

**Speech-Language Pathology Program**  
**STUDENT ACADEMIC**  
**& CLINICAL HANDBOOK**

# Speech-Language Pathology Program Administration, Faculty, & Staff

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## INTRODUCTION

Welcome to West Coast University's Master of Speech-Language Pathology (MSLP) Program. We are excited for you to join us on this journey to become a competent Speech Language Pathologist! Speech-Language Pathology is a profession steeped in professional guidelines and protocols via the American Speech-Language-Hearing Association (ASHA) and state licensure board. Therefore, this Handbook is designed to acclimate you to the concept of acquiring professionalism by following the MSLP Program's guidelines and protocols. Just like ASHA and state licensure board guidelines change and evolve, this Handbook is a living document that will also change and evolve throughout the program.

Please be advised that the [University Catalog](#), [University Student Handbook](#), and the MSLP Academic & Clinical Handbook contain policies and procedures that apply to all students and are the primary sources of information/ reference. If there are any discrepancies or differences in the policies or procedures contained in the University Student Handbook with those contained in the MSLP Academic & Clinical Handbook, the University Student Handbook will be followed.

The Speech-Language Pathology program is designed to lead to licensure into the profession of speech-language pathology. Each state has different licensure requirements, and the student is responsible for researching the specific requirements of each state. WCU helps prepare students to meet eligibility requirements for multiple licensing boards.

The MSLP Program's curriculum is designed to be taken in a specific sequence. All courses must be completed with a passing score of 76% or better to continue in the program. The program encourages an atmosphere of cooperation and non-competitiveness for students to successfully complete the objectives, competencies, and goals of the program.

Passing the Speech-Language Pathology Praxis Exam and a state or national examination, among other criteria (i.e. demonstrating academic and clinical competency of the ASHA Standards, obtaining 25 observation hours and a minimum of 375 direct patient contact diagnostic as well as therapy hours, etc.), qualifies the graduate to practice as a licensed speech-language pathologist in the state where the graduate desires to be employed.

Faculty and students are in a partnership to obtain the ultimate goal of preparing you to become a competent speech-language pathologist. Each student must uphold their part of the partnership to successfully complete this program. When you do, you will enter a student and exit as a competent Speech-Language Pathologist! YOU CAN DO IT!

*Regina Lemmon Bush, Ph.D., CCC-SLP*

Dean, Master of Speech-Language Pathology Program

## SECTION I – STUDENT ACADEMIC HANDBOOK

### **Speech-Language Pathology Program Mission**

The mission of the Speech-Language Pathology Program at West Coast University is to develop competent speech language pathologists who are committed to evidence-based practice, scientific inquiry, community outreach, and excellence in patient-centered care. We prepare entry-level humanistic practitioners to serve competently on interprofessional teams and to work for the advancement of the profession.

### **Speech-Language Pathology Program Philosophy**

The philosophy of the Speech-Language Pathology Program is to develop lifelong learners who possess the knowledge, skills, and values required for the prevention, assessment, and treatment of communication disorders using critical thinking in evidence-based academic coursework and clinical education within a student-centric environment. We are committed to preparing servant leaders, respectful of diversity and inclusion, to fulfill a humanitarian need of (re)habilitating children and adults with communication and swallowing disorders.

### **Speech-Language Pathology Program Vision**

We envision a virtual academic environment comprised of an innovative curriculum, experiential learning opportunities, and a variety of clinical practica experiences which prepare students to serve a culturally diverse society. We continuously strive to inspire students to become servant leaders, critical thinkers, lifelong learners, and reflective interprofessional practitioners.

### **Speech-Language Pathology Program Learning Outcomes**

Upon successful completion of the program and as required for licensure/certification, the entry-level graduate should be able to:

1. Assess speech-language pathology disorders to provide client-centered care using appropriate communication and swallowing diagnostic outcome measures.
  - *Mapped to ILO 1, 4; ASHA Standards IV A through G, V-B1; CAA Standard 3.1B*
2. Apply professional healthcare documentation strategies for accurate record-keeping to assure reimbursement and secure content management per HIPAA compliance.
  - *Mapped to ILO 2, 4; ASHA Standards IV A through-G, V-A; CAA Standard 3.1B*
3. Deliver professional communication skills to demonstrate client-centered behaviors such as cultural humility and cultural competence.
  - *Mapped to ILO 2, 3, 5, 6; ASHA Standards IV-E; IV-G, V-B3; CAA Standard 3.1B*
4. Provide competent intervention services for evidence-based treatment of communication and swallowing disorders.
  - *Mapped to ILO 1, 3; ASHA Standards IV-A-G; CAA Standard 3.1B*
5. Display ethical behavior in professional practice settings to adhere to ASHA Scope of Practice Code of Ethics and the delivery of ethical client-centered care.
  - *Mapped to ILO 2, 3, 5; ASHA Standards IV-E, IV-G, V-B3; CAA Standard 3.1B*
6. Exhibit interprofessional collaboration behaviors to establish relationship-building values for effective team dynamics.
  - *Mapped to ILO 7; ASHA Standards IV, V-B3b; CAA Standard 3.1B*

ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) are indicated above to demonstrate academic and clinical competency. CAA Standards represent programmatic curriculum sufficiency and are indicated above.

### **Speech-Language Pathology Program Objectives**

The overall goal of the program is to award an MSLP degree to a student who developed as a lifelong learner, and who can apply critical thinking and problem-solving in developing client-centered, occupation-based interventions. Thus, a generalist who is:

- Grounded in knowledge of the concepts of occupation as ends and occupation as means in guiding intervention planning.
- Committed to life-long learning, professional development, and evidence-based practice.
- Able to use effective analytic and interpretive skills to solve problems and advance knowledge and skill.
- Able to seek and organize information effectively and use the information to inform clinical decision-making for clients as well as their caregivers.
- Able to practice in a variety of settings and with diverse populations.

### **American Speech-Language-Hearing Association Council on Academic Accreditation Speech-Language Pathology Knowledge and Skills within the Curriculum**

The graduate curriculum in Speech-Language Pathology helps provide students with the opportunity to acquire knowledge and skills across the speech-language pathology curriculum, as required by the ASHA Council on Academic Accreditation. The knowledge and skills specified by CAA are categorized into six broad areas, including Professional Practice; Foundations of SLP Practice; Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences; Evaluation of Speech, Language, and Swallowing Disorders and Differences; Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms; and General Knowledge and Skills Applicable to Professional Practice. The specific knowledge and skills for each area are as follows:

1. Professional Practice Competencies
  - a. Accountability
  - b. Integrity
  - c. Effective communication skills
  - d. Clinical reasoning
  - e. Evidence-based practice
  - f. Concern for individual served
  - g. Cultural competence
  - h. Professional duty
  - i. Collaborative practice
2. Foundations of Speech-Language Pathology Practice
  - a. Discipline of human communication sciences and disorders
  - b. Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.
  - c. Ability to integrate information pertaining to normal and abnormal human development across the life span.
  - d. Nature of communications and swallowing processes to include knowledge of:
    - Etiology of the disorders or differences
    - Characteristics of the disorders or differences
    - Underlying anatomical and physiological characteristics of the disorders or differences
    - Acoustic characteristics of the disorders or differences (where applicable)
    - Psychological characteristics associated with the disorders or differences.



