



UNM  
Speech and Hearing  
Sciences Graduate  
Student  
Handbook

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# Chapter 1

## Program Overview

## 1.1 Introduction

This handbook has been written as a reference for students. It provides a general description of the graduate program in speech-language pathology (SLP) in the Department of Speech and Hearing Sciences at the University of New Mexico. It contains information about departmental policies, procedures, practices, and regulations that are most often needed by students. It is not an exhaustive collection of all policies of the University of New Mexico (UNM). Students should also study the current UNM catalog (especially the Office of Graduate Studies section), the UNM Pathfinder Student Handbook, and the ASHA Certification and Membership Handbook. Students enrolled in clinical practicum in speech-language pathology will need to review Chapter 4, UNM Clinic Policies and Procedures of this handbook.

Please consult with the graduate student advisor, program director, or other appropriate staff or faculty members if you have questions about any of the information in this handbook.

## 1.2 History

In 1947 the Division of Speech was established within the Department of English at UNM, and Fred M. Christ Sr. was hired to develop a program for “detecting deficits in pronunciation and the use of the voice.” In 1949 the division became the Department of Speech and by 1953 students choosing to study speech correction were offered nine courses, all taught by Dr. Christ. The audiology program had its beginnings in 1963, when an audiologist at the Lovelace clinic was hired to teach a course in audiology and a sound-treated booth and audiology equipment were purchased. By 1966, master’s degree programs in both audiology and speech-language pathology were offered by the Division of Speech Pathology and Audiology within the Department of Speech, and the faculty had grown to four professors and three supervisors. The Department of Communicative Disorders was finally established in 1972, with Dr. Lloyd Lamb as the first chairperson. Our initial ASHA accreditation in speech-language pathology was awarded in 1972 and the audiology program became accredited in 1976. The department resided in a small house at 1801 Roma on the main campus until 1980, when we moved to “temporary” buildings at 901 Vassar NE. Our name was changed to the Department of Speech and Hearing Sciences in 1998. In Fall 2004 the department moved to our new, permanent location, 1700 Lomas NE.

Over the past 50 years many dedicated faculty, staff, and students have helped to make this department a productive and respected contributor to the fields of audiology and speech-language pathology. We are proud to have you join us!

### **1.2a Department’s Mission**

For over 50 years, the Department of Speech and Hearing Sciences at the University of New Mexico has pursued “excellence” in academics and clinical services. Our mission is to support the missions of the University and the College of Arts and Sciences by:

- creating and disseminating basic science, assessment, and intervention knowledge about communication sciences and disorders within our own academic discipline, and in collaboration with related disciplines
- providing high quality educational experiences in both academic and clinical contexts to prepare students to become effective professionals in speech-language pathology and related professions

- providing excellence in clinical service (a) through the University of New Mexico Speech-Language Clinic and affiliated professionals and agencies in the community; and (b) by providing continuing education and serving as a model for clinical services
- serving the unique needs of the state of New Mexico by increasing the participation of culturally diverse populations in our disciplines, preparing our students to be leaders in a multicultural and multilingual society, and collaborating with other disciplines to ensure our graduates are prepared to provide comprehensive and effective services.

## **1.3 Organization of the Department**

### **1.3a Organizational Structure**

SHS offers an undergraduate major in speech and hearing sciences preparing students for graduate work in either audiology or speech-language pathology, and a graduate program leading to the Master of Science degree in speech-language pathology (SLP).

The chairperson of SHS reports directly to the Dean of Arts and Sciences. SHS is one of 24 departments in the College of Arts and Sciences. Our graduate program is administered through the Office of Graduate Studies.

Within the department, the SHS chairperson is the administrator responsible for matters pertaining to undergraduate and academic and clinical graduate study and oversees the administrative functions. Departmental graduate policies are developed by the entire SHS faculty and monitored by the department chairperson, program director, graduate student advisor, and clinic director.

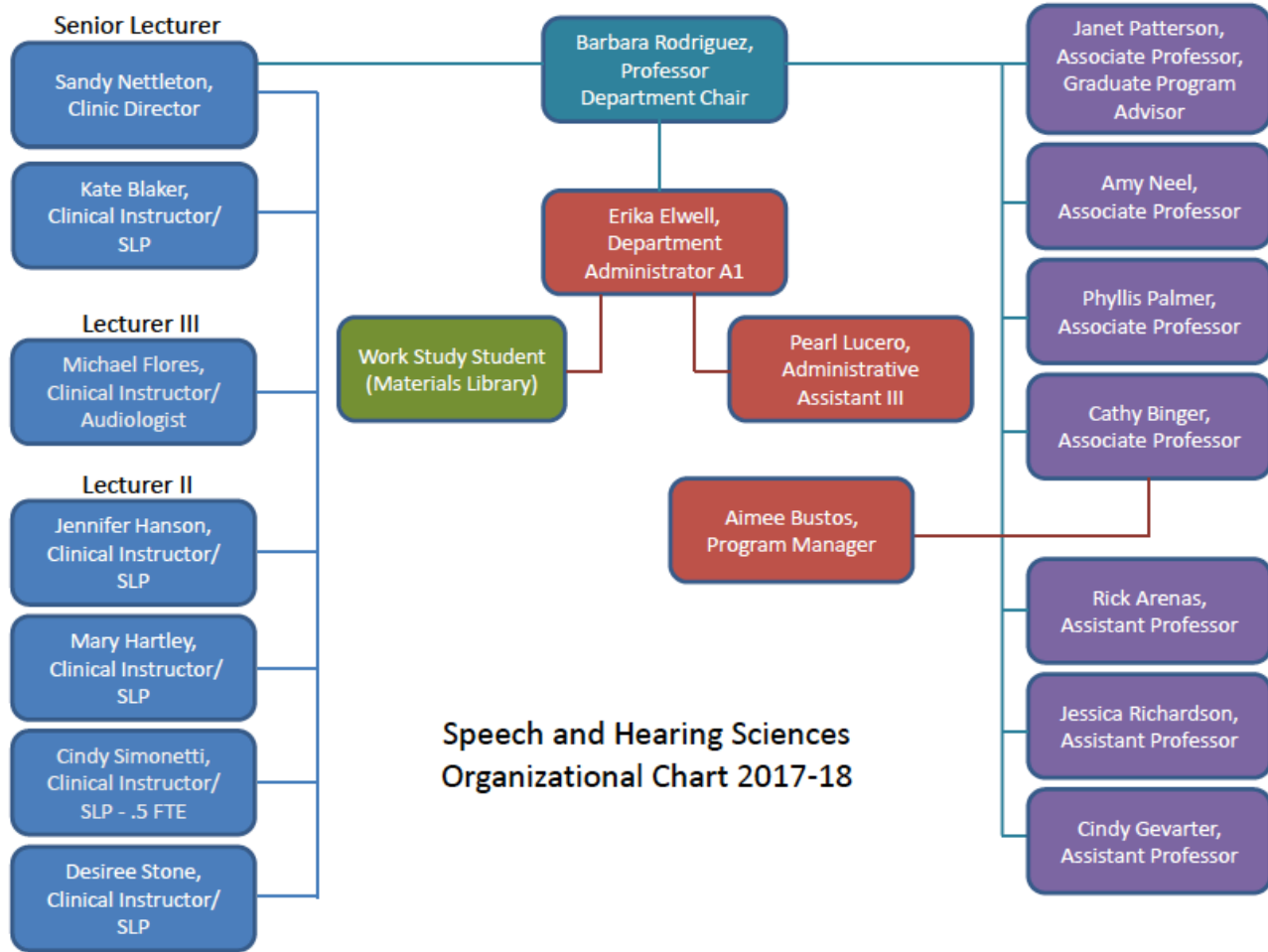
The department administrator (DA) is the department manager and business officer. The DA is joined by an administrative assistant who is responsible for administrative matters pertaining to the graduate program, clinic records, and receptionist duties.

The SHS academic faculty is responsible for academic and research functions of the department. They create the curriculum and teach most of the courses. Academic faculty (also known as “tenure-track” faculty) engage in on-going scholarship, usually in the form of research projects. These faculty members also serve on various department, university, and national committees, and may have other departmental duties such as student advising.

The SHS clinical faculty is responsible for the clinical functions of the department. They create the clinical programs and supervise the clinical services delivered within the UNM Speech Language and Hearing Center (UNMSLHC). Clinical faculty also may teach undergraduate and graduate courses. These faculty members serve on various department committees and hold leadership roles in professional organizations.

The UNMSLHC provides evaluation and treatment of communication disorders to people of all ages in the community. Modest fees, based on size of household and family income, are charged for all services. The clinic director oversees clinic operations and the clinical education of graduate students, while the program director ensures adherence to accreditation standards.

### 1.3b Organizational Chart



### 1.3c Concerns and Complaints

We hope that students will be able to resolve most concerns by direct discussion with the involved parties. If a concern or dispute cannot be resolved in that manner, the chair of the department and/or the clinic director should be consulted. Should additional steps be required, the UNM Pathfinder (<http://pathfinder.unm.edu/>) details both formal and informal grievance procedures.

For complaints regarding standards of accreditation and ethical practice, please discuss your concern with the department chair who serves as the CAA program director. If you continue to have concerns, you may consult the Council on Academic Accreditation (CAA) via the ASHA website at <http://professional.asha.org/academic/complaint.cfm>; or write to the Council care of ASHA at 2200 Research Blvd, Rockville, MD 20850-3289; or call the ASHA office at 301-296-5700. Your request will be routed to the appropriate official. For concerns relating to state licensure and state regulation of clinical services, you may contact the New Mexico Speech-Language Pathology, Audiology, and Hearing Aid Dispensing Practices Board at 505-476-4622. For concerns pertaining to ethical practice in research, you may contact the UNM Office of the IRB at 505-277-2644 or [IRBMainCampus@unm.edu](mailto:IRBMainCampus@unm.edu).



# Chapter 2

## Advisement, Courses, and Credits

## 2.1 Graduate Program

### 2.1a Master of Science Degree

The Master of Science (M.S.) program in speech-language pathology (SLP) at UNM is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech Language Pathology of the American Speech- Language-Hearing Association (ASHA), 2200 Research Blvd, Rockville, MD 20852, telephone 301-296-5700 or 800-498-2071. The program adheres to the 2017 standards for accreditation of graduate education programs in audiology and speech-language pathology and is designed so that students can complete the current CAA clinical credentialing standards, the current New Mexico Speech-Language Pathology, Audiology, and Hearing Aid Dispensing Practices Board, and New Mexico Public Education Department requirements. For most students, the Master of Science is a terminal degree in that they plan to enter the profession upon completing the degree. However, the master's program also prepares students for further graduate work as a Ph.D. student, especially if they elect to complete a thesis during their master's program.

At the beginning of your graduate program, you will meet with the SHS graduate advisor to develop a program plan that includes all the courses you will take and their sequence. After that, you can meet with the graduate advisor whenever you have questions about your program. It is very important that you not make any changes without receiving approval from the graduate student advisor. Unapproved changes in courses, course sequence, grading option, etc., can cause significant problems such as delay of your graduation date by up to a year. While the graduate advisor and all the other SHS faculty and staff members will do their best to help you complete the program, the ultimate responsibility for meeting all requirements rests with the student: You!

To help ascertain that you are completing all requirements and making good progress in completing the graduate program and achieving certification, your progress in meeting the ASHA knowledge and skills standards (KASA) is documented using the Calipso web-based system.

All graduate requirements for the master's degree must be completed within seven years of your first enrollment in the graduate program, as required by the UNM Office of Graduate Studies.

A sample Program Plan and the Advising Requirements Matrix (ARM), which is used in developing your program plan, are included in the appendices.

## 2.2 M.S. Pre-requisite Coursework

Often, students enter the graduate program in Speech and Hearing Sciences having completed an undergraduate program in Speech and Hearing Sciences, or Communication Sciences and Disorders, or Speech-Language Pathology and Audiology. Students with undergraduate majors in the field normally have obtained the necessary prerequisite coursework, but each student must consult with the graduate student advisor to ensure that their undergraduate coursework will satisfy current certification and licensure requirements, as well as departmental/program requirements.

### **Online 300- and 400-level courses**

UNM affiliated students, including non-degree, undergraduate, and graduate students, are not allowed to complete more than 6 credit hours of SHS coursework through on-line course offerings at other institutions. The relevant academic advisor must approve the courses prior to the students' enrollment in the online course(s). Any on-line course completed by UNM affiliated students *without prior approval* will not be accepted toward completion of the 300- and 400-level coursework.

Please note that entering the graduate program without all prerequisite coursework will extend the length of the student's graduate program.

The following courses (or their equivalents) are pre-requisites for our graduate program. Numbers in parentheses refer to the course number that graduate students or "non-degree" students may enroll in if they wish to earn graduate credit for the course. Please confer with the graduate student advisor about enrollment in prerequisite coursework and whether graduate credit is required.

**SHS 303 English Phonetics**

An introduction to the physiological mechanisms underlying speech production, linguistic classification and transcription of speech sounds, acoustic properties of speech sounds, relationship between phonetics and phonology, and applications to speech-language pathology. Offered fall and spring semesters.

**SHS 310 (510) Anatomy and Physiology of Human Communication**

Introduction to basic anatomy and physiology for speech, language, hearing and swallowing. Covers five systems: respiratory, articulatory, auditory, and neurological. Offered spring semester.

**SHS 321 (541) Introduction to Audiology**

Basic hearing science, pathological conditions of the auditory system, audiometric testing. Offered fall semester. Prerequisite SHS 310.

**SHS 330 Introduction to Communication Sciences**

Introduction to speech and hearing science. Covers basic science of sound, acoustic theory of speech production, acoustic and physiologic phonetics, sound transmission through the auditory system, acoustic and physiologic consequences of speech and hearing disorders. Offered fall semester.

**SHS 425 Aural Rehabilitation**

Appraisal and management of individuals with impaired hearing. Offered spring semester. Prerequisite SHS 321.

**SHS 428 (528) Phonological Disorders in Children**

Assessment and treatment of articulation and phonological disorders. Offered fall semester. Prerequisite SHS/Ling 303.

**SHS 430 Language Development**

Developmental sequence of language acquisition and changes in communication behavior across the life span from birth to adulthood. Covers specific areas of phonology, morphology, semantics, syntax, pragmatics, literacy and metalinguistics. Offered fall semester

**SHS 431 Language Disorders in Children**

A survey of language disorders in children and intervention. Topics include descriptions of clinical populations, intervention principles and methods, and linguistic, medical, developmental and cultural issues in intervention. Offered spring semester. Prerequisite SHS 430.

**SHS 450 Neural Basis of Communication**

Structure and function of the central and peripheral nervous systems as they relate to normal and disorders communication. Offered spring semester. Prerequisite: SHS 310.

**SHS 458 Pre-clinical Training**

Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management and professional issues including certification and licensure requirements, ethical conduct and federal law protecting individuals with disabilities. Offered spring semester. Prerequisite: SHS 428. Pre- or co-requisite: 431.

**SHS 459 (559) Multicultural Considerations in Communicative Disorders**

Students will obtain knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed. Offered spring semester. Prerequisite: SHS 428 and SHS 430.

These courses or their equivalents must have been taken no more than six years prior to entering the graduate program and you must have earned a grade of B or better\*. Your advisor will help you to determine equivalencies between these courses and those from other universities.

You must also have completed the following credit hours with a grade of C or better:

- Three semester-credits in biological sciences
- Three semester-credits in physical sciences
- Three semester-credits in behavioral and/or social sciences
- Three semester-credits in statistics.

If you have not completed all of these prerequisites, you must do so within the first three semesters of your graduate enrollment. The same minimum grade requirements apply.

## **2.3 Required Graduate Courses for the Speech-Language Pathology Concentration**

### **SHS 500 Clinical Practice**

Practicum assignment and seminar covering a variety of topics in clinical practice including diagnostics and evaluation, practice in school and hospital settings, and supervised practice in off-campus sites. Offered fall, spring, summer. Prerequisite: SHS 458.

### **SHS 506 Reading and Writing in Research**

Based on a scientist-practitioner model, this course is an introduction to research design with an emphasis on conceptual foundations and critical evaluation. Offered fall semester. Prerequisite: Psych 200.

### **SHS 507 Adult Neurogenic Communicative Disorders**

Comprehensive survey of predominant adult neurogenic communication disorders. Content includes theoretical issues, etiology, differential diagnosis, symptomatology, prognosis and recovery. Offered fall semester. Prerequisite: SHS 450.

### **SHS 517 Dysphagia**

Acquire knowledge relevant to the identification, evaluation, treatment of infant and adult swallowing disorders. Offered fall semester. Prerequisite: SHS 450.

### **SHS 525 Voice Disorders**

Based on knowledge of normal voice production, various voice disorders are surveyed and approaches to evaluation and treatment are discussed. Offered spring semester. Prerequisite: SHS 310.

### **SHS 531 Motor Speech Disorders**

Overview of symptomatology of child and adult neurogenic speech disorders with a focus on assessment and treatment. Offered fall semester. Prerequisite: SHS 450.

### **SHS 532 Augmentative Communication**

Overview and/or hands-on-experience with non-electronic and electronic aids and devices used for augmentative communication. Focus may be on particular disabilities, assessment, therapeutic and/or research issues. Offered spring semester. Prerequisite: SHS 428, SHS 431.

### **SHS 533 Assessing Language in Children**

Principles and procedures of assessment for language disorders in children. Offered spring semester. Prerequisite: SHS 431.

### **SHS 534 Intervention: Child Language Disorders**

Principles and intervention procedures for child language disorders from early childhood through adolescence. Methods for examining treatment efficacy in clinical and research contexts. Offered fall semester. Prerequisite: SHS 431.

### **SHS 535 Medical Speech-Language Pathology**

Topics relevant to practice in a medical setting are reviewed including evaluation and treatment of children with birth defects (cleft palate) and other special populations; professional and administrative concerns. Offered spring semester. Prerequisite: SHS 450.

