

DEPARTMENT OF  
COMMUNICATION  
SCIENCES AND  
DISORDERS

2015-16

*Clinic Manual*

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## SECTION 1: Clinic Facilities

### **PARKING**

All UVM parking areas are overcrowded. The Pomeroy-Allen House lot is reserved for faculty/staff and the Eleanor M. Luse Center clients. Students should plan to park in designated student lots or on residential side streets. Note from University Parking & Transportation: Anyone who is discovered using a client-parking pass will be towed. The fine is more than \$80 plus the towing charge. Students who violate these parking restrictions jeopardize client parking privileges in addition to incurring a steep fine and towed vehicle. The parking lots and regulations are managed by Parking and Transportation and the clinic does not have the ability to grant individual privileges. Our client use of the parking lot is charged to us and carefully tracked. Students who have a commuter permit are allowed to park in faculty/staff lots after 3 PM. After 3:30 PM, the Gutterson, Jeffords and Given lots are open for parking.

### **POLICIES REGARDING THE FRONT OFFICE**

The main office is open to the public from 8:00 to 4:30 Monday through Friday. Use of office equipment and telephones is limited to business use. Use the phone in the students' workroom on the 2nd floor for local personal calls. The phone number is 656-4592. DO NOT GIVE CLIENTS THIS NUMBER. Try to use Clinic phones and UVM e-mail address instead of personal. If a student uses a personal cell phone to talk to clients, it is important that calls are answered in a professional manner and the student moves to a private location when talking with clients. Use of cell phones increases the need to be vigilant about confidentiality. If you call from your personal cell phone, dial \*67 prior to dialing out and your number will be blocked on the receiving end. Please instruct clients to contact the main office (656-3861) for correspondence. Messages from clients will be left in the student's mailbox. The front office is part of our working clinic. Professionalism is extremely important at all times in this area since it is the first contact the community has with the Eleanor M. Luse Center.

### **MAILBOXES**

Student mailboxes: All graduate students are assigned mailboxes at the beginning of the fall semester. These are located on the first floor in Room 201 beyond the Front Office. Be sure to check your mailbox daily since the supervisors or office personnel may leave important messages there for you, or you may receive notification about a new treatment or diagnostic client which needs timely follow-up.

Clinical Faculty mailboxes: Clinical Faculty mailboxes are located on the first floor in Room 202 across from the Front Office.

### **COPY MACHINE RESTRICTIONS**

Copy machines for student use are available in the library, Davis Center and in the grad mail room (Room 201) on the first floor of Pomeroy. The office copy machine across the hall in the faculty mail room (Pomeroy 202) is restricted to use by the faculty. A faculty member may authorize a student to copy material for their teaching or research use in the capacity as a Graduate Teaching Assistant or Research Assistant only. The student clinician is financially responsible for copies she/he wants to make for personal or academic use and is asked to use the Cat Card- operated copier in Room 201 or go to the library or the Davis Center to make the needed copies. Students may use the copier in Room 201 at no charge to make necessary copies for clinic use only.

### **CLIENT WAITING ROOM**

The client waiting room is located in front of the main office. Given this proximity, office conversations can be overheard in the waiting room. Always be aware of this fact and circumspect in your behavior and conversations in the office or hallway. The student clinician should arrange to meet their client in the waiting room prior to each treatment session and accompany their client back down to the lobby after the session ends. Interviews with parents should be conducted in a treatment room. If treatment-related information needs to be exchanged, it should be discussed in the privacy of a treatment room.

Do not use the waiting room for studying or work space during the day. This displaces the clients or their family members who have no other place to wait.

### **TREATMENT ROOMS**

Treatment rooms on the second floor are rooms 308, 311, 314, 317. Rooms 312 and 313 may also function as diagnostic or treatment rooms, but normally serve as observation rooms. All treatment rooms are observable via one-way mirrors. Furniture may be moved as needed to accommodate an adult or child in any room, but the clinician is responsible for returning the furniture to its original location immediately following the session. There is a list posted in each room of the furniture that belongs in that room. Always keep the lights on in treatment sessions so observers are not visible to the client. The clinician is also responsible for returning all toys to the materials room and wiping down toys, tables and countertops before and after each session. Bottles of disinfectant and paper towels are kept in each therapy room and in the graduate student workrooms.

A SCHEDULE OF TREATMENT ROOM RESERVATIONS IS LOCATED ON EACH TREATMENT ROOM DOOR. Do not use a vacant room without first checking the schedule on the door to confirm that the room is available for that hour. Once an appointment slip is received, the student should sign out the treatment room for the entire semester including the graduate student initials and supervisor initials.

OBSERVATION ROOMS - DO NOT TURN LIGHTS ON IN THESE ROOMS. If a student turns on the

lights in the observation room, or leaves the hallway door open, the “one way mirror” becomes a window and the client can see into the observation room.

The observation rooms are 310, 312, 313, and 315. While students are encouraged to observe, parents and Clinical Faculty have priority when space is limited. In addition, no more than two students should observe any one session unless arrangements for more student observers have been made in advance with the Clinical Faculty. A crowd begins to violate the parent's space. The signup sheet for student observation is located on the first floor outside the main office on the bulletin board. Abide by the following rules while observing. Refer to the Observer Expectations Form in Appendix A.

1. Maintain quiet. If it is necessary to talk, step away from the window and whisper. This avoids distracting the client/clinician.
2. Before entering an observation room, turn off the lights if they are on. When a student is in the observation room keep the lights off.
3. Do not discuss the ongoing treatment or activities while the family is in the room. This is the role of the clinical supervisor and/or the treating graduate student clinician.
4. Wait in the observation room until the client has left the treatment room at the end of the session.
5. Please dress professionally and refrain from eating/drinking while observing.
6. Turn off cell phone completely. This is a clinical opportunity and maintaining a high level of professional behavior is important.

## **SECURITY**

The last person scheduled to use each treatment room is responsible for turning off the sound system and locking the door. Anyone leaving Pomeroy 305, 306, 307 (the Materials Room and Graduate Student Work rooms) after 5:00 PM must lock the doors and turn out the lights.

**DIRECTIONS FOR USE OF DIGITAL RECORDING SYSTEM** - Every room has cameras and a digital recording system. Orientation to the system will occur during the clinic orientation the first week of the semester. You will set up a video recording for every treatment and diagnostic session using the system.

## **GRADUATE STUDENT WORK ROOMS**

The graduate student workrooms (Rooms 306 and 307) are located on the 2nd floor. Ten computers are provided for preparation of reports. This room also serves as a treatment preparation area for students. Do not use the shared surface space for storage of books, reference materials, or clinical materials. Lockers are provided for this purpose. It is very important to respect other graduate students who are there to concentrate and complete work; therefore, extended social conversations/phone calls should be held outside of these

areas.

All Graduate students are expected to clean up after themselves when using the microwave or coffee maker. Do not leave dirty dishes in the sink. Do NOT leave food on surfaces. Do NOT leave spoiled food in the refrigerator. A standard of cleanliness and responsible food storage is expected. Take home plastic containers. Do whatever it takes to meet this standard.

Demonstrate regard and respect for fellow clinicians who use this shared space.

## **STORAGE LOCKERS**

Storage lockers for graduate students are located in the 2nd Floor hallway, and in Room 307. Locker keys are issued by the Business Manager.

## **GUIDELINES FOR USE OF STUDENT COMPUTERS**

1. The preparation of Tx plans, lesson plans and logs, Dx reports, and progress reports have first priority for use of the computers.
2. Please limit non-clinic work on these computers. This lab was created in order to allow students to work on clinical files and reports without removing information from the Eleanor M. Luse Center and thereby protecting the privacy of the clients and families.
3. Additional computers are available for student use in Davis Center, Waterman and Bailey-Howe library. Please use these for sending personal e-mail messages during times when the computers in the grad lounge are in heavy demand for clinic paperwork. Students may also use a laptop with building wide Wi-Fi access. If using a laptop for clinic documentation, the student can save the documents electronically and work on them outside of the building; however, documents must be de-identified (no names, DOB, address, or other identifying info outlined by HIPAA). Documents should be password-protected and securely saved on Zoofiles and/or uploaded to CALIPSO. Remove documents from personal laptops when no longer needed.
4. Do not "hold" a space at a computer. If leaving a computer to do other things, clear materials away so others may use it.
5. Always log off when leaving a computer.

The student's willingness to respect and honor these guidelines is appreciated by every user.

## **E-MAIL ETIQUETTE**

With the accessibility of technology, students and faculty have numerous opportunities for quick and efficient communication. It is important to remember, however, that e-mail should follow a protocol that is respectful in tone and presentation and sensitive to faculty time and availability. Students should make an initial phone call to families and clients

prior to a Dx and the start of treatment. A Permission to Communicate by E-mail form must be signed prior to e-mail communications. This form is found in the student mail room (also in Appendix A).

Faculty members want to be responsive to questions and needs. There are strategies the student can use that will facilitate this process:

- Use appropriate salutations (e.g., Dear \_\_\_\_\_, or Good Morning \_\_\_\_\_; versus Hey \_ )
- Indicate the purpose of the e-mail in the subject line (e.g., question about upcoming test; would like to schedule a meeting).
- E-mails should be short and their purpose should be clear.
- Be careful of spelling errors and grammar.
- Use respectful language and avoid slang.

Faculty members also want to respond to the student's e-mail in a timely fashion. Reasonable expectations for responding, however, must be considered. Here are some thoughts that should guide planning about sending e-mail and receiving responses:

- It is important to remember that faculty members are not always at their desk as they are teaching and engaged in service and research activities. They will respond as soon as they are able.
- Faculty members are not expected to respond to e-mail on weekends, although many of them may choose to do so. A good guideline for the student is that faculty typically will not be responding to e-mail from 5:00 pm on Friday evening until 8:00 am on Monday morning, unless the student has made special arrangements with the faculty member.
- Faculty members are also not expected to respond to e-mails during the week after 5:00 pm. Again, many of them will, if they are able, but it is important to understand that their availability after 5:00 pm may be limited.
- When the student is asking faculty members to review a paper or to give feedback on a clinical document, it is important to give them sufficient time to respond. For example, sending a paper, treatment log, report etc. for feedback one day before a meeting about the paper is not a reasonable expectation or sufficient time for the faculty member to provide the needed support. Try to allow faculty at least 48 hours to review your work. Please remember the first draft of a document should be the best effort.

## SECTION 2: Matters of Professional Conduct

### DRESS CODE

## ELEANOR M. LUSE CENTER PERSONAL APPEARANCE/DRESS CODE FOR PRACTICUM ASSIGNMENTS & CLINICAL OBSERVATIONS

The purpose of a dress code is to promote a positive image and provide an environment conducive to learning. It is important to remember that services are provided to individuals of all generations and cultural backgrounds and what is appropriate for one person may be too casual and not professional to another. The student needs to maintain a professional appearance anytime client contact is expected or when conducting clinic business. The student should consider physical appearance anytime while in the building near where clients might see the student, since clients and client families are in the building throughout the day. Policies covering off-campus placement dress codes should be discussed with off-site clinical supervisors as they may be more stringent or more relaxed depending on the type of site.

The following guidelines apply to all students participating in clinical work and students doing observations, as well as students who will be in the main office working. If the student's cultural or religious practices require attire different than what is outlined, please meet with the clinic director to discuss.

- Clothes should not be revealing or suggestive. Clothes must cover all undergarments and be of a length that covers the chest, stomach area, and lower back AT ALL TIMES. Think, "shoulder to knees".
- Skirts should be no shorter than a few inches above knee-level when the student is standing. A suggestion is that skirts should be no shorter than the tips of your fingers when standing.
- Shirts/tops and/or dresses must cover in such a way that cleavage, midriff/stomach/navel, or back is not visible at any time.
- Pants & skirts must be worn so that undergarments, stomach, or back area are not visible at any time (including when leaning over). Self-Check: Stand up, reach hands to the ceiling, and bend and touch the floor. If you show skin, change.
- Clothing must be clean and neat. Pulling an article of clothing from a backpack or locker minutes before a session that is dirty or disheveled does not give a professional presentation.
- Attention to personal hygiene should insure that one is clean and without offensive body odor.
- Name tags should be worn so they are easily visible to the client. Observers, assistant clinicians, and clinicians (both student and certified) must wear

identification when working with clients, families or other professionals (teachers, other SLPs) within the clinic.

- When observing, interviewing at off-site placements, or conducting hearing screenings, the student should follow the dress code of that facility. When unsure of the dress code policy at another site, the student should err on the side of being conservative. Garments and physical appearance should never distract from the treatment process.

