



# Speech Pathology and Audiology

## Student Academic and Clinical Handbook

Speech Pathology and Audiology Department  
Calvin College  
3201 Burton SE  
Grand Rapids, Michigan 49546



The Masters program in speech-language pathology at Calvin College is accredited 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, Maryland 20850, 800-498-2071 or 301-296-5700.

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# INTRODUCTION

The Speech Pathology and Audiology Handbook is intended to assist in the design of the student's academic plan of study and to clearly delineate the requirements of the Speech Pathology five-year Bachelors-to-Masters Degree Program (BA-MA), the four-year Bachelors Degree Program (BA), and the two-year Masters Degree Program (MA). It is not intended to replace Calvin College's catalog but to supplement the general guidelines with information relative to this specific program. Calvin's catalog details the official requirements for the completion of both programs. The catalog is available online at <http://www.calvin.edu/academic/services/catalog/>.

## SECTION ONE: ACADEMIC INFORMATION

### ADMISSIONS INFORMATION

#### Undergraduate Admission to the SPAUD Program

Students who wish to enter the professions of Speech-Language Pathology or Audiology may qualify for the degree of Bachelor of Arts in speech pathology and audiology and then apply to the graduate program in either area. Students who wish to become audiologists should apply to accredited graduate programs during the fall of their senior year. Students who wish to become speech-language pathologists may apply to Calvin College's Bachelors-to-Masters (BA-MA) Degree Program before the second semester of their junior year. Students may also apply to other graduate programs in speech pathology in the fall of their senior year. Please note that admission into graduate programs in audiology or speech-language pathology is very competitive.

Undergraduate students who have transferred to Calvin to continue their undergraduate education must have completed at least two semesters of full-time academic work at Calvin by the time they apply for admission to the masters program. Transfer students can expect to be full-time at the undergraduate level for at least four semesters before beginning the SPAUD Masters Program.

Note: Students who meet the retention requirements may choose to complete the four-year BA-Degree program and then apply to graduate programs in speech-language pathology or audiology at other universities. Please note that admission into graduate programs is very competitive.

## Graduate Admission to the SPAUD Program

### *Early Admission*

High school graduates interested in the SPAUD BA-MA Program may be eligible for early admission to the masters program in speech pathology at Calvin College. Students must meet the specific high school GPA, ACT or SAT requirements, as outlined in the Calvin College catalog specific to their year of admission to Calvin College.

To maintain early admission status, students are required to meet certain criteria as stipulated in the Calvin College catalog specific to their year of admission to Calvin College.

The catalog archive is available online at <http://www.calvin.edu/academic/services/catalog/>.

### *Regular Admission*

Application to the masters program for regular admission of undergraduate students in the BA-MA Program normally occurs in the junior year. Applications are due on January 15 for classes beginning the following September. Those who apply after the submission deadline will be considered on a space-available basis only. The application process is completed online. Details are given to students at their advising appointments.

In order to apply to the SPAUD MA program, Calvin students must have:

- At least junior standing at the application due date.
- Completed, or be enrolled in the prerequisite SPAUD courses. Note these courses must have been completed within the last seven years. Preference will be given to applicants who have completed or will complete all prerequisite courses at Calvin. All prerequisite courses must be completed before masters coursework may begin.
- A minimum overall cumulative grade point average (GPA) of 3.0 at the application due date.
- Met the essential functions required to practice as a speech-language pathologist (see Essential Functions Requirements in the SPAUD student handbook for more information).
- Enrollment in the masters program is contingent upon successful completion of a criminal background check and drug screen.

**Note that completion of the SPAUD courses and achievement of the minimum criteria do not guarantee admission into the masters program. Enrollment in the SPAUD MA Program is limited and thus the admission process is selective.**

### *Post-Baccalaureate Admission*

Prospective applicants to the SPAUD Masters Program with a degree or equivalent coursework in speech pathology and audiology, or with degrees in other disciplines/areas of study, may apply to

the masters program. Preference is given to Calvin undergraduate students in the BA-MA Program; however, a limited number of seats may be available for post-baccalaureate students. Please note that simply meeting the criteria is not a guarantee of admission. As is the case with most graduate programs in speech pathology, admission is highly competitive.

Please see the [SPAUD website](#) for admission requirements and how to apply.

## **PROGRAM COST & FINANCIAL AID**

### **Program Cost**

Students accepted into the BA-MA Program will be charged regular Calvin tuition through the fall and spring semesters of their senior year. After receiving their BA in May of their senior year, they will become MA-only students and will be charged a fee per credit hour for the remaining 45 semester hours. In addition, a clinical practicum fee will be applied for the following practicum courses: SPAUD 530, 531 and 532. The practicum fees help to defray costs associated with student use of clinical equipment, diagnostic tests, test forms, therapy materials, equipment repair, and expendable items such as tongue depressors, disposable gloves, and other disposables. In addition, this fee will cover the cost of background checks, fingerprinting, drug screening and CPR training.

### **Financial Aid**

Please consult with a Calvin financial aid officer early in the BA-MA Program. Merit and need-based aid options are available for the first four years, while students earn a bachelors degree. Merit aid is not available for the fifth-year of the program; however, limited need-based aid is available. US citizens are also eligible for Department of Education loans. Please note that non-US citizens are not eligible for those loans.

## **ACADEMIC PLANS OF STUDY**

All regularly-enrolled students must declare the track they intend to follow with the department chair and the Registrar's Office no later than fall advising sessions (typically held in October) during their third year at Calvin College. The student's official Academic Evaluation Report (AER) will reflect the courses required for the selected track. Please note that the required course plan for the Michigan Teacher of Speech and Language Impaired (TSLI) Certification is not offered in Calvin's program.

### **Track One: Bachelors to Masters Degree Program**

The BA-MA Degree Program includes six semesters of undergraduate coursework, including core classes, SPAUD requirements, and cognates, followed by six semesters of graduate coursework.

This BA-MA Program is typically completed over the course of 5 years, which includes summer work during the masters program. Students are not automatically accepted into the masters portion of the BA-MA Program. Please see admissions requirements under “Admissions Information.” Students who successfully complete the BA-MA Program will earn a bachelors degree in speech pathology and audiology (BA-SPAUD) and a Masters Degree in Speech Pathology (MA-SP). A sample course sequence is outlined in Appendix A.

### **Track Two: Bachelors Degree Only Program**

Students may choose to complete a BA degree only and then apply to graduate programs in speech-language pathology or audiology at other universities. Students who choose this option should be aware that admittance into all speech pathology or audiology programs is highly competitive. A sample course sequence is outlined in Appendix B.

### **Track Three: Masters Degree Only Program**

Students who have completed an undergraduate degree at other universities will earn a masters degree in speech pathology. A sample course sequence is outlined in Appendix C.

## **ACADEMIC ADVISING**

All students are assigned an academic advisor who serves as the academic advisor throughout the student’s academic program. All students are required to meet with the assigned advisor before registering for courses for the following semester. See <http://www.calvin.edu/academic/services/advising/> for more information. All graduate students will also meet with the program and clinic director at the end of every semester to review progress and to set goals for the next semester.

## **TRANSFER CREDIT**

A student may transfer up to a maximum of six semester hours of post-baccalaureate credit into the masters program, subject to approval of the program and the college. Students seeking transfer credit should contact the department chair for approval. Students should retain syllabi and other course materials from the prior institution to assist in determining suitability of graduate work completed elsewhere.

## **STUDENT ACADEMIC REQUIREMENTS**

To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the academic and essential functions requirements are

designed to be one method of ensuring a student's professional competency upon completion of the program. All students must indicate that they have read and understand the Retention Requirements by signing the appropriate retention documents. There are separate retention documents for the BA program and the MA program found in Appendices E and F.