### **SHS 538 Fluency Disorders**

The etiology, characteristics, assessment and treatment of stuttering are covered. Focus is on the knowledge and skills for effective assessment and intervention. Offered fall semester.

### **SHS 539 Bilingual Language Acquisition: Clinical Implications.**

The focus of the course will be on identifying the critical factors that influence bilingual language acquisition, examining the linguistic characteristics (semantic, syntactic, and discourse) of English-Spanish bilinguals, and considering the clinical implications of these issues on speech and language intervention planning. Offered summer session (online, 6-week). Pre-requisite: SHS 431. ELECTIVE option.

### **SHS 539 Intervention Strategies for Autism Spectrum Disorder and Developmental Disabilities.**

This course will focus on the application of evidence-based social and communication intervention strategies for individuals with autism spectrum disorders and related developmental disabilities. Students will be able to identify how specific strategies and instructional formats such as prompting, modeling, and naturalistic environment teaching can be used to promote a variety of social and/or communication skills (e.g., joint attention, prelinguistic behaviors, receptive language, natural speech development, pragmatics). Offered spring semester. Pre-requisite: SHS 430. Co-requisite: SHS 431. ELECTIVE OPTION.

### **SHS 558 Clinical Internship**

A full-time practicum assignment and seminar covering a variety of topics in clinical practice including contemporary professional issues, policies, practices, guidelines, certification, specialty recognition, licensure, and other relevant professional credentials. Offered fall, spring, summer.

<b>Course</b>	<b>Credits</b>
SHS 500 Clinical Practice (at least 4 enrollments, no more than 2 in summer)	12
SHS 506 Reading and Writing in Research	3
SHS 507 Adult Neurogenic Communicative Disorders	3
SHS 517 Dysphagia	3
SHS 525 Voice Disorders	3
SHS 531 Motor Speech Disorders	3
SHS 532 Augmentative and Alternative Communication	3
SHS 533 Assessing Language in Children	3
SHS 534 Intervention: Child Language Disorders	3
SHS 535 Medical Speech-Language Pathology	3
SHS 538 Fluency Disorders	3
SHS 558 Clinical Internship	9
500-level elective (see below)*	3
<b>TOTAL minimum required graduate credits</b>	<b>54</b>

### **2.3a Master's Degree, Non-Thesis Option**

To receive a master's degree under the Non-Thesis option, a student must earn 54 graduate credit hours, including one three credit hour, 500-level elective course, and successfully complete the comprehensive examination. Students must also make adequate progress toward the degree and meet the SLP KASA standards as outlined in the appendices.

### **2.3b Master's Degree, Thesis Option**

To receive a master's degree under the thesis option, a student must earn 51 graduate credit hours plus 6 SHS 599 Thesis credit hours, and successfully complete and defend his/her thesis project. Students must also make adequate progress toward the degree and meet the SLP KASA standards as outlined in the appendices.

### **2.3c Preparing the Program of Study (POS)**

Each graduate student must file a Program of Study (POS) with the Office of Graduate Studies (OGS). All departmental and OGS policies related to the filing of the POS must be adhered to explicitly.

The POS must be approved by the SHS graduate student advisor and the department chairperson. It must be filed and approved well in advance of the student's comprehensive examination or thesis defense date. Additional information about the guidelines for completing the POS can be found at <http://grad.unm.edu/resources/gs-forms/>

## **2.4 Transfer and Non-Degree Credits**

You may be able to apply graduate coursework, completed as a non-degree student to your SHS degree requirements. You must have successfully met KASA standards and earned a grade of B or better in graduate courses for which transfer credit is requested. If you have taken graduate coursework at another institution, consult your advisor to see if any of that work can be accepted as transfer credit toward this degree. Often graduate coursework from other institutions are not accepted toward the degree.

## 2.5 Thesis Credits

Students who decide to complete a thesis must complete all of the required courses listed above (except for elective) and must also enroll in a minimum of 6 thesis credits (SHS 599). The UNM Office of Graduate Studies requires graduate students complete a minimum of 6 hours of thesis credits; however, the student together with his/her thesis advisor determine the distribution of the 6 credit hours across the academic calendars. Thesis credits are taken on a Progress/No Progress basis. Once initiated, enrollment in SHS 599 must be continuous (fall, spring, and summer semesters) until the Office of Graduate Studies accepts the completed thesis. Students must be enrolled in a credit of SHS 599 in the semester the thesis is completed/defended. The total required minimum graduate credits with thesis is 57.

If you are interested in completing a thesis, you are strongly encouraged to review the SHS Thesis Guidelines document: <http://shs.unm.edu/assets/documents/mastersthesisguidelines.pdf>

## 2.6 Elective Courses

The elective course may be chosen from offerings within SHS or in any other department of the university. If the elective is not offered within SHS, you must submit a petition to the graduate student advisor requesting approval of the course. The course you choose must be 500-level, 3-credits, offered by UNM for a letter grade (credit/no credit grading option is not allowed), and must relate to your graduate studies in a reasonable way. It is your responsibility to select the course, submit the petition, and receive approval as early in your program as possible to prevent last minute difficulties. The petition form is available at: <http://shs.unm.edu/programs/master-of-science/index.html>).

The approved petition must be on file BEFORE you register for the course. However, if the course for which you received approval is cancelled or if scheduling conflicts prevent you from taking it when planned, you can select another course and submit a new petition as soon as possible (within the first few days of class). You may go ahead and attend your new choice while the petition is being reviewed, but you must be prepared for the possibility that the new course will not be approved. **No petitions will be approved after the second week of the semester.**

## 2.7 Clinical Internship

During the final semester in the program, graduate students complete a clinical internship. The internship is a full time placement at an off-campus clinical site. Many internship sites are available in Albuquerque, but the internship may be arranged anywhere in the U.S., provided that appropriate supervision and a contractual relationship (e.g., affiliation agreement) are available. The University of New Mexico does not pay for workmen's compensation insurance for graduate students enrolled in internship. Moreover, departmental policy does not allow graduate student clinicians to serve as paid employees of the clinical practice while completing their practicum rotations, including internship.

Duration of the internship is a minimum of 10 weeks with the student accruing clock hours to meet the 400 total clock hour ASHA requirement. The internship site supervisor determines the student's clinic/work schedule.

In order to begin your internship, you must have the following qualifications:



- Successful completion (grade B or better) of all academic coursework and relevant KASA standards
- Successful completion (grade B or better) on first 4 clinic rotations
- Successful completion (grade Pass) on all clinic lab classes
- Completion of 25 observation hours
- Accrual of approximately 250 clinical clock hours (in addition to observation hours)
- Completion of all clock hour categories that cannot be addressed at the internship site
- Clear potential to complete any of those clock hour categories needed during the internship semester
- All current immunizations, background checks, and trainings (OSHA, CPR)

## 2.8 Performance Standards

A grade of B or better must be achieved in the required SHS leveling (undergraduate level – UG) and graduate courses and the elective course. If you receive a grade lower than B, you will be required to repeat the course. The SHS Department will not permit grade replacement for graduate students and will not permit more than one course retake. If your cumulative grade point average falls below 3.0 (a B average), you will be placed on academic probation by the Office of Graduate Studies. Refer to the UNM catalog (Graduate Program section) for a review of the rules governing probation. Furthermore, if a graduate student earns a grade of B- or lower in **two leveling (UG) and/or graduate-level courses**, he/she will be deemed as not to be making adequate progress toward completion of the degree and will be suspended from the graduate program.

Students must be awarded a minimum of “B” in each clinic rotation in order to “Pass” and move on to the subsequent rotation. If a final grade of B- or lower is assigned, a student must repeat that clinic rotation (register for an additional section of 500), and possibly return to UNM in-house clinic for the next clinic rotation. Clinic hours accrued during the semester in which a final grade of B- or lower is assigned will NOT be retained.

The Clinic Director, in collaboration with the Clinic Instructor (CI), will decide where the student will be placed. A Remedial Action Plan for Success (see Appendix) is required.

In order to meet clinic requirements towards graduation, the following requirements must be met:

- Successful completion of a minimum of 10 weeks of full time internship (32-40 hrs per week)
- Completion of 400 signed ASHA Clock hours with all minimum requirements met.
- Grade of B or higher for internship clinic rotation.
- An overall rating of 3.5 or higher on KASA skill standards across all disorders.

### **2.8a Evaluation**

Graduate students’ achievement of ASHA’s academic and clinical standards is measured by summative and formative assessment. Summative assessment is the comprehensive evaluation of learning outcomes at the end of your educational preparation. The SHS comprehensive examination and the PRAXIS examination are examples of summative assessment. Formative assessment is the ongoing measurement during your educational preparation for the purpose of improving student learning. Formative assessment evaluates critical thinking, decision-making, and problem-solving skills. Formative measures include both oral and written components as well as demonstration of clinical proficiency. The KASA is a formative assessment completed throughout the master’s degree

program.

## **2.9 Comprehensive Examination**

### **2.9a Policy**

Speech-language pathology graduate students who select the non-thesis option are required to pass a comprehensive examination. The comprehensive examination (“comps”) will be offered once a year. This policy outlines the procedure for administering the examination by the faculty members in the Department of Speech and Hearing Sciences.

### **2.9b Candidacy**

The examination will be offered once a year. The exam will be administered after the student’s completion of the second Spring term, typically in late May or early June. The exact date will be determined by the faculty and shared with the students by the graduate advisor or comps chair **no later** than the first week of the students’ second Spring term.

The decision to take the examination should be made by the graduate advisor and the student. That is, some students may not be eligible during their second year and may take comps in a later year.

At the beginning of each Spring semester, the graduate advisor will provide a list of names and UNM email addresses of all students eligible to take the comprehensive exam to the administrative assistant and the comps chair.

**Note:** Only OFFICIAL UNM email addresses will be used for any email correspondence pertaining to comps. Students are responsible for providing the graduate advisor with their official UNM email address ([x@unm.edu](mailto:x@unm.edu)) and for checking their UNM email accounts.

### **2.9c Exam Procedures**

The examination will be administered and completed over the course of two consecutive morning sessions (e.g., Thursday, Friday). On each exam morning, students will receive three questions and will be required to select and answer two of those questions. The same procedures will be used in the subsequent testing morning. One flash drive will be provided for each student for saving his/her responses.

### **2.9d Place of Exam**

The comps chair will arrange a space where computers can be made available to students to take the comprehensive examination. Students will be informed of the location well in advance of the exam date.

### **2.9e Attendance**

Students are required to arrive at the assigned time and location for the comprehensive exam. In the event of an emergency that prevents the student from attending, documentation of the emergency will be required to be eligible for a rescheduled exam. Adequate documentation may be, for example, a physician’s statement that an illness prevented the student’s attendance. The required documentation must be submitted to the Comprehensive Exam Committee chair within one week from the date of the original exam date.

### **2.9f Student Notification of Exam**

The eligible students will be notified of the dates, time, and place of examination. They will also be given a pool of sample questions.

### **2.9g Types of Exam Questions**

The examination questions will require students to integrate knowledge of theory, research, and clinical methods. Any material that has been covered during the course of the undergraduate and graduate programs may be included in the comprehensive exam questions. As the experience is comprehensive and integrative, a single exam question may require students to extract and integrate material from various courses.

### **2.9h Creation of Comps Questions**

To further ensure that the process will support the integration of academic and clinical material, questions are developed jointly by clinical and academic faculty. The comps chair will review all questions to ensure clarity and appropriateness.

### **2.9i Examination Proctoring**

The comps chair will proctor or arrange for proctoring of the examination. Food and drinks may not be consumed within UNM computer labs (with the exception of water bottles). Students may use blank paper and a pen/pencil during the exam. Students are encouraged to bring/use earplugs to minimize distractions.

Students are not permitted to change answers to previous questions (i.e., questions completed in the previous day). The comps chair will collect the printed answers, in addition to any other written materials (printout of comps question, scrap paper), at the end of each examination session. Flash drives will be collected at the end of each session.

### **2.9j Grading the Responses**

The comps chair will distribute all answers (de-identified) to the appropriate faculty members (clinical and research faculty). For each question, both readers will return the graded exams to the comps chair within three working days. If a grading discrepancy between graders exists, the comps chair will meet with both graders to discuss and resolve the discrepancy.

Grades for each response will be assigned as either (a) high pass, (b) pass, or (c) fail.

### **2.9k Determination of distinction**

Distinction is awarded by the Office of Graduate Studies (OGS) to students who have shown an integrated, applied, and distributed understanding of more than one aspect of the field of speech-language pathology as demonstrated through this capstone experience of the comprehensive exam. Distinction will be awarded if a student receives a HIGH PASS on 2 or more comprehensive exam questions **and** does not fail nor require rewrite of any comprehensive exam question. Distinction is not offered during rewrites or retakes. The SHS Department will notify OGS if a student meets the Department's criteria for Distinction.

### **2.9l Reporting the Results to the Students**

The results of the examination will be reported by the comps chair to the department chair, graduate advisor, administrative assistant, and the students one week following the examination date. Students will receive results of the comprehensive exam via email.

The outcome of the examination can be:

- 1) **Passed:** all four responses are rated as high pass or pass.
- 2) **Rewrite:** two or three responses are rated as high pass or pass. The student will rewrite, the one or two responses that did not receiving a passing result, two weeks after the original exam date.

Students who do not receive a passing result for one or two responses will be notified via email of the exam results. If a student is required to rewrite (an) exam question(s), the student will be provided with the following information when the exam results are sent out: a copy of the exam question, and brief feedback from the graders re: the areas of concern.

Rewrites will be conducted in a similar manner to the original testing (see above). The faculty will determine date and time of rewrites.

- 3) **Retake:** one or none of the responses received a passing result. The student will be required to retake the examination. Students who do not receive a passing result for three or four responses or who fail any questions on a rewrite must retake the exam.

The comprehensive exam is scheduled once yearly. The student must be enrolled for and complete 1-3 graduate credits (500 level) during the semester in which the exam is taken. The number of credit hours is determined by the nature of the plan developed to support the student's gap in knowledge. The student **MUST** retake the exam within one year; this is a policy of the Office of Graduate Studies (OGS) and cannot be changed. Students that fail to comply with this policy will not be eligible for the graduate degree. Students may refer to the OGS section of the UNM Catalog for specifics regarding this policy.

Retaking comprehensive exams may require students to adjust their graduation date. The OGS policy indicates that graduate students must be enrolled during the semester that they graduate.

### **2.9m Appeal process**

Students may submit a written petition to the chair of the comprehensive examination committee to take the exam at an earlier time. When this is granted, the faculty will determine date and time of the retake. Appeals are considered on an individual basis.

## **2.10 The Master's Thesis**

A thesis is an excellent experience for students who wish to gain a thorough introduction to the research process. Students who are interested in pursuing a thesis are encouraged to contact research/academic faculty members. Because a thesis requires a substantial commitment of time and effort from both the student and the faculty member who is the thesis advisor, it is ultimately the faculty member who determines whether to accept a student for thesis work and the nature of the thesis project. Students may access an electronic copy of the Master's Thesis Guidelines at <http://shs.unm.edu/documents/mastersthesisguidelines.pdf>.

Uncertainties surround every research project. These uncertainties include the validity of the concept and experimental design, availability of research participants, and the quality of the data collected. Some difficulties and delays cannot be foreseen but others can be avoided by careful planning. In addition to the rules and deadlines established by the UNM graduate school, SHS requires thesis students and their committees to adhere to the following guidelines:

- 1) The student must successfully complete SHS 506 before enrolling for thesis credits.
- 2) The composition of the thesis committee must be submitted in writing and approved by the department chair by the first week of the semester, two semesters prior to the student's semester of expected graduation. For example, a student graduating at the end of summer semester would need to have the committee approved by the first week of the preceding fall semester. All members of the committee must have graduate faculty standing at UNM.
- 3) The thesis proposal must be approved by the last week of the semester, two semesters prior to the semester of expected graduation. For example, a student graduating at the end of summer semester would need to have the proposal approved by the last week of fall semester. All members of the committee must sign a document attesting that they approve the proposed project, and a copy of that signature sheet and the proposal must be submitted to the office to be kept in the student's file. The proposal must be submitted to the committee members at least two weeks prior to the proposal meeting.
- 4) All research involving human or animal participants must receive approval from the appropriate institutional review board (IRB) before any data are collected. There can be **no exceptions** to this rule. Copies of all IRB applications and approval sheets must be submitted to the department chair and kept on file in the department office.
- 5) The completed thesis must be submitted to the committee members at least two weeks prior to the defense meeting. The thesis defense should be scheduled no later than April 1 for students graduating in the spring, July 1 for students graduating in the summer, and November 1 for students graduating in the fall. This allows time for corrections and department processing before the final copy is accepted and deposited in the Office of Graduate Studies on the 15th of those months.
- 6) Successful defense of the thesis replaces the departmental comprehensive examination as a graduation requirement.

## 2.11 The National Examination - Praxis

Passing the Speech-Language Pathology Praxis examination is one of the requirements for obtaining the Certificate of Clinical Competence (CCC). It is recommended that students take this examination before graduation and near the time that they take the comprehensive exam, or prior to the thesis defense. Applications can be obtained from [www.ets.org/praxis](http://www.ets.org/praxis).

Students *must* indicate on the application form that their score is to be sent to the ASHA national office and to the University of New Mexico's Department of Speech and Hearing Sciences. Currently, our reporting code number is 0187. Please confirm this with the main office so you enter the correct reporting code when you register for the exam.

