

**JACKSONVILLE UNIVERSITY**

**Brooks Rehabilitation College of Healthcare Sciences**



**SPEECH-LANGUAGE PATHOLOGY GRADUATE PROGRAM  
CLINICAL HANDBOOK  
2018-2019**



# JACKSONVILLE UNIVERSITY

BROOKS REHABILITATION  
COLLEGE OF HEALTHCARE SCIENCES

Dear CSD Graduate Students:

The faculty and staff in the *Department of Communication Sciences and Disorders (CSD)*, Brooks Rehabilitation, College of Healthcare Sciences at Jacksonville University would like to welcome you to the 2018-2019 academic year. We are excited to have you as a new graduate student in the 5th year of the Brooks Rehabilitation, Master of Science Program in Speech-Language Pathology. We are delighted you are here and will make every effort to ensure that you receive an outstanding education in the academic, clinical, and research aspects of communication sciences and disorders.

This handbook was developed to provide you with an ongoing resource to be used throughout your graduate studies. In this graduate student handbook you will find answers to questions such as “How do I document my clinical practicum?”, “How do I apply for ASHA certification and state licensure?”, and “What do I wear to clinic in order to serve my community as a professional student?” along with other information for navigating your way through clinical placements. You should consult the handbook frequently as you progress through your program. Please visit our website as an additional resource: <http://www.ju.edu/chs/ahs/csd/>.

Please note that there may be additional costs associated with your program. Some clinical sites require special attire while others require additional background screenings or immunizations. These costs, as well as transportation to your clinical sites, are your responsibility.

We are looking forward to an outstanding year with you and are delighted that you chose Jacksonville University for your education.

Sincerely,

The CSD Faculty

Judy Wingate, PhD, [jwingat2@ju.edu](mailto:jwingat2@ju.edu)

Robin Edge, PhD, [redge@ju.edu](mailto:redge@ju.edu)

Dan Furnas, MA, [dfurnas@ju.edu](mailto:dfurnas@ju.edu)

Kristen Izaryk, PhD, [kizaryk@ju.edu](mailto:kizaryk@ju.edu)

Ginny Chapa, MS, [vchapa@ju.edu](mailto:vchapa@ju.edu)

Albert Villanueva-Reyes, EdD

Jodi Morgan, MS, [jmorgan17@ju.edu](mailto:jmorgan17@ju.edu)

Ryan Funderburk, AuD, [rfunder@ju.edu](mailto:rfunder@ju.edu)

MS-SLP 2018-2019 Clinical Handbook 2

**Jacksonville University  
Critical Dates**

	<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Summer 2019</b>
Classes Begin	08/27/18	01/07/19	05/13/19
Classes End	12/07/18	04/19/19	08/02/19
Practicum Begins	8/29/18	01/9/19	05/15/19
Practicum Ends	12/5/18	04/19/19	07/31/19
Externship Begins	N/A	01/07/19	N/A
Externship Ends	N/A	04/10/18	N/A
Midterm Evaluation due	10/12/18	03/01/18	06/17/19
Final Evaluation due	12/7/18	04/12/19	08/01/19
Holidays:	9/3/18: Labor Day 11/12/18: Veterans' Day 11/19/18-11/23/18: Thanksgiving Break	1/21/19: MLK Holiday 3/11-3/15/19: JU Spring Break	05/29/19: Memorial Day 07/04/19: Independence Day

**All part-time practicum students follow the JU calendar. Full-time Externs will follow the placement facility's calendar.**

**KNOWLEDGE AND SKILL OBJECTIVES FOR BROOKS REHABILITATION  
MASTER OF SCIENCE DEGREE IN SPEECH-LANGUAGE PATHOLOGY**

**(AS STATED IN THE ASHA 2014 STANDARDS)**

**Standard IV-A: Knowledge of Statistics, General Sciences, Social/Behavioral Sciences**

*Students will be able to describe/discuss...*

- Basic concepts in biological sciences as they pertain to communication science & disorders
- Basic concepts in physical sciences as they pertain to communication science & disorders
- Basic concepts in social and behavioral sciences as they pertain to communication science & disorders
- Basic concepts in statistics as they pertain to communication science & disorders
- Acoustic correlates of prevention, assessment, and intervention as they pertain to all major clinical areas

**Standard IV-B: Knowledge of Basic Human Communication and Swallowing Processes**

*Students will be able to describe/discuss the bases (see lists below) of basic human communication and swallowing processes.*

- Human Communication Processes
- Human Swallowing Processes
- Biological Bases
- Neurological Bases
- Acoustic Bases
- Psychological Bases
- Developmental/Lifespan Bases
- Linguistic Bases
- Cultural Bases

**Standard IV-C: Knowledge of Nature of Communication Disorders and Differences**

*Students will be able to describe/discuss...*

- Etiologies of disorders affecting major clinical areas
- Characteristics of disorders and differences affecting major clinical areas<sup>1</sup>  
Anatomical/physiological correlates of disorders and differences affecting major clinical areas
- Acoustic correlates of disorders and differences affecting major clinical areas
- Psychological correlates of disorders and differences affecting major clinical areas
- Developmental correlates of disorders and differences affecting major clinical areas
- Linguistic correlates of disorders and differences affecting major clinical areas
- Cultural correlates of disorders and differences affecting major clinical areas

<sup>1</sup>Major clinical areas include: (1) articulation, (2) fluency, (3) voice & resonance, (4) receptive and expressive language (within speaking, listening, reading, writing, and manual

modalities), (5) hearing, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, and (9) communication modalities

#### **Standard IV-D: Knowledge of Principles and Methods of Prevention, Assessment, and Intervention**

*Students will be able to describe/discuss...*

- Principles and methods of prevention as they pertain to all major clinical areas
- Principles and methods of assessment as they pertain to all major clinical areas
- Principles and methods of intervention as they pertain to all major clinical areas
- Anatomical/physiological correlates of prevention, assessment, and intervention as they pertain to all major clinical areas
- Collaborate with other professionals
- Communicate effectively with client, family, caregivers, and relevant others
- Provide counseling regarding communication and swallowing

#### **Standard IV-E: Ethics**

Students will be able to identify standards of ethical conduct and examples of unethical conduct.