The following are NOT considered appropriate when acting in a professional capacity:

- Excessive jewelry, perfumes, and make-up should be avoided. All jewelry should be discreet and professional. Body piercings in the face and mouth must be removed prior to therapy sessions. Earrings may include up to 3 earrings in each ear, but they must be conservative and not draw undue attention.
- Tattoos must be covered as much as possible
- Jeans (unless otherwise indicated & discussed with clinical faculty) and sweatpants.
- Shirts that expose bare shoulders such as halter tops or tops with spaghetti straps.
- Flip-flops, Tevas, old sneakers, spike type heels.
- Shorts or very short skirts.

## **VIOLATIONS OF THE DRESS CODE**

The student will be asked to change his/her clothing. Each violation will result in the student forfeiting his/her clock hours for that session. Repeated violations could result in clinical probation.

## **SOCIAL MEDIA**

It is highly recommended that graduate students utilize and implement the highest privacy settings on social media sites. In today's world, it is not uncommon for parents of clients and or personnel from off campus settings to look up a potential graduate student on social media.

Please make sure this is attended to prior to beginning and throughout the graduate program.

## **CLINICIAN - CLIENT RELATIONSHIP**

Being a professional means building a relationship that is supportive and nurturing without promoting dependency. It is challenging to achieve this balance. The student wants to communicate in his/her behavior that he/she is committed to serving and supporting the communication needs identified by individuals and their families. It is important to the student's effectiveness that he/she recognizes the boundaries of their relationship with a client/family. Personal friendships or inappropriate personal involvement with a client or family compromises the effectiveness as a clinician. If the student encounters a

circumstance where a client is promoting a personal association, the student should discuss the situation with the clinical faculty who will advise the student in tactful management. On occasion, client families will express an interest in paying the student to work with their child outside of clinic or as a care provider. This compromises the professional boundaries in clinic and is strongly discouraged.

## **CLIENT CONFIDENTIALITY**

The information included in clinical files and/or provided to the student clinician during client contact is of a confidential nature and is protected by law. We are obligated not to discuss clients or their problems/accomplishments with persons outside the clinic without prior written consent from the client/parent to talk with that person about the client. THIS IS MOST IMPORTANT.

The clinician cannot call a school or any other place the client has received services from without written consent. No information regarding any client will be released without the client's written consent. If there is any doubt about our having written consent, do not give out information. Violation of a client's right to privacy could lead to a lawsuit or loss of clinical accreditation, and can damage the student's and our reputation in the community.

Discussion of clients with other clinicians can be a meaningful learning experience and is highly encouraged. However, this should be done only within the clinic while maintaining confidentiality regarding the client's personal information. The client dignity and confidentiality are paramount. Since Vermont is a small state, the client a student sees here in the clinic may be the same one a friend is seeing at a school placement. They should not be talking about that student unless the parent gives permission.

Any documentation containing identifying information (names, DOB, etc.), and electronic files are NOT to be taken out of the building!

However, if documents are de-identified (no names, DOB, address, or other identifying info outlined by HIPAA) the student can save them electronically and work on them outside of the building. Do not even use client initials in email correspondence to maintain confidentiality.

**ALL GRADUATE STUDENTS ARE REQUIRED TO COMPLETE A BRIEF FRONT OFFICE ORIENTATION BEFORE HANDLING CLIENT FILES. THIS IS COMPLETED AS PART OF THE ORIENTATION FOR FIRST YEAR GRADUATE STUDENTS.**

## **CLIENT FILES: PERMANENT VS. WORKING FILES**

The student will encounter two types of files. Permanent client files are stored in the large rotating file cabinets in the main office on the first floor. The "permanent files" are the formal medical record for the client. "Working files" are the folders for each client that

contain the weekly notes and detailed plans. These folders must be maintained as long as the client is an active participant in the program. Client working folders for each client are kept in the white file cabinet in the Graduate Student Workroom. This file cabinet must be kept locked at all times.

## **PERMANENT CLIENT FILES**

### **SECURITY POLICY FOR CURRENT CLIENTS**

Every client has the legal right to expect any information contained in his/her file will be safeguarded from unauthorized and unnecessary access. Only persons who have a legitimate reason to access such information should be able to do so and the information they are able to access should be only what they require.

Do not remove or separate the contents of the files. Files are organized into four sections. The content of each section is clearly stated on the green cover sheet for each section of the chart. These records contain all the documentation to support the services provided and the billing. They are legal documents and should be protected accordingly. NOTE: The student is responsible for keeping the client's files in the proper order. Photocopying of any part of client files is not allowed.

The following security policy is intended to ensure the legal rights of our clients as described above.

### **Management of permanent client files after 4:30 PM**

1. At the end of the day (4:30 PM) all client files should be returned to the file room and re-filed in the file cabinets. The file room must be kept locked between the hours of 4:30 PM and 8:00 AM when office staff is not present to safeguard the files.
2. Any client files that are being used by clinicians after 4:30 PM must be properly re-filed in the file room by the student before leaving the building for the evening.
3. Any client files that are being used by faculty/staff after 4:30 PM should be placed in a locked file cabinet overnight in the faculty/staff member's office.
4. The filing cabinets should always be kept closed after hours. If the student needs to retrieve a file, close the file system after getting the file.

### **Management of permanent client files during the day between the hours of 8:00 AM and 4:30 PM**

1. Faculty, staff and clinicians are expected to follow the file check out procedures whenever removing a client file from the file room. All files should be signed out

and the checkout card inserted in place of the file when it is removed. This procedure enables the staff to determine the whereabouts of every file at all times and retrieve any that is needed.

2. If the student passes a file to another person involved with the case (i.e., clinical faculty, team member), the student must change the name on the checkout card to reflect the name of the person to whom the file has been given. The person whose name appears on the checkout card is the one held responsible for the file.
3. Files must not be removed from Pomeroy Hall. The only exception to this is if the clinician and clinical faculty are conducting an off-site diagnostic evaluation, treatment session, consultation, or attending a team meeting off-site where the file is needed during off-site service delivery. Eleanor M. Luse Center client files must not be left in any off-site location, and must not be left unattended in any on or off-site location. Contents can be shared only with those for whom the client/family has given written permission for the release of information. Contents of client files may NOT be photocopied by students.
4. During the day at the Eleanor M. Luse Center, files being used in the public areas of the clinic MUST NOT be left unattended. Public areas include the main office, copy room, Business Manager's Office, computer lab, and shared offices (i.e., any space that is not a faculty member's office). When leaving a public space while in possession of a client file, the student should take the file with him/her or place it in a desk drawer, locked file cabinet or locker.
5. In order to comply with the new Federal Law pertaining to the Health Insurance Portability and Accountability Act (HIPAA), faculty/staff are asked to remove from public view any client files that may be on the surface of their desks or any other visible location and place them in drawers or file cabinets when not in use. This would prevent any outside visitor in the office access to private and confidential information. When away from the office, all client files must be stored in a locked filing cabinet and the door to the office must be locked. (See Appendix C for more information and forms regarding HIPAA.)
6. Faculty and students are expected to recycle all drafts of reports in special confidential "to-be-shredded" recycling bins. One is located in the grad room and the other in the faculty mailroom. All electronic records and reports should be de-identified or deleted at the end of every semester or following the termination of therapy. All electronic files should be deleted from recorders (iPhones/iPads, smart pens, etc.) as soon as the reports are completed. Digital recordings will be permanently deleted from the system every six months. Any copy of a report being preserved, as a model/example must have all identifying information deleted or blackened to render the report anonymous and protect the privacy of the client and his/her identity.

## **CLIENT WORKING FOLDERS - Located In Graduate Student Workroom**

1. After a clinical faculty approves a lesson plan or log, these are kept in the client's working folder.
2. Client working folders for each client for the current semester must be stored in the white file cabinet in the Student Workroom. A new folder is created for each semester. Folders from previous semesters should be maintained as long as the client is receiving services. This cabinet is to be secured with the padlock at all times.
3. **These files may not be taken from the clinic.** All lesson plans and treatment results (logs) must be in their chronological sequence. The calendar in the working files must be completed after each session. Test protocols can be kept in the working file but must be transferred to the permanent file when the final copy of the diagnostic report has been approved and the protocols are recorded in pen.
4. The information in the working folder supports the services provided and the billing and must be accurate and complete.

## **POST STROKE COMMUNICATION GROUP (PSCG)**

Working folders for clients are kept in the bottom drawer of the white file cabinet. Group notes and plans are kept in a folder labeled by the Semester and Year (e.g., Fall 2009). No individual files are created for working folders for PSCG.

## **DIGITAL VIDEO AND AUDIO RECORDINGS OF CLIENTS**

Digital video recordings of clients are viewable from computers in the designated grad work spaces. These are considered protected health information and used by students strictly for clinical, research or academic activities (i.e., peer review, case presentations) within Pomeroy Hall. Audio recordings may be removed from the clinic if they do not contain identifying information. However, once analysis is complete, the information should be deleted from the electronic device or given to the clinical faculty.

It is the responsibility of the clinical faculty to save any therapy and diagnostic sessions needed for teaching or research at the end of each semester. The digital system will automatically delete all recordings at the end of a six-month time period.

## **SECTION 3: Code of Ethics**

The ASHA Code of Ethics is the foundation for ethical practice for speech-language pathology. The code sets the minimal expectations for professional practice in our field. Breaching the Code of Ethics is considered a serious violation and can result in a speech-

language pathologist being sanctioned or having their license suspended or revoked. It is important to understand the code of ethics and refer to it when you have any questions about practice.

<http://www.asha.org/policy/ET2010-00309/>

## **SECTION 4: Clinical Requirements**

### **STUDENT RESPONSIBILITY FOR CLOCK HOURS**

It is the student's responsibility as a graduate student to use CALIPSO, our web-based tracking system, to track clock hours and ASHA certification eligibility requirements via the Cumulative Evaluation Form. The student must record his/her hours accurately, get required clinical faculty approval of hours and monitor progress towards the graduation requirements. It is the student's responsibility to initiate and maintain ongoing communication with the off-campus coordinator and the Clinic Director in working towards meeting these requirements.

### **PRACTICUM REQUIREMENTS**

- Enrollment in or completion of CSD 320 (Clinical Preparation and Management)
- Participation in the clinic study class each semester
- All 25 clock hours of guided observation must be accumulated prior to your first day of classes.

The purpose of the above requirements is to ensure that the graduate clinician has a basic understanding of communication disorders, and to provide some exposure to clinical interaction prior to being given responsibility for clinical interventions in this clinic. It is highly recommended that the student observe a variety of clinical interactions in several different disorder areas.

### **PRACTICUM CLOCK HOUR REQUIREMENTS (to meet ASHA certification eligibility & UVM requirements)**

- The 25 observation hours must be in the scope of practice for speech-language pathology and be completed with an ASHA-Certified SLP. However, up to five hours of audiology observation (completed with an ASHA certified audiologist) may be applied towards the total 25 required hours.
- A total of 400 supervised hours required to graduate and to start the Clinical Fellowship (CF) Experience: 375 direct clinical contact & 25 observation hours.
- If the student has undergraduate direct contact clock hours, earned through an ASHA- accredited training program, up to 50 of these may be counted toward the required

400. These must be obtained while enrolled in an accredited undergraduate speech-language pathology program and supervised by a SLP with CCC's. Only direct clinical contact may be counted toward the required minimum of 375 clock hours of supervised clinical experience.

NOTE: While ASHA no longer requires a minimum number of hours in any one particular area, UVM continues to require at least 10 hours in each of the 8 key areas (see below 1-8) and 60 total hours of diagnostic evaluation. In addition, CSD recommends that the student accrues a minimum of 5 clinical hours in each of the speech areas (see list below under #1) to ensure a balanced clinical experience within the diversity of disorder types and across the lifespan. It is the shared responsibility of the student and the university to ensure that this occurs. All students must also demonstrate experiences with a range of disorders, severity levels, age and ethnicity/race.

1. Evaluation: Speech disorders in adults (Voice, Artic, Dysarthria, Dysphagia, Fluency)
2. Evaluation: Speech disorders in children
3. Treatment: Speech disorders in adults
4. Treatment: Speech disorders in children
5. Evaluation: Language disorders in adults
6. Evaluation: Language disorders in children
7. Treatment: Language disorders in adults
8. Treatment: Language disorder in children
9. Audiology: Audiology /screening and/or Aural habilitation/rehabilitation assessment and/or management of speech or language problems associated with hearing impairment

Hours in audiology management such as auditory/verbal check of amplification systems, teaching wear and care of hearing aids and listening training can also be counted.

