

Hardin-Simmons University
Speech-Language Pathology Graduate Program
Graduate Student Handbook



Updated 08/18/2022

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The Master's of Science (M.S.) education program in speech-language pathology at Hardin-Simmons University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

Welcome!

We are excited about your choosing Hardin-Simmons University Speech-Language Pathology Graduate Program to continue your academic journey. We look forward to you achieving your goal of becoming a Speech-Language Pathologist and consider it an honor to be a part of your journey.

The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

History of Hardin-Simmons University

Hardin-Simmons University (HSU) provides the opportunity for a quality education in a Christian environment for all qualified men and women. Hardin-Simmons offers 3 doctoral degrees and numerous masters and baccalaureate housed within four colleges: 1. College of Health Professions; 2. Holland School of Sciences and Mathematics; 3. Kelley College of Business & Professional Studies; and 4. Cynthia Ann Parker College of Liberal Arts. HSU is fully accredited and holds membership in good standing in the appropriate agencies as listed in the University catalog. Graduates have been singularly successful in being admitted to graduate and professional schools and have been readily employed in business, education, and professional fields.

Located in Abilene, Texas, Hardin-Simmons has contributed to the development of the West and helped establish a city and area where cultural, educational, and spiritual values are highly regarded. Two other church-related universities in the city share with Hardin-Simmons an interchange of courses, library facilities, and extracurricular activities. A city civic center, symphony orchestra, three museums, community theater groups, a county coliseum, and progressive leadership afford an active cultural environment in a metropolitan population of 123,000.

Founded in 1891 as Abilene Baptist College, renamed Simmons College in honor of the first major donor, Dr. James B. Simmons, a Baptist minister of New York City, and later named Hardin-Simmons University in recognition of gifts by Mr. and Mrs. John G. Hardin of Burkburnett, Texas, the university has become well established with a growing endowment and modern facilities.

The compact and beautiful campus is known as the Forty Acres. The Rupert and Pauline Richardson Library, the Frost Center for the Visual Arts, the Logsdon School of Theology Building and Chapel, the Johnson Building for the Kelley College of Business and Professional Studies, the Connally Missions Center, the Lee Hemphill Music Building, the Elwin L. Skiles Social Sciences Building, the Holland Health Sciences Academy Building, the new Physical Therapy Building and the newly remodeled Physician Assistant Program Building, Master of Athletic Training Building and Fletcher Fitness Center are among the latest additions to the campus.

Originally founded by the Sweetwater Baptist Association, the university has been affiliated with the Baptist General Convention of Texas since 1941.

The foundation agreement reads in part that the school's purpose shall be "To bring young men and women to Christ; to teach them of Christ; to train them for Christ."

It is the vision of the College of Health Professions that the Hardin-Simmons University Graduate Program in Speech-Language Pathology will attract students who are committed to striving for excellence in the profession of speech-language pathology and Christian service throughout the world.

Communication Sciences and Disorders History at HSU

The Communication Sciences and Disorders undergraduate program at Hardin-Simmons University has a long and distinguished history. For over fifty years, Hardin-Simmons University has offered a baccalaureate degree in Speech-Language Pathology (Communication Sciences and Disorders). Early in the 1960's, the program was initiated by Dr. Verna Mae Crutchfield in consortium with Dr. Ima Clevenger (then) at Abilene Christian College and the West Texas Rehabilitation Center. During the early years of the program, an emphasis was placed on special education, and students in the bachelor's program could earn a Texas Teaching Certificate in Speech & Hearing Therapy. The special education certification was eliminated when the Texas Licensure Law was enacted in 1978 under the Texas Department of Health. Since those early days, the profession has become an independent allied health profession with a master's degree requirement for licensure in Speech-Language Pathology and a doctorate in Audiology.

Hardin-Simmons prepares to move toward the future by offering a Master of Science in Speech-Language Pathology. At this time, the HSU Graduate Program in Speech-Language Pathology is seeking candidacy from the *Council of Academic Accreditation (CAA)*.

This handbook is intended to provide information about the policies and procedures of the SLP graduate program and curriculum. Graduate students are encouraged to reference the handbook when needing information regarding policies, procedures and expectations. Please consult with the program director and/or clinic director if you have any question regarding the information contained in this handbook.

College of Health Professions Speech-Language Pathology Graduate Program

Dean	Dr. Janelle O'Connell Holland 325-670-1339 joconnell@hsutx.edu
Program Director	Dr. Dee Ann Shelton Hemphill 116 325-670-1020 deeann.shelton@hsutx.edu
Assistant Program Director	Christine Sanchez Hemphill 113 325-670-1841 christine.sanchez@hsutx.edu
Clinical Director	Eileen Williams Caldwell 301 325-670-1157 eileen.williams@hsutx.edu
Adjunct	Dr. Linda Weems lindaweems27@yahoo.com
Undergraduate Department Chair	Ms. Becky Saterbak 325-670-1946 becky.saterbak@hsutx.edu
HSU Speech and Language Clinic	325-670-1014 Office: Hemphill 116

Graduate Study at Hardin Simmons University

Graduate study at Hardin-Simmons University was established in 1926 by action of the Board of Trustees. Graduate programs leading to the degrees of Master of Arts, Master of Athletic Training, Master of Business Administration, Master of Education, Doctor (Ed.D.) of Leadership, Master of Physician Assistant Studies, Doctor of Physical Therapy, Master of Science, Master of Science in Speech-Language Pathology and Master of Science in Nursing are available. The policies of the Graduate School are developed by the graduate faculty and administered by the graduate council.

Students in graduate programs at Hardin-Simmons University will:

1. Increase knowledge and competency in a field of specialization.
2. Develop a spirit of inquiry and the capacity for original and independent thought.
3. Become proficient with techniques of research.
4. Grow intellectually, professionally, and culturally.

Graduate study occurs at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student. It requires students to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. The curriculum affords the depth of education, specialized skill, and sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship.

Vision

It is the vision of the College of Health Professions that the Hardin-Simmons University Graduate Program in Speech-Language Pathology will attract students who are committed to striving for excellence in the profession of speech-language pathology and Christian service throughout the world.

Strategic Plan

To achieve our vision, our strategic plan focuses on 6 key areas:

1. To attract students who are committed to striving for excellence in the profession of speech-language pathology and Christian service throughout the world.
2. Faculty, staff and the University will work together to provide accurate and up-to-date information regarding the graduate program to current and prospective students.
3. Cultivating a balanced and experienced faculty to accomplish the goals and mission of the program and university and meet ASHA standards.
4. Encouraging and promoting faculty research, presentations, and other opportunities for professional growth to create a balanced and experienced faculty.
5. Providing curriculum which vigorously meets the standards for accreditation, cultivates competency and reflects the diversity of the world in which we live.
6. Providing a robust Clinical Practicum experience.

Program Goals/Outcomes include:

1. Ninety-five percent of students who matriculate in the SLP graduate program will graduate within 3 years.
2. Ninety-five percent of the students will achieve clinical competency during their clinical

- practicum using the KASA as a benchmark for student success.
3. Ninety-five percent of students will receive a clinical practicum grade of B or higher in all clinical practicums demonstrating success in managing patients in the clinic.
 4. During their clinical practicum, one hundred percent of students will understand and apply standards of ethical conduct within the field of Speech-Language Pathology in all settings, as graded on their clinical evaluation completed by their clinical supervisor.
 5. Ninety percent of students completing the Departmental Comprehensive exam will pass on the first attempt and not require remediation.
 6. Eighty percent of graduates will successfully complete the National Praxis exam on the first attempt.
 7. Ninety percent of students in the graduate SLP program will rate the program as good to excellent on the exit survey.
 8. Ninety percent of students in the SLP program will rate their instructor's knowledge of course content as good to excellent on the exit survey.
 9. Ninety percent of students in the SLP program will rate their clinical practicum experiences as good to excellent on the exit survey.
 10. Ninety percent of students in the SLP program will rate their clinical supervisor's overall clinical knowledge as good to excellent on the exit survey.
 11. The employment rate of the students in the graduate program will be ninety percent within one year of graduation from the program.

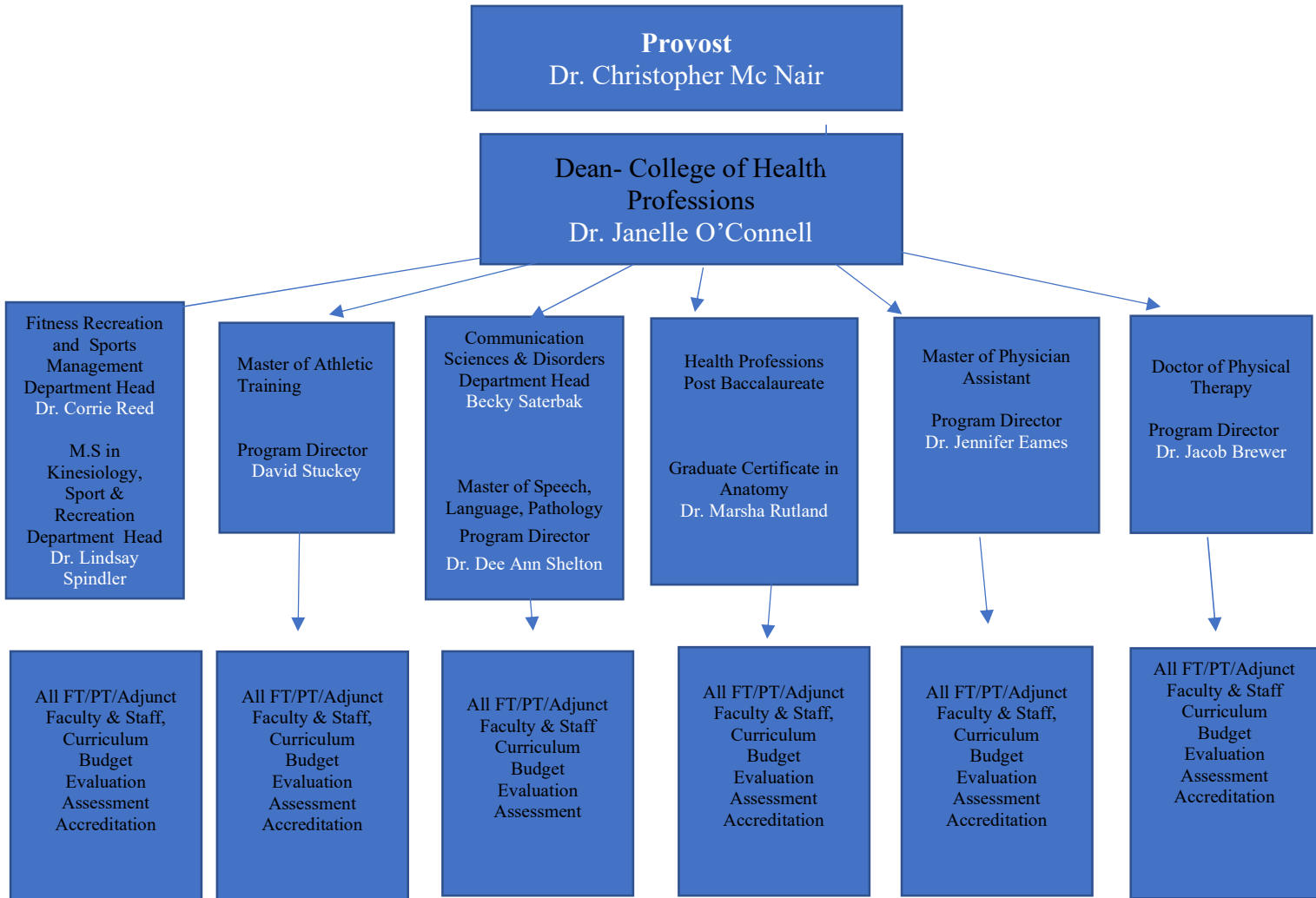
Student Learning Goals/Outcomes:

Our Learning Outcomes will be consistent with the Knowledge and Skills Assessment (KASA) required by accreditation standards.