#### **Standard IV-F: Research processes and principles**

Students will be able to describe research methods and principles, particularly as they apply to evidence-based clinical practice and will demonstrate the ability to access sources of research information and relate research to clinical practice.

#### **Standard IV-G and H. Professional affairs and credentialing**

Students will be able to describe/discuss contemporary professional issues.

Students will be able to describe/discuss basic information about certification, specialty recognition, licensure, and other relevant professional credentials.

#### **Standard V-A Skills Outcomes:**

Students must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

#### **Standard V-B Skills Outcomes Evaluation and Intervention:**

Students will complete a program of study to achieve the following skills outcomes:

- Screening and prevention procedures
- Collect case history information
- Select and administer appropriate evaluation procedures
- Interpret and integrate information to develop diagnoses and make appropriate recommendations
- Refer clients for appropriate services
- Develop and implement appropriate intervention plans
- Measure clients' performance and progress.

**For full information on the 2016 revised standards, please visit the ASHA website, <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification>**

**Essential Functions and Technical Standards/Guidelines  
Knowledge and Skills Essential to the Practice of Speech-Language Pathology  
Department of Communication Sciences and Disorders  
Jacksonville University**

**PREAMBLE**

To function in a broad variety of clinical situations, and to render a wide spectrum of patient/client care, individuals must have the following five types of skills:

- Communication
- Motor
- Intellectual-Cognitive
- Sensory-Observational
- 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 experience. The starred items (\*) in the expanded lists below are skills that are particularly relevant and should be present when a student begins the program. The burden is on the applicant to demonstrate that he/she can meet the essential functions or requirements of the program. The lists below represent technical standards and essential functions that are required (with accommodations when necessary) for admission and graduation.

All students pursuing a health care profession such as speech-language pathology must possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty and the profession. Some students may have certain disabilities or combinations of disabilities which will require accommodations in order to meet the technical standards and essential functions required of all students. The program is clinically based and some accommodations (e.g., extra response time) cannot be offered in clinical practicum settings.

Academic faculty are charged with evaluating students with respect to their performance on the standards presented below. If a student feels that they are unable to meet these standards, it is their responsibility to notify the appropriate faculty member(s) to seek accommodations, and then to register with and be verified as disabled by the JU Disabilities Resource Center.

All students admitted to the graduate programs in the Department of Communication Sciences and Disorders at Jacksonville University are beholden to the professional standards needed to successfully engage in the speech-language pathology profession.

**COMMUNICATION:** A student must possess adequate communication skills to:

1. Communicate sufficiently in English in order to engage in clinical activities independently, conduct accurate assessments and provide effective intervention, provide consultation to patients/clients, caregivers of patients/clients, and health care

professionals and perform other related functions associated with professional practice.\*

2. Demonstrate reading and writing skills sufficient to meet curricular and clinical demands.\*
3. Demonstrate non-verbal communication skills (e.g., facial expressions, body language) sufficient to meet curricular and clinical demands.\*
4. Modify communication style to meet the communication needs of the patients/clients, caregivers, and other persons served.\*
5. Communicate professionally and intelligibly with patients/clients, colleagues, other healthcare professionals, and community or professional groups.
6. Communicate professionally and effectively on patient/client documentation, reports, and scholarly papers required as part of coursework and professional practice.
7. Convey information that is accurate, relevant and culturally sensitive.

**MOTOR:** A student must possess adequate motor skills to:

1. Access transportation to academic and clinical placements.\*
2. Participate in classroom and clinical activities for the defined workday.\*
3. Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
4. Manipulate patient/client-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
5. Access technology for clinical management (i.e., billing, charting, therapy programs, etc.)
6. Be able to assist clinical clients/patients in case of fire or other emergencies.

**INTELLECTUAL/COGNITIVE:** A student must possess adequate intellectual and cognitive skills to:

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

**SENSORY/OBSERVATIONAL:** A student must possess adequate sensory skills, i.e., visual, hearing, and tactile skills needed to:

1. Identify normal and disordered speech, language, hearing, and swallowing abilities.
2. Identify the need for alternative modalities of communication.
3. Identify anatomic structures.
4. Discriminate imaging findings.
5. Discriminate findings on imaging studies.
6. Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
7. Recognize when a patient/client does or does not understand the clinician's written and/or

verbal communication.

**BEHAVIORAL/SOCIAL:** A student must possess adequate behavioral and social attributes to:

1. Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.\*
2. Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.\*
3. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
4. 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 settings.\*
5. Adapt to changing academic and clinical environments which includes maintaining mature and professional demeanor while participating in a variety of settings. Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
6. Accept appropriate suggestions and constructive criticism and respond by modification of behavior.
7. Dress appropriately and professionally as detailed in the student handbook and as proscribed by individual clinical sites.

### **PURPOSE OF THE AMERICANS WITH DISABILITIES ACT**

The purpose of the ADA is to provide opportunities for persons with disabilities to compete with other (students) on the basis of their ability. Like the Rehabilitation Act, the ADA requires many entities ... to provide certain accommodations to persons with disabilities so that they may enjoy the same benefits, services and opportunities as those without disabilities. Schools must judge persons on the basis of their ability to complete the educational program rather than on their status as disabled persons. Persons seeking admission must be able to perform the "essential functions" or meet the "essential eligibility requirements" of the program. It is up to each school to determine the "essential functions" or "essential eligibility requirements" of its educational program. Preadmission inquiry as to whether a person is disabled is not permitted, but a school may ask all students to review the essential functions and technical standards for admission and graduation to determine if they are able to meet those standards and functions needed to be successful as a student and as a future speech-language pathologist or audiologist.