All audiology hours must be in the scope of practice for SLP.

#### **REQUIREMENTS FOR AUDIOLOGY PRACTICUM - ELEANOR M. LUSE CENTER**

Prior to their audiology practicum, as an introduction to the audiology clinic, the student will be required to obtain five observation hours in audiology. If these have not been obtained prior to enrollment in the graduate program you may accrue these by observing at the Eleanor M. Luse Center. According to Standard IV-C of the Standards and Implementation for the Certificate of Clinical Competence in Speech- Language Pathology, observation hours must be obtained within the scope of practice of speech- language pathology. Components that fall within the scope of practice: hearing screening procedures including otoscopic visualization and tympanometry, hearing aid orientation, visual and listening checks of amplification, counseling and rehabilitative services for individuals with hearing loss and their families. For specific details about the audiology practicum see the Audiology Manual and Section 12 below.

## WHAT COUNTS AS CLOCK HOURS?

- Direct contact with a client and/or his family during assessment or intervention
- If two students are assigned to a diagnostic evaluation, both cannot get hours for the same activity. Each student must be actively engaged and performing distinct activities.
- Any test administration which is unusually difficult due to a client's behavior and necessitates more than one person (at the discretion of the supervisor).
- Periodic assessments or diagnostic probes during treatment are considered treatment hours. See below for further information:

(Effective Date: September 1, 2014), According to the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology:

“Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. In rare circumstances, it is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. For example, in a diagnostic session, if one student evaluates the client and another interviews the parents, both students may receive credit for the time each spent in providing the service. However, if student A works with the client for 30 minutes and student B works with the client for the next 45 minutes, each student receives credit for only the time he/she actually provided services—that is, 30 minutes for student A and 45 minutes for student B. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.”

In order to clarify the above underlined section, a call was placed to the ASHA certification office in October 2013. Arlene from the ASHA office returned the phone call and stated: *There is some discretion for the clinical supervisor to use his/her own judgment. If two students are both participating equally, it is possible for both students to receive the time. It shouldn't be routine but there is room for individual supervisor decision.*

The University of Vermont clinical educators, clinical faculty, Clinic Director and Chair of the department reviewed typical assessment components of a speech language diagnostic that may require more than one student clinician involvement for the best possible assessment. The following are the list of standardized tests that may fit into these criteria:

- Tests designed to measure articulation and phonology for moderate to severe cases

- Oral Motor/Oral Peripheral assessments
- Kaufman Speech Praxis Test for Children
- Verbal Motor Production Assessment for Children
- Comprehensive Test of Phonological Processing Second Edition
- CELF-5 Concepts and Following Directions sub-test
- Comprehensive Assessment of Spoken Language
- Test of Adolescent/Adult Language-Written Component
- Token Test for Children Second Edition
- Tests designed with a strong observation component of young children such as parts of the PLS-5, communication and behavior scales, Rosetti Infant-Toddler Language Scale

### **WHAT COUNTS AS CLOCK HOURS?**

- If a client presents with communication disorders in two or more disorder categories, accumulated clock hours should be distributed among these categories according to the amount of treatment time spent on each.
- “Dysphagia” hours should be counted under “Speech”. Treatment and diagnostics in the area of tongue thrust and myofunctional treatment count as "dysphagia" hours.
- Voice hours include resonance disorders and aspects of dysarthria.
- IEP meetings with family present may count for 3 hours per client per semester when the student is actively contributing. Discharge meetings (medical settings) count for a maximum of 1 hour/client. “Rounds” count for maximum of 1 hour/patient/semester when the student is actively contributing.

### **WHAT DOES NOT COUNT TOWARD CLOCK HOURS? (Source: Clinical Certification Board of ASHA)**

- Time spent writing lesson plans, logs of sessions, progress reports, case summaries, diagnostic reports, or other written documentation of client contact
- Time spent preparing for diagnostic or treatment sessions
- Time spent scoring tests or transcribing language samples
- Time spent in supervisor conferences or clinic classes
- Time spent traveling when providing off-site services
- Participation in staffing of clients
- Time spent working with colleagues to develop therapy plans
- Providing therapy in “groups” (students split the total number of hours of the direct contact time with the clients)

### **WORKING AS A SLP-A (including substituting for a SLP) and ACCRUAL OF CLOCK HOURS DURING THE GRADUATE PROGRAM**

Occasionally, students are offered positions as SLP-Assistants or to intermittently cover for a speech-language pathologist while attending graduate school. Due to the possible

conflicts in attempting to fulfill the role of a SLP-A while also being in an externship, you may **not** accrue clock hours while also working as a SLP-A or paraprofessional. To maintain standards consistent with the ASHA Code of Ethics, the following guidelines must be followed:

- School and the student must clearly inform the families that the student is a paraprofessional and not working as a speech-language pathologist.
- Students may not accrue clock hours when working as an SLP-A or being paid to substitute for an SLP.
- A student working as an SLP-A or paraprofessional may not complete diagnostic evaluations or update treatment plans, as this is the role of a speech-language pathologist.

### **ACCRUAL OF PRACTICA HOURS FROM RESEARCH ACTIVITIES**

- Request to use research experience for clinic clock hours must be submitted to the Clinic Director in writing.
- Describe the research and the areas of clinic experience that will be acquired. It must also include an estimate of hours to be accrued, the general plan for supervision, the student goals and it must be signed by student and research supervisor. Submit to Clinic Director prior to onset of contact with subjects.
- Research must be directly related to speech/language pathology and be in the areas recognized by ASHA as within the scope of practice of an SLP.
- Collection of clock hours will be dependent on the same criteria as those for clinical practica (e.g., must be related to clinical skills such as administering a Dx test, face-to-face contact with client/subject, services within scope of practice of SLP, and documented student goals and performance).
- Clinical instruction must be continuous and ongoing and allow for timely feedback to student throughout the research process.
- Observation must be documented using CALIPSO. Observation by the supervisor must be in real time and no less than 25% of each research participant.
- Student and faculty must develop student's professional/educational goals and document progress or achievement of those goals.
- Formal evaluation of the student in the form of practica evaluation needs to be completed, signed dated and submitted for Check-Out each semester.
- Clock hours must be documented by the student consistent with the practica documentation and signed off by the supervising faculty, who must have current CCC's.
- Clock hours cannot be accrued retroactively.

### **RECORDING AND REPORTING ASHA CLOCK HOURS**

Clinical clock hours are tracked using CALIPSO, a commercial software program that is used to track student clock hours, evaluate student clinical performance evaluations, and store

clinical documentation. This program stores this information securely while allowing the graduate student and the faculty access to important information. The student will learn how to use this software during the student orientation. The student is charged a fee each year for the use of CALIPSO. The student is responsible for entering clock hours and having the clinical supervisor review and sign these hours. The student can use CALIPSO to monitor progress in acquiring clock hours and competence in specific areas required for graduation. <https://www.calipsoclient.com/uvm/account/login>

Time must be reflected in minutes and hours. Students should submit hours regularly (e.g., every two weeks) as the semester progresses. Please put the initials of the client/students/patients in the “Notes” box on the CALIPSO hour form. The student’s final paperwork for graduation will not be forwarded by the graduate director in CSD to the Registrar’s office unless all requirements are completed, including clock hours. The Registrar will not stamp your transcript as eligible for Vermont State Dept. of Ed. License until all ASHA clock hour requirements are successfully completed.

### **END OF SEMESTER CHECK-OUT INFORMATION**

At the end of each semester, the student is required to go through the “Check-Out” process. This process is set up to ensure that the required documentation for both the graduate program and the clinic are completed each semester. It also helps the student keep on track with everything needed by the time the student graduates. The student will be required to complete Check-Out with the administrative staff at the end of every semester. All clinical files from the Eleanor M. Luse Center are reviewed to insure accurate documentation practices, including billing, logging of session, completed HIPAA documentation and organized working files.

Please review the information regarding checkout in Appendix B and on the CNHS website: [http://www.uvm.edu/~cnhs/?Page=services/csd\\_forms.html](http://www.uvm.edu/~cnhs/?Page=services/csd_forms.html). The student will be responsible for having what is needed at the end of each semester. Note that specific items change depending on the semester. Examples or blank forms for many of the items you will need at or before Check-Out can be found at the above link.

## **SECTION 5: Clinical Mandatories and Health Care Precautions**

### **CLINICAL MANDATORIES**

As a CNHS graduate student, you must complete the CNHS Mandatories prior to matriculating into the CSD program. Information about the completion of clinic mandatories will be emailed to incoming students after they have registered for their internet account and can also be found at the CNHS website at: [http://www.uvm.edu/~cnhs/?Page=student\\_services/gradmandatories.html](http://www.uvm.edu/~cnhs/?Page=student_services/gradmandatories.html)

Clinical site requirements differ, and it is the student’s responsibility to ensure that

immunizations are up-to-date and the student is in compliance with all other pre-clinical requirements (current CPR certification, HIPAA/OSHA training). It is strongly encouraged to begin getting these mandates completed as soon as you receive the packet, follow the directions in the packet and meet all deadlines during the course of the program.

Background checks and drug screens are on a case-by-case basis depending on the requirements of the clinical site. The CNHS Mandatories protect your health and safety for your future profession.

### **POLICY STATEMENT ON PREVENTION OF TRANSMISSION OF HEPATITIS B VIRUS, HUMAN IMMUNODEFICIENCY VIRUS, AND OTHER BLOODBORNE PATHOGENS (August 30, 1993)**

Please follow the health care precautions that are outlined below when providing diagnostic and treatment services through the Eleanor M. Luse Center.

#### **CARE SETTINGS**

Transmission of Hepatitis B and HIV to health care workers in the occupational setting has occurred only through blood and other body fluids containing visible blood, according to the Center for Disease Control (CDC). Relative to the potential for exposure to HBV or HIV, the CDC would classify our occupation and occupational setting as involving Category III tasks only. Please note that Category III is the least "at-risk" classification in existence and is defined as:

The normal work routine involves no exposure to blood, body fluids, or tissues (although situations can be imagined or hypothesized under which anyone, anywhere, might encounter potential exposure to body fluids). Persons who perform or assist in emergency medical care or first aid or to be potentially exposed in some other way. Tasks involve handling of implements or utensils, use of public or shared bathroom facilities or telephones, and personal contacts such as handshaking are Category III tasks. The CDC guidelines state that Category III tasks/contact do not require the use of any protective equipment.

In contrast, Category II occupations are those that involve no exposure to blood, body fluids, or tissues, but employment may require performing unplanned Category I tasks that do involve exposure to blood. Fire fighters and policemen are classified as category II personnel. Category I occupations are obviously medical in nature where job tasks involve an inherent mucous membrane or skin contact with blood, body fluids, or tissues, or a potential for spills or splashes of them. Physicians, nurses, lab technicians, virus research lab personnel, etc. fall in Category I.

It should be stressed that the potential for contracting Hepatitis B is quite small and even more remote for contracting HIV in our clinical setting. Even so, a Hepatitis B Virus immunization series is available through area physicians. The cost is approximately \$99 at the UVM Center for Health and Wellbeing, (\$33/shot, a series of 3 shots) and may be covered in part by major medical insurance.

While recognizing that the need for the use of protective measures would be minimal while engaged in speech/language/ hearing diagnostics and treatment, the following guidelines will control for even the most unlikely circumstances.

### **PRECAUTIONARY PROCEDURES CLINICIANS MUST FOLLOW AFTER EACH DIAGNOSTIC OR TREATMENT SESSION**

A bottle of cleaning/disinfecting solution and paper towels are available in the treatment rooms for quick and easy clean up following sessions. The bottles contain a concentration of bleach: water of 1:10. The clinician conducting the session is responsible for restoring the table surface, chairs, etc. to their clean condition before leaving the room. Gloves should be worn if blood or body fluids are being cleaned up. Gloves and other cleaning and waste disposal supplies are stored near the sinks in the treatment rooms. Oral-mechanism exam supplies are found in the cabinet in the Materials Room (305). You MUST disinfect ALL toys mouthed by children during your treatment session.

The clinician is responsible for doing this prior to returning the toys to the closet. Environmental surfaces such as walls, floors and other surfaces are not associated with transmission of infections to patients or health-care workers. Therefore, extraordinary attempts to disinfect or sterilize these surfaces are not necessary. However, cleaning and removal of soil should be done routinely.

### **RESPONSE TO SPILLS and BODILY FLUIDS**

If the event that any surface (tables, rugs, chairs, doors) is contaminated with toxic materials or bodily fluids (e.g., urine, mucous, vomit) immediate clean-up must be done. Call "SOS" at 656- 2560 or something that needs to be cleaned, but can wait, call Housekeeping at 656-3385.