## **GRADING POLICIES: INCOMPLETES**

Any student who must take an incomplete grade for a course should complete the contract available online (<http://www.calvin.edu/academic/services/forms/incomplete.pdf>) with the course instructor to document the terms of the completion agreement. Specifically, the contract should be used to outline the reasons for not completing the course by the set deadline and document the work necessary to complete the course. Incompletes should not be requested except under extenuating circumstances, and only when a final examination or project cannot be completed in time.

Although incompletes do not average into the student's GPA, they do represent uncompleted work, and therefore contribute to additional workloads on both the students' and faculty members' part. Program policy strongly discourages requesting and awarding incompletes during the masters program. Per college policy, incompletes not made up by posted deadlines will automatically convert to failing grades.

Note that students experiencing extraordinary circumstances causing them to fail to complete substantial portions of a class's requirements should petition for late withdrawal rather than an incomplete. Incompletes are intended solely when the majority of a class has been completed. Students who are experiencing or anticipate experiencing difficulties completing a course should contact the instructor(s) and the department chair as soon as possible, to work out the most beneficial course of action.

## **ACADEMIC INTEGRITY**

The SPAUD Program has a zero tolerance policy for any violation of academic integrity and/or academic misconduct for all program requirements. It is the student's responsibility to understand the definitions of academic dishonesty and misconduct. The Academic Honesty Policy is printed in its entirety in the Calvin College Student Handbook, which is available on-line at <http://www.calvin.edu/student-life/forms-policies/pdf/student-hdbk.pdf>.

## **STUDENT ASSESSMENT OF KNOWLEDGE AND SKILLS**

Classroom instructors and clinical supervisors inform students at the beginning of the semester of the specific learning outcomes that are expected in a particular course or student practicum experience. These learning outcomes are stated on each course syllabus.

Instructors and supervisors assess students' knowledge and skills based on class, clinic, and research experiences (if the student has chosen the thesis option) of the student. Each student in the graduate program completes the *ASHA Standards Assessment Form* for each class or clinical experience each semester, by indicating student performance as either "met," "emerging," or "remediate." All instructors provide the department chair with written verification of those designations. The records of all students are compiled on a master form by a department staff person dedicated to this task. This system is based on the principles of **multiple indices**, **flexibility**, and **development**.

**Multiple Indices:** Each student will have multiple opportunities to learn each knowledge and skill required for entry-level clinical practice. The assessment system tracks each exposure to a knowledge or skill area for a class of students, as well as assessing the performance of individual students.

**Flexibility:** The assessment system requires that all students meet all ASHA standards in their masters program. However, each student may meet these goals with a different mix of classes, clinical assignments, research, independent studies, and other approved activities. This flexibility also allows faculty to adapt classes to address important concepts as they pertain to the current best practice in clinical Speech-Language Pathology, while still meeting the ASHA standards.

**Development:** The assessment system is used as a developmental tool for students. There are multiple opportunities for students to achieve all of the specific knowledge and skills needed for entry-level clinical practice. However, should a student require extra assistance, there is a system in place to identify weak areas and create objective remediation plans to address those needs.

Students will meet with assigned academic advisors and clinical instructors each semester to discuss progress in the program and towards the ASHA standards as reflected on the record form. The purposes of this meeting are to:

1. Show the standards that were evaluated in the prior semester and the ratings that were achieved.
2. Show progress made towards each of the standards across semesters.
3. Discuss any ratings of "emerging" or "remediate" and begin formulation of a remediation plan (if necessary).
4. Plan for future opportunities to meet additional standards.
5. Review students' electronic copies of their *ASHA Standards Assessment Form*.

*Note: Students will receive pertinent materials during the last semester prior to graduation to ensure all standards have been met.*

## Definition of Terms

**Met:** Student has demonstrated knowledge in this standard that is commensurate with what one would expect of speech-language pathologists who are beginning their Clinical Fellowship Year.

Clinical skills can be considered “met” if they are appropriate for a given student’s clinical experience level.

**Emerging:** Student has demonstrated progress towards the objective, but not enough to meet it. Ratings of emerging do not count positively towards the completion of an ASHA standard. A student who received more than one “emerging” rating in an area, or in a semester, may be required to complete extra work until that objective has been met.

**Remediate:** Student has not demonstrated appropriate progress towards the objective. This rating is similar to “failing.” Any student who receives a ‘remediate’ will be required to complete extra work to meet that objective. Instructors are encouraged to attempt to remedy any weak areas during the semester to avoid the need for remediation plans.

### Remediation Plans for MA Students

Remediation plans are designed to improve an MA student’s academic and/or clinical knowledge and skills in any specific area of weakness, based on their performance in clinic and in class. Remediation plans can be instated to address academic and/or clinical knowledge and skills. Academic and/or clinical instructors may identify knowledge and skills in need of remediation. The steps for design and implementation of academic and clinical remediation plans follow. (Remediation plans will not be implemented for masters students who have earned less than a 3.0 GPA for a second semester; these students will be dismissed from the SPAUD program.)

1. Clinical and/or academic instructor(s) identify the need for a remediation plan based on clinical and/or academic performance. As part of that process, the department chair will meet with the identifying instructor(s). If clinic is involved, the clinic director will meet with the student’s clinical instructor(s) and the department chair.
2. A plan will be created outlining the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one semester, as well as specification of persons who will be responsible for monitoring and implementing plans to achieve each goal.
  - a. Students will be given one semester to successfully complete the remediation. This may be either the semester in which the need for remediation was identified or the semester immediately following. (The semester for completion will be identified in writing on the signed remediation plan.)
  - b. Students may not remediate the same or similar issue more than one time. If an academic and/or clinical instructor identifies the same or similar issue for remediation in subsequent semesters as was covered in a previous remediation plan, the student will not be offered a remediation, and will instead be dismissed from the program.

- c. Students may complete multiple remediation plans over multiple semesters provided the remediation is not for the same or similar issues as covered in a prior remediation plan.
  - d. At times, it may be appropriate for a student involved in a remediation plan to be enrolled in a 1-credit independent study course. Students on remediation plans can expect a range of highly specific assignments targeted to assisting them in achieving program standards in the identified area of need. (See below for sample remediation activities.)
  - e. A remediation plan may impact a student's progress towards off campus placement and eventual graduation, which therefore may result in additional financial costs and time commitments to the student. For example, a remediation plan could prevent a student from beginning an off-campus placement and require them to complete an additional semester of on-campus placement.
  - f. If a remediation need is identified in an off-campus placement, the student may be required to end that placement and return to the on-campus clinic to complete remediation for the remainder of that semester and possibly the next semester.
3. Prior to implementation, remediation plans will go to the Remediation and Probation Committee for review before being shared with the student.
  4. The remediation plan will then be shared with the student. The student, department chair and/or clinic director, and clinical and/or academic instructor(s) will each sign and receive a copy of the plan. Other faculty or clinical instructors who are responsible for any portion of the plan will also receive a copy. A copy of the plan will be put in the student's file.
  5. The academic and/or clinical instructor(s) involved in identifying areas of need typically will serve as mentors towards the completion of the plan, unless stated otherwise by the department chair.
  6. At the completion of the remediation plan, the Remediation and Probation Committee will gather all pertinent information from faculty and staff in order to make a determination regarding whether the student has successfully completed the remediation plan. The student will be notified as to the committee's decision and a copy of the decision will be placed in the student's file.
  7. If the Remediation and Probation Committee determines that the student did not successfully complete the remediation plan, the student will be dismissed from the program.

