Master of Arts in Speech-Language Pathology
Graduate Student Handbook

2021-2022

COLLEGE OF ARTS AND
SCIENCES
DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES
Indiana University Bloomington

The M.A. 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.

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Introduction

Welcome to the 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 (M.A.) 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://bulletins.iu.edu/iu/gradschool/2019-2020/programs/bloomington/speech-and-hearing-sciences/index.shtml#_ga=2.220503384.1150632908.1628597658-615693999.1444826194. As the situation regarding COVID-19 is unpredictable, there may also be new changes designed to keep students and the campus community safe.

The department is located at 2631 East Discovery Parkway, Bloomington IN 47408.

Questions about the student handbook should be directed to the M.A. coordinator of the Speech-Language Pathology Graduate Program. Faculty contacts are listed below.

About Us

The Speech-Language Pathology program at Indiana University is currently ranked #10 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 9 tenure-track faculty (Drs. J. Anderson, R. Anderson, Bent, Forrest, Gershkoff, Gangopadhyay, Lulich, Patel, & Stark), 1 lecturer rank faculty (Dr. Morrisette), and 11 clinic rank faculty (Ms. Ansty, Ms. Buck, Ms. Loring, Ms. Eberle, Ms. Karcher, Dr. Karem, Ms. Peabody, Dr. Piper, Ms. Rademacher, Ms. Wade, and Ms. Whitley) for training and education in the M.A. Speech-Language Pathology program.

The IU SLHS department is home to the IU Hearing Clinic, IU Speech-Language Clinic, evaluation clinics. 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 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, IU Medical School, and other local facilities to provide a range of clinical training opportunities to our students in the M.A. program.

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.

Diversity Statement

The Department of SLHS 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.

Admission to the M.A. Program

Students must have a bachelor's degree (typically in speech and hearing sciences or communication sciences and disorders) 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 master's degree program.

Students must also complete undergraduate coursework in the areas listed below. Students 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 must be completed prior to matriculation; the remaining two courses may be taken as an 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/Speech Science	3
Audiology/Hearing Science*	3

*Must include audiological testing <u>and</u> 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):

- Coursework in **biological sciences** (e.g., biology, human anatomy and physiology, neuroanatomy and neuro- physiology, human genetics, veterinary science, etc.).
- Coursework in **physical sciences** (e.g., physics, chemistry).
- Coursework in **social and behavioral sciences** (e.g., psychology, sociology, anthropology, public health, etc.).
- Coursework in **statistics**.

Coursework in the areas of biological sciences, physical sciences, social/behavioral sciences, and statistics 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 M.A. degree in SLHS. For more information about required prerequisites for the M.A. program, visit our departmental website: https://sphs.indiana.edu/graduate/ma-slp-degree/prerequisites.html. A list of IU courses that our program would deem acceptable for meeting the biological and physical science requirements can also be found on our departmental web site at: https://sphs.indiana.edu/student-portal/graduate/ma-slp-degree/certification-courses.html

Students are encouraged to visit the ASHA website for more information: https://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/

COVID-19 Response

Indiana University's response to the COVID-19 pandemic is regularly reviewed and changes are ongoing. The vast majority of classes scheduled for Fall 2021 will be face-to-face. In clinic, students will have a majority of face-to-face clients (minimum 25% supervision), some telehealth (100% supervision), and simulation cases. Clinical sessions will likely require the continued use of face coverings, unless all parties have been vaccinated. Further guidance will be provided during SLHS orientation week. All students will be required to complete the following COVID-19 training. All students will be required to complete the following COIVID-19 training:

*IU Student Commitment Form at https://www.iu.edu/covid/campus-info/student-commitment-form.html

*2021 IU HIPAA Training on expand.iu.edu
*2021 IU Bloodborne Pathogens Training on expand.iu.edu
*2021 IU Student COVID-19 Training on expand.iu.edu

To learn more about Indiana University's Fall 2021 restart guidance please visit:
https://news.iu.edu/stories/2021/05/iu/26-masks-physical-distancing-gone-for-fall-2021.html

Contact Information

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<h1 style="text-align:center; color:red">M.A. Degree Programs</h1>

We offer four different types of programs related to the M.A. in Speech-Language Pathology: (1) Clinical M.A. in Speech-Language Pathology, (2) Clinical M.A. in Speech-Language Pathology, Speech Therapy Education, Practicum, and Services for Latino Children and Families (STEPS) Program, (3) Non-clinical M.A. in Speech-Language Pathology, and (4) Ph.D. Degree with clinical certification in Speech-Language Pathology.

Every year the department enrolls 35-40 students to the M.A. Speech-Language Pathology program. The majority of the students in the M.A. program complete the Clinical M.A. in Speech-Language Pathology program. Every year since 2009 approximately 7-8 students complete the Clinical M.A. in Speech-Language Pathology, STEPS Program. The Combined Clinical M.A./Ph.D. Degree is available for interested students since 2013. We rarely have students complete only the Non-clinical M.A. 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 M.A. program coordinator for more information.

Clinical M.A. in Speech-Language Pathology
The M.A. in Speech-Language Pathology curriculum is designed to prepare students for a clinical career in the field of speech-language pathology. The clinical M.A. program typically spans five semesters, including one summer. The clinical degree requires a minimum of 53 graduate credit hours of coursework for graduation, including practicum courses. Students typically complete 53-60 credit hours. Clinical degree requirements align with ASHA standards for clinical certification and include successful completion of the following:
- 33 credit hours of required coursework beyond the bachelor's degree.
- 4-11 credit hours of electives, with no more than 6 credit hours of S780 M.A. Thesis (see "Thesis Option").
- 4 credit hours of clinical practicum (S561, S565, S566, S567). Students must earn grades of B (3.0) or higher each semester for their clinical practicum.
- Two 6 credit hours off-campus externships (S568, M550).
- Undergraduate pre-requisite courses of phonetics, speech anatomy & physiology, child language development, acoustics/speech science, audiology/hearing science, biological sciences, physical sciences, social & behavioral sciences, and statistics.

Clinical M.A. in Speech-Language Pathology, 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: 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, can register for the courses and contact the M.A. program coordinator for clinical training requests.

Non-clinical M.A. in Speech-Language Pathology

With faculty approval, students may have the option of completing a non-clinical M.A. degree in Speech-Language Pathology. A non-clinical M.A. 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 M.A. program coordinator in consultation with academic faculty.

Ph.D. Degree with Clinical Certification in Speech-Language Pathology

The department offers the opportunity for students to pursue a Ph.D. with eligibility for Clinical Certification in Speech-Language Pathology. Students must complete all of the 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 required by independent enrollment in the M.A. and Ph.D. programs separately. If the student enrolled in the M.A. program decides to pursue a Ph.D. Degree with Clinical Certification in Speech-Language Pathology, they can either (a) transfer programs or (b) complete the M.A. and then apply for the Ph.D. See the PhD Handbook for more information about this program:
https://sphs.indiana.edu/documents/academics/SLHS%20PhD%20Handbook%202020%20-%20FINAL.pdf.

Graduate Coursework

The M.A. 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 range of disabilities. The M.A. 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 M.A. 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 sample 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 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.

M.A. Course Sequence

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

Fall I	Credit Hours
S501 Neurological and Physiological Foundations of Speech-Language Pathology	3
S520 Phonological Disorders	3
S532 Language Disorders in Children *(not required for STEPS)*	3
S561 Clinical Methods and Practices I	1
S580 Critical Thinking about Research in Communication Disorders	3
STEPS Required/Elective: S515 Spanish Language Acquisition and Disorders	3
Total	**13**
Spring I	
S537 Aphasia	3
S550 Stuttering	3
S565 Clinical Methods and Practices II	1
EDUC M563 Methods in Speech & Hearing Therapy	3
Elective: S515 Topical Seminar in Speech Pathology	1-3
STEPS Required/Elective: S539 Child Dual Language Learners	3
Total	**10-13**
Summer I	
S544 Dysphagia	3
S566 Clinical Methods and Practices III	1
Elective: S506 Counseling in Communication Disorders	2
Elective: S515 Topical Seminar in Speech Pathology	1-3
Optional: S780 M. A. Thesis/ S680 Independent Study	1-3
Total	**6-9**
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: S780 M. A. Thesis/ S680 Independent Study	1-3
Total	**10-13**
Spring II	

S568 Medical Externship	6
EDUC M550 Practicum: Speech and Hearing (School Externship)	6
Total	**12**

Required Courses

Students completing a clinical M.A. degree must complete 33 credit hours of required coursework including the required clinical practicum course series listed below. Students enroll in required courses every semester during which they are in residence as full-time students.

S501 – Neurological and Physiological Foundations of Speech-Language Pathology (3 cr.). This course will introduce students to the neuroanatomical and neurophysiological bases of human communication. Topics will include neuroanatomy and neurophysiology of the central and peripheral nervous systems and neural substrates of speech and language.

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 only/Elective for other students]

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.

