



Francis Marion University

School of Health Sciences

Master of

Speech-Language Pathology (MSLP)

Program

Graduate Student Handbook

2019-2020

**Disclaimer:**

All students in the Master of Speech-Language Pathology (MSLP) program are subject to the policies/ procedures set forth in this *Graduate Student Handbook*. If the *Graduate Student Handbook* is revised, students are subject to the updated *Graduate Student Handbook* policies/procedures. Updated policies and procedures will be communicated to students in a timely fashion by email, Blackboard learn, and /or in person. If any information in this *Graduate Student Handbook* is inconsistent with Francis Marion University (FMU) policy, the policy of the University prevails. FMU reserves the right to change policies and procedures at any time and without prior notice. Errors and omissions in published documents (written or electronic) may be corrected at any time. This *Graduate Student Handbook* is provided for informational purposes only and is not a contract.

Students are required to sign a document attesting to having received and read the *Graduate Student Handbook*. This document will be provided after your SLP program acceptance.

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## **Section One: Master of Speech-Language Pathology Program Overview**

### **Welcome**

The Master of Speech-Language Pathology (MSLP) program at Francis Marion University (FMU) has an academic curriculum designed to meet all requirements for breadth and depth of content in normal and disordered human communication and feeding/swallowing skills across the life span. Each course has been designed to address accreditation and certification requirements. It should be noted that normal human communication processes will be addressed primarily in prerequisite courses. The graduate curriculum focuses primarily on prevention, and assessment and management of communication and feeding/swallowing disorders. Students will be involved in prevention activities through service learning projects and activities.

### **Accreditation Status**

The MSLP program 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 status is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

### **Mission**

The MSLP Program seeks to provide a comprehensive academic course of study combined with diverse clinical experiences that will prepare outstanding allied healthcare professionals capable of providing high quality assessment and treatment for individuals with communication and swallowing disorders.

### **Francis Marion University Values**

FMU advocates that while being educated and skilled is critical to success, to truly make a difference and fulfill the duties and responsibilities that the medical and health service professions require, our students must also be compassionate! They must perform ethically and with empathy, delivering patient-centered care that provides each patient or client emotional as well as physical benefits. To that end, we emphasize the following values that are infused throughout the curriculum and are an integral part of the overall culture at FMU.

***Aptitude for Patient Care*** – A strong desire to help people and the ability to provide exceptional healthcare comprise the key traits every medical and health service professional should possess. Although some of these things can be taught, we find that FMU students self-select our school because they truly wish to make a difference in people’s lives, especially persons from rural and remote areas.

***Humanism*** – At the most basic level, our students must see their patients as people first. Though there may be a presenting illness or infirmity, focusing solely on the flaw can be dehumanizing, and can distance the care provider from the person he or she is treating. By learning early on that clients are more than just their problems, our students are able to provide compassionate care while engaging with and treating the whole person.

***Intellectual Curiosity and Scientific Inquiry*** – In their educations and in their careers, students are expected to seek, master, and respond to the latest advances in their fields of study. At FMU, students are encouraged to be active participants and pioneers. Whether by conducting basic, clinical, or translational research, or simply challenging assumptions and testing established practices in their work, our students are taught to never be satisfied with non-empirical answers and the status quo.

***Interpersonal Skills*** – Engagement with peers, faculty, and especially clients, is essential to be an effective communicator. Therefore, students are expected to genuinely say what they mean, mean what they say, and be gracious, respectful, and flexible at all times. Strong interpersonal skills are essential to the success of the MSLP program student population. This makes students better able to work as part of a team and to engender support from fellow students and faculty.

***Multi-Cultural Competency*** – The Pee Dee region and the communities in which students will learn to practice are diverse. Yet cultural competency is more than merely being respectful and accepting of difference. It's also about being attuned to cultural values and cues. Language differences, beliefs about the body and healthcare, varying socioeconomic and educational levels, and feelings of pride and shame relating to gender and ethnicity are present in every interaction. Being mindful – if not fluent – in these cultural issues can make all the difference in the world.

***Multiple Modes of Learning*** – There are more ways to learn than simply through classroom and laboratory work. FMU offers numerous opportunities for our students to enhance their curriculum vita (CV), such as through student organizations, community service, research projects, and externships and internships. These activities help to build leadership skills, offer access to new knowledge and information, and enable students to broaden their perspectives and make long term connections and future professional contacts.

***Professionalism*** – At all times and in all forms of communication is essential. In presentation and in performance with peers, colleagues, faculty, and patients – our students are expected to act professionally. Students are expected to be ethical, respectful, conscientious, prepared and accountable! Everywhere students go, in everything they do, our students understand that they represent FMU and their own personal and professional integrity. Exemplary professional conduct is the benchmark.

- Caring and compassion
- Interprofessional collaboration
- Healthcare technology and innovation
- Evidence-based practice
- Ethical decision-making
- Integrative healthcare policy and leadership

### **Mission**

The mission of the program is to provide a comprehensive course of study combined with diverse clinical experiences that will prepare outstanding allied healthcare professionals capable of providing high quality assessment and treatment for individuals with communication and swallowing disorders.

## **Student learning outcomes (SLOs)**

Students who graduate from the MSLP program will demonstrate:

1. Knowledge of human communication disorders (speech, language and hearing) across the lifespan.
2. Understanding of different linguistic and cultural communication norms and disorders.
3. Ability to assimilate academic material into evidence-based clinical practice
4. ability to think critically and evaluate research relevant to the field of speech-language pathology.
5. knowledge of current standards of practice in the speech-language pathology profession including policies and standards of ASHA and state licensing procedures.
6. Behavior in accordance with ethical standards of the profession in academic, research and clinical environments.
7. Ability to work with other professionals in order to facilitate better care of individuals with communication disorders.
8. Knowledge of regulations and record keeping in a variety of clinical settings
9. Clinical knowledge and skills essential to speech-language pathology service delivery in acute health care, school, rehabilitative, and private clinic settings.

## **Honor Code**

### **Statement of Honor**

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.

### **The Honor Pledge**

“As a student at FMU, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”

### **Philosophy and Purpose**

The FMU Honor Code consists of academic and student conduct sections and contains the expectations, policies, and procedures that apply to all FMU students. These sections are designed to support the educational mission of the University, to protect the University community from disruption and harm, and to maintain appropriate standards of individual and group behavior. The sections should be read broadly and are not intended to define misconduct in exhaustive terms.

### **Authority of the University**

FMU reserves the right to take all necessary and appropriate steps to protect the safety and wellbeing of the campus community. Any act committed by a student, whether on or off campus,

which is determined by the University to be a threat to the safety or well-being of the community or which is disruptive to the primary purposes of the University may result in the University taking action in accordance with community standards. Student, for the purpose of this policy, is defined to mean a person enrolled for one or more hours of academic credit, or in a noncredit course or courses offered in the name of the University; or a person admitted or seeking admission to the University if action is related to University admission, function, or event. Violations by nonstudents may result in restricted access to campus or University events. Non-students are expected to abide by these policies as well. It is the responsibility of the student host of the nonstudent to make his or her guest aware of these behavioral expectations.

### **Benefits of the Honor Code**

- Creates a supportive peer environment that affirms honesty and discourages cheating
- Creates pride in belonging to a community with strong values and standards
- Promotes student ownership and responsibility in an atmosphere of mutual trust
- Promotes responsibility and civility among students
- Supports systems within the University and ties the campus community together
- Lasts beyond graduation, encouraging a lifelong adherence to the Honor Code
- Instills community trust in students and graduates of the University

### **Civility in the Classroom**

The classroom is an integral component of the educational community, and FMU strives to provide an environment appropriate to the University setting. Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in their respective course syllabi. Disruption of classroom instruction by students is not tolerated and will result in the removal of the disruptive student or students from class. Disruptive or uncivil behavior in the classroom may result in appropriate disciplinary action, which could include suspension, expulsion, or other University sanctions.

### **Reporting Violations**

Students may report possible Academic Conduct violations to the instructor in question, the appropriate Program Director or Dean, the Office of the Provost, or the Office of the Vice President for Student Affairs. Students reporting possible academic violations have the right of confidentiality. Students may refer possible Student Conduct violations to Campus Police or to the Office of the Vice President for Student Affairs. Those making such referrals are required to provide information pertinent to the case.

### **Academic Conduct**

A primary responsibility of an instructor is to certify that a specific academic assignment has been mastered sufficiently to merit university credit. An inseparable part of this responsibility is to take all possible precautions to ensure that the credit has not been attained by fraud. The instructor should rigorously enforce honesty concerning all academic work submitted by his/her students for evaluation. While it is difficult to define precisely and all inclusively all aspects of academic dishonesty, the following statements should serve as a guide. Cheating includes, but is not limited to, wrongfully giving, taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade. Plagiarism involves the use of the

ideas or writings of another without acknowledgment of that use. A more detailed description of these two forms of academic dishonesty, and how allegations of academic dishonesty are handled, are described below:

1. All academic work, written or otherwise submitted by a student to his/her instructor or other academic supervisor is FMU Honor Code - 59 - expected to be the result of his/ her own thought, research, or self-expression. In any case in which a student feels unsure about a question of plagiarism involving his/her work, he/ she is obliged to consult the instructor on the matter before submitting it.
2. When a student submits work purported to be his her own, but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgments of the fact, the student is guilty of plagiarism.
3. An act of plagiarism may occur with or without intent. Submission of work without proper in- text and bibliographical attribution of all sources constitutes plagiarism, regardless of whether the student intended to plagiarize.
4. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or material found on the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever the other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone unless explicit permission is otherwise given by the instructor.
5. When a student's assignment involves research in outside sources of information, he/she must carefully acknowledge exactly what or where and how he/she has employed them. If a student quotes the words of someone else, he/she must put quotation marks around the passage in question, add an appropriate in-text citation to indicate its origin, and include a full bibliographical citation of this source. If a student paraphrases or summarizes ideas from a source, the student should communicate those ideas in his/her own language and sentence structure, add an appropriate in-text citation to indicate its origin, and include a full bibliographic citation for this source. Leaving the organization, content, and phraseology intact and making simple changes is plagiaristic. However, nothing in these rules shall apply to those ideas which are so generally and freely circulated as to be part of the public domain. It is important to recognize that plagiarism is theft, not of ideas, but of the credit for originating ideas. Students who use another's ideas or language without giving credit violate the most basic agreement between the student and the University; they attack the academic enterprise at its very heart. Scholars at every level (including students) must represent truthfully their findings; that is, they must not tamper with the truth or offer as theirs what others discovered or wrote.

## **American Speech-Language-Hearing Association (ASHA) Code of Ethics**

### **Preamble**

The American Speech-Language-Hearing Association (ASHA); hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators.

The ASHA Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is [applicable to the following individuals](#):

- A member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- A member of the Association not holding the Certificate of Clinical Competence (CCC)
- A nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- An applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:

- (I) responsibility to persons served professionally and to research participants, both human and animal;
- (II) responsibility for one's professional competence;
- (III) responsibility to the public; and
- (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The ASHA Code of Ethics is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

### **Principle of Ethics I**

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

#### ***Rules of Ethics***

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate tasks to students that are related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family



member, or legally authorized/appointed representative.

- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
- N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
- O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
- Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
- R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
- S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
- T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

### **Principle of Ethics II**

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

### ***Rules of Ethics***

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

### **Principle of Ethics III**

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

### ***Rules of Ethics***

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.
- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly

activities.

- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

#### **Principle of Ethics IV**

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intra-professional relationships, and accept the professions' self-imposed standards.

##### ***Rules of Ethics***

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.

- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

### **SLP Program Strategic Plan – Executive Summary**

The strategic plan is aligned with the mission of MSLP Program and Francis Marion University’s goal to make available excellent educational programs for the Pee Dee region, the State of South Carolina, other states, and foreign countries.

**Mission Statement:** The FMU’s MSLP program seeks to provides a comprehensive academic course of study combined with diverse clinical experiences that will prepare outstanding allied healthcare professionals capable of providing high quality assessment and treatment for individuals with communication and swallowing disorders.

In pursuit of achieving our FMU MSLP Program Mission, and to enhance the quality and growth of the program, the program developed goals in the following areas: Education; Clinical Training; Research; and Community Engagement that are critical foci for the Program, School of Health Sciences, and the FMU Executive Team to address.

### **Education**

*The Program will:*

- ❖ Provide and utilize existing education opportunities to prepare students for inter-professional collaboration and practice;
- ❖ Sponsor continuing education programs for clinical educators who provide graduate student training;
- ❖ Continue to foster diversity and inclusion in communication sciences and disorders practices through multicultural curriculum transformation.

### **Clinical Training**

*The Program will:*

- ❖ Broaden the clinical population/activities available through the program clinic;
- ❖ Provide a rich diversity of clinical experiences across the lifespan;
- ❖ Develop new strategies to reinforce awareness and application of approaches to assessment and treatment of culturally and linguistically diverse populations.

### **Research**

*The Program will:*

- ❖ Prepare clinician-researchers to apply clinical research skills to promote evidence-based practice;
- ❖ Involve students and faculty in critically needed evidence-based research (EBR) focused on the South Carolina Pee Dee area, a USA Health Disparities Region.

### **Community Engagement**

*The Program will:*

- ❖ Provide two screening clinics at community sites each semester to promote prevention, early referrals for communication, cognitive and swallowing disorders;
- ❖ Develop resources and relationships that support student involvement in community-based outreach opportunities.
- ❖ Provide continuing education for practicing clinicians in the Pee Dee, South Carolina area.

## **Graduate Program Overview**

The SLP program offers the Master of Science (M.S.) degree and provides entry level professional education. The academic and clinical components are designed to prepare skilled clinicians who are committed to excellence in the delivery of speech-language pathology services in health care and other professional settings. Faculty and students use clinical and technological resources based on evidence-based practice principles to advance the field of communication sciences and disorders through research and clinical care. This full-time program is designed to be completed in five (5) consecutive semesters starting in the fall. English is the language of instruction throughout the curriculum. Non SLP majors will usually need to matriculate 8-10 consecutive semesters.

**Accreditation Status**

The Master of Speech-Language Pathology (MSLP) program 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 status is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

**Academic Program**

The academic coursework sequence occurs across five (5) semesters of the program. A sixth to seventh semester is available for students who require additional time to complete clinical requirements. Academic courses are intended to provide each student with the theoretical background knowledge and essential skills necessary to engage in supervised clinical practice as a speech-language pathologist.

Non-Degree Students may participate in the FMU SLP Prep Program which requires a total of twenty-four pre-requisite courses. This program is designed to facilitate opportunity for Pee Dee, South Carolina and other non-SLP majors to matriculate in the MSLP program and be successful. It is projected that these students will complete the MSLP program in ten (8-10) semesters.

**MSLP Curriculum**

**YEAR ONE**

**Fall 2019..... 15 hours**

SLP 530 Speech Sound Disorders (2)

SLP 531 School Age Language Disorders (3)

SLP 537 Speech and Hearing Science (3)

SLP 540 Communication Disorders in the Birth to Five Population (3)

SLP 547 Neurology of Speech-Language and Hearing (3)

SLP 550 Clinical Practicum I (1:0-2)

**Spring 2020..... 15 hours**

SLP 561 Dysphagia (3)

SLP 567 Research Methods I (3)

SLP 570 Audiology and Aural Rehabilitation (3)

SLP 575 Adult Language Disorders (3)

SLP 580 Clinical Practicum II (2:0-4)

SLP 581 Hearing Clinical Practicum (1:0-2)

**Summer 2020.....10 hours**

SLP 545 Survey of Multicultural Issues Impacting Communication Sciences and Disorders (1)

SLP 591 Motor Speech Disorders (3)

SLP 595 Medical Aspects of Speech-Language Pathology (3)

SLP 601 Clinical Practicum III (3:0-6)

**YEAR TWO**

**Fall 2020..... 13 hours**

SLP 607 Augmentative and Alternative Communication (1)

SLP 615 Voice Disorders (3)

SLP 617 Fluency Disorders (1)

SLP 620 Advanced Clinical Practicum IV (5:0-10)

SLP 635 Instrumentation in Speech-Language and Hearing Sciences (3)

**Spring 2021.....10 hours**

SLP 610 Professional Issues and Ethics (1)

SLP 621 Clinical Practicum V (6:0-12)

SLP 630 Research Methods II: Capstone Project (3)

## **Total Credit Hours Required for Graduation: 63 hours**

### **Pre-Requisite Graduate Course Descriptions**

#### **501: Anatomy and Physiology of the Speech and Hearing Mechanism (3)**

This course provides an overview of the anatomical and physiological bases of human communication: respiration, phonation, resonance, articulation, and basic neurological concepts. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

#### **504 Speech and Language Disorders Across the Lifespan (3)**

This course is a comprehensive survey of Speech and Language Disorders across the life span. Students will be introduced to the fundamental nature of various Speech and Language Disorders. In addition, an overview of the basic principles of the assessment and treatment of Speech and Language Disorders will be reviewed.

#### **505 Principles of Assessment and Treatment in Communication Disorders (3)**

This course provides a framework for understanding the assessment process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information, report writing and presentation of findings. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Standardized testing, as well as alternatives to standardized testing, is explored.

#### **SLP 506 Multicultural Aspects of Communication Differences and Disorders (3)**

This course will allow students to explore the variety of issues related to culture and communication differences, and/or disorders, and the need to become a culturally competent clinician. The information examined in this course will serve as a catalyst to encourage students to examine their own values and beliefs, acknowledge the similarities and differences that exist among clients, and the cultural, verbal and nonverbal factors that influence the clinical situation.

#### **SLP 507: Language and Speech Development (3)**

This course addresses the theory and evidence associated with the development of phonology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in child speech and language development. This course will help students gain a better understanding of the difference between normal communication development and disordered communication development.

#### **SLP 508 Hearing Sciences and Audiological Disorders (3)**

This course is designed to provide a comprehensive survey of Hearing Sciences and Audiological Disorders. Basic concepts, principles and relevant topics that pertain to mankind's ability to hear will be covered. Additionally, topics will be reviewed that explain what happens when a human's hearing is damaged or negatively affected.

#### **SLP 510: Introduction to Speech and Language Disorders (3)**

This course is an introduction to the nature, assessment, and treatment of speech and language disorders. The course will help prepare students for working with pediatric and adult populations with speech and language disorders.

#### **SLP 515: Phonetics and Phonology (3)**

This course is an introduction to the speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet. An introductory



review of phonology will also be covered. Transcription competency required.

**SLP 520: Structured Clinical Observation and Pre-Clinical Simulation Experiences (1:0-2)**

This course provides guided clinical observations and simulation experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

**Required Graduate SLP Course Descriptions**

**SLP 530: Survey of Articulation and Phonological Disorders in Children and Across the**

**Lifespan (2)** This course provides an overview of potential etiologies and characteristics of speech sound disorders in children and adults. Students will learn to use evidence-based assessment, diagnosis, and treatment for articulation and phonological disorders across the lifespan.

**SLP 531: School Age Language Disorders (3)**

This course provides students with a foundation of knowledge about etiology and characteristics of language disorders in school-age children. Students will discuss the evolving language demands that children encounter as they progress through school and will explore the impact of language disorders on academic performance and social interaction in the classroom. The relationship between oral and written language is emphasized.

**SLP 537: Speech and Hearing Science (3)**

This course will provide a foundational understanding of the basic principles of acoustics, psychoacoustics, and the acoustics of voice and speech production. This course is an essential fundamental course containing crucial information that transfers to all communication disorders and sciences.

**SLP 540: Communication Disorders in the Birth to Five Population (3)**

This course explores communication disorders from infancy through the preschool period. Topics addressed include theoretical frameworks for the assessment and treatment of childhood language disorders, etiology and characteristics of language/communication disorders in infants and preschool children, as well as, principles and methods of assessment and intervention.

**SLP 545: Introduction to Multicultural Issues (1)**

This course focuses on the identification and treatment of speech and language differences in diverse populations. The course will explain terminology and concepts related to cultural and linguistic diversity, and students will learn to evaluate how cultural variables impact service delivery and treatment options.

**SLP 547: Neurology of Speech-Language and Hearing (3)**

This course provides an overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing. This course will increase the SLP students' knowledge of basic human communication and swallowing processes, including basic biological and neurological structure and function.

**SLP 550: Beginning Clinical Practicum (1:0-2)**

This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward American Speech-Language-Hearing Association (ASHA) certification.

**SLP 561: Dysphagia (3)**

This course examines the anatomical basis of normal and disordered swallowing in children and

adults. The course will prepare students to assess and diagnose swallowing disorders across the lifespan.

**SLP 567: Research Methods I (3)**

This course is an introduction to research procedures in the study of communication sciences and disorders with an emphasis on Evidence-Based Practice. The course is designed to increase knowledge of principles of basic and applied research and research design, improve ability to access sources of research information, and increase ability to relate research to clinical practice. By the end of this course the student must have developed his/her MSLP Capstone Research Proposal.

**SLP 570: Audiology and Aural Rehabilitation (3)**

This course is an introduction to the theory and techniques of pediatric and adult audiology and the habilitation and rehabilitation of hearing differences across the lifespan.

**SLP 575: Adult Language Disorders (3)**

This course introduces students to the prevention, assessment, and treatment of cognitive-linguistic disorders of communication resulting from stroke, dementia, traumatic brain injury, concussion and other neurogenic pathology.