Speech-language pathology students and applicants who have any questions about the technical standards and essential functions should contact Dr. Judith Wingate ([jwingat2@iu.edu](mailto:jwingat2@iu.edu) or 904-256-8912).

### **References**

<http://www.ada.gov/infoline.htm>

American Association of Medical Colleges, n.d. *The Disabled Student in Medical School: An Overview of Legal Requirements*. Washington, D.C. Author

Schwartz, I., et al. (2007). *Eligibility requirements and essential functions*. Paper presented at the Annual Meeting of the Council on Academic Programs in Communication Sciences and Disorders.

## GUIDELINES FOR WORKING IN PRACTICUM SETTINGS

### ***Attendance***

Attendance at clinics is mandatory. Tardiness will not be tolerated. The only acceptable reasons for missing clinic are a death or crisis in the immediate family, documented illness (requires physician note if 3 days or more), active military duty or jury duty, or religious holy days. All other absences (weddings, family reunions, vacations, etc.) will be considered unexcused. One unexcused absence will be allowed each semester. More than one unexcused absence will result in a reduction in the practicum course grade. **The table below illustrates the minimum number of attendance hours on-site that must be completed in order to pass each practicum. Students not completing the minimum number of hours will be required to repeat the practicum experience.**

Practicum	Expected hours per week	Total expected hours for semester	Minimum # hours required for semester (80% of total expected)
I	10-15	160 (16 weeks)	104
II	15-20	180 (12 weeks)	144
III	20	320 (16 weeks)	256
IV	30-40	450 (16 weeks)	360

If for any reason you cannot attend a clinic, notify your supervisor as soon as possible, both by email and by phone. You should also notify the clinical coordinator, Ms. Ginny Chapa, [vchapa@ju.edu](mailto:vchapa@ju.edu) of your absence by email.

### ***Background Checks***

A career as a speech-language pathologist involves working with individuals from a wide variety of backgrounds, ages, and ability levels, as well as handling confidential information. In an effort to ensure that the profession is made up of individuals of integrity, those applying for certification as an SLP must answer questions regarding their criminal background. A history of offenses may impact your ability to become certified in the future. For more details, download the 2014 SLP CCC Application Standards PDF:

<http://www.asha.org/uploadedFiles/2014-SLP-CCC-Application-Standards.pdf>

Additionally, as a student, a history of offenses may inhibit your ability to complete the necessary practicum hours to graduate. All students accepted into Jacksonville University's graduate Speech-Language Pathology Program must have an unencumbered background check as a clinical requirement. Offenses listed on a background check may result in your offer of acceptance being rescinded. Some sites (e.g., school systems and some hospitals) require an additional background check and/or drug screening be completed prior to student placement. Please be aware that this will be an extra expense for you.

## ***Student Safety/Well Being***

Our mission is to provide a safe environment for our students. If you may be pregnant or suffer from any autoimmune diseases, please confidentially notify the clinical coordinator, Ms. Ginny Chapa, as you may be compromised during your rotation through community placements, either via exposure to pathogens or to radiation. Commonly encountered pathogens include VRE (vancomycin resistant enterococci), C. Diff (clostridium difficile), MRSE (methicillin-resistant Staphylococcus aureus), and CMV (cytomegalovirus), the latter of which is particularly harmful to babies in utero. Other pathogens you may encounter include, but are not limited to chickenpox, shingles, TB (tuberculosis), and LRE (linezolid-resistant enterococci). Students also participate in fluoroscopic swallow studies, exposure to which may be harmful to fetuses. Students wear leaded aprons, and special maternity aprons are available; however, we must be aware of your pregnancy to provide you with this option.

As you are entering a healthcare or educational profession, there are certain public health requirements to which our programs expect you to adhere. The following immunizations must be up to date when you enter our program.

- Tuberculin skin test within the past 12 months or documentation as a previous positive reactor; and
- Proof of Rubella and Rubeola immunity by positive antibody titers or 2 doses of MMR; and
- Varicella immunity, by positive history of chickenpox or proof of Varicella immunization; and
- Proof of Hepatitis B immunization or declination of vaccine, if patient contact is anticipated; and
- Tetanus shot within last 5 years; and
- Flu shot during each active flu season. If you are unable to take the flu shot, you must have documentation of this from your physician. Sites may require you to wear a face mask at all times during flu season if you have not had the current vaccine.

People who are not correctly immunized pose a significant public health risk to their patients, co-workers and themselves. ***TB tests must be renewed each year. It is your responsibility to update your TB test and any immunizations that have expired during your time at the university.*** If immunizations and TB tests are not up to date, or have been waived for religious reasons, you will not be able to participate in clinical rotations and will not complete the degree program as a result.

### ***Latex Allergies***

As part of our clinical education, students participate in simulations in our STAR Center using low and high-fidelity manikins. When participating in these labs, students may be exposed to products containing latex. If a student has a known allergy to latex, they should make their instructor aware so that alternative options are provided for simulation.

## **CLINIC ASSIGNMENTS AND SUPERVISION**

Students are expected to participate in clinics from 10 to 20 hours every semester as defined by the practicum syllabus. Students **may not** see patients unless a speech-language pathologist with the certificate of clinical competence is present in the facility **at all times**. No exceptions to this requirement will be tolerated. Students should always be supervised at least 25% of the time in accordance with the standards set by the American Speech-Language-Hearing Association (ASHA).

Students will be assigned to clinical placements by the CSD faculty, specifically the program director(s). Placements will be made based on the skills that students need to obtain in order to satisfy ASHA requirements. **Student preference regarding placements will be considered but is not the primary factor in placement.** Students will be responsible for transportation to and from clinical sites. Students who refuse a clinical placement will not be assigned to another placement for that term and may not graduate on time.

