

Master of Arts in Speech-Language Pathology
Graduate Student Handbook
2024-2025



COLLEGE OF ARTS AND
SCIENCES

**DEPARTMENT OF SPEECH,
LANGUAGE AND HEARING SCIENCES**

Indiana University Bloomington

The Master of Arts (MA) in Speech-Language Pathology program at Indiana University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The Department of Speech, Language and Hearing Sciences reserves the right to modify, revoke, suspend, terminate and/or change any and all policies and procedures at any time, with or without notice, when necessary.



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Introduction

Welcome to the Department of Speech, Language and Hearing Sciences (SLHS) graduate program in speech-language pathology at Indiana University. This handbook is designed as a resource for graduate students enrolled in the Master of Arts (MA) in speech-language pathology program (<https://slhs.indiana.edu/>). The handbook contains important information about degree requirements including coursework, clinical practicum experiences, externships, certification, and licensure. Information provided in this handbook supplements, but does not supersede, degree requirements found in the Graduate Bulletin. For further information regarding graduate studies at Indiana University, students are encouraged to consult the Graduate Bulletin, which is in electronic format at <https://graduate.indiana.edu/academics-research/bulletin.html>.

About Us

The speech-language pathology program at Indiana University is currently ranked #14 in the nation based on the most recent surveys of Best Graduate Schools by [U.S. News & World Report](#). The speech-language pathology program has eight tenure-track or tenured faculty (Drs. J. Anderson, Bent, Gangopadhyay, Lulich, Mesa, Patel, Spencer, and Stark), one lecturer rank faculty (Dr. Morrisette), and ten clinic rank faculty (Dr. Kareem; Profs. Burke, Disheva, Eberle, Gugel, Karcher, Loring, Peabody, Rademacher, and Wade) for training and education in the MA speech-language pathology program.

The IU SLHS department is located at 2631 East Discovery Parkway, Bloomington IN 47408 and is home to the IU Hearing Clinic and the IU Speech-Language Clinic. The IU Speech-Language Clinic is a professional entity that offers evaluation and treatment (individual and group) designed to improve quality of life by facilitating improved communication, swallow function, and cognitive skills. Services specifically address the communication problems associated with many disorders. The SLHS department also has established liaisons with the local Monroe County Community School Corporation, the Indianapolis school system, and other local facilities to provide a range of clinical training opportunities to our students in the MA program.

SLHS Mission Statement

The mission of SLHS is to serve our growing diverse community by advancing innovative basic and applied research in communication sciences and disorders for the purpose of knowledge acquisition, student education, professional training, and clinical practice.

SLHS Non-Discrimination Policy

Our department and clinics do not discriminate in the delivery of services for any reason including age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.



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SLHS Diversity Statement

The SLHS department values diversity, equity, and inclusion as a core strength and essential element in the success of its mission. We strive to create an environment where respect for others supports meaningful dialogue across broad, interprofessional issues grounded in academic inquiry, research, and discovery. Our department provides opportunities to serve and promote better communication to an evolving and increasingly diverse community. We are committed to:

- Ensuring equity and access across the broad range of our research, teaching, and clinical activities;
- Maintaining a culture in which all students, faculty, staff, and clients feel welcome, regardless of race, ethnicity, language or dialect, sex, gender identity and expression, sexual orientation, religion, ability status, educational credentials, socioeconomic status, immigration status, and other forms of difference;
- Valuing myriad and differing intellectual contributions, political and ideological views, and lived experiences for their capacity to enrich the learning process and contribute to the department's success; and
- Cultivating our students' skills to address the needs of diverse populations, to value inclusion and equity, and to practice ethically across research, teaching, and clinical practice.

We believe that tangible educational, organizational, and personal benefits result from applying a critical lens to ourselves and our environment, individually and collectively examining our biases, assumptions, and worldviews, and challenging and mitigating structural inequities. Our commitment to diversity, equity, and inclusion is grounded in our aspiration to cultivate intellectual rigor and curiosity among our students and to prepare them to thrive in and contribute to a globally diverse, complex, and interconnected world.

SLHS Faculty and Staff Contact Information

MA Program Director	Julie Anderson, PhD, CCC-SLP	judander@iu.edu
Speech-Language Clinic Director	Carolyn "Carrie" Wade, MS, CCC-SLP	carawade@iu.edu
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MA Program Admission Requirements

Applicants must have a bachelor’s degree (typically in speech and hearing sciences or communication sciences and disorders or a related major concentration) with a minimum grade point average of 3.0 from an accredited college or university (or its equivalent from a foreign institution) to be eligible for admission into the SLHS MA degree program.

Language Proficiency Requirements

International applicants, with a native language other than English, must have a Test of English as a Foreign Language (TOEFL) score that meets or exceeds the following:

- Internet-based: 100
- Computer-based: 250
- Paper-based: 600

International students who have completed an undergraduate degree at a university in the United States are still required to take the TOEFL if their native language is not English.

In addition to achieving the above minimum TOEFL score, international students pursuing the clinical degree must have sufficient spoken language skills to work with clients in the clinic. The department requires that international students receive satisfactory scores on the following two tests, which can be completed upon arrival to Indiana University:

- Indiana English Proficiency Examination (pass/fail scoring)
- Test of English Proficiency for International Associate Instructor Candidates (score of C2 or C1)

Prerequisite Coursework

Applicants must also complete undergraduate coursework in the areas listed below. Applicants with an undergraduate degree in another field who have not completed work in the following areas will be required to take prerequisites prior to, or concurrent with, the graduate courses described on subsequent pages. At a minimum, the first three courses listed below must be completed prior to beginning graduate study. While it is preferred that all prerequisites are completed prior to matriculation, the last two courses listed may be taken in addition to the regular graduate coursework.

Prerequisite Courses	Credit Hours
Phonetics (must include IPA transcription)	3
Speech Anatomy and Physiology	3
Child Language Development	3
Acoustics or Speech Science	3
Audiology or Hearing Science*	3



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*Must include audiological testing and treatment. This requirement may also be fulfilled with separate courses in audiological assessment and treatment.

In accord with ASHA requirements (Standard IV-A), students hoping to achieve the Certificate of Clinical Competence in speech-language pathology must also document coursework (at least one course in each of the four areas) in the following basic sciences with a minimum grade of D in each course (coursework with a grade below D will not fulfill these requirements):

- **Biological sciences** (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science, etc.)
- **Physical sciences** (e.g., physics, chemistry)
- **Social and behavioral sciences** (e.g., psychology, sociology, anthropology, public health, etc.)
- **Statistics**

The basic science coursework *must* be completed outside of the field of speech and hearing to comply with ASHA requirements. This coursework may be carried forward from the undergraduate degree or taken for credit at an accredited college or university as a continuing education student or at the graduate level. If the courses are taken at the graduate level, they may not be counted to satisfy any requirements for the MA degree in SLHS. Students are strongly encouraged to complete the basic science coursework prior to matriculation in the MA program. Students are not eligible to begin the clinical fellowship experience, which is required for ASHA certification, until all basic science courses have been completed. For more information about required prerequisites for the MA program, visit our departmental website: <https://sphs.indiana.edu/graduate/ma-slp-degree/prerequisites.html>.

Students are encouraged to visit the ASHA website for more information:

<https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>.

MA Student Onboarding and Orientation

Admitted MA students are required to attend all SLHS orientation events that occur the week before classes begin in the fall semester. Students will receive the orientation week schedule and onboarding requirements during the summer prior to matriculation. As part of the onboarding, all students will be required to complete the following trainings:

- Annual HIPAA Privacy and Security Training
- HIPAA & Mobile Devices
- Bloodborne Pathogens Training
- Employee Title IX and Compliance Training



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MA Degree Programs

We offer four MA degree tracks in speech-language pathology: (1) clinical MA in speech-language pathology, (2) clinical MA in speech-language pathology within the Speech Therapy Education, Practicum, and Services for Latino Children and Families (STEPS) Program, (3) non-clinical MA in speech-language pathology, and (4) PhD degree with clinical certification in speech-language pathology.

Every year the department enrolls 35-40 students in the MA speech-language pathology program. Most students in the program complete the clinical MA in speech-language pathology. Every year since 2009 approximately 7-10 students complete the clinical MA in speech-language pathology via the STEPS Program. The combined clinical MA/PhD degree has been available for interested students since 2013. We rarely have students complete only the non-clinical MA in speech-language pathology; however, this option is available if students are interested. Clinical degree requirements are detailed in this handbook. If students are interested in pursuing one of the other degree programs described, contact the MA program director for more information.

Clinical MA in Speech-Language Pathology

The MA curriculum is designed to prepare students for a clinical career in speech-language pathology. The clinical MA curriculum typically spans five semesters, including one summer. The MA program requires a full-time commitment to complete degree requirements in this timespan (see **Clinical Practicum Assignments** below). The clinical degree requires a minimum of 52 graduate credit hours of coursework for graduation, including practicum courses. Students typically complete 52-60 credit hours. Clinical degree requirements align with ASHA standards for clinical certification and include successful completion of the following:

- 32 credit hours of required coursework beyond the bachelor's degree.
- 4-11 credit hours of electives, independent study, and/or thesis (see "Thesis Option" below).
- 4 credit hours of clinical practicum courses (S561, S565, S566, S567). Students must earn grades of B (3.0) or higher each semester for their clinical practicum.
- 12 credit hours of off-campus externships (S568, M550).
- Undergraduate pre-requisite courses of phonetics, speech anatomy and physiology, child language development, acoustics/speech science, audiology/hearing science, biological sciences, physical sciences, social and behavioral sciences, and statistics.

Clinical MA in Speech-Language Pathology within the Speech Therapy Education, Practicum, and Services for Latino Children and Families (STEPS) Program

The STEPS program is an optional bilingual track for eligible students. Students admitted to the STEPS program are encouraged to review additional course and clinical training requirements outlined in the STEPS Program Handbook. For more information, visit:



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<https://sphs.indiana.edu/graduate/ma-slp-degree/steps/index.html>. Students not admitted to the STEPS program, but who are interested in courses and clinical training opportunities designed for STEPS students, can register for the courses.

Non-clinical MA in Speech-Language Pathology

With faculty approval, students may have the option of completing a non-clinical MA degree in speech-language pathology. A non-clinical MA degree requires a minimum total of 36 graduate credit hours of coursework for graduation. Specific course requirements for a non-clinical degree will be determined by the MA program director in consultation with academic faculty.

PhD in Speech-Language Pathology with Clinical Certification

The department offers the opportunity for students to pursue a PhD with eligibility for the Certificate of Clinical Competence in Speech-Language Pathology. Students must complete all requirements for both degrees, but this track of the PhD program is designed to offer students the educational opportunities to develop clinical and research competence within a more limited timeframe than might be required by independent enrollment in the MA and PhD programs separately. If the student enrolled in the MA program decides to pursue a PhD with clinical certification, they can either (a) transfer programs or (b) complete the MA and then apply for the PhD. See the PhD Handbook at the PhD student portal for more information about this program: <https://sphs.indiana.edu/student-portal/graduate/phd-degree/index.html>.

Clinical MA Curriculum

The clinical MA curriculum in speech-language pathology includes academic coursework and clinical training experiences to prepare students as clinical service providers for individuals across the lifespan and a range of disabilities. The MA curriculum includes:

1. a solid foundation on basic principles of communication sciences and disorders,
2. a comprehensive curriculum that includes basic and applied sciences that span the lifespan and range of disabilities,
3. an infusion of evidenced based practice (EBP) across the curriculum, and
4. supervised clinical experiences provided by clinical faculty with expertise across the lifespan and disabilities.

The MA curriculum is designed to fulfill certification requirements in accord with ASHA's 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). For more information, visit:

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

A typical course sequence and abbreviated course descriptions are provided in this section. The courses described carry graduate credit and are open only to graduate students. More detailed course descriptions and course requirements are provided in course syllabi distributed at the



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beginning of each course offering. Please note, the sequence of courses, course offerings, course numbers, and credit hours are subject to change. Furthermore, courses in addition to those listed below may be offered.

MA Course Sequence

A typical course sequence is outlined below for students completing a clinical MA degree. The course sequence is subject to change based on faculty availability and other unpredictable situations. Students are strongly encouraged to adhere to this course sequence, although the students can modify this plan in consultation with the MA program director.

Fall I	Credit Hours
S501 Neurological and Physiological Foundations of Speech-Language Pathology	3
S520 Phonological Disorders	3
S532 Language Disorders in Children or S515 Spanish Language Acquisition and Disorders	3
S561 Clinical Methods and Practices I	1
S580 Critical Thinking about Research in Communication Disorders	2
<i>Total</i>	12
Spring I	
S537 Aphasia	3
S550 Stuttering	3
S565 Clinical Methods and Practices II	1
EDUC M563 Methods in Speech-Language Pathology in the Schools	3
Elective, Independent Study (S680), or Thesis (S780)*	1-3
<i>Total</i>	11-13
Summer I	
S544 Dysphagia	3
S566 Clinical Methods and Practices III	1
Elective, Independent Study (S680), or Thesis (S780)	1-3
<i>Total</i>	5-8
Fall II	
S531 Cognitive-Communication Disorders in Brain Injury and Disease	3
S555 Motor Speech Disorders	3
S540 Voice Disorders	3
S567 Clinical Methods and Practices IV	1
Optional: Independent Study (S680) or Thesis (S780)	1-3
<i>Total</i>	10-13
Spring II	
S568 Medical Externship in Speech Language Pathology	6
EDUC M550 Practicum: Speech and Hearing (School Externship)	6
<i>Total</i>	12

*STEPS students must take S539 Child Dual Language Learners



MA Course Descriptions

Students completing a clinical MA degree must complete 32 credit hours of academic courses, 4-11 credit hours of elective or thesis courses, 4 credit hours of clinical practicum courses, and 12 credit hours of externship courses. Students enroll in required courses every semester during which they are in residence as full-time students.

Academic Courses

S501 – Neurological and Physiological Foundations of Speech-Language Pathology (3 cr.). This course will introduce students to the anatomical and physiological bases of human communication. Topics will include neuroanatomy and neurophysiology of the central and peripheral nervous systems; neural substrates of speech and language; respiratory, phonatory, articulatory, and swallowing physiology; and current theories of motor control.

S515 – Spanish Language Acquisition and Disorders (3 cr.). In this course, data on the acquisition of Spanish as a first language will be presented. These data will encompass Spanish acquisition in both monolingual and bilingual contexts. Linguistic phenomena that are manifested in bilingual environments and that impact Spanish performance will be emphasized. Characteristics particular to how language and phonological impairment are manifested in Spanish-speaking children will be presented. In addition, basic information concerning Spanish phonological and grammatical structure, and dialectal differences within the language, as these affect acquisition, will be included. Practical activities such as child sample transcriptions and analyses will be incorporated within the course content. [Required for STEPS students but may also be taken in place of S532 for interested students, after consultation with the instructor and MA program director.]

S520 – Phonological Disorders (3 cr.). Assessment and treatment of phonological disorders in children; procedures are equally applicable to other populations. Case-based approach to analyses of phonetic, phonemic, syllabic structure in clinical diagnosis and identification of treatment goals. Corresponding treatment methods are evaluated relative to evidence-based practice.

S531 – Cognitive-Communication Disorders in Brain Injury and Disease (3 cr.). This course reviews disorders of perception, cognition, communication, and behavior associated with acquired brain injury and disease in adults. Procedures and issues pertaining to assessment and treatment in the acute and chronic stages of recovery or across disease progression will also be addressed.

S532 – Language Disorders in Children (3 cr.). The focus of this course will be on the identification, etiology, and clinical treatment of children who are classified as having autism spectrum disorder, intellectual disabilities, developmental language disorder, and other child language disorders. [STEPS students take S515 – Spanish Language Acquisition and Disorders instead of S532]

S537 – Aphasia (3 cr.). In-depth study of diagnosis and management of adult aphasia and related disorders.



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S539 – Child Dual Language Learners: Development, Assessment, and Intervention (2 cr.).

Focuses on how children acquire two languages. Topics concerning variables that impact dual-language acquisition children and patterns of acquisition will be discussed. Issues and strategies for evaluating language skills in this population, and for providing clinical services are presented. [Required for STEPS students/Elective for other students]

S540 – Voice Disorders (3 cr.). This course focuses on facilitating clinical skills related to assessment and management of children and adults with voice disorders. The relevant anatomy and physiology of the vocal mechanism and voice production will be presented.

Pathophysiology, causes, prevention, assessment, treatment (behavioral, surgical, and medical) of various voice disorders will be addressed.

S544 – Dysphagia (3 cr.). This course focuses on facilitating clinical skills related to assessment and management of dysphagia in children and adults, including those with tracheostomy and ventilator-dependent. The relevant anatomy and physiology of the swallowing mechanism will be discussed. Pathophysiology, causes, treatment of various conditions resulting in dysphagia will be addressed.

S550 – Stuttering (3 cr.). This course will focus on the nature and etiology of developmental stuttering, diagnostic procedures, and approaches to treatment in children and adults. Other disorders of fluency, such as acquired stuttering and cluttering, will also be discussed.

S555 – Motor Speech Disorders (3 cr.). This course will focus on the basic correlates of motor speech disorders in children and adults. Normal development of neuroanatomy, anatomy, and physiology of the speech production mechanism will be reviewed. Characteristics, pathophysiology, etiology, assessment, and treatment of various motor speech disorders will also be addressed.

EDUC-M563 – Methods in Speech Language Pathology in the Schools (3 cr.). Emphasis on school organizational patterns and administrative policies; relevant federal and state legislation; caseload determination; and service delivery models.

S580 – Critical Thinking about Research in Communication Disorders (2 cr.). This course will provide students with the tools and skills to think critically, solve problems, and make ethical and responsible decisions about clinical assessment and treatment. Emphasis will be placed on the role of research in evidence-based practice and the interpretation of scientific literature.

Elective, Independent Study, and Thesis Courses

Students completing the clinical MA degree must complete a minimum of 4 credit hours from elective course offerings, thesis courses, or independent study within SLHS. Graduate coursework outside of SLHS may also be used to satisfy this requirement. SLHS electives are typically offered in the spring I, summer, and/or fall II semesters. SLHS elective course offerings are announced prior to registration for an upcoming semester. Topics may vary from year-to-year with recent offerings in the areas of autism, counseling, child dual language learners, and birth to school-age language intervention. Students completing a MA thesis must enroll in a minimum of 3 credit hours of S780 (a maximum of 6 credit hours is permitted) (see MA Thesis Option below for more information). With faculty approval, students may also complete an



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S680 Independent Study ranging from 1-3 credits in lieu of, or in addition to, an elective. The student must meet with the faculty with whom they are interested in taking the independent study to establish the possibility and develop a plan for independent study for the semester. SLHS elective, independent study, and thesis course offerings may include:

A500/A550/A600/A700 – American Sign Language for Graduate Students (2 cr.). These courses meet with the corresponding undergraduate sections for level one, two, three, or four in American Sign Language.

