



DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Clinic Manual 2025-26

Approved May 21, 2025

Table of Contents:

Strategic Plan: Executive Summary	7
Section 1: Clinic Facilities	7-12
Parking	
Policies Regarding the Front Office	
Mailboxes	
Copy Machine Restrictions	
Client Waiting Room	
Treatment Rooms	
Observation Rooms	
Security	
Directions for Use of Digital Recording System	
Graduate Student Workrooms	
Storage Lockers	
Guidelines for Use of Student Computers	
Email Etiquette	
Student Learning Accommodations	
Section 2: Matters of Professional Conduct	12-17
Dress Code for Clinic and Guided Observations	
Violations of the Dress Code	
Social Media	
Clinician-Client Relationship	
Client Confidentiality	
Client Files: Permanent versus Working	
Permanent Client Files Security Procedures	
Working Files	
Post Stroke Communication Group	

Audio and Video Recording System

Section 3: Code of Ethics	18
Section 4: Clinical Requirements	18-21
Student Responsibility for Clock Hours	
Practicum Requirements	
Practicum Clock Hour Requirements	
What Counts as Clock Hours?	
Other Clock Hour Information	
What Does Not Count Towards Clock Hours?	
Working as an SLP-A and accrual of Clock Hours	
Accrual of Practicum Hours from Research Activities	
Recording and Reporting ASHA Clock Hours	
End of Semester Check out Information	
Section 5: Clinical Mandatories and Health Care Precautions	21-24
Clinical Mandatories	
Precautionary Procedures Clinicians Must Follow after Session	
Response to Spills and Bodily Fluids	
Oral-Peripheral Exams/Hearing Evaluation	
Responsibility for Knowledge	
Annual Flu Updates	
Drug Testing	
Section 6: Evaluation Instruments	24-27
Supervisory Conferences	
Clinical Practicum Mid-term and End of Semester Grading	
Academic Honesty	

Dismissal

Review of Students' Clinical Performance/Clinical Probation

Section 7: Clinical Practicum Procedures 27-29

How Clinician/Client Assignments Are Made

Scheduling, Cancellations and Make-up Sessions

Important Dates for Clinic Preparation

Cancellations

Emergency Cancellation Procedure

Faculty Run Sessions

Section 8: Diagnostic Evaluation Procedures 29-33

Checklist for Diagnostic Evaluation Planning

Exit Interview with Client/Family

Computer File Instructions

Section 9: Treatment Procedures 33-37

Pre-Treatment Procedures

Guidelines for Reserving a Clinic Room

General Treatment Procedures

Lesson Plans and Logs (SOAP notes)

Session Analysis/Self-Evaluation

Session Organization

Session Execution

Client and Clinician Evaluation

Section 10: Attendance 37-38

Information on Attendance and Attendance Report

Religious Holidays

Parent/Family Observation/Participation in Therapy Sessions

Section 11: Parent/Family Member Client Conferences 38-39

Conference Information

Checklist for Final Conference Wrap-Up with Client/Family

Section 12: Off-Campus Practicum Assignment 39-42

What Students Should Know About Off-Campus Placements

Clinical Accommodations

Possible Questions to Ask Off-Campus Clinical Educators

Practicum Assignment Extension Policy

Section 13: Audiology Block 43

Section 14: Materials 43-44

In-House Check-Out and Filing Procedures for Tests and Materials

Appendix A: Student Self & Faculty Evaluation Forms

Clinical Educator Evaluation Form

Expectations of Observers

Expectation of On-Campus Clinical Practicum

Appendix B: Clinic Office Forms

Appointment Slip (Add, Change, Cancel)

Treatment Enrollment Card

Check-Out Information for Students

Appendix C: HIPAA and Permission Forms

Digital and Audio Recording and Photographic Student Consent Forms

HIPAA Policy and Procedure Compliance Oversight Form
HIPAA Consent to Use or Disclose Protected Health Information
Permission to Correspond by Email
Request for Report Distribution
UVM Receipt of Notice of Privacy Practices (NOPP)

Appendix D: Documentation Templates

Diagnostic Planning Template
Diagnostic Report Template
Progress Report Template
Projected Treatment Plan Template
Weekly Therapy Plan / SOAP Template
Disability Determination Write up Sample
Fluency Sample
Hearing Screening Sample

Appendix E: Post Stroke Communication Group

Post Stroke Communication Group Clinician Orientation

Appendix F: Clinical Writing Support

Using Sources Wisely and Fairly

Appendix G: Off-Campus Placements

Procedure for Resolving Potential Issues
Supervisory Needs Assessment
Externship Site Evaluation Form
Student Needs Assessment

Appendix H: Clinic Schedules

Clinic Schedules Fall 2024, Spring 2025, Summer 2025

Off-Campus Timeline

STRATEGIC PLAN: Executive Summary

The core values of the Department of Communication Sciences and Disorders (CSD) are caring, collaboration, compassion, connectedness, and family. These goals impact everything we do, including our undergraduate and graduate curricula, the extra-curricular activities that we offer to students (community service, Speech & Hearing Club, Peer Mentoring, CSD Honors Society, NEASLH events etc.), research, clinical services, and outreach to the community.

CSD Mission Statement (Approved 2024)

The Department of Communication Sciences and Disorders prepares professionals for meaningful careers in speech-language pathology, audiology, and related fields. Through exceptional research and education, we will create and apply new knowledge and evidence-based practices in inclusive and supportive learning environments while fostering a sense of belonging for all.

CSD Vision Statement (Approved 2024)

Advancing communication so everyone is a part of the conversation, through:

- Preparing students to be critical thinkers and to apply evidenced-based practice
- Providing exemplary opportunities for students to participate in research and scholarship
- Creating opportunities for interprofessional and community collaboration
- Expanding and fostering a diverse academic community

SECTION 1: Clinic Facilities

PARKING

All UVM parking areas are overcrowded. The Pomeroy-Allen House lot is reserved for UVM faculty/staff with a green permit pass and the University of Vermont 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 clients' 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 3PM. After 3:30PM, 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. Please use the phone in the students'

workroom for outgoing correspondence with clients or for other clinical business as needed. There is a long-distance passcode taped to the table in front of the phone. Students can also use the contact note feature within Clinic Note EMR. Please instruct clients to contact the associated supervisor's office phone number for any necessitated incoming correspondence. Messages from clients will be left in the student's mailbox or the front office receptionist will email the message to associated parties. The front office is part of our working clinic. Professionalism is always extremely important throughout the entire building.

MAILBOXES

Student mailboxes: All graduate students are assigned mailboxes at the beginning of the fall semester. These are located on the first floor in the Front Office. Be sure to **CHECK YOUR MAILBOX DAILY**, since the supervisors or office personnel may leave important messages there for you. You will have a blue, plastic colored folder in your mailbox for you to store any file or documentation with a client name (to help ensure HIPAA confidentiality).

Clinical Faculty mailboxes: Clinical Faculty mailboxes are located on the first floor in Room 202 across from the Front Office. This room is locked at 4:30 every day. Leave any documents with a client's name in the colored folder in the faculty mailbox to help ensure HIPAA confidentiality.

COPY MACHINE RESTRICTIONS

Copy machines for student academic use are available in the library, the Davis Center, and in the front office on the first floor of Pomeroy. The office copy machine, in Room 202 on the 1st floor of Pomeroy, is restricted to use by faculty. A faculty member may authorize a student to copy material for their teaching or research in their capacity as a Graduate Teaching Assistant or Research Assistant only. The student clinician is financially responsible for copies they want to make for personal or academic use using the Cat Card-operated copier in the library or the Davis Center.

Students may use the copier in the front office or in the Graduate Student Workroom at no charge to make necessary copies for **CLINIC USE ONLY**.

CLIENT WAITING ROOM

The client waiting room is attached to the main office. Given this proximity, office conversations can be overheard in the waiting room. Always be aware of this fact and be circumspect in your behavior and conversations in the office, stairway, 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. If the client is met in the vestibule, please encourage them to check in with the front office prior to going upstairs in case of any billing or paperwork needs by front office staff. 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 (not in the waiting room, atrium, or hallways).

Do not use the waiting room for studying or workspace 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, and 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.** 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.

Each supervisor has been assigned a treatment room and will let you know which room that will be. That will be your treatment room for the semester. If there is an overlap in the schedules, your supervisor will help you to locate another room.

OBSERVATION ROOMS - DO NOT TURN LIGHTS ON IN THESE ROOMS

The observation rooms are **310, 312, 313, and 315**. 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.

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. 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. While the client may be aware of observers, it may be disconcerting to run into them when leaving the session.
5. Please dress professionally and refrain from eating/drinking while observing.

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 P.M. 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 after finding out your room treatment room assignment.

GRADUATE STUDENT WORK ROOMS

The graduate student workrooms (Rooms **306 and 307**) are located on the 2nd floor. Computers have been provided for any clinical needs. All clinical paperwork will be submitted and stored electronically. The exception to this will be clients who opt out of electronic sharing of end of semester Progress Reports and/or Diagnostic Reports. The graduate student workroom 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. Extended social conversations/phone calls should be held outside of these areas. Put away all cleaned therapy materials after use.

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 the counters. 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. If space is not maintained, a sign-up sheet will be provided for grad students to be assigned for clean-up purposes on a rotating basis.

STORAGE LOCKERS

Storage lockers for graduate students are in the 2nd Floor hallway and in Room 307. Locker keys are issued by the Business Manager and/or Administrative Assistant. These are for graduate students to store their personal belongings/personal clinic materials. Please do not store clinical materials in personal lockers as the materials must be shared by all.

EMAIL ETIQUETTE

With the accessibility of technology, students and faculty have numerous opportunities for quick and efficient communication. It is important to remember 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 (not an e-mail or Clinic Note contact

note) to families and clients prior to a Dx and/or the start of treatment for the semester. A Permission to Communicate by E-mail form must be signed prior to e-mail communications. This form is found on Clinic Note and is in Appendix B of this document.

GUIDELINES FOR PROFESSIONAL E-MAIL CORRESPONDENCE

- Use appropriate salutations (Dear Dr./Professor____, 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 the purpose should be clear.
- Be careful of spelling errors and grammatical sentences.
- Use respectful language and avoid slang.
- Do not use a child's name or initials to protect their confidentiality.
- Have a professional signature (sample below):

Student Clinician, B.A.

Pronouns (she, her, hers)

M.S. Candidate, Communication Sciences & Disorders University of Vermont
studentcliniannname@uvm.edu

Faculty members want to be responsive to questions and needs in a timely fashion. Reasonable expectations for responding must be considered. Here are some thoughts that should guide planning about sending e-mail and receiving responses:

- 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 or after 5:00 PM during the week, although some may choose to do so. Assume that **faculty typically will NOT respond to e-mail from 5:00 pm on Friday evening until 8:00 am on Monday morning**, unless the student has made special/other arrangements with the faculty member.
- 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, submitting clinical documentation for feedback one day before a meeting about the document is not a reasonable expectation, or sufficient time, for the faculty member to provide the needed support. Allow faculty at least 48 hours in advance to review your work. Please remember the first draft of a document should be the best effort.

STUDENT LEARNING ACCOMMODATIONS

In keeping with university policy, any student with a documented disability interested in utilizing accommodations for clinic should contact SAS, the Office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation

letter. All students are strongly encouraged to meet with their faculty to discuss the accommodation they plan to use in each course. Contact SAS: A170 Living/Learning Center 802-656-7753 or www.uvm.edu/access. It is important to note that clinical accommodations are not the same as academic accommodations. Receipt of one does not mean application to the other setting.

THE CENTER FOR HEALTH AND WELL-BEING

(CHWB) offers a wide range of services to support your mind, body, and spirit while you are at UVM. The Student Health Services staff of board-certified physicians, physician assistants, nurse practitioners, nurses, and dietitians work with patients and collaborate with other CHWB providers to ensure personalized and timely care to UVM students. Counseling & Psychiatry Services (CAPS) offers short-term individual counseling, urgent needs counseling, group counseling, outreach and education, psychiatry, referrals, and consultation services. At Living Well, they believe that mental and physical health go together. They have a variety of programs that offer you the space to create a wellness practice that will support your goals and positive intentions. For more information, check out the CHWB website at <http://www.uvm.edu/health>

GRADUATE WRITING CENTER

Students who require support with clinical or academic writing are encouraged to contact the Graduate Writing Center for a free consultation and to access helpful resources. The UVM Graduate Writing Center supports graduate writers at all stages of their programs and across a full range of academic, professional, and public communication genres including research articles, proposals, presentations, and more to help writers further their skill and confidence. [Graduate Writing Center | The University of Vermont](#)

SECTION 2: Matters of Professional Conduct

The Communication Sciences and Disorders Department and the University of Vermont Eleanor M. Luse Center in the College of Nursing and Health Sciences strive to ensure all current and prospective members of our community receive fair treatment and opportunity, and experience an environment that is inclusive, and free from harassment, bias, discrimination, and bullying. Every member of the program— faculty, staff, and students – is responsible for maintaining a safe, respectful, supportive, and collaborative atmosphere. If an incident occurs, please contact the program director and/or your primary advisor. Please refer to the Office of Affirmative Action and Equal Opportunity for links to policies and procedures: <https://www.uvm.edu/aaeo>

DRESS CODE FOR PRACTICUM & CLINICAL OBSERVATIONS

The purpose of a dress code is to promote a positive image and to provide an environment conducive to learning. It is important to remember that services are provided to individuals of all generations and cultural backgrounds. What is appropriate for one person may be too casual and not professional for another. The student needs to maintain a professional appearance anytime client contact is expected or when conducting clinical business. The student should ALWAYS consider physical appearance while in the building near where clients might see the student. 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. If this information is not shared at an off-site clinical placement, strive for a business casual dress code.

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

BUSINESS CASUAL ATTIRE (e.g., skirts, dresses, slacks, blouses, collared shirts) is to be always worn when seeing clients or working in the clinic.

- Tops/T-shirts should not contain pictures, designs, or logos. Plain, clean T-shirts may be worn if part of a professional ensemble.
- 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 (including when leaning over). Think, "shoulder to knees".
- **Self-Check:** Stand up, reach hands to the ceiling and bend and touch floor. If you show skin, you should change.
- Skirts should be no shorter than an inch or less above knee-level when the student is standing.
- Shoes are to be always worn while in Pomeroy Hall (including grad rooms).
- 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 ensure that one is clean and without offensive body odor or excessive perfume/fragranced products- scents can be triggering and/or clients can have negative responses to strong fragrances.

- Nametags will be ordered during orientation. Nametags should be worn so they are easily visible to the client. Observers and clinicians must wear identification when working with clients, families, or other professionals (teachers, SLPs) within the clinic.
- All jewelry should be discreet and professional.
- Hats should be avoided in the clinic unless for an extenuating circumstance.
- Consider keeping an extra set of clothes and/or blazer, cardigan available in your locker in clinic.
- Garments and physical appearance should never distract from the treatment process. The following are NOT considered appropriate when acting in a professional capacity:
 - Blue jeans, ripped jeans, distressed, frayed, heavily adorned, rolled up jeans, or sweatpants/athletic joggers.
 - Shirts that expose bare shoulders such as halter tops, strapless tops, or tops with spaghetti straps
 - Flip-flops, athletic sandals, athletic/dirty sneakers, spike type heels, winter boots, or hiking boots-consider keeping a pair of “clinic” shoes in your locker.
 - Shorts or very short skirts
 - Leggings are not appropriate unless under a proper length skirt, tunic, or dress.
 - Clothing or accessories that express political views.
- 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.

VIOLATIONS OF THE DRESS CODE

The students will be asked to change their clothing. Each violation will result in the student forfeiting the 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 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. Do not “friend” clients or parents on social media platforms and be aware of what public information is available about yourself. If using a personal phone in a therapy session as a timer, a flashlight, etc., make sure all incoming calls are blocked, and notifications are turned off.

