
SPEECH-LANGUAGE PATHOLOGY HANDBOOK

Audiology & Speech-Language Pathology Clinic
Department of Speech and Hearing Science
University of Illinois at Urbana-Champaign



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Accreditation

The master's M.A. education program in speech-language pathology at the University of Illinois at Urbana-Champaign 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.

Professional Ethics

Faculty and clinical personnel in the Department of Speech and Hearing Science adhere to the ASHA Code of Ethics and the University of Illinois procedures. We welcome you to our clinic and invite you to learn and practice ASHA's Code of Ethics found at <https://www.asha.org/siteassets/publications/code-of-ethics-2023.pdf> and the University of Illinois policy found at <https://www.uillinois.edu/about/policies>.

Information in This Handbook

The information contained in this handbook is for guidance on matters of interest to faculty, staff, and students in the Department of Speech and Hearing Science at the University of Illinois at Urbana-Champaign. The handbook sometimes summarizes campus and university policies as a convenient reference tool. However, information on campus and university policies contained herein is for informational purposes only and is subject to change without notice. For the most current information, please see the official campus/university versions of these policies as posted on official websites. These can be accessed through the Campus Policies and Procedures home page at the following URL: <https://www.uillinois.edu/about/policies>

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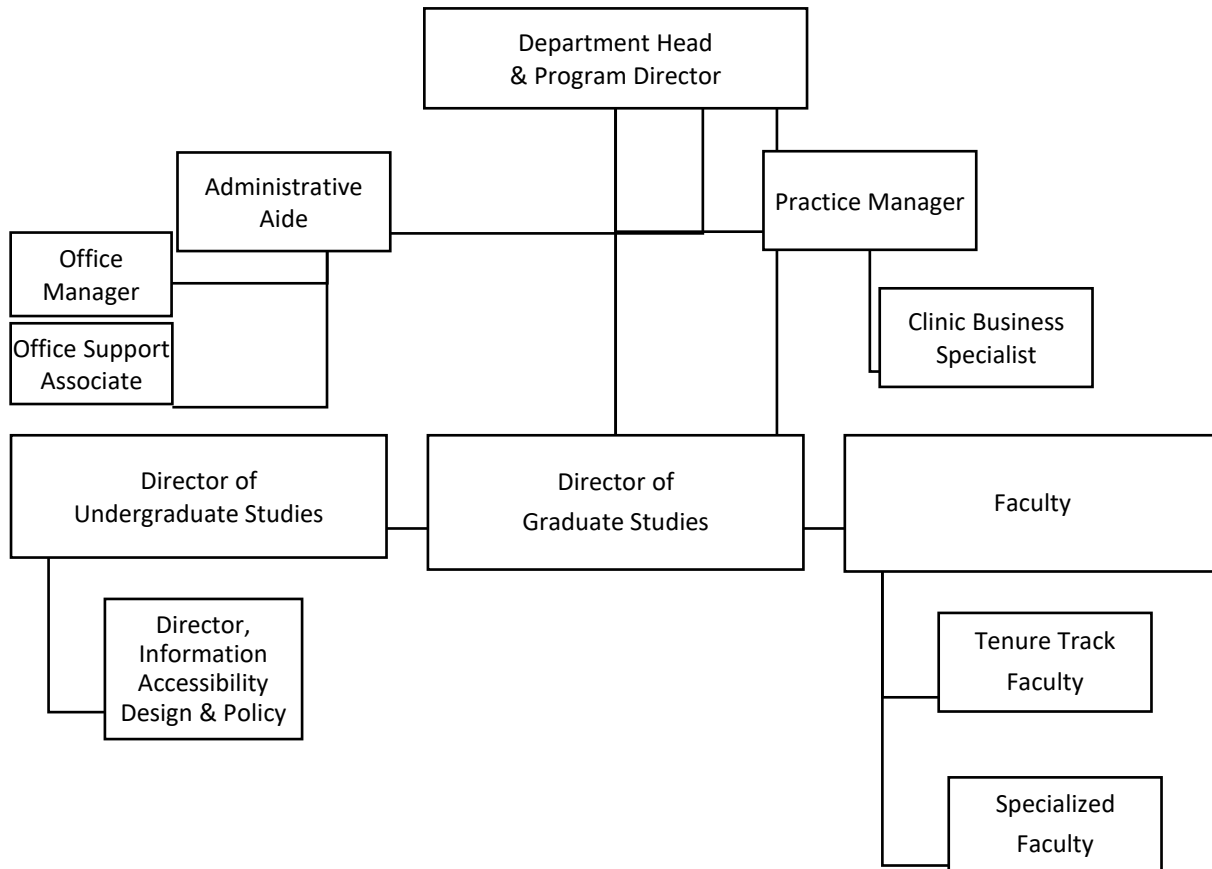
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Section I Introduction

AUDIOLOGY & SPEECH-LANGUAGE PATHOLOGY CLINIC

The Audiology & Speech-Language Pathology Clinic is part of the Department of Speech and Hearing Science in the College of Applied Health Sciences at the University of Illinois at Urbana-Champaign. The purpose of the clinic is to train students to diagnose and treat communication disorders. Within the clinic, students in the Doctor of Audiology Program work with clients and their families under the direct supervision of an individual who holds a State of Illinois license to practice audiology and an American Speech-Language and Hearing Association (ASHA) Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). The Department of Speech and Hearing Science organizational chart is below.

A. Organizational Chart of Administration



B. Department of Speech and Hearing Science: Mission & Vision Statements

Mission Statement: Enhancing communication across the lifespan by integrating research and clinical practice from the biological, behavioral, and social sciences.

Vision Statement: Serve as a global leader for interdisciplinary research, education, clinical practice, and public engagement in human communication and its disabilities across the lifespan.

The research, teaching, and service programs of the Department of Speech and Hearing Science are committed to furthering understanding of the entire spectrum of communication. The undergraduate curriculum offers a broad background in the theoretical, basic, and applied aspects of biological, behavioral, linguistic, and social foundations of human communication to educate students who intend to pursue careers and/or graduate studies in many fields related to communication, health, and medicine. The graduate program focuses on research and clinical education in communication, its disabilities, and the treatment and prevention of communicative disorders. To these ends, the department:

Educates the students of the state, nation, and world regarding the nature of communication and communication differences and disabilities.

Investigates health, development and aging, and disability related to speech, language, deglutition, and hearing across the life span.

Develops methods to prevent, identify, assess, and treat disabilities of human communication.

Prepares students to investigate communication and its disabilities as scientists and educators; and

Prepares students to prevent and treat communicative disabilities as speech-language pathologists and audiologists.

C. Clinical Priorities

Students in the Department of Speech and Hearing Science SLP Program are expected to complete academic and clinical coursework during their enrollment at the University of Illinois at Urbana-Champaign to be fully prepared for licensure and certification. Due to the number of clinical hours needed for certification, the diversity of our scope of practice, and the need to demonstrate skill in a large number of competencies, students will need to exercise flexibility in their scheduling. To balance academic training and clinical experiences, priorities in scheduling are as follows:

1. Academic classes take priority. Clinical assignments are scheduled to avoid conflict with class meeting times.

2. Clinical experiences take second priority.
3. Work responsibilities take third priority, including T.A./R.A. assignments.

Open communication with clinical educators and the Coordinator of SLP Clinical Experiences is critical in balancing academics + clinical + work schedules. A student's clinic schedule is generally completed before the beginning of each semester; however, schedules may change during the semester and in subsequent semesters. Flexibility is paramount.

D. Clinical Practicum Privileges

Faculty supervising students in the Audiology & Speech-Language Pathology Clinic are ethically bound to protect the welfare of the clients in the clinic. This is paramount when any decisions are made that may affect clients. This includes decisions about student participation in clinical activities. Therefore, student participation in clinical practicum is a privilege rather than a right.

All graduate students are required to review the document entitled **Supporting Student Success in SHS Professional Programs**. The document describes department and campus-wide resources to support student success and outlines the essential functions routinely performed by Speech-Language Pathologists. All students entering the Master of Arts in Speech-Language Pathology Program are encouraged strongly to read this document and consider their potential for participating in these essential professional functions. Students who anticipate difficulty learning in either classroom or clinical settings are encouraged to contact the Director of Graduate Studies in SHS as soon as possible, as well as seek out other campus resources, such as Disability Resources & Educational Services (DRES), as appropriate.

Clinical faculty will meet at least twice each semester to review the clinical performance of every student enrolled in the program. If a student's overall grade point average drops below 3.0 or if the student exhibits any behavioral or performance characteristics which are determined by consensus of the faculty to be inconsistent with the standards represented on the SLP Practicum Form for Clinical Competencies, the student will be counseled by the appropriate faculty. This counseling will inform the student that they may require an intervention plan to ensure success in meeting the standards required of the program. Refer to the Supervision section of this Handbook (**see Section VI**) for further details about Intervention Plans. In some circumstances, the student's participation in clinical practicum may be terminated immediately for just cause.