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

S539 – Child Dual Language Learners: Development, Assessment, and Intervention (3 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 only/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 and Hearing Therapy (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 (3 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 and M.A. Thesis Courses

Students completing the clinical M.A. degree, must complete a minimum of 4 credit hours from elective course offerings. Electives may be offered in the Fall I, Spring I, Summer, or Fall II semesters. 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, Counseling, Child Dual Language Learners, and Language Intervention: Birth to School-Age. Students completing a M.A. thesis may enroll for up to 6 credit hours in the thesis course S780 to fulfill this requirement. With faculty approval, students may also complete an S680 Independent Study as part of this requirement. An independent study ranging from 1-3 credits can also 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.

Elective and optional thesis course offerings may include:

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.

S524 – Survey of Children's Language Development (2 cr.). Theories and research relating to normal development of phonology, syntax, semantics, and pragmatics in children from birth through age four. Investigation of cognition and various environmental factors as contributors to language development. Emphasizes learning of elementary skills in language sample analysis.

S539 – Child Dual Language Learners: Development, Assessment, and Intervention (3 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]

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 voice breakdown in singers and other professional voice users.

S680 – Independent Study (1-3 cr.) S680 can also 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 – M.A. Thesis (1-3 cr.).

Required Clinical Practicum Courses
Students completing the clinical M.A. 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. 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 & Documentation. Current topics related to clinical practice in speech/language pathology.

S565 – Clinical Methods and Practices II (1 cr.). Diagnostic Processes & 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 & 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 M.A. degree will enroll in two course listings for full-time off-campus externships during the final Spring II semester of the program. Students completing the clinical M.A. 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). During the final Spring II semester, students can choose to complete either the externship in the public school first or the externship in the medical setting first. Completing the medical externship first may require students to begin the placement in December immediately following the Fall II semester.

Graduate students who come from other schools where they have already completed the 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.

Off-campus externship listings include:

S568 – Medical Externship (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

Students register for graduate courses online each semester by visiting the Student Center at One.IU (https://one.iu.edu/). The M.A. program coordinator will email students each 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

M.A. Thesis Option

Students have the option of completing a Master's thesis. 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 clinical 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 https://bulletins.iu.edu/iu/gradschool/2019-2020/programs/bloomington/speech-and-hearing-sciences/faculty.shtml

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 student can email several faculty. Once the student has identified a thesis advisor/chair and is going to complete a thesis, the student is required to submit the completed and signed M.A. Thesis / Independent Study Form (Appendix 1: M.A. Thesis / Independent Study Form) to the M.A. program coordinator.

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 actually registering for thesis credits.

Summer I. Continue work on thesis project. Students may register for 1-3 credit hours of S780 or S680 during this semester (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 or S680 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. 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.

The 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 M.A. 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 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 the area of 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 M.A. 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 M.A. 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 setting. 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 for a small fee. Observation instructions and forms are available on the SLHS website https://sphs.indiana.edu/undergraduate/observations.html

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 in order to support clinical competencies and hours. Simulation subscriptions require an additional fee. Direct client/patient contact may also occur via telepractice. For more information, refer to 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 M.A. 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 (IPS School # 15-Thomas Gregg Neighborhood School https://thomasgregg.org/, IPS School # 54 Brookside School https://myips.org/brookside/). Examples include, but are not limited to, individual client sessions, group sessions, support groups, diagnostic teams, language-based preschool, and local off-site experiences including Monroe County Community School Corporation (MCCSC) community-based classrooms (MCCSC-University School https://www.mccsc.edu/university, MCCSC Clear Creek School https://www.mccsc.edu/clearcreek), 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. of the first day of classes to receive their clinical assignments, attend clinical supervisory 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 the clinic hours e.g., Aphasia Support Group 5-6 p.m. and Brain Injury Support Group 5:30-7 p.m. Opportunities for screenings may also occur on weekends. If you need accommodations, contact the M.A. program coordinator.

While ASHA requires a minimum of 325 hours be completed while students are enrolled in the M.A. 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 M.A. 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 of the

academic and clinical requirements for the M.A. 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 Office of Disability Services for Students or a physician may be required. Another special circumstance may occur when a student requests externship experiences knowing in advance that the experience will be too narrowly focused (e.g., exclusively pediatric) 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. Student 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 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®	• Low level of preparation/basic research • Minimal to moderate behavior management/support • Direct therapy time 30-60 minutes • Monthly or bi-monthly support groups
Varies from 1-2	Individual clients	• Weighting depends on frequency of sessions and degree of difficulty of the client
Level 2	Aphasia Support Group Dementia Support Group	• 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 Clear Creek Voice Diagnostics Peds Diagnostics Brain Injury Social Skills Group	• High level of preparation • Significant behavior management/support • Heavy psychological/counseling factors • Heavy supervision needs
Level 4	Neuro Diagnostics Dementia Diagnostics STEPS Diagnostics IU Preschool Indianapolis Public Schools	• Full day, off-site placement • 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:

1. At the end of the Fall I, Spring I and Summer semesters, students complete a Student Information Sheet (see Appendix 3: Student Information Sheet
2.) to indicate their preferences for practicum assignments. Students also complete a Weekly Schedule (see Appendix 4: Weekly Schedule
3.) 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 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.
4. 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.
5. 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.
6. 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.
7. 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 M.A. 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 specific resources. Requirements may vary based on the type of assignment (e.g., individual client, full-day school experience) and the supervisor assigned.

SLHS 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.

SLHS Clinic Attendance and Cancellation. All diagnostic and weekly clients, with the exception of preschool, check-in at the front desk in the SLHS Clinic office (C2122) prior to every therapy session held at the clinic (preschool peers are excluded from this practice). To comply with the University policy for COVID-19, the check-in policy may be modified compared to typical procedures.

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 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. Checking attendance is important because the bookkeeper bills clients according to eCW records. Billing accuracy is based on the correctness of the student clinician's records. It is also important that clinicians are prompt in checking attendance. Additionally, all progress notes (soaps) must be locked by the supervisor on or about the 5th day of each month.

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

Reason	Cancellation Procedures

Client initiated cancellation	• The staff member taking the phone call or retrieving the message should immediately:
	  ○ 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

Clinician initiated cancellation	• The clinician is responsible for contacting the supervisor ASAP via phone or if unavailable, a SLHS Clinic staff member. Sufficient notice is imperative in order 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	• 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	• 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

SLHS Clinic Parking. Clients are issued a parking permit when they arrive at the SLHS Clinic. This permit should be displayed on the dashboard of the client's car during the intervention session. Faculty, staff, and students should **never** park in the reserved client spaces. This may result in corrective action and/or parking ticket(s). The policing of the lot is the responsibility of IU Parking Enforcement.

SLHS 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 S561clinical practicum course packet and the eCW Manual. During the first several weeks of each semester, SOAP/Progress Notes will be edited on a HIPAA compliant University sponsored platform. For more information, 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/.

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. 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 7: 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 responsibly 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 any 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 coordinator. If the dispute cannot be resolved between the principal parties for any reason, the student should feel free to contact the M.A. program coordinator, or the department chairperson.

Externship Placement Process

Students completing the clinical M.A. 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 M.A. program.

In the Fall I semester, a Practicum Placement Meeting will be held to provide students with important information about externships placements and planning paperwork. The Practicum Placement Meeting is mandatory for all students with a TBD date announced in the Fall I semester. Following this mandatory meeting, students will complete the Externship Planning Sheet (see Appendix 8: Externship Planning Sheet
) and submit this on the Canvas externships site before scheduling a meeting with the externship coordinators.

After receiving information at the Practicum Placement Meeting, students are expected to begin seeking 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, it is strongly encouraged for students to seek opportunities to gain more competence and clinical hours with the adult populations. Pediatric-only medical externship placements will require the approval of the medical externship coordinator. In addition, supplemental trainings may be required, as determined by the medical externship coordinator. Students completing medical externships in Level I Trauma Centers or NICUs will be required to complete additional trainings, as determined by the clinic coordinator and the medical externship coordinator.

Many students will interview 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. Students will have a follow-up meeting with the externship coordinators in the Spring I semester to discuss the status of externships as placements are confirmed. School and medical externship placements will be secured prior to spring break in the Spring I semester. Students may not change location of externship following the Spring I semester unless due to extenuating circumstances, which must be approved by the M.A. program coordinator, clinic coordinator, and medical externship coordinator. 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 externship placements require (1) that students complete the EDUC–M563 Methods in Speech and Hearing Therapy course during the M.A. program (see course sequence above), and (2) that students apply for admission to the IU School of Education Teacher Education Program.

Application for the Teacher Education Program through the School of Education is due before September 15th. Within 7 days after the Practicum Placement Meeting in the Fall I semester, students must apply for Student Teaching Placement. Students will be given a passcode for the electronic portion of the application for placement in a public school at the Practicum Placement Meeting. Failure to accomplish this will delay a student's placement for school practicum. See the School of Education website for more information: https://info.educ.indiana.edu/TEIS/frm/Login.aspx

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, 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 medical 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 three weeks prior to the start date. Students are also required to track their progress on accumulated clock hours each semester during the M.A. 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.

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.