- Development nature of the disorders or differences
- Linguistic characteristics of the disorders or differences (where applicable)
- Cultural characteristics of the disorders or differences
- e. For the following elements:
  - Articulation
  - Fluency
  - Voice and resonance, including respiration and phonation.
  - Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
  - Hearing, including the impact on speech and language.
  - Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology).
  - Cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning).
  - Social aspects of communication (e.g., behavioral, and social skills affecting communication).
  - Augmentative and alternative communication
- 3. Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences
  - a. Principles and methods of identification of communication and swallowing disorders and differences
  - b. Principles and methods of prevention of communication and swallowing disorders
- 4. Evaluation of Speech, Language, and Swallowing Disorders and Differences
  - a. Articulation
  - b. Fluency
  - c. Voice and resonance, including respiration and phonation.
  - d. Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities
  - e. Hearing, including the impact on speech and language.
  - f. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)
  - g. Cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning)
  - h. Social aspects of communication (e.g., behavioral and social skills affecting communication)
  - i. Augmentative and alternative communication needs
- 5. Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms
  - a. Intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment
  - b. Intervention for disorders and differences of the following:
    - c. Articulation
    - d. Fluency

- e. Voice and resonance, including respiration and phonation.
- f. Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- g. Hearing, including the impact on speech and language.
- h. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)
- i. Cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning)
- j. Social aspects of communication (e.g., behavioral and social skills affecting communication)
- k. Augmentative and alternative communication needs
- 6. General Knowledge and Skills Applicable to Professional Practice
  - a. Ethical conduct
  - b. Integration and application of knowledge of the interdependence of speech, language, and hearing
  - c. Engagement in contemporary professional issues and advocacy
  - d. Processes of clinical education and supervision
  - e. Professionalism and professional behavior in keeping with the expectations for a speech-language pathologist
  - f. Interaction skills and personal qualities, including counseling and collaboration.
  - g. Self-evaluation of effectiveness of practice

#### **American Speech-Language-Hearing Association Mission**

The American Speech-Language-Hearing Association's mission is, empowering and supporting audiologists, speech-language pathologists, and speech, language, and hearing scientists through:

- Advancing science,
- Setting standards,
- Fostering excellence in professional practice, and
- Advocating for members and those they serve.

#### **American Speech-Language-Hearing Association Vision**

Making effective communication, a human right, accessible and achievable for all.

#### **National Student Speech-Language-Hearing Association Mission**

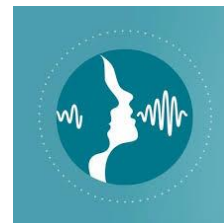
The National Student Speech-Language-Hearing Association's (NSSLHA) mission is, "We inspire, empower, and support students in the field of communication sciences disorders. We give you the tools to navigate your academic career while preparing you for your professional one."

#### **National Student Speech-Language-Hearing Association Vision**

The vision of National NSSLHA is, "Whether it's giving you unparalleled leadership opportunities, access to peer-reviewed journals, or giving your financial support as you start your professional career, National NSSLHA is the preferred home for students in communication sciences disorders.

## **Communication with Faculty**

Communication between faculty and students is a two-way process comprised of a speaker and listener. ASHA's logo (left) aptly represents the process that must occur when communicating with others. Therefore, students are required to communicate with faculty. Similarly, faculty members are also required to communicate with students. There are several methods of communication which are outlined below:



### **Student to Faculty Communication**

All students are required to obtain a university e-mail account and must use this account for all official university correspondence, including all communications with SLP faculty and associates. Students should check their university email, Learning Management System (LMS) course portal, and the Remind App at least once a day for class announcements and individual correspondence. It is therefore vital for students to have current contact information on file with the University.

Each student must keep his/her current address, all telephone numbers, e-mail address (including personal email), and emergency contact information on file with the Registrar and give the updated information to the Speech-Language Pathology Program Assistant. This information will be kept confidential, however, will be shared among West Coast University associates for necessary communication. Students are expected to respond via email within 36 hours excluding weekends or university holidays.

### **Faculty to Student Communication**

Faculty will communicate with students on a regular basis via email, the LMS, and the Remind app. Faculty have an obligation to communicate to students regarding course (synchronous and asynchronous) updates. Additionally, faculty will communicate positive messages, issues, and concerns to students via one of the modes listed above. MSLP Program faculty want students to succeed, learn, and grow into consummate professionals. Participation in two-way communication will enable this purposeful process to occur. Faculty are expected to respond via email within 36 hours excluding weekends or university holidays.

### **Student Identity Verification in Distance Learning**

Students enrolled in the program are expected to personally engage in all academic and clinical activities, assignments, assessments, and communications. This is applicable to all courses in the Learning Management System and other technology with student verification used by the program and/or University. See WCU Student Handbook for more information about technology and verification.

As a Distance Education program and in accordance with the United States Federal Higher Education Opportunity Act (HEOA) for verification of student identity in distance learning, at least one of the following three methods is used.

1. A secure login and passcode;
2. Proctored examinations; and
3. New or other technologies and practices.

### **Attendance Policy – Academic Courses**

West Coast University emphasizes the need for all students to attend classes on a regular and consistent basis. Regular attendance and punctuality will help students develop good habits and attitudes necessary to compete in a highly competitive job market. See the WCU Attendance Policy contained in the University Catalog.

- If a student is unable to attend a class and/or lab, it is the responsibility of the student to email the professor for missed work. Failure to alert faculty of an absence may result in a lower score on the Essential Skills Evaluation Form.
- Students are responsible for all missed information.
- In classes with collaborative activities, no credit for missed collaborative activities will be awarded.
- Missed assignments, quizzes, and exams may be made up, per the syllabus, the student will not receive a score of more than 76% on any missed exams, quizzes, or assignments.

### **Academic Accommodations**

Any student requesting academic accommodations based on a verified disability is required to meet with the Director of Student Affairs each term. The Director of Student Affairs will assist the student with the necessary steps. A letter of verification for approved accommodations can be obtained from that office. The student is responsible for providing the letter of verification to their faculty each term.

### **Course Requirements**

The Speech-Language Pathology Program is a full-time program that is very rigorous and places significant demands on students. Each individual course will state the requirements in the course syllabus. Failure to meet the deadlines and criteria set forth in the syllabus will affect the student's course grade as stated in each syllabus. As a student in a professional program, correct spelling and grammar is required on all quizzes, exams, and papers. Points may be deducted for incorrect spelling and grammar. Rubrics will be used to assess projects and assignments. Students must accept ultimate responsibility for completing all course requirements at the designated skill level in academic and clinical courses. The minimum passing course grade is 76% (C+).

### **Course Preparation**

Students are expected to complete designated readings and other assignments prior to each class period. Due to the volume of information that students must learn in this program, students are expected to have at least two hours of work outside of class for each hour of lecture and one hour of work outside of class for each hour of lab. Students are responsible for all information designated in the reading assignments regardless of whether it was covered in class. Students are responsible to clarify their understanding of the course materials. Faculty members have office hours and students are encouraged to take advantage of these hours to discuss course material. Students should come to class prepared and up to date with information being covered in each course.

Netiquette: Effective communication is the key to success in online education thus the emergence of the term netiquette. Netiquette refers to the correct or acceptable way of communicating on the Internet. The nuggets for effective online learning instruction include being scholarly, polite, professional, and respectful.

Active in Class Participation: During synchronous labs students are required to have their cameras on throughout the entire class. Students should not be engaging in activities that disrupt their active

participation (e.g., driving, excess movement, walking outside, etc.). There will be in-class discussions as well as individual and group active learning activities during each class. In class group responses/discussions should always be led by a different speaker in the group. It is expected that each opportunity for responses/discussions rotates the speaker so that each person has an opportunity to lead. All students are expected to participate as these activities will assist in preparing students for skills including but not limited to clinical observation involving critical thinking and problem solving, assessment, establishment of observable and measurable treatment goals, report writing, documentation, service delivery across various settings, and case management. Please note that attentiveness, engagement, and quality of contributions enhances your individual and class experience (e.g., questions, comments, opinions, etc.). Examples of off-task behavior include inattentiveness to the computer screen, the speakers, and/or the activity (e.g., texting, perusing social media, emailing, having camera off, etc.).