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 that they are committed to serving and supporting the communication needs identified by individuals and families. It is important to the students’ effectiveness that they recognize the boundaries of their relationship with a client/family/on and off campus supervisors. Personal friendships, private hiring for additional work (childcare, tutoring etc.) or inappropriate personal involvement with a client/ family/ on and off campus supervisor compromises the effectiveness of a clinician. If the student encounters a circumstance where a client/family or supervisor is promoting a personal association, the student should discuss the situation with the clinical director 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 the clinic or as a care provider. This compromises the professional boundaries in clinic and is strongly discouraged.

CLIENT CONFIDENTIALITY

All students will complete a HIPAA training course as part of mandatory requirements prior to beginning graduate school. 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 people outside the clinic without prior written consent from the client/parent to talk with that person about the client. THIS IS MOST IMPORTANT.

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's dignity and confidentiality are paramount. 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 students' and our reputation in the community. Since Vermont is a small state, the client who 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! If the client or family has given permission for correspondence to be done via e-mail and signed the necessary form, do not use client names or initials in e-mail correspondence to maintain confidentiality (use "your child/son/daughter" instead).

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.

Graduate students will use the Clinic Note (Electronic Medical Records) system to complete clinical documentation. Graduate students can access this from their own laptop computers, logged on through the UVM system to ensure HIPAA compliance.

CLIENT FILES: PERMANENT VS. WORKING

The student will encounter two types of files. Past permanent client files are stored in the large rotating file cabinets in the main office on the first floor. Permanent client files are now stored electronically in Clinic Note. The "permanent files" are the formal medical record for the client. These files include soap notes and plans. "Working files" are the folders for each client that contain personal clinical notes and materials, which are kept in the file cabinet in the Graduate Student Workroom. **This file cabinet must be kept always locked to ensure HIPAA compliance.**

Every client has the legal right to expect any information contained in his/her file to be safeguarded from unauthorized and unnecessary access. Only people 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.

The following security policy is intended to ensure the legal rights of our clients as described above for the paper permanent files:

1. At the end of the work day (4:30 PM), 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 between 8:00AM and 4:30PM

1. Faculty, staff and clinicians are expected to follow the file checkout procedures whenever they remove a paper 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.
2. This procedure enables the staff to determine the whereabouts of every file at all times and to retrieve it when needed.
3. If the student passes a file to another person involved with the case (e.g., 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.
4. 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. The Clinical faculty will be the person responsible in charge of the file in the rare event that this situation occurs.
5. The UVM 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.
6. During the day at the University of Vermont 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 locked drawer, locked file cabinet, or locker.
7. To comply with the 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.
8. Faculty and students are expected to recycle all drafts of reports in special confidential, "to be shredded" recycling bins. One is in the Graduate Student Workroom and the other in the faculty mailroom. Digital recordings will be permanently deleted from the video 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.

Please remember that the information in the above section will be applicable only if a graduate student needs to reference past permanent files. All client records will be stored electronically in Clinic Note.

CLIENT WORKING FILES

1. Client working files for each client for the current semester must be stored in the file cabinet in the **Graduate Student Workroom**.
2. Client working files can be used to store personal notes from data collection, clinical paper materials and notes/test protocols and for diagnostic evaluations.
3. A new folder is created for each semester. Folders from previous semesters are maintained if the client is receiving services. **This cabinet is to be always secured with the padlock.**
4. Test protocols after a diagnostic can be kept in the working file but should be scanned and filed with Clinic Note when the final copy of the diagnostic report has been approved and the protocols are recorded in pen and scoring accuracy checked for accuracy and signed off by the supervisor. Graduate students should submit the test protocols to their Clinical Supervisor who will submit them to the appropriate place in the main office for scanning.

POST STROKE COMMUNICATION GROUP (PSCG)

Past working files for clients are kept in the bottom drawer of the file cabinet in the grad room. Group notes and plans are kept in a folder labeled by the Semester and Year (e.g., Fall 2018). No individual working files are created for PSCG.

DIGITAL VIDEO AND AUDIO RECORDINGS OF CLIENTS

Digital video recordings of clients are viewable from computers in the designated grad workspaces. These are considered protected health information (PHI) and used by students strictly for clinical, research or academic activities (e.g., 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.

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 6-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/Code-of-Ethics/>

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** (yellow) and ASHA knowledge and skills certification requirements via the **Cumulative Evaluation Form** (orange). The students must record their 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 externship coordinator(s) and the Clinic Director in working towards meeting these requirements.

PRACTICUM REQUIREMENTS

- All 25 guided observation hours must be accumulated prior to the first day of classes to ensure that the graduate clinician has a basic understanding of communication disorders and to provide some exposure to clinical interaction. It is highly recommended that the student observes a variety of clinical interactions in several different disorder areas.
- Enrollment in, or completion of, CSD 6200 (Clinical Preparation and Management)
- Participation in the clinic study class/seminar each semester

PRACTICUM CLOCK HOUR REQUIREMENTS

(To meet ASHA certification eligibility and UVM requirements)

- The **25 guided observation hours** must be in the scope of practice for speech-language pathology with an ASHA-Certified SLP. However, up to 5 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** is required to graduate and to start the Clinical Fellowship (CF) Experience: 375 direct clinical contact and 25 observation hours.
- Up to 20% (75 hours) of direct contact hours may be obtained through Clinical Simulation (CS) methods. Only the time spent in active engagement with the CS may be counted. These may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included in clock hour accumulation.
- Standard V was updated to allow up to 125 hours of graduate student supervised clinical practicum to be completed via tele-practice.
- 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 CCCs.

NOTE: While ASHA no longer requires a minimum number of hours in any one 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, UVM 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, inter-professional practice, and cultural/linguistic diversity.

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.
10. 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.
11. All audiology hours must be in the scope of practice for SLP.

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 or intervention, both students cannot get hours for the same activity. Each student must be actively engaged and perform distinct activities. See below for further information:

According to the revised 2016 and continuing with the ASHA 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology:

“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. 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**. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.”

<https://www.asha.org/certification/2020-slp-certification-standards/>

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.
- 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)
- Tests designed with a strong observation component of young children such as parts of the *PLS-5*, *CELF-5*, communication and behavior scales, *Rosetti Infant- Toddler Language Scale*
- Any person whose behavior is such that typical test administration is difficult and necessitates more than one person at the discretion of the supervisor.

OTHER CLOCK HOUR INFORMATION

- Periodic assessments or diagnostic probes during treatment are considered treatment 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.
- Treatment and diagnostics in tongue thrust and myofunctional treatment count as "Dysphagia" hours.
- Voice hours include resonance disorders and aspects of dysarthria.
- Counseling of family/parent/caregiver

WHAT DOES NOT COUNT TOWARD CLOCK HOURS?

- 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.
- If providing therapy in "groups", students split the total number of hours of the direct contact time unless students are clearly and actively involved in distinct tasks.

<https://www.asha.org/certification/2020-slp-certification-standards>

WORKING AS AN SLP-A AND ACCRUAL OF CLOCK HOURS DURING THE GRADUATE PROGRAM (including substituting for an SLP)

Occasionally, students are offered positions as SLP-Assistants (SLP-As) 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 an SLP-A while also being in an externship, you may **not** accrue clock hours while also working as an 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 Director of Clinical Education in writing in advance of any activity with research participants.
- Describe the research and the areas of clinical 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 the student and research supervisor. Submit to the Director of Clinical Education 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 practicum. It must be related to clinical skills such as administering a Dx test, direct contact with client/subject, services within the scope of practice of SLPs, and documented student goals and performance.
- Clinical instruction must be continuous and ongoing and allow for timely feedback to students throughout the research process.
- Observation by the supervisor must be in real time and no less than 25% of each research participant.
- Students and faculty must develop students' professional/educational goals and document progress or achievement of those goals.
- Formal evaluation of the student in the form of the practicum 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 practicum documentation and signed off by the supervising faculty, who must have current CCCs.
- Clock hours cannot be accrued retroactively.

RECORDING AND REPORTING ASHA CLOCK HOURS

Clinical clock hours are tracked using "CALIPSO," a commercial software program which is also used to evaluate student clinical performance evaluations and to track clock hours and experiences for successful completion of the graduate program. This program stores this information securely while allowing the graduate student and the faculty access to important information. The student will learn to use this software during 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. Make sure that hours are correctly entered into the proper columns (adult vs. child) and by disorder category (e.g., fluency). 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 (Agency of Education educational endorsement) 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 to ensure that the required documentation for both the graduate program and the clinic is completed each semester. It also helps the student keep on track with everything needed by the time the student graduates.

Please review the information regarding Check-Out in Appendix B. The student will be responsible for having what is needed at the end of each semester. Note that some specific items change depending on the semester.

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. The CNHS Mandatories protect your health and safety for your future profession. Information about

the completion of clinic mandatories will be emailed to incoming students after they have registered for their UVM email account and can also be found on the [CNHS website](#).

Clinical site requirements differ, and it is the student's responsibility to ensure that immunizations are up-to-date, and the student follows all other pre-clinical requirements (e.g., current CPR certification, HIPAA/OSHA training, criminal background check). It is strongly encouraged to begin getting these mandatories completed as soon as you receive the packet. It is crucial to follow the directions in the packet and meet all deadlines during the program. Background checks and drugs screens are on a case-by-case basis depending on the requirements of the off campus clinical site and may need to be replicated. Background checks and drug testing for the UVM Eleanor M. Luse Center will be required before working with any clients.

Please follow the health care precautions that are outlined below when providing diagnostic and treatment services through the University of Vermont 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.

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 at approved concentration and paper towels or cleaning wipes are available in the treatment rooms for quick and easy clean up following sessions. The clinician conducting the

session is responsible for restoring the table surface, chairs, toys etc., to a 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 used by children after 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** for a substance that needs to be cleaned immediately. If it can wait, call **Housekeeping at 656-3385**. Request for assistance from the University Facilities Management Physical Plant 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, or offer tele-practice as allowable by ASHA 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 depressed immune system, the Clinical faculty and clinician 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.

Please refer to the following references for further information:

https://www.cdc.gov/niosh/healthcare/risk-factors/bloodborne-infectious-diseases.html?CDC_AAref_Val=https://www.cdc.gov/niosh/topics/bbp/universal.html

[Guidelines Library | Infection Control | CDC](#)

ANNUAL FLU UPDATES

Information about Flu/COVID 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.

DRUG TESTING

A 5 or 7 panel drug screen is often required as a pre-internship requirement for many hospitals and clinics. Even though marijuana is legal in Vermont, if a student tests positive, their application(s) to hospital internship site(s) will be pulled. Students represent the entire cohort as well as the University, and a single infraction could hurt future placements as well. If a student chooses to ignore warnings, he/she will be responsible for the consequences when it comes to possible disruptions of placements (including extending their time in the graduate program to meet the clinical hour requirements).

SECTION 6: EVALUATION INSTRUMENTS

SUPERVISORY CONFERENCES

Clinical faculty and the graduate clinician(s) will typically hold weekly conferences unless other arrangements are mutually agreed upon by both parties. 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 addressing professional goals established by the clinicians. These conferences may be individual or in groups when conducive to 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 students' observations at 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 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 only exception is during the summer semester, during which a mid-term evaluation is not conducted unless determined by the clinical supervisor. The student will also be asked to complete a "self- evaluation" found on CALIPSO 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 will ask for additional self-reflection and personal goal setting 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 self-evaluation form is discussed with the supervisor during a scheduled conference and mid-term goals are identified to promote professional and clinical growth.

Student Performance Evaluations on Diagnostic Evaluations will be done within 10 days of the completion of the diagnostic report.

Clinic grades are based on performance during the semester and are typically computed by averaging all evaluations for the student both on- campus and off-campus if applicable. Clinic grades also include attendance at either on- or off-campus placements, communication with faculty, families, and peers, and completing all aspects of practicum, including required paperwork. The student's clinic grade is also impacted by professional behaviors, as listed on the Core Functions Document (Council of Academic Programs in Communication Sciences and Disorders, 2023 located in the CSD Graduate Manual and assessed on the CALIPSO evaluation form.

1. If a student receives a combination of three scores below 3.0 OR any one score at or below 1.0 from items marked with an asterisk (in the Evaluation; Intervention; Professional Practice, Interaction and Personal Qualities; or Clinical Excellence in Writing sections on the CALIPSO evaluation), OR two or more "Not Met" scores on the Professionalism section, this may result in a failing grade for that practicum experience.
2. If a possible failing grade occurs, a committee consisting of the Clinic Director, the Chair and the Grad Program Coordinator will meet to decide if the failing grade will count or will get averaged in with the other clinic grades for that semester or will stand on its own as the sole clinic grade for that semester. They will also determine which portion of the students' clock hours accrued, **if any**, will be counted from that practicum.
3. Students who fail to meet the Core Functions could automatically receive a non-passing grade. Students who engage in conduct that does not uphold the ASHA Code of Ethics and/or university academic integrity and federal privacy policies could be automatically dismissed from the program. Please refer to the graduate college policy listed below:
4. If a failing grade occurs in a clinic class, or if a clinic class is not taken, those courses must be repeated before graduation.

ACADEMIC HONESTY

The principal objective of the policy on academic honesty is to promote an intellectual climate and support the academic integrity of the University of Vermont. Each student is responsible for knowing and observing the Code of Student Rights and Responsibilities at [studentcode.pdf](#) and the Code of Academic Integrity at [Code of Academic Integrity | UVM Policies | The University of Vermont](#)

DISMISSAL

Academic: Students whose academic/clinical progress is deemed unsatisfactory at any time may be dismissed from the Graduate College by the Dean upon consultation with the student's department or program. In addition, students may be dismissed if they receive two grades or more below a B (3.00) in academic or clinical practicum, or they receive a U (Unsatisfactory) or UP (Unsatisfactory Progress) in Thesis or Dissertation Research, Seminar. Students may be dismissed from the graduate program if they fail the summative evaluation (comprehensive examination/Portfolio etc.) on both the first and second attempt, or if they fail a thesis or dissertation defense on both the first and second attempt.

Professional: Students whose professional integrity is deemed unsatisfactory at any time may be dismissed from the Graduate College by the Dean upon consultation with the student department or program. Breaches

of professional integrity include, but are not limited to, violations described in the Misconduct in Research and Other Scholarly Activities policy, violation of the Code of Academic Integrity, and actions that violate the standards of professional practice in the discipline of study (ASHA Code of Ethics) or in duties associated with an assistantship. For more information, please refer to:

<http://catalogue.uvm.edu/graduate/academicenrollment/enrollmentpolicies/>

REVIEW OF STUDENTS' CLINICAL PERFORMANCE/CLINICAL PROBATION PROCESS

1. A student's clinical performance is evaluated formally in a written evaluation by each clinical faculty/instructor at mid-semester (except for summer semester unless needed), and again at the end of the semester for each term the student is involved in clinical practicum. A conference is scheduled between the students and the clinical faculty to discuss the written evaluation. During summer sessions, the student and clinical faculty will develop student clinician goals to help focus feedback throughout the summer practicum; however, mid-term meetings are not required unless deemed necessary. The student is encouraged to discuss any concerns about clinical policies and/or supervision with the clinical faculty and or the Director of Clinical Education at any time.
2. Midway through the fall and spring semesters, a joint meeting of all faculty is held to review all students' academic and clinical performance.
3. When an on-campus or off-campus clinical faculty/instructor develops concerns about a student's decisions and/or behavior with respect to appropriate conduct at any time during a semester, and/or the student demonstrates insufficient progress in meeting clinical competencies at the mid-term evaluation for either on- campus or off- campus practicum (two or more grades below a B or repeated demonstration of challenges in specific clinical areas), and/or the student repeatedly presents with challenges meeting goals, the student will be considered to be on **Clinical Probation**. Under these circumstances, a Planning Team will be convened.
4. This Team will include the student (and advocate if desired) and 1-3 of the following faculty: the clinical educator (or off-campus coordinator), Director of Clinical Education, academic advisor, and/or department Chair. The purpose is to identify the problems and develop a **remediation plan** with specific goals and a timeline. The remediation plan will include 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 throughout the course of the graduate program. A written Action Plan will be completed at the close of each Planning Team meeting and a copy distributed to all parties.
5. The student who does not demonstrate improved skills in the specified time **may be removed from the practicum placements and clock hours accrued may not be counted**. This decision will be made jointly by the clinical educator/faculty and the off-campus coordinator (when relevant) along with the Academic advisor and the Director of Clinical Education. On occasion, an off-campus clinical educator may insist that a student's placement be discontinued without an opportunity for a remediation plan.
6. The student who completes a semester with an unsatisfactory rating for progress in meeting clinical competencies (has not met goals in a previously developed remediation plan or has a **mean semester clinical grade of below a B**) may not be eligible for an off-campus placement in the subsequent semester. Instead, the student could be assigned to remain in an on-campus practicum unless there are mitigating factors that affect that as an option. The process is designed to provide the student with

intensive clinical instruction to support progress towards goals. This policy is designed to assist the student in developing professional competence and to protect clients and affiliations with off-campus practicum sites. If the student does not complete a clinical course, that course still must be taken to graduate.