### **Sample Remediation Activities**

Remediation activities are created based on the needs of the student and the area(s) in which they had difficulty. It is possible to have one remediation plan for multiple areas, if those areas are related. Below is a list of sample remediation activities:

- Write a paper on a topic.

- Independent study of a topic.
- Complete a literature review for a topic.
- Receive added individual instruction on a topic.
- Retake or complete an additional class or supervised experience (e.g., writing class, remedial math class, undergraduate coursework in SPAUD).
- Complete supervised clinical observations.
- Retention in on-campus clinic for further clinical training prior to going off-site.
- Successful completion of specific clinical activities, such as diagnostic report writing.
- Extra oversight and documentation of appropriate professionalism, such as verifying that all paperwork is timely.

## SUMMATIVE ASSESSMENTS FOR MA STUDENTS

### Comprehensive Examinations

Students must take and pass a comprehensive examination to earn a masters degree. The comprehensive examination is taken in the spring semester of the second year of the masters program. Specific details on the format and timing of the exam will be provided several months before the exam.

### Praxis Exam

To be certified and practice as a speech-language pathologist, students must pass the National Examination in Speech-Language Pathology (PRAXIS). The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of speech-language pathology and audiology. **Students should plan on taking the exam during the spring or summer of their final year of the masters program.**

## THESIS ADVISING

All students deciding to pursue the thesis option will be encouraged to complete a scholarly activity that will be of sufficient quality for subsequent professional presentation and/or publication. A thesis is intended to acquaint the student with research methodology; it is expected that original research or replication of a research project will be undertaken. Students who select the thesis option should notify their advisor by academic advising in the fall of their first year of the masters program. The advisor will provide the student with the required guidelines to ensure proper completion of a thesis.

## RESEARCH STANDARDS

The student may not use the name or stationery of Calvin College in connection with personal research, without the sponsorship of a member of the SPAUD Program faculty. This permission is freely and generously given, but the SPAUD Department insists upon its right to determine the context in which its name is used.

**Research involving human subjects must meet the guidelines of the Calvin College Institutional Review Board** (see <http://www.calvin.edu/admin/provost/irb/>).

## COLLOQUIUMS

Colloquiums are scheduled in the spring and summer semesters every academic year. First year graduate students are required to actively participate in one of the colloquia scheduled during that academic year. Attendance at each colloquium is mandatory for first year graduate students and is highly encouraged for other SPAUD students. Attendance at and participation in the colloquia count towards the grade for the clinical practicum course.

## NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION MEMBERSHIP

It is recommended that all SPAUD majors become members of the National Student Speech-Language-Hearing Association; however, *all first year masters students are required to become members*. [See <http://www.nsslha.org/default.htm> for more information]. Student membership provides a sizable discount in fees when American Speech-Language Hearing Association (ASHA) membership and certification are sought after students obtain the Masters Degree. To be eligible for this discount, a student must be a member of NSSLHA for a minimum of two years prior to applying for ASHA membership.

## TECHNOLOGY USE AND SECURITY

Computers are available for student use both in the student work room and in the computer labs on campus. The computers in the card-accessed student work room are for work related to clinic. The computers are not for personal use. Students are not permitted to download programs of any kind from the internet to the clinic workroom computers without permission from instructors. Likewise, students must not save any documents to the hard drives.

In compliance with the Health Insurance Portability and Accountability Act (HIPAA) guidelines, students must save all reports and materials with identifiable client information to the password-protected server. After students have finished the required reports, they must notify the clinic administrative assistant that they are complete. The clinic administrative assistant will then print

the report. Students may not, under any circumstances, save electronic or paper copies of reports with identifiable client information for any purpose, including their personal use.

As a user of Calvin College information technology resources, it is the student's responsibility to be aware of Calvin's policies on using the college's information technologies and federal, state, and local laws that affect use of technology. This policy outlines information as to what Calvin expects of every student, the student's rights, and how to report policy violations. Further information about technology and security at Calvin College may be obtained at: <http://www.calvin.edu/it/itpolicies/>.

## **GRIEVANCE PROCEDURES FOR STUDENTS**

Policies and procedures pertaining to student grievances depend on the nature of the concern. Course grades may be appealed under the Protest and Appeals Policy, as outlined in Calvin's Student Handbook (see <http://www.calvin.edu/student-life/forms-policies/pdf/Student%20Handbook%202013-2014.pdf>). Concerns about sexual, racial and ethnic harassment and discrimination may be pursued under the policies and procedures pertaining to those matters.

Students served in our program are treated in a nondiscriminatory manner, without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, gender identification, genetic information, citizenship, or status as a covered veteran. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.

Specific policies and procedures are detailed in this handbook. Students may pursue all concerns with the Department Chair. Clinical education concerns may be directed to the Clinic director. Every effort will be made at the department level to resolve expressed complaints or concerns.

## **COUNCIL ON ACADEMIC ACCREDITATION (CAA) CONTACT**

Concerns and questions relative to academic and clinical training issues of our program should be directed to the SPAUD Department Chair first, and then to the Department's Academic Dean. Confidentiality is strictly maintained at all levels.

Students (as well as consumers) may also contact the Council on Academic Accreditation (CAA) with complaints related to our department's compliance with program accreditation standards. All must follow the Complaint Procedure against Graduate Education Programs, which can be found at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>. As part of that process, complaints are submitted in writing to:

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

More information on accreditation standards is located at:  
<http://www.asha.org/academic/accreditation/accredmanual/section3/>.

## CHECKLIST FOR ATTAINING THE MASTERS DEGREE

This checklist is provided to help ensure that students meet requirements for the degree at the appropriate times:

1. Secure formal admission to the BA-MA Program.
  2. Complete prerequisite undergraduate course deficiencies. In the first conference with the academic advisor during the masters portion of the program, the student should identify such deficiencies and develop a plan to remediate them.
  3. Successfully complete all knowledge and skills outcomes associated with the clinical and academic training program and document those on the KASA form.
  4. Complete sufficient clinical experience to obtain a minimum of 400 clock hours, at least 325 hours at the graduate level with 50 clock hours in each of three types of clinical settings, and meet all minimum requirements for the Certificate of Clinical Competency (CCC). Keep all documentation of 25 observation hours and at least 375 clinical clock hours.
  5. Submit the application for graduation at the beginning of the second to last semester of study.
  6. Successfully pass the Comprehensive Examinations in the final year.
  7. Successfully pass the PRAXIS in the final year and have the scores delivered to Calvin College (students in good standing).
- For thesis students only:*
8. Complete thesis by June of final year.
  9. Pass oral examination of thesis in July of final year.
  10. Submit final copies of thesis to the Department Chair.

*Note: The content of this handbook was adapted with permission from the Masters Handbook for the Department of Communication Disorders at Bowling Green State University.*

## **SECTION TWO: CLINIC INFORMATION**

### **CLINIC FACILITY**

The Calvin Speech & Hearing Clinic is located in the DeVos Communication Center. The main clinical spaces are on the second floor and basement level of DeVos. All therapy rooms are equipped with cameras and recording devices that allow clinical instructors, students, and families to observe sessions. The second floor of DeVos Communication Center also houses the audiology sound suite, work area, and research lab. The lab is available for students to research clinical information, analyze clinical data and prepare materials and clinical documentation. It is equipped with a variety of computers and software, video monitors, and listening devices for review of clinical sessions. This clinical space is card-access protected to protect client information.

### **CLINIC MATERIALS AND EQUIPMENT**

Assessment and therapy materials are stored in the clinic facility. An inventory of materials is maintained by the clinic staff, and students are required to sign out any materials before using them. Students are expected to take excellent care of all clinic materials and will be assigned for clinic clean up responsibilities.

