



Francis Marion University
School of Health Sciences

Department of
Speech-Language Pathology

Student Clinical Handbook

2021-2022



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Dear Speech-Language Pathology Graduate Student,

Welcome to the graduate program in the Department of Speech-Language Pathology in the School of Health Sciences at Francis Marion University! The mission of the Francis Marion University's Masters of Speech-Language Pathology program is to provide a comprehensive academic course of study combined with diverse clinical experiences in order to prepare outstanding allied healthcare professionals capable of providing high-quality assessment and treatment for individuals with communication and swallowing disorders in the Pee Dee, South Carolina area, and globally. Through its faculty and affiliated clinical partners, the University provides service to its community in an atmosphere of excellence, scholarship, and professionalism. Francis Marion University believes that the rich diversity of its student body and faculty is important to its mission of educating outstanding health care professionals that are committed to the reduction of healthcare disparities in rural and remote areas, like the Pee Dee region.

The clinical educators' responsibility is to help you bridge your rigorous academic coursework into meeting the functional needs of the patients we serve here in the Francis Marion University Center for Speech, Language, and Hearing. The solid foundation for evidenced-based practice that you receive here on-campus, combined with critical feedback from self-assessments and your clinical educators, will culminate in the development of therapeutic presence. This knowledge, evolution, and use of therapeutic presence, will set you for success in your off-campus clinical practicums. The clinical manual is a vital resource to help you achieve these clinical goals. Use it well.

Our program has many innovative and diverse clinical practicum opportunities available to you throughout your graduate experience. You will gain clinical knowledge and skills with patient populations across the life span, as well as from culturally and linguistically diverse populations. We are proud to offer numerous hands-on opportunities from dynamic guest speakers that represent all facets of our scope of practice, as well as represent members of our allied health community. Our clinical faculty has a wealth of clinical expertise and experiences. We are excited to share all of this and so much more through your clinical practicums.

We are honored that you have chosen our program. The Francis Marion University's Master of Speech-Language Pathology faculty, clinical educators, and staff are dedicated to your success as a graduate student clinician. We look forward to mentoring you along this journey as you synthesize academic coursework into clinical practice and evolve your therapeutic presence to become an outstanding speech-language pathologist and colleague in the not-too-distant future!

Joyfully yours,

Michelle L. W. Dawson, MS CCC-SLP, CLC

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The Master of Speech-Language Pathology (MSLP) education program in speech-language pathology at Francis Marion University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

For complaints, please click here: <https://caa.asha.org/programs/complaints/>

This program strictly adheres to the American Speech-Language-Hearing Association (ASHA)'s Code of Ethics and all clinical educators and graduate student clinicians will provide services in accordance with their knowledge and skills as outlined by ASHA's Scope of Practice.

American Speech-Language-Hearing Association. (2016). *Code of ethics* [Ethics]. Available from www.asha.org/policy/.

American Speech-Language-Hearing Association. (2016). *Scope of practice in speech-language pathology* [Scope of Practice]. Available from www.asha.org/policy/.

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). *2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*. Retrieved from www.asha.org/certification/2020-SLP-Certification-Standards.

Clinical Program Policies and Procedures

Note: All FMU clinical activities and policies are based on strict adherence to CAA guidelines.

**Department of Speech-Language Pathology
Supervision Requirements
And
Clinical Practicum Expectations**

Supervision Requirements

“To meet ASHA's Standards for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), student clinicians must be supervised by an individual who 1) holds ASHA certification in the appropriate profession, 2) has completed a minimum of 9 months of clinical work (or the part-time equivalent) after earning the CCC-SLP, and 3) has completed a minimum of 2 hours of professional development in the area of clinical instruction/supervision (see Standard VII-B). University programs also may require the supervisor to hold the necessary state credential to practice in their setting, i.e. license and/or teacher certification.” (ASHA, Student Supervision FAQs).

Annually and/or prior to a new Clinical Educator or Clinical Supervisor supervising a FMU MSLP graduate student clinician, the Coordinator for Clinical Education confirms that the individual meets these requirements.

Why do we supervise?

Requirements for the Certificate of Clinical Competence by ASHA include the completion of a minimum of 400 clock hours of supervised clinical experience with individuals who present a variety of communication and swallowing disorders across the lifespan. This includes the following breakdown (FAQs: Clinical Practicum for Certification in Speech-Language Pathology):

- A minimum of 25 structured observation hours before beginning graduate clinical practicums.
- Up to 50 hours of required clinical experience may be accrued in an undergraduate accredited program.
- 325 hours of clinical experience must be accrued in the graduate program you are attending.

How much of the practicum has to be directly supervised?

“According to Standard V-E of both the 2014 and 2020 SLP certification standards, the amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.” (ASHA, Student Supervision FAQs).

Over the course of your clinical practicum experiences, it is typical for graduate student clinicians to require one-to-one supervision initial in all new settings and/or with a patient who has a new disorder. By the end of each term, it is expected that graduate student clinicians should be able to independently conduct their sessions. This progress is closely monitored within CALIPSO and documented within the “Student Evaluations.” A minimum score of 3 in all areas on the “Cumulative Student Evaluation” is required in order to successfully complete the program.

Who sets the standards?

The many outcomes of each clinical course and the associated practicums are intended to provide on-campus/off-campus clinical experiences to graduate student clinicians who have met the necessary qualifications to participate in the practicum(s) as defined by the American Speech-Language-Hearing Association, and the FMU Department of Speech-Language Pathology. Please see the link below for the current CAA/CFCC Standards:

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

In order to move to the next clinical course and associated practicum, the graduate student clinician must demonstrate 80% mastery in each standard of learning (SLO) associated the clinical course and associated practicum that they are currently enrolled in.

Standard Operating Practice- Translating Theory to Practice

As mentioned in the “Words of Welcome”, the program strives to teach our graduate student clinicians how to synthesize current evidenced-based practice materials that are taught in academic coursework into their clinical experiences. In order to meet this ends, Dr. Wada has created an invaluable implementation science tool, called “Standard Operating Practice-Translating Theory to Practice” that will be utilized by all faculty, clinical educators, as well as graduate student clinicians.

Standard Operating Practice – Translating Theory to Practice

1. When new practices are introduced to students in the classroom, they will first receive instruction in the basics of the practice.
 - a. Instruction could include:
 - i. Evidence-basis
 - ii. Steps to conduct the practice
 - iii. Fidelity measures to collect data on adherence to protocol
2. After knowledge has been provided, students will receive hands-on practice in a low-stakes environment out of the natural context (i.e., in the classroom).
 - a. Hands-on practice could include:
 - i. Reviewing video examples
 - ii. Case studies
 - iii. Role-play
 - b. All hands-on practice should include real-time feedback from the instructor and pre/post activity discussions led by the instructor to assist students in reaching a set level of competency.
3. Once a set level of competency has been reached, hands-on practice will be conducted in-context/in the natural environment.
 - a. The instructor or trained supervisor can demonstrate use of the practice first while the student observes. Discussions should occur during and/or after the observation.
 - b. The student will then use the practice in-context with the instructor/trained supervisor providing real-time feedback and support.
 - c. As competency increases, the instructor/trained supervisor can decrease support to providing periodic feedback during and/or after the session.

This tool will be invaluable in assisting graduate students’ acquisition of the various SLOs that they

are responsible for demonstrating mastery of in their clinical practicums.

On-Campus Clinical Expectations

Students will be assigned weekly patient(s) in the on-campus clinic. They are responsible for collaborating with their assigned clinical educator to complete a past medical history (PMH) review, and then it is the student's responsibility to select the appropriate evaluation materials, design and submit weekly lesson plans, compose and submit into the electronic medical record (EMR) all necessary SOAP Notes, evaluations, plan of care (POC), and discharge summaries (d/c). Further, each On-Campus graduate student clinician is also responsible for weekly TORSH Self-Reflections to assess their growing clinical skills. The graduate student clinician and their assigned clinical educator will also engage in interprofessional practice via continuity of care with each patient's referring physician and various members of their allied health team, and/or team members with the local education agency (LEA), after written consent has been provided.