Students must successfully complete Assessment and Rehabilitation I/Diagnostics prior to beginning clinical rotations. During this course, students will receive training in HIPAA, the Code of Ethics, SLP Scope of Practice, and Bloodborne Pathogens.

Per the 2016 revisions to the ASHA Certification Standards, students may now obtain up to 75 clinical hours through alternative clinical education including the use of standardized patients and simulation technologies. Students are responsible for entering simulation hours into the clinical management system (Typhon or Calipso) for approval by the faculty instructor.

## **REQUIRED SUPPLIES**

It is expected that each clinician purchase the following supplies that he/she will be using in evaluation and therapy.

- Hospital Scrubs or clinic uniform– you may be required to obtain scrubs or a uniform based on the criteria of the facility to which you are assigned. Each facility may have different requirements so be prepared for these purchases.
- Stopwatch or other timing device (Iphone/Ipad may be used in some settings with facility permission)
- Penlight and batteries
- Stethoscope
- Protective goggles (if you wear glasses on a regular basis you will not need protective goggles)

## **STUDENT DRESS CODE**

When observing, evaluating, or treating clients in any clinical setting, students are expected to dress and behave in a professional manner. Students must follow the any dress code established by the practicum/externship site. If site-specific attire is required, this will be at the student's expense. If no dress code is specified, you are expected to follow the guidelines listed below. Additionally, appropriate dress is expected for class attendance.

	ACCEPTABLE	UNACCEPTABLE
Hair	Neatly cut & styled Should be natural human hair color	Extreme hairstyles or colors (no pastel, neon, or fluorescent colors)
Undergarments	Required	Visible thermal underwear, or patterns and colors visible through clothing
Hair coverings	Hair coverings for religious reasons	No scarves, hats, bows or large hair accessories
Nails	Clean, well-manicured nails	No longer than ¼” from fingertip; no jewels or pierced fingernails; no chipped nail polish
Jewelry	Modest jewelry –should not interfere with movement or procedures	No visible body piercings except earlobes or small nose stud; no ear expanders; no large or dangling earrings; no visible dental decorations
Facial hair	Clean and neatly trimmed	Beards or mustaches exceeding ¼”
Body art	Must be covered by clothing	Visible tattoos that are not covered where possible
Grooming	Clean, neat and professional in appearance	No cologne, perfume or scented lotions; no offensive body odor; no cigarette or tobacco smoke; no gum chewing in patient care areas
Clothing	Professional business dress that is comfortably fitted.	No jeans, shorts, overalls, or sun dresses; no see-through fabrics. Clothing should provide adequate coverage of torso and backside when sitting or reaching.
Shoes	Clean, comfortable business shoes. Heels should not exceed 2 inches. Close-toed shoes required in medical settings	Flipflops, open-toed shoes, stiletto heels are not allowed.

***You will be asked to leave a clinical site if you do not follow these guidelines.***

## TIPS FOR SUCCEEDING IN CLINICAL PRACTICUM

1. Communicate regularly with your supervisor. Be sure you understand his/her expectations.
2. Take advantage of opportunities to learn. If you have the chance to attend a special workshop, observe a surgery, or meet with an expert, please do so if your schedule permits. Initiate observations with various disciplines at the facility.
3. Be a willing and eager participant in clinic. Be helpful and assist your supervisor without being asked.
4. Take the initiative to learn. If you hear a term you don't understand, look it up. If there's a diagnosis you're not familiar with, research it.
5. Always put the patient first!
6. Don't interrupt the supervisor.
7. Don't question the supervisor in front of another professional, a client, or a caregiver.
8. Keep your composure and behave in a professional manner no matter the circumstance.
9. Keep personal problems to yourself. Your supervisor and other workers at the practicum site do not need to know everything about your personal life.
10. Turn your cell phone off. Check it only during your break.
11. Do not take schoolwork to your clinical site. If you have free time on-site, use it for clinically-related tasks.

## PRACTICUM EXPERIENCES

Each student will participate in 3 practicum experiences and a full-time clinical externship as detailed in the curriculum. Clinical experiences will be assigned by the clinical coordinator.

***Students may not contact practicum sites, prior to assignment, without the permission of the Clinical Coordinator.*** You will be on-site between 10 and 20 hours a week, depending on the semester. Transportation to and from clinical sites is the responsibility of the student.

Students will participate in at least one pediatric and one adult setting during their course of study in order to obtain clinical experience across the life-span. The last semester will be a full-time clinical experience of the student's preference pending site availability. Thesis students will be assigned to a part-time practicum during their last semester.

## EXTERNSHIPS

Each non-thesis student will complete a clinical externship during their last semester of the master's program. This is a full-time placement. Students have the freedom to choose their externship site. Externships can be completed at any facility in the United States as long as JU has a current contractual agreement with the facility. Students should not expect to attain more than 200 clinical hours during their externship. **Reminder: Students in externship do not follow the JU calendar but will abide by the facility's calendar.**

Faculty are willing to guide you in a search for your externship placement. Students should start to set up their externships during the second to third semester in the program. After discussing the desired facility's protocol with the Clinical Coordinator, the student should then reach out to the facility's Rehabilitation Director or Speech Pathology Manager to obtain approval to proceed

with acceptance for full-time externship. If no affiliation agreement contract currently exists between Jacksonville University and the facility, the clinical coordinator will initiate the contract process with the assistance of Ms. Blair Lobacz, BRCHS Graduate Clinic Coordinator, who will ensure completion of this agreement. This can take several months to complete so students are encouraged to begin planning by the mid-point of their academic program.

In order for JU to initiate a contract, please provide the following information to the clinical coordinator:

1. Name of person at facility that will handle the agreement.
2. Full legal name of the facility – sometimes this is different than the name you know
3. E-mail address, phone number, fax number and mailing address
4. Website info if available

### **My Clinical Exchange (myCE)**

Some facilities require placement request via myCE, which requires student records be uploaded into the myCE account (TB, influenza vaccine, other necessary immunizations). Ms. Chapa will notify you if your site uses this system. There is a fee to register with this system which is paid by you. It is your responsibility to upload all records requested so that you may be cleared for placement by the site. All required documents must be uploaded in your myCE account prior to starting the practicum.

