ding, Ph.D., CCC-SLP ASHA # 09146242
 Chair, Department of Communication Sciences and Disorders
 Elmhurst University – Institutional Code 1204

Date: _____