**HOW TO SUCCEED IN THIS COURSE:** To perform well in this course, it is important you attend all asynchronous and synchronous live class meetings, have camera on, take notes during class, actively participate by asking and responding to questions, collaborate effectively with peers and instructor, and submit all required assignments. If there is a concept that is not well understood, take advantage of scheduled and open office hours with the instructor and/or TA.

**POLICY ON GROUP ASSIGNMENTS/PROJECTS:** Everyone must take part in the group assignment/project. All members of a group will receive the same grade on the assignment/project. Every person in the group will individually provide the instructor with an anonymous peer group survey. Once formed, groups cannot be altered or switched, except for reasons of extended excused circumstances (i.e., each case will be individually evaluated). Please note that for group assignments, grade points earned will be the same for all members in the same group unless it is determined that a group member did not contribute equally. The requirements of each assignment/project will be specified in Canvas, in advance of each due date. See course assignment page for specific details/instructions and rubric.

- **Team Contract**

It is recommended that the group complete and follow a Team Contract as each person on the team will receive the same grade (with the exception of peer feedback, in which points are awarded individually). If needed, per the Team Contract, the team member assigned as the Conflict Manager will utilize internal and external resources to resolve conflicts and lead the team forward.

**GROUP PROJECT ETIQUETTE:**

- **Reminders:**

- Please remember that each of you must demonstrate responsibility and accountability when working within your groups.
- If as a group you have met and set due dates and assigned tasks, be sure to individually be responsible/accountable and follow through! Canceling, not showing up, and not contributing your share is not acceptable! Complete your assigned section and provide feedback on the other sections!
- Be respectful of everyone's time, schedule, sacrifices, ideas, etc., Group work requires critical thinking and problem solving as well as flexibility and collaboration in putting

together everyone's collective knowledge and skills.

- Therefore, take the time to research and share your knowledge and skills. Discuss and edit as needed. Demonstrate your collaboration in your written and verbal contributions. Everyone should have contributed both verbally and have evidence of their written contribution.

**\*\*\*Please Note\*\*\***

- Graduate school must be a priority. We understand that you have lives outside of the program, and some of you may work. However, remember that you enrolled/committed to a full-time program, which includes coordinating time and schedules to get your academic and clinical work completed in a timely manner.
- Please note that failure to adhere to the above may result in your individual grade being impacted and may affect your overall progression in the program.

Please note, if your level of participation does not mirror what is described above, you have time to fix it! As soon as possible, communicate with your group members, set goals and due dates prior to final submission, and follow through! Remember that putting your name on a document or allowing someone to put their name on a document and/or taking credit for someone else's ideas/work is plagiarism, and this is not ethical behavior.

### **Assessment Requirements**

Students are required to be present at all quizzes, tests, and examinations. Each individual course syllabus will outline the procedure to follow if a student has an emergency on the day of the examination. During examinations, all cellphones, backpacks, books, and personal belongings must be stored away from the testing area following the WCU policy on testing. Students can enter the testing area with only a pen or pencil. Absolutely no supportive materials are permitted during a home-based test or in a testing area including the labs and clinical intensives unless allowed by the course director. Examination details can be found in the WCU Student Handbook.

**RESPONDUS LOCKDOWN BROWSER:** Quizzes and Exams will be completed via Respondus Lockdown Browser recording. The student must follow all quiz/exam instructions as well as those provided by Respondus prior to taking the quiz. The student's entire face must remain in the frame throughout the entire quiz/exam and not have anyone else in the room with them while taking the quiz/exam. The student is not allowed to use any outside resources, including notes of any kind, while taking the quiz/exam unless otherwise instructed by the professor. Failure to adhere to these instructions will cause your actions to be flagged. Flagged activities will be reviewed by the professor and discussed with the student as necessary. Please note, failure to adhere to the syllabus/Respondus Browser instructions (e.g., covering face, remaining outside of the frame, other person in room) may result in a failing grade for the specified quiz/exam.

### **Grading Procedures**

Faculty provide students with project, assignment, quiz, exam, and/or test grade(s) within one week of submission with the exception of extenuating circumstances. This will be monitored internally by the program. All coursework feedback is provided in the Learning Management System, Canvas.

The University's mission reflects an intention to partner with students in their preparation for a professional career, and part of the educational experience for students pertains to the kind of behavior that is acceptable in professional settings such as honesty, integrity, and ethical behavior. In this partnership, faculty and students review materials together to assess trends related to errors/mistakes followed by specific faculty guidance and suggestions for next steps to understanding the material. Part of this review may include the development of a student action plan to improve his/her course grade.

During the review of materials, the student is expected to adhere to the Code of Conduct as outlined in the University Student Handbook, including but not limited to:

- No use of books, papers, pens, pencils, cell technology devices such as cell phones, smart watches, smart pens, etc.
- Taking advantage of information considered unauthorized by ones' instructor. This may include taking screenshots or photos of exams, quizzes, or other materials (online sources that provide answers to questions)

Students can refer to the [University Student Handbook](#) for additional information on the Academic Honor Code and Student Code of Conduct. As with the Academic Integrity requirements during examinations, if a faculty member perceives a violation of the Academic Honor Code, the faculty member will stop the review session, and inform the student of the behavior that has been interpreted as a possible violation of the Academic Honor Code. The faculty member will make a report of the perceived violation and submit it to the Dean of Speech-Language Pathology. There will be an investigation of the alleged academic integrity violation by the Dean which may be referred to the Student Conduct Committee for further review and investigation.

#### **Student Advisement for Academic and Clinical Performance, Progress, and Professional Development**

Student advisement is conducted in a timely and continuous basis.

- *General program advisement* that pertains to academic and/ or clinical performance and progress is conducted and documented by the Program Director, Director of Clinical Education, Director of Clinical Relations, and Online Faculty Manager.
- *Specific course advisement* that pertains to academic and/ or clinical performance and progress is conducted and documented by the course director.

At the end of each term, students review the Essential Skills Evaluation Form and Student Professional Evaluation Form. These evaluations provide feedback to students regarding professional development toward becoming a speech-language pathologist. Ratings are based on faculty observations of the students in classroom, laboratory, clinical and professional situations. Course directors with these evaluations make appointments with the students to discuss these evaluations and provide advisement towards continued professional growth.

#### **Student Advisors through Student Affairs**

In addition to academic advisement, each student is assigned a Student Advisor (introductions made via the LMS, email, telephone, text, and in-person). Student Advisors are committed to assisting all West Coast University students in a holistic approach. In order to assist students most effectively, the Student Advisors incorporate the following:

- Provides a safe place for students to discuss social, personal, and academic concerns.
- Provides information about the resources West Coast University offers all students.



- Provides information about University policy and procedures.
- Provides information about student life, student engagement, student organizations, and events.
- Provide technology resources, support, and training.
- Provides Registration support.
- Provides assistance with stress management, time management, study techniques, leadership skills, and much more.

To provide a proactive and intentional approach warranting the student-advisor partnership, that partnership begins at the time of enrollment. The advisor strives to establish early intervention strategies aligned with program and student goals to enhance the learning experience and ultimately persist through the program. Our goal is for the student to be able to demonstrate core competencies, personal, social, and professional growth required to fulfill their educational and professional goals.