S506 – Counseling (2 cr.). Provides information about the counseling purview of audiologists and speech pathologists. Topics such as theories of counseling, lifespan issues, emotional responses to communication disorders, family dynamics, support groups, and multicultural issues will be presented. Students will learn basic counseling techniques and the application of these techniques for specific disorders.

S515 – Topical Seminar in Speech Pathology (1-6 cr.). Topics of current interest. S515 topics are announced prior to registration for an upcoming semester. Topics may vary from year-to-year with recent offerings in the areas of Autism and Language Intervention: Birth to School-Age.

S517 – Cognitive and Communicative Aspects of Aging (2 cr.). Review of cognitive and communicative changes associated with normal aging as well as with diseases and conditions that are prevalent in the aging population. Includes discussion of methodological issues in research on aging as well as principles for maximizing communication with the elderly population.

S533 – Language Intervention: Birth to School Age (2 cr.). This course is a series of clinical workshops on language intervention that will sample topics examining the theoretical and clinical foundations for treatment of language disorders in children. Evidence based findings are applied to evaluate intervention methods and develop clinical tools for remediation of language disorders.

S539 – Child Dual Language Learners: Development, Assessment, and Intervention (2 cr.). Focuses on how children acquire two languages. Topics concerning variables that impact dual-language acquisition in children and patterns of acquisition will be discussed. Issues and strategies for evaluating language skills in this population, and for providing clinical services are presented. [Required for STEPS students/elective for other students]

S542 – Care of the Professional Voice (3 cr.). Physiological, psychological, and occupational aspects of professional voice use. A multidisciplinary perspective on research and practice in the areas of otolaryngology, social psychology, vocal pedagogy, voice sciences, and communication disorders. Examines historical and current approaches to preventing, assessing, and treatment of voice breakdown in singers and other professional voice users.

S560 – Craniofacial Anomalies (2 cr.). Orofacial clefts and other genetically-based craniofacial disorders are considered in relation to speech production and swallowing. Assessment protocols include auditory-perceptual evaluation, vocal tract imaging (nasendoscopy and fluoroscopy), and speech aerodynamics. Introduction to therapy procedures.



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S680 – Independent Study (1-3 cr.). This course can be taken in lieu of or in addition to an elective. The student must meet with the faculty with whom they are interested in taking the independent study to establish the possibility and develop a plan for independent study for the semester.

S780 – MA Thesis (1-6 cr.). This course can be taken in lieu of or in addition to an elective. See [MA Thesis Option](#) below.

Clinical Practicum Courses

Students completing the clinical MA degree are required to enroll in a clinical practicum course every semester during which they are in residence as full-time students, with a four-semester minimum. Students enrolled in the clinical practicum course will be required to attend class meetings and/or alternative meetings (e.g., Interprofessional Education program) and complete course projects. The clinical practicum course sequence also includes a Cultural Competency and Contemporary Issues series and an Interprofessional Education (IPE) series.

Clinical practicum assignments are also integrated within the course series. A combination of clinical assignments at the IU Speech-Language Clinic, local, and/or Indianapolis/Regional assignments, made at the beginning of each semester, are designed to help student obtain the 400 hours of supervised clinical practicum required for clinical certification (see Clinical Experiences below for more information). Clinical practicum requirements are further detailed later in this manual. The clinical practicum course series includes:

S561 – Clinical Methods and Practices I (1 cr.). Introduction to Clinical Practice and Documentation. Current topics related to clinical practice in speech/language pathology.

S565 – Clinical Methods and Practices II (1 cr.). Diagnostic Processes and Overview of Alternative and Augmentative Communication. Current topics related to clinical practice in speech/language pathology.

S566 – Clinical Methods and Practices III (1 cr.). Clinical Supervision and Pediatric Speech-Language Pathology. Current topics related to clinical practice in speech/language pathology.

S567 – Clinical Methods and Practices IV (1 cr.). Professional Issues and Medical Speech-Language Pathology. Current topics related to clinical practice in speech/language pathology.

Externship Courses

Students completing the clinical MA degree will enroll in two courses for full-time off-campus externships during the final spring II semester of the program. Students completing the clinical MA degree must enroll in a 10-week full-time practicum in the public schools (EDUC M550) and a 10- to 12-week, off-campus practicum in a medical setting (e.g., hospital, rehabilitation center), or other type of program in which speech-language pathology services are provided (S568). Both externship courses are satisfactory/fail (S/F) and full-time (minimum of 30 hours/week), unless a student is pursuing a combined MA/PhD degree or a student has department documented educational or medical accommodations. During the final spring II



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semester, students must complete the externship in the public school first and the externship in the medical setting second.

Graduate students who come from schools where they have already completed a school practicum do not need to repeat that assignment but may receive an additional hospital or rehabilitation placement. These assignments for school and medical practicum may be any place where a site and a certified supervisor can be identified, and a clinical affiliation agreement can be established with IU. Students are advised that some hospitals/rehabilitation facilities now require a 12-week externship and thus should clarify the length of the externship when making plans for their off-campus clinical placements (please see Externship Placement Process below for more information).

International students completing externships should refer to the Office of International Services website for more information at: <https://ois.iu.edu/student-employment/work-authorization/f1/curricular.html>.

Off-campus externship listings include:

S568 – Medical Externship in Speech Language Pathology (6 cr.). Intensive participation in the clinical activities of community agencies, hospitals or other service providers. Available only to advanced students in clinical program.

EDUC-M550 – Practicum: Speech and Hearing (6 cr.). Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting.

Course Registration and Advising

Students register for graduate courses online each semester by visiting the Student Center at One.IU (<https://one.iu.edu/>). Students will be advised about registration for the first fall semester during orientation week. The MA program director will email students each subsequent semester regarding the courses available and registration deadlines. For more information about the registration process, visit:

<https://studentcentral.indiana.edu/register/index.html>.

University policy with respect to changing or dropping classes stipulates that students will receive only a partial refund for a course dropped after the first week. Therefore, students will have to pay additional tuition if they add another course with the same number of credits. Because nonresident credits are now more than \$800, this could represent a costly exchange, and it will also affect graduate students with fee remissions if they have used the maximum amount. For further information about this policy, visit:

<https://studentcentral.indiana.edu/register/withdraw/dates.html>.



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MA Thesis Option

Students have the option of completing a master's thesis. Students who chose this option must register for at least 3 credit hours (but no more than 6 credit hours). The following thesis options are available:

1. **Experimental Group or Single Subject Research Design.** The traditional type of thesis completed in this department.
2. **Library Research Design.** The project will include minimally: 1) comprehensive review of pertinent literature, 2) critique and discussion of unresolved issues in the field, and 3) conclusion and implications for theory/therapy and further research.
3. **Individual Case Study Design.**
 - a) Client must present evaluation, management, and treatment of problem(s) sufficiently interesting to warrant research attention.
 - b) Thesis supervisor and the clinic director must approve client choice and assessment/intervention procedures prior to data collection.
 - c) Student must research the literature for relevant diagnostic tools, treatment considerations, assessment strategies, interdisciplinary referral and consultation needs, and theoretical considerations. A written report of the literature as applied to the client is required.

Thesis Committee

Students choosing to write a thesis must select a thesis committee consisting of at least three faculty members from the department, all of whom are also faculty of the University Graduate School (UGS). One of these faculty University Graduate School members will be chosen by the student to chair the committee. An [*] on this link denotes faculty who have membership in the University Graduate School [Speech, Language, and Hearing Sciences: Academic Bulletin \(iu.edu\)](#).

Students may choose to include clinical faculty and/or lecturer rank faculty as additional members of the thesis committee. The thesis committee shall: (a) approve the thesis topic based upon a written proposal and prospectus defense, (b) assist in guiding the research, (c) conduct an oral defense of the completed project, and (d) accept the written thesis.

Timeline

The typical steps and timeline for completing a thesis are as follows. More details about individual components follow.

Fall I. Identify a thesis topic as well as a thesis advisor/chair and committee. One can identify general topic areas and/or thesis advisor/chair by browsing research conducted by faculty in the department on the SLHS website. Once the student has identified a potential faculty advisor the student can reach out to the faculty member via email to schedule an appointment. The



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student can email several faculty. Once the student has identified a thesis advisor/chair, the student must submit the completed and signed MA Thesis / Independent Study Form (see [Appendix 1: MA Thesis / Independent Study Form](#)) to the MA program director.

Spring I. Complete a thesis prospectus and obtain committee approval of that prospectus. Note that with this timeline, the thesis process is often initiated prior to registering for thesis credits.

Summer I. Continue work on thesis project. Students may register for 1-3 credit hours of S780 during this semester (a minimum of 3 credits total are required). Students could also take an additional elective during this semester or take no thesis credits and only register for other electives.

Fall II. While continuing to work on the thesis project, students should register for the number of credit hours of S780 needed to bring the total to 3 credit hours (depending on the number taken during summer I).

Spring II/Summer II. Complete the thesis project. Completing the project will include passing an oral defense and submitting the final copy of the thesis to the Graduate School, department, and committee members. Students on externships will not be permitted to adjust or reduce their externship work commitment to accommodate completion of the thesis. By the 15th of the month in which a student wishes to graduate, the student must submit the initial thesis and Master's Application for Advanced Degree E-Doc to the University Graduate School. Students will be notified of any format changes that are needed within a week of the deadline (by the 22nd of the month they are submitted). By the 27th of the month in which a student wishes to graduate, the student must submit a signed acceptance page, as well as thesis corrections as determined by the master's recorder.

Thesis Prospectus

A written prospectus for the thesis research is required and it must be defended prior to the initiation of the research project. The prospectus is a document intended to outline the research activities a student is expected to undertake. The prospectus that is provided to the thesis committee is a document in which a student summarizes the research motivation through a literature review and the identification of a gap in knowledge, research questions and hypotheses, as well as proposed experiments, proposed analyses, and expected results, as appropriate. The prospectus must contain sufficient detail to allow members of the committee to determine the suitability of a student's proposed research plan.

This prospectus must be given to the committee chair at least four weeks before the defense date. After receiving approval from the committee chair, the prospectus should be given to the other members of the research committee at least two weeks before the prospectus defense date. The prospectus presentation constitutes a short oral presentation of the prospectus (15-20 minutes) and a discussion with the committee about potential changes and suggestions.



Thesis Defense

The student is responsible for providing a copy of the finished thesis to each member of their committee. Students should consult with their committee members about the preferred format of the copy – either electronic or on paper. Students should provide their committee chair with a complete copy of the thesis at least four weeks prior to the planned defense date. After the committee chair has given his/her approval, the student can circulate the thesis to the other members of their research committee, which should occur at least two weeks before the defense date. A shortening of this timeline will only be granted if the student completes a formal request document, which is approved and signed by all members of the research committee.

A thesis defense is scheduled in consultation between the student and the committee. In general, the student and committee decide on whether the thesis is ready for a defense. The committee can indicate that a thesis is not ready for defense and students may want to consider this recommendation carefully. A student has the right to override the committee's advice, however, and then will work with the committee to schedule the defense.

The thesis defense includes a presentation by the student for all committee members. Other faculty or students can be invited as well. The presentation typically lasts 20-30 minutes followed by 20-30 minutes for questions. Following the question period, the student and other audience members will be asked to leave the room and the committee will vote on the acceptability of the thesis. Most students who pass the defense still will be asked to revise their thesis before it is submitted to the UGS. Once revisions are made, the committee members will sign the acceptance page and the thesis can be submitted to the UGS.

Human Subjects

The “use of human subjects” guidelines must be applied to ALL research utilizing human subjects. Approval of the research must be granted by the “Committee on Human Subjects.” Please consult the thesis advisor for complete information.

Thesis Formatting

Style and documentation will correspond to the professional journals of the American Speech-Language-Hearing Association and the Indiana University Graduate School (see <https://graduate.indiana.edu/thesis-dissertation/formatting/masters.html> and <https://graduate.indiana.edu/thesis-dissertation/formatting/index.html> for guidelines—students are advised that these guidelines vary from year to year).

Clinical Experience

For students completing a clinical MA degree, clinical experience is an integral part of the curriculum. Clinical experiences are guided by ASHA certification standards and include guided clinical observation and clinical practicum assignments. Clinical experiences enable students to



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achieve competency outcomes in evaluation, intervention, and interaction and personal qualities across the nine core content areas defined by ASHA:

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

ASHA certification standards require 400 clock hours of supervised clinical experience in speech-language pathology. A minimum of 375 of the 400 clock hours must be spent in direct client/patient contact, with at least 25 hours spent in guided clinical observation. A minimum of 325 of the clock hours must be completed while the applicant is enrolled in the MA program. Simulated experiences may account for up to 75 of the 400 hours. For more information about ASHA standards for clinical certification in speech-language pathology, visit:

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

Guided Clinical Observation

Observation hours are required for completion of the clinical MA degree. ASHA requires that students complete a minimum of 25 hours of observation before or during their graduate program. This requirement may be met in a variety of ways. Students are encouraged to distribute observations across locations or practice settings. How to document observation hours varies, depending on whether the clinical observation takes place inside or outside SLHS.

An additional option is to obtain hours by subscribing to the Master Clinician Network at <https://www.masterclinician.org>. Contact the clinic director for a code to obtain a free subscription. Observation instructions and forms are available on the SLHS website

<https://sphs.indiana.edu/undergraduate/observations.html>.

Immunization Policy

SLHS students are required to demonstrate proof of vaccinations to be granted clinical privileges. While first year students are required by Indiana University to provide proof of



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vaccinations using MedProctor (see [IU Management of Infectious and Communicable Disease Policy PS-EHS-03](#)), SLHS does not have access to these records. Thus, students must also upload proof via **CALIPSO**. Vaccine compliance is necessary to (a) protect medically compromised populations seen in the clinic, (b) document proof of required externship site vaccinations, (c) appropriately counsel students who may not meet off-site placement requirements, and (d) provide proof for some externship contact affirmations that must be signed by the externship coordinators.

1. Procedures

- a. Incoming admitted SLHS students are sent a letter with instructions to activate their CALIPSO account and upload proof of vaccinations in June/July with a deadline of the start of orientation week.
- b. SLHS clinic director(s) verify all vaccination records via CALIPSO prior to the first day of clinic.
- c. Students with missing records or out-of-date vaccinations are notified via email and directed to the [IU Health Center](#) or their medical provider to obtain the necessary vaccinations, titer or to the [IU University Student Services and Systems](#) for exemption procedures.
- d. Failure to comply by the first day of clinic will result in the suspension of clinical privileges until compliance requirements are met. Students will be sent an email informing them of the suspension of clinical privileges and a copy of the email will be placed in their student folder.
- e. When a student provides the missing proof of vaccination or exemption, the records will be reviewed, verified, and the student will be notified when they may begin clinical services. A copy of the return to clinic document will be put in their student file.

2. SLHS clinic required immunizations (* required by Indiana University)

- a. *COVID-19 Vaccine (one of the following: 1 J & J, 2 Moderna, or 2 Pfizer) or proof of exemption (please note that exemptions must be approved by specific externship sites)
- b. *MMR1 & *MMR2 – requires two immunizations (covers measles, mumps/rubeola, rubella)
- c. dTap (DTaP/DT babies and children <7)
- d. *Tdap – requires one dose in the last 10 years to be compliant
- e. *Varicella (2 immunizations) or titer
- f. *Meningitis – requires one dose MenACW (MCV4) on or after 16th birthday if aged 21 years or younger
- g. Hep B series of 3 vaccinations
 - Student must begin the series by the start of clinic and complete the series by the time they are scheduled for externships.
- h. Annual influenza (October of each year)
- i. Negative TB blood test or a chest x-ray indicating that they are not infected with TB (must be administered yearly)



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3. Financial Responsibility

- a. SLHS students are financially responsible for any costs associated with obtaining the required vaccinations, titers, or testing.

4. Off-Site Rotations and Externships

- a. All SLHS Clinical students completing educational rotations or assignments off-premises are obligated to follow the host facilities' rules and practices. Host facilities' rules and practices may differ from the required immunizations listed above. Student compliance with host facility rules and health and safety regulations/requirements is a fundamental expectation.
- b. If a student does not meet the requirements of the host facility, then they cannot be (or continue to be) assigned there. While we will make a reasonable effort to find an alternative placement, it cannot be guaranteed. Failure to meet host facility rules could result in significant delays or failure to meet SLHS program requirements and can result in discharge or dismissal from the host facility and a delay or inability to complete SLHS requirements.

Additional Resources

- [IU Student Central Common Vaccine Packages](#)
- [MMR](#) – This vaccine qualifies a student for compliancy for mumps, rubella, and one dose of measles.
- [TDaP](#) – Booster vaccine for diphtheria, tetanus, and pertussis (whooping cough). Usually given at age 11 or 12. This vaccine is required to be compliant.
- [DTaP](#) – Diphtheria, tetanus, and pertussis (whooping cough). Given prior to age seven. The DTaP vaccine **does not** make a student compliant.
- Visit the [CDC website](#) for common abbreviations used on vaccination records.

Clinical Practicum Assignments

Clinical practicum assignments are integrated within the clinical practicum course sequence described above. Practicum assignments primarily involve direct client/patient contact, although simulations may be assigned to support clinical competencies and hours. Direct client/patient contact may also occur via telepractice (see [Appendix 2: Telehealth Procedures](#)). Clinical practicum assignments are designed to encompass a variety of clinical experiences in different settings and with different populations as defined by ASHA's Scope of Practice for Speech-Language Pathology. Clinical practicum assignments in the MA program are designed to help students obtain competencies across the age-span and disorder areas as well as obtain the necessary clock hours required for ASHA clinical certification. Practicum assignments vary by semester and include on-site experiences at the IU Speech-Language Clinic and off-site experiences at local and/or Indianapolis/Regional facilities (e.g., IPS School # 15-[Thomas Gregg Neighborhood School](#)). Examples include, but are not limited to, individual client sessions, group sessions, support groups, diagnostic teams, parent/family training, language-based preschool, and local off-site experiences including Monroe County Community School



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Corporation (MCCSC) community-based classrooms (MCCSC-University School <https://www.mccsc.edu/university>, MCCSC Templeton Elementary <https://templeton.mccsc.edu>), The LOUD Crowd© and IPE team experiences. Students may incur travel related costs to and from off-site practicum experiences including the liability insurance costs. These costs are not reimbursed by SLHS.