Request for assistance from the University Facilities Department should be initiated. The clinical faculty must be informed immediately and a written summary of the event and resolution should be sent to the clinic director.

### **ORAL-PERIPHERAL EXAMS/HEARING EVALUATIONS**

For hygiene considerations independent of HBV and HIV status, gloves should be worn routinely while performing an oral-peripheral exam. Discard gloves in a waste can upon completion of the exam. Protective eyewear may be worn if the behavioral history of the client reflects spitting or aggressive injurious acts. This is warranted irrespective of the client's HBV and HIV status. If there is indication of bleeding in the ear, gloves are to be worn for ear canal examination and probe placement for impedance testing. Protective eyewear, if desired, must be supplied by the individual.

### **RESPONSIBILITY FOR KNOWLEDGE**

It is the student's responsibility to be accurately informed and knowledgeable about the reasons for the preventive measures used by the student. The routine tasks of the speech-language pathologist or audiologist are typically safe and do not fall in the "potential risk" categories, as has been indicated above. The student does not want the client to incorrectly interpret the work practices or protective measures as evidence that the student believes he/she is infected with HBV or HIV. Recognize the routine use of appropriate protective measures as prudent steps that protect the health of both the client and the clinician, independent of their HBV/HIV status.

If the student has a potentially contagious condition, reschedule the client's appointment rather than expose the individual.

The student is encouraged to schedule make-up sessions on Fridays preferably in the same week as the absence, if possible. Do not deprive the client of continuity of treatment by missing a week without a make-up session. If the student is provided with medical information on a client that reflects a diagnosis of HBV or HIV, the Clinical faculty and diagnostic team should not only take the precautions described above, but also recognize the client's increased susceptibility to contracting infections, such as colds, and the medical complications created for that client. The student is responsible for avoiding exposing the client to colds, viruses, and other contagious conditions that are commonly passed around in the work and school environments.

Centers for Disease Control. Update: universal precautions for prevention of transmission of human immunodeficiency virus, hepatitis B virus, and other blood borne pathogens in health-care settings, *Morbidity and Mortality Weekly Report* 1988; 37:377-382; 387-388.

Department of Labor, Department of Health and Human Services. Joint advisory notice: protection against occupational exposure to hepatitis B virus (HBV) and human immunodeficiency virus (HIV). Washington, DC: US Department of Labor, US Department of Health and Human Services, 19 October 1987. Center for Disease Control: Recommendations for prevention of HIV transmission in health-care settings. *Morbidity and Mortality Weekly Report Supplement*, 36 (2S): 1S-16S 21 August, 1987. Further information may be obtained by calling the CDC AIDS Hotline #:1-800-458-5231 or Vermont AIDS Hotline #: 1-800-2437.

## **ANNUAL FLU UPDATES**

Information about Flu Virus and Vaccines will be provided by the University and Department as these issues arise. It is important to stay current on these issues and recommendations as they occur each semester.

## **SECTION 6: Evaluation Instruments**

### **SUPERVISORY CONFERENCES**

Clinical faculty and the graduate clinician will hold weekly conferences. They will include review of the student's clinical performance for areas of strengths and challenges, discussion of proposed plans, assignment and review of upcoming responsibilities or to address professional goals established by the clinicians. These conferences may be individual or in groups when conducive for optimal learning.

The student clinician is regularly observed when conducting treatment and diagnostic sessions. The clinical faculty will provide written feedback on a regular basis and will discuss the treatment and the student's observations in the weekly conference. The written notes, feedback and evaluation forms are maintained by the clinical faculty to provide a record of the clinician's growth during the practicum experience.

### **CLINICAL PRACTICUM EVALUATION FOR MID-TERM AND END-OF-SEMESTER GRADING POLICY**

At mid-term and at the end of each semester in clinical practicum, the clinical faculty/instructors and the student clinician complete a Clinical Evaluation Form (see CALIPSO site). The student will also be asked to complete a "self-evaluation" to bring to the evaluation. This process is a time for the student to engage in self-reflection on their learning process and the goals they have for future learning. Supervisors may ask for additional self-reflections throughout the semester. In addition, it is an opportunity for the clinical faculty to help the student identify areas of growth and areas where continued focus on learning is expected. The evaluation form is discussed with the supervisor during a scheduled conference and goals are identified to promote professional and clinical growth. Student Performance Evaluations on Diagnostic Evaluations will be done within ten days of the completion of the diagnostic report. At the end of the semester the student clinician is asked to complete a Clinical Teaching Evaluation for each clinical faculty/instructor with whom they have worked. This feedback is used to improve the clinical practicum experience and to help clinical faculty continue to develop supervisory skills.

Clinic grades are computed by averaging all evaluations for the student both on-campus and off-campus if applicable. Clinic grades are based on performance during the semester and completing all aspects of practicum responsibilities, including submitting final copies of progress reports or other required paperwork. The student's ability to meet required timelines for clinical reports and other paperwork will influence the evaluation at mid-term and end-of-term. The student's clinic grade is also impacted by professional behaviors including attendance at either on or off campus placements, communication with faculty, families and peers.

### **POLICY FOR REVIEW OF STUDENT'S CLINICAL PERFORMANCE**

1. A student's clinical performance is evaluated formally in a written evaluation by each clinical faculty/instructor at mid-semester, except during the summer session,

and again at the end of the semester of each term the student is involved in clinical practicum. During summer sessions the student and clinical faculty will develop clinician goals to focus feedback throughout the summer practicum. A conference is scheduled between the student and clinical faculty to discuss the written evaluation. The student is encouraged to discuss any concerns about clinic policies and/or supervision with the clinical faculty and or the Clinic Director.

2. Midway through the fall and spring semesters, a joint meeting of all faculty is held to review the student's academic and clinical performance.
3. The student who demonstrates insufficient progress (average grade of C+ or below or repeated demonstration of challenges in specific clinical areas) in meeting clinical competencies at the mid-term evaluation for either on-campus or off-campus practicum will meet with the On-Campus Graduate Program Advisor. The Chair and/or Clinic Director, as well as the clinical faculty member involved, may or may not be part of the meeting to identify problems and develop a remediation plan. The student who does not demonstrate improved skills in the specified time period may be removed from the practicum placements and clock hours accrued may not be counted. This decision will be made jointly by the clinical instructor/faculty, the off-campus coordinator (when relevant) along with the Academic Advisor and Clinic Director. On occasion, an off-campus supervisor may insist that a student's placement be discontinued without an opportunity for a remediation plan.
4. The student who completes a semester with an unsatisfactory rating for progress in meeting clinical competencies (has not met goals in remediation plan or mean grade of C+ or below) are considered to be on Clinical Probation and are not eligible for an off-campus placement with an affiliating supervisor in the subsequent semester. Instead, the student would remain in an on-campus practicum.

Clinical Probation is explained in the next section. The process is designed to provide the student with intensive clinical instruction to support progress towards clinical performance goals. This policy is designed to assist the student in developing professional competency and to protect clients and affiliations with off-campus practicum sites.

### **CLINICAL PROBATION PROCESS**

When an on-campus or off-campus clinical faculty/instructor develops concerns about the student's decisions and/or behavior regarding appropriate ethical conduct at any time during a semester, and/or the student earns a grade of C+ in practicum at the midterm or at the end of a semester, and/or the student repeatedly presents with challenges meeting goals, a Planning Team will be convened. This team includes the student (and advocate if desired), and 1-3 of the following faculty: the clinical instructor (or off-campus coordinator), Clinic Director, and Academic Advisor. A remediation plan will be developed which includes reviewing the circumstances of concern, identification of the challenges,

and development of behavioral goals and action plans to support the student's professional and clinical growth in the area(s) of concern. Target dates for accomplishing the goals will be established and regular meetings of the Planning Team will be outlined to review progress and revisit goals and target dates.

A written Action Plan will be completed at the close of each Planning Team meeting and a copy distributed to all parties.

When the student receives an overall grade of C+ or below for a complete practicum, the clock hours completed with that clinical faculty/instructor during that semester will not be counted toward ASHA certification.

If the student is in the last semester of the graduate program and ends the semester with an unsatisfactory grade (C+ or below) in practicum, (s) he may find it necessary to extend his/her graduate program to meet all the clinical requirements.

## **SECTION 7: Clinical Practicum Procedures**

### **HOW CLINICIAN/CLIENT ASSIGNMENTS ARE MADE**

In order to ensure clinical competency upon completion of the Master's program, care is taken to provide each clinician with exposure to as wide a variety of communication disorders as possible while advancing the clinician's completion of ASHA requirements and meeting the needs of the clients/families. The needs of the client and how they can best be met are primary considerations in determining a clinician-client assignment, while we continue to monitor the clinician's progress toward ASHA requirements. Schedules of clients, clinicians, and clinical faculty are additional variables that affect the assignments that are made.

Prior to being assigned clients at the Eleanor M. Luse Center, the student must be enrolled in or have completed CSD 320: Clinical Preparation and Management. Simultaneously with beginning the practicum the clinician should be enrolled in or have completed coursework in speech sound disorders and language disorders. The student is assigned clients falling within these categories, unless the student has undergraduate coursework allowing other client assignments. The student will be provided with direct instruction (observation) based on their level of competence, but at least 25% observation by clinical faculty for each client seen. In the first semester supervision is often as high as 100% depending on the complexity of client, student's skill and readiness for independence and the faculty member's judgment of the overall needs of the student/client. All students will be enrolled in CSD 321-326 each semester in which they accrue clock hours.

### **SCHEDULING, CANCELLATIONS, AND MAKE-UP SESSIONS**

Scheduling for diagnostics and treatment is coordinated by the Clinic Director with the assistance of the Clinic Receptionist. No practicum credit will be given for unauthorized

diagnostics or treatment done through private arrangements made by the student with clinical faculty or vice-versa whether on-site at UVM or off-site. All inquiries for a diagnostic should be referred to the office at 656-3861.

**On-campus practicum assignments for both first year and second year graduate students will occur every semester during the academic program.** Off-campus practicum assignments will begin spring semester of the first year. Given the needs of our clients and our professional responsibility to our clients, assignments may extend into scheduled university vacations.

Please refer to the Eleanor M. Luse Center clinic schedule for specific dates required during the semester. The clinic schedule does not always follow off-campus practicum site schedules. A copy of the clinic schedule will be emailed to all students prior to the fall semester. The schedule is also located on the Graduate lab bulletin boards and on the Graduate mailroom bulletin board. It is important that the student consult with the assigned clinical faculty and the clinic director before making vacation/travel plans, especially airline reservations.

### **Important Dates for Audiology Block and Clinic Preparation**

Please note: when you have requested and been assigned the semester for your Audiology Practicum, it is necessary to be available for the mandatory orientation, as scheduled here.

#### **Fall semester:**

First year clinic prep orientation for CSD 320 will always be held the Tuesday, Wednesday and Thursday of the week before clinic and classes start.

Audiology Practicum Orientation will be held the Thursday before clinic and classes start unless otherwise scheduled by the audiologist. Only students signed up for fall semester Aud Block will attend this orientation. This orientation is a full day, from 8:30 AM to 3:00 PM.

First and second year graduate students should be available to meet with supervisors for on-campus client preparation the Wednesday through Friday before clinic and classes start. See note below for Thanksgiving Break.

Clinic and off-campus placements usually start and end the same weeks as classes. In certain situations, an off campus placement can begin and extend a little after these dates. If extending, hours and grade for the extension (if applicable) will go on the following semester.

#### **Spring semester:**

Audiology Practicum orientation will be held the Thursday before clinic and classes start,

unless otherwise scheduled by the audiologist. Only students signed up for spring semester Aud Block will attend this orientation. This orientation is a full day, from 8:30 AM to 3:00 PM.

First and second year graduate students should be available to meet with supervisors for on-campus client preparation the Wednesday through Friday before clinic and classes start.

Clinic and off-campus placements usually start and end the same weeks as classes. In certain situations, an off-campus placement can begin and extend a little around these dates. If extending the practicum, hours and grades if applicable will go on the following semester.

In the spring semester, UVM's spring break occurs the week before the off campus public school's April break. It is highly recommended that graduate students continue at the off-campus placement for continuity of service and clinical clock hour accumulation. This is ultimately at the discretion of the off-campus supervisor. It is mandatory to let the off-campus Clinic Director know of any absences from placement for vacation or illness.

#### **Summer semester:**

For those graduate students remaining in Vermont for the summer, clinic will typically begin around the first of June and will continue until the end of July.