## 2.12 Ph.D. PROGRAMS

Although the SHS department does not offer a Ph.D. program in Speech and Hearing Sciences, the Linguistics Department and SHS collaborate to offer a Ph.D. in Linguistics with a concentration in Speech and Hearing Sciences ([www.unm.edu/~linguist](http://www.unm.edu/~linguist)). Another program, a Ph.D. program in the College of Education, offers a Ph.D. in Language Literacy and Sociocultural Studies Department with a concentration in Educational Linguistics ([www.unm.edu/~edling](http://www.unm.edu/~edling)). Students interested in pursuing a Ph.D. should talk with the graduate advisor to learn about these and other options and resources.

# Chapter 3

## Academic and Professional Standards and Policies

### 3.1 Standards of Behavior

Honest and ethical conduct is a cornerstone of the academic and professional missions of this department. Students are expected to hold themselves to the highest standards of conduct and report any instances of dishonest or unethical behavior of which they have knowledge. If students have any questions about what constitutes dishonest or unethical behavior, it is their responsibility to ask clinical and research faculty for clarification. Please refer to the ASHA Code of Ethics at <http://www.asha.org/Code-of-Ethics/>. The UNM Student Code of Conduct is published in the UNM Pathfinder, which can be accessed at [pathfinder.unm.edu](http://pathfinder.unm.edu). Academic dishonesty may result in a reduced or failing grade for the work in question or the entire course, and the University may take disciplinary action, including dismissal. Plagiarism is a serious form of academic dishonesty.

### 3.2 Accommodation of Differences and Disabilities

The Department of Speech and Hearing Sciences adheres to the UNM Equal Education Policy, which states:

*The University of New Mexico is committed to providing equal educational opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry, or medical condition. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing, health and insurance services, and athletics. In keeping with this policy of equal educational opportunity, the university is committed to creating and maintaining an atmosphere free from all forms of harassment.*

We also adhere to the UNM Reasonable Accommodation Policy, which states:

*The University makes reasonable accommodation to the religious observances /national origin practices of a student, an employee or prospective employee, and to the known physical or mental limitations of a qualified student, employee, applicant, or program user with a disability, unless such accommodations have the end result of fundamentally altering a program or service or placing an undue hardship on the operations of the university. Qualified students, employees, or program users with disabilities should contact the Office of Equal Opportunity or Student Support Services for information regarding accommodations. The University of New Mexico is committed to the recognition and proactive pursuit of compliance with the Americans with Disabilities Act of 1990 (ADA).*

Student participation in clinical practicum is governed by additional considerations, and must be considered a privilege rather than a right. Clinical practicum participation is different in many ways from class and laboratory assignments. It involves the welfare of the clients as well as the educational needs of graduate students. We are ethically bound to protect the welfare of the clients in our clinics, so special policies apply to these educational opportunities. All students enrolled in clinical practicum must abide by the ASHA Code of Ethics. Violations of the Code of Ethics may result in permanent dismissal from practicum placement opportunities, and may additionally subject the student to dismissal from the academic degree program. Additionally, strict adherence to HIPAA guidelines (<http://hhs.gov/ocr/hipaa/privacy.html>) is also essential to protect the confidentiality of our clients. It is important to understand that the welfare of the client is just as important as the training needs of the student. Admission to graduate study in the Department of Speech and Hearing Sciences at UNM **does not** guarantee participation in clinical practicum. The requirements outlined in the essential functions section (below) must be met.

### 3.3 Social media

Social media is an umbrella term that encompasses the various activities that integrate technology, social interaction, and content creation. Social media encompasses many technologies and forms, such as blogs, wikis, photo and video sharing, podcasts, social networking, mashups, and virtual worlds.

Students are required to use caution and good judgment when posting information to electronic communications and social networking sites, both personal and those that are related to the University of New Mexico and/or the Department of Speech and Hearing Sciences. ***Per HIPAA regulations, no information, pictures, videos or descriptions of clients/families can be posted on social media sites.*** Violation of HIPAA regulations may result in appropriate disciplinary action being taken by the University against the student.

The Department of Speech and Hearing Sciences takes all violations of HIPAA regulations seriously. Sanctions imposed on violators vary with the seriousness of the violation, ranging from a written reprimand, to dismissal from the graduate program. As required by federal law, violations of HIPAA regulations will be documented permanently in the SHS HIPAA Violations Record Book.



### 3.4 Essential functions

#### Essential Functions Admission, Retention and Graduation Standards

#### INTRODUCTION

The graduate degree in Speech and Hearing Sciences is recognized as a broad degree requiring the acquisition of general knowledge and basic skills in all applicable domains of speech and hearing sciences. The education of speech-language pathologists requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experience in preparation for independent and appropriate decisions required in practice. The current practices of speech-language pathology emphasize collaboration among speech-language pathologists, audiologists, other health care and education professionals, the patient/client, and the patient/client's family.

#### POLICY

As an accredited speech and hearing sciences program, the University of New Mexico curriculum in Speech and Hearing Sciences adheres to the standards and guidelines of the Council on Academic Accreditation in Speech-Language Pathology and Audiology. Within these guidelines, the University of New Mexico Department of Speech and Hearing Sciences has the responsibility for selecting and evaluating its students; designing, implementing, and evaluating its curriculum; and determining who should be awarded a degree. Admission and retention decisions are based not only on satisfactory academic achievement, but also on other factors that serve to ensure that the candidate can complete the essential functions of the program required for graduation.

#### ESSENTIAL FUNCTIONS

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have essential skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. Failure to meet or maintain the Essential Functions may result in action against the student, including, but not limited to, dismissal from the program. **The starred items (\*) are skills that are more inherent and should be present when a student begins the program.**

#### A. COMMUNICATION

A student must possess adequate communication skills to:

- | Communicate proficiently in both oral and written English language.\*
- | Possess reading and writing skills sufficient to meet curricular and clinical demands.\*
- | Perceive and demonstrate appropriate non-verbal communication for culture and context.\*
- | Modify communication style to meet the communication needs of clients, caregivers, and other persons served.\*
- | Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- | Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- | Convey information accurately with relevance and cultural sensitivity.

## **B. MOTOR**

A student must possess adequate motor skills to:

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

## **C. INTELLECTUAL / COGNITIVE**

A student must possess adequate intellectual and cognitive skills to:

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

## **D. SENSORY/OBSERVATIONAL**

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

- | Visually and auditorily identify normal and disordered communication (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication).
- | Identify the need for augmentative and alternative modalities of communication.
- | Visualize and identify anatomic structures.
- | Visualize and discriminate imaging findings.
- | Identify and discriminate findings on imaging studies.
- | Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- | Recognize and adjust when a client and/or client's family does or does not understand the clinician's written and or verbal communication.
- | Identify and discriminate a client's spoken responses.
- | Accurately monitor through both visual and auditory modalities, equipment displays and controls, including those of hearing instruments, used for assessment and treatment of patients.

## E. BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

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

The University of New Mexico is committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. Enrolled students who believe they have a disability for which they seek accommodation should request disability accommodation from Accessibility Resource Center (ARC) at (505) 277-3506 (Voice), (505) 277-3750 (FAX), or <http://as2.unm.edu>. ARC is located at Mesa Vista Hall room 2021 at the University of New Mexico.

**By signing this, I certify that I have read and understand the “Essential Functions of Speech and Hearing Sciences Education”; that I agree with its contents; that I am committed to the policies expressed therein; and that I may be advised to discontinue the program should I fail to demonstrate all of the Essential Functions despite reasonable accommodations and reasonable levels of support from the faculty.**

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Signature

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Date

Return this document to:

Erika Elwell

Department Administrator

UNM Department of Speech and Hearing Sciences

MSC01 1195

Albuquerque, NM 87131

*Reference: Adapted from the Council of Academic Programs in Communication Sciences and Disorders (2007)*

### **3.5 Computer Use and E-mail Communication**

The department maintains several computers that are exclusively dedicated to student use located in #1307. You are encouraged to use these computers for clinical and academic assignments.

Students will log in to the computers using their UNM user id and password to begin computer use. Please do not store your work on the computer. This would be a serious breach of confidentiality for clinic reports and a violation of your own privacy for other work. Always save your work to an external storage device (e.g., a USB “thumb” drive/memory stick) and delete any files you may have created on the hard drive. The hard drive will be cleaned of student files regularly, so you run the risk of losing any files you have not saved externally. Students must log out following use of the computer.

If you are having any problems with the computer or with a program you are running, please ask someone in the main office for help. It is better to get help right away than create frustration for yourself and possible damage to the system.

Students must log out of their session and remove their flash drives from the computer. Failure to do so poses a threat to HIPAA compliance and could result in the appropriate disciplinary action.

Computer viruses are a constant threat. Here are the basic guidelines for safe use of departmental computers (you should also be sure to have antivirus software, regularly updated, on your own computer):

Do not install or download ANY files or programs to the hard drive. If you must download something from the internet, save it directly to your own external storage medium (CD, USB memory stick, etc.).

Never open an e-mail attachment if you are not sure of its contents. Delete it without opening it. In fact, never open an e-mail if you don't know who sent it or why. Delete it without opening it.

Your UNM e-mail address will be used for all official departmental and university e-mail communication. Therefore, it is essential that you set up a UNM e-mail account if you have not done so already, and you should check your e-mail regularly, preferably daily, during the week. You may choose to have your mail from your UNM account automatically forwarded to another personal account that you use at home. The front office personnel can direct you to instructions on setting up your UNM Net ID and e-mail account, and can tell you where to find instructions on automatic forwarding. Although forwarding your UNM e-mail to your personal account is possible, the drawback is that you will need to enter the address of the sender, rather than using the “reply to” function when responding to forwarded e-mail messages.

### **3.6 Student Records and Retention Policy**

SHS graduate student academic records will be stored in the department office for five years after a student graduates or stops attending. After five years, all records will be sent to Records Management for storage and eventual destruction. Please be advised that requests to retrieve records from Records Management may take up to two weeks to fulfill. As such, you will want to make sure that when you leave the SHS Department you have copies of all documentation that you may need in the future.

### **3.7 Graduate Student Funding**

Additional information about scholarships and other means of support can be obtained from the UNM Scholarship Office, Mesa Vista Hall Room 3019, 277-6090 or from the UNM Student Financial Aid Office, Mesa Vista Hall Room 1030, 277-2041.

If you wish to be considered for funding opportunities available through the UNM SHS Department, you must complete the UNM SHS Department application form and submit it to the main office. Applications for financial aid are due February 1. All graduate students are strongly encouraged to file a Free Application for Federal Student Aid (FAFSA) in order to be considered for need-based scholarships offered by the SHS Department and UNM.

SHS students may find employment as an Apprentice in Speech-Language (ASL) in local public schools (see section VII). Application for ASL positions should be made directly to the school system. Students may also find employment as tutors for undergraduate courses through the UNM CAPS program (see Pathfinder).

### **3.7a Appointments Administered Through SHS**

#### **1. Graduate Assistantships**

Each year, the university allocates a sum of money to the department for graduate assistantship (GA) appointments. SHS normally distributes these as quarter-time positions in spring and fall semesters, requiring 10 hours of work per week. The College of Arts & Sciences establishes the stipend level. In addition to a monthly stipend, assistants receive 6 hours of tuition (and pay resident rates for remaining hours) and health insurance coverage. Students are appointed for a single semester though appointments may be renewed. GAs are selected by the faculty members who will supervise them, and their duties are determined by that supervisor.

#### **2. Individual Faculty Research and Training Grants**

Faculty in the department may receive research or training grants from a variety of funding sources. The faculty member who has received the grant is responsible for recruiting and hiring students to participate in the grant. The duties, stipends and benefits can vary.

##### **a. CLASS for ALL NM – UNM**

Culturally and Linguistically Appropriate Speech-Language Services for All Language Learners in New Mexico (CLASS for ALL NM) is a collaborative project between New Mexico State University and the University of New Mexico that aims to increase the number of speech-language pathologists delivering high quality services to individuals with communication disorders who are bilingual or non-native speakers of English.

CLASS for ALL NM UNM is designed to provide bilingual graduate students in speech-language pathology with additional expertise in the areas of bilingual assessment and intervention. The courses include bilingual language acquisition, bilingual language assessment, and a Spanish (or other language) linguistics course. In addition, CLASS for ALL NM students will complete a minimum of 100 hours of the 375 ASHA required clinical clock hours working with clients who are bilingual or speakers of a language other than English.

For more information about the program, students are encouraged to contact Dr. Barbara Rodriguez, UNM CLASS for ALL NM UNM Project Director at [brodrig@unm.edu](mailto:brodrig@unm.edu).

#### **3. The Josephine Chen Scholarship**

This scholarship is awarded to a student who shows abilities and interest in working with diverse/multilingual populations. The amount of the scholarship depends on donor funding and requires 150 hours of collaboration with Dr. Carol Westby of Bilingual Multicultural Services Inc.

#### 4. The Fred M. Chreist, Sr. Scholarship

This scholarship is awarded based on academic ability. The amount of the scholarship depends on donor funding.

#### 5. The Richard Hood Scholarship

Originally directed to the support of students in audiology, this scholarship is now used to support one or more outstanding SHS graduate students in speech-language pathology or audiology. The amount and number of scholarships depends on donor funding.

#### 6. The Bruce Porch Scholarship

This scholarship is usually directed to a graduate student with a special interest in neurological disorders or reading problems. The recipient is selected in consultation with Dr. Porch. The amount of the scholarship depends on donor funding.

#### 7. The Differential Tuition Scholarship

This scholarship is directed to graduate students in their second (or third) year of the program who demonstrate significant unmet need as indicated by the FAFSA. The amount of the scholarship varies and depends on the differential tuition revenue generated each year.

#### 8. Work Study

Both graduate and undergraduate students are eligible for work study allocations. These allocations are awarded on need. Students must establish eligibility through the UNM Office of Student Financial Aid in Mesa Vista Hall (505) 277-2041.

#### 9. Allied Health Loan-For-Service

This program refunds educational loans for students who agree to work in various (usually rural) sites throughout New Mexico following graduation. Must be a resident of New Mexico to apply. Contact the NM Higher Education Department, 1068 Cerrillos Road, Santa Fe, NM 87505-1650, <http://www.hed.state.nm.us/> for an application and information.

#### 10. Mary Bolton-Koppenhaver (MBK) Student Award Fund.

The MBK student award fund sets Speech and Hearing Sciences graduate students on a course of meaningful involvement in the field by supporting selected students' participation in local and nationwide professional conferences. It was established in honor of a woman who dedicated herself to student learning and tirelessly trail-blazed development of the department's clinical program for close to 30 years.

### **3.7b Appointments administered through the Office of Graduate Studies**

#### 1. HED Graduate Fellowship

These awards of \$7200 per year are intended to support students from groups traditionally underrepresented in graduate education. The award requires a 10 hour paid and non-paid assistantship from the department.

#### 2. New Mexico Graduate Scholars Award

Awarded to first-year graduate students based on academic merit, these scholarships cover a portion of tuition and fees for fall and spring semester for New Mexico residents.

### **3.7c Performance Guidelines for Graduate Assistants**

Graduate Assistants are selected by SHS faculty and staff based on their skills and suitability for the tasks that need to be performed. Each appointment is made for a single semester. The position may continue for more than one semester if the supervising faculty or staff member so wishes and funding is available. Assistantships are usually limited to no more than four semesters, are not normally available in the summer, and cannot be held by students during their internship semester.

Most assistantships require 10 hours of work per week on a time schedule that is acceptable to the supervisor. Assistants are required to work beginning one week before the first day of classes for each semester and continuing through the last day of finals week. Assistantships include 6 credit hours of tuition and optional health insurance. Assistants must enroll for at least 6 credit hours per semester and maintain a minimum 3.0 GPA. Decisions concerning reappointment will be made at least 3 weeks before the end of each semester. At that time, the assistant will receive a performance evaluation, as follows:

## GA Performance Assessment

Date \_\_\_\_\_

GA \_\_\_\_\_

Supervisor \_\_\_\_\_

Rate the following items as 1 (inadequate), 2 (adequate) or 3 (excellent). Score comments:

Punctuality \_\_\_\_\_

Availability \_\_\_\_\_

Reliability \_\_\_\_\_

Interpersonal traits \_\_\_\_\_

Areas of improvement:

Areas of strength:

Recommend: Continue assistantship for semester \_\_\_\_\_, year \_\_\_\_\_ OR terminate assistantship, effective \_\_\_\_\_ . *Date*

\_\_\_\_\_  
Supervisor's Signature



### 3.8 Apprentices in Speech-Language (ASL)

#### 3.8a Rules and Regulations for ASLs

The following rules and regulations for ASLs were established by the New Mexico Speech-Language Pathology, Audiology and Hearing Aid Dispensing Practices Board, effective November 9, 1998, and must be followed explicitly. UNM Speech & Hearing Sciences Department supports these regulations and expects any graduate student enrolled in the program that is working as an ASL to adhere to them strictly. If the regulations are not closely followed, the student may endanger his/her license as an ASL, the potential for obtaining a license as a speech-language pathologist upon graduation, and possibly the license of the supervising speech- language pathologist.

Duties as an ASL **must not** include any of the following:

1. administering diagnostic tests;
2. interpreting data for diagnostic statements or clinical management strategies or procedures;
3. selecting or discharging clients for services;
4. interpreting clinical information including data or impressions relative to client performance;
5. treating clients without following the individualized treatment plan.
6. independently composing clinical reports except for progress notes to be held in the client's file;
7. referring a client to other professionals or agencies;
8. providing client or family counseling;
9. developing or modifying a client's IFP/IFSP/Clinical Report or Plan of Care in any way without the approval of the SLP supervisor;
10. disclosing clinical or confidential information;
11. signing any formal documents without the supervising SLP's co-signature;
12. representing himself/herself as a speech-language pathologist.