**SLP 580: Clinical Practicum (2:0-4)**

This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical educators. Clinical hours are accumulated under direct supervision of American Speech-Language-Hearing Association (ASHA) Certified Clinical Educators. Acceptable clinical hours may be applied toward ASHA certification

**SLP 581: Hearing Clinical Practicum (1:0-2)**

This course provides students with the opportunity to conduct hearing screenings and basic auditory processing measures for children and adults under the supervision of an audiologist or speech-language pathologist, following protocols established by American Speech-Language-Hearing Association (ASHA).

**SLP 591: Motor Speech Disorders (3)**

This course examines the neurological bases, assessment, and treatment of dysarthria and apraxia of speech. Students will learn the perceptual and instrumental procedures used to evaluate and treat motor speech disorders across the lifespan.

**SLP 595: Medical Aspects of Speech-Language Pathology (3)**

This course will provide students in medical field placements with knowledge regarding service delivery models, reimbursement issues, documentation requirements, assessment approaches, goal setting, interdisciplinary team approaches, prioritizing treatment concerns, and discharge planning. Case study presentations and discussions will be generated from students' field placement experiences.

**SLP 601: Advanced Clinical Practicum I (5:0-10) (Prerequisite SLP 580)**

This course provides guided clinical observations and clinical experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**SLP 607: Augmentative/Alternative Communication (1)**

This course develops an awareness of augmentative and alternative communication strategies for individuals with temporary or permanent severe speech and/or language disorders. This course

presents no-, low-, and high-technological strategies for a broad range of cognitive, learning, physical, and sensory disabilities. This course also discusses literacy learning, training, transition, funding, and interdisciplinary teaming as potential challenges to implementation and emphasizes clinical skills for comprehensive assessment and management.

**SLP 610: Professional Issues and Ethics (1)**

This course will introduce students to issues related to employment settings, job exploration/preparation, credentialing, trends in service delivery, ethics, legal considerations, and professional advocacy in the profession of Speech-Language Pathology and Audiology.

**SLP 615: Voice Disorders (3)**

This course provides a foundational understanding of the anatomical and physiological bases of voice production. Emphasis is placed on diagnosis and therapy for phonatory disorders in children and adults across the lifespan.

**SLP 617: Fluency Disorders (1)**

This course explores the theoretical and diagnostic approaches to the modification of speech disfluencies. Students will learn to identify typical and atypical disfluencies as they relate to speech production, and will learn to assess and diagnose stuttering and cluttering across the lifespan.

**SLP 620: Advanced Clinical Practicum II (3:0-6) (Prerequisite: SLP 601)**

This course provides guided clinical observations and clinical experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**SLP 621: Advanced Clinical Practicum III (6:0-12) (Prerequisite: SLP 620)**

This course provides guided clinical observations and clinical experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**SLP 630: Research Methods II: Capstone Project (3) (Prerequisite: SLP 567)**

This course will increase knowledge of applied research and research design, data collection and analysis, and presentation of results. By the end of this course the MSLP student must have completed his/her Capstone Research Project.

**SLP 635: Instrumentation in Speech-Language and Hearing Sciences (3)**

This course will provide students with information and experience selecting and using instrumentation appropriate for diagnosis, assessment, management, and research in communication disorders. Emphasis will be placed on clinical application. Basic electronics and physics concepts will be discussed and employed throughout the courses.

**Clinical Practicums**

The clinical practicum sequence occurs across all semesters of the program. The first two (2) semesters of clinical work occur in the FMU Center for Speech, Language and Hearing or at the

Richardson Center for the Child. Students work with academic and clinical faculty in the development of knowledge and skills in planning/execution of diagnostic and treatment strategies with pediatric and adult patients. Opportunities are available for individual and group treatment. The program offers three external rotation opportunities that occur during semesters three, four, and five. Students are provided with experiences that cover the lifespan across a variety of clinical settings to include at least one healthcare setting (e.g., acute care hospital, acute, subacute, or long-term rehabilitation facility, pediatric inpatient facility, outpatient medical setting, etc.). Other clinical, pediatric and adult outpatient centers, corporate, industry, entertainment, bilingual/multicultural, and/or other clinical opportunities will be provided per availability.

### **Academic Calendar**

The MSLP program sets a calendar each year, in accordance with the published FMU calendar (available in the current *FMU Catalog* and on the FMU website). The full-year academic calendar is provided to incoming graduate students at or before orientation. *Students should be aware that clinical experiences may not follow the academic calendar.* Clinic time during a semester may be extended due to the schedule maintained by the site, weather or other unexpected closures, or if a student requires more opportunities to achieve competency and/or required hours. Such extensions will be achieved through mutual agreement with the clinical site.

### **Advising**

Graduate students are assigned an academic advisor who is an MSLP faculty member. All students are required to see their advisor at both the onset and the end of each semester.

### **Essential Function**

*“In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experiences. However, there are skills that are most inherent and should be present when a student begins the program.”*

(Council of Academic Programs in Communication Sciences and Disorders, 2007)

Admitted students are required to review and acknowledge capacity to fulfill these essential functions. Failure to meet or maintain the Essential Functions may result in a recommendation for dismissal from the program.

### **Certification and Licensure**

FMU makes no guarantees regarding an individual’s ability to obtain licensure, certification, or employment. Information and materials regarding licensure, certification, and/or employment opportunities are available in the MSLP clinic handbook.

### **ASHA Certification**

Successful completion of the academic and clinical requirements of the speech-language

pathology master's program prepares graduates for entry-level practice. Upon completion of a clinical fellowship (after graduation) graduates are eligible for the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The ASHA Standards for Certification can be found on the association website: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

### **Licensure**

Students who complete the MSLP program will also have completed academic and clinical requirements required for licensure in Speech-Language Pathology from the South Carolina State Office of the Professions Division of Professional Licensing Services.

Information and instructions for South Carolina licensure are available online:

<http://www.llr.state.sc.us/>

**Students who plan to seek licensure in another state should consult the licensing agency in that state for further information. ASHA maintains links for state contacts and licensing requirements at: <http://www.asha.org/advocacy/state/>**

International SLP licensure is available via IALP.

### **Teacher Certification**

The academic and clinical requirements of the speech-language pathology program meet the requirements for the Initial Certification as a Teacher of Students with Speech and Language Disabilities (TSSLD). In addition to the academic and clinical training components of the program, graduates must complete the following:

- Workshops – Child Abuse Identification, School Violence Prevention, Autism – online workshops; Training – Dignity for All Students Act (DASA) – on campus training;
- Test – Educating All Students (EAS) – students arrange completion at an approved testing site.

### ***Fingerprinting***

Additional information is available at: <https://www.identogo.com/locations/south-carolina>

Students who plan to seek teacher certification in another state should consult the state education department in that state for further information for teacher, medical, and professional fingerprinting services.

### **Application Process and Requirements**

The School of Health Sciences at FMU invites applications from individuals interested in entering the professional field of Speech-Language Pathology. Applications are accepted from those holding a Bachelor's degree in SLP or non-majors that have completed the twenty-four (24) pre-perquisite course hours, or bridge SLP courses, that FMU deems necessary for non-majors to be admitted to the MSLP program.

Faculty and staff in the MSLP program are available to provide information and answer questions during the admission and financial aid process. They offer ongoing support throughout the application process. Applicants may contact the program's administrative assistant with questions. They will forward any questions to the appropriate contact, if needed.

## **Tiffany Murphy, BS**

MSLP Administrative Assistant

Carter Center School of Health Sciences

Office: CCHS 346

Phone: 843-661-1847

Email: [tiffany.murphy@fmarion.edu](mailto:tiffany.murphy@fmarion.edu)

### **Application Information**

The MSLP program at FMU participates in the Communication Sciences and Disorders (CSD) Centralized Application Service (CSDCAS). All applicants are required to apply online through <https://CSDCAS.liaisoncas.com/applicant-ux/#/login>. It is important that your application materials be submitted to CSDCAS at least 3-4 weeks prior to the application deadline. CSDCAS needs at least that much time to process your application, possibly more.

### **Application Process**

Items to submit directly to CSDCAS:

- 1) Application with application fee
- 2) Official transcripts for all colleges/universities attended. Requirement for international applicants – foreign transcript evaluation
- 3) Prerequisites: ASHA Required Prerequisites and Program Required Prerequisites
- 4) GRE test scores. Additional requirement for international applicants – TOEFL/ITLTS scores
- 5) Personal statement (details below)
- 6) Three (3) letters of recommendation (at least one must be from a professor). It is preferred that you have two letters of recommendation from a faculty member if you have not been working over five (5) years.

### **Application Review**

Program application review process begins immediately after the application deadline. Decisions are made after all applications are reviewed. The MSLP Admissions Committee is charged with careful review of all recommendations for admission for completed applications. Applications are reviewed by at least three members of the faculty in the SLP program. Recommendations are made by the program's Admissions Committee comprised of academic and clinical faculty.

### **Degree and Transcripts**

Applicants must have a pre-professional SLP degree or a Bachelor's degree from a regionally accredited U.S. university. International applicants must meet the international equivalent of all USA requirements. Non-majors must complete all pre-requisite courses as required by ASHA and FMU.

- **U.S. Transcripts:** Applicants must submit transcripts from all undergraduate institutions attended; transcripts for any post-graduate credit hours must be submitted, as well.
- **Foreign Transcripts:** International applicants who did not receive an undergraduate or graduate degree in the United States must submit an evaluation of their degree transcript conducted by **World Education Services (WES)**. This credential evaluation must

document minimum equivalency of a U.S. baccalaureate. The transcript evaluation should include a conversion to U.S. credit hours and grades.

•  
**Official transcripts for all colleges/universities attended must be uploaded to CSDCAS**

### **Prerequisite Courses**

There are two (2) sets of prerequisite course requirements that the applicant must complete prior to beginning the MSLP program. All pre-requisite or level courses must be achieved at a grade of B or higher. FMU Graduate Admission Requires a 3.0 GPA.

#### ***ASHA Requirements (12 credit hours)***

**Biological Sciences – at least one (1) course** - Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science) (3 credits)

**Physical Sciences - at least one (1) course** - Acceptable courses in physics or chemistry. ***Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied*** (3 credits).

**Social Sciences - at least one (1) course** - Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health (3 credits).

**Statistics Course- at least one (1) course** - Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A mathematically-based statistics course is preferred (3 credits).

#### ***Speech-Language Pathology Program Requirements (24 credit hours)***

- A course in phonetics and phonology with formal phonetic transcription training. (3 credits)
- A comprehensive survey course in communication science and disorders. (3 credits)
- A course in structured observation and preclinical experiences. (3 credits)
- A course in anatomy and physiology of the speech or speech and hearing mechanisms. (3 credits)
- A course in child development and/or child language development. (3 credits)

***Prerequisite courses do not need to be completed in order to apply to the program; however, all prerequisite courses must be satisfactorily completed prior to starting the program.***

Applicants can contact the MSLP program with specific questions about prerequisite requirements.

### **GRE**

The general test is required for admission. Score reports can be obtained by contacting

Educational Testing Service (See: <https://www.ets.org/gre>). The CSDCAS program code for FMU is 4378.

Applicants are encouraged to take the GRE at least two to four months, preferably more, before the application deadline to ensure that scores are available during the application review process. Applications are not complete without the official GRE scores. **The absence of GRE scores will delay review of your application. An official GRE score report must be uploaded to CSDCAS.**

### **TOEFL / IELTS**

A career in speech-language pathology requires a high level of facility with the English language. In order to ensure success, TOEFL or IELTS scores are required for the following students:

- Those whose first language is not English;
- Those from countries where English is one of the official languages, but not necessarily the first language of the majority of the population;
- Those from countries where English is not a native language, although available as a language of instruction at all or some levels of schooling;
- Those whose transcripts are not in English or are from schools in non-English speaking countries.

The TOEFL minimum cumulative score is 96 (IBT: no score lower than 24 in each of the four (4) sections). The IELTS minimum score is Band 7. For more information on these tests, contact Educational Testing Service (<http://www.toefl.org>) TOEFL, PO Box 6151, Princeton, NJ 08541-6000; telephone (609) 921-9000; email: [toefl@ets.org](mailto:toefl@ets.org).

### **Personal Statement**

Applicants are asked to write a personal statement of approximately 1000 words that address the following: Discuss personal characteristics and experiences that led to your decision to pursue a graduate degree in speech-language pathology. Specifically address the ways in which the MSLP program at FMU can help you achieve your career goals. **Personal Statement must be uploaded to CSDCAS.**

### **Letters of Recommendation**

Three (3) recommendation letters are required for admission. At least one (1) recommendation must be from a faculty member from whom you have taken at least one (1) course. Two (2) faculty reference letters preferred, unless the student has been out of school for more than five (5) years. **Letters of Recommendation – Upload to CSDCAS.**

### **Fundamental Capabilities**

#### **Overview**

The MSLP program at FMU prepares clinicians who are committed to evidence-based and ethical practice in the delivery of speech-language and swallowing services in healthcare facilities and other professional settings. The curriculum is focused on an integration of research and clinical applications across academic and clinical coursework. The program supports and initiates the development of inter-professional practice skills within the University and in community-based settings. The program promotes clinical excellence in the



community through service activities and continuing professional education opportunities. The program affirms its commitment that graduates meet the standards for clinical certification through the American Speech-Language-Hearing Association (ASHA). Toward this end, graduate students must demonstrate fundamental capabilities for the education and practice of speech-language pathology.

*In order to develop the didactic and clinical skill sets required to practice SLP in a broad variety of clinical situations, and to render a wide spectrum of patient/client care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as required by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experiences. However, some skills are inherent, and should be present in the background of perspective students. Students recruited and/or interested in the FMU MSLP Program must demonstrate a set of Fundamental Capabilities across and within five (5) critical domains (Council of Academic Programs in Communication Sciences and Disorders, 2007).*

### **Fundamental Capabilities: Communication**

A student must possess adequate communication skills to:

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

### **Fundamental Capabilities: Motor**

A student must possess adequate motor skills to:

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

### **Fundamental Capabilities: Intellectual and/or Cognitive Abilities**

A student must possess adequate intellectual and cognitive skills to:

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

### **Fundamental Capabilities: Sensory and/or Observational**

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

- ✓ Visually and auditorily identify normal and disordered fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the area of semantics, pragmatics, syntax, morphology and phonology, hearing, swallowing, cognition, and social interaction related to communication.
- ✓ Identify the need for alternative modalities of communication.
- ✓ Visualize and discriminate anatomic structures and imaging findings (e.g., MBSS, FEES, etc.).
- ✓ Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
- ✓ Recognize when a client's family does or does not understand the clinician's written and/or verbal communication.

### **Fundamental Capabilities: Behavioral and/or Social**

A student must possess adequate behavioral and social attributes to:

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

*During orientation, students are asked to attest to the fact that they have read and understand the “Universal” Fundamental Capabilities (UFC) of a speech language pathologist.*

### **Student Financial Planning**

The Financial Assistance Office at FMU offers students a financial program that assists them with their decision making before, during and even after they have graduated from FMU. The Office strives to help students find and understand the numerous financial resources available to help them fund their education, and learn how these resources will impact their lives. The goal is to sharpen students’ financial literacy, avoid costly mistakes and help students make sound and educated financial choices.

The Financial Aid deadline occurs in late April for the new academic year. All required financial aid steps and required forms must be completed and submitted to the Financial Assistance Office by this date. These steps include completing a Free Application for Federal Student Aid (FAFSA). If borrowing federal student loans, a promissory note must be filed. Any additional required documents/online processes required by the financial aid office must be submitted. More detailed information is available on the FMU website at:

<http://www.fmarion.edu/financialassistance/>

**Section Two:**  
**University, School of Health Sciences, Program Policies and Procedures**

**Policies and Procedures**

**Privacy Rights of Students / Family Educational Rights and Privacy Act (FERPA)**

It is the policy of FMU to protect information contained in students' records from unauthorized disclosures and to comply in all respects with the provisions of the Family Educational Rights and Privacy Act of 1974 and its associated regulations. Students should be aware of the University's policy on the rights to privacy related to students provided here and available at <http://www.fmarion.edu/registrar/ferpa/>.

**Confidentiality of Student Education Records**

The Family Educational Rights and Privacy Act of 1974 (FERPA), with which FMU complies, was enacted to protect the privacy of education records, to establish the right of students to review their education records, and to provide guidelines for correction of inaccurate or misleading statements. "Education records," as defined in the law, include records, files, documents, or other materials in hard copy or in electronic format, maintained by FMU or a party acting on its behalf, which contain information directly related to a student. There are a number of types of records that are specifically excluded from the scope of the Act, such as records maintained personally by faculty or staff that are not available to others, medical records maintained by the university's health service, and employment records.

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the students of the correct official to whom the request should be addressed. A student will ordinarily not be provided with copies of any part of his record other than his transcript, unless the inability to obtain copies would effectively prevent him from exercising his right to inspect and review his education records.
2. The right to request an amendment to the student's education records that the student believes is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information contained in the student's education records. FERPA authorizes disclosure without consent in specific circumstances including:
  - a. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Requests for access to student educational records are vetted by the custodian of the record and the employee's supervisor (where appropriate), in consultation with the Registrar.
  - b. A second exception that permits disclosure without consent is disclosure of "directory information." FMU has established the following student information as public or directory information, which may be disclosed by the institution at its discretion:
    - Name
    - Address
    - E-mail address
    - Telephone number
    - Date and place of birth
    - School or program attended
    - Major field of study
    - Photographic, video, or electronic images
    - Classification (year level)
    - Dates of enrollment
    - Full- or part-time enrollment status
    - Expected year of graduation
    - Degrees, honors and awards conferred and their dates
    - Most recent educational agency or school attended
    - Residency or other post-completion placements
    - User ID or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records
    - Annual yearbook and graduation programs
    - Membership in registered student clubs and organizations

Students may request that FMU withhold release of their directory information by notifying the Registrar's Office in writing. Please be advised that such a request will make this information unavailable to prospective employers, licensing boards, insurance companies, and others to whom you may want this information known or verified. Thus it is recommended that students carefully consider whether personal privacy concerns outweigh the potential inconvenience of

having directory information withheld. However, it is the students' prerogative to withhold their personal directory information if they so desire.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by FMU to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

### **Confidentiality of Student Health Records (HIPAA)**

FMU is committed to protecting the privacy and security of personal health information concerning our employees and students. As such, FMU is fully compliant with the Health Insurance Portability and Accountability Act (HIPAA). Students should be aware of the University's policy on the rights to privacy related to student health and mental health information.

### **HIPAA Privacy Rules for the Protection of Health and Mental Health Information**

Note: The information provided below is a summary and intended for general informational purposes. Mental health providers and other covered entities should not rely on this summary as a source of legal information or advice and should consult with their own attorney or HIPAA Privacy Officer for specific guidance.

#### ***Introduction:***

This document provides guidance about key elements of the requirements of the Health Insurance Portability and Accountability Act (HIPAA), federal legislation passed in 1996 which requires providers of health care (including mental health care) to ensure the privacy of patient records and health information. HIPAA required the federal Department of Health and Human Services (HHS) to develop regulations to implement these privacy requirements, called the Privacy Rule, which became effective on April 14, 2003. Please note, state statutes which provide more stringent protections of health care privacy remain in effect even after HIPAA.

#### ***General:***

The HIPAA Privacy Rule (45 CFR Parts 160 and 164) provides the first comprehensive Federal protection for the privacy of health and mental health information. The Rule is intended to provide strong legal protections to ensure the privacy of individual health information, without interfering with patient access to treatment, health care operations, or quality of care. The Privacy Rule applies to "covered entities" which generally includes health plans and health care providers who transmit health information in electronic form. Covered entities include almost all health and mental health care providers, whether they are outpatient, residential or inpatient providers, as well as other persons or organizations that bill or are paid for health care.

#### ***Basic Principles of the Privacy Rule:***

The Privacy Rule protects all "protected health information" (PHI), including individually identifiable health or mental health information held or transmitted by a covered entity in any format, including electronic, paper, or oral statements.

A major purpose of the Privacy Rule is to define and limit the circumstances under which an individual's PHI may be used or disclosed by covered entities. Generally, a covered entity may

not use or disclose PHI to others, except: as the Privacy Rule permits or requires; or as authorized by the person (or personal representative) who is the subject of the health information. A HIPAA-compliant Authorization must contain specific information required by the Privacy Rules.

A covered entity must provide individuals (or their personal representatives) with access to their own PHI (unless there are permitted grounds for denial), and must provide an accounting of the disclosures of their PHI to others, upon their request.

The Privacy Rule supersedes State law, but State laws which provide greater privacy protections or which give individuals greater access to their own PHI remain in effect.

(Note: One must consult not only HIPAA but also other relevant federal privacy laws (such as regulations pertaining to Medicaid and federally funded substance abuse treatment programs), as well as State privacy laws, to determine whether a disclosure of medical information is permissible in a given circumstance.)