Section II Clinical Facilities

A. Main Office

The SHS Audiology & Speech-Language Pathology Clinic is located at 2001 S. Oak St, Suite B, Champaign, IL 61801. The Audiology & Speech-Language Pathology Clinic is open Monday through Friday. The Clinic Billing Specialist is available from 8:00 A.M. to 4:30 P.M. The Audiology & Speech-Language Pathology Clinic is a 12-month clinic. The Clinic schedule follows the University of Illinois operating calendar.

B. Faculty/Staff

The Department Head, Administrative Aide, and Graduate Secretary are housed in the Administrative Suite on the first floor of the Speech and Hearing Building located at 901 South Sixth Street, Champaign, IL 61820. All tenure-track faculty, including the Director of Graduate Studies, have offices in the Speech and Hearing Building.

The Audiology & Speech-Language Pathology Clinic is located at 2001 South Oak, Suite B, Champaign, IL 61820.

Clinical faculty offices are in ColLab located at 4 Gerty Drive, Champaign, IL 61820.

C. Client Waiting Area

The waiting area for Audiology and Speech-Language Pathology services is located in the lobby of the Clinic. Students should meet their clients in the waiting room before each session/appointment. Conferences should **not** take place in the waiting area. If important information needs to be exchanged with clients or parents, it should be discussed in the privacy of the treatment rooms per the privacy policy. When greeting a client, per privacy rules, you may greet them by their first name or title and last name, but not both.

D. Clinic Rooms

Students are responsible for keeping all clinical rooms and the client waiting areas presentable, maintaining infection controls, and returning materials when finished using them. All Clinic rooms will be maintained at the end of each session using infection control cleaning protocol implementation. If furniture or other items are removed from the Clinic room, it is the student's responsibility to return all items to the room after their session. Each room has a document posted of assigned furniture items to ensure all items are present.

Room 1005 has additional therapy equipment (e.g., large toys and games). Children's books are located in room 1013. Room 1013 contains the interactive touchscreen monitor for session use.

E. Clinical Faculty Office

Clinical faculty utilize Room 1020 for supervision and office activities while at the Clinic. Please knock before entering.

F. Student Workroom

The student workroom houses Clinical faculty and MA student mailboxes, printers, laminator, and office supplies. Two portable audiometers are located in the student workroom. Two monitors are available for both graduate and undergraduate students to watch or review sessions. Headphones are available. After use, headphones, monitors, and countertops should be wiped down per the infection control cleaning protocols.

G. Telehealth Studies

All students providing telehealth clinical services are required to complete those sessions on campus to ensure privacy, consistent Wi-Fi, and professionalism. There may be instances where students are allowed to complete telehealth sessions from another HIPAA-compliant location. Students should confirm with each clinical educator the expectations for where telehealth services should be provided. Requests to reserve private office space at the Speech and Hearing Sciences building are made through this link: [SHS Room Request Form](#). Telehealth space at ColLab may be requested at shsclinic@illinois.edu.

H. Access

During operating hours, the Clinic is open to all students, faculty, and clients. Students will use their iCard to enter the Clinic during non-business hours. ColLab requires students to use their iCard to access it at all times.

I. Client Parking

Client parking is located in front of the Clinic. **Students may not park in the clinic parking area during the hours of 6 AM – 6 PM Monday thru Friday.**

J. Building Emergency Plan

All clinical students must familiarize themselves with the Building Emergency Plan. (In case of a weather event, the NOAA weather radio will signal loudly. Please ask clinical faculty to address the notifications on the radio and await further instruction. If a student is at the clinic after hours, and the weather radio signals, press snooze once and listen to the instructions. In the case of a tornado warning, all individuals should relocate to Room 1005 in the Clinic. If you believe you might require assistance during a building evacuation, please let the Practice Manager know as soon as possible so the appropriate accommodation may be included in the

Section III Clinical Practicum

The Master of Arts in Speech-Language Pathology Program in the Department of Speech and Hearing Science is accredited by the Council on Academic Accreditation <https://caa.asha.org/>. The program's curriculum is structured to allow students to meet the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) SLP standards for both academic/knowledge and clinical/performance competencies <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>. The objective of the program is to provide students with the knowledge base as well as the quantity and quality of clinical experiences that will lead them to become competent professionals.

A. ASHA and Departmental Requirements

The CFCC requires applicants for certification to complete a program of study that includes academic coursework and diverse practicum experiences. Students in the MA program must attain a minimum of 375 clock hours and 25 observation hours to qualify for licensure and ASHA certification. Clinical experiences must be sufficient in depth and breadth to achieve the knowledge and skill outcomes stipulated in Standard V of the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. In addition, the curriculum should include appropriate research opportunities, consistent with the specified mission and goals of the program, and institutional expectations for doctoral programs.

ASHA requires students to obtain 25 observation hours in speech-language pathology before the end of their first semester in the program. In most cases, these observation hours will be obtained before beginning the MA degree. Students that begin the program with fewer than 25 guided observation hours **must** obtain all 25 hours within one month of the first day of the semester. The assigned clinical educator will provide instructions for completion. The Coordinator of SLP Clinical Experiences will confirm completion by the due date. A professional behavior reminder will be sent if the student is out of compliance. ***Please note that not completing observation hours in a timely manner may delay the completion of the program.***

Clinical clock hours are defined as direct client contact time involving assessment and/or intervention. In addition, students may obtain up to 75 hours via alternative methods, such as clinical simulations. Clinical practicum is defined as direct client contact and consultation. Clinical practicum experiences will occur throughout the program. The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical practicum experiences in different work settings, with different populations, and with appropriate resources and equipment to demonstrate skills across the scope of practice in speech-language pathology that are sufficient to enter independent professional practice.

Students in the MA-SLP Program register for at least one clinical practicum course each semester:

SHS 477-Beginning

SHS 577-Advanced

SHS 576

SHS 577

Fall 1, Spring 1

Summer 1, Fall 2, Spring 2

Spring 2

Summer 1

Credit for all clinical practicum courses is variable, ranging from 1 to 4 hours. Students are required to provide quality services and meet the department policy for minimum performance in all clinical experiences. Minimum performance corresponds to a letter grade of B- or above. Therefore, the clinical educator will not approve clinical hours for final grades of C+ or lower in any clinical practicum course; these hours will not count toward ASHA certification. In addition, participation in all practicum courses adheres to SHS Department and Graduate College policies. If minimal performance is not achieved, an intervention plan as described in Section VI will be completed.

B. Criminal Background Check and Other Requirements

The MA-SLP Program requires practicum experiences in which students work directly with clients in the department Clinic and community settings. Graduate students will be required to complete a criminal background check yearly at a minimum. The student will be responsible for any associated fees. Some external sites may require more frequent background checks and/or other requirements. Students are also responsible for any of those associated fees. ***Failure to complete all site requirements, including background checks and/or drug screenings, may delay the completion of the program.***

The SHS departmental policy on background checks is that any convictions will be reviewed for compatibility with placement in clinical practicum. Certain convictions, such as those that are a bar to employment with a school district or are cause for denial of a professional license, may prohibit a student from participating in practicum. These convictions are fully set out in the Illinois School Code, 105 ILCS 5/10-21.9, as amended (<https://codes.findlaw.com/il/chapter-105-schools/il-st-sect-105-5-10-21-9.html>). Convictions that are grounds for denial of a professional license are set forth in Illinois Speech-Language Pathology and Audiology Practice Act 225 ILCS 110/16 (<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1325&ChapterID=24>).

Castle Branch Procedure

- Go to: <https://portal.castlebranch.com/UH74> for Speech and Hearing Science
- Select + Please Select
- Select + Speech & Hearing Science
- Select from the following as it pertains to your placements:

- **UH74addition: Illinois CANTS Search and Nationwide Healthcare Fraud & Abuse Scan:** covers and includes a check of sex offender registries as well as the OIG, SAM, SDN exclusions lists check (*completed as needed per external placement*)
 - **UH74bg: Background check** (*initial background check with Castle Branch which is completed prior to start of the Graduate Program*)
 - **UH74dt: Drug Test** (*completed annually*)
- 1–3-day turnaround time, not expected to be more than 5

In addition to the background check, some external placement sites may have other requirements that must be completed before a student is allowed to be placed at the site. These requirements may include but are not limited to immunizations, drug testing, or additional training (e.g.