Clinic generally begins the second week of classes, with practicum orientation and planning the first week of classes. Students are required to be available by 8 a.m. on the first day of classes to receive their clinical assignments, attend clinical supervisory and mentor meetings, or both. The training program is full time and clinicians can expect to be assigned during any hours of clinic or off-site operating hours. Outside work commitments should avoid being scheduled until the final clinic schedule is received. The IU Speech-Language Clinic operates Monday through Friday from 8 a.m. to 6 p.m. during the fall, spring, and summer semesters. Some clinic assignments extend beyond regular clinic hours (e.g., Aphasia Support Group 5-6 p.m. and Brain Injury Support Group 5:30-6:30 p.m., some individual assignments based on client need). Opportunities for community-based screenings may also occur on weekends.

Students are expected to attend all scheduled clinical meetings, evaluation, and treatment sessions, unless excused in advance. This means arriving at evaluation and treatment sessions in plenty of time to set up the room and video and remaining present during the full assigned time. This means arriving at group meetings on time. In the event of an emergency or unexpected illness, students must notify BOTH the supervisor and front office if a treatment or evaluation session will be missed. Supervisors should be notified in advance if a meeting will be missed.

While ASHA requires a minimum of 325 hours be completed while students are enrolled in the MA program, please keep in mind that this is a minimum. It is the policy of this training program that students should have the maximum possible amount of supervised clinical practicum before leaving the program. The number of clock hours that a student ultimately earns during the MA program varies depending on practicum assignments, course schedules, assistantship, client availability, and other work commitments. The designation and definition of hours are governed by the Council for Clinical Certification (CFCC). Our program makes every effort to help students obtain sufficient clinical practicum across the age span and across disorders on a timely basis prior to exiting the program. However, if special circumstances arise that cause a student to obtain fewer clinical contact hours than recommended in one or more semesters, the student may need to extend their clinical training program to fulfill all the academic and clinical requirements for the MA degree. Special circumstances may include, but are not limited to, poor academic or clinical performance, as well as situations related to personal necessity, such as pregnancy, extended illness, mental health difficulties, or University closures. In some of these special circumstances, documentation from the IU Accessible Educational Service or a physician may be required. Another special circumstance may occur when a student requests externship experiences knowing in advance that the experience will



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be too narrowly focused (e.g., exclusively voice) to fulfill the requirements of the clinical training program and possibly ASHA certification requirements.

Students are responsible for keeping an accurate record of their clinical clock hours and monitoring their progress toward ASHA 2020 SLP Certification Standards via **CALIPSO**. Students must carefully record client attendance throughout the semester in **eCW**, the department’s electronic medical record system. Clinical hours are submitted at the end of each one to two weeks via CALIPSO. At graduation, the speech-language clinic director verifies the total clinical clock hours that the student will submit to ASHA for certification.

Students complete approximately 5-10 supervised clock hours in hearing screening/testing and/or aural rehabilitation. Hearing screenings are frequently announced via email and are on a first-come first-served basis. Students may also obtain hearing hours from clinical practicum assignments (e.g., hearing impairment/cochlear implant) and simulations.

State licensure requirements for minimum hours in certain areas may also vary across states. Students are responsible for ensuring they have met minimum requirements for licensure if they choose to practice outside of Indiana. Students should check <http://www.asha.org/advocacy/state/> for state specific requirements.

Clinical Practicum Assignment Process

Clinical practicum assignments match students to available patients, clinical placements, and a clinical faculty supervisor. Clinical practicum assignments are distributed to students at the beginning of each semester. Scheduling student clinicians for practicum assignments is a complex task completed by the SLHS clinical faculty during a scheduling meeting that occurs every semester. Practicum scheduling involves a myriad of considerations including, but not limited to, patient availability, patient needs for intervention, a patient’s schedule, a student’s schedule, a student’s need and readiness for training in a given area, and the clinical faculty supervisor’s schedule.

Clinical practicum assignments are weighted as shown in the table below. Every attempt is made to equitably distribute training hours assigned per week, however variations across students may occur for the reasons noted above.

Weight	Practicum Assignments*	Description
Level 1	Brain Injury Support Group LOUD Crowd	<ul style="list-style-type: none"> • Low level of preparation/basic research • Minimal to moderate behavior management/support • Direct therapy time 30-60 minutes • Monthly or bi-monthly support groups



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Level 1 or 2	Individual clients	<ul style="list-style-type: none"> Weighting depends on frequency of sessions and degree of difficulty of the client
Level 2	Aphasia Support Group	<ul style="list-style-type: none"> Moderate level of preparation/more in-depth research into a particular area Moderate behavior management/support Direct therapy time 1-4 hours per week Moderate psychological/counseling factors Weekly support groups
Level 3	MCCSC University School MCCSC Templeton Elementary Voice Diagnostics Eat & Speak Diagnostics Peds Diagnostics Brain Injury Social Skills Group	<ul style="list-style-type: none"> High level of preparation Significant behavior management/support Heavy psychological/counseling factors Heavy supervision needs
Level 4	Neuro Diagnostics STEPS Diagnostics IU Preschool Indianapolis Public Schools	<ul style="list-style-type: none"> Full day placement, potentially offsite High level of preparation/time

*Assignments subject to change based on client/practicum availability.

Practicum assignment weights are totaled during the scheduling meeting with the following cap range applied by semester. Students may also request additional assignments as available which may exceed the ranges shown below.

Semester	Assignment Weight Cap Range
Fall I	1-3
Spring I	6-8
Summer I	8-10
Fall II	8-12 (one assignment is gradually assumed by the assigned mentee and the weight is reduced)

The procedure for scheduling is as follows:

- At the end of the fall I, spring I and summer semesters, students complete a Student Information Sheet (see [Appendix 3: Student Information Sheet](#)) to indicate their preferences for practicum assignments. Students also complete a Weekly Schedule (see [Appendix 4: Weekly Schedule](#)) for the next semester in which they will be enrolled in clinical practicum. A student will not be given a clinical assignment unless these two forms have been submitted. Students are responsible for providing accurate



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information. Students are also responsible for keeping their schedule up to date in hard copy paper form (housed in the front clinic office) and on **eCW**.

2. Data from the Student Information Sheet, the Weekly Schedule form, **CALIPSO** reports and the patient waiting list are used during the clinical faculty semester scheduling meeting to determine assignments.
3. Students receive a 'Student Clinical Assignment' within a day or two of the scheduling meeting as well as an email with detailed orientation instructions and practicum assignment requirements. Student assignments may be distributed as a printout which includes the names of their clinical faculty supervisors and clients/group in their secure mailbox or via **eCW**.
4. An orientation/group supervision meeting will be held the week before clinic starts. E-mail notification of the time, location and any preparation required before the meeting will be sent as soon as possible, once assignments are distributed. Following this initial group meeting, the student clinician will meet with their clinical faculty supervisor to plan intervention and to schedule conferences, group meetings, or other activities for the semester. Students meet weekly or biweekly in group meetings throughout the semester. Individual meetings may be requested on an as-needed basis.
5. Occasionally, it is necessary to change schedules after the initial scheduling is done due to changes in patient schedules or to add hours for some students. This will be done through the speech-language clinic director. Requests for schedule changes will only be permitted for a change in class schedule, which cannot be avoided, inability of the client to come at the time scheduled, or an error in making the original assignment.

Clinical Practicum Supervision

To meet ASHA standards, clock hours must be obtained under the supervision of a clinician who holds current ASHA certification in speech-language pathology and has completed: (1) at least 9 months of post-certification full-time experience, and (2) at least 2 hours of professional development in the area of clinical instruction/supervision. The faculty supervisors affiliated with the IU SLHS MA program meet or exceed these requirements, as well as the ASHA Knowledge and Skills for Clinical Educators.

Faculty supervisors are experts in their area of practice and take a competency-based approach to the supervision of graduate clinicians with an emphasis on the knowledge, skills and competency of the student, while meeting the minimum 400 clinical training hours. While ASHA requires a minimum 25% supervision of the student's total contact with each client, SLHS provides supervision based on the student and client need, typically far exceeding 25%. Additionally, clients receiving services with Medicare as their payer source are supervised 100% during all therapy sessions according to Medicare guidelines.

Clinical faculty supervisors provide students with a set of practicum requirements for each supervisory experience that outline the expectations for the semester. These expectations may include but are not limited to documentation, meetings, feedback, timelines and disorder area



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specific resources. Requirements may vary based on the type of assignment (e.g., individual client, full-day school experience) and the supervisor assigned.

Clinical Practicum Procedures

Students assigned to on-site practicum assignments at the IU Speech-Language Clinic must adhere to the SLHS Clinic Calendar/Schedule (see [Appendix 5: Clinic Calendar](#)). Additional policies and procedures related to on-site SLHS Clinic assignments are detailed below. Variations to these procedures will be communicated to student clinicians via email.

Clinic Attendance and Cancellation

All diagnostic and weekly clients, with the exception of preschool clients, check-in at the front desk in the SLHS Clinic office (C2122) prior to every therapy session held at the clinic (preschool peers are also excluded from this practice).

When the client comes for the first time, they will be asked to sign all necessary forms in the clinic office. Consistent attendance is a key to successful treatment. After three unexcused absences or excessive absences, the client may be terminated from therapy at the discretion of the supervisor and speech-language clinic director.

On the 15th of and second to last day of each month of intervention or after the last intervention session, the attendance of each outpatient client should be checked in [eCW](#) and supervisors must lock documentation in [eCW](#). Checking attendance and locking documentation is important because the bookkeeper bills clients according to [eCW](#) records.

In the event of a cancellation, procedures for notification and documentation are detailed below:

Reason	Cancellation Procedures
Client initiated cancellation	<ul style="list-style-type: none"> • The staff member taking the phone call or retrieving the message should immediately: <ul style="list-style-type: none"> ○ Contact the clinician by e-mail AND eCW Telephone Encounter with the message “assigned” to the clinician. ○ Contact the supervisor by phone AND e-mail. ○ Enter New Telephone Encounter in eCW. • Clinician must indicate cancellation in eCW schedule.



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Clinician initiated cancellation	<ul style="list-style-type: none"> • The clinician is responsible for contacting the supervisor ASAP via phone or if unavailable, a SLHS Clinic staff member. Sufficient notice is imperative to contact the client/caregiver in time. If a clinician is not feeling well and the possibility of canceling the client exists, contact must be made with the supervisor who will help determine alternative plans. • The clinician is responsible for making every effort possible to contact the client in-person. If the client has not been contacted directly, the clinician must inform the supervisor or appropriate SLHS Clinic staff, who will then try and contact the client. • Clinician must enter New Telephone Encounter in eCW. • Clinician must indicate clinic cancellation in eCW accordingly.
Supervisor initiated cancellation	<ul style="list-style-type: none"> • Only in rare circumstances will a supervisor cancel a session. Typically, coverage is provided by an alternate supervisor. • If cancellation is necessary, the supervisor will make arrangements for the clinician and client to be notified immediately.
University initiated cancellation	<ul style="list-style-type: none"> • SLHS Clinics must follow University closures due to severe weather or other unforeseen circumstances. • Students are expected to be present and prepared for all sessions until the University announces a closure. • Supervisors will triage cancellation calls to staff and students as appropriate. • Those making the call will enter a new Telephone Encounter in eCW. • The Clinician must indicate clinic cancellation in eCW accordingly.

Clinic Parking

Clients will enter vehicle information when they sign in at the SLHS Clinic. Faculty, staff, and students should **never** park in the reserved client spaces. This may result in disciplinary action and parking ticket(s). The policing of the lot is the responsibility of IU Parking Enforcement. <https://parking.indiana.edu/policies/index.html>.

Client Documentation and Reports

Accurate and complete reports on each client are important because they: (a) document the clients' progress over the course of treatment, (b) they provide a written record of the clients' services, and (c) are the basis upon which third party-payers make reimbursement decisions.

Client reports include per-session SOAP/Progress Notes (individual and group), Assessment Reports, and Individual Client Progress Reports. Students and clinical faculty supervisors will work together to construct these reports. It is the responsibility of the supervisors to provide feedback to the students on all client reports and documentation within 48 hours. Clinic report templates are provided in the S561 clinical practicum course packet and the **eCW** Manual.



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During the first several weeks of each semester, SOAP/Progress Notes will be edited on a HIPAA compliant University sponsored platform, Microsoft TEAMS (see [Appendix 6: Guidelines for Critical and Restricted Data](#)). Assessment or intervention reports must contain a diagnostic and a procedure code for billing purposes. A current listing of these codes is found in the ICD-10-CM manual in the Accounts Representative's office or online at <https://www.asha.org/practice/reimbursement/coding/SLPCodes/> and <http://www.icd10data.com/>.

Documentation (SOAPS, lesson plans) that are turned in later than 24 hours or after the documented deadline (e.g., Treatment Plans, Initial/Final Status Reports) will result in a reduction on the Calipso grade form (Evaluation Skills #9, Treatment Skills #9, Professional Practice, Interaction and Personal Qualities #9 & 10).

Clinical Mentoring Program

SLHS uses an innovative mentoring program during a clinician's first semester in clinic. The program provides a smooth transition into the first clinical experience through a combination of peer and clinical faculty support. First and final semester clinicians are paired together for a clinical assignment based on schedules, interest, and client availability during the clinical scheduling meeting. Final semester student mentors provide a paced orientation to the clinical process in addition to the weekly or biweekly clinical faculty meetings first semester clinicians are required to attend.

During the week of August 28 (or the week prior to the initiation of the client and before the supervisory planning meeting), the mentor and mentee meet face to face to discuss and complete the Mentor/Mentee Semester Plan (see [Appendix 7: Mentor/Mentee Semester Plan](#)). This document is designed to assist in the planning and transparency of communication between mentors and mentees. Once completed, the document will be signed by both mentor and mentee and submitted to your supervisor during the supervisory planning meeting, usually held the first week prior to clients starting.

A Mentoring Map is provided as a guide for both clinicians to pace the addition of clinical responsibilities across the semester in addition to feedback from the supervisor (see [Appendix 8: Mentor/Mentee Map](#)). The Mentoring Map provides a weekly checklist of concrete tasks and the distribution of those responsibilities. Mentorship provides peer support for planning and implementation of treatment as well as clinical writing. Responsibility for the clinical assignment shifts to the first semester student mentee gradually with full responsibility typically assumed after midterms, subject to the approval of the clinical faculty supervisor. The program also provides valuable experience in the supervisory process for final semester clinicians who are guided by clinical faculty as they provide peer documentation editing and performance feedback during therapy sessions. If concerns arise while participating in the clinical mentoring program, the mentor or mentee should immediately discuss this with their assigned clinical supervisor and/or the clinic director. If the dispute cannot be resolved between the principal parties for any reason, the student should feel free to contact the MA program director.



Externship Placement Process

Students completing the clinical MA degree typically complete two full-time off-campus externships during the final spring II semester of the program. This requirement is described in the coursework section above with relevant course registration information for medical and school placements. Externship placement is a complex process that requires careful pre-planning beginning in the first semester of the MA program.

In the fall I semester, practicum placement meetings will be held to provide students with important information about externships placements and planning paperwork. These meetings are mandatory for all students with TBD dates announced in the fall I semester. Following this meeting, students will complete the Externship Planning Sheets (see [Appendix 9: Externship Planning Sheets](#)) and submit these on the [Canvas](#) externships site before scheduling a meeting with the externship coordinators.

After receiving information at the practicum placement meetings, students are expected to begin seeking medical externship placement sites and arranging interviews. Students are encouraged to apply for placements at multiple facilities but may not accept multiple externship offers. Students may choose a pediatric-only medical externship placement; however, students are strongly encouraged to seek opportunities to gain more competence and clinical hours with the adult populations. In addition, supplemental trainings may be required, as determined by the medical externship coordinator. For example, students completing medical externships in Level I Trauma Centers or NICUs will be required to complete additional trainings, as determined by the medical externship coordinator.

Many students will interview for medical externship placements during the Thanksgiving Break or between the fall I and spring I semesters. Students are responsible to keep their Externship Planning Sheet on [Canvas](#) up to date as changes occur. Written confirmation of medical externship placement must be sent to the medical externship coordinator via email to assure placement. School and medical externship placements will be most likely be secured prior to spring break in the spring I semester. Students may not change location of the externship following the spring I semester unless due to extenuating circumstances, which must be approved by the externship coordinators. It is also important for students to secure a medical externship placement by the end of the spring I semester to be on track for graduation. Students who do not have confirmed placements by summer I will be required to participate in additional planning meetings. Once the medical externship is secured, students must forward a copy of their placement offer to the externship coordinator by email.

School placement preferences must be submitted to the school externship coordinator. Preferences will then be utilized to secure placements. The typical timeline indicates that school placements are secured by the end of summer I/beginning of fall II semesters. Preferences may not be changed unless due to extenuating circumstances and must be approved by the school externship coordinator. School externship placements also require that



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students complete the EDUC–M563 Methods in Speech and Hearing Therapy course during spring I of the MA program (see course sequence above).

In the fall II semester before externships begin, the externship coordinators will present information in the S567 clinical practicum class on a TBD date. Following this presentation, students will contact both externship placements to confirm start dates and obtain instructions for the on-boarding process to be completed prior to a student’s first day onsite. This may include a drug screen, additional background checks, CPR certification, immunizations, FIT testing, and so forth. Students must obtain the name, e-mail address, and ASHA number for each externship supervisor and upload this information, along with externship start and end dates for both placements to the assignment folder on the **Canvas** Externships site by the deadline on the S567 syllabus. If the externship coordinator must complete on-boarding and/or verify that a student has completed on-boarding requirements, then the relevant documentation must be submitted at least four weeks prior to the start date. All students must upload updated onboarding requirements (e.g., vaccination records, background check, etc.) into CALIPSO at least four weeks prior to the start of their first externship. Students are also required to track their progress on accumulated clock hours each semester during the MA program to identify need areas for externship.

Policies, Responsibilities and Resources

The collective mission of Indiana University and SLHS department include the advancement of knowledge, the pursuit of truth, the development of students, and the promotion of the general well-being of society. As a department we share a dedication to maintaining an environment that supports trust, respect, honesty, civility, free inquiry, creativity, and an open exchange of ideas. Like any institution, the department and the University has policies to make sure everyone follows university regulations and best practice, as well as legal requirements. This part of the manual covers some of the policies and alphabetically arranged additional resources that may be useful to students during their time in the program.