***Permitted Uses or Disclosures of PHI Without Authorization:***

Extensive provisions of the Privacy Rule describe circumstances under which covered entities are permitted to use or disclose PHI, without the authorization of the individual who is the subject of the protected information. These purposes include, but are not limited to, the following:

- A covered entity may disclose PHI to the individual who is the subject of the information.
- A covered entity may use and disclose protected health information for its own “treatment, payment, and health care operations.”
- Treatment is the provision, coordination, or management of health care and related services for an individual, including consultation between providers and referral of an individual to another provider for health care.
- Payment includes activities of a health care provider to obtain payment or to receive reimbursement for the provision of health care to an individual.
- Health care operations include functions such as: (a) quality assessment and improvement; (b) competency assessment, including performance evaluation, credentialing, and accreditation; (c) medical reviews, audits, or legal services; (d) specified insurance functions; and (e) business planning, management, and general administration.
- Permission may be obtained from the individual who is the subject of the information or by circumstances that clearly indicate an individual with capacity has the opportunity to object to the disclosure but does not express an objection. Providers may also rely on an individual's informal permission to disclose health information to an individual's family, relatives, close personal friends, or to other persons identified by the individual, limited to information directly related to such person's involvement.
- When an individual is incapacitated or in an emergency, providers sometimes may use or disclose PHI, without authorization, when it is in the best interests of the individual, as determined by health care provider in the exercise of clinical judgment. The PHI that may be disclosed under this provision includes the patient's name, location in a health care provider's facility, and limited and general information regarding the person's condition.

- Providers may use and disclose PHI without a person's authorization when the use or disclosure of PHI is required by law, including State statute or court order.
- Providers generally may disclose PHI to State and Federal public health authorities to prevent or control disease, injury, or disability, and to government authorities authorized to receive reports of child abuse and neglect.
- Providers may disclose PHI to appropriate government authorities in limited circumstances regarding victims of abuse, neglect, or domestic violence.
- Providers may disclose PHI to health oversight agencies, (e.g., the government agency which licenses the provider), for legally authorized health oversight activities, such as audits and investigations.
- PHI may be disclosed in a judicial or administrative proceeding if the request is pursuant to a court order, subpoena, or other lawful process (note that "more stringent" SC Mental Hygiene law requires a court order for disclosure of mental health information in these circumstances).
- Providers may generally disclose PHI to law enforcement when:
  - Required by law, or pursuant to a court order, subpoena, or an "administrative request," such as a subpoena or summons. The information sought must be relevant and limited to the inquiry.
  - To identify or locate a suspect, fugitive, material witness or missing person.
  - In response to a law enforcement request for information about a victim of a crime.

To alert law enforcement about criminal conduct on the premises of a HIPAA covered entity. Providers may disclose PHI that they believe necessary to prevent or lessen a serious and imminent physical threat to a person or the public, when such disclosure is made to someone they believe can prevent or lessen the threat (including the target of the threat). An authorization is not required to use or disclose PHI to certain government programs providing public benefits or for enrollment in government benefit programs if the sharing of information is required or expressly authorized by statute or regulation, or other limited circumstances

***“Minimum Necessary” Rule:***

A covered entity must make reasonable efforts to use, request, or disclose to others only the minimum amount of PHI which is needed to accomplish the intended purpose of the use, request or disclosure. When the minimum necessary standard applies, a covered entity may not use, disclose, or request a person's entire medical record, unless it can specifically justify that the entire record is reasonably needed. The minimum necessary standard does not apply under the following circumstances:

- disclosure to a health care provider for treatment;
- disclosure to an individual (or personal representative) who is the subject of the information;
- use or disclosure made pursuant to an authorization by the person (or personal representative);
- use or disclosure that is required by law; or
- disclosure to HHS for investigation, compliance review or enforcement.



### ***Penalties for Violation of HIPAA:***

- Civil monetary penalties: HHS may impose civil money penalties on a covered entity of \$100 per failure to comply with a Privacy Rule requirement- not to exceed \$25,000 per calendar year for multiple violations of the same Privacy Rule requirement. Generally, HHS may not impose
- civil monetary penalties when a violation is due to reasonable cause, there was no “willful neglect,” and the covered entity corrected the violation within 30 days of when it knew (or should have known) of the violation.
- Criminal Penalties. A person who knowingly obtains or discloses individually identifiable health information in violation of HIPAA could face a fine of \$50,000 and imprisonment for up to one
- year. If the wrongful conduct involves “false pretenses” the criminal penalties could increase up to a fine of \$100,000 and up to five years imprisonment. A fine of up to \$250,000 and up to ten years imprisonment could be imposed if the wrongful conduct involves the intent to sell,
- transfer, or use individually identifiable health information “for commercial advantage, personal gain, or malicious harm.”

To view the entire Privacy Rule, or for other information about how it applies, visit the website of the HHS, Office of Civil Rights at: <http://www.hhs.gov/ocr/hipaa/>.

### **FMU Records Retention Policy**

The purpose of this policy is to ensure the integrity and security of all documents and records created, received or maintained in the course of institutional business, protect the interests of faculty, employees, students and of the University, facilitate appropriate access to such documents and records, preserve the confidentiality of such records, as applicable, reduce the cost of record maintenance and to inform all faculty, employees and administrators of FMU of the standards, requirements and responsibilities for the management, retention and disposition of all records of the University. In compliance with the University’s record retention policy, academic records are maintained for 4 years after graduation or date of last attendance for admitted students. Student application records are maintained for four (4) years for those not admitted to a program in the School of Health Sciences. Students should be aware of the University’s policy on record retention provided here and available at <http://www.fmarion.edu/wp-content/uploads/2016/07/FMUFERPAPolicyStatement.pdf>

Enrolled students have access to their academic and clinical records at any time during their enrollment in the program. Written requests can be made to the student’s academic advisor. Upon graduation, the university’s Registrar’s Office maintains a permanent record of student transcripts and clinical clock hours. All MSLP students will have an Academic and Clinical Portfolio Record.

### **Satisfactory Academic Progress (SAP) Policy**

Satisfactory Academic Progress ensures students are able to complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Federal regulations mandate that all students are required to conform to SAP standards as they work towards a degree in order for them to qualify to receive financial assistance through all aspects of the FMU System, Eligible Title IV federal financial aid programs, including the

School of Health Science. Conformance to FMU's SAP policy ensures students complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards. Students should be aware of the University's policy on SAP provided here and available at <http://www.fmarion.edu/policies/#financialassistance>

### **FMU's Policy on Students with Disabilities**

The purpose of this policy is to reaffirm FMU's commitment to comply with the laws regarding equal opportunity for all qualified students with disabilities who have identified themselves to the University in a timely manner as individuals with a disability in all aspects of campus life. Students should be aware of the University's policy on students with disabilities provided here and available at <http://www.fmarion.edu/counselingandtesting/#disabilityservices>

FMU fully supports students personally with a breadth of services to address any goals, needs, special concerns or questions they may have. Whether of an academic, emotional, physical, social, spiritual or financial nature, we offer compassionate staff, valuable resources and supportive advice and counseling. Any student requiring accommodations due to a diagnosed disability or illness should make an appointment with Disability Services to provide the required documentation.

More information regarding the Eligibility for Accommodations process at FMU is available at: <http://www.fmarion.edu/counselingandtesting/#disabilityservices>

### **Statement of Non-Discrimination Policy**

It is the policy of the University that no person shall be denied admission to any education program or activity on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, religion, sex, color, national or ethnic origin, creed, age, disability, sexual orientation, gender, pregnancy, veteran status or any other any status or condition protected by applicable federal, state, or local law. Under Title IX, any educational institution receiving Federal financial assistance must notify the school community of its nondiscrimination policy and the name and contact information for its Title IX coordinator, and adopt and publish grievance procedures providing for the prompt and equitable resolution of sex discrimination complaints.

Every member of the FMU community should also be aware that it is the policy of the University to prohibit all forms of sexual and gender-based discrimination and misconduct, that such behavior violates both law and this Policy, that the University shall respond promptly and effectively to reports of violations of this Policy and shall take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this Policy.

The University is an Equal Educational and Employment Opportunity Institution. It is the policy of the University to provide equality of educational and employment opportunity for all persons regardless of as race, religion, sex, color, national or ethnic origin, creed, age, disability, sexual orientation, gender, pregnancy, veteran status or any other any status or condition protected by applicable federal, state, or local law - except where sex, age, or ability represent bona fide educational or employment qualifications. The University is committed to recruiting, employing, and promoting individuals based on job-related qualifications and to engage in good-faith efforts to achieve employment parity when necessary.

All policies of the University regarding admissions, employment and educational programs and activities are established and administered in conformity with applicable federal and state laws specifically including Title IX, Age Discrimination Act of 1975, Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder prohibiting practices or policies in admissions, education programs, or employment that are in any way discriminatory on the basis of sex, age and disability, respectively.

Students should be aware of the University's policy on non-discrimination provided here and available at:

<http://www.fmarion.edu/wpcontent/uploads/2016/07/AffirmativeActionEqualEmploymentOppor-tunityPolicy.pdf>

For further information or complaint procedures, contact the following individuals:

- Employees can contact Dr. Charlene Wages, Title IX Coordinator and ADA Compliance Coordinator, in Human Resources at (843) 661- 1114 or by email [cwages@fmarion.edu](mailto:cwages@fmarion.edu)
- 

Dr. Rebecca Lawson is the Director of Counseling and Testing and can be contacted at (843)661-1841 or by email at [rlawson@fmarion.edu](mailto:rlawson@fmarion.edu).

### **Sexual Harassment Policy**

FMU is committed to providing all students and employees an environment free from conduct constituting harassment and to discipline any student or employee who violates this policy. Students should be aware of the University's policy on sexual harassment provided here and available at [http://www.fmarion.edu/wpcontent/uploads/2016/07/Sexual\\_Harassment.pdf](http://www.fmarion.edu/wpcontent/uploads/2016/07/Sexual_Harassment.pdf)

### **Sexual Misconduct Policy**

Sexual misconduct refers to a broad category of sexual behaviors which violate state and federal laws. This policy applies to all forms of sexual misconduct, as defined by applicable laws and University policies, including but not limited to sex-based discrimination, sexual harassment, sexual assault, dating/relationship violence, and stalking by employees, students, or third parties. Students should be aware of the University's policy on sexual misconduct provided here and available in the *FMU Student Handbook* (current edition).

### **Policy for Alcohol and Drug Use Amnesty in Sexual Violence Cases**

During the Student Conduct process, amnesty may be provided to students who have experienced sexual misconduct or violent crimes and who may be hesitant to file a complaint because they fear that they themselves may be responsible for policy violations, such as underage drinking, at the time of the incident. In addition, bystanders, witnesses, and respondents may be granted amnesty during the Student Conduct Process in order to provide information with more accuracy. Educational options may be explored, but no conduct proceedings or additions to conduct records against these categories of students will occur.

### **Anti-Retaliation / Anti-Intimidation Policy**

Title IX and FMU strictly prohibit retaliation against and intimidation of any person because of his/her reporting an incident of sexual misconduct or participation in the University's process. The University will take strong disciplinary action in response to any retaliation or intimidation.

### **FMU Honor Code**

Academic integrity is essential in any educational endeavor and it is expected at all times from both students and faculty. By accepting admission to FMU, students commit to the ideals, ethics and conduct of their profession and of the institution. The FMU Honor Code outlines responsibilities and expected behaviors. Suspected violations of the FMU Honor Code are investigated in accordance with established Procedures as well as the guidelines of the relevant academic program and may lead to dismissal from the school. Students should be aware of the University's Honor Code provided here and available at <http://www.fmarion.edu/studentaffairs/#1498657090022-9bf4d719-663c>

View the Procedures for Addressing Violations of the FMU Honor Code at: <http://www.fmarion.edu/studentaffairs/#1498657090022-9bf4d719-663c>

Students in the MSLP program are required to sign a document to attest that they have read this policy and will abide by its principles. Signed documents will be placed in each student's file.

### **Policy on Professional Conduct in the Student-Student and Teacher-Student Relationship**

This policy outlines guidelines for the proper behavior of students and teachers within the University towards each other.

### **Drug-Free School and Campus Policy**

FMU recognizes its special responsibility to prevent the illicit use of drug or alcohol on University premises by faculty, students and employees. The effects of drug or alcohol dependency compromise work and academic performance as well as health care. This, therefore, is to advise that the University, in consultation with faculty, the Deans' offices and appropriate administration, has developed and adopted a Drug Prevention Program which reaffirms our policy regarding the use of drugs and alcohol and provides specific information in compliance with the Drug-Free Schools and Communities Act Amendments of 1989. Students should be aware of the University's policy on drug use provided here and available in the *FMU Student Handbook* (current edition).

### **Smoke-Free Policy Statement**

It is the policy of FMU to maintain a smoke-free environment at all of its owned and leased premises, including the inside and outside areas at Grasslands housing and dormitories, the outdoor enclosed work areas as provided herein, outdoor events sponsored by the University and in all vehicles owned and operated by the University. Students should be aware of the University's policy on smoking provided here and available in the *FMU Student Handbook* (current edition).

### **Policy for On Campus Student Sponsored Events Where Alcohol is Served**

Students are expected to know and follow all applicable state and federal laws and University policies and procedures. All on-campus student sponsored events where alcohol is served requires the prior approval of the Office of Student Affairs. Students should be aware of the University's policy on alcohol at on-campus, student sponsored events provided in the *FMU Student Handbook* (current edition).

## **E-mail Usage and E-mail Security**

It is the policy of FMU to:

1. Provide e-mail access to the users of the University network.
2. Prevent users from sending harassing, obscene or threatening e-mail messages to other users.
3. Secure e-mail from unauthorized access.
4. Provide users a method to post advertisements, commercial notices or inquiries such as “Items for Sale” or “Apartments for Rent” in public folders.

### ***Procedures***

#### **A. General**

1. E-mail users are prohibited from:
  - a. Engaging in forgery or in attempts to read mail of other users.
  - b. Sending harassing, obscene or threatening e-mail messages to other users.
  - c. Sending copyrighted materials via e-mail not within fair use guidelines or without prior permission from author or publisher.
  - d. Deleting or copying files (excluding the X: drive) on the University network.
2. Advertisements such as “Items for Sale” MAY NOT BE sent to any public group. These items may only be posted on Distribution Group – ADVERTISEMENTS.
3. All inquiries or notices, including commercial notices, such as: “Housing Wanted, “Jokes and Humor”, “Ride Sharing”, “Lost and Found”, etc. MAY NOT BE sent to any public group. These items must be posted in the Distribution Group – ANNOUNCEMENTS.
4. The users are advised to change their network password frequently and not to disclose their network password to others to protect their mailboxes from unauthorized access.
5. Users sending confidential messages via e-mail or Internet do so at their own risk since mail either way should not be considered secure.
6. Users should check their e-mail daily and delete unwanted messages since they take up disk space.
7. The e-mail system will automatically delete all messages, both read and unread, that are over 90 days old.
8. Users wanting to keep their messages for future reference should save their messages to their local hard disk drive, other back-up media or their X: drive. Note: The space on X: drive is limited to 100MB (megabytes) per user.

#### **B. Statement of enforcement**

1. Noncompliance with this Policy will result in the following actions:
  - a. First Offense: User will be warned by Campus Technology to abide by the University’s policies and procedures.
  - b. Second Offense: User’s access to e-mail will be disabled for a period of one week.
  - c. Third Offense: User’s access to e-mail will be disabled for a period of one month.
  - d. Any Offense Thereafter: User’s access to the

University network and e-mail will be disabled for a period of one year.

C. Exceptions

1. All exceptions to this Policy require a written authorization from the appropriate Dean or Vice President or designee and an approval from the Vice Provost, Administration and Finance.

***Responsibility***

- A. Students and individuals employed or affiliated with FMU who have access to the University network and e-mail are responsible to comply with the provisions of this policy.
- B. Campus Technology staff is responsible to provide advice and guidance with respect to the interpretation and administration of this policy.

Students should be aware of the University's policy on e-mail usage and security provided in the *FMU Student Handbook* (current edition).

**Name Change Policy**

All currently enrolled students, male or female, will be granted the opportunity to change their names on University records when they produce evidence showing the name change is official. A certified copy of a court order or a marriage certificate or a dissolution decree reflecting the new name in full is the evidence required to support an official name changes. Students are required to present documentation to the Office of the Registrar.

**Policy on Filming, Videotaping, Photography, and Visual or Audio Recordings**

It is the policy of FMU to require advance written permission from the Office of Public Relations prior to the taking, publication or dissemination of any photograph, film, videotape or recording of FMU buildings, facilities, property, student, faculty or employee. No commercial filming, videotaping, photography, or visual or audio recording is permitted without the express written permission of the Office of Public Relations. Permission for still photography (still or digital) will be granted only for the personal use of students, parents, alumni, faculty, staff and trustees of the University. Photography, videotaping or recording authorized by the University which is intended for public affairs purposes will be coordinated with the Office of Public Relations and in accordance with University policies. Similar photography, videotaping or other recordings which is intended for educational purposes will be coordinated by the Office of Student Affairs or the appropriate Dean for the University's schools, in consultation with the University's Office of Public Relations.

It is also the policy of FMU to prohibit the taking, publication or dissemination of any photograph, film, videotape, digital image or other visual or audio recording of any cadaver donated or otherwise provided to or by the University. These human remains are to be treated with respect for their humanity and gratitude for their contribution to the advancement of medical education; to act otherwise, served no educational or scientific purpose.

Furthermore, it is the policy of the University to prohibit the taking, publication or dissemination or other use of any photography, videotape, digital image or other visual or audio recording of any patient without prior written consent of such patient. This protects the privacy of patients and

is consistent with the Health Insurance Portability and Accountability Act (HIPAA) standards and codes.

### **Policy on Fund Raising by Students or Registered Student Organizations**

It is the policy of FMU to require prior written authorization by the Office of Student Affairs or appropriate Dean prior to any student or registered student organization undertaking a fund raising event for the benefit of a not-for-profit registered Charitable Organization, association, or cause. Such event must also comply with all University policies and procedures. Nothing in this policy limits the ability of an individual to make personal contributions. Students should be aware of the University's policy on fund raising provided here and in the *FMU Student Handbook* (current edition).

### **Policy on Campus Parking**

It is the policy of the University to offer vehicle parking to employees, contractors, volunteers, and visitors at no cost and to students on a fee basis subject to the requirements of this policy. The University assumes no liability for loss or damage to any vehicle or its contents nor liability for damage to persons or property for any parked or moving vehicle on campus. Students should be aware of the University's policy on campus parking provided here and available in the *FMU Student Handbook* (current edition).

## **FMU Academic Policies and Procedures**

### **Academic Regulations**

Academic regulations are located in the FMU Catalog and are updated on an annual basis. In the catalog you will find information on the following topics.

The full text of this information is available online at: <https://www.fmarion.edu/wp-content/uploads/2016/07/FMU-Catalog-2019-for-web.pdf>

#### **Enrollment Status**

- Student Category Definitions Transcripts and Release of Information Student Grade Reports
- System of Grades
- Calculating Grade Point Average Course Evaluations
- Incomplete Coursework
- Course Audit
- Student Withdrawal from a One or More Courses Withdrawal from the Program
- Repeating Courses
- Satisfactory Academic Progress
- Satisfactory Academic Progress and Good Academic Standing
- Students are required to maintain *Satisfactory Academic Progress* (SAP) towards a degree at all times.
- View this policy in online at: <http://www.fmarion.edu/policies/#financialassistance>
- Transfer of Credits
- Leave of Absence, Maintenance of Matriculation and Reapplication
- Change of Address
- Application to Graduate
- Comprehensive Exam Requirements

### **Student Grievance Procedure**

A student who believes that he or she has not received equitable treatment by a member of the faculty may register a formal grievance. Grievances concerning course grades are appropriate only when the grade constitutes one of a number of factors that, together, may represent a pattern of inequitable treatment of the student. In all cases, course instructors have final responsibility for assigning course grades.

The grievance will typically be submitted in writing to the appropriate Program Director. If the Program Director is the source of the grievance, the student will submit the grievance to the Dean. In either case, the written grievance must include the relevant facts surrounding the grievance and any supporting materials.

If the Program Director is not the subject of the grievance, he or she will take steps necessary to investigate details of the grievance. If the Program Director is the subject of the grievance, the Dean of the School Health Sciences will take all steps necessary to investigate details of the grievance. Such steps may include, but are not limited to, interviewing the student and faculty member, reviewing supporting documentation, and soliciting external, blinded review of materials by the individuals with appropriate expertise.

Within thirty (30) days of receipt of the written grievance, and after consideration of all available and relevant facts surrounding the grievance, the Program Director or Dean of the School of Health Sciences will propose a resolution to the grievance. The student may either accept the proffered resolution or appeal the decision. View the Student Grievance Procedures online at: <http://www.fmarion.edu/studentaffairs/#1498657712235-676ef864-0e78>.

### **Complaints Related to Accreditation Standards**

Students with concerns related to any aspect of the program's compliance with accreditation standards may at any time voice their concerns directly to the Council on Academic Accreditation (CAA). The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and include supporting data for the complaint. The CAA requires that the complainant exhaust all institutional grievance and review mechanisms before submitting a complaint to the CAA. Submissions should be addressed to:

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

Phone: (800) 498-2071  
Email: [accreditation@asha.org](mailto:accreditation@asha.org)  
Website: <http://caa.asha.org/>



## **MSLP Program Policies and Procedures Guiding Principles of the Program**

- Speech-Language Pathologists must acquire skills to fill an expanding role in health care settings.
- Academic and clinical training must be highly integrated.
- Foundations of clinical practice are rooted in medical, natural, and behavioral sciences.
- Faculty contributions to the knowledge base of the field enhance their effectiveness as educators.
- Speech-Language Pathologists must advocate for persons with communication disorders and their families.
- Speech-Language Pathologists must be prepared to address the health care needs of diverse populations.
- Continuing education is a professional responsibility.