Students will:

1. demonstrate proficient oral and written skills and be able to apply the principles of the American Speech and Hearing Association (ASHA) code of Ethics.
2. demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics and behavioral sciences necessary to engage in clinical practice.
3. integrate knowledge of human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental and linguistic and cultural.
4. engage in evidence-based practices.
5. demonstrate knowledge of the nature of speech, language, hearing, communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical and physiological aspects, acoustic, psychological, developmental, linguistic and cultural correlates.
6. effectively communicate oral and/or written information to individuals, family members/caregivers and other professionals using appropriate terminology.
7. complete coursework and clinical experiences in order to demonstrate competencies in order to receive Certificate of Clinical Competency from ASHA and licensure from the state of Texas.
8. have opportunities to be engaged in community service with other departments within the College of Health Professions to strengthen and integrate their faith in the classroom and work setting.

Administrative Flow Chart and Major Responsibilities College of Health Professions



Hardin-Simmons University Master of Speech-Language Pathology

The master's program at HSU is a full-time two-year (five semester) 55 credit hour (39 hours of course work and 16 hours of clinical practicum) non-thesis program designed to offer students a distinctive academic and clinical experience in the field of speech-language pathology. In addition, students are required to be enrolled in clinical practicum each semester to achieve a total of 400 clinical clock hours. SLP graduate students are not eligible for part-time enrollment. Students within the College of Health Professions (COHP) participate in interprofessional activities throughout the year. These experiences will provide graduates with the skills and competencies needed to attain a Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association (ASHA).

Hardin-Simmons University Admission Policy

The graduate program will adhere to the admissions policies of Hardin-Simmons University. For example, *No student will be denied admission, suspended, or refused readmission by reason of race, age, physical or academic disability, color, sex, national origin or religion.*

HSU Admission Policy: <https://hsutx.smartcatalogiq.com/2022-2023/Graduate-Catalog>

Students will not be denied a clinical placement based on race, age, physical or academic disability, color, sex, national origin or religion.

HSU, as well as the SLP graduate program, will not require a score on the TOEFL, IETS or Duolingo for individuals who have graduated from an accredited university in the United States.

Applying to the HSU SLP Program

Applicants should complete an application and submit all requested paperwork to the Communication Sciences and Disorders Centralized Application Services (CSDCAS).
<https://csdcas.liaisoncas.com/applicant-ux/#/login>

Students with Disabilities

The Office of Disability Services recognizes disability as a valued aspect of diversity and embraces access as an opportunity for hospitality, equity, and social justice. We work to ensure inclusive and sustainable learning and engagement through universally designed environments and to facilitate access, discourse, collaboration, training, and innovative programming.

Hardin-Simmons University does not discriminate on the basis of race, color, sex, national origin, age, disability, veteran status, or genetic information in its programs and activities. In accordance with the Americans with Disabilities Act (ADA) of 1990, its amendments in 2008, and Section 504 of the Rehabilitation Act of 1973, no qualified person will be denied access to, participation in, or the benefits of any program or activity operated by the University because of a disability.

HSU recognizes a student with a disability as anyone who has:

- a physical or mental impairment that substantially limits a major life activity,
- a record or history of such an impairment, or
- is regarded as having such an impairment.

Contact Disability Services Office
325-670-5842

Title IX Information

Introduction

Hardin-Simmons University affirms that all members of our community are created in the image of God and therefore should be treated with dignity and respect. We do not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Further, we respect the inherent worth of each member of the community and do not tolerate conduct which fosters any form of harassment. We follow the profound truth found in the Golden Rule, “In everything do to others as you would have them do to you” (Matthew 7:12). With a Biblical foundation of human dignity and worth, HSU approaches issues of sexual misconduct not only as acts that may be potential violations of the law, but as conduct that is antithetical to Christian scripture. Thus, sexual misconduct is harmful not only to the individuals involved but undermines the values of the entire community.

This policy will address some of the complexities of legal requirements under Title IX, and our policy expectations in the areas of sexual misconduct, sex discrimination, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. We hold to the expectation that sexual misconduct does not fit within our mission of Christian education. Violations of this policy are regarded as serious offenses of trust and integrity and will result in disciplinary action. Sexual misconduct can be committed by men or women, and it can occur between people of the same or different gender. This policy will also provide resources and help for victims and their advocates.

Hardin-Simmons University expects students to abide by the Student Conduct and Regulations Statement (see Section 26).

Notice of Non-Discrimination

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Hardin-Simmons University does not illegally discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, genetic information, or military service in employment. Under state and federal law, the University may discriminate on the basis of religion in order to fulfill its purpose.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC §1092(f)) (“Clery Act”) which requires colleges and universities to disclose information about crime on and around their campuses. This includes recent amendments to the Clery Act under the Campus SaVE Act and Violence Against Women Act, which deals with incidents of sexual assault, domestic and dating violence, and stalking.

Counseling Services

If you are a student and you are interested in beginning counseling with us, contact us at counseling@hsutx.edu or call 325-671-2272. Calling or emailing will allow us to schedule you an appointment. We will respond to emails and voicemails within 1-2 business days.

If you are in crisis or are concerned for the safety of yourself or someone else, call 9-1-1 or HSU Police at 325-670-1461 or go to the nearest emergency room. Please do not leave a phone or email message.

HSU offers counseling services at no charge to students. If you need to speak to a counselor, we are here for you. Additionally, if you would like to speak to the university chaplain, please feel free to contact us:

Dr. Travis Craver

325-670-1856

travis.craver@hsutx.edu

HSU Graduate Program Requirements

Suggested Minimal Admission Requirements:

The suggested minimal admission requirements for the Master of Science in Speech-Language Pathology are as follows:

- Bachelor's degree from a regionally accredited university in Communication Sciences and Disorders or leveling classes before beginning graduate program
- Academic transcripts indicating an earned bachelor's degree in Communication Sciences and Disorders
- Competitive GPA 3.2 or higher (cumulative)
- Competitive GRE scores (a combined score of 290 or higher on the Verbal Reasoning and Quantitative Reasoning measures and at least a 3 on the writing section) Use GRE code: 5021
- 3 letters of recommendations of which two must be from a previous academic faculty (*or one from a previous academic faculty and one from an ASHA certified speech-language pathologist*)
- Personal statement (Prompt is on CSDCAS)
- TOFEL/IELTS scores (for international students)
 - A student whose native language is not English must provide an official TOEFL score of 550 on the paper-based exam, a 213 on the computer-based exam or a 79 on the internet-based TOEFL (iBT). TOEFL scores must be sent directly from the testing agency. HSU school codes: TOEFL- 6268

Required prerequisite basic and physical science course requirements (minimum 3 credits each) for all applicants include:

- Biological Sciences

- Physics or Chemistry
- Statistics (one 3-hour credit course)
- Social/Behavior Sciences (one 3-hour credit course)

For a list of accepted courses <https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>

All admission requirements are the same for all students regardless of their undergraduate degree.

Leveling Information for non CSD Majors

Students whose undergraduate degree is in a different field will need to complete the following Communication Sciences and Disorders courses: Normal Speech and Language Development; Audiology; Hearing Rehab, Articulation and Phonological Processes; Phonetics; Language Disorders; Anatomy, Physiology, and Neuro; Clinical Methods; Clinical Observation; and Clinical Practicum. Each student must complete 25 hours of observation prior to beginning the graduate program. Students will need to have completed the required science courses.

As well as the required prerequisite basic and physical science course requirements (minimum 3 credits each) for all applicants include:

- Biological Sciences
- Physics or Chemistry
- Statistics
- Social/Behavior Sciences

For a list of accepted courses <https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>

All Applicants will need to submit their applications via Communication Sciences and Disorders Centralized Application System (CSDCAS). <https://mycsdcas.org/inquiryform>

University and Departmental Policies

HSU Drug and Alcohol Policy

In 2015 HSU became a tobacco-free, smoke free campus. HSU seeks to foster an alcohol, tobacco, and drug-free environment in which to work, live, learn, and grow. As a Christian university, alcohol, tobacco, and drug use is approached with a combination of compassion, encouragement, directness, and concerned firmness. HSU follows the 1 Corinthians 6:19-20 message that all were bought with a price, therefore all people should honor God with their bodies. An aspect of this caring approach is the consistent enforcement of the regulations regarding alcohol, tobacco, and other drugs contained within this policy. The purpose of this policy is to ensure a safe environment that is consistent with the mission of the university and its goal to foster a substance-free environment.

These policies were not created with a spirit of judgment as all students should be in a safe environment where they can learn about the personal and social consequences associated with the effects of alcohol, tobacco, and drugs. Educational programs are offered on an ongoing basis and are coordinated through the Student Life department. Prevention strategies also include efforts to change inappropriate community norms regarding alcohol and other drug use and to alter environmental factors that support inappropriate use. The university partners with the community and parents/guardians of students to help prevent abuse. Upon graduation from HSU, the hope is that all students' time here offers a balanced and educated approach to making decisions about alcohol, tobacco, and drugs after university life.

For more information on the university Drug and Alcohol Policy be review the Student Handbook. <https://3eroib1qr1f4ekdp93x2c2fv-wpengine.netdna-ssl.com/wp-content/uploads/2020/01/2019-20-Student-Handbook-1.10.20.pdf>

Computer Accessibility

Every graduate student is expected to have his/her computer/laptop and printer upon entry into the graduate program. Each student computer will need to have a word-processing software and email access. Students will need to check their email daily as well as Canvas. Assignments as well as other materials for class are frequently posted on Canvas.

Students should review the HSU internet policy located in the Student Handbook page 17.
<https://www.hsutx.edu/wp-content/uploads/2022/04/2021-2022-Student-Handbook-as-of-3.15.22.pdf>

Graduate Students are expected to:

- observe and adhere to the HSUSLC policies and the ASHA Code of Ethics
- comply with and documenting required immunizations and certification (e.g., CPR, completing drug test and background checks when applicable...etc.)
- maintain confidentiality of clients as outlined by HIPPA
- represent Hardin-Simmons University and HSUSLC in a professional manner
- communicate with faculty and clinical educators in a timely and professional manner
- maintain and complete documentation of clinical hours and the KASA form
- adhere to the dress code and wear name tag at all clinical sites

Class Attendance, Participation and Professionalism

Students are expected to attend class and be prepared to participate. Frequent tardiness can impact your course grade. Hardin-Simmons University provides an attendance policy each semester which will be in your syllabus. In addition, each professor may have additional attendance requirements. These policies will be distributed to the student and discussed at the beginning of each new semester. No cell phone use during class – please review the **UNIVERSITY POLICY ON ELECTRONIC DEVICES IN CLASS**. Please check with your instructor for additional information regarding cell phone use during class. No audio/video recordings of class may be made without the instructor's consent. Everyone should always demonstrate common courtesy and respect to their peers and instructors.