ASHA Code of Ethics

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. Students must adhere to the ASHA Code of Ethics. Violation of the ASHA Code of Ethics may result in disciplinary action as determined by the Indiana University SLHS department. For more information, see <https://www.asha.org/Code-of-Ethics/>.

Academic Code of Conduct

Students are expected to adhere to the standards and policies detailed in the IU Code of Student Rights, Responsibilities, & Conduct at <https://studentcode.iu.edu>. Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Violations include cheating, fabrication, plagiarism, interference, violation of course



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rules, and facilitating academic dishonesty. All suspected violations of the IU Code of Student Rights, Responsibilities, and Conduct will be reported to the Dean of Students and handled according to university policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in a student's final course grade, and a failing grade in the course, among other possibilities. For more information, visit:

<https://studentaffairs.indiana.edu/student-conduct/policies/index.html>.

Clinic Code of Conduct

Students who participate in the clinical training portion of our graduate program are expected to adhere to the standards and policies detailed in the SLHS MA-SLP Clinical Code of Ethics. This Code is designed to (a) enhance transparency of expectations, (b) foster an environment of integrity, respect, and accountability, and (c) prepare graduate students to become competent, ethical clinical professionals upon graduation and entry into the field. For more information, visit the SLHS Onboarding site for MA speech-language pathology students in Canvas.

Adverse Incidents

Adverse incidents involving vehicle accidents and/or reports of damage to university property that occur during clinical experiences, including the IU Speech-Language Preschool, must be reported as soon as possible to the IU Office of Insurance, Loss Control & Claims. The Incident Reporting Form may be accessed at <https://inlocc.iu.edu/CAS/IncidentReport/Incident.cfm>.

Audio/Video Recording

Digital video recording is utilized in SLHS clinic rooms and is an integral part of the training and services offered by the MA program. Each student will, at some level in his/her training program, be video recorded. These digital recordings may be used for a variety of educational, instructional, and research purposes after a proper release has been signed by the involved student(s), client(s), and supervisor. For example, recordings may be useful to demonstrate specific client/clinician behavior, assessment tool use, intervention strategies, data collection and analysis. Students will be asked to sign a release to permit audio/video recording.

Clients of the IU Speech-Language Clinic are also asked to sign a Permission for Audio/Video form which gives permission to audio record and videotape sessions to be used for educational purposes. Students should be sure that this form has been signed and placed in the client's folder before any audio or videotaping is scheduled. Recordings are part of a client's confidential record. See HIPAA Privacy below.

All SLP treatment rooms are equipped with a video recording system that utilizes VALT software. The majority of rooms have pan/tilt video camera that can be adjusted during the session. Check with your supervisor as to whether or not recording will be started at the beginning of a session or will be scheduled to auto-start. Brief instructions are located in [Appendix 10: Brief Clinic Video Instructions](#). The full video manual is located in the Clinic Materials TEAM general channel.



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Bias-Based Incident Reporting

IU encourages students to report incidents of bias-based harassment and discrimination. For more information about bias reporting visit: <https://sphs.indiana.edu/about/diversity-inclusion/reporting-procedures.html>. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability may also be reported through any of the options: 1) email incident@indiana.edu or visit: <https://studentaffairs.indiana.edu/student-support/get-help/report-bias-incident/index.html> 2) call the Dean of Students Office at (812) 855-8188; or 3) use the IU mobile App. Reports can be made anonymously if desired.

Building Access, Mailbox, and Keys

The SLHS Clinic is open during normal business hours (8am-6pm). The Health Sciences Building is open to the public from 7 am through 7 pm (subject to change). All SLHS students are issued an IU Crimson Cards at orientation. This card also functions as a key card to access the Health Sciences building outside of business hours and to access secure clinical spaces during business hours. Students will be given a name badge, lanyard and badge holder that must be worn at all times when in the SLHS Clinic. The lanyard will also hold the Crimson Card for use in the building.

All students are issued a locked mailbox located in the student work room. A physical key will be issued during orientation week. A deposit of \$10 is required.

CALIPSO

Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations (CALIPSO) is a web-based application used to track practicum hours, evaluate clinical performance in alignment with CFCC standards, and maintain a professional portfolio. All students are required to register for a CALIPSO account prior to beginning their program. SLHS pays for the CALIPSO registration fee. Students are required to complete CALIPSO registration no later than July 31, 2024. Instructions for registration and clinical hours entry will be provided to students in June 2024. CALIPSO registration allows students to maintain access to their information for 1-year post-graduation. Students will “check out” upon graduation and download documentation of their data for certification and employment purposes. Also see, [Appendix 11: Professional Portfolio](#) for information about maintaining a professional portfolio in CALIPSO. For more information, visit: <https://www.calipsoclient.com>.

Canvas

Canvas is a web-based learning platform that is used by courses and departments at Indiana University. The Canvas platform has a range of tools available to instructors and departments for course management and administration. Students must have a University account to access Canvas at IU. For more information about the Canvas system and how to access Canvas at IU, visit: <https://kb.iu.edu/d/bcll#about>.



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eCW

The SLHS Clinics use eClinical Works (eCW), a secure electronic medical record system for patient information which includes all correspondence, assessment information, an ongoing record of intervention from enrollment to dismissal, and clinic billing. Access to clinical records via eCW is only possible via the Speech and Hearing Desktop via Citrix or [IUAnyWare](#) or via the web-based application using Avanti Secure Access VPN. Students are trained on eCW during orientation week prior to the start of the fall I semester. Students will be required to take a test and sign a form indicating compliance with SLHS Clinic security policies. Failure to follow these policies may result in dismissal from the program.

eCW files are confidential and can be reviewed only by clinic faculty, staff, and graduate clinicians *who are working directly with the client* and have electronic permissions. Any review of files by persons other than those listed above must have a Consent to Release Information Form signed by the client or guardian. Parents, guardians or clients who wish to review clinical records must submit a written request to the speech-language clinic director. This request will be acted upon within 20 days of its submission.

eCW is also utilized for patient billing and attendance records. The IU Speech-Language Clinic bills many third-party payers (Anthem, Vocational Rehabilitation, Medicaid, Department of Public Welfare and Medicare) and must adhere to their guidelines and fee authorization procedures. Procedures may vary based on clinical practicum assignments and may require prior authorization and/or a physician prescription for assessment and treatment. Students are responsible to keep client attendance records and their schedule updated in eCW. Student schedules are also housed in the front office of the SLHS Clinic.

Clinical Materials and Equipment

Clinical assessment and intervention materials/equipment are housed in the six large therapy rooms in the main clinic hallway, as well as in Room C2117. Students are expected to sign out materials borrowed on the sign out sheets located inside each storage cabinet. Students are responsible for the care and prompt return of SLHS materials and equipment borrowed and should be aware that the materials and equipment are owned by SLHS and may need to be utilized by other students and/or faculty for clinical and pedagogical purposes. Room C2117 also contains materials such as art supplies, paper, and writing utensils to aid in the preparation of clinical materials. The room also contains duplicates of commonly used pediatric therapy materials to facilitate easier access during the therapy week, along with a phone that can be used to call patients. Students are prohibited from calling their patients using their personal phone. To ensure the responsible use of SLHS materials and equipment, students must follow the equipment room procedures listed below.

- A list of all materials and their location is located on a spreadsheet in the Clinic Materials Team.
- Because materials are located in rooms that are frequently in use, it is the students' responsibility to look at room availability in advance of needing materials. This means



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you may need to plan to arrive early in order to access materials. The room use spreadsheet is also located in the Clinic Materials Team.

- Students must sign out complete kits/tests (e.g., packs of materials, cards, published tests) and should not borrow individual items from a kit or test box. Keep kits/tests complete and return them in the correct order. A kit/test is useless to the next person if parts of it are missing or if they are out of order and misplaced.
- When returning materials, they should be re-shelved in the appropriate place to keep materials organized and easy to locate.
- Students pulling the next to last copy of a form from the test box are responsible for taking the last copy of the form to the front clinic office for replacement copies to be made. Students are also responsible for notifying the clinic director that the test form needs to be ordered.
- Students may be held financially responsible for losing or not returning SLHS materials/equipment to the equipment room, including portions or items from published tests. While wear and tear is expected, the loss or failure to return materials to the equipment room is unacceptable.

CARE Referrals

The Indiana University CARE team is a multidisciplinary team of professionals facilitated by the Dean of Students Office that provides care and assistance to students who are exhibiting concerning behaviors or reporting distress. The mission of the CARE team is to provide a proactive approach to enhance the physical and emotional safety of students and promote academic success. A Care Referral can be submitted on behalf of a student and/or by a peer to aid with: academic/administrative issues; personal issues, health and wellness issues; behavioral issues and bias incidents. Common reasons to submit a referral include classroom disruption, dramatic changes in academic performance, references to suicidal thoughts, excessive absenteeism or observations of changes in physical appearance.

- Care referrals can be submitted at go.iu.edu/care.
- If you would like to consult with a member of the Dean of Students office regarding a distressed or distressing student, you may contact them at 812.855.8187.
- If there is an urgent, non-emergency situation after business hours that you would like to consult about, you may call the Dean on call at 812.856.7774.
- Counseling and Psychological Services also provides consultation for staff and faculty for mental health related matters. 812.855.5711.
- If it is an emergency, please dial 911.

Counseling and Psychological Services (CAPS)

The IU Health Center CAPS provides counseling and support services to students that may be experiencing academic and/or personal difficulties. Students should feel free to meet with their



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assigned advisor, the MA program director, department chairperson, and/or a representative at CAPS. For more information, visit: <https://healthcenter.indiana.edu/counseling/index.html>.

TimelyCare

Indiana University has partnered with TimelyCare to provide free virtual mental health support to IU students. Students have 24/7 access to the virtual care services. Learn more about the services and how to access them at: <https://www.iu.edu/mental-health/find-resources/timely-care.html>.

Guardian Safety App

Students are encouraged to download Guardian, a free smartphone safety app that provides access to personal safety resources on campus and allows students to easily reach the police. For more information and to download the app, visit: <https://protect.iu.edu/emergency-planning/communication/guardian.html>.

Accessible Educational Services Office

Accessible Educational Services (AES) provides support services and resources to students with permanent or temporary disabilities. For information about services or accommodations available to students with disabilities, please visit: <https://studentaffairs.indiana.edu/student-support/iub-aes/index.html>. If students have DSS approved accommodations, students must contact instructors at the start of the semester to arrange a time to meet.

Diversity and Inclusion

Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA) is dedicated to recruiting, retaining, and graduating minority students. Students requiring support related to diversity, equity, inclusion, and community should feel free to meet with the MA program director, department chairperson, and/or a representative from OVPDEMA. For more information, visit: <https://diversity.iu.edu> and <https://college.indiana.edu/about/diversity-inclusion/index.html>.

FERPA

The Federal Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. IU and the SLHS department are committed to the protection and confidentiality of student education records. For more information about student rights under FERPA, visit: <https://ferpa.iu.edu>. To report FERPA violations, visit: <https://ferpa.iu.edu/safeguarding/report-violation.html>.

HIPAA Privacy

The IU Speech-Language Clinic must comply with federal mandates under the Health Insurance Portability and Accountability Act (HIPAA). Students completing a clinical MA degree will be required to complete on-line HIPAA training during orientation for the MA program (see [Appendix 12: Online Trainings](#)).



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Students participating in clinical experiences are responsible to safeguard and keep patient information and documentation confidential. The significance of the protection of patient information/documentation cannot be overstated. Patient files and documentation may include protected health information (PHI) including a patient's name, address, DOB, phone number, and diagnostic information. Documentation that must be safeguarded includes any electronic or computer-generated documents and videos. Documentation may include, but is not limited to, lesson plans, therapy plans, SOAP notes, initial/final reports, audio recordings, and VALT videos. To ensure ethical and legal patient care, it is imperative that confidentiality is maintained. Confidential information about a patient may not be released without the patient's consent. No one should have access to a patient file that does not have legitimate reasons to see the file. No one should listen to audio recordings or view video recordings of patients that do not have legitimate reasons to do so. No information contained within the record should be discussed in public areas of the clinic (e.g., the waiting area, payment area, etc.) or with staff, other patients, students, or faculty who are not involved in the care of the specific patient. Consultation with a clinical faculty supervisor should be held in a closed treatment room or in the supervisor's office.

Failure to maintain confidentiality jeopardizes the clinic's legal position and can result in suspension or dismissal of a student from the program. Failure to comply with the privacy portion of this act may result in civil penalties up to a maximum of \$100 per violation and \$25,000 annually for similar violations. Intentional misuse of PHI is subject to criminal penalties including \$50,000-\$250,000 in fines and/or 10 years in jail. For further information about HIPAA, visit: <https://www.hhs.gov/hipaa/index.html> or <https://www.asha.org/practice/reimbursement/hipaa/>.

Parking

Students may park at the RAHC in the north lot with a valid IU Permit in designated spaces (see [Appendix 13: Parking Map](#)). Students may purchase an Indiana University parking permit from IU Parking Operations. Rates vary according to the duration (semester/year) of the permit. See <https://parking.indiana.edu/permits/permit-rates.html> for rates and purchase options. Students may also elect to park at the Evermann dorm and ride the IU E Route bus to the RAHC. Parking is not permitted in IU Health designated lots, including the south lot adjacent to the Health Sciences Building.

Professional Appearance

Students participating in clinical practicum assignments are required maintain a professional image in terms of both conduct and appearance that is appropriate for various clinic placements and consistent with the department's vision of becoming a future speech-language pathologist and overall representative of ASHA's [Code of Ethics](#). Professional attire is important in developing effective and respectful client relationships. Unless you are informed otherwise by your supervisor or site, jeans, sneakers, or other athletic attire (e.g., yoga pants) are not acceptable. Shorts of any length are not acceptable. All students are required to wear SLHS identification badge during their clinic practicum placements. Please see the SLHS MA-SLP



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Clinical Code of Ethics for more detailed information about the dress code, personal grooming, display of tattoos, or the use of name tags.

Religious and Civic Observances

IU's policy on religious holy days/holidays is posted at <http://enrollmentbulletin.indiana.edu/pages/relo.php>. Students should review the calendar to determine if there are any religious holy days/holidays that require alternate arrangements, and if so, submit the necessary form to faculty instructors at the start of the semester.

IU Computing and Security Compliance

Students accessing, storing, or manipulating institutional data (including Protected Health Information [PHI]) must adhere to IU standards for handheld mobile devices (i.e., smart phone, tablet, etc.) and laptop/notebook computers. Required safeguards include using a passcode/passphrase, settings for intrusion prevention, device encryption, and remote wiping. For more information, visit: <https://protect.iu.edu/online-safety/policies/it121.html>. Student are required to assent to an Acceptable Use Agreement to protect IU's data security once they receive an IU computing account. For more information about the Acceptable Use Agreement, visit: <https://protect.iu.edu/online-safety/acceptable-use.html>.

Universal Precautions

The clinical training programs of the department observe universal precautions as well as preventive public health measures. Universal precautions for the IU Speech-Language Clinic are included in **Appendix 14: Universal Precautions and First Aid Procedures**. Students are required to complete the IU Environmental Health and Safety Bloodborne Pathogens Training – Clinical and Research fall 2024 and upload the certificate of completion to **CALIPSO**. Instructions will be provided in the orientation letter (cf. **Appendix 12: Online Trainings**). Training must be completed and documented before client contact.

Indiana University requires new students who will be physically present on the campus, to have proof of immunizations. A full list can be found at <https://policies.iu.edu/policies/ps-ehs-03-infectious-communicable-disease/index.html>. Students enrolled in Practicum must also be immunized against Hepatitis-B and COVID-19, unless appropriate exemptions have been filed with IU. The Hepatitis-B consists of a series of three inoculations which will begin in the fall semester and continue for six months from the date of first injection. The vaccinations can be obtained at the IU Student Health Center Immunization Clinic. Information about appointments and fees can be found at <https://healthcenter.indiana.edu/medical/immunizations/vaccine-testing.html>.

No student will be assigned to an externship placement until proof of the completed series of vaccinations is documented with the IU speech-language clinic director. Students will upload proof of vaccinations in **CALIPSO** prior to starting in clinic. Instructions will be provided to students during the summer before entering the program (cf. **Appendix 12: Online Trainings**).



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Sexual Misconduct and Title IX

Our program strives to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If a student has experienced sexual misconduct, or know someone who has, the University can help. If a student is seeking help and would like to speak to someone confidentially, the student can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that students know that Title IX and University policy require IU employees (faculty/staff) to share any information brought to their attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. Students are encouraged to visit <http://stopsexualviolence.iu.edu> to learn more.

Student Grievances

The Student Advocates Office in the Division of Student Affairs at IU is dedicated to helping to support students and helping them solve problems when disputes arise. In the event of a dispute between a faculty member (academic or clinical faculty) and student, the student may feel uncertain about how to resolve the problem without prejudice. The best hope is that the disagreement can be resolved by a discussion between the two parties. If the dispute cannot be resolved between the principal parties for any reason, the student should feel free to contact the MA program director, or the department chairperson. Students may also contact the Students Advocacy Office on campus, visit:

<https://studentaffairs.indiana.edu/about/index.html>.

CAA Complaint Procedure

The Council on Academic Accreditation (CAA) is obligated by federal regulations to review complaints it receives about any accredited program or program in candidacy status. A complaint process is also in place for considering complaints filed against the CAA. If you wish to file a formal complaint about the program, you must do so in writing. For more information, see: <https://caa.asha.org/programs/complaints/>.

Student Engagement Roster (SER)

The SER will be used by faculty to provide feedback, observations, and recommendations while a student is enrolled in courses in the MA program. The SER is part of the University's initiative for Fostering Learning, Achievement, and Graduate Success (FLAGS). For more information, visit: <https://flags.iu.edu>. Faculty may enter flags to alert a student when there are concerns about class attendance, participation, success with coursework and/or concerns about clinical



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performance, among other things. The SER is designed as an early feedback tool to allow faculty to communicate with students about their progress in a class and make recommendations to improve their learning and progress toward the degree. SER feedback, observations, and recommendations entered by a faculty instructor are visible to the student and the MA program director. The MA program director may also use the SER to communicate with students, as well as document and track their progress toward the degree. Students may access the SER via One.IU at: <https://one.iu.edu/launch-task/iu/student-engagement-roster-student>.