Advising
Upon entering the program, all students will be assigned a faculty advisor. Faculty advisors are comprised of academic faculty and clinical faculty. The purpose of this assignment is for the students to have a consistent point of contact to discuss both the academic and clinical program

and their requirements, and to have an advocate within the program's faculty. During orientation week, students will be provided with the name of their assigned faculty advisor and will meet with him/her. It is expected that advisors meet at least once a semester with their assigned students to discuss progress and to provide guidance to the student. The advisors will initiate these regular semester based meetings.

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/

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 M.A. 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 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.

All SLP treatment rooms are equipped with a video recording system that utilizes VAULT 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 9: Brief Clinic Video Instructions. The full video manual is located in the Clinic Materials TEAM general channel.

Bias-Based Incident Reporting

IU encourages students to report incidents of bias-based harassment and discrimination. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can 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.

Boost
Students enrolled in classes are invited to use Boost, a free smartphone app that provides notifications and reminders about schoolwork in Canvas. It is designed to help students keep track of assignment deadlines, important announcements, and course events all in one easy- to-use app. For more information, see https://kb.iu.edu/d/atud or https://boost.iu.edu.

Building Access, Mailbox, and Keys
The SLHS Clinic is open during normal business hours (8am-5pm). 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. 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. The registration fee for the class beginning in 2021 will be waived. All students are required to register for a CALIPSO account prior to beginning their program. Students are required to complete CALIPSO registration no later than July 31, 2021. Instructions for registration and clinical hours entry will be provided to students in June 2021. CALIPSO registration allows student 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 10: CALIPSO Instructions
 and 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 an 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

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.

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 rules, and facilitating academic dishonesty. All suspected violations of the IU Code of Student Rights, Responsibilities, & 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

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 assigned advisor, the M.A. program coordinator, department chairperson, and/or a representative at CAPS. For more information, visit: https://healthcenter.indiana.edu/counseling/index.html

Disability Services for Students

The Office of Disability Services for Students (DSS) 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/disability-services-students/. 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 their assigned advisor, the M.A. program coordinator, 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.

eCW

The SLHS Clinics use an 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. 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 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.

Equipment Room

Clinical assessment and intervention materials/equipment are housed in the 6 large therapy rooms in the main clinic hallway. 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 contains materials such as art supplies, paper, writing utensils, paper cutter and laminating machines to aid in the preparation of clinical materials. The room also contains a phone that can be used to call patients. Students are advised to not call 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 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/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.

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

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

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 M.A. degree will be required to complete on-line HIPAA training during orientation for the M.A. program. See Appendix 12: Online Trainings

.

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. Documentation may include, but is not limited to, lesson plans, therapy plans, SOAP notes, initial/final reports, and cover letters. 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 discussion of information contained within the record should be held in public areas of the clinic, such as the waiting area, payment area, staff, with other patients or 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 two designated lots. The north lot requires a valid IU Permit. 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 in the RAHC East Lot which does not require a permit. Note that this lot requires a 10-minute walk to the Health Sciences Building. See map in Appendix 13: Health Sciences Parking Options and Map.

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.

The determination of 'appropriate' will be made by the assigned clinic faculty and the clinic director taking into consideration the clinic site assignment. On the first non-compliance, the

student will be counseled by the assigned supervisor(s) and the clinic director will also be notified. On the second instance of inappropriate professional appearance, the student will be counseled by the clinic director and performance documented in the 56X Student Engagement Roster and CALIPSO. On the third instance of inappropriate professional appearance by the same student the 56X grade will be lowered to the next letter grade (e.g. if the student is currently receiving a 'B+' the grade will be reduced to a 'B') and counseled by the clinic director and the M.A. coordinator.

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 & First Aid Procedures. Students are required to complete the IU Environmental Health and Safety Bloodborne Pathogens Training – Clinical and Research Fall 2021 and upload the certificate of completion to CALIPSO. Instructions will be provided in the orientation letter. Also see, Appendix 10: CALIPSO Instructions and 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. Also see, Appendix 10: CALIPSO Instructions
 and Appendix 12: Online Trainings
.

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 helping to supporting 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 M.A. program coordinator, or the department chairperson. Students may also contact the Students Advocacy Office on campus, visit: https://studentaffairs.indiana.edu/about/index.html

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 M.A. 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 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 M.A. program coordinator. The M.A. program coordinator 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.

Degree Requirements & Progress

Our goal is for all students to make satisfactory progress toward the M.A. degree, while maintaining the integrity of the standards for satisfactory performance established by the University, SLHS Department, IU Speech-Language Clinic, off-campus practicum sites, and medical and school externship sites. Student's progress toward the clinical M.A. degree will be based on course grades, overall grade point average, distribution of clinic hours, and 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 Feedback

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 M.A. degree (see Appendix 15: SLHS Timeline). Students are encouraged to check the Student Engagement Roster (SER) regularly for ongoing feedback about their performance and meet with their instructors 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 problem in clinical performance. The M.A. program coordinator will regularly evaluate student feedback documented in the SER. Students flagged in two or more courses (including clinic courses) or that have more serious flags in any given course (e.g., stopped attending, not passing course, disruptive behavior, not completing quizzes/exams, problem in clinical), may warrant action at the discretion of the M.A. program coordinator after discussion with the faculty and the department chair. The following action items may be initiated by the M.A. program coordinator: (1) no concern or action, (2) a warning notification, (3) a letter of concern, (4) a meeting, or (5) probation. For action items (2)-(5) the M.A. program coordinator will enter relevant documentation in the SER.

Grading and Review

Course Grades and Grade Point Average (GPA) Requirements. 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) 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

To ensure that all students are making adequate progress in the program, the M.A. program coordinator will monitor the overall grade point average of students during the Fall I, Spring I, and Fall II semesters of the program, with assistance from the departmental administrative secretary for the graduate program. The M.A. program coordinator and SLHS faculty will complete mid-term evaluations of all students during the Fall I, Spring I and Fall II semesters in the program. Mid-term evaluations will be conducted for all students between the 7th and 9th week of these semesters.

If the student receives a grade of B- in two or more courses while maintaining a minimum of a B (3.0) overall average in graduate course work, the M.A. program coordinator will remind the student of the grade and grade point average requirements and encourage them to meet with their instructors and advisor. The M.A. program coordinator will document this reminder in the Student Engagement Roster (SER) system. Students will also be contacted by their course instructors via the SER system if they are receiving a grade of B- or lower in their courses.

For a student receiving a grade of C in one or more courses, while maintaining a minimum of a B (3.0) overall average in graduate course work, the M.A. program coordinator will initiate one of the following action items via the SER system: (1) a letter of 'concern' that the student is in jeopardy of being placed on academic probation at the end of the semester if their grade point average is below a 3.0, or (2) a meeting with the M.A. program coordinator and the course instructors. The M.A. program coordinator will enter documentation after the meeting with the student in the SER.

If the student's overall grade point average falls below a 3.0, the student will be automatically placed on probation by the College. The College will inform the director of graduate studies-M.A. speech-language pathology program about the status. The M.A. program coordinator will work with the faculty and student to develop probationary goals and a mentoring plan for successful completion of probation. If the GPA is not raised to a 3.0 following the completion of probationary period, the student will be dismissed from the program.

Clinical Practicum Grading. Clinical practicum course grades are based on a combination of clinical performance grade and classroom performance. Clinical performance is evaluated on an ongoing basis. Students receive regular feedback about their performance via oral, written, and group feedback throughout the semester. 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 of 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 (score of 3) in all performance evaluation areas on CALIPSO at a level commensurate with their experience from each supervisor. The grading scale is shown in Appendix 16: CALIPSO Grading Scale.

Mid-term review of each student's progress in the clinical program will be based on (1) distribution of clinic hours across all the students and (2) clinical competency of student's performance from supervisors' CALIPSO ratings. The distribution of clinic hours across all students will be reviewed to evaluate if students are making adequate progress towards the degree requirements. For students receiving 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 for the FIRST time, the supervisor(s) will flag the student in the SER and contact the M.A. program coordinator and the student's academic advisor. A clinic mid-term review meeting will be scheduled with the supervisor, student, and the M.A. program coordinator. A written 'warning' reminding the students of the clinical concerns will be sent to them after the mid-term review meeting. The students' progress will be evaluated in a similar manner at the end of the semester. It is the responsibility of the M.A. program coordinator and the speech-language clinic director to work with the clinic faculty and the student to develop a plan of action for improvement involving a mentoring plan for the concerns identified during the mid-term review meeting for the remainder of the semester. Prior to beginning clinical practicum for the semester, the speech-language clinic director, clinical supervisor, and the M.A. program coordinator will meet with the student to discuss the areas of concerns, obtain the student's perspective on the problems, identify the specific changes that the student needs to make, and develop strategies to facilitate making the changes. This information will be used to complete an improvement plan.

The student's progress will be evaluated in a similar manner at the end of the semester. If the student continues to receive a score of '2' in any two areas of Evaluation skills, Treatment skills, or Professional practice, interaction and personal qualities OR a score of 1 in any one area of Evaluation skills, Treatment skills, or Professional practice, interaction and personal qualities at the second evaluation, then the speech-language faculty during the Speech-Language Faculty meeting and/or the mid-term review meeting will discuss whether to request that the Graduate School place the student on probation for a duration of one semester. It is the responsibility of the M.A. program coordinator and the speech-language clinic director to work with the clinic faculty and the student to develop a Plan of Action for improvement and a mentoring plan for successful completion of probation. Recommendation for academic probation will be sent to the College of Arts + Sciences Graduate Office, who will issue an official probation letter.