Dressing for class

Students are expected to dress appropriately for class. Students are encouraged to wear casual clothing (e.g., slacks and shirts) to class each day. Jeans are acceptable for class as long as they are not faded and/or torn. Student may wear shorts to class; however, please remember to dress modestly.

Professional Association Membership for Students

Students enrolling in the Hardin-Simmons University Graduate program are encouraged to join the Graduate National Student Speech Language Hearing Association (NSSLHA). Each student is responsible for their own fees for this organization.

For more information about NSSLHA: <https://www.asha.org/students/>

Professional Meeting

Throughout each semester the Graduate SLP Program will provide an opportunity for professional development for the graduate students. Undergraduate students are welcome and encouraged to come and hear presentations by professionals in the field of Speech-Language Pathology as well as other related fields. ***Professional dress is required at all professional development sessions.***

Inter-professional

Each semester the College of Health Profession provides Inter-Professional Development opportunities for interprofessional activities for students within the COHP. All SLP graduate students are expected to participate in these activities.

Students are encouraged to attend the yearly conference of the Texas Speech and Hearing Association. Students will need to make their own travel arrangements and pay for their own food, lodging and travel unless other arrangements are made. If a student is presenting at a conference, they may apply for funds to attend the conference.

Departmental Facility for Students

Graduate Student Workroom

A workroom has been designated for student and faculty use. This room is for preparation of therapy and/or class projects. The workroom has a large worktable, therapy supplies (e.g., glue, scissors, card stock, markers, paints...), and copy machine. Students are encouraged to use this room to work on therapy materials as well as study. Please remember to return supplies where they belong. Be professional and courteous and clean up your area – it is your responsibility.

Lamination is free of charge for all therapy materials. All lamination is completed on Friday afternoon. Please do not ask the student worker to cutout laminating for you.

AAC Lab

An AAC and EC lab is located on the first floor in Caldwell (room 103). This room is available for students to create and work on AAC and/or EC for therapy and/or class projects.

Student Lockers

A limited number of lockers are available on a first come basis for students to use. If you want a locker, please sign up with the student worker.

Student Lounge

Students may use room 118 in Caldwell to eat and drink as well as study. Again, be professional and courteous and clean up after yourself.

Graduate Advising and Curriculum

Academic Advising

Each semester students will meet with the Program Director and/or designee to verify that they are on schedule for graduation and completing all courses and clinical practicum with a “B” or higher. During the academic advising meeting, future courses will be discussed.

Graduate Curriculum Sequence 2022-2023 Cohort 2

<i>First Year Graduate – Fall Semester</i>		
<i>Course</i>	<i>Course Title</i>	<i>Hours</i>
CSD 6308	Research Methods in Communication Disorders	3
CSD 6310	Pediatric Language Disorders Assessment and Intervention	3
CSD 6315	Aphasia and Related Disorders	3
CSD 6301	Clinical Practicum 1	3
<i>Total Semester Hours</i>		12
<i>First Year Graduate – Spring Semester</i>		
CSD 6325	Phonological Disorders	3
CSD 6332	Dysphagia and Related Disorders	3
CSD 6362	Language and Literacy (School-Age Disorders)	3
CSD 6302	Clinical Practicum 2	3
CSD 6320	Counseling and Interviewing in CSD	3
<i>Total Semester Hours</i>		15
<i>May Short Course</i>		
CSD 6341	Multi-Cultural Aspects	3
<i>Total Semester Hours</i>		3
<i>Summer</i>		
CSD 6403	Clinical Practicum 3	4

	<i>Total Semester Hours</i>	4
<i>Second Year – Fall Semester</i>		
CSD 6338	Voice and Fluency	3
CSD 6354	Motor Speech Disorders	3
CSD 6368	Graduate Seminar	3
CSD 6304	Clinical Practicum 4	3
	<i>Total Semester Hours</i>	12
<i>Second Year – Spring Semester</i>		
CSD 6358	Special Populations and AAC	3
CSD 6348	Special Topics in Speech Pathology	3
CSD 6305	Clinical Practicum 5	3
	<i>Total Semester Hours</i>	9
	<i>Total Program Hours</i>	55
<i>Elective</i>		
CSD 6379	Independent Study	3

Graduate Curriculum Sequence Cohort 1 - 2021-2022

<i>First Year Graduate – Fall Semester</i>		
<i>Course</i>	<i>Course Title</i>	<i>Hours</i>
CSD 6308	Research Methods in Communication Disorders	3
CSD 6310	Pediatric Language Disorders Assessment and Intervention	3
CSD 6315	Aphasia and Related Disorders	3
CSD 6301	Clinical Practicum 1	3
Total Semester Hours		12
<i>January Short Course</i>		
CSD 6320	Counseling and Interviewing in Communication Disorders	3
Total Semester Hours		3
<i>First Year Graduate – Spring Semester</i>		
CSD 6325	Phonological Disorders	3
CSD 6332	Dysphagia and Related Disorders	3
CSD 6338	Voice and Fluency	3
CSD 6302	Clinical Practicum 2	3
Total Semester Hours		12
<i>May Short Course</i>		
CSD 6341	Multi-Cultural Aspects	3
Total Semester Hours		3
<i>Summer</i>		
CSD 6403	Clinical Practicum 3	4
Total Semester Hours		4
<i>Second Year – Fall Semester</i>		
CSD 6362	Language and Literacy	3
CSD 6354	Motor Speech Disorders	3
CSD 6368	Graduate Seminar	3
CSD 6304	Clinical Practicum 4	3
Total Semester Hours		12
<i>Second Year – Spring Semester</i>		
CSD 6358	Special Populations and AAC	3
CSD 6348	Special Topics Seminar in Speech Pathology	3
CSD 6305	Clinical Practicum 5	3
Total Semester Hours		9
Total Program Hours		55
<i>Elective</i>		
CSD 6379	Independent Study	3

Academic Progress

The Speech-Language Pathology Graduate Program uses the following grading scale. The final course/rotation grade will be recorded as “A”, “B”, “C”, or “F”.

A= 90% - 100%

B= 80% - 89%

C= 70% - 79%

F = <70%

All students are expected to make academic progress. If a student fails to make progress, the following guidelines will be implemented.

Graduate faculty will review the clinical and academic progress of students during faculty meetings each Fall and Spring semesters. A faculty member with a *concern and documented communication with a student* will have an opportunity to voice concerns regarding that student’s academic progress and/or performance.

At that time a decision will be made to:

- take no further action. The faculty mentor will monitor student’s progress across the curriculum.
- continue communication between faculty mentor and student.

Remediation Plans

- provide the student with a remediation program including anticipated progress and consequences if progress is not made.
- develop, discuss, and have the student sign a remediation plan detailing anticipated progress, a timeline for completion and consequences for not meeting requirements of the remediation plan.
- By signing, the student acknowledges they are agreeing to the remediation plan.
- Both the student and Program Director will receive a copy of the remediation plan.
- If the outlined expectations of the remediation plan are not met, the student may be dismissed from the Program or offered the opportunity to start the program again the next year (one-time option). A student choosing the latter option will sign a letter of agreement of expectations and pay the new tuition rate and fees, if applicable.
- Dismissal and Student Retainment Policy

Student Expectations

- Students are required to maintain a minimum cumulative GPA of 3.0 during their time in the program.
- No more than 2 grades of “C” may be earned while in the SLP Program. Obtaining a third “C” or a “D” in any course will result in the option for the student to withdraw from the program with no option to return in the future OR repeat the course where the third “C” or “D” was earned with the next cohort of students. This involves sitting out of classes for a year, repeating the course, earning a grade of B or higher, then continuing in the program. If the student fails to achieve a B or higher the student will immediately be

dismissed from the program. This retainment option can only be used 1 time during the course of study. A student choosing the latter option will sign a letter of agreement of expectations and pay the new tuition rate and fees, if applicable, upon return.

- Students earning a grade of F in any academic or clinical course will immediately be dismissed from the program,
- A student must demonstrate a 3.0 GPA by the end of the second fall semester. Failure to achieve this benchmark or falling below this benchmark in the final semester will result in dismissal from the program.

Remediation Plans Course Content

Students needing remediation may need to register for CSD 6379 to cover the topic(s) needed for remediation. The instructor(s) who teaches the topic(s) along with the Program Director will design a remediation plan with the student. After the agreed upon remediation plan is implemented and completed, the student will complete another examination. Comprehensive exams will be scored using a rubric and in a blind format. This will ensure all comprehensive exams are scored equitably.

- The graduate student will enroll in CSD 6379 Special Topics for his/her last spring semester to cover the content needed for remediation.
- The first remediation will be in a written format (another test and/or paper/literature review on the content not passed).
- If the student still does not make satisfactory progress, a second remediation will be completed in the form of an oral examination with the instructor, program director and/or other faculty members.
- If the student is not able to pass the remediation the second time, the student will not be able to graduate on time. They will extend their program and re-take the course content when offered.

Summative Assessment

Each student will complete a comprehensive exam (summative assessment). The comprehensive exam will be completed during the Fall Semester of Year 2. This will allow students an opportunity to complete any remediation needed. The comprehensive exam will cover the Big 9 (ASHA), evidence-based practice, research and interprofessional collaboration as well as current topics in speech-language pathology.

A student may be dismissed from the program at any time if his/her professional behavior is deemed to be out of accordance with the ASHA Code of Ethics or a threat to the safety of the patient or self.

Hardin-Simmons Academic Integrity Policy

Academic Violations will adhere to Hardin-Simmons University policies:

<https://hsutx.smartcatalogiq.com/2022-2023/Graduate-Catalog/Academic-Policies/Graduate-Studies-Grievance-Committee>

Procedures for Violation:

1. At the point of discovery, the instructor shall inform the student of the alleged violation of academic integrity and hear his/her explanation of the circumstances. If the instructor determines there is no violation, the case is dropped. If the instructor decides the violation is unintentional or minor, the instructor may decide to require the student to rewrite the paper in question, take a modified exam, or take some similar action. If, in the judgment of the instructor, the alleged violation is deemed to be serious and intentional, the instructor will follow the procedure outlined below in steps 2–5.
2. Before imposing a penalty for a violation, the instructor shall consult with his/her immediate supervisor and together they will agree on a penalty. The instructor shall then make a written report outlining the incident and the recommended penalty. A copy of the report shall be given to the supervisor, the head of the department and the dean of the school or college in which the course is offered, the Office of the Provost, the student and the student's advisor. The instructor shall inform the student, in writing, of the right to appeal the charge of violating academic integrity.
3. From the point of discovery, and within 10 working days, the instructor shall complete the process outlined above.
4. The Office of the Provost shall maintain files of all violations of academic integrity.