It is imperative that students embed current evidenced based practice into every lesson plan, even for comprehensive diagnostic sessions. In order to develop a competent plan of care (POC), and S.M.A.R.T. goals that transition into routines based intervention, the graduate student must demonstrate that they are synthesizing the academic content into the clinic via the evidenced provided on their lesson plans. Lesson plans that present insufficient or poor evidence will be returned to the graduate student clinician with recommendations for improvement.

Each clinical educator will have posted office hours, available for signup electronically. Should you need to meet with your assigned clinical educator for 1:1 mentorship, please do so during those times.

Teaching/Learning Strategies

Various teaching and learning strategies utilized in the on-campus clinic and within your clinic class include, but are not limited to:

- Observations
- Round Table Presentations
- Live Lectures via Mixed, Munch, & Learns (MML)
- Weekly Clinical Educators Small Group Meetings
- Assigned Readings
- Assigned Videos
- Assigned Podcasts
- Assigned Standardized Assessments Administration
- Assigned Clinical Writing Prompts
- Assigned Simucases with extensions
- Interactive Discussion Threads on Blackboard
- Bio-Feedback of Sessions via Today's One Room School House (TORSH)
- Resume Building during Clinic Midterm Clinic Advising
- ASHA Continuing Education Courses for Student Participation
- Audio Recordings of Mindfulness Strategies

Off-Campus Clinical Expectations

Upon successful completion of on-campus practicums, graduate student clinicians will be assigned off-campus clinical practicums. In this setting, each student is responsible for collaborating with their assigned clinical supervisor to complete past medical history (PMH) reviews, and then it is the

student's responsibility to select the appropriate evaluation materials, design and prepare therapy plans (either verbally presented or in written form), compose and submit into the electronic medical record (EMR) all necessary SOAP Notes, evaluations, plan of care (POC), and discharge summaries (d/c). It is anticipated that the graduate student clinician and their assigned clinical supervisor will also engage in interprofessional practice via continuity of care with each patient's referring physician and various members of their allied health team, and/or team members with the local education agency (LEA), after written consent has been provided.

In this setting, office hours to meet with your assigned clinical supervisor may not be feasible, so please seek their guidance on how they would like for you to communicate or ask questions regarding evaluations, treatment plans, etc.

While the Coordinator for Clinical Education does take into account the graduate student clinician's desires for external clinical practicum sites, ultimately the placement decision is made to ensure that each graduate student clinician meets the KASA standards of learning. A graduate student clinician deserves the right to refuse an external clinical practicum site, however, in so doing they may jeopardize their plan of study and it could result in delayed graduation.

Graduate student clinicians need to anticipate earning a minimum of 150 clinical clock hours each fall and spring semester, and 50 clinical clock hours in the summer in their off-campus clinical practicums. In addition, each student will need to learn a new documentation, either written or electronic medical record (EMR) at each new practicum site. Prepare early for the pace and for the steep learning curve. It is advised that, after the coordinator for clinical education introduces the graduate student clinician to their assigned clinical supervisor, that the student schedule a meeting with their supervisor to seek their guidance on how to prepare for that unique setting. It is also advised that the student seek the guidance from a classmate who has completed their practicum there previously.

Teaching/Learning Strategies

Various teaching and learning strategies utilized in the Off-Campus Clinic and within your Clinic Class include, but are not limited to:

- Observations
- Grand Rounds or IFSP/IEP Meetings
- Live Lectures via Mixed, Munch, & Learns (MML)
- Weekly Clinical Educators Small Group Meetings
- Assigned Readings
- Assigned Videos
- Assigned Podcasts
- Assigned Standardized Assessments Administration
- Assigned Clinical Writing Prompts
- Assigned Simucases with extensions
- Interactive Discussion Threads on Blackboard
- Resume Building during Clinic Midterm Clinic Advising
- ASHA Continuing Education Courses for Student Participation
- Audio Recordings of Mindfulness Strategies

Clinical Grades

Approximately 2/3 of the clinical practicum grade is determined by the level of commitment in, and performance of each graduate student's clinical responsibility and performance. This is measured by clinical performance evaluation(s) in CALIPSO completed by your assigned clinical educator/supervisor. The remaining 1/3 of the clinical practicum grade is determined by the successful completion of coursework, as outlined in the corresponding syllabus.

Grading Scale:

The final grade will be based upon points earned for all course assignments.

- A = 90 -100
- B+ = 85 - 89
- B = 80 - 84
- C+ = 75 – 79
- C = 70 – 74
- F = 69 and below

Course Evaluation

Students must earn 80% or higher to successfully complete each student learning outcome (SLO). Students performing below this expected criteria are responsible to increase their level of competency by meeting with the involved clinical educator/clinical supervisor, and/or the coordinator for clinical education/graduate studies coordinator to develop an intervention. Each clinical practicum builds upon its predecessor, therefore each graduate student clinician must successfully complete their current practicum, before they can move on to the next.

Supervisor Feedback Forms

At the conclusion of every semester, it is the graduate student clinician's responsibility to complete the "Supervisor Feedback Form" within CALIPSO. Please provide honest feedback as to the experiences garnered from that site, both with respect to growing your clinical skill set and therapeutic presence, but also how evidence-based practice was implemented, and your interprofessional practice experiences as well. The coordinator for clinical education will review these documents, and when appropriate, share them with both your assigned clinical educator and/or your assigned clinical supervisor.

What to do in the event a concern arises

Occasionally, a graduate student clinician may encounter a situation, as simple as a communication breakdown, or more grievous such as intimidation, harassment, be subjected to unwanted/inappropriate advances, be subjected to passive aggressive behaviors, sexism, racism, microaggressions, ableism, and homophobia. In the event that any of these occur, the student should complete the following steps:

1. If appropriate, speak with assigned clinical educator/supervisor regarding the concern.
2. If it is not resolved, then speak with Coordinator for Clinical Education to work on a resolution to the situation.
3. If it is still not resolved, then the coordinator for clinical education will collaborate with the Coordinator for Graduate Studies to work on a resolution to the situation.
4. If it is still not resolved, then the Coordinator for Clinical Education will collaborate with the Department Chair for a resolution to the situation.

Please be advised, in the event that a graduate student clinician feels fearful for their well-being, they are to immediately contact the Coordinator for Clinical Education at (843) 661.1664

**Department of Speech-Language Pathology
Student Clinician Professionalism Policy**

The Graduate Student Clinician:

A. Ethical Practices

- Conducts all clinical work in accordance with the FMU Student Code of Conduct and adheres to the Code of Ethics set forth by the American Speech-Language Hearing Association.

B. Professionalism

- Prepares for and conducts clinical services as assigned.
- Prepares for and conducts meetings/conferences/consultations (reviews appropriate files, develops questions and/or key points for discussion).
- Makes appropriate arrangements and notifies all concerned regarding any schedule/location change or cancellation.

C. Punctuality

- Attend all assigned clinical practicum days in their entirety, with the exception of documented emergencies, and may not request time off from clinical practicum.
- On-Campus: Arrives a minimum of 30 minutes prior to the start of a patient's session to ensure accurate preparation of necessary materials and cleanliness of designated therapy room.
- Off-Campus: Arrives at the designated time per clinical supervisor's request. Tardiness is not accepted.
- Therapy sessions should begin promptly and end promptly in order to allow sufficient time for cleanup and preparation for the next session.
- In case of student clinician illness, it is the student clinician's responsibility to:
 - a. Notify clinical educator/supervisor in email correspondence with coordinator for clinical education on copy of the email.
 - b. Discuss with educator/supervisor arrangements for make-up sessions, (if possible).
- Adheres to deadlines for all written assignments and clinical documentation, as outlined in syllabus and by clinical educator/supervisor's site requirements. Late work is not accepted.
- Attends all sessions/meetings/conferences/consultations for their entirety.

D. Confidentiality

- Adheres to The Health Insurance Portability and Accountability Act of 1996 in all forms of communication and actions.
- Retains patient folders and electronic medical records in assigned locations within the FMU Center for Speech, Language, and Hearing.
- Utilizes discretion concerning patient information in written and oral communication with others.

E. Personal Appearance

- Wears name badge when engaged in clinical activities.
- Wears FMU MSLP scrubs or adheres to external clinical practicum site uniform when

engaged in clinical activities. Individual facilities may have additional or more stringent guidelines.