7. If the student is in the final semester of the graduate program and ends the semester with an unsatisfactory grade (below a B) in practicum, they may find it necessary to extend their graduate program to meet all the clinical requirements.
8. At the end of each semester, the student clinician must complete a Clinical Teaching Evaluation for each clinical faculty/educator with whom they have worked. This feedback is used to improve clinical practicum experience and to help clinical faculty/educators continue to develop supervisory skills.

SECTION 7: CLINICAL PRACTICUM PROCEDURES

HOW CLINICIAN/CLIENT ASSIGNMENTS ARE MADE

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 University of Vermont Eleanor M. Luse Center, the student must be enrolled in, or have completed, CSD 6200: 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 or experiences 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 6210-6260 each semester in which they accrue clock hours.

It is important for students to inform the Director of Clinical Education of additional courses added to schedule, work study or other jobs and externship placement schedules well in advance of the upcoming semester so as not to interfere with on-campus clinic scheduling. Scheduling is done about 1 to 1.5 months prior to the start of the following semester. Likewise, it is important to notify the Director of Clinical Education of any time needed away from clinic in advance so as not to interfere with diagnostic scheduling. Please keep in mind that it is important to put the clinical and academic requirements before work positions to ensure successful completion of the program.

SCHEDULING, CANCELLATIONS, AND MAKE-UP SESSIONS

Scheduling for diagnostics and treatment is coordinated by the Director of Clinical Education, and Clinical Supervisors with the assistance of the Clinic Receptionist. If any further changes in schedule need to be made after the initial schedule has been completed and confirmed, clinical supervisors will take the lead to making

the scheduled change with family and will change information of observation schedule. 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 main office at 656-3861.

Practicum assignments will occur every semester during the academic program. Off-campus practicum assignments will begin in the summer semester between the first and second year. Assignments for both off-campus or on-campus assignments are subject to change in any given year. In the spring semester of the second year, students will predominantly be off campus except for those who must fulfill a specific hour requirement or competency.

Due to the needs of our clients and our professional responsibility to our clients, assignments may extend into scheduled University vacations. Please refer to the University of Vermont 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 included in the appendix and will be posted in CSD 6200 and CSD 6240 Brightspace courses. The schedule is also located on the Graduate lab bulletin boards, the door to the clinic wing and on the Graduate mailroom bulletin board. **It is important that the student consult with the assigned clinical faculty and the Director of Clinical Education before making vacation/travel plans, especially airline reservations.**

IMPORTANT DATES FOR CLINIC PREPARATION

Fall Semester: First year clinic prep orientation for CSD 6200 will always be held a week before classes start and two weeks before the clinic starts. These orientation sessions will be a combination of asynchronous and face to face meetings.

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

Clinic and off-campus placements usually start and end the same weeks as classes. Please refer to the clinic schedule in the appendices for details. 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: First- and second-year graduate students should be available to meet with supervisors for on-campus client preparation the Wednesday through Friday, the week 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 grade if applicable will go on the following semester.

In the spring semester, UVM's Spring Break usually occurs at a different time than the off campus public school's February and April breaks. 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: Clinical placements typically start around mid-May and end around mid-August (the complete UVM-scheduled summer semester). The specific start and end times will be ultimately up to the

supervisor and may vary from student to student. **UVM Eleanor M. Luse Center clinic is mid-June through end of July.

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

CANCELLATIONS

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 attendance feature on Clinic Note, so any cancellations, additions and changes in scheduled appointments must be marked accordingly in Clinic Note and communicated to clinic receptionist. 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 the Director of Clinical Education. 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 or e-mail the clinical faculty assigned to this case by 7 AM so that alternative arrangements can be made. 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 cancelled 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 as 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.

FACULTY-RUN SESSIONS

If a student has to miss a session for a preapproved reason and the clinical faculty runs the session on the student's behalf, the student is still responsible for writing the plan and SOAP for that session. The student will NOT earn any clinical hours for that time.

SECTION 8: DIAGNOSTIC EVALUATION PROCEDURES

CHECKLIST FOR DIAGNOSTIC EVALUATION PLANNING

1. "ADD Slip": There will be an Appointment Slip ("ADD" slip) in the student clinician's mailbox assigning the student: a) a client, b) a clinical faculty supervisor, and c) date and time of appointment. Diagnostics are usually held on Friday mornings. This means **always keeping Fridays open for a possible Dx**. If the student needs to be away from the clinic, it is imperative to notify the Director of Clinical Education and the scheduling specialist far in advance so it can be marked on the Dx schedule. Students will also be added to the diagnostic evaluation within the Clinic Note EMR system by the front office receptionist.

Initial Meeting: 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) make an appointment to meet with your

clinical faculty, and d) and set up the video recording system. 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 meeting 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.

1. **Dx Planning:** 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 found on Clinic Note and fill out a Diagnostic Planning Sheet. A draft of the Planning Sheet should be file transferred to the clinical supervisor prior to this meeting. The student should then come to the conference prepared to discuss the client's concerns, possible problem(s) and formal and informal evaluation procedures which might be appropriate. Looking up the most recent evidence that corresponds to the potential communication disorder/client history is also a good idea prior to the evaluation plan meeting.
2. **Initial Phone Contact:** No later than two days prior to the diagnostic, the clinician should call the client/family to confirm the appointment date & time (**do not e-mail**). Notify the assigned supervisor immediately if a problem in confirmation arises. This is a time to begin to establish rapport with the client. Introductory phone calls should be limited to introductions, directions, reminders of visit, request to bring a snack, request to bring any additional paperwork and to check-in regarding preferred activities. If students need to leave a message, clearly leave their names and the name of their supervisor and the date of the upcoming appointment. The client/family does **not** need to call back unless more information is needed. This is NOT the time to do any in-depth interview, unless the student has planned and coordinated it with the clinical faculty, **who must be present if more in-depth discussion is needed. This follow-up in-depth phone call will be completed in the clinical supervisor's office.**
3. **Prior to Evaluation:**
 - **Room:** Remember to reserve a room for the Dx evaluation and another room for the interview (including an audiology booth if conducting a screening) if the interview needs to occur in a space separate from the Dx. Plan testing room arrangements to match client's age, height (small versus tall table), ability to attend, etc. Contact the audiologists to see if an audiology booth is available on the day of the dx. If not, consider asking to use a portable audiometer.
 - **Schedule a recording** using the online video system (add extra time at the beginning and end). Be aware of the camera location and seat the client and yourself for optimum recording. Always have an audio recording of the session too as backup.
 - **Test Prep:** 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 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 planned to be administered, 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 using the online materials sheet, with approval from the Director of Clinical Education. 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 protocols 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.

- **Hearing Screening:** 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 the audiologist as early as possible before the diagnostic to make sure the booths are available.

On the day of the evaluation, the student clinician should arrive well in advance to:

- a) prepare the room (appropriate size and number of chairs and tables)
- b) wipe down clinic tables and room with provided spray and paper towels.
- c) gather all materials needed, including flashlight, tongue depressors, latex gloves, and tissues (materials are stored in the metal cabinet in Room 305)
- d) ensure that you are wearing your name tag.
- e) BRING A TREATMENT ENROLLMENT CARD
- f) If requested by the clinical faculty, have copies of response sheets so your supervisor 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.
- g) If you have been approved to conduct an audiology screening, place a post It 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.

EXIT INTERVIEW WITH CLIENT/FAMILY

- **Wrap-Up Meeting:** The student should meet with the clinical faculty following the client/parent interview and evaluation to discuss the student's diagnostic impressions, observations and recommendations before wrapping up with the client and/or family member(s). Diagnostic findings and recommendations will be discussed with the client/parent following the short student- faculty conference.
- **TEC:** The clinician or parent/guardian fills out a Treatment Enrollment Card (TEC) while the client is still present if treatment or a re-evaluation is recommended at the University of Vermont Eleanor M. Luse Center at any time in the future. Make sure it is completed in full before the client leaves (DO NOT LEAVE THE CLIENT'S PREFERRED DAYS/TIMES BLANK). Submit this card to the Receptionist/Scheduling Coordinator's mailbox immediately after the diagnostic. The clients "preferred" times will be considered during scheduling but cannot always be met. Information on this card will be entered in the waitlist feature using Clinic Note.
- **REQUEST FOR REPORT DISTRIBUTION FORM:** Check the form on Clinic Note to ensure that there is a current signature from client or parent. The student should inquire who should receive a copy of the report. Include full addresses on the last page of the report (Notation Cc). If the parents report has

already been sent through the portal, write the client/family name under the cc section and then in parentheses, write “portal” so the receptionist knows that the family already has their report.

- It is the student’s responsibility to verify all addresses and make sure they are current and accurate.
- **BILLING FORM:** Payment for services is made prior to the visit between the front office staff and the client/family either in person or via Clinic Note. Clinical Educators will enter ICD-10 code following the visit.
- **REPORT:** Let the family know they will receive the final report in just over two weeks.

IN THE EVALUATION REPORT-Template is pre-loaded into Clinic Note EMR

1. **Always refer to the clinic as:** “The University of Vermont Eleanor M. Luse Center”
2. **PAGE 1:** Include client's correct identifying information (phone number, address, age, etc.) version. Be sure all the headings match the example report in the Clinic Handbook Appendices.
3. **SUMMARY:** The student should be sure to answer the referral questions clearly. This is not the place to restate the specifics included in the results of the evaluation section. The summary section is designed to “summarize” all the information that was gathered and recorded in previous sections.
4. **RECOMMENDATIONS:** Be careful to include specific referral information. What options were given for obtaining Tx? When? What schedule of Tx? Did the team consider what would be most beneficial for the client? Clearly state type of Tx recommended as well as the frequency, duration, and prognosis. Be specific and include a detailed list of suggestions for implementation by the school and/or family.
5. **FINAL STATEMENT IN EVERY REPORT:** “If you have any concerns or questions about this report, please contact the University of Vermont Eleanor M. Luse Center at 656-3861”.
6. **ALL REPORT CCS:** Must have full names, proper titles, and complete mailing addresses of the client and address and any other contacts requested by the family on the Report Distribution Form (including the parent’s names and mailing address if the client is under 18). Write “portal” after the client/family name to signify that their copy has been sent to them electronically.
7. **DUE DATES/OTHER INFO:** The first draft of the diagnostic evaluation report must be submitted to the clinical supervisor via Clinic Note within **5 calendar days** of the evaluation. Notify your clinical faculty of its submission by email. Clinical faculty will return reviewed reports within **4 working days**. The student is allowed **48 hours (2 calendar days including weekends)** to revise a report and resubmit it to the clinical faculty. Clinical evaluations will reflect the student’s ability to meet specified timelines. The final report must be turned in within two weeks after the diagnostic. 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 first draft should be the student’s best effort (you would be willing to sign it and send to the family). If it is not carefully edited, the clinical faculty will send it back. Reading the report out loud from the perspective of a parent can help catch errors and any jargon that needs to be defined. All test forms and non-standardized assessment notes must be IN PEN and put in the working file and available to the clinical faculty for review. The supervisor 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, and speech/language samples, will be scanned and stored in Clinic Note. 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.

COMPUTER FILE INSTRUCTIONS

Please work from Master Templates for reports available on Clinic Note. A template with more detailed information is also available in the appendices of this clinic manual. DO NOT copy and paste from a previous client's report. Using a previous report as your template runs the risk of inadvertently creating the following errors:

- The report contains the name of the previous client, bringing into question part or all of the content.
- Errors bring into question the professional image and reputation of the clinical faculty, clinicians, and the University of Vermont Eleanor M. Luse Center.

SECTION 9: Treatment Procedures

PRE-TREATMENT PROCEDURES

There will be an "Appointment" or "ADD" Slip placed in the student's mailbox for every treatment client assigned to the student in the fall and spring semesters. In the summer semester, the clinical faculty will communicate directly with the graduate 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 first appointment has already been arranged with the client by phone in advance by the lead scheduler in the main office.

GUIDELINES FOR RESERVING A CLINIC ROOM

Each supervisor has an assigned room. The supervisor listed on your add slip will let you know what room you will use. Remember to set up a recurring video recording as appropriate. When reserving a room for a Tx client, reserve it for the entire semester.

TREATMENT PREPARATION

FILE REVIEW: The student should be thoroughly familiar with ALL information in the client's master file on Clinic Note or the past permanent paper file and the working file from the past semester (if information is not scanned within Clinic Note). Prior to meeting with the clinical faculty, review client information by checking Clinic Note (access will be given) or sign out the client's main and working files from the Front Office and Grad Room by following the proper procedures. Under no circumstances may a folder (main file or working file) or its contents be taken off the premises of Pomeroy Hall.

INITIAL MEETING: Bring notes from information gathered from the file review to the initial clinical faculty conference and be prepared to discuss the client's needs, target areas to assess baseline, treatment goals, and intervention procedures. Be prepared to take an active role in the conference, and a planned agenda is recommended.

FAMILY CONTACT: After you have met with your supervisor for the first time, call the client and re-confirm the appointment schedule and start date.

WEEKLY MEETINGS: Weekly meetings will be set up throughout the semester, either in groups or 1:1 with the clinical supervisor depending on the clinic assignment. Active participation at these weekly conferences is part of your practicum responsibilities and a standard part of the clinical faculty's responsibilities. 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 and bring troubleshooting questions/ideas. 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.

GENERAL TREATMENT PROCEDURES

1. If the date/time of client's therapy needs to be changed from that stated on the original slip the student received, the clinical faculty, student and parent will work to agree upon a new time. The clinical faculty and students should change any applicable areas on Clinic Note calendar. The Clinical faculty should document the change in time on the Student Observation google Sheet.
2. 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.
3. In most instances, the clinical faculty will introduce the student to the client at the first visit.
4. Treatment sessions must start and end on time. Remember, **1/2-hour sessions conclude in 25 minutes** and **1 hour sessions end at 50 minutes**. This ensures a smooth transition from one client to another and allows post treatment 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.
5. 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.
6. Treatment sessions typically adhere to the lesson plan; however, the clinician is responsible for adjusting a procedure that is not effective. Describe any modifications in the log/SOAP note of the session.
7. Following a session, the treatment table should be wiped down with spray and paper towels provided, the treatment room should be left in order and all materials returned to their designated locations.
8. ANY TOYS OR MATERIALS USED BY A CHILD MUST BE DISINFECTED BEFORE RETURNING THEM TO THE MATERIALS LIBRARY. Sinks are available in some treatment rooms and in the student workroom. Restore sinks to clean condition after use. Disinfectant Spray and paper towels are also provided in each therapy room. Students should clean up after themselves so that it is not apparent to the next clinician using the room that anyone has been there.
9. PROJECTED TREATMENT PLANS (PTPs) are submitted one week after the third visit/session or earlier for the client. This plan will detail the students' long-term goals and semester objectives. It will form the basis for the end of semester progress monitoring. All short-term objectives must be written in measurable terms.
10. WEEKLY PLANS AND SOAPS: Treatment plans and soaps are required to document the results of each session. Lesson plans and logs (SOAP notes) will be stored on Clinic Note. A template for plans/SOAPS is provided on Clinic Note. A (SOAP note) is written following each session (even if the session is canceled). All clinical documentation is to be submitted via Clinic Note. The student and clinical faculty

will create a schedule of due dates for paperwork. The clinical faculty will review any submitted plan or SOAP and submit the changes within **1 calendar day** (NOT including weekends or evenings). If the clinical faculty suggests changes, the student is responsible for making the adjustments before the scheduled treatment time 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 document the missed session in Clinic Note reflecting the absence to account for the regularly scheduled session date. Weekly lesson plans include the following:

1. session activities
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 soap notes will serve as helpful guides when writing the Progress Report at the end of the semester.