Further Information

For further information regarding graduate studies at Indiana University, students are encouraged to consult the Graduate Bulletin which is available as a hard copy. An electronic version is available here: <https://graduate.indiana.edu/academics-research/bulletin.html>.

Degree Requirements and Progress

Our goal is for all students to make satisfactory progress toward the MA degree, while maintaining the integrity of the standards for satisfactory performance established by the University, College of Arts + Sciences, SLHS department, IU Speech-Language Clinic, off-campus practicum sites, and medical and school externship sites. Student's progress toward the clinical MA degree will be formally evaluated each semester to ensure that students are (1) acquiring the core set of skills and knowledge required for clinical certification and practice in speech-language pathology, in accordance with the standards (Standards 5.1 and 5.2) for accreditation of graduate education programs in speech-language pathology from the Council on Academic Accreditation (CAA), and (2) meeting degree requirements for the master of art's degree at Indiana University-Bloomington, in accord with the University Graduate School and College of Arts + Sciences. Evaluations will be based on course grades, overall grade point average, clinical performance as reflected in CALIPSO evaluations from each assigned clinical supervisor, and/or observations from the faculty regarding student performance in the classroom and/or clinic. All graduate students are expected to meet the minimum academic performance requirements for graduate study within the Department of SLHS. Only students whose academic performance is consistent with these standards will be recommended for graduation.

Student Responsibilities

Students are encouraged to carefully monitor their own academic and clinical progress, and if indicated, initiate discussion, action, or both to assure timely completion of their MA degree (see [Appendix 15: SLHS Timeline](#)). Students are encouraged to check the [Student Engagement Roster \(SER\)](#) and CALIPSO regularly attend all courses, and attend all scheduled clinical practicum sessions and meetings for ongoing feedback about their performance. When concerns arise, students are encouraged to meet with their instructors and/or clinical faculty supervisors promptly to resolve any issues that may arise including, but not limited to, poor attendance, poor performance on assignments or exams, late work, not completing work, disruptive behavior, or clinical performance that does not meet expectations.



Summative Assessments

The cumulative knowledge and skills of students in the MA clinical speech-language pathology program will be evaluated through comprehensive summative assessments, in accordance with the standards (Standard 5.2) for accreditation of graduate education programs in speech-language pathology from the Council on Academic Accreditation (CAA). The purpose of the assessments is three-fold: (a) give students insight into their progress and knowledge/skill development as they advance through the program, (b) provide opportunities for students to synthesize their learning across various contexts, and (c) encourage students to reflect on their own learning and development, fostering self-awareness and ongoing professional growth.

Summative assessments will be administered at the end of the final semester of the program (spring II). Each student will complete three key tasks. First, in the *Summative Reflection*, students write two brief papers reflecting on how they integrated their academic and clinical experiences during their school and medical externship placements. Second, in the *Summative Self-Assessment*, students complete a self-assessment checklist, identifying three areas of knowledge or skills where they feel confident and three areas of knowledge or skills that need further development. Third, students compile a *Summative Professional Portfolio* in Calipso, which reflects their cumulative work and knowledge over time. Performance on the summative assessments will be evaluated by the school and medical externship coordinators, MA program director, and clinic director on a complete/incomplete basis. Students will receive detailed information about the assessments in the program's final semester.

Formative Evaluation of Academic Progress

Course Grades and Grade Point Average (GPA) Requirements

To ensure that all students are making adequate academic progress in the program, the MA program director will regularly monitor feedback entered by instructors in the **SER**. The MA program director will also monitor each student's overall grade point average at the end of each semester, with assistance from the graduate coordinator.

As required by the University Graduate School and College of Arts + Sciences, a minimum of a B (3.0) overall average in graduate coursework is required for continuance in the graduate program. Courses completed with grades below C (2.0) (i.e., C- or lower) are not counted toward degree requirements, but such grades are counted in calculating a student's grade point average. Semester and GPA calculations will follow the IU grading system, with grade values and policies detailed by the Office of the Registrar. For more information, visit:

<https://registrar.indiana.edu/grades/grade-information.shtml>.

If a student has been flagged at midterm for receiving a grade of B- or lower in two or more courses, the MA program director will send the student a written reminder of the grade and grade point average requirements and encourage them to meet with their instructors. If the student's overall grade point average falls below a 3.0, the MA program director will recommend to the College that the student be placed on probation for academic concerns for



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the subsequent semester. The MA program director will (1) work with the College to develop the probationary terms, (2) notify the SOC that they will be placed on probation for the subsequent semester and that they will receive a formal notification from the College, and (3) meet with the student to discuss alternative options, as recommended by the College (e.g., leave of absence, withdrawal from the program). If a student on probation fails to meet probationary terms in the subsequent semester, the MA program director will recommend that they be dismissed from the program, pending approval by the Dean.

Clinical Practicum Grading

Clinical practicum course grades are based on a combination of clinical performance grade and classroom performance in the S56X courses. Clinical performance is evaluated on an ongoing basis. Students receive regular feedback about their performance via oral, written, modeling in-session and group feedback throughout the semester. However, the timing and format of the feedback may vary across clinical supervisors and the nature of the clinical assignments. For example, written feedback may not be possible when engaged in classroom activities or support groups where the supervisor is present and engaged with the clients and graduate clinicians simultaneously.

Formal evaluation of progress is conducted during the face-to-face midterm and final evaluation conferences using the IU **CALIPSO** Performance Evaluation tool. The clinical performance grade is an average derived from all **numerically** scored items **CALIPSO** scores across all supervisory evaluations for that semester. Scores are weighted as a ratio of the hours the student earned under each supervisor. For example, if Jan supervises 7 hours and Betty supervises 3 hours, Jan's evaluation will count as 70% and Betty's eval will count as 30% of the grade. Students have access to all performance evaluations, clinical training hours and portfolio via the **CALIPSO** student portal throughout the program.

Students must demonstrate competency (CALIPSO score of 3) in all performance evaluation areas on CALIPSO at a level commensurate with their experience from each supervisor. Note that competency expectations increase as you progress through the program. For example, a score of three for a first semester clinician might include preparing for their first clinical meeting by reading the previous clinical record and medical history of the client and providing a detailed summary. A final semester clinician may earn a score of three by preparing three evidence-based treatment options for their new client following a thorough reading of all available information about the client. Scores of 4 "exceed expectations" are rare and are consistent with advanced practice, requiring only initial consultative assistance from the supervisor or independence in the area being evaluated. Unlike academic courses, the goal is for students to meet expectations in clinical performance which translates to a letter grade of B. The complete grading scale is shown in **Appendix 16: CALIPSO Grading Scale**. The distribution of clinic hours across all students will also be reviewed each semester to ensure students are making adequate progress towards the degree requirements.

First, Second, and Third Semester (Fall I, Spring I, and Summer)



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If a student receives a score of “2” in any two area of evaluation skills, treatment skills, or professional practice, interaction and personal qualities or a score of “1” in any of the areas of evaluation skills, treatment skills, or professional practice, interaction and personal qualities on CALIPSO at midterm, the student will be placed on a Performance Improvement Plan (PIP) for the remainder of the semester (see [Appendix 17: Performance Improvement Plan Sample](#)). The clinic director will work with the assigned clinical supervisor(s) and the SOC to develop PIP goals for the remainder of the semester.

If, at the end of the semester, a student continues to perform below expectations and fails to meet PIP goals (i.e., receives a rating of “2” in two or more primary CALIPSO sections OR a rating of “1” in any one of these sections), the student will receive a grade of C in the S56X course and remain on a PIP for the subsequent semester. The MA program director will also recommend to the College that the student be placed on probation for clinical concerns. The MA program director and clinic director will (1) work with the College to develop the probationary terms based on the PIP goals, (2) notify the student that they will be placed on probation for the subsequent semester and that they will receive a formal notification from the College, and (3) meet with the student to discuss alternative options as recommended by the College (e.g., leave of absence, withdrawal from the program). If a student on probation fails to meet probationary terms at any point in the subsequent semester, the MA program director will recommend that they be dismissed from the clinical program, pending approval by the Dean. In this event, the student will receive a grade of F in the S56X course and the clinical clock hours for the failed semester will be removed from CALIPSO.

If a student is flagged, for the first time, at the end of the semester for clinical performance, the student will be placed on a PIP for the subsequent semester. The clinic director will work with the assigned clinical supervisor(s) and the student to develop PIP goals for the remainder of the semester. If the student continues to perform below expectations and fails to meet PIP goals at midterm, the MA program director will recommend to the College that the student be placed on probation for clinical concerns. The MA program director and clinic director will (1) work with the College to develop the probationary terms based on the PIP goals, (2) notify the student that they will be placed on probation for the subsequent semester and that they will receive a formal notification from the College, and (3) meet with the student to discuss alternative options, if recommended by the College (e.g., leave of absence, withdrawal from the program). If a student on probation fails to meet probationary terms, the MA program director will recommend that they be dismissed from the clinical program, pending approval by the Dean. In this event, the student will receive a grade of F in the S56X course and the clinical clock hours for the failed semester will be removed from CALIPSO.

Fourth Semester (Fall II)

If a student receives a score of “2” in any two area of evaluation skills, treatment skills, or professional practice, interaction and personal qualities or a score of “1” in any of the areas of evaluation skills, treatment skills, or professional practice, interaction and personal qualities on CALIPSO at midterm, the student will be placed on a PIP for the remainder of the semester. The



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MA program director will also recommend to the College that the student be placed on probation for clinical concerns given the proximity to externship placements. The MA program director and clinic director will (1) work with the College to develop the probationary terms based on the PIP goals, (2) notify the student that they will be placed on probation for the subsequent semester and that they will receive a formal notification from the College, and (3) meet with the student to discuss alternative options, as recommended by the College (e.g., leave of absence, withdrawal from the program). If a student fails to meet the PIP goals at the end of the semester, the student will not be permitted to begin externships and will remain on probation for the subsequent semester. The length of the student's clinical training may be extended for this purpose. If a student on probation fails to meet probationary terms, the MA program director will recommend that they be dismissed from the clinical program, pending approval by the Dean. In this event, the student will receive a grade of F in the S56X course and the clinical clock hours for the failed semester will be removed from CALIPSO.

Externship Practicum Grading

Guidelines for evaluating student performance on externships during the final semester are outlined in the externship handbooks. Students are evaluated at midterm (week 5) of each externship placement by the externship supervisor. If a student is not meeting performance expectations (i.e., receives a rating of "2" in two or more primary CALIPSO sections OR a rating of "1" in any one of these sections AND the externship supervisor reports that a PIP is warranted), the externship coordinator will work with the externship supervisor and the student to develop a PIP. The MA program director will recommend to the College that the student be placed on probation for clinical concerns. The MA program director and clinic director will (1) work with the College to develop the probationary terms based on the PIP goals, (2) notify the student that they will be placed on probation for the subsequent semester and that they will receive a formal notification from the College, and (3) meet with the student to discuss alternative options as recommended by the College (e.g., leave of absence, withdrawal from the program). If a student fails to meet PIP goals by the end of the placement, this will result in a failed externship placement and removal of clinical clock hours earned. If this occurs, the student must work with the externship coordinator to identify a new externship placement that would commence with a PIP and probationary terms in place. If a student on probation fails to meet probationary terms on the subsequent externship placement, the MA program director will recommend that they be dismissed from the clinical program, pending approval by the Dean.

Academic and/or Clinical Probation

Probation is a temporary status that allows a student the opportunity to return to good standing in their academic and/or clinical performance. Students placed on probation by the College Graduate Office will be notified of the individualized probationary terms as outlined above. There are several consequences that may result from being placed on probation including, but not limited to, the following:



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- The length of the program may need to be extended for students who are placed on probation to complete academic coursework and/or clinical practicum experiences.
- Students placed on probation for clinical performance may have clinical clock hours removed from CALIPSO.
- Students who are placed on probation for academic or clinic performance will not be assigned more than 3 clinical supervisors during their probationary term for the semester.
- Students who are placed on probation and who are receiving Graduate Assistantship or Research Assistant funding may be in jeopardy of losing this funding. Decisions regarding the continuation of funding will be made by the MA program director, the faculty member for whom the student is working, the speech-language clinic director, and the department chairperson.

Clinical Certification and Licensure

The ASHA Certificate of Clinical Competence (CCC-SLP) is the only professional credential for speech-language pathologists recognized in every state. Although certification is a voluntary process, most clinics, hospitals, and other service facilities require their employees to have ASHA certification. In most states individuals will also have to obtain a state license and special certification to work in the schools.

ASHA Certification

Any student who completes the SLHS clinical MA program in speech-language pathology and the ASHA required basic science coursework in biological sciences, chemistry or physics, social/behavioral sciences, and statistics (ASHA Certification Standard IV-A) is eligible to apply for ASHA certification. Students are strongly encouraged to complete the basic science coursework prior to matriculation in the MA program. However, if a student elects to take one or more of these courses during the program, then they should do so no later than their final semester in the program (spring II), as they will not be eligible to begin the clinical fellowship or apply for certification until all basic science courses have been completed. See the ASHA Pathway to Certification: <https://www.asha.org/Certification/Speech-Language-Pathology-Pathway-To-Certification/>.

To do so, students must complete the following:

1. Master's degree from a CAA accredited program
 - Successful completion of graduate coursework
 - Successful completion of supervised clinical practicum
2. National Examination in Speech-Language Pathology (PRAXIS)
3. Clinical Fellowship (CF)



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National Praxis Examination

Students planning to apply for certification complete the Praxis exam at or near the completion of their program (during the fall II semester or externships). Students are required to verify completion of the Praxis and upload their Praxis score to Canvas during the medical externship placement. Students must pass the exam before receiving ASHA certification. Preparation, registration, and reporting information for the Praxis examination in speech-language pathology can be found at: <https://www.asha.org/Certification/praxis/>.

Clinical Fellowship

The Clinical Fellowship (CF) is usually completed after the MA degree is granted. It may be completed during an applicant's first year of actual employment as a clinician, or it may be accomplished in certain settings as a 9-to-18-month special position. The CF supervisor must hold current ASHA certification in speech-language pathology and have completed: (1) at least 9 months of post-certification full-time experience, and (2) at least 2 hours of professional development in supervision. Specific requirements for the CF can be found at: <https://www.asha.org/certification/Clinical-Fellowship/>.

School Licensure

Some states require special licensure for those who wish to work in the schools. In addition to meeting the ASHA requirements for certification mentioned above, students must take EDUC M563 (Methods in Speech and Hearing Therapy) and EDUC M550 (school externship) because many states require these for school-based practice and licensure. State requirements and contact information can be found at: <https://www.asha.org/advocacy/state/>.

State Licensure

State licensure information for Indiana: <https://www.in.gov/pla/professions/speech-language-pathology-and-audiology-home/>.

Licensure links outside of Indiana: <http://www.asha.org/advocacy/state/>.



Appendix 1: MA Thesis / Independent Study Form

Date: _____

Student Name: _____

MA Thesis Advisor / Independent Study Faculty: _____

Please circle one

Semester & Year: _____

Brief Outline of the Proposed Plan of Study for the Semester:

Faculty Signature

Student Signature

MA Program Director Signature



Appendix 2: Telehealth Procedures

Clinic Procedures for IU Speech-Language Clinic Telepractice Supervisors and Clinicians

- The Indiana University Speech-Language and Hearing Clinics (SLHC) have been authorized to provide services via telepractice per rules and regulations established by the State of Indiana as well as the American Speech-Language Hearing Association (ASHA).
- Evidence supports the use of telepractice across the scope of practice for SLP and AUD (<https://www.asha.org/EvidenceMapLanding.aspx?id=8589944872&recentarticles=false&y ear=undefined&tab=allTab>)
- SLHS provides telepractice via Zoom or phone (subject to change based on University policy). Indiana University and Microsoft have signed a Business Associates Agreement (BAA) to facilitate private, secure online collaborations for research, teaching, or administration involving the transmission of protected health information (PHI).
 - **Telepractice may occur via telephone if agreed upon by all parties and would focus on consultation and training

Candidacy

Some clients may present with physical or cognitive challenges that prevent them from benefiting from telehealth. Being able to sustain attention for a reasonable time, follow simple commands, and manipulate a computer/tablet are some of the basic physical and cognitive requirements of participating in telehealth.

- Users must provide a valid email address in order to receive Zoom appointment invitations and consent to services unless phone-only has been agreed upon in advance**
- Users can connect to Zoom via an email link or download the Zoom application to their computer or android or iOS device
 - See technology requirements below
- Clients and clinicians may choose whether video and/or telephone is the more appropriate telepractice medium

Environment of Telepractice Session

- A quiet, well-lit space with minimal distractions is ideal
- Clinicians will conduct telepractice sessions bearing in mind professional behaviors (dress, telepractice environment, distraction-free desktop if screen-sharing)



Use of Facilitators

Younger children or adults with physical or cognitive challenges working from home may need the supervision of their parents or a facilitator, especially in the beginning of the program. The facilitator may need to teach basic computer skills needed for speech telepractice and help the client get ready for their sessions. Children who receive speech telepractice services from their school will need supervision as well. Facilitators may include family, friends or others who are well known to the client and comfortable with technology. Faculty and clinicians will work with clients to determine facilitation needs.

Appointment Scheduling

1. Clients will receive an email containing an individualized Zoom appointment link. Links will be sent at least 48 hours before the scheduled appointment to the preferred email account. Every effort will be made to schedule the telepractice sessions on the same day and time each week.
2. Students will be added as “alternative hosts” to be able to admit clients from the waiting room.
3. If they are unable to “attend” a scheduled appointment, they are asked to call the clinic at 812- 855-6251 to cancel the appointment.

More information about how to administer a Zoom therapy session may be found in the S561 Canvas Module.

What to Expect from the Appointment

Clinicians should review the telepractice check-list before every session

1. The appointment will be conducted with both the graduate clinician(s) and clinical supervisor “attending” the meeting. The student will be supervised during 100% of the session per guidelines established by the American Speech-Language Hearing Association (ASHA).
2. Prior to the appointment, the client will be provided with materials via email or asked to have materials present (e.g., paper, pen...).
3. Log on to the meeting 10 minutes prior to the appointment. The client will be admitted to a Zoom waiting room and admitted to the session shortly thereafter. This provides an additional layer of privacy and security for the session.
4. *** Ask the client the following questions EVERY session
 - a. *“Please tell me your name, date of birth, address of your CURRENT location and phone number at your CURRENT location. I have to ask these questions in order to verify your identity and to provide information to dispatchers in the event of an emergency”*
 - b. “Do you consent to participate in telepractice with me today?”
 - i. This must be documented in the soap. “Patient/parent/guardian provided verbal consent for participation in today’s session.”
5. The client or guardian will be asked to confirm those in attendance at the meeting and to confirm the length of the scheduled appointment.