- Fingernails are trimmed an acceptable length for patient/clinician safety.
- Maintains and promotes a professional image.
- No fragrances may be worn within the clinic for patient/clinician safety.

F. Communication

- Utilizes appropriate oral/written communication in all clinical activities, including, but not limited to:
 - Patients
 - Caregivers
 - Clinical Educators/Supervisors
 - Classmates/Peers
 - Faculty/Staff
 - Individuals responsible for patient care such as allied health members, case managers, teachers, etc.

G. Accountability

- A hard-clinic folder is kept up-to-date each semester during which the patient receives services. It is the graduate student-clinician's responsibility to initial/date the day they reviewed the documentation at the start and conclusion of each term. It should include, but is not limited to:
 - Copy of a current prescription for Speech Therapy
 - Copy of a current insurance card
 - Copy of patient/caregiver photo identification
 - Signed copy of HIPAA consent
 - Signed copy of consent to treat
 - Lesson plans with clinical educator feedback
 - Hard copies of assessments administered
 - Hard copies of all medical records provided
 - Hard copies of academic records provided
 - Hard copies of IFSP/IEP documents provided
- The electronic medical record (EMR) documentation is kept up-to-date each semester during which the patient receives services. It is the graduate student-clinician's responsibility to ensure that all documentation is correct/accurate. It should include, but is not limited to:
 - Evaluation
 - 90 day plan-of-care (POC)
 - Daily SOAP notes
 - Discharge summary
 - Medical insurance
 - List of medications
 - List of risk factors
 - List of ICD-10 codes
- Uses universal safety precautions whenever necessary.
- Adheres to the current Francis Marion University COVID-19 Protocols.

H. Electronic Communication Devices:

- Cell phone, pagers, and other electronic communication devices should be turned off during class and clinical practicums.

I. Students with Disabilities:

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.

Address: Francis Marion University Office of Counseling and Testing
S. Evander Drive
Florence, SC 29506

Phone: (843) 661-1841

Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

J. Student Rights, Complaints, and Academic/Clinical Misconduct:

- The official policies of the University concerning student rights and complaints, honesty and academic misconduct can be found in the Francis Marion University Course Catalog. In general, a complaint(s) should be brought first to the Clinical Educator(s), then the Coordinator of Clinical Education, and then, if the complaint(s) cannot be resolved, to the Department Chair.

Department of Speech-Language Pathology
Documentation Requirements for Practicum Participation

The following documents will be required to participate in clinical practicums. You will not begin your clinical practicums until they have been provided. It is your responsibility to ensure that the documents are uploaded into the “Compliance and Immunization” portion of CALIPSO and added to your hard clinic file. Additionally, some of these documents will need to be updated annually. These due dates will be built into your clinical practicum coursework, however, once again, it is your responsibility to ensure that they have been added to the “Compliance and Immunization” portion of CALIPSO, and your hard clinic file.

1. **Criminal Background Check:** All graduate students are required to complete and pass a national criminal background check. The program has partnered with Castlebranch to fulfill this requirement. An email from Castlebranch will be sent to you with unique link. You will be required to pay the set fee to complete the background check. You will need to successfully complete and pass the criminal background check annually in order to participate in clinical practicums.

*****Background Checks for International Students:** International students are required to provide evidence of background checks conducted in their homecountry and in the United States. Fees and timelines associated with international background check processes may exceed those published for domestic students. Processes and timelines for international student completion of background checks will be handled on a case by-case basis.

2. **Drug Screen:** All graduate students are required to complete and pass a drug screen. The program has partnered with Castlebranch to fulfill this requirement. An email from Castlebranch will be sent to you with unique link. You will be required to pay the set fee to complete the drug screen. Directions on where to seek the test will be offered at the time of registration. You will need to successfully complete and pass the drug screen annually in order to participate in clinical practicums.
3. **Basic Life Support and CPR:** All graduate students are required to complete a Basic Life Support (BLS) and CPR (infant through adult) training, as well as maintain current certification for the duration of the program. Certification is valid for two years. Students will need to register for this course through the link provided by the program, however the course will be completed together during clinic orientation.
4. **Tuberculosis Screening:** All graduate students are required to complete a tuberculosis screening (TB Test) annually. These can be completed at the FMU Student Health Center with an appointment. In the event that it is necessary, a chest x-ray and/or a TB quantiferon test are also acceptable.
5. **Copy of your Current Driver’s License:** Over the course of your clinical practicum experiences, you will be responsible for providing your own transportation to practicums within a 3 hour radius of Francis Marion University.
6. **Immunization Records:** All graduate students are responsible for providing medical

records that indicate the specific dates the following immunizations were administered, this can be found on the “Francis Marion University Speech-Language Pathology Program Student Immunization Record”:

- *Measles, Mumps, Rubella (MMR)*
- *Hepatitis B virus (HBV)*
- *Varicella (Chickenpox)*
- *Tetanus-Diphtheria-Pertussis (Tdap)*
- *Polio Vaccine*
- *Meningococcal Vaccine ACWY*
- *COVID-19* (if you participated)*

In addition, the *annual influenza (flu) vaccine* is required by the FMU Speech, Language, and Hearing Center unless there are religious or medical exceptions. Lastly, be advised, that the *COVID-19 vaccine* may be required by specific external clinical practicum sites.

7. **Liability Insurance:** All graduate students are responsible for securing their own liability insurance to practice as a student clinician. On-campus and off-campus clinical practicums will not begin until proof of coverage has been provided. Most insurance policies are issued on an annual basis.
8. **Occupational Safety and Health Act (OSHA) Safety Training:** All graduate students are required to complete Blood Borne/Airborne Pathogens Exposure, Infection Control Training, and general OSHA Safety Guidelines, etc., as part of the requirements for on-campus clinical practicum. This training occurs during clinic orientation. Students may be required by their external clinical site to complete additional on-site training. Instructions for completing these requirements will be given to students by the Coordinator of Clinical Education at their time of placement.
9. **HIPAA / Privacy Training:** Information that identifies patients or clients is held in confidence by clinical professionals and this assurance of confidentiality is an essential aspect of building trust between patients/clients and healthcare professionals. Identifiers include name, address, and date of birth, phone number, email address, record number, photographs, videos, clinic identification number/s, diagnoses, and other information that could allow someone to identify the client/patient. Exceptions to confidentiality include specific written authorization from the client to release information as well as communication between students clinicians, supervisors, and other professionals managing that patient/client in secure locations, certain communications for treatment, payment, or healthcare operations, or when a patient/client is believed to be in danger (from self or from another individual). Student clinicians are expected to familiarize themselves with and abide by the FMU Center for Speech, Language, and Hearing requirements for the handling of information. Some external clinical practicum sites may require additional privacy or confidentiality before beginning clinical practicums. This training occurs during clinic orientation.

*****HIPAA Violations may result in dismissal from the MSLP program.*****

Confidentiality

1. Do not discuss your patient by name except with your clinical educator, clinic staff, or as necessary during continuity of care communications.

2. Do not discuss the patient in public areas, for example: elevator, waiting room, restrooms, stores, etc.
3. Do not mention your patient's name in class presentations or discussions.
4. Do not leave patient reports, lesson plans, or other written information unattended.
5. Follow all the office rules regarding checking out and returning patient folders.
6. Patient folders are not to leave the Francis Marion University Speech, Language, and Hearing Center.
7. Remind any pre-requisite or graduate student clinical observers that they should respect patient confidentiality.