The student has the right to appeal the charge of violating academic integrity and/or the penalty assessed in accordance with the following appeals process.

Procedure for Appeal

1. A student appealing a charge of academic integrity violation and/or a penalty must deliver a letter to the chair of the Grade Appeal and Academic Misconduct Committee, specifying the basis for the appeal within 10 working days after receiving the instructor's written report.
2. After receipt of the letter of appeal, the chair of the committee will schedule a meeting of the committee as soon as practical, preferably within 10 working days. The chair will notify the student and the instructor of the meeting date and time.
3. Copies of the instructor's report and the student's letter of appeal will be provided to all members of the committee at least two working days before the day of the meeting.
4. The committee will review the materials submitted by both the student and the instructor before the formal meeting and convene at a time convenient for all involved for the purpose of hearing the two individuals present their cases. The committee will then convene in an executive session to reach a decision in the matter. The chair of the committee will inform, in writing, the student, the student's advisor, the instructor, the instructor's immediate supervisor, the head of the department and the dean of the school or college in which the course is offered, and the Office of the Provost of the decision.
5. If the appeal is denied, then the charge and the penalty is upheld. If an appeal of a charge of violating academic integrity is upheld, the case is dismissed. If an appeal of a penalty is upheld, then the committee will determine an appropriate penalty. The ruling of the committee is final. Action, or failure to take action, by an instructor or the Appeals Committee does not preclude disciplinary action by the University when appropriate.

PROGRAM COMPLAINTS

An individual or organization that is unhappy with their experience or encounter with any student, faculty or staff member of the Speech-Language Graduate Program at Hardin-Simmons University is encouraged to file a written complaint against the department or program. The complaint must be in writing to be considered a bona fide complaint. (Grade appeals are not considered in this section but are discussed in the HSU Graduate Bulletin and under Grades Appeal in this document.) The complaint will be kept on file in the Program Director's files under "Program Complaints" for a period of 5 years.

Complaints should be addressed to:

Program Director
Speech-Language Pathology Graduate Program
HSU Box #16172
2200 Hickory Street
Abilene, TX 79698

The following outlines the process for handling a complaint against the Department:

1. When possible, the Program Director will discuss the complaint directly with the party involved within 14 business days. If possible, the matter is reconciled at this point. A letter from the Program Director acknowledging the resolution of the complaint will be filed with the complaint and a copy sent to the complainant.
2. If dissatisfied with the discussion with the Program Director, or if the complaint is against the Program Director, the involved party may submit a written complaint to the Dean of the College of Health Professions. The Program Director will also forward a written summary of previous discussions where appropriate. The Dean will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt a solution. A letter outlining the resolution by the Dean should be filed with the complaint in the Program Director's office.
3. If the party feels that an additional complaint is necessary, the last line of complaint is to the Provost/Chief Academic Officer of the University. A letter outlining the resolution by the Chief Academic Officer should be filed with the complaint in the Program Director's office.

Students may file a complaint with the Council on Academic Accreditation (CAA) by writing to:

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

For more information regarding the CAA's complaint procedures as well as a link to the complaint form, students may visit their website: <https://caa.asha.org/?s=filing+a+complaint>

Application for Graduation

Student Responsibility (HSU Graduate Catalogue)

The student is responsible for knowing the degree requirements and policies listed in this catalog. The student must be sure that all required documents, fees, and credentials are submitted by required deadlines to the Office of Admission. The student should consult this catalog, his/her graduate advisor, and the dean of the school or college that houses the academic program to ensure all degree requirements are being met.

Office of Admission

HSU Box 16050

Abilene TX 79698

325-670-1298

admission@hsutx.edu

Office of Graduate Studies

HSU Box 16210

Abilene, Texas 79698

325-670-1833

gradoff@hsutx.edu

Program Degree Requirements

Student must

1. complete the M.S. degree in Speech-Language Pathology curriculum (five semesters) 55 credit hours (39 hours of course work and 16 hours of clinical practicum) with a 3.0 cumulative grade point average.
2. complete 400 clinical clock hours (no more than 50 may be accepted from undergraduate clinical experiences) including 25 hours of observation with a satisfactory rating from all clinical supervisors.
3. complete the Knowledge and Skills Acquisition (KASA) form with each competency marked as acquired and certified by the program director.
4. achieve a passing score on the comprehensive examination.
5. provide documentation of having taken the Praxis exam.

Diploma Card

The deadline for filing Diploma Cards in the Registrar's Office is listed in the Academic Calendar in the front of this catalog. Students filing a diploma card after this date will be charged a late fee. The student should inform the Program Director if his/her graduation date changes.

Participation in Graduation Exercises

All candidates for degrees are requested to participate in the commencement ceremony. Candidates must be enrolled in all courses required to complete the degree, including Thesis and Thesis Renewal (if applicable). Incomplete grades must be completed by the deadlines of April 15 (May graduation) and November 15 (December graduation). Students with any graduation requirements not completed by these dates will be excluded from walking at their respective graduation ceremony.

Financial Obligations to the University

Students are required to settle all accounts in a manner satisfactory to the university controller before a diploma will be awarded.

Transcripts

Students have access to their grades and transcripts:

<https://www.hsutx.edu/info-for/current-students/>

Additionally, the Registrar's office has full-time personnel available to provide students assistance with transcripts and other educational needs. Their department information is found at: <https://www.hsutx.edu/academics/registrars-office/>

TOTAL COST OF THE PROGRAM

Hardin-Simmons University Policies

Financial Information

The SLP Graduate Program makes every effort to keep costs reasonable for students. However, because the Program runs continuously for 22 months, students should review their financial resources carefully and anticipate expenses realistically. During the clinical education phase, all students may be assigned to clinical sites outside of the immediate Abilene/Big Country area. The student is responsible for the costs related to out-of-area travel and housing, if applicable.

Please access the following HSU webpage for Tuition Cost & Fee:

<https://www.hsutx.edu/tuition-aid/tuition-costs-fees/>

Please note that tuition is subject to change each year.

Student Insurance for clinical practicum will be included in your tuition (\$26.00 per semester).

Tuition, Fees and Other Expenses

The University reserves the right to change tuition and other charges at the beginning of any semester.

The tuition cost for a full-time course load does not include expenses for such required items such as textbooks, therapy supplies, name tag, scrubs, clinic polo shirt, clinical tracking, and clinical documentation software fees (i.e., CALISPO, ClinicNote...), drug screening, HIPPA and CPR.

Deposit

There is a non-refundable \$500 deposit (subject to change) for those applicants accepted into the Hardin-Simmons Speech-Language Pathology graduate program which is applied to the tuition for the first semester upon enrollment. If an applicant accepted into the Program encounters circumstances that prevent their matriculation, any amount paid by the applicant to the

University that is over and above the non-refundable deposit of \$500.00 will be refunded based on the tuition refund policy set forth by the University and outlined in the University Catalogue.

REFUND POLICY

Tuition and Fees Refund Policy

Separation from HSU due to suspension or expulsion are not eligible for refund.

Individual Courses Dropped

No tuition is refunded for individual courses dropped after the 8th day of a term (16 week Fall and Spring terms only). If a student is only taking one class, that would be considered withdrawing, and the refund policy above would apply.

Credit Balance

Refunds will be processed automatically throughout the semester; however, a student may request a refund from the Business Office after aid has posted and his or her total account balance indicates a credit balance.

Withdrawal from the University (Dropping All Classes)

The following refunds will be made upon complete withdrawal from the University. (Does not apply to “Dropping Individual Classes.”) This refund policy applies to **tuition only**. Any institutional loans or grants will be pro-rated along with the charges as seen below. Institutional Money should not exceed charges at the time of the withdrawal. A refund is not warranted if the credit is caused by any amount of institutional money within that semester. **Fees will not be refunded.** “Day one” refers to the official start date for the term session.

THE FOLLOWING SCHEDULES ARE REQUIRED BY THE FEDERAL GOVERNMENT

Please review the HSU Refund policy:

<https://www.hsutx.edu/tuition-aid/business-office/refund-policy/>

Withdrawal:

A student who desires to withdraw from the University must obtain and complete the proper forms and return to the Registrar’s Office. The student must request permission from the

University Financial Aid Policies:

Financial assistance is awarded for one year at a time. Separate financial aid applications (FAFSA) must be filed each year. Application materials are available in October for the coming academic year. Financial assistance is committed only to students who are accepted into a degree program. Students applying for graduate fellowships and/or graduate scholarships must hold provisional or full admission to a graduate program.

All institutional aid, including departmental awards, are HSU-tuition-specific. The University cooperates in making funds provided by both the federal and state government available to students for grants, employment, and loans. HSU must administer the federal and state programs within prescribed regulations. All government programs are dependent on funding by federal and state governments. Awards are subject to funding by legislation and are not binding on the University if such programs are not funded.

All applications and requests for information regarding federal and state assistance should be directed to the Office of Enrollment Services, HSU Box 16050, Abilene, TX 79698.

To review HSU Financial Aid Policies – please visit

<https://www.hsutx.edu/tuition-aid/financial-aid-checklist/financial-aid-policies/>

Graduate Scholarships

Graduate Students are encouraged to apply for graduate scholarships on HSU Central – Scholarship Central. For more information, please contact the Financial Aid office.

Veterans Benefits

Veterans Affairs (VA):

Students who qualify for VA benefits can submit their forms and questions to our VA representative in Registrar's Office 325-670-1200 or HSUreg@hsutx.edu. Billing for the VA is sent the last day to register for classes in each semester.

Student Employment

The SLP graduate program is an intensive full-time two-year program. Students enrolled in the SLP graduate program at Hardin-Simmons University are not prohibited from obtaining outside employment during their course of study. However, student work schedules are not considered when the department schedules classes, reviews, examinations, practicum experiences or any other curricular activity. Students are expected to give their full attention to their graduate curriculum and practicum experiences in order to meet all expectation for academic and clinical success. Students who are not prepared to focus their time and energy to successful completion of the demands of the curriculum and clinical experiences should consider applying for the program at a later date.

Graduate Student University Resources

Students can access the university writing center which assists students who need support (i.e., academic, professional and creative). Information about the writing center can be found at: <https://www.hsutx.edu/academics/academic-resources/academic-support-tutoring/>

National Student Speech-Language Hearing Association (NSSLHA) – Currently, we have a NSSLHA organization on our campus with a faculty sponsor. <https://www.nsslha.org>

All full or part-time students are eligible to receive free, confidential, and voluntary counseling services at HSU. Services include consultation, evaluation, counseling, and crisis support services for students facing issues impacting their overall well-being. Information about

counseling services can be found at: <https://www.hsutx.edu/student-life/student-services/counseling-services/>

Research/library support from the librarian liaison for the Communication Sciences & Disorders department is available to provide library instruction. The library information can be found website at: <https://library.hsutx.edu/>

Registrar's office provides students assistance with transcripts and other educational needs. Their department information is found at: <https://www.hsutx.edu/academics/registrars-office/>

IT services and a Help Desk are available for student personal computer issues. IT services can be found at: <https://www.hsutx.edu/offices/technology-services/>

Students have ready access to the on-campus Dining Facilities with the option of purchasing a meal plan. Information at dining facilities can be found at: <https://hsutx.campusdish.com/en>

Hardin-Simmons University offers housing options for graduate students. Information concerning housing can be found at: <https://www.hsutx.edu/student-life/living-on-campus/residence-life/campus-houses/>

Campus Housing

The university owns approximately 60 homes in close proximity to the Hardin-Simmons campus. Many of these units came from Camp Barkley and were moved to campus after WWII. The units are primarily one-bedroom duplexes and two-bedroom houses. There are also limited three-bedroom houses available.