### **HEALTH REQUIRMENTS OF ALL STUDENT CLINICIANS**

According to college and state regulations, student clinicians are required to undergo health, drug, and criminal background assessments and must have required vaccinations. Arrangements for these assessments and vaccinations will be made by the clinic director and communicated with students during the first weeks of the masters program. In addition, CPR training will be provided on campus, and students must complete this training during the first semester of Clinical Practicum (SPAUD 530) in preparation for off-campus placements. Various required release forms related to the first year MA Program are included in the appendices of this handbook. There may be additional requirements for off-site clinical placements.

### **CLINICAL PRACTICUM FEE**

As is the case for other programs at Calvin with a clinical component, a clinical practicum fee has been established to cover costs associated with the entire clinical experience while students are enrolled in the graduate program. The practicum fee helps to defray costs associated with student use of clinical equipment, diagnostic tests, test forms, therapy materials, equipment repair, and

expendable items such as tongue depressors, disposable gloves, and other disposables. In addition, this fee will cover the cost of background checks, drug screening, and CPR training. The fee amount for each academic year will be set annually as part of the general student tuition determination for the college and will be associated with enrollment in the practicum courses.

## EMERGENCY AND SAFETY PROCEDURES

In the event of weather emergencies, building evacuations, and other disasters, students must be aware of Calvin's emergency procedures. The DeVos Communication Center's Emergency Liaison is the primary communications link with Campus Safety. The Emergency Liaison is responsible for informing staff, faculty, students, clients and their families, and guests where the shelter area and designated gathering place is in the building.

During a building evacuation, the Emergency Liaison will direct faculty and staff members to walk quickly through the department to verify that everyone is leaving. Then the Emergency Liaison will proceed to the designated gathering place. As faculty and staff members arrive at the gathering place, they are to report any issues of concern to the Emergency Liaison.

**During an emergency evacuation, individuals who are disabled must be brought immediately to the designated area of refuge near the west stairwell on the second floor of the DeVos Communication Center.** One staff member, not the Emergency Liaison, will remain with individuals who are disabled and need assistance in the designated area of refuge while another staff member notifies Campus Safety by phone or in person about the people left inside. The employee and the individuals with disabilities must wait in the area of refuge for fire and rescue professionals to arrive who are trained to deal with evacuations in such emergencies.

Campus and public safety personnel will check with the Emergency Liaison for evacuation status reports and will notify the Emergency Liaison when buildings are cleared for reentry.

If a student or client is involved in an accident, a staff member will phone 911. Under no circumstances will a student or client place themselves in a situation where contact with the blood of a client or student could occur. If blood is present, staff and/or faculty may provide assistance in emergency situations, but only while wearing gloves.

If a client has a known problem requiring specific medical intervention methodology or treatment, the spouse, caregiver, or parent must be present during all interactions with the client. Clinic personnel cannot perform medical intervention procedures that are not within the scope of practice of a speech-language pathologist or audiologist.

Given the possibility of injury, no child should be left unattended, either in a therapy room, in the hallways, or in the waiting area. The clinician must also verify that an adult has assumed

responsibility for a child upon the completion of an appointment visit, if the responsible adult was not included in the therapy session.

## **HEALTH INSURANCE AND PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)**

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, students and clinical instructors at the Calvin Speech Clinic must adhere to Federal privacy rules (<http://www.hhs.gov/ocr/privacy/index.html>) which protect health information (PHI) for treatment, payment, and health care operations. All students and clinical instructors are required to complete HIPAA training prior to seeing clients in the clinic and in external facilities.

The clinic administrative assistant at the reception desk will provide clients with the HIPAA form that addresses information regarding privacy practices and how Calvin College must use and disclose health information. Clients or their designated guardians will sign the form to indicate that they understand their rights under HIPAA.

In accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the ASHA Code of Ethics, all information concerning past and present clients is strictly confidential. The following information is not to be divulged to anyone without express and written permission:

- Name of client
- Nature of the problem
- Family information
- Tape recordings of the client's speech
- Lesson plans
- Test results
- Observation reports
- Any draft of clinical reports

Students must avoid the following circumstances that may lead to violations of confidentiality:

- Conversations with other professionals not involved with the client
- Taking electronic or hard copy materials pertinent to a client out of the Clinic
- Reports, lesson plans, or other material left in a notebook or on a table where others may read them
- Conversations in the Clinic which may be overheard by other people, including other clinicians

## CLIENT CONFIDENTIALITY

Client confidentiality is an important professional and legal responsibility. All information regarding clients is confidential. In order to maintain confidentiality, clients are not to be discussed with non-Calvin Speech & Hearing Clinic personnel without signed permission. When discussing clients with staff, students and clinic instructors must use private rooms to avoid being overheard by others in the clinic. Absolutely no talk about the client's session is allowed outside of the therapy room.

No clinical reports or test forms are to be left, even temporarily, in any location where client confidentiality cannot be ensured. Written materials and therapy plans are not to be left in observation areas. Only the client's initials should be used on therapy plans.

Client files may not leave the clinic for any reason. As stated under Technology Use, students must complete all client reports on the computers in the HIPAA-secured clinic workroom. After students have finished the reports, they must notify the clinic administrative assistant of completion. The clinic administrative assistant will then print the report. Once the final draft of a report is submitted, duplicate/draft copies of reports must be destroyed in the shredder located in the secured card-accessed clinic workroom.

**Students may not save copies of reports with identifiable client information for their personal use/records; and no clinic reports are to be retained, even temporarily, on any computer files that can be accessed by anyone other than the responsible student clinician or clinical instructor.**

## STUDENT AND CLIENT EQUAL OPPORTUNITY POLICY

The Speech Pathology and Audiology Program is committed to the principle of equal opportunity. We do not discriminate on the basis of race, color, religion, sex, national or ethnic origin, disability, age, gender identity, sexual orientation, genetic information, citizenship, or status as a covered veteran (e.g., the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 [to the Higher Education Act of 1965], the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, the Uniformed Services Employment and Reemployment Rights Act [USERRA], the Genetic Information Nondiscrimination Act [GINA], the Immigration Reform and Control Act [IRCA], and the Equal Employment Opportunity Commission's Civil Service Reform Act of 1978 [CSRA], and all amendments to the foregoing). Questions pertaining to discrimination may be directed to the Speech Pathology Department Chair at Calvin College, 3201 Burton Street SE, Grand Rapids, Michigan, 49546, (616) 526-6289. To register a complaint outside the college, students should

follow the Complaint Procedure against Graduate Education Programs, which can be found at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>.

## **CLIENT PERMISSION TO PHOTOGRAPH AND AUDIO/VIDEO RECORD**

Clients sign permission forms that allow the Calvin Speech & Hearing Clinic to collect and analyze their communication for educational purposes. This information is for educational use and will not become part of the client's medical record. The clinic administrative assistant will present the permission forms to clients or guardians on the first day of clinic, renewing them annually for returning clients. Clients have the right to refuse permission at any time. The signed forms will be filed in the client's medical record. As always, care should be taken with recordings to protect client confidentiality; viewing should only occur in private rooms or the card-accessed clinic workroom. All recorded material is stored on a secure server in the Calvin Information Technology storage facility and is only accessible by password. Students must not give their passwords to any other students, either to students in the program or non-majors.

## **CLINIC CALENDAR AND SCHEDULING/CANCELLATION POLICY**

Masters students will receive a clinic calendar and course syllabi which will list the beginning and ending dates of practicum, all required meeting dates, holidays, and due dates for paperwork for the academic year. Specific details for client appointments are available to students on Raintree Electronic Medical Records Software (Raintree).