Department of Speech-Language Pathology
Additional Requirements for Practicum Participation

In addition to the aforementioned documents, all graduate students will be required to participate in and/or purchase the following items prior to their first day of on-campus clinical practicums:

1. **CALIPSO:** All graduate students are required to have CALIPSO (<https://www.calipsoclient.com/fmarion/sites>) An email from CALIPSO will be sent to you with unique link. You will be required to pay the one-time fee of \$85.00 that is good for their duration of attendance within the program.
2. **Simucase:** Membership to Simucase (<https://www.simucase.com/speech-pathology>) is required as part of your clinical courses. An email from Simucase will be sent to you with unique link. You will be required to pay the one year student membership costs \$99.00. You will earn clinical clock hours and relevant experiences through this program.
3. **Scrubs:** All graduate students are required to purchase the designated scrubs through Palmetto Uniform for a preset fee. Palmetto Uniform will be onsite during clinical orientation and accepts payments in the form of **debit/ credit card, cash, however, they do not accept checks of any kinds.** Please be advised, that if the graduate student is being sponsored, (WIOA, Eckered Connect, Vocational rehab, etc), then they will need to come in the store **two weeks prior** to orientation to ensure that their scrubs arrive in a timely manner.
4. **Name Badges:** All graduate students are required to purchase the “Francis Marion University-Student Clinician-Name Tag-Custom” through HC Brands. Please use this link: <https://www.hcbrands.com/francis-marion-university-student-clinician-name-tag-custom> You will be required to pay the cost for the name badge, approximately \$15.00, which includes shipping and handling.
5. **Consent to Disclose Student Information with Clinical Sites:** Students will be asked to allow Coordinator for Clinical Education to share information with external clinical practicum sites, such as background check, immunization records, HIPAA training certificates, BLS/CPR certification, resume, or other information. Authorizing release this information is voluntary. Students may revoke this consent at any time. Lack of consent may limit or delay external clinical placements. Refusal to authorize release of information may impact student's ability to participate in required clinical practicums and may limit the graduate student’s ability to complete the coursework requirements for graduation in a timely manner. **This form will be signed during clinical orientation.**

Prerequisite Students Only Are required to purchase the following items:

1. **CALIPSO:** All prerequisite students are required to have CALIPSO (<https://www.calipsoclient.com/fmarion/sites>) One time fee of \$85.00 that is good for their duration of attendance within the program.
2. **Membership to Master Clinician Network:** (www.masterclinicians.org) All prerequisite students are required to have membership to this program as will be a tool utilized to meet the minimum 25 hours of observation. Students can purchase either a one (1) year student membership at \$35.00 or two (2) year student membership at \$45.00

Department of Speech-Language Pathology Clinical Practicum Attendance Policy

Speech-Language Pathology graduate student clinicians enrolled in a clinical practicum course have an obligation to provide patients with regular and consistent therapy sessions. Consistent attendance in the assigned clinical practicum, (either on or off-campus) are required to ensure students gain appropriate skills across disorders. When graduate student clinicians anticipate that personal obligations will cause an extensive absence during a semester, they should consider not registering for clinic that term. This will require approval from the Department Chair. Graduate student clinicians may need to extend their program in order to accumulate the experiences and types of clinical hours required for graduation.

Clinic Class Attendance

- Class attendance is required. This includes attendance to Mandatory Mix, Munch, and Learns, as well as to weekly clinical educator's small group meetings, and to assigned patients within the on-campus clinic. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor's notes/documents are required, which can be verified by the instructor.
- Students are expected to be present and prepared prior to the start time as indicated for all classes.
- Arriving 15 minutes late to class and the aforementioned activities counts as an unexcused absence.
- If a student is absent **more than twice** to the number of required classes, aforementioned activities, or on-campus/off-campus practicum evaluation/therapy sessions per week during regular semesters, or more than 15 percent of required sessions during accelerated semesters, then the student may be given a Clinical Warning and provided with an appropriate Clinical Intervention/Remediation Plan, or may be removed from the clinical practicum site, which could result in delay in expected graduation.
- Excused absences should be discussed with instructor in advance (if possible) and verified with tangible evidence. It is the student's responsibility to make arrangements for missed work. It is the instructor's discretion to accept assignments and to make up examinations.
- The instructor will be available during posted office hours by appointments only. The best time to ask common questions relevant to all students is during the class and during small group clinical educators meetings.

Clinical Practicum Attendance

The graduate student clinician is expected to attend all scheduled assigned clinical practicum days/sessions with patients. Only personal illness, death of an immediate family member, or pre-approved extenuating circumstances will be considered an excusable absence and a reason for missing practicum. Graduate student clinicians must notify their clinical educator/supervisor immediately if they are unable to attend practicum. This correspondence must occur in written form via e-mail with the Coordinator for Clinical Education on copy of the mail. Be advised, that you may be asked to supply tangible evidence for the absence, which could be added to your clinic file.

**Department of Speech-Language Pathology
Clinic Contracts**



**On-Campus Clinical Practicum Contract
SLP 550 Clinical Practicum I Fall Year One**

I _____ understand that I have been assigned to an On-Campus Clinical Practicum Site at _____ under the guidance of _____ as my Clinical Educator for SLP 550 Clinical Practicum I for the Fall 202X Semester. My assigned day(s) of the week are TBD, at the discretion of my Clinical Educator. I understand that I am responsible for adhering to the clinical documentation requirements as outlined in the SLP 550 Clinical Practicum I syllabus and the FMU MSLP Program Clinic Handbook, and that failure to do so will result in an “F” for the practicum experience. Further, I understand that I am also responsible for adhering to the FMU Student Code of Conduct, as well as to the American Speech-Language-Hearing ASHA Code of Ethics as this is the profession that I have chosen to enter. I understand that I must attend all assigned clinical practicum days in their entirety, with the exception of documented emergencies, and may not request time off from clinical practicum. Failure to meet these requirements may negatively impact the quality of care I give my patients, result in poor academic performance, and in grievous instances, result in a Clinical Warning or termination of my practicum experience. Ultimately, I am aware that it is my responsibility to earn the practicum hours as required by ASHA, such that I can successfully enter the profession as a Clinical Fellow upon graduation from the FMU MSLP program. I also understand that if at any time I have concern with my clinical practicum, I need to speak first with my assigned Clinical Supervisor and subsequently reach out to the Clinic Coordinator. Further, I understand that I need to maintain mindfulness as a Student Clinician and I am aware that FMU offers counseling services to currently enrolled students.

Student Signature

Date

Clinic Coordinator Signature

Date



On-Campus Clinical Practicum Contract
SLP 580 Clinical Practicum II Spring Year One

I _____ understand that I have been assigned to an On-Campus Clinical Practicum Site at _____ under the guidance of _____ as my Clinical Educator for SLP 580 Clinical Practicum II for the Spring 202X Semester. My assigned day(s) of the week are TBD, at the discretion of my Clinical Educator. I understand that I am responsible for adhering to the clinical documentation requirements as outlined in the SLP 580 Clinical Practicum II syllabus and the FMU MSLP Program Clinic Handbook, and that failure to do so will result in an “F” for the practicum experience. Further, I understand that I am also responsible for adhering to the FMU Student Code of Conduct, as well as to the American Speech-Language-Hearing ASHA Code of Ethics as this is the profession that I have chosen to enter. I understand that I must attend all assigned clinical practicum days in their entirety, with the exception of documented emergencies, and may not request time off from clinical practicum. Failure to meet these requirements may negatively impact the quality of care I give my patients, result in poor academic performance, and in grievous instances, result in a Clinical Warning or termination of my practicum experience. Ultimately, I am aware that it is my responsibility to earn the practicum hours as required by ASHA, such that I can successfully enter the profession as a Clinical Fellow upon graduation from the FMU MSLP program. I also understand that if at any time I have concern with my clinical practicum, I need to speak first with my assigned Clinical Supervisor and subsequently reach out to the Clinic Coordinator. Further, I understand that I need to maintain mindfulness as a Student Clinician and I am aware that FMU offers counseling services to currently enrolled students.