### **University Library Resources**

The Library actively engages learning by effectively delivering quality materials in physical and virtual environments. Print collections include general and subject-specific reference materials, monographs, serials, manuals, scholarly works, and trade publications arranged according to the Library of Congress Classification System. Electronic resources including select databases from LexisNexis®, EBSCO, ProQuest, Gale/Cengage, Credo Reference, Ovid, Lexicomp®, and Therapeutic Research Center, provide access to thousands of full-text articles and case studies. The eBook Academic Collection offers more than 114,000 virtual books and is available for both students and faculty. Multimedia tools, web resources, and online tutorials are also available. Explore the collections housed at all locations using the West Coast University Library's website, available online or on a mobile device.

Professional librarians and trained support staff assist individuals with their library and research needs. Services include but are not limited to 24/7 reference chat service, research assistance and subject guide advisory, in-depth research consultations (by appointment), interlibrary loan through a partnership with OCLC WorldShare™ Interlibrary Loan, interdepartmental campus loans, guided library tours, and various circulation activities. These services may be accessed through the Canvas Learning Management System. Refer to the [University Student Handbook](#) for further resources.

### **Student Support & Intervention**

The program (and University) has procedures for identifying the need to provide an intervention for each student who does not meet program expectations for the acquisition of the specific knowledge, skills, and values outlined in the academic and clinical courses. The goal of the intervention is to provide students with tutoring, remediation, workshops, and resources in support of student success.

### **University Level Student Support & Intervention Procedures**

Each term, course directors evaluate grades-in-progress at the end of week four to identify any students who are below the minimum passing grade of 76% (C+). This is evaluated based on a simple formula of points earned out of points possible to date which are viewable to students in the Canvas Learning Management System throughout the term.

During each term, when an intervention for academic and/ or clinical support is deemed necessary, the student is notified and a plan is constructed in the form of the following documentation.

1. *Letter of Concern\** (LOC): Course-director generated letter to notify the student of academic and/ or clinical performance deficiency(s) as reflected in a grade(s) below the program standard of 76% (C+).



2. *Academic Action Plan*\* (AAP): Personalized action plan to identify issue(s), outline steps to overcome the issue(s), set benchmarks, and list the actions to support reaching the benchmarks. The AAP is drafted by the student and finalized between the course director and student. The intensity of the intervention may vary based on how much prior intervention the student and course director have engaged in.

\*The LOC and AAP are per course as needed.

### **Program Level Student Support & Intervention Procedures**

In situations where a student is identified at risk in either an academic or a clinical course, the Dean, Director of Clinical Education, and Online Faculty Manager are notified by midterm of said semester. Student performance is continuously monitored throughout the semester and in some cases, students may be identified after midterm. Individualized plans are then developed, with consultation among appropriate faculty members, student, and academic and/or clinical supervisors. Intervention for the academic course competencies typically involves independent study and/or remediation assignments/activities and intervention for the clinical course competencies typically involves additional supervised clinical activities and/or experiences. Criteria for identifying students at risk include but are not limited to:

- receiving a 76% or lower in a course assignment, exam, or overall course grade
- failure to meet a course objective
- failure to meet a KASA standard/competencies
- failure to meet competency in any of the 5 skill areas assessed (Interaction and Personal Qualities, Administrative/Writing Functions, Evaluation, Intervention, Ethical Conduct/Clinical Problem-Solving)

### **Academic and/or Clinical Student Intervention Plan (SIP) documentation:**

1. Canvas course and/or clinical evaluations (formative and summative)
2. Letter of Concern and/or Academic and/or Clinical Student Intervention Plan will be used to develop an action plan to improve students' academic and clinical competencies. Students will be required to implement the actions.
3. Meeting with student upon completion of the academic and/or clinical student intervention plan with student signature.
4. Advisement at the end of the trimester with documentation in CampusNexus

### **Academic and/or Clinical Student Intervention Plan (SIP) process:**

1. Initial identification of an at-risk student in the area of academic or clinical performance should occur and be officially documented by the faculty and/or clinical supervisor by midterm evaluation week of the designated semester. Student performance is continuously monitored throughout the semester and in some cases, students may be identified after midterm.
2. Criteria for initiating an Academic and/or Clinical Student Intervention Plan (SIP) include but may not be limited to the following:
  - a. receiving a 76% or lower in a course assignment, exam, or overall course grade
  - b. failure to meet a course objective
  - c. failure to meet a KASA standard/competencies

- d. failure to meet competency in any of the 5 skill areas assessed (Interaction and Personal Qualities, Administrative/Writing Functions, Evaluation, Intervention, Ethical Conduct/Clinical Problem-Solving)
3. The student-clinician is notified via email by the Dean and/or the Director of Clinical Education to schedule an individualized conference to establish the criteria for successful completion of the intervention plan. The Director of Clinical Education may ask the Clinical Supervisor(s) to attend the meeting as deemed appropriate. At minimum, the SIP will be developed and signed by the Director of Clinical Education and the student.
4. The criteria for a SIP must include the following, but may not be limited to:
  - a. Specific academic course objectives and KASA standards
  - b. Specific skill areas targeted for intervention, e.g., Dx or Tx.
  - c. Documented specific competencies to be developed within each skill area.
  - d. Cooperative development of specifically targeted competencies.
  - e. Documentation from the Faculty, Director of Clinical Education, and/or Clinical supervisor of whether or not the student has met the criteria for each competency.
5. Criteria for Completion of a SIP. Completed criteria must reflect:
  - a. a + (met criterion) for each competency goal
  - b. competency grade of greater than 76% in each of the applicable areas
  - c. Signed SIP by minimum of Director of Clinical Education, Faculty, and student indicating that all criteria of the SIP have been met.
  - d. Advisement at the end of the semester with documentation entered into CampusNexus.
6. Any student failing to meet the SIP criterion by the end of the semester may:
  - a. Receive a grade of 76% or lower in the designated academic course and/or clinical practicum.
  - b. Be required to repeat the designated course and/or clinical practicum.
  - c. Be counseled by the Director of Clinical Education, and/or the Program Dean, regarding future options. The Clinical Supervisor may also be consulted.

Additionally, students who fall below the minimum passing grade in part or in total in any course at any time are provided academic and/ or clinical support. Student support is provided by but is not limited to the following. See the WCU Student Handbook for additional details regarding students' services and resources and the Help section titled WCU Student Resources in the Canvas Learning Management System.

- Course Directors
- Student Advisors
- Library Services Associates

### **Protocol for Tutoring and Remediation for Academic Courses**

The Speech-Language Pathology program has developed an aggressive protocol for in-term tutoring and remediation in order to identify students early that are at risk of not successfully completing the program.

1. *In-Term Academic (Didactic and/or Lab) Course Tutoring and Remediation*  
 Course directors evaluate academic course grades throughout the term. A student with a week 4-course grade below 76% will receive a Letter of Concern (LOC) and will be required to meet with the course director to complete and execute an Academic Action Plan (AAP). This requires the course director to meet with the student for specific academic content and/or skill(s)

tutoring and remediation. Deficiencies in areas of academic competence will be re-assessed before the completion of the course.

2. *End-of-Term Academic (Didactic and/or Lab) Course Tutoring and Remediation*

Students must earn a 76% (C+) or better on the final academic assessment(s) as designated in the course syllabus. If a student earns a grade less than a 76% (C+), the student is required to retake the assessment(s) to show proof of attainment of the knowledge, skills, and values (76% or better) that are required to move forward in the program. The first grade earned will be the grade used. The retake **MUST** be completed within one week of the assessment(s). If the student fails to complete the retake within one week, the student is in jeopardy of not advancing in the program.

**Dismissal from the Program**

Students will be dismissed from the program if they do not successfully pass each SLP course with a 76% (C+) or higher. Additionally, students may be dismissed from the program as a sanction by the Student Conduct Committee. Students may also be dismissed for failure to meet Satisfactory Academic Progress (SAP). See the University Catalog for additional information.