## **Learning Outcomes**

Each student will acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist.

### **1. Professional Practice Competencies**

Student will demonstrate the following attributes and abilities:

- a. Accountability
- b. Integrity
- c. Effective Communication Skills
- d. Clinical Reasoning
- e. Evidence-Based Practice
- f. Concern for Individuals Served
- g. Cultural Competence
- h. Professional Duty
- i. Collaborative Practice

### **2. Foundations of Speech-Language Pathology Practice**

Student will demonstrate knowledge of the:

- a. discipline of human communication sciences and disorders;
- b. basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- c. ability to integrate information pertaining to normal and abnormal human development across the life span;
- d. nature of communication and swallowing processes in articulation;
  - i. fluency;
  - ii. voice and resonance, including respiration and phonation;
  - iii. receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
  - iv. hearing, including the impact on speech and language;
  - v. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);

- vi. cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
- vii. social aspects of communication (e.g., behavioral and social skills affecting communication);
- viii. augmentative and alternative communication.
- e. knowledge of the above elements includes each of the following: etiology of the disorders or differences;
  - i. characteristics of the disorders or differences;
  - ii. underlying anatomical and physiological characteristics of the disorder or differences;
  - iii. acoustic characteristics of the disorders or differences; psychological characteristics of the disorders or differences; developmental nature of disorders or differences;
  - iv. linguistic characteristics of the disorders or differences; cultural characteristics of the disorders or differences.

**3. Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences**

Students will demonstrate knowledge of:

- a. principles and methods of identification of communication and swallowing disorders and differences;
- b. principles and methods of prevention of communication and swallowing disorders.

**4. Evaluation of Speech, Language, and Swallowing Disorders and Differences**

Students will demonstrate knowledge and skills in assessment across the life span for disorders and differences associated with:

- a. articulation;
- b. fluency;
- c. voice and resonance, including respiration and phonation;
- d. receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- e. hearing, including the impact on speech and language;
- f. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- g. cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
- h. social aspects of communication (e.g., behavioral and social skills affecting communication);
- i. augmentative and alternative communication.

**5. Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms**

- a. Students will demonstrate knowledge and skills in assessment across the life span for disorders and differences associated with:
- b. articulation;
- c. fluency;

- d. voice and resonance, including respiration and phonation;
  - e. receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
  - f. hearing, including the impact on speech and language;
  - g. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
  - h. cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
  - i. social aspects of communication (e.g., behavioral and social skills affecting communication);
  - j. augmentative and alternative communication.
6. **General Knowledge and Skills Applicable to Professional Practice**  
Students will demonstrate:
- a. ethical conduct;
  - b. integration and application of knowledge of the interdependence of speech, language, and hearing;
  - c. engage in contemporary professional issues and advocacy; processes of clinical education and supervision;
  - d. professionalism and professional behavior in keeping with the expectations of the speech-language pathologist;
  - e. interaction skills and personal qualities, including counseling and collaboration; self-evaluation of effectiveness of practice.

*(Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology. Council on Academic Accreditation. Approved February 2016 – Effective August 1, 2017).*

### **Enrollment Requirements**

Registration in the graduate program is conditional upon completion of *all* FMU academic prerequisite course requirements set forth by the American Speech-Language-Hearing Association (ASHA) for certification and the FMU graduate program. These requirements are expected to be completed prior to the start of the graduate program.

### **Academic Prerequisites**

The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) requires that all applicants successfully completed the following courses before starting the program:

#### ***ASHA Requirements***

- **Biological Sciences – at least one (1) course** - Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
- **Physical Sciences - at least one (1) course** - Acceptable courses in physics or chemistry  
***Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied***

- **Social Sciences - at least 2 courses** - Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health.
- **Statistics Course- at least one (1) course** - Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.

***Speech-Language Pathology Program Requirements***

- A course in phonetics with phonetic transcription component.
- A course in anatomy and physiology of speech or speech/hearing. A course in child development/child language development.

All prerequisite courses must be satisfactorily completed prior to starting the program.

**Graduate Curriculum**

**Comprehensive Examination**

Students complete a comprehensive exam as a summative evaluation. Successful completion of this exam is a requirement for graduation. The examination has both a written and oral component designed to evaluate students' ability to apply knowledge and skills to develop a comprehensive assessment and treatment plan that reflects an appreciation for interdisciplinary care. The comprehensive exam uses a case-based approach to allow students to demonstrate the use of the evidence-base, critical and flexible thinking, and the capacity to integrate new learning in clinical decision-making. The exam is a full-day summative assessment with a written component (open source) and an oral component that typically takes place in the spring term of the second year of the graduate program. Student must pass both components of the exam.

**CALIPSO**

Clinical clock hours are tracked using CALIPSO is a commercial software program that is used to track student clock hours, evaluate student clinical performance evaluations, and store clinical documentation. This program stores this information securely while allowing the graduate student and the faculty access to important information. The student will learn how to use this software during the student orientation. The student is charged a fee each year for the use of CALIPSO. The student is responsible for entering clock hours and having the clinical supervisor review and sign these hours. The student can use CALIPSO to monitor progress in acquiring clock hours and competence in specific areas required for graduation. <https://www.calipsoclient.com/fmarion>.

**Comprehensive Portfolio**

The purpose of this portfolio is to provide an organized approach through which the student will demonstrate cumulative knowledge and professional skills acquired during the student's coursework and clinical experiences while enrolled in the MSLP program at Francis Marion University (FMU). The student portfolio serves several purposes:

1. The portfolio is an authentic method of assessing educational outcomes.
2. The portfolio documents the student's best practices and products.
3. The process allows for the active participation of the student in the assessment of learning.
4. The portfolio may be used by the student for job interviews and for other professional endeavors.

In addition to specific benefits to the students, the entire portfolio process enhances the MSLP program curriculum by ensuring that the courses are current, relevant, and responsive to state requirements as well as to current trends in education and national standards in speech language pathology. The student portfolio requirement reflects the commitment of FMU's MSLP program to authentic, formative assessment of academic and clinical skills needed by students to meet national certification standards in speech-language pathology as set forth by the American Speech-Language-Hearing Association (ASHA) as well as accreditation standards mandated by the Council on Academic Accreditation (CAA) of Audiologists and Speech-Language Pathologists of ASHA. The portfolio provides a tangible link between subject areas within the MSLP curriculum, thereby strengthening the knowledge and skills content of the MSLP curriculum and fostering partnerships between faculty members to ensure quality education to students enrolled in the MSLP program.

### **Academic Standing**

Students are required to maintain Satisfactory Academic Standing (SAT) toward a degree at all times across four components:

1. A grade point average (GPA) that meets or exceeds the defined graduation standard of 3.0 - A Satisfactory Grade Point Average for good academic standing is a B average as represented by an overall GPA of 3.00 or above.
2. Satisfactory completion of all clinical education requirements - Satisfactory completion of clinical education requirements requires students to achieve a passing grade or a GPA of 3.00 or above, depending on their program, in all clinical education requirements.
3. Adherence to the Honor Code in all settings (classroom, clinic, practicum sites, offices, & laboratories) - Adherence to professional conduct standards requires students to comply with the Honor Code and the applicable Professional Code of Ethics and/or Scope of Practice.
4. Timely fulfillment of degree requirements - Timely fulfillment of degree requirements requires completion of degree requirements within the stated time limits, maintenance of continuous enrollment and enrollment in the courses needed for graduation. MS, SLP – two (2) years (A year is defined as consecutive fall, spring, and summer semesters). Under extraordinary circumstances, an extension of time limits to fulfill degree requirements may be granted by the Dean upon recommendation of the Program Director.

A student who meets all components is said to be in Good Academic Standing. Students must be in good academic standing to continue their studies and receive a degree.

### **MSLP Procedures**

#### Academic and Clinical Intervention

Academic and clinical MSLP faculty are tasked with identifying students who need intervention. The student intervention procedure will be initiated by the MSLP program staff/faculty in collaboration with any student needing the intervention. Students in the MSLP Program experiencing difficulties may receive programmatic support as follows:

- A. Academic Aspects of the MSLP Program;
  - 1. Additional out of class support from MSLP faculty with appointment,
  - 2. Referral to the FMU Center for Academic Tutorials across disciplines,
  - 3. Referral to the FMU Writing Center, and
  - 4. Peer tutorials by students without undergraduate degrees in SLP.
  
- B. Clinical Aspects of the MSLP Program;
  - 1. Student clinicians needing remediation, mentoring and/or additional coaching will be exposed to facilitative learning experiences designed to help improve their clinical skills (e.g. modeling, coaching, scaffolding, articulation, reflections, and exploration),
  - 2. Other Methods Used to Help Students Improve Clinical Skills,
    - a. Simulation training for speech-language and hearing screenings,
    - b. Standardized Patient (SP), and
    - c. Simulated grand rounds.

Academic Warning: A student will be placed in warning status if the overall GPA falls between 2.70 and 3.0 at the end of the first fall semester. Students on academic warning status will not be allowed to continue in practicum during the warning period.

Any student who pass a course with a grade of C or C- or who do not demonstrate mastery of course-related knowledge and skills will be required to successfully complete an academic remediation plan. The plan will be developed by the faculty member and student.

A student who has been placed into warning status will be notified by mail. This letter will instruct the student to consult with the Program Director to determine what steps must be taken to regain good academic standing. The student will be required to consult with his/her Program Director for appropriate course selections or other strategies to rectify their academic deficiency. The student may continue to receive Title IV aid.

Academic Probation: A student will be placed on academic probation if the overall GPA falls below 2.70 at the end of the first fall semester or if the overall GPA falls below 3.0 at the end of the first spring, first summer, or second fall semesters. Students on academic probation will not be allowed to continue in practicum during the probation period and will be required to successfully complete an academic remediation plan. The plan will be developed by the faculty member(s) and student and approved by the department chair. Students on academic probation at the end of first spring, first summer, or second fall semesters may be dismissed from the program.

A student placed on academic probation will be notified by the Dean by mail. This letter will instruct the student to consult with his/her academic advisor to determine what steps must be taken to regain good academic standing. The student will be required to consult with his/her academic advisor for appropriate course selections or other strategies to rectify their academic deficiency.

Clinical Probation: Students are enrolled in clinical practicum each semester and are expected to progress through their clinical work meeting or exceeding minimum performance levels for

successive clinical placements to include attainment of the expected level of accomplishment in “Fundamental Capabilities” for speech-language pathology, as defined in the Speech-Language Pathology Student Handbook.

The grading scale for clinical practicum is A, A-, B+, B, and F. A successful clinical practicum experience is defined as completion of fifteen (15) hours with a grade of B or higher. Students who receive a grade of F in a clinical practicum will be placed on probation and will be required to repeat the practicum. Students on clinical probation will be required to successfully complete a Clinic Remediation Plan. The plan will be written to provide specific goals and objectives for clinical knowledge and skills that must be demonstrated during the remediation semester. The formal plan will be developed with the clinical education director, appropriate clinical educator(s), and the student and approved by the department chair. The grading standards will be the same as in a regular practicum. If, at the end of the repeated practicum, the student receives an F or below, that student will be dismissed from the program.

A student placed on clinical probation will be notified by the Dean by mail. This letter will instruct the student to consult with his/her academic advisor to determine what steps must be taken to regain good academic standing. The student will be required to consult with his/her Program Director or academic advisor for appropriate course selections or other strategies to rectify their academic deficiency.

A student will not be certified for graduation from the program if, in the opinion of the faculty, that student does not demonstrate acceptable clinical skills. The student may be permitted to enroll in one (1) additional clinical practicum in order to demonstrate a level of clinical knowledge and skills acceptable to the faculty. Failure to demonstrate acceptable clinical knowledge and skills during the additional practicum experience will result in dismissal from the program.

Any student placed on academic or clinical probation may continue to receive Title IV aid for the first such semester or payment period while in this status. Students who remain in probation status for subsequent semesters, however, will not be eligible to receive Title IV aid for those subsequent semesters or payment periods. Reclassification to warning status during the probation period may be considered as a sign of adequate progress towards restoration of good academic standing, as outlined in the terms of the individual student’s probation, and will restore the student’s eligibility for Title IV aid dependent upon other factors such as financial need and enrollment status.

Dismissal: If a student fails a required course in the speech-language pathology curriculum, he or she will be dismissed from the program unless able to demonstrate that the failure was not part of a pattern of poor academic performance in academic courses. If allowed to continue (by approval of the faculty of the MSLP program), the student may be granted a one-year leave of absence, subject to approval by the academic advisor, and resume the program the next time the failed course is offered. If the leave of absence is approved, the student will, upon returning, enroll in only the previously failed course and will be considered to be in academic probation status (see above). The student will not participate in clinical activities while remediating the failed course. The student will not be eligible to graduate until the clinical experience deficit is made-up. If a

student fails a second, different course after successfully completing a course remediation, that student will be dismissed from the program. If a student fails two (2) or more courses in a semester, that student will be dismissed from the program. This includes academic coursework as well as clinical practicum. Students who fail a repeated clinical practicum (grade of F) will be dismissed from the program.

Any student who has been dismissed will be notified by mail. The letter will advise the student of the right to appeal and the deadline for submitting a request for an appeal. Dismissal will become effective four weeks from the date of the letter. A student who is dismissed will not be readmitted.

Frequency of Monitoring: Academic and clinical progress is reviewed by the academic advisor and the SLP Admission Committee members, documented and reported to the Dean at a minimum at the end of each semester in which the student is enrolled, or upon a student's returning from leave of absence.

Appeal: Any appeal of dismissal should be directed to the Program Director and must be post-marked no later than ten (10) business days after the date of the dismissal letter. The appeal must be in writing and must detail the basis for challenging the finding of facts and/or the sanctions imposed. The Program Director will submit the appeal letter to the SLP Student Affairs and Progression Committee (SPAC) chair within ten (10) business days of the receipt of the appeal letter to review all material. The student shall be notified of the date, time and place of the Committee meeting at which the student shall have the right to appear. Legal representation is not permitted at this meeting. In the event that the student fails to attend without cause, the Committee shall proceed in his/her absence. The Committee will present its findings and recommendation to the and will notify the student about the outcome of the appeal within ten (10) business days of the meeting, with a copy of the notification letter to the Dean. The student shall have the right to appeal the decision of the Committee by submitting a letter directly to the Dean within ten (10) business days of receipt of the decision of the Committee. The Dean shall review all of the relevant material and issue his decision within ten (10) business days from the date of receipt of the student's letter. This resolution is final.

## **Complaints**

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

The MSLP Program Director will review grievances and complaints to assess their impact with compliance with CAA accreditation standards. While students may elect to file a complaint with CAA without program input, grievances or complaints that are referred from the program on behalf of students must meet the following criteria:

A grievance or complaint must meet the following criteria to be considered for referral to the CAA:

1. Clear identification of a problem with the program and/or university's adherence to CAA standards.



2. Cite specific CAA standards or criteria that may be violated and provide substantial evidence of the violation. Such evidence must state relevant and probable facts beyond general allegations.
3. Demonstrate that serious effort has been made to pursue grievance or complaint procedures provided within the institution.
4. Be submitted formally through the mail with full disclosures about who is lodging the complaint, why, and what the person is seeking as resolution.
5. Include a summary of the resolution the person complaining is seeking.
6. Be submitted within 30 days with appropriate contact information.

### **Academic Advising**

Students are assigned to an Academic Advisor during *Orientation Week*. Academic advisors will meet with their advisees at least twice per semester and as often as necessary. Academic advisors will complete a *Plan of Study* during the first scheduled advising meeting. The *Plan of Study* should be signed by the student and advisor; the original added to the student academic file and a copy provided to the student. The plan will be updated, as needed. Documentation of advising meetings will be completed using a *Student Advising Form* for inclusion in the student academic file at the end of each semester.

In addition, group advising sessions may be scheduled to review various policies, procedures and topics that are pertinent to the graduate cohort.

### **Academic and Clinical Remediation**

The Speech-Language Pathology program is committed to students acquiring the knowledge and skills needed to be effective speech-language pathologists. For academic and clinical practicum courses, this is intended to ensure that students (1) master the totality of course content, (2) demonstrate mastery of competencies associated with particular courses, (3) fully understand what it means to behave in an ethical and professional manner, and (4) are not surprised by a substandard grade at the end of the term. To achieve these goals: any time a student achieves a grade of below 80% on any assignment, paper, quiz, exam, or project within a particular course or fails to demonstrate a competency required for an academic or clinical course, the student should initiate a meeting to discuss the situation with the course instructor. Such discussions will generally be held in person. Such discussions will also generally be noted in the student's school file. Discussions with students (again generally to be held in person) may also be initiated by the course instructor/clinical educator for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, or disruptive or other unprofessional behavior either in or outside of class or clinic. Such discussions will be documented in the student's academic file. Regardless of the reason, the goal of these discussions will generally be to help the student to resolve the situation (e.g., to allow them to demonstrate mastery of the particular course content or competency involved; to help them modify their behavior). This will often include the development of a course-specific remediation plan. For course content or competency-related issues, course-specific remediation plans may include (but need not be limited to) retaking the course, retaking relevant portions of an exam, taking an alternative exam, redoing a project in whole or in part, completing a competency-assessment activity or

demonstrating competency in clinical performance. The completion of such plans will not generally change the student's grade on the exam or project or the final grade in the course. In cases of behavior issues, course specific remediation plans may include (but need not be limited to) set expectations for student behavior, referral to the academic advisor referral for evaluation of violations of the FMU Honor Code, or referral to the Office of the Provost. Any time such a remediation plan is initiated, it will be generated by the instructor, advisor, and communicated in writing to the student. The plan will include a written statement of the knowledge or skill area requiring remediation, a brief description of the remediation action plan (any work, assignments or evaluations required) and deadlines for completion. Failure to complete any remediation plan successfully or any pattern of concerns across courses may lead to the initiation of a formal review based on the SHSP Satisfactory Academic Progress Policy.

### **Student Support Committee**

A formal referral to the Student Support Committee is made when students may require additional support beyond what is provided by an instructor generated academic or clinical remediation plan.

**Committee Charge:** to provide on-going direction for students in remediation for academic and/or clinical deficiencies.

### ***Identification of students***

Academic and clinical faculty will identify students not meeting academic standards and/or not achieving clinical proficiency as outlined by an existing remediation plan. The remediation plan will be developed detailing the expectations for student performance. This plan may reflect a negotiated compromise to balance the needs of the student with the availability and needs of the faculty. Student will sign off on plan.

The academic advisor and student will meet with student bi-weekly to monitor and document progress on plan. For students receiving services from the Office of University Academic Support Programs, documentation will be made available to them for purposes of continuity. Documentation for other identified students will be managed internally by the department.

## **Section Three: Professional Conduct**

### **Respect**

Respect for others is essential in therapeutic and professional relationships. The Speech-Language Pathology program recognizes that students, staff, faculty, and clients each bring individual cultural experiences, belief systems, and biases. In all interactions, members of the Speech-Language Pathology program are expected to demonstrate respect for others and uphold the University policy of nondiscrimination.

### **Attitude**

Students are expected to possess and demonstrate personal qualities of honesty, dedication, responsibility, flexibility, compassion, sensitivity to differences and diversity, inclusiveness, and a positive outlook. Students are expected to: treat faculty, clients, clinical educators, staff, and peers with respect; display a willingness to learn; be able to accept constructive feedback; be punctual; and, be respectful of others in the classroom learning environment.

### **Attendance**

Students are expected to attend all scheduled classes, labs, clinics, and mandatory program-related meetings (e.g., orientation), unless excused in advance by the instructor. Absences and tardiness may negatively impact demonstration of required competencies and professionalism, including grades assigned in academic or clinical courses.

### **Ability to Work Independently & Demonstrate Learning Outcomes Individually**

Students are expected to initiate and pursue study independently and to accept responsibility for their own learning. All assessments of student knowledge and skill must be the student's own work unless group submission is specified by the instructor. Prior to submission, it is each student's responsibility to seek clarification about whether projects or assessments are expected to be completed individually or may be completed collaboratively. Under no circumstances may a student share their Patriot Portal log in credentials with another student or provide access to another student to online learning or assessment platforms (e.g., Blackboard).

### **Ability to Work with Others**

Students are expected to cooperate, participate, share information, and show respect for fellow students and colleagues when learning. When group projects or assessments are assigned it is expected that each member of the group will contribute as an active and respectful collaborator.

### **Appearance and Dress**

Students are expected to display a confident and mature professional demeanor and to observe professional guidelines for cleanliness and appropriate dress at all times. See also expectations for professional appearance required in all clinical settings.