The format of the SOAP and plan 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 SOAP to discuss in writing the results of the executed lesson plan (in the O section). 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 for analyzing the student's session 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.

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 to adjust plans accordingly.

SESSION ANALYSIS/SELF-EVALUATION

Student clinicians should set 2-3 personal goals per session to evaluate their own clinical management skills in addition to the client's performance. Graduate students can submit their personal session goals to their clinical faculty prior to the session or discuss within the weekly meeting time. After the session, student clinicians discuss or document how and if they met those weekly goals. The student may also actively self-reflect about the session by using the questions listed below to better analyze the treatment sessions. Other aspects that are important may be included to improve performance. The student may provide specific examples of his/her own, or the client's, behavior that illustrates 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 tools and other materials to handle them efficiently?
6. Were discussions, consultations, and conferences organized effectively?

SESSION EXECUTION

Did the student conduct the session to facilitate optimum performance and progress by: Structuring the teaching environment and pacing the session for maximum correct responses?

Providing clear and appropriate instructions and feedback, including multi- sensory models, effective reinforcement, and minimal extraneous interaction?

Managing client behavior, including attention, motivation, and self-monitoring skills?

Modifying the student's own behavior in response to client performance?

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?

11. PROGRESS REPORT: A template is available in Clinic Note and with further detail in the appendices of this manual. Do NOT use previous reports as a template. These must be completed in full and approved before the end of semester check out meeting with the clinical supervisor. Specific due dates will be set with the clinical supervisor.
12. Upon discharge of client, the Clinic Receptionist must be informed immediately. Fill out a Discharge slip and a final PROGRESS REPORT/DISCHARGE SUMMARY must be written using Clinic Note. 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 them.

UVM ELEANOR M. LUSE CENTER DOCUMENTATION REQUIREMENTS

For any clinical documentation, items to check when proofreading treatment plans, progress reports, and diagnostic reports:

1. Complete, accurate identifying information at the top of page 1 (name, birth date, etc.)
2. Always refer to the clinic as: "The University of Vermont Eleanor M. Luse Center"
3. Template followed - section headings, spacing, formatting, etc.
4. Words are divided at syllable boundaries.
5. No lines/words deleted inadvertently in the process of typing.
6. All phonetic symbols are provided along with the orthographic translation to help the family understand the reference.
7. No spelling errors or typographical errors
8. All names, addresses, phone numbers are current and accurate. Check this carefully. Do not count on previous reports. Ask client/family if the information is current.

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.

Billing procedures will be conducted via Clinic Note. It is important for the student clinicians to discuss billing procedures with supervisors as part of the learning process.

Treatment sessions are scheduled in one-hour blocks (ending at the 50-minute mark to provide time for documentation and conversation with family/client immediately after the session). This also allows time for the room to be ready for the next clinician. 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. 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 clinic contact time, not 50 minutes.

For diagnostic evaluations, 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.

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 change 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 should see the clinical faculty, the Billing Specialist or the Director of Clinical Education if there are any questions about billing procedures for diagnostic or treatment sessions.

An Attendance Record for each client will be kept via Clinic Note.

RELIGIOUS HOLIDAYS

Students have the right to practice the religion of their choice. Each semester, students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty will permit students who miss work for the purpose of religious observance to make up this work.

PARENT/FAMILY OBSERVATION/PARTICIPATION IN THERAPY SESSIONS

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 members 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. Parents/families 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 family the goals of the activities and their family member's performance. The caregiver will also be offered guidance regarding home applications of the activities they are observing.

SECTION 11: Parent/Family Member Client Conferences

CONFERENCE INFORMATION

It is highly recommended to share semester objectives with the parent or family member, to obtain additional information, or to address family needs and input during the semester as application of family centered care. In addition, it is recommended that clinicians communicate with parent/client/ family members to wrap-up 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/client/ family member. The parent/client/ family member should be encouraged to ask questions and offer feedback. Graduate student clinicians should ensure that recommendations are not offered to a parent/client/ family member 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 POSSIBLE FINAL CONFERENCE WRAP-UP WITH CLIENT/FAMILY

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

1. Prepare setting up in advance (enough chairs that are an appropriate size).
2. Introduce all in attendance.
3. Orient parent/client/ family member 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 and 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 (TEC) if continued treatment at the University of Vermont Eleanor M. Luse Center is 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 the conference details onto the contact note in Clinic Note.

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: Off-Campus Practicum Assignments

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

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

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 places 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 planning 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 students 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.

WHAT STUDENTS SHOULD KNOW ABOUT OFF-CAMPUS PLACEMENTS

1. Understand that there are many factors that go into matches between students and off-campus clinical educators/sites.
2. Understand that we make a contractual agreement with each site, and students cannot adjust the dates or make changes unless the following reasons are true: there are extenuating circumstances, the Off-Campus clinical educator is 100% in agreement and the graduate student has received approval from the Clinical Externship Coordinator.
3. Understand that these off-campus clinical educators and sites are **volunteering their time** to provide you with diverse experiences. It is not just the immediate supervisor. All other staff must arrange their schedules as well to accommodate a student. Students should

understand that their placement is fluid. Sometimes external factors may alter the student's planned experience (vacations, maternity leaves, unexpected leaves, reduced staffing due to emergencies, etc.) that may impact their "expected" clinical. Remember that Off-Campus clinical educators **volunteer their time**, but it is also their permanent place of employment.

4. Understand that students are not just "earning hours," but trying to maximize learning experiences prior to graduation.
5. Understand that students are responsible for taking care of any mandates required by the site (background check, drug screen, etc.) prior to the placement, to start on the contractually agreed upon date.
6. Understand that a site/clinical educator may have a different way of providing feedback. Sometimes a student may be matched with a personality that does not suit them perfectly. Practice self-advocacy as outlined on the following page to ensure that learning styles and communication styles are being met. See Supervisory Needs Assessment in Appendix G. Do this early in the semester. Also remember, this is a taste of the real world and an opportunity to learn how to interact with different personalities.
7. Understand a site always expects professionalism which includes taking initiative for learning, showing up, inquisitiveness, ability to accept feedback, etc.
8. Strongly consider in the future becoming an off-campus educator to give back to the profession and pay it forward.

All assignments to off-campus sites are made through the department and **under no circumstances should the student initiate contact with an off-site clinical educator** without prior authorization from the Externship Coordinator. Each semester, the student communicates with the Externship Coordinator in-person or via e-mail to discuss 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 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 clinical educator
- **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 several students who are interested in a particular practicum setting, (e.g., hospital or early education center, etc.). 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 rural state and there are many externship opportunities outside the Burlington area. In some instances, car-pooling can be arranged by coordinating amongst yourselves, 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.
- **Site Determination:** 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 educator at the off campus setting to make the final decision regarding accepting a student. The student is often expected to interview with the clinical educator and should furnish the clinical educator with a current resume listing courses completed to date and other clinical experiences.
- **Attendance:** 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 and the clinical educator prior to the beginning of the semester.

The off-campus Externship Coordinator needs to be notified of ANY absences planned or otherwise. Frequent absences are unprofessional and may affect the ability to place a student at that site in the future. The off-campus clinical educator will notify the coordinator when and if a student has more than 2 absences during the placement.

If you have a conflict with a clinical educator at an off-campus site, please review the **Procedure for Resolving Potential Issues Between Grad Student, Program, and Off- Campus Site in Appendix G**. Contact your externship coordinator to notify him/her of the issue and to develop an action plan.

CLINICAL ACCOMMODATIONS

The program in which the student is enrolled will work collaboratively with the student to identify and arrange appropriate clinical experiences, with or without reasonable accommodation, as necessary. If reasonable accommodations are required in the clinical setting for both on-campus and off-campus clinical assignments, this information should be shared by the student after meeting with SAS as far in advance as possible in the semester before the clinical placement occurs. The faculty director of clinical education and/or externship coordinator will work with the student and Student Accessibility Services to communicate those needs to the clinical site. The availability of a specific site or clinical experience is at the discretion of the clinical site.

POSSIBLE QUESTIONS TO ASK OFF-CAMPUS CLINICAL EDUCATORS AT THE FIRST MEETING

- What are your expectations for the graduate student clinician at this placement?
- Are there any after-school requirements or expectations to work in the evenings?
- 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 most 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 educator. 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 PRE-APPROVED, 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 to accrue more clinical hours.
3. The Externship 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., if extending a fall assignment until Dec 20th, the hours accrued after fall semester Check-Out will be counted at the end of spring semester).
7. No additional evaluations of your off-campus clinical educator 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 from 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 educators 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 13: Audiology Block

Prior to their audiology practicum (Audiology or “AUD” Block), as an introduction to the audiology clinic, the student will be required to obtain 5 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 University of Vermont Eleanor M. Luse Center.

Observation hours must be obtained within the scope of practice of speech-language pathology. Components that fall within the scope of practice include 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.

The Audiology Block assignment provides 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 3710: Introduction to Audiology and CSD 3720: 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: Mandatory training will be scheduled prior to the start of audiology block. For detailed information on the student’s responsibilities in the Audiology Block, please contact the Director of Clinical Education, the audiologist faculty, or review the Audiology Block Overview section in associated Brightspace folder.

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 that are not shelved can be found in the filing cabinets. An orientation will be provided regarding the sign out procedure for assessment and treatment materials.

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

Equipment: Most of the equipment and supplies the student will need are available for use at the UVM Eleanor M. Luse Center. Equipment is 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. Please do not remove any tests from the building at any time without permission from the Director of Clinical Education.

CLINICAL EDUCATOR/FACULTY EVALUATION FORM

Department of Communication Sciences and Disorders College of Nursing and
Health Sciences

University of Vermont

Clinical Educator/Faculty's name: _____

This evaluation is for a placement during *fall / spring / summer (circle one)*.

(Circle one) year (YYYY)

Site: _____

Please complete a separate form for each clinical educator/faculty with whom you have worked (in diagnostics, treatment cases, and off---campus sites). Your feedback is very important. Specific feedback can assist the clinical educator/faculty in meeting the needs of graduate clinicians and will help to ensure an efficient supervisory process. Please appreciate that this process is taken seriously. Clinical educators/faculty will benefit from knowing what they have done that has been helpful for graduate student clinicians and/or what they can change to make a positive difference in their supervisory skills.

In the space below (use back of page if needed), provide your written narrative feedback on the supervision you have received then respond to the items on page 2. Your anonymity is protected by the following procedures: The graduate clinician brings the form(s) to checkout and places it in the submitted box. To preserve the graduate students' anonymity further, each student's written feedback will be typed on a separate summary sheet by the Department Administrative Assistant, and the typed summary of all students' comments is given to the supervisor along with a frequency distribution and average for each item on page 2 of the evaluation form. The clinical educator/faculty are NOT given individual handwritten pages of comments or evaluation forms. Since some clinical faculty supervise a limited number of graduate students, the feedback is consolidated into a summary to insure student anonymity.

Your written comments:

- a) **The most helpful thing(s) my clinical educator/faculty did this semester....**

- b) **Some suggestions for my clinical educator/faculty to increase my learning would be...**

- c) **Please describe anything else you would like to share about your clinical educator/faculty this semester.**

APPENDIX A: Clinical Educator Faculty Evaluation Forms Cont.

Clinical Educator/Faculty Evaluation Form

Department of Communication Sciences and Disorders College of
Nursing and Health Sciences University of Vermont

Carefully note the scale below and respond to each item. If an item does not apply, circle N/A.

	4	3	2	1	N/A
	Strongly Agree	Disagree	Strongly Disagree	Does not Apply	
Agree			Disagree		
1. Observation has been conducted regularly (at least 25% of tx and 50% of dx Skills I)	4	3	2	1	N/A (Knowledge and
2. Provided feedback that is descriptive and objective (Knowledge and Skills VI).	4	3	2	1	N/A
3. A technical demonstration was provided if needed or requested. Skills IV, V)	4	3	2	1	N/A (Knowledge and
4. Demonstrated empathy and concern for others as evidenced by behaviors listening, asking questions and facilitating open and honest Communication (Knowledge and Skills II, VIII, XI).	4	3	2	1	N/A such as active
5. Verbal and Written feedback was provided in a timely manner (within 4 days of student submittal) (This item does not apply when paperwork was submitted late.) (Knowledge and Skills VI, VII, IX)	4	3	2	1	N/A
6. Conferences were held regularly at the scheduled time, or sufficient notice given was necessary. (Knowledge and Skills VI).	4	3	2	1	N/A if a time change
7. A clear description of expectations and responsibilities was outlined Skills I)	4	3	2	1	N/A (Knowledge and
8. Additional assistance was provided when needed or requested Skills IV, V)	4	3	2	1	N/A (Knowledge and
9. I was offered additional references as sources of information when requested (Knowledge and Skills IV, V).	4	3	2	1	N/A needed or
10. Critical thinking and problem solving were encouraged and facilitated Skills III, VI)	4	3	2	1	N/A (Knowledge and
11. My clinical educator/faculty maintained a supportive relationship that encouraged independence as the semester progressed (Knowledge and Skills II)	4	3	2	1	N/A increased
12. I was encouraged to self-analyze my clinical work and was given some doing this (Knowledge and Skills III, VII)	4	3	2	1	N/A guidance in
13. My clinical educator/faculty offered assistance in my learning requirements for clinical billing and the client protection of privacy and confidentiality. (Knowledge and Skills IX, X)	4	3	2	1	N/A documentation,
14. My clinical educator/faculty communicated in a manner that provided support and (Knowledge and Skills II, XI)	4	3	2	1	N/A encouragement
15. My clinical educator/faculty discussed problems or changes needed to improve my clinical skills. Skills V)	4	3	2	1	N/A (Knowledge and
16. My clinical educator/faculty modeled professional and personal behaviors that demonstrated and facilitated to work effectively within a team (Knowledge and Skills I, X, XI)	4	3	2	1	N/A learning in how

Knowledge and Skills Needed by Speech-Language Pathologists Providing Clinical Supervision (ASHA, 2008)

APPENDIX A: Student Observer Expectations

◆ Student Observer Expectations ◆ Please DO:

- Email: Contact your supervisor from your UVM email as soon as you sign up whether the session be via tele-practice or face to face
 - 24 -hour notice required
 - Identify yourself (name, year, basic background) to the supervisor.
 - Be polite -- observing is a privilege not a right!
 - If you come at the last minute or there are too many observers (more than 2), the supervisor can refuse the observation.
 - Attach your HIPAA training certificate to the email.
- Find the Room: Each supervisor has an assigned treatment room. Please inquire which room to go in when you email for observation. You will observe from the attached room or will be invited to the meeting via a Zoom link for a tele-practice session.
- Dress appropriately: Think business casual. No blue jeans, flip-flops, shorts/skirts with hems above tips of fingers, or leggings without a long tunic.
- Come 5 minutes early: Quietly let yourself in if the observation room is open, or wait in the atrium outside the treatment hallway if the door is locked
- If tele-practice, join the meeting with mic and video off. Rename yourself with “.”
- Stay hidden and unobtrusive:
 - Leave the lights off.
 - Stay in the room during and after session.
 - Adjust the speakers to an appropriate level.
- Bring a copy of your HIPAA Compliance training form and show it to the supervisor if you did not attach to email.
 - You cannot observe without this form!
- Wait: Stay in the observation room and wait for the supervisor to come back to sign your hour form after the client leaves. Please fill out as much of the form as possible to save time.



⚠ Please DO NOT:

- Chat or text (it is distracting, and your focus should be on the session)
- Talk to the parents (unless you are introducing yourself)
- Ask questions of the supervisor during the session (ask afterwards)
- NEVER walk into a session which is underway.