**Complaints/ Grievance Policy**

- Every student has the right to file a grievance when the student believes a University associate or student has acted improperly or inconsistently with published policies and/ or procedures. The policy is intended to support a fair, objective, and respectful approach to resolve disputes. Students are encouraged to follow the steps outlined in the policy. See the University Complaint/ Grievance Procedure outlined in the University Catalog. The University is the final arbiter for all student complaints.
- A Speech-Language Pathology student and as per the CAA Accreditation policy on complaints, a complaint about any accredited program or program in candidacy status may be submitted by any individual(s).

Complaints about programs must meet all of the following criteria:

- a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
- b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology in effect at the time that the conduct for the complaint occurred<sup>11</sup>, including the relationship of the complaint to the accreditation standards;
- c. be clearly described, including the specific nature of the charge and the data to support the charge;
- d. be within the timelines specified below:
  - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation\* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
  - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
  - if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

*\*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.*

Complaints also must meet the following submission requirements:

- include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
- include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office staff to verify the source of the information;
- be submitted using the CAA's complaint form;
- sign and submit a waiver of confidentiality with the complaint; Because it may be necessary to identify the complainant to the affected program or to other potential sources of relevant information, the complainant is required to sign a waiver of confidentiality as part of the complaint submission. Failure to provide a signed waiver of confidentiality will result in dismissal of the complaint;
- must be complete at the time of submission, including the complaint, waiver, and all appendices; If a complainant submits an amended complaint, including providing additional appendices, it will void the original submission and initiate a new process and timeline;
- append documented evidence in support of the complaint, including as appropriate relevant policies/procedures, relevant correspondence (including email), timelines of referenced events, etc. Complainants should not enclose entire documents; only the specific pages should be included that present content germane to the complaint. Page numbers to these appendices should be referenced in the complaint. Materials may be returned to the complainant if not properly organized to support the complaint.
- must submit all complaints and supporting evidence in English, consistent with the business practices of the CAA;
- be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via email or as a facsimile—to:

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

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party.

To learn more about the CAA complaint process, the following links provide details and assistance:

- <https://caa.asha.org/?s=student+complaints>
- <https://caa.asha.org/SysSiteAssets/files/accreditation-handbook.pdf>

## **Graduation Requirements**

### *Core Curriculum: Master's in Speech Language Pathology (MSLP) Program*

Graduation from the MSLP Program is predicated on satisfactory completion of academic courses, clinical experiences, and professional conduct. Graduation requirements include:

- A student must complete the Core Curriculum, which comprises the Master of Speech-Language Pathology (MSLP) Program coursework. The Core Curriculum (MSLP Program) consists of 56 didactic and clinical education semester units. The Core Curriculum is designed for students who have a Baccalaureate degree in Speech-Language Pathology, Communication Sciences & Disorders or the equivalent (i.e. SLP Pre-Master's transfer courses from an accredited institution recognized by the United States Department of Education).
- A student must demonstrate professional conduct as evidenced by competency on all areas of the Essential Skills and Values.
- A student must complete Clinical Experiences with a B or better and pass all skills assessments.
- A student must demonstrate competency within all areas of the student improvement plan
- A student must complete the program within the published length of the program
- A student must obtain a Grade Point Average of 3.0 or better.

## **Clinical Fellowship Year**

After completing the academic and clinical requirements, individuals applying for certification in speech-language pathology must complete a Speech-Language Pathology Clinical Fellowship experience under the mentorship of an individual holding ASHA certification. For more information, visit the following website: <http://www.asha.org/certification/Clinical-Fellowship.htm>

## **Certificate of Clinical Competence (CCC-SLP)**

The Council for Clinical Certification (CFCC) is responsible for processing applications by individuals who have graduated from programs accredited by the Council of Academic Accreditation (CAA), and for awarding the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

The requirements for certification (CCC-SLP) include:

- Successful completion of an accredited graduate communication sciences and disorders curriculum,
- Accrual of 400 hours of supervised clinical practicum experience or equivalent,
- A passing score on a national examination ("Praxis II" examination)
- Successful completion of a post-graduate Clinical Fellowship (CF) year.

Upon successful completion of these three major requirements, post-graduates are awarded the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). The CCC-SLP is ASHA's way of informing the public that an individual has met minimum standards for clinical competence. For more information about attaining your CCCS, please visit <https://www.asha.org/certification/SLPCertification/>

## **License to Practice**

Licensure requirements vary from state-to-state. Be sure to check the licensure requirements for that State. Potential differences include: 1) coursework credits, 2) clinical practicum (types, hours), and/or 3) your method of documenting achievement during your graduate studies. For links to state licensure laws, go to: For links to State licensure laws, go to: <https://www.asha.org/advocacy/state/>

## SECTION II – CLINIC HANDBOOK

### **Clinical Education Experiences**

The Director of Clinical Relations will contact all clinical placement sites to obtain permission for the students to participate in a clinical experience at the site. This process requires a legal contract (i.e., affiliation agreement). At some sites, this affiliation agreement must be reviewed, modified, and signed by the designated individual before a student can attend the clinical experience at that site. WCU legal team must approve any modifications and the designated individual at WCU must sign the affiliation agreement. Additionally, sites require students to have a clear background check, and drug screening (as specified by the clinical site). Students will be responsible for the cost incurred for any background check(s) or drug screening(s) specified by the site. Additionally, some sites require clearance from a particular State Department of Education, school district, or corporate entity. This process requires time; as a result, students must check email daily and respond in a timely manner.

The Director of Clinical Relations and Director of Clinical Education will have a group advisement session with the cohort to orientate the students to the clinical process and complete the clinical placement paperwork. This paperwork will include possible clinical sites in the students' geographic region for the Director of Clinical Relations to pursue affiliation agreements with prospective clinical partners. This process will occur two terms before the clinical placement to allow sufficient time for the Director of Clinical Relations to obtain affiliation agreements in states or cities where the program may not have an affiliation agreement. The Director of Clinical Relations will notify students no later than four weeks prior to the clinical placement to allow time for the students to complete orientation or obtain specific drug testing, inoculations, or site-specific background checks required by the clinical partner. During the final week of the term, the clinical educator will meet with the students that he/she supervises to discuss areas of strengths, weaknesses, and strategies for improving clinical skills (denoted in the preceptor's CALIPSO ratings). Students who perform poorly will be placed on a Clinician Improvement Plan. Students who persist with clinical skill deficiencies will be advised by the Director of Clinical Education and the Director of Clinical Relations.

### **Clinical Experience Requirements**

For the Speech-Language Pathology Program, graduation will depend on satisfactory grades, professional conduct, applying principles of safety consistently, satisfactory completion of Clinical Experience I-VI, exit exam, and the fulfillment of university graduation requirements. A student must satisfactorily complete all academic and clinical courses and be in academic good standing.

Students must complete the following requirements to participate in clinical experiences:

- **Observation Hours:** Student clinicians must complete *25 observation hours*. Student clinicians must log observation hours into the CALIPSO program and turn in fully completed *RECORD OF SUPERVISED OBSERVATION HOURS* and *DIRECT OBSERVATION* forms to the Director of Clinical Relations by the Tuesday of week 2 of the term in which the student is enrolled in the program. Speech-language pathologists and audiologists who are observed must hold the ASHA Certificate of Clinical Competence (CCC). Students are responsible for securing their own observation sites and also are responsible for meeting all related requirements that individual observation sites may require (e.g., fingerprinting, reading about site-specific regulations, etc.). Student observers should dress and behave professionally at all observation sites. They should also be punctual and engaging and demonstrate strong communication skills. Note that students will receive credit for additional hours for observations completed as part of coursework.