Externship Practicum Grading. Medical and School Externship Practicum grades are based on clinical performance. Clinical performance is evaluated on an ongoing basis. Students receive regular feedback about their externship performance via oral and/or written feedback throughout the placement. Formal evaluation of progress is conducted during the face-to-face midterm and final evaluation conferences using the IU CALIPSO Performance Evaluation tool. Students have access to all performance evaluations, clinical training hours and portfolio via the CALIPSO student portal throughout the program. Students must demonstrate competency (score of 3) in all performance evaluation areas on CALIPSO at a level commensurate with their experience. The grading scale is shown in Appendix 16: CALIPSO Grading Scale.

Mid-term review of each student's progress in the externship placement will be based on clinical competency of student's performance from supervisors' CALIPSO ratings. For students receiving 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 supervisor(s) will contact the externship coordinator. An externship midterm review meeting will be scheduled with the externship supervisor, student, student's academic advisor, and the M.A. program coordinator to discuss the areas of concerns, obtain the student's perspective on the problems, identify the specific changes that the student needs to make, and develop strategies to facilitate making the changes. This information will be used to complete a Plan of Action for improvement. The student's progress will be evaluated in a similar manner at the end of the current externship placement. If the Plan of Action for improvement is implemented during the student's first placement and the goals and objectives are met along with scores of 3 or above in all performance areas on CALIPSO, then the Plan of Action will be carried over to the second externship placement. If the student continues to receives a score of '2' in any two areas of Evaluation skills, Treatment skills, or Professional practice, interaction and personal qualities OR a score of 1 in any one area of Evaluation skills, Treatment skills, or Professional practice, interaction and personal qualities at the second evaluation (final) in the current externship, then the externship coordinator will discuss with the M.A. program coordinator, clinic coordinator, student's academic advisor, and the department chair to discuss whether to request that the Graduate School place the student on academic probation for an additional externship. In the case of an unsatisfactory evaluation for the externship placement, the ASHA hours earned during the placement will be invalidated and removed from CALIPSO. The student will work with the externship coordinator to identify a new externship placement.

It is the responsibility of the M.A. program coordinator, student's academic advisor, and the externship coordinator to work with the externship supervisor and the student prior to beginning the subsequent/new externship practicum to discuss the plan of action for improvement for the new placement.

Academic Probation
An individualized improvement plan will be developed for students who are placed on academic probation. Improvement plans may include any of the following, among other possibilities:

- Reducing or eliminating clinic assignments during their second semester of graduate enrollment. Changes in clinic privileges will be made to help students focus on their academic work to increase their GPAs. Decisions about clinic involvement will be made with input from the student, M.A. program coordinator, and speech-language clinic director. If clinic privileges are restricted, extended enrollment in the department may be necessary to offset the degree requirements of clinic hours and competencies.
- Students who are on academic probation and who are receiving Associate Instructor or Research Assistant funding may be in jeopardy of losing this funding. Decisions regarding the continuation of funding will be made by the M.A. program coordinator, the faculty member for whom the student is working, the speech-language clinic director, and the department chairperson.
- Students who are placed on academic probation for either classroom or clinic performance will not be assigned more than 3 clinical supervisors during their probationary term for the semester.
- The student's clinical practicum will be directly supervised by clinical faculty in the department. The schedule of these clinical faculty must allow for 100 percent of each therapy session to be supervised if necessary.

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 clinical program of the Department of Speech, Language and Hearing Sciences with a clinical master's degree in speech-language pathology is eligible to apply for ASHA certification. 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
   o Successful completion of graduate coursework
   o Successful completion of supervised clinical practicum
2. National Examination in Speech-Language Pathology (PRAXIS)
3. Clinical Fellowship Year (CF)

National Praxis Examination
Students planning to apply for certification should plan to take the Praxis Examination at or near the completion of their program. If a student fails the examination, they may repeat it, but 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 M.A. 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 the area of 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: http://www.in.gov/pla/speech.htm
Licensure links outside of Indiana http://www.asha.org/advocacy/state/

Appendix 1: M.A. Thesis / Independent Study Form

Date**: _____**

Student Name:_____

M.A. 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

_____
M.A. Coordinator 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 limited services via telepractice per rules and regulations established by the State of Indiana as well as the American Speech-Language Hearing Association (ASHA) as a result of the COVID-19 pandemic. These procedures are valid through December 31, 2021.

- 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&year=undefine d&tab=allTab)

- SLHS provides telepractice via Zoom Health or phone. Indiana University and Zoom 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).
    - o **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
    - o 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

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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" in order 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.

Starting the Zoom** Appointment
1. Join the Zoom appointment through an email invite, from the browser, from the Zoom desktop and mobile application or from a landline or mobile phone.
   a. How to join Zoom Meeting Article https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting
   b. How to join a Zoom Meeting Video (1:09 min) https://youtu.be/hIkCmbvAHQQ
2. Please join the meeting 10 minutes before the scheduled appointment. Clients will be placed in a "waiting room" and will be admitted at the start of the appointment. The waiting room feature provides an additional level of protection.

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 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.

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."

Ending the Zoom** Appointment
1. Select "End Meeting" in the lower right corner of the Zoom Window

System requirements for Zoom Health
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone either built-in to the computer or tablet or USG plug-in or wireless Bluetooth
- A webcam or HD webcam either built-in to the computer or tablet or USG plug-in
- Or, a HD cam or HD camcorder with video capture card

Supported operating systems
- macOSX with mac OS 10.7 or later
- Windows 10 (must run Windows 10 Home, Pro, or Enterprise. S Mode not supported)
- Windows 8 or 8.1, 7, Vista with SP1 or later, XP with SP3 or later

Supported tablet and mobile devices
- Surface PRO 2 or higher running Win 8.1 or higher (Note: for tablets running Windows 10, they must run Windows 10 Home, Pro, or Enterprise. S Mode not supported).
- iOS and Android devices
- Blackberry devices

Supported browsers
- Windows: IE 11+, Edge 12+, Firefox 27+, Chrome 30+
- Mac: Safari 7+, Firefox 27+, Chrome 30+

Zoom Support Article and Videos
https://support.zoom.us/hc/en-us/categories/200101697

Appendix 3: Student Information Sheet

Name_____   Date_____

Check the elective courses you are taking THIS Spring:

___ S539 Child Dual Language Learners
___ S515 Birth to School Age

What sign language classes have you taken?   ____Level 1   ____Level 2   ____Level 3

Estimated clinic hours accumulated thus far **FILL OUT COMPLETELY (including 0 hours)**

Training Hours Distribution		Hours				Hours	
		Eval	Tx			Eval	Tx
Articulation	Ad			Swallowing	Ad		
	Ch				Ch		
Fluency	Ad			Cognitive	Ad		
	Ch				Ch		
Voice & Resonance	Ad			Social Aspects	Ad		
	Ch				Ch		
Rec/Exp. Language	Ad			Comm. Modalities	Ad		
	Ch				Ch		
Hearing	Ad						
	Ch			**TOTAL HOURS**			
				Total Adult		Total Child	

Do you have a car?_____
Do you take the stadium bus – if so how often?_____

**Rank ALL of the following in terms of priority (1=high 2=med 3=low): Cross out those you've had

__ Voice Clinic (Wed 9-12)
__ Aphasia Support Group (Wed 5-6)

__ Dementia Support Group (2nd/4th Mon 1-2:30)
   & Diagnostics (1st/3rd Mon 1-3)
__ Better Day Club (AD group Wed 1-3 pm)
__ Neuro Diagnostics (Mon am)

__ Schools (IPS) Indy (M or W or F all day)
__ MCCSC Community Based Classroom (M am or W am)
__ Pediatric Diagnostics Team (Fri am)

__ Preschool (M/A am or pm)
__ Parkinson's Support Group (1st/3rd 2:30-3:30 Fri pm) & Loud Crowd (every Fri 1:30-2:30)

Rank ALL of the following in terms of priority (1=high 2=med 3=low)
__ aphasia	__ AAC	__ DD/Autism
__ brain injury	__ fluency	__ language school-age
__ phonology	__ voice	__ language child
__ dementia	__ birth to 3	__ hearing impairment/CI

Additional Information (e.g., GA/AI assignment):
_____
_____
_____
_____
_____

Appendix 4: Weekly Schedule

First Year SLP   **Steps students take the T/R 8-9:14 but not 532

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		S515		S515	S561
:15		STEPS Language		Steps Language	1st Yr. Clinic
:30		C3053		C3053	C1021Z
:45		23827		23827	12386
9:00					
:15					
:30	S532		S532		
:45	Non-Steps		Non-Steps		
10:00	Language		Language		
:15	C1021Z		C1021Z		
:30	20512		20512		
:45					
11:00					
:15		S580		S580	
:30		Research Meth		Research Meth	
:45		C1021Z		C1021Z	
12:00		12389		12389	
:15					
:30					
:45					
1:00	S501		S501		
:15	Neuro		Neuro		
:30	C1021Z		C1021Z		
:45	12384		12384		
2:00					
:15					
:30	S520		S520		
:45	Phonology		Phonology		
3:00	C1021Z		C1021Z		
:15	17265		17265		
:30					
:45					
4:00					
:15					
:30					
:45					
5:00					
5:30					
6:00					
6:30					