The Calvin Speech & Hearing Clinic schedule follows the Calvin College academic calendar. The clinic will be closed if Calvin College is closed for any reason. Student clinicians are encouraged to listen to local radio/TV stations for weather-related closings. Since some of our clients travel from distances beyond the Grand Rapids area, clinicians may be asked to call clients if the clinic is cancelled to prevent them from traveling to the clinic unnecessarily. In addition, student clinicians are asked to update their contact information so that the clinic administrative assistant can inform clinicians regarding appointment cancellations.

Student clinicians meet with their clients for all scheduled therapy sessions. Student clinicians who miss sessions because of illness or other excused absences should immediately contact their clinical supervisor and the clinic administrative assistant. An excused absence is defined as a clearly unavoidable absence due to illness of the student clinician, death in the student clinician's immediate family or similar traumatic events. Vacations, persistent car trouble, and social events are not considered excused absences. Student clinicians should discuss any special needs for clinic release or scheduling with their clinical instructors and clinic director.

In the event of illness or emergency, the student clinician will make every effort to notify the clinical instructor, who will tell the student clinician whether to call the client to cancel therapy or to find a replacement clinician.

Student clinicians may be required to remind clients of their appointment, by telephone call or text message 24 hours before scheduled appointments.

Clients are requested to notify the clinic to cancel appointments. If the client notifies the student of a cancellation, the student must immediately notify their supervisor and the clinic administrative assistant. The clinic administrative assistant will be available by phone and will check voice messages and emails throughout the day. If a client has two absences in one semester, the clinic administrative assistant will contact the client and explain the importance of regular attendance. If additional absences occur, the clinic administrative assistant may contact the client notifying them of the termination of services and then make an alternative assignment for the student clinician.

## **ROOM ASSIGNMENTS**

For all clients who attend the clinic at a regular time each week for the entire semester, room assignments are made at the beginning of the semester and posted on Raintree. Other assignments can be made by the clinic administrative assistant on an as-needed basis. Student clinicians are expected to keep the rooms neat and clean, as would be expected in any professional environment.

## **THERAPEUTIC OBSERVATION**

Spouses, parents, legal guardians and significant others of persons receiving therapy are permitted to observe therapy sessions via our video monitoring system. Arrangements can be made with the clinic administrative assistant. On occasion, family members are encouraged to join the client and clinicians, especially during sessions to gather information.

Clients and/or their legal guardians will be asked to give written permission for spouses, parents, legal guardians and significant others of other clients who are receiving therapy at the same time to be present in the observation room. If a client and/or legal guardian does not give permission, that client will receive services in a therapy room with private observational facilities that do not serve other clients.

Guests who wish to observe clinic sessions for educational purposes are required to read some brief HIPAA educational materials, sign acknowledgement forms, and maintain standard HIPAA laws.

## **A DONATION-BASED CLINIC**

Since Fall 2016, a fee for services rendered in the Calvin Speech & Hearing Clinic is no longer charged to clients. Donations of any amount are welcomed and encouraged to cover costs and

help the clinic remain sustainable. All donors are given a letter of receipt from Calvin College which can be used as record of a taxable donation.

## TRANSPORTATION

In addition to working in the Calvin Speech & Hearing Clinic, students are required to complete internships at various off-campus practicum sites located throughout the Western Michigan area and beyond. **All students must provide their own reliable transportation to and from practicum sites, which are within a 60-mile radius from Calvin College. It is the responsibility of the student to arrive at assigned practicum locations in a timely manner.**

## ETHICAL RESPONSIBILITY

All clinical students (including student observers), faculty/staff, and adjunct faculty are to conduct themselves according to the Code of Ethics of the American Speech-Language and Hearing Association (ASHA).

Students must demonstrate responsibility and respect for clients and their significant others, for clinical personnel, and toward themselves. Evaluation and treatment of clients are under the direct supervision and approval of the assigned clinical instructor. Utilization of every resource is necessary to develop and provide the most effective therapeutic services. All clients and their significant others must be informed of the results of the evaluation, the nature of the disorder, recommendation for treatment, and prognosis for improvement. Likewise, ongoing treatment assessment results must be reviewed to determine treatment effectiveness and efficiency. Students must demonstrate responsibility through maintenance of accurate and precise client records.

Professional discretion and confidentiality of client information must be maintained at all times. It is the responsibility of student clinicians to facilitate a confidential environment for open and uninterrupted discussion. Both written and verbal client information will be handled with respect and confidentiality.

## MAINTENANCE OF CLINICAL RECORDS

Permanent client medical records are maintained online in Raintree and can be obtained by the department chair, clinic director, clinic and department administrative assistants, clinical supervisors, and student clinicians. Permanent client medical records may never be downloaded to other devices.

## **DRESS CODE**

Appropriate professional dress is required for all clinical practicum participants. All Calvin students (including student observers), faculty and staff should be neat and professional in appearance when engaged in any clinical activity. Professional dress and posture contributes to credibility when delivering professional information or services. Professional posture includes direct eye contact, pleasant facial expression, composed physical posture, personal hygiene and professional clothing.

Student clinicians are required to purchase and wear the designated uniform shirt and/or sweater for the Calvin Speech & Hearing Clinic. The shirts and sweaters will have a Calvin College Speech Pathology & Audiology monogrammed logo. The uniform, along with a clinic name badge, is required to be worn for any clinical session for SPAUD 530, 531, 532 – both on and off-campus. Students are allowed to wear either dress pants or skirts that are professional looking. Professional standards include at least knee-length skirts; no jeans are allowed. Clinical instructors and the clinic director have the authority to determine whether students meet the professional dress-code standards, and if students are judged to be dressed inappropriately, they may be sent home to change and or miss their session.

Students must adhere to certain personal standards both for their own safety and the comfort of the client. Dangling jewelry is prohibited. Any open lesions must be adequately covered and protected from contamination.

## **INFECTION CONTROL**

Appropriate education and training with regard to communicable and infectious disease policies will be presented throughout the academic courses and clinical experiences. Minimal “Standard Precautions” such as hand washing and disinfection are expected when interacting with clients. Additional policies and procedures are posted in the clinic related to admission, retention, appeals, counseling, transmission, exposure, and so forth.

## **STUDENTS WITH DISABILITIES**

In accordance with the college’s policy, if a student has a documented disability and requires accommodations to obtain equal access in a class or in the clinical practicum, the student should contact the Clinic director at the beginning of his/her clinical practicum courses and the instructor(s) of his/her class(es) each semester to make this need known and to provide documentation thereof. Instructors are not permitted to make individual judgments about accommodations. Regardless of accommodations, all students must meet the essential functions for SLPs, as outlined in Appendix C.

Students with disabilities who are requesting accommodations must first verify their eligibility through the Academic Services Office (see <http://www.calvin.edu/academic/services/disability/>). Grievance procedures related to disabilities are located in Calvin's Student Handbook (see <http://www.calvin.edu/student-life/forms-policies/pdf/student-hdbk.pdf>).

## **CLINICAL RECORDS**

### **Typhon Allied Health Student Tracking (AHST)**

The Speech Pathology and Audiology Program at Calvin College uses secure, on-line electronic systems to track clinical experiences. These systems enable students to maintain an electronic portfolio and manage a variety of external documents and allow the Clinic director to maintain a comprehensive database of clinical sites and instructors. Students will have access to Typhon Allied Health Student Tracking over the course of their graduate studies and for three continuous years after graduation to ensure access to clinical hours.

### **Raintree Electronic Medical Records Software**

Client medical records are stored in a secure medical records system called Raintree. Records stored in Raintree include protected health information (PHI) including client names, addresses, and sensitive health information. Each student will be given access to Raintree with a personal log in. Access to Raintree, including log in information and visual access to computer monitors while logged into Raintree, must be protected. Raintree is used to chart client treatment notes and receive feedback from instructors. Students are responsible to keep up with charting and medical records pertaining to their clients. Any questions about Raintree may be addressed to clinic staff or the clinic administrative assistant.