Graduate students should be available to meet with supervisors for on-campus client preparation the Wednesday through Friday during the week before clinic starts.

Audiology Practicum orientation will be held the Thursday before clinic starts. Only students signed up for summer Aud Block will attend this orientation.

The off-campus placements begin and end sometime in the window of UVM's summer course schedule. The specific start and end times will be ultimately up to the supervisor and may vary from student to student.

For on-campus clients, all diagnostics and treatment appointments must be kept as scheduled. No internal changes can be made without the knowledge and consent of your clinical faculty. Billing for appointments is verified using the Appointment Slips, so any cancellations, additions and changes in scheduled appointments must be communicated to clinic receptionist using an Appointment Slip. This includes changes to diagnostic team members or day and time of evaluation.

Appointment cancellations disrupt continuity of treatment, are looked upon with disfavor, and may be made only with the expressed consent of your clinical faculty and/or Clinic Director.

Serious documented illness, injury or death in the immediate family constitute legitimate grounds for cancellation and must be discussed with your clinical faculty in advance of the cancellation. Every effort must be made to arrange a make-up session within the same week if a cancellation occurs.

### **EMERGENCY CANCELLATION PROCEDURE**

If a last-minute cancellation is necessary, and the appointment is scheduled prior to 10:00 AM, call the clinical faculty assigned to this case by 7 AM so that alternative arrangements can be made. It is not appropriate to e-mail the clinical educators in case they do not get the message in time. At times, the clinical faculty may choose to conduct the session instead of cancelling it. Then inform the Clinic Receptionist as soon as the office opens at 8:00 A.M. If an appointment to be canceled is after 10 AM, call the Clinic Receptionist promptly at 8:00 AM. The Clinic Receptionist will contact the client/family to let them know the appointment is cancelled.

Coordinate with your clinical faculty and the client to schedule a make-up session in the same week of the cancellation. An Appointment Slip must be completed and submitted to the Clinic Receptionist (by the student clinician) providing all the relevant information about the rescheduled appointment.

## **SECTION 8: Diagnostic Evaluation Procedures**

### **PROTOCOL AND PROCEDURES**

1. There will be an Appointment Slip in the student clinician's mailbox assigning the student: a) a client, b) a clinical faculty, c) date and time of appointment. If the student is on a diagnostic team the student will be assigned to a diagnostic "block". The student is required to keep this block open all semester, even if there is no diagnostic evaluation each week.
2. It is the student's responsibility to a) initiate contact with a team member if there is one, b) set agreed upon meeting times with the colleague to initiate planning, c) reserve a clinic room for the diagnostic evaluation, d) make an appointment to meet with your clinical faculty. Meetings with the appointed clinical faculty should be set at least 7 days prior to the date of the evaluation. Schedule this meeting immediately. It may be necessary to contact the client's physician, school SLP or other professionals involved in their management. However, this should not be initiated until the student has completed the initial planning meeting with the assigned clinical faculty and **received consent from the client and/or family member for contact with any outside agency per HIPAA regulations.**
3. Students should call parents for introductions instead of e-mail. Introductory phone call should be limited to introductions, directions, reminder of visit, and check-in

regarding preferred activities. This initial call is not the time to get into an in-depth discussion as the clinical faculty needs to be present for that.

4. Before arriving at the Dx planning conference with the clinical faculty, the student should be thoroughly familiar with the information in the case history/client file, the relevant diagnostic protocols in clinic manual-(Appendix D), and come to the conference prepared to discuss the client's concerns, possible problem(s) and formal and informal evaluation procedures which might be appropriate. Start the evaluation planning using the Diagnostic Planning Template (Appendix J).
5. On the day of the evaluation, arrive well in advance to: a) prepare the room - including appropriate size and number of chairs and tables, b) set the audio/visual equipment to record the session, c) wipe down clinic tables, d) gather all needed materials, including flashlight, tongue depressors, latex gloves, and tissues stored in the metal cabinet in Room 305, and e) ensure you are wearing your name tag.
6. In preparing for the evaluation, the student should be thoroughly familiar with each test to be administered and follow the protocol of each test exactly as designed by its author(s), unless the student and clinical faculty have planned adaptations. Practice the scoring and be familiar with the interpretation of each test. Competent administration of a diagnostic procedure is critical. If the student is unfamiliar with a test he/her plans to administer, the student is expected to practice administration of the complete test prior to the actual diagnostic. Many assessment tool manuals recommend that the student practice administration of the tool at least 3 times before administering it to a client. The student may sign out a test overnight for this purpose, with approval from the Clinic Director. It is essential that the student sign out all tests and materials that are removed from the Materials Room and be sure that they are re-filed and replaced correctly. If the student notices that response forms are running low, complete the Reorder Request form and submit it to the Business Assistant's mailbox. **DO NOT USE THE LAST AVAILABLE FORM FOR ANY TEST.**
7. If requested by the clinical faculty, have copies of response sheets so your clinical faculty can co-record test results for reliability. Please use a photocopy of the test protocol if a diagnostic partner will also be scoring as a backup for reliability purposes. Do not use a second true protocol.
8. A hearing screening must be performed for all clients referred for a speech-language evaluation unless the client has undergone an Audiological Evaluation or screening in the past year. Whenever possible, conduct this screening in the Audiology booth. It is the student's responsibility to notify both audiologists as early as possible before the diagnostic to make sure the booths are available. Once the student gets approval, place a sticky note on the audiology booth doors the morning of the Dx as a reminder to the audiology faculty and staff that the booth will be used at a specific time. It is also the student's responsibility to make sure that the screening

equipment is set up before the diagnostic evaluation. DO NOT TURN OFF THE MAIN AUDIOMETER IF IT IS ON WHEN YOU ARRIVE IN THE SUITE.

9. The student should meet with the clinical faculty following the client/parent interview and evaluation in order to discuss the student's diagnostic impressions, observations and recommendations before wrapping up with the client and/or family member(s).
10. Diagnostic findings and recommendations will be discussed with the client/parent by the graduate students and/or clinical faculty following the clinical faculty conference. If treatment at the Eleanor M. Luse Center is recommended, be prepared with a green Treatment Enrollment Card (TEC) and record the client's preferred days and times for treatment. DO NOT LEAVE THIS BLANK. The clinician fills out this card while the client is still present, consulting about possible days/times for treatment. The clients "preferred" times will be considered during scheduling, but cannot always be met. This green index-sized card can be found in the main office. (Appendix A)
11. The first draft of the diagnostic evaluation report must be submitted to the clinical supervisor via file transfer followed by an e-mail notifying your clinical faculty of its submission on CALIPSO within 5 calendar days of the evaluation. All reports must be password protected. The password will be shared during orientation. All test forms and non-standardized assessment notes must be in the working clinical file and available to the clinical faculty for review. The clinical faculty will review test response forms for accuracy and completeness and will initialize the test protocol that they have done so. When the report is completed, the protocols, language and speech samples, must be put into Section 4 of the main medical record file. Clinical faculty will return reviewed reports within 4 working days. It is important to be vigilant about proofreading so that reports do not include wrong names or wrong information in the text of the report, or out-of-date addresses. The Cc at the end of the report must include the client's name and address and any other contacts requested by the family on the Report Distribution Form. **The first draft should be the student's best effort** (you would be willing to sign it and turn it over to the family). Appendix E: Dx Reports.
12. The student is allowed 48 hours to revise a report and resubmit it to the clinical faculty. Clinical evaluations will reflect the student's ability to meet specified timelines.
13. The department provides computers in the grad student workroom that can be used as word processors to facilitate report writing. An orientation to use of the computers will be scheduled early in the fall semester.
14. When the final version of the diagnostic report has been signed by all parties, print the finalized/signed draft on plain paper (NOT letterhead) and put it in the FILE

**DRAWER FOR ALL FINISHED REPORTS** in the main office. Do not staple (paperclip instead). The final report must be turned in within two weeks after the Dx.

15. Note: Signatures must be obtained in an efficient manner. All parties' signatures should be obtained within 24 hours of the final report's approval by the clinical faculty. If the clinical faculty is unavailable (out of town) when a report is ready for signature, contact the Clinic Director to expedite the process.

**FINAL VERSIONS OF REPORTS** must be:

- UNSTAPLED
- ALL REPORT Cc's MUST HAVE FULL NAMES, PROPER TITLES, AND COMPLETE MAILING ADDRESSES (including the parent's names and mailing address if the client is under 18).
- BE SURE TO FILE ALL TEST FORMS IN THE CLIENT'S PERMANENT FILE (Place in Section 4 of client file)

### **CHECKLIST FOR DIAGNOSTIC EVALUATIONS**

✓ **PLANNING:**

1. At least two days prior to the diagnostic, the clinician should call the client/family to confirm the appointment date & time. Notify the Clinic Director immediately if a problem in confirmation arises. This is a time to begin to establish rapport with the client. Tell them how long they should expect to be here, remind them to bring a snack if indicated, and briefly answer any of their logistical questions. This is NOT a time to do any in depth interview, unless the student has planned and coordinated it with the clinical faculty, who must be present.
2. Plan testing room arrangements to match client's age, height (small vs. large table/chairs), ATTENTION, etc. Be aware of camera location and seat the client and yourself for optimum recording. Always have an audio recording of the session too as backup. Remember to reserve a room for the Dx evaluation and another room for the interview if the interview needs to occur in a space separate from the Dx.
3. The student should bring a TREATMENT ENROLLMENT CARD to the Dx. Evaluation.

✓ **DURING EXIT INTERVIEW WITH CLIENT/FAMILY:**

1. Review the REQUEST FOR REPORT DISTRIBUTION FORM with client. Form must have a current signature from client or parent. The student should obtain names, addresses, zip codes of all other service providers or schools that are to receive a copy of the report. Include full addresses on the last page of the report (Notation Cc :-----). It is the student's responsibility to verify all addresses and make sure they

are current.

2. **TREATMENT ENROLLMENT CARD:** The student completes the treatment enrollment card **IN FULL** before the client leaves, if treatment or a re-evaluation is recommended at the Eleanor M. Luse Center at any time in the future. Turn this card in to the Receptionist/Scheduling Coordinator's mailbox immediately after the diagnostic.
3. **BILLING FORM:** The clinical faculty fills out the billing form and **GUIDES THE CLIENT TO THE BUSINESS ASSISTANT'S OFFICE** to discuss payment arrangements. If the Business Assistant is absent, the clinical faculty should see the Business Manager.

#### ✓ IN THE EVALUATION REPORT

1. On **PAGE 1:** Include client's identifying information (phone number, address, age, etc.) Be sure all the headings match the example report in the Clinic Handbook Appendices.
2. In the Summary section: The student should be sure to answer the referral questions clearly.
3. In the **RECOMMENDATIONS** section of the report, be careful to include specific referral information. What options were given for obtaining Tx? When? What schedule of Tx? Did the team consider would be most beneficial for the client? Clearly state type of Tx recommended, frequency, duration, and prognosis.
4. In the **RECOMMENDATIONS** section, be specific about recommendations. Include a detailed list of suggestions for implementation by the school and/or family.
5. Include a final statement in every report: "If you have any concerns or questions about this report, please contact the Eleanor M. Luse Center at 656-3861."

**NOTE:** Computer File Instructions: If the student works from Master Templates for reports: Create a master template with only report headings, etc. and **COPY** the **MASTER** template when you set up your report format. **DO NOT** copy and paste a previous client's report. Using a previous report as your template runs the risk of inadvertently creating the following errors:

- The report is sent to the wrong person because the "Cc:" notation on a previous report was not deleted. This results in a violation of the client's confidentiality, and the report is delayed in reaching the individuals for whom it was intended.
- The report contains the name of the previous client, bringing into question part or all of the content.

- The date of testing and/or date of birth are those of the previous client, bringing into question the accuracy of the test data and results/interpretation.
- The above errors bring into question the professional image and reputation of the clinical faculty, clinicians, and the Eleanor M. Luse Center.
- YOUR FIRST DRAFT MUST BE YOUR BEST WORK. IF IT IS NOT CAREFULLY EDITED, THE CLINICAL FACULTY WILL SEND IT BACK.

## SECTION 9: Treatment Procedures

### PRE-TREATMENT PROCEDURES

There will be an “Appointment Slip” placed in the student’s mailbox for every treatment client assigned to the student. On the Appointment Slip the student will find the days/times the client is scheduled, the clinical faculty's name and the start date. As soon as the Appointment Slip is received the student should begin to plan by requesting a meeting with the appointed clinical faculty.