Residents at most homes are responsible for gas and electricity, with some homes also required to pay the water/sewer. Residents are also responsible for any other services they wish to provide (phone, internet, cable). Each unit has central heat, but select homes require residents to provide their own window air conditioners. All houses have washer/dryer hookups as well as fenced-in back yards.

University-owned homes have a no-pet policy. These homes are available to any graduate, family, or any other student who may require special accommodations. Family students include any married student or student with a dependent.

Please contact ResidenceLife@hsutx.edu if you are interested in living in the University Place Apartments or the HSU Houses.

For more housing information can be found at:
<https://www.hsutx.edu/student-life/living-on-campus/residence-life/>

An on-campus fitness center is available for all students. Fitness Center information can be found at: <https://www.hsutx.edu/student-life/wellness-recreation/>

The Student Life office at Hardin-Simmons University coordinates many services for students at both the undergraduate and graduate level. Some of their related services that are coordinated under their umbrella include academic coaching & enrichment, career services, campus clubs & organizations, student government, counseling, and health services. These services are described on the university website at <https://www.hsutx.edu/wp-content/uploads/2022/08/REVISED-2022-2023-Student-Handbook-08-17-22.pdf>

The Career Services department provides support for students and graduates at Hardin-Simmons University. Information about Career Services is available in the student handbook and includes career counseling and assessment, resume and CV reviewing services, virtual and live career fair hosting, and networking opportunity events. These services are also described on the university website at: <https://www.hsutx.edu/student-life/career-services/>

The Financial Aid office has full-time resources available to student in the graduate program and is familiar with both professional programs and graduate studies. They are available to assist graduate students as they are available to all University Students.

The department information: <http://hsutx.smartcatalogiq.com/2020-2021/Graduate-Catalog/Financial-Aid>

Cowboy Cash are funds students load onto their student ID to be used for residence hall laundry, the bookstore, or for food and drinks at any of our campus locations, including Gilbert's Coffee Shop in the library. You can load any amount with a minimum of \$10. These funds do carry forward as long as you are continuously enrolled at HSU. Any unused funds at the time of graduation or separation from HSU are forfeited.

<https://www.hsutx.edu/tuition-aid/business-office/>

HSU Speech-Language Clinic Policies and Procedures

Mission Statement

It is the vision of the College of Health Professions that the Hardin-Simmons University Graduate Program in Speech-Language Pathology will attract students who are committed to striving for excellence in the profession of speech-language pathology and Christian service throughout the world.

The graduate program in Speech-Language Pathology will follow policies and procedures regarding the expectations of student academic and clinical integrity provided in the Hardin-Simmons Graduate Catalog and the ASHA Code of Ethics. During orientation at the beginning of each new cohort, the University Academic Integrity Policy and Internet Code of Ethics will be reviewed. The ASHA Code of Ethics provides graduates with a clear definition of ethical and professional conduct. At the beginning of every cohort, the Program Director and Clinical Director will review these policies with the graduate students. Each student will then sign a Code of Conduct statement acknowledging they have been provided with and have read the University Code of Conduct and ASHA Code of Ethics. Their signature will also acknowledge that they completely understand the expectations of the program.

Orientation

Prior to the Fall Semester, each first-year cohort will participate in a three-day orientation. Students will participate in teambuilding activities and discussion as well as review all policies and procedures for the SLP graduate program and HSUSLC. HIPPA regulations, ASHA Code of Ethics, Universal Precautions training, and an introduction to Calispo and ClinicNote will be discussed. **The three-day orientation is mandatory for all first-year students.**

The HSU Speech-Language Clinic

The Hardin-Simmons University Speech-Language Clinic (HSUSLC) is a part of the Speech-Language Pathology Graduate Program which is within the College of Health Professions (COHP). The university clinic is located on the third floor of Caldwell Hall. The purpose of the clinic is to provide clinical practicum experiences for graduate students pursuing a Master of Science degree in Speech-Language Pathology. The HSUSLC is a private clinic, serving individuals across the life span.

The HSUSLC follows the University's academic calendar, providing services year-round during three semesters (i.e., Fall, Spring, and Summer). The clinic will be open during the following hours:

Monday 1:00 p.m. – 5:00 p.m.

Tuesday 1:30 p.m. – 5:00 p.m.

Wednesday 1:00 p.m. – 5:00 p.m.

Thursday 1:30 p.m. – 5:00 p.m.

Friday 1:00 p.m. – 5:00 p.m.

HSUSLC Supervisors and staff

Students completing clinical hours in the HSUSLC will be supervised by the HSUSLC Clinic Director and other university clinical supervisors. All clinical supervisors are licensed by the state of Texas to practice as a SLP and have Certificate of Clinical Competency (CCC) from the American Speech-Language and Hearing Association (ASHA).

All supervisors must be registered and approved before HSU SLP students receive any clinical hours from the supervising SLP. If an off-campus SLP is not approved by the HSU SLP Graduate Program, they may not supervise any HSU SLP students. No clinical hours will be approved for the student if they are supervised by an unapproved supervisor.

Undergraduate Students and the HSUSLC

Undergraduate students who want to participate in practicum experiences in the HSUSLC must complete the prerequisites and application and be approved by both the Graduate Program and Clinic Director. Please note that graduate students will receive priority for clinical practicum experiences and that openings for undergraduate students will be limited to availability.

Undergraduate Requirements:

- junior or senior in good standing at HSU
- minimum overall GPA of 3.0
- minimum GPA of 3.5 in the major with no grades lower than a B
- completion of 25 hours of observation
- complete a personal statement of at least 200 words explaining why you would like to participate in providing therapy and the impact you hope to make with individuals who receive speech-language therapy services at the HSUSLC
- completed the prerequisite courses: CSD 2352 Normal Speech, Language and Hearing; CSD 3351 Clinical Phonetics; CSD 3354 Articulation and Phonological Processing; CSD 3359 Clinical Methods in Communication Disorders; CSD 3361 Observation of Clinical Procedures in Speech, Language and/or Hearing Disorders and CSD 4352 Language Disorders

For more information regarding undergraduate clinical experiences in the HSUSLC, contact the Graduate Program Director.

Non-Discriminatory Policy

The HSUSLC serves individuals from Abilene and the Big Country area. The HSUSLC services are provided free of charge to all individuals and/or their families. Services scheduled each semester are limited to the number of appointments that the clinical educators can adequately supervise. The HSUSLC follows the Hardin-Simmons University non-discrimination policy and does not discriminate in the delivery of clinical services. The HSUSLC will provide services to any individual that may benefit if supervision and space are available.

<https://www.hsutx.edu/title-ix/>

All HSUSLC faculty, staff, and students are strongly encouraged to review information and resources provided on the ASHA website each semester.

<https://www.asha.org/Practice/multicultural/>

Student Clinician Expectations

- observing and adhering to the HSUSLC policies and the ASHA Code of Ethics
- complying with and documenting required immunizations and certification (e.g., CPR, completing drug test and background checks, etc.)
- maintaining confidentiality of clients as outlined by HIPPA
- representing Hardin-Simmons University and HSUSLC in a professional manner
- communicating with faculty and clinical educators in a timely and professional manner
- maintaining and completing documentation of clinical hours and the KASA form
- adhering to the dress code and wearing name tag at all clinical sites

Essential Functions/Skills

The Speech-Language Graduate Department at Hardin-Simmons requires students to possess essential skills/functions that are needed to successfully complete clinical experiences and work safely and effectively with clients. Professional behavior is expected when dealing with clients, faculty, clinical supervisors, and fellow students.

Clinical experiences are an essential aspect of the education of the speech-language pathologist. The following information regarding Essential Functions/Skills is adapted from the Council of Academic Programs in Communication Sciences and Disorders (2007).

The graduate program will strictly follow the policy of Hardin-Simmons University with regard to students with reported disabilities which is as follows: “Hardin-Simmons University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities.”

“In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience.”

<https://www.capsd.org/academic-and-clinical-resources/>

COMMUNICATION

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Perceive and demonstrate appropriate non-verbal communication for culture and

context.

- Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e., billing, charting, therapy programs etc.).

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plans and implementation.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skills to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

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

- Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.

- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

- Display mature, empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

Eligible students seeking accommodations should contact the coordinator as soon as possible in the academic term in which they are seeking accommodations. The coordinator shall prepare letters to appropriate faculty concerning specific, reasonable academic adjustments for the student. The student is responsible for delivering accommodation letters and conferring with faculty members. The coordinator shall consult with the student and the HSU faculty and staff to ensure delivery of appropriate support services and shall serve as a liaison between the student and the faculty member as needed. This policy will be adhered to in the classroom setting, but, if the accommodations are not within the practice standards expected while on clinicals (for example, be able to evaluate and effectively treat within a given time frame), the student may be dismissed from the program.

Disability Services: <https://www.hsutx.edu/academics/academic-resources/disability-services/>

Students who speak English with Accents and Non-Standard Dialects

In order to comply with the ASHA Code of Ethics, Hardin-Simmons University Speech-Language Pathology Graduate Program does not discriminate against students who speak English with an accent or non-standard dialect. However, it is expected that students be able to provide modeling of target phonemes, grammatical features, and any other element of speech and language that is crucial in the treatment of clients. ASHA provides this guidance on the skill of report writing: “although clinical report writing skills and competencies are critical to

effective documentation, standards need not be altered for students who speak with dialects or with accents.”

For more information regarding English with Accents and Non-Standard Dialects visit:

<https://www.asha.org/policy/tr1998-00154/>

Additional Program Requirements

Prior to beginning clinical practicum, graduate students must have submitted and completed all prerequisite paperwork. All graduate students must participate in clinical practicum each semester. In order for any student (undergraduate or graduate) to begin participating in clinical practicum, the following paperwork, documentation, and training must be completed and on file:

- 25 hours of observation
- immunization record
- CPR
- background check
- insurance (The cost of the insurance will be added to each graduate student’s tuition and to that of any undergraduate student providing services at the HSUSLC.)
- HIPPA training
- drug screening per program/practicum site request

Immunizations:

- Tuberculosis test is required
- Immunization record

Current CPR card

- At the beginning of every Fall semester, a required CPR class will be scheduled for all first-year students.
- This class must be completed before beginning Clinical Practicum.
- Each student is responsible for the cost of this class.
- Each Student is responsible for placing a copy of their CPR card in their academic and clinical file in Calipso

Certified background check, drug testing and student liability insurance

- Each student is required to complete a background check before beginning any Clinical Practicum.
- Some clinical placements may require additional background checks.
If the facility does not pay for these background checks it the responsibility of the student clinician to pay.
- Some facilities may require a student to complete a drug test before beginning seeing patients. If the facility does not pay for the drug testing it is the responsibility of the student clinician to pay.
- Students are required to purchase liability insurance (this fee will be included in your tuition).