Duties that **may** be performed as an ASL include:

1. conducting speech-language and/or hearing screenings;
2. following documented treatment plans or protocols;
3. preparing written daily plans based on the overall intervention plan designed by the supervising SLP;
4. recording, charting, graphing, or otherwise displaying data relative to the client performance and reporting performance changes to the supervising SLP;
5. maintaining daily service/delivery treatment notes and complete daily charges as requested;
6. reporting but not interpreting data relative to client performance to teacher, family, or other professionals;
7. assisting the SLP during client treatment and assessment;
8. assisting the SLP in research, in-service, training, and public relations programs.

#### 3.7b Guidelines for SHS Students who are Employed as an ASL

To receive the maximum benefit from UNM's SLP graduate program, students who are employed as ASLs must adhere to the following guidelines:

1. Academic and clinic work will not be compromised for outside employment commitments. Requests to modify a program plan due to an ASL (or other employment) commitment will not be approved.

2. It is imperative that ASLs keep their roles as student and ASL separate by complying to the following:
  - a) As a practicum student you are allowed to do diagnostic testing.
  - b) As an ASL you are not allowed to do testing in any capacity other than assisting the certified speech-language pathologist.
  - c) It is recommended that the role of ASL and practicum student be clearly delineated and by time separated by days in the ASL's schedule (e.g., Monday – practicum; Tuesday – ASL)
  - d) Different school systems may have their own system for separating the two roles. Each ASL should follow the system of his/her school district, but ensure that the state licensure board regulations are followed explicitly.
  
3. It is department policy that graduate students in the UNM graduate program work no more than half time as an ASL. Furthermore, ASL work schedules are to be arranged AFTER the graduate student's UNM schedule (academic and clinic) are determined.
  
4. ASLs must always identify themselves by the title of "Apprentice" and correct/clarify any misuse of the title "Therapist" given to them by parents, students, supervisors or peers.
  
5. A written plan outlining the clear delineation of ASL and SHS graduate student clinician responsibilities/supervision must be submitted to the clinic director, with a copy provided to the department chair. The written plan is due to the department within a week of the ASL's start date.

### **3.9 ASHA Certification**

ASHA Certification and Membership information is available at <http://www.asha.org/certification/SLPCertification.htm>

You should consult this website frequently so you develop a thorough understanding of the requirements and your progress toward those requirements. Our graduate speech-language pathology program is designed so you will be able to meet the current certification standards and implementation procedures for the Certificate of Clinical Competence in speech-language pathology.

#### **3.9.1 Multicultural Perspectives**

There is a shortage, and an increasing need, for speech-language pathologists and audiologists from under-represented groups as well as bilingual and culturally sensitive SLPs and audiologists. Resources at the University of New Mexico, and in the community and state, provide exceptional opportunities to those who have a special interest in serving multicultural populations. Below are outlined the opportunities that may be used as a part of the UNM master's degree program of studies in speech-language pathology along with partial listings and information regarding multicultural resources and events at UNM.

##### **3.9.1a Coursework Addressing Multicultural Issues**

Students in the graduate programs in speech-language pathology and audiology are required to take SHS 459: Multicultural Perspectives in Speech and Hearing Sciences or its equivalent. They are also required to take one 3-credit hour 500-level elective, which may be selected from a variety of areas. The University of New Mexico offers a wide range of courses that focus on multicultural and bilingual interests. Students are encouraged to peruse the course offerings of the following academic units: Anthropology; Communications and Journalism; Sociology; Linguistics; Psychology; Language Literacy and Sociocultural Studies; and Bilingual Education.

### **3.9.1.b Clinical Practicum**

Clients from culturally and linguistically diverse backgrounds are assigned to students in nearly every placement of the program. Some clients speak English as a second language. Bilingual evaluations are necessary for some clients. Some clinics are held in Mexico through our exchange program with Comunidad Crecer, a school and habilitation center for children with disabilities located in Mexico City. Graduate students who are interested in participating in our annual trip to Comunidad Crecer should contact the clinic director, Dr. Sandra Nettleton.

### **3.9.1.c Other UNM Resources and Events**

*Annual Celebration of Differences.* A spectrum of entertainment, food, discussions, presentations, exhibitions, and other educational components. The Celebration packs such a wide variety of entertainment from many different cultures that each member of the audience, regardless of their identity or background, experiences something different. The diverse range and strength of the programming is enough to leave each audience member with a tremendous sense of the power and beauty inherent in difference. Monthly seminars/discussions are scheduled throughout the year to complement the annual event.

*Center for Southwest Research.* Library collections, programs and services that support academic and research activities regarding the Southwest, especially New Mexico. Include primary source manuscripts, monographs, serials, photos and tapes. Call 277-6451.

*Maxwell Museum of Anthropology.* Displays permanent exhibits on human physical and cultural evolution and Southwestern U.S. prehistory. Temporary exhibits cover a worldwide range of topics. Museum Store offers publications, craft objects, and gift items. Call 277-4404 for information; open weekdays 9:00 am. to 4:00 pm., Saturday 10:00am. to 4:00 pm., and Sunday 12:00 pm. to 4:00 pm.

*Oral History Program.* The UNM Oral History Program is a component of the General Library's Center for Southwest Research, dedicated to documenting New Mexican and Southwest history. The Oral History program strives to make its work available to the public through programming, history, exhibitions, and teaching materials in the state school system. Call 277-2288.

*Radio Programming.* KUNM (89.9 FM) programming includes "Raices" (Hispanic/Latino/Chicano music from around the world) Monday, 7 pm. and Saturday, 2 pm.; "Espejos de Azatlan" (bilingual arts and public affairs program with interviews) Monday, 9 pm.; "Salsa Sabrosa" (Afro-Cuban music) Friday, 7 pm.; and "Voces Feministas" (voices of third-world women and women of color) first Saturday of month, 12 pm.; "Latino USA" (English language radio journal of Latino news and culture) Monday, 8:30 am. Special programming in September for Hispanic Heritage Month. February is Black History month. International Women's Day, March 8 (March is International Women's Month); "Global Music" Monday, 10pm-1am.; Native American events & music, Sunday 12-4pm.; Reggae Music Thursday, 7-10pm.; Latina USA Monday 8:30am.; Gospel Music & Announcements Sunday 6-9am. For a complimentary copy of KUNM's program guide, call 277-3968. Contact KUNM at 277-4807.

### **Hispanic**

*Student Organization for Latin American Studies (SOLAS).* An organization for students interested in Latin America. Organizes weekly luncheon lectures, meeting film festivals, dances, and colloquia to educate the University community and the public about Latin American affairs. Contact Andrea Bassin at the Latin American Institute at 277-2961.

*Colonial Latin American Historical Review.* A quarterly publication of the Spanish Colonial Research Center at UNM. Contains original articles dealing with the colonial era 1492-1821 in Hispanic America. Features

research and writing in English and Spanish, plus announcements of current history news, book advancements, reviews and notes. Call 277-1371.

*Latin American Research Review.* The leading academic journal in the field, published by UNM's Latin American Institute, along with several other serial publications. Call 277-5985.

Spanish Colonial Research Center. A joint project of the National Park Service and UNM to develop a research database for Spanish Colonial Heritage sites in the National Park Service. The SRC collection is comprised of over 80,000 pages of microfilmed Spanish colonial documents and 4500 maps, architectural plans and sketches from Spanish and Mexico archives. Call 277-1370.

*Spanish Resource Center.* Provides support for bilingual education programs and the teaching of the Spanish language with a wide range of language and literature in Spanish, teaching and audio/visual materials, related didactic programs, workshops, seminars, teaching skill sessions and information exchanges. A joint venture of the Government of Spain, the New Mexico State Department of Education and UNM. Call Division of Continuing Education at 277-3696.

*Arts of the Americas.* A series of courses, workshops, exhibits, performances, festivals and exchanges with Latin American institutions that provide opportunities for New Mexicans around the state to examine and learn about the arts in our hemisphere. Call the College of Fine Arts at 277-2744.

Mariachi Spectacular. A three-day festival sponsored by the UNM Division of Continuing Education that features workshops, Family Street Fair, Sunday Mass and performances by some of the world's finest mariachi musicians. Call 277-2527.

*Reflexiones Del Corazon Touring Exhibition.* A multi-media portfolio depicting the New Mexican roots of photographer Miguel Gandert, artist Maria Baca and poet Gabriel Melendez that travels about the state. Call the College of Fine Arts at 277-2744.

*Vargas Project.* Collection, translation, editing and publishing of the journals of Don Diego de Vargas (1691- 1704) in multi-volume, bilingual scholarly editions. The Vargas Project also serves as a laboratory in the humanities for editing, historical, research and language studies. Call the Vargas Project at 277-6600.

*Spanish Classes.* A variety of Spanish classes are offered including Conversational Spanish, Spanish for Medical Personnel, Spanish for Travelers, and Intensive Spanish. Call Division of Continuing Education at 277- 2527 or the Spanish and Portuguese Department at 277-5907.

## **Native American**

*Information and Materials Resource Collection.* Library of materials on Native American education, college programs, tribal public policy and culture and materials relating to Native American stereotyping. Also, books by and about Native Americans, Native American newspapers and newsletters from around the country, clipping relating to Native American issue and alternative source materials. Contact the Native American Studies Center at 277-3917.

*NAS Newslite.* Native American Studies newsletter providing information on NAS programs, national news affecting Native Americans, news from Indian Country, extensive event calendars, and information on employment, publication and grant opportunities. Contact the Native American Studies Center at 277-3917.

*PATHWAYS OFF THE REZ.* Unique, nationally acclaimed NAS student handbook that incorporates comprehensive information for UNM students with humorous references to reservation life. The handbook

describes aspects of university life such as admissions, financial aid, colleges, Native American programs on campus, student organizations, food service and also offer information on tribal scholarships. Call the Native American Academic intervention and Retention Project at 277-3917.

*Radio Programming.* Native American programming on KUNM (89.9 FM) includes locally produced “Singing Wire” Sundays from noon-4 pm., featuring a broad spectrum of Native American music, plus information on pow-wows and other community events. Also the syndicated “National Native News” daily from 5:25-5:30 pm. For a complimentary copy of KUNM’s program guide, call 277-3968. Contact KUNM at 277-4404.

*Maxwell Museum of Anthropology.* Displays worldwide collections with special emphasis on native cultures of the Southwest. In addition, features a significant collection of the artifacts of the Anasazi ancestors of today’s Pueblo Indians. Call the Anthropology Building at 277-4404.

*Classes in the Navajo Language.* Classes in the Navajo language are offered through the Linguistics Department. Call 277-6353.

### **African American**

*Culture and Education Seminars Project.* A cooperative effort of the Educational Foundations, Communication, and African American Studies departments to conduct semester long seminars on current issues on education and culture including testing, IQ scores, multiculturalism, pedagogy, etc. Contact Dr. Shiamé Okunor at 277- 5644.

*Black Experience Television Program.* An interview and discussion program produced three times a year by African American Student Services and aired Sunday mornings on KOAT-TV Channel 7. Contact Tony Franklin at African America Student Services at 277-5645.

*Charlie Morrissey Research Hall.* A repository for research materials on the contributions and achievements of Black people in New Mexico specifically, as well as the general southwest region of the United States. Call African American Studies at 277-5644.

*Radio Programming.* KUNM (89.9 FM) programming includes “AFROPOP” (music with an African influence from around the world) Saturday, 2 pm.; “Horizons” (weekly documentary series which explores the diversity of American culture) Wednesday, 4 pm.; “Iyah/Reggae” (a spectrum of music with African roots) Thursday, 7 pm.; “Salsa Sabrosa” (Afro-Cuban music which has influenced U.S. music since the 1920s) Friday, 7 pm.; “Train to Glory” (Black gospel featuring traditional, contemporary, and local church choirs) Sunday, 6 am.; and “Voces Feministas” (voices of third world women of color) first Saturday of the month, 11 am.; “Street Beat” (House, hip-hop, and dance hall) Friday 7-10 pm. Special programming in February for Black History Month. Call 277-3968 for complimentary copy of KUNM’s program guide. Contact KUNM at 277-4807.

*Black History Month Kickoff Celebrations.* African American Studies sponsors activities each February including a Black History Month Kickoff Brunch with featured lectures by nationally and internationally renowned scholars and historical persons such as Rosa Parks, Maya Angelou, Tony Brown, Yolanda King, and Marva Collins. Other events include films, theater, dances, and exhibits. Co-sponsored by the African American Studies and other campus and community organizations. Call African American Studies at 277-5644.

*Martin Luther King Multicultural Celebration Committee.* UNM faculty and staff members serve on the

planning committee for the citywide event, which includes scholarship awards, speakers, special events and cultural activities. Call African Studies at 277-5644.

*South African Exposition.* A week long, multi-media event with lectures, panel discussions, films and presentations co-sponsored by African American Studies and other organizations. Call African American Studies at 277-5644.

### **Other Student Organizations**

*The Campus Guide to Chartered Student Organizations.* Provides information regarding those student organizations on campus that have filed a charter form at the Student Activities Center (277-4706). Below is a list of some of the ethnic and cultural organizations that were listed in recent publications:

- ï American Arab Anti-Discrimination Committee
- ï Black Graduate Student Association
- ï Black Student Union
- ï Chinese Student Association
- ï Chinese Student Friendship Association
- ï India Student Association
- ï International Center
- ï Japanese Student Association
- ï Kiva Club
- ï Korean Student Association (KSA)
- ï La Paza Estudiantil
- ï Movimiento Estudiantil Chicano de Aztlan (MEChA)
- ï National Hispanic Institute Alumni
- ï Society for the Promotion of Indian Classical Music
- ï Southwest Indian Student Coalition.

# **Chapter 4**

## **UNM SHS Clinic Program Requirements**

## 4.1 Clinic Program Requirements

Welcome to the University of New Mexico Speech-Language and Hearing Clinic (UNMSLHC). A majority of the policy and procedures of UNMSLHC are consistent with policies that you will encounter as you experience a variety of agencies as a graduate clinician. Over the past 50 years many dedicated faculty, Clinic Instructors (CIs), staff, and students have helped shape our clinic into a respected and productive agency for speech, language and hearing services; and as a safe environment for graduate clinicians to learn. We value the opinions of our students and are proud to have you join us!

### Mission of the UNMSLHC

- A. Clinical Instruction—to develop clinical competencies regarding knowledge and skills in speech-language pathology.
  - 1. Knowledge of disorders, evaluation and treatment through coursework, clinical seminars and small group learning.
  - 2. Practicum experiences for the Masters level speech-language pathology student to promote clinical competence in assessment and treatment of communication disorders.
- B. Service to clients—to achieve the maximum communication competence of individuals with communicative disorders or differences through the provision of comprehensive evaluation, consultation, treatment, and referral services.
- C. Ensure that students satisfy ASHA Knowledge and Skill (KASA) requirements and state speech- language licensure requirements, as they relate to clinical practice and experience.

### Clinic Program Requirements

Graduate students will participate in 5 semesters of clinic practicum to meet the current SLP certification standards. Students will participate in 2 in-house clinic rotations (rotations 1 and 2) and 3 predominately off- site practicum rotations including a full-time internship for their 5<sup>th</sup> practicum rotation. Students are required to complete clinical rotations in three distinct settings, including school, private practice and medical off-site placement, and with different clinical populations. Clinical competencies, clinical evaluations, clock hours, and student and client demographics will be tracked electronically using the web-based CALIPSO Student Tracking System.

### Clinical practicum assignments

The graduate degree is intended to provide students with academic and clinical experiences across disorder areas and age groups. A student's career goal may be considered when the clinic director is identifying appropriate clinical sites. However, given the many factors that impact clinical placements, a student's off-site assignment may not match his/her career goal. Rather students' assignments will be made so that ASHA requirements are met.



#### **4.1a ASHA Standards for Certification**

- | A minimum of 375 clock hours of supervised clinical experience (at least 325 obtained at the graduate level).
- | 25 clock hours of clinic observation. UNM Speech and Hearing Sciences (UNM SHS) requires that these be completed prior to the first rotation of clinic. Observation hours must be verified by an ASHA certified SLP.
- | Competence must be exhibited in treatment and assessment in the following 9 areas across the age spectrum and diagnoses: 1) Articulation (A); 2) Voice (V); 3) Fluency (F); 4) Swallowing (SW); 5) Language (L); 6) Social/Pragmatics (SP); 7) Cognition (C); 8) Augmentative/Alternative Communication (AAC); and 9) Hearing (H).

ASHA does not require a specific number of clinic hours in each category, however, UNM SHS has minimum requirements for these categories (refer to UNM SHS clock hour requirements). In addition to practicum experiences, students will demonstrate their competency across the skill and disorder areas in completing coursework and clinic lab class assignments, projects and simulations.

#### **4.1b Additional ASHA Standards for Clinic Practicum**

1. Graduate student clinicians should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Sufficient knowledge base implies that the clinician has already taken the course for that particular disorder or practice. However, occasionally a client may have a disorder in which the clinician has not had the course. In these cases, the Clinic Instructor will provide additional instruction and guidance at a level that will assist the clinician to successfully treat the client.
2. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned primarily to the student who provides the service to the client or client's family. Typically only one student should be working with a given client. In rare circumstances, it is possible for more than one student working as a team to receive credit for the same session if both students are active participants. For example, in a diagnostic session, if one student evaluates the client and other student interviews the parents, both students may receive credit, but only for the time each spent in completing his/her specific diagnostic task. That is, if one student works with the client for 30 minutes and the other student works with the client for the next 45 minutes, each student is given credit for the time he/she actually spent providing the services; that is, 30 and 45 minutes respectively, not 75 minutes. In occasional circumstances, more than one student can be actively participating with the client at the same time. For example, one clinician may be facilitating the activity and one clinician may be a communication partner, interacting with the client. In this example, both students accrue clock hours for the time that they both were actively and concurrently participating with the client.
3. In accordance with ASHA standards, it is the policy of the clinic that major clinical decisions are communicated to a client by a student clinician only after approval from the Clinic Instructor. Major decisions are those that affect more than the daily plan or reflect a change in direction from the long- term therapy plan.
4. A person holding the appropriate ASHA CCC's must be available on site or by phone consultation at all times when a student is providing clinical services as part of the student's clinical education, both on and off campus.