HIPAA, CPR training/certification). The student will be responsible for fees associated with any required testing or training by an external placement site. The specific requirements for the Audiology & Speech-Language Pathology Clinics (e.g., TB test, CPR/BLS) will be discussed during orientation. General site information is retained on CALIPSO and is updated when appropriate. Site requirements are subject to change as policies are updated.

C. Professional Behaviors

Developing good professional behaviors is one of the key elements to being a successful audiologist. Throughout practicum assignments, graduate students will have the opportunity to develop clinical skills in a variety of business and professional settings such as in the Audiology & Speech-Language Pathology Clinic, schools, hospitals, and other external placements. In addition to learning about the clients and evaluation procedures, students will be learning how to manage themselves as professionals. The following is a list of behaviors that are consistent with developing professional skills.

Punctuality: Graduate students should develop the good habit of being punctual:

- Keep a calendar of all appointments, meetings, and important deadlines. This calendar should be accessible to the student at all times. Information in the calendar should include the time and date, names, and phone numbers of contact people.
- Be on time for all meetings and appointments; early is on time. If you are unable to make a scheduled meeting, you are required to let your clinical educator know at least one day in advance.
- Communicate with staff and colleagues regarding all changes in scheduling.

- All deadlines must be met. If a student is not able to meet a given deadline, your grade may be lowered. Please work with your clinical educator for more guidance on this issue.
- Be prepared to pre-brief (readiness) with your clinical educator at least 15 minutes before your scheduled clinic slots to ensure smooth transitions for clients (to include any infection control procedures needed; room set-up; etc.). Your clinical educator may set this time differently as needed.

Professional Communication: Graduate students should develop good professional communication skills:

- Check email at least once a day. Timely responses (within 24 hours) to email messages are crucial to good professional communication. Students should read emails promptly, transfer all-important information to their calendars, and respond to anyone as requested. Students are expected to respond to emails within 24 hours. Otherwise, students may be subject to a professional reminder notice.
- All correspondence should convey a professional and respectful tone, whether to clients, other professionals, or the community (*also see Essential Functions*).
- Understand your clinical educator's preferences for when to email, text, or meet in person. Use emails for emergencies as soon as they arise. Please allow 24 hours for the clinical educator to respond; if no response within that timeframe, please feel free to contact again.

Preparation: Graduate students should be prepared and follow through:

- Prepare for all meetings. Before meetings about a client, familiarize yourself with the client's chart and prepare points to make or questions to ask.
- Learn to say "yes" appropriately. Follow through on any agreement made to do something. Your stewardship in this program is expected.
- Anticipate problems before they arise and when they do come up, start to problem-solve possible solutions. Be prepared to discuss solutions with the clinical educator appropriately and professionally.

Confidentiality: Students have access to personal information about clients. It is the student's responsibility to maintain confidentiality as stipulated by ASHA's code of ethics and federal law. Abide by institutional and Health Insurance and Portability Accountability Act (HIPAA) regulations that pertain to confidentiality (e.g., not giving clients' names out for research without releases, not taking client charts off the premises, not discussing the client in any manner in which

they could be identified, etc.). All clinical students are required to undergo annual HIPAA training. HIPAA training will go into privacy rules and regulations in significant detail. Client PHI, Protected Health Information, must never be saved on personal computers or flash drives. The above examples are not comprehensive. Privacy violations are extremely serious and may be associated with lowering of grades, failure to meet CFCC standards, intervention plans, termination from the program, and/or legal fines or prosecution. HIPAA and confidentiality rules and regulations apply to both in-person and telepractice sessions. Additionally, client documentation (e.g., schedule, contact notes, reports, etc.) can only be completed in HIPAA-compliant environments.

Clinical documentation should **NEVER** be completed:

- 1) on public Wi-Fi networks
- 2) in public spaces (e.g., coffee shops)
- 3) in class

Failure to protect client confidentiality will result in a professional reminder notice and possible additional disciplinary action.

External Sites: Graduate students must learn the requirements of their external rotation sites. The following are suggestions:

- Learn the paperwork requirements for the setting such as release forms, census logs, billing, insurance forms, scheduling, and other documentation. When filling out these forms make sure they are completed thoroughly.
- Become familiar with the goals and missions for the site (i.e., what are the priorities for who is seen for services, what other services does the setting provide).
- Become familiar with the rules and procedures of the site (e.g., parking, keys, hours, use of equipment).
- Read the latest policy and procedure manuals for the site (if available).

D. Student Cohort and Mini-Cohort Clinic Meetings

MA students will meet weekly as an entire cohort in SHS 477 and 577 during the semester for Fall 1 and Spring 2. Additionally, students will have small team (mini cohort) meetings with their supervising clinical faculty. Student attendance at these meetings is mandatory.

E. Scheduling

When possible, the clinical faculty and staff complete scheduling before the beginning of each semester. It is the responsibility of the clinical educators and the Coordinator of SLP Clinical

Experiences to ensure that each student receives a variety of clinical experiences. Students are expected to be flexible with caseload changes, as this reflects the realities of clinical work.

F. Clinic Assignments

Clinical assignments are provided to students before the beginning of each semester, except the first semester of enrollment. If there are questions or conflicts, the student is to see the appropriate clinical faculty or the External Rotation Coordinator immediately. Students are required to see their clients through the end of finals week each semester. In-house Clinic follows the University Calendar. Students in external rotations, especially SHS 576 and SHS 577 in summer 2, will follow the calendar associated with their clinical rotation (e.g., in SHS 576, the student will follow the spring break of the school district, not of the University of Illinois). Students will be informed of the number of practicum credit hours to register for before each semester of practicum. Students must register for the correct clinical section and for the appropriate number of credit hours to ensure accurate reporting of grades. Students will keep track of their client contact hours and scope of experiences using CALIPSO.

G. External Rotations

The External Rotation Coordinators will assign external rotations and will consult with the Coordinator for SLP Clinical Experiences as needed. Some facilities may require an interview before approval for the rotation. Students may request a specific rotation site, but the final decision will be made by the External Rotation Coordinator. A request is not a guarantee of placement. Rotation assignments are based on many factors including but not limited to student competencies and overall training. If the student objects to an assigned rotation this should be discussed with the External Rotation Coordinator and the Coordinator of SLP Clinical Experiences. However, if changes cannot be made, or it is felt that changes should not be made, the student's rotation site for that semester will remain as scheduled. See **Section I, Clinical Practicum Privileges** for further information. ***Refusal of any clinical rotation may prolong the duration of your clinical program.*** The Refusal of External Practicum Placement form will be signed and uploaded to the student's CALIPSO account should they refuse to attend a placement.

It is important to submit paperwork/documentation for external rotations in a timely manner; failure to do so may jeopardize a student's ability to attend that rotation, resulting in a professional behavior reminder, and potentially delay the completion of the program.

A list of previous external rotation sites is found in CALIPSO. To maximize experiences and take full advantage of the diverse training opportunities at external facilities, you may be required to have access to reliable transportation up to 100 miles.

To ensure continuity of care and accrual of required clinical contact hours, students may not cancel sessions at an external rotation during the semester without the preapproval of the External Rotation Coordinator and the supervisor at the external rotation. Students are responsible for submitting an Absence Request Form on ClinicNote to request an absence at any external site; approval is not guaranteed.

Students enrolled at an external rotation facility may be required to complete the External Placement Survey form on CALIPSO at the end of each semester.

H. Absence/Professional Behavior Policy

Although the majority of graduate students achieve nearly perfect attendance, some do not. Therefore, it has been necessary to develop an absence policy so that clients receive quality services and to ensure that students gain sufficient skills and experiences. This system also applies to absences due to emergencies, such as funerals and other life events.

Students are not expected to provide clinical services at the Audiology & Speech-Language Pathology Clinic when the University is closed or during program-designated breaks. Students should reference the academic calendar set forth by the University to view planned closures. Please note that traditional school breaks on the academic calendar do not apply in the graduate program unless specified, such as the following days where students are not required to attend clinic:

- Labor Day
- Election Day
- Thanksgiving Week
- Reading Day (each semester)
- Winter Break (students are expected to attend clinic through the end of finals week unless there is a conflict with a final exam. Must make alternate arrangements with supervisor.)
- Martin Luther King, Jr. Day
- Spring Break Week
- Memorial Day
- Juneteenth
- Independence Day
- Two weeks after summer semester 2 (first year) ends

External Rotation attendance generally follows the schedule of the site. If you have questions, consult your external placement supervisor. Absences, whether at the in-house clinic or external sites, will follow the approval process outlined below.

Outside personal appointments should be scheduled when the student is not committed to a clinical assignment. If this is not possible, an Absence Request Form should be submitted to the clinical educator or External Rotation Coordinator. For in-house clinic responsibilities, an alternate clinician **must** be secured to ensure the continuity of client care. If the absence is approved, the assigned student clinician is still responsible for all preparation necessary before client appointments. Approval of the absence is at the discretion of the clinical educator for in-house responsibilities. Approval of the absence is at the discretion of the External Rotation Coordinator for external sites. Requests for absences **must** be submitted to the External Rotation Coordinator **before** the external site supervisor.