Identification

Students will purchase a name badge at the beginning of Fall first semester. Students **must** wear their badges at all clinical practicum sites including the HSUSLC.

HIPAA Training

Students in the SLP graduate program must complete Health Insurance Portability and Accountability Act (HIPAA) training. This training must be completed during the first semester they are enrolled in the graduate program at HSU. Students are responsible for placing their certificates of successful completion of training in their clinical and academic file.

It is recommended that each student keep a copy in their personal files.

Drug Screening

Patient safety is our first priority. The program reserves the right to screen for substances of abuse/impairment at any point when patient care may be impacted.

Professional Attire for HSUSLC and Off-Campus Placements

Everyone, including graduate students, faculty, staff, and student workers, are expected to dress professionally. Everyone should dress modestly and decently (no breast, belly, or butt showing). Remember - not only are you representing Hardin-Simmons University, but the profession of Speech-Language Pathology as well.

- Clothing needs to be clean and in good condition. Dirty, frayed and/or ripped clothing is unacceptable. Look your best - clean, neat, and professional.
- Hair should always be clean and neat. Extreme colors (pink, blue, purple, cherry red, green, bright yellow) or extreme haircuts are not appropriate. For male students, hair should be no longer than collar length.
- Makeup should be tasteful and attractive. Goth-style makeup is not appropriate.
- Facial hair must be neat and well-trimmed and should not interfere or distract clients during therapy sessions.
- Body piercings other than one ear piercing are not allowed and are considered professionally inappropriate. When entering the department or your externship sites, be sure to remove all body jewelry from visible piercing sites.
- All tattoos must be covered when entering the department or your externship sites. Visible tattoos are not allowed and are considered inappropriate for the clinical setting.
- Students must wear their HSU SLP polo shirt and name tag while providing therapy at the HSUSLC.
- Slacks are appropriate. Slacks may be blue, black, gray, or khaki (light brown). All pants must sit at or just below the waist. Neither underwear nor your belly should be exposed at any time. If your apparel does not meet this requirement, you are dressed inappropriately.
- When wearing scrubs, neon and/or wild extreme patterns or any depiction of violence or violent characters are not acceptable.
- Shoes should be sensible and comfortable. Closed heel and toe flats, boots, or athletic shoes are appropriate. No flip flops or high heels.

Please note that if you are upstairs in the HSUSLC, regardless of whether you are seeing patients or just working in the documentation room, you must be dressed professionally!

Frequently asked questions about professional dress.

I'm just running in to sign a document. Do I need to dress professionally?

Yes, professional dress is expected while completing any type of documentation, therapy, or meeting or appointment while at the HSUSLC.

I'm going to work out before or after clinic. Can I wear my yoga pants or athletic pants and/or shirts?

No, you must always dress professionally when working in the HSUSLC.

I got these new high heels I need to break in. Can I wear them while providing therapy?

No, you need to wear comfortable, sensible shoes while providing therapy.

I want to work/study in the student workroom. How should I dress?

If you are not seeing a patient or providing therapy, you may wear jeans as long as they are not faded or torn. No shorts are allowed in the SLP department after 1:00 p.m.

The SLP suite on the first floor will be the official check-in area for all patients seen in the HSUSLC.

If you have any questions about professional dress, please talk with the graduate faculty.

Violations of the dress code are taken seriously by the SLP Graduate Program. Violations will be referred to the Clinical Director and may result in a behavior contract and/or dismissal from the program

Equipment, Materials and Facilities

Cell Phones

Cell phones are not allowed in the therapy room while providing treatment. The HSUSLC has purchased recorders that can be checked out for evaluation or therapy sessions. This will guarantee that HIPPA regulations are being followed. Students will need to check out the recorders in the HSUSLC office.

iPads

No personal iPads may be used while providing treatment. If you want to use an iPad, you must check one out from the department.

Student Workroom

The student workroom is located in the Graduate Office Suite (Hemphill 115). Students are encouraged to use the workroom to prepare for therapy and/or therapy activities. A laminator, copier, therapy materials, supplies, and computer are available for student clinician use.

Student Documentation Room

This room will be a card swipe room. Each student will use her personal swipe card to gain access to this room. Students should not allow anyone else to follow them into the room without swiping their card. Unauthorized entry (i.e., “piggybacking”) to this room may be considered a **major** violation of the student handbook. Students should be in this room only to write reports and complete other clinic paperwork. If you are not working on clinic paperwork, you should not be in this room. No food or drink is allowed in this room nor are unauthorized person/s. Students should note that they are being monitored and recorded while in the documentation room. This room will be available during the hours Caldwell Hall is open (i.e., Monday-Friday 7:00 a.m. to 12:00 a.m., Saturday 10:00 a.m. to 10:00 p.m., and Sunday 1:00 p.m. to 12:00 a.m.).

Therapy Rooms

The Clinical Director assigns therapy room for all therapy sessions. If needed, the CD will take into consideration which therapy room meets the needs of individual clients. Each room has chairs, a table, and a white board along with supplies. Cleaning supplies are provided so the room can be cleaned after each therapy session. Furniture should not be removed from the therapy room unless to accommodate a client. After the session, it is the clinician’s responsibility to return the furniture to the room.

Therapy Materials

Therapy materials (e.g., scissors, markers, paper, crayons, glue, etc.) are located in the student workroom. These materials are not for personal use. Games and toys are provided for therapy use. After each session, materials should be cleaned by the therapist before returning them to the shelf. Toys and other manipulatives can be cleaned using the kitchen on the third floor of Caldwell.

In the kitchen on the third floor of Caldwell is a refrigerator where food can be stored for therapy activities. All food must be dated. ***If using food in a therapy session, student clinicians must check to see if the patient has any food allergies.***

Testing Materials

Student clinicians will need to check out all assessment and assessment materials. These assessments and/or materials **may not** leave the Hardin-Simmons University Speech-Language Clinic. Upon the completion of the assessment scoring, the testing materials must be checked in.

Observation Room

This room is for students and/or caregivers to observe therapy sessions. Students must schedule observation times through the clinic office located in the SLP Office Suite. All students observing in the observation room must follow the professional dress code outlined in the Graduate Student Handbook.

Documentation

ClinicNote

HSUSLC will use ClinicNote for all clinical documentation (i.e., evaluation, daily notes, etc.). All clinical documentation must take place in the Documentation room (no exceptions). The Clinical Director will provide training so that students can effectively use ClinicNote for documentation purposes.

Documentation Timeline

HSUSLC policy holds student clinicians and supervisors to a standard timely completion of all documents, and the following timelines will be expected. Following an evaluation, the student clinician's initial draft is due to the supervisor within **72 hours**. Revisions may be necessary and will be performed in a timely manner so that the final evaluation document is signed and dated within **ten business days of the initial encounter**. The same timeline will be used to generate progress notes and discharge summaries. All daily notes (i.e., SOAP notes) are to be completed **on the day of service**. Because the documentation room closes at 12:00 a.m., all daily notes will be due by 11:59 p.m. on the day of service. Should the supervisor determine that this documentation requires revision, the final documentation should be signed and dated **the following business day**.

It is important to understand that anything beyond these timelines could be considered unacceptable. As such, if a student has more than two daily notes that are late, she/he will be unable to participate in Clinical Practicum until the notes are completed and signed. Additionally, the student clinician will be considered in **major** violation of the student handbook which may result in the student being placed on a remediation plan.

Calipso

HSUSLC will use Calipso software for documentation of each student's clinical information. The student's information is password protected. Each student as well as clinical educator (supervisor) will have a unique password. You should not share your password with anyone. Students should note that the clinical educator to whom they are assigned can view the student's personal information at any time.

Students are expected to document their time spent observing and/or providing therapy. All entries must be submitted to your clinical supervisor for approval.

The HSUSLC understands that all clinical supervisors are not comfortable using software for documentation and may not have easy access to technology. To accommodate those off-site clinical supervisors, the HSUSLC will provide paper documentation for daily clock hours for evaluation and therapy. The documentation paperwork is available upon request.

Student clinicians are expected to enter their time spent in observation and/or the therapy clock hours they have accrued into Calipso. Students must submit those hours to their supervisor for

approval by Friday at 11:00 p.m. Failure to submit your hours on time will result in the clock hours being voided. You may submit your late hours, but those hours **will not** count towards the 400 required hours needed for your certification.

Confidentiality and HIPPA

Hardin Simmons University and the Hardin-Simmons University Speech-Language Clinic respect the privacy and confidentiality of the clients served in the HSUSLC in regard to their medical information. HSUSLC faculty, staff, and students believe that protecting this information is an essential aspect of our clinic. The policies and procedures for protecting the private information of clients served in the HSUSLC are consistent with the requirements of HIPPA Privacy Standards and Texas law. First year graduate students receive training on HIPPA regulations and policies during Fall Orientation, and second year students will review and discuss them at the Fall Clinic Orientation Meeting. Any undergraduate participating in a clinical experience at the HSUSLC must complete training on HIPPA Privacy Standards.

Students and/or faculty may review information privacy at any time using the link provided: <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Student Agreement

Before each student begins Clinical Practicum, she will be required to sign both a clinical agreement and a confidentiality statement in order to ensure that the welfare of each individual who is served is protected.

The Clinical Agreement follows:

I understand that by registering for clinical course credit and clinical contact hours in the Speech-Language Pathology Graduate Program, I agree to the following policies and procedures:

1. To follow the Code of Ethics of the American Speech-Language-Hearing Association.
2. To follow the laws and requirements of the Texas State Board of Speech-Language Pathology and Audiology.
3. To follow the rules, policies, and procedures of assigned off-campus practicum sites.
4. To follow the rules and standards of conduct established by the Hardin-Simmons University Department of Speech-Language Pathology.
 - The student will understand that all clinical activities (evaluation, treatment, conferences, and reports) must be supervised by appropriately credentialed faculty members. Furthermore, the student recognizes that it is the supervisor who is responsible and accountable for evaluation and treatment decisions.
 - The Confidentiality Agreement is a statement regarding confidentiality and student responsibilities as they relate to client management and confidential records to which a student in the Speech-Language Graduate Program may have access while participating in clinical activities. Because confidentiality and the Code of Ethics of the American Speech-Language-Hearing Association are the ethical foundation upon which the profession of Speech-Language Pathology and Audiology are based, students are required to undergo confidentiality training

each year that they are participating in clinical experiences and to sign this agreement. Breaches in confidentiality or ethical guidelines will result in negative consequences to the student.

Statement of Confidentiality:

- This is a statement of my understanding of the importance of confidentiality in all areas of client management. I understand that any violation on my part of client confidentiality may result in negative consequences, including denial of clinical privileges.
- I understand that legally, the information (not the actual file) is the client's record and belongs to the client. Any violation of confidentiality involving information found in a client's record is punishable in a court of law.
- I understand that the professional code of ethics of the American Speech-Language-Hearing Association stipulates that confidentiality of client information is a part of professional responsibility and integrity.
- Because of these legal and ethical considerations, any student enrolled in the Speech-Language Pathology Graduate Program who reveals contents of a client's record, except as it relates to the educational process in the classroom or at a clinical site with a supervisor, is subject to disciplinary action.
- I have received instruction on confidentiality and the code of ethics and understand how they are maintained. I understand that, if I am uncertain about the appropriateness of my actions, I will check with my supervisor prior to undertaking those actions.
- I agree to follow the confidentiality policy of the Hardin-Simmons Speech-Language Pathology Graduate Program and the Code of Ethics of the American Speech-Language-Hearing Association. Furthermore, the University Clinic will follow the standard rules outlined by HIPPA to ensure safe, confidential protection of each client's protected health information.