5. Direct supervised clinical practicum must be in real time while the student clinician is engaged in evaluation or treatment with clients who present communication disorders. Time spent with the client or caregiver in information giving, counseling, or training for home program may be counted as direct contact time if the activities are directly related to evaluation and treatment. Ancillary or indirect activities such as writing lesson plans, scoring tests, transcribing language samples, and preparing treatment activities and materials are necessary clinic activities, however, they cannot be counted towards ASHA clock hour requirements.
6. “Evaluation” generally refers to those hours in screening, assessment and diagnosis that are accomplished prior to the initiation of a treatment program. Hours to be counted in the evaluation category may also include a formal re-evaluation. Periodic assessments during treatment are to be considered “treatment.”
7. At least 50% of each evaluation session, including screening and identification activities, must be observed directly by the supervisor.
8. Only direct contact with the client or the client’s family in assessment, management, and/or counseling can be counted toward the practicum requirement.
  - At least 25% of each student clinician’s total contact time in clinical treatment with each client must be observed directly by the supervisor. Supervision of clinic practicum must include direct observation, guidance and feedback.
10. Client services that are billed through Medicaid and other third party payers may require 100% supervision.
10. If the client presents communication disorders in two or more of the disorder categories, accumulated clock hours should be distributed among these categories according to the amount of treatment time spent on each.

## 4.2 Skill Competencies

Graduate students will have practicum experience with client populations across the life span and from culturally and linguistically diverse populations, in addition to populations with various types and severities of communication disorders, differences and disabilities. (Standard IV-G)

### 1. Evaluation:

- a. Conduct screening and prevention procedures (including prevention activities).
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet client/patient needs.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

## 2. Intervention:

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs.
- b. Collaborate with clients/patients and relevant others in the planning process.
- c. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- d. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- e. Measure and evaluate clients'/patients' performance and progress.
- f. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- g. Complete administrative and reporting functions necessary to support intervention.
- h. Identify and refer clients/patients for services as appropriate.

## 3. Interaction and Personal Qualities:

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

These standards must be met in the following areas:

- Articulation
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) 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 myofunction)
- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- Communication modalities (including oral, manual, augmentative and alternative communication techniques and assistive technologies)

Graduate students will demonstrate skill competencies through clinical practicum, academic course work, and laboratory activities.

The “Clinical Practicum Evaluation Form” document can be found in the Appendix. As students’ progress through the clinical levels, they will be expected to have a broader base of knowledge to apply to the clinical setting, and to implement clinical strategies more independently, efficiently and effectively.

### 4.3 Clinic Clock Hour Requirements

#### 4.3a Observation Hours:

All students must obtain 25 observation hours towards their ASHA clock hour requirements with verification by an ASHA certified SLP. Observation hours must be completed and documentation received prior to the first rotation of clinic practicum. Verification of semester observation hours is to be made by an ASHA certified CI/Supervisor and during the semester that observation hours were obtained. The form for documentation of clinic observation hours is found on the SHS website and once completed the form is submitted to the department and the administrative assistant updates the student's Calipso record.

#### 4.3b Summary of Minimum Practicum Hour Requirements:

In order for a student to obtain practicum clock hours, that student must be an active participant in the therapy sessions and/or training family and care providers. Indirect experiences including observation, debriefings, planning, report writing and minimal involvement **will not count** toward practicum clock hours. In some instances, it is possible for more than one student to obtain clock hours for one client for the same session. If one student works with the client for 30 minutes and the other student works for 45 minutes, each student receives credit for the time he/she actually spent providing the services- that is 30 and 45 minutes respectively, not 75 minutes. 365 direct client clock hours (325 graduate level/only 50 Undergraduate) + 10 hours of case staffings for a total of 375 clock hours. Add the 25 observation hours for a grand total of 400 clock hours.

If a client presents communication disorders in more than one category, the accumulated clock hours should be distributed among these categories depending upon the amount of therapy time spent on each. For example, if a client presents language and articulation problems and  $\frac{3}{4}$  of the hour of therapy was spent on language and  $\frac{1}{4}$  of the hour on articulation the time recorded would be 45 minutes for language and 15 minutes for articulation.

Student clock hours are to be approved by an SLP or audiologist who is available, has agreed to supervise and who has ASHA Certification. Practicum hours are to be counted to the nearest minute and entered into CALIPSO and approved by the supervising clinician on a weekly basis in order to keep them current and accurate. CALIPSO converts clock hour minutes to hours and tracks cumulative clock hours.

#### Diagnostic Clock Hour Requirements for Both Child and Adult:

Minimum of 10 hours required with at least 1 hour in **3 of 4** speech disorders (articulation, voice, fluency and swallowing).

Minimum of 10 hours required with at least 1 hour in **3 of 4** language disorders (language, cognition, social-pragmatics and communication modalities or AAC).

#### Therapy Clock Hour Requirements for Both Child and Adult:

Minimum of 20 hours required with at least 1 hour in **all 4** speech disorders (articulation, voice, fluency and swallowing).

Minimum of 20 hours required with at least 1 hour in **all 4** language disorders (language, cognition, social-pragmatics, and communication modalities or AAC).

Hearing

Minimum of 15 hours obtained in hearing screenings, hearing evaluations, and/or aural rehabilitation.

Bilingual Clock hours

- Direct assessment and/or treatment services in a language other than English; and/or providing consultation to support a client's home language (other than English). The consultation may be provided in English or the client's home language.
- Report bilingual and monolingual hours in a language other than English using separate weekly clock hour forms in CALIPSO.

Case Staffings

Case staffings are meetings to discuss patient/client/student progress, assessment results and intervention planning. Case staffings are also interdisciplinary in nature (e.g., IEP meetings, ISP meetings, hospital staffings) and can be counted towards clinic clock hours if an ASHA certified SLP and at least one professional from another discipline (e.g., teacher, psychologist, occupational therapist) are present. The client and/or family member may also participate. A minimum of 5 case staffing hours are required and a maximum of 10 hours can be counted toward the ASHA clock hour requirements.

Per Semester

Number of clock hours per semester for the first 4 rotations is approximately 65 (on average) in order to have at least 250 prior to internship. An exception to this may be the first rotation of clinic given that students are generally assigned fewer clients during their 1<sup>st</sup> rotation. If the student is below the 65 clock hours for a given semester, he/she may need to enroll in fifth section of clinic and/or accrue significantly more than the 65 clock hours in each of the subsequent semesters of clinic.

Prior to Internship

Approximately 250 client clock hours overall (approximately 65 clock hours per semester) across 9 categories. Potential to make them up during internship.

**4.4 Clinic Credit Hours and Lab Classes**

All graduate students will enroll for 21 credit hours of clinic practicum: 3 credit hours for SHS 500 practicum rotations 1-4 and 9 credit hours for SHS 558 internship. SHS 500 clinic lab classes will generally accompany their clinical practicum. Students are to enroll in the rotation that is representative of their clinic practicum and not necessarily the clinic lab class that they are taking that semester.

A 1-credit clinic enrollment option is available, by registration in SHS 551 under the Clinic Director's section, for accrual of a maximum number of 20 clock hours. Students must obtain approval from the Clinic Director prior to enrollment in the 1 credit hour clinic practicum.

Summary of Lab Classes and Content:

Lab classes will be graded Pass/Fail.

Clinic 500.001 “Foundations” Beginning Clinical Practice. 1 ½ hours per week, 8 weeks; Part of clinical rotation 1 practicum. This is a seminar and open lab for students assigned to their first clinical practice. Topics are relevant to students beginning their clinical training, including writing of treatment plans and progress reports. How to begin planning therapy sessions and other topics of interest for which students are seeking solutions and guidance will be covered.

Pre-requisite: Successful completion of SHS 458 Pre-Clinic Course.

Clinic 500.002 “Diagnostics” Clinical Practice. 1 ½ hours per week, 8 weeks; Part of clinical rotation 2 practicum.

Seminar is for students covering diagnostic evaluation of communication skills. Topics will incorporate case-based discussion addressing child and adult case profiles. Each case will track the evaluation process. Test reviews and diagnostic writing guidelines will be incorporated.

Prerequisite: Successful completion of SHS 500.001 or permission of the instructor.

Clinic 500.003/004 Simulations and Mini-Topics. 1 ½ hours per session during the second fall semester only; Part of rotation 3 or 4 clinical practicum.

This course will incorporate instruction by SHS faculty and CIs on selected cases and topics. It may incorporate off-site SLPs and professionals from other related disciplines. Prerequisite: Successful completion of SHS 500.001 & SHS 500.002 or permission of the instructor.

Clinic 558 Internship (Full time placement- 9 credit hours). Students attend the internship class for 1 1/2 hours per week during the designated portion of the second spring semester only. Class is often completed prior to off-site internship. Topics include scope of practice, ethical issues, ASHA application and certification, state competencies, state licensure and other professional issues.

Prerequisite to 558 enrollment: Successful completion of all academic classes, all other practicum rotations, and accrual of approximately 250 clinic clock hours. NOTE: If you plan to do your internship in the summer or fall semesters, you must sit in the SHS 558 class during the spring semester. If your internship is out of state you must sit in SHS 558 during the spring semester prior to your out-of-state internship.

#### **4.5 Clinic Practicum Privileges**

Clinician’s language skills: Since it is necessary for clinicians to model communicative behaviors that they are helping their clients to develop, all potential participants in clinical practicum must demonstrate speech production and language skills and knowledge at the level necessary to provide appropriate clinical services for any client assigned to them. Assignments are based on the student’s level of clinical experience and the student’s completion of relevant coursework. One of the goals of clinical education is to provide students with a wide range of practicum assignments, so students cannot stipulate that clients be selected to accommodate the student’s preferences or limitations. The most common language of instruction and clinical service in this department is English, so all students must have adequate speech and language skills to provide clinical service in English.

Students may also participate in service provision in languages other than English, with appropriate support. Inadequate prerequisite knowledge or skills, as judged by the Clinic Instructor in consultation with the Clinic Director and the student’s mentor professor, will result in a delay in clinical participation until adequate performance can be demonstrated.

Essential Functions: UNM has a responsibility to the public to assure that graduates become fully

competent speech-language pathologists, capable of delivering quality services and preserving the well-being of the clients they serve. Thus, it is important that persons admitted, retained and graduated possess the cognitive skills, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary for the practice of speech-language pathology as described in the Essential Functions document. Please refer to the Appendix for the “Essential Functions” document.

#### **4.6 Program Plan Changes**

Requests to modify a student’s program plan, including changes that impact clinic and internship enrollments, must be submitted in writing. The written petition/request must be submitted by the specified deadlines to the **SHS graduate student advisor**.

Students whose petitions/requests are the result of an urgent circumstance (e.g., urgent situations that qualify a student for an incomplete) will be considered on a case-by-case basis. Documentation of the urgent situation may be required to accompany the written petition. Requests to modify a program plan due to outside personal and work commitments **will not be approved**. Approved requests, due to urgent circumstances, will likely result in an extended program plan.

Following are the deadlines for requests (written petition) to change program plans regarding clinic.

- | Spring semester changes must be made no later than November 1
- | Summer semester changes must be made no later than April 1
- | Fall semester changes must be made no later than July 1

#### **4.7 Student Requirements**

The following requirements must be completed prior to the first day of the first clinic practicum rotation. Students are to update and maintain these requirements throughout their graduate program.

##### **4.7a Current Immunizations.**

Proof of immunizations must be documented on the “Immunization Requirements for UNM Students in Healthcare Programs” form at the Student Health and Counseling (SHAC) Center: <https://shac.unm.edu/documents/immunizations-healthcare-programs.pdf>. Students need to bring immunization records with them to the appointment at SHAC. We cannot accept other immunization documentation.

Students are to obtain clearance to use “UNM Learning Central” in order to complete the “OSHA Bloodborne Pathogen” and “Health Insurance Portability and Accountability Act” (HIPAA) trainings. The procedural instructions and the forms needed to complete these trainings on-line are on the SHS website: <http://shs.unm.edu/clinic/clinic-observations.html>

##### **4.7b Current Cardiopulmonary Resuscitation (CPR) Infant-Adult Certification.**

The SHS website lists on-line CPR trainings that are accepted by our program. A portion of the CPR training **must** be hands-on and demonstrated to a certified CPR instructor. If you are already certified in compliance with these requirements, please provide a copy of your certification card or other verification of completion.

#### **4.7c Documentation of completion of 25 clinic observation hours.**

Students are to submit documentation including the date of the session, the time observed, and the Clinic Instructor/Supervisor signature for all 25 hours. Students may obtain these hours from any agency that provides speech-language services (with prior approval) and the hours must be signed off by a SLP with ASHA certification. Students may sign up for these observations at the UNMSHS Speech-Language Hearing Clinic. The form to be used for documentation is located on the SHS website.

#### **4.7d Criminal Background Check.**

Students are required to complete a criminal background check and fingerprinting upon admission to the graduate program through the New Mexico Department of Health Criminal Background Screening Program. Findings on the criminal background check may prevent students from progressing through the program. Additionally, findings on the criminal background check may prevent students from being eligible for New Mexico State Licensure as a speech-language pathologist.

#### **4.7e Liability Insurance.**

All clinical sites require professional liability insurance for all students. The UNM Speech and Hearing Sciences Department maintains professional liability and personal injury insurance for all students. Coverage is \$1,000,000 per claim and \$5,000,000 aggregate.

#### **4.7f Electronic Student Portfolios.**

All incoming students will be required to set up an electronic portfolio and tracking system through CALIPSO. There is a one-time fee for CALIPSO that is paid when students enter the graduate program. Students are responsible for setting up their own portfolio and for data entry of clock hours. Students must also frequently monitor their progress toward ASHA academic and clinical requirements. The following will be tracked through CALIPSO: Student requirements, clock hours, clinic evaluations, successful completion of course standards, student and client demographic data.

### **4.8 Graduation Clinic Requirements**

In order to graduate the following clinical requirements must be met. These are in addition to the academic requirements as specified in the Graduate Student Handbook.

- | Successful completion of 10 weeks of internship (5<sup>th</sup> clinic rotation).
- | Completion of 400 clock hours including minimum clock hour requirements.
- | Grade of B or higher for all clinic rotations.
  
- | A pass grade for all clinic lab classes.
- | Completion of “My Checklist” on CALIPSO as instructed by the department.
- | An average 3.5 rating or higher on all KASA Skill competencies across disorders listed on the CALIPSO Cumulative Evaluation.



## 4.9 In-House Client Assignments

Students are assigned to the in-house UNM Speech-Language Hearing Center (UNMSLHC) for their first two (2) clinical rotations. Each student will obtain clinical experience primarily with children one rotation and primarily with adults for the other rotation and will obtain experience under the supervision of at least two (2) in-house Clinic Instructors (CI). To obtain a breadth of clock hour and clinic experiences, each student will also be assigned a slightly reduced caseload in the in-house clinic to include in-house therapy and diagnostic clinic during their 3<sup>rd</sup> and/or 4<sup>th</sup> rotations. Each student will also be assigned to Audiology Clinic during their 3<sup>rd</sup> or 4<sup>th</sup> rotation so that they may successfully complete the required audiology hours. Assignments are made on the basis of prior student experiences and coursework, clock hour needs, UNMSLHC needs, and ASHA requirements.

### Graduate Student Scheduling

UNM SHS graduate students are **required** to be available for clinical placements Monday through Friday from 8:00 a.m.-5:00 p.m. and on the specified days and times academic courses are scheduled. Each semester, there may be a few clinical settings that require graduate students to arrive on-site before 8:00 a.m., after 5:00 p.m., and/or on the weekends. For example, if the supervising speech-language pathologist (SLP) covers breakfast for patients with swallowing difficulties at an in-house rehabilitation center, the assigned graduate student must arrive at the time specified by the SLP, which is typically before 8:00 a.m.

Students' personal schedules (e.g., work, child care, transportation) **will not** be factored in to their academic or clinical schedules. In addition, graduate students are not allowed to negotiate any clinic rotation schedule.

First and second rotation clinicians are required to provide their clinical instructors with a current copy of their LOBOWeb class schedule one week following receipt of their clinical/clinical instructor assignments.

Third and fourth rotation clinicians will meet with their off-site clinical supervisor to complete the off-site clinic schedule form. The student does not negotiate the clinic rotation schedule; rather, the off-site clinical supervisor states, in writing, the days/times the graduate student clinician is required to be on-site.

The graduate student clinician and off-site supervisor acknowledge the required clinical schedule by signing the off-site schedule form. This form must be submitted to the UNMSLHC clinic director the second week of the semester. The UNMSLHC Clinic Director will distribute the off-site clinic schedule form to the relevant clinical faculty members.

## 4.10 Clinic Documentation and Forms

All UNMSLHC clinic forms will be placed on OneDrive. Clinic forms will be updated periodically with current versions maintained on OneDrive. Students are to print out hard copies of the forms themselves using the departmental computers and printers. If unable to print out a hard copy, please ask for assistance.

Permanent files: each client has a permanent file that is secured in the UNMSLHC file room. Permanent files contain the following information: client and family demographic information, financial agreement and release forms, evaluation and progress reports, test protocols, SOAP notes, and correspondence and reports from other agencies. These files are not to be removed from the clinic.

Work Binders: Clinicians are to prepare a 3-ring work binder on each client that shall only contain client assigned numbers, not client names or other identifying information. These binders are allowed to go home and are made available to the Clinic Instructor during the clinic sessions. Work binders contain the following information: weekly session plans, current semester SOAP notes, data sheets and data summary sheets, working materials, home programs.