_____ Student Signature	_____ Date
_____ Clinic Coordinator Signature	_____ Date



Off-Campus Clinical Practicum Contract
SLP 620 Clinical Practicum IV Fall Year Two

I _____ understand that I have been assigned to an Off-Campus Clinical Practicum Site at _____ under the guidance of _____ as my Clinical Supervisor for SLP 620 Clinical Practicum IV for the Fall 202X Semester. My assigned days of the week are Tuesday through Friday, for a total of three to four days a week, at the discretion of my Clinical Supervisor. I understand that I am responsible for adhering to the clinical documentation requirements as outlined in the SLP 620 Clinical Practicum IV syllabus and failure to do so will result in an “F” for the practicum experience. Further, I understand that I am also responsible for adhering to the FMU Student Code of Conduct, as well as to the American Speech-Language-Hearing ASHA Code of Ethics as this is the profession that I have chosen to enter. I understand that I must attend all assigned clinical practicum days in their entirety, with the exception of documented emergencies, and may not request time off from clinical practicum. Failure to meet these requirements may negatively impact the quality of care I give my patients, result in poor academic performance, and in grievous instances, result in a Clinical Warning or termination of my practicum experience. Ultimately, I am aware that it is my responsibility to earn the practicum hours as required by ASHA, such that I can successfully enter the profession as a Clinical Fellow upon graduation from the FMU MSLP program. I also understand that if at any time I have concern with my clinical practicum, I need to speak first with my assigned Clinical Supervisor and subsequently reach out to the Clinic Coordinator. Further, I understand that I need to maintain mindfulness as a Student Clinician and I am aware that FMU offers counseling services to currently enrolled students.

Student Signature	Date
Clinic Coordinator Signature	Date



**Off-Campus Clinical Practicum Contract
SLP 621 Clinical Practicum V Spring Year 2**

I _____ understand that I have been assigned to an Off-Campus Clinical Practicum Site at _____ under the guidance of _____ as my Clinical Supervisor for SLP 621 Clinical Practicum V for the Spring 202X Semester. My assigned days of the week are Tuesday through Friday, for a total of three to four days a week, at the discretion of my Clinical Supervisor. I understand that I am responsible for adhering to the clinical documentation requirements as outlined in the SLP 621 Clinical Practicum V syllabus and failure to do so will result in an “F” for the practicum experience. Further, I understand that I am also responsible for adhering to the FMU Student Code of Conduct, as well as to the American Speech-Language-Hearing ASHA Code of Ethics as this is the profession that I have chosen to enter. I understand that I must attend all assigned clinical practicum days in their entirety, with the exception of documented emergencies, and may not request time off from clinical practicum. Failure to meet these requirements may negatively impact the quality of care I give my patients, result in poor academic performance, and in grievous instances, result in a Clinical Warning or termination of my practicum experience. Ultimately, I am aware that it is my responsibility to earn the practicum hours as required by ASHA, such that I can successfully enter the profession as a Clinical Fellow upon graduation from the FMU MSLP program. I also understand that if at any time I have concern with my clinical practicum, I need to speak first with my assigned Clinical Supervisor and subsequently reach out to the Clinic Coordinator. Further, I understand that I need to maintain mindfulness as a Student Clinician and I am aware that FMU offers counseling services to currently enrolled students.

Student Signature Date

Clinic Coordinator Signature Date



On/Off-Campus Clinical Practicum Contract
SLP 645 (a/b/c) Clinical Practicum X Season X Year X

I _____ understand that I have been assigned to an On/Off-Campus Clinical Practicum Site at _____ under the guidance of _____ as my Clinical Supervisor for SLP 645 (a/b/c) Clinical Practicum X for the Season X 202X Semester. My assigned days of the week are TBD, for a total of X days a week, at the discretion of my Clinical Supervisor. I understand that I am responsible for adhering to the clinical documentation requirements as outlined in the SLP 645 (a/b/c) Clinical Practicum X syllabus and failure to do so will result in an “F” for the practicum experience. Further, I understand that I am also responsible for adhering to the FMU Student Code of Conduct, as well as to the American Speech-Language-Hearing ASHA Code of Ethics as this is the profession that I have chosen to enter. I understand that I must attend all assigned clinical practicum days in their entirety, with the exception of documented emergencies, and may not request time off from clinical practicum. Failure to meet these requirements may negatively impact the quality of care I give my patients, result in poor academic performance, and in grievous instances, result in a Clinical Warning or termination of my practicum experience. Ultimately, I am aware that it is my responsibility to earn the practicum hours as required by ASHA, such that I can successfully enter the profession as a Clinical Fellow upon graduation from the FMU MSLP program. I also understand that if at any time I have concern with my clinical practicum, I need to speak first with my assigned Clinical Supervisor and subsequently reach out to the Clinic Coordinator. Further, I understand that I need to maintain mindfulness as a Student Clinician and I am aware that FMU offers counseling services to currently enrolled students.

Student Signature

Date

Clinic Coordinator Signature

Date

**Department of Speech-Language Pathology
FMU Center for Speech, Language, and Hearing**

Contact Information:

The FMU Center for Speech, Language, and Hearing is located in the Lower Level of the Leatherman Medical Education Complex
201 West Evans Street Florence, SC 29051
Phone: (843) 661.1486
Fax: (843) 665.5350
Email: SpeechLangTx@fmarion.edu

In addition to participating in ongoing research, the FMU Center for Speech, Language, and Hearing offers a variety of clinical experiences for graduate student clinicians including community-based screens, on-campus evaluations, as well as individual and group intervention for infants, toddlers, children, teens, and adults with communication and swallowing disorders. Services are available on campus, via teletherapy, or community based visits too.

Type of Services Available

Pediatric Therapy (Birth to Teens)

- Articulation and Phonological Impairments
- Augmentative and Alternative Communication
- Receptive Language Disorder
- Expressive Language Disorder
- Mixed Language Disorder
- Pediatric Feeding and Swallowing Disorders
- Stuttering
- Voice

Adult Therapy (Teens to Geriatrics)

- Aphasias
- Apraxia and Dysarthria
- Augmentative and Alternative Communication
- Eating and Swallowing Disorders
- Memory and Cognition
- Voice

Specialty Clinics

The FMU Center for Speech, Language, and Hearing is proud to currently host two specialty clinics:

Preschool Language Labs

The goal of the two Preschool Language Labs are to immerse the pediatric patient in the language and culture of a classroom. Current evidenced-based practice early childhood education curriculum and guiding principles will be utilized alongside current evidenced-based therapeutic approaches for language acquisition within therapy sessions that utilize the labs. These labs also afford the ability for MSLP graduate student clinicians to engage in developmentally appropriate group

therapy sessions while simultaneously preparing to external school based clinical practicums.

Pediatric Feeding Disorder and Dysphagia

The goal of this specialty clinic is to deliver current evidenced-based practice for the evaluation and treatment of pediatric feeding disorder and dysphagia from NICU graduates and older. Therapeutic approaches to be implemented include, but are not limited to: SOFFI Method, Get Permission Approach, Food Chaining, SOS Approach, Tapered Weaning Protocol, etc. There is a significant emphasis placed on understanding the medical etiologies, resulting comorbidities, and how to determine their impact via interprofessional practice with members of the allied health and medical communities. Some of these services are completed in the on-campus clinic, some of these services are delivered by FMU Clinical Educators in the community at large.

Current Clinic Documents

Please see the Francis Marion University Speech, Language, and Hearing Clinic Website to see a comprehensive list of our current patient documents:

1. HIPAA
2. HIPAA Caregiver Consent
3. Comprehensive Patient Consent
4. Pediatric Patient Intake Form

They can be found at: <https://www.fmarion.edu/speechclinic/>

Communication Bill of Rights

National Joint Committee for the Communication Needs of Persons with Severe Disabilities (NJC)

All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence. Beyond this general right, a number of specific communication rights should be ensured in all daily interactions and interventions involving persons who have severe disabilities. To participate fully in communication interactions, each person has these fundamental communication rights:

1. The right to interact socially, maintain social closeness, and build relationships
2. The right to request desired objects, actions, events, and people
3. The right to refuse or reject undesired objects, actions, events, or choices
4. The right to express personal preferences and feelings
5. The right to make choices from meaningful alternatives
6. The right to make comments and share opinions
7. The right to ask for and give information, including information about changes in routine and environment
8. The right to be informed about people and events in one's life
9. The right to access interventions and supports that improve communication
10. The right to have communication acts acknowledged and responded to even when the desired outcome cannot be realized
11. The right to have access to functioning AAC (augmentative and alternative communication) and other AT (assistive technology) services and devices at all times
12. The right to access environmental contexts, interactions, and opportunities that promote participation as full communication partners with other people, including peers
13. The right to be treated with dignity and addressed with respect and courtesy
14. The right to be addressed directly and not be spoken for or talked about in the third person while present
15. The right to have clear, meaningful, and culturally and linguistically appropriate communications

Brady, N. C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., Paul, D., Ronski, M., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: Guidance for assessment and intervention. *American Journal on Intellectual and Developmental Disabilities*, *121*(2), 121–138.