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6. Meetings will not be recorded unless the client has been informed AND previously signed the Consent for Audio/Video taping.
7. During the appointment the graduate clinician(s) and supervisor work with clients to carry out a plan of treatment. This may include, but is not limited to, providing feedback and guiding clients through communication activities, providing education, and asking clients to perform functional tasks. Treatment will be individualized to meet a client's particular needs.
8. If the meeting is interrupted or disconnected, attempts will be made to reconnect for 10 minutes. If appropriate, the consultation may continue via phone. If unsuccessful, the appointment will be discontinued.
9. A client may leave the appointment at any time by selecting "End Meeting."



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Appendix 3: Student Information Sheet

Student Information Sheet: Spring 2024

Name: _____

Select all the courses you plan on taking this Spring:

- S539 Child Dual Language Learners
 S515 Birth to School Age
 S560 Cranio

What sign language level(s) have you taken?

- Level I
 Level II
 Level III

Do you have a car? No

Do you take the stadium bus? No

Rank ALL of the following in terms of clinical interest & hour needs (1= high; 2 = medium; 3 = low; N/A = already had it)

- | | |
|---|---|
| <input type="button" value="N"/> Eat & Speak Diagnostics (F PM) | <input type="button" value="N"/> LOUD Crowd/Parkinson's Group (F 1:00-3:00) |
| <input type="button" value="N"/> Neuro Diagnostics (M AM or PM) | <input type="button" value="N"/> Preschool |
| <input type="button" value="N"/> Pediatric Diagnostics (W PM) | <input type="button" value="N"/> MCUM (M or W AM) |
| <input type="button" value="N"/> Voice Diagnostics (W AM or PM) | <input type="button" value="N"/> School-Based (community-based classroom) |
| <input type="button" value="N"/> Brain Injury Support Group (M 5:30-6:30) | <input type="button" value="N"/> School-Based (preschool) |
| <input type="button" value="N"/> Aphasia Support Group (W 5:00-6:00) | <input type="button" value="N"/> School-Based (K-5) |

Rank ALL of the following in terms of clinical interest & hour needs (1= high; 2 = medium; 3 = low; N/A = already had it)

- | | |
|---|--|
| <input type="button" value="N"/> AAC | <input type="button" value="N"/> Fluency |
| <input type="button" value="N"/> Aphasia | <input type="button" value="N"/> Hearing Impairment/CI |
| <input type="button" value="N"/> Birth-Three | <input type="button" value="N"/> Phonology |
| <input type="button" value="N"/> DD/Autism | <input type="button" value="N"/> School-Age Language |
| <input type="button" value="N"/> Child Language | <input type="button" value="N"/> Swallowing |
| <input type="button" value="N"/> Cognition | <input type="button" value="N"/> Voice |

Additional Information (e.g., GA, AI assignments):

****Non GA/AI work should NOT be scheduled until after clinic assignments & meetings are added to your schedule****



Appendix 4: Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					S561 Clinical C. Wade C1021Z 8:00-9:00 am
:15					
:30					
:45					
9:00					
:15					
:30					
:45					
10:00	S520 Phonology M. Morrisette C1021Z 9:45-11:00 am		S520 Phonology M. Morrisette C1021Z 9:45-11:00 am		
:15					
:30					
:45					
11:00					
:15					
:30					
:45	S515 Spanish Lang C. Mesa C3051 11:30-12:45 pm		S515 Spanish Lang C. Mesa C3051 11:30-12:45 pm		
12:00					
:15					
:30					
:45					
1:00					
:15	S532 Language Dis C. Mesa C1021Z 1:15-2:30 pm	S580 Critical Thinking J. Lentz C1001X 1:15-2:05 pm	S532 Language Dis C. Mesa C1021Z 1:15-2:30 pm	S580 Critical Thinking J. Lentz C1001X 1:15-2:05 pm	
:30					
:45					
2:00					
:15					
:30					
:45					
3:00		S501 Neuro C. Spencer C1001 3:00-4:15 pm		S501 Neuro C. Spencer C1001 3:00-4:15 pm	
:15					
:30					
:45					
4:00					
:15					
:30					
:45					
5:00					
5:30					



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Appendix 5: Clinic Calendar

2024 Fall Clinic Calendar/Schedule

Fall 2024	(14 clinic weeks)
Tuesday-Friday, August 20-23	New student orientation
Monday, August 26	Classes begin – clinic assignments distributed
Week of August 26	Therapy prep meetings
Week of September 2	First week of clinic
Monday, September 2	Labor Day Holiday – no class or clinic
Thursday, October 3	IPE Synchronous Exposure Event (times TBD)
Friday, October 11	IU Fall Break/No class or clinic
Monday, October 14	Status reports due
Week of October 14	Midterm meetings with supervisors
Friday, November 8	IPE Immersion 1 event (time TBD)
Week of November 25	THANKSGIVING HOLIDAY-NO CLASS OR CLINIC
Monday, December 2	Final status reports due
Week of December 9	Last week of clinic
Monday-Wednesday, December 16-18	Grade conferences; Grades due Wed noon
Monday, December 23	Start of Winter Break



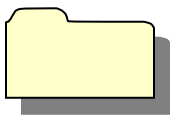
Appendix 6: Guidelines for Critical and Restricted Data

All documents containing PHI (including but not limited to soaps, lesson plans, reports, cover letters) are created and currently stored on institutionally approved Microsoft Teams at IU. Only SLHS-created Teams may be used to store patient data. Confidentiality can only be maintained if every effort is made to keep documentation on-line without printing hard copies.

Failure to comply with the following mechanisms for storing protected health information will result in disciplinary action. **Under no circumstances should client documents be emailed, transferred via external means (e.g., jump drive), printed, and transported.**

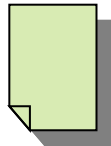
Teams Access & Organization

Each graduate clinician will be granted access to channels (folders) in Teams labeled by the clinical faculty supervisor to whom a student is assigned. Permissions will be revoked at the end of each clinical semester. Each supervisor will create a client subfolder identified by the client name.

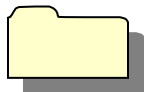


Client Name

A documentation log sheet will be included in each client folder



Under the client subfolder, documents will be further divided as follows:



Soaps



Lesson Plans

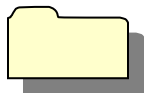


Chart Docs



Documentation Log Sheet

All documentation, including progress notes entered directly into eCW, must be logged onto the documentation log sheet with the **full date**. Supervisors will edit the document and log when the editing is complete. Documentation deadlines should be discussed with individual clinical faculty supervisors; however, it is best to check the log sheet frequently to ensure timely completion of reports/soaps. Students and supervisors will "tag" each other when documentation is submitted.

Labeling Documents

SOAPS and lesson plans should be labeled by date. For example, the SOAP for the session on 12/25/2023 should be labeled 25Dec23 and placed in the SOAP folder. Do not label soaps as #1, #2, etc. The program will not allow any punctuation in the name of a document.

Editing Documents

The clinical faculty uses the editing function available in Microsoft Word. This allows both students and faculty to track changes and comment back and forth. Once a document is created, the supervisor will return it with edits/comments appearing in the margin. If edits/comments are not visible in the margin, go to 'View' and click 'Toolbars.' **Be sure 'Reviewing' is checked.** On the upper toolbar there will be a drop-down box with the options 'Final Showing Markup,' 'Final'.... Further to the right there will be an icon that looks like a piece of paper with red lines labeled 'Track Changes.' Students must be sure this is activated any time changes are made to a document. For more details, click 'Help' and search 'track changes' and select 'About tracked changes.'

DO NOT "ACCEPT CHANGES" as supervisors will not be able to see what a student has changed.

Once final changes have been made and approved, students may view the document by using the drop-down box on the left side of the toolbar and selecting 'Final.' This allows students to view the document as it will actually appear during printing.



Appendix 7: Mentor/Mentee Semester Plan

Mentor/Mentee Semester Planning Document

Due During Supervisory Planning Meeting

Mentor Name:

Mentor Cell Phone:

Mentee Name:

Mentee Cell Phone:

Supervisor Name:

Supervisor Contact Information:

This document is designed to assist in the planning and transparency of communication between mentors and mentees. Mentor/mentee pairs are expected to meet in person to discuss and document the following questions and formulate a performance improvement plan. Once completed, the document will be signed by both mentor and mentee and submitted to your supervisor during the supervisory planning meeting, usually held the first week prior to clients starting.

Discuss and fill out the following questions and performance improvement plan

- 1. What is your preferred learning style (e.g., visual, auditory, kinesthetic/hands-on, reading/writing, combination)

Table with 2 columns: Mentor, Mentee

- 2. What is your preferred method of communication? (e.g., face-to-face, phone, text, group message...) AND What is your expected timeline to receive a response? (e.g., minutes, hours, days)

Table with 2 columns: Mentor, Mentee



--	--

Communication Plan:

--

3. When and how frequently will you meet with each other? Indicate **day/time/method and frequency**. For example, weeks 1-4 Mondays/4-5/face-to-face; weeks 5-16 every other Monday/4-5/face-to-face.

Mentor/Mentee Meeting Plan Details

--

4. What **type of feedback** do you prefer/expect to provide from your related to clinical performance, including documentation, in-session performance, therapy preparation? (e.g., verbal, hand-written, email, text, combination, no feedback) AND What is your **expected time-line for feedback**? (e.g., immediately after a session, same day of session, X days after a session). This ALSO refers to feedback provided by the mentee TO the mentor which should occur throughout the semester

Mentor	Mentee



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Feedback Plan:

5. What are your mentor participation expectations **during sessions**? For example, sit side by side during week 1 while mentee observes and takes data; weeks 2-3 mentee serves as communication partner and takes data. Estimate participation through semester.

Mentor expectations	Mentee expectations

In-session participation plan:

6. What are your expectations for the amount of participation and support for **documentation**? For example, sit side by side during 1st 3 lesson plans/soaps and treatment plan. Estimate participation through semester.

Mentor expectations	Mentee expectations

Documentation Plan:

7. What is your mechanism for dispute management? (e.g., verbalize concern with a focus on the issue, not personality; reflect back the concern before replying, clarify roles). See resources in S561 and at the end of this document. If a dispute cannot be resolved following a face-to-face mentor/mentee meeting, schedule a meeting with your supervisor.



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Mentor expectations	Mentee expectations
Dispute management plan:	

My signature indicates that I have met and discussed the questions above, and collaboratively formulated a semester plan with my assigned mentor/mentee.

Mentor Signature:

Mentee Signature:

Date Signed:

Additional Resources

Mentor/Mentee orientation checklist

Mentor/Mentee suggested weekly outline

Treatment Planning Templates: See S561 lecture and handouts

Documentation guidelines and examples: See Clinic Documentation Manual



A HIERARCHICAL APPROACH TO CONFLICT

G oals	<ul style="list-style-type: none"> • Are goals SMART (specific, measurable, attainable, relevant, time bound)? • Are all goals agreed upon and shared by all members of the team? • Does everyone feel a sense of purpose?
R oles	<ul style="list-style-type: none"> • Does each person have defined responsibilities and authority? • Does each person understand, agree with, and feel satisfied with those responsibilities? • Does each person understand what everyone else does?
P rocesses & r ocedures	<ul style="list-style-type: none"> • Is there clear communication between team members? • Who has decision making authority? How are group decisions made? • What is the mechanism for dispute management?
I nterpersonal n teractions	<ul style="list-style-type: none"> • Do individuals trust each other? Are all contributions valued? • Do individuals support each other? Is constructive feedback offered? • Is there genuine friendliness in words and gestures among individuals?



Modified from Beckhard R. J Contemporary Business 1972:23-27.

Conflict Management Tools: <https://www.latrobe.edu.au/mylatrobe/common-types-of-group-conflicts-and-how-to-resolve-them/>



Appendix 8: Mentor/Mentee Map

Fall Semester Map

Week 1		
Mentor's Tasks	Mentee's Tasks	Together
<ul style="list-style-type: none"> <input type="checkbox"/> Prep for supervisor meeting: semester plan and treatment plan draft for client <input type="checkbox"/> Make lesson plan and doc log <input type="checkbox"/> Call client to remind of clinic start date 	<ul style="list-style-type: none"> <input type="checkbox"/> Prep for supervisor meeting: discuss client history <input type="checkbox"/> Set up way to track clinic hours 	<ul style="list-style-type: none"> <input type="checkbox"/> Review supervisor's practicum responsibilities and clinic calendar (show 059) <input type="checkbox"/> Read client file (show file room) <input type="checkbox"/> Talk about client file (how it's organized) <input type="checkbox"/> Set up meeting with supervisor (show signing up on door) <input type="checkbox"/> Set up client folder on Share (talk about accessing share) <input type="checkbox"/> Set up clinic evaluations folder in personal folder <input type="checkbox"/> Fill out yellow observation sheet and get signed (folder in front office) <input type="checkbox"/> Fill out attendance card and check ICD-9 with supervisor (folder in front office) <input type="checkbox"/> Reserve room if supervisor hasn't done so <input type="checkbox"/> Prep for first session (show equipment room) <input type="checkbox"/> Tour clinic <input type="checkbox"/> Set up weekly meeting time



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Week 2		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Write lesson plan and doc log <input type="checkbox"/> Write SOAP and doc log <input type="checkbox"/> Start writing treatment plan	<input type="checkbox"/> Practice data collection <input type="checkbox"/> Keep track of clinic hours	<input type="checkbox"/> Revise lesson plan as needed (talk about track changes) <input type="checkbox"/> Mark attendance <input type="checkbox"/> Prep for next session <input type="checkbox"/> Put video in storage (show room 09)
Week 3		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Review lesson plan <input type="checkbox"/> Write SOAP and doc log	<input type="checkbox"/> Practice data collection <input type="checkbox"/> Write next lesson plan and doc log <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Mark attendance <input type="checkbox"/> Put video in storage	<input type="checkbox"/> Revise lesson plan as needed <input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Prep for next session <input type="checkbox"/> Finish treatment plan and doc log
Week 4		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Review lesson plan <input type="checkbox"/> Write SOAP and doc log	<input type="checkbox"/> Practice data collection <input type="checkbox"/> Write next lesson plan and doc log <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Mark attendance <input type="checkbox"/> Put video in storage	<input type="checkbox"/> Revise lesson plan as needed <input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Prep for next session
Week 5		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Review lesson plan <input type="checkbox"/> Write SOAP and doc log <input type="checkbox"/> Start initial status report	<input type="checkbox"/> Practice data collection <input type="checkbox"/> Write next lesson plan and doc log <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Mark attendance <input type="checkbox"/> Put video in storage	<input type="checkbox"/> Revise lesson plan as needed <input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Prep for next session <input type="checkbox"/> Mark attendance and total for the month
Week 6		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Write SOAP and doc log <input type="checkbox"/> Sign up for mid-term meeting when available	<input type="checkbox"/> Practice data collection <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Mark attendance <input type="checkbox"/> Put video in storage <input type="checkbox"/> Sign up for mid-term meeting when available	<input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Prep for next session <input type="checkbox"/> Update, finish, doc log initial status



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Week 7		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Review mentee's SOAP, write remainder of SOAP and doc log <input type="checkbox"/> Prep for mid-term meeting	<input type="checkbox"/> Conduct one activity <input type="checkbox"/> Practice data collection <input type="checkbox"/> Write SOAP for activity done <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Mark attendance <input type="checkbox"/> Put video in storage <input type="checkbox"/> Prep for mid-term meeting	<input type="checkbox"/> Make sure initial status is doc logged <input type="checkbox"/> Update initial status once reviewed <input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Prep for next session
Week 8		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Attend mid-term meeting <input type="checkbox"/> Review SOAP, write remainder of SOAP, and doc log	<input type="checkbox"/> Attend mid-term meeting <input type="checkbox"/> Conduct activity <input type="checkbox"/> Practice data collection <input type="checkbox"/> Write SOAP for activity <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Mark attendance <input type="checkbox"/> Put video in storage	<input type="checkbox"/> Start thinking about final data collection <input type="checkbox"/> Revise SOAP as needed
Week 9		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Review SOAP <input type="checkbox"/> Provide session observations/feedback	<input type="checkbox"/> Write SOAP and doc log <input type="checkbox"/> Mark attendance and total for month (unless M client) <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Prep for next session <input type="checkbox"/> Put video in storage	<input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Plan for final data collection <input type="checkbox"/> Discuss final status report and cover letter writing
Week 10		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Review documentation <input type="checkbox"/> Provide session observations/feedback	<input type="checkbox"/> Start final status report and cover letters <input type="checkbox"/> Write SOAP and doc log <input type="checkbox"/> Mark attendance <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Prep for next session <input type="checkbox"/> Put video in storage	<input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Plan for final data collection
Week 11		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Review documentation	<input type="checkbox"/> Doc log final status report when ready <input type="checkbox"/> Mark attendance	<input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Update final status report and cover letters



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	<input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Prep for next session <input type="checkbox"/> Collect final data <input type="checkbox"/> Put video in storage	<input type="checkbox"/> Start file check out prep
Week 12		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Review documentation <input type="checkbox"/> Provide session observation/feedback <input type="checkbox"/> Sign up for final grade conference with supervisor	<input type="checkbox"/> Write SOAP and doc log <input type="checkbox"/> Mark attendance <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Prep for next session <input type="checkbox"/> Keep up with file check out <input type="checkbox"/> Update final status once reviewed <input type="checkbox"/> Sign up for file check out with supervisor <input type="checkbox"/> Sign up for final grade conference with supervisor <input type="checkbox"/> Put video in storage	<input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Make sure final status is doc logged <input type="checkbox"/> Start final conference prep
Week 13		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Review documentation <input type="checkbox"/> Provide session observations/feedback <input type="checkbox"/> Sign up for final grade conference	<input type="checkbox"/> Write SOAP and doc log <input type="checkbox"/> Mark attendance <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Prep for final conference <input type="checkbox"/> Keep up with file check out <input type="checkbox"/> Prep for final grade conference <input type="checkbox"/> Put video in storage <input type="checkbox"/> Sign up for final grade conference	<input type="checkbox"/> Revise SOAP as needed <input type="checkbox"/> Update final status and cover letters as needed
Week 14 LAST WEEK OF CLINIC!!		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Attend final conference <input type="checkbox"/> Provide session observations/feedback	<input type="checkbox"/> Write SOAP (depends on supervisor) <input type="checkbox"/> Mark attendance and total for the month <input type="checkbox"/> Keep track of clinic hours <input type="checkbox"/> Finish file check out list <input type="checkbox"/> Complete file check out with supervisor and Diane	<input type="checkbox"/> Make sure all documentation is updated



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	<input type="checkbox"/> Finish prep for final grade conference <input type="checkbox"/> Put video in storage	
Week 15		
Mentor's Tasks	Mentee's Tasks	Together
<input type="checkbox"/> Final grade conference with supervisor	<input type="checkbox"/> Final grade conference with supervisor	<input type="checkbox"/> Celebrate!