Appendix 5: Clinic Calendar

2021 Fall Clinic Calendar/Schedule as of 06/08/2021

Fall 2021	(14 clinic weeks)
Tuesday, August 17-Friday, August 20	New student orientation
Monday, August 23	Classes begin – clinic assignments distributed
Week of August 23	Therapy prep meetings
Week of August 30	**First week of clinic**
Monday, October 4	Status reports due
Week of October 11	Midterm meetings with supervisors
October TBD	STEPS Workshop
Monday, November 15	Final status reports due
Week of November 22	**THANKSGIVING HOLIDAY-** **NO CLASS OR CLINIC**
Week of December 6	Last week of clinic
Monday-Wednesday, December 13-15	Grade conferences; Grades due Wed noon

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.
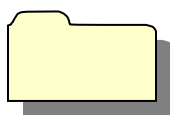
Client Name

A documentation log sheet will be included in each client folder
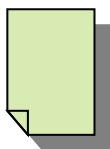
Under the client subfolder, documents will be further divided as follows:
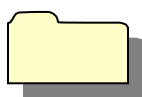
Soaps

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.

Labeling Documents

SOAPS and lesson plans should be labeled by date. For example, the SOAP for the session on 12/25/2021 should be labeled 25Dec21 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 Map
Fall Semester Map

Week 1		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Prep for supervisor meeting: semester plan and treatment plan draft for client ☐ Make lesson plan and doc log ☐ Call client to remind of clinic start date	☐ Prep for supervisor meeting: discuss client history ☐ Set up way to track clinic hours	☐ Review supervisor's practicum responsibilities and clinic calendar (show 059) ☐ Read client file (show file room) ☐ Talk about client file (how it's organized) ☐ Set up meeting with supervisor (show signing up on door) ☐ Set up client folder on Share (talk about accessing share) ☐ Set up clinic evaluations folder in personal folder ☐ Fill out yellow observation sheet and get signed (folder in front office) ☐ Fill out attendance card and check ICD-9 with supervisor (folder in front office) ☐ Reserve room if supervisor hasn't done so ☐ Prep for first session (show equipment room) ☐ Tour clinic ☐ Set up weekly meeting time
Week 2		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Write lesson plan and doc log ☐ Write SOAP and doc log	☐ Practice data collection ☐ Keep track of clinic hours	☐ Revise lesson plan as needed (talk about track changes) ☐ Mark attendance

☐ Start writing treatment plan		☐ Prep for next session ☐ Put video in storage (show room 09)

Week 3

Mentor's Tasks	Mentee's Tasks	Together
☐ Review lesson plan ☐ Write SOAP and doc log	☐ Practice data collection ☐ Write next lesson plan and doc log ☐ Keep track of clinic hours ☐ Mark attendance ☐ Put video in storage	☐ Revise lesson plan as needed ☐ Revise SOAP as needed ☐ Prep for next session ☐ Finish treatment plan and doc log

Week 4

Mentor's Tasks	Mentee's Tasks	Together
☐ Review lesson plan ☐ Write SOAP and doc log	☐ Practice data collection ☐ Write next lesson plan and doc log ☐ Keep track of clinic hours ☐ Mark attendance ☐ Put video in storage	☐ Revise lesson plan as needed ☐ Revise SOAP as needed ☐ Prep for next session

Week 5

Mentor's Tasks	Mentee's Tasks	Together
☐ Review lesson plan ☐ Write SOAP and doc log ☐ Start initial status report	☐ Practice data collection ☐ Write next lesson plan and doc log ☐ Keep track of clinic hours ☐ Mark attendance ☐ Put video in storage	☐ Revise lesson plan as needed ☐ Revise SOAP as needed ☐ Prep for next session ☐ Mark attendance and total for the month

Week 6

Mentor's Tasks	Mentee's Tasks	Together
☐ Write SOAP and doc log ☐ Sign up for mid-term meeting when available	☐ Practice data collection ☐ Keep track of clinic hours ☐ Mark attendance ☐ Put video in storage ☐ Sign up for mid-term meeting when available	☐ Revise SOAP as needed ☐ Prep for next session ☐ Update, finish, doc log initial status

Week 7

Mentor's Tasks	Mentee's Tasks	Together
☐ Review mentee's SOAP, write remainder of SOAP and doc log ☐ Prep for mid-term meeting	☐ Conduct one activity ☐ Practice data collection ☐ Write SOAP for activity done ☐ Keep track of clinic hours	☐ Make sure initial status is doc logged ☐ Update initial status once reviewed ☐ Revise SOAP as needed

	☐ Mark attendance ☐ Put video in storage ☐ Prep for mid-term meeting	☐ Prep for next session
Week 8		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Attend mid-term meeting ☐ Review SOAP, write remainder of SOAP, and doc log	☐ Attend mid-term meeting ☐ Conduct activity ☐ Practice data collection ☐ Write SOAP for activity ☐ Keep track of clinic hours ☐ Mark attendance ☐ Put video in storage	☐ Start thinking about final data collection ☐ Revise SOAP as needed
Week 9		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Review SOAP ☐ Provide session observations/feedback	☐ Write SOAP and doc log ☐ Mark attendance and total for month (unless M client) ☐ Keep track of clinic hours ☐ Prep for next session ☐ Put video in storage	☐ Revise SOAP as needed ☐ Plan for final data collection ☐ Discuss final status report and cover letter writing
Week 10		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Review documentation ☐ Provide session observations/feedback	☐ Start final status report and cover letters ☐ Write SOAP and doc log ☐ Mark attendance ☐ Keep track of clinic hours ☐ Prep for next session ☐ Put video in storage	☐ Revise SOAP as needed ☐ Plan for final data collection
Week 11		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Review documentation	☐ Doc log final status report when ready ☐ Mark attendance ☐ Keep track of clinic hours ☐ Prep for next session ☐ Collect final data ☐ Put video in storage	☐ Revise SOAP as needed ☐ Update final status report and cover letters ☐ Start file check out prep
Week 12		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Review documentation	☐ Write SOAP and doc log	☐ Revise SOAP as needed

Mentor's Tasks	Mentee's Tasks	Together
☐ Provide session observation/feedback ☐ Sign up for final grade conference with supervisor	☐ Mark attendance ☐ Keep track of clinic hours ☐ Prep for next session ☐ Keep up with file check out ☐ Update final status once reviewed ☐ Sign up for file check out with supervisor ☐ Sign up for final grade conference with supervisor ☐ Put video in storage	☐ Make sure final status is doc logged ☐ Start final conference prep

Week 13		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Review documentation ☐ Provide session observations/feedback ☐ Sign up for final grade conference	☐ Write SOAP and doc log ☐ Mark attendance ☐ Keep track of clinic hours ☐ Prep for final conference ☐ Keep up with file check out ☐ Prep for final grade conference ☐ Put video in storage ☐ Sign up for final grade conference	☐ Revise SOAP as needed ☐ Update final status and cover letters as needed

Week 14 LAST WEEK OF CLINIC!!		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Attend final conference ☐ Provide session observations/feedback	☐ Write SOAP (depends on supervisor) ☐ Mark attendance and total for the month ☐ Keep track of clinic hours ☐ Finish file check out list ☐ Complete file check out with supervisor and Diane ☐ Finish prep for final grade conference ☐ Put video in storage	☐ Make sure all documentation is updated

Week 15		
Mentor's Tasks	**Mentee's Tasks**	**Together**
☐ Final grade conference with supervisor	☐ Final grade conference with supervisor	☐ Celebrate!

Appendix 8: Externship Planning Sheet

IU SLHS
Externship Planning Sheet
Submit on Canvas 24 Hours prior to your scheduled meeting with Dr. Piper

Name:_____ E-Mail:_____

Cell Number: _____

Are you a STEPS student? _____ If not STEPS, do you desire a bilingual placement?_____

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

Indicate two site preferences for each of the externships you plan to complete. All requested contact information needs to be supplied in order for your placement to proceed. If you do not have a preference for a particular supervisor, then you may enter NA on the relevant lines.