### **Intelligent Video Solutions (VALT) Recording System**

Treatment in the Calvin Speech & Hearing Clinic is monitored by a secure recording system called VALT. Each session is recorded and shared with the student clinician, along with department staff and clinical instructors. Access to the VALT program is limited to SPAUD faculty, staff, and student clinicians. It may only be accessed by computers on Calvin's network, ensuring security and protection of client information. Video recordings are considered educational material and will not become part of the client's medical record. And questions about VALT should be directed to clinic staff or the clinic administrative assistant.

*Note: The content of this handbook was adapted with permission from the Masters Handbook for the Department of Communication Disorders at Bowling Green State University.*

# SECTION THREE: APPENDICES

# Appendix A: Speech Pathology BA-MA Program

(with foreign language exemption)

## Year One

First Semester	Interim	Second Semester
Intro to Speech Pathology & Audiology (SPAUD 101)	Developing Christian Mind (DCM)*	Anatomy and Physiology of the Speech, Hearing, and Language Mechanisms (SPAUD 210)
Written Rhetoric*		Literature course*
Human Biology**		Communication and Culture*
Persons in Community*		Persons in Society*
First Year Seminar*		Fundamentals in Technology*
		PE core #1*

## Year Two

First Semester	Interim	Second Semester
Phonetics (SPAUD 216)	Elective*	Hearing Science (SPAUD 218)
Speech Science (SPAUD 217)		Physics**
History class*		Statistics**
Lifespan Psychology**		Philosophy class*
PE core #2*		PE core #3

## Year Three

First Semester	Interim	Second Semester
Audiology (SPAUD 344)	Principles of Communication Neuroscience (SPAUD 343)	Child Language Development (SPAUD 311)
Introduction to Clinical Practicum: Observation (SPAUD 370)		Aural Rehabilitation (SPAUD 345)
Arts class*		Linguistics
Religion class #1*		Religion class #2*

## Year Four

First Semester	Interim	Second Semester	Summer Semester
Aphasia (SPAUD 506)	English Grammar**	Dysphagia (SPAUD 523)	Research Methods in Speech-Language Pathology (SPAUD 505)
Diagnostic Procedures in Speech-Language Pathology (SPAUD 501)		Neurocognitive Disorders (SPAUD 522)	Fluency Disorders (SPAUD 510)
Language Disorders I: Infants, Toddlers and Preschool Children (SPAUD 503)		Language Disorders II: School-Age (SPAUD 504)	Speech Sound Disorders (SPAUD 508)
Clinical Practicum: On-campus 1 (SPAUD 530)		Critical Reflections in Speech Pathology (SPAUD 599)	Clinical Practicum: On-campus 3 (SPAUD 532)
		Clinical Practicum: On-campus 2 (SPAUD 531)	Thesis (SPAUD 595) (optional)

## Year Five

First Semester	Interim	Second Semester	Summer Semester
Motor Speech Disorders (SPAUD 520)	Augmentative and Alternative Communication (SPAUD 512)	Cleft and Craniofacial Disorders (SPAUD 524)	Clinical Practicum: Externship 3 (SPAUD 542)-Thesis (optional)
Voice and Voice Disorders (SPAUD 521)		Seminar in Speech-Language Pathology (SPAUD 515)	
Clinical Practicum: Externship 1 (SPAUD 540)		Clinical Practicum: Externship 2 (SPAUD 541)	
Thesis (optional)		Thesis (optional)	

\*Denotes fulfillment of Calvin College Core Curriculum \*\*Denotes SPAUD requirement for fulfillment of a Calvin College Core Curriculum class

## APPENDIX B: SPEECH PATHOLOGY FOUR-YEAR BA PROGRAM (without foreign language exemption)

### Year One

First Semester	Interim	Second Semester
Intro to Speech Pathology & Audiology (SPAUD 101)	Foreign Language*	Anatomy and Physiology of the Speech, Hearing, and Language Mechanisms (SPAUD 210)
Written Rhetoric*		Foreign Language*
Human Biology**		Developing the Christian Mind*
Prelude Core Class		Physics**
		PE core #1*

### Year Two

First Semester	Interim	Second Semester
Phonetics (SPAUD 216) Speech Science (SPAUD 217)	Elective*	Hearing Science (SPAUD 218) Child Language Development (SPAUD 311)
History class*		Linguistics
Lifespan Psychology**		Literature class*
PE core #2*		

### Year Three

First Semester	Interim	Second Semester
Audiology (SPAUD 344)	Principles of Communication Neuroscience (SPAUD 343)	Aural Rehabilitation (SPAUD 345)
Introduction to Clinical Practicum: Observation (SPAUD 370)		Philosophy class*
Chemistry for the Health Sciences**		Arts class*
Religion class #1*		Statistics**
PE core #2*		

### Year Four

First Semester	Interim	Second Semester
Speech Sound Disorders across the Lifespan (SPAUD 384)	English Grammar**	Language Disorders across the Lifespan (SPAUD 385)
Physics**		People in Society*
Religion core #2*		Lifespan Psychology**
Critical Reflections in Speech Pathology (SPAUD 599)		Elective

\*Denotes fulfillment of Calvin College Core Curriculum \*\*Denotes SPAUD requirement for fulfillment of a Calvin College Core Curriculum class

# APPENDIX C: SPEECH PATHOLOGY MA PROGRAM (TYPICAL COURSE SCHEDULE)

## Year One

First Semester	Interim	Second Semester	Summer Semester
Aphasia (SPAUD 506)	<i>Not Required</i>	Dysphagia (SPAUD 523)	Research Methods in Speech-Language Pathology (SPAUD 505) Fluency Disorders (SPAUD 510)
Diagnostic Procedures in Speech-Language Pathology (SPAUD 501)		Neurocognitive Disorders (SPAUD 522)	
Language Disorders I: Infants, Toddlers and Preschool Children (SPAUD 503)		Language Disorders II: School-Age (SPAUD 504)	Speech Sound Disorders (SPAUD 508)
Clinical Practicum: On-campus 1 (SPAUD 530)		Critical Reflections in Speech Pathology (SPAUD 599)	Clinical Practicum: On-campus 3 (SPAUD 532)
		Clinical Practicum: On-campus 2 (SPAUD 531)	Thesis (SPAUD 595) (optional)

## Year Two

First Semester	Interim	Second Semester	Summer Semester
Motor Speech Disorders (SPAUD 520)	Augmentative and Alternative Communication (SPAUD 512)	Cleft and Craniofacial Disorders (SPAUD 524)	Clinical Practicum: Externship 3 (SPAUD 542)- Thesis (optional)
Voice and Voice Disorders (SPAUD 521)		Seminar in Speech-Language Pathology (SPAUD 515)	
Clinical Practicum: Externship 1 (SPAUD 540)		Clinical Practicum: Externship 2 (SPAUD 541)	
Thesis (optional)		Thesis (optional)	

# **APPENDIX D: ESSENTIAL FUNCTIONS**

## **ESSENTIAL FUNCTIONS OF A SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY EDUCATION**

### **ADMISSION, RETENTION AND GRADUATION STANDARDS**

Graduate degrees in Speech Pathology and Audiology are recognized as broad degrees requiring the acquisition of general knowledge and basic skills in all applicable domains of speech and hearing sciences. The education of speech-language pathologists and audiologists requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experience in preparation for independent and appropriate decisions required in practice. The current practices of speech-language pathology and audiology emphasize collaboration among speech language pathologists, audiologists, other health care and education professionals, the patient/client, and the patient/client's family.