NOTE: If you are required to complete this process for your clinical placement, please be proactive with completing the necessary requirements as you CANNOT start your clinical assignment until all requirements are completed.

### **SPEECH-LANGUAGE PATHOLOGY CLINICAL GRADING SCALE**

Clinical skills evolve during a student's course of study and each new clinical placement brings with it a different set of required knowledge and skills. As students move through the master's program at Jacksonville University, they are expected to develop increased levels of clinical independence. The clinical grading scale takes into account this progression. Students in the first one to two semesters are not expected to be as independent as students during an externship experience. The grading scale reflects the increasing expectations as students move through their 4 clinical placements. Grades below a C are unacceptable. If you receive a C in a clinical placement, clinical hours received in that placement will not be included in your total clinical hours. Any student earning a grade below this level will be counseled by a faculty committee and a plan for remediation will be implemented.

#### **1<sup>st</sup> Clinic**

3.75 or higher	A
3.5 – 3.74	A-
3.25 – 3.49	B+
3.0 – 3.24	B
2.75 – 2.99	B-
2.5 – 2.74	C+
2.0 – 2.49	C

#### **2<sup>nd</sup> Clinic**

4.0 or higher	A
3.75 – 3.99	A-
3.5 – 3.74	B+
3.25 – 3.49	B
3.0 – 3.24	B-
2.75 – 2.99	C+
2.5 – 2.74	C

**3<sup>rd</sup> Clinic**

4.25 or higher	A
4.0 – 4.24	A-
3.75 – 3.99	B+
3.5 – 3.74	B
3.25– 3.49	B-
3.0-3.24	C

**4<sup>th</sup> Clinic (Externship)**

4.5 or higher	A
4.25 – 4.49	A-
4.0 – 4.24	B+
3.75 – 3.99	B
3.5 – 3.74	B-
3.25- 3.49	C

## JU SPEECH-LANGUAGE PATHOLOGY STUDENT ASSESSMENT FORM

Student Name: \_\_\_\_\_  
 Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_  
 Midterm \_\_\_\_\_ Final \_\_\_\_\_  
 Practicum Site: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ ASHA # \_\_\_\_\_ State Lic # \_\_\_\_\_

Competency Rating Code: Rate each competency from 1.0-5.0, using decimals as desired.  
 5.0=Demonstrates the behavior consistently and independently.  
 4.0=Demonstrates the behavior with general guidance from supervisor  
 3.0=Demonstrates the behavior with specific guidance from supervisor  
 2.0=Demonstrates the behavior with excessive and repeated instruction from supervisor  
 1.0=Fails to demonstrate the behavior regardless of amount of supervisory input

EVALUATION	Rating	Comments
A. Collects and integrates case history information with attention to pertinent details.		
B. Prepares and administers appropriate evaluation procedures, including behavioral observation and instrumental assessments.		
C. Adapts evaluation procedures to meet client needs.		
D. Interprets and synthesizes information to develop diagnoses and to make treatment recommendations including referral for other services.		
E. Thoroughly completes all required documentation.		
INTERVENTION	Rating	Comments
A. Develops appropriate intervention plans with goals that meet clients' needs.		
B. Utilizes care plan effectively.		
C. Measures client performance and keeps accurate data.		
D. Modifies intervention to meet needs of clients.		
E. Completes required documentation needed to support intervention.		
III. PROFESSIONAL AND PERSONAL QUALITIES	Rating	Comments
A. Communicates effectively with clients, caregivers, and other professionals.		
B. Provides information to clients and caregivers regarding evaluation and treatment.		
C. Complies with HIPAA, facility policies, and ASHA Code of Ethics.		
D. Maintains confidence, composure, and maturity in the clinical setting.		

E. Arrives on-time and ready to work.		
F. Follows attendance policies.		
G. Actively participates in the clinical process.		
H. Requests assistance as needed.		
I. Accepts feedback in a positive manner.		
J. Recognizes own strengths/weaknesses.		
K. Takes responsibility for own actions.		
L. Interacts respectfully with supervisors, staff, and clients.		
SUMMARY		
Sum of Ratings: (add all)		
Number of competencies rated:		
Average rating:		

The student treated the following populations at this site:  0-3  Preschool   
School Age  Adolescent  Adult  
The student treated the following disorders at this site:  articulation/phonology  Fluency  
 Voice/Resonance  Language  Hearing  Swallowing  Cognitive  
 Pragmatics  Communication Modalities (manual, augmentative, assistive)

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **TYPHON GROUP'S AHST STUDENT TRACKING SYSTEM**

AHST is a secure, online web application for administrators, faculty members and students. It consists of eight modules that provides complete student tracking for allied health programs.

Supervisors will use the system to enter information about each clinical site. They will complete student evaluations in the system and will verify student clinical participation.

Students will use Typhon to record and track clinical practicum hours. They will also file selected papers, projects, and other materials as directed by their instructors in order to create a portfolio of their academic and clinical work. The system will be used to record student documents for immunizations, background checks, drug screenings and other required materials. All students are required to complete the Typhon Group demonstration prior to using the system.

### **Step-By-Step: Typhon**

#### **How to Add a New Case Log**

1. Type in "[typhongroup.net](http://typhongroup.net)" in your web address bar.
2. Click the green box labeled "AHST for all Health Programs"
3. Log in to "Data Entry Login"
4. Under the first heading "Case Log Management", click "Add New Case Log"
5. Enter the date of the session. Click "Save Data"
6. All fields marked with a red arrow are required.
7. Once finished, scroll to the bottom and click "Create Link" if this is a returning client or click "Save Data" to complete entry.
8. If creating a link, have the number of the original client entry on hand for more efficient completion.
9. Each day of new case log entries requires a day to be created in the "My Time Logs"
10. Go back to the main page to click "My Time Logs" under the "Other Activities & Reports."
11. The top of the page will have a "Create Daily Time Log" for each day of sessions entered.
12. Fill in the "Total Shift Time" with the number of hours spent at the clinical site. This is the only required field.
13. Return to the Main Page. Any links with missing information will have "Missing Information" flashing in red. Click any incomplete links and complete where directed.