⚠ General:

- In the event of a cancellation, the supervisor will try to let observers know as soon as possible.
 - Please plan to stay a few minutes after the session for the clinical educator to sign off on form and ensure a guided observation was completed. If tele-practice, please unmute and turn on video to join and debrief after the client/family has left the session.
 - Otherwise, silent observation is important to allow the supervisor to focus on the session / family / student.
- **If an observer does not follow the above guidelines and is addressed for any issues by clinical faculty or course instructors more than 2 times, the observer will lose the privilege to observe at the UVM Eleanor M. Luse Center.**

APPENDIX A: Student Expectations for on-campus Clinical Practicum

Expectations for UVM CSD Clinical Practicum

•2025-26•

- **Clinic Manual:** It is expected that you read the 2025-2026 Clinic Manual. Due dates, dress code, paperwork expectations/templates, and all necessary clinic information is there. Please check that resource first if you have any questions.
- **Attendance:** We will be following the clinic schedule for all sessions. It is expected that you make every effort to attend each therapy and diagnostic session (except for severe illness or injury). Please make travel plans accordingly around the schedule and notify your supervisor as soon as possible of any unavoidable scheduling conflicts. If you do need to miss a session, it is expected that you will offer a make-up session to the client (please see specifics in the Clinic Manual).
- **Cancellations:** If a client cancels a session, fill out a "Cancel" slip and give it to staff in the front office. Note the cancellation in Clinic Note and submit a SOAP note that indicates why the session was cancelled at the top. Let the supervisor know if there were students signed up to observe on the Observation Google-doc so observers can be notified of the cancellation as early as possible.
- **Billing:** Billing is submitted via Clinic Note. Please review with supervisor what billing looks like (e.g., billing codes etc)
- **Recordings:** It is expected that you will both video record (using the video server) and audio record (personal recording device) each session. You can set up a recurring recording which needs to be deleted at the end of the semester. **Please do not use the Zoom recording feature as that affects HIPAA safety.
- **Room Sign-Out:** Each supervisor has a specific treatment room. You will use that room unless there is overlap between sessions. If that is the case, you will work out the room sign out conflict with your supervisor.
- The following are due dates for your paperwork this semester (always de-identified until printed):

Plans and SOAP notes: _____ Plan-- **M T W Th F** SOAP-- **M T W Th F**

I suggest that you write your SOAP and the plan for the next session as soon as possible after a session while the information is "fresh."

Projected Treatment Plan: A high quality first draft is due **one week after Tx session 3 or earlier if you have gathered the information you need** for each client. Include PTP goals (without rationales) in each SOAP note after session 3.

Progress Reports: The first draft is due as soon as possible after final treatment session to streamline editing. The finalized report must be done before you have your final evaluation with your supervisor (24 hours before the formal "Check-Out" with the front office).

Diagnostic Reports: First draft is due **5 days after Dx date** (shared by file transfer and de-identified). Please put your initials next to each section you write on the first draft to be graded separately from your partner. The goal is to get the dx report out the door at the most, two weeks after the session.

Revisions for all documents are due within **48 hours** after they are returned to you (including weekend time). If for some reason due dates cannot be held, please communicate that with your clinical supervisor. I can be flexible if I know about a conflict ahead of time.

****NOTE: Do NOT expect supervisors to respond to you after standard work hours or on weekends.**

We will turn around documents as quickly as possible during working hours. The clinic manual states 4 days but it may be earlier.

Attention to Detail: All paperwork must be looked over and carefully edited before submitting it for review (spelling and formatting errors, names/dates are correct, etc.). Address ALL comments and suggested edits by your supervisors. I suggest that you "sleep on it" and then reread your draft out loud as if you are the parent to catch jargon and to clarify ambiguity.

- **Timeliness:** Treatment sessions end at the 50-minute mark, not on the hour. Please be aware of the time, because we need a few minutes to debrief and to clean out the room prior to the next session.
- **Logging Sessions:** It is mandatory that you log the session in Clinic Note **every** time you see the client by clicking on the related attendance type pre-loaded into Clinic Note. This is for insurance reimbursement purposes. A file check will occur during your midterm evaluation to ensure HIPAA/NOPP/permission to email forms are up-to-date and all logs/billing sheets are accounted for in Clinic Note.
- **Dx Test Forms:** Please keep in the working file until the Clinical Supervisor has checked the scoring. The protocol must be in pen. You and your Dx team partner need to double, and triple check all standardized test scores-- accuracy is part of your clinical grade. After the protocol is checked and initialized by the supervisor, the test protocol will be scanned and stored in Clinic Note.

General Tips:

- Always refer to our clinic as "the University of Vermont Eleanor M. Luse Center" in written documents

APPENDIX A: Student Expectations for on-campus Clinical Practicum continued

- Only turn in a draft of a document if you are willing to sign it and turn it over to the family as is (or have it read out loud in court).
- Do NOT use Google docs when writing reports as a team even without identifying information (HIPAA violation and bad practice)
- Be professional when communicating with families and supervisor:
 - o Parents need to sign permission to communicate by email form if not already stored within intake file within Clinic Note
 - o Always communicate using your UVM email (not a personal email account)
 - o Use formal greetings on the phone and email in all correspondence (“Good morning” rather than “Hey”, etc.)
 - o Refer to the child as “your son/daughter*” to avoid using initials (you can note “*Child’s name excluded to protect privacy” at bottom of emails)
 - o Have a professional “signature” following the email, such as:
 - Full name, B.A./B.S.
 - M.S. Candidate in Communication Sciences and Disorders
 - University of Vermont Eleanor M. Luse Center
 - Your UVM email address
 - o Scan and upload any important email threads with families (or outside resources) for any clinically significant information in Clinic Note.
- **Team Supervisory Meetings:** We will meet as a team every week as an opportunity to give you streamlined feedback and guidance, to discuss your cases with your classmates and to give you an opportunity to extend what you have learned from your client to clients with other profiles. Please come prepared with questions at each meeting, and I encourage you to “speak up” to offer helpful suggestions and to think outside the box (no “wrong” answers). As the semester progresses, weekly meetings might change to biweekly meetings based on needs. Please continue to communicate with your supervisor for what you need.

Feel free to ask me questions along the way if you cannot find the information here or in the Clinic Manual or Graduate Handbook- looking forward to working with you!!

Graduate Student Clinician

(date)

Clinical Educator Signature

(date)

APPENDIX B: Appointment Slip

Today's Date:_____

MEMO

To:_____Client:_____DOB:_____

From: _____ (circle one) TX DX

Effective Date:_____Disorder:_____

Off-Site Location: _____

(Circle one) ADD CANCEL CHANGE DISCHARGE

Old Schedule

New Schedule

Monday_____

Monday_____

Tuesday_____

Tuesday_____

Wednesday_____

Wednesday_____

Thursday_____

Thursday_____

Friday_____

Friday_____

Comments:

APPENDIX B: Treatment Enrollment Card

TREATMENT ENROLLMENT CARD

Name: _____ Identification #: _____

Caregiver Name: _____

Phone # _____ Disorder Type: _____

To be scheduled in (circle) **Fall** **Spring** **Summer**

Place of service (circle) **Luse Center** **Tele practice** **Off site location**

Preferred days/times: _____

Current Supervisor: _____

APPENDIX B: Graduate Student check out procedure.

★End---of---Semester Check---Out★

Prior to the meeting with your clinical educator:

- Ensure progress report is finalized, signed, and completed in Clinic Note
- On CALIPSO:
 - Submit all clock hours.
 - Complete self- evaluation
 - Complete clinical educator evaluation
(For off---campus and on---campus clinical educators including PSCG and Aud Block)
- Check to make sure your video recording on CORS has stopped. Setting chosen when you initially set up video.

What to bring to the meeting with the clinical educator:

- Working File
- Computer for access to Clinic Note
- Audio recorder (to erase everything off the device)
- Any borrowed materials to clinical educator or back to Materials Room

Working Files Checklist:

- Remove and securely shred any extraneous notes that are not relevant.

Clinic Note Checklist-

- HIPAA,
- NOPP
- Report distribution,
- Permission to email if applicable,
- Tele practice consent if applicable,
- Treatment Enrollment for next semester if applicable;
- Completed Projected Treatment Plan,
- Progress Report,
- All plans/soap notes,
- Evaluation reports if applicable

Diagnostics: One person on the team needs to “Check---Out” if you have not done so already with the supervisor. Test protocols should be scanned and stored on Clinic Note.

Return keys to front office staff if you are at the end of your program.

APPENDIX C: Student Consent form for recordings

UNIVERSITY OF VERMONT

DEPARTMENT OF COMMUNICATION SCIENCES AND THE ELEANOR M. LUSE CENTER FOR
COMMUNICATION:

SPEECH, LANGUAGE, AND HEARING

Digital Video Recordings, Audio Recording and Photographic Recording Student Consent Form

I, _____, understand that, during my clinical training experience as a student in the Department of Communication Sciences at the University of Vermont, diagnostic and treatment procedures will be digital and/or audio recorded for supervisory and educational purposes.

I give my consent for such recordings, or segments thereof, to be provided to referring professionals and/or clients /family members, and to be included in course instruction and professional presentations by faculty of the Department of Communication Sciences.

Furthermore, I give my consent for photographs to be used in public information materials and professional presentations.

Signature

Printed Name

Date

APPENDIX C: HIPAA oversight compliance form

HIPAA COMPLIANCE PROCEDURES OVERSIGHT

On _____ it became apparent that an oversight had
(Date)

occurred regarding proper HIPAA compliance procedures for the

following client: _____. This oversight was
(Name of client)

discovered by _____.
(Name of employee or clinician)

NATURE OF THE OVERSIGHT

The following form(s) were noted to be missing:

_____ Receipt of notice of privacy practices (NOPP)

_____ Consent to use or Disclose Protected Health Information For Treatment, Payment, Health Care Operations and Other Limited Purposes.

The following violation occurred (description):

CURRENT STATUS

Action taken:

Missing signed forms (if any) received and filed on: _____
(Date)

NOTE: PLACE ORIGINAL IN CLIENT FILE, A PHOTOCOPY MUST BE GIVEN TO BUSINESS MANAGER

APPENDIX C: HIPAA form-Available on Clinic Note

UNIVERSITY OF VERMONT ("UVM") Authorization to Use or Disclose Protected Health Information

For Treatment, Payment, Health Care Operations and Other Limited Purposes

I understand that as part of my healthcare, The University of Vermont ("UVM"), and more specifically its health care services and clinic where I obtained medical care, at the Eleanor M. Luse Center for Communication, creates, receives and maintains personally identifiable health records about me that describe my health history, symptoms, examination and test results, diagnoses, treatment and any plans for future care or treatment (this information is referred to as "**protected health information**" or "**PHI**").

I also understand that a federal law known as **HIPAA** (the Health Insurance Portability and Accountability Act of 1996) protects the privacy and confidentiality of my PHI. I understand that UVM is permitted under HIPAA to use and disclose my PHI without my consent or authorization, for certain specific purposes like treatment, payment, and health care operations as well for certain other limited purposes specified in HIPAA. I further understand that there is a state law (12

V.S.A. § 1612: Patient's Privilege) which requires that UVM obtain my written agreement to a partial and limited waiver of my rights. This waiver will allow UVM to make disclosures of my PHI, without my specific authorization on each occasion, for the specific and limited purposes (described below) of treatment, payment health care operations and other limited purposes specified by HIPAA.

- **Treatment** means the provision, coordination, or management of health care and related services by one or more health care providers.
- **Payment** means the activities undertaken by a health care provider or health plan to obtain or provide reimbursement for the provision of health care.
- **Health care operations** means conducting quality assessment and improvement activities; reviewing the competence or qualifications of health care professionals; underwriting, premium rating, and other activities related to health insurance contracts; medical reviews; legal services; auditing functions; and business management and general administrative activities of UVM. One element of our Health Care Operation is the training of students, which involves student observation of services and the video and audio taping of services. These teaching activities will take place during your visits to optimize your service delivery and the training received by the clinician(s).
- **Other limited purposes** indicate all the other purposes for which UVM would be allowed or may be required under HIPAA to use or disclose my PHI without my specific authorizations, and it includes purposes such as public health investigations and health and safety emergencies.

I also understand that the ways in which UVM is permitted to use and disclose PHI about me under HIPAA are more specifically described in the Notice of Privacy Practices ("NPP") provided to me at or about the time I first received care here. An additional copy of that NPP will be provided to me at any time upon my request.

Name of patient _____ Date of Birth _____

(Please Print)

Signature of Person Authorizing Consent

Relationship to patient

Date _____

July 2015

APPENDIX C: Permission to communicate via email-Available on Clinic Note

PERMISSION FOR THE ELEANOR M. LUSE CENTER TO CORRESPOND BY EMAIL

Client Name: _____ DOB: _____

I _____ give my permission for the Eleanor M. Luse Center to
communicate with me by email for the following items:

_____ Appointment Dates and Times

_____ Insurance Information

_____ Treatment Information

_____ Other: (Explain)

Email Address: _____

I understand that email transmissions are never 100% secure. The risks include, but are not limited to, sending information to an incorrect email address; unauthorized access to the email account that has either sent or received the email; unauthorized forwarding, printing, copying or otherwise sharing by individuals who receive the email; and interception of email while in transit. The same risks apply whether you are the sender or the recipient of the email containing PHI.

I understand these risks and still wish to have the Eleanor M. Luse Center communicate with me via email.

Signature (Client/Parent/Guardian)

Date

APPENDIX C: Request for Report Distribution-Available on Clinic Note

UVM ELEANOR M. LUSE CENTER FOR COMMUNICATION

SPEECH, LANGUAGE, AND HEARING

Request for Report Distribution

If you would like us to send copies of reports to agencies or professional persons, please list below, including full names and complete mailing addresses. Thank you.

Name: _____

Name: _____

Organization: _____

Organization: _____

Address: _____

Address: _____

Phone: _____

Phone: _____

Name: _____

Name: _____

Organization: _____

Organization: _____

Address: _____

Address: _____

Phone: _____

Phone: _____

Client Name: _____

DOB: _____

Requested by: _____

Date: _____

Relationship to client (if applicable): _____

Signature of Client (or parent/guardian): _____

Speech-Language Path. /Student Clinician-Signature: _____ Date: _____

UNIVERSITY OF VERMONT ACKNOWLEDGMENT OF RECEIPT OF NOTICE OF PRIVACY PRACTICES

Patient Printed Name

Date of Birth

I have received a copy of The University of Vermont's Notice of Privacy Practices. I understand that this document provides an explanation of the ways in which my health information may be used or disclosed by the University of Vermont and of my rights with respect to my health information.

I have been provided with the opportunity to discuss any concerns I may have regarding the privacy of my health information.

Patient/Legal Representative Signature

Date



If someone other than the patient is signing on behalf of the patient:

Legal Representative Printed Name

Relationship

***** DO NOT WRITE BELOW THIS LINE *****

TO BE COMPLETED BY DESIGNATED CLINIC STAFF PERSON IF FORM IS NOT

1. Was the patient provided with a copy of the Notice of Privacy Practices?  YES  NO
2. Briefly describe the efforts made to obtain the patient's acknowledgement of receipt of the Notice of Privacy Practices and check all that apply:



Patient/Legal Representative refused to sign.



There was an emergency that prevented the patient's/legal representative's ability to acknowledge receipt.



Other (describe):

APPENDIX D: Diagnostic Planning Template

Diagnostic Plan

Client Initials: Age: Concern(s) (Referral Questions):

Gender: M / F

Grad Student Clinician Goal:

Grad Student Clinician Goal:

INPUTS	PROCESS	OUTCOME
(Available Background Info.)	(Protocol you have planned in order to answer the referral questions and concerns)	(Verify or rule out the following diagnostic hypotheses):
		H1
		H2
	<u>Brief</u> Initial Phone Call:	H3
	<ul style="list-style-type: none">■ Do NOT email.■ Meet with your supervisor first.■ You cannot speak to anyone else (SLP) without permission from the family.■ Confirm appointment day/time.■ Request child's game preferences■ If collecting audio/video sample from home, have them use UVM file transfer for big files (be aware of HIPAA)	Other desired outcomes:
	Diagnostic Protocol:	

More information needed about:

*Add interview questions here below the table if requested by supervisor.

(If two students are assigned to a diagnostic evaluation, you cannot both get hours for the same activity. Both students must be actively engaged and performing distinct activities (e.g., parent interview and collecting a language sample or collecting data to check reliability of scoring).