The appointment has been arranged with the client by phone in advance. The clinician must take responsibility for reserving a treatment room for the clients assigned to her/him. The student does this by writing the type of disorder, age, and the student’s name on the schedule sheet on the days/times the chosen room will be used. Room choice is on a first come, first served basis. Note: If the student does not reserve a room for the session, the student may be scrambling for a space at the last minute and experience difficulty in accessing the equipment needed. Please schedule in advance using the room reservation calendars.

### GUIDELINES FOR RESERVING A CLINIC ROOM

1. Room 308 is given priority to voice clients. Please reserve this room if it is available for any voice clients (Dx or Tx).
2. Room 314 is given priority for use with stuttering Dx or Tx. Clinical faculty should approve any uses outside the area of stuttering in advance to be sure that the time frame does not conflict with other projects already scheduled for this room.

When reserving a room for a Tx client, reserve it for the entire semester. Reservation calendars are posted on every Tx room door for this purpose.

### AFTER YOU RESERVE A ROOM FOR A CLIENT

1. When the student receives an Appointment slip:
  - a. Contact your clinical faculty immediately to schedule an appointment to discuss treatment plans. The student should do this at least one week prior to the first appointment.

- b. Call the client and re-confirm the appointment schedule and start date.
2. Prior to meeting with the clinical faculty, the student should be thoroughly familiar with ALL information in the client's master file and the working file of the past semester (if this is a returning client). These meetings may be with the student individually or in small groups depending on the clinic assignment. These meetings are an opportunity for the student to request more in-depth information or resources. It is important that the student is an active participant and takes the responsibility of adding to the agenda and being prepared for the meeting. Plan to use this time effectively. It is the student's weekly opportunity to have access to the clinical faculty as a resource person. Bring questions to those meetings. Anticipate upcoming matters so the time is used constructively. The clinical faculty/instructor may be unavailable at other times during the week due to other departmental duties.
3. Sign out the client's folder from the Front Office by following the proper procedures.
4. **Under no circumstances may a folder (main file or working file) or its contents be taken off the premises of Pomeroy Hall.**
5. Bring the folder to the clinical faculty conference and be prepared to discuss the client's problems, target areas to assess baseline, treatment goals, and intervention procedures. Be prepared to ask and answer questions, taking an active role in the conference. A planned agenda is recommended. Weekly meetings will be set up throughout the semester.

#### **GENERAL TREATMENT PROCEDURES**

1. If the date/time of client's therapy is changed from that stated on the original slip the student received, the student should complete an Appointment Change slip with changes and give to receptionist and inform clinical faculty.
2. In most instances, the clinical faculty will introduce the student to the client at the first visit.
3. The treatment room must be prepared in advance of the appointed time. Seating should be appropriate, lights must be on, treatment materials must be in place, audio/visual equipment must be set to record, observation sound system must be turned on, and the room should be free of clutter and personal belongings.
4. Treatment sessions must start and end on time. Remember, 1/2 hour sessions conclude in 25 minutes and 1 hour sessions in 50 minutes. This ensures a smooth transition from one client to another and allows time for conferences with the parent or client. It is essential that the student begin sessions promptly to project a professional image. Arrive at the clinic at a reasonable time before your scheduled

- session to adequately prepare your materials and room. Any clinician who begins a session late (when the client was on time) will receive a warning from their clinical faculty. Any session that begins late after the warning may not be counted toward the required 400 contact hours. At the end of every treatment session the student clinician should walk the family/client downstairs to the lobby or the door. This ensures that the client is safely out of the building. It also provides an opportunity for the clinician to interact with the client/family.
5. Treatment sessions should adhere to the lesson plan; however, the clinician is responsible for adjusting a procedure that is not effective. Describe any modifications in the log of the session.
  6. Following a session, the treatment table should be wiped down, the treatment room should be left in order and all materials and audio/visual equipment returned to their designated locations.
  7. ANY TOYS OR MATERIALS USED BY A CHILD MUST BE WASHED AND DISINFECTED BEFORE RETURNING THEM TO THE MATERIALS LIBRARY. Sinks are available in some treatment rooms and the student workroom. Restore sinks to clean condition after use. The philosophy applied to camp sites applies to treatment rooms. Clean up after yourself so that it is not apparent to the next clinician using the room that anyone has been there. If everyone follows this guideline, you will never be faced with cleaning a room at the last minute because someone failed to clean up after him/herself.
  8. A weekly conference will be scheduled with the clinical faculty as a means of maintaining an on-going dialogue regarding the client's progress and graduate clinician's progress. Active participation at these weekly conferences is part of your practicum responsibilities and a standard part of the clinical faculty's responsibilities. (See clinical faculty CONFERENCE below).
  9. Following 3 visits/sessions with the client, the student will submit a PROJECTED TREATMENT PLAN (see example in Appendix F). This plan will detail the student's long-term goals and semester objectives. It will form the basis for the end of semester PROGRESS REPORT (see example in Appendix H). All short-term objectives must be written in measurable terms. Treatment logs will still be required to document the results of each session. (Appendix G)
  10. The student should make a practice of going to the file and recording in writing (use ink pen) on the Client Contact Sheet every contact made with the client, immediately after the contact takes place. Suggestions that will assist the student in doing this:
    - a. If you are going to phone a client, check out the file (and get a blank Client Contact Sheet if the current sheet is almost filled) in preparation

- for the call.
  - b. Upon ending a Treatment Session or Diagnostic Evaluation, go directly to the file and record the date and nature of the session on the Client Contact sheet BEFORE you begin doing other things or leave the building.
  - c. Any email contact with family that is relevant to treatment should be logged on the contact sheet and a printed copy of the email put in Section Three of the client file.
  - d. Record each treatment session, client cancellation, conference, all phone conversations, etc. on the CLIENT CONTACT SHEET inside the front of the client's primary medical record (in main office) THE SAME DAY AS THE VISIT. Note: All sessions, correspondence, treatment dates (including the year), phone calls and/or notes to folder MUST be logged in and initialed with an INK PEN. Do not use pencil.
11. Upon discharge of client, the Business Assistant and Clinic Receptionist must be informed immediately. Fill out a Discharge slip and a final PROGRESS REPORT (Appendix H) must be written. Adapt the content of the progress report to the needs of the situation. Consult with your clinical faculty about this. In many cases you may find detailed descriptions of treatment procedures to be unnecessary for the purposes of the report. Consult with your clinical faculty regarding the purposes met by your client's progress report (Who will receive the report? What information will best meet their expressed needs?) This change in policy allows for variability on a case-by-case basis so the reports may be tailored to the needs of those receiving the reports.

## **PROGRESS REPORTS**

HINT: Consider creating a master template with only report headings, etc. This MASTER template can then be used to create reports. Do NOT use previous reports as a template.

### **Requirements for Reports**

Items to check when proofreading treatment plans, progress reports, and diagnostic reports:

1. Margins (1 inch)
2. All identifying information is complete, accurate and at the top of page 1 (name, birth date, etc.)
3. Format followed - section headings, spacing, etc.
4. Words are divided at syllable boundaries
5. Any tables should not be divided between pages and should be labeled well
6. No lines/words deleted inadvertently in process of typing
7. All phonetic symbols provided along with the orthographic translation to help the family understand the reference
8. No spelling errors or typographical errors
9. Bottom of pages carry 2 or more lines if a new paragraph has begun

## 10. Bottom of page does not carry a heading by itself

All names, addresses, phone numbers are current and accurate. Check this carefully. Do not count on previous reports. Ask parents if info is the same.

### **LESSON PLANS AND LOGS**

Lesson plans and logs (SOAP notes) are kept in the client's working files in the file cabinet in the grad workroom.

A template for lesson plans/logs can be found in the Appendix G. A treatment log of results (SOAP note) is written following each session.

The lesson plans are written and submitted to CALIPSO and the clinical faculty who is supervising is sent an e-mail to notify them that the plan has been submitted. The student and clinical faculty will create a schedule of due dates for paperwork. The clinical faculty will review the log(s) and plan and submit the changes to CALIPSO within 24 hours. If the clinical faculty suggests changes, the student is responsible for making the adjustments before the scheduled treatment time in order to implement the changes during the session.

If a client is absent, the student may use the existing plan for a make-up session in the same week. It is important to log the missed session in the main file reflecting the absence to account for the regularly scheduled session date. Weekly lesson plans include the following:

1. Pertinent identifying information
2. The objectives and rationales for treatment for the week
3. Procedures to be used to attain the objectives
4. The methods for measuring and charting the results of objectives

The plans will serve as helpful guides when writing the progress report at the end of the semester. They must be filed from most recent (on top) and the file must be kept current and organized. These weekly records document the services which are billed and should remain in the files the entire time the client is receiving services.

Sample lesson plans and logs (SOAPs) can be found in Appendix G. The format the student uses may vary somewhat, depending on the student's preferences and those of your clinical faculty but the content in each section will remain the same. Accountability for objectively documenting treatment results cannot be overemphasized. The clinician cannot successfully appeal denied insurance claims without objective data representing treatment results.

The student should leave space on the log to discuss in writing the results of the executed lesson plan. Write the results and discussion as soon as possible on the day of the session, when the data keeping and recall are most reliable. Some suggestions follow for analyzing the student's session. Considering these elements will aid in learning to better analyze the

treatment sessions and the outcomes.

1. Analyze evidence of progress from week to week.
2. Be sure to include concrete ideas for enhancing procedures where appropriate based on the treatment results.
3. Be aware that the clinical faculty looks carefully at the results of the session from the previous week when evaluating the student's lesson plan for the upcoming week.
4. Develop the lesson plan for a session based on the performance in the most recent session held.
5. In the session log, evaluate your own clinical management skills in addition to the client's performance.

The client's performance can be affected (positively or negatively) by how we as clinicians manage a session. Careful analysis is necessary to identify such factors and adjust plans accordingly.

### **SESSION ANALYSIS/SELF-EVALUATION**

The clinical faculty and clinical educators will ask students to complete a self-evaluation to be submitted on CALIPSO at mid-term and final evaluations. This may also include setting 2-3 personal goals per session for informal self-analysis throughout the semester. The student may also self-reflect about the session using the items listed below. This is not exhaustive in scope, but will constitute a beginning from which the student may learn to better analyze the treatment sessions. Include other aspects that are important. The student may provide specific examples of his/her own or the client's behavior which illustrate the comments. Be sure to include concrete suggestions for improving future sessions, as well as describing the effective behaviors within the session. Explain the rationale for your comments and suggestions.

#### **Session Organization**

1. Did the student incorporate clinical faculty suggestions and information from the analysis of previous sessions in the plans?
2. Were the session objectives appropriate based on client needs, previous progress, and diagnostic information?
3. Were the activities goal-directed? Appropriately sequenced? Age and ability appropriate? Appropriate in number?
4. Did the student plan effective reinforcement and feedback?
5. Was the student familiar enough with diagnostic and other materials to handle them efficiently?
6. Were discussions, consultations, and conferences organized effectively?

#### **Session Execution**

1. Did the student conduct the session to facilitate optimum performance and progress by:
  - a. Structuring the teaching environment and pacing the session for maximum correct responses?
  - b. Providing clear and appropriate instructions and feedback, including multi-sensory models, effective reinforcement, and minimal extraneous interaction?
  - c. Managing client behavior, including attention, motivation, and self-monitoring skills?
  - d. Modifying the student's own behavior in response to client performance?
2. Client and Clinician Evaluation
  - a. What aspects of this session were productive? Why?
  - b. What aspects of this session were not productive, why not, and what specific suggestions does the student have for improvement?
  - c. What suggestions does the student have for more effective management of this client?

## SECTION 10: Attendance

### INFORMATION ON ATTENDANCE AND ATTENDANCE REPORT

The rules for documenting therapy visits are based on federal and state regulations. Errors in reporting, even if they are mistakes, may constitute fraud, so it is very important to document accurately.

Client "Billing Sheets" MUST be filled out for each client (See Appendix A). If the client's insurance is billed or a school district is billed, on or before the last day of treatment or the last day of the month, place the completed sheet in the Billing specialist's mailbox. This record must be accurate as the client will be billed based on the information the student supplies. The billing specialist will let the student know if individual billing sheets need to be filled out in advance (typically clients who pay privately) or if the billing for that particular client is done at the end of the month.

It is the student's professional responsibility to manage this paperwork on time. Inconsistent or late submission of monthly billing sheets will be reflected in the students Semester Evaluation.