#### **MISSION**

The mission of the Speech Pathology and Audiology Program at Calvin College is to prepare students for the vocations of Speech-Language Pathology or for graduate work in Audiology within a liberal arts foundation.

#### **POLICY**

As a program seeking accreditation, Calvin College's program adheres to the standards and guidelines of the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Within these guidelines, our program has the responsibility for selecting and evaluating its students; designing, implementing, and evaluating its curriculum; and determining who should be awarded a degree and/or recommended for graduate work at other institutions. Admission and retention decisions are based not only on satisfactory academic achievement but also on other academic factors, which serve to ensure that the candidate can complete the essential functions of the program required for graduation.

Our program has a responsibility to the public that its graduates can become fully competent and caring speech-language pathologists and audiologists, capable of doing benefit and not harm. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice speech-language pathology and/or audiology.

#### **ESSENTIAL FUNCTIONS**

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology and/or audiology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have essential 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 and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework

and clinical experience. Failure to meet or maintain the Essential Functions may result in action against the student, including, but not limited to dismissal from the program.

### **A. COMMUNICATION**

A student must possess adequate communication skills to:

- Communicate proficiently in both oral 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, and the ability to modify communication style to meet the communication needs of clients, caregivers, and other persons served.
- Communicate professionally and intelligibly with patients, colleagues, other health care 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.

### **B. MOTOR**

A student must possess adequate motor skills to:

- Sustain the necessary physical activity level in required classroom 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 the testing and treatment environment and materials without violation of testing protocol 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.).

### **C. INTELLECTUAL / COGNITIVE**

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 judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self-evaluate, identify, and communicate the limits of one's own knowledge and skill to an 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 dependent decisions.

#### **D. SENSORY/OBSERVATIONAL**

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

- Visually and auditorily identify normal and disordered communication (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, and social interaction related to communication).
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize and adjust when a client and/or client's family does or does not understand the clinician's written and or verbal communication.
- Identify and discriminate a client's spoken responses.
- Accurately monitor – through both visual and auditory modalities – equipment displays and controls (including those of hearing instruments) used for assessment and treatment of patients.

#### **E. BEHAVIORAL/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, race, religions, sexual orientation, 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 (including 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.

Calvin College is committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. Our goal is to ensure that every student who has a disability is provided with access to the needed services that will ensure equity of opportunity. We provide assistance to students with visual impairments, learning disabilities, mobility impairments, hearing impairments, chronic health conditions (including allergies), psychological disabilities, and temporary disabilities so they may enjoy a complete range of academic and

non-academic opportunities. More information may be found at:  
<http://www.calvin.edu/academic/services/disability/>.

By signing this, I certify that I have read and understand the “Essential Functions of Speech-Language Pathology and Audiology Education” and I understand that should I fail to meet and/or maintain the Essential Functions, I may be subject to action against me by Calvin College, including but not limited to dismissal from the Program.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

Return this document to: SPAUD Department Chair, Calvin College, 1810 East Beltline Ave SE,  
Grand Rapids, MI 49546.

*Reference: adapted with permission from the Essential Functions of Speech and Hearing Sciences Education at the University of Washington, Department of Speech and Hearing Sciences (2009), and the Council of Academic Programs in Communication Sciences and Disorders (2007).*

# APPENDIX E: UNDERGRADUATE RETENTION REQUIREMENTS

## CALVIN COLLEGE SPEECH PATHOLOGY AND AUDIOLOGY RETENTION REQUIREMENTS FOR UNDERGRADUATE STUDENTS ENTERING CALVIN IN CATALOG YEAR 2019/2020

The SPAUD Program at Calvin College will prepare students for entry-level skills in Speech-Language Pathology or graduate-level programs in Audiology professions. To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the minimum grade and essential functions requirements for majoring in speech pathology and audiology are designed to be one of the processes of ensuring a student's professional competency upon completion of their academic work.

The requirements for remaining in Speech Pathology and Audiology major as an undergraduate student are:

- Students must earn at least a 3.0 grade point average (GPA) every semester across all courses. If a student earns below a 3.0 GPA in any one semester, the student will be placed on probation and must earn a 3.0 GPA the following semester. Students may retake SPAUD courses to improve their GPA; however, students may earn below a 3.0 GPA only one time during their tenure as BA students at Calvin College.
- Students must also meet the essential functions required to practice as a speech-language pathologist, as outlined in the SPAUD Handbook.
- If a student has earned less than a 3.0 GPA for any two different semesters (not overall GPA), or has failed to meet the essential function requirements, their enrollment in the SPAUD Program will be terminated.
- If a student has early admission status, she/he must earn a grade of B+ (3.3) or better in all SPAUD prerequisite courses and have earned a 3.7 or higher cumulative GPA by the time of official application to the graduate program in order to keep early admission status. Failure to earn a B+ in any prerequisite SPAUD course or a 3.7 cumulative GPA by the time of application will result in the loss of early admission status.
- A student is expected to meet with her/his academic advisor at least once each semester to review your progress in the academic and clinical program. The Department Chair will submit the names of students in academic and/or clinical jeopardy to the Department's faculty for appropriate action.

To indicate that you have read and understand the above requirements, please print and sign your name below. If you have any questions, please request a meeting with your academic advisor or the SPAUD Department Chair.

\_\_\_\_\_  
Student's Name (print)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Member (print)

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Date



# APPENDIX F: GRADUATE RETENTION REQUIREMENTS

## CALVIN COLLEGE SPEECH PATHOLOGY AND AUDIOLOGY RETENTION REQUIREMENTS FOR GRADUATE STUDENTS ENTERING THE MASTERS PROGRAM IN CATALOG YEAR 2018/2019

The SPAUD Program at Calvin College will prepare students for entry-level skills in speech-Language pathology or graduate-level programs in audiology professions. To practice as a speech-language pathologist or audiologist, it is important to have the knowledge and skills necessary to be a competent professional as outlined by the American Speech-Language-Hearing Association. Therefore, the minimum grade and essential functions requirements for majoring in speech pathology and audiology are designed to be one of the processes of ensuring a student's professional competency upon completion of their academic work.

The requirements for remaining in the Speech Pathology and Audiology major as a graduate student are:

- Students must earn at least a 3.0 grade point average (GPA) every semester across all courses. If a student earns below a 3.0 GPA in any one semester, the student will be placed on probation and must earn a 3.0 GPA the following semester. Students may retake SPAUD courses to improve their GPA; however, students may earn below a 3.0 GPA only one time during their tenure as graduate students at Calvin College.
- Students must also meet the essential functions required to practice as a speech-language pathologist, as outlined in the SPAUD Handbook.
- If a student has earned less than a 3.0 GPA for any two different semesters (not overall GPA) during their tenure as a graduate student at Calvin College, or has failed to meet the Essential Functions requirements, their enrollment in the SPAUD Program will be terminated.
- Students are expected to meet with the clinic director and department chair each semester to review their progress in the academic and clinical program. The department chair will submit the names of students in academic and/or clinical jeopardy to the department's faculty for appropriate action.
- Students who elect to write a thesis in the MA program must be in good academic and clinical standing prior to securing approval of the thesis topic and before the oral examination.
- Retention in the graduate program is also contingent upon successful completion of a criminal background check and drug screen and upon a review of disciplinary actions as documented by the Calvin College Student Life Division.

To indicate that you have read and understand the above requirements, please print and sign your name below. If you have any questions, please request a meeting with your academic advisor or the SPAUD Department Chair.