APPENDIX D: Diagnostic Evaluation Report Template-Available on Clinic Note (without additional specific notes below)

[press return 7 times to leave room for letterhead]

Speech-Language Evaluation
June XX, 201X

Client:	XX XXX	C.A.: 4 years, 0 months
Date of Birth:	May 12, 2011	
Address:	XX Road, Town, VT 05XXX	
Phone:	(802) XXX-XXXX	
Parents:	X & X Client	
Referral Source:	Dr. X X	
Graduate Clinician:	Student Clinician, B.A./B.S.	
Clinical Supervisor:	Supervisor, Ph.D., CCC-SLP	
Diagnosis and Code:	Diagnosis (XXX.XX)	

Referral Questions:

- 1.
- 2.

Background:

Includes pertinent family, educational and medical history, gestational age, birth weight and developmental milestones and pregnancy information. Information from previous reports, interviews with family during the diagnostic, information provided by teachers, other professionals, and information from case history forms.

Organization of this section will be based on nature of the referral and statement of problem. Level of detail is determined by age of client, complexity of diagnosis, etc.

The section should be organized to create a clear picture of the problem and provide details which are directly related to the presenting problem. Write "University of Vermont Eleanor M. Luse Center" when referring to the clinic.

Stuttering History (information from parental interview): if applicable. For fluency evaluations, please include this as a separate section for fluency information the parent shares during the evaluation. For other types of reports, it gets embedded within the background.

Non-standardized Assessment Findings:

Observations: This section is applicable if observations of client's behaviors are clinically significant and could potentially have affected results. This will not be included in all reports.

Description of client, testing environment and general progress of evaluation. It is important to describe, but not label (i.e., Joey required significant cuing and direction to sit in his chair. Participation in testing was inconsistent so all standardized tests were not completed vs. Joey was hyper and uncooperative with testing). Perhaps some of these observations may lead us to say that results from certain portions of testing are not reliable due to behaviors during testing.

Speech and Language Sample: Document the results from the analysis from taking the speech and language sample in this section. Are there similarities to what was seen here to results from standardized results? Are there clinically significant results that help to determine a diagnosis?

APPENDIX D: Diagnostic Evaluation Report Template Continued

Standardized Assessment Findings:

Results of standardized assessments including tabled scores and narrative summaries of performance.

Tables/Charts/Graphs: Tables should be labeled well enough to stand alone. Tables should include standardized scores, confidence intervals (if applicable), growth scale values (if applicable) and percentiles. Including the mean and standard deviation is helpful to the reader as well as an explanation of what a percentile is, what a confidence interval is and what a growth scale value is. Each table may look different depending on the standardized measure that is being reported. If IPA symbols are used, a description of the symbol is helpful for the reader as well as an example: /tʃ/ “ch” as in “chair”. In general, think **plain language**. Who is the intended audience for this report? Will they understand what you are saying?

The level of detail will depend on how the test scores support the summary. Sub-test scores and descriptions should be included as needed. A description of the child’s strengths and challenges is recommended. A narrative should accompany tables, preferably under the table to help explain what the reader is seeing but not be redundant.

Table 1. *Label the Table*

	Standard Score (mean 100 +/- 15)	Percentile Rank	Confidence Interval	Growth Scale Value
Sounds in Words	85	16		
Sounds in Sentences	92	34		

(Add brief narrative under the table summarizing what is in table)

Summary and Interpretation:

Start this section with a review of who the child is and his/her/their strengths. Document if there is the presence of a “disability” or a “diagnosis” and any school eligibility documentation should be stated. XX presents with a diagnosis of “severe/mild/moderate” XX disorder based on the results of today’s assessment. Be specific about the type of communication disorder, severity, etiology (if possible), maintaining factors, and functional impact. Referral questions must be specifically addressed. Directly address the presenting problem questions in this section.

Summarize the impressions of the client and the evaluation process. This is not the spot to restate everything you wrote in the assessment results section. **The purpose is to analyze all the information and to summarize it in a succinct and clear manner.** If you find yourself repeating the same information over again, that is not for the summary. Directly answer the referral questions (at beginning of report in this area)

Conclusions must be supported by the information/ data reported in the evaluation section. Do not restate scores -- be concise.

Recommendations:

Decisions about eligibility for services, specific service frequency and treatment ideas to be shared. For the most part, you want to avoid recommending a specifically labeled treatment program unless it is backed by research. Specific information about intervention related to specific disorders should be included, (e.g., "...treatment for apraxia of speech should include frequent, short speech therapy sessions with a focus on having child produce a high volume of the target sound ...").

APPENDIX D: Diagnostic Evaluation Report Template Continued

The following recommendations were discussed with XX's mother at the conclusion of today's evaluation:

- 1.
- 2.
3. etc.

Referrals for additional testing (e.g., medical referrals, specialists, further evaluations, treatment). Do not refer to specific specialists/clinics, but to the needed services. Need to answer the question, "What happens next?"

Prognosis:

Prognosis for improvement. XX's prognosis is excellent based on the family commitment displayed during today's evaluation, his speech history, his age, and pattern of development.

It was a pleasure to work with XX and his family today. If there are any questions or concerns regarding this report or the information contained within it, please contact the University of Vermont Eleanor M. Luse Center at (802) 656-3861.

Student Name, B.A./B.S.
Graduate Clinician

XX XXX, Ph.D., CCC-SLP
Speech-Language Pathologist
Clinical Assistant/Associate Professor

Reference(s):

If applicable. Follow APA.

Cc:

WW & MM Client
XX Road
Town, VT 05XXX

[check against Request for Report Distribution Form and include the family's address]

Extra Notes about Dx Reports:

- Last page must have more than just signatures
- Turn in the BEST POSSIBLE first draft!
- Carefully proofread as if you are the client
(No jargon or minor errors)
- First draft due 5 days after assessment
- Final signed draft due 2 weeks after assessment

APPENDIX D: Progress Report Template-Available on Clinic Note-without additional specific notes below

[press return 7 times to leave room for letterhead]

Progress Report

June XX, 201X

Client: Johnny Client

Date of Birth: February 31, 2011 **C.A.:** X years, X months

Address: 77 Client Lane, Burlington, VT 05401

Phone: 802-555-5555 (cell), 802-777-7777 (home)

Parents: YY & KK Client

Referral Source: if applicable

School: if applicable

Graduate Clinician(s): XXX, B.A. (or B.S.)

Clinical Faculty: XXX, M.S. (or Ph.D.), CCC-SLP

Diagnosis and Code: Diagnosis (XXX.XX)

Background:

Briefly report relevant information.

Goals and Objectives:

Client was seen for six treatment sessions this semester, during which the following goals were addressed: *[list Long Term Goals and Short Term Objectives]*

Long Term Goal #1:

Short Term Objective 1.1:

Short Term Objective 1.2:

[typically, no rationales in progress report]

Long Term Goal #2:

Short Term Objective 1.1:

Short Term Objective 1.2:

[etc. depending on number of goals]

Course of Treatment:

This section describes what procedures/activities were used in therapy program, effective reinforcement, general progress, etc.

Present Status:

Must include treatment outcome measures and compare pre- and post-therapy data. Label charts, graphs and tables.

How is the client is functioning now? What changes occurred over the semester?

Table 1. Results of XX Reassessment *(with CIs, %iles, standard scores, etc. as appropriate)*

Summary:

Interpretation and narrative summary of the data. You should not introduce any new information here, but highlight key points/results in a condensed manner (short paragraph).

APPENDIX D: Progress Report Template Continued

Recommendations:

Based on X’s progress this semester, the following recommendations are made:

- 1.
- 2.
- 3. etc.

Includes plan for follow-up if needed.

Prognosis:

Based on X’s progress this semester, his prognosis for continued improvement with direct therapy is XXX (very good, excellent, poor, fair, etc.).

It has been a pleasure to work with X and his family over the summer. If there are any questions regarding this report, please call the University of Vermont Eleanor M. Luse Center at (802) 656-3861.

_____ Clinician Extraordinaire, B.A./B.S. Graduate Clinician	_____ Clinical Faculty, M.S./Ph.D., CCC-SLP Speech-Language Pathologist Clinical Assistant/Associate Professor/Educator
--	--

References:

If applicable (follow APA formatting below). Generally, we only cite specific normative data directly underneath a table or a manualized program (e.g., Lidcombe Program) here at the end of the report.

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

Cc: XX & YY Client
 77 Client Lane
 Burlington, VT 05401

[check against Request for Report Distribution Form and include the family’s address]

Extra Notes about Reports:

- Last page must have more than just signatures
- Turn in the BEST POSSIBLE first draft!
- Carefully proofread as if you are the client (no jargon or minor errors)

- Final signed draft due before your final evaluation meeting with your supervisor

[press return 7 times to leave space for letterhead]

Projected Treatment Plan

Spring 20XX

Client: Johnny Client
Date of Birth: February 31, 2011, **C.A.:** X years, X months
Address: 77 Client Lane, Burlington, VT 05401
Phone: 802-555-5555 (cell), 802-777-7777 (home)
Parents: Jamie & Kim Client
Referral Source: if applicable
School: if applicable
Graduate Clinician: XXX, B.A. (or B.S.)
Clinical Faculty: XXX, M.S. (or Ph.D.), CCC-SLP
Diagnosis and Code: Diagnosis (XXX.XX)

Background:

A *brief* summary of pertinent background information.

Testing Results:

If applicable. This section is to be included if during the semester objective testing was administered. Include the test name (written in full prior to using the abbreviation) and results.

Goals/Objectives:

The following Long-Term Goals and Short-Term Objectives have been established for XX's course of treatment this semester.

Long-Term Goal #1: This is a relative endpoint but not a lifetime goal. A long-term goal may be a calendar year from the date it is written or in the case of a voice or fluency client, it may be for the extent of the semester.

Rationale: (as appropriate) This section reflects your knowledge and justification for the goal. Note that some supervisors prefer one big rationale after all the Short-Term Objectives (STOs) to cover the Long-Term Goal (LTG) and all STOs for that LTG. Ask your supervisor for his/her preference. See LTG #2 below as a model.

Short-Term Objective #1a: Short-Term Objectives are written with dates that are throughout the semester. They should be measurable and include criteria of how the goal is measured and met.

Rationale:

Procedures: What the client will be doing. What the clinician's cueing will look like. How feedback will be given. What will be the activities that the child/client will be doing to achieve the goal? Note that some supervisors prefer one bigger set of procedures after all the Short-Term Objectives (STOs) and the rationale for all goals. Ask your supervisor for his/her preference. See LTG #2 below as a model.

Short-Term Objective #1b:

Rationale:

Procedures:

Long-Term Goal #2: *If your supervisor prefers one long rationale and procedure.*

APPENDIX D: Projected Treatment Plan Template Continued

Short-Term Objective #2a: You need at least two STOs for each LTG.

Short-Term Objective #2b:

Rationale:

Procedures:

Long-Term Goal #3: *If applicable and if your supervisor prefers a rationale/procedure for each sub-goal.*

Rationale:

Short-Term Objective #3a:

Rationale:

Procedure:

Short-Term Objective #3b:

Rationale:

Procedure:

Family Education and Home Program:

Write a short summary paragraph about carryover of home practice.

Make sure the signatures are not dangling alone on the last page.

XX XXX, B.S.
Graduate Clinician

Mary Fitzpatrick, M.S. or Ph.D., CCC-SLP
Speech-Language Pathologist
Clinical Assistant or Associate Professor

Reference(s):

If applicable (follow APA formatting below). Generally, we only cite specific normative data directly underneath a table or a manualized program (e.g., Lidcombe Program) here at the end of the report.

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

[Note: We do not have a Cc list on projected treatment plans because it does not get mailed to the family.]

WEEKLY THERAPY PLAN-LOG

Plan Established: XX/XX/XXXX

Graduate Clinician Name: Student X, B.A.

Clinical Faculty: XXX, M.S. or Ph.D., CCC-SLP

Client : YY

Date: June 30, 201X

Session #: 2

Long Term Goal #1: *(goals are included in plans/SOAPs after session 3 once the PTP is finalized)*

Short Term Objective 1.1:

Rationale: *unless supervisor requests that these can be left out of plan/SOAPs*

Short Term Objective 1.2:

Rationale:

Long Term Goal #2: *(there may be more than two LTGs and STOs)*

Short Term Objective 2.1:

Rationale:

Short Term Objective 2.2:

Rationale:

Procedures / Session Activities:

This is where your weekly plan goes with rationales, procedures, materials, etc.

1. **Target Selection** then **Target Activity** Title: Write the **target** followed by the **activity** that you are using to work on that target. For example -- **Vocalic /r/ at the word level** using **Jenga blocks** instead of "Jenga". 5 minutes.

- a. *Rationale*
- b. *Materials*

2. **Target Selection** then **Target Activity** Title:

- a. *Rationale*
 - b. *Materials*
- Etc.

WEEK #2: June XX, 201X SOAP

S: Subjective comments about client's participation and engagement (Brief! 1-2 sentences)

O: Results/Data (objective information including any tables with performance data, parent interview responses, clinical observations, etc.)

A: Assessment (provide interpretation of data in short narrative paragraph to summarize in general terms what the client's performance indicated in terms of progress and what changes/next steps are beneficial)

P: Plan (for home carryover and/or if you will introduce a new technique next session)

APPENDIX D: Weekly Therapy Plan Template Continued

Personal Goals:

1. If requested by supervisor (set goal in the Tx plan and comment on your own progress here in the SOAP)
- 2.
- 3.

EXTRA NOTES FOR SOAPS:

- Think of “activities” as the games or interactions that you create for the client, and the “procedures” as the methods you will use to cue the client and give feedback and reinforcement.
- Your weekly plans/SOAPs should include important information that will be in the progress note. Document behaviors specifically related to the STOs and the LTGs.
- Define data-collection methods carefully so that it reflects the gains the client is making. Data should include level of cuing and accuracy of response (error, distortion, accurate).
- Turn in your SOAP for the previous session and the plan for the upcoming session at the same time. Speak to your supervisor about a consistent day each week for these documents to be due on CALIPSO.
- Supervisors request students to draft 2-3 personal goals on a running document in CALIPSO prior to the session. After the session is completed, students should document whether those goals were achieved. This is meant to help the supervisor know what you might need extra support with during the session and for you to set regular goals prior to mid-term and final evaluations. This procedure is not part of the medical record (soap note) so cannot be stored in Clinic Note.
- Remember that sessions end on the 50-minute mark to leave time to walk the family out and prep the room for the following session. Plan accordingly to leave 5 minutes of wrap-up time at the end of the session to finish in a timely way.

Statement regarding meeting Vermont Special Education regulations for Dx reports:

Depending on the area that you are assessing (artic, expressive/receptive language, fluency, voice, etc.):

“According to Vermont special education regulations, the results of this assessment meet disability determination criteria in *(insert the title and number from the regs)*. It will be necessary for the school evaluation and planning team to reconvene to discuss presence of adverse effect and/or need for specialized instruction that cannot be provided within the regular education environment.

Caution: Disability determination cannot always be determined. For instance, we can determine speech and language impairment according to the regulations but cannot determine a specific learning disability in that information needed might not be available. This is ultimately a team decision and discussion.

Sample of Fluency Section in Non-fluency Dx

X's parents raised additional concerns regarding X's fluency. They reported that he/she frequently "gets hung up" when trying to say complicated stories at home. X's fluency was informally observed during spontaneous conversation with the clinician today, and the parents also provided a 10 -minute video sample of X's during natural conversation at home. These samples were used to calculate the child's percent syllables stuttered which was 0.4% out of 547 syllables spoken. Normal disfluencies were observed including easy, unhurried whole word repetitions without any observable tension ("I-I"), phrase repetitions ("and he went, and he went") and filler words ("uh," "um"). These disfluencies are considered typical for children at this stage of emerging speech/language development.

Because the disfluencies were observed only infrequently in X's speech (<1% syllables stuttered) and occurred only during complicated speech/language production (i.e., after being asked a complex question regarding why the batteries in their toy do not work anymore), the disfluencies are not considered stuttering at this time and do not require formal treatment. At this time, X's articulation/voice/other concerns are impacting his/her ability to communicate more significantly than his/her disfluency.