- CALIPSO is a commercial software program that is used to track student clock hours, evaluate student clinical performance evaluations, and store clinical documentation. This program stores this information securely while allowing the graduate student and the faculty access to important information. The student will learn how to use this software during the student orientation. The student is charged an all-inclusive fee for the use of CALIPSO. The student is responsible for entering clock hours and having the preceptor review and sign these hours. The student can use CALIPSO to monitor progress in acquiring clock hours and competence in specific areas required for graduation.
- Blood Borne Pathogens Training: Prospective student clinicians must complete online bloodborne pathogens training and pass a related quiz. The Director of Clinical Education will email each student a link to follow to complete this requirement.
- Background Check: Prospective students must complete a background check by submitting payment and completing documents related to this requirement. The Director of Clinical Relations will email each student a link to follow to complete this requirement. Students who have been convicted of felonies, who have violations that relate to children, or who have a record may be prevented from securing professional licensure for speech-language pathology or audiology.
- HIPAA/FERPA: Prospective clinicians must annually complete online HIPAA/FERPA training and pass a quiz. The Director of Clinical Education and Director of Clinical Relations will email each student a link to follow to complete this requirement.
- OSHA Category I Health Care Provider (potential for exposure to infectious diseases). As an essential component of the WCU infection control program, students are required to provide documentation of specific immunizations and tuberculosis clearance.
- Cardio Pulmonary Resuscitation (CPR) Certification. Students participating in practicum through the MSLP Program are required to have completed a CPR training course, and to maintain current CPR certification. CPR training will be offered every year during orientation for incoming and returning students. Documentation of current CPR certification must be uploaded by the student into CALIPSO. Online-only CPR training programs or CPR training that focuses only on infants cannot be used to meet the CPR requirement.

#### **Certificate of Insurance/Medical Malpractice Insurance**

WCU maintains a medical malpractice plan. A copy of this insurance policy is provided with initial contracts and each subsequent clinical experience. All students are provided protection by West Coast University against general and professional liability claims. A certificate of this protection is submitted to each clinical site on annual bases, or more frequently if requested by the site. Should a clinical site require additional evidence of insurance on an individual student, it is the responsibility of the student to provide that information.

#### **Health & Safety Procedures Universal Precautions**

SLP students may be exposed to bloodborne pathogens or other potentially infectious materials (OPIM) and may be at risk of acquiring the Hepatitis B Virus (HBV) infection or other potentially dangerous diseases such as influenza as an occupational hazard.

WCU requires specific vaccinations followed by a titer to determine immunity from healthcare worker at risk diseases. In addition to following WCU recommendations, students may be required to have specific vaccines and clearance (i.e., tuberculosis) by the clinical experience sites.

Students must be compliant with all vaccine requirements for clinical placements. The primary vaccine series of the COVID-19 vaccination is mandatory as the overwhelming majority of clinical placement sites require documentation of a completed series of COVID-19 vaccinations. WCU MSLP program will not assign clinical placement sites based on an individual student's preference about COVID-19 vaccination. Students will not be able to complete clinical rotations unless all clinical and agency requirements are met.

Students must use universal precautions when indirectly or directly exposed to bloodborne pathogens or other potentially infectious materials. Additionally, students must adhere to the policies and procedures of the clinical site. If/when an exposure occurs while on campus or at a clinical site, students must follow the site protocols and report the incident to the preceptor and WCU. See the enrollment disclosure for additional information about blood-borne pathogens and the risk of exposure.

#### **Parking Policy: Assigned Clinical Experience Site**

Students must adhere to the parking policy that is established by the assigned clinical placement site. Students should park in the assigned areas designated by the clinical site. Furthermore, students should refrain from parking in locations that are not designated for student parking (i.e., handicap parking spaces, physician parking spaces, etc.).

#### **Clinical Experience Dress Code**

Students are highly visible to the public and must be sensitive to this fact. Students must abide by the following policies regarding professional dress and appearance while on the University campus and during clinical intensives and clinical experiences.

- The University ID must be properly always exposed above the waist on your front collar or on a lanyard.
- Students will portray the well-groomed appearance of a responsible health professional.
- Nails must be groomed to ¼" or less with neutral colors polish only (no artificial nails).
- Facial hair is acceptable when cleanly shaven or well-groomed. All accessories and jewelry shall be free of writing, pictures, symbols, or any other insignia, which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Any accessory or jewelry which creates a safety or health concern, causes or threatens to cause a disruption to the educational process, is prohibited. Body piercing jewelry other than lobe earrings (maximum of two earrings per lobe) is prohibited on campus and at clinical sites.
- Dark glasses, sunglasses, hats, caps, visors, and other head coverings shall not be worn indoors unless for religious reasons.
- For on-campus clinical intensive weekends, collared shirts only (button-down oxford or polo-type) are permitted. Dress- or walking shorts (above the knee) or casual dress pants are preferred. Jeans are acceptable provided they are in good condition (i.e., no rips or holes). Dress sandals, clean tennis or running shoes, or any other closed-toed shoe with socks are acceptable.
- Shirts must have sleeves; however, a "professional-looking" sleeveless blouse is acceptable. Dress- or walking shorts (above the knee) or casual dress pants are preferred. Jeans are acceptable provided they are in good condition. Skirts and dresses can be no more than 3 inches above the knee. Dress sandals, clean tennis or running shoes, or any other closed-toed shoe with socks/stockings are acceptable. No exposure of midriffs, cleavage, or gluteal fold is permitted.
- For Clinical Experiences (including at a site or on-campus), students must reflect both professional dress and behavior during all clinical activities. It is University policy that students maintain the University dress code while at clinical experiences unless this poses a problem with direct patient care and treatment application as determined by the clinical site.



## **Safety Policies**

Safety policies with regards to patient/client handling, equipment, and the student clinician will be introduced and discussed as appropriate during various courses. These policies will also be uploaded to the Canvas Learning Management System as attachments for the specified clinical experience courses. Each clinical or observation site may have additional safety policies that must be followed while at the site.

## **Injury Policy**

In the event that a student, student clinician, or client is injured, he/she should seek medical attention as soon as possible. Once the situation has been stabilized, the student should complete and submit the “Student Incident Report” report to proper personnel (Director of Clinical Education, Director of Clinical Relations, and Course Instructor) via email. Students are required to have health insurance in order to participate in clinical experiences.

### **Injury Policy for Specific Clinical Placements**

- *School district* – If an incident or injury occurs in a school, the student should report it to the preceptor, school nurse, and administrator. Then, follow the policy outlined above.
- *Clinics* – If an incident occurs in a clinic, the student should report it to the preceptor, clinic director, or owner. Then, follow the policy outlined above.
- *Hospitals* – If an incident or injury occurs in the hospital, students should report it to the preceptor, and Director of Rehabilitation and follow the protocol outlined by the hospital during the orientation. Then, follow the policy outlined above.

## **Student Expectations**

The Speech-Language Pathology Program expects students to acquire academic and clinical knowledge, skills, and values that are commensurate with ASHA’s Scope of Practice, ASHA Code of Ethics, and the SLP Program’s Essential Skills Evaluation.

The SLP Program also expects students to demonstrate competency of the Program Learning Outcomes, Course Learning Outcomes, and weekly learning objectives. This will help ensure that students become competent Speech-Language Pathologists who are able to provide quality speech-language and dysphagia services to the patients they serve. See the Appendix for ASHA Code of Ethics, ASHA’s Scope of Practice, and the SLP Program’s Essential Skills Evaluation, which includes specific knowledge, clinical skills, and values that a West Coast University SLP student should exhibit. Some of the most notable characteristics include the following:

- Professionalism
- Honesty
- Integrity
- Dedication
- Perseverance
- Dependability
- Emotional stability
- Resilience
- Ability to accept constructive criticism
- Flexibility

## Essential Skills & Values

The program has the responsibility for selecting and evaluating its students, designing, implementing, and evaluating its curriculum; and determining who earned a degree. Admission and retention decisions are based not only on satisfactory academic achievement, but also on other academic factors that serve to ensure that the student can complete the essential functions of the program required for graduation.