Each time a student misses an assigned in-house clinic session or an external rotation day, the student will receive a Notice of Absence from the appropriate educator or External Placement Coordinator. If a student receives two Notices of Absence and/or Professional Behavior Reminders for either in-house or external rotations in one semester, the clinic grade *may* be lowered to the next lowest category (e.g., A to A-, B+ to B). If more than 2 Notices of Absence and/or Professional Behavior Reminders are issued in one semester, the overall clinic grade will be lowered a full letter grade (e.g., A to B, B+ to C+). This may also trigger an intervention plan (**see Section VI**).

Receiving a Notice of Absence form does not necessarily mean that the student has demonstrated unprofessional behavior. It may be necessary for a student to miss an assigned time block or meeting due to illness, a personal emergency, religious observation, or a convention/workshop/conference. This is simply a way to keep track of the number of absences that have occurred. Absences must be handled professionally as outlined below. If not, the semester grade in the Professional Practice, Interaction, and Personal Qualities section of the CALIPSO grading form may be reduced.

If an emergency/absence occurs and a student must miss time at an external rotation, they are required to first contact the External Placement Coordinator and then contact the external placement supervisor. When possible, the clinical educator and/or External Placement Coordinator should be contacted at least 12-to-24 hours before the clinic time slot in question. Students are required to make up missed time at rotation sites at the discretion of the external clinical supervisor.

Should a personal emergency arise, the [Student Assistance Center](#) in the Office of the Dean of Students serves as the first point of contact for students requesting assistance for personal emergencies—students may drop in or make an appointment. Assistant Deans help students understand university policies and procedures, guide them in connecting to other campus resources, and support students in crisis. The Student Assistance Center can assist students with a broad range

of issues that may be affecting their academic and/or clinical performance, including issues related to physical and mental health, course attendance, accessing various campus services, and options for withdrawing from the university.

If the student is going to miss in-house clinic, the student should contact their immediate clinical educator. At that time, the student and clinical educator will decide what coverage is needed for the session and how the student will arrange for the coverage. For example, an alternate student clinician may need to be identified or the clinical educator may choose to provide direct care. The assigned student will still be responsible for completing all preparation for the missed clinic slot.

Failure to follow the Absence Policy as described will result in the student receiving a Professional Behavior Notice.

I. Clinical Assessment

Each semester, internal or external clinical supervisors complete a mid-term evaluation and a final evaluation for the course SHS 477/577, *Beginning/Advanced Clinical Practicum in Speech-Language Pathology*, using the SLP Formative Assessment Form in the CALIPSO software. Students may not have an opportunity to meet every competency across the list at a particular clinical site. For those competencies that the students did have an opportunity to meet, the clinical supervisor will rate each one from 1-5 (including quarter points and half points), with 1 representing “unacceptable performance” and 5 representing “exceeds performance expectation”. Clinical supervisors do not enter a rating for competencies that the student did not have an opportunity to meet. Students who do not achieve acceptable performance on a competency will need additional opportunities in a clinical placement to meet them. The SLP Formative Assessment also tracks inter-professional practice opportunities, and whether or not the student has worked with a multicultural or linguistically diverse population. Additional grading information is provided in Section IV of this handbook.

The CALIPSO 5-point grading scale is as follows:



Performance Rating Scale

- 1 Unacceptable performance: Specific direction from supervisor does not alter unsatisfactory performance. Student is unaware of need to change. Supervisor provides numerous instructions and frequent modeling. (skill is present <25% of the time).
- 2 Needs Improvement in Performance/ Maximum Support: The clinical skill/behavior is beginning to emerge. Efforts to modify may result in varying degrees of success. Maximum amount of direction from supervisor needed to perform effectively. Student shows awareness of need to change behavior with supervisor input and support for case management and services. (skill is present 26-50% of the time).
- 3 Moderately Acceptable Performance/ Moderate Support: Inconsistently demonstrates clinical behavior/skill. Exhibits awareness of the need to monitor and adjust and make changes, but does not do this independently. Modifications are generally effective. Moderate amount of direction from supervisor needed to perform effectively. Supervisor provides on-going monitoring and feedback; focuses on increasing student's critical thinking (skill is present 51-75% of the time).
- 4 Meets Performance Expectations/ Minimal Support: Displays minor technical problems which do not hinder the therapeutic process. Minimum amount of direction from supervisor needed to perform effectively. Student is aware and can modify behavior in-session, and can self-evaluate. (skill is present 76-90% of the time).
- 5 Exceeds Performance Expectations/ Independent: Adequately and effectively implements the clinical skill/behavior. Demonstrates independent and creative problem solving. Supervisor serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time)

Students receive a grade for each clinical assignment. These are reported in CALIPSO as a number that corresponds with the competency performance. Please note, this is on a scale of 1-5 points. The table below outlines how the average competency ratings translate to a letter grade based on different points in time of the program. To pass the clinical experience each semester, the minimum rating score must be at or above the lowest B- level rating.

MA-1 SLP Students (Fall 1 + Spring 1)	
4.25 to 5.00 = A+	
3.75 to 4.00 = A	
3.50 to 3.74 = A-	
3.25 to 3.49 = B+	
3.00 to 3.24 = B	
2.75 to 2.99 = B-	
2.50 to 2.74 = C+	
2.25 to 2.49 = C	
2.00 to 2.24 = D	
1.00 to 1.99 = F	
	Remediation
MA-2 SLP Students (Summer 1, Fall 2, Spring 2)	
4.50 to 5.00 = A+	
4.00 to 4.49 = A	
3.75 to 3.99 = A-	
3.50 to 3.74 = B+	
3.25 to 3.49 = B	
3.00 to 3.24 = B-	
2.75 to 2.99 = C+	
2.50 to 2.74 = C	
2.25 to 2.49 = D	
1.00 to 2.24 = F	
	Remediation
MA-2 SLP Students (School Externship, Medical Externship)	
4.75 to 5.00 = A+	
4.50 to 4.74 = A	
4.25 to 4.49 = A-	
4.00 to 4.42 = B+	
3.75 to 3.99 = B	
3.50 to 3.74 = B-	
3.25 to 3.49 = C+	
3.00 to 3.24 = C	
2.75 to 2.99 = D	
1.00 to 2.74 = F	
	Remediation

J. External Site Communications and License Verification

The External Rotation Coordinator has direct contact with each external supervisor at every external placement site a minimum of three times per external placement. This contact occurs via email, phone call, or virtual meeting (e.g., Zoom).

The first contact takes place before the start of the semester for a given externship and the following information is discussed:

1. License verification and expiration for all clinical supervisors
 - a. This information is entered in CALIPSO (under *License Expirations*) before the start of each semester.
 - b. Verification of current ASHA Certificate of Clinical Competence for all clinical supervisors
 - c. This information is entered in CALIPSO (under *License Expirations*) before the start of each semester.
 - d. Verification of continuing education in clinical supervision
 - e. Details of services rendered, and population served
 - f. Details regarding the current contractual agreement
 - g. Expected student experiences

2. The second contact takes place the week before midterms and the following information is discussed:
 - a. Student progress and clinical experiences
 - b. Details on how to complete Midterm Evaluation in CALIPSO

3. The third contact takes place the week before finals and the following information is discussed:
 - a. Student progress and clinical experiences
 - b. Details on how to complete Final Evaluation in CALIPSO
 - c. Provide external supervisor feedback on the semester

K. Clinical Observers

Undergraduates may enroll in SHS 475 (Practicum in SHS). Clinical educators will provide more information as required. The opportunity to mentor undergraduates provides students with initial experiences in supervisory behavior as required by ASHA 2020 standard A23.