Please note under the "Clinical Information" heading that the "Student Participation" options include "Observation Only," "Basic Skills Used," and "Complex Skills Used." Students may wish to include the time spent observing their supervisor prior to starting hands-on therapy in order to satisfy ASHA observation requirements.

#### **How to Change Default Settings**

The new semester means a new clinical site. New default settings can be set for the "Student Information."

1. From the Main Page, click “Setup Default Choices” under the “Your Account” heading in the right hand column.
2. Change the fields marked with a red arrow to reflect current semester information.
3. Click “Save Data”

### **CLOCK HOURS**

In accordance with ASHA regulations, students will be required to keep logs of all clinical hours. The logs will include the type of disorder each patient has, the amount of time spent with each client, and the type of activity for the session (assessment or treatment). **Clock hours should be logged into the system at the end of each clinic under the Case Log setting. You have a limited amount of time to record your hours in the system.** Failure to do so will result in a loss of those hours. Clock hours should be verified in Typhon by the student's supervisor(s) at the end of each week in clinic. Students will be required to keep a copy of the clock hours they earn for their own protection in the event that they ever have to prove that these hours were earned. **Students may only count as clock hours direct contact with the client or the client’s family in assessment, intervention, and/or counseling.** We anticipate that a student will complete 125-150 hours during the distinct 3 practica with most students earning at least 200 hours in the externship semester. Those students electing to complete a thesis will, more than likely, have to complete an additional part-time practicum during the last semester.

According to 2016 revisions to certification standards, students may count clinical simulation for up to 20% of direct client hours (75 hours total). Only time spent in active engagement with the simulation may be counted. Debriefing time may not be counted. Your instructors for courses containing simulation will advise you regarding the amount of time that may be counted for each simulation in which you participate.

You must complete the 375 clock hours required by ASHA prior to graduation. If you do not complete these hours by the end of your externship, you will be required to register for an additional semester in order to complete this requirement. It is your responsibility to work hard at obtaining hours and to keep a close eye on the total hours you have earned. Some states follow different hour requirements for licensure. If you plan to work in a specific place following graduation, please check that state’s website for the latest licensure information.

In accordance with ASHA regulations, when students conduct assessment or intervention sessions as a team, the time will be divided by the time in which the student is actively engaged as the primary clinician in any given activity with the patient. For example, if Student A conducts a 15 minute interview with a patient, Student B does a 30 minute language assessment with the patient, and Student C follows with a 15 minute articulation assessment, the hours would be divided as follows: Student A and Student C each record 0.25 clock hours and Student B records 0.50 clock hours. The supervisor's observation and signature will serve as verification of the accuracy of the time reported by each student.

**Evaluation of Clinical Instruction**

Students should complete an evaluation for each clinical instructor at the end of the semester. Evaluation forms are available on Typhon. Student feedback is valuable for the supervisor and for the program. Please be honest and thorough in providing feedback. A sample form is provided below.

**EVALUATION OF CLINICAL INSTRUCTION  
Jacksonville University  
Communication Sciences and Disorders**

Practicum Setting: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_  
(If you have more than one supervisor, please use a separate form for each).

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Please rate your supervisor on each of the following items. This evaluation will be reviewed by faculty and feedback will be given to the supervisor.

1=Superior 2=Above Average 3=Acceptable 4=Poor 5=Unacceptable 6= Not applicable to setting

	1	2	3	4	5	6
Supervisor has observed sufficiently this semester.						
Supervisor was willing to take time to answer questions.						
Supervisor invited dialog/discussions regarding client care.						
Supervisor clearly explained site requirements.						
Supervisor provided instructions to student in clear, understandable manner.						
Supervisor provided reference materials and resource materials when appropriate.						
Supervisor demonstrated a supportive and encouraging attitude.						
Supervisor provided constructive feedback.						
Supervisor's feedback was easy to interpret.						
Supervisor provided timely feedback.						
Supervisor treated me as a professional in training, respecting my opinions.						
Supervisor obeyed rules of privacy, courtesy and tact.						
Supervisor utilizes current practices and procedures.						
Site allowed for experience with a variety of communication disorders.						
Site was organized to allow for maximum work experience during my assigned hours.						
Site provided a worthwhile clinical experience.						

## REQUIRED PERSONAL DOCUMENTATION

Students are required to complete an initial background check prior to full admission to the program. Instructions will be provided to students with the admission letter. The student must not have any record of sexual offenses, assault, or other felony, as these will prevent your placement in clinical settings.

Students must file the following documents in Typhon or Calipso. Documents must be on file prior to starting clinics.

1. Log of Observation Hours – ASHA requires 25 observation hours. Observation hours must be signed by a licensed and certified speech pathologist or audiologist. Verification of observation hours from your undergraduate program is acceptable.
2. Record of Clock Hours from Other Universities – you may count up to 25 hours from undergraduate work toward the required ASHA clock hours.
3. Immunization record

**Students must comply with the requirements of each facility for the following and are responsible for any costs associated with the requirements:**

- Additional background check and fingerprinting
- HIPAA training
- Health Screening and/or additional drug testing



# Brooks Rehabilitation College of Healthcare Sciences

## JACKSONVILLE UNIVERSITY

### Student Grievance

The purpose of this policy is to provide a pathway for impartial review of student issues or concerns that have not been resolved through normal informal channels. For the purpose of this policy a grievance is defined as a complaint involving unfair, arbitrary or unwarranted treatment that has not been resolved through normal channels. The following list of issues or concerns have specific University Policies that supersede this grievance process:

- Student Grade
    - <http://www.ju.edu/academics/Pages/Academic-Catalog.aspx>
  - Violations of the code of Conduct
    - <http://www.ju.edu/greenpages/Pages/Code-of-Conduct.aspx>
  - Sexual Harassment
    - <http://www.ju.edu/humanresources/Pages/Sexual-Harrassment.aspx>
1. Discuss the matter directly with the faculty or staff member involved.
  2. If there is not a satisfactory resolution, appeal to the appropriate department Director.
  3. If there is not a satisfactory resolution, appeal to the Associate Dean of the School.
  4. If there is not a satisfactory resolution, appeal to the Dean of the BRCHS.
  5. If there is not satisfactory resolution an appeals committee will convene.