#### **4.11 Client Confidentiality**

The Health Insurance Portability and Accountability Act (HIPAA) requires that clinic faculty and students strictly maintain client confidentiality. All students must receive HIPAA training to participate in any clinical endeavor, and are expected to adhere to HIPAA and department policies at all times.

Anonymity of the client must be maintained at all times except when discussing the case with others who are directly involved in the case management. To comply with HIPAA regulations, client numbers only will be used in email correspondence, on session plans, SOAP notes and client work binders that may be taken out of the clinic. Permanent confidential files may NOT be removed from the clinic and must be reviewed in the clinic. Students and faculty are to use password-protected documents when corresponding about confidential information on clients. Refer to the UNMSLHC Policy on Client Confidentiality (in Appendix) for further explanation of the confidentiality policy.

#### **4.12 Professionalism**

Students are to maintain professional standards, behavior and appearance, including the following:

- Exhibit punctuality for all appointments, meetings and paperwork.
- Maintain neat and orderly therapy rooms.
- Dress should be appropriate, professional and business-like at all times when meeting the public or seeing clients. Dress should also be appropriate for the services provided. For example, a more informal dress may be appropriate for children in preschool (e.g., slacks instead of a dress). Personal hygiene is a must and a high priority while seeing clients. Hair and clothing should be clean, neat and tasteful.
- Body piercing, tattoos and excessive jewelry can be distracting and offensive to some clients and families.
- Under garments should not show at any time and “revealing” clothing must be avoided.
- Footwear should be comfortable and appropriate as casual dress. In general, women should wear blouses, skirts, slacks and dresses. Given that some clients are averse to colognes and perfumes they should not be applied for clinic work. Men should wear collared or pull over dress shirts or sweaters and slacks. T-shirts, jeans, shorts, or tight fitting attire must be avoided. Questions regarding dress and appearance should be addressed with your

individual supervisor.

#### **4.13 Preserving Interpersonal Relationships**

Please refer to the Academic and Professional Standards and Policies for information on lines of authority and resolving conflicts and issues. All persons within the clinic, that is, clinic staff, clients, families, Clinic Instructors and peers should be treated with respect and courtesy. Be cautious about undermining the work of others, or criticizing peers or supervisors in front of other professionals and families (with the exception of formal complaints to the Clinic Director or Department Chair). Avoid allowing yourself to be overly involved in your personal feelings as they relate to professional matters. Seek assistance from your Clinic Instructor and/or the Clinic Director as needed. Do maintain a positive attitude and approach, minimize irritations, confine your “venting” only to your closest and trusted friends and colleagues, and focus on areas of agreement rather than areas of disagreement. Do not air problems in public or take them to sources outside the department.

#### **4.14 Safety, Emergency and Health Procedures**

A Sanitation and Disinfection Protocol for protection against bloodborne pathogens is posted in all clinic rooms. Students are to become familiar with these procedures and be prepared to use them when necessary. Additionally, emergency procedures are also posted in each clinic room. In general, if your client is experiencing an emergency, stay calm, remain with your client, and call for help. Be prepared to dial 9-1-1 and provide age, gender, +/- breathing, client’s name and location of the clinic.

SHS graduate student clinicians are required to adhere strictly to the health and safety protocol, which outlines sanitation and disinfecting practices and food handling procedures. The protocol is included in the appendix.

Evacuation and lockdown instructions are included in the Emergency Procedures document. Clients with specific medical and evacuation needs must have an updated “Client Emergency Response Plan” in their permanent file and client work binder. Clinicians are to follow this plan in case of client emergency and the plan is to be updated each semester or as needed.

A young child or client who can be of harm to him/herself and others is not to be left alone in a therapy or waiting room. Clinicians are advised to continually watch for hazardous conditions such as loose carpeting, thumbtacks, electrical outlets and tipped chairs.

## HEALTH & SAFETY PROTOCOL

### TERMS ⇔⇔

- \* **Cleaning** – removing dirt, grease, debris, and many germs by scrubbing with soap and water.
- \* **Sanitizing** – reducing the number of disease-causing germs to a “safe level” through use of a sanitizing method.
- \* **Disinfecting** – killing disease-causing germs on surfaces by use of bleach solutions, commercially prepared products (germicides), or physical agents such as high heat.

### SANITATION AND DISINFECTING PRACTICES

**HANDWASHING** ⇔ *Before and after each session • Before eating or handling food • After wiping noses/mouths/sores • After handling/cleaning body fluids*

- \* Wet hands and lather soap, rubbing front and back of hands and wrists for at least **20 seconds** then rinse under running water and dry with a paper towel.

### SURFACE CLEANING ⇔

Items to be sanitized	How often	Solution used
Food preparation areas/tables	Before/after use	Disinfecting wipes or bleach solution*
Toys, chairs, doorknobs, light switches	After each session	Disinfecting wipes or bleach solution*
Trash cans, shelves, walls, doors, and sink/faucet handles	As needed	Disinfecting wipes or bleach solution*
Items to be disinfected	How often	Solution used
Surface soiled with urine, stool, vomit, or blood	Immediately Notify CI/CD	Be sure to glove Use ¼ cup bleach to 1 gallon water

- \* **BLEACH SOLUTION GUIDELINES**      **NOTE:** *Bleach to be kept out-of-reach of children*  
**NONPOROUS SURFACES:** Use ¼ tsp. of bleach to 1 quart water; leave wet for 2 minutes, rinse, and wipe with paper towel or air dry.  
**POROUS SURFACES INCLUDING CLOTH TOYS/PUPPETS/ETC., UTENSILS, HEAVILY MOUTHED OBJECTS:** Use 1 tsp. bleach to 1 quart water; leave wet for 2 minutes, rinse, and wipe with paper towel or air dry.

### FOOD HANDLING

- \* Use gloved hands when prepping/serving food for clients.
- \* Check expiration dates of **perishables weekly** and dispose of accordingly.
- \* Check expiration dates of **non-perishables at the end of each semester** and dispose of accordingly.
- \* Be mindful of reported client food allergies – ensure that **all** faculty/staff and student clinicians assigned to client are informed.

**CLINIC DIRECTOR/CLINIC INSTRUCTORS WILL CONDUCT REGULAR CHECKS TO ENSURE COMPLIANCE WITH THE ABOVE PROCEDURES.**

Adherence to the health and safety protocol is critical to ensure the UNMSLHC clients' well-being. Professionalism ratings on the clinical performance evaluation will be lowered for graduate student clinicians who violate the health and safety protocol.

#### **4.16 Clinic Hours, Sessions, and Cancellations**

The clinic is open from 8:00 am to 5:00 pm Monday through Friday. In general, sessions are 50-60 minutes in length. In the event that a client is late, the clinician is to call the client/parent at 10 minutes past, and wait 20 minutes past the scheduled appointment before informing the front desk and Clinic instructor and prior to leaving. Sessions will end at the scheduled time regardless of the beginning time.

In the event of a graduate student clinician cancellation, students are to inform the Clinic Instructor, the front desk and the client. Whenever plausible, cancellations are to be made at least 24 hours in advance, unless due to illness or emergency. For clients who repeatedly don't show for their scheduled sessions, their services may be terminated after three (3) no-shows, depending upon the circumstances and at the discretion of the Clinic Instructor and/or Clinic Director.

When a clinician cancels a session, every attempt should be made to reschedule the session at a mutually agreed time. If a client cancels a session, a make-up session is encouraged but optional.

#### **4.17 Test and Materials Library**

Each student who is enrolled in SHS 500 and SHS 558 pays a course fee at registration. These funds are used for malpractice insurance and maintenance of the in-house test and materials library. The materials librarian is available to assist students with his/her hours posted on the bulletin board and/or door of the library.

Graduate students are to check out, renew, return and reserve tests and materials by signing materials in and out on the check-out list. Only current and enrolled UNM graduate students and faculty are allowed to check out materials from the library. If an outside party wishes to check out materials, a current graduate student or faculty person will need to agree to check out the material and be responsible in assuring that the materials are returned.

Tests may be checked out for a maximum of one week and therapy materials may be checked out for a maximum of two weeks. All items are due during the first library hours after the allowed check out time. Exceptions to the maximum check out time can only be approved through a Clinic Instructor or the Clinic Director.

When signing out materials/tests from the library, the student agrees to return all components (excluding protocols and disposable parts) in the condition in which they were checked out or pay the cost of replacement.

Individual students are allowed to check out a maximum five (5) items at any one time in order to better assure that materials are available for everyone to use. Additional items may be checked out when items are returned.

Due to risk and liability factors, iPads and other technology are to be used only on the clinic site and are not to be taken home. The exceptions are the times when clients are seen off-site and the use of the technology is approved by a Clinic Instructor or Director. Technology is kept in secured

storage units that are locked at all times. Students are not to check out audiometers or screening materials unless they are completing a UNMSLHC scheduled screening or with approval by the Clinic Director.

Donated test and therapy materials must first be approved by the Clinic Director prior to drop off. In general, only current textbooks and resources and items in good condition are approved.

Students are encouraged to make recommendations regarding the purchase of materials, software, tests and apps for the test and materials library. Please make requests to the librarian, a Clinic Instructor or Clinic Director.

#### **4.18 Printing, Copying and Laminating Clinic Documentation and Materials**

##### Session Plans and SOAP Notes:

Drafts are to be corrected and emailed electronically. Once approved by CI, students are to use the departmental computers and printers to print out as needed and place in work binder. Final copies of SOAP notes with client information are transferred to the permanent file at the end of each semester. SOAP notes are required for each treatment session so that a permanent record of the event with outcomes is recorded. Session plans are completed periodically throughout the semester at the discretion of the Clinic Instructor.

##### Treatment Plan/Progress Report:

Drafts are to be corrected and emailed electronically. Student prints out the final progress report and makes one (1) copy for the client/family. Original is to be filed in client permanent file. Treatment Plan/Progress Reports are written and/or updated each semester.

##### Therapy and Diagnostic Session Evaluations from Supervisors:

Completed electronically and emailed to students.

##### Mid Term & Final Clinic Practicum Evaluations:

Completed and available through CALIPSO. CI prints or student prints out as needed.

##### Copies of Clinic Materials:

Students will have the option of purchasing a copy code (with 300 copies for \$5) from the front desk staff member. This code is to be used for making copies of clinic materials and clinic documentation only. The copier is not to be used for personal copies or for academic coursework. Violation of this policy may result in the revocation of the student's copy code.

If the student exhausts their 300 copies before the end of the semester, they may purchase more copies at the cost of \$1 for 60 copies. If copies are left at the end of the semester, they will roll over to the next semester. Refunds will not be issued.

##### Supplied Materials:

Each semester, the department will maintain sufficient supplies (e.g., paper, laminating sheets, etc.) for clinicians' preparation of clinic materials. These materials are to be used only for clinic purposes and not for academics, coursework, or personal use. Once the supply is depleted, students will be responsible for providing and/or paying for their own materials.

#### **4.19 Parent and Family Roles and Responsibilities**

The UNMSLHC welcomes and encourages the involvement of spouses, siblings and other family members in the client's treatment program as appropriate. Treatment goals, activities and progress should be conveyed periodically through family conferences and home programs.

Parents are encouraged to observe in the observation rooms and in many cases to actively participate in the treatment program. Siblings are invited to observe at the discretion of the Clinic Instructors due to limited space within the observation rooms but are not to play with the observation room equipment. Please refer to the "Observation Policy" posted in all observation rooms for clarification of policies and procedures while observing. Clients and families are informed of student observers and provide explicit permission to allow students to observe their session or sessions involving their child and/or family member.

Waiting area policy: In order to better assure the safety of children, and to reserve and upkeep space for clinic use, we ask families and caregivers, in cases where they choose not to observe, to please wait in the front waiting room. All other space within the UNM SHS Department including the materials library, is to be reserved for instruction, observations, meetings and clinic purposes. Parents are also asked to please supervise (and attend to) their children when they are on the premises. Student clinicians are to inform parents and families each semester regarding these policies.

#### **4.20 Off-Site Assignments**

The Clinic Director will make initial contact with agencies regarding student off-campus practicum/internship sites. A mandatory off-site student orientation is scheduled during students' second clinic rotation and prior to their off-site placements. At this time, students are asked to review their progress toward ASHA requirements and consider options to meet unmet clinic clock hour requirements. Their clinical practicum plan (CPP) is written in conjunction with the clinic director (see Appendix for the CPP). Clinical placements are made based on a number of factors: a) ASHA requirements, b) the clinician's academic background, c) the needs of clients, d) the needs of the Department in fulfilling clinical agreements/programs, and e) the availability of clinical instructors.

ASHA standards require that graduate students obtain varied clinical experiences with a variety of ages and disorders. The experiences that students glean from any one clinical setting benefits their understanding of SLP services as a whole. Additionally, experience within various clinical settings assists the budding professional in discovering preferences and potential areas of expertise. For these reasons, each graduate student is required to participate in a school-based, medical and private practice practicum experience.

Students may elect to complete their final 5<sup>th</sup> rotation of internship out of town or out of state. The Clinic Director initiates and facilitates all contractual agreements between UNM and outside agencies, and the agreement must be in place prior to any student being assigned to the practicum site. Given that these agreements may take up to six (6) months to complete, the Clinic Director needs to be informed about the student's desire to be placed out of town at least six (6) months prior to the planned internship. The Clinic Director will initiate contact with off-site agencies regarding a student's specific clinic practicum assignment. Students may visit the site to inquire about the potential to be placed there during internship.

Start and end dates for off-site assignments generally coincide with the UNM calendar, although

days off and holidays are determined by the schedule at the off-site agency. In order for graduate student clinicians to obtain clinical clock hours during a semester break, they must complete the following:

- a. receive approval from the clinic director
- b. must be enrolled in the graduate SLP program
- c. and enrolled in SHS 500 for the subsequent semester.

Given liability coverage and risk factors, students who are enrolled in SHS 558 must end their clinical internship on the last day of the semester.

Start and end dates for off-site assignments are at least 14 weeks in the Fall, 14 weeks in the Spring, and 7 weeks in the Summer. Internship assignments are for a minimum of 10 weeks and 30-40 hours per week (depending on the site hours), although some sites require more than 10 weeks. In order to meet this requirement, summer interns will need to be enrolled in SHS 558 before May 1 and begin their internship prior to the beginning of the summer term and end the internship on the last day of the semester enrollment. Part time off-site placements (3<sup>rd</sup> and 4<sup>th</sup> rotations) require approximately 7-9 direct client contact hours per week and preferably a 2-day placement at the off-site.

The UNM Department of Speech and Hearing Sciences has determined that no student can be paid as an employee for *any* practicum rotations, including their internship, since this represents a conflict of interest. Stipends for training purposes are allowed during any practicum rotations.

Students are to keep all immunizations, background screenings, and required trainings (OSHA, CPR) current throughout their graduate program and are to turn updated documentation into the Department. The UNM Affiliation Agreements with off-site agencies and HIPAA require that the department maintain current records on students through the graduation date.

#### **4.21 Clinic Grading Policy**

At least twice each semester, Clinic Instructors and Supervisors review the work of every student enrolled in clinical practicum using the Clinic Practicum Evaluation (CPE) Form available in Calipso (see Appendix). Students are informed of the results of these evaluations. Students may be told that their work qualifies them to (1) continue in practicum with added responsibilities, (2) continue in practicum with the same responsibilities, (3) continue in practicum with reduced responsibilities, or (4) discontinue participation in practicum. Decisions concerning continuation in clinical practicum include evaluation of the progress of the student clinician in moving toward being able to function independently without requiring extraordinary support by members of the faculty and the professional staff. If necessary to protect the welfare of clients or ensure the quality of service provision, the Clinic Instructor or Supervisor (after consultation with the Clinic Director) may decide to discontinue or reduce a student's participation in practicum at any point during the semester.

Students must be awarded a minimum of "B" in each clinic rotation in order to "Pass" and move on to the subsequent rotation. If a final grade of B- or lower is assigned, a student must repeat clinic (register for an additional section of 500), and possibly return to a rotation under UNM in-house supervision for the next clinic rotation. Clinic hours accrued during the semester (in which a grade of B- or below is earned) will NOT be retained. The Clinic Director, in collaboration with the Clinic Instructor (CI), will decide where the student will be placed. A Remedial Action Plan for Success



(see Appendix) is required.

Final determination of the graduate clinician's practicum grade is made and posted by the Clinic Director. The grade assigned by the student's Supervisor or Clinic Instructor is posted, unless the student is delinquent in meeting clinic and/or departmental procedures and policies (e.g., turning in materials and completing documentation), and/or fails the clinic lab class. In such cases, the Clinic Director may deduct a half grade from the student's final practicum grade given that the student is not adhering to professional guidelines and policy.

#### **4.21a Evaluation of Performance in Clinic Practicum**

Evaluation of performance on the KASA skill competencies is ongoing during the semester. Performance on the Clinic Practicum Evaluation (CPE) form is reviewed at mid and final term. Please refer to the Appendix for the Clinical Practicum Evaluation form that includes all KASA skill competencies for the broad areas of Evaluation, Treatment and Professionalism.

Graduate student clinicians are expected to increasingly demonstrate more competent and independent performance as they progress through their clinical practicums. Each skill competency is rated using the following five (5) point rating scale: 1= performs unsatisfactorily; 2=emerging or needs improvement; 3=developing or progressing with occasional prompts; 4=meets performance expectations, consistent and capable; 5=exceeds expectations, independently competent.

The ratings and corresponding grades in clinical practicum are given based on the student's performance during therapy and diagnostic sessions, meetings with their Clinic Instructor and debriefings, planning and preparation, all clinic documentation, professionalism and performance in the clinic lab class. During therapy and diagnostic sessions, clinicians are rated on the following skills: preparation/planning, implementation, documentation, interpersonal communication and professionalism.

If the clinician is being supervised by more than one CI or supervisor, each supervisor completes the CPE form independently and subsequently submits and/or discusses the student's performance with the primary CI or supervisor. The primary CI makes the final determination of the student's performance on each skill along with the grade.