### **Citizenship**

Students are expected to demonstrate the attributes expected of a professional in all interactions within the MSLP program and when representing the program in the community. Students are

expected to uphold the university's non-discrimination policy at all times. As future professionals it is expected that throughout their enrollment students will adhere to city, state, and federal laws and regulations. Any student convicted of a misdemeanor or felony during their enrollment will be evaluated under the FMU Honor Code.

### **Use of Social Media**

The MSLP program recognizes that social networking websites and applications are important and frequently used means of communication, collaboration, and networking. As future professionals, students are strongly advised to consider that, regardless of privacy settings, all information on social networking web sites may be viewed by clients, clients' family members, colleagues, and current and prospective employers. Students are advised against accepting social media connections with clients and members of the clients' families.

The following actions are strictly forbidden and will result in evaluation under the FMU Honor Code and typically will lead to dismissal from the program.

Any unauthorized release of client information protected by Health Insurance Portability and Accountability Act (HIPAA) or the Family Educational Rights and Privacy Act (FERPA) including but not limited to:

- Revealing the personal health or educational information of other persons, and this includes any identifying information including name, date of birth, age, diagnosis, gender, gender identity, race, ethnicity, contact information or clinic identity numbers, any images of the individual, or any other means through which an individual could be identified.
- Conveying private (protected) academic information of clients seen in educational settings or those of another student in the Speech-Language Pathology Program, including but not limited to: course, exam, or assignment grades; narrative evaluations; adverse academic actions; professional behavior checklists or contracts; or clinical performance evaluations to any party within or outside the program.

Any misrepresentation of role or credentials including but not limited to:

- When posting information on social network sites, presenting themselves as an official representative or spokesperson for FMU, the Program, or any affiliate organization;
- inflating or misrepresenting academic or clinical credentials in on-line or face-to-face environments;
- Representing themselves as another person, real or fictitious, or otherwise attempt to obscure their identity as a means to circumvent the prohibitions included in this handbook.

Any threat or implication of threat to others including, but not limited to:

- Threatening or presenting statements that imply threats to anyone including but not limited to fellow students, faculty, peers, staff, clients, caregivers, clinical supervisors, or groups of individuals such as linguistic or cultural groups.

Additionally, the actions listed below may be considered a violation of Honor Code and will result in evaluation under the Honor Code.

- Posting or sharing of statements or photographs that imply disrespect for any person, group of persons, or identities as included in the University nondiscrimination policy or its equivalent.
- Displays of information including personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
- Displays of personal engagement in illegal activities including use of illegal recreational drugs.
- Posting of potentially bullying, inflammatory, discriminatory, threatening, or unflattering material on another individual's social media site.

## **Section Four: Student Resources**

### **Student Health Services**

Student Health Services at FMU employs a full-time nurse practitioner. Student Health Services provides acute care, health and wellness programs, birth control, sexually transmitted infection (STI) assessments, and assistance with mental health issues for FMU students, staff, and faculty on an appointment basis. There are no fees to be seen, but fees are incurred if off-site laboratory testing or additional diagnostic tests are necessary. Students may be referred to another healthcare provider as needed. Students are responsible for all fees incurred from referrals and diagnostic testing.

Student Health Services work closely with the FMU Counseling Center to meet the various mental health needs of students. Student Health Services also offers a part-time nurse practitioner who specializes in women's health. She is available one afternoon a week. Please call (843) 661-1844 to schedule an appointment to be seen. Student Health Services works to enhance the educational process by utilizing every opportunity to promote lifelong health through review of social history, habits and health history.

### **Staff:**

Sharon Walters, APRN  
Manager of Student Health Services  
Phone: (843) 661-1843  
E-mail: [swalters@fmaion.edu](mailto:swalters@fmaion.edu)

Paul DeMarco, MD  
University Physician  
Phone: (843) 661-1413  
E-mail: [pdemarco@fmarion.edu](mailto:pdemarco@fmarion.edu)

### **Mailing Address:**

FMU  
Student Health Service  
PO Box 100547  
Florence, SC 29502

### **Student Health Services Hours:**

The hours of operation are 8:30 am – 12:30 pm and 1:30 pm – 4:30 pm Monday through Friday when the University is open.

**Main Phone Number:** (843) 661-1844

**After hours:**

If you need medical attention after 4:30 p.m. the following healthcare services are available to you:

- **McLeod Regional Medical Center**  
**Address:** 555 East Cheves Street Florence, SC 29506  
**Hours:** Open 24 hours  
**Phone:** (843) 777-2000
  
- **Carolinas Hospital System**  
**Address:** 805 Pamplico Highway Florence, SC 29505  
**Hours:** Open 24 hours  
**Phone:** (843) 674-5000
  
- **McLeod Urgent Care Center**  
**Address:** 3015 West Palmetto Street Florence, SC 29501  
**Hours:** 8:00 A.M. to 8:00 P.M. Monday-Friday; 9:00 A.M. to 4:00 P.M. Saturday
  
- **Doctors Care**  
**Address:** 2410 Hoffmeyer Road Florence, SC 29501 & 2200 South Irby Street Florence, SC 29505  
**Hours:** 8:00 A.M. to 8:00 P.M. Monday-Friday; 9:00 A.M. to 5:00 P.M. Saturday; 9:00 A.M. to 5:00 P.M. Sunday  
**Phone:** (843) 662- 8182
  
- **Wal-Mart Care Clinic**  
**Address:** 230 North Beltline Drive, Florence, SC 29501  
**Hours:** 8:00 A.M. to 8:00 P.M. Monday-Friday; 8:00 A.M. to 5:00 P.M. Saturday; 10:00 A.M. to 6:00 P.M. Sunday  
**Phone:** (843) 773-3016

**Immunization Policy**

Documented evidence of delivery of immunization or blood titers for the following immunizations must be reported to the FMU Student Health Services by August 1 for fall starts. Students must sign a release of records form. This form's authorization is limited to verification of health screening and immunization records only and allows the Director of Clinical Services to proceed with clinical experience placements for students in adherence with agreements with agencies and facilities. Student should be aware that specific sites may have health clearance requirements beyond those required by the University; participation at those sites require that students submit to additional health clearance requirements at their own expense.

**Requirements**

1. ***History and Physical***  
Completed by student and healthcare provider.
2. ***Tuberculosis Screening***  
A tuberculin skin test (TST or interferon gamma release assay QuantiFERONr.-TB) within one year is required. If either is positive (TST>10mm induration): Chest x-ray performed after the test was known to be positive is required; Provide any dates of tuberculosis treatment.

3. ***Measles, Mumps, Rubella (MMR)***  
Beginning on or after the first birthday, two measles (at least 28 days apart), one mumps and one rubella vaccination OR lab documentation of positive IgG antibody to measles, mumps, rubella.
4. ***Hepatitis B virus (HBV)***  
Documentation of a full series (three (3) HBV vaccinations PLUS positive HBV surface antibody that is a qualitative result. HBV vaccine non responders must begin a revaccination series or provide laboratory documentation of prior HBV infection.
5. ***Varicella (Chickenpox)***  
Documentation of two varicella vaccinations OR laboratory documentation of positive IGG antibody to varicella.
6. ***Tetanus-Diphtheria-Pertussis***  
Documentation of a booster within ten years. One booster as an adult is to include a cellular pertussis (Tdap), instead of tetanus-diphtheria (Td) alone.
7. ***Polio Vaccine***  
Documentation of the last polio booster.
8. ***Meningococcal Vaccine ACWY***  
Meningococcal vaccination is recommended (especially for anyone living in a dormitory) but not required. Students are required to complete a form indicating vaccine receipt or declination.

In addition, the following immunizations are required by FMU and may be required by specific clinical sites:

1. ***Annual influenza (flu) vaccine***  
Students should retain a copy of their immunization records and health form and support documentation of updates to Student Health Services. Students should also note that clinical placement sites (and future employers) may require evidence of immunization and may require other immunizations in addition to those listed above.

### **Injury Occurring During the Course of Any Learning Experience (Revised 11-6-18)**

In the event that a student acquires an injury and/or a needle stick during a learning experience (classroom, skills laboratory, simulation laboratory, healthcare organization, or extramural learning experience) the following procedure should be followed:

1. Wash the affected area immediately with soap and water if the injury is a needle stick.
2. Report the incident to your supervising faculty or preceptor immediately.
3. Contact CompEndium (FMU's worker compensation plan at 877-709-2667) prior to seeking medical care unless immediate medical attention is needed.
4. Students should seek medical care as they deem necessary.
5. CompEndium makes the decision, not FMU, about claim payment.
6. All students are to have healthcare insurance.

### **Policy on Students Infected with Blood-borne Pathogens**

It is the policy of FMU) to have standardized procedures for the management of students infected with blood borne pathogens because of the history of the potential risk of provider-to-patient transmission of blood borne pathogens.

#### **Purpose**

To define the procedures for the management of students infected with blood borne pathogens.



## **Definitions**

Blood borne pathogen: Blood borne pathogen is a microorganism in the blood that can cause illness in humans. For this policy, blood borne pathogens are limited to human immunodeficiency virus (HIV-1), hepatitis C virus (HCV) and hepatitis B virus (HBV).

Standard Precautions: Infection prevention guidelines by the Centers for Disease Control and Prevention (CDC) based on the principle that all blood, body fluids, secretions (except sweat), excretions, non-intact skin and mucous membranes may contain transmissible infectious agents (ref 1). Standard precautions define a set of practices for hand hygiene, safe injection practices and use of gloves, gown, mask, eye protection or face shield depending upon anticipated exposure.

Provider to patient transmission risk: The risk that an infection will be acquired by a patient due to transmission of a pathogen from a health care provider. For blood borne pathogens, this risk depends upon 3 conditions: (a) the health care provider must have sufficient virus circulating in their bloodstream, (b) the health care provider must have an injury (e.g. puncture wound) or condition (e.g. non intact skin) that allows exposure of his/her blood to other infectious body fluids, (c) the provider's blood or infectious body fluid must come in direct contact with a patient's wound, traumatized tissue, mucous membrane, or similar portal of entry during an exposure-prone procedure (ref 2).

Exposure prone procedures: Procedures known or likely to pose an increased risk of percutaneous injury to a healthcare provider and thus pose a risk of blood borne virus transmission. Procedures have been classified as Category 1: minimal risk of blood-borne virus transmission; Category 2: procedures in which blood-borne virus transmission is theoretically possible but unlikely; Category 3: procedures in which there is a definite risk of blood-borne virus transmission (ref 3).

## **Related Policies**

FMU Policy on Students with Disabilities

### **Procedure(s)**

1. Mandatory Infection Prevention and Control Training:
  - a. Before working with patients, all medical students must complete course work or training in infection control practices in accordance with SC DOH Public Health Law 239 (ref 4). The course must be a South Carolina State Education Department approved syllabus and course provider.
  - b. The requirement above (section 1 a) is particularly relevant to this policy because appropriate use of Standard Precautions and Infection Prevention practices is considered adequate to prevent transmission of blood borne pathogens from health care workers infected with blood borne pathogens. Situations requiring additional measures are detailed below in section 3.
2. Students identified with HIV-1, HCV or HBV:
  - a. In accordance with SC DOH policy (3), mandatory screening of healthcare
  - b. personnel for blood borne pathogens is not recommended.
  - c. Students may be identified as infected with HIV-1, HCV or HBV through disclosure in the medical history.
  - d. As part of the medical and vaccination history, all students are required to show documented immunity to HBV or to receive HBV vaccination. Students without serologic immunity to HBV who have received HBV vaccination are given a

second series of HBV vaccination or evaluated for chronic HBV infection, in accordance with CDC guidelines (ref 5).

- e. In the event of a possible exposure, students are tested for HIV-1, HCV and HBV infection in accordance with the SC State Blood and Body Fluid Exposure (Needlestick) policy.
  - f. Students may request voluntary testing for HIV-1 HCV and HBV infection at any time and are encouraged to seek testing if there is any potential exposure to a blood borne pathogen.
  - g. Students may disclose the presence of HIV-I, HCV or HBV infection to an Associate Dean of Student Affairs. In such a case, the student is informed that the information will be disclosed to Health Services for further evaluation and management.
3. Management of Students Infected with HIV-1, HCV or HBV:

Role of Health Services

- a. Health Services will advise the student to have a viral load performed and, in the case of HBV infection, a Hepatitis e Antigen and Hepatitis e Antibody.
- b. The student will be referred to an Infectious Diseases physician for ongoing management of HIV-1, HCV, or HBV or to a hepatologist for management of HCV, HBV if the student is not already under the care of such a provider.
- c. In accordance with South Carolina law, the infection will be reported as required by the Communicable Disease Reporting Requirements (ref 7).
- d. The student will be advised to have a viral load performed every six months, to monitor the status of potential infectivity, in accordance with national guidelines (ref 2, 3).
- e. Health Services will provide the student with a copy of the current South Carolina policy statement (ref 6) and guidelines from the CDC (ref 2) and the Society of Health Care Epidemiologists of America (SHEA) (ref 3) regarding serial viral load tests and potential practice restrictions. In summary the current guidance is:
  - i. In accordance with the South Carolina, HIV-1, HCV or HBV infection alone does not justify limiting a healthcare worker's professional duties (ref 6).
  - ii. Restriction of a healthcare worker's professional duties due to infection with HIV-1, HCV, or HBV infection is recommended based upon a viral load consistent with an increased risk of transmission, the performance of exposure-prone procedures, and other factors that may increase the risk of provider-to patient transmission such as poor infection control technique, exudative skin lesions, lack of adherence to proper technique, mental confusion, or a prior incident of transmission of a blood borne pathogen to a patient (ref 2,3,6).
- f. Health Services will inform the student that there is a professional and ethical obligation to evaluate how the presence of a chronic HIV-1, HCV or HBV infection may affect clinical training, the care of patients and future career choice.
  - i. Health Services will inform the student that all cases of students with HIV-1, HCV or HBV infection are disclosed to the Senior Associate Dean for Student Affairs in a de-identified manner. Disclosure of a de-identified student will lead to convening an Expert Review Panel. The

responsibilities of the Expert Review Panel is to review the viral load results and general clinical responsibilities of the student to determine if there is a need for any clinical practice modification or restriction, in accordance with published guidelines (ref 2,3).

- ii. If the Expert Review Panel determines that a student will need a restriction of clinical activity, Health Services will inform the student of the need to disclose the student's name to the Senior Associate Dean for Student Affairs and will be required to submit an application for accommodations in accordance with the FMU Policy on Students with Disabilities.
- iii. Students with a chronic blood-borne infection are required to seek career counseling. This process can be initiated when the student discloses the presence of HIV, HCV or HBV infection to the Senior Associate Dean for Student Affairs.

Role of Student Affairs, School of Health Sciences:

- a. To assist with provision of a clear understanding of the current state SC policy and national guidelines regarding health care workers with HIV-1, HCV, or HBV infection.
  - b. To convene an Expert Review Panel to review de-identified information regarding the student's viral load or other markers or clinical conditions indicative of infectivity and the clinical activities of the student. Members of such a panel may include, but are not limited to, persons who perform exposure prone procedures, contact personnel in particular clinical departments that perform exposure prone procedures, an Infection Control expert, an Infectious Diseases physician, a hepatologist, Health Services.
  - c. To provide appropriate career counseling and to provide guidance for any potential impact on clinical training in accordance with current guidelines.
  - d. General recommendations regarding participation in clinical activities:
    - i. Students should not be prohibited from participating in patient care activities solely on the basis of HIV-1, HCV or HBV infection.
    - ii. Restriction of a clinical activity may be required based upon high viral load in situations of exposure prone procedures.
    - iii. A documented lack of adherence to Standard Precautions may lead to a restriction in clinical activity.
  - e. On a cases by case basis, when needed, advise the student regarding the FMU Policy on Students with Disabilities.
4. Responsibilities of the Student with HIV- I HCV or HBV infection:
- a. To inform Health Services of the presence of HIV-1, HCV or HBV infection.
  - b. To complete the tests recommended by Health Services for further evaluation of HIV-1, HCV, or HBV infection. In the case of a blood or body fluid exposure, to complete the tests as outlined in the FMU Blood and Body Fluid Exposure (Needle stick) policy.
  - c. To seek appropriate career counseling.
  - d. To meet with the Senior Associate Dean for Student Affairs if the Expert Review Panel determines any restriction of clinical activity is needed.
  - e. To comply with any modification or restriction of clinical activity.

## References

### LCME Standard 12.8: Student Exposure Policies / Procedures

A medical school has policies in place that effectively address medical student exposure to infectious and environmental hazards, including:

- The education of medical students about methods of prevention.
- The procedures for care and treatment after exposure, including a definition of financial responsibility.
- The effects of infectious and environmental disease or disability on medical student learning activities.

All registered medical students (including visiting students) are informed of these policies before undertaking any educational activities that would place them at risk.

## Student Health Insurance

While FMU does not have a preferred insurance carrier, students may acquire insurance from the following vendors and services, depending upon their needs and requirements. International Students are required to maintain certain levels of insurance coverage as indicated below.

General health insurance may be purchased through the national Health Insurance Marketplace at: [www.healthcare.gov](http://www.healthcare.gov). Students should explore their options carefully as coverage, premiums, and eligibility varies.

## International Student Health Insurance

Francis Marion requires all international students to carry health insurance for the duration of their stay which meets the below minimum requirements:

### *Students with a J-1 Visa*

- At least \$100k per person per accident/illness
- \$25k for repatriation coverage
- \$50k for medical evaluation coverage
- Medical deductible not to exceed \$500 per accident/illness.

### *Students with a F-1 Visa*

- \$100,000 or greater major medical benefit (per accident or injury).
- \$25,000 repatriation benefit.
- \$50,000 medical evacuation benefit (to his or her home country).
- Medical deductible not to exceed \$500 (per accident or illness).

If an international student has insurance that meets these requirements, they must submit a copy of the policy coverage and proof of validity (in English). Students may acquire insurance coverage from the following vendors:

- Pearce and Pearce
- U.S. Government Health Insurance Marketplace ([www.healthcare.gov](http://www.healthcare.gov))
- ISO Med (<http://www.isoa.org/>)
- US NetCare (<http://www.usnetcare.com/>)
- Compass Benefits Group  
([http://www.compassbenefit.com/international\\_student\\_medical\\_insurance.html](http://www.compassbenefit.com/international_student_medical_insurance.html))
- The Harbour Group (<http://www.hginsurance.com/>)
- HTH Worldwide ([http://www.hthtravelinsurance.com/students\\_plans.cfm](http://www.hthtravelinsurance.com/students_plans.cfm))

**Dental Program**

FMU does not provide dental insurance coverage for students nor does it require students to be covered under a dental insurance plan. However, the University recognizes that dental health is important to individual wellbeing and therefore encourages students to obtain coverage for themselves and their families. Please note that dental insurance premiums are the responsibility of the individual student and must be paid directly by the student. Dental insurance premiums may not be billed to a student's account.

**FMU Library**

The FMU Library and its health sciences holdings serves all faculty, students, employees, and residents of the Francis Marion Community.

**Locations:** The main FMU Library, the James A. Rogers Library is located on the main campus of FMU near the Smith University Center. The MSLP program holds a collection of books and resources that are in the early phase of development.

**Contact:** Mailing address: James A. Rogers Library| 4822 E Palmetto St| Florence, SC 29506  
Phone: 843-661-1900|

**Consortia:** The FMU Library is connected to the branches of the University of South Carolina Medical Library in Columbia, SC and Charleston, SC and the National Network of Libraries of Medicine (NN/LM). The Library actively participates in the Online Computer Library Center (OCLC) global network and remains a full member of South Carolina Library Network Cooperative. Loansome Doc use is promoted and encouraged.

Your student ID acts as your library card. It serves as proof that you are a registered user of the FMU Library. It is a sticker and should be appended to your FMU ID card as appropriate. The barcode itself is used for checking out physical library materials and to authenticate your access electronic or remote.

All FMU users are expected to show the appropriate ID and to follow all Library policies and procedures. Acceptance of a barcode assumes users understand and accept the terms of use including: timely return of materials, payment of fines and fees, appropriate use of electronic resources, and adherence to the HSL copyright policy. Privileges are not transferrable and may be suspended due to misuse, illegal use or other action deemed unprofessional or unethical per the FMU Honor Code.

The JARL is not open to the general public. Individuals may arrange for onsite access and/or borrowing through special memberships from your local library. As a designated Resource Library in the National Network of Libraries of Medicine (NN/LM) and OCLC, the JARL provides fee-based document delivery services via fax, electronic and regular mail. Please contact the library at 843-661-1900 for more information.

## Library Access Policy

FULL PRIVILEGES: Includes onsite, circulation, remote access, electronic and borrowing privileges. Eligible users are defined as follows:

- **Faculty** – Eligible if included on the current faculty listings provided by the dean’s offices in the School of Health Sciences. All adjunct or voluntary faculty must be verified by the appropriate dean’s office.
- **Employee** – Eligible if employed by FMU, wearing a FMU ID card, and can be verified by FMU Human Resources.
- **Student** – Eligible if identified by an FMU ID, PeopleSoft, or verified by the Registrar’s listing, cancelled check or current receipt.
- **Graduate Assistant/Fellows** – Eligible if the trainee is in an FMU sponsored Health Sciences Graduate Assistant and is listed in the database. All GA’s/fellows must have both an authorized program director’s signature and an FMU account number as part of their registration information.
- **Preceptor** – Eligible if included on a master list provided by the FMU School of Health Sciences and the USC School of Health Sciences or Family Medicine department on an annual, academic year basis (July-June).
- **Other** – Eligible on a short-term, temporary basis pending approval of the Associate Dean/Director of the FMU Library.
- **FMU Alumni** – Eligible if graduated from any of the Schools of FMU if verifiable by current Alumni Association membership card, by Alumni Association offices or by the Registrar's Office.
- **Special Members** – Eligibility based on type and terms of membership. Special members may not use licensed databases remotely or check out journal volumes/issues.