The program has a responsibility to the public that its graduates are competent speech-language pathologists and audiologists, capable of doing benefit and not harm. Thus, it is important that persons admitted into the program possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology and/or audiology. These skills enable a student to meet graduate and professional requirements as measured by state and national accrediting and credentialing agencies. Students will be regularly evaluated on their ability to meet the behaviors described in the Essential Skills Evaluation Form. Failure to meet or maintain the Essential Skills may result in action against the student, including, but not limited to dismissal from the program.

The essential skills are comprised of technical standards that students must acquire to achieve competency as an entry-level Speech-Language Pathologist.” Communication is one of the technical standards that is a hallmark of an effective Speech-Language Pathologist. The technical standard for communication reads as follows.

*Student must possess adequate communication skills to:*

- *Communicate proficiently in both spoken and written English language.*
- *Read and write sufficiently to meet curricular and clinical demands.*
- *Perceive and demonstrate appropriate verbal and nonverbal communication effectively and respectfully in one-on-one and group settings in academic, community and clinical environments.*

The SLP Program agrees with and upholds the position of ASHA regarding professionals who speak with accents and/or nonmainstream dialects.” This policy (<https://www.asha.org/policy/PS1998-00117/>) states:

- “It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspects of speech and language that characterizes the client's particular problem. All individuals speak with an accent and/or dialect; thus, the nonacceptance of individuals into higher education programs or into the professions solely on the basis of the presence of an accent or dialect is discriminatory. Members of ASHA must not discriminate against persons who speak with an accent and/or dialect in educational programs, employment, or service delivery, and should encourage an understanding of linguistic differences among consumers and the general population.”

In addition, the SLP Program adopted the ASHA Professional Issues Statement, The Clinical Education of Students with Accents (2011), which can be found at <https://www.asha.org/policy/PI2011-00324/>. The statement provides strategies for supporting students when there are concerns about their accents.

There is a strong commitment to diversity and inclusion at both WCU and in the SLP Program. The SLP program will adhere to WCU’s non-discrimination policy. The policy prohibits harassment or

exclusion from admission or participation in clinical experiences based on race, color, religion, sex, nation or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, and status as a covered veteran.

### **Student Professional Development Evaluation**

The *Student Professional Development Evaluation* also includes a section to document Professional Development Activities. Students will be required to document professional development activities in a log. Students are required to accrue 50 Professional Development Points prior to graduation. Students must accrue the points in the following areas: Professional Activities; National Student Speech-Language Hearing Association initiatives; Student Governance; and University/ Community Services. The form provides examples of activities and their associated point values. Students must complete the form prior to the meeting with the faculty advisor at the end of the term and provide evidence of their involvement and participation. The balance of points accrued in a term will be “carried over” to the next term until the 50-point requirement is met.

### **Skills Assessment Examination Policy**

A 76% is the overall pass-rate for all practical examinations during midterms and final exams with the understanding that safety requirements are met per the items related to safety (for the client and therapist), and as identified on the practical grading rubric. Thus, if the safety requirements are not met, the student will receive an automatic zero for the practical examination. If the student meets the safety requirement but receives less than 76% (C+) as total score in performing the technical skills, this is a non-passing grade. In either case, the student must retake the practical examination.

The student can only retake the practical on the same day of the originally scheduled practical exam, if the instructor determined that the student failed due to the safety requirements not being met. If the student fails due to performance of the technical skills, the student will have an opportunity (1-2 days) to remediate before the retake opportunity.

During the retake, the student must meet the safety requirements and technical skills with a minimum of 76% (C+). The highest score possible on a retake is a passing grade of 76% (C+).

### **Objective Structured Clinical Examinations (OSCE)**

An Objective Structured Clinical Examinations (OSCEs) is an examination used in health sciences to test clinical skill performance and competence in skills such as essential skills and dispositions, client examinations, clinical management planning, treatment procedures, evaluation procedures, and interpretation of results. The OSCE is usually comprised of short 5–10 minute stations, in which each student is examined on a one-to-one basis with low-fidelity mannequins, one faculty, and either real or simulated patients (actors). Learners rotate through the stations, completing all the stations without immediate faculty feedback. OSCEs occur in various courses throughout the core curriculum. Students’ performance on the OSCEs are documented in CALIPSO.

### **Protocol for Tutoring and Remediation for Clinical Experience Courses**

The Speech-Language Pathology program has developed an aggressive protocol for in-term tutoring and remediation in order to identify students early that are at risk of not successfully completing the program.

#### ***1. In-Term Clinical Experience Course Tutoring and Remediation***

Course directors evaluate clinical course grades throughout the term. A student with a week 4-course grade below 76% will receive a LOC and will be required to meet with the course director

to complete and execute an AAP. This requires the course director to meet with the student for specific clinical content and/or skill(s) tutoring and remediation. Deficiencies in areas of clinical competence will be re-assessed before the completion of the clinical experience course. Also, see the Skills Assessment Examination in Section II of this Handbook for additional details.

2. *End-of-Term Clinical Experience Course Tutoring and Remediation*

Students must earn a 76% (C+) or better on the final clinical assessment(s) as designated in the course syllabus. If a student earns a grade less than a 76% (C+), the student is required to retake the assessment(s) to show proof of attainment of the knowledge, skills, and values (76% or better) that is required to move forward in the program. The first grade earned will be the grade used. The retake **MUST** be completed within one week of the assessment(s). If the student fails to complete the retake within one week, the student is in jeopardy of not advancing in the program.

### **Process for Assigning Students to Clinical Site/Placements**

#### **Identifying Potential Sites**

1. Students should spend time reviewing local options for placement sites. Person-to-person networking, in addition to web searches, is often successful in identifying potential sites.
2. Students may elect to observe SLPs at potential sites to increase understanding of their clinical populations. Students may contact sites directly to inquire about opportunities for observation only.
3. Students should not attempt to make formal arrangements with a potential practicum site without prior approval from the Director of Clinical Relations.

#### **Clinical Placement Procedures**

The Director of Clinical Relations obtains affiliation agreements for students. The following procedure will be employed to select and place students in external facilities.

1. Students submit an application with potential placement sites to the Director of Clinical Relations and upload documentation (i.e. background check, drug screening, vaccination records, and health insurance) to CALIPSO.
2. Director of Clinical Relations reviews the applications and contacts the clinical sites.
3. Director of Clinical Relations is responsible for obtaining affiliation agreements near the geographic location where the student resides checking that students uploaded the required documentation (i.e. background check, drug screening, shot records, and liability insurance) to CALIPSO.
4. Director of Clinical Relations assigns the placement after verifying the presence of the student's documents. The Director of Clinical Education along with clinical educators/ faculty will monitor student progress during clinical experiences and clinical seminars.
5. Students are placed in the state they reside for their clinical experience.

All students are required to complete clinical placements according to their plan of study, which is a lock-step program. Students are expected to matriculate in the linear outline in the program of study. Students must be in good academic standing and have met the minimal clinical skills assessment in order to request a placement. Placement decisions are based, in part, on an individual's academic and clinical performance, level of experience, and consideration of the requirements of the clinical site. The combination of these factors enables both student and facility to be matched with one another so that the clinical experience will be mutually beneficial and rewarding.