L. Dress Code

All students in the Audiology & Speech-Language Pathology Clinic are expected to dress in a manner consistent with the professional role they are assuming. A professional appearance can help promote authority and respect as a healthcare professional in training. Clothing should be neat and well maintained with regular laundering/cleaning/ironing. The clinical faculty reserve the

right to request that a student change her/his clothing and/or accessories if the clinical faculty have concerns it will negatively affect client care. Nametags must be worn at all times when providing client care. When at an external site, students must adhere to the dress code of the site to which they are assigned. This may require purchasing additional clothing at the expense of the student (e.g., scrubs, lab coat). The guidelines for dress are as follows:

- **Hair, Earrings & Facial Jewelry:** Consider how you will be interacting with your client when styling your hair. For example, if you are working with a young child or an individual with dementia, wearing the hair down might be tempting for the client to pull. Additionally, if you are doing a procedure that requires gloves, will you frequently tuck your hair behind your ear? Earrings can be a distraction to young children. Facial jewelry may need to be covered at the discretion of the clinical educator, as it may be a distraction or hazard.
- **Tops & Blouses:** Students often do not realize how much bending occurs in clinical work. Check a mirror to ensure when you bend forward, the top does not reveal cleavage or skin and the shirt does not ride up in the back. This is especially important when working with young children or when doing tasks like assisting with headphones. The following are not allowed: sweatshirts, halter style shirts/dresses, graphic tees, or spaghetti strap shirts/dresses. It is recommended you keep a cardigan handy, just in case. Midriffs and see-through styles are not permitted. If you have any doubts, ask.
- **Pants & Skirts:** Shorts are not allowed. Leggings are considered pants only when worn with a tunic style shirt/dress that is no shorter than 3 inches above the knee. Skirts and dresses should be no shorter than 2” above the knee. Consider the length of the skirt and leg positioning when sitting. No denim is allowed.
- **Shoes:** Closed-toed shoes are recommended. No flip-flops, snow boots, or original Crocs. Clean sneakers are permitted.
- **Jewelry & Tattoos:** Jewelry should be conservative and safe. Do not try to draw attention to yourself; if you are questioning it, do not wear it. Your clinical educator will ask you to cover tattoos if they are perceived to distract from client care. A wristwatch is required, as cell phones will not serve as a clock when delivering client care.
- **Fingernails:** Nails should be clean, appear professional and be an appropriate length. Artificial nails or nails longer than fingertip length are not permitted. Avoid distracting nail designs. Nail polish should not be chipped, peeling, or otherwise not well-kept. Fingernails are a common cause of infection in healthcare settings.

- **Perfume & Scents:** Heavy cologne/perfume should not be worn. Scented body splashes should be used in moderation.
- **Illini Fridays:** Students may participate in Illini Fridays. This may include the University of Illinois-themed gear and jeans. Students may not wear attire that features the Chief or that is pejorative toward other universities. Jeans must be clean, not ripped, non-distressed, and not jeggings.

If a clinical educator requests that you change your attire, an explanation will be provided to help you understand the rationale. The professional dress guidelines are not intended to stifle expression or creativity but to best prepare you for clinical care. If you are in the Clinic during business hours, and you are not seeing clients, avoid client care spaces unless you are abiding by the dress code.

Section IV Clinic Procedures

A. Preparation for the Evaluation

When evaluating a client for the first time, whether the client is new to the Audiology & Speech-Language Pathology Clinic or new to the graduate clinician, the MA student should discuss with the clinical educator the assessment procedures to be utilized for the evaluation (e.g., case history, dynamic assessment, client-reported measures). Students will be given a level of guidance/support commensurate with their current skill level. Students are responsible for reviewing any material in the chart that may inform decisions about client care. Clients may not be seen outside of scheduled times without the approval of the clinical educator.

Initial evaluation appointments are generally scheduled for 60 minutes. In many situations, it will require more than one visit to complete the initial evaluation. The Clinic Business Specialist will discuss initial fees with the client when appointments are made. Students work with their clinical educator and the Clinic Business Specialist to schedule follow-up appointments. Only office staff and clinical educators should schedule appointments.

No personal student food or drink other than water may be in the room during client care. Food and beverages for therapeutic purposes are acceptable. Students should bring as few books, papers, backpacks, coats, purses, etc. as possible with them to the clinic. Client materials should not be left on counters in any clinic area including on printers, as this could be a potential HIPAA violation.

B. Legal Release and Permission to Receive Evaluation/Therapy

This form will be given to the client through the Clinic Note portal before arrival at the clinic. It should be completed and submitted before evaluation or treatment.

C. Health Insurance Portability and Accountability Act (HIPAA) and Notice of Privacy Practices and Policy

All clients should be offered a copy of the Privacy Practices Policy form (**See Section VIII**) during their initial appointment. If a client has already been seen at this facility, it should be confirmed that they have already received the Policy form and signed the receipt and consent noted in the section below.

D. Client Consent for Use and Disclosure of Protected Health Information/Receipt of Notice of Privacy Practices Written Acknowledgement Form

Clients should be asked to sign the first section of this form so they can be contacted by mail or telephone. Please allow them to ask questions about the document. This information is used to

contact a client about an appointment or inquire about insurance information. The client should also sign the second section of the form that documents that they received the HIPAA Policy form.

E. Consent for Disclosure of Confidential Information

The consent form should be used when confidential information (e.g., reports, test results, progress notes) is requested by the client for their use or if the client requests information be sent to an outside facility or professional. All blanks on the form should be completed before having the client sign the form. Be specific when indicating what is being released and for what purpose. Include the expiration date. This facility cannot send results to a requesting agency unless this form has been signed by the client. By following the referral policy, all referring parties will be sent a report unless specifically asked by the client not to do so. The Consent for Disclosure of Confidential Information form should be completed and signed for this purpose.

F. Fee Schedules and Billing

Your clinical educator will provide you with information about the current procedural terminology (CPT) and International Classification of Diseases, 10th-revision (ICD-10) codes that are associated with the services provided to the client.

G. Third-Party Payment Procedures

The client will work with the Clinic Business Specialist and if needed, the clinical faculty, to determine eligibility for services. Once that is determined, the client will be responsible for any associated co-pays and deductibles.

The following describes procedures that are followed by most health insurance companies that clients may want to use for benefits. Clients will pay for services provided and products dispensed at the time of service, even if they are covered by an insurance company. The Audiology & Speech-Language Pathology Clinic policy requires the client to pay the bill in full at the time of the service. If the client wishes to file a claim with the insurance company for reimbursement, the client must provide this facility with the appropriate insurance forms and/or insurance card. If the client brings an insurance form, the client should sign the form, if required, and complete the necessary client sections (such as insurance number and/or group number) before leaving the form to be completed by the Clinic. The applicable portions of insurance forms will be completed by this facility. Benefits **MUST** be verified before the scheduled appointment can proceed.

H. Client Response Questionnaire Evaluation

The client should be asked to complete the Client Response Questionnaire after the semester or therapy period. The results of these evaluations are discussed at least once a semester with the

students and clinical faculty for quality assurance. This questionnaire will be accessible through ClinicNote.

I. Client Contact

All client contact (e.g., phone calls, walk-ins) must be documented in electronic form via the Contact Note feature in ClinicNote (EMR).

J. Client Appointment Changes/Cancellations/Absences

Students cannot change or add client appointments without the approval of the clinical educator either verbally or within ClinicNote. The student should notify the clinic's office staff and the appropriate clinical educator if the client fails to make the appointment, and this should be documented in ClinicNote by the clinical educator or the Clinic Billing Specialist. The Audiology & Speech-Language Pathology Clinic's attendance policy states that if a client misses two appointments without notification within one semester, their services may be discontinued.

K. Cleaning and Care of Equipment and Facilities

It is the responsibility of the students to leave the treatment rooms in clean, neat, and sanitized condition. All therapy materials must be cleaned and returned for re-use. Malfunctioning equipment should immediately be reported to a clinical educator. Infection control cleaning protocol implementation will be utilized after each use of equipment and treatment rooms. Students will rotate clinic equipment, materials, and supplies review at least once during the semester.

L. Substitute Teaching

A recent change in Illinois state rules allows districts to provide compensation to student teachers or interns for completing a field experience in their district. If a student receives ANY kind of stipend or payment from a district for participation in a field experience, they will not be covered that semester by the University's general and professional liability insurance. The amount of compensation received does not matter – any stipend or payment for participation voids the University's insurance coverage. If a student will receive money from the district, the University requires that you obtain your own private insurance professional liability coverage and show proof of it to your licensure program coordinator. This applies to all students at the University of Illinois.

In addition, the specific Speech and Hearing Science Policy for Substitute Teaching is as follows:

1. Graduate Students in Speech-Language Pathology may NOT receive any compensation (i.e., stipend, payment) for completing ANY external rotation placement within their assigned district. If a student accepts any compensation, they will not be covered by the

University of Illinois liability insurance.

2. Effective January 1, 2023, students may be eligible for a substitute teaching license from ISBE (Illinois State Board of Education). However, they may only complete substitute teaching responsibilities at times when **not** completing speech-language external practicum responsibilities. For example, if a student attends an external placement on Mondays for clinical practicum, they may be hired as a substitute teacher on the other days of the week. This allowance is applicable for part-time placements only. Full-time external rotation placements would not allow for additional employment due to practicum hours and competency requirements.