Department of Speech-Language Pathology Patient Referral Process

Initial Patient Appointment

The following documents are required prior to being scheduled for their initial evaluation:

1. Prescription for Speech Therapy
2. Recent Medical Records
3. Recent IFSP/IEP Documentation (if applicable)
4. List of Current Medications (if applicable)
5. List of Current Therapeutic Restrictions (if applicable)

It is the responsibility of the Assigned Clinical Educator to schedule the initial patient appointment within the EMR. It is inappropriate for the graduate student clinician to reach out and contact the patient/caregiver directly. If they are found to do so, it will result in a Clinical Warning.

Initial Appointment

During the initial evaluation, the patient and caregiver will need to provide and/or complete the following requirements with the Assigned Clinical Educator, graduate student clinician, and with the Clinic Administrative Assistant:

1. Copy of Current Insurance(s)
2. Copy of Picture ID
3. Comprehensive Consent Form
4. HIPAA Caregiver Consent
5. Patient Intake Form

After the conclusion of the initial evaluation, if the patient does warrant services, they will need to schedule with the Clinic Administrative Assistant, who will add them to the EMR.

Ongoing Patient Appointments

The Clinic Administrative Assistant will conduct weekly reminder phone calls to the patient and/or their caregiver regarding their standing appointment time. It is inappropriate for the graduate student clinician to reach out and contact the patient/caregiver directly. If they are found to do so, it will result in a Clinical Warning.

Patient Attendance Policy

In the event that a patient must cancel a session, they are to notify the Clinical Educator and/or the Clinic Administrative Assistant at (843) 661.1486. Within the comprehensive consent form, it states “3 unscheduled absences over a 90-day plan of care may result in discharge from therapy service”.

If a patient is found in violation of this policy alternatives may include, but are not limited to:

1. Placing the patient on cancellation list and scheduling as openings become available.
2. Transitioning to teletherapy.
3. Placing the patient on hold until resolution in personal/medical affairs can be reached.
4. Transitioning the patient to a local education agency (LEA) or a clinic closer to their home.
5. Discharging the patient.

Department of Speech-Language Pathology Patient Evaluation and Treatment Process

Evaluation Process

The program emphasizes the evidenced behind a comprehensive dynamic assessment process for all patients that are evaluated within the clinic. Therefore, it is the graduate student clinician's responsibility to familiarize themselves with all of the standardized assessments, (both norm referenced and criterion based), within the FMU MSLP Materials Room. The graduate student clinician is responsible for selecting the appropriate materials that align with the patient's needs, based upon the referral documentation and interactions during the patient intake process. If the student designs one evaluation lesson plan based upon the referral information, to subsequently have the patient arrive and realize the evaluation needs are starkly different, then they are responsible for knowing the materials quickly to amend their evaluation lesson plan *immediately*.

An example of a comprehensive diagnostic approach for a 2 year old with a complaint of language delay on the prescription could include:

1. Administration of a global assessment, (such as the DAY-C).
2. Administration of a language specific evaluation, (such as the TOLD P:5)
3. Administration of the Routines Based Intervention Evaluation, (RBI evaluation)

Upon successful completion of the comprehensive evaluation, it is the graduate student clinician's responsibility to independently compose the report in the EMR and to submit it for approval from their Assigned Clinical Educator. Examples will be provided during clinic orientation.

Selection of Appropriate ICD-10 and CPT Codes

The FMU Center for Speech, Language, and Hearing, while it is a teaching institute, also bills for the services rendered. Therefore it is critical that the graduate student clinician is familiar with the ethics of selecting the appropriate ICD-10 Codes for diagnoses, as well as can appropriate select the CPT Codes for the services that are rendered. These codes will be added to both evaluation documentation, plans of cares (POC), as well as to SOAP notes, and discharge summaries (d/c summaries).

To learn more about ICD-10 Codes please visit

<https://www.asha.org/practice/reimbursement/coding/icd-10/>

To learn more about CPT Codes please visit

<https://www.asha.org/practice/reimbursement/coding/superbill-templates-for-audiologists-and-speech-language-pathologists/>

To learn more regarding billing/coding/documentation writing please visit

<https://www.asha.org/practice/reimbursement/medicaid/>

Plan of Cares

After completing the initial evaluation, it is the responsibility of the graduate student clinician to compose the initial 90 day plan of care (POC), which is sent, in conjunction with the

evaluation, to the referring physician for optimal continuity of care and interprofessional practice. POCs are due every 90 days for ongoing patient care. These are typed into the EMR. It is the graduate student clinician's responsibility to independently compose the report in the EMR and to submit it for approval from their Assigned Clinical Educator. Examples will be provided during clinic orientation.

Treatment Process

Lesson Plans

Graduate student clinicians are required to complete a comprehensive lesson plan for every session, including the evaluation process. The purpose of this is to synthesize the information learned in your academic coursework into your clinical practice. View your lesson plans as a bridge to bring current evidenced-based practice into your clinical skills. These will be submitted to your Assigned Clinical Educator prior to your session, (as outlined in each term's syllabus). Your Assigned Clinical Educator will review the lesson and provide you feedback. During the session, they will utilize the lesson plan to provide written feedback on it to provide you after the session. It is advised that you use this feedback to help you in your TORSH rubric self-assessment. Please utilize APA citation when providing the evidence for your lesson plan. Please see the current FMU MSLP Lesson Plan at the end of this section for an example.

SOAP Note

After the conclusion of every treatment session, a SOAP note is completed. It is the graduate student clinician's responsibility to independently compose the SOAP note, type it into the EMR, and to submit it for approval from their Assigned Clinical Educator. The graduate student clinician will need to ensure accuracy in selection of the CPT codes for each therapy session.

To learn more about S.M.A.R.T. SOAP Notes please visit
<https://www.asha.org/students/mentoring/step/goals/>

To learn more about RBI SOAP Notes please visit
<http://fgrbi.com/>

In addition, SOAP Note examples will be provided during clinic orientation.

Discharge Summaries

A discharge summary is indicated when:

1. Patient has successfully met all goals.
2. Patient relocates geographically.
3. Patient transitions to a different clinical setting due to medical or academic needs.
4. Patient requests a transfer to a different clinical setting.

It is the graduate student clinician's responsibility to independently compose the discharge summary, type it into the EMR, and to submit it for approval from their Assigned Clinical Educator. The Assigned Clinical Educator will work with the graduate student clinician to demonstrate interprofessional practice for continuity of care and communicate this document to the referring physician.

Patient Records

Graduate student clinicians, clinical educators, and the clinic administrative assistant are responsible for adhering to HIPAA standards at all times. Therefore, it is imperative that patient records, both in the EMR, as well as the hard copies, are to be kept secure at all times. As such, here are a few reminders for accessing/using patient records:

Hard Files

1. They are to be kept in a locked filing cabinet behind a locked door when not in use.
2. Clinical educators and graduate student clinicians must sign them out and the designated clipboard from the clinic administrative assistant, on the same day.
3. Files must be kept in the clinic at all times and may not leave the clinic.
4. Please be careful for prying eyes and ensure that the files are concealed from classmates, therefore do not open them in the student workroom in front of classmates who are not assigned to that specific patient.
5. Ensure that all papers are secure upon receipt and return to the clinic administrative assistant.
6. The graduate student clinician is responsible for completing the chart audit, found on the inside of the patient's hard file, at the beginning and end of the semester. The Assigned Clinical Educator will review after the student has completed it.

EMR

1. Each user has a unique access code to log-in and a unique code to sign off on notes. **DO NOT SHARE YOUR CODES.**
2. Please be careful for prying eyes and ensure the privacy of your computer screen when accessing the EMR. The files must be concealed from classmates, therefore do not open the patient's records in the EMR when you are in the student workroom in front of classmates who are not assigned to that specific patient.
3. Ensure that you log out of the EMR after accessing it and lock your computer too.