Schools

First Choice
School District:_____
Type of Placement: _____
Potential Supervisor:_____
E-mail: _____
Phone: _____
District Contact:_____
Job Title: _____
E-mail: _____
Phone: _____
Address: _____
                _____
                _____

Second Choice
School District: _____
Type of Placement: _____
Potential Supervisor:_____
E-mail: _____
Phone: _____
District Contact:_____
Job Title: _____
E-mail: _____
Phone: _____
Address: _____
                _____
                _____

Medical

First Choice
Facility: _____
Type of Placement: _____
Potential Supervisor: _____
E-mail: _____
Phone: _____
Facility Contact: _____
Job Title: _____
E-mail: _____
Phone: _____
Address: _____
                _____
                _____

Second Choice
Facility: _____
Type of Placement: _____
Potential Supervisor: _____
E-mail: _____
Phone: _____
Facility Contact: _____
Job Title: _____
E-mail: _____
Phone: _____
Address: _____
                _____
                _____

Appendix 9: Brief Clinic Video Instructions

1. Install and connect to Pulse Secure Groups VPN. See the KB article for full instructions at https://kb.iu.edu/d/ajrq#iu

   Set up groups using: vpn.iu.edu/groups

   This is the ONLY way you can access the videos remotely.
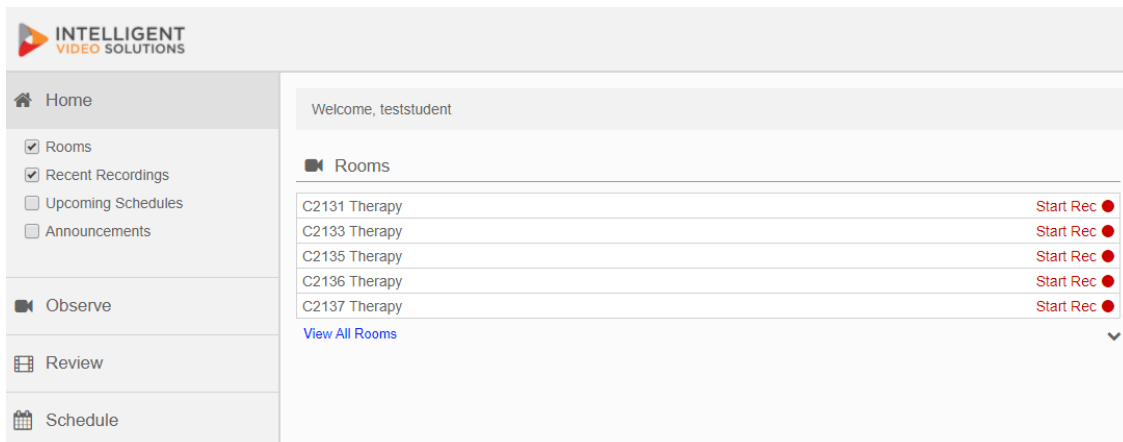
2. Log on to https://bl-slhs-video.slhs.indiana.edu/login using your IU username and passphrase

RECORDING A SESSION

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

   Discuss with your supervisor who will set up and start recordings. Scheduling recordings is also an option thatyour 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 - this are in list order but you can search or filter by recording name
(should be clientinitials), date, room number author (whomever set up the recording).
3. Open the video –
      a. you can Zoom using the magnifying classes 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
        -select continuous marker – enter text then select enter - a color appears at the bottom
          and inthe upper left corner
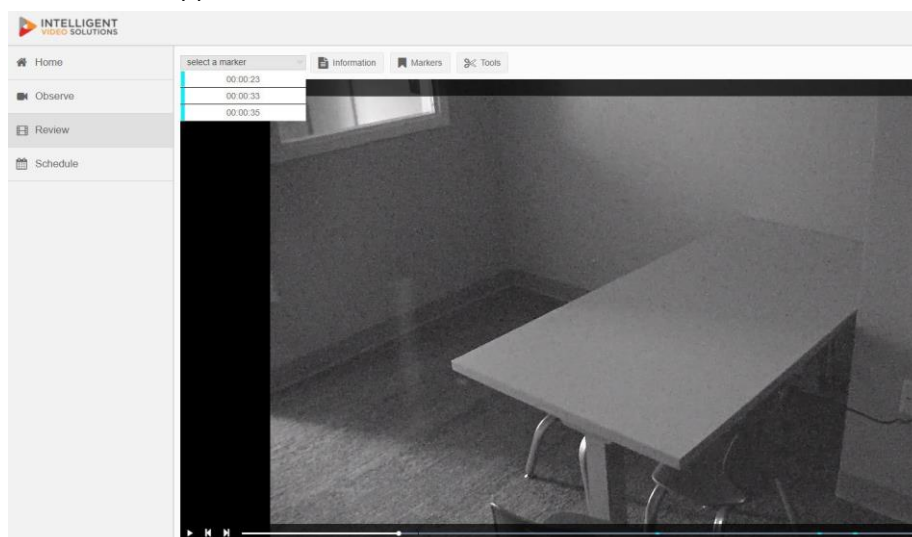
Appendix 10: CALIPSO Instructions

2021 CALIPSO Tracking Software Document Upload Instructions
DUE JULY 23, 2021

Speech, Language and Hearing Science uses CALIPSO clinical tracking software for training hours, externships, clinical evaluations and a clinical portfolio. Several critical documents must be uploaded prior to arrival. Please read the following instructions carefully.

Students will receive an email from CALIPSO containing a PIN number specific to the student's IU email. Go to https://www.calipsoclient.com/iu/account/login?o=%2Fiu and click on the "student" registration link below the login button. Be sure to use an IU EMAIL address.

1. Students login to CALIPSO using the IU EMAIL and password that was created during registration. Students will be prompted to provide consent for information to be released to clinical sites.

2. Once a student has registered and logged on, the student will need to create a series of folders that will contain critical information over the course of the M.A. program. Instructions for the creation of the folders is on page 2 of the CALIPSO Instructions for Students, Step 6. Create the following folders as shown below.
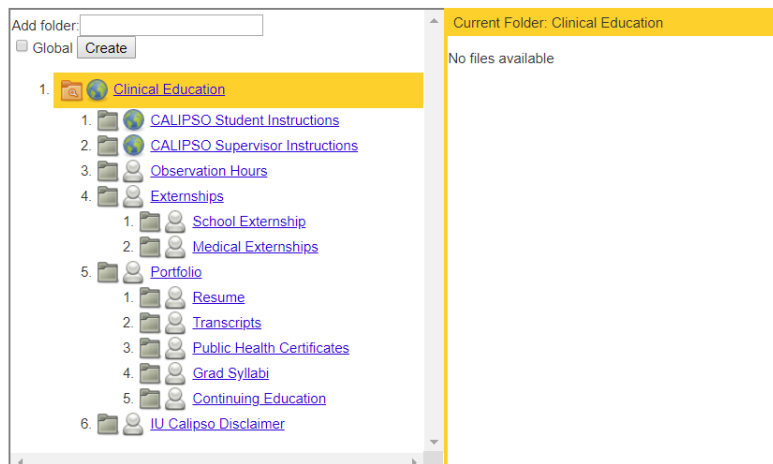
3. Sign and upload the **IU CALIPSO Disclaimer** to the *IU CALIPSO Disclaimer* folder

   From the lobby page select STUDENT INFORMATION → DOCUMENTS→IU CALIPSO DISCLAIMER

4. The Speech, Language and Hearing Clinic tracks immunization compliance using CALIPSO. This is SEPARATE from the immunization statements and verification on One.iu.edu. Students may be required to obtain other immunizations based on the requirements of practicum sites to which the student may be assigned (e.g., Indianapolis Public Schools, Rehabilitation Hospital of Indiana, extern sites).

From the lobby under VIEW - select STUDENT INFORMATION →
COMPLIANCE/IMMUNIZATION → FILES (upload relevant files)

Provide proof of immunization for the following diseases – THE DATE OF EACH MUST BE LEGIBLE– the clinic director will verify all records and approve them in CALIPSO

1. MMR 1 (given as child) & MMR 2 (booster)
   a. Often Measles/Mumps/Rubella are given together and noted as MMR
2. Tetanus, Diphtheria, Acellular Pertussis (DTaP) – given as child
3. Tetanus Booster (TDaP) – required booster
4. Varicella (requires two immunizations) OR proof of having had chickenpox
5. Meningitis (MenACWY/MCV4)
6. Hepatitis B (proof of all three doses)
7. COVID-19

6. Upload proof of observation hours to the Observation Hours folder created in step 3.

From the lobby under VIEW - select STUDENT INFORMATION →
DOCUMENTS→OBSERVATION HOURS
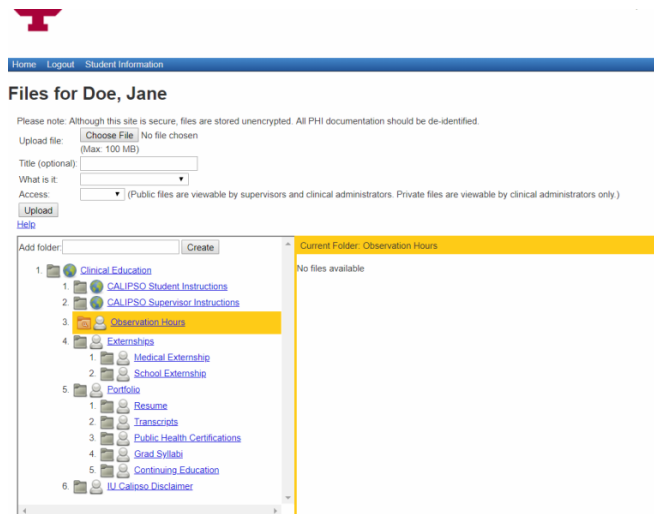
Once the proof of observation hours is uploaded, students will THEN need to enter the actual hours into the CALIPSO program.