#### **4.21b Evaluation of Performance in Clinic Lab Classes**

Clinic lab classes will be graded on a Pass/Fail basis. Requirements for a Pass will include the following:

- Attendance (no more than 1 excused absence). No unexcused absences are allowed.
- 85% or higher on all tests and assignments towards all KASA knowledge and/or skill competencies

Consequence for a Fail:

A student will fail the lab class if the designated criteria for a "Pass" is not demonstrated as determined by the class instructor. A fail will result in the student being docked a half grade on his/her clinic grade for the semester. For example, if a student receives an "A" in clinic, then an "A-" will be assigned since the student did not meet the KASA skill and/or knowledge competencies for the lab class.

#### **4.21c Supervision: Expectations and Guidelines**

Supervision, whether provided in-house or off-site, should be individualized depending upon the skills and needs of each graduate clinician. Often the role of the Clinic Instructor (CI) or supervisor is that of collaborator and/or consultant; however, direct modeling and input may be provided as needed or appropriate. The expectations of the CI and supervisor as well as those of the student should be discussed at the beginning of each practicum rotation and updated periodically. Clinicians are encouraged to share with the CI and supervisor suggestions on how they best learn and request demonstration and assistance as necessary. The goal of supervision is to assist the graduate clinician in becoming self-evaluators and independent in his/her clinical skills. Given this, students are expected to self-evaluate and video critique their sessions on a periodic basis. This may also include evaluation of their peers.

Feedback is given both orally and in writing. A minimum of three (3) scheduled CI-Clinician conferences is required each semester: an initial planning meeting and two (2) evaluation conferences, one at mid semester and one at the end of the semester. Clinicians are also encouraged to request brief informal conferences with their CIs and supervisors throughout the semester to address specific ideas, questions and/or concerns. Clinicians are to come prepared for these meetings with potential solutions and thoughtful questions. Written feedback is given for written work as well. All therapy notes and reports are reviewed and co-signed. Test protocols are also reviewed.

Cameras are in each therapy room wired to a DVD/VCR in the observation room. Clinicians are encouraged to videotape themselves whenever possible for training purposes and to improve upon their clinic skills.

Graduate clinicians are expected to apply information learned in their courses to the clinic situation; including a review of information in texts, orientations, and class notes prior to planning therapy. In some cases a formal assignment will be given by the Clinic Instructor to better assure course integration.

#### **4.21d Clinic Remediation Action Plan**

A remediation action plan is instituted when a student's work in clinic is below the minimum level expected for students in that practicum at that level of experience, as reflected by earning an overall grade below B, a rating of 2.99 or less on any one skill. Students who demonstrate behavior in conflict with policies in the clinic manual, egregious lack of professionalism, or a violation of the ASHA Code of Ethics will face the possibility of suspension from the UNM SLP graduate program.

A final grade of "B-" or lower will result in the student repeating the clinic rotation and participating in a remediation action plan. Accrued clinic hours will not be counted toward the ASHA clock hour requirements. The student participates in formulating a clinic practicum remediation plan with specific written objectives for rectifying the problem, along with a deadline by which the objectives must be accomplished. The written remediation action plan is the responsibility of the student clinician and the current Clinic Instructor; although the current Clinic Instructor or student may request input from another Clinic Instructor or the Clinic Director as needed. The remediation action plan should be tailored to the clinician's individual strengths and growth areas, and will not vary from the same requirements and expectations that are placed upon other students with the same level of clinic experience. The time frame for the plan is determined by the student clinician and the current Clinic Instructor, and is based on expectations for reasonable progress. The plan is to include criterion for success and/or specific observable behaviors that will result in success. A plan for

review of progress and feedback is to be specified in the remediation action plan. Refer to the Appendix for a template of the “Clinic Remediation Action Plan.”

Examples of skill remediation opportunities are listed below:

1. Engage in a remediation action plan for the remainder of the current clinic practicum experience (In-house or off-site).
2. Engage in a remediation action plan during the semester following the practicum in which the competency was addressed. This option may delay further clinic rotations for a semester or more.
3. Repeat the clinic rotation in-house while engaging in the remediation plan (if the clinician is placed off-site for the current practicum semester). This option may delay further clinic rotations for a semester or more.

At the completion of the remediation plan, the Clinic Instructor will determine whether or not the standard has been achieved, and the Clinic Director will review the plan.

If a student is not able to perform adequately in a reasonable period of time and with a reasonable amount of support from the faculty and professional staff, then the student may be informed by the Clinic Director (following consultation with the student’s graduate advisor and the department chairperson) that practicum privileges have been terminated. Students will be afforded two (2) opportunities for remediation per skill competency; otherwise the student will be terminated from the program.

#### **4.22 Withdrawal or Termination from Clinic Site**

Because consistent provision of services is deemed necessary to client/patient welfare, frequent absences from practicum, whatever the cause, are just grounds for discontinuing a graduate student’s clinical practicum. When the student can demonstrate that the cause for such absences no longer exists and that there are no other barriers to consistent participation, then readmission to practicum will be granted on a trial basis at a time considered to be appropriate by the Clinic Director. This policy includes students who volitionally withdraw from a clinical practicum.

The decision regarding whether the student receives credit for clock hours accrued for that semester depends upon the circumstances and is made at the discretion of the Clinic Director. More than likely the student’s graduation will be extended to complete all the clinical experiences necessary.

Termination from Clinic Site:

If a student is terminated by the supervisor from an off-site clinic setting after partially completing the semester, the consequences are as follows:

- | Student may not receive credit for any of the clinic hours accrued during that rotation depending upon the circumstances;
- | The student may receive a failing grade for the practicum;
- | The student may be required to write a Remedial Action Plan for success, approved by Clinic Director prior to continuation of the clinical program.

Policy Regarding Students’ Requests for Early Withdrawal from a Practicum Rotation:

As with required academic coursework, graduate clinicians are not allowed to withdraw (or opt out of) from their clinic rotation(s) unless there are significant reasons beyond the student’s control that

prevent completion of the rotation within the official dates of a semester. Significant reasons include health (physical and mental) problems and family emergencies. In these rare cases, the student must provide the Clinic Director appropriate documentation, such as verification in writing from a physician and/or counselor.

Students, who withdraw from a practicum rotation, due to significant circumstances (noted above), will receive an incomplete. According to University policy, incomplete grades must be completed before a student is eligible to graduate. Incomplete grades must be resolved no later than one year from the published end day of the semester in which the grade was assigned.

Students, who withdraw from a practicum rotation without extenuating circumstances, will receive a W or an F (per University deadlines for assigning grades). Students will not be allowed to re-enroll in a clinical practicum rotation until they receive clearance from the Clinic Director and Graduate Advisor.

# Appendices





**EXAMPLE PROGRAM PLAN:  
Student with some unmet undergraduate course requirements**

SUMMER 2017	FALL 2017	SPRING 2018
	SHS 450 Neural Bases*	SHS 459 Multicultural*
	SHS 506 Research	SHS 507 Adult Neurogenic Dis
	SHS 534 Interv Child Lang	SHS 533 Child Lang Assess
		SHS 500-001 Clinic

SUMMER 2018	FALL 2018	SPRING 2019
SHS 500-002 Clinic	SHS 517 Dysphagia	SHS 525 Voice Dis
500 Level Elective	SHS 531 Motor Speech Dis	SHS 532 AAC
	SHS 538 Fluency Dis	SHS 535 Med SLP
	SHS 500-003 Clinic	
		Comps

SUMMER 2019	FALL 2019	SPRING 2020
SHS 500-004 Clinic	SHS 558 Internship 9 cr hours	



Your program of study will be designed in collaboration with the graduate advisor. Program plans vary because prerequisites dictate the sequence of courses. Students who have not completed all required undergraduate prerequisites will need to add those courses to their graduate program. Most graduate courses (except clinic) are offered only one time per year.

Whenever possible, graduate courses are scheduled in the late afternoon or evening in order to minimize interference with clinical placements. Classroom portions of 500 Clinic classes are often scheduled during the day but every attempt is made to minimize interference with clinical placements.

At least 4 enrollments in 500 Clinic are required. Additional 500 Clinic enrollments may be required if students have not achieved a minimum of 400 hours of client contact or experience with an appropriate range of clients and disorder types.

All graduate level requirements for the degree must be completed within 7 years.

**PETITION FOR APPROVAL OF GRADUATE ELECTIVE  
COURSE**

**Department of Speech & Hearing Sciences**

Name \_\_\_\_\_

Date \_\_\_\_\_

Department and number of course selected\* \_\_\_\_\_

Course title \_\_\_\_\_

Instructor \_\_\_\_\_

Semester and year when you plan to take the course \_\_\_\_\_

Rationale \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*The elective course must be 3 credit hours of a 500-level course and must be taken for a grade.

Required signature: \_\_\_\_\_

Advisor Approved: Yes \_\_\_\_\_ No \_\_\_\_\_

<b>ADVISING REQUIREMENTS MATRIX</b>	<b>Student:</b>					
(bold = required course)						
<b>ASHA standards</b>	<b>SHS</b>	<b>prereq</b>	<b>course name</b>	<b>UG cr</b>	<b>G cr</b>	<b>Yr/sem taken</b>
ACADEMIC						
adequate oral and written English	UNM core	see catalog				
transcript credit in biology	UNM core	see catalog		3		
transcript credit in physical sci.	UNM core	see catalog		3		
transcript credit in social/behavioral sci.	UNM core	see catalog		3		
transcript credit in statistics		see catalog	Statistics	3		
				3		
normal human comm. & swallow: biology	<b>SHS 310/510*</b>		anat & physiol	3		
normal human comm. & swallow: neurology	<b>SHS 450</b>	310	neural basis		3	
normal human comm.: acoustic	<b>SHS 330</b>		comm sci	3		
normal human comm.: psychological	<b>SHS 430/530*</b>		lang dev	3		
normal human comm.: developmental	<b>SHS 430/530*</b>		lang dev	3		
normal human comm.: linguistic	<b>SHS 303</b>			3		
normal human comm.: cultural	<b>SHS 459/559*</b>	428, 430	Multicultural	3		
comm. disorders: articulation	<b>SHS 428/528*</b> <b>SHS 531</b>	303	phon dis	3 3		
comm. disorders: fluency	<b>SHS 538</b>		motor sp & stutt		3	
comm. disorders: voice & resonance	<b>SHS 525</b>	310	Voice		3	
comm. disorders: language, incl manual	<b>SHS 431</b>	430	ch. lang dis	3		
	<b>SHS 507</b>	450	adult lang dis		3	
	<b>SHS 533</b>	431	lang assessment		3	
	<b>SHS 534</b>	431	lang intervention		3	
comm. disorders: hearing	<b>SHS 321/541*</b>	310	Audiology	3		
	<b>SHS 425</b>	321	aural rehab	3		
comm. disorders: swallowing	<b>SHS 517</b>	310	Dysphagia		3	
comm. disorders: cognitive aspects	see lang, above					
comm. disorders: social aspects	<b>SHS 458</b>	428, 431		2		
comm. disorders: modalities incl AAC, manual	SHS 532					
standards of ethical conduct	see 458					
research principles & evidence-based practice	<b>SHS 506</b>	statistics	Research		3	
contemporary professional issues	<b>SHS 535</b>	450	med SLP		3	
professional credentials, practicum	<b>SHS 558</b>	permission	Internship		9	
practicum + classroom component	<b>SHS 500-1,2,3</b>	458	clinical practice		9	
additional practicum (at least one enrollment)	<b>SHS 500-4</b>	500-3	clinical practice		3	
Elective (SHS and/or approved elective)	<b>SHS 539, etc</b>	permission			3	
Total SHS grad credits					54	
Total SHS UG credits				34		
Total UG support course credits				21		
Total G credits					54	
<b>CLINICAL (see skills outcomes Standard IV-E)</b>						
25 hours observation						
375 hours direct pt contact, 325 while enrolled in grad program						
Must include an appropriate variety of ages, cultures, types, severities						

\* Students who already have a bachelor's degree (any field) should enroll under the graduate number.

\*\* Not required for students who have a bachelor's degree from another field or university.

## **KASA Handbook**

### **Overview of KASA**

The purpose of the UNM Knowledge and Skills Acquisition (KASA) form is to document the academic and clinical experiences relative to the American Speech-Language-Hearing Association (ASHA) certification standards. Achievement of those standards is measured by summative and formative assessment. Summative assessment is the comprehensive evaluation of learning outcomes at the end of your educational preparation. The comprehensive examination and the national examination are examples of summative assessment.

Formative assessment is the ongoing measurement during your educational preparation for the purpose of improving student learning. Formative assessment evaluates critical thinking, decision-making, and problem-solving skills. Formative measures include both oral and written components as well as demonstrations of clinical proficiency. The UNM SHS Department uses the CALIPSO, web based application – [www.calipsoclient.com/unm](http://www.calipsoclient.com/unm), to monitor and track students' KASA formative assessments during the masters degree program.

### **Undergraduate and Graduate Expectations for the KASA**

Although documentation for the KASA form begins at the undergraduate level, most of the knowledge and skills documented will occur at the graduate level. There are several reasons for focusing on the graduate experience. First, only those holding a masters degree may be certified by ASHA. Second, ASHA accredits graduate programs and only indirectly influences undergraduate program. Third, most knowledge and skills specified on the KASA form are entry-level professional skills, beyond the skill level expected for undergraduate students.

Graduate students with KASA records from other schools should share this with the SHS graduate advisor to be certain that the information is recorded on the UNM CALIPSO KASA form. Students without KASA undergraduate documentation will review their academic transcripts with the graduate advisor to be certain the information from their undergraduate experiences is recorded on the UNM CALIPSO KASA form.

### **ASHA Certification**

Applicants for ASHA certification must meet seven broad standards. These standards are provided in the Certification and Member Handbook: Speech-Language Pathology available in hard copy through ASHA's Action Center and online at [www.asha.org](http://www.asha.org). Students are expected to review and fully understand these standards. Briefly, the standards for certification are as follows:

1. A masters degree must be obtained from an accredited institution (I, II).
2. Students must possess a minimal level of knowledge and skills related to the profession (III, IV).
3. Students' knowledge and skills must be assessed both formatively (during the masters program using KASA) and summatively (at the end of the program using PRAXIS) (V).
4. A clinical fellowship must be completed (VI).
5. Certification must be maintained through ongoing education (VII).

## **KASA Knowledge and Skills Standards**

The knowledge sections of KASA track your achievement in academic classes relative to Standard III A-H. The skills sections of KASA track achievement in clinical practicum relative to Standard IV A-G. The specific standards and knowledge and skills area addressed by each academic course and clinic practicum are listed in the course syllabi. Instructors may also provide you with a list of the specific activities (assignments, exams, papers, presentations, etc.) by which each standard will be measured.

### **Criteria for Mastering Standards**

You must demonstrate competency for all ASHA standards to be eligible for ASHA certification. The minimal criterion for mastery for each standard is as follows:

1. A grade of “B” or better in all graduate courses and practicum experiences.
2. Successful completion of learning activities associated with the standard. Your instructor will inform you of learning activities for their course.
3. Successful completion of remediation opportunities in the event that you did not pass a standard or individual measurement associated with the standard (e.g., examination or paper).

### ***Passing Standards in Courses Taken outside the SHS Department***

Standard III A specifies that students must demonstrate knowledge in the principles of biological sciences, physical sciences, statistics, social/behavioral sciences, and English competency. Most students will meet this standard by applying undergraduate coursework they have already taken at UNM or another institution. You must have received a “C” or better in these courses in order to meet Standard III A.

### ***Passing Standards in Course Taken within the SHS Department***

The remaining KASA requirements are satisfied by graduate level required coursework. You must successfully complete learning activities associated with each standard and receive a “B” or better in order to meet KASA requirements for courses and clinic practicum experiences taken during your graduate program. If you do not meet KASA requirements, you qualify for remediation opportunities described below.

## **Implementation Procedures**

### ***Knowledge Areas***

During each course, you should be in close contact with the instructor to assure that you are meeting the knowledge area specified in KASA. If you are failing to meet KASA requirements, you should schedule a meeting with the course instructor so that remediation opportunities can be addressed as soon as possible. The course instructor should formulate a remediation plan, which stipulates the plan’s requirements, timeline, and other relevant details. The student and instructor sign the plan indicating receipt of the plan. Keep in mind, successful completion of the remediation plan will not impact the student’s course grad. Instructors will notify you in writing at the end of each course if you have passed all the standards associated with their course.

Sample remediation plan:



**COURSE NUMBER and  
TITLE SEMESTER, YEAR  
Remediation Plan**

**Student:**

**Responsible Faculty:**

**Member Plan:**

**KASA Standard:**

The responses must be submitted to FACULTY MEMBER, via email (INSERT EMAIL ADDRESS) no later than DEADLINE

This plan represents the one opportunity for remediation afforded UNM SHS graduate students to meet KASA standards (refer to Graduate Student Handbook p. 41 <https://shs.unm.edu/documents/2013mastershandbook.pdf>).

In the event, STUDENT NAME does not successfully meet the specified criteria (stated above), the KASA standard will not be met, and additional opportunities to demonstrate achievement of the KASA standard will not be provided.

I acknowledge receipt of the COURSE NUMBER remediation plan. I've met with FACULTY MEMBER to discuss and ask questions regarding this plan. I further understand that successful completion of the remediation plan will not impact my course grade.

---

SHS graduate student

Date

SHS faculty member Date

## ***Skills Areas***

During each clinical practicum, graduate clinicians will be rated on all KASA skills that apply to that practicum. The skills are listed on the “Clinical Practicum Evaluation Form.” If you are failing to meet KASA requirements, you should schedule a meeting with the clinical supervisor to permit remediation as soon as possible. At midterm and at the end of the semester, your clinical supervisor will provide you with feedback regarding your progress toward the skills addressed in that clinical experience.