M. Waiving Illinois PEL Licensure Test and Application

Our program prepares students for eligibility for an Illinois Professional Educator License (PEL). However, students are not required to obtain this license to graduate. Upon program initiation, students will create an ELIS account that will ultimately house their Illinois PEL. If they chose to waive this application the following statement from the Council on Teacher Education will be in effect:

Almost always, if an individual wants to get a school license in the state they are moving to, they will be asked to have a form completed by our campus licensure officer documenting that they completed an “approved program” in school SLP. If they do not take the content test, then they did not complete the program, so we would have to say to the other state “No, the student did NOT complete an approved program” At that point, if the person wanted to come back and take the content test to finish the school licensure program, they may have to meet other requirements that may have changed since they completed the degree.

If a student waives completion, their ELIS account will be terminated. If the student plans to practice outside the state of Illinois, there may be additional coursework or experiences the state requires. The department will provide documentation related to courses and clinical training while enrolled in this program. Beyond that, the student will be responsible for other state requirements outside those required by Illinois.

Section V SLP Documentation

A. Report Writing

The style, content, and length of a report are determined by the complexity of the individual cases, or type of evaluation (e.g., standardized aphasia assessment or a speech sound assessment). Your clinical educator will provide a recommended format based on individual clinic cases. Reports are written for an initial evaluation, at midterm during the fall and spring semesters, at the end of the semester (spring, summer, and fall,) and/or as the school district or insurance plan requires.

All reports should reflect impressions and recommendations, as this is indicative of the skilled care needed by a therapist. The information should include details that the next follow-up professionals can find useful in working with the client.

The clinical educator and the student will determine when the first draft and subsequent drafts are due. Drafts of reports should be completed using ClinicNote. Once the clinical educator has approved the final version, the clinical educator and student will sign the document electronically and this will be saved to ClinicNote. The document will be shared with the client or caregiver electronically or in hard copy.

B. Lesson Plans

Students are required to submit weekly lesson plans for all therapy sessions. These are uploaded on HIPAA Box. The clinical educator and the student will meet at the beginning of the semester to determine the weekly due date for the lesson plans.

C. SOAP Notes

SOAP notes are required for every attended therapy appointment. SOAP notes are completed on ClinicNote and submitted to the clinical educator for feedback and revisions. Multiple submissions may occur via ClinicNote, and the SOAP note is not considered final until the clinic educator signs and saves this document.

The clinical educator will determine at the beginning of the semester when the first drafts of SOAPs are due. SOAP notes are shared with clients upon request. This can be done through the client portal of ClinicNote.

D. Progress Notes

Generally, at midterm and final semester times, students will create a progress note to summarize client performance throughout the previous sessions. This is created in ClinicNote and shared through the client portal. If a client was seen for at least four sessions within the semester, a progress note should be written. The clinical educator and/or payor sources may request additional progress notes at other points in time as appropriate.

Section VI Supervision

A. Direct Supervision Procedures

Graduate students may be assigned to one or more clinical educators during each semester of in-house or external placement practicum. Clinical educators are responsible for educating and helping to develop students' clinical skills. Clinical educators are licensed and certified individuals who are also responsible for the well-being of clients and clients.

In keeping with the Council for Clinical Certification (CFCC) standards, <https://www.asha.org/Certification/2020-SLP-Certification-Standards>, the program provides at least 25% direct supervision of student-provided clinical diagnostic and treatment services for in-person and telepractice sessions when the clinical educator and student(s) are in the same building. 100% supervision is required for telepractice if the student(s) and supervisor are in different buildings. The clinical educator will determine the amount of additional supervision that is required based on factors including, but not limited to student's prior clinical and classroom experience, the medical complexity of the case, and insurance regulations. External placements may have institutional policies in addition to the standards of the CFCC.

Efforts are made to assign students to clinical cases that correspond with their previous or concurrent coursework. In situations where students may be assigned to a case in which they have not yet had coursework, the educator will provide additional supervision time and relevant readings and resources to increase student's knowledge and skills.

B. Grievances

Students are encouraged to bring their concerns or complaints to the faculty. In all cases, it is best to bring concerns to the faculty member directly involved. If that does not result in a mutually acceptable resolution, the student can bring the matter to the attention of department administrators. Concerns regarding clinical placements or supervision should be brought to the attention of the Coordinator of SLP Clinical Experiences. Concerns regarding academic coursework should be brought to the attention of the Director of Graduate Studies. If concerns cannot be addressed by these individuals, the next level is the Program Director and Head (see Organizational Chart on page 6 of this Handbook.) If a mutually acceptable resolution to a complaint cannot be achieved informally, students may file a formal complaint, or grievance, with either the College of Applied Health Sciences or the Graduate College following the grievance procedures of the respective units. The grievance procedures are available on the University website <http://www.grad.illinois.edu/grievpolicies/principles>.

The processing of grievances is also subject to the College of Applied Health Sciences and University guidelines:

<https://studentcode.illinois.edu/>

https://www.vpaa.uillinois.edu/resources/policies/grievance_guidelines

<https://grad.illinois.edu/sites/grad.illinois.edu/files/pdfs/handbook.pdf>

<https://provost.illinois.edu/student-consumer-information/student-complaint-process/>

C. Clinical Educator-Student Conferences

Each clinical educator and student will at the minimum meet at midterm and at the end of the semester to discuss the student's strengths and growth areas. Suggestions will be made for improvement to support clinical growth. Clinical competencies and performance will be evaluated through CALIPSO and reviewed at midterm and final. Additional conferences may be held at either the student's or the clinical educator's request.

D. Professional Protocol and Evaluation Procedures

The Formative Assessment of Clinical Competencies form (housed within CALIPSO) was designed to inform the student about their professional and clinical competence. The clinical educator and/or student will complete the appropriate sections of the form before the conferences to determine a rating that reflects the student's professionalism and clinical competence during this practicum. The Session Evaluation form is used to give feedback to the student during a practicum at the University Clinic facility.

The external rotation supervisor and graduate student will meet at midterm and at the end of the semester to discuss the student's progress and performance. However, students are encouraged to communicate frequently with their external rotation supervisor regarding expectations and if they are being met. For full-time clinical placements, there may be additional assignments/projects required by the External Placement Coordinator (educator of record for the course). The final practicum grade is at the discretion of the placement coordinator given course requirements. Written feedback to the student and the department will be provided based on the Formative Assessment of Clinical Competencies.

The Master of Arts in Speech-Language Pathology Program includes clinical experiences at multiple facilities off campus. Communication regarding students' academic and clinical progress at these facilities is necessary throughout the program. This communication will include performance assessment, evaluation, and grade information between representatives of the Department of Speech

and Hearing Science and the external clinical facilities. Email, fax, telephone, US mail, and written or spoken communication may be used. Each graduate student will be given a form that explains these communications and acknowledges understanding of such.

E. Evaluation of Clinical Educators

Students are invited to evaluate their practicum clinical educator for in-house clinical practicum at the end of each semester using CALIPSO and the University of Illinois at Urbana-Champaign Educator & Course Evaluation System (ICES) Forms. Evaluations for external supervisors should be made via CALIPSO.

F. Log of Clinical Hours

All students must track the number of clinical clock hours they have obtained each semester as well as how much of that time was under the supervision of clinical educators. Students will be required to submit their hours for approval in CALIPSO weekly. In addition, during the school rotation, ISBE/ASHA hours are submitted daily through a spreadsheet. Additional information and procedures for documented ISBE/ASHA hours will be shared with students when they are placed at school rotations.

G. Professional Behavior Reminder Notices

If a student displays a behavior that is not consistent with the standards of clinical behavior at the UIUC Audiology & Speech-Language Pathology Clinic or external placement site, a professional behavior reminder notice will be given.

If two professional behavior reminder notices are issued in one semester, the overall clinic grade will be lowered to the next lowest category (e.g., A to an A-, B+ to a B). If more than 2 professional behavior reminder notices are issued in one semester, the overall clinic grade will be lowered a full letter grade (e.g., A to a B, B+ to a C+). Also, the student's program standing may be reviewed to determine if clinical privileges are maintained.