### Normal Library Hours

Monday – Thursday	8:00 AM - 11:00 PM
Fridays	8:00 AM - 5:00 PM
Saturdays	9:00 AM - 5:00 PM
Sundays	2:30 PM - 11:00 PM

### Normal Reference Hours

Monday – Thursday	8:30 AM - 10:00 PM
Fridays	8:30 AM - 5:00 PM
Saturdays	11:00 AM - 5:00 PM
Sundays	3:00 PM - 10:00 PM

### Summer Library Hours

Monday – Thursday	8:00 AM - 9:00 PM
Fridays & Saturdays	CLOSED
Sundays	2:30 PM - 9:00 PM

### Summer Reference Hours

Monday – Thursday	8:00 AM - 8:00 PM
Fridays & Saturdays	CLOSED
Sundays	3:00 PM - 8:00 PM

## **Office of Housing and Residence Life**

The Office of Housing and Residence Life is more than just housing at FMU. The Office of Housing and Residence Life is committed to the overall growth, development, and education of students. The primary goal is to provide a safe, secure, comfortable environment while providing residents with the opportunities to become involved, share ideas, and be part of a residential community. The Office of Housing & Residence Life strives to serve our residents as effectively as possible by providing various different housing options for full-time, matriculated medical and graduate students. The Office of Housing and Resident Life is committed to assisting students to make the most of your living experience and supporting you in achieving your educational goals. Students are encouraged to become an active member of our FMU community. Please don't hesitate to visit our or contact our office! Graduate Students may apply for housing by contacting the Office of Housing and Residence Life at 843-661-1300. The Office of Housing and Residence Life provides the below services to students:

- Acts as a liaison between building residents and other FMU offices to ensure all appropriate services/maintenance are provided
- Coordinates all assignments, billing charges, move-in/out, housing lottery and maintain rosters/databases
- Handles disciplinary matters within the student housing
- Arranges and provide various recreational opportunities for students
- Creates workshops and resources for off-campus housing options; maintain off-campus housing listings
- Creates programs and events that foster a sense of community, and opportunities for integrative learning

## **Office Hours**

### August 1 through April 31 (Fall/Spring)

9 to 5 PM, Monday, Wednesday, Thursday

9 to 7 PM, Tuesday

9 to 3 PM, Friday

### May 1 through May 31 (Maymester):

9 to 5 PM, Monday, Wednesday, Thursday, and Friday

9 to 7 PM, Tuesday

## **Security and Safety**

### **FMU Campus Police**

Located in between the library and the LSF building on main campus.

Main: 843-661-1109, or dial ext. 1109 from any campus phone.

### **Chief of Police**

Donald Tarbell

Office: Campus Police

Phone: 843-661-1109

The FMU Security Department is responsible for overall campus security, emergency response, investigations, crime prevention campus shuttle, and management of the parking permit and identification badge program. The department is staffed by a director, (1) associate director, (1) assistant director, (16) full time and (9) part time uniformed security officers. All security staff

are employees of the University. All security officers are South Carolina state licensed security officers who receive (8) hours of pre-employment training, (16) hours of on the job training and (8) hours of annual refresher training as required by South Carolina state. Additionally, officers receive training annually in CPR/AED, fire extinguisher usage, response to hazardous materials emergencies and threat awareness. The University is a South Carolina State approved security guard training school and both the Director and Associate and Assistant Directors are certified security guard instructors. The security staff are not armed and do not have police or peace officer arrest powers. Officers are assigned to both fixed and motor patrols. Primary law enforcement jurisdiction for student housing lies with the Florence Police Department. The rest of the campus is under the jurisdiction of the Florence County Department of Public Safety. The security director works closely with both of these police agencies on matters affecting the campus including criminal investigations, crime prevention and emergency.

It is the policy of the university to promote the safety and security of the academic community on campus; to prohibit any criminal or illicit activities including sexual assault or other sex offenses; to report any alleged criminal conduct to the appropriate enforcement authorities and to discipline any student, faculty member or employee after the university has conducted its investigation of the alleged conduct. Discipline may include suspension, expulsion, dismissal or termination of employment.

**360 Stay Safe** Visit our **360 Stay Safe website** (login required) to view our online training program that helps students, faculty and staff create a safe and healthy campus community where they take care of themselves, look out for one another, and make choices for the greater good.

### **Annual Security and Fire Safety Report ("Clery Act")**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or Clery Act, mandates that all Title IV educational institutions, without exception, prepare, publish and distribute an Annual Security and Fire Safety Report. This report consists of two basic parts: disclosure of the University's crime statistics for the past three years; and information about the University's current campus security policies. Prospective students and employees are entitled to request and receive a copy of the Francis Marion's Annual Security and Fire Safety Report which is available online at <http://www.fmarion.edu/wp-content/uploads/2016/07/FMU-Clery-Report-2017.pdf>

### **Campus Security Policy and Program**

#### **Policy**

It is the policy of FMU to promote the safety and security of all faculty, students and employees on University premises, to prohibit any criminal or illicit activities including sexual assault or other sex offenses, to report any alleged criminal conduct to the appropriate enforcement authorities, and to discipline any faculty, student or employee after conviction of a criminal offense, which may include suspension, expulsion, dismissal or termination of employment. In the case of a student, an ad hoc faculty committee shall be appointed by the Provost office.



## **Program**

To promote awareness of and facilitate prevention of sexual assault offenses, the University shall provide specific information to incoming students about sexual assault prevention measures. Such information shall include the legal sanctions and applicable penalties under applicable laws, ordinances and regulations on sex offenses, the campus security procedures for dealing with sex offenses, and the identification and availability of counseling and support services. The criminal and legal penalties for the commission of sex offenses range from maximum imprisonment sentences of 3 months to 25 years depending on the type and seriousness of the offense involved.

## **Firearms**

The possession of firearms is strictly prohibited on FMU property and in affiliated healthcare organizations.

## **Responsibilities**

It is the responsibility of all faculty, students and employees to report all incidents of alleged criminal conduct to the Universities' Security Department and to cooperate fully with regard to the specific details of such incidents.

The University's Security Department shall investigate such incidents and, as necessary, report the matter to local enforcement authorities. The Security Department shall also maintain records of all reported incidents and shall collect information on reported criminal offense and arrest statistics on the University's campus, as required by federal law. Such information, together with relevant campus security procedures shall annually be published and distributed, through appropriate publications or mailings, to faculty, students and employees and to any applicant for enrollment upon written request.

## **Policy on Issuing Timely Warnings**

The purpose of this policy is to provide guidelines for the issuing of timely warnings in compliance with *The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act "Clery Act"*.

### **Policy**

It is the policy of FMU to issue timely warnings, also known as security notices, for any *Clery Act* crime (as defined below) or a similar type of situation that is reported to campus security or is brought to the attention of campus security by law enforcement and is considered to present a serious or continuing threat to faculty, staff or students.

### **Scope**

This policy applies to all faculty; staff and students on the FMU campus.

### **Definitions**

A Clery Act crime is defined as follows:

1. Criminal Homicide
  - a. murder and non-negligent manslaughter
  - b. negligent manslaughter
2. Sex Offenses
  - a. forcible
  - b. non-forcible

3. Robbery
4. Aggravated Assault
5. Burglary
  - a. There is evidence of unlawful entry (trespass), which may be forcible or not involve force
  - b. Unlawful entry must be of a structure -having four (4) walls, a roof and a door
  - c. There is evidence that the entry was made in order to commit a felony or theft
6. Motor Vehicle Theft
7. Arson

### **Procedures**

- A. The FMU Security Director or his designee shall make the decision whether to issue a timely warning on a case-by-case basis. The decision making process may involve consultation with members of the FMU senior leadership. Timely warnings shall be issued as soon as possible after the Security Department is notified; however, the release is subject to the availability of accurate facts concerning the incident. Criteria to be evaluated include:
  1. Nature of the crime;
  2. The continuing danger to the campus community
  3. The potential risk of compromising law enforcement efforts.
  
- B. Timely warnings shall include all information that would promote safety and would aid in the prevention of similar crimes, including, but not limited to:
  1. Succinct statement of the incident
  2. Possible connection to previous incidents if applicable
  3. Date and time the warning is released
  4. Descriptions, photographs or composite drawings of a suspect at large
  5. Descriptions of any vehicles involved
  6. Recommended actions if suspect is seen
  7. Contact information if you have knowledge about the incident/investigation
  8. Precautions for the campus community to protect itself
  9. Crime prevention suggestions to prevent similar incidents
- C. Timely warnings shall be issued to the campus community *via* email. In addition, the Chief of Campus Police may elect to post fliers in various areas on the campus.
- D. Timely warnings shall be updated as new or more accurate information becomes available.
  
- E. Timely warnings shall be numbered sequentially beginning January 1 of each year and can be viewed a

### **Effective Date**

In effective

### **Policy Responsibilities**

Chief of Campus Police - responsible for working in conjunction with FMU senior leadership and local law enforcement to issue timely warnings to the campus community.

## **Policy Management**

Responsible Executive: Senior Vice President for Finance and Chief Financial Officer

Responsible Officer: Chief of Campus Police; Director of Student Affairs; Registrar  
Office: Campus Police

Any questions regarding the interpretation or application of this policy should be referred to the Office of the General Counsel.

## **Center for Academic Success and Advisement**

### **Jennifer Kunka, Ph.D.**

Director of the Center for Academic Success and Advisement

Office: Founders Hall 220

Phone: (843) 661-1520

E-mail: [jkunka@fmarion.edu](mailto:jkunka@fmarion.edu)

The purpose of the Center for Academic Success and Advisement (CASA) is to foster a better learning environment for, and provide resources to all students at FMU. Programs are designed to help students study more effectively and become more self-sufficient and proactive in their learning. These programs include: peer tutoring, workshops given periodically to address study techniques, a study partner match service, one-on-one academic support advice and assistance in making study plans, and standardized test preparation lectures and workshops.

The Director is also the University designee to evaluate and process all applications from students seeking appropriate and reasonable accommodation by the University as stated in the Institution's [Policy on Students with Disabilities](#). The office will provide support to students who identify themselves as needing special accommodations, per the ADA, and communicate those needs to the course faculty. Support Services Offered:

- Learning style surveys (VARK) are administered at the start of medical school to help each student determine his/her most effective approach(es) to learning.
- One-on-one appointments (in-person, skype, or phone)
- Study Skills and Text-Taking Strategies Workshops
- Time and Stress Management Workshops.
- Peer-Tutoring Program
- Study Partner Match Program
- Peer-Mentorship Program
- Exam and Other Accommodations (Students with Disabilities)

All students need assistance at some point in their academic career and there are many staff and faculty available at FMU to assist you.

## **Student Mental Health Services**

### **Contact:**

Dr. Rebecca Lawson

Director of the Office of Counseling and Testing

Office: Educational Foundation Building (Student Health Services building)

Phone: (843) 661-1841

E-mail: [rlawson@fmarion.edu](mailto:rlawson@fmarion.edu)

Mental health services are available to all medical students. All services are free and completely confidential. No records are transmitted to the school or to family members. Services are available throughout the year and early morning and evening hours are available.

### **Office of the University Registrar**

Ms. Ann Williams - Registrar

Office: Stokes Administration Building, Room 117

Phone: (843) 661-1175

E-mail: [awilliams@fmarion.edu](mailto:awilliams@fmarion.edu)

### **Office of the Registrar Functions**

- Maintains educational and demographic data on every student
- Records required and selective course enrollment, including current enrollment, final grades and credits earned
- Records awards and honors received, disciplinary actions imposed, withdrawals, dismissals, repetition of courses and transfers
- Processes transcripts
- Records official name changes
- Processes enrollment verification
- Processes applications for USMLE, Step 1
- Processes loan deferments and state licensure forms
- Records and verifies degrees conferred

### **Registration Process and Timing**

In the summer prior to their arrival on campus, newly accepted students receive information regarding registration and orientation from the Department of SLP. Students are responsible for contacting their academic advisor each semester and registering themselves for classes.

To finalize their registration, students must make satisfactory payment arrangements with the Cashier's Office prior to the start of each semester. Prior to the beginning of each academic year, students should review their contact information (address, phone, and emergency) on file and make updates as needed. This can be done through the Patriot Portal. Only registered students are allowed access to campus services, facilities, and the school network and email system.

### **Registration Holds**

In the event that a student fails to satisfy requirements for documentation or payment, the appropriate university office will place a hold preventing further registration. Students should check the Patriot Portal regularly to see if any holds have been placed on their account. The portal will indicate the type of hold and the appropriate office to contact to resolve the hold.

### **Enrollment Status**

FMU's SLP curriculum is designed to be a full-time program of study. Students who wish to register for a reduced schedule (whether for health, academic, or other reasons) must have special approval from the MSLP Student Affairs and Progression Committee (SAPC).

### **Student Access to Grades**

Grades for individual courses and clerkships are made available to students online (through the learning management system). Students can view their transcript, including all final grades, through the student self-service portal found at <http://patriotportal.ec.fmarion.edu/>

### **Transcripts and Release of Information**

An official transcript carries the Registrar's signature and the FMU seal, and documents a student's permanent academic record at the University. Students may have a transcript mailed to the address of their choosing (including other educational institutions and hospitals) by submitting an official request to the Office of the Registrar.

The MSLP curriculum allows for required, both clinical and nonclinical in nature. The specific courses a student will take is defined by the Academic Career Path he/she prefers, reflecting the student's desired career goals such as educational and/or healthcare practices upon graduation. Required clinical education practicum assignment and sites are assigned by the Director of Clinical Services and faculty based on advisement and/or program lottery. To add or drop courses, students should submit an add/drop form to the course faculty member. Students interested in doing clinical at "away" sites should apply for those through their campus supervisor. To finalize their registration, students must make satisfactory payment arrangements with the Cashier's Office prior to the start of each semester. The student is responsible for their own financial planning. Only registered students are allowed access to campus services, facilities, and the school network and email system.

### **Financial Assistance**

(843)-661-1190

Responsibilities of this office:

- Administer health insurance benefits for the student group policy
- Responsible for collection of monies paid by students for tuition, housing, fees, and health insurance
- Applies federal, state and university financial aid to student accounts and reimbursement for living expenses
- Oversees 2,000 loan accounts in repayment for graduates with both governmental and FMU loans
- Conducts exit interviews
- Processes loan deferment forms
- Negotiates repayment plans
- Counsels and assists students and graduates with financial and insurance problems

#### **Note:**

**All** graduating students and some program specific graduates (i.e. non-degree seeking SLPs seeking CCC-SLP) must fill out the **Exit Interview Form** (please check the school's policy for this requirement).

#### **The Office of Financial Assistance is responsible for:**

- Billing and collection of Tuition, fees, housing, health insurance, dental insurance and the vision plan.

- Approval and processing of refunds.
- Billing and collection all in-house loans.

**Location:** The Office of Financial Assistance is located on the first floor of the Stokes Administration Building in room 117.

**Hours:**

Fall and Spring Semester:

8:30 AM to 5:00 PM, Monday-Friday

Summer Semester(s):

8:30 AM to 5:15 PM, Monday-Thursday

Closed, Friday

**Telephone Numbers:**

Students who wish to speak to a representative may call (843) 661-1190 during business hours. For your convenience a Direct Deposit forms are available in the Accounting Office in room 103 of the Stokes Administration Building.

**Where to send payments:**

You can send your payment along with the top portion of the bill to the following address, and be sure to include the student’s ID number on the check. All checks should be made payable to **FMU**.

FMU  
 Cashier’s Office  
 Stokes Administration Building, Room 103  
 Florence, SC 29505

**Withdrawals and Refunds**

If a student terminates his or her FMU registration by official leave of absence or withdrawal, tuition will be charged for that tuition installment period according to the date written notice of such intended action is received in the financial aid office. The following tuition schedule begins with the first full week of classes in the installment period and pertains to each subsequent week or fraction of a week.

Effective Fall 2018	Week	Percentage of Full Tuition Charged for the Period
	1	0%
	2	15%
	3	30%
	4	45%
	5	60%
	6	75%
	7	90%
	8	100%

Students who receive federal student aid are subject to both the general South Carolina and Federal refund policy and a separate Federal Title IV Funds Refund Policy.

### **Payment of Tuition and Fees**

Tuition and fees are due to be paid as follows:

- For pre-registered students: on December 11 for the Spring Semester and August 7 for the Fall semester
- For late registrants: on the day of registration

FULL payments must be received by 5:00 pm on the due date. Payments made after this time will be late and a \$15 late charge will be assessed to the student's account. Persons who have a returned check with the University will receive written notification and will be charged a \$30.00 returned check fee. A student who fails to resolve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations are due and payable may not be permitted to register for classes or be issued a transcript.

### **Registration**

All students, including entering students, must register at the specified times in the summer/fall and pay all fees on the required dates.

### **Financial Aid**

Funding your graduate education at FMU is a noteworthy investment. This venture requires a great deal of time, energy and thought. The Financial Assistance Office at FMU offers students a financial program that assists them with their decision making before, during and even after they have graduated from FMU. The Office strives to help students find and understand the numerous financial resources available and how these resources will impact their lives. Our goal is to sharpen your financial literacy, avoid costly mistakes and help you make sound and educated financial choices. FMU graduates have among the lowest student loan default rates in the State of SC. We believe our students have benefited from the expertise of the Student Financial Planning Office. Since the field of financial aid is always changing, Technological advances are upon us and students have the ability to take better ownership of their financial aid information via school and industry websites. However, keep in mind that the best source of financial aid information lies with the Financial Assistance Office and we are always happy to help.

### **Kim Ellisor, Director of Financial Assistance**

#### **Office Hours:**

##### Fall and Spring Semester

8:30 AM to 5:00 PM, Monday-Friday

##### Summer Semester(s)

8:30 AM to 5:15 PM, Monday-Thursday

Closed, Friday

### **Student Financial Planning**

Funding a graduate education is a noteworthy investment that utilizes a great deal of time and energy. The financial planning staff is eager to assist students in planning personal financial aid packages to help find and understand the financial resources available and how these resources

will impact their lives, during and even after they have graduated. They discuss savings, budgeting, debt management procedures and future financial planning concepts with students. Financial aid programs are intended to help students pay for a students' educational program at FMU. Increases in tuition are inevitable during enrollment and financial planning should take this into account. The family contribution is determined by a federally approved uniform financial analysis system. The Free Application for Federal Student Aid (FAFSA) or Renewal form is the primary document utilized for this purpose. Any student wishing to be considered for all sources of financial aid must complete a FAFSA.

### **The Financial Aid Committee**

The Financial Aid Committee annually reviews the policies and procedures for awarding financial aid to students at FMU. In addition, the committee approves the financial aid student budgets used for awarding this aid. The Financial Aid Committee consists of members of the faculty, administration, and student body. FMU

awards financial aid funds without regard to race, sex, color, national or ethnic origin, religion, age or physical handicap.

### **Student's Rights**

According to federal regulations, a student has the right to know:

1. What financial aid programs are available.
2. The deadlines for submitting applications for each of the available financial aid programs.
3. How financial aid is distributed.
4. How a student's financial need is determined.
5. How much of the financial need has been met.
6. An explanation of the various programs in a student's aid package.
7. The school's tuition refund policy, this can be discussed with the Financial Assistance Office.
8. What portion of the financial aid package is a loan and must be repaid, and what portion is a grant or scholarship and not repayable.
9. The interest rate, the total amount that must be repaid, repayment procedures, the length of time to repay the loan and when repayment is to begin for loans awarded.
10. How the school determines satisfactory academic progress and the consequences of not achieving this.
11. All documents submitted to the Financial Assistance Office are confidential.

### **Student's Responsibilities**

The student's responsibilities are to:

1. Maintain an excellent credit rating. Some student loans are considered consumer loans and are contingent upon your credit rating.
2. Read all information provided by the Financial Assistance Office.
3. Complete all documents required for awarding financial aid accurately and on time, before deadlines expire.
4. Provide correct information. Providing inaccurate financial data, in most cases, is a violation of federal law subject to penalty.



5. Supply any and all additional documentation, verification, corrections and/or new information requested by the Financial Assistance Office or the agency to which the application is submitted.
6. Start a personal financial aid file to keep copies of signed forms, other documentation and all pertinent correspondence.
7. Become aware of the terms of all the financial aid funds received.
8. Understand the responsibility for all signed documents.
8. Understand the responsibility for all signed documents.
9. Promptly notify the Financial Assistance Office in writing of any changes in financial situation since first completing the financial aid application process.
10. Understand fully the institution's refund policy regarding withdrawal, leave of absence and dismissal. These can be discussed with the Financial Assistance Office.
11. Be aware of institutional standards for satisfactory academic progress.