While the child receives treatment for articulation/voice/other, X's parents are encouraged to informally monitor X's fluency and report any changes in severity to the Eleanor M. Luse Center, particularly if X begins to show negative reactions to his/her speech. It is recommended that X's parents use the following fluency-enhancing strategies at home to support X's communication: use more comments than questions, get down to the child's eye level and make eye contact when he/she speaks to indicate they are listening, prevent his/her siblings from interrupting or talking for him/her, and patiently wait for the child to express themselves.

APPENDIX D: Hearing Screen sample write up

NORMAL HEARING SCREENING:

Mr. Bob's hearing was screened as part of this diagnostic evaluation. Otoscopic visualization of both ear canals revealed the presence of minimal cerumen. Both tympanic membranes were viewed and healthy in appearance. Tympanometry was conducted and results suggested normal middle ear function bilaterally. Mr. Bob's hearing sensitivity was then screened using the standard hand-raising method in response to the presentation of pure-tones. Mr. Bob detected all pure tones presented at the screening level of 15 dB HL in both ears. The above results suggest normal peripheral hearing in both ears.

ABNORMAL HEARING SCREENING:

Joey's hearing was screened as part of this diagnostic evaluation. Otoscopic visualization of both ear canals revealed tympanic membranes that appeared retracted bilaterally. Tympanometry was conducted with results indicating significant negative pressure in the middle ear spaces, suggesting Eustachian tube dysfunction. Joey's hearing sensitivity was then screened using Conditioned Play Audiometry (peg-in-the-board) in response to the presentation of pure-tones. Joey did not detect the pure tones presented at the screening level of 15 dB HL at 500 and 1000 Hz in both ears but did perceive them at the remaining frequencies screened. These findings indicate that Joey did not pass the hearing screening and he should be seen by an audiologist for further hearing testing.

APPENDIX E: PSCG Clinician Orientation

Post-Stroke Communication Group Clinician Orientation

The Post-Stroke Communication Group was started in 2000 through grant funding focused on group therapy processes. The group is based upon the "Life Participation Approach to Aphasia" (LPAA Project Group: Roberta Chapey, Judith F. Duchan, Roberta J. Elman, Linda J. Garcia, Aura Kagan, Jon Lyon, and Nina Simmons Mackie, ASHA, 2009) meaning that it is directed by the needs and desires of the participants and is focused on a re-engagement in life. Camaraderie and communication are the overriding goals of this group. Group members are actively involved in setting the agenda for the group meetings.

People are referred to the group from a variety of community sources including friend- friend, physicians, speech pathologists or self-referred from information gained on the CSD website. All interested parties who call the center about the group complete an Intake Form with front office staff. NOT ALL REFERRALS WILL BE SEEN FOR A FULL SPEECH-LANGUAGE EVALUATION. Determination of the need for a full evaluation prior to starting group is made by the Clinic Director or Clinical Educators and is based on recency of speech language therapy, documentation of current status on case history form, notes from outside providers.

At the beginning of each semester:

1. Clinical Educator will provide electronic and/or paper copy of current participants. Member information is maintained in a Microsoft Excel spreadsheet which can be used to develop "Welcome Letters" using Mail Merge.
2. The first PSCG meeting is typically held one week later than the first week of general clinic.
3. "Welcome Letters" are sent to current and old participants (2wks prior).
4. Follow-up phone calls to confirm participants (1-2 wks prior).
5. Sign out the conference room or the classroom for the appropriate time for the entire semester if applicable.
6. Review client files in preparation for initial supervisory meeting (1 wk prior) and first group meeting. For new members who have not been seen at this center for evaluation, initial background chart review and write-up per Aphasia Class format. Any relevant documentation from recent community providers that is not already part of the clients' file will be called for.
7. One working file should be established for the group for the current semester. All working files for the Stroke Group are kept in its own section in the filing cabinet (i.e., NOT in alpha order).
8. Orientation documents, required readings and clinical documentation templates are located on Brightspace under the Clinic Practicum Study course link.

Weekly:

1. Prepare treatment plans, procedures and roles and submit to supervisor at the agreed upon time.
2. Complete treatment logs with data, observations, impressions, and meeting minutes for each client no later than agreed upon due date.
 - Minutes briefly reflect the activities of the session including attendees, roles, activities, client comments, concerns, actions to be taken, etc.
 - Minutes are written for the clients and are to be printed and read/discussed at the following week's group meeting. Copies should go in the PSCG working folder.
3. Document attendance in each client's file, reflecting the date and session duration.

Prior to each session:

1. Plan to arrive at least 30 minutes prior to each session to prepare the room. Have water, coffee, napkins, cups, etc. ready to accompany refreshments.
2. Bring in a box of stroke group supplies including the following:
 - Name tags
 - White boards with dry erase markers
 - Paper and pens
3. Have client folders and minutes ready to start the weekly discussion.

Documentation and Data Collection:

1. Weekly SOAP note including group and individual goals, progress and plans .
2. Plan for group activities for next week, including individual goals if they have been identified.
3. Final progress reports on group and/or select members.
4. Summary letters sent to client members.

APPENDIX F: Writing Resources

Overview of purpose of APA (Dr. Hutchins): <https://streaming.uvm.edu/private/videos/yFyN4ba/>

APA manual (hard copy): http://primo.uvm.edu/permalink/f/8v3pfu/UVM_VOYAGER1144324

APA sample papers with useable templates:

<https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers>

Using Sources

WHY use sources?

- “Add credibility, complexity, and support” to your document (Student Success Center, n.d., “Decide When to Quote, Paraphrase, and Summarize” section)
- Present other points of view that you can refute (Student Success Center, n.d.) or integrate with your own
- Provide historical or other context

Sources cannot/should not be used:

- to substitute for developing your own ideas (Student Success Center, n.d.)
- if you do not understand them
- if they are not credible (e.g., if they are personal blogs/ not associated with a respected institution)
- in a way that does not represent the original meaning of the source (e.g., by selectively using only certain portions of a quote in a misleading way)
- in a way that is not integrated smoothly and coherently into a larger whole collection of your own thoughts and those of other sources: **“Source material has no significance without your commentary to provide context and meaning”** (Student Success Center, n.d., “Decide When to Quote, Paraphrase, and Summarize” section)
- in a way that implies that other people’s ideas or words are your own

HOW to use sources

There are three main ways to use ideas that you find in your sources: summarizing, paraphrasing, and quoting. Your frequency of use of each of those should go in that order. Definitions, descriptions, caveats, and examples of each are provided below.

Summarizing:

A summary is a brief recap of the main points from a source that is no more than half as long as the original (Student Success Center, n.d.), with a citation indicating the original source. This is what you will do most often with ideas from a source. A good summary demonstrates that you have understood the author’s ideas to the extent that you can re-express them clearly and concisely. While a summary should represent the main ideas of the original, these should be presented in your own words, in a different order. **Substituting or re-arranging a word or two is not sufficient and constitutes plagiarism if the words that are the same are not quoted.**

Example of summary:

Original:

Alice's Adventures in Wonderland (1865) (commonly shortened to "Alice in Wonderland") is a novel written by English author Charles Lutwidge Dodgson under the pseudonym Lewis Carroll [1]. It tells the story of a girl named Alice who falls down a rabbit hole into a fantasy world populated by peculiar and anthropomorphic creatures. The tale is filled with allusions to Dodgson's friends. The tale plays with logic in ways that have given the story lasting popularity with adults as well as children [2]. It is considered to be one of the most characteristic examples of the "literary nonsense" genre [2][3], and its narrative course and structure have been enormously influential [3], especially in the fantasy genre (*Alice's Adventures in Wonderland*, 2010, paragraph 1).

Summary:

Alice’s Adventures in Wonderland is a famous fantasy story written by Lewis Carroll (a.k.a. Charles Lutwidge Dodgson) in 1865. Carroll wove logical twists and references to his friends throughout this influential children’s tale (*Alice's Adventures in Wonderland*, 2010).

Paraphrasing

A paraphrase is roughly the same length as the original source material, but in your own words, in a different order. Again, a citation indicating the original source is vital. Paraphrasing gives you the opportunity to clarify the material, to put it into a new context, to re-order the ideas for clarity or effect, and/or to demonstrate your understanding of it. **Substituting or re-arranging a word or two is not sufficient and constitutes plagiarism if the words that are the same are not quoted.**

Example of paraphrase (again based on the Wikipedia entry given above):

Paraphrase:

According to Wikipedia (Alice's Adventures in Wonderland, 2010), Charles Lutwidge Dodson wrote *Alice's Adventures in Wonderland* (often called "Alice in Wonderland") in 1865, using his pseudonym, Lewis Carroll. In this tale, a little girl named Alice travels via a rabbit hole to a fantastic world. Many of the strange people and creatures in this world are believed to relate or refer in various ways to friends of Dodgson. This story remains popular to this day because of Dodgson's playful manner of poking fun at everyday logic. Both its story line and its structure have had a great influence on fantasy literature.

Quoting

Quotations should be used only when necessary. Quoting deprives you of an opportunity to demonstrate your understanding of the material, since it only requires the ability to type (Student Success Center, n.d.), not to reflect. On the other hand, quoting allows you to give credit where credit is due and can often bolster your argument when used effectively (Graff & Birkenstein, 2018). As such, there are times when using direct quotations is appropriate. As listed by Student Success Center (n.d., "Decide When to Quote, Paraphrase, and Summarize" section), they include:

- **Accuracy:** You are unable to paraphrase or summarize the source material without changing the author's intent.
- **Authority:** You may want to use a quote to lend expert authority for your assertion or to provide source material for analysis.
- **Conciseness:** Your attempts to paraphrase or summarize are awkward or much longer than the source material.
- **Unforgettable language:** You believe that the words of the author are memorable or remarkable because of their effectiveness or historical flavor. Additionally, the author may have used a unique phrase or sentence, and you want to comment on words or phrases themselves.

A well-chosen brief quote can highlight an important point or drive an idea home in a way that many more words could not achieve. A paper full of quotes is boring and unenlightening. In short:

"Think of the quote as a rare and precious jewel."

(Student Success Center, n.d., "Decide When to Quote, Paraphrase, and Summarize" section).

Examples of quoting:

Original:

...And a sort of squoze
Which grows and grows
Is not too nice for his poor old nose,
And a sort of squch
Is much too much
For his neck and his mouth and his ears and such.
(Milne, 1928, p. 140)

Quotations:

Although a state of "squch" (Milne, 1928, p. 140) can be very uncomfortable for typically-developing children, many children with autism crave such deep pressure (Grandin, 1992).

Milne (1928) states, through his character Winnie-the-Pooh, that “a sort of squish is much too much” (p. 140). Many people with autism would disagree (Grandin, 1992).

Due to their sensory need for deep pressure, many people with autism (Grandin, 1992) would disagree with Winnie-the-Pooh that “a sort of squish is much too much” (Milne, 1928, p. 140).

Avoiding Plagiarism

How does one plagiarize in clinical documentation? The most common way is to copy information from a clinical report from a student who worked with the same client before you. The best advice is, read the section, take notes, close the file and then write your own background. Plagiarism is, “the use of information (words, sentences, and/or ideas and even the structure of sentences and/or ideas) from another source that is not properly credited” (Student Success Center, n.d., “Plagiarism” section). According to UVM’s Code of Academic Integrity (n.d.), “Students may not plagiarize. All ideas, arguments, and phrases submitted without attribution to other sources must be the creative product of the student. Thus, all text passages taken from the works of other authors (published or unpublished) must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism” (p. 3).

Plagiarism is easy to commit inadvertently. It can result from using any amount of text from the original source, even a single word if it is used in a distinctive way. To avoid the risk of accidentally plagiarizing, good writers are thoughtful when taking notes on a source by 1) paraphrasing the information in their own notes or 2) being scrupulous about putting quotes in quotation marks in their own notes. Paraphrasing during notetaking has an additional advantage for writers: “rewording a complex writing into simple terms may help [one] better understand the content and purpose of the passage” (Student Success Center, n.d., “Learn to Paraphrase” section). When using one’s notes to write a paper, it is vital not only to be careful about quoting another author’s words but also about citing another thinker’s ideas.

Plagiarism includes:

- failure to use quotation marks for direct quotes, even if the author and date are cited
- rearranging or substituting a few words in the author’s phrase or sentence while keeping most of the original words even if the author and date are cited
- using an author’s ideas without citing the author, even if they are in your own words
- using a table, figure, or image from a source without explicitly citing the source, including the page number (or other useful information, such as the title of the section)

Plagiarism can occur even if it is unintentional. It is a violation of UVM’s Code of Academic Integrity as well as ASHA’s Code of Ethics. Unintentional plagiarism is considered a technical violation of UVM’s Code of Academic Integrity and may result in a referral to the UVM Center for Student Conduct and a decrease in your grade. Repeated technical violations or more egregious or intentional forms of plagiarism will result in a referral to the UVM Center for Student Conduct and may result in an XF grade (failure due to academic dishonesty) or even dismissal. UVM’s full academic honesty code is available at: <https://www.uvm.edu/sites/default/files/UVM-Policies/policies/acadintegrity.pdf>

References

- Alice's adventures in Wonderland. (2010, January 20). In *Wikipedia*. http://en.wikipedia.org/wiki/Alice_in_wonderland
- Graff, G. & Berkenstein, C. (2018). *They say, I say: The moves that matter in academic writing* (4th ed.). W.W. Norton & Company.
- Grandin, T. (1992). Calming effects of deep pressure in patients with autistic disorder, college students, and animals. *Journal of Child and Adolescent Psychopharmacology*, 2(1), 63-72.
- Milne, A. A. (1928). *The house at Pooh corner*. Methuen & Co. Ltd.
- Office of Audit and Compliance Services (n.d.). *Code of Academic Integrity: University of Vermont*. Retrieved March 22, 2021, from <https://www.uvm.edu/sites/default/files/UVM-Policies/policies/acadintegrity.pdf>
- Student Success Center (n.d.). *Resources*. University of Houston-Victoria. Retrieved March 12, 2021 from <https://www.uhv.edu/university-college/student-success-center/resources/a-d/decide-when-to-quote-paraphrase-and-summarize/>

APPENDIX G: Off Campus Placements

Procedure for Resolving Potential Issues Between Grad Student, Program, and Off-Campus Site

To fulfill requirements for experiences and clock hours required by ASHA, programs have to rely on the **volunteerism** of off-campus supervisors to take students at their sites. This means, we should all be striving hard to always maintain a good relationship with sites and supervisors.

Nationwide, it is becoming increasingly difficult to find enough off-campus experiences for students. This is especially true in medical settings. This puts a lot of pressure on the University faculty to find enough sites for all students.

What students should know:

1. Understand that there are many factors that go into matches between students and off-campus supervisors/sites. Please refer to clinic manual for further information.
2. Understand that we make a contractual agreement with each site, and students cannot adjust the dates or make changes unless the following reasons are true: there are extenuating circumstances, the Off-Campus supervisor is 100% in agreement and the graduate student has received approval from the Clinical Externship Coordinator.
3. Understand that these off-campus supervisors and sites are volunteering their time to provide you with diverse experiences. It is not just the immediate supervisor. All other staff must arrange their schedules as well to accommodate a student. Students should understand that their placement is fluid. Sometimes external factors may alter the student's planned experience (vacations, maternity leaves, unexpected leaves, reduced staffing due to emergencies, etc.) that may impact their "expected" clinical. Remember that Off-Campus supervisors volunteer their time, but it is also their permanent place of employment.
4. Understand that students are not just "earning hours," but trying to maximize learning experiences prior to graduation.
5. Understand that students are responsible for taking care of any mandates required by the site (background check, drug screen, etc.) prior to the placement, to start on the contractually agreed upon date.
6. Understand that a site/supervisor may have a different way of providing feedback. Sometimes a student may be matched with a personality that does not suit them perfectly. Practice self-advocacy as outlined on the following page to ensure that learning styles and communication styles are being met. Do this early in the semester. Also remember, this is a taste of the real world and an opportunity to learn how to interact with different personalities.
7. Understand a site always expects professionalism which includes, taking initiative for learning, showing up, inquisitiveness, ability to accept feedback, etc.
8. Strongly consider in the future becoming an Off-Campus supervisor to give back to the profession and pay it forward.