(Each student will need to sign the document at the back of handbook and provide a copy to the Clinical Director.)

Communicating information to clients and/or caregivers is part of developing clinical competencies. However, students should note their Clinical Supervisor retains the ultimate legal, ethical, and moral responsibility for the client's care. Students should not communicate information about the client's evaluation, treatment, and/or clinical decisions regarding evaluation and/or treatment without discussing all clinical decisions with their Clinical Supervisor. If a client and/or caregiver should ask the student clinician a question(s) that he/she feels unprepared to answer, he/she should defer that question(s) to his/her Clinical Supervisor.

Clinical Practicum Assignments

Fall and Spring Semesters

Throughout the graduate program, various off-campus placements in the community and surrounding area will be coordinated so that students may achieve their clinical clock hours. Transportation may be required and may be up to one hour away from the university.

Student clinicians will take on caseloads and responsibilities commensurate with their progression through the program. All clinical placements are reviewed by the Placement Team to ensure that all students can gain experience across ASHA's "Big 9" (articulation, fluency, voice and resonance, receptive and expressive language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and communication modalities).

For more information about the "Big 9" visit: <https://www.asha.org/events/slp-summit-glossary/>

In order to ensure appropriate externship placement, the Placement Team, consisting of the Assistant Program Director (APD) and the Clinical Director (CD), will evaluate the student's knowledge and skills, the needs of the externship site, as well as the facility's ability to provide the level of supervision needed by the student. Additionally, diversity of the patient population and the breadth and depth of the potential experience will be assessed.

All graduate students are expected to participate in clinical practicum during the Fall and Spring semesters as well as during the Summer semester. The times and dates are coordinated with the site supervisor and student.

The Clinical Director will meet with each SLP graduate student individually, at the beginning of each semester, to discuss future clinical practicums opportunities. At that time, a student should discuss any placement sites they are interested in completing a clinical placement (i.e., schools, out-patient, hospital setting...). After this meeting, the student should submit an email with his/her formal request which can be found online. The formal placement request must be e-mailed to the Placement Team with the student's preferred site for the following semester. The formal request can be found online at:

Please keep in mind that the Placement Team will review each request to evaluate the student's knowledge and skills, needs of the externship site, as well as the facility's ability to provide the level of supervision needed by the student. Additionally, diversity of the patient population and the breadth and depth of the potential experience will be assessed.

The Placement Team will notify students of their Clinical Practicum site on/or before August 15 for the Fall semester and December 24 for the Spring semester.

Summer Clinical Placement

Summer Clinical Practicum is a full-time off-campus placement. These placements could take place nationwide as there are no in-person didactic classes during this time. Sometimes,

opportunities come available for students wishing to combine mission work and summer clinical practicum outside of the U.S.

The summer clinical practicum process should begin in the first semester with a discussion with the Assistant Program Director (APD). Students are expected to identify a potential summer placement and contact the facility to determine whether they would be willing to welcome students. After this discussion, the student will need to submit a formal placement request to the APD which is available online. The student will need the following information: facility name and contact person's phone number and email address. This request must be submitted by February 28.

If the summer placement application is submitted late, it may delay your summer practicum start date.

Please note if you choose to go to a location/facility which is not typically used as a University externship, the APD must make the necessary arrangements to obtain a mutual agreement between the University and the externship site.

Again, please know that when the Placement Team reviews the student's requested summer site, the following criteria will be reviewed: student's knowledge and skills, needs of the externship site, facility's ability to provide the level of supervision needed by the student. Additionally, diversity of the patient population and the breadth and depth of the potential clinical experience will be assessed.

Every attempt will be made by the faculty to finalize the Summer placement by April 15; however, there may be exceptions, particularly if the placement site has an alternative schedule for determining student rotations.

Clinical Clock Hours

By graduation, student clinicians must be able to document attainment of at least 375 clinical clock hours of supervised clinical experience in the practice of speech-language pathology and 25 observation hours. Up to 75 of the direct contact hours may be obtained through clinical simulation.

Students should strive to earn the following number of clock hours during each semester to ensure reaching their final goal of 375 hours:

- Fall 1: 40 hours
- Spring 1: 60 hours
- Summer: 140 hours
- Fall 2: 60 hours
- Spring 2: 110 hours

The clinical and diagnostic practicum experiences provide students opportunities for the following, which are specified in ASHA's 2020 standards:

- interpret, integrate, and synthesize core concepts and knowledge
- demonstrate appropriate professional and clinical skills

- incorporate critical thinking and decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Across the clinical experiences, all student clinicians are supervised a minimum of 25% of the time they are working with clients and the supervision may exceed this number. All supervisors are licensed and ASHA certified. The Clinical Director will verify they have met the ASHA 2020 standards for supervision by using the ASHA's Certification and Ethics Verification website.

Attendance and Punctuality

All student clinicians are expected to be on time and attend all scheduled therapy sessions whether at an off-campus practicum site or the HSUSLC. Consistent attendance is required for clinical experience during the student's designated time. Illness and personal emergencies are excused absences. Absences require written documentation from a physician, health clinic, etc. Participation in a University athletic activity/event is not an excused absence from clinical. If for some reason you are going to be absent, you must contact the HSUSLC.

Off-Site Policy

Student clinicians must attend all scheduled therapy sessions and be on time. It is important to follow the policies and procedures of the facility. If you are going to miss a session due to illness, you need to notify your clinic supervisor immediately as well as the HSUSLC. If a student has been approved for an absence, she will need to notify her clinical supervisor at least 5 days in advance if possible.

Punctuality

- Students should arrive at least 15 minutes prior to the session to prepare materials.
- Being unprepared for a therapy session as well as being late will impact your clinic grade.

Unexcused absences and frequent tardiness to clinic may result in a failing grade and can be grounds for a student to be removed /dropped from clinical practicum.

Clinical Conduct

Clinical violations will be dealt with according to the severity of the violation. Clinical violations are broken down into two categories: minor and major.

Some examples of minor violations may include:

- inappropriate dress, tardiness to clinical appointments, failing to contact the clinic in a timely manner if ill.

If the violation is considered minor, the student could receive: a verbal or written warning, lowering of clinical grade, and clinic placement termination. A behavioral contract outlining an action plan may be implemented.

Some examples of major violations may include:

- disrespectful attitude, incomplete or lack of documentation, neglect/disregard for a client and/or breach of confidentiality.
- providing unauthorized individual with access to the documentation room

If the violation is considered major and/or is recurring, the student could be dismissed from clinical, dismissed from the program and, in some cases, be immediately removed from clinical before the end of the semester. If the student is removed from clinical, the student will receive a final grade of “F” and be dismissed from the program.

Clinical Evaluations

Each student will be evaluated by her clinical supervisor twice during each clinical placement (midterm and end-of-term).

- The clinical supervisor will discuss the evaluation with the student, providing time for the student to discuss and reflect on her clinical knowledge and skills with her supervisor.
- Students must demonstrate clinical competence by receiving an average clinical practicum grade of at least a B in the practicum courses each semester.
- A student who fails to meet these requirements will be placed on clinical probation and on a remediation plan.
- The remediation plan will be developed by the Clinic Director and/or Program Director and signed by the student.
- Students who do not meet the requirements of the remediation plan or make lower than B for a second time will be dismissed from the program.

The Program Director will ensure that the intervention plans are implemented. The student will meet weekly with his/her mentor and program director or clinic director to discuss progress and his/her timeline for completing the prescribed intervention. Each meeting will be documented, and all participants will sign the meeting document. Students will be aware what progress they are making and where they are with regard to the timeline. Students who are on intervention plans may request a meeting at any time regarding the intervention and/or timeline.

Academic and Clinical Progress

In order to meet requirements for ASHA’s Certificate of Clinical Competence (CCC) and document the knowledge and skill assessment (KASA), student records are maintained on each graduate student. The KASA guidelines decree the knowledge and skills that the SLP program expects the students to master by the time of their graduation. The SLP program will monitor and document each student’s adequate progress in relation to the KASA guidelines.

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

KASA Standards

Students not meeting departmental requirements for acquisition of knowledge and skills must complete remediation plans as defined by the program director in conjunction with the Clinical Director, faculty members, and/or clinical supervisors. Failure to complete the remediation plan will result in dismissal from the program.

Student Grievances

Procedures for handling Student Grievances regarding grades can be found in the Graduate Catalog.

<http://hsutx.smartcatalogiq.com/2020-2021/Graduate-Catalog/Academic-Policies/Graduate-Studies-Grievance-Committee>

Procedures for handling student grievances (other than grades) with fellow students, faculty, or staff can be found on page 60 of the Hardin-Simmons University Student Handbook.

<https://3eroib1qr1f4ekdp93x2c2fv-wpengine.netdna-ssl.com/wp-content/uploads/2020/01/2019-20-Student-Handbook-1.10.20.pdf>

Students may file a complaint with the Council on Academic Accreditation (CAA) by writing to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association

2200 Research Boulevard, #310

Rockville, MD 20850

Council on Academic Accreditation Complaint Procedures:

For more information regarding the CAA's complaint procedures please visit their website:

<https://caa.asha.org/?s=filing+a+complaint>

Texas State Licensure

Texas Licensing Requirements for Audiologists and Speech-Language Pathologists

"The information below is collected from state licensure boards or regulatory agencies responsible for regulating the professions of speech-language pathology and/or audiology. The information is reviewed on an annual basis. Please be advised that laws, regulations, and policies may change at any time, so always check with your state for the most up-to-date information.

Initial Licensure (information provided by ASHA)

Speech Language Pathology

- Master's degree from a program accredited by a national accrediting organization approved by the Board and recognized by the U.S. Secretary of Education in an accredited college or university, if institution not CAA accredited must send letter from ASHA stating the Council for Clinical Certification has accepted the course work and clinical experience.
- 400 hours supervised clinical practicum
- 36 weeks of full-time or equivalent part-time supervised professional experience.
- Passage of an examination.
- All applicants must submit proof of successful completion of the jurisprudence examination at the time of application. The jurisprudence examination must be complete no more than six months prior to the date of licensure application.

The Board may waive the clinical and examination requirements and grant licensure to a CCC holder.

NOTE: *In Texas, it is against the law to practice as an audiologist or speech-language pathologist without a license.*

HA – Texas Licensing Information:

<https://www.asha.org/Advocacy/state/info/TX/licensure/>

TDLR-SLP

<https://www.tdlr.texas.gov/slpa/slp-license-apply.htm>

State Licensure

ASHA provides a state-by-state guide for licensure of each state.

<https://www.asha.org/advocacy/state/>

Certification in Speech-Language Pathology (information provided by ASHA)

Applying for the CCC-SLP

“If you have graduated from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) or from a program with CAA-candidacy status, you may submit your online application any time after completing the necessary coursework and graduate clinical practicum, and after receiving confirmation from your program director that the requirements in Standards I–V have been met...”