A. See Step 7a (pg. 3) of the CALIPSO Instructions for Students
B. Collect all signed observation sheets
C. Click on the CLOCKHOURS link on the lobby page or STUDENT INFORMATION link then CLOCKHOURS
   i.   Click on the DAILY CLOCKHOURS link
   ii.   Select ADD NEW DAILY CLOCKHOUR UNDERGRADUATE CLINIC
       a. Supervisor drop down – select UNDERGRADUATE SUPERVISOR
       b. Site drop down – select UNDERGRADUATE UNIVERSITY
       c. Semester drop down – select 2021 SUMMER then enter the hours, being CAREFUL to put them in the correct location. Students may enter all hours under one date (students may choose any date) as long as the supporting documentation is uploaded.
       d. Clinical setting drop down – select appropriate setting for observation (if multiple, select the best single option)
       e. Completion month – select month (if multiple, select most recent month)
       f. Year – select year
       g. Date – select the last date of observation
       h. Course number – select Undergraduate Observation and Clock Hours
       i. Training level – select Undergraduate

j. COMMENTS OR ADDITIONAL INFORMATION – PLEASE INCLUDE THE TITLE OR NAME OF THE FORM UPLOADED WITH PROOF OF HOURS

k. SAVE

l. Enter hours in the appropriate areas (note ADULT/CHILD and hours:minutes)

**If students have treatment or evaluation hours, do the same, selecting undergraduate supervisor and undergraduate clinic.

Home   Logout   Student Information   Clockhours List

New clockhour Clockhours for Doe, Jane

* = Required

Student: Doe, Jane	Submitted:
*Supervisor: Undergraduate Supervisor, ▼	Approved:
*Site: Undergraduate University ▼	*Date: July 02, 2018 Clr
*Semester: 2018 Summer ▼	*Course number: Undergraduate Observation and Clock H ▼
*Clinical setting: University Clinic ▼	*Training level: Undergraduate ▼
*Completion month: Dec ▼ *Year: 2018	

* Did this experience include patients with various types and severities of disorders? Yes ▼

* = Required

Comments or additional information:

Butler hours

Since this is a new entry, you must save the required fields. The form will show up in your clockhour list and you can edit the hours by clicking 'Edit'.

Save

Home   Logout   Student Information   Clockhours List   Experience Record   Daily Clockhours

Clockhours for Doe, Jane

Clockhour form saved. Now you can enter the hours.

New clockhour with this header

* = Required

Student: Doe, Jane	Submitted: Jul 02 2018
*Supervisor: Undergraduate Supervisor, ▼	Approved:
*Site: Undergraduate University ▼	*Date: July 02, 2018 Clr
*Semester: 2018 Summer ▼	*Course number: Undergraduate Observation and Clock H ▼
*Clinical setting: University Clinic ▼	*Training level: Undergraduate ▼
*Completion month: Dec ▼ *Year: 2018	

Re-calculate

	Child	Adult	Total
Observation - Evaluation	HH:MM	HH:MM	HH:MM
Speech (articulation, fluency, voice, swallowing, communication modalities)			
Language (expressive/receptive language, cognitive aspects, social aspects)			
Hearing			
Total Observation - Evaluation Hours			
Observation - Treatment	HH:MM	HH:MM	HH:MM
Speech (articulation, fluency, voice, swallowing, communication modalities)			
Language (expressive/receptive language, cognitive aspects, social aspects)			
Hearing			
Total Observation - Treatment Hours			
Evaluation	HH:MM	HH:MM	HH:MM

iii. Select DAILY CLOCKHOURS
   a. Check the box next to the column with hours just entered
   b. Select "SUBMIT SELECTED CLOCKHOURS FOR SUPERVISOR APPROVAL

| Home | Logout | Student Information | Clockhours List | Clinical Clockhour DB | Experience Record | Daily Clockhours |

Daily Clockhours

Add new daily clockhour
Undergraduate Supervisor, | 2018 Summer | Undergraduate Observation and Clock Hours | University Clinic ▾
Show
Submit selected clockhours for Supervisor approval

				☑ 07/02/2018	Copy
Observation - Evaluation	Child	Adult	Total	C A T	
Speech (articulation, fluency, voice, swallowing, communication modalities)					
Language (expressive/receptive language, cognitive aspects, social aspects)					
Hearing					
Observation - Treatment	Child	Adult	Total	C A T	
Speech (articulation, fluency, voice, swallowing, communication modalities)					
Language (expressive/receptive language, cognitive aspects, social aspects)	10:00		10:00	10:00	10:00
Hearing					
Evaluation	Child	Adult	Total	C A T	
Articulation					
Fluency					
Voice and resonance					
Expressive/Receptive language					
Hearing					
Swallowing					
Cognitive aspects of communication					
Social aspects of communication					

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:
- A copy of the student's resume
- A copy of the student's UG and grad transcript (thus far)
- A copy of each syllabus from all UG SPHS (if available) and Grad coursework taken
- 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)
  -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

2021 Online trainings required for SLHS SLP professional students

Go to One.IU and log in.
Search IU E Training
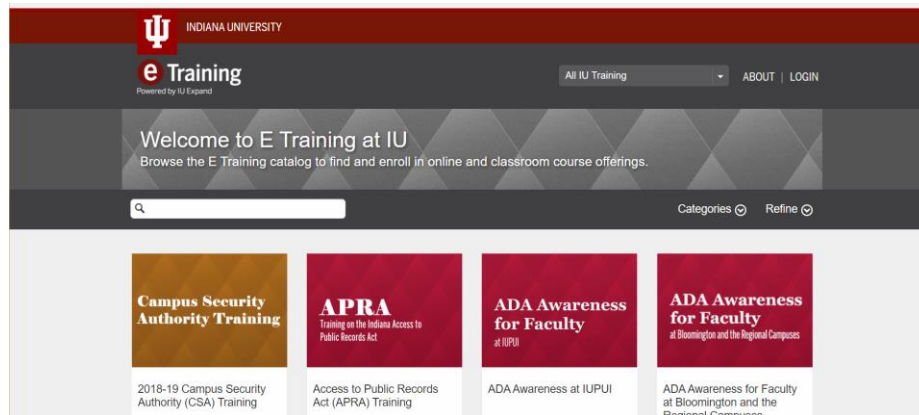
1. Complete the following required trainings
   o Annual HIPAA Privacy and Security Training – 2021
   o Bloodborne Pathogens – Fall 2021
   o COVID-19 Student Safety
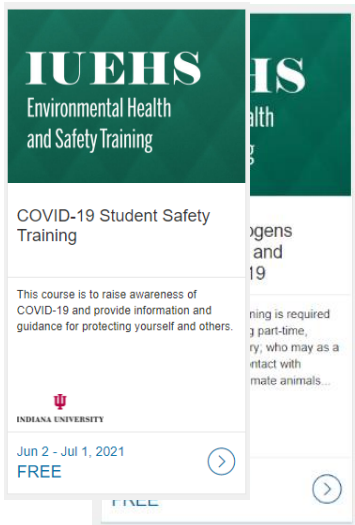
2. Upload the certificate at the end to CALIPSO – Clinical Placement – Portfolio – Public Health Certificates AND Compliance/Immunizations – FILE upload

| Home | Logout | Student Information |

Files for Doe, Jane

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

Upload file: | Choose File | No file chosen (Max: 100 MB)

Title (optional): [   ]

What is it: [▼]

Access: [▼] (Public files are viewable by students and s

[Upload]

Help

Add folder: [   ]
☐ Global [Create]

1. 📁🌐 **Clinical Education**
   1. 📁🌐 CALIPSO Student Instructions
   2. 📁🌐 CALIPSO Supervisor Instructions
   3. 📁👤 Observation Hours
   4. 📁👤 Externships
      1. 📁👤 Medical Externship
      2. 📁👤 School Externship
   5. 📁👤 Portfolio
      1. 📁👤 Resume
      2. 📁👤 Transcripts
      3. 📁👤 Public Health Certifications
      4. 📁👤 Grad Syllabi
      5. 📁👤 Continuing Education
   6. 📁👤 IU Calipso Disclaimer

Ψ

Compliance/Immunization for
You have been identified as Ka

| Home | Logout | Student Information | Files | 🖨 Printable view (PDF) |

Compliance/Immunization for Doe, Jane

Report Edit Compliance/Immunization data

Medical insurance:	No
Driver's license:	No
Student notice and information release consent:	Yes
CPR Training by:	
Citizenship:	

Liability insurance start:	Jul 01 2017
Liability insurance end:	Jul 01 2018
Liability Insurance Company:	
Policy Number:	

Effective dates for screenings, training, and immunizations

OSHA Training:	Jun 01 2018	Varicella:	Aug 16 2017
HIPAA Training:		Tetanus:	
CPR Training:		TB Step 1:	
BLS Training:		TB Step 2:	
Research Ethics Training:		TB QuantiFERON:	
Radiation Safety Training:		Chest X-Ray:	
Physical Examination:		Influenza Vaccine:	
Drug Screening:		Hep B1:	
Criminal Background Check:		Hep B2:	
Fingerprinting:		Hep B3:	
MMR1:		Hep Titer:	