### **Clinical Site Commute**

Please be aware that students may be expected to commute up to a 90-mile radius to accrue clinical clock hours and skills. Clinical assignments are made under the guidance of the Director of Clinical Relations. Final approval of assignments is obtained and secured from the Director of Clinical Relations.

### **Supervised Clinical Practice Hours Requirement**

Students must complete the supervised clinical practice hours as listed in the Clinical Experience I-VI course syllabi, under the supervision of an ASHA-certified and licensed SLP and as required for graduation and ASHA certification. In addition to supervised clinical practice hours, students are required to meet clinical skills within all nine (9) disorder category types and across the life span.

### **Attendance Policy – Clinical Experiences**

West Coast University emphasizes the need for all students to attend classes on a regular and consistent basis. Regular attendance and punctuality will help students develop good habits and attitudes necessary to compete in a highly competitive job market. See the WCU Attendance Policy contained in the University Catalog. Students are required to make up any missed clinical hours.

### **Clinical Site Evaluation Process**

Students are required to complete the Clinical Site Evaluation in CALIPSO. This is a requirement for completion of each Clinical Experience. The Clinical Site Evaluation in CALIPSO is visible to the preceptor (Speech-Language Pathologist).

### **Clinical Supervision Requirements**

The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; specifically, the amount of supervision must not be less than 25% of the student's total contact with each client/patient and must take place periodically throughout the practicum. This statement is consistent with ASHA Speech-Language Pathology Certification Standard V-E, which requires that supervision be sufficient to ensure the welfare of the client/patient. This level of supervision ensures that the client's welfare is protected through adequate preceptor supervision of SLP Program students. Note, students are also supervised during clinical skills labs that accompany the academic coursework within the curriculum.

### **Essential Skills for Student Speech-Language Pathologists**

The program has procedures that reflect the standards of the American Speech-Language-Hearing Association. The Department's clinical and academic faculty oversee and are responsible for students in the practicum program. It, therefore, is imperative for prospective student clinicians to demonstrate competency in academic performance. Clinical practicums also require specific inter-and intra-personal, emotional, physical, moral and ethical, and compassion qualities. Faculty may disallow a prospective student from beginning or continuing in the internship program if he or she is not able to satisfy any of the functions described in this document.

MSLP faculty and staff members are committed to adhering to the Americans with Disabilities Act and are eager to provide necessary accommodations to create an optimal clinical experience. Students with documented disabilities are encouraged to contact the Student Affairs Department to facilitate the accommodations process.

Prospective graduate student clinicians must possess the following skills and meet the following requirements.

### **1. Cognitive and Academic Skills and Requirements**

- Demonstrate the potential to learn and assimilate theoretical and clinical information; be able to make connections between coursework and engage in evidence-based clinical practice.
- Synthesize, analyze, and apply concepts from coursework in SLP and other disciplines.
- Write in English professional clinical reports that integrate suggestions from preceptors.
- Collect, analyze, and respond to data from intervention sessions; write SOAP notes.

### **2. Physical (Motor) Skills and Requirements**

- Actively participate in class, clinical, or related activities for up to three-hour blocks of time with minimal breaks.
- Move independently to, from, and within the clinic setting.
- Maintain hygiene appropriate for a professional clinic setting.
- Independently, or through augmented means, manage standard use of clinical equipment and materials including test easels, clipboards, recording equipment, computer applications, and audiologic instrumentation.
- Use developmentally appropriate, evidence-based procedures to carry out a client's individual or group intervention plan; this may involve working on the floor or in other natural environments for pediatric clients or sitting at a table for school-age and adult clients.
- Use appropriate paper and pencil or computer-based data collection methods.
- Be able to uphold universal precautions and respond, as trained, to limiting exposure to bloodborne pathogens.
- Visually monitor and respond appropriately to the clinical environment.
- Create a safe clinical environment for oneself and one's client(s) by using appropriate functional behavior plans and responding to clients who may be physically aggressive or self-injurious.
- Provide specific, accurate feedback to clients about speech sound and linguistic productions; consistent use of assistive listening devices, FM systems, or hearing aids may be requested for clinicians who are unable to pass a 20 dB hearing screening at 250-8000 Hz.

### **3. Emotional Intelligence Skills and Requirements**

- Understand your strengths and weaknesses and seek personal as well as emotional improvement.
- Clearly express yourself and your feelings.
- Establish trusting and compassionate relationships based on empathy and social responsibility.
- Objectively problem solve without being impulsive or biased.
- Manage stressful circumstances while maintaining a positive attitude and hopeful disposition.

### **4. Behavioral, Professional, Ethical, and Interpersonal Skills and Requirements**

- Maintain appropriate emotional and physical health to be able to complete clinical and professional responsibilities.
- Maintain appropriate and professional relationships with clients, classmates, preceptors, and clinical site staff. This involves showing discretion in communicating via social networking websites with clients and maintaining professional interactions with clients in and outside the clinical site.

- Maintain composure and professional interactions in stressful and sometimes emotionally charged situations.
- Comply with ASHA's Code of Ethics.
- Communicate effectively in writing, on the telephone, and in person with a variety of communication partners.
- Demonstrate emerging professional qualities commensurate with one's level of training and adhere to legal, administrative, and regulatory policies (e.g., follow the clinical site dress code, complete paperwork, maintain HIPAA, comply with bloodborne pathogens training, etc.).
- Speak English intelligibly and have the ability to model production of all English phonemes, voice, and language structures.
- Be an active team member with one's preceptor and fellow clinicians.
- Regularly attend clinic class and meet internship deadlines in a timely manner.
- Understand and respect authority.
- Interpret preceptors', clients', and clients' families' linguistic and nonlinguistic communications.
- Be prepared for clinical sessions by meeting regularly with your preceptor, completing related reading, reviewing case files, responding to preceptor feedback, and communicating with your clients and clinical site staff.
- Be respectful of the assigned clinical facility by allowing sufficient time to set up and clean up your sessions. Use check-out procedures to reserve intervention or testing materials owned by the facility preceptor. Participate in cleaning activities and notify the clinical staff or preceptor if materials are in need of repair or replacing.
- Be able to complete multiple tasks simultaneously and manage time effectively.
- Consistently build skills throughout the internship program, moving toward independent performance.

## Speech-Language Pathology Programmatic Handbook Receipt Form

### WEST COAST UNIVERSITY SPEECH-LANGUAGE PATHOLOGY PROGRAM

#### Verification of Skills/ Functions

I \_\_\_\_\_ have read this document and understand that my grades for SLP 524, SLP 584, SLP 588, SLP 592, SLP 596, SLP 600, and SLP 604 will primarily be based on skills. I also understand that my failure to demonstrate competency in essential skills/functions may result in me not being able to complete a clinical internship, a requirement for the SLP graduate program. I will notify faculty of any changes in my ability to meet these functions/skills.

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Student Signature

Date

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Name (Please print)

#### Verification of Handbook Receipt

Please sign and date this form to verify that you have received a copy of the WEST COAST UNIVERSITY Speech-Language Student and Clinical Handbook. It is your responsibility to read this handbook in its entirety and keep it for reference throughout your time in the speech-language program. Violations of this handbook could result in referral to the Conduct Committee that may lead to dismissal from the program. Policies are subject to change at any time.

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Student Signature

Date

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Name (Please print)



## APPENDIX

ASHA Code of Ethics

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

ASHA Scope of Practice

<https://www.asha.org/policy/sp2016-00343/>

ASHA 2020 SLP Certification Standards

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

ASHA Clinical Fellowship

<http://www.asha.org/certification/Clinical-Fellowship.htm>

ASHA License to Practice

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

NSSLHA site

<https://www.nsslha.org/about/>

Graduate Student Portal

<https://www.asha.org/Students/graduate-students/>