Appendix 9: Externship Planning Sheets

IU SLHS

Medical Externship Planning Sheet

Upload to Canvas Externship Site prior to meeting with Externship Coordinator

Name: _____ E-Mail: _____

Cell Number: _____

Are you a STEPS student? _____

Traditional order (school then medical) _____ Reverse order (medical then school) _____

Where would you like to complete your medical externship (city, state)? _____

What is your "best fit"? (circle all that apply)

- | | |
|--------------------------|-------------------|
| Hospital | Outpatient Clinic |
| Acute Rehab | Private Practice |
| Skilled Nursing Facility | Mix of Several |

How would you describe yourself? (circle all that apply)

- | | | | |
|-----------------|---------------------|------------|-----------|
| Detail-Oriented | Meticulous | Empathetic | Outspoken |
| Flexible | Resistant to Change | Creative | Advocate |
| Fast-Paced | Easily Adaptable | Outgoing | Energetic |

Do you prefer pediatrics or adults? _____

Would you rather have an experience that develops your depth or breadth of knowledge?

What is most important to you to have a successful medical externship experience?

What additional questions or concerns do you have?



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IU SLHS
School Externship Planning Sheet
Upload to Canvas Externship Site by January 19

Name: _____ E-Mail: _____

Cell Number: _____

Are you a STEPS student? _____

Traditional order (school then medical) _____ Reverse order (medical then school) _____

Indicate two site preferences for your school placement. All requested contact information should be supplied in order for your placement to proceed; search school corporations' website for special education directors if your potential supervisor are unknown. If you do not have a preference for a particular supervisor, then you may enter NA on the relevant lines. **You must submit name of school district, preferred setting (e.g., PreK, K, etc.), Special Education Director with his/her/their contact information, and school address at the minimum to proceed with school placements.**

First Choice

School District: _____
Setting: _____
Potential Supervisor: _____
E-mail: _____
Phone: _____
District Contact: _____
Job Title: _____
E-mail: _____
Phone: _____
Address: _____

Second Choice

School District: _____
Setting: _____
Potential Supervisor: _____
E-mail: _____
Phone: _____
District Contact: _____
Job Title: _____
E-mail: _____
Phone: _____
Address: _____

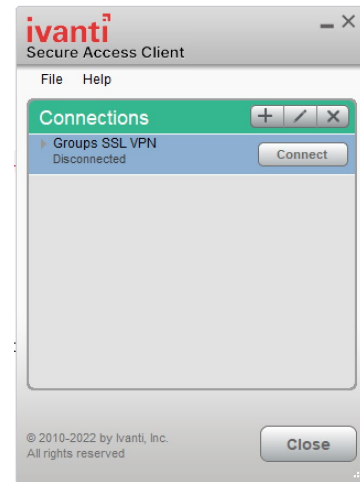


Appendix 10: Brief Clinic Video Instructions

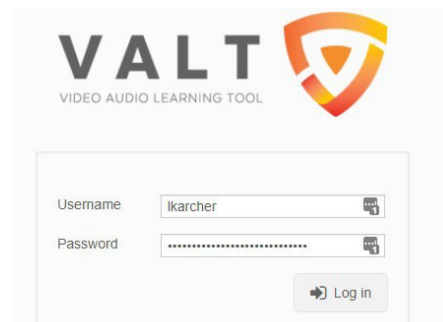
1. Install and connect to Ivanti Secure Access Client. See the KB article for full instructions at <https://kb/d/aygt#install>

Set up groups using: <https://vpn.iu.edu/groups>

This is the **ONLY** way you can access the videos remotely.



2. Log on to <https://bl-slhs-video.slhs.indiana.edu/login> using your IU username and passphrase



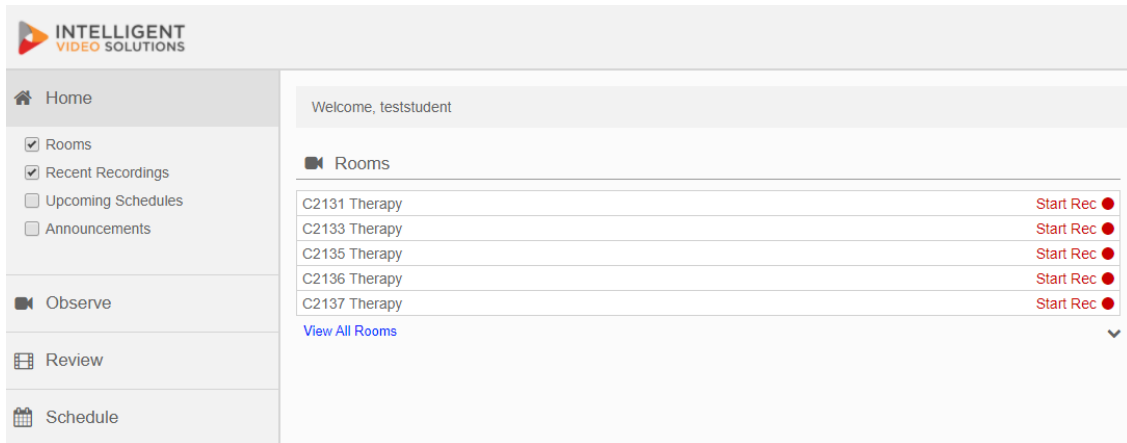
RECORDING A SESSION

1. From the home screen select the room you want to RECORD



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Discuss with your supervisor who will set up and start recordings. Scheduling recordings is also an option that your supervisor will decide.



2. Select the red RECORD button

3. Complete the information (have this ready to enter)

- a. Client initials (first, last)
- b. Supervisor name – select from the drop down box
- c. Clinician name (last, first)
- d. Client age range (0-3, school age, adult (18+))
- e. Session type - drop down (evaluation, individual therapy, group therapy, debrief/counseling, preschool)
- f. Disorder type (using ASHA Big 9 – same areas you complete in Calipso) – you can select multiple disorder areas
- g. Any comments (not required)
- h. Disorder detail (e.g., aphasia, autism...) - this is free text and not required

HOW TO REVIEW A PREVIOUSLY RECORDED VIDEO

1. Select REVIEW

2. Choose the video - these are in list order but you can search or filter by recording name (should be client initials), date, room number author (whomever set up the recording).

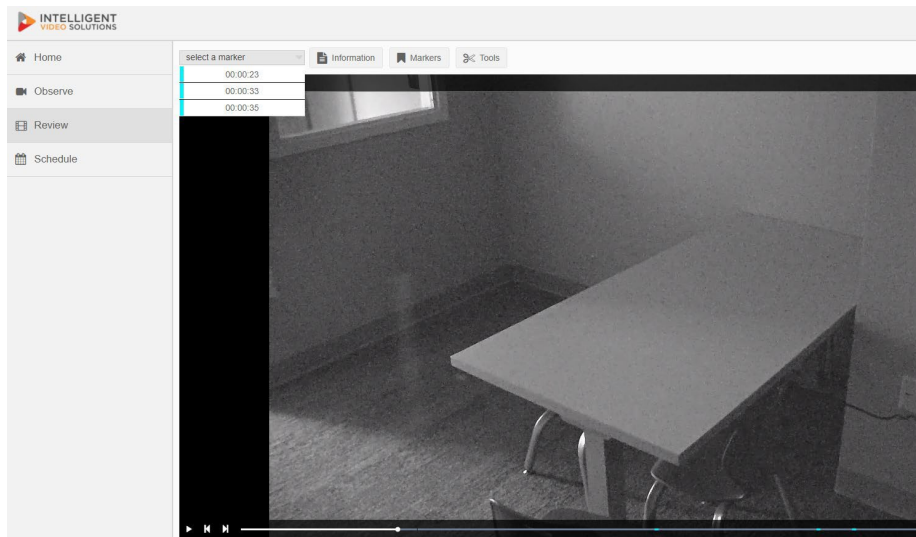
3. Open the video –

- a. you can Zoom using the magnifying glasses at the top right of the video
- b. you can review information about the video by selecting information
- c. you can insert markers which allow you to make a comment or mark part of the video



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-select continuous marker – enter text then select enter - a color appears at the bottom and in the upper left corner





Appendix 11: Professional Portfolio

One of the most important self-advocacy activities a student can complete is to gather and organize materials to document their education and professional training and development. These materials are and will continue to be important to certification, licensing, and employment activities. The portfolio folder with subfolders for each section below is in CALIPSO under “clinical placement.”



Each portfolio (on CALIPSO) should contain the following:

- Undergraduate and graduate transcripts
- Syllabi from all undergraduate CSD coursework, if available, and graduate coursework
- Student progress form
- Resume
- Summative reflections
- Summative self-assessment
- Copies of all public health certifications
 - Immunizations* (should already be in the immunization/compliance section of CALIPSO)
 - Universal Precautions/Bloodborne Pathogens/OSHA* (should already be in the immunization/compliance section of CALIPSO)
 - HIPAA training* (should already be in the immunization/compliance section of CALIPSO)



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- CPR training* (should already be in the immunization/compliance section of CALIPSO)
- Criminal history check
- Copy of the certificate for a student's professional and general liability insurance coverage
- Continuing Education
 - cumulative record of all continuing education attendance and participation to date by year, including title of presentation, speaker, and site, e.g., ISHA, ASHA
- AND... eventually, copies of all applications for certification and licensure and ultimately the certificate and licenses themselves.



Appendix 12: Online Trainings

2024 Online trainings required for SLHS SLP professional students

Go to [One.IU](https://one.iu.edu) and log in.
Search IU E Training



1. Complete the following required trainings
 - [Annual HIPAA Privacy and Security Training – 2024](#)
 - [HIPAA & Mobile Devices](#)
 - [Bloodborne Pathogens – Fall 2024](#)
 - [Employee Title IX and Compliance Training](#)



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- Upload the certificate at the end to CALIPSO – Clinical Placement – Portfolio – Public Health Certificates AND Compliance/Immunizations – FILE upload

Home Logout Student Information

Files for Doe, Jane

Please note: Although this site is secure, files are stored unencrypted.

Upload file: No file chosen
(Max: 100 MB)

Title (optional):

What is it:

Access: (Public files are viewable by students and s

[Help](#)

Add folder:

Global

- Clinical Education**
 - CALIPSO Student Instructions
 - CALIPSO Supervisor Instructions
 - Observation Hours
 - Externships
 - Medical Externship
 - School Externship
 - Portfolio
 - Resume
 - Transcripts
 - Public Health Certifications
 - Grad Syllabi
 - Continuing Education
 - IU Calipso Disclaimer

Home Logout Student Information Exception Report - All Categories Audit Trail Files Printable view (PDF)

Compliance/Immunization for Doe, Jane

[Edit Compliance/Immunization data](#)

General

<input type="checkbox"/>	Citizenship:		<input type="checkbox"/>	Liability Insurance Start:	Jul 01 2017
<input type="checkbox"/>	Criminal Background Check:		<input type="checkbox"/>	Liability Insurance End:	Jul 01 2018
<input type="checkbox"/>	Driver's license:	No	<input type="checkbox"/>	Liability Insurance Company:	
<input type="checkbox"/>	Emergency Contact Name:		<input type="checkbox"/>	Liability Insurance Policy #:	
<input type="checkbox"/>	Emergency Contact Number:		<input type="checkbox"/>	Medical Insurance:	No
<input type="checkbox"/>	Essential Functions:		<input type="checkbox"/>	Physical Examination:	
<input type="checkbox"/>	Fingerprinting:		<input type="checkbox"/>	Student notice and information release consent:	Yes

Immunizations

<input type="checkbox"/>	COVID-19 Vaccine 1:	
<input type="checkbox"/>	COVID-19 Vaccine 2:	
<input type="checkbox"/>	COVID-19 Vaccine 3:	
<input type="checkbox"/>	Hep B1:	
<input type="checkbox"/>	Hep B2:	
<input type="checkbox"/>	Hep B3:	
<input type="checkbox"/>	Hep Titer:	
<input type="checkbox"/>	Influenza:	
<input type="checkbox"/>	MenACWY 1 (Meningitis):	
<input type="checkbox"/>	MenACWY 2 (Meningitis):	
<input type="checkbox"/>	MenB (Meningitis):	
<input type="checkbox"/>	MMR1:	
<input type="checkbox"/>	MMR2 / Titus:	
<input type="checkbox"/>	Tdap/Dtap (Tetanus):	
<input type="checkbox"/>	Varicella 1 (Chicken Pox):	Aug 16 2017
<input type="checkbox"/>	Varicella 2 / Titer (Chicken Pox):	

Trainings

<input type="checkbox"/>	Biohazard Pathogen:	
<input type="checkbox"/>	BSL:	
<input type="checkbox"/>	Child Abuse Recognition:	
<input type="checkbox"/>	CPR:	
<input type="checkbox"/>	CPR Training by:	
<input type="checkbox"/>	COVID:	
<input type="checkbox"/>	FERPA:	
<input type="checkbox"/>	HIPAA:	
<input type="checkbox"/>	Mandatory Reporter:	
<input type="checkbox"/>	Radiation Safety:	
<input type="checkbox"/>	Research Ethics:	
<input type="checkbox"/>	Sexual Harassment:	
<input type="checkbox"/>	Suicide Prevention:	
<input type="checkbox"/>	Universal Precautions/OSHA:	Jan 01 2018

Resp. Fit

<input type="checkbox"/>	Type:	
<input type="checkbox"/>	Brand:	

Testing/Screening

<input type="checkbox"/>	COVID Antibody:	
<input type="checkbox"/>	COVID Testing 1:	
<input type="checkbox"/>	COVID Testing 2:	



Appendix 13: Parking Map





Appendix 14: Universal Precautions and First Aid Procedures

IU Speech-Language Clinic

*COVID-19 Pandemic Plan contains added infection control procedures that may differ from those below.

The IU Clinics observe universal precautions/infection control procedures described below:

Necessary cleansing/disinfectant agents will be located as follows:

1. For hands, antibacterial hand sanitizer is located in each bathroom on the first floor, in each hall in wall dispensers and in the preschool classroom as well as antibacterial soap in all restrooms.
2. For work surfaces/materials (CAVIWIPES) which contain a tuberculocidal disinfectant which is effective against a wide range of bacteria, fungi, and viruses, including HIV): in each therapy room in a location that is not distracting to the client.

Cleaning agents/protocols for specialized clinics (Diagnostic, Voice) will be housed in those clinic areas. Clinical faculty who supervise those experiences will acquaint students with the protocols when the student is assigned to the clinic.

Surface Disinfection

Surface disinfection is a two-step process. The process requires cleaning to remove gross contamination and disinfecting to kill germs. Many products contain a cleaning agent compounded with disinfectant and, as a result, these products may be used for both cleaning and disinfecting.

A fast and efficacious program of surface disinfection incorporates the following steps:

1. Select a tuberculocidal, hospital-grade, EPA registered (CAVIWIPES) disinfectant/cleaner.
2. Apply disinfectant/cleaner and wipe away all gross contamination using a paper towel or coarse brush, if necessary. If using a towelette, wipe the surface thoroughly.
3. Wipe the surface again, this time leaving it wet for the time specified on the label, then wipe dry or allow it to air dry. It is during this drying time, when the surface is wet, that the germs are killed.

Disinfection of Classroom, Waiting Room, and Motivational Toys

Children often place office toys and toys used in intervention in their mouths. These mouthed toys are common vectors for passing disease. The following information can be used to address this issue and ensure a safer environment for children and those who work with them.

1. Always use nonporous, easily cleaned toys, preferably those that can get wet. This allows the use of spray disinfectants, or a disinfectant towelette on the toys.
2. Disinfect these toys after each use or on a routine basis.



3. Be careful when handling these toys and be sure to wash hands thoroughly using an antibacterial soap after touching them. Wearing gloves to handle the toys would be advisable.
4. Replace old, broken, or worn-out toys.
5. Avoid placing stuffed animals, small toys and non-washable items in environments frequented by young children. Machine washable stuffed animals are available and recommended.
6. Designate a clearly marked storage bin **“TO BE DISINFECTED”** with a cover to place soiled toys or objects in to be disinfected at a later time.

Hand Washing

The single most important activity that limits the spread of infectious disease is regular, thorough hand washing. It is important for students to always wash hands before and after eating, adjusting contact lenses, handling waiting room toys, performing sterilization procedures, applying cosmetics, smoking, or handling un-disinfected earmolds, ITEs, and CICs. Always wash hands after re-moving gloves, contacting any potential or actual contamination, toileting or completing the day’s work. Using the following hand-washing guidelines will help prevent the spread of infectious diseases.

1. Remove all rings. Microorganisms cannot be eliminated from skin beneath rings and growth is facilitated in warm, moist dark spaces such as those that exist under rings. Such colonization is a risk to the patient and to faculty and students.
2. Wash hands with a waterless, no rinse antibacterial disinfectant or hand soap. Apply the solution; scrub the palms, the backs of the hands, up over your wrists and onto your forearms for a minimum of twenty seconds. Clean all surfaces, especially under your fingernails and between fingers.

Gloves

Gloves should always be worn when the hands may come in contact with body fluids (blood, mucus, saliva, vomit). They should always be worn when cleaning up spills of body fluid, infectious waste or while disinfecting a contaminated area. Gloves should be disposed of after each client or activity. Hands hygiene should be performed after the gloves have been removed.

1. Select gloves that fit properly.
2. Place bandages on open cuts or sores before putting on gloves.
3. Complete hand hygiene prior to putting on gloves. Remove gloves by first peeling one glove from wrist to fingertip, then grasp it in the gloved hand. Next, using the bare hand, peel off the second glove from inside, tucking the first glove inside the second glove as it is removed. Perform hand hygiene when completed.
4. Gloves should not be worn with multiple patients; always change gloves between patients.