Appendix 13: Health Sciences Parking Options and Map

- Red/IU ST/EMS Lot – requires valid IU permit

- Yellow/East Lot – IU Health staff and student parking – no permit required
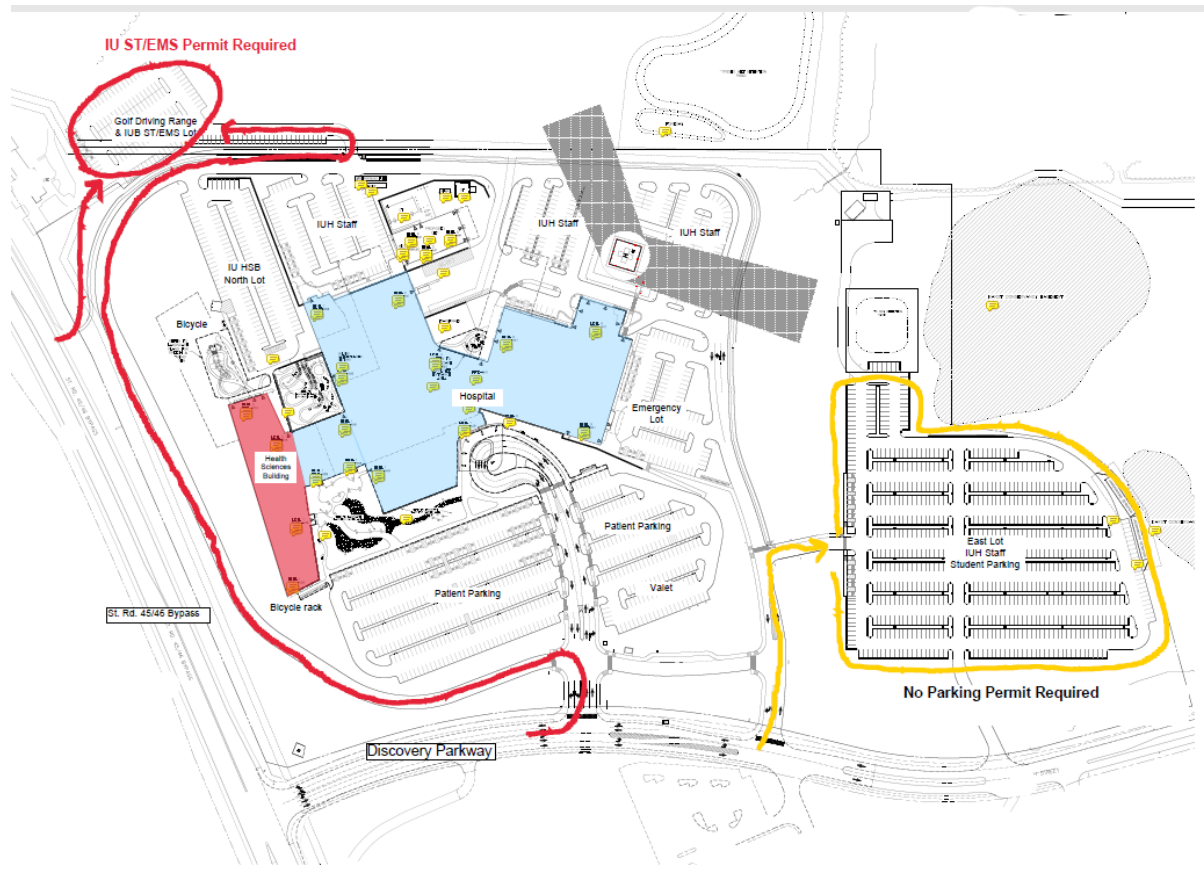
Appendix 14: Universal Precautions & First Aid Procedures
IU Speech-Language Clinic

*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 should be washed after the gloves have been removed.

1. Select latex gloves that fit properly.
2. Always change gloves between patients.
3. Place bandages on open cuts or sores before putting on gloves.
4. Double glove when working with clients known to be infected with HIV or Hepatitis B.
5. 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. Wash hands thoroughly when completed.

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 (located with the voice clinic supervisor) 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

M.A. Orientation
- Attend Incoming M.A. 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.
- Meet with faculty advisor
- Register for Fall I classes
- Attend eCW Medical record training
- Attend Clinic Orientation Meetings
- Attend information session for Time Management
- Attend Intro to Cultural Competence and Microaggressions Training
- Attend Mandatory Hearing Screening Training

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 ($60 for 2021 membership)
  - https://www.nsslha.org/
  - This saves money when purchasing liability insurance for MCCSC and IPS 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 vaccination series or obtain medical records indicating such
  - IU Health Center http://healthcenter.indiana.edu/services/immunization.shtml
  - Hepatitis B series to be finished by externships – available at the IU Health Center (812) 855-7688.
  - A TB test may be needed for several off-site practica. If assigned, students can obtain the test at the IU Health Center. Proof of negative TB is typically required yearly.
- Begin pre-planning for externships (medical and school)
  - Attend Practicum Placement Meeting on a TBD date to receive externship information and planning paperwork. This meeting is <u>mandatory</u>.
  - Complete the Externship Planning Form and submit it on the 2021/2022 externships site on Canvas.
  - Schedule meeting with the externship coordinators. A meeting schedule/sign-up will be announced. The externship planning form must be complete and submitted on Canvas at least 24 hours prior to the scheduled meeting time.

- o In order to receive a placement for a school externship students will need to enroll in M563 during the second semester.
- o Following the Practicum Placement Meeting-begin seeking placement sites and arranging interviews. Many students will interview during the Thanksgiving Break or between Fall I and Spring I semesters.
- Apply for admission to Teacher Education Program (TEP) through IU School of Education before September 15th. Failure to accomplish this will delay a student's placement for school practicum.
- Apply for practicum placement through the School of Education within 7 days after the TBD Practicum Placement Meeting. Students will be given a passcode for the electronic portion of the application for placement in a public school.
- Email the medical externship placement offer to the medical externship coordinator
- Review ASHA 2020 Standards
  - o Making adequate progress in all areas?
- Meet with faculty advisor
- Register for Spring I classes
- CALIPSO portfolio work
  - o Keep all syllabi (undergrad AND grad) – Create a folder in CALIPSO and upload
  - o Obtain multiple copies of undergrad transcript
  - o Upload proof of vaccinations
  - o Upload copies of trainings (e.g., HIPAA, Infection Control)
  - o Stay current and check CALIPSO clinical hours
  - o Upload copies of observation hours
  - o Maintain copy of advising worksheet
  - o Review previous semester progress evaluations in prep for new semester

Spring I
- Review M.A. Handbook (CANVAS) to answer questions about starting clients and completing administrative duties!* *(week 1)*
- Complete equipment room duties
- Finish audiology screening hours
- Follow-up with Externship Coordinators to discuss the status of externships as placements are confirmed.
- Update the Externship Planning Form on Canvas as changes occur. School externship placements will be submitted to TEP prior to spring break using the information on this form.
- Secure a medical externship placement by the end of second semester in order to remain "on-track" for graduation.
- Ongoing portfolio work
  - o Stay current and check CALIPSO clinical hours
  - o Upload copies of observation hours
  - o Maintain copy of advising worksheet
  - o Review previous semester progress evaluations in prep for new semester
- Review ASHA 2020 Standards

- o Making adequate progress in all areas?
- o Course selections meet areas of need?
- Meet with faculty advisor
- Register for Summer and Fall II classes

Summer
- Review M.A. Handbook to answer questions about clinic and administrative duties *(week 1)*
- Complete equipment room duties
- Finish audiology screening hours (prefer at least 10)
- Ongoing portfolio work
  - o Stay current and check CALIPSO clinical hours
  - o Upload copies of observation hours
  - o Maintain copy of advising worksheet
  - o Review previous semester progress evaluations in prep for new semester
- Review ASHA 2020 Standards
  - o Making adequate progress in all areas?
  - o Course selections meet areas of need?

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 all externships *(week 8-10)*
- Find and complete a CPR course
  - o 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
  - o Necessary for most externships and the certification is good for 1-2 years.
- The Externship Coordinators will attend a second S567 class on a TBD date. Students will then receive information on documentation and paperwork requirements to be completed while on externships. If the Medical Externship Coordinator must complete on-boarding &/or

verify that a student has completed on-boarding requirements, the relevant documentation must be submitted at least three weeks prior to the student's start date.

- Review accumulated clinic hours to identify areas of need for externship
- Meet with faculty advisor
- Register for Spring II Externship courses
- Finish portfolio work *(weeks 12-16)*
  o Stay current and check CALIPSO clinical hours
  o Maintain copy of advising worksheet
  o Review previous semester progress evaluations in prep for externships
  o Add resume

Spring II/Externships

- The Application for Advanced Degree Form should be submitted at least <u>SIX WEEKS</u> 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.
- Degrees are granted monthly.
- 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 coordinators. Grades for S568 &/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 M.A. 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-at which point it is out of our hands. The MAJORITY of students will have their degrees conferred at the end of July. Failure to finalize all incomplete coursework, thesis, or submit externship documentation correctly and in a timely manner may result in conferral being delayed.

M.A. Graduation

- Attend graduation & planned events
- Present at externship presentations
- Complete SLHS exit survey

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