Treatment sessions are scheduled in one-hour blocks. Although some clients may need to work in shorter time periods (45 minutes) the billing is based on a "visit" and is the same fee regardless of the amount of time the client is seen. We make an effort to end hour sessions in 50 minutes, in order to provide time for documentation immediately after the session. This also allows time for the room to be ready for the next clinician. The post-session consulting

the student does with the client/parent (walking down the stairs, giving the homework, discussion with parent, etc.) averages out to an hour of direct clinical contact time, not 50 minutes. Treatment sessions are typically billed at \$95. Families get a 20% discount if they pay out-of-pocket the day of the session (\$76).

For diagnostic evaluations (note: supervisors fill out billing sheets for diagnostics), the sessions are scheduled in 3-hour blocks to allow for planning and follow-up. The amount of time spent with the client is documented on the billing sheet. There is a single fee for diagnostic evaluations of \$280.

If (1) an inordinate amount of time was spent conferring as a team about the findings prior to talking with the client/family, or (2) the team encountered technical difficulties that extended the length of the Dx evaluation beyond reasonable expectations, then the clinical faculty may elect to reduce the amount of time billed for the evaluation accordingly. There is a required modifier (-22 extended evaluation -52 a shortened session) to be linked with the CPT code on the billing sheet. However, this should only be an exception to the rule and used infrequently.

The modifier -59 should be linked to the CPT code if two distinct and separate procedures are assessed. The student and /or Administrative Assistant should see the clinical faculty or Clinic Director if there are any questions about billing procedures for diagnostic or treatment sessions.

The student will keep an Attendance Record on each client (See Appendix A.) This Record is located inside the front of the client's Work Folder (Grad lab locked file cabinet). The student should keep it up-to-date.

## **PARENT/FAMILY OBSERVATION/PARTICIPATION IN THERAPY SESSIONS**

Parents/family are encouraged to observe their family member's treatment sessions and participate in them – when appropriate. During the observation, the clinical faculty will discuss with the parent/family the goals of the activities and their family member's performance. The parent/family will also be offered guidance regarding home applications of the activities they are observing. Parents/family are invaluable sources of information regarding the family member's reactions to activities and skills demonstrated or not demonstrated in the session and at home. They know their family member better than anyone. Consider the parent/family the best resource for interpreting their family member's behavior. Planning for family participation in treatment activities is crucial to achieving the outcomes desired by the student and the family.

## **SECTION 11: Parent/Family Member Client Conferences**

### **CONFERENCE INFORMATION**

Formal conferences are held at various times during the semester as the need arises, and the need varies from one client to the next. A conference may be held to share semester objectives with the parent or family member, to obtain additional information, or to address family needs during the semester. Every clinician will hold a parent/family member/client conference at the end of the semester to share the semester's goals, treatment progress and recommendations. The clinician must always be organized, well-prepared, and create a comfortable atmosphere for the parent/family member/client. The parent/family member/client should be encouraged to ask questions and offer feedback. No conference is ever held without prior knowledge and approval of the clinical faculty. A clinician should not offer recommendations to a parent/family member/client which have not been discussed with the clinical faculty in advance.

While neutral comments may be made to parents/family members outside the treatment room, please remember that treatment-related information must be conveyed in the privacy of a treatment room.

A planning checklist pertaining to the parent/client conference at the end of the semester and the "Conference Report" form appears below:

#### **CHECKLIST FOR FINAL CONFERENCE WITH CLIENT/FAMILY MEMBER/PARENTS/GUARDIAN**

This list will assist the clinician in organizing and preparing for final client conferences:

1. Prepare setting in advance (enough chairs that are an appropriate size).
2. Introduce all in attendance.
3. Orient parent/family member/client to the purpose of the conference.
4. Briefly explain the therapy objectives for the semester.
5. Describe the client's progress clearly in NON-TECHNICAL terms.
6. Use graphs, charts of progress to illustrate and clarify results.
7. Discuss recommendations in advance with your clinical faculty.
8. Make appropriate and clear recommendations and integrate client/parent input.
9. Provide opportunities for the client/parent/family member to ask questions.
10. Handle questions responsibly and appropriately.
11. Be prepared with a completed Treatment Enrollment Card if continued treatment at the Luse Center is being recommended, either in the upcoming semester or any future semester.
12. Obtain preferred days/times for treatment in the upcoming semester if applicable and MARK on the TREATMENT ENROLLMENT CARD.
13. Any new relevant information shared by the client/parent/family member needs to be documented in the session log and/or in a progress report.
14. Log Conference on the LOG SHEET inside the front of the client's permanent folder.

Place the COMPLETED TREATMENT ENROLLMENT CARD in the Clinic Receptionist's mailbox if the client is to be scheduled for treatment in current semester, next semester, or any

future semester, OR if a re-evaluation is recommended (state month/year of re-evaluation on card).

## SECTION 12: Audiology Block

Graduate students are required to complete an Audiology Block assignment at the Eleanor M. Luse Center (or other approved clinical facility). The Audiology Block assignment provide students with a more intensive experience which is designed to further understanding of the diagnosis and management of hearing impaired individuals. We recognize that as speech- language pathologists the student will not independently diagnose hearing loss or recommend hearing aids. However, the student will provide screenings for children and possibly adults and may need to interpret audiograms, audiological reports and testing procedures for parents, medical, and other special education personnel. This practicum provides the student with the opportunity to communicate with adult clients who have questions and concerns about their hearing and helps to develop skills in professional dialogue with clients. Additionally, planning treatment programs for individuals with hearing loss cannot be accomplished successfully without thorough understanding of the nature and extent of the hearing impairment. The block also familiarizes students with hearing aids, since speech-language pathologists will perform listening checks on hearing aids prior to performing speech or language treatment with individuals who have hearing loss. Troubleshooting instruments is also a function performed by speech pathologists in many employment settings.

Students are qualified to participate in Audiology Block after completing CSD 271: Introduction to Audiology and CSD 272: Hearing Rehabilitation (or concurrent enrollment), or their equivalents. Additional prerequisites are described below:

- Audiology Observations (5 hours within the SLP scope of practice)
- Audiology Block Orientation - A mandatory one day training will be scheduled the week prior to start of audiology block. The student should submit a request in writing to the Clinic Director indicating the semester during which he/she would like to be assigned to Audiology Block. If the number of written requests exceeds the number of spaces available, consideration will be given to: (1) completion of the prerequisites listed above, (2) date of written request and (3) date of graduation. Audiology Block during spring and fall includes spending a half day in clinic, every other week, in addition to a weekly skill session/planning meeting. Audiology block is also available in the summer, on a more intensive schedule, as it is completed within 8 weeks. Time for planning meetings will be scheduled based on student and clinical faculty schedules.

For detailed information on the student's responsibilities in the Audiology Block, please contact the clinic director, the audiologist faculty, or review the Audiology Block Overview section in CSD 321/322 Blackboard.

## SECTION 13: Off-Campus Practicum Assignments

The student may be required to travel to off-campus sites using his/her own vehicle or public transportation. Having a vehicle is strongly recommended as many placements are located away from the bus line. In addition, during summer or some spring semesters, specific practicum affiliations will require the student to travel to sites out of the area or state. For summer placements, this may also require making arrangements for housing. These affiliations are often at specialty centers and medical settings that are not available in VT. The Externship Coordinator will also work with the student to find externships in remote sites they identify. Practicum placements are critical to our strong graduate program and are a cooperative agreement between the speech-language pathologists and the university. The speech-language pathologists offer these opportunities as part of their commitment to our profession. They are not paid for taking students and often this requires time above their typical workload. Accepting a practicum assignment includes a commitment to a high level of professionalism to the supervisor, the site and the individuals served on that site. Frequent absences are highly discouraged and may affect the ability to place a student at that site in the future. The graduate student must inform the off-campus coordinator of any absences. The off-campus supervisor will notify the coordinator when and if a student has more than 2 absences during the placement.

The Department of Communication Sciences and Disorders maintains off-campus practicum affiliations in a wide variety of settings:

- Public schools, Childhood Integrative Services (birth-3), Early Essential Education programs, elementary, middle, and high schools,
- Special needs and private schools,
- Hospitals, rehabilitation centers and skilled nursing facilities,
- Private practices.

All assignments to off-campus sites are made through the department and **under no circumstances** should the student initiate contact with an off-site supervisor without prior authorization from the Externship Coordinator.

Each semester, the student meets with the Externship Coordinator and discusses the available practicum sites. The student is given an opportunity to indicate interest in particular sites and any mitigating factors that may influence decisions about placement experiences. The student will be assigned to a variety of different off-campus settings in order to meet ASHA certification requirements. Please refer to clock hour Experience Record and Cumulative Evaluation on CALIPSO to track hour requirements and competencies. The student is expected to accept placements, as these are made to ensure that various ASHA competency and clock hour requirements are met prior to graduation. Decisions as to who is recommended to a facility are based on:

- Availability of both the student and the off-campus supervisor

- The student's clinical skills and the department's knowledge of the clinical expectations and demands of practicum site
- Coursework completed: Some practicum sites specify that certain courses must be completed or should be in process before a student will be considered for an assignment. For this reason we plan the curriculum in such a sequence that necessary coursework can be completed as early in your graduate program as possible.
- Previous clinical assignments: We attempt to offer each student a well-rounded practicum experience. Occasionally, there are a number of students who are interested in a particular practicum setting (e.g., hospital or early education center). Priority will be given to those students who have not yet had an affiliation in that type of setting and have met the facility's prerequisite requirements.
- Travel capabilities as a student: The student is expected to arrange transportation to and from off-campus assignments. As you are aware, Vermont is a fairly rural state and there are a number of externship opportunities outside the Burlington area. In some instances car-pooling can be arranged, though this is rare due to students' and programs' varying schedules. For those students who do not have access to a car, there are some local externships accessible by public transportation. In addition, we have agreements with a number of excellent facilities who offer intensive 5 day a week affiliations (most require a minimum 5 week commitment) during the December-January intersession break or during the summers.
- We recommend a student to a facility to indicate that the student has the academic and clinical background to perform effectively in that setting. However, it is up to the clinical instructor at the off-campus setting to make the final decision regarding accepting a student. The student is often expected to interview with the clinical instructor, and should furnish the clinical instructor with a current resume listing courses completed to date and other clinical experiences. If invited by the off-campus clinical instructor, a student may choose to continue the clinical experience beyond the end of the semester. This must be approved by the externship coordinator in writing (e-mail). Clock hours for these extended practicum assignments will be consolidated with the next semester's hours;
- Finally, we strongly encourage the student to follow the calendar at the practicum site. In some cases, this may mean attending the practicum during parts of the winter break, UVM Spring Break and other university holidays. The student should discuss and resolve any possible scheduling conflicts with the off-campus coordinator prior to the beginning of the semester. The off-campus externship coordinator needs to be notified of ANY absences, planned or otherwise.

Possible Questions to ask off-campus supervisors at the first meeting:

- What are your expectations for the graduate student clinician at this placement?
- Are there any after-school requirements?
- Do I need to do client related work outside of my placement?
- What is the "training period" length/expectation before I am expected to be on my own for the majority of sessions?
- How many clients/students/patients am I expected to manage?
- What is the average amount of hours I can expect to accumulate each week?
- What is the dress code for this placement?

#### PRACTICUM ASSIGNMENT EXTENSION POLICY

A practicum extension provides the student with an opportunity to accrue more experience and clinical hours in a setting to which he/she has been assigned for the semester. The student is NOT obligated to extend their placements, but has this option if he/she is offered the opportunity by the off-site clinical instructor. In order to be considered as part of the formal clinical practicum and have clock hours count towards the 400 hours the following processes must be followed:

1. E-mail Externship Coordinator to request the extension.
2. The Externship Coordinator will determine if you are approved to continue the assignment beyond the semester
  - a. This determination is based on the student's academic and clinical standing.
  - b. If an extension to the assignment is not PREAPPROVED the hours accrued will not be counted towards the 400 required in the graduate program.
  - c. Work experiences, volunteer experiences etc. may not be retroactively identified as a formal off-campus clinical placement in order to accrue more clinical hours.
3. The off-campus coordinator will e-mail the student (with a Cc to the Program Assistant) to confirm that the student may extend the assignment.
4. Documentation of clock hours is the same as during the regular semester.
5. The student's grade from the semester will be carried over to the extension period so an additional evaluation is not required.
6. Clock hours that are accrued after semester Check-Out will be counted in the following semester (e.g. extending a fall assignment until Dec 20<sup>th</sup>, if the hours accrued after fall Check-Out will be counted at the end of spring semester).

7. No additional evaluations of your supervisor are required.
8. The extension of the assignment should not interfere with the start of the student's next assigned practicum. For instance, if the summer assignment starts on June 1st, the student may not extend the spring assignment if it will interfere with starting or participating in the summer practicum experience.