The U.S. Department of Education requires that federal funds regulated by the U.S. Commissioner of Education be denied to students who are not making satisfactory progress toward a degree. All applicants for financial aid are required to submit a signed statement of educational purpose which indicates that financial aid funds will be used solely for educational expenses. Registration with Selective Service will be checked through the Department of Education when the FAFSA is completed.

### **Application Deadlines**

Financial aid is renewable on an annual basis. Each student receiving any type of financial aid must reapply annually. Continuing medical students must submit their FAFSA or a renewal FAFSA and other documents/loan applications to the Financial Assistance Office by the yearly set deadline. Any delay in processing the FAFSA application or any other financial aid form may significantly decrease the chance of receiving certain types of loans, due to the diminished availability of funds. Most, if not all, campus-based financial aid will be distributed before the fall semester begins. Those students who qualify to receive a FMU award must sign the appropriate promissory notes in a timely manner. All promissory notes must be signed within three weeks or the student risks the loss of funds.

### **Government and Private Loan Programs**

#### ***Federal Family Education Loan Programs (FFELP)***

(Note: All federal programs are subject to legislative change).

#### **Federal Subsidized Stafford Loan**

Eligible students must be U.S. citizens or permanent resident aliens, enrolled in or accepted for enrollment as at least half-time students in an accredited Health Services University. This is a long-term loan with no interest accumulating while a student. As of July 1, 2006 the interest is a fixed 6.8%. Repayment begins 6 months after the grace period, if a student did not consolidate their loans. The maximum amount that may be borrowed is \$8,500 per class year, to a combined lifetime total of \$65,500, including any loans from undergraduate study. Students must demonstrate financial need on data submitted on the FAFSA. A Federal Stafford Master Promissory Note can be printed from the FMU On-line Financial Aid process. Subsidized Stafford loans are disbursed in two installments, one in the Fall and one in the Spring.

### Federal Unsubsidized Stafford Loan

This enables graduate or professional students at federally approved schools to borrow \$10,000 annually, to an aggregate limit of \$189,125. Graduate and professional students can borrow this loan in addition to their Subsidized Stafford. A student may receive both Subsidized and Unsubsidized Federal Stafford Loans totaling the applicable Stafford loan limit set by Congress. However, if the student does not qualify for the full amount permitted under the Subsidized Stafford Loan Program, that amount may be converted into Unsubsidized Stafford Loan. The interest rate is the same as the Subsidized Stafford Loan. Students are billed quarterly for interest payments while in school; students may elect to have the interest accrue while in school. Repayment of loan principal is deferred only while students are attending school at least half-time. First time borrowers may apply using the Federal Stafford Master Promissory Note, printable from the FMU On-line Financial Aid process. Unsubsidized Stafford loans are disbursed in two installments, one in the Fall and one in the Spring.

### Total Higher Education—T.H.E.—Loan Program

Along with the Stafford loans, a private loan called T.H.E. is available. Repayment of these loans can be deferred for 36 months after graduation. Loans are electronically transmitted, eliminating loan checks. Total Higher Education offers competitive loan terms and the opportunity for students to receive financial benefits during their repayment phase.

Typically, health science students may borrow up to the cost of education, minus any other aid, during their four years of school. Applications can be printed from the FMU On-line Financial Aid process and are also available in the Financial Assistance Office.

### Federal Graduate Plus Loan

Students are allowed to borrow up to the cost of education minus any financial aid received for the academic year. Credit approval is based on federal standards, not credit scores. Original fees up to 4% exist on this loan. Interest rate is fixed at 8.5%. Since this loan is a federal loan it qualifies for federal consolidation, deferment and forbearance options after graduation or leaving school. This loan is forgivable upon death or permanent disability to the borrower.

### Perkins Loan Program

These are long-term loans available to students enrolled full-time in approved institutions, based on need. A student may borrow up to a lifetime total of \$40,000, including any amount borrowed for undergraduate study. Interest on the unpaid balance is at the rate of 5%, deferred while a student attends school. Repayment begins nine months after graduation or leaving school and may extend up to ten years. Payment is not required for up to three years of active U.S. military service, or service in the Peace Corps, Volunteers in Service to America (VISTA) or a similar national program.

### ***South Carolina Programs***

#### Tuition Assistance Program (TAP)

This is an entitlement program requiring no qualifying examination. An applicant must be a South Carolina resident for at least one year prior to enrolling in school, and a U.S. citizen or permanent resident alien, enrolled full-time and matriculated at an approved

South Carolina post-secondary institution. The maximum annual TAP award is determined by SC Department of Education. Application is automatic through the FAFSA.

#### SCSHA Foundation Student Scholarship

This scholarship is open only to current student members of SCSHA. The eligibility for the award is based on a point system and is determined by an application review committee, appointed by the SCSHA Foundation Board. The scholarship application is posted on the SCSHA website. NOTE: The complete scholarship application MUST BE RECEIVED on or before Friday, January 12, 2018 to be considered for review.

#### Outside Sources of Financial Aid

The Financial Assistance Office has obtained publications listing sources of financial aid from foundations and private individuals. This is available in the Financial Assistance Office. Research of outside sources through a reference library is also recommended.

### ***Armed Forces***

#### Health Professionals Scholarship Program

This scholarship program provides the Armed Forces (Army, Navy, and Air Force) with the majority of its health care physicians. The scholarships are competitive and require completion of an application, physical examination and an interview. Prospective students will need to do the research to determine the nature, type and availability (possibility) of other financial aid streams. Scholarships are offered for two, three or four years. However, the minimum obligation is three years; therefore, students should apply before or during the first-year of medical school. Many scholarships pay tuition, student fees and mandatory health insurance premiums in full and reimburses students for all required texts, supplies and medical equipment. Upon acceptance of the scholarship, the recipient will be commissioned as an officer on reserve status and will be promoted upon graduation from medical school. Additionally, while in school, the student will receive a monthly stipend over \$1,300. Military scholarship recipients incur several obligations. They are required to serve one year of active duty for each year of scholarship support, an obligation usually served after residency. Additionally, participants must apply for a military internship, and if selected, must serve it. However, the military will not choose a student's specialty. While in school, recipients must serve six weeks on active duty each year. This includes a mandatory officer indoctrination course and may include training in medicine, surgery or a military medical specialty (aerospace, submarine or field emergency medicine), depending on interest. Active duty training is both valuable and profitable. Application deadlines are variable. It is useful to research suggestions for applying to and coping with the military bureaucracy. For further information, contact:  
U.S. Army: 2600 South Irby Street Suite A, Florence, SC 29505. (843) 669-4178  
U.S. Navy: 2600 South Irby Street Suite A, Florence, SC 29505. (843) 661-5540  
Air Force: 2600 South Irby Street Suite A, Florence, SC 29505. (843) 669-8363

### **Off-Campus Law Enforcement**

Dial 911 for emergencies

### **Off-Campus Advocacy, Counseling, and Health Services**

Florence County Victim & Witness Assistance Program: 843-676-8800

Pee Dee Coalition Against Domestic and Sexual Assault  
24-hour Crisis Hotline: 800-273-1820  
Non-Crisis Line: 843-669-4600  
Website: <https://peedeecoalition.org/>

McLeod Regional Medical Center Emergency Room: 843-777-2000

Carolinas Hospital System Emergency Room: 843-674-5000

### **South Carolina Office of Victim Services**

For Assistance and resources- 803-734-1900 or see Website at <https://sova.sc.gov/>

### **Student Organizations**

#### **FMU Chapter of the National Student Speech-Language-Hearing Association**

The SLP program has a campus chapter of the National Student Speech-Language-Hearing Association. Membership is open to all enrolled students in the department. Each fall, during Orientation, the FMU NSSLHA officers and faculty advisor meet with student to provide an overview of the chapter and goals for the upcoming academic year.

#### **FMU Communication Sciences and Disorders Interest and Service Group**

The SLP program has a campus CSD Interest and Service Group in its initial phases of development to foster interest, exposure and CSD opportunities for both undergraduate and graduate students. The preliminary activities necessary for this student organization to move forward are being developed by the non-SLP major students currently enrolled in the FMU SLP Preparation Program.

#### **Alpha Eta National Honor Allied Health Honor Society**

Chapter 83 of the Alpha Eta Society at FMU will be established in accordance with the national bylaws. The purpose of the society is to promote and recognize significant scholarship, exceptional leadership and contributions to the allied health professions.

The following shall be eligible for election by the chapter to active membership to the society:

- Those graduate students who are enrolled in the occupational therapy, physician assistant, speech-language pathology and physical therapy programs leading to graduate degrees and are in their last year of enrollment in the allied health program;
- They shall have maintained an overall grade point average of 3.8 or better (out of 4.0) while enrolled in the allied health program on this campus. Students who meet the grade point requirement are eligible to apply for membership. Each academic
- program's selection cannot exceed 20% of the eligible class' population;
- They have shown capacity for leadership and achievement (i.e., promise for the profession) in their chosen Allied Health field;
- They have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.

## **Section Five: Clinical Program Policies and Procedures**

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

### **Overview**

The FMU clinical program is designed to give students diverse and multiple opportunities to gain clinical exposure and experience in various clinical settings. Clinical experiences are infused throughout the five (5) semesters of the program, and are designed to provide students a variety of educational experiences to apply their knowledge and build clinical skills in a progressive and dynamic clinical environments.

To enhance the integration of academic and clinical knowledge, students are engaged in clinical activities throughout their graduate program. Supervision and support is provided by ASHA certified, state licensed speech-language pathologists in the community, by adjunct clinical educators, and by FMU faculty. Academic courses may also have a clinical component and/or lab associated with the course to facilitate practical application and practice of clinical skills.

Students will acquire entry-level competence for clinical practice by the time of their graduation. Generally, it is expected that students will progress through the MSLP program as outlined below:

### **SLP 520: Structured Observation and Pre-clinical - 1 credit per semester**

Students participate in a minimum of two internal clinical rotations at our on-campus clinic. Observation, pre-clinical, and simulation clinical education are the focus of this clinical education, leading to basic speech, language and hearing clinical practica.

### **External/ Internal Clinical Practicum -1 credit per semester**

Upon successful completion of the internal rotations, students participate in up to three different off-campus clinical rotations at hospitals, rehabilitation centers, schools, or private practices. Students must receive a passing grade in each practicum rotation in order to continue to the next practicum experience. Selected pediatric clock hours within these experiences may be counted toward the school based practicum requirement for teacher certification.

### **External Practicum: School Setting - 1 credit per semester**

This semester of clinical practicum experience in speech-language pathology includes experiences in diagnosis and treatment of speech-language disorders in a school setting. This course satisfies the practicum requirement for teacher certification. Participation in clinical training is a required part of the curriculum and a requirement for graduation; therefore, denial by a clinical site for the student to participate in the clinical experience at that site for any reason may result in a delay of graduation or the inability to graduate from the program. The university makes no representations or warranties regarding a student's ability to complete the program or obtain licensure, certification, or other professional credentialing.

## **Clinic Populations**

During their academic program, graduate students will have practicum experiences with client populations across the lifespan and from culturally and linguistically diverse backgrounds, in addition to populations with various types and severities of communication and/or swallowing disorders, differences, and disabilities.

## **Knowledge and Skill Competencies**

Graduate students must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve knowledge and skills outcomes in preparation for entry-level practice as described in Standard 3.0B by the Council on Academic Accreditation (CAA) Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology available at <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

These knowledge and skill outcomes include opportunities for students to acquire and demonstrate their learning in the nature of speech, language, hearing, swallowing, and communication disorders and differences including etiologies, characteristics, anatomic/physiologic, acoustic, psychological, developmental, linguistic, and cultural correlates across the following areas:

### **1. Professional Practice Competencies**

Student will demonstrate the following attributes and abilities:

- Accountability
- Integrity
- Effective Communication Skills
- Clinical Reasoning
- Evidence-Based Practice
- Concern for Individuals Served
- Cultural Competence
- Professional Duty
- Collaborative Practice

### **2. Foundations of Speech-Language Pathology Practice**

Student will demonstrate knowledge of the:

- discipline of human communication sciences and disorders;
- basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- ability to integrate information pertaining to normal and abnormal human development across the life span;
- nature of communication and swallowing processes in articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
- hearing, including the impact on speech and language;

- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
  - cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
  - social aspects of communication (e.g., behavioral and social skills affecting communication);
  - augmentative and alternative communication.
  - knowledge of the above elements includes each of the following: etiology of the disorders or differences;
  - characteristics of the disorders or differences;
  - underlying anatomical and physiological characteristics of the disorder or differences;
  - acoustic characteristics of the disorders or differences; psychological characteristics of the disorders or differences; developmental nature of disorders or differences;
  - linguistic characteristics of the disorders or differences; cultural characteristics of the disorders or differences.
3. **Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences**  
 Student will demonstrate knowledge of:
- principles and methods of identification of communication and swallowing disorders and differences;
  - principles and methods of prevention of communication and swallowing disorders.
4. **Evaluation of Speech, Language, and Swallowing Disorders and Differences**  
 Students will demonstrate knowledge and skills in assessment across the life span for disorders and differences associated with:
- articulation;
  - fluency;
  - voice and resonance, including respiration and phonation;
  - receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
  - hearing, including the impact on speech and language;
  - swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
  - cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
  - social aspects of communication (e.g., behavioral and social skills affecting communication);
  - augmentative and alternative communication.
5. **Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms**  
 Students will demonstrate knowledge and skills in assessment across the life span for disorders and differences associated with:

- articulation;
  - fluency;
  - voice and resonance, including respiration and phonation;
  - receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities;
  - hearing, including the impact on speech and language;
  - swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
  - cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning);
  - social aspects of communication (e.g., behavioral and social skills affecting communication);
  - augmentative and alternative communication.
6. **General Knowledge and Skills Applicable to Professional Practice**  
 Students will demonstrate:
- ethical conduct;
  - integration and application of knowledge of the interdependence of speech, language, and hearing;
  - engage in contemporary professional issues and advocacy; processes of clinical education and supervision;
  - professionalism and professional behavior in keeping with the expectations of the speech-language pathologist;
  - interaction skills and personal qualities, including counseling and collaboration; self-evaluation of effectiveness of practice.

*(Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology. Council on Academic Accreditation.*

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>).

## **Requirements to Participate in Clinical Activities**

### **Essential Functions Form**

All students are expected to read and return the **Essential Functions Form** with a signature acknowledging that the student has read, understands, and affirms capacity to fulfill the essential functions as described.

### **Documentation of Observation Hours**

Standard V-C states: “The applicant for certification in speech-language pathology must complete a minimum for 400 clock hours of supervised clinical experience in the practice of speech-language pathology. A minimum of twenty-five to fifty hours must be spent in clinical observation, and 375 hours, or greater, must be spent in direct client/patient contact. Although students are required to obtain 400 hours, overall, it is understood that typically students may need greater than 400 clinical contact hours to achieve competency across and within all clinical domains. Clinical Supervisors may recommend more clinical hours to help students achieve professional level competence.”



## **Implementation**

Guided observation hours general precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Students entering the Speech-Language Pathology Program at FMU are required to have a minimum of 15 hours of observation. These hours should be turned in to the Director of Clinical Services during the first week of the semester. Hours can only be counted if they are verified by a certified speech-language pathologist. Documentation requires both the supervising clinician's name and ASHA certification number. If possible, submit original documents; make a copy for your records. Additional observation hours will be accrued during the first semester of clinical practicum. Successful completion of observation hours should follow the process below:

1. Document each clinical observation experience using the ***Clinical Observation Report*** available in Appendix A of this section of the handbook.
2. Submit the observation report to the clinical educator who will validate the experience by signing the report and providing ASHA certification number. The clinical educator may require revisions of the observation report if information provided is not adequate or missing.
3. Submit the signed observation report to the Coordinator of Clinical Education or designee who will maintain observation information and ultimately verify completion of all observation hours. It is suggested that you make copies of the documents for your records.
4. Failure to complete the required 25 to 50 observation hours by the end of the first semester of clinic will impact on your ability to engage in further clinical activities until they are completed.

## **Criminal Background Check**

All graduate students are required to complete a national criminal background check at their own cost. At this time, background checks are complete during the second semester of the program prior to student being placed at outside clinical sites. If, in the sole discretion of FMU, the background check yields findings that could impact successful completion of the program, including access to clinical training sites, or diminish the likelihood of licensure, the SLP Admissions, Progression, and Graduation Committee can dismiss the student.

## **Background Checks for International Students**

International students are required to provide evidence of background checks conducted in their home country 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.

## **CPR**

All students in the graduate program are required to complete a CPR (adult and infant) training and maintain current certification for the duration of the program. Certification is valid for two years. Students are responsible for the course and certification fee. A student's CPR certificate must be valid during all clinical experiences throughout the program, and the student is responsible for maintaining a record of this certification. Students must also provide a copy of their certificate to the program prior to the beginning of their first semester.

## **Mandatory OSHA Safety Training**

Graduate students are required to complete Blood Borne/Airborne Pathogens Exposure, Infection Control Training, and OSHA Safety Guidelines, trainings as part of the requirements for clinical practicum. This training occurs during Student Orientation. Students may be required by a clinical site to complete additional on-site training. Instructions for completing these requirements will be given to students by the Director of Clinical Services.

## **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 clients and healthcare professionals. Identifiers include name, address, date of birth, phone number, email address, record number, photographs, videos, clinic identification number/s, diagnoses, and any 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, supervisors, and other professionals managing that 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 to others).

Students who gain access to information about clients through indirect discussion, for example in a group supervision discussion, are required to uphold the confidentiality of that client. Some facilities may have stricter requirements relating to the handling of patient or other confidential information. Students are expected to familiarize themselves with and abide by the facility's requirements for the handling of information. Some facilities may require additional privacy or confidentiality before beginning fieldwork.

## **Confidentiality Tips**

1. Do not discuss your client by name except with your clinical supervisor, clinic staff or as necessary during clinical meetings.
2. Do not discuss the client in public areas e.g. elevator, waiting room, restrooms, stores, etc.
3. Do not mention your client's name in class presentations or discussions.
4. Do not leave client reports, lesson plans, or other written information unattended.
5. Follow all the office rules regarding checking out and returning client folders and reports.
6. Do not take client folders home and do not remove information from them.
7. Do not discuss your client with others. Unless your client or your supervisor has approved the communication, do not discuss your client with other professionals or persons in other agencies.
8. Remind your observers that they should respect client confidentiality.

9. Obtain written consent to make recordings or take photographs of clients.
10. Comply with all clinic rules regarding release of information.
11. Honor client confidentiality during communications on the Internet.

(Hegde, M.N. & Davis, D. (2005). *Clinical Methods and Practicum in Speech-Language Pathology*, (Fourth Edition). San Diego: Singular Publishing Group, Inc., pp. 88-90.)

### **Research Ethics Training**

All students will be required to complete an online CITI training course in research ethics. This is required during the first semester of the master's degree program and is completed in the Research Methods in Communication Sciences course. Upon completion of the course, students must provide verification of completion to the course instructor for placement in the student's permanent record. Students are reminded to keep a copy of the certificate of completion for their own records. Students typically will not need to resubmit the documentation each time a new proposal is submitted. However, proposals sent to the Institutional Review Board will not be reviewed until all investigators listed on the proposal have completed the training.

### **Consent to Disclose Student Information with Clinical Sites**

Students will be asked to allow Health Services and the Director of Clinical Services to share information with clinical sites, such as background check, immunization records, HIPAA training certificates, CPR certification, or other information. Authorizing release this information is voluntary. Students may revoke this consent at any time. Lack of consent may limit or delay internal and external clinical placements. Refusal to authorize release of information may impact a student's ability to participate in required clinical experiences and may limit the student's ability to complete the program and graduation requirements.

### **Liability Insurance**

Liability insurance for students may be required by clinical sites. The University maintains professional liability insurance coverage for covered employees and students engaged in activities within the course and scope of the University's programs. Clinical sites are provided with a liability insurance certificate prior to a student beginning a rotation at a site. Students may also choose to purchase additional personal liability insurance, which may be available via a broker or a student association.

### **Clinical Program Policies**

#### **Internal Rotation**

During the first month of semester one, you will receive your clinical assignments for the semester. During semester two, you will receive your assignment before or during the first week of the semester. Once your assignment has been given, you should contact your clinical educator(s) to set up an initial planning meeting. In the first two to three semesters of your clinical training you will be supervised by ASHA Certified SLPs in our FMU Clinic or FMU Affiliated Sites. FMU Affiliated Sites will all be governed by Memorandums of Understanding between the Affiliated Site and the University.

### **External Rotation**

Students meet with the Director of Clinical Services to discuss clinical interests and to monitor the breadth and depth of their clinical experiences. While efforts are made to accommodate students' specific interests, ultimately, the Director of Clinical Services and department faculty determine sites for each student, and no student is guaranteed experience in any specific setting type. Decisions about placements at various facilities are determined by ASHA mandated competencies, the student's clinical needs, prior clinical performance, placement availability as well as interests of the student. Some clinical educators/sites require a preplacement interview and/or resume, specific coursework and a specific number of days on site. Students will be informed of these requirements as they apply. Assigned clinical practicum placements are final and non-negotiable.