A completed application includes your dues and fees payment.

Important! “All academic coursework and clinical practicum must be completed before beginning the Clinical Fellowship (CF) experience. If any coursework or practicum is incomplete, which includes all prerequisite (i.e., basic biology, chemistry, or physics, etc.) and core coursework, the hours completed toward your CF experience will not count toward your minimum 1,260 hours.

Additional Required Documents

To complete your online application for certification, you must also submit the following documents.

- Passing Praxis exam scores (sent directly to ASHA from ETS).
- Official graduate transcript* which verifies the date and degree awarded (may arrive directly from institution).
- Speech-Language Pathology Clinical Fellowship (SLPCF) Report and Rating Form report through your online application portal.
- Disclosure documents: If you checked yes to a disclosure question on the application, please review the requirements for certified copies of court or other legal documents.”

For more information: <https://www.asha.org/certification/slpcertification/>

Praxis Scores and Score Reports

(https://www.asha.org/certification/praxis/praxis_scores/)

Students

Passing Scores

<https://www.ets.org/praxis/asha/requirements/> for purposes of ASHA certification:

- Audiology (5343): **162***
- Speech-Language Pathology (5331): **162**

Scoring the Exam*ASHA will continue to accept a passing score on the Praxis test (both the 5342 and 0342 test codes) if this version is required by your state's licensing agency. The passing score on this version of the test is 170.

- Only questions answered correctly count toward the exam score. It is better to guess than leave an answer blank.
- The raw points awarded are the number of correct answers. Your scaled score is computed from your total number of raw points in a way that adjusts for the difficulty of the questions.

Understanding Your Praxis Scores: <https://www.ets.org/praxis/scores/understand/>

ASHA Code of Ethics

<https://www.asha.org/code-of-ethics/>

Preamble

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

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

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

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

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

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

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Terminology

ASHA Standards and Ethics

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

advertising

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

conflict of interest

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

crime

Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" section of applications for ASHA certification found on:

www.asha.org/certification/AudCertification/ and www.asha.org/certification/SLPCertification/.

diminished decision-making ability

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

fraud

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

impaired practitioner

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

individuals

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

informed consent

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

jurisdiction

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

know, known, or knowingly

Having or reflecting knowledge.

may vs. shall

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

misrepresentation

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

negligence

Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to

this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances or taking actions that such a reasonable person would not.

nolo contendere

No contest.

plagiarism

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

publicly sanctioned

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

reasonable or reasonably

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

self-report

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

shall vs. may

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

support personnel

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

telepractice, teletherapy

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

<https://www.asha.org/Practice-Portal/Professional-Issues/Telepractice/>

written

Encompasses both electronic and hard-copy writings or communications.

Principle of Ethics I

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

Rules of Ethics

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and

they shall provide services or dispense products only when benefit can reasonably be expected.

- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional
- P. services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- R. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- S. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- T. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- U. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

Principle of Ethics II

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

Rules of Ethics

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.

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

Principle of Ethics III

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

Rules of Ethics

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

Principle of Ethics IV

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

Rules of Ethics

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.

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

<https://www.asha.org/code-of-ethics/>

APPENDIX

Student Confidentiality Statement

Before each student begins clinical practicum, they will be required to sign both a clinical agreement and a confidentiality statement in order to ensure that the welfare of each individual who is served is protected.

The Clinical Agreement follows:

I understand that by registering for clinical course credit and clinical contact hours in the Speech-Language Pathology Graduate Program, I agree to the following policies and procedures:

1. To follow the Code of Ethics of the American Speech-Language-Hearing Association.
2. To follow the laws and requirements of the Texas State Board of Speech-Language Pathology and Audiology.
3. To follow the rules, policies and procedures of assigned off-campus practicum sites.
4. To follow the rules and standards of conduct established by the Hardin-Simmons University
Department of Speech-Language Pathology.
 - The student will understand that all clinical activities (evaluation, treatment, conferences, and reports) must be supervised by appropriately credentialed faculty members. Furthermore, the student recognizes that it is the supervisor who is responsible and accountable for evaluation and treatment decisions.
 - The Confidentiality Agreement is a statement regarding confidentiality and student responsibilities as they relate to client management and confidential records that a student in the Speech-Language Graduate Program may have access to while participating in clinical activities. Because confidentiality and the Code of Ethics of the American Speech-Language-Hearing Association are the ethical foundation upon which the profession of Speech-Language Pathology and Audiology are based, students are required to undergo confidentiality training each semester that they are participating in clinical experiences and to sign this agreement. Breaches in confidentiality or ethical guidelines will result in negative consequences to the student.

Statement of Confidentiality:

- This is a statement of my understanding of the importance of confidentiality in all areas of client management. I understand that any violation on my part of client confidentiality may result in negative consequences, including denial of clinical privileges.
- I understand that legally, the information (not the actual file) is the client's record and belongs to the client. Any violation of confidentiality involving information found in a client's record is punishable in a court of law
- I understand that the professional code of ethics of the American Speech-Language-Hearing Association stipulates that confidentiality of client information is a part of professional responsibility and integrity. Because of these legal and ethical considerations, any student enrolled in the Speech-Language Pathology Graduate Program who reveals contents of a client's record, except as it relates to the educational process in the classroom or at a clinical site with a supervisor, is subject to disciplinary action.
- I have received instruction on confidentiality and the code of ethics and understand how they are maintained. I understand that, if I am uncertain about the appropriateness of my actions, I will check with my supervisor prior to undertaking those actions.

I agree to follow the confidentiality policy of the Hardin-Simmons Communication Sciences and Disorders department and the Code of Ethics of the American Speech-Language-Hearing Association. Furthermore, the University Clinic will follow the standard rules outlined by HIPPA to ensure safe, confidential protection of each client's protected health information.

Print Name: _____

Signature: _____

Date: _____

Hardin-Simmons University
Speech-Language Pathology Graduate Program

I have participated in the Fall Orientation and have read and reviewed the Hardin-Simmons University 2022-2023 HSUSLC Handbook. I understand all the academic expectations, policies, procedures and the ASHA Code of Ethics. I agree to abide by the policies, procedures and the ASHA Code of Ethics.

I understand that failure to abide by the policies and procedures of the HSUSLC and ASHA Code of Ethics and meet academic expectations could result in one or all of the following:

- remediation
- loss of clinical hours
- removal from clinical practicum
- dismissal from the program

Print Name: _____

Date: _____

Signature: _____

Hardin-Simmons University
Speech-Language Clinic

Undergraduate Application for HSUSLC Practicum Experience

Name: _____
Last First MI

Email Address: _____ Phone#: _____

HSU Box # _____ Classification: _____

Overall GPA: _____ Major GPA: _____ Number of Observation Hours _____

Undergraduate Requirements:

- junior or senior in good standing at HSU
- minimum overall GPA of 3.0
- minimum GPA of 3.5 in the major with no grades lower than a B
- completion of 25 hours of observation
- completed the prerequisite courses: CSD 2352 Normal Speech, Language and Hearing; CSD 3351 Clinical Phonetics; CSD 3354 Articulation and Phonological Processing; CSD 3359 Clinical Methods in Communication Disorders; CSD 3361 Observation of Clinical Procedures in Speech, Language and/or Hearing Disorders and CSD 4352 Language Disorders

Complete a personal statement of at least 200 words explaining why you would like to participate in providing therapy and the impact you hope to make with individuals who receive speech-language therapy services at the HSU Speech-Language Clinic.

The Graduate Program Director and/or Clinic Director will review all applications. If the student meets all the requirements and space is available, Graduate Program Director and/or Clinic Director will notify the student about registering for the clinical practicum course.

PROFESSIONALISM & ETIQUETTE DURING ZOOM MEETINGS

The Hardin-Simmons University Graduate Speech-Language Pathology prides itself on developing professionals. With the changing classroom delivery platforms, ensuring professional development and behavior is critical.

Below you will find some important guides to ensure you are developing and maintaining professional behavior during Zoom lectures. Please remember that our esteemed guest lecturers (and core faculty) work very hard to provide you with an excellent education, and many of them sacrifice time away from their work and families to teach you.

Kindly follow these important guidelines:

Please do not eat meals during Zoom Sessions

Eating can be very distracting to other students and lecturers. Please make sure you eat beforehand. Small bite-size snacks are allowed.

Please sit in a chair, do not sit in bed

Please make sure that you are not laying down or in bed. Zoom sessions work best when everyone is upright and engaged.

Be dressed as if you are going to class

Please dress as if you will be physically inside a classroom. Avoid wearing clothing that would be inappropriate for the classroom setting. While attending class in your pajama bottoms is a tempting option, you'll want to make sure that you are presenting yourself in the best possible light at least from the waist up.

Keep your video on

Because of the nature of online interactions, we want to be able to engage as much as possible. This means that we want to see your face! Lecturers really enjoy engaging with students while being able to see their faces. It is very challenging to lecture to blank screens.

Scan your environment

Be sure you are aware of the view from your camera display. Avoid sitting in areas that are distracting. For privacy reasons, many people like using backgrounds in Zoom. If you do use one, please make sure it is not overly distracting or inappropriate.

Mute your microphone

Once you log in to the virtual classroom, be sure to mute your microphone (lower left-hand corner). This will help to eliminate background noise that could distract others. Remember to unmute if you have a question or comment (both of which are highly encouraged!)

Be in the moment

Make sure that you are fully present, engaged, and listening to the lecture. Others can easily tell if your attention is elsewhere.

Limit distractions

Turn off notifications, close or minimize running apps, and mute your smartphone during the Zoom Meetings. Do not text or use your phone – this will infer that you are not engaged, and the behavior is distracting to others.

Chat feature

The Zoom chat feature is a tool to make comments and ask questions without interrupting the speaker but be aware that your comments are public and are recorded in the minutes of the session. As you most likely learned in your first face-to-face classroom back in kindergarten, "If you don't have anything nice to say, don't say anything at all." Page 72 of 109

Avoid multi-tasking

You will retain the discussion better if you refrain from replying to emails or text messages during the meeting. Do not complete other assignments or study for upcoming tests until after the Zoom session ends.

Be prepared

Prepare for the upcoming class/discussion. Complete the required reading assignment and be ready to participate in the class with comments or questions. If you will be sharing content during the session, make sure you have the files and/or links ready to go before the meeting ends.

Friendly reminders

If the Zoom session is to be recorded and the Course Director/Instructor has not started the recording, please help to remind them to start the recording before the lecture begins. We recommend you take notes in case the Zoom recording fails.

Thank you for working with us to help create a positive environment for everyone!

The above has been adapted from the following sources:

- Sherwin B. Nuland Summer Institute in Bioethics. "Professionalism & Etiquette During Zoom Meetings". Announcement posted by Lori Bruce. Accessed July 9, 2020.
- University of Pittsburgh. Information Technology. "Zoom Meetings: Etiquette and Best Practices". Accessed July 9, 2020.
- DePaul College of Education. "5 Easy-to-Follow Etiquette Rules for the Zoom Classroom". Accessed July 9, 2020.