#### INDEPENDENT PRACTICUM OPPORTUNITIES POLICY

Occasionally a student will become aware of externship opportunities through communication with community members or other professionals. These can be wonderful opportunities, but must be presented to the externship coordinator for review. This approval must be in the form of an e-mail or a written note.

**AT NO TIME should the student contact a preferred site and attempt to set up an off-campus practicum assignment without prior approval of the externship coordinator.** The Externship Coordinator maintains professional relationships with many of the off-campus clinical instructors and is aware of who is able and available to supervise a student. Additionally, the coordinator may have already planned to assign another student to that practicum site. If a student initiates an externship without prior approval of the Externship Coordinator, the hours accrued will not be counted towards the 400 required for graduation and for ASHA.

#### SECTION 14: Materials

##### IN-HOUSE CHECK-OUT AND FILING PROCEDURES FOR TESTS AND MATERIALS

Assessment tools and resource materials each have their own section of shelves in the Materials Room. They are also shelved according to a color category and in numerical order within that category. Items not shelved can be found in the filing cabinets.

##### HOW TO LOCATE TESTS OR RESOURCE MATERIALS

1. There are two ways to find what the student needs. Use whichever fits the need:
  - a. The student knows the name of the test that is needed. Go to the checkout card box on the counter and search alphabetically to find the sign out card. The card will give the color and number of the item. This will help the student locate it on the shelf.
  - b. The student is not quite sure which test he/she wants. The list of Assessment Tools/Tests is in the blue folder and the list of Resource Materials is in the yellow folder. The lists in the folders are organized by categories. Find the page with the category you are looking for and read the listing. The list will give the names and

numbers of the materials that are in the Materials Room.

2. Tests and other materials can be located on the shelves by using the color/number code. Go to the section where that color is and look for the number sequentially. Tests not on the shelves will be in the file cabinet, filed in A–Z order by name of test. ALL TESTS AND MATERIALS, REGARDLESS OF WHERE THEY ARE LOCATED, WILL HAVE A SIGN- OUT CARD IN THE CHECKOUT BOX.
3. On the day of testing, sign out the test, using the card in the file IN box. SIGN your name and today's date and re-file the card in the IN box. BE SURE TO SIGN A TEST BACK IN WHEN YOU RETURN IT, so the next person to look for the test doesn't think it is still out. ALSO, BE SURE THE TEST IS REFILED ON THE SHELVES PROPERLY. DO NOT KEEP A TEST MORE THAN ONE DAY!

When there are only three copies of a particular test protocol form left, fill out the Test Reorder Form and give it to the Business Assistant or the Business Manager. This is important to ensure that we do not run out of test protocols when needed.

AAC Equipment and Materials are shelved either in the Materials Room or in the AAC cabinet in the adjacent room.

Equipment: Most of the equipment and supplies the student will need are available for use at the Center. Equipment is located in the Materials Library such as flashlights, tongue depressors/gloves, etc. The student must provide his/her own audio recording device.

Due to the number of students in the program, there may be times when the material or instrument needed is in use. If the student has favorite treatment materials he/she wishes to use, please bring them with you when you begin the program, or acquire them as part of your own professional collection of materials.

### **LENDING POLICY AND PROCEDURE FOR COMMUNITY SLPS AND OFF-SITE CLINICAL SUPERVISORS**

Due to the high demand and/or cost, some items are not loaned or will need Clinic Director approval before loaning. This includes the following:

- Boardmaker
- Comprehensive Evaluation of Language Functions (CELF) All versions
- Pre-school Language Scale (PLS) - all versions
- All Aphasia/TBI Batteries

Before lending clinic tests/materials/equipment:

1. Only Academic and Clinical Faculty are authorized to “lend” clinic tests and treatment materials. The responsibility as a “Lender” is not to be delegated to staff or students.

The person lending the test/materials/equipment must fill out a Lending Contract.

2. The Contracts are available in a file to the right of the Receptionist's phone on the front desk (see file titled "Lending Contract"). The loan of equipment is handled by the Luse Center receptionist (Sam).
3. Please inform the borrower that there is a \$5 loan charge for tests and \$10.00 for equipment. The fee helps recover the cost of consumed test forms and wear & tear on the tests/materials. Only one protocol/test can be provided at a cost of \$2.50. The fee must be paid at the time the material is taken to the office person who handles the loan contract.
4. Prior to agreeing to lend tests/materials/equipment, the person lending the item must check the Reserve Sheet on the counter of Room 305 to verify that the item is not reserved for use at the Eleanor M. Luse Center during the proposed borrowing period. If it is reserved, then the person loaning the item must work out a later time period with the borrower. The Clinic Director or other faculty member lending the material must write the borrower's name and the date on the Check-Out Card in the card box on the counter in Room 305.
5. The person lending the material must place the item and the completed Lending Contract in the Pick-Up Box in the Front Office for the borrower to pick up. Please let the Receptionist (Sam) know when and who will be stopping by to pick things up. No borrower should be sent to Rooms 305 or 307 to check out tests/materials/ equipment themselves.
6. The person loaning the item must complete the procedure above and place the item in the Pick-Up Box. This will ensure that the checkout and loan procedures are followed and items do not turn up missing because they were not checked out properly. No tests or materials should be removed by students from Room 305 or 307 to be used with their clients at off-campus sites.
7. The student wishing to use tests or materials at off-campus sites with their clients must make arrangements with the Clinic Director in advance and must follow the contractual lending policy and pay the requisite fees. No items can be loaned to off-campus clinical faculty/clinical instructors for use at off-campus sites without following the above procedure.

We wish to serve as a resource to off-campus clinical faculty/clinical instructors by making materials available for up to 3 days when the materials are not needed for use with a Luse Center Client. A student may follow the above procedure as the "agent" of the off-campus clinical faculty/clinical instructor, but must complete the contract and fee aspects.

NOTE: This policy ensures that tests and materials are available to support the services provided at the Luse Center when clients arrive for scheduled services. In addition, it enables the Center to loan items to community SLPs, replace the consumables that are loaned, and maintain the clinic materials so they can continue to be an available resource to the community SLPs.

### **HELPFUL THINGS TO KNOW PERTAINING TO MATERIALS**

1. Any checkout overnight or longer must be approved by the clinic director.
2. You may not check out tests and materials for use in off-campus sites. This **MUST** be done through the loan process noted above.

### **CHECKING OUT TESTS/MATERIALS FOR USE IN OFF-CAMPUS PLACEMENTS**

After approval from the Clinic Director, a loan contract must be filled out between the off-campus site SLP and the Eleanor M. Luse Center, and then given to the Clinic Director. The SLP agrees to keep the test no more than 3 days. They also assume financial responsibility for replacing the test, should it not be returned or be damaged. If any material/equipment is damaged, lost or stolen, the borrower is responsible for repair or replacement costs.

### **ITEM RETURN**

All items must be returned to the Front Office by the return date stated on the contract. The receptionist will update the loan sheet, indicating the item has been returned. She will contact a work study student to return items to the materials room. (See Appendix A for Lending Policy and Contract, which must be completed in order to borrow equipment). After the student receives approval to borrow equipment or materials, the contract should be given to Sam Abair at the desk.

## **APPENDIX A: Clinic Office Forms**

[Appointment Slip](#)

[Client Contact Sheet](#)

[Client Attendance Record](#)

[Consumer Feedback Survey](#)

[Expectations of Observers](#)

[Lending Contract for Clinic Materials](#)

[Lending Policies and Procedures](#)

[Permission to Correspond by Email](#)

[Request for Report Distribution](#)

[Treatment Enrollment Card](#)

## **APPENDIX B: Student & Faculty Evaluation Forms**

[CALIPSO Performance Rating Scale](#)

[CALIPSO Scoring Key for Clinical Competency](#)

[Check-Out Information for Supervisors and Students](#)

[Check-Out Clinical Faculty](#)

[Check-Out Front Office](#)

[Clinician Self-Evaluation Individual Therapy Session \(fill out on CALIPSO\)](#)

[Expectations for Clinical Practicum Sample](#)

[Supervisor Evaluation Form \(fill out on CALIPSO\)](#)

## **APPENDIX C: HIPAA & Permission Forms**

[Digital and Audio Recording and Photographic Student Consent Form](#)

[HIPAA Compliance Procedures Oversight](#)

[HIPAA Consent to Use or Disclose Protected Health Information](#)

[Permission to Correspond by Email](#)

[Receipt of Notice of Privacy Practices \(NOPP\)](#)

[Request for Report Distribution](#)

[UVM Notice of Privacy Practices \(NOPP\)](#)

## **APPENDIX D: Assessment Protocols**

[TEMPLATE: Dx Plan \(USE FOR CORRECT FORMATTING\)](#)

[Assessment Protocol \(Cognitive Communication/Motor Speech\)](#)

[Assessment Protocol \(Child Fluency Assessment Outline\)](#)

[Assessment Protocol \(Preschool Fluency Dx Plan\)](#)

[Assessment Protocol \(Preschool Speech-Language and Communication\)](#)

[Assessment Protocol \(Resonance, Velopharyngeal and Nasal Airflow\)](#)

[Assessment Protocol \(Severe Communication Impairment\)](#)

[Assessment Protocol \(Spoken and Written Language: School-Age Children & Adolescents\)](#)

[Assessment Protocol \(Voice Disorders and Laryngeal Dysfunction\)](#)

## **APPENDIX E: DX Reports**

[TEMPLATE: Dx Report \(USE FOR CORRECT FORMATTING\)](#)

[Diagnostic Report – Clinician’s Checklist](#)

[Dx Report Example \(Adult Male Voice\)](#)

[Dx Report Example \(Preschool Fluency\)](#)

[Dx Report Example \(Hypernasality and Articulation Child\)](#)

[Dx Report Example \(Spoken and Written Language\)](#)

## **APPENDIX F: Projected Treatment Plans**

[TEMPLATE: Projected Treatment Plan \(USE FOR CORRECT FORMATTING\)](#)

[Projected Treatment Plan Example \(Adult Articulation\)](#)

[Projected Treatment Plan Example \(Language, 10 y.o.\)](#)

[Projected Treatment Plan Example \(Lidcombe Fluency\)](#)

## **APPENDIX G: Weekly Treatment Plans & SOAPs**

[TEMPLATE: Weekly Plans & SOAPs \(USE FOR CORRECT FORMATTING\)](#)

[Therapy Plan-SOAP Example \(Articulation\)](#)

[Therapy Plan-SOAP Example \(Language\) Therapy](#)

[Plan-SOAP Example \(Lidcombe Fluency\)](#)

## **APPENDIX H: Progress Reports**

[TEMPLATE: Progress Report \(USE FOR CORRECT FORMATTING\)](#)

[Progress Report Example \(Articulation 10 y.o.\)](#)

[Progress Report Example \(Articulation /r/\)](#)

[Progress Report Example \(Adult Language\)](#)

[Progress Report Example \(Adult Accent Modification\)](#)

[Progress Report Example \(Fluency\)](#)

## **APPENDIX I: Post-Stroke Communication Group**

[Post Stroke Communication Group Weekly Therapy Plan Template](#)

[Post Stroke Communication Group Speech and Language Initial Evaluation](#)

[Post Stroke Communication Group Clinician Orientation](#)

## **APPENDIX J: Documentation Templates**

[Diagnostic Planning Template](#)

[Diagnostic Report Template](#)

[Projected Treatment Plan Template](#)

[Progress Report Template](#)

[Weekly Therapy Plan-SOAP Template](#)

[Post Stroke Communication Group Weekly Therapy Plan Template](#)

[Disability Determination](#)

[Fluency Sample Write-Up \(Non-fluency Dx\)](#)

[Normal/Abnormal Hearing Screening \(Speech-Language Report\)](#)

[Oral Mechanism Write-up \(Speech-Language Report\)](#)

### **APPENDIX K: Clinical Writing Support**

[How to Cite Your Resources in APA Format \(UVM Libraries Dept. of Info & Instruction Services, 2012\)](#)

[Using Sources Wisely and Fairly \(Velleman, 2014\)](#)

[Professional Writing \(Lamar University from Roth & Worthington, 2005\)](#)

[Report Writing for Speech-Language Pathologists and Audiologists \(Pannbacker et al., 2001\)](#)

[Research Guide: Communication Sciences and Disorders \(Dana Medical Library, UVM\)](#)

[Rubric for Diagnostic Writing Assignment](#)

[UVM 2014 Code of Academic Integrity \(Plagiarism\)](#)