The committee will report the final decision to the Provost for Academic Affairs.

1. Grievance must be filed within 30 days of the incident.
2. The unresolved grievance must be submitted to the BRCHS Dean in writing.
3. At any point in the process the parties involved may achieve a resolution of the process and stop the grievance process. The written grievance must contain specific details. When appropriate, dates, times, witnesses and facts related to the complaint must be included.
4. The written grievance must clearly state and document the evidence of unfair, arbitrary or unwarranted treatment.
5. The BRCHS grievance committee consists of a faculty member from each School in the BRCHS. In addition to this standing committee the Dean of Students or designee and three students appointed by the Dean of the BRCHS will serve on the committee. If a faculty member on the grievance committee is involved in the current grievance the BRCHS dean will appoint a replacement.
6. All relevant documents must be provided to the committee. The Dean of Students or designee will serve as chair. A BRCHS faculty member will serve as recorder and keep minutes of the proceeding.

7. The time and date of the hearing shall be provided to each individual in writing at least 10 days prior to the meeting.
8. Members of the committee must hold all proceeding information as confidential.
9. Members of the committee will have 3 business days to review all documentation
10. A private hearing will be conducted.
11. All involved parties will be allowed to attend all parts of the hearing.
12. Both parties may have an advisor that is a member of the JU community attend at their own expense. The advisor must not be an attorney.
13. Witnesses may be called for information or questions by the committee. Witnesses are only permitted to attend the part of the hearing in which they will be questioned.
14. All documentation and minutes of the procedures will be retained by the CHS Dean.
15. The hearing will be recorded, this recording is the property of the University.
16. Committee deliberations will not be recorded.
17. All members of the committee are permitted to ask questions of both parties. The chair of the committee will determine procedural questions.
18. A majority consensus of the committee towards a resolution will be provided to the Complaining party, other involved parties and the Dean. The decision of the committee is final.

Should a student wish to appeal the decision made by the Committee the process is as follows:

1. Discuss the matter directly with the Provost/Chief Academic Officer. The Provost/Chief Academic Officer will review the case and determine any additional action that should occur based on this review and the recommendation of the appeals committee.

### **PROCEDURES FOR COMPLAINTS AGAINST GRADUATE EDUCATION PROGRAMS**

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

### **CRITERIA FOR COMPLAINTS AGAINST GRADUATE EDUCATION PROGRAMS**

For a complaint to be considered by the CAA, it must:

- be against an accredited education program or program in Candidacy status in speech language pathology and/or audiology,
- relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards, and
- include verification and documentation (e.g., copies of grievance processes, communications verifying completion of processes, etc.) if the complaint is from a student or faculty/instructional staff member at that institution, that the complainant exhausted all relevant institutional grievance and review mechanisms before submitting a complaint to the CAA, if relevant to the complaint.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The

burden of proof rests with the complainant. All written testimony must include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office to verify and communicate with the source of the complaint.

Complaints against a program may be submitted even if separate action is pending against the program by another body, except as outlined above.

**All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. Complaints will not be accepted by e-mail or facsimile.**

## **DETERMINATION OF JURISDICTION**

Within 15 days of receipt of the complaint, Accreditation Office staff will acknowledge receipt of the complaint and will forward a redacted copy of the complaint to the Executive Committee of the CAA. The original letter of complaint is placed in an Accreditation Office file separate from the program's accreditation file.

The Executive Committee determines whether the complaint meets the above-specified criteria. Staff, because of the need to redact the complaint, verifies the accreditation status of the program against which the complaint is filed, and communicates this information to the Executive Committee with the redacted complaint. Although complainants are encouraged to specify the accreditation standards as the basis for the complaint, the Executive Committee will verify the relevant standards related to the complaint as part of its jurisdiction review.

An affirmative vote by two-thirds of the voting members of the Executive Committee, exclusive of the chair, is required to proceed with an investigation of a complaint.

If the Executive Committee of the CAA makes the determination that the complaint does not meet the above-listed criteria, the complainant is informed within 30 days of the letter transmitting the complaint to the EC that the CAA will not review the complaint.

## **EVALUATION OF COMPLAINT**

If the Executive Committee of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will evaluate the complaint.

The chair of the CAA informs the complainant within 30 days of the letter transmitting the complaint to the chair that the Council will proceed with an evaluation, including the specification of the standards upon which the investigation will be based. Because it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within 30 days of the letter indicating that the CAA will proceed with its evaluation. The complainant is given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation is concluded. If the complainant does not wish to withdraw the complaint, the complainant is asked to keep the initiation of an investigation confidential.

Within 15 days of receipt of the waiver of confidentiality, the chair of the CAA notifies the program director and the institution's president or president's designee by certified return receipt mail that a complaint has been registered against the program, including the specification of the standards upon which the investigation will be based. The notification includes a redacted copy of the complaint without revealing the identity of the complainant. The program's director and the institution's president or president's designee are requested to provide complete responsive information and supporting documentation that they consider relevant to the complaint within 45 days of the date of the notification letter.