## **Maintaining the Record**

During your first several weeks in the graduate program, you will be required to register with [www.calipsoclient.com/unm](http://www.calipsoclient.com/unm). The front desk staff member will send SHS graduate students individual email messages containing their ‘individual’ pin number needed to register. Students are required to complete the required information and pay the one-time Calipso registration fee. The graduate advisor will review your academic transcripts and will verify completion of the knowledge standards you have already met through prior coursework. The SHS administrative staff will enter the KASA completion information provided by the SHS graduate student advisor.

At the beginning of each course, instructors will provide you with a list of standards addressed in their courses (listed on the course syllabus) and indicators for achieving those standards (e.g., assignments, projects, or exams). At the end of each course, instructors will provide the graduate student advisor and SHS administrative staff with a notice detailing students’ progress in achieving the course KASA standards. The administrative staff will update each student’s Calipso record as soon as possible. Students are required to closely monitor the accuracy of their electronic record.

At the beginning of your clinic practicum experience, clinic instructors or supervisors will provide you with the “Clinic Practicum Evaluation Form” which specifies 18 KASA skills. You will be rated on the skills that apply and assigned a grade equivalent at mid-term and at the end of the semester. During a majority of your clinic rotations, a clinic lab class will be required. Your performance in the clinic lab class may be considered as a portion of your clinic grade for that practicum.

## **Remediation Opportunities for Knowledge Standards**

If you do not meet a standard for a course, you may discuss additional opportunities to demonstrate competency with the instructor. The remediation strategy is employed at the discretion of the instructor and is based on resources and opportunities available at the time the remediation request is made. Examples of knowledge remediation opportunities are listed below:

1. Re-take an examination. It is not expected that this will change the course final grade.
2. Re-do an assignment during the semester that the course is being taken. It is not expected that this will change the course final grade.
3. Complete a different but related task, such as writing a paper or clinical document or participating in a clinical activity demonstrating application of the knowledge or skill.

You will be expected to complete the remediation activity during the time frame given by the course instructor. Remediation strategies for academic courses must be completed within one semester (summer, fall, or spring) following the end of the semester in which the standard was addressed.

You are given two chances to demonstrate knowledge that meets KASA requirements. The first time is during the course when the instructor presents the class material. The second time is when remediation opportunities are employed. Neither the instructor nor the department is obligated to offer a third chance for you to demonstrate knowledge for the standards associated with each course.

At the completion of the remediation plan, the instructor will determine whether or not the standard has been achieved, and the plan will be placed in the graduate student's SHS file.

### **Remediation Opportunities for Skills Standards**

Typically, it will take more than one semester for skills standards to be achieved. Your clinical supervisor will score skills standards as follows: 1 (minimal and/or unsatisfactory); 2 (emerging or inconsistent); 3 (adequate with moderate support); 3.5 (adequate with minimum support); or 4 (independent, meets standards, or exceeds standards).

If a student's work in clinic is below the minimum level expected for students in that practicum at that level of experience (as reflected by earning an overall grade of B- or below, a rating of less than 3.0 on any one skill, or by behavior in conflict with policies in the clinic manual or the ASHA Code of Ethics), the student is counseled by his or her current clinic instructor and/or the clinic director. This counseling informs the student that his or her privileges of participating in that clinical practicum are suspended or are at risk of being suspended, and the reasons are explained to the student.

A grade of "B-" or lower will result in the student repeating the clinic rotation and participating in a remediation action plan. Accrued clinic hours will count towards ASHA requirements for a grade of "B-", but not for a grade lower than a "B-". The student participates in devising a clinic practicum remediation plan with specific written objectives for rectifying the problem, along with a deadline by which the objectives must be accomplished. The written remediation action plan is the responsibility of the student clinician and the current clinic instructor; although the current clinic instructor or student may request input from a previous clinic instructor or the clinic director as needed. The remediation action plan should be tailored to the clinician's individual strengths and growth areas, and should not significantly waiver from the same requirements and expectations that are placed upon other students with the same level of experience. The time frame for the plan is determined by the student clinician and the current clinic instructor, and is based on expectations for reasonable progress. The plan is to include criterion for success and/or specific observable behaviors that will result in success. A plan for review of progress and feedback is to be specified in the remediation action plan. Refer to the Appendix for a template of the "Clinic Remediation Action Plan."

Examples of skill remediation opportunities are listed below:

1. Engage in a remediation action plan for the remainder of the current clinic practicum experience (In-house or off-site)
2. Engage in a remediation action plan during the semester following the practicum in which the competency was addressed. This option may delay further clinic rotations for a semester or more.
3. Repeat the clinic rotation in-house while engaging in the remediation plan (if the clinician is placed off-site for the current practicum semester).

At the completion of the remediation plan, the clinic instructor will determine whether or not the skill has been achieved, and the clinic director will review the plan.



If a student is not able to perform adequately in a reasonable period of time and with a reasonable amount of aid from the faculty and professional staff, then the student may be informed by the clinic director, (following consultation with the student's graduate advisor and the department chairperson), that practicum privileges have been terminated. Since practicum is an integral and required part of the master's program, final termination of practicum privileges also means termination from the master's program in speech-language pathology. (Reasonable refers to expectations based on experiences with other students in similar assignments.)

### **Consequences for Not Meeting Knowledge of Skills Standards**

Failure to meet any KASA standard at the end of the student's program may result in the program not recommending the student for ASHA certification. The clinic director, the graduate advisor, and program director/department chairperson will make final determination.

### **Applying for ASHA Certification**

Your CALIPSO record will be maintained by the department staff and used to guide us in completing the paperwork for ASHA certification. Students are strongly encouraged to keep an electronic copy of the completed KASA form (downloadable from your individual CALIPSO record).

**Department of Speech and Hearing  
Sciences**

**University of New Mexico**

**Student Plan for Remediation of Knowledge and  
Skills**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reason for Remediation:

Remediation Objectives:

Remediation Activities and Time Frame for Achievement:

---

Outcome of Remediation Plan:

Course Instructor/Clinical Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

**KASA SKILL OUTCOMES (Clinic Practicum)  
REMEDIATION ACTION PLAN**

Clinician \_\_\_\_\_ Clinic Instructor \_\_\_\_\_ Date \_\_\_\_\_

Duration of Remedial Action Plan (Specific Dates): \_\_\_\_\_

Will an additional supervisor be rating the student? \_\_\_\_\_ Supervisor \_\_\_\_\_

Clinician Strengths and Competencies Met: \_\_\_\_\_

Competency to Address	Objective Clinician Behaviors to meet competency	Criterion level for Competency

Performance will be reviewed on the following dates: \_\_\_\_\_

I agree to these action steps:

Student signature \_\_\_\_\_ Date \_\_\_\_\_

CI/Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

**Follow up:**

Remediation Action Plan successfully completed on (date): \_\_\_\_\_ Recommendations:

Remediation Action Plan NOT successfully completed \_\_\_\_\_ Recommendations:



**UNIVERSITY OF NEW MEXICO SPEECH-LANGUAGE HEARING CENTER  
(UNMSLHC)  
CLIENT CONFIDENTIALITY POLICY (10-9-17)**

Confidentiality and Privacy mean that the patients/clients have the right to control who will see their protected health information. With the enactment of the Health Insurance Portability and Accountability Act (HIPAA) of 1996, a client's right to have his/her health information kept private, secure and confidential became more than just an ethical obligation of healthcare providers, it became the law.

Protected Health Information (PHI) includes the client identity, address, age, and any other personal information that clients are asked to provide. In addition, PHI includes why a person is sick or in the facility, what treatments and medications he/she may receive, and other observations about his/her condition or past health conditions.

Healthcare providers use information about clients to determine what services they should receive. Ask yourself before looking at any PHI: Do I need this in order to do my job and provide quality care? What is the least information I need to do my job? Depending upon your task, if you do not need to know confidential client information, then you should not access it.

#### Client Numbers

- Each UNMSLHC client is assigned a 4-digit client number (1001-9999) that is used for identification purposes on all documents placed in client work binders (Daily Plans, SOAP Notes, data sheets), on test protocols and initial drafts of reports, and for correspondence that is sent electronically. A master list of clients and corresponding assigned client numbers will be periodically updated by front desk receptionists and kept in a password protected document.

#### Client Files

- Clients will receive a hard copy of the HIPAA notice of Privacy Practices and will sign an acknowledgement that they have received this information to be kept in the client file.
- Client permanent files will be labeled with the client number. Permanent files are kept in a locked room and locked file cabinet. Students may obtain permanent files from their CI, Administrative Assistants, or the Clinic Director. Permanent files are to be signed in and out by 5:00 pm each day using the designated process.
- Client permanent files are not to leave the building and are to be checked back in by the end of the day.

#### Client Documentation

- Only final versions of reports and SOAP notes will include the client's name and will be printed out by the student or CI for the final student check-out meeting. It is the responsibility of both the graduate clinician and CI to assure that final reports are placed within the client's confidential file, and that the client's full name be recorded on all documents that are retained in the permanent file.
- All SOAP notes, Therapy Session Plans and initial drafts of reports must be password protected. For this purpose, a client document password will be determined by the CI and graduate clinician(s) each semester.
- Any information in the client work binder must not contain client names or identifying information other than the client number.

#### Oral Communications

- Keep discussions about client care private by closing doors, moving into a private space and conducting conversations so that others cannot overhear.
- If you find that you are overhearing someone else discuss PHI, politely remind them of the private policies and that they can be overheard.

- Discuss clients only with those providing service to the client and/or parent, spouse or guardian; unless specified on the Authorization or Release of Information form.
- De-identify the client for class and group discussions (i.e., use client numbers or general terms only).
- Do not leave PHI on voice mail messages.

#### Electronic Communications

- Graduate clinicians, clinic staff, and CIs will ensure that all computers, cell phones and email accounts that are used for clinical work and/or correspondence are password protected.
- If confidential client information must be sent via email or text, it is not to be placed within the body of the text or email unless the client number (or non-identifying information) is used. Use general information such as “our client on Wednesday” or “your child” rather than a name or any identifying information.
- SOAP notes, treatment plans and initial drafts of reports should be password protected prior to attaching them to an email.
- CIs and graduate clinicians will respond promptly to any texts or emails containing confidential PHI and promptly delete these texts or emails, and/or save the information in a password protected word document.
- It is required that CIs and graduate clinicians use the following disclaimer on all email correspondence that potentially contains confidential client information:

*DISCLAIMER: This communication, along with any documents, files or attachments, is intended only for the use of the addressee and may contain legally privileged and confidential information. If you are not the intended recipient, you are hereby notified that any dissemination, distribution or copying of any information contained in or attached to this communication is strictly prohibited. If you have received this message in error, please notify the sender immediately and destroy the original communication and its attachments without reading, printing or saving in any manner. Please consider the environment before printing this e-mail.*

- No client information should be placed on shared folders such as “Drop Box” even if client numbers are used since this act invites anyone to become familiar with confidential information.
- One Drive is HIPAA compliant and acceptable for PHI.
- Students are to immediately upload client audio and video files from their cell phones onto their password protected computers and immediately delete cell phone client audio and video files from their cell phones. This includes flash drives and other media.
- Sending and receiving faxes. Please have your CIs send and receive any faxes with client information.

The Clinic Director, CIs and graduate clinicians will inform parents, families and clients about the need to maintain client confidentiality and to abide by this policy. Please inform your CI, Supervisor or Clinic Director of any breach of confidentiality.

Any documentation that is to be discarded with PHI must be shredded.

**ACKNOWLEDGEMENT:** As a student, CI, or staff of UNMSLHC, I recognize the patient’s right to confidentiality and agree to abide by this policy and HIPAA regulations. Additionally, I agree that information relating to a client’s care will not be released or discussed except as needed for the care of that client. I also understand that breaking HIPAA’s regulations can mean either a civil or criminal sanction (penalty).

My signature below indicates that I have completed HIPAA training, read the above information, understand the above information, and will abide by the policies and procedures of UNMSLHC.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

**UNM SPEECH AND HEARING SCIENCES  
CLINIC PRACTICUM QUESTIONNAIRE AND PLAN**

Name :

Career Goal:

Internship Semester:

Student requests out-of-town and/or out of state placement:

If yes above, location: \_\_\_\_\_

**Program Plan for SHS Courses**

Class	Semester	Class	Semester
Language Intervention		Language Assessment	
AAC		Adult Neuro	
Dysphagia		MED SLP	
Motor Speech		Voice	
Fluency			

**In-House Clinic Experience (1<sup>st</sup> and 2<sup>nd</sup> Rotations)**

*Category Key: Artic Vce Flu Sw Lang AAC Cog S/Pr*

	500.001	500.002	Clock hour categories met
Groups (list)			
Adult disorders treated			
Child disorders treated			
Disorders assessed in adults			
Disorders assessed in children			
<b>Clock hour needs at completion of 500.002:</b>			

**Plan for Off-Site Practicums**

<b>Rotation</b>	<b>Semester</b>	<b>Off-site Setting</b>	<b>In-House Placement</b>	<b>Clock hour needs</b>
<b>500.003</b>				
Notes/Comments:				
<b>Rotation</b>	<b>Semester</b>	<b>Off-Site Setting</b>	<b>In-House Placement</b>	<b>Clock hour needs</b>
<b>500.004</b>				
Notes/Comments:				
<b>Rotation</b>	<b>Semester</b>	<b>Setting</b>	<b>ABQ or Town/State</b>	<b>Clock hour needs</b>
<b>558 Internship</b>				
Notes/Comments:				

**Additional Clinic Enrollments: (if applicable and approved by Clinic Director)**

<b>Enrolled in</b>	<b>Semester</b>	<b>Placement</b>	<b>Supervisor</b>	<b>Notes</b>
<b>551-004 1 credit hour</b>				
<b>500 3 credit hour</b>				

**UNM Speech and Hearing Sciences  
Clinic Practicum Evaluation**

**Student** \_\_\_\_\_

**Supervisor** \_\_\_\_\_

**Semester** \_\_\_\_\_ **Date** \_\_\_\_\_

Please refer to the Performance Rating Scale for grading criteria. A score of 3.5 or higher is needed for the student to pass the competency.

- 1 - Performs Unsatisfactorily
- 2 - Emerging and/or Needs Improvement
- 3 - Developing/Progressing
- 4 - Meets Performance Expectations
- 5 - Exceeds Performance Expectations



Evaluation skills	Artic	Fluency	Voice	Lang	Hear	Swal	Cog	S/Prag	AAC
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box. N/A leave blank								
1. Conducts screening and prevention procedures (std IV-D, std V-B, 1a)									
2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b)									
3. Selects appropriate evaluation instruments/procedures (std V-B, 1c)									
4. Administers and scores diagnostic tests correctly (std V-B, 1c)									
5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d)									
6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C)									
7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e)									
8. Makes appropriate recommendations for intervention (std V-B, 1e)									
9. Completes administrative functions and documentation necessary to support evaluation (std V-B, 1f)									
10. Refers clients/patients for appropriate services (std V-B, 1g)									
Score totals:									
Total number of items scored:	Total number of points:		Section Average:						
<b>Comments:</b>									

Treatment skills	Artic	Fluency	Voice	Lang	Hear	Swal	Cognition	Social Aspect	AAC
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
Develops appropriate treatment plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process. (std V-B, 2a)									
Treatment skills	Artic	Fluency	Voice	Lang	Hear	Swal	Cognition	Social Aspect	AAC
2. Implements treatment plans (std V-B, 2b)									
3. Selects and uses appropriate materials/instrumentation (std V-B, 2c)									
4. Sequences tasks to meet objectives									
5. Provides appropriate introduction/explanation of tasks									
6. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d)									
7. Uses appropriate models, prompts or cues. Allows time for client/patient response.									
8. Modifies treatment plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e)									
9. Completes administrative functions and documentation necessary to support treatment (std V-B, 2f)									
10. Identifies and refers clients/patients for services as appropriate (std V-B, 2g)									
Score totals:									
Total number of items scored:      Total number of points:      Section Average:									
<b>Comments:</b>									

<b>Treatment skills</b>	<b>Artic</b>	<b>Fluency</b>	<b>Voice</b>	<b>Lang</b>	<b>Hear</b>	<b>Swal</b>	<b>Cognition</b>	<b>Social Aspect</b>	<b>AAC</b>
Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.									
Develops appropriate treatment plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process. (std V-B, 2a)									
<b>Treatment skills</b>	<b>Artic</b>	<b>Fluency</b>	<b>Voice</b>	<b>Lang</b>	<b>Hear</b>	<b>Swal</b>	<b>Cognition</b>	<b>Social Aspect</b>	<b>AAC</b>
<b>Treatment skills</b>	<b>Artic</b>	<b>Fluency</b>	<b>Voice</b>	<b>Lang</b>	<b>Hear</b>	<b>Swal</b>	<b>Cognition</b>	<b>Social Aspect</b>	<b>AAC</b>
Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.									
Develops appropriate treatment plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process. (std V-B, 2a)									
<b>Treatment skills</b>	<b>Artic</b>	<b>Fluency</b>	<b>Voice</b>	<b>Lang</b>	<b>Hear</b>	<b>Swal</b>	<b>Cognition</b>	<b>Social Aspect</b>	<b>AAC</b>

**Professional and Personal Qualities:**

**Additional Comments:**

## ASHA CODE OF ETHICS AND ASHA SCOPE OF PRACTICE

The ASHA Code of Ethics and ASHA Scope of Practice are key guidelines for graduate students in our program. Students' performance, conduct, and communication should be consistent with the guidelines and policies in these two documents. The documents can be accessed as follows:

ASHA Code of Ethics: <http://www.asha.org/policy/ET2016-00342/>

ASHA Score of Practice: <http://www.asha.org/policy/SP2016-00343/>