Teletherapy

Some of our patients receive services via teletherapy. In the event that a graduate student clinician is assigned a patient(s) who will be receiving services via teletherapy, it is their responsibility to adhere to the following guidelines:

1. Only use FMU MSLP electronics to conduct the sessions. Graduate student clinicians are ***not*** allowed to utilize their own personal electronic devices. This poses a HIPAA risk.
2. Services ***must*** be rendered in a FMU MSLP treatment room. Graduate student clinicians may ***not*** conduct speech therapy from an outside location, such as, but not limited to: student work room, apartment, home, library, vehicle, etc. This poses a HIPAA risk.



Speech-Language Pathology Program
FMU Center for Speech, Language and Hearing
Francis Marion University • P.O. Box 100547 • Florence, SC 29502-0547
Phone: (843) 661-1664
Fax: (843) 665-5350

Daily Lesson Plan

Client:
Clinical Educator:
Student Clinician:
Date of Session:

Plan of Care Goals Please Highlight Today's Targeted Goal	Procedures, Materials, and Techniques (Include evidence for rationale, and targeted strategies from TORSH Rubrics/EPIC 5-Q Visual Model)	Data Collection



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Clinical Educator Feedback

Client:
Clinical Educator:
Student Clinician:
Date of Session:

Lesson Plan Feedback	Session Feedback	Data Collection Feedback

Date: _____

Student Signature: _____

Clinical Educator Signature: _____

*Please place this in **Patient's Hard File** when completed



TORSH

Graduate student clinicians within the program utilize “Today’s One Room School House” (TORSH), for the purpose of self-assessment via a rubric through the aid of bio-feedback. The multiple purposes of this tool include, but are not limited to:

1. Allow students to critically recognize where their strengths and weaknesses are and to make improvement plans accordingly.
2. Assist students in transcription of patient evaluations.
3. Allow students to chart patient progress and use as a communication tool with caregivers.
4. Improve communication between graduate student clinicians and their clinical educators by having visual aids and rubrics to discuss student progress.

Current FMU MSLP TORSH Rubrics Available

1. Coach - Coaching Feedback Checklist
2. Coach - Session Summary
3. Provider - Self Assessment
4. Routines-Based Interview – Fidelity Coach RBI-FC Practice Check
5. Simulated Routines Intervention Checklist
6. More rubrics to follow, please check TORSH regularly

Steps for TORSH

1. Ensure the appropriate TORSH Rubric has been selected for the session. Please do so with your Assigned Clinical Educator and add it to your Lesson Plan.
2. After obtaining written consent on the “Comprehensive Consent Form”, in their On-Campus Clinical Practicums, each graduate student will record their assigned patient during each and every session. It is imperative that the student record on the designated FMU MSLP I-Pads only. ***Failure to do so and utilization of their personal belongings will result in a HIPAA violation and may result in expulsion from the graduate program.***
3. The graduate student clinician will then upload the video from the FMU MSLP I-Pad into the TORSH app.
4. After confirmation of upload, the video is deleted from the FMU MSLP I-Pad to ensure HIPAA confidentiality.
5. The graduate student will then grade themselves according to the predetermined rubric in live time on the uploaded video.

TORSH training will be given during clinic orientation. For further support, please see the TORSH manual in the clinic materials room.



Electronic Medical Record (EMR):

Graduate student clinicians, as well as clinical educators, and the clinical administrative assistant within the program utilize “Advanced MD” as the electronic medical record. The multiple purposes of this tool include, but are not limited to:

1. Ease of documentation for all evaluations, POCs, SOAP Notes, and discharge summaries.
2. Allows for quick feedback from Clinical Educators to Graduate Student Clinicians with respect to clinical documentation.
3. Ease of billing for both patients, their caregivers, and the program.

Patients are seen within one to two weeks of the start of every semester, therefore it is imperative that each graduate student clinician familiarizes themselves with their assigned patient(s) within the EMR as soon as they are informed by their Clinical Educator. It is a HIPAA violation for a graduate student clinician to access a patient’s file that they are not *currently* assigned to.

It is critical that all parties involved in patient care, from the graduate student clinician, assigned clinical educator, and the clinic administrative assistant, due their due diligence and seek any changes in patient’s insurance regularly, as that can disrupt both billing and treatment sessions as some insurances require a prior authorization. In the event that a patient, or a caregiver, inform you of an insurance change, please obtain copies of their new insurance card and provide them to the clinic administrative assistant immediately.

EMR training will be given during clinic orientation and will be ongoing with your assigned clinic educator, as well as addressed in your clinic course throughout your time here.

For further support, please see the Advanced MD manual in the clinic materials room.

**Department of Speech-Language Pathology
Clinical Intervention/Remediation and/or Warnings**

Intervention/Remediation

An intervention is necessary when a student falls below the expected criteria established to determine if competency of SLO has been met. Please note that an intervention is a type of remediation. It is expected that all FMU MSLP graduate students will achieve a level of competency for all SLOs of no less than 80%. Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the involved Faculty, Clinical Educator, Clinical Supervisor, Coordinator for Clinical Education, and/or the Graduate Studies Coordinator.

Important Points on Intervention/Remediation:

- Intervention/Remediation does not change the grade earned on an assignment, examination, or in a course.
- A plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include retesting, written chapter reviews, case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
- The plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed.

Intervention/Remediation for Clinical Practicums

- In order to move ahead to the next clinical practicum, a student must successfully complete the practicum that they are currently enrolled in. If for some reason a graduate student clinician is unable to do so, despite documented intervention/remediation attempts, they will be enrolled in SLP 645 a/b/c, which is an asynchronous clinical practicum course(s). Enrollment in this course, could in itself, be a documented intervention/remediation for the graduate student clinician.

Occasionally, there will arise a situation that will warrant not only a Clinical Intervention/Remediation, but also a Clinic Warning. It is imperative that the graduate student clinician understand that warnings, both academic and clinical, are cumulative. The FMU MSLP Program only accepts 3 combined warnings before the student is removed from the program.

Please see the FMU MSLP Program Academic Handbook for documentation examples of the Intervention/Remediation and/or Warnings.

Department of Speech-Language Pathology Materials Room

Materials Room

The FMU MSLP program materials room is located in the lower level of the Leatherman Medical Complex in room 003. It holds an extensive variety of materials for graduate student clinicians to utilize for conducting comprehensive assessments as well as routines-based intervention for individuals across the lifespan. Included within these materials are the I-pads, to be utilized for TORSH, as well as copies of supplemental reading texts, amongst numerous other items. In order to accurately manage the FMU MSLP program materials a check-in and check-out system must be followed at all times. Please see the guidelines below for utilizing materials:

1. All materials must stay within the clinic and may not leave the lower level at any time. If they are found outside of the clinic, a clinical warning will be issued.
2. Graduate student clinician must check the desired material(s) out with the designated graduate assistant in the materials room, (or with the coordinator for clinical education at a predetermined time).
3. In order to check the materials out, the graduate assistant must visually verify the contents of the box/material(s) to ensure accuracy.
4. Both graduate student clinician and graduate assistant initial for items being checked out.
5. Upon return, graduate assistant must visually verify the contents of the box/material(s) to ensure accuracy.
6. Both graduate student clinician and graduate assistant initial for items being checked in.
7. If items are found missing, then the last graduate student clinician and/or graduate assistant to check them in/out will be held fiscally responsible for their replacement.

Please note, graduate assistants are responsible for conducting an inventory at the start and end of each term to verify that all clinical materials have been returned. Again, if items are found missing, then the last graduate student clinician and/or graduate assistant to check them in/out will be held fiscally responsible for their replacement.

Graduate assistants are also tasked with keeping an inventory for assessment protocols. If the graduate student clinician notices that a standardized assessment is running low, they need to notify the graduate assistant immediately, such that new ones can be ordered in a timely manner.

In addition to the materials housed in room 003, we have additional materials within the clinic administrative assistant's office. If you desire to use these materials, you will need to check them in and out there. These materials include, but are not limited to:

1. Audiometers for hearing screens
2. Wipes
3. Facemasks
4. Gloves
5. Oral Mech Exam Materials

If you are interested in serving as a graduate assistant in the materials room, please speak with the Department Chair.

**Department of Speech-Language Pathology
Student Work Room**

Student Work Room

The FMU MSLP student workroom is located in room 020 in the lower level of the Leatherman Medical Complex. It is open at all times to currently enrolled FMU MSLP students.