H. Intervention Plans

ASHA Certification requires students to:

1. Complete a graduate degree from a CAA accredited program
2. Meet Pre-Service Knowledge and Skills Standards (KASA) set by ASHA for Audiologists or Speech-Language Pathologists

Minimum Grade Point Average (GPA)

The Graduate College at the University of Illinois at Urbana-Champaign specifies that graduate students must maintain a minimum GPA and make satisfactory progress in all other aspects of their degree programs to continue as students. Students in the Department of Speech and Hearing Science must maintain an overall GPA of 3.0. For information on Graduate College policies regarding academic standing, please refer to the Graduate College Handbook

(see <https://grad.illinois.edu/sites/grad.illinois.edu/files/pdfs/handbook.pdf>)

Students receive a grade for each clinical assignment. These are reported in CALIPSO as a number that corresponds with the competency performance. Please note, this is on a scale of 1-5 points. The table below outlines how the average competency ratings translate to a letter grade based on different points in time of the program. To pass the clinical experience each semester, the minimum rating score must be at or above the lowest B- level rating

MA-1 SLP Students (Fall 1 + Spring 1)	
4.25 to 5.00 = A+	
3.75 to 4.00 = A	
3.50 to 3.74 = A-	
3.25 to 3.49 = B+	
3.00 to 3.24 = B	
2.75 to 2.99 = B-	
2.50 to 2.74 = C+	Remediation
2.25 to 2.49 = C	
2.00 to 2.24 = D	
1.00 to 1.99 = F	
MA-2 SLP Students (Summer 1, Fall 2, Spring 2)	
4.50 to 5.00 = A+	
4.00 to 4.49 = A	
3.75 to 3.99 = A-	
3.50 to 3.74 = B+	
3.25 to 3.49 = B	
3.00 to 3.24 = B-	
2.75 to 2.99 = C+	Remediation
2.50 to 2.74 = C	
2.25 to 2.49 = D	
1.00 to 2.24 = F	
MA-2 SLP Students (School Externship, Medical Externship)	
4.75 to 5.00 = A+	
4.50 to 4.74 = A	
4.25 to 4.49 = A-	
4.00 to 4.42 = B+	
3.75 to 3.99 = B	
3.50 to 3.74 = B-	
3.25 to 3.49 = C+	Remediation
3.00 to 3.24 = C	
2.75 to 2.99 = D	
1.00 to 2.74 = F	

Successfully Displaying Competency in All KASA Standards

With regard to CFCC knowledge standards in a didactic course, at-risk students are identified as being *at minimal risk* if they did not meet all knowledge standards designated for a course; and are identified as *in need of intervention* if during a semester they are failing to meet multiple knowledge

standards in a course. A student *at minimal risk* will have other courses in the curriculum where she or he can meet the standards of concern.

A student *in need of intervention* in a course will be notified by the course educator, who will work with the student, and if needed, the student's academic advisor and the Director of Graduate Studies to provide opportunities during the course or elsewhere in the curriculum to meet the standards of concern.

With regard to CFCC skills standards in a clinical practicum, at-risk students are identified as being *at minimal risk* if they received a rating of "2" for any CFCC skills standards during clinical practicum; and are identified as *in need of intervention* if at mid-semester they are failing to meet any skills standards (i.e., received a rating of "1") during clinical practicum. Minimum standards to pass the full-time external rotation placements will be addressed in the SHS 576 and SHS 577M syllabi.

A student may also be identified as needing intervention if they receive a "not met" for any of the 4 professional expectations at the bottom of the CALIPSO evaluation form on a CALIPSO final evaluation (Professional "met/not met" categories include: Displays organization and preparedness for all clinical sessions, Assumes a professional level of responsibility and initiative in completing requirements, Demonstrates openness and responsiveness to clinical supervision and suggestions, and Personal appearance is professional and following the policy for the clinic setting).

A formal intervention plan is not warranted for a student *at minimal risk*; however, the clinical educator will meet with the student to discuss how to improve performance on the standard(s). Often, a letter of expectations/support will be created to outline goals/growth areas for the remainder of the semester. This letter will be created in collaboration with the clinical educator, the Coordinator of SLP Clinical Experiences, the Director of Graduate Students, and the academic advisor. If the goals are met by the end of the semester, then subsequent clinical experiences will not be impacted. However, if the student does not meet the goals from the letter of support, a formal individualized intervention plan will then be created. This will be created in collaboration with the clinical educator, the student's academic advisor (serving as an advocate for the student), the Coordinator of SLP Clinical Experiences, the Director of Graduate Studies, and the Program Director, to guide the student in meeting the standards of concern. Students will have **up to 16** weeks to meet the standards, after which the student will be formally advised by the faculty who created the plan about the success in meeting the standards and what if any, further actions should be taken.

Resolutions for students at risk will take three forms:

1. Successfully support the student in completing:
 - a. Degree requirements
 - b. Displaying competency in all standards
2. Successfully completing degree requirements for academic (nonclinical) master's degree
3. Counseling the student out of the graduate program, leaving without a degree.

I. Student Learning Outcomes Assessment

Mastery of the Council for Clinical Certification standards required for the Certificate of Clinical Competence (CCC) will be assessed for each student for behaviorally defined learning outcomes at multiple points in the program. The standards are assessed in each academic course and clinical practicum. There are multiple opportunities to meet each standard across the curriculum. Various locally designed forms of qualitative and quantitative assessments will be used, e.g., examinations, research papers, abstracts, reaction papers, mini-papers, individual and group projects, evaluation, and reflection, etc. The course or practicum educator determines whether the student has met or not met each standard designated for that course. Each student's learning outcomes are tracked via a Formative Assessment that is accessible to the student via CALIPSO. At least once per semester, students receive feedback from their academic advisor indicating the current level of competence for the learning outcomes. If additional opportunities are needed to meet any standard, a plan will be developed with the academic advisor. Faculty meet annually in the spring semester to assess overall student progress in the program and students receive feedback from their academic advisor. During the student's final semester, the Clinic Director and the Director of Graduate Studies conduct an audit to determine that an acceptable level of competence has been achieved for each behaviorally defined standard. The student must also pass the national standardized Praxis examination.

Summative Assessment

The summative assessment in the form of Grand Round case presentations will typically occur during the fifth semester (Year 2, Spring). The presentation will be based on a case selected from the student's past clinical experiences. Near the end of each semester, students will prepare a brief description of a challenging case, including a reflection on their clinical approach and areas for professional growth. Students will choose one of these cases for their case presentation.

J. Accommodations

Accommodating Disabilities

The University of Illinois is committed to ensuring that qualified persons with disabilities are not denied admission or subjected to discrimination throughout their program. Any prospective student may request accommodations for academic or clinical settings by contacting their educators, advisors, and The Division of Disability Resources & Educational Services (DRES). [DRES](#) provides support for undergraduate and graduate students across campus. Students are encouraged to contact DRES to proactively arrange accommodations early in each semester.

DRES counselors will help students in developing reasonable accommodation plans with our department for both academic coursework and practical experiences in clinical settings.

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities should contact Disability Resources and Educational Services (DRES) as soon as possible. The determination and implementation of accommodations is an interactive process and can take several weeks to determine reasonable accommodations that enable students to participate in the essential standards for the course or internship program. Students are encouraged to discuss their accommodation needs as soon as possible as educators, programs, and sites are only obligated to implement accommodations after receipt of an accommodation letter, i.e., not retroactively.

To contact DRES, you may visit 1207 S. Oak St., Champaign, call [217-333-1970](tel:217-333-1970), e-mail disability@illinois.edu, or go to the DRES website at www.disability.illinois.edu. To register for services, please to this link: <https://dres.illinois.edu/information-before-you-apply/application-process/>

Accommodating Personal Emergencies

The [Student Assistance Center](#) in the Office of the Dean of Students serves as the first point of contact for students requesting assistance for personal emergencies—students may drop in or make an appointment. Assistant Deans help students understand university policies and procedures, guide them in connecting to other campus resources, and support students in crisis. The Student Assistance Center can assist students with a broad range of issues that may be affecting their academic and/or clinical performance, including issues related to physical and mental health, course attendance, accessing various campus services, and options for withdrawing from the university.

Accommodating Religious Observances

University policy and state law require that all academic and clinical educators reasonably accommodate conflicts and work requirements resulting from a student's religious beliefs, observance, and practices. Students are required to submit the [Request for Accommodation for](#)

[Religious Observances Form \(.doc\)](#) to their educators and the Office of the Dean of Students to request an accommodation by the end of the second week of the course.

K. Policies and Procedures for Equitable Treatment

The following is the Official Notice of the Nondiscrimination Statement of the University of Illinois at Urbana-Champaign. It can be found on the University of Illinois Office of Access and Equity Website. <https://oae.illinois.edu/discrimination-and-harrassment-prevention.html>

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Inquiries or complaints may be addressed to the Director and Assistant Chancellor, Office of Equal Opportunity and Access, 601 E. John Street, Swanlund Administration Building, (217) 333-0885, fax (217) 244- 9136, TTY (217) 244-9850 or the Associate Provost and Director, Academic Human Resources, Henry Administration Building, (217) 333-6747, fax (217) 244-5584. For other University of Illinois information, contact University Directory Assistance at 333-1000.

Policies and procedures for problem solving and grievance filing on matters related to discrimination and harassment are established within the University. Vice Chancellors, deans, directors, and department heads share the responsibility for procedures within their units, subject to oversight by the Office of the Provost which has the lead responsibility for overseeing all aspects of the policy and procedures. Each college-level unit has an appointed intake specialist, and procedures take the form of informal problem-solving and formal filing of grievances, with the possibility of appeal. These policies and procedures encourage and require all to make a sincere and sustained effort to create an environment where everyone feels welcomed and valued.