Within 15 days of receipt of the program's response to the complaint, the chair of the CAA forwards the complaint and the program's response to the complaint to the CAA. The materials are redacted and the identity of the complainant and the program under investigation is not revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members conclude that individuals other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the chair of the CAA requests such information. After reviewing all relevant information, the CAA determines the course of action within 30 days.

Such actions include, but are not limited to the following:

- Dismissal of the complaint;
- Recommending changes in the program within a specified period of time and as they relate to standards (except for those areas that are solely within the purview of the institution);
- Continuing the investigation through an on-site visit to the program;
- Placing the program on probation;
- Withholding/withdrawing accreditation.

If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee are notified, and a date for the site visit is expeditiously scheduled. The program is responsible for expenses of the site visit. The site visit team is selected from the current roster of CAA site visitors. During the site visit, emphasis is given only to those standards with which the program is allegedly not in compliance. The site visit team submits a written report to the CAA no later than 30 days following the site visit. As with all other site visits, only the observations of the site visitors are reported; site visitors do not make accreditation recommendations. The CAA forwards the report to the program director and the institution's president or president's designee within 15 days. The program or institution should provide a written response to the chair of the CAA within 30 days of the date on which the report is postmarked to the program director and the president or president's designee. The purpose of the response is to verify the accuracy of the site visit report.

The CAA reviews all evidence before it, including the site visit report and the program's response to the report, and takes one of the following actions within 21 days: Dismisses the complaint;

- Recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution);

- Places the program on probation;
- Withholds/withdraws accreditation.

If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed within 15 days of the CAA decision that accreditation has been withheld/withdrawn. Notification also includes justification for the decision, and informs the program of its option to request Further Consideration. Further consideration is the mechanism whereby the program can present documentary evidence of compliance with the appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation.

If the program does not exercise its Further Consideration option, the CAA's decision to withhold/withdraw accreditation is final and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA notifies the Secretary of the U.S. Department of Education at the same time that it notifies the program of the decision.

If the program chooses to request Further Consideration, the CAA must receive the request within 30 days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. A hearing with the CAA is not provided for Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within 30 days:

Recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution);

- Places the program on probation;
- Withholds/withdraws accreditation.
- Within 15 days of its decision the CAA notifies the program and the complainant of its decision.

If the CAA decision after Further Consideration is to withhold/withdraw accreditation or candidacy, the program may appeal the decision in accord with the Appeal Procedures described in Chapter VI of this manual.

### ***SUMMARY OF TIME LINES***

The following summarizes the time lines in the complaint process, beginning from the date a complaint is received.

- Complaint is acknowledged within 15 days of receipt and forwarded to CAA Executive Committee (EC)
- If EC determines that complaint does not meet criteria for complaints, complainant is informed within 30 days that CAA will not review
- If EC determines that complaint meets criteria, complainant is informed within 30 days of the determination that CAA will proceed with evaluation
- Complainant is given 30 days to sign waiver of confidentiality or withdraw the complaint

- Within 15 days of receipt of waiver of confidentiality, the complaint is sent to the program for response within 45 days
- Within 15 days of receipt of program's response, Chair forwards complaint and program response to CAA for review
- Within 30 days, CAA determines course of action

If CAA determines that a site visit is necessary, it is scheduled and site visit team submits report to CAA within 30 days of visit

Site visit report is forwarded to program for response within 30 days

CAA takes action within 21 days of program response

If CAA withholds or withdraws accreditation, program is notified within 15 days of CAA decision.

If program does not request Further Consideration, decision is final and CAA notifies Secretary of U.S. Department of Education; if program requests Further Consideration, CAA must receive within 30 days from notification and takes action within thirty 30 days

CAA informs program and complainant within 15 days of decision

## **GRADUATION PROCEDURES**

Please read this document carefully and pay close attention to the deadlines. You will be responsible for making sure that you have completed all paperwork for graduation.

### ***APPLY FOR GRADUATION***

You should apply for Graduation 4 to 5 months prior to your expected date of completion. For students graduating in the Spring semester, you should apply for graduation prior to beginning your externship. You may apply for Graduation by printing the Graduation Application and submitting it to the Registrar's Office. <http://www.ju.edu/registrar/graduation-application.php>

### ***DEPARTMENTAL REQUIREMENTS***

- A. Plan to take the Praxis examination in Speech-Language Pathology (5331) from the Educational Testing Service. (See [www.ets.org](http://www.ets.org) for more information.) We recommend that you take this in the semester preceding graduation or while you are completing your externship. Enter the Jacksonville University code (5299) to have your scores sent to the department. We are required to track these scores for accreditation.
- B. Complete all paperwork as required by the department regarding your mastery of program objectives. You will be provided with details of this in your last semester on campus.
- C. Verify that you have submitted all of your clock hours and that you have met or exceeded the required 375 hours. All hours will be verified by your clinical supervisors and the program director. Following that verification you will be

provided with an official letter that you then give to ASHA and to state licensure agencies.

- D. All students must complete an exit interview with the Program Director and selected faculty at least three weeks prior to graduation.

**FOR CERTIFICATION**

- A. Visit the ASHA website.  
Download the Application for Speech-Language Pathology Certification.  
<http://www.asha.org/uploadedFiles/2014-SLP-CCC-Application-Standards.pdf>  
Have the last page signed by the Program Director.
  
- B. Obtain a letter from the Program Director verifying completion of your clock hours.

-----  
I have received the 2018-2019 Department of Communication Sciences and Disorders Clinical Handbook and I understand I am responsible for reading, understanding, and abiding by all of the policies contained within the handbook.

Student's signature \_\_\_\_\_

Printed student's name \_\_\_\_\_

Date \_\_\_\_\_

**INFORMATION RELEASE FORM**

I hereby authorize the Department of Communication Sciences and Disorders to release the following documents to my clinical placements as needed: Criminal Background Check, Verification of Immunizations, and any other clinical compliance paperwork.

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

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