Guidelines for utilization of this room:

1. No eating or drinking allowed in the student work room at any times. If a student is found in violation, a clinical warning will be administered.
2. Please use your FMU Student ID badge to access the copier in this room. The copier is only to be used for FMU MSLP purposes.
3. If you need to print materials specifically for a session in the clinic, these may be printed in the clinic administrative assistant's office. Please visit the office to pick up these materials.
4. The computers in the student work room are only to be used for FMU MSLP purposes.
5. A feedback box is located adjacent to the door. Please provide written feedback for the program as you are able. These are reviewed regularly and we want to hear your insight.

Words of Caution:

1. Do not open patient records, either hard copies or electronic, in front of classmates that are not currently assigned to that patient's care. This is a HIPAA violation.
2. Please adhere to current FMU COVID-19 policy for number of individuals allowed into this space at any given time. Students found in violation will be given a clinical warning.

If you have any additional questions regarding appropriate use of this space, please speak with either the Coordinator for Clinical Education, the coordinator for graduate studies, or the Department Chair.

Department of Speech-Language Pathology Additional Clinical Practicum Experiences

Additional Clinical Practicum Experiences

The program offers a variety of clinical experiences for currently enrolled graduate student clinicians beyond their assigned clinical practicums each term. Additional clinical practicum experiences that contribute to earning clinical clock hours include, but are not limited to:

- Peer-to-Peer screens for hearing, voice, dysphagia, oral mechanism exams, etc
- Pediatric community based screens such as “Child Find”. This is IDEA driven initiative where we collaborate with local education agencies and conduct hearing, voice, speech, and language screens at local headstart through kindergarten facilities.
- FMU Community Screens, during which we collaborate with students and faculty throughout FMU to conduct hearing, voice, and cognitive screens.
- Group Support Sessions: For example an AAC support group during which intervention strategies for functional communication are provided to both patients and caregivers.

In order to participate in these activities, students will need to sign the following document entitled “Peer-to-Peer Consent” and return to the Coordinator of Clinical Education to be added to their hard clinic file. If this is not on file, then the graduate student clinician may not participate. Some of these community screens will require the graduate student clinician to fill out additional paperwork. In order to participate, the graduate student clinician must sign up using the volunteer link provided. In the event that they cancel their designated time, or they are running late, it is the graduate student clinician’s responsibility to notify the Coordinator for Clinical Education. Failure to do so will result in a clinical warning.

Additional opportunities that occur are conducted with the purpose of bridging academic content and current evidenced-based practice knowledge into skills within the clinic. In short to grow and expand your clinical skill set through the use of current evidenced-based interprofessional education and hands-on experiences. Examples of these activities include, but are not limited to:

- Mixed, Munch, & Learn (MML) with guest speakers from allied health and community based services: Occupational Therapists, Physicians, Social Workers, etc. (Please see the following document in the handbook).
- Live demonstrations: Flexible Endoscopic Evaluation (FEES), Augmentative and Alternative Communication devices from various representatives, etc.
- Community Event Attendance*: South Carolina Assistive Technology Expo, South Carolina Speech, Language, Hearing Association Convention and/or Fall Workshop (SCSHA), American Speech-Language-Hearing Association Convention (ASHA), National Black Association for Speech-Language and Hearing (NBASLH), etc.
It is the financial responsibility of the graduate student clinician to pay all costs associated with the attendance at one of these events if they plan to attend.



Student Consent for Peer-to-Peer Screens/Evaluations

I _____ understand that throughout my academic/clinical career here within the Francis Marion University's Master of Speech-Language Pathology Program, that I will engage in peer-to-peer screens and evaluations with fellow classmates. I give consent for participation in all screens and evaluations. Further, I understand that I am responsible for adhering to the FMU Student Code of Conduct, Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), as well as to the American Speech-Language-Hearing Association (ASHA) Code of Ethics, regarding privacy of participation and outcomes of the peer-to-peer screens and evaluations. Violation of these terms will be addressed according to the severity of the situation, and may include academic/clinical warnings, remediation plans, and/or expulsion from the program.

Student Signature

Date

Coordinator for Clinical Education Signature

Date



**Mix, Munch, and Learn
SLP Course # Semester 202X
Evaluation**

MM&L Title:
Guest Speaker:
Date of MM&L:
Student Clinician:
Cohort Year:
Date Completed:

1. Overall how would you rate the MML?

- 1 is Poor
- 2 is Below Average
- 3 is Average
- 4 is Above Average
- 5 is Excellent

2. How useful was the content?

- 1 is Not Useful At All
- 2 is Not Useful
- 3 is Useful
- 4 is Very Useful
- 5 is Extremely Useful

3. How clearly did the Instructor explain the material?

- 1 is Not Clearly at All
- 2 is Not Clearly
- 3 is Clearly
- 4 is Very Clearly
- 5 is Extremely Clearly

4. What were 3 takeaways from this MM&L:

5. What topics are you interested in learning more about?

Student Clinician Signature: _____

Department of Speech-Language Pathology Emergency Preparedness

FMU's Emergency Alert System

Francis Marion University's **SwampFox Alerts** system provides the University with a fast and efficient means for notifying the FMU community — students, faculty and staff — when campus emergencies occur. The alert system can be used 24 hours a day, 7 days a week. It sends messages via text, email, social media, on campus message boards, and to University-owned computers (e.g. in the computer labs around campus). Depending upon the nature of an emergency, the system may send users multiple messages, adding updated information as it becomes available. SwampFox Alerts are used for public safety emergencies and for official weather-related information such as closings. It is only used in the case of emergency. (Swamp Fox Alerts)

Becoming a part of the system:

Students

All FMU students are enrolled in **SwampFox Alerts** based on their University email address. Students who provide the University with a working mobile phone number as part of their official student records will receive text messages to their phones as well. No additional action is necessary to become part of the system, but students who are unsure if they supplied an up-to-date mobile phone for their student record, or who have acquired a new phone and number, may check their record or update a record in the Patriot Portal online, in person, at the FMU Registrar's Office in Suite 118 of the Stokes Administration Building during normal business hours (Monday-Friday, 8:30 a.m. to 5 p.m.)

For more information on updating records, contact the Registrar's Office at 843-661-1174. (Swamp Fox Alerts)

FMU's COVID-19 Response Office

The program cannot express enough the severity of the COVID-19 Pandemic. In the event that you feel unwell, or have knowingly had a COVID-19 exposure, you must notify the coordinator for clinical education, the coordinator for graduate studies, the department chair, as well as the FMU COVID-19 Response Office. For the safety of classmates, faculty, supervisors, and our patients, you may not return to campus or clinical practicum until the FMU COVID-19 Response Office has provided clearance and you supply the FMU MLSP Program a copy of a negative test.

Office: University Center, Suite 205

Hours: Mon-Fri, 8:30 am to 5 pm

Phone: 843-661-4665

Email: CovidResponse@fmarion.edu

Department of Speech-Language Pathology Risk Management

Risk Management

For the safety of the patients seen at the clinic, as well as that of graduate student clinicians, faculty, and staff, it is critical that all safety precautions are followed. If you see a spill, a hazard, or a risk for you or another's well-being, then either address the situation, (if you are safely able to), or report it immediately to the coordinator for clinical education. Graduate student clinicians will be responsible for knowing and adhering to the following precautions. Failure to do so may result in a clinical warning.

Bloodborne Pathogens Guidelines: <https://www.cdc.gov/niosh/topics/bbp/genres.html>

Clinic Cleaning Guidelines:

https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html#anchor_1617551609730

<https://www.epa.gov/sites/default/files/2020-04/documents/disinfectants-onepager.pdf>

COVID-19 Precautions: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

Hand Washing Guidelines: <https://www.cdc.gov/handwashing/when-how-handwashing.html>

Standard Precautions: <https://www.cdc.gov/oralhealth/infectioncontrol/summary-infection-prevention-practices/standard-precautions.html>

These will be addressed in depth in the clinical orientation.

Honor Code

Upon becoming a member of the FMU Community, students are expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. Upon enrollment at FMU, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the university community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code.

References

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