L. Student Complaints

Students are encouraged to bring their concerns or complaints to the faculty. In all cases, it is best to bring concerns to the faculty member directly involved. If that does not result in a mutually acceptable resolution, the student can bring the matter to the attention of department administrators. Concerns regarding clinical rotations or supervision should be brought to the attention of the Coordinator of SLP Clinical Experiences. Concerns regarding academic coursework should be brought to the attention of the Director of Graduate Studies. If concerns cannot be addressed by these individuals, the next level is the Program Director and Head (see Organizational Chart on page 6 of this Handbook.) If a mutually acceptable resolution to a complaint cannot be achieved informally, students may file a formal complaint, or grievance, with either the College of Applied Health Sciences or the Graduate College following the grievance procedures of the respective units. The grievance procedures are available on the University website at <http://www.grad.illinois.edu/grievpolicies/principles>. (See also **Section VI Supervision**)

A complaint concerning the program's compliance with the CAA Standards may be submitted to the Council on Academic Accreditation by any student, faculty member, speech-language pathologist, audiologist, and/or member of the public. Criteria for complaints and submission requirements can be found at <https://caa.asha.org/programs/complaints/>

The Speech-Language Pathology Certification Standards and the Standards for Accreditation in Audiology and Speech-Language Pathology by the Council on Academic Accreditation may be obtained by contacting the CAA Office at ASHA, 2200 Research Boulevard, Rockville, Maryland 20850, calling ASHA's Action Center at 1-800-498-2071, or accessing the documents on ASHA's Web site at <https://www.asha.org/certification/2020-slp-certification-standards/> and <https://caa.asha.org/ask-the-caa/accreditation-and-certification/>

Comments should be submitted to the following address:

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

M. Campus Student Support Services

The University provides a variety of support services to students. There is a university website dedicated to student support services: <http://www.grad.illinois.edu/current/health>

Applied Health Sciences has an embedded clinical counselor, Stephanie Hultz, located in Huff Hall Room 245. As a Counseling Center employee, she offers limited-time counseling, connection to group counseling, referrals to community therapists, and outreach and prevention services. Students can schedule appointments by calling the Counseling Center at 217-333-3704 and asking for an appointment with Stephanie Hultz. More information about services provided by the Counseling Center can be found on the website: <http://counselingcenter.illinois.edu>.

Section VII Professional Organizations

A. The American Speech-Language-Hearing Association (ASHA)

ASHA is the national professional association for speech-language pathologists, audiologists, and speech-language and hearing scientists concerned with communication behavior and disorders. ASHA offers the Certificate of Clinical Competence in Speech-Language Pathology or Audiology. Graduate students are urged to become familiar with ASHA's goals, its programs, and its publications (see <https://www.asha.org/>).

**B. The National Student Speech-Language-Hearing Association
(NSSLHA)**

NSSLHA is the national organization for students interested in the study of normal and disordered communication behavior (see <https://www.nsslha.org/>). NSSLHA is affiliated with ASHA. Membership is open to undergraduate and graduate students. Many universities, including the University of Illinois at Urbana-Champaign, maintain active chapters that meet regularly during the academic year. Faculty in the Department of Speech and Hearing Science serve as advisors to the local chapter.

Our NSSLHA Chapter encourages student membership and support of its activities. Through the University of Illinois Chapter programs, students will learn more about the opportunities that can result from professional training, more about the national NSSLHA Chapter, and more about the workings of ASHA. Each clinical trainee is encouraged to become a member of the University of Illinois NSSLHA Chapter.

Section VIII

Health Insurance Portability and Accountability Act (HIPAA)

The Audiology & Speech-Language Pathology Clinic will comply with the regulations of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and applicable updates.

A. Training

The University of Illinois policy on HIPAA training can be found at <https://hipaa.uillinois.edu/training/>. Training of clinical graduate students will occur at the beginning of the first semester of the program and subsequently will be completed annually. Students will be enrolled in the HIPAA training approved by the University of Illinois. Students will be required to upload their compliance documentation to CALIPSO by the date required by the Clinic Director or Business Specialist. Training will occur as needed when new policies or protocol modifications occur.

B. Records

Graduate students will complete and sign forms to document the completion of HIPAA training and to acknowledge the agreement to abide by security and confidentiality requirements. These forms will be uploaded by the student into their CALIPSO portal.

C. Clinic Protocol

The Audiology & Speech-Language Pathology Clinic guidelines for adherence to HIPAA regulations are listed below.

- All current and new clients are given a copy of the University of Illinois Audiology & Speech-Language Pathology Clinic's *Notice of Privacy Practices* and asked to sign a *Receipt of Notice of Privacy Practices Written Acknowledgment Form* to acknowledge that they received a copy of the Speech- Language Clinic and Audiology Clinic privacy policy.
- Client information cannot be left on voicemail or in email messages without the client's consent. To do this a client needs to sign and date a *Client Consent for Use and Disclosure of Protected Health Information form*. Within this form, the term **USE** means sharing, employment, application, utilization, examination, or analysis of PHI **within the clinic**. The term **DISCLOSURE** means the release, transfer, giving access to, or divulging in any other manner of PHI to anyone **outside of the clinic**.
- Before any PHI is released from the Audiology & Speech-Language Clinic's records to an outside agency/facility/person, a client must sign and date the *Consent for Disclosure of Confidential Information form*. All sections of the form must be completed thoroughly

to indicate the agency/facility/person involved, the specific information (PHI) involved, and the period for which the form is in effect. This form does not need to be completed and signed by the client if the PHI to be released is being given to the client.

- For clinical reports, reports, and letters:
 - Students and clinical educators will not use the client's name or other identifying information in the drafts of reports, reports, or letters. The draft can include the names of the graduate clinicians, clinical educators as well as the appointment dates. The client's first and last initials are used to identify the client. All other information, including address and date of birth, are classified as Protected Health Information (PHI), and should not be included in drafts.
 - The clinical educator will edit student drafts of client reports as needed.
 - All paper containing identifiable information that is not part of the client's record must be shredded. Shredders are located in the student workroom.
 - Paperwork with identifying information should be placed in a folder in the student or clinical educator's mailbox.
 - Oral communication with or about a client should be kept private by moving to a private area or keeping voice levels low.
 - Cases and clients should not be discussed in the hallway, waiting room, or any other public area.
 - The clinic computer screens should not be left on or unattended for extended periods to prevent client information from being viewed by others.
 - Client documentation (e.g., lesson plans, record forms, etc.) should only be used in private areas in the Audiology & Speech-Language Pathology Clinic. This would include clinic rooms and the student work area (if in a private area).
 - The Clinic email and fax sheets include a confidentiality clause at the bottom of the page. The clause states that the information is confidential, privileged, and protected from disclosure. It states that if the reader has received the material in error that they should notify the sender immediately.
 - When greeting a client in the waiting room before an appointment, the client should be called by either their first or last name, not by their complete name.

Section IX Infection Control

The Audiology & Speech-Language Pathology Clinic will follow the Unit Exposure Control Plan as posted on the University of Illinois at Urbana-Champaign Canvas website. A paper copy of the plan is located in the Audiology & Speech-Language Pathology Clinic (Room 1010).

A. Training

This online training will occur at the beginning of the student's first semester in the program and will be to be renewed annually. Annual retraining will occur at the beginning of each fall semester for all second year graduate students and clinic personnel. Annual retraining will be completed using materials provided by the University of Illinois Division of Safety Research Training (Bloodborne Pathogens program). Annual retraining in the policy, plan, and procedures of the Audiology Clinic will also occur at the beginning of each fall semester for second year graduate students and clinic personnel.

Students will complete Bloodborne Pathogen Training as follows:

1. Go to <https://ww.dr.s.illinois.edu/> to complete online training
2. Click on the training tab (top)
3. Click on "non-laboratory personnel safety training"
4. Click "Occupational Exposure to bloodborne pathogens"
5. Follow the directions for training
6. Print to PDF your completion certificate to submit
7. Upload into CALIPSO account

Students should follow universal precautions when engaging in client care. Face shields and/or masks may be used by the service provider when directly interacting with clients. Disinfecting supplies are provided and stored in each room. Students are responsible for sanitizing the room and materials after each session.

Training for new policies or policy modifications will occur for all clinic personnel and SLP graduate students as needed.

B. Records

Forms documenting Exposure Classification, Hepatitis B Vaccination Declination or Request, Infection Control Training (initial, annual retraining, modification), and Report of Exposure to Blood or Other Potentially Infectious Materials will be maintained on CALIPSO.