The student may request particular placements in advance or propose a practicum site to the Director of Clinical Services. However, students are not permitted to contact potential clinical educators regarding clinical placements without the express consent of the Director of Clinical Services, and any unapproved contact may result in disciplinary action. Placements are approximately 14 weeks in the fall and spring semesters and 13 weeks in the summer. Clinical educators on site will do their best to provide students with the hours and experiences needed. However, a specific number of clock hours at any site cannot be guaranteed. Students receive their clinic assignment from the Director of Clinical Services prior to or at the beginning of each semester. Efforts are made to notify students of their practicum assignments in a timely fashion. Students should be prepared to begin at any time during the designated semester dates. At times, there may be limited notice provided of practicum or externship start dates.

### **Sites that Require Application**

In cases where the clinical site has its own application and interview process for students, the Director of Clinical Services will inform identified students for these sites about application processes, other requirements and timelines. Because placement opportunities sometimes arise with short turnaround times for applications, it is recommended that students maintain an updated resume and portfolio throughout the program. If a student is offered a placement through an interview process the student is required to accept the placement.

### **Clinical Clock Hours**

**Standard V-C:** The applicant for certification in speech-language pathology must complete a minimum for 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

**Implementation:** Students should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 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. CS 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. 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. Simply being present in the room, or for example, operating recording equipment is not considered clinical contact time.

While other clinical activities are required and contribute to student learning, such as team meetings, writing lesson plans, scoring tests, transcribing language samples, preparing treatment activities, documentation, and meetings with practicum clinical educators, these activities may not be counted as direct patient/client contact hours or "clock hours." Debriefing activities are not counted toward clock hours. The applicant must maintain documentation of time spent in supervised practicum, verified by the program. Clock hours will only be credited when a student receives a passing final grade.

**Standard V-D:** At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

**Implementation:** A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement. The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) defines 1 clinical practicum hour as equal to 60 minutes. When counting clinical practicum hours for purposes of ASHA certification, experiences/sessions that total less than 60 minutes (e.g., 45 minutes or 50 minutes) cannot be rounded up to count as one (1) hour.

1. Prior to your scheduled clinical activity, print a blank pdf worksheet from your CALIPSO account and/or obtain a hard copy from the Director of Clinical Services.
2. Following your clinical activity, fill in the worksheet with the relevant information (time with patient, diagnosis codes, procedure codes, etc.)
3. Have your clinical educator sign the worksheet, verifying that all information is correct.
4. Enter the information from the worksheet onto your CALIPSO account as a new entry. Be sure to adjust your entries for your varied clinical sites and clinical educators.
5. **Turn your signed worksheet into the FMU Clinical Administrative Assistant, who will compare the information on the worksheet with the entry on CALIPSO and will approve verified entries. (KEEP A COPY OF YOUR WORKSHEET FOR YOUR RECORDS).**
6. If you receive a notification that your entry was not approved, please make the necessary corrections ASAP and notify your clinical educator when these have been made.  
*REMEMBER THAT THE CALIPSO SYSTEM REQUIRES THAT YOUR ENTRIES BE MADE WITHIN SEVEN (7) DAYS OF YOUR CLINICAL ACTIVITY*  
CALIPSO WORKSHEETS MUST BE TURNED IN WEEKLY. LATE WORKSHEETS WILL NOT BE ACCEPTED OR APPROVED!!! THIS IS NOT NEGOTIABLE.

1. Hours sheets for year two (2) students can be found in the FMU Clinical Files Bank, SLP Resource Learning Center. Please note that there are separate sheets for Evaluations and Treatment hours.
2. Following your clinical activity, fill in the worksheet with the relevant information pertaining to your daily sessions.
3. **Have your clinical educator initial the individual entries on the worksheet, verifying that all information is correct, then sign the bottom of the form, including ASHA #.**
4. Enter each session from the worksheet onto your CALIPSO account as a new entry. Be sure to adjust your entries for your varied clinical sites and clinical educators.
5. **Turn your signed worksheet into our SLP Clinical Administrative Assistant, who will compare the information on the worksheet with the entry on CALIPSO, and will approve verified entries. (KEEP A COPY OF YOUR WORKSHEET FOR YOUR RECORDS).**
6. If you receive a notification that your entry was not approved, please make the necessary corrections ASAP and notify Kim when these have been made.  
*REMEMBER THAT THE CALIPSO SYSTEM REQUIRES THAT YOUR ENTRIES BE MADE WITHIN SEVEN (7) DAYS OF YOUR CLINICAL ACTIVITY*  
**CALIPSO WORKSHEETS MUST BE TURNED IN WEEKLY. LATE WORKSHEETS WILL NOT BE ACCEPTED OR APPROVED.**

### **Supervision**

**Standard V-E:** Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. 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 client/patient.

**Implementation:** Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. **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 in treatment and no less than 50% in diagnostics, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.** All observation and clinical practicum hours used to meet Standards V-C and V-D must be supervised by individuals who hold a current CCC in the professional area in which the observation and practicum hours are being obtained. Only the supervisor who actually observes the student in a clinical session is permitted to verify the credit given to the student for the clinical practicum hours.

### **Expectations of Students in Clinical Settings**

#### **Professional Attire / Physical Presentation and Professionalism**

As a graduate clinician you are expected to be neat, clean, and well-groomed when representing our school and our profession to clients, clinical/academic faculty, and the community. You are also expected to use good taste to project a professional image when selecting the clothes, you wear.

The following guidelines apply to you as you engage in clinically related activities. This includes direct client contact, clinical observations, supervision meetings, or any other activity that places you in a clinical situation. This policy applies to activities you engage in at the Division of Speech-Language Pathology, and at external rotation sites. Please be aware that external rotation sites may adhere to a different dress code; you should check with your external placement supervisor for the dress code policy of that site. Students are expected to dress professionally at all times. For the record, FMU students are expected to dress professionally at all times. When in doubt regarding dress code, see your Clinical Educator or the Director of Clinical Services.

The following types of clothing/accessories are NOT appropriate for clinical sites:

- Jeans
- Overalls
- Sweat shirts or sweat pants
- Shorts
- Leggings
- Halters
- Tank Tops
- Tee Shirts
- Workout clothes
- Extremes in necklines or hemlines
- Clothing that is too tight or clinging
- Visible undergarments

Shoes must be clean and appropriate for a professional setting (Please note: in the hospital setting sandals and open-toed shoes are not acceptable. Sneakers are acceptable if clean and presentable). Strong perfumes are to be avoided since others may be sensitive to fragrances. Fingernails are to be kept clean and appropriate in length so as not to interfere with tasks. Fingernails should be no longer than 1/8 inch from fingertip.

Excessive jewelry (multiplicity of rings, pins, and/or bracelets) may be distracting and interfere with your professional appearance. Tattoos should be covered when engaged in clinical activities. Acceptably pierced body parts include the earlobe(s) only; you may wear up to two (2) sets of earrings when engaged in clinical activities. Jewelry in other visibly pierced body parts should be covered/removed. Be advised that failure to adhere to this dress code may result in cancellation of your scheduled clinical activity. A three-tiered approach for compliance will be utilized, including:

1. First Offense: Verbal warning
2. Second Offense: Written notice
3. Third Offense: Removal from Clinical Rotation until compliance

It is also important that patients, families, visitors, and colleagues are able to easily identify students. Graduate students are given a FMU identification badges and are required to wear this badge in an easily visible location during all clinical work while on campus.

Students are expected to conduct themselves in a professional manner and be present, prepared and ready to begin all clinic experiences (not just arriving) at the scheduled time on all scheduled days.

During internal and external rotations, students will maintain the daily schedule assigned by their clinical educators. Attendance requirements during clinical experiences include all professional events recommended by their clinical educators unless otherwise excused by clinical faculty. Examples may include evening parent-teacher conferences, IEP meetings, team conferences, and in-services.

Students are advised that daily clinic schedules may be variable and, at times, there is limited notice of clinical activities, such as meetings and schedule changes. Students are expected to exhibit professionalism and flexibility associated with all schedule changes.

### **Confidentiality and Security of Records**

Graduate clinicians will comply with HIPAA and FERPA regulations for clinical placements and academic instruction, as well as any site-specific requirements, maintaining client privacy and confidentiality at all times. Appropriate procedures and policies include:

- Individual client cases may be discussed in the course of academic classes or in communication with subsequent clinicians treating a particular client in appropriate, private settings. Confidentiality is maintained whether the information is obtained through direct care for the client or through discussion in class or with other clinicians. Specific client identifiers should be avoided and are not permitted in written transfer of information outside a medical or educational record.
- Individual client cases are not to be discussed in informal settings such as clinic/school hallways, on social media, or with other individuals not affiliated with the program.
- Individual client cases may not be discussed with the client's family members/caregivers without proper authorization or a recognized exception to HIPAA (e.g., the client is a minor and/or the caregiver is the appropriate legal representative, or and adult client has given consent).
- Client information in FMU-supported clinical sites is stored securely in a HIPAA-compliant electronic record system in accordance with the guidelines and processes approved by ASHA and CAA. During short term, on-campus programs or workshops paper records or data required must be housed in individual folders, kept in a locked cabinet, and removed only for client management purposes. Any documents to be retained are scanned and added to the electronic record and all paper is shredded once electronic notes and reports are approved by the supervisor.

### **Policy on Time Commitments at a Clinical Site**

As a student clinician you are expected to fulfill your assigned commitments. Clinical rotations are typically 13-14 weeks in length and are based on a 3-day per week attendance, unless otherwise arranged in advance and with approval of the FMU Director of Clinical Services.

Please keep in mind the following:

1. The FMU academic schedule is separate from your clinic rotation schedule. When you have time off from the University, it does not mean that you have time off from your clinical site;



2. If your clinical site has scheduled days off or the clinical educator takes time off and does not have someone to cover for him/her, you will have the time off without penalty. You must inform the FMU Director of Clinical Services about these changes;
3. Student clinicians may not make changes to the clinical rotation schedule without approval of the FMU Director of Clinical Services (Examples: arranging a 2-day rather than 3-day placement and extending the rotation; shortening a rotation; negotiating days off during a term and extending the rotation, etc.).

### **Policy on Absence from a Clinical Site**

Students who become ill or must be absent from their duties for any reason, even for one day or part of a day, must notify their clinical educator, as well as the Director of Clinical Services. In the event of extended absences, the student must consult with the Director of Clinical Services and Program Director. A cumulative absence of two days or more from a semester rotation, for any reason provided, could result in a grade of Incomplete, Withdrawal, or Fail unless the absence is approved ahead of time by the Director of Clinical Services in collaboration with the clinical educator. The following constitute excused absences from clinic:

- Student illness - physician note may be required.
- A personal emergency in the student's immediate family, such as death, hospitalization, or other emergency situation. In such cases, the student must contact clinical faculty and the site supervisor. Clinical faculty will consider the request and determine if excused.
- Attendance at professional meetings, provided that absence has been preapproved by clinical faculty at least one month in advance and typically prior to the start of the semester.

If illness or an emergency necessitates tardiness, absence, or early departure the student is responsible for notifying the clinical educator promptly. The student is then responsible for promptly informing Director of Clinical Services of absence in writing via email. Absences will be documented in your permanent record. Any discrepancy in reporting or underreporting of absences or tardiness may result in disciplinary action related to professional conduct.

Students are expected to make up all missed days. This may include extending the practicum beyond the original end date with the agreement of the host site and supervisor. The student is expected to take initiative in planning a make-up time for any and all absences. If the supervisor is not available to add make-up days, students should work with clinical faculty to identify alternative experiences. Make-up experiences arranged with clinical faculty are subject to availability. If make-up opportunities are not available, the student remains subject to grading and review conditions described below.

A single unexcused absence or multiple excused absences may result in a reduction in the clinic grade for the semester or an Incomplete until the site requirements are fulfilled.

### **Policy on Student Resignation from an External Clinical Placement**

In the event that the student clinician decides to resign from the clinical placement, the student must submit a letter of resignation to the clinical educator, and submit a copy of that letter to the Director of Clinical Services.

If, in the opinion of the Director of Clinical Services: (1) the concerns reflect actions of the clinical educator and (2) the student clinician made a good faith effort to resolve concerns with the clinical educator prior to resigning the placement, the Director of Clinical Services will attempt to arrange an alternative placement for the student.

If, in the opinion of the Director of Clinical Services: (1) the clinical educator made a good faith effort to resolve the concerns and (2) the student clinician decided to resign the placement, the student may not be re-assigned to an alternative placement. In either case, the MSLP program cannot guarantee that a student who resigns a clinical placement will be placed at an alternative site.

Resignation from a clinical placement before the last date to withdraw from a course will result in a grade of Withdrawal (W) for the clinical practicum seminar. Resignation from a clinical placement after the last date to withdrawal from a course will result in a grade determined by the Director of Clinical Services, with input from the clinical educator. If a sufficient amount of clinical contact for assignment of a grade was not made during the practicum experience, the student will receive a grade of Incomplete (I) for that practicum experience.

An additional semester of clinical practicum experience must be undertaken by the student to remove a grade of Withdrawal or Incomplete. Undertaking the additional practicum experience may delay the student's graduation from the Program.

In accord with Academic Regulations of the Program, if a student receives a grade of Fail in a clinical practicum course, that student will be allowed the opportunity to repeat the course one time. Repeating the clinical practicum course may delay the student's graduation from the Program.

### **Transportation and Housing**

It is the responsibility of all students to have reliable transportation and ensure they get to and from campus, attend off-campus clinical assignments, and participate in other school-related activities as required. Lack of transportation will not be accepted as an excused absence for non-attendance or tardiness to clinical experiences. Students may be required to travel outside the greater Florence County area and must be prepared for associated commute times and costs of commuting (tolls, parking, etc.). Students are welcome to seek housing closer to clinical sites, however, the University does not provide assistance with housing or tolls/parking associated with clinical placements.

### **Evaluation of Student Performance for Internal and External Rotation Experiences**

There are various formal and informal mechanisms in place to evaluate the performance of students across the various clinical opportunities provided throughout the program. Students are evaluated by clinical supervisors across five (5) domains: Professional Competencies, Interaction and Personal Qualities, Diagnostic Competencies, Treatment Competencies, and Writing Competencies. Students are expected to show growth in each domain over the course of each semester. Clinical educators also report on performance related to ethics and professional behavior. See Appendix B for *Evaluation of Clinical Skills* forms.

## ***Internal Rotations***

### Clinical Educator Feedback to Student Clinician

- The student clinician will receive feedback on clinical activities using a variety of methods to include verbal and written feedback. A scheduled individual or group conference with the clinical educator is another format for exchanging information on clinical performance.
- The student clinician during first and second semester clinical rotations will receive written feedback on clinical session performance for an unspecified number of clinical activities. This written feedback will be used in conjunction with the other methods described in the previous bullet.
- The student clinician during third, fourth and fifth semester clinical rotations may or may not receive written feedback beyond the midterm and final Evaluation of Clinical Skills form. It is expected that, in these cases, the clinical educator is providing feedback during regularly scheduled conferences and/or using ongoing verbal feedback.

### Student Clinician Self Reflection

- The student clinician will engage in ongoing self-reflection. As one part of the self-reflection process, the student clinician will be asked to provide a written reflection of various aspects of the clinical process.
- The student clinician, during first and second semester clinical rotations, is required to write a self-reflection for each clinical encounter during the course of the semester.
- The student clinician, during third, fourth, and fifth semester clinical rotations, will work with the clinical educator to establish a timetable for providing written self-reflection feedback that is meaningful for the clinical site and expectations. See Appendix C for ***Graduate Clinician Self-Evaluation*** form.

### Evaluation of Clinical Skills Student Self Evaluation

- The student clinician will rate her/his perceived level of comfort for the clinical competencies outlined in the ***Student Evaluation of Clinical Skills*** form (Appendix D) used by the clinical educator to rate performance at the midterm and final segments of clinical rotations.
- The student clinician will complete this form and have it available during the midterm and final clinical performance review meeting. At the midterm, students should outline clinical growth goals for the remainder of the semester.
- At both the midterm and final segments of a clinical rotation, this document should be kept by the student clinician for reference. A copy should be provided to FMU at the end of the clinical rotation.

## ***External Rotations***

### Evaluation of Clinical Skills (standard form and medical setting form)

- The clinical educator will complete an evaluation of the student clinician's clinical performance at the midterm and final segments of the clinical rotation.
- Review and discussion of this evaluation will take place during a clinical performance review meeting. The document must be signed and dated by both the clinical educator and student clinician.

- For the midterm segment of the rotation, the original Evaluation of Clinical Skills form will be retained by the clinical educator to use for the final segment of the clinical rotation. A copy of the evaluation form should be provided to:
  - The student clinician
  - The Director of Clinical Services at FMU
- For the final segment of the rotation, the original Evaluation of Clinical Skills form containing both midterm and final ratings should be provided to:
- The student clinician who will turn it in at FMU
- A copy of the form should be provided to:
  - The student clinician
  - The clinical educator/clinical rotation site, if requested

All clinical experiences are graded on a standard grading rubric. During each semester a student is registered for clinic, a midterm and final evaluation will be completed by clinical educator and submitted to the Director of Clinical Services for review. Upon review of the final clinical education evaluation, the final grade is submitted by the Director of Clinical Services.

#### Evaluation of Clinical Skills Student Self-Evaluation

For all external rotations (III, IV, V), completion of student self-evaluation is optional. It is expected that regardless of formal self-evaluation process, student clinicians and their clinical educators will engage in ongoing reflection of performance.

#### **Evaluation of Clinical Educator for Internal and External Rotation Experiences**

- The clinical educator will be evaluated by the student clinician at the final segment of the clinical rotation.
- The student clinician will be expected to have the form completed at the time of the final clinical performance review meeting with the clinical educator. This evaluation will be completed on CALIPSO and will be reviewed by the Director of Clinical Services.

At any point during a clinical rotation, if problems arise between a clinical educator and a student clinician appropriate steps should be taken. The Conflict Resolution Procedure will be followed. See Appendix E for the *Conflict Resolution Procedure*.

#### **Grading**

The use of regular evaluation of each student clinician's performance provides direct benefits to the student, including:

1. Help to make the student aware of any problem areas and provide an opportunity for the student to seek assistance from the clinical educator and others in improving these skills;
2. By reviewing evaluations completed by clinical educators at mid-term and final during each semester, clinical educators can identify a student who may be exhibiting difficulty with clinical practice and assist them in a proactive manner.

Students are expected to seek assistance with any difficulty or potential problem area. To achieve a passing grade, all evaluation items pertaining to professional and ethical standards must be "Met" at midterm and final for every clinical assignment AND the student must demonstrate minimum skill competency expectations for each domain evaluated (as described above):

## Evaluation of Clinical Skills – Grading Guidance

### *Internal Rotation (Semesters One and Two)*

The grading parameters during these semesters are the following:

- Needs improvement
- Meets expectations
- Exceeds expectations

It is anticipated that the majority of graduate clinicians will meet expectations on the competencies measured. The graduate clinician who *Meets Expectations* performs successfully following specific directions and/or demonstration in the areas of:

- Chart review
- Diagnostic planning and implementation
- Treatment planning and implementation
- Written documentation

Student clinicians who cannot execute clinical tasks when provided with specific directions and/or demonstration fall under the grading parameter *Needs Improvement*. A student who performs well following more general directions (requires less support) *Exceeds Expectations*.

### **Grading Scale**

4.5-5.0	A
4.0-4.4	A-
3.5-3.9	B+
2.8-3.4	B
2.7 and below	F

### *External Rotation (Semester Three)*

The grading parameters during this semester are the following:

- Needs improvement
- Meets expectations
- Exceeds expectations

It is anticipated that the majority of graduate clinicians will meet expectations on the competencies measured. The graduate clinician who *Meets Expectations* needs general direction to perform effectively, with the exception of specialized populations specific to the rotation, in the areas of:

- Chart review
- Diagnostic planning and implementation
- Treatment planning and implementation
- Written documentation

Graduate clinicians who cannot execute clinical tasks when provided with general directions fall under the grading parameter *Needs Improvement*. A student who performs with more independence (requires minimal to no support) *Exceeds Expectations*.

### *External Rotation (Semesters Four and Five)*

The grading parameters during these semesters are the following:

- Needs improvement
- Meets expectations
- Exceeds expectations

It is anticipated that the majority of graduate clinicians will meet expectations on the competencies measured. The graduate clinician who *Meets Expectations* demonstrates independence, takes initiative, and makes changes when appropriate in the areas of:

- Chart review
- Diagnostic planning and implementation
- Treatment planning and implementation
- Written documentation

Graduate clinicians who require general directions fall under the grading parameter *Needs Improvement*. A student who performs with independence (requires minimal to no support) *Exceeds Expectations*.

***Grading Scale***

4.5-5.0	A
4.0-4.4	A-
3.5-3.9	B+
2.8-3.4	B
2.7 and below	F

Student clinicians who fall beneath established thresholds on the clinical competencies assessed or have one or more “no” responses in the areas of ethics and professionalism may receive a failing grade for clinic or may generate specific remediation goals for the student, even when a passing grade is assigned for the overall practicum assignment.

\*Repeating a practicum or externship may result in a delay in completion of the degree.

**Remediation in Clinical Performance**

Please refer to Section Two of this handbook under Academic and Clinical Remediation for information regarding clinical performance remediation.

## Faculty and Staff

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