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Student's Name (print)	Student's Signature	Date
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Faculty Member (print)	Faculty Member's Signature	Date
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# SECTION FOUR: FORMS FOR CLINICAL PARTICIPATION

## CALVIN COLLEGE SPAUD PROGRAM CONSENT FOR CRIMINAL BACKGROUND CHECK AND APPLICANT STATEMENT REGARDING CRIMINAL HISTORY

1. Name of Applicant/Student (Please Print):

\_\_\_\_\_

First                      Middle                      Last

2. Student ID Number: \_\_\_\_\_

3. Statement Regarding Criminal History: **Please initial each statement below that is true for you.**

I hereby state that:

- a. I have not been convicted of a felony or an attempt or conspiracy to commit a felony.
- b. I have not been convicted of a misdemeanor involving abuse, neglect, assault, battery, or criminal sexual conduct or involving fraud or theft against a vulnerable adult (as that term is defined in Section 145m of the Michigan Penal Code, 1031 PA 328, MCL 759.145m), or a state or federal crime that is substantially similar to a misdemeanor described in this statement.

4. Understandings and Agreements

- a. I consent to the performance of a criminal background check
- b. I understand and agree that, if the criminal background check does not confirm the above statements, my acceptance in the Calvin College SPAUD Program will be rescinded unless and until I can prove that the information is incorrect.
- c. I also understand and agree that failure to meet any conditions described in subparagraphs 3(a) and 3(b) of this statement may result in my acceptance into the Calvin College SPAUD Program being rescinded.
- d. I further understand that an individual who knowingly provides false information regarding criminal conviction in this statement may be subject to civil or criminal penalties.

(Please print legibly or type)

\_\_\_\_\_

Date of Birth                      Gender

\_\_\_\_\_

School Address: Street                      City                      State                      Zip

\_\_\_\_\_

Permanent Housing Address: Street                      City                      State                      Zip

\_\_\_\_\_

Telephone Number (with area code)                      Other Names Used by Applicant

\_\_\_\_\_

Social Security Number                      Driver's License Number

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Signature in Full

**CALVIN COLLEGE SPAUD PROGRAM  
CONSENT FOR DRUG SCREENING**

Each student seeking admittance into the SPAUD Masters Program is required to report to Calvin Health Services for collection of a hair sample as required by the Calvin College Department of SPAUD Program Handbook. (Policy #106 - CRIMINAL BACKGROUND, FINGERPRINT, and DRUG SCREENING)

**Policies: Drug Screening**

1. Acceptance into the SPAUD program is contingent upon passing a drug screen.
2. The Calvin College SPAUD Program has a no-tolerance policy regarding substance abuse. Students must clear a drug-screening test in order to enter the program.
3. Failure to undergo the drug screening will result in dismissal from the program.
4. If the drug screen returns as adulterated, the student will be dismissed from the program.
5. After the initial drug screening, random drug screening may occur depending on the requirements of the practicum site/agency. If the student is selected for random testing, notification will be given by either the SPAUD Program or the practicum site/agency. **Failure to have a random drug screen within the allowed time will result in dismissal from the program.** Results of the random drug screen will be forwarded to the Calvin College SPAUD Program and the Student Life Division of Calvin College. If the student is removed from the SPAUD Program, she/he will be referred to the Student Life Division.

Test results will be sent directly to the Calvin College SPAUD Program and will not be included in the student's medical record at Health Services.

I, \_\_\_\_\_, have been fully informed of the reason for hair testing (I understand what I am being tested for), the procedure involved, and do hereby freely give my consent. In addition, I understand that the results of this test will be forwarded to the Calvin College SPAUD Program.

I hereby authorize this hair sample to be taken and for these test results to be released to the Calvin College SPAUD Program.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness \_\_\_\_\_ Date \_\_\_\_\_

**CALVIN COLLEGE SPAUD PROGRAM  
MEDICAL INFORMATION RECORD**

Name \_\_\_\_\_ Student ID # \_\_\_\_\_ DOB \_\_\_\_\_

This form must be completed at Calvin College Health Services or by your own health care provider. Attach required lab results as instructed. Provider signature required below.

**I. Measles (Rubeola), Mumps and Rubella – Vaccination with two doses of MMR vaccine and proof of immunity through titers**

Documentation of TWO doses of MMR vaccine, given at least one month apart (first dose given after 12 months of age).

Vaccine Dates: 1) \_\_\_\_\_ 2) \_\_\_\_\_

Date Rubeola titer done: \_\_\_\_\_

Date Mumps titer done: \_\_\_\_\_

Date Rubella titer done: \_\_\_\_\_ (Titer copies must be attached)

**II. Hepatitis B – Vaccination with three doses of Hepatitis B vaccine and proof of immunity through Hepatitis B titer**

Students & faculty members who refuse vaccination will not be allowed to participate in practicum experiences.

Vaccine Dates: 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

Date Hepatitis B titer done: \_\_\_\_\_ (Titer copy must be attached)

**III. Tuberculosis – Two-Step Tuberculin Skin test, given one to two weeks apart for new SPAUD students**

If a previous test was positive, student must complete the TB Questionnaire at Health Services annually. Chest x-ray recommended if symptomatic.

Mantoux Tb Skin Test Dates: 1) \_\_\_\_\_ 2) \_\_\_\_\_ (Copy of results must be attached)

**IV. Tetanus/Diphtheria/Pertussis Vaccination:**

Primary series completed: Yes \_\_\_ No \_\_\_

Date of most recent booster: \_\_\_\_\_

Healthcare personnel who will have direct contact with infants 12 months of age and younger should receive a Tdap booster with an interval as short as 2 years from the last Td dose. (MMWR 2006; 55(RR-17):1-37.)

**V. Varicella – History of disease or vaccination with proof of immunity through titer required**

Have you had the Chickenpox disease? Yes \_\_\_ No \_\_\_

Have you received the Chickenpox Vaccine? Yes \_\_\_ No \_\_\_

Vaccine Dates: 1) \_\_\_\_\_ 2) \_\_\_\_\_

Date Varicella titer done: \_\_\_\_\_ (Titer copy must be attached)

**Health Care Provider (Physician, Nurse, Health Dept. Stamp – NOT IMMEDIATE FAMILY MEMBER**

Print Name \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

**CALVIN COLLEGE SPAUD PROGRAM  
AUTHORIZATION TO RELEASE INFORMATION**

To Whom It May Concern:

I, \_\_\_\_\_, hereby authorize a representative of the Calvin College SPAUD Program bearing a copy of this release, while I am a student in the SPAUD major, to obtain any information pertaining to my criminal background history from any source.

I, \_\_\_\_\_, hereby authorize Calvin College to release the criminal background history as it sees fit. This release is executed with the full knowledge and understanding that the information is for official use of the Calvin College SPAUD Program.

Consent is granted for the Calvin College SPAUD Program to furnish such information, as is described above, to third parties in the course of fulfilling its official responsibilities.

I, \_\_\_\_\_, hereby release Calvin College, as the custodian of such records, both individually and collectively, from any and all liability for damages of whatever kind, which may at any time result to me, my heirs, family or associates because of my compliance with this authorization and request to release information, or any attempt to comply with it.

(Please print legibly or type)

\_\_\_\_\_  
Full Name:      First                      Middle                      Last

\_\_\_\_\_  
Date of Birth                      Gender

\_\_\_\_\_  
School Address: Street                      City                      State                      Zip

\_\_\_\_\_  
Permanent Housing Address: Street                      City                      State                      Zip

\_\_\_\_\_  
Telephone Number (with area code)                      Other Names Used by Applicant

\_\_\_\_\_  
Social Security Number                      Driver's License Number

\_\_\_\_\_  
Signature

*Adapted from Calvin's Nursing Department and the University of Detroit Mercy, Authority to Release Information, Attachment A*