If there is an issue with an Off-Campus supervisor/site:

1. Contact University of Vermont externship coordinator to share details
2. Request a time to meet with your Off-Campus Supervisor. This meeting must be scheduled within **one week** of contact with University Externship Coordinator. In that meeting, be prepared to discuss the issue as well as possible ways to remediate the issue. The purpose of this meeting is to have an open dialogue in a non-confrontational manner. The UVM Externship Coordinator must be part of this meeting as well either in person, Skype or by phone. **It is the graduate student's responsibility to set up this meeting.** The UVM Externship Coordinator will take notes for this meeting and will disseminate notes within a week after the meeting. If a formal plan results from this meeting, that plan will be shared with all parties as well.
*****NOTE: Clinical accommodations are handled through the SAS office well before the start date of any placement and are the students' responsibility to initiate*****

Student must communicate with the UVM Externship Coordinator and Off-Campus supervisor **weekly** from that point forward via e-mail, phone, or in-person updates regarding status.

3. If the issue is not remediated with the Off-Campus Supervisor, the graduate student will request a meeting with Off-Campus Supervisor's supervisor (rehab manager, department head, etc.) **within 2 weeks** of the initial contact with UVM Externship Coordinator. If it is unclear who serves in that supervisory role at your site, consult HR to get their name and the protocol for arranging a meeting with them. The purpose of that meeting will be to share what has been attempted so far and to ask for guidance/suggestions as to how to make the experience beneficial for all parties. The UVM Externship Coordinator must be part of this meeting either in person, Skype or via phone. **It is the graduate student's responsibility to set up this meeting.** The UVM Externship Coordinator will take notes for this meeting and will disseminate notes within a week after the meeting. If a formal plan results from this meeting (e.g., there is a change in supervisor), that plan will be shared with all parties as well. Student must communicate with UVM Externship Coordinator, rehab manager and Off-Campus Supervisor **weekly** from that point forward via e-mail, phone, or in-person updates on status.
4. If the issue persists, per contract, any party may decide to terminate the placement. The UVM Externship Coordinator will not be finding another placement for the student for that same semester. The UVM Externship Coordinator will contact the site to sign off on clinical hours accrued to that point and the student may receive an "incomplete" for their grade until a meeting is held with the Department Chair, Externship Coordinator, Director of Clinical Education, and Graduate Program Director.

The purpose of this plan is to ensure a positive experience for all parties involved. As such, we expect graduate students to be ambassadors of our program and demonstrate skills of self-advocacy and professionalism. Graduate Students are to be the individuals responsible for taking the steps above. Off-campus placements are extremely important for graduating well rounded students who are ready for the work force.

APPENDIX G: Supervisory Needs Assessment

Supervisory Needs Assessment-Fill out prior to beginning clinic and share with supervisor.

1. My supervisor allowing me to observe him/her providing services to clients/students/patients is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
2. My supervisor giving me specific suggestions on how to improve my service delivery is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
3. My supervisor giving me resources and providing guidance for evidenced-based practice and treatment rationales that can be used to better service my client is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
4. My supervisor making me feel comfortable talking to him/her in times of difficulty is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
5. My supervisor giving me the needed encouragement to stay focused is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
6. My supervisor allowing me to be creative in selecting therapy activities and materials is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
7. My supervisor treating me like a future professional colleague is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
8. My supervisor allowing me to exercise my independent judgement regarding assessment and intervention is important to me
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
9. My supervisor giving me constructive criticism with suggestions for improvement in clinical techniques is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
10. My supervisor giving me specific feedback following a session about my level of clinical competence is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
11. My supervisor challenging me to utilize critical thinking skills is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
12. My supervisor having high expectations is important to me.
Strongly Disagree Dis-agree Neutral Agree Strongly Agree
13. My supervisor giving me definite reasoning for the things he/she tells me to do is important to me
Strongly Disagree Dis-agree Neutral Agree Strongly Agree

Off-campus Site Evaluation-Fill out after finishing off campus placement.

Date:

Graduate Student:

Site:

Off-campus Clinical Educator:

Semester/Year:

Clinical Population at Site:

Experiences at Site:

-

Hours Obtained:

Overall, Strengths of Experiences at Site:

Overall, Challenges of Experiences at Site:

Materials/Tests introduced and used at Site:

Did you provide an in-service to other professionals at this site as a means of training, educating and supporting family members and other communication partners of individuals with communication delays and disorders in techniques and/or strategies to enhance their communication skills? ☐ yes ☐ no

Did you interact with SLPA's or other paraprofessionals at this site? ☐ yes ☐ no

Did you interact with professionals and students such as non-English speakers and with ESL teachers to collaborate in the identification of speech and language differences versus disorders as well as demonstrates responsiveness to cultural and linguistic diversity? ☐ yes ☐ no

Were you able to educate, consult and collaborate with other professionals to...?

- determine the implications of communication delays and disorders for learning? ☐ yes ☐ no
- develop modifications and/or accommodations to support the learning of these individuals? ☐ yes ☐ no

- design and implement, or supervise the implementation of, developmentally appropriate educational plans for individuals with communication delays and disorders to maximize communication in functional settings; including directly teaching, or supervising the teaching of speech language and literacy skills essential for learning and communication? ☐ yes ☐ no

APPENDIX G: Student Needs Assessment

Student Needs Worksheet-fill out prior to beginning an off-campus placement by looking at CALIPSO Clock Hours and Cumulative Evaluation tabs.

Student Name:

Semester:

Clinical Experience to Date (or attach resume):

Student personal goals for this practicum:

Approximate Number of Clock Hours needed:

(Refer to CALIPSO under Clock Hours Tab; Experience Record-look for yellow)

Knowledge and Skills Experiences needed:

(Refer to CALIPSO under Cumulative Evaluation Tab-look for Orange)

Level of Supervision requested (ultimately determined by off-campus supervisor)

First Half of Practicum:	25-50%	50-75%	75-100%
--------------------------	--------	--------	---------

Second Half of Practicum:	25-50%	50-75%	75-100%
---------------------------	--------	--------	---------

Additional Information Student would like to communicate:

Fall 2025 Clinic Calendar

Wed– Fri: July 30-Aug 1	Summer Semester Checkout: Student clinicians submit practicum Clinical Educator evaluations via CALIPSO. Students give any new contact information to Admin asst. This is also the last week of summer clinic.
Monday, August 18 through Friday, August 22 <ul style="list-style-type: none"> • Mon 8/18 online asynchronous • Tues 8/19 online asynchronous • Wed 8/20 9-2 in person 304 Pomeroy • Thurs 8/21 9-2 in person 304 Pomeroy • Fri 8/22 online asynchronous 	Please refer to the CSD 6200 syllabus for specific topics covered each day.
Fri: Aug 29 9:00-12:00 in Pomeroy 304	Audiology Block Orientation for second year assigned students
Mon – Fri: Aug 25-Aug 29	All students meet with on-campus clinical educators to prepare for the fall semester. 2cnd year students meet with off campus clinical educators
Mon: Sept 1	Labor Day – Dept. & Clinic Closed
Tues: Sept 2	Fall clinic begins. Fall semester off-campus placements begin after Labor Day unless otherwise arranged with supervisor.
Mon-Thurs Oct 6-9	Mid-term evaluations for clinical practica completed both on and off campus
Fri: Oct 10	University Fall Recess. No classes or SLP clinic. Audiology Block will still be running.
Fri: Dec 5th Make up days to be determined	Last day for Audiology block.
Mon – Fri: Nov 24-28	Thanksgiving Break - Clinic closed. No classes – no Aud/SLP clients or students
Mon, Dec 1	Last day for regularly scheduled Fall Speech/Lang tx
Mon, Dec 1	All TX Progress Reports first drafts are due by 4PM. Progress reports must be fully completed before Check out meeting with clinical educators.
Tues: Dec 2	Make up clinic day
Fri: Dec 5	Last day of academic classes
Tues Dec 9– Fri Dec-12	Fall Semester Check-Out: Clinical educators schedule and complete student practica evaluations with students. Student Clinicians must complete all clinical paperwork (progress reports, working files). Student clinicians submit on and off campus practicum

	supervisor evaluations via CALIPSO. Students submit any new contact information to Admin Asst. Students “check out” files with front office staff.
Dec 8, 9, 11, 12	Final Exam Period

Spring 2026 Clinic Calendar

Wed – Fri: Jan 7-9	First year graduate students meet with on-campus clinical educators to prepare for spring semester. Second year graduate students contact off campus clinical educators to begin placements after MLK day.
Mon: Jan 13	Spring clinic and classes begin. Spring semester off-campus placements begin day after MLK day unless otherwise arranged with supervisor.
Fri: Jan 16 9-12	Audiology Block Orientation for assigned students
Mon: Jan 19	Martin Luther King Holiday – Dept. & Clinic Closed
Fri: Jan 23	First week of Audiology Block ** subject to change
Mon, Feb 16	President’s Day – Dept. & Clinic Closed
Mon – Fri: March 2- March 6	Mid-term evaluations for clinical practica completed both on and off campus
Tues: March 3	Town Meeting Day (no classes). No clinic for students.
Mon – Fri: March 9– March 13	Spring Recess-Second year students should exhibit professionalism and remain at off campus placement if supervisor requests.
Fri: April 17 Make up days: 4/24, 5/1	Last day for Audiology block.
Mon, April 27	Last day for regularly scheduled Spring Speech/Lang tx
Mon: April 27	All TX Progress Reports first drafts are due by 4PM. Progress reports must be fully completed before Check out meeting with clinical educators.
Tues: April 28	Make up clinic day
Fri: May 1	Last day of academic courses
May 5th through May 8th	Spring Semester Check-Out: Clinical educators schedule and complete student practica evaluations with students. Student Clinicians must complete all clinical paperwork (progress reports, working files). Student clinicians submit on and off campus practicum
May 4, 5, 7, 8	Final Exam Days

Summer 2026

June 1	Second year PPD, Insurance Renewal and HIPAA mandatory requirements deadline submitted to Castle Branch and Evolve.
Mon June 15 through Fri July 31	Summer on-campus clinic for applicable students
Friday June 19th	UVM Holiday Clinic Closed
Fri July 3	UVM Holiday Clinic Closed
Summer Semester Placement Window for off campus placements	May 18 through Aug 7

APPENDIX H: Off campus timeline

Fall 2025 Timeline for Off-campus (O-C) Practicum Assignments

August 25 to August 29, 2025 Off-campus (O-C) Clinical Educators & CSD Graduate Students meet.

- Graduate students should bring to the meeting: 1) a brief resume summarizing past relevant coursework & coursework that will run concurrently with practicum if required; 2) student need summary; 3) supervisory needs assessment.
- Schedules to be determined by the externship coordinator, students & O-C clinical educators based on the students' class schedules.
 - Please remember: Schedules will be based on what is most beneficial for the facility's students/clients/patients/residents, convenient & "do-able" for both the graduate student & O-C clinical instructor.
 - Consistency is important for those that are being followed for speech/language therapy.
 - A full range of experiences should/could be attempted, whenever possible (i.e.: IEP's, home visits, pull-out, in-class teaching, in-class observations, rehab. team meetings, evaluations, therapy, cross-discipline therapy). Students can be expected to complete reports or any paperwork that is usual for that site.
- Students & clinical instructors *may* arrange for observation time to begin before the semester begins in September so that students can "hit the ground running".
- *****TO BE RETURNED to Externship Coordinator by uploading to CALIPSO:**
 - **"Clinical instructor & Practicum Site Information" form with signed acceptance**
 - **A copy of the Clinical Educators' Current ASHA card and copy of license. If you have previously supervised within the time frame of your current ASHA card and state license, you do not have to send it again.**

Week of Tuesday September 2nd, 2025, OR time mutually agreed on between Clinical Instructor, graduate student and externship coordinator.

- CSD students begin O-C practicum experience.

Monday, August 25, 2025, UVM classes begin.

Monday, September 1, 2025, Labor Day, UVM holiday

Week of October 6, 2025

- Clinical instructors & graduate students complete **MID-TERM EVALUATIONS** on CALIPSO. Final submission to CALIPSO by October 10th.

Monday-Friday, November 24-28, 2025

- Thanksgiving Recess-Some placements may be open the Monday and Tuesday of that week. Please follow your placement schedule.

Friday, December 5, 2025

- UVM courses and externships end.
- **ALL end-of-semester evaluations are due on CALIPSO by Friday, December 5, 2025**
- Students may continue in their O-C experiences remotely to accrue additional clinical hours. No additional performance evaluation is needed. If after the check-out date, these extension hours will be included in the spring hours.

December 9-12, 2025

- Clinical Check-out: Students are expected to have all clinical hours submitted for approval on CALIPSO & O-C evaluations submitted.
- Clinical clock hours: Clinical instructors must sign off on the graduate student's hours submitted via CALIPSO.
- The submission of grades is tied to federal regulations regarding semester length and financial aid and therefore is carefully monitored by the university, the graduate college and financial aid. It is imperative that mid-term grades are submitted by October 10, 2025, and final grades are submitted by Friday December 5th for the fall 2025 semester.

Spring 2026 Timeline for Off-campus (O-C) Practicum Assignments

January 7 to January 9, 2026: Off-campus (O-C) Clinical Educators & CSD Graduate Students meet.

- Graduate students should bring to the meeting: 1) a brief resume summarizing past relevant coursework & coursework that will run concurrently with practicum if required; 2) students need summary; 3) supervisory needs assessment.
- Schedules to be determined by the externship coordinator, students & O-C clinical educators based on the students' class schedules.
 - Please remember: Schedules will be based on what is most beneficial for the facility's students/clients/patients/residents, convenient & "do-able" for both the graduate student & O-C clinical instructor. Consistency is important for those that are being followed for speech/language therapy.
 - A full range of experiences should/could be attempted, whenever possible (i.e.: IEP's, home visits, pull-out, in-class teaching, in-class observations, rehab. team meetings, evaluations, therapy, cross-discipline therapy). Students can be expected to complete reports or any paperwork that is usual for that site.
- Students & clinical instructors *may* arrange for observation time to begin before the semester begins so that students can "hit the ground running".
- *****TO BE RETURNED to Externship Coordinator via upload to CALIPSO:**
 - **"Clinical instructor & Practicum Site Information" form with signed acceptance**
 - **A copy of the Clinical Educators' Current ASHA card and copy of license. If you have previously supervised within the time frame of your current ASHA card and state license, you do not have to send it again.**

Week of Tuesday January 20, 2026, OR time mutually agreed on between Clinical Instructor, graduate student, and externship coordinator

- CSD students begin O-C practicum experience

Monday, January 19, 2026: Martin Luther King Holiday UVM Closed

Tuesday, January 20, 2026

- UVM classes begin.

Monday, February 16, 2026

President's Day-UVM and on campus clinic closed. Off campus placements may be in session

Week of March 2-6, 2026

- Clinical instructors & graduate students complete **MID-TERM EVALUATIONS** on CALIPSO. Final submission to CALIPSO by March 6th.

Monday-Friday, March 9-13, 2026

- Spring Break Recess-Off campus placements will be open this week. Please follow your placement schedule.

Friday, May 1, 2026, UVM Clinic and externships end.

- **ALL end-of-semester evaluations are due on CALIPSO by Friday, May 1, 2026**
- Students may continue in their O-C experiences remotely to accrue additional clinical hours. No additional performance evaluation is needed. If after the check-out date, these extension hours will be included in the spring hours.

May 5-8, 2026

- Clinical Check-out: Students are expected to have all clinical hours submitted for approval on CALIPSO & O-C evaluations submitted.
- Clinical clock hours: Clinical instructors must sign off on the graduate student's hours submitted via CALIPSO.
- **The submission of grades is tied to federal regulations regarding semester length and financial aid and therefore is carefully monitored by the university, the graduate college and financial aid. It is imperative that mid-term grades are submitted by March 6, 2026, and final grades are submitted by Friday May 1 for the spring 2026 semester.**