Use of disinfectants

Instruments that contact blood, mucus, or cerumen containing either substance are critical instruments and must be disinfected prior to reuse or storage. Also, those contacting saliva or any other infectious substance should be disinfected when possible. Gross contamination must be cleaned away first using enzymatic detergent. When using heat sterilization, follow the manufacturer's guidelines. If using chemical disinfectant with 0.55 % ortho-phthalaldehyde, the following steps are recommended:

1. Prepare the solution in a covered soaking station that is approved for use with ortho-phthalaldehyde. Wear gloves when handling the solution. Use glutaraldehyde in an ultrasonic cleaner only if the instruments have been cleaned first, since glutaraldehyde will not clean them. Also, if using an ultrasonic cleaner, be sure it is covered to contain the potentially irritating fumes.
2. Clean the instruments with enzymatic detergent then submerge them: Twelve minutes for high level disinfection.
3. Remove instruments and rinse with sterile water or wipe with disinfectant towelette to remove the residual ortho-phthalaldehyde. Allow to air dry.
4. Change the solution every 28 days as instructed on the label or sooner if the solution becomes visibly soiled or viscous.

Ortho-phthalaldehyde Glutaraldehyde fumes may irritate the eyes and nose and can cause respiratory problems in some individuals. Persons who handle the chemical should wear gloves. Persons who pour or mix the solution should also consider wearing eye protection. The chemical should always be stored in a covered tray.

See the SLHS Voice Clinic Handbook for specifics related to the care and cleaning of instruments in that clinical practicum.



FIRST AID FOR SEIZURES



First aid for epilepsy is basically very simple. It keeps the person safe until the seizure stops naturally by itself. It is important for the public to know how to respond to all seizures, including the most noticeable kind -- the generalized tonic clonic seizure, or convulsions.

When providing seizure first aid for generalized tonic clonic (grand mal) seizures, these are the key things to remember:

- Keep calm and reassure other people who may be nearby.
- Don't hold the person down or try to stop his movements.
- Time the seizure with your watch.
- Clear the area around the person of anything hard or sharp.
- Loosen ties or anything around the neck that may make breathing difficult.
- Put something flat and soft, like a folded jacket, under the head.
- Turn him or her gently onto one side. This will help keep the airway clear. Do not try to force the mouth open with any hard implement or with fingers. **It is not true that a person having a seizure can swallow their tongue.** Efforts to hold the tongue down can injure teeth or jaw.
- Don't attempt artificial respiration except in the unlikely event that a person does not start breathing again after the seizure has stopped.
- Stay with the person until the seizure ends naturally.
- Be friendly and reassuring as consciousness returns.
- Offer to call a taxi, friend or relative to help the person get home if they seem confused or unable to get home by himself.

www.epilepsyfoundation.org/answerplace/Medical/firstaid/



Appendix 15: SLHS Timeline

MA Orientation

- Attend Incoming MA Student Orientation & planned events.
- Receive keys from clinical staff - \$10 deposit is required.
- Obtain Crimson Card and have it coded for Health Sciences Building access.
- Register for fall I classes.
- Complete the Student Progress Form (see [Appendix 18: Student Progress Form](#)).
- Attend eCW medical record training.
- Attend clinic orientation meetings.
- Attend information session for time management.

Fall I

- Assigned a peer mentor/mentor team (*week 1*)
 - Set weekly meeting time with peer mentor.
 - Follow peer mentor/mentee checklist*
 - Follow peer mentor/mentee timeline*
- Join NSSLHA (<https://www.nsslha.org/>; \$60 for 2022 membership).
 - This saves money when purchasing liability insurance for practicum assignments.
 - The NSSLHA-to-ASHA Conversion Discount provides a reduction in the initial membership (\$150) and certification fees for students when they transfer their membership to ASHA. Students must be a NSSLHA member for two years to qualify.
 - Provides a discount for students going to the ASHA convention.
 - Only \$10 to join ASHA Special Interest Groups (SIGs).
- Begin pre-planning for externships (medical and school)
 - Attend practicum placement meetings on TBD dates to receive externship information and planning paperwork. These meetings are mandatory.
 - Complete the Medical & School Externship Planning Forms and submit them on the 2024/2025 externships site on Canvas.
 - Schedule mandatory meeting with the medical externship coordinator. A meeting schedule/sign-up will be announced. The medical externship planning form must be completed and submitted on Canvas at least 24 hours prior to the scheduled meeting time.
 - To receive a placement for a school externship students will need to enroll in M563 during the second semester.
 - Following the practicum placement meetings, begin seeking medical externship placement sites and arranging interviews. Many students will interview for medical externships during the Thanksgiving Break or between fall I and spring I semesters.
- Submit school externship preferences to school externship coordinator.
- Email medical externship placement offer to medical externship coordinator.
- Review ASHA 2020 Standards.



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- Making adequate progress in all areas?
- Update the Student Progress Form.
- Register for spring I classes.
- CALIPSO portfolio work
 - Keep all syllabi (undergrad AND grad) – Create a folder in CALIPSO and upload.
 - Obtain multiple copies of undergrad transcript.
 - Upload proof of vaccinations.
 - Upload copies of trainings (e.g., HIPAA, Infection Control).
 - Stay current and check CALIPSO clinical hours.
 - Upload copies of observation hours.
 - Review previous semester progress evaluations in prep for new semester.

Spring I

- Review MA Handbook (CANVAS) to answer questions about starting clients and completing administrative duties!* (*week 1*)
- Finish audiology screening hours.
- Follow-up with externship coordinators to discuss the status of externships as placements are confirmed. Mandatory meeting is required by the end of the semester if a medical placement has not yet been obtained.
- Secure a medical externship placement by the end of second semester in order to remain “on-track” for graduation.
- Ongoing portfolio work
 - Stay current and check CALIPSO clinical hours.
 - Review previous semester progress evaluations in prep for new semester.
- Review ASHA 2020 Standards
 - Making adequate progress in all areas?
 - Course selections meet areas of need?
- Update the Student Progress Form.
- Register for summer and fall II classes.

Summer

- Review MA Handbook to answer questions about clinic and administrative duties (*week 1*).
- Finish audiology screening hours (prefer at least 10).
- Ongoing portfolio work
 - Stay current and check CALIPSO clinical hours.
 - Upload copies of observation hours.
 - Review previous semester progress evaluations in prep for new semester.
- Review ASHA 2020 Standards.
 - Making adequate progress in all areas?
 - Course selections meet areas of need?
- Update the Student Progress Form.



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Fall II

- Read clinic handbook to answer questions about clinic and administrative duties (*week 1*).
- Meet with mentee and carefully review the peer mentor/mentee checklist* (*week 1*)
- Set weekly meeting time with mentee (*week 1*).
- The externship coordinators will present information during an S567 class on a TBD date. Following this brief presentation, students will contact both placements to confirm start dates and obtain instructions for the on-boarding process to be completed prior to the first day onsite. This may include a drug screen, additional background checks, CPR certification, immunizations, etc. Obtain the name, e-mail address, and ASHA number for each of the externship supervisors. Upload this information, along with the start and end dates for both placements to the assignment folder on the Externships site on Canvas by the deadline on the S567 syllabus.
- Schedule time to take the Praxis Exam (It is best to take the test at the end of the semester or early in the spring. Students often complete the exam during their school externship's spring break or in between their school and medical placements. Get it done!) (*week 6-8*)
- Obtain or update TB test (must be within one year). Necessary for the most externships (*week 8-10*)
- Find and complete a CPR course.
 - Must be BLS Healthcare Provider level (infant, child and adult CPR, choking and AED). http://www.heart.org/HEARTORG/CPRAndECC/HealthcareTraining/BasicLifeSupportBLS/Basic-Life-Support-BLS_UCM_001281_SubHomePage.jsp
 - Necessary for most externships and the certification is good for 1-2 years.
- Complete documentation and paperwork requirements to be completed while on externships. If the externship coordinators must complete on-boarding &/or verify that a student has completed on-boarding requirements, the relevant documentation must be submitted at least four-dix weeks prior to the student's start date, dependent upon placement requirements.
- Review accumulated clinic hours to identify areas of need for externship.
- Update the Student Progress Form
- Register for spring II Externship courses
- Finish portfolio work (*weeks 12-16*)
 - Stay current and check CALIPSO clinical hours
 - Review previous semester progress evaluations in prep for externships
 - Add resume

Spring II/Externships

- Complete summative assessments and upload in portfolio.
- Update the Student Progress Form
- The Application for Advanced Degree Form should be submitted at least SIX WEEKS before the date of graduation.
- A Recommendation for Advanced Degree Form should be returned to the University Graduate School no later than the last day of the month preceding the desired date of graduation.



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- Degrees are granted at the end of each month.
- Be cautious about promising an employer to start immediately following completion of externships. Final grade documentation for externship takes a minimum of 7 business days to review once a student has submitted ALL documentation and notified the externship coordinator. Grades for S568 and/or M550 cannot be entered until it is confirmed that all of a student's paperwork and documentation has been submitted CORRECTLY. Verification of a student's completion of the MA program will occur after externship grades have been submitted and may take up to an additional 14 business days. A student's file will then be transferred to the Graduate School and at this point it is out of our hands. The MAJORITY of students will have their degrees conferred at the end of June. Failure to finalize all incomplete coursework, thesis, or submit externship documentation correctly and in a timely manner may result in conferral being delayed.

Graduation

- Complete SLHS exit survey.
- Attend graduation and planned events.

After Graduation

- Follow the [ASHA Pathway to Certification](#) Instructions which includes information about the Clinical Fellowship.
- Follow instructions for state licensure based on your location. See the [ASHA State-by-State](#) links to licensure links.
- Download CALIPSO Files for your own records (you have access for 2 years after graduation).
 - Select "student information" – "checklists" and download the pdf files listed at the bottom of the page.



Appendix 16: CALIPSO Grading Scale

- (4) A/High Pass:** Student/skill/competency is well-developed and consistent, performance exceeds expectations, student clinician requires only initial consultative assistance from supervisor or is independent in this area
- (3) B/Pass:** Student/skill/competency is present but needs refinement; performance is adequate/average for level of experience, student clinician benefits from intermittent supervisory input
- (2) C/Low Pass:** Student/skill/competency is beginning to develop (emerging); student clinician exhibits some competence but needs improvement; performance is below average and expectations, student clinician requires frequent instruction
- (1) F/Fail:** Student/skill/competency is not evident/absent; performance is deficient; student requires constant supervisory modeling and intervention



Appendix 17: Performance Improvement Plan Sample

Speech Language and Hearing Sciences Performance Improvement Program Plan Initial Meeting Date 5/5/XX

Student Name: XXX XXX

Faculty Advisor: Carrie Wade

Clinic Supervisors: Laura Karcher, Annette Loring

MA Program Director: Michele Morrisette

Clinic Director: Laura Karcher

The following performance improvement plan (PIP) goals are established based on two more ratings of 2.0 on any section of the Indiana University (SLP) Calipso Performance Evaluation. Scores of 2.0 were earned on the spring 2022 final semester evaluation in the areas below.

Evaluation Skills: 4. Administers and scores diagnostic tests correctly (std V-B, 1c) (Karcher)

Treatment Skills: 9. Completes administrative and reporting functions necessary to support intervention (std V-B, 2f) (Karcher)

Professional Practice, Interaction and Personal Qualities: 10. Displays effective written communication for all professional correspondence (std V-A, std 3.1.1B) (Karcher & Loring)

Clinical Performance Meeting: A collaborative meeting was held on Month, Day, Year with XXX, Laura Karcher, Carrie Wade and Jennifer Lentz to discuss the areas of concerns, obtain her perspective on the problems, identify the specific changes that XXX needs to make and develop strategies to facilitate making the changes. Areas triggering the PIP are listed above and specific feedback and details associated with the above areas are in the midterm and final spring 2022 Calipso evaluations. While the total score of the evaluation was 2.93/4, any evaluation with 2 scores or more of 2.0 result in a performance improvement plan. A grade of C will be entered for spring 2022 in the S565 course and a Clinical Improvement Plan will be initiated for summer 2022. Following satisfactory completion of the PIP, the S566 incomplete will be removed, and the earned grade assigned. If the PIP is unsuccessful, the incomplete will be removed, and a grade of F will be entered with a recommendation of academic probation to the College of Arts and Sciences for the subsequent semester.

XXX is strongly encouraged to meet on a regular basis with her mentor as well as take advantage of support services through IU CAPS to support her overall well-being and school/life balance. Time management resources, presented during orientation, and available on the S561 Canvas site are also recommended to support structured methods of planning for and meeting and balancing course and clinic deadlines.

The following **goals** will be used to evaluate progress at the midterm (week of June 20, 2022) and final evaluation (week of July 23) of the summer semester. See pages 38-40 of the Master of Arts in Speech-Language Pathology Graduate Student Handbook 2021-2022 for more details.

The members of the program faculty recognize that you have the potential for success in completing your graduate work and are hopeful that you will be able to achieve the goals.



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GOALS:

1. XXX will meet clinical documentation deadlines (soap, reports, lesson plans, end of semester documentation) in 100% of opportunities unless agreed upon in advance by XXX and the supervisor. Deadlines are outlined in the 2022 Clinic Calendar and in Supervisory Practicum Requirements distributed at the start of each semester during orientation meetings (group/individual). XXX indicated she will use personal strategies including chunking information, removing distractions, and entering deadlines and work plans in her planner at the start of the semester.
2. XXX will submit thorough documentation (soaps, lesson plans, reports) as measured by 3 or fewer supervisor edits by the third week of her clinic assignments during the summer, 2022 semester. It is the responsibility of the supervisor(s) to provide timely feedback on clinical documentation (48 hrs of submissions) unless there is communication between XXX and the supervisor in advance of the due date.
3. A weekly meeting with XXX and each assigned supervisor will be scheduled for the summer semester. The meeting agenda will be determined by XXX and may include but is not limited to presentation of information related to assessment or treatment of the assigned client, opportunities to seek additional feedback about documentation and session performance in addition to written feedback and collaborative problem solving about the clinical assignment.
4. XXX will administer and score 3 standardized tests with 95% accuracy. Supervisor(s) will prepare a mock assessment test form with raw data for practice. If clinical assignments do not allow for a real test experience. XXX and the supervisor will choose a relevant test collaboratively based on her assigned caseload. The supervisor will provide feedback about the accuracy of scoring and XXX will make appropriate corrections (if needed).
5. XXX will independently use resources (e.g., course notes, textbooks, ASHA practice portal, supervisor resource folders, EBP research) to determine at least two possible solutions prior to asking questions related to treatment preparation and planning during clinic prep and weekly supervisory meetings.
6. Midterm meeting will be held with each supervisor the week of June 20, 2022 to discuss progress along with the usual written or oral session feedback and documentation feedback provided for each assignment.

XXX XXX, B.A.
Graduate Clinician

Julie Anderson, PhD, CCC-SLP
MA Program Director

Carrie Wade, M.S., CCC-SLP
Faculty Advisor

Laura Karcher, MA, CCC-SLP, CBIS
Clinic Director

Appendix 18: Student Progress Form

Student Name: _____ Year Entered Program: 2024

1. PREREQUISITE REQUIREMENTS

Students must complete the five undergraduate prerequisite courses listed below prior to, or concurrent with, the master's degree program. Please list the course number and title, university, credits received, and the semester/year taken for each prerequisite.

Requirement	Course Number and Title	University	Credits	Semester/Year
Acoustics or Speech Science				
Speech Anatomy & Physiology				
Audiology or Hearing Science (<i>must include testing & tx</i>)*				
Child Language Development				
Phonetics (<i>must include IPA</i>)				

*The audiology/hearing science testing and treatment requirement can be met with a single course that covers both topics or two separate courses.

2. ASHA/KASA REQUIREMENTS

Coursework in **biological sciences** (e.g., biology, human anatomy & physiology, etc.), **physical sciences** (physics or chemistry), **statistics**, and **social/behavioral sciences** (e.g., psychology, sociology, anthropology, etc.). Courses *must* be taken outside of a CSD/SLHS department. Please list the course number and title, university, credits received, and the semester/year taken for each requirement.

Requirement	Course Number and Title	University	Credits	Semester/Year
Biological sciences				
Physical sciences				
Statistics				
Social/behavioral sciences				

3. ACADEMIC COURSE REQUIREMENTS

Students must take 32 credit hours of required graduate-level academic coursework. Please list the semester/year taken for each required course.

Course Number and Title	Credits	Semester/Year
S501 - Neurological and Physiological Foundations of Speech-Language Pathology	3	
S520 - Phonological Disorders	3	
S532 - Language Disorders in Children <u>OR</u> S515 - Spanish Language Acquisition & Disorders*	3	
S580 - Critical Thinking about Research in Communication Disorders	2	
S537 - Aphasia	3	

Course Number and Title	Credits	Semester/Year
S540 - Voice Disorders	3	
S550 - Stuttering	3	
S544 - Dysphagia	3	
S531 - Cognitive-Communication Disorders in Brain Injury and Disease	3	
S555 - Motor Speech Disorders	3	
EDUC-M563 - Methods in Speech Language Pathology in the Schools	3	

4. ELECTIVE COURSE REQUIREMENTS

Students must take 4-11 credit hours of electives/independent study/thesis. Please list the course number and title, credits received, and semester/year taken for each elective or thesis.

Course Number and Title*	Credits	Semester/Year

*Students completing a thesis must register for a minimum of 3 credits of S780 and a maximum of 6 credits.

5. PRACTICUM REQUIREMENTS

Students are required to enroll in clinical practicum each semester. Please list the semester/year taken.

Course Number and Title	Credits	Semester/Year
S561 - Clinical Methods and Practices I	1	
S565 - Clinical Methods and Practices II	1	
S566 - Clinical Methods and Practices III	1	
S567 - Clinical Methods and Practices IV	1	

6. EXTERNSHIP REQUIREMENTS

Students must complete two off-campus externships. Please list the semester/year taken for each externship experience.

Course Number and Title	Credits	Semester/Year
S563 - Medical Externship in Speech Language Pathology	6	
M550 - Practicum: Speech and Hearing (school externship)	6	

7. SUMMATIVE ASSESSMENT REQUIREMENTS

Students must complete two summative reflections, a summative self-assessment, and a summative professional portfolio. Please list the semester/year in which you completed each assessment.

Course Number and Title	Semester/Year
Reflections (one for the school externship, one for the medical externship)	
Self-assessment	
Professional portfolio	

<https://graduate.indiana.edu/academics-research/bulletin.html>